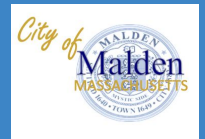


# Malden Public Schools Report of the Superintendent

- **2024 Accountability Results**
- **Enrollment Update**
- **Proposed Superintendent's Goals**

*Malden School Committee  
November 4, 2024*



# Malden Public Schools 2024 Accountability Data

## District-wide Trends

*Report of the Superintendent  
to the School Committee*

*November 4, 2024*



# 2024 Overview of Accountability Data

*On September 24, the Department of Elementary and Secondary Education made public district & state-wide Accountability Data based on student data from school-year 2023-24.*

## Agenda

- What data do we have available?
- What are the trends in our data?
- What are our next steps?

# What data is measured by the Accountability System?

Accountability Indicator	DESE Definition
MCAS Achievement	Percent of students “meeting or exceeding” expectations on MCAS.
MCAS Growth Scores	Average student growth percentile (SGP)
ACCESS Scores	Percent of EL students on the path towards attaining English proficiency within 6 years
Chronic Absenteeism	Percentage of student absent more than 10% of the school days enrolled (at least one day every two weeks, on average)
High School Data	Additional indicators: 4-year cohort graduation rate, extended engagement rate, annual dropout rate, advanced coursework completion

DESE allocates districts points for our overall & specific group performance in each of these indicators.

This point total is combined in a weighted average with prior years point totals to produce an

**Accountability classification** for each school & district



# 2024 Overview of Accountability Data

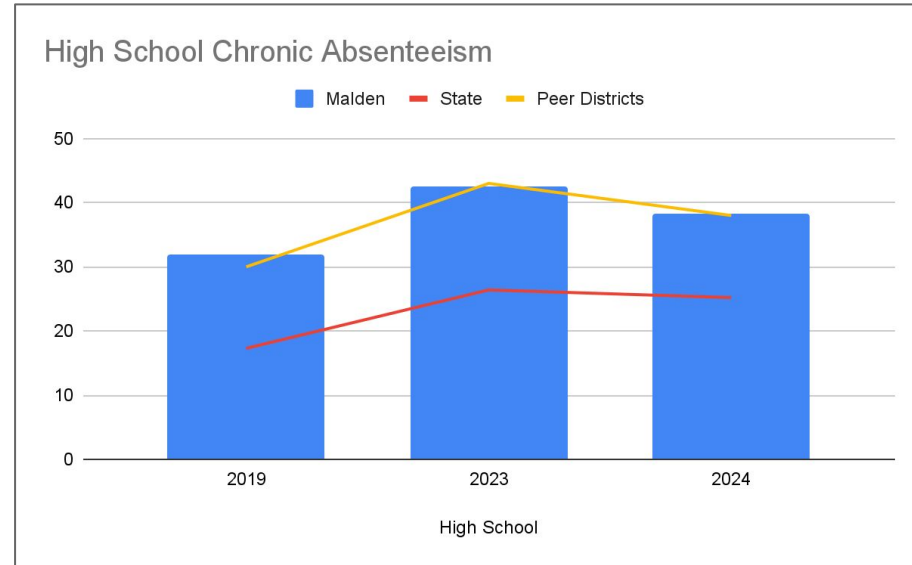
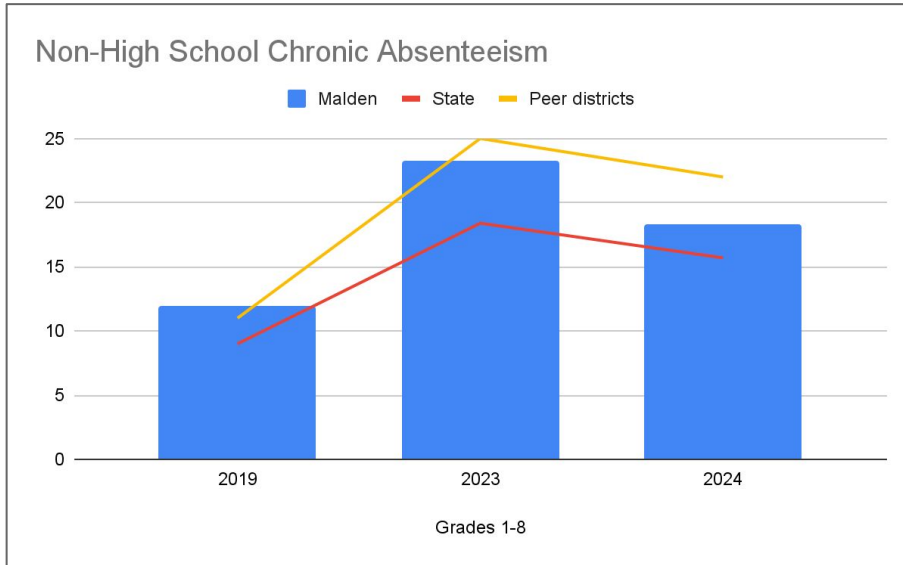
*On September 24, the Department of Elementary and Secondary Education made public district & state-wide Accountability Data based on student data from school-year 2023-24.*

## Agenda

- What data do we have available?
- What are the trends in our data?
- What are our next steps?

# Chronic Absenteeism

While the district has made progress in decreasing chronic absenteeism, exceeding state-assigned targets, the number of students who miss at least one day every two weeks (on average) still exceeds state averages and district pre-pandemic levels.



