



REPORT OF THE SUPERINTENDENT

**Regular Meeting of the
Malden School Committee**

Monday, March 2, 2026

**Timothy Sippel, Ed.L.D.
Superintendent**

Core Values



**Include and
Collaborate**



**Embrace
Growth**



**Do Right By
ALL Kids**

***Alone each of us is strong...
and together we are much stronger!***

Agenda

- District Improvement & Mid-Year Data Review
 - Literacy and Math Achievement
 - Student Attendance
- Strategic Plan & Stakeholder Survey Results
- Special Education Program Review Update

District Improvement & Mid-Year Data Review

- Literacy and Math Achievement
 - K-8: DIBELS, i-Ready, IXL
 - 9-12: IXL ELA and IXL Math
 - Beebe 4th Grade Team
- Student Attendance
 - Chronic Absenteeism Rates
 - Attendance Improvement Work

Superintendent Goals 2025-2026

- 1 Development of Five-Year Strategic Plan**
(District Improvement Goal)
- 2 Implement District Strategy for Improvement**
(Student Learning Goal)
- 3 Special Education Program Review**
(District Improvement Goal)
- 4 New Superintendent Induction Program**
(Professional Practice Goal)

Goal 2: Implement District Strategy for Improvement (Student Learning Goal)

Lead implementation of the District's Strategy for Improvement in **literacy, math and science achievement**, involving:

- (a) school-based cycles of observation*, calibration, data analysis, and action planning using professional development and lesson study, and
- (b) the implementation of formative teacher coaching* by every school leadership team (including the principal, house/assistant principals, and teacher leaders/coaches).

**Note: This formative work will supplement the formal evaluative observations and supervision that are required by state statute and collective bargaining agreements.*

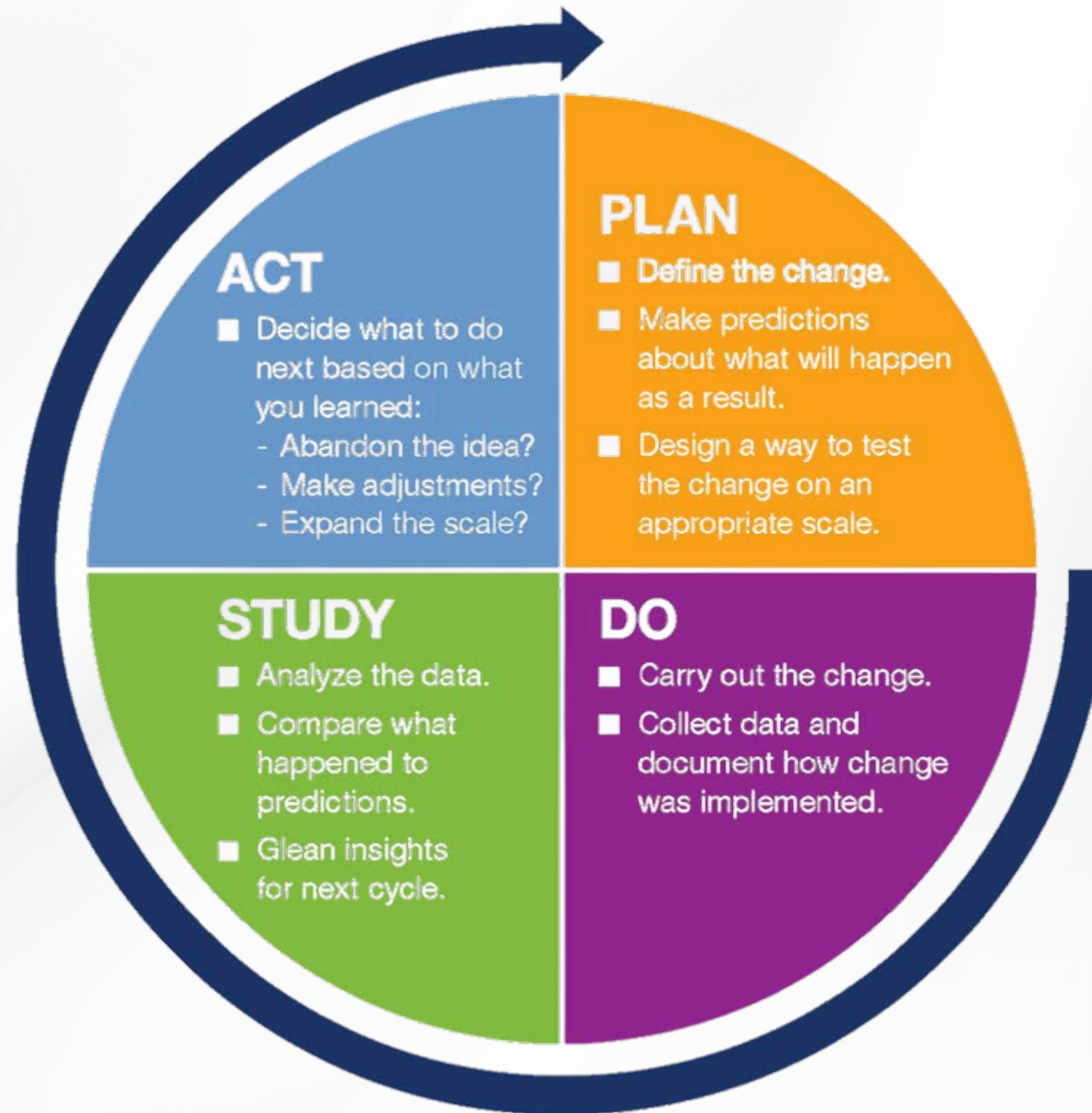




Literacy and Math Achievement

- K–8
 - DIBELS
 - i-Ready
 - IXL
- 9–12:
 - IXL ELA
 - IXL Math
- Beebe 4th Grade Team

Why Collect Mid-Year Data



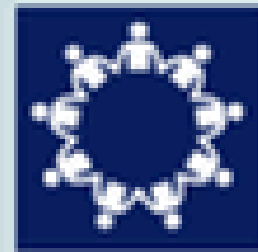
In Malden, we strive to create learning environments where...

