

Chapter 70 School Funding Formula, Student Opportunity Act, And The Impact On Malden

Presentation to the Malden School Committee

February 6, 2023

Prepared by the Office of Senator Jason Lewis

How Does The Chapter 70 Formula Work?

Step 1 Calculate Foundation Budget

An adequate funding level for each school district given the specific enrollment and demographic characteristics of each district

Step 2 Calculate Local Contribution

The share of the foundation budget that must be contributed from each city or town's local revenues, based upon the relative wealth of that community

Step 3 Calculate State Chapter 70 Aid

Makes up the difference between the foundation budget and the local contribution

Key Provisions Of The Student Opportunity Act

- **Revised Chapter 70 foundation budget calculations in several areas to ensure more adequate and equitable funding for school districts across the state**
 - Employee and retiree healthcare benefits
 - Special education
 - English learners
 - Mental health services
 - Low-income students, especially in communities with concentrated poverty (also revised the process for accurately counting low-income students)
- **Provided additional state funding and supports for local school districts**
 - Full funding of charter tuition reimbursements
 - Included out-of-district transportation costs in the Special Education Circuit Breaker
 - Lifted the annual cap for the MSBA to increase the number of school building projects that can be accepted into the program each year

Key Provisions Of The Student Opportunity Act (cont.)

- **Implemented new policies designed to maximize the impact of funding increases in closing opportunity gaps and improving student outcomes**
 - Required school districts to develop and make publicly available SOA plans
 - Created a new 21st Century Trust Fund to support innovation in teaching and learning
 - Established a permanent Data Advisory Commission to improve the use of data at school, district, and statewide levels
- **Identified policy areas requiring further study and analysis**
 - Established a rural schools commission to make recommendations for addressing the unique challenges faced by rural and regional school districts
 - Directed DESE to report on accurate costs for educating students at recovery high schools
 - Directed MSBA to report on the need for updates to the school building program
 - Directed DESE and DOR to analyze and make recommendations for potential changes to the local contribution side of the Chapter 70 formula

Statewide Impact Of The Student Opportunity Act

- Expected to increase total Chapter 70 aid by **\$1.4 billion annually** over inflation (once the SOA is fully phased in)
- Expected to increase required local contributions by \$900 million annually over inflation (once the SOA is fully phased in)
 - Most municipalities are not impacted, however, because they already fund their school budgets at a higher level than their required local contribution
 - Accounting for existing levels of school spending, local spending is expected to increase by **\$90 million annually** over inflation (once the SOA is fully phased in)
- FY23 is the second year of SOA implementation; expected to be fully implemented by FY27

**Figures/estimates are from 2019 when the SOA was signed into law. Certain assumptions that were used in making these projections, such as enrollment, may be different now.*

Benefits To Malden From The Student Opportunity Act

- **Increase in Chapter 70 state aid**
 - FY23 Foundation Budget increased by \$7.6M (+7.8%), despite an enrollment decline of 118 students
 - This resulted in FY23 Chapter 70 increase of \$2.7M (+5.2%), for a total amount of \$54.1M
 - This was the largest increase in Chapter 70 (in both dollar amount and percent) since FY13
 - Given the growth in enrollment for FY24, we are hopeful that the Chapter 70 increase for FY 24 will be even greater - we will know the amount when the Governor releases her FY24 budget on March 1
- **More accurate calculation of low-income student population**
 - 4,420 in FY23 (66% of the student population), compared to 3,447 in FY17 (43% of the student population)
- **Increase in special education circuit breaker reimbursements**
 - \$1.3M in net eligible transportation claims in FY23 (for FY22 expenses)
- **Increase in charter school tuition reimbursements**

A Closer Look At Chap 70 Formula Calculations For Malden

	FY22	FY23	\$ Change	% Change
Enrollment	6,921	6,803	-118	-1.7%
Foundation Budget	\$97,816,216	\$105,452,144	\$7,635,928	7.8%
Chapter 70 State Aid	\$51,413,853	\$54,074,627	\$2,660,774	5.2%
Required Local Contribution	\$47,782,256	\$51,377,517	\$3,595,216	7.5%

The Chapter 70 formula is increasing state aid for Malden and also driving up the Required Local Contribution. This has the effect of reducing the increase in state aid and putting more pressure on the city's municipal budget.

