



Business Management Services  
Michael Herbstman  
*Chief Financial Officer*

*Lisa Howell, Director  
Budget & Management Services*

## *FY 2024 Chief Executive Officer's Proposed Budget Q & A*

### *Questions from Board of Education*

*Budget Work Session – February 2, 2023*

#### *Divisions:*

*Business & Management Services*

*Chief Executive Officer*

*Chief of Staff*

*Human Resources*

*Information Technology*

Prince George's County Public Schools  
**FY 2024 CEO Proposed Operating Budget**

**Questions from Board of Education  
 Budget Work Session – February 2, 2023**

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<b>Business &amp; Management Services</b>		
Boozer-Strother	1.	Risk Management - The new Student Accident Reporting System was noted in FY 2023 budget as well as FY 2024. Did this come online for this school year? Is there trend data to report yet on the success of the implementation?
<b>Chief of Staff</b>		
Mickens-Murray	2.	Are Parent Group trainings on Blueprint Academic Requirements planned to educate families on how to academically assist their student?
Mickens-Murray	3.	Share Community Engagements Opportunities planned within 9 School Districts to educate parent/citizens on Blueprint data collection specifications
Boozer-Strother	4.	During the successful 2019 and 2020 PGPCS lobby events in Annapolis, your predecessor announced a commitment to organize a Lobby Night every year. The Policy & Governance Committee partnered on the 2019 and 2020 activities. The pandemic disrupted this, but these Lobby Days and Nights are back on track. Is this in your planning for the 2023 and 2024 General Assembly sessions?
Boozer-Strother	5.	Communications - What are the trends the office is experiencing in growth in certain languages spoken by parents/caregivers? What are the cultural/technological barriers to providing timely information to all stakeholder groups? What are new strategies that are being tested or implemented? What are the metrics on the expansion to the use of the weekly video communication?
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Briggs	6.	What is the current status of teaching vacancies in the county?
Briggs	7.	What percent of provisionally certified teachers does the county currently have?
Briggs	8.	How many of the provisionally certified teachers are currently in needy schools (or schools with a higher percentage of disadvantaged students)?
Adams-Stafford	9.	Grow your Own Programs: Specific to PGPCS employees or open to others such as parents? What schools have this program? Does our Grow Your Own Program have a specific Latino Outreach component? Do you have partnership with CASA or other orgs to support growth of Paraprofessionals?
Adams-Stafford	10.	Parent University: Can you describe the Parent University Program currently in existence? What are the demographic breakdowns of our paraprofessionals currently? How many applicants are LatinX? What schools have this program?
Adams-Stafford	11.	Paraprofessionals: What are some challenges that applicants face in becoming Paraprofessionals (passing test, taking courses, etc.)?
LaSalle-Frazier	12.	How many Latinx HR Team members are there now? <a href="#">Page-210</a>
LaSalle-Frazier	13.	What is the cost for a recruiter?
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LaSalle-Frazier	16.	Do we have funds earmarked for Retention initiatives?
LaSalle-Frazier	17.	What percentage of teachers are certified to give ELL instruction? What incentives are available to increase this number?
LaSalle-Frazier	18.	What percentage of Principal/Administrators are Latinx in PGPCS? What initiatives are available right now or planned for to increase this number?
LaSalle-Frazier	19.	Why are we decreasing from 5 FTE Adm support Techs to 4? <a href="#">Page-210</a>
LaSalle-Frazier	20.	How do adm support Specialists positions differ from techs?
LaSalle-Frazier	21.	Equity and Excellence budget is proposing a salary increase from \$685,755 to \$1,123,304. Can you break down these line items for me to understand the enhancement what does the position entail? <a href="#">Page-207</a>
Miller	22.	Do we have funds allocated for developing school based staff on the alignment between the evaluation tool and their professional growth? <a href="#">Page-203</a>
Miller	23.	Are there funds allocated for ongoing professional learning for school based staff after the initial training on the evaluation tool? (Do school teams have to engage in refresher sessions on the evaluation tool) <a href="#">Page-203</a>
Miller	24.	In 2022 there was \$445,144 allocated for professional contracted services. In 2023 there was \$249,000 allocated in the same budget line. In the 2024 proposed budget there are \$0 allocated. Is this a service that we do not require anymore? <a href="#">Page-211</a>