Students are **known, valued and feel that they belong.**



Include and collaborate

Students engage in **grade level** work with the **right level of support**



Do Right By All Kids

Students **work together** to do **heavy lifting**: they enjoy, sense-make, take risks, ask questions, consider ideas of others.



Embrace Growth

Summary: Overview of Mid-Year Data

Area of Measure	Headlines
Foundational Literacy Skills	• Grade 1 made above average progress from fall to winter • Grades 2–5 made average progress from fall to winter
Reading Benchmarks	• Individually, grades 1–8 each demonstrated significant growth from fall to winter • In grades 1–8, every student group demonstrated significant growth from fall to winter
Math Benchmarks	• Individually, grades 3, 6, and 7 demonstrated significant growth from fall to winter • As a cumulative district, grades 1–8 demonstrated significant growth from fall to winter • In grades 1–8, English learners and Hispanic students demonstrated significant growth from fall to winter

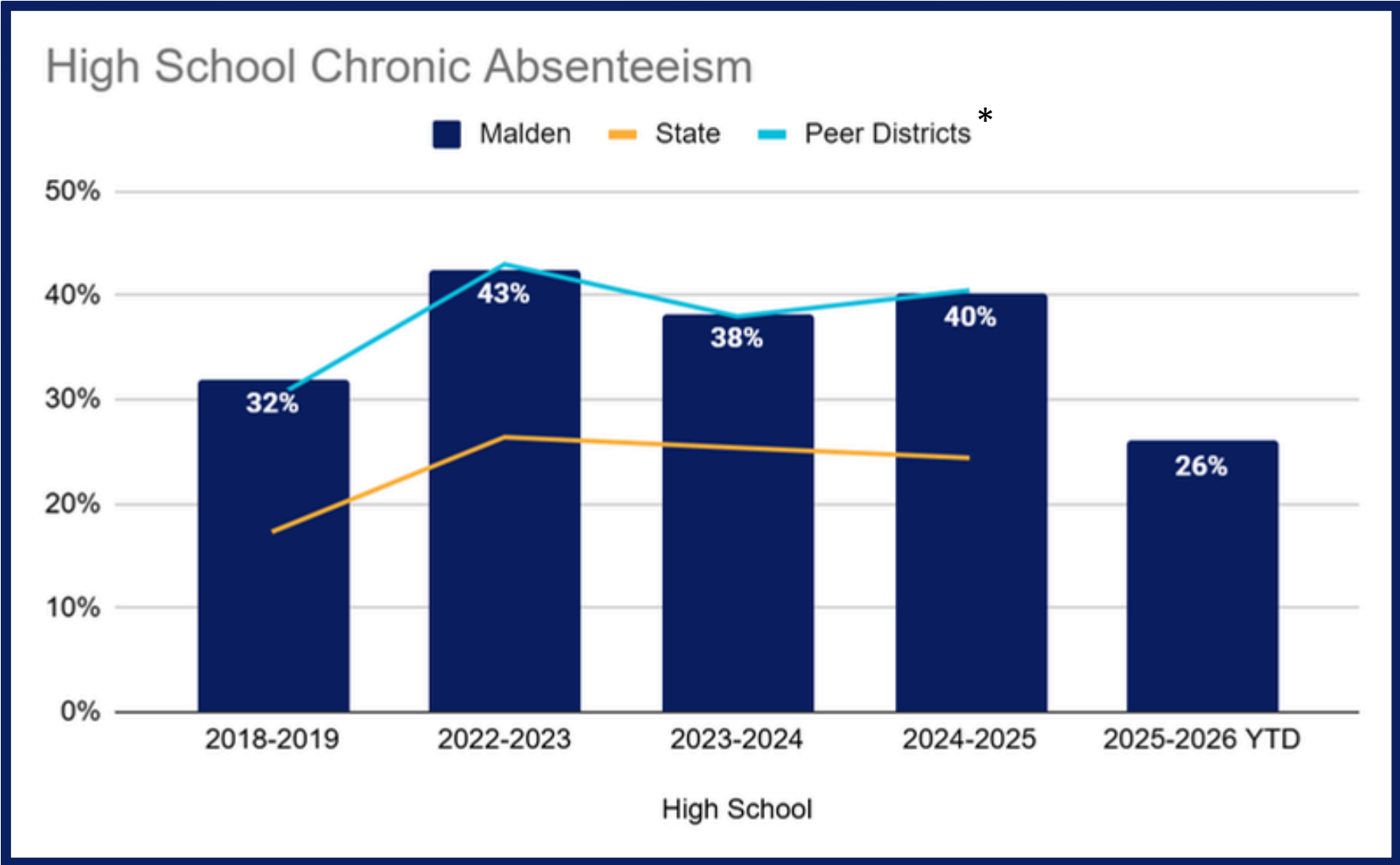
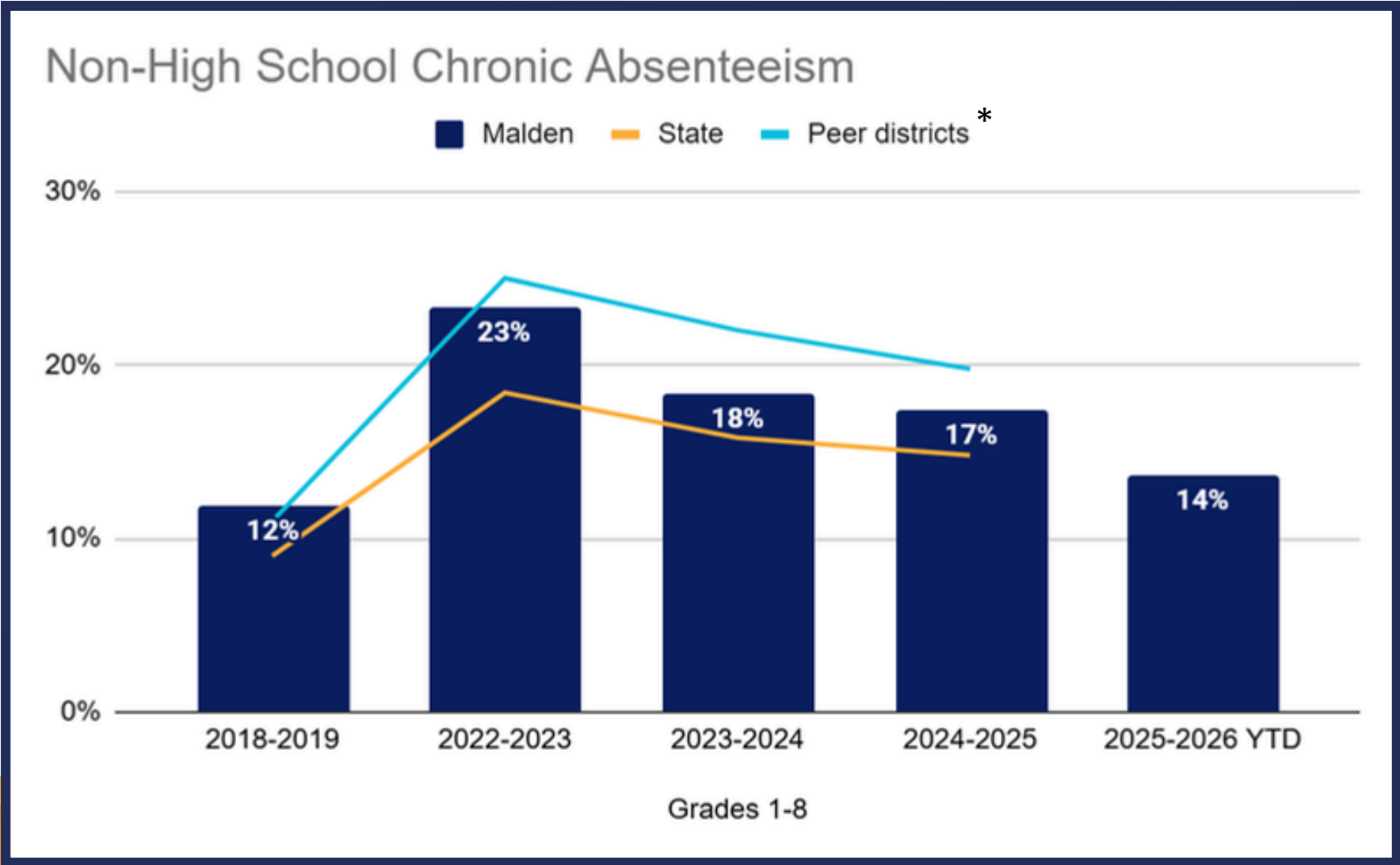