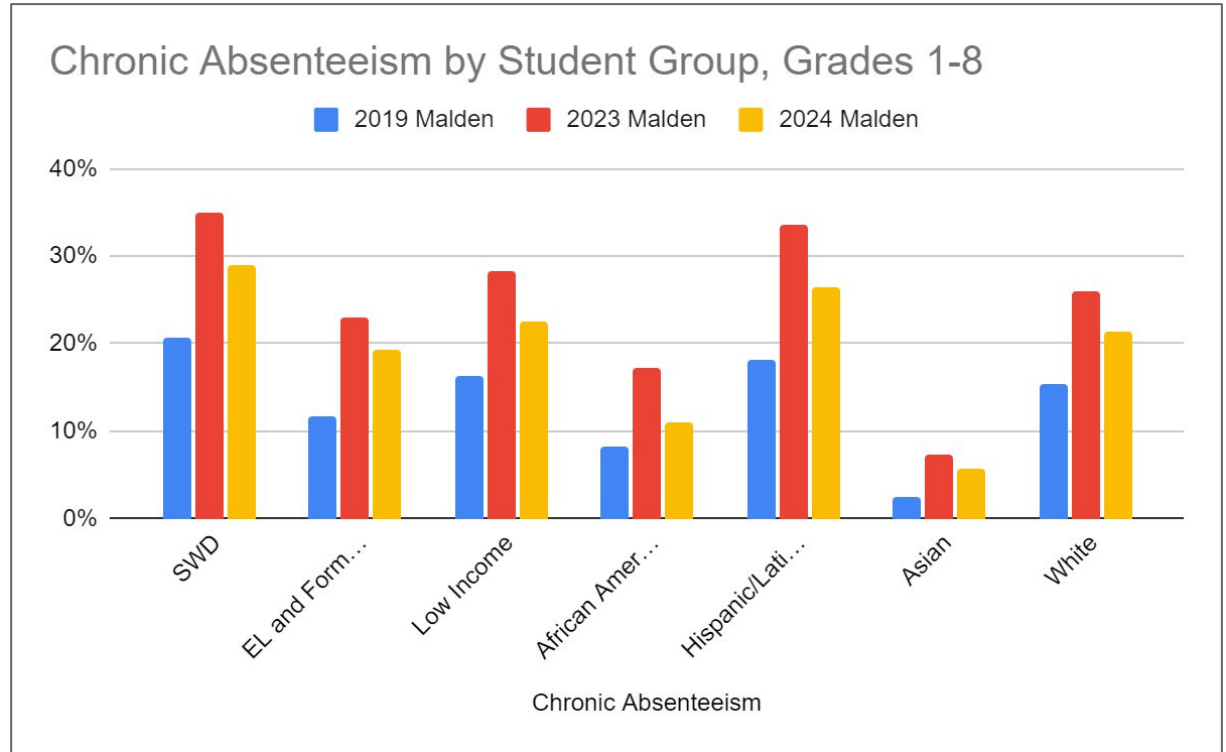
Peer districts identified by the Massachusetts Department of Elementary and Secondary Education (DESE)'s District Analysis and Results tool, based on factors including district size and demographic indicators, include: Malden, Brockton, Chelsea, Everett, Lowell, Lynn, Revere, and Waltham.



# Chronic Absenteeism by Student Group

In grades 1-8, all student groups showed a **decrease** in chronic absenteeism from 2023 to 2024, but are not back to pre-pandemic levels.

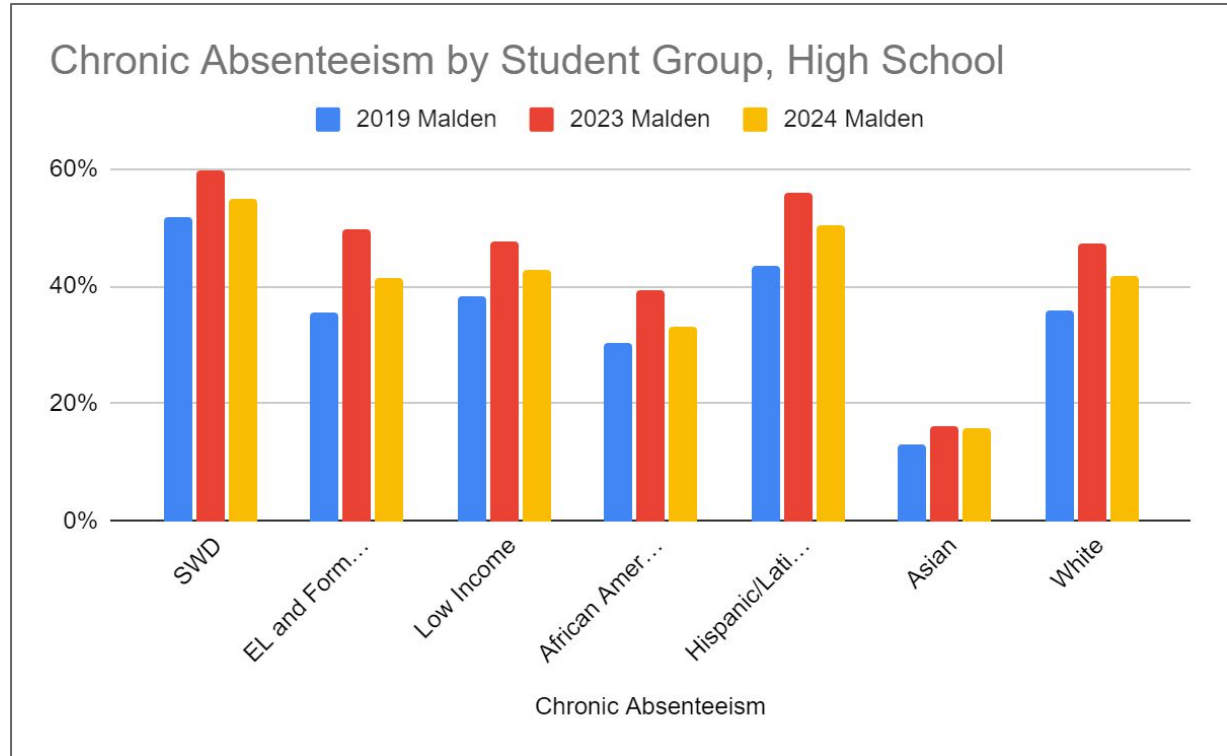
In grades 1-8, Malden **exceeded DESE targets** for decreasing chronic absenteeism in all student groups in 2024.



