Prince George's County Public Schools
Board of Education

# Bridge to Excellence Master Plan

2009-2010 Update

Prince George's County Public Schools
Board of Education

# PART I: The Content

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2009 Master Plan Annual Update

Part I: The Content

Due: October 15, 2009

Local School System Submitting This Report: PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

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WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2009 Annual Update to our Bridge to Excellence Master Plan is correct and complete. We further certify that this Annual Update has been developed in consultation with members of the local school system's current Master Plan Planning Team and that each member has reviewed and approved the accuracy of the information provided in the Annual Update.

William R. Hite, Jr., EdD _____ October 15, 2009
Signature (Local Superintendent of Schools) Date

Sheila C. Gray, PhD _____ October 15, 2009
Signature (Local Point of Contact) Date

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| Lawrence Fryer | Chief Operating Officer |
| Monica Goldson | Executive Director, High School Consortium |
| Sheila C. Gray, Ph.D. | Director, Accountability |
| Kathy Kurtz | Executive Director, Area 3 |
| Karyn Lynch | Chief Student Services Officer |
| Debra Mahone | Executive Director, School Leadership |
| Marilyn Moreno, Ph.D. | Executive Director, Area 1 |
| Diane Powell, Ph.D. | Director, Student Services |
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| Deborah Sullivan | Specialist, Human Resources |
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| Gladys Whitehead, Ph.D. | Director, Academics |
| Andrew Zuckerman | Executive Director, Area 2 |

# PART I: The Content

# *Annual Review of Goals, Objectives, and Strategies*

Prince George's County Public Schools
Board of Education

# PART I: List of Tables and Charts

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# Bridge to Excellence Master Plan

## *Executive Summary to the 2009 Annual Update*

# I.A
# EXECUTIVE SUMMARY

## Introduction

PGCPS is committed to preparing all students to graduate career or workforce ready. To achieve this goal, the system must accomplish the following:

- Improve the quality of teaching in every classroom;
- Equip teachers with the requisite knowledge, skills, and abilities; and
- Ensure that all facets of the system support teachers in this goal

With the support of the Board of Education, the system has established seven strategic goals to ensure that all students are achieving at high levels and that gaps in achievement among subgroups are eliminated. Five of the goals are aligned to the goals of the *No Child Left Behind Act of 2001*:

1. All students will reach high standards in the core curricular areas;
2. All English Language Learners will become proficient in English and attain proficiency in reading and math;
3. All employees will be highly qualified, highly skilled, and effective;
4. All students will be educated in environments that are conducive to learning; and
5. All students will graduate from high school.

The 2 additional goals focus the system's work in improving management effectiveness, efficiency, accountability and in strengthening relationships among schools, parents and community stakeholders to support student achievement.

6. The quality of school system service delivery will be enhanced by improving management effectiveness, efficiency, and accountability.
7. Family, school, business, and community relationships will be strengthened to support student achievement.

## Alignment of Fiscal Resources

Funding provided by the State through the *Bridge to Excellence in Public Schools Act,* resources provided by the Prince George's County government to meet State Maintenance of Effort provisions, combined with responsible and accountable fiscal management have enabled the system to invest funds in programs to improve student achievement in many areas during SY2009.

These resources have been instrumental in developing a shared vision of how to improve student achievement and school effectiveness, with an emphasis on distributing resources equitably and eliminating the achievement gap; preserving fiscal stability; providing management and information systems that effectively and efficiently support instruction while maintaining operational and fiscal integrity; and working in partnership with the public school stakeholder community to ensure that all students graduate prepared for college or postsecondary/career options. PGCPS will ensure that its resources, programs, and services are strategically and operationally focused to support learning and improve performance in all areas, while addressing any challenges that arise.

As we enter the 2010 fiscal year with limited resources, the system must continue to build on the important progress made in student achievement. These resources in 2009 and 2010 are considerably smaller in comparison to those available in fiscal year 2008, primarily due to the slow economic growth in the County and State. The areas associated with slow growth were principally due to falling home prices, sharp increases in property foreclosures

and rising fuel cost. These characteristics are not unique to Prince George's County or the State of Maryland, but are consistent throughout most states and across many regions in the United States. The limited financial resources require the system to strategically appropriate funding in areas that will maintain the successes achieved in prior years, and effectively manage existing resources to ensure continued success. The summary of the programmatic focus in the FY2010 Operating Budget follows.

The FY2010 Operating Budget continues effective programs and services, including maintaining optimal class sizes and full-day kindergarten programs, enhances services in other areas to help improve teaching and learning, and meets the goals of the Master Plan. New investments are targeted to lease purchase textbooks and textbook - consumables, and American Recovery and Reinvestment Act (ARRA) funding will provide additional funds to improve Title 1, Special Education, Head Start, and Technology Education. The Financial Incentive Rewards for Supervisors and Teachers (*FIRST*/*TIF*) Program will receive additional funds to support grant evaluation, incentive award stipends, and associated fringe costs for school-based administrators and teachers engaging in professional development initiatives that will promote and increase student academic performance. Additional funds will support the Special Education Autism Program. There are additional funds in the 2010 budget to support improvements for the Homeless Education Program to ensure overall academic success for homeless children and youth, as well as, funds to support research and evaluation. The economic outlook for subsequent years will require similar fiscal prudence with sound financial and instructional management to ensure that appropriate steps are taken to continue to improve student achievement.

The FY2010 Operating Budget totals $1,711,227,980, representing an increase of $31.7 million or 1.9% more than the FY2009 Approved Budget. Mandatory changes for expenditures that are required by law, support contract commitments, provide essential health/safety services and support enrollment total $88.4 million. Resources redirected through reductions from amounts appropriated in FY2009 for selected programs and services total ($121.2 million). These redirected resources increase funds available for mandatory changes and program improvements by a like amount. These reductions are not linked to any specific mandatory change or improvement, but instead are redirected to fund the total additional cost of mandatory changes and program improvements funded in the FY 2010 Operating Budget. Accordingly, additional resources budgeted for program and service improvements total $64.5 million, supporting Master Plan goals to varying degrees based on need.
These FY2010 improvements seek to ensure that all students achieve high academic standards in reading and mathematics and graduate; improve safety and security in our schools; and improve the system's service delivery by improving management effectiveness, efficiency, and accountability.

Fiscal year 2010 improvements support the following school system goals:

- *Goal 1: All students will reach high standards in core curricular areas, at a minimum attaining proficiency or better for each ESEA subgroup in reading/language arts and mathematics*.

  Improvements in this goal of $64.2 million include increases to lease purchase of new textbooks, and textbook - consumables, ARRA funds to support Title1, Special Education, Head Start and Technology, funds to support *FIRST*/TIF Program, and the Special Education Autism Program.

- *Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning*.

  Improvements in this goal of $11,180 include additional funds to support the Homeless Education Program.

*Clarifying Question:*

*MSDE QUESTION:*

1. *Please clarify the connection between the Homeless Education Program additional funding to Goal 4 - All students will be educated in learning environments that are safe, drug free, and conducive to learning. (Page 13)*

*The response to this question can be found on page 263.*

- *Goal 6: The quality of school system service delivery will be enhanced by improving management effectiveness, efficiency, and accountability.*

  Improvements in this goal of $273,426 include funds for research and evaluations and information technology.

These initiatives are critical to the system's efforts to achieve *Bridge to Excellence Master Plan* goals and ensure that students, teachers, and support staff have the tools and resources necessary to help students achieve at high levels.

## Goal Progress

Through the full implementation of the *2008 Update to the Bridge to Excellence Master Plan*, PGCPS achieved many successes in SY2009. They are outlined below.

### Maryland School Assessment/High School Assessments

#### Maryland School Assessment

PGCPS continued to increase the percentages of students scoring at or above the proficiency level in MSA testing and passing HSAs. In reading, 77.9% of elementary students and 71.6% of students in the middle grades scored proficient or advanced in SY2009. Proficiency rates on the math MSA for elementary students and middle school students were 75.1% and 55.1%, respectively. More than 56 elementary schools had 80 percent or more students scoring proficient or advanced in reading in 2009, compared with 20 schools in SY2007. Forty-one elementary schools performed at the 80 percent or higher level in math this year, compared with 20 schools in SY2007.

Limited English Proficient (LEP) students experienced continued growth in MSA testing. At the elementary level, reading and math proficiency levels increased from SY2008 to SY2009 by 6.6 percentage points and 5.5 percentage points, respectively. Reading proficiency rates for LEP students in the middle grades increased by 8.9 percentage points in SY2009.

Table A: MSA Proficiency Rates for Limited English Proficient Students, 2008 to 2009

| Elementary | 2008 Reading | 2009 Reading | Change | 2008 Math | 2009 Math | Change |
|---|---|---|---|---|---|---|
| ELL | 64.8 | 71.4 | 6.6 | 66.5 | 72.9 | 5.5 |
| Middle | 2008 Reading | 2009 Reading | Change | 2008 Math | 2009 Math | Change |
| ELL | 35.5 | 44.4 | 8.9 | 35 | 34 | -1.0 |

In addition, eighth grade LEP students made a 15.7 percentage point gain in reading, increasing to 72.3% proficiency. Sixth grade students gained 7.8 percentage points in math, increasing to 48.6% proficiency

#### High School Assessments

Slightly more than 70 percent of the Class of 2010 has already fulfilled the HSA graduation requirement either by passing the tests (68%), or by completing bridge projects (3%). Of those class members who have taken all four HSA tests, 80 percent have either passed all four, or have achieved the required composite score.
Nearly 90% percent of middle school students who took the Algebra/Data Analysis High School Assessment passed it. This means that approximately 4,400 students entered ninth grade in SY2010 having already met the Algebra HSA graduation requirement.

### Adequate Yearly Progress

Approximately 63% of elementary schools made AYP in SY2009, and three schools exited school improvement. Four elementary schools in improvement made AYP and are poised to exit school improvement should they make AYP in SY2010. Fifteen of the 22 PGCPS high school (76.2%) made AYP in SY2009. Three high school exited school improvement, and four schools met AYP in SY2009 and are poised to exit school improvement should they make AYP in SY2010.

### Highly Qualified Staff

SY2009 marked the third consecutive year that the school system made substantial progress in staffing core academic subject (CAS) classes with highly qualified teachers. Since SY2007, the percentage of CAS classes taught by a highly qualified teacher increased by 15.7 percentage points system-wide, and by 19.9 percentage points in Title I schools. For the 2008-09 school year, 82% of CAS classes system-wide, and 92% of CAS classes in Title I schools, were taught by a highly qualified teacher. Also significant is the number of Title I schools that had 100% of CAS classes taught by highly qualified teachers. In SY2009, 22 of the 53 Title I schools (or 41.5%) had 100 percent of CAS classes taught by a highly qualified teacher, and in all but six Title I schools, more than 90 percent of CAS classes were taught by a highly qualified teacher. On the other hand, as recently as SY2007, none of the school system's Title I schools had 100 percent of CAS classes taught by a highly qualified teacher.

PGCPS has been recognized as the ninth fastest growing National Board Certification program in the country, and has the third highest number of NBCTs in the State of Maryland. In SY2009, 219 applications were submitted for the $2,500 National Board Scholarship. Of the 219 applications received and screened, 183 received the scholarship to pursue National Board Certification during SY2009. Currently, there are 112 PGCPS teachers receiving the NBPTS stipend. In addition, 56 PGCPS teachers who were partial NBCT candidates (TakeOne!® participants) in SY2008, advanced to full candidacy in SY2009. Eighty-nine (89) additional PGCPS teachers participated in the TakeOne!® (partial certification) Program in SY2009.

### Schools that are Safe, Drug-free, and Conducive to Learning

No PGCPS schools were identified as "persistently dangerous," i.e. none met the 2.5% criterion, and none are in probationary status.

For the fourth consecutive year, and for six of the past seven years, the district met the attendance standard for elementary students in the aggregate. In 2009, all elementary subgroups met the standard. The district also met the attendance standard at the middle school level in the aggregate for the past three years. All middle school subgroups except for special education students met the standard in SY2009. In SY2009, there were attendance rate increases in all grade bands for all subgroups except for special education students.

### Specific Student Groups

*Early Learning*

Data from the 2009 Maryland Model of School Readiness indicated that 71% of PGCPS kindergarten students were fully ready for school, reflecting a nine percentage point increase over the readiness rate in 2008 and an increase of

23 percentage points since 2005. Four-year increases for students in the Hispanic, FARMS, and Limited English Proficient subgroups were 30, 26, and 14 percentage points, respectively.

*Talented and Gifted (TAG) Program*

One of the objectives outlined in the Master Plan is to meet the National Association for Gifted Children standards in the exemplary range for the identification of Talented and Gifted (TAG) students. PGCPS has been successful in the identification of TAG students. In SY2009, 10.7% of the student population had been identified as TAG, as compared to 8.5% in SY 2007 and 8.7% in SY2008.

*Career and Technology Education*
The Career and Technical (CTE) program in PGCPS continues to make progress in both program options and in student enrollment. Approximately 42% of high school students and 18% of seniors were enrolled in one or more CTE-related courses. In addition, the county's CTE students met eight of the nine performance targets that comprise MSDE's Performance Quality Index (PQI) for CTE programs.

## Cross-Cutting Themes

Educational Technology
Progress was made toward achieving educational technology goals for students, teachers, and administrators. Over 13,000 students took the middle Technology Integration course. SY2009 was the second year for the Sharing Technology with Educators program. School teams, including administrators, received training on web 2.0 tools including wiki, blogs, and Voice Thread. To date, 230 teachers in 50 schools and administrators have received technology tools (digital cameras, document cameras, headphones for podcasting) and training on using technology to enhance student learning. In addition, 1,924 teachers across the district participated in the technology integration training sessions offered by the Technology Training Team in SY2009.

*Education That is Multicultural*
The system plans to strengthen its implementation of Education That is Multicultural (ETM) through additional resources and a renewed focus. A dedicated Multicultural Education Specialist position was created to design and implement high quality professional development focused on ETM, and funds were allocated to provide stipends for ETM Teacher Leaders in all schools in SY2010. In addition, an Education That is Multicultural Steering Committee, consisting of representatives from across the organization, was established to provide oversight of systemic integration of COMAR regulations and to support acceleration of achievement across student subgroups.

## Local Goals and Indicators

*Goal 6: The quality of school system service delivery will be enhanced by improving management effectiveness, efficiency, and accountability.*

Two very successful pilots were conducted in SY2009 that advanced the system's development and implementation of a comprehensive Performance Management strategy. Through the Portfolio Management pilot, proposed tools and processes were utilized with a subset of system initiatives to develop project charters, project work-plans, and dashboards to track progress against key milestones. Results were used to continue to refine a sustainable process for managing the implementation of initiatives. A Performance Management pilot was also conducted for two central office units: Department of Purchasing and Supply Services and the Division of Human Resources.

*Goal 7: Strengthen relationships with family, school, business, community, and institutions of higher education to support improved student achievement.*

The district devoted the past year to activities that strengthen relationships with all stakeholders in order to improve student performance. Approximately 95% of PGCPS schools now have formal parent organizations, and a total of 78,690 parents and community stakeholders are current members of formal parent organizations. Approximately 27,968 parents attended more than 1,200 workshops facilitated by Parent Liaisons. This represents an increase of 4,518 parent participants over SY2008.

The Community School Improvement Council collaborated with PGCPS to win a $1.2 million three-year 21st Century Community Learning Center grant from the Maryland State Department of Education to implement a

summer math camp and eight monthly Saturday booster sessions at five PGCPS elementary, middle, and high schools.

## System Challenges and Priorities

To address system challenges and to ensure continuous progress, the Superintendent and the Board of Education have established the following priorities for SY2010:

- Substantially Increasing Student Achievement,
- Securing and Supporting the "Effective Teacher",
- Providing Exemplary Service,
- Supporting Reform, and
- Implementing Performance Management.

### Student Achievement

Although the system has made steady gains in student achievement, there is a need to continue to maintain progress while accelerating the rate of growth in the achievement of underperforming subgroups. These acceleration goals have been established:

- By 2012, 90% of ELLs, FARMS and Special Education students improve performance on the MSA in both reading and mathematics at each grade level;.
- By 2010, increase by 50% the number of students reading on grade level by Grade 1 and by 75% by Grade 3; and
- By 2012, an additional 59% of current schools will exit out of school improvement.

The system is committed to ensuring equity in access to rigorous courses of study and providing the support necessary to ensure student success. Programs and initiatives such as Advanced Placement 8 (AP8), Achievement Via Individual Determination *(AVID®)* in 16 middle schools and three high schools, and the census testing of 10th grade students on PSAT at no cost to students, have resulted in increased enrollment in AP courses and the number of students taking AP exams and increases in SAT scores. The number of African American students taking AP exams increased by 17.8%, while the number of Latino students taking AP exams increased by 18.9%. Acceleration goals have been established to continue the progress the system has had with respect to access to and achievement in rigorous courses of study.

- By 2010, to increase the number of National Merit Finalists by 25%; and.
- To increase by 50% each year the number of students scoring at mastery level on Advanced Placement exams.

### Teacher Effectiveness

Priority staffing in Title I schools and schools in improvement, the expanded use of resident teacher programs, and stronger retention programs contributed to progress in increasing the percentage of core academic classes taught by highly qualified teachers in PGCPS. PGCPS is committed to building on this progress by ensuring that there is a *highly effective* teacher in every classroom so that students receive the best instructional program possible.

The system is implementing grant programs designed to strengthen in-service teachers' content and skills in their areas of certification. The National Science Foundation awarded the University of Maryland System a five-year grant totaling $12 million to implement the Minority Science Partnership – Minority Student Pipeline (MSP) in PGCPS. This program focuses on improving the quality of science instruction system-wide through building on most current research in teaching and learning and upon recommendations from the National Academies of Sciences and the National Science Board that demand a rethinking of approaches to K-8 science curriculum,

instruction and assessment. MSP is designed around a research plan that will compare different models of inquiry-driven professional development, and the impact of challenging courses and curricula on the STEM Minority pipeline from PGCPS into higher education in Maryland.

PGCPS was awarded a $1.2 million for five years from USDE to implement the Teaching American History grant, which is a collaboration with the University of Maryland College Park to provide teachers of ninth grade US history with an opportunity to work with distinguished historians and leading educators from the University of Maryland. Historians and education specialists will collaborate very closely to insure that participating teachers not only learn a great deal more about these subjects, but also learn how to teach them effectively. Through a series of summer institutes and connecting bridge sessions teachers will gain a deepened and enriched understanding of the transformative periods in U.S. History.

SY2010 is the second year of the USDE Teacher Incentive Fund grant. Financial Incentive Rewards for Supervisors and Teachers (*FIRST*) expands to 20 high need schools and approximately 545 teachers and administrators in SY2010, with a 95% return rate for participants who completed first year activities. SY2009 participants who meet the professional growth and student achievement criteria will receive their first financial incentive payment in the fall 2009. In addition, it is expected that the system will receive $2.5 million in funding from the Bill and Melinda Gates Foundation to support teacher evaluation reform.

### Service

The Superintendent and the Board of Education envision quality service as a part of the system's success. It is their expectation that all stakeholders will receive excellent service from all employees. Therefore, every employee in the system will be trained in customer service. In addition, quality of customer service will become a data point about which the system will begin to collect data and hold employees accountable. One of the departments in the Division of Human Resources is being restructured to support this system-wide focus.

In an effort to support one of the system's core beliefs that (i.e., *Parents are our Partners),* Parent Academies will be created where parents can receive information, training, and assistance about various aspects of their children's education. The system is committed to ensuring that parents are provided the necessary tools and resources that will assist them in being supportive of the children.

### Reform

In SY2009, PGCPS consolidated eight schools, and converted five elementary schools to Pre-K – 8 schools, including the conversion of Benjamin Foulois ES to a Creative and Performing Arts School. The system will continue to address overcrowding and underutilization of buildings through Phase II of the Boundary Review Process in SY2010. As this process proceeds, specialty programs such as Montessori, Spanish or French Immersion, and single gender programs will be considered.

The lack of substantive progress in middle school achievement and engagement indicators in high school (attendance rate, graduation rate, dropout rate) reinforces the need for reform in secondary program in PGCPS. During the spring of 2009, 760 internal and external stakeholders attended five community dinner meetings hosted by the Board of Education to engage in dialogue about two topics:

1) What should PGCPS students know and be able to do upon graduation?
2) How would the system need to change to produce graduates who were college and workforce ready?

The Secondary Reform Task Force is using the community input obtained from the community dinner meetings to shape its work in the development of recommendations for grades 6 through 12 for SY2011 and beyond.

PGCPS plans to use charter schools and contract schools to expand educational options for students and families. The system is collaborating with Prince George's Community College (PGCC) to explore an Academy of Health Sciences on the campus of PGCC (a middle/early college high school). Students would graduate from high school with a two-year degree from PGCC. Priority access to this program would be provided to students participating in FARMS and students who would be first generation college graduates in their families.

## Performance Management

Performance Management is a set of processes and tools that the district employs to achieve Master Plan goals and objectives, and to equip and empower leadership and staff to consistently and systematically achieve the goal of increased academic achievement for all students. Performance management is applied in schools, classrooms, and offices, and is an approach which emphasizes: 1) the definition and communication of expectations and goals; 2) careful planning, execution, and support for strategies which will best achieve targets; and 3) robust processes and tools to monitor and report progress toward targets.

The system is committed to the effective implementation of Performance Management and in realizing the organizational transformation from a culture of "compliance" to one of "exemplary performance". Performance Management focuses every employee's work on the use of data and the processes and accountability measures that will drive continuous progress for all.

## Summary

A key challenge for PGCPS is to continue to provide the support for key improvement efforts as the national, state, and local fiscal crisis continues. The economic outlook has prompted executive leadership and the Board of Education to refine its priorities and to make strategic decisions regarding resource allocation based on data regarding program effectiveness and efficiency. This process will continue as the system moves toward performance-based budgeting in the development of the FY2011 budget.

The 2009 PGCPS Bridge to Excellence Master Plan includes recognition of the successes that the system has achieved, a keen understanding of system challenges, and a comprehensive plan for continued improvement. The underlying theme throughout the plan is on deepening the promising work that has been undertaken to accelerate and maximize improvement. We are confident that the faithful implementation of this plan will result in high levels of achievement for all students.

I.B.

# Finance Section

# I.B
# Finance Section

## REVENUE ANALYSIS

- *Did actual 2009 revenue meet expectations as anticipated in the Master Plan Update for 2008? If not, identify the changes and the impact any changes had on the FY 2009 budget and on the system's progress towards achieving master plan goals. Please include any subsequent appropriations in your comparison table and narrative analysis.*

Revenues received by the school system in FY 2009 totaled $1,626,110,574 plus $42,900,000 in existing prior year fund balance which brought the total revenue for FY 2009 to $1,669,010,574. This amount is ($10,493,454) less than the original FY 2009 Approved Budget of $1,679,504,028. The ($10.5 million) less than the original Approved Budget was primarily due to the reduction of ($14.0 million) in County Contributions. On July 23, 2008, the County Council approved a reduction of ($14.0 million) in contributions to the Board of Education's FY 2009 budget due to a shortfall in County revenue. Because the County is obligated to maintain the approved budget appropriation level, the County increased the Board's use of fund balance by the equivalent amount of $14.0 million. The school system reduced expenditures due to the ($14 million) reduction in County Contributions, a ($2.9 million) short fall in Interest Earned, and additional State revenue of $1,024,763 through the Intergovernmental Transfer (IGT) reconciliation. The actual amount of fund balance used was $8 million. The remaining variance was due to differences between actual and anticipated grant and other Board source revenues.

Federal funding levels, primarily supporting restricted grant funded programs, were ($8,799,326) less than budgeted levels due to a difference between actual and anticipated grant awards and grant spending such as, Title I in the amount of ($3.3 million), Medicaid in the amount of ($1.0 million), School Improvement increase in the amount of $0.471 million; Teacher Quality in the amount of $1.0 million, an increase in JROTC in the amount of $1.1 million, and decrease spending of ($7.07 million) in other restricted programs. Local appropriation was ($13,267,027) less than budgeted levels due to County reductions. The FY 2009 Approved County Contribution of $614,502,036 was reduced by ($14.0 million) by the County Council due to projected revenue shortfalls. County Bill 51 reduced the Board of Education's 2009 Approved County Contribution from $614,502,036 to $600,502,036. Local appropriation is reported at ($13,267,027) below the approved levels due to ($14.0 million) reduction in County Contributions and an increase of $732,973 increase in Restricted County grants. State funding levels were ($2,301,119) less than budgeted levels in FY 2009. The decrease was due to the Board of Education refunding $200,000 to the Maryland State Department of Education (MSDE) due to enrollment audit findings on State Aid Programs for fiscal years 2007 and 2006. The District received $1,024,763 in State Revenue through the Intergovernmental Transfer (IGT) reconciliation. The amount of FY 2008 IGT was determined during FY 2007 and based upon FY 2006 Medicaid reimbursements. During FY 2008, service coordination payments for four months, March through June, were withheld due to federal regulations that eliminated reimbursement for service coordination. This was unanticipated and impacted the amount of federal and state funds that the school system was able to receive in FY 2008. A moratorium on regulations was passed by Congress, and Prince George's County Public Schools received reimbursement for FY 2009. Restricted State grants were unexpended by ($3.1 million) due to ($0.8 million) unspent in Reconstitution Eligible/Schools in Improvement, ($0.4 million) in MSDE Reassignment Fund not received by end of year posting, and ($1.9 million) in State Restricted grants. Board Source funding levels were ($125,983) less than the budgeted levels primarily due to a decrease of ($2.9 million) in Interested Earned, an increase in reimbursement for Use of Buildings and Vehicles by $0.3 million, a reduction of ($2.5 million) in Tuition and Textbooks, and an increase of $2.7 million in Other Miscellaneous revenue. An increase of $2.2 million in restricted grants are due to grants received for NSF - Minority Students Grant, Performance

Management Grant, Continuing Professional Development Grant, LISC/NFL Comm. Football grant, and the School Involved in Recycling Program Grant. These variances do not adversely affect strategies or actions outlined in the FY 2009 Master Plan.

## ANALYSIS OF ACTUAL EXPENDITURES

2. *Please provide a comparison of the planned versus actual expenditures for each local goal provided in the Prior Year Variance Table. Identify changes in expenditures and provide a narrative discussion of the impact of the changes.*

The Board of Education FY 2009 Original Approved Operating Budget for Prince George's County Public Schools totaled $1,679,504,028. This represented an overall increase of $24,292,428 or 1.5% above the FY 2008 Approved Budget. The total increase of $24,292,428 was comprised of Program Improvements totaling $29,277,449, Mandatory Changes totaling $108,105,436, and Redirected Resources totaling ($113,090,457).

Program Improvements fund instructional programs, facilities and services that, consistent with the *Bridge to Excellence Master Plan*, enhance teaching and learning for all students and strengthen accountability and support systems. The FY 2009 budget included $29,277,449 in Program Improvements. Actual expenditures in FY 2009 indicate that 132.8% or $ 38,888,678 million of the planned improvements were realized. Consequently, an additional $9.6 million or 32.8% over the planned improvements were needed to support the system.

*Master Plan Goal 1: By 2013-2014, all students will reach high standards in core curricular areas, at a minimum attaining proficiency or better for each ESEA subgroup in reading/language arts and mathematics.*

The components of this area include the following: Curriculum and Instruction - Fine Arts, Textbooks ($10.2 million via Lease Purchase), and Special Education – Program Services and Making Education Accessible in Neighborhood Schools (MEANS).

A savings of ($728,466) occurred in Goal 1 in the following areas: Curriculum and Instruction - Fine Arts in the amount of ($188,296) due to system-wide reductions, $39,704 of the $228,000 was realigned to support the purchase of calculators, and transportation cost for the Division of Academics. Textbooks ($10.2 million via Lease Purchase) had a savings in the amount of ($540,170) due to the timing in the lease purchase payment; all textbooks were received and delivered to schools for students. Special Education - Programs Services and MEANS funds planned expenditures equaled actual expenditures.

*Master Plan Goal 2: All English Language Learners will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

Not Applicable

*Master Plan Goal 3: All employees will be highly qualified, highly skilled, and effective*.

The components of this area include the following: A Compensation Study and Reserves for Negotiations.

Goal 3 exceeded planned expenditures by $7,238,916 in the following areas: The compensation study funds were expended in December of 2008, all work was completed, and no additional cost is expected. The Reserves for Negotiations exceed planned expenditure levels by $7,238,916 due to an unexpected increase in COLA for all employees.

*Master Plan Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.*

The primary components of this area include the following: School Nurses, School Security, and Transportation - Bus Drivers/Ridgeley Bus Lot.

Savings of ($583,639) occurred in Goal 4 in the following areas: School Nurses in the amount of ($60,763) due to all but one of eleven school nurses being hired. School Security in the amount of ($145,376) due to the system-wide hiring freeze. Although the nurse and four security personnel were not hired during FY 2009, the FTE budgeted was not eliminated, and the positions will be filled in 2010. Transportation - Bus Drivers/Ridgeley Bus Lot has a savings in the amount ($377,500) due to unforeseen lease issues preventing the school system from utilizing property leased for the proposed bus lot.

*Master Plan Goal 5: All students will graduate from high school.*

Not Applicable

*Master Plan Goal 6: The quality of school system service delivery will be enhanced by improving management effectiveness, efficiency, and accountability.*

The components of this area include the following: Communications - Teacher of the Year Awards and Lease and Relocation of Administrative Facilities.

Goal 6 exceeded planning expenditures by $3,684,418 in the following areas: Communications - Teacher of the Year Award actual expenditures equaled planned expenditures. The funds were used to support the Teacher of the Year Program and the annual State of the System address by the Superintendent of Schools. Lease and Relocation of the Administrative Facilities exceed planned expenditure levels by $3,684,418 due to the termination of the project as a result of House Bill 960. The bill was enacted in April 2009. The $3.6 million reflects lease termination settlement charges and cost for architectural, rent, utilities, and other moving expenditures related to the project.

*Master Plan Goal 7: Family, school, business and community relationships will be strengthened to support improved student achievement.*

The only significant change to the FY 2009 Budget, as a result of changes in Program Improvements, was the additional COLA increase for all personnel and the administrative relocation project that was not realized. Planned Program Improvements totaled $29.3 million; $38.9 million or 132.8% of the planned expenditures were spent. Program Improvements for FY 2009 with the exception of the relocation project were carried through to the FY 2010 base budget and subsequently will be included in future budgets, subject to changes that could result through the annual budget development process.

Mandatory changes reflect expenditures that are required by law, support contract commitments, and provide essential health/safety services. These expenditures support costs to cover employer obligations including social security, retirement and unemployment insurance; fund existing employee contracts covering compensation, employee and retiree benefits for health insurance, and other employee benefits; manage risk for the school system through self-insured programs supporting workman's compensation, general liability and excess property claims and expenses; fund utilities; and fund internal services programs supporting printing and vehicle maintenance operations. These combined changes total $108,105,436 of which $105,495,184 or a decrease ($2.6 million) less than planned expenditures in FY 2009. Mandatory expenditures include supplemental appropriations requested in

FY 2009 to fund critical instructional and support needs, including elimination of (552.93) vacant administrative/non-classroom positions, and an additional 180.56 instructional/critical support positions were fully expended at $30,426,299. Full-time and Part-time Salary/Wage Base exceeded planned expenditures by $11,947,379 due to part-time personnel needs in the areas of instruction and special education. The substitute, long-term substitutes, and paraprofessional educators filled vacant positions throughout the school year ensuring each student had a teacher or appropriate personnel to fulfill instructional or special educational needs. Workman's Compensation Insurance had a savings of ($4.17 million) due to amounts budgeted to support any potential deficit that the fund may incur due to escalating medical costs. The final reporting for workman's compensation has not yet been received. Once this information is finalized, any potential deficits will be accrued. Utility expenditures were less than planned amounts by ($1.4 million). Restricted Grants were ($9.5 million) less that planned expenditures due to differences between actual and anticipated grants. Federal Restricted grants expended approximately ($8.8 million) less than anticipated while the remaining ($0.7 million) were state and other board source grants. School Operating Resources expended ($32,221) less that planned due to the restructuring of the Middle State process. Oxon Hill, Crossland and Parkdale high school evaluations had to be postponed. A savings of ($221,069) was realized in New Schools and in Enrollment Changes primarily due to the recalculation of the per pupil allotment to charter schools based on the revised enrollment figures as of September 30, 2008. Other mandatory/cost of doing business changes required to maintain existing essential services and contract commitments were $812,461 including $1,583 for restoring media specialist, $972,630 adjustments to retirement and life insurance, $166,162 increase in agency nursing contract, a savings of ($66,049) in HSA Bridge Plan, and a savings of ($ 261,865) in America Choice.

Redirected Resources reflect reductions from amounts appropriated in FY2008 for selected programs and services. The total amount redirected in FY2009 was ($114,794,239) approximately ($1.7 million) more than the ($113,510,832) planned redirect resources, including elimination of (600.5) positions. These reductions were redirected to fund mandatory/cost of doing business increases. A reduction of ($15,894,732) is the result of costs avoided through normal work force turnover. A reduction of ($3,625,105) is the result of the elimination of (70.0) central administrative and non-classroom support positions. A reduction of ($4,166,836) is the result of the elimination of (218.0) per diem teachers; funds were included in the FY2009 budget at the part-time rate. A reduction of ($17,870,600) is the result of staffing adjustments (275.0 positions) associated with enrollment declines in fiscal years 2008 and 2009. A savings of ($2,417,378) in food service subsidy instead of the planned ($713,596) for the Food and Nutrition Services program. Elementary school breakfast increased by 15 cents to $1.25, elementary school lunch will increase by 25 cents to $2.00 and secondary school lunch will increase by 40 cents to $2.25. School meal prices have remained unchanged for the past ten years. A reduction of ($28,285,429) is the result of elimination of one-time expenditures budgeted in FY2008 that are not required in FY2009. A series of reductions totaling ($42,534,159) and the elimination of (37.5) positions from existing budgets for central administrative and non-classroom support services, school operating resources and supplies are also necessary. Funding for capital equipment is deferred. Amounts are also being redirected from several *Children Come First* initiatives, part-time and overtime support, other programs to support mandatory costs and limited program improvements, as well as the closing of the Regional Institute for Children and Adolescents (RICA).

Additional redirected resources above planned expenditures include a savings of ($19,096,169). These additional redirected resources include $791,495 to support increased enrollment for charter schools; $412,654 for a lease agreement at Ammendale to support administrative offices; $1,901,166 to support full-time, FICA, life, and workman's compensation; $54,000 to support the Financial Incentive Rewards for Supervisors and Teachers (*FIRST*) grant evaluation; $1,000,000 for the Pre-K-8 Conversion; $2,341,652 for maintenance of schools; $201,311 for plant operations; a savings of ($8.0 million) for Food Services indirect cost recovery; and ($17,798,477) in system-wide discretionary reductions due to reductions in county and board source revenues.

Portions of the final expenditures were estimated for the above categories. The current financial system in which we operate does not capture all expenses by these specific defined activities. Final expenditures for full-time salary related changes were estimated based on the number of employees, actual salaries and vacant positions for the fiscal year. Final expenditures for compensation improvements were based on preliminary estimates for negotiated increases, and based on prior year history for increments provided to employees on an annual basis. The majority of all other areas, with the exception of salary related increases, reflect actual expenses derived from the Oracle® General Ledger Financial Module. This was extracted from the system by using "downloads" from the specific program areas or actual financial reports.

Prince George's County Public Schools
Board of Education

# I.C DATA SECTION - DATA TABLES

**1.1.A: Current Year Variance Table**
**Local School System: Prince George's County Public Schools**

| ($ in Thousands) | FY 2009 Original Approved Budget | FY 2010 Original Approved Budget | Change | % Change |
|---|---|---|---|---|
| Revenues: | | | | |
| Local Appropriation | $ 614,502,036 | $ 609,503,900 | $ (4,998,136) | -0.8% |
| Other Local Revenue | $ 19,000,000 | $ 18,814,916 | $ (185,084) | -1.0% |
| State Revenue | $ 922,708,275 | $ 866,808,937 | $ (55,899,338) | -6.1% |
| Federal Revenue | | | | |
| ARRA Funds | $ - | $ 100,446,134 | $ 100,446,134 | 100.0% |
| Other Federal Funds | $ 94,393,717 | $ 98,257,631 | $ 3,863,914 | 4.1% |
| Other Resources/Transfers | $ 28,900,000 | $ 17,396,462 | $ (11,503,538) | -39.8% |
| Total Revenue | $ 1,679,504,028 | $ 1,711,227,980 | $ 31,723,952 | 1.9% |

| Change in Expenditures: | | Amount | FTE |
|---|---|---|---|
| **Master Plan Goal 1: By 2013-2014, all students will reach high standards in core curricular areas, at a minimum attaining proficiency or better for each ESEA subgroup in reading/language arts and mathematics.** | | | |
| 1.1.1 | Textbooks - Consumables | $ 3,898,467 | 0.00 |
| 1.1.1 | Textbooks ($8.2 million via Lease Purchase) | $ 1,803,804 | 0.00 |
| | Stimulus Grant - Title 1, Special Ed, Head Start and Technoloogy | $ 55,828,613 | 65.25 |
| 1.1.3 | Teacher Incentive Fund | $ 1,500,000 | 0.00 |
| 1.8.1 | Special Ed K-12 - Autism Initiative | $ 1,199,621 | 21.00 |
| | Subtotal Goal 1: | $ 64,230,505 | 86.25 |
| **Master Plan Goal 2: All English Language Learners will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.** | | | |
| **Master Plan Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.** | | | |
| **Master Plan Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.** | | | |
| 4.2.1 | Homeless Education | $ 11,180 | 0.0 |
| | Subtotal Goal 4: | $ 11,180 | 0.0 |
| **Master Plan Goal 5: All students will graduate from high school.** | | | |
| **Master Plan Goal 6: The quality of school system service delivery will be enhanced by improving management effectiveness, efficiency, and accountability** | | | |
| 6.1.4 | Research & Evaluation | $ 220,000 | |
| 6.1.4 | Information Technology | $ 53,426 | 1.0 |
| | Subtotal Goal 6: | $ 273,426 | 1.0 |
| **Master Plan Goal 7: Strengthen relationships with family, school, business, community, and institutions of higher education to support improved student achievement.** | | | |
| Mandatory/Cost of Doing Business (Not captured elsewhere)* | | | |
| ALL | FY-09 Additional Redirected Resources related to reduction of County Revenue | $ (14,000,000) | 0.0 |
| ALL | FY-09 Additional Redirected Resources related to reduction of Board Sources | $ (1,579,877) | 0.0 |
| ALL | Additional Instructional and Critical Support Positions | $ - | 13.0 |
| ALL | Full-Time Salary/Wage Base | $ 43,985,579 | 0.0 |
| ALL | Part-Time Salary/Wage Base | $ 14,700,000 | 0.0 |
| ALL | Retirement | $ (2,245,309) | 0.0 |
| ALL | FICA | $ 8,193,547 | 0.0 |
| ALL | Life Insurance | $ 111,347 | 0.0 |
| ALL | Health Insurance | $ 9,565,336 | 0.0 |
| ALL | Unemployment Insurance | $ 1,200,000 | |
| ALL | Workers' Compensation Insurance | $ 4,531,204 | 0.0 |
| ALL | Utilities | $ 3,498,034 | 0.0 |
| ALL | Fund Balance - Debt Services | $ 11,814,300 | 0.0 |
| ALL | Transportation | $ 2,390,193 | 51.0 |
| ALL | Lease Purchase | $ (5,343,839) | 0.0 |
| ALL | New Schools and Enrollment Changes | $ 785,573 | 14.5 |
| ALL | Alternative Governance | $ 1,419,941 | 8.0 |
| ALL | Consolidations/Pre-K8 Conversions | $ 9,456,480 | 126.5 |
| Subtotal – Mandatory/Cost of Doing Business | | $ 88,482,509 | 213.0 |

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| | | | |
|---|---|---|---|
| **Redirected Resources:**<br>**(Not captured elsewhere)** | | | |
| Salary Lapse / Workforce Turnover | $ | (10,222,291) | |
| Non-Classroom Support Positions | $ | (9,726,210) | (90.00) |
| System Wide reductions | $ | (35,819,008) | (194.00) |
| Reduce Assistant Principals at small schools | $ | (2,780,700) | (23.00) |
| Instructional Coaches | $ | (2,370,579) | (25.00) |
| Staffing Formula Adjustment "Pool" | $ | (15,716,600) | (200.00) |
| Prior Year Program Corrections | $ | (1,558,205) | (44.50) |
| Parent and Community Engagement - Parent Liaisons | $ | (7,593,826) | (144.00) |
| School Operating Resources | $ | (2,977,065) | |
| America's Choice - High Schools | $ | (5,128,104) | (18.00) |
| Washington Plaza Rent | $ | (5,910,126) | |
| Eliminate New Leaders Program | $ | (903,403) | (10.00) |
| Reduction of non-grant related travel and food expenses. | $ | (2,093,785) | |
| Reorganization of Zones | $ | (2,946,864) | (16.00) |
| Cell Phones | $ | (704,000) | |
| Superintendent's Office | $ | (391,000) | (3.00) |
| Board of Education | $ | (759,289) | (2.00) |
| Reduction of AVID Program | $ | (2,058,542) | (16.00) |
| Eliminate Music and Technology Program | $ | (677,741) | (6.00) |
| Consolidation of 8 schools | $ | (5,866,471) | (109.57) |
| Equity Based Funding | $ | (2,689,866) | (44.00) |
| Aging Schools Program | $ | (1,199,301) | |
| Violence Free Zones | $ | (497,486) | |
| Student Services / Special Educations Middle School Means Expansion | $ | (683,206) | 1.00 |
| Subtotal – Redirected Resources | $ | (121,273,668) | (944.07) |
| **Other** (list items separately. Total must not exceed 10% of Change in Total Revenue)* | | | |
| **Total** (must equal the Change in Total Revenue) | $ | 31,723,952 | (643.82) |
| *Add additional lines where necessary | | | |

**1.1: ATTACHMENT 1 - TOTAL REVENUE STATEMENT (Current Expense Fund)**

Local School System: Prince George's County Public Schools

| REVENUES | | | Original Approved FY 09 Budget | Final FY 09 Actual Revenue | Original Approved FY 10 Budget |
|---|---|---|---|---|---|
| Note: Do not include revenue for School Construction Fund, Debt Service Fund, or Food Service Fund. | | | | | |
| LOCAL APPROPRIATIONS | 1.1.01.00 | | $ 614,502,036 | 601,235,009 | $ 609,503,900 |
| OTHER REVENUE* | 1.1.05.00 | | $ 19,000,000 | $ 18,874,017 | $ 18,814,916 |
| STATE REVENUE | | | | | |
| Foundation | 1.1.20.01 | | 516,275,226 | 516,275,226 | 495,325,861 |
| Economically Disadvantaged (Comp | 1.1.20.02 | | 189,184,778 | 189,184,778 | 181,186,246 |
| Special Education** | 1.1.20.07 | | 69,792,162 | 67,562,563 | 66,518,974 |
| LEP | 1.1.20.24 | | 55,117,079 | 55,117,079 | 52,393,353 |
| Transportation | 1.1.20.39 | | 34,236,967 | 34,236,967 | 34,121,987 |
| Guaranteed Tax Base | 1.1.20.25 | | 24,867,739 | 24,867,739 | 6,792,172 |
| Governor's Teacher Salary Challenge | 1.1.20.56 | | | | |
| Aging Schools | | | 2,199,301 | 2,186,320 | - |
| Other (specify)*** See attached | | | 31,035,023 | 30,976,485 | 30,470,344 |
| TOTAL STATE REVENUE | | | $ 922,708,275 | $ 920,407,157 | $ 866,808,937 |
| FEDERAL REVENUE | | | | | |
| Title I-A - Local System Grants | | | 27,057,869 | 23,776,442 | 52,023,674 |
| Title I-A - School Improvement | | | 2,179,830 | 2,650,609 | 1,458,115 |
| Title I-B1 - Reading First | | | 1,918,267 | 2,135,956 | 646,000 |
| Title I-B3 - Even Start | | | 486,758 | 123,184 | |
| Title I-C - Migrant Education | | | | | |
| Title I-D - Neglected and Delinquent | | | | | |
| Title I-F - Comprehensive School Reform | | | | | |
| Title II-A - Teacher Quality | | | 5,959,715 | 6,966,358 | 5,810,039 |
| Title II-D - Education Technology | | | 247,342 | 225,758 | 894,916 |
| Title III-A - Language Acquisition | | | 2,428,789 | 2,601,279 | 2,439,478 |
| Title IV-A - Safe & Drug-Free Schools | | | 498,815 | 446,726 | 498,815 |
| Title IV-B - 21st Century Learning Centers | | | | | |
| Title V-A - Innovative Education | | | | 108,134 | |
| Title VI-B2 - Rural & Low-Income Schools Prog. | | | | | |
| Title VIII - Impact Aid | | | 424,900 | 126,927 | 424,900 |
| Homeless Children and Youth | | | 125,000 | 175,179 | 125,000 |
| IDEA - Special Education | | | 24,890,977 | 24,422,291 | 58,648,210 |
| Perkins Career and Technology Education | | | 1,509,997 | 1,354,154 | 1,509,997 |
| Other (specify)*** See Attached | | | 26,665,458 | 20,481,394 | 74,224,621 |
| TOTAL FEDERAL REVENUE | 1.1.30.00 | | $ 94,393,717 | $ 85,594,391 | $ 198,703,765 |
| OTHER RESOURCES/TRANSFERS**** | 1.1.99.99 | | $ - | $ - | $ - |
| TOTAL REVENUE | | | $ 1,650,604,028 | $ 1,626,110,574 | $ 1,693,831,518 |
| PRIOR BALANCE AVAILABLE | 1.1.40.00 | | $ 28,900,000 | $ 42,900,000 | $ 17,396,462 |
| TOTAL REVENUE, TRANSFERS AND FUND BALANCE | | | $ 1,679,504,028 | $ 1,669,010,574 | $ 1,711,227,980 |

*Tuition, payments and fees, earnings on investments, rentals, gifts and other non-state, non-federal revenue sources.

**Should include state revenues from formula funding as well as non-public placement funding.

***Add lines as needed for all other fund sources in the Current Expense Fund.

****Nonrevenue and transfers.

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| 1.1: ATTACHMENT 1 - TOTAL REVENUE STATEMENT (Current Expense Fund) - OTHER<br>Local School System: Prince George's County Public Schools | | | | |
|---|---|---|---|---|
| REVENUES | | Original Approved FY 09 Budget | Final FY 09 Actual Revenue | Original Approved FY 10 Budget |
| Note: Do not include revenue for School Construction Fund, Debt Service Fund, or Food Service Fund. | | | | |
| OTHER STATE REVENUE | | | | |
| GCEI | | $ 23,618,986 | $ 23,618,986 | $ 11,706,958 |
| Out of County Living Arrangements | | $ - | $ 177,089 | |
| Supplemental Grant | | $ - | | $ 10,709,630 |
| Other State Revenue | | $ - | $ 64,543 | |
| Advanced Professional Certification Stipend | | $ 608,000 | $ 2,492,000 | $ 2,142,000 |
| Fine Arts Initiative Grant | | $ 171,391 | $ 122,729 | $ 165,391 |
| Fine Arts Initiative Grant - Schools | | $ 6,000 | | $ 6,000 |
| Head Start Supplemental | | $ 240,401 | $ 323,735 | $ 274,790 |
| I-PAS Challenge | | $ - | | $ - |
| JP Hoyer Enhancement Grant | | $ 100,000 | $ 103,790 | $ 105,000 |
| JP Hoyer Grant Early Care & Education Grant | | $ 323,333 | $ 355,123 | $ 323,333 |
| MMSR State Grant | | $ 192,498 | $ 182,932 | $ 174,433 |
| MSDE Reassignments | | $ 743,979 | $ 271,877 | $ 526,271 |
| National Board Certification Stipend | | $ 94,000 | $ 190,000 | $ 128,000 |
| Recon Eligible / Schools In Improvement | | $ 3,420,672 | $ 2,566,855 | $ - |
| Signing Bonus Stipend | | $ 40,000 | $ 48,000 | $ 51,000 |
| Students Against Starting Smoking | | $ 2,000 | | $ 2,000 |
| Teacher Academy Mid (TAM) Grant | | $ 2,100 | $ 4,625 | $ 4,625 |
| Tobacco Prevention Grant | | $ 16,000 | $ 6,017 | $ 8,000 |
| Reserve for Future Grants | | $ 1,455,663 | $ 446,184 | $ 4,142,913 |
| | | | | |
| TOTAL OTHER STATE REVENUE | | $ 31,035,023 | $ 30,976,485 | $ 30,470,344 |
| OTHER FEDERAL REVENUE | | | | |
| Head Start Federal | | $ 5,296,738 | $ 5,436,035 | $ 5,375,220 |
| Head Start - Other ARRA Stimulus | | $ - | | $ 589,774 |
| Project LINC | | $ - | | |
| MARCO Grant | | $ - | $ 143,298 | |
| NASA IPA Reassignments | | $ - | | |
| Special Education - Preschool Passthrough | | $ 654,706 | $ 654,706 | |
| Special Education - Infants & Toddlers | | $ 496,502 | $ 486,063 | |
| Special Education - Medicaid Grant | | $ 4,200,000 | $ 3,200,000 | $ 3,200,000 |
| JROTC Federal Share | | $ 1,800,206 | $ 2,874,169 | $ 2,175,943 |
| National Council of Math Teachers (NSA) Grant | | $ 57,308 | | $ 45,000 |
| Title I Carryover Grant | | $ 1,989,933 | $ 3,074,768 | $ 2,433,684 |
| School Recognition Awards | | $ 27,000 | $ 66,407 | $ 103,535 |
| GEAR Up Grant | | $ 300,381 | $ 341,077 | $ 339,212 |
| Great Expectations (AP) Grant | | $ 32,000 | | |
| State Stabilization - Federal Stimulus | | $ - | | $ 46,527,828 |
| Food Service Equipment Grant | | $ - | | $ 100,000 |
| Race for the Top Competitive Grant | | $ - | | $ 250,000 |
| What Works Best Innovative Comp Grant | | $ - | | $ 250,000 |
| Reserve for Future Grants | | $ 11,810,684 | $ 4,204,871 | $ 12,834,325 |
| | | | | |
| TOTAL OTHER FEDERAL REVENUE | 1.1.30.00 | $ 26,665,458 | $ 20,481,394 | $ 74,224,821 |
| OTHER RESOURCES/TRANSFERS | | | | |
| Tuition and Textbooks, General | | $ 9,625,000 | $ 7,120,985 | $ 7,303,306 |
| Reimbursement for Use of Building & Vehicles | | $ 3,500,000 | $ 3,882,296 | $ 4,358,845 |
| Interest Earned | | $ 4,555,725 | $ 1,562,566 | $ 3,392,127 |
| Other Miscellaneous | | $ 1,000,000 | $ 3,787,065 | $ 821,318 |
| Restricted Grants | | $ 319,275 | $ 2,521,105 | $ 2,941,520 |
| OTHER RESOURCES/TRANSFERS | 1.1.99.99 | $ 19,000,000 | $ 18,874,017 | $ 18,814,916 |

## 1.1.B: Prior Year Variance Table (Comparison of Prior Year Expenditures)

| ($ in Thousands) | FY 2009 Original Budget 7/1/2008 | FY 2009 Final Budget 6/30/2009 | Change | % Change |
|---|---|---|---|---|
| **Revenues:** | | | | |
| Local Appropriation | $ 614,502,036.00 | $ 601,235,009.00 | $ (13,267,027) | -2.2% |
| Other Local Revenue | $ 19,000,000.00 | $ 18,874,017.00 | $ (125,983) | -0.7% |
| State Revenue | $ 922,708,275.00 | $ 920,407,157.00 | $ (2,301,118) | -0.2% |
| Federal Revenue | $ 94,393,717.00 | $ 85,594,391.00 | $ (8,799,326) | -9.3% |
| Other Resources/Transfers | $ 28,900,000.00 | $ 42,900,000.00 | $ 14,000,000 | 48.4% |
| Total Revenue | $ 1,679,504,028 | $ 1,669,010,574 | $ (10,493,454) | |

| Change in Expenditures: | | | Amount | Actual | FTE |
|---|---|---|---|---|---|
| **Master Plan Goal 1:** | | | | | |
| NCLB: | Item: | | | | |
| | 1.1.1 | Curriculum and Instruction - Fine Arts | $ 228,000 | $ 39,704 | |
| | 1.1.2 | Textbooks ($10.2 million via Lease Purchase) | $ 2,203,074 | $ 1,662,904 | |
| | 1.1.3 | Special Education - Program Services | $ 384,291 | $ 384,291 | 4.0 |
| | 1.1.3 | Special Education - Limited MEANS Expansion | $ 3,736,884 | $ 3,736,884 | 67.0 |
| | Subtotal: | | $ 6,552,249 | $ 5,823,783 | 71.0 |
| **Master Plan Goal 2:** | | | | $ (728,466) | |
| NCLB: | Item: | | | | |
| | Subtotal: | | | | |
| **Master Plan Goal 3:** | | | | | |
| NCLB: | Item: | | | | |
| | 3/All | Compensation Study | $ 49,800 | $ 49,800 | - |
| | 3/All | Reserve for Negotiations | $ 14,395,531 | $ 21,634,447 | - |
| | Subtotal: | | $ 14,445,331 | $ 21,684,247 | - |
| **Master Plan Goal 4:** | | | | | |
| NCLB: | Item: | | | | |
| | 4.1.3 | School Nurses | $ 668,393 | $ 607,630 | 11.0 |
| | 4.3.1 | School Security | $ 939,658 | $ 794,282 | 14.0 |
| | 4.5.1 | Transportation - Bus Drivers/Ridgely Bus Lot | $ 1,603,607 | $ 1,226,107 | 23.0 |
| | Subtotal: | | $ 3,211,658 | $ 2,628,019 | 48.0 |
| **Master Plan 5:** | | | | | |
| NCLB: | Item: | | | | |
| | Subtotal: | | $ - | $ - | - |
| **Local goals and indicators** | | | | | |
| NCLB: | Item: | | | | |
| | 6.1.1 | Communications - Teacher of the Year Awards | $ 17,000 | $ 17,000 | - |
| | 6/All | Lease & Relocation of Administrative Facilities | $ 5,051,211 | $ 8,735,629 | - |
| | Subtotal: | | $ 5,068,211 | $ 8,752,629 | - |
| **Mandatory/Cost of Doing Business (Not captured elsewhere)*** | | | | | |
| | All | Elimination of Vacant Administrative and Support Positions | $ - | $ - | (552.9) |
| | All | Additional Instructional and Critical Support Positions | $ - | $ - | 180.6 |
| | All | Supplemental Appropriation for Critical Instructional and Support Needs | $ 30,426,299 | $ 30,426,299 | |
| | All | Full-Time and Part-Time Salary/Wage Base | $ 25,921,280 | $ 37,868,659 | 5.0 |
| | All | Partially Restore Media Specialist Reductions | $ 639,090 | $ 640,673 | 10.0 |
| | All | Partially Restore Maintenance Reductions | $ 533,430 | $ 533,430 | 10.0 |
| | All | Retirement | $ 3,466,241 | $ 4,107,022 | |
| | All | Life Insurance | $ 1,382,954 | $ 1,714,803 | |
| | All | Health Insurance | $ 14,988,817 | $ 14,988,817 | |
| | All | Workers' Compensation Insurance | $ 4,111,048 | $ (59,445) | |
| | All | Utilities | $ 5,581,396 | $ 4,155,435 | |
| | All | Agency Contracted Nurses | $ 641,909 | $ 808,071 | |
| | All | Restricted Grant Funded Programs | $ 3,237,917 | $ (6,282,431) | |
| | All | School Operating Resources | $ 168,409 | $ 136,188 | |
| | All | Regional Office Lease Space | $ 94,203 | $ 94,203 | |
| | All | Central Garage Services - Fuel Costs | $ 2,426,145 | $ 2,426,145 | |
| | All | Maintain Even Start Family Literacy Program Previously Grant Funded | $ 693,522 | $ 693,522 | |
| | All | Alternative Governance | $ 5,000,000 | $ 5,000,000 | 48.0 |
| | All | H.S.A. Bridge Plan | $ 2,000,000 | $ 1,933,951 | 26.0 |
| | All | Lease Purchase | $ 385,351 | $ 385,351 | |
| | All | New Schools and Enrollment Changes | $ 2,435,481 | $ 2,214,412 | 16.0 |
| | All | Nonpublic Placements | $ 632,830 | $ 632,830 | |
| | All | America's Choice | $ 3,339,114 | $ 3,077,249 | |
| | Subtotal Mandatory/Cost of Doing Business (Not captured elsewhere)* | | $ 108,105,436 | $ 105,495,184 | (257.4) |

| Redirected Resources (Not captured elsewhere)* | | | | |
|---|---|---|---|---|
| All | Salary Lapse / Workforce Turnover | $ (15,894,732) | $ (15,894,732) | |
| All | Central Administration and Non-Classroom Support Positions | $ (3,625,105) | $ (3,625,105) | (70.0) |
| All | Elimination of Per Diem (Part-Time) Teachers | $ (4,166,836) | $ (4,166,836) | (218.0) |
| All | Staffing - Enrollment Adjustment FY 2008 | $ (15,271,240) | $ (15,271,240) | (235.0) |
| All | Staffing - Enrollment Adjustment FY 2009 | $ (2,599,360) | $ (2,599,360) | (40.0) |
| All | Food Service Subsidy | $ (713,596) | $ (2,417,378) | |
| All | Prior Year One-Time Costs - FY 2008 Approved | $ (14,430,376) | $ (14,430,376) | |
| All | Prior Year One-Time Costs - FY 2008 Supplemental | $ (13,855,053) | $ (13,855,053) | |
| All | Part-Time, Contracted Services, Supplies & Other Operating Costs | $ (2,365,463) | $ (2,365,463) | |
| All | Maintenance Contracts/Supplies - Reduction of State Aging Schools Funding | $ (165,499) | $ (165,499) | |
| All | School Operating Resources (SOR) Non-Personnel Allocations | $ (3,000,000) | $ (3,000,000) | |
| All | Instructional Supplies | $ (1,000,000) | $ (1,000,000) | |
| All | Non-Classroom Supplies | $ (1,750,000) | $ (1,750,000) | |
| All | Travel Related Expenditures | $ (500,000) | $ (500,000) | |
| All | Defer All Capital Outlay | $ (11,800,000) | $ (11,800,000) | |
| All | Budgeted H.S.A. Intervention | $ (3,000,000) | $ (3,000,000) | |
| All | Budgeted ISIS | $ (2,500,000) | $ (2,500,000) | |
| All | Equity Based Resources | $ (1,680,371) | $ (1,680,371) | |
| All | Recruitment & Retention | $ (500,000) | $ (500,000) | |
| All | Part-Time / Temporaries | $ (8,672,349) | $ (8,672,349) | |
| All | Reduce Employer Estimates for FICA | $ (556,877) | $ (556,877) | |
| All | Reduce Overtime / Termination Leave / Stipends | $ (1,600,000) | $ (1,600,000) | |
| All | Reduce Extended Learning Contracts / Supplies | $ (400,000) | $ (400,000) | |
| All | Delay Expansion of IB Middle Years Program | $ (780,000) | $ (780,000) | (2.5) |
| All | RICA - Closing of Current Facility | $ (2,263,600) | $ (2,263,600) | (35.0) |
| All | Charter School Increase in Enrollment | | $ 791,495 | |
| All | Lease Agreement - Amendale | | $ 412,654 | |
| All | Employee Benefits - Full-time (FICA, Life, WC) | | $ 1,901,166 | |
| All | FIRST Grant Evaluation | | $ 54,000 | |
| All | Pre-K-8 Conversion | | $ 1,000,000 | |
| All | Maintenance | | $ 2,341,652 | |
| All | Plant Operation | | $ 201,311 | |
| All | Food Services - Indirect Cost Recovery | | $ (8,000,000) | |
| All | System-Wide Reduction in Discretionary | | $ (17,798,447) | |
| Subtotal Redirected Resources (Not captured elsewhere)* | | $ (113,090,457) | $ (133,890,408) | (600.5) |
| Total Change | | $ 24,292,428 | $ 10,493,454 | (738.9) |
| | | | $ - | |

**1.2: ATTACHMENT 2 - TOTAL EXPENDITURE STATEMENT (Current Expense Fund)**

**Local School System: Prince George's County Public Schools**

**TOTAL SUMMARY BY CATEGORY**

| Category | | Original Approved* FY 09 Budget | Final FY 09 Actual Expendi-tures | Original Approved FY 10 Budget | FTE Staffing FY 10 Budget |
|---|---|---|---|---|---|
| 201 | Administration | $ 64,734,835 | $ 53,197,320 | $ 51,606,256 | 491.40 |
| 202 | Mid-level Administration | | | | |
| | Office of the Principal | $ 87,235,507 | $ 100,160,488 | $ 82,506,389 | 1,128.31 |
| | Administration & Supervision | $ 42,689,256 | $ 21,952,046 | $ 37,239,890 | 294.87 |
| 203 | Instructional Salaries | $ 575,862,077 | $ 601,558,857 | $ 588,022,146 | 8,555.49 |
| 204 | Textbooks & Instructional Supplies | $ 25,595,443 | $ 20,457,077 | $ 29,001,396 | - |
| 205 | Other Instructional Costs | $ 59,103,318 | $ 49,658,109 | $ 58,212,732 | - |
| 206 | Special Education | $ 230,182,586 | $ 238,652,276 | $ 256,955,742 | 2,813.61 |
| 207 | Student Personnel Services | $ 22,269,307 | $ 22,960,942 | $ 14,425,126 | 204.50 |
| 208 | Health Services | $ 15,254,927 | $ 15,071,420 | $ 15,180,715 | 252.00 |
| 209 | Student Transportation | $ 97,621,188 | $ 94,647,632 | $ 97,513,425 | 1,290.50 |
| 210 | Operation of Plant | $ 132,083,770 | $ 128,192,292 | $ 131,088,238 | 1,540.73 |
| 211 | Maintenance of Plant | $ 33,242,069 | $ 33,498,179 | $ 30,337,456 | 306.00 |
| 212 | Fixed Charges | $ 281,278,450 | $ 278,008,159 | $ 307,869,716 | - |
| 213 | Food Service | $ 8,439,841 | $ 6,736,059 | $ 7,188,927 | - |
| 214 | Community Services | $ 2,869,543 | $ 2,862,482 | $ 3,097,074 | 4.00 |
| 215 | Capital Outlay | $ 1,041,911 | $ 651,655 | $ 982,752 | 2.00 |
| | Undistributed Restricted Funds | | | | |
| TOTAL EXPENDITURES/FTE | | $ 1,679,504,028 | $ 1,668,264,993 | $ 1,711,227,980 | 16,883.41 |

* Does not reflect budget amendments approved by local jurisdictions during the fiscal year.

FTE columns.

**1.3: ATTACHMENT 3 - TOTAL FULL-TIME EQUIVALENT STAFF STATEMENT**

**Local School System: Prince George's County Public Schools**

| POSITION TYPE | FY 09 Budget | FY 10 Budget |
|---|---|---|
| Superintendent, Deputy,Assc, Asst | 15.00 | 17.00 |
| Directors, Coord.,Superv.,Specialists | 475.80 | 345.40 |
| Principal | 213.00 | 211.00 |
| Vice Principal | 319.00 | 293.00 |
| Teachers | 9,155.18 | 8,757.17 |
| Therapists | 204.90 | 173.60 |
| Guidance Counselor | 385.00 | 382.00 |
| Librarian | 173.00 | 171.50 |
| Psychologist | 98.90 | 119.62 |
| PPW/SSW | 121.00 | 88.00 |
| Nurse | 216.50 | 233.00 |
| Other Professional Staff | 200.00 | 304.00 |
| Secretaries and Clerks | 921.86 | 905.31 |
| Bus Drivers | 1,366.52 | 1,253.50 |
| Paraprofessionals | 1,746.64 | 1,490.24 |
| Other Staff | 2,016.12 | 2,139.07 |
| TOTAL FTE STAFF | 17,628.41 | 16,883.41 |

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| Table 2.1: Maryland School Assessment - AYP Proficiency Data - Reading - Elementary | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Subgroup | 2006 | | | 2007 | | | 2008 | | | 2009 | | |
| | # Tested | # Prof. | % Prof. | # Tested | # Prof. | % Prof. | # Tested | # Prof. | % Prof. | # Tested | # Prof. | % Prof. |
| All Students | 27,332 | 18,166 | 66.5% | 26,448 | 18,452 | 69.8% | 25,444 | 19,538 | 76.8% | 25,477 | 19,850 | 77.9% |
| African American | 20,829 | 13,604 | 65.3% | 19,791 | 13,636 | 68.9% | 18,744 | 14,302 | 76.3% | 18,482 | 14,286 | 77.3% |
| American Indian/Alaskan Native | 150 | 110 | 73.3% | 109 | 79 | 72.5% | 109 | 87 | 79.8% | 91 | 77 | 84.6% |
| Asian/Pacific Islander | 736 | 589 | 80.0% | 708 | 604 | 85.3% | 718 | 633 | 88.2% | 809 | 715 | 88.4% |
| Hispanic | 3,973 | 2,509 | 63.2% | 4,383 | 2,868 | 65.4% | 4,556 | 3,355 | 73.6% | 4,830 | 3,640 | 75.4% |
| White (Not of Hispanic Origin) | 1,644 | 1,354 | 82.4% | 1,457 | 1,265 | 86.8% | 1,317 | 1,161 | 88.2% | 1,265 | 1,132 | 89.5% |
| Free/Reduced Meals (FARMS) | 14,223 | 8,459 | 59.5% | 13,758 | 8,731 | 63.5% | 13,420 | 9,585 | 71.4% | 13,537 | 9,931 | 73.4% |
| Limited English Proficient (LEP) | 2,491 | 1,308 | 52.5% | 2,569 | 1,408 | 54.8% | 2,631 | 1,705 | 64.8% | 3,080 | 1,863 | 60.5% |
| Special Education | 3,028 | 1,146 | 37.8% | 3,014 | 1,470 | 48.8% | 3,239 | 1,915 | 59.1% | 3,538 | 2,526 | 71.4% |

| Table 2.2: Maryland School Assessment - AYP Proficiency Data - Reading - Middle | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Subgroup | 2006 | | | 2007 | | | 2008 | | | 2009 | | |
| | # Tested | # Prof. | % Prof. | # Tested | # Prof. | % Prof. | # Tested | # Prof. | % Prof. | # Tested | # Prof. | % Prof. |
| All Students | 30,669 | 17,452 | 56.9% | 28,971 | 17,557 | 60.6% | 27,823 | 18,731 | 67.3% | 27,178 | 19,467 | 71.6% |
| African American | 24,383 | 13,614 | 55.8% | 22,656 | 13,541 | 59.8% | 21,377 | 14,327 | 67.0% | 20,609 | 14,744 | 71.5% |
| American Indian/Alaskan Native | 156 | 100 | 64.1% | 142 | 95 | 66.9% | 112 | 81 | 72.3% | 96 | 79 | 82.3% |
| Asian/Pacific Islander | 793 | 590 | 74.4% | 756 | 602 | 79.6% | 728 | 601 | 82.6% | 716 | 606 | 84.6% |
| Hispanic | 3,572 | 1,789 | 50.1% | 3,927 | 2,114 | 53.8% | 4,289 | 2,619 | 61.1% | 4,512 | 2,960 | 65.6% |
| White (Not of Hispanic Origin) | 1,764 | 1,359 | 77.0% | 1,489 | 1,205 | 80.9% | 1,317 | 1,103 | 83.8% | 1,244 | 1,078 | 86.7% |
| Free/Reduced Meals (FARMS) | 14,739 | 7,111 | 48.2% | 14,120 | 7,502 | 53.1% | 13,688 | 8,260 | 60.3% | 13,723 | 8,952 | 65.2% |
| Limited English Proficient (LEP) | 1,582 | 384 | 24.3% | 1,832 | 547 | 29.9% | 1,749 | 621 | 35.5% | 2,061 | 916 | 44.4% |
| Special Education | 3,841 | 950 | 24.7% | 3,669 | 1,090 | 29.7% | 3,747 | 1,331 | 35.5% | 3,585 | 1,490 | 44.0% |

| Table 2.3: Maryland School Assessment - AYP Proficiency Data - Reading - High (English II) | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Subgroup | 2006 | | | 2007 | | | 2008 | | | 2009 | | |
| | # Tested | # Prof. | % Prof. | # Tested | # Prof. | % Prof. | # Tested | # Prof. | % Prof. | # Tested | # Prof. | % Prof. |
| All Students | 9,327 | 4,417 | 47.4% | 9,516 | 5,527 | 58.1% | 7,133 | 5,230 | 73.3% | 7,927 | 6,086 | 76.8% |
| African American | 7,451 | 3,322 | 44.6% | 7,620 | 4,338 | 56.9% | 5,846 | 4,199 | 71.8% | 6,423 | 4,875 | 75.9% |
| American Indian/Alaskan Native | 49 | 23 | 46.9% | 37 | 22 | 59.5% | 27 | 19 | 70.4% | 29 | 20 | 69.0% |
| Asian/Pacific Islander | 288 | 202 | 70.1% | 316 | 232 | 73.4% | 243 | 210 | 86.4% | 262 | 227 | 86.6% |
| Hispanic | 837 | 369 | 44.1% | 963 | 462 | 48.0% | 559 | 396 | 70.8% | 728 | 531 | 72.9% |
| White (Not of Hispanic Origin) | 702 | 501 | 71.4% | 580 | 473 | 81.6% | 458 | 406 | 88.6% | 485 | 435 | 89.7% |
| Free/Reduced Meals (FARMS) | 2,583 | 1,064 | 41.2% | 3,030 | 1,556 | 51.4% | 2,221 | 1,505 | 67.8% | 2,912 | 2,144 | 73.6% |
| Limited English Proficient (LEP) | 339 | 61 | 18.0% | 429 | 98 | 22.8% | 142 | 70 | 49.3% | 294 | 172 | 58.5% |
| Special Education | 973 | 154 | 15.8% | 936 | 243 | 26.0% | 749 | 250 | 33.4% | 840 | 341 | 40.6% |

| Table 2.4:Maryland School Assessment - AYP Proficiency Data - Math - Elementary | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Subgroup | 2006 | | | 2007 | | | 2008 | | | 2009 | | |
| | # Tested | # Prof. | % Prof. | # Tested | # Prof. | % Prof. | # Tested | # Prof. | % Prof. | # Tested | # Prof. | % Prof. |
| All Students | 27,355 | 18,466 | 67.5% | 26,403 | 18,657 | 70.7% | 25,427 | 19,117 | 75.2% | 25,451 | 19,111 | 75.1% |
| African American | 20,836 | 13,677 | 65.6% | 19,761 | 13,709 | 69.4% | 18,728 | 13,812 | 73.8% | 18,466 | 13,493 | 73.1% |
| American Indian/Alaskan Native | 152 | 115 | 75.7% | 108 | 80 | 74.1% | 108 | 88 | 79.6% | 91 | 71 | 78.0% |
| Asian/Pacific Islander | 735 | 637 | 86.7% | 707 | 612 | 86.6% | 716 | 651 | 90.9% | 809 | 735 | 90.9% |
| Hispanic | 3,982 | 2,649 | 66.5% | 4,370 | 2,982 | 68.2% | 4,554 | 3,410 | 74.9% | 4,826 | 3,693 | 76.5% |
| White (Not of Hispanic Origin) | 1,646 | 1,386 | 84.2% | 1,456 | 1,274 | 87.5% | 1,321 | 1,158 | 87.7% | 1,259 | 1,119 | 88.9% |
| Free/Reduced Meals (FARMS) | 14,242 | 8,712 | 61.2% | 13,752 | 8,909 | 64.8% | 13,402 | 9,410 | 70.2% | 13,521 | 9,567 | 70.8% |
| Limited English Proficient (LEP) | 2,498 | 1,415 | 56.6% | 2,565 | 1,461 | 57.0% | 2,630 | 1,749 | 66.5% | 3,073 | 1,542 | 50.2% |
| Special Education | 3,027 | 1,044 | 34.5% | 3,002 | 1,317 | 43.9% | 3,235 | 1,683 | 52.0% | 3,538 | 2,578 | 72.9% |

| Table 2.5: Maryland School Assessment - AYP Proficiency Data - Math - Middle | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Subgroup | 2006 | | | 2007 | | | 2008 | | | 2009 | | |
| | # Tested | # Prof. | % Prof. | # Tested | # Prof. | % Prof. | # Tested | # Prof. | % Prof. | # Tested | # Prof. | % Prof. |
| All Students | 30,653 | 14,008 | 45.7% | 28,913 | 14,623 | 50.6% | 27,800 | 15,302 | 55.0% | 27,094 | 14,920 | 55.1% |
| African American | 24,355 | 10,515 | 43.2% | 22,609 | 10,975 | 58.0% | 21,358 | 11,300 | 52.9% | 20,538 | 10,844 | 52.8% |
| American Indian/Alaskan Native | 156 | 75 | 48.1% | 142 | 72 | 50.7% | 114 | 62 | 54.4% | 96 | 59 | 61.5% |
| Asian/Pacific Islander | 797 | 593 | 74.4% | 758 | 596 | 78.6% | 730 | 605 | 82.9% | 713 | 591 | 82.9% |
| Hispanic | 3,575 | 1,583 | 44.3% | 3,918 | 1,883 | 48.1% | 4,279 | 2,305 | 53.9% | 4,501 | 2,467 | 54.8% |
| White (Not of Hispanic Origin) | 1,764 | 1,242 | 70.4% | 1,486 | 1,097 | 73.8% | 1,319 | 1,030 | 78.1% | 1,246 | 959 | 77.0% |
| Free/Reduced Meals (FARMS) | 14,719 | 5,618 | 38.2% | 14,078 | 6,220 | 44.2% | 13,665 | 6,628 | 48.5% | 13,678 | 6,720 | 49.1% |
| Limited English Proficient (LEP) | 1,588 | 402 | 25.3% | 1,828 | 592 | 32.4% | 1,744 | 611 | 35.0% | 3,357 | 1,143 | 34.0% |
| Special Education | 3,837 | 718 | 18.7% | 3,657 | 947 | 25.9% | 3,746 | 1,076 | 28.7% | 2,059 | 844 | 41.0% |

| Table 2.6: Maryland School Assessment - AYP Proficiency Data - Math - High (Algebra/Data Analysis) | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Subgroup | 2006 | | | 2007 | | | 2008 | | | 2009 | | |
| | # Tested | # Prof. | % Prof. | # Tested | # Prof. | % Prof. | # Tested | # Prof. | % Prof. | # Tested | # Prof. | % Prof. |
| All Students | 10,810 | 4,756 | 44.0% | 9,880 | 5,130 | 51.9% | 7,119 | 4,933 | 69.3% | 7,761 | 5,498 | 70.8% |
| African American | 8,820 | 3,569 | 40.5% | 7,854 | 3,805 | 48.4% | 5,726 | 3,801 | 66.4% | 6,295 | 4,291 | 68.2% |
| American Indian/Alaskan Native | 48 | 21 | 43.8% | 39 | 21 | 53.8% | 25 | 19 | 76.0% | 28 | 21 | 75.0% |
| Asian/Pacific Islander | 337 | 240 | 71.2% | 301 | 224 | 74.4% | 246 | 218 | 88.6% | 244 | 223 | 91.4% |
| Hispanic | 961 | 449 | 46.7% | 1,161 | 661 | 56.9% | 686 | 500 | 72.9% | 712 | 540 | 75.8% |
| White (Not of Hispanic Origin) | 644 | 477 | 74.1% | 525 | 419 | 79.8% | 436 | 395 | 90.6% | 482 | 423 | 87.8% |
| Free/Reduced Meals (FARMS) | 3,108 | 1,307 | 42.1% | 3,296 | 1,659 | 50.3% | 2,249 | 1,453 | 64.6% | 2,988 | 2,078 | 69.5% |
| Limited English Proficient (LEP) | 588 | 161 | 27.4% | 551 | 234 | 42.5% | 376 | 234 | 62.2% | 859 | 286 | 33.3% |
| Special Education | 1,273 | 206 | 16.2% | 874 | 168 | 19.2% | 75 | 237 | 317.7% | 310 | 226 | 72.9% |

| Table 2.7: Maryland School Assessment - Science - Elementary (Grade 5) | | | | | | |
|---|---|---|---|---|---|---|
| Subgroup | 2008 | | | 2009 | | |
| | # Tested | # Prof. | % Prof. | # Tested | # Prof. | % Prof. |
| All Students | 9,109 | 4,491 | 49.3 | 8,787 | 4,372 | 49.8 |
| African American | 6,721 | 3,202 | 47.6 | 6,490 | 3,119 | 48.1 |
| American Indian/Alaskan Native | 38 | 21 | 55.3 | 28 | 19 | 67.9 |
| Asian/Pacific Islander | 252 | 176 | 69.8 | 277 | 202 | 72.9 |
| Hispanic | 1,648 | 732 | 44.4 | 1,597 | 712 | 44.6 |
| White (Not of Hispanic Origin) | 450 | 360 | 80.0 | 395 | 320 | 81.0 |
| Free/Reduced Meals (FARMS) | 4,744 | 1,907 | 40.9 | 4,744 | 1,939 | 41.2 |
| Limited English Proficient (LEP) | 847 | 222 | 26.2 | 828 | 207 | 25.0 |
| Special Education | 1,035 | 255 | 24.6 | 949 | 215 | 22.7 |

| Table 2.8 Maryland School Assessment - Science - Middle (Grade 8) | | | | | | |
|---|---|---|---|---|---|---|
| Subgroup | 2008 | | | 2009 | | |
| | # Tested | # Prof. | % Prof. | # Tested | # Prof. | % Prof. |
| All Students | 9,859 | 3,551 | 36.0 | 9,229 | 3,677 | 39.8 |
| African American | 7,574 | 2,615 | 34.5 | 7,062 | 2,660 | 37.7 |
| American Indian/Alaskan Native | 55 | 20 | 36.4 | 35 | 17 | 48.6 |
| Asian/Pacific Islander | 281 | 184 | 65.5 | 266 | 196 | 73.7 |
| Hispanic | 1,474 | 413 | 28.0 | 1,489 | 527 | 35.4 |
| White (Not of Hispanic Origin) | 469 | 319 | 68.0 | 377 | 277 | 73.5 |
| Free/Reduced Meals (FARMS) | 4,578 | 1,209 | 26.4 | 4,561 | 1,412 | 31.0 |
| Limited English Proficient (LEP) | 485 | 28 | 5.8 | 494 | 62 | 12.6 |
| Special Education | 1,177 | 117 | 9.9 | 911 | 112 | 12.3 |

| Table 2.9: Biology | | | | | | |
|---|---|---|---|---|---|---|
| Subgroup | 2007 | | | 2008 | | |
| | # Tested | # Prof. | % Prof. | # Tested | # Prof. | % Prof. |
| All Students | | | | 7,575 | 4,957 | 65.4 |
| African American | | | | 5,628 | 3,463 | 61.5 |
| American Indian/Alaskan Native | | | | 26 | 16 | 61.5 |
| Asian/Pacific Islander | | | | 245 | 206 | 84.1 |
| Hispanic | | | | 648 | 376 | 58.0 |
| White (Not of Hispanic Origin) | | | | 433 | 380 | 87.8 |
| Free/Reduced Meals (FARMS) | | | | 2,223 | 1,232 | 55.4 |
| Limited English Proficient (LEP) | | | | 270 | 101 | 37.4 |
| Special Education | | | | 555 | 146 | 26.3 |

**Table 3.1: HSA Test Participation and Status - English 2008**
**Population: All 10th Grade Students**

| | Total Number Taken | % Taken and Passed | Number Taken and Passed | % Taken and Not Passed | Number Taken and Not Passed | % Not Taken | Number Not Taken |
|---|---|---|---|---|---|---|---|
| All Students | 7,834 | 63.0 | 4,938 | 37.0 | 2,896 | 13.1 | 1,185 |
| American Indian/Alaskan Native | 31 | 71.0 | 22 | 29.0 | 9 | 16.2 | 6 |
| African American | 6,427 | 60.5 | 3,887 | 39.5 | 2,540 | 9.9 | 709 |
| Asian/Pacific Islander | 236 | 84.7 | 200 | 15.3 | 36 | 18.9 | 55 |
| White (non-Hispanic) | 442 | 87.3 | 386 | 12.7 | 56 | 5.2 | 24 |
| Hispanic | 698 | 63.5 | 443 | 36.5 | 255 | 35.9 | 391 |
| Special Education | 783 | 17.2 | 135 | 82.8 | 648 | 17.1 | 161 |
| Limited English Proficient (LEP) | 42 | 35.7 | 15 | 64.3 | 27 | 91.9 | 476 |
| Free and Reduced Meals (FARMS) | 2,736 | 53.6 | 1,466 | 46.4 | 1,270 | 17.9 | 597 |

**Table 3.2: HSA Test Participation and Status - English 2008**
**Population: All 11th Grade Students**

| | Total Number Taken | % Taken and Passed | Number Taken and Passed | % Taken and Not Passed | Number Taken and Not Passed | % Not Taken | Number Not Taken |
|---|---|---|---|---|---|---|---|
| All Students | 6,488 | 75.7 | 4,912 | 24.3 | 1,576 | 10.6 | 769 |
| American Indian/Alaskan Native | 25 | 68.0 | 17 | 32.0 | 8 | 16.7 | 5 |
| African American | 5,290 | 74.4 | 3,938 | 25.6 | 1,352 | 8.7 | 504 |
| Asian/Pacific Islander | 229 | 87.8 | 201 | 12.2 | 28 | 11.2 | 29 |
| White (non-Hispanic) | 421 | 90.7 | 382 | 9.3 | 39 | 5.2 | 23 |
| Hispanic | 523 | 71.5 | 374 | 28.5 | 149 | 28.5 | 208 |
| Special Education | 512 | 29.1 | 149 | 70.9 | 363 | 7.7 | 43 |
| Limited English Proficient (LEP) | 96 | 44.8 | 43 | 55.2 | 53 | 73.5 | 266 |
| Free and Reduced Meals (FARMS) | 1,993 | 69.9 | 1,393 | 30.1 | 600 | 12.7 | 291 |

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**Table 3.3: HSA Test Participation and Status - Algebra/Data Analysis 2008**
**Population: All 10th Grade Students**

| | Total Number Taken | % Taken and Passed | Number Taken and Passed | % Taken and Not Passed | Number Taken and Not Passed | % Not Taken | Number Not Taken |
|---|---|---|---|---|---|---|---|
| All Students | 7,681 | 65.1 | 4,997 | 34.9 | 2,684 | 14.4 | 1,293 |
| American Indian/Alaskan Native | 31 | 61.3 | 19 | 38.7 | 12 | 13.9 | 5 |
| African American | 6,115 | 62.5 | 3,820 | 37.5 | 2,295 | 13.9 | 991 |
| Asian/Pacific Islander | 246 | 89.0 | 219 | 11.0 | 27 | 14.6 | 42 |
| White (non-Hispanic) | 413 | 89.6 | 370 | 10.4 | 43 | 10.0 | 46 |
| Hispanic | 876 | 65.0 | 569 | 35.0 | 307 | 19.3 | 209 |
| Special Education | 755 | 18.8 | 142 | 81.2 | 613 | 19.8 | 186 |
| Limited English Proficient (LEP) | 361 | 53.5 | 193 | 46.5 | 168 | 30.2 | 156 |
| Free and Reduced Meals (FARMS) | 2,862 | 58.1 | 1,662 | 41.9 | 1,200 | 14.0 | 466 |

**Table 3.4: HSA Test Participation and Status - Algebra/Data Analysis 2008**
**Population: All 11th Grade Students**

| | Total Number Taken | % Taken and Passed | Number Taken and Passed | % Taken and Not Passed | Number Taken and Not Passed | % Not Taken | Number Not Taken |
|---|---|---|---|---|---|---|---|
| All Students | 6,491 | 71.8 | 4,659 | 28.2 | 1,832 | 9.9 | 716 |
| American Indian/Alaskan Native | 23 | 73.9 | 17 | 26.1 | 6 | 23.3 | 7 |
| African American | 5,189 | 69.2 | 3,590 | 30.8 | 1,599 | 9.8 | 565 |
| Asian/Pacific Islander | 232 | 89.7 | 208 | 10.3 | 24 | 8.3 | 21 |
| White (non-Hispanic) | 403 | 92.1 | 371 | 7.9 | 32 | 7.8 | 34 |
| Hispanic | 644 | 73.4 | 473 | 26.6 | 171 | 12.1 | 89 |
| Special Education | 506 | 27.9 | 141 | 72.1 | 365 | 9.2 | 51 |
| Limited English Proficient (LEP) | 325 | 60.0 | 195 | 40.0 | 130 | 9.2 | 33 |
| Free and Reduced Meals (FARMS) | 2,058 | 67.1 | 1,380 | 32.9 | 678 | 9.1 | 207 |

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**Table 3.5: HSA Test Participation and Status - Biology 2008**
**Population: All 10th Grade Students**

| | Total Number Taken | % Taken and Passed | Number Taken and Passed | % Taken and Not Passed | Number Taken and Not Passed | % Not Taken | Number Not Taken |
|---|---|---|---|---|---|---|---|
| All Students | 7,539 | 59.0 | 4,449 | 41.0 | 3,090 | 16.2 | 1,456 |
| American Indian/Alaskan Native | 29 | 65.5 | 19 | 34.5 | 10 | 19.4 | 7 |
| African American | 6,114 | 55.9 | 3,419 | 44.1 | 2,695 | 14.1 | 1,005 |
| Asian/Pacific Islander | 248 | 81.0 | 201 | 19.0 | 47 | 14.2 | 41 |
| White (non-Hispanic) | 429 | 86.0 | 369 | 14.0 | 60 | 7.7 | 36 |
| Hispanic | 719 | 61.3 | 441 | 38.7 | 278 | 33.8 | 367 |
| Special Education | 729 | 21.4 | 156 | 78.6 | 573 | 22.6 | 213 |
| Limited English Proficient (LEP) | 137 | 36.5 | 50 | 63.5 | 87 | 73.3 | 376 |
| Free and Reduced Meals (FARMS) | 2,640 | 50.6 | 1,336 | 49.4 | 1,304 | 20.6 | 686 |

**Table 3.6: HSA Test Participation and Status - Biology 2008**
**Population: All 11th Grade Students**

| | Total Number Taken | % Taken and Passed | Number Taken and Passed | % Taken and Not Passed | Number Taken and Not Passed | % Not Taken | Number Not Taken |
|---|---|---|---|---|---|---|---|
| All Students | 6,546 | 65.5 | 4,287 | 34.5 | 2,259 | 9.6 | 697 |
| American Indian/Alaskan Native | 24 | 58.3 | 14 | 41.7 | 10 | 20.0 | 6 |
| African American | 5,254 | 63.5 | 3,335 | 36.5 | 1,919 | 9.1 | 526 |
| Asian/Pacific Islander | 236 | 86.4 | 204 | 13.6 | 32 | 8.2 | 21 |
| White (non-Hispanic) | 416 | 88.7 | 369 | 11.3 | 47 | 6.1 | 27 |
| Hispanic | 616 | 59.3 | 365 | 40.7 | 251 | 16.0 | 117 |
| Special Education | 513 | 26.1 | 134 | 73.9 | 379 | 7.6 | 42 |
| Limited English Proficient (LEP) | 260 | 39.6 | 103 | 60.4 | 157 | 27.2 | 97 |
| Free and Reduced Meals (FARMS) | 2,060 | 57.5 | 1,184 | 42.5 | 876 | 9.4 | 213 |

**Table 3.7: HSA Test Participation and Status - Government 2008**
**Population: All 10th Grade Students**

| | Total Number Taken | % Taken and Passed | Number Taken and Passed | % Taken and Not Passed | Number Taken and Not Passed | % Not Taken | Number Not Taken |
|---|---|---|---|---|---|---|---|
| All Students | 7,541 | 74.8 | 5,642 | 25.2 | 1,899 | 16.4 | 1,478 |
| American Indian/Alaskan Native | 31 | 83.9 | 26 | 16.1 | 5 | 16.2 | 6 |
| African American | 6,145 | 73.0 | 4,486 | 27.0 | 1,659 | 13.9 | 991 |
| Asian/Pacific Islander | 231 | 90.0 | 208 | 10.0 | 23 | 20.6 | 60 |
| White (non-Hispanic) | 430 | 92.8 | 399 | 7.2 | 31 | 7.7 | 36 |
| Hispanic | 704 | 74.3 | 523 | 25.7 | 181 | 35.4 | 385 |
| Special Education | 743 | 31.8 | 236 | 68.2 | 507 | 21.3 | 201 |
| Limited English Proficient (LEP) | 92 | 57.6 | 53 | 42.4 | 39 | 82.2 | 426 |
| Free and Reduced Meals (FARMS) | 2,640 | 67.2 | 1,775 | 32.8 | 865 | 20.8 | 693 |

**Table 3.8: HSA Test Participation and Status -Government 2008**
**Population: All 11th Grade Students**

| | Total Number Taken | % Taken and Passed | Number Taken and Passed | % Taken and Not Passed | Number Taken and Not Passed | % Not Taken | Number Not Taken |
|---|---|---|---|---|---|---|---|
| All Students | 6,619 | 81.7 | 5,408 | 18.3 | 1,211 | 9.6 | 706 |
| American Indian/Alaskan Native | 25 | 76.0 | 19 | 24.0 | 6 | 16.7 | 5 |
| African American | 5,354 | 80.7 | 4,321 | 19.3 | 1,033 | 8.6 | 502 |
| Asian/Pacific Islander | 238 | 91.6 | 218 | 8.4 | 20 | 7.8 | 20 |
| White (non-Hispanic) | 419 | 95.0 | 398 | 5.0 | 21 | 5.8 | 26 |
| Hispanic | 583 | 77.5 | 452 | 22.5 | 131 | 20.8 | 153 |
| Special Education | 508 | 41.5 | 211 | 58.5 | 297 | 9.3 | 52 |
| Limited English Proficient (LEP) | 184 | 62.0 | 114 | 38.0 | 70 | 49.2 | 178 |
| Free and Reduced Meals (FARMS) | 2,031 | 76.7 | 1,557 | 23.3 | 474 | 11.6 | 266 |

**Table 3.9 2009 Graduates Who Met the High School Assessment (HSA) Graduation Requirement by Option**

| | Total | HSA Graduation Requirement Options | | | | | | | | Total | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Passing Scores on Four HSAs | | 1602 Option | | Bridge Projects | | Waivers | | Met | | Not Met | |
| | # | # | % | # | % | # | % | # | % | # | % | # | % |
| 2008-2009 | 7,496 | 4,013 | 53.5% | 2,203 | 29.4% | 983 | 13.1% | 211 | 2.8% | 7,410 | 98.9% | 86 | 1.1% |

**Table 3.10 Bridge Projects Passed**

| | Algebra/ Data Analysis | Biology | English | Government | Total |
|---|---|---|---|---|---|
| | # | # | # | # | # |
| 2008-2009 | 824 | 932 | 648 | 632 | 3,036 |

**Table 3.11 Rising Seniors Who Have Not Yet Met the Graduation Requirement**

| | Enrolled | Met | | Not Yet Met | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Needing to Pass 4 | | Needing to Pass 3 | | Needing to Pass 2 | | Needing to Pass 1 | | Total | |
| | # | # | % | # | % | # | % | # | % | # | % | # | % |
| 2009-2010 | 7,329 | 5,210 | 71.1% | 775 | 10.6% | 642 | 8.8% | 450 | 6.1% | 252 | 3.4% | 2,119 | 28.9% |

| Table 4.1 System AMAO I, 2008-2009 | | | |
|---|---|---|---|
| | N | Number Who Met Target | % (% = Number Who Met Target) |
| Total | 11,682 | 6,868 | 58.79 |

| Table 4.2 System AMAO II, 2008-2009* | | | |
|---|---|---|---|
| | N | Number Who Met Target | % |
| Total | 12,511 | 1,634 | 13.06 |

Note: In order for a local school system to meet the System AMAO I, 2008-2009, **at least 56 %** of students must make a 15 scale score point increase on the 2009 LAS administration as compared to last year's administration.

*Note: In order for a local school system to meet the System AMAO II, 2008-2009, **at least 15%** of students must meet grade-specific targets for English Language Proficiency.

| Table 4.3: System AMAO III, 2007 | | | | | | |
|---|---|---|---|---|---|---|
| AYP Status for Limited English Proficienct (LEP) Students* | | | | | | |
| | Reading | | | Math | | |
| | Elementary | Middle | High | Elementary | Middle | High |
| 2007 | TBD | TBD | TBD | TBD | TBD | TBD |
| 2008 | Yes | No | Yes | Yes | No | Yes |
| 2009 | Yes | No | Yes | Yes | No | Yes |

* Indicate YES if the School System made AYP for LEP Students, or NO of the School System did not make AYP for LEP Students

**Table 5.1 Number and Percentage of All Schools Making Adequate Yearly Progress**

| | Elementary | | | Middle | | | High | | | Special Placement | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total # of Schools | Schools Making AYP | | Total # of Schools | Schools Making AYP | | Total # of Schools | Schools Making AYP | | Total # of Schools | Schools Making AYP | |
| | | # | % | | # | % | | # | % | | # | % |
| 2003 | 138 | 62 | 44.9 | 27 | 3 | 11.1 | 26 | 5 | 19.2 | 1 | 0 | 0 |
| 2004 | 139 | 99 | 71.2 | 26 | 7 | 26.9 | 29 | 7 | 24.1 | 1 | 1 | 100 |
| 2005 | 140 | 83 | 59.3 | 26 | 7 | 26.9 | 28 | 4 | 14.3 | 1 | 1 | 100 |
| 2006 | 136 | 87 | 64.0 | 27 | 4 | 14.8 | 21 | 11 | 52.4 | | | |
| 2007 | 140 | 106 | 75.7 | 27 | 4 | 14.8 | 22 | 14 | 63.6 | | | |
| 2008 | 142 | 124 | 87.3 | 27 | 4 | 14.8 | 22 | 13 | 59.1 | | | |
| 2009 | 143 | 85 | 56.5 | 27 | 2 | 21.9 | 22 | 17 | 77.3 | | | |

**Table 5.2 Number and Percentage of Title I Schools Making Adequate Yearly Progress**

| | Elementary | | | Middle | | | High | | | Special Placement | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total # of Title I Schools | Title I Schools Making AYP | | Total # of Title I Schools | Title I Schools Making AYP | | Total # of Title I Schools | Title I Schools Making AYP | | Total # of Title I Schools | Title I Schools Making AYP | |
| | | # | % | | # | % | | # | % | | # | % |
| 2003 | 48 | 6 | 12.5 | 2 | 0 | 0 | 0 | N/A | N/A | N/A | N/A | N/A |
| 2004 | 47 | 26 | 55.3 | 2 | 0 | 0 | 0 | N/A | N/A | N/A | N/A | N/A |
| 2005 | 48 | 19 | 39.6 | 2 | 0 | 0 | 0 | N/A | N/A | N/A | N/A | N/A |
| 2006 | 49 | 23 | 46.9 | 2 | 0 | 0 | 0 | N/A | N/A | N/A | N/A | N/A |
| 2007 | 50 | 34 | 68 | 2 | 0 | 0 | 0 | N/A | N/A | N/A | N/A | N/A |
| 2008 | 50 | 38 | 76 | 2 | 0 | 0 | 0 | N/A | N/A | N/A | N/A | N/A |
| 2009 | 50 | 26 | 52 | 3 | 0 | 0 | 0 | N/A | N/A | N/A | N/A | N/A |

**Table 5.3: Number of All Schools in Improvement**

| | 2005-2006 Level of Improvement (based on 2005 AYP) | | | | | Exiting in 2005 | 2006-2007 Level of Improvement (based on 2006 AYP) | | | | | Exiting in 2006 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Year 1 | Year 2 | CA | Restruct-uring Planning | Restruct-uring Implemen-tation | | Year 1 | Year 2 | CA | Restruct-uring Planning | Restruct-uring Implemen-tation | |
| Elementary Schools | 9 | 12 | 4 | 3 | 2 | 1 | 14 | 12 | 9 | 2 | 4 | 4 |
| Middle Schools | 2 | 10 | 0 | 2 | 5 | 0 | 2 | 2 | 10 | 0 | 7 | 1 |
| High Schools | 1 | 18 | 0 | 0 | 0 | 0 | 1 | 8 | 10 | 0 | 0 | 0 |
| Special Placement Schools | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 12 | 40 | 4 | 5 | 7 | 1 | 17 | 22 | 29 | 2 | 11 | 5 |

| | 2007-2008 Level of Improvement (based on 2007 AYP) | | | | | Exiting in 2007 | 2008-2009 Level of Improvement (based on 2008 AYP) | | | | | Exiting in 2008 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Developing Needs | | | Priority Needs | | | Developing Needs | | | Priority Needs | | |
| | Year 1 | Year 2 | CA | Restruct-uring Planning | Restruct-uring Implemen-tation | | Year 1 | Year 2 | CA | Restruct-uring Planning | Restruct-uring Implemen-tation | |
| Elementary Schools | 12 | 9 | 4 | 6 | 3 | 11 | 4 | 6 | 4 | 1 | 8 | 14 |
| Middle Schools | 1 | 3 | 1 | 10 | 7 | 0 | 1 | 2 | 2 | 1 | 17 | 0 |
| High Schools | 0 | 0 | 7 | 5 | 0 | 7 | 0 | 0 | 2 | 3 | 4 | 3 |
| Special Placement Schools | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 13 | 12 | 12 | 21 | 10 | 18 | 5 | 8 | 8 | 5 | 29 | 17 |

| | 2009-2010 Level of Improvement (based on 2009 AYP) | | | | | Exiting in 2009 |
|---|---|---|---|---|---|---|
| | Developing Needs | | | Priority Needs | | |
| | Year 1 | Year 2 | CA | Restruct-uring Planning | Restruct-uring Implemen-tation | |
| Elementary Schools | 1 | 4 | 4 | 1 | 7 | 1 |
| PreK-8 | 1 | 0 | 0 | 0 | 1 | 0 |
| Middle Schools | 0 | 1 | 1 | 2 | 16 | 1 |
| High Schools | 1 | 0 | 2 | 2 | 5 | 0 |
| Special Placement Schools | 0 | 0 | 0 | 0 | 0 | 0 |
| Public Charter | 1 | 0 | 0 | 0 | 0 | 0 |
| Total | 4 | 5 | 7 | 5 | 29 | 2 |

**Table 5.4: Number of Title I Schools in Improvement**

| | 2005-2006 Level of Improvement (based on 2005 AYP) | | | | | Exiting in 2005 | 2006-2007 Level of Improvement (based on 2006 AYP) | | | | | Exiting in 2006 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Year 1 | Year 2 | CA | Restructuring Planning | Restructuring Implementation | | Year 1 | Year 2 | CA | Restructuring Planning | Restructuring Implementation | |
| Elementary Schools | 11 | 8 | 2 | 1 | 1 | 1 | 10 | 9 | 5 | 0 | 3 | 4 |
| Middle Schools | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 |
| High Schools | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Special Placement Schools | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 11 | 9 | 2 | 1 | 1 | 1 | 10 | 9 | 6 | 0 | 4 | 4 |

| | 2007-2008 Level of Improvement (based on 2007 AYP) | | | | | Exiting in 2007 | 2008-2009 Level of Improvement (based on 2008 AYP) | | | | | Exiting in 2008 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Developing Needs | | | Priority Needs | | | Developing Needs | | | Priority Needs | | |
| | Year 1 | Year 2 | CA | Restructuring Planning | Restructuring Implementation | | Year 1 | Year 2 | CA | Restructuring Planning | Restructuring Implementation | |
| Elementary Schools | 9 | 6 | 3 | 3 | 1 | 8 | 3 | 3 | 3 | 0 | 3 | 11 |
| Middle Schools | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 |
| High Schools | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Special Placement Schools | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 9 | 6 | 3 | 5 | 1 | 8 | 3 | 3 | 3 | 0 | 5 | 11 |

| | 2009-2010 Level of Improvement (based on 2009 AYP) | | | | | Exiting in 2009 |
|---|---|---|---|---|---|---|
| | Developing Needs | | | Priority Needs | | |
| | Year 1 | Year 2 | CA | Restructuring Planning | Restructuring Implementation | |
| Elementary Schools | 1 | 2 | 2 | 0 | 2 | 1 |
| PreK-8 | 0 | 0 | 0 | 0 | 1 | 0 |
| Middle Schools | 0 | 0 | 0 | 0 | 3 | 0 |
| High Schools | 0 | 0 | 0 | 0 | 0 | 0 |
| Special Placement Schools | 0 | 0 | 0 | 0 | 0 | 0 |
| Public Charter | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 1 | 2 | 2 | 0 | 6 | 1 |

| Table 5.5: Attendance Rates | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Annual Measurable Objective (AMO): | | 84% | 84% | 84% | 84% | 84% | 84% | 94% |
| Subgroups by Level | | 2002-2003 | 2003-2004 | 2004-2005 | 2006-2006 | 2006-2007 | 2007-2008 | 2008-2009 |
| All students | Elementary | 94.9 | 95.1 | 93.2 | 94.3 | 94.8 | 95.2 | 95.5 |
| | Middle | 94.0 | 93.8 | 93.3 | 93.0 | 94.8 | 94.3 | 95.3 |
| | High | 91.0 | 89.5 | 89.8 | 88.1 | 91.5 | 89.0 | 91.4 |
| African American | Elementary | 94.8 | 95.0 | 93.2 | 94.3 | 94.5 | 95.1 | 95.4 |
| | Middle | 92.8 | 92.4 | 92.0 | 91.7 | 94.8 | 94.2 | 95.3 |
| | High | 90.3 | 88.4 | 89.0 | 88.4 | 91.5 | 89.0 | 91.7 |
| American Indian/Alaskan Native | Elementary | 94.6 | 94.9 | 93.3 | 93.1 | 94.8 | 93.5 | 95.3 |
| | Middle | 94.1 | 92.9 | 91.4 | 92.8 | 94.5 | 93.1 | 94.5 |
| | High | 92.2 | 87.9 | 89.8 | 87.9 | 90.1 | 90.9 | 91.7 |
| Asian/Pacific Islander | Elementary | 95.9 | 96.0 | 94.5 | 95.3 | 95.9 | 96.4 | 96.7 |
| | Middle | 95.5 | 95.3 | 94.7 | 94.5 | 96.5 | 96.5 | 96.8 |
| | High | 94.3 | 92.7 | 92.4 | 91.1 | 94.1 | 92.7 | 94.2 |
| Hispanic | Elementary | 95.2 | 95.5 | 93.4 | 94.3 | 94.7 | 95.4 | 95.8 |
| | Middle | 94.5 | 93.9 | 93.5 | 93.4 | 94.7 | 94.8 | 95.7 |
| | High | 91.9 | 89.4 | 88.3 | 87.6 | 90.4 | 87.5 | 88.6 |
| White (Not of Hispanic Origin) | Elementary | 94.9 | 94.7 | 92.5 | 93.4 | 94.2 | 94.8 | 95.2 |
| | Middle | 91.2 | 89.4 | 88.2 | 88.2 | 94.2 | 93.5 | 94.1 |
| | High | 89.1 | 87.1 | 86.0 | 84.4 | 92.5 | 91.0 | 92.2 |
| Free/Reduced Meals (FARMS) | Elementary | 94.2 | 94.4 | 92.3 | 93.6 | 93.9 | 94.7 | 95.1 |
| | Middle | 93.1 | 92.7 | 92.2 | 92.0 | 93.9 | 93.5 | 94.8 |
| | High | 90.6 | 88.7 | 88.9 | 88.7 | 90.4 | 87.5 | 90.2 |
| Limited English Proficient (LEP) | Elementary | 95.7 | 96.0 | 93.8 | 94.4 | 95.0 | 95.7 | 96.2 |
| | Middle | 95.1 | 94.5 | 94.3 | 94.4 | 95.3 | 95.6 | 96.6 |
| | High | 93.4 | 91.9 | 90.0 | 89.0 | 91.9 | 90.4 | 91.0 |
| Special Education | Elementary | 92.9 | 93.1 | 91.1 | 92.4 | 92.6 | 94.3 | 94.0 |
| | Middle | 92.4 | 91.8 | 90.8 | 91.0 | 92.5 | 92.9 | 93.3 |
| | High | 88.7 | 88.8 | 87.0 | 84.3 | 88.8 | 87.5 | 88.8 |

| Table 5.6: Percentage of Students Graduating From High School | | | | | | | |
|---|---|---|---|---|---|---|---|
| Annual Measurable Objective (AMO): | 80.99% | 80.99% | 83.24% | 83.24% | 83.24% | 85.50% | 85.50% |
| Subgroup | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 |
| All students (Counts toward AYP) | 89.54 | 86.72 | 86.82 | 86.56 | 84.88 | 83.09 | 84.56 |
| African American | 90.22 | 88.25 | 87.74 | 87.95 | 85.89 | 84.96 | 85.77 |
| American Indian/Alaskan Native | 81.82 | 88.46 | 89.13 | 83.33 | 85.37 | 80.00 | 78.95 |
| Asian/Pacific Islander | 95.86 | 90.19 | 91.99 | 89.58 | 90.65 | 87.85 | 87.83 |
| Hispanic | 82.83 | 79.17 | 80.44 | 76.68 | 76.07 | 69.26 | 74.82 |
| White (Not of Hispanic Origin) | 86.65 | 79.67 | 82.72 | 82.62 | 82.03 | 82.17 | 85.51 |
| Free/Reduced Meals (FARMS) | 90.73 | 90.20 | 90.60 | 89.98 | 86.92 | 86.90 | 85.73 |
| Limited English Proficient (LEP) | 97.62 | 100.00 | 100.00 | 0.00 | 100.00 | 99.04 | 96.50 |
| Special Education | 95.17 | 92.60 | 96.08 | 94.88 | 91.84 | 83.83 | 68.72 |
| Female | 92.96 | 90.14 | 89.91 | 89.78 | 88.92 | 86.89 | 87.81 |
| Male | 86.63 | 83.08 | 83.55 | 83.22 | 80.74 | 79.34 | 81.19 |

| Table 5.7: Percentage of Students Dropping Out of School | | | | | | | |
|---|---|---|---|---|---|---|---|
| State satisfactory standard: | 3.00% | 3.00% | 3.00% | 3.00% | 3.00% | 3.00% | 3.00% |
| Subgroup | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 |
| All students | 2.34 | 2.92 | 3.57 | 3.96 | 3.82 | 2.42 | 1.34 |
| African American | 2.15 | 2.76 | 3.16 | 3.58 | 3.70 | 2.22 | 1.39 |
| American Indian/Alaskan Native | 3.43 | 3.33 | 3.86 | 1.90 | 3.94 | 2.96 | 1.60 |
| Asian/Pacific Islander | 1.56 | 2.11 | 2.08 | 2.47 | 2.45 | 2.28 | 0.39 |
| Hispanic | 3.74 | 3.96 | 7.11 | 7.21 | 5.07 | 3.68 | 1.34 |
| White (Not of Hispanic Origin) | 2.99 | 3.57 | 3.90 | 4.04 | 3.67 | 2.4 | 1.10 |
| Free/Reduced Meals (FARMS) | 1.71 | 2.06 | 2.26 | 3.20 | 3.15 | 1.96 | 1.46 |
| Limited English Proficient (LEP) | -0.21 | 0.00 | -0.18 | -0.18 | 0.40 | 2.32 | 1.34 |
| Special Education | 0.45 | 0.81 | 3.54 | 1.92 | 1.07 | 3.36 | 0.39 |
| Female | 1.78 | 2.24 | 2.73 | 3.16 | 3.17 | 1.85 | 0.94 |
| Male | 2.87 | 3.58 | 4.39 | 4.73 | 4.44 | 2.95 | 1.72 |

**Table 6.1: Percentage of Core Academic Subject Classes Taught by Highly Qualified Teachers**

| School Year | % of Core Academic Subject Classes Taught by Highly Qualified Teachers | % of Core Academic Subject Classes Not Taught by Highly Qualified Teachers |
|---|---|---|
| 2003-2004 | 48.60 | 51.40 |
| 2004-2005 | 62.00 | 38.00 |
| 2005-2006 | 62.10 | 37.90 |
| 2006-2007 | 66.30 | 33.70 |
| 2007-2008 | 73.00 | 27.00 |
| 2008-2009 | 82.00 | 18.00 |

**Table 6.2: Percentage of Core Academic Subject Classes Taught by Highly Qualified Teachers in Title I Schools**

| | Total Number of Core Academic Subject Classes in Title I Schools | Core Academic Subject Classes in Title I Schools Taught by Highly Qualified Teachers | % of Core Academic Subject Classes in Title I Schools taught by HQT |
|---|---|---|---|
| 2008-2009 | 1,540 | 1,411 | 91.6% |

**Table 6.3: Number of Classes Not Taught by Highly Qualified (NHQ) Teachers by Reason**

| School Year | Expired Certificate | | Invalid Grade Level(s) for Certification | | Testing Requirement Not Met | | Invalid Subject for Certification | | Missing Certification Information | | Conditional Certificate | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % | # | % | NHQ Classes | All Classes |
| 2005-2006 | 648 | 9.60 | 161 | 2.40 | 445 | 6.60 | 1,542 | 23.00 | 1,453 | 21.70 | 2,455 | 36.60 | 6,704 | 17,684 |
| 2006-2007 | 802 | 17.10 | 79 | 1.70 | 181 | 3.80 | 810 | 17.20 | 1,332 | 28.30 | 1,499 | 31.90 | 4,703 | 13,954 |
| 2007-2008 | 583 | 17.00% | 67 | 1.90% | 274 | 8.00% | 647 | 18.80% | 842 | 24.50% | 1,026 | 29.80% | 3,439 | 12,728 |
| 2008-2009 | 216 | 9.18 | 56 | 2.38 | 207 | 8.79 | 657 | 27.91 | 349 | 14.83 | 869 | 36.92 | 2,354 | 13,052 |

**Table 6.4: Core Academic Subject Classes Taught By Highly Qualified Teachers (HQT) in High Poverty and Low Poverty Schools By Level**

| | Core Academic Subject Classes Taught by HQT | | | | | |
|---|---|---|---|---|---|---|
| | High Poverty | | | Low Poverty | | |
| | Total Classes | Taught by HQT | | Total Classes | Taught by HQT | |
| | # | # | % | # | # | % |
| 2005-2006 | | | | | | |
| Elementary | 1,672 | 1,091 | 65.3 | 127 | 89 | 70.1 |
| Secondary | 3,496 | 1,890 | 59.1 | 0 | 0 | 0.0 |
| 2006-2007 | | | | | | |
| Elementary | 1,379 | 1,001 | 72.6 | 62 | 50 | 80.6 |
| Secondary | 3,900 | 2,249 | 57.7 | 0 | 0 | 0.0 |
| 2007-2008 | | | | | | |
| Elementary | 1,500 | 1,200 | 80.0 | 65 | 59 | 90.0 |
| Secondary | 3,800 | 2,660 | 70.0 | 0 | 0 | 0.0 |
| 2008-2009 | | | | | | |
| Elementary | 1,286 | 1,188 | 92.4 | 46 | 41 | 89.1 |
| Secondary | 2,970 | 2,531 | 85.2 | 112 | 89 | 79.5 |

**Table 6.5: Core Academic Subject Classes Taught By Highly Qualified Teachers (HQT) in High and Low Poverty Schools By Level and Experience**

| Core Academic Subject Classes | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | High Poverty* | | | | Low Poverty | | | |
| School Year | Level | Classes Taught by Experienced HQT* | | Classes Taught by Inexperienced HQT | | Classes Taught by Experienced HQT* | | Classes Taught by Inexperienced HQT | |
| | | # | % | # | % | # | % | # | % |
| 2008-2009 | Elementary | 1,031 | 86.8 | 157 | 13.2 | 37 | 90.2 | 4 | 9.8 |
| | Secondary | 2,430 | 87.2 | 358 | 12.8 | 78 | 87.6 | 11 | 12.4 |

* Some local school systems will not have schools that qualify as "high poverty".
** "Experience" for the purposes of differentiation in accordance with No Child Left Behind, is defined as two years or more as of the first day of employment in the 2008-2009 school year.

**Table 6.6: Attrition Rates**

| Attrition Due To (Category): | Retirement | | | Resignation | | | Dismissal/Non-renewal | | | Leaves | | | Total | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Numer-ator | Denom-inator | % | Numer-ator | Denom-inator | % | Numer-ator | Denom-inator | % | Numer-ator | Denom-inator | % | Numer-ator | Denom-inator | % |
| 2006-2007 | 185 | 8,955 | 2.07 | 778 | 8,955 | 8.69 | 254 | 8,955 | 2.84 | 241 | 8,955 | 2.69 | 1,458 | 8,955 | 16.3% |
| 2007-2008 | 191 | 9,200 | 2.08 | 750 | 9,200 | 8.15 | 240 | 9,200 | 2.6 | 220 | 9,200 | 2.39 | 1,401 | 9,200 | 15.2% |
| 2008-2009 | 186 | 9,077 | 2.05 | 700 | 9,077 | 7.7 | 240 | 9,077 | 2.6 | 190 | 9,077 | 2.09 | 1,316 | 9,077 | 14.5% |

Use the data available as of September 1st following each of the school years to be reported. Report data for the entire teaching staff or for teachers of Core Academic Subject areas if those data are available. Indicate the population reflected in the data:

_X__ Entire teaching staff or

___ Core Academic Subject area teachers

0.6%

| Table 6.7: Percentage of Qualified Paraprofessionals Working in Title I Schools | | | |
|---|---|---|---|
| | Total Number of Paraprofessionals Working in Title I Schools | Qualified Paraprofessionals Working in Title I Schools | |
| | | # | % |
| 2008-2009 | 395 | 395 | 100 |
| 2009-2010* | 442 | 442 | 100 |

*As of July 1, 2009

| Table 7.1: Number of Persistently Dangerous Schools | | | | | | |
|---|---|---|---|---|---|---|
| # of Schools | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 |
| | 0 | 0 | 0 | 0 | 0 | 0 |

| Table 7.2: Probationary Status Schools | | | |
|---|---|---|---|
| School* | 9/30/2008 Enrollment | # of Suspensions and Expulsions | Percentage of Enrollment |
| DNA | DNA | DNA | DNA |
| | | | |
| | | | |
| | | | |

| Table 7.3: Schools Meeting the 2% Percent Criteria for the First Time | | | |
|---|---|---|---|
| School* | 9/30/2008 Enrollment | # of Suspensions and Expulsions | Percentage of Enrollment |
| DNA | DNA | DNA | DNA |
| | | | |
| | | | |
| | | | |

* Add rows when necessary

| Table 7.4: Elementary Schools with Suspension Rates Exceeding Identified Limits | | | | | |
|---|---|---|---|---|---|
| | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 |
| | Number With a Suspension Rate that Exceeded 18% | Number With a Suspension Rate that Exceeded 18% | Number With a Suspension Rate that Exceeded 16% | Number With a Suspension Rate that Exceeded 14% | Number With a Suspension Rate that Exceeded 12% |
| # of Schools | 0 | 0 | 1 | 0 | 0 |

| Table 7.5: Identified Schools That Have Not Implemented PBIS | | | |
|---|---|---|---|
| School* | School year in which the suspension rate was exceeded | Provide reason for noncompliance | Provide a timeline for compliance |
| DNA | DNA | DNA | DNA |
| | | | |
| | | | |

* Add rows if necessary

| Table 7.6 Incidents of Bullying, Harassment, or Intimidation | | | | | | |
|---|---|---|---|---|---|---|
| | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 | Harassment | Bullying |
| Number of Incidents | 52 | 24 | 54 | 168 | 48 | 120 |

| Table 7.7: Number of Suspensions/Expulsions for Sexual Harassment, Harassment, and Bullying | | | | |
|---|---|---|---|---|
| Offense | Sexual Harassment | Harassment | Bullying | TOTAL |
| 2003-2004 | 100 | 0 | | 100 |
| 2004-2005 | 76 | 0 | | 76 |
| 2005-2006 | 155 | 0 | 52 | 207 |
| 2006-2007 | 144 | 0 | 60 | 204 |
| 2007-2008 | 143 | 0 | 63 | 206 |
| 2008-2009 | 126 | 48 | 120 | 294 |

| Table 7.8: Number of Students Suspended - In School - by Race/Ethnicity and Gender (Unduplicated Count) | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| School Year | Enrollment | African American | | American Indian/Alaskan | | Asian | | Hispanic | | White | | Male | | Female | |
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| 2006-2007 | 1,101 | 912 | 82.8 | 5 | 0.5 | 9 | 0.8 | 127 | 11.5 | 48 | 4.4 | 755 | 68.6 | 346 | 31.4 |
| 2007-2008 | 2,447 | 2,116 | 86.5 | 17 | 0.7 | 20 | 0.8 | 248 | 10.1 | 46 | 1.9 | 1,435 | 58.6 | 1,012 | 41.4 |
| 2008-2009 | 2,455 | 1,946 | 79.3 | 6 | 0.2 | 22 | 0 | 401 | 16.3 | 80 | 3.3 | 1,592 | 64.8 | 863 | 35.2 |

| Table 7.9: Number of Students Suspended - Out of School - by Race/Ethnicity and Gender (Unduplicated Count) | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| School Year | Enrollment | African American | | American Indian/Alaskan | | Asian | | Hispanic | | White | | Male | | Female | |
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| 2005-2006 | 13,598 | 11,856 | 87.2 | 54 | 0.4 | 117 | 0.9 | 1,141 | 8.4 | 430 | 3.2 | 9,056 | 66.6 | 4,542 | 33.4 |
| 2006-2007 | 14,104 | 12,178 | 86.3 | 65 | 0.5 | 137 | 1 | 1,378 | 9.8 | 346 | 2.5 | 9,263 | 65.7 | 4,841 | 34.3 |
| 2007-2008 | 13,014 | 11,155 | 85.7 | 48 | 0.4 | 102 | 0.8 | 1,396 | 10.7 | 313 | 2.4 | 8,686 | 66.7 | 4,328 | 33.3 |
| 2008-2009 | 7,720 | 6,693 | 86.7 | 24 | 0.3 | 48 | 0.6 | 798 | 10.3 | 157 | 2.0 | 5,086 | 65.9 | 2,634 | 34.1 |

| Table 7.10: In-School and Out-of-School Suspensions by Most Common Offense Category | | | | | | |
|---|---|---|---|---|---|---|
| | In-School Suspensions | | | Out-of-School Suspensions | | |
| School Year | #1 | #2 | #3 | #1 | #2 | #3 |
| 2007-2008 | Classroom Disruption | Refusal to Obey School Policies | Fighting | Insubordination | Refusal to Obey School Policies | Classroom Disruption |
| 2008-2009 | Classroom Disruption | Loitering/Cutting Class/Truancy | Disrespect | Loitering/Cutting Class/Truancy | Fighting | Insubordination |

**Table 8.1: Percentage of All Kindergarten Students at Readiness Stages**

| | % Fully Ready | | | | | | | | % Approaching Readiness | | | | | | | | % Developing Readiness | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SP | LL | MT | ST | SS | TA | PD | Composite | SP | LL | MT | ST | SS | TA | PD | Composite | SP | LL | MT | ST | SS | TA | PD | Composite |
| 2004-2005 | 57 | 41 | 39 | 25 | 34 | 64 | 67 | 48 | 33 | 44 | 43 | 52 | 50 | 31 | 29 | 43 | 10 | 16 | 17 | 22 | 16 | 6 | 4 | 10 |
| 2005-2006 | 58 | 44 | 41 | 27 | 36 | 67 | 71 | 51 | 33 | 42 | 43 | 51 | 47 | 28 | 25 | 39 | 9 | 15 | 16 | 22 | 17 | 5 | 4 | 9 |
| 2006-2007 | 61 | 48 | 49 | 40 | 44 | 69 | 73 | 59 | 30 | 39 | 38 | 46 | 44 | 25 | 23 | 34 | 8 | 13 | 14 | 14 | 12 | 5 | 4 | 7 |
| 2007-2008 | 63 | 50 | 49 | 44 | 49 | 73 | 76 | 62 | 30 | 39 | 39 | 45 | 43 | 24 | 21 | 33 | 7 | 11 | 12 | 10 | 8 | 3 | 3 | 5 |
| 2008-2009 | 67 | 59 | 62 | 57 | 60 | 78 | 82 | 71 | 26 | 32 | 30 | 35 | 33 | 19 | 15 | 24 | 7 | 9 | 8 | 8 | 7 | 3 | 2 | 4 |

**Table 8.2: Percentage of Kindergarten Students with Previous Prekindergarten Experience**

| | % Fully Ready | | % Approaching Readiness | | % Developing Readiness | |
|---|---|---|---|---|---|---|
| | LL | MT | LL | MT | LL | MT |
| 2004-2005 | 48 | 46 | 43 | 43 | 10 | 12 |
| 2005-2006 | 51 | 51 | 39 | 39 | 9 | 11 |
| 2006-2007 | 56 | 56 | 36 | 35 | 8 | 9 |
| 2007-2008 | 57 | 56 | 36 | 37 | 6 | 7 |
| 2008-2009 | 66 | 69 | 29 | 27 | 5 | 4 |

Table 8.3: September 30 Prekindergarten Enrollment

| School Name | Half Day or Full Day | Total Number of Students Enrolled as of 9-30-08 | Income Eligible Students | Students Enrolled Under Other Criteria |
|---|---|---|---|---|
| Adelphi | Full | 20 | 19 | 1 |
| Allenwood | Full | 29 | 28 | 1 |
| Apple Grove | Full | 44 | 44 | 0 |
| Ardmore | Full | 37 | 33 | 4 |
| Arrowhead | Full | 22 | 22 | 0 |
| Avalon | Full | 21 | 21 | 0 |
| Baden | Full | 10 | 8 | 2 |
| Barnaby Manor | Full | 24 | 23 | 1 |
| Beacon Heights | Full | 41 | 40 | 1 |
| Beltsville | Full | 22 | 17 | 5 |
| Berkshire | Full | 21 | 21 | 0 |
| Bladensburg | Full | 81 | 81 | 0 |
| Bond Mill | Full | 20 | 20 | 0 |
| Bradbury Heights | Full | 21 | 21 | 0 |
| Brandywine | Full | 22 | 22 | 0 |
| Calverton | Full | 44 | 44 | 0 |
| Capitol Heights | Full | 13 | 13 | 0 |
| Carmody Hills | Full | 30 | 30 | 0 |
| Carole Highlands | Full | 80 | 80 | 0 |
| Carrollton | Full | 44 | 44 | 0 |
| Catherine T Reed | Full | 21 | 21 | 9 |
| Cherokee Lane | Full | 21 | 20 | 1 |
| Chillum | Full | 41 | 41 | 0 |
| Clinton Grove | Full | 22 | 22 | 0 |
| Columbia Park | Full | 28 | 28 | 0 |
| Concord | Full | 33 | 33 | 0 |
| Cool Spring | Full | 76 | 74 | 2 |
| Cooper Lane | Full | 54 | 53 | 1 |
| Cora L. Rice | Full | 41 | 36 | 5 |
| Deerfield Run | Full | 41 | 41 | 0 |
| District Heights | Full | 59 | 59 | 0 |
| Dodge Park | Full | 37 | 37 | 0 |
| Doswell E. Brooks | Full | 24 | 19 | 5 |
| Flintstone | Full | 15 | 15 | 0 |
| Forest Heights | Full | 14 | 14 | |
| Fort Foote | Full | 20 | 5 | 15 |
| Francis Fuchs | Full | 40 | 24 | 16 |
| Francis S. Key | Full | 53 | 53 | 0 |
| Francis T Evans | Full | 47 | 45 | 2 |
| Ft Washington Forest | Full | 19 | 18 | 1 |
| Gladys N. Spellman | Full | 37 | 37 | 0 |
| Glassmanor | Full | 28 | 27 | 1 |
| Glenarden Woods | Full | 23 | 23 | 0 |
| Glenridge | Full | 58 | 58 | 0 |
| Greenbelt Children's Center | Full | 20 | 18 | 2 |
| Greenbelt | Full | 38 | 36 | 2 |
| High Bridge | Full | 22 | 14 | 8 |
| H. Winship Wheatley | Full | 43 | 15 | 28 |
| Hillcrest Heights | Full | 32 | 32 | 0 |
| Hollywood | Full | 32 | 32 | 0 |
| Hyattsville | Full | 20 | 20 | 0 |
| Indian Queen | Full | 40 | 39 | 1 |
| J. Frank Dent | Full | 9 | 8 | 1 |
| James Harrison | Full | 14 | 14 | 0 |
| James McHenry | Full | 66 | 61 | 5 |
| James Ryder Randall | Full | 29 | 14 | 15 |
| John Bayne | Full | 41 | 41 | 0 |
| John Carroll | Full | 14 | 14 | 0 |
| John E. Howard | Full | 12 | 12 | 0 |
| Judge S. Woods | Full | 34 | 34 | 0 |
| Judith P. Hoyer Early Childhood Center | Full | 39 | 38 | 1 |
| Kenilworth | Full | 11 | 11 | 0 |
| Kenmoor | Full | 18 | 18 | 0 |
| Kettering | Full | 36 | 35 | 1 |
| Kingsford | Full | 38 | 38 | 0 |

| Table 8.3: September 30 Prekindergarten Enrollment | | | | |
|---|---|---|---|---|
| School Name | Half Day or Full Day | Total Number of Students Enrolled as of 9-30-08 | Income Eligible Students | Students Enrolled Under Other Criteria |
| Lake Arbor | Full | 36 | 35 | 1 |
| Lamont | Full | 61 | 61 | 0 |
| Langley Park McCormick | Full | 62 | 60 | 2 |
| Laurel | Full | 41 | 41 | 0 |
| Lewisdale | Full | 75 | 74 | 1 |
| Longfields | Full | 23 | 23 | 0 |
| Magnolia | Full | 39 | 38 | 1 |
| Marlton | Full | 20 | 20 | 0 |
| Mary Harris "Mother" Jones | Full | 83 | 82 | 1 |
| Matthew Henson | Full | 32 | 31 | 1 |
| Mattaponi | Full | 11 | 10 | 1 |
| Melwood | Full | 27 | 24 | 3 |
| Middleton Valley | Full | 14 | 14 | 0 |
| Montpelier | Full | 37 | 36 | 1 |
| Morningside | Full | 29 | 29 | 0 |
| Mt. Rainier | Full | 30 | 29 | 1 |
| North Forestville | Full | 16 | 16 | 0 |
| Northview | Full | 38 | 38 | 0 |
| Oakcrest | Full | 22 | 22 | 0 |
| Oakland | Full | 42 | 42 | 0 |
| Overlook | Full | 21 | 20 | 1 |
| Owens Road | Full | 10 | 10 | 0 |
| Oxon Hill | Full | 22 | 22 | 0 |
| Paint Branch | Full | 39 | 38 | 1 |
| Panorama | Full | 57 | 57 | 0 |
| Patuxent | Full | 23 | 23 | 0 |
| Perrywood | Full | 22 | 21 | 1 |
| Phyllis E. Williams | Full | 19 | 19 | 0 |
| Pointer Ridge | Full | 21 | 20 | 1 |
| Port Towns | Full | 104 | 104 | 0 |
| Potomac Landing | Full | 8 | 6 | 2 |
| Princeton | Full | 23 | 23 | 0 |
| Ridgecrest | Full | 50 | 50 | 0 |
| Riverdale | Full | 69 | 67 | 2 |
| Robert Frost | Full | 21 | 21 | 0 |
| Robert Gray | Full | 30 | 29 | 1 |
| Rogers Heights | Full | 72 | 72 | 0 |
| Rockledge | Full | 15 | 13 | 2 |
| Rosaryville | Full | 21 | 20 | 1 |
| Rosa Parks | Full | 42 | 40 | 2 |
| Rose Valley | Full | 20 | 20 | 0 |
| Samuel Chase | Full | 29 | 28 | 1 |
| Samuel Massie | Full | 36 | 34 | 2 |
| Scotchtown Hills | Full | 37 | 35 | 2 |
| Seabrook | Full | 25 | 25 | 0 |
| Seat Pleasant | Full | 18 | 17 | 1 |
| Skyline | Full | 11 | 11 | 0 |
| Suitland | Full | 49 | 49 | 0 |
| Tayac | Full | 12 | 11 | 1 |
| Templeton | Full | 60 | 57 | 3 |
| Thomas Claggett | Full | 15 | 15 | 0 |
| Thomas S Stone | Full | 42 | 41 | 1 |
| Tulip Grove | Full | 19 | 18 | 1 |
| University Park | Full | 30 | 30 | 0 |
| Valley View | Full | 21 | 21 | 0 |
| Waldon Woods | Full | 35 | 34 | 1 |
| Whitehall | Full | 9 | 5 | 4 |
| William Beanes | Full | 31 | 31 | 0 |
| William Hall | Full | 48 | 48 | 0 |
| William Paca | Full | 36 | 35 | 1 |
| Woodmore | Full | 17 | 14 | 3 |
| Woodridge | Full | 46 | 46 | 0 |
| Yorktown | Full | 9 | 8 | 1 |
| Vansville | Full | 37 | 35 | 2 |
| | Total | 4,264 | 4,074 | 190 |

# I.D.

# *Progress Toward Meeting Federal, State, and Local Goals*

I.D.i
MARYLAND SCHOOL ASSESSMENT/HIGH SCHOOL ASSESSMENTS
Reading

1. *Describe where progress is evident. In your response, identity progress in terms of grade band (s) and subgroups.*

| Table B: MSA Elementary Reading Proficiency Rates by Subgroups – 2007-2009 | | | | | |
|---|---|---|---|---|---|
| Subgroup | 2007 | 2008 | 2009 | Change (2008-2009) | Change (2007-2009) |
| All Students | 69.8 | 76.8 | 77.9 | 1.1 | 8.1 |
| African American | 68.9 | 76.3 | 77.3 | 1.0 | 8.4 |
| American Indian/Alaskan | 72.5 | 79.8 | 84.6 | 4.8 | 12.1 |
| Asian/Pacific Islander | 85.3 | 88.2 | 88.4 | 0.2 | 3.1 |
| Hispanic | 65.4 | 73.6 | 75.4 | 1.8 | 1.0 |
| White | 86.5 | 88.2 | 89.5 | 1.3 | 3.0 |
| FARMS | 63.5 | 71.4 | 73.4 | 2.0 | 9.9 |
| Limited English Proficient | 54.8 | 64.8 | 71.4 | -4.3 | 5.7 |
| Special Education | 48.8 | 59.1 | 60.5 | 12.3 | 22.6 |

Reading proficiency rates for elementary students in the aggregate increased by 8.1 percentage points from 2007 to 2009. Elementary students met the reading Annual Measurable Objective (AMO) in 2009 (76.8%), exceeding the standard by 1.4 percentage point. Reading proficiency rates of all subgroups increased from 2007 to 2009, except the Limited English Proficient students. This subgroup proficient rate had a decreased by -4.3 percentage point in 2009. Special education has a 12.3 percentage point increase from 2008-09. Over a two-year period 2007-09, an increase of 22.6 percentage point in reading.

*Clarifying Question:*

*MSDE QUESTIONS:*

4. *Please reconcile differences in the data provided in Table B on page 65 and Table 2.1 on page 36.*
5. *Please note the 2009 AMO referenced in paragraph 1 on page 65 is incorrect.*

*The responses to these questions can be found on page 267.*

As Table B-1 reflects, there has been significant growth at the middle school level for special education, ELL, and FARMS students on the reading MSA from 2007 to 2009. There was an 11.7 percentage point increase in the proficiency rates of students receiving special education services between 2007 and 2009 (48.8% to 60.5%). ELL posted a 16.6 percentage point increase in proficiency rates during the period (from 2007 to 2008). There was an 9.9 percentage point increase in the performance of students receiving Free and Reduced Meals between 2007 and 2009, from 63.5% to 73.4%.

| Table B-1: MSA Middle School Reading Proficiency Rates by Subgroups – 2007-2009 | | | | | |
|---|---|---|---|---|---|
| Subgroup | 2007 | 2008 | 2009 | Change (2008-2009) | Change (2007-2009) |
| All Students | 60.6 | 67.3 | 71.6 | 4.3 | 11 |
| African American | 59.8 | 67 | 71.5 | 4.5 | 11.7 |
| American Indian/Alaskan | 66.9 | 72.3 | 82.3 | 10 | 15.4 |
| Asian/Pacific Islander | 79.6 | 82.6 | 84.6 | 2.0 | 5.0 |
| Hispanic | 53.8 | 61.1 | 65.6 | 4.5 | 11.8 |
| White | 80.9 | 83.8 | 86.7 | 2.9 | 5.8 |
| FARMS | 53.1 | 60.3 | 65.2 | 4.9 | 12.1 |
| Limited English Proficient | 29.9 | 35.5 | 44.4 | 8.9 | 14.5 |
| Special Education | 29.7 | 35.5 | 44 | 8.5 | 14.3 |

At the middle school level, overall proficiency rates increase by 4.3 percentage points from 2008 to 2009, with an increase of 11 percentage points achieved over the last two years. Reading proficiency rates of all subgroups increased; with ELL and special education students posting the largest increases form 2007 to 2009 – 14.5 and 14.3 percentage points respectively. Proficiency rates for American Indian/Alaskan students at the middle school level also increased by 10 percentage points, and this subgroup showed the greatest two-year increase at 15.4 percentage points. Significant increases in proficiency rates for African American and Hispanic students were seen in the past 2 years, 1.7 and 11.8 percentage points, respectively.

2. *Identify the practices, programs, or strategies and the corresponding resource allocations to which you attribute the progress.*

## Elementary School

### Curriculum Modifications

In order to provide more flexibility in meeting the needs of students, time use recommendations were included in each reading curriculum framework. The time use recommendations provided options for the pacing of instruction and implementation of reading interventions.

The Language Based Instructional Supplement for Teaching Reading Comprehension Strategies and Skills to English Language Learners Across the Content Areas were implemented for grades K-6. These materials build academic language development of English Language Learners in the areas of listening, speaking, reading, and writing, while focusing on the demands of developing the skills and strategies of reading comprehension.

Formative reading assessments and theme/unit assessments were administered. Results were used to modify instruction. Anchor papers were provided for teachers on Blackboard (Bb).

Sample book club lessons were created for advanced readers in grade 2. The book club lessons included explicit skill and strategy instruction, extended vocabulary activities, and varied independent activities that accommodated various learning styles and the multiple intelligences.

### *America's Choice*

The *America's Choice* School Design was implemented in 22 schools. In addition to following the readers/writers workshop model, schools participated in a 25 Book Campaign, Book of the Month, and ongoing professional development through leadership academies and literacy institutes.

***Allocation: $2,300,000***

### Curriculum Framework Support

Elementary curriculum framework support sessions provided opportunities for teachers at grades K-5 to ask questions about the reading/English language arts curriculum and receive answers directly from the Reading/Language Arts Supervisor and staff. Teachers also provided feedback to Reading Department staff regarding improvements and adjustments to the curriculum frameworks. Teachers of special needs and ESOL students participated in all sessions.

### Balanced Reading

The Balanced Reading Training Program provided five days of training for all new teachers of grades K-2 on scientifically-based reading research and implementation through PGCPS curriculum documents and materials. Special educators and ESOL teachers also received Balanced Reading training that was co-presented by the Department of Special Education and ESOL Office staff.

***Allocation: $200,000***

### Special Education Intervention Programs

The implementation of *Imagination Station Reading Program* as an intervention for special education students continued during SY2009. This program, an Internet-based reading intervention, identifies students who are at risk of reading failure, and automatically differentiates instruction based on student need. It teaches developmentally appropriate skills in phonological and phonemic awareness, phonics, vocabulary, fluency, and comprehension. *Imagination Station* was monitored through quarterly reports and principal meetings to discuss implementation and student growth.

*Voyager Passport*, *S.P.I.R.E.*, and *Edmark* are additional research-based reading intervention programs that address students' instructional reading deficits that are not fully supported by the system's core reading series. Specific populations of students with disabilities are utilizing these interventions: students in deaf and hard of hearing program, students in Comprehensive Special Education Programs (CSEPs), and for students identified with emotional disturbance in transition programs.

In its fourth year of implementation, Alt-MSA curriculum frameworks became more widely used and understood by teachers and administrators. Teachers found the techniques and materials for teaching basic reading skills particularly helpful in the planning and delivery of instruction.

## Middle Grades

### Curriculum Framework Support

Training was provided to sixth grade teachers (including ESOL and special education teachers) on curriculum frameworks. Training topics included reading strategy instruction, use of technology to support the delivery of instruction, effective utilization of the co-teaching model, and differentiated instruction. In addition, the curriculum was revamped to be more focused with fewer objectives and to incorporate more reading and writing strategies. Lessons were included as training tools. A series of evening workshops was available to all 6th grade teachers, particularly those who are elementary based, to provide curriculum support and modeling of strategy instruction.

### MSDE Collaboration on the Gradual Release Model and Collaborative Planning Lesson Design

Guidance on the gradual release model was incorporated into the revised curriculum frameworks. MSDE worked with ten PGCPS middle schools to develop and implement collaboratively planned lessons. These lessons would help ensure rigor and consistency across grades and the department. Additionally, professional development was provided to all middle school principals and assistant principals, department chairpersons, reading specialists, and, literacy coaches.

Professional Development

The Middle Grades Reading/English Leadership Institute provided participants with training on critical reading and writing strategies for improved achievement on the MSA and modifications and revisions to the curriculum. A series of evening workshops was available to all 6th grade teachers to provide curriculum support and modeling of instruction.

*Allocation: $51,000 (Subs, stipends, catering)*

Harvey and Goudvis' *Strategies That Work*

Readers need to think when they read. This method of strategy instruction (e.g. activating and connecting background knowledge *and* summarizing and synthesizing) provides students with a variety of tools to aid them in processing their thinking as they read. Support was provided to teachers, through professional development and lesson modeling, for the development of reading strategies and increased lesson rigor for middle school students.

*America's Choice*

*America's Choice* was selected to provide support for reading achievement through a full design implementation at 15 middle schools and a limited design of *Ramp Up to Literacy* in 2 middle schools in school improvement. In addition, 22 elementary schools that served as feeders to the middle schools participated in the full design model. Approximately 200 teachers and 25 school-based administrators and staff were trained.

*Allocation: $68,000 (Subs, stipends, catering)*

AYP Grant

The Special Education Adequate Yearly Progress (AYP) Grant initiative was designed to provide the SRA Corrective Reading-Decoding program to students with Individualized Education Programs (IEPs) receiving special education services in separate class settings in six middle schools that met AYP through Safe Harbor in SY2008. Professional development was provided to improve content knowledge for special educators, knowledge of instructional strategies for general educators; and best practices for collaboration and co-teaching. Analysis of Scholastic Reading Inventory scores of students who received the intervention indicated significant improvement in 65-72% of students at five of the six participating schools. However, only two of the participating schools (Ernest Everett Just MS and Thomas G. Pullen School) meet the reading AMO in SY2009.

*Allocation: $38,006*

3. *Describe where challenges are evident. In your response, identity challenges in terms of grade band (s) and subgroups.*

While the proficiency rate of middle school students in the aggregate increased by 4.3 percentage points in 2009, they did not meet the AMO, missing the mark by 3.6 percentage points. Only three of the eight middle school subgroups met the standard (American Indian/Alaskan, Asian/Pacific Islander, and White). Challenges at the middle school level continue to be among our Limited English Proficient (LEP) and special education subgroups. At 44%, the proficiency levels of both LEP students and special education students are 31.2 points below standard.

Currently, the achievement gap between both special education and LEP students and the subgroup performing at the highest level in reading (White students) is 42.7 percentage points. This represents a modest improvement from last year's 48.3 percentage point difference in the performance of these subgroups, but significant improvement will, nevertheless, be needed to close the gap.

4. *Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate.*

The focus of the 2009-10 reading/English language arts K-12 instructional program is on improving student achievement in reading, writing, and language arts strategies, through the systemic initiatives of *America's Choice*, *Institute for Learning*, and *Disciplinary Literacy*.

Elementary programs for SY2010 will continue to focus on providing additional curriculum support to address the unique learning needs of English Language Learners, special education students, and students needing additional support. For 2008-09, teachers utilized the gradual release of responsibility model in planning strategy and skill instruction. As part of the systemic performance management initiative, reading specialists have been trained to support the collaborative lesson planning process that will enable teachers to use assessment data to tailor skill and strategy lessons for their students. *America's Choice* schools focused on continued implementation of the reading/writing workshop model. For SY2010, the Title I Comprehension Toolkit project will expand to include thirteen additional schools and will continue to provide explicit professional development for both general and special educators.

The middle school curriculum frameworks were revised in June-July 2008 to incorporate the state curriculum, as well as the instructional focus and resources of the *America's Choice* program. This ensured that all PGCPS students were receiving state mandated instruction as well as, where implemented, the system's support programs. The curriculum frameworks also continued to incorporate flexible grouping and differentiated scaffolding into daily instruction in order to provide support and rigor for struggling, as well as on and above grade level, students. In January and February 2009, middle school administrators, reading specialists, department chairpersons, and literacy coaches were trained in the collaborative planning lesson design process. This was an outgrowth of a collaboration with MSDE, in which MSDE personnel worked with R/ELA teachers in ten middle schools to model and develop collaboratively planned lessons with the goal of instructional consistency across the grades and increased rigor.

Middle school curriculum and professional development for SY2010 will also focus on providing additional curriculum support to meet the needs of English Language learners, special education, general education, and honors students. Small group instruction, use of assistive technology, universally designed for learning concepts, and the co-teaching models have been incorporated into daily instruction in the middle grades to provide differentiated instruction for students with special needs. These are important components of ongoing professional development that will ensure that students with disabilities have ongoing access to the general education curriculum and improved performance in reading/English language arts classes.

## Elementary School

### Supplemental Resources

To support classroom teachers in meeting the needs of ELL, special education students, and other students struggling with reading achievement in grades K-2, an additional document was created. Grades K-1 teachers receive the *Launch the Theme* support materials that include lessons for building background for whole and small group instruction, ELL and special education lesson adaptations, clip art, video clips, and electronic resources. Grade 2 teachers receive a Supplemental Support that includes technology and other resources for building background knowledge, suggestions for modifying instruction of skills and strategies, modified spelling and vocabulary lists, and differentiated, independent activities to supplement learning. Turn-key training will be provided to Reading Specialists and K-2 teachers throughout the school year.

The Handwriting Instructional Guide was revised to include consistent language for manuscript and cursive letter formation. The guide also contains developmentally appropriate instructional strategies and modifications that can be implemented for students with special needs.

### AYP Grant

The Special Education AYP Grant initiative is designed to increase the percentage of elementary students with disabilities achieving at proficient or advanced levels on the reading MSA. The AYP Grant initiative includes research-based instructional strategies and materials, collaborative professional development activities designed to improve content knowledge for special educators and knowledge of instructional strategies for general educators, and innovative models for delivering instruction. Grant funds will be utilized for the implementation of *Imagination Station* and *S.P.I.R.E* and visits from company consultants, training expenses, workshop pay, site licenses for PD 360, and the services of a Monitoring and Accountability Coordinator.

***Allocation: $150,000***

## Middle School

### Curriculum Frameworks

The curriculum frameworks for middle school reading/English language arts were completely revised during the summer of 2008. All middle schools are using one, systemic curriculum framework progress guide, which includes materials and instructional references, whether a school implements the *America's Choice* model or the standard curriculum, and is based on research-based best practices, including reader's and writer's workshop models.

### Pre-test Diagnostic and Unit Assessments

Staff from the Testing Office and the Secondary Reading/English Language Arts Office collaborated to develop unit assessments that were designed to be used to gauge instructional success for each unit as well as provide data for re-teaching at the end of each unit and prior to MSA. Additional curriculum modifications to facilitate reading intervention programs were used by Comprehensive Special Education Programs and intensive classes, as well as additional enrichment resources for honors instruction.

The Qualitative Reading Inventory (QRI) will be administered in *America's Choice* schools. The purpose of the QRI is to identify specific strengths and needs of struggling readers in middle school language art classrooms, then support those needs. All reading/English language arts teachers in *America's Choice* middle schools are to identify five struggling readers per class, administer the QRI to the identified students, assess the resulting data, and adjust instruction accordingly.

*Clarifying Question:*

*MSDE QUESTIONS:*

1. *Please describe the nature of the system's core reading program expected for implementation in all schools (elementary, middle, and high schools), including the continuum of reading interventions.*
2. *Please clarify your system's process for monitoring student progress and increasing rigor in the reading content.*
3. *Please clarify how the system plans to address the significant student reading decrease for the Hispanic subgroup from elementary school to middle school.*

*The responses to these questions can be found on pages 263-267.*

## MATHEMATICS

1. *Describe where progress is evident. In your response, identify progress in terms of grade bands (s) and subgroups.*

| Table C: MSA Elementary School Math Proficiency Rates by Subgroups – 2007-2009 | | | | | |
|---|---|---|---|---|---|
| Subgroup | 2007 | 2008 | 2009 | Change (2008-2009) | Change (2007-2009) |
| All Students | 70.7 | 75.2 | 75.1 | -0.1 | 4.4 |
| African American | 69.4 | 73.8 | 73.1 | -0.7 | 3.7 |
| American Indian/Alaskan | 74.1 | 79.6 | 78.0 | -1.6 | 3.9 |
| Asian/Pacific Islander | 86.6 | 90.9 | 90.9 | 0.0 | 4.3 |
| Hispanic | 68.2 | 74.9 | 76.5 | 1.6 | 8.3 |
| White | 87.5 | 87.7 | 88.9 | 1.2 | 1.4 |
| FARMS | 64.8 | 70.2 | 70.8 | 0.6 | 6.0 |
| Limited English Proficient | 57.0 | 66.5 | 50.2 | -16.3 | -6.8 |
| Special Education | 43.9 | 52.0 | 72.9 | 20.9 | 29.0 |

Elementary students in the aggregate met the 2009 AMO (74.2%) target. Subgroups performance was uneven, however, as four subgroups (i.e., Native American, Asian, Latino, and White) exceeded the AMO target and four others (i.e., African American, FARMS, LEP, and special education) fell short. Over the three-year period ranging from 2007 through 2009, all subgroups except LEP students improved their performance, and special education students improved their performance by 29 percentage points, coming within 1.3 percentage points of the 2009 elementary mathematics AMO target. After improving substantially from 2007 to 2008 (i.e., from 57.0% to 66.5% proficiency), LEP student performance took a steep decline to 50.2% proficiency (see Table C).

| Table C-1: MSA Middle School Math Proficiency Rates by Subgroups – 2007-2009 | | | | | |
|---|---|---|---|---|---|
| Subgroup | 2007 | 2008 | 2009 | Change (2008-2009) | Change (2007-2009) |
| All Students | 50.6 | 55.0 | 55.1 | 0.1 | 4.5 |
| African American | 58.0 | 52.9 | 52.8 | 0.1 | -5.2 |
| American Indian/Alaskan | 50.7 | 54.4 | 61.5 | 7.1 | 10.8 |
| Asian/Pacific Islander | 78.6 | 82.9 | 82.9 | 0.0 | 4.3 |
| Hispanic | 48.1 | 53.9 | 54.8 | 0.9 | 6.7 |
| White | 73.8 | 78.1 | 77.0 | 1.1 | 3.2 |
| FARMS | 44.2 | 48.5 | 49.1 | 0.6 | 4.9 |
| Limited English Proficient | 32.4 | 35.0 | 41.0 | 6.0 | 4.9 |
| Special Education | 25.9 | 28.7 | 34.0 | 5.3 | 8.1 |

Data displayed in Table C-1 reflect that proficiency rates for middle school students in the aggregate increased by 4.5 percentage points from 2007 to 2009. Students who participate in the Free and Reduced Meals program posted a two-year gain of 4.9 percentage points, while proficiency rates for special education students increased by 8.1 percentage points during the same period. American Indian students increased by 10.8 percentage points during the same period.

*Clarifying Question:*

*MSDE QUESTIONS:*

4. *Please correct the indicated math proficiency changes in Table C-1 on page 71 from positive to negative for African American and White students.*
5. *Please reconcile differences between the data provided in Table C-1 and Table 2.4.*

*The responses to these questions can be found on page 273.*

2. ***Identify the practices, programs, or strategies and the corresponding resource allocations to which you attribute the progress.***

Elementary School

Supplemental Programs

The system continued to provide access to the *First in Math* program, an online mathematics supplement, to improve fluency, number sense, and problem solving skills for students in Grades 4 and 5. Increased registration and participation has been documented by many schools and is noted in data collected. For SY2010, PGCPS will continue to provide the program for 4th and 5th grade students, emphasizing the "Just the Facts" component. This component provides monitoring for students developing fact fluency.

Problem of the Week booklets, unit assessments, and vacation homework packets have been developed to provide practice using the MSA format for grades K-5 for SY2010. They are available online to parents and students.

"Count on Us", a homework hotline was implemented in the fall of 2007 and continued during SY2009. Master teachers served as talent on a live television broadcast providing students with strategies for solving problems in both elementary and middle school grades. The goal for SY2010 is to maintain scheduling of the show to provide support to students.

Professional Development

The systemic initiative with the *Institute for Learning* (*IFL)* provided all of the professional development delivered to schools during 2008-2009. Through these studies, teachers were introduced to strategies and tools to support instruction and student achievement. Specifically the focus of the four main principles, (*1. Clear Expectations, 2. Accountable Talk, 3. Socializing Intelligence; and 4. Academic Rigor*), and training to implement tools that support increased rigor in the classroom provided participants with the basis for improving instruction. The trainings for SY2010 will include strategies for building conceptual understandings of content for both students and teachers.

Algebraic Thinking

For SY2009, *Algebraic Thinking (AT)* program was in its fourth year of implementation. PGCPS accepted responsibility for sustaining the *AT* program. Therefore, during the summer of 2008, master teachers were identified and trained by the National Training Network.

The master teachers were responsible for providing coaching support to AT teachers through collaborative planning and demonstration of instructional strategies. Additionally, Mathematics Department staff provided monthly professional development opportunities for all eighth grade AT teachers. These sessions were designed to build teacher capacity, with respect to content, technology integration, and differentiated instruction. Many middle schools will continue the implementation of the AT program in SY2010. The AT program has been successful in providing support for teachers to meet the needs of diverse learners.

*Allocation: $20,000*

3. *Describe where challenges are evident. In your response, identity challenges in terms of grade band (s) and subgroups.*

While the proficiency rate of elementary special education students increased by 5.3 percentage points from 2008 to 2009, this subgroup did not meet standard. Their proficiency rate was 35.3 percentage points below standard in 2009. LEP students missed the AMO by 28.3 percentage points.

Middle school students in the aggregated failed to meet the math AMO by 8.6 percentage points. Only two subgroups (Asian/Pacific Islander and White students) met the standard. As is evident in the middle school math data, the proficiency rates of Limited English Proficient students and special education students reflect the smallest increases over a 3-year period, 4.9 and 8.1 percentage points, respectively. Another concern is the proficiency rate of students who participate in the FARMS program, which has increased by just 4.9 percentage points from 2007 to 2009. African American students showed little or no improvement over the same period.

4. *Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate.*

The Mathematics Department will continue its work with the *Institute for Learning* (IFL), a partnership to systemically build teacher capacity in instructional delivery and content knowledge to support increased student achievement. Teachers were introduced to *Accountable Talk* last year that strengthened their capacity for asking questions of students that lead to mathematical understandings. The expectation for SY2010 that teachers will incorporate the structures learned, and through additional studies, improve the quality of instruction in mathematics. The key topics of the trainings are building conceptual understanding, writing in mathematics, and developing questioning strategies. Additionally, PGCPS will work in conjunction with IFL to create a unit of study for 5th grade students around the expectations for statistics. The Planning and Observation Guide, which details the 5Es student centered constructivist model for instruction, has been refined to include more assistance for planning, monitoring, and reflection. Currently, there are four sessions planned for SY2010.

The expectation is for school personnel to lead study groups at the building level for all teachers of mathematics, K-5. For middle school mathematics, the IFL and *Disciplinary Literacy (DL*) project will focus on questioning strategies, addressing student discourse, (Accountable Talk) and overarching mathematical concepts, (Big Ideas of Mathematics) and Thinking Through A Lesson Protocol (TTLP) and the infusion of these principles in the eighth grade and Algebra 1 curriculum frameworks. These documents will be key components of the series of trainings in SY2010. Currently, there are bi-monthly sessions planned for grade 8 and Algebra 1 teachers, as well as, math teacher leaders and assistant principals. In addition, we are implementing intervention supports through our curriculum document for using the Universal Design of Learning (UDL) in order to support all learners. UDL is a framework designing and scaffolding curricula that enables all individuals to gain knowledge, skills and enthusiasm for learning. The three basic principle of UDL are multiple and flexible means of presentation, expression and engagement/participation.

Elementary School

Curriculum Modifications

Fifth grade core text materials will change to provide a more rigorous delivery of 5th grade indicators. The resource to be implemented is McMillan/McGraw/Hill *Mathematics Applications and Concepts* (previously implemented in

grade 6). After school "Booster" sessions will be held for fifth grade teachers to provide manipulative training for instructional delivery in September and October 2009.

Extensions to 3rd grade curriculum guides have been provided for advanced learners in mathematics. The foundation built in the primary grades will support student achievement towards advanced proficiency.

### Professional Development

In the system's efforts to strengthen the partnership between the Mathematics Office and the *Institute for Learning* (IFL), core mathematics leaders will be trained in order to train building leaders of mathematics who will in turn train all teachers within the building. The purpose is to build teacher capacity to design and deliver rigorous lessons to all students.

### Homework Assistance

Count on Us is the county produced program that provides homework assistance for students in grades 3-Algebra 1 via television broadcasting on the cable networks. Additionally the programs are streamed through the county web to alleviate the need for cable in the home. Teacher talents provide live assistance to students calling in their mathematics problems. Some lessons will be given in Spanish to support ELL.

## Middle Grades

### Professional Development

Secondary mathematics intensive and co-teachers will receive training on the Key Elements of Algebra Success (KEAS) and Key Elements to Mathematics (KEMS) intervention materials. Due to need to build teacher capacity in teaching diverse learners, the Math Department, in collaboration with the Department of Special Education with funding from the American Recovery and Reinvestment Act (ARRA) grant, are selecting intervention programs for 7th and 8th grade intensive and co-taught classes. Professional Learning Communities for sharing research-based strategies with co- teachers and special educators will be held bi-monthly throughout the school year to aid teachers in applying accessibility strategies to quarterly math goals. Participants will receive re-training of concepts, feedback, and suggestions from coaches, secondary math instructional specialist and other teachers on challenges encountered in the classroom using intervention strategies. Math facilitators/coaches will visit each 15 non- *America's Choice* middle schools weekly to support co-teachers and special educators with proper implementation of district algebra content with use of intervention strategies. Every month, every teacher will receive an e-communication containing information regarding lessons scheduled for the coming month, based upon the districts pacing guide with intervention strategies.
***Allocation: $1,002,531***

### Professional Development

The secondary mathematics core team, assistant principals, middle school math department chairpersons, high school teacher coordinators, and algebra/data analysis and Algebra 1 teachers will participate in *Institute for Learning* training. The purpose is to build teacher capacity in order to design and deliver rigorous instruction to all students. Trainings will be held bi-monthly to support the model for *Disciplinary Literacy*, especially the learning protocols for planning and implementing problem based lessons.
***Allocation: $50,000***

### National Council of Teachers of Mathematics

Mathematics team will attend and the NCTM conference and presentations will be made to teachers that will build a repertoire for learning communities on making math accessible to ELL and special education students.
***Allocation: $5,000***

*Clarifying Question:*

*MSDE QUESTIONS:*

1. *Please describe the nature of the system's core mathematics program expected for implementation in all schools (elementary, middle, and high schools), including the continuum of interventions in the mathematics content.*
2. *Please clarify your system's process for monitoring student progress and increasing rigor.*
3. *How will the system address the significant decreases in most subgroups between elementary schools to middle schools?*

*The responses to these questions can be found on pages 267-273.*

## SCIENCE

| Table 2.7: Science MSA – Grade 5 | | | |
|---|---|---|---|
| Subgroup | 2008 | | |
| | # Tested | # Prof. | % Prof. |
| All Students | 9,110 | 4,491 | 49.3 |
| African American | 6,721 | 3,202 | 47.6 |
| American Indian/Alaskan Native | 38 | 21 | 55.3 |
| Asian/Pacific Islander | 252 | 176 | 69.8 |
| Hispanic | 1,648 | 732 | 44.4 |
| White (Not of Hispanic Origin) | 450 | 360 | 80.0 |
| Free/Reduced Meals (FARMS) | 4,744 | 1,939 | 40.9 |
| Limited English Proficient (LEP) | 847 | 222 | 26.2 |
| Special Education | 1,035 | 255 | 24.6 |

| Table 2.8: Science MSA – Grade 8 | | | |
|---|---|---|---|
| Subgroup | 2008 | | |
| | # Tested | # Prof. | % Prof. |
| All Students | 9,857 | 3,551 | 36.0 |
| African American | 7,574 | 2,615 | 34.5 |
| American Indian/Alaskan Native | 55 | 20 | 36.4 |
| Asian/Pacific Islander | 281 | 184 | 65.5 |
| Hispanic | 1,474 | 413 | 28.0 |
| White (Not of Hispanic Origin) | 469 | 319 | 68.0 |
| Free/Reduced Meals (FARMS) | 4,578 | 1,209 | 26.4 |
| Limited English Proficient (LEP) | 485 | 28 | 5.8 |
| Special Education | 1,177 | 117 | 9.9 |

Based on the Examination of 2008 Maryland School Assessment Science Data for Grade 5 (Table 2.7) and Grade 8 (Table 2.8):

1. *Describe your school system's results. In your response, identify the successes in terms of grade level(s) and subgroup(s).*

| Table 2.9: Science MSA Proficiency Rates | | | | | |
|---|---|---|---|---|---|
| Grade 5 | | | Grade 8 | | |
| | Tested | % Prof | | Tested | % Prof |
| 2007 | 9,467 | 41.3 | 2007 | 10,086 | 38.0 |
| 2008 | 9,100 | 49.3 | 2008 | 9,857 | 36.0 |
| 2009 | 8,793 | 49.7 | 2009 | 9,229 | 39.8 |

Proficiency rates for 3 subgroups (White, Asian, American Indian) were above the system average for both 5th grade and 8th grade. As reflected in Table 2.9, proficiency rates for 5th grade students increased by 8.4 percentage points from 2007 to 2009.

The number of students taking the test on-line increased from 13% in 2007 to 78% in 2009. This dramatic increase in the percent of students taking the science MSA via computer demonstrates the system's commitment to provide the most up-to-date method of implementing testing programs to a large number of students, exposing them to technology and preparing them for what is rapidly becoming a standard assessment practice.

2. *Identify the practices, programs, or strategies that are designed to ensure progress. Include a discussion of corresponding resource allocations.*

Targeted instructional time block, curriculum modifications, professional development, teacher capacity, and a higher level of curriculum implementation at all grade bands contributed to the increases in student achievement. The academic achievement of special education students was supported through enhanced staffing, material resources, and teacher training in effective collaboration and the inclusion model.

## Elementary School

### Program Modifications

Modifications were made to the elementary science program in SY2009 to continuously prepare students for the Science MSA. The following modifications included:

- Incorporation of additional strategies to support science progress;
- Establishment of science e-organization for teacher support;
- Emphasis on VSC assessment limits;
- Emphasis on strategies for differentiated instruction; and
- Development of teacher capacity.

This school year the district made a shift from using the term "Science Fair" to "STEM Fair" for all school-based fairs, and the countywide fair to support student engagement in Science, Technology, Engineering and Mathematics.

### Curriculum Framework Support

Elementary curriculum framework support was delivered by using the teacher-trainer model, and one-to-one opportunities for elementary science coordinators to receive clarification on use of curriculum documents. Fourth and fifth grade teachers received hands-on training using the curriculum frameworks and planning instruction on a weekly basis. In addition, teachers of special needs and ESOL students were also given the opportunity to participate in training sessions. All science teachers were invited to join the Elementary Science Support, K-5 e-Organization which provides updates, instructional strategies, and resources for the curriculum. The open invitation to coaches from both the Department of Professional Development and Title I to attend all training sessions supported our vision of consistent and cohesive curriculum framework support throughout the district.

The Elementary Science Curriculum Writing Team and science coordinators modified the curriculum frameworks during the summer curriculum writing and the school year. Modifications included:

- Updated the Science Problem Weekly Booklets to support MSA test taking strategies and reviewed VSC assessment limitations. This document will be used for teachers' instructional and monitoring tool of student progress;
- Added five elementary lessons to the curriculum frameworks that specifically targeted assessment concerns not previously addressed;
- Incorporated strategies for differentiated instruction such as foldable, use of online resources, and audio text to meet the special needs of the diverse student populations;

- Developed winter and spring beak packets to review concepts that were taught during the school year for students;
- Developed unit assessments to more closely monitor student acquisition of content knowledge;
- Created links to multi-media resources, such as the Discovery Education and Safari Montage video clips, websites, and the Science Support, K-5 e-Organization to enhance instruction and provide support for the understanding of science vocabulary and concepts; and
- Piloted the 4th grade curriculum framework as an on-line instructional tool.

### Professional Development

Elementary science teachers were provided a number of opportunities to participate in content-based, inquiry-based, and Maryland Voluntary State Curriculum trainings. Professional development sessions included presentations from the science office personnel, training from university faculty, and outside educational consultants. Through monthly elementary leadership meetings, training was offered to school-based science coordinators, regional representatives, and Title 1 coaches.