Key Concepts Used In The Chapter 70 Formula Related to Local Contribution

Required Local Contribution (RLC): dollar amount calculated annually that each municipality must contribute toward its Foundation Budget; calculated by adjusting the Preliminary Local Contribution up or down depending on the gap between the Preliminary Local Contribution and the Target Local Contribution for each municipality

Preliminary Local Contribution: the Required Local Contribution from the previous fiscal year, adjusted upward by the Municipal Revenue Growth Factor (MRGF) for each municipality

Target Local Contribution (or Target Local Share): what the formula calculates that each municipality can afford to contribute from its own resources toward its Foundation Budget; calculated based on Combined Effort Yield, subject to the Cap if applicable

Municipal Revenue Growth Factor (MRGF): calculated annually for each municipality by DOR/DLS; intended to reflect the estimated annual growth in local revenue and, therefore, the municipality's capacity to increase its Required Local Contribution

Key Concepts Used In The Chapter 70 Formula Related to Local Contribution (cont.)

Combined Effort Yield (CEY): used to calculate each municipality's Target Local Contribution; based upon property values (EQV) and aggregate income in each municipality; adopted in the formula as part of the FY07 reforms

Cap: no municipality is required to contribute more than 82.5% of its foundation budget, even if the Combined Effort Yield indicates that the municipality could afford to contribute a greater amount; ensures that even the wealthiest municipalities get at least 17.5% of their foundation budget in Chapter 70 aid; adopted in the formula as part of the FY07 reforms

Below Effort Increment: a 1% or 2% increase to the Preliminary Local Contribution (as a % of the foundation budget) in order to calculate the Required Local Contribution, depending on how far the Preliminary Local Contribution is below the Target Local Contribution

What Is The Problem We Are Trying To Address?

The local contribution side of the Chapter 70 formula is inaccurately or unfairly calculating ability to pay for some municipalities that are not subject to the 82.5% cap

- The formula requires 59% of the total statewide foundation budget to be funded by local municipalities and 41% to be funded by the state
- The problem is caused by the combination of increasing foundation budgets as the SOA is implemented and an increasing number of municipalities that are subject to the 82.5% cap
 - Since 2008 the number of municipalities subject to the cap has grown from 109 to 168, and the amount of “capped dollars” has grown from \$800 million to \$2.7 billion
 - Capped dollars do not count in the calculation of the 59% municipal contribution toward the total statewide foundation budget
- As a result, the formula is driving up Target Local Contributions for municipalities that are not subject to the cap faster than their actual growth in local wealth
- The growth in target is felt most acutely by municipalities that are not receiving the largest increases in Chapter 70 aid from the SOA

A Closer Look At Local Contribution Impacts On Malden

Fiscal Year	Required Local Contribution	Target Local Contribution
FY23	48.7%	57.9%
FY18	44.5%	48.2%

Challenges We Face In Addressing This Problem

- Lack of legislative appetite to revisit the school funding formula so soon after passage of the Student Opportunity Act
- Difficulty in convincing legislative leadership to increase school funding further, given the substantial increases already being phased-in by the SOA and the billions of dollars in federal COVID relief (ESSER) that went directly to school districts
- The problem we are seeking to tackle is linked to the politically sensitive issue of Chapter 70 aid that goes to wealthier communities
- There is no consensus yet regarding further reforms that should be made to the Chapter 70 formula, and limited understanding of the problem(s)

Possible Solutions That We Have Identified

Idea	Pros	Cons
1. Increase the state share of the total Foundation Budget (Senator Lewis' bill SD.987) and/or delink the CEY calculation from the fixed 59/41 split	Relatively easy to explain and implement	Could require large increase in state funding; not a targeted solution
2. Create a new pothole account to provide additional Chapter 70 aid to eligible municipalities	Targeted solution and thus less costly; can be flexibly designed	Difficult to determine/gain consensus on eligibility criteria
3. Revise the calculation of MRGF	Potentially more accurately reflect local revenue growth	Difficult to reach consensus on changes

Possible Solutions That We Have Identified (cont.)

