
OUTSTANDING ACADEMIC ACHIEVEMENT FOR ALL STUDENTS

HOUSE BILL 1107 FINAL REPORT



PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS
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MISSION & VISION

Mission

To provide a great education that empowers all students and contributes to thriving communities.

Vision

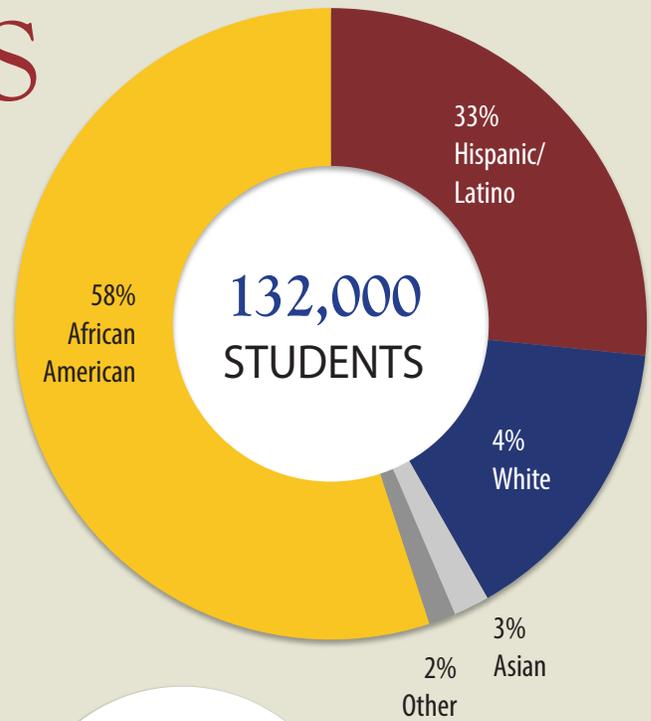
PGCPS will be a great school system recognized for providing education services which ensure that every student in our diverse school district graduates ready for college and careers in a global society.

PGCPS FACTS

132,000 Students

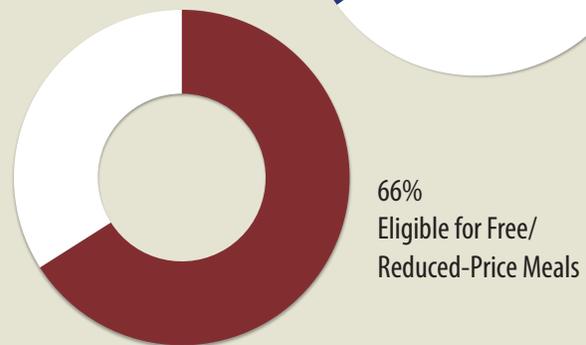
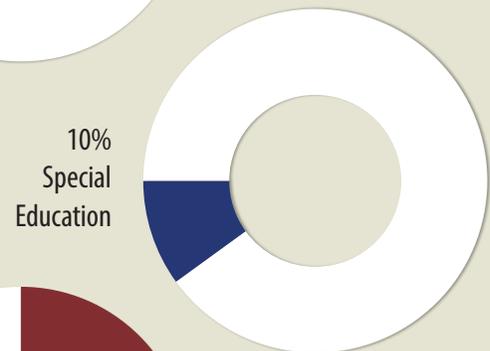
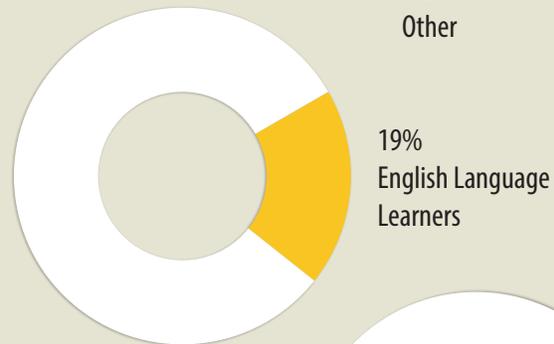
19,000 Employees

208 Schools & Centers



Recognitions Since 2014

- **2014 National Blue Ribbon School Award** – Dora Kennedy French Immersion School
- **2015 Maryland Assistant Principal of the Year** – Ashanti Foster, Oxon Hill Middle School
- **2015 Presidential Award for Excellence in 7-12 Science** – Elizabeth Lazaro, Buck Lodge Middle School
- **2015 Milken Educator Award** – Angela Malone, Oxon Hill Middle School
- **2016 Maryland Green Schools** – 38 certified – highest in the state!
- **2015-16 Maryland Center for Character Education at Stevenson University Character Education School of the Year** – Beltsville Academy, Glenn Dale Elementary, Panorama Elementary, Tayac Elementary
- **2015-16 Maryland Center for Character Education at Stevenson University School System of the Year**



■ ALL ABOUT HB1107

In March 2013, County Executive Rushern L. Baker III proposed amendments to Maryland House of Delegates Bill 1107 to change the governance structure of Prince George's County Public Schools (PGCPS), including the Prince George's County Board of Education. The resulting education reform legislation (Maryland Annotated Code, Chapter 147, *Prince George's County – School System – Academic Revitalization and Management Effectiveness Initiative*) includes provisions that authorize and require:

Selection of Chief Executive Officer – The Prince George's County Executive to appoint a new Prince George's County Public Schools Chief Executive Officer, to be chosen from among those recommended by a Search Committee appointed by the Governor of Maryland and Maryland State Superintendent of Schools.

Appointments to Board of Education by County Executive – The County Executive to appoint three new members to the County's Board of Education to represent expertise in the areas of education policy, business/finance, higher education and management.

Appointments to Board of Education by County Council – The Prince George's County Council to appoint one new member to the County's Board of Education who currently has a child enrolled in the school system.

Appointments of Board Chair and Vice Chair – The County Executive to appoint the Chair and the Vice Chair of the Board of Education. The Vice Chair to be appointed from among the elected members of the Board.

Filling Board of Education Vacancies – The County Executive to appoint members to the Board of Education as members' seats (both elected and appointed) become vacant.

Role of the Board of Education – The purpose of the Board of Education is to: raise the level of academic achievement and family and community engagement.

Higher Education Partnerships – Strengthening of key relationships with higher education institutions located in Prince George's County, including Prince George's Community College, the University of Maryland at College Park and Bowie State University.

Interim Report – The submission of an interim report on the implementation of House Bill 1107 (HB1107) as required by Section 2-1246 of the State Government Article of the Maryland Annotated Code. The interim report was submitted December 2013 as required.

Board of Education Appointments

In April 2013, County Executive Baker and the Prince George's County Council announced the acceptance of applications from residents who were interested in serving as appointed members of the Board of Education.

Candidates interested in appointments to the Board of Education by the County Executive were required to have a high knowledge or expertise in the areas of education policy, business/finance, higher education or management.

Candidates interested in appointment by the Council were required to be a parent of a currently enrolled student in Prince George's County Public Schools.

