



**BOARD OF EDUCATION OF HOWARD COUNTY  
MEETING AGENDA ITEM**

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**TITLE:** Human Resources Annual Report **DATE:** January 26, 2017

**PRESENTER(S):** Kirk J. Thompson, Director; Ella Bradley, Manager; Mary Mussaw, Manager; Jennifer Sifuentes, Manager; Suzanne Zilber, Manager

**VISION 2018 GOAL:**

GOAL 4: SCHOOLS ARE SUPPORTED BY WORLD-CLASS ORGANIZATIONAL PRACTICES.

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**OVERVIEW:**

The Office of Human Resources is pleased to provide data and information detailing the hiring and separation of the Howard County Public School System (HCPSS) staff for the 2016 reporting period. The data reflected in this report cover the period from October 16, 2015, through October 15, 2016. This reporting period aligns with the reporting period recognized by the Maryland State Department of Education.

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**FUTURE DIRECTION:**

The Office of Human Resources will continue to align operations and services with the Superintendent's Strategic Plan, Vision 2018 Fulfilling the Promise of Preparation.

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**SUBMITTED BY:** \_\_\_\_\_  
Helen Nixon, Ed.D.  
Chief Human Resource and  
Development Officer

**APPROVAL/CONCURRENCE:** \_\_\_\_\_  
Renee A. Foose, Ed.D.  
Superintendent

\_\_\_\_\_  
Kirk J. Thompson  
Director



# Office of Human Resources

## 2016 Annual Report

October 16, 2015–October 15, 2016

HOWARD COUNTY PUBLIC SCHOOL SYSTEM  
10910 Clarksville Pike  
Ellicott City, Maryland 21042

## Introduction

The Howard County Public School System's strategic plan, *Vision 2018: Fulfilling the Promise of Preparation*, drives the system's transformation into a world-class educational institution. The Office of Human Resources plays a key role in fulfilling the goals identified in this vision:

- Goal 1: Every student achieves academic excellence in an inspiring, engaging, and supportive environment.
- Goal 2: Every staff member is engaged, supported, and successful.
- Goal 3: Families and the community are engaged and supported as partners in education.
- Goal 4: Schools are supported by world-class organizational practices.

The Office of Human Resources is pleased to present the Human Resources 2016 Annual Report. The report is intended to demonstrate the work of the office as we support the goals of Vision 2018. It provides information regarding the hiring and separation of Howard County Public School System staff, as well as demographic information about current employees. In addition to information on the school system's workforce, highlights of the Human Resources' initiatives and accomplishments for 2016 are also included.

The data reflected in this report cover the period from October 16, 2015, through October 15, 2016. This reporting period aligns with the reporting period of the Maryland State Department of Education.

The Office of Human Resources is comprised of highly qualified and dedicated staff who strive to provide excellent customer service to all stakeholders. Goals for the office include recruiting, retaining, and developing a diverse cadre of the highest quality certificated personnel, support professionals, and administrative staff. In an effort to achieve these goals, the Office of Human Resources is divided into four distinct areas: Support Services Recruitment and Hiring; Teacher Recruitment and Hiring; Employee Compensation, Leave, and Retirement Services (HR Workday Operations) and Administrative Recruitment and Hiring/Employee Certification and Licensure. The Support Services team is responsible for the recruitment and hiring of support staff, substitute teachers, and other temporary employees. The Teacher Recruitment and Hiring team handles teacher and certification. The Employee Compensation, Leave, and Retirement Services team is responsible for new employee compensation and transactions, Family Medical Leave Act (FMLA) compliance, other leaves of absence, and retirement services. The Administrative Recruitment and Hiring team is responsible for school-based administrative and central office hiring. Employee Certification and Licensure works with teacher certification, tuition reimbursement, and stipends.