One hundred K-5 teachers were selected for the 2008 Summer Science Institute at Prince George's Community College. The two-week sessions addressed the Physics content standards and provided the opportunity for teachers to gain science knowledge and understanding of concepts and principles. The 2008 Summer Science Institute, with priority on fifth grade teachers, focused on Physics. Post-tests from the institutes showed gains in content knowledge.
*Allocation: $137,000 (2007); $52,442 (2008)*

Forty elementary teachers participated in a one-week, hands-on sessions at the Alice Ferguson Foundation/Hard Bargain Farm Environmental center. The field investigations, identified problems with the Chesapeake watershed and instructions in scientific inquiry, provided teachers with tools and opportunities to enhance environmental studies in their classroom instruction.
*Allocation: $23,362*

A three-day intensive training, conducted by Pearson Professional Development, took place in the winter and summer of 2008. Thirty teachers participated in the winter session, with a focus on scientific inquiry. In addition to the initial training, the science team in collaboration with Pearson consultants, provided on-site coaching for nine classroom teachers. A second session which took place in the summer offered three separate content trainings to 90 participants. The content areas were Energy in the Ecosystem: Food Webs; Mechanical Energy: Force, Motion, and Work; and Scientific Inquiry.
*Allocation: $65,975*

Twenty-one elementary/middle school teachers were selected to participate in a masters program where they would earn a degree in Curriculum and Instruction at Loyola College with a focus in K-8 science.

## Middle Grades

### Curriculum Modifications

The curriculum frameworks were aligned to the state curriculum, the Prentice Hall Science Explorer Series, and the system formative assessments. Student assessment booklets were modified to provided common modular or unit assessments system-wide. The Honors course for TAG students was updated and the curriculum framework guide contained separate documents to support students that mastered the regular curriculum with additional instructions for advanced learners.

*Allocation: $35,000*

STEM Grant Intervention
The Elementary and Secondary Science Teams worked with Oxon Hill Elementary and Middle Schools through: parent involvement sessions, teacher workshops, STEM Fairs, Easy as Pi – Engineering Day, and a Presentation by Darrell Bayne. Additional funds were utilized to provide in school and at home access to Gizmos software and BrainPop web-based videos, to provide additional science and mathematics resources.
*Allocation: $90,000*

Professional Development
The Secondary Science Specialist, the Middle School Science Coach, and curriculum writers provided support to new middle school science teachers and veteran teachers by facilitating quarterly teacher trainings. These trainings focused on curriculum content, laboratory/hands-on instructional strategies, and technology integration.
*Allocation: $48,000*

The Secondary Science Specialist and the Middle School Science Coach facilitated trainings for selected teachers from schools in improvement status and those using *America's Choice* whole school reform program. The strategies presented focused on best practices for students with specials needs and MSA preparation.

3. *Describe where challenges are evident. In your response, identify challenges in terms of grade level(s) and subgroup(s).*

Approximately 49 percent of fifth grade students demonstrated proficiency on the science MSA, while 36 percent of the eighth graders performed at proficiency. The eighth grade proficiency rate is 13 percentage points lower that of fifth grade students. Subgroup proficiency rates on the science MSA presents challenges, except for the White and Asian Pacific Islander students.

The most significant challenge in science for the fifth grade cohort is the proficiency rate for special education students. Of the students who tested, about one-in-four performed at proficiency. The proficiency rate for Limited English Proficient students was slightly higher, at 26.2%.

The proficiency rate for eight grade Hispanic students (28%) is eight points below the system average (36%), while the proficiency rate for eighth grade FARMS students fell below the system average by 10 percentage points. At 5.8% proficiency, LEP students performed at a rate of 30 percentage points below the state average and more than 60 percentage points below the highest performing subgroup(White – 68.0%).

4. *Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate.*

In SY2010, Science Office staff will continue to train teachers on how to use instructional materials to promote inquiry in science to enhance critical thinking skills. Teachers will be provided with training to support the utilization of the state curriculum, curriculum frameworks, and the Scott Foresman and Prentice Hall programs for student success on the MSA. Teacher capacity will also be enhanced through the National Science Foundation Minority Student Pipeline Grant and the Loyola College Masters in Science Education Cohort. The current MSDE STEM grant will be used to increase student academic achievement in the elementary and middle grades. A student problem-of-the-week booklet was created for daily use to improve test-taking skills in elementary science.

Science professional development at the elementary, middle, and high schools levels will be focused on increasing teacher capacity through best practices for instruction and assessment while increasing the use of inquiry skills. Teachers will use the results from systemic assessments to diagnose student learning needs. This is done in the high school program by emphasizing *Disciplinary Literacy* and a new curriculum for Grade 9. The Howard B. Owens Science Center will provide support to high schools with low biology HSA pass rates in this implementation. The middle and elementary levels will continue to focus on learning walks as well as the following Principles of Learning: Accountable Talk, Socializing Intelligence, Clear Expectations, and Academic Rigor. In addition, those middle schools involved with *America's Choice* will use the workshop model to build student and teacher capacity.

The following represents proposed changes to insure sufficient progress of all students with particular emphasis on ELL and special needs students.

In 2008, the Science Team made Grade 5 curriculum framework revisions of lesson plans, pacing, and resources notes and the revised materials were made available. Adjustments to the curriculum frameworks include systemic pre-test diagnostic and unit assessments post-tests (anchor papers will be selected as each assessment is administered). Additional curriculum modifications were made during the summer 2009 to assist teachers in the effective use of the Science Problem of the Week (SPOW) document.

Starting in Spring 2009, to ensure elementary students with disabilities will have the *iStation* reading intervention, which incorporates a new grade 3-5 content area reading component that includes informational text in the areas of earth science, life science, and physical science. Additional assistive technology resources will be provided to support the success of elementary students with disabilities in the area of science in the summer 2009. Additional science materials will be initiated January 2010 with ARRA funds to enhance support for elementary students with disabilities.

*Allocation: $488,000 for iStation (ARRA IDEA Cycle 2)*
*$443,765 for assistive technology (ARRA IDEA Cycle 1)*
*$45,000 for science materials (ARRA IDEA Cycle 2)*

### Professional Development

As part of the National Science Foundation MSP$^2$ Grant, over 100 elementary and middle grades science teachers will participate in five summer institutes this year. The institutes are: an Environmental Science Institute at Hard Bargain Farm, Physics, Chemistry, and Earth Science institutes at Prince George's Community College, Inquiry institute at the Howard B. Owens Science Center. These will be monitored and assisted throughout SY2010. Assistance will be given in classroom and after–school sessions. Timeline: Summer 2009 – Summer 2010.
*Allocation: $394,000 (NSF grant)*

Three coaches and a specialist were hired as part of the NSF/MSP$^2$ grant. These program staff will monitor and assist all teachers trained through the NSF/MSP$^2$ grant. A fourth data analysis staff person will be hired to complete this team. Timeline: Summer 2009 – Summer 2010
*Allocation: $320,000 (NSF grant)*

### Support for Special Education Students

A major investment will be made in assistive technology (software, supplies, equipment, and professional development) in SY 2010 to support the unique learning needs of students with disabilities in science and other subject areas. Timeline: ARRA IDEA 2004 Funds Cycle 1 – October 2009 – June 2010
*Allocation: $443,765*

In collaboration with the Department of Curriculum and Instruction, and the Department of Special Education, science intervention materials will be selected for elementary and middle school students to facilitate access to the science curriculum for students with special needs. (The required open bid process will be followed for vendor selection.) Timeline: ARRA IDEA 2004 Funds Cycle 2 – January 2010 – June 2010
*Allocation: $45,000*

An updated version of iStation will be implemented for students with disabilities at the elementary level. This intervention includes content area objectives in earth science, life science, and physical science. Timeline: ARRA IDEA 2004 Funds Cycle 2 – January 2010 – June 2010
*Allocation: $488,000*

Support for Middle Schools

- Additional activities will be provided to middle school students by offering direct dialogue training to sixth grade science teacher scheduled to be completed summer 2010. Direct dialogue training of middle school department chairs and science teachers will be completed summer 2010.
- Inclusion of systemic pre-test diagnostic and unit assessments post-tests for Grade 8 by the Science Team (Completed Summer 2009). Item analysis will take place throughout the school year with revisions completed in summer 2010
- Technology evaluations will be integrated into the 6th grade science curriculum Phase I – (to be completed 2010). Pilot reorganization of middle school science curriculum (6-8) is being implemented at Dr. Ernest Everett Just Middle School and Lake Arbor Elementary Phase II (to be completed 2011). Both co-teaching and intensive science classes will be offered at selected middle and high schools (August 2009 - June 2010).
- Additional assistive technology resources will be provided to support the success of middle school students with disabilities in the area of science (to be initiated November 2009). Science materials will be provided for middle school students with disabilities (to be initiated January 2010).

*Allocation: $443,765 for assistive technology (ARRA IDEA Cycle 1)*
*$45,000 for science materials (ARRA IDEA Cycle 2)*

High School Assessments (HSA)
English

Based on the Examination of AYP Proficiency Data for English (Table 2.3):

Table 2.3: Maryland School Assessment - AYP Proficiency Data - Reading - High (English II)

| Subgroup | 2006 | | | 2007 | | | 2008 | | |
|---|---|---|---|---|---|---|---|---|---|
| | # Tested | # Prof. | % Prof. | # Tested | # Prof. | % Prof. | # Tested | # Prof. | % Prof. |
| All Students | 9,327 | 4,417 | 47.4 | 9,516 | 5,527 | 58.1 | 7,133 | 5,230 | 73.3 |
| African American | 7,451 | 3,322 | 44.6 | 7,620 | 4,338 | 56.9 | 5,846 | 4,199 | 71.8 |
| American Indian/Alaskan Native | 49 | 23 | 46.9 | 37 | 22 | 59.5 | 27 | 19 | 70.4 |
| Asian/Pacific Islander | 288 | 202 | 70.1 | 316 | 232 | 73.4 | 243 | 210 | 86.4 |
| Hispanic | 837 | 369 | 44.1 | 963 | 462 | 48.0 | 559 | 396 | 70.8 |
| White (Not of Hispanic Origin) | 702 | 501 | 71.4 | 580 | 473 | 81.6 | 458 | 406 | 88.6 |
| Free/Reduced Meals (FARMS) | 2,583 | 1,064 | 41.2 | 3,030 | 1,556 | 51.4 | 2,221 | 1,505 | 67.8 |
| Limited English Proficient (LEP) | 339 | 61 | 18.0 | 429 | 98 | 22.8 | 142 | 70 | 49.3 |
| Special Education | 973 | 154 | 15.8 | 936 | 243 | 26.0 | 749 | 250 | 33.4 |

1. *Describe where progress is evident. In your response, identify progress in terms of subgroups.*

Table 2.3 displays the English passing rates for all subgroups from 2006 through 2008. Overall scores for students on HSA have trended upward, with African American scores showing the greatest improvement. Overall, proficiency rates increased by 15.2 percentage points from 2007 to 2008 by 25.9 points over the three-year period

Subgroup proficiency rates for the HSA English II ranged from 33.4% (special education) to 88.6% (White) in SY 2008. LEP students demonstrated the greatest gain from 2006 to 2008 (31.3 percentage points), while the proficiency rates for low-income (FARMS) students and African American students increased by 26.6 and 27.2 percentage points respectively over the same three-year time period.

2. *Identify the practices, programs, or strategies to which you attribute the progress. Include a discussion of corresponding resource allocations.*

In 2008, the following strategies were employed to improve high school ESOL students' performance on the 10th grade English HSA exam.

Professional Development
Ongoing, intensive training was provided to general education teachers and teachers of ESOL and special education students on the curriculum framework for English 10. Training focused on the following topics: core learning goals and indicators, reading strategy instruction, effective utilization of the co-teaching model, and differentiated instruction.

The High School Department Chairperson Leadership Institute provided participants with training on critical reading and writing strategies to improve performance on the English HSA. Department chairpersons then delivered training to teachers in their schools. To supplement this training, the HSA Professional Development Initiative was launched to provide training to new 10th grade English teachers and those identified by school-based administrators

as needing additional assistance. Training in *Disciplinary Literacy* strategies was provided to high school teacher coordinators to enhance rigor and preparations for curriculum development targeting ninth grade in order to build stronger support for the assessment in 10th grade.

*Clarifying Question:*

*MSDE QUESTIONS:*

*3. Please clarify "reading strategy instruction" found on page 81.*

*The response to this question can be found on pages 275-276.*

Interventions

High schools in improvement received an additional teacher position to focus on secondary literacy through the implementation of *READ 180®,* a research-based reading intervention program that enables readers entering high school below grade level to make significant reading and literacy gains.

The Department of Special Education initiated a pilot of the *READ 180®* program for students with IEPs in a three-step phase-in process. Phase I engaged pilot schools in the implementation of *READ 180®* in the spring of 2007. Phase II, which included ten additional high schools, was conducted in SY2008. The 14 participating schools had a full-time teacher for *READ 180®*, who participated in ongoing training. Special Educational Instructional Specialists and Itinerant Resource Teachers visited schools to monitor and support program implementation. All high schools participated in full implementation of the *READ 180®* special education initiative in SY2009 as part of Phase III.

Curriculum Modifications

Modified curriculum frameworks for grades nine through twelve continued to be used for developing the comprehension skills of struggling students with and without disabilities. The modified curriculum frameworks integrate content area software, assistive technology applications, use of graphic organizers, and reading strategies.

*3. Describe where challenges are evident. In your response, identify challenges in terms of subgroups.*

Of the subgroups, special education students' performance is the lowest, at 33.4 percentage points below the aggregate 73.3% passing rate. The Special Education subgroup is 55.2 percentage points lower than the highest performing group (White-88.6%). Over the 2006-2008 time period,, special education students' performance has only increased by 17.6 percentage points, while passing rates for students who qualify for Free and Reduced Price Meals increased by 26.6 points.

*4. Describe the changes or adjustments that will be made to ensure sufficient progress. Include a discussion of corresponding resource allocations, and incorporate timelines where appropriate.*

The adjustments made in SY2008 to ensure sufficient progress to address the needs of English Language Learners (ELL) and students with disabilities included modifications to the curriculum framework. Modifications are currently being written to the new Grade Nine curriculum guide. Completion of the Revised Curriculum Guide is targeted for SY2010. Professional development will target English co-teachers and intensive special education teachers in SY2010.

The mdk12.org website targeting English instruction and resources will be embedded in trainings. Training of teachers began in summer of 2009 and will continue during SY2010. Benchmark assessments will be developed for English 10 to align with the state curriculum and will be administered throughout the school year to determine student mastery of skills measured on the English HSA.

*Allocation: $250,000*

| Table 3.1: HSA Test Participation and Status - English 2008 | | | | | | | |
|---|---|---|---|---|---|---|---|
| Population: All 10th Grade Students | | | | | | | |
| | Total Number Taken | % Taken and Passed | Number Taken and Passed | % Taken and Not Passed | Number Taken and Not Passed | % Not Taken | Number Not Taken |
| All Students | 7834 | 63 | 4938 | 37 | 2896 | 13.1 | 1185 |
| American Indian/Alaskan Native | 31 | 71 | 22 | 29 | 9 | 16.2 | 6 |
| African American | 6427 | 60.5 | 3887 | 39.5 | 2540 | 9.9 | 709 |
| Asian/Pacific Islander | 236 | 84.7 | 200 | 15.3 | 36 | 18.9 | 55 |
| White (non-Hispanic) | 442 | 87.3 | 386 | 12.7 | 56 | 5.2 | 24 |
| Hispanic | 698 | 63.5 | 443 | 36.5 | 255 | 35.9 | 391 |
| Special Education | 783 | 17.2 | 135 | 82.8 | 648 | 17.1 | 161 |
| Limited English Proficient (LEP) | 42 | 35.7 | 15 | 64.3 | 27 | 91.9 | 476 |
| Free and Reduced Meals (FARMS) | 2736 | 53.6 | 1466 | 46.4 | 1270 | 17.9 | 597 |

| Table 3.2: HSA Test Participation and Status - English 2008 | | | | | | | |
|---|---|---|---|---|---|---|---|
| Population: All 11th Grade Students | | | | | | | |
| | Total Number Taken | % Taken and Passed | Number Taken and Passed | % Taken and Not Passed | Number Taken and Not Passed | % Not Taken | Number Not Taken |
| All Students | 6488 | 75.7 | 4912 | 24.3 | 1576 | 10.6 | 769 |
| American Indian/Alaskan Native | 25 | 68 | 17 | 32 | 8 | 16.7 | 5 |
| African American | 5290 | 74.4 | 3938 | 25.6 | 1352 | 8.7 | 504 |
| Asian/Pacific Islander | 229 | 87.8 | 201 | 12.2 | 28 | 11.2 | 29 |
| White (non-Hispanic) | 421 | 90.7 | 382 | 9.3 | 39 | 5.2 | 23 |
| Hispanic | 523 | 71.5 | 374 | 28.5 | 149 | 28.5 | 208 |
| Special Education | 512 | 29.1 | 149 | 70.9 | 363 | 7.7 | 43 |
| Limited English Proficient (LEP) | 96 | 44.8 | 43 | 55.2 | 53 | 73.5 | 266 |
| Free and Reduced Meals (FARMS) | 1993 | 69.9 | 1393 | 30.1 | 600 | 12.7 | 291 |

Based on the Examination of 2008 High School Assessment (HSA) Results for English (Tables 3.1 and 3.2):

1. *Identify any additional challenges that are evident.*

For students in the aggregate, the improvement in the passing rate from 10th grade to 11th grade is significant (i.e. from 63% to 75.7%). These passing rates exceeded the state AMO of 59% for SY2008. However, PGCPS 10th and 11th grade cohorts are experiencing significant numbers of Hispanic, special education, and LEP students not taking the English HSA Test. Of these student groups, the non participation of LEP students stands out, with 91.9% of 10th graders and 73.5% of 11th graders not sitting for the tst.

The numbers of high school LEP students decreased when the model for determining AYP for high schools was changed by MSDE in SY2008. In SY2006 and 2007, MSDE used the "first-time test take model" for determining AYP. This meant that any student in grades nine through twelve with either ESOL or Reclassified/Redesignated Limited English Proficient (RLEP) status who took a HSA for the first time was included in the AYP numbers of test takers for that year.

In 2008 MSDE changed to a "cohort model." This began with an 11th grade cohort. Therefore, the 2008 numbers only represented LEP and RLEP students enrolled in 11th grade who took the HSA in the 9th-11th grade year. Hence, the number of 11th grade students for ESOL is lower due to ESOL students who did not traditionally take English, Biology, and Local, State and National (L/S/N) Government until they reached the 12th grade and had a more fluent level of English proficiency.

The number of RLEP students was reduced because students can only be RLEP for two years. So if a student had RLEP status in the 9th and/or 10th grade year, took and passed all of the HSA's as an RLEP with RLEP accommodations, his/her scores would not count towards the LEP subgroup AYP in the 11th grade cohort capture since the RLEP status had expired.

More than four-in-ten FARMS students, almost half of LEP students, and almost eight-in-ten special education students have either taken and not passed, or have not taken, the HSA English by the end of their 11th grade year. These numbers present a disheartening situation for the three lowest performing subgroups. These three subgroups have the lowest passing rates for HSA English; each considerably lower than the system's overall passing rates at the respective grade levels. FARM, LEP and special education students are at the highest risk of not meeting graduation requirements.

2. *Describe the interventions that the school system has in place to support students in passing the English HSA. How effective are they? What evidence do you have of their effectiveness? Include a discussion of corresponding resource allocations.*

*READ 180*® and *Corrective Reading* are computer-based reading intervention programs currently utilized to support students with disabilities. The *SRA Corrective Reading-Decoding Program* was implemented for students in separate class settings in all targeted middle and high schools. Students performing below grade level in the 9th grade are identified by the IEP team that monitors student progress, evaluates instructional and functional needs, and determines whether or not more intense services are required. The *READ 180*® intervention program is in15 high schools, and two high schools are using the *Corrective Reading* program.

Although there were initial concerns with equipment and staffing, collected data and SRI scores indicated some success with the program. For evidence of effectiveness, the district looked at the number of students that were able to access the Bridge to Academic Validation as a result of using the interventions. Special education students, who require greater enrichment and support, will be able to access the Bridge to Academic Validation class and the before/after school program provided through the High School Assessment grant for students with disabilities. *Allocation: $341,244*

3. *Describe what, if anything, the school system will do differently than in past years to address the challenges identified. Include a discussion of corresponding resource allocations.*

Greater collaboration is occurring between the R/ELA Secondary Team, the Division of Information Technology, and the Special Education Department. Discussions and professional development collectively include best practices for an effective inclusive environment, embedding more of the Universally Designed Concepts in the co-

taught English classrooms, embedding the assistive technology specified on Individualized Education Plans in curricular documents, ensuring that struggling students have greater accessibility to the general education curriculum through technology, and focusing more on the co-teaching relationship between general and special educators. Universally Designed Concepts is the framework for designing and scaffolding curricula that enables all students to gain knowledge, skills, and enthusiasm for learning.

Reading Intervention Programs are reviewed and discussed by staff in both the Department of Curriculum and Instruction and the Department of Special Education before purchasing. Systemic information is shared about initiatives, curriculum materials, and resources. All professional development is provided to all high school department chairs, teacher coordinators, special education instructional specialists, High School Consortium generalists, and Universally Designed Specialists within the schools.

The Department of Special Education and the Department of Curriculum and Instruction staff have also joined forces to provide funds for curriculum writing, purchasing interventions, and providing professional development to co-teachers and classroom teachers.
***Allocation: $575,000***

*Clarifying Question:*

*MSDE QUESTIONS:*

1. *In Tables 3.1-3.8, please explain the reasons for the high number of students who have not yet taken HSA's in all content areas and the system's plan for addressing it.*
2. *How did you modify the course sequence for LEP students to accommodate the referenced Cohort Model on page 84?*

*The responses to these questions can be found on pages 274-275.*

## High School Assessments (HSA)
## Algebra/Data Analysis

| Table 2.6: Maryland School Assessment - AYP Proficiency Data - Math - High (Algebra/Data Analysis) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Subgroup | 2006 | | | 2007 | | | 2008 | | |
| | # Tested | # Prof. | % Prof. | # Tested | # Prof. | % Prof. | # Tested | # Prof. | % Prof. |
| All Students | 10,810 | 4,756 | 44.0 | 9,880 | 5,130 | 51.9 | 7,119 | 4,933 | 69.3 |
| African American | 8,820 | 3,569 | 40.5 | 7,854 | 3,805 | 48.4 | 5,726 | 3,801 | 66.4 |
| American Indian/Alaskan Native | 48 | 21 | 43.8 | 39 | 21 | 53.8 | 25 | 19 | 76.0 |
| Asian/Pacific Islander | 337 | 240 | 71.2 | 301 | 224 | 74.4 | 246 | 218 | 88.6 |
| Hispanic | 961 | 449 | 46.7 | 1,161 | 661 | 56.9 | 686 | 500 | 72.9 |
| White (Not of Hispanic Origin) | 644 | 477 | 74.1 | 525 | 419 | 79.8 | 436 | 395 | 90.6 |
| Free/Reduced Meals (FARMS) | 3,108 | 1,307 | 42.1 | 3,296 | 1,659 | 50.3 | 2,249 | 1,453 | 64.6 |
| Limited English Proficient (LEP) | 588 | 161 | 27.4 | 551 | 234 | 42.5 | 376 | 234 | 62.2 |
| Special Education | 1,273 | 206 | 16.2 | 874 | 168 | 19.2 | 743 | 237 | 31.9 |

Based on the Examination of AYP Proficiency Data for Algebra/Data Analysis (Table 2.6):

1. *Describe where progress is evident. In your response, identify progress in terms of subgroups.*

Students are making impressive progress in demonstrating meeting proficiency in mathematics. This is reflected in Table 2.6 where all subgroups met the AMO, with the exception of special education students. However, special education students did show a 15.7 percentage point increase from 2006 to 2008. Limited English Proficient students posted a substantial gain of 34.8 percentage points from 2006 to 2008, while proficiency rates for Free & Reduce Meals (FARM) students increased by 22.5 percentage points during the same period.

2. *Identify the practices, programs, or strategies to which you attribute the progress. Include a discussion of corresponding resource allocations.*

The improvements made by the high school students indicate that investments made in the following practices, programs, and strategies are better preparing students to become successful.

### Professional Development

Two high school mathematics coaches were hired to support teachers in selected schools to provide assistance with planning, teaching demonstration lessons and collaborative teaching. Additionally, the coaches provided professional development on best practices during training sessions after school.

The Mathematics Team partnered with the High School Consortium staff to provide professional development on the *Institute for Learning's (IFL)* model for *Disciplinary Literacy (DL)*. Algebra I teachers, teacher coordinators, and department chairs received bi-monthly training on the tools used for *DL* lessons in mathematics. The current secondary curriculum has been revised to embody the model for *DL*.
***Allocation: $350,000***

Department of Curriculum and Instruction will partner with all Departments, (i.e., School Improvement, Alternative Education, etc.), as needed to provide quality professional development to all new Algebra I teachers and teachers who are in need of additional support in implementing best practices in Algebra instruction.

The Office of Mathematics provided professional development opportunities for all teachers. Training areas included IFL/DL, curriculum frameworks for grades 6-8 Algebra/Data Analysis and Algebra I, technology, collaborative planning, and differentiated instruction. In addition, support was provided to math teachers of special education and ELL students. This development focused on teaching mathematics curriculum content and selecting effective interventions for struggling students and dual language learners. Monthly training sessions were held that focused on technology, best practices, and content, as it related to upcoming lessons.

Intervention Programs
*Understanding Math Plus* was introduced as an intervention for secondary special education students and ESOL students. *Understanding Math Plus* is a software program containing interactive slides that offer multiple ways of learning math content in order to accommodate various teaching and learning styles. The program is correlated to the state curriculum and the Core Learning Goals.

The *America's Choice* tiered intervention program was provided to students who had successfully passed the Algebra I course, but have not passed the High School Assessment (HSA). This program was available in 16 high schools.

Each high school in improvement was allocated a dedicated mathematics teacher position to support 9th and 10th graders who needed additional math recovery assistance. Struggling students received targeted support with the goal of helping them attain grade level proficiency and pass the Algebra HSA.

Special Education Support – The Secondary Special Education Instructional Specialists for mathematics worked as part of the Mathematics Office, serving as the link between departments while working with both general and special education teachers. Using the curriculum frameworks, five E's lesson format, and various differentiation strategies, the specialists provided professional development appropriate to address the instructional needs of all learners, including students with various learning challenges.
*Allocation: $100,000*

3. *Describe where challenges are evident. In your response, identify challenges in terms of subgroups*.

Table 2.6 clearly establishes that mathematics proficiency levels district-wide have improved dramatically for all students, with the exception of special education. Special education students are consistently the lowest performing subgroup on the math assessment. Although the proficiency rate for special education students has increased by 12.7 percentage points from 2007 to 2008, this subgroup did not meet standard. Their proficiency rate was 24.2 percentage points below standard in 2008.

4. *Describe the changes or adjustments that will be made to ensure sufficient progress. Include a discussion of the corresponding resource allocations, and incorporate timelines where appropriate.*

Due to the need to build teacher capacity in teaching diverse learners, the Math Department, in collaboration with the Department of Special Education and with funding from the American Recovery and Reinvestment Act (ARRA) grant, are selecting intervention programs for co-taught and intensive Algebra I classes and 7th and 8th grade intensive and co-taught classes. In addition, the Department of Curriculum and Instruction, working in collaboration with the Special Education Department, has been awarded AYP and HSA grants from the State of Maryland. These grants were written to assist teachers with: 1) improving the academic performance of students with disabilities and; 2) increasing the number of students obtaining proficiency and above on the MSA and passing rates on HSA. Nine high schools have been targeted with assistance on strategies to support students with special needs in successfully completing AYP projects.

Professional Learning Communities for sharing research-based strategies with co-teachers and special educators are held bi-monthly throughout the school year to aid teachers in applying accessibility strategies to quarter algebra goals.
*Allocation: $143,000 (stipends and building cost)*

At the bi-monthly professional learning community meetings, participants receive re-training of concepts, feedback, and suggestions from coaches, secondary math instructional specialists, as well as master teachers on challenges encountered in the classroom using intervention strategies.
*Allocation: $151,000 (6 Facilitators for 100 teachers)*

Math facilitators/coaches will visit each high school weekly to support co-teachers and special educators with proper implementation of algebra content with use of intervention strategies. Every month, each teacher will receive an e-communication containing information regarding lessons scheduled for the coming month, based upon the districts pacing guide with intervention strategies.
*Allocation: $1,272,800*

Co-teachers and special education teachers will receive DVDs and teacher editions with modeled lessons containing demonstrations of all major concepts in each lesson to be used by teachers as a refresher, in the classroom to introduce lessons, and by students following an absence from class or in need of additional assistance. They will also receive manipulatives to use with lessons to engage students in concept development.
*Allocation: $69,000*

All of the above activities will take place during the fall of 2009 through June 2010.

Table 3.3: HSA Test Participation and Status - Algebra/Data Analysis 2008

Population: All 10th Grade Students

| | Total Number Taken | % Taken and Passed | Number Taken and Passed | % Taken and Not Passed | Number Taken and Not Passed | % Not Taken | Number Not Taken |
|---|---|---|---|---|---|---|---|
| All Students | 7,681 | 65.1 | 4,997 | 34.9 | 2,684 | 14.4 | 1,293 |
| American Indian/Alaskan Native | 31 | 61.3 | 19 | 38.7 | 12 | 13.9 | 5 |
| African American | 6,115 | 62.5 | 3,820 | 37.5 | 2,295 | 13.9 | 991 |
| Asian/Pacific Islander | 246 | 89.0 | 219 | 11 | 27 | 14.6 | 42 |
| White (non-Hispanic) | 413 | 89.6 | 370 | 10.4 | 43 | 10.0 | 46 |
| Hispanic | 876 | 65.0 | 569 | 35 | 307 | 19.3 | 209 |
| Special Education | 755 | 18.8 | 142 | 81.2 | 613 | 19.8 | 186 |
| Limited English Proficient (LEP) | 361 | 53.5 | 193 | 46.5 | 168 | 30.2 | 156 |
| Free and Reduced Meals (FARMS) | 2,862 | 58.1 | 1,662 | 41.9 | 1,200 | 14.0 | 466 |

Table 3.4: HSA Test Participation and Status - Algebra/Data Analysis 2008

Population: All 11th Grade Students

| | Total Number Taken | % Taken and Passed | Number Taken and Passed | % Taken and Not Passed | Number Taken and Not Passed | % Not Taken | Number Not Taken |
|---|---|---|---|---|---|---|---|
| All Students | 6,491 | 71.8 | 4,659 | 28.2 | 1,832 | 9.9 | 716 |
| American Indian/Alaskan Native | 23 | 73.9 | 17 | 26.1 | 6 | 23.3 | 7 |

| Table 3.4: HSA Test Participation and Status - Algebra/Data Analysis 2008 | | | | | | | |
|---|---|---|---|---|---|---|---|
| Population: All 11th Grade Students | | | | | | | |
| | Total Number Taken | % Taken and Passed | Number Taken and Passed | % Taken and Not Passed | Number Taken and Not Passed | % Not Taken | Number Not Taken |
| African American | 5,189 | 69.2 | 3,590 | 30.8 | 1,599 | 9.8 | 565 |
| Asian/Pacific Islander | 232 | 89.7 | 208 | 10.3 | 24 | 8.3 | 21 |
| White (non-Hispanic) | 403 | 92.1 | 371 | 7.9 | 32 | 7.8 | 34 |
| Hispanic | 644 | 73.4 | 473 | 26.6 | 171 | 12.1 | 89 |
| Special Education | 506 | 27.9 | 141 | 72.1 | 365 | 9.2 | 51 |
| Limited English Proficient (LEP) | 325 | 60.0 | 195 | 40.0 | 130 | 9.2 | 33 |
| Free and Reduced Meals (FARMS) | 2,058 | 67.1 | 1,380 | 32.9 | 678 | 9.1 | 207 |

Based on the Examination of 2008 High School Assessment Results for Algebra/Data Analysis (Tables 3.3 and 3.4):

1. *Identify any additional challenges that are evident.*

Approximately 65% of tenth grade students passed the Algebra/Data Analysis HSA, while just under 72% of eleventh grade students passed the assessment. Of particular concern are the low passing rates for the LEP, FARMS, and special education student subgroups; each considerably lower than the system's overall passing rates at the respective grade levels. The remaining subgroups show passing rates at both grade levels that either exceed, or are within four percentage points of the system's overall passing rates.

The situation for students of the three lowest performing subgroups is daunting. More than four-in-ten FARMS students, almost half of LEP students, and more than eight-in-ten special education students have either taken and not passed, or have not taken, the Algebra/Data Analysis HSA by the end of their 11th grade year. These students are at the highest risk of not graduating from high school on time.

2. *Describe the interventions that the school system has in place to support students passing the Algebra/Data Analysis HSA. How effective are they? What evidence do you have of their effectiveness? Include a discussion of corresponding resource allocations.*

Interventions

Through the *America's Choice (AC)* tiered intervention program, two year-long courses were offered for students who had passed the Algebra I course but who needed to review some skills and correct some fundamental misconceptions to better prepare for HSAs. The two courses, *Ramp Up to Algebra* and *Pathways for College Prep Math,* are highly interactive and multi-representational. Students with HSA scores below 368 were placed in the more intensive *Ramp Up to Algebra* course, and those with scores between 368 and 405 were placed in the *Pathways for College Prep Math* course. A professional learning community (PLC) was established to support the AC math teachers. The PLC meets once a month to engage in "lesson study" activities and other forms of professional exchange and growth. Collaboration between the High School Consortium (HSC) and the *America's Choice* support staff has allowed this professional development to be nurtured, and it now serves as a model for what teachers in other courses and subjects can do to enhance learning and to share best and promising practices.
*Allocation $375,500*

*Understanding Math Plus* was introduced as a support intervention for secondary special education and ESOL students. *Understanding Math Plus* is a tiered software program containing interactive slides that offer teachers multiple ways of introducing math content in order to accommodate the various learning styles of students. It is a highly interactive, multi-dimensional intervention with a very strong visual component. (Research shows that students with disabilities tend to be strong visual learners.) The program is correlated to the state curriculum and the Core Learning Goals. The program also helps to build special education teacher capacity – especially for those teachers who have special education certification, but who have weak mathematics content capacity – by providing alternative strategies for presenting material to students.
***Allocation: $10,362***

### Professional Development

As part of an ongoing effort to increase teacher capacity, five instructional workshops were conducted for Algebra teachers to help make Algebra/Data Analysis more accessible to students with mathematical delays. The workshops focused on using various intervention strategies such as graphic organizers, manipulatives, calculator support, and language acquisition. The strategies emphasized during the workshops were based on research conducted by the Special Education Department at the University of Maryland on increasing the capacity of teachers of students with mathematical delays.

The Mathematics Department collaborated with the ESOL Office and the Special Education Department to provide professional development workshops to all middle and high school Algebra teachers. Approximately 150 teachers attended the workshops, and teachers were allowed to attend more than one workshop session.
***Allocation: $85,000*** (Stipends and Room Costs)

### Effectiveness

During SY2009, 808 students enrolled in one of the two *America's Choice* mathematics support courses at the high school level. Of these students, 146 were enrolled in the more intensive *Ramp Up to Algebra*, and the remaining 662 students were enrolled in *Pathways for College Prep Math*. Some 88.4% (or 714) of the 808 *America's Choice* enrollees completed the course and retook the Algebra/Data Analysis HSA. Of these course and test completers, 200 (or 28.0%) passed the test after completing the course. At the same time, 541 students (or 75.8%) increased their HSA test scores by an average of 23.5 points (see Table D).

Table D: *America's Choice* Enrollments and HSA Progress, SY2009

| Total Students | Ramp Up | Pathways | Completers With Test | Percent Passed Test | Percent Increased Score | Avg. Point Increase |
|---|---|---|---|---|---|---|
| 808 | 146 | 662 | 714 (88.4%) | 28.0% | 75.8% | 23.5 |

The *Understanding Math Plus* software was made accessible to all Algebra I Special Education, ESOL, and General Education teachers via a laptop. Approximately 150 teachers received the software and attended training on the software. The program was used by classroom teachers to enhance the delivery of instruction through explicit modeling of concepts. Data show that the school system was not as effective as it had hoped in reaching its special needs population. Although the percentage of 11th grade special education students who passed the Algebra/Data Analysis HSA is unacceptably low (27.9%), the percentage of 11th grade LEP students who passed the test (60.0%) is 6.5 percentage points higher than the percentage of 10th grade LEP students who passed the test (53.5%).

3. *Describe what, if anything, the school system will do differently than in past years to address the challenges identified. Include a discussion of corresponding resource allocations.*

By far, the most significant challenge faced by the school system regarding student success in Algebra/Data Analysis HSA testing, is to dramatically improve the performance of special education students. From an instructional standpoint, a large percentage of Prince George's County special education teachers have not developed a repertoire of instructional strategies related to math content, and general education math teachers are not skilled in selecting strategies to reach all learners, especially at the secondary level. To improve instructional practices and improve student learning, special education and general education co-teachers need opportunities to model collaboration, share strategies, and receive feedback and assistance with their instructional practices. The Mathematics Department, in collaboration with the Department of Special Education, will expand the availability and use of *Understanding Math Plus*, and use funding from the ARRA grant (federal stimulus funding) to select an intervention for use in Algebra I co-teaching and intensive classes at the high school level, and another intervention for use in similar (Algebra I co-teaching and intensive) classes at the middle school level. The specific interventions will be selected subject to a competitive bidding process as required by the ARRA grant.

The selected intervention programs will provide co-teachers (general and special educators) and intensive teachers with training on the types of intervention strategies that have proven to be effective for students with math disabilities and math delays. This will be accomplished through bi-monthly Professional Learning Communities (PLC) training sessions. In addition, coaches will make one-to-two visits per week to each school to support the teachers with effective instructional strategies using the core curriculum. During these visits, coaches will model lessons, team-teach, answer questions, and troubleshoot as needed. Coaches will also provide lesson planning assistance and feedback regarding implementing differentiated instruction to students with diverse needs.
***Allocation: $3,207,031***

High School Assessments (HSA)
Biology

| Table 3.5 HSA Test Participation and Status – Biology 2008 | | | | | | | |
|---|---|---|---|---|---|---|---|
| Population: All 10th Grade Students | | | | | | | |
| | Total Number Taken | % Taken and Passed | Number Taken and Passed | % Taken and Not Passed | Number Taken and Not Passed | % Not Taken | Number Not Taken |
| All Students | 7539 | 59 | 4449 | 41 | 3090 | 16.2 | 1456 |
| American Indian/Alaskan Native | 29 | 65.5 | 19 | 34.5 | 10 | 19.4 | 7 |
| African American | 6114 | 55.9 | 3419 | 44.1 | 2695 | 14.1 | 1005 |
| Asian/Pacific Islander | 248 | 81 | 201 | 19 | 47 | 14.2 | 41 |
| White (non-Hispanic) | 429 | 86 | 369 | 14 | 60 | 7.7 | 36 |
| Hispanic | 719 | 61.3 | 441 | 38.7 | 278 | 33.8 | 367 |
| Special Education | 729 | 21.4 | 156 | 78.6 | 573 | 22.6 | 213 |
| Limited English Proficient (LEP) | 137 | 36.5 | 50 | 63.5 | 87 | 73.3 | 376 |
| Free and Reduced Meals (FARMS) | 2640 | 50.6 | 1336 | 49.4 | 1304 | 20.6 | 686 |

| Table 3.6: HSA Test Participation and Status - Biology 2008 | | | | | | | |
|---|---|---|---|---|---|---|---|
| Population: All 11th Grade Students | | | | | | | |
| | Total Number Taken | % Taken and Passed | Number Taken and Passed | % Taken and Not Passed | Number Taken and Not Passed | % Not Taken | Number Not Taken |
| All Students | 6546 | 65.5 | 4287 | 34.5 | 2259 | 9.6 | 697 |
| American Indian/Alaskan Native | 24 | 58.3 | 14 | 41.7 | 10 | 20 | 6 |
| African American | 5254 | 63.5 | 3335 | 36.5 | 1919 | 9.1 | 526 |
| Asian/Pacific Islander | 236 | 86.4 | 204 | 13.6 | 32 | 8.2 | 21 |
| White (non-Hispanic) | 416 | 88.7 | 369 | 11.3 | 47 | 6.1 | 27 |
| Hispanic | 616 | 59.3 | 365 | 40.7 | 251 | 16 | 117 |
| Special Education | 513 | 26.1 | 134 | 73.9 | 379 | 7.6 | 42 |
| Limited English Proficient (LEP) | 260 | 39.6 | 103 | 60.4 | 157 | 27.2 | 97 |
| Free and Reduced Meals (FARMS) | 2060 | 57.5 | 1184 | 42.5 | 876 | 9.4 | 213 |

Based on the Examination of 2008 High School Assessment Results for Biology (Tables 3.5 and 3.6):

*1. Identify the challenges that are evident.*

Approximately 59% of the district's tenth grade students passed the Biology HSA. Subgroup passing rates continue to present challenges for PGCPS, except for the White and Asian Pacific Islander subgroups. The passing rate for African American 10th grade students (55.9%) lagged significantly behind that of White students (86%) and Asian/Pacific Islander students (81%), by 30.1 and 25.1 percentage points, respectively. The passing rate for Hispanic students (61.3%) was above the system's average for tenth grade students, while the passing rate for FARMS students fell below the system average by 8.4 percentage points. Limited English Proficient (LEP) students attained a passing rate that was 22.5 percentage points below the district's average and about 50 percentage points below the highest performing subgroup (White).

Of the 10th grade special education students who took and passed the Biology HSA, approximately 1 in 5 passed the assessment. Their passing rate was 15.1 percentage points below the second lowest performing subgroup (LEP - 36.5%).

Slightly less than 66% of 11th grade students passed the Biology HSA. Passing rates for both Hispanic students and American Indian students were below the system average, while the passing rate for African American students fell 2 percentage points below the system average. The performance of special education, LEP and FARMS students was also under the district's aggregate percentage passing rate.

2. *Describe the interventions that the school system has in place to support students in passing the Biology HSA. How effective are they? What evidence do you have of their effectiveness? Include a discussion of corresponding resource allocations.*

The district provides several interventions to support students in passing the Biology HSA. They include: Academic Validation Program, Professional Development for Special Education Biology and ESOL teachers, and special accommodations for students with 504 Plans.

### Academic Validation Program (AVP)

Students who have failed to pass the HSA Biology exam are enrolled in the Academic Validation Program (AVP) course. The number of projects required for course completion is based on a review of the student's HSA performance. The AVP program allows students, who have not passed the HSA Biology exam after two unsuccessful attempts and who have participated in interventions programs, an alternative avenue for meeting HSA graduation requirements.

The AVP course program closely monitors student performance. Students in danger of not meeting course outcomes are identified using data from: frequent unit assessments, classroom assessments, teachers, counselors and administrators' input, progress reports, and trends in quarterly grades. Additional support to enhance student performance is provided based on student needs.

As of May 2009, 937 students met their high school graduation requirements as a result of their completion of Academic Validation Projects in Biology. Resources from the school level, High School Consortium, and the Division of Academics were utilized to complete this process.

### Professional Development: Special Education

The district provides professional development activities to assist special education instruction in both intensive and co-teaching settings. Training also includes strategies for creating effective inclusive classrooms. Staff in the high school science department provides training to special educators on the Biology content, materials and resources, and best practices for instruction. All HSA Biology classes, including the special education intensive and co-taught classes, continue to utilize the modified curriculum frameworks. The frameworks are specifically developed to include academic supports for struggling learners and students with disabilities. They encourage the use of technology for enhancing instruction, resource transparencies and graphic organizers for improving comprehension, reading strategies for understanding difficult concepts and comprehending text, and Power Point presentations for enhancing Biology instruction. The Modified HSA Biology Examination is also available for eligible students. In addition, a student Resource HSA Biology Review Booklet was developed (summer 2009) for each biology student in the system. This booklet contains a series of review activities for all levels of learners on all the tested HSA Biology concepts.

### Professional Development: ESOL

Specific strategies and supports have been identified for LEP students and they are reflected in extensions to the HSA Biology curriculum frameworks. Strategies for reaching these subgroups are the focus of professional development initiatives. The teachers are engaged in professional development through the Governor's Academy team housed at the Owens Science Center. The program provides assistance in broadening instructional approaches and in-house resource documents for supplementing student instruction.

Beginning and intermediate level ESOL students are scheduled to take courses designed to better prepare them for the language and content of the Biology course prior to being scheduled for the biology course. In prior years, many ESOL students took the HSAs without taking appropriate prerequisite or preparatory coursework. Curriculum and Instruction staff has advised professional school counselors and principals that ESOL students should test in May, after they have completed most of the coursework.

ESOL Department staff train secondary ESOL coaches who partner with mainstream content area teachers working with ESOL students. They provide professional development that focuses on research-based methodologies to implement in the content area classroom. Additionally, these coaches collaborate with core content area staff and participate in teacher trainings to present effective strategies for reaching ESOL students. The coaches assist ESOL teachers in mastering "best teaching practices" designed to increase skills in reciprocal teaching and teacher capacity development (including techniques to enhance content and delivery).

ESOL staff continues to work collaboratively with the Department of Curriculum and Instruction staff to provide professional development to general and special educators on effective instructional strategies for struggling learners. The ESOL Office in cooperation with the Secondary Science Office is developing a modified ninth grade science course utilizing the re-written Integrating the Science Curriculum.

### Section 504 Plans

Every Professional School Counselor is required to submit a list of students who have current Section 504 Plans. This documentation includes notification of how plans were initiated and when they were last revised. The documentation is submitted to the Section 504 Coordinator. All Section 504 Plans are monitored through an audit that utilizes random selection of 504 Plans for review by the Section 504 Coordinator.

Testing accommodations are stipulated at the time when Section 504 Plans are developed. If students require additional time for HSAs, students are removed from class and given additional time for assessment completion. If there are students who require small group sessions during test administration, they are pulled from the larger classroom setting and given the HSAs in small-group settings. Students requiring small group sessions are also given extra assistance in preparing for the HSAs by a principal designee.

Professional School Counselors work with students who have 504 Plans to acquire additional remediation and study support in order to assist students with passing the HSAs. Implementation of 504 Plans, including testing accommodations and supports, is monitored by the Section 504 case manager in each school. This staff person is typically the Professional School Counselor.

High School Assessments (HSA)
Government

| Table 3.7: HSA Test Participation and Status - Government 2008<br>Population: All 10th Grade Students | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Total Number Taken | % Taken and Passed | Number Taken and Passed | % Taken and Not Passed | Number Taken and Not Passed | % Not Taken | Number Not Taken |
| All Students | 7541 | 74.8 | 5642 | 25.2 | 1899 | 16.4 | 1478 |
| American Indian/Alaskan Native | 31 | 83.9 | 26 | 16.1 | 5 | 16.2 | 6 |
| African American | 6145 | 73 | 4486 | 27 | 1659 | 13.9 | 991 |
| Asian/Pacific Islander | 231 | 90 | 208 | 10 | 23 | 20.6 | 60 |
| White (non-Hispanic) | 430 | 92.8 | 399 | 7.2 | 31 | 7.7 | 36 |
| Hispanic | 704 | 74.3 | 523 | 25.7 | 181 | 35.4 | 385 |
| Special Education | 743 | 31.8 | 236 | 68.2 | 507 | 21.3 | 201 |
| Limited English Proficient (LEP) | 92 | 57.6 | 53 | 42.4 | 39 | 82.2 | 426 |
| Free and Reduced Meals (FARMS) | 2640 | 67.2 | 1775 | 32.8 | 865 | 20.8 | 693 |

| Table 3.8: HSA Test Participation and Status -Government 2008<br>Population: All 11th Grade Students | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Total Number Taken | % Taken and Passed | Number Taken and Passed | % Taken and Not Passed | Number Taken and Not Passed | % Not Taken | Number Not Taken |
| All Students | 6619 | 81.7 | 5408 | 18.3 | 1211 | 9.6 | 706 |
| American Indian/Alaskan Native | 25 | 76 | 19 | 24 | 6 | 16.7 | 5 |
| African American | 5354 | 80.7 | 4321 | 19.3 | 1033 | 8.6 | 502 |
| Asian/Pacific Islander | 238 | 91.6 | 218 | 8.4 | 20 | 7.8 | 20 |
| White (non-Hispanic) | 419 | 95 | 398 | 5 | 21 | 5.8 | 26 |
| Hispanic | 583 | 77.5 | 452 | 22.5 | 131 | 20.8 | 153 |
| Special Education | 508 | 41.5 | 211 | 58.5 | 297 | 9.3 | 52 |
| Limited English Proficient (LEP) | 184 | 62 | 114 | 38 | 70 | 49.2 | 178 |
| Free and Reduced Meals (FARMS) | 2031 | 76.7 | 1557 | 23.3 | 474 | 11.6 | 266 |

Based on the Examination of 2008 High School Assessment Results for Government (Tables 3.7 – 3.8):

*1. Identify the challenges that are evident.*

Approximately 75% of tenth grade and 82% of eleventh grade students passed the Government HSA. All subgroup passing rates on the HSA continue to improve, except for the special education and LEP subgroups. The passing rate for African American 10th grade students (73%) lagged significantly behind that of White students (92.8%) and Asian/Pacific Islander students (90%), by 20 and 17 percentage points, respectively. The passing rate for 10th grade FARMS students fell below the system average by 7.6 percentage points. Limited English Proficient students attained a passing rate that was 17.2% percentage points below the district's average and about 35 percentage points below the highest performing subgroup (White).

The most significant challenge in the Government HSA data for the 10th grade cohort is the passing rate of special education students. Of the students who tested, less than 1 in 3 passed the assessment. Their passing rate was 25.8 percentage points below the second lowest performing subgroup (LEP-57.6%).

For the 11th grade cohort, the relative rankings for the subgroup passing rates were the same for the two highest performing subgroups (White, Asian/Pacific Islander)and the three lowest performing subgroups (FARMS, LEP, special education). Passing rates for Hispanic students were below the system average by four percentage points and American Indian students were below the system average by percentage points.

2. *Describe the interventions that the school system has in place to support students in passing the Government HSA. How effective are they? What evidence do you have of their effectiveness? Include a discussion of corresponding resource allocations.*

Interventions: Teachers received training on areas where students demonstrated weakness in acquisition of the content (geography goal). Teachers became familiar with strategies and materials to implement effective lessons addressing the goal for student success on the HSA and AVP. Students were provided with instructional materials designed to supplement classroom instruction and to prepare them for success on the High School Assessment.

Teachers previously trained to use the Government Online Course were encouraged to continue to support student access to the Government Online course which provides reinforcement for curriculum support and addresses various learning modalities. Students can access the course content in a class-setting as well as at home as an online tutorial to learn/support content. The course provides support for special education, 504 students and ELL. Elements such as flash cards, options for audio playback, use of graphic organizers as well as scripted notes are all embedded within the online course content.

Effectiveness: The number of teachers receiving training has increased each year of the offerings. We are able to track teacher attendance through our online professional development registration system. The quality of AVP projects submitted throughout the year improved.

Evidence of Effectiveness: The number of students passing the test has increased steadily and the number of projects passing has increased over the course of the year.

3. *Describe what, if anything, the school system will do differently than in past years to address the challenges identified. Include a discussion of corresponding resource allocations.*

Regular monitoring visits will be implemented to gauge where the weak areas exist. Incorporate school based trainings for teachers of Local, State and National Government who demonstrate a need for support. Trainings will focus on formative assessments to guide instruction and creating a plan of action to address needs.

1. *Provide information on interventions that are in place to support students required to pass this high school assessment in order to graduate. In your response, and where applicable, include:*

    - *How students in danger of not passing are identified. Include plans for students with special needs (i.e., students receiving special education services, Limited English Proficient students, and students with 504 plans) and plans for students who have taken, but not passed, the Government HSA.*

All students in danger of not passing are identified using course grades, assessment results and classroom assignments. Students with special needs are identified by the IEP team who monitor the student's progress, evaluate instructional and functional needs, and determine whether more intense services are required. Students who have taken and have not passed the high school assessment are provided support through the Content Enrichment Program (CEP) and the Bridge to Academic Validation Program (AVP).

CEP is a semester course which is provided to students who have taken but not passed the Local, State, and National Government HSA and have not completed an intervention program. The AVP program allows for students who have not passed the HSA after two attempts and who have participated in interventions programs. Both courses are offered during the school day.

Unit Assessments, aligned to the Maryland Voluntary State Curriculum Core Learning Goals, are in place as part of the curriculum. Teachers utilize the data to support students in the Local, State and Government (LSN) course. Students, identified as having difficulty, are encouraged to enroll in extended learning programs for Government. The Social Studies Office provided the curriculum for extended learning programs. The sessions provide students with the opportunity to have tutoring for content and to enhance skills needed for success on the High School Assessment.

Listed below are some intervention activities especially for social studies teacher coordinators (including special education and ESOL):

- Train teacher coordinators on how to utilize Grade 10 LSN Unit Assessment disaggregated data from *Edusoft* for identifying areas of student need and planning differentiated instruction to foster success on the Government High School Assessment, Target participants and timeline: Social Studies Teacher Coordinators (including special education and ESOL), September 2009
- Role play exercise for Grade 10 Local, State and National Government: Service Learning through Project Based Learning (Co-facilitated with the Maryland National Capital Park and Planning Commission). A role playing simulation of the development review process in Prince George's County enabled participants to develop a context for facilitating hands-on activities for students to experience the role of government in governing land use decisions. Target participants and timeline: Social Studies Teacher Coordinators, Grade 10 LSN Government Teachers (including special educations and ESOL), November 2009
- Utilize Blackboard's e-Organization to share and update information with Local State and National Government teachers. Target participants and timeline: Social Studies Teacher Coordinators, Grade 10 LSN Government Teachers (including special educations and ESOL), ongoing
- Schedule additional LSN Government workshop sessions with the Teacher Coordinators and the Grade 10 Government teachers to address Financial Literacy and Monetary Fiscal Policy to strengthen student achievement on the Government High School Assessment.

High School Assessments (HSA)
HSA Graduation Requirement

Class of 2009

Based on the Examination of Data for 2009 Graduates Who Met the High School Assessment Graduation Requirement by Option and Bridge Projects Passed (Tables 3.9 and 3.10):

Table 3.9 2009 Graduates Who Met the High School Assessment (HSA) Graduation Requirement by Option

| | Total | HSA Graduation Requirement Options | | | | | | | | Total | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Passing Scores on Four HSAs | | 1602 Option | | Bridge Projects | | Waivers | | Met | | Not Met | |
| | # | # | % | # | % | # | % | # | % | # | % | # | % |
| 2008-09 | 7,496 | 4,013 | 53.5% | 2,203 | 29.4% | 983 | 13.1% | 211 | 2.8% | 7,410 | 98.9% | 86 | 1.1% |

Table 3.10 Bridge Projects Passed

| | Algebra/Data Analysis | Biology | English | Government | Total |
|---|---|---|---|---|---|
| | # | # | # | # | # |
| 2008-09 | 824 | 932 | 648 | 632 | 3,036 |

1. *Describe your school system's results. In your response, please report on the implementation of the Bridge Plan for Academic Validation.*

For SY2009, approximately 83% of PGCPS graduates met the High School Assessment graduation requirement by passing all four HSAs or meeting the 1602 Option. Sixteen percent of PGCPS graduates met the High School Assessment requirement through the completion of the bridge projects or an approved waiver. Overall, approximately 99% of our students met the HSA graduation requirement. Since the Class of 2009 was the first graduating class required to pass the assessments to graduate, a large number of students opted to complete the bridge projects while simultaneously preparing for each administration of the HSA. Many schools looked at this as a way to ensure students were able to meet the graduation requirement, since the students had not demonstrated previous success on the assessment. Scoring sessions were held monthly for a week to meet the demand of the large number of projects submitted. Saturday sessions were also held to assist students in completing the projects.

2. *Identify the strategies to which you attribute the results. Include a discussion of corresponding resource allocations.*

Students were enrolled in Academic Intervention classes during the instructional day, before and after school, in Evening High School, in the Largo Evening/Saturday school program. Staff in the High School Consortium, Division of Academics, Division of Accountability, and the Division of Student Services worked collaboratively to provide personnel to support the HSA/AVP school-wide program. The Department of Curriculum and Instruction, in collaboration with the High School Consortium, provided on-going professional development for HSA/AVP teachers, School Test Coordinators, and Professional School Counselors. High School Consortium staff monitored and supported classroom instruction during the instructional day, in before and after school programs, and in the evening/Saturday programs.

*3. Describe where challenges were evident.*

The alignment of curriculum, instruction, and assessment resources presented several unexpected challenges:

- Teachers needed instructional and assessment tools to support their efforts in preparing students for the HSA/AVP projects.
- Project monitors did not systemically utilize the parallel path as an instructional strategy.
- Project monitors were confused and did not understand their roles and needed on-going professional development to improve instruction in the AVP classes.

Additionally, one-hundred and six special education students were granted waivers due to "Inadequate Intervention Opportunities". Measures have been taken to ensure that special education students are scheduled to participate in Academic Validation classes during the summer, fall, spring, and Evening/Saturday school program in SY2010.

*Clarifying Question:*

*MSDE QUESTIONS:*

*1. Please clarify the reasons for the "inadequate intervention opportunities" attributed to the 106 Special Education waivers on p. 99.*

*The response to this question can be found on page 277.*

Class of 2010

Based on the Examination of Data for Juniors (Rising Seniors) Who Have Not Yet Met the High School Graduation Requirement as of June 30, 2009 (Table 3.11):

Table 3.11 Rising Seniors Who Have Not Yet Met the Graduation Requirement

| | Enrolled | Met | | Not Yet Met | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Needing to Pass 4 | | Needing to Pass 3 | | Needing to Pass 2 | | Needing to Pass 1 | | Total | |
| | # | # | % | # | % | # | % | # | % | # | % | # | % |
| 2009-10 | 7,329 | 5,210 | 71.1% | 775 | 10.6% | 642 | 8.8% | 450 | 6.1% | 252 | 3.4% | 2,119 | 28.9% |

*1. Identify the challenges that persist.*

High School Consortium staff recognize the need to:

- Hire highly qualified and fully certified content teachers;
- Ensure that students/teachers have access to technology;
- Provide on-going professional development for project monitors/teachers;
- Ensure that teachers have access to resources that can be used to assist students with the successful completion of their projects; and
- Schedule AVP classes at the evening school site, so that seniors participating in the credit recovery classes have the option of completing their HSA requirements after school and on Saturdays.

*Clarifying Question:*

*MSDE QUESTIONS:*

2. *Please identify student related challenges in this section and the plans to address them (e.g. % of students in 2009 who met the graduation requirement through the 1602 option; 1 out of 6 students graduated through either 1602 or waiver).*
3. *How large is the number of possible "emerging seniors" that are NOT reflected in Table 3.11 on page 99?*

*The responses to these questions can be found on pages 277-278.*

2. *Describe the changes or adjustments that will be ma1de to support those juniors (rising seniors) who have not yet met the HSA graduation requirement in passing the High School Assessments. Include a discussion of corresponding resource allocations.*

To support rising seniors who have not yet passed HSA, the system offered HSA/AVP Summer School at five sites during the summer of 2009. The summer day program was offered July 1 – July 30, 2009 at five locations—Dr. Henry Wise, Jr., Charles H. Flowers, Surrattsville, Fairmont Heights, and High Point High Schools. Six-hundred and four (604) students participated in the summer school program, and all rising seniors were administered the High School Assessments in the four content areas. Local review teams were convened and successfully trained on scoring AVP Projects. Content certified teachers were provided with extensive professional development that strengthened their instructional skills and improved their knowledge of the Academic Validation Projects.

Other adjustments to support rising seniors include having all high schools offer Academic Intervention in all four content areas during the instructional day in fall 2009 and spring 2010. Additionally, students eligible to participate in the HSA Academic Validation Program can register for evening and/or Saturday September 12, 2009, through May 29, 2010 at the following sites:

- Largo Evening/Saturday High School
- Crossland Evening High School
- Northwestern Evening High School Evening

Classes will be offered Monday thru Thursday at all sites. All seniors will be eligible for participation, and there is no tuition cost for students registering in the AVP classes.

Special education students attending Bladensburg, Central, Crossland, Duval, Fairmont Heights, High Point, Largo, Northwestern, and Oxon Hill High Schools will be eligible to attend before and after school special education HSA/AVP intervention classes October 19, 2009 through April 15, 2010. Classes will be offered Monday through Friday with 90 minutes of instruction per day.

### Systemic Supports

The coordination and tracking of the large number of projects that students completed in SY2009 proved to be a challenge. System leadership and staff recognize the need to devote additional resources and support to better manage the many processes involved in the administration of the AVP program. To support the effort, two key supports are being provided: electronic monitoring system and reallocation of testing staff.

An electronic monitoring system for meeting HSA graduation requirements was developed and piloted during the summer of 2009 and implemented for SY2010. All actively enrolled 11th and 12th grade students are in the system

which is organized by school and grade. The highest HSA score for each test is automatically displayed and all scores are available. All Academic Validation Program projects that are scored and accepted are posted in the system with the appropriate MSDE project code. An algorithm automatically computes the number of projects needed to meet HSA graduation requirements based on the student's highest HSA score. On or about November 1, school-based personnel will have view only access to the system. Initially the system is designed to view individual students. Additional reports will be developed as schools and offices identify additional needs. Planned enhancements include a feature to indicate how each student met HSA graduation requirements, (i.e. passing each test; combined score of 1602; via AVP; transfer of credit from non-public or out-of-state school; waiver; or exempt).

The Department of Testing has reallocated one professional staff position to work with high schools in the implementation of the monitoring system for HSA graduation requirements. The staff person will work directly with schools to:

- Ensure that all transfer credits and HSA scores are entered into the monitoring system;
- Ensure that AVP data are accurate and complete in the monitoring system;
- Ensure that appropriate codes are used for student entry/withdrawal;
- Assist in complete and accurate identification of ALT/MOD designation for students;
- Assist schools in identifying students who are on track to graduate, but have incomplete documentation – assist in obtaining complete documentation; and
- Assist schools in identifying students who are on track to meet all graduation requirements except for HSA requirements.

In addition, key indicators of progress will be closely monitored by a cross-functional team that meets monthly consisting of representatives from the Testing Office, Information Technology, the High School Consortium, and Guidance and Counseling. The Executive Cabinet will also receive monthly updates on the status of the Class of 2010.

*Clarifying Question:*

*MSDE QUESTIONS:*

4. *Does the implementation of the electronic monitoring system (page 100) for meeting HSA Graduation requirements reliably monitor student progress with accuracy and consistency? Explain your response.*

*The response to this question can be found on pages 278-279.*

# I.D.ii
# LIMITED ENGLISH PROFICIENT STUDENTS

Based on the Examination of AMAO I, AMAO II, and AMAO III Data (Tables 4.1- 4.3):

1. *Describe where progress is evident.*

English for Speakers of Other Languages (ESOL) students in PGCPS tested proficient and exited the ESOL program at a much higher rate than ever before with the LAS Links English Language Proficiency Assessment. Since the inception of the LAS Links administration, between one and six percent of the ESOL students have exited the ESOL program (Table E). In SY2009, fourteen percent (14%) of the ESOL students who completed the test exited the ESOL program. This increase in the number of students exiting is due to a change in the proficiency/exit standard established by MSDE.

| Table E: Limited English Proficient Students-Percent Proficiency | | | | |
|---|---|---|---|---|
| Overall Proficiency Level | 2006 | 2007 | 2008 | 2009 |
| 1A – Low Beginning | 24 | 16 | 11 | 10 |
| 1B – High Beginning | 25 | 24 | 16.5 | 19 |
| 2A – Low Intermediate | 28 | 31 | 27.5 | 29 |
| Lower Levels | 77 | 71 | 55 | 58 |
| 2B – High Intermediate | 15 | 18 | 24 | 22 |
| 3 – Advanced | 7 | 10 | 15 | 6 |
| Independent – Proficiency Exit | 1 | 2 | 6 | 14 |
| Higher Levels | 23 | 30 | 45 | 42 |

2. *Identify the practices, programs, or strategies to which you attribute the progress of Limited English Proficient students towards attaining English proficiency.*

PGCPS implemented a new curriculum called the *Language-Based Instructional Supplement for Teaching Reading Comprehension Strategies and Skills to English Language Learners Across the Content Areas* in the elementary ESOL instructional program. This program supports the language acquisition of ELLs in the mainstream and in ESOL classrooms through the skills and strategies of reading instruction in Kindergarten through fifth grades. In all grades, additional instructional models were implemented to include students in the mainstream classroom setting including plug-in, co-teaching, and structured immersion.

3. *Describe where challenges are evident in the progress of Limited English Proficient students towards attaining English proficiency by each domain in Listening, Speaking, Reading and Writing.*

| Table F: Percent Limited English Students at Higher Levels | | | | |
|---|---|---|---|---|
| Area | 2006 | 2007 | 2008 | 2009 |
| Speaking | 22 | 31 | 43 | 42 |
| Listening | 31 | 35 | 48 | 46 |
| Reading | 27 | 30 | 45.5 | 43 |
| Writing | 22 | 28 | 39 | 36 |

### Listening

Challenges arise when students are administered the listening test in a recorded format. While the LAS Links listening test is contrived to mirror listening tasks in the classroom, students may find the format confusing at first. The listening test is administered completely by compact disk and the text cannot be slowed down or repeated. ESOL students do not have the opportunity to engage in other multiple-choice assessments using an audio format such as this one. Forty-six percent (46%) of ELLs scored at the higher levels (4 and 5) on the Listening Test. Student performance on this subtest continues to be the strongest of the four. This was a slight decrease (2 percentage points) from 2008, but still an overall increase from 2006 (see Table F).

### Speaking

Challenges arise in this productive phase of the test. Students scored at the higher levels (4 and 5) at a higher rate on the receptive areas (listening, reading) of the test. Challenges in the speaking test also arise because the scoring is subjective. Although there are rubrics for the scoring of the speaking questions, teachers interpret the responses differently. Additional training is being put in place to address this issue. Since federal guidelines now prohibit the use of Title III funds to train teachers to administer English language proficiency assessments, the ESOL Testing Coordinator has begun training ESOL staff at their schools to reinforce scoring practices and to review the speaking rubrics. Forty-two percent (42%) of the students scored at higher levels (4 and 5). This is a one percent decrease from 2008, but still an overall increase from 2006.

### Reading

Forty-three percent (43%) of the students scored at the higher levels (4 and 5) in the reading test. This is a 1.5 percent decrease from 2008. Along with the listening test, students score better on these receptive portions of the test. Kindergarten students do very poorly on the Reading portion of the test. Since the LAS Links K – 1 test covers reading skills not taught in the Kindergarten curriculum, overall scores and reading test scores are affected by this anomaly. ESOL program staff continue to align ESOL reading instruction with the state curriculum by implementing *Language-Based Instructional Supplement for Teaching Reading Comprehension Strategies and Skills to English Language Learners Across the Content Areas* in the elementary grades and to more closely align the ESOL/English curriculum with the state reading/English language arts curriculum in the secondary grades.

### Writing

Only thirty-six percent (36%) of the ESOL students scored at the higher levels on the LAS Links writing test. Grammar, mechanics, and writing conventions are not emphasized in mainstream reading/English language arts instruction as much as they should be. Curriculum frameworks will be modified to address this. Also the LAS Links K – 1 test requires the Kindergarten student to complete a 20-question, multiple-choice grammar, mechanics and conventions section independently. An overwhelming majority of Kindergarten students have not acquired the reading or test taking skills to complete this section. Many students are not able to attempt this section at all. These 20 points accumulated by this section overshadow the 15 points that these students can gain on the constructed writing section.

4. *Describe the changes or adjustments that will be made to ensure sufficient progress of Limited English Proficient students towards attaining English proficiency. Include a discussion of corresponding resource allocations, and incorporate timelines where appropriate.*

The following changes have been put in place for SY2010 to ensure progress of Limited English Proficient students toward attaining English proficiency. Mainstream classroom teachers of ESOL students will be offered a professional development opportunity to participate in TD Interactive on-line courses to prepare them to work with

English Language Learners. ESOL instructional coaches are currently being trained to facilitate groups of teachers using the 500 site licenses purchased for this program. Groups of teachers will participate in 8-week sessions beginning October 2009. Co-teacher partnerships between one mainstream and one ESOL teacher have been increased to include middle and high schools, as well as extended to additional teachers in elementary schools. Co-teacher trainings are scheduled for September 2009 with follow-up training in October and December 2009. Elementary students will engage in language progress assessments in speaking and writing to be administered at least three times each grading period. The teachers will use the LAS Links speaking and writing rubrics to assess their students. In this way both teachers and students will become more familiar with the question format and scoring expectations of LAS Links.

The following programs and strategies are provided to students through Title III funds.

Supplemental Materials

Continue to provide supplemental materials in Reading/English Language Arts, ESOL and other content areas, including dictionaries, lending libraries for ESOL classrooms, and supplemental materials for elementary ESOL instruction, as well as consumable materials for secondary students.

*Allocation: $518,678*

Professional Development

Provide high quality professional development to ESOL and classroom teachers on strategies for ELL, based on Sheltered Instructional Observation Protocol (SIOP), co-teaching, research-based methods, ESOL and reading/English language arts curriculum, and cross-cultural communication. Funding includes consultants and costs incorporated within professional development, including room rental and supplies.

Professional development will include contracting experts in the ESOL field to assist classroom teachers and school administrators; trainer-of-trainers model will be implemented to develop PGCPS leaders in SIOP in the secondary schools and co-teaching in the elementary schools. Additionally, curriculum developers and trainers will guide teachers in using the newly aligned ESOL/English secondary curriculum.

*Allocation: $122,216*

Support partnerships with local universities to provide Master's degree and relevant courses: including COPSELL and Teaching Corps with George Washington University, and other courses through local colleges and universities. ESOL staff will work in collaboration with the Office of University Partnerships to provide opportunities for college coursework and increase the number of attendees participating in conferences and workshops to stay abreast of current educational research.

*Allocation: $216,639*

Extended Learning Programs

Salaries for teachers in ELL extended day programs to include and implement 30 Reading Together programs for elementary ESOL centers and secondary after-school homework assistance programs.

*Allocation: $365,141*

Consumable instructional materials for extended day programs, including Reading Together kits.

*Allocation: $105,000*

Salaries for elementary and middle teachers for summer school.

*Allocation: $533,269*

Transportation funding to provide students greater access to extended learning and summer school programs.
*Allocation: $246,914*

*Clarifying Question:*

*MSDE QUESTIONS:*

*1. Please provide a copy of the Two-year Corrective Action Plan for meeting AMAO II.*

*The response to this question can be found on pages 279-283.*

# I.D.iii
# ADEQUATE YEARLY PROGRESS

## School System Improvement

1. *Local school systems in corrective action must provide an update on how the school system has revised the applicable sections of the Master Plan to execute the corrective actions taken by the State Board of Education. In the report, school systems should describe what challenges are evident and what changes or adjustments will be made so that the school system will exit corrective action status. You may refer to other sections of this update as appropriate.*

The system continues to make progress in student achievement at the elementary and high school levels. Just under 63% of elementary schools made AYP, and three elementary schools exited school improvement. Fifty-six elementary schools had 80% or more students scoring proficient or advanced in reading, 41 elementary schools achieved the same level of success in math. Seventy-two percent of high schools made AYP, and 3 exited school improvement. Four high schools made AYP in SY2009 and are poised to exit, should they make AYP in SY2010. In addition, other indicators, such as SAT scores, AP exam taking, and performance on AP exams also suggest that academic achievement at the high school level is improving. (See pages 133, and 241).

Student achievement at the middle grades, however, continues to lag behind that of elementary schools and high schools. One middle school exited school improvement, and one made AYP in SY2009 and is poised to exit school improvement in SY2010. Of the 46 PGCPS schools in improvement, 31 are middle schools. This represents 67.4% of middle schools.

Another area of concern is the performance of historically under-performing subgroups. The system failed to meet AYP status in the following areas:

- Reading: Hispanic, FARMS, Special Education, Limited English Proficient
- Math: All Students, African American, FARMS, Special Education, Limited English Proficient

Students in the FARMS, Special Education, and Limited English Proficient subgroups failed to meet both reading and math standards.

*Clarifying Question:*

*MSDE QUESTIONS:*

1. *Please include an analysis of the system improvement status for each of the three levels—elementary, middle, and high (page 105).*

*The response to this question can be found on pages 284-285.*

## System Priorities

The Superintendent and Board of Education have established priorities to drive continuous improvement in the district:

- Dramatically Increasing Student Achievement
- Securing and Supporting the *Effective Teacher*

- Supporting Reform
- Implementing Performance Management

## Dramatically Increasing Student Achievement

The rate of growth in academic achievement in the lowest performing schools and consistently under-performing subgroups must increase significantly. Three "acceleration" goals have been established:

- By 2012, 90% of ELLs, FARMS students, and special education students improve performance on the MSA within the same grade and between grade spans, across all levels.
- By 2010, increase by 50% the number of students reading on grade level by Grade 1 and 75% by Grade 3.
- By 2012, to exit an additional 50% of the number of schools currently in improvement.

Information regarding plans to increase student achievement is located in the following sections of this update:


| | |
|---|---|
| Maryland School Assessment/High School Assessment | Pages 67-104 |
| Limited English Proficient | Pages 105-108 |
| Adequately Yearly Progress AYP | Pages 109-125 |
| Education That Is Multicultural | Pages 238-246 |
| Goal 6 (Formative Feedback System) | Pages 259 |
| Attachment 7: Title I, Part A | Pages 318-259 |
| Attachment 10: Title III, Part A | Pages 482-494 |


## Teacher Effectiveness

During the past four years, the system has made progress in increasing the percent of highly qualified teachers assigned to core academic subject classes in both Title I and non-Title I schools. However, *highly qualified* does not necessarily mean *effective*. The Superintendent and the Board of Education are committed to developing the capacity of every teacher so that PGCPS students receive the best education possible.

### Pilot Teacher Evaluation Process

The Pilot Teacher Evaluation model aims to increase student achievement by increasing teacher and administrator effectiveness through professional development and to increase the number of effective teachers within each school. PGCPS has implemented a system-wide teacher evaluation pilot program. *Framework for Teaching* is the criteria against which effective teaching will be assessed and professional development goals developed.

*The Framework for Teaching* is a tool designed by Charlotte Danielson to identify, name and describe the complex activities that teacher's engage in every day. It captures the myriad of skills involved in the daily work of teachers, providing a strong foundation for building a common definition of good practice. It became the basis of the standards-based evaluation system for teachers participating in the 20 *FIRST* schools, and it is being use as a support tool for staff working with beginning teachers.

The *Framework for Teaching* with its descriptors of practice with levels of performance is identified as a research–based set of criteria for teaching practice. It consists of four domains and eight components:

| | |
|---|---|
| Domain 1 | Planning and Preparation<br>Components: Establishing Instructional Outcomes, Designing Coherent Instruction |
| Domain 2 | The Classroom Environment<br>Components: Establishing a Culture of Learning, Managing Student Behavior |
| Domain 3 | Instruction |

| | |
|---|---|
| | Components: Using Questioning and Discussion Techniques, Engaging Students in Learning |
| Domain 4 | Professional Responsibilities<br>Components: Reflecting on Teaching, Communicating with Families |

The *Framework for Teaching* is being used with the volunteers for the teacher evaluation pilot in non-*FIRST* schools. Three teachers in each elementary and middle school and 6 teachers in each high school are participating in the pilot. To prepare for this work, teachers are engaging in professional development to learn both the details of the *Framework for Teaching* and the process and procedures of the teacher evaluation model.

Principals and Assistant Principals across the district are all embarking on a certification process to become successful users of the new evaluation system. During the summer leadership retreat, administrators refined their skills in collecting descriptive evidence, calibrating their interpretations of teacher performance, and determining performance ratings. Continuing this school year, administrators will collaborate and continue their professional growth in bi-monthly meetings where evaluation artifacts guide the analysis of their application of the new evaluation system.

Following the implementation of the new evaluation system with *FIRST* schools and this system-wide pilot, modifications and alterations will be made to the tools, processes, and protocols. Over time, participation in the *Framework*-based evaluation system will expand to all schools.

The Highly Qualified Teacher section of this update outlines other components of the teacher effectiveness strategy (pages 133-156).

### Reform

PGCPS is committed to preparing students to graduate college and workforce ready. The Board of Education hosted five Bridge to Excellence stakeholder community meetings in May and June 2009, to elicit public input into what PGCPS graduates should know and be able to do and the system's secondary school reform initiative. Approximately 770 stakeholders participated in the meetings, including parents, students, community leaders, representatives from colleges and universities, economic organizations, and major employers in Prince George's County.

Participants were asked to identify the six most important skills PGCPS students need upon graduation to meet with success at higher levels of education or in the workforce. A general consensus emerged among participants across the five meeting sites around five important skills/skill sets. The top three identified skills – i.e. analytical and critical thinking skills, oral and written communication skills, and reading comprehension skills – were top priority skills cited at all five meetings. Two other skills – i.e. capability and skill in the use of technology, and advanced mathematics – were identified as priority skills by stakeholders at four of the five meetings. The sixth rated skill, "social skills," was prioritized by participants at three of the five meetings. Other skills identified as "priority skills" by meeting participants included time management and organizational skills (two communities), character, ethics, and social responsibility, and study skills (one community each).

Alternatively, the skills/skill sets identified by stakeholder participants can be divided into three categories: academic skills, process skills, and personal preparedness. Two of the three priority skills sets identified by participants at all five meeting sites, i.e. *oral and written communication skills*, *strong reading comprehension skill*, and one of the two priority skill sets identified by participants at four of the five meeting sites, i.e. *advanced mathematics skills*, are academic skills. At the same time, one process skill set, i.e. *analytical and critical thinking*, was identified as a priority skill at each of the five meeting sites, and another process skill set, i.e.

*capability and skill in the use of technology*, was identified as a priority skill at four of the five meeting sites. *Study skills* were identified as an important process skill by one community.

A Secondary Reform Workgroup was convened to develop a comprehensive plan for grades six through twelve that develops, implements, tracks, and monitors curricular and instructional programs that will move PGCPS substantially forward in graduating all students college workforce ready. The plan is based on input from stakeholders and researched best-practices for secondary reform. An advisory committee will be created this winter that includes Board of Education and community members to review and finalize the plan. Implementation is expected to begin in SY2011.

### Performance Management

Processes have been implemented that provide a foundation for the system's approach to Performance Management. Two of these processes are school-based: collaborative planning/data inquiry and the Performance Management Analysis and Planning Process.

### Collaborative Planning

Collaborative planning is a process that engages groups of teachers and other school-based staff in working and learning together to support student learning. Staff facilitate improved teaching and learning by collaboratively developing and executing strategies in response to data analysis. The effectiveness of collaborative planning is based on five underlying assumptions:

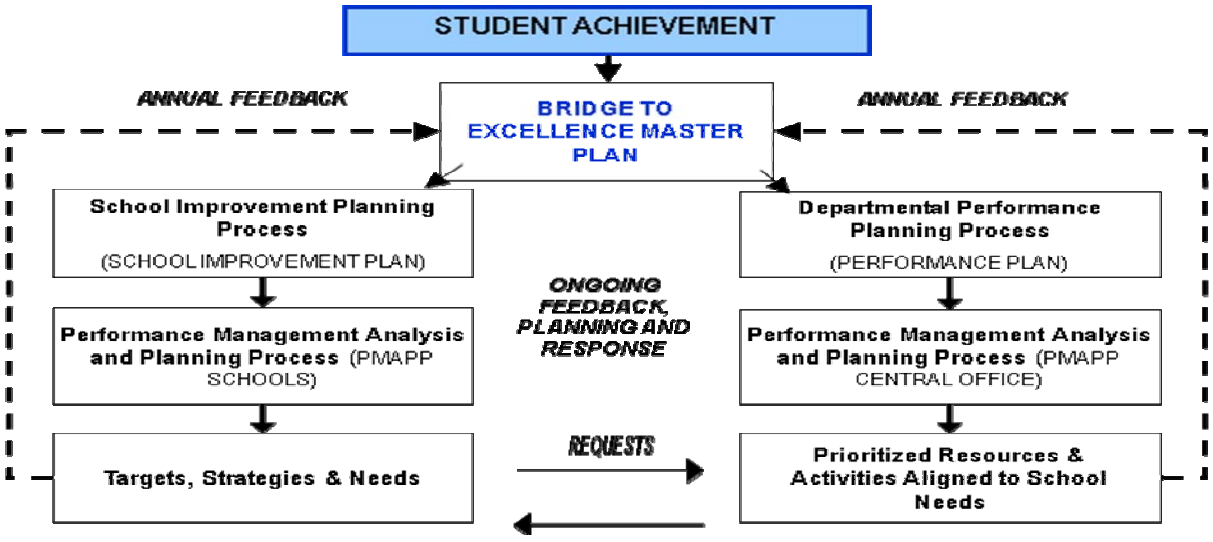
1. Closing the achievement gap is a moral responsibility and a real possibility.
2. Data have no meaning. Meaning is imposed through interpretation.
3. Data encompass more than state test results.
4. A collaborative school community requires distributed leadership.
5. When teachers learn more, students learn more.

Four collaborative planning protocols have been adopted: lesson design, analyzing student work, lesson study, and book study.

### Performance Management Analysis and Planning Process (PMAPP)

PMAPP is being implemented both in schools and at the central office level. Diagram 1 illustrates PMAPP's relationships with the Master Plan, the school improvement planning process, and the departmental performance planning process.

Diagram 1: Performance Management Analysis and Planning Process (PMAPP)



Schools and departments engage in a parallel process of planning, data analysis, decision-making, and execution. The process is dynamic and iterative.

For schools, PMAPP provides a framework for:

- Reviewing and monitoring data;
- Drilling down to root causes;
- Focusing on areas of need;
- Developing action plans for improvement; and
- Documenting and disseminating best practices.

Using PMAPP, schools review their baseline student achievement data for the previous year with their Area Directors and set new target goals based on what the key performance indicators show as the problem areas. School staff select up to five focused strategies to improve these indicators. The principals continue to analyze their success against the target goals with ongoing formative assessments that are administered to students. Principals will have opportunities to refine their goals if data trends show that the strategies are not working. The baseline and formative PMAPP metrics for elementary, middle and high schools are displayed below:

Table G: Baseline Metrics

| Elementary Schools | Middle Schools | High Schools |
|---|---|---|
| • % of students in each AYP sub-group by grade level<br>o Pk-6th grade<br>• % of all students by grade level that exceeded the threshold value for MSA Math assessment last year<br>o 3rd -6th grade<br>• % of all students by grade level that exceeded the threshold value for MSA Reading assessment last year<br>o 3rd-6th grade<br>• % of all 6th grade students in school that exceeded the threshold value for MSA Science assessment last year | • % of students in each AYP sub-group by grade level<br>o 6th - 8th grade<br>• % of all students by grade level that exceeded the threshold value for MSA Math assessment last year<br>o 6th - 8th grade<br>• % of all students in school that exceeded the threshold value for MSA Math – ADA assessment last year<br>• % of all 6th grade students in school that exceeded the threshold value for MSA Science assessment last year<br>• % of all 8th grade students in school that exceeded the threshold value for MSA Science assessment last year | • % of students in each AYP sub-group by grade level<br>o 9th - 12th grades<br>• % of all students in school that exceeded the threshold value for HSA Algebra assessment last year<br>• % of all students in school that exceeded the threshold value for HSA Biology assessment last year<br>• % of all students in school that exceeded the threshold value for HSA English assessment last year<br>• % of all students in school that exceeded the threshold value for HSA Government assessment last year<br>• Average SAT score for students in school by component<br>• % of students in school needing improvement for each SAT math skill |

| Table G: Baseline Metrics | | |
|---|---|---|
| Elementary Schools | Middle Schools | High Schools |
| | | • % of students in school needing improvement for each SAT critical reading skill |

| Table H: Formative Metrics | | |
|---|---|---|
| Elementary Schools | Middle Schools | High Schools |
| • % of all 3rd – 6th grade students in school who took the SRI assessment and met the threshold value<br>• % of all 3rd – 6th grade students in school who took the Reading Formative, Pre-Test or Unit assessment and met the threshold value<br>• % of all 3rd – 6th grade students in school who took the Math Formative, Pre-Test or Unit assessment and met the threshold value<br>• % of all 5th grade students in school who took the Science Formative, Pre-Test, or Unit Assessment and met the threshold value<br>• Distribution of grades for all students in school<br>• % of students in school who dropped 2+ letter grades from previous quarter<br>• % of students in the school that have accumulated five or more absences since last year<br>• % of students who have been suspended more than one time this year | • % of all 6th – 8th grade students in school who took the SRI assessment and met the threshold value<br>• % of all 6th – 8th grade students in school who took the Reading Formative, Pre-Test or Unit assessment and met the threshold value<br>• % of all 6th – 8th grade students in school who took the Math Formative, Pre-Test or Unit assessment and met the threshold value<br>• % of all students in school who took the ADA Formative, Pre-test or Unit Assessment and met the threshold value<br>• % of all students in school who took the Algebra I Formative, Pre-test or Unit Assessment and met the threshold value<br>• % of all students in school who took the Science Formative, Pre-test or Unit Assessment and met the threshold value<br>• % of students in school who dropped 2+ letter grades from previous quarter<br>• % of students in the school that have accumulated five or more absences since the beginning of the year<br>• % of students who have been suspended more than one time this year | • % of students in school who exceeded the threshold value on the AP formative assessment<br>• % of all students in school who took the English 10 Formative, Pre-Test or Unit assessment and met the threshold value<br>• % of all students in school who took the Algebra 1 Formative, Pre-Test or Unit assessment and met the threshold value<br>• % of all students in school who took the Biology Formative, Pre-Test or Unit assessment and met the threshold value<br>• % of students in the school that have accumulated five or more absences since the beginning of the year<br>• % of students who have been suspended more than one time this year<br>• LSN |

PMAPP also focuses on the vertical and horizontal collaboration between area staff and principals and opportunities to share best practices. Area Directors have organized their schools into cohort groups. Cohort principals meet quarterly with Area Directors and area office staff. During these meetings, principals make presentations about school data, actions plans based on the data, and progress in implementing these plans. The School Improvement Plan Quarterly Monitoring Tool will be used for updates at the quarterly meeting to demonstrate the alignment between the PMAPP process and the school improvement planning process.

During the discussion at the quarterly area cohort meetings, principals and area office staff collaborate to identify and solve common problems. The area directors and their staffs may identify area-level problems that can be addressed at that organizational level. In addition, area directors are expected to meet quarterly to identify any common problems or obstacles that may require a systemic solution. During the forth quarter of 2009, PGCPS and the vendor will develop a best practices database to share success stories and lesson learned from PMAPP.

A selected group of 15 schools will make quarterly PMAPP presentations to Executive Cabinet. The presentations to Executive Cabinet will focus on data and the high impact strategies or activities that were utilized to drive improvement. These meetings will provide an opportunity to identify additional support needed from central office. A system will be developed and utilized to ensure accountability for results with respect to addressing issues identified and providing requested support.

The implementation of the PMAPP process for schools will result in improved student performance for three reasons. First, it provides a structured framework to track the progress of subgroups throughout the year, so that program adjustments can be made and interventions implemented, as appropriate. Secondly, the instructional leadership capacity of the principal workforce is developed and enhanced through participation in the process and collaboration among colleagues. Thirdly, PMAPP provides a system of mutual accountability, whereby principals are held responsible for student outcomes and leaders in the area and central offices are held responsible for providing support and removing obstacles to progress.

A. Based on the Examination of School-level AYP Data (Tables 5.1 and 5.2):

1. *Identify the challenges, including those specific to Title I schools, in ensuring that schools make Adequate Yearly Progress. Describe the changes or adjustments, and the corresponding resource allocations, which will be made to ensure sufficient progress. Include timelines where appropriate.*

Table 5.1 Number and Percentage of All Schools Making Adequate Yearly Progress

| | Elementary | | | Middle | | | High | | | Special Placement | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total # of Schools | Schools Making AYP | | Total # of Schools | Schools Making AYP | | Total # of Schools | Schools Making AYP | | Total # of Schools | Schools Making AYP | |
| | | # | % | | # | % | | # | % | | # | % |
| 2002-03 | 138 | 62 | 44.9 | 27 | 3 | 11.1 | 26 | 5 | 19.2 | 1 | 0 | 0 |
| 2003-04 | 139 | 99 | 71.2 | 26 | 7 | 26.9 | 29 | 7 | 24.1 | 1 | 1 | 100 |
| 2004-05 | 140 | 83 | 59.3 | 26 | 7 | 26.9 | 28 | 4 | 14.3 | 1 | 1 | 100 |
| 2005-06 | 136 | 87 | 64.0 | 27 | 4 | 14.8 | 21 | 11 | 52.4 | | | |
| 2006-07 | 140 | 106 | 75.7 | 27 | 4 | 14.8 | 22 | 14 | 63.6 | | | |
| 2007-08 | 142 | 124 | 87.3 | 27 | 4 | 14.8 | 22 | 14 | 63.6 | | | |
| 2008-09 | 139 | 85 | 61.1 | 27 | 2 | 7.4 | | | | | | |
| *ES/MS | 5 | 5 | 100.0 | | | | | | | | | |

Table 5.2: Number and Percentage of Title I Schools Making Adequate Yearly Progress

| | Elementary | | | Middle | | | High | | | Special Placement | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total # of Title I Schools | Title I Schools Making AYP | | Total # of Title I Schools | Title I Schools Making AYP | | Total # of Title I Schools | Title I Schools Making AYP | | Total # of Title I Schools | Title I Schools Making AYP | |
| | | # | % | | # | % | | # | % | | # | % |
| 2003 | 48 | 6 | 12.5 | 2 | 0 | 0 | | | | | | |
| 2004 | 47 | 26 | 55.3 | 3 | 0 | 0 | na | na | na | na | na | na |
| 2005 | 48 | 19 | 39.6 | 3 | 0 | 0 | na | na | na | na | na | na |
| 2006 | 49 | 23 | 46.9 | 3 | 0 | 0 | na | na | na | na | na | na |
| 2007 | 50 | 34 | 68.0 | 1 | 0 | 0 | na | na | na | na | na | na |
| 2008 | 50 | 38 | 76.0 | 2 | 0 | 0 | na | na | na | na | na | na |
| 2009 | 50 | 24 | 48.0 | 3 | 0 | 0 | | | | | | |

Based on the data in Table 5.1 for SY2009, 85 of 139 elementary schools (or 61.1%) made adequate yearly progress (AYP) as compared to 124 of 142 elementary schools (87.3%) that made AYP in SY2008. This is a decrease of 16.2 percentage points. Fifty-four elementary schools did not make AYP in SY2009. Of the elementary schools in improvement in SY2009, two schools exited; three maintained status; two were closed; and two have been reconfigured.

Additionally, the data for SY2009 indicates that two of the 27 middle schools (7.4%) made AYP as compared to four middle schools (14.8%) that made AYP in SY2008. This is a decrease of 7.4 percentage points.

After a review of monitoring tools, end-of-year reports, and feedback from executive staff, principals, and school teams, the challenges that schools in improvement experienced during SY2009 were as follows:

Challenge

1. In several schools, principals newly assigned to schools in improvement inherited approved school improvement/alternative governance (AG) plans created by their predecessors, and subsequently were required to support and implement plans based on data and school history unfamiliar to them.

Adjustment

a. Technical assistance and support were provided from School Improvement Specialists, School Improvement Resource Teachers, Area Instructional Specialists, the Alternative Governance Coordinating Supervisor and Data Coaches in conducting a needs assessment to determine if further adjustments were required. Based on analysis of school data, adjustments to plans were made as necessary during the school year in order to better align subgroup needs to researched-based strategies and actions.
b. On-going support was also provided to schools by the school improvement staff in embedding AG plans into the school improvement plans (SIPs).
c. During the Bridge to Excellence School Improvement Institute in June, feedback was given by peer schools and central office reviewers on each school's SIP. This further enabled the principals to enhance plans based on their first-hand experience with the schools.
d. During the Institute, training was also provided by the AG Supervisor to the Data Coach and School Improvement Specialists on how to enhance SIPs using research-based practices. The principals from schools who consistently make AYP shared strategies that have worked in their schools via panel discussions.
e. School Improvement Specialists made site visits between June and September to provide additional support to school teams in finalizing and enhancing their SIPs leading to the September 30th submission date.

Next steps

- Continue to provide support, guidance and monitoring of school improvement planning through Performance Management and Analysis Planning Process (PMAPP), focusing on the five strategies identified as the school's priority needs (from the SIP).
- Training will be provided for school improvement staff during October 2009, on how to effectively monitor the PMAPP process and support the schools before, during, and after the process.

Challenge

2. Vacancies in nine priority schools (seven AG middle schools and two AG elementary schools) occurred at different points during the year, as the hiring freeze prevented timely hiring in the following positions: Special Education Coaches, Parent Liaisons, a Mathematics Coach, an ESOL Coach, and one Data Coach.

Adjustment

a. The AG Coordinating Supervisor worked closely with Human Resources staff, the ESOL Office, Special Education Office, and the schools to fill the positions during the year.
b. Priority timelines were set for filling all vacancies in the targeted schools by August 2009.

Next steps

- Continue to meet with Human Resources staff to ensure that newly established timelines continue to be met.

- Ensure on-going communication with executive level staff, the area offices, and all relevant departments (School Improvement, ESOL, Special Education, Mathematics, Reading, and others as appropriate) regarding teacher placement to ensure that staffing allocations are addressed.
- Provide direction and guidance to principals to maximize personnel by realigning staff to ensure that non-classroom-based staff, such as coordinators, department chairs, etc., are assigned to work directly with students in classrooms.

Challenge

3. A coaching model designed to assist middle schools was put in place during the middle of the year to provide additional classroom support to teachers. Unfortunately, adequate training was not provided, so participants lacked the knowledge required to effectively implement the model.

Adjustment

a. Comprehensive and on-going training on the coaching model was provided throughout the year for coaches, principals, and teachers.
b. Principals were given extensive training on how to appropriately utilize the coaches to increase teacher capacity by conducting informal observations, walk-throughs, and other job-embedded professional development for each group. The coaching enabled teachers to receive feedback from the coaches while maintaining high levels of trust between the two groups.

Next steps

- Increase opportunities for more site-based support in understanding the coaching model and its connection to the data-inquiry collaborative planning (CP) protocols and expand the training to include more opportunities for job-embedded training for coaches, teachers, and principals.

Challenge

4. Implementation of the collaborative planning protocols, for the purpose of lesson planning and data analysis, necessitated revisions of master schedules during the middle of the school year. Because the revisions occurred in the middle of the year, principals, teachers, and students experienced difficulty embracing the revised schedules.

Adjustment

a. Schedules were enhanced and finalized during July-August 2009 to ensure that no schedules would need to be changed after the opening of school.
b. Training, support, and guidance for the CP protocols were provided in smaller sessions and adjustments were made in the pacing of implementation. Additionally, sessions were differentiated based on teachers' needs and learning styles. When necessary, additional support was provided by pairing teachers with a mentor or a coach.

Next steps

- Expand training in the collaborative planning protocols to include school-based staff.
- During September and October, 2009, training in the collaborative planning protocols was further expanded to include department/grade level chairs, team leaders, and reading specialists to promote and sustain the protocols.

Challenge

5. Schools with AG plans had difficulty monitoring the AG plans in addition to monitoring the SIP.

Adjustment

a. A system was devised that enabled schools to monitor the AG plan and the SIP by aligning the activities in the SIP to the AG action steps (with oversight and direction from the AG Coordinating Supervisor, the School Improvement Specialists, and the Data Coach).
b. High levels of documentation were implemented for collecting and filing state required reports, school improvement plan activities and the AG action steps by establishing consolidated accountability portfolios which are maintained in every school.
c. Staff consistently debriefed with representative stakeholders to determine next steps and to set expectations for monitoring and follow-up.

Next steps

- Assist schools in understanding the connection to the Performance Management protocol, its connection to the school improvement planning process, the SIP, the AG plan, and how to align metrics and monitoring tools to specific activities and strategies with desired outcomes as identified in the AG plans.

Challenge

6. Some schools experienced difficulty implementing numerous systemic initiatives (such as, *America's Choice* and *Institute for Learning* (*IFL*), etc., while meeting the requirements for the *NCLB* school improvement requirements and the ten school-wide components for Title I.

Adjustment

a. The school improvement staff met with Title I staff on a regular basis and created a new school improvement plan template, inclusive of the *NCLB* ten school improvement requirements and the ten school-wide components.
b. Title I and school improvement training clinics were provided to guide and direct school teams and area office staffs on how to embed the initiatives, the ten requirements, and the ten school-wide components into school plans. The training included helping central office staff and then ultimately schools to recognize what the school-wide components for Title I and the ten requirements for school improvement should look like in a school's plan. A list of "look fors" was generated.

Next steps

- Continue to assist schools in aligning major systemic initiatives such as *America's Choice* and *Institute for Learning* to the Title I and school improvement requirements to the priority needs of targeted subgroups. Ensure that such issues are addressed during PMAPP meetings and principals' meetings and that the issues are then aligned to appropriate resources.

*Clarifying Question:*

*MSDE QUESTIONS:*

1. *Does the school system have a plan to address the significant number of schools, both Title I and non-Title I, which did not make AYP? How will the schools be supported to ensure that they do not enter School Improvement?*

*The response to this question can be found on page 285.*

Table 5.3: Number of All Schools in Improvement

| | 2005-2006 Level of Improvement (based on 2005 AYP) | | | | | Exiting in 2005 | 2006-2007 Level of Improvement (based on 2006 AYP) | | | | | Exiting in 2006 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Year 1 | Year 2 | CA | Restructuring Planning | Restructuring Implementation | | Year 1 | Year 2 | CA | Restructuring Planning | Restructuring Implementation | |
| Elementary Schools | 9 | 12 | 4 | 3 | 2 | 1 | 14 | 12 | 9 | 2 | 4 | 4 |
| Middle Schools | 2 | 10 | 0 | 2 | 5 | 0 | 2 | 2 | 10 | 0 | 7 | 1 |
| High Schools | 1 | 18 | 0 | 0 | 0 | 0 | 1 | 8 | 10 | 0 | 0 | 0 |
| Special Placement Schools | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 12 | 40 | 4 | 5 | 7 | 1 | 17 | 22 | 29 | 2 | 11 | 5 |

| | 2007-2008 Level of Improvement (based on 2007 AYP) | | | | | Exiting in 2007 | 2008-2009 Level of Improvement (based on 2008 AYP) | | | | | Exiting in 2008 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Developing Needs | | | Priority Needs | | | Developing Needs | | | Priority Needs | | |
| | Year 1 | Year 2 | CA | Restructuring Planning | Restructuring Implementation | | Year 1 | Year 2 | CA | Restructuring Planning | Restructuring Implementation | |
| Elementary Schools | 12 | 9 | 4 | 6 | 3 | 11 | 4 | 6 | 4 | 1 | 8 | 14 |
| Middle Schools | 1 | 3 | 1 | 10 | 7 | 0 | 1 | 2 | 2 | 1 | 17 | 0 |
| High Schools | 0 | 0 | 7 | 5 | 0 | 7 | 0 | 0 | 2 | 3 | 4 | 3 |
| Special Placement Schools | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 13 | 12 | 12 | 21 | 10 | 18 | 5 | 8 | 8 | 5 | 29 | 17 |

| | 2009-2010 Level of Improvement (based on 2009 AYP) | | | | | Exiting in 2009 | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Developing Needs | | | Priority Needs | | | | | | | | |
| | Year 1 | Year 2 | CA | Restructuring Planning | Restructuring Implementation | | | | | | | |
| Elementary Schools | 1 | 4 | 4 | 2 | 9 | 2 | | | | | | |
| PREk-8 | 1 | 0 | 0 | 0 | 1 | 0 | | | | | | |
| Middle Schools | 0 | 1 | 1 | 2 | 16 | 1 | | | | | | |
| High Schools | 1 | 0 | 2 | 2 | 5 | 0 | | | | | | |
| Special Placement Schools | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | |
| Public Charter | 1 | 0 | 0 | 0 | 0 | 0 | | | | | | |
| Total | 4 | 5 | 7 | 6 | 31 | 2 | | | | | | |

Table 5.4: Number of Title I Schools in Improvement

| | 2005-2006 Level of Improvement (based on 2005 AYP) | | | | | Exiting in 2005 | 2006-2007 Level of Improvement (based on 2006 AYP) | | | | | Exiting in 2006 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Year 1 | Year 2 | CA | Restructuring Planning | Restructuring Implementation | | Year 1 | Year 2 | CA | Restructuring Planning | Restructuring Implementation | |
| Elementary Schools | 11 | 8 | 2 | 1 | 1 | 1 | 10 | 9 | 5 | 0 | 3 | 4 |
| Middle Schools | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 |
| High Schools | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Special Placement Schools | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 11 | 9 | 2 | 1 | 1 | 1 | 10 | 9 | 6 | 0 | 4 | 4 |
| | 2007-2008 Level of Improvement (based on 2007 AYP) | | | | | Exiting in 2007 | 2008-2009 Level of Improvement (based on 2008 AYP) | | | | | Exiting in 2008 |
| | Developing Needs | | | Priority Needs | | | Developing Needs | | | Priority Needs | | |
| | Year 1 | Year 2 | CA | Restructuring Planning | Restructuring Implementation | | Year 1 | Year 2 | CA | Restructuring Planning | Restructuring Implementation | |
| Elementary Schools | 9 | 6 | 3 | 3 | 1 | 8 | 3 | 3 | 3 | 0 | 3 | 11 |
| Middle Schools | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 |
| High Schools | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Special Placement Schools | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 9 | 6 | 3 | 5 | 1 | 8 | 3 | 3 | 3 | 0 | 5 | 11 |
| | 2009-2010 Level of Improvement (based on 2009 AYP) | | | | | Exiting in 2009 | | | | | | |
| | Developing Needs | | | Priority Needs | | | | | | | | |
| | Year 1 | Year 2 | CA | Restructuring Planning | Restructuring Implementation | | | | | | | |
| Elementary Schools | 1 | 2 | 2 | 1 | 4 | 2 | | | | | | |
| Middle Schools | 0 | 0 | 0 | 0 | 3 | 0 | | | | | | |
| High Schools | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | |
| Special Placement Schools | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | |
| Total | 1 | 2 | 2 | 1 | 7 | 2 | | | | | | |

B. Based on the Examination of Schools in Improvement Data (Tables 5.3 and 5.4):

1. *Describe the actions that the school system is taking to ensure that the No Child Left Behind (NCLB) and Title I requirements for schools identified for Developing Needs (Improvement-Year 1; Improvement-Year 2; and Corrective Action) and Priority Needs (Restructuring-Planning and Restructuring-Implementation) are being addressed.*

   *Describe actions that the school system took during the 2008-2009 school year.*

2008-2009
As a result of 2009 MSA/HSA testing, there will be 50 schools in improvement for the 2009-10 school year (17 elementary, 20 middle, two (2) prek-8 academies, ten (10) high schools, and one (1) public charter school). This is a five school reduction from the 55 schools that were in school improvement for the 2008-09 school year. Of the schools in improvement for SY2010, eleven are Title I schools, of which seven are elementary schools, three are middle schools, and one (1) is a prek-8 academy.

During SY2009, the Department of School Improvement and Accountability (DSIA) worked collaboratively with the Title I Department to ensure that schools identified as Developing and Priority Needs schools understood the NCLB Title I School-wide Program Components and the *NCLB* Requirements for School Improvement. The collaboration of this project led to the ten components and ten requirements being embedded into the 2008-09 school improvement plan template and guidelines.

Principals of schools new to improvement or new principals assigned to schools in improvement received training modules, technical resources, and other resources:

- Orientation to School Improvement – September 2008
- Developing the Federal Two-Year Plan – September 2008
- Developing an Evidence of Need – September 2008
- Developing Accountability Portfolios – October – November 2008
- Bridge to Excellence School Improvement Institute – November 2008 (high schools)
- Bridge to Excellence School Improvement Institute – June 2009 (elementary & middle schools)

Systemic support was aligned to the Differentiated Accountability Model Pilot. All schools in any stage of improvement received dedicated human and/or financial resources. Non-Title I schools received equity-based funds, while Priority Needs schools received funds for Data Coaches, specific personnel per alternative governance plans, and extended learning opportunities and supporting materials.

Developing and Priority Needs Schools received training on completing the quarterly monitoring tools and other support in the school improvement planning process as needed by the school improvement designee and zone offices. The *America's Choice* Model, *AVID*®, Comer, Small Learning Communities, *READ 180*®, and Positive Behavior and Intervention Strategies were implemented to support schools with at-risk students. Support also included achievement coaches and funding to support the models.

Collaborative peer reviews were held to enable schools in improvement and Title I schools to receive feedback from partner school teams and central office reviewers prior to final submission of school improvement plans. On-site reviews of school improvement plans were scheduled with school improvement designees, Title I specialists, and resource teachers to ensure that the Title I components were addressed in school plans. Further support during the year was provided to monitor the implementation of the activities that addressed the *NCLB* Title I school-wide components and the school improvement requirements. Research-based approved materials and professional

development training was provided to teachers to support the needs of subgroups not achieving at the proficient level.

All middle schools received school based coaches to deliver professional development and provide instructional support. All schools also received Data Coaches to support the school's efforts in analyzing student achievement data and planning for improvement.

Additionally, there was a major reorganization of staff in PGCPS during SY2009 school year, to enhance staffing in the Department of School Improvement and Accountability to include a Coordinating Supervisor for Alternative Governance (AG) and a full time Data Coach. Their responsibilities include:

1. Participation in *America's Choice* monthly Professional Development training
2. Focus walks in AG schools to determine needs and assistance
3. Monthly principal meetings to discuss monitoring steps and coordinate services
4. Development of a monitoring notebook to capture support provided to schools from system providers
5. School visits that included debriefing sessions with school leadership teams and zone representatives to discuss challenges and successes encountered during the implementation of the action steps.
6. On-site assistance to include; data analysis, leadership meetings, collaborative planning budgetary concerns, and professional development.
7. Training to develop SIP plans that aligned to the AG plans.

*Describe the actions that the school system will take once school improvement status is determined for the 2009-2010 school year.*

PGCPS will enhance and expand the initiatives implemented in 2008-2009. Additionally, the following actions will be implemented during SY2010.

1. The Department of School Improvement and Accountability, Title I, and the Leadership Offices were merged to provide more focused and centralized support to schools. The new unit, under the leadership of a newly appointed executive director, will ensure on-going collaboration, cohesiveness, and seamless service delivery to schools in building leadership capacity and meeting the needs of students.
2. Operate under the guiding principles of Performance Management, by training all employees in the system to focus on goal-setting, expectations aligned to performance, planning, executing, monitoring performance, and using data-driven metrics to identify outcomes.
3. Provide through the PMAPP protocol, on-site monitoring of implementation of the school improvement plan activities/strategies by school improvement specialists and data coaches. Opportunities for feedback are built in to the process as well.
4. Expand the Principals' Leadership Institute to provide opportunities for experienced and newly assigned administrators to engage in collaborative on-going coaching and mentoring.
5. Expand opportunities for principals to understand the Performance Management protocol, its connection to collaborative planning, and its application and alignment to employee performance and student achievement.
6. Continue the on-site reviews of school improvement plans, conducted at school sites where schools will receive immediate feedback on the final September 30th submissions. Approval status checklists will be posted on Blackboard by October 31, 2009.
7. Continue to provide training and support to school-based personnel on collaborative planning protocols. Focused support will be given to schools in improvement and local attention by providing the data-inquiry

training inclusive of lesson design, analyzing student work, study groups and root cause analysis. Additionally, provide assistance to schools by facilitating these protocols during actual collaborative planning meetings.

8. Build capacity among staff, parents, and community stakeholders through School Planning and Management Team (SPMT) meetings utilizing a model of best practices and guiding principles to enhance the effectiveness of the team. First, the school improvement staff will receive training on an effective SPMT model. Following that, training will be provided to area and central office and personnel to ensure that everyone has a common understanding of the processes involved. Following those training sessions, specialists will train school teams, and subsequent to the trainings, the SPMT model will be implemented by schools and monitored by specialists.
9. Reorganize personnel in the Department of School Improvement and Accountability to place four highly skilled and trained school improvement resource teachers in the Title I department to ensure transparency between school improvement and Title I.
10. Reconfigure five schools (four in improvement) as academies (Pre K-8 or K-8). This model is consistent with research supporting and advocating continuity, consistency, and looping of students.
11. Continue the coaching model for middle schools to support ongoing training, including the data inquiry-collaborative planning process (i.e., clarify purpose and goals, analyze data, create an action plan, implement the action plan, monitor progress, and identify next steps).
12. Professional development opportunities for schools in improvement during SY2010 will include:

| | |
|---|---|
| School-based (3-day) work sessions for a school improvement planning | June – September 2009 |
| Collaborative Planning Protocols | August – October 2009 |
| Orientation for New Schools & Principals New to School Improvement | September 2009 |
| Developing the Federal Two-Year Plan | September 2009 |
| Developing an Evidence of Need Using the Steps in the School Improvement Planning Process | September 2009 |
| Essential Questions for Data Inquiry | September 30, 2009 |
| Aligning Systemic Initiatives to Priority Needs in Schools | Sept – Oct 2009 |
| Developing Accountability Portfolios | November 2009 |
| Budget/Grants Training | November 2009 |
| Developing an Effective Monitoring Tool | October 2009 |
| Bridge to Excellence School Improvement Institute for High Schools /Reconfigured Schools | November 10, 2009 |
| Annual School Improvement Plan Training on Google$^{tm}$ Sites | May 3-June 2010 |
| School Improvement Plan Training for Facilitators and Reviewers | May 3-June 2010 |
| Bridge to Excellence School Improvement Institute for Elementary and Middle Schools | June 15, 2010 |

13. In addition to the above actions, AG schools will also receive the following:
    a. On-site visitations to review the AG plan, discuss the Top Five Action Steps and plans for monitoring implementation, to identify next steps and key persons responsible for implementation.
    b. Collaboration between the schools and the COMER office to include monthly workshops designed to help schools build team consensus, and improve school climate and organizational management.
    c. Frequent and ongoing collaboration between the Maryland State Department of Education and all AG schools.
    d. Professional develop designed to build capacity for teachers and administrative staff in building cohesive teams:

| | |
|---|---|
| Understanding Group Dynamics | August 19, 2009 |
| Collaborative Decision-Making/Making Parents Our Partners | September 25, 2009 |
| Why Do People Resist Change? | October 7, 2009 |
| Developing the Alternative Governance Proposal and Understanding the Teacher Needs Capacity Assessment | October-November 2009 |
| Team Facilitators' Training | November 4, 2009 |
| Building A Cohesive and Collaborative Team | December 2, 2009 |
| Understanding and Embracing Change: "The Change Game" | January 6, 2010 |
| The Essence of Consensus | February 3, 2010 |
| Sustaining A Comprehensive Team | March 3, 2010 |
| Managing and Sustaining Change in the Organization | April 7, 2010 |
| Creative / Proactive Problem Solving | May 19, 2010 |
| Assessing the Team Process: *What kind of team do we have and what is my role?* - | June 2, 2010 |

*Clarifying Question:*

*MSDE QUESTIONS:*

*2. How will the schools be supported to ensure that they do not enter School Improvement?*

*The response to this question can be found on pages 286-287.*

# I.D.iv
# Attendance Rates

1. *Describe where progress in increasing attendance rates is evident. In your response, identify progress in terms of grade band(s) and subgroups.*

For the fourth consecutive year the district met the attendance standard for elementary students in the aggregate. In SY2009, all elementary subgroups met the standard. The system also met the attendance standard at the middle school level in the aggregate for the past three years. All middle schools subgroups except for special education students met the standard in SY2009 (see Table 5.5).

The attendance records of two subgroups are worthy of note: Asian/Pacific Islander students met the AMO for each of the past seven years at both the elementary and middle school levels. Similarly, elementary Limited English Proficient (LEP) students met AMO for six of the last seven years, and LEP middle school students met the standard for each of the last seven years.

Table 5.5: Attendance Rates

| AMO | | 94% | 94% | 94% | 94% |
|---|---|---|---|---|---|
| Subgroups by Level | | 2005-06 | 2006-07 | 2007-08 | 2008-09 |
| All Students | ES | 94.3 | 94.6 | 95.2 | 95.5 |
| | MS | 93 | 94.6 | 94.3 | 95.3 |
| | HS | 88.1 | 91.5 | 89 | 91.4 |
| African American | ES | 94.3 | 94.5 | 95.1 | 95.4 |
| | MS | 91.7 | 94.6 | 94.2 | 95.3 |
| | HS | 86.4 | 91.5 | 89 | 91.7 |
| American Indian/Alaskan Native | ES | 93.1 | 94.6 | 93.5 | 95.3 |
| | MS | 92.6 | 94.5 | 93.1 | 94.5 |
| | HS | 87.9 | 90.1 | 90.9 | 91.7 |
| Asian/Pacific Islander | ES | 95.3 | 95.9 | 96.4 | 96.7 |
| | MS | 94.5 | 96.5 | 96.5 | 96.8 |
| | HS | 91.1 | 94.1 | 92.7 | 94.2 |
| Hispanic | ES | 94.3 | 94.7 | 95.4 | 95.8 |
| | MS | 93.4 | 94.7 | 94.6 | 95.7 |
| | HS | 87.6 | 90.4 | 87.5 | 88.6 |
| White (Not of Spanish Origin) | ES | 93.4 | 94.2 | 94.6 | 95.2 |
| | MS | 88.2 | 94.2 | 93.5 | 94.1 |
| | HS | 84.4 | 92.5 | 91 | 92.2 |
| Free/Reduced Meals (FARMS) | ES | 93.6 | 93.9 | 94.7 | 95.1 |
| | MS | 92 | 93.9 | 93.5 | 94.8 |
| | HS | 86.7 | 90.4 | 87.5 | 90.2 |
| Limited English Proficient | ES | 94.4 | 95 | 95.7 | 96.2 |
| | MS | 94.4 | 95.3 | 95.6 | 96.6 |
| | HS | 89 | 91.9 | 90.4 | 91 |
| Special Education | ES | 92.4 | 92.6 | 94.3 | 94 |
| | MS | 91 | 92.5 | 92.9 | 93.3 |
| | HS | 84.3 | 88.8 | 87.5 | 88.8 |

In 2009, there were attendance rate increases in all grade bands for all subgroups except for special education students. However, it should be noted that although the 2009 elementary special education attendance rate decreased slightly (by 0.3%), the subgroup did meet the AMO in SY2009.

2. *Identify the practices, programs, or strategies and the corresponding resource allocations to which you attribute the progress.*

The following practices, programs and strategies contributed to the improvement of attendance for SY2009.

### Professional Development

In an effort to transition into effective utilization of the system's newly adopted electronic student information system, all PPWs were trained on SchoolMax®. Additional follow-up sessions were held by Pupil Personnel Worker Supervisors and Pupil Personnel Transition Workers on downloading data reports. Through this training, staff were able to access attendance data, monitor daily entries, and provide services to identified students. Staff tracked daily and period-by-period attendance. This information was utilized by PPWs in creating their "red flag" lists (active case loads) and assisted with the identification of students needing to be referred to the attendance committee. The frequent and diligent utilization of the student information system enabled staff to provide interventions to thwart chronic absenteeism at the onset.

### Enforcement of Administrative Procedure

The attendance policy and administrative procedure were revised in SY2008. Staff worked to implement the policy with its provision for proactive programs. Administrative Procedure 5113 ensures that all schools are compliant with the application and interpretation of the Board policy. During the Second Annual Summer Institute in SY2009, additional training was provided on "Establishing and Implementing Effective Attendance Committees" and "Interventions for Absenteeism." As a result, Pupil Personnel Workers embedded key components of the Board's policy and administrative procedure within their daily responsibilities with greater awareness and skill. PPWs ensured the establishment and maintenance of an attendance committee in all schools by chairing the committee and managing the process of identifying, coordinating services, and monitoring students. Monthly staff meetings were held to address questions and to provide guidance to staff that needed clarification and technical assistance on special cases.

### Board of Education Anti-Truancy Program

The PGCPS Board of Education, in collaboration with the Prince George's County Council, initiated an Anti-Truancy Program to reduce truancy in the district. The Board of Education issued a special proclamation in August 2008 that described the program's intent in order to solicit community support. The program provided anti-truancy walks through the community to highlight the Board's emphasis on truancy reduction and to engage cooperation and support from parents and the community.

Community members, parents, and concerned citizens were encouraged to report suspected incidences of truancy by calling a special hotline number. The Office of Pupil Personnel Services is collaborating with supervisory staff in law enforcement to track the number of calls received by dispatchers who are reporting incidences of truancy for SY2010.

To further assist with the county's Anti-Truancy Initiative, the Commission for Children Youth and Families funded two Pupil Personnel Workers for PGCPS at no cost to the system. These PPWs provided intensive support to address truancy and attendance. The Commission also collaborated with experienced PPWs to develop an attendance handbook that will be an available resource in English and Spanish for parents in targeted areas with chronic truancy. Two handbooks (*Attendance Matters Handbook for Parents* and *Attendance Matters Handbook for Students)* were published in summer 2009 and recently delivered to schools in fall 2009 for dissemination.

### Supervisory Support and Technical Assistance

In SY2009, there was an increase in the PPW supervisory staff. Their caseloads were decreased which provided greater opportunity to assist staff and provided enhanced guidance to staff, while also increasing accessibility for building level interventions. Additionally, supervisors were charged to spend a minimum of one-half of the work-day in a school site to support the assigned Pupil Personnel Worker (PPW). The increased time with staff resulted in better identification of performance areas needing support, an accurate snapshot of the workload of staff at the site, practices employed on a daily basis, and overall knowledge of the culture and conditions of the school. The increase in supervisory staff ultimately resulted in a more efficient response to staff in crisis, better identification and service to students and parents needing guidance, as well as strengthening of the partnerships with central level staff and building administrators.

Pupil Personnel Transition Workers (PPTW) served as intermediary staff. They provided on site technical assistance to staff and assisted building administrators in resolving ambiguous cases along with new PPWs. The PPTWs provided training, crisis intervention and immediate interpretation of all state, federal, county and school law for the appropriate application in each student case.

### Special Education

Implementation of research-based instructional practices contributed to the increase in attendance rates at the middle and high school levels. Academic Resource Support Classes were provided in four middle schools and all high schools to support twice exceptional students and other students with IEPs enrolled in honors classes or other classes not receiving direct special education support. Crisis Intervention Resource Teachers (CIRT) in the high schools continued to implement proactive interventions to encourage good attendance and provide supports for students having behavioral difficulties likely to result in absenteeism and/or suspension.

Implementation of proactive strategies also contributed to the increase in middle and high school attendance rates. Special Education Department staff provided training on developing effective Behavior Intervention Plans based on Functional Behavioral Assessments. Behavior referrals and disciplinary removals were monitored to ensure that ineffective Behavior Intervention Plans were revised. Training was also provided on Positive Behavioral Supports.

3. *Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups.*

### High School

High school attendance remains an area of major concern. With the exception of Asian/Pacific Islander students, high school students have not met the attendance standard for any subgroups during any of the past seven years. The aggregate high school attendance rate of 91.4% is 2.6 percentage points below standard.

### Special Education

The attendance of special education students continues to be a challenge. Middle school and high school attendance rates have failed to reach the AMO for the last seven years. While the 2009 middle school attendance rate (93.3%) is approaching the standard, the high school attendance rate (88.8%) is 5.2 percentage points below standard. Some improvement was made at both levels. Middle school attendance improved by .4 of a percentage point, from 92.9% in SY2008 to 93.3% in SY2009. High school attendance improved by 1.3 percentage points, from 87.5% in SY2008 to 88.8% in SY2009.

At the elementary school level, the attendance data for the special education subgroup reveal a decline of .3 of a percentage point from SY2008 (94.3%) although the standard was met in both SY2008 and SY2009.

### Free and Reduced Meals Students (FARMS)

High school attendance rates for FARMS students have failed to attain the standard for the last seven years. In 2009, the attendance rate for this subgroup (90.2%) was 3.8 percentage points below standard.

### Hispanic

Hispanic high school students have never met the attendance standard for any of the past seven years. In SY2009, the Hispanic subgroup had the lowest attendance rate (88.6%) of all subgroups at the high school level. The SY2009 data reflect a precipitous decline in the attendance rate of Hispanic students at the high school level as compared to elementary and middle school grade levels. The attendance rates for Hispanic elementary students (95.8%) and middle school students (95.7%) were well above standard, while the attendance rate for Hispanic high school students was 5.4 percentage points below standard.

4. *Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate.*

All professional development, materials, resources, presentations and research will be aimed at providing a razor sharp program which builds staff capacity to better prescribe effective practices to meet the needs of all students, especially those grade bands and subgroups not currently meeting AYP in SY2009. Programs and strategies targeted for subgroups that consistently fail to meet the attendance standard are outlined below:

### High School Students

As noted from the data, no high school subgroup met the SY2009 AMO with the exception of Asian/Pacific Islander students. Therefore, the Office of Pupil Personnel Services will increase its focus on the high school student population by reassessing school needs and reorganizing the staffing structure to accommodate student groups requiring additional support. In doing so, 9th and 10th grade students will have a dedicated Pupil Personnel Worker in all high schools that are in school improvement. The 11th and 12th grade populations will be serviced by an additional Pupil Personnel Worker across two schools. These changes will allow for the following:

- Reduced overall caseload of target group needing PPW services;
- Increased opportunity to meet with students with previous attendance concerns;
- Increased opportunity to monitor data and identify students early who are currently attending irregularly;
- Increased opportunity to implement Administrative Procedure 5113 with fidelity;
- Increased opportunity to hold attendance committee and P-Team meetings to address student needs;
- Increased opportunity to create plans and monitor student progress on the "red flag" lists;
- Better alignment with existing 9th grade programs, to include smaller learning communities, 9th grade academies, and 9th grade advisories, and
- Increased opportunity to work collaboratively in teams with additional Pupil Personnel Workers to ensure that timely identification, planning, monitoring, and program implementation occurs.

Targeted training on causes for student disconnection and research-based strategies will be provided to the high school Pupil Personnel Workers to develop effective tools for intervening in the lives of adolescents. PPWs will also work closely with administration to encourage all staff to exercise consistency in daily attendance recording by period and the modification of all unlawful absences to lawful absences when students submit valid written excuses according to policy.

### Special Education Students

Special Education Department staff will increase its collaboration with Pupil Personnel Services staff in order to identify and track all special education students who have patterns of excessive absence. Special education chairpersons and case managers will be notified and asked to contact parents and to review the students' academic

achievement and progress toward meeting Individualized Education Program (IEP) goals and objectives. Behavioral intervention plans will be revised if behavior issues are identified as contributing to the excessive absences. If a low level of engagement with academics is identified as a contributing factor, the instructional program will be reviewed.

### FARMS Students

The Office of Pupil Personnel Services will continue the district's three-year partnership with the Commission of Children, Youth and Families who have provided funds for two Pupil Personnel Workers to work in the Office of Pupil Personnel Services to provide intense support to address student attendance and truancy for the SY2010. These Pupil Personnel Workers are staffed to provide services to schools with high percentages of students qualifying for FARMS. In addition to these personnel, the district will continue to provide services to minority and underserved populations by ensuring these students are first recipients of resources (like the "Neediest Kids Vouchers" that serve to remove barriers to attendance related to the attainment of school uniforms). The district will continue to partner with vendors to provide eyeglasses to students in need. The Office of Pupil Personnel Services will continue to link parents with community agencies whose resources support the family and students ability to remain connected to school (such as Department of Social Services, the Family Tree, Catholic Charities and other faith-based and community organizations who extend services to eligible families). The district will continue to work with the Homeless Office to ensure that students whose families qualify as homeless receive transportation, attend the school of their choice according to McKinney Vento Law, and receive supportive services.

### Hispanic Students

In an effort to increase the attendance rate for the Hispanic high school subgroup, the Office of Pupil Personnel Services will work collaboratively with Professional School Counselors and bilingual Parent Liaisons to reach out to Hispanic families to increase school connectedness, build better relationships, communicate the importance of education, and offer resources to families that will support students' ability to attend school. Additional training will be provided to PPWs to increase staff's awareness of the Hispanic culture and their understanding of unique family dynamics that may impact school attendance.

Pupil Personnel Workers will identify students who have previous history of non-attendance and establish early support to prevent past behavior patterns. PPWs will then identify all Hispanic students who currently missed school for unlawful reasons and construct a plan for support for each student through the attendance committee. In addition, the system will increase partnerships with agencies that work closely with Hispanic families (such as the Office of Youth Services, the Young Latino Leadership Council, Action Langley Park and Crossroads) in order to gain a better understanding of the services provided by these resources, utilize these resources to increase knowledge of staff on issues surrounding Hispanic families, and link these resources to students and families who are best matches.

Supervisory staff will continue to research evidenced-based practices and strategies that have demonstrated effectiveness in districts comparable to with PGCPS to ensure that efforts incorporate practices where data show attendance growth trends for Hispanic students.
***Allocation:*** $5,000 for professional development and additional reference materials.

# I.D.v
# Graduation Rates and Dropout Rates

Based on the Examination of Graduation and Dropout Rate Data (Tables 5.6 and 5.7):

1. *Describe where progress in moving toward the graduation/dropout target is evident. In your response, identify progress in terms of subgroups.*

## Graduation Rate

The district's SY2009 graduation rates met the state's AMO (85.50%) for the following subgroups: African American, Asian/Pacific Islander, White, Free/Reduced Meals (FARMS), Limited English Proficient (LEP), and female students. This represents an increase in the number of subgroups meeting the standard from three subgroups in SY2007-08 (American Indian/Alaskan Native, White, FARMS) to five subgroups in SY2009. Although the district did not meet the AMO in the aggregate, there was an increase from SY2008 (83.09%) to 84.56% in SY2009 (which was only 0.94 percentage points from standard). There was a 5.56 percentage point increase in the percent of Hispanic students meeting the state standard in SY2009 (74.82%) from SY2008 (69.26%). The male graduation rate was 79.34% in SY2008 and increased to 81.19% in SY2009, increasing by 1.85 percentage points.

Table 5.6: Percentage of Students Graduating From High School

| AMO | *80.99%* | *80.99%* | *83.24%* | *83.24%* | *83.24%* | *85.50%* | *85.50%* |
|---|---|---|---|---|---|---|---|
| Subgroup | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 |
| All students | 89.54 | 86.72 | 86.82 | 86.56 | 84.88 | 83.09 | 84.56% |
| African American | 90.22 | 88.25 | 87.74 | 87.95 | 85.89 | 84.96 | 85.77% |
| American Indian/Alaskan Native | 81.82 | 88.46 | 89.13 | 83.33 | 85.37 | 80 | 78.95% |
| Asian/Pacific Islander | 95.86 | 90.19 | 91.99 | 89.58 | 90.65 | 87.85 | 87.83% |
| Hispanic | 82.83 | 79.17 | 80.44 | 76.68 | 76.07 | 69.26 | 74.82% |
| White (Not of Hispanic Origin) | 86.65 | 79.67 | 82.72 | 82.62 | 82.03 | 82.17 | 85.51% |
| Free/Reduced Meals (FARMS) | 90.73 | 90.20 | 90.60 | 89.98 | 86.92 | 86.9 | 85.73% |
| Limited English Proficient (LEP) | 97.62 | 100.00 | 100.00 | 0.00 | 100.00 | 99.04 | 96.30% |
| Special Education | 95.17 | 92.60 | 96.08 | 94.88 | 91.84 | 83.83 | 68.72% |
| Female | 92.36 | 90.14 | 89.91 | 89.78 | 88.92 | 86.89 | 87.81% |
| Male | 86.63 | 83.08 | 83.55 | 83.22 | 80.74 | 79.34 | 81.19% |

## Dropout Rate

PGCPS met the state 3.00% standard for dropout rates for all subgroups in SY2009. In the last four years the district's aggregate dropout rate has steadily declined from 3.96% in SY2006 to 1.34% in SY2009. Significant improvement is noted for the Hispanic and special education subgroups. These two subgroups failed to meet the dropout standard in SY2008 (Hispanic – 3.68% and special education – 3.36%), but showed marked improvement in SY2009 (Hispanic – 1.34% and special education – 0.39%).

Table 5.7: Percentage of Students Dropping Out of School

| State satisfactory standard: | *3.00%* | *3.00%* | *3.00%* | *3.00%* | *3.00%* | *3.00%* | *3.00%* |
|---|---|---|---|---|---|---|---|
| Subgroup | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 |
| All students | 2.34 | 2.92 | 3.57 | 3.96 | 3.82 | 2.42 | 1.34% |

| Table 5.7: Percentage of Students Dropping Out of School | | | | | | | |
|---|---|---|---|---|---|---|---|
| State satisfactory standard: | *3.00%* | *3.00%* | *3.00%* | *3.00%* | *3.00%* | *3.00%* | *3.00%* |
| Subgroup | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 |
| African American | 2.15 | 2.76 | 3.16 | 3.58 | 3.70 | 2.22 | 1.39% |
| Amer Indian/Alaskan Native | 3.43 | 3.33 | 3.86 | 1.90 | 3.94 | 2.96 | 1.60% |
| Asian/Pacific Islander | 1.56 | 2.11 | 2.08 | 2.47 | 2.45 | 2.28 | 0.39% |
| Hispanic | 3.74 | 3.96 | 7.11 | 7.21 | 5.07 | 3.68 | 1.34% |
| White (Not of Hispanic Origin) | 2.99 | 3.57 | 3.90 | 4.04 | 3.67 | 2.4 | 1.10% |
| Free/Reduced Meals (FARMS) | 1.71 | 2.06 | 2.26 | 3.20 | 3.15 | 1.96 | 1.46% |
| Limited English Proficient (LEP) | -0.21 | 0.00 | -0.18 | -0.18 | 0.40 | 2.32 | 1.34% |
| Special Education | 0.45 | 0.81 | 3.54 | 1.92 | 1.07 | 3.36 | 0.39% |
| Female | 1.78 | 2.24 | 2.73 | 3.16 | 3.17 | 1.85 | 0.94% |
| Male | 2.87 | 3.58 | 4.39 | 4.73 | 4.44 | 2.95 | 1.72% |

2. *Identify the practices, programs, or strategies and the corresponding resource allocations to which you attribute the progress*.

In order to meet the state's requirement of less than 3% for dropout students and continue to sustain a decline, each school reviews their dropout statistics on a monthly basis. The students that were withdrawn are contacted by the Pupil Personnel Worker (PPW) and/or Parent Liaison to determine reasons why the student left school. Based on each student's individual needs, a nontraditional educational program is found and the student is enrolled in the program. Students are closely monitored in their new educational setting to ensure their needs are met and the student is on track for graduation. The system also offers three evening school programs free of charge to students who are not enrolled in day school. Each high school was provided one PPW and Parent Liaison to assist potential dropout students.

The district will continue to utilize the strategies implemented for SY2009. The number of personnel at each of the high schools has decreased due to the reduction of Parent Liaisons across the school system. Therefore, the PPW and Professional School Counselor will work together to meet the needs of the potential dropouts. The High School Consortium will continue to offer three evening school programs free of charge to students who are not enrolled in day school.

PGCPS is committed to graduating students who are college and workforce ready. Programs have been instituted to broaden student access to rigorous courses of study and to diversifying offerings in Career and Technology Education (CTE), (see pages 201-211). In SY2007 the district implemented the AP8 Initiative. This initiative mandated that every high school the offer and support eight Advanced Placement (AP) courses (i.e., Biology; English Language; English Literature; Human Geography; Government and Politics: United States; Psychology; Statistics; and World History). To support student enrollment in these eight courses, the district provides staff development for teachers, a summer bridge program for students, a half-credit academic course that corresponds to each course which offers individual and group tutorials, payment for the AP examination, and reduction of administrative policies and practices that have served to restrict student election and participation in AP courses.

Advanced Placement

In 2007-08, Advanced Placement (AP) opportunities were expanded to all high schools. From this aggressive synergy the number of students taking advance courses has increased and more exams are being taken than ever before.

Since SY2007, there has been a steady increase in the number of students taking at least one AP exam. Over the three year period, the number of students who took at least one AP test increased by 1,640 (or 51.3% – see Table I. The number of AP exams taken has also increased annually since SY2007. The number of AP exams taken (1,090) in SY2009 was 14.7% greater than the number taken during the previous year. Since SY2007, there has been a 59.4% increase in the number of AP exams taken by PGCPS students.

The number of AP exams passed with a score of "3" or higher also increased in each of the past three years. In SY2009, the number of passed exams (2,137) was 3.2% greater than the number passed during the previous year. Over the last three years, there has been a 13.3% increase in the number of AP exams passed with a score of "3" or higher.

Table I: PGCPS Students Taking AP Tests and Number of Exams Taken: SY2006-07 through SY2008-09

| School Year | Students Taking AP Tests | No. of AP Exams Taken | No. of AP Exams Passed |
|---|---|---|---|
| 2006-07 | 3,200 | 5,347 | 1,886 |
| 2007-08 | 4,747 | 7,434 | 2,071 |
| 2008-09 | 4,840 | 8,524 | 2,137 |
| Increase 2008-2009 | 93 | 1,090 | 66 |
| % Increase 2008-2009 | 2.0% | 14.7% | 3.2% |
| 3-Yr. Increase (2007-2009) | 1,640 | 3,177 | 251 |
| 3-Yr % Increase (2007-2009) | +51.3% | +59.4% | 13.3% |

## SAT Performance

The overall mean SAT score (1296) for the Class of 2009 improved by 13 points over the mean score for the Class of 2008. (See Table J). This represents the second consecutive year that overall PGCPS mean SAT score has improved. Since SY2006-07, PGCPS student performance on the SAT has improved by 17 points. SY2009 PGCPS student SAT performance improved in all test areas (i.e., critical reading, math, and writing) and for all ethnic/racial subgroups with exception of White students. The SY2009 mean male student SAT score increased by 17 points from the previous year, while the mean female student SAT score increased by 9 points.

Table J: SAT Performance of PGCPS Students, SY 2008 and SY 2009

| SAT Category | 2008 | 2099 | Increase |
|---|---|---|---|
| Total Score | 1,283 | 1,296 | +13 |
| Critical Reading | 432 | 438 | +6 |
| Math | 420 | 425 | +5 |
| Writing | 431 | 433 | +2 |

*Clarifying Question:*

*MSDE QUESTIONS:*

*1. What does the system attribute to the improvement in graduation and dropout rates on pages 128-129?*

*The response to this question can be found on page 287.*

*3. Describe where challenges are evident. In your response, identify challenges in terms of subgroups.*

Graduation Rate

After five consecutive years of attaining the state's graduation standard in the aggregate (from SY2003 through SY2007), the district has failed to meet the state's graduation standard in the aggregate for both SY2008 and SY2009. This low performance has been attributed to a decrease in the graduation rate and an increase in the AMO. In SY2009 five subgroups met the graduation standard (i.e., African American, Asian/Pacific Islander, White, FARMS, and LEP). This represents a gain over the three subgroups that met the graduation standard in SY2007-08 (Asian/Pacific Islander, FARMS, and LEP).

Although female students have met the graduation standard for the last seven years, male graduation performance has not been as consistent. Male students have failed to meet the state's graduation standard for the last four consecutive years. In the last seven years male graduation rates have only attained the state's standard for two non-consecutive years (i.e., SY2003 and SY2005).

The graduation rate of special education students has declined significantly. After five consecutive years of meeting the graduation standard, special education students have failed to attain the standard for two consecutive years (SY2008 and SY2009) and the percentages of special education students meeting the standard declined from 83.83% in SY2008 to 68.72% in SY2009. An investigation is ongoing to determine whether or not the Student Information System dropout and graduation data for Special Education are accurate. Data will be compared with the Special Student Information System (SSIS) Exit Data. A detailed explanation of results will be provided as soon as the accuracy of the data can be verified.

Of the subgroups failing to meet the SY2009 state standard, special education (68.72%) graduation rate performance ranks the lowest, followed by Hispanic (74.82%), American Indian/Alaskan Native (78.95%), and male students (81.19%).

*4. Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate.*

Grant Programs

PGCPS is implementing 2 federal grants designed to establish "a college-going culture" in secondary schools and to increase the percent of students participating in post-secondary educational options. GEAR UP is in its second year of operation in 4 of the most impacted middle schools in the district. The AVID® program has been implemented school-wide, and 125 selected students in each school will participate in the AVID® elective course. The PGCPS GEAR UP Program consists of 2 components: 1) student academic preparation, 2) student support and development, and 3) parent awareness and engagement. Partners include Howard University, St. Mary's College, University of Maryland, Explore Colleges, and First Priority Trailways. Approximately 1,400 students were served in SY2009.

The Smaller Learning Communities grant was awarded to support school reform and student achievement in 5 high schools. Key program components include:

- Summer bridge programs – Program for rising 9th graders, to transition students from middle school to high school, both socially and academically. Students engage in accelerated and enrichment activities in math and English, learn embedded study skills, explore college and career awareness strategies, and begin building relationships with their teachers and peers.

- Freshman and sophomore institute – Enable students to focus on grade-level proficiency in all core classes by the end of the tenth grade. Reading and mathematics interventions were provided to assist struggling students
- Junior and senior institute – Students will be enrolled in a theme-based career academy; students participated in a rigorous series of courses through the expansion of Career and Technical Education (CTE) programs to prepare for post-secondary education and careers
- Advisories – Students participate in advisories to provide an adult advocate for each student and create a sense of community and belonging

### Early Warning System

Data clearly indicate that ninth grade is the "make or break" year for our students. To support students in their transition to high school, each principal has established a freshmen institute, which is similar to the organizational structure used in middle schools. Interdisciplinary teams of teachers (English, math, science, social studies) are assigned a group of students. During common planning time, these teachers address both curriculum issues and student issues. The team approach allows teachers to better meet the needs of students and parents.

Another strong support for students is the early warning system that school and HSC staff are implementing. Freshman Watch List Reports are created for incoming ninth grade students based on attendance records, suspension data, course grades, and MSA scores. These students receive early attention and support from school staff in an attempt to support engagement and success. In addition, Freshman Success Reports are generated each quarter to provide school personnel with current information on students. This enables staff to provide timely academic and behavioral interventions.

### Dropout Prevention Task Force

In June 2009, the district convened a Task Force on Dropout Prevention to develop a strategic plan to guide the district's efforts in systemically reducing dropout behavior. During the summer 2009, the Task Force stakeholders worked to develop the Dropout Prevention Action Plan. The work of the Task Force on Dropout Prevention will be integrated into the system's Secondary Reform work and community stakeholders will be provided additional opportunities to develop and refine dropout action plan strategies.

### Special Education Dropout Prevention Strategies

The Special Education Department will provide the following strategies and may offer additional strategies as warranted following the outcome of the investigation into the special education graduation rate data.

The Special Education Department will continue its active collaboration with Clemson University and the National Dropout Prevention Center/Network. Poor attendance is viewed as a manifestation of a low level of engagement with school and a predictor of dropout. Strategies that will be implemented to improve the attendance of special education students by increasing engagement have been selected from the six research-proven strategies recommended by the Institute of Education Sciences in their *IES Practice Guide* for dropout prevention.

*IES Recommendation #2*: *Assign adult advocates to students at risk of dropping out*.
In SY2010, the Special Education Department will implement a grant-funded Check and Connect pilot program, which assigns an adult advocate to students at risk, for selected ninth grade students diagnosed with Emotional Disturbance. Data will be collected to determine the effectiveness of this intervention and whether or not it should be recommended for further implementation after the close of the grant period.
*IES Recommendation #3: Provide academic support and enrichment to improve academic performance*.

Academic Resource Support Classes will continue to be provided in all high schools and selected middle schools.

*IES Recommendation #4: Implement programs to improve students' classroom behavior and social skills.*
Grant funds will support intensive training for staff in all schools that have transition programs for students diagnosed with emotional disturbance. Grant funds will be used to provide Life Space Crisis Training by Shepherd Pratt Health Systems and Nonviolent Crisis Intervention Training by the Crisis Prevention Institute (CPI) for teams of school psychologists and Crisis Intervention Resource Teachers from 37 elementary, middle, and high schools that serve significant numbers of students with the disability designation of emotional disturbance.

*IES Recommendation #6: Provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate and to serve them after they leave school.*
American Recovery and Reinvestment Act (ARRA) funds will be used to purchase additional interventions for students with disabilities: Specialized Program Individualizing Reading Excellence (S.P.I.R.E.) for elementary reading; Journeys II for middle school reading; Journeys III and *READ180*® for high school reading; Secondary Mathematics Interventions for Middle School Mathematics/Key Elements to Mathematics Success (KEMS); and Secondary Mathematics Interventions for Algebra I/Key Elements to Algebra Success (KEAS).

A High School Assessment (HSA) grant will be utilized to enhance the Bridge to Academic Validation support for eligible 11th and 12th grade students with disabilities at nine high schools. A plan will be developed to ensure instructional support and ongoing implementation of the Individualized Education Program (IEP) of each student while completing the AVP projects.

Training began in February 2009 and will continue in SY2010 to implement the Maryland School Completion Initiative in selected schools. The National Dropout Prevention Center is acting in a consultative capacity to assist five high schools to capture, organize, analyze, and utilize data to identify risk factors for dropout and to identify suitable evidenced-based interventions to address those factors. Each school will develop an action plan with the assistance of the National Dropout Prevention Center.

# I.D.vi
# Highly Qualified Staff

A. Based on the Examination of Core Academic Subject Classes Taught by Highly Qualified Teacher Data (Tables 6.1 - 6.3):

*1. Describe where progress is evident.*

The highly qualified teacher trend data displayed in Tables 6.1 - 6.3 reflect a substantial increase in the percentage of core academic subject (CAS) classes taught by highly qualified teachers over the past three years (+15.7 percentage points) and the fifth straight year the percentage has increased. From 2006-07 to 2008-09, the percent of CAS classes taught by highly qualified teachers at all schools increased from 66.3% to 82.0% (See Table 6.1). Over the same time period, the percent of CAS classes taught by highly qualified teachers in Title I schools increased from 72.1% to 92.0% -- a 19.9 percentage point increase.

Table 6.1: Percentage of Core Academic Subject Classes Taught by Highly Qualified Teachers

| School Year | % of CAS Classes Taught by Highly Qualified Teachers | % of CAS Classes Not Taught by Highly Qualified Teachers |
|---|---|---|
| 2003-04 | 48.6 | 51.4 |
| 2004-05 | 62.0 | 38.0 |
| 2005-06 | 62.1 | 37.9 |
| 2006-07 | 66.3 | 33.7 |
| 2007-08 | 73.0 | 27.0 |
| 2008-09 | 82.0 | 18.0 |

HQT data for Title I schools are displayed in Table K. These data reflect increases in the percentage of HQT staff in all but seven of the SY2009 Title I schools. In addition, 22 of the 53 Title I schools (or 41.5%) had 100% highly qualified teachers in SY2009, substantially more than the number (13) and percentage (25%) of such schools during SY2008 school year. In all but six Title I schools, more than 90 percent of CAS classes were taught by a highly qualified teacher. Just three school years ago, none of the school system's Title I schools had a full complement (100%) of highly qualified teachers teaching the core academic subjects.

Table K: Percent of Highly Qualified Teachers in 2008-09 Title I Schools

| School | Priority School Status | 2006-07 | 2007-08 | 2008-09 |
|---|---|---|---|---|
| Adelphi ES | Title I | 88.0 | 100.0 | 100.0 |
| Berkshire ES* | Title I | 64.3 | 90.0 | 100.0 |
| Bladensburg ES | Title I | 87.5 | 100.0 | 100.0 |
| Calverton ES | Title I | 81.1 | 100.0 | 100.0 |
| Carole Highlands ES | Title I | 83.9 | 96.2 | 100.0 |
| Cooper Lane ES | Title I | 73.1 | 90.9 | 100.0 |
| Glenridge ES | Title I | 78.0 | 100.0 | 100.0 |
| Mary Harris "Mother Jones" ES | Title I | 88.9 | 96.7 | 100.0 |

| Table K: Percent of Highly Qualified Teachers in 2008-09 Title I Schools | | | | |
|---|---|---|---|---|
| School | Priority School Status | 2006-07 | 2007-08 | 2008-09 |
| Mount Rainer ES | Title I | 88.9 | 93.8 | 100.0 |
| Robert Frost ES | Title I | 93.7 | 100.0 | 100.0 |
| Suitland ES | Title I | 53.6 | 92.0 | 100.0 |
| Woodridge ES | Title I | 66.7 | 100.0 | 100.0 |
| Carmody Hills ES – TNTP | Title I/School Improvement | 55.6 | 100.0 | 100.0 |
| Columbia Park ES | Title I/School Improvement | 69.2 | 84.6 | 100.0 |
| Flintstone ES | Title I/School Improvement | 66.7 | 100.0 | 100.0 |
| Forest Heights ES | Title I/School Improvement | 83.3 | 100.0 | 100.0 |
| Lewisdale ES | Title I/School Improvement | 81.8 | 88.9 | 100.0 |
| Ridgecrest ES | Title I/School Improvement | 75.0 | 89.3 | 100.0 |
| Robert Gray ES | Title I/School Improvement | 87.5 | 92.9 | 100.0 |
| William Paca ES | Title I/School Improvement | 76.2 | 80.0 | 100.0 |
| John Carroll ES* | Title I | 57.1 | 100.0 | 100.0 |
| John Eager Howard ES* | Title I | 23.8 | 100.0 | 100.0 |
| Springhill Lake ES | Title I/School Improvement | 74.4 | 82.4 | 97.8 |
| Riverdale ES | Title I | 81.2 | 93.1 | 97.2 |
| Rosa L. Parks ES | Title I | 50.0 | 83.9 | 97.1 |
| Judge Sylvania Woods, Sr. ES | Title I/Restructuring Planning | 60.6 | 90.3 | 97.1 |
| Thomas Claggett ES | Title I/Restructuring Planning | 72.7 | 88.9 | 97.1 |
| Samuel P. Massie Academy | Title I/School Improvement | 83.3 | 85.2 | 96.9 |
| Rogers Heights ES | Title I | 87.1 | 100.0 | 96.6 |
| Templeton ES | Title I | 67.7 | 83.3 | 96.2 |
| Cool Spring ES | Title I | 82.6 | 100.0 | 96.0 |
| Hyattsville ES | Title I | 79.2 | 86.4 | 96.0 |
| William W. Hall Academy | Title I/School Improvement | 51.7 | 91.3 | 96.0 |
| Langley Park-McCormick ES | Title I | 74.2 | 89.5 | 95.4 |
| Gladys Noon Spellman ES | Title I/School Improvement | 87.0 | 95.0 | 95.2 |
| Dodge Park ES | Title I | 68.4 | 89.5 | 94.7 |
| Bradbury Heights ES | Title I | 62.5 | 76.2 | 94.7 |
| Glassmanor ES-TNTP | Title I | 78.6 | 92.3 | 94.1 |
| Concord ES | Title I | 56.0 | 93.3 | 93.7 |
| Lamont ES | Title I | 74.4 | 89.7 | 93.3 |
| Overlook ES-TNTP | Title I | 61.1 | 86.7 | 93.3 |
| Port Towns ES | Title I/School Improvement | 75.0 | 92.9 | 92.8 |
| Nicholas Orem MS-TNTP | Title I/Restructuring Planning | N/A | 74.8 | 92.5 |
| James Harrison ES | Title I | 55.6 | 83.3 | 92.0 |

| Table K: Percent of Highly Qualified Teachers in 2008-09 Title I Schools | | | | |
|---|---|---|---|---|
| School | Priority School Status | 2006-07 | 2007-08 | 2008-09 |
| Beacon Heights ES | Title I/School Improvement | 87.0 | 80.0 | 91.3 |
| District Heights ES | Title I | 76.2 | 94.7 | 91.0 |
| Doswell E. Brooks ES | Title I | 58.8 | 86.7 | 90.4 |
| Seat Pleasant ES | Title I/School Improvement | 66.7 | 90.0 | 89.4 |
| Matthew Henson ES* | Title I | 57.1 | 93.3 | 89.0 |
| William Wirt MS-TNTP | Title I/Restructuring Planning | 45.7 | 77.3 | 88.8 |
| Cesar Chavez ES | Title I | 85.7 | 90.0 | 87.5 |
| Buck Lodge MS-TNTP | Title I/Restructuring Planning | 69.5 | 83.3 | 86.9 |
| Thomas Stone ES | Title I | 58.1 | 76.5 | 82.2 |
| *These schools were consolidated into other schools starting in the 2009-10 school year. | | | | |

*Clarifying Question:*

*MSDE QUESTIONS:*

1. *Where is Table 6.2, Percentage of Core Academic Subject Classes Taught by Highly Qualified Teachers in Title I Schools?*

*The response to this question can be found on page 289.*

Significant progress in reducing the percent of CAS classes not taught by a highly qualified teacher occurred primarily in two areas: "expired" and "missing" certification. For SY2009 school year, the percent of CAS classes not taught by highly qualified teachers due to "expired certification" decreased from 17.0% to 9.18% (a 7.82 percentage point reduction from the previous school year), while the percent not taught by highly qualified teachers due to "missing certification information" decreased from 24.5% in SY2008 to 14.8% in SY2009 – a 9.67 percentage point reduction. Although the percentages of CAS classes not taught by a highly qualified teacher because of "invalid grade level certification", "unmet testing requirement", or "conditional certification" increased slightly from 2007-08 levels, the actual number of such classes in each of these three categories declined in SY2009 (see Tables 6.3A and 6.3B). The school system continues to work closely with the Certification Branch of MSDE to make even greater progress in resolving outstanding concerns related to missing certification information and to ensure that the data files on record are updated and accurate.

| Table 6.3A: Number of Classes Not Taught by Highly Qualified (NHQ) Teachers by Reason | | | | | | | |
|---|---|---|---|---|---|---|---|
| School Year | Expired Certificate | Invalid Grade Level(s) for Certification | Testing Requirement Not Met | Invalid Subject for Certification | Missing Certification Information | Conditional Certificate | Total |
| 2005-06 | 648 | 161 | 445 | 1,542 | 1,453 | 2,455 | 6,704 |
| 2006-07 | 802 | 79 | 181 | 810 | 1,332 | 1,499 | 4,703 |
| 2007-08 | 583 | 67 | 274 | 647 | 842 | 1,026 | 3,439 |
| 2008-09 | 216 | 56 | 207 | 657 | 349 | 869 | 2,354 |

| Table 6.3B: Percent of Classes Not Taught by Highly Qualified (NHQ) Teachers by Reason | | | | | | | |
|---|---|---|---|---|---|---|---|
| School Year | Expired Certificate | Invalid Grade Level(s) for Certification | Testing Requirement Not Met | Invalid Subject for Certification | Missing Certification Information | Conditional Certificate | Total |
| 2005-06 | 9.6 | 2.4 | 6.6 | 23.0 | 21.7 | 36.6 | 37.9 |
| 2006-07 | 17.1 | 1.7 | 3.8 | 17.2 | 28.3 | 31.9 | 33.7 |
| 2007-08 | 17.0 | 1.9 | 8.0 | 18.8 | 24.5 | 29.8 | 27.0 |
| 2008-09 | 9.18 | 2.38 | 8.79 | 27.91 | 14.83 | 36.92 | 18.0 |

2. *Identify the practices, programs, or strategies, and the corresponding resource allocations, to which you attribute the progress. What evidence does the school system have that the strategies in place are having the intended effect?*

### Priority Staffing

In December 2007, Human Resources staff collaborated with Title I and School Improvement staffs to develop a priority staffing system to insure that all Title I schools and all schools in improvement were given system-wide priority for the placement of highly qualified teachers. This collaboration continued in SY2009. The Division of Human Resources and the collaborating offices analyzed and monitored the certification and highly qualified status of all teachers in priority schools, providing teachers with individualized plans with specific timelines to meet and/or maintain their certification and their highly qualified designation. Core academic subject teachers in the impacted schools who did not meet the highly qualified designation by the end of the school year were notified that they would be transferred to a school not designated as either Title I and/or in school improvement. Department of Teaching Staffing and Certification staff also worked directly with principals of priority schools to insure that the newly hired and/or transferred certified and highly qualified staff is actually assigned to teach the core academic subjects for which their certification and highly qualified status applied.

*Clarifying Question:*

*MSDE QUESTIONS:*

*2. What is the plan to increase all classes in Title I schools taught by highly qualified teachers?*

*The response to this question can be found on pages 289-290.*

### Alternative Certification Programs

The system continued its partnership with several state-approved alternative route certification programs that enable individuals to accelerate the process of becoming certified and highly qualified teachers. For SY2009, PGCPS partnered with the following Maryland Approved Alternative Preparation (MAAPP) Programs: Prince Georges County Resident Teacher Program (internal program); The New Teacher Project Teaching Fellows; the College of Notre Dame (Dual/Special Education) Certification Program; Teach for America; and the University of Maryland Master's Certification Program. In addition, through *Troops to Teach* – a recruitment support program/partnership between all United States military service branches, the Maryland State Department of Education, and local school systems – PGCPS is able to identify and directly hire highly qualified teachers or admit transitioning armed service members into the existing alternative preparation programs. In SY2009, PGCPS hired 98 additional candidates to pursue alternative certification than it did during the previous school year. Almost all (98.8%) of the 259 alternatively- certified, highly qualified teachers were assigned to teach in hard-to-staff and/or

high poverty schools. Three alternatively prepared teachers were placed in non-priority schools due to the lack of vacancies in high needs schools. The school system intends to expand the programs in SY2009-10. Table L reflects program specific information regarding the alternatively- certified, highly qualified teachers hired during the 2007-08 and the 2008–09 hiring cycles, along with projections for SY2010.

Table L: Alternative Certification Program Data

| Alternative Certification Program | 2007 – 2008 Hires | 2008-2009 Hires | 2009 – 2010 (Projected Hires) |
|---|---|---|---|
| PGCPS Resident Teacher Program | 100 | 90 | 102 |
| College of Notre Dame Dual Certification (Special Education Program) | N/A | 27 | 25 |
| The New Teacher Project (Teaching Fellows) | 26 | 86 | 81 |
| Teach For America | 25 | 46 | 76 |
| University of Maryland Master's Certification Program | 10 | 10 | 7 |
| Troops to Teach | 5 | 3 | 10 |
| Total MAAPP and Special Program Hires | 166 | 259 | 301 |

Alternative Certification programs allow the school system to focus on selecting and hiring a cadre of teachers that will fill state-and district-identified, hard-to-staff areas in priority schools. An additional benefit to this approach to producing certified and highly qualified teachers is the relatively high retention rate among program participants. Since SY2001, the retention rate for teachers who were selected, trained, and hired through alternative preparation programs has averaged 82% district-wide. This retention rate is consistent with the school system's overall teacher retention rate which has averaged 84.7% over the past three years. As the system refines its internal transfer process and works towards increasing teacher effectiveness support programs, it is anticipated that the retention of alternatively-prepared teachers in high needs schools will exceed well beyond the required three years of service.

PGCPS has become increasingly dependent on alternative teacher certification programs to meet the NCLB requirement that all CAS classes are taught by highly qualified teachers. In 2007-08, two studies were conducted to assess the current state of alternative certification programs in PGCPS. The first was designed to review how PGCPS translated MSDE alternative teacher preparation polices into programs, and the second was a comparison of training program components of the current alternative certification programs in PGCPS with the literature on effective teacher preparation for the purpose of providing recommendations to guide future program development[1] As a result of both studies, the school system added a Resident Teacher Specialist position housed in the Teacher Leadership and Professional Development (TLPD) Department to coordinate the redesign and management of the training and mentoring components of all alternative certification programs. The Resident Teacher Specialist is also responsible for insuring fidelity in implementing all components of MSDE-approved programs, and for making sure each program's respective training curriculum is aligned with specific instructionally focused initiatives in PGCPS. The mentoring components have been revised to pair mentors with mentees who have common certification areas. The mentoring components for all programs are now centrally housed within TLPD.

## Employee Referral Program

[1] *The Prevalence, Development, and Implementation of Resident Teacher Programs in Prince George's County Public School*, PGCPS Division of Accountability, Department Research and Evaluation, April, 2008; and *Developing Alternatively Certified Teachers for Prince George's County Public Schools: A Report of Teacher Preparation in 5 Programs*, PGCPS Division of Accountability, Department Research and Evaluation, September, 2008.

With the support of Title II A, the school system continued an employee referral program that allows current employees to nominate certified and highly qualified teachers for hard-to-fill subject areas (such as special education, math and science). During SY2009, the system received 454 nominations, and in the spring of 2009, a total of 38 employees received bonus payments totaling $74,000 for the 50 highly qualified referrals that were hired to teach in hard-to-fill subject areas. Data regarding the number of teachers hired through the referral program over the past two years and hiring projections for the upcoming school year are presented in Table L-1

Table L-1 Hires through Employee Referral Program

| Subject Area | 2007 – 2008 Hires | 2008-2009 Hires | 2009 – 2010 (Projected Hires) |
|---|---|---|---|
| Early Childhood | 7 | 6 | 0 |
| ESOL | 6 | 3 | 10 |
| Foreign Language | 2 | 0 | 0 |
| Math | 21 | 7 | 10 |
| Media Specialist | 2 | 1 | 5 |
| Physical Education | 9 | 8 | 0 |
| Reading | 1 | 1 | 0 |
| Science | 11 | 7 | 5 |
| Special Education | 27 | 17 | 20 |
| Vocal Music | 1 | 0 | 0 |
| Total Employee Referral Program Hires | 87 | 50 | 50 |

## Relocation Assistance

For the 2008–09 recruiting cycle, 68% newly hired PGCPS teachers were from outside of the state of Maryland. With support from the Title II, Part A grant, the system continued the implementation of a relocation assistance program for teachers from outside the state who meet Maryland's certification and highly qualified standards, and who are willing to accept a position to teach in a critical need area in PGCPS. During SY2009, 238 teachers received a total reimbursement of $253,040.95. Another condition for receiving relocation assistance is the fulfillment of a two-year service requirement, thus ensuring retention of these certified and highly qualified teachers for a meaningful number of years. If an employee separates from the school system within two years of the date of employment, the school system is entitled to be reimbursed the full amount of the relocation assistance paid to the employee as a consequence of early separation. Repayments are coordinated, tracked, and facilitated between the Payroll and Cash Management Offices.

## International Teacher Recruitment

Title II, Part A funding also allowed the school system to continue its International Teacher Recruitment Program, which includes providing legal support services to highly qualified teachers to help them manage the complex immigration process. For SY2009, a total of 212 fully certified, highly qualified teachers were hired to teach in hard-to-fill subject areas. Since the program's inception in SY2005, 978 international teachers have been hired under this program, and 92% of these teachers continue to teach in the school system. While the international recruitment option has allowed for the school system to increase the numbers of highly qualified and certified teachers in all classrooms, it is anticipated that due to increased availability of certified and highly qualified teachers in the mid-Atlantic region and across the United States, the reliance upon international recruitment will decrease in future years.

The Division of Human Resources

The Department of Teacher Staffing and Certification within the Division of Human Resources continues to partner with staff in the Division of Information Technology to generate reports for each school that identify individual teacher certification information. This information will assist principals and master schedulers in making informed decisions about the assignment of teachers to core academic subject (CAS) areas. The reports are provided to both schools and to individual teachers during the fall and spring semesters so that every effort can be made to arrange appropriate professional development that will assist teachers in gaining the knowledge and skill needed to teach, as effectively as possible, courses for which they are not certified or highly qualified. With the implementation of the data warehouse scheduled for the fall of 2009, Human Resources staff and principals will be in a position to ensure greater accuracy with teacher placements.

*3. Describe where challenges are evident.*

The percentages of CAS classes not taught by a highly qualified teacher due to either "invalid grade level for certification", an "unmet testing requirement", or 'conditional certification" increased slightly in SY2009 from the previous year's levels. The percentage of classes not taught by a highly qualified teacher due to invalid grade level certification increased ever so slightly – i.e. less than one-half of a percentage point (0.48) -- even though the actual number of such classes declined by 11. This marked the second straight year that the percentage of CAS classes not taught by a highly qualified teacher for this reason increased. Similarly, the percentage of classes without a highly qualified teacher because of an unmet testing requirement also increased for the second straight year – although by less than one percentage point (0.79) between SY2008 and SY2009 (see Tables 6.3A and 6.3B).

Table 6.3A: Number of Classes Not Taught by Highly Qualified (NHQ) Teachers by Reason

| School Year | Expired Certificate | Invalid Grade Level(s) for Certification | Testing Requirement Not Met | Invalid Subject for Certification | Missing Certification Information | Conditional Certificate | Total |
|---|---|---|---|---|---|---|---|
| 2005-06 | 648 | 161 | 445 | 1,542 | 1,453 | 2,455 | 6,704 |
| 2006-07 | 802 | 79 | 181 | 810 | 1,332 | 1,499 | 4,703 |
| 2007-08 | 583 | 67 | 274 | 647 | 842 | 1,026 | 3,439 |
| 2008-09 | 216 | 56 | 207 | 657 | 349 | 869 | 2,354 |

Table 6.3B: Percent of Classes Not Taught by Highly Qualified (NHQ) Teachers by Reason

| School Year | Expired Certificate | Invalid Grade Level(s) for Certification | Testing Requirement Not Met | Invalid Subject for Certification | Missing Certification Information | Conditional Certificate | Total |
|---|---|---|---|---|---|---|---|
| 2005-06 | 9.6 | 2.4 | 6.6 | 23.0 | 21.7 | 36.6 | 37.9 |
| 2006-07 | 17.1 | 1.7 | 3.8 | 17.2 | 28.3 | 31.9 | 33.7 |
| 2007-08 | 17.0 | 1.9 | 8.0 | 18.8 | 24.5 | 29.8 | 27.0 |
| 2008-09 | 9.18 | 2.38 | 8.79 | 27.91 | 14.83 | 36.92 | 18.0 |

Of greater concern is the growing percentage of classes not taught by a highly qualified teacher due to either the "conditional certification" of the teacher, or "invalid subject for certification". The percentage of classes in the former category increased by 7.12 percentage points from SY2008 to SY2009, while the percentage of classes in the latter category increased by 9.11 percentage points. And whereas in three of the four categories in which the percentage of CAS classes not taught by highly qualified teachers increased at the same time the actual numbers of such

classes declined, in the "invalid subject for certification" category, both the percentage and the actual number of such classes increased in 2008-09 from the previous year's levels (see Tables 6.3A and 6.3B). Although the overall percentage of CAS classes taught by highly qualified teachers continues to increase substantially each year, ultimate progress towards the 100% goal by the 2013-14 school year will eventually stall if trends in these categories are not reversed.