Although not required by law, the application process for appointment to the Board of Education was open to all County residents, and 160 applications were submitted from those seeking to serve on the Board. The executive review process was conducted by the Board of Education Appointment Committee chaired by former Prince George's County Council Chair, M.H. Jim Estep.

In June 2013, County Executive Baker appointed Dr. Segun C. Eubanks as Chair and retained District 6 Board Member Carolyn M. Boston as Vice Chair. Dr. Beverly Anderson and Dr. Daniel Kaufman were appointed as



at-large members to two-year terms. Curtis Valentine was selected by the County Council.

Dr. Kaufman did not seek a second term. He was replaced in January 2016 by Mary Kingston Roche. Dr. Anderson resigned after two terms. She was replaced in August 2017 by Dr. Donna Wiseman.

Mr. Valentine continues to serve on the Board. Dr. Eubanks and Ms. Boston were reappointed as Chair and Vice Chair, respectively, in August 2017.

CEO Appointment

The County Executive was charged with selecting the Chief Executive Officer from three finalists recommended by a three-member Search Committee. Orlan M. Johnson, Esq., a principal at TJC Consulting Group, and Kenneth W. Johnson, Esq., Assistant General Counsel at Sodexo,

Inc., were appointed by Governor Martin O'Malley. Dr. Charlene M. Dukes, President of the Maryland State Board of Education and President of the Prince George's Community College, appointed by Maryland State Superintendent of Schools Dr. Lillian Lowery, served as committee chair.

The Search Committee worked with Hazard, Young, Attea and Associates to ensure a quality pool of applicants with emphasis on student achievement; parent and community engagement; equity in resource allocation; and professional stability in leadership positions.

In June 2013, County Executive Baker named Dr. Kevin M. Maxwell as Chief Executive Officer.

In February 2017, Dr. Maxwell was reappointed, the first PGCPSS superintendent in more than 25 years to receive a second four-year term.

PART 1 BOARD REPORT



BOARD FACTS

14 BOARD MEMBERS:
9 ELECTED
4 APPOINTED
1 STUDENT

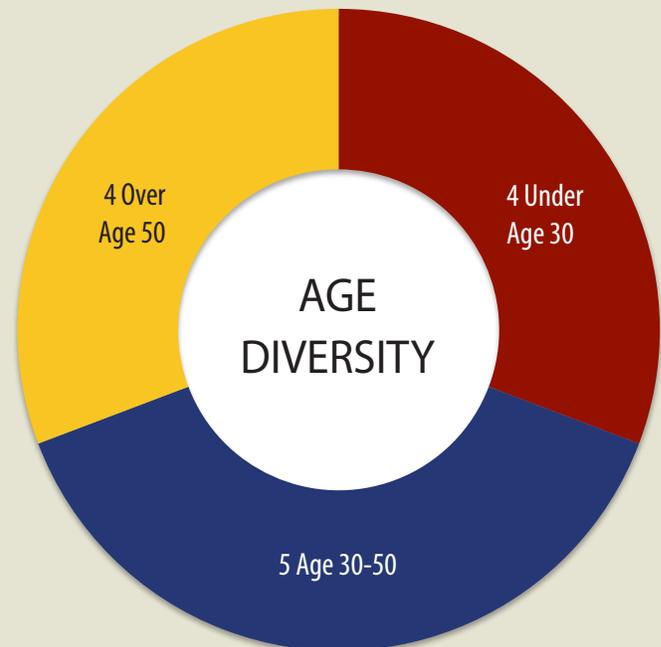
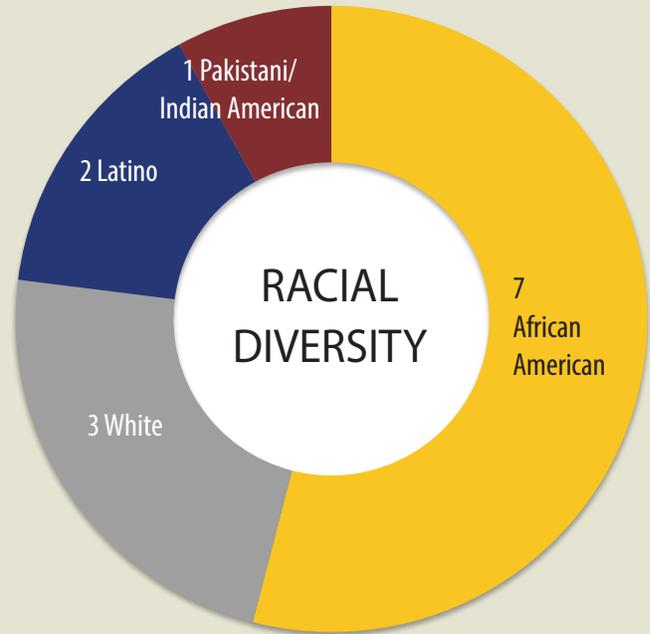
The Prince George’s County Board of Education is composed of 14 members: nine elected district members, each of whom reside in a different school board district; four appointed members (three appointed by the County Executive and one by the County Council); and one Student Member.

The Board represents a diverse mixture of educational, economical and racial and ethnic backgrounds:

- Attorney
- Project manager/Capital Improvement
- Parent Advocate
- Finance/Budget
- Education/public policy
- Youth development and counseling

Since the enactment of the Academic Revitalization and Management Effectiveness Initiative (HB1107) in June 2013, the Prince George’s County Board of Education has worked tirelessly to meet its two legislative mandates: increase academic achievement and increase family and community engagement.

Although the initial transition into the governance structure had its obstacles, the newly formed Board has developed internal structures and supported budgetary and operational initiatives that move the school system forward. This section provides a detailed overview of the Board’s accomplishments and challenges.



BOARD OF EDUCATION

Segun C. Eubanks, Ed.D., Chair • Dr. Segun C. Eubanks is a professor and director of the Center for Educational Innovation and Improvement at the University of Maryland where he leads partnerships to improve teaching and learning in elementary and secondary education. An advocate for opportunity, access, equity and public education, Dr. Eubanks previously worked for the National Education Association in various capacities, including Director of Professional Educator Supports and Director of Teacher Quality. In these roles, he led major policy initiatives and programs such as the Teacher Leadership Initiative, National Commission on Effective Teachers and Teaching, and Committee on Professional Standards and Practice. An expert in teacher quality, diversity and professionalism, he has held leadership roles with national nonprofits including vice president of Recruiting New Teachers, Inc. Dr. Eubanks holds a bachelor's degree in Educational Advocacy from the University of Massachusetts at Amherst, master's degree in Human Services Administration from Springfield College and Doctorate in Teaching and Learning Policy from the University of Maryland.

Carolyn M. Boston, District 6, Vice Chair • Carolyn M. Boston, a community and civic leader, has served on the Board of Education since 2010 and as Vice Chair since 2012. Her advocacy for parents, students and teachers arose from her service as Robert R. Gray Elementary School PTA president, the Prince George's County Council of PTA and as chairman of Field Services for the

Maryland State PTA Board of Directors. She received the Maryland State PTA Highest Award as a Lifetime Member Recipient. Previously, Ms. Boston served as Fairmount Heights Vice Mayor and Councilwoman. She worked for the AFSCME AFL-CIO headquarters and as a shop steward. Ms. Boston received an honorary doctorate of Christian Education from Lighthouse Christian College.