Several key initiatives and accomplishments throughout this past year include:

- Successfully filled 257 teaching and related-services positions.
- Increased the diversity of new teacher hires from 13.6 percent in 2015 to 27.6 percent in 2016.
- Increased the diversity of certificated, management, and technical professional employees from 24.6 percent in 2015 to 25.6 percent in 2016.
- Expanded recruiting and interviewing opportunities for teacher candidates.
- Implemented a new employee onboarding program.
- Began screening applicants for teacher vacancies using an innovative pipeline process through the Frontline Applicant Tracking System, our application management software.
- Initiated focus groups with new employees, as well as school-based administrators and curriculum coordinators, to elicit feedback on our recruiting and hiring processes.

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## **I. SUPPORT SERVICES STAFF**

### **Hiring**

In an effort to align with Goal 4, Strategy 4.2.1 of Vision 2018, the Support Services team is responsible for the recruitment and hiring of all support personnel. This provides for a consistent process for the hiring of paraeducators, student assistants, clerical staff, health assistants, security assistants, food and nutrition personnel, and custodial, grounds, and maintenance employees. The Support Services team is also responsible for the hiring of all temporary employees. Temporary employees consist of substitutes for teachers, paraeducators, and clerical staff, as well as coaches, advisors, and lunch recess monitors. In addition, each year over 100 temporary employees are hired to support summer curriculum workshops, summer school programs, and the custodial, grounds, and maintenance offices.

The Support Services team uses the Frontline Applicant Tracking System, formerly known as AppliTrack, to provide a streamlined and efficient process for the hiring of support services staff, as well as the development of candidate pools for select positions (e.g., paraeducator, student assistant, day/night custodians, and food service personnel). As is true in all hiring areas, employment applications are carefully screened for a complete work history, appropriate reference materials, and education credentials. Human Resources staff also conducts criminal background checks using the Maryland Judiciary Case Search and the National Sex Offenders Registry. These pre-screening procedures determine which candidates are eligible to be considered for employment.

During the reporting period of October 16, 2015, through October 15, 2016, 80 support services vacancies, including pool positions, were advertised. Over 8,600 applications were received for the advertised vacancy and pool positions; of those, 3,093 candidates met or exceeded the minimum qualifications as defined in the applicable job descriptions. A total of 233 support services vacancies and pool positions were filled during the reporting period. Table 1 shows the number of support services positions advertised, the number of total applicants, the number of qualified applicants for each position, and the number hired in each support services area. These data do not include vacancies filled by transfer or surplus placements but do include vacancies filled through promotion.

Of the 233 newly hired support services employees, 100 were paraeducator or student assistants. The continued use of the applicant pool process for the hiring of these positions provided school-based administrators with immediate access to a larger, pre-screened pool of candidates when a vacancy occurred. Paraeducator and student assistant positions continue to be quite competitive as they offer an initial pathway into the system and access to promotional opportunities. The pool process generated 566 qualified applicants for the paraeducator positions advertised. Of this number, 234 applicants were qualified for paraeducator positions in Title I schools. Paraeducator positions in Title I schools require additional academic credentials for employment eligibility.

The Support Services team also hired 750 temporary employees during this reporting period. The vast majority of these hires represented substitute teachers and summer employees, including teachers, paraprofessionals, and clerical staff. Temporary employee applications are processed in the same manner as permanent employees (review of work history, reference materials, and education credentials). In addition, teachers hired for summer school programs are also screened to ensure they meet applicable certification requirements.