In addition, PGCPS continues to struggle with staffing critical grades with highly qualified teachers. Other than kindergarten, the grades staffed with the lowest percentages of highly qualified teachers are the mid-band years 7 through 10 – i.e. years associated with the system's most significant school improvement challenges and with critical accountability testing. Two-thirds (21 of 31 or 67.7%) of the school system's middle schools are at some level of school improvement with the vast majority of these schools mired in an advanced stage of school improvement. And the non-kindergarten grades with the lowest percentages of highly qualified teachers are grades 9 and 10 (77% and 79% respectively), which are grades associated with high stakes HSA testing. The ability of the school system to work its way out of school improvement and to meet ever-increasing *NCLB* academic performance targets will rest largely on the extent to which the system can significantly increase the percentages of highly qualified teachers in grades 7 through 10.

Not only are middle school grades staffed with disproportionately low percentages of highly qualified teachers, they are also staffed with disproportionately high percentages of inexperienced teachers. Slightly more than half (or 52%) of PGCPS middle school teachers have fewer than five years teaching experience. Moreover, in 29% of middle schools, more than one-third of the teaching staff is new, and in another 36% of middle schools, between 20% and 33% of the teaching staff is new.

### Out-of-State Hires

A significant number of teachers who come to PGCPS from other states met the highly qualified status in the states where they were trained and/or possessed a valid teaching certificate; however, because under the *NCLB Act*, each state determines its own requirements for certification and demonstration of mastery of subject content, an out-of-state teacher joining PGCPS may not receive the same designation by the State of Maryland. Therefore, newly hired teachers may be required to take additional content tests to meet Maryland's certification and high qualification standards. In order to facilitate newly hired teachers in completing all requirements, Department of Human Resources (DHR) attempts to provide all newly hired teachers with their initial evaluation within the first 90 days of employment. In upcoming years, a more thorough assessment of credentials will be completed as part of the application process, and division staff will receive additional training to expedite this process at a higher efficiency rate.

### Conditional Teachers

In the past year, the number of conditional teachers in PGCPS has declined substantially. In SY2008, conditional teachers comprised 29.8% of the teacher corps. One year later (in SY2009), the percentage of the teacher corps comprised of conditional teachers had been reduced to 16.7% -- a 13.1 percentage point reduction. Declining vacancies combined with strategic initiatives and targeted recruitment account for the reduction in proportion of conditional teachers, enabling HR staff to hire and place new highly qualified teachers in both priority and non-priority schools throughout the school system. For the recruiting cycle that ended August 18, 2008, fewer than 30 of the 660 newly hired teachers (or less than 4.5%) were conditionally certified. As a result of these targeted recruitment efforts, the percentage of newly hired fully certified teachers has increased from 92.7% at the start of the 2007-08 school year to 98.9% at the start of SY2010. The focus of HR staff will continue to be on the proper placement of all newly hired teachers. Principals of each newly hired teacher within a core academic subject area will be expected to complete a placement assignment form that confirms that the teacher will not be placed in an

assignment that will jeopardize her/his highly qualified status. A copy of the form will be placed in the teacher's certification file in Human Resources, one copy will be on file at the school of placement, and one copy will be placed on file in the Area Regional Office to which the school is assigned.

### Special Education Teachers

Special education teachers continue to be certified, yet are less likely than regular education teachers to be highly qualified for their teaching assignments. The system received approval from MSDE to begin an alternative certification program with the College of Notre Dame specifically for special education. The initial cohort for the fall of 2008 consisted of 27 teachers who will complete a two year Master's degree program and become fully certified and highly qualified in the area of special education. The system is also beginning an accelerated degree program with Columbia Union College to provide paraprofessionals with an opportunity to become special education teachers. The initial cohort for the fall of 2008 consists of 14 participants.

### Testing Requirement Not Met

In SY2009, the number of classes not taught by a highly qualified teacher declined by 67 from the number not taught by a HQT in SY2008. Despite this progress, the percentage of classes not taught by a highly qualified teacher increased ever so slightly (0.79%). DHR attributes this continuing challenge to the *NCLB* requirement that teachers demonstrate content mastery in each academic subject they are responsible for teaching. In some cases, a teacher may be highly qualified to teach in a particular subject area but may also be asked to teach a class in a subject area in which s/he is not highly qualified. PGCPS provided a series of workshops in Praxis$^{tm}$ preparation to assist all elementary and secondary teachers, particularly special education teachers, to meet all testing requirements prior to established deadlines. Conditional teachers who failed to meet the testing requirements were terminated from the system.

4. *Describe the changes or adjustments and the corresponding resource allocations that were made to ensure sufficient progress. Include timelines where appropriate.*

### Student Information System

In SY2009, PGCPS implemented a new Student Information System (SchoolMAX®), which ideally would provide Human Resources staff with the ability to integrate real time class schedules and teacher assignments with the certification database. When fully operational, SchoolMAX® will be able to generate regular reports that will confirm that the teacher of record for all core academic subject areas is appropriately assigned within his/her area of certification. At the present time, the system has yet to integrate the student information system with the certification database, requiring staff to continue to manually compare data from two different systems. Even with limited implementation, however, the collection of teacher class schedules is much easier. It is anticipated that SchoolMAX implementation will be greatly enhanced with the full implementation of the data warehouse scheduled for the winter of 2009.

### Data Collection

During SY2009, limited surveys were administered to newly hired teachers to collect data regarding the recruiting, hiring and placement processes. Data collection will also include surveys administered to candidates who did not accept positions with PGCPS, professional development interns, resident teachers, male teachers, individuals implementing new programs, and exit surveys. The overall purpose of the survey program is to increase overall retention of current and new teachers and significantly improve all DHR services. The Department of Organizational Effectiveness will coordinate survey administration and the subsequent data analysis.

### Additional Programs

PGCPS continues to partner with several national programs and area colleges and universities to increase the percentage of highly qualified teachers teaching core academic subjects throughout the school system and particularly in priority schools. Title II Part A will continue to support resident teacher programs at the University of Maryland College Park (MCERT -- $140,000) and at the College of Notre Dame (Dual Special Education program -- $200,000), and the Para-Professional Accelerated Certification Program ($100,000). Programs including certified teacher tuition reimbursement and the international recruitment programs were also supported by allocations from Title II, Part A.

B. Based on the Examination of the Equitable Distribution of Highly Qualified Teacher Data (Tables 6.4 - 6.5):

*1. Describe where progress is evident.*

In SY2009, the percentage of CAS classes taught by a highly qualified teacher in high poverty schools increased substantially at both the elementary and secondary levels for the second consecutive year. The one-year percentage point increase was 12.4 percentage points at the elementary level (from 80.0% in SY2007-08 to 92.4% in SY2009) and 15.2 percentage points at the secondary level (from 70.0% in SY2008 to 85.2% in SY2009), and the two-year percentage point increases were 19.8 and 27.5, respectively (see Table 6.4). Moreover, the percentage of CAS classes taught by an experienced highly qualified teacher also increased at both the elementary and secondary levels in SY2009 over the previous year's percentages. In SY2009, 86.8% of CAS elementary classes were taught by an experienced highly qualified teacher, up 6.7 percentage points from the 80.1% of such classes during the previous year. At the secondary level, 87.2% of CAS classes were taught by an experienced highly qualified teacher, an increase of 8.1 percentage points from the 79.1% of such classes in SY2008 (see Table 6.5). Thus, the school system is simultaneously increasing the percentages of both CAS classes taught by highly qualified teachers generally, and those taught by experienced highly qualified teachers in high poverty schools.

Table 6.4: Core Academic Subject Classes Taught by Highly Qualified Teachers (HQT) In High Poverty and Low Poverty Schools by School Level

| | High Poverty | | | Low Poverty | | |
|---|---|---|---|---|---|---|
| | Total Classes | Classes Taught By HQT | | Total Classes | Classes Taught By HQT | |
| School Year/ School Level | No. | No. | Pct. | No. | No. | Pct. |
| 2006-07 | | | | | | |
| Elementary | 1,379 | 1,001 | 72.6 | 62 | 50 | 80.6 |
| Secondary | 3,900 | 2,249 | 57.7 | 0 | 0 | 0.0 |
| 2007-08 | | | | | | |
| Elementary | 1,500 | 1,200 | 80.0 | 65 | 59 | 90.0 |
| Secondary | 3,800 | 2,660 | 70.0 | 0 | 0 | 0.0 |
| 2008-09 | | | | | | |
| Elementary | 1,286 | 1,188 | 92.4 | 46 | 41 | 89.1 |
| Secondary | 2,970 | 2,531 | 85.2 | 112 | 89 | 79.5 |

| Table 6.5: Core Academic Subject Classes Taught by Highly Qualified Teachers (HQT) In High and Low Poverty Schools by School Level and Experience | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | High Poverty | | | | Low Poverty | | | |
| | | Classes Taught by Experienced HQT | | Classes Taught by Inexperienced HQT | | Classes Taught by Experienced HQT | | Classes Taught by Inexperienced HQT | |
| School Year | School Level | No. | Pct. | No. | Pct. | No. | Pct. | No. | Pct. |
| 2007-08 | Elementary | 1,074 | 80.1 | 266 | 19.9 | 50 | 86.2 | 8 | 13.8 |
| | Secondary | 2,887 | 79.1 | 762 | 20.9 | 0 | 0.0 | 0 | 0.0 |
| 2008-09 | Elementary | 1,031 | 86.8 | 157 | 13.2 | 37 | 90.2 | 4 | 9.8 |
| | Secondary | 2,430 | 87.2 | 358 | 12.8 | 78 | 87.6 | 11 | 12.4 |

2. *Identify the practices, programs, or strategies and the corresponding resource allocations to which you attribute the progress. Your response must include examples of incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies that low-income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. What evidence does the school system have that the strategies in place are having the intended effect?*

All core subject newly hired teachers who met Maryland certification and NCLB highly qualified designations and all similarly credentialed teachers who were eligible to seek a voluntary transfer were encouraged to accept positions in high poverty schools. At the same time, all teachers who taught core academic subject courses in either Title I schools or in schools in improvement and who had not achieved the appropriate certification and highly qualified designations were transferred to non-priority schools and provided a specified time frame to complete certification and HQ requirements. DHR will continue to collaborate with the Title I and School Improvement offices to ensure that all schools under their respective supervision will continue to be given priority for the placement of certified and highly qualified candidates for the 2009-10 hiring cycle. All alternative certification participants (e.g. resident teachers) and international teachers were also placed in priority schools. Alternative certification program participants must commit to remain in their placements for a minimum of two or three years, which will go a long way to increase overall teacher retention rates in priority schools. In addition, the 212 international teachers hired to teach hard-to-fill subjects such as special education, math, and science were also primarily placed in high need, priority schools. Over 85% of the international teachers possess advanced degrees and have over seven years of successful teaching experience. The school system also utilized the services of 97 certified and highly qualified retired-rehired staff to teach hard-to-fill subjects during SY2009.

During SY2008, the school system was awarded a $17.1 million Teacher Incentive Fund grant to launch the Financial Incentives Rewards for Supervisors and Teachers (*FIRST*) program in 12 high needs schools. The grant will provide for the planning and implementation of a voluntary, performance-based, financial incentive compensation system for teachers and administrators who work in hard-to-staff schools and who assist students in meeting achievement standards in tested areas, participate in professional development, and undergo a rigorous evaluation process. Data from the first year's implementation will be available during late fall 2009.

As a result of these efforts, for the 2008-09 school year, the percentage of core academic subject classes taught by a highly qualified teacher was 10 percentage points higher in Title I schools (92%) than for the school system as a whole (82%).

*Clarifying Question:*

*MSDE QUESTIONS:*

*1. What strategies contribute to the retention of highly qualified teachers for the 2008-09 school year?*

*The response to this question can be found on page 290.*

3. *Describe where challenges are evident.*

Despite the increased concentration of highly qualified teachers in schools with comparatively high low-income student populations, the benefit of highly qualified teachers is offset by the lack of teacher experience. When examined by school poverty quintiles, teacher experience declines substantially as school poverty increases. For example, in schools with FARMS populations that are 20 percent or less, only 11% of teachers have fewer than two years of teaching experience and only 34% of teachers have fewer than five years teaching experience. Conversely, almost 40% of teachers have more than 10 years of teaching experience. By contrast, in schools with FARMS populations exceeding 80%, a full one-quarter of the teaching staffs have fewer than two years of teaching experience, another full quarter of teachers have between two and five years teaching experience, and only one-fifth (20%) have more than 10 years of teaching experience (see Table M). This comparative lack of teaching experience in low-income schools has academic achievement consequences for students as schools with higher percentages of low-income students tend to perform significantly worse on state assessments than do schools with higher-income student populations despite having a higher concentration of highly qualified teachers teaching core academic subjects.

Table M: Percent of Teachers by Tenure and School Poverty Status, 2008-09

| | School FARMS Percentages | | | | |
|---|---|---|---|---|---|
| Teacher Experience | 0 to 20% | 21% to 40% | 41% to 60% | 61% to 80% | 81% to 100% |
| Less than 2 years | 11% | 16% | 22% | 22% | 25% |
| 2 to 5 years | 23% | 24% | 24% | 29% | 25% |
| 6 to 10 years | 27% | 27% | 27% | 25% | 28% |
| 11 to 20 years | 25% | 21% | 17% | 16% | 14% |
| More than 20 years | 14% | 11% | 10% | 9% | 8% |

In March 2008, PGCPS began implementing an online application system to streamline the hiring process and to and ensure that highly qualified teachers were not given teaching assignments that would jeopardize their highly qualified status. The system is also designed to allow school system officials to analyze teacher transfer requests with the same purpose in mind. In SY2009, a total of 2,372 voluntary transfer applications were received, of which 238 (or 10.0%) were accepted into an authorized vacant position. Of the 238 voluntary transfers, 150 (or 63.0%) possessed an Advanced Professional Certificate (APC) for the content areas they were requesting to teach, and as such, fully met the NCLB highly qualified requirements. Only 25 teachers accepted transfers into high needs schools, however. The expansion of the *FIRST* program to 10 additional high needs schools for SY2010 should create additional opportunities and incentives for certified and highly qualified teachers to transfer to high need schools.

*4. Describe the changes or adjustments and the corresponding resource allocations that were made to ensure sufficient progress. Include timelines where appropriate.*

### Use of Title II, Part A Funding

During SY2009, the school system use the Title II, Part A grant to fund activities, strategies, and programs designed to increase and enhance recruitment and retention goals and continued support of professional development. These funds supported the following programs: Resident Teacher programs in conjunction with the College of Notre Dame (dual/special education program) and the University of Maryland (Master's Certification Resident Teacher Program geared toward high need math and science candidates); Columbia Union College (accelerated certification program for Para-Professionals); the Employee Referral Program; tuition reimbursement for certified teachers; the International Teacher Recruitment Program; and the Employee Relocation Reimbursement Program. All programs were designed to support and increase the percentage of fully certified and *NCLB* highly qualified teachers in priority schools and throughout the entire system. Approximately 65%of the Title II, Part A budget was allocated to these programs.

### Support for Conditional Teachers

Staff members from the Departments of Teacher Staffing and Certification (TSC) and Teacher Leadership and Professional Development (TLPD) partnered to expand services and resources designed to accelerate the progress of conditional teachers moving from Provisional Certification to the Standard Professional Certification. This partnership continues to allow for more personalized and targeted guidance to assist conditional teachers in meeting all certification requirements. By the end SY2009, approximately 160 conditional teachers successfully completed all requirements for the Standard Professional Certification, while more than 400 conditional teachers were removed from the system.

### C. Based on the Examination of Highly Qualified Teacher Retention Data (Table 6.6):

*1. Describe where progress is evident.*

In each of the past three years, overall teacher attrition in PGCPS has steadily decreased. The projected SY2009 overall rate (14.5%) represents an improvement of 0.7 percentage points over the 2007-08 rate, and 1.8 percentage points over the 2006-07 rate. Equally significant, the improvement is projected to occur across three of the four major attrition subcategories (i.e. retirement, resignation, and leaves of absence), while the dismissal/non-renewal rate (i.e. the fourth subcategory) is projected to remain unchanged from 2007-08. The teacher retirement rate is projected to be reduced from 2.07% in 2006-07 to 2.05% in 2008-09; teacher resignations are projected to decline by one percentage point (0.99) from SY2007 to SY2009; and attrition due to leaves of absences is projected to be reduced by 0.6 percentage points over the 2006-07 through 2008-09 time period (see Table N below).

Table N: Teacher Attrition Rates by Subcategory, 2006-07 through 2008-09

| Attrition Subcategories | | | | | |
|---|---|---|---|---|---|
| School Year | Retirement | Resignation | Dismissal/ Non-Renewal | Leaves of Absence | Total |
| 2006-07 | 2.07% | 8.69% | 2.84% | 2.69% | 16.3% |
| 2007-08 | 2.08% | 8.15% | 2.60% | 2.39% | 15.2% |
| 2008-09 | 2.05% | 7.70% | 2.60% | 2.09% | 14.5% |

2. *Identify the practices, programs, or strategies and the corresponding resource allocations to which you attribute the progress. What evidence does the school system have that the strategies in place are having the intended effect?*

By providing effective supports and systematic interventions to teachers, PGCPS assists all educators to remain and prosper in the school system and become highly qualified and highly skilled in their profession. Additionally, in order for students to achieve at high levels, teacher professional development must be a driving force of the school system's improvement efforts. To that end, the school system, in collaboration with teachers and administrators, has initiated a redesign of the Department of Teacher Leadership and Professional Development. Guided by national and state teacher professional development standards, five key constructs were identified to drive the development and implementation of high-quality teacher professional development: 1) Building Teacher Capacity and Leadership; 2) Coaching and Mentoring; 3) Teaching Diverse Learners; 4) Curriculum and Instruction with Technology Integration; and 5) School Climate. An interdivisional Teacher Professional Development Calendar Review Committee reviews all professional development requests to ensure that the activities are based on student needs and achievement data. The committee also makes sure that professional development proposals specify how training will migrate from the system level to the school, are developed using standards for effective teacher professional development, and reflect priorities articulated in the Master Plan and in state and system-wide initiatives. Many of the practices, programs, and strategies for teacher professional development that were implemented in SY2007 and SY2008 were continued during SY2009 to further the improvement and progress towards retaining highly qualified teachers.

### Instructional Coaching Support

Instructional coaches support and facilitate change in instructional practices that enable schools to support students to reach high standards. Coaching involves a collegial approach to the analysis of teaching for the purpose of building teacher capacity that improves student achievement. The role of the coaches is to improve the quality of teaching in every classroom and to work to guarantee that all teachers have the knowledge, skills and abilities that will help all students achieve at high levels. School-based literacy and mathematics coaches continued to provide support to teachers in high needs schools by modeling lessons, co-teaching, conducting book studies, and collaboratively planning with teachers to support teacher understanding and implementation of the state curriculum. Coaches provided job-embedded professional development through one-on-one conferences, and in small group sessions by grade or content level, by departments, or by skill level. Through the coaches' continued collaboration with other school-based teacher leaders, communities of practice are built, strengthened, and sustained through shared team meetings, inquiry and book studies, focused learning walks, etc. In SY2009, sixty-five instructional coaches provided services in 33 elementary and middle schools.

This work was supported through the following allocations:

*Salaries for 65 instructional coaches: $ 5,980,000*
*Materials, training, technology and other program supports: $51,000 plus the support of one specialist with the Department of Teacher Leadership and Professional Development*.

### International Teacher Professional Development Network

This critical component of new teacher induction was continued in 2008-09 to address the unique needs of foreign-credentialed teachers who are in the first two years of teaching in PGCPS. Teachers participating in the professional development offerings provided in this program had the opportunity to develop the skills and competencies necessary to acculturate into an American urban school setting. The network also provided linkages through collaboration, communication, and common language and practice to meet the need of PGCPS students.

Professional development opportunities for these educators were based on a needs assessment survey and the goal of developing skills, competencies, and understandings to close the student achievement gap and bridge cultural differences throughout the entire school community. Frequent feedback and idea exchange in facilitated in-depth discussions with experienced professional development staff and teacher leaders scaffold participants' professional growth. In SY2009, a total of six training sessions were provided for 159 new international teachers, assisted by 15 teacher leader facilitators.

***Allocation: $17,370 and the support of one specialist in the Department of Teacher Leadership and Professional Development***.

National Board Certified Teacher-Leadership Development (NBCT-LD)

The NBCT–LD program helps to ensure teacher success by focusing on improving teaching quality and learning experiences for students in the classroom. This is accomplished through various professional development opportunities, including the TakeOne!® program, Full National Board Certification, and site-based professional development at targeted high needs schools.

Since the program's inception in 2007, there has been a concerted effort to inform teaching practice of PGCPS teachers by supporting the candidacy of the National Board Full and Retake Candidates as well as the Take One! participants. TakeOne!® provides a standards-based approach for improving teacher practice and links student learning to effective instruction. The NBCT-LD full candidate and retake support professional development program provides support with an instructional component that helps teachers demonstrate how their practice measures against the rigorous standards of teaching and learning established by the National Board for Professional Teaching Standards® (NBPTS®). Additionally, support has been provided to teachers not pursuing National Board Certification by providing job embedded professional development that integrates the National Board for Professional Teaching Standards Five Core Propositions into PGCPS initiatives. The alignment of National Board Professional Teaching Standards with the PGCPS curriculum frameworks strengthens teaching and provides a platform for reflective teaching practice. In SY2009, eighty-nine (89) PGCPS teachers participated in the TakeOne!® Program and 56 PGCPS teachers who were partial candidates (TakeOne!® participants) advanced to full candidacy. Forty-six teachers participated in the PGCPS/George Washington University Certificate Program, and 183 teachers received the $2,500 National Board Scholarship to pursue National Board Certification. Currently there are 219 candidates in the PGCPS cohort and124 National Board Certified Teachers in PGCPS.

***Allocation: $ 577,000 and grants from National Board, as well as one supervisor and three teacher coordinators at the central office, and three school-based teacher coordinators (supported partially by an MSDE grant) from the Department of Teacher Leadership and Professional Development***.

The Provisional Teacher Advisory Program

The Provisional Teacher Advisory Program is designed to provide year-long support to all provisional teachers seeking initial Maryland professional certification and acquiring the *NCLB highly qualified* designation. The program's activities focus on counseling teachers with respect to fulfilling course requirements and professional development necessary to accelerate the attainment of a Maryland professional certificate. The program includes opportunities for teachers to participate in face-to face advisement, an online and face-to face Praxis$^{tm}$ I practice program, financial support for course work in partnership colleges and universities and/or the PGCPS Continuing Professional Development (CPD) program for certification, and training opportunities for Praxis$^{tm}$ instructors. In 2008-09, school-based one-on-one advisements were conducted for 482 provisional teachers, and 653 teachers participated in Praxis$^{tm}$ I, Praxis$^{tm}$ II, and Plato sessions. The *Praxis$^{tm}$ Study Program* remains the feature component of the larger Provisional Teacher Advisory Program. Since 2000, the *Praxis$^{tm}$ Study Program* has supported conditional teachers needing to pass Praxis$^{tm}$ tests. Sessions are held for Praxis$^{tm}$ I – reading, writing,

and math – as well as several Praxis[tm] II content and pedagogy tests. Classes and study materials are free of charge, and instructors provide practice with test taking skills as well as review tested content and instructional strategies.
***Allocation: $ 790,000 with a combination of local and Title II Part A funding and two specialists from the Department of Teacher Leadership and Professional Development***.

### Professional Development Schools

Professional Development Schools (PDS) network continue to establish strong partnerships with local universities to prepare highly qualified teachers. A significant focus of the PGCPS PDS partnerships is improved student performance through research-based teaching and learning. Professional development opportunities offered through the PDS program are a result of PGCPS and the universities engaging in planning that aligns university criteria for training interns with the mission of the school system as it relates to teacher effectiveness and student learning. Interns as well as mentor teachers are engaged in action research, professional learning communities, and instruction-based workshops that target school improvement areas. The professional learning communities support a culture in which teachers utilize the learning to increase student achievement and colleagues' professional growth. In SY2009, 31 PDS schools were operational and contributed to the professional growth and development of 59 Professional Development School interns who were hired in PGCPS.
***Allocation: $295,000 from Title II, Part A, and a specialist from the Department of Teacher Leadership and Professional Development***.

### Professional Educator Induction Program (PEIP)

The Professional Educator Induction Program continued and facilitated the entry of 691 new teachers into PGCPS in 2008-09. Through this required program, new teachers participated in professional development opportunities designed to assist with more fully developing their skills and an understanding of the program implementation and curricula required by the school system. Training is differentiated by content, grade, and/or program at the introductory level including the instructional programs and best practices for getting off to a good start. The 2008 PEIP summer experience offered flexible scheduling of the content and support modules concurrently during the morning-afternoon-evening sessions in July and August, as well as after-school sessions in October and November. New teachers completing the core module series received one CPD credit that may be applied toward recertification. The initial PEIP experience was reinforced by continuous workshops and seminars throughout the school year, provided at school sites, by the zone offices, and through specific content area departments that oversee curricula. In 2008-09, 516 new teachers completed all seven (7) core modules offered and were awarded one (1) CPD credit. Another 175 teachers completed six (6) out of the seven (7) core modules. Additionally, 353 teachers participated in the "Classroom Organization and Management Program" and the "Cooperative Discipline" CPD courses throughout the school year.
***Allocation: $ 220,000 and one specialist from the Department of Teacher Leadership and Professional Development***.

### Teacher Mentors

The Job-Alike Mentor Program, a component of PEIP, pairs school-based master teachers with new teachers to support their early professional growth. School-based teacher leaders provide one-on-one assistance and support to novice teachers teaching in the same content area, department, or at the same grade level. Job-Alike Mentors' work can include collaborative planning, modeling, co-teaching, book studies, and facilitation of New Teacher Academies. Job-Alike Mentors are selected by their principals, receive a compensatory emolument, and are eligible to use this professional development activity for renewal credits at the Advanced Professional Certificate level. In SY2009, 226 Job-Alike Mentors provided support for 396 first and second-year teachers in 112 schools.

*Allocation: $ 444,000 from local and Title II Part A funds, and one specialist from the Department of Teacher Leadership and Professional Development*.

Maryland Approved Alternative Preparation Program (MAAPP)

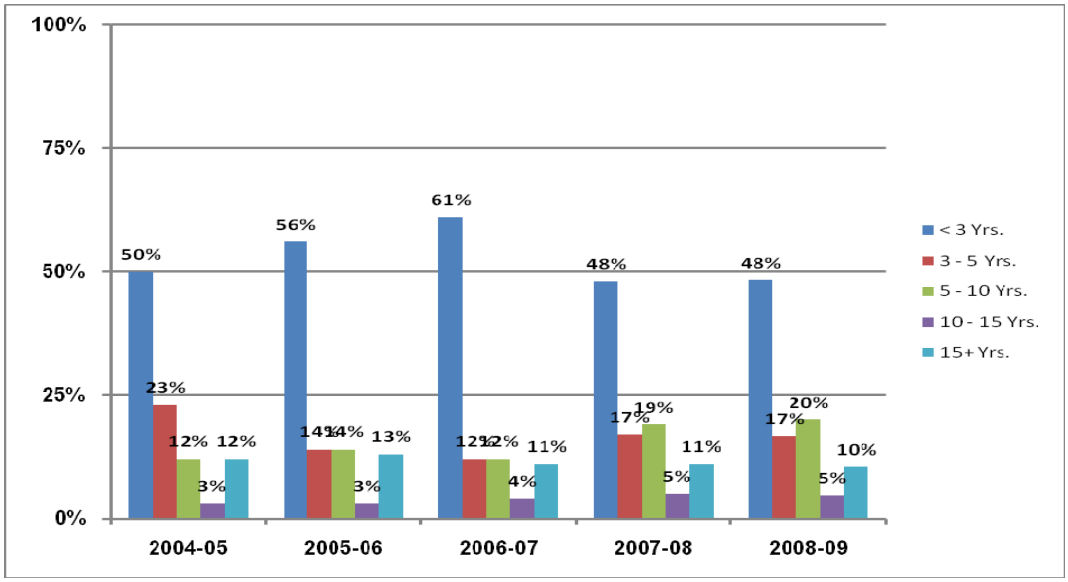
Additionally, mentoring support for new resident teachers was provided through the Maryland Approved Alternative Preparation Program (MAAPP). PGCPS partners in the following five alternative certification programs, all which focus on high needs areas: 1) the PGCPS Resident Teacher Program; 2) Teach for America; 3) the New Teacher Project; 4) the College of Notre Dame Dual Certification Program; and 5) the University of Maryland Master's Certification Program. A resident teacher specialist was hired to coordinate and align the training and mentoring for all resident teacher programs in PGCPS to meet systemic needs of teachers seeking alternative routes to certification. All MAAPP mentors worked with the resident teacher programs under the direction of the resident teacher instructional specialist. In SY2009, a total of 34 MAAPP mentors provided services for resident teachers.
*Allocation: $ 300,000 and one specialist from the Department of Teacher Leadership and Professional Development*.

Instructor Academy

The Instructor Academy is part of the annual training for all teacher leaders who are charged with the responsibility of delivering teacher professional development and/or teaching CPD coursework for PGCPS. This training, conducted by national consultants and PGCPS staff, includes strategies and skill building on topics related to adult learning, presentation skills to actively engage adult learners, as well as how to use best practice research to improve instruction. Part of the training includes sessions on enhancing technology skills. In SY2009, fifty teacher leaders participated in the Instructor Academy in preparation for their responsibility of facilitating professional development sessions in PGCPS.
*This program is self-supporting with revenue raised by tuition charges. Instructor stipends for coursework for provisional and resident teachers are provided through local funding: $98,000*.

*3. Describe where challenges are evident.*

Figure 1: Teacher Separation by Years of Service



Data displayed in the Figure 1 reveal that in SY2009, the distribution of teacher separations from the school system by service year increments remained virtually unchanged from the distribution in the previous school year. Nearly half the percentage of teachers who separated from the school system (48%) had less than three years of teaching experience at the time of separation, and the percentages of teachers separating from the system with between 5 and 10 years of experience and with more than 15 years of teaching experience varied by one percentage point each from the previous school year. These data indicate that while the school system did not lose ground during SY2009 in its effort to retain its newest teachers, the progress made starting two years ago toward a more even distribution of separations across service year increments has stalled temporarily.

Resignation remains the most significant attrition subcategory as more than half (53.2%) of teacher attrition during SY2009 can be attributed to this reason. This percentage remained virtually unchanged from SY2008. Resignations due to dismissal or non-renewal of contract because certification requirements regarding course completion and/or tests were not met increased ever so slightly (by 1.1 percentage points to 18.2%) in SY2009 over the previous year's percentage for this attrition subcategory (see Table N-1). Though the increase for this subcategory is almost negligible, the movement is edging in the wrong direction. The direction of movement in this subcategory must be reversed in SY2010 and progress must be substantial.

Table N-1: Teacher Attrition by Category, SY2007-08 and SY2008-09

| | 2007-08 | | 2008-09 | | Pct. Point Change |
|---|---|---|---|---|---|
| Category | Number | Percent | Number | Percent | 2007-08 to 2008-09 |
| Retirement | 191 | 13.6% | 186 | 14.1% | +0.5 |
| Resignation | 750 | 53.5% | 700 | 53.2% | -0.3 |
| Dismissal/ Non-Renewal | 240 | 17.1% | 240 | 18.2% | +1.1 |
| Leaves | 220 | 15.7% | 190 | 14.4% | -1.3 |
| Total | 1,401 | 100.0% | 1,316 | 100.0% | |

## School Climate Survey Data

A bi-annual school climate survey was conducted during the Spring of 2009 by the PGCPS Department of Research and Evaluation on behalf of the Board of Education as part of its comprehensive improvement plan for SY2009. The purpose of the survey was to solicit stakeholder opinions regarding the extent to which they felt schools exhibit characteristics associated with effective schools, and the extent to which perceptions of school climate and effectiveness have changed since the previous survey administration in SY2007.

The instrument used to conduct this study was the *Survey of School Effectiveness* published by Pearson, Educational Assessment, the same instrument used in the 2006-07 survey. There were two students questionnaires administered – one for elementary students, and one for secondary students – one parent questionnaire, and one teacher questionnaire. Students and parents were sampled for participation; however, all teachers and paraprofessionals throughout the school system were invited to participate in the survey. The discussion in this subsection focuses exclusively on results from the teacher questionnaire.

In the 2009 survey administration, 85.9% of all participating teachers and paraprofessionals held a generally positive perception about their school. This extent of positive perception by teachers and paraprofessionals was greater than the extent of positive perception expressed by both parents (83.4%) and students (72.4%), and represents a 2.7 percentage point increase over the extent of positive perception held by teachers in the 2007 survey (83.2%). Among the 11 characteristics measured by the survey, positive perceptions among teachers and paraprofessionals were highest regarding the "frequent assessment/monitoring of student achievement" (92.2%), the "emphasis on basic skills" (89.9%), and "high expectations" (89.7%), and perceptions were lowest regarding

"teacher involvement in decision-making" (67.7%), "parent/community involvement" (70.7%), and "maximum opportunities for learning" (76.3%). See Table N-2 below.

The perception of whether or not one's school exhibited the general characteristics of an effective school varied substantially by school level. For all but one of the 11 effective school characteristics, teacher and paraprofessional positive perceptions declined with each successive school level. Thus, elementary teacher and paraprofessional perceptions are more positive than those of their middle school counterparts, and perceptions of middle school teachers and paraprofessionals are more positive than those of their high school counterparts. Overall, more than nine-in-ten (91.5%) elementary teachers and paraprofessionals felt that their school exhibited the characteristics of an effective school compared with only 78.8% of middle school and 74.9% of high school counterparts.

On the other hand, the rank-ordering of individual effectiveness characteristics by teachers and paraprofessionals were very similar across school levels. The "frequent assessment/monitoring of student achievement", the "emphasis on basic skills", and "high expectations" were the three highest ranking characteristics in the same order at all three school levels. And "teacher involvement in decision-making", "parent/community involvement", and "maximum opportunities for learning" were the lowest ranking characteristics at the elementary and middle school levels. At the high school level, teacher involvement in decision-making" (53.9%) and "parent/community involvement" (58.0%) were the lowest ranking effective schools characteristics, but "positive school climate" (63.0%) and "safe and orderly environment" (64.3%) ranked slightly lower than "maximum opportunities for learning" (66.6%). See Table N-2 below.

The decline in teacher and paraprofessional perceptions of school climate and effective school characteristics at each successive school level combined with the consistency in teacher perceptions about their lack of involvement in decision-making are instructive for system officials as they contemplate strategies that would continue to stem the tide of teacher attrition. Teacher working conditions are consistently cited in the literature as a significant contributor to teacher attrition, particularly among teachers with limited years of teaching experience.

Table N-2: Perceptions of Effective Schools Characteristics by Teachers and Paraprofessionals, 2009

| Effective School Characteristic | Overall | Elementary | Middle | High |
|---|---|---|---|---|
| Frequent Assessment/ Monitoring of Student Achievement | 92.2% | 94.7% | 89.9% | 86.6% |
| Emphasis on Basic Skills | 89.9% | 92.6% | 86.3% | 84.7% |
| High Expectations | 89.7% | 93.8% | 84.5% | 81.4% |
| Clear and Focused Mission | 87.4% | 91.6% | 82.9% | 78.8% |
| Strong Professional Development | 81.7% | 85.4% | 77.1% | 73.5% |
| Effective Instructional Leadership | 81.0% | 85.9% | 75.0% | 70.5% |
| Positive School Climate | 80.0% | 88.1% | 70.9% | 63.0% |
| Safe and Orderly Environment | 77.5% | 84.5% | 67.7% | 64.3% |
| Maximum Opportunities for Learning | 76.3% | 81.2% | 65.9% | 66.6% |
| Parent/Community Involvement | 70.7% | 75.5% | 63.2% | 58.0% |
| Teacher Involvement in Decision-Making | 67.7% | 74.5% | 57.6% | 53.9% |
| Composite | 85.9% | 91.5% | 78.8% | 74.9% |

4. *Describe the changes or adjustments and the corresponding resource allocations that were made to ensure sufficient progress. Include timelines where appropriate.*

PGCPS has redesigned the Department of Teacher Leadership and Professional Development to reflect a focused commitment to building teacher capacity through high-quality professional development learning opportunities offered in a variety of contexts and formats. The learning opportunities reflect pedagogy and content knowledge and their intersection within disciplines. In meeting the needs of educators, and ensuring that professional learning opportunities are high-quality, the Teacher Professional Development Calendar Committee convenes bi-weekly to review, approve and monitor all systemic offerings. Professional development consists of: embedded experiences through mentoring, coaching, and professional learning communities; turnkey training by instructional coaches, mentors, department chairs, teacher coordinators, and Continuing Professional Development (CPD) course work for certification and recertification.

As described in the Redesign of Teacher Professional Development implementation document, building teacher capacity and effectiveness is the ultimate goal of professional development. PGCPS is committed to providing meaningful opportunities and ongoing support systems for all teachers so that students can perform at high levels and graduate college or work ready.

### Continuing Professional Development Program (CPD)

During 2008-09, the number of CPD courses increased from 16 to 29, and a total of 1,617 teachers participated in the course offerings. Through interdepartmental collaboration, additional CPD courses will be piloted and offered in 2009-10 to support the instructional needs of PGCPS teachers. A critical component of the CPD program is its support of new teachers by offering all of the MSDE-approved reading and special education courses that are required for certification. These courses are taught by certified reading specialists or special education staff. The program continually updates its course offerings. The coordinator monitors and assists program/content supervisors in the development of new courses according to the MSDE specifications.
***Allocation: $50,000 for tuition for resident teacher course work***.

### National Board Certified Teacher-Leadership Development Program

A new cohort of 183 National Board Certified Teacher candidates has begun its orientation and professional development for certification. Additionally, 125 Take One!® Candidates have begun their orientation and candidacy support. The Take One!® Candidates will have the opportunity to become National Board Certification candidates in the 2009-10 school year. Providing early intensive training to support the portfolio work needed to achieve National Board Certification will lead to an increase in the retention of candidates. There are six (6) TakeOne!® schools engaged in Professional Learning Communities (PLCs). Expanded opportunities for school-based teacher leadership roles include:

- Providing bi-weekly candidate support training for 183 candidates;
- Assisting 311 teachers in submitting full portfolio applications to become Board Certified;
- Participating in quarterly workshops targeted to enhance teacher leadership skills; and
- Supporting 46 teachers who participate in the George Washington University (GWU) Teacher Leadership Certificate Program.

Prince George's County Public Schools was selected by the National Board for Professional Teaching Standards (NBPTS) in 2009-2010 to serve as a Targeted High Need Initiative for Comprehensive Candidate Support Center (THNICCSC). The PGCPS National Board Certified Teachers-Leadership Development (NBCT-LD) office was awarded a $370,000 grant for the project, plus an additional $30,000 grant for teachers to provide teacher leadership opportunities.
***Allocation: $ 301,000***

### Teacher Mentoring

The Job-Alike Mentor Program will continue to provide support for new teachers in 2000-10. The Department of Teacher Leadership and Professional Development has entered into partnership with the New Teacher Center (NTC), Santa Cruz (CA) in 2009-10 to provide training for the cadre of Job-Alike Mentors to strengthen their skill set in their work with new teachers. Local funding is used to support the Job-Alike Mentoring Program, which includes:

- School-based New Teacher Academy led by the Job-Alike Mentor;
- One-on-one mentoring and advisement (25 hours of targeted support);
- Customized training for Job-Alike Mentors;
- Resources, materials, and on line network of support for mentors and new teachers; and
- Substitute funds for collaboration, visitations, and observations of best practices.

*Allocation: $276,000*

Alternative Teacher Preparation (ATP) Mentors
(Formerly Maryland Approved Alternative Preparation Program [MAAPP] Mentors)

Alternative Teacher Preparation (ATP) Mentors, formerly known as Maryland Approved Alternative Preparation Program (MAAPP) Mentors, assist Resident Teachers in their integration into the PGCPS learning community by supporting their professional growth and development. These full-time master teachers work with over 300 Resident Teachers from the five currently operating and state-approved MAAPPs. ATP Mentors receive required training throughout the year in the Mentor Academy facilitated by the New Teacher Center, Santa Cruz (CA). The customized training provides a sequenced curriculum that focuses on building the knowledge, skills and understandings critical for new teacher mentors. Initial training for mentors includes coaching and observation strategies, analysis of student work, and planning and designing professional development for new teachers.

*Allocation: $1,814,000*

### Instructional Coaching

Instructional coaches continue to provide high-quality, job-embedded professional development for teachers. Supported by local funding, Title I ARRA funding, and Alternative Governance allocations, literacy, mathematics, special education, science, and ESOL coaches will provide ongoing teacher professional development and support for schools in improvement in 2009-10. Instructional coaches have received training in Performance Management as articulated by PGCPS as a means to work collaboratively with teachers and other instructional leaders in schools. Through the collaborative planning process, coaches will work with teachers in various ways to identify student needs and to adjust instruction accordingly, including examination of student work, analysis of root causes of student performance, and participation in lesson studies.

*Allocation: $5,100,000*

### Professional Development Schools (PDS)

In 2009-10, partnerships will continue with schools and universities in the PDS network, reflecting the *Redesign* construct of Building Teacher Capacity and Leadership. Guidance for the partners continues through signed Memoranda of Understanding which articulate the work of the partnerships. A PDS Steering Committee representing all partners provides oversight to the workings of the partnership. Thirty-two (32) schools and four (4) universities are part of the PDS network whose scope of work includes:

- Recruiting and retention of highly qualified teachers;
- Collaborating with school-based leadership in support of the implementation of professional development related to school improvement plans;
- Providing coursework and other professional growth opportunities to faculty;
- Training of interns in classroom settings with master teachers;
- Increasing capacity of classroom teachers to provide small group instruction; and
- Providing schools with research on promising practices through action research.

*Allocation: $397,516 from Title II, Part A*

### Education That is Multicultural (ETM)

An integral component of the PGCPS Redesign is providing support to teachers in working with diverse learners. This year, the department has added a multicultural specialist to support the work. Education That is Multicultural (ETM) is designed to share conceptual foundations and strategies to infuse the State of Maryland's Education That is Multicultural Regulation (COMAR 13A.04.05) into the curriculum, instruction, professional development, assessment, school climate, instructional materials, and the school improvement planning process to ensure that all students achieve. PGCPS supports one ETM Teacher Leader (selected by each principal) per school. The ETM teacher leader receives professional development training that prepares them to collaborate with teacher colleagues for the purpose of bringing a heightened awareness of the impact of ETM on meeting the needs of diverse learners. Additionally, the CPD course, "Education That Is Multicultural: Teaching in a Culturally Responsive Classroom," provides professional development experiences that contribute to student growth and success by fostering a culturally responsive and proficient learning environment that addresses issues of diversity, advances educational equity, and promotes high expectations for all. The learning process continuum will expand participants' understanding and practices related to intercultural communication, balanced curriculum, differentiation of instruction, multiple and diverse venues of assessment, and equitable access and opportunities for all students.

*Allocation: $215,000*

### The Provisional Teacher Advisory Program

The Provisional Teacher Advisory Program is designed to provide year-long support to the 100 provisional teachers seeking initial Maryland professional certification and acquiring the *NCLB* Highly Qualified designation. The program activities focus on counseling teachers with respect to fulfilling course requirements and professional

development necessary to accelerate the attainment of a Maryland professional certificate. The program includes opportunities for teachers to participate in face-to face advisement and an online Praxis[tm] I practice program. ***Allocation: $10,000***

*D. Describe how the school system identifies hard-to-staff schools and critical subject-area shortages.*

Critical shortage content areas are determined in two ways: 1) through a general analysis of teacher candidates completing programs in Maryland institutions of higher education and the specific hiring needs of local school systems[2], and 2) through a review of teacher vacancies in PGCPS which annually receive significantly low numbers of qualified candidates for certain positions. Hard to staff schools are determined based on the geographical location of the school and the number of qualified candidates in the applicant pool that are available for consideration for the identified school. Title II, Part A funds are being used to address the issue of critical subject-area shortages in the following ways:

1. Relocation reimbursements of up to $2,500 were made available to 140 qualified out-of-state teachers who agreed to teach in hard-to-fill content areas in SY2008-09. This initiative resulted in an increase in the numbers of highly qualified teachers in the school system. ***Allocation: $350,000***
2. The Teacher Referral Program provides current PGCPS employees with a referral bonus any external applicant who is eligible and certified for a position and is subsequently hired by PGCPS. A referral bonus of $2,000 for a certified teacher in a critical need area (Special Education, ESOL, mathematics, science, and foreign language) will be offered and a bonus of $1,000 for certified teachers in other selected areas will be offered to employees. ***Allocation: $70,000***
3. The Tuition Reimbursement Program reimburses currently employed teachers for tuition expenses for college and university courses required for highly qualified teacher status and for teachers who seek certification in critical need areas. ***Allocation: $1,000,000***

Pay for Performance Program:

PGCPS was awarded a five-year federal grant totaling $17.1 million through the federal Teacher Incentive Fund to provide for the planning and implementation of a voluntary performance-based financial incentive system. The grant also required a financial investment from the school system. Through the Financial Incentive Rewards for Supervisors and Teachers (*FIRST*) Program financial rewards are provided to teachers and administrators who work in hard-to-staff schools and in critical shortage areas, assist students in meeting achievement standards, participate in professional development, and undergo a rigorous, standards-based evaluation system.

Recommendations for first-year award levels were up to $10,000 for teachers, $11,500 for Assistant Principals, and $12,000 for principals. Payout components/categories for teachers include differentials for hard-to-staff certification areas (15%), professional growth and contribution (20%), professional evaluation (15%), and student performance as measured using a school growth over time model (GOTM) and a classroom-value added model (VAM) (50%). Administrator payout components/categories include differentials for professional growth and contribution (20%), professional evaluation (20%), and student performance as measured using the same GOTM and VAM used for determining teacher compensation levels (60%). See Table O below. Financial payouts were made to participants for professional development throughout the school year. Since at least 50% of the award is directly tied to student achievement in MSA and HSA testing, award for student achievement will be made during the November 2009.

[2] Maryland State Department of Education, *Teacher Staffing Report (2006-2008)*.

| Table O: *FIRST* Compensation Matrix | | |
|---|---|---|
| Payout Categories | Teacher | Administrator |
| Hard-to-Staff Certification Area | 15% | 0% |
| Professional Growth and Contribution | 20% | 20% |
| Professional Evaluation | 15% | 20% |
| Student Academic Performance Using GOTM and VAM | 50% | 60% |
| Total | 100% | 100% |

During the pilot year the following 12 high-needs schools were selected to participate in the program. A total of 261 of the 624 eligible teachers (or 41.8%) volunteered to participate in the *FIRST* program during the pilot year (SY2009). Due to school boundary changes, two participating schools were closed at the end of SY2009. Every effort was made to transfer these teachers to one of the current or new participating *FIRST* schools for SY2010. An additional 10 schools were selected for participation during the second implementation year bringing the total of *FIRST* schools to 20 for SY2010.

A formative assessment, which served as an interim evaluation, was conducted by the University of Maryland in fulfillment of a grant requirement. The assessment included teacher surveys, administrator focus groups, and programmatic reflection by all stakeholders. Feedback from the assessment shed light on lessons learned throughout the pilot year of implementation and will be used to make modifications to program implementation for the coming year. A summative assessment will be conducted and is scheduled for completion in 2013. Findings and lessons from the first-year formative assessment include:

- Migrating from a subjective, opinion based evaluation to an evidence-based teacher evaluation system using Charlotte Danielson's *Framework for Teaching*[3] required more professional development for both teachers and administrators than originally anticipated.
- The process doubled the number of observations for tenured teachers and involved more steps designed to guide teachers in deep reflection on their work.
- In the end-of-year survey, 90% of the teachers indicated that the new evaluation system was more rigorous than their previous evaluations, 95% felt the new evaluation system was based on high standards, and 80% indicated they preferred the new evaluation system to the old system.
- Teachers were less pleased with the ability of administrators to meet timelines and to follow the processes, however, because implementation and monitoring systems had not been created.
- 40% of teachers indicated that their evaluation was not conducted in accordance with the intended practice.
- Improve implementation at all schools by developing an electronic platform that will track the evaluation process for each teacher participant. The electronic evaluation platform has been created and will be in full implementation by the fall of 2009.

E. Based on the Examination of Qualified Paraprofessional Data (Table 6.7):

*1. Describe the strategies that the local school system will use to ensure that all paraprofessionals working in Title I schools continue to be qualified.*

[3] Danielson, Charlotte. *Enhancing Professional Practice: A Framework for Teaching*. Association for Supervision and Curriculum Development. Alexandria, VA, 1996.

In 2008-09, 395 paraprofessional educators were assigned to Title I schools. As of July 1, 2009, that number has increased to 442. (See Table 6.7.) This marks the fifth consecutive school year that all paraprofessionals assigned to Title I schools met the "highly qualified" requirements. The responsibility for supervising paraprofessional educators rests with the Department of Organizational Effectiveness. The department continuously assesses the developmental needs of paraprofessionals to ensure that they are meeting the expectations of the teacher that they work with in the schools where they are assigned.

Table 6.7: Percentage of Qualified Paraprofessionals Working in Title I Schools

| School Year | Total No. of Paraprofessionals Working in Title I Schools | Qualified Paraprofessionals Working in Title I Schools | |
|---|---|---|---|
| | | No. | Pct. |
| 2008-09 | 395 | 395 | 100 |
| 2009-10* | 442 | 442 | 100 |

*As of July 1, 2009.

*Clarifying Question:*

*MSDE QUESTIONS:*

*3. What is the plan to increase all classes in Title I schools taught by highly qualified teachers?*

*The response to this question can be found on page 289.*

# High Quality Professional Development

Schools that have been in improvement for four (4) or more consecutive years are implementing an Alternative Governance Plan (AGP) that is aligned with their School Improvement Plan (SIP). These schools are required to integrate the Maryland Teacher Professional Development Standards into the professional development component of their plans. In order to prepare schools to implement high quality professional development that is reflective of state professional development standards, the Department of School Improvement (DSI) received training on the process, revised reporting templates, developed reference documents, and facilitated training to assist school teams as they created and/or revised their professional development plans.

1. *Has the district integrated the teacher professional development planning framework into school improvement planning guidance?*

The Department of School Improvement (DSI) and the Department of Teacher Leadership and Professional Development (TLPD) integrated the teacher professional development planning framework into the School Improvement Plan (SIP) template. The revised SIP template reflects the six elements of teacher professional development planning as outlined in the *Maryland Teacher Professional Development Planning Guide*, and the accompanying guidance provided by DSI and TLPD included an explanation of each of the six elements. Guidelines and templates for completing professional development calendars for SIPs were posted to the DSI e-org (Blackboard) during the month of May 2009. See Attachments A and B.

2. *Has the district implemented a program to prepare principals, other school leaders, school improvement teams, and other school-based professional development staff to use the teacher professional development planning framework?*

The district is in the process of implementing a program to prepare principals, other school leaders, school improvement teams, and other school-based professional development staff to use the teacher professional development planning framework. The program began in June 2009, continued throughout the summer, and will continue throughout the 2009-10 school year.

Initial training was provided to elementary and middle school teams at the annual Bridge to Excellence training held on June 23, 2009. This training focused on how to use the new teacher professional development planning framework (template) in the development of school improvement plans. (*This training will be offered to high schools on November 2, 2009.*)[4] Participating representational school teams (totaling 122 persons) included principals, assistant principals, School Planning and Management (SPMT) chairpersons, and other school personnel from each of the 23 Alternative Governance elementary and middle schools. Other participants included area directors, area achievement coaches, SIP and AGP reviewers, and DSI specialists.

In June, July, and August a series of three-day workshops was conducted by DSI specialists to provide hands on assistance to school teams as they developed their AG and SI plans. The workshop series was followed by a series of peer review sessions in which school teams used a scoring rubric to review each other's plans with a special emphasis placed on the extent to which plans reflected the state-prescribed six professional development standards.

[4] High school training could not occur over the summer because HSA results are not available until late August. During September and October, elementary and middle school AG and SI plans will be reviewed by DSI and other central office staff and finalized. DSI will be able to turn its attention to high schools beginning in early November.

The following is the schedule of training sessions and activities designed to prepare principals, school leaders, school improvement teams, and other school-based professional development staff to use the teacher professional development planning framework over the 2008-09 and 2009-10 school years: (See Table P below).

Table P: Teacher Professional Development Planning Framework Training Schedule for School-Based Professional Development Staff, SY2008-09 and SY2009-10

| Timeline | Activity/Description | Audience | Responsible Department(s) |
|---|---|---|---|
| June 23, 2009 | Annual *Bridge To Excellence Facilitators:* DSI and The Office of Professional Development staff.<br><br>Participants received training on the Maryland Teacher Professional Development Standards and how to integrate the six elements of the professional development process into each school's professional development plan. | *Intended Audience:*<br>All 23 Alternative Governance school teams<br>*Participants:*<br>The 23 elementary and middle schools with Alternative Governance plans. School Teams consisting of all 23 principals, school-based leaders, instructional coaches, and school improvement teams. Also in attendance were 3 area directors, 6 area achievement coaches, 21 DSIA staff members, and 81 SIP reviewers | Department of School Improvement (DSI) and Department of Teacher Leadership and Professional Development (TLPD) |
| June, July, August, September 2009 | DSI specialists provided school-based professional development and assistance through a series of three day workshops designed to support school teams as they developed their plans and to enhance their understanding of how to integrate the six elements of high quality teacher professional development into those plans. School teams used this information to revise and edit their plans in preparation for peer review, and ultimately, for final submission. | *Intended Audience:*<br>All 23 AG school teams<br>*Participants:*<br>All 23 AG school teams comprised of the principal, assistant principal, school improvement team, instructional coaches, and other school-based leaders | DSI |
| June, July, August, September, 2009 | Peer Reviews were conducted by participating AG school teams. During this review, schools used a scoring rubric to provide feedback on the extent to which the six elements of the high quality teacher professional development were reflected in each school's proposed professional development activities. The peer reviews allowed schools to gain insight into how other similarly situated schools approached teacher professional development. | *Intended Audience:*<br>All 23 Alternative Governance school teams<br>*Participants:*<br>All 23 Alternative Governance School teams | DSI |
| November 2, 2009 | Annual Bridge To Excellence (High School)<br>*Facilitators*: TLPD and DSI Staff<br><br>Participants will receive training on the Maryland Teacher Professional Development Standards and how to integrate the six elements of the professional development process into each school's professional development plan. | *Intended Audience*<br>Seven (7) high schools with Alternative Governance Plans. School teams will include the principal of each school, parent representatives, and school-based leadership as well as representatives from the High School Consortium Office. | DSI and TLPD |

3. *Has the district implemented plans to prepare district staff for reviewing and providing feedback on professional development plans? If so, describe the program, clearly specifying (a) who participated and whether all of the intended participants did, in fact, participate, (b) the schedule (e.g. the number of*

*sessions, the length of each session), (c) the topics covered, and (d) the professional learning activities (e.g., presentations, opportunities for practice and feedback). Also attach copies of any materials developed for the training session. If the district has not implemented a program to prepare district staff for reviewing and providing feedback on the professional development plans, discuss the reasons for not doing so and describe how such a program will be completed during the 2009-2010 school year*.

Selected central office and area administrative office staffs are responsible for reviewing and providing feedback to AG schools throughout the year as these schools create, implement, and monitor their professional development plans. Central offices providing such services include the Area Administrative Offices, the High School Consortium, the departments of School Improvement, Curriculum and Instruction, Teacher Leadership and Professional Development, and the Title I and Testing Offices. Schools often include central office staff in their plans as partners in their school improvement efforts. Staff who can articulate and recognize high quality professional development and its impact on a teacher's instructional practices can provide invaluable support to the schools they serve.

The departments of Teacher Leadership and Professional Development and School Improvement work collaboratively to provide training for central office staff so that they can serve as session facilitators during the annual *Bridge to Excellence School Improvement Institute* and as reviewers of submitted SI and AG plans during the early months of the following school year. Central office staff training also includes a comprehensive overview of pertinent documents, which include the *Maryland Teacher Professional Development Planning* Guide, and the PGCPS *Redesign of Teacher Professional Development* document, as well as selected Alternative Governance Plans and Professional Development Calendars.

The following activities have been and are being implemented to prepare central office staff to be reviewers of SI and AG plans and to enable them to provide continual feedback to schools on professional development plans (see Table P-1):

Table P-1: Teacher Professional Development Planning Framework Training Schedule for Central Office and District-wide Administrative Staff, SY2008-09 and SY2009-10

| Timeline | Activity | Participants | Persons Responsible |
|---|---|---|---|
| May 5, 6, 7, 13, 14, 15, 2009 | SIP Facilitation and Review Preparation<br>Facilitators: Department of Teacher Leadership and Professional Development and Department of School Improvement Staffs<br><br>In preparation for the *Bridge to Excellence Institute* these sessions trained participants to assist schools in the development of school improvement plans, to integrate the six elements of high quality teacher professional development into SI and AP plans, and to use the scoring rubric to review plans and provide meaningful feedback. | *Participants*<br>54 participants included DSI staff, instructional coaches, and area office staff members | Department of Teacher Leadership and Professional Development (TLPD) and Department of School Improvement (DSI) |
| October 6, 2009 | Using the Maryland Teacher Professional Development Planning Guide<br>*Facilitators*: Nancy Carey, MSDE; Teacher Leadership and Professional Development Staff.<br><br>Participants will examine the *Maryland Teacher Professional Guide* and its components. An overview of the PGCPS *Redesign of Teacher* | *Intended Audience*<br>96 Instructional coaches | TLPD |

| Table P-1: Teacher Professional Development Planning Framework Training Schedule for Central Office and District-wide Administrative Staff, SY2008-09 and SY2009-10 | | | |
|---|---|---|---|
| Timeline | Activity<br><br>*Professional Development* document will also be provided. | Participants | Persons Responsible |
| October 8, 2009 | Using the Maryland Teacher Professional Development Planning Guide<br>*Facilitators*: Department of Teacher Leadership and Professional Development Staff.<br><br>Participants will examine the *Maryland Teacher Professional Guide* and its components. An overview of the PGCPS *Redesign of Teacher Professional Development* document will also be provided. | *Intended Audience*<br>8 Specialists from the Department of School Improvement | TLPD |
| October 30, 2009 | Using the Maryland Teacher Professional Development Planning Guide<br>*Facilitators*: MSDE<br><br>Participants will examine the *Maryland Teacher Professional Guide* and its components. An overview of the PGCPS *Redesign of Teacher Professional Development* document will also be provided. | *Intended Audience*<br>Central and Area Office Staff | TLPD |
| April 2010 | Using the Maryland Teacher Professional Development Planning Guide (Makeup Session)<br>*Facilitators*: MSDE;<br>Teacher Leadership and Professional Development Staff | Session available for central office personnel who were not in attendance at the October session and for Alternative Teacher Preparation Mentors. | TLPD |
| May 2010 | Facilitator/Reviewer Training for the *Bridge to Excellence School Improvement Institute*<br>*Facilitators*: School Improvement and Accountability Staff | Training to prepare participants to serve as session facilitators and/or reviewers of school plans at the annual *Bridge to Excellence School Improvement Institute* in June 2010. | DSI |

Central offices and selected district-wide staff participating in school improvement and professional development assistance training provided by the Departments of Teacher Leadership and Professional Development and School Improvement include (see Table P-2):

| Table P-2: Alternative Governance Professional Development Assistance Training Provided to Central and District-wide Administrative by Type of Training | | |
|---|---|---|
| Selected Central Offices | Selected Training Participants | Highlighted Assistance Provided in Support of Schools' Alternative Governance Plans |
| Area Offices<br>▪ Areas 1-4<br>▪ High School Consortium | ▪ Instructional Specialists<br>▪ Special Education Instructional Specialists | *Area Instructional /Special Education Specialists:*<br>▪ provide direct content-focused support to teachers in their assigned regional area;<br>▪ meet and plan with principals, teachers and teaching teams;<br>▪ conduct classroom observations with feedback; and<br>▪ participate in school-based monitoring and work sessions for review and updating of SIP-AG plans through Performance Management Analysis and Planning Process (PMAPP) sessions. |
| Department of | ▪ Supervisors | *Instructional Specialists:* |

Table P-2: Alternative Governance Professional Development Assistance Training Provided to Central and District-wide Administrative by Type of Training

| Selected Central Offices | Selected Training Participants | Highlighted Assistance Provided in Support of Schools' Alternative Governance Plans |
|---|---|---|
| School Improvement and Accountability | ▪ Instructional Specialists<br>▪ Resource Teachers<br>▪ Data Coach | ▪ provide on-site technical assistance to schools as they complete the professional development activities and calendar;<br>▪ participate in school-based monitoring and work sessions for review and updating of AG plans.<br>*Resource Teachers:*<br>▪ provide non-evaluative, content-focused support to teachers in their assigned schools.<br>*Data Coach:*<br>▪ collects and analyzes cumulative and summative data from AG schools;<br>▪ disaggregates data according to subgroups. |
| Title I Office | ▪ Supervisors<br>▪ Instructional Coaches | *Instructional Coaches*<br>▪ provide non-evaluative, content-focused support to teachers in assigned Title I schools. |
| Department of Curriculum and Instruction | ▪ Content Supervisors<br>▪ Instructional Specialists | *Content Supervisors:*<br>▪ provide professional development and monitor implementation of curriculum in schools; and<br>▪ conduct site visits and work with teachers in support of schools' instructional improvement programs.<br>*Instructional Specialists:*<br>▪ conduct site visits in support of schools' instructional improvement programs; and<br>▪ provide support for teachers in their understanding and use of curriculum documents and materials. |
| Department of Teacher Leadership and Professional Development | ▪ Instructional Specialists<br>▪ Instructional Coaches<br>▪ Alternative Teacher Preparation Mentors | *Instructional Specialists:*<br>▪ coordinate, implement and monitor systemic teacher development programs available to all teachers;<br>▪ conduct site visits in support of schools participating in various programs; and<br>▪ visit selected schools to monitor the work of school-based instructional coaches.<br>*Instructional Coaches:*<br>▪ work in schools identified in various stages of school improvement;<br>▪ provide non-evaluative, content-focused support to teachers in their classrooms on a daily basis; and<br>▪ serve as on site professional developers, leaders of collaborative planning, members of the School Improvement Team, and supporters of their school's instructional improvement programs.<br>*Alternative Teacher Preparation Mentors:*<br>▪ provide non-evaluative instructional support to resident teachers in their classrooms. |
| Testing Office | ▪ Selected Test Administration Specialists<br>▪ Data Coaches | *Supervise:*<br>▪ supervise the work of school-based data coaches and provide professional development and technical assistance in support of the coaches' work in schools; and<br>*Data Coaches (Assigned to Middle Schools):*<br>▪ collect and analyzes students' cumulative and summative data, and share results with instructional staff; and<br>▪ disaggregate data according to subgroups to assist teachers in making informed instructional decisions. |

4. *How is the district monitoring implementation and impact of the school-based professional development activities?*

The district will monitor the implementation of the school based professional development activities in the following manner:

- Schools will provide documentation for each professional development activity using sign-in sheets, agendas, notes, and evaluations.
- Area office staff and DSI specialists will monitor the implementation of strategies and activities taught during the professional development training by conducting informal observations, walk throughs, and follow-up debriefings.
- School-based coaches will provide differentiated support and follow up with teachers based on the teacher's demonstrated expertise and level of implementation of specific professional development strategies documented by coaches' logs and subsequent observations.
- A quarterly Performance Management Analysis and Planning Process (PMAPP) will monitor student achievement data (formative assessments, attendance, suspensions) as they align with specific activities and strategies identified and supported by the professional development plans.

*4b. Has the district reviewed school improvement plans that address the new professional development planning requirements? If so, discuss the results of the review process, clearly specifying (a) how many of the plans were approved as submitted, (b) how many schools were required to revise their plans, (c) the patterns of strengths and weaknesses of the plans as reflected in how they addressed each of the six elements of the planning framework, and (d) lessons learned about the need for additional and/or different kinds of training and support for school and district staff. What specific strategies are in place for working with schools to monitor implementation and impact of school-based professional development in 2009-2010 and beyond?*

The district is in the process of reviewing school improvement plans that address the new professional development planning requirements. Elementary and middle school plans were submitted for review and approval on September 30, 2009. Reviewers include DSI staff, Area Office and High School Consortium staff, Title I staff, and other trained central office staff. Once reviewed, the plans will either receive an approval with or without recommendations, or a non-approval with recommendations. Schools will have until November 30, 2009 to update and edit their plans as recommended.

| | | |
|---|---|---|
| October 2009 | Plans were due to DSI on September 30. DSI specialists will complete an on-site review of each school's improvement plan in order to provide feedback and recommendations, and to ensure that the SIP reflects the use of the six elements of high quality teacher professional development. | All 26 Alternative Governance School teams |
| December 2009 | Revised plans are due to DSI on December ***??***, 2009. DSI specialists will complete an on-site review of each school's improvement plan in order to provide feedback and recommendations, and to ensure that the SIP reflects the use of the six elements of high quality teacher professional development. | All 26 Alternative Governance School teams |

# Attachment A

## Guidelines for completing the Professional Development Calendar

**Section V: Professional Development Calendar**
Activities should align with the Top Five TCNA Action Steps from the AG Plan.
Professional development activities must be aligned to Evidence of Need (Section II) and Activities for Improved Subgroup Performance (Section IIIB).

When completing the professional development calendar, use the following "Think About":
How will it be determined that the professional development activities will lead to increased student achievement?

A. Complete the calendar as indicated by the appropriate column headings.

Note: The professional development calendar has been updated to reflect the Maryland Teacher Professional Development Standards.

1. Identify the Bridge to Excellence Master Plan Goal(s). Include the professional development standard/indicator. Refer to the *2008-2009 Bridge to Excellence Master Plan Goals* (available in the *Supporting Documents* folder on Bb).
2. Name the professional development activity. Be sure to include:
   - Under *Justification*, data or evidence from Section II B, Evidence of Need, or Section III B
   - Subgroups identified in Section III B
   - Specific date(s) on which the activity will occur
3. Identify the person(s) responsible and the participants. Differentiate professional development opportunities, i.e., years of experience, grade levels, etc
4. Identify the skill or knowledge to be acquired, measurable and/or observable outcome(s), timeline, and follow-up activity. Refer to *Maryland Teacher Professional Development Standards* and/or the *Maryland Teacher Professional Development Evaluation Guide*. Be sure to include:
   - Follow-up activities, i.e., action research, study groups, discussions at team and departmental meetings, focus groups, and feedback or outcomes of informal observations/checklists
   - Specific dates for follow-up activities
5. Describe the plan for evaluation. Refer to *Maryland Teacher Professional Development Standards* and/or the *Maryland Teacher Professional Development Evaluation Guide*. Be sure to include:
   - Person(s) responsible for the evaluation
   - Evaluation timeline
6. List funding sources and expenditures for each activity. Refer to Section VI, Budget Plan Worksheet. Be sure to change the title of the last column from "Other" to "AG Funds."

Attachment B

Goal 3: All employees will be highly qualified, highly skilled, and effective.

(Title I Component # 4 – High Quality and Ongoing Professional Development for Teachers, Principals, and Paraprofessionals)

| **Bridge to Excellence Master Plan Goal(s):** | **Professional Development (PD) Activity**<br><br>Identify student learning needs (Justifications from Section III B) | **Person(s) Responsible/ Participants (Audience)**<br>1. Identify person(s) responsible for providing professional development<br>2. Identify participants(audience) | **Learning Outcomes of Participants**<br>1. Identify acquired professional knowledge or skills<br>2. Identify measurable and/or observable outcomes<br>3. Develop a timeline for achieving outcomes<br>4. Provide a follow-up activity | **Evaluation Plan**<br>1. Describe the plan for evaluation<br>2. Identify person(s) responsible<br>3. Develop a timeline for evaluation | **Budget Implications**<br>1. List funding sources<br>2. List expenditures (dollar amount for the PD) |
|---|---|---|---|---|---|
| **Master Plan Goal(s):** | **Topic/Title:**<br><br>**Justification(s)/Need(s):**<br><br>**Targeted subgroups:**<br><br>**Timeline:** | **Person(s) responsible:**<br><br>**Participants:** | | | **Funding Source:**<br><br>**Expenditure amount :** |
| **Master Plan Goal(s):** | **Topic/Title:**<br><br>**Justification(s)/Need(s):**<br><br>**Targeted subgroups:**<br><br>**Timeline:** | **Person(s) responsible:**<br><br>**Participants:** | | | **Funding Source:**<br><br>**Expenditure amount:** |
| **Master Plan Goal(s):** | **Topic/Title:**<br><br>**Justification(s)/Need(s):**<br><br>**Targeted subgroups:**<br><br>**Timeline:** | **Person(s) responsible:**<br><br>**Participants:** | | | **Funding Source:**<br><br>**Expenditure amount:** |
| **Master Plan Goal(s):** | **Topic/Title:**<br><br>**Justification(s)/Need(s):**<br><br>**Targeted subgroups:**<br><br>**Timeline:** | **Person(s) responsible:**<br><br>**Participants:** | | | **Funding Source:**<br><br>**Expenditure amount:** |

Attachment C

**PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS**

**Department of School Improvement and Accountability**

# 2009 Bridge to Excellence School Improvement Institute

**June 23, 2009**

**Camelot by Martins**

S C H E D U L E

| | |
|---|---|
| 8:30 a.m. – 9:00 a.m. | **Registration**<br>Elementary Schools – ***TERRACE ROOM***<br>Middle Schools – ***EMBASSY ROOM*** |
| 9:00 a.m. – 9:15 a.m. | **Welcome & Introductions**<br>***TERRACE & EMBASSY ROOMS*** |
| 9:15 a.m. – 9:30 a.m. | **Transition to Panel Discussions**<br>Elementary Schools – ***MARYLAND ROOM*** (downstairs)<br>Middle Schools – ***EMBASSY ROOM*** |
| 9:30 a.m. – 10:25 a.m. | **Panel Discussions** |
| 10:30 a.m. – 12:15 p.m. | **Collaborative Peer Reviews**<br>Elementary Schools – ***MARYLAND ROOM*** (downstairs)<br>Middle Schools – ***EMBASSY ROOM*** |
| 12:30 p.m. – 1:30 p.m. | **LUNCH**<br>Elementary Schools – ***MARYLAND ROOM*** (downstairs)<br>Middle Schools – ***TERRACE ROOM*** |
| 1:35 p.m. – 4:00 p.m. | **Professional Development for Embedding Alternative Governance (AG) Components into the School Improvement Plan**<br>**Audience:** Alternative Governance Schools<br>Elementary and Middle Schools – ***MARYLAND ROOM*** (downstairs) |
| 1:35 p.m. – 4:00 p.m. | **Work Session: Teacher Capacity Needs Assessment (TCNA) Follow-up & School Improvement Plan**<br>**Audience:** Corrective Action Schools<br>Elementary and Middle Schools – ***EMBASSY ROOM*** |
| 1:35 p.m. – 4:00 p.m. | **Work Session: School Improvement Plan**<br>**Audience:** Title 1 & Developing Schools (Years 1 & 2)<br>Elementary and Middle Schools – ***TERRACE ROO*** |

Attachment D

# Process and Procedures for the School-Based Collaborative Peer Review (SBCPR) June 8-19, 2009

| Before the School-Based Collaborative Peer Review | |
|---|---|
| _____ | The school improvement designee will contact principals via email identifying the school's assigned collaborative peer partner. |
| _____ | The principal will identify three to five representatives (including a facilitator, recorder and a parent) to participate on the SBCPR team. |
| _____ | The SBCPR team will attend the collaborative peer training during the school improvement zone clinic (if applicable). |
| _____ | The SBCPR team will select a date (between June 8th to 19th) to conduct the collaborative peer review. |
| _____ | The principal will submit the workshop pre-approval form indicating the SBCPR date and participants to DSIA by May 22, 2009 (attn: Sherry Crissman). (This form will also serve as the school's registration form for the SBCPR.) |
| _____ | Each principal will exchange an electronic copy of the school's DRAFT SIP with the principal of the collaborative peer school on or before June 5, 2009, and copy the zone school improvement designee and zone executive director. *(Note: Schools must still upload the DRAFT SIP to the school's 2009-2010 folder on the School Improvement e-org by June 5, 2009.)* |
| _____ | The principal/facilitator will access, copy and distribute to all collaborative peer review team members supporting documents (verification form, agenda, collaborative peer review process and procedures, ground rules, and the collaborative peer review checklist) from Blackboard. |
| _____ | Each SBCPR team member will independently read the collaborative peer's DRAFT SIP (Sections II, IIB and V). Team members will address each indicator on the collaborative peer review checklist and provide commendations and recommendations. (This must be completed before the school-based collaborative peer consensus meeting.) |
| **During the School-Based Collaborative Peer Review** | |
| _____ | Participants will sign the verification form and receive an agenda for the SBCPR. |
| | Participants will review the ground rules and the school-based peer review process documents. |
| _____ | Principal/facilitator will select a recorder – someone to complete the team's final collaborative peer review checklist (laptop recommended.) |
| _____ | The principal/facilitator will guide the team in reaching consensus on indicators in the evidence of need (Section II). Each team member will share his/her findings, commendations and recommendations from the individually completed collaborative peer review checklist. The facilitator will ensure consensus is reached once all group members provide feedback. Once consensus has been reached, the recorder will capture this information on the final team checklist. |
| _____ | Team members will repeat the above process for the activities fro improved subgroup performance (Section IIIB) and the professional development calendar (Section V). |
| _____ | The recorder will ensure that all commendations and recommendations are included on the team's final checklist. (Please be sure to check the appropriate Peer Review Participation Status box). |
| _____ | The principal/facilitator will collect the completed and signed individual collaborative peer review checklists from team members. |
| _____ | The recorder will email the team's final collaborative peer review checklist to the principal for proofreading. |
| **After the School-Based Collaborative Peer Review** | |
| _____ | After reviewing and finalizing the partner's school improvement plan, the partner principal must email the team's final collaborative peer review checklist to the zone school improvement designee by June 19, 2009. Each partner principal must bring a copy of the team's final collaborative peer review checklist, checklists from |

individual team members, the verification form and evaluation forms to the Bridge to Excellence School Improvement Institute.

## Attachment E

The name and title of each member of the School-Based Peer Review Team should be typed or printed, signed and dated on the verification form.

We, the undersigned members of the Consensus Team, have reviewed the 2009-2010.

School Improvement Plan for _____ School.

**Date of Review:** _____

| Name | Title | School/Office | Signature |
|---|---|---|---|
| | Principal | | |
| | Facilitator | | |
| | Recorder | | |
| | | | |
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Bridge to Excellence
School Improvement Institute

Attachment F

# Department of School Improvement & Accountability

## *School-Based Peer Review Process*

***June 8-19, 2009***

### Roles and Responsibilities of Plan Reviewers

Plan Review Members

- **Read and complete the collaborative peer review checklist prior to the school-based collaborative peer review.**
- **Prepare constructive feedback to substantiate and justify decisions by citing specific examples where evidence is missing, insufficient or incomplete on the collaborative peer review checklist.**
- **Participate in team discussions and consensus decisions.**
- **Return and sign all documents to the team principal/ facilitator.**

### Team Facilitators

- Ensure all team members sign the school-based peer review verification form.
- Facilitate and keep plan review panel meeting on schedule.
- Bring team to consensus.
- Collect and return all documents to the principal.

### Team Recorders

- Use a laptop to record the team's commendations and recommendations on the team's final checklist.
- Email the team's final checklist to the principal.

### Principal

- Review the team's final collaborative review checklist for accuracy and completeness.
- **Email team's final checklist from his/her email account to the zone school improvement designee.**
- **Bring a signed hard copy of the team's final checklist to the *Bridge to Excellence School Improvement Institute* along with the school-based peer review verification form , completed evaluation forms and the team member's individual checklists.**

### Reaching Consensus

**Consensus means…**

- all participants contribute and are heard
- all participants share and support the final decision

**Consensus does NOT mean**…

- a majority vote
- everyone's first choice

**Tips for using consensus…**

**Be sure to**…

- insist that all views are heard, understood and respected;
- legitimize all perceptions;
- address issues and people; look for areas of agreement.

**If consensus cannot be reached**…

- additional discussions need to take place until consensus has been met
- In the event that consensus cannot be reached, final decisions will be made by the director of the Department of School Improvement & Accountability.

Attachment G
Prince George's County Public Schools
Department of School Improvement and Accountability

# On-Site Consensus Team Review

## Checklist
## October 2009

Name of School reviewed:_____ Date:_____

Facilitators: Please collect the following documents and place them in a folder as documentation.
*Note any missing and/or incomplete items in the appropriate column.*

| *Completed* *( indicate with a ✓)* | *Documents* | *Missing/incomplete Items* *(Provide explanation)* |
|---|---|---|
| *From the On-site Annual School Improvement Plan (SIP) Review* | | |
| | Individual review checklists | |
| | Flash Drive (containing final on-site SIP review checklist) | |
| | Hardcopy of completed final consensus review checklist (only needed if laptop is unavailable) | |
| | Verification Form (signatures from the on-site annual SIP review members) | |
| | Evaluation Forms (from the on-site annual SIP review members) | |

Facilitated by:_____
Signature:_____ Title:_____
Office/School:_____

Attachment H

**Department of School Improvement and Accountability**

*On-Site Annual School Improvement Plan Reviews for Schools in Improvement*

**Purpose:** The On-site Annual School Improvement Plan (SIP) Review will enable schools to engage in meaningful dialogue on all components of the **2009-2010** SIP. The review will also allow schools to build partnerships with key stakeholders to ensure that the SIP becomes a "living document", which is effectively implemented and monitored.

**The 2009-2010 On-site Annual School Improvement Plan Review will entail the following:**

- **WHO should be present?** The principal should identify key stakeholders to participate in the on-site review. The suggested panel of school participants include the following:
  - Principal (***required***)
  - Academic coach/data coach
  - Parent
  - Parent liaison
  - Reading and/or math teacher
  - Special education and/or ESOL teacher

  **NOTE**: Other participants may include zone instructional specialists and achievement coaches.

- **WHAT should be done?** During the on-site review, participants should ensure that the **2009-2010** SIP encompasses the following:
  - Components outlined in the **2009-2010** SIP guidelines to include sections I, II, IIIB, IV, V, and VI.
  - Recommendations from the consensus peer review at the 2009 Bridge to Excellence School Improvement Institute

- **WHERE will the review be conducted?** The review will be conducted at the school site.

- **WHEN should the review take place?** The timeline for the on-site review is as follows:

***The school improvement zone designee must****:*

  - **By September 11**: Share with zone office staff members the process and procedures for conducting the on-site SIP reviews.
  - **By September 18**: Collaborate with the school principals to identify a date in which the review will take place. Notify appropriate review team members once the dates are established.
  - **By September 30:** Ensure schools have uploaded their final school improvement plans on Blackboard. (NOTE: Final plans for schools new to improvement are due by **October 30, 2009**.)
  - **Between October 1-30:** Facilitate the on-site annual SIP reviews. (NOTE: On site reviews for schools new to improvement will occur between **November 2 -20**.)
  - **By November 27**: Upload final collaborative peer review checklists for the on-site annual SIP review for schools in improvement.

***Schools must:***

  - **By December 31**: Make revisions on the **2009-2010** school improvement plan clarification/revision form and upload the document to Blackboard.

Attachment I

# Prince George's County Public Schools

Department of School Improvement and Accountability

## On-Site Annual School Improvement Plan (SIP) Review for Comprehensive and Focused Needs Schools

October 2009

## AGENDA

Introductions

Purpose

Roles and Responsibilities

School Improvement Plan Review

Summarize Feedback and Finalize the Collaborative Peer Review Checklist

Review the 2009 - 2010 SIP Clarification/Revision Form and the Timeline for Revisions (if necessary)

Closure and Evaluation

Attachment J

# GUIDELINES for
# Updating the 2009-2010 School Improvement Plan

DIRECTIONS

The *Guidelines for Updating the 2009-2010 School Improvement Plan* have been designed to assist schools in completing a more comprehensive school plan. **Sections II, III, and V must be completed on or before June 5, 2009** (prior to the *School-Based Collaborative Peer Review* and *the Bridge to Excellence School Improvement Institute*). When completing the framed narratives and tables, make changes as necessary to ensure grammatical and structural accuracy.

| SECTION I. | Complete by: |
|---|---|
| **Section I: Executive Summary**<br>The executive summary is to be written last and must provide an overview of the school improvement plan and priorities for your school. Please refer to appropriate sections of the school improvement plan to summarize and develop a comprehensive overview. The executive summary should not exceed 5 pages.<br>The final copy of your school improvement plan MUST include a complete and fully edited executive summary as a "stand-alone" document. The principal is asked to ensure that the "stand-alone" executive summary is also posted (as a separate document) in the 2009-2010 school folder on the School Improvement e-org. | 9/30/09 |
| A. School Overview<br>1. Provide a brief description of the school detailing the following:<br>• type of academic program the school offers (i.e., French Immersion, comprehensive, science and technology, etc.);<br>• school vision;<br>• organizational structure of the day; and,<br>• other key features.(optional)<br>2. Give a brief description of staff and student demographics (i.e., student enrollment, subgroup populations, staff experience and certification, etc.).<br>3. Include a statement that identifies the school's status in improvement, if applicable (i.e., alert, or pathway and stage in school improvement).<br>4. For schools in improvement only: Include a statement that tells how parents and other stakeholders were notified of the school's status in school improvement. | |
| B. Major Initiatives and Schoolwide Reform Strategies for Targeted Subgroups<br>1. Identify each subgroup the school is targeting.<br>2. Summarize the major initiatives (i.e., Comprehension Toolkit, AVID, PBIS, etc.) the school will implement during the 2009-2010 school year to address the identified needs for subgroups that did not make AYP and for those that made AYP through the confidence interval or safe harbor.<br>3. Be sure to discuss the major strategies that the school will continue or enhance during the 2009-2010 school year to sustain and accelerate student performance in those subgroups that met the annual measurable objective (AMO).<br>4. Address the subgroups of special education and Limited English Proficient (LEP) per MSDE guidelines. If the school does not have an LEP subgroup, insert the following statement: *"The school does not have a limited English proficient subgroup at this time."*<br>Refer to the Evidence of Need (Section II) to identify gaps in student performance. Be certain to include academic initiatives/activities identified in the Activities for Improved Subgroup Performance (Section III B) and the Professional Development Calendar (Section V). | |
| C. Parental Involvement<br>1. Provide a discussion of how the school will increase parental/family involvement in school planning and the decision-making process. Describe parent participation on the School Planning and Management Team (SPMT) and in parent organizations, how parents are involved in committee work, methods parents can use to provide input/feedback into school improvement planning, and how parents support the implementation of the plan.<br>2. Include a description of how the parent liaison is utilized, if applicable.<br>3. Provide a description of how the community/business partners support the school.<br>4. Include SPMT meeting dates for the school year. | |

| Section I: Executive Summary, continued | Complete by: |
|---|---|
| D. Safe and Orderly Environment<br>1. Discuss the school's plan to ensure a safe and orderly environment in a school climate supportive of teaching and learning.<br>2. Provide a summary of the school's discipline plan and attendance plan. | 9/30/09 |
| E. Strategies to Attract (and Retain) Highly Qualified Teachers<br>1. Discuss the school's plan for increasing the retention rate of highly qualified teachers. Include a discussion of all systemic and school-based strategies (including incentives) to attract highly qualified teachers, i.e. Job-Alike Mentors, peer coaches/mentors, etc.<br>2. Provide a discussion of high quality and ongoing professional development aligned with the needs assessment and the state's academic standards. | |

| Section II: Evidence of Need<br>(Comprehensive Needs Assessment)<br>*NOTE: This section has been updated to reflect systemic changes in assessment of student performance. Schools are strongly encouraged to replace the current Evidence of Need with this enhanced version.* | Complete by: |
|---|---|
| A. Complete the Data Forms for Reading and Mathematics (Section II A)<br>Include data reflecting various performance and participation measures. Be sure to include school name and complete appropriate sections of the data form. | 6/5/09 |
| B. Complete the Reading Data Overview (Section II B)<br>1. Reading Data Charts - Insert all applicable quantitative data, i.e., DRA, reading configurations, MSA results, unit assessments, Scholastic Reading Inventories (SRI), and Extended Learning Opportunities (ELO). Tables and charts from Performance Matters may be used.<br>2. Narrative<br>a. Complete the structured narrative for 2008-2009 MSA data to include quantitative data.<br>b. Include 2-3 paragraphs discussing qualitative data sources. Refer to the *Sources of Data* handout for a complete list of quantitative and qualitative data sources available in the *Supporting Documents* folder on Blackboard (Bb).<br>3. Analysis of Reading Data<br>a. Strengths - Identify overall strengths (aligned to content standard indicator/objective).<br>Contributing Factors - Address factors impacting the strengths of student performance.<br>Refer to *Guiding Questions* handout (available in the *Supporting Documents* folder on Bb).<br>b. Weaknesses - Identify overall weaknesses (aligned to content standard indicator/objective).<br>Contributing Factors - Address factors impacting the weaknesses of student performance (i.e., implementation of curriculum, staff expertise, instructional organization, parent and community involvement, school climate and any other area(s) of importance).<br>Refer to *Guiding Questions* handout (available in the *Supporting Documents* folder on Bb).<br>c. Next Steps- Based on the data analysis and contributing factors, identify proposed actions to support targeted subgroups and grade levels. These proposed actions will drive the activities for improved subgroup performance (Section III B) and professional development activities in the professional development calendar (Section V). NOTE: These activities must be summarized in the major initiatives in the executive summary (Section I) before the final submission on September 30, 2009. | |

Attachment J (cont.)

| Section II: Evidence of Need, continued<br>(Comprehensive Needs Assessment) | Complete by: |
|---|---|
| C. Complete the Mathematics Data Overview (Section II C)<br>1. Mathematics Data Charts - Insert all applicable quantitative data, i.e., mathematics configurations, MSA results, unit assessments, and ELO. Tables and charts from Performance Matters may be used.<br>2. Narrative<br>a. Complete the structured narrative for 2008-2009 MSA data to include quantitative data.<br>b. Include 2-3 paragraphs discussing qualitative data sources.<br>Refer to the *Sources of Data* handout for a complete list of quantitative and qualitative data sources available in the *Supporting Documents* folder on Bb.<br>3. Analysis of Mathematics Data<br>a. Strengths - Identify overall strengths (aligned to content standard indicator/objective).<br>b. Contributing Factors - Address factors impacting the strengths of student performance.<br>Refer to the *Guiding Questions* handout (available in the *Supporting Documents* folder on Bb).<br>c. Weaknesses - Identify overall weaknesses (aligned to content standard indicator/objective).<br>d. Contributing Factors - Address factors impacting the weaknesses of student performance.<br>Refer to the *Guiding Questions* handout (available in the *Supporting Documents* folder on Bb).<br>e. Next Steps- Based on the data analysis and contributing factors, identify proposed actions to support targeted subgroups and grade levels. These proposed actions will drive the activities for improved subgroup performance (Section III B) and professional development activities in the professional development calendar (Section V). NOTE: These activities must be summarized in the major initiatives section in the executive summary (Section I) before the final submission on September 30, 2009. | 6/5/09 |
| D. Complete the School Climate Data Overview (Section II D)<br>1. Attendance/Suspension Data Charts – Complete charts for attendance and suspension data for 2007, 2008, and 2009.<br>2. Narrative<br>a. Complete the structured narrative for attendance and suspension data.<br>b. Include 2-3 paragraphs discussing qualitative data sources.<br>Refer to the *Sources of Data* handout (available in the *Supporting Documents* folder on Bb).<br>3. Analysis of School Climate Data<br>a. Strengths - Identify overall strengths for attendance and suspension data.<br>(Did the school meet the attendance target for all subgroups? Did the suspension rate decrease?)<br>b. Contributing Factors- List the overall contributing factors for attendance and suspensions.<br>Refer to the *Guiding Questions* handout (available in the *Supporting Documents* folder on Bb).<br>c. Weaknesses - Identify overall weaknesses for attendance and suspension data.<br>(Did the school miss the attendance target for any subgroup? Did the suspension rate increase?)<br>d. Contributing Factors- List the overall contributing factors for attendance and suspensions.<br>Refer to the *Guiding Questions* handout (available in the *Supporting Documents* folder on Bb).<br>e. Next Steps- Based on the data analysis and contributing factors, identify proposed actions to support targeted subgroups and grade levels. These proposed actions will drive the attendance activity for improved subgroup performance (Section III B) and professional development activities in the professional development calendar (Section V). NOTE: These activities must be summarized in the major initiatives section in the executive summary (Section I) before the final submission on September 30, 2009. | 6/5/09 |
| E. Complete the Staffing Overview Chart (Schools in Improvement schools only) | |

Attachment J (cont.)

| Section III B: Activities for Improved Subgroup Performance<br>Activities must be aligned to the NEXT STEPS from the Evidence of Need (section II).<br>NOTE: "Systemic Non-Negotiables" (Section III A) should not be replicated in school-specific activities to improve subgroup performance (Section III B). | Complete by: |
|---|---|
| When completing activities for improved subgroup performance, use the following "Think Abouts":<br>♦ What differentiated strategies are being used to ensure that each child's instructional needs (advanced/proficient/basic) are being met?<br>♦ How are students, particularly at the basic level, provided additional instructional time for intervention?<br>♦ What mechanism is in place to ensure that sufficient instructional resources and scientifically based strategies are provided for teachers to implement the district's curriculum?<br>♦ What strategies are implemented to change the climate so that all families feel more welcomed and able to participate on a regular basis in schools? | 6/5/09 |
| A. Activity - Identify the goal, objective, and strategy by number from the *Bridge to Excellence Master Plan* for each activity. Refer to the *2008-2009 Bridge to Excellence Master Plan Goals* (available in the *Supporting Documents* folder on Bb). In describing the activity, be certain to include the following: how students will be engaged, specific areas of focus, how often the activity will occur, what the teacher will do, what the professional development needs are, and a timeline for implementation. | |
| B. Justification - Explain why the activity was selected, based on the evidence of need. Schools may refer to other supporting data as appropriate. It is not necessary to copy the charts from Section IIA. Schools should cite the research that supports the action. Refer to the *Supporting Documents* folder on Bb for *Sources of Data* and the *Bibliography*. | |
| C. Specific targeted population - List all subgroups/grade levels that did not make AYP targets as reflected in the most current MSA and other performance data. Under problems to be addressed to attain results, identify and list potential challenges/barriers that may impact the implementation of the activity. | |
| D. Person(s) responsible - Include all school-based persons/departments responsible for implementing and monitoring the activity. List specific responsibilities for each person. Indicate *Lead Person* with an asterisk (*). List under how the school system will support the activity, how central and zone offices and other departments will offer training and support. | |
| E. Budget/Funding source – Complete this column before final submission September 30, 2009. Include funding source, budget line item #, allocated amount, and category that correspond to Budget Plan Worksheet (section VI). Use "To Be Determined" (TBD) to indicate activities that will be dependent on funding not yet identified. | |
| NOTE:<br><u>Schools that are NOT in improvement must</u> identify at least <u>six</u> activities to sustain and/or improve subgroup performance to include the following:<br>Elementary schools: early learners, reading, mathematics, strategies to attract highly qualified teachers, attendance, and strategies to increase parental involvement.<br>Middle schools: reading, mathematics, strategies to attract highly qualified teachers, attendance, school climate and strategies to increase parental involvement.<br>Additional activity pages have been included (at the end of Section III B) to assist schools in addressing the specific needs of their subgroups.<br>*<u>Schools that did not make AYP and/or are in improvement must</u> identify at least <u>eight</u> activities to improve subgroup performance. At least one activity must be in each of the designated categories:*<br>*Elementary schools: early learners, reading, mathematics, extended learning opportunities (ELO) for reading and mathematics, strategies to attract highly qualified teachers, attendance, and strategies to increase parental involvement.*<br>*Middle schools: reading, mathematics, ELO for reading and mathematics, strategies to attract highly qualified teachers, attendance, school climate, and strategies to increase parental involvement*<br>*Supplementary activity pages have been provided (at the end of Section III B) to allow schools to develop additional activities based on the specific needs of their subgroups.* | 6/5/09 |

| Section IV: Management System | Complete by: |
|---|---|
| Section IV A –<br>1. Members of SPMT are listed by title or position. Parents are included.<br>2. The process for managing and monitoring the SIP is described.<br>3. SPMT subcommittees are listed.<br>4. Monthly meeting dates are listed.<br>5. Dates for submission of the quarterly monitoring tool are listed.<br>6. Methods for sharing information with all stakeholders are listed.<br>7. How parents and the community will be kept informed is described.<br>8. The procedures to ensure that all assessed content standards are taught are listed.<br>9. The person responsible for maintaining the accountability portfolios is identified. (for schools in improvement only)<br>10. How teachers will be included in decisions regarding the analysis and use of academic assessments has been discussed. | 9/30/09 |
| NOTE: Section IV B (the Monitoring Tool)<br>The *2009-2010 Quarterly Monitoring Tool* has been redesigned. Schools, however, may opt to use this new format or continue to use the original design. Both templates are available as separate documents on the *Annual Training 09* Bb site (in the monitoring tool folder). | Section IV B to be completed at the end of each quarter. |

| Section V: Professional Development Calendar<br>Professional development activities must be aligned to Evidence of Need (Section II) and Activities for Improved Subgroup Performance (Section IIIB). | Complete by: |
|---|---|
| When completing the professional development calendar, use the following "Think About":<br>How will it be determined that the professional development activities will lead to increased student achievement? | 6/5/09 |
| A. Complete the calendar as indicated by the appropriate column headings. | |
| B. Differentiate professional development opportunities, i.e., years of experience, grade levels, etc. | |
| C. Include follow-up activities, i.e., action research, study groups, discussions at team and departmental meetings, focus groups, and feedback or outcomes of informal observations/checklists. Provide specific dates for follow-up activities. | |

| Section VI: FY 2010 Budget Plan Worksheet<br>Be sure to align your funds to the activities in Section IIIB as indicated. | Complete by: |
|---|---|
| When completing the budget plan worksheet, use the following "Think About":<br>How does the budget support increased student achievement? | 9/30/09 |
| A. List all funding sources including School Operating Resources (SOR) at the top of the budget page in the appropriate columns. If a school does not receive grant funds, the columns may be modified or deleted according to need. | |
| B. List the specific allocations (as appropriate) in each category. (See sample budget page in the *Samples* folder on Bb.) | |
| C. In the "SIP Page Number" column, list the page number(s) of the corresponding activity in Section III B. Be certain that the amounts listed in budget page are aligned to the "Budget/Funding Source" column in section IIIB. | |
| D. In the "Master Plan Goal" column, list the corresponding goal number(s) from the activity column in Section III B. | |
| E. In the "Budget Line Item Number" column, consecutively number each budget item until all items being expended have a corresponding number (start with number "1"). It is important to ensure the same budget item numbers are ***then*** recorded in Section III B, the "Budget/Funding Source" column.<br><br>Note: Be sure to update the *FY 2010 Budget Plan Worksheet* with additional funding sources (i.e., grants) as received and submit by September 30, 2009. | |

| Section VII: School Improvement Team Signature Roster | Complete by: |
|---|---|
| A. *All schools must include a school improvement team roster with the name and title of each member typed, signed and dated on the signature sheet in black or blue ink.* | 9/30/09 |
| B. *The principal must sign the first line followed by a parent, parent liaison (if applicable) and a community/business partner.* | |
| C. *The original roster, signed by the zone director must be submitted to the zone school improvement designee by September 30, 2009.* | |

*Post your FINAL SIP on Blackboard by September 30, 2009.*

Be sure to post the plan on the School Improvement e-org in the 2009-2010 folder for your school.
The principal must send an e-mail to school.improvement@pgpcs.org confirming that "*the FINAL SIP has been posted and is ready for review.*"

The Department of School Improvement & Accountability, in conjunction with zone offices, will conduct final SIP reviews by October 30, 2009.
The final *2009-2010 Collaborative Peer Review Checklist* (with approval and feedback) will be posted on Bb by November 27, 2009.

Attachment K

*Department of School Improvement and Accountability*

# On-Site Annual School Improvement Plan Reviews for Focused and Comprehensive Schools 2009-2010

## TIMELINE

*The school improvement zone designee must:*

By September 11:

- Share with zone office staff the process and procedures for conducting on-site annual SIP reviews.

By September 18:

- Collaborate with the school principals to identify a date in which the review will take place.
- Notify appropriate review team members once the dates are established.

By September 30:

- Ensure schools have uploaded their final school improvement plans on Blackboard.
  *Note: Final plans of schools new to school improvement are due by October 30.*

Between October 1-30:

- Facilitate/oversee on-site annual SIP reviews.
  *Note: On-site reviews of schools new to school improvement will occur between November 2-20.*

By November 27:

- Upload final on-site review checklist for the on-site annual SIP review for all elementary and middle schools.

*Schools must:*

By December 31:

- Make revisions on the 2009-2010 school improvement plan clarification/revision form and upload to the school folder on the School Improvement e-Org 2009-2010.

## SUGGESTED ON-SITE PARTICIPANTS:

*Note: On-site participants (within the school) will be determined by the principal.*

- Principal *(required*)
- Academic coach/data coach
- Parent
- Parent liaison
- Reading and/or math teacher
- Special education and/or ESOL teacher

## SUGGESTED PARTICIPANTS (outside of the school):

- Zone assigned school improvement designee/resource teacher/liaison
- Zone instructional specialists
- Zone achievement coaches

Attachment L

*Department of School Improvement and Accountability*

On-Site Annual School Improvement Plan Reviews

for Focused and Comprehensive Schools

BEFORE the SIP Annual Review:

*The school improvement zone designee will:*

- Ensure all schools' SIPs are uploaded on Blackboard and prepare a status report for the Zone Executive Director and the DSIA Director.
- Provide an overview of the annual SIP review process to the zone staff.
- Collaborate with the school principals to identify a date in which the reviews will take place.
- Notify appropriate review team members once the dates have been established.
- Collaborate with the zone technology coordinator to ensure all zone staff have access on Blackboard to the 2009-2010 SIP/AG guidelines, the school's SIP, blank collaborative peer review checklist, and consensus feedback (on the collaborative peer review checklist) from the Bridge to Excellence School Improvement Institute.

*Zone personnel will:*

- Download and print hardcopies of the final SIP, 2009-2010 SIP/AG guidelines, blank collaborative peer review checklist and consensus team checklist from the Bridge to Excellence School Improvement Institute.
- Review the final SIP, provide meaningful feedback, and complete a collaborative peer review checklist for each school prior to the scheduled review date.
- Bring downloaded Blackboard documents and completed collaborative peer review checklist to the on-site annual SIP review.

*Schools will:*

- Provide hardcopies of the SIP, 2009-2010 SIP/AG guidelines and the consensus feedback (collaborative peer review checklist) from the Bridge to Excellence Summer Institute at the scheduled on-site annual SIP review for each school based participant.
- Assign a recorder to capture consensus feedback during the on-site annual SIP review on the school's laptop.
- Provide an LCD projector to view the recorder's notes as an option.

DURING the SIP Annual Review:

*The school improvement zone designee will:*

- Facilitate the annual SIP review process and provide an agenda.
- Provide a laptop (if necessary) and flash drive with a blank collaborative peer review checklist downloaded to the desktop.
- Ensure the review team reaches consensus.
- Ensure the completed final collaborative peer review checklist is saved and downloaded on the school's laptop and DSIA flashdrive.
- Ensure all participants sign the verification form.
- At the end of the review, ensure the principal has a copy of the final collaborative peer review checklist.

AFTER the SIP Annual Review:

*The school improvement zone designee will:*

- Ensure all documentation is collected and placed in the On-Site Annual Review folder and complete the final checklist.
- Post the final checklist in the school's folder on Blackboard by November 27.
- Deliver the original school improvement plan signature rosters and signed verification forms to Mary LaMarca, DSIA by November 27, 2009.

*Schools will:*

- Make revisions on the 2009-2010 school improvement plan clarification/revision form based on consensus feedback and upload the completed document to the school's folder on Blackboard by December 31, 2009.

Attachment M

# Department of School Improvement & Accountability

## October 2009

## Tips for Approving the 2009-2010 School Improvement Plan

School improvement zone designees and liaisons will use their best professional judgment in evaluating school improvement plans and in determining whether a plan is approved or not approved. Use the bullets below to ensure approval consistency.

***In order for a plan to be approved, it must adhere to the following:***

- A fully edited executive summary (*inclusive of all components*) that is ready for publication on the school system's web by virtue of the principal's approval and submission of the executive summary checklist *(forwarded by school improvement designees on October 2nd).*
- A complete evidence of need (Section II) that addresses all components outlined in the 2009-2010 guidelines, i.e., A, B, C, D, & (E for Title I and Comprehensive and Focused Needs Schools).
- Activities for subgroup performance (Section IIIB) must be completed and aligned to the evidence of need.
- The professional development calendar (Section V) must be aligned to Sections II & IIIB.
- An original roster has been submitted to the school improvement designee and has been signed by the zone executive director, the principal, and at least one parent.

**NOTE:**

1. While, having an incomplete budget (for the September submission) will not prevent a plan from being approved, school improvement designees, principals, and school improvement teams ***should work towards ensuring that the budget is fully aligned to the school's identified needs***.

2. For every ***blank section*** of the checklist (*those areas that do not receive an "x")* the reviewer ***must provide*** a recommendation that gives the school specific guidance and direction on how to enhance the section.

Attachment N

# PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

Department of School Improvement and Accountability

## PROCESS FOR REVISIONS TO THE 2009-2010 SCHOOL IMPROVEMENT PLANS

**When clarifications or revisions to the 2009-2010 school improvement plan (SIP) are required, follow the steps below. However, if *major* components of the SIP are missing, it may be necessary to revise the *entire* plan. Such decisions will be made on a case by case basis.**

**THE PROCESS**

- **The school improvement designee** *(or liaison)* **must post feedback in the school's folder** *(on Blackboard)* **using the 2009-2010 Clarification/Revision Form. (See Attachment A,** *template***, & Attachment B,** *sample document.***)**

- **The school must provide response(s) on the 2009-2010 Clarification/Revision Form and submit the form to the School Improvement e-Org site on Blackboard in the school's 2009-2010 folder by December 31, 2009.**

- **Following the December submission, the school improvement designee** *(or liaison)* **will review the clarifications/revisions, complete and upload the 2009-2010 Clarification/Revision Approval Form (Attachment C) by January 29, 2010.**

- **Upon approval of the clarifications/revisions, the school should add the clarification/revision form as an addendum to the 2009-2010 SIP and ensure that all clarifications and/or revisions are reflected in the 2010-2011 SIP when the plan is updated in June 2010.**

**NOTE to the School Improvement Designee/Liaison**

Use the attached sample document (Attachment B) as a guide when completing the 2009-2010 Clarification/Revision Form (Attachment A). It will be necessary to replicate the boxes and response sections as necessary when completing the clarification/revision form.

Bridge to Excellence
School Improvement Institute

**Attachment O**

# Process and Procedures for Consensus Team Reviews

**(Central and Zone Office Reviewers/Facilitators)**

**TIMELINE:**

- **June 5: The draft school improvement plan will be made available on the School Improvement e-Org for central office/zone reviewers/facilitators.**
- **June 8: The school improvement specialist/resource teacher will email an electronic copy of the draft SIP to reviewers/facilitators.**
- **June 8-19: Reviewers/facilitators review school improvement plans individually.**
- **June 23: Reviewers/facilitators participate in the consensus team review during the Bridge to Excellence School Improvement Institute at Camelot.**

**BEFORE:** (*The Bridge to Excellence School Improvement Institute)*

- **Access supporting documents on the School Improvement e-Org on Blackboard (Bb) by clicking on the *Peer Review* menu button. Click on the *Reviewers/ Facilitators training* folder and download the supporting documents.**
- **Use the *Collaborative Peer Review Checklist* and the *2009-2010 Guidelines for Updating the School Improvement Plan* to review Section II, *Evidence of Need*, Section III B, *Activities for Improved Subgroup Performance*, and Section V, *Professional Development Calendar* of the SIP.**
- **Complete the checklist for sections II, III B, and V making recommendations and/or commendations as appropriate.**
- **Bring the completed *Collaborative Peer Review Checklist* and a copy of the draft SIP to the Bridge to Excellence School Improvement Institute. These documents will be used during the consensus team review at the institute and must be submitted to the facilitators at the end of the review.**

**DURING:** (*The Consensus Team Review)*

- **At the school improvement institute, the central/zone office reviewers and the school team will participate in a consensus team review. Team members will share their findings (commendations and recommendations) and reach final consensus as a team.**
- **At the end of the consensus team review, facilitators will collect all materials and team members will sign the verification form. These documents must be filed with the Department of School Improvement & Accountability (DSIA).**

**AFTER:** (*The Consensus Team Review)*

- **Facilitators must ensure all documentation listed on the EXIT FOLDER checklist is collected and checked when the EXIT FOLDER is submitted to a DSIA staff member during check-out at the Technology Desk.**
- **The school improvement zone designee (of record as of June 23, 2009) must secure the appropriate final consensus checklists and is responsible for posting the appropriate final consensus checklists in schools' folders on Bb by August 7, 2009.**

Attachment P

# Bridge to Excellence School Improvement Institute
# Consensus Team Peer Review Process

## Facilitators' Tips

### Set the tone

Share the following information with the team. In the interest of time constraints, the

- Partner principal will provide the feedback from the school-based collaborative peer review.
- Principal of the reviewed school will provide clarification, as necessary. The principal may defer to one other member of the team to provide this clarification, if needed.
- Team members of the school being reviewed will serve as active listeners and take notes to prepare for the afternoon work session.
- Recorder from the reviewed school will capture feedback given during the review.
- Central/Zone office reviewers will provide recommendations and commendations.

### Share the schedule

Introductions – 2 minutes (state name and position)

Tone Setting – 3 minutes

Principal's Overview – 3 minutes

Section II: Evidence of Need Review – 15 minutes

Section IIIB: Activities – 18 minutes

Section V: Professional Development Calendar – 10 minutes

Verification Form – 2 minutes

Collection of Documents – 2 minutes

Note: If a point has been made during the review, do not allow repetition. Instead, have the reviewer agree with the previous recommendation or commendation.

# I.D.vii

## SCHOOLS THAT ARE SAFE, DRUG-FREE, AND CONDUCIVE TO LEARNING

A. Based on the Examination of Persistently Dangerous Schools Data (Table 7.1 – 7.5):

- Where first-time schools are identified, what steps are being taken by the school system to reverse this trend and prevent the identified school(s) from moving into probationary status?

As noted from Tables 7.1 – 7.5, there are currently no schools in the district whose status is identified as persistently dangerous."

| Table 7.1: Number of Persistently Dangerous Schools | | | | | | |
|---|---|---|---|---|---|---|
| # of Schools | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 |
| | 0 | 0 | 0 | 0 | 0 | 0 |

| Table 7.2: Probationary Status Schools | | | |
|---|---|---|---|
| School* | 9/30/2008 Enrollment | # of Suspensions and Expulsions | Percentage of Enrollment |
| DNA | DNA | DNA | DNA |

| Table 7.3: Schools Meeting the 2½ Percent Criteria for the First Time | | | |
|---|---|---|---|
| School* | 9/30/2008 Enrollment | # of Suspensions and Expulsions | Percentage of Enrollment |
| DNA | DNA | DNA | DNA |

| Table 7.4: Elementary Schools with Suspension Rates Exceeding Identified Limits | | | | | |
|---|---|---|---|---|---|
| | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 |
| | Number With a Suspension Rate that Exceeded 18% | Number With a Suspension Rate that Exceeded 18% | Number With a Suspension Rate that Exceeded 16% | Number With a Suspension Rate that Exceeded 14% | Number With a Suspension Rate that Exceeded 12% |
| # of Schools | 0 | 0 | 1 | 0 | 0 |

| Table 7.5: Identified Schools That Have Not Implemented PBIS | | | |
|---|---|---|---|
| School* | School year in which the suspension rate was exceeded | Provide reason for noncompliance | Provide a timeline for compliance |
| DNA | DNA | DNA | DNA |

*No school identified.

B. Based on the Examination of Data on Incidents of Bullying, Harassment, or Intimidation (Table 7.6):

1. *How would you characterize the prevalence of bullying, harassment, and intimidation in the schools in your system? If you have seen an increase or decrease in reports over the past three school years, explain those in terms of programs and/or procedures that you have implemented.*

As measured by the total number of reported and investigated incidents in SY2009, bullying, harassment, and intimidation are not very prevalent in PGCPS. Notwithstanding this relatively small number of reported incidents for SY2008-09, within the last three school years, there has been a marked increase in the reporting and investigation of intimidation incidents. Since SY2007, the number of intimidation incidents in PGCPS has increased by 144 (or 600%). In SY2009, bullying accounted for 120 (or 71.4%) of the 168 intimidation incidents reported (see Table 7.6).

| Table 7.6 Incidents of Bullying, Harassment, or Intimidation | | | | | | |
|---|---|---|---|---|---|---|
| | 2005-06 | 2006-07 | 2007-08 | 2008-09 | Harassment | Bullying |
| Number of Incidents | 52 | 24 | 54 | 168 | 48 | 120 |

*Clarifying Question:*

*MSDE QUESTIONS:*

*1. Please add the 2008-2009 data in Table 7.6 in the Data Section.*

*The response to this question can be found on page 288.*

In response to the rapidly growing number of intimidation incidents (i.e., bullying and harassment), the district has focused considerable administrative attention on discouraging harassment, bullying, and intimidating behavior. The district has also refined and enhanced its policies and procedures to ensure that students, parents/guardians, and school staff are well-informed of procedures to be followed in reporting these incidents. Special attention has been devoted to increasing the accuracy of reporting this behavior.

In an effort to ensure that the issue of bullying and harassment was addressed appropriately for the system, a *Bullying, Harassment, and Intimidation Work Group* was convened to develop a policy that would provide guidance on how to effectively respond to bullying, harassment and intimidation. Based on the work group's recommendation, the Board of Education adopted the "Bullying, Harassment or Intimidation Policy," (Board Policy 5143) that went into effect on July 1, 2009. The accompanying Administrative Procedure (5143) that supports this policy outlines the district's procedures for reporting, investigating, notifying, following-up, preventing, and intervening in harassment, bullying, and intimidation situations. It further specifies consequences for the failure to report incidences and penalties associated with the failure to comply with policies and procedures.

The programs and procedures articulated in the administrative procedure include the following:

- Awareness-raising efforts;
- Reporting and tracking requirements;
- Social skills training for victims of bullying;
- Individual and group counseling for students who bully and for students who are bullied;
- Mediation and conflict resolution programs; and
- Curricular approaches to bullying prevention (comprehensive approaches)

The purposes of these activities are to reduce the incidence of bullying, harassment, and intimidation across the school district, to ensure that all students, staff, parents, and community stakeholders, understand the impact and consequences of these negative behaviors, and to ensure the accurate reporting and investigation of all allegations.

These activities also inform the public about the reporting and investigation procedures. Counselors will conduct awareness training in schools, principals will provide information to their staffs on reporting requirements, and the

community-at-large will be informed of the district's efforts to address and prevent the occurrence of bullying, harassment, and intimidation.

The primary systemic curricular approach employed by the school system to reduce the incidence of intimidating behavior is the implementation of character education programs. These programs are designed to address bullying, inclusion, and a respect for differences/diversity around a series of core values. Schools have opted for a variety of programs and/or frameworks depending on school size, population, and need, and the level of implementation varies from school to school. By the end of SY2009, staff from 163 schools – 78.7% of the district's total – had been trained in the implementation of character education programs. Some of the schools that were trained in SY2009 began implementation in SY2010.

By far, the greatest number of character education programs is being implemented in elementary schools, which account for 91% (or 151 of the 163) of the school-based programs. Middle schools account for eight (or 4.9%) of the implemented programs, and high schools account for seven (or 4.2%) of the implemented character education programs. The composition of a school-based character education team may include, but is not limited to, school counselors, administrators, support staff, the school nurse, parents, students, bus drivers, and other community stakeholders.

2. *What methods has your school system used to make staff, parents, and students aware of the Bullying, Harassment, and Intimidation Form?*

In order to make staff, parents, and students aware of the "Bullying, Harassment, and Intimidation Form," the district makes the reporting forms available through several channels. The form is accessible in all schools through the guidance office and on the district's website. In addition, information about the availability and use of the form is also communicated through the PTA and school newsletters. Other methods of information dissemination include regular safety-related classroom presentations conducted by professional school counselors, school assembly presentations to clarify rules against bullying, harassment, and intimidation conducted by pupil personnel workers; and system-wide recognition of the Annual Anti-Bullying Week.

Methods to Increase Staff Awareness:

- The Office of Professional School Counseling provides professional development on reporting bullying, harassment, and intimidation to all staff. School staff was instructed in the use of the Bullying, Harassment and Intimidation Form and the necessity of promptly reporting all incidents. Staff was provided information on how all incidents must be appropriately investigated (i.e., within two school days after receipt of the reporting form) by school administrators or by the administrative designee, consistent with due process rights, and using the "Bullying, Harassment, or Intimidation Incident Investigation Form." Training has also been conducted for all Pupil Personnel Workers on Administrative Procedure 5143 with special emphasis on reporting and investigating alleged incidents of bullying, harassment, or intimidation.
- Area Executive Directors were instructed to emphasize to principals the importance of using the new reporting form and to provide guidance on investigating allegations of bullying, harassment, and intimidation as articulated in Administrative Procedure (5143). A bulletin, "Guidance for Reporting with the Safe Schools Reporting Act of 2005" (S-28-10), was disseminated to all schools, and the reporting form was placed on-line for easy access. Electronic communications were sent to principals to remind them of the reporting requirements, as well as technical support and assistance were provided to principals as needed.

Methods to Increase Parent Awareness:

- The "Bullying, Harassment, and Intimidation Reporting Form" is posted on the district's website on the Parent's Portal. Professional school counselors conducted parent workshops (e.g., anti-bullying and harassment awareness) and parent liaisons were provided an overview of reporting procedures.

Methods to Increase Student Awareness:

- All local schools provide an annual Code of Student Conduct assembly, which among other topics, addresses the policies and procedures regarding the "Bullying, Harassment, and Intimidation Reporting Form." All students receive a copy of the *Code of Student Conduct* and sign a contract indicating that they understand it. This signed document is retained in the student's cumulative record. In addition, student government representatives participated in an informal survey to provide feedback on the handling of incidents of bullying and harassment in their schools.

C. Based on the Examination of Suspension and Expulsion Data for Sexual Harassment, Harassment, and Bullying (Table 7.7):

1. *Identify the system-wide strategies that are being used to prevent/reduce suspensions and expulsions for sexual harassment, harassment, and bullying.*

Sexual Harassment

During SY2009, the Equity Assurance Compliance and Programs Officer provided training to all Zone Executive Directors, staff, and school-based principals on sexual harassment prevention. The training focused on factors that can lead to sexual harassment, prevention, and the effective use of Administrative Procedure 4170 (AP 4170) when intervention is needed or when a case has been submitted by and/or against a student. Principals were instructed to use the materials provided to them in their training and provide training to their respective school-based staffs.

AP 4170 provides the systemic framework for prevention training as it applies to alleged harassment and discrimination on the basis of the following protected classes: age; color; disability; ethnicity; national origin; marital status; race; religion; sex; sexual orientation; or socio-economic status. In SY2009, special emphasis was placed on sex as a protected class, as the number of reported incidents of sexual harassment had remained unacceptably high over the course of the previous three school years (i.e. SY2006 through SY2008). Additional emphasis was placed on the administration's "zero tolerance" policy with respect to the harassment of and discrimination against the aforementioned protected classes. The "zero tolerance" policy was communicated to students as part of required annualized training on the *Code of Student Conduct*. As a result of this emphasis, the number of reported incidents of sexual harassment (126) in SY2009 decreased by 17 (or 11.9%) in comparison to the number of such incidents reported in SY2008 (143). See Table 7.7.

During SY2010, the Equity Assurance Compliance and Program Officer will collaborate with the Division of Student Services, the Office of Family and Community Outreach, and the Department of Strategic Planning and Grants Development to review and assess sexual harassment data received from each department and make recommendations for updated, and synthesized prevention training. Areas of probable emphasis will include distinguishing between poor social skills exhibited by students and illegal sexual harassment, and developing a preventive parent information system that is aligned with the training provided to school-based personnel and students.

| Table 7.7: Number of Suspensions/Expulsions for Sexual Harassment, Harassment, and Bullying | | | | |
|---|---|---|---|---|
| Offense | Sexual Harassment | Harassment | Bullying | TOTAL |
| 2003-04 | 100 | 0 | 0 | 100 |
| 2004-05 | 76 | 0 | 0 | 76 |
| 2005-06 | 155 | 0 | 52 | 207 |
| 2006-07 | 144 | 0 | 60 | 204 |
| 2007-08 | 143 | 0 | 63 | 206 |
| 2008-09 | 126 | 48 | 120 | 294 |

*Clarifying Question:*

*MSDE QUESTIONS:*

2. *Please clarify the reliability of the reported incidence in Table 7.7 on page 188 per student population.*
3. *Please explain why the reported incidences (harassment and bullying) in Table 7.6 (page 186) are the same as the number of suspensions for those infractions on table 7.7 (page 188).*

*The responses to these questions can be found on pages 288-289.*

General Harassment and Bullying

The following interventions and support services are provided by school personnel to victims and offenders to address acts of bullying, harassment, or intimidation:

- Parent/student conferences
- Counseling with the professional school counselor, school psychologist, pupil personnel worker, professional school nurse or other appropriate professional staff
- Behavior contracts
- Positive behavioral supports such as functional behavioral assessments and behavioral intervention plans
- Support counseling for the victim
- Support counseling for the offender
- Support counseling for the bystander
- Social skills training (including role playing and behavioral rehearsal)

The system has also established an *ad hoc committee* to research "best practices" for implementing programs to prevent/reduce suspensions and expulsions for sexual harassment, harassment, and bullying. In addition, the district provides all professional school counselors with a copy of the *Pre-Referral Intervention Manual* in order to develop and implement interventions that serve the academic and behavioral needs of students, and pupil personnel workers (PPWs) have been trained in *Positive Behavioral Facilitation* (PBF), which is a process for understanding and appropriately intervening with and supporting students in changing their behavioral responses.

The school district has provided elementary school counselors with the research-based *Second Step: A Violence Prevention Curriculum*. Second Step is a curriculum that teaches children in grades Pre-K through 8 to reduce impulsive and aggressive behavior, resulting in an increased level of social competence. Counselors have been trained in the delivery of the curriculum for grades K-8.

All K-8 counselors have also been provided with the "Bully-Free Classroom Curriculum" that provides teachers with strategies to prevent bullying. All Walk-In Student Counseling and Family Support Centers are able to provide parents of students that are being bullied, or of students that are identified as bullies, with information and resources on student decision-making and anger management.

As an option/alternative to suspension, 11 schools participate in the Alternative to Suspension Program that allows school administrators and parents the option of sending students on short-term suspension to a partnering local community agency to learn decision–making skills, to receive mentoring and life skills training, and to reflect on their current circumstances in lieu of out-of-school suspension. This program is available to all students, including those who have committed "bullying/harassment" offenses.

### The Validity of Suspension Data

In SY2009, PGCPS migrated from the AS400 and SBSIS legacy systems and instituted SchoolMax® as the new Student Information System (SIS). This web-based system provides modules for recording and retrieving student data pertaining to enrollment, residency, grades, attendance, and discipline. After the activation of this system, staff across the district were trained on how to manipulate the various modules for inputting and retrieving data. Staff were directed to utilize SchoolMax® as the district's official repository of record for all student and school level non-testing accountability data.

Pupil Personnel Workers (PPWs), along with principals, were trained to access SchoolMax® to view suspensions on a daily basis for the purpose of identifying students in need of intervention. However, they encountered multiple complications in their efforts to interface with the system. Obstacles included system access (i.e. the late issuance of passwords), a cumbersome data entry interface, periodic system failure, and inadequate training. At the end of the year, it was determined that the number of suspension forms received by the PPWs and the number of suspensions reported in SchoolMax® were not the same, and that this data inconsistency among SchoolMax®, suspension forms, and student paper files is consistent with the findings from 2008 and 2009 MSDE audits, which found PGCPS to be in systemic noncompliance with federal and state requirements to provide students with disabilities a free and adequate public education. The finding of systemic noncompliance stemmed from the disproportionately high percentage of students with disabilities who had been suspended from school for more than ten days during SY2008 and SY2009.[5]

PGCPS has developed an improvement plan which, if implemented as designed, will bring the school system back into compliance with federal and state law and will eliminate inconsistencies and inaccuracies among data sources. Weekly conference calls are being held across multiple offices to identify and attempt to resolve challenges related to SchoolMax® system access, data capture and entry, and reporting. Participating offices and departments include the Division of Information Technology, the Office of Special Education, the Office of Pupil Personnel Services, the Department of Student Services, and the High School Consortium. Notwithstanding these definitive steps to improve the consistency and accuracy of suspension and expulsion data across multiple data sources, PGCPS cannot confirm the validity of the suspension data reported in tables 7.8 through 7.10 below for SY2009.

[5] Furthermore, MSDE found that the process used to carry out the suspensions systematically denied the affected students due process under state and federal law. The state also found that the maintenance of data related to the disciplinary removal of students with disabilities was both inaccurate and inconsistent across all reporting sources. As a result of the systemic findings of noncompliance, the school system was placed in corrective action by MSDE and, as a consequence, has had to develop improvement plans for both the 2008-09 and the 2009-10 school years. Significant segments of both plans are devoted to developing processes and procedures that will result in the accurate and consistent capture and reporting of student suspension data across multiple sources.

D. Based on the Examination of Suspension Data (Tables 7.8 - 7.10):

1. *Identify the system-wide strategies that are being used to prevent/reduce suspensions. If applicable, include the strategies that are being used to address the disproportionate suspensions among the race/ethnicity subgroups and between genders.*

| Table 7.8A Number of Students Suspended – In School – by Race/Ethnicity and Gender (Unduplicated Count) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| School Year | Enrollment | African American | American Indian/Alaskan Native | Asian | Hispanic | White | Male | Female |
| 2006-07 | 1101 | 912 | 5 | 9 | 127 | 48 | 755 | 346 |
| 2007-08 | 2447 | 2116 | 17 | 20 | 248 | 46 | 1435 | 1012 |
| 2008-09 | 2455 | 1946 | 6 | 22 | 401 | 80 | 1592 | 863 |

| Table 7.8B Percent of Students Suspended – In School – by Race/Ethnicity and Gender (Unduplicated Count) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| School Year | Enrollment | African American | American Indian/Alaskan Native | Asian | Hispanic | White | Male | Female |
| 2006-07 | 1101 | 82.8 | 0.5 | 0.8 | 11.5 | 4.4 | 68.6 | 31.4 |
| 2007-08 | 2447 | 86.5 | 0.7 | 0.8 | 10.1 | 1.9 | 58.6 | 41.4 |
| 2008-09 | 2455 | 79.3 | 0.2 | 0.9 | 16.3 | 3.3 | 64.9 | 35.2 |

| Table 7.9A Number of Students Suspended – Out of School – by Race/Ethnicity and Gender (Unduplicated Count) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| School Year | Enrollment | African American | American Indian/Alaskan Native | Asian | Hispanic | White | Male | Female |
| 2005-06 | 13598 | 11856 | 54 | 117 | 1141 | 430 | 9056 | 4542 |
| 2006-07 | 14104 | 12178 | 65 | 137 | 1378 | 346 | 9263 | 4841 |
| 2007-08 | 13014 | 11155 | 48 | 102 | 1396 | 313 | 8686 | 4328 |
| 2008-09 | 7720 | 6693 | 24 | 48 | 798 | 157 | 5086 | 2634 |

| Table 7.9B Percent of Students Suspended – Out of School – by Race/Ethnicity and Gender (Unduplicated Count) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| School Year | Enrollment | African American | American Indian/Alaskan Native | Asian | Hispanic | White | Male | Female |
| 2005-06 | 13598 | 87.2 | 0.4 | 0.9 | 8.4 | 3.2 | 66.6 | 33.4 |
| 2006-07 | 14104 | 86.3 | 0.5 | 1 | 9.8 | 2.5 | 65.7 | 34.3 |
| 2007-08 | 13014 | 85.7 | 0.4 | 0.8 | 10.7 | 2.4 | 66.7 | 33.3 |
| 2008-09 | 7720 | 87 | 0 | 1 | 10 | 2 | 66 | 34 |

1. *Identify the system-wide strategies that are being used to prevent/reduce suspensions. If applicable, include the strategies that are being used to address the disproportionate suspensions among the race/ethnicity subgroups and between genders.*

| Table 7.10: In-School and Out-of-School Suspensions by Most Common Offense Category | | | | | | |
|---|---|---|---|---|---|---|
| | In-School Suspensions | | | Out-of-School Suspensions | | |
| School Year | #1 | #2 | #3 | #1 | #2 | #3 |
| 2007-2008 | Classroom Disruption | Refusal to Obey School Policies | Fighting | Insubordination | Refusal to Obey School Policies | Classroom Disruption |
| 2008-2009 | Classroom Disruption | Loitering/Cutting Class/Truancy | Disrespect | Loitering/ Cutting Class/ Truancy | Fighting | Insubordination |

Tables 7.8A through 7.9B show the numbers and percentages of students suspended from PGCPS over the past four years by race/ethnicity and gender. The data show a steady increase in the overall number of suspensions between SY2006 and SY2008, then a sharp decline in suspensions for SY2009. Because of the challenges with the validity of the SY2009 data that were discussed in the previous subsection, the discussion of data tables in this subsection will be limited to data covering SY2006 through SY2008.

There are several patterns of note that can be found in data covering the past few years. First, from SY2006 through SY2008, the number of out-of-school suspensions has steadily and substantially declined, while at the same time, the number of in-school suspensions has steadily increased. This shift in the emphasis of suspensions corresponds with the institution of an In-School Suspension Program beginning in SY2007. Despite this shift from out-of-school to in-school suspensions, the overall number of students suspended has increased over the three-year time period. (See Table Q).

| Table Q. PGCPS Enrollment and Suspensions: SY2006-SY2009 | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Suspensions | | | In School Change | | Out-of-School Change | | Total Change | |
| Year | Enrollment | In-School | Out-of-School | Total | No. | Pct. | No. | Pct. | No. | Pct. |
| 2005-06 | 133,325 | N.A. | 13,598 | 13,598 | N.A. | N.A. | N.A. | N.A. | N.A. | N.A. |
| 2006-07 | 131,014 | 1,101 | 14,104 | 15,205 | 1,101 | N.A. | 506 | 3.7% | 1,607 | 11.8% |
| 2007-08 | 129,752 | 2,447 | 13,014 | 15,461 | 1,346 | 122.3% | -1,090 | -7.7% | 256 | 1.7% |

Second, African American students and male students are the two student subgroups that have been suspended disproportionately to their representation in the general student population. Between SY2006 and SY2008, African American students comprised between 74.2% and 76.3% of the school system's student population, yet approximately 86 percent of the students suspended. Similarly, during this same time period, male students represented 51 percent of the school system's student population, while almost two-thirds of the students suspended (See Tables Q-1 and Q-2).

| Table Q-1. PGCPS Enrollment and Suspensions by Race/Ethnicity: SY2006-2008 | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Enrollment | | In-School Suspensions | | Out-of-School Suspensions | | Total Suspensions | |
| Year | Race/Ethnicity | No. | Pct. | No. | Pct. | No. | Pct. | No. | Pct. |
| 2007-08 | Native American | 550 | 0.4% | 17 | 0.7% | 48 | 0.4% | 65 | 0.4% |
| | Asian | 3,804 | 2.9% | 20 | 0.8% | 102 | 0.8% | 122 | 0.8% |
| | African American | 96,230 | 74.2% | 2,116 | 86.5% | 11,155 | 85.7% | 13,271 | 85.8% |
| | White | 6,615 | 5.1% | 46 | 1.9% | 313 | 2.4% | 359 | 2.3% |
| | Latino | 22,553 | 17.4% | 248 | 10.1% | 1,396 | 10.7% | 1,644 | 10.6% |
| | Total | 129,752 | 100.0% | 2,447 | 100.0% | 13,014 | 100.0% | 15,461 | 100.0% |
| 2006-07 | Native American | 605 | 0.5% | 5 | 0.5% | 65 | 0.5% | 70 | 0.5% |
| | Asian | 3,805 | 2.9% | 9 | 0.8% | 137 | 1.0% | 146 | 1.0% |
| | African American | 98,774 | 75.4% | 912 | 82.8% | 12,178 | 86.3% | 13,090 | 86.1% |
| | White | 7,261 | 5.5% | 48 | 4.4% | 346 | 2.5% | 394 | 2.6% |
| | Latino | 20,569 | 15.7% | 127 | 11.5% | 1,378 | 9.8% | 1,505 | 9.9% |
| | Total | 131,014 | 100.0% | 1,101 | 100.0% | 14,104 | 100.0% | 15,205 | 100.0% |
| 2005-06 | Native American | 701 | 0.5% | | | 54 | 0.4% | 54 | 0.4% |
| | Asian | 3,904 | 2.9% | | | 117 | 0.9% | 117 | 0.9% |
| | African American | 101,746 | 76.3% | | | 11,856 | 87.2% | 11,856 | 87.2% |
| | White | 8,370 | 6.3% | | | 430 | 3.2% | 430 | 3.2% |
| | Latino | 18,604 | 14.0% | | | 1,141 | 8.4% | 1,141 | 8.4% |
| | Total | 133,325 | 100.0% | | | 13,598 | 100.0% | 13,598 | 100.0% |

| Table Q-2. PGCPS Suspensions by Gender for SY2006-SY2009 | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| School Year | Gender | Enrollment | | In-School Suspensions | | Out-of-School Suspensions | | Total Suspensions | |
| | | No. | Pct. | No. | Pct. | No. | Pct. | No. | Pct. |
| 2007-08 | Male | 66,557 | 51.3% | 1,435 | 58.6% | 8,686 | 66.7% | 10,121 | 65.5% |
| | Female | 63,195 | 48.7% | 1,012 | 41.4% | 4,328 | 33.3% | 5,340 | 34.5% |
| | Total | 129,752 | 100.0% | 2,447 | 100.0% | 13,014 | 100.0% | 15,461 | 100.0% |
| 2006-07 | Male | 67,096 | 51.2% | 755 | 68.6% | 9,263 | 65.7% | 10,018 | 65.9% |
| | Female | 63,918 | 48.8% | 346 | 31.4% | 4,841 | 34.3% | 5,187 | 34.1% |
| | Total | 131,014 | 100.0% | 1,101 | 100.0% | 14,104 | 100.0% | 15,205 | 100.0% |
| 2005-06 | Male | 68,211 | 51.2% | | | 9,056 | 66.6% | 9,056 | 66.6% |
| | Female | 65,114 | 48.8% | | | 4,542 | 33.4% | 4,542 | 33.4% |
| | Total | 133,325 | 100.0% | | | 13,598 | 100.0% | 13,598 | 100.0% |

## Suspension Reduction Task Force

In an effort to reduce suspensions, the Board of Education convened a Suspension Reduction Task Force during the past school year. The Task Force was charged with reviewing the wide array of school practices, policies, and best practices in order to recommend best practices and creative options for improving the district's approach to suspensions. The Task Force consisted of board members, community organizations, parents, principals (with representation from elementary, middle and high school levels), central administrative staff (especially student services areas) and the teacher's union. The Task Force was divided into three subcommittees: Code of Student Conduct, Discipline Review, and Research/Model Programs.

The findings of the Task Force indicated that keeping students actively engaged in learning is the best way to ensure a safe and orderly learning environment, and it is the best way to reduce suspensions and expulsions. In addition, out-of-school suspension has been proven to be ineffective in improving student behavior. Out-of-school suspension is disproportionately applied to African American and Latino students nationally, and to African American and male students in PGCPS. African American and male students are more likely to be suspended for minor offenses, such as disrespect or insubordination. Cultural competency training for teachers has been proven effective in reducing suspensions for infractions rooted in conflict over teacher's or school staff members' authority.

The Suspension Reduction Task Force recommended seven areas for the district to develop in order to create an integrated campaign for reducing suspensions and expulsions while improving school climate across the district. The recommendations include:

- Identify and expand successful prevention programs, both school-wide and targeted toward youth in need. These include Positive Behavior Intervention and Supports (PBIS), Character Education, and other programs.
- Improve procedures and practices to reduce suspensions and expulsions, including replicating successful models from within PGCPS, such as the Student Accountability Center at Bladensburg High School.
- Employ a range of alternatives to suspension designed to improve student behavior, educate the student, and ensure a peaceful environment at school. Alternatives begin at the classroom level (redirecting the student; contacting the parent); may include alternative consequences (cafeteria duty, after-school

detention, Saturday School, or alternatives designed for the particular student/infraction), and may include administrative changes or other supports (changing class schedule, counseling, community conferencing).

- Improve in-school suspension practices to include approaches to modifying student behavior and counseling, in addition to academic focus.
- Streamline the process of expulsion to ensure a speedy resolution and placement in alternative school where needed. Expand alternative school options to ensure students are in school even if they are not able to remain in the regular school environment.
- Revise the *Code of Student Conduct* both in content and in accessibility to promote positive student behavior and clarity of guidelines.
- Engage in system-wide change initiatives that provide training and opportunities for dialogue. Provide training in alternatives to suspension, cultural competency, classroom management, and security to promote strong and effective disciplinary measures that keep children in school.

In addition to the recommendations made by the Suspension Reduction Task Force, the school system's Division of Student Services routinely engages in a number of practices, programs, and strategies that are designed to improve both student behavior and the overall school climate. Improvement in both of these areas can lead to a substantial reduction in student suspensions and expulsions. The practices, programs, and strategies, pursued the division are presented below:

### Positive Behavior Facilitation (PBF)

All PPWs and their Instructional Supervisors received training on the five modules of Positive Behavioral Facilitation (PBF). Staff were trained on how to recognize the conflict cycle and how to intervene in student crisis; how to implement Surface Behavior Management Techniques; how to create healing environments in educational settings; and how to effectively communicate with students who are under duress. Upon completion of all five training modules, staff who received a satisfactory score on the PBF assessment was certified as a Positive Behavior Facilitator. A cohort of ten facilitators was selected to go to schools and train security staff, school counselors, assistant principals, and office staff in PBF. All PBF-trained PPWs are expected to apply their training in school settings on a daily basis.

### Systemic Monthly Meetings

Systemic monthly meetings were held to provide PPWs with current information regarding new laws, policies, procedures, and the work of special committees and/or task forces (e.g., Board of Education Suspension Reduction Task Force, Gay and Lesbian Student Taskforce) that may have been convened to address matters pertaining to student behavior. These meetings provide a forum in which data updates, best practices, case study reviews, and available local county government and system resources aimed at curbing student behavior thus could lead to suspension are shared. Various agencies and service providers, including community stakeholders from the Psychiatric Institute of Washington, Family Tree Resource, Department of Social Services – Child Protective Branch, Special Education, Mobile Crisis Unit, Homeless Office, Office of Appeals, Maryland Association of Pupil Personnel Services Conference provide presenters and critical information useful to linking students to community resources.

### Building Administrators Trainings

PPW Instructional Supervisors provided a series of trainings to building administrators on various aspects of student suspensions. The trainings were designed to raise administrative level awareness of and strong adherence to the system's goals in reducing suspensions and to familiarize principals with due process and reporting requirements associated with suspensions and expulsions. The initial training was held during the Principals' Summer Institute. Building administrators were advised on effective ways to use building-based PPWs to intervene

in behavioral crises, and were urged to employ all possible methods to ensure that students remain in school to the extent possible by instituting alternative interventions (i.e. interventions other than out-of-school suspensions that utilize the resources of the P-Team, professional school counselors, PPWs, mentors and mental health referrals) to modify aberrant student behavior. The follow-up November training focused on properly entering all suspension data into SchoolMax®, and extracting progress reports.

### Monthly Trainings

PPWs provided trainings to students, parents, and school-based staff on a monthly basis aimed at reducing student suspensions. Training topics included the Code of Student Conduct, reporting of suspension information, Positive Behavior Intervention and Supports (PBIS), Positive Behavior Facilitation (PBF), and effective use of prevention strategies found in the Pre-Referral Intervention and the Behavior Intervention Manuals.

### Pupil Personnel Transition Workers (PPTW)

Pupil Personnel Transition Workers served as intermediary staff between new PPWs and PPW Instructional Supervisors. They provide on-site technical assistance to building staff and assist building administrators upon request to resolve ambiguous cases along the side of a new PPW. PPTWs provide training, crisis intervention, and immediate and accurate interpretation of all pertinent state, federal, county, and school law (i.e. COMAR regulations) that may be appropriate in a particular situation.

### Positive Behavioral Interventions and Supports (PBIS)

PBIS is a system of research –based practices that support the reduction of behaviors that interfere with a student's ability to learn and that compromise school climate. PBIS is effective with students in grades K through 12. In SY2009, there were 62 PBIS schools funded by Title IV funds, and staff in the Office of Student Affairs/Safe and Drug-Free Schools project that an additional 22 schools that will begin implementation of PBIS in SY2010. PBIS services and supports to schools include training, coaching, staff/professional development, technical assistance, site visits, and on-going support from the Maryland State Department of Education, Sheppard Pratt, and John Hopkins University.

### Professional Counseling and Skilled Professional Intervention

Department of Student Services staff served on administrative leadership teams in each building to discuss student cases and to coordinate services for students in need. They continued to serve as Positive Behavior Intervention and Support (PBIS) coaches in their buildings, as well as information sources for considering alternative services for repeat offenders. Additionally, PGCPS employed over 20 licensed Social Workers as Pupil Personnel Workers. These personnel were knowledgeable of the Diagnostic and Statistical Manual of Mental Disorders (DSM IV) as well as how to write plans to address student/client needs. These skills were extremely useful in schools where students required counseling and/or skilled professional intervention.

### Character Education Programs

Research-based programs and those designated as a promising practice programs are supported and funded through Title IV, Part A. These programs include, but are not limited to, *Community of Caring*, *Second Step*, *Character Counts*, and the *Likona Model*.

### Alternative to Suspension

For a second year, PGCPS piloted the "Alternative to Suspension" Program. Students are placed at a local/community site in lieu of an out-of-school, unsupervised suspension, during which time the student is provided with life skills training, homework, mentoring, and is allowed time to complete a reflection component. Participating students have their suspensions expunged from their disciplinary records after successful completion of the

alternative placement. During SY2009, 57 students were referred to the program, an increase of 68.4% over the number of students referred during SY2008. All 57 students completed the program with only one (1) student documented as being subsequently suspended for another code violation – a 98.2% effectiveness rate with respect to repeat suspensions. PGCPS will seek to expand partnering agencies for the initiative in SY2010.

Student Intervention – Pupil Personnel Workers continued to implement components of the *Positive Behavior Facilitation*, *Check and Connect*, and other behavioral education programs which provide additional support to grade bands, student subgroups with high numbers of student suspensions. Ninth graders, 10th graders, African American students, and male students remain the subgroups needing the most support. Staff also assists with student advisories which provide services, information, and support to ninth grade students. PPWs also assisted with the identification of mentors for students in need.

Staff Supervision and Technical Assistance

In SY2009, the number of PPW Instructional Supervisors was increased in an effort to reduce the per supervisor caseload. In addition, instructional supervisors were instructed to spend at least half of each work day at a school with one of the school's assigned PPWs. This increased supervisory presence provided building-based PPWs with an opportunity to seek immediate guidance and assistance on work related matters, and provided supervisors with an opportunity to get an accurate snapshot of the workload of staff at a particular school site, insight into the practices employed by PPWs on a daily basis, and overall knowledge of the culture and conditions of schools. This increase in supervisory staff ultimately provided for a more efficient response to staff in crisis, students and parents needing guidance, as well as strengthening the partnership with central level staff and building administrators.

Psychological Services

The Office of Psychological Services provided consultation and counseling for students with emotional concerns and problems for issues such as bullying, harassment, gangs, crisis intervention and other support services. Staff also had a job target that focused in on early intervention. The office has an active trauma committee which presented workshops to PGCPS staff and at- risk students in six selected schools. These schools were part of the Prince George's Mental Health Initiative that operates in conjunction with the University of Maryland School of Psychiatry.

2. *Describe the changes or adjustments that will be made, along with the related resource allocations, to ensure sufficient progress. Include timelines where appropriate.*

Staff Restructuring

The school-based PPW model mandated that all middle and high schools be staffed one full-time PPW and elementary schools would share staff across three (3) sites. Due to budgetary constraints, the Office of Pupil Personnel Services experienced a reduction in force of 35 Pupil Personnel Workers. Therefore, in order to provide a continuum of services at the same rate of intensity this year, staff have been reassigned in a middle school cluster and high school support model. The first construct resembles a middle school cluster model. In this model, staff was assigned to a middle school and to additional elementary schools from which the majority of the students would feed into that middle school. This model is intended to provide an opportunity for staff to become intimately knowledgeable of families for a minimum of eight (8) years from kindergarten through 8th grade.

High School Support

In an effort to provide a higher quality of support to high schools while attempting to absorb a reduction of 35 PPWs, the Office of Pupil Personnel Services has implemented a staffing model that concentrates limited human resources in settings with the greatest need. Most high schools receive one resident PPW and receive the periodic support of

a floating PPW. High schools in school improvement, on the other hand, and those schools with the highest numbers of suspensions, receive two resident PPWs. In these high schools, one PPW is assigned to provide services to the ninth and tenth grade student populations, while the other services 11th and 12th grade students. In addition, while all PPWs are trained to accurately interpret system administrative policies, conduct independent investigations, provide guidance and information based on knowledge of the law, staff with greater experience will be assigned to schools with the highest numbers of students who are frequently suspended and/or expelled. In those instances where an experienced staffing assignment is needed but cannot be accommodated, the school system has hired 20 Pupil Personal Transition Workers to serve as floating coaches and to provide technical assistance to the resident PPW. In an extreme case where even more additional staff support is needed, the Department of Pupil Personnel will collaborate with the High School Consortium to provide the needed level of support. This new staffing arrangement will allow for proactive and consistent services to be provided to students who need the greatest level of intervention. Staff will work in conjunction with existing high school programs like advisories, ninth grade academies, and smaller learning communities to connect their efforts.

### Professional Development

According to Table 7.10, the categories with the most out of school suspensions include refusal to obey school policies (i.e., loitering, cutting class, and truancy), fighting and insubordination. To realize a reduction in student suspensions in these offense categories, a number of schools will be selected to participate in Positive Behavior Facilitation (PBF) training. Key staff who interface with students such as office and cafeteria staff, security, school counselors and administrators are recommended as key personnel to receive this training. These staff persons often observe students refusing to obey school policies and/or being insubordinate which often leads to out-of-school suspensions. Staff will learn how to diffuse rather than accelerate students in crisis which will ultimately lead to a reduction in the number of out-of-school suspensions.

***Resource allocation: $80,000***

For SY2009-10, the central focus of all PPW monthly training will be student intervention. Staff will receive a number of trainings on research-based best practices that have worked to reduce student suspensions and aid with school connectivity and overall student success.

***Resource allocation: $10,000***

### Student Intervention

PPWs will adhere to and ensure that administrators are aware of the new law (House Bill 660) that prohibits students from being suspended for truancy or class cutting. The Office of Pupil Personnel Services will initiate a system-wide bulletin that provides guidance on the adherence to this as well as any other legislation affecting school suspension and truancy practices.

Additionally, the *Code of Student Conduct* was amended to reduce the number of long-term suspension days from five to ten days (resulting in fewer suspension days for students). This will mean that all long-term requests and investigations must be conducted and completed in a much shorter period of time. PPWs were trained at the annual summer institute on this new change, and will work in conjunction with the High School Consortium to increase the level of awareness at the school level and to facilitate compliance with the amended policy.

All PPW staff assigned to high school ninth and tenth grade students will implement targeted and direct services to identify, monitor, and provide intervention for students demonstrating need, especially those repeat offenders (e.g., behavioral contracts, mentor contracts).

Staff Supervision and Technical Assistance

The Office of Pupil Personnel Services will maintain adequate supervisory support for school-based PPWs by decreasing the number of school-based staff in each supervisor's caseload (the current case load is 17 PPWs to one supervisor, down from the previous 25 PPWs to one supervisor ratio). This will enable staff to ensure all PPWs are adequately supported. Services to staff will include regular site visits, observations, evaluations, technical assistance, review of monthly reports, and critical data conferences to provide timely and appropriate feedback to staff and students. Supervisory staff will also maintain regular contacts with all new principals to ensure that the system's goals to reduce suspensions are clearly articulated and that these efforts are supported.

E. Based on the Examination of Programs and Services Coordinated with Community Mental Health Providers and Agencies to Support Students with Emotional and Behavioral Needs:

1. *Describe how the local school system coordinates programs and services with community mental health providers and agencies that provide services for students with personal and/or interpersonal needs (i.e., emotional and/or social needs) in order for these students to progress in the general curriculum.*

In coordination with the University of Maryland, PGCPS will continue participation in the Prince George's School Mental Health Initiative (PGSMHI). The purpose of the PGSMHI is to provide an integrated model of mental health services in the least restrictive setting, by developing a cost effective model that utilizes evidenced-based practices to provide a continuum of services to students with emotional/behavioral disorders who are at risk of attending non-public special education programs. In addition, an important goal for the school system to enhance the competency of school staff by providing emergency mental health services, on-going training, mentoring, and education on evidence-based practices and Individualized Education Program (IEP) team decision-making.

The system strongly encourages its high schools and middle schools to implement a Student Assistance Program (SAP). SAP is a school-based substance abuse intervention program designed to identify adolescents whose behavior, attendance, grades or other indicators identify them as being at-risk and/or have problems related to substance abuse. During SY2009, 18 secondary schools were trained to implement the SAP prevention/intervention initiative. Through the SAP process, at-risk students and their parents are referred to appropriate services and resources within the community that can provide the necessary assistance. Additionally, the SAP initiative is a partnership with the county health department, which provides assessments and counseling for identified students and also assists school-based teams with their program implementation.

The district also sustains five Walk-In Student Counseling and Family Support Centers that provide students and their parents with interventions such as: anger management, short term counseling, decision-making, alcohol/drug assessments and alcohol, tobacco and other drug prevention/intervention services. When necessary, students and parents are referred to appropriate community agencies for services and treatment. In SY2009, there were 1,089 student clients seen by the Walk-In Student Counseling and Family Support Centers, as compared with 883 student clients in SY2008.

The Office of School Health Services collaborates with the Prince George's Health Department to provide a coordinated response to health-related issues and conducted PPW trainings on the resources to be utilized for student referrals that may impact a student's full participation in instructional programs. The Office of Health Services has increased linkages between the school and other community organizations through the Prince George's County School Health Council. This is an umbrella advisory organization serving the Superintendent of Schools and the Health Officer of the Health Department. Its members consists of Prince George's County Public

Schools, Prince George's County Health Department, Prince George's Community College, the Council of PTA's, other community mental health and health resource agencies, representing components of a coordinated school health program model. Additionally, the Office of Home and Hospital Teaching provides continuity in the instructional programs for students with physical or emotional disabilities.

The Office of Pupil Personnel Services works collaboratively with the Department of Social Services, the Commission of Children Youth and Families, Youth Services, Psychiatric Institute of Washington and the Mobile Crisis Unit to both provide instruction to staff on social and emotionally related issues, while also serving as a resource for student referrals. The Department of Social Services and the Commission of Children, Youth and Families often provide classes to parents and other interventions on site or at the home of our constituents. The Office of Pupil Personnel Services serves as an intermediary to convey available resources as well as referrals through the Interagency Council, especially in cases where school attendance has been identified as the result, but where emotional and/or social issues serve as the root cause.

The Psychiatric Institute of Washington has often received county students and conducted full evaluations in cases of attempted suicide or ideations. The Mobile Crisis Unit provides on site assistance to schools with students in immediate crisis and also provides a one-time psychiatric evaluation.

# I.E.

# *Addressing Specific Student Groups*

# I.E
# ADDRESSING SPECIFIC STUDENT GROUPS
# CAREER AND TECHNICAL EDUCATION

1. *Describe the schools system's progress on the implementation and expansion of Career and Technical Education (CTE) Programs of Study within Career Clusters and the strategies for increasing CTE enrollees to become completers. Data points should include the number of enrollees, the number of concentrators, and completers.*

PGCPS offered students the opportunity to participate in 26 Career and Technology Education (CTE) programs within the ten Career Clusters established by MSDE across the school system's 25 high schools. As a result, 16,839 of the system's 39,839 high school students (or 42%) enrolled in one or more CTE-related courses. At the 12th grade level, 1,646 of 9,017 students (or 18.3%) enrolled in one or more of such courses.

PGCPS continues to make significant progress in program implementation. The system either met or exceeded the MSDE target benchmark in all categories except for the Algebra HSA. Even though PGCPS failed to meet the Algebra HSA performance target, it did exceed the system's 2006-07 Algebra HSA performance outcome by 8.8 percentage points. In addition, the graduation and completion rates for the Class of 2008 exceeded state performance targets, and more than half (57%) of CTE graduates were dual program completers – i.e. the students who completed at least three courses in a CTE program of study and who met the University System of Maryland admissions requirements (See Table R).

Table R: 2007-08 CTE- Performance Quality Index (PQI) Outcomes for PGCPS
*(Percent of Students)*

| Performance Standard | MSDE Targets | PGCPS Outcomes |
|---|---|---|
| Academic Attainment - HSA English | 44.88 | 45.70 |
| Academic Attainment - HSA Algebra | 39.25 | 32.25 |
| Dual Completion | n/a | 57.05* |
| Technical Skill Assessment | n/a | 37.57* |
| Completion | 87.77 | 99.01 |
| Graduation Rate | 98.82 | 99.32 |
| Placement | 62.19 | 72.07 |
| Non-traditional Participation | 45.96 | 50.28 |
| Non-traditional Completion | 20.65 | 32.44 |

* Baseline Year

2008 PQI data also revealed that over the three-year period from 2006 through 2008, overall improvement occurred in all but two program performance outcomes – i.e. the "placement" and the "non-traditional completion" outcomes. But even in these two categories, 2007-2008 performance exceeded both 2006-07 performance and the 2007-08 state performance standards (See Table R-1).

| Table R-1: Three-Year CTE-PQI Outcomes for PGCPS *(Percent of Students)* | | | | |
|---|---|---|---|---|
| Performance Standard | PGCPS Performance | | | 2008 MSDE Target |
| | 2006 | 2007 | 2008 | |
| Academic Attainment - HSA English | n/a | 19.46 | 45.70 | 44.88 |
| Academic Attainment - HSA Algebra | n/a | 23.54 | 32.34 | 39.25 |
| Dual Completion | 51.78 | 53.42 | 57.05* | n/a |
| Technical Skill Assessment | n/a | N/A | 37.57* | n/a |
| Completion | 95.39 | 83.54 | 99.01 | 87.77 |
| Graduation Rate | n/a | 98.82 | 99.32 | 98.82 |
| Placement | 77.38 | 61.30 | 72.07 | 62.19 |
| Non-traditional Participation | 46.07 | 45.96 | 50.28 | 45.96 |
| Non-traditional Completion | 46.07 | 19.46 | 32.44 | 20.65 |
| * Baseline Year | | | | |

Despite significant overall program improvements, there remains a need for further improvement within individual programs. For example, while 100% of completers in the Cisco Networking Academy met the English 2 HSA requirement and 77.78% of these same students met the Algebra HSA requirement, the percentage of completers in the Barbering/Cosmetology (28.57%), Business/Data Processing (38.61%), and Food Management programs (42.11%) who met the English 2 HSA requirement, and the percentage of completers in the Printing/Graphics (23.08%), General Office Clerk (27.04%), and Cooperative Career Education (27.39%) programs who met the HSA Algebra requirement, were below both county-wide CTE performance levels and state performance standards (see Figures 2 and 3 below).

Figure 2

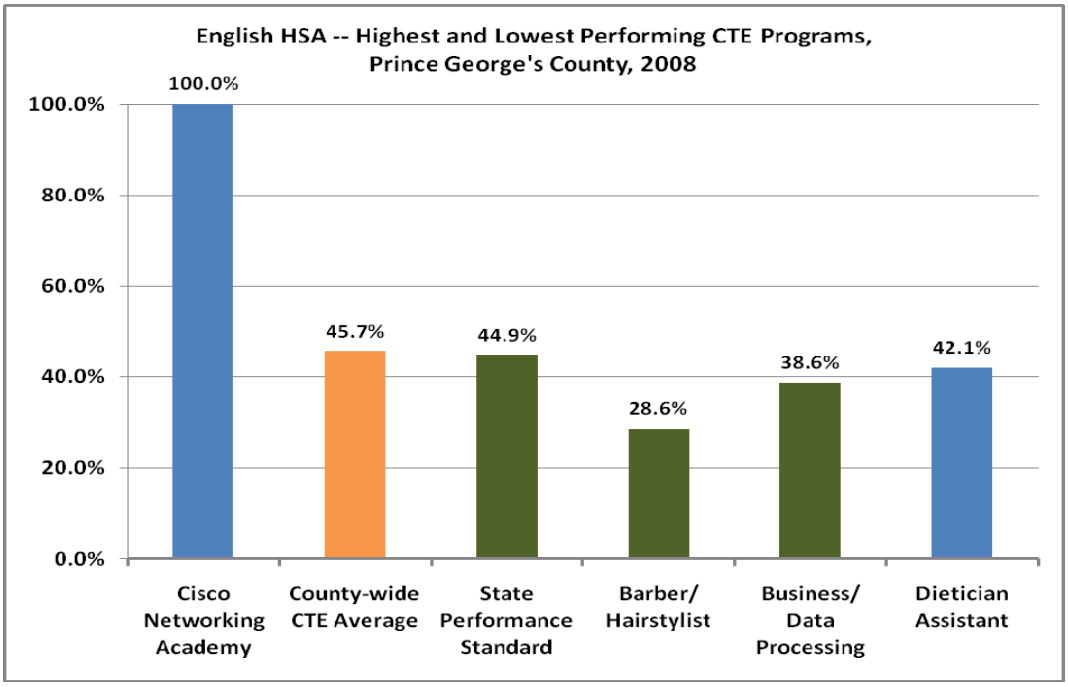
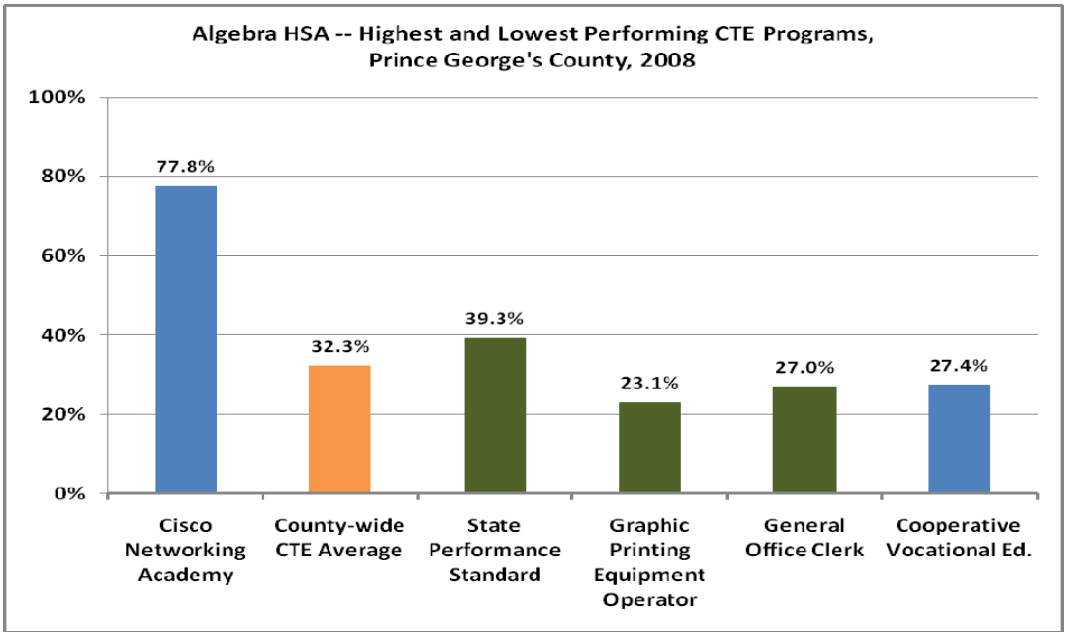
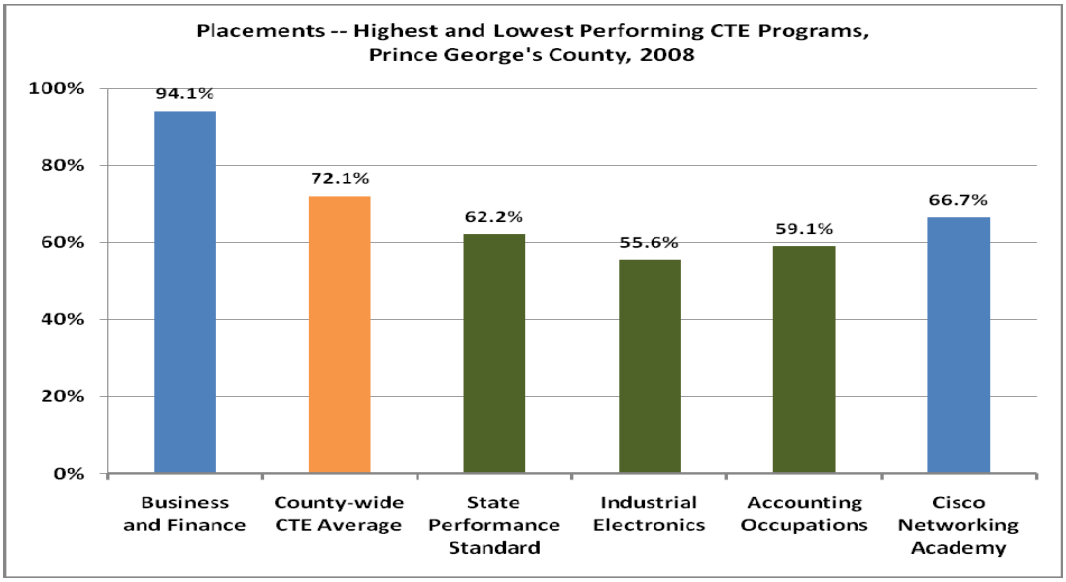


Figure 3




In addition, whereas 94.1% of the Business and Finance graduates found post-secondary placements, only 55.6% Electronics graduates, 59.1% of Accounting graduates, and 66.7% of Cisco Networking Academy graduates found post-secondary placements in their respective fields. The county-wide cross-program average for placements was 72.1%. The SY2010 Perkins Plan will reflect strategies to improve the placement percentages for graduates from programs that are below the county-wide placement average (see Figure 4).

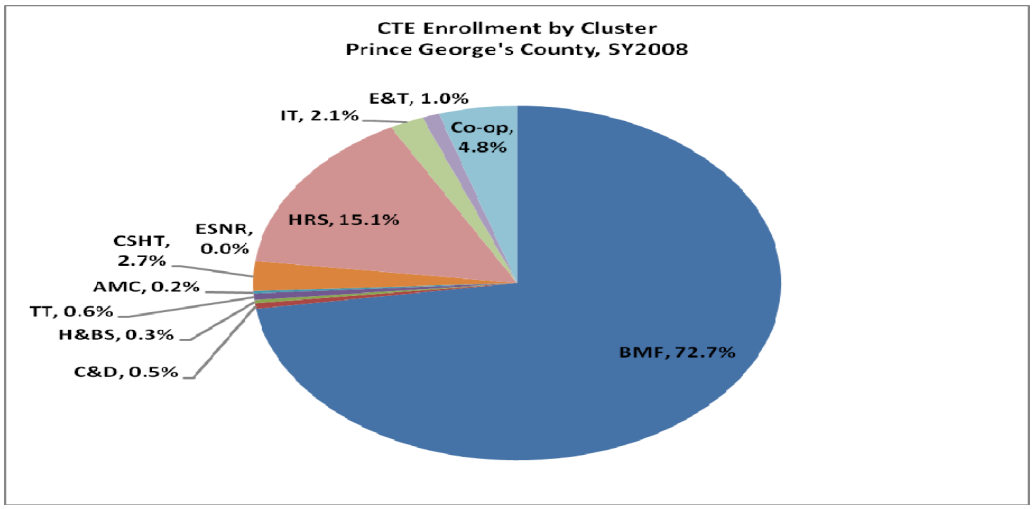
Figure 4




The lack of balance in student enrollment across programs also continues to be a major concern. Of the 16,839 students who were enrolled in CTE programs of study, 12,239 (or 73%) were enrolled in business programs. Student enrollment in other career cluster programs was disproportionately low, particularly in programs tied to other projected high growth industries such as information, engineering, and transportation technologies (3.7%

collectively), construction trades (0.5%) health (0.3%) and printing programs (0.2%). See Figure 5. While business programs are well represented in all 25 high schools, there is a need to increase the promotion of and access to other programs throughout the district. In order to do so, CTE has upgraded its website, developed a *Program of Study Guide* for distribution in the 2009-10, and established a closer working relationship with the Office of Professional Counselors to increase awareness of programs. These strategies are expected to increase student enrollment within many often overlooked programs.

Figure 5




## The Structure of Career and Technical Education in PGCPS

The PGCPS Career and Technical Education Department is organized into the following five general programmatic areas:

- Technical Academy Programs
- Experiential Learning Programs
- Business Education Programs
- Family and Consumer Sciences Programs
- Career Support Services (formerly Vocational Support Services)

All ten Maryland Career Clusters and attendant programs fall within one of these five general programmatic areas. In 2007-08, CTE continued to demonstrate success within each programmatic area.