David Murray, District 1 • David Murray currently serves as a first-grade special education teacher at Rocketship RISE Academy in Washington, D.C. He previously worked as an analyst for an investment consulting firm and staff auditor for a public accounting firm. Mr. Murray served as an educational liaison for State Sen. C. Anthony Muse and as a Congressional page for U.S. Rep. Steny Hoyer. A former Student Member of the Board, he also served as student member of the Maryland State Board of Education. Mr. Murray also served on the PTA at Deerfield Run Elementary and Laurel High School and on the board of directors for the education nonprofit Side by Side of Laurel. Mr. Murray, a magna cum laude graduate of the University of Maryland, Baltimore County, holds a bachelor's degree in Financial Economics.

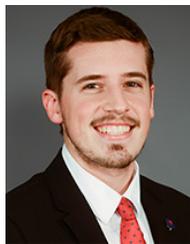
Lupi Quinteros-Grady, District 2 • Lupi Quinteros-Grady currently serves as Deputy Director for the Maryland Multicultural Youth Centers, a division of the Latin American Youth Center, which provides comprehensive, culturally-sensitive programs in education, employment and social services. She has



Segun C. Eubanks, Ed.D.
Chair



Carolyn M. Boston
Vice Chair



David Murray
District 1



Lupi Quinteros-Grady
District 2



Dinora A. Hernandez, Esq.
District 3



Patricia Eubanks
District 4



Raaheela Ahmed
District 5

worked in the field of youth development for 20 years and served on the 2010-2014 Governor’s Commission of Service & Volunteerism and Prince George’s County Commission for Education Excellence. Mrs. Quinteros-Grady is a graduate of Goucher College and The George Washington University where she received a master’s degree in Curriculum Instruction and Bilingual & Special Education. She is also a graduate of the 2010-2011 Nonprofit Roundtable of Greater Washington’s Future Executive Directors Fellowship Program.

Dinora A. Hernandez, District 3 • Dinora A. Hernandez works for the Prince George’s County Office of Law. She previously worked as a legislative aide in the Maryland General Assembly until 2013 and as a county liaison to Latino communities. Her areas of interest include universal prekindergarten, community engagement, teacher recruitment and retention, school construction funding and youth engagement. Ms. Hernandez holds an undergraduate degree in Political Science from the University of Maryland and a law degree from Thomas M. Cooley Law School.

Patricia Eubanks, District 4 • Patricia Eubanks has been a community advocate for social justice, family and youth for more than 30 years. A mentor to women and girls, she created the non-profit M.O.T.H.E.R. (My Opportunity To Help Everyone Resource) as an information resource. Her areas of interest on the Board of Education include early childhood education and family engagement. Ms. Eubanks was educated at University of Maryland University College and Trinity University.

Raaheela Ahmed, District 5 • Raaheela Ahmed, a community activist and leader, was the 2014-2015 Student Regent on the Board of Regents for the University System of Maryland, representing 120,000 students. She was recently honored with a Leading Women Award from *The Daily Record* for her Board service. Ms. Ahmed graduated with honors from the University of Maryland and holds bachelor’s degrees in Finance and in Economics.

K. Alexander Wallace, District 7 • K. Alexander Wallace is an advocate for equitable education funding for low-income students and students of color, secondary and higher education financial literacy, and community partnerships and engagement in public schools. Mr. Wallace has had the privilege of working with nonprofits, governmental agencies, community leaders and elected officials such as The Education Trust, Maryland Higher Education Commission, University System of Maryland and Maryland Youth Advisory Council. In addition, he worked for several years as Legislative and Constituent Aide to State Sen. Ulysses Currie. Mr. Wallace holds a bachelor’s degree in Political Science with a minor in Communication Studies from Towson University. He also holds a Master of Public Administration degree with a Public Policy concentration from the University of Baltimore.

Edward Burroughs III, District 8 • Edward Burroughs III, an advocate for student achievement and activism, believes that all students can excel with the proper support, guidance and resources. He served as the Student Member of the Board and made history when elected for two consecutive terms. His professional interests



K. Alexander Wallace
District 7



Edward Burroughs III
District 8



Sonya Williams
District 9



Donna Wiseman, Ph.D.
Board Member



Mary Kingston Roche
Board Member



Curtis Valentine, M.P.P.
Board Member



Amanya Paige
Student Board Member



focus on early childhood education, literacy, sound financial governance, community/parental involvement and preparing all students to compete globally. Mr. Burroughs has served on the Disability Issues Advisory Board, Superintendent's Advisory Council and the Young Elected Officials Network. He was honored with the *Prince George's County 40 under 40 Award* and *Who's Who in Prince George's County* for his school board service. Mr. Burroughs holds a bachelor's degree in Political Science and Spanish from the University of Maryland, Baltimore County.

Sonya Williams, District 9 • Sonya Williams, a civil engineer with more than 20 years of experience on local and national construction projects, has honed transferable leadership skills: the ability to communicate across different education and experience levels, build successful teams that focus on similar goals, manage multimillion dollar budgets, and manage time and resources to support reaching the desired outcome on schedule and budget. Mrs. Williams has used these leadership skills in in many different roles, including Democratic Central

Committee member, community organizer, school fundraising co-chairman, community developer and PTSA president. Mrs. Williams holds a bachelor's degree in Civil Engineering from the University of Maryland and a master's degree in International Organizational Leadership from Georgetown University.

Mary Kingston Roche, At-Large • Mary Kingston Roche is Director of Public Policy for the Coalition for Community Schools at the Institute for Educational Leadership. As Director of Public Policy, Ms. Roche leads the Coalition's policy and advocacy efforts to promote the community schools approach at the federal and state levels. She previously served as Manager of Government Relations for the National Association of Secondary School Principals and began her career teaching sixth and ninth grade English in Oakland, California. In her spare time, she supports the Teen Advisory Committee in Hyattsville and mentors with Capital Partners for Education. Ms. Roche received her bachelor's degree in English from Boston University and Master of Public Policy degree from Duke University.

Curtis Valentine, M.P.P., At-Large • Curtis Valentine, a former teacher in Prince George’s County Public Schools, is founder of the Men of PGCPs initiative, which recognizes the outstanding work of male educators and works to recruit and retain highly qualified male educators. He also launched the Fatherhood Forum, which recognizes the hard work of fathers and other male role models who support students and schools. An active community member, Mr. Valentine serves on the John Hanson Montessori School PTSA. The recipient of an International Affairs Fellowship with the Council on Foreign Relations, Mr. Valentine is a graduate of Morehouse College and Harvard University’s John F. Kennedy School of Government.