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Boozer-Strother	26.	SchoolMax - I know I am a broken record on this, but are there any plans for UX enhancements for parents being developed by the company that created this product? I have previously asked for a better product in this regard. However, I am seeing the system actually invest in more use of the platform (Student Service Learning Hours tracking, parent communication contact info, etc.) that it seems if this one major issue could be fixed that SchoolMax could be useful for many more years. Does it interface with Canvas and provide any grade data entry automation?
Boozer-Strother	27.	The expansion of Canvas trainers at school building level is great. It seems the platform has a lot of potential to provide an interesting environment for the student as well as features for parent/caregiver communication that gives us the expanded information on course content that we need to help our children. Parent as co-teacher resources are needed in all aspects of the new reality of electronic delivery of assignments. (The "old school" of this is the PDF/paper enrichment packets that come with an answer key.)
Miller	28.	Can you provide additional insight in the request for 24 additional staff members - Technical Resource Analyst - are these technical positions for roles such as help desk... or are they for supporting school staff with technology integration or both? <a href="#">Page-223</a>

**Business & Management Services**

- 1. Risk Management - the new Student Accident Reporting System was noted in FY23 budget as well as FY24- did this come online for this school year? Is there trend data to report yet on the success of the implementation?**

Phase I of the Student Accident Reporting System was implemented at the beginning of the FY 2023 School Year. To date, we have been able to capture 478 student accident injuries. As for FY 2024, the plan is to include Phase II which will incorporate capturing incident/accident data for visitors, athletic injuries, and emergency notifications.

**Chief of Staff**

- 2. Are Parent Group trainings on Blueprint Academic Requirements planned to educate families on how to academically assist their student?**

Yes. The PGCPs' Department of Early Childhood held a presentation on January 17, 2023 to the Prince George's County Early Childhood Advisory Council. We are currently working on our Blueprint Implementation Plan in which we have a representative from the PGCPs' Parent and Community Advisory Council. The representative will assist us in building a communication plan that will include all stakeholders, including parents/guardians. PGCPs' Communications is also a part of our Blueprint Implementation Team. They will also assist us in educating families on the Blueprint requirements. We will also work with the Department of Family and Community Outreach to present at future Family Institutes.

- 3. Share Community Engagements Opportunities planned within 9 School Districts to educate parent/citizens on Blueprint data collection specifications.**

As part of the Blueprint Implementation Plan that is due to the Maryland State Department of Education (MSDE) and the Accountability and Implementation Board (AIB) by March 15, 2023, we are planning to do the following in the 2023-2024 school year:

- (1) Provide updates in the PGCPs' Newsletters:
  - a. Engage PGCPs (families and communities),
  - b. Acción PGCPs (Spanish-speaking families and communities),
  - c. Partner PGCPs (business, faith-based and nonprofit groups);
- (2) Continue to provide the Board with quarterly updates (Updates will include status reports on aspects of the Blueprint Implementation Plan);
- (3) Continue to provide presentations to the Board's Policy and Governance sub-committee as requested;

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- (4) Continue to post Blueprint implementation updates to the PGCPSS website;
- (5) Continue to engage Blueprint Implementation Team members in the creation and execution of the communication plan for community engagement opportunities.

**4. During the successful 2019 and 2020 PGCPSS lobby events in Annapolis, your predecessor announced a commitment to organize a Lobby Night every year. The Policy & Governance Committee partnered on the 2019 and 2020 activities. The pandemic disrupted this, but these Lobby Days and Nights are back on track. Is this in your planning for the 2023 and 2024 General Assembly sessions?**

This was not planned and we will not have a Lobby Night for the 2023 General Assembly Session, but will work with our team to find other cost neutral ways to connect with our legislative representatives and partners. We will plan to do a Lobby Night for the 2024 session.

