

## PGCPS Presentation Covers:

- Who we are
- What we believe
- How we've done to date on increasing student (achievement)
- Why the district is improving
- Where challenges remain

# WHO WE ARE

## OUR DIVERSE COMMUNITY



- 2008 Student Demographic Data (133,392 total students Prek – 12<sup>th</sup> grade)
- 220+ Schools
- 12,439 ESOL Students (up 40% in 5 years)
- Native American 0.42%, Asian 2.93% African American 74.16%, Caucasian 5.10%, Hispanic 17.38%
- Speakers of Other Languages 10.09%
- 21,608 international students, representing 145 countries and speaking 154 different languages at home

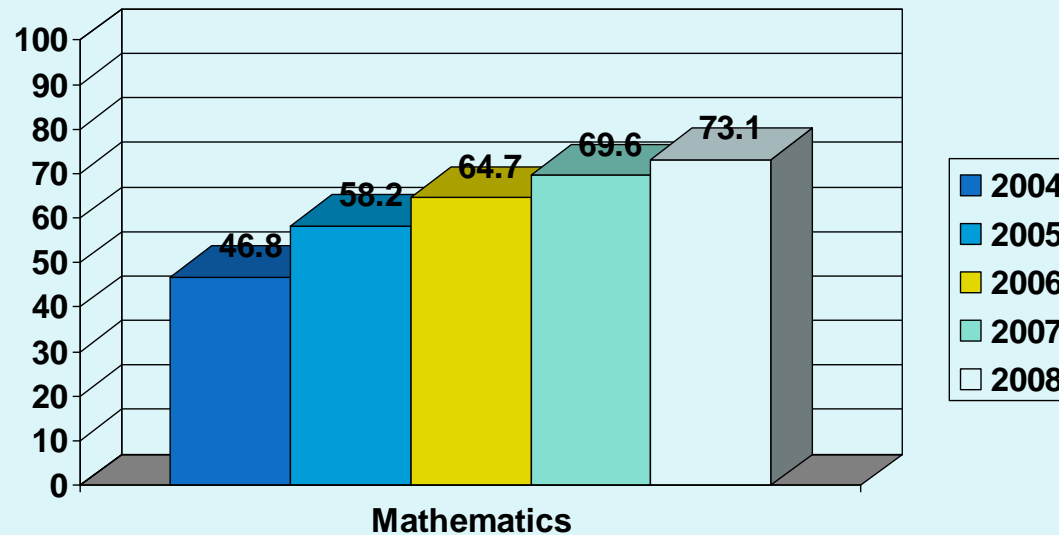
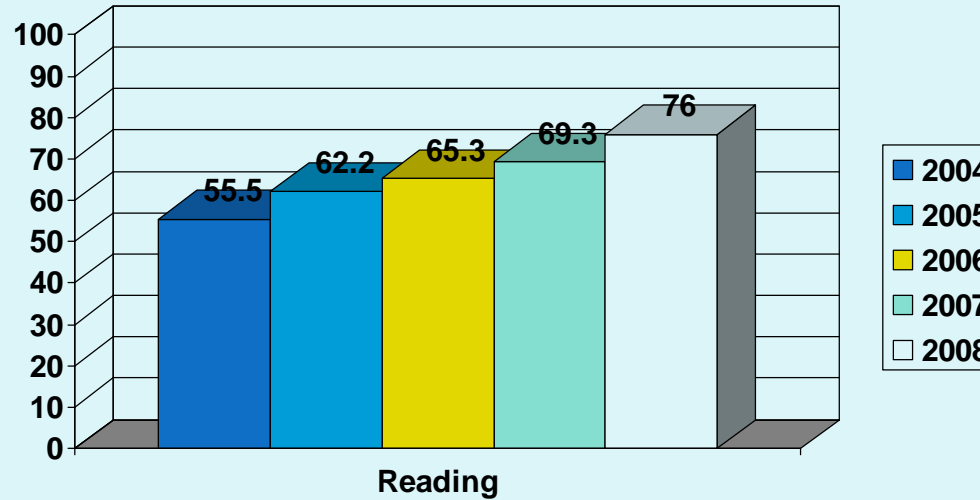
## ***WHAT WE BELIEVE: PGCPS IS THE PLACE***

- Where the needs of “Children Come First”;
- Where “Victory is in the Classroom”;
- Where “Parents are our Partners”;
- Where student achievement is improving at a faster rate than anywhere else in Maryland;
- Where every student has access to college-level work and career training;
- Where children with the least, receive the most support; and
- Where our most-talented students have opportunities to reach beyond the boundaries of normal expectations.

