

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS



2019 Local ESSA Consolidated Strategic Plan

NOVEMBER 2019

DR. MONICA E. GOLDSON
CHIEF EXECUTIVE OFFICER



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2019 Local ESSA Consolidated Strategic Plan

(Include this page as a cover to the submission indicated below.)

Due: November 15, 2019

Local School System Submitting this Report:

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

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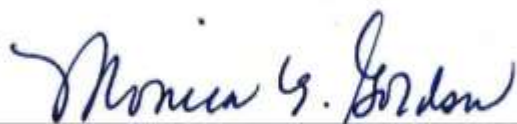
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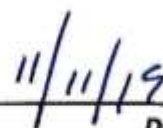
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WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2019 Local ESSA Consolidated Strategic Plan is correct and complete and adheres to the requirements of the ESSA and Section 5-401. We further certify that this plan has been developed in consultation with members of the local School system's current Local ESSA Consolidated Strategic Plan team and that each member has reviewed and approved the accuracy of the information provided in plan.



Signature of Local Superintendent of Schools or Chief Executive Officer



Date



Signature of Local Point of Contact



Date

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Local ESSA Consolidated Strategic Plan

Authorization

The 2019 Local ESSA Consolidated Strategic Plan is authorized by the following:

- Every Student Succeeds Act (ESSA); and
- Section 5-401, *Comprehensive Master Plans*, Education Article of the Annotated Code of Maryland.

Background

In 2002, the Maryland General Assembly enacted the *Bridge to Excellence in Public Schools Act*. This legislation provides a powerful framework for all 24 local school systems (LSSs) to increase student achievement for all students and to close the achievement gap. The *Bridge to Excellence* legislation significantly increased State Aid to public education and required each LSS to develop a comprehensive master plan, to be updated annually. In 2019, the Maryland Commission on Innovation and Excellence in Education updated current education funding formulas and made policy recommendations in the areas applicable to LSSs including early childhood education, high-quality teachers and leaders, college and career readiness pathways, including career and technical education, and more resources to ensure all students are successful.

In 2015, the Every Student Succeeds Act (ESSA) was reauthorized. This Act provides a long-term, stable federal policy that provides additional flexibility and encourages states, LSSs, and schools to innovate while maintaining accountability for results. The ESSA in conjunction with the Bridge to Excellence in Public Schools Act in accordance with the Annotated Code of Maryland §5-401, Annotated Code of Maryland §7-203.3, requires LSSs to develop and submit a 2019 Local ESSA Consolidated Strategic Plan to the Department for review. Each LSS must submit its consolidated plan to the Department by October 15th each year.

In 2019, LSSs will transition to the new Local ESSA Consolidated Strategic Plan for accountability, reporting, and school improvement. School systems will be required to submit a plan to improve outcomes for all students. The plan should include goals, objectives, and strategies/evidence-based interventions to promote academic excellence among all students to address areas of focus based on the analysis of state standardized data. Reported strategies should also address any disparities in achievement for students requiring special education services, as defined in §5-209 of the Education Article, and students with limited English proficiency, as defined in §5-208 of the Education Article. The Local ESSA Consolidated Strategic Plan will be based on 2017- 2018 data.

Additionally, each plan should include detailed summaries of the alignment between the LSS's current year approved budget, prior year actual budget, and the Local ESSA Consolidated Strategic Plan and objectives.

Planning Team Members

LOCAL ESSA CONSOLIDATED STRATEGIC PLAN PLANNING TEAM MEMBERS

Use this page to identify the members of the school system’s Local ESSA Consolidated Strategic Plan planning team. Please include affiliation or title where applicable.

Name	Affiliation/Title
Adesegun, Tracey	Director, ESSA and Title I
Bowman, Trinell	Director, Special Education
Coley, Helen	Chief of School Support and Leadership
Dougherty, J. Michael	Director, Financial Services
Faison, Elizabeth	Director, Student Services
Goldson, Monica	Chief Executive Officer
Harrison, Veronica	Director, Strategic Planning and Resource Management
Herbstman, Michael	Chief Financial Officer
Hill, Raven	Director, Communications/Public Information
Libby, Kara	Chief Academic Officer
Mason, Gwendolyn	Chief of Special Education and Student Services
Murphy, Kristi	Chief of Human Resources
Rhodes, Christian	Chief of Staff
Shetley, Pamela	Director, Office of Talent Development
Stanton, Barry	Chief Operations Officer
Strader, Douglas	Chief Accountability Officer
Watts, Wesley	Chief Information and Technology Officer
White, Judith	Director, Academics



SECTION A: EXECUTIVE SUMMARY



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Introduction

Prince George’s County Public Schools (PGCPS) is one of the nation’s 25 largest public PreK-12 school districts and the second largest in Maryland with 206 schools and centers, more than 132,600 students, and nearly 19,000 employees in SY2018-19. The approved FY 2020 Operating Budget for PGCPS totals \$2,104,664,760. This represents an overall increase of \$56.9 million or 2.8% above the FY 2019 operating budget of \$2,047,732,000.

