

Superintendent's Report

January 9, 2023

Superintendent
Dr. Noriega-Murphy





MALDEN
PUBLIC
SCHOOLS

2022-2023
Vol. 1 No. 3
Jan. 4, 2023



ROCKS !

*Bringing the
GOOD NEWS
from our District to
the Families, Staff
& Students of
the Malden
Public Schools*



- New England Association of School and Colleges (NEASC) – School visit – This week (Monday and Tuesday)
- Martin Luther King Jr. Day to Celebrate his Life and Achievements – January 16, 2023 (No School)
- Lunar New Year 2023 – January 22, 2023
- Poetry Out Loud Finals / January 23, 2023



Opportunity to Engage

Malden Public Schools Rocks!
The 3rd issue of our District Newsletter is available on our website:
www.maldenps.org

District Restorative Practice and Equity Team

Thank you for your continued support as we work collaboratively to build educational equity in the Malden Public Schools. We are looking forward to collaborating with caregivers, students, and community members who are interested in joining the [District Restorative Practice and Equity Team](#). This team will meet every 3 to 4 weeks to::

- Support the district community in addressing equity-based concerns to administrators
- Review data on reported incidents, responses, and access to reporting methods
- Create a toolkit of resources for students, staff, and caregivers in the areas of equity and restorative practices
- Contribute to the Equity Audit process

All Malden students, community members, and caregivers are welcome! Please email equity@maldenps.org if you are interested in joining the team!



Updates

Agenda:



- Faces of Recovery
- Teen Center Cambridge Health Alliance
- District Enrollment
 - Individual Schools
 - Grade Level
- Comparative Enrollment Data
 - SY 2018-2019 to Present
- Welcome Center
- MOST
- Open Positions
- Special Education Department Presentation
- District iXL, iReady, and DIBELS Data
- A.E.A.P Working Group Update
- Next Steps



Faces of Recovery

By YWCA TASK

1/9/2023



What is “Faces of Recovery”? - Tracy Nganga

Hello everyone, thank you for allowing us the opportunity to be here with you all today. We are the YWCA TASK program which stands for Teen Advocates Sharing Knowledge and we are going to be talking about our Faces of Recovery project as well as our plan to elevate our work. The journey of this project began with funding by a grant from the Greater Boston Council on Alcoholism. The TASK advisor/Malden is Moving! Coordinator, Chris Murphy and Paul Hammersley (MOA) worked collaboratively in designing the project. We partnered together in the hope of raising awareness for substance use disorders.

What We Did - Nevaeh Georges

The process of our Faces of Recovery Project began with Malden Overcoming Addiction providing us with the interviewees. We interviewed 12 people of various backgrounds, ages, and genders. Every week we would interview at least one person. We would be split into two groups, while one group was interviewing, the other group was transcribing and writing summaries of the previous interview. To prepare for the interviews we would practice our questions and interviewing techniques. We also learned the proper terms and definitions for substance use disorder. Lastly, we posted on our social media accounts to promote our event.

Most Influential Part - [Kimora Ha-Trinh](#)

The most influential part of this project was listening to and learning about the stories and experiences the interviewees had to tell. It gave us a better understanding that anybody can go through this situation/experiences, and the obstacles that they faced. This showed us the importance of taking the time to listen to their stories and the difficult times they overcame. The project altered the views we have of others, allowing us not to jump to conclusions or make assumptions of people. Knowing that anybody we pass by could be going through something similar as our interviewees. This is important because after reading the stories of each of these individuals, we can show you that substance use disorder does not discriminate.

Our Focus - Ana Esquivel

The main goal of this project is to find ways in which youth can gain resources to prevent their substance use disorders. We know that there are not a lot of places that offer services to youth under 18.

We want to tell youth where assistance is available and address gaps in the system. Adults often struggle to listen and understand youth because of our age and not believing the situations that we go through . Youth are reluctant to tell their stories because they are guarded due to individuals who stereotype them.

The Malden High Teen Health Center appears to be a solid resource for youth to gain assistance, the Health Center is available to youth ages twelve to twenty-four. However, many youth may not know this resource exists.

Malden High school is the most diverse high school in the state and students come from homes that reflect that diversity. For students who are first-generation there is often conflict in fitting in at school and having their cultural worlds collide. Substance use and mental health disorders are often taboo and stigmatized in home environments. We want youth to have the courage to speak up and advocate for themselves with no judgement and no fear.

CONCLUSION - Mia Hernandez

1. The Ask: we want youth to be listened to.
2. We need to work collaboratively (brainstorm together) and create accessible resources that are both affordable, and effective.
3. Through this collaboration we can create greater support systems that will make an impact and implement change.

“If you are not part of the solution, you are part of the problem”

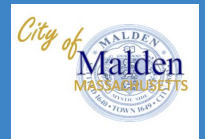
Faces of Recovery

Next Steps:

- Organize small student group conversations at each of our middle schools
- Organize small student group conversations at the high school
- Hold a Zoom awareness meeting with parents and caregivers
- Make sure this is part of our SEL curriculum
- Provide students and caregivers with information about where to find support
- Schedule different times at the Teen Center where students can meet with CHA staff.
- Find ways to keep our students engage in this awareness program.

Cambridge Health Alliance Teen Center at Malden High School

SY 2022-2023



Cambridge Health Alliance – Teen Center



Cambridge Health Alliance – Teen Center

The Teen Health Center builds on years of partnership between the City of Malden, Cambridge Health Alliance and Tufts University Family Medicine Residency.

On May 23, 2022 the Teen Health Center at Malden High School began providing services to students.

School Based Health Centers provide students with comprehensive care and create connections with trusted adults. The Malden Teen Health Center at Malden High School is a safe space where we can remove barriers to healthcare and where providers help students gain the confidence and skills they need to be healthy and maximize their learning.

Teen Center

- **The Teen Health Center is open to any individuals in Malden from 12 to 24 years of age:**
 - Monday - Friday from 8:00am to 12:00pm for primary care, sexual and reproductive health and mental health services
 - Thursdays from 12:30 to 4:00pm for basic oral health
 - During school breaks and summer the clinic is closed, but care continues to be available to students at the Canal Street primary care clinic or via telehealth as appropriate
- **Specifically, the services provided at the teen center are:**
 - Primary care: immunizations, routine and sports physicals, acute sick visits and ongoing collaboration with the school staff, school nurses & trainer;
 - Sexual and reproductive health care includes birth control, STI/STD testing and treatment, and counseling on variety of topics such as healthy relationships, gender issues, healthy decision-making;
 - Mental health assessment and treatment (diagnosis, psychotherapy, psychiatric medication); Collaboration with teachers, school counselors, community service agencies, emergency/inpatient services

Teen Center

- Oral Health
 - Oral Health Counseling: Caries Risk - Sugar, Diet and Nutrition, Substance Use/Tobacco, Oral Health hygiene, sports medicine, Non-nutritive oral habits
 - Oral Health Screening and Examinations: Routine, Emergency, Referrals, Clearance, Drop-Ins
 - Basic Minimally Invasive Treatments: Dental Sealants, Fluoride Varnish, Interim and final Restorations
 - Dental Care Navigation: Finding dental homes, coordinating care, partner referrals
- These services are provided at no cost to students for primary care services, regardless of their ability to pay.
 - All sexual and reproductive health services are free and confidential, and parent consent is not needed to obtain services.

Teen Center

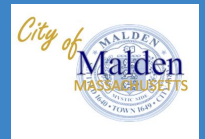
- **Services are provided in a similar way as our main primary care clinic on Canal Street:**
 - Medical assistant greets students and prepares them for their appointment with their clinician
 - Nurse manager makes sure immunizations, supplies and protocols are in order
 - Family Medicine Residents, who are supervised by a clinical preceptor, provide primary care services 20 hours per week
 - Mental health services are provided by a Social Worker 20 hours per week and a Psychiatrist 5 hours per week
 - Oral health services are provided a community dentist, dental assistant, and dental trainee (General Practice Resident or Dental Public Health Resident through CHA/Harvard affiliation)
 - Community health educator provides both family planning counseling and acts as a liaison to school teachers and administrators for outreach and educational programming

Teen Center

- Services are available in the patient's language through CHA's interpreting services.
- Since the beginning of this school year, we have served:
 - 226 students + oral health
 - 401 visits + oral health
 - Mental health: 150 visits
 - Primary care: 200 visits
 - Sexual Health: 51 visits
 - Oral Health: 23 Visits
 - Represents over a dozen ethnicities and languages.
- Efforts to promote the teen health center, joint effort with the school and district
 - Tabling, school communications to students and families, athletic teams, information sessions in classes, educational sessions in community based organizations.

District Update

SY 2022-2023



District Enrollment

Malden Public Schools

District Enrollment

Page 1

January 5, 2023

District Enrollment

School	School Name	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	13	SP	Total
Beebe	Beebe School	0	93	110	101	82	110	94	101	99	100	0	0	0	0	0	0	890
ELC	Early Learning Center	274	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	274
Ferryway	Ferryway School	0	101	108	96	97	100	93	100	95	94	0	0	0	0	0	0	884
Forestdale	Forestdale School	0	55	67	64	55	66	49	69	80	83	0	0	0	0	0	0	588
Linden	Linden School	0	81	95	92	94	87	83	95	95	100	0	0	0	0	0	0	822
MHS	Malden High School	0	0	0	0	0	0	0	0	0	0	494	496	457	407	11	0	1865
OutDst	Out of District	0	1	0	3	2	4	4	3	6	12	6	4	9	6	11	0	71
Salem	Salemwood School	0	99	136	94	108	105	116	122	125	123	0	0	0	0	0	0	1028
Services	Services Only - Private School	11	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	13
Totals		285	430	516	451	439	472	439	490	500	512	500	500	466	413	22	0	6435

District Comparative Enrollment Data

SY18-19

SY19-20

SY20-21

SY21-22

SY22-23

School Year	Enrollment
2018-2019	6,464
2019-2020	6,481
2020-2021	6,120
June 5, 2022	6,471
SY 2022-2023	
September 12, 2022	6,337
October 2, 2022	6,391
November 12, 2022	6,437
December 2, 2022	6,441
January 2023	6,435

Attendance is Critical for Academic Success!

Schools are in session for only 180 DAYS for students (Snow days 185)	
Months	Number of School Days
January 23	15
February	15
March	23
April	15
May	22
June	10 /Seniors 2 days

Update: Human Resources & Licensure Support

Overall-117 Staff require licensure attention:
 30 require SEI Endorsement **and** Content Licensure
 80 Require **only** Content Licensure
 7 require **only** SEI Endorsement

Content Licensure Attention Needed	Dec. '22
Staff on DESE Waivers	22
Staff on Emergency Licenses from 2020 (extendable per DESE)	5
Staff on Emergency Licenses from 2021/2022 (expiring at the end of the school year)	35
Staff with Expiring licenses	48
TOTALS:	110

SEI Endorsement Attention Needed	Dec. '22
Staff needing SEI Endorsement only	7
Staff needing SEI Endorsement and one of the licensure needs (above)	30
TOTALS:	37

Update: Human Resources & Licensure Support

- All staff requiring licensure attention have been notified in writing by Human Resources
- All staff on emergency licenses were invited to utilize the benefits of our partnership with Hale/Cambridge College, including 1:1 consultation
- All staff on waivers were invited to participate in 1:1 meetings with district staff to clarify needs to complete licensure
- MTEL preparation courses were posted to our Vector Professional Development platform and are open to **all staff**, with priority for staff needing licensure attention
- Our partners at Hale/Cambridge College are also offering tutoring, small group coaching, and other supports as identified in the 1:1 meetings
- MTEL vouchers will be ordered and distributed to qualifying staff upon completion of the individual MTEL prep course.
- We anticipate adding more MTEL preparation courses and are looking into an SEI Endorsement course for later in this school year.
- All supports are **ongoing** and we will provide a more detailed report at a subsequent School Committee meeting

Update: Human Resources Demographics

Race/Ethnicity	2019-2020	2020-2021	2021-2022
African American	39	41	40
Asian	34.8	30.8	32.7
Hispanic	22	20	33
White	724.8	704.3	696.0
Native American	1	0	0
Native Hawaiian, Pacific Islander	0	0	0
Multi-Race, Non-Hispanic	8	9	10.5