# Chronic Absenteeism by Student Group

At the High School level, all student groups showed a **decrease** in chronic absenteeism from 2023 to 2024, but are not back to pre-pandemic levels.

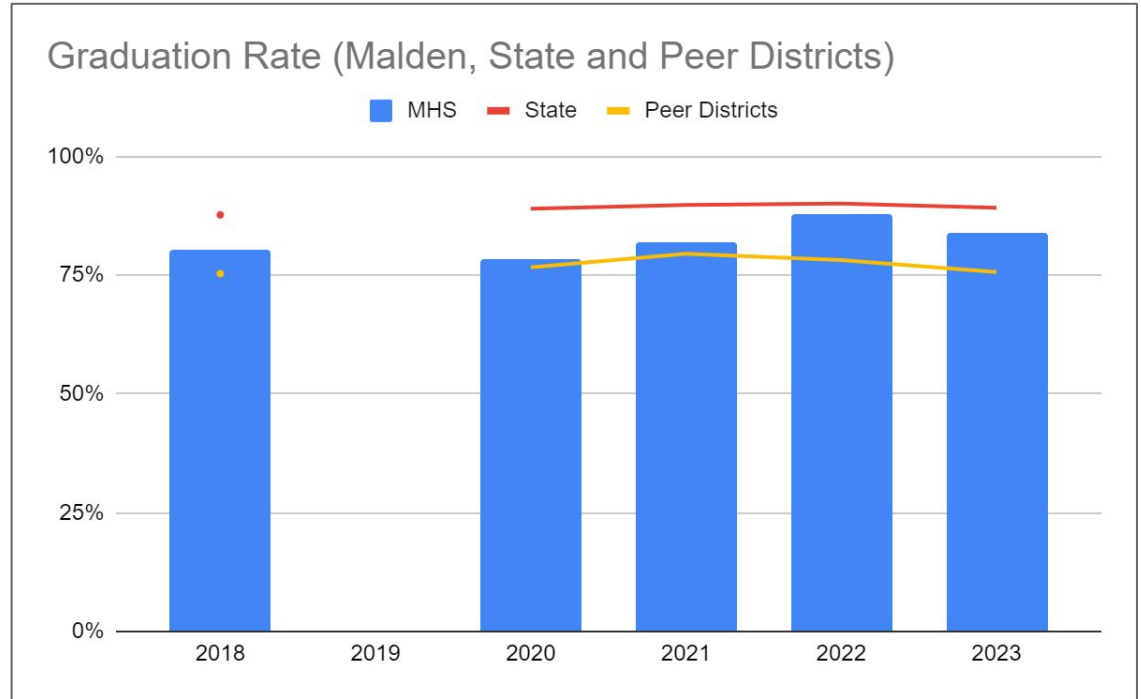
The High School **exceeded DESE targets** for decreasing absenteeism with most student groups, except low income students and Asian students, who showed more modest decreases.



# High School Graduation Rates

Points possible	Points received
4	0 “Declined”

Although higher than peer districts, Malden’s graduation rate in 2023 showed a **decline** from last year, with a widening gap with the state.