Idea	Pros	Cons
4. Pause Below Effort Increment in the formula	Easy to implement; directly addresses problem in the short-term	Gap between target and actual local contributions will grow wider over time
5. Make changes to the 82.5% cap (for example, could create multiple tiers)	Would make formula better reflect local fiscal capacity; drive more Chapter 70 aid to uncapped municipalities	Politically very difficult to implement
6. Consider other changes to the Chapter 70 formula (for example, how CEY is calculated, how enrollment changes are calculated, etc.)	TBD depending on specific change	TBD depending on specific change; will be difficult to gain consensus

Efforts To Date And Next Steps

Since Spring 2021	Worked with City (Ron Hogan, Toni Mertz) and various experts (DESE, DOR, others) to better understand impacts of SOA on Required Local Contribution for Malden and similar communities
November 2022	Met with Mayor Christenson and other local leaders to discuss how to proceed, including the opportunity to partner with the City of Salem
December 2022	Met with Salem Mayor (and now Lieutenant Governor) Kim Driscoll, Mayor Christenson, Senator Joan Lovely and others to discuss the possible solutions that we have identified
January 2023	Filed legislation to increase the state share of the total Foundation Budget (SD987)
March 2023	Release of Governor Healey's FY24 budget
April-June 2023	House and Senate debate and finalize FY24 budget

Other Education Issues That The State Legislature May Tackle This Session

Significant legislation has been filed in the new legislative session to address:

- School transportation costs
- Special education costs
- School facility construction costs (MSBA)
- Educator diversity
- Vocational technical education
- Universal free school meals
- MCAS testing and accountability, including graduation requirement
- Early education and childcare, including public pre-K and OST care
- Public higher education

Select a district

Formula Requirement

"Adjusted"
Requirement

17

Superintendent's Report

February 6, 2023

Superintendent
Dr. Ligia Noriega-Murphy

CELEBRATING

BLACK

HISTORY

MONTH

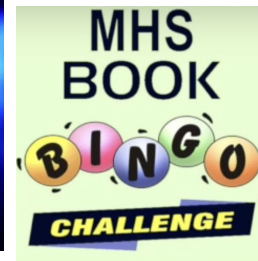
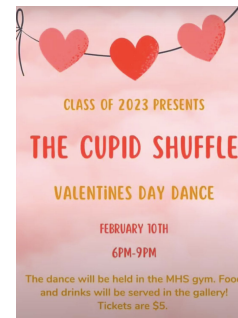
Good News in our Schools!



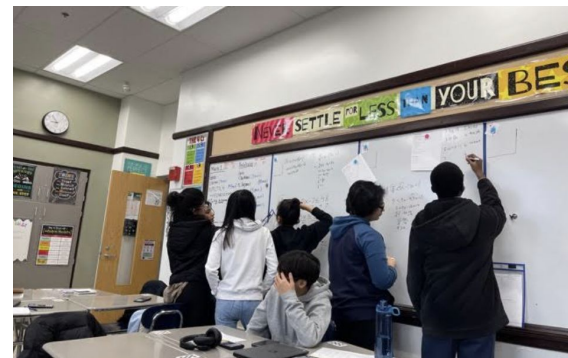
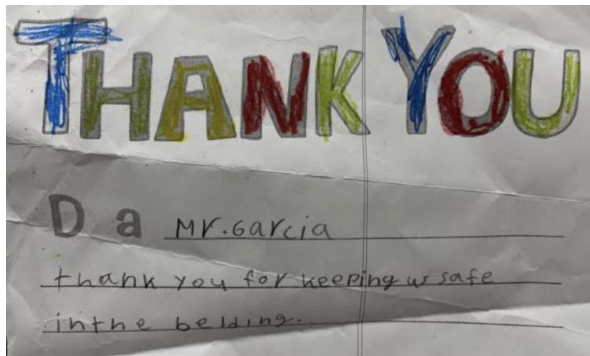
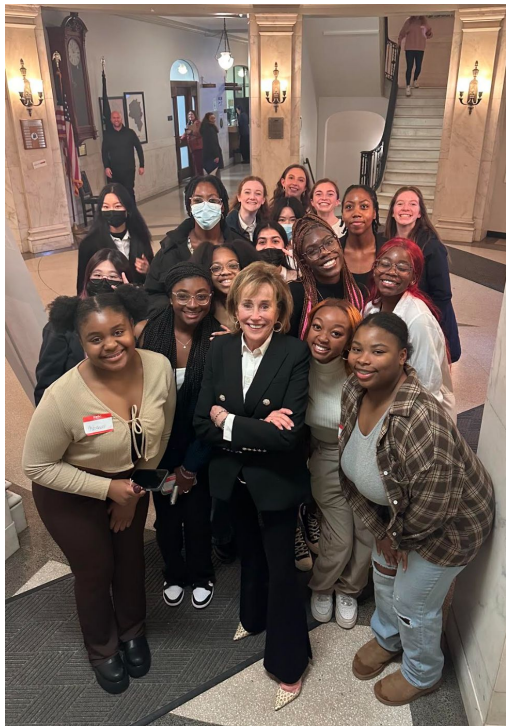
Adventure through Costa Rica