Update: Welcome Center

Enrollment

Number of students in the queue :

Kindergarten: 8
Grades 1-12: 35

Waiting lists information :

Beebe: Grades K, 4 and 6
Ferryway: Grades 1, 4, and 6
Linden: Grade 8



OnLine REGISTRATION

Update: MOST Program

Afterschool Programs at	Enrolled	Waiting List
Beebe	43	12
Forestdale	45	11
Linden	36	8
Salemwood	43	12

Enrollment Updates

- Total enrollment is up to 167 from 130 in October!
- Waitlists down to 43 from 103 in October

Open Positions Update (55)

Beebe K-8 (8)

ESP-PACE (2)

ESP-1:1 ESP (4)

Teacher-SEI K-4

Sr. Custodian

Early Learning Center (4)

ESP-Intensive Learning Program (3)

ESP-1:1 ESP

Ferryway K-8 (7)

ESP-Kindergarten

ESP-Transitional 7-8

Teacher-SEI Grade 2

Teacher-ESL

Teacher-Special Education/Medically Fragile

Teacher-Student Support 5-8 (Long Term Sub)

Jr. Custodian

Linden K-8 (3)

ESP-Pathways (2)

Secretary-Secretary K-4

Building Monitor

Forestdale K-8 (6)

ESP-Intensive Learning Program (2)

ESP-ILP Middle School

Registered Behavior Technician

Teacher-Health K-8 (Long Term Sub)

Teacher-Student Support (Long Term Sub)

Open Positions Update (55)

Malden High School (10)

ESP-PACE (2)

Registered Behavior Technician

Secretary-Principal

Teacher-Chemistry

Teacher-ESL

Teacher-Reading Specialist

Teacher-Social Studies (Long Term Sub)

Team Chair

Salemwood K-8 (10)

ESP-K-8

ESP-1:1 ESP (2)

ESP-Pathways

Teacher-Grade 1 (Long Term Sub)

Teacher-Grade 4 (Long Term Sub)

Teacher-Intensive Learning Program Gr. 1

Teacher-Math Gr. 8

Teacher-Physical Ed K-4

Teacher-Science Grade 8 (Long Term Sub)

District (7)

Adjustment Counselor

Welcome Center- Bilingual Parent Liaison

Confidential Administrative Assistant-Human Resources

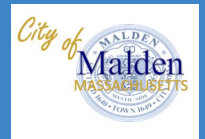
Coach-ESL Coach

Psychologist (2)

Registered Behavior Technician

Special Education

SY 2022-2023



Special Education Historical Data in May 2022

	Oct 1, 2019	Oct 1 2020	Oct 1 2021	Oct 1 2022
Students on IEPS	1086	1113	1143	1197*
504s	190	155	160	172
MCAS Alt	ELA 59 Math 50 Science 21	NA	ELA 43 Math 43 Science 14	ELA 37 Math 37 Science 16
4 year Graduation rate	62.0%	63.4%	66.7%	Not Available Yet
5 Year Graduation Rate	64.1%	70.7%	Not Available Yet	Not Available Yet
PRS Letters of Findings and Corrective Action (School Year)	19-20 3	20-21 5	21-22 0	22-23 0 to date
Out of District	93	94	82	71
Certificate of completion	1	2	3	2 to date/ 4 total

• Typo corrected on 1-10-2023

Special Education Comparison Data–May 2022

	SPED teacher FTE per 100 students	Total FTE	SPED Paras FTE per 100	Total FTE	SAC/counsel/ Ect	Total FTE	related service	Total FTE
MALDEN	12.2	122	11	110	2.5	25	3.3	33
Everett	0.8	10	0.9	10	0.1	1	1.4	16
Chelsea	9.9	84	6.6	56	1.4	11.5	2.1	18
Revere	8.1	89	5.7	62	3.1	34	2.9	32
Medford	6.5	38	7.8	61	1.2	9.6	3.8	29.6
Boston	1.7	171	0.1	13	0	2	7.3	718
Framingham	4.2	73	8.6	152	0.1	2.2	2.4	41.9
Holyoke	4.7	66	10.1	141	0.4	5	3.5	47.7
Chicopee	6.3	80	9.8	124	2.2	28.8	3.8	36.4
Somerville	5.5	48	7.3	64	1.7	14.8	4.2	36.6
Fitchburg	5.5	64	8.4	98	1.9	22	1.4	15.8
State	5.6	9250	10.6	17545	1.1	1829	3.7	9249.5

Special Education Comparison Data– May 2022

	SWD	Out of District	% of out of district	# of Inclusion	% full inclusion	# Partial	%Partial	# Sub Sep	%Sub Sep
MALDEN	1074	73	1.20%	672	62.57%	44	4.10%	185	17.23%
Everett	1232	82	1.20%	760	61.69%	195	15.83%	90	7.31%
Chelsea	1007	156	2.50%	521	51.74%	33	3.28%	237	23.54%
Revere	1240	143	2.00%	679	54.76%	80	6.45%	262	21.13%
Medford	821	36	0.9	526	64.07%	126	15.35%	88	10.72%
Boston	10,167	338	0.7	5580	54.88%	663	6.52%	2740	26.95%
Framingham	1941	188	2.10%	1147	59.09%	94	4.84%	354	18.24%
Holyoke	1483	87	1.70%	875	59.00%	172	11.60%	263	17.73%
Chicopee	1289	21	0.3	801	62.14%	33	2.56%	329	25.52%
Somerville	934	59	1.20%	618	66.17%	75	8.03%	131	14.03%
Fitchburg	1285	118	2.20%	755	58.75%	136	10.58%	192	14.94%
State	174,505	9442	1.00%	110405	63.27%	21803	12.49%	21730	12.45%

Special Education Comparison DESE Data in May 2022

District	Enrollment	# SWD	% SWD	% Low Income	SWD & Low Income
MALDEN	6101	1074	17.4	65.2	64%
Everett	6813	1232	17.9	74.4	56%
Chelsea	6074	1007	16.1	83.1	47%
Revere	7141	1240	17	70.7	51%
Medford	4024	821	20.2	40.5	43%
Boston	46169	10167	21.9	71.2	51%
Framingham	8824	1941	21.5	54.9	44%
Holyoke	5201	1483	28.6	86.5	64%
Chicopee	6796	1289	18.9	69	72%
Somerville	4673	934	19.7	53.4	48%
Fitchburg	5187	1285	24.2	75.2	62%
State	911529	174,505	19.1	43.8	45%

Special Education Comparison Data– Preschool Placement in May 2022

Grade	Students	# SWD	% SWD	Full inclusion	Partial inclusion	Substantially separate	Percent of Sub Sep
Malden	218	100	46%	42	6	50	50.00%
Everett	310	65	21%	32	1	31	47.69%
Chelsea	249	59	24%	7	13	35	59.32%
Revere	150	78	40%	24	6	3	3.85%
Medford	87	38	44%	35	3	0	0.00%
Boston	2767	525	19%	212	2	264	50.29%
Framingham	255	134	53%	27	0	95	70.90%
Holyoke	306	81	26%	38	9	30	37.04%
Chicopee	203	101	50%	83	0	18	17.82%
Somerville	237	29	12%	10	1	17	58.62%
Fitchburg	168	76	40%	46	14	12	15.79%

MPS Special Education Placement By Grade Level in May 2022

Grade	Students	# SWD	% SWD	Full inclusion	Partial inclusion	Substantially Separate	Out of district	2018	2022	5 yr change
All	6,174	1,074	17%	714	50	235	73	1,086	1,074	-1%
PK	218	100	46%	42	6	50	1	116	100	-16
K	439	55	13%	26	8	21	0	49	55	6
Gr 1	445	62	14%	40	1	21	0	40	62	22
Gr 2	439	51	12%	36	3	11	1	70	51	-19
Gr 3	442	65	15%	53	0	9	3	97	65	-32
Gr 4	438	59	13%	40	0	16	3	67	59	-8
Gr 5	483	77	16%	59	2	13	3	85	77	-8
Gr 6	480	91	19%	73	1	12	5	80	91	11
Gr 7	504	99	20%	76	6	10	7	91	99	8
Gr 8	484	82	17%	70	3	4	5	82	82	0
Gr 9	436	78	18%	55	2	15	5	92	78	-14
Gr 10	448	75	17%	51	6	9	9	73	75	2
Gr 11	442	80	18%	51	4	18	7	67	80	13
Gr 12	444	68	15%	42	5	10	11	58	68	10
SP	32	32	100%	0	3	16	13	19	32	13

Special Education Programs

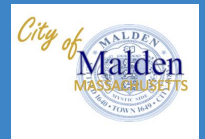
Program	Cohort	Enrollment	Locations
RISE	Recognizing Individual Success Every Day (RISE) Therapeutic Program for students with an Emotional Disability.	Linden K-5: 12 Salemwood 6-8: 8 MHS 9-12: 18	Linden K-5 (2 Classes) Salmewood 6-8 (1 Class) MHS 9-12 (2 teachers)
PACE	Practical Academics and Community Education (PACE) Students in this program qualify for special education with an intellectual disability and/or Autism Spectrum Disorder (ASD). Focus on Functional Academics	Beebe-23 MHS - 48	Beebe K-8 (4 Classes) MHS 9-12 (7 classes)
ILP	The Intensive Learning program (ILP) is designed for students diagnosed with an Autism Spectrum Disorder (ASD)/Global Developmental Delay.	Ferryway-28 Forestdale-38 Salemwood-22	Ferryway K-8 (4 Classes- Including 1 Medically Fragile) Forestdale K-8 (7 Classes) Salemwood K-8 (3 Classes)

Special Education Programs

Program	Cohort	Enrollment	Locations
Pathways	Alternative Program for students with and without disabilities. Servicing students that are over-aged & undercredited Credit recovery will be offered after school hours starting next month.	40 students	MHS Gr 10-12
Language Based Program	New for 22-23 For students with significant reading disabilities that require intensive daily instruction with a systematic reading program	3 Students	Linden Gr 2-4 (1 Class)
Assessment Center	New for SY 2022-2023 Students attended for an extended evaluation of up to 40 days	6 as of 12/23/22 enrolled in the assessment center	Salemwood K-4 (1 Class) Dependent on students in program

District Data IXL, i-Ready, and DIBELS

SY 2022-2023



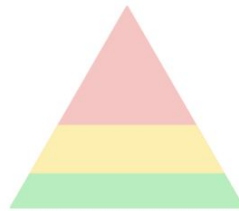
Students Assessed/Total: 3,892/4,218

Overall Placement



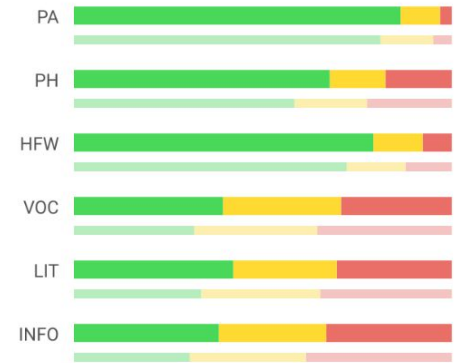
Most Recent

- **At Risk for Tier 3**
29% (From 35%)
- **Tier 2**
30% (From 34%)
- **Tier 1**
41% (From 31%)



Fall Diagnostic

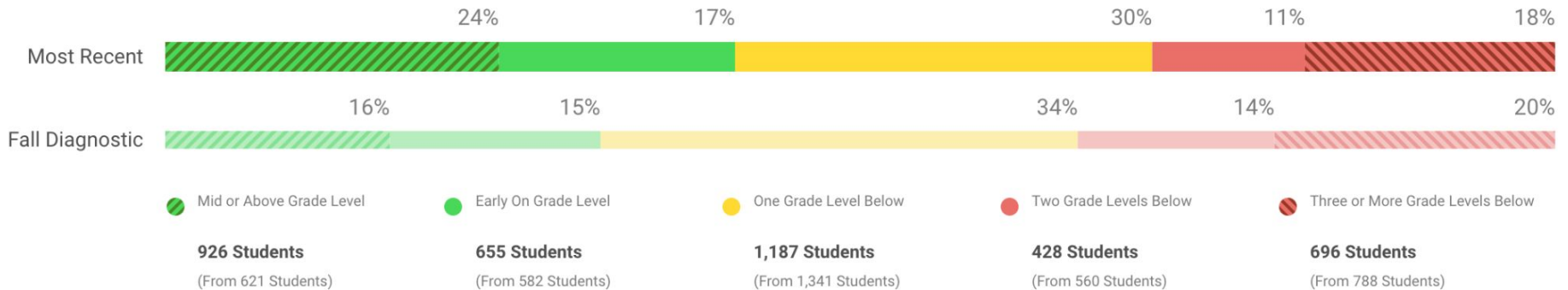
Placement By Domain





Overall Placement

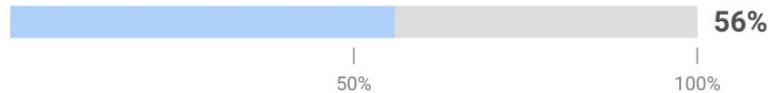
Students Assessed/Total: **3,892/4,218**





