

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** October 21, 2008

**TO:** **BOARD OF EDUCATION**

**FROM:** Dr. Joe A. Hairston, Superintendent

**SUBJECT:** **REPORT ON SCHOOL STAFFING FOR 2008-2009**

**ORIGINATOR:** J. Robert Haines, Deputy Superintendent, Business Services

**RESOURCE  
PERSON(S):** Donald Peccia, Assistant Superintendent, Human Resources  
Alpheus Arrington, Director of Personnel

**INFORMATION**

The Board of Education will be updated on the school staffing plan for 2008-2009.

Department of Human Resources  
Staffing Report  
2008-2009  
Executive Summary

The *No Child Left Behind Act of 2001* (NCLB) set forth requirements relative to the hiring and employment of highly qualified teachers and paraeducators. The Baltimore County Public Schools' (BCPS) staffing plan is guided by the requirements of NCLB and the *Blueprint for Progress*. Consequently, the Department of Human Resources' Office of Personnel has made significant progress in the recruitment and hiring of highly qualified teachers in core subjects as defined by NCLB. Currently, 95.76% of all core subject teachers are highly qualified and 100% of paraeducators in Title I schools meet NCLB standards.

The BCPS staffing plan reflects the Office of Personnel's commitment to recruiting and hiring a teaching force that includes teachers from diverse cultural and experiential backgrounds. Over the last five years, the percentage of newly-hired minority teachers has increased from 15.7% to 23.2%.

As part of its commitment to continuous improvement, the Office of Personnel has identified specific strategies targeted towards increasing the number of highly qualified teachers in all schools, reducing the number of conditionally certified teachers and eliminating/reducing the gap between low-poverty and high-poverty schools with respect to the percentage of core academic subject classes taught by highly qualified teachers. The implementation of these strategies has resulted in a positive six year trend in the hiring of a highly qualified work force.



**BALTIMORE COUNTY PUBLIC SCHOOLS  
DEPARTMENT OF HUMAN RESOURCES**

**STAFFING REPORT  
2008 – 2009**

**DR. DONALD A. PECCIA  
ASSISTANT SUPERINTENDENT  
DEPARTMENT OF HUMAN RESOURCES**

**DR. ALPHEUS ARRINGTON  
DIRECTOR  
OFFICE OF PERSONNEL**

**OCTOBER 21, 2008**



## BACKGROUND

The Office of Personnel provides a report each year to the Board of Education on staffing issues related to compliance with standards set forth in the *No Child Left Behind Act* (NCLB) and the *Blueprint for Progress*. The NCLB legislation mandates that all teachers in core academic subjects must be highly qualified and that all paraprofessionals hired to work in Title I schools must meet higher standards of qualification by the end of school year 2006-2007.

According to NCLB, core academic subjects and areas include:

- Mathematics
- English
- Reading and Language Arts
- Science (Biology, Chemistry, Physics, Earth Science)
- Social Studies (Civics and Government, History, Geography)
- Art, Music, Dance, and Theatre
- Foreign Languages
- Elementary Education
- Early Childhood Education



## Highly Qualified Teachers

Since the first year of implementation of NCLB in 2003-2004, Baltimore County Public Schools (BCPS) has realized a steady increase in the percentage of highly qualified teachers in core academic subjects. Currently, 95.76 % of core academic subject teachers are highly qualified. The following data illustrates our progress towards full compliance:

School Year	Total Teachers	% HQ	Conditional Certified	Other
2003-2004	5,535	83.50%	11.70%	4.80%
2004-2005	5,674	87.30%	9.56%	3.14%
2005-2006	5,526	89.98%	8.13%	1.89%
2006-2007	5,789	93.30%	4.60%	2.10%
2007-2008	5,753	94.65%	3.78%	1.57%
2008-2009	5,652	95.76%	2.47%	1.77%

**All core subject area teachers in Title I schools are highly qualified.**



## Paraeducators Meeting Standards

BCPS currently employs a total of 859 paraeducators in non-Title I Schools and 178 paraeducators in Title I Schools. BCPS has achieved full compliance with NCLB as it relates to paraeducators in Title I schools. Although NCLB does not require paraeducators in non-Title I schools to meet the higher standards of qualifications, the *Blueprint for Progress* does. As a result, BCPS has also realized a steady increase in the percentage of paraeducators in non-Title I schools who have met NCLB standards. Ninety-five percent (95%) of paraeducators (816 out of 859) in non-Title I schools meet the higher standards of qualifications under NCLB.