Donna L. Wiseman, Ph.D., At-Large • Dr. Donna L. Wiseman has served as a full professor in the University of Maryland College of Education since 2001 and the dean for 10 years before stepping down in July 2017. She began her career as an elementary teacher, started her academic tenure at Texas A&M University and held an endowed chair at Northern Illinois University. Dr. Wiseman has published works on literacy, classroom diversity, teacher education, leadership and school-university partnerships. She has also chaired the Board of the American Association of Colleges of Teacher Education and served on the Council for Accreditation of Educational Preparation’s national standards board. Dr. Wiseman was also a founding Board member of College Park Academy, established in partnership with the University of Maryland and surrounding community. Dr. Wiseman holds an undergraduate degree in elementary education from Oklahoma State University and graduate degrees in reading and literacy from Arkansas State University and the University of Missouri-Columbia.

Amanya Paige, Student Member of the Board • Amanya Paige, a junior and National Honor Society member at Parkdale High School, offers the student perspective on a range of issues, including school infrastructure and academic programs. An International Baccalaureate student and National Society of High School Scholars

Ambassador, Ms. Paige has received multiple recognitions for academic excellence, activism and leadership. She is a member of the Maryland Association of Student Councils, student ambassador at the Maryland Center at Bowie State University and serves on the Prince George’s Regional Association of Student Government.

Former Board of Education Members (2013-2017)

Beverly Anderson, Ph.D., 2013-2017

Donna Hathaway Beck, 2006-2013

Zabrina Epps, 2012-2016

Carletta Fellows, 2012-2013

Peggy Higgins, 2010-2014

Verjeana Jacobs, Esq., 2006-2016, Chair 2007-2013

Daniel Kaufman, Ph.D., 2013-2015

Lyn Munday, 2013-2015

Amber Waller, 2007-2014





BOARD ACHIEVEMENTS

Board Work Sessions

In 2015, the Board of Education began to hold Board Work Sessions, which provided Board members an opportunity to hold more in-depth and interactive discussions with the Administration and each other about various elements of the Strategic Plan. During its Spring/Summer retreat, the Board identified the focus areas for the Board’s new format:

- **Academic Excellence** – Emphasize Rigorous Literacy Instruction
- **High-Performing Workforce** – Optimize Recruitment, Retention, Hiring and Succession Planning
- **Family and Community Engagement** – Increase Family Engagement
- **Organizational Effectiveness** – Improve Communications, Customer Service and Culture in Schools and Offices

- **Safe and Supportive Environments** – Modernize Facilities and Technology
- **Academic Excellence** – Support Early Learning Readiness

In the subsequent two years, the Board continued hosting Board Work Sessions and collaborated with Dr. Maxwell and his staff to ensure that each work session highlighted not only the successes of the various strategic plan pillars, but also the challenges. As a result, the Board is able to engage more effectively with the Administration and make better informed decisions about action items before them.

Board Committees

Starting fall 2013, the Board assessed its internal governance structure and reached a consensus that, similar to other local Boards, there was a need for a defined committee structure to facilitate carrying out its charge. With the assistance of Board Counsel and the Board's Executive Director, the Board reached an agreement to establish five standing committees and one ad-hoc committee:

Academic Achievement – Works collaboratively to explore and support new ideas, innovations and policies that focus on closing academic achievement gaps; improving outcomes in priority schools and with underserved populations; and enhancing outcomes for high-performing schools and students to reach higher levels of excellence.

Family, Parent and Community Engagement – Fosters meaningful and productive relationships with parents and the community and designs a strategic parent and community engagement plan that promotes great customer service and outreach to Prince George's County.

Finance, Audit and Budget (FAB) – Provides leadership and develops processes and procedures to ensure that the Board passes a budget that reflects the Board requirements



and priorities to the CEO, County Council and community, and that the school system is operating in a fiscally responsible manner.

Policy, Legal and Legislative (PLLC) – Ensures that Board policy is focused on key areas of both impact and responsibility that enhances parent and community engagement and significantly improves academic outcomes; ensures that policy is current, sound and compliant with state and federal laws and consistent with best practices in high-performing schools.

CEO and Board Evaluation – Ensures the successful evaluation of the Chief Executive Officer and guides the self-evaluation of the Board of Education.

Board Governance and Development (ad-hoc) – Identifies and develops activities to increase the knowledge and skill sets of Board members and provides guidance on the governance of the Board, which may include the Board governing principles and commitments and process recommendations for Board action.

Each committee has at least five Board members and meets monthly. Throughout the school year and at the end of the year, each Committee provides an oral and written report about its priorities, accomplishments and challenges. The committee structure has organized the Board's work into more manageable pieces that allows Board members to assess various arms of the school system and recommend policy and additional oversight if needed.

Equity Task Force

In March 2017, the Board's Governance and Development Committee met and debriefed the Board Retreat and discussed how the Board and the Administration can continue its work around equity in our school system. As part of this discussion and in an effort to advance the Board's work on an equity policy and any supporting administrative procedures, the Committee voted to recommend the formation of an Equity Task Force.



The Equity Task Force consists of five Board members (appointed by the Board Chair) and five Administration staff members (appointed by the CEO). Its charge is to recommend changes to and/or the development of Board policy and Administrative procedures that would incorporate equity into the Strategic Plan.

The Equity Task Force has defined its work under three pillars: Academic Programming, Funding and Human Resources. Using these pillars as a guide, the Task Force members have discussed at length current policies, practices and procedures that may or may not lend itself to racial and/or economic equity within Prince George’s County Public Schools.

The Task Force is scheduled to submit a report outlining proposed actions to the Board and the CEO in April 2018.

Panasonic Foundation/Board Retreats

Since August 2013, the Board of Education has partnered with the Panasonic Foundation to assist the Board with

governing effectively and developing the culture, processes and relationships necessary to carry out its legislative charge. Annually, Panasonic works with Board leadership to develop “achievable results” that guide the work of the Foundation and the Board for that year.

As a result of the Board’s partnership with Panasonic, the Board has developed the following tools:

- Board Work Plan which outlines the key meetings, decisions and activities of the Board
- Board Self-Evaluation
- Public Engagement Strategic Plan

In addition, the Board now holds two retreats a year – in the fall/winter and in the spring. Prior to this partnership, retreats were held sporadically. The retreats allow the Board to focus on such topics as the budget development process, committee structure, Board roles and responsibilities and student safety. More important, the retreats give Board members an opportunity to interact in a less restrictive environment.



Policy Development

Over the past four years, the Board has been diligent in reviewing, amending and developing policies. Some of the more significant policy changes have included:

Board Handbook – The Board Handbook is a public document outlining the processes and procedures by which the Board typically operates and carries out the authority delegated by law. The Handbook was revised and updated in 2017 to reflect changes in policy and law and to help the public understand the role and functions of the Board of Education.

Mission, Vision, Core Values – Prior to the governance transition, the Board Mission, Vision and Core Values statements did not reflect collaborative work with the Administration. The Administration and Board had different Mission and Vision statements, which led many to believe that there was not a unified vision for the school system. Working with a group comprised of parents, administrators, Board members and employees, the Board

developed new Mission and Vision statements, in line with the district's Strategic Plan, as well as enhanced Core Values. Moreover, the new Mission statement is now posted prominently within all of our schools.