Students Assessed/Total: 3,956/4,218

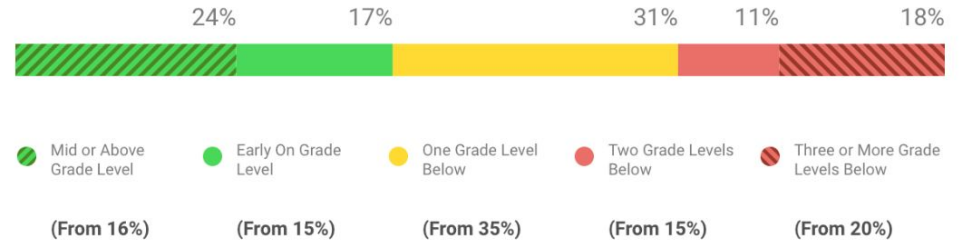
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 56%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

Current Placement Distribution



[The Mapping Between 5-Level and 3-Level Placements](#)

i-Ready K-8 Results Comparisons

Fall '22

	% of students on or above Grade Level	% of students below grade level (within one grade)	% of students far below grade level (more than one grade level)
Kindergarten	19.74%	80.00%	N/A
Grade 1	17.89%	64.00%	18.11%
Grade 2	29.04%	36.53%	34.43%
Grade 3	40.47%	17.65%	41.88%
Grade 4	30.55%	32.09%	37.36%
Grade 5	35.63%	23.52%	40.86%
Grade 6	30.13%	23.50%	46.37%
Grade 7	36.46%	17.70%	45.84%
Grade 8	35.08%	22.27%	42.65%

Winter '22

	% of students on or above Grade Level	% of students below grade level (within one grade)	% of students far below grade level (more than one grade level)
Kindergarten	42.72%	57.28%	N/A
Grade 1	30.91%	56.89%	12.20%
Grade 2	43.99%	29.02%	26.98%
Grade 3	51.38%	16.36%	32.26%
Grade 4	36.21%	33.84%	29.96%
Grade 5	37.30%	25.17%	37.53%
Grade 6	36.16%	22.52%	41.32%
Grade 7	37.94%	18.35%	43.71%
Grade 8	37.76%	17.35%	44.90%

DIBELS Results– Fall/Winter Comparison

Fall '22

Winter '22

	% of students on or above Grade Level	% of students below grade level (within one grade)	% of students far below grade level (more than one grade level)
Kindergarten	31.75%	12.80%	N/A
Grade 1	54.13%	12.40%	33.46%
Grade 2	60.00%	11.08%	28.92%
Grade 3	61.06%	14.66%	24.28%
Grade 4	59.87%	14.91%	25.22%
Grade 5	63.79%	15.02%	21.18%
Grade 6	61.50%	16.63%	21.87%
Grade 7	60.56%	20.65%	18.79%
Grade 8	60.09%	13.53%	26.39%
Totals	56.95%	14.60%	28.45%

	% of students on or above Grade Level	% of students below grade level (within one grade)	% of students far below grade level (more than one grade level)
Kindergarten	30.66%	16.06%	N/A
Grade 1	49.59%	15.78%	34.63%
Grade 2	55.31%	10.86%	33.83%
Grade 3	55.82%	11.88%	32.30%
Grade 4	55.99%	14.06%	29.95%
Grade 5	58.25%	12.86%	28.88%
Grade 6	60.36%	14.35%	25.28%
Grade 7	61.49%	10.92%	27.59%
Grade 8	67.29%	12.46%	20.25%
Totals	54.50%	13.37%	32.13%

District Results– Next Steps

- Identify ‘laboratory classrooms’ within each school for educators to visit classrooms in other schools.
- Support educators in structuring their ‘WIN’ blocks and other periods during the school day to provide students with both scaffolded or enrichment opportunities in literacy.
- Educators collaborate with coaches and directors to plan lessons where students can have more opportunities to practice literacy.
- Incorporate more opportunities to time students on fluency during intervention sessions and in strategic small groups during classroom instruction.

IXL K-8 Results Comparison

Fall '22

Winter '22

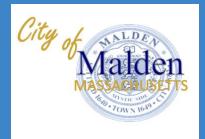
	% of students on or above Grade Level	% of students below grade level (within one grade)	% of students far below grade level (more than one grade level)		% of students on or above Grade Level	% of students below grade level (within one grade)	% of students far below grade level (more than one grade level)
Kindergarten	71.99%	28.01%	N/A	Kindergarten	79.4%	20.6%	
Grade 1	73.17%	23.69%	3.14%	Grade 1	67.3%	25.6%	7.1%
Grade 2	62.41%	26.24%	11.35%	Grade 2	59.7%	24.8%	15.5%
Grade 3	45.45%	32.17%	22.38%	Grade 3	48.1%	33.1%	18.8%
Grade 4	36.78%	34.14%	29.07%	Grade 4	38.9%	33.2%	27.9%
Grade 5	31.35%	33.02%	35.63%	Grade 5	34.3%	29.8%	35.9%
Grade 6	16.70%	24.52%	58.77%	Grade 6	33.2%	21.2%	45.6%
Grade 7	39.41%	16.56%	44.03%	Grade 7	33.3%	25.2%	41.6%
Grade 8	20.30%	22.62%	57.08%	Grade 8	20.4%	22.2%	57.4%
Totals	43.53%	26.57%	29.91%	Totals	45.63%	26.11%	28.26%

District Results– Next Steps

- Meet with principals to discuss focus grades/classrooms in each building.
- Work with coaches to better support those focus grades/classrooms, while continuing to observe them.
 - [Teacher Reflection Template](#) is an option to assist teachers with planning.
- Look at Math Assistant groupings and adjust them if needed.
- Schedule [additional full-day PD](#) from Better Lesson* for grade 6-8 teachers needing support with ongoing 1:1 coaching (Scheduled for January 10 at the Salemwood)
- Provide [1:1 leadership support](#) from Better Lesson for 6-8 Math coaches.
- Schedule ½-day training from Better Lesson for [building administrators](#) on what to look for in Open Up Resources.

A.E.A.P Update

SY 2022-2023



Background

Prior to Spring 2020

2020-2022

Mid-Spring 2022

Mid-Late Spring 2022

Spring-Present

January 9, 2023

Pre-Covid

A.E.A.P. at Linden
Grades 1-2 “Pre”
Grades 3-8 on
Transcript

COVID Pause

No *new* applications for A.E.A.P.

School Committee Review

April 27, 2022
Subcommittee vote to dismantle the program

May 2, 2022
School Committee vote to pause enrollment for Grades 1-3

Applications for 2022-2023

Applications accepted for *available seats* in grades 4-8 for 2022-2023

Working Group Review

Established by School Committee to review of current and previous practices,, data analysis, and impact, from multiple perspectives

Presentation of Review

Overview of findings and data relative to the Working Group

A.E.A.P Update

On May 2, 2022, School Committee members voted to **pause the Accelerated and Enriched Academic Program (A.E.A.P) 2022-2023 enrollment for Grades 1-3**. This program is located at the Linden S.T.E.A.M Academy.

Years the program was paused:

- SY 22-23 Paused (no 3rd grade, 2nd grade and 1st grade)
- SY 21-22 Paused (no 2nd grade and 1st grade)
- SY 20-21 Paused (no 1st grade)

A.E.A.P Overview of the Plan for SY 2022-2023:

- 1) District Wide open seats will be available for incoming Grades 4-8

The projected number of available seats for grades 4-8 for SY 2022-2023 based on a class size of 25 are as follows:

- Grade 4 - 14 seats
- Grade 5 - 8 seats
- Grade 6 - 6 seats
- Grade 7 - 12 seats
- Grade 8 - 7 seats

A.E.A.P. Overview of the Plan for SY 2022–2023

- Linden students who were previously accepted via application will be automatically enrolled.
 - *“Linden students who are officially enrolled in the program will be grandfathered”*
- No preferential seats in the program for siblings, each student will need to meet the criteria for entry
- Students will participate in all DESE, district and school assessments
- Transportation is not available
- Students officially enrolled in the program must keep up with the academic criteria.
- Exit the program criteria: Students academic eligibility will be reviewed in the middle and end of the school year. If students are not able to maintain the academic expectations, caregivers will be invited for a program exit meeting.

Application Information

- 1) Application forms were available on Monday, May 9, 2022 at the Welcome Center, on the website, via email, and hard copies were sent home with students
- 2) Application forms were available in different languages
- 3) Application forms were completed and submitted to Welcome Center before June 15, 2022
- 4) All applications were reviewed by the Welcome Center
- 5) Submission of the application form did not guarantee a seat in the program
- 6) The Welcome Center notified all applicants of their status by July 15, 2022
- 7) Students enrolled in A.E.A.P. completed assessments before June 21, 2022 in order for MPS to gather baseline data for the program.
- 8) Students enrolled in A.E.A.P. did not need to reapply if they had approved applications on file.
- 9) 2022 MCAS data during COVID-19 was not used due to reliability of scores

HOW TO APPLY FOR the Accelerated and Enriched Academic Program

Caregivers must take the following steps:

- 1) Application forms had to be completed and submitted to Welcome Center before June 15, 2022
- 2) Caregivers had to schedule an assessment appointment by contacting Erica Burrion at Acceleration@maldenps.org
- 3) Students completed the following assessments for application consideration.
 - i) IXL/Math
 - ii) iRead/Literacy
 - iii) Writing Sample
 - iv) Science
 - v) Social Studies assessments
- 4) Caregivers submitted the following letters of recommendation in sealed envelopes:
 - Administrator Recommendation (Principal, Assistant Principal)
 - Teacher, Guidance Counselor, or School Adjustment Counselor Recommendation

Curriculum

The A.E.A.P. program implements the same curriculum and assessments used at other K-8 schools in the district:

- ELA Grade 4-8 use Amplify CKLA (4-5) and Amplify ELA (6-8)
- Math Grades 4-5 use Eureka
- Math Grade 6-8 use Open Up Resources (OUR)
- Science Grades 4-8 use department created Science curriculum units
- History Grades 4-7 use TCI/History Alive! and Grade 8 uses iCivics and department created History units

Accelerated Program Requirements

Student must take all ELA, Math, Science and History in the A.E.A.P

- 1) Attendance 90-100%
- 2) Grades A- to A+
- 3) Homework completion 90%
- 4) Must score in all assessments in all subjects at no lower than grade level
- 5) For the Mid-Year and End of Year review students must score at least at grade level and above in ELA, Math, Science, and History
- 6) Students who score lower than grade level / benchmark in at least one of the subject will be required to exit the program
- 7) Students cannot have a disciplinary record

Breakdown of Applicants as of June 15, 2022

Current Grade	Beebe	Ferryway	Forestdale	Linden	Salemwood	Grand Total	OPEN SEATS
3	2	1	1	10		14	14
4	3			13		16	8
5	1	1		9		11	6
6	1	3	1	13	2	20	12
7	4	1	1	9		15	7
Grand Total	11	6	3	54	2	76	47

A.E.A.P Update–September 12, 2022

Grade	4	5	6	7	8
Students previously accepted into AEAP	11	17	19	13	18
Open Seats for the 2022–2023 School Year	14	8	6	12	7
Students who met the criteria and were invited to join AEAP beginning on Fall 2022	14	8	6	12	7
Students who accepted invite to join AEAP beginning on Fall 2022	14	8	6	10	7
Students returning to the AEAP Program in Fall 2022	9	16	18	13	18
Students currently enrolled in AEAP	23	24	24	23	25
Students currently enrolled in AEAP and have started school	22	22	21	23	24