**Table 1  
Support Services Hiring Summary, 2016**

<b>Category/Position</b>	<b>Number of Positions Advertised</b>	<b>Applicant Count</b>	<b>Number of Qualified Applicants</b>	<b>Total Hired</b>
<b>*Assistant</b>	<b>6</b>	<b>1,660</b>	<b>758</b>	<b>102</b>
Health Assistant	1	76	8	
Paraeducator	2	1,091	566	
Security Assistant	1	129	11	
Student Assistant	2	364	173	
<b>*Custodial</b>	<b>22</b>	<b>1,875</b>	<b>569</b>	<b>59</b>
Custodial Specialist	1	116	13	
Day Building Supervisor 1	7	293	120	
Night Custodian	2	1,097	320	
Night Building Supervisor 1	11	344	103	
Night Building Supervisor 2	1	25	13	
<b>Maintenance</b>	<b>18</b>	<b>776</b>	<b>225</b>	<b>18</b>
Maintenance	15	624	191	
Stock Clerk	1	45	13	
Technology	2	107	21	
<b>Grounds</b>	<b>3</b>	<b>28</b>	<b>14</b>	<b>3</b>
Mechanic Work Leader	1	8	4	
Grounds Keeper II	2	20	10	
<b>Secretarial/Clerical</b>	<b>29</b>	<b>3,458</b>	<b>1,321</b>	<b>29</b>
Administrative Secretary II	1	61	8	
Bookkeeper	1	50	22	
Grade Scheduling Processor	2	214	78	
Guidance Secretary	1	239	90	
Principal's Secretary	5	546	182	
Registrar	5	591	205	
Teachers' Secretary	14	1,757	736	
<b>*Food Service</b>	<b>2</b>	<b>806</b>	<b>206</b>	<b>22</b>
Food Service Assistant 1	1	462	148	
Food Service Assistant 2	1	344	58	
<b>Total</b>	<b>80</b>	<b>8,603</b>	<b>3,093</b>	<b>233</b>

Note. \*Assistant, Custodial, and Food Service Total Hired include positions filled through applicant pools that did not require separate job postings.



## **Recruitment**

The Office of Human Resources uses a variety of strategies to attract qualified applicants for the system's support services positions. The first level of recruitment is through the online application system accessed via the HCPSS website, where all support staff vacancies are listed for the applicant's review. Position vacancies are also posted on the HCPSS Staff Hub. Hard-to-fill vacancies (e.g., custodial supervisors and maintenance employees) are advertised on the school system website and HCPSS Facebook and Twitter accounts.

In an effort to recruit a talented, diverse workforce for custodial, grounds, and maintenance positions, the Support Services team works with managers in each area to update job descriptions and determine best practices for advertising vacancies. These positions are advertised through online job search sites such as K12JobSpot.com, Indeed.com, Craigslist, and Monster.com. Human Resources staff also participates in local job fairs that draw candidates in these fields. For the third consecutive year, staff attended the MultiService Center Fall Career Fair, which provides an opportunity to meet community members seeking employment with the school system. The Support Services team continues to grow our partnership with Lincoln Technical Institute, an excellent source of candidates for building services positions.

## **Career Opportunities**

The Office of Teacher and Paraprofessional Development and Support in partnership with Notre Dame of Maryland University offers a cohort program for HCPSS paraeducators wishing to earn their teaching certification in early childhood education, elementary education, secondary education, and special education. The non-degree, graduate-level Advanced Certification in Teaching Program, ACT, prepares individuals with non-teaching degrees for success in the classroom. Upon completion of the program, participants are eligible for their Maryland teacher certification. The 15 paraeducators currently enrolled in the cohort are scheduled to complete the program in May 2017. Credits earned in the ACT program can be transferred to Notre Dame's Master of Arts in Leadership in Teaching Program.

## **Transfers**

Procedures for voluntary transfers of support staff are outlined in the Master Agreements for the Howard County Education Association Educational Support Personnel (HCEA-ESP) and the American Federation of State, County, and Municipal Employees (AFSCME). The voluntary transfer process for paraeducators and student assistants is open from December 1 through August 1 of each school year. Voluntary transfer requests for custodial staff may be submitted throughout the year. Clerical staff may submit voluntary transfer requests when equivalent (same title and grade) positions are advertised. Support Services staff may also be reassigned through an involuntary transfer (surplus) process based on system and/or program needs.

The majority of HCPSS support services transfers involve paraeducator and student assistant employees. During the 2016 reporting period, a total of 49 paraeducators and student assistants changed schools through the transfer process. Of those transfers, 46 were involuntary transfer (surplus) placements based on changes in student enrollment, staffing, and staffing formulas.

## Promotions

During the 2016 reporting period, 2 promotions were processed for paraeducators transitioning to clerical or other positions, while 23 student assistants were promoted to paraeducator positions. Over that same time period, 41 promotions were processed for clerical, custodial, and maintenance personnel.