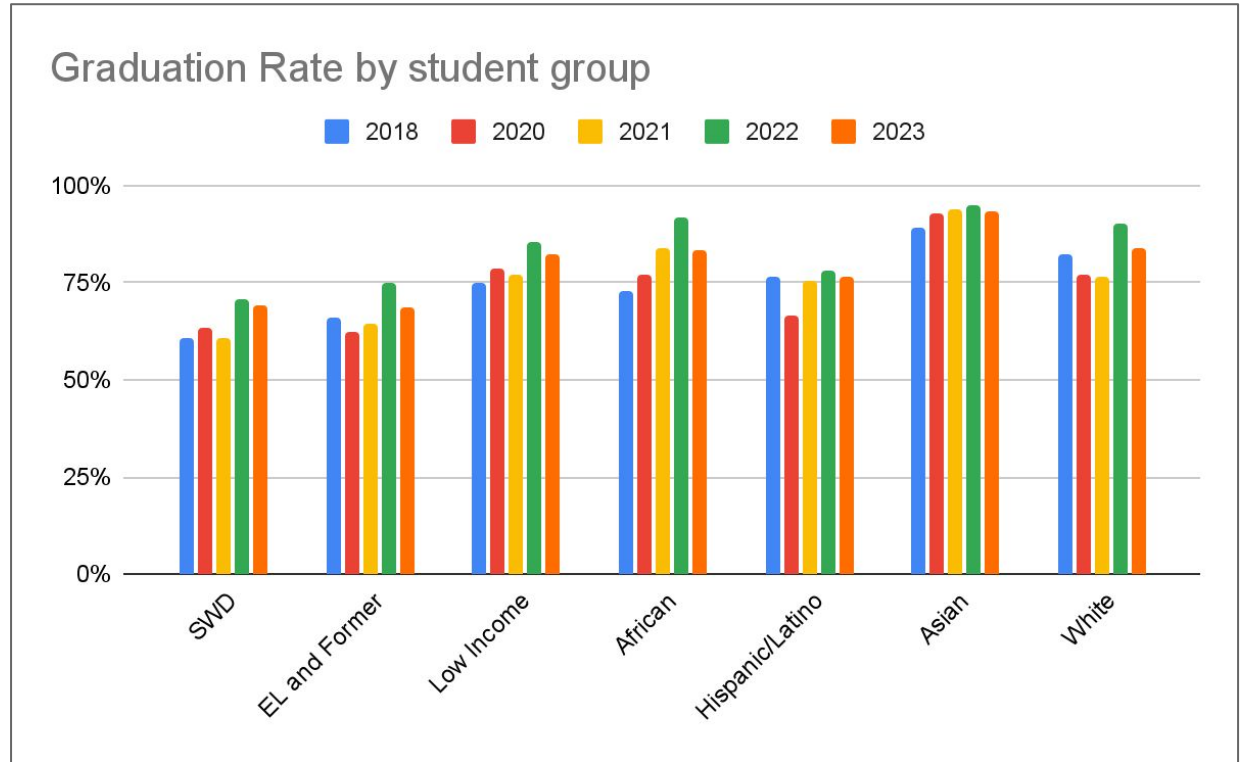
Graduation rate is reported by the state on a year lag. 2019 data would have been reported in 2020 (but was not due to the pandemic). The most recent year for which we have available data is 2023.



# Graduation Rate by Student Group

The graduation rate for all student groups **declined** from 2022 to 2023.

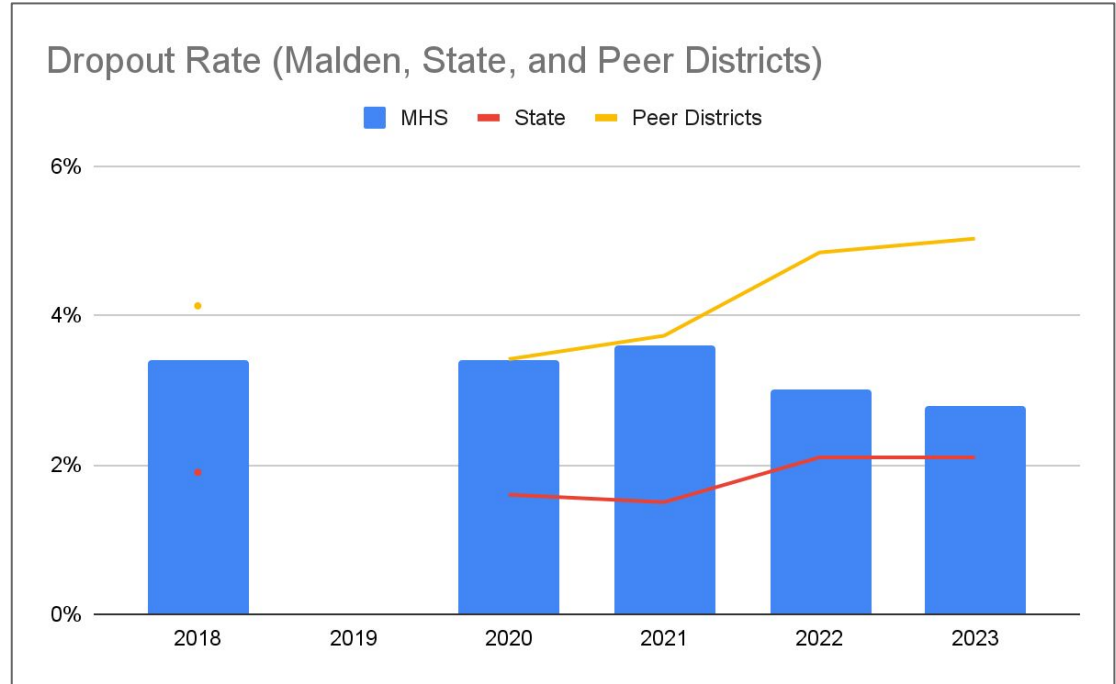
In particular, Students with Disabilities and English Learners have the lowest graduation rates, by a significant margin.



# High School Dropout Rate

Points possible	Points received
4	1 "No Change"

From 2022 to 2023, Malden's dropout rate declined from 3.1% to 3.0%, receiving a score of "No Change" in the accountability system.