Update: A.E.A.P

Enrollment	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Accepted in the program	22	24	24	23	25
Oct. 3, 2022	22	22	21	22	24
Nov. 12, 2022	22	21	21	22	25
Dec. 2, 2022	22	21	21	22	25
January 5, 2023	22	20	21	22	25

A.E.A.P. Student Demographics

Grade	Female	Male	TOTAL
4th	9	13	22
5th	10	10	20
6th	10	11	21
7th	13	9	22
8th	13	12	25
TOTAL	55	55	110

A.E.A.P. Student Demographics

Grade	African American	Hispanic	Asian	Caucasian	Multi-Racial
4th	2	1	10	7	2
5th	4	2	9	4	1
6th	5	2	8	4	2
7th	7	2	6	6	1
8th	1	4	12	8	0
TOTAL	19	11	45	29	6

A.E.A.P Working Group

Original Composition of A.E.A.P Working Group Committee:

- 2 Central Office Staff assigned by the Superintendent

- 1 Student

- 2 Parents representative of the District

- 1 School based administrator from one of the five K-8 schools

- 1 Teacher from one of the five K-8 schools

A.E.A.P Working Group

- 8/8/22 -First Meeting
 - Invitees included 2 parents, 1 School Committee Member, 1 Principal, 2 Central Office, 1 Teacher, 1 Student
 - Five Attendees including 1 parent, 1 School Committee Member, 1 Principal, 2 Central Office
 - Agenda consisted of setting norms, setting of meeting dates and review of current entrance and exit procedures
- 8/22/22
 - Four Attendees- 1 parent, 1 School Committee Member, 1 Principal, 1 Central Office
 - Agenda consisted of a review of a sample policy from Harlem School District's Accelerated Program
- 9/13/22
 - Four Attendees - 1 parent, 1 School Committee Member, 2 Central Office
 - Agenda included Review of Enrollment , Review of Assessments and Data for 2022-2023
 - Due to waning attendance, we decided to contact members to see if they still wanted to participate and replace any members that were unable to commit.
- 10/19/22
 - Five Attendees- 2 parents, 1 School Committee Member, 2 Central Office
 - Agenda included welcome to new members, review of assessment calendar (Iready & IXL), review of Uconn conference feedback

A.E.A.P Working Group

- 10/19/22
 - Five Attendees- 1 parents, 1 School Committee Member, 2 Central Office, 1 ESP
 - Agenda included welcome to new members, review of assessment calendar (Iready & IXL), review of Uconn conference feedback
- 11/7/2022
 - Eight Attendees- 2 School committee members, 3 Central Office, 1 Parent, 1 ESP & 1 Teacher
 - Agenda included review of benchmark data, assessment windows for IXL & Iready and a discussion of data collection.
- 11/28/2022
 - Eight Attendees - 1 School committee members, 3 Central Office, 1 Parent, 1 ESP & 2 Teacher
 - Agenda included a discussion with two AEAP teachers and review the list of teachers & courses
- 1/4/2023-
 - Five Attendees-1 School committee members, 2 Central Office, 1 Parent, 1 ESP
 - Agenda consisted of review of update for School Committee and next steps

Review of the Current Procedures

- There is a requirement of being an existing MPS student to submit an application
- If any AEAP student leaves, spots will be filled with other applicants if they are on the waiting list. Two students met criteria but had lower scores and were placed on the waitlist due to lack of available seats. One of the students ultimately entered the program due to an opening and one moved.
- IXL, iReady, Standards-based Science and Social Studies assessments were used as the entrance criteria
- A child with a negative recommendation from a teacher can still be approved into the program.
- Just over 70% of applicants were from Linden- 54 of the 76 are from Linden.
- IEP, EL and 504s are also not exclusionary factor.

A.E.A.P Working Group Notes

Review of the Entrance and Exit procedures

- Many principals and teachers approached specific students to apply. No students were pre-identified as it was a blind process
- All students sitting in AEAP classes during 2021-2022 were tested alongside students in the application process
- All decisions were made based on the ranking system.
- It's a composite ranking, so as long as they are at grade level for all subjects, the student would be considered.
- At this point, there are no concrete exit procedures. There is information in previous materials that references monitoring of benchmarks as well as exiting a student who scores lower than grade level / benchmark in one subject. However, there are not explicit procedures that detail when and how this will occur.

Review of a sample policy from Harlem School District MPS currently does not have an extensive policy for The AEAP Program.

- Sample Policy has K-8 classes as well as in each of their schools. Currently, we start at 4th grade and only have at Linden
- Would like to be able to do by subject like the sample district.
- Sample Policy had exit criteria- which we currently do not.
- Need different pathways to be referred to the program.
- Barrier for families -Logistics of getting a student to Linden- especially if the family has multiple students.
- Can we look at a pull out model/ walk to read model to service lower grades?
- Difference between accelerated (moving ahead in curriculum) vs Enrichment (going more in depth).Currently we have an enrichment model not an acceleration model.
- We don't believe all caregivers know about our AEAP program.

A.E.A.P Working Group Notes

It's a **CONF**erence and an Insti**TUTE** with a lot of **FRAT**ernity in between!

UConn Confratute July 2022- Open to all - no one was turned away.

- **Participant 1:** Best PD in 10 years, Malden used to offer really good PD about 10 years ago, but they don't any more. Recordings of the PD are still available and I am still watching them. The PD reignited my desire to teach, this is why I teach. I learned how to apply things into an accelerated class. Science PD classes were amazing.
- **Participant 2:** I could not apply my philosophy. Presenter told stories. Did not learn much. Felt guilty as people reported going to the conference for 10-12 years and they felt it was the best 3 days of their lives. I felt guilty that these were not the best three days for me, I felt guilty to spend money, I felt guilty that the district would not have the return on their investment. I signed up for a course and if it wasn't great, I signed up for another class, so I bounced around a lot. You could join a class on day 2 and you did not need day 1 to still be able to engage. The conference seemed like a UConn graduate school of education reunion, everyone went to UConn for undergraduate, graduate school and PhD programs.
- **Participant 3:** The experience was not as powerful, the presenter shared a lot of stories and made it so that participants walked away with little to few nuggets. I took the math PD. I wanted something I could take back to the classroom. I got nothing tangible or takeaways that I could bring back to the classroom. I signed up for the same presenters for 3 days.
- **Participant 4:** I hopped around several sessions. I agree with the other two participants. I did not get a lot out of the conference. The sessions were not as engaging as I would have hoped. There was one engaging session about texts.

A.E.A.P Working Group Notes

Discussion with AEAP Teachers

- What do A.E.A.P teachers do differently in their classrooms?

1. Pacing
2. Projects
3. Student interactions

- How are you differentiating instruction?

They accelerate and move faster. We can't do 5th grade Eureka but we can move faster.

As far as Literacy - we can bring in deeper projects and dive deeper into topics

In gen ed classes it is difficult to get through the curriculum with A.E.A.P you have students that already have the prerequisite skills. In A.E.A.P- more student to student collaboration.

- How are teachers prepared to teach A.E.A.P?

Years ago we got more support. Right now we do not get much support.

In the beginning when the GATES foundation was funding supports. And Uconn would take Malden's curriculum and adapt it for the A.E.A.P program

Originally the program was 6-8 in class as well as support for curriculum but that funding came from Gates drive them.



A.E.A.P Working Group Notes

- Are all the students appropriately placed? And are there a lot of new students?

Some students in AEAP are being outperformed by kids not in the AEAP program. Teacher estimated 8-10 students not in the program that are out performing those in AEAP.

There are a few new students from other schools whose parents drive them. The new students are thriving. Teacher does have a few students that there is a question how or why they were put in the program. They have weaknesses that makes me question why they are in the program

- Do AEAP teachers meet regularly to plan?

There is no common planning time in elementary during the day. We meet a few times after school but we don't meet as an AEAP group. Grade level teams meet but no vertical meeting times across the grades and so AEAP does not meet regularly

- What would be the difference between the Honors and the AEAP program?

The Honors program is different in that all students will be exposed and have the opportunity to engage in rigorous projects/activities. We created projects and activities aligned to core/anchor standards for grades 6-8 across the four core subjects. The projects/activities allow students to go deeper and use higher order thinking skills to complete them. Students need to complete the projects to have the honors designation on their transcript.

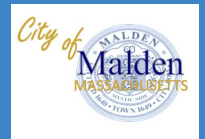
Working Group's Next Steps and Continued Questions

- An actual program needs to be developed
To accomplish this we suggest:
- More professional development in project based learning and accelerated models of learning
- Clarify entrance criteria for students
- Exit procedures need to be developed including support to struggling students before they exit.
- A more robust recruitment process to make sure it is not predominantly Linden again
- Entrance procedures that are less of a burden on parents
- An online application as opposed to just having paper copies, consider a platform to upload documentation (recommendations)
- Multiple pathways to enter the program-review applicant procedures to ensure that all above grade level students have access to the program.
- Look at location and barriers to access (transportation & sibling placement) since it is not centrally located (think about having multiple locations)
- Adapt program to allow students at all schools to access
- Look at a model that allows students to participate in individual subjects
- Continued work on developing the program within the working group.