**5. Communications - What are the trends the office is experiencing in growth in certain languages spoken by parents/caregivers? What are the cultural/technological barriers to providing timely information to all stakeholder groups? What are new strategies that are being tested or implemented? What are the metrics on the expansion to the use of the weekly video communication?**

In FY 2023, we have experienced the most growth in our most represented language, Spanish. We have welcomed increased numbers of students/families from the northern triangle countries of Central America (El Salvador, Guatemala, and Honduras), and have also had an influx of families from Venezuela (up 50% from July 2022- January 2023). From July 2022 to January 2023, PGCPSS has experienced a 10% increase of students with an identified home language of Spanish. This continues to warrant the need for additional Spanish interpreter hires, and also future consideration of a full-time interpreter pool with Spanish interpreters allocated to school clusters or regions. With the revitalization of refugee and asylum approvals at the federal level, PGCPSS has also experienced consistent growth in our refugee and humanitarian immigrant students/families from Afghanistan, representing the languages of Dari and Pashto. Representation in each language, respectively, has increased by 9% since July 2022.

It has become increasingly challenging to provide in-person ASL services for the deaf and hard of hearing community in meetings and events across the country; PGCPSS is no exception. We have implemented more consistent virtual service options and are creatively facilitating virtual remote interpreting (VRI) for large-scale events with an iPad share system. We continue to explore additional options in this area to fully support this community. We have sought to include ASL interpreters in the PGCPSS Interpreter Bank as temporary on-call providers as part of our recruitment and hiring efforts. However, we are acutely aware that our hourly interpreter rate is not currently competitive in the field of ASL interpretation.

**Human Resources**

**6. What is the current status of teaching vacancies in the county?**

As of January 23, 2023, Prince George's County Public Schools has a 9.5% teacher vacancy rate.

**7. What percent of provisionally certified teachers does the county currently have?**

Eighty eight percent of Prince George's County Public Schools' (PGCPSS) teachers are professionally certified and hold a Maryland State Department of Education (MSDE) regular teaching certificate and twelve percent of PGCPSS teachers are conditionally certified and hold an MSDE provisional teaching certificate.

**8. How many of the provisionally certified teachers are currently in needy schools (or schools with a higher percentage of disadvantaged students)?**

There are 1,608 certified teachers at low performing schools. (see Attachment Q8)

**9. Grow your Own Programs: Specific to PGCPSS employees or open to others such as parents? What schools have this program? Does our Grow Your Own Program have a specific Latino Outreach component? Do you have partnership with CASA or other orgs to support growth of Paraprofessionals?**

Prince George's County Public Schools (PGCPSS) has several grow your own programs specific to current and aspiring teachers as follows:

The **Conditional Education Program** is open to current employees who are eligible to secure a conditional/provisional teacher certification. PGCPSS **Resident Teacher Programs** (RTP) is a Maryland Approved Alternative Preparation Program (MAAPP) designed for professionals interested in changing careers or recent college graduates with degrees

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in fields other than education. The RTP offers certification in Elementary Education and ESOL. PGCPs **Support Personnel to Teacher Program** is open to all current support employees seeking to become a teacher. PGCPs has the **Teacher Academy Programs** for our high school students aspiring to be teachers. In addition, this year, FY 2023, we started a new program with the **Maryland Leads: Grow Your Own Grant Program** where we partnered with Notre Dame to provide an alternative certification program for members of ACE-AFSCME Local 2250 who hold a bachelor's degree and are interested in earning a certification to teach in the areas of Special Education, English Speakers of Other Languages (ESOL), and World Languages: Spanish.

The Teacher Academy Program is school based and located at The Academy of Health Sciences, Bowie, Central, Charles H. Flowers, Crossland, Dr. Henry A. Wise, Jr., Duval, Laurel, Northwestern, Parkdale and Surrattsville High School.

Our current partnerships to support Latinx outreach is with the National Association for Bilingual Education (NABE), Bridge USA program, and the Hispanic Association of Colleges and Universities (HACU).

Some of the opportunities to support growth of paraprofessionals include the Support Personnel to Teacher Program and the Maryland Leads: Grow Your Own Grant Program.

**10. Parent University: Can you describe the Parent University Program currently in existence? What are the demographic breakdowns of our paraprofessionals currently? How many applicants are LatinX? What schools have this program?**

In 2014, Prince George's County Public Schools (PGCPs) developed its own Parent University that was identified and approved by the Board of Education as the "Family Institute" (FI), which is under the Division of School Support and Leadership - Department of Family and School Partnerships. Like a typical Parent University, FI offers and invites all parents/families (with interpreters available) to bi-weekly in-person and/or virtual workshops. Topics are jointly developed with input from the Board of Education, Executive Staff, administrators, teachers, parents/families and community partners. Now in its 8th year of existence, the PGCPs FI is the primary systemic mechanism for organizing, presenting and evaluating training modules that build parent/family and staff capacity to effectively support the achievement of outstanding academic growth, development and achievement for all students at all levels. It is organized strategically in Workshop Strands and presenters are PGCPs central office staff, principals, community partners and parents.