Demographics

PGCPS serves a diverse student population from urban, suburban, and rural communities. As shown in the demographic snapshot of SY2018-19 enrollment (Table A), 57.1% of students are Black or African American and an increasing percentage of students (34.3%) represent Latino races. Over the past six (6) years, the shifting demographic composition of the PGCPS student population has outpaced enrollment increases with the Latino-All Races student group growing to 51.7% (from 22.6% in 2013) compared to overall enrollment growth increasing by 7% (from 123,741 in 2013). PGCPS’ Free and Reduced Meals (FARMS) student group comprises nearly 65.3% of the student population, while the Limited English Proficient (LEP) student group rose to 19.7% from 16.7% in SY17-18. The Special Education student group declined slightly to 10.7% compared to 11.1% in SY18.

PGCPS continues to realize annual enrollment growth and expects to sustain the trend with projected enrollment in the 2019-20 school year approximating 134,000 Pre-K through 12th grade students. PGCPS school enrollment is projected to increase by more than 6,000 students over the next 10 years to approximately 138,500 students by SY 2029.

Student Group	Number	Percent
Latino – All Races	45,468	34.3%
Native American / Alaska Native	372	0.3%
Asian	3,710	2.8%
African American	75,788	57.1%
Native Hawaiian/ Pacific Islander	279	0.2%
White	5,293	4.0%
Two or More Races	1,727	1.3%
Total	132,637	100.0%
Male	67,651	51.0%
Female	64,986	49.0%
Special Education (SPED)	14,185	10.7%
Limited English Proficient (LEP)	26,164	19.7%
Free and Reduced Meals (FARMS)	86,586	65.3%
<i>Source: PGCPS Data Warehouse - FY19 End-of-Year Attendance File.</i>		

Budget Narrative

Climate and Fiscal Outlook

Prince George’s County continued to demonstrate economic progress, despite the Federal Open Market Committee’s economic slowdown projections (2018 U.S. GDP of 3.0% to 2.1% in 2019 and 1.8% into 2021)¹. Prince George’s Economic Development Incentive (EDI) initiative continues to contribute to household incomes and job growth projected to exceed the national average (33.5%) over the next ten years².

This Fiscal Outlook supports continued investment in Prince George’s County Public Schools - at levels that meet or exceed the Maintenance of Effort requirement. Prince George’s County’s FY 2020 contribution of \$786.5 million includes a funding increase of 3%; the contribution constitutes 59.8% of the County’s General Fund. Prince George’s County’s commitment is in direct alignment with Kirwan Commission recommendations.

PGCPS will continue judicious fiscal stewardship over the approved FY 2020 Annual Operating Budget of \$2.1 billion, a 3.7% increase over the prior year. This budget consists of \$1.2 billion (State), \$786.5 million (County), \$124.5 million (Federal) and \$16.3 million (Board).

The FY 2020 Annual Operating Budget focused on improving employee compensation, reducing elementary class sizes, enhancing school safety, expanding full-day Pre-K programs, growing Career and Technical Education, increasing mental and physical health supports, developing a digital initiative for struggling learners, providing equitable resources for schools with concentrated poverty, special education enhancements, and enacting other

¹ <https://www.thebalance.com/us-economic-outlook-3305669>

² <https://www.pgcedc.com/edi-fund> ; https://www.bestplaces.net/economy/county/maryland/prince_george%27s

critical student-focused initiatives. These improvements were possible through \$53.6 million in Kirwan Blueprint funding and \$42.3 million in deliberate centralized reductions.

Revenue and Expenditure Analysis

PGCPS FY 2019 revenue received met expectations towards achieving the system's strategic goals. FY 2019 actual revenue received was \$2,010,872,664; 2% lower than the FY 2019 Approved Budget. The variance was primarily related to lower federal funds of \$11.38 million or 11.4% lower than the FY2019 Approved Budget. The majority of the federal grant funds are multi-year programs that carryover and expand beyond the twelve month fiscal year - in addition to grant funds that were anticipated and reserved, but unallocated during the fiscal year. These multi-year federal grants include all entitlement programs and carryover grants that were extended within the fiscal year.

