

| | |
|-------------------------------|---------------------------------------|
| Local Education Agency | Prince George’s County Public Schools |
| Date of Approval | |

The Accountability and Implementation Board (AIB) staff has completed its review of Prince George’s County’s Initial Blueprint Implementation Plan, including all revisions made in response to requests by the AIB and Maryland State Department of Education (MSDE). AIB staff has determined that the revised version of Prince George’s initial implementation plan meets the Criteria for Success and is recommending it to the Board for **approval. With the Board’s approval of the plan, FY 2024 Blueprint funds automatically withheld pending AIB approval of the LEA’s plan will be authorized for release by MSDE in accordance with the Blueprint law.**

Review Process

Each local education agency (LEA) was required to submit its Initial Blueprint Implementation Plan to the AIB and MSDE concurrently on March 15, 2023. Immediately following their submission, AIB staff reviewed them to determine if they met the minimum requirements established in the AIB’s Initial Blueprint Comprehensive Plan, including responding to all questions in the template and staying within the 98 page maximum length (excluding the template). In April 2023, the AIB determined that all LEA plans met the minimum requirements and, in accordance with statute, FY 2023 Blueprint funds were authorized for release by MSDE.

MSDE and AIB staff then conducted separate evaluations of each of the 24 LEA plans to determine if they met the Criteria for Success. For AIB’s review, AIB staff and consultants, as well as Career and Technical Education (CTE) Committee staff, served as reviewers of both LEA implementation plans and Career Counseling MOUs. Each reviewer was assigned to read pillar-specific sections of individual LEA plans and some reviewers read and evaluated entire implementation plans. Ultimately, every section of each LEA plan was evaluated by two different reviewers for AIB who consolidated their feedback to inform their final decision of whether each criterion in the Criteria for Success was met.

MSDE’s review process is described in the memo hyperlinked below. MSDE provided up to two rounds of feedback with requests for revisions to LEAs before sending their recommended plans for approval in two groups to the AIB between May 16 and June 6, 2023. AIB staff reviewed the LEA revised plans and, if applicable, identified additional responses requiring revisions based on one or more of the following criteria:

- The response did not adequately or entirely address the associated criterion in the Criteria for Success;
- The response did not adequately or entirely address a requirement for implementation identified in the Initial Blueprint Comprehensive Implementation Plan; or

- The response did not adequately or entirely address a statutory requirement.

AIB staff requested revised responses from LEAs as applicable over two rounds of feedback provided between May 25 and June 20, 2023. AIB staff provided additional technical assistance including numerous office hour sessions to assist LEAs with their revisions. Each revised LEA response was re-evaluated against the appropriate criterion to determine if the revisions met the requirements. Once all revised responses were reviewed and determined to meet the requirements, the LEA's revised plan was ready to be recommended to the Board for approval.

In addition, AIB staff/ consultants and CTE Committee staff reviewed the Career Counseling MOUs that LEAs, local workforce development boards, and community colleges submitted with each LEA plan and subsequent versions. The review criteria included meeting the requirements in the Blueprint law and the guidance provided by AIB and MSDE. Staff provided feedback to each county and requested revisions to the MOUs as applicable on June 5, with rolling deadlines in June and July for submitting and re-submitting revised MOUs until they meet the requirements.

Plan Materials

Prince George's plan submitted to the Board for approval includes the materials listed below:

- [2023 Blueprint Implementation Plan](#)—the original plan submitted by the LEA in March 2023, including a draft Career Counseling MOU if available.
- [AIB Feedback](#)—the request(s) for revisions from AIB staff sent to the LEA and the LEA's revised response(s) based on this feedback.
- MSDE [Memo](#) and Feedback ([round one](#) and [round two](#))—the request(s) for revision from MSDE staff sent to the LEA and the LEA's revised response(s) based on this feedback. (NOTE: Some LEAs received two rounds of feedback. In this case, the feedback round is noted in the document's title.)
- [Feedback on Career Counseling Memorandum of Understanding \(MOU\)](#)—feedback provided to LEAs on the initial and revised versions of the Career Counseling MOU.
- [Career Counseling MOU](#)—most recent version of the LEA's MOU.