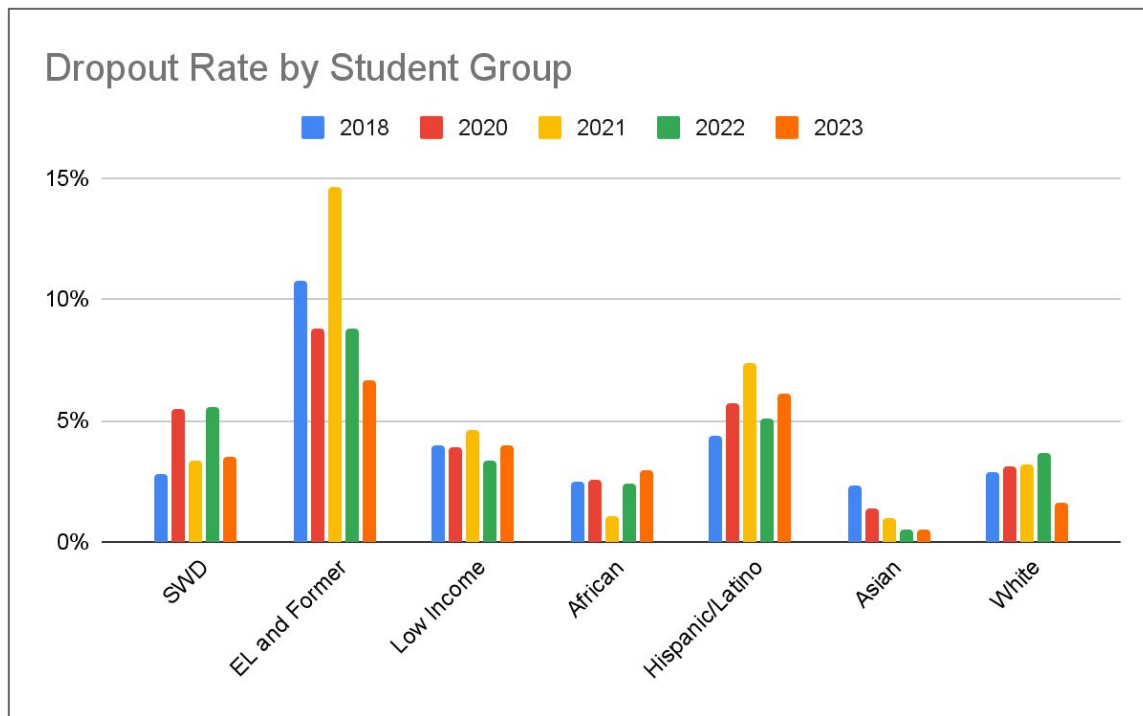


Dropout rate is reported by the state on a year lag. 2019 data would have been reported in 2020 (but was not due to the pandemic).  
The most recent year for which we have available data is 2023.

# Dropout Rate by Student Group

The dropout rate for students with disabilities **decreased significantly** from 2022-2023.

The dropout rate for ELs has **decreased**, but still remains more than twice the dropout rate for all students.

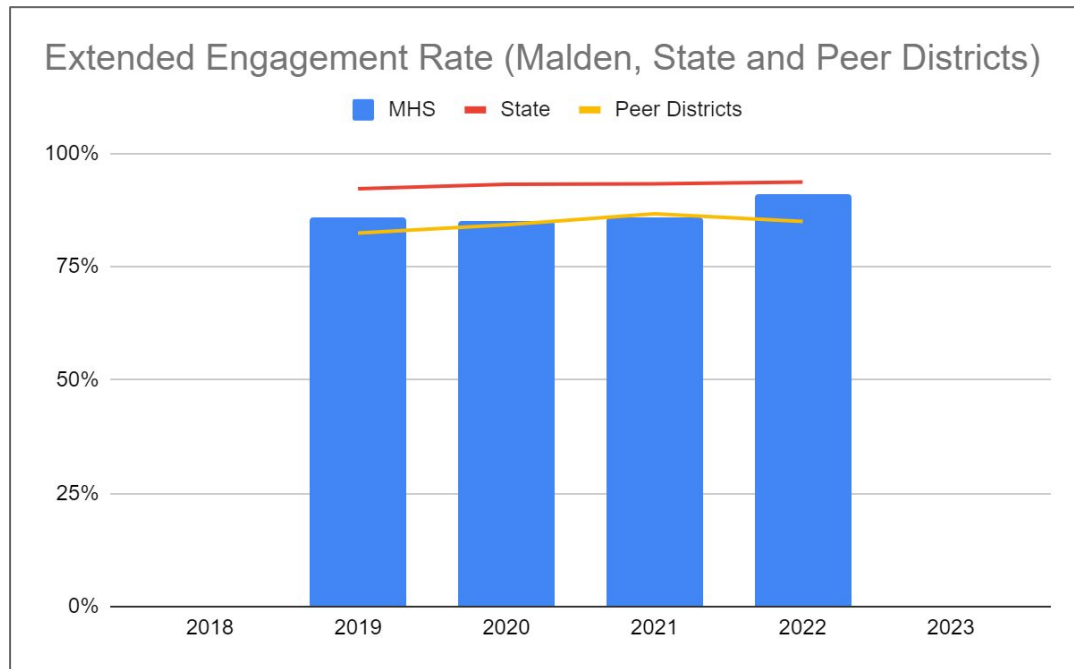




# Extended Engagement Rate

Points possible	Points received
4	4 "Exceeded Target"

Malden's extended engagement rate **increased** from 2021-2022, closing the gap with the state average, and exceeding peer districts.



The extended engagement rate is the sum of the five-year cohort graduation rate plus the percentage of students from the cohort that remain enrolled after five years. It is reported on a two-year lag, so the most recent data we have available is 2023.