School Year	# in Title I Schools	% Meeting Standard	# in Non-Title I Schools	% Meeting Standard
2003-2004	307	71%	690	51%
2004-2005	311	92%	705	82%
2005-2006	309	100%	697	88%
2006-2007	313	100%	711	91%
2007-2008	297	100%	678	92%
2008-2009	178	100%	859	95%



## PERCENTAGE OF CORE ACADEMIC SUBJECTS TAUGHT BY HIGHLY QUALIFIED TEACHERS

In an effort to track progress towards full compliance with NCLB, the U.S. Department of Education required that each state submit a Highly Qualified Teacher (HQT) plan. These plans were designed to address actions taken to ensure the following:

- All teachers of core academic subjects are highly qualified.
- Economically disadvantaged and minority children are taught by the same percentage of highly qualified teachers as are other children.

BCPS currently offers 16,759 core academic subject (CAS) classes, 14,862 classes are taught by HQ Teachers. Once again, BCPS has seen an upward trend in this area. The percentage of core academic subject classes taught by highly qualified teachers increased from 62.5% in 2003-2004 to 88.8% in 2007-2008.

School Year	% CAS Taught by Highly Qualified Teachers
2003-2004	62.5%
2004-2005	77.7%
2005-2006	83.5%
2006-2007	87.5%
2007-2008	88.8%



## A COMPARISON OF THE PERCENT OF HIGHLY QUALIFIED TEACHERS IN HIGH POVERTY AND LOW POVERTY SCHOOLS 2007-2008

The second component of the HQT plan focuses on the issue of equity – that students in high poverty schools are taught by the same percentage of HQT compared to low poverty schools. The percentage of core subject classes taught by HQT in high and low poverty schools is reflected in the following chart and indicates continued positive staffing of high poverty and low poverty schools.

Low-Poverty Elementary Schools	94.9%	Low-Poverty Secondary Schools	90.8%
High-Poverty Elementary Schools	97.4%	High-Poverty Secondary Schools	88.9%

A total of 97.4% of elementary teachers who teach in high poverty schools are highly qualified, while 94.9% of elementary school teachers who teach in low poverty schools are highly qualified. At the secondary school level, 90.8% of teachers are highly qualified in low poverty schools, while 88.9% are highly qualified in high poverty secondary schools.

SOURCE: MSDE, Dec. 2007





## PERCENT OF HIGHLY QUALIFIED MIDDLE SCHOOL MATHEMATICS TEACHERS 2004-2008

The percent of highly qualified middle school mathematics teachers has also shown a steady increase over the past five years from 57.7% in 2004 to 97.4% in 2008. Only seven of 274 middle school mathematics teachers are not highly qualified.

School Year	Total Middle School Mathematics Teachers	% Of Highly Qualified Middle School Mathematics Teachers
2004	239	57.7%
2005	247	70.4%
2006	237	83.5%
2007	250	94.4%
2008	274	97.4%



## Strategies for Continued Improvement

The Office of Personnel has targeted the following strategies to reduce the gap between high poverty and low poverty schools with respect to the percentage of core academic classes taught by highly qualified, experienced teachers:

- Continue to implement the BCPS staffing plan which emphasizes staffing critical shortage subjects in priority schools.
- Continue to allow teacher transfers in critical shortage areas from priority schools only when highly qualified replacements are available to fill the resulting vacancies.
- Continue to provide signing bonuses and relocation stipends for professionally certified teachers in critical shortage areas who accept assignments in priority schools.
- Continue to conduct timely and focused reviews with conditionally certified teachers, assisting them in achieving professional certification standards.
- Continue the BCPS Student Scholarship Loan Program, designed to encourage more students to pursue careers in education, specifically in areas of mathematics, science and special education.
- Continue to recruit and hire career changers through the Maryland Approved Alternative Preparation Programs (MAAPP).
- Continue to collaborate and partner with Institutions of Higher Education (IHE) in assisting teachers to meet the *No Child Left Behind* requirements.