Student Safety – Working alongside Administration, the Board revisited its student safety policies to reflect concerns expressed by parents, students and community members. In addition, the Board attempted to structure the policies in a way that encouraged and facilitated community partnerships and parental involvement.

Key Board Budget Priorities

Over the past four years, the Board, including the Finance, Audit and Budget Committee, has worked to ensure adequate funding of Board-approved priorities.

In addition to creating two offices/departments to better engage parents and communities (Department of Family and Community Engagement and Office of the Ombudsman), the Board prioritized specific programs and

staffing needs essential to students' success. These priorities included:

- Expansion of Pre-Kindergarten classes/seats
- Increase in Literacy and Numeracy Coaches
- Expansion of Language Immersion Programs
- Creation of the Family Institute
- Parent Engagement Assistants
- Maintenance of Facilities/Schools

Community and Family Engagement

Since 2013, the Board of Education has embarked on several pathways to engage parents, students, staff and the community. Through the use of newly established advisory councils, several budget initiatives and special events, the Board of Education aims to authentically connect with the PGCPS community. This heightened level of engagement has provided more avenues for information gathering, civic engagement and a clearer understanding of students and school advocacy.



Parent and Community Advisory Council

In November 2013, Board Policy 1500 established the Parent and Community Advisory Council (PCAC). PCAC primarily consists of PGCPS parent leaders and community leaders. During its first two-year term, the Council focused on three topic areas:

- Growing and strengthening PTAs, PTOs and other parent engagement groups
- Increasing parent and community understanding of school procedures and resources
- Assessing parent needs and using data

During its second term, the Council will focus on teacher morale. In addition, the Council provides feedback to the Board and the Administration on various topics including the operating budget, the customer service initiative and the Family Institute. In addition, Council members serve as ambassadors to school communities to disseminate information.

Minority Business and Local Business Enterprises (MBE/LBE) Advisory Council

The Board formally established the MBE/LBE Advisory Council, which first convened in May 2017. The Council is composed of various union representatives, minority and local business owners and Administration procurement and MBE staff. The Council's central charge is to provide insight and input on outreach efforts to ensure participation in procurement by certified MBEs and LBEs and to share recommendations on updating Board policies and Administrative Procedures.

The Council will provide an annual report to the Board at the end of the school year.

Office of the Ombudsman

The Office of the Ombudsman serves as an independent party that seeks to resolve school and school system issues or concerns from students, parents and the public. The office facilitates resolutions by connecting constituents to the appropriate school system staff to achieve resolutions to concerns.

Budget Work Sessions and Public Hearings

Beginning in 2017, the Board moved its annual operating budget work sessions and public hearings from the PGCPs administration building into the community. During the budget development process, the Board holds three work sessions and public hearings to work through the complexities of the CEO's proposed budget and to receive public comment from the community. In order to better facilitate the community's involvement in the budget development process, the Board held sessions and hearings at Oxon Hill, Charles H. Flowers and Northwestern high schools.

Budget 101 Workshops

Prior to the FY2016 budget development season, the Board, in collaboration with the Administration, hosted three Budget 101 workshops across the county. These workshops were designed to prepare the public for the upcoming Board of Education budget public hearings. Community members were provided with information about the budget process, priorities, challenges, and estimated revenue and costs.

College and Career Readiness Summit

Throughout the school year, the Board of Education aims to engage students, parents and community and provide opportunities for families to assist their students with college and career readiness. Since 2014, under the leadership of Vice Chair Carolyn M. Boston, the Board has hosted its annual College and Career Readiness Summit (CCRS). CCRS is a county-wide event held in September. The Summit has grown from 200 families to nearly 1,000 families and has proven to be an asset to middle and high school students and parents. In addition to hosting 50 colleges and universities, CCRS offers workshops on financial aid, finding and selecting a college, social media and branding, stress management during the college application process and how to choose a career. Organizations that offer additional resources for students as they navigate the college and career pathways also attend.

Board Awards

In 2015, the Board of Education began hosting its annual Board Awards, an evening celebrating excellence and achievement throughout PGCPs. The Board honors outstanding students, teachers, staff, principals and community partners at the event.





Principals submit nominations for 13 student, parent, teacher, staff and community awards. Award categories include:

- Comeback Kid of the Year
- Rookie Teacher of the Year
- Student Artist of the Year
- Scholar Athlete of the Year
- Lifetime Achievement Award
- Business/Community Partner of the Year

MEN of PGCPS and #FatherhoodForum

Launched in fall 2013 by Board Member Curtis Valentine, the MEN of PGCPS and the #FatherhoodForum initiatives shine a light on an overlooked population in education – men. With passion, leadership and support of Board colleagues, Mr. Valentine has created a national movement that recognizes the importance of male educators, fathers and father figures in schools and communities.

Moving Forward

During the years of transition to the new governance structure, the Board experienced some challenges and successes. Board members will continue to ensure effective collaboration and authentic engagement in order to move the school system to higher levels. The Board recognizes the need for stronger oversight and accountability, particularly in the areas of safety and academic integrity, and has already taken steps to ensure that students remain the central of focus of the work each and every day.

PART 2 CEO REPORT





DR. KEVIN M. MAXWELL

Appointed by County Executive Rushern L. Baker III in 2013, Dr. Maxwell is serving the community where he has lived since childhood and where he began his career. He was reappointed in February 2017, the first PGCPS superintendent in more than 25 years to receive a second term.

As CEO, Dr. Maxwell has focused on arts integration, language immersion, environmental literacy and increasing student safety and supports. Under his leadership, PGCPS has significantly increased student enrollment and expanded access to full-day prekindergarten, dual enrollment programs, specialty offerings and opportunities in higher education and the workplace.

Dr. Maxwell began his career nearly 40 years ago as a teacher at Crossland High School, where he served for more than two decades, before moving to Buck Lodge Middle School and Northwestern High School. Throughout his career, Dr. Maxwell has focused on raising student achievement, increasing student participation in rigorous coursework and engaging state, county and local stakeholders.

Dr. Maxwell previously served as Superintendent for Anne Arundel County Public Schools from 2006 to 2013.

In this role, he was responsible for the oversight of all aspects of operating, staffing and evaluating one of the 50 largest school districts nationwide. An avid arts advocate, he was honored in 2010 as Arts Education Advocate of the Year by the Arts Education in Maryland Schools Alliance (AEMS) for his efforts to enhance local arts education programs, which included opening the county's first performing and visual arts magnet school.

Prior to joining Anne Arundel County, he served as a Community Superintendent and principal for Montgomery County Public Schools.

In 2014, Dr. Maxwell was named Maryland Superintendent of the Year by the Public School Superintendents' Association of Maryland (PSSAM) and represented Maryland in the National Superintendent of the Year program. He currently serves as President Elect of PSSAM.

Dr. Maxwell holds a Doctor of Philosophy in Language, Literacy and Culture from UMBC. He earned bachelor's and master's degrees from the University of Maryland.