Lower federal funds were slightly offset by interest earned above appropriation levels of \$6.7 million. The system has adjusted FY 2020 interest budget levels accordingly.

PGCPS' Approved FY 2019 Operating Budget was \$2,047,732,000 - \$61,504,700 or 3.1% more than the FY2018 Approved Revised Budget. The increase primarily supported the mandatory cost of doing business in the following areas: negotiated salary enhancements, charter school funding, student-based budgeting or other cost of doing business (e.g. GPS school bus locators). The system also redirected and prioritized approximately \$8.2 million to offset some of the other incremental Mandatory / Other costs. Changes in assurance expenditure areas were as follows:

- Standards and Assessment expenditures were less than planned expenditures by \$1,678,707 or 5.7%
- Data Systems expenditures exceeded planned expenditures by \$199,612 or 28.8%
- Greater Teachers and Leaders expenditures were less than planned expenditures by \$167,011 or 0.5%
- Turning Around the Lowest Performing Schools expenditures were less than planned expenditures by \$199,708 or 85.6%

Standards and Assessment: Reform Area 1 - Reform Area 1 expenditures were less than planned expenditures by \$1,678,707 or 5.7%. The net change was primarily attributed to the following:

Student Based Budgeting Variance of \$1,454,231 was related to hiring timing lags. This variance represents 0.29% of the student based budget.

- Community School Variance of \$592,912 - this pilot program was fully funded; however, implementation occurred late in the fiscal year.

Data Systems to support instruction: Reform Area 2 - Reform Area 2 exceeded planned expenditures by \$199,612 or 28.8%. The net change was attributed to guidance software - used in both middle schools and high schools - that exceeded planned expenditures by approximately \$199,612.

Great Teachers and Leaders: Reform Area 3 - Reform Area 3 expenditures were less than planned expenditures by \$167,011 or 0.5%, as a result of a hiring time lag of (2) Peer Assistance and Review Teachers.

Turning Around the Lowest Achieving Schools: Reform Area 4 – Reform Area 4 expenditures experienced a cost savings of \$199,708 or 86% primarily driven by operational efficiencies which afforded the program the ability to absorb / fund food and nutrition services.

Mandatory Cost of Doing Business/ Core Services and Other Base Requirements reflect expenditures that are required by law, and support for example, employer obligations like social security; retirement; unemployment insurance; the funding of existing employee contracts including compensation; employee and retiree benefits for health insurance; other benefits; managing risks for the school system through self-insured programs supporting workman's compensation; general liability; excess property claims and expenses; utilities and internal services programs such as printing and vehicle maintenance operations. In addition, Core Services/Other Base Requirements are also deemed necessary by the Local Board of Educators. The category of Mandatory Costs of Doing Business and Other Base Requirements experienced a cost savings of approximately \$35 million or 2% of the FY 2019 Approved Budget. The cost savings are primarily related to lower than anticipated Salaries and Wages, benefit related costs and multi-year federal grant activities that will carry over beyond a 12-month fiscal year. Planned federal grant related expenditures were anticipated but will not occur during this current fiscal year.

Goal Progress (Areas of Focus)

Under the leadership of CEO Dr. Monica Goldson, PGCPS engages in disciplined needs assessments, performance planning, monitoring, and accountability processes at both the individual school and district levels that produces individual School Performance Plans (SPPs) and a District Performance Plan (DPP). These plans and processes are supported by a newly formed Division of Accountability.

Stemming from a systemic needs assessment and informed by extensive data analyses, PGCPS Executives set forth eight strategic goals across two Areas of Focus that will guide our work toward achieving the vision for all students to graduate ready for success in college and/or careers of their choice. Cross-functional root cause analyses, needs identification and prioritization, and joint objective-setting was performed via facilitated work sessions leading to systemic alignment on these priorities. The areas of focus and goals are:

Area of Focus #1: Academic Achievement and Student Growth in ELA and Mathematics

1. Reverse the decline in aggregate student performance in state accountability mathematics testing across all grade bands.
2. Accelerate the rate of increase of the percentage of students meeting and/or exceeding the state performance standard for proficiency in mathematics and ELA accountability testing at both the elementary and middle school levels.
3. Accelerate the pace of growth in performance of SPED and LEP students in state accountability ELA and mathematics accountability assessments.
4. Accelerate the pace of closure of double-digit gender gaps in ELA accountability testing performance at the elementary and middle school levels.