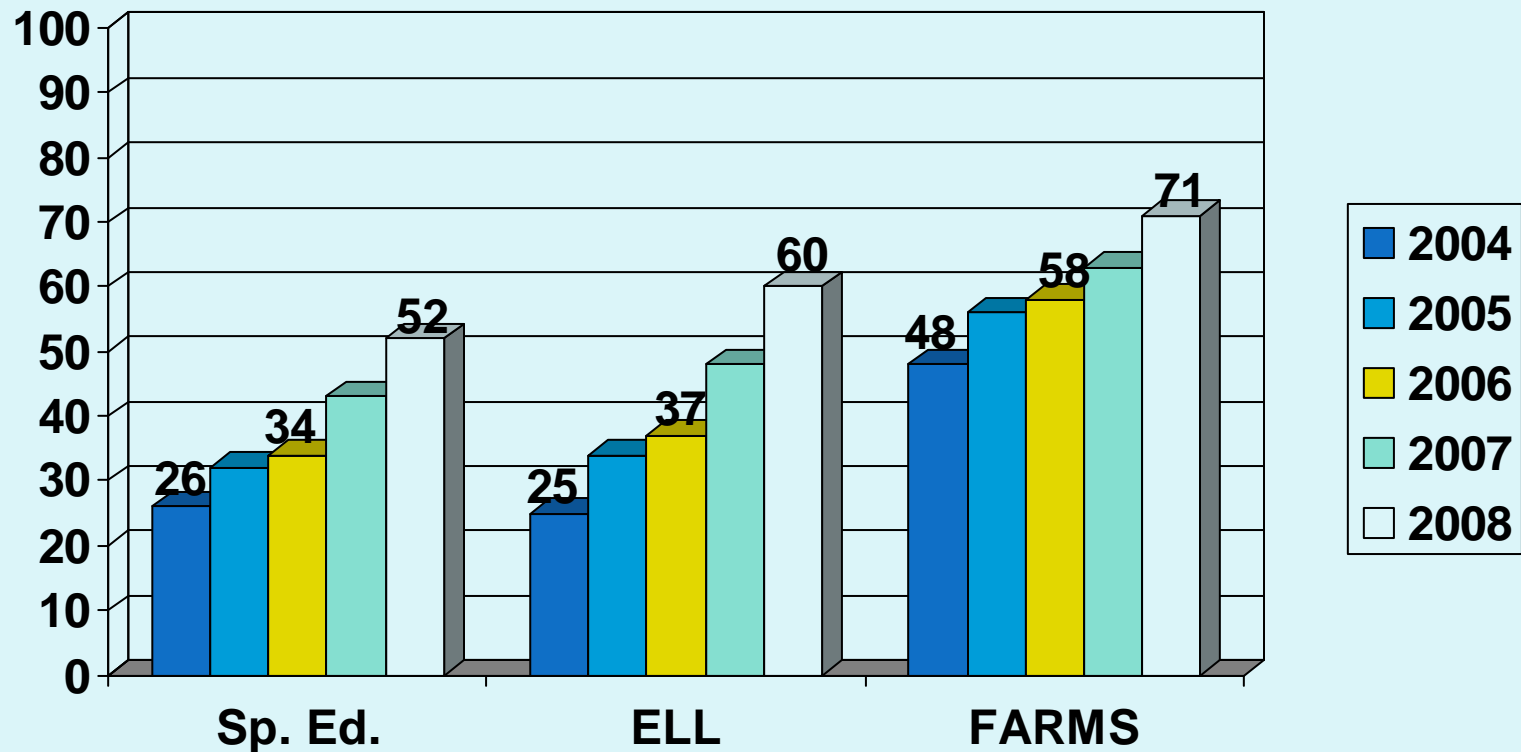
# ***Student Achievement Overview***

- Elementary Student achievement is at its highest level since the State of Maryland began assessing students in 2003 as required by the federal No Child Left Behind law.
- Overall, Prince George's County Public Schools improved on the 2008 Maryland School Assessments (MSAs) in **EVERY SUBJECT** tested, at **EVERY GRADE LEVEL**, and in **EVERY SUBGROUP**.
- AP and SAT test scores and participation rates are higher than ever as well.
- PGCPS currently has more schools meeting AYP than since NCLB began.