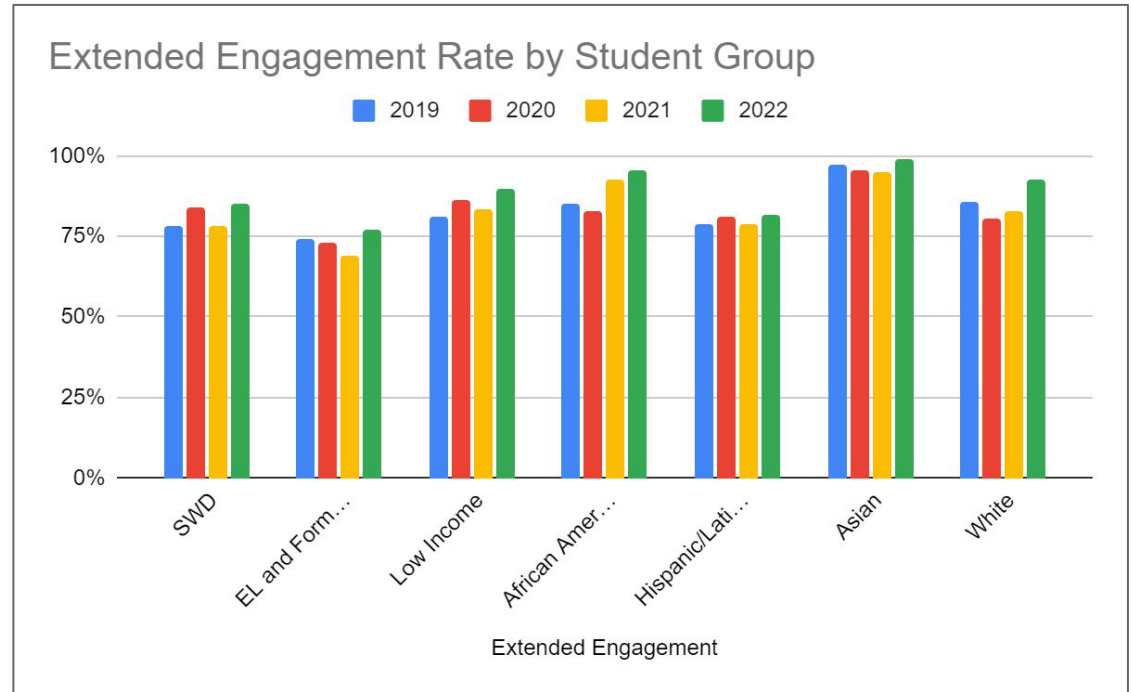


# Extended Engagement Rate

All student groups have shown an **increase** in extended engagement over time.

Students with Disabilities and English Learners have shown the most significant increases, with Black students showing more modest increases.

Malden's increase in Hispanic student extended engagement has not yet met state targets.



# High School Advanced Coursework Completion

Points possible	Points received
4	4 “Exceeded Targets”

2022	2023	2024
76.3%	72.4%	76.9%

- Percent of 11th and 12th graders who are enrolled in **one or more** course defined as “Advanced” (AP, dual enrollment for credit, Vocational/Technical courses, and other DESE–selected rigorous courses).
- We are looking into the way DESE is identifying our coursework classified as “other DESE–selected rigorous courses”; our Advanced Coursework Completion data may change as a result of this inquiry. We will report to the School Committee as soon as we have an update.

# Trends:

<b>Accountability Indicator</b>	<b>In other words...</b>	<b>Trends</b>
Chronic Absenteeism	How many students miss more than 10% of the year?	<p>Chronic absenteeism has decreased at Malden's K-8 and high school levels, although it still exceeds statewide averages</p> <p>Specific groups that Malden can do more to support with attendance include students with disabilities and Hispanic/Latino students at both the high school and elementary levels.</p>
High School Data	Graduation Rate Dropout Rate Extended Engagement Advanced Coursework	<p>The graduation rate has declined from 2022-2023; the dropout rate has stayed flat from 2022-2023; and the extended engagement rate has exceeded targets.</p> <p>More support is needed to reduce dropout rates and boost graduation for specific populations, including ELs</p>

# 2024 Overview of Accountability Data

*On September 24, the Department of Elementary and Secondary Education made public district & state-wide Accountability Data based on student data from school-year 2023-24.*

## Agenda

- What data do we have available?
- What are the trends in our data?
- What are our next steps?

# Next steps: Chronic Absenteeism

## Systems Development

- ❑ Developed attendance monitoring protocol
- ❑ Root-cause analysis of attendance data, with significant emphasis on Students with Disabilities, English Learners and other high needs populations
- ❑ Ongoing training for staff and leadership

## Attendance Monitoring

- ❑ Monthly school-specific meetings with representatives from Central Office and School teams to monitor trends and develop interventions

## Intervention

- ❑ Tiered approach to intervention, including more purposeful collaboration with Attendance Officer



# Next steps: High School Accountability Data

## Systems Development

- ❑ Superintendent listening sessions
- ❑ Strategic planning sessions for 2025

## Advanced Coursework Expansion

- ❑ Newly designated Early College Program will provide more students opportunities to take Advanced Courses

## Student Monitoring & Intervention

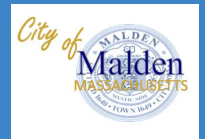
- ❑ Tutoring program for students retaking MCAS
- ❑ Targeted instruction and post-secondary planning for at risk students in need of support towards Graduation (Acceleration Academy - formerly Graduation Academy)
- ❑ Other targeted intervention for students at risk of dropping out (ie- Saturday School program)



