

90 DAY

REPORT

Superintendent Millard House II



Dear PGCPs Community,

As we reflect on the past three months, I've had the privilege of engaging with diverse stakeholders, including students, families, educators, community members, elected officials and business leaders, all deeply invested in the success of Prince George's County Public Schools (PGCPs). Your invaluable input has played a pivotal role in shaping the ideas and plans that will steer the future of our school district. We are now prepared to move forward, embarking on a journey that aligns with our shared vision for a stronger PGCPs.

This report will serve as our roadmap, outlining immediate actions in crucial areas such as school safety, transportation, and meaningful family and community engagement. These foundational steps are integral to paving the way for student success. We firmly believe that, with the right support structures in place, our students can achieve remarkable feats both inside and outside the classroom.

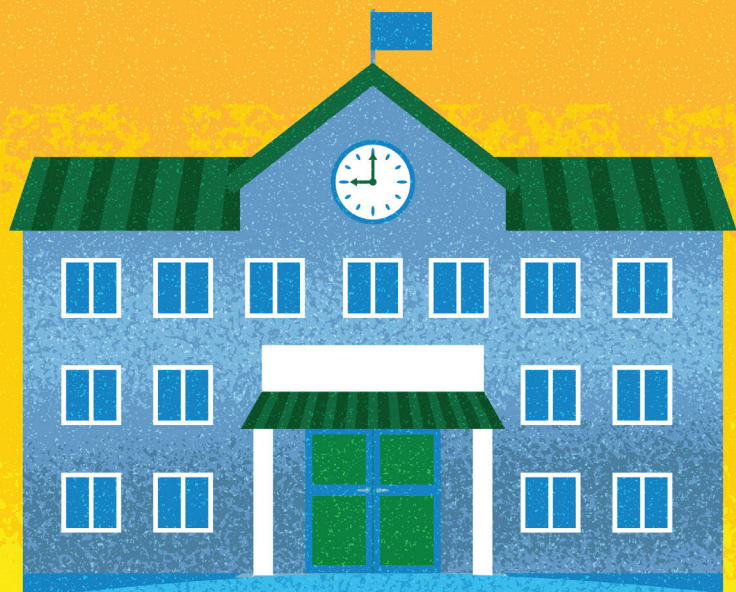
Undertaking this work will be a collective effort, and we acknowledge that we cannot do it alone. We need you to stand with us, partner with us and hold us accountable.

Our shared aspiration is to equip students with the tools they need to grow and thrive, providing a world-class education that positions them as leaders in academic achievement within the state of Maryland and beyond. The inherent talent, pride, and strength in diversity within our community are assets we must maximize for the benefit of all.

While the challenges before us are real, the opportunities that lie ahead are nothing short of extraordinary. I look forward to the great things we will accomplish on this journey together.

Sincerely,
Millard House II

55
SCHOOLS VISITED



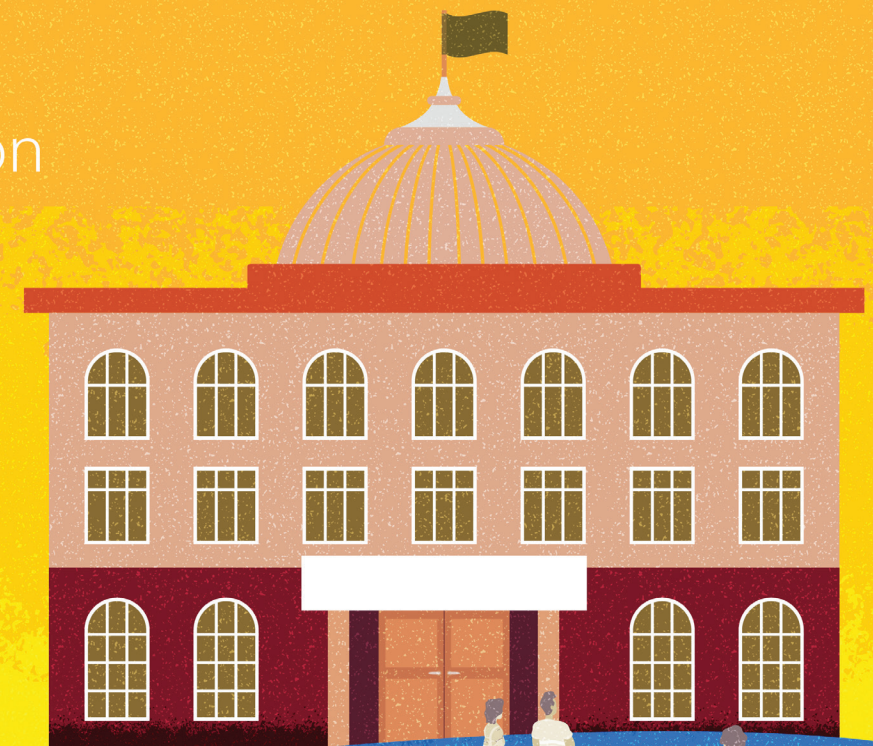
safety
busdrivers
communication
bullying
sped
anti-canvas
mental health
drugs
writing
guns
turnover
counselors
tutoring
transportation
transparency