## Technical Academy Programs

The curricula used in the Technical Academy programs continue to be rigorous, have established benchmarks, quarterly and summative assessments, and provide stud with experiences working in/out of lab settings. PGCPS enrollment data for the past three years is presented in (Table S below). Overall, student enrollment in the Technical Academy programs has increased by 39.7% from 2005-06 to 2007-2008, with the largest increases occurring in Engineering & Technology programs (+113 students) and Information Technology programs (+64 students). The Arts Media & Communication and the Construction and Development clusters also experienced student enrollment growth during the two-year period. (Note that the Consumer Services, Hospitality & Tourism Cluster has been moved from the Technical Academy programmatic area to the Family and Consumer Sciences area).

| Table S: PGCPS Technical Academy Enrollment by Career Cluster, 2005-06 through 2007-08 | | | | | |
|---|---|---|---|---|---|
| Career Cluster | 2005-06 | 2006-07 | 2007-08 | Inc. 2006-08 | % Inc. 2006-08 |
| Arts, Media and Communications | 45 | 34 | 55 | +10 | 22.2% |
| Construction and Development | 117 | 85 | 143 | +26 | 22.2% |
| Consumer Services, Hospitality & Tourism | 26 | 229 | 0 | n/a | n/a |
| Environmental & Natural Resources | 0 | 0 | 0 | n/a | 0.0% |
| Health and Biosciences | 50 | 45 | 41 | -9 | -18.0% |
| Information Technology | 85 | 99 | 149 | +64 | 75.3% |
| Engineering & Technology | 12 | 100 | 125 | +113 | 941.7% |
| Transportation Technologies | 134 | 118 | 106 | -28 | -20.9% |
| Total | 443* | 481* | 619* | +176 | 39.7%* |
| *Column totals exclude Consumer Services, Hospitality & Tourism Cluster data. | | | | | |

Approximately 215 Technical Academy students sat for technical skills assessments with 170 (75%) passing their assessments. This success rate exceeded the projected targeted goal of 37.6 % in efforts to establish first year baseline data in 2007-08. In 2008-09, CTE staff initiated the process to establish technical skills assessments in 2009-10 for other non-Technical Academy programs such as food and beverage management, child development, Teacher Academy, and lodging management

In addition, CTE staff continued to upgrade software, purchase materials of instruction and teacher resources for the Construction and Development, Architectural Drafting and Design, Information Technology, Automotive Technology, Auto Body Repair, Nursing, and the Publishing and Graphics Technical Academy programs.

Finally, enrollment in Project Lead the Way (PLTW), which is being implemented at Charles Herbert Flowers, Northwestern, DuVal High Schools and Ernest Everett Just Middle School, continued to increase each year since the program's inception, from 26 in 2004-05 to 132 in 2007-08.

## Experiential Learning (Cooperative Education & Diversified Occupations)

The mission of Experiential Learning is to provide a comprehensive program for CTE-enrolled students that will facilitate the successful transition directly from school to career or into postsecondary education. In 2007-08, 1,579 students were placed in paid and unpaid work-based experiential learning experiences across the ten Maryland career clusters, an increase of 534 student placements (+51.1%) over the 2005-06 number of placements (see Table T). Work-based learning students earned a total of $3,374,752.25 in gross earnings. The program was offered in 23 high schools.

| Table T: Enrollment in Work-Based Learning Activities, 2006-07 through 2007-08 | | | | |
|---|---|---|---|---|
| 2005-06 | 2006-07 | 2007-08 | Inc. 2005-06 – 2007-08 | % Inc.2005-06 – 2007-08 |
| 1,045 | 1,250 | 1,579 | +534 | +51.1% |

Approximately 730 employers from private industry and government agencies completed MSDE questionnaires to assist in preparing PGCPS work-based learning students to be productive and successful in the transition from school to careers. The 2008 data results are as follows:

- 97.8% of the work-based learning students learned new job skills with average or less than average instruction;
- 96.8% of the work-based learning students met or exceeded minimum job requirements at the time of employment/placement;
- 96.8% of the work-based learning students met or exceeded minimum job requirements for workplace readiness skills at the time of employment/placement; and
- 97.3% of the work-based learning students met or exceeded minimum job requirements for Skills for Success at the time of employment/placement.

### Cooperative Education

The Cooperative Career Education program continues to provide CTE students with work-based learning experiences that connect their high school classroom experiences to workplace skills and competencies. Work-based learning students are required to have a *Training Plan* that includes a job description, a list of tasks to be performed, competencies relevant to each task, and a quarterly evaluation form to be completed by the supervisor. Many students work in companies that hire a large number of students and that make a strong commitment to developing a variety of work assignments that expose students to different aspects of the organization. Other students work in individually developed placements where they can explore specific interests in careers such as culinary arts, engineering, or technology. Still others have regular paid jobs where there is less time to focus on developing student skills and career interests.

During 2007-08, the Cooperative Career Education Program was redesigned to reflect the Career Research and Development (CRD) model as required by MSDE. The new model has been approved by the Superintendent and by MSDE for implementation in 2009-10. Students enrolled in the CRD program will be required to complete a career portfolio, a senior project, and a paid or unpaid work-based learning experience that includes a minimum of 270 hours. CRD could not be implemented in 2008-09 because MSDE did not grant approval until late August 2008. However, CTE initiated the planning and training process to ensure schools and staff were prepared to implement the new CRD model in 2009-10.

### Business Education

CTE staff made four new business related programs of study options available for students at all high schools. In doing so, PGCPS program offerings are now aligned with the Business Management and Finance career cluster programs as recognized by MSDE. The implementation of these new programs of study is expected to have a temporary adverse impact on student enrollment in business education. This is attributed to the fact that several out-of-dated courses are no longer recognized by MSDE; thus forcing PGCPS to drop these course offerings. The impact of these changes is reflected in Table U.

Table U: Business Management and Finance Career Cluster Enrollment Data, 2005-06 to 2007-08

| Programs of Study | 2005-06 | 2006-07 | 2007-08 | Change 2005-06 to 2007-08 | % Change 2005-06 to 2007-08 |
|---|---|---|---|---|---|
| Academy of Finance | 375 | 382 | 173 | -202 | -53.9% |
| Accounting | 1,176 | 1,164 | 1,037 | -139 | -11.8% |
| Business Administrative Services | 11,631 | 10,837 | 10,661 | -970 | -8.3% |
| Business Management and Finance (new position for 2009-10) | 0 | 0 | 0 | n/a | n/a |
| Marketing Management | 193 | 140 | 368 | +175 | +90.7% |
| Total | 13,375 | 12,523 | 12,239 | -1,136 | -8.5% |

Despite having the largest enrollment by far of all CTE program areas – i.e. 73% of all CTE program enrollments – enrollment in Business and Finance Cluster programs decreased by 8.5% from the 2005-06 school year to 2007-08. The largest enrollment decline was in the Business Administrative Services Program (-970 students), while the largest percentage decline was in the Academy of Finance Program (-53.9%). The enrollment decline in the Accounting Program was also significant (-139 students or -11.8%), but enrollment increased substantially in the Marketing Management Program (+175 students or +90.7%). The enrollment decline in the Business Administrative Services Program can be partially attributed to the realignment of programs and courses within the cluster, and the elimination of out-dated, non-effective courses, particularly in the Business Administrative Services Program, over the previous two academic years. The reduction in Academy of Finance Program enrollment reflects the need to build capacity within several school-based programs.

Business Education experienced a 99.24% (654) graduation rate out of 659 program completers in 2008. These programs continued to produce the largest number of CTE program graduates.

Family and Consumer Sciences

Human Resource Services/Education and Training

The Maryland Academy for Teacher Education is a Career and Technology Education instructional program was implemented for the first time in 2007-08 with 25 students. An articulation agreement exists with Towson University, whereby students who complete the program of study will earn three college credits. A similar agreement is pending with Prince George's Community College which will provide students with four credits upon program completion in 2009-10.

Over 200 students completed the program of study for Early Childhood Education. These students earned hours toward the 90-clock hour Senior Staff certification and obtained six articulated credits to be used once enrolled in Prince George's Community College.

Consumer Services Hospitality and Tourism

*Food and Beverage Management*

Over 300 students were enrolled in the ProStart – Hospitality Management Program. Seven ProStart schools competed in a state-wide competition sponsored by Maryland Hospitality Education Foundation under the umbrella of the National Restaurant Association. Twelfth grade students in the program participated in work-based experiences in food establishments and senior centers in the area. Students also provided catered nutritious meals and catered school sponsored events in their high schools. Culinary Arts students participated in the SkillsUSA competition and several school catering events during the school year. Students at Bladensburg HS held a special Thanksgiving luncheon for homeless citizens identified by Prince George's County Department of Social Services.

*Careers in Cosmetology, Barbering*

Ninety seniors took the exam for Maryland State Boards for Cosmetology Licensure, 40 for Barbering. To date, we are aware of 100 students who have passed the exams. Unfortunately, more definitive information is not available because results are sent directly to students after graduation. Data displayed here are the result of teacher follow up feedback from students. (See Table V)..

Table V: CTE Family and Consumer Sciences Programs Enrollment Data, 2005-06 to 2007-08

| Career Cluster/Program of Study | 2005-06 | 2006-07 | 2007-08 |
|---|---|---|---|
| Cosmetology | 162 | 159 | 168 |
| Barbering | 61 | 66 | 49 |

| Table V: CTE Family and Consumer Sciences Programs Enrollment Data, 2005-06 to 2007-08 | | | |
|---|---|---|---|
| Career Cluster/Program of Study | 2005-06 | 2006-07 | 2007-08 |
| Culinary Arts | 31 | 26 | 43 |
| ProStart/Hospitality Management | 62 | 234 | 368 |
| Early Childhood Education | 3,276 | 2,742 | 2,849 |
| Teacher Academy of Maryland | N/A | N/A | 25 |

### Career Support Services (formerly Vocational Support Services—VSS)

The Office of Career and Technical Education has an obligation to provide programs that are accessible and inclusive of all students regardless of race, ethnicity, gender, language barrier, and physical or emotional challenges. The Career Support Services (CSS) Program (formerly Vocational Support Services or VSS) worked collaboratively with staff to ensure all students had equal access to CTE programs. In additional, the CSS Program provided support services to individual CTE programs, teachers, special educators, professional school counselors, local colleges, business community, parents, and other stakeholders to ensure that students in special populations had equitable access to enroll and succeed within CTE programs.

CSS program staff were involved in the following activities: a) participated in the interviewing process to ensure access for all students; b) recruited, with an emphasis on non-traditional students; c) referred students to a continuum of programs and interventions to address their academic and technical learning needs; d) developed strategies and participated in monthly professional development opportunities with special education staff to expand opportunities for students with disabilities; and e) provided Career Development activities to 200 high school and recent high school graduates to assist in their efforts to make a seamless transition from secondary to postsecondary opportunities.

Disaggregated data show special populations (special needs, disadvantaged, LEP) exceeded state averages in secondary completion, graduation rates, and under-represented non-traditional enrollments. (See Table W). Further analysis show that students identified as disadvantaged and LEP exceeded most performance indicators with the exception of mathematical academic attainment, and were slightly below the state average in the technical skills performance assessment. Special needs students were well below the state average in English and Math academic attainment, Data on these students' performance on the technical skills assessment and program completion were unavailable.

| Table W: CTE PQI Performance Results of Special Populations, 2007-08 | | | | |
|---|---|---|---|---|
| Indicators | Special Needs | FARMS | LEP | 2008 State Average |
| Academic Attainment—HSA (English) | 9.73 | 36.59 | 45.05 | 33.38 |
| Academic Attainment—HSA (Math) | 3.54 | 26.90 | 35.36 | 35.73 |
| Technical Skills | n/a | 20.41 | 29.41 | 26.99 |
| Secondary Completion | 99.14 | 98.64 | 98.93 | 95.11 |
| Graduation | 99.14 | 99.41 | 98.92 | 97.87 |
| Secondary Placement | 78.26 | 80.43 | 80.00 | 80.57 |
| Under-represented students/non-traditional programs-enrolled | 67.08 | 47.74 | 50.95 | 44.61 |
| Under-represented students/non-traditional programs completed | n/a | 25.71 | No Data | 18.89 |

2. *What actions are included in the Master Plan to ensure access to CTE programs and success for every student in CTE Programs of Study, including students who are members of the special populations?*

### Access to CTE Programs

While students do not transition directly from middle school into CTE programs in grade 9, several strategies have been adopted to inform students of CTE program opportunities at the high school level.

- Information on CTE programs of study is made available to all students, faculty, teachers, counselors, and support staff through Administrative Procedure 6150. This handbook provides a brief description of programs of study along with course requirements;
- The Office of Career and Technology further recognizes the need to further educate the broader community on the availability and benefits of CTE programs within PGCPS; and
- A communications plan advertising the availability and benefits of CTE programs within PGCPS will be targeted at the broader Prince George's community. Implementation has begun, and will include the revitalization of the website, the publishing of brochures for each career cluster, quarterly newsletters, and the promotion of programs at both the middle and high school levels.

In addition, the Office of Career and Technical Education and the Office of Professional Counselors will collaborate to establish a career advisement system starting at the middle school level to assist students with their academic and career decision-making processes. The career advisement system will introduce students to career clusters and programs of study through the development of Individual Learning Plans (ILPs). While this tool is already accessible to students, CTE staff and Counselors have not determined how to make this process serve the needs of both entities. It is anticipated that ILPs will be reviewed on an annual basis throughout high school to ensure they remain up-to-date. There is also a recognized need for a more integrated career assessment tool that could be used as a linkage between middle and high school transition. This information will be used to further assist students in course selection and career decision-making.

Goal 5 of the Master Plan describes the system's plan to use college-ready assessments in preparing students to make a successful transition into post-secondary education. CTE staff will ensure that participating students are directed and encouraged to participate in all available college-ready assessment activities provided by PGCPS, including enrollment in PSAT, SAT, AP, and IB. As such, the existing college-ready assessment consists of the following initiatives:

1) Increased Advanced Placement offerings in all high schools - CTE staff will support advanced placement programs by providing instructional assistance in all CTE classrooms.
2) The PSAT is coordinated through the PGCPS Department of Test Administration. Through College Board Testing, the PSAT or National Merit Scholarship Qualifying Test (NMSQT) is provided for CTE concentrators and completers preparing to take the SAT II or SAT I. PGCPS incurs the cost for students taking the PSAT test.
3) SAT Prep is offered through PGCPS' Channel 96 TV. Through this medium CTE students can improve their scores by learning to work the types of problems on the test. SAT Prep for the math and verbal sections of the SAT is offered at various times on Channel 96 TV. SAT preparation courses are also available to students during the regular school year.
4) Summer School is offered to rising seniors who have failed at least two or more HSA subject areas the opportunity to pass during the summer.

### College and Career Readiness

CTE staff use a variety of strategies to prepare and follow-up with students who are in need of remediation based on college-ready assessment test scores to help eliminate the need for remediation after enrollment at the community college. In addition, CTE staff will review and monitor student academic performance on a quarterly basis to identify deficient and/or low performing students in the reading/language arts and mathematics core subject areas. CTE staff will also review English 2 HSA and mathematics test results and use data to encourage students

to take advantage of available HSA Bridge preparatory initiatives. Specific college and career preparatory strategies include:

1) Accuplacer is used to determine the strengths and weaknesses of students applying to Prince George's Community College. Students identified in CTE programs will be administered the Accuplacer exam to determine the academic strengths and needs. Those students scoring below proficient levels will participate in various interventions (i.e. summer enrichment programs) to develop academic skills.
2) Extended Learning Opportunities -- Extended Learning Opportunities (ELOs) offer after school and Saturday classes that provide targeted instruction in core academic areas, as well as enrichment opportunities in CTE to prepare students for postsecondary experiences.
3) Students will successfully earn industry certifications and licenses to validate technical skills attainment. Preparation for technical skills attainment is integrated into classroom curricula to ensure students are adequately prepared for assessment at the conclusion of programs. Technical skills assessments will be available in all CTE programs where appropriate.
4) CTE students will be encouraged to graduate as dual completers, i.e. meeting both industry entrance requirements and the University of System of Maryland admissions requirements. All programs are a sequence of courses that are aligned with both industry and postsecondary opportunities.
5) Students will successfully transition into a 2- or 4-year college, apprenticeship, professional school, or gainfully employment in a field related to a program of study. Results of the follow up survey, letters of acceptance prior to graduation, and hires will be used to substantiate student transition. The Individual Learning Plan will be used to assist them in developing a plan of action for transition from high school.
6) Students from under-represented populations (gender, ethnic, etc.) are aggressively pursued to enroll in non-traditional programs of study. Enrollment data will be used to substantiate student participation in non-traditional career fields such as construction trades, automotive technology, health, pre-engineering, and information technology.
7) Students from special populations (special needs, LEP, disadvantaged, teen parents, etc.) are afforded the opportunity to excel in all programs of study. CTE staff will establish linkages with intradepartmental stakeholders (Alternative Education, Special Education, Counselors, and Support Services) to ensure students from diverse populations are directed and encouraged to enroll in programs of study. Enrollment data will be used to substantiate the level of participation by students from special populations as defined by MSDE.

PGCPS established the Office of Higher Education Partnerships to assist in the development and renewal of articulation and/or transcript credit agreements on a system-wide level. CTE staff are collaborating with this Office to review and discuss procedures for renewal of outdated agreements. CTE staff are currently working to initiate 14 articulation agreements of which four have been updated, three are pending approval, and seven are being updated. The intent is to use articulation agreements to align as many programs as possible with Prince George's Community College, Montgomery College, Towson University, and Community College of Baltimore County.

# I.E
# ADDRESSING SPECIFIC STUDENT GROUPS
# EARLY LEARNING

Table 8.1 indicates that the percent of children entering kindergarten fully ready for learning increased by nine percentage points from 62% in SY2008 to 71% in SY2009, and 23 percentage points since SY2005. The Physical Development and Health domain has been the strongest for PGCPS students, increasing from 67% to 82% during the five-year period. The percent of students evaluated at fully ready in the domain of Language and Literacy increased by 18 percentage points between SY2005 and SY2009, from 41% to 59%. Although the percent of students at fully ready has consistently been the lowest in the Scientific Thinking domain, the greatest five-year increase is in this domain (32 percentage points). The percentage of students fully ready in Social Studies increased by 26 percentage points and in the readiness rate in the Arts increased by 11 percentage points during the same period.

Table 8.1: Percentage of All Kindergarten Students at Readiness Stages

| | % Fully Ready | | | | | | | | % Approaching Readiness | | | | | | | | % Developing Readiness | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SP | LL | MT | ST | SS | TA | PD | Composite | SP | LL | MT | ST | SS | TA | PD | Composite | SP | LL | MT | ST | SS | TA | PD | Composite |
| 2004-2005 | 57 | 41 | 39 | 25 | 34 | 64 | 67 | 48 | 33 | 44 | 43 | 52 | 50 | 31 | 29 | 43 | 10 | 16 | 17 | 22 | 16 | 6 | 4 | 10 |
| 2005-2006 | 58 | 44 | 41 | 27 | 36 | 67 | 71 | 51 | 33 | 42 | 43 | 51 | 47 | 28 | 25 | 39 | 9 | 15 | 16 | 22 | 17 | 5 | 4 | 9 |
| 2006-2007 | 61 | 48 | 49 | 40 | 44 | 69 | 73 | 59 | 30 | 39 | 38 | 46 | 44 | 25 | 23 | 34 | 8 | 13 | 14 | 14 | 12 | 5 | 4 | 7 |
| 2007-2008 | 63 | 50 | 49 | 44 | 49 | 73 | 76 | 62 | 30 | 39 | 39 | 45 | 43 | 24 | 21 | 33 | 7 | 11 | 12 | 10 | 8 | 3 | 3 | 5 |
| 2008-2009 | 67 | 59 | 62 | 57 | 60 | 78 | 82 | 71 | 26 | 32 | 30 | 35 | 33 | 19 | 15 | 24 | 7 | 9 | 8 | 8 | 7 | 3 | 2 | 4 |

Data displayed in Table 8.2 reflect that children who attended PGCPS pre-kindergarten programs before entering kindergarten showed an 11-point increase in readiness in Language and Literacy and a 18-point increase in readiness in Mathematical Thinking from 2005 to 2009. Data reflect that 66% of the kindergarteners with Pre-kindergarten experience were fully ready in Language and Literacy, while in 2004-05 48% of all kindergarteners were fully ready in the same domain. In Mathematical Thinking, 69% of the kindergarteners with pre-kindergarten experience were evaluated as fully ready.

| Table 8.2: Percentage of Kindergarten Students with Previous Prekindergarten Experience | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | % Fully Ready | | | | % Approaching Readiness | | | | % Developing Readiness | | | |
| | LL | | MT | | LL | | MT | | LL | | MT | |
| 2004-05 | 48 | | 46 | | 43 | | 43 | | 10 | | 12 | |
| 2005-06 | 51 | | 51 | | 39 | | 39 | | 9 | | 11 | |
| 2006-07 | 56 | | 56 | | 36 | | 35 | | 8 | | 9 | |
| 2007-08 | 57 | | 56 | | 36 | | 37 | | 6 | | 7 | |
| 2008-09 | 66 | | 69 | | 29 | | 27 | | 5 | | 4 | |

The percentage of African-American kindergarteners at fully ready increased by 9 percentage points in SY2009, increasing from 64% in SY2008 to 73% in SY2009. (See table X). The percent of American Indian students at fully ready showed the greatest four-year increase (38 percentage points). There was a 26-point increase in the percent of FARMS students who were fully ready to meet the challenges of school. The percent of Limited English Proficient students who were evaluated at fully ready increased from 33% in 2005 to 47% in SY2009 (14 points). There was a 30-point increase of Hispanic students who were fully ready for school, increasing form 35% to 65%. The percent of special education students at fully ready reflected a three-percentage point increase during the five-year period. In addition, the readiness rate for this subgroup is significantly lower than the readiness rate for all other subgroups.

| Table X: Percent of Kindergarten Students at *Fully Ready* by Sub-Group, 2005 – 2009 | | | | | | |
|---|---|---|---|---|---|---|
| Subgroup | 2005 | 2006 | 2007 | 2008 | 2009 | 4-Year Change |
| All Students | 48 | 51 | 59 | 62 | 71 | 23 |
| American Indian | 43 | 66 | 70 | 73 | 81 | 38 |
| Asian | 53 | 57 | 64 | 69 | 79 | 26 |
| African American | 50 | 54 | 61 | 64 | 73 | 23 |
| White | 57 | 56 | 64 | 69 | 73 | 16 |
| Hispanic | 35 | 39 | 49 | 54 | 65 | 30 |
| Special Education | 41 | 34 | 32 | 34 | 44 | 3 |
| Limited English Proficiency | 33 | 39 | 45 | 52 | 47 | 14 |
| FARMS | 43 | 46 | 55 | 58 | 69 | 26 |

## *A. Based on the examination of 2008-2009 MMSR Kindergarten Assessment Data (Tables 8.1 and 8.2):*

1. *Describe the school system's plans, including any changes or adjustments that will be made, for ensuring the progress of students who begin kindergarten either not ready or approaching readiness as determined by the Maryland Model for School Readiness Kindergarten Assessment.*

### Curriculum Modifications

The following enhancements to the instructional program will be implemented:

- Skills identified as part of the MMSR assessments were highlighted in the Curriculum Framework Progress Guides for R/ELA, Mathematics, Science and Social Studies so that teachers could closely observe the progress of targeted students on school readiness skills.
- MSDE's seven standards indicators for geometry, algebra patterns and functions, measurement, and numeration will continue to be embedded in the curriculum Framework Progress Guides (CFPG) for kindergarten. Beginning this year, lessons will highlight these skills as a focus.
- Lesson differentiation strategies will be incorporated in the Kindergarten curriculum to support classroom teachers in meeting the needs of ELL, special education students, and other students struggling with mathematics, science, and social studies achievement.

- Kindergarten students with an IEP will receive co-teaching in the general education class, and small group "pull-out" services. These students will also have consultation services or a combination of co-teaching and "pull-out" services to meet individualized needs, as needed.

### Professional Development

- Elementary Science will hold trainings that focus on scientific inquiry and the MMSR in the kindergarten classroom.
- R/ELA held balanced reading training for new Kindergarten teachers and will continue to work with reading specialists to insure that Kindergarten teachers have support with collaborative planning and reading strategies.
- Through the district initiative with the *Institute for Learning*, teachers and administrators were trained on developing tasks and asking questions to students that have a higher cognitive demand. Rich tasks involve students with more thinking and reasoning than an activity that is rote in nature. The expectation is that the teacher and administrator will in turn train teachers, including kindergarten, within their building.
- Social Studies will provide lessons that reinforce reading strategies to support new readers.
- Curriculum and Instruction will sponsor a summer institute in collaboration with ESOL and Special Education for all Kindergarten teachers to review the readiness skills of MMSR, strategies for delivering the curriculum, observing and noting the advancement of students in the Kindergarten classroom. This institute will be ongoing for next summer and expanded to the PreK level for those teachers to provide increased support to students.
- Early Childhood Special Education will provide professional development training in specific domains areas of MMSR.
- Early Childhood Special Education will continue trainings to address social emotional competencies with Pre-K and Kindergarten general and special educators.

Special Education will employ the use of Universal Design of Learning (UDL) Support Teachers to provide new and novice special education teachers, including kindergarten special educators. Emphasis will be placed on how to apply the principles and strategies of universal design to enhance differentiated lesson planning and increase students' access to the learning process.
***Allocation: $150,000** (Cost of software products)*

### Special Education Interventions

The Special Education Department will continue to implement research based instructional intervention programs for kindergarten.

- Imagination Station, a web based reading intervention program, will help improve children's readiness skills in listening, speaking, reading and writing.
- Moving with Math, a supplemental mathematical intervention to help strengthen readiness skills related to mathematical thinking and application.
- Instructional strategies from Houghton Mifflin's reading services will be utilized to highlight, strengthen and generalize readiness skills in science and social studies.

Instructional accommodations and adaptations, as appropriate, will be utilized to afford students' access to kindergarten curriculum content with emphasis on expanded MMSR/VSC indicators.
***Allocation: $31,100***

Title I Programs

Waterford – *Waterford* will continue to be implemented in kindergarten in Title I schools. This program is a research-based approach to helping students learn vocabulary and has proven effective in developing reading skills for at risk and ESOL students.

Whiteboard Technology – Interactive whiteboard technology was purchased to enhance the delivery of instruction and to maximize student engagement in the learning process in Title I schools. This technology is available in all 1,600 instructional areas in the Title I schools.

*Allocation: $515,000*

2. *What are the school system's plans to work with other early childhood partners/programs (i.e., Preschool Special Education; Head Start; Child Care Programs) to ensure that children are entering school ready to learn?*

The system plans to work with the Early Childhood Instructional Support Team, consisting of special educators and general educators, was established to provide indirect and direct support to preschool children and school teams across programs in a variety of settings. Implementation of a curriculum identified to meet MSDE early childhood standards, MD Social Emotional Early Learning (SEFEL) training for selected preschool and instructional staff to address challenging behaviors of preschool children. In addition, professional development training opportunities for community child care providers will be offered to promote school readiness, collaboration between special education and general education, along with interagency collaboration with public and community partners are important components in addressing the needs of young children and families in Prince George's County.

*B. Based on the examination of the 2008-2009 Public Prekindergarten Enrollment Data (Table 8:3)*

1. *Please verify the accuracy of the Public Pre-kindergarten enrollment data for school year 2008-2009.*

Pre-K enrollment as of September 2008 was 4,074 income eligible children and 190 above income children. These numbers include approximately 200 children receiving IEP services. Actual enrollment numbers are monitored monthly through direct communication with individual school registrars. Figures are also compared with the Office of Pupil Accounting. Enrollment information for accuracy and monitoring as described previously on a monthly to bimonthly basis.

2. *Describe the policies and practices put in place to ensure the enrollment of all eligible children into the Public Pre-kindergarten Program as described in COMAR 13A.6.02.*

Extensive training is provided to school registrars to ensure that approved policies and procedures are followed to ensure all eligible children have access to the Pre K program. Policies and procedures are aligned to support COMAR regulations for program implementation. Trainings related to enrollment procedures are provided regionally and all schools are asked to send their registrars and an additional school representative to these trainings. Early childhood instructional staff is assigned to individual schools to support registration policies and procedures. Information is also shared with administrative staff, including the Superintendent and his administrative team and the Legal Office to ensure policies and procedures meet the requirements of COMAR 13A.6.02. In addition to staff development, the Early Childhood Program partners with Food Services to share Pre K information with eligible families through the practice of joint distribution of program information. Two mass mailings to identified community partners are done in July and August, requesting that they share program information as appropriate.

# I.E
# ADDRESSING SPECIFIC STUDENT GROUPS
# GIFTED AND TALENTED PROGRAMS

1. *List the goals, objectives, and strategies for the Gifted and Talented Program student identification and services along with the progress made in 2008-2009 toward meeting those goals, objectives, and strategies. Include supporting data as needed to document progress.*

Goal 1: Address the academic and social-emotional needs of Talented and Gifted Students

Objective 1.5: Provide programs and services which enrich, modify, or replace regular classroom curricula and instruction to meet the unique needs of Talented and Gifted Students.

PGCPS has made significant progress in addressing the academic and social emotional needs of Talented and Gifted Students. The National Association for Gifted Children Standards, Goal 1: Student Identification has been met in all areas, except for one area (providing testing in multiple languages). TAG testing, screening, and identification progress is documented below. Evidence of meeting the standard include TAG Nominations, screenings, identification records (data), professional development evaluations, participation records, TAG Program Review Forms, and anecdotal evidence collected in SY2009.

A brief summary of the progress that has been made with respect to each of the four areas of focus (strategies) follows:

Strategy 1.5.1 Continue to meet the National Association for Gifted Children (NAGC) standards in the exemplary range for identification of Talented and Gifted Students.

Student assessment data come from multiple sources, include multiple assessment methods, and represent an appropriate balance of quantitative and qualitative measures. Each grade level includes several paths to identification in designated areas of giftedness. All first and third grade students in PGCPS were globally tested with the Otis Lennon School Ability Test (OLSAT). Students who scored in the 80 percentile and above were screened using a balance of quantitative and qualitative measures for inclusion in the TAG Program.

Students in grades 2 and 4 through 7, nominated by teachers, parents, administration, or self nominated, were tested with appropriate ability (OLSAT) and achievement tests (SCAT) and screened for participation in the TAG Program. Students new to PGCPS are tested and screened with a parental request. 575 students were screened through this process. (See Table Y).

Table Y: TAG Screening and Identification

| | 2007-08 Number screened | 2007-08 Number identified | 2008-09 Number screened | 2008-09 Number identified |
|---|---|---|---|---|
| Nonpublic | 105 | 33 | 132 | 49 |
| PGCPS Re-Screenings | 171 | 69 | 180 | 60 |
| PGCPS Screenings | 3303 | 1792 | 3311 | 1732 |

## Nonpublic Testing and Screening

The PGCPS TAG Office provides the opportunity for nonpublic students to be tested and screened for participation in the TAG Program. In 2008-09, 132 nonpublic students participated in non-public testing and 49 students met the criteria for participating in the TAG Program.

## Re-screen Nominations

All students screened in SY2008 for the TAG Program who met the quantitative test data criteria requirement, but not the qualitative criteria, were nominated for re-screening by the TAG Office staff. Re-screening nominations were distributed to TAG Coordinators in September 2008. The 2008-09 Re-screening list was generated in May 2009 for distribution in September 2009. TAG identification paperwork has been updated to differentiate between an initial screening and re-screening. In 2007-08, 312 students were recommended for re-screening; in 2008-09, 440 students were recommended for re-screening.

## PGCPS TAG Population Data Summary

Approximately 10.7% of the student population had been identified as TAG students in SY2009, as compared to 8.5% in SY2007 and 8.7% in SY2008. It is the goal of Prince George's County Public Schools to identify students for the TAG Program in such a manner that the composition of the TAG population reflects the diverse composition of the general population. White and Asian students are over-represented, while Hispanic students are under-represented. (See Table Z).

Table Z: TAG Population Data Summary

| | TAG 2008-09 | PGCPS 2008-09 |
|---|---|---|
| African American | 69% | 74.16% |
| Asian | 7% | 2.93% |
| Caucasian | 15% | 5.10% |
| Hispanic | 9% | 17.38% |
| Native American | .05% | .42% |

## Naglieri Non-verbal Assessment

In 2007-08, 3200 first and third grade students in 25 selected schools completed the Naglieri Non-verbal Assessment (NNAT). TAG Coordinators received the test data in September 2008 and were asked to consider the current 2nd and 4th grade students with 80 percentile and above for screening. The coordinators were also trained in analyzing grade 1 OLSAT test data for significant discrepancies in verbal and non-verbal scores. Students having a non-verbal score in the 8th and 9th stanine with a discrepancy of at least 2 stanines were considered for additional non-verbal assessments (NNAT) on a case-by-case basis.

## Management of Data

Through establishing electronic databases and monitoring the screenings on a school-by-school basis, an effective system of checks and balances has been implemented to ensure that all test nominated students are screened for participation in the TAG Program.

## Professional Development – Identification

Several trainings on TAG Identification Screening Procedures and Characteristics of Gifted Students were presented to elementary TAG Coordinators and middle school TAG Coordinators in September 2008. In addition to screening procedures, TAG coordinators received training in analyzing OLSAT test data to recognize significant discrepancies in verbal and non-verbal scores for potential re-assessment and identification via optional pathways including a path for Gifted Students with Special Learning Needs (twice-exceptional) and English Speakers of Other Languages (ESOL). Professional development for TAG Coordinators was differentiated for novice elementary

coordinators, experienced elementary coordinators, middle school coordinators, TAG Center coordinators, and TAG in the regular classroom coordinators. TAG Office staff provided on-going research, technical, and screening support to TAG Coordinators, as well as Pull-out, TRC, and TAG Center teachers throughout the school year via site visits, email, phone, fax, inter-office pony, and monthly bulletins. Utilizing the BlackBoard platform district-wide to share information and post curriculum documents and forms for the TAG teachers and TAG Coordinators continued to be an effective tool.

Strategy 1.5.2: Continue to implement a Talented and Gifted Program which provides all identified students with access to comprehensive instructional services that develop and nurture outstanding talents and high levels of accomplishment in intellectual, creative, and/or leadership areas.

### Administrative Procedure 6142.2 Updated

The purpose of PGCPS Administrative Procedure 6142.2 Talented and Gifted Student Program is to establish procedures for administering, implementing and evaluating the system's program for Talented and Gifted education. These procedures provide direction to staff and community that places special emphasis on addressing unique instructional, social, and emotional needs of TAG identified students in grades 2-12.

The original procedure, adopted in 1977, was completely revised and updated in 2008-09. The substantive revisions made included The PGCPS TAG Advisory Committee consisting of members from the TAG Office, Enrichment and Specialty Program Office, Curriculum and Instruction, Special Education Office, PGTAG/Parent Advocacy Group, MCGATE, and parents of TAG students provided feedback throughout the revision process. The final version is being reviewed by the PGCPS Deputy General Council.

### Professional Development

TAG Office staff sponsored or facilitated 22 professional development opportunities for 805 TAG coordinators, teachers of gifted students, counselors, and principals. Trainings were differentiated for the targeted audiences based on their roles, responsibilities, program model, and levels of expertise. A variety of opportunities included state and national conferences, presentations by educational consultants, in-house trainings, continuing professional development course, and the Johns Hopkins Masters in Elementary Education with a concentration in gifted education.

The TAG professional development plan provided staff with on-going opportunities to develop an understanding of the nature and needs of gifted learners and appropriate instructional strategies to meet those needs. Each training increased awareness of the characteristics of gifted students and of their unique academic, social, and emotional needs. Through follow-up site visits, anecdotal surveys, discussions with principals, and evaluations, participants in these trainings have more effectively implemented TAG programs and services and strengthened the programs at their respective schools. (See Table AA).

Table AA: Highlights of 2008-09 TAG Professional Development

| Topic(s) | Target Audience | Participants |
|---|---|---|
| Characteristics of gifted students, identification procedures, and TAG Program services | Elementary and Middle School TAG Coordinators | 175 |
| | Middle School Counselors | 32 |
| | Elementary and Middle School Principal Zone meetings | 175 |
| *Teaching the Gifted (3 CPD credits, 45 hours of instruction** | Elementary and Secondary classroom teachers | 41 |

| Table AA: Highlights of 2008-09 TAG Professional Development | | |
|---|---|---|
| Topic(s) | Target Audience | Participants |
| *Smart Kids with Learning Difficulties (3 CPD credits, 45 hours of instruction)* | Elementary and Secondary classroom teachers | 16 |
| *Junior Great Books Shared Inquiry* | Middle School Honors | 32 |
| Maryland State Gifted Conference | Elementary and secondary classroom teachers | 56 |
| Grade 2 TAG Extensions | Grade 2 reading, math, science, and social studies teachers | 185 |
| Pull-out Enrichment Curriculum – Mind Over Media and Sensational Sagas | Elementary TAG teachers | 147 |

### Johns Hopkins Title I/Talented And Gifted Cohort, 2008-09

Teachers in Title I schools were offered the opportunity to earn a Masters Degree in Elementary Education with an endorsement in Gifted Education. In February 2009, an initial cohort of approximately 16 teachers from Title I schools began classes offered by the Johns Hopkins University. Tuition is paid by Title I funds, and participants agree to continue service in Title I schools for a minimum of three years. The JHU Title i/TAG Cohort consists of 11 graduate courses and is scheduled to be completed Fall 2011. Participants have completed the following graduate level courses:

- The Gifted Learner Course, Spring 2009 (17 participants)
- Curriculum, Instruction, and Assessment I, Summer 2009 (16 participants)
- Curriculum, Instruction and Assessment II, Summer 2009 (16 participants)

### Novices Observing Experienced Teachers (NOET) *(25 participants)*

The TAG Office staff facilitates novice teachers observing experienced teachers of gifted students on an as needed basis. These informal visits have proven to be both practical and valuable in providing the real life experience of observing experienced TAG teachers implementing effective instruction using strategies of differentiation, appropriate classroom management skills and best practices in gifted education. The novice teacher has the opportunity to meet with the experienced teacher to ask questions and discuss the experience and often establishes a relationship for future support.

### Data Collection/Monitoring Tools

Various monitoring tools, databases, surveys, and reports have been created and disseminated to guide program management and decision-making. The monitoring tools include TAG Program Beginning-Of-The-Year report, TAG Review Report Form, Professional Development Evaluations, TAG identified student database, and TAG Center database. Data utilized from these tools provided needed support to transitioning 5 schools from TAG Pull-out model to TAG in the Regular Classroom model to identify professional development needs and supplemental advanced resources.

### Ferguson/Burroughs TAG Center Expansion

PGCPS has decided to expand the TAG Center Middle School Program to a third middle school in southern Prince George's County, while also combining an adjacent elementary school and the middle school into a Pre-K – 8 complex. The combined Henry Ferguson Elementary and Eugene Burroughs Middle Schools will become a grade 2-8 TAG Center.

The TAG Office developed a comprehensive 3-year roll-out plan to establish a successful full-day Talented and Gifted Center Program. Throughout the spring of 2009, the plan was disseminated to multiple stakeholder groups, and updated and revised based on feedback. Implementation of the plan is in progress. Detailed plans for

professional development, curricular modifications, instructional resources, and extra-curricular opportunities were outlined.

The Talented and Gifted Center (TAG CENTER) Program offers a full-day accelerated, enriched, and intensive instructional program to meet the unique and specialized needs of highly able students. Specially selected and trained teachers provide the instruction. Students who qualify for the program using PGCPS identification criteria are accepted through center lottery application on a space-available basis in accordance with lottery guidelines.

### Curriculum Development

Extensions to General Education Framework

In a collaborative effort with the Department of Curriculum and Instruction, experienced and knowledgeable teachers developed curricular extensions to incorporate in the PGCPS grade 2 curriculum guides in math, science, social students, and reading/language arts. TAG extensions were designed to provide differentiation to appropriately challenge gifted/highly-able students. A systemic training opportunity was facilitated by each of the content area teams to provide an overview of TAG extensions. The Grade 3 Curriculum Project organized in 2008-09 has a broader focus on designing differentiated lessons and extensions for advanced learners.

TAG CENTER Science - Grade 5

Phase I, Research and planning, for Grade 5 TAG Center Science Curriculum Guide was completed in Spring 2009. Representatives from Delta Science presented a variety of inquiry-based resources ideal for fostering scientific exploration in gifted learners. Phase II will include piloting the selected resources and writing the curriculum guide.

*First In Math/Math 24 On-line*

Annual subscription to *First in Math/Math 24 Online* was provided for all TAG students in each of the 142 elementary schools, with an additional 10% of subscriptions to include highly able math students in each school. Five middle schools also participated in *First in Math*.

### Enrichment

Prince George's Community College Science Enrichment Program

The PGCPS TAG Office, in partnership with Prince George's Community College, continued to offer TAG/Honors middle school students the opportunity to participate in advanced science courses. Seventh graders studied biology, and eight graders studied forensics. Each course consists of 15 hours of instruction on the PGCC campus during the school day. Ninety-two students participated in SY2009.

Extra-curricular Enrichment Opportunities

Facilitation and support of extra-curricular opportunities for Talented and Gifted students beyond the school environment include Destination Imagination Creative Problem Solving Competition, John Hopkins Center for Talented Youth, Maryland Summer Centers for Gifted and Talented Students, Jack Kent Cooke Foundation, Nicholas Green Scholarship, and various competitions (Write-a-book, Science Bowl, Stock Market Game). Materials for these programs were disseminated to 142 elementary TAG Coordinators and 32 Middle School TAG Coordinators. 285 students participated in Destination Imagination, and 3 teams competed at the Destination Imagination Global Competition.

Strategy 1.5.3: Increase the identification of students with disabilities in the TAG Program and address their special instructional, learning, and social-emotional needs to ensure their academic achievement through GSLN services.

Gifted Students with Special Learning Needs (GSLN) Nominations and Screenings

In collaboration with the Office of Special Education, students who exhibited gifted characteristics and special education characteristics/needs were reviewed at monthly Gifted Students with Special Learning Needs (GSLN) meetings. Multi-confirming data, record review, IEP documentation, 504 plans, student work samples, and creativity assessments were reviewed to complete the screening process.

Dr. Susan Baum, national expert in twice-exceptional, provided a district-wide training October, 2008, for counselors, TAG teachers and coordinators, and special educators. Site-based trainings were offered through consults and presentations given by the SEIS for GT/LD Students, IEP Team participation, Secondary Academic Resource Support Class - Honors Trainings (August, December, May), and a Collaborative Elementary School Team Training (January, 2009). Model lessons were provided to site schools throughout the year. One high school, two middle schools ,and three elementary school sites received specific training as requested by the staff.

The identification and services for Gifted Students with Special Learning Needs (GSLN) students were increased due to use of monthly GSLN Review meetings, trainings for classroom teachers, special educators, counselors, and TAG Coordinators, on-site visits, and demonstration lessons During site and non-site visits, recommendations by GSLN specialist were made through the team process which supported the need to implement either interventions or acceleration on an individual case by case basis. Information gleaned from state and national conferences was incorporated into the ongoing district-wide and site-based trainings, *Teaching the Gifted* CPD Course, and curriculum writing projects. 165 gifted students with special learning needs in grades 2 through 12 received services in SY2009.

Strategy 1.5.4: Increase program awareness through the establishment of on-going parent communication designed to facilitate the dissemination of information and encourage community input and recommendations.

Parent Community Awareness

In an effort to increase parent and community awareness and understanding of the PGCPS Talented and Gifted programs and services, the TAG website was updated and parent information packets were distributed to all newly-identified TAG students.

TAG-related presentations to parents and community members included three Destination Imagination Parent Information Nights, the annual PGTAG Back-to-School Night, and TAG Program model presentation to the parents of nonpublic testing applicants.

TAG Office staff distributed the following information and materials to TAG coordinators for distribution to parents in all schools:

- TAG Parent Information Packet
- TAG Center Lottery Applications
- Maryland Summer Center catalogs and applications
- Jack Kent Cooke Foundation Young Scholars information and application
- Johns Hopkins Center for Talented Youth eligibility lists, information, and application
- Nicholas Green NAGC Scholarship information and application
- PGTAG information events and meetings
- The MCGATE Conference brochure

Parents and community members were invited and participated in the PGCPS Talented and Gifted Advisory Committee and stakeholder meetings. The major accomplishment of this stakeholder committee was updating the *PGCPS Administrative Procedure 6142.2 Talented and Gifted Student Program*. This procedure provides direction to staff and community and places special emphasis on addressing unique instructional, social, and emotional needs of TAG identified students in grades 2-12. When approved, this procedure will be placed on-line for parents, administrators, and staff members.

2. *Identify the strategies, including resource allocations that appear related to the progress. Include supporting data as needed.*

| Resource Allocations for 2008-09 | |
|---|---|
| Allocation Description | 2008-09 Budget |
| Central Office Staff | 193,997.68 |
| Substitutes/Temporaries | 110,249.48 |
| Professional Development | 13,544.68 |
| Instructional Materials | 224,977.20 |
| Conference Registrations/Non-local Travel | 31,653.33 |
| Global Testing (grades 1 and 3) | 524,140.00 |

| Strategies 2008-09 |
|---|
| Strategy 1.5.1: Continue to meet the National Association for Gifted Children (NAGC) standards in the exemplary range for Identification of Talented and Gifted Students. |
| Talented and Gifted office staff including, Supervisor of Talented and Gifted Programs (12 month position) and Talented and Gifted Program Specialist (11 month position).<br><br>Professional Development to train TAG Coordinators in nomination, identification policies and procedures included substitute funds, resource manuals, materials, conference registration fees, and non-local travel fees.<br><br>Testing administration includes materials and scoring costs for global testing (1st and 3rd grade) and off-level assessments (2nd and 4th-7th grades). |
| Strategy 1.5.2: Continue to implement a Talented and Gifted Program which provides all identified students with access to comprehensive instructional services that develop and nurture outstanding talents and high levels of accomplishment in intellectual, creative, and/or leadership areas. |
| Funds were used for implementation of the TAG in the Regular Classroom model, TAG Center model, and TAG Pull-out model by purchasing classroom instructional materials, advanced libraries, *First in Math/Math 24 Online* subscriptions, hands-on resources, Science Delta Kits, professional development libraries, professional journals, technology, Grade 2 Reading TAG Extension advanced reading materials, Grade 7 and 8 Honors/TAG advanced reading materials, and substitute funds for Novices Observing Experienced Teachers (NOET).<br><br>Twenty-two professional development opportunities were sponsored and facilitated by the TAG Office including, three Continuing Professional Development courses (Teaching the Gifted and Smart Kids with Learning Difficulties), two state conferences, two national conferences, five educational consultants, and numerous site-based, systemic trainings and meetings. Professional development expenses included substitute funds, workshop funds, training/consultant fees, resource and instructional materials, non-local travel, registration fees, use of |

| Strategies 2008-09 |
|---|
| facilities, and catering. Over 800 PGCPS TAG teachers, coordinators, and administrators participated in these professional development opportunities. Funds were allocated for facility use for TAG Nonpublic Testing and Destination Imagination Regional Competition. |
| Strategy 1.5.3: Increase the identification of students with disabilities in the TAG Program and address their special instructional, learning, and social-emotional needs to ensure their academic achievement through GSLN services. |
| Allocations were utilized for The Special Education Instructional Specialist for Gifted and Talented Students with Learning Disabilities to work in collaboration with the TAG Office staff to identify GSLN students, design and implement professional development opportunities for teachers, counselors, and TAG Coordinators. Professional development opportunities included five half-day trainings, one full-day training (educational consultant Dr. Susan Baum), and conference registration and non-local expenses for National Association for Gifted Children Conference, registration fees for attendance to Maryland State Gifted Conference, and facility use fees. |
| Strategy 1.5.4: Increase program awareness through the establishment of on-going parent communication designed to facilitate the dissemination of information and encourage community input and recommendations. |
| In an effort to increase parent awareness of TAG Programs and Services, allocations were used for human resources including PGCPS TAG teachers and temporary employees, materials and resources to design and host parent information orientations, and update the TAG website. Funding was also used to print TAG Parent Information Packet and support teachers' attendance to the Maryland Coalition for Gifted and Talented Education Conference |

*3. Describe where challenges are evident in meeting Gifted and Talented Program goals, objectives, and strategies.*

*4. Describe the changes or adjustments that will be made, along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate.*

| Table AA-2 Proposed Allocations for 2009-10 | |
|---|---|
| Allocation Description | 2009-10 Budget |
| Central Office Staff | $413,053 |
| Substitutes | $67,247 |
| Temporaries | $164,354 |
| Professional Development | $17209 |
| Instructional Materials | $116,543 |
| Conference Registrations/Non-local Travel | $28,078 |
| Printing | $20,120 |
| Global Testing (grades 1 and 3) | $524,140 |

| Strategies |
|---|
| Strategy 1.5.1: Continue to meet the National Association for Gifted Children (NAGC) standards in the exemplary range for Identification of Talented and Gifted Students. |
| Challenge<br>▪ Increasing the identification of underrepresented populations, especially English Language Learners (ELL), students from poverty (Free and Reduced Meals) and Gifted Students with Special Learning Needs<br><br>Strategies to address challenges<br>▪ Increase efforts to Identify students for the Talented and Gifted Program from across all cultural groups and economic strata by professionally qualified individuals utilizing multiple criteria, including non-verbal assessment data (Naglieri Non-verbal Assessment, Creativity Assessment) by encouraging broader utilization of the NNAT and designing a Coordinator training specifically for Title I schools and schools with ESOL populations.<br>▪ Include ESOL and Special Education and focus on alternate pathways to identification in providing annual district-wide, regional trainings on the behaviors and characteristics of gifted children, gifted ELLs, twice exceptional students, screening procedures for identification, and interpreting data discrepancies. Training for TAG Coordinators from Title I schools will be differentiated to focus on the characteristics of gifted students from poverty and English Language Learners. Representatives from Special Education and ESOL Departments will participate in the presentations.<br>▪ Expand the TAG Coordinator Training for 1st and 2nd year Coordinators and TAG Coordinators from Title I Schools and all schools with ESOL students from half-day training to a full-day training to allow for more in-depth study and hands-on experiences and practices.<br>▪ Provide additional enrichment opportunities and accelerated materials in 5 Title I Schools with special consideration for teachers of kindergarten and grade 1 teachers in the Title I/TAG Cohort Program (*First in Math,* advanced reading materials, and Junior Great Books).<br>▪ Provide a follow up identification training as needed to ensure that all elementary schools will complete the screening process for nominated students and re-screen viable candidates recommended from the previous grade.<br><br>The above activities will be implemented October 2009 – April 2010.<br><br>Strategy 1.5.2: Continue to implement a Talented and Gifted Program which provides all identified students with access to comprehensive instructional services that develop and nurture outstanding talents and high levels of accomplishment in intellectual, creative, and/or leadership areas. |
| Challenges<br>▪ Transitioning to new student information database and maintaining integrity of record keeping;<br>▪ Utilization of teachers with other full-time positions, in addition, to implement quality TAG pull-out and TAG in the Regular Classroom gifted programs and/or serve as TAG Coordinators, responsible for all aspects of TAG screening and identification paperwork;<br>▪ Developing appropriate services for gifted ELL;<br>▪ Retaining teachers that have specific training in meeting the unique academic, social and emotional needs of gifted students;<br>▪ Maintaining administrative support and accountability for defined program model implementation and curriculum differentiation; |

- Training teachers and administrators in best practices for gifted students;
- Accessing federal funds to support gifted services;

Strategies to address challenges

- Collaborate with Student Information Services to identify coding issues, correct data, and create a more effective and efficient report mechanism for central office and school-based staff to access the accurate data.
- Partner with supervisors in Academic Programs to monitor and support the implementation of enriched and accelerated activities for gifted students through differentiated instruction using assessment data to modify content, process, product and/or the learning environment.
- Target transitioning schools (Pull-out to TRC Programs) and new TAG Center teachers to provide on-going professional development on the implementation of enriched and accelerated activities for gifted student through differentiated instruction that focuses on individual differences in readiness, interest, and learning styles.
- Offer Continuing Professional Development (CPD) Course, Teaching the Gifted, 2 sessions in summer 2009, 1 session in fall 2009 and 1 session in spring 2010 to increase awareness of this gifted students and provide instructional strategies for meeting their academic, social, and emotional needs.
- Train content supervisors and/or general education teachers to offer the CPD course beginning summer 2010.
- Work to ensure that every school, with the support of its instructional leadership, will define its level of service and implement a program (TAG Center, Pull-out, and TAG in the Regular Classroom) that meets the instructional needs of its gifted population.
- Research and communicate new opportunities and provide support and information for extra-curricular enrichment opportunities for talented and gifted/advanced students.
- Collaborate with the ESOL Department to explore services and professional development opportunities to meet the instructional needs of an increased TAG identified ESOL population.

The above activities will be implemented October 2009 – Summer 2010.

Strategy 1.5.3: Increase the identification of students with disabilities in the TAG Program and address their special instructional, learning, and social-emotional needs to ensure their academic achievement through GSLN services.

Challenge

- Increasing the identification of underrepresented populations, especially English Language Learners (ELL), students from poverty (Free and Reduced Meals) and Gifted Students with Special Learning Needs
- Elimination of the Special Education Instructional Specialist for Gifted/Learning Disabled students position

Strategies to address challenges

- Establish a process to maintain, despite the elimination of the Special Educational Instructional Specialist for Gifted/Learning Disabled students position, the development and implementation of interventions and acceleration strategies for Gifted Students with Special Learning Needs (GSLN) including: additional time on task focused on individual student's needs, flexible grouping, authentic problem-based curriculum, and activities that address multiple intelligence strengths.
- Partner with the Special Education Department, ESOL Office and Title I to provide annual district-wide and building specific professional development trainings on the procedures for identification and the behaviors and characteristics of Gifted Students with Special Learning Needs (GSLN), including ELL and FARM students that are also GSLN.
- Monitor the enrollment and achievement of GSLN students through data collection in order to provide necessary interventions and instructional modifications when appropriate.
- Offer Continuing Professional Development Course (CPD), Smart Kids with Learning Difficulties, in summer 2009 and spring 2010 to increase awareness of this special population and provide instructional strategies for

meeting their academic, social, and emotional needs.

The above activities will be implemented October 2009 – April 2010.

Strategy 1.5.4: Increase program awareness through the establishment of on-going parent communication designed to facilitate the dissemination of information and encourage community input and recommendations.

Challenge

- Parent awareness of programs and services.

Strategies to address challenges

- Address requests to facilitate and support increased parent information meetings based on community needs and interests.
- Redesign the PGCPS TAG Program website to include TAG Coordinator contact information, program features, advanced reading lists, and extra-curricular activities.
- Translate additional TAG program documents into Spanish and post on the PGCPS TAG website.

The above activities will be implemented October 2009 – April 2010.

## Organizational Realignment of TAG Office

The PGCPS TAG Office has been realigned to report to Academic Programs within the Department of Curriculum and Instruction. The purpose of the realignment was to ensure: (1) greater collaboration between the core content supervisors and the TAG office, (2) full support of the TAG strategies, and (3) establishment of the TAG strategies as a systemic priority. This will ensure delivery of all strategies, but in particular Strategy 1.5.2 (*Continue to implement a Talented and Gifted Program which provides all identified students with access to comprehensive instructional services that develop and nurture outstanding talents and high levels of accomplishment in intellectual, creative, and/or leadership areas*.) While TAG Office staff have expertise in TAG strategies, the responsibility for implementation in every classroom through the core content areas lies with the content supervisors.

Our goal is to insure that TAG identified students in every school in the system receive differentiated support. We have begun the collaborative effort with the revision of the second grade curriculum and we have finished the third grade curriculum for implementation this year. All second grade teachers were trained summer 2008 on the differentiated lessons and activities and third grade teachers were trained summer 2009. We intend to revise a grade for implementation each year until all K – Grade 5 documents are revised. In addition we are reviewing and enhancing the instructional program for middle school honors courses, grades 6 through 8.

# I.F.
# *Cross-Cutting Themes*

I.F

# CROSS-CUTTING THEMES
# EDUCATIONAL TECHNOLOGY

***Based on data from the Maryland Technology Inventory, local data and data from any other relevant sources, address the following questions:***

1. *Describe the progress that was made in 2008-2009 toward meeting educational technology goals, including how the school system is addressing:*
   - Student, teacher and school administrator technology literacy standards;
   - Results of student, teacher and school administrator technology literacy measurements;
   - Objectives of the *Maryland Educational Technology Plan for the New Millennium: 2007-2012*.

## Students and Technology

Progress has been made toward achieving educational technology goals for students, teachers, and administrators. In regard to students, the Middle School Technology Integration course, a one quarter course designed for the creative arts implementation of an A Day/B Day, ninety minute block schedule, was offered. A total of 13,440 students in 32 sections and twenty-four middle schools took the course in 2008-09. The Technology Integration Course is aligned with the Maryland Technology Literacy Standards and Voluntary State Curriculum for Social Studies endorsed by the Maryland State Department of Education.

## Teachers, School Administrators, and Technology

The Sharing Technology with Educators Program (STEP) for teachers and administrators designed specifically to increase teacher and administrator capacity in the area of appropriate instructional technology integration. This program was launched by the Technology Training Team in 2007-08. (STEP) This innovative program was designed to build capacity for instructional technology use in our schools with a focus of supporting and enhancing student achievement. Through an application process, 29 schools were selected to participate in the first year program. The school teams include four to five teachers and one principal or school administrator.

At the start of 2008-09, all schools were invited to apply for participation the program. Twenty-two schools were selected for STEP 2009, nine of which were returning schools. All teams, including administrative participants, received training on web 2.0 tools including wiki, blogs and VoiceThread. In addition, schools new to the program received document and digital cameras and training on how to incorporate them into instruction.

The trainings were delivered by teams comprised of all Zone Technology Coordinators and additional members of the Technology Training Team. This year, through careful planning and collaboration, 22 school teams integrated STEP resources into their regular classroom routines. To date, 42 schools and over 220 teachers and administrators have benefitted through receiving technology tools and training on how to use technology to meet instructional goals through STEP. All training presented was aligned to the teacher and administrator technology standards.

## Technology Literacy Measurements Results

In the spring of 2009, all administrators were invited to complete the Maryland School Administrator Technology Inventory (MSATI). This online survey required administrators to self-evaluate the extent to which they met each of the Maryland Technology Standards for School Administrator indicators. Although

invitations to complete the inventory were sent to all school administrators, completion was voluntary. The results for Prince George's County Public Schools are as follows:

- 56% completion rate.
- 74% proficient

Within that same timeframe, teachers were asked to complete the Maryland Teacher Technology Inventory, a multiple choice survey based on the Maryland Teacher Technology Standards. In order to encourage participation, an incentive program was established whereby schools received one entry for a raffle of technology tools for every ten percent of the staff that completed the survey. Based on the submissions, the results were:

- 29% completion rate
- 83% proficient

The training team continues to deliver technology integration training sessions targeting teacher use of technology as an instructional tool. Additional sessions have been added to target web 2.0 technologies. By the end of 2008-09, a total of 1,924 teachers attended the technology integration training sessions offered. All activities outlined above address Objectives I, II, and III of the Maryland Educational Technology Plan for the New Millennium: 2007-2012. Addressed also were Objectives II and III of Prince George's Technology Plan and Driver Actions 1.7.1.2; 3.4.1.2; and 6.1.4.8 of the Bridge to Excellence Master Plan.

2. *Identify the key practices, programs, or strategies to which you attribute the progress. Include supporting data and evaluation results as appropriate.*

The Sharing Technology with Educator's Program (STEP) is an initiative designed to build capacity to support student achievement and to assist administrators and school-based teacher teams to integrate technology into instruction. Through STEP, participants are provided identified resources, ongoing training, and support to create technology infused lessons that address MSA and HSA skill development, as well as Maryland Technology Literacy Standards for Students. The STEP initiative is in its second year and to date 50 schools, 230 teachers and 50 administrators have benefitted through receiving technology tools and training on how to use technology to meet instructional goals. There have been 135 elementary, 34 middle, 33 high school, 20 special schools (regional centers, charter schools, and the and French Immersion school), and 8 early childhood center (ECC) teachers trained since the inception of this program.

| Table AB: STEP Participants | | | |
|---|---|---|---|
| | Year 1 (2007-08) | Year 2 (2008-09) | Total |
| Schools | 29 | 21 | 50 |
| Teachers | 136 | 94 | 230 |
| Administrators | 29 | 21 | 50 |

| Table AB-1: Participating Schools | | | |
|---|---|---|---|
| | Year 1 (2007-08) | Year 2 (2008-09) | Total |
| Elementary | 18 | 12 | 30 |
| Middle | 6 | 1 | 7 |
| High | 3 | 4 | 7 |
| Special | 2 | 2 | 4 |
| ECC | 0 | 2 | 2 |

| AB-2: Participating Teachers | | | |
|---|---|---|---|
| | Year 1 (2007-08) | Year 2 (2008-09) | Total |
| Elementary | 83 | 52 | 135 |
| Middle | 29 | 5 | 34 |
| High | 15 | 18 | 33 |
| Special | 9 | 11 | 20 |
| ECC | 0 | 8 | 8 |

Teachers participating in STEP benefitted by having access to digital cameras, document cameras, Web 2.0 tools and specified training on how to use these tools to meet instructional goals. Participants benefitted further from the delivery of ongoing assistance in creating technology infused lessons designed to engage their students in the learning process. Since teacher teams participate in the program, the team members have the opportunity to build collegiality in their efforts to work together learning how to use and infuse technology.

Additionally, an administrator from each of the participating schools was provided training on how to use the technology tools for instruction and school management. By providing tools and training to administrative participants, the schools' instructional leaders acquired knowledge and an increased awareness of what effective technology infusion looks like thus, are better able to model best practices of technology use.

As a result of STEP, teachers have increased their capacity to use technology to engage students and focus on 21st century skills. For teachers in the program, their daily instruction now consists of using hardware such as the ELMO Document Camera, Cannon Digital Camera or even Headphones for podcasting to enhance the curriculum frameworks in place for the perspective grade level.

Evidence of these instructional changes are presented in the program portfolio and student's samples created and co-created by the teacher participants in the program. The teachers used wikispaces to create an electronic portfolio which holds evidence of each training session presented to their school team. These portfolios hold examples of such items as digital storytelling and podcasting.

3. Describe where challenges in making progress toward meeting educational technology goals are evident.

A challenge toward making progress in meeting educational technology goals pertains to the low number of students identified as proficient in the area of technology literacy. In the fall of 2008, seventh grade students participated in the inaugural administration of the Maryland Measure of Student Technology Literacy. This measurement, designed by Learning.com, was delivered online in every middle school. Through a combination of multiple choice and task-based questions, the MMSTL sought to determine the extent to which students were proficient in each of the seven skill modules, which corresponded to the National Educational Technology Standards for Students. The results for Prince George's County Public Schools are as follows.

- 8879 students completed the measurement
- 33% of the students were identified as proficient
- 67% of the students were identified as not proficient

The results indicate that student technology use at school was as follows.

| | |
|---|---|
| Less than one hour per week at school | 67% |
| 1-3 hours per week | 26% |
| 4-7 hours per week | 4% |
| Greater than 7 hours per week | 3% |

The results indicate that student technology use at home was as follows.

| | |
|---|---|
| Less than one hour per week at home | 20.8% |
| 1-3 hours per week | 41.4% |
| 4-7 hours per week | 19.6% |
| Greater than 7 hours per week | 18.2% |

The data from the MMSTL reflect that the amount of time that the majority of the students use computers is three or less hours per week, and not enough to demonstrate the desired level of proficiency.

With respect to teachers, the low participation rate on the MTTI was disappointing. The timing of the delivery of the inventory was a significant factor that must be considered to obtain the desired level of teacher participation. The window of time designated for testing and end of the year school closeout presents challenges for teachers because of the time sensitive activities required during this period.

Additionally, challenges encountered in making progress toward meeting educational technology goals include scheduling of training sessions and providing just-in-time training. We are also finding that a number of the same teachers are attending a great number of the sessions offered. The concern here is that not as many "new" teachers are taking advantage of the training opportunity with or without stipends.

The Technology Training Team will work together with the Curriculum and Instruction (C&I) department to create samples for lessons and activities to ensure all teachers have access to the available materials. As teachers increase the infusion of technology in the curriculum it will provide more exposure and hands-on experiences for the students thereby enabling the gap towards the desired proficiency level to be eliminated.

4. *Describe the plans for addressing those challenges and include a description of the adjustments that will be made to the Master Plan and local Technology Plan.*

Plans are in place to work with the Department of Curriculum and Instruction to complete a Gap Analysis to examine how well the curriculum framework addresses the MTLSS. This is a critical step in revising the standards-based curriculum to better meet the needs of our students as we strive to prepare them for success in the 21st century. Increasing teacher technology use in instructional delivery provides additional opportunities to engage students and increase hands-on opportunities to facilitate learning of new technology literacy skills.

To reach out to additional teachers and encourage their attendance in the technology integration classes offered throughout the year, the plan includes an increase of training sessions, timely advertisement of training schedules, website showcasing student-teacher technology rich projects, lessons and activities completed by teachers in Prince George's, and sharing of appropriate instructional technology use tips for teachers and administrators. Additional training opportunities in a variety of venues will be made available targeting teacher instructional use of technology to increase student technology proficiency. The team will also expand opportunities for professional development with emphasis on collaboration tools utilizing web

2.0 applications as well as broadening the use of Polycom and virtual learning venues. This includes a new *Tech Tuesday* program, which offers a total of ten new training sessions focusing on technology tools for administrators and teachers. These sessions will build on participants technology literacy skill set as they strive toward proficiency.

Support resources will expand to include online help, interactive tutorials, technology coaching and mentoring, and just in time support services. This will assist with ensuring that training assistance and support is more readily available as a reduction in force has resulted in the need to restructure training and support efforts to meet the targeted proficiency level for students, teachers, and administrators. At this time, adjustments are not needed to the Master Plan or the PGCPS Technology Plan.

# Cross-Cutting Themes
# Education That Is Multicultural

1. *Identify the major ETM goals that were addressed by the school system during the 2008-2009 academic year. Describe the progress that was made toward meeting these goals and the programs, practices, strategies, or initiatives that were implemented related to the goals. In your response, be sure to address the following areas:*

## Curriculum

*Goal –To identify ETM implementation across disciplines provided through the Department of Curriculum and Instruction (C&I) with emphasis on science and mathematics.*

The curricula for all content areas: English, Math, Science, Social Studies, and World Languages all reflect a multicultural perspective and incorporate the system's Multicultural Mandate. As a support to new teachers entering the system, new teachers in all content areas participate in the Prince George's County Professional Educator Induction Program in August. During this introductory program, they receive instructional support and comprehensive preparation for the academic year. Specific examples from the Mathematics Office and the Science Office are attached to this document. (See Appendix I.)

### Elementary Reading Pre-K – 5 Curriculum

The elementary reading curriculum addresses understanding of and an appreciation for cultural groups by using diverse award- winning literature in the teaching of skills and strategies. Students interact with varied literature across genres in anthology selections, theme paperbacks, and leveled readers.

The curriculum also includes specialized resources to meet the needs of every learner with cross-curricular connections during whole and small group instruction (i.e. Supplemental Supports, Launch the Theme Supports, leveled reader resources, informational text resources, and independent literacy activities).

### Secondary Reading/English Language Arts 6 – 12 Curriculum

The secondary English curriculum encourages students to demonstrate an understanding of and an appreciation for diversity by drawing from a wide array of cultures and authors. The core anthology, *The Language of Literature,* begins with selections that provide pre- and post-reading activities that preserve cultural sensitivity. The "Building Background" feature assists teachers in situating selections geographically and culturally; footnotes in the student text explain words of foreign origin; and more advanced assignments allow students to learn more about contributions made by specific ethnic groups.

To ensure that all students, with and without disabilities, have equal access to our rigorous academic instruction, both differentiated instruction, differentiated text (i.e., Bridges, InterActive Reader Plus), and digital technologies (i.e., United Streaming, Safari Montage), are included in the curriculum to meet the needs of all students, with particular attention given to students identified as English Language Learners, Talented and Gifted, and special needs. Research based instructional practices and strategies are embedded throughout the framework documents. High school English teachers are also provided parallel curriculum frameworks for English Language Learners and students with disabilities that include accommodations and modifications that are required by federal laws.

Materials, resources, and selections were determined by the Language of Literature Multicultural Advisory Board, the RELA secondary team, and the Fellows from the University of Pittsburgh-*Institute for Learning*.

Standards and criteria were developed and implemented based on the Maryland State Department of Education, the Maryland Accommodations Manual, and the Universal Design Guidelines for Learning.

### Elementary Mathematics Pre-K – 5 Curriculum

The elementary mathematics curriculum embraces the position taken by the National Council of Teachers of Mathematics (NCTM), which, in part, states, "…Every student's cultural heritage should be accepted and celebrated for the diversity that it brings to the learning environment." In addition multi-cultural education supports NCTM's Equity Principle, also embedded within the PGCPS curriculum that emphasizes access for all students to resources with the greatest potential to promote learning. Opportunities within each lesson apply pedagogy that supports cooperative learning structures that encourage students to share with their peers prior knowledge and/or experiences as it relates to math tasks/projects. Theses strategies are promoted even further via the partnership between the county and the *Institute for Learning* (IFL), which emphasizes student discourse through "Accountable Talk".

In general, the resources and strategies include:

- Text and illustrations that reflect the diversity of a pluralistic society;
- Equity of gender representation within resources implemented;
- Multiple approaches to problem solving which include various cultural methods;
- Literature connections that incorporate an awareness of various cultures;
- Representations of various ethnicities in non-stereotypical roles; and
- Connections to mathematical terms from various languages.

### Secondary Mathematics 6 – 12 Curriculum

- The secondary mathematics curriculum emphasizes within each math lesson applications of cooperative learning structures that encourage students to share with their peers their prior knowledge and/or experiences as it relates to math tasks/projects.
- Our secondary math curriculum designs student tasks/projects that reflect authentic learning applicable for the range of diverse and multi-cultural learners.
- For each lesson in the secondary course, teachers and students experience sample multilevel resources (i.e. contextual aids to word meanings, games that allow students to interact with math terms, math resources with strong visual support of concept) that are appropriate for diverse cultural groups supporting each other's perception of math concepts.

### Elementary Science Pre-K – 5 Curriculum

The Elementary Science program supports the students understanding of and appreciation for cultural groups as well as prepares them for success in a culturally pluralistic society by offering opportunities for:

- Students to engage in chapter biographies and career excerpts that highlight individuals that have impacted science, technology, engineering and mathematics. These individuals represent both male and female from diverse backgrounds and cultures.
- Students participate in cooperative groupings that encourage teamwork and address the needs of multi-level, multi-cultural learning. Within these groups students are able to collaborate in order to design, investigate, and solve real world issues as well as share authentic experiences with their peers of diverse backgrounds.
- Students are exposed to science content that includes culturally diverse resources and materials, examples, data, and other information from a variety of cultures and groups.

Secondary Science 6-12 Curriculum

The secondary science program supports the students understanding of and appreciation for cultural groups as well as prepares them for success in a culturally pluralistic society by offering opportunities for:

- Students to apply the scientific concepts gained in the classroom to real world multicultural situations, which may occur around the world or around the corner.
- Students participate in cooperative groupings that encourage teamwork and address the needs of multi-level, multi-cultural learning. Within these groups students are able to collaborate in order to design, investigate, and solve real world issues as well as share authentic experiences with their peers of diverse backgrounds.
- Students are exposed to science content that includes culturally diverse resources and materials, examples, data, and other information from a variety of cultures and groups.

Social Studies Pre-K-12 Curriculum

- Within all social studies curricula, all history is taught during the appropriate historical time frame (African American, Native American, Latin American, Asian American, European History, Women's History, etc.) and is aligned to the state curriculum (MSC) to serve the needs of all students. All curriculum materials, textbooks, and other resources reflect an appreciation for cultural groups.
- Our curriculum designs student tasks/projects that reflect authentic learning applicable for the range of diverse and multi-cultural learners.
- Social Studies Office staff distributes proclamations and observances to celebrate the achievements of cultural groups in our global society and provide appropriate activities to support classroom instruction.

World Languages K-12 Curriculum

The curricula for World Languages (*formerly known as Foreign Language*) are all multicultural and afford students the opportunity to demonstrate an understanding and appreciation for cultural groups in the United States and abroad as an integral part of education for a pluralistic society.

- Culture is part of the World Languages National Standards and is embedded in the curriculum. Students will gain knowledge and understanding of other cultures and the relationship between the practices, products, and perspectives (Standard 2.1 & 2.2).
- We engage students in negotiating the meaning of the language and in how to understand the different perspectives of culture.
- The study of culture, as well as language, is embedded in the World Languages and Immersion Curricula. As a member of the Maryland State Heritage Language Task Force and with the inclusion of class offerings for heritage language learners, the World Languages Office remains dedicated to providing multicultural education.

## Instruction

Instructional strategies used to maximize equitable access to diverse learners during SY2009 included the following:

- Use of technology in academic areas to ensure that all students have equal access to our rigorous academic instruction, both differentiated instruction, differentiated text (i.e., Bridges, InterActive Reader Plus), and digital technologies (i.e., United Streaming, Safari Montage), software (Understanding Mathematics Plus)
- Cross-departmental collaboration for Professional Development for all teachers partnering with Special Education and ESOL.
- Extensions written into the curriculum documents for TAG, ESOL and Special needs students

Listed below are specific examples from ESOL to illustrate strategies used.

## ESOL

Title III of the *No Child Left Behind Act of 2001* requires that English Language Learners (ELLs) attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic content and student academic achievement standards as all children are expected to meet.

At the elementary level, English language learners are placed in the general education classroom for core content area instruction. In order for ELLs to access grade-level academic instruction, accommodations are provided for both instruction and assessment as noted on the ELL Accommodation Documentation form, mainstream teachers provide instructional adaptations and scaffolds, and ESOL teachers provide academic and social language instruction. A variety of ESOL instructional models are implemented to provide language support: pull-out, plug-in, co-teaching, and structured immersion. In PGCPS, ESOL students receive the same report card as their native English-speaking peers.

Several resources are available to mainstream and an ESOL teacher to ensure that academic instruction is made accessible to ELLs. All teachers have access to the Language-based Instructional Supplement for Teaching Reading Comprehension Strategies and Skills to English language learners; ESOL teachers and reading specialists were trained on how to use the Supplement, and select mainstream teachers were also trained. Training was provided to mainstream teachers who implemented the Structured Immersion instructional model. The curriculum frameworks provide adaptations for English language learners, as do the Teacher's Editions.

Sheltered Instruction Observation Protocol (SIOP) training is also available for content area teachers. SIOP training provides teachers with a framework for implementing effective strategies for teaching grade-level content area concepts to English Language Learners.

## Access to Rigorous Programs

PGCPS provides a variety of programs to ensure that all students have access to rigorous instruction. Advanced Placement 8 (AP8) was initiated to allow all students to pursue college-level studies in high school. To foster and support all students experiencing this level of rigor, PGCPS has an open door policy for enrollment in AP courses. Any student willing to accept the challenge of a rigorous course is supported through seminars for APS courses, AP exams at no cost for students, extended learning opportunities, AP8 exam preparation session, and summer bridge course for non-traditional AP students. This initiative has increased more minority groups taking AP exams ever than before as reflected in Table AC below.

Table AC: PGCPS Students Taking AP Exams by Race/Ethnicity, SY2005-06 through SY2008-09

| Race/Ethnicity | 2006 | 2007 | 2008 | 2009 | Change |
|---|---|---|---|---|---|
| African-American | 1493 | 2124 | 2777 | 3403 | 17.8% |
| White | 532 | 510 | 509 | 490 | -3.7% |
| Asian/Pacific Islander | 247 | 306 | 309 | 360 | 16.5% |
| Hispanic | 175 | 249 | 371 | 441 | 18.9% |
| American Indian | 9 | 11 | 17 | 24 | 41.2% |

The AVID® program provides access and support to rigorous instructional programs. To ensure equity, low-income and special circumstances are tenets in the selection process. Selection criteria for students included ability, college potential, and desire and determination to succeed, with an academic potential of average to high test scores, 2.0-3.5 GPA; and is first in the family to attend college. *AVID*® fosters a school-wide culture in which all students are expected to go to college. Through school-wide professional development, teachers and administrators were trained to nurture and fuel students' college aspirations, and support access to rigorous learning. Students selected for the *AVID*® program are administered the Preliminary SAT Scoring Service (PSSS) in grade 8. The PSSS provides students with personalized feedback on skills and offers suggestions for areas in which students can improve to better prepare for college.

PSAT Census Testing

Currently, all 10th grade students are administered the PSAT/NMSQT at no cost to the students. The data from the PSAT is used to identify students whose classroom performance may not reflect their academic abilities displayed on the test. Selected students are encouraged to participate in honors and advanced courses. The data is also used to identify students to participate in the AP Bridge Academy, a summer enrichment program geared to help students improve academic skills and cultivate a desire to go to college.

Finally, system-wide professional development course offerings provided teachers the opportunity to enhance their skills to ensure all student growth and success by fostering a culturally responsive and proficient learning environment that addresses issues of diversity, advances educational equity, and promotes high expectations for all. ETM school-based Teacher Leader offer job-embedded professional development to strengthen ETM and culturally proficient instruction as it applies to the achievement of all students.

## Professional Development

Professional Development Redesign

The *Teacher Professional Development Redesign Committee* comprised of interdivisional members and under the direction of the Superintendent of Schools developed a delivery model for system wide professional development. The five key constructs that guided the committee's tasks which were directly related to the cross-cutting theme, Education that is Multicultural, included "Teaching Diverse Learners" and "School Climate."

The focus of "Teaching Diverse Learners" is to provide "linkages through collaboration, communication, and common language and practice for our teachers to meet the needs of our diverse learners." "School Climate" ensures that the "environment is characterized by mutual respect and fosters a positive school climate which will ensure academic achievement along with appropriate social development."

Training

The Professional Educator Induction Program (PEIP) offered a required workshop for new teachers to the PGCPS. "Meeting the Needs of Diverse Learners," reinforced accountability for the instruction of all students "across the learning spectrum from cognitively impaired learners to high-ability learners" and English Language Learners.

The Program for International Educators (PIE) provided six voluntary workshops for new international educators throughout the academic year. Led by a professional development specialist, a team of experienced international teacher leaders facilitated the team discussions related to the workshop topics. A preliminary survey identified the areas of emphases which included, "Teaching and Learning in an Urban Setting," "Home and Community Outreach," and "Co-teaching and Working with Para-professionals." An average of 140 international educators participated in each of the six workshops.

## Instructional Resources

Administrative Procedure 6180.2 – Evaluation of Library Media Material provides a process for reviewing materials that avoids stereotyping, discrimination, bias and prejudice, as well as providing materials that reflect the diverse experiences relating to cultural groups and individuals. This updated version of this AP was published July 2009.

The Department of Curriculum and Instruction adheres to Administrative Procedure 6180.2, cited below, that specifically addresses these issues:

IV. PROCEDURES: It is the intent of the Board of Education to provide the very best instructional and reference materials for use by students in library media centers.

A. The evaluation and selection process must insure the following:
    1. Materials are relevant to the curriculum.
    2. The range of new materials reflects the multicultural composition of the county.
    3. Materials do not contain bias or stereotyping by race, gender, age, religion, ethnicity, socio-economic factors, or disability.
    4. The variety of material is sufficient to meet the needs and interests of all students and reflects the range of topics covered in the curriculum.
    5. A determined effort is made to provide materials that present all points of view concerning current problems and issues.
    6. Materials are chosen with consideration for the developmental level of students to be exposed to them as well as the general community standards concerning materials that may be considered immoral, obscene, or undesirable.

It is vital that the evaluation and selection process operate in an atmosphere of freedom and creativity with sound rationale for selection. No materials need be prescribed for use by all students, but a variety must be available to respond to individual needs and interests.

### Adoption of Textbooks

The adoption of all textbooks for classroom purposes must follow the same guidelines as those used for Library Media. Department of Curriculum & Instruction staff insure that all students are culturally represented, students with disabilities, students of other heritages, etc. The textbook committee membership must have representatives from the Special Education and ESOL departments.

## School Climate

During SY2009, Professional School Counselors received monthly training to assist them in enhancing skills in working with diverse populations in PGCPS. The goal of the trainings was to study evolving trends and educational needs related to cultural diversity in the Latino community. Various topics were introduced

and reinforced to support counselors' efforts in providing support to the growing numbers of Latino students and families on their respective zones. Topics and objectives included the following:

- Demographic Shifts In Our School Community
- Understanding Contributing Factors to Challenges Facing Latino Families
- Achievement Trends Among Latino Students

Professional School Counselors were introduced to the diverse cultures present in our school system. They were provided with information about different challenges facing immigrant families and approaches to parent involvement of diverse families.

Professional School Counselors at all grade levels received in-depth training regarding the parent involvement of immigrant parents. Professional School Counselors were made aware of current enrollment and regional trends of diverse students and families that have come to the Prince George's County school community. Each counselor was informed of the diverse cultures that are represented in our school system. They were provided with information about different challenges facing immigrant families as well as approaches to promote parent involvement for diverse families.

The International School Counseling Office was reassigned to support Counseling Specialists in each region (North, Central, and South). As a result of support from the International School Counseling Office, Counseling Specialists in each region ESOL and bilingual Parent Liaisons have increased the number of Latino families participating in PTSA, school events, etc.

*2. Describe where challenges in meeting ETM goals are evident.*

*3. Describe the changes, adjustments, or revisions that will be made to programs or strategies to 2009-2010 to address identified challenges.*

Data presented in the Table AD below reflect that the student demographics of PGCPS are rapidly changing.

| Table AD: PGCPS Student Enrollment by Race/Ethnicity SY2004-SY2008 | | | |
|---|---|---|---|
| | 2004 | 2006 | 2008 |
| African American | 77.77% | 74.35% | 74.16% |
| Hispanic | 10.58% | 13.60% | 17.38% |
| White | 8.03% | 6.14% | 5.10% |
| Asian | 3.05% | 2.85% | 2.93% |
| Native American | 0.57% | 0.52% | 0.42% |

The population of Hispanic students in PGCPS grew from 10.58% of the total student population in SY2004 to 17.38% of the population in SY2008. In the other racial/ethnic groups, the student population is either staying about the same or declining.

In addition, the international student population is dynamic, as reflected in the following data:

| | |
|---|---|
| SY2004 | 16,764 students from 154 countries, speaking 140 languages |
| SY2006 | 17,660 students from 148 countries, speaking 140 languages |
| SY2008 | 21,608 students from 145 countries, speaking 154 languages |

Subgroup data and gender data on achievement indicators (MSA, HSA, AP, SAT), graduation rate, and attendance rate continue to reflect achievement gaps. There is an urgent need to address the specific needs of student groups that are not meeting performance standards. System leadership made a commitment to focus on ETM implementation at the school and classroom levels to promote culturally proficient instruction, a way of teaching in which instructors engage in practices that provide equitable outcomes for all learners.

A dedicated Multicultural Education Specialist has been funded and staffed in the Department of Teacher Leadership and Professional Development. The responsibilities of this specialist include:

- Design and implement high quality professional development focused on ETM;
- Coordinate and implement turnkey training of ETM for coaches, mentors, ETM teacher leaders, and other school-based personnel; and
- Coordinate and implement professional development of new teachers and international educators, as it relates to ETM.

To provide additional support to schools and school personnel in their development of cultural proficiency at the school and classroom levels, each school was required to identify an ETM Teacher Leader. The Teacher Leader is supported through an annual emolument of $500, inclusive of 25 hours of after-school professional development services as a school-based teacher leader dedicated to the implementation of ETM and culturally proficient instruction. The ETM Teacher Leader leads and participates in communities of practice that include:

- Collaborative planning, student and inquiry group sessions;
- Team/department workshops dedicated to professional learning, and
- Other appropriate professional learning opportunities, as identified in the School Improvement Plan.

ETM Teacher Leaders received 2 full days of training, which addressed the following topics:

- Overview of Code of Maryland (COMAR 13A.04.05.00, .01-08);
- Demographics of PGCPS (community, teacher, student);
- Guiding Principles of Cultural Proficiency;
- Equity Framework;
- PGCPS Implementation of ETM; and
- ETM Teacher Leader Responsibilities.

ETM Steering Committee

As noted in responses cited above, departments have taken progressive steps to provide high quality inclusion of ETM infused curriculum, instructional strategies, instructional resources, professional development and school climate practices. In order to maximize capacity for these efforts to impact the elimination of gaps in achievement among diverse learners, students will need to experience the combined, coordinated efforts across departments and offices.

Overall, the long-term goal that emerged from the review of 2008-2009 ETM implementation indicates the need for PGCPS to establish and sustain academic excellence, through on-going, equitable access to programs, instruction and services for all diverse learners via comprehensive, system wide ETM implementation.

The ETM Core Team recognizes that successful implementation will require progressive, systematic stages of interdepartmental collaboration and practice. To that end, the ETM Core Team has initiated formulation of an ETM Steering Committee that will include representatives from all divisions including, though not limited to, departments and offices in Academics, Area Offices, Human Resources, School Leadership and Student Support Services.

Emphasis will be placed on having each department or office identify indicators of practice that reflect the five core areas of ETM implementation that align with their department/office vision, mission, goals and objectives. Attention will be given to in-depth study of disaggregated data in order to better identify interdepartmental collaboration structures intended to build capacity for culturally proficient articulation and practice from one department to the next. It is anticipated that each phase of development will contribute to the long-range goal of systemic ETM practice that successfully achieves equitable access to all learners across cultures.

APPENDIX I

Education That Is Multicultural
Curriculum and Instruction
Curriculum Correlations from Mathematics
August 2009

*Content Area: Elementary and Secondary Mathematics*
Research-based strategies for differentiating the curriculum to address the diverse learning styles of our multicultural community are included in all our elementary and secondary curriculum documents.

| Grade Level | Curriculum Correlation | Sample Activities | Master Plan Linkage |
|---|---|---|---|
| Pre-Kindergarten | CFPG:<br>Daily routines<br><br>Harcourt Math | Establishes routines that promote an awareness and appreciation of self and others.<br><br>Literature connections provide problem solving embedded in diverse cultural settings and presents various ethnicities and genders in non-stereotypical roles. | Goal 1<br>1.7.2.1<br>Continue the process of systemic integration of ETM to ensure that all curriculum materials, textbooks, and other resources reflect ETM guidelines. |
| Kindergarten | CFPG:<br>Literature Connections:<br>Measuring Penny by Loreen Leedy<br>Arctic Fives Arrives by Elino J. Pinczes<br><br>Scott Foresman Addison Wesley (SFAW)<br>"Discover Math in Your World" | Problem Solving embedded in diverse cultural settings | Goal 1<br>1.7.2.1<br>Continue the process of systemic integration of ETM to ensure that all curriculum materials, textbooks, and other resources reflect ETM guidelines. |
| First Grade | CFPG:<br>Literature Connections:<br>Anno's Counting Book by Mitsumasa Anno<br>Nine O'Clock Lullaby by Marilyn Singer<br><br>SFAW-"Discover Math in Your World" | Problem Solving embedded in diverse cultural settings | Goal 1<br>1.7.2.1<br>Continue the process of systemic integration of ETM to ensure that all curriculum materials, textbooks, and other resources reflect ETM guidelines. |
| Second Grade | CFPG:<br>Literature Connections:<br>Two Ways to Count to Ten by Ruby Dee<br>Safari Park by Stewart J. Murphy<br>SFAW Dorling Kindersley (DK)book reference | Problem Solving embedded in diverse cultural settings | Goal 1<br>1.7.2.1<br>Continue the process of systemic integration of ETM to ensure that all curriculum materials, textbooks, and other resources reflect ETM guidelines. |
| Third Grade | CFPG:<br>Literature Connections:<br>Mummy Math: An Adventure in Geometry by Cindy Neuschwander<br>Grandfather Tang's Story by Ann Tompert | Problem Solving embedded in diverse cultural settings | Goal 1<br>1.7.2.1<br>Continue the process of systemic integration of ETM to ensure that |

| Grade Level | Curriculum Correlation | Sample Activities | Master Plan Linkage |
|---|---|---|---|
| | SFAW-"Discover Math in Your World"<br>The Manu Biosphere Reserve in Peru, 21 | | all curriculum materials, textbooks, and other resources reflect ETM guidelines. |
| Fourth Grade | CFPG:<br>Literature Connections:<br>How Much is a Million? by David M. Schwartz<br>The Doorbell Rang by Pat Hutchins<br><br>SFAW-"Math and Social Studies" | Problem Solving embedded in diverse cultural settings | Goal 1<br>1.7.2.1<br>Continue the process of systemic integration of ETM to ensure that all curriculum materials, textbooks, and other resources reflect ETM guidelines. |
| Fifth Grade | CFPG:<br>Literature Connections:<br>The Village Round and Square by Anna Grifalconi<br>A Grain of Rice by Helena Clare Pittman<br><br>Mathematics Applications and Concepts (MAC)-"Real Life Math" | Problem Solving embedded in diverse cultural settings | Goal 1<br>1.7.2.1<br>Continue the process of systemic integration of ETM to ensure that all curriculum materials, textbooks, and other resources reflect ETM guidelines. |
| Sixth Grade | CFPG<br><br>Write and evaluate expressions<br>Evaluate numeric expressions using the order of operations | Students will use a wide repertoire of instructional strategies and available technology to apply knowledge of rational numbers and place value with exponential notations using real –world tasks to develop understanding of math language/concept with diverse learners<br><br>Technology support will aid in reinforcing understanding of math concepts, teacher will use *Understanding Math* Intervention Understanding Whole Numbers and Integers, Lesson 9: Order of Operations to provide strong visual support of concepts (using a smart board or LCD projector and calculator) and opportunities for students from diverse cultural backgrounds time for academic oral language practice and interaction. | Goal 1<br>1.7.2.1<br>Continue the process of systemic integration of ETM to ensure that all curriculum materials, textbooks, and other resources reflect ETM guidelines. |
| Seventh Grade | CFPG<br>Quarter 1 7th Grade Math<br>Knowledge of Algebra, Patterns, and Functions<br>Write and evaluate expressions. Chapter 1 in Textbook<br>EXAMPLE: Quarter 1<br>1. Analyze number relations and compute<br>a) Add, subtract, multiply, and divide integers | Students will use a wide repertoire of instructional strategies and available technology to solve equations involving currency from different countries that use the pound system. The equation 3 3/4$d$ = 21 can be used to determine how many U.S. dollars $d$ equal pounds.<br><br>Technology support will aid in reinforcing understanding of math concepts. Teacher will use *Understanding Math* Intervention Software, Section - Understanding Whole Numbers and Integers, Lesson 5, 6, 7, and 7: Adding Integers, Subtracting Integers, | Goal 1<br>1.7.2.1<br>Continue the process of systemic integration of ETM to ensure that all curriculum materials, textbooks, and other resources reflect ETM guidelines. |

| Grade Level | Curriculum Correlation | Sample Activities | Master Plan Linkage |
|---|---|---|---|
| | | Multiplying Integers, and Dividing Integers to provide strong visual support of concepts (using a smart board or LCD projector) and opportunities for students from diverse cultural backgrounds time for academic oral language practice and interaction. | |
| Eighth Grade | CFPG<br>Quarter 1/Unit 1<br>Algebra/Data/Analysis Curriculum.<br>To identify positive and negative numbers. To compare and order rational numbers.<br><br>. | Students will use a wide repertoire of instructional strategies and available technology with the number line in order to identify, compare, and order positive and negative numbers using real –world tasks to develop understanding of math language/concept with diverse learners<br><br>Technology support will aid in reinforcing understanding of math concepts, teacher will use *Understanding Math* Intervention Understanding Whole Numbers and Integers, Lesson 4: The Meaning of Integers, Comparing Integers to provide strong visual support of concepts (using a smart board or LCD projector and calculator) and opportunities for students from diverse cultural backgrounds time for academic oral language practice and interaction. | Goal 1<br>1.7.2.1<br>Continue the process of systemic integration of ETM to ensure that all curriculum materials, textbooks, and other resources reflect ETM guidelines. |
| Ninth Grade | CFPG<br><br>Graphing on the Coordinate Plane | Students will use a wide repertoire of instructional strategies and available technology in graphing coordinate points, using real –world tasks to develop understanding of math language/concept with diverse learners<br><br>Technology support will aid in reinforcing understanding of math concepts, teacher will use *Understanding Math* Intervention Software Program, Understanding Graphing, Lesson 3: Points on a Grid to provide strong visual support of concepts (using a smart board or LCD projector and calculator) and opportunities for students from diverse cultural backgrounds time for academic oral language practice and interaction. | Goal 1<br>1.7.2.1<br>Continue the process of systemic integration of ETM to ensure that all curriculum materials, textbooks, and other resources reflect ETM guidelines. |
| Tenth Grade | CFPG<br>cator 2.1.4: The student will construct and/or draw and/or validate properties of geometric figures using appropriate tools and technology.<br><br>Geometry<br>Measuring Segments<br>Measuring Angles | EXAMPLE: Students will use a wide repertoire of instructional strategies and available technology in graphing coordinate points, using real –world tasks to develop understanding of math language/concept with diverse learners<br><br>Technology support will aid in reinforcing understanding of math concepts, teacher will use *Understanding Math* Intervention Software Program, Understanding Measurement and Geometry, Lesson 7: Construction to provide | Goal 1<br>1.7.2.1<br>Continue the process of systemic integration of ETM to ensure that all curriculum materials, textbooks, and other resources reflect ETM guidelines. |

| Grade Level | Curriculum Correlation | Sample Activities | Master Plan Linkage |
|---|---|---|---|
| | | strong visual support of concepts (using a smart board or LCD projector and calculator) and opportunities for students from diverse cultural backgrounds time for academic oral language practice and interaction. | |

## Education That Is Multicultural
## Curriculum and Instruction
## Curriculum Correlations from Science
## August 2009

*Content Area: Elementary and Secondary Science*

| Grade Level | Curriculum Correlation | Sample Activities | Master Plan Linkage |
|---|---|---|---|
| Pre-Kindergarten | Quarter 1:Theme: My Family, My Community Week: One through Three | Students will describe how we are like our parents by looking at photographs in order to name family members. Students will explore roles and behaviors associated with different professions in order to discuss what community helpers do. We will demonstrate an awareness of ways to stay healthy in order to discuss a doctor and dentist occupation | Goal 1 1.7.2.1 Continue the process of systemic integration of ETM to ensure that all curriculum materials, textbooks, and other resources reflect ETM guidelines. |
| Kindergarten | Unit A- Life Science-Quarter 1-Week Five-Chapter 1 | Directed Inquiry- Students will examine how people grow and change over time. Students will bring in pictures of themselves as infants and toddlers and share with their classmates how they are alike and different from one another and how they have changed over time. | Goal 1 1.7.2.1 Continue the process of systemic integration of ETM to ensure that all curriculum materials, textbooks, and other resources reflect ETM guidelines. |
| First Grade | Unit A-Life Science - Quarter 1-Week Three-Chapter 1 | Students will engage in chapter biographies and career excerpts that highlight individuals of different cultures, gender and race that have impacted science, technology, engineering and mathematics. | Goal 1 1.7.2.1 Continue the process of systemic integration of ETM to ensure that all curriculum materials, textbooks, and other resources reflect ETM guidelines. |
| Second Grade | Unit A-Life Science- Quarter 1-Week Six-Chapter 2 | Students will engage in chapter biographies and career excerpts that highlight individuals of different cultures, gender and race that have impacted science, technology, engineering and mathematics. | Goal 1 1.7.2.1 Continue the process of systemic integration of ETM to ensure that all curriculum materials, textbooks, and other resources reflect ETM |

| Grade Level | Curriculum Correlation | Sample Activities | Master Plan Linkage guidelines. |
|---|---|---|---|
| Third Grade | Unit B-Earth Science-Quarter 2-Week four - Chapter 7 | Students will engage in chapter biographies and career excerpts that highlight individuals of different cultures, gender and race that have impacted science, technology, engineering and mathematics. | Goal 1<br>1.7.2.1<br>Continue the process of systemic integration of ETM to ensure that all curriculum materials, textbooks, and other resources reflect ETM guidelines. |
| Fourth Grade | Unit A-Life Science-Quarter 1-Week Four-Chapter 1 | Students will engage in chapter biographies and career excerpts that highlight individuals of different cultures, gender and race that have impacted science, technology, engineering and mathematics. | Goal 1<br>1.7.2.1<br>Continue the process of systemic integration of ETM to ensure that all curriculum materials, textbooks, and other resources reflect ETM guidelines. |
| Fifth Grade | Unit C-Physical Science-Quarter 2-Week-10-Chapter 11 | Students will engage in chapter biographies and career excerpts that highlight individuals of different cultures, gender and race that have impacted science, technology, engineering and mathematics. | Goal 1<br>1.7.2.1<br>Continue the process of systemic integration of ETM to ensure that all curriculum materials, textbooks, and other resources reflect ETM guidelines. |
| Sixth Grade | Quarters 2-3<br>Weeks 7-8<br>Text: Environmental Science<br>Chapter-Sections 4-3,4,5<br><br>Natural Resources and Human Needs<br>1. *Recognize and compare how different parts of the world have varying amounts and types of natural resources and how the use of those resources impacts environmental quality.*<br>a. Identify and describe natural resources as<br>▪ Land<br>▪ Fossil fuels<br>▪ Forests<br>▪ Water<br>▪ Wind<br>▪ Minerals<br>▪ Wildlif<br>2. *Recognize and explain the impact of a changing human population on the use of natural resources and on* | Students can hold a classroom debate based upon their investigations of how different countries/cultures utilize their natural resources (i.e. Brazil and the tropical jungle) | Goal 1<br>1.7.2.1<br>Continue the process of systemic integration of ETM to ensure that all curriculum materials, textbooks, and other resources reflect ETM guidelines. |

| Grade Level | Curriculum Correlation | Sample Activities | Master Plan Linkage |
|---|---|---|---|
| | *environmental quality.*<br>a. Based on data identify and describe the positive and negative impacts of an increasing human population on the use of natural resources<br>▪ Land<br>▪ Fossil fuels<br>▪ Forests<br>▪ Water<br>▪ Wind<br>▪ Minerals<br>▪ Wildlife<br>*1. Recognize and explain how human activities can accelerate or magnify many naturally occurring changes.*<br>a. Based on data from research identify and describe how natural processes change the environment.<br>▪ Cyclic climate change<br>▪ Sedimentation in watersheds<br>▪ Population cycles<br>▪ Extinction<br>b. Identify and describe how human activities produce changes in natural processes:<br>▪ Climate change<br>▪ Loss of habitat | | |
| Seventh Grade | Quarter 1<br>Weeks 8-10<br>Text: Human Biology and Health<br>Chapter-Sections 5-1,2,3<br>*1. Recognize and provide examples that human beings, like other organisms have complex body systems of cells, tissues and organs that interact to support an organism's growth and survival.*<br>a. Describe and explain that the complex set of systems found in multicellular organisms are made up of different kinds of tissues and organs which are themselves composed of differentiated cells.<br>b. Select several body systems and explain the role of cells, tissues and organs that effectively carry out a vital function for the organism, such as<br>▪ Obtaining food and providing energy (digestive, circulatory, respiratory)<br>▪ Defense (nervous, endocrine, circulatory, muscular, skeletal)<br>▪ Reproduction (reproductive, endocrine, circulatory)<br>▪ Waste removal (excretory, respiratory, circulatory). | Students can investigate vaccinations for infectious diseases in other continents and create a public service announcement about how those diseases affect the human body.<br><br>Students can select a country (not the United States) and create a passport on the investigation of the vaccination policies of the United States before you travel to that country.<br><br>Students can select a country and create a medical information sheet based on the investigation of the most common diseases effecting humans in that location. | Goal 1<br>1.7.2.1<br>Continue the process of systemic integration of ETM to ensure that all curriculum materials, textbooks, and other resources reflect ETM guidelines. |

| Grade Level | Curriculum Correlation | Sample Activities | Master Plan Linkage |
|---|---|---|---|
| | ▪ Breathing (respiratory, circulatory) | | |
| Eighth Grade | Quarter 2-3<br>Weeks 9-11 and 1<br>Text: Astronomy<br>Chapter-Sections 4-2 & 4<br>*1. Identify and describe the components of the universe.*<br>a. Recognize that a galaxy contains billions of stars that cannot be distinguished by the unaided eye because of their great distance from Earth, and that there are billions of galaxies.<br>b. Identify that our solar system is a component of the Milky Way Galaxy.<br>c. Identify and describe the various types of galaxies<br>d. Identify and describe the type, size, and scale, of the Milky Way Galaxy.<br>*2. Recognize and explain the effects of the tilt of Earth's axis.*<br>*3. Recognize that objects of our solar system are interrelated*<br>a. Recognize that Earth and its closest star, the sun, are part of a disk-shape galaxy of stars and that our galaxy is one of billions of galaxies. | *Students can investigate and create an informational pamphlet about the seasons, day versus night in the Northern and Southern Hemispheres, and how this effects the cultures in those areas (i.e. The culture of the Eskimos)* | Goal 1<br>1.7.2.1<br>Continue the process of systemic integration of ETM to ensure that all curriculum materials, textbooks, and other resources reflect ETM guidelines. |
| | Quarter 4<br>Weeks 6-7<br>Text: Earth's Waters<br>Chapter-Sections 2- 1,2,3,4<br>*1. Identify and describe the atmospheric conditions related to weather systems.*<br>a. Identify and describe weather patterns associated with high and low pressure systems and frontal systems.<br>b. Identify and describe the atmospheric and hydrospheric conditions associated with the formation and development of hurricanes, tornadoes, and thunderstorms.<br>c. Identify and describe how various tools are used to collect weather data and forecast weather conditions.<br>▪ Thermometer<br>▪ Anemometer<br>▪ Psychrometer<br>*2. Cite evidence to explain the relationship between the hydrosphere and atmosphere.*<br>*3. Recognize and describe the water cycle as the distribution and circulation of Earth's water through the glaciers, surface water, groundwater, oceans, and atmosphere.* | Students can investigate and create video weather reports about weather events from different countries across the world.<br><br>Students can investigate the quality of the water supply from a country other than the United States. | |
| Ninth Grade | Quarter 2-Unit 2 (Global Warming) Module F | Students investigate human needs of | Goal 1 |

| Grade Level | Curriculum Correlation | Sample Activities | Master Plan Linkage |
|---|---|---|---|
| | (Carbon Footprint)<br>Pgs. 162-164 in CFO | populations of different countries and correlate to their Carbon Footprints.<br>▪ Students analyze the data from different countries and generate a list of activities that produce the largest Carbon Footprint.<br>▪ They can also propose solutions to reduce high Carbon Footprints from different countries.<br>Students will also read the article, "We have more hungry people in the world than we ever had in history of human kind" and analyze the use and consumption of food and materials of different countries as a function of different cultural practices and how this affect populations change over time and their Carbon Footprints. | 1.7.2.1<br>Continue the process of systemic integration of ETM to ensure that all curriculum materials, textbooks, and other resources reflect ETM guidelines. |
| Tenth Grade | Quarter 1 Unit 2<br>The Circle of Life<br>*Interdependence in Nature*<br><br>*<u>Overarching Question:</u> What is your ecological footprint? Think about diversity of organisms, their interactions and interdependence with each other and their environment to meet their energy demands, and how these interactions result in delicate web.*<br><br>Natural & Human-Made Changes in the Environment & their Effect on Organisms & Populations<br>Chapter-Section in Prentice hall Biology Text *[5-2, 6-2, 6-3]*<br>▪ Explain how population growth is affected by environmental factors and resources<br>▪ *(availability of space and resources; number of competing organisms)*<br>▪ Investigate how human activities and technology disrupt food webs or interfere with biogeochemical cycles<br>*(use of fossil fuels, inorganic fertilizers, water; habitat destruction and pollution)*<br><br><u>5-2</u> Density-independent limiting factors affect all populations in similar ways, regardless of the population size. Unusual weather, natural disasters, seasonal cycles, and certain human activities—such as damming rivers and clear-cutting forests—are all examples of density-independent limiting factors.<br><br><u>6-2</u> Human activities can affect the quality and supply of renewable resources such as land, forests, fisheries, air, and fresh water. | Students will study how different countries/cultures around the world have reacted to natural disasters. Reaction to natural disasters can be culturally based.<br><br>Students will study how different countries/cultures try to work in harmony with nature, their sustainable strategies (i.e. The native American Culture). | Goal 1<br>1.7.2.1<br>Continue the process of systemic integration of ETM to ensure that all curriculum materials, textbooks, and other resources reflect ETM guidelines. |

| Grade Level | Curriculum Correlation | Sample Activities | Master Plan Linkage |
|---|---|---|---|
| | Ecological research can help us understand how human activities affect the functioning of ecosystems. To work well, sustainable development must take into account both the functioning of ecosystems and the ways that human economic systems operate. Sustainable strategies must enable people to live comfortably and improve their situation.<br><br>6-3 Human activity can reduce biodiversity by altering habitats, hunting species to extinction, introducing toxic compounds into food webs, and introducing foreign species to new environments. | Students will investigate and respond to the question how do different countries utilize their laws to reduce the chance of a non-native plant or animal being brought into their country? | |

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# *Local Goals and Indicators*

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Local Goals and Indicators

Goal 6: The quality of school system service delivery will be enhanced by improving management effectiveness, efficiency, and accountability.

*1. Describe the progress that was made in 2008-09 toward local goals.*

*2. Identify the programs, practices, or strategies and the corresponding resource allocations to which you attribute the progress. Include supporting data as needed.*

Strategy 6.1.1: Implement management processes reflecting successful research-based practices.

The system's improvement efforts continue to be focused on graduating students who are college and workforce ready and strengthening the work of all components of PGCPS to support improved instruction and increased student achievement. Significant progress toward strengthening the infrastructure that supports teaching and learning was made in SY2009.

Performance Management

PGCPS implemented the six work streams of the comprehensive performance management plan with grant support from The Broad Foundation and The Michael and Susan Dell Foundation and technical assistance and support from McKinsey and Company (consultants).

A Performance Management pilot for central offices was implemented in 2008-09. The pilot assessed management practices and trained all staff levels on the Performance Management framework to promote effectiveness and efficiency in the Department of Purchasing and Supply and the Division of Human Resources. Data dashboard metrics were defined for the pilot departments. Expansion to additional divisions and departments is planned for SY2010.

One of the Performance Management workstreams focused on developing a system to manage the system's portfolio of initiatives. There was widespread belief throughout the system that there had been a proliferation of initiatives during the past few years, and in initial inventory identified 83 system initiatives. The Portfolio Management Team worked with Executive Cabinet to define the term *initiative* and to distinguish between true initiatives and ongoing. This process resulted in the identification of 32 system initiatives. The implementation of these initiatives will be tracked and monitored through the Portfolio Management tools and processes. (See Initiatives below).

System's Portfolio Of Initiatives

1. Achievement Via Individual Determination *(AVID®)*
2. Financial Incentives and Rewards for Supervisors and Teachers (*FIRST*)
3. Formative Feedback
4. *Framework for Teaching* Implementation Core Component
5. Human Resources: Redesign
6. Individual Learning Plans (ILP)
7. *Institute for Learning* Implementation (IFL) Core Component
8. Making Education Accessible in Neighborhood Schools *(MEANS)*
9. Minority Business Enterprise Program (MBE)
10. MSA/HSA Improvement and Bridge Plan/Validation

System's Portfolio Of Initiatives

11. New School Development
12. National Science Foundation – Math & Science Partnership
13. Oracle® Advanced Benefits
14. Oracle® Position Control
15. Performance –Based Budgeting (Multi –Year)
16. Performance Management Implementation Core Component
17. Priority Staffing
18. Proactive School-Based PPW Model
19. SchoolMax®
20. Secondary School(6-12) Improvement Plan
21. Smaller Learning Communities
22. *America's Choice* – ES/MS
23. *America's Choice* – HS
24. College Summit
25. GEAR-UP
26. GOOGLE™ Apps
27. Human Resource Recruitment Efficiency
28. International Baccalaureate
29. Performance Matters
30. *READ 180*®
31. School Leadership Professional Development Office
32. Student Weighted Formula

The shaded initiatives were removed from the PGCPS Portfolio of Initiatives for SY2010 because they transitioned to ongoing operations. It has been proposed that *Performance Management: Data Warehouse Implementation* be added to the PGCPS Portfolio of Initiatives for SY2010.

A Portfolio Management model was established and implemented to facilitate executives' review, selection, and monitoring of high-priority initiatives. A Portfolio Management pilot was conducted, including development and delivery of six formal project management training courses for project managers and/or sponsors. The pilot resulted in increased project management capacity and artifacts such as Project Charters, Project Management Plans, and Project Schedules. Portfolio Management prioritization factors and underlying formulas were also developed.
***Allocation: $1,600,667***

## Administrative Information Systems

PGCPS continued to effectively implement, maintain, support, and evolve the Administrative Information Systems (AIS) Enterprise Resource Planning (ERP) software (Oracle®). Information Technology staff evaluated new information technology as it applies to the business needs of PGCPS and implement, as needed and implemented the following Oracle® modules: Self-Service Human Resources, iExpenses, Warehouse Management System, and iRecruitment. The Warehouse Management System was fully implemented and operational. In addition, the system is being enhanced to include hand-held monitors to capture inventory on-hand and distribution.

## Formative Feedback System

As part of our implementation of Performance Management, PGCPS is developing a Formative Feedback System (FFS) to help determine the quality of our work to improve leadership, teaching, and learning. Similar to the benchmark (formative) assessment system, which is intended to help the central office, zones, school principals and teachers track the likely impact of current instruction and make mid-course adjustments as needed, the FSS will provide actionable data from stakeholders intended to build co-accountability across the system for monitoring the impact of existing work and the implementation of new system initiatives. In order to develop the FFS, PGCPS has partnered with three groups: 1) Process Engineering for Educational Results (PEER); 2) a consortium of research organizations headed by researchers from Educational Testing Service of Princeton, New Jersey; and, 3) a team of researchers from the University of Pittsburgh and the RAND Corporation.

The primary goals in undertaking this work are to: 1) make better data available for decision making about current curricular and instructional strategies and practices; 2) monitor the impact of these strategies and practices on leadership, teaching, and student learning; and, 3) make decisions about planned next steps and future initiatives and resource allocation.

The *FFS - PEER* project will provide district executives, school leaders, and teachers with information on the elements that have the greatest impact on student learning. The FFS – PEER project will offer the following benefits:

1) Accountability at every level, from central office to the school, for improving student achievement. By increasing the transparency of the elements that contribute to an improvement effort and the roles that staff members and resources play in strengthening these critical elements, the organization has the ability to identify strengths and weakness in the system and make decisions about policy design and resource allocation.
2) A better understanding of PGCPS processes for improving leadership and teaching, and hence, learning in mathematics. PEER will help the district identify useful measures to assess the quality of initiative implementation through surveys at every level (central office, principals, teachers) and logs.

During SY2009, PGCPS worked collaboratively with PEER to refine and administer formative measures to assess the quality of the system's improvement strategy in mathematics for students from Kindergarten through Algebra. The survey items were drawn from surveys that have been tested elsewhere as part of well-regarded educational research. All executive directors, principals, assistant principals, and coaches, as well as teachers from 21 pilot schools provided feedback about their work with mathematics teaching and learning, how they are supported in their work, and how they support others. Participants completed two, 30-minute, online surveys in January and May. Overall, participation in the first survey was 72%. Across the categories of executive director, principal, assistant principal, instructional coach, mathematics teacher leader (pilot schools only) and mathematics teacher (pilot schools only), 772 of 1,076 eligible respondents participated. Data from the second survey are currently being processed and analyzed.

## Data Management

The phased implementation of SchoolMAX® continued in SY2010. SchoolMAX® is a web-based student information system that replaced several systems in an integrated student data system. It is a transactional system that satisfies data capture mandates for state and federal regulations and serves as the centralized

student data system of record for the system. The following modules have been rolled out: Attendance, Discipline, Grades, Census and Enrollment, and Scheduling.
*Allocation: $206,880*

Comprehensive Boundary Review – Phase I
PGCPS completed Phase I of a boundary review process in April 2009, which was undertaken to address overcrowding and underutilization of schools and to ensure access to choice programs and a range of educational opportunities for students and families. This boundary review resulted in the 8 consolidated schools, one dedicated school, the conversion of 4 schools to K-8 grade configurations, and boundary changes for a total of 68 schools.

3. *Describe where challenges in making progress toward meeting local goals are evident.*

*4. Describe the adjustments or changes that will be made along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate.*

Performance Management
Performance Plans
Schools develop school improvement plans to plot a clear, data-driven course to improved student outcomes. Formerly, there was no central office process or tool to develop and plot a clear, data-driven course to guide the work of departments and divisions in of schools. Performance plans have been conceived to help central offices achieve that same goal.

Each department is responsible for the development and implementation of its performance plan. Performance plans will be reviewed and approved by the division Chief to ensure quality and alignment to the Master Plan. Each performance plan includes these components: mission statement, Master Plan alignment, core services, objectives, performance measures, strategies, and professional development plan. Performance plans will be used to drive continuous improvement across all central office functions and to ensure that departments are delivering the most effective and efficient services to schools.

Performance Management Analysis and Planning Process (PMAPP)
PMAPP Central Office is a process by which each major administrative function reviews key performance data and focused strategies to ensure the appropriate level of support and responsiveness to the system's schools. During SY2010, each division will hold data-driven performance reviews at least twice with executive leadership. To support this process, all major offices and departments have developed Performance Plans, which are two-year strategic plans that identify core services and measurable objectives that are aligned to the Master Plan.

Performance Plans will form the basis of the PMAPP Central Office process. Sessions will be focused on improving the vertical and cross-departmental alignment within the school system to ensure that resources are aligned best meet the critical needs of schools. As an integral component of the system's Performance Based Budget (PBB) system, Performance Plans and the PMAPP process help to focus on outcomes and increase the level of transparency with regard to the allocation of resources. A key output of this process is a set of actionable steps and clearly identified roles and responsibilities that, when implemented, will drive continuous improvement in our services to schools and classrooms.

Performance-Based Budgeting

To ensure that budget development and resource allocation processes are driven by program needs and results, a performance-based budgeting process was developed to replace the traditional line-item budget system that allocated resources based on organizational units and line item expenses. Performance-based budgeting integrates an annual performance plan and annual budget that shows the relationships between program funding levels and expected results. This budgeting process identifies the relationships between dollars and results, as well as explaining how those relationships are created. Performance-based budgeting will result in the following benefit for the system:

- Aligns resources with the objectives and work of departments;
- Allows for better budgetary transparency;
- Aligns performance management and the Master Plan; and
- Improves performance and accountability.

Overall, performance-based budgeting will allow system leadership to allocate resources based on prioritized needs and to ensure that resources are linked to desired outcomes. This is even more critical in the current environment of reduced fiscal resources.

A Performance-Based Budgeting Task Force was established to help guide the development of the budgeting process and to support implementation. The Task Force consists of business and government leaders, PGCPS Board of Education members, and system staff.

The framework for implementation is outlined as follows:

- Departments will develop a proposed budget for FY2011 that supports the delivery of the core services that were identified in their performance plans.
- Each budget will be reviewed by the Budget Office to ensure consistency of process, and Division of Accountability staff will review performance measures and targets to ensure alignment with the goals of the Master Plan.
- At regular intervals, the performance targets will be reviewed to determine whether spending is yielding the desired results and whether adjustments need to be made.

Data Management

The lack of integrated data systems that make data accessible to consumers at all levels of the district has hampered the system's improvement work. This need has been addressed, in part, by the phased implementation of a student information system, SchoolMAX®. This need will be further addressed by the development of a data warehouse.

Data Warehouse

The Performance Management Data Warehouse is a central repository for information located in data systems throughout the district. The data warehouse will contain various types of data as seen in Table AE.

| Table AE: Data Warehouse Data Types |
|---|
| Attendance and Enrollment |
| Discipline |
| Demographics |
| Student Achievement (Grades, Assessments, etc) |
| FARMS (Free and Reduced Meals) |
| School Environment (Surveys etc.) |

| Table AE: Data Warehouse Data Types |
|---|
| Teachers (HQT, Experience, Absences etc.) |
| Central Office |

The data will be provided to users based on their job role and level of access. Through the use of reports and interactive dashboards, the data warehouse will facilitate the growth and development of a data driven culture at Prince George's County Public Schools. The data warehouse will support the PMAPP process in both schools and central offices providing access to PMAPP metrics, providing capability to drill down and providing support for historical trending for additional data analysis and strategy development.

The Data Warehouse Project has a phased implementation. Phase 1A which includes, Area Executive Director and Principal Dashboards, will become available at the end of 2nd quarter 2010 calendar year. Teacher (Phase 1B), Human Resources (Phase 1C) and Purchasing (Phase 1C) dashboards will be available 3rd/4th quarter 2010 calendar year.

### Formative Feedback System

The formative feedback system was undertaken to identify classroom level, school level, and system level factors that may be influencing the success of math instructional program so that adjustments can be made to ensure continuous progress. During year 2 (SY2010), the FFS – PEER project will:

- Administer two surveys to measure various process elements linked to PGCPS' improvement strategies by focusing on mathematics;
- Administer leader logs to document principal practice once each semester; and,
- Administer various school and classroom level measures (e.g., collection of teacher assignment/student tasks; assessments; Ball & Hill Pedagogical Content Knowledge measures; teacher logs).

The FFS – Understanding Teaching Quality in Algebra (UTQ-A) project brings together a team of researchers from the Center for Advanced Study of Teaching and Learning (CASTL) at the University of Virginia, RAND Corporation and Educational Testing Service (ETS) to do three things:

1) Continue to develop and refine a theoretically driven and well-researched observation system (Classroom Assessment Scoring System, or CLASS) designed specifically for secondary settings (CLASS-S);
2) Determine the validity and reliability of this system for secondary classrooms; and,
3) Understand the relationships among classroom characteristics, processes, and outcomes.

Further, this study is designed to provide tools that might help principals and teacher leaders give actionable, meaningful feedback to teachers. PGCPS believes that feedback and support are the most direct ways to serve all students and close the achievement gap.

As partners, PGCPS will work with the UTQ-A research team to collect high quality data and to develop credible measures of teaching quality that are both helpful to teachers and school administrators. This project will also help determine if more cost-effective and less burdensome versions of the CLASS-S are equally good at measuring classroom quality.

During SY2010, the FFS - UTQ-A project will use the following data collection measures:

- Classroom observations of participating teachers (4 times per year)
- Videotaped lesson (1 per year)

- Online multiple choice algebra assessment for participating teachers
- View video clips and respond to questions about the clips
- Self-report questionnaire on classroom interactions
- ETS algebra assessment (administered by classroom teachers in the fall and spring)

A team of researchers from the University of Pittsburgh and the RAND Corporation project will assist PGCPS with the FFS – Literacy Project. This project will investigate two approaches to describing literacy instruction that can be used in large numbers of classrooms and that provide meaningful in-depth information about what, and how, content is delivered to students. These approaches are instructional logs and teachers' assignments with student work. Specifically, the study will investigate the ability of these measures of instruction, alone and in combination with each other, to provide valuable information about instructional opportunities for students. In addition, the FFS-Literacy project will investigate the cost of using these measures—both in terms of dollars and time expended on the part of teachers. The purpose of this project is to provide information to help PGCPS make informed decisions regarding the benefits of using these measures in a large-scale data collection effort.

During SY 2010, the FFS-Literacy project will:

- Administer instructional logs to teachers three times via the internet;
- Collect four assignments of student work twice during the year (a total of eight assignments);
- Administer surveys to teachers via the Internet; and,
- Administer two 45-minute writing assessments to the students of participating teachers.

### Comprehensive Boundary Review – Phase II

The neighborhood schools not included in Phase I of the boundary review process will be addressed in Phase II. Priorities that will guide this review process are as follows:

| | |
|---|---|
| 1st Tier | 1. School Academic Performance |
| | 2. Boundary Efficiency |
| | 3. Neighborhood Schools |
| | 4. Minimize Transportation Cost |

| | |
|---|---|
| 2nd Tier | 5. Facility Condition (3DI) |
| | 6. Program Expansion |
| | 7. PreK-* |
| | 8. Fiscal Sustainability |

| | |
|---|---|
| 3rd Tier | 9. Eliminate Temporary Classrooms |
| | 10. Provide Space for Universal Pre-K |
| | 11. Place 6th Grade in Middle School |

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Local Goals and Indicators

Goal 7: Strengthen relationships with family, school, business, community, and institutions of higher education to support improved student achievement.

1. *Describe the progress that was made in 2008-2009 toward local goals.*

2. *Identify the programs, practices, or strategies and the corresponding resource allocations to which you attribute the progress. Include supporting data as needed.*

Parent Engagement

As part of the parent engagement plan, Parent Liaisons communicated with parents on a day-to-day basis, provided resources and training to parents, and encouraged parents to participate in the learning process both at school and at home. Monthly meetings were held for parents in every school for the purpose of informing parents on how to navigate the system's procedures and processes. 27,968 parents attended more than 1,200 workshops facilitated by Parent Liaisons, representing an increase of 4,518 parents over SY2008.

The Office of Family and Community Outreach provided six full-day professional development sessions for all Parent Liaisons. Additionally, two online workshops on *Affordable Healthcare Options* and *Stress Management Techniques for Parents* were provided to Parent Liaisons. Additional workshops were scheduled for Parent Liaisons to address school-related issues.

In SY2009, the district launched an email subscription service to provide parents and the community with the information they want each time new school information is produced. Visitors to the PGCPS Web site (www.pgcps.org) can sign up and choose to receive the information they want in their email boxes. The following choices are offered to PGCPS.com subscribers: Weather Alerts – school closings and delays; PGCPS News – Press Releases and media advisories; Education Insight – the biweekly PGCPS newsletter; and School Meal Menus – breakfast and lunch menus for elementary, middle and high schools.

*Family Portal SchoolMax®* – The district provides an online student information system that keeps track of nearly all student data, including contact information, attendance, grades and discipline. The Family Portal allows designated family members to view information on their children. Parents are able to link to the site via the district's webpage and are required to register. In order to login each user is provided a unique parent access key (i.e., user name) and select a personal password.

In SY2009, 95% of district schools had established formal parent organizations. A total of 78,690 parents and community stakeholders are current members of formal parent organizations. A total of 270,408 parents and community stakeholders attended formal parent organizations. This number represented an average of 27,408 parents and community stakeholders attending formal parent organizational meetings monthly. Approximately 134 parents and community stakeholders attended formal parent organizational meetings per month in SY2009. In addition, All schools have established Parent/Community Resource Rooms or designated areas for parent/community resources.
*Allocation $10,055,152 – FY09*

Partners for Success Parent Center

The Partners for Success Parent Center conducted parent training sessions and surrogacy training, answered questions via e-mail and telephone, and participated in numerous community events intended to

improve parental participation in all aspects of the special education process. The Special Education Department collaborated with school-based Parent Liaisons to disseminate information and improve services for families of students with disabilities.

The Partners for Success Parent Center provided more than 100 trainings for parents on such topics as: Individualized Education; Supporting the English Language Learner with Special Needs; Parents' Guide to Understanding Community Referenced Instruction; Developing Effective Behavior Intervention Plans; Strategies for Children with Language Impairments (in Spanish); Preparing for the Annual Review; Parents' Guide to Homework Helpers; Effective Partnerships; Guide to Active Participation on the IEP Team; and Transition. Workshops were also provided on specific disabilities such as autism.
*Allocation: $10,000 (Partners for Success Grant Funds); 1.0 FTE for Bilingual Parent Liaison*

Division of Student Services Advisory Council
Regular Division of Student Services Department Steering Committee meetings were combined with Student Services Advisory Council meetings to disseminate information regarding progress on Division initiatives and to receive stakeholder feedback on modification of appropriate plans.

Special Education Citizens Advisory Committee (SECAC-PG)
The Department of Special Education met with Special Education Department and the Special Education Citizens Advisory Committee (SECAC-PG) on a monthly basis and provided information and training as requested.
*Allocation: $2,500 (Special Education Citizens Advisory Council (SECAC) Grant Funds)*

21st Century Community Learning Center: The Department of Strategic Planning and Grants Development collaborated with the Community School Improvement Council (CSIC) to develop and submit a grant proposal to provide extended learning services designed to enhance mathematical skill achievement for students from five district schools: Claggett, Gaywood and Thomas Johnson Elementary Schools, Walker Mill Middle School, and DuVal High School. The proposal provided summer math camps and 8 math booster sessions during each academic year of the grant to further support student mastery of skills. The grant was awarded to CSIC.
*Allocation: $1.2 million (Awarded to CSIC)*

School Climate Survey
In SY2009, approximately nine-out-of-ten parents with children in elementary schools (92.5%) expressed positive opinions about their child's school exhibiting Safe and Orderly Environment characteristics and more than nine-out-of-ten parents with children in elementary schools (92.2%) believe their children's schools exhibit positive school climate characteristics.

School Climate Survey data for both SY2009 and SY2007 indicate that parents of elementary school students held positive perceptions about the effectiveness of the schools their children attend.

In SY2009, more than nine-out-of-ten parents with children in early childhood centers (97.4%), special centers (93.3%), elementary schools (29.2%), and combination schools (91.2%) believed their children's schools exhibited positive school climate characteristics.

Responses to the SY2009 School Climate Survey indicated that parents were more confident that the schools their children attended held high expectations for them. Almost 95% of parents with children in early childhood centers believed the centers had high expectations for the students. Nearly 89% of parents with children in special centers felt this way.

Parents whose children were younger or had special needs expressed positive opinions about parent and community involvement more often than other parents. This was most likely due to the fact that schools serving younger or special needs children, generally, communicated directly with the parents, while schools serving older children relied more on students informing parents of school activities. Parents of students in special centers reported that they had positive opinions about their involvement in their children's schools 87.4% of the time.

3. *Describe where challenges in making progress toward meeting local goals are evident.*

P-Teams

The P-teams work to support families, however, staff reductions related to budget decrease will increase the demand and make coordination of these services more difficult to accomplish.

SECAC Meetings

Special Education staff encounter challenges in getting parents to attend SECAC meetings. Many parents are not available due to custodial care challenges. In order to address this challenge and to increase communication to parents, the Office of Special Education will televise SECAC meetings on TV96 and the PGCPS website. Video recording equipment (i.e., camera and related equipment) have been purchased and Special Education staff is coordinating with the Information Technology and Communications Departments in order to regularly provide webcasts and telecasts of the SECAC meetings.

School Climate Survey

Middle School: During SY2009, almost 78% of middle school parents believed that their children's schools exhibited characteristics of effective schools, at the aggregate level. Although this represents almost a seven percent-point increase from the 71% of parents of middle school students that had the same opinion in SY2007, there is a need to continue to increase parent's positive assessment of the climate of middle schools.

High School: More emphasis must be placed on increasing the parents' positive assessment of high school climate characteristics. The opinions of high school students' parents about the characteristics of effective schools were the lowest of all parental responses and did not vary much from the 2007 administration and the 2009 administration. Overall, 68.8% of parents of high school students believed the high schools their children attended exhibited characteristics of effective schools; in SY2007 the percentage was 66%. Although a majority of parents believe the high schools their children attend are "safe and orderly," there remains room for improvement. Only 75.9% of high school student parents in SY2009 thought that their child's high school was "safe and orderly." This represents a 4.2 percentage point increase over SY2007 (when it was ranked second with almost 71.7% of parents expressing positive opinions about it). In SY2009 only 58.3% of high school parents believed that their child's high school had frequent assessment/monitoring of student achievement, which was only a slight improvement from the 55.0% response in SY2007. Likewise only 55.1% of high school student parents in SY2009 indicated a positive assessment of "maximum opportunities for learning" characteristics, which was the lowest characteristic of effective schools reported in both SY2009 and SY2007.

4. *Describe the adjustments or changes that will be made along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate.*

### Parent Liaisons

In SY2009 there were 229 Parent Liaisons in the Division of Student Services. Due to required budget reductions, 142 Parent Liaisons positions have been eliminated. For SY2010, the district has only 87 Parent Liaisons to administer all services previously provided. This significant reduction in Parent Liaisons will require substantial redirection of assignments and duties of other personnel in the Division of Student Services. It will especially challenge the ability of the Division of Student Services to increase parent membership in formal parent organizations (i.e., PTAs, PTOs and PTSAs) and other efforts pertaining to increasing parent involvement.

### Revision/Update of Administrative Procedure 4217

Parent Involvement in Schools – This procedure will be updated in accordance with the guidelines stipulated in Administrative Procedure 2481 (The Administrative Directive System: Policies, Administrative Procedures, etc.).

### Business Outreach & Strategic Partnerships

The district will continue to work with the Prince George's County Chamber of Commerce to establish at least one external partnership in every PGCPS school by June 2011. Provide training to principals and community stakeholders on how to effectively establish and sustain partnerships.

### Parent Center

The Special Education Department will expand the Partners for Success (PFS) Parent Center and move it from the Judy Hoyer Center in Adelphi, Maryland to the former John Carroll Elementary School site in Landover, Maryland. The PFS Parent Center will occupy the space that was formerly the John Carroll Elementary School library. One of the services provided by the PFS Parent Center is a lending library containing print and media resources of interest to parents and families of children with disabilities, so this location promises to be ideal. A significant increase in space will also accommodate parent groups and allow expansion of PFS Parent Center Services. The PFS Parent Center provides information, referral services, support, and training workshops to parents and families of children with disabilities. The Center also sponsors community resource fairs and other special events. It is anticipated that the move will be completed by November 2009.

*Allocation: $10,000 in Partners for Success Grant Funds; 1.0 FTE for Bilingual Parent Liaison*

### Higher Education Partnerships

The Office of Higher Education Partnerships (OHEP) will work with Prince George's Community College and the Office of the Superintendent to develop the Academy of Health Sciences at PGCC (a middle/early college high school).

### School Climate Data

Schools are required to analyze their school climate survey data and to develop relevant strategies and programs to address areas of need. This action plan will be included in the school improvement plan.

# I.H.

# *Clarifying Questions*

# MSDE CLARIFYING QUESTIONS

## Section I.A Executive Summary

### Panel clarifying question(s):

1. *Please clarify the connection between the Homeless Education Program additional funding to Goal 4—All students will be educated in learning environments that are safe, drug free, and conducive to learning. (Page 13)*

### LSS Response to Clarifying Question(s):

*Question:*
*Please clarify the connection between the Homeless Education Program additional funding to Goal 4 - All students will be educated in learning environments that are safe, drug free, and conducive to learning. (Page 13)*

*Response:*

The FY 2010 Approved Budget includes $11,180 for the upgrade of the Instructional Supervisor to Coordinating Supervisor due to the increase in responsibilities associated with PGCPS homeless children and youth program. This office is responsible for eliminating barriers to enrollment, transportation, retention, and ensuring the overall academic success of homeless children and youth.

## Section I.D.i
## Maryland School Assessment – Reading

### Panel clarifying question(s):

1. *Please describe the nature of the system's core reading program expected for implementation in all schools (elementary, middle, and high schools), including the continuum of reading interventions.*
2. *Please clarify your system's process for monitoring student progress and increasing rigor in the reading content.*
3. *Please clarify how the system plans to address the significant student reading decrease for the Hispanic subgroup from elementary school to middle school.*
4. *Please reconcile differences in the data provided in Table B on page 65 and Table 2.1 on page 36.*
5. *Please note the 2009 AMO referenced in paragraph 1 on page 65 is incorrect.*

### LSS Response to Clarifying Question(s):

*Question:*
*Please describe the nature of the system's core reading program expected for implementation in all schools (elementary, middle, and high schools), including the continuum of reading interventions.*

*Response:*
Core Reading Program
The Reading/English Language Arts program is designed to enable all students to become the readers, writers, listeners, and speakers of tomorrow. This is accomplished through systematic instruction that

focuses on the development of attitudes, strategies, and processes that empower students to become active listeners, proficient speakers, and independent readers, writers, and thinkers.

Instruction is based on the State Curriculum. The core series used in grades K-5 is the Houghton-Mifflin Reading program, which includes instructional resources and leveled readers. Additional resources are used to strengthen strategy instruction (The *Comprehension Toolkit, Primary Toolkit*) and vocabulary development (Bringing Words to Life lessons). The McDougal Littell Language of Literature anthology and Language Network are the core materials in grades 6-12. In addition to the grade level materials, a variety of individual books and classroom libraries are provided in elementary, middle, and high school (through grade 10). Class sets of novels are also provided to all secondary classes for novel study units that are incorporated into the curriculum.

Differentiated instruction is delivered through a variety of grouping strategies, activities, and texts. Material support for differentiated instruction includes: the Houghton Mifflin leveled readers, *Rigby*, *Wright Group*, and *Wildcat* books (at the elementary level); McDougal Littell Bridges texts (at the middle school level); and McDougal Littell's InterActive Reader for struggling readers and for English Language Learners (at the middle and high school levels). Technology is incorporated in the core curriculum through: ancillary materials provided by Houghton Mifflin and McDougal Littell; digital media (i.e., *Safari Montague* and *Discovery Education*); and approved library media. Modifications and/or supplemental supports for special needs students have been written into the Curriculum Framework Progress Guides for grades K to 12, as well as the Institute for Learning/Disciplinary Literacy English Units.

### Interventions

Reading interventions and programs include:

- research-based instructional strategies;
- use of differentiated texts; and
- direct and explicit instruction.

Specifically, reading interventions and programs include:

- *Reading Recovery* (one-to-one instruction for the lowest achieving quartile of first graders, the focus is on all facets of reading instruction);
- Differentiated small group instruction (the K-8 focus is on developmental reading skills: phonemic awareness, phonics, comprehension, fluency, and vocabulary); *Soar to Success* (the grades 3-8 focus is on comprehension strategies and decoding);
- *Voyager* (MEANS classes grades 2-4, CSEP students, for below grade level students needing explicit instruction in phonics, fluency, vocabulary, and comprehension);
- *I-Station* (computer-based intervention for special education students in grades 1-6);
- *Ramp-Up Literacy* (middle school intervention that focuses on phonics, fluency, comprehension, vocabulary, and writing);
- *Corrective Reading* (phonemic awareness and decoding intervention for secondary students); and
- *READ180*® (computer-based program that focuses on secondary students who need explicit instruction with comprehension and decoding).

Additionally, *S.P.I.R.E.*, a comprehensive, multisensory systematic reading and language arts program designed for struggling readers, is utilized in each elementary school to meet the needs of struggling learners needing an Orton-Gillingham approach to reading.

In order for a student to be identified for an intervention, data (collected from teacher observations and assessments) are reviewed to determine the students' strengths and weaknesses. After reviewing student achievement data with the grade level or content teams, the teacher also brings documentation of student progress to the School Instructional Team. The School Instructional Team assists the teacher in making recommendations. These recommendations could include: modifications to the teacher's lesson structure; use of supplemental materials, or additional reading instruction from reading specialists; reading resource teachers; or Reading Recovery teachers. Progress of students receiving intervention instruction is monitored weekly through teacher observation and informal assessments. After four-to-six weeks, student achievement is again reviewed by the School Instructional Team. Additional targeted interventions are recommended by the School Instructional Team for students who have demonstrated minimal progress.

*Question:*
*Please clarify your system's process for monitoring student progress and increasing rigor in the reading content.*

*Response:*
Monitoring Student Progress
The Scholastic Reading Inventory (SRI) is an informal reading placement inventory used in grades 2-10 and it is administered twice for grades 2-10. For students in grades K-5, the Developmental Reading Assessment (DRA) and informal running records, an individual oral reading assessment, are used to determine specific areas of difficulty for students scoring significantly below grade level on the SRI. The DRA is administered three times for students in grades K-1, and twice for students scoring below grade level in grades 2-5. Teachers also administer informal running records from leveled texts to provide a focus for small group instruction. Ongoing assessment occurs through emergent literacy assessments in grades K-2; informal running records (K-5), and quarterly formative assessments (grades 3-8). The results from these assessments are reviewed during collaborative planning and data utilization. Grade level teams use the data to address objectives that have not been mastered and to modify instruction to meet student needs. Area offices also support schools by participating in collaborative planning sessions and reviewing data. When computer based programs are utilized as interventions (such as *I-Station),* benchmark data, as well as pre-and post-testing data, are available to monitor student progress.

Increasing Rigor
*America's Choice* and *Institute for Learning/Disciplinary Literacy (IFL/DL)* are research-based programs designed to increase rigor in the Reading/English Language Arts curriculum. To ensure that students with disabilities access and benefit from the rigorous middle school and high school disciplinary literacy (DL) curriculum, the district is partnering with the University of Pittsburgh (IFL) in curriculum design. The following strategies have been embedded in all DL English 9 Units in order to ensure a rigorous curriculum for all students: co-teaching models; accommodations and modifications; and technology to enhance instruction. At the elementary level, the district utilizes the skill alignment model to plan instruction to meet the level of cognitive demand. In Title I schools, the district uses the Comprehension ToolKit to increase rigor in reading comprehension. *America's Choice* operated in 22 elementary schools last year; and the ten Title I elementary schools are continuing to use the model.

*Question:*
*Please clarify how the system plans to address the significant student reading decrease for the Hispanic subgroup from elementary school to middle school.*

*Response:*

At this time, the ESOL office is exploring the root cause at a systemic level. The district will create a Hispanic Task Force and begin to address the challenges facing all middle school Hispanic students—those who are enrolled in the ESOL program and those who are not. Parents will be included in the discussion and the findings.

Of the 4,830 Hispanic test takers at the elementary level in SY2009, 3,417 (70%) were in the ESOL program. Of the 4,512 Hispanic test takers in middle school, only 846 (18.7%) were in ESOL. Of the ESOL Spanish-speaking middle school students, fifty percent (359 out of 715) were immigrants with a U.S. entry date of three3 years or less. Many of the students entered the United States with interrupted education and lacked the ability to read in their native language and English at grade level. Since many of these students speak little to no English, they are faced with the challenge of developing both reading skills and English language skills in a short amount of time prior to being tested. In comparison for ESOL Spanish-speaking elementary students, the immigrant rate is 32% (1,064 out of 3,307), with a U.S. entry date of three years or less. The ESOL office is working with the R/ELA and Mathematics offices to develop differentiated strategies and instructional supports that will assist teachers in targeting the needs of this diverse group of Hispanic students. As we bring interventions into the classroom we must insure that they contain strategies to support the needs of our Hispanic students.

The Secondary Reading/English Language Arts (R/ELA) and ESOL offices are developing plans to work collaboratively to design appropriate instructional support through material resources and teacher training at the middle school level. The ESOL office is examining the course sequence at the middle and high school levels and currently has specialists on staff to provide support at the school level.
The ESOL secondary instructional team consists of: the ESOL supervisor; secondary instructional specialist; and two instructional coaches who work in collaboration with the R/ELA secondary team. The ESOL secondary team is assigned to every secondary school with an ESOL program. They work with the ESOL and content area teachers and train them in ways to use the curriculum and how to modify instruction to meet the needs of English Language Learners. They host curriculum strategy workshops, as well as model lessons on how to differentiate instruction. Additionally, they serve on school and area teams to implement appropriate interventions.

In addition, the ESOL and R/ELA offices will implement the following strategies to assist in servicing the district's Hispanic subgroup:

1. Review the Hispanic subgroup data to identify what percentage is Reading – Limited English Proficient (R-LEP), LEP, and mainstream students; identify where the greatest needs are and how to address them as the needs range among newcomer students and American-born students. ESOL students need English language development and sheltered instruction focusing on language acquisition; R-LEPs need support within the mainstream classroom by teachers who differentiate instruction; and students, including mainstream students, need validation of their culture and consistent instruction by qualified teachers.
2. Analyze data through quarterly data utilization and performance management discussion sat the school level; identify students who need additional support. Principals work with instructional teams (including the ESOL teacher) to review the data and focus on the instructional needs of students involved. The ESOL leadership team is a part of the Performance Management Analysis and Planning Process (PMAPP) discussions, which focus on data and outcomes.

3. Train teachers on integrating Latin roots which are commonly found in the core content classes and have similar cognates in Spanish into classroom reading instruction. Making connections between Spanish and English words will help students develop more academic vocabulary.
4. Provide literature selections in Spanish at four middle schools with the highest Hispanic population and lowest levels of proficiency in the Hispanic subgroup. Research has proven that English Language Learners with a strong reading foundation in their first language are more likely to transfer those skills into their English reading proficiency and improve their reading level.
5. Provide parent workshops for non-English speaking parents on how to support reading and reading skills in the home.

*Question:*
*Please reconcile differences in the data provided in Table B on page 65 and Table 2.1 on page 36.*

*Response:*

Table B: MSA Elementary Reading Proficiency Rates by Subgroups – 2007-2009

| Subgroup | 2007 | 2008 | 2009 | Change (2008-2009) | Change (2007-2009) |
|---|---|---|---|---|---|
| All Students | 69.8 | 76.8 | 77.9 | 1.1 | 8.1 |
| African American | 68.9 | 76.3 | 77.3 | 1.0 | 8.4 |
| American Indian/Alaskan | 72.5 | 79.8 | 84.6 | 4.8 | 12.1 |
| Asian/Pacific Islander | 85.3 | 88.2 | 88.4 | 0.2 | 3.1 |
| Hispanic | 65.4 | 73.6 | 75.4 | 1.8 | 10.0 |
| White | 86.5 | 88.2 | 89.5 | 1.3 | 3.0 |
| FARMS | 63.5 | 71.4 | 73.4 | 2.0 | 9.9 |
| Limited English Proficient | 54.8 | 64.8 | 60.5 | -4.3 | 5.7 |
| Special Education | 48.8 | 59.1 | 71.4 | 12.3 | 22.6 |

*Question:*
*Please note the 2009 AMO referenced in paragraph 1 on page 65 is incorrect.*

*Response:*
For the 2009 testing cycle, elementary students in the aggregate met the MSA reading AMO (76.5%), exceeding the target by 1.4 percentage points (see Table B). The 2009 performance represents an increase of 1.1 percentage points above the 2008 performance level and an 8.1 percentage point increase over the 2007 performance level. In addition, reading proficiency rates improved in 2009 over 2008 levels for all subgroups except for LEP students, which declined by 4.3 percentage points. Since 2007, reading performance has improved for all subgroups, including LEP students, with special education student performance increasing by 22.6 percentage points, Native American performance increasing by 12.1 percentage points, and Latino student performance increasing by 10 percentage points.

## Section I.D.i
## Maryland School Assessment – Mathematics

Panel clarifying question(s):

1. *Please describe the nature of the system's core mathematics program expected for implementation in all schools (elementary, middle, and high schools), including the continuum of interventions in the mathematics content.*
2. *Please clarify your system's process for monitoring student progress and increasing rigor.*

3. *How will the system address the significant decreases in most subgroups between elementary schools to middle schools?*
4. *Please correct the indicated math proficiency changes in Table C-1 on page 71 from positive to negative for African American and White students.*
5. *Please reconcile differences between the data provided in Table C-1 and Table 2.4.*

## LSS Response to Clarifying Question(s):

*Question:*
*Please describe the nature of the system's core mathematics program expected for implementation in all schools (elementary, middle, and high schools), including the continuum of interventions in the mathematics content.*

*Response:*
Core Mathematics Program
PGCPS Curriculum Framework Progress Guides (CFPG) for grades K-12 are based on the Maryland State Curriculum which are derived from the National Council of Teachers of Mathematics Standards and Principles. Modifications and extension lessons have been included within the CFPG to support students with special needs. The extensions include best practices for modifying lessons and strategies designed to address students with special needs. For each indicator of the CFPG, extension lessons were produced to develop the concept from the concrete model, to the representational model, and finally to the symbolic model.

Listed below are the core textbooks and ancillary materials:

| Grade(s) | Core Resource |
|---|---|
| K-4 | Scott Foresman Addison Wesley Math |
| 5-7 | Glencoe Mathematics Applications and Concepts |
| Algebra/ Data Analysis | Walsh Publishing |
| Algebra 1 | Prentice Hall |

| The Five E's | |
|---|---|
| Engagement | The activities in this section capture the student's attention, stimulate their thinking and help them access prior knowledge. |
| Exploration | In this section, students are given time to think, plan, investigate, and organize collected information. Examples of activities include, but are not limited to, problem solving, collecting information, and/or constructing a model for solving a problem. |
| Explanation | Students are now involved in an analysis of their exploration. Their understanding is clarified and modified through reflective activities. Models for solving the problem are presented based upon evidence from the exploration. |
| Elaboration | This phase of the lesson gives students the opportunity to expand and solidify their understanding of the concept/skill and/or apply it to a real world situation. |
| Evaluation | The student is informally or formally evaluated daily to determine next steps for subsequent lessons. |

A panel of educators, including representatives for the Department of Special Education, the ESOL Office, and the community, selected the textbooks and ancillary materials. The selection process focused on materials that best supported teaching and learning for all students. Each level contained teacher supports to "reach all learners," including multi-cultural representations. The publishers provided support for teacher

development as needed. At the time of adoption, these materials were deemed as the best available to support system needs.

Expectations for curriculum delivery include developing mathematical concepts implementing a student-centered model; both the Five Es and modified DTA build from concrete models to symbolic forms. Each phase of the Five E's Plan is centered on students developing an understanding of the concept. Details of expectation are outlined in the following table:

The modified DTA has different labels for each phase, but the path to student learning and understanding is essentially the same.
*How do teachers address the needs of "basic" students within the lesson format?*

Interventions
Response to intervention is an extension of curriculum expectations of differentiating instruction to meet the needs of all students. Intervention materials are built into the ancillary supplements that accompany the core text. Additional mathematics interventions include:

| Intervention | Purpose | Audience |
|---|---|---|
| *First in Math* | Web-based program to build problem solving and reasoning skills<br>Fact fluency | All 4th and 5th grade students |
| *FASST Math* | Fact fluency | Students in intensive and co-taught special education classes |
| *Understanding Math* | Teacher capacity & concept development | Teachers in intensive and co-taught special education classes in middle grades and Algebra I |
| *Marilyn Burns Math Solutions Training* | Content development and pedagogy | Teachers of grades K-5 in Title I schools |
| *Title I Intervention Workshops* | Planning for Effective Math Instruction: planning rigorous lessons, effective use of manipulatives, data, and differentiation of instruction | Teachers of grades 3-5 in Title I schools (including Special Educators and ESOL teachers) |
| *Moving with Math* | Concept development | Students at schools where the resource is available from previous systemic programs and Title I targeted assistance schools |
| *KEMS & KEAS* | Teacher capacity & concept development | Students and teachers in intensive and co-taught special education classes in middle grades and Algebra 1 (non-*America's Choice* schools) |
| *Navigator* | Fact fluency | Students at *America's Choice* schools (grade 3 and middle grades) |

*Question:*
*Please clarify your system's process for monitoring student progress and increasing rigor.*

*Response:*
Monitoring Student Progress
The Office of Testing has developed a series of assessments and benchmarks to obtain data on student progress. These assessments are cumulative in nature and are administered three times during the year to give teachers/administrators a global picture of concept strengths and weaknesses. Teachers utilize this information to determine targets for small group intervention, additional practice, and/or re-teaching.

Mathematics Department staff developed unit assessments that mirror MSA format for grades 3-8 and in the HSA format for Algebra/Data Analysis and Algebra I. The unit assessments reflect current instruction and provide instructional data on specific indicators from the state curricula. Schools are required to conduct monthly data utilization/collaborative planning meetings at which time specific mathematics content is addressed. Area offices are responsible for monitoring academic progress via "Learning Walks," area staff meetings, and PMAPP.

Rigor

Rigor is built into curricular expectations of teacher instructional delivery. Classroom procedures are expected to routinely involve students in activities that allow them to be involved with thinking and reasoning. Additionally, addressing classroom rigor is further emphasized through the systems' partnership with the Institute for Learning (IFL). Systemic trainings from IFL promote the use of rigorous tasks that require mathematical thinking and reasoning as opposed to rote procedural knowledge. At the elementary level (grades K-6), the district works with the elementary teacher coordinators, assistant principals and grade five teacher leaders. This team from each school in turn trains every teacher in their respective school. The team trains on: critiquing lessons already designed by teachers to increase the rigor, and showing teachers strategies that they could use to enhance their lessons. They model for the teachers how to use assessing and advancing questions to have students advance their thinking about the problem-solving process. The team also analyzes student work to show teachers how to gather information on what learning has occurred. In addition, the team is revamping the curriculum to include more lessons with the strategies for questioning imbedded in them. Training with the elementary project is provided to cohorts of team four times per year and in between training follow-up support is provided at the school level and the sample work is brought back to the next training for follow-up and dialogue. Area offices assist with the monitoring of the project. At the secondary level, the system is focusing on mathematics instruction in the Algebra/Data Analysis and the Algebra I courses. The district uses the IFL principles with the Disciplinary Literacy Model (DL). The Institute for Learning's Disciplinary Literacy training provides tools to engage administrators, coaches, and lead teachers in powerful disciplinary teaching for diverse populations of students in middle and high schools. It gives secondary teachers a set of instructional approaches that they can use to immerse students in rigorous content and habits of thinking in English language arts, history, mathematics and science. Educators participate in cycles of study and action in which they plan, teach, and analyze sequences of subject-matter content lessons that enable high levels of literate thinking and reasoning. In mathematics the district involves a team that includes an administrator, mathematics teacher coordinator at the high school level and the department chair at the middle school level along with a classroom teacher from each building. Trainings are scheduled bi-monthly at the secondary level and consist of four trainings throughout the year. The team works on conducting study groups, collaborative planning and revamping the curriculum for Algebra I and Algebra Data/Analysis to insure that all students have access and that teachers use these strategies and questioning techniques to advance rigor in the classroom.

*Question:*

*How will the system address the significant decreases in most subgroups between elementary schools to middle schools?*

*Response:*

As students advance from elementary to middle school and the content level increases, students begin to fall further behind and require increased support outside of the classroom. The increase emphasis on problem-solving also reflects their struggle with reading and using it in a mathematics context. More

support with extended learning opportunities are needed after school and on Saturdays. Classrooms also should increase differentiated support to help students with the content. Many schools are using the creative arts block to provide students intervention support within the school day.

Professional development is provided to the upper elementary and middle grade teachers to increase awareness of content and instructional strategies and to provide training in the use of the available resources. This includes core text and intervention materials. Grade five5 core text materials were changed to mirror the texts in the middle grades. The alignment allows for grades 5-7 to implement content in the same format and provides more rigorous instruction for 5th grade. This training occurred during the Fall of the 2008-2009 school year. In December 2008, the district trained all administrators on available interventions and for what the interventions could be used. The impact has increased awareness of instructional interventions. While scores did not increase significantly, the system was able to maintain some improvements, but it shows that more needs to be done and the district needs to continue to make teachers aware of the different solutions available to assist students.

Mathematics PD Plan

The mathematics plan for 2009-10 focuses on building teacher capacity for general education and special education teachers to improve student achievement. By building the capacity of all teachers, they are better equipped to provide tiered instruction for all subgroups. Each of the scheduled trainings will include a session for special education teachers.

Using the new Disciplinary Literacy Algebra I curriculum as a vehicle for training Algebra I and Algebra Data/Analysis teachers from grades 7-9,and the IFL elementary training for grades K-6, all participants will receive training on content, interventions, accessibility strategies, and accommodations.

Area offices, building administrators and math teacher leaders are responsible for providing the follow-up support to ensure that the trainings become habits of practice.

| Date | Location | Participants | Topic | Projected Attendance |
|---|---|---|---|---|
| November 12, 2009 (8:30 – 3:30) | Clarion Hotel | Algebra 1 | Accessibility and test taking strategies related to current math objectives | 100-125<br>2-3 general educators<br>1intensive Teacher<br>1 co-teacher |
| November 18, 2009 (8:30 – 3:30) | OHSDC<br>Media Center | (Keys for Essential Mathematics Support) KEMS - AM<br>(Keys for Essential Algebra Support) KEAS – PM (half day) | Accessibility and test taking strategies related to current math objectives | 100<br>7th and 8th grade intensive and co-teachers<br>Algebra 1 intensive and co-teachers |
| November 21, 2009 (8:30 – 3:30) | Clarion Hotel | Grade 8<br>Algebra/Data Analysis | Accessibility and test taking strategies related to current math objectives | 100-125<br>2-3 general educators<br>1intensive Teacher<br>1 co-teacher |
| November 21, 2009 (9:00 – 12:30) | OHSDC | Middle School Special Educators | Differentiation in Mathematics | 50 |
| Date | Location | Participants | Topic | Projected Attendance |
| December 2, 2009 (8:30 – 3:30) | Clarion Hotel | Grade 6 | Accessibility and test taking strategies related to current math objectives | 130 |
| December 9, 2009 | Sports and | KEMS | Accessibility and test taking | 100 |

| Date | Location | Participants | Topic | Projected Attendance |
|---|---|---|---|---|
| (4:00 -7:30) | Learning Center (Evening Session) | KEAS | strategies related to current math objectives | 7th and 8th grade intensive and co-teachers<br>Algebra 1 intensive and co-teachers |
| December 16, 2009 (8:30 – 3:30) | Bowie Comfort Inn | Department Chairs, Math Leaders | Accessibility and test taking strategies related to current math objectives | 80<br>Coaches, Mentors |
| December 19, 2009 (9:00 – 12:30) | OHSDC | Middle School Special Educators | Differentiation in Mathematics | 50 |
| January 6, 2009 (4:00 -7:30) | Sports and Learning Center (Evening Session) | KEMS<br>KEAS | Accessibility and test taking strategies related to current math objectives | 100<br>7th and 8th grade intensive and co-teachers<br>Algebra 1 intensive and co-teachers |
| January 14, 2010 (8:30 – 3:30) | Clarion Hotel | Algebra 1 | Accessibility and test taking strategies related to current math objectives | 100-125<br>2-3 general educators<br>1intensive Teacher<br>1 co-teacher |
| January 16, 2009 (9:00 – 12:30) | OHSDC | Middle School Special Educators | Differentiation in Mathematics | 50 |
| Date | Location | Participants | Topic | Projected Attendance |
| January 21, 2010 (8:30 – 3:30) | Clarion Hotel | Grade 8<br>Algebra/Data Analysis | MSA Prep<br>Accessibility and test taking strategies related to current math objectives | 100-125<br>2-3 general educators<br>1intensive Teacher<br>1 co-teacher |
| February 3, 2010 | Sports and Learning Center (Evening Session) | KEMS<br>KEAS | MSA Prep Accessibility and test taking strategies related to current math objectives | 100<br>7th and 8th grade intensive and co-teachers<br>Algebra 1 intensive and co-teachers |
| February 17, 2010 (8:30 – 3:30) | Newton White Mansion | Department Chairs, Math Leaders | MSA Prep<br>Accessibility and test taking strategies related to current math objectives | 80<br>Coaches, Mentors |
| February 20, 2009 (9:00 – 12:30) | OHSDC | Middle School Special Educators | Differentiation in Mathematics | 50 |
| Total | | | | |
| ELEMENTARY –TRAINING | | | | |
| November 19, 2009<br><br>(4:00 pm-7:30) | Charles Carroll Middle School | 5th grade teachers | Strategies for Weeks 14-16 Adding and comparing fractions Decimal representations | 100 classroom teachers including special educators |
| Date | Location | Participants | Topic | Projected Attendance |
| December 1, 2, 4, and 8 | Bowie Comfort Inn | Elementary Teams that include: an administrator, math leader and 5th grade teacher | IFL-Cohorts Conceptual Understanding-Statistics and Writing in Mathematics | 120 participants/session |
| December 10, 2009 | Bowie Comfort Inn | 3rd & 5th grade Special Educators | MSA Prep - Accessibility and test taking strategies related to current math objectives | 100 Special Educators of Grades 3 & 5 students |
| January 26, 27 and February 1, 3 | Bowie Comfort Inn | Elementary Teams that include: an administrator, math leader and 5th | IFL-Cohorts Conceptual Understanding | 120 participants/session |

| Date | Location | Participants | Topic | Projected Attendance |
|---|---|---|---|---|
| | | grade teacher | MSA Are You Ready | |
| February 5, 2010 | Bowie Comfort Inn | 3rd & 5th grade Special Educators | MSA Prep - Accessibility and test taking strategies related to current math objectives | 100 Special Educators of Grades 3 & 5 students |

*Question:*
*Please correct the indicated math proficiency changes in Table C-1 on page 71 from positive to negative for African American and White students.*

*Response:*

| Table C-1: MSA Middle School Math Proficiency Rates by Subgroups – 2007-2009 | | | | | |
|---|---|---|---|---|---|
| Subgroup | 2007 | 2008 | 2009 | Change (2008-2009) | Change (2007-2009) |
| All Students | 50.6 | 55.0 | 55.1 | 0.1 | 4.5 |
| African American | 58.0 | 52.9 | 52.8 | -0.1 | -5.2 |
| American Indian/Alaskan | 50.7 | 54.4 | 61.5 | 7.1 | 10.8 |
| Asian/Pacific Islander | 78.6 | 82.9 | 82.9 | 0.0 | 4.3 |
| Hispanic | 48.1 | 53.9 | 54.8 | 0.9 | 6.7 |
| White | 73.8 | 78.1 | 77.0 | -1.1 | 3.2 |
| FARMS | 44.2 | 48.5 | 49.1 | 0.6 | 4.9 |
| Limited English Proficient | 32.4 | 35.0 | 41.0 | 6.0 | 8.6 |
| Special Education | 25.9 | 28.7 | 34.0 | 5.3 | 8.1 |

*Question:*
*Please reconcile differences between the data provided in Table C-1 and Table 2.4.*

*Response:*
Data displayed in Table C-1 reflect that proficiency rates for middle school students in the aggregate increased by 4.5 percentage points from 2007 to 2009. Native American students (10.8), Hispanic students (6.7), LEP students (8.6), and special education students (8.1) improved proficiency rates by more than five percentage points between 2007 and 2009. On the other hand, the African American student proficiency rate declined by 5.2 percentage points over the same period.

## Section I.D.i
## High School Assessments – English II
APPENDIX A. Panel Consensus Report

Panel clarifying question(s):

1. *In Tables 3.1-3.8, please explain the reasons for the high number of students who have not yet taken HSA's in all content areas and the system's plan for addressing it.*
2. *How did you modify the course sequence for LEP students to accommodate the referenced Cohort Model on page 84?*
3. *Please clarify "reading strategy instruction" found on page 81.*

LSS Response to Clarifying Question(s):

*Question:*
*In Tables 3.1-3.8, please explain the reasons for the high number of students who have not yet taken HSA's in all content areas and the system's plan for addressing it.*

*Response:*
Based on survey results from schools, the district was able to determine that students, parents and staff members did not feel there was a sense of urgency in taking the HSA exams early. Many students mistakenly thought that the Maryland State Department of Education would change the requirements for the graduating class. In an effort to combat this type of thinking HSC began the systemic "Sit, Pass, Walk Campaign." The "Sit, Pass, Walk Campaign" includes the following: (1) sending voice messages to all homes stressing the importance of students taking the exam; (2) holding meetings with PTSA Officers to seek input from students and parents; (3) conducting evening parent meetings where individual student score sheets are distributed to parents on their student's performance; and (4) mailing letters home to parents explaining the HSA and the importance of sitting for the exam immediately after the completion of the course. The district will continue to use the strategies listed above for this school year. During the summer, the Division of Academics offers support to students interested in sitting for the summer HSA assessment exams. In addition, the district is reviewing its grade promotion administrative procedure to require that students who have taken the HSA course immediately sit for the respective content exam in order to advance to the next grade.

Some special education students may lack confidence with respect to taking the HSA exam. Individualized support is being provided for students in Academic Resource Support Classes to support preparation for HSAs in all content areas. It is felt that sound preparation for the HSA is the best means to give students the confidence they need to be successful. Case managers are providing counseling in self-advocacy for those students who need additional support and motivation. On a building level, Special Education Instructional Specialists are closely tracking participation in HSAs to identify students who should be taking the HSA but have not done so.

*Question:*
*How did you modify the course sequence for LEP students to accommodate the referenced Cohort Model on page 84?*

*Response:*

| | | 9th grade | 10th grade | 11th grade | 12th grade |
|---|---|---|---|---|---|
| ESOL 1 SY 09-10 | English | ESOL 1 | ESOL 2 | ESOL 3 (& H.S.A.) | English 10 (if fail HSA) or 12 |
| | Social Studies | Language of U.S. History | U.S. History – ELL Sheltered | LSN | World History |
| | Science | Language of Science | Integrating the Sciences | Biology | Chemistry |
| | Math | Language of Math | Algebra Data Analysis or Algebra 1 | Algebra 1 or Geometry | Geometry or Algebra 2 |
| ESOL 2 SY 09-10 | English | ESOL 2 | ESOL 3 (& H.S.A.) | English 10 (if fail HSA) or 11 | English 12 |
| | Social Studies | U.S. History -ELL Sheltered | LSN | World History | Elective |

| | | | | | |
|---|---|---|---|---|---|
| | Science | Integrating the Sciences | Environmental Science | Biology | Chemistry |
| | Math | Algebra D.A. or Algebra 1 | Algebra 1 or Geometry | Algebra 2 | Elective |
| ESOL 3 SY 09-10 | English | ESOL 3 (no H.S.A.) | English 10 | English 11 | English 12 |
| | Social Studies | U.S. History | LSN | World History | |
| | Science | Integrating the Sciences | Biology | Chemistry or Environmental Science | Elective |
| | Math | Algebra D.A. or Algebra 1 | Algebra 1 or Geometry | Geometry or Algebra 2 | Elective |
| Transitional SY 09-10 | English | Transitional or ESOL 3 (no H.S.A.) | English 10 | English 11 | English 12 |
| | Social Studies | U.S. History | LSN | World History | |
| | Science | Integrating the Sciences | Biology | Chemistry or Environmental Science | Elective |
| | Math | Algebra 1 | Geometry | Algebra 2 | Elective |

In SY2009, the high school course sequence was modified to allow all students to take the high school assessments (HSA) by the end of 11th grade. Previously, four ESOL English classes were available to ESOL students. Grade 10-12 students enrolled in ESOL 3 English will take the English HSA in May 2010. This school year, only 3 classes are available, followed by English 10 if students do not pass the English HSA.