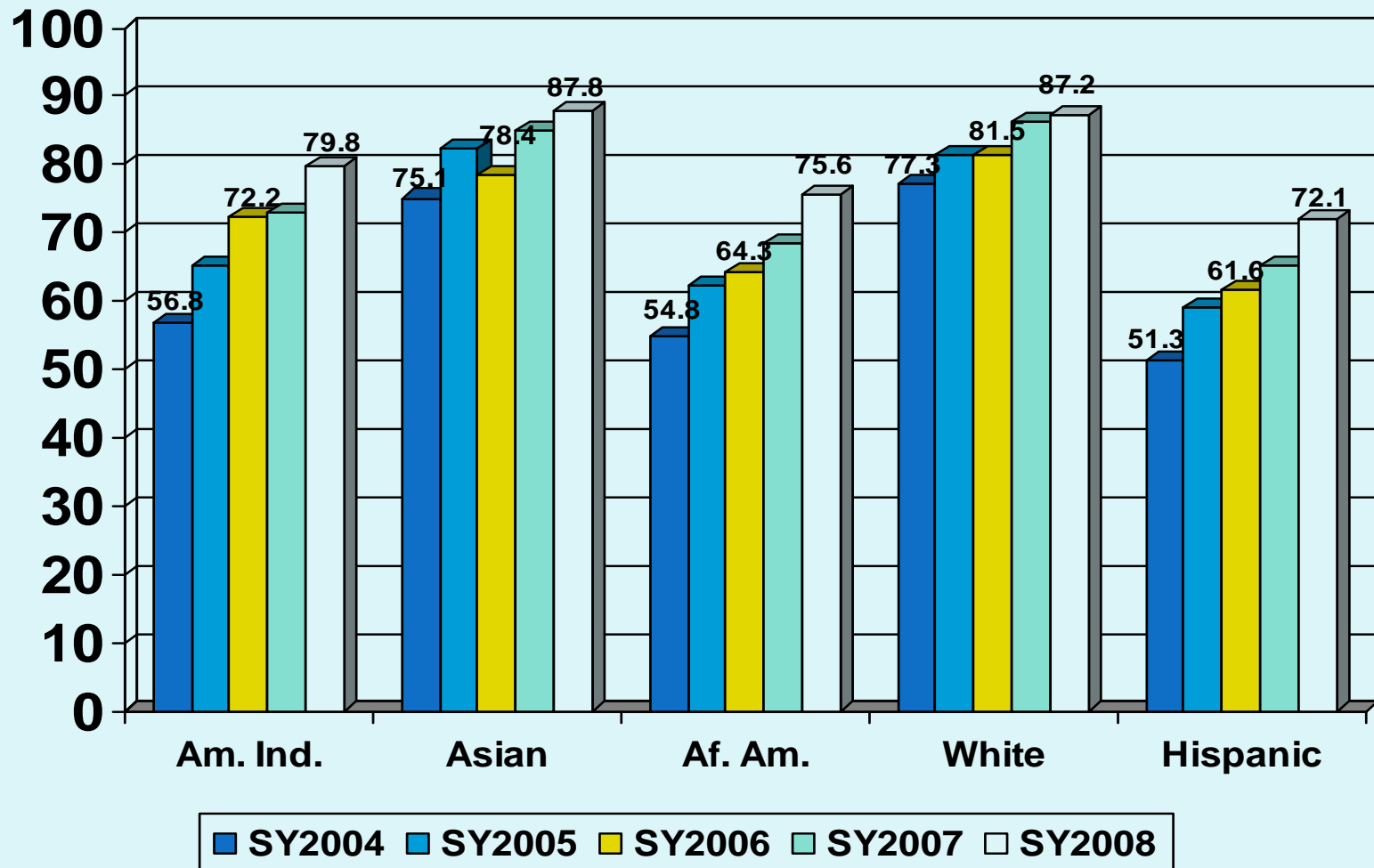
# Overall Elementary Performance on Maryland State Assessment (MSA), 2004-2008