Student Attendance

- Year-to-date chronic absenteeism rates
 - By grade band
 - By student group
- Attendance Playbook
 - School team routines to improve attendance rates
- RISE Network and “On Track” Work

Chronic Absenteeism Year-To-Date

The percent of students on track to be chronically absent for the year in school year 2025-2026 is significantly lower in both grades 1-8 and at the high school than the overall percentage of chronically absent students at the end of the school year in recent years.

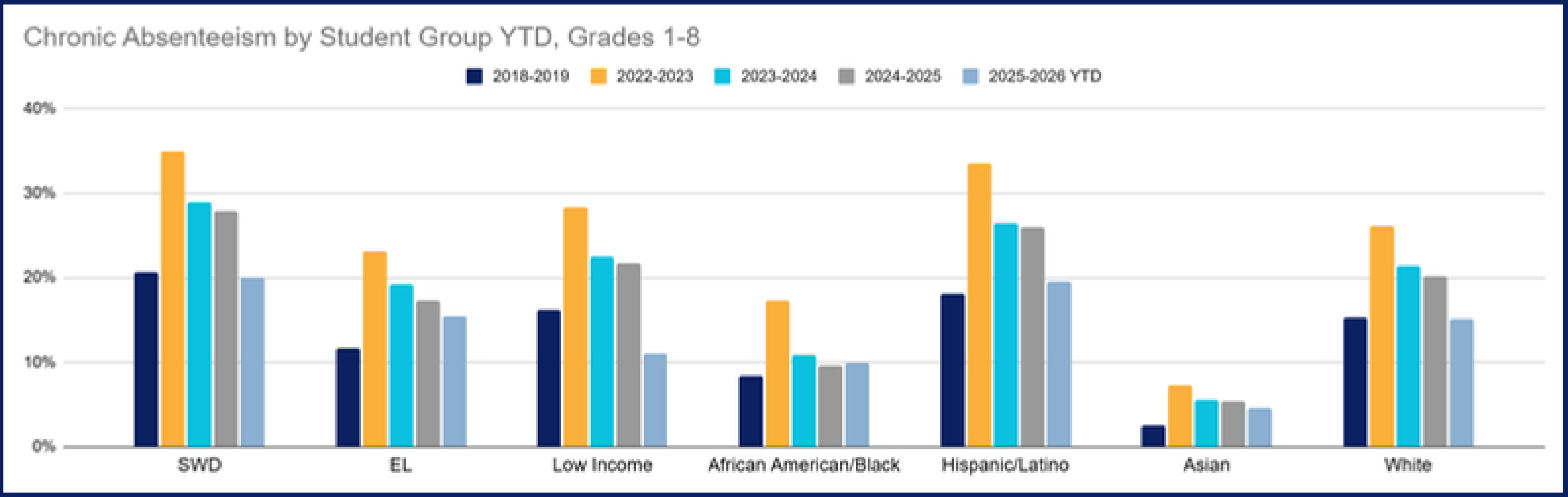


*Peer District Average is calculated using the Brockton, Chelsea, Everett, Lowell, Lynn, Revere, and Waltham public school districts