*Question:*
*Please clarify "reading strategy instruction" found on page 81.*

*Response:*
In order to provide support for students to meet the HSA requirement for tenth grade English, the Secondary Reading/English Language Arts Office provides ongoing, intensive training to general education teachers and teachers of ESOL and special education students on the curriculum framework for English 10. Training focused on the following topics: Core Learning Goals and indicators, effective utilization of the co-teaching model, and differentiated instruction.

The English 10 Curriculum Framework Progress Guide includes specific instruction aligned to the Maryland State Department of Education's English Core Learning Goals and meets the federal instructional guidelines for students with special needs:

*Goal 1: The student will demonstrate the ability to respond to a text by employing personal responses and critical literary analysis*

Specific literary selections are taught with literary analysis assignments and assessments requiring students to write responses to short answer questions as well as essays and complete unit assessments related to Goal 1.

*Goal 2: The student will demonstrate the ability to compose in a variety of modes by developing content, employing specific forms and selecting language appropriate for a particular audience and purpose*.

Compositions related to expression of personal ideas, using prose and/or poetic forms with logical sequence of ideas, coherence of ideas, with appropriate organizational structure emphasizing specific purpose are required in the curriculum for students to address Goal 2.

*Goal 3: The student will demonstrate the ability to control language by applying the conventions of standard English in writing and speaking.*

Students are taught to: use words correctly in context as subjects, verbs, modifiers, etc.; write in complete sentences; combine sentences effectively; differentiate connotative from denotative meaning words; and use capitalization, punctuation, and correct spelling in their writing to address Goal 3.

*Goal 4: The student will demonstrate the ability to evaluate the content, organization, and language of texts.*

Students are taught to: identify specific words, phrases, scenes, images, and symbols that support a personal response to a given text that they read in and out of class; assess the effectiveness of word choices that reveal his or her purpose in writing; and alter the tone of his or her text by revising its word choice.

Unit assessments questions for each quarter are written in the same format as are questions on the English II HSA; thereby, familiarizing students with the HSA format for English II on a regular basis.

Co-teaching has become increasingly significant in assisting school districts in meeting the taxing mandates of educational laws (Murawski and Dieker, 2004). It is a service delivery system in which a general educator and a special educator, or other professionally certified staff, share instructional responsibility for a single group of students, in a single classroom or workspace, to teach the required curriculum with mutual ownership, pooled resources, and joint accountability. Using the six co-teaching models of One Teach/One Assist, One Teach/One Observe, Station Teaching, Parallel Teaching, and Alternate Teaching, Cook and Friend (2005) suggest that students with disabilities feel less stigmatized. Because co-teachers instruct in the same general education classroom, students with disabilities have fewer negative feelings about special education and students without disabilities are provided opportunities to become more understanding and respectful. "This method of instruction is likely to increase the outcomes for all students in the general education setting" (Murawski & Dieker, 2004). This type of joint collaboration can result in enhanced instruction for students with and without disabilities.

Differentiated Instruction - It is a process to approach teaching and learning for students of differing abilities in the same class, without reducing learning expectations. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process. The secondary curriculum acknowledges the need to differentiate instruction, assignments, assessments, and final products within the classroom in the following ways: 1) differentiated text, such as the Interactive Reader Plus for English Language Learners and students with special needs; 2) Universal design for learning concepts are applied through the use of digital media, graphic organizers, tiered activities, and whiteboard activities and; 3)Technology, accommodations, and modifications are embedded within the curriculum documents to provide instructors with the necessary tools for making the general education curriculum beneficial and accessible to students with and without disabilities.

# Section I.D.i
# High School Graduation Requirement
## APPENDIX A. Panel Consensus Report

### Panel clarifying question(s):

1. *Please clarify the reasons for the "inadequate intervention opportunities" attributed to the 106 Special Education waivers on p. 99.*
2. *Please identify student related challenges in this section and the plans to address them (e.g. % of students in 2009 who met the graduation requirement through the 1602 option; 1 out of 6 students graduated through either 1602 or waiver).*
3. *How large is the number of possible "emerging seniors" that are NOT reflected in Table 3.11 on page 99?*
4. *Does the implementation of the electronic monitoring system (page 100) for meeting HSA Graduation requirements reliably monitor student progress with accuracy and consistency? Explain your response.*

### LSS Response to Clarifying Question(s):

*Question:*
*Please clarify the reasons for the "inadequate intervention opportunities" attributed to the 106 Special Education waivers on p. 99.*

*Response:*
All students, including special education students, were provided extended learning opportunities to assist them in acquiring a passing composite score for the HSA. After analyzing the program, the High School Consortium (HSC) noticed that many of the educators who tutored special education students were not made aware of the students' learning disability. This created an inadequate intervention opportunity, since instructors were not able to maximize instructional time to compliment the "whole" needs of special education students.

*Question:*
*Please identify student related challenges in this section and the plans to address them (e.g. % of students in 2009 who met the graduation requirement through the 1602 option; 1 out of 6 students graduated through either 1602 or waiver).*

*Response:*
During the 2006-2007 school year, there were many schools that did not have special educators due to the national shortage. Therefore many classrooms had long term substitutes. Since then the district has increased the number of highly qualified special educators hired into the system. The system has increased the teacher salary and in cases where we are short a special educator, students are taught by the content teacher for that subject while a special educator serves as the co-teacher for the course to ensure all special education students receive the prescribed curriculum. The district will continue to scrutinize the number of students who are presented for a waiver with the assistance of our general counsel to ensure strict adherence to the state guidelines.

*Question:*
*How large is the number of possible "emerging seniors" that are NOT reflected in Table 3.11 on page 99?*

*Response:*
There are approximately 440 emerging seniors that are not reflected in Table 3.11 on page 99. These students are closely monitored, as if they are currently classified as seniors, to ensure they meet all credit and assessment requirements for graduation.

*Question:*
*Does the implementation of the electronic monitoring system (page 100) for meeting HSA Graduation requirements reliably monitor student progress with accuracy and consistency? Explain your response.*

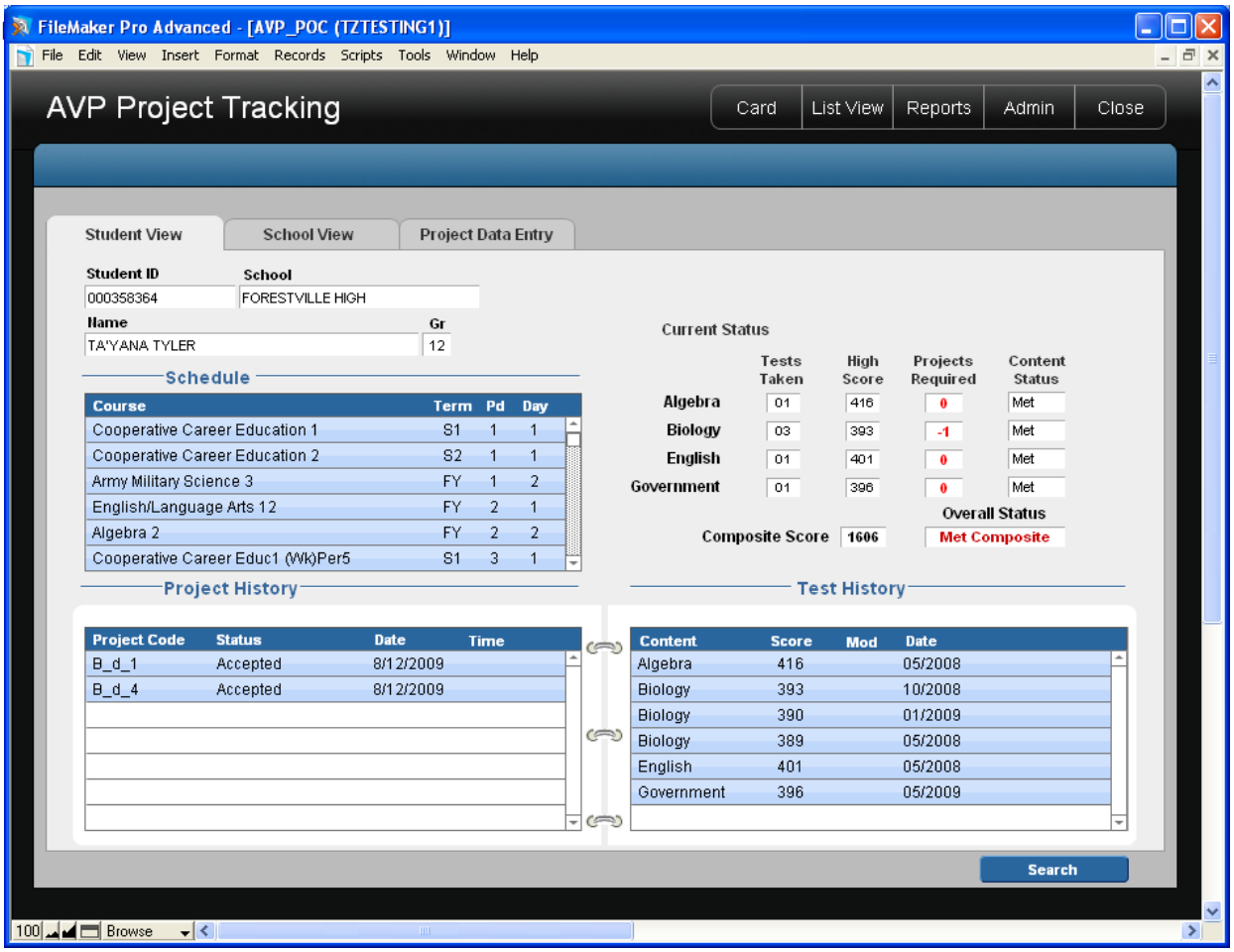
*Response:*
The Monitoring System is based on all actively enrolled 11th and 12th grade students. It contains all HSA scores and Bridge Project Codes of accepted projects. The Monitoring System identifies the number of Bridge Projects needed to meet HSA Graduation requirements based on the highest HSA score for each tested area and clearly indicates if each student has "Met" or "Not Met" each HSA content area.

The purpose for the electronic monitoring system is to provide one place that indicates students' progress toward meeting HSA Graduation requirements. Prior to establishing the Monitoring System the HSA Graduation requirements for students were maintained across multiple platforms; the Monitoring System solves that problem by combining all of the information from the various platforms. Prior to establishing the Monitoring System the number of projects needed to meet HSA Graduation requirements were determined at the school – this process leads to some errors in telling students how many Bridge Projects were needed. Now the Monitoring System uses the data within it to determine the number of Bridge Projects needed – this reduces the data entry errors of people possibly selecting an incorrect HSA score and/or misreading the tables that indicate the number of Bridge Projects needed. At this time all data are entered by designated staff in the Testing Office. The View Panel is only accessed and controlled by programmatic log-in routine and only authorized individuals can access the Monitoring System. This includes School Test Coordinators, Guidance Counselors, Principals, and designated central office staff.

The Monitoring System currently indicates students' status in regard to meeting HSA Graduation requirements as either "Met" or "Not Met" based on the empirical data contained within the system. The accuracy of the data in the system is assured by obtaining HSA scores from the data files sent to PGCPS by the vendor and by documenting transfer HSA scores of students who took the HSA in another local school system (LSS); and by meeting with the Guidance Counselor/School Test Coordinator in each school to compare their records with what is in the system and to make appropriate adjustments as needed and supported by transfer records. In addition the sum of the four highest scores for each content area is displayed. The Monitoring System automatically updates each student's record every time a new data element is added.

Accuracy and consistency of monitoring student progress to meet HSA Graduation requirements via the Bridge Program is achieved by: 1) providing one central repository of all the relevant data needed to make that determination, 2) providing unlimited access to designated school and office personnel to monitor their students' progress, 3) continually updating students' records with the most recent Bridge Project Codes which have been accepted, and 4) assigning staff from the Testing Office to visit each high school to

compare school records to records in the HSA Monitoring System and to make corrections as necessary. The Monitoring System is superior to the periodic reports which were distributed to schools last year in that schools can view the Bridge Project status for each student at any time and know that the data are current and accurate. See panel below that highlights all of the internal controls to ensure accuracy and consistency.




## Section I.D.ii
## Limited English Proficient Students
### APPENDIX A. Panel Consensus Report

**Panel clarifying question(s)**

1. *Please provide a copy of the Two-year Corrective Action Plan for meeting AMAO II.*

**LSS Response to Clarifying Question(s):**

*Question:*
*Please provide a copy of the Two-year Corrective Action Plan for meeting AMAO II.*

*Response:*

Challenges

Several thousand new English Speaking Students of Other Languages (ESSOL) and/or international students enroll in PGCPS throughout the year. Students from other countries, many of whom speak little to no English, register after the school year has started, and count in the AMAO II proficiency rate. Records show that approximately 2% of LAS Links test takers enter PGCPS each year on or after February 1. PGCPS did not meet AMAO II by 2% of its test-takers.

| Year | Total Test Takers | Entered on Feb 1 or later | Percent |
|---|---|---|---|
| SY2007 | 9,893 | 205 | 2.07 |
| SY2008 | 11,853 | 249 | 2.1 |
| SY2009 | 12,905 | 306 | 2.37 |

Two-Year Corrective Action Plan

| | % Higher Levels | | | |
|---|---|---|---|---|
| Area | 2006 | 2007 | 2008 | 2009 |
| Speaking | 22 | 31 | 43 | 42 |
| Listening | 31 | 35 | 48 | 46 |
| Reading | 27 | 30 | 45.5 | 43 |
| Writing | 22 | 28 | 39 | 36 |

Rationale

Targeted Support: Some ESOL students came within a few points of meeting AMAO II. Students who tested overall level 5 with lower than level 4 in only one domain need assistance in one area to meet the proficiency standard. Identifying these students and targeting support will help PGCPS meet AMAO II.

Quarterly Assessments in Speaking and Writing: Speaking and Writing are the two areas where students performed lowest on LAS Links. Elementary ESOL teachers will administer informal speaking and writing assessments using the 3- and 4-point rubrics from the LAS Links assessment three times per quarter to identify student weaknesses, adjust instruction, and familiarize students with LAS Links testing protocol.

Additional Training in LAS Links Administration: Teachers may need to review the LAS Links administration procedures and receive assistance in using LAS Links Speaking Rubrics to interpret student speaking responses. This additional training may help teachers provide the optimal testing conditions for ESOL students.

TDI (Teacher Development Interactive) Online Training for Mainstream Teachers: ESOL students spend the majority of their school day with content teachers. Content teachers have an important impact on students' speaking, listening, reading and writing skills. By developing teacher capacity in the "Fundamentals of English Language Teaching," student performance on the LAS Links assessment will improve.

Writing Workshops for Secondary ESOL Teachers: Students scored lower on the LAS Links Writing subtest than in any of the other domains. Secondary ESOL teachers will participate in two writing workshops to assist their students in meeting the writing standards for LAS Links and the Maryland English Language Proficiency curriculum.

Action Plan

| ACTION | YEAR 1: 2009-10 | YEAR 2: 2010-11 |
|---|---|---|
| Targeted support for students who missed exiting in one skill area | October/November 2009:<br>• Identification of students who scored Overall Level 5 and Level 5 in all skill areas but one on the 2009 LAS Links.<br>• Presentation of identified student lists (from above) to ESOL chairpersons from Elementary, Middle and High Schools<br>• Exploration of causes and interventions to address student needs<br>February 2010:<br>• Review of identified student lists<br>• Qualitative data collection of targeted support used to address student needs<br>June 2010:<br>• Review of LAS Links Data<br>• Comparison of 2009 and 2010 LAS Links results by skill area for identified students<br>• Identification of needs and action plan for SY 2011 | September 2010:<br>• Presentation of data to ESOL Chairpersons to indicate the level of success of targeted support for 2009 identified students<br>• Identification and presentation of students who scored Overall Level 5 and Level 5 in all skill areas but one on the 2010 LAS Links.<br>• Review of targeted support or interventions and assessment of which ones worked better than others as evidenced by the 2010 LAS Links data<br>October 2010:<br>• Share results of Year 1 Action Plan with Principals and Executive Area Directors<br>February 2011<br>• Review of identified student lists<br>• Qualitative data collection of targeted support used to address student needs<br>June 2011:<br>• Review of LAS Links Data<br>• Comparison of 2010 and 2011 LAS Links results by skill area for identified students<br>• Identification of needs and action plan for SY 2012 |
| Elementary Speaking and Writing Formative Assessments – 3 per quarter | August 2009:<br>• Presentation of Speaking and Writing Quarterly Assessments for all elementary ESOL students at the Back-to-school in-service<br>• Review of LAS Links 3-point and 4-point Speaking and Writing Rubrics for scoring quarterly assessments<br>September 2009:<br>• Release of Quarter 1 sample speaking and writing assessments<br>• Initial implementation of Quarter 1 Speaking and Writing Assessment<br>October 2009:<br>• Sharing and focus group discussion ~~of~~ by ESOL teachers of their implementation of the quarterly assessments at the ESOL chairpersons meeting<br>• LAS Links Instructional Guidance binder training from CTB/McGraw-Hill for the ESOL Testing and Elementary Teams<br>• Continued implementation of the | August 2010:<br>• Revision or adjustment of the Speaking and Writing Quarterly Assessment plan as necessary<br>• Presentation of 3 Speaking and Writing Quarterly Assessments for all ESOL students for all elementary teachers at the Back-to-school in-service<br>• Review of LAS Links 3-point and 4-point Speaking and Writing Rubrics for scoring quarterly assessments<br>September/October 2010:<br>• Annual training for new teachers in the use of the LAS Links Instructional Guidance Binders as a resource for developing, administering and scoring quarterly assessments<br>November 2010:<br>• Training to assist teachers in analyzing and using their quarterly assessment data to impact instruction<br>September 2010 – June 2011: |

| ACTION | YEAR 1: 2009-10 | YEAR 2: 2010-11 |
|---|---|---|
| | quarterly assessments (through June 2010)<br>November 2009<br>• Release of Quarter 2 sample speaking and writing assessments<br>December 2009:<br>• Needs assessment of continued teacher support in the administration and implementation of quarterly assessments<br>• Qualitative Survey to assist teachers in analyzing the quarterly assessment data<br>• Additional training in the use of the LAS Links Instructional Guidance Binder as a resource for developing, administering and scoring quarterly assessment<br>February 2010<br>• Release of Quarter 3 sample speaking and writing assessments<br>May 2010<br>• Release of Quarter 4 sample speaking and writing assessments<br>June 2010:<br>• Review of LAS Links Data<br>• Comparison of 2009 and 2010 LAS Links results in Speaking and Writing<br>• Focus group discussions regarding experiences by teachers and students during the school year<br>• Identification of needs and action plan for SY2011 | • Continued implementation of the quarterly assessments<br>June 2010:<br>• Review of LAS Links Data<br>• Comparison of 2010 and 2011 LAS Links results in Speaking and Writing<br>• Focus group discussions regarding experiences by teachers and students during the school year<br>• Identification of needs and action plan for SY 2012 |
| Additional training in LAS Links administration | February 2010:<br>• LAS Links Administration Training for new ESOL teachers<br>• Review of LAS Links Administration for ESOL Chairpersons<br>• Review of LAS Links Administration for experienced teachers at schools (through March 2010)<br>March 2010:<br>• LAS Links administration support website available for teachers<br>• Identification of schools below the county average in LAS Links Overall Proficiency<br>April 2010:<br>• ESOL Testing Team communication and support for ESOL schools with large ESOL populations or schools identified for support | February – April 2011:<br>• Continued training and support for teachers and schools |

| ACTION | YEAR 1: 2009-10 | YEAR 2: 2010-11 |
|---|---|---|
| | June 2010:<br>• Review of LAS Links Data<br>• Comparison of 2009 and 2010 LAS Links results in all skill areas and overall proficiency.<br>• Analysis of results for schools targeted for support<br>• Identification of needs and action plan for SY 2011 | |
| Additional training and support for mainstream content teachers of ELLs using TDI (Teacher Development Interactive) Online Course: Fundamentals of English Language Teaching | September 2009:<br>• ESOL Instructional Team Members complete online course in a training of trainers module<br>October 2009:<br>• Cohort 1: 54 participants consisting of mainstream content teachers and ESOL teachers at the elementary, middle and high school levels<br>November 2009:<br>• Cohort 2: 60 participants consisting of mainstream content teachers and ESOL teachers at the elementary, middle and high school levels<br>December 2009 – June 2010:<br>• Continued implementation of Cohorts as teacher matriculation dictates<br>June 2010:<br>• Examination of MSA and LAS Links Data for 2010<br>• Identification of needs and action plan for SY 2011 | September 2010 – June 2011:<br>• Continued cohort sessions for mainstream content and ESOL teachers<br><br>June 2011:<br>• Review student assessment data and qualitative teacher data to determine next steps |
| Writing Workshop for secondary ESOL teachers | January 2010:<br>• Workshop: The Six Traits for Writing and the Writing Process for ELLs<br>March 2010:<br>• Workshop: Using Learning Strategies with the Writing Process<br>June 2010:<br>• Review of LAS Links Writing Data<br>• Review of teacher evaluations | To be determined based on review of LAS Links data and teacher evaluations |

Please find attached a sample of the letter that will be sent to approximately 14,000 families informing them of our AMO status both in English and Spanish versions below:

# Prince George's County Public Schools

Notice of District Progress
Title III Annual Measurable Achievement Objectives

District: Prince George's County Public Schools Date:_____

Dear Parent/Guardian:

Your child is currently in an English language development program to help to increase his or her ability to speak, write, and understand English, and to achieve high academic standards. The objective of this program is to make annual increases in the number or percentage of students who:

- Make progress in learning English
- Attain English proficiency by the end of the school year, and
- Make Adequate Yearly Progress (*AYP*) on required state assessments

It is also our goal to keep you informed regarding student progress within the English Language development program. Based upon review of test results of all eligible students enrolled in the district's program, the following progress was made toward achieving annual program objectives:

| | Number/Percentage of Students | Was Annual Progress Achieved? | |
|---|---|---|---|
| Progress in learning English | 58.79% | ■ Yes | □ No |
| Attained English proficiency | 13.06% | □ Yes | ■ No |
| Made AYP – Reading | 61.32% | ■ Yes | □ No |
| Made AYP – Math | 61.75% | ■ Yes | □ No |

Please contact _____(*name*) at_____(*phone*) at your child's school for information on how you can be an active participant in helping your child learn English and meet challenging academic standards.

We appreciate your interest and involvement in your child's education.

Sincerely,

_____ _____
Name Title

Spanish Version:

# Prince George's County Public Schools

Aviso de progreso del distrito
Objetivos anuales measurables que se deben lograr segun el Titulo III

Distrito: Prince George's County Public Schools Fecha:_____

Estimado padre de familia/tutor legal::

Su hijo/a participa actualmente en un programa de desarrollo del idioma Inglés a fin de mejorar su capacidad para hablar, leer, ese idioma, y para alcanzar altos criterios acadêmicos, El objetivo de este programa es aumentar anualmente el numero o porcentaje de estudiantes que:

- logren un progreso en el aprendizaje del Inglés
- logren apitud en Inglés al final del año escolar, y
- logren un progreso adecuado anualmente (*Adequate Yearly Progress (AYP*) en las evaluaciones estatales requeridas.

Nuestra meta también mantenerlo informado sobre el progreso del alumno dentro del programa de desarrollo del idioma estudiante en el programa de desarrollo del idioma Inglés. Tras reviser los resiltados de la prueba de todos los alumnus capacitados inscritos en el programa del distrito, se logro el siguiente progreso en pos de cumplir con los objetivos del programa anual:

| | Número /porcentaje de estudiantes | Se logro el progreso? | |
|---|---|---|---|
| Progreso en el aprendizaje de Inglés | 58.79% | ■ Si | □ No |
| Apitud lograda en Inglés | 13.06% | □ Si | ■ No |
| Logro AYP - Lectura | 61.32% | ■ Si | □ No |
| Logro AYP - Matematicas | 61.75% | ■ Si | □ No |

Comuniquese con_____(*name*) llamando al_____(*phone*) en la escuela de su hijo(a) para obtener información sobre cómo puede participar activamente para ayundarlo(a) a aprender Inglés y cumplir los exigentes criterios académicos.
Le agradecemos su interés y participación en la educación de su hijo(a).

Atentamente,

_____ _____
Nombre Titulo

# Section I.D.iii
# Adequate Yearly Progress
## School System Improvement[6]
## APPENDIX A. Panel Consensus Report

### Panel clarifying question(s):

1. *Please include an analysis of the system improvement status for each of the three levels—elementary, middle, and high (page 105).*

### LSS Response to Clarifying Question(s):

*Question:*

*Please include an analysis of the system improvement status for each of the three levels - elementary, middle, and high (page 105).*

*Response:*

For SY2009, PGCPS remained in corrective action. In the aggregate, students met AMO performance targets in reading, test participation, attendance, and graduation, but failed to meet the AMO performance target in mathematics. For SY2008, the system had met the reading, mathematics, and participation AMO performance targets, but had failed to meet the attendance and graduation standards.

The system's failure to meet the 2008-09 AMO target in mathematics can be largely attributed to the failure of the African American student subgroup to meet the target. This subgroup represents almost three-quarters (73.4%) of the school system's student population. In addition to the underperformance of the African American student subgroup, Latino students failed to meet the AMO performance target in reading, while low-income (FARMS), special education, and limited English proficient (LEP) students failed to meet AMO performance targets in both English and mathematics. The remaining student subgroups met the AMO performance targets for both reading and mathematics.

AMO Performance by Grade Band

PGCPS also failed to make AYP at each of the three grade bands – i.e. elementary, middle, and high school. At the ***elementary level*** (grades 3-5), the system met AMO performance targets in the aggregate, but failed to meet five subgroup targets. African American students failed to meet the AMO performance target in mathematics, while low-income (FARMS) and special education students failed to meet AMO performance targets in both reading and mathematics. AMO targets were met by the remaining subgroups in both reading and mathematics.

At the ***middle school level*** (grades 6-8), students in the aggregate failed to meet both the reading and mathematics performance targets as did students in five of the eight subgroups – i.e. African American, Latino, FARMS, special education, and LEP students. Students from the remaining three subgroups met the AMO performance targets in both reading and mathematics.

At the ***high school level*** (grades 9-12), students in the aggregate met each of the five AMO performance targets, but two student subgroups failed to meet two targets each. Native American students missed the test participation standard in both 10th grade English and Algebra/Data Analysis, and special education students missed the AMO performance targets in the two tested content areas. The Native American

[6] Section 13A.01.04.08 of the Code of Maryland Regulations.

subgroup missed the participation standard for both reading and mathematics by a mere one percentage point – i.e. a 94% participation rate compared with a 95% participation standard. Given the relatively small number of Native American students in the overall student population (only 32 students for reading and 31 students for math), the school system missed the participation standard for the two testing areas by one student in each testing area.

Special education students are the only subgroup that failed to meet AMO performance targets in both reading and mathematics at all three grade bands – i.e. elementary, middle, and high school.

## School Improvement

### APPENDIX A. Panel Consensus Report

#### Panel clarifying question(s):

1. *Does the school system have a plan to address the significant number of schools, both Title I and non-Title I, which did not make AYP? How will the schools be supported to ensure that they do not enter School Improvement?*

#### LSS Response to Clarifying Question(s):

*Question:*

*Does the school system have a plan to address the significant number of schools, both Title I and non-Title I, which did not make AYP?*

*Response:*

Instructional support for Title I schools is being provided through supplemental assistance and resources such as content coaches in reading, mathematics, and science who provide targeted professional development to teachers in Title I schools to address specific subgroups failing to meet AMO targets. Additionally, Title I Specialists and Title l School Improvement Resource Teachers provide technical assistance to Title I schools in identifying and differentiating instructional interventions and strategies to advance student achievement through collaborative planning, data analysis and data inquiry protocols, extended learning programs, technology integration, and supplemental instructional materials. Title I schools are further supported through the 1003g grant which directs resources to Title I schools with comprehensive and focused needs for the purpose of enhancing teacher quality and effectiveness. Individual school plans include interventions and instructional programs such as differentiated teacher development, peer to peer coaching, and mobile labs for professional learning communities.

The system has adopted the Performance Management Analysis and Planning Process (PMAPP) which engages Executive Cabinet members, executive directors, and relevant central offices and departments in a series of ongoing meetings to identify and discuss support to assist schools in making AYP. PMAPP examines overall performance strategies, targets areas of need, and directs systemic support and intervention as appropriate. PMAPP is replicated in each administrative area by Area Executive Directors and includes all schools. The system has engaged all schools and teachers in collaborative planning and data inquiry protocols focusing on analyzing student work, lesson design, and unlocking the state curriculum. Area offices and the Department of School improvement monitor each school's progress through quarterly monitoring tools and alternative governance action step reports.

*Question:*
*How will the schools be supported to ensure that they do not enter School Improvement?*

*Response:*
The systemic plan for supporting schools that did not make AYP includes a comprehensive approach involving the identification of critical student and school needs through the analysis of student and school performance data. These 37 schools have been designated as "high priority schools" in their administrative areas. In order to ensure that schools do not enter school improvement, support is provided in three categories.

The district provides differentiated support to local attention schools based on the following indicators: targeted subgroup intervention (professional development), principal and leadership team needs/experiences (assistance with collaborative planning), teacher turnover rate, and school climate. Based on these identified needs, schools receive the support from Area offices, School Improvement Office staff, and district offices, as appropriate.

School Leadership

- PMAPP – Performance Management Analysis and Planning Process is a core process for performance management where the primary focus is to place metrics and goals at the center of conversations related to student achievement. PMAPP is an essential element in the monitoring of leading and lagging indicators, with particular focus on critical student achievement data. PMAPP is closely integrated with the existing School Improvement Planning Process and utilizes data to analyze needs, root causes and support for schools.
    1) A secondary focus is to use the PMAPP process to hold principals and Area Offices mutually accountable for achieving the district goals and the objectives identified in School Improvement Plans. The process ensures that the schools are monitoring and using a core set of metrics to inform school-wide decisions about instruction through regularly scheduled meetings and the identification of action log items.
- Formal/Informal Observations of Leadership Meetings, Collaborative Planning Sessions, Faculty Meetings, and Learning Walks provide opportunities for the Executive Director and Administration to have discussions on data inquiry protocols, instructional practices, and evidence of academic rigor in order to improve student achievement. These observations provide additional support for the administrative evaluation process.
- Area Principal and Assistant Principal Meetings create opportunities for collaborative sharing, differentiated staff development (IFL, Special Education, Evaluation Process, *Framework for Teaching*, and Comprehension Toolkit) and Leadership Forums (Book Talks) based on the following topics: access and equity; learning schools; leadership; transparency; and accountability.
- Monitor the implementation of the School Improvement Plans through the quarterly Monitoring Tools.

Teacher Effectiveness

- Tenured and non-tenured teacher support through differentiated professional development, demonstration lessons, assistance with analysis of data and development of action plans and implementation of key initiatives (IFL, Pilot Evaluation Process, Collaborative Planning, etc.)
- Identification of strategies and research based best practices in order to address low performing sub-groups. Example: training for the co-teaching models in order to develop effective inclusion classes for special education students.
- Assistance with growth plans and the evaluation process for teachers that are less-than-satisfactory.

Parent and Community Relationships

- Facilitate quarterly Parent/Community Information Nights in order to provide additional strategies to assist in improving student success.
- Facilitate resolution of parent/community concerns in order to strengthen relationships among the school, parents, and community.
- Monitor parental/community participation in the school improvement planning process.

High Schools

Six of the 22 high schools did not make AYP for the 2008-2009 school year. These six schools receive additional support from the High School Consortium staff to ensure that they are able to meet the strategies outlined in their School Improvement Plans or Alternative Governance Plans. In addition, quarterly meetings are held with each principal to analyze her/his student achievement data to ensure that adequate progress is occurring to meet or exceed the AMO targets for each subgroup. Feedback and recommendations for improvement are shared during the quarterly meetings to ensure that changes are made in the classroom prior to the end of the school year.

## Section I.D.v
## Graduation Rates and Dropout Rates
### APPENDIX A. Panel Consensus Report

**Panel clarifying question(s):**

1. *What does the system attribute to the improvement in graduation and dropout rates on pages 128-129?*

**LSS Response to Clarifying Question(s):**

*Question:*
*What does the system attribute to the improvement in graduation and dropout rates on pages 128-129?*

*Response:*
High schools began tracking their freshman student data and identifying students in need of interventions to ensure promotion to the next grade level. A summer transition program was created to provide academic support for students prior to entering their freshman year in high school. The students are then closely monitored throughout their high school careers. Factors reviewed for each student's participation in the summer transition program include: student grades in each of the four core content areas; student attendance; and MSA scores from middle school. Quarterly results are presented for each student to determine whether the intervention is working. If the intervention is not working based on quarterly results, the Pupil Services Team (i.e., Parent Liaison, Professional School Counselor, Pupil Personnel Worker and Administrator) meet with the student to determine next steps and ways to assist the student in being successful. Support from the Pupil Services Team (or P-Team) also contributed to the district's success in reducing the dropout rate. Before a student is allowed to withdraw from school, the P-Team must first meet with the student and their parent(s) to ensure that all interventions and programs have been exhausted. No withdrawals are allowed without the review of intervention options. For students not in school, the P-Team will visit the student's home to determine services necessary for the student's return to school.

# Section I.D.vii
# Safe Schools
## APPENDIX A. Panel Consensus Report

### Panel clarifying question(s):

1. *Please add the 2008-2009 data in Table 7.6 in the Data Section.*
2. *Please clarify the reliability of the reported incidence in Table 7.7 on page 188 per student population.*
3. *Please explain why the reported incidences (harassment and bullying) in Table 7.6 (page 186) are the same as the number of suspensions for those infractions on table 7.7 (page 188).*

### LSS Response to Clarifying Question(s):

*Question:*
*Please add the 2008-2009 data in Table 7.6 in the Data Section.*

*Response:*

| Table 7.6 Incidents of Bullying, Harassment, or Intimidation | | | | | | |
|---|---|---|---|---|---|---|
| | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 | Harassment | Bullying |
| Number of Incidents | 52 | 24 | 54 | 168 | 48 | 120 |

*Question:*
*Please clarify the reliability of the reported incidence in Table 7.7 on page 188 per student population.*

*Response:*
The system has steadily grown in its data reliability since launching its online student information system, SchoolMax®®. Data reported for the 2008-09 school year is more accurate than the previous reporting period. To ensure further improvement in data reliability, the system is currently engaging in a system-wide effort to address the integrity of various data sets, including suspension data. In addition, throughout SY2009, staff received on-going training in the use of the new data system to improve data monitoring and to correct inconsistent data entry at the local school level. (A more detailed response reflecting the local school system's efforts to explain the issue of data integrity is found on pages 189-190 of the Bridge to Excellence Master Plan.)

Improved data on reported incidence of suspensions for sexual harassment, harassment, and bullying is anticipated for the MSDE Review Meeting on November 16, 2009.

*Question:*
*Please explain why the reported incidences (harassment and bullying) in Table 7.6 (page 186) are the same as the number of suspensions for those infractions on Table 7.7 (page 188).*

*Response:*
The system's subsequent review of these data has revealed that the number of incidents and suspensions cannot be the same. Certainly the responses to these incidents vary based on the outcome of the investigations and the consequence received by the participants. All incidents did not result in the

consequence of a suspension. Revised data regarding reported incidences of harassment and bullying is anticipated on or before November 16, 2009.

Revised Data Provided on November 16, 2009

Based on the Examination of Data on Incidents of Bullying, Harassment, or Intimidation (Table 7.6):

| Table 7.6 Incidents of Harassment, Bullying, or Intimidation | | | | | | |
|---|---|---|---|---|---|---|
| | 2005-06 | 2006-07 | 2007-08 | 2008-09 | Harassment | Bullying/Intimidation |
| Number of Incidents | 52 | 24 | 54 | 168 | 217 | 103 |

Based on the Examination of Suspension and Expulsion Data for Sexual Harassment, Harassment, and Bullying (Table 7.7)

| Table 7.7: Number of Suspension/Expulsions for Sexual Harassment, Harassment, and Bullying | | | | |
|---|---|---|---|---|
| Offense | Sexual Harassment | Harassment | Bullying | TOTAL |
| 2003-04 | 100 | 0 | 0 | 100 |
| 2004-05 | 76 | 0 | 0 | 76 |
| 2005-06 | 155 | 0 | 52 | 207 |
| 2006-07 | 144 | 0 | 60 | 204 |
| 2007-08 | 143 | 0 | 63 | 206 |
| 2008-09 | 137 | 50 | 93 | 380 |

## Section I.D.vi
## Highly Qualified Staff

Program Area Reviewer clarifying question(s):

4. *Where is Table 6.2, Percentage of Core Academic Subject Classes Taught by Highly Qualified Teachers in Title I Schools?*
5. *What is the plan to increase all classes in Title I schools taught by highly qualified teachers?*

LSS Response to Clarifying Question(s):

*Question:*
*Where is Table 6.2, Percentage of Core Academic Subject Classes Taught by Highly Qualified Teachers in Title I Schools?*

*Response:*
Table 6.2 is with the other pre-populated tables in the Data Section of the Master Plan. It was not re-inserted into the narrative for the Highly Qualified Staff Section because the decision was made to create a table that illustrates the highly qualified status of CAS classes in each Title I school over a three-year period individually. The thought was this would provide more comprehensive and detailed information than would

be provided with a generic overview table. For the record, during the 2008-09 school year, 91.6% of CAS classes in Title I schools were taught by a highly qualified teacher. Table 6.2 is re-inserted below.

| Table 6.2: Percentage of Core Academic Subject Classes Taught by Highly Qualified Teachers in Title I Schools | | | |
|---|---|---|---|
| | Total Number of Core Academic Subject Classes in Title I Schools | Core Academic Subject Classes In Title I Schools Taught by Highly Qualified Teachers | % of Core Academic Subject Classes in Title I Schools Taught By HQT |
| 2008-2009 | 1,540 | 1,411 | 91.6% |

*Question:*
*What is the plan to increase all classes in Title I schools taught by highly qualified teachers?*

*Response:*
PGPCS Division of Human Resources' (DHR) plan is to refer only certified and highly qualified teachers to all Title I schools to fill all vacancies for the upcoming (2010-11) school year. In collaboration with principals, DHR will insure that the placement of new hires in all core academic classes (CAS) is done in accordance with subject area certification and highly qualified status requirements. For current teachers who do not meet these requirements, DHR will meet with each teacher individually at the beginning of the school year to develop a plan to achieve HQT status by June 30, 2010. Individualized plans can consist of one or a combination of the following components: 1) providing financial support to pay for needed coursework; 2) providing assistance in preparation for taking the Praxis exam(s) through the Department of Teacher Leadership and Professional Development; or 3) providing assistance for veteran teachers to achieve HQT status through the Maryland HOUSSE process. All core academic class teachers who do not reach HQT status by June of 2010 will be removed from Title I schools and replaced with a highly qualified teacher.

Program Area Reviewer clarifying question(s):

2. *What strategies contribute to the retention of highly qualified teachers for the 2008-09 school year?*

LSS Response to Clarifying Question(s):

*Question:*
*What strategies contribute to the retention of highly qualified teachers for the 2008-09 school year?*

*Response:*
Prince George's County Public Schools experienced a slight increase in teacher retention from the 2006-2007 through the 2008-2009 school years. An analysis of attrition subcategories shows that the most substantial progress was made in the two subcategories in which the school system has the greatest capacity to impact: resignations and dismissals/non-renewals. In SY2008-09, teacher resignations declined by a full percentage point (0.99) from the 2006-07 school year, and attrition due to dismissal or non-renewal of contract declined by slightly less than a quarter of a percentage point (0.24) over the same time period (see Table N-4 below).

| Table N-4: Teacher Attrition Rates by Subcategory, 2006-07 through 2008-09 | | | | | |
|---|---|---|---|---|---|
| | Attrition Subcategories | | | | |
| School Year | Retirement | Resignation | Dismissal/ Non-Renewal | Leaves of Absence | Total |
| 2006-07 | 2.07% | 8.69% | 2.84% | 2.69% | 16.3% |
| 2007-08 | 2.08% | 8.15% | 2.60% | 2.39% | 15.2% |
| 2008-09 | 2.05% | 7.70% | 2.60% | 2.09% | 14.5% |

The reduction in resignations can be attributed to the following strategies and activities: 1) providing instructional coaching support for teachers in the form of modeling lessons, co-teaching, and collaborative planning; 2) implementing the Professional Educator Induction Program (PEIP), which is a seven-module professional development program designed to assist new teachers to more fully develop their teaching skills and to enhance their understanding of program implementation and curricula; 3) providing Job-Alike mentors to novice teachers; 4) providing an International Teacher Professional Development Network for foreign-credentialed teachers who are in their first two years of teaching in PGCPS; 5) providing material support for the pursuit of National Board Certification; and 6) implementing an Instructor Academy which trains teacher leaders to deliver high quality professional development for teachers.

The reduction in dismissals/non-renewals can be attributed to the following: 1) the implementation of the Provisional Teacher Advisory Program which provides year-long support to all provisional teachers who are seeking initial Maryland professional certification; 2) continued work with the State's Professional Development Schools (PDS) network, which is a partnership with local universities to prepare highly qualified teachers; and 3) continued support for state-approved Alternative Teacher Preparation (ATP) programs which were formerly referred to as Maryland Approved Alternative Teacher Preparation Programs (MAAPPs).

Prince George's County Public Schools
Board of Education

# Bridge to Excellence Master Plan

*PART II: ESEA and Fine Arts Program Components*

2009-2010 Update

# Prince George's County Public Schools

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Prince George's County Public Schools
Board of Education

# PART II:
# ESEA AND FINE ARTS PROGRAM COMPONENTS

# Bridge to Excellence Master Plan
# 2009 Annual Update

(Please include this sheet as a cover to the submission indicated below)

## Part II: Attachments—Due: August 17, 2009

Local School System Submitting This Report: PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

Address:
14201 School lane, Upper Marlboro, Maryland 20772

Local Point of Contact:

Dr. Sheila C. Gray
Director, Department of Strategic Planning & Grants Development

Name: Dr. Sheila C. Gray

Telephone: 301-952-6231

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WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2009 Annual Update to our Bridge to Excellence Master Plan is correct and complete. We further certify that this Annual Update has been developed in consultation with members of the local school system's current Master Plan Planning Team and that each member has reviewed and approved the accuracy of the information provided in the Annual Update.

Dr. William R. Hite, Jr. _____ August 17, 2009
*Signature (Local Superintendent of Schools)* *Date*

Dr. Sheila C. Gray _____ August 17, 2009
*Signature (Local Point of Contact)* *Date*

Prince George's County Public Schools
Board of Education

# ATTACHMENTS 4A - 6B

## ATTACHMENTS 4A - 6B

**4-A:**
*School Level Budget Summary*
**4-B:**
*School Level "Spreadsheet" Budget Summary*
**5-A:**
*Transferability of ESEA Funds*
**5-B:**
*Consolidation of ESEA Funds for Local Administration*
**6-A:**
*Nonpublic School Information for ESEA Programs*
**6-B:**
*Nonpublic School Information for ESEA Programs*

Enter the Amount of Funds Budgeted for Each School by ESEA Programs and Other Sources of Funding Expand Table as needed.

| SCHOOL NAME<br>Rank Order All Schools by Percentage of Poverty – High to Low Poverty<br>After School Name Indicate as appropriate:<br>■ (SW) for T-I Schoolwide Schools<br>■ (TAS) for Targeted Assistance T-I Schools<br>■ (CH) for Charter Schools | Sch. ID | Percent Poverty Based on Free and Reduced Price Meals (1) | Title I-A Grants to Local School Systems | Title I-D Delinquent and Youth At Risk of Dropping Out | Title II, Part A Teacher and Principal Training and Recruiting Fund | Title II-D Ed Tech Formula Grants | Title III-A English Language Acquisition | Title IV-A Safe and Drug Free Schools and Communities | Title V-A Innovative Programs | Title I-ARRA | Other | Total ESEA Funding by School |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| LANGLEY PK-MCCORMICK ES (SW) | 1719 | 87.73% | 347,400 | | | | | | | $77,200 | | 424,600 |
| COOL SPRING ES (SW) | 1725 | 85.54% | 383,400 | | | | | | | $85,200 | | 468,600 |
| RIVERDALE ES (SW) | 1901 | 84.16% | 473,400 | | | | | | | $105,200 | | 578,600 |
| DODGE PARK ES (SW) | 1310 | 81.96% | 376,200 | | | | | | | $83,600 | | 459,800 |
| RIDGECREST ES (SW) | 1710 | 81.26% | 441,000 | | | | | | | $98,000 | | 539,000 |
| TEMPLETON ES (SW) | 0214 | 80.64% | 386,100 | | | | | | | $85,800 | | 471,900 |
| WILLIAM WIRT MS (SW) | 1908 | 79.65% | 539,100 | | | | | | | $119,800 | | 658,900 |
| LEWISDALE ES (SW) | 1712 | 79.54% | 405,900 | | | | | | | $90,200 | | 496,100 |
| THOMAS S STONE ES (SW) | 1706 | 79.11% | 463,500 | | | | | | | $103,000 | | 566,500 |
| BUCK LODGE MS (SW) | 2108 | 79.09% | 439,200 | | | | | | | $97,600 | | 536,800 |
| ADELPHI ES (SW) | 1714 | 78.03% | 249,300 | | | | | | | $55,400 | | 304,700 |
| WILLIAM PACA ES (SW) | 1309 | 78.00% | 357,300 | | | | | | | $79,400 | | 436,700 |
| BLADENSBURG ES (SW) | 0205 | 77.88% | 450,000 | | | | | | | $100,000 | | 550,000 |
| MT RAINIER ES (SW) | 1703 | 77.78% | 264,600 | | | | | | | $58,800 | | 323,400 |
| GLASSMANOR ES (SW) | 1214 | 76.75% | 216,900 | | | | | | | $48,200 | | 265,100 |
| MARY HARRIS "MOTHER" JONES ES (SW) | 1730 | 76.34% | 513,900 | | | | | | | $114,200 | | 628,100 |
| COLUMBIA PARK ES (SW) | 1302 | 75.86% | 316,800 | | | | | | | $70,400 | | 387,200 |
| ROGERS HEIGHTS ES (SW) | 0210 | 75.78% | 439,200 | | | | | | | $97,600 | | 536,800 |
| THOMAS CLAGGETT ES (SW) | 0651 | 75.00% | 197,100 | | | | | | | $43,800 | | 240,900 |
| ROSA L PARKS ES (SW) | 1731 | 74.93% | 395,500 | | | | | | | $113,000 | | 508,500 |
| BEACON HEIGHTS ES(SW) | 1907 | 74.41% | 244,300 | | | | | | | $69,800 | | 314,100 |
| JUDGE SYLVANIA W WOODS SR ES (SW) | 1333 | 74.07% | 210,000 | | | | | | | $60,000 | | 270,000 |
| OVERLOOK ES (SW) | 0633 | 73.98% | 191,100 | | | | | | | $54,600 | | 245,700 |
| CARROLLTON ES (TAS) | 2005 | 73.98% | 380,800 | | | | | | | $108,800 | | 489,600 |
| PORT TOWNS ES (SW) | 0217 | 73.05% | 406,000 | | | | | | | $116,000 | | 522,000 |
| SEAT PLEASANT ES (SW) | 1802 | 72.73% | 145,600 | | | | | | | $41,600 | | 187,200 |
| NICHOLAS OREM MS (TAS) | 1718 | 72.52% | 378,700 | | | | | | | $108,200 | | 486,900 |
| KENMOOR ES (TAS) | 1312 | 71.81% | 189,000 | | | | | | | $54,000 | | 243,000 |
| CESAR CHAVEZ ES (SW) | 1713 | 71.79% | 117,600 | | | | | | | $33,600 | | 151,200 |
| COOPER LANE ES (SW) | 0213 | 71.25% | 239,400 | | | | | | | $68,400 | | 307,800 |
| WILLIAM W HALL ACADEMY (SW) | 1830 | 70.82% | 246,400 | | | | | | | $70,400 | | 316,800 |
| CHEROKEE LANE ES(TAS) | 2121 | 70.65% | 198,800 | | | | | | | $56,800 | | 255,600 |
| LAMONT ES (SW) | 2014 | 70.13% | 307,300 | | | | | | | $87,800 | | 395,100 |

| SCHOOL NAME<br>Rank Order All Schools by Percentage of Poverty – High to Low Poverty<br>After School Name Indicate as appropriate:<br>■ (SW) for T-I Schoolwide Schools<br>■ (TAS) for Targeted Assistance T-I Schools<br>■ (CH) for Charter Schools | Sch. ID | Percent Poverty Based on Free and Reduced Price Meals (1) | Title I-A Grants to Local School Systems | Title I-D Delinquent and Youth At Risk of Dropping Out | Title II, Part A Teacher and Principal Training and Recruiting Fund | Title II-D Ed Tech Formula Grants | Title III-A English Language Acquisition | Title IV-A Safe and Drug Free Schools and Communities | Title V-A Innovative Programs | Title I-ARRA | Other | Total ESEA Funding by School |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| GLADYS NOON SPELLMAN ES (SW) | 0211 | 70.03% | 189,700 | | | | | | | $54,200 | | 243,900 |
| GLENRIDGE ES (SW) | 2006 | 69.91% | 284,400 | | | | | | | $94,800 | | 379,200 |
| WOODRIDGE ES (SW) | 2007 | 69.33% | 166,800 | | | | | | | $55,600 | | 222,400 |
| ROBERT R GRAY ES (SW) | 1828 | 68.97% | 185,341 | | | | | | | $53,800 | | 239,141 |
| PRINCETON ES (TAS) | 0619 | 68.94% | 133,200 | | | | | | | $44,400 | | 177,600 |
| ROBERT FROST ES (SW) | 2016 | 68.88% | 118,200 | | | | | | | $39,400 | | 157,600 |
| CAROLE HIGHLANDS ES (SW) | 1711 | 68.73% | 259,800 | | | | | | | $86,600 | | 346,400 |
| CALVERTON ES (SW) | 0105 | 68.39% | 316,800 | | | | | | | $105,600 | | 422,400 |
| JAMES MC HENRY ES (TAS) | 2013 | 67.93% | 269,400 | | | | | | | $89,800 | | 359,200 |
| HIGHLAND PARK ES (TAS) | 1307 | 67.86% | 91,200 | | | | | | | $30,400 | | 121,600 |
| SPRINGHILL LAKE ES (SW) | 2113 | 67.56% | 257,400 | | | | | | | $85,800 | | 343,200 |
| BRADBURY HEIGHTS ES (SW) | 0606 | 66.94% | 243,000 | | | | | | | $81,000 | | 324,000 |
| FOREST HEIGHTS ES (SW) | 1204 | 66.94% | 99,600 | | | | | | | $33,200 | | 132,800 |
| CONCORD ES (SW) | 0647 | 66.93% | 154,200 | | | | | | | $51,400 | | 205,600 |
| ANDREW JACKSON ACADEMY (TAS) | 0644 | 66.92% | 312,000 | | | | | | | $104,000 | | 416,000 |
| CHARLES CARROLL MS (TAS) | 2011 | 66.13% | 366,600 | | | | | | | $122,200 | | 488,800 |
| HYATTSVILLE ES (SW) | 1601 | 65.63% | 202,800 | | | | | | | $67,600 | | 270,400 |
| DOSWELL E BROOKS ES (SW) | 1808 | 65.12% | 109,800 | | | | | | | $36,600 | | 146,400 |
| CARMODY HILLS ES (SW) | 1811 | 64.99% | 170,400 | | | | | | | $56,800 | | 227,200 |
| OAKLANDS ES (TAS) | 1009 | 64.94% | 150,000 | | | | | | | $50,000 | | 200,000 |
| PAINT BRANCH ES (TAS) | 2123 | 64.37% | 134,400 | | | | | | | $44,800 | | 179,200 |
| CHILLUM ES (TAS) | 1709 | 63.97% | 114,000 | | | | | | | $38,000 | | 152,000 |
| WILLIAM BEANES ES (TAS) | 0636 | 63.94% | 229,800 | | | | | | | $76,600 | | 306,400 |
| GAYWOOD ES (TAS) | 1411 | 63.62% | 196,200 | | | | | | | $65,400 | | 261,600 |
| SAMUEL P MASSIE ACADEMY (SW) | 0648 | 63.07% | 224,400 | | | | | | | $74,800 | | 299,200 |
| SUITLAND ES (SW) | 0661 | 62.96% | 214,200 | | | | | | | $71,400 | | 285,600 |
| FLINTSTONE ES(SW) | 1208 | 62.89% | 156,600 | | | | | | | $52,200 | | 208,800 |
| HILLCREST HEIGHTS ES | 0607 | 61.84% | | | | | | | | | | |
| HYATTSVILLE MS | 1602 | 61.03% | | | | | | | | | | |
| JOHN H BAYNE ES | 1816 | 60.99% | | | | | | | | | | |
| BERWYN HEIGHTS ES | 2109 | 60.86% | | | | | | | | | | |
| J FRANK DENT ES | 1231 | 60.81% | | | | | | | | | | |
| LAUREL ES | 1001 | 60.67% | | | | | | | | | | |
| G JAMES GHOLSON MS | 1320 | 60.48% | | | | | | | | | | |
| DISTRICT HEIGHTS ES | 0613 | 60.04% | | | | | | | | | | |
| DREW-FREEMAN MS | 0660 | 60.00% | | | | | | | | | | |

| SCHOOL NAME<br>Rank Order All Schools by Percentage of Poverty – High to Low Poverty<br>After School Name Indicate as appropriate:<br>■ (SW) for T-I Schoolwide Schools<br>■ (TAS) for Targeted Assistance T-I Schools<br>■ (CH) for Charter Schools | Sch. ID | Percent Poverty Based on Free and Reduced Price Meals (1) | Title I-A Grants to Local School Systems | Title I-D Delinquent and Youth At Risk of Dropping Out | Title II, Part A Teacher and Principal Training and Recruiting Fund | Title II-D Ed Tech Formula Grants | Title III-A English Language Acquisition | Title IV-A Safe and Drug Free Schools and Communities | Title V-A Innovative Programs | Title I-ARRA | Other | Total ESEA Funding by School |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SAMUEL CHASE ES | 1216 | 60.00% | | | | | | | | | | |
| PANORAMA ES | 0656 | 59.61% | | | | | | | | | | |
| GREENBELT MS | 2141 | 58.93% | | | | | | | | | | |
| KENMOOR MS | 1330 | 57.88% | | | | | | | | | | |
| NORTH FORESTVILLE ES | 0610 | 57.56% | | | | | | | | | | |
| BENJAMIN STODDERT MS | 0615 | 56.94% | | | | | | | | | | |
| DEERFIELD RUN ES | 1435 | 56.65% | | | | | | | | | | |
| BLADENSBURG HS | 0208 | 56.48% | | | | | | | | | | |
| SEABROOK ES | 2003 | 56.33% | | | | | | | | | | |
| BARNABY MANOR ES | 1219 | 55.29% | | | | | | | | | | |
| CORA L RICE ES | 1347 | 54.79% | | | | | | | | | | |
| OAKCREST ES | 1305 | 54.29% | | | | | | | | | | |
| FRANCIS SCOTT KEY ES | 0617 | 54.18% | | | | | | | | | | |
| CAPITOL HEIGHTS ES | 1812 | 54.01% | | | | | | | | | | |
| ANNAPOLIS ROAD ACADEMY | 0216 | 53.57% | | | | | | | | | | |
| CATHERINE T REED ES | 1414 | 53.08% | | | | | | | | | | |
| VALLEY VIEW ES | 1218 | 52.78% | | | | | | | | | | |
| PARKDALE HS | 1909 | 52.71% | | | | | | | | | | |
| JAMES HENRY HARRISON ES | 0109 | 52.49% | | | | | | | | | | |
| THOMAS JOHNSON MS | 2009 | 52.40% | | | | | | | | | | |
| NORTHWESTERN HS | 1708 | 52.29% | | | | | | | | | | |
| DWIGHT D EISENHOWER MS | 1010 | 52.20% | | | | | | | | | | |
| APPLE GROVE ES | 1229 | 51.96% | | | | | | | | | | |
| BELTSVILLE ES | 0104 | 51.50% | | | | | | | | | | |
| GREEN VALLEY ACADEMY | 0608 | 51.26% | | | | | | | | | | |
| FORT FOOTE ES | 1213 | 51.02% | | | | | | | | | | |
| SKYLINE ES | 0620 | 51.02% | | | | | | | | | | |
| HOLLYWOOD ES | 2107 | 50.70% | | | | | | | | | | |
| MAGNOLIA ES | 2122 | 50.66% | | | | | | | | | | |
| OXON HILL ES | 1201 | 50.57% | | | | | | | | | | |
| CENTRAL HS | 1810 | 49.87% | | | | | | | | | | |
| ARROWHEAD ES | 0640 | 49.72% | | | | | | | | | | |
| HIGH POINT HS | 0102 | 49.59% | | | | | | | | | | |
| OXON HILL MS | 1234 | 49.19% | | | | | | | | | | |
| FAIRMONT HEIGHTS HS | 1806 | 49.05% | | | | | | | | | | |
| SCOTCHTOWN HILLS ES | 1014 | 48.70% | | | | | | | | | | |

| SCHOOL NAME<br>Rank Order All Schools by Percentage of Poverty – High to Low Poverty<br>After School Name Indicate as appropriate:<br>■ (SW) for T-I Schoolwide Schools<br>■ (TAS) for Targeted Assistance T-I Schools<br>■ (CH) for Charter Schools | Sch. ID | Percent Poverty Based on Free and Reduced Price Meals (1) | Title I-A Grants to Local School Systems | Title I-D Delinquent and Youth At Risk of Dropping Out | Title II, Part A Teacher and Principal Training and Recruiting Fund | Title II-D Ed Tech Formula Grants | Title III-A English Language Acquisition | Title IV-A Safe and Drug Free Schools and Communities | Title V-A Innovative Programs | Title I-ARRA | Other | Total ESEA Funding by School |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| TAYAC ES | 0905 | 48.36% | | | | | | | | | | |
| THURGOOD MARSHALL MS | 0622 | 48.10% | | | | | | | | | | |
| MONTPELIER ES | 1424 | 48.10% | | | | | | | | | | |
| TALL OAKS VOCATIONAL | 0705 | 48.10% | | | | | | | | | | |
| WALKER MILL MS | 1819 | 48.01% | | | | | | | | | | |
| KETTERING ES | 1324 | 46.10% | | | | | | | | | | |
| LONGFIELDS ES | 0618 | 45.89% | | | | | | | | | | |
| PHYLLIS E WILLIAMS ES | 1322 | 45.24% | | | | | | | | | | |
| TURNING POINT ACADEMY (CH) | 2022 | 44.09% | | | | | | | | | | |
| FORESTVILLE HS | 0631 | 43.95% | | | | | | | | | | |
| CLINTON GROVE ES | 0906 | 43.60% | | | | | | | | | | |
| ISAAC J GOURDINE MS | 0912 | 43.59% | | | | | | | | | | |
| POTOMAC HS | 1220 | 43.33% | | | | | | | | | | |
| AVALON ES | 1221 | 42.61% | | | | | | | | | | |
| ROSE VALLEY ES | 0507 | 42.59% | | | | | | | | | | |
| DUVAL HS | 1409 | 42.06% | | | | | | | | | | |
| LINCOLN PCS (CH) | 0662 | 42.01% | | | | | | | | | | |
| SUITLAND HS | 0603 | 41.59% | | | | | | | | | | |
| INDIAN QUEEN ES | 1233 | 41.16% | | | | | | | | | | |
| WALDON WOODS ES | 0914 | 40.73% | | | | | | | | | | |
| FORT WASHINGTON FOREST ES | 0504 | 40.63% | | | | | | | | | | |
| MARTIN LUTHER KING JR MS | 0110 | 40.33% | | | | | | | | | | |
| ALLENWOOD ES | 0632 | 40.00% | | | | | | | | | | |
| GREENBELT ES | 2106 | 39.26% | | | | | | | | | | |
| ARDMORE ES | 2008 | 38.22% | | | | | | | | | | |
| POTOMAC LANDING ES | 0510 | 38.14% | | | | | | | | | | |
| FRANCIS T EVANS ES | 0916 | 38.01% | | | | | | | | | | |
| GLENN DALE ES | 1408 | 37.96% | | | | | | | | | | |
| GLENARDEN WOODS ES | 2010 | 37.48% | | | | | | | | | | |
| KETTERING MS | 1326 | 37.28% | | | | | | | | | | |
| VANSVILLE ES | 0111 | 36.88% | | | | | | | | | | |
| CROSSLAND HS | 1217 | 36.83% | | | | | | | | | | |
| BRANDYWINE ES | 1101 | 36.78% | | | | | | | | | | |
| EXCEL ACADEMY PUBLIC CHARTER (CH) | 1442 | 36.65% | | | | | | | | | | |
| LAUREL HS | 1008 | 36.51% | | | | | | | | | | |
| UNIVERSITY PARK ES | 1902 | 36.28% | | | | | | | | | | |

| SCHOOL NAME<br>Rank Order All Schools by Percentage of Poverty – High to Low Poverty<br>After School Name Indicate as appropriate:<br>■ (SW) for T-I Schoolwide Schools<br>■ (TAS) for Targeted Assistance T-I Schools<br>■ (CH) for Charter Schools | Sch. ID | Percent Poverty Based on Free and Reduced Price Meals (1) | Title I-A Grants to Local School Systems | Title I-D Delinquent and Youth At Risk of Dropping Out | Title II, Part A Teacher and Principal Training and Recruiting Fund | Title II-D Ed Tech Formula Grants | Title III-A English Language Acquisition | Title IV-A Safe and Drug Free Schools and Communities | Title V-A Innovative Programs | Title I-ARRA | Other | Total ESEA Funding by School |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| STEPHEN DECATUR MS | 0915 | 36.12% | | | | | | | | | | |
| MELWOOD ES | 1504 | 35.24% | | | | | | | | | | |
| ERNEST EVERETT JUST MS | 1348 | 35.15% | | | | | | | | | | |
| CROOM VOCATIONAL HS | 0303 | 34.62% | | | | | | | | | | |
| KINGSFORD ES | 0729 | 33.92% | | | | | | | | | | |
| OXON HILL HS | 1209 | 32.28% | | | | | | | | | | |
| HIGH BRIDGE ES | 1412 | 31.47% | | | | | | | | | | |
| JAMES RYDER RANDALL ES | 0909 | 30.87% | | | | | | | | | | |
| EUGENE BURROUGHS MS | 0505 | 30.77% | | | | | | | | | | |
| MARLTON ES | 1511 | 30.62% | | | | | | | | | | |
| CHARLES HERBERT FLOWERS HS | 1327 | 30.56% | | | | | | | | | | |
| FRIENDLY HIS | 0511 | 30.18% | | | | | | | | | | |
| BADEN ES | 0802 | 29.39% | | | | | | | | | | |
| YORKTOWN ES | 1427 | 29.23% | | | | | | | | | | |
| WOODMORE ES | 0706 | 29.21% | | | | | | | | | | |
| PATUXENT ES | 0305 | 29.08% | | | | | | | | | | |
| ROSARYVILLE ES | 1105 | 28.98% | | | | | | | | | | |
| THOMAS G PULLEN MS | 1814 | 28.95% | | | | | | | | | | |
| LAKE ARBOR ES | 1346 | 28.79% | | | | | | | | | | |
| JAMES MADISON MS | 1510 | 28.05% | | | | | | | | | | |
| BOND MILL ES | 1011 | 27.85% | | | | | | | | | | |
| SURRATTSVILLE HS | 0908 | 27.33% | | | | | | | | | | |
| LARGO HS | 1314 | 27.33% | | | | | | | | | | |
| JOHN HANSON FRENCH IMMERSON | 0639 | 26.98% | | | | | | | | | | |
| ROCKLEDGE ES | 1432 | 26.69% | | | | | | | | | | |
| MATTAPONI ES | 1102 | 25.97% | | | | | | | | | | |
| HENRY G FERGUSON ES | 0506 | 25.71% | | | | | | | | | | |
| GWYNN PARK MS | 1104 | 25.66% | | | | | | | | | | |
| PERRYWOOD ES | 0304 | 25.18% | | | | | | | | | | |
| DR HENRY A WISE HS | 1519 | 24.53% | | | | | | | | | | |
| ROBERT GODDARD FRENCH IMMERSION | 1416 | 24.18% | | | | | | | | | | |
| BENJAMIN TASKER MS | 0714 | 23.37% | | | | | | | | | | |
| NORTHVIEW ES | 0716 | 23.25% | | | | | | | | | | |
| FREDERICK DOUGLASS HS | 1502 | 22.82% | | | | | | | | | | |
| ELEANOR ROOSEVELT HS | 2114 | 22.68% | | | | | | | | | | |
| SAMUEL OGLE MS | 1428 | 22.04% | | | | | | | | | | |

| SCHOOL NAME<br>Rank Order All Schools by Percentage of Poverty – High to Low Poverty<br>After School Name Indicate as appropriate:<br>■ (SW) for T-I Schoolwide Schools<br>■ (TAS) for Targeted Assistance T-I Schools<br>■ (CH) for Charter Schools | Sch. ID | Percent Poverty Based on Free and Reduced Price Meals (1) | Title I-A Grants to Local School Systems | Title I-D Delinquent and Youth At Risk of Dropping Out | Title II, Part A Teacher and Principal Training and Recruiting Fund | Title II-D Ed Tech Formula Grants | Title III-A English Language Acquisition | Title IV-A Safe and Drug Free Schools and Communities | Title V-A Innovative Programs | Title I-ARRA | Other | Total ESEA Funding by School |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| POINTER RIDGE ES | 0718 | 20.98% | | | | | | | | | | |
| GWYNN PARK HS | 1103 | 20.79% | | | | | | | | | | |
| KENILWORTH ES | 0708 | 20.74% | | | | | | | | | | |
| WHITEHALL ES | 1438 | 20.56% | | | | | | | | | | |
| ROBERT GODDARD MONTESSORI | 1417 | 18.66% | | | | | | | | | | |
| IMAGINE FOUNDATIONS PCS (CH) | 1521 | 18.61% | | | | | | | | | | |
| TULIP GROVE ES | 0711 | 18.01% | | | | | | | | | | |
| JOHN HANSON MONTESSORI | 1206 | 17.92% | | | | | | | | | | |
| HEATHER HILLS ES | 0712 | 16.91% | | | | | | | | | | |
| BOWIE HS | 1423 | 16.81% | | | | | | | | | | |
| Total Public School Allocations (For Title I, should add up to the total number from Title I Allocation Excel Worksheet Column N.) | | | 16,261,041 | | | | | | | | | 16,261,041 |
| School System Administration (Use # on Table 7-8 LINE 5) | | | 4,243,373 | | | | | | | | | 4,243,373 |
| System-wide Programs and School System Support to Schools (Use # on Table 7-8 LINE 13) | | | 8,841,097 | 0 | 5,720,732 | 238,069 | 2,534,604 | 475,753 | 0 | 0 | 0 | 17,810,255 |
| Nonpublic Costs (Column O) (For Title I, Use # on Table 7-10 LINE 5) | | | 122,795 | 0 | 237,410 | 28,931 | 91,798 | 9,515 | 0 | 0 | 0 | 490,449 |
| TOTAL LSS Title I Allocation (Should match # presented on C-1-25) | | | 29,468,306 | 0 | 5,958,142 | 267,000 | 2,626,402 | 485,268 | 0 | 0 | 0 | 38,805,118 |

| ATTACHMENT 5-A<br>TRANSFERABILITY OF ESEA FUNDS [Section 6123(b)]<br>Fiscal Year 2010 | Local School System: Prince George's County Public Schools |
|---|---|

Local school systems may transfer ESEA funds by completing this page as part of the Bridge to Excellence Master Plan Annual Update submission, or at a later date by completing and submitting a separate Attachment 5-A form. Receipt of this Attachment as part of the Annual Update will serve as the required 30 day notice to MSDE. A local school system may transfer up to 50 percent of the funds allocated to it by formula under four major ESEA programs to any one of the programs, or to Title I (Up to 30 percent if the school system is in school improvement)[7]. The school system must consult with nonpublic school officials regarding the transfer of funds. In transferring funds, the school system must: (1) deposit funds in the original fund; (2) show as expenditure – line item transfer from one fund to another, and (3) reflect amounts transferred on expenditure reports.

*Not applicable.*

50% limitation for local school systems not identified for school improvement or corrective action. 30% limitation for districts identified for school improvement. A school system identified for corrective action may not use the fund transfer option.

| Funds Available for Transfer | Total FY 2010 Allocation | $ Amount to be transferred out of each program | | $ Amount to be transferred into each of the following programs | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | Title I-A | Title II-A | Title II-D | Title IV-A | Title V-A |
| Title II-A<br>Teacher Quality | N/A | | | N/A | N/A | N/A | N/A | N/A |
| Title II-D<br>Ed Tech | N/A | | | N/A | N/A | N/A | N/A | N/A |
| Title IV-D<br>Safe and Drug Free Schools & Communities | N/A | | | N/A | N/A | N/A | N/A | N/A |
| Title V-A<br>Innovative Programs | N/A | | | N/A | N/A | N/A | N/A | N/A |

| ATTACHMENT 5-B<br>CONSOLIDATION OF ESEA FUNDS FOR LOCAL ADMINISTRATION [Section 9203] | |
|---|---|

[7]A school system that is in school improvement may only use funds for school improvement activities under sections 1003 and 1116 (c) of ESEA.

| Fiscal Year 2010 | Local School System: Prince George's County Public Schools |
|---|---|

Section 9203 of ESEA allows a local school system, with approval of MSDE, to consolidate ESEA administrative funds. In consolidating administrative funds, a school system *may not* (a) designate more than the percentage established in each ESEA program, and (b) use any other funds under the program included in the consolidation for administrative purposes. A school system may use the consolidated administrative funds for the administration of the ESEA programs and for uses at the school district and school levels for such activities as –

- The coordination of the ESEA programs with other federal and non-federal programs;
- The establishment and operation of peer-review activities under *No Child Left Behind*;
- The dissemination of information regarding model programs and practices;
- Technical assistance under any ESEA program;
- Training personnel engaged in audit and other monitoring activities;
- Consultation with parents, teachers, administrative personnel, and nonpublic school officials; and
- Local activities to administer and carry out the consolidation of administrative funds.

A school system that consolidates administrative funds shall not be required to keep separate records, by individual program, to account for costs relating to the administration of the programs included in the consolidation.

| If the school system plans to consolidate ESEA administrative funds, indicate below the ESEA programs and amounts that the school system will consolidate for local administration. Provide a detailed description of how the consolidated funds will be used. | | | | | | |
|---|---|---|---|---|---|---|
| Title I-A (Reasonable and Necessary) | Title II-A (Reasonable and Necessary) | Title II-D (Reasonable and Necessary) | Title III-A (Limit: 2 Percent) | Title IV-A (Limit: 2 Percent) | Title V (Reasonable and Necessary) | Total ESEA Consolidation (Reasonable and Necessary) |
| $ | $ | $ | $ | $ | $ | *Not applicable.* |

| ATTACHMENT 6-A/6-B<br>NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS<br>Fiscal Year 2010 | Local School System: Prince George's County Public Schools |
|---|---|

Enter the complete information for each participating nonpublic school, including mailing address. Use the optional "Comments" area to provide additional information about ESEA services to nonpublic school students, teachers, and other school personnel. For example, if Title I services are provided through home tutoring services or by a third party contractor, please indicate that information under "Comments." For Title I services, include written affirmation signed by officials at each participating nonpublic school that consultation has occurred. NOTE: Complete Attachment 6-A for Title I-A, Title II-A, Title II-Ed Tech, and Title III services. Complete Attachment 6-B for Title IV-A and Title V-A services. *Use separate pages as necessary.*

*Comment: Title 1 non-public services will be provided by a third party contractor for the 2009/2010 school year.*

| NONPUBLIC SCHOOL NAME AND ADDRESS | Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel) | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Title I-A | | | | Title II-A | Title II-D Ed Tech | | Title III-A | | Title IV-A | |
| | Number Nonpublic T-I Students Served AT | | Students READING/LANGUAGE ARTS (CAN BE A DUPLICATED COUNT) | Students Mathematics (can be a duplicated count) | Staff | Students | Staff | Students | Staff | Students | Staff |
| Al-Huda School<br>5301 Edgewood Street<br>College Park, MD 20740 | Private School | ✓ | *Numbers for private school students served are not available at this time. Data will be submitted after the identification process is completed in August.* | *Numbers for private school students served are not available at this time. This data will be submitted after the identification process is completed in August.* | 63 | 460 | 50 | N/A | N/A | N/A | N/A |
| | Public School | | | | | | | | | | |
| | Neutral Site | | | | | | | | | | |
| Ascension Lutheran<br>7415 Buchanan Street<br>Landover, Hills, MD 20784 | Private School | ✓ | *Numbers for private school students served are not available at this time.* | *Numbers for private school students served are not available at this time* | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Public School | | | | | | | | | | |
| | Neutral Site | | | | | | | | | | |
| Berwyn Baptist School<br>4720 Cherokee St.<br>College Park, MD 20740 | Private School | ✓ | *Numbers for private school students served are not available at this time.* | *Numbers for private school students served are not available at this time* | 12 | N/A | N/A | N/A | N/A | N/A | N/A |
| | Public School | | | | | | | | | | |
| | Neutral Site | | | | | | | | | | |
| Bishop McNamara High School<br>6800 Marlboro Pike, SE<br>Forestville, MD 20746 | Private School | | Does not participate | Does not participate | 80 | 850 | 80 | N/A | N/A | 870 | 106 |
| | Public School | | | | | | | | | | |
| | Neutral Site | | | | | | | | | | |
| Bowie Christian School<br>2518 Kenhill Drive<br>Bowie, MD 20715 | Private School | | Does not participate | Does not participate | 10 | N/A | N/A | N/A | N/A | N/A | N/A |
| | Public School | | | | | | | | | | |
| | Neutral Site | | | | | | | | | | |
| Children's Guild, Inc. in Chillum, The<br>5702 Sargeant Road<br>Chillum, MD 20782 | Private School | | Does not participate | Does not participate | 55 | N/A | N/A | N/A | N/A | N/A | N/A |
| | Public School | | | | | | | | | | |
| | Neutral Site | | | | | | | | | | |
| Christian Family Montessori School<br>3628 Rhode Island Ave.<br>Mt. Rainier, MD 20712 | Private School | | Does not participate | Does not participate | 15 | N/A | N/A | N/A | N/A | N/A | N/A |
| | Public School | | | | | | | | | | |
| | Neutral Site | | | | | | | | | | |
| DeMatha Catholic High School<br>4313 Madison Street<br>Hyattsville, MD 20781 | Private School | | Does not participate | Does not participate | 110 | 1000 | 85 | N/A | N/A | 1000 | 105 |
| | Public School | | | | | | | | | | |
| | Neutral Site | | | | | | | | | | |
| Elizabeth Seton High School<br>5715 Emerson Street<br>Bladensburg, MD 20710 | Private School | | Does not participate | Does not participate | 82 | 603 | 56 | N/A | N/A | N/A | N/A |
| | Public School | | | | | | | | | | |
| | Neutral Site | | | | | | | | | | |
| Excellence Christian School | Private School | | Does not participate | Does not participate | 25 | N/A | N/A | N/A | N/A | N/A | N/A |

| NONPUBLIC SCHOOL NAME AND ADDRESS | Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel) | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Title I-A | | | | Title II-A | Title II-D Ed Tech | | Title III-A | | Title IV-A | |
| | Number Nonpublic T-I Students Served AT | | Students READING/LANGUAGE ARTS (CAN BE A DUPLICATED COUNT) | Students Mathematics (can be a duplicated count) | Staff | Students | Staff | Students | Staff | Students | Staff |
| | Public School | | | | | | | | | | |
| | Neutral Site | | | | | | | | | | |
| Faith Baptist Christian School<br>12700 Claxton Drive<br>Laurel, Md. 20708 | Private School | | Does not participate | Does not participate | DNP | 140 | 23 | N/A | N/A | 157 | 20 |
| | Public School | | | | | | | | | | |
| | Neutral Site | | | | | | | | | | |
| First Baptist School of Laurel<br>15002 First Baptist Lane<br>Laurel, MD 20707 | Private School | | Does not participate | Does not participate | 28 | 250 | 18 | N/A | N/A | N/A | N/A |
| | Public School | | | | | | | | | | |
| | Neutral Site | | | | | | | | | | |
| Foundations School<br>6000 Executive Drive, Suite 605<br>Rockville, MD 20852 | Private School | | Does not participate | Does not participate | 102 | 210 | 76 | N/A | N/A | N/A | N/A |
| | Public School | | | | | | | | | | |
| | Neutral Site | | | | | | | | | | |
| Free Gospel Christian Academy<br>4703 Marlboro Pike<br>Coral Hills, MD 20743 | Private School | ✓ | *Numbers for private school students served are not available at this time.* *Numbers for private school students served are not available at this time* | | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Public School | | | | | | | | | | |
| | Neutral Site | | | | | | | | | | |
| Grace Brethren Christian School<br>6501 Surratts Road<br>Clinton, MD 20730 | Private School | | Does not participate | Does not participate | 65 | N/A | N/A | N/A | N/A | N/A | N/A |
| | Public School | | | | | | | | | | |
| | Neutral Site | | | | | | | | | | |
| Grace Christian School<br>7210 Race Track Road<br>Bowie, MD 20715 | Private School | | Does not participate | Does not participate | 32 | N/A | N/A | N/A | N/A | N/A | N/A |
| | Public School | | | | | | | | | | |
| | Neutral Site | | | | | | | | | | |
| Greater Mr. Nebo Christian Academy<br>1001 Old Mitchellville Road<br>Bowie, MD 20716 | Private School | | Does not participate | Does not participate | 8 | N/A | N/A | N/A | N/A | N/A | N/A |
| | Public School | | | | | | | | | | |
| | Neutral Site | | | | | | | | | | |
| Henson Valley Montessori<br>13400 Edgemead Road<br>Upper Marlboro, MD 20772 | Private School | | Does not participate | Does not participate | 38 | 200 | 20 | N/A | N/A | N/A | N/A |
| | Public School | | | | | | | | | | |
| | Neutral Site | | | | | | | | | | |
| Highland Park Christian Acad.<br>6801 Sheriff Road<br>Landover, MD 20785 | Private School | | Does not participate | Does not participate | 41 | N/A | N/A | N/A | N/A | N/A | N/A |
| | Public School | | | | | | | | | | |
| | Neutral Site | | | | | | | | | | |
| Holy Family School<br>2200 Callaway Street<br>Hillcrest Heights, MD 20748 | Private School | ✓ | *Numbers for private school students served are not available at this time.* *Numbers for private school students served are not available at this time* | | 20 | N/A | N/A | N/A | N/A | N/A | N/A |
| | Public School | | | | | | | | | | |
| | Neutral Site | | | | | | | | | | |
| Holy Redeemer School<br>4902 Berwyn Road<br>College Park, MD 20740 | Private School | ✓ | *Numbers for private school students served are not available at this time.* *Numbers for private school students served are not available at this time* | | 25 | 237 | 24 | N/A | N/A | N/A | N/A |
| | Public School | | | | | | | | | | |
| | Neutral Site | | | | | | | | | | |
| Holy Trinity Episcopal Day School<br>11902 Daisy Lane<br>Glenn Dale, MD 20769 | Private School | | Does not participate | Does not participate | 92 | 603 | 50 | N/A | N/A | 600 | 91 |
| | Public School | | | | | | | | | | |
| | Neutral Site | | | | | | | | | | |

| NONPUBLIC SCHOOL NAME AND ADDRESS | Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel) | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Title I-A | | | | Title II-A | Title II-D Ed Tech | | Title III-A | | Title IV-A | |
| | Number Nonpublic T-I Students Served AT | | Students READING/LANGUAGE ARTS (CAN BE A DUPLICATED COUNT) | Students Mathematics (can be a duplicated count) | Staff | Students | Staff | Students | Staff | Students | Staff |
| JABEZ Christian Academy<br>2203 Owens Road<br>Oxon Hill, MD 20745 | Private School<br>Public School<br>Neutral Site | | Does not participate | Does not participate | 4 | N/A | N/A | N/A | N/A | N/A | N/A |
| Jericho Christian Academy<br>8601 Jericho City Drive<br>Landover, MD 20785 | Private School<br>Public School<br>Neutral Site | | Does not participate | Does not participate | 61 | 400 | N/A | N/A | N/A | N/A | N/A |
| Kiddie Academy of Oxon Hill<br>6031 Oxon Hill Rd<br>Oxon Hill, MD 20745 | Private School<br>Public School<br>Neutral Site | | Does not participate | Does not participate | 30 | N/A | N/A | N/A | N/A | N/A | N/A |
| Kingdom Christian Academy<br>529 Commerce Drive<br>Upper Marlboro, MD 20774 | Private School<br>Public School<br>Neutral Site | | Does not participate | Does not participate | 8 | N/A | N/A | N/A | N/A | N/A | N/A |
| Lanham Christian School<br>8400 Good Luck Road<br>Lanham, MD 20706 | Private School<br>Public School<br>Neutral Site | | Does not participate | Does not participate | 26 | N/A | N/A | N/A | N/A | N/A | N/A |
| The Maryland International Day School<br>6400 Livingston Road<br>Oxon Hill, MD 20745 | Private School<br>Public School<br>Neutral Site | | Does not participate | Does not participate | 10 | N/A | N/A | N/A | N/A | N/A | N/A |
| Mitchellville Montessori<br>12112 Central Avenue<br>Mitchellville, MD | Private School<br>Public School<br>Neutral Site | | Does not participate | Does not participate | 10 | N/A | N/A | N/A | N/A | N/A | N/A |
| Mount Calvary Catholic Sch.<br>6704 Marlboro Pike<br>Forestville, MD 20747 | Private School<br>Public School<br>Neutral Site | ✓ | *Numbers for private school students served are not available at this time.*<br>*Numbers for private school students served are not available at this time* | | 22 | N/A | N/A | N/A | N/A | N/A | N/A |
| National Christian Academy<br>6709 Bock Road<br>Fort Washington, MD 20744 | Private School<br>Public School<br>Neutral Site | | Does not participate | Does not participate | 40 | 394 | 30 | N/A | N/A | N/A | N/A |
| New Hope Academy<br>7009 Varnum St<br>Landover Hills, MD 20784 | Private School<br>Public School<br>Neutral Site | ✓ | *Numbers for private school students served are not available at this time.*<br>*Numbers for private school students served are not available at this time* | | 45 | 239 | 35 | N/A | N/A | N/A | N/A |
| New Horizon Child Development Center, Inc<br>5664 Silver Hill Road<br>Forestville, MD 20747 | Private School<br>Public School<br>Neutral Site | ✓ | *Numbers for private school students served are not available at this time.*<br>*Numbers for private school students served are not available at this time* | | 8 | N/A | N/A | N/A | N/A | N/A | N/A |
| Our Savior's School<br>3111 Forestville Rd<br>Forestville, MD 20747 | Private School<br>Public School<br>Neutral Site | | Does not participate | Does not participate | 5 | N/A | N/A | N/A | N/A | N/A | N/A |
| Pathways School<br>1106 University Boulevard West<br>Silver Spring, MD 20902 | Private School<br>Public Schools<br>Neutral Site | | Does not participate | Does not participate | 28 | N/A | N/A | N/A | N/A | N/A | N/A |
| Patuxent Montessori School<br>14210 Old Stage Road<br>Bowie, MD 20720 | Private School<br>Public School<br>Neutral Site | | Does not participate | Does not participate | 4 | N/A | N/A | N/A | N/A | N/A | N/A |

| NONPUBLIC SCHOOL NAME AND ADDRESS | Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel) | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Title I-A | | | | Title II-A | Title II-D Ed Tech | | Title III-A | | Title IV-A | |
| | Number Nonpublic T-I Students Served AT | | Students READING/LANGUAGE ARTS (CAN BE A DUPLICATED COUNT) | Students Mathematics (can be a duplicated count) | Staff | Students | Staff | Students | Staff | Students | Staff |
| Progressive Christian Academy<br>5408 Brinkley Road<br>Clinton, MD | Private School | | Does not participate | Does not participate | 15 | N/A | N/A | N/A | N/A | N/A | N/A |
| | Public School | | | | | | | | | | |
| | Neutral Site | | | | | | | | | | |
| Renaissance Christian Academy<br>2101 Shadyside Avenue<br>Suitland, MD 20746 | Private School | | Does not participate | Does not participate | 33 | N/A | N/A | N/A | N/A | N/A | N/A |
| | Public School | | | | | | | | | | |
| | Neutral Site | | | | | | | | | | |
| Riverdale Baptist School<br>1133 Largo Road<br>Upper Marlboro, MD 20774 | Private School | | Does not participate | Does not participate | 137 | N/A | N/A | N/A | N/A | N/A | N/A |
| | Public School | | | | | | | | | | |
| | Neutral Site | | | | | | | | | | |
| Saint Ambrose School<br>6310 Jason Street<br>Cheverly, MD 20785 | Private School | ✓ | *Numbers for private school students served are not available at this time.* | *Numbers for private school students served are not available at this time* | 28 | N/A | N/A | N/A | N/A | N/A | N/A |
| | Public School | | | | | | | | | | |
| | Neutral Site | | | | | | | | | | |
| Saint Columba School<br>7800 Livingston Road<br>Oxon Hill, MD 20745 | Private School | ✓ | *Numbers for private school students served are not available at this time.* | *Numbers for private school students served are not available at this time* | 20 | 272 | 25 | 6 | N/A | N/A | N/A |
| | Public School | | | | | | | | | | |
| | Neutral Site | | | | | | | | | | |
| Saint Hugh's School<br>145 Crescent Road<br>Greenbelt, MD | Private School | ✓ | *Numbers for private school students served are not available at this time.* | *Numbers for private school students served are not available at this time* | 18 | 165 | 18 | N/A | N/A | N/A | N/A |
| | Public School | | | | | | | | | | |
| | Neutral Site | | | | | | | | | | |
| Saint Jerome's School<br>5207 42nd Place<br>Hyattsville, MD 20781 | Private School | ✓ | *Numbers for private school students served are not available at this time.* | *Numbers for private school students served are not available at this time* | 25 | 409 | 30 | 60 | N/A | N/A | N/A |
| | Public School | | | | | | | | | | |
| | Neutral Site | | | | | | | | | | |
| Saint John the Evangelist School<br>8912 Old Branch Avenue<br>Clinton, MD 20735 | Private School | ✓ | *Numbers for private school students served are not available at this time.* | *Numbers for private school students served are not available at this time* | 26 | 248 | 32 | 19 | N/A | N/A | N/A |
| | Public School | | | | | | | | | | |
| | Neutral Site | | | | | | | | | | |
| Saint Joseph Catholic School<br>11011 Montgomery Road<br>Beltsville, MD 20705 | Private School | ✓ | *Numbers for private school students served are not available at this time.* | *Numbers for private school students served are not available at this time* | 11 | 190 | 22 | 19 | N/A | N/A | N/A |
| | Public School | | | | | | | | | | |
| | Neutral Site | | | | | | | | | | |
| Saint Mark the Evangelist School<br>7501 Adelphi Road<br>Hyattsville, MD 20783 | Private School | ✓ | *Numbers for private school students served are not available at this time.* | *Numbers for private school students served are not available at this time* | 28 | N/A | N/A | 59 | N/A | N/A | N/A |
| | Public School | | | | | | | | | | |
| | Neutral Site | | | | | | | | | | |
| Saint Mary of the Assumption Sch.<br>4610 Largo Road<br>Upper Marlboro, MD 20772 | Private School | | Does not participate | Does not participate | 27 | N/A | N/A | 31 | N/A | N/A | N/A |
| | Public School | | | | | | | | | | |
| | Neutral Site | | | | | | | | | | |
| Saint Mary of the Mills School<br>106 St. Mary's Place<br>Laurel, MD 20707 | Private School | | Does not participate | Does not participate | 38 | 401 | 43 | N/A | N/A | N/A | N/A |
| | Public Site | | | | | | | | | | |
| | Neutral Site | | | | | | | | | | |
| Saint Mary's Catholic School<br>7207 Annapolis Road<br>Landover Hills, MD 20784 | Private School | ✓ | *Numbers for private school students served are not available at this time.* | *Numbers for private school students served are not available at this time* | 23 | 247 | 28 | 31 | N/A | N/A | N/A |
| | Public Site | | | | | | | | | | |
| | Neutral Site | | | | | | | | | | |
| Saint Mary's School of Piscataway<br>13407 Piscataway Road<br>Clinton, MD | Private School | | Does not participate | Does not participate | 18 | 153 | 25 | 2 | N/A | N/A | N/A |
| | Public School | | | | | | | | | | |
| | Neutral Site | | | | | | | | | | |

| NONPUBLIC SCHOOL NAME AND ADDRESS | Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel) | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Title I-A | | | | Title II-A | Title II-D Ed Tech | | Title III-A | | Title IV-A | |
| | Number Nonpublic T-I Students Served AT | | Students READING/LANGUAGE ARTS (CAN BE A DUPLICATED COUNT) | Students Mathematics (can be a duplicated count) | Staff | Students | Staff | Students | Staff | Students | Staff |
| Saint Matthias Apostle<br>9473 Annapolis Road<br>Lanham, MD 20706 | Private School | | Does not participate | Does not participate | 20 | 213 | 22 | 3 | N/A | N/A | N/A |
| | Public Site | | | | | | | | | | |
| | Neutral Site | | | | | | | | | | |
| Saint Philip the Apostle School<br>5414 Henderson Way<br>Camp Springs, MD 20746 | Private School | | Does not participate | Does not participate | 23 | N/A | N/A | 5 | N/A | N/A | N/A |
| | Public Site | | | | | | | | | | |
| | Neutral Site | | | | | | | | | | |
| Saint Pius X Regional School<br>14710 Annapolis Road<br>Bowie, MD 20715 | Private School | | Does not participate | Does not participate | 60 | 729 | 58 | N/A | N/A | N/A | N/A |
| | Public Site | | | | | | | | | | |
| | Neutral Site | | | | | | | | | | |
| Saint Vincent Pallotti HS<br>113 St. Mary's Place<br>Laurel, MD 20707 | Private School | | Does not participate | Does not participate | 81 | 503 | 42 | N/A | N/A | N/A | N/A |
| | Public School | | | | | | | | | | |
| | Neutral Site | | | | | | | | | | |
| Shabach Christian Academy<br>3600 Brightseat Road<br>Landover, MD 20785 | Private School | | Does not participate | Does not participate | 33 | N/A | N/A | N/A | N/A | N/A | N/A |
| | Public School | | | | | | | | | | |
| | Public School | | | | | | | | | | |
| Tabernacle Learning Center<br>11601 South Laurel Drive<br>Laurel, MD 20708 | Private School | | Does not participate | Does not participate | 14 | N/A | N/A | N/A | N/A | N/A | N/A |
| | Public School | | | | | | | | | | |
| | Neutral Site | | | | | | | | | | |
| Washington United Christian Academy<br>4610 69th Avenue<br>Landover, MD 20784 | Private School | ✓ | *Numbers for private school students served are not available at this time.*<br>*Numbers for private school students served are not available at this time* | | 17 | N/A | N/A | N/A | N/A | N/A | N/A |
| | Public School | | | | | | | | | | |
| | Neutral Site | | | | | | | | | | |
| Woodstream Christian Academy<br>9800 Lottsford Road<br>Mitchellville, MD 20721 | Private School | | Does not participate | Does not participate | 62 | 373 | 35 | N/A | N/A | N/A | N/A |
| | Public School | | | | | | | | | | |
| | Neutral Site | | | | | | | | | | |

Prince George's County Public Schools
Board of Education

# ATTACHMENT 7: TITLE 1, PART A

ATTACHMENT 7

# Title I, Part A

# *Improving Basic Programs Operated by Local Education Agencies*

ATTACHMENT 7 NARRATIVE TITLE I, PART A – IMPROVING BASIC PROGRAMS OPERATED BY LOCAL SCHOOL SYSTEMS

Local School System: Prince George's County Public Schools Fiscal Year 2010

Title I-A Coordinator: Ms. Debra Mahone

Telephone: 301-925-2384 E-mail: dmahone@pgcps.org

I. TITLE I THEMES IN THE BRIDGE TO EXCELLENCE MASTER PLAN

*Describe the school system's strategies to provide high quality sustained support to all Title I elementary, middle, and secondary schools.Label each question and answer. Be sure to address each lettered and/or bulleted item separately. ALL REQUESTED DOCUMENTATION SHOULD BE LABELED AND SUBMITTED AS SECTION IV.*

*A. SCHOOLS IN IMPROVEMENT:*

1. *DESCRIPTION of the process the school and/or school system follows to inform parents of each student enrolled in a Title I school IN THE COMPREHENSIVE NEEDS OR THE DEVELOPING NEEDS PATHWAYS Complete letters a-c. Sec. 1116 (b)(6)(A-E)*

   a. *Based on the 2009 administration of the Maryland School Assessment, does the LSS have any Title I schools IN THE COMPREHENSIVE NEEDS OR THE DEVELOPING NEEDS PATHWAYS?*

      ___X__Yes _____No

      If "No", proceed to Highly Qualified.

   b. *Describe the methods used to inform parents about the status of their child's school if it is in THE COMPREHENSIVE NEEDS OR THE DEVELOPING NEEDS PATHWAYS. Include in this description the timeline and the names/positions/departments/schools responsible.*

On July 30, 2009, parents were notified, in English and in Spanish, through the Global Connect calling system of the school's status in improvement and their school choice and SES options. The call-out originated from the Title I Bilingual Technician, Barbara Clowe. On August 3, 2009, Public School Choice notification letters, generated the Title I Department and signed by the Superintendent, Dr. William Hite, were mailed to parents. The letter included an invitation for parents to attend a public choice transfer option meeting that was held on August 5 or 6, 2009. Letters were prepared in English and Spanish. The meetings were facilitated by Title I parent coordinators (Derrick Davis, David Guzman, Leslie Kee, and Kendra Brooks), and supported by Title I specialists (Gayle Lomax, Meredith Perkins, Monica Handyside, Helen Jones, and Annette Blake), Title I school improvement resource teachers ( Francesse Rogers, Donna Drakeford, and Nashiydah Anderson), and Title I resource teachers / coaches (Michelle Carter, Deborah Love, Linda Armwood, Simone Young, Nichel Brown, Massa Washington, and Robert Bhagan). A second call to homes was made during the week of August 10. Debra Mahone, Director of the Department of School Improvement & Accountability (DSIA), recommended that principals hold a second meeting during the week of August 10, in order to reach a larger parent population.

   c. *Describe how parents who enroll their child/children later in the school year are notified.*

The window for public school choice opens July 30 and closes September 30. The principal of the school providing the choice, gives notification to parents with a new timeline. Letters are prepared in English, Spanish and other languages as requested. Parent letters are sent home with students, posted on the school's website, and made available for parent/community meetings.

2. *DOCUMENTATION: Include sample copies of letters that will be used for school year 2009-2010 documentation to support that items a-f below have been included in the parent notification letter(s). If the LSS has schools IN*

*THE COMPREHENSIVE NEEDS OR THE DEVELOPING NEEDS PATHWAYS funded by Title I ARRA, please include documentation for those schools with this application.*

a) what the identification means;
b) the reasons for the identification;
c) what the school is doing to address the problem of low achievement;
d) how the LSS and MSDE are helping the school address the achievement problem;
e) how parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and,
f) how the school compares to others.

Documentation including sample copies of letters that will be used for school year 2009-2010 to support items a-f are included in the Appendix 7A.

*3. DESCRIPTION of the process including specific timelines/dates that the Local School System will use to inform parents of students attending a Title I school IN THE COMPREHENSIVE NEEDS OR THE DEVELOPING NEEDS PATHWAYS about student transfer and Supplemental Educational Services (SES) options. Sec. 1116 (b)(6)(F)*

*a) What date(s) were parents notified about their School Choice options? July 30, 2009 (Global Connect call out system); August 3, 2009 (letters mailed); August 5 and 6, 2009 (parent information meetings)*
*b) Will the LSS be offering SES this year? __X____Yes _____No*
*c) What date(s) were parents notified about the SES option?*
September 21, 2009 (letters mailed); after September 21, 2009 (Global Connect call out system); October 6 – 8, 2009 (parent fairs)

*d) What is the projected start-up date for these services? October 12, 2009*
*e) Describe how parents who enroll their child/children later in the school year are notified of their School Choice and SES options.*
*f) What are the specific dates?*

School Choice Option

On July 21, 2009, final determinations of the number of schools identified for improvement under Maryland's Differentiated Accountability System were made for the 2009-2010 school year. Several communication tools will be utilized to inform parents of students attending a Title I low performing school about the student transfer option. On July 30, parents will be notified, in English and Spanish, through the Global Connect calling system if their child attends a Title I school in improvement. On August 3, 2009, parents were sent an information letter in English and Spanish explaining public school choice options. By September 2009, parents will be sent a second letter written in English and Spanish that provides information about the transfer option. The second letter will include a transfer request application, question and answer sheet, identified receiving schools, and the school report card. The letters also will outline the supplemental educational services that will be available for income eligible students in qualifying schools that have been in school improvement two or more years.

On August 5 and 6, 2009, the Title I staff conducted informational meetings for parents at the schools offering the transfer option. The meetings provided a forum for parents to obtain information and ask pertinent questions. Title I staff answered questions from parents and community members about the transfer procedures. A PowerPoint presentation was be shown by the Title I staff to inform parents about Public School Choice guidelines and the transfer process.

On-going communication between parents and Title I staff regarding school choice options will occur between July 30 and September 30, 2009. Staff members will be available to answer parent questions, provide clarification on the process, and assist with transportation issues. Telephone calls will be made via the Global Connect calling system to remind parents of the transfer request application due date, September 17, 2009. Information about the Public School Choice transfer option will be available on the Title I website.

Confirmation letters will be sent to parents to confirm the school selection within two weeks of the receipt of the transfer request application. The transfer process will be completed by September 28, 2009.

Parents who enroll their child/children later in the school year for School Choice are notified by letter from the Superintendent, Dr. William Hite, stating that they will be eligible to participate in School Choice at the start of the next school year 2010-2011. This notification letter will be disseminated to each of the School Choice principals to distribute to parents who enroll their child/children late in the school year.

Supplemental Educational Services

By August 24, 2009, letters providing specific information about supplemental educational services (SES) will be mailed to parents. Each letter will contain a Question and Answer Fact Sheet, and an SES Response Form, and a description of the educational services rendered by the participating providers. Parents will be required to complete the Response Form indicating interest in their child receiving tutoring and identifying the Provider selected to deliver services. As students register, confirmation letters will be sent to parents confirming the vendor that will provide services.

Parents who enroll their child/children later in the school year for SES options have the privilege of participating in SES throughout the school year because student enrollment is "open/ongoing" to all income-eligible students in qualifying schools throughout the year.

By October 6, 2009, a Global Connect reminder message will be sent to the parents of all income eligible students who have not registered to participate in the SES program. Brochures, posters, and fliers will be distributed to provide an additional means of contacting parents. The Title I Department has produced an SES public announcement to be broadcasted on the PGCPS television station. The SES application and provider information are available from this link. Parent meetings will be conducted in all participating schools during the school year to share SES information and assist parents in enrolling students. Supplemental educational services will begin by October 12, 2009. Student enrollment will be on-going throughout the school year. Frequent monitoring of SES programs will be conducted by the Parent and Family Involvement Coordinators throughout the school year. A monitoring checklist will be completed to verify compliance with the guidelines of NCLB.

4. *DOCUMENTATION: Include sample copies of English and translated notification letters and their attachments for School Choice and Supplemental Educational Services options the Local School System will use for the 2009-2010 school year. Attachments should include supporting information for parents, i.e. current profiles of test scores for the home school and the receiving schools, provider profiles, etc.* If the LSS has schools IN THE COMPREHENSIVE NEEDS OR THE DEVELOPING NEEDS PATHWAYS funded by Title I ARRA, please include documentation for those schools with this application.

Documentation including sample copies of English and translated notification letters and their attachments for School Choice and Supplemental Educational Services options that PGCPS will use for the 2009-2010 school year is available in Appendix 7A, Question 4.

5. *Describe the process to ensure that the 10 Requirements for School Improvement are part of the development, implementation, and monitoring of School Improvement Plans.*

The revised Title I template, includes and emphasizes the ten NCLB requirements for improving schools. The process includes the collaborative peer review process to allow school teams to receive feedback from partner schools to enhance the school's plan. The school improvement specialist and the Title 1 school improvement resource teachers provide guidance and technical support in the implementation and monitoring of the plan. The monitoring tool template is developed collaboratively by department of school improvement and the Title 1 office. The quarterly monitoring will be conducted through collaboration between the two departments.

6. *If any of the 10 Requirements are not adequately addressed, what steps does the LSS take to ensure that revisions to the school improvement plans occur in a timely manner?*

After the review of the 10 Requirements in the FINAL school improvement plan, Title I staff will collaborate with the Department of School Improvement and Accountability regarding revisions and/or resubmissions based on any

requirement not adequately addressed. Title I staff will provide technical assistance to school teams to ensure that enough detailed information is included to improve the plan so that it may be approved. Title I and School Improvement staff will establish a timeline for technical assistance and training to help school teams complete revised versions of the plan.

*B. HIGHLY QUALIFIED:*

*A. DESCRIBE the process including specific timelines/dates used to notify parents whose children attend Title I schools about the qualifications of their teachers by addressing each lettered item separately. Sec. 1111 (h)(6)(A)*

*a. Describe how and when (date) the school or school system notified the parents of each child attending any Title I schools that they may request information regarding the professional qualifications of their child's classroom teacher (known as "Parent's Right to Know").*

A letter drafted by PGCPS and approved by the Superintendent of Schools, Dr. William Hite, will be mailed on September 1, 2009 to notify to parents and guardians of children who attend Title I schools that they may request information regarding the professional qualifications of their children's teachers and paraprofessional educators (known as "Parent's Right to Know"). The letter will be available in English, Spanish, or other languages, as appropriate.

*b. Describe the process of providing timely notice (letter) to parents when their child has been assigned or taught for 4 or more consecutive weeks by a teacher or substitute teacher who is not highly qualified.*

The Title I Department's Director, in consultation with Human Resources, and school principals, will send letters to parents and guardians throughout the year when students are being taught for four weeks by teachers, substitutes, or paraprofessional educators who are not highly qualified. To ensure compliance with NCLB requirements, a two-step process for identifying non-highly qualified teachers and paraprofessionals and report information to parents in a timely manner will be used.

Step 1: The Title I Department's Director will send a memorandum to school principals by September 1, 2009, requesting that every data element in the reporting system is populated for every school. By September 15, 2009, reports will be delivered to schools and the Area Executive Directors for verification and/or fixing incorrect *Employees Identification Number* (EIN) in the appropriate system (ERCS/HP) by close of business on September 18, 2009. By September 25, 2009, all enrollment data elements per school will be completed and a data download will be conducted per school to determine the number of schools where *all* teachers are highly qualified; schools where *most* teachers are highly qualified; and schools where *some* teachers are highly qualified. The Division of Human Resources will provide a data snap-shot of all data elements to schools and central office personnel. By October 1, 2009, the Title I Department will forward copies of the parent letter to the schools where teachers who are not highly qualified have taught for 4 consecutive weeks. School principals will mail letters to parents and forward a copy to the Title I Department and the Division of Human Resources. Principals will keep copies of the letter in their Title I Accountability Portfolios. These documents will be monitored monthly by Title I Department staff starting October 1, 2009 and maintained by the Title I Department.

Step 2: If children are taught for 4 consecutive weeks by a long-term substitute teacher hired after September 30, 2009, a memorandum with an accompanying letter from the school principal will be sent to parents explaining that their child(ren) were taught by a non-highly qualified teacher. School personnel will populate the letters and disseminate letters as soon as a long-term substitute is hired. Copies of the parent letter will be sent to the Title I Department and the Department of Human Resources. Principals will keep copies of the letter in their Title I Accountability Portfolios. These documents will be monitored monthly starting November 1, 2009, and maintained by the Title I Department. PGCPS assures that letters will be sent in a timely manner to parents of children who are taught by teachers who are not highly qualified. Specific dated examples of these letters are available in the appendix section. (Appendix 7B, Question B-2).

Additionally, Prince George's County Public School System maintains a *No Child Left Behind* (NCLB) website (http://wwww/pgcpf.org/-nclb/). The content of the site displays FAQ for parents about highly qualified teachers as

well as links to additional information about NCLB (Appendix 7B, Question B-2. The Title I Department also provides links to the resources for parents on the Title I website.

c. *Identify by name, title, and department the person(s) responsible for ensuring compliance with Section 1111(h)(6)(A)?*

The persons responsible for ensuring compliance with Section 1111(h)(6)(A) are as follows:

| Name | Title |
|---|---|
| Vacant | Director, Title I Department |
| Mr. Robert Gaskins | Recruitment Officer, Human Resources |
| Vacant | Supervisor for Parent Services |
| School Principals | 60 Title I Schools |

d. *Describe how the LSS coordinates Highly Qualified notification between Human Resources, the Title I Office, and school administration.*

The Accountability Reporting Office, in conjunction with the Title I Department will send a memorandum to school principals requesting that every data element in the reporting system is populated for every school. By September 25, 2009, all enrollment data elements per school will be completed and a data download will be conducted per school to determine the number of schools where all, most, and some teachers are highly qualified. The Accountability Reporting Office will provide a data snap-shot of all data elements to schools and central office personnel including the Area Executive Directors. By October 1, 2009, the Title I Department will forward copies of the parent letter to the schools where teachers who are not highly qualified have taught for 4 consecutive weeks. School principals will mail letters to parents and forward a copy to the Title I Department and the Division of Human Resources. Each principal will keep copies of the letter in the Title I Accountability Portfolio.

e. *How does the LSS ensure the Highly Qualified status of teachers assigned to Title I schools is maintained?*

PGCPS committed that all core academic subject teachers in schools designated as Title I, in School Improvement or the Restructuring Process will have highly qualified teachers by June 30, 2009. To meet this commitment, schools in the designations listed above received priority staffing for authorized vacancies for the 2009-2010 school year. Below is an outline of the process used to staff priority schools:

- Principals of priority schools, in collaboration with the Department of Human Resource Staffing Specialist, identified staff reassignments based on enrollment and by reviewing the highly qualified designation of teachers in core academic subject areas. Teachers who were mis-assigned (certified but not highly qualified) were placed within a subject area that allow the teacher to meet the federal definition of highly qualified;
- Core academic subject teachers in schools designated as Title I, in School Improvement or the Restructuring Process that did not obtain the highly qualified designation by June 1, 2009, were treated as staff reassignment;
- Teachers with a Conditional Certificate that expired June 30, 2009, and did not meet certification renewal requirements by June 1, 2009 were separated from their teaching positions;
- To fill identified vacant positions, the Principal worked with the HR Staffing Specialist to identify and process the replacements;
- The HR Staffing Specialist validated the vacant positions;
- Principals received a final confirmation of the vacant positions from their HR Staffing Specialist;
- Once the Title I/Priority schools received final confirmation of their authorized vacancies, the principal and staffing specialist may recommend candidates to fill vacancies.
- Placement of candidates were based on system wide priority staffing –
  - ☐ Principals must ensure that Core Academic Subject Teachers are assigned within a subject area that allows the teacher to obtain and maintain their highly qualified designation;
  - ☐ Staffing Specialists must complete and forward a Teacher Placement Agreement once a candidate is recommended for placement;

- ☐ Principals must receive, sign, and return the Teacher Placement Agreement form to the HR Staffing Specialist prior to placement confirmation.
- A copy of the Teacher Placement Agreement is maintained in the Office of Teacher Staffing & Certification with a copies for the school principal and the Area Executive Director.

2. *DOCUMENTATION: Include sample copies of English and translated letters that will be used to accomplish item a and item b for school year 2009-2010*. If the LSS has schools IN THE COMPREHENSIVE NEEDS OR THE DEVELOPING NEEDS PATHWAYS funded by Title I ARRA, please include documentation for those schools with this application.

Documentation including sample copies of English and translated letters that will be used to accomplish item a and item b for school year 2009-2010 are available in Appendix 7B, Question B-1 (b-d).

3. *Are all paraprofessionals in Title I schoolwide schools qualified?*
____X____Yes _____ No _____ Not Applicable

4. *Are all paraprofessionals paid with Title I funds in targeted assistance schools qualified? X Yes __ No __ Not Applicable*

C. *SCHOOLWIDE PROGRAMS:*

If the LSS does not have any Title I Schoolwide programs, proceed to Section D - Targeted Assistance.

1. For LSSs with Title I schoolwide programs, DESCRIBE the steps taken to help the Title I schools make effective use of schoolwide programs by addressing each lettered item separately. Reg. 200.25-28 and Sec. 1114

a. *Describe how the system will assist schools consolidate funds for schoolwide programs. If the system is not consolidating funds, describe how the system coordinates financial resources to develop schoolwide programs.*

Title I schoolwide programs will be implemented, monitored, and evaluated in 43 elementary and 3 middle schools. The comprehensive needs assessment guides the selection and implementation of schoolwide programs in Title I schools. In addition students will be identified and ranked by student performance levels on Maryland School Assessment and county benchmark assessments (unit assessments) and teacher observations/recommendations. With the support and guidance from Title I personnel, (i.e. Instructional Specialists, Content Coaches, Parent and Family Involvement Coordinators, and School Improvement Specialists, School Improvement Resource Teachers from the Department of School Improvement & Accountability (DSIA), school planning and management teams review materials and funding resources, on an on-going basis, and write plans that effectively allocate human and monetary resources impacting student achievement. Students who experience difficulty meeting state and local standards, for example targeted subgroups (i.e. Special Education) and students receiving ESOL instruction beyond the first year of ESOL services will have access to extended learning opportunities supported by the ESOL Department, Title I Department, and/or the Department of School Improvement. Coordinated funding sources will be used to purchase curriculum related materials, instructional supplies, technological and educational communication equipment, and school based personnel. SEA and PGCPS funds and services are coordinated to achieve the schoolwide program goals.

During the school year 2009- 2010, each area will be staffed by a Title I Instructional Specialist, a Parent and Family Involvement Coordinator, a Content Coach, and a Title I School Improvement Resource Teacher in order to provide instructional support, professional development, and technical assistance in program implementation and budget management.

b. *Describe the process to ensure that the 10 Components of a Schoolwide Program are part of the development, peer review, implementation, and monitoring of Schoolwide/School Improvement Plans.*

On May 6, 2009, the Department of School Improvement and Accountability provided Title I schools with a template for school improvement plans that includes the ten components of school wide programs. Principals and their school teams worked collaboratively with Title I Instructional Specialists, Content Coaches, Parent Services Coordinators, and School Improvement Specialists in the development, implementation and monitoring of school improvement plans to ensure compliance with the ten components. Instructional Specialists, School Improvement Specialists, Title

I School Improvement Resource Teachers, Content Coaches, and Parent Services Coordinators will review the school plans developed for 2009-2010.

*Collaborative Peer Reviews for Schools in Improvement*

School teams from Title I schools in improvement conducted school-based collaborative peer reviews between June 10 -17, 2009, prior to the *Bridge to Excellence School Improvement Institute,* which was held on June 23, 2009.

Level One - Prior to the Bridge to Excellence School Improvement Institute:

Each school team member independently read the collaborative peer's school improvement plan (SIP). Each team member addressed each indicator on the *Collaborative Peer Review Checklist* and provided commendations and recommendations.

Level Two - Prior to the Bridge to Excellence School Improvement Institute:

The School-Based Collaborative Peer Review team convened, and each team member shared his/her findings, commendations, and recommendations from the individually completed *Collaborative Peer Review Checklist*. The facilitator was responsible for guiding the team in reaching consensus on each indicator on the *Collaborative Peer Review Checklist*.. Each recorder captured this information on the final team checklist; information was shared with the partner school during the *Bridge to Excellence School Improvement Institute.*

*Collaborative Peer Reviews for Schools not in Improvement*

School teams from Title I school in improvement conducted school-based collaborative peer reviews between June 11 – September 23, 2009. Final reviews will be conducted by multi-disciplinary area teams between October 1 – October 30, 2009.

*c. If any of the 10 Components are not adequately addressed, what steps does the LSS take to ensure that revisions to schoolwide plans occur in a timely manner?*

According to Department of School Improvement guidelines, after peer reviews of first drafts are completed, a final draft of the school's plan will be uploaded to ***Blackboard*** by September 30, 2009. Title I Specialists facilitate a team approach to quarterly monitoring of the inclusion of the Ten Title I Components required by schoolwide programs. This revision is done using an evaluation designed to capture the scope and quality of each component. Commendations and recommendations are written on the evaluation, forwarded electronically to the principal for review, and discussed with the Executive Director as a part of the "*next steps*" process. Title I school improvement teams visit the school to assist the school's team, where necessary, with addressing the written requirements. That process should be completed by the end of the first quarter, October 29, 2009. The process is repeated, where necessary, prior to the completion of the second quarter, on or before January 15, 2010, in preparation for the MSDE audit of school plans containing the schoolwide components. Signatures are obtained on the completed evaluation from the specialist, principal, supervisor, and director when all criteria for schoolwide components are met.

*d. Describe specific steps to be taken by the LSS to review and analyze the effectiveness of schoolwide programs.*

An annual evaluation must determine the effectiveness of schoolwide programs. The Title I Department will provide the Department of Research and Evaluation with valid and reliable data reports (quantitative and qualitative) pertaining to the effectiveness of Title I schoolwide programs. The Department of Research and Evaluation will work with Title I staff to collate and analyze data for required reports. The purpose of the evaluation is to obtain empirical evidence upon which to base a determination of each program's effectiveness in meeting the stated goals and objectives. The evaluation will provide feedback on the effectiveness and efficiency of program implementation, and the impact of each program as it relates to attaining its established goals and objectives. Evaluations will be both formative and summative in scope. The evaluation studies will use a variety of methodology designs, such as mixed and multi-methods, including qualitative and quantitative techniques. The evaluation studies will utilize several types of data collection activities. These will include, but are not limited to: interviews, focus groups, surveys, and Prince Georges County Public Schools assessment data.

*e. Describe how the system and/or schools provide extended learning time, such as an extended school year, before- and after-school, and summer program opportunities.*

Several funding mechanisms will be available to provide extended learning time to students in all Title I schoolwide programs. Principals and their staffs are encouraged to allocate funds from their regular Title I school based allocations to provide opportunities for at-risk students to participate in extended learning programs.

Title I schoolwide programs provide funding for at-risk students to participate in extended learning programs. The Title I Supervisor for Schoolwide Programs, Instructional Specialists and Academic Content Coaches will assist schools in the planning and implementation of extended day, extended year, and summer programs. Through collaboration with the Division of Academics, supplementary instructional materials utilized in the extended learning programs are selected and purchased. Recommended materials are scientifically researched, supplemental resources designed to improve skills in reading, mathematics, and writing.

All schools will be eligible to participate in extended learning programs through the area offices. Title I schools in improvement will be given priority in the selection process and in determining the timing for these programs.

The Division of Accountability will provide technical assistance in the selection of students and in the evaluation of the programs, particularly for summer programs. Lists of student assessment data are forwarded to each school from the Title I Office for consideration in the student selection process.

School-based teams will consider assessment scores from the Scholastic Reading Inventory, various mathematics diagnostic tools, MSA data, in addition to teacher recommendation to identify students for the extended learning program. Students demonstrating the greatest need for assistance in the areas of reading and mathematics are selected for the extended learning opportunities. Students are grouped for instruction by highly qualified teachers in small groups of six to ten for instruction to meet each student's individual academic needs.

*f. In addition to the Title I Coordinator, identify other central office staff by name, title, and department responsible for monitoring the 10 components in schoolwide plans, the effectiveness of schoolwide program implementation, fiduciary issues, and program effectiveness.*

Personnel Directly Responsible

| Name | Title | Department |
|---|---|---|
| Dr. Pamela Bell-Smith | Supervisor for Schoolwide Programs | Title I Department |
| Vacant | Supervisor for Parent Services | Title I Department |
| Dr. Kendra Brooks | Parent and Family Involvement Coordinator | Title I Department |
| Mr. Derrick Davis | Parent and Family Involvement Coordinator | Title I Department |
| Dr. Anthony Sims | Parent and Family Involvement Coordinator | Title I Department |
| Mr. D. Vance Williams | Supervisor for Accountability | Title I Department |
| Dr. Meredith Perkins | Instructional Specialist | Title I Department |
| Ms. Helen Jones | Instructional Specialist | Title I Department |
| Ms. Gayle Lomax | Instructional Specialist | Title I Department |
| Dr. Annette Blake | Instructional Specialist | Title I Department |
| Dr. Monica Handyside | Instructional Specialist | Title I Department |
| Mrs. Margaret Brasseur | Gramt Financial Analyst | Title I Department |
| Mr. Darrell Haley | Supervising Financial Analyst | Budget & Finance |
| Dr. Kola K. Sunmonu | Director | Department of Research and Evaluation |

*D. TARGETED ASSISTANCE SCHOOLS:*

If the LSS does not have any Title I Targeted Assistance programs, proceed to Section E - Parent Involvement.

1. DESCRIBE the step-by-step process including timelines/dates used to identify eligible children most in need of services. Include in the description how students are ranked using multiple selection (academic) criteria. (NOTE: Children from preschool through grade 2 must be selected solely on the basis of such criteria as teacher judgment, parent interviews, and developmentally appropriate measures.) Section 1115(b)(1)(B)

Year 1 - Targeted Assistance Schools

On June 22, 2009, the principals of the thirteen newly identified Title I schools participated in an orientation to discuss the development of the program description and budget to implement a targeted assistance schools

program. The orientation was facilitated by staff from Title I Department and the Maryland State Department of Education (MSDE) point-of-contact. Title I personnel outlined the regulatory requirements of the targeted assistance program and the steps for developing, implementing and evaluating the program. Information describing the step-by-step process including timelines/dates used to identify eligible children most in need of services was provided during the orientation. A description of the process is available in the appendix section. (See Appendix 7D, Question D-8).

Between August 17, and September 4, 2009, follow-up technical assistance meetings will be conducted at each Targeted Assistance school with the school principal and/or necessary staff members. The meeting will focus on the development of the TAS program design and budget development.

By September 4, 2009, each of the thirteen targeted assistance schools will establish a team to develop and implement the program (a list of the targeted assistance schools is provided in the (See Appendix 7D, Question D-8). Eleven of the thirteen schools serve students in grades pre-kindergarten through six. Andrew Jackson Academy serves students in grades pre-kindergarten through eight, and Charles Carroll Middle School serves students in grades 7-8. An in-depth training will be conducted by Title I staff with school representatives to build the capacity of each school to know and develop programs that are compliant with the eight components of targeted assistance. The focus of the meeting will be to clarify the student selection criteria, to review staffing schedules, program schedules, and required documentation, and to share accountability time tables for TAS tasks.

By September 9, 2009, each school team will identify at least three academic measures that will be used to select students in grades 3-8 to participate in targeted assistance programs. The criteria used to identify educationally, at-risk students to participate in the targeted reading program may include Scholastic Reading Inventory (SRI), PGCPS benchmark assessments, 2008 and 2009 MSA reading scores, and 2009 final report card grade. In mathematics, the criteria used to identify educationally, at-risk students to participate in the targeted program will include unit tests for mathematics, PGCPS unit assessments for mathematics, 2008 and 2009 mathematics MSA scores, and 2009 final report card grades. Students from Pre-kindergarten through grade 2 shall be identified on the basis of criteria such as teacher judgment, interviews with parents, and developmentally appropriate measures.

By September 10, 2009, the targeted assistance school team will establish a master list of all students ranked showing only compiled student scores to determine the nature of instructional needs in reading, mathematics, or both. The team will also determine whether an extended learning opportunities program should be provided after school, if an in-class model during the school day is to be used, or if both models should be implemented to meet the needs of students. A record of eligible students identified as most at risk for academic failure will be maintained. The school team will establish measurable instructional goals and targets that students are expected to meet; determine content areas (reading and/or mathematics); grade levels and subgroups; and the criteria for students to exit the program.

By September 10, 2009, the thirteen newly identified targeted assistance schools will host a Targeted Assistance Parent Orientation to inform parents about Title I and the implementation of a targeted assistance program in the school building. Parents will be notified by letter that their child is selected to receive supplemental instruction in the targeted assistance program. An information sheet will be provided to parents outlining the instructional program and other services offered through the targeted program. Parent letters and other communications will be provided in a language easily understood by parents. Instructional services are expected to begin by September 14, 2009. The Title I Department will provide technical assistance and support to the thirteen targeted assistance schools throughout the implementation of the program.

Year 2 - Targeted Assistance School

Nicholas Orem Middle School is in Year 2 of implementing the targeted assistance program. While implementing the targeted assistance program, Nicholas Orem Middle School staff will also engage in the year-long planning process to become a Title I schoolwide program. Upon approval by MSDE, Nicholas Orem Middle School will begin its schoolwide model in September 2010. A calendar of activities for the year-long schoolwide planning process is available in (See Appendix 7D, Question D-8).

By August 30, 2009, the Nicholas Orem Middle School team will identify students in grades 6 through 8 using at least three academic measures to select students to participate in the targeted assistance program. The criteria used to identify educationally, at-risk students to participate in the targeted program in reading, will include Scholastic Reading Inventory (SRI), PGCPS benchmark assessments, and 2008 and 2009 MSA reading scores. In mathematics, the criteria used to identify educationally at-risk students to participate in the targeted program will include unit tests for mathematics, PGCPS benchmark assessments, and 2008 and 2009 MSA math scores. The targeted students will utilize the READ 180 program and Apangea Learning math program. The targeted assistance school team will compile student scores to determine the nature of instructional need in reading, mathematics, or both. The team will develop the master schedule to provide supplemental academic services to the targeted assistance students in place of a creative arts class. Also, there will be an extended learning opportunities program provided after school, to meet the needs of students. A record of approximately 150 students identified as most at risk for academic failure will be maintained. The program will serve approximately 75 students from the list of eligible students. The school team will establish measurable instructional goals and targets that students are expected to meet before they can exit the program.

By September 10, 2009, Nicholas Orem will host a Targeted Assistance Parent Orientation to inform parents about Title I and the implementation of a targeted assistance program in the school building. Parents will be notified by letter that their child is selected to receive supplemental instruction in the targeted assistance program. An information sheet will be provided to parents outlining the instructional program and other services offered through the targeted program. Parent letters and other communications will be provided in a language easily understood by parents. Instructional services are expected to begin on or before September 14, 2009. The Title I Department will provide technical assistance and support to Nicholas Orem Middle School staff throughout the implementation of the program.

Ranking Procedures – Year 1 and 2 Targeted Assistance Schools=

Step 1 – The targeted assistance school team will review the results of the comprehensive needs assessment that is outlined in the school improvement plan, including an analysis of student academic achievement data from MSA, SRI, PGCPS Benchmarks, and other data to determine the nature of instructional needs at the school building. Based on this analysis, priority is given to services in reading, mathematics or both, AND the school will determine whether to provide instructional services through an in-class model, a before or after-school extended learning opportunities program, or both.

Step 2 – Determine three criteria that will be used to determine academic need.

Step 3 – Using the master list of all students in pre-kindergarten through 8, a numerical value will be assigned to each criteria used for eligibility.

Step 4 – Rank all students by grade, subgroup, or instructional service area (reading or mathematics) demonstrating academic need.

Step 5 – A list of the students most at risk for failure will make up the eligibility list. Students identified as having the greatest risk for failure will participate in the targeted program. Services provided will use an 8:1 student to teacher ratio. The remaining students will be placed on a waiting list and will receive supplemental instructional services as students move out of the program.

Step 6 – Paraprofessionals funded by Title I must provide instructional support and work under the direction of a Highly Qualified teacher.

2. DESCRIBE how the school system helps targeted assistance schools identify, implement, and monitor effective methods and supplemental instructional strategies for small groups of identified students. (In Maryland, small group constitutes no more than 8 students to one teacher.) These strategies must be based on best practices and scientific research to strengthen the core academic program of the school. Describe how the system/school will address the following: Section 1115(c)(1)(C).

A. Giving primary consideration to providing extended learning time, such as an extended school year, before-and after-school, and summer program opportunities.

Targeted Assistance Programs will provide identified students with academic enrichment services during the school day and in after-school programs. Schools will use a portion of their Title I allocation to provide extended learning opportunities for these students. Instructional services in the Year 1 and Year 2 targeted assistance schools focus on improving student achievement for identified students in reading and/or mathematics. Highly qualified teachers will provide academic enrichment activities to students after school for two-hours, two days a week. Teachers will establish a schedule for offering reading and mathematics instruction. A diagnostic and prescriptive format will be used to monitor the progress of students in the two academic areas. Teachers will utilize supplemental instructional materials to reinforce specific skills that students need to demonstrate skill attainment on MSA-like assessments. The Title I Instructional Specialists and the Title I Content Coaches assigned to the targeted schools will provide ongoing technical assistance that supports best practices of supplemental instructional activities that are aligned to the Voluntary State Curriculum. The Title I Instructional Specialists and Title I Content Coaches will conduct demonstration lessons on effective instructional practices and other training opportunities to support improvement in student achievement. Instructional support will also be provided by the Department of Curriculum and Instruction in selecting appropriate supplemental materials, based on best practices and scientific research. The Title I Supervisor will regularly monitor the effectiveness of the extended day programs and assist school staff with adjustments in the instructional program.

B. Helping provide an accelerated, high-quality curriculum, including applied learning.

The Title I Supervisor and Instructional Specialists will support targeted assistance school principals and their staffs in program implementation and evaluation of targeted programs. The Title I Supervisor and Instructional Specialists will participate in planning meetings with school staff to review the school improvement plan and to ensure that the components of targeted assistance programs are incorporated within the existing school plan. The Title I Supervisor and Instructional Specialists will assist school staffs in identifying scientifically based instructional methods and delivery models that align to the Voluntary State Curriculum. The Title I Instructional Specialists and Content Coaches will work with classroom teachers to incorporate high quality instructional strategies to improve the academic achievement of identified students. The Parent and Family Involvement Coordinators will provide support to parents of students in the targeted assistance school programs to support parent literacy and other activities to help parents and their children. The Title I Supervisor will establish quarterly meetings beginning in October 1, 2009 to monitor the implementation and effectiveness of the targeted assistance programs. The Title I Supervisor will coordinate quarterly technical assistance visits with the principals and school staffs regarding program, budget, and evaluation components of the targeted program and services to identified students. The Title I Supervisor will host meetings with school staffs to address concerns and questions from parents and to communicate information to the community. Information on the targeted program will be available to parents, community, and central office via newsletters, letters, at PTA and parent night meetings, and on the school website. Every effort will be made to support students in the targeted assistance programs in meeting the academic achievement goals that all students are expected to meet and to exit from targeted services.

C. Minimizing the removal of children from regular classroom instruction for additional services.

Title I Department staff will provide training to schools that focuses on in-class instructional methods, while limiting the frequency of students being pulled out for instructional services. The Title I Instructional Specialists will assist school staffs to develop co-teaching approaches, including co-planning between Title I Targeted Assistance School Teachers and the regular classroom teacher of targeted students. The Title I Instructional Specialists will assist each school with planning and coordinating instructional activities that afford opportunities for targeted students to remain in the classroom. The Title I Instructional Specialists will work with teacher teams to incorporate instructional strategies that address different learning styles, cooperative learning, blended instruction, and developing portfolios. Extended learning opportunities will provide additional support to targeted students in reading and mathematics in order to minimize the removal of students from regular instruction.

*4. Describe how the system/school provides additional opportunities for professional development with Title I resources, and, to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate other staff.*

The Title I Department will provide ongoing support to Year 1 and 2 targeted assistance schools, including professional development activities for teachers, principal, and parents on strategies to increase student achievement. The Title I Supervisor, Instructional Specialists, and Parent and Family Involvement Coordinators will offer training to school staffs on numerous topics that include:

- Understanding the No Child Left Behind Act
- Maryland School Assessment
- Data Utilization
- Adequate Yearly Progress
- Helping with Homework
- Parent/Teacher Conferences Skills
- Volunteering/Partnering with Schools
- How to Help My Child in Reading/Math Literacy Training
- Understanding Child and Adolescent Growth and Development
- Targeted Assistance Planning Process

*5. Describe the process for developing (with peer review), implementing, and monitoring targeted assistance requirements in targeted assistance school improvement plans.*

On May 1, 2009, the Department of School Improvement and Accountability (DSIA) provided all schools with a planning template for school improvement plans. Title I staff worked collaboratively with DSIA personnel to ensure that required components for the targeted assistance program were embedded into the school plan. Principals for each of the Year 1 and 2 targeted assistance schools will work collaboratively with Title I Instructional Specialists, Content Coaches, Parent and Family Involvement Coordinators, and School Improvement Specialists in the development, implementation and monitoring of school improvement plans to assure compliance with the eight components. The Instructional Specialists and Parent and Family Services Coordinators will conduct a preliminary review of the school plans by August 30, 2009 and will review the school plans again by participating in the on-site, school based reviews for the Title I schools that are in improvement during October 2009 to ensure compliance with Title I requirements and PGCPS guidelines. For Title I schools that are not in improvement, Title I staff will independently review their plans to ensure compliance with Title I requirements and PGCPS guidelines.

*Collaborative Peer Reviews for Schools in Improvement*

School teams from Title I schools in improvement conducted school-based collaborative peer reviews between June 10 -17, 2009, which was prior to the *Bridge to Excellence School Improvement Institute* on June 23, 2009.

Level One - Prior to the Bridge to Excellence School Improvement Institute:

Each school team member independently read the collaborative peer's school improvement plan (SIP). Each team member addressed each indicator on the *Collaborative Peer Review Checklist* and provided commendations and recommendations.

Level Two –Prior to the Bridge to Excellence School Improvement Institute:

The School-Based Collaborative Peer Review team convened and each team member shared his/her findings, commendations, and recommendations from the individually completed *Collaborative Peer Review Checklist*. The facilitator was responsible for guiding the team in reaching consensus on each indicator on the *Collaborative Peer Review Checklist*.) Each recorder captured this information on the final team checklist, which was shared with the partner school during the *Bridge to Excellence School Improvement Institute.*

Throughout the program year, the Title I Instructional Specialists will monitor the implementation of the targeted assistance program through on-site visits, program and budget review, expenditure approval, provision of technical assistance, and documentation review for professional development activity and parental involvement. The Title I

Content Coaches and Parent and Family Involvement Coordinators will also monitor the implementation of the TAS program requirements through on-site visits, program reviews, and technical assistance. The Title I Instructional Specialist, Academic Content Coach, and Parent Services Coordinator will provide professional development training, demonstration of research based teaching strategies, and support in the development and implementation of extended learning opportunities.

*Consensus Team Reviews*

Level Three - Prior to the Bridge to Excellence School Improvement Institute

In June 2009, central and area office staffs (specialists, resource teachers, etc) were identified to partner with one (or more) school teams. Each central and area team member independently read the assigned school's "DRAFT" SIP, addressing each indicator on the *Collaborative Peer Review Checklist* and providing commendations and recommendations.

Level Four - During the Bridge to Excellence School Improvement Institute which was held June 23, 2009, each team member shared his/her findings, commendations and recommendations from the individually completed *Collaborative Peer Review Checklist.*

The facilitator collected all Collaborative Peer Review Checklists and submitted the information to DSIA. Recommendations from both the *School-Based Collaborative Peer Reviews* and the *Consensus Team Reviews were r*eflected in red throughout the FINAL school improvement plan which is to be submitted by September 30, 2009.

*DSIA Annual Reviews*

Level Five – During October 2009 after schools have had the opportunity to make revisions and post their final SIPs ,area and DSIA staff will conduct annual SIP reviews using the *Collaborative Peer Review Checklist*. FINAL plans will be scored as "*Approved*," "*Approved with Clarifications*," or "*Not Approved*." Final checklists from the *Consensus Team Review* and the *Annual Review* will be posted on Blackboard. By December 30, 2009, schools whose plans were "*Approved with clarifications*" or "*Not approved*" will have made revisions on the 2009-2010 school improvement plan clarification / revision form and uploaded it to the school folder on the school improvement 2009 – 2010 e-org.

*Targeted Assistance Schools (TAS) Not In Improvement*

By August 30, 2009 Title I Instructional Specialists and Parent Services Coordinators will review the plans of TAS schools not in improvement status. These schools will be partnered with a collaborative peer school and will review the plan for comment and feedback. Technical assistance will be provided by Title I staff and DSIA staff to support the TA schools in following the procedure above for completing the Collaborative Peer Review Checklist and to ensure the TAS components are transparent. Recommended revisions related to the TAS components will be forwarded to principals and plans will be reviewed again in October 2009. DSIA requires final submission of all SIP revisions by October 30, 2009.

*6. Describe the specific steps to be taken to review and analyze the effectiveness of the targeted assistance programs.*

The Title I Department, with support from the Department of Research and Evaluation, will develop an evaluation tool to analyze and measure the successful implementation of the targeted assistance programs. The purpose of the evaluation of targeted assistance programs is to obtain empirical evidence on which to base a determination of program effectiveness for specific students who are failing or are most at risk of failing to meet the state's academic standards. Targeted assistance school staffs will develop measurable goals and objectives for student academic success in reading and mathematics. The evaluation will seek to provide feedback on the effectiveness and efficiency of service delivery, and the impact of each program as it relates to attaining their established goals and objectives. The proposed evaluation of the project will be both formative and summative in scope.

The formative component of the proposed evaluation will document the degree to which each program's processes and activities are implemented as proposed, and provide feedback for improvement. The summative component will provide information on the effectiveness of each program as it relates to its established goals and objectives. Specific details (evaluation questions, design(s), methodologies, etc.) of

the proposed evaluation will be formulated after goals and objectives of the targeted assistance programs have been developed.

7. *In addition to the LSS Title I coordinator, **identify** by name, title, and department the person/s responsible for **monitoring** the required components in targeted assistance plans, the effectiveness of the targeted assistance programs, and fiduciary issues.*

The following Title I staff will monitor the required components in targeted assistance plans:

| Name | Title |
|---|---|
| Mr. Daryl V. Williams | Supervisor of Program Accountability |
| Mrs. Gayle Lomax | Title I Instructional Specialist |
| Ms. Helen Jones | Title I Instructional Specialist |
| Vacant | Sr. Budget Analyst |

8. *DOCUMENTATION: Attach weighted criteria used to select and rank children for targeted assistance services, the timeline for selecting students and implementing the targeted assistance program.*

Documentation on the weighted criteria used to select and rank children for targeted assistance services, including the timeline for selecting students and implementing the targeted assistance program will be available in (See Appendix 7D, Question D-8).

9. *Identify the school(s) by name and assigned MSDE ID number that are implementing a targeted assistance program in 2009-2010 and are planning to become Schoolwide programs for the 2010-2011 school year?*

School Name: Nicholas Orem Middle School
MSDE School ID Number: 1718

*E. PARENT INVOLVEMENT:*

To encourage parent involvement, school systems and schools need to communicate frequently, clearly, and meaningfully with families, and ask for parents' input in decisions that affect their children. [Section 1118(a)(2)] Parent involvement strategies should be woven throughout each system's Master Plan.

1. Local School System Parent Involvement Policy Review

a. *Date of current LSS Parent Involvement Policy adoption/Revision:* Date: August 13, 2008

b. *Does the current LSS Parent Involvement Policy meet the requirements? Yes. If "yes" when did the policy meet requirements?* Date: July 9, 2008

c. *If the current Parent Involvement Policy does not meet the requirements, when does the LSS expect the requirements to be met? Met July 9, 2008*

d. *Describe how parents from Title I schools were involved in the annual review of the LSS Parent Involvement Policy.*

The Department of Parent and Community Outreach, the Title I Department, and the Department of School Improvement and Accountability oversee the systemic process that requires the inclusion of parents in the process of school review and improvement as members of School Improvement Teams and /or School Planning and Management Teams.

Title I Parent and Family Involvement Coordinators will provide technical assistance to the 60 Title I schools by working with the School Planning and Management Teams in developing the school's Parent Policy with parent input, putting the Parent Policy into action, assessing the Parent Policy, monitoring the implementation of the six components of parental involvement to build parent capacity, and providing strategies on how to include parents in the process.

a. *How does the LSS ensure that each Title I school is informed about the existence of the system-level Parent Involvement Policy?*

The Parent and Family Involvement Coordinators will work collaboratively with the principals and staffs of each of the 60 Title I schools to ensure that they are informed about the existence of the system-level Parent Involvement Policy and Plan. Beginning September 4, 2009, the Parent and Family Involvement Coordinators will facilitate school orientation meetings and other technical assistance visits to discuss the development of the parent involvement policy/plan. Parent and Family Involvement Coordinators will provide each school with a checklist of all required sections of the parent policy/plan which also includes the six components of parent involvement. Starting in September 2009, Parent and Family Involvement Coordinators will provide monthly monitoring of Title I schools to ensure compliance with the requirements of the system-level parent involvement policy. Parent and Family Coordinators will monitor the enforcement of the policy to ensure that updates and revisions with input from staff and parents are reflected in the policy/plan.

2. DOCUMENTATION: Attach a copy of the school system's most current distributed Parent Involvement Policy. Discuss and explain any changes that have been made since the last Master Plan submission.

Documentation of the school system's most current distributed Parent Involvement Policy is available in the Appendix section. (See Appendix 7E, Question E-1).

3. School Level Parent Involvement Policy and Plan Review

a. *How does the LSS ensure that all Title I schools have a school level parent involvement policy/plan that meets the requirements?*

The goals and the school level policy are aligned with the goals established by the Board of Education and Board Policy 0105. Administrative Procedure 4217 outlines the coordination of departments and activities to ensure compliance with the letter and the spirit of the federal regulations. (See Administrative Procedures (See Appendix 7E, Question E-1).

Title I Parent Services Team revised all local school parent involvement documents to assist the Title I principals in meeting the requirements of Section 1118, subsections c through f of the local school Parent Policy/Plan for 2009-2010. Title I Parent Coordinators continue to provide direct technical assistance and support to each Title I school regarding the successful completion and implementation of its Parent Policy/Plan as an on-going tool that adheres to the following federal compliance requirements under subsection (c): (1) convening an annual Title I orientation meeting at the local school no later then October 31st ; (2) assessing parents for the best time to meet by offering flexible hours; (3) involving parents in planning, reviewing, and improving the parent policy and schoolwide programs; (4) providing timely information about the school's curriculum, student assessments, and student progress and proficiency levels; and (5) providing parent comments for both the approval and disapproval of the schoolwide plan.

The Parent Coordinators use the Parent Policy checklist to review each schools documentation to align with each of the above five requirements. Parent Coordinators provide feedback to school teams regarding how to implement the above requirements for school teams that might have difficulty in designing activities/events to meet the requirements.

Under subsection (d). Parent Coordinators provide technical assistance by participating monthly with the school improvement team (SIT) and the school management planning team (SMPT), whenever possible, to review, amend, and update the parent policy plan and Home School compact as needed.

a. *How are Title I parents involved in the joint development, implementation, and annual review of the school level parent involvement plans?*

Title I parents serve as members of the School Improvement Team, School Planning and Management Team, PTA, and parent teams to participate in the joint development, implementation, and annual review of the school level parent involvement policy. In addition, Title I principals encourage and welcome parents to be involved by sending announcements and copies of the parent policy/plan in the school's newsletter, parent handbook, and parent letters.

An annual survey of Title I parents regarding the effectiveness of the school level Title I parental engagement policy and programs is conducted by Title I Parent and Family Involvement Coordinators in order to evaluate the content and effectiveness of the parental involvement policy in improving academic quality. Parent and Family Involvement Coordinators assist schools in creating and analyzing parent survey for program planning and evaluations.

*a. How does the LSS verify that Title I parents are involved in the development of the parent involvement plans?*

Title I Parent and Family Involvement Coordinators will monitor the process that schools use in developing their parent involvement plans. Evidence, including parent letters of invitation, sign-in sheets, agendas, minutes from meetings, revisions and updates that were submitted and signed by parents, and letters mailed to parents will be collected by the Parent and Family Involvement Coordinators and maintained in the Title I Department. Coordinators will assist school personnel in maintaining appropriate files and documentation to ensure that the school is in compliance and that parents were actively involved.

4. School/Parent Compact

*a. How does the LSS ensure that each Title I school has a School/Parent Compact that meets statutory requirements?*

By September 30, 2009, the Title I Parent and Family Involvement Coordinators will work collaboratively with principals, school staff, and parents to ensure that a compact is developed and opportunities are afforded to parents for sustained involvement. The process for development will be introduced to school staffs and parents during the September 2009 Parent Orientation meeting that each school is required to conduct. Upon completion, the School/Parent Compact will be disseminated to parents during workshops, PTA meetings, and other parent-related activities. The compact will be reviewed during parent conferences on November 11, 2009, and periodically during the school year to assess goal attainment.

Under subsection (d). Parent Coordinators provide technical assistance by participating monthly with the school improvement team (SIT) and the school management planning team (SMPT), whenever possible, to review, amend, and update the parent policy plan and Home School compact as needed.

*a. How were Title I parents involved in the joint development and implementation of the School/Parent Compact?*

Each Title I school has a School Improvement Team and School Management Planning Team of which parents are members. The development and implementation of the School Parent Compact is the result of a collaborative effort of parents, administrators, and teachers working side-by-side to design the finished product after careful analysis of test data and curriculum.

Under subsection (e): Parent Coordinators use a checklist that is aligned to Section 1118 (e) to review Compacts. Parent Coordinators will meet monthly with individual school teams and provide technical assistance by collectively reviewing the Policy/Plan and Compacts to ensure effective involvement of parents and to support the partnership among the school, parents, and the community to improve student academic achievement. The Parent Coordinators will provide each school's team a sample of an exemplar parent policy/plan and Compact as a resource tool.

Under subsection (f): the Parent Coordinators monitor and provide technical assistance to each school team to ensure each Parent Policy/Plan and Compacts include, to the extent practicable, how they will design activities that will address their limited English proficient parents, disabled parents, and parents of migratory children. Based on the needs of the schools, Parent Coordinators will assist schools by facilitating workshops and design activities for parents of various cultures and/or disabilities. The Parent Coordinators will seek the assistance of the ESOL Office, Special Education Department, and Title III Office in designing all correspondence in a language that parents understand as well as providing the appropriate language translations where needed

5. Monitoring Parent Involvement

*a. Describe the LSS process for monitoring parent involvement requirements in Title I schools.*

The Title I Department is assigned the task of documenting, reporting, and providing technical assistance to all schools for meeting parental involvement requirements. Title I Parent and Family Involvement Coordinators provide

technical support and training on strategies to effectively increase parent involvement, implementing the six components to build capacity, involving parents in the implementation of the parent policy and school compacts, compliance with parent notification letters that include "Parents Right to Know," Highly Qualified status of substitutes, Public School Choice, and Supplemental Educational Services.

The Title I Instructional Specialists are also assigned the task of documenting, reporting, and providing technical assistance to all schools for meeting parent involvement requirements as it relates to the ten components of school improvement. Each Title I principal will maintain an Accountability Portfolio with sign-in sheets, agendas, and evaluations for all Title I parent involvement events. The Parent and Family Coordinators and the Instructional Specialists will review the Accountability Portfolios quarterly and conduct school visits with principals and school staffs to ensure compliance with appropriate school systems and program requirements.

*b. In addition to the LSS Title I coordinator, **identify** by name, title, and Department the person(s) responsible for monitoring parent involvement.*

The following Title I staff will monitor the parent involvement requirements:

| Name | Title |
|---|---|
| Vacant | Supervisor of Parent Services |
| Dr. Kendra Brooks | Parent and Family Involvement Coordinator |
| Mr. Derrick Davis | Parent and Family Involvement Coordinator |
| Mr. David Guzman | Parent and Family Involvement Coordinator |
| Ms. Leslie Kee | Parent and Family Involvement Coordinator |
| Dr. Anthony Sims | Parent and Family Involvement Coordinator |

## 6. Distribution of Parent Involvement Funds

*a. Describe how the LSS distributes 95% of the 1% reservation to its Title I schools for family involvement activities.*

As mandated by NCLB, a minimum of 1% of the Title I, Part A allocation to PGCPS is reserved for parental involvement activities. No less than 95% of the mandatory reservation is distributed to Title I schools based on the number of low-income students in each school. For school year 2009-2010, the amount per FARM-eligible student is $12.70. When notifications of allocations are sent to schools (via telephone, e-mail and letter), the parental involvement funds are listed separately from the per pupil allocation (PPA). Guidance is provided for their use solely to supplement and support the schools' parent activities. The schools' parent involvement budget is created with input and recommendations from parents. The Parent and Family Involvement Coordinators, Instructional Specialists, and accounting team review the school budgets to ensure that planned expenditures are for parental involvement.

The balance of the required reservation (.05 of 1%) plus additional funds are earmarked for parental involvement through the central office and provide staff and materials for on-site technical assistance by teaching and modeling best practices for parental engagement to parents and school staff.

### School Communication System (SCS)

PGCPS will continue the implementation of the telephone message delivery system to facilitate effective home school communications. Title I Technology Specialists will continue to provide supplementary technical assistance to Title I schools with this communication system.

### Mobile Activity Center (MAC)

To support the parental involvement efforts, Title I program staff will continue to utilize a mobile activity center to assist in reaching families in their communities. This mobile activity center (mobile van) visits communities on a scheduled basis during evenings, on weekends, and during the summer months, providing educational training for parents and children. The Mobile Activity Center also serves as a resource library for children and parents. Staff operating the mobile activity center will provide ongoing parent training at school sites, community centers, apartment complexes, and shelters during the evening. During these visits, staff members work with parents, community supporters, educators, and students on ways to support school efforts to improve student achievement. Topics

offered to parents will include: Helping Your Child Succeed in School, Raising Readers, Early Childhood Transition from Pre-kindergarten to Kindergarten, Understanding Title I and NCLB, as well as hands-on computer based learning modules.

Parent Empowerment Academy

The Title I Department is initiating a Parent Empowerment Academy. The Academy will address the following goals:

- Learn how to support classroom instruction and educational achievement at home;
- Learn how to participate more effectively in school meetings and become more proactive;
- Learn how to participate in school governance as a result of empowerment;
- Obtain a better understanding of the State's academic content standards, student academic achievement standards, State and local academic assessments, and Title I requirements;
- Acquire new knowledge of the six components of building parent capacity; and
- Learn how to navigate the school system.

Additionally, the Parent Empowerment Academy will (1) provide intensive training for parents in the 60 Title I schools, private school parents, and parent liaisons to facilitate training to enhance parental involvement and build capacity at the school level; and (2) work collaboratively with external departments, ie., Parent and Community Outreach, School Improvement, Even Start, ESOL, to bridge the achievement gap and increase the connectivity between home and school. The Academy's focus is to help parents develop an understanding of the guidance and expectations for parental involvement and to gain a better understanding of the skills necessary to enhance parent-school partnerships. Staff will conduct monthly three-hour training workshops from September through May. Each parent trainee will receive a Parent Empowerment Academy tote bag, parent toolkit, and numerous resources that include (1) Comer Schools in Action, (2) Yardsticks, (3) Pre-Referral Intervention Manual, (4) The New MegaSkills Bond: Breakthroughs in Building the Team for Better Schools, (5) Six Pathways to Healthy Child Development, (6) Homework Dictionary in English and Spanish, (7) Engaging All Families, and (8) Ten Steps to Helping Your Child Succeed in School with Parent Workbook.

*b. Does the LSS reserve more than 1% of its total allocation for parent involvement? _X_ Yes _____ No*

*c. If yes, how are these funds used?*

The funds are used to pay for the salaries and benefits of five Parent Coordinators, the Mobile Activity Center, the Title I Parent Conference, the Title I Parent Empowerment Academy, parent involvement resource materials, and school allocations through the required reservation of parent involvement funds.

*d. How does the LSS verify that Title I parents have input in the use of funds at the system level?*

Several forums were held, allowing parents to give input in the use of funds at the system level. During the SES parent fairs, October 6 – 8, budgetary items are discussed. Furthermore, parents are active members of the school improvement / school planning and management team and provide input regarding how funds will be used to increase student achievement. Sign-in sheets, agendas, and SPMT meeting minutes reflect that parents have multiple opportunities to comment on the use of funds at the system level.

*F. EQUITABLE SERVICES TO STUDENTS IN PRIVATE SCHOOLS [Section 1120]:*

1. Participating private schools and services: COMPLETE INFORMATION IN ATTACHMENT 6 A regarding the names of participating private schools and the number of private school students that will benefit from the Title I-A services. Refer to the Title I Services to Eligible Private School Children Non-Regulatory Guidance, October 17, 2003.
2. DESCRIBE the school system's process of ongoing consultation to provide equitable participation to students in private schools.

Ongoing consultation between the Title I Department and private school officials are held monthly to design, implement, monitor, and evaluate the instructional services to meet the needs of eligible private school children. These meetings include representatives from the private schools, Title I staff, and the third party contract personnel

to discuss the use of Title I funds, instructional services in reading and mathematics, student assessment, teacher professional development, and parent activities provided throughout the year. Private school personnel provide input into these decisions.

Specific topics to meet the requirements under Section 1120 (b) of Title I and Section 200.63 of the Title I regulations are covered during consultation meetings are available in the Appendix section. (See Appendix 7F, Question F-3). Well-structured meeting agendas provide a framework for conducting focused consultation meetings. Title I staff and private school officials reach agreement on each topic and sign a letter of affirmation ensuring that consultation was meaningful and timely, covered all appropriate topics, and resulted in program designs that have a reasonable expectation of success.

Ongoing consultation also provides a process for open lines of communication designed to better serve private school participants. PGCPS is required to provide to eligible private school children, their teachers, and their families Title I services, or other benefits that are equitable to those provided to eligible public school children, their teachers, and their families. Private school officials have recourse through the complaint process if they do not believe their eligible children, teachers, or families are receiving equitable services. A formal complaint procedure offers private school officials the opportunity to communicate concerns directly to MSDE.

1. *DOCUMENTATION: Attach a timeline for consultation and affirmation with private schools.*

Documentation including the timeline for consultation and affirmation with private schools is available in Appendix 7F, Questions F-3 & F-4.

2. *Delivery of Service*

a. *Will LSS staff be providing the services directly to the students?* ___*Yes* _X_ *No. If yes, when will services begin? September 15, 2009*

b. Will the LSS enter into a formal agreement with other LSSs to provide services to students who attend ___X__ Yes _____ No If yes, identify the LSSs involved and the date the services will begin.

A Memorandum of Understanding between the Montgomery County Public Schools and the Prince George's County Public Schools was created for the provision of Title I educational instructional services to eligible private school children that meet established eligibility and residency criteria. The agreement described the services to be provided, the roles and responsibilities of each party, and funding procedures.

The initial term of the Agreement was for the 2007-2008 school year. Thereafter, the Agreement was renewed annually, beginning July 1, 2009, for successive school years, through June 30, 2011.

c. Will the LSS enter into a third party contract to provide services to participating private school children? __X__ Yes _____ No. If yes, when will services begin? Services will begin on or before September 15, 2009.

1. *DOCUMENTATION: Attach copies of written affirmation and, if applicable, letters of agreement between school districts. [Section 1120(b) and Reg. 200.63]*

Documentation of written affirmations and memorandums of agreement between school districts is available in the Appendix section. Appendix 7F.

*A. CONTINUED ELIGIBILITY [SECTION 1113(b)(1)(C)*

| Table 7.G.1 CONTINUED ELIGIBILITY | | |
|---|---|---|
| Section 1113(b)(1)(C) includes a provision that permits the school system to designate and serve for ONLY ONE additional year a school that is not eligible, but was eligible and served during the preceding fiscal year. LIST below any school(s) that the school system will grandfather for one additional year. Schools must be served in rank order. | | |
| Name of School(s) | Preceding Fiscal Year Percent Poverty | Current Fiscal Year Percent Poverty |
| None | | |

## *B. TITLE I SKIPPED SCHOOLS [SECTION 1113(b)(1)(D)]*

Table 7.H.1 TITLE I SKIPPED SCHOOLS
This table should only be completed if the LSS has received prior written approval from MSDE.

Section 1113(b)(1)(D) of ESEA includes a "skipping provision" that permits the school system not to serve an eligible Title I school that has a higher percentage of low-income students if the school meets all three of the following conditions:

- ❑ The school meets the comparability requirements of section 1120(A)(c).
- ❑ The school is receiving compensatory funds from other state and local sources that are spent in accordance with the requirements of Sections 1114 and 1115. (Services must be Title I-like.)

The funds expended from these other sources equal or exceed the amount that would be provided by Title I.

| Name of School(s)<br>*Fill in the name of the schools not being served even though they may fall within rank order. (Refer to Attachment 4 A)* | Percent Poverty<br>*Fill in using data from the allocation worksheet.* | Title I Allocation<br>*Fill in the amount of Title I funding the school would have received if it continued to be served. Complete the Skipped School Allocation Worksheet.* | Amount and Source of Compensatory Funding<br>*Funds must be earmarked for skipped schools and evident in the district budget.* |
|---|---|---|---|
| None | | | |

II. BUDGET INFORMATION

*A. DETERMINATION OF ELIGIBLE SCHOOL ATTENDANCE AREAS [Section 1113]:* SOURCE(S) OF DOCUMENTED LOW-INCOME DATA FOR DETERMINING THE NUMBER OF CHILDREN FROM LOW-INCOME FAMILIES

TABLE 7-1 PUBLIC SCHOOLS

A local school system must use the same measure of poverty for:

1. Identifying eligible Title I schools;
2. Determining the ranking of each school;
3. Determining the Title I allocation for each school.

CHECK the one data source listed below that the school system is using to determine eligible Title I schools. The data source(s) must be applied uniformly to all schools across the school system. A child who might be included in more than one data source may be counted only once in arriving at a total count. The data source(s) must be maintained in the applicant's Title I records for a period of three years after the end of the grant period and/or 3 years after the resolution of an audit.

| | |
|---|---|
| | Free Lunch |
| X | Free and Reduced Lunch |
| | Temporary Assistance for Needy Families (TANF) |
| | Census Poor (Children ages 5-17 based on 2000 Census Data) |
| | Children eligible to receive medical assistance under the Medicaid program |
| | A composite of any of the above measures (explain):<br>_____ A weighted process has been used as follows:<br>_____ An unduplicated count has been verified. |

TABLE 7.1 PRIVATE SCHOOLS

A local school system shall have the final authority to calculate the number of children who are from low-income families and attend private schools. According to Title I Guidance B-4, if available, the LSS should use the same measure of poverty used to count public school children, e.g., free and reduced price lunch data. CHECK (all that apply) the data source(s) listed below that the school system is using to identify private school participants: (Reg. Sec. 200.78) More than one may be checked.

| | | |
|---|---|---|
| | A. | Use FARMS to identify low-income students; |
| | B. | Use the same poverty data the LSS uses to count public school children; |
| X | C. | Use comparable poverty data from a survey of families of private school students that, to the extent possible, protects the families' identify; |
| | D. | Extrapolate data from the survey based on a representative sample if complete actual data are unavailable |
| | E. | Use comparable poverty data from a different source, such as scholarship applications; |
| | F. | Apply the low-income percentage of each participating public school attendance area to the number of private school children who reside in that school attendance area; (proportionality)or |
| | G. | Use an equated measure of low-income data correlated with the measure of low-income data used to count public school children. |

TABLE 7-2 METHOD OF QUALIFYING ELIGIBLE ATTENDANCE AREAS (TITLE I SCHOOLS)

Section 1113 of Title I contains the requirements for identifying and selecting eligible schools that will participate in Title I-A, including Title I . The following points summarize these requirements:

1. The school system must first rank all of its schools by poverty based on the percentage of low-income children.
2. After schools have been ranked by poverty, the school system must serve in rank order of poverty, schools above 75% poverty, including middle and high schools.
3. Only after the school system has served all schools above 75% poverty, may lower-ranked schools be served. The school system has the option to (a) continue on with the district-wide ranking or (b) rank remaining schools by grade span groupings.
4. If the school system has no schools above 75% poverty, the system may rank district-wide or by grade span groupings. For ranking by grade span groupings, the school system may use (a) the district-wide grade span poverty average noted in Table 4, or (b) the district-wide grade span poverty averages for the respective grade span groupings.

CHECK the appropriate box below to indicate which method the school system is using to qualify attendance areas. The school system must qualify Title I schools by using percentages or other listed eligible methods.

☑ A. Percentages – schools at or above the district-wide average calculated in Table 3. Schools must be served in rank order of poverty. Title I-A funds may run out before serving all schools above the district-wide average. Schools below the district-wide average cannot be served. Complete TABLE 3.

☐ B. Grade span grouping/district-wide percentage – schools with similar grade spans grouped together, and any school at or above the district-wide percentage in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. Complete TABLES 3 and 4.

☐ C. 35% rule – all schools at or above 35% are eligible for services. Schools must be served in rank order of poverty. Title I –A funds may run out before serving all schools above 35%. Complete TABLE 3.

☐ D. Grade-span grouping/35% rule – schools with similar grade spans grouped together, and any school at or above 35% in each group are eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. Complete TABLES 3 and 4.

☐ E. Special Rule: Feeder pattern for middle and high schools. Using this method, a school system may project the number of low-income children in a middle school or high school based on the average poverty rate of the elementary school attendance areas that feed into the school. Complete TABLES 3 and 4.

☐ F. Minimum Allocation: The school system's district poverty is below 35% and schools served are below 35% poverty. (125%) rule Complete TABLES 3 and 5.

NOTE REGARDING GRADE-SPAN GROUPING: The same rule must be used for all groups if grade-span grouping is selected. If there are three grade-span groups, the school system must use the 35% rule for all three or the district-wide average for all three. The district may not have three groups with one group using the 35% rule and one group using the district-wide average. Schools above 75% poverty must be served before lower ranked schools.

TABLE 7-3 DISTRICT-WIDE PERCENTAGE OF LOW-INCOME CHILDREN

The local school system may rank schools using the district-wide poverty average or the district-wide grade span poverty averages for the respective grade span groupings. Based on the data source(s) noted in TABLE 1, CALCULATE the district-wide average of low-income children below. Use the official number of students approved for FARM as of October 31, 2008 to complete this table along with the September 30, 2008 enrollment data. Pre-k must be included in these numbers and counted as one child.

| 60,589 | ÷ | 128,282 | = | 47.6% |
|---|---|---|---|---|
| Total Number of Low-Income Children Attending ALL Public Schools (October 31, 2008) | | Total Local School System Student Enrollment (September 30, 2008) | | District-Wide Average (percentage) of Low-Income Children |

* This will be updated when MSDE sends us the password to use for Attachment A after which we access the exact data that has been updated into the new data system.

TABLE 7-4 DISTRICT-WIDE GRADE SPAN POVERTY AVERAGES OF LOW-INCOME CHILDREN BY GRADE SPAN GROUPINGS

(Complete only if using grade span averaging.) *Not Applicable*

A school system's organization of its schools defines its grade span groupings. For example, if the district has elementary schools serving grades Pre-K-5, middle schools serving grades 6-8, and high schools serving grades 9-12, the grade span groupings would be the same. To the extent a school system has schools that overlap grade spans (e.g. Pre-K-6, K-8, 6-9) the school system may include a school in the grade span in which it is most appropriate. Based on the data source(s) noted in TABLE 1 and the district-wide average in TABLE 3, INDICATE below the district-wide grade span poverty averages for each grade span groupings.

district-wide grade span poverty average calculations

| Grade Span (Write Grade Spans in Spaces Below.) | Total Grade Span Enrollment of Low Income Students. | ÷ | Total Grade Span Enrollment | District-wide grade span poverty average |
|---|---|---|---|---|
| Elementary (_____) | | ÷ | | |
| Middle (_____) | | ÷ | | |
| High (_____) | | ÷ | | |

| TABLE 7-5 CALCULATING THE MINIMUM ALLOCATION – FOR SCHOOL SYSTEMS WHERE THE PERCENT OF THE DISTRICT POVERTY IS BELOW 35% AND THAT SERVE SCHOOLS BELOW 35% POVERTY (125% RULE) | | | | |
|---|---|---|---|---|
| Local School System Title I-A Allocation (Taken from TABLE 10) (Should match # on C-1-25) | ÷ | Total Number of Low-Income Public and Private Students (Add the total public students presented above and the private student number presented on TABLE 9.) | = | $_____ Per Pupil Amount |
| *Not Applicable*<br>Per-Pupil Amount $_____X 1.25 = Minimum Per Pupil Allocation $_____<br>MULTIPLY the minimum per pupil allocation by the number of low-income students in each school to calculate the school's minimum Title I allocation. | | | | |

| TABLE 7-6 CONTINUED ELIGIBILITY (USING TITLE I ) *Not applicable* | | |
|---|---|---|
| Section 1113(b)(1)(C) includes a provision that permits the school system to designate and serve for ONLY ONE additional year a school that is not eligible, but was eligible and served during the preceding fiscal year. LIST below any school(s) that the school system will grandfather for one additional year. Schools must be served in rank order.<br>Check the Appropriate Box:<br>_____Title I funds will be used for continued eligibility. Complete this table.<br>_____Regular Title I funds will be used for continued eligibility. Do not complete this table. Complete TABLE 7-6 in Attachment 7 and submit on August 19, 2009. | | |
| Name of School(s) | Preceding Fiscal Year Percent Poverty | Current Fiscal Year Percent Poverty |
| | | |

| TABLE 7-7 TITLE I SKIPPED SCHOOLS<br>This table should only be completed if the LSS has received prior written approval from MSDE AND the LSS is planning to use Title I funds to serve skipped schools. | | | |
|---|---|---|---|
| Section 1113(b)(1)(D) of ESEA includes a "skipping provision" that permits the school system not to serve an eligible Title I school that has a higher percentage of low-income students if the school meets all three of the following conditions:<br>❑ The school meets the comparability requirements of section 1120(A)(c).<br>❑ The school is receiving compensatory funds from other state and local sources that are spent in accordance with the requirements of Sections 1114 and 1115. (Services must be Title I-like.)<br>❑ The funds expended from these other sources equal or exceed the amount that would be provided by Title I.<br>*Not applicable* | | | |
| Name of Skipped Title I School(s)<br>*Fill in the name and ID number of the schools not being served even though they may fall within rank order.* | Percent Poverty | Title I Allocation<br>*Fill in the amount of Title I funding the school would have received if it continued to be served. Complete the Skipped School Title I Allocation Worksheet.* | Amount and Source of Compensatory Funding for Skipped Title I A Schools<br>*Funds must be earmarked for skipped schools and be evident in the district budget.* |
| | | | |

## II. BUDGET INFORMATION

TABLE 7-8 LOCAL SCHOOL SYSTEM RESERVATIONS FROM TITLE I ALLOCATION[8]

Before allocating funds to schools, a school system MUST reserve funds for certain services. Reservations (set asides) should be made for reasonable and necessary expenditures to provide services to children in participating Title I schools. Because the reservation of funds will reduce the amount of funds available for distribution to public schools as well as the program for private school students, consultation with teachers, principals, parents, and private school officials must include discussion on why the reservations are necessary. Equitable share for private schools must be identified in lines 1 and 2.