11 | Spring 2024

The experience of a lifetime is waiting for you. Every detail from the cities you'll stay in to the cultural discoveries you'll make have been customized by your teacher for your group. Take a look at your personal itinerary for a sneak peek of what's in store.



Good News in our Schools



Updates

Agenda:

- District Enrollment
 - Individual Schools
 - Grade Level
- School Calendar 2023-2024
- Comparative Enrollment Data
 - SY 2018-2019 to Present
- HR Update Open Positions
- Welcome Center
- MOST – Summer Program
- A.E.A.P

District Enrollment

Malden Public Schools

District Enrollment

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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	94	108	103	82	108	94	101	96	101	0	0	0	0	0	0	887
ELC	Early Learning Center	285	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	285
Ferryway	Ferryway School	0	103	107	96	96	100	91	100	96	93	0	0	0	0	0	0	882
Forestdale	Forestdale School	0	55	67	64	56	66	49	69	80	84	0	0	0	0	0	0	590
Linden	Linden School	0	82	99	92	94	88	82	96	94	96	0	0	0	0	0	0	823
MHS	Malden High School	0	0	0	0	0	0	0	0	0	0	506	501	460	406	11	0	1884
OutDst	Out of District	0	1	0	3	2	4	4	3	6	13	6	4	9	6	11	0	72
Salem	Salemwood School	0	100	138	90	108	105	115	122	125	124	0	0	0	0	0	0	1027
Services	Services Only - Private School	12	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	14
Totals		297	435	519	449	439	471	435	491	497	511	512	505	469	412	22	0	6464

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 9, 2023	6,435
February 3, 2023	6,464

Attendance is Critical for Academic Success!

Schools are in session for only 180 DAYS for students (Snow days 185)	
Months	Number of School Days
February	11
March	23
April	15
May	22
June	10 /Seniors 2 days

Update: Human Resources & Licensure Support

Overall-92 Staff require licensure attention:
27 require SEI Endorsement **and** Content Licensure
59 Require **only** Content Licensure
6 require **only** SEI Endorsement

Content Licensure Attention Needed	Dec. '22	Feb 1, 2023
Staff on DESE Waivers	22	20
Staff on Emergency Licenses from 2020 (extendable per DESE)	13*	13
Staff on Emergency Licenses from 2021/2022 (expiring at the end of the school year)	27*	22
Staff with Expiring licenses	48	31
TOTALS:	110	86

SEI Endorsement Attention Needed	Dec. '22	Feb 1, 2023
Staff needing SEI Endorsement only	7	6
Staff needing SEI Endorsement and one of the licensure needs (above)	30	27
TOTALS:	37	33

*Original numbers adjusted to reflect border range of "old" emergency licenses eligible for extension

Open Positions Update (51)

Beebe K-8 (8)

ESP-PACE (2)

ESP-1:1 ESP (4)

Teacher-SEI K-4

Early Learning Center (4)

ESP-Intensive Learning Program

Teacher-Intensive Learning Program
(2)

Ferryway K-8 (7)

ESP-Kindergarten

ESP-Transitional 7-8

Teacher-SEI Grade 2

Teacher-ESL

Teacher-Special Education/Medically
Fragile

Jr. Custodian

Linden K-8 (3)

ESP-Pathways (2)

Secretary- K-4

Teacher-Grade 6 Social Studies

Building Monitor

Forestdale K-8 (6)

ESP-Intensive Learning Program (2)