# *Growth in Subgroup Performance on MSA Reading, 2004-2008*



# Percent of MSA Tested Elementary Students Proficient in Reading by Race; SY2004 to SY2008

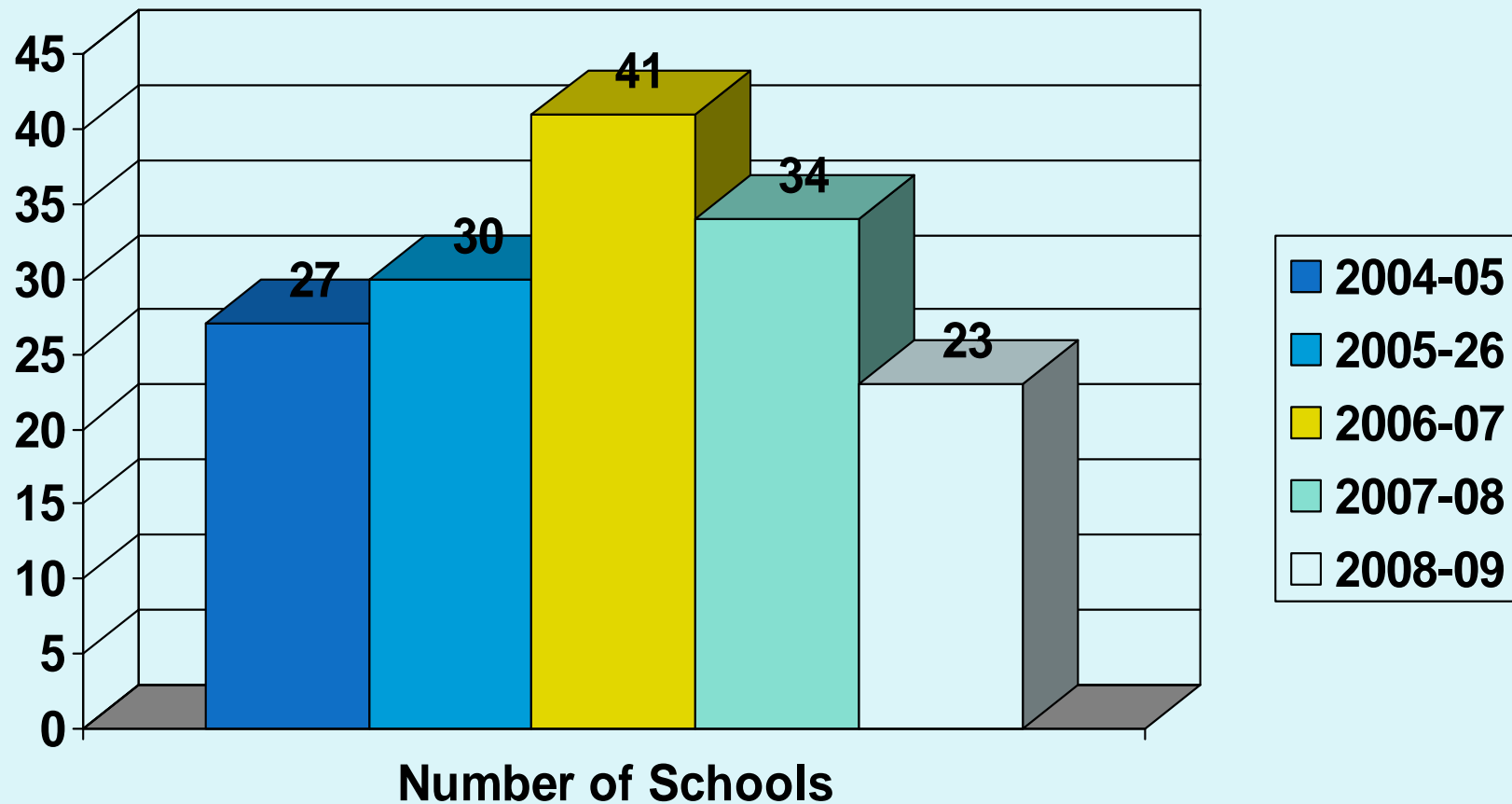


# *Progress in Closing Achievement Gaps in Reading, 2004-2008*

	White/ Asian % proficient	African American % proficient	<b>GAP</b>
2004	77.3	54.8	<b>22.5</b>
2006	81.5	64.3	<b>17.2</b>
2008	87.8	75.6	<b>12.2</b>

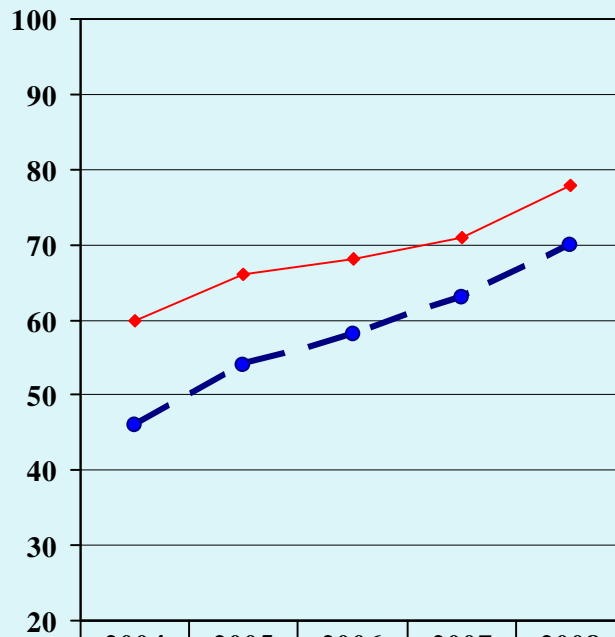