2022–2023 District Assessment Analysis

i-Ready, IXL, and MCAS

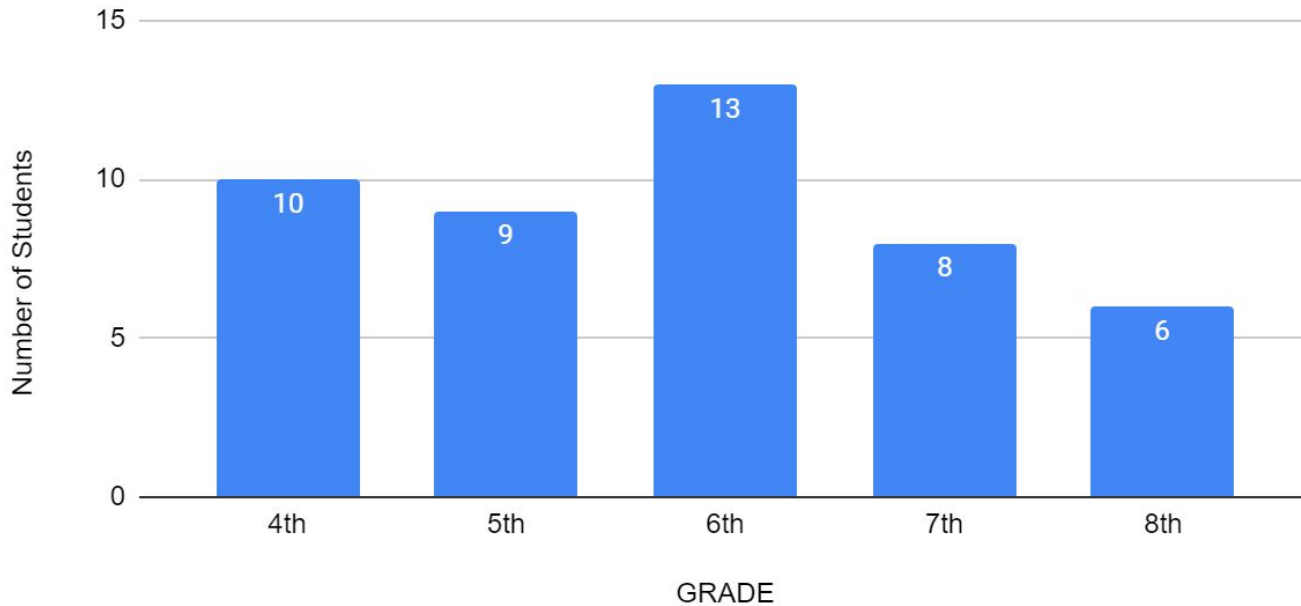
SY 2022–2023



District- Wide Grade 4-8 Students Above Grade Level in BOTH Reading and Math

Number of Students Above Grade Level in Both Math and Reading

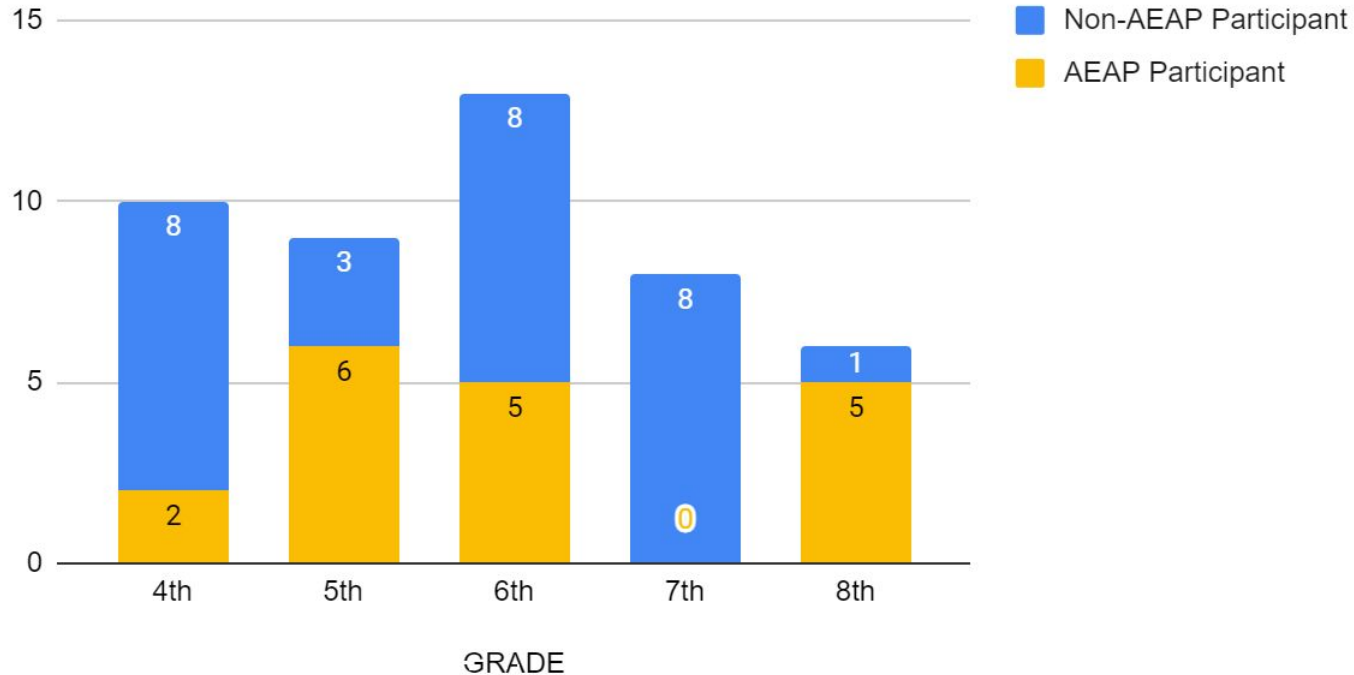
(as measured by i-Ready and IXL, Fall 2022)



District- Wide Grade 4-8 compared with AEAP students Students Above Grade Level in BOTH Reading and Math

Students Above Grade Level in Both Math and Reading

(as measured by i-Ready and IXL, Fall 2022)

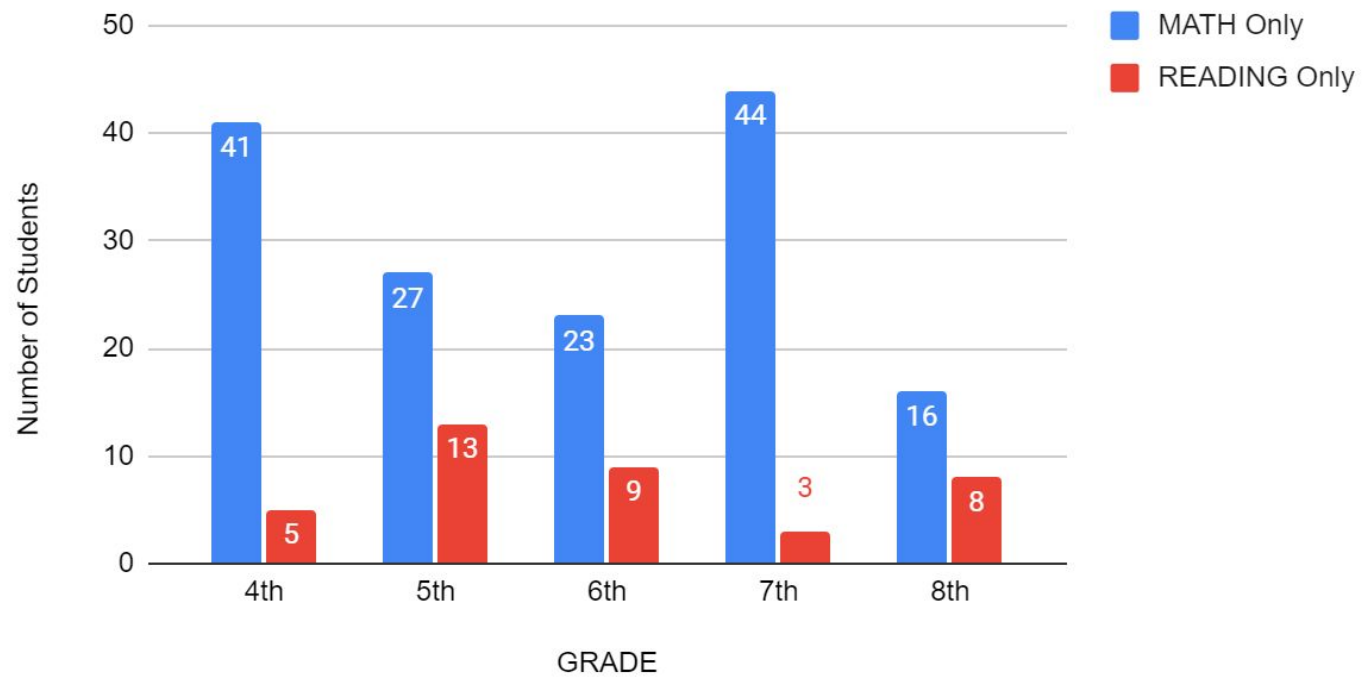


District Grades 4-8

Students Above Grade Level in Either Reading or Math

Students Above Grade Level in One Content Area Only

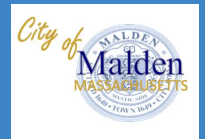
(as measured by i-Ready and IXL, Fall 2022)



Literacy Performance

i-Ready Reading Comprehension (Fiction & Nonfiction) and Vocabulary

SY 2022-2023

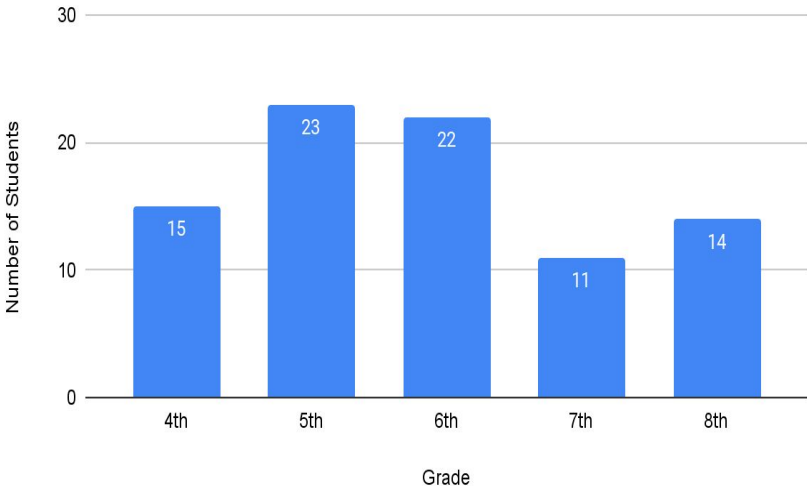


District Wide:

Less than 25 Malden Students Reading Above Grade Level at Each Grade Level

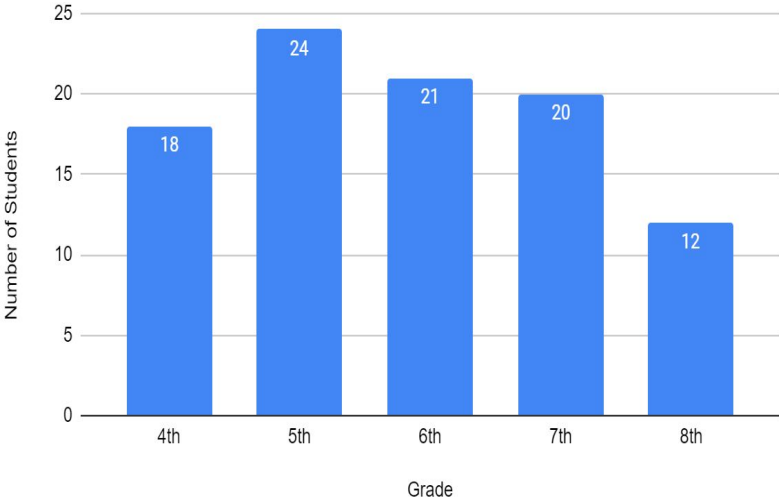
Malden Students Reading Above Grade Level

(as measured by i-Ready, Fall 2022)



Malden Students Reading Above Grade Level

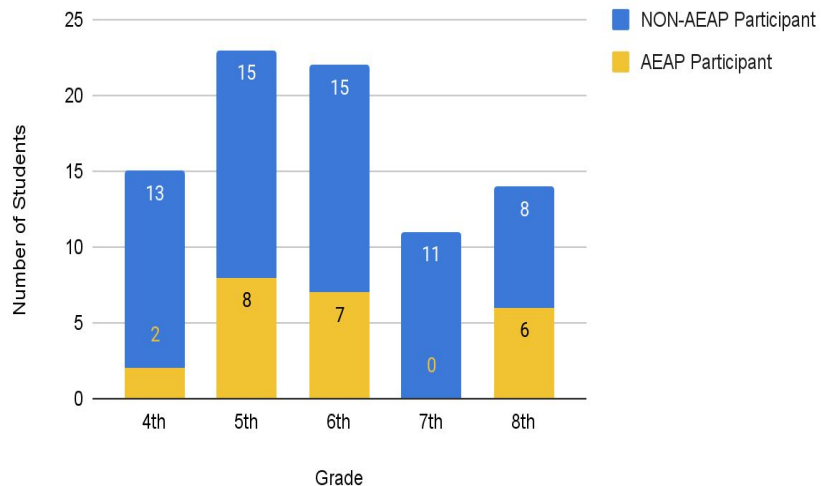
(as measured by i-Ready, Winter 22-23)



Few (<25 students) Malden Students Reading Above Grade Level are Participating in AEAP

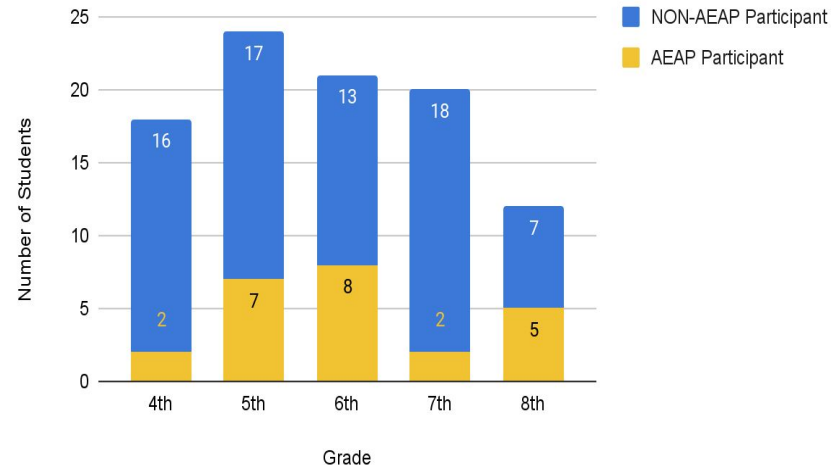
Malden Students Reading Above Grade Level

(as measured by i-Ready, Fall 2022)