The strands are:

- **STRAND I:** Family Empowerment: These sessions focus on child development, effective parenting practices, parent leadership, and advocacy.
- **STRAND II:** 21st Century Learners: These sessions seek to foster an in-depth understanding of a student's grade-level curriculum, assessments as well as District-wide initiatives, academic supports, policies and procedures.
- **STRAND III:** Health and Wellness: These sessions emphasize the importance of health and wellness. Topics address the physical, social and emotional well-being of families.
- **STRAND IV:** PGCPs Connects: Designed for PGCPs staff. Sessions aim to equip school and office staff with best practices in family and community engagement. Additionally, some schools have become empowered to develop and run their own site-specific Family Institutes, Parent Academies, or Parent Universities.

The demographic breakdown of paraprofessionals is listed below.

<b>Ethnic Origin for Paraprofessionals</b>	<b>Total</b>	<b>%</b>
American Indian or Alaskan Native	7	0.54%
Asian	53	4.11%
Black or African American	980	75.97%
Hispanic or Latino of any race	110	8.53%
Native Hawaiian or Other Pacific	8	0.62%
Two or More Races	9	0.70%
White	123	9.53%
<b>Total</b>	<b>1290</b>	<b>100.00%</b>

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Regarding the number of LatinX applicants, we do not ask for participants' specific demographic information upon systemic FI session registration, nor on the sign-in.

The schools that participate in FI for SY 2022-2023 to date are in the attached file. (see Attachment Q10)

**11. Paraprofessionals: What are some challenges that applicants face in becoming Paraprofessionals (passing test, taking courses, etc.)?**

Some of the challenges for many interested in the Paraprofessional position include a lack of the minimum 48 college credits and/or the ability to achieve the passing score of 455 on the ParaPro exam. Some attempt to pass the exam multiple times with no success, while others do not have the funds or time to retake the exam or pay tuition to earn the required number of college credits. Prince George's County Public Schools has and continues to offer prep classes to support current employees in becoming a paraprofessional.

**12. How many Latinx HR Team members are there now? Page 13**

Within the division there are three HR staff members that identify as Hispanic based on the Civil Rights reporting data.

**13. What is the cost for a recruiter?**

The cost of a recruiter including benefits is \$160,000.

**14. What is the cost for a general/ entry level HR Team Member?**

The cost of a general/entry level HR team member including benefits is \$85,000.

**15. Do we have interns or other a HR allocations focused specifically on Latino Recruitment?**

The work that focuses specifically on Latinx recruitment occurs through our Aspiring Leaders Program, Prince George's County Public Schools (PGCPS) Infinity Groups, and strategic partnerships with Latinx educators as Brand Ambassadors. In addition, the district also has partnerships with Hispanic Association of Colleges and Universities (HACU), Diversity in Education, and the National Association of Bilingual Educators (NABE) to advertise and increase brand awareness through 600+ colleges and universities. Additionally, PGCPS participates in the Bridge USA program with MSDE which is designed specifically for visiting and/or exchange teachers from Spain (as well as France, Taiwan, and Italy) who are eligible for selection as teachers for PGCPS' immersion and world language programs. We also participate in college and university recruitment events at Hispanic Serving Institutions such as Montgomery College - Rockville, Salisbury University, and the University of Maryland, Baltimore.

**16. Do we have funds earmarked for Retention initiatives?**

Funds earmarked for retention initiatives include: Title II funds for Relocation Reimbursement for school based Unit I teachers with proficient evaluation who join Prince George's County Public Schools (PGCPS) from at least 75 miles away. Recipients are asked to commit three years to PGCPS, which offers up to \$2,500. We also offer funding for the Conditional Educators Program (CEP) that supports conditionally certified educators in meeting Maryland State Certification requirements by funding up to 12 credits per participant.