LIST (calculate) the amount of reservations the district will set-aside from the Title I allocation for activities authorized by ESEA. Provide a bulleted, budget description that explains how the reserved Title I funds will be used to support each activity. All fixed charges and fringe benefits must accompany the salaries and wages on each line they appear in TABLE 8.

| Total SY 2009-2010 Title I Allocation | $29,468,306 (Taken from the C-1-25) |
|---|---|

| Reservations Requiring Equitable Services for Non-Public Schools Use these numbers in Table 9. | ACTIVITY | RESERVATION | DETAILED BUDGET DESCRIPTION (including how, where, and for what purpose these funds were reserved) |
|---|---|---|---|
| | | $750,100 | NorthBay Environmental Learning Center Adventure --$515,600<br>Educational adventure for six groups of 350 students and teachers/ chaperones . Title I will fund tuition, transportation, and snacks :<br>▫ Tuition: 4 weeks at prime rate @ $105,000 $420,000<br>▫ Transportation—4 weeks @ $17,000 (round trip) $68,000<br>▫ Water, juices, snacks $7,600<br>▫ Sign Interpreters for hearing impaired $12,000<br>▫ Chaperones NorthBay $8,000<br>Kennedy Center Concert –4th Graders--$23,000<br>▫ Transportation -- 4th Grade students to attend the NSO Concert<br>Educational Communication $14,500<br>▫ Supplies/Materials $14,000<br>▫ Subscriptions (technology) $500<br>Comprehension Toolkit Instruc-tional Materials $197,000<br>Books/resources for reading content to be used in classrooms and in demonstration workshops w/ToolKit |
| | 2. Parent Involvement (not less than 1%) Sec. 1118 (a)(3)(A) | $1,039,364 | Services to promote family literacy and parenting skills:<br>Title I staff (5 parent and family involvement coordinators) assigned to deliver services to the parents in schools/community via workshops, collaboration<br>▫ Salaries—5 FTE $492,230<br>▫ Fixed charges and fringe benefits @31.74% $156,235<br>Mobile Activity Center (MAC)—Title I provides parent workshops, hands-on activities, and instruction on-site at shelters, community centers, schools through the MAC.. Administered through the Title I central office, a consultant coordinates the deployment and the instructional activities, and a part-time employee provides security and drives the MAC<br>▫ Consultant coordinates and provides parental activities of MAC $16,800<br>▫ Part-time personnel provides security/driving of MAC $9,472<br>▫ Fixed charges and fringe benefits @.0819 $776 |
| | Parent Involvement (not less than 1%) Sec. 1118 (a)(3)(A) continued | | Mobile Activity Center (MAC)<br>▫ Maintenance/Repair/Operation Expenses $5,000<br>▫ Vehicle Liability/Self Ins. $1,000 |

[8] References for all of these reservations may be found in the NCLB law, the Federal Register, and Non-Regulatory Guidance as presented on each line in TABLE 8 and in the Non-Regulatory Guidance, Local Educational Agency Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to Those Areas and Schools, August 2003. Question 5, Pages 9-11.

| | | | | |
|---|---|---|---|---|
| | | | | Title I Parent Conference – Spring 2010<br>Building Rental $30,000<br>▫ Consultants $10,000<br>▫ Printing (program/handouts) $3,000<br>Title I Parent Empowerment Academy trainings—Building rental and food for half-day training modules for Title I parents $14,000<br>Parent Involvement Instructional Resource Materials to support the program of the MAC, the Title I Parent Conference, and the Parent Empower-ment Academy trainings $20,000<br>Parent Involvement Allocations to Schools (required .95 of 1%) distributed to Schools @ $12.70 PPA $280,851 |
| | 3 | Professional Development to train teachers to become highly qualified (not less than 5%) Sec. 1119 (1) If a lesser amount or no monies are needed, a description as to why should be provided. Reg. Sec. 200.60 (a) 2 and Non-Regulatory Guidance on Improving Teacher Quality State Grants, C-6 and Appendix A. | NO LONGER APPLICABLE, DUE TO NCLB HIGHLY QUALIFIED DEADLINE. | |
| | 4 | TOTAL reservations requiring equitable services. (Present this number in TABLE 10 LINE 2.) | $1,789,464 | |
| | 5 | Administration (including mid-level) for services to public and private school students and non-instructional capital expenses for private school participants Reg. Sec. 200.77 (f) (Present this number in TABLE 11, School System Administration.) | $4,243,373 | $1,158,808--Indirect Cost (.0415x $29,468,306 minus estimated equipment costs{$371,923} /1.0415)<br>$9,600--Audit Fee<br>$1,984,897--Salaries – Title I Central Office FT Staff<br>$5,000—Part-time Temporaries<br>$630,416—Fixed Charges and fringe benefits<br>▫ 13 FTE Administrative Positions<br>▫ 11 Support Positions<br>o Provide technical assistance to public and non-public schools<br>o Review and approve school budgets<br>o Process and approve school purchases/ expenditures<br>o Analyze student data<br>o Provide instructional support<br>o Provide program evaluation<br>$454,075--Operating expenses for Title I administrative office<br>▫ Contracted Services $115,259<br>▫ Student Trans.-SES $203,584<br>▫ Supplies /Materials- $65,450<br>▫ Other- $65,359<br>▫ Equipment $5,000 |
| | 6 | School Improvement Initiatives under NCLB (not less than 20%- of which 5% is for Choice and 5% for SES) Sec. 1116 (b)(10)(A) and Sec. 1116 (e)(6) | $4,293,661 | Mandated (20%)--$5,893,661<br>1,473,415--Transportation for Choice Transfer Option<br>$4,420,246—Supplemental Educational Services ($1,600,000 projected to come from Title I School Improvement 1003a Grant) |
| | 7 | Support to Low Performing Title I Schools Sec. 1116 (b)(4) A-B Local discretion. This reference describes required technical assistance. | | |
| Reservations Not Requiring Equitable | 8 | Services to Neglected Children Sec. 1113I(3) (B)(C)<br><br>Must reserve funds if N & D programs exist in the LSS. | 0 | |

| | | | | |
|---|---|---|---|---|
| | 9 | Services for Homeless Children in Title I and Non-Title I Schools (must)<br>Sec. 1113I(3)(A) and Non-Regulatory Guidance, Education for Homeless Children and Youth Program, July 2004, M-3.<br>Note: Please include a description of how the funds and service plan is coordinated with the McKinney- Vento Homeless Education Act funds. | $75,000 | ATER SCHOOL ACADEMICS/ TUTORIAL SUPPORT $75,000<br>Academic services to approximately 150 middle and high school homeless students with services to be rendered by part-time teachers at local schools and/or students' residences.<br>▫ Salaries and Wages—Part-time temporary teachers @ an average of $43 per hour x 1,540 hours of instructional time $69,323<br>▫ Fringe Benefits @ ..0819 $5,677 |
| | 10 | Professional Development for a LOCAL SCHOOL SYSTEM in Improvement (not less than 10%) (must)<br>Sec. 1116 I (7)(A)(iii) | $2,682,972 | REQUIRED 10% OBLIGATION FOR PROFESSIONAL DEVELOPMENT $2,946,831 *(Schools' allocations to PD can count toward the 10%)*<br><br><u>Title I Personnel—Professional Development –$928,181</u><br>▫ 8 Coaches (5 Science, 2 Literacy, 1 Mathematics)<br>▫ 8 FTE x average salary of $75,350 $602,800<br>▫ Program Coordinator Professional Development, 1.0 FTE @ approx. $101,755<br>▫ Fixed charges/fringe benefits @ approx. 0.3174 - $223,626 |
| | | | | <u>Fundamentals of Writing - $186,422</u><br>▫ Contracted Consultants- 2 Consultants @t $1,750 a day (total) times nine days for Writing Fundamentals Workshops for teachers in grades 3-5 $15,750<br>*Kick Off Prof. Development*<br>▫ Salaries and Wages--100 Participants at $175.00 $17,500<br>▫ Fixed Charges @.0819 $1,433<br>▫ Building Rental/Food for Kick Off $3,000<br>▫ 200 Substitute Teachers per day for teachers participating in demonstration lessons – 200 @ $100.00 $20,000<br>▫ Fixed Charges @.0819- $1,639 |
| | | | | ▫ 3 After School Workshops x 25 teachers each evening x 3 =75 teachers @$87.50 $6,563<br>▫ Fixed Charges @.0819- $537<br>▫ Professional Development Supplies – Writing Fundamental $600 a Kit x 10 classrooms x 20 schools-- Free Shipping and Handling $120,000 |
| | | | | <u>Comprehension Toolkit--Consultant Anne Goudvis –$565,922</u><br>▫ Achievement Coaches (4 x average salary of $90,000) $360,000<br>▫ Fixed Charges /Fringe Benefits @ .3174 $114,264<br>▫ Contracted Consultant – 1 Consultant for 15 Days @ $3,550 per day $53,250<br>▫ Demonstration Lesson Workshops-- Substitute teachers for K-6 teachers to attend training – 250 @$100 per day $25,000<br>▫ Fixed charges @ .0819 $2,048<br>▫ 3 After School Workshops -40 teachers each @ $87.50 $10,500<br>▫ Fixed charges @ .0819 $860<br>▫ *(Books and resources for reading content are included under #1. Instruction)* |

| | | | | |
|---|---|---|---|---|
| | | | | Professional Development Sponsored by Title I Coaches and Professional Development Coordinator $155,100<br>Monthly PD Sessions by 8 Title I Coaches<br>▫ Salaries and Wages $105,000<br>PT Teachers (8 coaches x 10 trainings each x 15 participants =1,200 x $87.50)<br>▫ Fixed Charges @ .0819 $8,600<br>▫ Professional Development Supplies $16,000<br>▫ Books and resources for specific content<br>o Science $10,000<br>o Mathematics $3,000<br>o Literacy $5,000<br>▫ Snacks / Water for after-school Professional Development $7,500<br>Interwrite Cohort Training--309,445<br>o 3 Cohorts x 3 days x 125 partici-pants for each cohort x $175 $196,875<br>o Fixed Charges .0819 $16,124<br>o Contracted Consultants $51,000 |
| | | | | o 8 Teachers x 3 cohorts x 2 trainings @ $250 $12,000<br>o Fixed Charges @.1819 $983<br>o Continental breakfast and box lunches for 125 participants x 3 cohorts (9 sessions) $27,000<br>o Supplies and Materials $5,463<br>Powering Up With Technology Conference $4,225<br>▫ 30 Facilitators--Registration Fees 30 x $107.50 $3,225<br>o Registration Fee for 25 Coaches at $40 $1,000 |
| | | | | Title I Masters in Reading –$79,200<br>Bowie State, in partnership with PCGPS, will continue to offer a Masters in Reading to certified teachers seeking to gain the advanced degree and work in the area. This cohort is restricted to teachers currently in Title I schools and committed to continuing to work in Title I schools.<br>o 22 teachers x $600 per class x 6 classes (under Fringe Benefits on C-125)<br>Title I Masters in Gifted-$87,480<br>John Hopkins University, in partnership with PGCPS, is continuing its Masters in Gifted Education to Certified teachers seeking to gain the advanced degree in this program. This cohort is restricted to teachers currently in Title I schools and committed to continuing to work in Title I schools<br>o 18 teachers x 4 classes x $1,215 per class (Fringe Benefits on C-125)<br>Math Solutions Professional Development—$272,175<br>Marilyn Burns Educational Consultants to provide Math Trainings and School-based coaching for teachers in Title I schools<br>1. *Contracted Consultants* – 2 Consultants at 2 sites for 3 days training 3 times per year at each site @ $17,640 $105,840<br>o Substitutes: 60 Substitutes x 6 days of trainings = 360 @ $100 per day $36,000<br>o Fixed Charges @.0819 $2,948<br>▫ |

| | | | | |
|---|---|---|---|---|
| | | | | 2. *After School Kickoff for Teachers and Principals*:<br>▫ Educational Consultant-1 @ $5,000<br>o Salaries and Wages—40 teachers x ½ day x $87.50 $3,500<br>o Fixed Charges @ .0819. $287<br>3. *Catering/Food* $600 Contracted Consultants (2 per day) for Three Day Summer Training for Train the Trainer $52,200<br>o Salaries and Wages 100 Teachers @ 175.00 x 3 days $52,500<br>o Fixed Charges @.0819 $4,300<br>o Facility rental/Catering - Continental breakfast and box lunches $9,000 |
| | | | | AIMS – Activities Integrating Science and Math Trainings– $73,050<br>o Educational Consultants: 2 days of training at $11,985 for three consultants each day $23,970<br>o Salaries and Wages 180 teachers @ $175.00 $31,500<br>o Fixed Charges @.0819 $2,580<br>o Facility/Catering $15,000<br>Marilyn Burns Math and Literature Kits Training $8,520<br>Professional Development on the effective use of the Math and Literature Libraries<br>o 90 Teachers x $87.50 $7,875<br>o Fixed Charges @ .0819 $645<br>ETA Cuisenaire English Language Learners Math Manipulative Kits $13,252<br>Two days Free Professional Development on the effective use of the Math Manipulative Kits for<br>Title I High ELL Schools Only –<br>140 Teachers x $87.50 $12,250<br>Fixed Charges @.0819 $1,002 |
| | 11<br>12<br>13 | Note: 1. If there are no Title I schools identified for improvement in a system identified for improvement, the LSS must still set aside 10% for professional development for any Title I school to help them remain out of improvement status. Please provide an explanation.<br>2. School level PD funds can be included when factoring the 10%. | | |
| | | Incentives for Title I Teachers (Local Discretion) (not more than 5%) for schools in improvement, corrective action, and restructuring. Sec. 1113l4 | | o |
| | | Total Reservations Not requiring Equitable Services (Use this number in TABLE 10<br>LINE 3.) | 11,295,006 | |
| | | Total of Equitable and Non-Equitable Reservations minus Administration. (Present this number in Attachment 4A-B: System-wide Program and School System Support to Schools.) | | Total Non-Equitable LINE 12 $11,295,006<br>Plus<br>Equitable Reservations LINE 4 $1,789,464<br>Equals $ 13,084,470<br>Minus<br>Administration – LINE 5<br>$4, 243,373<br>Equals:<br>$ 8,841,097 |

TABLE 9 PROPORTIONAL RESERVATIONS FOR SERVICES TO PRIVATE SCHOOLS STUDENTS

COMPLETE the following formulas to identify monies allocated for equitable services to private school participants, their families, and their teachers (see Section 1120(a) of NCLB and Sec 200.64 & 200.65 of Regs.) Monies calculated for equitable services to private school participants, their families, and their teachers.

District-wide Instructional Program(s) Reservation

| | | | | |
|---|---|---|---|---|
| 141<br>Total # of private school children from low-income families including those going to schools in other LSSs<br>Use figure in Column L of the Title I Allocation Excel Worksheet. | ÷ | 22,114<br>Total # of children from low-income families in Title I Public Schools<br>Use figure in Column J of the Title I Allocation Excel Worksheet. | = | .01<br>Proportion of reservation |
| .01<br>Proportion of reservation | x | $750,100<br>reservation (Use the amount from TABLE 8, Line 1) | = | $7,501<br>Total Proportional monies available for equitable services to private school participants |

Parental Involvement Reservation

| | | | | |
|---|---|---|---|---|
| 141<br>Total # of private school children from low-income families including those going to schools in other LSSs<br>Use figure in Column L of the Title I Allocation Excel Worksheet. | ÷ | 22,114<br>Total # of children from low-income families in Title I Public Schools<br>Use figure in Column J of the Title I Allocation Excel Worksheet. | = | .01<br>Proportion of reservation |
| .01<br>Proportion of reservation | x | 1,039,364<br>reservation (Use the amount from TABLE 8, Line 2) | = | 10,394<br>Total Proportional monies for equitable services to parents of private school participants |

Total proportional Title I monies for equitable instructional services and parent involvement activities for private school children. (Place this amount in TABLE 10, Line 3.)
$ 17,895

TABLE 10 BUDGET SUMMARY – CALCULATION OF PER PUPIL ALLOCATION (PPA)

| | | | |
|---|---|---|---|
| 1 | Total Title I Allocation (Use the amount shown on the C-1-25) | ----- | 29,468,306 |
| 2 | Total reservations requiring equitable services. (Present final figure in TABLE 8, LINE 4) | minus | 1,789,464 |
| 3 | Private School Equitable Share (Total from TABLE 9) | minus | 17,895 |
| 3.1 | Total funds set aside for Equitable Services to Private School Students: Sum item 5 and item 3 above. Use this figure in TABLE 11, Item E. | | 122,795 |
| 4 | Total Reservations not requiring Equitable Services (Use number presented in TABLE 8 LINE 12) | minus | 11,295,006 |
| | Total Title I LSS allocation minus all reservations: Title I allocation (LINE 1 above) minus all Reservations (LINES 2 & 3 above). (All LSSs, except for those serving schools below the 35% poverty line, should use this number to determine the per pupil allocation.) This number should equal the total of columns O and P on the Title I Allocation Excel Worksheet. | Equals | 16,365,941 |

| | | | |
|---|---|---|---|
| 5 | Total PPA Allocation (set aside for instructional services) for private eligible school children. This total comes from the Title I Allocation Excel Worksheet Column P. (Present this number in Attachment 4A and B Nonpublic Costs.) | ---- | $104,900 |

Use the attached Title I Allocation Excel Worksheet to determine public and private school Title I allocations. If the LSS applies different PPA amounts to schools, the amounts must always be applied in descending order.

THE TITLE I ALLOCATION EXCEL WORKSHEET MUST BE SUBMITTED TO MSDE AS PART OF THIS APPLICATION.

If APPLICABLE, THE TITLE I SKIPPED SCHOOL ALLOCATION EXCEL WORKSHEET MUST BE SUBMITTED TO MSDE WITH THIS APPLICATION.

PROPOSED BUDGET FORM AND NARRATIVE FOR TITLE I FY09

1. COMPLETE A DETAILED BUDGET ON THE *MSDE TITLE I PROPOSED BUDGET FORM (C-1-25)*. THE PROPOSED BUDGET MUST REFLECT HOW THE FUNDS WILL BE SPENT AND ORGANIZED ACCORDING TO THE BUDGET OBJECTIVES. MSDE BUDGET FORMS ARE AVAILABLE THROUGH THE LSS LOCAL FINANCE OFFICER OR AT THE *MSDE WEB SITE AT:*

   www.marylandpublicschools.org/msde/divisions/superintendent/grants/ overview

2. *Provide a detailed budget narrative. (A budget template has been provided if the LSS wishes to use it for this section.) The budget narrative should:*

a. *Detail how the school system will use Title I funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title I program.*

i. Include a separate and complete justification for each line item.
ii. Identify each activity.
iii. Include a clear, complete calculation of expenses for each category and object including amount paid to each employee (salary or hourly rate), number and types of positions, fixed charges for each position.
iv. Show alignment between the project activities and the description of the program in the Title I Program Description.

b. *Demonstrate the extent to which the budget is reasonable, necessary, supplemental, allowable, allocable and cost-effective.*

3. *Complete Budget Narrative Template.*

| Title I Budget Narrative - FY2010 | | | | | |
|---|---|---|---|---|---|
| Object | Line Item | Calculation | Amount | In Kind | Total |
| 201 Administration | | | | | |
| Contracted Services | Audit Fee | Estimated annual cost of A-133 Audit | $ 9,600 | | $ 9,600 |
| Business Support Services | Indirect Costs | [.0415 x direct costs [($29,468,306 MINUS - estimated equipment ($386,42323)] / 1.0415 | $ 1,158,808 | | $1,158,808 |
| Sub-total - Administration | | | $ 1,168,408 | | $1,168,408 |
| 202 Mid-level Administration | | | | | |
| Program 16 Administration and Supervision | | | | | |
| 01-Salaries and Wages | | | | | |
| Salaries and Wages | Temporaries | P-T Substitute/central office transition (new staff/vacancy) | $ 5,000 | | $ 5,000 |
| Salaries and Wages | Director (1); Supervisors (3) | (4) 12-month positions (Director, 3 Supervisors) Salary recaptured for vacant positions) | $ 491,684 | | $ 491,684 |
| Salaries and Wages | Specialists, Instructional (5) | 12-month Instructional Specialists (average salary - $109,006) assigned to work with schools and area offices, parents, community, and system offices (5) | $ 545,031 | | $ 545,031 |
| Salaries and Wages | Technology Specialists (3) | Technology specialists (3)– average salary $90,717 (salary recaptured for vacant position)--provides support to administrative office and schools in the use of white board and computer technology | $ 272,151 | | $ 272,151 |
| Salaries and Wages | Budget Analyst | Assigned to work with MSDE and LEA , accounting, supervisors, specialists, and schools in the monitoring/management of Title I budgeting and accounting. (Salary recaptured for vacant position.) | $ 84,122 | | $ 84,122 |
| Salaries and Wages | Data Support Technician | DST assigned to monitor technology and manage Title I inventory (1) | $ 63,188 | | $ 63,188 |
| Salaries and Wages | Secretary II (3) and Secretary III (1) | Secretaries to the Director and 3 department supervisors (4); these positions support data gathering/analysis and liaison with the Choice/SES providers, students, parents (Salary recaptured for vacant position) (Average salary $43,502) | $ 174,009 | | $ 174,009 |
| Salaries and Wages | Bilingual Technician | Large Spanish population requires bilingual oral and written communication services (1) | $ 59,856 | | $ 59,856 |
| Salaries and Wages | Statistical Technician | Statistical data technician to assist with budget control for schools and central office (1) | $ 57,247 | | $ 57,247 |
| Salaries and Wages | Grant Financial Analyst | GFA will provide Title I financial analytical support to the areas of annual financial reporting and | $ 81,812 | | $ 81,812 |

| Title I Budget Narrative - FY2010 | | | | | |
|---|---|---|---|---|---|
| Object | Line Item | Calculation | Amount | In Kind | Total |
| | | budget operations (1) | | | |
| Salaries and Wages | Accounting Technician | Responsibilities include monitoring and managing administrative accounts/central office budget and school accounts(1) | $ 69,340 | | $ 69,340 |
| Salaries and Wages | Inventory Control Clerk | Work with DST and schools to keep accurate inventory; manage the World Vision donations/distribution to Title I schools. Salary Recapture | $ 39,088 | | $ 39,088 |
| Salaries and Wages | Accounting Clerk | Assigned to work with supervisors, specialists, and schools in the monitoring/management of school accounts | $ 47,369 | | $ 47,369 |
| Sub-total Salaries and Wages | | | $ 1,989,897 | $ - | $1,989,897 |
| 212 Fixed Charges- | | | | | |
| Fixed Charges | Retirement | Salary FT ($1,989,897) x 0.1160 | $ 230,248 | | $ 230,248 |
| Fixed Charges | FICA | Salary FT ($1,989,897) x 0.0765 | $ 151,844 | | $ 151,844 |
| Fixed Charges | Life Insurance | Salary FT ($1,989,897) x 0.0036 | $ 7,146 | | $ 7,146 |
| Fixed Charges | Workmen's Comp. | Salary FT ($1,989,897) x 0.0054 | $ 10,718 | | $ 10,718 |
| Fixed Charges | Medical | Salary FT ($1,989,897) X 0.1159 | $ 230,050 | | $ 230,050 |
| Sub-total - Fixed Charges Full Time | | | $ 630,006 | | $ 630,006 |
| Fixed Charges | FICA | P-T Substitutes | $ 383 | | $ 383 |
| Fixed Charges | Workmen's Comp. | P - T Substitutes | $ 27 | | $ 27 |
| Sub-total - Fixed Charges Part Time | | | $ 410 | | $ 410 |
| Sub-total Fixed Charges - Administrative | | | $ 630,416 | $ - | $ 630,416 |
| 02-Contracted Services | | | | | |
| Contracted Service | Rental of Facilities | Orientation/Administrative Meetings for Principals/Areas/Staff | $ 20,000 | | $ 20,000 |
| Contracted Service | Advertising | Advertising (Media and Print) for Supplemental Ed. Services | $ 25,000 | | $ 25,000 |
| Contracted Service | Consultant, Professional | Consultant(s) will work with Title I management and support staff to provide services to schools and students (Funds captured from vacant positions) | $ 20,000 | | $ 20,000 |
| Contracted Service | Catering Services | Catering Services for Orientation/Administrative Meetings for Principals/Areas/Staff | $ 7,000 | | $ 7,000 |
| Contracted Service | Printing, In-house: | Large volume copying for principals' handbook; administrative meetings, Parents' right-to-know, Choice/ SES, and instructional materials | $ 39,259 | | $ 39,259 |
| Contracted Service | Maintenance and Repair (Equipment and Copying) | Contracted Maintenance/Repair for office equipment | $ 4,000 | | $ 4,000 |
| Sub-total Contracted Service | | | $ 115,259 | | $ 115,259 |
| 03-Supplies and Materials | | | | | |
| Supplies and Materials | Office Supplies: paper, notebooks, pens, pencils, and other office supplies | 12 months x $1,287.50 per month | $ 15,450 | | $ 15,450 |
| Supplies and Materials | Postage for large volume mailings for Choice/SES, parents' right to know; non-public survey; parental surveys--as well as other Title I postage needs | •Administrative Office $500;<br>•Choice Transfer, SES, Parent Right to Know; Nonpublic and Parental Surveys $34,500 | $ 35,000 | | $ 35,000 |
| Supplies and Materials | Food and Food Products--Food items for meetings/in-service trainings (non-catered food supplies) | Approx. 15 meetings @ $66.70 per meeting | $ 1,000 | | $ 1,000 |

| Title I Budget Narrative - FY2010 | | | | | |
|---|---|---|---|---|---|
| Object | Line Item | Calculation | Amount | In Kind | Total |
| Supplies and Materials | Other miscellaneous supplies; instructional materials/educational communications supplies | Approx. $1,400 per month x 10 months | $ 14,000 | | $ 14,000 |
| | | Sub-total Supplies and Materials | $ 65,450 | | $ 65,450 |
| 04-Other Charges | | | | | |
| Other Charges | Mileage: Local travel between offices, schools, and off-site meetings for staff | 39 staff members X 12 months x approximately 102 average travel miles @ $0.55 per mile | $ 26,339 | | $ 26,339 |
| Other Charges | Conference Registration Fees | Fees for registration only for MICCA, SoMIRAC, ASCD, MAEC, NECC, NCTM,IRA, NSDC, NSTA, Brustein & Manasevit, national forums held locally re NCLB, Title 1 Conference, etc. | $ 10,000 | | $ 10,000 |
| Other Charges | Conference Travel - Non-local travel to national conferences: ASCD, IRA, NSTA, and to the MSDE Title 1 Administrative Meeting, SOMIRAC, etc. | Inservice Meetings/Conference Attendance/MSDE Meetings<br>•Transportation<br>•Lodging<br>•Meals | $ 15,000 | | $ 15,000 |
| Other Charges | Telephones | Telephone:<br>• Land Lines/12 months @ approx. $460 | $ 5,520 | | $ 5,520 |
| Other Charges | Dues/ Subscriptions/ Local Organization Fees /Professional Journals | ASCD, Thompson Publishers (Monitor, T-1 Handbook, Single Audit, Online Guide to Fed. Compliance, etc.) Better Teaching; Brownstone (NCLB), Aspen (Education USA, What Works…,etc.) Report on Literacy Programs, Leading for Results, Journals | $ 8,500 | | $ 8,500 |
| | | Sub-total Other Charges | $ 65,359 | | $ 65,359 |
| 05-Equipment | | | | | |
| Equipment | Office Furniture/Equipment | Equipment purchases for office use | $ 5,000 | | $ 5,000 |
| | | Total Equipment | $ 5,000 | | $ 5,000 |
| | | Sub-total Mid-level Administration | $ 2,871,381 | | $ 2,871,381 |
| 203-205 Instruction, Prog.01 Regular Programs | | | | | |
| 01-Salaries and Wages | | | | | |
| Salaries and Wages | Parent, Family and Community Involvement Coordinators | 5 positions @ (average salary $88,574) on 12 month teacher pay scale | $ 492,230 | | $ 492,230 |
| Salaries and Wages | Part-time Temporary Personnel | Part-time personnel provides security/driving of MAC | $ 9,473 | | $ 9,473 |
| | | Sub-total--Salaries and Wages - Par.Inv. | $ 501,703 | | $ 501,703 |
| 212 - Fixed Charges | | | | | |
| Fixed Charges | Retirement | Salary FT($492,230) x 0.1160 | $ 57,099 | | $ 57,099 |
| Fixed Charges | FICA | Salary FT($492,230) x 0.0765 | $ 37,656 | | $ 37,656 |
| Fixed Charges | Life Insurance | Salary FT($492,230) x 0.0036 | $ 1,772 | | $ 1,772 |
| Fixed Charges | Workmen's Comp. | Salary FT($492,230) x 0.0054 | $ 2,658 | | $ 2,658 |
| Fixed Charges | Medical | Salary FT($492,230) x 0.1159 | $ 57,049 | | $ 57,049 |
| | | Sub-total -- Fixed Charges, Full-time Personnel | $ 156,234 | | $ 156,234 |
| Fixed Charges | FICA | Part-time Wages ($9,473) x .0765 | $ 725 | | $ 725 |
| Fixed Charges | Workmen's Comp. | Part-time Wages($9,473) x .0054 | $ 50 | | $ 50 |
| | | Sub-total--Fixed Charges, Part-time Personnel | $ 775 | | $ 775 |
| | | Sub-total - Fixed Charges - Parent Inv. | $ 157,009 | | $ 157,009 |

| Title I Budget Narrative - FY2010 | | | | | |
|---|---|---|---|---|---|
| Object | Line Item | Calculation | Amount | In Kind | Total |
| 02-Contracted Services | | | | | |
| Contracted Service | Rental of Building<br>*Title I Parent Conference*<br>Strategy<br>Driver Action | Facility Rental/Food Services for Title I Parent Conference (Spring 2010) | $ 30,000 | | $ 30,000 |
| Contracted Service | Rental of Building --*Title I Parent Empowerment Academy*<br>Strategy<br>Driver Action | Facility Rental / Food Service Parent Empowerment Academy trainings | $ 14,000 | | $ 14,000 |
| Contracted Service | Consultants/Speakers for *Title I Parent Conference* | Guest speakers for the Title I Parent Conference | $ 10,000 | | $ 10,000 |
| Contracted Service | Consultant(s) Instructional | *Consultant - Mobile Activity Center*: Provide coordination, collaboration, parent training within the community--at schools , shelters, community events | $ 16,800 | | $ 16,800 |
| Contracted Service | Printing - In-house-- *Title I Parent Conference and the Parent Empowerment Academy* | Printing of Programs and informational handouts for the Title I Parent Conference and for the Parent Empowerment Academy | $ 3,000 | | $ 3,000 |
| Contracted Service | Maintenance and repair - Vehicles (MAC) | Maintenance and repair of the Mobile Activity Center | $ 5,000 | | $ 5,000 |
| | | Sub-total - Contracted Services | $ 78,800 | | $ 78,800 |
| 03 - Supplies and Materials | | | | | |
| Supplies and Materials | Other Miscellaneous Materials | Parental instructional materials and supplies to support the MAC, Parent Conference, and Parent Empowerment | $ 20,000 | | $ 20,000 |
| Sub-total - Supplies | | | $ 20,000 | $ - | $ 20,000 |
| 04-Other Charges | | | | | |
| Other Charges | Vehicle Liability, Self-Insurance | Insurance for the MAC $83.33 / month x 12 months | $ 1,000 | | $ 1,000 |
| Subtotal--Other Charges - Par. Inv. | | | $ 1,000 | | $ 1,000 |
| Total Program 01 - Regular Programs (Parent) | | | $ 758,512 | | $ 758,512 |
| Transfers | Non-Public Schools Equity<br>Strategy 7.1.1<br>Driver Action 7.1.1.7 | Equity for parental involvement (.01) distributed to participating schools. Funds will be loaded locally under contracted service (Inst. Consultant--3rd Party Contract) | $ 10,394 | | $ 10,394 |
| Program 01 - Regular Programs Non-Public Equity– Parent | | | $ 10,394 | | $ 10,394 |
| 203-205 Instruction, Prog.02 Special Programs | | | | | |
| 01 - Salaries and Wages | | | | | |
| Salaries and Wages | Part-time Temporary Teachers<br>*Homeless Educational Program* | Homeless After-school Academics/Tutorial Support Program: Part-time temporary assignment of teachers in middle and high schools to provide after-school academic studies/tutorial support to approximately 150 middle and high school homeless students. | $ 69,323 | | $ 69,323 |
| Sub-total Salaries and Wages- PT Instruction | | | $ 69,323 | | $ 69,323 |
| 212 - Fixed Charges - Part-time Instruction | | | | | |
| Fixed Charges | FICA | .0765 x PT Salary (69,323) | $ 5,303 | | $ 5,303 |
| Fixed Charges | Workmen's Comp. | .0054 x PT Salary (375,150) | $ 374 | | $ 374 |
| Sub-total Fixed Charges - Part-time Instruction | | | $ 5,677 | | $ 5,677 |
| 02 - Contracted Services | | | | | |

| Title I Budget Narrative - FY2010 | | | | | |
|---|---|---|---|---|---|
| Object | Line Item | Calculation | Amount | In Kind | Total |
| Contracted Services | Educational Consultants | Consultants for Supplementary Educational Services: An amount equal to 15% ($4,420,246) of the Title 1 Allocation will be reserved for the SES provision of Choice. (Title I School Improvement Grant funds will provide $1,600,000 of this reservation.) | $ 2,820,246 | | $ 2,820,246 |
| Contracted Services | Educational Consultants | NorthBay Environmental Learning Center Adventure: Educational adventure for student/teachers/chaperones--4 groups @$105,000; | $ 420,000 | | $ 420,000 |
| Contracted Services | Educational Consultants | North Bay Environmental Learning Center Adventure: NorthBay chaperones (approximately $300 per chaperone x 7 x 4 weeks) | $ 8,000 | | $ 8,000 |
| Contracted Services | Educational Consultants | North Bay Environmental Learning Center Adventure: Sign Interpreters for hearing impaired children | $ 12,000 | | $ 12,000 |
| Sub-total Contracted Service | | | $ 3,260,246 | | 3,260,246 |
| 03 - Supplies and Materials | | | | | |
| Supplies and Materials | Classroom Teacher; Materials of Instruction for Technology: | Software, Office materials; Resource Books; Technology Lesson Plans; Quick Reference Guides; Classroom Connect | $ 14,000 | | $ 14,000 |
| Supplies and Materials | Materials of Instruction: *Comprehensive Toolkit* | Instructional books/resources for reading content to be used in classrooms and in demonstration workshops w/Toolkits | $ 197,000 | | $ 197,000 |
| Supplies and Materials | Non-Catered Miscellaneous Food Supplies | Light snacks/juices/waters for students attending *NorthBay Environmental Center*: $5.43 per child per week x 350 students x 4 weeks | $ 7,600 | | $ 7,600 |
| Sub-total Supplies and Materials | | | $ 218,600 | | $ 218,600 |
| 04 - Other Charges | | | | | |
| Other Charges | Subscriptions | Technology magazine subscription(s) | $ 500 | | $ 500 |
| Sub-total –Subscriptions | | | $ 500 | | $ 500 |
| 08 - Transfers (Private Schools) | | | | | |
| Transfers | Non-discretionary Instructional –Contracted Service | Per Pupil Allocation (PPA): Instruction for Title I participating private schools will be provided by a third party contract with an outside provider. The Catholic Archdiocese of Washington will pool their allocations to provide service to the students most at risk of failing. (Proportionate amounts of the NP equity funds for instruction and parent involvement will also be included in the amount available for contracted services to participating private school students.) | $ 104,900 | | $ 104,900 |
| Transfers | Non-public Schools Equity—Instruction | .01 X $750,010 = equitable instructional set-aside | $ 7,501 | | $ 7,501 |
| Sub-total - Transfers – Instruction | | | $ 112,401 | | $ 112,401 |
| Sub-total – Instruction | | | $ 3,666,747 | | $ 3,666,747 |
| 203-205 Program 09 - Instructional Staff Development | | | | | |
| *The total responsibility (mandated amount) is $2,946,831. In addition to the professional development services provided in the reservation , the Title I professional development budgeted in the schools may also be counted against the 10%: $996,282 + SB Resource Teachers* | | | | | |
| 01-Salaries and Wages | | | | | |
| Salaries and Wages | 8 Coaches (5 Science, 1 Mathematics, 2 Literacy) | 8.0 FTE Coaches @ average salary of $75,350 (11-month positions) | $ 602,800 | | $ 602,800 |
| Salaries and Wages | Program Coordinator, Professional Development | 1.0 Program Coordinator (12- month) | $ 101,755 | | $ 101,755 |
| Salaries and Wages | 4 Coaches, Achievement | 4 Achievement Coaches x average salary of $90,000 to work with Comprehension Toolkit participating schools and workshops | $ 360,000 | | $ 360,000 |

| Title I Budget Narrative - FY2010 | | | | | |
|---|---|---|---|---|---|
| Object | Line Item | Calculation | Amount | In Kind | Total |
| Salaries and Wages | Part-time temporaries for *Fundamentals of Writing* | Kick-off of Fundamentals of Writing Professional Development 100 participants x $175 x 1 day | $ 17,500 | | 17,500 |
| Salaries and Wages | Part-time temporaries for *Fundamentals of Writing* | 3 After-school Workshops (1/2 day) x 25 teachers each evening = 75 x $87.50 | $ 6,563 | | $ 6,563 |
| Salaries and Wages | Part-time temporaries for Comprehension Tool Kit | 3 After-school Workshops x 40 teachers x $87.50 | $ 10,500 | | $ 10,500 |
| Salaries and Wages | Part-time temporaries, Prof.Dev. *Sponsored by Title I Coaches and Prof. Dev. Coordinator:* | 8 coaches x 10 trainings each x 15 participants x $87.50 | $ 105,000 | | $ 105,000 |
| Salaries and Wages | Part-time temporaries, Prof.Dev. *Title I Interwrite Cohort Training* | Title I Interwrite Cohort Training (white board utilization; lesson building; etc.) 3 cohorts x 3 days x 125 participants for each cohort x $175 | $ 196,875 | | $ 196,875 |
| Salaries and Wages | Part-time temporaries, Prof.Dev. *Title I Interwrite Cohort Training* | 8 Teacher Instructors x 3 cohorts x 2 trainings @ $250 per day | $ 12,000 | | $ 12,000 |
| Salaries and Wages | Part-time temporaries-- *Math Solutions Professional Development* | Marilyn Burns Math Trainings and school-based coaching for teachers in Title I schools -- 40 teachers x 1/2 day x $87.50 | $ 3,500 | | $ 3,500 |
| Salaries and Wages | Part-time temporaries-- *Math Solutions Professional Development* | Marilyn Burns Math Trainings and school-based coaching for teachers in Title I schools -- 100 teachers x $175 x 3 days | $ 52,500 | | $ 52,500 |
| Salaries and Wages | Part-time temporaries-- Professional Development: *AIMS* | AIMS - Activities Integrating Science and Math Trainings--180 teachers x $175 x 1 day | $ 31,500 | | $ 31,500 |
| Salaries and Wages | Part-time temporaries-- Professional Development: *Marilyn Burns Math and Literature Kits Training* | Professional development on the effective use of the Math and Literature Libraries -- 90 teachers x $87.50 | $ 7,875 | | $ 7,875 |
| Salaries and Wages | Part-time Temporaries - Professional Dev. *ETA Cuisenaire English Language Learns Math Manipulative Kits* | 140 teachers x $87.50 | $ 12,250 | | $ 12,250 |
| Salaries and Wages | Part-time Substitute Teachers --Fundamentals of Writing | 200 Substitute teachers per day for teachers participating in demonstration lessons --200 X $100 x 1 day | $ 20,000 | | $ 20,000 |
| Salaries and Wages | Part-time substitutes-- Comprehension Toolkit w/ Consultant Anne Goudvis | Demonstration lesson workshops--Substitute teachers for K-6 teachers to attend training--250 @ $100 per day | $ 25,000 | | $ 25,000 |
| Salaries and Wages | Part-time substitutes-- Professional Development *Math Solutions Training* | 60 Substitutes x 6 days of trainings x $100 | $ 36,000 | | $ 36,000 |
| | | Sub-total Salaries and Wages Prof. Dev. | $ 1,601,618 | | $ 1,601,618 |
| 212 - Fixed Charges-Full-time PD Personnel | | | | | |
| Fixed Charges | Retirement | Salary FT($1,064,555) x 0.1160 | $ 123,489 | | $ 123,489 |
| Fixed Charges | FICA | Salary FT ($1,064,555) x 0.0765 | $ 81,439 | | $ 81,439 |
| Fixed Charges | Life Insurance | Salary FT ($1,064,555) x 0.0036 | $ 3,832 | | $ 3,832 |
| Fixed Charges | Workmen's Comp. | Salary FT ($1,064,555) x 0.0054 | $ 5,749 | | $ 5,749 |
| Fixed Charges | Medical | Salary FT ($1,064,555) X 0.1159 | $ 123,382 | | $ 123,382 |
| | | Sub-total Fixed Charges -FT Prof. Pers. | $ 337,891 | | $ 337,891 |
| Fixed Charges | FICA (Temporaries) | Salary ($537,063) x 0.0765 | $ 41,086 | | $ 41,086 |
| Fixed Charges | WC (Temporaries) | Salary ($537,063) x 0.0054 | $ 2,900 | | $ 2,900 |
| | | Sub-total Fixed Charges - PT Prof. Dev. | $ 43,986 | | $ 43,986 |
| | | Fixed Charges Full and Part-time PD | $ 381,877 | | $ 381,877 |
| 02 - Contracted Services | | | | | |
| Contracted Service | Rental of Building-- | Facility and Food for 100 participants at Kickoff of | $ 3,000 | | $ 3,000 |

| Title I Budget Narrative - FY2010 | | | | | |
|---|---|---|---|---|---|
| Object | Line Item | Calculation | Amount | In Kind | Total |
| | *Fundamentals of Writing* | PD | | | |
| Contracted Service | Rental of Building-- *Math Solutions Professional Development* | Facility and Food for 1000 teachers x 3 days (Continental Breakfast and box lunches) | $ 9,000 | | $ 9,000 |
| Contracted Service | Rental of Building -- *AIMS Activities Integrating Science and Math Trainings* | Facility/Catering for 2 days x 180 participants | $ 15,000 | | $ 15,000 |
| Contracted Service | Contracted Consultants: *Fundamentals of Writing* | 2 consultants @ $1,750 a day times nine days for workshops for teachers in grades 3-5 | $ 15,750 | | $ 15,750 |
| Contracted Service | Contracted Consultants: *Comprehension Toolkit* | 1 consultant for 15 days @ $3,550 per day | $ 53,250 | | $ 53,250 |
| Contracted Service | Contracted Consultant: *Interwrite Cohort Training* | Contracted consultants for 9 trainings for *Interwrite* (whiteboards/peripherals) | $ 51,000 | | $ 51,000 |
| Contracted Service | Contracted Consultants: Math Solutions Professional Development | Phase 1: 2 Consultants at 2 sites for 3 days of training 3 times per year @ $17,640 | $ 105,840 | | $ 105,840 |
| Contracted Service | Contracted Consultants: Math Solutions Professional Development | Phase 2: After school Kickoff for Teachers and Principals---1 consultant @ $5,000 | $ 5,000 | | $ 5,000 |
| Contracted Service | Contracted Consultants: Math Solutions Professional Development | Phase 3: 2 consultants per day for Three-day Summer Training for Train the Trainer | $ 52,200 | | $ 52,200 |
| Contracted Service | Contracted Consultant: *AIMS - Activities Integrating Science and Math Trainings* | Educational Consultant 2 days of training @ $11,985 for three consultants each day | $ 23,970 | | $ 23,970 |
| Contracted Service | Instructional Consultants *ETA Cuisenaire English Language Learners Math Manipulative Kits* | Consultants are providing their services | Free | | Free |
| Contracted Service | Contracted Catering: *Interwrite Cohort Training* | Continental Breakfast and Box lunches for 125 participants x 3 cohorts (9 sessions) | $ 27,000 | | $ 27,000 |
| Contracted Service | Contracted Catering: *Math Solutions* | Light Snacks / Catered | $ 600 | | $ 600 |
| Sub-total Contracted Services | | | $ 361,610 | | $ 361,610 |
| 03 - Supplies and Materials | | | | | |
| Supplies and Materials | Staff Development Supplies--*Fundamentals of Writing* | Writing Fundamental: $600 per Kit x 10 classrooms x 20 schools--Free Shipping and Handling | $ 120,000 | | $ 120,000 |
| Supplies and Materials | Staff Development Supplies--*Title I Coaches and Prof. Dev. Coordinator* | Professional Development Supplies for Training Sessions and to support the work of Professional Dev. (Papers, Binders, Pencils, Pens, Tagboard, Thumb Drives, Cartridges, Post-it Notes, highlighters, Chart Paper) Approx. 11 months x $1,333 | $ 16,000 | | $ 16,000 |
| Supplies and Materials | Staff Development Supplies--*Interwrite Cohort Training* | Resource materials and books for participants | $ 5,463 | | $ 5,463 |
| Supplies and Materials | Staff Development Supplies--Title I Coaches and Prof. Dev. Coordinator | Books and resources for specific content:•Science $10,000•Mathematics $ 3,000•Literacy $ 5,000 | $ 18,000 | | $ 18,000 |
| Supplies and Materials | Staff Development Supplies--Title I Coaches and Prof. Dev. Coordinator | Light Snacks/Water for after-school professional development | $ 7,500 | | $ 7,500 |
| | | Sub-Total Supplies and Materials | $ 166,963 | | $ 166,963 |
| 04 - Other Charges | | | | | |
| Other Charges | Registration Fees *Powering* | •Registration Fees for 30 Facilitators @ $107.50 = | $ 4,225 | | $ 4,225 |

| Title I Budget Narrative - FY2010 | | | | | |
|---|---|---|---|---|---|
| Object | Line Item | Calculation | Amount | In Kind | Total |
| | *Up With Technology Conference* | $3,225<br>•Registration Fee for 25 Coaches @ $40 = $1,000 | | | |
| Other Charges | Fixed Charges--Tuition -- Title I *Masters Program in Reading:* | Tuition--Masters Degree in Reading targeted to certified teachers in Title I schools. This program would support approx. 20-25 candidates. | $ 79,200 | | $ 79,200 |
| Other Charges | Fixed Charges - Tuition *Title I Masters Program in Gifted Education* | Tuition--Masters Degree program to increase the number of TAG students in Title I Schools. Approx. 25 teachers will participate beginning in January 2009. | $ 87,480 | | $ 87,480 |
| | | Sub-total Other Charges | $ 170,905 | | $ 170,905 |
| TOTAL - PROG. 09 INSTRUCTIONAL STAFF DEVELOPMENT | | | $ 2,682,973 | | $ 2,682,973 |
| 209 - Contracted Services - Student Transportation | | | | | |
| Contracted Service | Rental of Vehicles | Transportation for *NorthBay Environmental Learning Center*: 4 round-trips (transporting approx. 350 participants per week) @ $17,000 per week | $ 68,000 | | $ 68,000 |
| Contracted Service | School Activity Transportation | Transportation to fulfill *"Choice"* transfer provisions, 5% of the Title I allocation ($29,468,306) | $1,473,415 | | $ 1,473,415 |
| Contracted Service | School Activity Transportation | Kennedy Center Concert--Grade 4 students in Title I schools will attend the concert performed by the National Symphony Orchestra | $ 23,000 | | $ 23,000 |
| Contracted Service | School Activity Transportation | Transportation for Title I students participating in SES tutorial service | $ 203,584 | | $ 203,584 |
| Total Transportation | | | $ 1,767,999 | | $ 1,767,999 |
| | | | | | |
| | | Non School-based Programs/Reservations | | $ | 12,926,414 |
| | | | | | |
| *Note: The required reservation/distribution of Parental Involvement funds to school-based programs (at least .95 of 1%) are in the school-based portion of this chart (see below). Funds were distributed on a Per Pupil Allocation (PPA) of $12.70 for each FARMs eligible student in Title I schools.* | | | | | |

| SCHOOL-BASED PROGRAMS | | | | | |
|---|---|---|---|---|---|
| Object | Line Item | Calculation | Amount | In Kind | Total |
| SCHOOL-BASED PROGRAMS | | | | | |
| 203-205 Instructional Program 01 Regular Programs | | | | | |
| School Based (Includes $280,851-- Required Reservation {$279,949} for Parent Involvement) | | | | | |
| 01 - Salaries and Wages | | | | | |
| Salaries and Wages | Temporary Employees | Teacher stipends for conducting/facilitating Parent Workshops | $ 65,005 | | $ 65,005 |
| | | Salaries and Wages | $ 65,005 | | $ 65,005 |
| 212 - Fixed Charges | | | | | |
| Fixed Charges | FICA | PT Wages ($65,005) x .0765 | $ 4,978 | | $ 4,978 |
| Fixed Charges | Workmen's Comp. | PT Wages ($65,005) x .0054 | $ 351 | | $ 351 |
| Fixed Charges | | | $ 5,329 | | $ 5,329 |
| 02 - Contracted Services | | | | | |
| Contracted Service | Interpreter Service | Translators for parent workshops, etc. | $ 18,301 | | $ 18,301 |
| Contracted Service | Catering Services | In-house catering for parent workshops | $ 73,590 | | $ 73,590 |
| Contracted Service | | | $ 91,891 | | $ 91,891 |
| 03 - Supplies and Materials | | | | | |
| Supplies and Materials | Food and Food Products | Snacks for parent workshops | $ 30,923 | | $ 30,923 |
| Supplies and | Other Miscellaneous | Parent Involvement workshop materials | $ 86,544 | | $ 86,544 |

| SCHOOL-BASED PROGRAMS | | | | | |
|---|---|---|---|---|---|
| Object | Line Item | Calculation | Amount | In Kind | Total |
| Materials | Supplies For Parent Involvement | | | | |
| | | Supplies and Materials | $ 117,467 | | $ 117,467 |
| 04 - Other Charges | | | | | |
| Other Charges | Conference Registration Fees | Local Conference Fees for Parents | $ 16,675 | | $ 16,675 |
| Other Charges | Dues & Subscriptions | National, Regional, Local Magazines for Parents | $ 18,125 | | $ 18,125 |
| | | Other Charges | $ 34,800 | | $ 34,800 |
| | | Total Program 01 - Regular Programs (Parent) | $ 314,492 | | $ 314,492 |
| 203-205 Instruction al Program, 02- Special Programs | | | | | |
| 01 - Salaries and Wages | | | | | |
| Salaries and Wages | Classroom Teachers | 31 teachers @ Avg. Salary of $67,971 | $ 2,107,103 | | $ 2,107,103 |
| Salaries and Wages | Resource Teachers | 74.5 teachers @ Avg. Salary of $72,049 | $ 5,367,651 | | $ 5,367,651 |
| Salaries and Wages | Reading Specialists | 3 Reading Specialists @ Avg. Salary of $72,049 | $ 216,147 | | $ 216,147 |
| Salaries and Wages | Paraprofessional Educators | 43 PPE's @ Avg. Salary of $40,782 | $ 1,753,626 | | $ 1,753,626 |
| | | Sub-total - Salaries and Wages -Full-time Personnel | $ 9,444,527 | | $ 9,444,527 |
| Salaries and Wages | Temporary Employees | Teacher stipend for Extended Day/Week/Year Programs (avg. $41 per hr.) | $ 293,445 | | $ 293,445 |
| Salaries and Wages | Part-Time Substitutes | Substitutes to release classroom teachers for planning/training | $ 226,251 | | $ 226,251 |
| | | | $ 519,696 | | $ 519,696 |
| | | Salaries and Wages Instruction | $ 9,964,223 | | $ 9,964,223 |
| 212 - Fixed Charges | | | | | |
| Fixed Charges | Retirement | Salary FT X 0.1160 | $ 1,095,614 | | $ 1,095,614 |
| Fixed Charges | FICA | Salary FT X 0.0765 | $ 722,507 | | $ 722,507 |
| Fixed Charges | Life Insurance | Salary FT X 0.0036 | $ 33,991 | | $ 33,991 |
| Fixed Charges | Workmen's Comp. | Salary FT X 0.0054 | $ 51,000 | | $ 51,000 |
| Fixed Charges | Medical | Salary FT x .1159 | $ 1,092,650 | | $ 1,092,650 |
| | | Sub-total Fixed Charges -- Full-time Personnel | $ 2,995,762 | | $ 2,995,762 |
| Fixed Charges | FICA | Salary PT X 0.0765 | $ 39,780 | | $ 39,780 |
| Fixed Charges | Workmen's Comp. | Salary PT X 0.0054 | $ 2,806 | | $ 2,806 |
| Sub-total Fixed Charges -- Part-time Personnel | | | $ 42,586 | | $ 42,586 |
| | | Fixed Charges | $ 3,038,348 | | $ 3,038,348 |
| 02 - Contracted Services | | | | | |
| Contracted Service | Cultural Enrichment | Student Assemblies for cultural enrichment | $ 84,750 | | $ 84,750 |
| Contracted Service | Instructional Software License | Cost to purchase network version of educational software | $ 228,100 | | $ 228,100 |
| Contracted Service | Catering Services | In-house Catering for ELO and special programs | $ 54,600 | | $ 54,600 |
| | | Contracted Service | 367,450 | | $ 367,450 |
| 03 - Supplies and Materials | | | | | |
| Supplies and Materials | Classroom/Teacher Supplies | Instructional materials consumed in the classroom | $ 874,056 | | $ 874,056 |
| Supplies and Materials | Student Supplies | Cost to purchase student journals, agenda books, and student supplies | $ 237,930 | | $ 237,930 |
| Supplies and Materials | Food and Food Products | Snacks for extended day program | $ 74,925 | | $ 74,925 |
| | | Supplies and Materials | $ 1,186,911 | | $ 1,186,911 |
| 04- Other | | | | | |
| Other Charges | Registration Fees | Local Conference Fees for Teachers | $ 33,250 | | $ 33,250 |
| Other Charges | Dues & Subscriptions | National, Regional, Local Magazines for students | $ 62,309 | | $ 62,309 |

| SCHOOL-BASED PROGRAMS | | | | | |
|---|---|---|---|---|---|
| Object | Line Item | Calculation | Amount | In Kind | Total |
| Other Charges | Field Trip Fees | Trips directly related to school curriculum | $ 57,081 | | $ 57,081 |
| | | Other Charges | $ 152,640 | | $ 152,640 |
| 05 – Equipment | | | | | |
| Equipment | Computers, Instruction | Computers and Laser Printers for classroom instruction | $ 219,424 | | $ 219,424 |
| Equipment | Educational Communication Equip. | Classroom equipment such as: videovisualizers, LCD projectors, digital cameras | $ 161,999 | | $ 161,999 |
| | | Equipment | $ 381,423 | | $ 381,423 |
| | | Subtotal—Instructional Programs -- Special | $15,090,995 | | $ 15,090,995 |
| Instructional Program 09 Instr. Staff Development | | | | | |
| 01 - Salaries and Wages | | | | | |
| Salaries and Wages | Temporary Employees | Stipends for professional development | $ 344,188 | | $ 344,188 |
| Salaries and Wages | Part Time Substitutes | Substitutes to release classroom teachers for planning/training | $ 255,699 | | $ 255,699 |
| | | Salaries and Wages | $ 599,887 | | $ 599,887 |
| 212 - Fixed Charges | | | | | |
| Fixed Charges | FICA | PT Wages ($635,887) x .0765 | $ 45,706 | | $ 45,706 |
| Fixed Charges | Workmen's Comp. | PT Wages ($635,887) x .0054 | $ 3,228 | | $ 3,228 |
| | | Fixed Charges | $ 48,934 | | $ 48,934 |
| 02 - Contracted Services | | | | | |
| Contracted Service | Educational Consultants | Workshop Facilitators | $ 29,192 | | $ 29,192 |
| | | Contracted Services | $ 29,192 | | $ 29,192 |
| 03 - Supplies and Materials | | | | | |
| Supplies and Materials | Staff Development Materials | Professional development materials for staff trainings | $ 99,448 | | $ 99,448 |
| | | Supplies and Materials | $ 99,448 | | $ 99,448 |
| 04 - Other Charges | | | | | |
| Other Charges | Conference Registration Fees | Local Conference Registration Fees for Teachers | $ 103,964 | | $ 103,964 |
| Other Charges | Dues & Subscriptions | National, Regional, Local Magazines for Teachers | $ 39,200 | | $ 39,200 |
| | | Other Charges | $ 143,164 | | $ 143,164 |
| | | Inst. Professional Development - Subtotal | $ 920,625 | | $ 920,625 |
| 209 Student Transportation - School Based | | | | | |
| Contracted Service | Chartered Transportation Services | Student Transportation - field trips, after-school program, etc. | $ 80,828 | | $ 80,828 |
| Contracted Service | School Activity Transportation | Student Transportation - field trips, after-school program, etc. | $ 134,952 | | $ 134,952 |
| | | Student Transportation | $ 215,780 | | $ 215,780 |
| | | Total-- School Based Programs | | | $16,541,892 |
| | | | | | |
| 19-Aug-08 | | Total FY10 Title I Program: | | | $29,468,306 |

Title I C-125

## MARYLAND STATE DEPARTMENT OF EDUCATION
## GRANT BUDGET C-1-25

| | | | | | |
|---|---|---|---|---|---|
| ORIGINAL GRANT BUDGET | $29,468,306 | AMENDED BUDGET # | | REQUEST DATE | 08/18/09 |
| GRANT NAME | Title I Part A | GRANT RECIPIENT NAME | PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS | | |
| MSDE GRANT # | | RECIPIENT GRANT # | 1810 | | |
| REVENUE SOURCE | FEDERAL | RECIPIENT AGENCY NAME | TITLE I | | |
| FUND SOURCE CODE | | GRANT PERIOD | 7/1/2009 FROM | 6/30/2011 TO | |

| CATEGORY/PROGRAM | BUDGET OBJECT | | | | | | |
|---|---|---|---|---|---|---|---|
| | 01- SALARIES & WAGES | 02 - CONTRACT SERVICES | 03- SUPPLIES & MATERIALS | 04 - OTHER CHARGES | 05 - EQUIPMENT | 08 - TRANSFERS | BUDGET BY CAT./PROG. |
| **201 Administration** | | | | | | | |
| Prog. 21 General Support | | 9,600.00 | | | | | 9,600.00 |
| Prog. 22 Business Support | | | | | | 1,158,808.00 | 1,158,808.00 |
| Prog. 23 Centralized Support | | | | | | | 0.00 |
| **202 Mid-Level Administration** | | | | | | | |
| Prog. 15 Office of the Principal | | | | | | | 0.00 |
| Prog. 16 Inst. Admin. & Supv. | 1,989,897.00 | 115,259.00 | 65,450.00 | 65,359.00 | 5,000.00 | | 2,240,965.00 |
| **203-205 Instruction Categories** | | | | | | | |
| Prog. 01 Regular Prog. | 566,708.00 | 170,691.00 | 137,467.00 | 35,800.00 | | 10,394.00 | 921,060.00 |
| Prog. 02 Special Prog. | 10,033,546.00 | 3,627,696.00 | 1,405,511.00 | 153,140.00 | 381,423.00 | 112,401.00 | 15,713,717.00 |
| Prog. 03 Career & Tech Prog. | | | | | | | 0.00 |
| Prog. 04 Gifted & Talented Prog. | | | | | | | 0.00 |
| Prog. 07 Non Public Transfers | | | | | | | 0.00 |
| Prog. 08 School Library Media | | | | | | | 0.00 |
| Prog. 09 Instruction Staff Dev. | 2,201,505.00 | 390,802.00 | 266,411.00 | 314,069.00 | | | 3,172,787.00 |
| Prog. 10 Guidance Services | | | | | | | 0.00 |
| Prog. 11 Psychological Services | | | | | | | 0.00 |
| Prog. 12 Adult Education | | | | | | | 0.00 |
| **206 Special Education** | | | | | | | |
| Prog. 04 Public Sch Instr. Prog. | | | | | | | 0.00 |
| Prog. 09 Instruction Staff Dev. | | | | | | | 0.00 |
| Prog. 15 Office of the Principal | | | | | | | 0.00 |
| Prog. 16 Inst. Admin & Superv. | | | | | | | 0.00 |
| **207 Student Personnel Serv.** | | | | | | | 0.00 |
| **208 Student Health Services** | | | | | | | 0.00 |
| **209 Student Transportation** | | 1,983,779.00 | | | | | 1,983,779.00 |
| **210 Plant Operation** | | | | | | | |
| Prog. 30 Warehousing & Distr. | | | | | | | 0.00 |
| Prog. 31 Operating Services | | | | | | | 0.00 |
| **211 Plant Maintenance** | | | | | | | 0.00 |
| **212 Fixed Charges** | | | | 4,267,590.00 | | | 4,267,590.00 |
| **214 Community Services** | | | | | | | 0.00 |
| **215 Capital Outlay** | | | | | | | |
| Prog. 34 Land & Improvements | | | | | | | 0.00 |
| Prog. 35 Buildings & Additions | | | | | | | 0.00 |
| Prog. 36 Remodeling | | | | | | | 0.00 |
| **Total Expenditures By Object** | 14,791,656.00 | 6,297,827.00 | 1,874,839.00 | 4,835,958.00 | 386,423.00 | 1,281,603.00 | 29,468,306.00 |

| | Name | Signature | Date | Telephone # |
|---|---|---|---|---|
| Finance Official Approval | Matthew E. Stanski, Chief Financial Officer | | 11-19-09 | 301-952-6099 |
| Supt./Agency Head Approval | William R. Hite, Jr., Ed.D, Superintendent of Schools | | 11-19-09 | 301-952-6008 |
| MSDE Grant Manager Approval | Maria E. Lamb, Director, PIFS | | | 410-767-0286 |

Grant Budget C-1-25 Rev: 11/28/07

ASSURANCES

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act.

2. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate, or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.

3. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable statute and regulation.

4. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.

5. Entities receiving federal funds of $500,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.

6. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years, or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of MSDE.

7. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded.

8. Grantee must receive prior written approval from the MSDE Program Monitor for any Budgetary realignment of $1,000 or 15% of total object, program or category of expenditure, *whichever is greater*. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.

9. Requests for grant extensions, when allowed, must be submitted at least 45 days prior to the end of the grant period.

10. Grantee shall repay any funds that have been finally determined through the federal or State audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government.

11. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, including failure to maintain proper documentation and records as required by pertinent federal and State statute and regulations, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

| | |
|---|---|
| Dr. William R. Hite, Jr. | October 15, 2009 |
| Superintendent of Schools/Head of Grantee Agency | Date |

Title I School Allocations:

Prince George's County

Local School System

| | Notations: | | D | E | F | G | H | I | J | K | L | M | N | O |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N or C or R or S | SW or TAS | MSDE Sch ID # | **Public** School Name (Rank order by % highest to lowest) Charter school(s) place * after school name | Specific Numeric Grade Span (**public**) | Percent of Poverty (I/H=G) | **Public** School Enrollment (as of 9/30/08) | Number of Low Income- **Public** School Children (as of 10/31/08) | FTE Low Income Public School Children (10/31/08) | Number of Low- Income **Private** School Children Residing in this School's Attendance Area. | FTE Low Income Private School Children Residing in this School's Attendance Area. | Per Pupil Allocation (PPA) | **Public** School Allocation (J x M =N) | Allocation for **Private** School Children (L x M =O) |
| 1 | | SW | 1719 | LANGLEY PK-MCCORMICK ES | PK-06 | 87.73% | 440 | 386 | 386 | | | $900.00 | $347,400.00 | $0.00 |
| 2 | | SW | 1725 | COOL SPRING ES | PK-06 | 85.54% | 498 | 426 | 426 | 1 | 1 | $900.00 | $383,400.00 | $900.00 |
| 3 | | SW | 1901 | RIVERDALE ES | PK-06 | 84.16% | 625 | 526 | 526 | 5 | 5 | $900.00 | $473,400.00 | $4,500.00 |
| 4 | | SW | 1310 | DODGE PARK ES | PK-06 | 81.96% | 510 | 418 | 418 | 0 | 0 | $900.00 | $376,200.00 | $0.00 |
| 5 | | SW | 1710 | RIDGECREST ES | PK-06 | 81.26% | 603 | 490 | 490 | 3 | 3 | $900.00 | $441,000.00 | $2,700.00 |
| 6 | | SW | 0214 | TEMPLETON ES | PK-05 | 80.64% | 532 | 429 | 429 | 9 | 9 | $900.00 | $386,100.00 | $8,100.00 |
| 57 | R | SW | 1908 | WILLIAM WIRT MS | 06-08 | 79.65% | 752 | 599 | 599 | 11 | 11 | $900.00 | $539,100.00 | $9,900.00 |
| 7 | | SW | 1712 | LEWISDALE ES | PK-05 | 79.54% | 567 | 451 | 451 | 2 | 2 | $900.00 | $405,900.00 | $1,800.00 |
| 8 | | SW | 1706 | THOMAS S STONE ES | PK-06 | 79.11% | 651 | 515 | 515 | 8 | 8 | $900.00 | $463,500.00 | $7,200.00 |
| 58 | R | SW | 2108 | BUCK LODGE MS | 07-08 | 79.09% | 617 | 488 | 488 | 2 | 2 | $900.00 | $439,200.00 | $1,800.00 |
| 9 | | SW | 1714 | ADELPHI ES | K-06 | 78.03% | 355 | 277 | 277 | 2 | 2 | $900.00 | $249,300.00 | $1,800.00 |
| 10 | | SW | 1309 | WILLIAM PACA ES | PK-06 | 78.00% | 509 | 397 | 397 | 2 | 2 | $900.00 | $357,300.00 | $1,800.00 |
| 11 | | SW | 0205 | BLADENSBURG ES | PK-06 | 77.88% | 642 | 500 | 500 | 2 | 2 | $900.00 | $450,000.00 | $1,800.00 |
| 12 | | SW | 1703 | MT RAINIER ES | PK-06 | 77.78% | 378 | 294 | 294 | 3 | 3 | $900.00 | $264,600.00 | $2,700.00 |
| 13 | | SW | 1214 | GLASSMANOR ES | PK-06 | 76.75% | 314 | 241 | 241 | 0 | 0 | $900.00 | $216,900.00 | $0.00 |
| 14 | | SW | 1730 | MARY HARRIS "MOTHER" JONES ES | PK-06 | 76.34% | 748 | 571 | 571 | 0 | 0 | $900.00 | $513,900.00 | $0.00 |
| 15 | | SW | 1302 | COLUMBIA PARK ES | PK-06 | 75.86% | 464 | 352 | 352 | 0 | 0 | $900.00 | $316,800.00 | $0.00 |
| 16 | | SW | 0210 | ROGERS HEIGHTS ES | PK-06 | 75.78% | 644 | 488 | 488 | 5 | 5 | $900.00 | $439,200.00 | $4,500.00 |
| 17 | R | SW | 0651 | THOMAS CLAGGETT ES | PK-06 | 75.00% | 292 | 219 | 219 | 2 | 2 | $900.00 | $197,100.00 | $1,800.00 |
| 18 | | SW | 1731 | ROSA L PARKS ES | K-06 | 74.93% | 754 | 565 | 565 | 5 | 5 | $700.00 | $395,500.00 | $3,500.00 |
| 19 | | SW | 1907 | BEACON HEIGHTS ES | PK-06 | 74.41% | 469 | 349 | 349 | 3 | 3 | $700.00 | $244,300.00 | $2,100.00 |

Prince George's County

Local School System

| | Notations: | | D | E | F | G | H | I | J | K | L | M | N | O |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N or C or R or S | SW or TAS | MSDE Sch ID # | **Public** School Name (Rank order by % highest to lowest) Charter school(s) place * after school name | Specific Numeric Grade Span (**public**) | Percent of Poverty (I/H=G) | **Public** School Enrollment (as of 9/30/08) | Number of Low Income- **Public** School Children (as of 10/31/08) | FTE Low Income Public School Children (10/31/08) | Number of Low- Income **Private** School Children Residing in this School's Attendance Area. | FTE Low Income Private School Children Residing in this School's Attendance Area. | Per Pupil Allocation (PPA) | **Public** School Allocation (J x M =N) | Allocation for **Private** School Children (L x M =O) |
| 20 | R | SW | 1333 | JUDGE SYLVANIA W WOODS SR ES | PK-06 | 74.07% | 405 | 300 | 300 | 0 | 0 | $700.00 | $210,000.00 | $0.00 |
| 21 | | SW | 0633 | OVERLOOK ES | PK-05 | 73.98% | 369 | 273 | 273 | 1 | 1 | $700.00 | $191,100.00 | $700.00 |
| 22 | N | TAS | 2005 | CARROLLTON ES | PK-06 | 73.71% | 738 | 544 | 544 | 2 | 2 | $700.00 | $380,800.00 | $1,400.00 |
| 23 | | SW | 0217 | PORT TOWNS ES | PK-06 | 73.05% | 794 | 580 | 580 | 4 | 4 | $700.00 | $406,000.00 | $2,800.00 |
| 24 | | SW | 1802 | SEAT PLEASANT ES | PK-06 | 72.73% | 286 | 208 | 208 | 2 | 2 | $700.00 | $145,600.00 | $1,400.00 |
| 59 | R | TAS | 1718 | NICHOLAS OREM MS | 06-08 | 72.52% | 746 | 541 | 541 | 5 | 5 | $700.00 | $378,700.00 | $3,500.00 |
| 25 | N | TAS | 1312 | KENMOOR ES | PK-06 | 71.81% | 376 | 270 | 270 | 0 | 0 | $700.00 | $189,000.00 | $0.00 |
| 26 | | SW | 1713 | CESAR CHAVEZ ES | PK-06 | 71.79% | 234 | 168 | 168 | 0 | 0 | $700.00 | $117,600.00 | $0.00 |
| 27 | | SW | 0213 | COOPER LANE ES | PK-06 | 71.25% | 480 | 342 | 342 | 1 | 1 | $700.00 | $239,400.00 | $700.00 |
| 28 | | SW | 1830 | WILLIAM W HALL ES | PK-06 | 70.82% | 497 | 352 | 352 | 2 | 2 | $700.00 | $246,400.00 | $1,400.00 |
| 29 | N | TAS | 2121 | CHEROKEE LANE ES | PK-06 | 70.65% | 402 | 284 | 284 | 2 | 2 | $700.00 | $198,800.00 | $1,400.00 |
| 30 | | SW | 2014 | LAMONT ES | PK-06 | 70.13% | 626 | 439 | 439 | 4 | 4 | $700.00 | $307,300.00 | $2,800.00 |
| 31 | | SW | 0211 | GLADYS NOON SPELLMAN ES | PK-06 | 70.03% | 387 | 271 | 271 | 1 | 1 | $700.00 | $189,700.00 | $700.00 |
| 32 | | SW | 2006 | GLENRIDGE ES | PK-06 | 69.91% | 678 | 474 | 474 | 1 | 1 | $600.00 | $284,400.00 | $600.00 |
| 33 | | SW | 2007 | WOODRIDGE ES | PK-06 | 69.33% | 401 | 278 | 278 | 0 | 0 | $600.00 | $166,800.00 | $0.00 |
| 34 | C | SW | 1828 | ROBERT R GRAY ES | PK-06 | 68.97% | 390 | 269 | 269 | 0 | 0 | $689.00 | $185,341.00 | $0.00 |
| 35 | N | TAS | 0619 | PRINCETON ES | PK-06 | 68.94% | 322 | 222 | 222 | 0 | 0 | $600.00 | $133,200.00 | $0.00 |
| 36 | | SW | 2016 | ROBERT FROST ES | PK-06 | 68.88% | 286 | 197 | 197 | 5 | 5 | $600.00 | $118,200.00 | $3,000.00 |
| 37 | | SW | 1711 | CAROLE HIGHLANDS ES | PK-06 | 68.73% | 630 | 433 | 433 | 2 | 2 | $600.00 | $259,800.00 | $1,200.00 |
| 38 | | SW | 0105 | CALVERTON ES | K-06 | 68.39% | 772 | 528 | 528 | 2 | 2 | $600.00 | $316,800.00 | $1,200.00 |
| 39 | N | TAS | 2013 | JAMES MC HENRY ES | PK-06 | 67.93% | 661 | 449 | 449 | 3 | 3 | $600.00 | $269,400.00 | $1,800.00 |
| 40 | N | TAS | 1307 | HIGHLAND PARK ES | PK-06 | 67.86% | 224 | 152 | 152 | 0 | 0 | $600.00 | $91,200.00 | $0.00 |
| 41 | | SW | 2113 | SPRINGHILL LAKE ES | K-06 | 67.56% | 635 | 429 | 429 | 2 | 2 | $600.00 | $257,400.00 | $1,200.00 |

Prince George's County

Local School System

| | Notations: | | D | E | F | G | H | I | J | K | L | M | N | O |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N or C or R or S | SW or TAS | MSDE Sch ID # | **Public** School Name (Rank order by % highest to lowest) Charter school(s) place * after school name | Specific Numeric Grade Span (**public**) | Percent of Poverty (I/H=G) | **Public** School Enrollment (as of 9/30/08) | Number of Low Income- **Public** School Children (as of 10/31/08) | FTE Low Income Public School Children (10/31/08) | Number of Low- Income **Private** School Children Residing in this School's Attendance Area. | FTE Low Income Private School Children Residing in this School's Attendance Area. | Per Pupil Allocation (PPA) | **Public** School Allocation (J x M =N) | Allocation for **Private** School Children (L x M =O) |
| 42 | | SW | 0606 | BRADBURY HEIGHTS ES | PK-06 | 66.94% | 605 | 405 | 405 | 2 | 2 | $600.00 | $243,000.00 | $1,200.00 |
| 43 | | SW | 1204 | FOREST HEIGHTS ES | PK-06 | 66.94% | 248 | 166 | 166 | 1 | 1 | $600.00 | $99,600.00 | $600.00 |
| 44 | | SW | 0647 | CONCORD ES | PK-06 | 66.93% | 384 | 257 | 257 | 2 | 2 | $600.00 | $154,200.00 | $1,200.00 |
| 45 | N, R | TAS | 0644 | ANDREW JACKSON ACADEMY | PK-08 | 66.92% | 777 | 520 | 520 | 1 | 1 | $600.00 | $312,000.00 | $600.00 |
| 60 | N, R | TAS | 2011 | CHARLES CARROLL MS | 07-08 | 66.13% | 924 | 611 | 611 | 4 | 4 | $600.00 | $366,600.00 | $2,400.00 |
| 46 | | SW | 1601 | HYATTSVILLE ES | PK-06 | 65.63% | 515 | 338 | 338 | 9 | 9 | $600.00 | $202,800.00 | $5,400.00 |
| 47 | | SW | 1808 | DOSWELL E BROOKS ES | PK-06 | 65.12% | 281 | 183 | 183 | 0 | 0 | $600.00 | $109,800.00 | $0.00 |
| 48 | | SW | 1811 | CARMODY HILLS ES | PK-06 | 64.99% | 437 | 284 | 284 | 1 | 1 | $600.00 | $170,400.00 | $600.00 |
| 49 | N | TAS | 1009 | OAKLANDS ES | PK-06 | 64.94% | 385 | 250 | 250 | 0 | 0 | $600.00 | $150,000.00 | $0.00 |
| 50 | N | TAS | 2123 | PAINT BRANCH ES | PK-06 | 64.37% | 348 | 224 | 224 | 7 | 7 | $600.00 | $134,400.00 | $4,200.00 |
| 51 | N | TAS | 1709 | CHILLUM ES | PK-06 | 63.97% | 297 | 190 | 190 | 0 | 0 | $600.00 | $114,000.00 | $0.00 |
| 52 | N | TAS | 0636 | WILLIAM BEANES ES | PK-06 | 63.94% | 599 | 383 | 383 | 4 | 4 | $600.00 | $229,800.00 | $2,400.00 |
| 53 | N,R | SW | 1411 | GAYWOOD ES | K-06 | 63.62% | 514 | 327 | 327 | 5 | 5 | $600.00 | $196,200.00 | $3,000.00 |
| 54 | C | SW | 0648 | SAMUEL P MASSIE ACADEMY | PK-08 | 63.07% | 593 | 374 | 374 | 1 | 1 | $600.00 | $224,400.00 | $600.00 |
| 55 | | SW | 0661 | SUITLAND ES | PK-06 | 62.96% | 567 | 357 | 357 | 0 | 0 | $600.00 | $214,200.00 | $0.00 |
| 56 | | SW | 1208 | FLINTSTONE ES | PK-06 | 62.89% | 415 | 261 | 261 | 0 | 0 | $600.00 | $156,600.00 | $0.00 |
| | | | | Total | | | | 22114 | 22114.0 | 141 | 141.0 | | $16,261,041.00 | $104,900.00 |
| | | | | | | | | Table 7-9 | | Table 7-9 | | | Table 4 A & B | Table 4 A & B Table 7-10 /5 |

ATTACHMENT 7 TITLE I, PART A – IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES

APPENDIX

Appendix 7A – Letters and documentation to support question A-2 School in Improvement Questions (a-f)

Appendix 7A – Letters and documentation to support question A-4 School Choice

Appendix 7B – Letters and documentation to support question B-1 (b-d) Parents Right to Know

Appendix 7B – Letters and documentation to support question B-2 Highly Qualified Four-week Notice

Appendix 7C – Documentation to support C-D1 School-wide Programs

Appendix 7D – Documentation to support question D-8 Targeted Assistance Review Process

Appendix 7E – Documentation to support question E-1 Administrative Procedure

Appendix 7F – Documentation to support question F-3 Consultation with Private School Officials

Appendix 7F – Documentation to support question F-4 Affirmation of Consultation with Private School

Appendix 7F – Documentation Letter of Agreement between Prince George's County Public Schools and Montgomery County Public Schools

**Appendix – 7A Schools Improvement Questions 2 (a-f)**

# Prince George's County Public Schools

14201 School Lane • Upper Marlboro, Maryland 20772 • www.pgcps.org

**William R. Hite Jr., Ed. D.**
*Superintendent of Schools*

September 1, 2009

Dear Parent or Guardian:

The Federal No Child Left Behind Act of 2001 (NCLB) requires schools to meet annual State achievement targets in reading and mathematics. State targets have also been established in attendance for elementary and middle schools and in graduation for high schools. The Maryland State Department of Education (MSDE) annually releases a report on the progress schools are making toward achieving those standards. The report identifies whether schools have made "adequate yearly progress" (AYP) based on the targets. In order to make AYP, a school must achieve all of its targets in each of the reported areas.

If a school misses the target in the same reported area for two consecutive years, that school is identified for improvement. On July 1, 2008, MSDE received approval from the U.S. Department of Education to implement a "differentiated accountability system" pilot. This pilot allows Maryland to distinguish between schools in improvement that need substantial help and those close to meeting achievement goals. Under the "differentiated accountability system," schools are placed in one of two ***pathways:*** **Comprehensive Needs or Focused Needs,** They are further identified according to ***stages:*** **Developing or Priority.** Those schools in the first three years of improvement are placed in the Developing Stage. Those in restructuring planning and implementation are identified in the Priority Stage. School improvement (SI) designations are: SI Year 1, SI Year 2, Corrective Action, Restructuring-Planning, and Restructuring-Implementation. Please be aware that many good schools which are achieving and making significant progress may not make AYP and, subsequently, be assigned to school improvement.

**Sample Title I Middle School** has been identified by MSDE as a school **in Restructuring Planning.** Under the "differentiated accountability system" the school's status is: **Comprehensive Priority.**

**Summary Table for: Sample Title I Middle School**

| Groups of Students | Reading | Math | Attendance/ Graduation Rate | PGCPS | | STATE | |
|---|---|---|---|---|---|---|---|
| | | | | Reading | Math | Reading | Math |
| Students | Met | Not Met | Met | | | | |
| American Indian/Alaskan Native | na | na | | | | | |
| Asian/Pacific Islander | Met | Met | | | | | |
| African American | Met | Not Met | | | | | |
| White (not of Hispanic origin) | Met | Met | | | | | |
| Hispanic | Met | Met | | | | | |
| Free/Reduced Meals | Met | Not Met | | | | | |
| Special Education | Net Met | Not Met | | | | | |
| Limited English Proficient | Not Met | Not Met | | | | | |

**--indicates no students in the category~ 'na' indicates too few students for AYP rules.**

## Explanation of what the identification means

Schools that do not make AYP must develop a two-year school improvement plan addressing the academic and/or attendance/graduation issues that caused the school to move into school improvement. Both parents and school staff must have the opportunity to participate in the development of the school improvement plan.

**Appendix – 7A Schools Improvement**
**Questions 2 (a-f)**

Parent or Guardian
September 1, 2009
Page Two

**Explanation of what the school is doing to address academic achievement**

Goals and objectives delineated in the Bridge to Excellence Master Plan guide the academic programs and activities for all schools. Consistent with the master plan goals, Prince George's County Public Schools (PGCPS) instituted a standards-based curriculum, targeted professional development, content area coaching and an enhanced mathematics program. PGCPS will continue to implement Performance Matters which allows teachers to access students' data on systemic and mandatory state assessments in real time. Additionally, this reporting tool provides an opportunity for teachers to sort data in various ways in order to identify the best combination of instructional strategies to provide instructional modifications to improve student performance.

**Explanation of how PGCPS and MSDE will help the school address achievement**

The Maryland State Department of Education and Prince George's County Public Schools will collaborate to ensure that schools identified for improvement receive technical assistance and additional resources. The school system is working diligently to address the needs of all schools that have been identified for school improvement. Schools in any stage of improvement may receive dedicated human and financial resources. Support will include transparent accountability measures, inclusive of individual growth-over-time achievement targets. Assistance will be school specific and targeted to various intervention programs (i.e., America's Choice, Professional Learning Communities, Institute for Learning, Collaborative Planning, Data Inquiry, etc.)

Additionally, some schools will receive academic coaches/mentor teachers who will provide professional development designed to improve the quality of instruction and academic rigor. Enhanced funding for extended learning programs may be provided as well.

**Explanation of how parents can become involved in addressing the academic issues**

Parents and guardians can support the school in raising their children's performance by attending parent conferences and parent school meetings, serving on the school planning and management team (SPMT), volunteering to help with school functions and classroom activities, supporting and reinforcing good study habits, reviewing homework and test results, and setting goals with their children for continued academic improvement.

Parents are encouraged to continue to support the school and to take advantage of the additional resources provided to schools in improvement. Please contact the principal at 301-4973620 for questions or information about the status of your child's school Additional information can also be found at www1 .pcgcs.org or www.marylandpublicschools.orq.

Sincerely,

William R. Hite Jr., Ed. D.
Superintendent of Schools

WRH: cv
C: Members, Board of Education
Chiefs
Area Executive Directors Principals

**Appendix – 7A Question 4**
**Public School Choice Transfer Option**

# Prince George's County Public Schools

14201 School Lane • Upper Marlboro, Maryland 20772 • www.pgcps.org

July 30, 2009

Dear Parent or Guardian:

The federal *No Child Left Behind Act of 2001* requires schools to meet annual State targets in reading and mathematics. Maryland School Assessments provide a school's results in reading and math for all students and the subgroups of American Indian, Asian, African American, White, Hispanic, Free and Reduced Meals (FARMS), Special Education, and ESOL. Schools that meet the targets for all students and subgroups are making Adequate Yearly Progress. Schools that do not meet the reading and math targets in each subgroup are identified for school improvement, corrective action, or restructuring.

This year Buck Lodge MS did not make Adequate Yearly Progress. Reading proficiency targets were met in the following subgroup(s): Asian, African American, White and Hispanic. Reading proficiency targets were not met in the following subgroup(s): All Students, FARMS, Special Education, Limited English Proficient. Mathematics proficiency targets were met in the following subgroup(s): Asian, African American, and White. Mathematics proficiency targets were not met in the following subgroup(s): All Students, Hispanic, FARMS, Special Education, and Limited English Proficient. Buck Lodge Middle School has been identified by the Maryland State Department of Education (MSDE) as a school in need of improvement and must offer the option for parents to transfer their children to a public school that has not been identified for improvement.

Prince George's County Public Schools has worked diligently to address the needs of schools that have been identified for school improvement. These schools receive extra funds to provide instructional materials, staffing, and professional development for teachers. Schools receiving Public School Choice transfer students do not receive these funds. Instructional highlights and accomplishments at Buck Lodge Middle School include:

- Tutoring available after school and during the summer in math and reading
- Honors level academic classes including high school algebra, geometry and Spanish
- Instruction delivered with technology- interactive interwrite boards, computers, portable computers labs for all content classes
- After school activities and clubs including Student Government, Honor Society, Yearbook Club, Computer Club and Middle School Athletics including basketball, soccer, baseball, softball and cheerleading
- Recognized as a Maryland School of Character – Daily Character Education Program
- Prince George's County Middle School Boy's Soccer Championship for 2006 and 2008
- Two Spanish speaking parent liaisons and a Spanish PPW to assist all families

Students choosing to remain at Buck Lodge Middle School may also qualify to participate in supplemental educational services -- free academic instruction [tutoring] by MSDE approved providers. The State-approved companies will provide the tutoring to income-eligible students individually or in small groups. Supplemental educational services will be of high quality, research-based, and specifically designed to increase student achievement. This tutoring service will not be available for students who transfer. Additional information regarding the supplemental educational services will be forthcoming at the beginning of the school year.

**Appendix – 7A Question 4**
**Public School Choice Transfer Option**

Transferring your child is not mandatory. Students whose parents request to participate in the Title I *Public School Choice Program* will be eligible to transfer to one of the schools indicated in this letter. Transportation will be provided for transferring students until the amount of money allocated for transportation is spent.

Attached to this letter is information about the schools from which you may choose. Also included is a Public School Choice Question and Answer Sheet. We hope this information will help you make an informed decision about school selection, should you choose the transfer option. Buck Lodge Middle School will host an informational meeting for parents regarding the Public School Choice Transfer Option on August 6, 2009 at 6:00 p.m. For specific questions about the receiving school(s), you may contact the principal(s):

| | |
|---|---|
| Martin Luther King, Jr. MS /7-8 | Benjamin Tasker MS / 6-8 |
| Robin Wiltison, Directora | Karen Coley, Directora |
| 301-572-0650 | 301-805-2660 |

If you decide to request a transfer, please complete the *Public School Choice Student Transfer Request* form, indicating your preference of schools. Transfer requests should be submitted to the address below or returned to your child's school before August 17, 2009. The school system will make every effort to honor your first preference.

If the funds available are insufficient for the Public School Choice option, the School System must give priority to the lowest achieving students from income-eligible families.

Prince George's County Public Schools

Title I Department-Public School Choice
*7600 Jefferson Avenue-Suite C*
*Landover, Maryland 20785*
*301-925-2399 (fax)*

For questions or additional information about the *Public School Choice Program*, you may contact the Title I Department at 301-925-2392.

Sincerely,

William R. Hite
Superintendent of Schools

Attachments: Student Transfer Form
School Information

cc: Members, Board of Education
Members, Executive Cabinet
Dr. Donna Muncey
Mrs. Debra Mahone
Mrs. Judy Jefferson

**Appendix – 7A Question 4**
**Public School Choice Transfer Option**

# Prince George's County Public Schools

14201 School Lane • Upper Marlboro, Maryland 20772 • www.pgcps.org

30 de Julio, 2009

Estimados Padres o Tutores:

La ley federal del año 2001 "*Que Ningún Niño se Quede Atrás"* requiere que las escuelas alcancen las metas del estado en lectura y matemática. El examen "Evaluación Escolar del Estado de Maryland" (MSA), les da a las escuelas los resultados en lectura y matemática para todos los estudiantes, y también en los grupos Indio Americano, Asiático, Africano Americano, Americano Blanco, Hispano, Estudiantes que reciben la comida de la escuela gratis o a precio reducido (FARM), estudiantes de Educación Especial, y estudiantes de ESOL. Las escuelas que alcanzan las metas del estado son clasificadas como escuelas que han logrado el Progreso Anual Adecuado (AYP) para ese año escolar. Las escuelas que no alcanzaron las metas del estado para cada grupo de estudiantes son clasificadas como escuelas que necesitan mejoramiento, acción correctiva, o reestructura.

Este año Buck Lodge no alcanzó la meta de "Progreso Anual Adecuado". El rendimiento en lectura fue alcanzado por los siguientes grupos de estudiantes: Asiáticos, Africanos Americanos, Americanos Blancos, e Hispanos. El rendimiento en lectura no fue alcanzado por los siguientes grupos de estudiantes: Todos los Alumnos, FARM, Educación Especial, e ESOL. El rendimiento en Matemática fue alcanzado por los siguientes grupos de estudiantes: Asiáticos, Africanos Americanos, y Americanos Blancos. El rendimiento en Matemática no fue alcanzado por los siguientes grupos de estudiantes: Todos los Alumnos, Hispanos, FARM, Educación Especial, e ESOL. Buck Lodge Middle School ha sido clasificada por el Departamento de Educación del estado de Maryland (MSDE) como escuela con necesidad de mejorar. Por lo tanto, el condado debe ofrecerle a los padres la oportunidad de trasladar a sus niños a una escuela pública que no esté clasificada como escuela con necesidad de mejorar.

Las Escuelas Públicas del Condado de Prince George han trabajado dedicadamente para enfrentar las necesidades de las escuelas, las cuales reciben fondos adicionales para materiales de instrucción, personal adicional, y desarrollo profesional para los maestros. Las escuelas que reciben los estudiantes que toman la Opción de Traslado de Escuela Pública no recibirán estos fondos. Los reconocimientos/Programas de instrucción especiales de Buck Lodge Middle School incluyen:

- Programas de tutoría en matemática y lectura después de la escuela y durante el verano
- Clases académica de nivel de honores en las materias de álgebra, geometría y Español
- El uso de la tecnología para la instrucción de los estudiantes: interactive interwrite boards, computadores
- Actividades y clubes después de la escuela que incluyen Estudiantes de Gobierno Escolar, Sociedad de Honor, Club *Libro de Memorias,* Club de Computadores, Equipos de baloncesto, fútbol, béisbol, cheerleading (animando el público durante los juegos de deportes)
- Reconocidos como una Escuela de Carácter por el Estado de Maryland (Maryland School of Character)
- Equipo de fútbol del condado de Prince George- Campeones 2006, 2008, y 2009.
- Representante de Padres (Parent Liaison) que habla Español para ayudar a las familias

**Appendix – 7A Question 4**
**Public School Choice Transfer Option**

Si tu niño permanece en la escuela Buck Lodge Middle School, existirán programas de instrucción para después de las clases: tutoría y actividades de enriquecimiento. Si tu niño califica, podría participar de los Servicios Educativos Suplementarios y programas de tutoría (por compañías aprobadas por el Departamento de Educación del Estado de Maryland (MSDE). Los servicios de tutoría son de alta calidad. Estos servicios de tutoría no serán disponibles para los estudiantes que se trasladen a otras escuelas. Recibirá información adicional sobre los Servicios Educativos Suplementarios al comienzo del año escolar.

El traslado de su niño a otra escuela no es mandatario. Los estudiantes que eligen la opción de participar en el "Programa de Traslado de Escuela Pública" de Título 1 serán elegibles para ser transferido a una de las escuelas indicadas posteriormente. Se proveerá la transportación a los estudiantes que han sido transferidos hasta que se agoten los fondos disponibles para la transportación.

Adjunto a esta carta se encuentra información acerca de las escuelas que recibirán los estudiantes transferidos. Además hay una lista de pregunas comunes y sus respuestas. Esperamos que esta información le ayude a tomar una decisión acerca de la escuela de su hijo(a). Buck Lodge Middle School tendrá una reunión para los padres donde se entregará información acerca de este programa el 6 Agosto 2009 a las 6:00 p.m. Si tiene preguntas específicas acerca de la escuela seleccionada, puede comunicarse con él/la director(a) de la escuela.

| | |
|---|---|
| Martin Luther King, Jr. MS /7-8 | Benjamin Tasker MS / 6-8 |
| Robin Wiltison, Principal | Karen Coley, Principal |
| 301-572-0650 | 301-805-2660 |

La solicitud de transferencia que adjuntamos deberá ser devuelta a la dirección o número de fax indicado. O puede ser devuelta a la escuela que asiste su niño antes del 17 de Agosto, 2009. Haremos todo lo posible para darle a cada familia su primera selección.

Si los fondos disponibles para la Opción de Transferencia son insuficientes para todos los estudiantes, el distrito escolar le dará prioridad a los estudiantes con las calificaciones más bajas de familias de menos recursos económicos.

Prince George's County Public Schools
Title I Department-Public School Choice
*7600 Jefferson Avenue-Suite C*
*Landover, Maryland 20785*
*301-925-2399 (fax)*

Para preguntas o información adicional acerca de la Opción de Traslado de Escuelas Públicas (*Public School Choice Program),* usted puede comunicarse con el Departamento de Título I al 301-925-2392.

Atentamente,

William R. Hite

Attachments: Formulario de Solicitud de Traslado
Información de Escuelas

cc: Members, Board of Education
Executive Cabinet
Dr. Donna Muncey
Mrs. Debra Mahone
Mrs. Judy Jefferson

**Appendix – 7A Question 4**
**Public School Choice Transfer Option**

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

# Benjamin Tasker Middle School

**ADDRESS:** (DIRECCIÓN) 4901 Collington Road Bowie, MD 20715

**PRINCIPAL:** Karen Coley (DIRECTORA)

**TELEPHONE:** (TELÉFONO) 301-805-2660

**FAX:** (FÁX) 301-805-2663

- **GRADE** (Grados): 6 - 8
- **SCHOOL HOURS** (Horario escolar): 8:30 AM - 3:10 PM
- **WEBSITE** (Dirección de Internet**):** www1.pgcps.org/~btasker
- **ENROLLMENT** (Número de estudiantes registrados): 1029
- **SCHOOL PROGRAMS** (Programas de la escuela):
  Softball & Baseball Teams (equipos de softball y béisbol)
  Jazz band (banda de jazz)
  Wellness Club (Club de salud físico)

**SUMMARY OF TEST DATA** (Resumen de datos de los exámenes):
State proficiency targets were met on the Maryland State Assessment (MSA) in reading and mathematics for all subgroups. *(Las metas fueron alcanzados en la Evaluación del Estado de Maryland (MSA) en lectura y matemática para todos los grupos de estudiantes.)*

**SY09 Receiving Schools - Percent Proficient in Reading and Math by Subgroup, and Attendance Rate**
(SY 09 Porcentage de proficiencia en lectura y matemática, y nivel de asistencia para las escuelas que recibirán estudiantes que toman la opción de traslado)

| **School Name** (Nombre de la escuela) | **Subgroup** (Grupo de estudiantes) | **Reading Percent Proficient** (Porcentaje de proficiencia en lectura) | **Math Percent Proficient** (Porcentaje de proficiencia en matemática) |
|---|---|---|---|
| Benjamin Tasker Middle School | All Students (Todos los Alumnos) | 81.5 | 65.1 |
| | Asian (Asiático) | 88.9 | 80.6 |
| | African American (Afro-Americano) | 80.3 | 61.4 |
| | White (Americano Blanco) | 91.1 | 81.2 |
| | Hispanic (Hispano) | 68.0 | 60.0 |
| | FARMS (Estudiantes que reciben comida gratuito/precios reducido) | 70.6 | 53.1 |
| | Sp. Ed. (Educación Especial) | 51.2 | 26.5 |
| | LEP (ESOL) | 27.3 | 54.5 |
| | Attendance (Asistencia) | 95.4 | |

**Appendix – 7A Question 4**
**Public School Choice Transfer Option**

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

# Martin Luther King, Jr. Middle School

**ADDRESS:** (DIRECCIÓN) 4545 Ammendale Road Beltsville, MD 20705

**PRINCIPAL:** Robin J. Wiltison (DIRECTORA)

**TELEPHONE:** (TELÉFONO) 301-572-0650

**FAX:** (FÁX) 301-572-0668

- **GRADE** (Grados): 7 - 8
- **SCHOOL HOURS** (Horario escolar): 9:30 AM - 4:10 PM
- **WEBSITE** (Dirección de Internet**):** www1.pgcps.org/martinlutherking
- **ENROLLMENT** (Número de estudiantes registrados):
- **SCHOOL PROGRAMS** (Programas de la escuela):
  Latin Program (Programa de idioma Latín)
  Level I French and Spanish (Primer nivel de los idiomas Francés y Español)
  Accelerated Math Program {Programa de matemática acelerada}

**SUMMARY OF TEST DATA** (Resumen de datos de los exámenes):

**SY09 Receiving Schools - Percent Proficient in Reading and Math by Subgroup, and Attendance Rate**
(SY 09 Porcentage de proficiencia en lectura y matemática, y nivel de asistencia para las escuelas que recibirán estudiantes que toman la opción de traslado)

| **School Name** (Nombre de la escuela) | **Subgroup** (Grupo de estudiantes) | **Reading Percent Proficient** (Porcentaje de proficiencia en lectura) | **Math Percent Proficient** (Porcentaje de proficiencia en matemática) |
|---|---|---|---|
| Martin Luther King Jr. Middle School | All Students (Todos los Alumnos) | 84.1 | 68.2 |
| | Asian (Asiático) | 98.5 | 90.8 |
| | African American (Afro-Americano) | 83.1 | 65.3 |
| | White (Americano Blanco) | 92.1 | 85.1 |
| | Hispanic (Hispano) | 78.3 | 58.5 |
| | FARMS (Estudiantes que reciben comida gratuito/precios reducido) | 80.4 | 60.1 |
| | Sp. Ed. (Educación Especial) | 82.4 | 62.4 |
| | LEP (ESOL) | 65.3 | 41.7 |
| | Attendance (Asistencia) | 96.6 | |

# Title I Department
# Public School Choice Transfer Option

Title I Public School Choice (PSC): Most Frequently Asked Questions

What is the purpose of the public school choice requirement in *No Child Left Behind*?
The public school choice transfer option offers students enrolled in a Title I school that is designated a school in need of improvement an opportunity to attend another school while their original school is undergoing improvement.

Which schools are required to offer public school choice transfer option?
Title I schools that have been identified as schools in improvement, corrective action or restructuring must offer the transfer option.

How long must the school system continue to offer students in eligible Title I schools an option to attend another public school?
The school system must offer choice to all students in an eligible Title I School until the school is no longer identified for improvement, corrective action, or restructuring. This would require the school to make adequate yearly progress for two consecutive years.

How long must students who change schools be allowed to attend the school of their choice?
If a student exercises the option to transfer to another public school, the school system must permit the student to remain in that school until her or she has completed the highest grade in the school. However, the school system is no longer obligated to provide transportation for the student after the end of the school year in which the student's school of origin is no longer identified for school improvement, corrective action, restructuring, or if the school is no longer designated as Title I.

What opportunities for public school choice must the school system provide to a student who has changed schools under the Public School Choice provision and whose new school is subsequently identified as in need of improvement?
If a student transfers through public school choice to a new school and that school later becomes identified as a school in improvement, the student must be offered the choice of attending a school that has not been identified for improvement and must be provided transportation to another school.

What are the regulations when a child, already participating in PSC, later moves out of the attendance area of the original school that was identified for improvement? Is the school system obligated to continue to allow that student to attend the new school that was selected through PSC?
Students who accept the transfer option to a new school and then move out of the attendance zone served by a school in improvement status will be permitted to continue attending their new school until they have completed

the highest grade in that school. However, when the student moves the school system is no longer obligated to provide transportation.

**Appendix – 7A Question 4**
**Public School Choice Transfer Option**

*Public School Choice (PSC)* *Most Frequently Asked Questions*

How many choices of schools is the school system required to offer to students?
The school system must offer more than one school choice to eligible students.

When the school system offers parents multiple choices of schools, who makes the final decision on which school a child attends, and how is it made?
The school system must take parents' preferences into consideration in making school selections but the final decision on the school each student will attend is determined by the school system.

What are the responsibilities of a school that receives transfer students under this program?
A school that receives students under the PSC program must ensure that transferring students are enrolled in classes and other activities in the school in the manner as all other students in the school.

# Departamento de Título I
# Traslado Opcional de Escuela Pública

Traslado Opcional de Escuela Pública-Título I *Public School Choice (PSC):* Preguntas Más Frecuentes:

¿Cuál es el propósito del requisito de la ley "Qué Ningún Niño se Quede Atrás" que se ofresca opción de traslado de Escuela Pública?
El traslado opcional a una escuela pública preferida se ofrece a los estudiantes que están inscritos en escuelas de Título I y también se clasifican como escuelas con necesidad de mejorar. Esta oportunidad se da mientras que la escuela original esté en el proceso de mejoramiento.

¿Cuáles son las escuelas elegidas para ofrecer traslado opcional a escuela pública preferida?
Las escuelas que reciben asistencia financiera de Título I que han sido identificadas como escuelas con necesidad de mejorar, acción correctiva o reestructura deben ofrecer la opción de traslado.

¿Por cuánto tiempo continuará ofreciendo el sistema escolar esta opción a los estudiantes elegibles?
El sistema escolar deberá ofrecer esta opción a todos los estudiantes que asisten a una escuela con necesidad de mejorar hasta que ya no sea identificada como una escuela con necesidad de mejorar, es decir, hasta que la escuela haya alcanzado el Progreso Anual Adecuado (AYP) por dos años consecutivos.

¿Por cuánto tiempo se permitirá al estudiante asistir a la escuela preferida?
Si el estudiante opta por trasladarse a otra escuela pública, el sistema escolar debe permitir al estudiante quedarse en esa escuela hasta que él o ella haya terminado el grado escolar más alto que se ofrece allí. Sin embargo, el sistema escolar no está obligado a ofrecer transporte a la escuela preferida después de que la escuela original ya no necesite mejorar, acción correctiva, ni reestructura, o si la escuela no sigue siendo designada como una escuela de Título I.

¿Qué oportunidades para traslado opcional ofrece el sistema escolar a un niño que ha elegido trasladarse a una escuela preferida si luego la nueva escuela esté identificada como una escuela que necesita mejorar también?
Si un estudiante se transfiere a una nueva escuela a través del Traslado Opcional a Escuela Pública Preferida y la nueva escuela es identificada más tarde como una escuela con necesidad de mejorar, al estudiante se le ofrecerá la oportunidad de asistir a otra escuela que no haya sido identificada como tal y se le ofrecerá el transporte escolar a esa otra escuela.

**Appendix – 7A Question 4**
**Public School Choice Transfer Option**

*Opción de Escuela Pública (PSC)* *Preguntas Más Frecuentes*

¿Cuáles son las reglas cuando un estudiante que está participando en el Traslado Opcional a Escuela Pública Preferida (PSC) más tarde se muda del área de la escuela original que había sido identificada con necesidad de mejorar? ¿Está el sistema escolar obligado a continuar permitiendo que el estudiante asista a la nueva escuela elegida a través del Traslado Opcional a Escuela Pública Preferida?

Los estudiantes que aceptan la opción de traslado a una nueva escuela y luego se mudan fuera de la zona de servicio de la escuela original se le permitirá continuar asistiendo a la nueva escuela hasta que haya cursado el grado escolar más alto de esa escuela. Sin embargo, cuando el estudiante se mude, el sistema escolar no está obligado a proveer transporte.

¿Cuántas opciones de escuelas a las cuales los niños pueden trasladarse debe el sistema escolar ofrecer?

El sistema escolar debe ofrecer más de una opción a los estudiantes elegibles.

Cuando se le ha ofrecido a los padres múltiples escuelas entre las cuales puede escoger, ¿quién toma la decisión final acerca de dónde asistirá el niño, y cómo se determina eso?

El sistema escolar deberá tomar en consideración la preferencia de los padres, pero la decisión final es determinada por el sistema escolar.

¿Cuáles son las responsabilidades de la escuela que recibe estudiantes bajo este programa?

La escuela que recibe los estudiantes transferidos por el programa de PSC deberá asegurarse de que los estudiantes estén matriculados en las clases y otras actividades en la escuela igual que cualquier otro estudiante que asista a esa escuela.

**Appendix – 7A Question 4**
**Public School Choice Transfer Option**

## PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

### Title I Department

**7600 Jefferson Avenue- Suite C Landover, Maryland 20785**
**Telephone: 301-925-2392 FAX: 301-925-2399**

# Public School Choice Student Transfer Request

### Solicitud para Traslado de Estudiante de Escuelas Públicas

One Form Per Family (separate form for middle school students)
*Un Formulario Por Familia (use otra forma para estudiantes en escuela intermedia – middle school)*

**This transfer is requested for school year 20____ - 20____**
*Este traslado es pedido para el año escolar*

**Name of Pupil 1**: _____ Grade: _____
***Nombre del estudiante Last/Apellido First/Primer Middle/Inicial Grado***

**Name of Pupil 2**: _____ Grade: _____
***Nombre del estudiante Last/Apellido First/Primer Middle/Inicial Grado***

**Name of Pupil 3**: _____ Grade: _____
***Nombre del estudiante Last/Apellido First/Primer Middle/Inicial Grado***

☐ American Indian/Alaskan Native ☐ Asian Pacific Islander ☐ Black (Not of Hispanic Origin) ☐ White (Not of Hispanic Origin) ☐ Hispanic

**My child** _____ **participates in the CSEP Program/** ***Mi hijo(a) participa en el Programa CSEP***

Names of Both Parents or Court-Appointed Guardians/ *Nombre de Ambos Padres o Guardianes designados por la corte*

_____
***Female/Femenino*** ***Male/Masculino***

Address of Parent or Court-Appointed Guardians/ *Dirección del Padre o Guardiánes designados por la corte*:

_____
Number/Número Street/Calle Apt. Number/# de apt. Apt. or Subdivision Name/Nombre del apt.

_____
City/Ciudad County/Condado State/Estado Zip Code/Código Postal

Telephone/*Teléfono*: (Home)*(Casa)* _____ (Office)*(Oficina)* _____ _____
***Mother's Work #/# del trab. Madre Father's Work #/# trab. Padre***

**Transfer Requested** **FROM:** _____
Pedido del cambio Desde: School Assigned to Above Address/Escuela asignada a la dirección mencionada arriba

*Choice 1* ***TO:*** _____
**Para: School Requested/Escuela de Preferencia**

Choice 2 **TO:** _____
**Para: School Requested/Escuela de Preferencia**

Choice 3 **TO:** _____
**Para: School Requested/Escuela de Preferencia**

_____

*Signature of Parent or Guardian/Firma del Padre o Guardián*

**Appendix – 7A Question 4**
**Public School Choice Transfer Option**

**SEND THIS COMPLETED FORM TO THE TITLE I DEPARTMENT AT THE ABOVE ADDRESS**
FAVOR DE ENVIAR ESTE FORMULARIO COMPLETADO A L DEPARTAMENTO DE TÍTULO I A LA DIRECCIÓN MENCIONADA ARRIBA

**Do not write below this line--for Prince George's County Public School Title I Office use only**
**No escribir debajo de esta línea- Uso oficial de Título I de las Escuela Públicas de Prince George**

---

*Final action of the Committee:* **Student ID#:**_____

☐ Granted ☐ Denied ☐ Withdrawn

*Date Rec'd* : _____ *Authorized Signature:* _____ *Date:* _____

# Prince George's County Public Schools

14201 School Lane • Upper Marlboro, Maryland 20772 • www.pgcps.org

August 4, 2009

Dear Parent/Guardian:

Prince George's County Public Schools is pleased to inform parents of the opportunity for after school tutoring in reading and math for eligible students in grades K-8. The tutoring is available through the Supplemental Educational Services (SES) program. Supplemental educational services are provided to income-eligible students in Title I schools that are in the second year or more of the Maryland School Improvement Program. The Maryland State Department of Education (MSDE) has compiled a list of approved providers who will deliver these services from which parents have the option of choosing a service provider for their child. These tutoring services are provided at no charge to parents.

Enclosed with this letter is a *Question and Answer* sheet with additional information about Supplemental Educational Services. There is also a description of the services offered by each of the State-approved providers. If you have questions about the providers of supplemental educational services, please contact the service provider directly. We hope this information will help you make an informed decision about this tutoring program.

Please complete the enclosed *Supplemental Educational Services Application* if you are interested in your child participating in this program. Fax the form to the Title I Department, 301-925-2399, return to your child's school or mail to the address below.

Prince George's County Public Schools
Title I Department- Supplemental Educational Services
7600 Jefferson Avenue-Suite C
Landover, Maryland 20785

If funds available are insufficient to provide supplemental educational services to each eligible student, priority will be given to the lowest-achieving eligible students. For questions or additional information, you may contact the Title I Department at 301-925-2392.

Sincerely,

William R. Hite
Superintendent of Schools

# Prince George's County Public Schools

14201 School Lane • Upper Marlboro, Maryland 20772 • www.pgcps.org

4 de Agosto, 2009

Estimado Padre/Representante:

Las Escuelas Públicas del Condado de Prince George tienen el placer de informarle a los padres/representantes de la oportunidad de servicios de tutoría en lectura y matemáticas después del horario escolar para los estudiantes en los grados kindergarten hasta octavo. Los servicios de tutoría están disponibles a través del Programa de *Servicios de Educación Suplementarios*, denominados programas de SES. Estos servicios se prestan a estudiantes elegibles según su ingreso y quienes asistan a una escuela de Título 1 la cual esté en su segundo año del Programa de Mejoramiento Escolar del estado de Maryland. El Departamento de Educación de Maryland tiene una lista de proveedores que han sido aprobados para prestar esos servicios. Los padres/representantes tienen la oportunidad de escoger al proveedor que prestará los servicios a su hijo/a. Los servicios de tutoría se prestan de forma gratuita.

Adjunta está una hoja informativa con Preguntas y Respuestas con información adicional sobre los *Servicios de Educación Suplementarios.* También hay una descripción de los servicios que ofrece cada proveedor. Si usted tiene alguna pregunta sobre los proveedores de los Servicios de Educación Suplementarios, por favor llame directamente a la compañía que ofrece dichos servicios. Esperamos que esta información le ayude a tomar una decisión acertada sobre el programa de tutoría que usted escoja para su hijo/a.

Por favor llene la solicitud de *Servicios de Educación Suplementarios* si usted está interesado(a) en que su hijo/a participe en este programa. Envíe por fax al Departamento de Programas Federales al 301-925-2399 o envíe su solicitud a:

Prince George's County Public Schools
Title I Department- Supplemental Educational Services
7600 Jefferson Avenue- Suite C
Landover, Maryland 20785

Si los fondos disponibles son insuficientes para dar los servicios a cada estudiante elegible, se les dará prioridad a los estudiantes con menor rendimiento académico. Para preguntas o información adicional, comuníquese con el Departamento de Título I al 301-925-2392.

Atentamente,

,

William R. Hite
Superintendente de las Escuelas

Prince George's County Public Schools
Title I Department

# Supplemental Educational Services (SES): Frequently Asked Questions

## What are supplemental educational services?

Supplemental educational services are tutoring or other academic enrichment services that are in addition to instruction provided during the school day. These services can be provided to students in reading, language arts and math. This extra help can be provided before or after school, or on weekends.

## What is the purpose of supplemental educational services?

When students are attending Title I schools that have not made adequate yearly progress in increasing student achievement for three consecutive years, the schools must provide SES to eligible students. The goal is to ensure that students in these schools increase their academic achievement, particularly in reading/language arts and math.

## How many schools are offering supplemental educational services?

Four middle schools and six elementary schools are offering supplemental educational services during the 2009-2010 school year.

## What makes a student eligible for supplemental educational services?

Eligible students are students from low-income families who attend Title I schools that have not made adequate yearly progress for three consecutive years.

## How are students selected for participation in supplemental educational services?

Students are selected to participate in supplemental educational services based on family income information. If the funds available are insufficient to provide supplemental educational services to each eligible student, priority will be given to the lowest-achieving eligible students.

## How do parents choose a supplemental educational provider?

Parents are sent a letter explaining the implementation of supplemental educational services. Information about the services of providers is included in this letter. Parents are required to review the information and select a provider for their child. Parents may elect to change a provider even though the parent previously registered for another provider. Supplemental Educational Services has open enrollment throughout the school year.

## When parents select a provider, how long must services be provided?

The provider must provide supplemental educational services to eligible students who are receiving services until the end of the tutoring period. The services must be completed during the school year in which the services were first received.

## How does the supplemental educational services provider get paid?

The Prince George's County Public School System will pay the provider directly for supplemental educational services provided to students.

**Appendix – 7A Schools Improvement**
**Question 4**

Escuelas Públicas del Condado de Prince George
Departamento de Título I

## Servicios de Educación Suplementarios (SES): Preguntas Frecuentes

¿Qué quiere decir "Servicios de Educación Suplementarios"?
Son servicios de tutoría y de enriquecimiento académico que se proveen además de a la instrucción escolar diaria. Estos servicios se ofrecen a los estudiantes en las áreas de lectura, lenguaje, y matemáticas. Pueden ser ofrecidos antes o después del horario de clases o los fines de semana.

¿Cuál es el propósito de los Servicios de Educación Suplementarios?
El propósito de los Servicios de Educación Suplementarios es ayudarle a los estudiantes a mejorar su rendimiento académico cuando éstos asisten a una escuela designada como Título I que no haya alcanzado las metas de mejorar el éxito académico de los estudiante por tres años consecutivos.

¿Cuántas escuelas ofrecen los Servicios de Educación Suplementarios?
Seis escuelas elementales y cuatro escuelas intermedias ofrecerán los Servicios de Educación Suplementarios durante el año escolar 2009-2010.

¿Cuáles son los requisitos para recibir los Servicios de Educación Suplementarios?
Los estudiantes elegibles son aquellos que reciben la comida gratis o a precio reducido, y asisten a una escuela designada como Título I, y que esa escuela no haya alcanzado el progreso escolar adecuado por tres años consecutivos.

¿Cómo seleccionan a los estudiantes para participar en el programa de Servicios de Educación Suplementarios?
Los estudiantes son seleccionados para recibir los Servicios de Educación Suplementarios dependiendo del ingreso familiar. Si los fondos disponibles no son suficientes para darle los servicios a cada estudiante elegible, se le dará prioridad a aquellos con menor rendimiento académico.

¿Cómo seleccionan los padres a un proveedor de Servicios de Educación Suplementarios?
A los padres/representantes de los estudiantes elegibles se les enviará información detallada sobre los proveedores de los Servicios de Educación Suplementarios. Los padres deben leer la información cuidadosamente y seleccionar a uno de los proveedores para que su hijo/a reciba los servicios. Los padres tienen la opción de cambiar de proveedores aunque hayan registrado al estudiante con otro proveedor previamente. Los Servicios de Educación Suplementarios aceptarán inscripciones durante el año escolar entero.

¿Por cuánto tiempo se puede recibir los Servicios de Educación Suplementarios?
El proveedor de los Servicios de Educación Suplementarios deberá brindar los servicios hasta el final del período de tutoría. Los servicios deberán ser brindados durante el mismo año escolar.

¿Cómo se cancelan los honorarios de los Servicios de Educación Suplementarios?
El sistema de escuelas públicas del condado de Prince George pagará directamente al proveedor por los servicios brindados a cada estudiante.

**Appendix – 7A Schools Improvement**
**Question 4**

Prince George's County Public Schools
Title I Department
Approved Supplemental Educational Services Providers
2009-2010
*Additional information on each provider can be found on the MSDE website*
*http://www.marylandpublicschools.org/MSDE/programs/esea/Supplemental+Educational+Services.htm*

| | |
|---|---|
| A Plus Success<br>9701 Main Street, # 100<br>Fairfax, VA 22031 | Contact Person: Yohannes Woldehanna<br>Phone: 703-566-9533<br>Fax: 703-569-1367<br>E-Mail: yohannes@knowledgepoints.com |

| | |
|---|---|
| Local Contact Person: | Yohannes Woldehanna |
| Local Contact Number: | 703-566-9533 |
| Services: | Reading and Math *(kindergarten through eighth grade)* |
| Description of Services: | KnowledgePoints® offers proven programs in Reading, Writing and Math for grades K-8. Our tutors are committed to working with parents, teachers, and students to ensure success. The results of an independent study of KnowledgePoints nationwide found that students enrolled in our program typically see more than one year of progress in 40 hours. The KnowledgePoints Reading Program focuses on the skill areas of phonics, sight vocabulary, functional vocabulary, comprehension, and oral reading for grades K-8. The Basic Math Program helps students learn basic math skills in three general categories: basic math facts, computation, and concepts & applications. The Basic Math Program encourages students to communicate in mathematical terms in all areas of instruction. Mastering these skills provides students with the math help they need for advancement to higher level math classes. *Our program offers 45.7 hours of instructional service.* |
| Student/Instructor Ratio: | One instructor to three students |
| Site for Instructional Services: | Local schools and community centers |
| Transportation: | Bus transportation will be provided |

| | |
|---|---|
| A to Z In-Home Tutoring<br>215 Centerview Drive- Suite 300<br>Brentwood, TN 37027 | Contact Person: Scott Hines<br>Phone: 1-866-505-2869<br>Fax: 1-866-838-0437<br>E-Mail: scott.hines@atoztutoring.com |

| | |
|---|---|
| Local Contact Person: | Kwame Fitzjohn |
| Local Contact Number: | 301-404-7115 |
| Services: | Reading and Math *(kindergarten through eighth grade)* |
| Description of Services: | A to Z In- Home Tutoring provides qualified tutors to students in the comfort, privacy and convenience of their own homes. Services are always tailored and individualized for the needs of students. *Our program offers 40.6 hours of instructional services.* |
| Student/Instructor Ratio: | One instructor to one student |

| | |
|---|---|
| Site for Instructional Services: | In the student's home |
| Transportation: | No transportation is needed |

**Appendix – 7A Schools Improvement**
**Question 4**

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|---|---|
| Achieve Success Tutoring by University Instructors, Inc.<br>2100 West Laburnum Avenue, Suite 100D<br>Richmond, VA 23227 | Contact Person: Tamu Thomas Walkler<br>Phone: 1-888-826-1250<br>Fax: 1-804-213-0899<br>E-Mail: Thomas@universityinstructors.com |

| | |
|---|---|
| Local Contact Person: | T.M. Thomas Walker |
| Local Contact Number: | 1-888-826-1250 |
| Services: | Reading and Math *(kindergarten through eighth grade)* |
| Description of Services: | Achieve Success by U.I. provides creative and individualized instruction in small groups. Each student is given a personalized learning plan that boosts knowledge where they need help the most. Our program is matched to the MD state testing standards. Under the guidance of our dedicated, trained tutors, last year students showed an average increase in scores of 37%. This is based on assessments given before and after the program. *Our program offers 33.2 hours of instructional services.* |
| Student/Instructor Ratio: | One instructor to ten students |
| Site for Instructional Services: | Local schools and community centers |
| Transportation: | Parents will provide transportation |

| | |
|---|---|
| Arline Institute<br>308 Mickle Boulevard<br>Camden, NJ 08103 | Contact Person: Tyrone Pitts<br>Phone: 1-856-342-9599<br>Fax: 1-856-342-7788<br>E-Mail: typitts@aol.com |

| | |
|---|---|
| Local Contact Person: | Molly Bennett |
| Local Contact Number: | 410-296-5101 |
| Services: | Reading and Math *(kindergarten through eighth grade)* |
| Description of Services: | The Arline Institute is an Academic Program that teaches Math and Reading. We have small group instruction, with no more than five students per instructor. We also work with students that have learning disabilities, such as an IEP. We have English and Bi-Lingual instructors. Our goal is to help students improve their grades, raise their test scores, and pursue higher education. Give your child the Arline advantage. *Our program offers 52.3 hours of instructional services.* |
| Student/Instructor Ratio: | One instructor to five students |
| Site for Instructional Services: | Columbia Park ES, John E. Howard ES, Robert Gray ES, Samuel Massie ES, Thomas Claggett ES |
| Transportation: | Bus transportation will be provided |

**Appendix – 7A Schools Improvement**
**Question 4**

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|---|---|
| ATS- Project Success<br>20674 Hall Road<br>Nashville, TN 37203 | Contact Person: Sarah Thompson<br>Phone: 1-800-297-2119<br>Fax: 1-586-465-9481<br>E-Mail: sarahb@atsprojectsuccessworks.com |

| | |
|---|---|
| Local Contact Person:<br>Local Contact Number: | Renee Weaver-Wright<br>1-800-297-2119 |
| Services: | Reading and Math *(kindergarten through eighth grade)* |
| Description of Services: | ATS Project Success is an on-line, in home tutoring program for math and reading. We provide one of our computers and dial-up access to our program, all in the comfort and safety of your own home. To be eligible, you must have a telephone line in your home. Students are monitored daily by our tutors and parents receive weekly progress reports and phone calls to review progress in the program. We have helped hundreds of students succeed on tests and improve in their regular classes as well. *Our program offers 61.0 hours of instructional services.* |
| Student/Instructor Ratio: | One instructor to one student (online) |
| Site for Instructional Services: | In the student's home |
| Transportation: | No transportation is needed |

| | |
|---|---|
| C2 Educational Centers<br>10573 A Greenbelt RD<br>Lanham, MD 20706 | Contact Person: Dr. Shelton Rhodes<br>Phone: 301-464-8868<br>Fax:<br>E-Mail: rhodess77@aol.com |

| | |
|---|---|
| Local Contact Person:<br>Local Contact Number: | Bessie Queen<br>301-464-8868 |
| Services: | Reading and Math *(kindergarten through eighth grade)* |
| Description of Services: | C2 has developed a strong academic program for Elementary and Middle school students in the Title I SES Program. Our program is an excellent supplement to classroom. We will recognize the child's weaknesses in Reading and Math through a diagnostic test, and then a customized curriculum is created for him or her. Children achieve rapidly due to excellent tutors and small classrooms. *Our program offers 45.9 hours of instructional services.* |
| Student/Instructor Ratio: | One instructor to four students |
| Site for Instructional Services: | Buck Lodge MS, Columbia Park ES, James Harrison ES, John Carroll ES, Judge S. Woods ES, Thomas Claggett ES, William Wirt MS |
| Transportation: | Bus transportation will be provided |

**Appendix – 7A Schools Improvement**
**Question 4**

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|---|---|
| Gapbuster Learning Center (GBLC), Inc.<br>8216 Georgia Avenue<br>Silver Spring, MD 20910 | Contact Person: Dr. Yvette Butler<br>Phone: 301-588-5500<br>Fax: 301-588-5502<br>E-Mail: gapbuster@earthlink.com |

| | |
|---|---|
| Local Contact Person: | Sheila Clyburn |
| Local Contact Number: | 301-588-5500 |
| Services: | Reading, Math and Language Arts *(kindergarten through eighth grade)* |
| Description of Services: | GapBuster Learning Center (GBLC), Inc. is a minority owned, community based, non-profit educational program. GBLC offers a multi-dimensional learning experience. The program is designed to promote higher levels of academic achievement and close the performance gap between students. This goal is met by enriching and supplementing the student's learning experiences through focused tutoring in language arts and math. Teachers at GBLC utilize innovative and fun instructional strategies. *Our program offers 45.7 hours of instructional services.* |
| Student/Instructor Ratio: | One instructor to six students |
| Site for Instructional Services: | Local schools and community centers |
| Transportation: | Bus transportation will be provided |

| | |
|---|---|
| Healthy Families<br>2400 Sixteenth Street, Suite 415<br>Washington, DC 20009 | Contact Person: Charles Brown<br>Phone: 202-758-2231<br>Fax: 202-652-0161<br>E-Mail: cbrown@africanamericanprogress.com |

| | |
|---|---|
| Local Contact Person: | Charles Brown |
| Local Contact Number: | 301-806-3312 |
| Services: | Reading and Math *(kindergarten through eighth grade)* |
| Description of Services: | Healthy Families helps students succeed in reading and mathematics. We use scientific testing to help us identify specific areas of academic need and to create a personal achievement plan. Our curriculum and instructional materials are diverse and aligned with state learning standards and in compliance with nationally recognized English Language Learners requirements. Most students increase academic performance by two grade levels. Instructors are credentialed teachers and college educated professionals. Parents receive weekly performance snapshots and monthly progress reports in English and Spanish. *Our program offers 33.2 hours of instructional services.* |
| Student/Instructor Ratio: | One instructor to five students |
| Site for Instructional Services: | Local schools and community center |
| Transportation: | Parents will provide transportation |

**Appendix – 7A Schools Improvement**
**Question 4**

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|---|---|
| Innovative Study Techniques<br>9701 Apollo Drive- Suite 221<br>Largo, MD 20774 | Contact Person: Richie L. Holmes, Esq.<br>Phone: 301-772-0517<br>Fax: 301-772-3356<br>E-Mail: rlholmes@InnovativeTestPrep.com |

| | |
|---|---|
| Local Contact Person:<br>Local Contact Number: | Richie L. Holmes, Esq.<br>301-772-0517 |
| Services: | Math, Reading, and Language Arts *(second through eighth grade)* |
| Description of Services: | Innovative Study Techniques (IST) offers intensive after school and Saturday tutoring through its *Brilliant BrainGain* ™ SES Program. IST's dynamic tutors are college graduates who make learning fun! Recognition and appreciation for individual learning styles, exciting lessons (fully aligned with Maryland's Voluntary State Curriculum), research-based methods, parent involvement, and instructional feedback are at the core of each student's success. *Yummy snacks and cool learning activities help too! Saturday students can earn community service hours and summer jobs at the Largo Center!!!**Our program offers 46.9 hours of instructional services.* |
| Student/Instructor Ratio: | One instructor to four-seven students |
| Site for Instructional Services: | Buck Lodge MS, Carmody Hills ES, Columbia Park ES, John Carroll ES, John E. Howard ES, Judge Sylvania Woods ES, Ridgecrest ES, Nicholas Orem MS, Robert Gray ES, Samuel Massie ES, Thomas Claggett ES, William Wirt ES, Tutoring Center in Largo, MD (Saturdays only) |
| Transportation: | IST will provide transportation after school; parent provides Saturdays. |

| | |
|---|---|
| Learn It Systems<br>2201 Old Court Road<br>Baltimore, MD 21208 | Contact Person: Raquel Whiting<br>Phone: 1-866-247-LEARN<br>Fax: 1-888-390-0777<br>E-Mail: raquel.whiting@learn-itsystems.com |

| | |
|---|---|
| Local Contact Person:<br>Local Contact Number: | Keri Slemp<br>410-336-2081 |
| Services: | Math and Reading *(kindergarten through eighth grade)* |
| Description of Services: | Learn It Systems offers small group Instruction in Reading and/or Math. We consider you our partner and together we will help your child succeed in school and in life. We provide professional instructors who are experienced and specially trained for our programs, personalized learning we will create an individualized plans for each student; at any level, snacks to helps students focus and gives them energy, convenient locations after school at your child's school. *Our program offers 28.1 hours of instructional services.* |
| Student/Instructor Ratio: | One instructor to eight students |
| Site for Instructional Services: | Buck Lodge MS, Carmody Hills ES, Columbia Park ES, James Harrison ES, John Carroll ES, John E. Howard ES, Judge Sylvania Woods ES, Ridgecrest ES, Nicholas Orem MS, Robert Gray ES, Samuel Massie ES, Thomas Claggett ES, William Wirt ES |
| Transportation: | Bus transportation will be provided |

**Appendix – 7A Schools Improvement**
**Question 4**

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|---|---|
| Mainstream Development Educational Group<br>4141 West Bradley Road, Suite 206<br>Milwaukee, WI 53209 | Contact Person: Ralph Beverly<br>Phone: 414-371-9724<br>Fax: 414-371-8864<br>E-Mail: m_development@sbcglobal.net |

| | |
|---|---|
| Local Contact Person: | Kenda Foreman |
| Local Contact Number: | 240-501-5667 |
| Services: | Reading and Math *(kindergarten through eighth grade)* |
| Description of Services: | Mainstream Development Educational Group provides free tutoring to eligible students through the SES program offered by PGCPS. MDEG offers tutoring services in both reading and math that are aligned with State and District Standards. Our tutors are well educated and recruited from the teaching staff on-site. Enrolled students will receive a pre-assessment to help create a Work Plan designed to help students reach their achievement goals. Tutors will provide students with remedial assistance to address the barriers that impede academic success during the regular school day. MDEG encourages positive behavior and good attendance. *Our program offers 28.1 hours of instructional services.* |
| Student/Instructor Ratio: | One instructor to ten students |
| Site for Instructional Services: | Buck Lodge MS, Carmody Hills ES, Columbia Park ES, James Harrison ES, John Carroll ES, John E. Howard ES, Judge Sylvania Woods ES, Ridgecrest ES, Nicholas Orem MS, Robert Gray ES, Samuel Massie ES, Thomas Claggett ES, William Wirt ES |
| Transportation: | Bus transportation will be provided |

| | |
|---|---|
| Porter Education and Communications, Inc<br>1101 Mercantile Lane- Suite 292<br>Upper Marlboro, MD 20774 | Contact Person: Al Porter, CEO<br>Phone: 301- 577-5505<br>Fax: 301- 577-8926<br>Email: aporter@portereducational.com |

| | |
|---|---|
| Local Contact Person: | Al Porter |
| Local Contact Number: | 301- 577-5505 |
| Services: | Math and Reading *(kindergarten through eighth grade)* |
| Description of Services: | LET US COME TO YOU! That's right! Porter Education (PE&C) will send a professional teacher to your home to work with your child one on one, or with siblings. PE&C, Inc. will work with your schedule, making it possible for parents to have real input. The program allows you to avoid the traffic, avoid crowded learning environments, remove the impacts of negative peer pressure, and create the best environment for your child to learn; at home, and with your supervision. This instructional program considers all learning styles and is aligned closely with the Content Standards of the Maryland State Department of Education. On average, students who select this option will receive three hours per week of academic support. *Our program offers 52.3 hours of instructional services.* |
| Student/Instructor Ratio: | One on one or with siblings |
| Site for Instructional Services: | Students Home |

Transportation: No transportation is needed

**Appendix – 7A Schools Improvement**
**Question 4**

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|---|---|---|
| The Enrichment Centers, Inc. | | Contact Person: Dr. Pat |
| Webbink | 6109 Broad Street | Telephone: 301- |
| 229-1744 | Bethesda, MD 20816 | Fax: 240- 213-0230 |
| | | E-mail: patwebbink@aol.com |

Local Contact Person: Dr. Pat Webbink
Local Contact Number: 301-229-1744

Services: Reading *(kindergarten through sixth grade)*

Description of Services: "Learning is Fun" at the Enrichment Centers NCLB, Inc! We provide an effective free after-school reading program for grades K-8. We use the Voyager Passport reading curriculum, a scientifically proven instructional program designed specifically to improve reading performance at all levels. Your children are taught in their school, working alongside their teachers. We provide a healthy afternoon snack and transportation home if needed. The Enrichment Centers emphasizes close contact between teachers and their students. *Our program offers 36.7 hours of instructional services.*

Student/Instructor Ratio: One instructor to ten students

Site for Instructional Services: Buck Lodge MS, Carmody Hills ES, Columbia Park ES, James Harrison ES, John Carroll ES, John E. Howard ES, Judge Sylvania Woods ES, Ridgecrest ES, Nicholas Orem MS, Robert Gray ES, Samuel Massie ES, Thomas Claggett ES, William Wirt ES

Transportation: Bus transportation will be provided

**Appendix – 7A Schools Improvement**
**Question 4**

Prince George's County Public Schools
Title I Department
Proveedores Aprobados de Servicios Educativos Suplementarios
2009-2010

*Se puede encontrar información adicional de cada proveedor en la página de Internet del Departamento de Educación del Estado de Maryland: http://www.marylandpublicschools.org/MSDE/programs/esea/Supplemental+Educational+Services.htm*

| | |
|---|---|
| A Plus Success<br>1300 Division Street- Suite 306<br>Nashville, TN 37203 | Persona de Contacto: Yohannes Woldehanna<br>Teléfono: 703-566-9533<br>Fax: 703-569-1367<br>E-Mail: yohannes@knowledgepoints.com |

| | |
|---|---|
| Persona de Contacto: | Yohannes Woldehanna |
| Número de Teléfono (local): | 703-566-9533 |
| Servicios: | Lectura y Matemática (*kindergarten hasta octavo grado)* |
| Descripción de Servicios: | Knowledge Points® ofrece programas en Lectura y Matemática para estudiantes en grados K-8. Nuestros tutores se han comprometido a trabajar juntos con los padres, maestros, y los estudiantes para asegurar el éxito académico. Los resultados de un estudio nacional de KnowledgePoints determinó que los estudiantes matriculados con nuestra compañía progresan un año académico con solamente 40 horas de tutoría. El programa de Lectura para los grados K-8 se concentra en las áreas de fonéticas, vocabulario, comprensión, y lectura verbal. El programa de Matemática ayuda a los estudiantes en tres áreas generales: conceptos básicos, computación, y conceptos y aplicaciones. En clase animamos a los estudiantes a usar todos los términos y vocabulario de Matemática. Al aprender estos conceptos, los estudiantes serán capazes de avanzar a un nivel más alto en sus clases de matemática. *Nuestro programa ofrece 45.7 horas de instrucción.* |
| Proporción de Estudiante por Instructor: | Un instructor para tres estudiantes |
| Lugar de Servicios: | Escuelas y centros comunitarios |
| Transportación: | Transportación será proveído |

| | |
|---|---|
| A-Z In-Home Tutoring<br>1300 Division Street- Suite 306<br>Nashville, TN 37203 | Persona de Contacto: Scott Hines<br>Teléfono: 1-866-505-2869<br>Fax: 1-866-838-0437<br>E-Mail: scout.hines@atoztutoring.com |

| | |
|---|---|
| Persona de Contacto: | Kwame Fitzjohn |
| Número de Teléfono (local): | 301-404-7115 |
| Servicios: | Lectura y Matemática (*kindergarten hasta octavo grado)* |
| Descripción de Servicios: | Tutoría "A to Z" provee tutores altamente cualificados para enseñarles a los niños en el ambiente cómodo, privado, y conveniente de su casa. Los servicios son diseñados para las necesidades individuales de los estudiantes. *Nuestro programa ofrece 40.6 horas de instrucción.* |
| Proporción de Estudiante por Instructor: | Un instructor para cada estudiante |
| Lugar de Servicios: | En la casa del estudiante |
| Transportación: | No se necesita |

**Appendix – 7A Schools Improvement**
**Question 4**

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|---|---|
| Achieve Success Tutoring by University Instructors, Inc.<br>2100 West Laburnum Avenue, Suite 100D<br>Richmond, VA 23227 | Persona de Contacto: Tamu Thomas Walkler<br>Teléfono: 1-888-826-1250<br>Fax: 1-804-213-0899<br>E-Mail: Thomas@universityinstructors.com |

| | |
|---|---|
| Persona de Contacto: | T.M. Thomas Walker |
| Número de Teléfono (local): | 410-296-5101 |
| Servicios: | Lectura y Matemática (*kindergarten hasta octavo grado)* |
| Descripción de Servicios: | Achieve Success (Logra el Éxito) provee instrucción individualizada para estudiantes en grupos pequeños. Cada estudiante recibirá un plan de aprendizaje diseñado para ayudarle en las áreas donde más se necesita ayuda. Nuestro programa está alineado con los estándares del estado de Maryland. Con la ayuda de nuestros maestros, los estudiantes del año pasado tuvieron un promedio de aumento de 37% en sus exámenes. (Los resultados son basados en evaluaciónes administrados al comienzo y al final del programa)<br>*Nuestro programa ofrece 33.2 horas de instrucción.* |
| Proporción de Estudiante por Instructor: | Un instructor para diez estudiantes |
| Lugar de Servicios: | Escuelas y centros comunitarios |
| Transportación: | Transportación será proveído |

| | |
|---|---|
| Arline Institute<br>308 Mickle Boulevard<br>Camden, NJ 08103 | Persona de Contacto: Tyrone Pitts<br>Teléfono: 1-856-342-9599<br>Fax: 1-856-342-7788<br>E-Mail: typitts@aol.com |

| | |
|---|---|
| Persona de Contacto: | Molly Bennett |
| Número de Teléfono (local): | 410-296-5101 |
| Servicios: | Lectura y Matemática (*kindergarten hasta octavo grado)* |
| Descripción de Servicios: | El Instituto "Arline" es un programa académico que enseña Matemática y Lectura. Nuestras clases son de grupos pequeños, con no más de cinco estudiantes por maestro. Nosotros también trabajamos con estudiantes que tienen descapacidadess académicas (IEP). Algunos maestros son bilingües. Las metas de nuestra compañía son ayudar a los estudiantes a subir sus grados, ayudarlos con los exámenes, y continuar en el camino hacia la universidad. *Nuestro programa ofrece 52.3 horas de instrucción.* |
| Proporción de Estudiante por Instructor: | Un instructor para cinco estudiantes |
| Lugar de Servicios: | Columbia Park ES, John E. Howard ES, Robert Gray ES, Samuel Massie ES, Thomas Claggett ES |
| Transportación: | Transportación será proveído |

**Appendix – 7A Schools Improvement**
**Question 4**

| | |
|---|---|
| ATS- Project Success<br>20674 Hall Road<br>Nashville, TN 37203 | Persona de Contacto: Sarah Thompson<br>Teléfono: 1-800-297-2119<br>Fax: 1-586-465-9481<br>E-Mail: sarahb@atsprojectsuccessworks.com |

| | |
|---|---|
| Persona de Contacto:<br>Número de Teléfono (local): | Renee Weaver-Wright<br>1-800-297-2119 |
| Servicios: | Lectura, Matemática, (*kindergarten hasta octavo grado)* |
| Descripción de Servicios: | ATS Project Success (Proyecto Éxito) es un programa que ofrece tutoría por el internet en Matemáticas y Lectura. Nosotros les proveemos una computadora y acceso al internet (dial up) en la comodidad y seguridad de su casa. Es necesario que su casa tenga una línea telefónica para poder participar en nuestro programa. Durante la sesión los estudiantes estarán supervisados por un maestro (a través de la computadora). Los padres recibirán reportes y llamadas semanales acerca del progreso de sus hijos. Hemos ayudado a muchos estudiantes a tener éxito en los examenes y en sus clases diarias. *Nuestro programa ofrece 61.0 horas de instrucción.* |
| Proporción de Estudiante por Instructor: | Un instructor para cada estudiante (a través de una computadora) |
| Lugar de Servicios: | En la casa del estudiante |
| Transportación: | No se necesita |

| | |
|---|---|
| C2 Educational Centers<br>10573 A Greenbelt RD<br>Lanham, MD 20706 | Persona de Contacto: Dr. Shelton Rhodes<br>Teléfono: 301-464-8868<br>Fax:<br>E-Mail: rhodess77@aol.com |

| | |
|---|---|
| Persona de Contacto:<br>Número de teléfono (local): | Bessie Queen<br>301-464-8868 |
| Servicios: | Lectura, Escritura, Matemáticas (*kindergarten hasta octavo grado)* |
| Descripción de Servicios: | C2 ha desarrollado un programa de instrucción académico para estudiantes en el programa de SES de Título I. Nuestro programa es un complemento a las clases normales. Reconoceremos las debilidadese de los niños en lectura y matemática a través de un examen diagnóstico, luego un currículo individualizado será creado para cada niño(a). Los niños progresan rápidamente, debido a tutores exelentes y grupos pequeños.<br>*Nuestro programa ofrece 45.7 horas de instrucción.* |
| Proporción de Estudiante por Instructor: | Cuatro estudiantes por instructor |
| Lugar de Servicios: | Buck Lodge MS, Columbia Park ES, James Harrison ES, John Carroll ES, Judge S. Woods ES, Thomas Claggett ES, William Wirt MS |
| Transportación: | Transportación será proveído |

**Appendix – 7A Schools Improvement**
**Question 4**

| | |
|---|---|
| Gapbuster Learning Center (GBLC), Inc.<br>8216 Georgia Avenue<br>Silver Spring, MD 20910 | Persona de Contacto: Dr. Yvette Butler<br>Teléfono: 301-588-5500<br>Fax: 301-588-5502<br>E-Mail: gapbuster@earthlink.com |

| | |
|---|---|
| Persona de Contacto: | Sheila Clyburn |
| Número de Teléfono (local): | 301-588-5500 |
| Servicios: | Lectura, Matemática y Arte de Lenguaje *(kindergarten hasta octavo grado)* |
| Descripción de Servicios: | Gapbuster Learning Center (GBLC) es una compañía manejada por personas de color, y es una compañía sin fin de lucros. Nuestro programa está diseñado para promover altos niveles académicos y disminuir la diferencia de niveles de éxito de los estudiantes. GBLC ofrece una experiencia educative multi-dimensional. La meta se alcanza por medio de enriquecer y suplementar a las experiencias de aprendizaje a travéz de tutoría enfocada en lectura y matemática. Los maestros utilizan estrategias de instrucción que son innovadoras y entretenidas.<br>*Nuestro programa ofrece 79 horas de instrucción.* |
| Proporción de Estudiante por Instructor: | Seis estudiantes por instructor |
| Lugar de los Servicios: | Escuelas y centros comunitarios |
| Transportación: | Transportación será proveído |

| | |
|---|---|
| Healthy Families<br>2400 Sixteenth Street, Suite 415<br>Washington, DC 20009 | Persona de Contacto: Charles Brown<br>Teléfono: 202-758-2231<br>Fax: 202-652-0161<br>E-Mail: cbrown@africanamericanprgoress.com |

| | |
|---|---|
| Persona de Contacto: | Charles Brown |
| Número de Teléfono (local): | 301-806-3312 |
| Servicios: | Lectura y Matemática *(kindergarten hasta octavo grado)* |
| Descripción de Servicios: | Healthy Families (Familias Saludables) ayuda a los estudiantes a tener éxito en lectura y matemáticas. Utilizamos examenes científicos para identificar las areas académicas específicas para desarrollar un plan person de éxito para cada niño(a). El currículo y los materiales de instrucción son diversos y aliniados con los estándardes estatales, y de acuerdo con los requisitos reconocidos para ayudar a los estudiantes que están aprendiendo el inglés. Con nuestra ayuda tutorial, nuestros estudiantes aumentan un promedio de dos grados. Todos los instructores son profesionales con diplomas universitarias. Los padres recibirán informes semanales y mensuales en inglés y español.<br>*Nuestro programa ofrece 33.2 horas de instrucción.* |
| Proporción de Estudiante por Instructor: | Cinco estudiantes por instructor |
| Lugar de los Servicios: | Escuelas y centros comunitarios |
| Transportación: | Proveído por el padre |

**Appendix – 7A Schools Improvement**
**Question 4**

| | |
|---|---|
| Innovative Study Techniques<br>9701 Apollo Drive<br>Largo, MD 20774 | Persona de Contacto: Sra. Richie L.Holmes, Esq.<br>Teléfono: 301-772-0517<br>Fax: 301-772-3356<br>E-Mail: rlholmes@InnovativeTestPrep.com |

| | |
|---|---|
| Persona de Contacto:<br>Número de Teléfono (local): | Sra. Richie L. Holmes, Esq.<br>301-772-0517 |
| Servicios: | Lectura, Matemáticas, Arte de Lenguaje *(secundo hasta octavo grado)* |
| Descripción de Servicios: | Innovative Study Techniques (IST) ofrece clases intensivos en las tardes durante la semana y los sábados con nuestro programa ***Brilliant BrainGain ™*** SES. Los profesores y maestros dinámicos de IST hacen que el aprendizaje sea emocionante para los estudiantes. Al núcleo del éxito de cada estudiante es el reconocimiento de estilos de aprendizaje individuales, con planes de estudios interesantes (totalmente alineado con el currículo voluntario del estado de Maryland), los métodos basados en la ciencia, y la participación de los padres. *¡Los deliciosos bocados y las actividades divertidas de aprendizaje ayudan también! ¡Los estudiantes del sábado pueden ganar horas de servicio comunitario y trabajos de verano!*<br>*Nuestro programa ofrece 46.9 horas de instrucción.* |
| Proporción de Estudiante por Instructor: | Cuatro a siete estudiantes por instructor |
| Lugar de los Servicios: | Buck Lodge MS, Carmody Hills ES, Columbia Park ES, John Carroll ES, John E. Howard ES, Judge Sylvania Woods ES, Ridgecrest ES, Nicholas Orem MS, Robert Gray ES, Samuel Massie ES, Thomas Claggett ES, William Wirt ES, Tutoring Center in Largo, MD (solamente los Sabados) |
| Transportación: | Proveído durante la semana; padres serán responsable los sábados. |

| | |
|---|---|
| Learn It Systems<br>2201 Old Court Road<br>Baltimore, MD 21208 | Persona de Contacto: Raquel Whiting<br>Teléfono: 1-866-247-LEARN<br>Fax: 1-888-390-0777<br>E-Mail: raquel.whiting@learn-itsystems.com |

| | |
|---|---|
| Persona de Contacto:<br>Número de Teléfono (local): | Keri Slemp<br>410-336-2081 |
| Servicios: | Lectura y Matemática *(kindergarten hasta octavo grado)* |
| Descripción de Servicios: | Learn It Systems ofrece instrucción en grupos pequeños en lectura y/o matemáticas. Nosotros lo consideramos un aliado y con su ayuda podemos lograr que su hijo (a) alcance el éxito en la escuela y en la vida. Los instructores son profesionales con experiencia y son entrenados especialmente en nuestros programas, proveemos aprendizaje personalizado desarrollado de acuerdo a cada estudiante a cualquier nivel, refrigerios para ayudar a los estudiantes a mantener su energía y a enfocarse mejor en su trabajos. Los programas se llevarán a cabo después de la escuela de su hijo. *Nuestro programa ofrece 28.1 horas de instrucción* |
| Proporción de Estudiante por Instructor: | Diez estudiantes por instructor |
| Lugar de los Servicios: | Buck Lodge MS, Carmody Hills ES, Columbia Park ES, James Harrison ES, John Carroll ES, John E. Howard ES, Judge Sylvania Woods ES, Ridgecrest ES, Nicholas Orem MS, Robert Gray ES, Samuel Massie ES, Thomas Claggett ES, William Wirt ES |

Transportación: Transportación será proveído

**Appendix – 7A Schools Improvement Question 4**

| | |
|---|---|
| Mainstream Development Educational Group<br>4141 West Bradley Road, Suite 206<br>Brown Deer, WI 53209 | Persona de contacto: Ralph Beverly<br>Teléfono: 414-371-9724<br>Fax: 414-371-8864<br>E-Mail: m_development@sbcglobal.net |

Persona de Contacto: Kenda Foreman
Número de Teléfono (local): 240-501-5667

Servicios: Lectura y Matemática *(kindergarten hasta octavo grado)*

Descripción de Servicios: El Grupo de Desarrollo Educativo "Mainstream" (MDEG) provee tutoria gratis a los estudiantes elegibles por medio del programa de SES ofrecido por PGCPS (Condado de las Escuelas de Prince George). MDEG ofrece tutoría basado en las metas del condado y el distrito en las áreas de lectura y matemática. Nuestros tutores son de alta calidad y reclutados de las mismas escuelas a la cual su hijo (a) pertenece. Los estudiantes que se registran tomarán una prueba evaluativa al comienzo del programa para así crear un Plan de Trabajo diseñado especialmente para que el estudiante alcanze todas sus metas. Los tutores proveerán asistencia para superar cualquier barrera que impida el progreso académico en las clases normales. MDEG promueve un comportamiento positivo y buena asistencia.
*Nuestro programa ofrece 28.1 horas de Servicio instrucción.*

Proporción de Estudiante por Instructor: Diez estudiantes por instructor

Lugar de los Servicios: Buck Lodge MS, Carmody Hills ES, Columbia Park ES, James Harrison ES, John Carroll ES, John E. Howard ES, Judge Sylvania Woods ES, Ridgecrest ES, Nicholas Orem MS, Robert Gray ES, Samuel Massie ES, Thomas Claggett ES, William Wirt ES

Transportación: Transportación será proveído

| | |
|---|---|
| Porter Education and Communications, Inc<br>1101 Mercantile Lane-Suite 292<br>Upper Marlboro, MD 20772 | Persona de Contacto: Al Porter, CEO<br>Teléfono: 301-577-5505<br>Fax: 301-577-8926<br>E-Mail: aporter@portereducational.com |

Persona de Contacto: Al Porter
Número de Teléfono (local): 301-577-5505

Servicios: Matemática y Lectura *(kindergarten hasta octavo grado)*

Descripción de Servicios: ¡Nuestra compañía viene a su casa! ¡ES VERDAD! Porter Educación (PE&C) mandará un maestro profesional a su hogar para trabajar con su niño individualmente o con sus hermanos. Trabajaremos con su horario para que usted pueda participar verdaderamente. Trabajando en su casa, usted evita el tráfico y la presión negativa de algunos estudiantes, creando un ambiente más positivo para su hijo(a) en su propia casa y con la supervisión suya. El programa considera todos los estilos de aprendizaje y está diseñado con los Estándares del Departamento de Educación. Los estudiantes que participan en este programa recibirán un promedio de tres horas de ayuda académica a la semana. *Nuestro programa ofrece 52.3 horas de instrucción.*

Proporción de Estudiante por Instructor: Un instructor para cada estudiante

Lugar de los Servicios: En la casa del estudiante

Transportación: No se necesita

**Appendix – 7A Schools Improvement**
**Question 4**

| | | |
|---|---|---|
| The Enrichment Centers, Inc.<br>Broad Street<br>Bethesda, MD 20816<br>Email: patwebbink@aol.com | Persona de Contacto: Dr. Pat Webbink<br>Teléfono: 301 229-1744<br>Fax: 240- 213-0230 | 6109 |

| | |
|---|---|
| Persona de Contacto: | Dr. Pat Webbink |
| Número de Teléfono (local): | 301-229-1744 |
| Servicios: | Lectura (*kindergarten hasta octavo grado)* |
| Descripción de Servicios: | Aprender es divertido en El Centro de Enriquecimiento (TEC). Ofrecemos un programa de lectura eficáz sin costo a los estudiantes de kinder hasta grado 8. Utilizamos el currículo de lectura Voyager Passport, un programa de instrucción comprobado científicamente y diseñado específicamente para mejorar el nivel de lectura para estudiantes de todos los niveles actuales. Enseñamos a sus estudiantes en su propia escuela con profesores de su escuela. Brindamos una merienda saludable y transporte a casa si es necesario. TEC enfatiza una relación estrecha entre el profesor y el estudiante. *Nuestro programa ofrece 36.7 horas de instrucción.* |
| Proporción de Estudiante por Instructor: | Diez estudiantes por instructor |
| Lugar de los Servicios: | Buck Lodge MS, Carmody Hills ES, Columbia Park ES, James Harrison ES, John Carroll ES, John E. Howard ES, Judge Sylvania Woods ES, Ridgecrest ES, Nicholas Orem MS, Robert Gray ES, Samuel Massie ES, Thomas Claggett ES, William Wirt ES |
| Transportación: | Transportación será proveído |

**Prince George's County**
**Title I Department**
**7600 Jefferson Avenue-Suite C**
**Landover, Maryland 20785**
**Phone: 301-925-2392 Fax: 301-925-2399**

## Supplemental Educational Services Application (SES)
## 2009-2010

**Name of Pupil:** _____
*Last* *First* *Middle*

**Date of Birth:** _____ **Sex:** ____ Male ____ Female

**Ethnic Status:**
____ American Indian or Alaskan Native
____ African American (Not of Hispanic Origin)
____ Hispanic
____ Asian/Pacific Islander
____ White (Not of Hispanic Origin)

**Address:** _____
*Street* *City* *State* *Zip Code*

**Telephone:** _____
*Home* *Work*

**School:** _____ **Grade:** _____ **Date:** _____

Please indicate your first and second choice by writing the name of the provider and the location on the lines below.

| | |
|---|---|
| **First Choice:** _____ | **Second Choice:** _____ |
| **Location:** _____ | **Location:** _____ |

☐ I give the Title I Department permission to send information regarding my child to the provider(s) I have selected.

☐ I have completed and submitted only **one** SES Application for my child for the 2009 - 2010 school year.
*(The Title I Department will process only **one** SES Application per student for the 2009 - 2010 school year)*

☐ I agree that the Prince George's County Public Schools Title I Department may give my mailing address information to researchers who evaluate my opinions of the tutoring services provided to my child. The questionnaire data will be used exclusively for the purposes of the Maryland evaluation of Supplemental Educational Services providers/companies. No information that can identify me as an individual or my child will be released or made available to anyone except those who perform the data analyses. (The analyses and results will be reported only for groups of respondents, never for individuals.) Once analyses are completed, all materials and files containing any parent names or identifying information will be destroyed by the evaluators.

_____
*Signature of Parent or Guardian* *Please Print Name*

***FAX OR SEND THIS COMPLETED FORM TO THE NUMBER OR ADDRESS ABOVE OR RETURN TO YOUR CHILD'S SCHOOL***

**Appendix – 7A Schools Improvement**
**Question 4**

**Prince George's County**
**Title I Department**
**7600 Jefferson Avenue-Suite C**
**Landover, Maryland 20785**
**Phone: 301-925-2392 Fax: 301-925-2399**

Aplicación Para Servicios Educativos Suplementarios (SES)

**Solicitud de Servicios 2009 -2010**

**Nombre del Estudiante:** _____
*Apellido* *Primer Nombre* *Segundo Nombre*

**Fecha de Nacimiento:** _____ **Sexo:** _____Masculino _____Femenino

**Origen Étnico:**

____ Indio Americano o Nativo de Alaska
____ Afro Americano (No de origen Hispano)
____ Hispano
____ Asiático/ Islas Pacíficas
____ Americano Blanco (No de origen Hispano)

**Dirección:** _____
***Calle*** ***Ciudad*** ***Estado*** ***Código Postal***

**Teléfono:** _____
***Casa*** ***Trabajo***

**Escuela:**_____**Grado:** _____ **Fecha**: _____

Favor de elegir dos proveedores, e indica su selección (primera y segunda preferencia) con escribir el nombre del proveedor y el local adonde se ofrecen las clases en el espacio abajo.

| | |
|---|---|
| **Primera Selección:** _____ | **Segunda Selección:** _____ |
| **Lugar:** _____ | **Lugar:** _____ |

☐ Autorizo al Departamento de Título I que envíen esta información al proveedor que he seleccionado para mi hijo(a).

☐ Yo he llenado y entregado solamente **una** solicitud para el programa de SES para mi hijo(a) para el año escolar del 2009 - 2010. *(El Departamento de Título I solamente procesará **una** solicitud de SES por estudiante para el año escolar del 2009-2010)*

☐ Autorizo al Departamento de Título I, Escuelas del Condado de Prince George para enviar mi dirección al grupo de evaluadores que evaluarán mis opiniones acerca de los servicios de tutoría proveído a mi hijo. El cuestionario será usado para evaluar los servicios de las compañías de tutoría (Supplemental Educational Services) del estado de Maryland. La información de la evaluación solamente será utilizada por el personal que recibe las evaluaciones. Ninguna información de la evaluación podrá identificarme a mi ni a mi hijo. (Los análices y resultados solamente serán usados para los grupos de evaluadores, no personas individuales.) Todos los materiales y archivos con nombres o información que podrán identificar a los padres serán destruidos por los evaluadores.

_____
*Firma del Padre/Guardián* *Favor de Imprimir su Nombre*

***ENVÍÉ ESTE FORMULARIO POR FAX O POR CORREO AL NÚMERO Y/O DIRECCIÓN MENCIONADA ARRIBA O ENTRÉGUELO EN LA ESCUELA DE SU HIJO(A)***

**Appendix – 7B**
**Parents Right to Know Letter**

# Prince George's County Public Schools

14201 School Lane • Upper Marlboro, Maryland 20772 • www.pgcps.org

August 4, 2009

Dear Parent

As the parent of a student who attends a school receiving Title I funds in Prince George's County Public Schools, you have a right to know the professional qualifications of the classroom teachers who instruct your child. Federal law, the "*No Child Left Behind Act of 2001,"* requires us to provide you with certain information about your child's classroom teachers in a timely manner, if you request it.

Specifically, you have the right to ask for the following information about each of your child's classroom teachers:

- Whether the teacher has met Maryland's qualification and licensing criteria for the grade level(s) and subject matter he or she teaches.
- Whether Maryland has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether any paraprofessional educators provide services to your child and, if they do, their qualifications.

If you would like to receive any of this information about your child's classroom teacher, please make the request in writing to your schools principal. The principal will then provide the information to you.

Your participation and support of Prince George's County Public Schools are appreciated. Together, we can help our schools and students meet challenging academic standards.

Sincerely,

William R. Hite
Superintendent of Schools

**Appendix – 7B**
**Parents Right to Know Letter**

# Prince George's County Public Schools

14201 School Lane • Upper Marlboro, Maryland 20772 • www.pgcps.org

4 de Agosto, 2009

Estimados Padres:

Como padre de un estudiante que asista a una escuela que recibe fondos de Título I en las Escuelas del Condado de Prince George, usted tiene el derecho de saber las cualificaciones profesionales del/la maestro(a) del salón de clase de su hijo(a). La ley federal *"Que Ningún Niño se Quede Atrás, 2001"*, requiere que el condado provea cierta información acerca del maestro(a) de su hijo(a) en un tiempo razonable si usted lo pide.

Específicamente, usted tiene el derecho de preguntar la siguiente información acerca de cada uno de los maestro(a) s del salón de clases de su hijo(a).

- Si el maestro de su hijo ha cumplido con los requisitos y criterios de licenciatura de Maryland para el nivel del grado y las materias que él/ella enseña.
- Debido a circunstancias especiales, el Estado de Maryland pueda haber decidido que el/la maestro(a) puede enseñar en la clase sin tener licencia o cualificación bajo las regulaciones del estado.
- La especialización del título universitario del/la maestro(a), si él/ella tiene diploma de posgrado, y si la tiene, en cuáles especialidades.
- Si cualquier asistente de maestro(a) provee servicios académicos a su hijo(a), y al ser así, cuáles sean sus calificaciones.

Si usted desea recibir información acerca del maestro(a) de su hijo(a), por favor escriba una carta al director(a) de la escuela de su hijo(a), y el director le proveerá la información.

Agradecemos su participación y apoyo a las Escuelas del Condado de Prince George. Juntos podemos ayudar a nuestras escuelas y estudiantes a alcanzar altas metas académicas.

Atentamente,

William R. Hite
Superintendente de las Escuelas

**Appendix – 7B**
**Four Week Notice Letter**

# Prince George's County Public Schools

14201 School Lane • Upper Marlboro, Maryland 20772 • www.pgcps.org

Date

Parent Name:
Address
City, State Zip

Student Name:
Student ID:
School Name:

Dear Parent or Guardian,

As part of the *No Child Left* Behind Act of 2001 (NCLB), school systems are required to notify parents when their child is taught four or more consecutive weeks by a teacher who has not met NCLB "highly qualified" criteria. In the State of Maryland, teachers must hold Resident, Standard, or Advanced Professional Certificates and teach within their areas of certifications to be considered highly qualified.

Every teacher in **SCHOOL NAME** has a college degree, and many hold advanced degrees. All are working towards meeting the "highly qualified" standard. Our entire school staff is dedicated to ensuring that all of our students are provided the highest quality educational experience as we strive to meet these new goals *of NCLB.*

As always, the support you give your child and our school is greatly appreciated. If you have any questions, please contact my office at **SCHOOL PHONE NUMBER** or visit the **No Child Left Behind - Parents' Right to Know** website at www. pgcps.org/nclb/parentsFAQ.html.

Sincerely,

**PRINCIPAL NAME**
**Principal, <School Name>**

As of October 25th, the following core academic subjects were taught by a teacher not designated as highly qualified.

**Appendix – 7B**
**Four Week Notice Letter**

# Prince George's County Public Schools

14201 School Lane • Upper Marlboro, Maryland 20772 • www.pgcps.org

Fecha

Parent Name
Address
City, State, Zip

Student Name:
Student ID:
School Name:

Estimado Padre o Guardián,

Una sección del acta federal, *"Que Ningún Nino se Quede Atrás 2001" (NCLB),* requiere que los distritos escolares notifiquen a los padres cuando su hijo(a) ha recibido clases por cuatro semanas seguidas (o más) por un maestro(a) que no alcanzó los estándares del acta *NCLB* para ser identificado como un "altamente cualificado". Para ser considerados en el estado de Maryland como maestro "altamente cualificado, el/la maestro(a) debe haber obtenido un certificado de maestro residente, estandard, o de professional avanzado, y debe enseñar la materia en la cual tenga esa certificación.

Cada maestro(a) en **<School Name>** ha recibido su título universitario y muchos tienen títulos avanzados. Todos están trabajando para alcanzar la meta de ser identificado como un maestro "altamente cualificado". Todo el personal en nuestra escuela está dedicado a proveer experiencias académicas de la más alta calidad a nuestros alumnos mientras logremos esa meta de NCLB.

Agradecemos mucho el apoyo que usted le da a su hijo(a) y a nuestra escuela. Si tiene preguntas acerca de esta notificación, por favor llame al **<School Phone>** o leer la página de internet **Que Ningún Nino se Quede Atrás- Los Derechos de los Padres** al www.pgcps.org/nclb/parentsFAQ.html.

Atentamente,

<Principal Name>
Principal, <School Name>

Desde el 25 de Octubre, las clases de las siguientes materias fueron enseñadas por un maestro(a) no designado(a) como "altamente cualificado".