## Separations

As shown in Table 2, there were 183 support services separations during the reporting period of October 16, 2015, through October 15, 2016. This number represents a decrease of 72 separations when compared to the 2015 reporting period. Of the 183 support services separations, 173 employees either resigned or retired. Out of all support services employees, paraeducators and student assistants continue to have the greatest number of separations, with 58 resignations and 28 retirements.

**Table 2**  
**Number and Percentage of Support Services Staff Separations, 2016**

Position	Resign	Retire	Death	Resign from Leave	Termination	Total
Paraeducator/ Student Assistant	58	28	1	-	-	<b>87</b>
Secretary/Clerk	12	14	-	-	-	<b>26</b>
Food Service	10	6	-	-	1	<b>17</b>
Custodial	23	10	-	-	6	<b>39</b>
Maintenance	1	5	-	-	-	<b>6</b>
Grounds	-	1	-	-	1	<b>2</b>
Health Assistant	1	2	-	1	-	<b>4</b>
Security Assistant	1	1	-	-	-	<b>2</b>
<b>Total</b>	<b>106</b>	<b>67</b>	<b>1</b>	<b>1</b>	<b>8</b>	<b>183</b>
% of Total	58.0	36.6	0.5	0.5	4.4	100

## ExitRight Survey Results

Of the support services separations during the 2016 reporting year, there were 43 ExitRight interviews completed. The results indicated the top three reasons for leaving the organization were: reasons unrelated to HCPSS (35 percent), supervisor (14 percent), and compensation (12 percent). When asked if they would recommend HCPSS as an employer, 86 percent of support staff respondents said they would recommend HCPSS to others.

## II. TEACHING STAFF

### Teachers Hired by Level and Content Area

For the purpose of this report, teachers are defined as classroom teachers, resource teachers, therapists, special education related-service providers, media specialists, guidance counselors, psychologists, and pupil personnel workers. For the period of October 16, 2015, to October 15, 2016, the school system hired 257 teachers, as defined above. Of that number, 243 (94.6 percent) were hired for classroom teaching positions.

More than 49 percent of the teachers employed during the 2016 reporting period were hired to teach in critical shortage content areas. These critical shortage content areas, as defined by the Maryland State Department of Education (MSDE), include computer science, English, English for speakers of other languages (ESOL), family and consumer science, library science, mathematics, occupational and physical therapy, reading specialist, science, special education, speech-language pathology, technology education, and world language.

Figure 1 shows that teacher hiring for the 2016 reporting period decreased at all school levels when compared to the previous reporting period.