**17. What percentage of teachers are certified to give ELL instruction? What incentives are available to increase this number?**

The percentage of teachers who are certified to give ESOL instruction is 9.76%. The existing incentives to increase ESOL certification include the Resident Teacher Program alternative certification program, the Maryland Leads Grant: Grow Your Own Program with Notre Dame, and implementation of ESOL Continuing Professional Development (CPD) Courses which allows individuals to earn ESOL endorsement.

**18. What percentage of Principal/Administrators are Latinx in PGCPS? What initiatives are available right now or planned for to increase this number?**

The percentage of Prince George's County Public Schools (PGCPS) Administrators who identify as Hispanic is 2.6% according to Civil Rights Data. We have had an intentional focus on diversifying our current leadership programs in the Office of Professional Learning and Leadership through internal and external recruitment efforts with the following organizations: Hispanic Association of Colleges and Universities (HACU), Association of Latino Administrators & Superintendents (ALAS), University of Texas system collaboration, Texas A&M collaboration, Annual Convention and

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World Languages Expo (ACTFL), and the National Association for Bilingual Education (NABE). For the new hiring season, PGCPs will hold a Latinx recruitment event currently scheduled for March 18th.

**19. Why are we decreasing from 5 FTE Adm support Techs to 4? Page 210**

We are decreasing from 5.00 Administrative Support Technician FTEs to 4.00 FTEs to support a higher level of discretionary work in the Department of Human Resources' Operations & Staffing. The duties to be performed are above the classification of an Administrative Support Technician.

**20. How do adm support Specialists positions differ from techs?**

The difference between Administrative Support Specialist positions and Administrative Support Technician positions is that Administrative Support Specialist positions are exempt (salaried) positions classified in ASASP, whereas Administrative Support Technician positions are non-exempt (hourly) positions classified in ACE-AFSCME.

**21. Equity and Excellence budget is proposing a salary increase from \$685,755 to \$1,123,304. Can you break down these line items for me to understand the enhancement what does the position entail? Page 207**

The salary increase between the proposed budget for FY 2022 and the actuals for FY 2023 is due to the following: Two positions were allocated for FY 2022 and both positions were filled. However, one began after the year started and the other approved hire did not transition until the end of the year. In addition, in FY 2022, school based equity leads, who receive a stipend, were not identified for all schools as this was a new designation in FY 2022 and not fully ramped up. It is anticipated that equity leads will be identified at all schools in FY 2023 and thus the increase. The FY 2024 budget includes an additional position (a supervisor) to support the growth of the office and expanded work.

**22. Do we have funds allocated for developing school based staff on the alignment between the evaluation tool and their professional growth? Page 203**

Currently, funding exists to support the professional growth of teachers through the Charlotte Danielson Framework for Teaching (FFT). The professional growth is to support those teachers who are struggling with pedagogy in the specific domain and component area of the performance management system.

**23. Are there funds allocated for ongoing professional learning for school based staff after the initial training on the evaluation tool? (Do school teams have to engage in refresher sessions on the evaluation tool). Page 203**

While there is no funding allocated for ongoing evaluation professional learning, after the initial introduction to the process and platform, there are Evaluation Specialists in the Office of Employee Performance that are strategically assigned to schools and departments/offices in the district to provide individualized learning in the understanding and use of the district's evaluation tools and on-line platform

**24. In 2022 there was \$445,144 allocated for professional contracted services. In 2023, there was \$249,000 allocated in the same budget line. In the 2024 proposed budget there are \$0 allocated. Is this a service that we do not require anymore? Page-211**

The majority of the \$445,144 expended in FY 2022 and all of the \$249,000 allotted in SY 2023 was earmarked for Teach For America (TFA). However, TFA informed PGCPs in May 2022 that the TFA -DC Region must pause placement of corps members due to declining TFA Corp members as a result of the national teacher crisis and MSDE certification requirements for Alternative Programs. Thus, the funds were realigned to support other recruitment efforts and process improvement efforts in Operations & Staffing.