Once the Board has approved LEA plans, LEAs will submit their final 2023 implementation plans to AIB that reflect the approved revisions they submitted to both MSDE and AIB. This final version will be posted on the AIB website, including a Spanish translation version when available. Final Career Counseling MOUs will also be posted on the AIB website.

AIB Feedback

During the review process, AIB reviewers identified numerous areas of strength and opportunities for improvement in each LEA plan. A summary of the highlights are provided below. Additional feedback will be provided to LEAs as part of ongoing technical assistance to support LEAs as they implement their 2023 plans and develop their five-year plans for submission in 2024.

| | |
|--|--|
| <p>Areas of Strength and Opportunity</p> | <ul style="list-style-type: none"> ● Prince George's has a comprehensive literacy plan with a number of supports and interventions in place for struggling learners. The plan includes a student learner profile, an instructional framework, and strategies to help all students develop digital literacy skills. There are clear expectations for students and action steps for teachers and administrators to support student achievement in each key area. When revising its literacy plan this year, the LEA should consider additional supports are available for non-EL students who are struggling with literacy in early grades (K - 5). ● Prince George's utilizes an interdisciplinary approach to job-embedded professional development, empowering content experts to develop and deliver workshops to support teachers in all content areas in better aligning their work with the science of reading. ● PGCPs has a comprehensive process for identifying materials that are culturally responsive. The LEA's Materials Evaluation Committee includes classroom teachers from schools representing the diversity of the district and utilizes a specialized rubric that includes culturally responsive elements such as ethnicity, gender, and socioeconomic status. In addition to the rubric, PGCPs's equity team has created a list of culturally responsive questions to help teachers incorporate these practices into their daily lesson plans. ● AIB and CTE Committee staff have reviewed and approved Prince George County's career counseling MOU. The specific feedback provided to Prince George's throughout the review process is available through the MOU feedback form linked above. |
| <p>Areas for Further Growth and Improvement</p> | <ul style="list-style-type: none"> ● Prince George's identified some instructional materials that do not have strong ratings from Ed Reports with respect to alignment to standards. PGCPs may consider re-examining the weight it gives to ratings from Ed Reports in its own process for selecting high-quality instructional materials. ● As PGCPs continues working with Prince George's Community College to implement the CCR support pathway, the LEA should consider how the courses balance a focus on core academic skills with offering applied and experiential learning components to engage students. ● Prince George's will embed individualized plans for each non-CCR student as part of its process for keeping all students on track to meet graduation requirements, allowing students and their families to track progress towards CCR, graduation, and postsecondary goals. PGCPs's plan acknowledges more work is needed to refine this process. In refining this work, the LEA should consider how it will address staff |

capacity given the district's teacher shortage in order to develop individualized plans for all non-CCR students as required by the Blueprint.

- As in other districts, PGCPs is experiencing teacher shortages in key subject areas. For example, PGCPs has 27 Early Literacy Support Teachers who provide job-embedded professional development, but during the 22-23 school year, all those specialists had to fill teaching vacancies. PGCPs showed innovation in filling vacancies in the short-term, such as bringing in former teachers who are now consultants to fill vacancies and partnering with Bowie State to enable some teachers to earn a Masters in Reading Education as part of their job-embedded professional development; however, long-term recruitment and support strategies must be considered.
- The LEA is still developing its comprehensive math plan, anticipated to be completed by the end of the 23-24 school year. The vision, mission, and core values listed in PGCPs's plan are strong and well-aligned with the Blueprint. The LEA must consider long-term recruitment and retention strategies for math teachers to ensure there is enough internal capacity to implement the comprehensive plan with fidelity.