- There has been a reduction in the achievement gap between White/Asian student performance and African American student performance in Reading of 10.3 percentage points between 2004 and 2008, from 22.5 to 12.2.

# *Elementary Schools In School Improvement, 2004-05 to 2008-09*



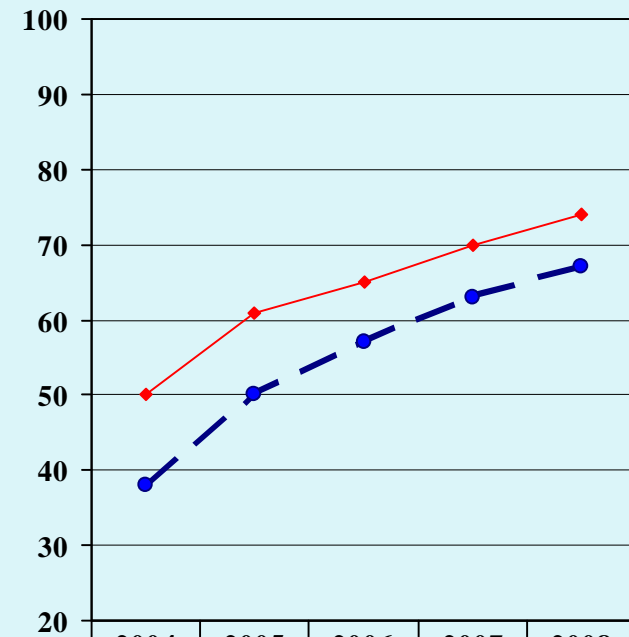
# MSA Performance SY2004 to SY2008 Comparison of Title I v. Non-Title I Elementary Schools

## Reading



	2004	2005	2006	2007	2008
—◆— Non Title I	60	66	68	71	78
—●— Title I	46	54	58	63	70