Area of Focus #2: School Quality and Student Success (Student Attendance, Discipline, and Access to Well-Rounded Curriculum).

1. Reduce chronic absenteeism and improve overall student attendance rates.
2. Reduce the systemic rate of suspensions and expulsions by decreasing the disproportionate rate of suspensions and expulsions in the African American and SPED student groups across all three grade bands.
3. Improve discipline data quality, processes, and practice for enhanced discipline administration, monitoring, and accountability.
4. Expand student access and opportunities to well-rounded curriculum at middle and high school grade bands to increase academic achievement and college- and career ready success outcomes.

Within this Plan, Academic Achievement and Student Growth is defined as the percentage of students performing at the "met expectations" or "exceeded expectations" levels (akin to PARCC levels 4 and 5 respectively) on the state standardized English and mathematics assessments or the equivalent on the MSAA (Multi-State Alternate Assessment). The second Area of Focus, School Quality and Student Success is defined consistent with the state's definition of chronic absenteeism and well-rounded curriculum. Analysis of PGCPS discipline data has also been included as a district priority under this focus area based on triangulation of discipline, chronic absenteeism, and attendance data, which revealed potentially related root cause hypotheses. In addition, PGCPS is particularly concerned about equity and the slow pace of student progression along the proficiency continuum and thus, includes in Area of Focus #1 goals and objectives that seek to accelerate closure of performance gaps between chronically low performing student groups and students in the aggregate.

Across these two focus areas, goals, actionable strategies and resources necessary for continued improvements in student outcomes are identified. The strategies, centered on academic achievement and holistic student supports, have been defined and prioritized. Detailed action plans, interim milestones, and measureable outcomes will steer strategy execution throughout the Plan's implementation over the next three years and will serve as the guideposts for monitoring progress toward goal achievement. Woven through all strategies is a strong emphasis on data quality and analysis, impeccable execution, and measurable results. We hold ourselves accountable for results and will continue to employ a disciplined performance accountability approach toward realization of expected outcomes.

PGCPS is committed to the selected areas of focus that operationalize our Theory of Action³, which is multi-dimensional in nature and declares that:

If we ...

- Identify the unique knowledge, skills, and supports needed for students to be college, career, and community-ready and develop a rigorous, accessible, aligned, standards-based curriculum to meet these needs, **then** there will be clarity, consistency, coherency, and equity in what educators will teach and what students will learn.
- Invest in continuous, relevant, professional development of teachers and provide instructional strategies, supports, and evaluative feedback for implementation in the classroom; **then** instructional effectiveness will increase and student learning outcomes will improve.
- Hold ourselves accountable through transparent and disciplined performance management that engages every level of the organization in a continuous cycle of data analysis, goal-setting, action planning, monitoring, and execution, **then** we will build the capacity of district staff, school based professionals, and students to consistently strive for continuous learning and improvement.
- If we develop a district culture that fosters a sense of collective responsibility for student success and unity amongst teachers, students, families and communities, **then** our understanding of students' needs will deepen and we will create a shared purpose for our work leading to more effective practices and higher levels of student learning.

PGCPS data analyses that resulted in identification and prioritization of these Areas of Focus included 2016, 2017, and 2018 Partnership for Assessment of Readiness for College and Careers (PARCC) student performance, improvement in 2018 over the previous year's (2017) performance, and trend improvement or regression of performance over the three-year period where data exists. With a lens toward equity, analyses also included examination of performance gaps between students-in-the-aggregate ("all students") and students receiving special education services, limited English proficient students, as well as numerically significant accountability subgroups of students across the three years of analysis. Analyses of student attendance, access to a well-rounded curriculum, and discipline data sets were also conducted. A summary of findings is presented below and detailed results are included in the Needs Assessment Summary section of this Plan.

Considering student academic progress, the 2018 PARCC results revealed a slight, yet promising trajectory for elementary and middle school PGCPS students' English Language Arts/literacy (ELA) mastery over 2017 results. However, the same results revealed a performance decline for students at the high school level, and in specific student subgroups when compared to the aggregate. Performance for 2018 PARCC Mathematics remained virtually unchanged. At the elementary level, 2018 testing performance showed a 0.1 percentage point decline compared to 2017, but increased slightly at the middle school level by 0.3 percentage points. 2018 Algebra I performance registered a sharp (-10.9) percentage point decline. This is a marked change from the gains realized in 2016 and 2017 at the high school level. Also, of continued concern to PGCPS is the widening achievement gap among our Special Education (SPED) and Limited English Proficiency (LEP) student groups in both ELA and Mathematics.