Chronic Absenteeism Year-To-Date

Grades 1-8 by Student Group

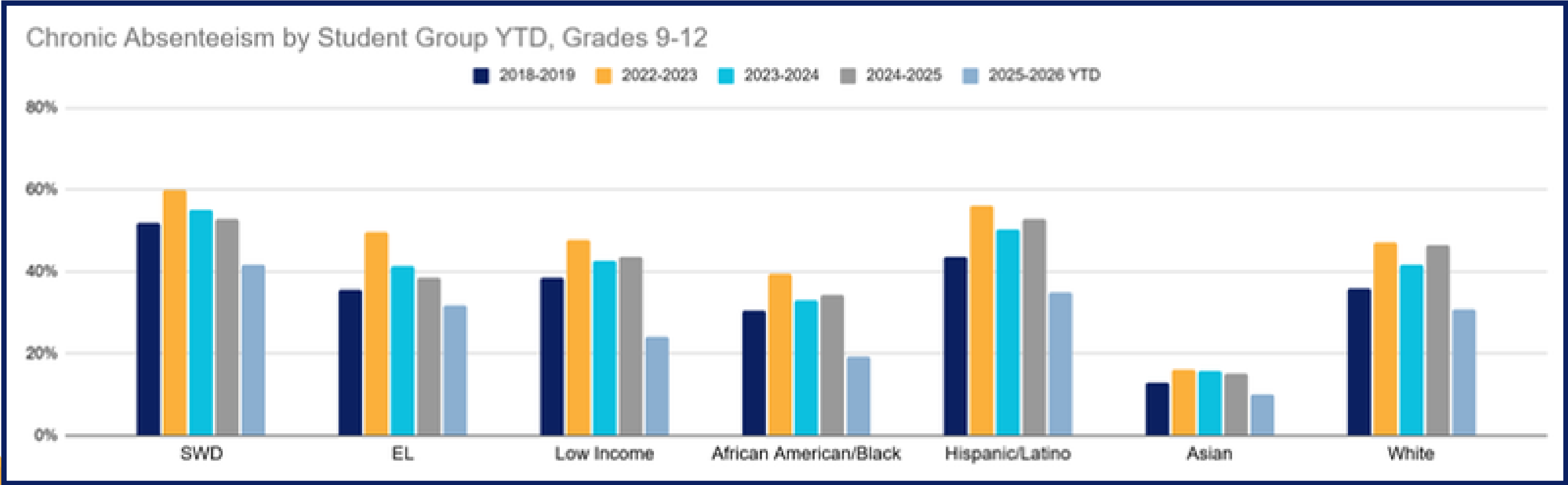
In grades 1-8 this year, nearly all student groups are experiencing a slight drop in their chronic absenteeism rates compared to last year.



Chronic Absenteeism Year-To-Date

Grades 9-12 by Student Group

In grades 9-12 this year, all student groups are experiencing a drop in their chronic absenteeism rates compared to last year.



Attendance Playbook

Tier 1: Universal

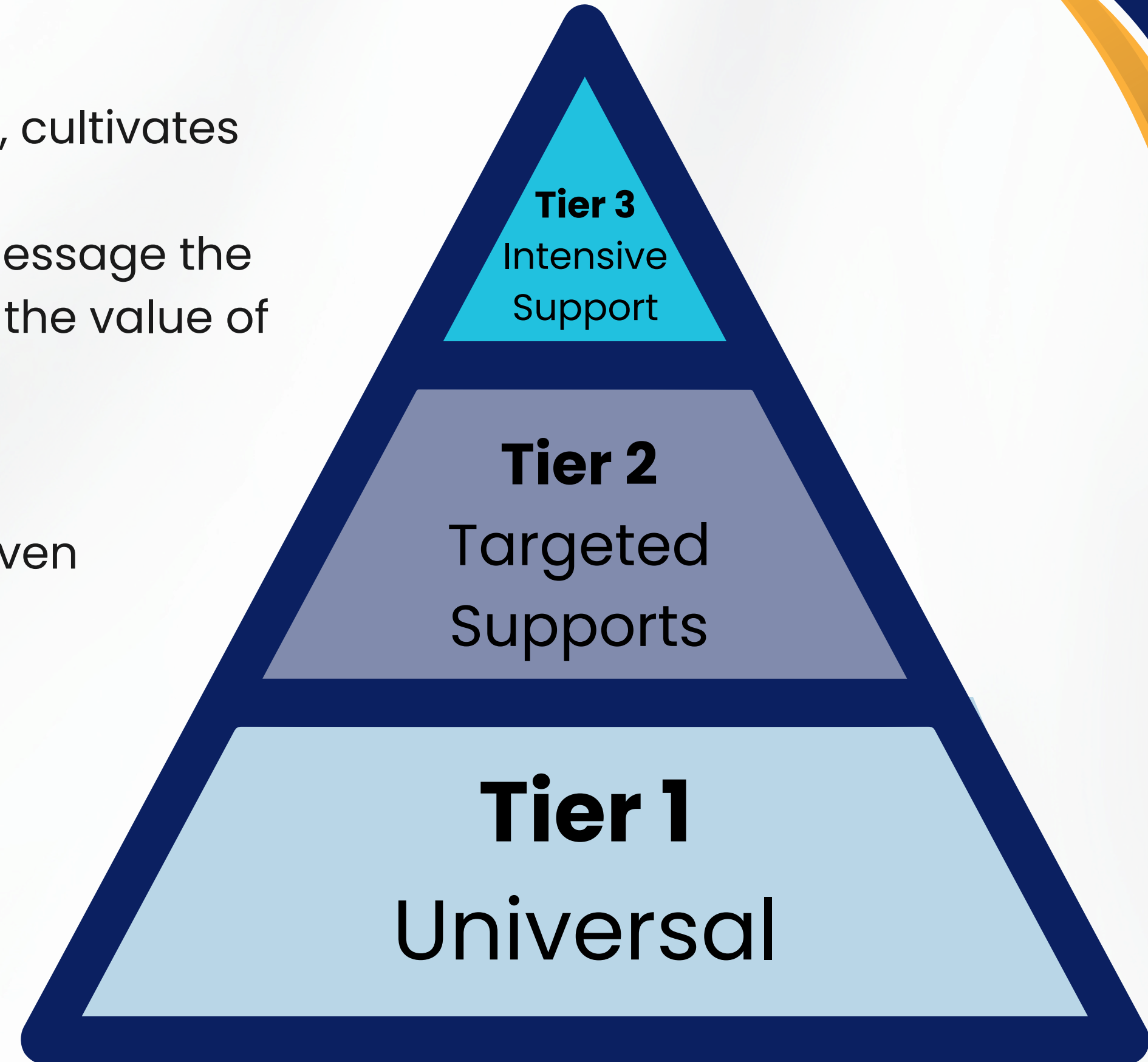
- Schoolwide culture that sustains momentum, cultivates relationships, and maintains expectations
- Communications from the teacher level to message the importance of being at school everyday and the value of classroom activity