**25. Can you provide some additional insight to the budget trend for the "Other Stipends" which has increased over time from \$21,849 in 2022, \$204,000 in 2023 and requesting \$1,814,050 in 2024? Page-215**

The budget trend for the "Other Stipends" has increased over time for the following reasons:

In FY 2022, a dedicated budget line was developed specifically for National Board Certified Teacher (NBCTs) stipends and expenses. Thus, funds were transferred from another budget line in the amount of \$204,000.

Prince George's County Public Schools (PGCPs) was recently awarded (during the current budget year – FY 2023) \$1,606,050 from the Maryland Leads Grant.

PGCPs is also the recipient of a Professional Development School Grant with the University of Maryland in the amount of \$4,000.

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In summary, this equals the allocated amount of \$1,814,050.

**Information Technology**

- 26. SchoolMax - I know I am a broken record on this, but are there any plans for UX enhancements for parents being developed by the company that created this product? I have previously asked for a better product in this regard. However, I am seeing the system actually invest in more use of the platform (Student Service Learning Hours tracking, parent communication contact info, etc.) that it seems if this one major issue could be fixed that SchoolMax could be useful for many more years. Does it interface with Canvas and provide any grade data entry automation?**

This year, we are working with Harris, the SchoolMAX vendor, to create a student registration interface, called EnrollMAX. The goal is to create a more user-friendly experience for parents when registering their students with PGCPs, as well as create efficiencies for staff members responsible for handling the student registration process. We are also in the midst of rolling out the integration between SchoolMAX and Canvas, so there is a grade passback feature. This integration is currently in the pilot testing phase with a group of teachers, and we anticipate this feature being widely available later this school year. Despite these enhancements, SchoolMAX is an aging application that Harris will be phasing out of its suite of products available to school districts. Therefore, Harris itself is not planning for significant enhancements to its application, and consequently we will need to begin the process of examining newer student information systems, with the goal of migrating to a newer system within the next 2 to 3 years.

- 27. The expansion of Canvas trainers at school building level is great. It seems the platform has a lot of potential to provide an interesting environment for the student as well as features for parent/caregiver communication that gives us the expanded information on course content that we need to help our children. Parent as co-teacher resources are needed in all aspects of the new reality of electronic delivery of assignments. (The "old school" of this is the PDF/paper enrichment packets that come with an answer key.)**

As a part of our rollout of the Canvas learning management system, we will be enabling a parent component of Canvas to support the parent/teacher relationship. Once enabled, this feature will provide more resources for parents directly through the Canvas platform. We have been phasing in our implementation of Canvas, mindful of the amount of technological change we have asked from our students and teachers since the beginning of the pandemic. Canvas is an excellent learning management system that is in use by most of our neighboring districts, as well as the Maryland State Department of Education, Prince George's Community College, and the University of Maryland. Moving to Canvas has many benefits, including parental resources that we anticipate phasing in after the implementation of Canvas grade passback.

- 28. Can you provide additional insight in the request for 24 additional staff members - Technical Resource Analyst - are these technical positions for roles such as help desk... or are they for supporting school staff with technology integrations or both? Page-223**

The request for the addition of two IT coordinators per cluster of schools is to address the dramatic increase in technology implementation in PGCPs over the past three years. Since March 2020, we have tripled the number of computers in our schools, as well as equipped approximately 70% of our classrooms with new SMART interactive flat panels, with plans to reach 100% this school year. The increase in technology in our schools has overwhelmed the existing technology staffing model of our IT technicians, IT Service Desk, and Technology Training Team.

The addition of these new positions would address two specific areas in our increased use of technology:

- (1) Supporting schools in the integration of new technologies, including SMART, Canvas and other online learning tools, and
- (2) Providing technical assistance with managing student Chromebooks, school inventory management processes, and password and administrative management of devices in each school so that IT technicians and Service Desk staff have the time and bandwidth to troubleshoot and resolve hardware and software issues.

By aligning these new positions by cluster, we would build a new dedicated line of support to schools to focus specifically on the issues created by the increased use of technology in our schools, which we are challenged to address with our existing staffing model. These positions would allow our IT technicians to accelerate their work troubleshooting and resolving hardware and software issues for users, while multiplying the impact of our training team.