**Appendix – 7D**
**Targeted Assistance – Review Process**

**DRAFT**

# Prince George's County Public Schools

14201 School Lane • Upper Marlboro, Maryland 20772 • www.pgcps.org

## TITLE I DEPARTMENT

### REVIEW PROCESS FOR THE ELEMENTS OF TARGETED ASSISTANCE SCHOOL PROGRAMS

### SCHOOL YEAR 2009-2010

Section 1115 of Title I, Part A designates Title I schools that are not eligible or do not choose to operate schoolwide programs as **Targeted Assistance Programs.** Targeted Assistance Programs provide services to specific, identified children who are failing, or most at risk of failing to meet the state's academic content standards. Services in targeted assistance schools are used only to eligible children identified as having the greatest need.

The LEA provides guidance to schools about the development, implementation, and evaluation of targeted assistance programs and program requirements. Each targeted assistance program is reviewed to ensure that the required elements are included, as required by law.

| TARGETED ASSISTANCE PROGRAM REVIEW PROCESS | RESPONSIBLE PARTY | TIMELINE |
|---|---|---|
| 1. Notification of participation in the targeted assistance program, along with funding allocation, is sent to school principals from the Title I Department. | Terry L. Nelson, Director | June 2009 |
| 2. Principal's Orientation - Targeted Assistance Program orientation to discuss program components under Section 1115. | D. Vance Williams<br>Title I Supervisor<br><br>Gayle Lomax<br>Helen Jones<br>Title I Instructional Specialists | JUNE 22, 2009 |
| 3. Technical assistance to targeted schools in the development of program description and budget.<br>a. Identify strategies to support Targeted Assistance Schools (TAS) instructional services.<br>b. Review Budget Request & Site Based Position Action Request (SPAR) for accuracy.<br>c. Recommend revisions to budget & program description.<br>d. Approve TAS programs & budgets.<br>e. Planning for Schoolwide | D. Vance Williams<br>Title I Supervisor<br><br>Gayle Lomax<br>Helen Jones<br>Title I Instructional Specialists<br><br>TAS School Teams<br>Andrew Jackson Academy<br>Carrollton Elementary School<br>Charles Carroll Middle School<br>Cherokee Lane Elementary School<br>Chillum Elementary School<br>Gaywood Elementary School<br>Highland Park Elementary School<br>James McHenry Elementary School<br>Kenmoor Elementary School<br>Oaklands Elementary School<br>Paint Branch Elementary School | June – August 2009 |

**Appendix – 7D**
**Targeted Assistance – Review Process**

| TARGETED ASSISTANCE PROGRAM REVIEW PROCESS | RESPONSIBLE PARTY | TIMELINE |
|---|---|---|
| | Princeton Elementary School<br>William Beanes Elementary School | |
| 4. Student Identification Data forwarded to TAS Principals for use in selecting students served in targeted programs. | Department of Testing | August 2009 |
| 5. TAS Work Session – Staff Meeting (Title I Department)<br>• Specialist assignments to targeted schools.<br>• Review of Program Requirements<br>• TAS Budget Update<br>• TAS Monitoring | D. Vance Williams<br>Title I Supervisor<br><br>Gayle Lomax<br>Helen Jones<br>Title I Instructional Specialist | July – August 2009 |
| 6. TAS Program Work Session<br>• TAS Guidelines<br>• Student Selection<br>• Student Evaluation<br>• Program Effectiveness | D. Vance Williams<br>Title I Supervisor<br><br>Gayle Lomax<br>Helen Jones<br>Title I Instructional Specialists<br><br>TAS School Teams | September 2009 |
| 7. TAS School Visits & Program Review<br>• Program components<br>• Student identification<br>• Program quality<br>• Supplemental materials<br>• Program effectiveness | D. Vance Williams<br>Title I Supervisor<br><br>Gayle Lomax<br>Helen Jones<br>Title I Instructional Specialists<br><br>TAS School Teams | September 2009 |
| 8. TAS Final Program Description due to Title I Department | D. Vance Williams<br>Title I Supervisor | September 2009 |
| 9. TAS Program Implementation | TAS School Teams | September 21, 2009 |
| 10. TAS Program Technical Assistance & Monitoring<br>• Schedule visits with TAS Principals to support program effectiveness.<br>• Provide training to school-based TAS staff on curriculum strategies and supplemental instructional service delivery.<br>• Monitor recordkeeping, data collection, and completion of monthly reports.<br>• Assist in reviewing student performance data to monitor student progress.<br>• Schedule observation visits to support extended learning programs in targeted programs.<br>• Provide training to support program effectiveness.<br>• Monitor and approve requisitions and other expenditures.<br>• Schedule meetings with Research & Evaluation | D. Vance Williams<br>Title I Supervisor<br><br>Gayle Lomax<br>Helen Jones<br>Title I Instructional Specialists<br><br>TAS School Teams | Monthly Monitoring Visits<br>October –<br>December 2009 |

**Appendix – 7D**
**Targeted Assistance – Review Process**

| TARGETED ASSISTANCE PROGRAM REVIEW PROCESS | RESPONSIBLE PARTY | TIMELINE |
|---|---|---|
| Specialist for continuous monitoring of progress toward program goals. | | |
| 11. Mid-Year TAS Program Evaluation<br>• Collection & analysis of student performance data.<br>• Disseminate Mid-Year Report to TAS Principals.<br>• Instructional and program adjustments where needed based on data. | D. Vance Williams<br>Title I Supervisor<br><br>Gayle Lomax<br>Helen Jones<br>Title I Instructional Specialists<br><br>TAS School Teams | January 2010 |
| 12. TAS Program Technical Assistance & Monitoring<br>• Schedule visits with TAS Principals to support program effectiveness.<br>• Provide training to school-based TAS staff on curriculum strategies and supplemental instructional service delivery.<br>• Monitor recordkeeping, data collection, and completion of monthly reports.<br>• Assist in reviewing student performance data to monitor student progress.<br>• Schedule observation visits to support extended learning programs in targeted programs.<br>• Provide training to support program effectiveness.<br>• Monitor and approve requisitions and other expenditures.<br>• Schedule meetings with Research & Evaluation Specialist for continuous monitoring of progress toward program goals. | D. Vance Williams<br>Title I Supervisor<br><br>Gayle Lomax<br>Helen Jones<br>Title I Instructional Specialists<br><br>TAS School Teams | Monthly Monitoring Visits<br>January – May 2010 |
| 13. Final Year TAS Program Evaluation<br>• Collection & analysis of student performance data.<br>• Disseminate Final Year Report to TAS Principals, Title I Department, and Regional Offices.<br>• Determination for Yearlong planning for Schoolwide Implementation | D. Vance Williams<br>Title I Supervisor<br><br>Gayle Lomax<br>Helen Jones<br>Title I Instructional Specialists<br><br>TAS School Teams | June 2010 |

**Appendix – 7D**
**Targeted Assistance – Selection Criteria**

# ***Multiple Selection Criteria for Targeted Assistance Reading Program***

| Student Name | Grade | Teacher | 2008 MSA Reading | 2009 MSA Reading | 2009 Final Report Card Grade | Scholastic Reading Inventory (SRI) | Weighted Total | Place a checkmark in all risk factor columns below that apply to each student. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | SWD | MIG | LEP | HOME | N/D |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |

**RATING SYSTEM**

| | | | |
|---|---|---|---|
| 2008 MSA Reading<br>Maryland School Assessment | *Far Below Proficient*<br>4 | *Below Proficient*<br>2 | *Proficient or Advanced*<br>0 |
| 2009 MSA Reading<br>Maryland School Assessment | *Far Below Proficient*<br>4 | *Below Proficient*<br>2 | *Proficient or Advanced*<br>0 |
| 2009 Final Report Card Grade | *Grade E*<br>4 | *Grade D*<br>2 | *Grade C or Above*<br>0 |
| Scholastic Reading Inventory (SRI) | *Far Below Benchmark*<br>4 | *Below Benchmark*<br>2 | *At Benchmark*<br>0 |

**Risk Factors:**

SWD = Student with Disabilities

MIG = Migrant, Part C

LEP = Limited English Proficient

HOME = Homeless

N/D = Neglected and Delinquent

**Appendix – 7D**
**Targeted Assistance – Selection Criteria**

# ***Multiple Selection Criteria for Targeted Assistance Math Program***

| Student Name | Grade | Teacher | 2008 MSA | 2009 MSA | 2009 Final Report Card Grade | PGCPS Math Unit Assessments | Weighted Total | Place a checkmark in all risk factor columns below that apply to each student. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | SWD | MIG | LEP | HOME | N/D |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |

**RATING SYSTEM**

| | | | |
|---|---|---|---|
| 2008 MSA<br>Maryland School Assessment | *Far Below Proficient*<br>4 | *Below Proficient*<br>2 | *Proficient or Advanced*<br>0 |
| 2009 MSA<br>Maryland School Assessment | *Far Below Proficient*<br>4 | *Below Proficient*<br>2 | *Proficient or Advanced*<br>0 |
| 2009 Final Report Card Grade | *Grade E*<br>4 | *Grade D*<br>2 | *Grade C or Above*<br>0 |
| PGCPS Math Unit Assessments | *Far Below Benchmark*<br>4 | *Below Benchmark*<br>2 | *At Benchmark* |

**Risk Factors:**

SWD = Student with Disabilities

MIG = Migrant, Part C

LEP = Limited English Proficient

HOME = Homeless

N/D = Neglected and Delinquent

Appendix E
Administrative Procedure

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS
Board of Education
Upper Marlboro, Maryland

0105
Policy No.

BOARD OF EDUCATION POLICY

BASIC COMMITMENTS

Parent Involvement in Schools

The Board of Education recognizes the necessity and value of parent and family involvement to support student success, optimal development, and academic achievement. In order to ensure collaborative partnerships among schools, parents and community, the Board of Education, working through the Superintendent of Schools, is committed to:

a. Encouraging parents and families to participate in the education of their children at home and at school.

b. Establishing effective two-way communication with all parents and families, respecting the diversity and differing needs of families.

c. Developing strategies and programmatic structures at schools to empower parents to participate actively in their children's education.

d. Providing support and coordination for school staff to collaboratively develop, implement and sustain meaningful parent and family engagement from pre-kindergarten through grade twelve.

e. Utilizing schools to connect students and families with community resources that provide educational enrichment and support

f. Involving parents and families as partners in school governance including shared decision making in order to assist teachers and administrators in the total development of the young people in the Prince George's County Public Schools.

The Board of Education directs the Superintendent of Schools to develop a plan to promote parent participation in the public schools and to report to the Board annually on the results of those efforts.

Appendix E
Administrative Procedure

0105
Policy No.

Policy Adopted as 1352
9/11/97

Policy Amended and Renumbered 105
2/25/00

Policy Amended and Renumbered 0105
5/12/03

Policy Amended
1/6/05

Policy Reviewed-No Revisions Required
9/21/05

Policy Amended
8/13/08

Appendix E
Administrative Procedure

# ADMINISTRATIVE PROCEDURE

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT IN SCHOOLS

4217
Procedure No.

September 1, 2008
Date

1. Prince George's County Public Schools will take the following actions to involve parents and families in the joint development of its district wide parental involvement plan under section 1112 of the ESEA.

   a. The members of the Community Advisory Council (CAC), Student Services Advisory Council (SSAC), and the Department of Family and Community Outreach Steering Committee (FACOSC) will work collaboratively with school system personnel to develop the district wide parent involvement plan that is comprehensive in scope, research-based and that fosters positive home, school, and community relationships essential to successfully educate all students.
   b. The CAC is convened by the Superintendent. The SSAC is convened by the Chief of Student Services. The FACOSC is convened by the Director of the Department of Family and Community Outreach.
   c. The Parent Involvement plan will be vetted throughout the larger community of parent and family stakeholder groups through the Community Advisory Council (CAC), Student Services Advisory Council (SSAC), and the Department of Family and Community Outreach Steering Committee (FACOSC) members, as well as through school system entities engaged in parent, family, and community outreach initiatives.
   d. The plan will be posted on the PGCPS website for input and feedback from the broad community for 14 days prior to submission to the Board of Education for approval.

2. Prince George's County Public Schools will provide the necessary coordination, technical assistance, and other support to assist Title I, Part A schools, particularly, and all schools, generally in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance.

   a. Central Office Parent and Family Involvement Coordinators, under the supervision of the Supervisor of Parent Services are charged with providing site-based planning, training and technical assistance, coordination, resources, implementation and assessment of effective parent

**ADMINISTRATIVE PROCEDURE**

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT IN SCHOOLS

4217
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involvement activities to improve student academic achievement and overall school performance.

3. Prince George's County Public Schools will convene annually to coordinate and integrate parent involvement strategies in Title I Part A with parent involvement strategies under the following other programs:

   a. Head Start.
   b. Even Start Adult Literacy Program.
   c. Comer School Development Program
   d. Family and Community Outreach.
   e. School Based Parent Liaisons.
   f. Homeless Education Program.
   g. Special Education Citizen's Advisory Committee (SECAC-PG).
   h. Talented and Gifted Parents Advisory Group.
   i. Division of Student Services.
   j. Parents Assisting Teachers.
   k. Early Childhood Education Centers.
   l. Parent Information Resource Center (PIRC).
   m. Business Partnerships.
   n. Other Interested Stakeholders.

4. Prince George's County Public Schools will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parent involvement activities (with particular attention to parents who are: economically disadvantaged, migrant, disabled, limited English proficient, limited readers, or of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parent involvement policy and activities to design strategies for more effective parent involvement, and to revise, if necessary (and with the involvement of parents) its parent involvement policies. Actions include:

   a. Annual coordination with the Chief Academic Officer for staff time, materials and resources for effective evaluation of the policy, its implementation and documented effects as described in 20 U.S.C. 6318(a)(2)(E).

**ADMINISTRATIVE PROCEDURE**

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT IN SCHOOLS

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b. Parents from Title I schools will be included in broad based focus groups convened to provide specific comment to evaluation instrument items as well as to share findings with their respective constituency groups.

c. The Superintendent of Schools will assess the status of parent and family involvement based upon research-findings, review the existing policies and procedures, and develop necessary policies and procedures to support this policy including a review of staff and budget support.

5. Prince George's County Public Schools will, with the assistance of its schools, parents, community, and central administration undertake activities to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA. Activities include and are not limited to:

a. Providing assistance to parents in understanding the State's academic content standards and student achievement standards, State and local assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve student achievement;

b. Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of the training;

c. Providing necessary materials and training for parents to help parents work with their children to improve achievement in literacy and technology from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;

d. Paying reasonable and necessary expenses associated with parent involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions, from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;

e. Training parents to enhance the involvement of other parents;

f. Educating instructional and certified staff, with parent assistance, in the value and utility of contributions of parents, how to reach out to and communicate with and

**ADMINISTRATIVE PROCEDURE**

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT IN SCHOOLS

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work with parents as equal partners and build ties between parents and school;

g. Arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators who work directly with participating children with parents who are unable to attend those conferences at school in order to maximize parent involvement and participation in their children's education;

h. Adopting and implementing model approaches to improving parent involvement;

i. Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parent involvement activities; and

j. Providing other reasonable support for parent involvement activities under section 1118 as parents may request.

B. **School Level Procedures**

1. Prince George's County Public Schools will take the following actions to involve parents and families in the process of school review and improvement under section 1116 of the ESEA:

   a. Parents, families, and community stakeholders are invited to serve as members of the School Planning and Management Teams (SPMT) and School Improvement Teams (SIT) on an on-going basis, including during the development, implementation, monitoring, and evaluation of School Improvement Plans.

   b. The Department of Family and Community Outreach, Department of School Improvement, and Title I Office of Parent Services will provide in-service training and materials for parents and school staffs on the effective engagement of parents, families, and community stakeholders in the development, implementation, monitoring, and evaluation of School Improvement Plans.

   c. Strategies for implementing Epstein's 6 Types of Parent and Family Involvement, Comer's 3 Levels of Parent/Family Participation, strategies for implementing Title I six components of building parent capacity, and National Standards for Parent/Family Involvement Programs to support students' academic achievement.

**ADMINISTRATIVE PROCEDURE**

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT IN SCHOOLS

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2. Prince George's County Public Schools will build the schools' and parents' capacity for strong parent involvement, in order to ensure effective involvement of parents and to support a partnership among each school, its parents and community to improve student academic achievement, through the following activities specifically described below.

3. Prince George's County Public Schools will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:

   a. No Child Left Behind – parents right to know, etc.
   b. Title I objectives and resource utilization for parent involvement and academic support through Parent/School compacts, school-level parent policy, parent-teacher conferences, the annual Title I Parent Conference, and school-level Title I Orientation.
   c. Voluntary State Curriculum and MSA/HSA and how parents/families can support academic and behavioral expectations.
   d. Parents Assisting Teachers workshops and resource rooms to provide parental strategies for assisting students at home to enhance success on mandated assessments.
   e. Strategies for implementing Title I six components to build parent capacity to support students' academic achievement.
   f. Maintenance of a resource center, housed within the Department of Family and Community Outreach that provides a library of print, video, and human resources that are available to assist staff and parents.
   g. Parent Empowerment Academy will increase parenting skills including and not limited to nutrition, health, self-esteem, parent/child communication, motivation, discipline, child and adolescent growth and development, understanding gender differences, etc. (such as parent effectiveness training programs).
   h. Literacy Training as well as other specific curricular content areas.
   i. Navigating the system and communication skills for addressing specific concerns.
   j. Parent/family involvement in decision-making at the school and district level.

k. Accessing community resources for family support.
l. Mentoring/Tutoring/Enrichment/Extended Day Opportunities.
m. SAT/Career Preparation.
n. Other Areas of assessed and parent/community-identified needs and interests.

4. Convening meetings, training sessions, workshops and/or retreats in schools and community locations, as well as developing and disseminating appropriate materials and resources to address all topics listed above.

5. Parents will be invited to participate in conferences and training sessions conducted outside of the school system, when appropriate. Parents will be encouraged to participate as partners in providing selected training sessions.

6. Prince George's County Public Schools will, with the assistance of its schools, provide materials and training (in a format and language that parents can understand) to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement. This will be accomplished by convening meetings, training sessions, workshops and/or retreats as well as appropriate materials and resources to address:

a. No Child Left Behind – parents right to know, etc.
b. Voluntary State Curriculum and MSA/HSA and how parents/families can support academic and behavioral expectations.
c. Parents as Teachers to assist students at home to enhance student success on mandated assessments.
d. Workshops for parents of children receiving Special Education services through the Partners for Success Office.
e. Strategies for implementing Epstein's 6 Types of Parent and Family Involvement, Comer's 3 Levels of Parent/Family Participation, Title I six components to build parent capacity, and National Standards for Parent/Family Involvement Programs to support students' academic achievement.
f. Parenting Skills including and not limited to nutrition, health, self-esteem, parent/child communication, motivation,

**ADMINISTRATIVE PROCEDURE**

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT IN SCHOOLS

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discipline, child and adolescent growth and development, etc. (such as parent effectiveness training programs).

g. Literacy Training as well as other specific curricular content areas.
h. Navigating the system and communication skills for specific concerns.
i. Parent/family involvement in decision-making at the school and district level.
j. Parent Teacher Associations/Parent Teacher Student Associations and other school–based parent leadership teams
k. Accessing community resources for family support.
m. Maintenance of a resource center, housed within the Department of Family and Community Outreach that provides a library of print, video, and human resources that are available to assist staff and parents.
n. Other Areas of assessed and parent/community-identified needs and interests.

7. Prince George's County Public Schools will, with the assistance of its schools and parents, educate its teachers, student services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by providing workshops and appropriate resource materials for creating a positive, safe and welcoming environment, and establishing effective communication, conferencing and engagement strategies during the following:

a. Annual Superintendents' Principals' Institute.
b. Annual Professional Educators Induction Program.
c. Annual School Development Program Team Retreat.
d. Annual Title 1 Principals' Conference.
e. Annual Title 1 Parent Conference.
f. Implementation of Title I Parent Empowerment Academy
g. Ongoing Zone Executive Director's meetings and training sessions for school administrators and support staff.
h. On-going training sessions for all departmental and central office personnel.
i. Annual training and coaching for school improvement teams.

**ADMINISTRATIVE PROCEDURE**

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT IN SCHOOLS

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j. Maintenance of a resource center, housed within the Department of Family and Community Outreach that provides a library of print, video, and human resources that are available to assist staff and parents.
k. On-going community sessions sponsored by local organizations such as the Office of the County Executive, Chamber of Commerce, Business Roundtable, local universities, etc.

8. Prince George's County Public Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Even Start, the Community Based Classroom, Parent and Child Together (PACT), ESOL, Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

a. Convening bi-annual meetings of all PGCPS departmental and office entities engaged in parent, family, and community outreach efforts thereby forming a Task Force that consistently communicates and collaborates to implement an integrated and coherent approach.
b. Convening an annual meeting of the task force on Parent, Family, and Community Involvement consisting of representatives of community-based organizations and businesses, faith-based organizations and regionally selected parents, in order to sponsor programs, workshops and training sessions to promote and solicit support/resources for the involvement of parents and families in public education.

9. Prince George's County Public Schools will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language the parents can understand.

Continual postings and notifications will be provided via:

a. PGCPS Website.
b. PGCPS Office of Communications and Public Affairs Press.
c. Releases, Newsletters, and Systemic Calendar.

**ADMINISTRATIVE PROCEDURE**

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT IN SCHOOLS

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d. PGCPS Office of Television and Web Services' Channel 96 Programming.
e. Departmental Brochures and Information Packets.
f. School Academic Report Cards.

VI. **RELATED PROCEDURES:** Administrative Procedure 0500, School Visitors; Administrative Procedure 1330, After School Use of Facilities; Administrative Procedure 1331, Shared Space of School Facilities by Non-Commercial Users; Administrative Procedure 3541, Student Transportation; Administrative Procedure 4216.6, Volunteering, Services; Administrative Procedure 5010, Homeless Children and Youth School Access and Services; Administrative Procedure 5125, Student Records; Administrative Procedure 5135.1, Fundraising; and Administrative Procedure 10101, Code of Student Conduct.

VII. **MAINTENANCE AND UPDATE OF THESE PROCEDURES:** These procedures originate with the Department of Family and Community Outreach and will be updated as needed

VIII. **CANCELLATIONS AND SUPERSEDURES:** This Administrative Procedure cancels and supersedes Administrative Procedure 4217, dated June 30, 2005.

IX. **EFFECTIVE DATE:** September 1, 2008.

John E. Deasy
Superintendent of Schools

Distribution: Lists 1, 2, 3, 4, 5, 6, 10, and 11

**Appendix – F**
**Consultation with Private School Officials**

# Prince George's County Public Schools

14201 School Lane • Upper Marlboro, Maryland 20772 • www.pgcps.org

## TITLE I DEPARTMENT

## Timeline for Consultation with Private School Officials*

| Month | PGCPS Activity | Private Schools Activity | Legal Basis** |
|---|---|---|---|
| April 2009 – June 2009 | Determine in consultation with private school officials the professional development and parent involvement needs of private school teachers and families of private school participants. | | Equitable services for teachers and families of participants apply to funds reserved under §§1118 and 1119. See §1120(a) and §200.65 |
| | Design activities that LEA will implement the next school year (independently) or in conjunction with LEA activities) for teachers and families of participants. | | |

| Month | PGCPS Activity | Private Schools Activity | Legal Basis** |
|---|---|---|---|
| | Inform private school officials of tentative program designs, service delivery models, number of Title I participants, allocations, location of services, and estimated costs. Provide opportunities for private school officials to comment. | | LEAs must provide opportunities for consultation with private school officials if program is modified or private school officials request more discussion. See §1120(b) and §200.63. |
| | Update private school officials if there are any changes. Generate a list of students who will receive Title I services beginning in September of the next school year. | Provide written affirmation to public school officials that timely and meaningful consultation has occurred. Consultation must be ongoing, however, and should continue throughout the school year. | See §1120(b)(4) and §200.63(e). |
| | Obtain written affirmation from private school officials or their representatives that timely and meaningful consultation has occurred. | | |

**Appendix – F**
**Consultation with Private School Officials**

| Month | PGCPS Activity | Private Schools Activity | Legal Basis** |
|---|---|---|---|
| | Consultation must be ongoing, however, and should continue throughout the school year. | | |
| | Complete all necessary reports, contract negotiations, ordering of materials, hiring of teachers, etc. Consultation should be completed for the next school year prior to LEA submitting its Title I application to the SEA. | | These actions ensure that programs will begin at the start of the school year.<br>See §1120(a)(3) and §200.62(a)(1). |
| August 2009<br>(Planning for the implementation of services for School Year 2009-2010) | Report on readiness of Title I program for private school participants to private school officials. | | Private school officials should be aware how LEA will implement the program in September, including staffing, number of students to be served, location, etc.<br>See §1120(b)(2) and §200.63(c). |

**Appendix – F**
**Consultation with Private School Officials**

| Month | PGCPS Activity | Private Schools Activity | Legal Basis** |
|---|---|---|---|
| September 2009 | LEA begins Title I services for students identified the previous spring as participants and provides private school officials with their names, services to be provided, and names of Title I teachers. | | See §1120(a)(1) and §200.62(a)(1). |
| | Obtain a list of newly enrolled students who meet eligibility criteria. Consult with private school officials on how new students might be accommodated in the program. | Provide a list of newly enrolled students who meet eligibility criteria. Consult with public school officials on how new students might be accommodated in the program. | |
| | Initiate professional development and parent involvement activities based on previous spring's consultation. | | See §200.65. |
| October 2009 | LEA provides information about possible adjustments and program changes to private school officials.<br>Start planning for the next school year's consultation cycle. | | See §1120(b)(2) and §200.63(c). |
| November -December 2009 | Obtain complete list of all private schools with students who are residents of the LEA.<br><br>Meet with private school officials to review timeline and consultation process. Establish a consultation calendar and procedures for collecting poverty data (i.e. data on low-income families). | Meet with public school officials to review timeline and consultation process. Establish a consultation calendar and procedures for collecting poverty data (i.e. data on low-income families). | LEA uses list to ask all private school officials if they want their eligible students to participate in Title I the next school year. See §1120(a) of the *Elementary and Secondary School Act.* |
| December 2009 - February 2010 | Obtain from principals or a central office serving a group of private schools the following poverty data (as appropriate) on private school students:<br>• Same poverty measure used to count public school students, which is usually free and reduced-priced lunch;<br>• Survey of private school parents asking for income data, address, and grade | Provide the following poverty data (as appropriate) on private school students to the public schools:<br>• Same poverty measure used to count public school students, which is usually free and reduced-priced lunch;<br>• Survey of private school parents asking for income data, address, and grade level of children from which the LEA must | Private school students from low-income families who live in Title I participating public school attendance areas generate funds for instructional services.<br><br>See §1120(c)(1) & §200.78(a)(2) of the Title I regulations. |

**Appendix – F**
**Consultation with Private School Officials**

| Month | PGCPS Activity | Private Schools Activity | Legal Basis** |
|---|---|---|---|
| | level of children from which the LEA must extrapolate these data (see Section 2);<br>• Alternative poverty data such as scholarships, Temporary Aid to Needy Families, Medicaid, etc.<br>~or~<br>• Decide through consultation to use proportionality (see Section 2). | extrapolate these data (see Section 2);<br>• Alternative poverty data such as scholarships, Temporary Aid to Needy Families, Medicaid, etc.<br>~or~<br>• Decide through consultation to use proportionality (see Section 2). | |
| February 2010 –March 2010 | Match addresses of private school students from low-income families to participating public school attendance areas.<br>Estimate the amount of funds generated for instruction using the same estimated per-pupil amount as that used for public school students in participating public school attendance areas.<br>Meet with private school officials to discuss poverty data collected, amount of estimated instructional funds generated, and determine if funds will be pooled, not pooled, or a combination of both options. | Meet with public school officials to discuss poverty data collected, amount of estimated instructional funds generated, and determine if funds will be pooled, not pooled, or a combination of both options. | See §1120(b)(1)(f) & (2) and §200.64(a). |

| Month | PGCPS Activity | Private Schools Activity | Legal Basis** |
|---|---|---|---|
| March 2010 – April 2010 | Determine the multiple, educationally related, objective criteria to be used to select eligible students (educationally needy students who reside in Title I attendance areas) in consultation with private school officials. | | Multiple, educationally related, objective criteria required under §1115(b). See §200.62(b). |
| | | Provide to public schools the officials lists of names, addresses, and grades of private school students who meet the criteria. | See §1120(b). |
| | From these lists, select for Title I services those students most at-risk of failing, as decided in consultation. | | See §200.62(b)(2). |
| | Discuss with private school officials the needs of selected students, appropriate Title I services to serve those needs, and location of services. | Discuss with public school officials the needs of selected students, appropriate Title I services to serve those needs, and location of services. | See §1120(b)(1) and §200.63(a) and (b). |
| | Design services that meet participants' needs based on consultation, using the estimated amount of funds generated by private school students from low-income families, and the equitable share of funds reserved for districtwide instructional activities. | | See §200.64. |
| | Determine with private school officials the standards and annual assessments for measuring progress of the Title I program. | Determine with public school officials the standards and annual assessments for measuring progress of the Title I program. | LEA must assess quality and effectiveness of Title I program each year. LEA modifies the design of services if annual progress is not met. |

| Month | PGCPS Activity | Private Schools Activity | Legal Basis** |
|---|---|---|---|
| | Define annual progress. Determine criteria for making program modifications when annual progress is not achieved.<br><br>Assess the achievement of current year's program using the standards previously agreed upon last year.<br><br>After appropriate consultation, make modifications to next year's Title I program, if annual progress has not been met. | | See §1120(b)(1)(D) and §200.63(b)(5). |
| April 2010 – June 2010 | Determine, in consultation with private school officials, the professional development and parent involvement needs of private school teachers and families of private school participants. | | Equitable services for teachers and families of participants apply to funds reserved under §§1118 and 1119. See §1120(a) and §200.65 |
| | Design activities that LEA will implement the next school year (SY 2010-2011) independently or in conjunction with LEA activities) for teachers and families of participants. | | |
| | Inform private school officials of tentative program designs, service delivery models, number of Title I participants, allocations, location of services, and estimated costs. Provide opportunities for private school officials to comment. | | LEAs must provide opportunities for consultation with private school officials if program is modified or private school officials request more discussion.<br>See §1120(b) and §200.63. |
| | Inform private school officials of tentative program designs, service delivery models, number of Title I participants, allocations, location of services, and estimated costs. Provide opportunities for private school officials to comment. | | LEAs must provide opportunities for consultation with private school officials if program is modified or private school officials request more discussion.<br>See §1120(b) and §200.63. |
| | Update private school officials if there are any changes. Generate a list of students who will receive Title I services beginning in September of the next school year. | Provide written affirmation to public school officials that timely and meaningful consultation has occurred. Consultation must be ongoing, however, and should continue throughout the school year. | See §1120(b)(4) and §200.63(e). |
| | Obtain written affirmation from private school officials or their representatives that timely and meaningful consultation has occurred. | | |

**Appendix – F**
**Consultation with Private School Officials**

| Month | PGCPS Activity | Private Schools Activity | Legal Basis** |
|---|---|---|---|
| | Consultation must be ongoing, however, and should continue throughout the school year. | | |
| | Complete all necessary reports, contract negotiations, ordering of materials, hiring of teachers, etc. Consultation should be completed for the next school year prior to LEA submitting its Title I application to the SEA. | | These actions ensure that programs will begin at the start of the school year.<br>See §1120(a)(3) and §200.62(a)(1). |

Key issues relating to the provision of Title I services are discussed during consultation, which provides an opportunity for the both the public and private school officials to express their views and to have those views considered. Ultimately, the LEA is responsible for planning, designing, and implementing the Title I program and may not delegate that responsibility to the private schools or their officials.

As a result, private school officials who want services for their eligible students should be aware of their roles in the consultation process to ensure that Title I programs designed by the LEA effectively meet the needs of their participating children, their teachers, and their families. Roles for the private school officials are:

- Participating in consultation;
- Providing lists of addresses and grades of low-income families;
- Providing lists of names, addresses, and grade levels of children who meet the multiple, educationally related, objective criteria for participation eligibility:
- Suggesting ideas, program designs, and modifications that meet the needs of their eligible children, their teachers, and their families; and
- Providing a dedicated space, if appropriate.

* In this example, multiple meetings will be required to cover each LEA activity.
** This column references Title I, Sec. 1120 and 34 *CFR* 200.

Appendix F - Affirmation of Consultation with Private School

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## AFFIRMATION OF CONSULTATION FORM

### *Nonpublic Schools' Participation in Federally Funded Programs*

***March 17, 2009***

I am a representative of Kiddie Academy School, a private school within the attendance area boundaries of Prince George's County Public Schools. I hereby affirm that during the meeting on **March 17, 2009,** the school system engaged in timely and meaningful consultation concerning the following federally funded programs for the **2009-10 school year.**

**1. *Federal Programs:***

- ✓ Title I, Part A: Improving Academic Achievement of Disadvantaged Students – Basic Programs
- ✓ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ✓ Title II, Part D: Enhancing Education Through Technology
- ✓ Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students
- ✓ Title IV, Part A: Safe and Drug-Free Schools and Communities

**2. *Topics Discussed:***

- o Intent of the Law
- o Types of Services
- o Allocation of Funds
- o Intent to Participate
- o The process for accessing services (including necessary paperwork, due dates, workshops, and budget information)
- o Completion of Application
- o Follow-up Consultation
- o Next Steps

**3. *Cooperation by School:***

By choosing to participate in one or more of the programs listed above, each school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the District's boundaries. Each school agrees to develop such plans and give such other reports as mandated by the programs in which it will participate.

***Name of School:*** Kiddie Academy of Oxon Hill ***Date:*** 3/17/09
***Printed Name of Representative:*** Crystal Brown
***Signature of Representative:*** Crystal Brown
***Number of Administrators:*** 2
***Number of Teachers:*** 11
***Number of Paraprofessional Educators:*** 12
***Number of English Language Learners:*** 5

Appendix F - Affirmation of Consultation with Private School

CHILDREN COME FIRST

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## AFFIRMATION OF CONSULTATION FORM

### *Nonpublic Schools' Participation in Federally Funded Programs*

***March 17, 2009***

I am a representative of Redeem Christian Academy School, a private school within the attendance area boundaries of Prince George's County Public Schools. I hereby affirm that during the meeting on **March 17, 2009,** the school system engaged in timely and meaningful consultation concerning the following federally funded programs for the **2009-10 school year.**

**1. *Federal Programs:***

- ✓ Title I, Part A: Improving Academic Achievement of Disadvantaged Students – Basic Programs
- ✓ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ✓ Title II, Part D: Enhancing Education Through Technology
- ✓ Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students
- ✓ Title IV, Part A: Safe and Drug-Free Schools and Communities

**2. *Topics Discussed:***

- o Intent of the Law
- o Types of Services
- o Allocation of Funds
- o Intent to Participate
- o The process for accessing services (including necessary paperwork, due dates, workshops, and budget information)
- o Completion of Application
- o Follow-up Consultation
- o Next Steps

**3. *Cooperation by School:***

By choosing to participate in one or more of the programs listed above, each school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the District's boundaries. Each school agrees to develop such plans and give such other reports as mandated by the programs in which it will participate.

***Name of School:*** Redeem Christian Academy ***Date:*** 17 March 09
***Printed Name of Representative:*** Stephanie S. Robinson
***Signature of Representative:*** Stephanie S. Robinson
***Number of Administrators:*** 1
***Number of Teachers:*** 2
***Number of Paraprofessional Educators:*** _____
***Number of English Language Learners:*** _____

Appendix F - Affirmation of Consultation with Private School

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## AFFIRMATION OF CONSULTATION FORM

### *Nonpublic Schools' Participation in Federally Funded Programs*

***March 17, 2009***

I am a representative of St. Matthias School School, a private school within the attendance area boundaries of Prince George's County Public Schools. I hereby affirm that during the meeting on **March 17, 2009,** the school system engaged in timely and meaningful consultation concerning the following federally funded programs for the **2009-10 school year.**

**1. *Federal Programs:***

- ✓ Title I, Part A: Improving Academic Achievement of Disadvantaged Students – Basic Programs
- ✓ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ✓ Title II, Part D: Enhancing Education Through Technology
- ✓ Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students
- ✓ Title IV, Part A: Safe and Drug-Free Schools and Communities

**2. *Topics Discussed:***

- o Intent of the Law
- o Types of Services
- o Allocation of Funds
- o Intent to Participate
- o The process for accessing services (including necessary paperwork, due dates, workshops, and budget information)
- o Completion of Application
- o Follow-up Consultation
- o Next Steps

**3. *Cooperation by School:***

By choosing to participate in one or more of the programs listed above, each school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the District's boundaries. Each school agrees to develop such plans and give such other reports as mandated by the programs in which it will participate.

***Name of School:*** St. Matthias School ***Date:*** 3/17/09
***Printed Name of Representative:*** Ann O'Hare
***Signature of Representative:*** Ann O'Hare
***Number of Administrators:*** 2
***Number of Teachers:*** 18
***Number of Paraprofessional Educators:*** 2
***Number of English Language Learners:*** _____

Appendix F - Affirmation of Consultation with Private School

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## AFFIRMATION OF CONSULTATION FORM

### *Nonpublic Schools' Participation in Federally Funded Programs*

### *March 17, 2009*

I am a representative of St. Hugh's School, a private school within the attendance area boundaries of Prince George's County Public Schools. I hereby affirm that during the meeting on **March 17, 2009,** the school system engaged in timely and meaningful consultation concerning the following federally funded programs for the **2009-10 school year.**

**1. *Federal Programs:***

- ✓ Title I, Part A: Improving Academic Achievement of Disadvantaged Students – Basic Programs
- ✓ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ✓ Title II, Part D: Enhancing Education Through Technology
- ✓ Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students
- ✓ Title IV, Part A: Safe and Drug-Free Schools and Communities

**2. *Topics Discussed:***

- o Intent of the Law
- o Types of Services
- o Allocation of Funds
- o Intent to Participate
- o The process for accessing services (including necessary paperwork, due dates, workshops, and budget information)
- o Completion of Application
- o Follow-up Consultation
- o Next Steps

**3. *Cooperation by School:***

By choosing to participate in one or more of the programs listed above, each school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the District's boundaries. Each school agrees to develop such plans and give such other reports as mandated by the programs in which it will participate.

***Name of School:*** St. Hugh's School ***Date:*** 3/17/09

***Printed Name of Representative:*** Susan O'Brien

***Signature of Representative:*** Susan M. O'Brien

***Number of Administrators:*** 2

***Number of Teachers:*** 16

***Number of Paraprofessional Educators:*** 0

***Number of English Language Learners:*** 0

Appendix F – Affirmation of Consultation with Private School

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## AFFIRMATION OF CONSULTATION FORM

### *Nonpublic Schools' Participation in Federally Funded Programs*

***March 17, 2009***

I am a representative of Bowie Christian School, a private school within the attendance area boundaries of Prince George's County Public Schools. I hereby affirm that during the meeting on **March 17, 2009,** the school system engaged in timely and meaningful consultation concerning the following federally funded programs for the **2009-10 school year.**

***1. Federal Programs:***

- ✓ Title I, Part A: Improving Academic Achievement of Disadvantaged Students – Basic Programs
- ✓ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ✓ Title II, Part D: Enhancing Education Through Technology
- ✓ Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students
- ✓ Title IV, Part A: Safe and Drug-Free Schools and Communities

***2. Topics Discussed:***

- o Intent of the Law
- o Types of Services
- o Allocation of Funds
- o Intent to Participate
- o The process for accessing services (including necessary paperwork, due dates, workshops, and budget information)
- o Completion of Application
- o Follow-up Consultation
- o Next Steps

***3. Cooperation by School:***

By choosing to participate in one or more of the programs listed above, each school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the District's boundaries. Each school agrees to develop such plans and give such other reports as mandated by the programs in which it will participate.

***Name of School:*** BOWIE CHRISTIAN SCHOOL ***Date:*** 3/17/09

***Printed Name of Representative:*** Beth Wilson

***Signature of Representative:*** Beth Wilson

***Number of Administrators:*** 2

***Number of Teachers:*** 5

***Number of Paraprofessional Educators:*** 2

***Number of English Language Learners:*** Ø

Appendix F – Affirmation of Consultation with Private School

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## AFFIRMATION OF CONSULTATION FORM

### *Nonpublic Schools' Participation in Federally Funded Programs*

**March 17, 2009**

I am a representative of First Baptist of Laurel School, a private school within the attendance area boundaries of Prince George's County Public Schools. I hereby affirm that during the meeting on **March 17, 2009,** the school system engaged in timely and meaningful consultation concerning the following federally funded programs for the **2009-10 school year.**

**1. *Federal Programs:***

- ✓ Title I, Part A: Improving Academic Achievement of Disadvantaged Students – Basic Programs
- ✓ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ✓ Title II, Part D: Enhancing Education Through Technology
- ✓ Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students
- ✓ Title IV, Part A: Safe and Drug-Free Schools and Communities

**2. *Topics Discussed:***

- o Intent of the Law
- o Types of Services
- o Allocation of Funds
- o Intent to Participate
- o The process for accessing services (including necessary paperwork, due dates, workshops, and budget information)
- o Completion of Application
- o Follow-up Consultation
- o Next Steps

**3. *Cooperation by School:***

By choosing to participate in one or more of the programs listed above, each school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the District's boundaries. Each school agrees to develop such plans and give such other reports as mandated by the programs in which it will participate.

***Name of School:*** First Baptist School of Laurel ***Date:*** 3/17/09
***Printed Name of Representative:*** FRANCINE FRAZIER Wallace
***Signature of Representative:***
***Number of Administrators:*** 1
***Number of Teachers:*** 19
***Number of Paraprofessional Educators:*** 8
***Number of English Language Learners:*** 0

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## AFFIRMATION OF CONSULTATION FORM

### *Nonpublic Schools' Participation in Federally Funded Programs*

***March 17, 2009***

I am a representative of Washington New Church School, a private school within the attendance area boundaries of Prince George's County Public Schools. I hereby affirm that during the meeting on **March 17, 2009,** the school system engaged in timely and meaningful consultation concerning the following federally funded programs for the **2009-10 school year.**

**1. *Federal Programs:***

- ✓ Title I, Part A: Improving Academic Achievement of Disadvantaged Students – Basic Programs
- ✓ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ✓ Title II, Part D: Enhancing Education Through Technology
- ✓ Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students
- ✓ Title IV, Part A: Safe and Drug-Free Schools and Communities

**2. *Topics Discussed:***

- o Intent of the Law
- o Types of Services
- o Allocation of Funds
- o Intent to Participate
- o The process for accessing services (including necessary paperwork, due dates, workshops, and budget information)
- o Completion of Application
- o Follow-up Consultation
- o Next Steps

**3. *Cooperation by School:***

By choosing to participate in one or more of the programs listed above, each school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the District's boundaries. Each school agrees to develop such plans and give such other reports as mandated by the programs in which it will participate.

***Name of School:*** Washington New Church School ***Date:*** 3/17/09
***Printed Name of Representative:*** Kathleen C. Johns
***Signature of Representative:*** Kathleen C. Johns
***Number of Administrators:*** 1
***Number of Teachers:*** 11
***Number of Paraprofessional Educators:*** _____
***Number of English Language Learners:*** 47 Students enrolled

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## AFFIRMATION OF CONSULTATION FORM

### *Nonpublic Schools' Participation in Federally Funded Programs*

***March 17, 2009***

I am a representative of New Horizon COC School, a private school within the attendance area boundaries of Prince George's County Public Schools. I hereby affirm that during the meeting on **March 17, 2009,** the school system engaged in timely and meaningful consultation concerning the following federally funded programs for the **2009-10 school year.**

***1. Federal Programs:***

- ✓ Title I, Part A: Improving Academic Achievement of Disadvantaged Students – Basic Programs
- ✓ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ✓ Title II, Part D: Enhancing Education Through Technology
- ✓ Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students
- ✓ Title IV, Part A: Safe and Drug-Free Schools and Communities

***2. Topics Discussed:***

- Intent of the Law
- Types of Services
- Allocation of Funds
- Intent to Participate
- The process for accessing services (including necessary paperwork, due dates, workshops, and budget information)
- Completion of Application
- Follow-up Consultation
- Next Steps

***3. Cooperation by School:***

By choosing to participate in one or more of the programs listed above, each school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the District's boundaries. Each school agrees to develop such plans and give such other reports as mandated by the programs in which it will participate.

***Name of School:*** New Horizon COC ***Date:*** 3/17/09
***Printed Name of Representative:*** Barbara E. Liles
***Signature of Representative:*** Barbara E. Liles
***Number of Administrators:*** 1
***Number of Teachers:*** 3
***Number of Paraprofessional Educators:*** 4
***Number of English Language Learners:*** 88

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## AFFIRMATION OF CONSULTATION FORM

### *Nonpublic Schools' Participation in Federally Funded Programs*

***March 17, 2009***

I am a representative of Mitchellville Montessori School, a private school within the attendance area boundaries of Prince George's County Public Schools. I hereby affirm that during the meeting on **March 17, 2009,** the school system engaged in timely and meaningful consultation concerning the following federally funded programs for the **2009-10 school year.**

***1. Federal Programs:***

- ✓ Title I, Part A: Improving Academic Achievement of Disadvantaged Students – Basic Programs
- ✓ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ✓ Title II, Part D: Enhancing Education Through Technology
- ✓ Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students
- ✓ Title IV, Part A: Safe and Drug-Free Schools and Communities

***2. Topics Discussed:***

- o Intent of the Law
- o Types of Services
- o Allocation of Funds
- o Intent to Participate
- o The process for accessing services (including necessary paperwork, due dates, workshops, and budget information)
- o Completion of Application
- o Follow-up Consultation
- o Next Steps

***3. Cooperation by School:***

By choosing to participate in one or more of the programs listed above, each school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the District's boundaries. Each school agrees to develop such plans and give such other reports as mandated by the programs in which it will participate.

***Name of School:*** Mitchellville Montessori School ***Date:*** 3-17-09
***Printed Name of Representative:*** Gloria Panton-Harvey
***Signature of Representative:*** Gloria Harvey
***Number of Administrators:*** 1
***Number of Teachers:*** 4
***Number of Paraprofessional Educators:*** 5
***Number of English Language Learners:*** _____

Appendix F - Affirmation of Consultation with Private School

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## AFFIRMATION OF CONSULTATION FORM

***Nonpublic Schools' Participation in Federally Funded Programs***

***March 17, 2009***

I am a representative of NEW HOPE ACADEMY School, a private school within the attendance area boundaries of Prince George's County Public Schools. I hereby affirm that during the meeting on **March 17, 2009,** the school system engaged in timely and meaningful consultation concerning the following federally funded programs for the **2009-10 school year.**

***1. Federal Programs:***

- ✓ Title I, Part A: Improving Academic Achievement of Disadvantaged Students – Basic Programs
- ✓ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ✓ Title II, Part D: Enhancing Education Through Technology
- ✓ Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students
- ✓ Title IV, Part A: Safe and Drug-Free Schools and Communities

***2. Topics Discussed:***

- Intent of the Law
- Types of Services
- Allocation of Funds
- Intent to Participate
- The process for accessing services (including necessary paperwork, due dates, workshops, and budget information)
- Completion of Application
- Follow-up Consultation
- Next Steps

***3. Cooperation by School:***

By choosing to participate in one or more of the programs listed above, each school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the District's boundaries. Each school agrees to develop such plans and give such other reports as mandated by the programs in which it will participate.

***Name of School:*** NEW HOPE ACADEMY ***Date:*** 3/18/09
***Printed Name of Representative:*** MARILYN COHEN
***Signature of Representative:*** Marilyn Cohen
***Number of Administrators:*** @ 4
***Number of Teachers:*** @ 35
***Number of Paraprofessional Educators:*** @ 5
***Number of English Language Learners:*** @ 3

Appendix F - Affirmation of Consultation with Private School

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## AFFIRMATION OF CONSULTATION FORM

### *Nonpublic Schools' Participation in Federally Funded Programs*

***March 17, 2009***

I am a representative of Henson Valley Montessori School, a private school within the attendance area boundaries of Prince George's County Public Schools. I hereby affirm that during the meeting on **March 17, 2009,** the school system engaged in timely and meaningful consultation concerning the following federally funded programs for the **2009-10 school year.**

**1. *Federal Programs:***

- ✓ Title I, Part A: Improving Academic Achievement of Disadvantaged Students – Basic Programs
- ✓ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ✓ Title II, Part D: Enhancing Education Through Technology
- ✓ Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students
- ✓ Title IV, Part A: Safe and Drug-Free Schools and Communities

**2. *Topics Discussed:***

- o Intent of the Law
- o Types of Services
- o Allocation of Funds
- o Intent to Participate
- o The process for accessing services (including necessary paperwork, due dates, workshops, and budget information)
- o Completion of Application
- o Follow-up Consultation
- o Next Steps

**3. *Cooperation by School:***

By choosing to participate in one or more of the programs listed above, each school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the District's boundaries. Each school agrees to develop such plans and give such other reports as mandated by the programs in which it will participate.

***Name of School:*** Henson Valley Montessori School ***Date:*** 17 March 2009
***Printed Name of Representative:*** Sherri R. Jones
***Signature of Representative:*** Sherri R Jones
***Number of Administrators:*** 3 / 1
***Number of Teachers:*** 15
***Number of Paraprofessional Educators:*** 5
***Number of English Language Learners:*** Ø

Appendix F - Affirmation of Consultation with Private School

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## AFFIRMATION OF CONSULTATION FORM

### *Nonpublic Schools' Participation in Federally Funded Programs*

***March 17, 2009***

I am a representative of St. Mary's School School, a private school within the attendance area boundaries of Prince George's County Public Schools. I hereby affirm that during the meeting on **March 17, 2009,** the school system engaged in timely and meaningful consultation concerning the following federally funded programs for the **2009-10 school year.**

**1. *Federal Programs:***

- ✓ Title I, Part A: Improving Academic Achievement of Disadvantaged Students – Basic Programs
- ✓ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ✓ Title II, Part D: Enhancing Education Through Technology
- ✓ Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students
- ✓ Title IV, Part A: Safe and Drug-Free Schools and Communities

**2. *Topics Discussed:***

- Intent of the Law
- Types of Services
- Allocation of Funds
- Intent to Participate
- The process for accessing services (including necessary paperwork, due dates, workshops, and budget information)
- Completion of Application
- Follow-up Consultation
- Next Steps

**3. *Cooperation by School:***

By choosing to participate in one or more of the programs listed above, each school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the District's boundaries. Each school agrees to develop such plans and give such other reports as mandated by the programs in which it will participate.

***Name of School:*** St. Mary's School ***Date:*** 3/17/09

***Printed Name of Representative:*** Colleen Douglas

***Signature of Representative:*** Colleen Douglas

***Number of Administrators:*** 2

***Number of Teachers:*** 17

***Number of Paraprofessional Educators:*** 4

***Number of English Language Learners:*** 35

Appendix F – Affirmation of Consultation with Private School

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## AFFIRMATION OF CONSULTATION FORM

### *Nonpublic Schools' Participation in Federally Funded Programs*

***March 17, 2009***

I am a representative of St. Columba School School, a private school within the attendance area boundaries of Prince George's County Public Schools. I hereby affirm that during the meeting on **March 17, 2009,** the school system engaged in timely and meaningful consultation concerning the following federally funded programs for the **2009-10 school year.**

***1. Federal Programs:***

- ✓ Title I, Part A: Improving Academic Achievement of Disadvantaged Students – Basic Programs
- ✓ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ✓ Title II, Part D: Enhancing Education Through Technology
- ✓ Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students
- ✓ Title IV, Part A: Safe and Drug-Free Schools and Communities

***2. Topics Discussed:***

- Intent of the Law
- Types of Services
- Allocation of Funds
- Intent to Participate
- The process for accessing services (including necessary paperwork, due dates, workshops, and budget information)
- Completion of Application
- Follow-up Consultation
- Next Steps

***3. Cooperation by School:***

By choosing to participate in one or more of the programs listed above, each school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the District's boundaries. Each school agrees to develop such plans and give such other reports as mandated by the programs in which it will participate.

***Name of School:*** St. Columba School ***Date:*** 3/17/09

***Printed Name of Representative:*** Cynthia A. Coblegh

***Signature of Representative:*** Cynthia A. Coblegh

***Number of Administrators:*** 1

***Number of Teachers:*** 17

***Number of Paraprofessional Educators:*** 2

***Number of English Language Learners:*** not sure of number do have some

Appendix F - Affirmation of Consultation with Private School

Prince George's County Public Schools
14201 School Lane • Upper Marlboro, Maryland 20772 • www.pgcps.org

## AFFIRMATION OF CONSULTATION FORM

### *Nonpublic Schools' Participation in Federally Funded Programs*

***March 17, 2009***

I am a representative of St. Philip the Apostle School, a private school within the attendance area boundaries of Prince George's County Public Schools. I hereby affirm that during the meeting on **March 17, 2009,** the school system engaged in timely and meaningful consultation concerning the following federally funded programs for the **2009-10 school year.**

**1. *Federal Programs:***

- ✓ Title I, Part A: Improving Academic Achievement of Disadvantaged Students – Basic Programs
- ✓ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ✓ Title II, Part D: Enhancing Education Through Technology
- ✓ Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students
- ✓ Title IV, Part A: Safe and Drug-Free Schools and Communities

**2. *Topics Discussed:***

- o Intent of the Law
- o Types of Services
- o Allocation of Funds
- o Intent to Participate
- o The process for accessing services (including necessary paperwork, due dates, workshops, and budget information)
- o Completion of Application
- o Follow-up Consultation
- o Next Steps

**3. *Cooperation by School:***

By choosing to participate in one or more of the programs listed above, each school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the District's boundaries. Each school agrees to develop such plans and give such other reports as mandated by the programs in which it will participate.

***Name of School:*** St. Philip the Apostle School ***Date:*** 3-17-09
***Printed Name of Representative:*** Carol P. Yee
***Signature of Representative:*** Carol P. Yee
***Number of Administrators:*** 2
***Number of Teachers:*** To 17
***Number of Paraprofessional Educators:*** 4
***Number of English Language Learners:*** 10 approx.

Prince George's County Public Schools
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## AFFIRMATION OF CONSULTATION FORM

***Nonpublic Schools' Participation in Federally Funded Programs***

***March 17, 2009***

I am a representative of Holy Redeemer School School, a private school within the attendance area boundaries of Prince George's County Public Schools. I hereby affirm that during the meeting on **March 17, 2009,** the school system engaged in timely and meaningful consultation concerning the following federally funded programs for the **2009-10 school year.**

### 1. *Federal Programs:*

- ✓ Title I, Part A: Improving Academic Achievement of Disadvantaged Students – Basic Programs
- ✓ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ✓ Title II, Part D: Enhancing Education Through Technology
- ✓ Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students
- ✓ Title IV, Part A: Safe and Drug-Free Schools and Communities

### 2. *Topics Discussed:*

- o Intent of the Law
- o Types of Services
- o Allocation of Funds
- o Intent to Participate
- o The process for accessing services (including necessary paperwork, due dates, workshops, and budget information)
- o Completion of Application
- o Follow-up Consultation
- o Next Steps

### 3. *Cooperation by School:*

By choosing to participate in one or more of the programs listed above, each school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the District's boundaries. Each school agrees to develop such plans and give such other reports as mandated by the programs in which it will participate.

***Name of School:*** Holy Redeemer ***Date:*** 3-17-09

***Printed Name of Representative:*** Maureen C. Murphy

***Signature of Representative:*** Maureen C. Murphy

***Number of Administrators:*** 3

***Number of Teachers:*** 22

***Number of Paraprofessional Educators:*** —

***Number of English Language Learners:*** —

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## AFFIRMATION OF CONSULTATION FORM

***Nonpublic Schools' Participation in Federally Funded Programs***

***March 17, 2009***

I am a representative of Dian Carter School, a private school within the attendance area boundaries of Prince George's County Public Schools. I hereby affirm that during the meeting on **March 17, 2009,** the school system engaged in timely and meaningful consultation concerning the following federally funded programs for the **2009-10 school year.**

### 1. *Federal Programs:*

- ✓ Title I, Part A: Improving Academic Achievement of Disadvantaged Students – Basic Programs
- ✓ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ✓ Title II, Part D: Enhancing Education Through Technology
- ✓ Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students
- ✓ Title IV, Part A: Safe and Drug-Free Schools and Communities

### 2. *Topics Discussed:*

- o Intent of the Law
- o Types of Services
- o Allocation of Funds
- o Intent to Participate
- o The process for accessing services (including necessary paperwork, due dates, workshops, and budget information)
- o Completion of Application
- o Follow-up Consultation
- o Next Steps

### 3. *Cooperation by School:*

By choosing to participate in one or more of the programs listed above, each school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the District's boundaries. Each school agrees to develop such plans and give such other reports as mandated by the programs in which it will participate.

***Name of School:*** St. Ambrose School ***Date:*** 3/17/2009
***Printed Name of Representative:*** Dian A. Carter
***Signature of Representative:***
***Number of Administrators:*** 1
***Number of Teachers:*** 24
***Number of Paraprofessional Educators:*** 5
***Number of English Language Learners:*** Ø

Appendix F - Affirmation of Consultation with Private School

Prince George's County Public Schools
14201 School Lane • Upper Marlboro, Maryland 20772 • www.pgcps.org

## AFFIRMATION OF CONSULTATION FORM

### *Nonpublic Schools' Participation in Federally Funded Programs*

***March 17, 2009***

I am a representative of St. Mark the Evangelist School, a private school within the attendance area boundaries of Prince George's County Public Schools. I hereby affirm that during the meeting on **March 17, 2009,** the school system engaged in timely and meaningful consultation concerning the following federally funded programs for the **2009-10 school year.**

***1. Federal Programs:***

- ✓ Title I, Part A: Improving Academic Achievement of Disadvantaged Students – Basic Programs
- ✓ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ✓ Title II, Part D: Enhancing Education Through Technology
- ✓ Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students
- ✓ Title IV, Part A: Safe and Drug-Free Schools and Communities

***2. Topics Discussed:***

- o Intent of the Law
- o Types of Services
- o Allocation of Funds
- o Intent to Participate
- o The process for accessing services (including necessary paperwork, due dates, workshops, and budget information)
- o Completion of Application
- o Follow-up Consultation
- o Next Steps

***3. Cooperation by School:***

By choosing to participate in one or more of the programs listed above, each school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the District's boundaries. Each school agrees to develop such plans and give such other reports as mandated by the programs in which it will participate.

***Name of School:*** St. Mark the Evangelist ***Date:*** 3.17.09

***Printed Name of Representative:*** Matt Russell

***Signature of Representative:***

***Number of Administrators:*** 2

***Number of Teachers:*** 20

***Number of Paraprofessional Educators:*** 4

***Number of English Language Learners:*** 60

Prince George's County Public Schools
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## AFFIRMATION OF CONSULTATION FORM

***Nonpublic Schools' Participation in Federally Funded Programs***

***March 17, 2009***

I am a representative of Grace Christian School School, a private school within the attendance area boundaries of Prince George's County Public Schools. I hereby affirm that during the meeting on **March 17, 2009,** the school system engaged in timely and meaningful consultation concerning the following federally funded programs for the **2009-10 school year.**

### 1. *Federal Programs:*

- ✓ Title I, Part A: Improving Academic Achievement of Disadvantaged Students – Basic Programs
- ✓ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ✓ Title II, Part D: Enhancing Education Through Technology
- ✓ Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students
- ✓ Title IV, Part A: Safe and Drug-Free Schools and Communities

### 2. *Topics Discussed:*

- o Intent of the Law
- o Types of Services
- o Allocation of Funds
- o Intent to Participate
- o The process for accessing services (including necessary paperwork, due dates, workshops, and budget information)
- o Completion of Application
- o Follow-up Consultation
- o Next Steps

### 3. *Cooperation by School:*

By choosing to participate in one or more of the programs listed above, each school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the District's boundaries. Each school agrees to develop such plans and give such other reports as mandated by the programs in which it will participate.

***Name of School:*** Grace Christian School ***Date:*** 3-17-09
***Printed Name of Representative:*** Evelyn Nunes
***Signature of Representative:*** Evelyn Nunes
***Number of Administrators:*** 3
***Number of Teachers:*** 27
***Number of Paraprofessional Educators:*** _____
***Number of English Language Learners:*** _____

Appendix F - Affirmation of Consultation with Private School

Prince George's County Public Schools
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## AFFIRMATION OF CONSULTATION FORM

### *Nonpublic Schools' Participation in Federally Funded Programs*

***March 17, 2009***

I am a representative of Lanham Christian School, a private school within the attendance area boundaries of Prince George's County Public Schools. I hereby affirm that during the meeting on **March 17, 2009,** the school system engaged in timely and meaningful consultation concerning the following federally funded programs for the **2009-10 school year.**

**1. *Federal Programs:***

- ✓ Title I, Part A: Improving Academic Achievement of Disadvantaged Students – Basic Programs
- ✓ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ✓ Title II, Part D: Enhancing Education Through Technology
- ✓ Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students
- ✓ Title IV, Part A: Safe and Drug-Free Schools and Communities

**2. *Topics Discussed:***

- Intent of the Law
- Types of Services
- Allocation of Funds
- Intent to Participate
- The process for accessing services (including necessary paperwork, due dates, workshops, and budget information)
- Completion of Application
- Follow-up Consultation
- Next Steps

**3. *Cooperation by School:***

By choosing to participate in one or more of the programs listed above, each school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the District's boundaries. Each school agrees to develop such plans and give such other reports as mandated by the programs in which it will participate.

***Name of School:*** Lanham Christian School ***Date:*** 3/17/09

***Printed Name of Representative:*** Gene B. Pinkard

***Signature of Representative:*** Gene B Pinkard

***Number of Administrators:*** 3

***Number of Teachers:*** 22

***Number of Paraprofessional Educators:***

***Number of English Language Learners:*** _____

Appendix F - Affirmation of Consultation with Private School

Prince George's County Public Schools
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## AFFIRMATION OF CONSULTATION FORM

### *Nonpublic Schools' Participation in Federally Funded Programs*

***March 17, 2009***

I am a representative of The Foundation School, a private school within the attendance area boundaries of Prince George's County Public Schools. I hereby affirm that during the meeting on **March 17, 2009,** the school system engaged in timely and meaningful consultation concerning the following federally funded programs for the **2009-10 school year.**

**1. *Federal Programs:***

- ✓ Title I, Part A: Improving Academic Achievement of Disadvantaged Students – Basic Programs
- ✓ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ✓ Title II, Part D: Enhancing Education Through Technology
- ✓ Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students
- ✓ Title IV, Part A: Safe and Drug-Free Schools and Communities

**2. *Topics Discussed:***

- Intent of the Law
- Types of Services
- Allocation of Funds
- Intent to Participate
- The process for accessing services (including necessary paperwork, due dates, workshops, and budget information)
- Completion of Application
- Follow-up Consultation
- Next Steps

**3. *Cooperation by School:***

By choosing to participate in one or more of the programs listed above, each school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the District's boundaries. Each school agrees to develop such plans and give such other reports as mandated by the programs in which it will participate.

***Name of School:*** THE FOUNDATION SCHOOLS ***Date:*** 3-17-09
***Printed Name of Representative:*** DR. PHILIPPE DUPONT
***Signature of Representative:*** [signature]
***Number of Administrators:*** 2
***Number of Teachers:*** 22
***Number of Paraprofessional Educators:*** 24
***Number of English Language Learners:*** 0

Appendix F - Affirmation of Consultation with Private School

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## AFFIRMATION OF CONSULTATION FORM

### *Nonpublic Schools' Participation in Federally Funded Programs*

### *March 17, 2009*

I am a representative of Kingdom Christian Academy School, a private school within the attendance area boundaries of Prince George's County Public Schools. I hereby affirm that during the meeting on **March 17, 2009,** the school system engaged in timely and meaningful consultation concerning the following federally funded programs for the **2009-10 school year.**

**1. *Federal Programs:***

- ✓ Title I, Part A: Improving Academic Achievement of Disadvantaged Students – Basic Programs
- ✓ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ✓ Title II, Part D: Enhancing Education Through Technology
- ✓ Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students
- ✓ Title IV, Part A: Safe and Drug-Free Schools and Communities

**2. *Topics Discussed:***

- o Intent of the Law
- o Types of Services
- o Allocation of Funds
- o Intent to Participate
- o The process for accessing services (including necessary paperwork, due dates, workshops, and budget information)
- o Completion of Application
- o Follow-up Consultation
- o Next Steps

**3. *Cooperation by School:***

By choosing to participate in one or more of the programs listed above, each school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the District's boundaries. Each school agrees to develop such plans and give such other reports as mandated by the programs in which it will participate.

***Name of School:*** Kingdom Christian Academy ***Date:*** 3/17/09

***Printed Name of Representative:*** Valerie Royster

***Signature of Representative:*** Valerie R.

***Number of Administrators:*** 2

***Number of Teachers:*** 7

***Number of Paraprofessional Educators:*** _____

***Number of English Language Learners:***

Appendix F - Affirmation of Consultation with Private School

Prince George's County Public Schools
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## AFFIRMATION OF CONSULTATION FORM

### *Nonpublic Schools' Participation in Federally Funded Programs*

### *March 17, 2009*

I am a representative of Renaissance Christian Academy School, a private school within the attendance area boundaries of Prince George's County Public Schools. I hereby affirm that during the meeting on **March 17, 2009,** the school system engaged in timely and meaningful consultation concerning the following federally funded programs for the **2009-10 school year.**

**1. *Federal Programs:***

- ✓ Title I, Part A: Improving Academic Achievement of Disadvantaged Students – Basic Programs
- ✓ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ✓ Title II, Part D: Enhancing Education Through Technology
- ✓ Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students
- ✓ Title IV, Part A: Safe and Drug-Free Schools and Communities

**2. *Topics Discussed:***

- Intent of the Law
- Types of Services
- Allocation of Funds
- Intent to Participate
- The process for accessing services (including necessary paperwork, due dates, workshops, and budget information)
- Completion of Application
- Follow-up Consultation
- Next Steps

**3. *Cooperation by School:***

By choosing to participate in one or more of the programs listed above, each school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the District's boundaries. Each school agrees to develop such plans and give such other reports as mandated by the programs in which it will participate.

***Name of School:*** Renaissance Christian Academy ***Date:*** 3/17/09
***Printed Name of Representative:*** Dr. Karyn Scott
***Signature of Representative:*** Dr. Karyn Scott
***Number of Administrators:*** 1
***Number of Teachers:*** ~~35~~ 19
***Number of Paraprofessional Educators:*** 12
***Number of English Language Learners:*** 0

Appendix F - Affirmation of Consultation with Private School

Prince George's County Public Schools
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## AFFIRMATION OF CONSULTATION FORM

### *Nonpublic Schools' Participation in Federally Funded Programs*

***March 17, 2009***

I am a representative of Henson Valley Montessori School, a private school within the attendance area boundaries of Prince George's County Public Schools. I hereby affirm that during the meeting on **March 17, 2009,** the school system engaged in timely and meaningful consultation concerning the following federally funded programs for the **2009-10 school year.**

**1. *Federal Programs:***

- ✓ Title I, Part A: Improving Academic Achievement of Disadvantaged Students – Basic Programs
- ✓ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ✓ Title II, Part D: Enhancing Education Through Technology
- ✓ Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students
- ✓ Title IV, Part A: Safe and Drug-Free Schools and Communities

**2. *Topics Discussed:***

- o Intent of the Law
- o Types of Services
- o Allocation of Funds
- o Intent to Participate
- o The process for accessing services (including necessary paperwork, due dates, workshops, and budget information)
- o Completion of Application
- o Follow-up Consultation
- o Next Steps

**3. *Cooperation by School:***

By choosing to participate in one or more of the programs listed above, each school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the District's boundaries. Each school agrees to develop such plans and give such other reports as mandated by the programs in which it will participate.

***Name of School:*** Henson Valley Montessori School ***Date:*** 17 March 2009
***Printed Name of Representative:*** Sherri R. Jones
***Signature of Representative:*** Sherri R Jones
***Number of Administrators:*** 3
***Number of Teachers:*** 15
***Number of Paraprofessional Educators:*** 5
***Number of English Language Learners:*** 0

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## AFFIRMATION OF CONSULTATION FORM

### *Nonpublic Schools' Participation in Federally Funded Programs*

***March 17, 2009***

I am a representative of Holy Trinity Episcopal Day School, a private school within the attendance area boundaries of Prince George's County Public Schools. I hereby affirm that during the meeting on **March 17, 2009,** the school system engaged in timely and meaningful consultation concerning the following federally funded programs for the **2009-10 school year.**

**1. *Federal Programs:***

- ✓ Title I, Part A: Improving Academic Achievement of Disadvantaged Students – Basic Programs
- ✓ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ✓ Title II, Part D: Enhancing Education Through Technology
- ✓ Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students
- ✓ Title IV, Part A: Safe and Drug-Free Schools and Communities

**2. *Topics Discussed:***

- Intent of the Law
- Types of Services
- Allocation of Funds
- Intent to Participate
- The process for accessing services (including necessary paperwork, due dates, workshops, and budget information)
- Completion of Application
- Follow-up Consultation
- Next Steps

**3. *Cooperation by School:***

By choosing to participate in one or more of the programs listed above, each school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the District's boundaries. Each school agrees to develop such plans and give such other reports as mandated by the programs in which it will participate.

***Name of School:*** Holy Trinity Episcopal Day School ***Date:*** 3/17/09
***Printed Name of Representative:*** Laykin Zarro
***Signature of Representative:*** Laykin Zarro
***Number of Administrators:*** ~20
***Number of Teachers:*** ~91
***Number of Paraprofessional Educators:***
***Number of English Language Learners:*** 600

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## AFFIRMATION OF CONSULTATION FORM

### *Nonpublic Schools' Participation in Federally Funded Programs*

***March 17, 2009***

I am a representative of DeMatha Catholic High School School, a private school within the attendance area boundaries of Prince George's County Public Schools. I hereby affirm that during the meeting on **March 17, 2009,** the school system engaged in timely and meaningful consultation concerning the following federally funded programs for the **2009-10 school year.**

**1. *Federal Programs:***

- ✓ Title I, Part A: Improving Academic Achievement of Disadvantaged Students – Basic Programs
- ✓ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ✓ Title II, Part D: Enhancing Education Through Technology
- ✓ Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students
- ✓ Title IV, Part A: Safe and Drug-Free Schools and Communities

**2. *Topics Discussed:***

- o Intent of the Law
- o Types of Services
- o Allocation of Funds
- o Intent to Participate
- o The process for accessing services (including necessary paperwork, due dates, workshops, and budget information)
- o Completion of Application
- o Follow-up Consultation
- o Next Steps

**3. *Cooperation by School:***

By choosing to participate in one or more of the programs listed above, each school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the District's boundaries. Each school agrees to develop such plans and give such other reports as mandated by the programs in which it will participate.

*Name of School:* DeMatha Catholic High School *Date:* 3/17/09

*Printed Name of Representative:* BARBARA COYLE

*Signature of Representative:* Barbara H. Coyle

*Number of Administrators:* 5

*Number of Teachers:* 85

*Number of Paraprofessional Educators:* 10

*Number of English Language Learners:* 7

# MEMORANDUM OF UNDERSTANDING

between the

## MONTGOMERY COUNTY PUBLIC SCHOOLS

and the

## PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

**Purpose**

This Memorandum of Understanding (MOU) creates a system for the provision of Title I educational instructional services to certain eligible private school children provided that these children meet established eligibility and residency criteria. This agreement describes the services to be provided, the roles and responsibilities of each party, and funding procedures.

**Term**

The term of this Agreement will be for the 2008-2009 school year. Thereafter, the Agreement may be renewed annually, beginning July 1, 2009, for successive school years, through June 30, 2011. To renew this agreement Montgomery County Public Schools (MCPS) and Prince George's County Public Schools (PGCPS) must provide notice to the other of a request for renewal at least thirty (30) days prior to the end of the term. Such notice must be provided by the superintendent of MCPS or PGCPS.

1. **Consultation: Description of Services**

   A. Decisions will be made about the delivery of services during the consultation meetings between the two Parties and will include the following components:
      1. Funding, including per pupil allocation
      2. Selection of students
      3. Service delivery site

   B. The scope of services will include the following components:
      1. The service delivery model adopted by each respective Local Education Agency
      2. The frequency and duration of weekly service instructional time

2. **Assessment**

   A. The assessment of services will include:
      1. Pre- and post- tests
      2. Program progress
      3. Attendance

3. **Additional Support Service**

   A. The support services will include the following components:
      1. Parent involvement activities and funding available.
      2. Professional development that will be provided to teachers of eligible students and funding that is available for those activities.

4. **Responsibilities**

   A. The parties' respective Title I offices will:
      1. Designate a contact person for Title I services for eligible students attending private school.
      2. Determine participating public school attendance areas and certify the number of eligible private school students.
      3. Provide and review, as necessary, data regarding low-income resident students who attend private schools in the other Party's jurisdiction.
      4. Provide sufficient and reliable data concerning the amount of Title I funding that is generated for services to eligible students.
      5. Reserve the required amount of Title I funds for instructional services for identified students.
      6. Annually consult with the designated contact or person to determine the scope and nature of Title I services to eligible students who attend private schools in one local school system and reside in another.
      7. Provide agreed upon assessment data for eligible students receiving Title I services.

5. **Transfer of Funds**

The amount of Title I funding that is owed to the other party for Title I services that will be provided during the following school year will be determined annually by May 30 of each year. An invoice for the full amount shall be submitted no later than September 30 of each year, for services to be provided in that school year. The invoice must be paid within 30 days of receipt. For FY 2009, the amount to be transferred to PGCPS is as follows:

| | |
|---|---|
| Service to students | $4,663 |

The determination of Title I funds due to either party is based on NCLB regulations.

6. **Audit**

Each Party shall retain and, upon request, make available to the other Party, all accounts and records relating to this Agreement during the term of this Agreement and for five (5) years after this Agreement ends. Each Party has the right, upon reasonable prior written notification, to audit and inspect all accounts and records maintained by the other Party in connection with this Agreement, and may do so at the other Party's offices during the Party's normal business hours.

7. **Indemnification**

Each Party shall defend, indemnify, and hold harmless the other Party against and from any and all claims, actions, damages, injuries, losses, expenses, and costs of every nature and description, including reasonable attorney's fees, litigation expenses, including the fees of expert witnesses, and court costs, up to the amount of each Board's statutory liability limits of $100,000 per occurrence, to which the other Party may be subjected as a result of, arising from, or in connection with any wrongdoing, controversies, causes of action, suits, damages, misconduct, want of care, default, or willful or negligent acts or omissions of the other Party or of any of the other Party's board members, employees, agents, servants, assigns, department affiliates, or representatives in the execution or performance of this Agreement.

8. **Civil Rights and Equal Employment Opportunity**

Each Party agrees that it shall not lawfully discriminate on the basis of race, religion, age, ancestry or national origin, gender, physical or mental disability, marital status or veteran's status with respect to employment opportunity or access to the program pursuant to this Agreement.

9. **Modifications**

Modifications to this Agreement may be made only in writing signed by authorized representatives of both parties.

10. **Governing Law**

The Agreement is deemed to be made under, and shall be constructed in accordance with, the laws of the State of Maryland.

11. **Counterparts**

This Agreement may be executed in one or more counterparts; each of which shall be deemed an original and all of which, taken together, shall constitute one and the same instrument.

IN WITNESS WHEREOF, each of the undersigned has executed this Agreement by the signatures of their respective authorized representatives as of the date first written above.

12. **Approvals**

The individuals designated below, by signing this Agreement, so indicate that they possess the necessary authority to bind the parties to the obligations described herein.

**MONTGOMERY COUNTY PUBLIC SCHOOLS**

Jerry D. Weast, Ed.D.
Superintendent

Larry A. Bowers
Chief Operating Officer

**PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS**

John E. Deasy, Ph. D.
Superintendent

Matthew Stanski
Director, Budget and Management Services

Prince George's County Public Schools
Board of Education

# ATTACHMENT 8: TITLE II, PART A

ATTACHMENT 8

## Title II, Part A

# *Preparing, Training, and Recruiting High-Quality Teachers and Principals*

ATTACHMENT 8 TITLE II, PART A
Preparing, Training and Recruiting High-Quality Teachers and Principals

Local School System: Prince George's County Public Schools Fiscal Year 2010

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A. PERFORMANCE GOALS, INDICATORS, AND TARGETS. In the October 1, 2003 submission of the five-year comprehensive master plan, school systems provided an analysis of the teacher quality performance indicators detailed in Table 8-1. MSDE has established performance targets as part of the September 2003 Consolidated State Application submission to the United States Department of Education (USDE). Although local school systems do not need to respond to this section as part of the Master Plan Annual Update, local planning teams should review the teacher quality information to determine progress in meeting State and local performance targets. School systems should use the annual review of the teacher quality data to determine allowable Title II, Part A activities as well as to revise goals, objectives, and/or strategies in the Master Plan that relate to improving teacher quality.

| Table 8-1 | IMPROVING TEACHER CAPACITY AND QUALITY PERFORMANCE GOALS, INDICATORS, AND TARGETS | |
|---|---|---|
| Performance Goal | Performance Indicators | Performance Targets |
| *Performance Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.* | *3.1 The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA.* | Percentage of Classes Taught by Highly Qualified Teachers State Aggregate*<br>2002-2003 Baseline: 64.5<br>2003-2004 Target: 65<br>2004-2005 Target: 75<br>2005-2006 Target: 100<br>2006-2007 Target: 100<br>2007-2008 Target: 100<br>2008-2009 Target: 100 |
| | *3.2 The percentage of teachers receiving "high-quality professional development" (as the term "professional development" is defined in section 9101(34).* | Percentage of Classes Taught by Highly Qualified Teachers in High Poverty Schools*<br>2002-2003 Baseline: 46.6<br>2003-2004 Target: 48<br>2004-2005 Target: 65<br>2005-2006 Target: 100<br>2006-2007 Target: 100<br>2007-2008 Target: 100<br>2008-2009 Target: 100 |
| | *3.3 The percentage of paraprofessionals who are qualified (See criteria in section 1119(c) and (d).* | Percentage of Teachers Receiving High-Quality Professional Development*<br>2002-2003 Baseline: 33<br>2003-2004 Target: 40<br>2004-2005 Target: 65<br>2005-2006 Target: 90<br>2006-2007 Target: 100<br>2007-2008 Target: 100<br>2008-2009 Target 100<br>Percentage of Qualified Title I Paraprofessionals*<br>2002-2003 Baseline: 21<br>2003-2004 Target: 30<br>2004-2005 Target: 65<br>2005-2006 Target: 100<br>2006-2007 Target: 100<br>2007-2008 Target: 100<br>2008-2009 Target: 100 |

*Note: MSDE will collect data. The local school system does not have to respond.

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PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS

Local School System: Prince George's County Fiscal Year 2010

B. ALLOWABLE ACTIVITIES [Section 2123]. For all allowable activities that will be implemented, (a) provide a brief description of services, (b) timelines or target dates, (c) the specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan, and (d) the amount of funding for services to public and nonpublic students and teachers. *Use separate pages as necessary for descriptions.*

| 1. Strategies and Activities to Recruit and Hire Highly Qualified Teachers and Principals | | | |
|---|---|---|---|
| Allowable Activities | Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers | Public School Costs | Nonpublic Costs |
| *1.1 Developing and implementing mechanisms to assist schools to effectively recruit and retain highly qualified teachers, principals, and specialists in core academic areas (and other pupil services personnel in special circumstances) [section 2123(a)(1)].* | 1. The focus of the Professional Development School partnership continues to be on increasing the percentage of highly qualified teachers employed in the PGCPS. During the 08-09 school year 161 college students enrolled in PDS courses in the system. The PDS program has been expanded from two to six local college teacher education programs over the past year. Additionally, PGCPS has increased the percentage of classes taught by Highly-Qualified Teachers (HQT) to 84% system-wide and to 91.6% in Title I schools.<br>2009-2010 Driver Action: 3.1.1.1<br>Target Dates: July 2009-June 2011 | $397,516 | |
| *1.2 Developing and implementing strategies and activities to recruit, hire, and retain highly qualified teachers and principals. These strategies may include (a) providing monetary incentives such as scholarships, signing bonuses, or differential pay for teachers in academic subjects or schools in which the LEA has shortages*; (b) reducing class size; (c) recruiting teachers to teach special needs children, and (d) recruiting qualified paraprofessionals and teachers from populations underrepresented in the teaching profession, and providing those paraprofessionals with alternative routes to obtaining teacher certification [section 2123(a)(2)].* | 1. Relocation reimbursements of up to $2,500 will be made available to 140, qualified teachers in hard to fill content areas, as compared to 190 in FY'09. This initiative will result in an increase in the numbers of highly qualified teachers in the school system.<br>2009-2010 Driver Action: 3.1.1.1<br>Target Dates: July 2009-June 2011<br><br>2. The Employee Referral Program will provide current PGCPS employees with a referral bonus if an external applicant who is eligible and certified for a position is subsequently hired by PGCPS. A referral bonus of $2,000 for a certified teacher in a critical need area (ESOL, mathematics, science, and foreign language) will be offered and a bonus of $1,000 for certified teachers in other selected areas will be offered to employees.<br>2009-2010 Driver Action: 3.1.1.4<br>Target Dates: July 2009-June 2011 | $350,000<br><br>$75,733 | |

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| **Note: Because the purpose of Title II-A is to increase student achievement, programs that provide teachers and principals with merit pay, pay differential, and/or monetary bonuses should be linked to measurable increases in student academic achievement produced by the efforts of the teacher or principal [section 2101(1)].* | 3. The International Teacher Recruitment Program has been a successful initiative in recruiting international teachers who meet the highly qualified teacher status. The focus of this initiative is to reimburse international teachers for HB 1 visa expenses that are required and necessary for their employment in PGCPS. Legal expenses have been used to process 125 permanent visa petitions, 650 visa extensions, and 350 new employee visa applications. The retention rate of all International Teachers has been over 90% for the past five years. Securing teachers for hard to fill secondary school content areas will be the major focus of this recruitment program.<br>2009-2010 Driver Action: 3.1.1.2<br>Target Dates: July 2009-June 2011 | $280,000 | |
| | 4. The Tuition Reimbursement Program will reimburse currently employed teachers for their tuition expenses for college and university courses required for highly qualified teacher status with a focus on critical need content area and will also fund tuition cohorts of teachers seeking certification in critical need areas.<br>2009-2010 Driver Action: 3.2.3.3, 3.2.3.6, & 3.2.3.8<br>Target Dates: July 2009-June 2011 | $460,000 | |
| | 1. The Alternative Certification Program will consist of three separate initiatives: New Teacher Project (75 candidates), College of Notre Dame Cohort (25 candidates), and PGCPS Resident Teacher Program (118 candidates). Candidates will participate in a five-week training program during the summer of 2009 in preparation for teaching in 2009-2010. Mentor teachers will assist candidates who will work in summer school. The New Teacher Project provides opportunities for dual certification in Special Education and core content areas of: early childhood, elementary education, mathematics, science, English or social studies. The College of Notre Dame Cohort is also a dual certification program in Special Education and the same content areas as the New Teacher Project. The PGCPS Resident Teacher Program allows candidates to become certified in one of the content areas for the previously mentioned programs plus Family Consumer Science, music, physical education/health, Spanish, and other foreign languages. However, certification in Special Education is not available through the Resident Teacher Program. Provisionally certified teachers may be accepted into the Resident Teacher Program.<br>2009-2010 Driver Action: 3.1.1.1 & 3.1.1.8<br>Target Dates: July 2009-August 2010 | $1,214,978 | |

| 1. Strategies and Activities to Recruit and Hire Highly Qualified Teachers and Principals | | | |
|---|---|---|---|
| Allowable Activities | Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers | Public School Costs | Nonpublic Costs |
| *1.3 Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades [section 2123(a)(7)].* | | | |

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PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS

Local School System: Prince George's County Fiscal Year 2010

B. ALLOWABLE ACTIVITIES [Section 2123], Continued.

| 2. Strategies and Activities to Improve the Quality of the Teaching Force | | | |
|---|---|---|---|
| Allowable Activities | Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers | Public School Costs | Nonpublic Costs |
| 2.1 *Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in: (a) Content knowledge. Providing training in one or more of the core academic subjects that the teachers teach; (b) Classroom practices. Providing training to improve teaching practices and student academic achievement through (a) effective instructional strategies, methods, and skills; (b) the use of challenging State academic content standards and student academic achievement standards in preparing students for the State assessments. [section 2123(a)(3)(A)].* | 1. The Newly-Hired Teacher Follow-up Workshops will provide extended time for newly-hired teachers to participate in follow-up sessions after completing the Professional Educators' Induction Program held before the start of the school year. These professional development sessions will be offered to individuals whose teaching assignments are for grades or courses with MSDE mandated assessments. Participants will increase their content knowledge and improve their instructional strategies to deliver the appropriate Curriculum Framework Progress Guide content. Significant changes in grade level and/or content area assignments of teachers are projected for the 09-10 school year which will require many experienced teachers to participate in these workshops to become skillful in the delivery of the curriculum for their newly assigned grade level and/or content area. Staff development materials requested for this initiative will be used to secure supplemental training materials for Curriculum Framework Progress Guides for core content subjects and systematic initiatives. The major initiatives are: America's Choice (elementary, middle, and high school reading, math, and science); Institute for Learning (K-5 reading, science, math, and social studies in addition to math at grade 9); Disciplinary Literacy (grades 8 and 9 social studies, grade 9 science, grades 9 and 10 English, and algebra and data analysis courses at various grade levels); and Balanced Literacy (K-2)<br>2009-2010 Driver Action: 1.1.1.1; 1.1.1.2; & 1.1.1.3<br>Target Dates: September 2009-May 2011 | $811,232 | $129,902 |

| 2. Strategies and Activities to Improve the Quality of the Teaching Force | | | |
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| Allowable Activities | Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers | Public School Costs | Nonpublic Costs |
| | 2. The Leadership Development Program for MSA and HSA Tested Content Areas will develop school-based skills for Elementary Content Coordinators, Elementary Reading Specialists, Middle School Department Chairs, and High School Teacher Coordinators. Participants will be trained in the use of instructional programs (Institute for Learning, America's Choice, and Disciplinary Literacy) and in the implementation of instructional management systems (Performance Management and Framework for Teaching). It is projected that large numbers of current and newly-hired teachers will require training in various instructional initiatives due to a significant number of teacher assignment changes by grade level and/or content area. PGCPS has consolidated eight schools and converted six elementary schools to a K-8 configuration for the 09-10 school year.<br>2008-2009 Driver Action: 1.1.1.1; 1.1.1.2; & 1.1.1.3<br>Target Dates: September 2009-May 2011 | $447,697 | |
| *2.2 Provide professional development activities that improve the knowledge of teachers and principals, and, in appropriate cases, paraprofessionals, regarding effective instructional practices that –*<br>▪ *Involve collaborative groups of teachers and administrators;*<br>▪ *Address the needs of students with different learning styles, particularly students with disabilities, students with special needs (including students who are gifted and talented), and students with limited English proficiency;*<br>▪ *Provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs;*<br>▪ *Provide training to enable teachers and principals to involve parents in their children's education, especially parents of limited English proficient and immigrant children; and*<br>▪ *Provide training on how to use data and assessments to improve classroom practice and student learning [section* 2123(a)(3)(B)]. | | | |

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HIGH-QUALITY TEACHERS AND PRINCIPALS

Local School System: Prince George's County Fiscal Year 2010

B. ALLOWABLE ACTIVITIES [Section 2123], Continued.

| 2. Strategies and Activities to Improve the Quality of the Teaching Force | | | |
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| Allowable Activities | Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers | Public School Costs | Nonpublic Costs |
| *2.3 Carrying out professional development programs that are designed to improve the quality of principals and superintendents, including the development and support of academies to help them become outstanding managers and educational leaders [section 2123(a)(6)].* | 1. The Assistant Principal Leadership Program is specifically designed to provide a systemic professional development activity, which will provide assistant principals with training on all aspects of instructional leadership as defined by MSDE. The major focus will be on the development of instructional leadership skills. The specific skills and competencies to be presented in the program will allow Assistant Principals to successfully plan, implement, and monitor instruction, maintain a safe and orderly environment, and manage available resources and personnel. Selected Assistant Principals from this cohort will participate in internships and will prepare for the Administrator II certificate. Participation in internships is open to all current Assistant Principals based upon their interest and recommendations by their appropriate Area Administrators. Approximately 320 individuals will participate in the program.<br>2009-2010 Driver Action: 3.5.2.1<br>Target Dates: July 2009-June 2011 | $46,100 | |
| | 2. The Summer Leadership Institute is a mandatory three-day institute for Principals, Assistant Principals, and Central Office Administrators. The institute will provide training in skills and strategies for various initiatives that will allow the school-system to continue to make gains in student achievement. Workshops will focus on the following initiatives: "Framework for Teaching", "Performance Management", and "Institute for Learning". This is the first year that Principals, Assistant Principals, and central Office administrators were participated in summer training activities together.<br>2009-2010 Driver Action: 3.5.3.1<br>Target Dates: July 2009-June 2011 | $248,838 | |

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HIGH-QUALITY TEACHERS AND PRINCIPALS

Local School System: Prince George's County Fiscal Year 2010

B. ALLOWABLE ACTIVITIES [Section 2123], Continued.

| 3. Strategies and Activities to Retain and Provide Support to Highly Qualified Teachers and Principals | | | |
|---|---|---|---|
| Allowable Activities | Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers | Public School Costs | Nonpublic Costs |
| *3.1 Developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly in schools with a high percentage of low-achieving students, including programs that provide teacher mentoring, induction, and support for new teachers and principals during their first three years; and financial incentives for teachers and principals with a record of helping students to achieve academic success [section 2123(a)(4)].* | 1. Alternative Teacher Preparation (ATP) Mentors support Resident Teachers in their induction into PGCPS. Approximately 143 new teachers will receive services from 10 mentor teachers. A Resident Teacher who successfully completes the ATP is eligible for Maryland Standard Professional Certificate (SPC-1). Mentors will support their mentees in planning and preparing for instruction, developing a positive and inviting classroom environment, and assisting in meeting professional responsibilities. Specific targeted support to the resident teacher provided by the mentor teacher will be to: assist the teacher in implementing standards-based instruction aligned with PGCPS curriculum standards and with all other district standards for improving program quality (i.e., Disciplinary Learning, Institute for Learning, etc.); provide assistance and support with lesson planning and delivery, including short and long term planning; assist teachers with the implementation of the school-wide discipline policy and all other facets of classroom and behavior management within the culture of the organization; and provide professional development through modeling, demonstrations, and co-teaching of effective teaching practices and instructional strategies in classrooms.. Each mentor will hold a Master's Degree or equivalent, an Advanced Professional Certificate (APC), have evidence of a minimum of four years of successful teaching experience, have a working knowledge of student performance data and classroom assessment practices as they relate to improving instruction and achieving high learning standards for students, and provide an endorsement from current principal and appropriate content area supervisor. The effectiveness of the initiative will be measured with the following data collection tools: overall mentor time and service, survey instruments, end-of-year retention data for Resident Teachers, and field observations and end-of-year evaluations of mentors by program managers.<br>2009-2010 Driver Action: 3.1.1.1 & 3.1.1.2<br>Target Dates: July 2009-June 2011 | $1,132,852 | |

| 3. Strategies and Activities to Retain and Provide Support to Highly Qualified Teachers and Principals | | | |
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| Allowable Activities | Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers | Public School Costs | Nonpublic Costs |
| | 2. The Job-Alike Mentor Program provides school-based support to newly-hired and international teachers. Job-Alike mentors are selected by principals to provide one-on-one mentoring (twenty-five hours of dedicated time) and to sustain a community of practice dedicated to the needs of the new teachers. The job description for this position requires the appointee to: model instructional best practices; visit classrooms and provide feedback to mentee; view and discuss educational videos and journals; conduct one-on-one discussions with mentee on alternative strategies to deal with specific issues in the classroom; and plan lessons with the mentee. Teachers volunteering for this leadership opportunity need to develop an understanding of how mentoring, as a job-imbedded practice, supports the growth and development of new teachers. An evaluation of the program conducted by an external evaluator indicated that 78% of novice teachers said they worked with their mentors several times a month, with 56% meeting at least once a week. Over 80% of the novice teachers found their mentors to be helpful with lesson planning, classroom management, curriculum frameworks, and school policies and procedures. The effectiveness of this initiative will continue to be measured as in previous years. All Job-Alike mentors must hold a current and valid SPC 1 or above; have a minimum of three years of successful teaching experiences as evidenced by end-of-year evaluations for the last three years; and exemplify the characteristics of effective teaching as articulated in Charlotte Danielson's "Enhancing Professional Practice: a Framework for Teaching" 2nd edition.<br>2009-2010 Driver Action: 1.3.1.4 & 3.2.2.1<br>Target Dates: July 2009-June 2011 | $12,900 | |
| | 3. The initial phase of the Professional Educators Induction Institute is a 3.5-day mandated training for all newly-hired teachers in August. Since over 50% of new hires for 2009-2010 are projected to be part of an alternative certification program, the district has made the successful induction of this targeted population a priority. The program's goals are to: provide resident teachers in alternative programs with a comprehensive induction program for the first three years of teaching, increase resident teachers' use of effective research-based instructional practices focused on student learning, and assist resident teachers to develop a professional plan of action to guide them in a process of lifelong learning and reflective practice.<br>2009-2010 Driver Actions: 3.2.1.2 & 3.2.1.3<br>Target Dates: July 2009-June 2011 | $112,984 | |

| 3. Strategies and Activities to Retain and Provide Support to Highly Qualified Teachers and Principals | | | |
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| Allowable Activities | Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers | Public School Costs | Nonpublic Costs |
| *3.2 Carrying out programs and activities that are designed to improve the quality of the teaching force, such as innovative professional development programs that focus on technology literacy, tenure reform, testing teachers in the academic subject in which teachers teach, and merit pay programs. [section 2123(a)(5)].* | | | |
| *3.3 Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a mentor teacher, career teacher, or exemplary teacher) and pay differentiation [section 2123(a)(8)].* | | | |
| | TOTAL TITLE II-A FUNDING AMOUNTS | $5,828,240 | $129,902 |

ATTACHMENT 8 TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS

Local School System: Prince George's County Fiscal Year 2010

C. HIGHLY QUALIFIED TEACHERS

1. *Given your school system's analysis of data on highly qualified teachers in core academic subjects, describe how these strategies and activities will directly contribute to attracting and retaining highly qualified teachers in core academic subjects at the elementary and secondary level.*

Response: Approximately 77% of the Title II, Part A grant award will be used to fund activities that are directly related to recruitment and retention of highly qualified teachers and principals, and the remaining funds will be directed towards initiatives to improve the quality and effectiveness of instruction. This significant realignment of funds is directly related to an analysis of data by the executive leadership and a review of the success of current recruitment and retention initiatives. As reported to the Board of Education in May 2009, 82% of all classes are now taught by fully certified and highly-qualified teachers—an all time high and a major increase from 23% six years ago. Additionally, over nine out of ten classes (91.6%) are taught by highly-qualified teachers in typically hard-to-staff Title I schools, which is a significant improvement from 13% six years ago. These noteworthy gains are due in part to last year's realignment of funds in the current Title II, Part A grant, which funded several new initiatives (see highlights below) by the Division of Human Resources.

For the 2008-09 recruiting cycle, 68% of our newly hired teachers were from outside of the state of Maryland and of this group, 21% were international hires. With the support of the Title II Part A grant, the school system developed a relocation assistance program for fully certified and highly qualified teachers who relocated from another state and accepted a position in a critical need area in Prince George's County. During 2008-09 school year, 267 highly qualified teachers who relocated received a total reimbursement of $281,365. From a retention standpoint, the employee must meet a service requirement to maintain their eligibility for the relocation assistance.

With the support of Title II Part A grant the school system developed an employee referral program that allows employees to nominate certified and highly qualified teachers for hard to fill subject areas (such as special education, math, and science). During the first six months of the employee referral program, the school system received over 750 recommendations.

With the support of Title II Part A grant, the system expanded its International Teacher Recruitment Program to include legal support services to manage the complexities of the immigration process for hiring highly qualified teachers. Since the International Teacher Recruitment Program began in 2004, 270 highly qualified teachers recruited by the program have been hired and 93% continue to teach in the school system.

Based upon last year's successes, this grant proposes to either continue or expand the following activities: Relocation Assistance, Employee Referral, the International Teacher Recruitment Program, and the Tuition Reimbursement Program.

2. *If applicable, describe how these strategies and activities will contribute to reducing the gap between high poverty schools and low poverty schools with respect to the percentage of core academic classes taught by highly qualified teachers.*

Response: The Division of Human Resources will continue to collaborate with the Offices of Title I and School Improvement to insure that schools designated as Title I, in school improvement and/or the restructuring process, receive priority in the placement of highly-qualified teachers until the gap has been eliminated. This aggressive plan includes analyzing the individual circumstances of approximately 700 provisionally certified core academic subject teachers and identifying ways to assist those who had not yet met the highly qualified requirements with achieving this designation. This includes support and training for Praxis as well as tuition reimbursement for additional coursework. Although the system has provided tuition reimbursements totaling over $600,000 from system funds, over 325 additional teachers were denied any reimbursement for courses leading to the designation of highly qualified due to a

lack of funds. The $800,000 of proposed tuition reimbursements from Title IIA Grant funds coupled with system tuition reimbursement funds will alleviate this problem.

D. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, Section 9501]:

1. *Participating Private Schools and Services: Complete information in Attachment 6 regarding the names of participating private schools and the number of private school staff that will benefit from the Title II-A services.*

   Response: See Attachment 6A

2. *Describe the school system's process for providing equitable participation to students in private schools:*

   a) *The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title II-A services. Also, if your non-public schools did not respond to your initial invitation, please describe your follow-up procedures.*

   Response: Private schools were contacted by the Office of Enrichment and Specialty Programs via registered mail to determine if they wished to participate in the Title II, Part A Grant. All schools that failed to respond to the invitation were contacted by the Title IIA Grant Manager by telephone to ascertain their desire to participate in the grant. An in-service was held on March 17, 2009 to explain the purpose for the grant, as well as, activities that are allowable under details from the "Non-Regulatory Guidance" from the USDE. Ample time is provided to meet individually with non-public schools to answer any questions that may still exist regarding the grant. In addition, the Title IIA Grant Manager is available for consultation throughout the year.

   b) *The basis for determining the professional development needs of private school teachers and other staff.*

   Response: Each interested school is sent a survey to determine the number of participating teachers and staff and to identify their professional development needs. Schools then meet with the Title II, Part A Grant Manager to discuss staff development needs. In addition, each school that expresses an interest is asked to complete a proposal for use of funds for professional development that is kept on file in the Title II, Part A Grant office.

   c) *How services, location of services, and grade levels or areas of services were decided and agreed upon.*

   Response: Services and location of services are determined based on the school's needs and the service providers. The Title II, Part A Grant office provides an updated list of vendors that have provided staff development services to both public and non-public schools.

   d) *The differences, if any, between the Title II-A services that will be provided to public and private school students and teachers, and the reasons for any differences. (Note: The school system provides services on an equitable basis to private school children whether or not the services are the same Title II-A services the district provides to the public school children. The expenditures for such services, however, must be equal -- consistent with the number of children served -- to Title II-A services provided to public school children.)*

   Response: There are no differences in the service provided to the non-public schools and the service provided to Prince George's County Public Schools, unless such differences are identified and requested by the non-public school.

E. BUDGET INFORMATION AND NARRATIVE

1. *Provide a detailed budget on the MSDE Proposed Title II-A Budget Form. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in Part C, Allowable Activities. MSDE budget forms are available in Excel format through the local finance officer or the MSDE Bridge to Excellence Master Plan Web Site at www.marylandpublicschools.org.*

Personnel costs:

- For Employee Benefits:
- Full-time benefits are calculated at 29.26% for full-time employees
- Part-time benefits are calculated at 8.19% for stipend costs

Contracted Services:

- For cost of renting facilities, providing catering, consultants as speakers, and all contracted cost for professional development activities

Materials:

- For staff development materials

Other Charges:

- For tuition reimbursement for teachers to meet the HQT status
- For legal expenses for international teachers
- For relocation expenses for certified teachers to move to the Washington, D.C. area.

Transfers:

Indirect costs at the approved rate of 0.415/1.0415 %
Non-public costs $129,902

1. *Provide a detailed budget narrative using the "Guidance for Completion of the Budget Narrative for Individual Grants." (pp. 11-13 of this guidance document). The accompanying budget narrative should: (a) detail how the school system will use Title II-A funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title II-A program; and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.*

## Professional Development Schools (PDS)

| Category/Object | Line Item | Calculation | Amount | InKind | Total |
|---|---|---|---|---|---|
| Instructional Staff Development Salaries & Wages | Stipends for professional development activity 1.1 | 1.1.1 PDS Methods Teachers 239 teachers x $320 = $76,480<br>PDS Cooperating Teachers 251 teachers x $800 = $200,800<br>PDS Site Coordinators stipends 32 coordinators x $1,000 = $32,000<br>Strategic Planning Sessions 290 participants x $175 = $50,750 | $360,030 | | $360,030 |
| Fixed Charges | FICA | 1.1.1 PDS 8.19% x $360,030 = $29,486 | $29,486 | | $29,486 |
| Instructional Staff Development Contracted Services | Facility Rental and catering for professional development activity 1.1 | 1.1.1 Facility rental 2 days x $850 = $1,700<br>1.1.1 Catering 75 participants x 4 sessions x $10 = $3,000 | $4,700 | | $4,700 |
| Instructional Staff development Supplies | Training materials for professional development activity 1.1 | 1.1.1 200 participants x $16.50 = $3,300 | $3,300 | | $3,300 |
| | TOTAL | | $397,516 | | $397,516 |

## Relocation Reimbursement, Teacher Referral, International Teacher Recruitment, and Tuition Reimbursement Programs

| Category/Object | Line Item | Calculation | Amount | InKind | Total |
|---|---|---|---|---|---|
| Instructional Staff Development Salaries & Wages | Stipends for professional development activity 1.2 | 1.2.2 Employee Referral stipends 35 participants x $2,000 = $70,000 | $70,000 | | $70,000 |
| Fixed Charges | FICA | 8.19% x $70,000 = $5,733 | $5,733 | | $5,733 |
| Instructional Staff Development-Other Charges | Relocation expenses for activity 1.2 | 1.2.1 Relocation reimbursement 140 participants x $2,500 = $350,000 | $350,000 | | $350,000 |
| Instructional Staff Development-Other Charges | Legal expenses for HB1 Visa activity 1.2 | 1.2.3 Legal fees 112 participants x $2,500 = $280,000 | $280,000 | | $280,000 |
| Instructional Staff Development-Other Charges | Tuition expenses activity 1.2 | 1.2.4 Tuition 400 participants x $1,150 = $460,000 | $460,000 | | $460,000 |
| | TOTAL | | $1,165,733 | | $1,165,733 |

## Newly-hired and Grade Level/Content Area Change Teacher Workshops and Teacher Leadership Development Trainings

| Category/Object | Line Item | Calculation | Amount | InKind | Total |
|---|---|---|---|---|---|
| Instructional Staff Development Salaries & Wages | Stipends for professional development activity 2.1 | 2.1.1 Newly-hired Teacher Workshops 6,500 substitutes x $69 substitutes = $448,500<br>2.1.2 Teacher Leadership Development Training 3,250 substitutes x $69 = $224,250 | $672,750 | | $672,750 |
| Fixed Charges | FICA | 2.1.1 Part-time fringes 8.19% x $672,750 = $55,098 | $55,098 | | $55,098 |
| Instructional Staff Development Supplies | Training materials for professional development Activity 2.2 | 2.1.1 Training materials 1,4 00 teachers x $25 = $35,000<br>2.1.2 Training materials 2,500 teachers x $33.63 = $84,075 | $119,075 | | $119,075 |
| Instructional Staff Development-Contracted Services | Catering for professional development activity 2.1 | 2.1.1 Catering 1,400 participants x $20 x 10 days = $280,000<br>2.2.2 Catering 2,500 participants x $20 x 2 days = $100,000 | $380,000 | | $380,000 |

| Category/Object | Line Item | Calculation | Amount | InKind | Total |
|---|---|---|---|---|---|
| Instructional Staff Development-Contracted Services | Facility rental activity 2.1.1 | 2.1.1 Facility rental $850 x 10 days = $8,500 | $8,500 | | $8,500 |
| Instructional Staff Development-Other Charges | Local mileage for activity 2.1 | 2.1.1 Local mileage 4,545 miles x $0.55 per mile = $2,500<br>2.1.2 Local mileage 38,192 miles x $0.55 = $21,006 | $23,506 | | $23,506 |
| | TOTAL | | $1,258,929 | | $1,258,929 |

## Alternative Certification Programs

| Category/Object | Line Item | Calculation | Amount | InKind | Total |
|---|---|---|---|---|---|
| Instructional Staff Development Salaries & Wages | Stipends for professional development activity 1.3 | 1.2.5 Alternative Certification stipends 218 participants x $4,500=$981,000<br>Stipends for summer session coaches 120 coaches x $500 = $60,000 | $1,041,000 | | $1,041,000 |
| Fixed Charges | FICA | 8.19% x $1,041,000 = $85,258 | $85,258 | | $85,258 |
| Instructional Staff Development Supplies | Training materials for professional development Activity 1.3 | 1.2.5 Training materials 218 participants x $40 = $8,720 | $8,720 | | $8,720 |
| Instructional Staff Development-Contracted Services | Catering for professional development activity 1.3 | 1.2.5 Catering 250 participants x $32 x 5 days = $40,000 | $40,000 | | $40,000 |
| Instructional Staff Development Contracted Services | Facility Rental for professional development activity 1.3 | 1.2.5 Facility rental $1,000 x 40 days = $40,000 | $40,,000 | | $40,000 |
| | TOTAL | | $1,214,978 | | $1,214,978 |

## Leadership Development Activities (Principals, Assistant Principals, and Central Office Staff)

| Category/Object | Line Item | Calculation | Amount | InKind | Total |
|---|---|---|---|---|---|
| Instructional Staff Development Salaries & Wages | Stipends for professional development activity 2.3 | 2.3.2 Summer Leadership Institute-stipends for mentor principals to assist newly-appointed principals 10 mentors x $2,000 = $20,000 | $20,000 | | $20,000 |
| Fixed Charges | FICA | 8.19% x $20,000 = $1,638 | $1,638 | | $1,638 |
| Instructional Staff Development Supplies | Training materials for professional development Activity 2.3 | 2.3.1 320 participants x $25 = $8,000<br>2.3.2 800 participants x $46 = $36,800 | $44,800 | | $44,800 |
| Instructional Staff Development Contracted Services | Consultants to provide professional development activity 2.3 | 2.3.1. Assistant Principal Leadership 3 consultants x $1,000 = $3,000<br>2.3.2 Summer Leadership Institute 10 consultants x 1,000 x 3 days = $30,000 | $33,000 | | $33,000 |
| Instructional Staff Development Contracted Services | Catering, Facility Rental and Printing Expenses for professional development activity 2.3 | 2.3.1Catering Expenses for 320 participants x $25 x 4 days = $32,000<br>2.3.2 Catering Expenses for 80 participants x $600 x 3 days = $144,000<br>2.3.1 Facility Rental $400 x 4 (half-days) = $1,600<br>2.3.2 Facility Rental $800 x 3 days = $2,400<br>2.3.2 Printing Expenses 800 participants x $5 = $4,000 | $184,000 | | $184,000 |
| Instructional Staff Development-Other Charges-Travel | Non-local travel expenses for consultants for professional development Activity 2.3 | 2.3.1 Non-local travel for 3 consultants x $500 = $1,500<br>2.3.2 Non-local travel for 10 consultants x $10,000 | $11,500 | | $11,500 |
| | TOTAL | | $294,938 | | $294,938 |

## Alternative Teacher Preparation (ATP) Mentors, Job-Alike Mentor Training, and Induction Institute

| Category/Object | Line Item | Calculation | Amount | InKind | Total |
|---|---|---|---|---|---|
| Instructional Staff Development Salaries & Wages | Stipends for professional development Activity 3.1.1 | 3.1.1 Salaries for Mentor Teachers 10 x $81,967= $819,670 | $819,670 | | $819,670 |
| Fixed Charges | FICA | 3.1.1 Full-time fringes 33.20% x $819,670 = $272,130 | $272,130 | | $272,130 |
| Instructional Staff Development Contracted Services | Contracted Services for professional development Activity 3.1.3 | 3.1.3 Teacher Induction Consultants<br>August – June for New Job-Alike mentors and cooperating teacher mentors $4,200 x 12 days = $50,400<br>3.1.3 New Teacher Center Consultants "Role of Principal in Induction" $2,625 x 6 days = $15,750 | $91,350 | | $91,350 |

| Category/Object | Line Item | Calculation | Amount | InKind | Total |
|---|---|---|---|---|---|
| | | 3.1.3 New Teacher Center Consultants "Role of the Assistant Principal in Induction" $4,200 x 3 days = $25,200 | | | |
| Instructional Staff Development Contracted Services | Catering | 3.1.2 Job-Alike Mentor Training 200 participants x $15 x 1 day = $3,000 | $3,000 | | $3,000 |
| Instructional Staff Development Supplies | Training materials for professional development Activity 3.1 | 3.1.1 Training materials for 10 mentors x $1,105.50 = $11,055<br>3.1.2 Job-Alike Mentor Staff Development Materials $49.50 x 200 participants = $9,900 | $20,955 | | $20,955 |
| Instructional Staff Development-Other Charges | Local mileage for activity 3.1 | 3.1.1 Local mileage 5,454 miles x $0.55 per mile x 10 mentors = $20,998 | $29,997 | | $29,997 |
| Instructional Staff Development-Other Charges | Registration for Activity 3.1.3 | 3.1.3 Conference registration for PGCPS Key Stakeholders to attend New Teacher Conference $1,500 x 5 participants | $7,500 | | $7,500 |
| Instructional Staff Development-Other Charges | Non-local travel expenses for Activity 3.1.3 | 3.1.3 Non-local travel to New Teacher Center Conference $2,826.80 x 5 key stakeholders = $14,134 | $14,134 | | $14,134 |
| | TOTAL | | $1,258,736 | | $1,258,736 |

## Non-Public Schools and Indirect Costs

| Category/Object | Line Item | Calculation | Amount | InKind | Total |
|---|---|---|---|---|---|
| Instructional Staff Development Salaries & Wages | Stipends for professional development activity 2.1non-public | Estimated stipends for non-public schools | $4,725 | | $4,725 |
| Fixed Charges | FICA | $4,725 x 8.19% = $386 | $386 | | $386 |
| Instructional Staff Development Contracted Services | Consultants to provide professional development activity 2.1 | Estimated consultants/contracted services for non-public schools | $14,804 | | $14,804 |
| Instructional Staff Development Contracted Services | Registration for staff development Activity 2.1 non-public | Estimated registration fees for non-public schools | $103,868 | | $103,868 |
| Instructional Staff Development Supplies | Training materials for professional development Activity 2.1 | Estimated training materials for non-public schools | $6,025 | | $6,025 |
| Instructional Staff Development-Other Charges Travel | Non-local Transportation for professional development activity 2.1 | Estimated non-local travel for non-public schools | $94 | | $94 |
| | TOTAL | | $129,902 | | $129,902 |
| Administrative costs Entire Grant | Indirect Costs for Entire Grant | ($5,958,142) x (0.415/1.0415) = $215,401 | $237,410 | | $237,410 |
| | TOTALS: | | $5,958,142 | | $5,958,142 |

F. ATTACHMENTS 4-A and B, 5-A and B, and 6-A and B

*Be certain to complete all appropriate templates in Part II:*

Attachment 4: School Level Budget Summary

Attachment 5: Transfer of ESEA Funds

Attachment 6: Consolidation of ESEA Funds for Local Administration

Title II-A C-125

## MARYLAND STATE DEPARTMENT OF EDUCATION
## GRANT BUDGET C-1-25

| | | | | | |
|---|---|---|---|---|---|
| ORIGINAL GRANT BUDGET | $5,958,142 | AMENDED BUDGET # | | REQUEST DATE | 07/29/09 |
| GRANT NAME | Title II, Part A | GRANT RECIPIENT NAME | Prince George's County Public Schools | | |
| MSDE GRANT # | | RECIPIENT GRANT # | | | |
| REVENUE SOURCE | | RECIPIENT AGENCY NAME | | | |
| FUND SOURCE CODE | Federal | GRANT PERIOD | July 1, 2009 (FROM) | June 30, 2011 (TO) | |

| CATEGORY/PROGRAM | BUDGET OBJECT | | | | | | |
|---|---|---|---|---|---|---|---|
| | 01- SALARIES & WAGES | 02 - CONTRACT SERVICES | 03- SUPPLIES & MATERIALS | 04 - OTHER CHARGES | 05 - EQUIPMENT | 08 - TRANSFERS | BUDGET BY CAT./PROG. |
| **201 Administration** | | | | | | | |
| Prog. 21 General Support | | | | | | | 0.00 |
| Prog. 22 Business Support | | | | | | | 0.00 |
| Prog. 23 Centralized Support | | | | | | 237,410.00 | 237,410.00 |
| **202 Mid-Level Administration** | | | | | | | |
| Prog. 15 Office of the Principal | | | | | | | 0.00 |
| Prog. 16 Inst. Admin. & Supv. | | | | | | | 0.00 |
| **203-205 Instruction Categories** | | | | | | | |
| Prog. 01 Regular Prog. | | | | | | | 0.00 |
| Prog. 02 Special Prog. | | | | | | | 0.00 |
| Prog. 03 Career & Tech Prog. | | | | | | | 0.00 |
| Prog. 04 Gifted & Talented Prog. | | | | | | | 0.00 |
| Prog. 07 Non Public Transfers | | | | | | | 0.00 |
| Prog. 08 School Library Media | | | | | | | 0.00 |
| Prog. 09 Instruction Staff Dev. | 2,742,274.00 | 903,222.00 | 199,414.00 | 1,507,732.00 | | | 5,352,642.00 |
| Prog. 10 Guidance Services | | | | | | | 0.00 |
| Prog. 11 Psychological Services | | | | | | | 0.00 |
| Prog. 12 Adult Education | | | | | | | 0.00 |
| **206 Special Education** | | | | | | | |
| Prog. 04 Public Sch Instr. Prog. | | | | | | | 0.00 |
| Prog. 09 Instruction Staff Dev. | | | | | | | 0.00 |
| Prog. 15 Office of the Principal | | | | | | | 0.00 |
| Prog. 16 Inst. Admin & Superv. | | | | | | | 0.00 |
| **207 Student Personnel Serv.** | | | | | | | 0.00 |
| **208 Student Health Services** | | | | | | | 0.00 |
| **209 Student Transportation** | | | | | | | 0.00 |
| **210 Plant Operation** | | | | | | | |
| Prog. 30 Warehousing & Distr. | | | | | | | 0.00 |
| Prog. 31 Operating Services | | | | | | | 0.00 |
| **211 Plant Maintenance** | | | | | | | 0.00 |
| **212 Fixed Charges** | | | | 368,090.00 | | | 368,090.00 |
| **214 Community Services** | | | | | | | 0.00 |
| **215 Capital Outlay** | | | | | | | |
| Prog. 34 Land & Improvements | | | | | | | 0.00 |
| Prog. 35 Buildings & Additions | | | | | | | 0.00 |
| Prog. 36 Remodeling | | | | | | | 0.00 |
| **Total Expenditures By Object** | 2,742,274.00 | 903,222.00 | 199,414.00 | 1,875,822.00 | 0.00 | 237,410.00 | 5,958,142.00 |

| | Name | Signature | Date | Telephone # |
|---|---|---|---|---|
| Finance Official Approval | Matthew E. Stanski, Chief Financial Officer | | 11-19-09 | 301-952-6099 |
| Supt./Agency Head Approval | Dr. William R. Hite, Superintendent of Schools | | 11-19-09 | (301) 952-6008 |
| MSDE Grant Manager Approval | | | | |

Grant Budget C-1-25 Rev: 11/28/07

ASSURANCES

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

12. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act.

13. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate, or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.

14. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable statute and regulation.

15. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.

16. Entities receiving federal funds of $500,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.

17. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years, or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of MSDE.

18. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded.

19. Grantee must receive prior written approval from the MSDE Program Monitor for any Budgetary realignment of $1,000 or 15% of total object, program or category of expenditure, *whichever is greater*. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.

20. Requests for grant extensions, when allowed, must be submitted at least 45 days prior to the end of the grant period.

21. Grantee shall repay any funds that have been finally determined through the federal or State audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government.

22. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, including failure to maintain proper documentation and records as required by pertinent federal and State statute and regulations, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

| | |
|---|---|
| Dr. William R. Hite, Jr. | October 15, 2009 |
| Superintendent of Schools/Head of Grantee Agency | Date |

Prince George's County Public Schools
Board of Education

# ATTACHMENT 9: TITLE II, PART D

ATTACHMENT 9

# Title II, Part D
# *Educational Technology States Grants Program*

ATTACHMENT 9 TITLE II, PART D, SUBPART 1 -- FORMULA FUNDING
EDUCATIONAL TECHNOLOGY STATES GRANTS PROGRAM

Local School System: Prince George's County Public Schools Fiscal Year 2010

Title II-D Technology Coordinator: Lisa Spencer

Telephone: 301-952-6251 E-mail: lspencer@pgcps.org

C. ALLOWABLE ACTIVITIES [Section 2123]. For all allowable activities that will be implemented, (a) provide a brief description of services, (b) timelines or target dates, (c) the specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan, and (d) the amount of funding for services to public and nonpublic students and teachers. *Use separate pages as necessary for descriptions.*

| Allowable Activities | Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers | Public School Costs | Nonpublic Costs |
|---|---|---|---|
| 1. Strategies and Activities to Provide Ongoing, Sustained, and Intensive High-Quality Professional Development. Note: Each Ed Tech recipient must use at least 25% of its funds to provide ongoing, sustained, and intensive high-quality professional development OR, through an Ed Flex waiver request to MSDE, satisfactorily demonstrate that it already provides, to all teachers in core academic subjects, such professional development, which is based on a review of relevant research. | | | |
| *1.1 Providing professional development in the integration of advanced technologies, including emerging technologies, into curricula and instruction and in using those technologies to create new learning environments, such as professional development in the use of technology to: a) access data and resources to develop curricula and instructional materials, b) enable teachers to use the Internet and other technology to communicate with parents, other teachers, principals, and administrators and to retrieve Internet-based learning resources, and c) lead to improvements in classroom instruction in the core academic subjects [section 2416(a)(1)].* | Bi-Weekly Technology Training Team sponsored ½ day instructional technology integration workshops in support of building teacher effective use in content delivery in the classroom.<br>Summer Technology Tuesday's integration workshops for teachers. Driver Action 1.7.1.2: Provide training programs that are aligned to Maryland Teacher Professional Development Standards and the Maryland Teacher Technology Standards. p. 658<br>PGCPS Tech Plan 2:2.1.2. Provide ongoing professional development opportunities by providing access to On-Demand (self service/self paced) Learning for a variety of applications and instructional strategies. p.28<br>PGCPS Tech Plan 2.2.1.11 Develop targeted training for new teachers to be delivered through a variety of formats. p.31<br>Fund attendance at conferences and training seminars for IT Staff, Regional Technology Coordinators, and school based personnel.<br>Driver Action 6.1.4.8: Continue to provide professional development and support resources based on emerging technology and assessed needs to ensure that staff has the appropriate skills needed to maintain and increase information literacy and employ technology to maximum effect. (p.687 Goals Document)<br>PGCPS Tech Plan 2.2.2.3 Collaborate with other offices to share technology and support integration in the delivery of professional development opportunities (using whiteboards, videoconferencing) (p.34 Goals Document) Train teachers to teach and facilitate online courses.<br>PGCPS Tech Plan 3.1.2.1 Implement system-wide professional development activities, courses, and programs to address certification and credential needs of teachers. | $4,733<br>$47,333<br>$20,000<br>$55,689<br>$20,000<br>$4,916<br>$1,500 | |
| 2. Strategies and Activities to Integrate Technology into the Educational Process | | | |
| *1.1 Developing and adapting or expanding applications of technology to enable teachers to increase student academic achievement, including technology literacy, through teaching practices that are based on the review of relevant research and through use of innovative distance learning strategies [section 2416(b)(2)].* | Provide training for instructional staff utilizing distance learning and mentor teachers mentoring student taking online courses.<br>Driver Action 1.7.1.3 Instructional Technology Specialist and Coordinators continue to work closely with Curriculum and Instruction supervisors and specialists to effectively implement instructional technology into the curriculum. (p.658 Goals Document)<br>PGCPS Tech Plan 2.2.2.4 Provide administrators with ongoing training and support for Integrating technology into the curriculum in order to recognize and support effective adoption of Maryland Technology Teacher Standards | $3,408 | |

| Allowable Activities | Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers | Public School Costs | Nonpublic Costs |
|---|---|---|---|
| | and Technology Literacy Standards for Students. (p.34<br><br>Explore, test, and possibly adopt emerging technologies in support of student learning.<br>Driver Action 6.1.1.13 Establish mechanisms to assess the instructional and achievement value of system-wide investments in educational and instructional technology hardware and software. Pilot an assessment process in a small, but representative, sample of schools. (p.685 Goals Document)<br>PGCPS Tech Plan 2.2.1.2 Collaborate with Library Media Services to ensure that technology is integrated throughout the VSC for School Library Media to provide students with opportunities to achieve mastery for MSTLS, with emphasis on research, communication and presentation. p.26 | | |
| *1.2 Acquiring proven and effective courses and curricula that include integrated technology and are designed to help students meet challenging state academic content and student achievement standards [section 2416(b)(3)].* | PGCPS Tech Plan 1.1.6.2 Ensure middle school students participate in at least one quarter of the Middle School Technology Integration Course. p.26 | | |
| 1.3 *Utilizing technology to develop or expand efforts to connect schools and teachers with parents and students to promote meaningful parental involvement, to foster increased communication about curricula, assignments, and assessments between students, parents, and teachers, and to assist parents to understand the technology being applied in their child's education, so that parents are able to reinforce at home the instruction their child receives at school [section 2416(b)(4)].* | Driver Action 6.1.1.11: Continue to effectively implement, maintain, and support Student Information Systems (SIS) software, related information systems and processes, replacing outdated software applications and systems, as appropriate. Develop and maintain support programs and systems. (p.685 Goals Document)<br>Driver Action 7.1.4.2: Fully utilize the School Communication System (voice/email broadcast system) to notify parents of absences, tardies, emergencies, upcoming meetings, and other important information. (p.691 Goals Document) | | |
| *1.4 Preparing one or more teachers in schools as technology leaders who will assist other teachers, and providing bonus payments to the technology leaders [section 2416(b)(5)].* | Professional Development Standards and the use of the planning guide. (p.667 Goals Document)<br>PGCPS Tech Plan 2.2.4.2 Identify school-based designee in each school to support professional development activities that integrate technology in the curriculum, and assist teachers in acquiring skills<br>for mastery of *MTTS*. p.37<br>PGCPS Tech Plan 2.2.1.10 Continue our STEP<br>(Sharing Technology with Educators Program) for selected schools to increase capacity and integrate technology standards across the curriculum. p.31 Establish Technology Teams at selected schools across system (STEP)<br>Driver Action 3.4.1.2: Monitor the adoption of the Maryland Teacher | $62,479 | |
| 3. Strategies and Activities to Improve Access to Technology | | | |
| 3.1 Establishing or expanding initiatives, particularly initiatives involving public-private partnerships, designed to increase *awareness* to technology for students and teachers, with special emphasis on the access of high-need schools to technology [section 2416(b)(1)]. | PGCPS Tech Plan 2.2.1.1 Explore, identify, and implement new technologies to expand professional development opportunities. | $10,000 | $18,690 |
| 3.2 Acquiring, adapting, expanding, implementing, repairing, and maintaining existing and new applications of technology to support the school reform effort and to improve student | PGCPS Tech Plan 4.4.2.1 Continue to implement policy and procedures which ensure that all students have access to instructional resources that incorporate universal design. p.58 | | |

| Allowable Activities | Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers | Public School Costs | Nonpublic Costs |
|---|---|---|---|
| academic achievement, including technology literacy [section 2416(b)(6)]. | | | |
| 3.3 Acquiring connectivity linkages, resources, and services (including the acquisition of hardware and software and other electronically delivered learning materials) for use by teachers, students, academic counselors, and school library media centers, in order to improve student academic achievement [section 2416(b)(7))]. | | | |
| 3.4 Developing, enhancing, or implementing information technology courses [section 2416(b)(10)]. | | | |
| 4. Strategies and Activities to Assess/Evaluate Effectiveness of Technology (At least 3 percent of Ed tech funds must be used to assess/evaluate effectiveness of technology) | | | |
| *4.1 Using technology to collect, manage, and analyze data to inform and enhance teaching and school improvement efforts [section 2416(b)(8)].* | | | |
| *4.2 Implementing performance measurement systems to determine the effectiveness of education technology programs funded under Title II-D Ed Tech, particularly in determining the extent to which Ed Tech activities are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging State academic content and student academic achievement standards [section 2416(b)(9)].* | Collect data on the effectiveness of newly adopted technologies. Driver Action 6.1.1.13 Establish mechanisms to assess the instructional and achievement value of system-wide investments in educational and instructional technology hardware and software. Pilot an assessment process in a small, but representative, sample of schools. (p.685 Goals Document)<br>PGCPS Tech Plan 5.1.2: Evaluate the effect of system-wide instructional technology initiatives. p.65 | $8,010 | |
| TOTAL TITLE II-D ED TECH FUNDING AMOUNTS (includes indirect cost of $10,241) | | $238,069 | $28,931 |

ATTACHMENT 9 TITLE II, PART D, SUBPART 1 -- FORMULA FUNDING
EDUCATIONAL TECHNOLOGY STATES GRANTS PROGRAM

Local School System: Prince George's County Public Schools Fiscal Year 2010

B. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, SECTION 9501].

PARTICIPATING PRIVATE SCHOOLS AND SERVICES – PLEASE ADDRESS EACH OF THE ITEMS BELOW:

1. Complete information in Attachment 6-A on page 30 regarding the names of participating private schools and the number of private school students and/or staff that will benefit from the Title II-D Ed Tech services.

2. Describe the school system's process for providing equitable participation to students in private schools (or reference the page numbers if this information has been included elsewhere in the Master Plan Update) :

   a) The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title II-D Ed Tech services;

      Qualified non-public schools were invited by the PGCPS Department of Grants to a spring meeting to meet and ask questions of the Program Managers, collect documentation, and hear of the available opportunities related to receiving and applying for Title Grant funds for the 2009 – 2010 school year. At the meeting, a description of the Title II-D allowable activities was given to the schools along with an invitation to express everyone present to complete the application and description of their proposed activities in alignment with the goals of Title II-D.

   b) The basis for determining the needs of private school children and teachers;

      The needs of children and teachers will be determined by each participating non-public based on the technology objectives at that particular site. The schools will identify the equipment, software, and training to be purchased with grant funds; the impact the additional technology or training will have on the instructional program at the school; and any professional development activities that are planned in conjunction with the purchase.

      Services received through the grant are determined by the needs of each individual participating nonpublic school.

   c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and while the non-public participants are eligible for the full range of activities provided to the public schools through the grant, they actually have more flexibility at the school level with their spending than do the public schools. Funding is based on the per-pupil allotment – an amount which is equitable for both public and non-public students.

   d) The differences, if any, between the Title II-D Ed Tech services that will be provided to public and private school students and teachers, and the reasons for any differences. (Note: The school system provides services on an equitable basis to private school children whether or not the services are the same Title II-D Ed Tech services the district provides to the public school children. The expenditures for such services, however, must be equal -- consistent with the number of children served -- to Title II-D Ed Tech services provided to public school children.)

      Non-public schools that choose to participate in Title II-D activities will receive funding based on students served at that school in a manner equitable to expenditures for PGCPS students. As described in (B) above, purchases will reflect the needs of the non-public participant and not be decided by PGCPS personnel.

C. ACCESSIBILITY COMPLIANCE

On December 4, 2001 the Maryland State Board of Education approved a regulation (COMAR 13A.05.02.13H) concerning accessible technology-based instructional products. This regulation requires that accessibility standards be incorporated into the evaluation, selection, and purchasing policies and procedures of public agencies. Subsequently, Education Article § 7-910: Equivalent Access for Students with Disabilities was passed during the 2002 General Assembly session and further requires that all teacher-made instructional materials be accessible also. MSDE is charged with monitoring local school systems' compliance with the regulation and the law. For more information on the regulation and the law, visit the following web site: http://cte.jhu.edu/accessibility/Regulations.cfm.

ATTACHMENT 9 TITLE II, PART D, SUBPART 1 -- FORMULA FUNDING
EDUCATIONAL TECHNOLOGY STATES GRANTS PROGRAM

Local School System: Prince George's County Public Schools Fiscal Year 2010

Please review the information submitted with the October 2008 Annual Update and use the chart on the following page to address additional progress on or changes to the items below related to accessibility compliance. If you choose to use last year's chart with this Update, please bold or underline any changes.

1. Process:
   a) Describe your policy and/or procedures for addressing the requirement that invitations to bids, requests for proposals, procurement contracts, grants, or modifications to contracts or grants shall include the notice of equivalent access requirements consistent with Subpart B Technical Standards, Section 508 of the Rehabilitation Act of 1973, as amended.
   b) Describe your policy and/or procedures for addressing the requirement that the equivalent access standards (Subpart B Technical Standards, Section 508 of the Rehabilitation Act of 1973, as amended) are included in guidelines for design specifications and guidelines for the selection and evaluation of technology-based instructional products.
   c) Describe how you are addressing the requirement that any teacher-developed materials (web sites, etc.) are accessible.
2. Implementation:
   a) Describe how you are ensuring that all educators are being provided information and training about Education Article 7-910 of the Public Schools - Technology for Education Act (Equivalent Access for Students with Disabilities). Include who, to date, has received information and/or training (e.g. all teachers, teachers at select schools, special education teachers only, building level administrators, etc.) and any future plans for full compliance.
3. Monitoring:
   a) Describe how you are monitoring the results of the evaluation and selection of technology-based instructional products set forth in COMAR 13A.05.02.13.H, including a description of the accessible and non-accessible features and possible applicable alternative methods of instruction correlated with the non-accessible features.
   b) Describe how you are ensuring that teachers and administrators have a full understanding of the regulation and law and how you are monitoring their adherence to the process and/or procedures governing accessibility.

ATTACHMENT 9 TITLE II, PART D, SUBPART 1 -- FORMULA FUNDING
EDUCATIONAL TECHNOLOGY STATES GRANTS PROGRAM

Local School System: Prince George's County Public Schools Fiscal Year 2010

| PROCESS | IMPLEMENTATION | MONITORING |
|---|---|---|
| a) All invitations to educational technology related bids, requests for proposals, procurement contracts, grants, or modifications to contracts or grants contain a notice of equivalent access requirements consistent with Subpart B Technical Standards, Section 508 of the Rehabilitation Act of 1973, as amended.<br><br>b) All Instructional Technology software,online resources and video review rubrics have been revised to include equivalent access standards. Documentation in support of equivalent access and the evaluation rubrics are publicly available on the Prince George's County Public Schools web page at: http://www.pgcps.org/~support/softwa<br><br>re.html The Assistive Technology Office, a part of Department of Special Education, worked closely with Instructional Technology to revise these rubrics. Training in the use of these rubrics is ongoing as a part of the Technology Inclusion For All (TIFA) initiative and is included as a part of the annual Summer Curriculum Revision Workshop.<br><br>c) The TIFA initiative provides training and support to enable all teacher created technology infused instructional materials to become accessible is the driving force behind the TIFA initiative. This action directly supports COMAR 13A.05.02.13 H and § 7-910. For more detailed information please see the publicly available TIFA web page: http://www.pgcps.org/~tifa The Assistive Technology Office, a part of Department of Special Education, worked closely with Instructional Technology to develop this initiative. | a) To help schools comply with the equivalent access requirements consistent with Subpart B Technical Standards, Section 508 of the Rehabilitation Act of 1973, as amended, a new two-phase training program has been implemented as a part of the TIFA initiative.<br><br>Phase I: As part of the day-long training for theDigital Content school-based team, participants received hands-on training to provide background and information to comply with Statute § 7-910, that all teacher-created technology infused materials was be accessible. Phase II: A three-hour after-school inservice was offered, based on the CAST Universal Design for Learning, to provide teachers the information necessary to comply with Statute § 7-910, that all teacher-created technology infused materials shall be accessible.<br><br>This after-school stipended training is ongoing, in each Region. Additional training opportunities were offered to individual schools upon request of the principal; The TIFA website is publicly available and contains all training materials. All relevant training materials, self-paced tutorials and<br><br>documents are available at this site: http://www.pgcps.org/~tifa. A Blackboard e-Organization has also been established to facilitate TIFA trainers and participants. | a) All technology-based instructional products, including those set forth in COMAR 13A.05.02.13.H must undergo a rigorous review process. When questions arise, expertise and recommendations are sought from the Assistive Technology Office,<br><br>(Department of Special Education).The three primarily scrutinized features for accessibility include navigation (keyboard, input focus, and personal operating system settings) graphics (images, graphs, visual icons color, and animation) and sound (text alternative).<br><br>Training in understanding the issues surrounding these features is provided during the TIFA training sessions and support documentation is available on the TIFA site: http://www.pgcps.org/~tifa/trainingworkshop.html#train Prescribing alternative methods of instruction for inaccessible hardware or software items is variable and must be flexible to meet the needs of the learner. During training teachers are instructed in techniques to adapt previously inaccessible devices or to encourage use of alternative technology that will communicate the same information in a different way.<br><br>b) The primary monitoring device used to date has entailed the use of inservice evaluation forms the MSDE Technology Inventory; Section 4: Assistive Technology.<br><br>Because data is not yet available for last year's inventory, progress in this area has not been measured. |

ATTACHMENT 9 TITLE II, PART D, SUBPART 1 -- FORMULA FUNDING
EDUCATIONAL TECHNOLOGY STATES GRANTS PROGRAM

Local School System: Prince George's County Public Schools Fiscal Year 2010

D. Children's Internet Protection Act (CIPA) Certification Form
NOTE: Complete only if there have been changes to your last certification submitted to MSDE.

☑ Check here if there are no changes to your CIPA certification status.

Any Local Education Agency seeking Ed Tech funds must certify to its State Education Agency that schools have adopted and are enforcing Internet safety policies. It is the intent of the legislation that any school (or district) using federal money (ESEA or E-rate) to pay for computers that access the Internet or to pay for Internet access directly should be in compliance with CIPA and should certify to that compliance EITHER through E-rate or the Ed Tech program. Please check one of the following:

☑ Our local school system is certified compliant, through the E-rate program, with the Children's Internet Protection Act requirements.

☐ Every school in our local school system benefiting from Ed Tech funds has complied with the CIPA requirements in subpart 4 of Part D of Title II of the ESEA.

☐ The CIPA requirements in the ESEA do not apply because no funds made available under the program are being used to purchase computers to access the Internet, or to pay for direct costs associated with accessing the Internet.

☐ Not all schools have yet complied with the requirements in subpart 4 of Part D of Title II of the ESEA. However, our local school system has received a one-year waiver from the U.S. Secretary of Education under section 2441(b)(2)(C) of the ESEA for those applicable schools not yet in compliance.

Dr. William R. Hite, Jr. _____ August 17, 2009
*Local Superintendent of Schools* *Date*

ATTACHMENT 9 TITLE II, PART D, SUBPART 1 -- FORMULA FUNDING
EDUCATIONAL TECHNOLOGY STATES GRANTS PROGRAM

| Local School System: Prince George's County Public Schools | Fiscal Year 2010 |
|---|---|

F. BUDGET INFORMATION AND NARRATIVE

1. Provide a detailed budget on the MSDE Proposed Budget Form. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in the Allowable Activities. MSDE budget forms are available in Excel format through the local finance officer or the MSDE Bridge to Excellence Master Plan Web Site at www.marylandpublicschools.org.

2. Provide a detailed budget narrative using the "Guidance for Completion of the Budget Narrative for Individual Grants." (pp. 11-13 of this guidance document). The accompanying budget narrative should: (a) detail how the school system will use program funds to pay only reasonable and necessary direct administrative costs associated with the operation of the program; and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.

1. Budget forms

A detailed budget is provided on Forms 3.1 and C-125, which are attached.

2. Budget Narrative

Approximately 45% of the $267,000 proposed formula funding for Prince George's County Public Schools (PGCPS) will support the district's professional development activities, PGCPS will achieve its Strategic Plan goals related to instructional technology. Specific categorical expenditures are as follows:

Expenditures for Salaries & Wages total $109,025 all of which will directly supporting a six member team from 22 schools attending five half day sessions of professional development for the 132 teachers participating in the *Sharing Technology with Educators Program* (STEP). Funding will also support five half day sessions of professional development for 100 teachers attending Teacher Summer Technology Tuesday's sessions, and payment for instructors assigned to teach the training sessions. These activities will support and encourage use of instructional technology tools such as Google Sites, Wikis, Blogs, Electronic Whiteboards, and Unitedstreaming, as well as the hardware and software the system has purchased. Additional funding has been allocated for six teachers serving as mentors for online student courses to receive three days of training to prepare them for the requirements for online facilitation.

Expenditures for Contracted Services total $29,510 and include the grant requirement that three percent (3%) of funding be expended for evaluation ($8,010). The instructor of the Online Mentoring for Students is a contractual employee at a cost of $1,500. Finally, this category includes $20,000 for catering meals and light refreshments for nine scheduled monthly full day Technology Liaison (times 5) in-services in each Area, including the High School Consortium and light refreshments for ten half day training sessions.

Supplies and Materials include $4,916 for printing costs, office supplies and incidentals that directly support planned training activities.

Other Charges includes funding for teachers to attend local, state, and national conferences ($75,689). Teachers from PGCPS will attend Powering Up With Technology (forty participants), MICCA (one teacher per school plus the STEP participants), CoSN (three staff members), and NECC Conferences (fifteen participants) as an activity to support Goal 1 of the PGCPS Bridge to Excellence Master Plan. Included in these costs is the PGCPS support for the annual MICCA conference, to which one teacher will be sent from each of our 210 schools. Participant summaries for any attended conference will be posted on Technology Training's Google Sites, providing a mechanism through which the knowledge gained at these events will be shared with a much broader audience. Additionally, this category includes Fixed Charges for PGCPS salaries ($8,929).

(Total: $84,618)

Funding in the Equipment category will allow PGCPS to provide training equipment such as iPod Touch classroom sets, digital cameras, net-book minis, and sets of headphones with microphone attached for STEP in support of Web 2.0 training. It will also support continued opportunities to explore, test, and adopt emerging technologies that can positively impact student learning, as well as resources that will emerge over the next year or more. Funding for these products is $10,000.

The Transfers category totals $10,241 in indirect costs, calculated at 4.15% of non-equipment purchases. Also identified in this category is funding to support effective use of technology by faculty and students in nonpublic schools ($18,690). A total of 7% of the funding is reserved for such schools. These funds will enable nonpublic schools to acquire essential hardware, instructional software, and computer carts, and to register teachers to attend local and state conferences. (Total transfers: $28,931).

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3.1 Budget Narrative: EdTech Formula Distribution, Title II Part D

| Category/Object | Line Item | Calculation | Requested | InKind | Total |
|---|---|---|---|---|---|
| Instructional Staff Development. – Salaries & Wages | Professional Development/ Tech Tuesday in-service activities | 5 days @ $87.50 per ½ day for 100 teachers | $43,750 | | $43,750 |
| Instructional Staff Development. – Salaries & Wages | STEP Schools Professional Development activities | 22 schools * 6 = 132 participants * 5 @ 87.50 | $57,750 | | $57,750 |
| Instructional Staff Development. – Salaries & Wages | PT Staff Development: Mentors for Online student courses | 3 days @ $175/day for 6 teachers | $3,150 | | $3,150 |
| Instructional Staff Development. – Salaries & Wages | PT Staff Development: Instructors for Technology Training sessions | 35 half-day sessions lead by one (1) instructor per session @ $125 | $4,375 | | $4,375 |
| Fixed Charges | FICA/ Workers' Comp @ 8.19% of salary | For STEP, Tech Tuesday's, Technology Integration sessions, Instructors, Online Mentors, and Online Facilitators | $8,929 | | $8,929 |
| Administration: Centralized Support-Contracted Services | Evaluation | 3% of total grant amount | $8,010 | | $8,010 |
| Instructional Staff Development. – Contracted Services | Catering | Refreshments for teachers receiving training<br>20 days training, breakfast and lunch, for 50 secondary tech coordinators @ $12/day<br>40 days training for 25 at various workshops @ $8/day | $20,000 | | $20,000 |
| Instructional Staff Development - Consultant Services | Professional Development Consultant | Instructor for Online Teaching & Facilitation class | $1,500 | | $1,500 |
| Instructional Staff Development-Other Charges | Conference Registration/ Travel/ Lodging | 16 Instructional Technology personnel @ $1,250: $12,000 registration, $6,000 travel, $2,000 food | $20,000 | | $20,000 |
| Instructional Staff Development-Other Charges | Conference Registration | 350 teachers to MICCA, NECC, PUWT conference | $55,689 | | $55,689 |
| Instructional Staff Development Equipment | Computer Tools | Equipment for STEP teams in support of technology integration training and implementation of Web 2.0 tools | $10,000 | | $10,000 |
| Instructional Staff Development-Supplies & Materials | Materials of Instruction | Supplies that directly support Professional Development activities | $4,916 | | $4,916 |
| Instructional Staff Development – Transfers | Transfers to Non-Public Schools | Approx. 7% of total grant reserved for purchases by non-public schools | $18,690 | | $18,690 |
| Administration Business Support-Transfers | Indirect Costs | MSDE Allowable rate of 4.15%(Total grant-equipment x rate / 1+ rate) | $10,241 | | $10,241 |
| | TOTAL: | | $267,000 | | $267,000 |

G. ATTACHMENTS 4-A & B, 5-A &B, and 6-A & B

Be certain to complete all appropriate templates in Part II:

Attachment 4: School Level Budget Summary

Attachment 5: Transfer of ESEA Funds

Attachment 6: Consolidation of ESEA Funds for Local Administration

TITLE II-D C-125

## MARYLAND STATE DEPARTMENT OF EDUCATION
## GRANT BUDGET C-1-25

| | | | | | |
|---|---|---|---|---|---|
| ORIGINAL GRANT BUDGET | $267,000 | AMENDED BUDGET # | | REQUEST DATE | 07/28/09 |
| GRANT NAME | Title II, Part D | GRANT RECIPIENT NAME | Prince George's County Public Schools | | |
| MSDE GRANT # | | RECIPIENT GRANT # | | | |
| REVENUE SOURCE | | RECIPIENT AGENCY NAME | | | |
| FUND SOURCE CODE | Federal | GRANT PERIOD | July 1, 2009 (FROM) | June 30, 2011 (TO) | |

| CATEGORY/PROGRAM | BUDGET OBJECT | | | | | | |
|---|---|---|---|---|---|---|---|
| | 01- SALARIES & WAGES | 02 - CONTRACT SERVICES | 03- SUPPLIES & MATERIALS | 04 - OTHER CHARGES | 05 - EQUIPMENT | 08 - TRANSFERS | BUDGET BY CAT./PROG. |
| **201 Administration** | | | | | | | |
| Prog. 21 General Support | | | | | | | 0.00 |
| Prog. 22 Business Support | | | | | | | 0.00 |
| Prog. 23 Centralized Support | | 8,010.00 | | | | 10,241.00 | 18,251.00 |
| **202 Mid-Level Administration** | | | | | | | |
| Prog. 15 Office of the Principal | | | | | | | 0.00 |
| Prog. 16 Inst. Admin. & Supv. | | | | | | | 0.00 |
| **203-205 Instruction Categories** | | | | | | | |
| Prog. 01 Regular Prog. | | | | | | | 0.00 |
| Prog. 02 Special Prog. | | | | | | | 0.00 |
| Prog. 03 Career & Tech Prog. | | | | | | | 0.00 |
| Prog. 04 Gifted & Talented Prog. | | | | | | | 0.00 |
| Prog. 07 Non Public Transfers | | | | | | | 0.00 |
| Prog. 08 School Library Media | | | | | | | 0.00 |
| Prog. 09 Instruction Staff Dev. | 109,025.00 | 21,500.00 | 4,916.00 | 75,689.00 | 10,000.00 | 18,690.00 | 239,820.00 |
| Prog. 10 Guidance Services | | | | | | | 0.00 |
| Prog. 11 Psychological Services | | | | | | | 0.00 |
| Prog. 12 Adult Education | | | | | | | 0.00 |
| **206 Special Education** | | | | | | | |
| Prog. 04 Public Sch Instr. Prog. | | | | | | | 0.00 |
| Prog. 09 Instruction Staff Dev. | | | | | | | 0.00 |
| Prog. 15 Office of the Principal | | | | | | | 0.00 |
| Prog. 16 Inst. Admin & Superv. | | | | | | | 0.00 |
| **207 Student Personnel Serv.** | | | | | | | 0.00 |
| **208 Student Health Services** | | | | | | | 0.00 |
| **209 Student Transportation** | | | | | | | 0.00 |
| **210 Plant Operation** | | | | | | | |
| Prog. 30 Warehousing & Distr. | | | | | | | 0.00 |
| Prog. 31 Operating Services | | | | | | | 0.00 |
| **211 Plant Maintenance** | | | | | | | 0.00 |
| **212 Fixed Charges** | | | | 8,929.00 | | | 8,929.00 |
| **214 Community Services** | | | | | | | 0.00 |
| **215 Capital Outlay** | | | | | | | |
| Prog. 34 Land & Improvements | | | | | | | 0.00 |
| Prog. 35 Buildings & Additions | | | | | | | 0.00 |
| Prog. 36 Remodeling | | | | | | | 0.00 |
| **Total Expenditures By Object** | 109,025.00 | 29,510.00 | 4,916.00 | 84,618.00 | 10,000.00 | 28,931.00 | 267,000.00 |

| | Name | Signature | Date | Telephone # |
|---|---|---|---|---|
| Finance Official Approval | Matthew E. Stanski, Chief Financial Officer | | 11-19-09 | 301-952-6099 |
| Supt./Agency Head Approval | Dr. William R. Hite, Superintendent of Schools | | 11-19-09 | (301) 952-6008 |
| MSDE Grant Manager Approval | Lisa Spencer | | | (301)952-6251 |

Grant Budget C-1-25 Rev: 11/28/07

ASSURANCES

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

23. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act.

24. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate, or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.

25. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable statute and regulation.

26. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.

27. Entities receiving federal funds of $500,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.

28. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years, or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of MSDE.

29. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded.

30. Grantee must receive prior written approval from the MSDE Program Monitor for any Budgetary realignment of $1,000 or 15% of total object, program or category of expenditure, *whichever is greater*. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.

31. Requests for grant extensions, when allowed, must be submitted at least 45 days prior to the end of the grant period.

32. Grantee shall repay any funds that have been finally determined through the federal or State audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government.

33. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, including failure to maintain proper documentation and records as required by pertinent federal and State statute and regulations, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

| | |
|---|---|
| Dr. William R. Hite, Jr. | October 15, 2009 |
| Superintendent of Schools/Head of Grantee Agency | Date |

Prince George's County Public Schools
Board of Education

# ATTACHMENT 10: TITLE III, PART A

ATTACHMENT 10

## Title III, Part A

# *English Language Acquisition, Language Enhancement, and Academic Achievement*

ATTACHMENT 10 TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System: Prince George's County Public Schools Fiscal Year 2010

Title III-A Coordinator: ALISON HANKS-SLOAN

Telephone: 301-445-8450 E-Mail: ALISON.HANKSSLOAN@PGCPS.ORG

A. REQUIRED ACTIVITIES [Section 3115 (c)]: For all required activities that will be implemented, (a) provide a brief description of services, (b) timelines or target dates, (c) the specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan, (d) the amount of funding for services to public and nonpublic students and teachers, and e) any revision to the plan as part of this annual update (including page numbers). *Use separate pages as necessary for descriptions.*

| Allowable Activities | Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers | Public School Costs | Nonpublic Costs |
|---|---|---|---|
| 1. To increase the English proficiency of ELL children by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating effectiveness of the programs in increasing English proficiency and student academic achievement in the core academic subjects. [section 3115 (c)(1)] | | | |
| *1.1 Upgrading program objectives and effective instructional strategies [section 3115(d)(1)].* | | | |
| *1.2 Improving the instructional program for ELL children by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures [section 3115(d)(2)].* | Non-public schools assess and target needs of their students. They determine appropriate materials, equipment and professional development to be able to meet the needs of their English language learners (ELLs). | | $39,270 |
| | Plugged into Reading program materials for supplemental high interest/low level reading class for students in grades 9-12.<br><br>August 2009 – June 2010<br>Goal 2.1 of Master Plan<br><br>Continue to provide sheltered courses designed for all ESOL 1, ESOL 2, ESOL 3 and Transitional English for ELLs in preparation for Reading/English Language Arts classes in secondary programs. | $17,600 | |
| *1.3 Providing intensified instruction for ELL children [section 3115(d)(3)(B)].* | Continue to provide intensified instruction through summer school and evening school tuition assistance to ESOL high school students who need additional English credit in order to gain the required English courses necessary in a timely manner and graduate high school;<br><br>September 2009 – June 2010<br>Goal 2.1 of Master Plan<br><br>Continue to provide financial support to ELLs who need summer school and evening school in order to graduate within four years. | $12,500 | |
| *1.4 Improving the English proficiency and academic achievement of ELL children [section 3115(d)(5)].* | Continue to provide supplemental materials in Reading/English Language Arts, ESOL and other content areas, including dictionaries, lending libraries for ESOL classrooms, and supplemental materials for elementary ESOL instruction, as well as consumable materials for secondary students. The number of students who tested proficient | $518,678 | |

| Allowable Activities | Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers | Public School Costs | Nonpublic Costs |
|---|---|---|---|
| 1. To increase the English proficiency of ELL children by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating effectiveness of the programs in increasing English proficiency and student academic achievement in the core academic subjects. [section 3115 (c)(1)] | | | |
| | increased by 8 percentage points.<br><br>August 2009 – June 2010<br>Goal 2.1 of Master Plan<br><br>Supplement the current curriculum with high-interest readers for a classroom library that includes level appropriate books for ESOL students. | | |

ATTACHMENT 10 TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System: Prince George's County Public Schools Fiscal Year 2010

A. REQUIRED ACTIVITIES [Section 3115(c)], Continued.

| Allowable Activities | Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers | Public School Costs | Nonpublic Costs |
|---|---|---|---|
| 2. To provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel. [section 3115(c)(2)] | | | |
| *2.1 Providing for professional development designed to improve the instruction and assessment of ELL children [section 3115(c)(2)(A)].* | High quality professional development to ESOL and classroom teachers on ELL strategies, based on Sheltered Instructional Observation Protocol (SIOP), Co-Teaching, research-based methods, ESOL and Reading/English Language Arts curriculum, and cross-cultural communication; funding includes consultants and costs incorporated within professional development, including room rental and supplies.<br><br>August 2009 – June 2010<br>Goal 2.2 of Master Plan<br><br>Professional development will include contracting experts in the ESOL field to assist classroom teachers and school administrators; training of trainers will be implemented to develop PGCPS leaders in SIOP in the secondary schools and co-teaching in the elementary schools. Additionally, it will provide curriculum developers and trainers to guide teachers in using the newly aligned ESOL/English secondary curriculum. | $122,216 | |
| *2.2 Providing for professional development designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for ELL children [section 3115(c)(2)(B)].* | | | |
| *2.3 Providing for professional development to substantially increase the subject matter knowledge, teaching knowledge, and teaching skills of teachers [section 3115(c)(2)(C)].* | Professional organizations dues & memberships; | $200 | |
| | Support partnerships with local universities to provide master's degrees and relevant courses, including COPSELL and Teaching Corps with the George Washington University and other courses through local Institutes of Higher Education.<br><br>August 2009 – June 2010<br>Goal 2.2 of Master Plan<br><br>Work in collaboration with the Office of University Partnerships to better provide university opportunities across the district; increase the number of attendees participating in conferences and workshops to stay abreast of current educational research. | $216,639 | |
| | | | |

ATTACHMENT 10 TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System: Prince George's County Public Schools Fiscal Year 2010

B. ALLOWABLE ACTIVITIES [Section 3115(d)]: An eligible entity receiving funds under section 3114 (a) may use the funds to achieve one or more of the following activities:

| Allowable Activities | Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers | Public School Costs | Nonpublic Costs |
|---|---|---|---|
| 3. To provide community participation programs, family literacy services, and parent outreach and training activities to ELL children and their families. [section 3115(d)(6)] | | | |
| *3.1 Providing programs to improve the English language skills of ELL children [section 3115(d)(6)(A)].* | Funding for elementary and middle school students for field trips to support the Language of Math, Newcomer, AIM (Alternative Instructional Model), Pre-Conceptual Physics and Pre-World History by providing supplemental support and integrating community field trips for students; | $26,500 | |
| | Field trips and nutritional support for secondary students to visit local colleges, co-sponsored by International School Counseling Office & ESOL.<br>August 2009 – June 2010<br>Master Plan 2.1<br>Funding has been increased to provide field trip opportunities through school-based trips as related to the ELP curriculum, as well as trips to local colleges for 8th grade and high school students. | $13,490 | |
| *3.2 Providing programs to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children [section 3115(d)(6)(B)].* | Supplies/materials for ELL parent workshops to assist parents in navigating the school system and helping their children at home (bilingual handouts, motivational items, DVDs, school readiness materials, college preparation materials, bilingual readers); | $53,150 | |
| | Nutritional support at outreach services to ESOL families through open registration, school, night and weekend events; | $6,700 | |
| | Speaker fees for ESOL and ISCO parents at outreach events; these programs focus on school issues relevant to parents such as understanding the report card, navigating the school system, parent-teacher conferences, homework help resources, what happens in ESOL class, graduation requirements, community resources, etc.. | $9,500 | |
| | Supplies for the Office of Interpreting; | $1,467 | |
| | Continue accessing translated documents through TransACT; | $26,000 | |
| | Nutritional support for attendees of interpreter training workshops; | $900 | |
| | Translators, trainers, interpreters, and bilingual parent liaisons who provide foreign language assistance to families during meetings/assessments and other educational services; | $53,246 | |
| | Partnership with Prince George's County Literacy Council to develop and provide family literacy courses for ESOL/immigrant parents and children at a minimum of four schools throughout the county.<br>August 2009 – June 2010 | $85,000 | |

| Allowable Activities | Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers | Public School Costs | Nonpublic Costs |
|---|---|---|---|
| | Master Plan 2.3<br><br>Funding and support have increased to provide support to ISCO outreach counselors who work daily with ESOL and immigrant families. Additionally, funding will continue to be provided to the Literacy Council. | | |
| 4. Improving the instruction of limited English Proficient children by providing the following: [section 3115(d)(2)(3)] | | | |
| *4.1 Providing tutorials and academic and vocational education for ELL children [section 3115(d) (3) (A)].* | Salaries for teachers in ELL Extended Day programs to include and implement 30 Reading Together programs for elementary ESOL centers and secondary after-school homework assistance programs; | $365,141 | |
| | Consumable instructional materials for extended day programs, including Reading Together kits; | $105,000 | |
| | Nutritional support for extended day programs; | $15,250 | |
| | Transportation for extended day programs; | $30,000 | |
| | Elementary and middle summer school salaries for teachers; | $533,269 | |
| | Consumable instructional materials for summer school program; | $75,000 | |
| | Nutritional support for summer school program; | $3,000 | |
| | Transportation for summer school programs. Increase the amount of transportation funding in order to give more students access to extended learning and summer school.<br><br>August 2009 – June 2010<br>Master Plan 2.2 | $246,914 | |
| *4.2 Acquisition or development of educational technology or instructional materials [section 3115(d)(7)(A)].* | | | |
| *4.3 Providing for access to, and participation in electronic networks for materials, training and communication [section 3115(d)(7)(B)].* | | | |
| *4.4 Incorporation of educational technology and electronic networks into curricula and programs [section 3115(d)(7)(C)].* | | | |
| *4.5 Developing and implementing elementary or secondary school language instruction educational programs that are coordinated with other relevant programs and services [section 3115(d)(4)].* | | | |

ATTACHMENT 10 TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System: Prince George's County Public Schools Fiscal Year 2010

C. OTHER ACTIVITIES [section 3115(b)]: Each eligible entity receiving funds under section 3114(a) for a fiscal year may not use more than 2% for the cost of administering this subpart.

| Allowable Activities | Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers | Public School Costs | Nonpublic Costs |
|---|---|---|---|
| 5. To carry out other activities that are consistent with the purpose of Title III, Part A, *No Child Left Behind*. (Specify and describe below.) [section 3115(b)]: | | | |
| *5.1 Administrative expenses may not use more than 2% for the cost of administering this subpart [section 3115 (b)].* | Allowable administrative costs as mandated | $49,722 | |
| | | | |
| | TOTAL ELL TITLE III-A (FUNDING) AMOUNT | $2,534,604 | $91,798 |

ATTACHMENT 10 TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System: Prince George's County Public Schools Fiscal Year 2010

D. IMMIGRANT ACTIVITIES [section 3115(e)]: Activities by agencies experiencing substantial increases in immigrant children and youth

| Allowable Activities | Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers | Public School Costs | Nonpublic Costs |
|---|---|---|---|
| 1. An eligible entity receiving funds under section 3114 (d) (1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth. [section (e)(1)] | | | |
| *1.1 Providing for family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children [section 3115(e) (1) (A)].* | NOT APPLICABLE FOR THIS GRANT PERIOD. | | |
| *1.2 Supporting personnel including teacher aides who have been specifically trained or are being trained to provide services to immigrant children and youth [section 3115(e) (1) (B)].* | | | |
| *1.3 Providing tutorials mentoring and academic or career counseling for immigrant children and youth [section 3115(e) (1) (C)].* | | | |
| *1.4 Identifying and acquiring curricular materials, educational software, and technologies to be used carried out with these funds [section 3115(e) (1) (D)].* | | | |
| *1.5 Providing basic instructional services that are directly attributable to the presence in the school district of immigrant children and youth, including the payment of costs of providing additional classroom supplies, cost of transportation or such other costs [section 3115(e) (1) (E)].* | | | |
| *1.6 Providing other instructional services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the USA, such as programs of introduction to the educational system and civics education [section 3115(e) (1) (F)].* | | | |
| *1.7 Providing activities, coordinated with community based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services [section 3115(e) (1) (G)].* | | | |
| *1.8 Other activities (that provide enhanced instructional opportunities for immigrant children and youth).* | | | |
| *1.9 Administrative expenses may not use more than 2% for the cost of administering this subpart [section 3115(b)].* | | | |
| | TOTAL IMMIGRANT TITLE III-A (FUNDING) AMOUNT | | |

B. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, Section 9501]:

1. Participating Private Schools and Services: Complete information in Attachment 6-A on page 9 regarding the names of participating private schools and the number of private school students and/or staff that will benefit from the Title III-A services.

   Response: See Attachment 6A-B

2. *Describe the school system's process for providing equitable participation to students in private schools:*

   a) *The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title III-A services;*

      The ESOL/Title III Office of PGCPS works in partnership with the Office of Enrichment and Specialty Programs and the other Title Programs to provide a spring in-service, open to all the non-public schools in the county. The in-service gives an overview of what Title III represents and to whom it is eligible to provide service. Schools which have eligible students for the funding leave their contact information.

      In May and again in September, ESOL/Title III hosts an in-service for the schools with immigrant and ESOL populations. The focus is to discuss missions and goals, MSDE Standards for English Language Proficiency, No Child Left Behind (NCLB) Compliance, IPT Overview and training dates, Title III allowable activities, and memorandum of agreement. The schools then send representatives to be trained in the IPT, the diagnostic tool used to determine ESOL eligibility in the non-public schools. Numbers of students were submitted to the ESOL Office by the October 31 State Survey deadline.

   b) *The basis for determining the needs of private school children and teachers;*

      Initially, schools were given a figure to spend based on the number of qualifying students. Individual meetings and phone conferences about suggested materials and appropriate activities were held between the ESOL staff and the private school administrators.

   c) *How services, location of services, and grade levels or areas of services were decided and agreed upon; and*

      They submitted proposals and worked with the PGCPS ESOL staff to determine if the requested materials or support were allowable, according to the Title III stipulations and based on research-supported strategies and materials.

   d) *The differences, if any, between the Title III-A services that will be provided to public and private school students and teachers, and the reasons for any differences. (Note: The school system provides services on an equitable basis to private school children whether or not the services are the same Title III-A services the district provides to the public school children.)*
      The same activities are available to the private schools. It is the schools' and their administration's decision in how to utilize their funding and in which category will best benefit their teachers and their students in Title III. However, all funds are currently loaded under 1.2, instructional materials.