Malden Students Reading Above Grade Level

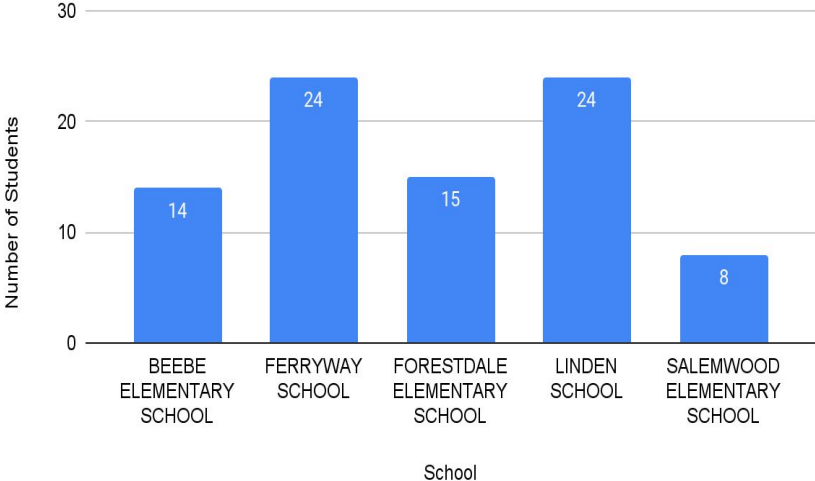
(as measured by i-Ready, Winter 22-23)



Grades 4-8 Students Reading Above Grade Level are Scattered Across our Schools

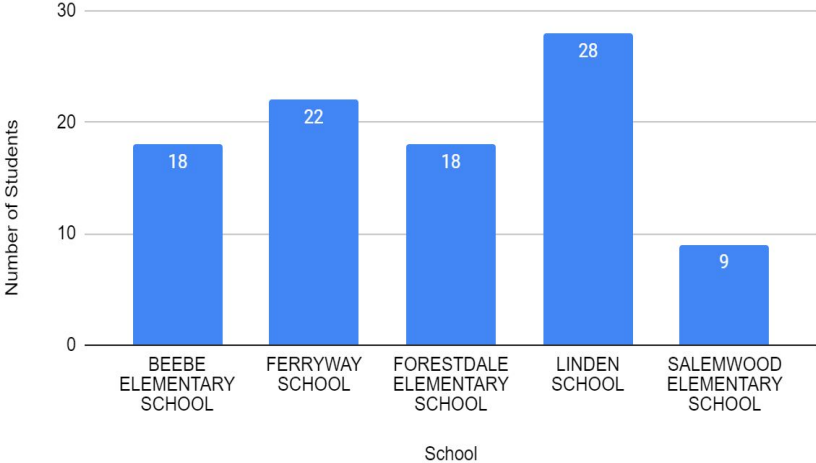
Students Reading Above Grade Level by School

(as measured by i-Ready, Fall 2022)



Students Reading Above Grade Level by School

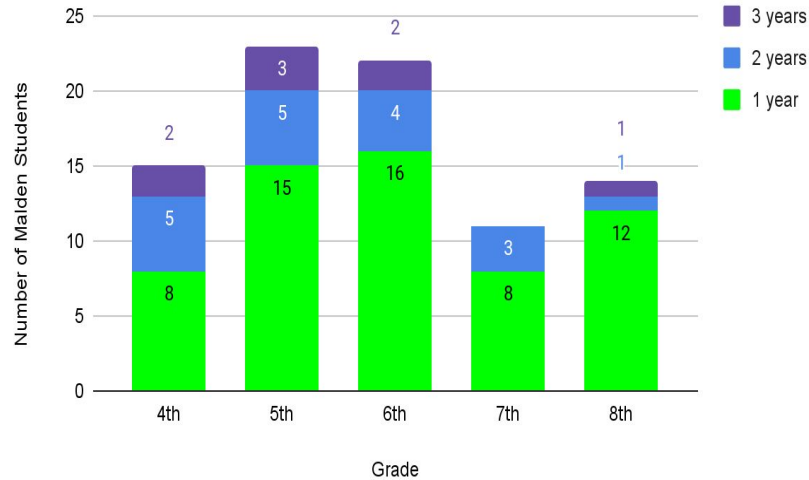
(as measured by i-Ready, Winter 22-23)



Grades 4-8 Students Reading Above Grade Level are Reading one Grade Level Above Current Grade (as measured by i-Ready, Fall & Winter, 2022-23)

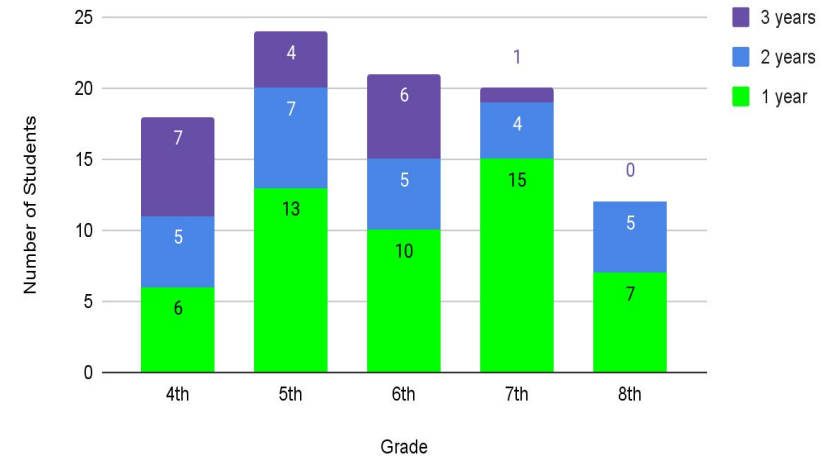
How far above Grade level are Malden Students Reading?

Fall 2022



How far Above Grade Level are Malden Students Reading?

Winter 2022-23



District Wide Numeracy Performance

IXL Number & Operations, Algebraic Thinking, Fractions, Geometry, Measurement, Data, Statistics, & Probability

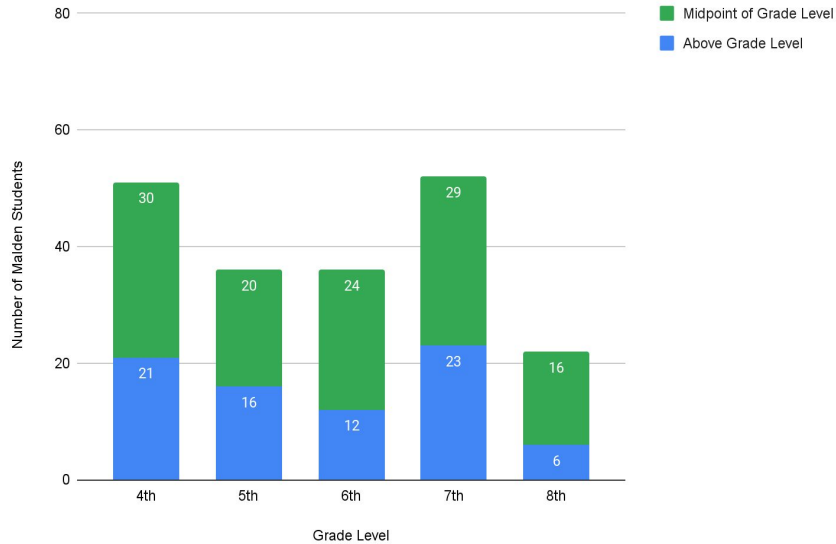
SY 2022-2023



Grades 4-8 Students Above Grade Level in Math IXL

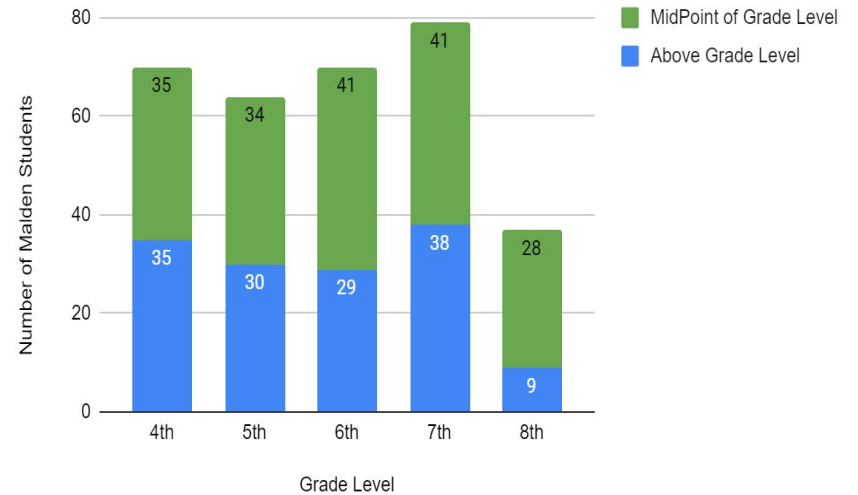
Malden Students Above Grade Level in Math

(as measured by IXL, Fall 2022)



Malden Students Above Grade Level in Math

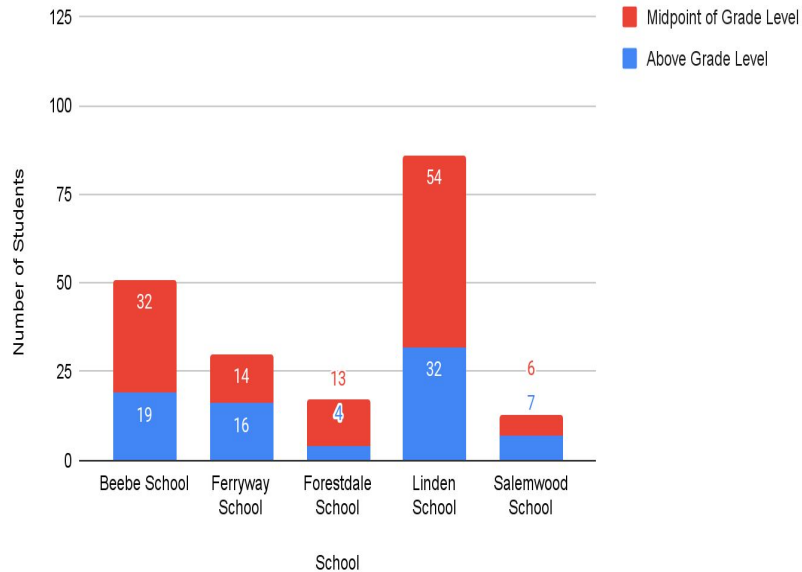
(as measured by IXL, Winter 22-23)



Grades 4-8 Students Above Grade Level in Math are Scattered Across our Schools

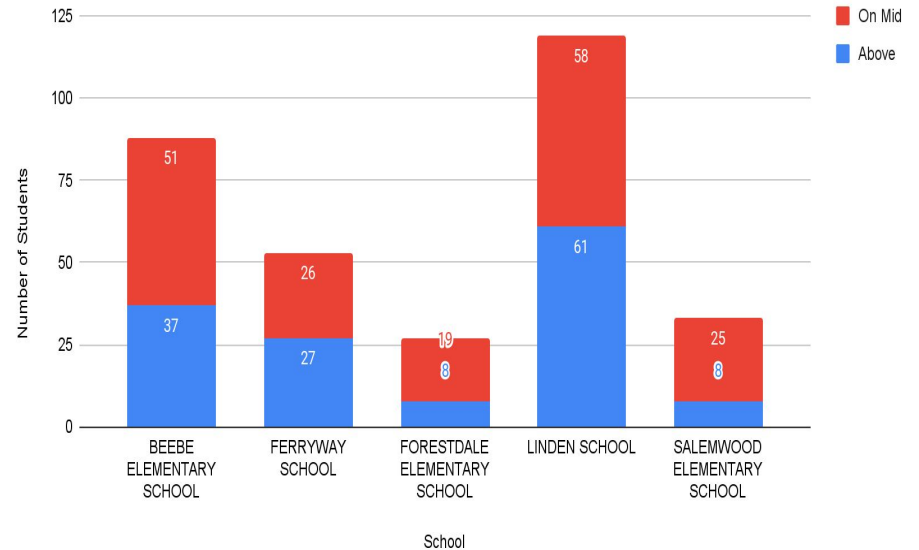
Malden Students Above Grade Level in Math

(as measured by IXL, Fall 2022)