Tier 2: Targeted Support

- Early intervention ensuring extra support is given to students at risk for chronic absenteeism
- School attendance team monitors data and makes personal calls to at risk students

Tier 3: Intensive Support

- Additional family supports, referral to the Attendance Officer



RISE Network and "On Track" Work

Through funding provided by a DESE grant, we have partnered with the RISE Network to strengthen structures, systems, and practices around the Grade 9 transition.

Work Underway

- On Track Team Meetings
- On Track Campaign
- On Track Academy
- Expansion to Grade 8



BEING ON TRACK

A Guide to Becoming a Sophomore



- Be at Malden High School by 7:45 a.m.
- Be on Time for all your Classes
- Attend all your Classes Every Day



- Pass all Classes
- Submit all Assignments - no Zeros!
- Aim for B's or Better!



- Become a Part of your Community - ask an MHS adult how!
- Join one of our 20+ Sports Teams
- Join one of our 50+ Clubs or Activities



- Create Goals
- Stay Organized
- Ask for Help!



BEING ON TRACK

A Guide to Becoming a Sophomore

IS MY STUDENT ON TRACK?

Grades & Credits

Earn **5 credits** per year with a grade of **60+** in each class

Attendance

In class at least **90%** of the time - no more than 3 absences per class per quarter

On Track

Both **attendance** and **grades** are needed to earn 5 credits to be promoted to 10th grade.

+

=

CAREGIVERS CAN CHECK ON...



- ☒ Grades
- ☒ Attendance



- ☒ Current Assignments
- ☒ Work Submitted

IMPORTANT DATES TO REMEMBER

Caregiver/Teacher Conferences	November 13, 2025 from 6:00 – 7:30 p.m.
2 nd Quarter Progress Reports	December 16, 2025
End of 2 nd Quarter	January 25, 2026
2 nd Quarter Report Cards	February 3, 2026

Strategic Plan & Stakeholder Survey Results

- Strategic Priorities
 - 2025–2026 Survey Results
 - Caregivers
 - Staff

Superintendent Goals 2025-2026

- 1 Development of Five-Year Strategic Plan**
(District Improvement Goal)
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- 3 Special Education Program Review**
(District Improvement Goal)
- 4 New Superintendent Induction Program**
(Professional Practice Goal)

Goal 1: Development of Five-Year Strategic Plan (District Improvement Goal)

By January 2026, **present a Strategic Plan Outline** to the School Committee which includes:

- (a) high-level strategic goals,*
- (b) potential metrics for monitoring progress*
- (c) planning timeline for spring, and*
- (d) opportunities for stakeholder input and involvement.*



Strategic Priorities

- 1 High expectations with support to meet diverse needs
- 2 Fair access to opportunity
- 3 Deep partnerships
- 4 Strong, well-supported workforce*
- 5 Financial and operational sustainability*