**Figure 1**  
**Number of Teachers Hired by Level**  
**Comparative Data, 2014-2016**

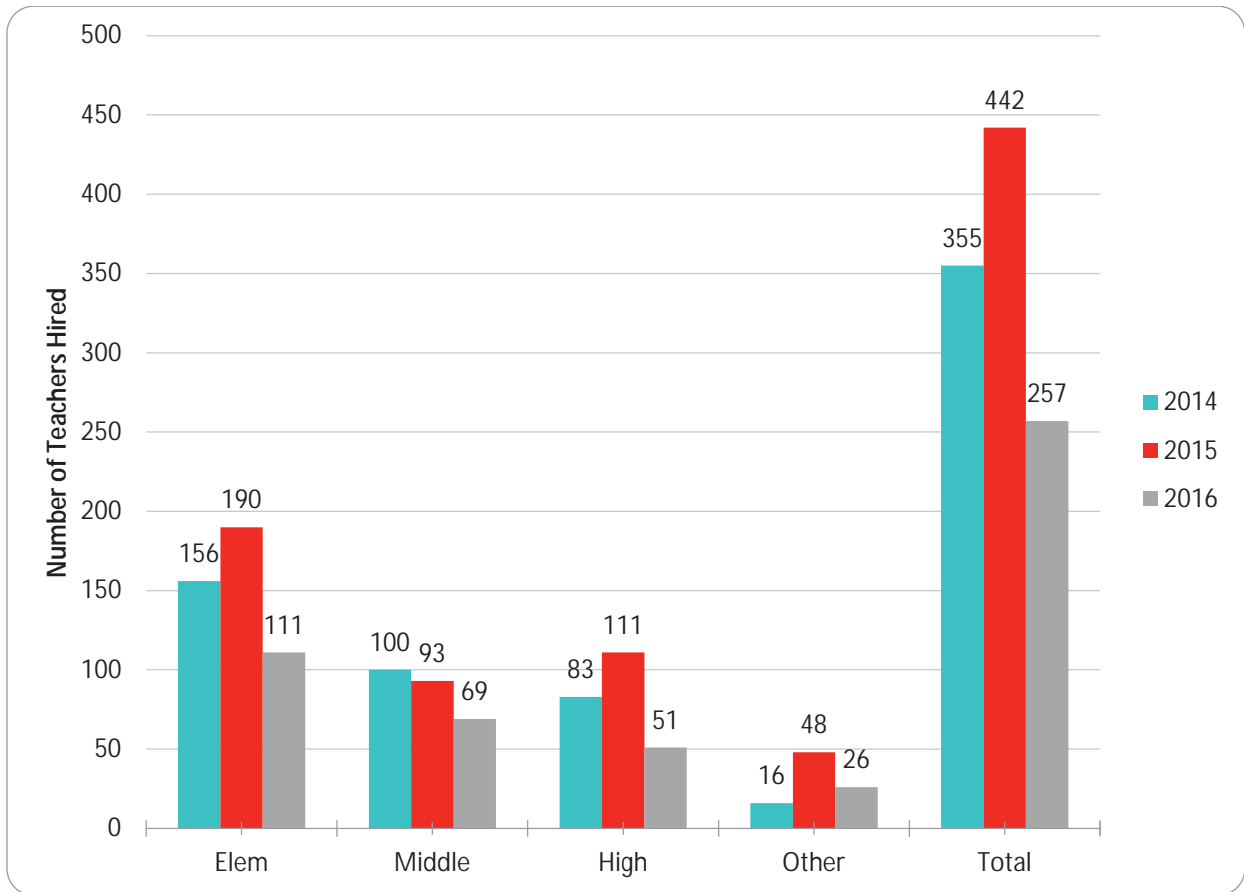
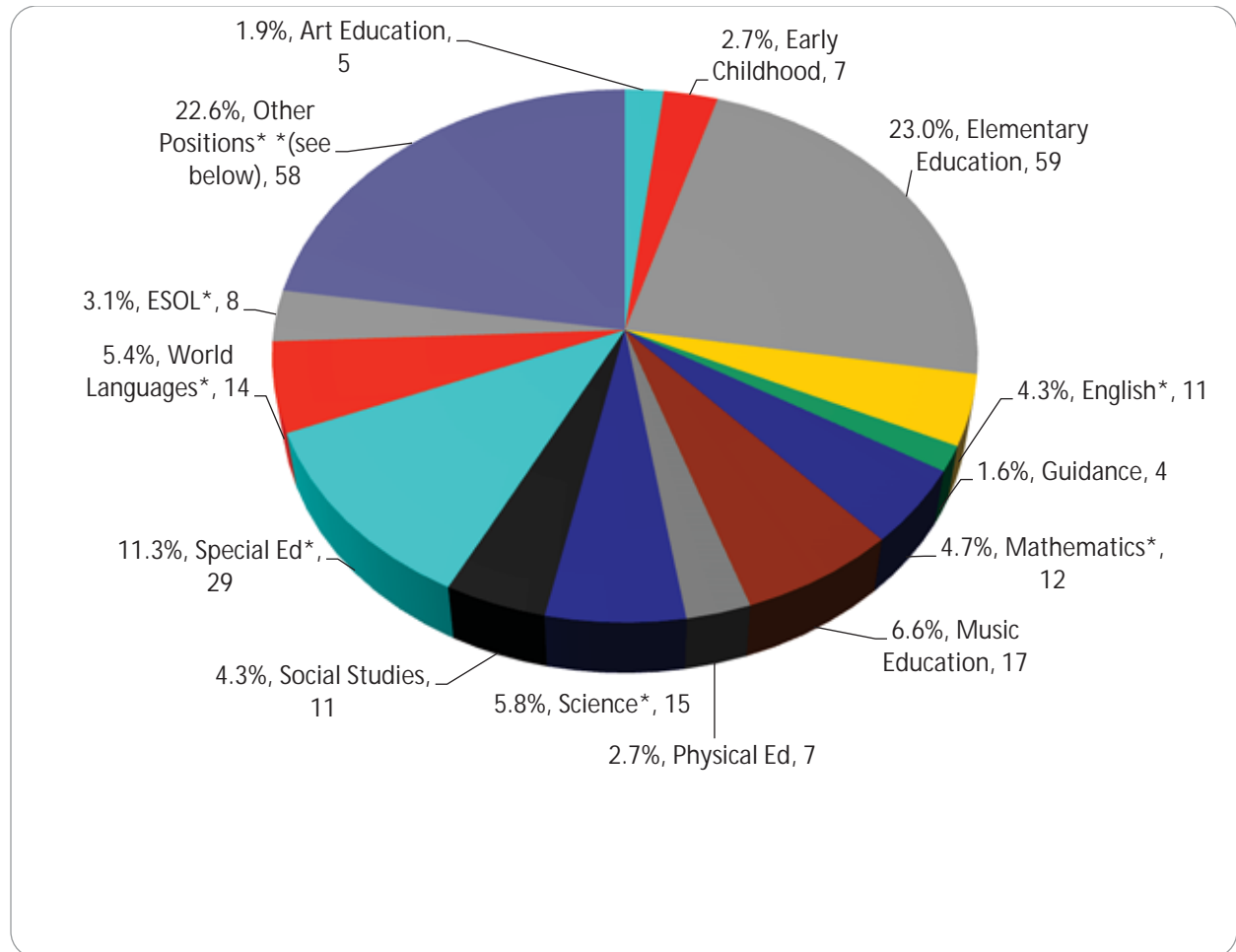