Students Above Grade Level in Math

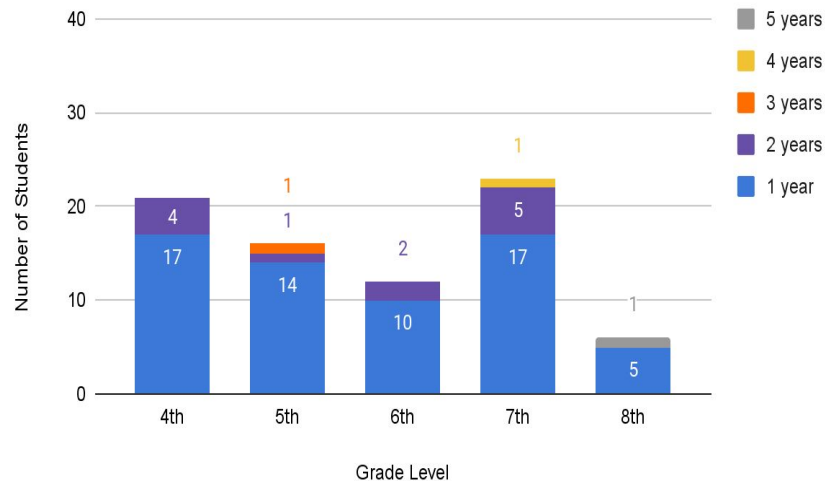
(as measured by IXL, Winter 22-23)



Grades 4 –8 Students Above Grade Level in Math are Functioning one Grade Level Above Current Grade (as measured by IXL)

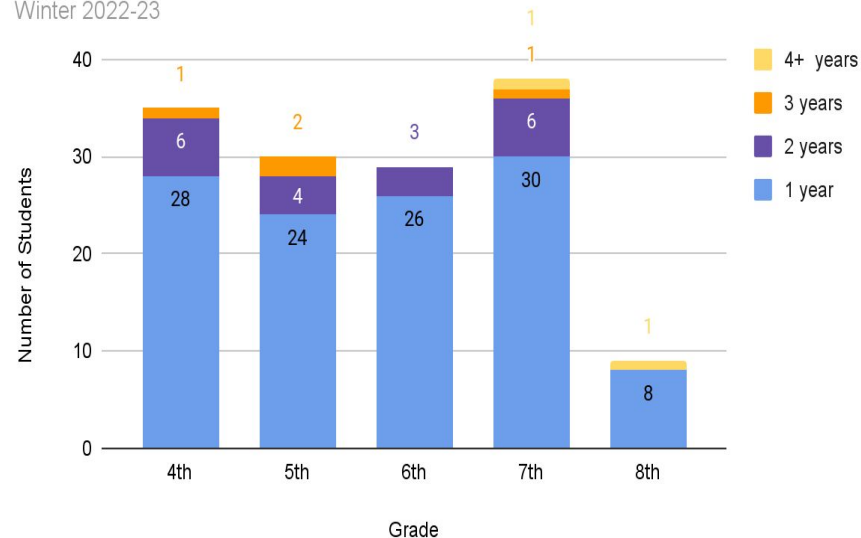
How far above Grade Level are Malden Students in Math?

Fall 2022



How far Above Grade Level are Malden Students in Math?

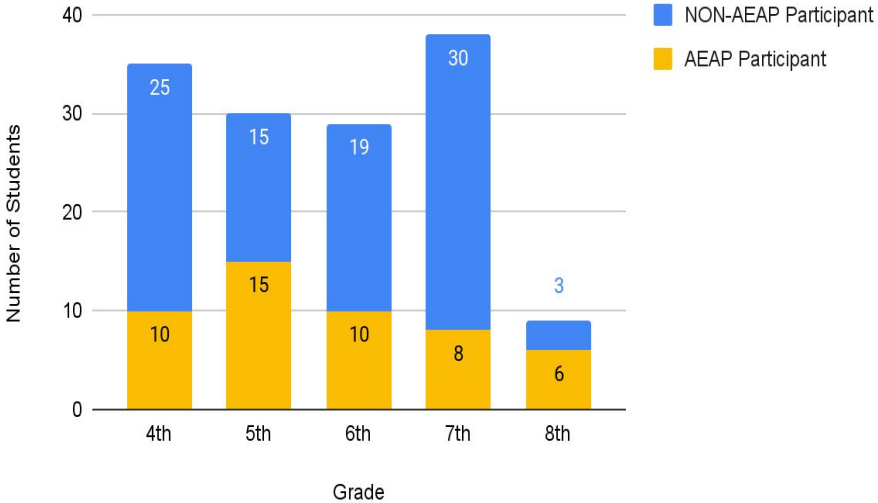
Winter 2022-23



Grades 4-8 Students Above Grade Level in IXL and i-Ready

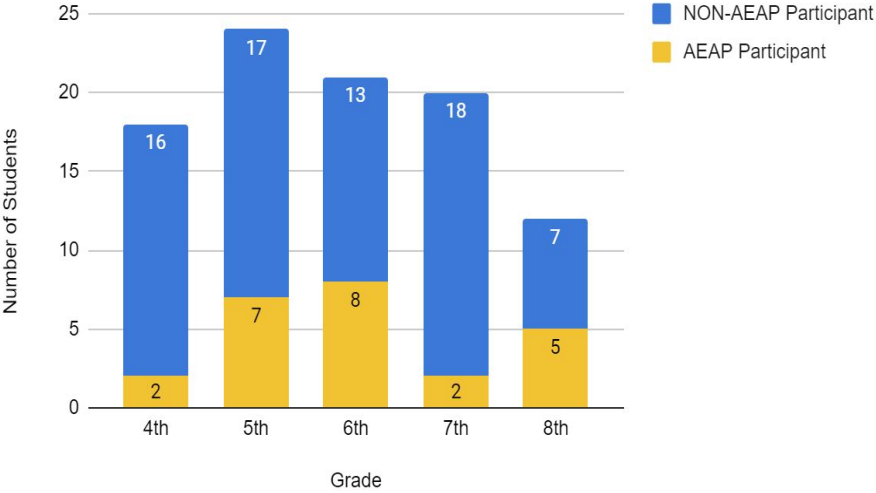
Malden Students Above Grade Level in Math

(as measured by IXL, Winter 22-23)



Malden Students Reading Above Grade Level

(as measured by i-Ready, Winter 22-23)



Fall to Winter Growth 2022–2023: iReady Literacy & IXL Numeracy Data

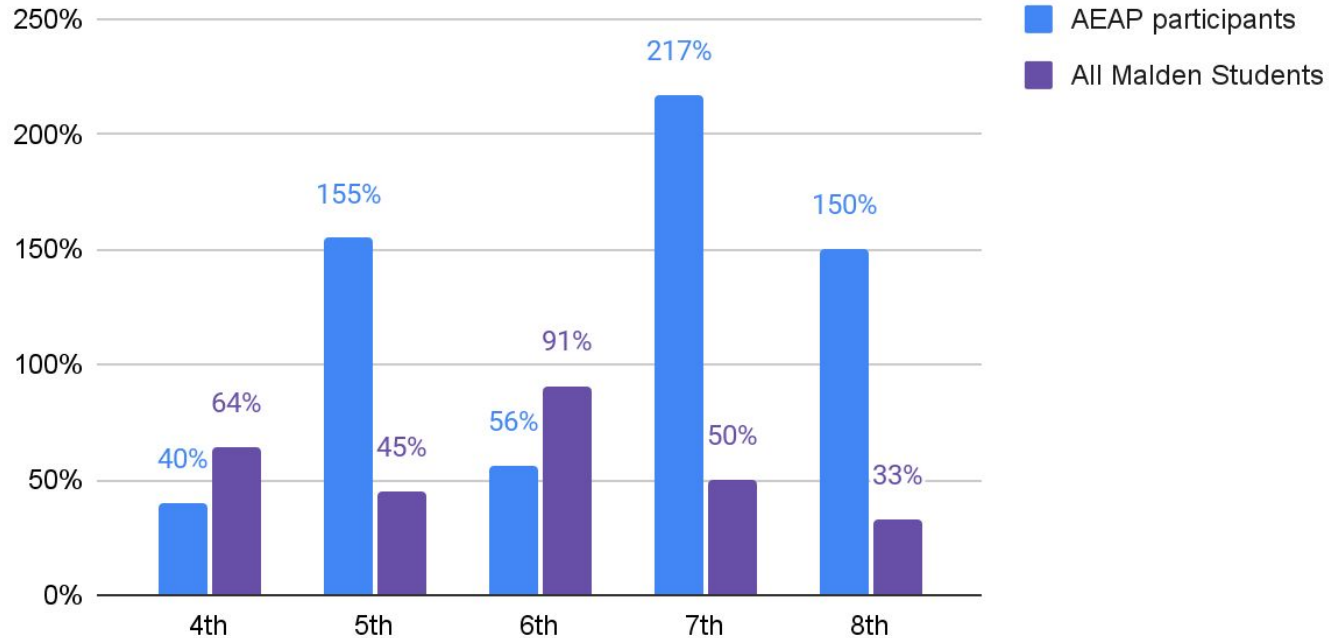
SY 2022–2023



Grades 4-8 i-Ready Median Mid-Year (2022-2023) Reading Growth is Strong at Most Grade Levels

i-Ready Mid-Year Reading Growth

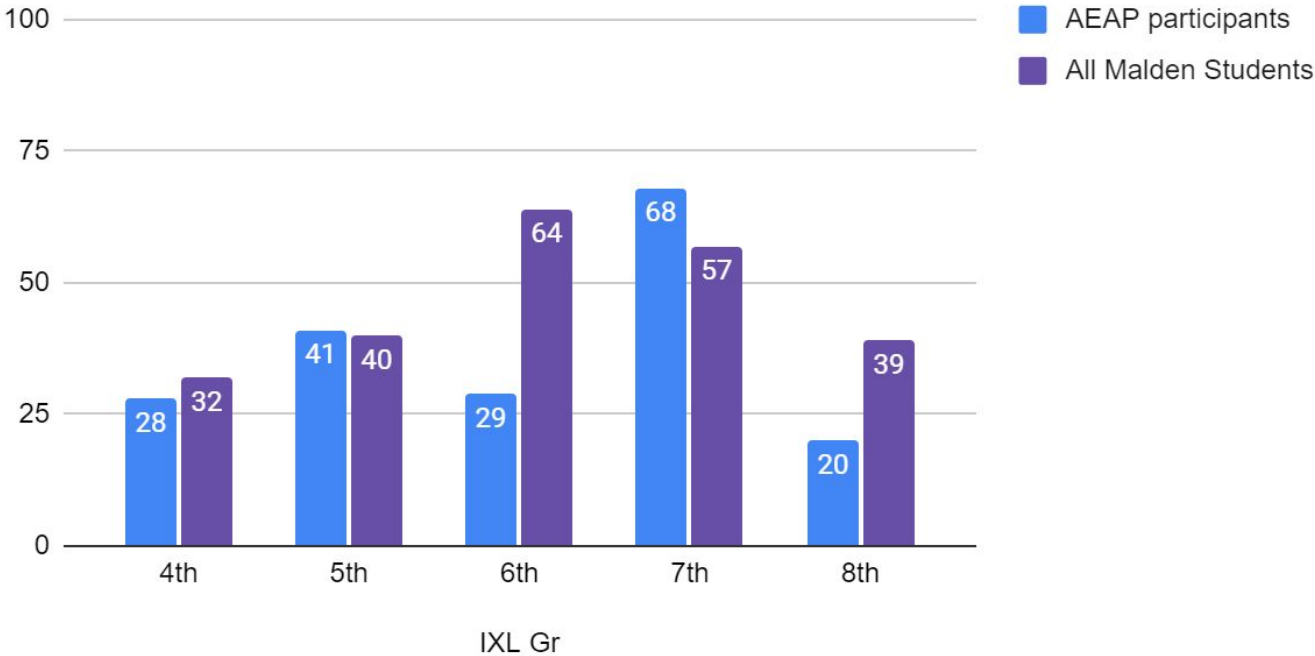
(expected mid-year median growth is 45%)



Grades 4-8 IXL Mid-Year Math Growth (2022-23) is Strong in Some Grade Levels

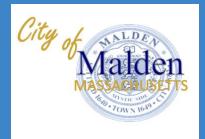
IXL Mid-Year Average Math Growth Points

(expected mid-year average growth is 40 points)