Title One Schools	Total certificate holders	Percent of conditional certificate holders	Percent of professional certificate holders
ADELPHI ES	45	4.44%	95.56%
ANDREW JACKSON ACADEMY	57	26.32%	73.68%
BARNABY MANOR ES	46	13.04%	86.96%
BEACON HEIGHTS ES	39	15.38%	84.62%
BENJAMIN STODDERT MS	52	11.54%	88.46%
BLADENSBURG ES	63	15.87%	84.13%
BLADENSBURG HS	166	14.46%	85.54%
BRADBURY HEIGHTS ES	49	22.45%	77.55%
BUCK LODGE MS	89	8.99%	91.01%
CALVERTON ES	72	16.67%	83.33%
CARMODY HILLS ES	34	17.65%	82.35%
CAROLE HIGHLANDS ES	41	9.76%	90.24%
CARROLLTON ES	40	10.00%	90.00%
CATHERINE T. REED ES	44	11.36%	88.64%
CHARLES CARROLL MS	98	11.22%	88.78%
CHEROKEE LANE ES	53	5.66%	94.34%
CHILLUM ES	27	11.11%	88.89%
CLINTON GROVE ES	26	23.08%	76.92%
COLUMBIA PARK ES	44	18.18%	81.82%
CONCORD ES	26	7.69%	92.31%
COOL SPRING ES	80	8.75%	91.25%
COOPER LANE ES	36	19.44%	80.56%
CORA L. RICE ES	44	22.73%	77.27%
DISTRICT HGHTS ES	22	13.64%	86.36%
DODGE PARK ES	51	17.65%	82.35%
DOSWELL E. BROOKS ES	26	11.54%	88.46%
DREW FREEMAN MS	66	16.67%	83.33%
EDWARD FELEGY ES	64	12.50%	87.50%
FLINTSTONE ES	33	12.12%	87.88%
FOREST HEIGHTS ES	27	14.81%	85.19%
FRANCIS SCOTT KEY ES	46	19.57%	80.43%
G. JAMES GHOLSON MS	60	18.33%	81.67%
GAYWOOD ES	42	16.67%	83.33%
GLADYS N. SPELLMAN ES	38	18.42%	81.58%
GLASSMANOR ES	24	25.00%	75.00%
GLENRIDGE ES	57	10.53%	89.47%
HIGH POINT HS	184	8.15%	91.85%
HIGHLAND PARK ES	23	21.74%	78.26%
HILLCREST HEIGHTS ES	40	27.50%	72.50%
HOLLYWOOD ES	38	2.63%	97.37%
HYATTSVILLE ES	36	8.33%	91.67%

\*Schools highlighted in yellow are identified by the state as low performing.

Title One Schools	Total certificate holders	Percent of conditional certificate holders	Percent of professional certificate holders
HYATTSVILLE MS	74	12.16%	87.84%
J. FRANK DENT ES	19	15.79%	84.21%
JAMES MCHENRY ES	60	13.33%	86.67%
JOHN BAYNE ES	36	33.33%	66.67%
JUDGE S. W. WOODS ES	58	13.79%	86.21%
LAMONT ES	39	5.13%	94.87%
LANGLEY PARK - MCCORMICK ES	67	14.93%	85.07%
LAUREL ES	47	2.13%	97.87%
LEWISDALE ES	54	11.11%	88.89%
LONGFIELDS ES	31	12.90%	87.10%
MARY HARRIS ES	79	17.72%	82.28%
MT RAINIER ES	25	4.00%	96.00%
NICHOLAS OREM MS	79	7.59%	92.41%
NORTH FORESTVILLE ES	27	25.93%	74.07%
OAKLANDS ES	34	5.88%	94.12%
OXON HILL ES	24	12.50%	87.50%
OXON HILL MS	71	18.31%	81.69%
PANORAMA ES	45	11.11%	88.89%
PORT TOWNS ES	81	12.35%	87.65%
PRINCETON ES	23	8.70%	91.30%
RIDGECREST ES	52	7.69%	92.31%
RIVERDALE ES	43	11.63%	88.37%
ROBERT FROST ES	30	16.67%	83.33%
ROBERT GRAY ES	37	8.11%	91.89%
ROGERS HEIGHTS ES	57	15.79%	84.21%
ROSA L. PARKS ES	60	16.67%	83.33%
SAMUEL CHASE ES	23	8.70%	91.30%
SAMUEL P. MASSIE ACADEMY	59	32.20%	67.80%
SEABROOK ES	24	16.67%	83.33%
SEAT PLEASANT ES	37	24.32%	75.68%
SPRINGHILL LAKE ES	71	7.04%	92.96%
SUITLAND ES	43	13.95%	86.05%
TEMPLETON ES	72	15.28%	84.72%
THOMAS S. STONE ES	39	5.13%	94.87%
VALLEY VIEW ES	32	9.38%	90.63%
WILLIAM BEANES ES	42	16.67%	83.33%
WILLIAM PACA ES	39	5.13%	94.87%
WILLIAM W. HALL ACADEMY	53	16.98%	83.02%
WILLIAM WIRT MS	98	11.22%	88.78%
WOODRIDGE ES	34	8.82%	91.18%
<b>Title One Total</b>	<b>4066</b>	<b>13.63%</b>	<b>86.37%</b>