ESP-ILP Middle School

Registered Behavior Technician

Teacher-Intensive Learning Program
Grade 1

Open Positions Update (51)

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 4 (Long Term Sub)

Teacher-Intensive Learning Program Gr. 1

Teacher-Math Gr. 8

Teacher-Physical Ed K-4

District (7)

Adjustment Counselor

Welcome Center- Bilingual Parent Liaison

Coach-ESL Coach

Psychologist (2)

Registered Behavior Technician

Director- English/World Language

Nurse- K-4

Update: Welcome Center

Enrollment

Number of students in the queue :

Kindergarten: 5

Grades 1-12: 21

Waiting lists information :

Beebe: Grades K, 4, 6 and 8

Ferryway: Grades 1, 4, and 6

Linden: Grade 6

Salemwood Grades 7 and 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

A.E.A.P Update

SY 2022-2023

Every School– Every Classroom – Every day

Curriculum alignment across grade levels and subjects providing opportunities for expansions, interventions, and supports

- Malden Public Schools believes that ALL students have the right to a great education in every single school and in every single classroom.
- Malden Public Schools believes all students deserve rigorous curriculum and instruction and strong relationships with peers and adults.
- Malden Public Schools believes in an inclusive school environment rather than creating exclusionary classroom settings.
- Malden Public Schools focus is on individual student growth. Each students must be making academic and social emotional progress.

Curriculum

The A.E.A.P 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

A.E.A.P Working Group

- Original Scope of A.E.A.P Working Group was to review:
 - Financial Implications
 - Program Policy
 - Entry/Exit criteria
 - Program Success/Assessment
 - Location of Program
- Original Composition of AEAP Working Group:
 - 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
- 1/25/2023
 - Five Attendees-1 School committee members, 2 Central Office, 1 Parent, 1 ESP
 - Agenda consisted of a review of the School Committee Presentation

A.E.A.P Working Group Notes

Review of the Entrance and Exit procedures

- Working group agrees student should be an existing MPS student to apply
- If any AEAP student leaves, spots will be filled with other applicants who are on the waitlist.
 - 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. (There were students who applied who did not meet the criteria and were not put on the waitlist)
- IXL, i-Ready, Writing Prompt, Standards-based Science and Social Studies assessments were used as the entrance criteria.
- A negative recommendation from a teacher did not exclude them from the program.
- Close to over 70% of applicants were from Linden- 54 of the 76 are from Linden.
- IEP, EL and 504s are also not exclusionary factor.

AEAP 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 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.
- The working group was not clear on the exit procedures. There is exit criteria in previous materials that references monitoring of benchmarks as well as exiting a student who scores lower than grade level/ benchmark in one subject mid year as well as at the end of year. However, there are not explicit procedures that detail when, how & who will enforce the exit criteria.

Review of a sample policy from Harlem School District

MPS currently does not have an extensive policy for The A.E.A.P Program.

- Sample Policy has K-8 classes 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.

AEAP 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 A.E.A.P 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? (4th Grade Teacher)

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 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, Uconn would take Malden's curriculum and adapt it for the A.E.A.P program.

AEAP 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. There were questions from teachers about how or why some students who had weaknesses were placed 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.

A.E.A.P Working Group

Working Group's Assessments and Continued Questions

- **A.E.A.P is currently not a well developed program. In order to improve, we suggest the following:**
- More professional development in project based learning and accelerated models of learning
- Exit procedures need to be developed including support for struggling students before they exit.
- A more robust recruitment process to make sure it is not predominantly Linden students as well as recruiting students who are truly above grade level
- 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 - need to 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)

A.E.A.P Working Group

Working Group's Assessments and Continued Questions

- 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.
- Need for a program across all grade levels
- Need a timeline for roll out of updated programming
- Data shows that there are other students above grade level across the district
- All of these students should be able to access a robust curriculum at their performance level.
- DESE encourages strategies to support access to above-grade-level material
- Reach out to Liason from DESE Thomas Zorich, Director of Center for Strategic Initiatives
- Reach out to other districts that are also working on similar programs- Revere, Brockton, Quincy, Lawrence and Waltham.

Review Accelerated Program Requirements SY 2022-2023

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. Overview of the Plan for SY 2022–2023

- Linden students who were previously accepted via application were 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 are participating 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.**

Where are we with the preliminary data?