20K
TOWN HALL
VIEWERSHIP NUMBERS

4K
MILES DRIVEN
CROSS COUNTY



400
TOWN HALL
IN-PERSON ATTENDANCE



LISTENING & LEARNING

Through a series of four community engagement events, the fall 2023 Listen. Lead. Learn. Superintendent Town Hall series resulted in reach including hundreds of in-person attendees and nearly 20,000 online views. Livestreaming, American Sign Language, simultaneous interpretation in Spanish and childcare services facilitated accessibility, while the pre-submission of more than 100 questions reflected high engagement and interest in shaping the future of PGCPs.

Immediate Actions

Collaboration with the Parent and Community Advisory Council (PCAC)

Recognizing the critical role parents and the community play in student success, Superintendent Millard House II has prioritized strengthening collaboration with the PGCPs Parent and Community Advisory Council (PCAC) as a step in fostering a community-driven educational environment. Through regular meetings and open communication channels, the aim is to enhance the partnership between parents, community members, and the school district.

Task Force on Student Health at High Point High School

In response to widespread concerns by students, parents and staff, a task force was launched to address issues related to student drug use at High Point High School. In partnership with the Prince George's County Police Department, the task force will explore comprehensive solutions to ensure a safe learning environment and student wellbeing.

Transportation Audit

Acknowledging persistent challenges faced by the district's more than 85,000 school bus riders, Superintendent House commissioned a transportation audit to identify opportunities for efficiency and improvement. Scheduled for completion in late January, the audit will be followed by a detailed report outlining actionable solutions to work toward reliable and safe transportation for all students.

Enhanced Safety and Security Measures

As school safety continues to be a critical conversation locally and nationally, continuous review and improvement of PGCPs safety protocols will remain a priority. New school safety measures implemented for the 2023-24 school year include clear backpacks for high school students and the phasing in of security screening technology at all high schools. Implementation of security devices in high schools is scheduled for completion by year-end.





20+

Community Organizations



5+

Minority-Owned Businesses



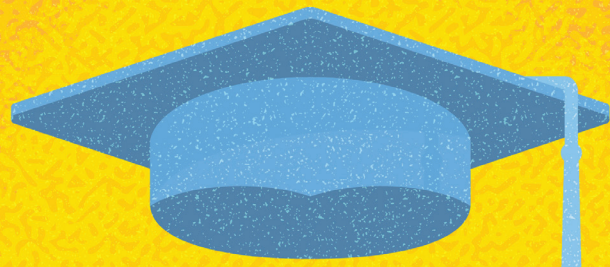
30+

Education Partners*



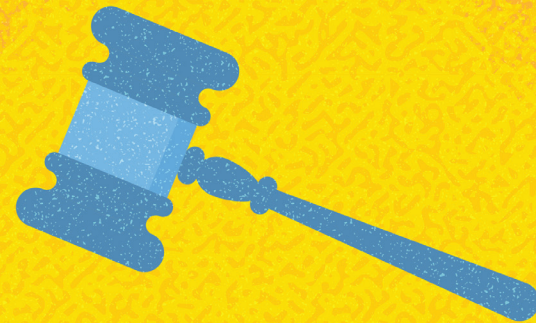
7

Labor Partners**



700

Student Leaders



13

Delegation Partners

COMMUNITY ENGAGEMENT

* Met with local, state and national partners in education including University of Maryland, Bowie State University, Prince George's Community College, the Maryland State Department of Education and U.S. Department of Education

** Engaged all four PGCPs labor partners to establish collaboration to enhance employee experiences

Superintendent House has prioritized relationship-building by engaging student leaders and forging strong connections with state and local lawmakers, business leaders, labor partners and other key stakeholders. The goal: a collaborative approach towards educational excellence.