## **TRENDS IN HIRING MINORITY TEACHERS 2003-2008**

In addition to NCLB requirements, the work of the Office of Personnel is guided by the *Blueprint for Progress*. One of the key strategies under Goal 3 of the *Blueprint for Progress* relates to children having an opportunity to receive instruction from teachers with diverse cultural and experiential backgrounds. The percentage of newly-hired minority teachers has steadily increased from 15.7% in FY 2003 to 23.2% in FY 2009. This six-year trend reflects the continued commitment of staff in the Office of Personnel to develop and implement recruitment strategies designed to increase the hiring of highly qualified minority teachers. This task is especially challenging in light of the low number of teachers graduating from Maryland's colleges and universities. These recruitment strategies include recruitment in 16 states at 54 colleges and universities, including 22 Historical Black Colleges and Universities (HBCU).



## SUMMARY

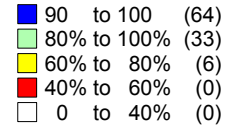
In summary, there are 8,590 teachers employed in BCPS as of September 12, 2008. In addition, 5,652 are core subject teachers, of which 5,412 (95.76%) are highly qualified. The number and percentage of core subject classes taught by highly qualified teachers has increased over the past several years to meet the requirements of NCLB and performance goals and indicators in the *Blueprint for Progress* and Master Plan. In addition, the number of teachers in core subjects holding conditional certificates continues to decline. The Office of Personnel will continue to implement recruitment initiatives to attract highly qualified teachers, especially minority teachers. The BCPS staffing plan will continue to focus on giving priority to hiring and retaining highly qualified teachers at all schools, especially priority and high poverty schools, and to assist all teachers to meet the requirements of NCLB and the *Blueprint for Progress*.