## Mathematics



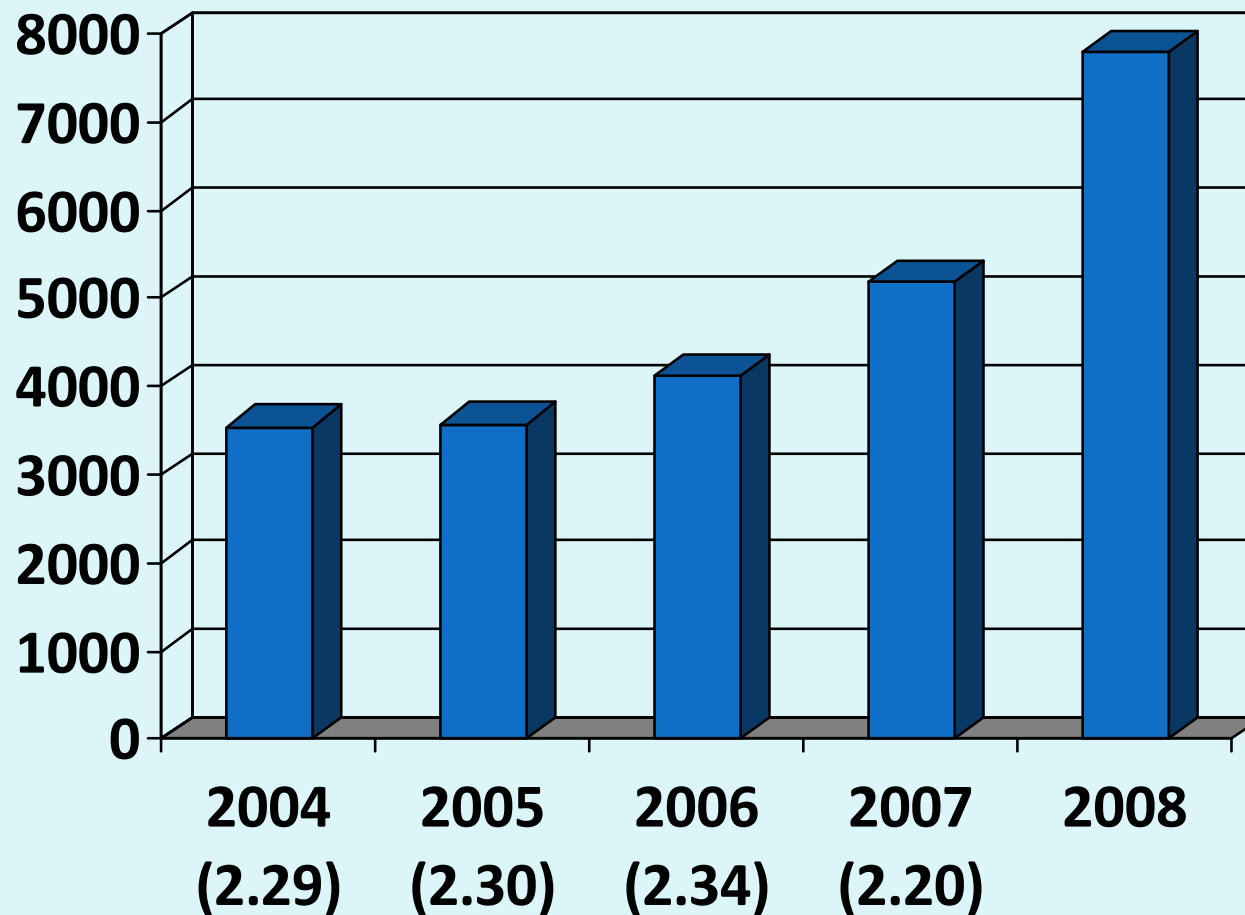
	2004	2005	2006	2007	2008
—◆— Non Title I	50	61	65	70	74
—●— Title I	38	50	57	63	67

# ***HIGH SCHOOL REFORMS***

- Focus on Access To Rigor
- Increased Personalization
- Developing a college-going culture in every school
- Individual Student Learning Plans with emphasis on college-readiness and college-counseling
- Increased offerings in Career & Technical Education

# ***ADVANCED PLACEMENT (AP 8)***

Number of AP Tests Taken



- Every HS **MUST** offer at least 8 AP courses.
- Increased access led to more than doubling the number of AP tests taken, without adversely impacting the average score.