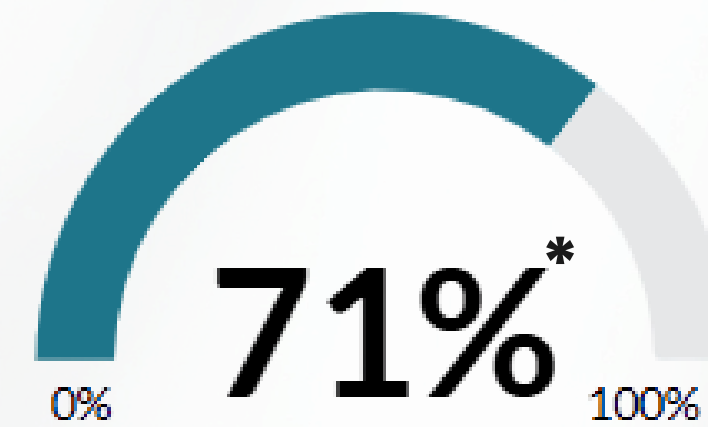
**Supporting priorities*



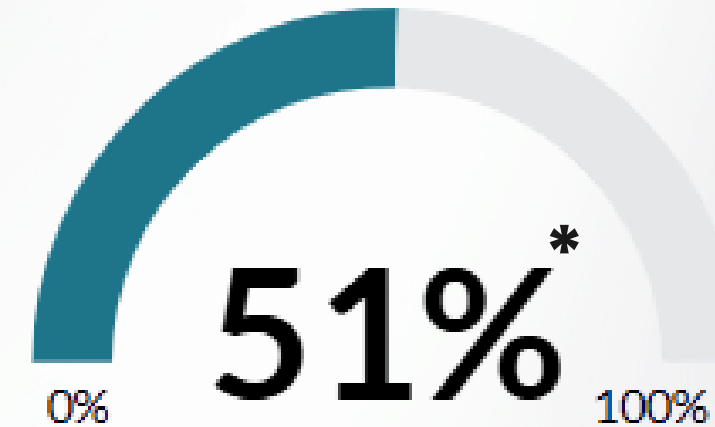
2025–2026 Caregiver Survey

1. High expectations with support to meet diverse needs

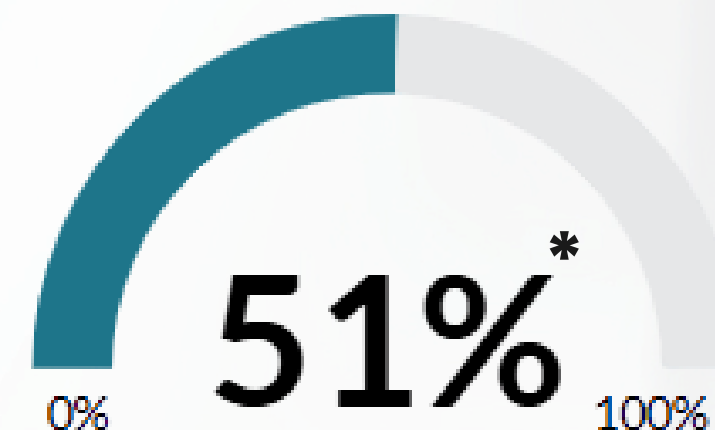
My child's school has high expectations for students.



The programs and resources at my child's school are adequate to support students with special needs or disabilities.



The programs and resources at my child's school are adequate to support students who are learning English.



**Percentage of respondents who agreed or strongly agreed with the statement.*

2025–2026 Staff Survey

1. High expectations with support to meet diverse needs

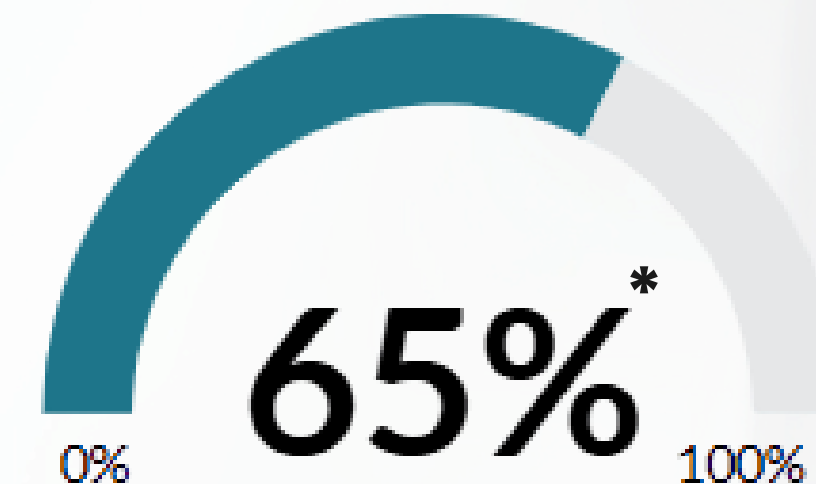
My school maintains high expectations of all students, regardless of their background.



The programs and resources at my child's school are adequate to support students with special needs or disabilities.



The programs and resources at my child's school are adequate to support students who are learning English.



**Percentage of respondents who agreed or strongly agreed with the statement.*

Strategic Priorities

1. High expectations with support to meet diverse needs

2. **Fair access to opportunity**

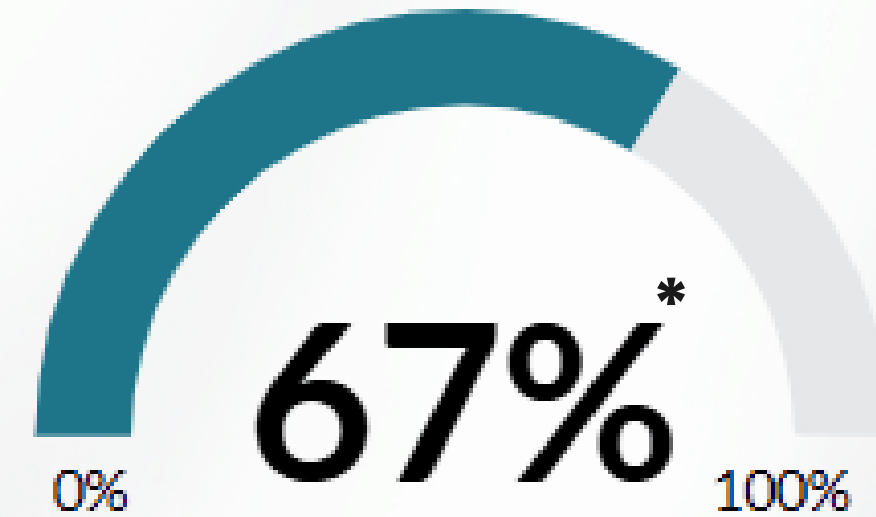
3. Deep partnerships

4. Strong, well-supported workforce

5. Financial and operational sustainability

2025–2026 Caregiver Survey

My child's school has quality programs to support my child's strengths, interests, and/or special needs.