# Baltimore County Public Schools

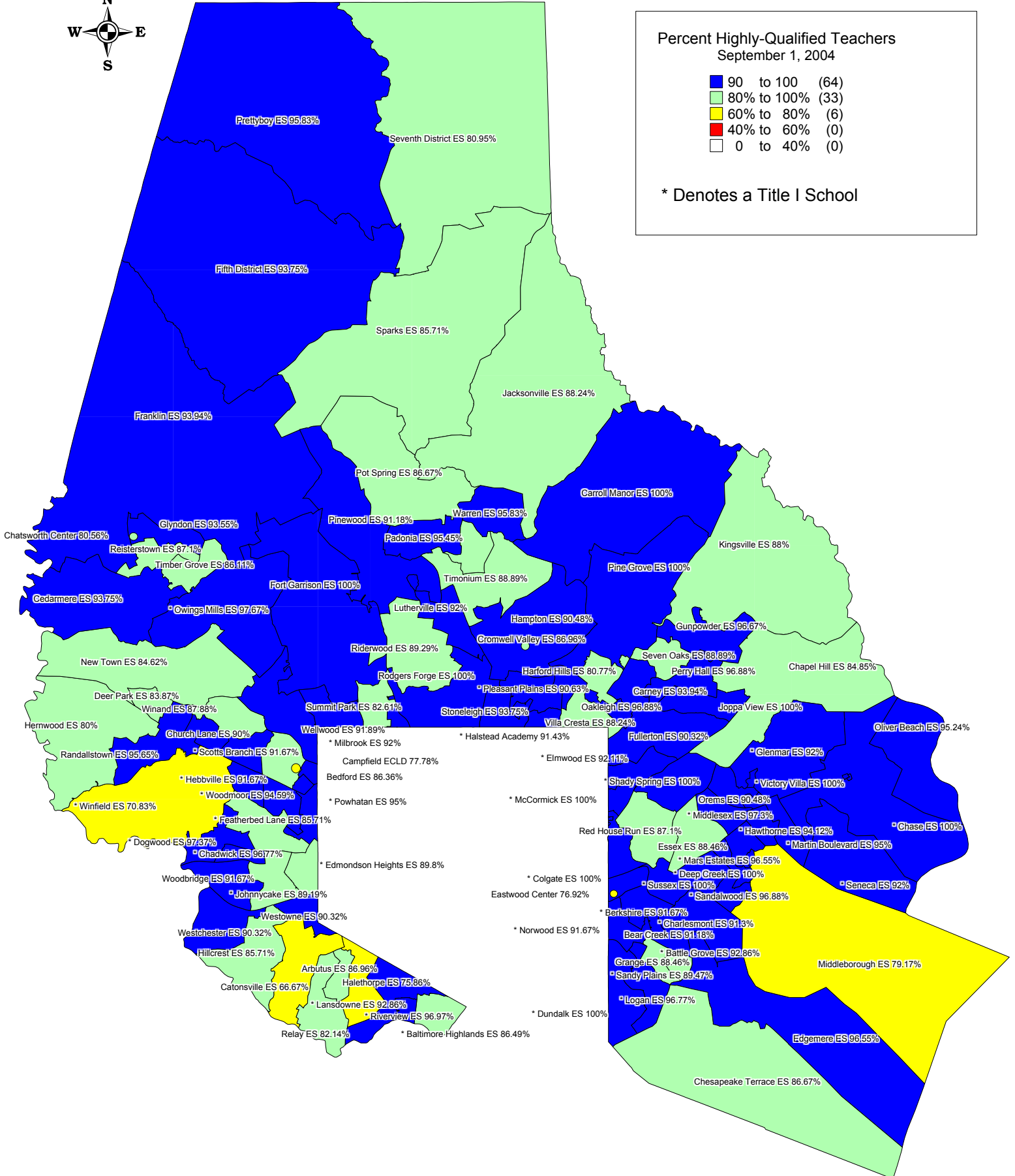
## Elementary School Highly-Qualified Teachers, September 1, 2004