Next Steps:

Caregivers of students who are not meeting the Mid-Year criteria scores in ELA, Math, Science, and History, are going to receive a warning notification about exiting the program

End of Year Assessments:

If students do not meet the criteria at the end of school year:

- Caregivers of the students who did not meet the program academic criteria are going to receive an exiting the program letter.
- Students who meet the criteria will remain in the program

Options:

Students can go back to their neighborhood schools or remain at Linden

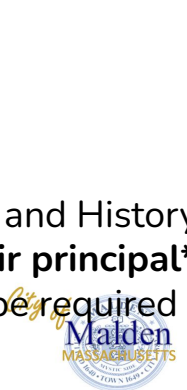
Next Steps

If the program remains open:

- The district will send an invitation to apply for students who at the end of the school year scored above grade level in ELA, Math, History, and Science
- An application can be submitted electronically or on paper
- Letter of recommendation from an educator
- Letter of recommendation from the school principal
- Students new to the district will have to fill out an application, schedule a time to take all assessments, provide former school's records, letter of recommendation from former principal and an educator.

Program Criteria

- Attendance 80-100%*
- Grades A- to A+
- Homework completion 90%
- Must score in all assessments in all subjects at above grade level
- For the Mid-Year and End of Year review students must score above in ELA, Math, Science, and History
- Students with a disciplinary record of **suspensions will need a recommendation from their principal***
- Students who score lower than grade level / benchmark in at least one of the subject will be required to exit the program at the end of the school year.



Actual Enrollment: A.E.A.P

Enrollment	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Accepted in the program	23	24	24	23	25
Sept. 12, 2022	22	22	21	23	24
Oct. 3, 2022	22	22	21	22	24
Nov. 12, 2022	22	21	21	22	25
Dec. 2, 2022	22	21	21	22	25
Jan 4, 2023	22	20	21	22	25
Feb. 3, 2023	22	19	21	22	25

	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)

Projections SY 2023–2024	Grade 4 2023–2024	Grade 5 2023–2024	Grade 6 2023–2024	Grade 7 2023–2024	Grade 8 2023–2024
Enrollment 1–5–2023	District	22	20	21	22
Above Grade Level IXL – Math	12 (17)	10 (25)	15 (15)	10 (19)	8 (30)
Above Grade Level i–Ready ELA	1 (10)	2 (16)	7 (17)	8 (13)	2 (18)
Above Grade level in Both Math and ELA	1 (4)	1 (9)	6 (8)	6 (12)	1 (7)
History (Grade Level Standards)	N/A	3	4	0	2
Science (Grade Level Standards)	N/A	5	2	12	4
History and Science (Grade Level Standards)	N/A	2	1	0	0
Above grade level in Math, ELA, Science, History	N/A	0	0	0	0

Proposal

If we have enough students to continue the program:

- Move the program to central location SY 2023-2024
- We need a minimum of 22 students for each grade level/each subject
- Principal at new location will ask teachers in Grades 5-8 (ELA, Math, History, and Science) to teach one section in the A.E.A.P.
- All four subject teachers at new location must be open to teach a section of this program (ELA, Math, History, and Science)
- Teachers will participate in the summer PD for the CKLA, Eureka, and Open Up Resources curricula extension training.

Note:

- Teachers are assigned to schools, not programs.

Proposal

- We need a minimum of 22 students in each classroom at each grade level to have the A.E.A.P. program.
- The preliminary district wide ELA and Math data indicates the number of students who are performing above grade level are insufficient to have a viable A.E.A.P.
- Across the district students are doing standards aligned grade level work.
- Teachers differentiate and scaffold content to ensure students have access to rigorous content.

Every School– Every Classroom – Every day

Curriculum alignment across grade levels and subjects providing opportunities for expansions, interventions, and supports.

- Malden Public Schools believes that ALL students have the right to a great education in every single school and in every single classroom
- Malden Public Schools believes all students deserve rigorous curriculum and instruction and strong relationships with peers and adults.
- Malden Public Schools believes in an inclusive school environment rather than creating exclusionary classroom settings.
- Malden Public Schools **focus is on individual student growth**. Each students must be making academic and social emotional progress.