# ***SAT PARTICIPATION 2007-08***

- The average total score (all three sections) for PGCPS students increased two points to 1,283 from 1,281.
- Statewide, PGCPS held steady with a 432 mean in Critical Reading - in Math, seniors remained stable.
- Average scores in Writing raised by two points to 431 from 429.
- This year, 13 of 21 Prince George's County high schools reported increases in their total scores, including 11 with double-digit improvement in their total scores. Seven of the high schools reported improvement in total SAT scores of more than 20 points.
- Fairmont Heights HS reported the largest gain in total SAT scores with an increase of 41 points.

# Why Are We Improving?

- PGCPS Leadership Overall Strategies
  - Recruit the Best Leadership Team Possible and protect them as they do the work
    - 60% of Principals have been replaced in the last 3 years
  - Implement Capacity-Building approach to reform
    - IFL as our Anchor Instructional Reform
  - Make equitable use of all resources, human and financial
    - Resources follow NEED and not just Power, or History
  - Incentivize the most difficult work
    - TIF, Pay for Performance
  - Make each and every child known
    - Individual Learning Plans (ILPs)

# Reform Strategies

- Children Come First
  - FIRST: Prioritize hiring of highly qualified teachers for the schools that need them most.
  - Teacher Incentive Fund (TIF) enables us to incentivize placing talent with need.
  - Institute For Learning (IFL) reshaping district beliefs from an ability-based approach to one that values and promotes effort.
  - America's Choice
- Additional Reforms with early Success Indicators
  - AP 8 (Access to college-level rigor no longer an accident of geography)
  - Small Learning Communities (every child known, their futures valued)
  - College Summit Partnership
  - Annual Individual Learning Plans (for every single student)

# Institute for Learning Partnership

All district teachers and leaders are learning and practicing the following core concepts and skills:

## 1. Effort-based Education

- Building the common expectation that all children, with rigorous instruction and appropriate supports, can reach high standards

## 2. Principles of Learning

- Establishing a common instructional framework and “language” to describe and support quality instruction and student learning with a focus on Academic Rigor in a Thinking Curriculum, Socializing Intelligence, Clear Expectations and Accountable Talk
- Understanding how the Principles of Learning invite effort and support rigor for all students
- Studying standards, curriculum, instruction and assessment through the Principles of Learning

# **IFL Partnership [cont'd.]**

## **3. The LearningWalk**

- Using the LearningWalk protocol to assess and diagnose targeted instructional and professional learning needs and to situate the LearningWalk in the cycle of continuous assessment and improvement**

## **4. Instructional Leadership and Design**

- Understanding the role of instructional leadership and district design in creating the conditions needed to support rigorous instructional environments**

# ***VICTORY IS IN THE CLASSROOM:***

## ***TEACHER PROFESSIONAL DEVELOPMENT CRITICAL***

- 73 National Board Certified Teachers
- 92.95% of PGCPS teachers fully certified
- 88% of all core academic classes are taught by “Highly Qualified” teachers
- 73% of classes in Title I schools are taught by “Highly Qualified” teachers (% almost doubled over the last 3 years)

# *Parents-Partners Energize Our Reforms*

- A Parent Liaison in every school
- A Parent Resource Center in every school
- Bilingual Parent Liaisons in schools where needed
- Parents in Leadership roles on Local School Councils
- Funding provided to cover fingerprinting costs for Full-Time Volunteers (at least 40 hours of volunteer work required)