**WHITE HOUSE
EDUCATION PANEL**

Washington D.C.

**MET WITH
STATE LAWMAKERS**

Annapolis, MD

**TESTIFIED ON
ESSER FUNDING**

Chiefs for Change

**GOVERNOR WES MOORE
TOWN HALL**

JULY 2023

**U.S. DEPARTMENT
OF EDUCATION
ROUNDTABLE**

Career & Technical Education
@ Crossland High School

CIVIC ENGAGEMENT

From Annapolis to Capitol Hill, Superintendent House's first 90 days showcased a commitment to civic and educational leadership and advocacy, amplifying the needs and underlining the successes of the school system. House testified in Washington D.C. on federal school funding, participated in a White House

education panel, joined U.S. Secretary of Education Miguel Cardona for dialogue that highlighted PGCP's highly regarded Career and Technical Education programs and joined Maryland Governor Wes Moore for a town hall on state priorities.

CLIMATE & CULTURE AT A GLANCE

Respondents Total- 28,000

Learning Environments

School Safety

Professional Development

Mental Health & Wellness

76%

Classroom Instruction

Students agree teachers challenge them to think critically and provide opportunities to work in small groups

77%

Feeling Welcome

Staff say they feel welcome at work. 57% of students this year say they feel welcome at school.

43%

Feeling Safe

Middle/high school students reported feeling safe at school, a slight increase from the previous year. 75% of staff reported feeling safe at work, a slight increase from the prior year.

46%

Bullying Perception

Middle/high school students reported that bullying is a problem at their school.

72%

Staff say they receive enough professional development learning opportunities related to standards-aligned instruction and assessment.

67%

Staff say they receive enough professional development learning opportunities related to their content area.

67%

Staff say they receive enough professional development learning in their work supporting English learners.

65%

of students and 67% of parents agree they know where and how to access mental health and wellness resources.

24%

of students and 27% of parents report using one or more resources to improve student mental health and wellness.

In record-breaking participation, more than 28,000 stakeholders responded to the annual PGCPs Climate and Culture survey including thousands of open-ended comments reflecting a wide range of opinions, concerns, and suggestions from students, families, teachers, and staff across the district. A comprehensive summary of the survey will be available in January 2024.



Outcomes

The Superintendent's first 90 days have been marked by vital engagement with a wide range of stakeholders. After listening and learning firsthand what is working well and areas for improvement, the following outcomes have been identified to move PGcps forward by ensuring all students and families have access to an equitable and high quality education.

New Strategies to Serve Special Education Students

To create a more impactful learning environment for our special needs learners, in the 2024-25 school year, we will introduce innovative strategies focused on enhancing support for special education students. This includes exploring staffing, school facilities, and resource allocation to optimize targeted services.

Student, Principal & Teacher Advisory Committees

A Student Advisory Committee along with Principal and Teacher Advisory groups will be established as channels through which the Superintendent and Central Office leaders can connect with the unique needs of students and school leaders. Through direct engagement, Superintendent House aims to create a more responsive and student-centered educational environment.

Additionally, the district will convene stakeholders to offer input and guidance into the following areas: maintenance, transportation, contract services, food services, health & safety in schools, special education and student services, human resources leave rules and Blueprint Planning and Implementation.

Potential Expansion of Parent Engagement Assistants

Recognizing the pivotal role of family and community partnership, the school system is exploring the expansion of Parent Engagement Assistants (PEAs) to serve more schools within the district. PEAs presently serve about 80 schools and expansion would be focused on strengthening the home-school connection, fostering increased family engagement and providing additional support and resources where needed.

New Legislative Platform

To strengthen partnership with lawmakers, advocate for students, and advance the school system's mission of excellence, PGcps introduced a 2024 Legislative Platform to serve as a roadmap for how the school system engages with elected officials and shapes legislation that impacts our community. The Platform outlines an official position around legislative measures we support and oppose for the betterment of our students, staff and families on matters impacting recruitment and staffing, curriculum development, assessment and grading policies, funding for critical programs, school and community safety, special education and more. This new strategic approach ensures unified and informed advocacy for the best interests of PGcps.