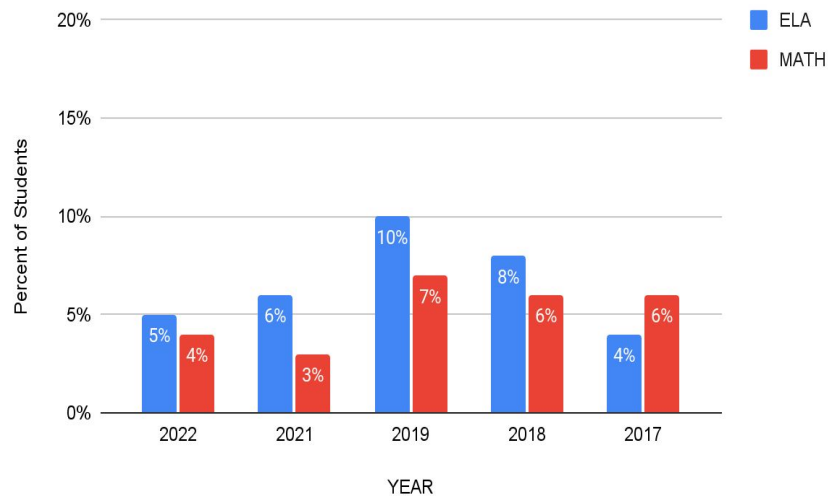
2022 MCAS Results

SY 2022-2023

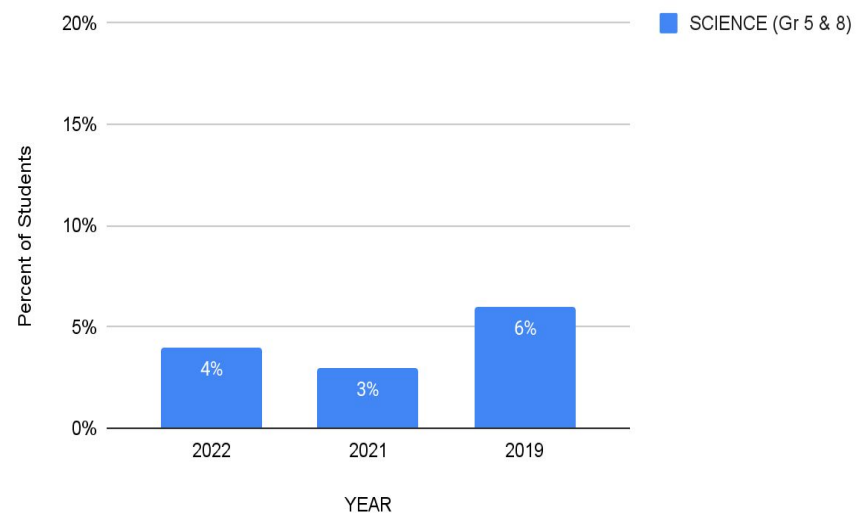


Historically Small Percentages of Students Exceed the ELA, Math, or the Science Standards on MCAS

Malden Students Exceeding the Standards on MCAS

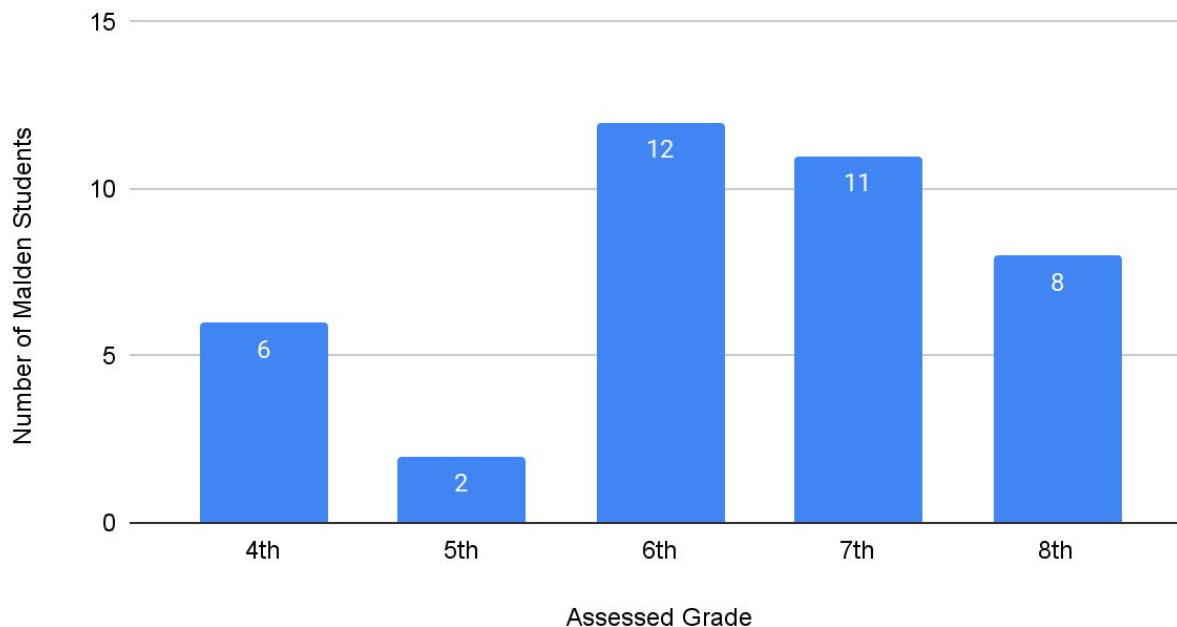


Malden Students Exceeding the Standards on Science MCAS



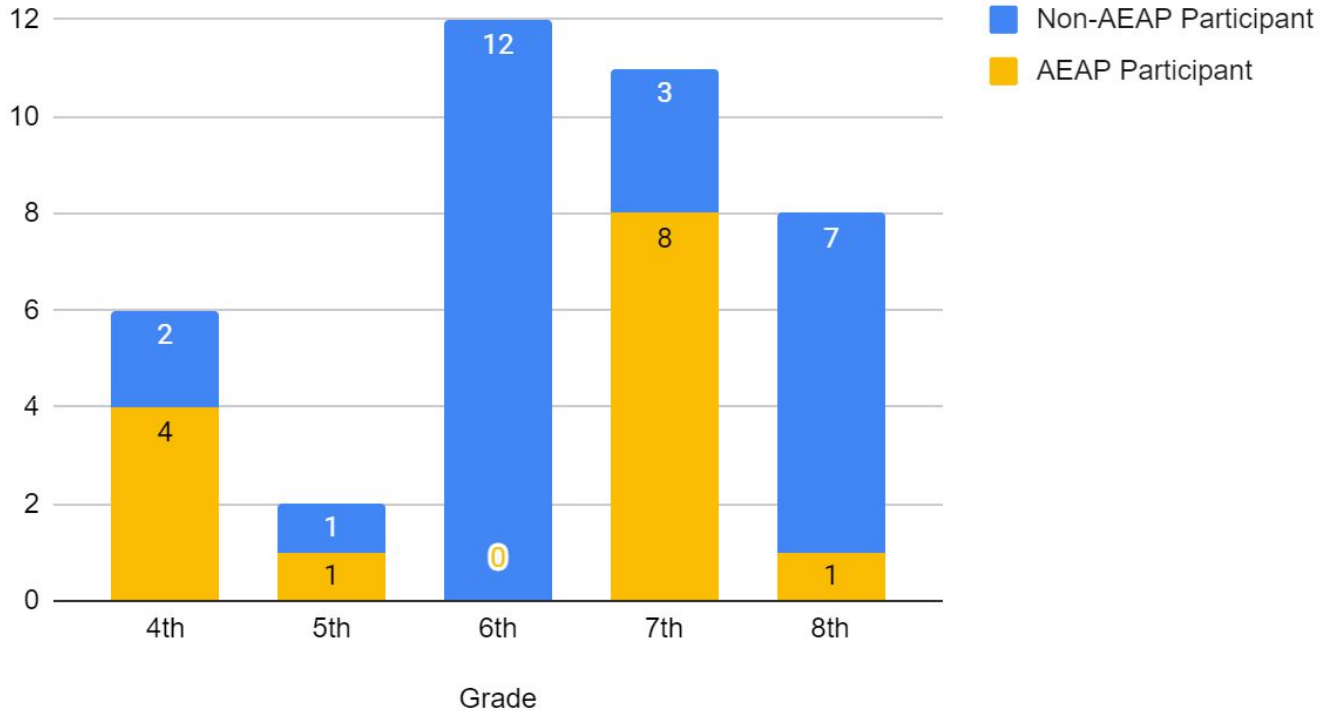
Students Exceed the Standards for Both Math and ELA MCAS

Exceeding in both ELA and Math MCAS, Spring 2022



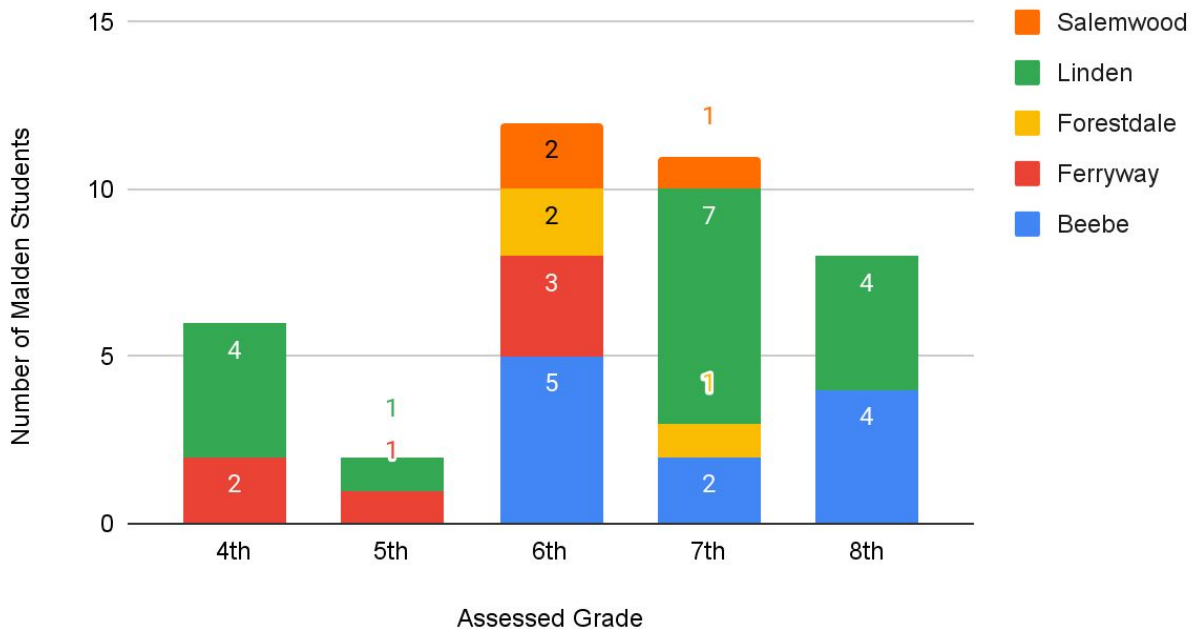
Students Exceed the Standards for Both Math and ELA MCAS

Exceeding in both ELA and Math MCAS, Spring 2022



Students Who Exceed the Standards for Both Math and ELA on MCAS are Scattered Across our Schools

Exceeding in both ELA and Math MCAS, Spring 2022



Review Accelerated Program Requirements

Student must take all ELA, Math, Science and History in the A.E.A.P

- 1) Attendance 90-100%
- 2) Grades A- to A+
- 3) Homework completion 90%
- 4) *Must score in all assessments in all subjects at no lower than grade level
- 5) *For the Mid-Year and End of Year review students must score at least at grade level and above in ELA, Math, Science, and History
- 6) *Students who score lower than grade level / benchmark in at least one of the subject will be required to exit the program
- 7) Students cannot have a disciplinary record

A.E.A.P

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Enrollment 1-5-2023	22	20	21	22	25
Above Grade Level IXL - Math	10 (25)	15 (15)	10 (19)	8 (30)	6 (3)
Above Grade Level i-Ready ELA	2 (16)	7 (17)	8 (13)	2 (18)	5 (7)
Above Grade level in Both Math and ELA	1 (9)	6 (8)	6 (12)	1 (7)	2 (5)