THE PILLARS

STRATEGIC PLAN

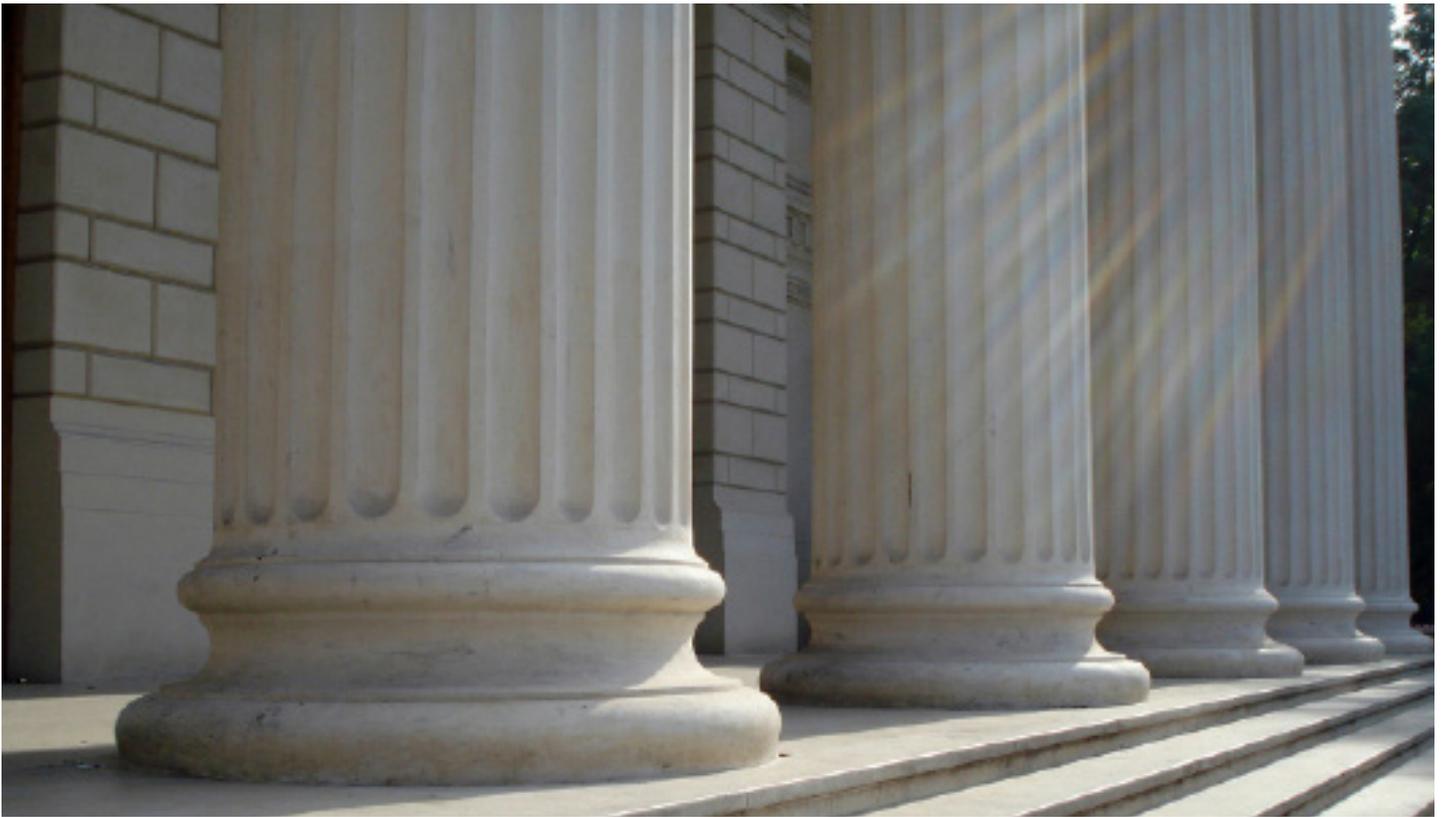
Released in March 2015, the PGCPS 2016-2020 Strategic Plan, “The Promise of PGCPS: Outstanding Academic Achievement for All Students,” builds on the school system’s vision, mission and core values; reflects thorough assessments of strengths and challenges; defines the goal of “Outstanding Achievement for All Students;” highlights the priorities and key strategies toward continuous improvement; describes the common framework to ensure a collaborative approach to academic and operational excellence.

Driven by a performance management system of accountability with an emphasis on literacy, the plan includes five focus areas: **Academic Excellence, High-Performing Workforce, Safe and Supportive Environments, Family and Community Engagement, and Organizational Effectiveness.**

The systemic focus on literacy emphasizes students’ ability to:

- Report, evaluate, gather, synthesize and comprehend information and ideas
- Conduct original research to answer questions and solve problems
- Analyze and create print and non-print texts
- Use numbers to process information, solve problems and interpret data

Literacy is incorporated throughout the curriculum and literacy coaches train teachers in best practices.



1 ACADEMIC EXCELLENCE

Arts Integration

Arts Integration has grown from 15 to 73 schools in the last four years. Model arts integration schools consistently deliver all curriculum content to students in and through the arts.

Arts Integration is a strategy that engages students in learning and reaches students with various learning styles. The arts also provide a common language for non-English speaking students, which can increase their confidence and self esteem.

In 2017, the school system teamed up with The Kennedy Center for the Performing Arts and Crayola Foundation as new partners in Arts Integration. PGCPS has adopted the Kennedy Center definition: “Arts Integration is an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process, which connects an art form and another subject area and meets evolving objectives.”

Prekindergarten Expansion

Over the last four years, PGCPS has expanded full-day prekindergarten programs from eight to 50. This year, the program serves almost 4,300 income-eligible 4-year-old students with capacity slated to increase by 198 seats in 2018-19. After the Head Start program grant ended during the 2016-17 school year, all students were absorbed in the school system's new program, Early Start, which allowed for continued services and all sites to remain open. Early Start students transitioned to full-day prekindergarten or kindergarten programs for the 2017-18 school year.

International High Schools

Two International High Schools opened in 2014 – one in Largo and one in Langley Park – to increase academic achievement for English Language Learners (ELLs). Based on a highly successful model developed by the Internationals Network for Public Schools, the schools offer an innovative academic curriculum that helps students develop a commitment to learning, gain critical thinking and academic skills, and learn to become community leaders.

The schools resulted from a collaboration with CASA de Maryland and the Internationals Network for Public Schools, and were made possible through a \$3 million award from the Carnegie Corporation of New York.

International Baccalaureate (IB)

The International Baccalaureate Program is offered in 11 elementary, middle and high schools. In 2017, the school system added two new Primary Years Programs (PYP) at Melwood Elementary School and Maya Angelou French Immersion and a new Middle Years Program (MYP) at Dwight D. Eisenhower Middle School.