Website Functionality Audit

Recognizing the importance of user-friendly information sharing and effective communication, an audit of key content and search functionality at www.pgcps.org has been initiated. This audit aims to ensure that visitors can easily navigate and access information. The PGcps web team will implement necessary adjustments and introduce new content to enhance the search experience, thus promoting transparency and accessibility.



New Policies

The following Board of Education policies, endorsed by the Superintendent, embody a commitment to supporting students and families, while also fostering operational excellence and efficiency in schools and offices.

Policy 3506 - Public Charter School - Establishes guidelines for the evaluation of proposals for public charter schools and the oversight of approved public charter schools.

Policy 5110.3 - Voluntary Transfer Requests for Students – Guidelines for considering the circumstances for a student to attend a school other than their identified residential boundary/attendance school and a fair and equitable process for all parent(s) or guardian(s) requesting a transfer for their children.

Policy 5114.1 - Students Exiting Before Attainment of Diploma or Certificate – Diligence in determining the underlying reason and providing of all educational options upon a student, 18 years of age or over, requesting withdrawal from school prior to graduation.

Policy 6139 - Test Security and Data Reporting – Establishing fair and consistent guidelines to ensure the administration of State or locally mandated assessments is secure, valid and reliable and to ensure the accurate reporting of test data.

Policy 2569 - Geographic Boundaries of Attendance Areas and the Consolidation or Closure of Schools - Establishes an equitable process for determining geographic boundaries of attendance areas and the consolidation/closure of schools.

Policy 5125.4 - Informed Consent and Student Data Gathering – Establishes guidelines for the administration of external and internal research studies; instructional programs or courses that require questionnaires and surveys; and protected information surveys.

Policy 5168 - Automated External Defibrillators (AEDs) - Provides guidelines for the management and administration of PGCPs' AED program and the development of individualized emergency action plans for middle and high schools.

Staffing

Amid an ongoing national teacher shortage, PGCPs is focused on 'growing our own' pipeline of teachers. In an effort to recruit and retain diverse employees, the Division of Human Resources has hired a Recruitment and Retention Advisor - Hispanic Outreach who will support the district's efforts in attracting, hiring and retaining a high quality and diverse workforce with focus on the retention of Hispanic teachers and cultivation of Hispanic school leaders.

In addition to hosting an annual bi-lingual recruitment event, PGCPs attends multiple in-person and virtual Hispanic college recruitment fairs and conferences along with promoting district hiring events through media outlets that reach LatinX community members.



2024-25 Budget Priorities

Staffing & Recruitment - We will cultivate world-class talent at all levels to recruit, develop and retain effective and caring teachers, principals, and support staff.

Academic Improvement Through Innovation - We will ensure great schools and programs in every community by accelerating student performance through bold and innovative actions at persistently underperforming schools.

Student Well-Being - We will deliver effective services and supports to students with mental health needs.

School Safety - We will work to ensure that our campuses are safe environments that foster the opportunity for optimal learning and growth.

Strategic Planning

Passed by the Maryland General Assembly in 2021 to transform public education in the state, the Blueprint for Maryland's Future will increase education funding by \$3.8 billion each year over the next 10 years to enrich student experiences and accelerate outcomes for all children in Maryland.

PGCPS received full approval for our Blueprint plan and is moving forward with the implementation phase. Notable efforts include expanding pre-kindergarten, fostering career coaching partnerships and enhancing community schools. PGCPS is also engaging stakeholders through listening sessions to explore evidence-based policies for improved student outcomes, focusing on supportive, equitable and culturally responsive environments.

Blueprint priority areas include: accelerating achievement in mathematics, improving school culture and climate and continuing the implementation of social-emotional learning and mental health supports. Despite progress, particularly in mathematics proficiency, challenges persist, including rising chronic absenteeism and disciplinary issues, especially among vulnerable student populations. Our commitment to supporting unique student populations and an emphasis on mathematics underscores the comprehensive framework guiding the district's ongoing improvement efforts.



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Next Steps

Building upon the listening and learning that defined the Superintendent's first 90 days, ongoing stakeholder engagement will remain a priority and be essential to our work building a stronger PGCPS. Regular updates on significant milestones related to key initiatives will be provided to keep the community well-informed and involved at every stage of our progress.

Additionally, as we approach the 2024-25 budget cycle, we encourage active participation in this critical process. Community feedback is instrumental in guiding the budgetary decisions that directly impact our educational goals.

Your continued engagement and partnership are invaluable to the success of PGCPS.