# Malden Public Schools 2024–2025 Enrollment Snapshot

*Report of the Superintendent  
to the School Committee*

*November 4, 2024*





# Enrollment as of August 29, 2024

School	School Name	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	SP	Other	Total
Beebe	Beebe School	0	87	105	103	119	106	94	100	94	97	0	0	0	0	0	0	905
ELC	Early Learning Center	176	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	176
Ferryway	Ferryway School	0	101	100	100	108	99	101	100	100	100	0	0	0	0	0	0	909
Forestdale	Forestdale School	0	45	53	55	58	64	59	66	58	70	0	0	0	0	0	0	528
Linden	Linden School	0	86	91	79	95	98	92	98	80	88	0	0	0	0	0	0	807
MHS	Malden High School	0	0	0	0	0	0	0	0	0	0	518	429	444	473	11	0	1875
OutDst	Out of District	1	0	1	5	1	5	4	3	4	5	6	12	5	12	8	0	72
Salem	Salemwood School	0	77	114	95	128	98	98	109	118	126	0	0	0	0	0	0	963
Services	Services Only - Private School	23	0	0	1	0	2	0	0	0	0	0	0	0	0	0	0	26
Totals		200	396	464	438	509	472	448	476	454	486	524	441	449	485	19	0	6261

# Enrollment as of October 1, 2024

School	School Name	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	13	SP	Total
Beebe	Beebe School	0	101	104	106	122	106	93	102	95	100	0	0	0	0	0	0	929
ELC	Early Learning Center	238	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	238
Ferryway	Ferryway School	0	109	106	106	109	100	97	98	100	100	0	0	0	0	0	0	925
Forestdale	Forestdale School	0	51	55	55	58	67	59	64	60	74	0	0	0	0	0	0	543
Linden	Linden School	0	86	89	80	95	98	93	99	81	90	0	0	0	0	0	0	811
MHS	Malden High School	0	0	0	0	0	0	0	0	0	0	505	444	474	474	0	12	1909
OutDst	Out of District	1	1	1	4	1	5	2	4	5	7	7	11	5	11	0	7	72
Salem	Salemwood School	0	109	125	99	129	102	102	112	115	126	0	0	0	0	0	0	1019
Services	Services Only - Private School	23	0	0	1	0	2	0	0	0	0	0	0	0	0	0	0	26
Totals		262	457	480	451	514	480	446	479	456	497	512	455	479	485	0	19	6472

# Enrollment as of November 1, 2024

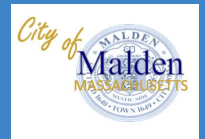
School	School Name	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	13	SP	Total
Beebe	Beebe School	0	102	104	107	120	106	94	101	95	100	0	0	0	0	0	0	929
ELC	Early Learning Center	252	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	252
Ferryway	Ferryway School	0	108	105	108	110	99	98	100	99	100	0	0	0	0	0	0	927
Forestdale	Forestdale School	0	53	57	55	58	69	58	65	58	75	0	0	0	0	0	0	548
Linden	Linden School	0	85	90	82	94	97	95	99	82	97	0	0	0	0	0	0	821
MHS	Malden High School	0	0	0	0	0	0	0	0	0	0	496	445	478	474	0	12	1905
OutDst	Out of District	1	0	1	4	1	4	3	4	5	7	7	11	4	11	0	6	69
Salem	Salemwood School	0	110	128	100	126	103	102	113	116	125	0	0	0	0	0	0	1023
Services	Services Only - Private School	18	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	20
Totals		271	458	485	456	509	480	450	482	455	504	503	456	482	485	0	18	6494

# Malden Public Schools Superintendent Goals for 2024–2025

*Proposed for Superintendent Sippel's first-year evaluation cycle that will conclude in summer 2025, based on recommendations from DESE and the New Superintendent Induction Program.*