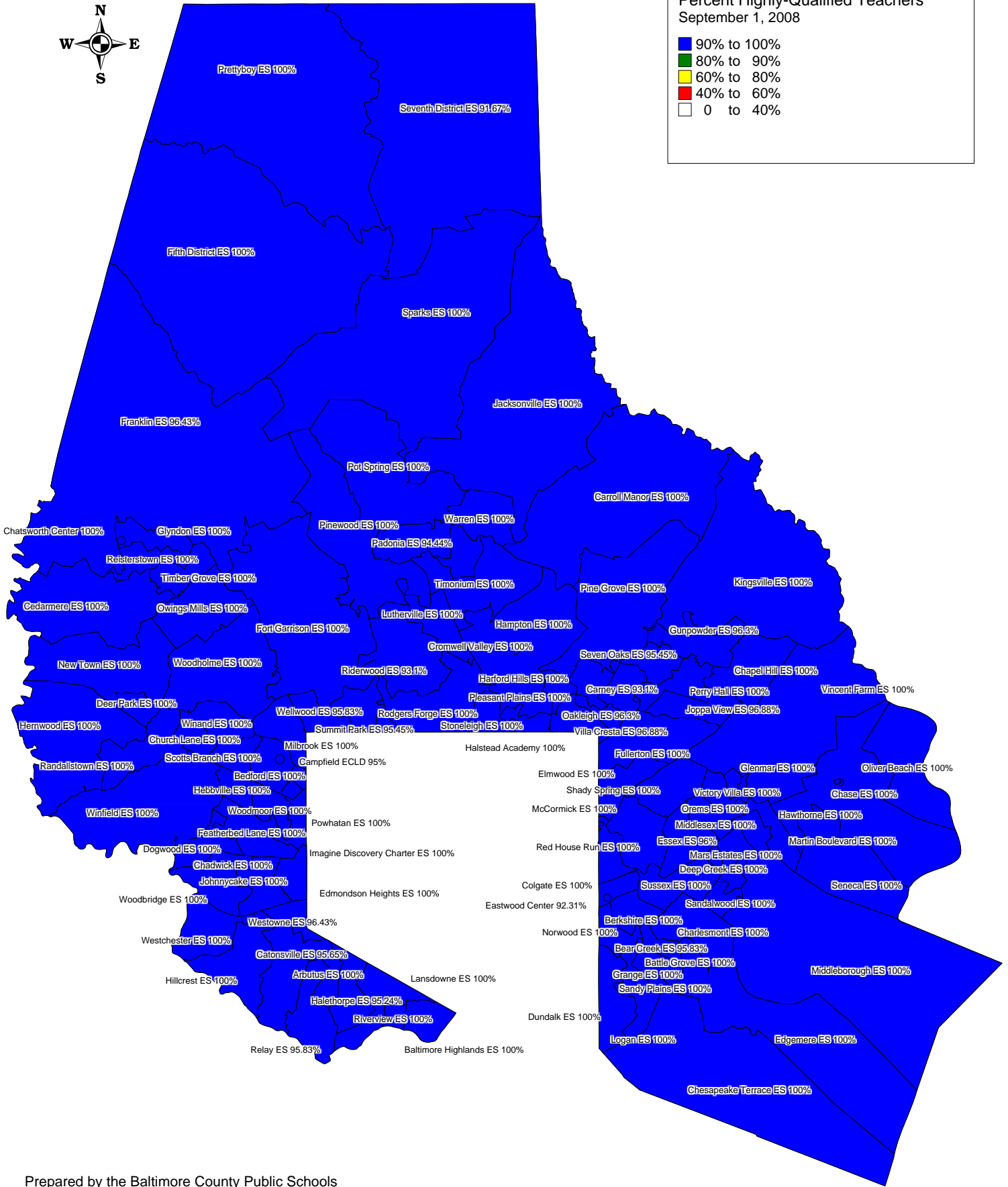
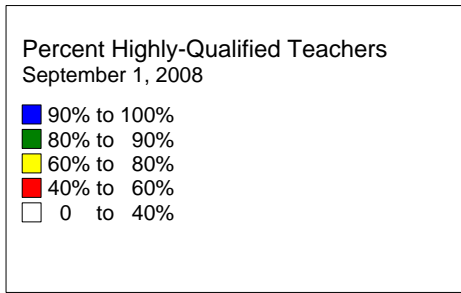
Percent Highly-Qualified Teachers  
September 1, 2004