\*Schools highlighted in yellow are identified by the state as low performing.

(Non-Title I Schools) Identified by MSDE as Low Performing	Total certificate holders	Percent of conditional certificate holders	Percent of professional certificate holders
Central HS	62	9.68%	90.32%
Crossland HS	98	14.29%	85.71%
Dr. Henry A. Wise, Jr. HS	143	16.78%	83.22%
Northwestern HS	159	9.43%	90.57%
Potomac HS	98	13.27%	86.73%
Thurgood Marshall MS	45	15.56%	84.44%
<b>Low Performing School Total</b>	<b>605</b>	<b>13.06%</b>	<b>86.94%</b>
<b>Grand Total</b>	<b>4671</b>	<b>13.55%</b>	<b>86.45%</b>

\*Schools highlighted in yellow are identified by the state as low performing.

## SY 22-23 Schools Attended - Family Institute Evening Sessions

Academy of Health and Sciences	Gladys Noon Spellman ES	Parkdale HS
Allenwood ES	Glassmanor ES	Phyllis E. Williams ES
Andrew Jackson Academy	Glenarden Wood ES	Princeton ES
Apple Grove ES	Glenn Dale ES	Psychological Services
Avalon ES	Heather Hills ES	Riverdale ES
Barnaby Manor ES	High Point HS	Robert Frost ES
Beacon Heights ES	Hollywood ES	Robert Goddard Montessori
Beltsville Academy	Hyattsville MS	Robert Gray ES
Berwyn Heights ES	Isaac Gourdine MS	Rockledge ES
Bladensburg ES	James Duckworth Regional	Roosevelt HS
Bladensburg HS	James Harrision ES	Rosa Parks ES
Bond Mill ES	James Madison MS	Rose Valley ES
Bowie HS	James McHenry ES	Samuel Ogle MS
Bradbury Heights ES	James Ryder Randall ECC	Samuel P. Massie Academy
Bucklodge MS	James Ryder Randall ES	Scotchtown Hills ES
Calverton ES	John Bayne ES	SPED Early Childhood
Carmody Hills ES	Judith P. Hoyer ECC	Stephen Decatur MS
Central HS	Kenmoor MS	Suitland HS
Chaple Forge ECC	Kettering ES	Surrattsville HS
Charles Carroll MS	Kettering MS	Templeton ES
Cherokee Lane ES	Lake Arbor ES	Thomas Johnson MS
ClintonGrove ES	Langley Park McCormick ES	Thomas Pullen Academy
CMIT - North HS	Largo HS	Thomas Stone ES
Columbia Park ES	Laurel HS	Tulip Grove ES
Concord ES	Lewisdale ES	University Park ES
Deerfield Run ES	Mary Harris Mother Jones ES	Valley View ES
Dodge Park ES	Mount Rainier ES	Vansville ES
Doswell E. Brooks ES	Nicholas Orem MS	Waldon Woods ES
Dr. Henry Wise HS	Non-Traditional Programs MS (Grades 6-8)	Walker Mill MS
Dwight D. Eisenhower MS	North Forestville ES	William Beans ES
Flinstone ES	Northwestern HS	William Paca ES
Fort Washington Forest ES	NTP (Formerly Croom HS)	William Wirt MS
Frances Fuchs	Overlook ES	Woodridge ES
G. James Gholson MS	Oxon Hill ES	
Gaywood ES	Paint Branch ES	