**Report of the Superintendent  
to the School Committee**

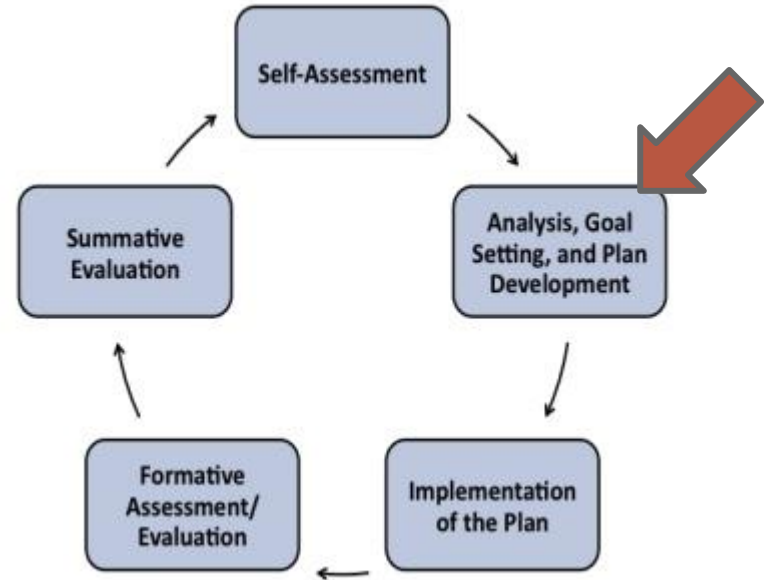
**November 4, 2024**



# Superintendent Evaluation Cycle

## Priorities for all Massachusetts Superintendents

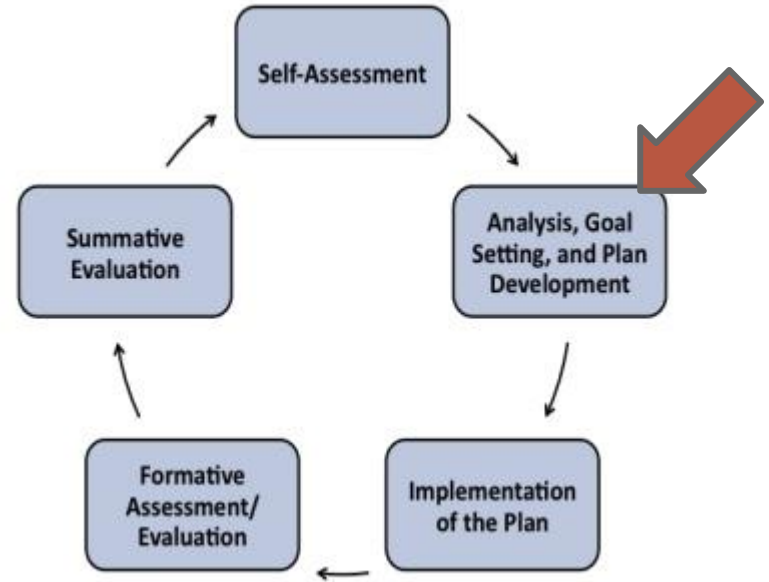
- *Ensuring Systems and Alignment Coherence*
- *Empowering Principals and Other District Administrators*
- *Leading with a Commitment to Equity*



# Superintendent Evaluation Cycle

## Superintendent Rubric

- ❑ *Standard I: Instructional Leadership*
- ❑ *Standard II: Management and Operations*
- ❑ *Standard III: Family and Community Engagement*
- ❑ *Standard IV: Professional Culture*



# Core Values

## Include and Collaborate

- Everyone belongs in this district
- Humility to listen and seek answers in our community
- We are stronger together



## Embrace Growth

- Both people and organizations can change
- "Not yet..."



## Do Right by All Kids

- Ensuring that public education opens doors to the future for all of our students
- Advocating for children, youth and families who are not yet able to do so for themselves





# Goal 1: Effective Entry and Direction Setting

*By late spring 2025, the district will have **broad agreement from key stakeholder groups** about:*

*(a) the district's most critical needs for improvement,*

*(b) the strategies and goals that will address them most effectively, and*

*(c) the measures that will be used to assess progress.*

**Include and Collaborate**

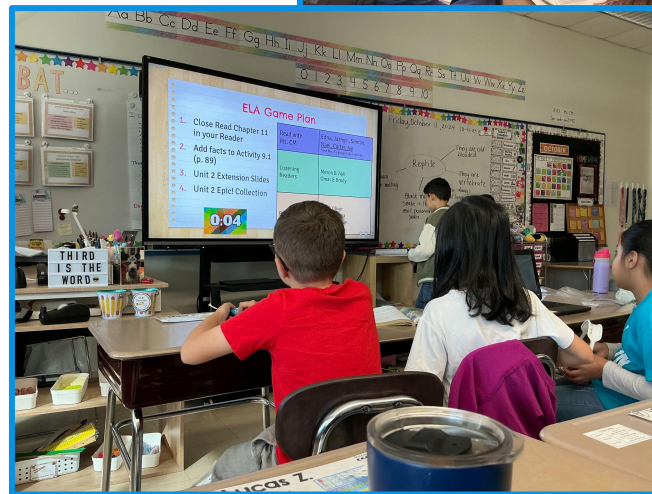
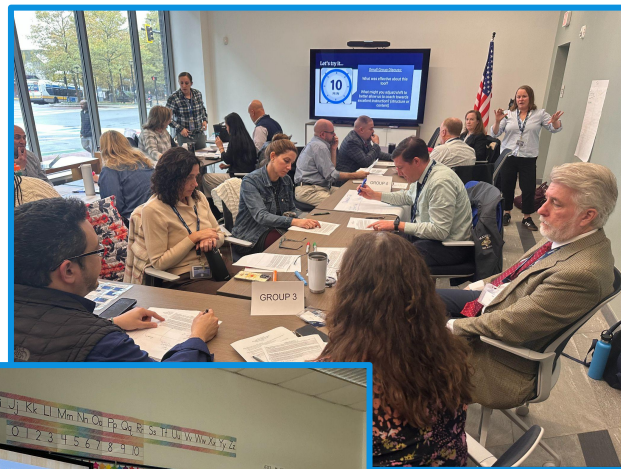




## Goal 2: Maintaining Focus on Continuous Improvement During the Transition (Student Learning Goal)

Through the collaborative development of a **common vision of effective instruction**, keep the district moving forward during this year's transition by working with the districtwide leadership team to ensure that meaningful improvement is underway at the classroom, school, and district levels.

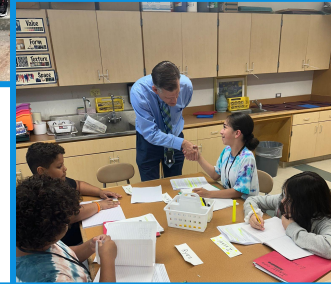
Do Right by All Kids



# Goal 3: New Superintendent Induction Program (Professional Practice)

Embrace Growth

*Develop skills in **strategy development, data analysis, and instructional leadership** by completing the first year of the New Superintendent Induction Program (NSIP) and earning at least Proficient ratings on each major assignment.*



# Questions and Feedback