\* Denotes a Title I School



# Baltimore County Public Schools Elementary School Highly-Qualified Teachers, September 1, 2008



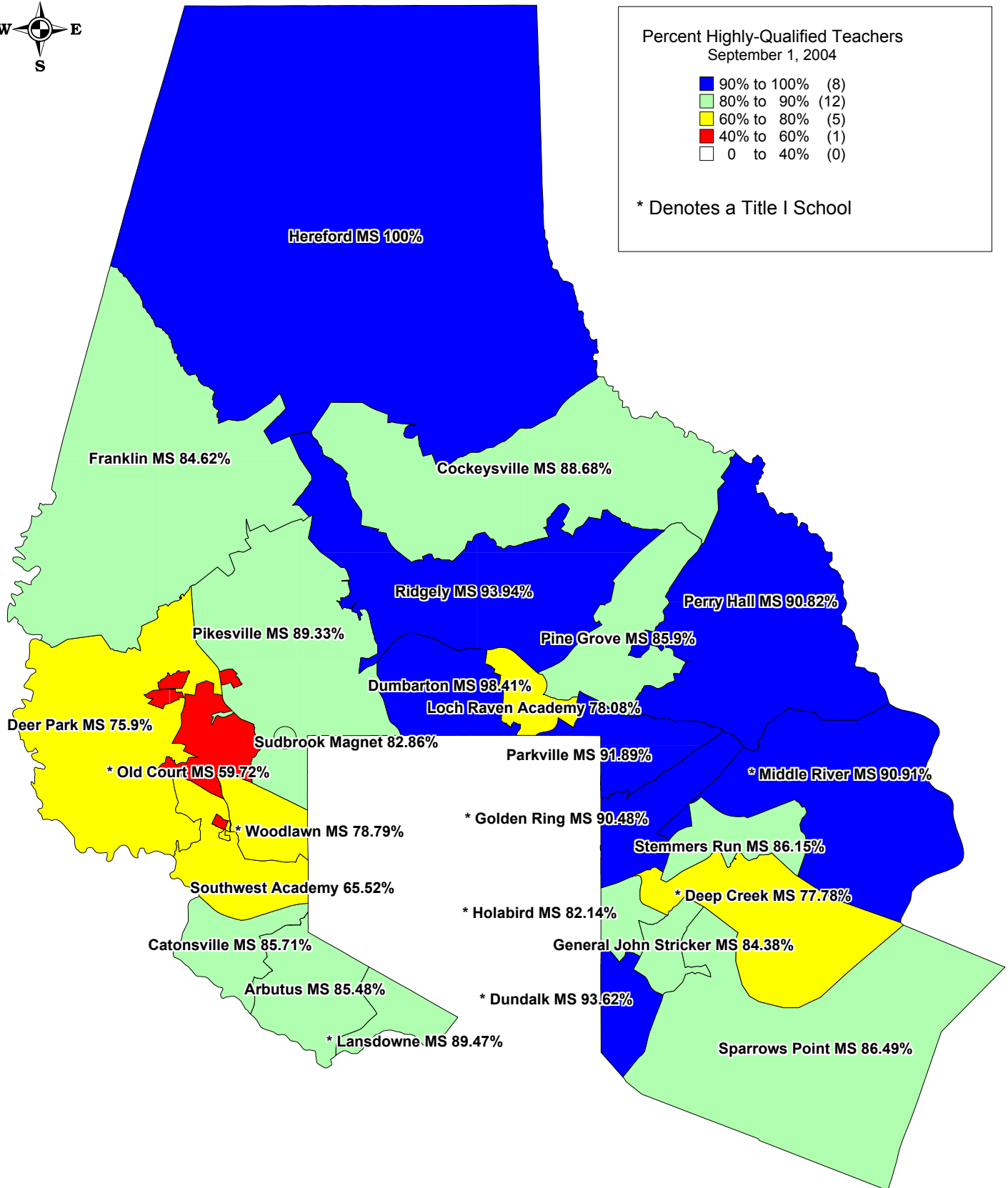
# Baltimore County Public Schools Middle School Highly-Qualified Teachers, September 1, 2004



Percent Highly-Qualified Teachers  
September 1, 2004

	90% to 100% (8)
	80% to 90% (12)
	60% to 80% (5)
	40% to 60% (1)
	0 to 40% (0)