# **CHALLENGE -**

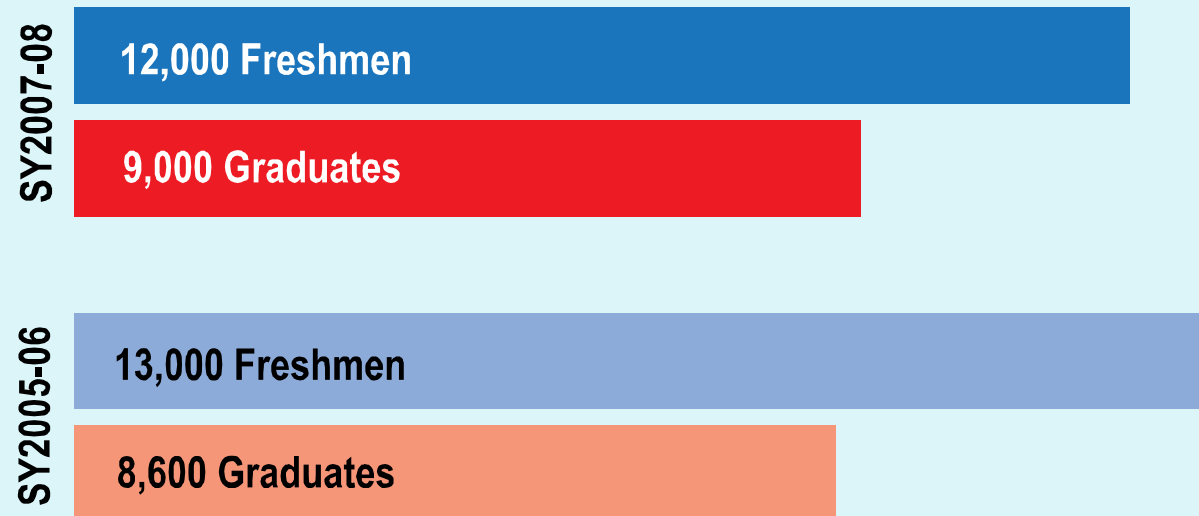
## ***Middle Schools – Middle Grades Achievement***

- **Middle school student achievement has been slow to approve. Most middle schools remain in School Improvement.**
  - PGCPS has several middle grade configurations, including 7-8 schools which guarantee 2 transitions within 3 years
  - Highest performing middle grade students are in k-8 school environments\*
  - Transitions remain challenging for the most vulnerable student populations
- **Our priority is to continue to support instructional reforms, while also working to increase the number of thematic k-8 school choices.**

# ***CHALLENGE - MAKING THE INVISIBLE, VISIBLE***

**Each school year, we teach many more 9th grade students than seniors who graduate.**

**We know that ANONYMITY IS THE ENEMY OF ACHIEVEMENT and every child must be known well by an adult in their school to be engaged in the learning process.**



# Challenge: Increasing HSA Pass Rates and Graduation Rates

## Data for the 2009 Cohort:

We currently have approximately 7,871 seniors who are diploma seeking. 5,127 (65.1%) have met the graduation requirements.

**2,754 (34.9%)** are in jeopardy of not graduating due to testing requirements.

Of the seniors who have taken all four tests, 5,127 (76.5%) have met the state testing requirement for graduation (1,602 or higher).

**1,579** seniors have taken all 4 tests and have not yet met the requirement (combined score less than 1,602).

# ***CHALLENGES AHEAD - BUDGET***

- Operating budget cuts
  - Last fiscal year, the school district budget was reduced by \$100 million
  - \$14 million in cuts need to be made to the current operating year
  - Fewer State and Local dollars will be available for the next school year
- Our priority is to maintain successful programs that are designed to accelerate student achievement
  - Performance Management work within our Managed Performance Empowerment theory of action provides opportunity to increase effectiveness and efficiency in the presence of reduced resources

# Policy Recommendations

- NCLB has been a BOON to our efforts
  - Provided the language and the imperative needed to change culture
  - Focused attention and increased expectations of parents with choice provisions
- **Recommendation:** Take a ‘Mend it, don’t End it’ approach by:
  - Fully Funding the Initiative, specifically the different strategies for developing Highly Qualified Teachers
  - Support the work of New School models that offer families choices, along with school choice

# Policy Recommendations

- **Develop policies that make it easier to offer incentives for the tougher work.**
  - Expand TIF, and other such opportunities
- **Increase support for Innovative Approaches**
  - Support Development of True Alternative Education Models, including STEM, Vocational and Virtual Education models
- **Universal Prekindergarten**
  - We know it works. Why not provide it to everyone rather than just the wealthy, the poorest and the lucky.

# Thankful for Partnerships

- County Council & County Executive
- College Board
- Institute for Learning
- US Department of Education
- Broad Foundation
- The Michael & Susan Dell Foundation
- University of Maryland
- McKinsey



PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

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