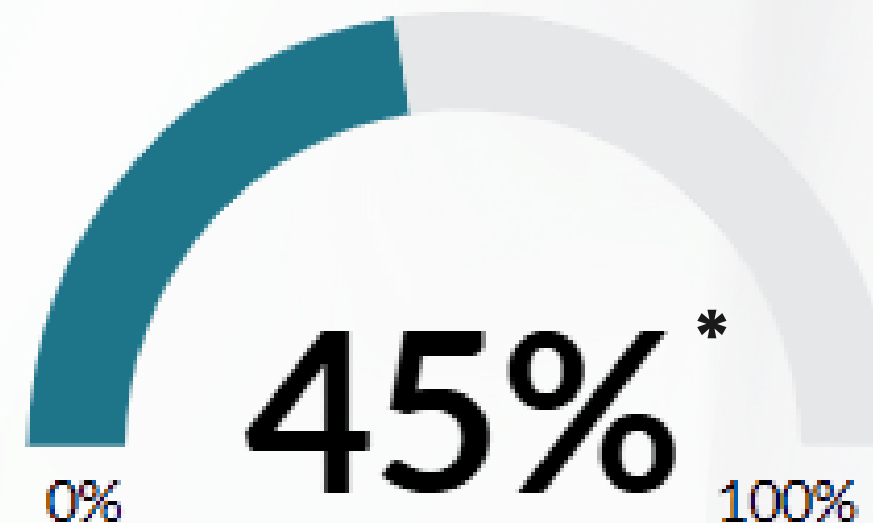


2025–2026 Staff Survey

My school provides instruction that respects students' cultural background, ethnicity, and identity.



Our school improvement plan centers the needs of multilingual students and students with disabilities.



**Percentage of respondents who agreed or strongly agreed with the statement.*

Strategic Priorities

1. High expectations with support to meet diverse needs
2. Fair access to opportunity
3. **Deep partnerships**
4. Strong, well-supported workforce
5. Financial and operational sustainability

2025–2026 Caregiver Survey

My child's school encourages me to be an active partner in educating my child.



Staff at my child's school care about what families think.



I feel comfortable talking to someone at my child's school about my child's behavior.



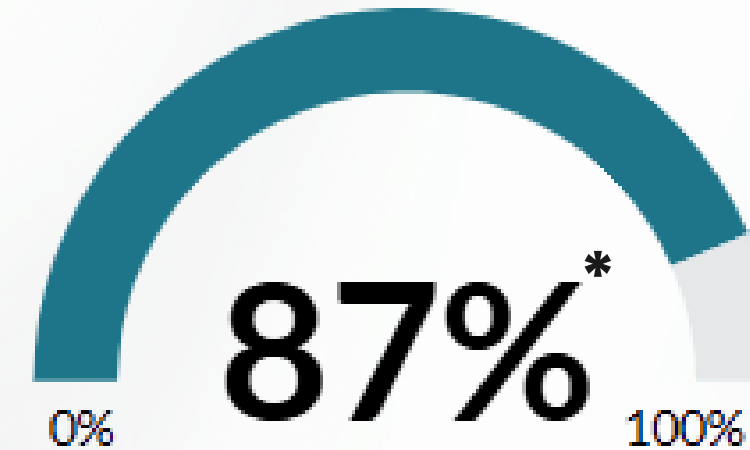
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Strategic Priorities

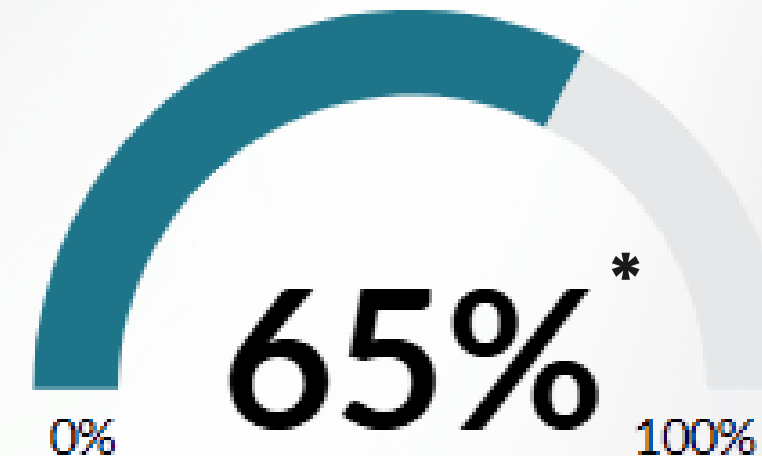
1. High expectations with support to meet diverse needs
2. Fair access to opportunity
3. Deep partnerships
- 4. Strong, well-supported workforce**
5. Financial and operational sustainability

2025–2026 Staff Survey

I feel like I belong at my school.



My school is committed to helping me improve my instructional practice as an educator.



My school is an inviting learning environment.