3. *ATTACH WRITTEN AFFIRMATION (meeting dates, agenda, sign-in sheets, letters/ forms,) for the school year 2008-2009 signed by officials at each participating nonpublic school and/or their designee that* ***consultation regarding Title III services has occurred****. DOCUMENTATION SHOULD BE LABELED AND PROVIDED AS AN ATTACHMENT AFTER THE BUDGET PAGES IN ATTACHMENT 10.*

ATTACHMENT 10 TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System: Prince George's County Public Schools Fiscal Year 2010

B. BUDGET INFORMATION AND NARRATIVE

1. *Provide a detailed budget on the MSDE Proposed Title III-A Budget Form. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in Part C, Allowable Activities. MSDE budget forms are available in Excel format through the local finance officer or at the MSDE Bridge to Excellence Master Plan Web Site at www.marylandpublicschools.org.*

2. *Provide a detailed budget narrative using the attached "Guidance for Completion of the Budget Narrative for Individual Grants." (pp.11-13 of this guidance document). The accompanying budget narrative should (a) detail how the school system will use Title III-A funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title III-A program and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.*

C. ATTACHMENTS 4-A & B, 5-A &B, and 6-A & B

Be certain to complete all appropriate templates in Part II:

Attachment 4: School Level Budget Summary

Attachment 5: Transfer of ESEA Funds

Attachment 6: Consolidation of ESEA Funds for Local Administration

Attachment 7: Affirmation of Consultation (with nonpublic schools) documentation

PGCPS, TITLE III, PART A ENGLISH LANGUAGE ACQUISITION - BUDGET NARRATIVE

| Category/Object | Line Item/Description | Calculation | AMOUNT |
|---|---|---|---|
| Special Programs-Salaries And Wages | After-School Instructional Assistance | 30 Teachers (Available To 25 Secondary Schools) * 3 Hours/Day * 30 Days * $45/Hours | $121,500 |
| Special Programs-Salaries And Wages | Part-Time Salaries For Reading Together Program | 2 Teachers/School *30 Schools * 80 Hours/Teacher * $45/Hour | $216,000 |
| Special Programs-Salaries And Wages | Half-Day Training For Summer School | 120 Teachers * $87.50 | $10,500 |
| Special Programs-Salaries And Wages | Part-Time Salaries For Summer School Monitors | 4 Monitors * 30 Days * 6 Hours * $45/Hours | $32,400 |
| Special Programs-Salaries And Wages | Part-Time Salaries For Summer School Program | 107 Teachers (Estimated Costs Based On Previous Years) + 13 Coordinators | $450,000 |
| Special Programs-Salaries And Wages | Substitute Money For Co-Teaching Training, Peer Observation | 150 Substitutes@100.00/Day | $15,000 |
| Special Programs- Staff Salaries And Wages | Interpreter Bank- 1/2 Day Workshop Instructor Pay For 4 Staff (Diana, Sandra, + 2 Sped Staff) X 3 In-Services | $125 Per Person X 4 Staff X 3 In-Services | $1,500 |
| Special Program- Staff Salaries And Wages | Interpreting Services- Employees | $25 Per Hour X 60 Hours | $1,500 |
| Instructional Staff Development - Salary & Wages | Stipends - Audio Lending Library | 3,375 (10 Teachers & 2 Presenters X 3 Wksp.) | $3,375 |
| Instructional Staff Development - Salary & Wages | Math Ell Focus Group Stipends | $2,800 (16 Teachers * 2 Half Day Stipends) | $2,800 |
| Instructional Staff Development - Salary & Wages | Ell Hour Stipends | $7,875 (30 Teachers For Each Coach) * 3 Coaches @ $87.50 | $7,875 |
| Fixed Charges | Fringe Benefit Cost For Part-Time Employee Salaries (FICA & Workman's Comp.) | Part Time Salaries Totaling $862,450* 8.19% Fringe Costs. | $70,635 |
| Special Programs-Contracted Services | George Washington University Cohort/Training Sessions On The Latest Methodologies | Copsell Cohort 1: 2 Semesters * $25,000 | $50,000 |
| Special Programs-Contracted Services | George Washington University Teaching Fellows | Teaching Fellows Cohort | $166,639 |
| Special Programs-Contracted Services | Interpreting Services- Vendors | $25 Per Hour X 2,000 Hours | $50,000 |
| Special Programs-Contracted Services | Interpreter Bank- Transact Renewal For 2010-2011 | | $21,000 |
| Special Programs-Contracted Services | Interpreter Bank- Transact Addendum To Subscription For Written Translations | Approx. $200 Per Page For Rush Orders X 25 Pp. | $5,000 |
| Special Programs-Contracted Services | Catering For Parents Participating In Ell Parent Survey/Focus Group Regarding Parents' Challenges/Needs In Supporting Students' Learning At Home | 4 Parent Sessions @300 Each (Based On Estimate From Vendors) | $1,200 |
| Special Programs-Contracted Services | American Reading Company Pd | Aug 19 Pd Training | $2,600 |
| Special Programs-Contracted Services | Literacy Council | Renewal Of Current Contract To Provide Family Literacy Courses In 5-10 Schools | $85,000 |
| Special Programs-Contracted Services | Professional Development - Co-Teaching | $2500. | $2,500 |
| Special Programs-Contracted Services | Professional Development Td Interactive | $42,500 ($85 * 500 People) | $42,500 |
| Special Programs - Contracted Services | Food For Attendees Of 3 Interpreter In-Services On 9-9-09, 10-27-09, And 2-25-10 | $10 Per Person X 30 Persons X 3 In-Services | $900 |
| Special Program - Contracted Services | Consultant Fee For Ell Parent Survey/Focus Group Regarding Parents' Challenges And Needs In Supporting Students' Learning At Home And Additional Topics | Based On Consultant Quote | $1,500 |
| Instructional Regular Programs- Contracted Services | Speaker Fees For Parent Trainings, Regional Meetings And Workshops For Ell Parents To Focus On Ell Parent Involvement/Empowerment And Enhancing The Ability Of Parents To Assist Students At Home And Other Topics | Based On Speaker Quotes | $8,000 |
| Instructional Regular Programs- Supplies & Materials | Instructional Materials For Summer School Program. | $25,000 For Math Materials + $50,000 For Language Arts Materials | $75,000 |
| Instructional Regular Programs- Supplies & Materials | ESOL Students Meals For Extended Learning & Summer Program Provided By Food Services | $3,000 For Extended Learning + $3,000 For Summer School Nutritional Support | $6,000 |
| Instructional Regular Programs- Supplies & Materials | Nutritional Program For ESOL Students Participating In The ESOL Reading Together Program | 350 Students * $1/Day * 35 Meetings | $12,250 |
| Instructional Regular Programs- Supplies & Materials | Materials For Elementary Extended Day Program (Reading Together) | 10 Students * 15 Programs * $300/Renewal Kits | $45,000 |
| Instructional Regular Programs- Supplies & Materials | Materials For New Elementary Extended Day Program (Reading Together) | 10 Students * 15 Programs * $400/New Kits | $60,000 |
| Instructional Regular Programs- Supplies & Materials | Plugged Into Reading Support Class For Hs Students | $8,800 Kit X 2 | $17,600 |
| Instructional Regular Programs - Supplies And Materials | Interpreter Bank- Office Supplies | | $1,467 |
| Instructional Regular Programs - Supplies And Materials | Bulk Snack Items And Water For 8th Grade ESOL Intro To College Field Trips To University Of Maryland | Based On Estimate From PGCPS Food & Nutrition Bulk Snack Order Form | $750 |
| Instructional Regular Programs - Supplies And Materials | Bulk Snack Items And Water For Students/Parents For ISCO/ESOL Summer Registration 2010 | Based On Estimate From PGCPS Food & Nutrition Bulk Snack Order Form | $2,500 |
| Instructional Regular Programs - Supplies And Materials | Bulk Snack Items For Ell Parent Workshops At Schools | Based On Estimate From PGCPS Food & Nutrition Bulk Snack Order Form | $3,000 |
| Instructional Regular Programs - Supplies & Materials | Supplies/Materials For Ell Parent Workshops To Assist | Based On Estimates From Vendors (Similar To | $52,000 |

| Category/Object | Line Item/Description | Calculation | AMOUNT |
|---|---|---|---|
| | Parents In Navigating The School System And Helping Their Children At Home (Bilingual Handouts, Motivational Items, DVDS, School Readiness Materials, College Preparation Materials, Bilingual Readers) | 08-09 Budget Since Most Items Have Been Distributed) | |
| Instructional Regular Programs - Supplies & Materials | Bilingual Dictionaries For Distribution To Students Upon Registration (For Use At Home To Support English Learning) | Based On Estimate From Vendors | $24,250 |
| Instructional Regular Programs - Supplies & Materials | Supplies/Materials For Professional Development For PGCPS Counselors Regarding Ell Parent Involvement | Based On Materials Estimate From Vendors | $835 |
| Instructional Regular Programs - Supplies & Materials | Printing Costs For Notices And Signs For Regional And County-Wide Workshops For Ell Parents | Based On PGCPS Printing Office Estimates | $625 |
| Instructional Regular Programs - Supplies & Materials | Supplies/Materials For Parents Participating In Ell Parent Survey/Focus Group Regarding Parents' Challenges/Needs In Supporting Students' Learning At Home (Survey Materials And Educational Items) | Based On Estimate From Vendors | $525 |
| Instructional Regular Programs - Supplies & Materials | Non-Public Instructional Materials | Classroom Teacher Supplies: 192.50 Per Pupil Expenditure * 204 Eligible Students | $39,270 |
| Instructional Regular Programs - Supplies & Materials | Supplemental Materials For Hs ESOL Courses: Interactive Readers And Materials For Language Of Math | $10,000 Language Math; $10,000 Interactive Readers (Grades 7 & 9) | $20,000 |
| Instructional Regular Programs - Supplies & Materials | Book Study And ASCD Professional Development Materials | Based On Vendor Quote | $3,500 |
| Instructional Regular Programs - Supplies & Materials | Supplemental Materials: Novel For ESOL 1, Interactive Readers For Grade 6-8 (Elementary And Middle) | Novel 200@ $9.50 Interactive Readers 900@ $13.00 | $12,600 |
| Instructional Regular Programs - Supplies & Materials | Additional Classroom Libraries For Ms | 5@1500 | $4,500 |
| Instructional Regular Programs - Supplies & Materials | PEIP Materials | 2600 (130 X 20) | $2,600 |
| Instructional Regular Programs - Supplies & Materials | Book Study For 1st Year Teachers | 300 (15 X 20) | $300 |
| Instructional Regular Programs - Supplies & Materials | Year End Recognition | 100 (5 X 20) | $100 |
| Instructional Regular Programs - Supplies & Materials | Audio Lending Library (Audio Books, CDS, CD Players) | 65,000 (6,500 Per School - 10 School Libraries) | $65,000 |
| Instructional Regular Programs - Supplies & Materials | Math Ell Focus Group Materials | $352 (16 Books) | $352 |
| Instructional Regular Programs - Supplies & Materials | Ell Hour Materials | $4,500 (150 Books At $30) | $4,500 |
| Instructional Regular Programs - Supplies & Materials | Materials (Post-It Boards, File Folders, Large Post-It Notes, Markers (Multi-Color, No Bleed), Binders | $1000. | $1,000 |
| Instructional Regular Programs - Supplies & Materials | Elem Materials - Benchmark Early Explorers Nonfiction Text | $180000. | $180,000 |
| Instructional Regular Programs - Supplies & Materials | Elem Materials - K-1 Hampton Brown | $75000. | $75,000 |
| Instructional Regular Programs - Supplies & Materials | Elem Materials - Sra Vocab Picture Packs | $120000. | $120,000 |
| Instructional Regular Programs - Supplies & Materials | Classroom Supplies For Itinerant Teachers | $2000. | $2,000 |
| Instructional Regular Programs - Supplies & Materials | Professional Development - Book Study, Resource Books For Teachers | $30000. | $30,000 |
| Instructional Regular Programs - Supplies & Materials | Las Links Instructional Guidance Binders | 125 Binders * $78.75 = 9843.75 + 984.38 (S&H) | $10,828 |
| Instructional Regular Programs - Supplies & Materials | CD Players | 60 CD Players * $65.00 Ea | $3,900 |
| Instructional Regular Programs - Supplies & Materials | ESOL/ISCO Pencils | 2,500 @ $300.00 * 2 = 5000 @ $600.00 | $600 |
| Instructional Regular Programs- Other Charges | Bus Costs For 8th Grade ESOL Introduction To College Field Trips To University Of Maryland | 13 Buses @ $530 Per Bus Trip From Ms To College Park Based On Estimate From Bus Service | $6,890 |
| Instructional Regular Programs- Other Charges | Bus Costs For High School ESOL Program (11th And 12th Graders) College Orientation Field Trips To PGCC | 10 Buses @ $530 Per Bus From Hs To Largo, MD Based On Estimate From Bus Service | $5,300 |
| Instructional Regular Programs- Other Charges | Bus Costs For Campus Tours For Students/Parents The Day Of "Estudios Universitarios A Su Alcance/College Is Within Your Reach" College And Financial Aid Orientation Preparation Program On UMCP Campus February 2010 | 2 Buses At $225.00 Each Based On Estimate From Bus Service | $550 |
| Instructional Regular Programs - Other Charges | Transportation For Curriculum-Based Field Trips | $530 Per Field Trip * 50 Field Trips | $26,500 |
| Instructional Regular Programs - Other Charges | Mellfin Memberships For 2009-2010 | $10 X 20 ESOL Staff | $200 |
| Instructional Regular Programs - Other Charges | Summer/Evening School Tuition Assistance | $250 * 50 Students | $12,500 |
| Instructional Regular Programs - Other Charges | Transportation For Reading Together After-School Program | After School Buses For 30 Schools | $30,000 |
| Instructional Regular Programs - Other Charges | Transportation For Summer School Program | | $246,914 |
| | | Total | $2,436,372 |
| | | Indirect | $49,722 |
| | | Grand Total | $2,486,094 |

Title III A C-125

## MARYLAND STATE DEPARTMENT OF EDUCATION
## GRANT BUDGET C-1-25

| | | | | | |
|---|---|---|---|---|---|
| ORIGINAL GRANT BUDGET | $2,626,402 | AMENDED BUDGET # | | REQUEST DATE | 08/04/09 |
| GRANT NAME | FY2010 Title III English Lang. Acquisition, Lang Enhancement | GRANT RECIPIENT NAME | Prince George's County Public Schools | | |
| MSDE GRANT # | | RECIPIENT GRANT # | 3420 | | |
| REVENUE SOURCE | Federal | RECIPIENT AGENCY NAME | Prince George's County Public Schools | | |
| FUND SOURCE CODE | | GRANT PERIOD | 7/1/2009 FROM | 6/30/2011 TO | |

| CATEGORY/PROGRAM | BUDGET OBJECT | | | | | | |
|---|---|---|---|---|---|---|---|
| | 01- SALARIES & WAGES | 02 - CONTRACT SERVICES | 03- SUPPLIES & MATERIALS | 04 - OTHER CHARGES | 05 - EQUIPMENT | 08 - TRANSFERS | BUDGET BY CAT./PROG. |
| **201 Administration** | | | | | | | |
| Prog. 21 General Support | | | | | | | 0.00 |
| Prog. 22 Business Support | | | | | | 52,528.00 | 52,528.00 |
| Prog. 23 Centralized Support | | | | | | | 0.00 |
| **202 Mid-Level Administration** | | | | | | | |
| Prog. 15 Office of the Principal | | | | | | | 0.00 |
| Prog. 16 Inst. Admin. & Supv. | | | 1,467.00 | | | | 1,467.00 |
| **203-205 Instruction Categories** | | | | | | | |
| Prog. 01 Regular Prog. | | 8,000.00 | 793,303.00 | 12,700.00 | | | 814,003.00 |
| Prog. 02 Special Prog. | 833,400.00 | 381,864.00 | | | | | 1,215,264.00 |
| Prog. 03 Career & Tech Prog. | | | | | | | 0.00 |
| Prog. 04 Gifted & Talented Prog. | | | | | | | 0.00 |
| Prog. 07 Non Public Transfers | | | | | | 39,270.00 | 39,270.00 |
| Prog. 08 School Library Media | | | | | | | 0.00 |
| Prog. 09 Instruction Staff Dev. | 29,050.00 | 47,600.00 | 43,187.00 | | | | 119,837.00 |
| Prog. 10 Guidance Services | | | | | | | 0.00 |
| Prog. 11 Psychological Services | | | | | | | 0.00 |
| Prog. 12 Adult Education | | | | | | | 0.00 |
| **206 Special Education** | | | | | | | |
| Prog. 04 Public Sch Instr. Prog. | | | | | | | 0.00 |
| Prog. 09 Instruction Staff Dev. | | | | | | | 0.00 |
| Prog. 15 Office of the Principal | | | | | | | 0.00 |
| Prog. 16 Inst. Admin & Superv. | | | | | | | 0.00 |
| **207 Student Personnel Serv.** | | | | | | | 0.00 |
| **208 Student Health Services** | | | | | | | 0.00 |
| **209 Student Transportation** | | 313,398.00 | | | | | 313,398.00 |
| **210 Plant Operation** | | | | | | | |
| Prog. 30 Warehousing & Distr. | | | | | | | 0.00 |
| Prog. 31 Operating Services | | | | | | | 0.00 |
| **211 Plant Maintenance** | | | | | | | 0.00 |
| **212 Fixed Charges** | | | | 70,635.00 | | | 70,635.00 |
| **214 Community Services** | | | | | | | 0.00 |
| **215 Capital Outlay** | | | | | | | |
| Prog. 34 Land & Improvements | | | | | | | 0.00 |
| Prog. 35 Buildings & Additions | | | | | | | 0.00 |
| Prog. 36 Remodeling | | | | | | | 0.00 |
| **Total Expenditures By Object** | 862,450.00 | 750,862.00 | 837,957.00 | 83,335.00 | 0.00 | 91,798.00 | 2,626,402.00 |

| | Name | Signature | Date | Telephone # |
|---|---|---|---|---|
| Finance Official Approval | Matthew E. Stanski, Chief Financial Officer | | 11-19-09 | 301-952-6099 |
| Supt./Agency Head Approval | William R. Hite Jr., Superintendent of Schools | | 11-19-09 | 301-952-6008 |
| MSDE Grant Manager Approval | | | | |

Grant Budget C-1-25 Rev: 11/29/07

ASSURANCES

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

34. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act.

35. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate, or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.

36. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable statute and regulation.

37. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.

38. Entities receiving federal funds of $500,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.

39. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years, or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of MSDE.

40. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded.

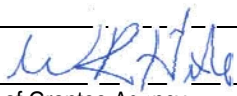
41. Grantee must receive prior written approval from the MSDE Program Monitor for any Budgetary realignment of $1,000 or 15% of total object, program or category of expenditure, *whichever is greater*. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.

42. Requests for grant extensions, when allowed, must be submitted at least 45 days prior to the end of the grant period.

43. Grantee shall repay any funds that have been finally determined through the federal or State audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government.

44. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, including failure to maintain proper documentation and records as required by pertinent federal and State statute and regulations, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

| | |
|---|---|
| Dr. William R. Hite, Jr.  | October 15, 2009 |
| Superintendent of Schools/Head of Grantee Agency | Date |

CONSULTATION REGARDING TITLE III SERVICES HAS OCCURRED:

Page 1

U.S. Department of Education
Office of Non-Public Education
Title III, Part A – Equitable Services to Private School Students
April 2009

**Title III, Part A, *English Language Acquisition, Language Enhancement and Academic Achievement* and the Participation of Private School Students and Teachers**

Services provided by local educational agencies (LEAs) to private school students and teachers under Title III, Part A, English Language Acquisition, Language Enhancement and Academic Achievement, are subject to the uniform provisions of Title IX, Part E, Section 9501 of the *Elementary and Secondary Education Act (ESEA)* as reauthorized by the *No Child Left Behind Act (NCLB)*, and require LEAs to provide equitable services to private school students and teachers. LEAs are required to consult in a timely and meaningful way with private school officials on a number of issues related to the Title III, Part A program, including: how their students' needs will be identified, the services that the LEA will provide to meet those needs, the amount of funding available to provide services, and how the services will be assessed (see Section 9501(c)). This consultation must take place before the LEA makes any decisions that impact the participation of private school students and teachers in the Title III, Part A program (see Section 9501(c)(3)).

The responsibility under the Title IX uniform provisions for providing Title III, Part A services to LEP students in private schools lies with the LEA and, as a result, the LEA is responsible for assessing the English language proficiency of private school students. In many, if not most school districts, a Home Language Survey is used to identify, among other things, those students who were not born in the United States or who have a native language other than English. A similar process could be followed by private schools in identifying potentially LEP students (see Section 9101(25) and Section 3301 of the *ESEA*). The assessment is critical to ensuring, for example, that a student who has a native language other than English is, in fact, LEP. Details on the kind of assessment and how it will be conducted should be discussed during the consultation process. However, the LEA cannot require a private school to administer an English language proficiency assessment as a condition for equitable participation of the private school students. An LEA may use Title III, Part A funds to pay for initial LEP assessments for private schools students in cases where the use of such funds would not supplant other Federal, State and/or local funds that may be used for such purposes.

Under that non-supplanting requirement, an LEA may not use Title III funds to pay for costs that would be covered by State, local, or Federal funds in the absence of the Title III grant. For example, if a State law required LEAs to assess all potentially LEP students attending schools in their jurisdiction, public and private, for purposes of confirming that those students are, in fact, LEP, the use of Title III funds to assess LEP students attending private schools would be prohibited by the non-supplanting requirement. Title III grantees and subgrantees, as is the case with all uses of Title III funds, need to determine that expenditures of Title III funds made in meeting the equitable services requirement for Title III do not violate that statute's non-supplanting requirement.

U.S. Department of Education
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Title III, Part A Equitable Services to Private School Students
April 2009

Title III, Part A does **not** require LEAs to administer their State's annual English language proficiency assessments for identified English learners in **private** schools. However, the LEA is required under the Title IX uniform provisions to consult with **private** school officials about how the Title III, **Part** A services provided to private school students and teachers will be assessed and how the results of the assessment will be used to improve those services (see Section 9501(c)(1)(D)). The extent of this assessment will depend upon the size and scope of the services provided to private school students. Here again, if an assessment is used, the cost for that assessment may be paid for with Title III, Part A funds in cases where the use of such funds would not supplant other Federal, State and/or local funds that may be used for such purposes, as noted above.

ATTACHMENT 11

# Title IV, Part A

# *Safe and Drug Free Schools and Communities*

ATTACHMENT 11
TITLE IV, PART A, SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

Local School System: Prince George's County

Title IV, Part A, SDFSC Coordinator: Richard E. Moody Jr.

Telephone: 301-749-4379 Email: Rmoody@pgcps.org

A PERFORMANCE GOAL, INDICATORS, and TARGETS. At a minimum, each local school system (LSS) must adopt the performance goal, indicators, and targets outlined in Table A-1.

| Performance Goal | Performance Indicators | Performance Targets |
|---|---|---|
| Performance Goal 4: All schools will be safe, drug free, and conducive to learning. | 4.1 The level of substance abuse in middle and high schools as measured by the Maryland Adolescent Survey. | By the end of SY 2009-2010, reduce "cigarettes," "any form of alcohol," and "any drug other than alcohol or tobacco" use (Last 30 Days) in grades 6, 8, 10, and 12 by 10%. |
| | 4.2 The percentage of out-of-school suspensions and expulsions by offense. | By the end of SY 2009-2010, reduce suspensions and expulsions for classroom disruptions, insubordination, and refusal to obey school policies/regulations by 10%.<br><br>NOTE: SY 2002-03 is the baseline year. |

ATTACHMENT 11 - TITLE IV, PART A, SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

Local School System: Prince George's County Public Schools Fiscal Year 2010

A. PROGRESS TOWARD PERFORMANCE TARGETS:

| Table A-1 | Baseline (2002 MAS) & SY 2009-10 Performance Targets | Actual Performance (2004 MAS) | Actual Performance (2007 MAS) |
|---|---|---|---|
| Performance Indicator 4.1<br><br>The level of substance abuse in middle and high schools as measured by the Maryland Adolescent Survey (Last 30 Days). | By the end of SY 2009-10:<br><br>Reduce cigarette use in:<br>6th grade (from 1.6% to 1.4%)<br>8th grade (from 3.7% to 3.5%)<br>10th grade (from 7.2% to 6.5%)<br>12th grade (from 7.8% to 6.6%)<br><br>Reduce any form of alcohol use in:<br>6th grade (from 5.4% to 4.9%)<br>8th grade (from 17.3% to 15.6%)<br>10th grade (from 29.5% to 26.6%)<br>12th grade (from 36.9% to 33.2%)<br><br>Reduce any drug other than alcohol or tobacco use in:<br>6th grade (from 5.3% to 4.8%)<br>8th grade (from 12.0% to 10.8%)<br>10th grade (from 18.9% to 17.0%)<br>12th grade (from 20.0% to 18.0%) | Cigarette use in:<br>6th grade: 1.7%<br>8th grade: 4.7%<br>10th grade: 8.2%<br>12th grade: 11.5%<br><br>Any form of alcohol use in:<br>6th grade: 6.7%<br>8th grade: 19.2%<br>10th grade: 29.6%<br>12th grade: 33.7%<br><br>Any drug other than alcohol or tobacco use in:<br>6th grade: 6.3%<br>8th grade: 13.1%<br>10th grade: 21.6%<br>12th grade: 21.0% | Cigarette use in:<br>6th grade: 1.2%<br>8th grade: 3.4%<br>10th grade: 4.6%<br>12th grade: 6.1%<br><br>Any form of alcohol use in:<br>6th grade: 3.7%<br>8th grade: 14.6%<br>10th grade: 23.1%<br>12th grade: 30.2%<br><br>Any drug other than alcohol or tobacco use in:<br>6th grade: 5.7%<br>8th grade: 9.1%<br>10th grade: 15.9%<br>12th grade: 15.8% |

Provide an analysis of the LSS's progress toward meeting each substance abuse Performance Target and identify the actions that will be taken if progress is not being made.

Cigarette Use: An analysis of the 2007 Maryland Adolescent Survey (MAS) results indicates that PGCPS has met the projected performance targets for 2009-10 in this category. PGCPS will continue to sustain and/or expand programs and practices currently being implemented. Additionally, the district will explore the possibility of implementing new practices for prevention and intervention that are promising or proven effective. For the past three years, PGCPS has waged an aggressive campaign against underage tobacco use. The Life Skills Training curriculum is delivered to 7th grade middle school students. Life Skills training is also delivered to 4th, 5th and 6th grade students in 21 elementary schools. Seven tobacco prevention facilitators have continued to provide intervention services to students in violation of the district's zero-tolerance tobacco use policy. PGCPS has continued to partner with community organizations such as the Substance Abuse Treatment, Education and Prevention (STEP) network by supporting underage tobacco use prevention legislation, targeting underage tobacco use policy violators and providing current alcohol, tobacco, and other drug use trends from PGCPS to county organizations and agencies.

Alcohol Use: An analysis of the 2007 Maryland Adolescent Survey (MAS) results indicates that PGCPS has met the projected performance targets for SY 2009-10, in this category. PGCPS will continue to sustain and/or expand programs and practices currently being implemented such as a continued emphasis on school-wide systems approaches like PBIS and character education. Continue to provide early intervention and prevention through the Walk-In Student counseling and Family Support Centers - a commitment to sustainability is critical to continued success in these areas. Additionally, the district will explore the possibility of implementing new practices for prevention and intervention that are promising or proven effective. In the fall of SY 2009-10, the district will pilot "Ripple Effects" in 10 county high schools.

Any Drug Other than Alcohol or Tobacco Use: An analysis of the 2007 Maryland Adolescent Survey (MAS) results indicates that PGCPS has met the projected performance targets for SY 2009-10, in this category, with the exception of the 6th grade student population/cohort. While the data do show a trend of declining use. PGCPS is currently short of the performance target for SY 2009-10. PGCPS will continue to sustain and/or expand programs and practices currently being implemented. Additionally, the district will explore the possibility of implementing new practices for prevention and intervention that are promising or proven effective and that focus on delivering prevention services to students in grades 4, 5 and 6. The researched-based "Ripple Effects" will be piloted in 10 high school in school suspension centers. Professional school counselors will be trained in delivering the Life Skills Training curriculum - thereby expanding the program to reach more elementary school students. Tobacco Awareness Program /Teen Tobacco Users (TAP/TEG) will be introduced as a pilot cessation program for high school students.

| Table A-2 | Baseline (SY 2002-03) & SY 2009-10 Performance Targets | SY 2006-07 Performance (%) | SY 2007-08 Performance (%) | SY 2008-09 Performance (%) |
|---|---|---|---|---|
| Performance Indicator 4.2<br><br>The percentage of out-of-school school suspensions and expulsions by offense. | Reduce the percentage of suspensions and expulsions for:<br><br>Classroom disruptions (from 1.25 to 1.13_)<br><br>Insubordination (from 2.93 to 2.54)<br><br>Refusal to obey school policies/regulations (from 3.85 to 3.47) | Actual Performance: 1.3%<br><br>Actual Performance: 3.5%<br><br>Actual Performance: 4.5% | Actual Performance: 1.1%<br><br>Actual Performance: 3.4%<br><br>Actual Performance: 4.0% | Actual Performance:. 83% (1085)<br><br>Actual Performance: 1.0% (1309)<br><br>Actual Performance: 2.80% (3624) |

Provide an analysis of the LSS's progress toward meeting each suspension Performance Target and identify the actions that will be taken if adequate progress is not being made.

Classroom Disruptions: PGCPS has met its SY 2009-10 performance target in this category. PGCPS should continue to provide funding that supports initiatives, programs and other resources that positively impact school climate and improve student behavior. PGCPS should also continue to provide both internal and external supports for school staff, students and parents that results in comprehensive student understanding of decision-making and life skills. Additionally, research-based initiatives that support school staff in addressing, understanding and establishing classroom management and school expectations will continue to

be implemented. These programs include but are not limited to: character education programs, Second Step, PBIS, Student Peer Mediation Programs, Life Skills Training, Cooperative Discipline, and Positive Behavior facilitation (PBF). PGCPS will evaluate and modify programs and program implementation as necessary. PGCPS will also assess the possibility of piloting "Ripple Effects" in its' high school in-school suspension centers.

Insubordination: PGCPS has met its' SY 2009-10 performance target in this category. PGCPS should continue to provide funding that supports initiatives, programs and other resources that positively impact school climate and improve student behavior. PGCPS should also continue to provide both internal and external supports for school staff, students and parents that results in comprehensive student understanding of decision-making and life skills. Additionally, research-based initiatives that support school staff in addressing , understanding and establishing classroom management and school expectations will continue to be implemented. These programs include but are not limited to: character education programs, Second Step, PBIS, Student Peer Mediation Programs, Life Skills Training, Cooperative Discipline, and Positive Behavior facilitation (PBF). PGCPS will evaluate and modify programs and program implementation as necessary. PGCPS will also assess the possibility of piloting "Ripple Effects" in its' high school in-school suspension centers.

Refusal to Obey School Policies/Regulations: PGCPS has met its SY 2009-10 performance target in this category. PGCPS should continue to provide funding that supports initiatives, programs and other resources that positively impact school climate and improve student behavior. PGCPS should also continue to provide both internal and external supports for school staff, students and parents that results in comprehensive student understanding of decision-making and life skills. Additionally, research-based initiatives that support school staff in addressing, understanding and establishing classroom management and school expectations will continue to be implemented. These programs include but are not limited to: character education programs, Second Step, PBIS, Student Peer Mediation Programs, Life Skills Training, Cooperative Discipline and Positive Behavior facilitation (PBF). PGCPS will evaluate and modify programs and program implementation as necessary. PGCPS will also assess the possibility of piloting "Ripple Effects" in its' high school in-school suspension centers.

Local School System: Prince George's County Public Schools Fiscal Year 2010

B. ALLOWABLE ACTIVITIES [Section 4115(b)(2)]

| 1B-1 Programs and Activities to Promote Drug and Violence Prevention | | | |
|---|---|---|---|
| Allowable Activities | Provide a brief description of the specific services, How services will be targeted to schools and students with the greatest need, timelines, and measurable outcomes. | Public School Cost | Nonpublic School Cost |
| *1.1 Age appropriate and developmentally based activities that –*<br>▪ *Address the consequences of violence and the illegal use of drugs, as appropriate;*<br>▪ *Promote a sense of individual responsibility;*<br>▪ *Teach students that most people do not illegally use drugs;*<br>▪ *Teach students to recognize social and peer pressure to use drugs illegally and the skills for resisting illegal drug use;*<br>▪ *Teach students about the dangers of emerging drugs;*<br>▪ *Engage students in the learning process; and*<br>▪ *Incorporate activities in secondary schools that reinforce prevention activities implemented in elementary schools [section 4115(b)(2)(A)].* | Program/Activity: Provide instructional facilitators and purchase instructional and training materials to support the *Life Skills Training Program* in identified elementary schools and all middle schools<br>Targeting: The program will be delivered to students in elementary schools that feed into middle schools with the highest rates of ATOD administrative referrals. Data also suggest that the student population of 4th, 5th and 6th grade are an extremely at-risk population and are experimenting with alcohol, tobacco and other drugs earlier.<br>Timeline: September 2009 to June 2010<br>Outcomes: This program/activity supports MSDE Performance Indicator 4.1 (the level of substance abuse in middle and high schools as measured by the Maryland Adolescent Survey). | $101,404 | |
| | Program/Activity: Tobacco Prevention is a non-punitive initiative provided to students as an alternative to suspension for violation of the PGCPS tobacco Policy and Code of Student Conduct. It is intended to motivate students to refrain from smoking and make healthy positive choices that promote tobacco-free lifestyles.<br>As part of this intervention initiative, students will utilize the researched-based ASPIRE Tobacco Prevention program from the University of Texas, for a series of two (2) four hour sessions.<br>Targeting: Students in grades 6-12 that have been administratively referred for violation of the district tobacco policy.<br>Timeline: September 2009-June 2010<br>Outcomes: By the end of 2009-10, 100% of students in grades 6-12 that have been administratively referred for first or second time violations of PGCPS tobacco policy, will receive the lessons in tobacco prevention and cessation. Students will be able to identify the health risks associated with tobacco use. A zero percent recidivism rate is expected. | $10,441 | |
| | Program/Activity: Tobacco Awareness Program/Intervening with Teen Tobacco Users (TAP/TEG) is an 8-week tobacco cessation program for teens that want to stop using tobacco. It is an adult-led supportive setting group setting that guides teen tobacco users to their personally selected quit date and helps them remain tobacco free. | $12,554 | |

| 1B-1 Programs and Activities to Promote Drug and Violence Prevention | | | |
|---|---|---|---|
| Allowable Activities | Provide a brief description of the specific services, How services will be targeted to schools and students with the greatest need, timelines, and measurable outcomes. | Public School Cost | Nonpublic School Cost |
| | Targeting: Students in grades 6-12 who are either administratively or non-administratively referred to the program.<br><br>Timeline: September 2009-June 2010<br><br>Outcomes:<br>• By the end of 2009-10, 100% of students in grades 6-12 that have been administratively referred for third time tobacco violations will enter the program for tobacco cessation.<br>Provide a teen cessation program for students that has been proven effective. | | |
| *1.2 Activities that involve families, community sectors (which may include appropriately trained seniors), and a variety of drug and violence prevention providers in setting clear expectations against violence and illegal use of drugs and appropriate consequences for violence and illegal use of drugs [section 4115(b)(2)(B)].* | | | |
| *1.3 Disseminating information about drug and violence prevention to schools and the community [section 4115(b)(2)(C)].* | Program/Activity: Provide parents, students, school staff and community stakeholders with information and literature that identifies the risks associated with alcohol, tobacco and other drug use, prevention programs, current trends in tobacco and drug use.<br><br>Targeting: Provide this information to schools, the Walk-In Student Counseling and Family Support Centers, community events, PTSAs and other community meetings.<br><br>Timeline: September 2009 – June 2010<br><br>Outcomes: By the end of 2009-10, all schools and community organizations requesting information regarding alcohol, tobacco and other drug use will be provided with this information. | $1,980 | |
| *1.4 Community-wide planning and organizing activities to reduce violence and illegal drug use, which may include gang activity prevention [Section 4115(b)(2)(E)(i)].* | | | |
| *1.5 Providing professional development and training for, and involvement of, school personnel, pupil services personnel, parents, and interested community members in prevention, education, early identification and intervention, mentoring, or rehabilitation referral, as related to drug and violence prevention [section 4115(b)(2)(D)].* | Program/Activity: Student assistance Program (SAP), is a national/state recognized school-based substance abuse intervention program that identifies adolescents whose behavior, attendance, grades or other indicators identify them as being at risk for involvement with illegal drugs and alcohol. Students are provided with an assessment and then they and their parents may be directed by the school-based team to appropriate outside agencies for necessary services and interventions. Students referred to intervention teams showed positive improvements in attendance, a decrease in discipline problems and positive promotion/graduation rates.<br><br>Targeting: Any secondary schools not implementing an intervention program/initiative during SY 2008-09 or schools that show an increase in administrative referrals for alcohol, tobacco and other drugs.<br><br>Timeline: September 2009-June 2010<br><br>Outcomes: By the end of 2009-10, all secondary schools requesting training in the implementation of SAP will be | $44,609 | |

| 1B-1 Programs and Activities to Promote Drug and Violence Prevention | | | |
|---|---|---|---|
| Allowable Activities | Provide a brief description of the specific services, How services will be targeted to schools and students with the greatest need, timelines, and measurable outcomes. | Public School Cost | Nonpublic School Cost |
| | provided with it. Students referred through the district's SAP team process, will show improved attendance, fewer suspensions and improved academic performance. | | |
| | Program/Activity: Positive Behavioral Interventions and Supports (PBIS) is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while addressing and preventing problem behavior. The PBIS framework, address best practices and current research about issues of prevention and early behavioral interventions in schools.<br>Targeting: Any secondary school with a suspension rate that meets or exceeds 15% and any schools that wish to implement the program without any administrative mandate or that have a suspension rate of 10%.<br>Timeline: August 2009-August 2010<br>Outcomes: This program supports Maryland State Department of Education Performance Target 4.2. (the percentage of out-of-school suspensions and expulsions by offense). | $125,727 | |
| | Program/Activity: Cooperative Discipline is a research-based approach to managing and motivating student behavior in a manner that is consistent with optimum academic, social and psychological student growth. The initiative trains teachers and other school staff to identify inappropriate student behavior and also provides them with corrective and supportive mechanisms/strategies as interventions.<br>Targeting: Teachers whose annual evaluations warrant their adoption of a classroom management strategy and teachers new to PGCPS.<br>Timeline: September 2009-August 2010<br>Outcomes: This program supports Maryland State Department of Education Performance Target 4.2 (the percentage of out-of-school suspensions and expulsions by offense). | $1,500 | |
| 1.6 *Evaluating any of the allowable activities and collecting objective data to assess program needs, program implementation, or program success in achieving program goals and objectives [section 4115(b)(2)(F)].* | Program/Activity: School-Wide Implementation System (SWIS) is the school evaluation and data collection component recommended to complement PBIS. It is recommended that schools use this program/evaluation too when collecting school data to be used for PBIS.<br>Targeting: Any new schools implementing PBIS in 2009-10. Schools that are not new to PBIS will use school-based funding to purchase SWIS.<br>Timeline: September 2009<br>Outcomes: By the end of 2009-10, all schools implementing PBIS will also be collecting data using SWIS. | $4,800 | |
| | Program/Activity: Complete a thorough evaluation of programs and complete an assessment of their success in achieving goals and objectives. | $1,500 | |

| 1B-1 Programs and Activities to Promote Drug and Violence Prevention | | | |
|---|---|---|---|
| Allowable Activities | Provide a brief description of the specific services, How services will be targeted to schools and students with the greatest need, timelines, and measurable outcomes. | Public School Cost | Nonpublic School Cost |
| | Targeting: In 2009-10 the following programs will be evaluated: Life Skills Training (ES), Student Assistance Program (SAP) , Walk-In Student Counseling Centers, Life Skills Training (MS), Peer Mediation Program.<br>Timeline: September 2009 – April 2010<br>Outcomes: By the end of 2009-10, all identified programs will be evaluated for effectiveness, success and impact on academic achievement. A report will be provided to the Division of Student Services. | | |
| *1.7 Expanded and improved school-based mental health services related to illegal drug use and violence, including early identification of violence and illegal drug use, assessment, and direct or group counseling services provided to students, parents, families, and school personnel by qualified school-based mental health service providers [section 4115(b)(2)(E)(vii)].* | | | |
| *1.8 Conflict resolution programs, including peer mediation programs that educate and train peer mediators and a designated faculty supervisor, and youth anti-crime and anti-drug councils and activities [section 4115(b)(2)(E)(viii)].* | Program/Activity: Any school implementing the peer mediation program/curriculum- "Conflict resolution: A Middle and High School Curriculum" that is designed by the Community Boards – Conflict resolution resources. The curriculum is used to train student mediators in facilitating student mediations, provide mediation teachers with classroom lessons in anger management, to decrease incidences of conflict. The curriculum is divided into 7 sections:<br>Dynamics of Conflict, Approaches to Conflict, Emotions and Conflict, Communication and Culture, Skills for Effective Communication and Managing Conflict. Conflict resolution data has shown that implementing a peer mediation program with fidelity, have lower suspension rates for offenses that can be mediated.<br>Targeting: Since classroom disruption and fighting are two of the most common causes for suspensions at the high school level, any high school that has staffed a full-time peer mediation position will receive support for their program.<br>Timeline: September 2009- June 2010<br>Outcomes: This program supports Maryland state department of education performance target 4.2 (the percentage of out-of-school suspensions and expulsions by offense). | $28,120 | |
| *1.9 Alternative education programs or services for violent or drug abusing students that reduce the need for suspension or expulsion or that serve students who have been suspended or expelled from the regular educational settings, including programs or services to assist students to make continued progress toward meeting the State academic achievement standards and to reenter the regular education setting [section 4115(b)(2)(E)(ix)].* | | | |
| *1.10 Drug and violence prevention activities designed to reduce truancy [section 4115(b)(2)(E)(xii)].* | | | |

| 1B-1 Programs and Activities to Promote Drug and Violence Prevention | | | |
|---|---|---|---|
| Allowable Activities | Provide a brief description of the specific services, How services will be targeted to schools and students with the greatest need, timelines, and measurable outcomes. | Public School Cost | Nonpublic School Cost |
| *1.11 Programs that encourage students to seek advice from, and to confide in, a trusted adult regarding concerns about violence and illegal drug use [section 4115(b)(2)(E)(xi)].* | | | |
| *1.12 Counseling, mentoring, referral services, and other student assistance practices and programs, including assistance provided by qualified school-based mental health services providers and the training of teachers by school-based mental health services providers in appropriate identification and intervention techniques for students at risk of violent behavior and illegal use of drugs [section 4115(b)(2)(E)(x)].* | Program/Activity: The Walk-In Student Counseling and Family Support Centers provide anger management, decision-making, drug and alcohol prevention and assessments, parent/school communication and parent workshops among other services for students and parents of student enrolled in the district's public and non-public schools. Staff at the centers are able to make appropriate referrals when needed. As of April 2009, 2193 students had been served by the centers.<br><br>Targeting: All students/parents of the district's public and non-public schools. The program is designed to provide services to parents and students after the school day has concluded. These services are provided for students who may be at-risk or not at-risk, but who simply need additional support for school, decision-making, homework, etc.<br><br>Timeline: September 2009 – August 2010.<br><br>Outcomes: At the beginning of 2009-10, all students and parents in PGCPS will have access to a walk-In Student Counseling and Family Support Centers. A sample of clients from 2008-09 revealed that 100% of students served showed improved grades and attendance after the recommended 6-8 week sessions. | $70,107 | |
| *1.13 Age-appropriate, developmentally-based violence prevention and education programs that address victimization associated with prejudice and intolerance, and that include activities designed to help students develop a sense of individual responsibility and respect for the rights of others, and to resolve conflicts without violence [section 4115(b)(2)(E)(xiii)].* | | | |
| *1.14 Emergency intervention services following traumatic crisis events, such as a shooting, major accident, or a drug-related incident that have disrupted the learning environment [section 4115(b)(2)(E)(xv)].* | | | |
| *1.15 Establishing or implementing a system for transferring suspension and expulsion records, consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g), by a local school system to any public or private elementary school or secondary school [section 4115(b)(2)(E)(xvi)].* | | | |
| *1.16 Community service, including community service performed by expelled students, and service-learning projects [section 4115(b)(2)(E)(xix].* | | | |
| *1.17 Developing and implementing character education programs, as a component of drug and violence prevention programs, that consider the views of students and parents of the students for whom the program is* | Program/Activity: Community of Caring Character Education school team trainings; Character Education Summit: Showcase of Best Practices. | $16,500 | |

| 1B-1 Programs and Activities to Promote Drug and Violence Prevention | | | |
|---|---|---|---|
| Allowable Activities | Provide a brief description of the specific services, How services will be targeted to schools and students with the greatest need, timelines, and measurable outcomes. | Public School Cost | Nonpublic School Cost |
| *intended, e.g., a program described in subpart 3 of part D of Title V [section 4115(b)(2)(E)(xvii)].* | The evaluation conducted in Maryland from 1997-2002 showed that school climates improved dramatically in the first year after a character education program was introduced. Each school that participated in the character education initiative for all five years saw improvement in school climate and saw their suspension rate drop by an average of 18%. There is no best model for a character education program- schools and district's need to have a high degree of independence and autonomy in the development of a character education program that meets their needs. Over the last 4 years, PGCPS has increased character education in schools by 27%. Approximately 78 percent of the district schools are implementing some form of character education program.<br><br>Targeting: Trainings are for school teams that are new to implementing a character education program. The showcase will be open to staff at schools that are currently implementing a character education program or to schools and school staff that are planning to implement a character education program. The summit will be limited to approximately 200 participants.<br><br>Timeline: September/October 2009<br><br>Outcomes: This initiative supports Maryland State Department of Education Performance target 4.1 and 4.2 (the level of substance abuse in middle and high schools as measured by the Maryland Adolescent Survey, the percentage of out-of-school suspensions and expulsions by offense). | | |
| 1.18 Conducting a nationwide background check of each local school system employee regardless of when hired, and prospective employees for the purpose of determining whether the employee or prospective employee has been convicted of a crime that bears upon the employee's fitness [section 4115(b)(2)(E)(xx)]. | | | |
| 1.19 Programs to train school personnel to identify warning signs of youth suicide and to create an action plan to help youth at risk of suicide [section 4115(b)(2)(E)(xxi)]. | | | |
| 1.20 Programs to meet the needs of students faced with domestic violence or child abuse [section 4115(b)(2)(E)(xxii)]. | | | |
| 1.21 Consistent with the fourth amendment to the Constitution of the United States, the testing of a student for illegal drug use or the inspecting of a student's locker for weapons or illegal drugs or drug paraphernalia, including at the request of or with the consent of a parent or legal guardian of the students, if the local school system elects to test or inspect [section 4115(b)(2)(E)(xiv)]. | | | |
| 1.22 Establishing and maintaining a school safety hotline [section 4115(b)(2)(E)(xviii)]. | | | |
| | AMOUNT FOR PROGRAMS AND ACTIVITIES:<br>(Amount include the indirect cost approved rate of $2%) | $475,753 | $9,515 |

ATTACHMENT 11 TITLE IV, PART A
SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

Local School System: Prince George's County Public Schools Fiscal Year 2010

B. ALLOWABLE ACTIVITIES [Section 4115(b)(2)], Continued.

B-2 Specific Programs to Promote and Implement Security Measures. Note: No more than 40% of the Title IV, Part A funds may be used to carry out activities identified with an asterisk (*). Of this 40%, not more than 50% (i.e., no more than 20% of the total Title IV-A distribution) may be used for security measures or activities identified with a plus (+), only if funding for these activities is not received from other federal agencies.

| Allowable Activities | Provide a brief description of the specific services, How services will be targeted to schools and students with the greatest need, timelines, and measurable outcomes. | Public School Costs | Nonpublic School Costs |
|---|---|---|---|
| 2.1 *+Acquiring and installing metal detectors, electronic locks, surveillance cameras, or other related equipment and technologies. [section 4115(b)(2)(E)(ii)]. | Program/Activity: Several district non-public schools have chosen to use funding to install security camera equipment, security systems, surveillance equipment as safety measures for their schools – several of which have recently experienced vandalism and gang related activity.<br>Targeting: Requesting non-public schools<br>Timeline: September 2009-June 2010<br>Outcomes: Fewer reported incidences of school violence and vandalism. | | $32,011 |
| 2.2 *+Reporting criminal offences committed on school property [section 4115(b)(2)(E)(iii)]. | | | |
| 2.3 *+Developing and implementing comprehensive school security plans or obtaining technical assistance concerning such plans, which may include obtaining a security assessment or assistance from the School Security and Technology Resource Center at the Sandia National Laboratory located in Albuquerque, New Mexico [section 4115(b)(2)(E)(iv)]. | Program/Activity: After an assessment of school needs and consultations with the Title IV office, the Archdiocese of Greater Washington, Dc determined that they would contract with Clark Consulting, LLC, to provide emergency preparedness planning for their schools.<br>Targeting: All diocesan elementary schools.<br>Timeline: September 2009-June 2010.<br>Outcomes: By the end of 2009-10, schools that fall under the auspices of the Archdiocese of Greater Washington, DC, will be provided with emergency preparedness planning. | | $24,500 |
| 2.4 *+Supporting safe zones of passage activities that ensure that students travel safely to and from school, which may include bicycle and pedestrian safety programs [section 4115(b)(2)(E)(v)]. | | | |
| 2.5 *The hiring and mandatory training, based on scientific research, of school security personnel (including school resource officers) who interact with students in support of youth drug and violence prevention activities under this part that are implemented in the school [section 4115(b)(2)(E)(vi)]. | | | |
| | AMOUNT FOR SECURITY MEASURES | | $56,511 |

ATTACHMENT 11: TITLE IV, PART A
SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

Local School System: Prince George's County Public Schools Fiscal Year 2010

C. DRUG AND VIOLENCE PREVENTION PROGRAMS AND ACTIVITIES: Provide the following information for the drug & violence prevention programs and activities that will be used during SY 2009-10. Complete Table D-1 to request a waiver for programs/activities funded by Title IV, Part A that do not meet the scientifically based research criteria.

| TABLE C-1 | Drug & Violence Prevention Programs, Activities, and Curricula | | |
|---|---|---|---|
| Grade | Programs/Activities/Curricula (i.e., *Life Skills*, *Here's Looking At You*, *Second Step*, *PBIS*, etc.) | Scientifically Based Researched (Yes/No) | SDFSCA Funds Used (Yes/No) |
| K | PBIS | Yes | Yes |
| | Cooperative Discipline | Yes | Yes |
| | Character Education | Yes | Yes |
| | Second Step | Yes | Yes |
| 1 | PBIS | Yes | Yes |
| | Cooperative Discipline | Yes | Yes |
| | Character Education | Yes | Yes |
| | Second Step | Yes | Yes |
| 2 | PBIS | Yes | Yes |
| | Cooperative Discipline | Yes | Yes |
| | Character Education | Yes | Yes |
| | Second Step | Yes | Yes |
| 3 | PBIS | Yes | Yes |
| | Cooperative Discipline | Yes | Yes |
| | Character Education | Yes | Yes |
| | Second Step | Yes | Yes |
| 4 | PBIS | Yes | Yes |
| | Cooperative Discipline | Yes | Yes |
| | Character Education | Yes | Yes |
| | Second Step | Yes | Yes |
| | Life Skills training | Yes | Yes |
| 5 | PBIS | Yes | Yes |
| | Cooperative Discipline | Yes | Yes |
| | Character Education | Yes | Yes |
| | Second Step | Yes | Yes |
| | Life Skills training | Yes | Yes |
| 6 | PBIS | Yes | Yes |
| | Cooperative Discipline | Yes | Yes |
| | Character Education | Yes | Yes |
| | Second Step | Yes | Yes |
| | Life Skills training | Yes | Yes |
| 7 | PBIS | Yes | Yes |
| | Cooperative Discipline | Yes | Yes |
| | Character Education | Yes | Yes |
| | Second Step | Yes | Yes |
| | Life Skills training | Yes | Yes |
| 8 | PBIS | Yes | Yes |
| | Cooperative Discipline | Yes | Yes |

| TABLE C-1 | Drug & Violence Prevention Programs, Activities, and Curricula | | |
|---|---|---|---|
| Grade | Programs/Activities/Curricula (i.e., *Life Skills*, *Here's Looking At You*, *Second Step*, *PBIS*, etc.) | Scientifically Based Researched (Yes/No) | SDFSCA Funds Used (Yes/No) |
| | Character Education | Yes | Yes |
| | Second Step | Yes | Yes |
| | Life Skills training | Yes | Yes |
| 9 | PBIS | Yes | Yes |
| | Cooperative Discipline | Yes | Yes |
| | Character Education | Yes | Yes |
| | Second Step | Yes | Yes |
| | Life Skills training | Yes | Yes |
| 10 | PBIS | Yes | Yes |
| | Cooperative Discipline | Yes | Yes |
| | Character Education | Yes | Yes |
| | Second Step | Yes | Yes |
| | Life Skills training | Yes | Yes |
| 11 | PBIS | Yes | Yes |
| | Cooperative Discipline | Yes | Yes |
| | Character Education | Yes | Yes |
| | Second Step | Yes | Yes |
| | Life Skills training | Yes | Yes |
| 12 | PBIS | Yes | Yes |
| | Cooperative Discipline | Yes | Yes |
| | Character Education | Yes | Yes |
| | Second Step | Yes | Yes |
| | Life Skills training | Yes | Yes |

ATTACHMENT 11 TITLE IV, PART A

SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

Local School System: Prince George's County Public Schools Fiscal Year 2010

D. PROGRAM ACTIVITY WAIVER REQUEST FORM [Section 4115(a)(3)]

| TABLE D-1 | PROGRAM/ACTIVITY WAIVER REQUEST FORM |
|---|---|

Background: Section 4115 of Title IV-A indicates that all programs or activities must comply with the Principles of Effectiveness. Principle three requires that all programs or activities developed or implemented using Title IV-A funds must be based on scientifically based research that provides evidence that the program or activity will reduce violence and/or illegal drug use.

In accordance with section 4115(a)(3), this scientifically based research requirement may be waived by MSDE in those instances where a local school system implements innovative programs and/or activities that demonstrate substantial likelihood of success but do not meet the scientifically based definition.

Directions to Request a Waiver: Provide supporting information in the space below to justify why a waiver should be granted by MSDE. Describe the program or activity that the local school system would like to implement and how this program or activity demonstrates a substantial likelihood of success.

Name of program/activity:

*Walk-In Student Counseling and Family Support Centers*

Brief description of the program/activity:

*The Walk-In Student Counseling and Family Support Centers provide students and their families with interventions such as: anger management, decision-making, alcohol/drug assessment, bullying prevention and alcohol, tobacco and other drug prevention/intervention services. The centers are open in the evening and services are free of charge to public and non-public school students. Students are generally referred to the centers by school staff, the SAP team, or parents. Student referrals are generally made for issues concerning attendance, drug use or suspected drug use, poor academic performance lack of motivation in school and anger management.*

Describe how this program/activity demonstrates a substantial likelihood of success (i.e., measurable outcomes achieved from the use of this program/activity):

Data from SY 2008-09

*1089 students were seen by the Walk-In Student Counseling and Family Support Centers (WICC). (Compared to last year, this is an increase of 19%) 261 of those students were drug involved and worked primarily with the Drug Intervention Specialist (DIS). Because of the large numbers, a sample of 100 students was deemed most feasible All student folders were divided into Secondary Schools (grades 7-12) and Elementary Schools (grades K-6). Our data indicates that 66% of the clients are secondary school students and 34% are elementary school students. To determine the sample population, at each center site, every 10th folder was pulled until 20 folders at each center site were selected representing the 34/66 ratio of elementary to secondary school students.*

*The following information was secured from PGCPS data bases; all information used was from client arrival date to end of the school year. This information included attendance, GPA, behavior referrals and drug referrals.*

*Attendance:*

- *Elementary: Increase from 86% to 93 %*
- *Secondary: Increase from 61% to 73%*

*GPA*

- *Elementary: Increase from 1.9 to 2.6*
- *Secondary Increase from .65 to 1.6**
  *(*This is from failing to passing.)*

*Behavior Referrals*

| TABLE D-1 | PROGRAM/ACTIVITY WAIVER REQUEST FORM |
|---|---|

*Elementary*

- *82% of students showed a positive behavior change.*

*304 of 370 students participating in the WICC presented behavior concerns (82%). 370 Behavior Assessment Forms were sent to schools to determine positive behavior change. The return response rate was 67% (248). 82% of the Behavior Assessment Forms (203) responded with a 4 or higher on a five point scale with 5 being "showed significant positive behavioral change".*
*Secondary*

- *68% reduction in behavioral incidents in the twelve week period following the WICC intervention.*

*The number of PS-74s (Behavior Referrals), suspensions and expulsions were used to evaluate the impact of the WICC interventions on behavior. Student files were examined to determine how many times these sanctions had been imposed on each student in the twelve-weeks prior to onset of the WICC intervention. Using the same method, data was collected for each student for the eight weeks following the intervention.*

*Drug Referrals*

*There were 261students seen by the Drug Intervention Specialist (DIS) at the WICC; 12elementary students and 249 secondary students (24% of all secondary students admitted to drug use as one of the presenting concerns).*
*Elementary: Based on drug test results collected, there was a 92% decrease.*
*Secondary: Based on drug test results, there was a 76% decrease.*

*Explanation*

*Elementary: Parents are required to submit drug test every 8 weeks. For the twelve students seen by the DIS at the WICC, all of the parents complied; eleven out of twelve tests were negative (92%).*

*Secondary: Parents are required to submit drug tests results every 8 weeks; non-compliance results in termination of services from the WICC and referral to a treatment program. For the 261students seen by a DIS at the WICC, 21% (55) did not comply with the request to present drug test results. Of the drug tests collected (206), 79% (163) of tests presented were negative and 21% (43) of the tests presented as positive.*

*A review of the complete center populations revealed the following facts:*

- *23 of 27 students referred by schools, because they were in danger of failing their grade were promoted;*
- *9 of 12 students referred by schools because they were in danger of not graduating, received a high school diploma.*

*It is the district's intent to continue to provide a continuum of services by keeping the centers directly linked to schools, mounting a marketing campaign and providing bi-lingual services to students and parents.*

*Additional objectives of the program for the 2009-10 school year are to provide Walk-In Counseling Center staff with substance abuse trends, guidelines on compliance with HIPPA and other state regulations, trend information from the Maryland Adolescent Survey (MAS) and the Youth Risk Behavior Survey (YRBS) on adolescent risk behaviors, and current trends in drug use as observed by county law enforcement and school-based assessments specialists.*

Signature–Title IV, Part A SDFSCA Project Director: _____ Date: August 17, 2009

ATTACHMENT 11 TITLE IV, PART A

SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

Local School System: Prince George's County Public Schools Fiscal Year 2010

D. PROGRAM ACTIVITY WAIVER REQUEST FORM [Section 4115(a)(3)]

| TABLE D-1 | PROGRAM/ACTIVITY WAIVER REQUEST FORM |
|---|---|

Background: Section 4115 of Title IV-A indicates that all programs or activities must comply with the Principles of Effectiveness. Principle three requires that all programs or activities developed or implemented using Title IV-A funds must be based on scientifically based research that provides evidence that the program or activity will reduce violence and/or illegal drug use.

In accordance with section 4115(a)(3), this scientifically based research requirement may be waived by MSDE in those instances where a local school system implements innovative programs and/or activities that demonstrate substantial likelihood of success but do not meet the scientifically based definition.

Directions to Request a Waiver: Provide supporting information in the space below to justify why a waiver should be granted by MSDE. Describe the program or activity that the local school system would like to implement and how this program or activity demonstrates a substantial likelihood of success.

Name of program/activity:

*Student Assistance Program (SAP)*

Brief description of the program/activity:

*The Student Assistance Program (SAP) is a school-based substance abuse intervention program designed to identify adolescents whose behavior, attendance, grades or other indicators identify them as being at-risk for and/or have problems related to substance abuse. Through the SAP process, these at-risk students and their parents are directed to appropriate services in the community that will provide the necessary assistance. These services may include but are not limited to, alcohol/drug assessments and referrals to appropriate community agencies and/or treatment centers. The model currently in use in PGCPS is recognized by the State of Maryland and supported by the Maryland Student Assistance Program Professionals Association.*

Describe how this program/activity demonstrates a substantial likelihood of success (i.e., measurable outcomes achieved from the use of this program/activity):

*PGCPS recognizes that there is an undeniable correlation between adolescent/young adult substance abuse and academic failure. With this in mind, PGCPS strongly encourages its' high schools and middle schools to implement SAP and provides on-going support and staff development for the school-based volunteer teams. The success of these teams and the SAP is a direct result of: (1) the district's partnership with the Prince George's County Health Department, which provides assessments and counseling for identified students. (2) the ability to make referrals to appropriate community agencies, including the Walk-In Student counseling and Family Support Centers. (3) support and technical assistance provided to the school-based volunteer teams from the Student Affairs/Safe and Drug Free Schools Office as well as the state of Maryland. (4) the district's emphasis on expanding the program to additional middle and high schools each school year. Data submitted to MSDE for the annual MSAP Data Collection, yielded the following data for SY 2007-08: There were 14 schools (24%) implementing SAP. Schools implementing SAP received a total of 134 referrals to the SAP team; 21 students were referred for assessments; 21 students completed assessments; 8 students were identified for treatment and counseling; 46 students were referred for additional school-based assistance (school counselor, school psychologist, PPW, etc.); 32 students were referred to the Walk-In Student Counseling Center.. The number of school-based SAP teams was maintained in SY 2008-09.*

*Prince George's County Public School System 2008-09 SAP Data*

- *The number of students referred and seen by the SAP team (134)*
- *The number of students referred for assessments by the SAP team( 21)*
- *The number of students assessed by a qualified assessor(21)*
- *The number of students who were identified by a qualified assessor as having substance abuse problems (8)*
- *The number of students who received treatment/counseling (8)*

*Based on data submitted in Attachment 11, Title IV, Part A, the district has met the projected performance targets in the categories of cigarette use, alcohol use and any drug other than alcohol or tobacco.*

Signature–Title IV, Part A SDFSCA Project Director: _____ Date: August 17, 2009

ATTACHMENT 11 TITLE IV, PART A
SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

Local School System: Prince George's County Public Schools Fiscal Year 2010

E. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, SECTION 9501].

1. Participating Private Schools and Services: Complete Attachment 6-B to show the names of participating private schools and the number of private school students and/or staff who will benefit from Title IV-A services.

2. Describe the school system's process for providing equitable participation to students in private schools:

a) The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title IV-A services;

Response: All non-public schools in the district that are accredited by the State of Maryland are invited to attend a spring and fall consultation/meeting that is hosted by the Department of Strategic Planning & Grants Development. Non-public schools are asked to submit applications for the use of services and intent to participate forms for receipt of Title IV services, in addition several separate meetings and consultations were held with the Archdiocese of Greater Washington, DC.

b) The basis for determining the needs of private school children and teachers;

Response: Non-public schools are asked to conduct a needs assessment for their schools and are asked to share this information with the Title IV office. This assessment determines and validates the nature, extent and differences in services provided to non-public schools.

c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and

Response: Where services can be provided directly to a particular school, they are; when services and initiatives involve travel to other sites, school personnel agree to attend the event at the designated site. In-services and staff development is usually held at a site that is mutually accessible to county residents.

d) The differences, if any, between the Title IV-A services that will be provided to public and private school students and teachers, and the reasons for any differences.

Response: Title IV, Part A services to non-public schools are consistent with the regulations that are set forth by the Title IV, Part A legislation, insuring that expenditures and services for non-public schools are equal and equitable with those services provided to public schools within the district.

F. BUDGET INFORMATION AND NARRATIVE

1. Complete a detailed budget on the *MSDE Title IV-A Proposed Budget Form*. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in *Part C, Allowable Activities*. MSDE budget forms are available in Excel format through the local finance officer or at the *MSDE Bridge to Excellence Master Plan Web Site* at www.marylandpublicschools.org.

2. Provide a detailed budget narrative using the attached "Guidance for Completion of the Budget Narrative for Individual Grants". The accompanying budget narrative should (a) detail how the school system will use no more than 2% of the funds for administrative costs, and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.

G. ATTACHMENTS 4-A & B, 5-A and B, and 6-A and B

Be certain to complete all appropriate templates in Part II:

Attachment 4: School Level "Spreadsheet" Budget Summary.

Attachment 5: Transfer of ESEA Funds

Attachment 6: Consolidation of ESEA Funds for Local Administration

Attachment 11 Budget Narrative (FY 2010)

FY 2010 Attachment 11 Title IV Budget Narrative:

| CATEGORY/OBJECT | LINE ITEM | CALCULATION | AMOUNT | INKIND | TOTAL |
|---|---|---|---|---|---|
| CENTRAL OFFICE | | | | | |
| Administration-Business Support | Indirect Cost @ approved rate of 2% | $485,268 x .02/1.02 | $9,515 | | $9,515 |
| ALLOWABLE ACTIVITY 1.1 | | | | | |
| Student Personnel Services: Salaries/wages | 8 Part-time Life Skills Training facilitators. | 8 LST facilitators @ 20/hour x 7.5 hrs. x 15 sessions x 2 semesters | $36,000 | | $36,000 |
| Other Charges: Fixed Charges | Fringe Benefits (FICA & W/C) for Life Skills Training. | $36,000 x 8.19% | $2,948 | | $2,948 |
| Student Personnel Services: Salaries/wages | LST curriculum delivery training, mid-year booster sessions and end of year debriefing (all 1 time only) | 42 participants X $175/per person X 4 meetings = $29,400 | $29,400 | | $29,400 |
| Other Charges: Fixed Charges | Fringe Benefits (FICA & W/C) for LST curriculum delivery training. | $29, 400 x 8.19% | $2,408 | | $2,408 |
| Student Personnel Services: Supplies/Materials | Manipulative ( smokers teeth, tar jars, banners) | $130/per school for 30/schools = $3900 | $3,900 | | $3,900 |
| Student Personnel Services: Supplies/Materials | LST teacher guides | $170/per guide for 34/techers | $5,780 | | $5,780 |
| Student Personnel Services: Supplies/Materials | LST student workbooks | $6.00/ LST workbooks for 3,300/students | $19,800 | | $19,800 |
| Student Personnel Services: Other charges | Catering for trainings | 42 participants @$6.95/each X 4 meetings | $1,168 | | $1,168 |
| Student Personnel Services: Salaries/wages | Workshop pay for tobacco facilitator meetings after school day | 7 participants x $175/per person x 2 workshops | $2,450 | | $2,450 |
| Fixed Charges: Other Charges | Fringe Benefits (FICA & W/C) for Tobacco Facilitator workshop | $2,450 x 8.19% | $201 | | $201 |
| Student Personnel Services: Salaries/wages | Facilitator pay for teaching weekly tobacco prevention/intervention class | 12 classes per month @$60/class x 10 months = $7,200 | $7,200 | | $7,200 |
| Fixed Charges: Other Charges | Fringe Benefits (FICA & W/C) for tobacco prevention/intervention class | $7,200 x 8.19% | $590 | | $590 |
| Student Personnel Services: Contract services | Tobacco facilitator training for tobacco cessation class (TAP/TEG) | $395 a person x 7 participants x 2days | $5,530 | | $5,530 |
| Instructional Special Programs Salaries/wages | Salary for 8 week teen cessation course | $25 for 24 sessions | $600 | | $600 |
| Other Charges: Fixed Charges | Fringe Benefits (FICA & W/C) for teen cessation course | $600 x 8.19% | $49 | | $49 |
| Student Personnel Services: Supplies/Materials | TAP/TEG starter kit | 5/Kits for $1,275 per kit | $6,375 | | $6,375 |
| ALLOWABLE ACTIVITY 1.3 | | | | | |
| Student Personnel Services: Supplies/Materials | Brochures, pamphlets for drug and violence prevention assemblies, PTSA, other community events | $0.99/ per paper x 2,000 | $1,980 | | $1,980 |
| ALLOWABLE ACTIVITY 1.5 | | | | | |
| Student Personnel Services: Salaries/Wages | Workshop pay for participation in after school SAP meetings | 60 participants x $175/per person for 2 meetings | $21,000 | | $21,000 |
| Fixed Charges-Other Charges | Fringe Benefits (FICA & W/C) for SAP Workshop | $21,000 x 8.19% | $1,719 | | $1,719 |

| CATEGORY/OBJECT | LINE ITEM | CALCULATION | AMOUNT | INKIND | TOTAL |
|---|---|---|---|---|---|
| Student Personnel Services: Salaries/Wages | Workshop pay for new team after school trainings | 40 participants @$175 | $7,000 | | $7,000 |
| Fixed Charges: Other Charges | Fringe Benefits (FICA & W/C) for New Team School Training | $7,000 x 8.19% | $573 | | $573 |
| Student Personnel Services: Other Contracted Services | Catering for SAP after school meetings/trainings | $6.75 x 200 | $1,350 | | $1,350 |
| Student Personnel Services: Supplies/Materials | Mailboxes for new SAP teams | 5 /schools X $10/mailboxes | $50 | | $50 |
| Student Personnel Services: Supplies/materials | SAP Journal for school teams | 2 journals per school @ $18/per subscription x 23 schools | $828 | | $828 |
| Student Personnel Services: Supplies/materials | NSAA dues for Title IV office | $72/person x 1 person | $72 | | $72 |
| Student Personnel Services: Supplies/Materials | Office Supplies for Title IV office | Approx. $4,167 | $4,167 | | $4,167 |
| Student Personnel Services: Other Charges | Annual MSAPPA Conference | $70/per person x 75/participants | $5,250 | | $5, 250 |
| Student Personnel Services: Other Charges | National SAP Conference | Registration: $375/per person x 2 participates = $750<br>Non-Local Travel: $400/per person x 2 = $800<br>Lodging: $175/per night x 3 days x 2 participates = $ 1,050 | $2,600 | | $2,600 |
| Student Personnel Services: Supplies/Materials | Cooperative Discipline textbooks and instructor materials | Estimated cost = $1,500 | $1,500 | | $1,500 |
| Student Personnel Services: Salaries/Wages | Workshop rate for spring PBIS Booster Session | $87.50/participant x 100 participants | $8,750 | | $8,750 |
| Fixed Charges: Other Charges | Fringe Benefits (FICA & W/C) for PBIS Booster Session | $8,750 x 8.19% | $717 | | $717 |
| Student Personnel Services: Salaries/wages | Workshop rate for PBIS Summer Institute participants (New Teams) | 126 participants x $175/per person for 2 days | $42,000 | | $42,000 |
| Fixed Charges: Other Charges | Fringe Benefits (FICA & W/C) for PBIS Summer Institute (New Teams) | $42,000 x 8.19% | $3,440 | | $3,440 |
| Student Personnel Services Salaries/wages | Workshop rate for PBIS Summer Institute participants (Returning teams) | 126 participants x $175/per person for 2 days | $44,100 | | $44,100 |
| Other Charges Fixed Charges | Fringe Benefits (FICA & W/C) for PBIS Summer Institute (Returning Teams) | $44,000 x 8.19% | $3,604 | | $3,604 |
| Student Personnel Services: Contracted Services | Catering for participants of new and returning team PBIS Summer Institute | 246/participants x $6.75/participants for 2 days | $3,321 | | $3,321 |
| Student Personnel Services: Contract services | Guest speaker for PBIS Booster Session or Returning Teams Summer Institute | 1 speaker @ $5,000/engagement | $5,000 | | $5,000 |
| Student Personnel Services: Other charges | Mileage to reimbursement to attend trainings, meetings, PTSA's, community events, etc. | Local mileage @ 0.505/mile x 19,000 miles | $9,595 | | $9,595 |
| Student Personnel Services: Other Charges | International PBIS Conference | Registration: $225/per person x 5 participants= $1,125<br>Non-Local Travel: $365 x 5 participants= $1,825<br>Lodging: $150/per night x 3 days for 5 participants = $2,250 | $5,200 | | $5,200 |
| ALLOWABLE ACTIVITY 1.6 | | | | | |

| CATEGORY/OBJECT | LINE ITEM | CALCULATION | AMOUNT | INKIND | TOTAL |
|---|---|---|---|---|---|
| Student Personnel Services: Contracted Services | Hiring WESTAT, Inc. for a complete evaluation of 4 programs | $375/program x 4 programs | $1,500 | | $1,500 |
| Student Personnel Services: Contracted Services | SWIS Licensing agreement for PBIS schools new in SY 2009-10 | $300/ per school x 16 schools | $4,800 | | $4,800 |
| ALLOWABLE ACTIVITY 1.8 | | | | | |
| Student Personnel Services: Contracted Services | Peer Mediation teacher In house training for "Managing Anger" – by Lion's Quest | $2,500/training x 1 training | $2,500 | | $2,500 |
| Student Personnel Services: Contracted Services | Catering for quarterly Peer Mediation student/staff meetings | $7.25/person X 40 participants for 4 meeting= $1,160 | $1,160 | | $1,160 |
| Student Personnel Services: Supplies/Materials | Support Peer Mediation to purchase supplies and materials. | $1,000 per school x 19/High Schools and 3/Middle Schools | $22,000 | | $22,000 |
| Student Personnel Services: Other charges | Student participation in Maryland Peer helpers Conference | Registration@$98/person person for 12 participants | $1,176 | | $1,176 |
| Student Personnel Services: Other charges | Student participation in Maryland Peer helpers Conference | Lodging@ $107/per night for x 12 students for 1 night = $1,287 | $1,284 | | $1,284 |
| ALLOWABLE ACTIVITY 1.12 | | | | | |
| Student Personnel Services: Salaries/Wages | Staffing for 3 Walk-In Student Counseling and Family Support Centers | 6 staff@ $25/hr x 4 hours x 36 weeks @ 3 sites | $64,800 | | $64,800 |
| Fixed Charges: Other Charges | Fringe Benefits (FICA & W/C) for staffing at the Walk-In Student Counseling and Family support center | $64,800 x 8.19% | $5,307 | | $5,307 |
| ALLOWABLE ACTIVITY 1.17 | | | | | |
| Student Personnel Services: Contract services | Quarterly character education trainings for new schools implementing character education | Community of Caring workshop @$3,500/per workshop x 4 = $14,000 | $14,000 | | $14,000 |
| Student Personnel Services: Contract services | Guest speaker for character education summit | 1 guest speaker @ $2,500 per engagement for 1 engagement | $2,500 | | $2,500 |
| ALLOWABLE ACTIVITY 2.1 | | | | | |
| Student Personnel Services: Equipment | Installation of surveillance equipment and other security equipment for non-public schools | 8,892 students x $3.60 per student | $32,011 | | $32,011 |
| Student Personnel Services: Contracted Services | Continued development of comprehensive emergency preparedness plan for Arch-diocese of Greater Washington elementary/middle schools | Estimated cost of contracted services = $24,500 | $24,500 | | $24,500 |
| | | Grant Total | $485,268 | | $485,268 |

TITLE IV C-125

## MARYLAND STATE DEPARTMENT OF EDUCATION
## GRANT BUDGET C-1-25

| | | | | | |
|---|---|---|---|---|---|
| ORIGINAL GRANT BUDGET | $485,268 | AMENDED BUDGET # | | REQUEST DATE | 08/11/09 |
| GRANT NAME | Title IV Safe and Drug Free Schools | GRANT RECIPIENT NAME | Prince George's County Public Schools | | |
| MSDE GRANT # | | RECIPIENT GRANT # | | | |
| REVENUE SOURCE | Federal | RECIPIENT AGENCY NAME | Prince George's County Public Schools | | |
| FUND SOURCE CODE | | GRANT PERIOD | July 1, 2009 FROM | June 30, 2011 TO | |

| CATEGORY/PROGRAM | BUDGET OBJECT | | | | | | |
|---|---|---|---|---|---|---|---|
| | 01- SALARIES & WAGES | 02 - CONTRACT SERVICES | 03- SUPPLIES & MATERIALS | 04 - OTHER CHARGES | 05 - EQUIPMENT | 08 - TRANSFERS | BUDGET BY CAT./PROG. |
| **201 Administration** | | | | | | | |
| Prog. 21 General Support | | | | | | | 0.00 |
| Prog. 22 Business Support | | | | | | 9,515.00 | 9,515.00 |
| Prog. 23 Centralized Support | | | | | | | 0.00 |
| **202 Mid-Level Administration** | | | | | | | |
| Prog. 15 Office of the Principal | | | | | | | 0.00 |
| Prog. 16 Inst. Admin. & Supv. | | | | | | | 0.00 |
| **203-205 Instruction Categories** | | | | | | | |
| Prog. 01 Regular Prog. | | | | | | | 0.00 |
| Prog. 02 Special Prog. | | | | | | | 0.00 |
| Prog. 03 Career & Tech Prog. | | | | | | | 0.00 |
| Prog. 04 Gifted & Talented Prog. | | | | | | | 0.00 |
| Prog. 07 Non Public Transfers | | | | | | | 0.00 |
| Prog. 08 School Library Media | | | | | | | 0.00 |
| Prog. 09 Instruction Staff Dev. | | | | | | | 0.00 |
| Prog. 10 Guidance Services | | | | | | | 0.00 |
| Prog. 11 Psychological Services | | | | | | | 0.00 |
| Prog. 12 Adult Education | | | | | | | 0.00 |
| **206 Special Education** | | | | | | | |
| Prog. 04 Public Sch Instr. Prog. | | | | | | | 0.00 |
| Prog. 09 Instruction Staff Dev. | | | | | | | 0.00 |
| Prog. 15 Office of the Principal | | | | | | | 0.00 |
| Prog. 16 Inst. Admin & Superv. | | | | | | | 0.00 |
| **207 Student Personnel Serv.** | 263,300.00 | 66,161.00 | 66,452.00 | 26,273.00 | 32,011.00 | | 454,197.00 |
| **208 Student Health Services** | | | | | | | 0.00 |
| **209 Student Transportation** | | | | | | | 0.00 |
| **210 Plant Operation** | | | | | | | |
| Prog. 30 Warehousing & Distr. | | | | | | | 0.00 |
| Prog. 31 Operating Services | | | | | | | 0.00 |
| **211 Plant Maintenance** | | | | | | | 0.00 |
| **212 Fixed Charges** | | | | 21,556.00 | | | 21,556.00 |
| **214 Community Services** | | | | | | | 0.00 |
| **215 Capital Outlay** | | | | | | | |
| Prog. 34 Land & Improvements | | | | | | | 0.00 |
| Prog. 35 Buildings & Additions | | | | | | | 0.00 |
| Prog. 36 Remodeling | | | | | | | 0.00 |
| **Total Expenditures By Object** | 263,300.00 | 66,161.00 | 66,452.00 | 47,829.00 | 32,011.00 | 9,515.00 | 485,268.00 |

| | Name | Signature | Date | Telephone # |
|---|---|---|---|---|
| Finance Official Approval | Matthew E. Stanski, Chief Financial Officer | | 11-19-09 | (301) 952-6099 |
| Supt./Agency Head Approval | Dr. William R. Hite, Superintendent of Schools | | 11-19-09 | (301) 952-6008 |
| MSDE Grant Manager Approval | | | | |

Grant Budget C-1-25 Rev: 11/29/07

ASSURANCES

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act.

2. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate, or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.

3. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable statute and regulation.

4. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.

5. Entities receiving federal funds of $500,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.

6. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years, or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of MSDE.

7. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded.

8. Grantee must receive prior written approval from the MSDE Program Monitor for any Budgetary realignment of $1,000 or 15% of total object, program or category of expenditure, *whichever is greater*. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.

9. Requests for grant extensions, when allowed, must be submitted at least 45 days prior to the end of the grant period.

10. Grantee shall repay any funds that have been finally determined through the federal or State audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government.

11. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, including failure to maintain proper documentation and records as required by pertinent federal and State statute and regulations, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

| | |
|---|---|
| Dr. William R. Hite, Jr. | October 15, 2009 |
| Superintendent of Schools/Head of Grantee Agency | Date |

ATTACHMENT 11 TITLE IV, PART A
SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

Local School System: Prince George's County Public Schools Fiscal Year 2010

TRANSFER OF TITLE IV, PART A ESEA FUNDS [Section 6123(b)]

A local school system (LSS) may transfer up to 50 percent of the funds allocated to it by formula under four major ESEA programs to any one of the programs, or to Title I (Up to 30 percent if the LSS is in school improvement). The LSS must consult with nonpublic school officials regarding the transfer of funds. In transferring funds, the LSS must: (1) deposit funds in the original fund;
(2) show as expenditure – line item transfer from one fund to another, and (3) reflect amounts transferred on expenditure reports.

| Total FY 2009 Allocation | Amount ($) transferred from Title IV, Part A | | Amount ($) transferred into each of the following programs | | | | |
|---|---|---|---|---|---|---|---|
| | | | Title I-A | Title II-A | Title II-D | Title V-A | |
| $_____ | $_____ | | $_____ | $_____ | $_____ | $_____ | |

Briefly describe how the transfer of funds most effectively addresses the unique needs of the LSS.

_____
_____
_____
_____

NOTE: 50% limitation for local school systems not identified for school improvement or corrective action. 30% limitation for districts identified for school improvement. A school system identified for corrective action may not use the fund transfer option.

ATTACHMENT 11 TITLE IV, PART A
SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

Local School System: Prince George's County Public Schools Fiscal Year 2010

## FY 2010 Budget Summary

| | PUBLIC | PRIVATE | TOTAL |
|---|---|---|---|
| Programs and Activities | $ | $ | $ |
| Security Measures | $ | $ | $ |
| Salaries (for full and part-time SDFSCA staff – include all benefits) | | | $ |
| 2% Administrative Cost | | | $ |
| Carryover to FY 2011 (See NOTE 1 below) | | | $ |
| Transfers under Section 6123(b) | | | $ |
| Total FY 2010 Expenditures | | | $ |

NOTE 1: 75% of the FY 2010 allocation must be spent by June 30, 2010. A LSS may not carryover more than 25% of its allocation into the next fiscal year unless it can demonstrate, to the satisfaction of the SEA, that it has "good cause" for such a carryover. [Section 4114(a)(3) of the SDFSCA].

ATTACHMENT 13

# *Fine Arts*

# FINE ARTS GRANT

1. *Describe the progress that was made in 2008-2009 toward meeting Programs in Fine Arts goals, strategies, and objectives articulated in the system's Bridge to Excellence (BTE) Master Plan.*

The Fine Arts inclusion in the BTE Master Plan is found in the following strategies:

- 1.7.3: Continue to refine the Curriculum Framework Progress Guides to align with the Voluntary State Curriculum for Fine Arts,
- 1.7.4: Implement summer Fine Arts Institute for all fine arts teachers, and
- 1.7.5: Continue to implement elementary Arts Integration programs in selected schools.

These strategies address four areas of focus: Curriculum Development, Equipment and Materials, Student Programs, Professional Development. Fine arts instruction of some type occurs in every school as follows: Dance – 27 teachers in 16 high and 10 middle schools; Drama – 13 teachers in 10 high and 3 middle schools; Instrumental music – 115 teachers in 139 elementary, 32 middle schools, and 21 high schools; Visual Arts – 186 teachers providing instruction in 137 elementary schools, 31 middle schools and 22 high schools; Vocal and General Music – 227 teachers in 138 elementary schools, 32 middle schools, and 21 high schools.

## Curriculum Development

The following was accomplished in 2008 – 09:

- High School Visual Arts Crafts course curriculum framework process guide was completed;
- Assessment for elementary instrumental music was implemented with all beginning students;
- Assessment for middle school instrumental music completed first year of a two year pilot in five schools; and
- Teachers have been identified to work on the revision of the High School Drama Curriculum to be completed during the 2009-10 school year.

## Equipment and Instructional Materials

It is a goal of the Fine Arts supervisory staff to ensure that teachers have access to materials and equipment necessary to deliver curricula. In order to assure this, the staff purchases and places into schools various items throughout the year using PGCPS operating funds and grant funds. It is also important for the supervisory staff to have a method of tracking inventory housed at all schools. Because the PGCPS Oracle inventory system does not include equipment with a replacement value less than $500, many items go untracked and cannot be fully utilized across the school system.
The following was accomplished this year:

- Thirteen digital camcorders were acquired to be used for assessment, recording projects, and archival purposes;
- Materials for the Summer Institute were purchased including "Teacher Plan-it" (text), choral music scores, early childhood music resources, beginning jazz band materials - "The Discovery Jazz Ensemble Book", and Elementary string ensemble materials - "Mariachi Philharmonic"; and
- A database for tracking instrumental music inventory (using File Maker Pro) was developed and piloted in two schools.

## Student Programs

Enrichment programs continue to be important extensions to the fine arts curricula. The following programs were supported by the Fine Arts Initiative Grant funds:

- Summer Instrumental Music Experience – six evening sessions for middle school students that included small group and large ensemble experiences (140 band and orchestra students)
- High School Honors Dance Ensemble (20 students)
- Workshops on bookmarking for Youth Art Month award recipients (35 HS, 5 MS, and 5 ES students)

## Professional Development

Professional development is key to teacher retention and instructional excellence. The following opportunities were made available:

- Mentor and new teacher support programs are in place for newly hired instrumental music, dance, and visual arts teachers.
- Prince George's Artist Teacher Institute – February 21, 2009
  - Full day Arts integration workshop attended by one hundred fifteen teachers and administrators.
  - Continuing Education Unit credit was offered to teachers in attendance.
- Fine Arts Summer Institute – June 23 and 24, 2009
  - Attended by 60 instrumental music, vocal and general music, and visual arts teachers
  - All fine arts disciplines offered multiple choices for teachers for each of the three sessions offered each day
  - Opportunities for teachers to attend some sessions out of their content area
  - Plenary sessions each day to link all of the fine arts areas
  - Culminating activities each day showcase for full group what was accomplished in the various content areas
  - Continuing Education Unit credit was offered to teachers in attendance.

2. *Identify the programs, practices, or strategies and related resource allocations that are related to the progress reported in prompt #1.*

The following was accomplished in the 2008-09 school year:

### Curriculum Development

- Funds from this grant were used to pay writers for the revised High School Crafts 1,2,3,4 document.

### Equipment and Instructional Materials

- Art classroom materials were purchased ($1,004.92) to support instructional practices for one interrelated art teacher.
- Mat board and foam core were purchased for 24 high schools to support system and school-wide exhibits.
- Art materials (papers, oil pastels, metallic markers, paints, etc.) were purchased ($2,500) for use during the Fine Arts Summer Institute's Visual Arts program.

### Student Programs

- Fine Arts Initiative provided funds to pay teachers (and custodian) to work at the "Summer Instrumental Music Experience". Fourteen teachers worked a total of two and one-half hours each of the six evening sessions to deliver the small group and large ensemble experience to approximately 125 band and string students. ($9450) Over 120 rising 6th - 9th graders participated in the Summer Instrumental Music Experience, an evening program in June, 2009.
- Funds ($76.57) were used to purchase workshop materials for high school student Bookmaking workshops. Student participants were Youth Art Month exhibit award winners. The consultant provided materials for the elementary and middle school workshops.

### Professional Development

- Funds were used to pay seven PGCPS teachers to lead workshop sessions on beginning jazz ensemble collections, violin pedagogy, Garage Band (MAC software), Teaching the National Standards within the context of a performance based class, and secondary general music curriculum for instrumental music teachers. (7 x $200/day = $1400)
- Funds were used ($2500) to provide three Visual Arts consultants for the Summer Institute:
  - Daniel Barash, Teaching Artist for shadow puppetry
  - Karen Brown, local bookmaker and paper artist
  - Stacie Sanders, Executive Director of the Maryland Chapter of Young Audiences.
  - Amy Duma, director of Kennedy Center's Teacher and School Programs provided her services in kind.
- Professional development funds ($2,512.08) were used for the Visual Art Specialist and Arts Integration Coordinator to attend the National Art Education Association Convention in Minneapolis, MN.

3. *Describe which goals, objectives, and strategies included in the BTE Master Plan were not attained and where challenges in making progress toward meeting Programs in Fine Arts goals and objectives are evident.*

| | | |
|---|---|---|
| Curriculum Development | 1.7.4.4: Develop assessment tool for high school Art I Curriculum Framework Progress Guides. | Partially implemented. Unable to provide funding from after school teacher participation in the development of the Art 1 Assessment tool. |
| | 1.7.4.5: Continue to develop and revise fine arts Curriculum Framework Process Guides in order to align with the MSDE Voluntary State Curriculum and Essential Learning Outcomes. | Documents including Dance I, Drama I, Visual Arts Crafts, and High School general music courses will be examined in 2008-09. The revisions are ongoing and have not been fully implemented in all subject areas due to the large number of curriculum documents that exist. Instrumental music has completed all documents, and Vocal/General music is almost completed. |
| | 1.7.5.1: Support elementary program efforts to develop curriculum mapping for integration of fine arts instruction. | Partially implemented. No workshops were held due to system's decision not to pull teachers out of the classroom during instructional time and unavailability of funds for after school sessions. Participants at the Prince George's Artist Teacher Institute provided one day for teachers to participate in curriculum mapping. |
| Equipment and Instructional Materials | 1.7.3.1: Continue to purchase materials of instruction and equipment needed for the delivery of the revised curricula and assess equipment needs based on ensembles at the building levels and inventory review. | Partially implemented. No instructional materials have been purchased, however, they will be purchased in 2009-10. |
| | 1.7.3.4: Develop a consistent inventory reporting system that includes equipment valued at less than $500 in order to better track and utilize existing resources. | Partially implemented. File/format was developed and inventory completed in two buildings. Plan to have at least 20 additional secondary schools completed during the 2009-10 school year (more if funding permits). |
| Student Programs and Services | 1.7.3.3: Continue the enrichment programs offered as extensions of the various Fine Arts curricula such as The Secondary Dance Showcase, elementary, middle, and high school Honors Chorus, Band, and Orchestra and the annual Edward M. Felegy Concert at the Kennedy Center, Summer Instrumental Music Experience, Youth Art Month and other exhibitions, in addition to expanding the offerings to include a High School Honors Dance Ensemble. | Not implemented. The Drama department was originally housed within the English Department and is currently going through transition to the Fine Arts Department. |
| | 1.7.4.2: Pilot an instrumental music assessment in selected middle schools. | Partially implemented. The pilot is a two year project with 2008-09 being year one and will be continued in the 2009-10 school year. |
| Professional Development | 1.7.3.2: Continue to provide training on new software for high school computer graphics teachers. | Not implemented by the Visual Arts department. Unable to provide funding for after school training for computer graphics teachers |
| | 1.7.4.6 Provide mentor teachers for newly-hired Fine Arts teachers. | Not implemented in Vocal and General Music, Drama, and Dance due to lack of funding to compensate teachers for after school hours and not being allowed to pull teachers for workshops during the school day. |

General:

PGCPS was late in gaining approval for the 2008-09 Fine Arts Initiative Grant due to an internal Board of Education approval process, which resulted in a delay in availability of grant funds. Because of this, some programs and purchases originally scheduled for the 2008-09 school year had to be delayed until summer and fall of 2009 including:

Curriculum Development

- Drama 1 Comprehensive
- Drama 1 VPA High School
- The revision of the high school Drawing and Painting 1 curriculum document did not take place.

Equipment and Instructional Materials

- Portable files for portfolio assessment will be purchased summer 2009
- Flash drives will be purchased summer 2009
- Music CDs, DVDs, Classroom Poster Sets, Make Up Kits, and DVD's will be purchased in summer 2009

Student Programs

- Teaching and custodial staff stipends for Summer Instrumental Music Experience. Over 120 rising 6 - 9th graders participated in this evening program in June.
- Opera Experience will be held in the fall 2009.
- Elementary Choral Festival will be held in January 2010.

Fine Arts program staff and Budget Analysts are working toward earlier approval of Fine Arts funding for FY 2010.

4. *Describe the goals, objectives, and strategies that will be implemented during 2009-2010 and plans for addressing the challenges identified in prompt #3. Include a description of the adjustments that will be made along with related resources to ensure progress toward meeting identified goals, objectives, and strategies. Where appropriate, include timelines.*

The goals, objectives, and strategies from the Bridge to Excellence (BTE) Master Plan fall that will be addressed during 2009-2010 are categorized as follows:

- Curriculum Development
- Equipment and Instructional Materials
- Student Services and Programs
- Professional Development

Curriculum Development ($30,000)

1.7.4.5: Continue to develop and revise fine arts Curriculum Framework Process Guides in order to align with the MSDE Voluntary State Curriculum and Essential Learning Outcomes. Documents including Dance I, Drama I, Visual Arts Crafts, and High School general music courses will be examined in 2008-09. The revisions are ongoing and have not been fully implemented in all subject areas due to the large number of curriculum documents that exist. Instrumental music has completed all documents and Vocal/General music is almost completed.

All Instrumental Music curriculum documents have been revised and are aligned with the Voluntary State Curriculum or Essential Learner Outcomes. Supplements to the curricula have been developed to address specific topics such as technology and assessment.

The Dance II A and B curriculum will be developed and the Visual and Performing Arts High School Modern Dance Level I curriculum will be revised to align with the Essential Learner Outcomes during the 2009 - 2010 school year with a projected completion date of June 30, 2010.

The Drama curriculum for the Creative and Performing Arts Middle Schools will be revised to align with the Essential Learner Outcomes with the completion date of June 30, 2010.

The Visual Arts department will develop sample lessons for the High School Art 2 curriculum document and will developing a syllabus for Art 3.

The Vocal and General Music Department will develop supplemental units for the Middle School General Music Curriculum Framework Progress Guide and Pre-K activities to be included in the Elementary General Music Curriculum Framework Progress Guide.

Equipment and Materials of Instruction ($33,177)

1.7.3.1: Continue to purchase materials of instruction and equipment needed for the delivery of the revised curricula and assess equipment needs based on ensembles at the building levels and inventory review.

1.7.3.4: Develop a consistent inventory reporting system that includes equipment valued at less than $500 in order to better track and utilize existing resources.

Each discipline will utilize Grant funds to supplement instruction in the classroom, in extended learning/enrichment opportunities, and in professional development offerings.

The Dance Office will purchase and install dance flooring for one school, three audio systems, and freestanding ballet barres for eight schools.

Ten schools will receive a "theatre package" containing lighting control board, spotlights, gels, and dimmer packs. Digital audio recorders will be purchased and placed into ten secondary schools for use in ongoing assessment and archival purposes.

Instrumental music office staff will provide packets of supplementary materials to be used by students in the solo and ensemble festival or ensemble performances to 15 elementary teachers for use in their schools.

Ten digital audio recorders will be purchased and placed in elementary and middle schools to be used for assessment purposes. Teachers will be able to record individual student performances, auditions, and ensemble performances and use as an instructional tool with their students.

Five years ago, Prince George's County Public Schools adopted a new inventory tracking database, and the Board decided to only include items with a replacement value of more than $500. Consequently, thousands of band and orchestra instruments previously accounted for in the previous central database were no longer tracked. Using previous year's grant funding, an instrument database system was developed in the fall of 2008, providing a consistent inventory tracking tool used by band and orchestra teachers. Two retired instrumental music teachers will be hired as consultants to inventory 20 schools and, at the same time, do on site inventory evaluation and maintenance as necessary. This will allow for better utilization of existing inventory, small repairs to be made on site reducing cost of instrument repairs/keeping the instruments in school, and objective identification of equipment needs.

Visual Arts will purchase supplies such as mat board, foamcore, tape, velcro, paint, and paste and other materials necessary for the numerous exhibitions in which our students participate, such as Youth Art Month, Powering up with Technology, Harlem Renaissance Festival, and the US Circuit Courthouse Exhibits.

### Student Programs and Services ($39,640)

1.7.3.3: Continue the enrichment programs offered as extensions of the various Fine Arts curricula such as The Secondary Dance Showcase, elementary, middle, and high school Honors Chorus, Band, and Orchestra and the annual Edward M. Felegy Concert at the Kennedy Center, Summer Instrumental Music Experience, Youth Art Month and other exhibitions, in addition to expanding the offerings to include a High School Honors Dance Ensemble.

The Dance Department's Secondary Dance Showcase continues to be an event that is supported by the MSDE Fine Arts Initiative Grant. This year, dance ensembles will participate in an adjudicated event and six master classes throughout this day long event. The Honors Dance Ensemble, which is selected by audition from high schools, will work with a professional choreographer and with PGCPS dance teachers throughout the school year.

Our first *Theatre Festival* for county drama students and teachers will be held during the 2009-10 school year. Students will have the opportunity to participate in master classes, present performances for assessment, and spend a day experiencing the dramatic talents of fellow students.

The Summer Instrumental Music Experience will take place in June 2010, marking the third year of this program designed to support the skill development of students in middle school. This program offers students the opportunity to receive small group instruction along with a large ensemble experienced culminating in a "Finale" performance for parents and the community. This program has been very well received by students and their parents and extends the students' instruction for an additional 3 weeks beyond the school year.

Youth Art Month continues to be an important part of the Visual Arts year. Approximately 450 students submit pieces of art for the exhibition each year. More than three hundred people attend the exhibit and Awards program annually and it has become a highly regarded showcase of our students' talents.

The Vocal and General Music department will host *Winter Fest* which will offer fifteen elementary choruses the opportunity to participate in an adjudicated festival. Fifteen schools will receive performance material to be used in the festival. This event is scheduled for January 2010.

The Instrumental Music and Vocal and General Music departments offer students in elementary, middle, and high school the opportunity to participate in honor bands, choruses, and orchestras. Students may audition for these groups at the beginning of the school year and have the opportunity to participate in at least one major performance per year, including

the Edward M. Felegy Concert at the John F. Kennedy for the Performing Arts. Individual students may elect to participate in various solo and ensemble adjudicated events including the Elementary Solo and Ensemble Festivals for percussion, string, and wind students and Secondary Solo and Ensemble Festivals for brass, guitar, percussion, piano, string, voice, and woodwind students. A "Superiors Concert", a showcase of the choruses and individuals scoring a "Superior" rating at the Chorus Festivals or the Solo and Ensemble Festivals, is held to showcase those outstanding performances. The grant will provide transportation funds to assist five choral and five instrumental ensembles to participate in the state level of festival assessment.

Professional Development ($32,706)

1.7.1.2: Provide training programs that are aligned to Maryland Teacher Professional Development Standards and the Maryland Teacher Technology Standards.

Fine Arts supervisory staff will collaborate on two workshops during 2009-2010. The Summer Fine Arts Institute, held in June immediately following the close of school offers a multi-day workshop experience for teachers in each of the fine arts areas. It provides opportunities for teachers to participate in fine arts areas sessions other than their area of concentration, plenary sessions that focus on the common threads between each of the fine arts areas, and the chance to learn about new trends in their individual arts area. The inclusion of technology appropriate for each of the areas is an important component. The 2009 Summer Institute featured workshops on various software that can be incorporated into instructional settings, technology tools that streamline effective communication, e-portfolio development to teach teachers ways to support their students preparation for college/post high school opportunities, and basic software such as Word and Excel. The expected number of participants is 200, 50 from each of the five areas (Dance, Drama, Instrumental Music, Visual Arts, and Vocal and General Music.

The Prince George's County Artist Teacher Institute, held in February, has elementary classroom teachers and administrators as its target audience. This annual event, begun in 2008, saw an increase in participation from 88 participants in 2008 to 125 this year, demonstrating the growing interest in Arts Integration in Prince George's County Public Schools.

Opening in the fall of 2009, Benjamin Foulois Creative and Performing Arts Academy will have a strong arts integration focus in addition to the creative and performing arts. The Fine Arts supervisory staff will play a significant role in providing staff development and support for the staff at the new school.

It is imperative that supervisory staff stay aware of current trends in each of their areas in order to provide support and training to their teachers. Grant funds will be used to send one supervisor to one conference as follows:

- Dance - Dance Teacher Summit ($1515 - registration, airfare, and lodging/meals for 4 days)
- Drama - Educational Theatre Association Annual Conference ($1615 - registration, airfare, and lodging/meals for 4 nights)
- Instrumental Music - Mid West Band and Orchestra Clinic - Chicago, December 2009 ($1060 - registration, airfare, and lodging/meals for 4 nights)
- Visual Arts - National Art Education Association Conference ($1550 - registration, airfare, and lodging/meals for 4 nights)
- Vocal and General Music - American Choral Directors Association conference ($1034 registration, meals/lodging for 4 nights, mileage).

Instrumental music teachers will have the opportunity to participate in three "lab band" workshops throughout the year. The purposes of the lab band are: to encourage teachers to develop their skills on secondary instruments; to give teachers the opportunity to play/hear band literature which is newly published or new to the Maryland Band Director's Association (MBDA) approved music list; to provide teachers an opportunity to practice their sightreading skills as a conductor; and to offer a forum where teachers can observe best practices in the area of introducing new performance materials to ensembles. The skills that teachers will develop in these workshops should improve their groups' performances in the sightreading component of the festival assessments. Grant funds will be used to purchase music for the group to play ($3375 - 75 pieces x $45 each). Music will be distributed to schools for use with students after it has been used for the lab band. Upon completion of the workshops, teachers will have familiarity with over 75 new pieces of music. Two additional workshops will be offered to instrumental music teachers on the development of band tone and intonation and musical interpretation of band literature ($800 - 2 consultants @ $400 each).

The Vocal and General Music department will offer two - ten week long courses in *Music Mind Games* Unit I and Unit II Certification. *Music Mind Games* is a means of introducing children to the concepts of music including pitch, diverse rhythm patterns, tempos, signs and symbols through a series of games, flash cards, puzzles, and manipulatives. ($8,000; Unit 1 - 10 sessions @ $400/session and Unit II - 10 sessions @ $400/session; $5299 - 10 Puppy Packs @ $100 each, 10 Music Mind Games books @ $29.95 each, and 20 Panda Packs @ $200 each).

1.7.4.6 Provide mentor teachers for newly-hired Fine Arts teachers.

Non-tenured instrumental music teachers are assigned mentor teachers that are teaching in a similar setting and level. The non-tenured teachers, mentor teachers, and instrumental music supervisor have five scheduled meetings in the first semester in order to provide opportunities for face to face meetings between mentors and new teachers in addition to guided group discussions and instructional support. Mentors communicate with their assigned teacher no less than weekly for the first 2 months of school and then regularly for the remainder of the school year. Because instrumental music teachers are the only instructor in their building, new teachers are encouraged to enlist the assistance of their mentor teachers to supplement information they receive from their supervisor and school administrators.

Visual Arts teacher mentor program provides newly hired teachers four formal meetings with their mentor teacher to be held after school. The Grant will compensate 15 teachers for the after school time spent to work with mentees.

Fine Arts Initiative Summary FY 2010

DANCE

| Strategy/category | Amount |
|---|---|
| Curriculum Development | $8,000.00 |
| Equipment/Instructional Materials | $8,200.00 |
| Student Programs and Services | $10,160.00 |
| Professional Development | $2,715.00 |
| Fringe costs 8.19% x $9,500 | $778.00 |
| DANCE TOTAL | $29,853.00 |

DRAMA

| Strategy/category | Amount |
|---|---|
| Curriculum Development | $6,000.00 |
| Equipment/Instructional Materials | $8,690.00 |
| Student Programs and Services | $4,220.00 |
| Professional Development | $2,815.00 |
| Fringe costs | $491.00 |
| DRAMA TOTAL | $22,216.00 |

INSTRUMENTAL MUSIC

| Strategy/category | Amount |
|---|---|
| Curriculum Development | $0.00 |
| Equipment/Instructional Materials | $12,325.00 |
| Student Programs and Services | $16,960.00 |
| Professional Development | $5,442.00 |
| Fringe costs 8.19% x $12,960 | $1,061.00 |
| INSTRUMENTAL MUSIC TOTAL | $35,788.00 |

VISUAL ARTS

| Strategy/category | Amount |
|---|---|
| Curriculum Development | $8,000.00 |
| Equipment/Instructional Materials | $9,200.00 |

| | |
|---|---|
| Student Programs and Services | $3,650.00 |
| Professional Development | $11,500.00 |
| Fringe costs 8.19% x $13,250 | $1,085.00 |
| VISUAL ARTS TOTAL | $33,435.00 |

VOCAL AND GENERAL MUSIC

| Strategy/category | Amount |
|---|---|
| Curriculum Development | $8,000.00 |
| Equipment/Instructional Materials | $4,762.00 |
| Student Programs and Services | $4,650.00 |
| Professional Development | $10,234.00 |
| Fringe costs 8.19% x $8,000 | $655.00 |
| VOCAL AND GENERAL MUSIC TOTAL | $28,302.00 |

FINE ARTS TEAM

| Strategy/category | Amount |
|---|---|
| Curriculum Development | $0.00 |
| Equipment/Instructional Materials | $4,829.00 |
| Student Programs and Services | $0.00 |
| Professional Development – PGATI | $8,000.00 |
| Indirect costs | $0.00 |
| FINE ARTS TEAM TOTAL | $12,829.00 |

Total: $165,391 – 14,006 = 151,385
151,385 * 2.00% divided by 1.02 = $2,968.00
Grand total: $165,391.00

Budget Narrative

| DANCE | | | | | |
|---|---|---|---|---|---|
| CATEGORY/OBJECT | LINE ITEM | CALCULATION | AMOUNT | INKIND | TOTAL |
| Special Programs - Salaries | Teachers to work with High School Honors Ensemble - 20 evenings | 2 teachers x 20 x $75 | $1,500.00 | | $1,500.00 |
| Special Programs - Contracted Services | Annual Secondary Dance Showcase assessment | 3 adjudicators x $100.00 ea. | $300.00 | | $300.00 |
| Special Programs - Contracted Services | Annual Secondary Dance Showcase master class | 6 consultants x $700.00 ea. | $4200.00 | | $4200.00 |
| Special Programs – Contracted Services | Secondary Dance Showcase | 14 buses @ $140. each | $1,960.00 | | $1,960.00 |
| Special Programs - Contracted Services | Consultants for Summer Institute | 3 consultants x $400.00 ea. | $1,200.00 | | $1200.00 |
| Special Programs - Contracted Services | Choreographer for High School Honors Ensemble | 1 consultant x 8 sessions @ $150/session | $1,200.00 | | $1200.00 |
| Special Programs - Salaries | Curriculum writing | 4 teachers x $200/day x 10 days | $8,000.00 | | $8,000.00 |
| Special Programs - Supplies & Materials | Annual Secondary Dance Showcase Awards | 200 students x $5.00/student | $1,000.00 | | $1,000.00 |
| Special Programs - Equipment | 1 dance floor, 3 audio systems, 8 free standing ballet barres | Floor @ $3848<br>Audio systems 3 @ $656<br>Ballet barres – 8 @ $298 | $8,200 | | $8,200 |
| Special Programs - Other Charges | National Dance Education Organization Conference, | Airfare, registration, lodging for the supervisor. | $1515.00 | | $1515.00 |
| Special Programs – Other charges | Fixed costs | $9,500 x 8.19% | $778.05 | | $778.05 |
| | | | TOTAL DANCE BUDGET | | $29,853.05 |

| DRAMA |
|---|

| CATEGORY/OBJECT | LINE ITEM | CALCULATION | AMOUNT | INKIND | TOTAL |
|---|---|---|---|---|---|
| Special Programs - Contracted Services | Theater Festival – master classes | 4 consultants x $700 ea. | $2,800.00 | | $2,800.00 |
| Special Programs - Contracted Services | Theater Festival - adjudicators | 3 adjudicators x $100 | $300.00 | | $300.00 |
| Special Programs - Transportation | Theater Festival - busses | 8 buses @ $140.00 ea. | $1,120.00 | | $1,120.00 |
| Special Programs - Supplies & Materials | Theater Festival – student awards/recognition | 100 students x $5.00/student | $500.00 | | $500.00 |
| Special Programs – Equipment | 10 theater packages | 10 x $649 each | $6,490.00 | | $6,490.00 |
| Special Programs - Equipment | 10 audio digital recorders | 10 @ $170 each | $1,700.00 | | $1,700.00 |
| Special Programs – Contracted Services | 3 consultants for Summer Institute | 3 consultants @ $400 | $1,200.00 | | $1,200.00 |
| Special Programs – Salaries | Curriculum revision | 3 teachers x $200/day x 10 days | $6,000.00 | | $6,000.00 |
| Special Programs - Other Charges | Educational Theater Association Conference | Airfare, registration, lodging for the supervisor. | $1615.00 | | $1,615.00 |
| Special Programs - Other Charges | Fixed Charges | 8.19% x $6,750.00 | $491.40 | | $491.40 |
| | | TOTAL DRAMA BUDGET | | | $22,216.40 |

| INSTRUMENTAL MUSIC | | | | | |
|---|---|---|---|---|---|
| CATEGORY/OBJECT | LINE ITEM | CALCULATION | AMOUNT | INKIND | TOTAL |
| Special Programs - Salaries | Instrumental Summer Enrichment Program | 20 teachers x 6 sessions x $100.00/session | $12,000.00 | | $12,000.00 |
| Special Programs - Salaries | Jazz Band Showcase | 8 teachers x 3 hours x $40/hour | $960.00 | | $960.00 |
| Special Programs - Contracted Services | Consultants for Instrument evaluation/maintenance audit of 20 schools | 2 consultants @ $4000 ea. | $8,000.00 | | $8,000.00 |
| Special Programs - Contracted Services | Clinicians for staff development/Summer Institute | 2 @ $400 each | $800.00 | | $800.00 |
| Special Programs - Supplies & Materials | Music for “Lab Band” | 75 pieces of music x $45 each | $3,375.00 | | $3,375.00 |
| Special Programs - Supplies & Materials | Band and orchestra supplementary materials for elementary solo and ensemble use | 15 sets @ $175/set | $2625.00 | | $2,625.00 |
| Special Programs - Supplies & Materials | 10 Zoom H-2 Digital Audio Recorders for use with assessment in schools | 10 recorders x $170.00 | $1,700.00 | | $1,700.00 |
| Special Programs - Supplies & Materials | Office supplies (paper, pencils, folders, etc) for the Summer Institute | 50 participants @ $4/each | $200.00 | | $200.00 |
| Special Programs – Contracted Services | Transportation for 6 middle schools to State Band or Orchestra Festival | 5 busses @ $800/each | $4,000.00 | | $4,000.00 |
| Special Programs - Other | Mid West International Band and Orchestra Conference | Airfare ($175), registration ($100), lodging (4 x $160), meals (4 x $38) for the supervisor. | $1,067.00 | | 1,067.00 |
| Special Programs - Other Charges | Fixed Charges | 8.19% x $12,600.00 | $1,061.00 | | $1,061.00 |
| | | TOTAL INSTRUMENTAL MUSIC BUDGET | | | $35,788.00 |

| VISUAL ARTS | | | | | |
|---|---|---|---|---|---|
| CATEGORY/OBJECT | LINE ITEM | CALCULATION | AMOUNT | | TOTAL |
| Special Programs - Salaries | Curriculum Writing | 4 teachers x 10 days @ $200/day | $8,000.00 | | $8,000.00 |
| Special Programs - Salaries | Stipend for Mentor Teacher | 15 teachers x 2 days x $175.00/day | $5,250.00 | | $5,250.00 |
| Special Programs - Contracted Services | Consultants for Summer Fine Arts Institute | 3 consultant @ $400 | $1,200.00 | | $1,200.00 |
| Special Programs - Supplies & Materials | Art Supplies, (matboard, foamcore, etc.) | 92 schools x $100.00/school | $ 9,200.00 | | $9,200.00 |
| Special Programs - Supplies & Materials | CD’s for Arts Advocacy | 3 pkgs of 100 CD @ $50/pack | $150.00 | | $150.00 |

| VISUAL ARTS | | | | | |
|---|---|---|---|---|---|
| Special Programs - Supplies & Materials | Paints, pastels, pencils, art paper for Summer Institute | 50 teachers @ $60 | $3,000.00 | | $3,000.00 |
| Special Programs - Supplies & Materials | Exhibition materials for "Youth Art Month" | 100 students x 20.00/student | $2,000.00 | | $2,000.00 |
| Special Programs - Supplies & Materials | Staff Development Supplies for PGATI and Summer Institute | 100 people x $5.00/person | $500.00 | | $500.00 |
| Special Programs - catering | Reception for Youth Art Month Ceremony | 300 people @ $5.00/person | $1,500.00 | | $1,500.00 |
| Special Programs - Other | National Art Education Association Conference | Registration $200, Lodging $1200, Travel $150 | $1,550.00 | | $1,550.00 |
| Special Programs - Other Charges | Fixed Charges | 8.19% x $13,250 | $1,085.18 | | $1,085.18 |
| | | | TOTAL VISUAL ARTS BUDGET | | $33,435.18 |

| Vocal/General Music | | | | | |
|---|---|---|---|---|---|
| CATEGORY/OBJECT | LINE ITEM | CALCULATION | AMOUNT | | TOTAL |
| Special Programs - Salaries | Curriculum writing for early childhood, middle school units, MIE labs, and VSC alignment. | 4 teachers X $200.00 for 10 days | $8,000.00 | | $8,000.00 |
| Special Programs - Contracted Services | Music Mind Games Unit I Certification<br>Michiko Yurko<br>Elizabeth Cuhna | 10 sessions for $4,000.00 | $4,000.00 | | $4,000.00 |
| Special Programs - Contracted Services | Music Mind Games Unit II Certification<br>Michiko Yurko<br>Elizabeth Cuhna | 10 sessions for $4,000.00 | $4,000.00 | | $4,000.00 |
| Special Programs - Contracted Services | Funds for 6 buses for various choral groups to attend the state level Choral Festivals | 5 X $800.00 = $4,800.00 | $4,000.00 | | $4,000.00 |
| Special Programs - Contracted Services | Consultants for PGATI and the Summer Institute | 3 X $400.00 = $1200.00 | $1,200.00 | | $1,200.00 |
| Special Programs - Contracted Services | Joseph Jackson creative designs - Archival presentation for various festivals, workshops, enrichment, symposiums, rehearsals and concerts | | $650.00 | | $650.00 |
| Special Programs - Supplies & Materials | Instructional materials for Music Mind Games Unit certification. | 10 Puppy Packs @ $100.00= $1,000.00<br>10 Music Mind Games Book $29.95= $299.50<br>10 Panda Packs @ $200.00 = $2,000.00 | $3,300.00 | | $3,300.00 |
| Special Programs - Supplies & Materials | Winter Fest Music (Elementary Choral Festival) | 15 octavos X 50 each (class set) X $1.95 | $1,463.00 | | $1,463.00 |
| Special Programs - Other | American Choral Directors Association (ACDA) Conference | Registration $250.00, hotel $640.00 meals $144.00 (for 4 days), mileage to Philadelphia $185 | $1,034.00 | | $1,034.00 |
| Special Programs - Other | Indirect Costs | $8,000 x 8.19% | $655.00 | | $655.00 |
| | | | TOTAL VOCAL/GENERAL MUSIC BUDGET | | $28,302.00 |

| FINE ARTS | | | | | |
|---|---|---|---|---|---|
| CATEGORY/OBJECT | LINE ITEM | CALCULATION | AMOUNT | | TOTAL |
| Special Programs - Contracted Services | Consultants for PGATI | | $8,000.00 | | $8,000.00 |
| Special Programs - Supplies & Materials | Books for PGATI participants | Renaissance in the Classroom (Burnaford et al) – 50 copies @ $35.95 | $4,629.00 | | $4,629.00 |
| Special Programs - Supplies & Materials | Supplies for PGATI | 100 participants @ $2 each | $200.00 | | $200.00 |
| | | | TOTAL VISUAL ARTS BUDGET | | $12,829.00 |
| | | | Grand total | | $165,391.00 |

## MARYLAND STATE DEPARTMENT OF EDUCATION
## GRANT BUDGET C-1-25

| | | | | | |
|---|---|---|---|---|---|
| ORIGINAL GRANT BUDGET | $126,479 | AMENDED BUDGET # | | REQUEST DATE | 10/23/09 |
| GRANT NAME | FY10 Fine Arts Initiatives Program | GRANT RECIPIENT NAME | Prince George's County Public Schools | | |
| MSDE GRANT # | | RECIPIENT GRANT # | 3930 | | |
| REVENUE SOURCE | State | GRANT RECIPIENT NAME | Prince George's County Public Schools | | |
| FUND SOURCE CODE | | GRANT PERIOD | 7/1/2009 FROM | 6/30/2011 TO | |

| CATEGORY/PROGRAM | BUDGET OBJECT | | | | | | |
|---|---|---|---|---|---|---|---|
| | 01- SALARIES & WAGES | 02 - CONTRACT SERVICES | 03- SUPPLIES & MATERIALS | 04 - OTHER CHARGES | 05 - EQUIPMENT | 08 - TRANSFERS | BUDGET BY CAT./PROG. |
| **201 Administration** | | | | | | | |
| Prog. 21 General Support | | | | | | | 0.00 |
| Prog. 22 Business Support | | | | | | 2,205.00 | 2,205.00 |
| Prog. 23 Centralized Support | | | | | | | 0.00 |
| **202 Mid-Level Administration** | | | | | | | |
| Prog. 15 Office of the Principal | | | | | | | 0.00 |
| Prog. 16 Inst. Admin. & Supv. | | | | | | | 0.00 |
| **203-205 Instruction Categories** | | | | | | | |
| Prog. 01 Regular Prog. | | | | | | | 0.00 |
| Prog. 02 Special Prog. | 33,710.00 | 33,000.00 | 24,937.00 | 6,781.00 | 14,006.00 | | 112,434.00 |
| Prog. 03 Career & Tech Prog. | | | | | | | 0.00 |
| Prog. 04 Gifted & Talented Prog. | | | | | | | 0.00 |
| Prog. 07 Non Public Transfers | | | | | | | 0.00 |
| Prog. 08 School Library Media | | | | | | | 0.00 |
| Prog. 09 Instruction Staff Dev. | | | | | | | 0.00 |
| Prog. 10 Guidance Services | | | | | | | 0.00 |
| Prog. 11 Psychological Services | | | | | | | 0.00 |
| Prog. 12 Adult Education | | | | | | | 0.00 |
| **206 Special Education** | | | | | | | |
| Prog. 04 Public Sch Instr. Prog. | | | | | | | 0.00 |
| Prog. 09 Instruction Staff Dev. | | | | | | | 0.00 |
| Prog. 15 Office of the Principal | | | | | | | 0.00 |
| Prog. 16 Inst. Admin & Superv. | | | | | | | 0.00 |
| **207 Student Personnel Serv.** | | | | | | | 0.00 |
| **208 Student Health Services** | | | | | | | 0.00 |
| **209 Student Transportation** | | 9,080.00 | | | | | 9,080.00 |
| **210 Plant Operation** | | | | | | | |
| Prog. 30 Warehousing & Distr. | | | | | | | 0.00 |
| Prog. 31 Operating Services | | | | | | | 0.00 |
| **211 Plant Maintenance** | | | | | | | 0.00 |
| **212 Fixed Charges** | | | | 2,760.00 | | | 2,760.00 |
| **214 Community Services** | | | | | | | 0.00 |
| **215 Capital Outlay** | | | | | | | |
| Prog. 34 Land & Improvements | | | | | | | 0.00 |
| Prog. 35 Buildings & Additions | | | | | | | 0.00 |
| Prog. 36 Remodeling | | | | | | | 0.00 |
| **Total Expenditures By Object** | 33,710.00 | 42,080.00 | 24,937.00 | 9,541.00 | 14,006.00 | 2,205.00 | 126,479.00 |

| | Name | Signature | Date | Telephone # |
|---|---|---|---|---|
| Finance Official Approval | Matthew E. Stanski, Chief Financial Officer | | 11-19-09 | 301-952-6099 |
| Supt./Agency Head Approval | William R. Hite Jr., Superintendent of Schools | | 11-19-09 | 301-952-6008 |
| MSDE Grant Manager Approval | | | | |

Grant Budget C-1-25 Rev: 11/28/07

ASSURANCES

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

45. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act.

46. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate, or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.

47. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable statute and regulation.

48. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.

49. Entities receiving federal funds of $500,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.

50. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years, or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of MSDE.

51. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded.

52. Grantee must receive prior written approval from the MSDE Program Monitor for any Budgetary realignment of $1,000 or 15% of total object, program or category of expenditure, *whichever is greater*. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.

53. Requests for grant extensions, when allowed, must be submitted at least 45 days prior to the end of the grant period.

54. Grantee shall repay any funds that have been finally determined through the federal or State audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government.

55. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, including failure to maintain proper documentation and records as required by pertinent federal and State statute and regulations, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

| | |
|---|---|
| Dr. William R. Hite, Jr. | October 15, 2009 |
| Superintendent of Schools/Head of Grantee Agency | Date |

Prince George's County Public Schools
Board of Education

# SUPPLEMENTAL REPORTS

REPORTS

# *Victims of Violent Criminal Offenses Report*

# *Gun Free Schools Act Report*

# Victims of Violent Criminal Offenses in Schools (VVCO) SY 2008-09

Local School System: PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

Local Point of Contact: Mr. Richard Moody

Telephone: 301-749-4379 E-mail: rmoody@pgcps.org

| Violent Criminal Offenses | Number of VVCOs (Note 1) | Number of Victims Requesting Transfers (Note 2) | Transfers Granted Prior to Final Case Disposition (Note 3) |
|---|---|---|---|
| Abduction & attempted abduction | 0 | 0 | 0 |
| Arson & attempted arson in the first degree | 2 | 0 | 0 |
| Kidnapping & attempted kidnapping | 0 | 0 | 0 |
| Manslaughter & attempted manslaughter, except involuntary manslaughter | 0 | 0 | 0 |
| Mayhem & attempted mayhem | 0 | 0 | 0 |
| Murder & attempted murder | 0 | 0 | 0 |
| Rape & attempted rape | 0 | 0 | 0 |
| Robbery & attempted robbery | 70 | 8 | 7 |
| Carjacking & attempted carjacking | 0 | 0 | 0 |
| Armed carjacking & attempted armed carjacking | 0 | 0 | 0 |
| Sexual offense & attempted sexual offense in the first degree | 0 | 0 | 0 |
| Sexual offense & attempted sexual offense in the second degree | 0 | 0 | 0 |
| Use of a handgun in the commission or attempted commission of a felony or other crime of violence | 0 | 0 | 0 |
| Assault in the first degree | 4 | 1 | 1 |
| Assault with intent to murder | 0 | 0 | 0 |
| Assault with intent to rape | 0 | 0 | 0 |
| Assault with intent to rob | 0 | 0 | 0 |
| Assault with intent to commit a sexual offense in the first degree | 2 | 0 | 0 |
| Assault with intent to commit a sexual offense in the second degree | 0 | 0 | 0 |
| TOTAL | 78 | 9 | 8 |

NOTE: See attached guidance for completing the VVCO Report.

# Gun-Free Schools Act Report
School Year 2008-09

Local School System (LSS): PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS Point of Contact: Mr. Richard Moody
Telephone: 301-749-4379 FAX: 301-749-5220 Email: rmoody@pgcps.org

| Full Name of School (Include elementary, middle, or high school) | Student ID | Grade | Date of Incident | Type of Firearm (Be specific) | Was the student receiving services under IDEA? (Yes/No) | Was the student expelled for a minimum of one calendar year? (Yes/No) | Was the expulsion modified? (Yes/No) | Were services provided in an alternative education setting? (Yes/No) | Was the student referred to the criminal justice or juvenile delinquency system? (Yes/No) |
|---|---|---|---|---|---|---|---|---|---|
| Fairmount Heights HS | 000295209 | 10 | 9.12/08 | 9mm/4 rounds | | Yes | | | Yes |
| Suitland HS | 000397569 | 9 | 9/17/08 | 22 cal. short | | Yes | | | Yes |
| Bowie HS | 000558765 | 12 | 12/04/08 | 22 cal. loaded | | Yes | | | Yes |
| Henry Wise HS | 000430737 | 10 | 3/12/09 | 9mm semi-automatic | | Yes | | | Yes |
| C. H. Flowers HS | 000353378 | 9 | 5/15/09 | 380 auto. loaded | | Yes | | | Yes |
| Carrollton ES | 000467615 | 5 | 5/29/09 | 9mm revolver | | Yes | | | Yes |

I certify that the LSS is in compliance with the Gun-Free Schools Act of 2001 and Code of Maryland Regulations 13A.08.01.12-1 and that the LSS has a policy that:

- Requires the expulsion from school, for a period of not less than one calendar year, of any student who brought/possessed a firearm onto/on school property or to/at a school-sponsored activity;
- Requires referral to the criminal justice or juvenile delinquency system of any student who brought/possessed a firearm onto/on school property or to/at a school-sponsored activity; and
- Permits the local superintendent to modify the one year expulsion on a case-by-case basis and requires the LSS to maintain a written record of all such modifications.

Dr. William R. Hite, Jr. _____ August 17, 2009
*Signature - Local Superintendent of Schools* *Date*

## FACILITIES TO SUPPORT MASTER PLAN STRATEGIES

The purpose of this section is to a.) identify any major changes to the school system's overall plan for facilities in support of Bridge to Excellence Master Plan strategies and b.) monitor the implementation of mandated prekindergarten (PK) and full-day kindergarten (FDK) programs. All school systems reported implementing mandatory Full-day Kindergarten programs for all children by school year 2007-8 as required. Submission of the previously required table of school names and program locations is not required. Detailed capital improvement project descriptions and schedules are not required.

### A. Overall Facilities Plan:

1. Provide a brief narrative description of any major facilities needs, processes, participants, and/or timelines identified in the last update that have changed substantially due to actual State and local government capital budget allocations or other factors.

   Response: The FY 2010 CIP provided $28.2 million in State funding and $38.8 million in county funding. Consistent with the findings of the 3D/I Facility Assessment Study two of the highest priority schools, Avalon and Henry G. Ferguson Elementary Schools, are now approved to be replaced.

   The federal economic stimulus plan is providing approximately $50 million in bond authority to support the CIP. These funds are recommended to be used for addressing priority facility deficiencies identified in the 3D/I Facility Assessment Study.

   Sustainability and green initiatives continue to be a priority for the school district. All new schools will be designed and constructed with the objective to achieve a LEED Gold Certification.

2. List any changes to board of education goals, objectives, and implementation strategies that will impact facility needs.

   Response: Implementation of full-day kindergarten and PreK proceed as planned. The systemic plan of converting future elementary or middle schools into PreK-8 will be completed in schools with existing gymnasiums having minimal impact on the core facility.

### B. Full-day Kindergarten for All Students and Full or Half-Day Prekindergarten Programs:

Please address the following statements related to mandatory early childhood programs:

1. Provide a brief narrative description of any <u>continuing issues</u> related to providing facilities for full day kindergarten and mandated prekindergarten programs.

   Response: Realignment of available PreK seats to meet the needs of the community is an on-going challenge. The PreK Program collaborates closely with the Office of Pupil Accounting and School Boundaries, Human Resources, and the Transportation Office to align classroom space and resources to meet the needs of income eligible students.

2. Provide a list of schools by name where new prekindergarten programs will be added for school year 2009-2010. Please identify if the new programs will be full day or half day.

   Response: This year a full day PreK program will be added at Andrew Jackson Academy and Ferguson – Burroughs Academy.

Transfer of School Records for Children in State-Supervised Care
Annual Certification Statement

Local School System: PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

Point of Contact: Dr. Diane E. Powell, Director of Student Services

Address: Oxon Hill Staff Development Center
7711 Livingston Road, Suite K
Oxon Hill, Maryland, 20745

Telephone: 301-567-5702 FAX: 301-567-8606

Email: diane.powell@pgcps.org

I certify that the local school system is implementing the requirements for the transfer of educational records for children in State-supervised care in compliance with §8-501 - 8-506 of the Education Article, Annotated Code of Maryland, and Code of Maryland Regulations (COMAR) 13A.08.07.

Dr. William R. Hite, Jr. _____ August 17, 2009
*Signature - Local Superintendent of Schools/Chief Executive Officer* *Date*

Please complete this certification statement and submit as part of your 2009 Master Plan Annual update. If you have questions, please contact:

John McGinnis
Pupil Personnel Specialist
Maryland State Department of Education
200 West Baltimore Street, 4th Floor
Baltimore, Maryland 21201

Phone: (410) 767-0295 Fax: (410) 333-8148 Email: jmcginnis@msde.state.md.us

STUDENT RECORDS REVIEW AND UPDATE VERIFICATION
Certification Statement

Local School System: PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

As of August 17, 2009, I certify that the requirements of the Student Records regulation outlined in COMAR 13A.08.02.07:

☑ Are being implemented by evidence of local school and school system procedures that address the ongoing maintenance and accuracy of student records. These procedures include, but are not limited to:

- Professional Development
- Ongoing review of student records
- Policies and Procedures addressing the maintenance of student records

(Please attach documentation as requested in cover letter)

❑ Are not being implemented. (Please attach an explanation.)

Dr. William R. Hite, Jr. _____ August 17, 2009
*Local Superintendent of Schools* *Date*

Please complete this certification statement and submit as part of your 2009 Master Plan Annual update. If you have questions, please contact:

John McGinnis
Pupil Personnel Specialist
Maryland State Department of Education
200 West Baltimore Street, 4th Floor
Baltimore, Maryland 21201

Phone: (410) 767-0295 Fax: (410) 333-8148 Email: jmcginnis@msde.state.md.us

Prince George's County Public Schools
Board of Education

# PART III: AMERICAN RECOVERY AND REINVESTMENT ACT

## (ARRA) Supplement

# American Recovery and Reinvestment Act of 2009 (ARRA) Supplement

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# Section 1:
# ARRA REPORTING EXECUTIVE SUMMARY

Planned Use of ARRA Funds

Question:

1. *How has having State Fiscal Stabilization (SFS) funds available influenced the school system's decisions regarding the Master Plan priorities for the year?*

Question 1A:

*1A: How are specific ARRA grants (Title I ARRA funds, IDEA ARRA Funds, National School Lunch Equipment Assistance, Homeless, other) being used to support the priorities?*

## SYSTEM STABILIZATION FUNDS

The fiscal year 2010 Operating Budget continues effective programs and services, including maintaining optimal class sizes and enhances district-wide instructional services in other areas to help improve teaching and learning to meet the goals of the Master Plan. Goal 4 of the Master Plan conveys that all students will be educated in learning environments that are safe, drug free, and conducive to learning. In a valiant effort to maintain buildings in a manner that provides for a safe, healthy, comfortable and attractive for learning, the State Fiscal Stabilization funds are being used to support district-wide utility costs as an indirect way of continuing to build academic progress, maintain successful instructional programs, and fund personnel and resources necessary to better prepare students for critical State assessments. Additionally, with the education stabilization resources targeted to support utility costs, a general operating expense for the school district, it prevents further reductions or possible elimination of programs and services that have been instrumental in promoting the improvement of student achievement and school effectiveness and preserving fiscal stability.

## HEAD START

Question:

1. *How has having State Fiscal Stabilization (SFS) funds available influenced the school system's decisions regarding the Master Plan priorities for the year? (See Page 554)*

Question 1A:

*1A: How are specific ARRA grants (Title I ARRA funds, IDEA ARRA Funds, National School Lunch Equipment Assistance, Homeless, other) being used to support the priorities?*

Response:

The Head Start Program's mission is to provide an integrated system of quality services to participating families and eligible children. Head Start encourages self-sufficiency, growth, and development supported through family and community partnerships; consequently, ARRA funding for the Head Start Program is aligned with goal #7 which states that family, schools, business and community relationships will be strengthened to support student achievement. This is clearly indicated by the following:

a. Creating job opportunities in the community
b. Servicing additional low income children and families
c. Provide additional Head Start services to meet the needs of a population of children and families of diverse cultures
d. Provides comprehensive multidisciplinary services to meet the needs of children and their families, promoting school readiness;
e. Recognizes the parents as the child's primary educator, nurturer, and advocate;
f. Encourages parents to become involved in policy and program decision making and to participate as volunteers

Question:

2. *Please explain how the ARRA funding streams are being coordinated to support the law's reform priorities:*

Question 2a:

*a. Increasing teacher effectiveness and addressing inequities in the distribution of highly qualified teachers (Recruiting, developing, and retaining effective teachers and principals);*

Response:

N/A – Does not apply to Head Start's Expansion Grant/ARRA funds

Question 2b:

*b. Establishing and using a pre-K-through-college-and-career data system to track progress and foster continuous improvement (Building data systems that measure student success and inform teachers and principals how they can improve their practices);*

Response:

N/A – Does not apply to Head Start's Expansion Grant /ARRA funds

Question 2c:

*c. Making progress towards rigorous college- and career-ready standards and high-quality assessments that are valid and reliable for all students, including limited English proficient students and students with disabilities (Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace); and*

Response:

N/A – Does not apply to Head Start's Expansion Grant/ARRA funds

Question 2d:

*d. Providing targeted, intensive support and effective interventions to turn around schools identified for corrective action and restructuring (Turning around the lowest performing schools).*

Response:

N/A – Does not apply to Head Start's Expansion Grant/ARRA funds

Question:

*3. How has the potential "funding cliff" impacted current discussions and subsequent decisions regarding the most effective use of ARRA funds.*

Response:

Prince George's County Head Start Program requested funding for salaries of four teachers, four bilingual paraprofessionals and two bilingual Family Service Workers. In addition, funding was requested to support the program expansion of sixty children. The sustainability of the funding will continue through the school system's utilization of staffing after the funding has been exhausted. The sixty children will be absorbed into the Continuation Grant as other children matriculate to Kindergarten. Families, schools, business and community relationships will continue to receive support to strengthen student achievement by providing Head Start services into economically disadvantage communities resulting in social and cognitive development for children; and the provision of comprehensive services for children and their families.

Question:

*4. Please complete the ARRA Funds Financial Reporting Table.*

Response:

Please see pages 567-568

## (HOMELESS ARRA GRANT)

Question:

1. *How has having State Fiscal Stabilization (SFS) funds available influenced the school system's decisions regarding the Master Plan priorities for the year? (See Page 554)*

Question 1A:

*1A: How are specific ARRA grants (Title I ARRA funds, IDEA ARRA Funds, National School Lunch Equipment Assistance, Homeless, other) being used to support the priorities?*

Response:

Goal 7 of the Master Plan states that family, school, business, and community relationships will be strengthened to support student achievement. In an effort to increase student attendance, academic performance, and parental involvement, Homeless ARRA grant funds will be used to expand and enhance existing supplemental services focused on meeting the needs of the homeless student population. The expansion will include gift cards, gift certificates, and/or vouchers for items such as: clothing, shoes, uniforms, and/or personal hygiene items. Additionally, ARRA grant funds will be used to purchase SmarTrip and Metro fare cards. These will be disbursed to parents/students in order to assist with transportation to and from school, school activities, as well as targeted stores to purchase clothing or uniforms for students.

Question:

2. *Please explain how the ARRA funding streams are being coordinated to support the law's reform priorities:*

Question 2a:

*a. Increasing teacher effectiveness and addressing inequities in the distribution of highly qualified teachers (Recruiting, developing, and retaining effective teachers and principals);*

Response:

N/A – Does not apply to the Homeless ARRA Grant

Question 2b:

*b. Establishing and using a pre-K-through-college-and-career data system to track progress and foster continuous improvement (Building data systems that measure student success and inform teachers and principals how they can improve their practices);*

Response:

N/A – Does not apply to the Homeless ARRA Grant

Question 2c:

*c. Making progress towards rigorous college- and career-ready standards and high-quality assessments that are valid and reliable for all students, including limited English proficient students and students with disabilities (Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace); and*

Response:
N/A – Does not apply to the Homeless ARRA Grant

Question 2d:

*d. Providing targeted, intensive support and effective interventions to turn around schools identified for corrective action and restructuring (Turning around the lowest performing schools).*

Response:
N/A – Does not apply to the Homeless ARRA Grant

Question:

*3. How has the potential "funding cliff" impacted current discussions and subsequent decisions regarding the most effective use of ARRA funds.*

Response:
N/A – Does not apply to the Homeless ARRA Grant

Question:

*4. Please complete the ARRA Funds Financial Reporting Table.*

Response:
Please see pages 567-568

## (NATIONAL SCHOOL LUNCH EQUIPMENT ASSISTANCE GRANT)

Question:

1. *How has having State Fiscal Stabilization (SFS) funds available influenced the school system's decisions regarding the Master Plan priorities for the year? (See Page 554)*

Question 1A:

*1A: How are specific ARRA grants (Title I ARRA funds, IDEA ARRA Funds, National School Lunch Equipment Assistance, Homeless, other) being used to support the priorities?*

Response:

Goals 4 and 6 of the Master Plan state that *all students will be educated in learning environments that are safe, drug free, and conducive to learning; and the quality of school system service delivery will be enhanced by improving management effectiveness, efficiency, and accountability.* The National School Lunch Equipment Assistance ARRA funds are in alignment with these two master plan priorities. We have used these funds in improving the efficiency of the lunch room; improving the sanitation of the cafeteria area; and expanding the lunch menu to include more fruits and vegetables.

Question:

2. *Please explain how the ARRA funding streams are being coordinated to support the law's reform priorities:*

Question 2a:

*a. Increasing teacher effectiveness and addressing inequities in the distribution of highly qualified teachers (Recruiting, developing, and retaining effective teachers and principals);*

Response:

N/A – Does not apply to the National School Lunch Equipment Assistance Grant

Question 2b:

*b. Establishing and using a pre-K-through-college-and-career data system to track progress and foster continuous improvement (Building data systems that measure student success and inform teachers and principals how they can improve their practices);*

Response:

N/A – Does not apply to the National School Lunch Equipment Assistance Grant

Question 2c:

*c. Making progress towards rigorous college- and career-ready standards and high-quality assessments that are valid and reliable for all students, including limited English proficient students and students with disabilities (Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace); and*

Response:

N/A – Does not apply to the National School Lunch Equipment Assistance Grant

Question 2d:

*d. Providing targeted, intensive support and effective interventions to turn around schools identified for corrective action and restructuring (Turning around the lowest performing schools).*

Response:

N/A – Does not apply to the National School Lunch Equipment Assistance Grant

Question:

*3. How has the potential "funding cliff" impacted current discussions and subsequent decisions regarding the most effective use of ARRA funds.*

Response:

N/A – Does not apply to the National School Lunch Equipment Assistance Grant

Question:

*4. Please complete the ARRA Funds Financial Reporting Table.*

Response:

Please see pages 567-568

## (SPECIAL EDUCATION ARRA GRANT)

Question:

1. *How has having State Fiscal Stabilization (SFS) funds available influenced the school system's decisions regarding the Master Plan priorities for the year? (See Page 554)*

Question 1A:

*1A: How are specific ARRA grants (Title I ARRA funds, IDEA ARRA Funds, National School Lunch Equipment Assistance, Homeless, other) being used to support the priorities?*

Response:

Increasing the academic achievement of students with disabilities is the focus for ARRA funds authorized under the Individuals with Disabilities Education Act. Of all Local Education Authorities in Maryland, Prince George's County Public Schools has the lowest percentage of special education students who are removed from general education settings less than 20% of the day. Less than half (47.68%) the students with IEPs in Prince George's County Public Schools are receiving services in this Least Restrictive Environment, compared with a state-wide average of 62.87%. (Source: 2008 Special Student Information System data published on http://mdideareport.org.) Transforming service delivery to increase access to general education settings is therefore a critical strategy for drastically increasing the academic achievement of students with disabilities in Prince George's County Public Schools. ARRA funding will provide approximately $7.4 million for SY 2010 and SY 2011 to staff elementary inclusive classrooms with teams of general educators, special educators, and paraprofessionals. Staff capacity will be increased through the provision of "Boundless Learning" training in co-teaching strategies and other research-based practices for inclusive classrooms by the Johns Hopkins University/Center for Technology in Education.

Special Education ARRA funding priorities support Goals 1, 3, 4, and 5 of the Master Plan in a variety of ways:

Build Systemic Teacher Capacity for High Performance. Increasing teacher capacity for high performance is viewed as a prerequisite for increased student achievement. Examples of ARRA appropriations to support this priority include:

- $721,406 for professional development in research-based practices for effective delivery of differentiated instruction through collaboration and co-teaching. Training to be provided for special educators, general educators, and paraprofessional educators.
- $424,935 to create five new Universal Design for Learning (UDL) resource teacher positions to assist classroom teachers in the implementation of UDL principles in their classrooms.
- $191,976 for the creation of professional electronic learning communities to enhance the practice of teams of individuals engaged in providing education and related services for students with disabilities.
- $169,976 to support a professional development Summer Institute in June 2010. Training will be provided on identified system priorities for teams of special educators and general educators.
- $116,570 for staff to earn certification in high-need specialty areas such as School Neuropsychological certification, Relational Development Intervention certification, Crisis Prevention Intervention certification, and Conductive Education certification. Training to be provided for selected school psychologists, autism teachers/specialists, and crisis intervention resource teachers, and physical therapists.

- $112,661 for a special education training laboratory. This investment will facilitate and enhance a broad range of professional development experiences for general and special educators.
- $78,200 to support a "Boundless Learning" Summer Institute in August 2010 on best practices for collaboration and co-teaching. Training to be provided by Johns Hopkins University/Center for Technology in Education (a partner of the Maryland State Department of Education) for teams of special educators, general educators, and paraprofessional educators.
- $49,400 for "Boundless Learning" training videos on best practices for inclusive preschool classrooms. Videos to be developed by Johns Hopkins University/Center for Technology in Education.
- $45,637 for professional development to train teachers on how to implement specific reading interventions with fidelity. Training to be provided for elementary, middle, and high school general and special educators.
- $18,662 for professional development on the Maryland Social Emotional Foundations of Early Learning (MD SEFEL) and other best practices for preschool classrooms. Training to be provided for Early Childhood special educators, general educators, and paraprofessional educators.

Provide Interventions and Technology to Support Students with Disabilities. When utilized effectively, targeted interventions and assistive technology are powerful tools for meeting the unique learning needs of students with disabilities and enabling them to achieve at proficient and advanced levels. Examples of ARRA appropriations to support this priority include:

- $2,245,959 for Coordinated Early Intervening Services to decrease the percentage of students identified with disabilities through provision of the Reading Recovery© intervention to selected students identified as at-risk.
- $1,171,231 for a comprehensive mathematics intervention for middle schools to include materials, training in the content area for special educators, training in instructional strategies for general educators, and intensive job-embedded professional development.
- $1,374,331 for a comprehensive algebra intervention for high schools to include materials, training in the content area for special educators, training in instructional strategies for general educators, and intensive job-embedded professional development.
- $646,549 for middle and high school reading interventions.
- $444,994 for instructional technology equipment, supplies, and training.
- $316,000 for a multi-sensory reading intervention to meet the needs of students with severe reading difficulties who do not respond to other interventions. Training to be provided for all teachers who implement the intervention to ensure fidelity.
- $150,000 for mathematics interventions to support students in elementary schools and Community Referenced Instruction programs.
- $35,000 for audio enhancement for elementary classrooms.
- *Securing and Supporting the "Effective Teacher"*
- *Providing exemplary service*

Improve Outreach and Support to Families of Students with Disabilities. Providing support to parents and families is one of the core services provided by the Special Education Department. Providing this support in an exemplary manner is also a priority for ARRA funding. Examples of ARRA appropriations to support this priority include:

- Provision of a Child Find Instructional Assistant to coordinate federally-mandated services for children parentally-placed in private and religious schools.
- $19,767 for computer technology and equipment to enhance the resources of the Partners for Success Parent Center.
- $6,142 for a Disability Awareness Conference for parents and families of students with disabilities.
- $5,000 for supplies to be used in parent workshops sponsored by the Partners for Success Parent Center.
- *Implementing Performance Management*
- *Reform*

Question:

2. *Please explain how the ARRA funding streams are being coordinated to support the law's reform priorities:*

Question 2a:

*a. Increasing teacher effectiveness and addressing inequities in the distribution of highly qualified teachers (Recruiting, developing, and retaining effective teachers and principals);*

Response:

N/A – Does not apply to the Special Education ARRA Grant

Question 2b:

*b. Establishing and using a pre-K-through-college-and-career data system to track progress and foster continuous improvement (Building data systems that measure student success and inform teachers and principals how they can improve their practices);*

Response:

N/A – Does not apply to the Special Education ARRA Grant

Question 2c:

*c. Making progress towards rigorous college- and career-ready standards and high-quality assessments that are valid and reliable for all students, including limited English proficient students and students with disabilities (Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace); and*

Response:

N/A – Does not apply to the Special Education ARRA Grant

Question 2d:

*d. Providing targeted, intensive support and effective interventions to turn around schools identified for corrective action and restructuring (Turning around the lowest performing schools).*

Response:

N/A – Does not apply to the Special Education ARRA Grant

Question:

3. *How has the potential "funding cliff" impacted current discussions and subsequent decisions regarding the most effective use of ARRA funds.*

Response:

The potential "funding cliff" has definitely impacted current discussions regarding the most effective use of ARRA funds. There is considerable reluctance to create jobs that cannot be sustained without ARRA funding. Sustainable system capacity to increase the achievement of students with disabilities can be built through investments in professional development, assistive technology, and interventions.

Question:

4. *Please complete the ARRA Funds Financial Reporting Table.*

Response:

Please see pages 567-568

## (TITLE I ARRA GRANT)

Question:

1. *How has having State Fiscal Stabilization (SFS) funds available influenced the school system's decisions regarding the Master Plan priorities for the year?*

Response:

State Fiscal Stabilization Funds (SFS) are separate and apart from the appropriation for Title I, Part A under the American Recovery and Reinvestment Act. This question can not be answered by the Title I Department.

Question 1A:

*1A: How are specific ARRA grants (Title I ARRA funds, IDEA ARRA Funds, National School Lunch Equipment Assistance, Homeless, other) being used to support the priorities?*

Response:

In the application approved by the Maryland State Department of Education on November 9, 2009, PGCPS will use Title I ARRA funds as followed to support a variety of services to meet the priorities established by Dr. Hite and the Board of Education:

- *America's Choice* an intensive design program will be in ten Title I schools. *America's Choice* is a comprehensive, standards-based instructional system that rest on proven literacy programs and research, such as *Reading First* and *Reading Next*, and equally highly regarded mathematics programs that rest on the *National Assessment of Educational Progress (NAEP)* and are aligned with the *National Council of Teachers of Mathematics Focal Points.* The *America's Choice* model focuses on (a) dramatically improving student achievement; (b) building high performance leadership, management, and organization; and (3) fostering parent and community partnerships.
- *Extended Learning Opportunities (ELO) Year Round Programs* in 56 Title I elementary and 4 Title I middle schools. The ELO programs offer before and/or after-school interventions for students in reading and mathematics in grades one through eight based on identified needs. ELO programs will provide academic support to (a) improve student achievement; (2) increase instructional time for struggling students; and (3) reduce the achievement gap among all learners.
- *New Leaders Program* provides a full-time, full-year practical training experience for six aspiring principals in Title I schools to understand and apply key skills presented in foundation coursework and demonstrates proficiency on the *New Leaders Principal Leadership Competencies (PLC)*. Emphasis for New Leaders Principals competencies is based on increasing student achievement for a defined group of students; demonstrating proficiency in instructional leadership; demonstrating proficiency in operational and managerial leadership; and building relationships and involving the whole school community.

Question:

2. *Please explain how the ARRA funding streams are being coordinated to support the law's reform priorities:*

Question 2a:

*a. Increasing teacher effectiveness and addressing inequities in the distribution of highly qualified teachers (Recruiting, developing, and retaining effective teachers and principals);*

Response:
Title I ARRA funds are not used to support project that increase teacher effectiveness and address inequities in the distribution of highly qualified teachers.

Question 2b:

*b. Establishing and using a pre-K-through-college-and-career data system to track progress and foster continuous improvement (Building data systems that measure student success and inform teachers and principals how they can improve their practices);*

Response:
Title I ARRA funds are not used to establish and use pre-K through college and career data systems to track progress and foster continuous improvement. However, PGCPS requested a waiver for fiscal year 2009 to exclude the 20 percent obligation for public school choice related transportation and supplemental educational services (SES) that will be received under the ARRA funding. Upon approval of the waiver, PGCPS plans to implement a data warehouse and reporting system to improve the ability to monitor student learning and achievement. The system will allow PGCPS to track progress and (1) make appropriate linkages between existing data systems; (2) identify best practices to address student learning needs; (3) engage in regular, sustained review of data; and (4) use data for planning and improvements.

Question 2c:

*c. Making progress towards rigorous college- and career-ready standards and high-quality assessments that are valid and reliable for all students, including limited English proficient students and students with disabilities (Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace); and*

Response:
Title I ARRA funds are not used to support project that make progress toward rigorous college-and career-ready standards and high quality assessments.

Question 2d:

*d. Providing targeted, intensive support and effective interventions to turn around schools identified for corrective action and restructuring (Turning around the lowest performing schools).*

Response:
In the application approved by the Maryland State Department of Education on November 9, 2009, PGCPS will use Title I ARRA funds for:

- *Extended Learning Opportunities (ELO) Year Round Programs* in 9 Title I schools identified for corrective action or restructuring to extend time for learning, including activities provided before school, after school, during the summer, or over an extended school year. The *Extended Learning Opportunities* programs offer before and/or after-school interventions for students in reading and mathematics in grades one through eight based on identified needs. ELO programs will provide academic support to (a) improve student achievement; (2) increase instructional time for struggling students; and (3) reduce the achievement gap among all learners.

4 FTE School Improvement Instructional Resource Teachers to facilitate the implementation of the NCLB requirements for school improvement in school plans to Title I schools identified for improvement under Maryland's Differentiated Accountability Plan

Question:

3. *How has the potential "funding cliff" impacted current discussions and subsequent decisions regarding the most effective use of ARRA funds.*

Response:

PGCPS used Title I ARRA funds to provide additional support for Head Start in existing Title I schools by creating positions of Health Support Nurses, Family Service Workers, Behavioral Specialists, Educational Coordinators, and Social Workers. Title I ARRA funds were used save jobs for School Improvement Instructional Resource Teachers, Early Childhood Teachers, and Literacy and Mathematics Academic Coaches in Title I schools. Full-Time Equivalent employees hired using Title I ARRA funds are offered contracts for the two-year period of the funding. Since there are few instances identified for hiring of such employees at the end of the ARRA grant period, the Title I Department may have resources to support these positions through their Title I, Part A funds in 2011; thereby minimizing the funding cliff.

Question:

4. *Please complete the ARRA Funds Financial Reporting Table.*

Response:

Please see pages 567-568

:Question 4

**1.1.A: ARRA Funds Financial Reporting Table**
**Local School System: _____**

| ($ In Thousands) CFDA | Grant Name | Current FY 09 Budget | Current FY 10 Budget | Total Arra Funds |
|---|---|---|---|---|
| 10.579 | National School Lunch - Equipment Assistance | $90,000 | $0 | $90,000 |
| 84.387 | Homeless Children and Youth | $0 | $113,824 | $113,824 |
| 84.389 | Title I - Grants to LEAs, Neglected and Delinquent | $0 | $22,630,755 | $22,630,755 |
| 84.391 | IDEA Part B - Grants to States-Pass-Through | $0 | $28,606,592 | $28,606,592 |
| | IDEA Part B - Grants to States-Discretionary | $0 | $0 | $0 |
| 84.392 | IDEA Part B - Preschool Grants | $0 | $843,600 | $843,600 |
| 84.393 | IDEA Part C - Infants and Families | $0 | $0 | $0 |
| 84.394 | State Fiscal Stabilization Fund Education Program | $0 | $46,542,234 | $46,542,234 |
| 93.708 | Head Start ARRA Expansion Grant | $0 | $1,057,655 | $1,057,655 |
| 93.708 | Head Start ARRA COLA Quality Improvement Grant | $0 | $427,269 | $427,269 |
| | Other* | $0 | $0 | $0 |
| Total | | $90,000 | $100,221,929 | $100,311,929 |

Instructions: For each of the four assurances, please identify how ARRA funds were used by itemizing expenditures for each assurance. Indicate the grant CFDA number as the source of the funds for the expenditure.

**Assurance 1:** Increase teacher effectiveness and address inequities in the distribution of highly qualified teachers (recruiting, developing, and retaining effective teachers and principals).

| Expenditures: | Source | Amount | FTE |
|---|---|---|---|
| Funds to support increased teacher effectiveness by providing ongoing training in secondary transition planning for students with disabilities. | 84.391 | $8,603,226 | 52 |

**Assurance 2:** Establish and use a pre-K through college and career data system to track progress and foster continuous improvement (building data systems that measure student success and inform teachers and principals how they can improve their practices).

| Expenditures: | Source | Amount | FTE |
|---|---|---|---|

**Assurance 3:** Make progress towards rigorous college and career-ready standards and high quality assessments that are valid and reliable for all students, including limited English proficient students and students with disabilities (adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace).

| Expenditures: | Source | Amount | FTE |
|---|---|---|---|

**Assurance 4:** Provide targeted, intensive support and effective interventions to turn around schools identified for corrective action and restructuring (turning around lowest performing schools).

| Expenditures: | Source | Amount | FTE |
|---|---|---|---|
| Funds will be used to implement strategies designed to improve student achievement through school improvement and reform projects (America's Choice, New Leaders for New Schools), to support early childhood interventions for Head Start, and school-based extended learning programs for the 60 existing Title I schools. | 84.389 | $22,630,755 | 46 |
| Funds to support Coordinated Early Intervention Services (Reading Recovery) to provide intensive support for struggling readers. | 84.391 | $4,756,528 | 28 |

**Other:** Please itemize other uses of ARRA funds in this category.

| Expenditures: | Source | Amount | FTE |
|---|---|---|---|

| 1.1.A: ARRA Funds Financial Reporting Table<br>Local School System: _____ | | | |
|---|---|---|---|
| Funds are supporting the acquisition of food service equipment (steamers, milk coolers, warming cabinets, convection ovens) in 5 targeted schools to improve the efficiency of the lunch room. | 10.579 | $90,000 | 0 |
| Funds are supporting district-wide utility costs. | 84.394 | $46,542,234 | 0 |
| Funds are supporting the enhancement and expansion of services to homeless student population for uniforms, transportation, and personal hygiene items. | 84.387 | $113,824 | 0 |
| Funds are supporting the expansion of Head Start services to 60 additional children and families in center based settings that will also include support for training and technical assistance and 8 newly created teacher and paraprofessional positions. | 93.708 | $1,057,655 | 8 |
| Funds are supporting the enhancement of the quality of services delivered to children and families in center based settings that will also be used for training to address obesity and diversity, career development opportunities for staff and the creation of 2 newly created bilingual family service workers. | 93.708 | $427,269 | 2 |
| Funds to support activities and programs that provide technology support and interventions that are designed to reduce referrals to Special Education for students without disabilities and outreach to support families of students with disabilities.. | 84.391 | $15,246,838 | 11 |
| Funds to support the improvement of service delivery and resource utilization. | 84.392 | $843,600 | 1 |
| *Indicate any other ARRA funds received by the school system, including the CFDA number. | | | |

Footnote: ARRA Phase II - IDEA B State Passthrough and Preschool Passthrough allocation will be spent in FY11.

# Section 2:
# State Fiscal Stabilization Fund Program – Phase I

Planned Use of State Fiscal Stabilization (SFS) Funds

Question:

1. *Please describe what the influx of unrestricted ARRA funds (State Fiscal Stabilization program funds) has allowed the school system to accomplish this year, regardless whether or not the SFS funds were directly used to fund an initiative. (For example: A school system plans to use SFS funds to pay for utilities, but that decision, in turn, is allowing the district to allocate other funds to a different program or initiative.)*

Response:

Local and state revenues provide the majority of the funds supporting the Operating Budget for the Board of Education comprising 36% and 50% respectively of the total budget. With limited financial resources, the school district remains responsible to strategically appropriate funding in areas that will sustain academic successes in prior years, support high levels of learning and academic achievement for all students, and fulfill the mission and core values established by the Board of Education. In fiscal year 2010, state sources of revenue includes a series of federal targeted restricted and unrestricted State Fiscal Stabilization pass-through funds initiated from the American Recovery and Reinvestment Act of 2009. These supplemental educational resources were awarded to stimulate the economy in the short term and invest in education and other essential public services to ensure long-term economic stability in a national financial climate that has experienced slow economic growth due to falling home prices, rising fuel costs, and sharp increases in property foreclosures. The influx of $46.5m dollars of State Fiscal Stabilization Funds, issued to restore State support for elementary and secondary public education, has been earmarked to support district-wide utility costs which indirectly saves and creates jobs, eliminates the necessity of reducing or discontinuing educational services for students, while providing the opportunity for the school system to reduce the achievement gap and prepare students to be college and career-ready after graduation. Utilizing the (SFS) funds in fiscal year 2010 to support fixed costs such as utilities, an essential component to the overall operational needs of the school system, it has prevented the initiation of a district-wide employee furlough and other potential downgrade of activities and initiatives that threaten the preservation teaching and learning in the classroom.

Question:

2. *If the State Fiscal Stabilization (SFS) funds are being used for specific construction projects, please provide a list of the specific construction projects (ARRA Division, A, Section 14008) and the corresponding resource allocations.*

Response:

N/A – State Fiscal Stabilization (SFS) Funds

Question:

3. *If the SFS program funds are being used for one-time costs to avoid the "funding cliff" when the money runs out in two or three years, please describe these initiatives, and include the corresponding resource allocations.*

Response:

To avoid the “funding cliff” when the (SFS) funds expire in the next two or three years, It is anticipated that the economic conditions responsible for the current recession will have improved and revenue levels, especially major state aid sources will be restored to levels that will enable the school system to realign the utility costs back to general fund unrestricted resources that are necessary to support expenditures associated with sustaining mandatory operations within our school system.

# Section 3:
# State Fiscal Stabilization Fund Program – Phase II

## Proposed Program Requirements

| Achieving Equity in Teacher Distribution | | | | | |
|---|---|---|---|---|---|
| **Summary**: To enable State officials, parents, the Department of Education, local educators and other key stakeholders to measure States' progress towards improving teacher effectiveness and achieving equity in the distribution of teachers and principals, States will need to collect, publish, and analyze basic information about how districts evaluate teacher and principal effectiveness and distribute their highly qualified and effective teachers among schools. The objective is to highlight inequities that result in low-income and minority students being taught by inexperienced, unqualified, out-of-field or ineffective teachers at higher rates than other students. Similarly, because principals play a critical role in teaching and learning, it is important to highlight inequities that result in low-income and minority students being taught in schools overseen by ineffective principals at higher rates than other students. | | | | | |
| **Citation** | **Description** | **Rationale** | **New or existing collection?** | **If not yet available, what is your timeframe to do so?** | **What obstacles, if any, are there to meet the requirement by 9/30/11?** |
| Descriptor (a)(1) | The systems used to evaluate the performance of teachers | Teacher evaluation systems typically reflect a holistic view of teacher performance, and as such are an important information source for assessing the distribution of effective teachers. | New information: PGCPS is currenly piloting a new observation protocol that will serve to inform a new evaluation process for teachers. This pilot is based on Charlotte Danielson's Framework for Teaching which identifies the critical aspects of teaching that promote and improve student learning. | FY2013 for full implementation. PGCPS has began the pilot phase of evaluation reform. (In FY2010) | Financial/budgetary requirements. Collective bargaining process. |
| Please provide a link: | | | | | |
| Indicator (a)(2) | Whether the systems used to evaluate the performance of teachers include student achievement outcomes as an evaluation criterion | Evaluation systems that include student achievement outcomes yield reliable assessments of teacher performance. Knowing if an evaluation system includes these outcomes informs the value of teacher performance ratings. | New information (yes/no) No this is not in place | 2013 and based on when current standardized testing programs are expanded. | Collective bargaining; funding, and a limited student assessment program. |
| Please provide a yes or no indication: No, this is currently not in place | | | | | |

| Achieving Equity in Teacher Distribution | | | | | |
|---|---|---|---|---|---|
| Citation | Description | Rationale | New or existing collection? | If not yet available, what is your timeframe to do so? | What obstacles, if any, are there to meet the requirement by 9/30/11? |
| Indicator (a)(3) | If the district's teachers receive performance ratings or levels through an evaluation system, the number and percentage of teachers rated at each performance rating or level | Ratings from teacher evaluation systems further highlight the strengths and weaknesses of those systems and provide valuable information on the distribution of effective teachers across districts. | New data: Under the current system all teachers are rated Satisfactory or Unsatisfactory. This system lacks granularity and objectivity. For FY 09 99% of teachers in PGCPS received a satisfactory rating utilizing the current evaluation protocol. However, the current system is limited in scope and it does not provide a high level of differentiation in teacher performance. | FY 2013 for full implemenation. Pilot began FY10 with 3% of teachers. | Financial/budgetary requirements. Collective bargaining process. |

| Indicator (a) (3) | Rating or Level | Rating or Level | Rating or Level |
|---|---|---|---|
| Number of teachers at each performance rating or level | Satisfactory | Unsatisfactory | |
| Total number of teachers | 9875 | 77 | |
| Percentage of teachers at each performance rating or level | 99% | <1% | |

| | | | | | |
|---|---|---|---|---|---|
| Indicator (a)(4) | If the district's teachers receive performance ratings or levels through an evaluation system, whether the number and percentage of teachers rated at each performance rating or level is available for each school in the district in a manner easily accessible and a format easily understandable by the public. | To the extent information on the distribution of teacher performance ratings is readily accessible by school, State officials, parents and other key stakeholders can identify and address inequities in the distribution of effective teachers on an ongoing basis. | New information below (yes/no) No | 2013 Targeted date | Financial/budgetary requirements. Collective bargaining process. |

| Please provide a yes or no indication: No. This component is not currently in place. |
|---|

| Achieving Equity in Teacher Distribution | | | | | |
|---|---|---|---|---|---|
| Citation | Description | Rationale | New or existing collection? | If not yet available, what is your timeframe to do so? | What obstacles, if any, are there to meet the requirement by 9/30/11? |
| Descriptor (a)(2) | The systems used to evaluate the performance of principals. | Principal evaluation systems typically provide a holistic view of principal performance, and as such are an important information source for assessing the distribution of effective principals. | New information below: The current principal appraisal process has ratings of "Exceeds Expectations", "Meets Requirements" and "Unsatisfactory" and is based on a point system of 12 competency areas. Principals scoring 2.99 and below are rated as unsatisfactory. Standards are being included as part of the district's performance management work and will be a significant part of each administrator's annual evaluation as the process is refined. | 2013. New standards in accordance with the district's new Performance Management process are under development. (In FY2010) | Collective bargaining and budgetary constraints. |

| Please provide a link: |
|---|

| | | | | | |
|---|---|---|---|---|---|
| Indicator (a)(5) | Whether the systems used to evaluate the performance of principals include student achievement outcomes as an evaluation criterion. | Evaluation systems that include student achievement outcomes yield reliable assessments of principal performance. Knowing if an evaluation system includes these outcomes informs the value of principal performance ratings. | New information below (yes/no) No | 2013 | Collective bargaining and budgeting constraints. |

| Please provide a yes or no indication: No |
|---|

| | | | | | |
|---|---|---|---|---|---|
| Indicator (a)(6) | If the district's principals receive performance ratings or levels through an evaluation system, the number and percentage of principals rated at each performance rating or level. | Ratings from principal evaluation systems further highlight the strengths and weaknesses of those systems and provide valuable information on the distribution of effective principals across districts. | New data below: | 2013 | Collective bargaining and budgeting constraints. |

| Indicator (a) (6) | Rating or Level | Rating or Level | Rating or Level |
|---|---|---|---|
| Number of principals at each performance rating or level | Satisfactory | Unsatisfactory | |
| Total number of principals | 207 | 3 | |
| Percentage | 98% | <2% | |