PGCPS believes that to maximize learning opportunities, student attendance must be high, students must be engaged, and coursework must be rigorous. Therefore, data sets comprising the Student Success and School Quality accountability indicator were also examined. Analysis of SY 2018 student attendance and chronic absenteeism data shows PGCPS' overall Attendance Rate (AR) was 92.6% --nearly a full percentage point below the state's AR of 93.5%. The district's Chronic Absenteeism (CA) rate was 23.2% compared to the state's CA rate of 19.4%, attributed to a disturbing rise in chronic absenteeism across all three grade bands. Reporting solid successes, analysis of SY2017-18 access to well-rounded curriculum data sets revealed virtually all (99.4%) PGCPS 5th grade students and 95.7% of 8th grade students were enrolled in courses that comprise the "well-rounded" clusters for the respective grade bands. In contrast, high school students with access to a well-rounded education was alarmingly

³ Adapted from: Curtis, Matt (2013), *Theory of Action to Improve Teaching and Student Learning*. Simsbury Public Schools. https://www.simsbury.k12.ct.us/uploaded/District_Content/files/Theory_of_Action_May_2013.pdf

low at 51.6%, with wide variation in access among accountability subgroups. Furthering the analysis of data sets crucial to student success, PGCPS discipline data for SY2017-18 was examined. Analysis concluded that the rate of PGCPS suspension and expulsions was nearly 7% compared to the state's rate of 5%. Data further revealed that the 2% difference is driven largely by the disproportionate number of discipline incidents issued across the Black/African American student subgroup, which received slightly more than 80% of the total number of suspensions and expulsions while representing less than 60% of the student population. Additionally, of great concern to PGCPS is the lack of data quality and level of confidence that can be assumed in drawing conclusions from these data. Therefore, significant focus has been placed on strategies to address improved data quality.

LSS Capacity

As noted, PGCPS enrollment is projected to grow by nearly 5% over the next decade. This growth is attributed to an influx of international families with children concentrating residency in selected areas within the county. While African-American families remain the majority contributor to PGCPS enrollment numbers, Hispanic families have more recently become a major component of public school enrollment⁴. Substantial shifts in the geographic distribution of the student population have precipitated an imbalance between enrollment and the capacity of public schools in the county. Building utilization capacity as of September 30, 2018 reflects 29% of PGCPS schools at or above 100% capacity with six of these schools reporting building utilization above 150%. While modernization of the PGCPS facilities inventory is a major component of PGCPS plans, boundary changes, consolidations, and revisions to the projected amount of square feet needed at each school may also be warranted. Supported by the Kirwan Blueprint for Maryland, PGCPS will continue to invest in long-term improvements that acknowledge the changing demographics and urgency in making substantial facility upgrades to raise the quality and safety of our learning environments and ensure equitable accommodation of the ever-increasing student population across our county.

Conclusion

The mission of Prince George's County Public Schools (PGCPS) is "to provide a great education that empowers all students and contributes to thriving communities." The PGCPS 2019 Local ESSA Consolidated Strategic Plan is centered on our fundamental belief that students are our priority and all students can achieve at high academic levels. Undergirding this belief is PGCPS' commitment to equity. An equitable education constitutes providing access to essential academic, social, emotional, and economic resources, supports, and opportunities in order to progress and promote each student throughout their educational journey. PGCPS' Educational Equity Policy provides the systemic directive to ensure *adequate and appropriate access for each student, regardless of socioeconomic status, language of origin, or special needs, to ensure a high-quality education that empowers all students and contributes to thriving communities.*" Application of the policy seeks to maximize academic success for each student through rigorous instruction, cultural proficiency of our people, equitable access to and allocation of our academic resources, and intentional allocation of budgetary resources with an equity lens.

Our singular goal, as stated in our Strategic Plan, is "*Outstanding Academic Achievement for All Students.*" The selected Areas of Focus presented herein enable realization of this goal. Strategies have been shaped by the data-driven realities of strengths that propel students forward, challenges we face in critical achievement areas, and the boldness of our commitment to all students to prepare them for success in a global society. This Local ESSA Consolidated Strategic Plan manifests these beliefs and will guide us as we move forward, ensuring that every child, in every school, receives safe, rigorous, engaging, and high quality educational experiences every day.

⁴ PGCPS Approved FY 2017 Educational Facilities Master Plan. (p. 2-9)