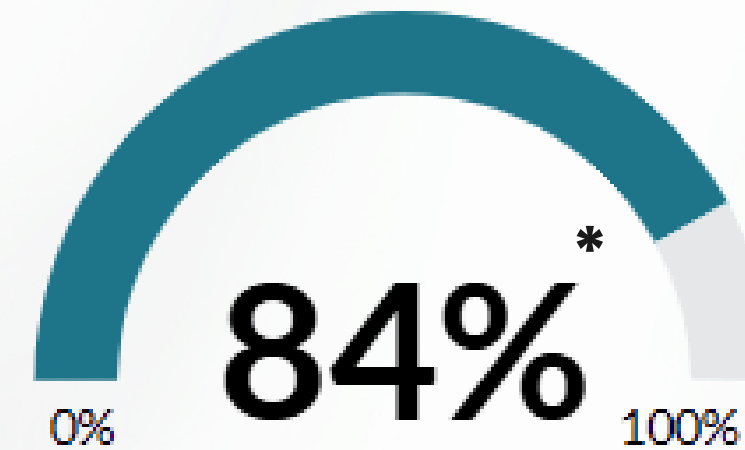
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Strategic Priorities

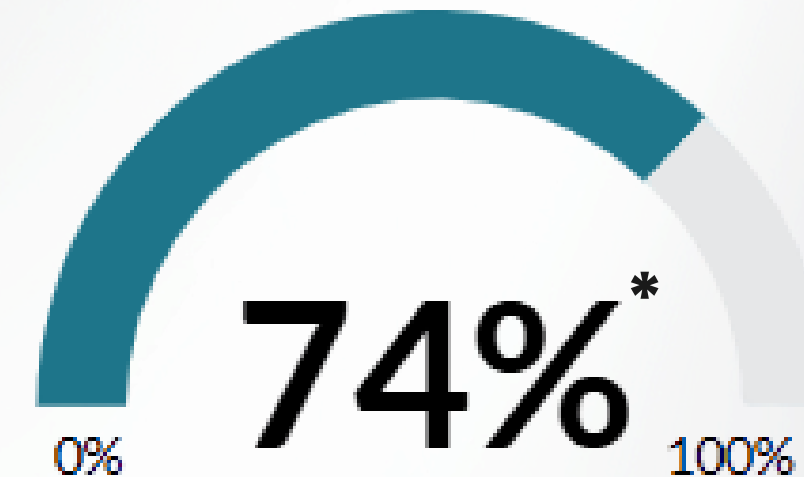
1. High expectations with support to meet diverse needs
2. Fair access to opportunity
3. Deep partnerships
4. Strong, well-supported workforce
5. **Financial and operational sustainability**

2025–2026 Caregiver Survey

My child's school building is clean and well maintained.

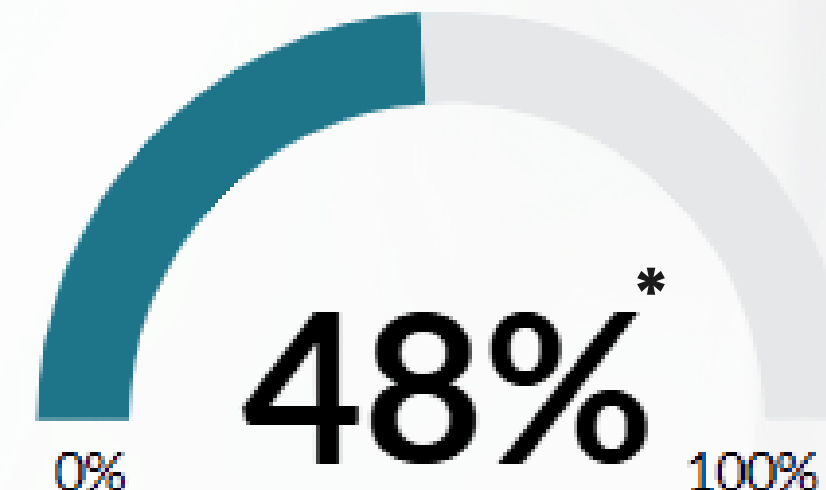


I am satisfied with the equipment and facilities at my child's school.



2025–2026 Staff Survey

I am satisfied with the instructional materials and supplies at my school.



**Percentage of respondents who agreed or strongly agreed with the statement.*

Special Education Program Review

- External Program Review
 - Community Engagement
 - On-Site Visits
 - Data Review
 - Synthesis Report
- Internal Compliance Review

Superintendent Goals 2025-2026

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Goal 3: Special Education Program Review (*District Improvement Goal*)

Selected Populations (2024-25)	% of District	% of State
English Learners	30.2	13.9
First Language Not English	60.5	27.2
Students with Disabilities	18.8	20.6
Low Income	61.2	42.1
High Needs	75.4	55.8

Conduct a comprehensive review of the district's programs for students with disabilities, informing both short-term adjustments and long-term plans to ensure that every Malden student with a disability:

(a) fully receives the services and supports stipulated in their Individualized Education Program (IEP) and

(b) has the opportunity to thrive academically, emotionally, and socially.

Special Education Program Review

In Partnership with EmpowerED



Community Engagement *(Feb 12 – March 13)*

- SEPAC and caregiver focus groups
- Cross-district staff focus groups, by role
 - Special educators
 - General educators
 - Education Support Professionals
 - Principals and school administrators
- Stakeholder Survey



On-Site Visits *(March 4–6)*

- Snapshot observations in special and general education classrooms across all schools
- No more than five minutes in length
 - Goal to get into as many classrooms as possible
 - Determine patterns and themes as a system

Special Education Program Review

In Partnership with EmpowerED



Data Review

(February–March)

- Review and analysis of quantitative data including:
 - Student achievement
 - Student engagement – graduation, attendance, dropout, suspension
 - Compliance with regulations
 - Sample student records
- Analysis of staffing and resource allocation



Synthesis Report

(April 1)

- Comprehensive findings
- Recommendations
 - Suggested timeline for implementation of recommendations

Special Education Compliance Review

In addition to the comprehensive program review components being conducted by EmpowerED, district staff will compile the compliance data listed below.

- District-Wide IEP Services Review
 - % of students for which we are in compliance for each service
- District-Wide Special Education Staff Licensure Review
 - % of staff with license or on a waiver
- District-Wide Evaluation Timeline Review
 - % of evaluations completed in compliance with the 30 school day timeline
- District-Wide Instructional Group Size Review
 - % of classrooms in compliance with instructional group size regulations

Thank you!