Language Immersion

The school system offers eight language immersion programs:

- **Full Immersion** – Program language used in core subject areas
- **Dual Language Immersion** – Split between program language and English
- **Partial Chinese/STEM** – More than 40 percent instruction in the program language; STEM and Math taught in Chinese
- **Dual Spanish/STEM** – Math and Science taught in Spanish

PGCPS also offers 12 world languages: French, German, Italian, Portuguese, Korean, Latin, Japanese, Russian, Chinese, Spanish, Arabic and American Sign Language. Students may take four levels in eight languages, up to seven levels in French and Spanish, and five levels in German, Japanese, Italian, Chinese, Latin and Russian.

Career & Technical Education

PGCPS currently offers more than 10 career academies and 31 specialty programs across the district. All programs of study have strong collaborative relationships with business,



industry and postsecondary education. Many programs may lead to industry recognized professional certifications and/or licenses.

Equally important, some programs enable students to earn college credit while in high school. Programs of study consist of multi-year sequence of course work, career guidance, and work-based learning experiences that enable students to make more informed college and career choices. They also afford students an opportunity to earn college credit, industry certification/licenses, or pre-apprenticeship experience prior to leaving high school.

Pathways in Technology Early College High School (P-TECH)

In September 2017, PGCPs partnered with Prince George's Community College (PGCC), MedStar Southern Maryland Hospital and Marriott to launch two Pathways in Technology Early College High Schools (P-TECH) schools at Frederick Douglass High School. The schools allow students to earn a high school diploma, associate's degree and hands-on experience and mentoring in Health Information Management or Hospitality Services Management.



PGCPS is the first school system in the state to offer two P-TECH schools at one site. Students have up to six years to complete P-TECH, which includes paid internships and mentoring.

3D Scholars

The 3D Scholars program is offered through a partnership with PGCC and the University of Maryland University College. Through the 3D Scholars program, students can earn a bachelor's degree in Business Administration, Criminal Justice or Cybersecurity for under \$10,000.

Academy Programs at PGCC

Students can earn an associate's degree in Health Sciences while in high school through the the Academy of Health Sciences at Prince George's Community College (PGCC) program. A second academy program opened fall 2017 which will prepare students for careers in education.

State Assessment Performance

Results on state exams continue to trend upwards. At almost every grade level, African American students are outperforming their peers across the state, especially in reading comprehension.

Middle school students who come from families with low income ranked in the top eight statewide in English language arts.

Results are also encouraging for youngest learners across all racial, ethnic and economic backgrounds, including students with limited English proficiency and those with special needs. This is the result of our investment in full-day prekindergarten; students in all-day prekindergarten tend to perform better on early-learning assessments.



2

HIGH-PERFORMING WORKFORCE

Great Teachers, Great Leaders, Great Schools

The “Great Teachers, Great Leaders, Great Schools” project was created through a three-year, \$25 million U.S. Department of Education grant to improve teacher hiring, placement, support and retention, focusing on 40 high-needs schools. Awarded in October 2017, the Teacher and School Leader Incentive Program grant – one of the largest-ever grants to Prince George’s County schools – will be used to develop better evaluation tools and data management systems. The school system hopes to achieve specific outcomes at 40 schools with high levels of teacher turnover, less experienced teachers and large numbers of students from families with low income. They include:

- Diverse candidate pool of high-performing teachers for every student
- “Best-fit” placements for schools and new teachers, whether novice or veteran educators
- Incentives for high-quality teachers to improve staff retention
- More reliable employee performance system
- Data management system with easily accessible information for teachers, school leaders and human capital managers

Strategies will include increasing PGCPs “grow our own” teacher preparation programs, expanding partnerships with higher education and developing incentives for bilingual teachers, new teachers who sign early and choose to go to high-needs schools and teacher-leaders who choose to mentor colleagues or who participate in the National Board Certified Teacher cohort model in high-needs schools.

Principal Pipeline

Prince George’s County is one of six large urban school districts nationwide to receive a grant for the Wallace Foundation’s Principal Pipeline Initiative – and successfully implement the strategies.

The Initiative sought to develop and train a pipeline of effective school principals. PGCPS was highlighted as a Model Partnership for Impact, based on our work with the organization over the last five years. The school system was also the first and only school district to receive a technical assistance grant from the Wallace Foundation to support other urban school districts across the country in their leadership development efforts with an emphasis on using data to inform professional development decisions.

Workforce Diversity Task Force

The PGCPS Workforce Diversity Task Force was organized in 2016 to develop a comprehensive plan to attract, develop and retain a high-quality, culturally-diverse workforce.

Spearheaded by the Office of Human Resources, the task force analyzed staffing, student enrollment data and initiatives that address workforce diversity, such as Latino Educator Recruitment and MEN of PGCPS.

The school system has made strides since 2014 in the recruitment, retention and promotion rates of Latino teachers, administrators and supervisors. The number of administrators and supervisors has increased 55 percent while the number of teachers has increased 60 percent. The overall retention rate for Latino staffers exceeds 80 percent.

The task force released its 14 recommendations in March 2017 focusing on three areas:

- **Sourcing of Teachers and Administrators** – Enhancing the ability to acquire a highly diverse and talented workforce
- **Cultural Competence and Support** – Enhancing the expectation among staff to acknowledge opportunity disparities while promoting equity and affirming diversity
- **Partnerships, Communication and Branding** – Creating external pipelines through innovative and strategic partnerships, communication and marketing





3 SAFE & SUPPORTIVE ENVIRONMENTS

Student Safety Action Plan

PGCPS released a comprehensive Student Safety Action Plan in 2016-17 to address critical issues related to culture and climate, reporting and training, staff and volunteer screening, and curriculum and counseling.

An internal steering committee of staff members throughout the school system developed the Action Plan, which was based on considerations from the Student Safety Task Force organized in February 2016 in the wake of incidents at Judge Sylvania Woods Elementary School. The Student Safety Task Force was comprised of representatives from higher education, non-profit, private sector, local government, public safety and the school system. The task force made several recommendations based on a thorough review of the school system's policies, procedures, processes, and practices.

In addition, student safety training and information sessions were offered to parents and guardians through Family Institute. The free sessions covered best practices in safe learning environments, warning signs of sexual abuse and reporting procedures for suspected child abuse and neglect.

The focus on changing culture and climate dramatically increased reporting of child abuse and neglect allegations due to staff vigilance in protecting students. The number of employees on administrative leave subsequently rose. Significant changes to Administrative Procedures and new staff training substantially decreased those numbers while also strengthening student safety.



4

FAMILY & COMMUNITY ENGAGEMENT

Family & Community Engagement

The Department of Family and Community Engagement (DFCE) has a mission to increase participation and collaboration between families, schools and the broader community.

Family Institute, the major initiative of DFCE, is a structured strategy designed to enhance the capacity of families in support of academic achievement, anchored by an annual conference. DFCE organizes free sessions focused on family empowerment, 21st century learning, health and wellness and courses to equip school system staff with best practices in family and community engagement.