\* Denotes a Title I School

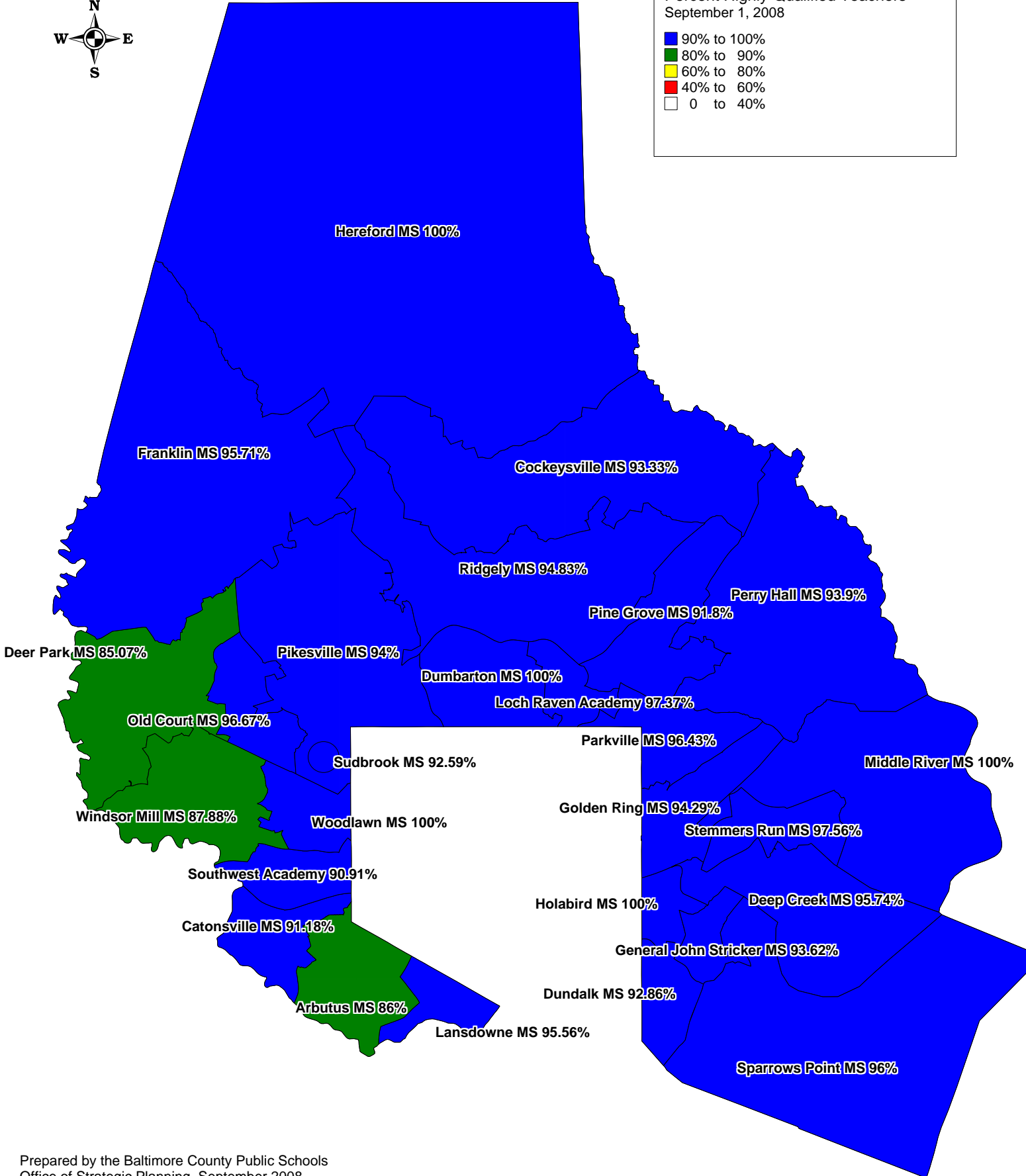


# Baltimore County Public Schools Middle School Highly-Qualified Teachers, September 1, 2008



Percent Highly-Qualified Teachers  
September 1, 2008

- 90% to 100%
- 80% to 90%
- 60% to 80%
- 40% to 60%
- 0 to 40%



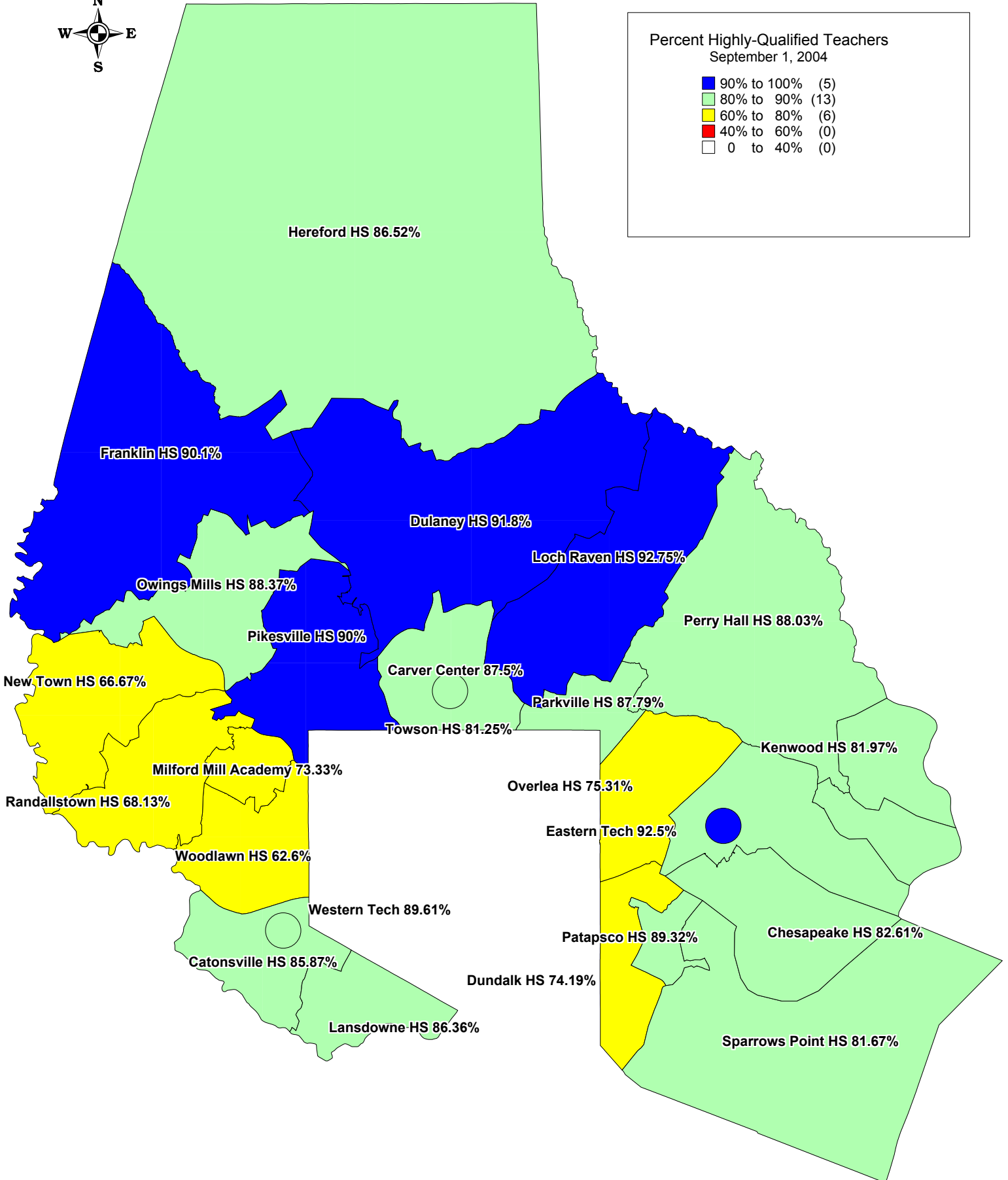


# Baltimore County Public Schools High School Highly-Qualified Teachers, September 1, 2004



Percent Highly-Qualified Teachers  
September 1, 2004

- 90% to 100% (5)
- 80% to 90% (13)
- 60% to 80% (6)
- 40% to 60% (0)
- 0 to 40% (0)



# Baltimore County Public Schools High School Highly-Qualified Teachers, September 1, 2008



Percent Highly-Qualified Teachers  
September 1, 2008

- 90% to 100% (15)
- 80% to 90% (9)
- 60% to 80% (0)
- 40% to 60% (0)
- 0 to 40% (0)