Highlights include: implementation of community summits and tele-town halls to seek feedback on PGCPS initiatives; completion of more than 50 Family Institute learning sessions, including nearly 20 sessions on student safety and volunteer fingerprinting and Child Protective Services background checks; developed and analyzed surveys on Latino engagement and school climate; developed Customer Service Handbook and professional development sessions; trained principals to improve family and community engagement and communication; hosted two annual Family Institutes, engaging more than 800 attendees in a daylong conference featuring dynamic speakers such as Marian Wright Edelman, Hill Harper and Ron Clark.

Transforming Neighborhoods Initiative (TNI@School)

The Prince George's Community Schools Network (TNI@School) is an initiative of the County's Transforming Neighborhoods Initiative, aiming to transform schools into centers for community, with sustainable resources through partnerships, resource coordination and referral, behavioral health counseling, case management, positive youth development and college and career readiness.

TNI@School places targeted resources in 40 schools in "TNI Neighborhoods" to enhance academic success, support improved academic performance and connect students and families to critical resources.

PGCPS supports TNI through the strategic placement of full-day kindergarten programs and provides funding for supportive services through community partners, including referrals from the County's Department of Social Services Community Resource Advocates, the cornerstone of TNI@School.

Strategic Partnerships

JA Finance Park

JA Finance Park is an innovative financial literacy learning environment located in Hyattsville. The "mini-city" houses

storefronts and kiosks that relate to personal budget lines. Operations at Finance Park are made possible through a partnership with Prince George's County Public Schools, Capital One and the local business community. All eighth-grade students have a 14-week personal finance curriculum and one-day experience at the facility led by community volunteers. JA Finance Park provides students with a vigorous, hands-on budgeting experience and exposure to an environmental solution to managing stormwater runoff.

Clean Water Partnership

In July 2016, the Clean Water Partnership and Prince George's County Public Schools (PGCPS) launched the CWP Schools Program, a pilot program designed to assist treating and managing stormwater runoff. The program places a strong emphasis on environmental literacy

The CWP Schools Program incorporates a community-based approach engaging school facilities staff, educators, students, and community members. For 2017, approximately 20 PGCPS schools are in the program's review/design phase for possible retrofits during the 2017 construction season.

This grant-funded program provides teachers and maintenance staff with the tools and resources necessary to build curriculums around the installed devices, and the proper techniques on aesthetic maintenance.



The CWP Schools Program has remarkably manifested into a means to educate Prince George’s County students about the importance of sustainable stormwater management and environmental stewardship within their own communities.

Community & Corporate Partners

PGCPS partnered with Sprint, which will provide nearly 3,000 high school students with equipment and connectivity they need to complete their schoolwork from home as part of the 1Million Project. The 2017-2018 school year marks the first year of the initiative with more 180,000 students in 1,300 schools across 30 states. Every year over the next five years, hundreds of thousands of high schoolers who lack internet access at home will join and benefit from the 1Million Project. The ambitious goal is to connect one million students in that time to help level the playing field and help eliminate the “Homework Gap.”

Our nationally-recognized career academies have received investments of \$7 million from the U.S. Department of Labor and from regional organizations such as Venture Philanthropy Partners, which has committed to raising \$15 million for its Ready for Work initiative here in Prince George’s County.

In September 2016, the Washington Redskins Charitable Foundation committed \$300,000 and Kaiser Permanente committed \$1 million to our students’ success. This is the type of partnership that results in measurable outcomes and long-term gains.

Business Advisory Council

The CEO’s Business Advisory Council, an 18-member group from the private and nonprofit sectors, works in partnership with PGCPS to achieve the following:

- Strengthen the relationship between business and education
- Identify essential skills students will need to be successful after graduation
- Review valuable resources for college and career opportunities
- Provide opportunities for internships or activities to support student academic experiences
- Encourage cost-saving initiatives to help reduce operational costs
- Explore ways to increase funding to schools
- Review budget and strategy plans





5

ORGANIZATIONAL EFFECTIVENESS

Customer Service Initiative

PGCPS implemented the new “Transforming Our Culture Through Superior Customer Service” initiative with the goal of strengthening stakeholder confidence and ensuring courteous, helpful and professional internal and external encounters. All PGCPS employees will receive customer service training.

The initiative was developed with the help of teams of employees who conducted research on highly effective organizations that practice exemplary employee behavior. Their research was used to create a customer service book for PGCPS employees, training modules and an implementation plan. Preparation for the October 2017 launch included pilot trainings, development of a “Secret Shoppers” component of the customer service initiative, and feedback/input sessions with more than 2,000 employees over several months.

The journey to providing superior customer service has included developing standards, values and professional development over the years. The current strategic actions are structured to build and enhance a culture of courteous, helpful and professional customer service. Research has shown that there are organizational costs associated with poor customer service, such as inadequate progress towards goals and objectives. For PGCPS, poor customer service may negatively impact student achievement, credibility and trust, and efforts to engage and collaborate with families and community members.



Capital Improvements

200+ Systemic Replacements
140+ Code Corrections
20+ Career Academy Renovations
15+ Open Space Pod Conversions
35+ New Playground Equipment Installations
6 Artificial Turf Fields
New Crossland High School Auditorium
Dora Kennedy French Immersion Renovation
Kenmoor Early Childhood Center Renovation
New Accokeek Academy Upper and Lower Campus
New Edward M. Felegy Elementary School
New Glenarden Woods Elementary School
New Tulip Grove Elementary School (opening 2018-19)
New Fairmont Heights High School
New Oxon Hill High School



PGCPS BY THE NUMBERS

EARNING SCHOLARSHIPS

\$\$\$\$\$\$\$\$\$\$\$\$ 151.4M 2017
\$\$\$\$\$\$\$\$\$\$\$\$ 107.4M 2014

ACHIEVING EXCELLENCE

\$25M
OVER 3 YEARS

U.S. DEPARTMENT OF EDUCATION
GREAT TEACHERS, GREAT LEADERS,
GREAT SCHOOLS

DORA KENNEDY FRENCH IMMERSION SCHOOL

2014 NATIONAL BLUE RIBBON SCHOOL

BUCK LODGE MIDDLE SCHOOL

USDA HEALTHIER US SCHOOL CHALLENGE:
SMARTER LUNCHROOMS NATIONAL GOLD AWARD WINNER

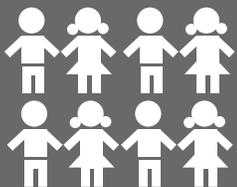
71 MARYLAND GREEN SCHOOLS

8 MARYLAND EXCELLENCE IN GIFTED
AND TALENTED EDUCATION SCHOOLS

EXPANDING OPPORTUNITIES

8 → **50** FULL-DAY PRE-K PROGRAMS
250 → **600+** DUAL ENROLLMENT STUDENTS
5 → **9** LANGUAGE IMMERSION PROGRAMS
15 → **73** ARTS INTEGRATION PROGRAMS

GROWING ENROLLMENT



132,363 2017

125,135 2013

INCREASING ACADEMIC RIGOR

2 PATHWAYS IN TECHNOLOGY EARLY COLLEGE HIGH SCHOOLS (P-TECH)
2 MIDDLE COLLEGE HIGH SCHOOL PROGRAMS



PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS
www.pgcps.org