Figure 2 displays the number of teachers hired by content area for the 2016 reporting period. There were 257 teachers hired in 2016.

**Figure 2**

**Number and Percentage of Teachers Hired by Content Area, 2016**



<b>Other Positions**</b>	<b># Hired</b>	<b>Other Positions</b>	<b># Hired</b>
Alternative Education	0	Psychologist	3
Business and Computer Science*	5	Pupil Personnel Worker	0
Career Academies	0	Reading Teacher and Reading Specialist *	9
Family and Consumer Science*	2	Resource Teacher	11
Gifted Education	2	School Mental Health Therapist	0
Health Education	3	Speech Pathologist*	8
Library Science*	7	Technology Education *	7
Occupational and Physical Therapist*	1	ROTC	0
<b>Total</b>			<b>38</b>

\*Indicates critical shortage content area per the Maryland State Department of Education

Table 3 shows a comparison of hiring by field over the past five years.

It is important to note that despite a large number of vacancies in critical shortage content areas, schools opened on August 22, 2016, with zero classroom teacher vacancies, reflecting a fill rate of 100%.

**Table 3**  
**Number of Teaching Assignments by Field**  
**Comparative Data, 2012-2016**

<b>Assignment</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>5-Year Average</b>
Adaptive Physical Education	-	3	-	1	-	0.8
Alternative Education	2	-	-	1	-	0.6
Art Education	4	4	11	6	5	6.0
<b>Business and Computer Science</b>	2	1	3	1	5	2.4
Career Academies	-	-	3	3	-	1.2
Career Research Development	-	5	-	-	-	1.0
Early Childhood and Elementary Education	90	112	76	107	66	90.2
<b>English</b> and Drama	11	22	20	28	11	18.4
<b>Family and Consumer Science</b>	5	2	4	1	2	2.8
Gifted Education	-	1	3	4	2	2.0
Guidance	10	12	10	11	4	9.4
Health Education	2	-	5	2	3	2.4
<b>Library Science</b>	5	7	4	7	7	6.0
<b>Mathematics</b>	23	20	32	28	12	23.0
Music Education	16	15	11	26	17	17.0
<b>Occupational and Physical Therapist</b>	6	2	3	4	1	3.2
Physical Education and Dance	15	10	10	15	7	11.4
Psychologist	4	6	3	5	3	4.2
Reading Teacher and <b>Reading Specialist</b>	7	12	1	15	9	8.8
Reserve Officer Training Corp, Jr.	-	-	6	1	-	1.4
Resource Teacher	-	1	1	-	11	2.6
School Mental Health Therapist	-	-	2	-	-	0.4
<b>Science</b>	23	19	12	24	15	18.6
Social Studies	12	12	13	9	11	11.4
<b>Special Education</b>	46	50	58	71	29	50.8
<b>Speech Pathologist</b>	9	9	7	15	8	9.6
<b>Technology Education</b>	9	5	2	9	7	6.4
<b>World Language and ESOL</b>	30	26	55	48	22	36.2
<b>Total</b>	<b>331</b>	<b>356</b>	<b>355</b>	<b>442</b>	<b>257</b>	<b>348.2</b>

*Note: Critical shortage content areas are highlighted in BOLD*

## Recruitment

Each year, the Howard County Public School System implements an aggressive nationwide recruiting operation designed to attract diverse and highly qualified teachers. The system also offers a variety of incentive programs such as tuition reimbursement, interest-free loans, competitive salary and benefit packages, and exceptional professional development.

The Office of Human Resources continues to utilize a variety of advertising venues such as social media (Facebook and Twitter), mass emails, and online teacher recruitment websites. The office has also targeted advertising for specific content areas that have limited candidate pools, such as world languages, special education, and speech language pathology. Additionally, during the spring we expanded our media presence to include new advertising platforms in order to support recruitment efforts. This included print, social media, and radio broadcast advertising.

As a recruiting tool, enhancements were made to the employment section of the Howard County Public School System website. These include additional information regarding teacher recruitment services provided by the Office of Human Resources, upgraded recruitment materials, as well as our online employment application system, Frontline Applicant Tracking System. The Office of Human Resources used the online software, Pick-a-Time, for applicants to register for the HCPSS job fair and to schedule on-site preliminary interviews. This has enabled staff to identify candidate qualifications and background information in advance of scheduled job fairs.

The school system conducted a successful teacher recruiting fair, the Comprehensive Teacher Job Fair, and also held several smaller interviewing events with HCPSS curriculum personnel. During the 2015-2016 school year, representatives from the Office of Human Resources attended 12 recruiting events at Historically Black Colleges and Universities and Minority Job Fairs. In addition, the recruiting and hiring team participated in recruiting events throughout the Mid-Atlantic as well as local colleges and universities known to have a larger pool of diverse and qualified teachers.

The Office of Human Resources continues to support the philosophy of “growing our own” teachers. This year, 46 HCPSS graduates were hired as teachers. To continue cultivating teachers, our representatives meet with non-certificated employees individually and in groups to promote teaching as a career. In addition, staff presented information concerning certification and career opportunities during a series of workshops hosted by the Office of Professional Development. In an effort to expose students to careers in education and to address possible future teacher shortages, the Office of Human Resources continues to support and participate in student organizations such as Educators Rising (formally known as Future Educators Association), Alpha Achievers, Delta Scholars, and teacher academy programs in HCPSS high schools. HR personnel presented to Educators Rising clubs within our high schools to provide students with detailed information in regards to college preparation to enter the field of education, how to apply to become an educator, and what to consider when entering the profession. Although these are long-term recruiting strategies, these efforts are seen as a way to encourage students to pursue careers in education. Additionally, several middle and high school students involved in these programs assisted personnel during the Human Resources Comprehensive Teacher Job Fair and the Surplus Job Fair.

For the coming year, the Howard County Public School System will offer the following initiatives to increase the percentage of core academic subject classes taught by qualified teachers:

- A comprehensive recruiting schedule will continue to be used to recruit teachers and related-service providers in critical shortage areas.
- The Office of Human Resources will continue to involve minority community organizations and minority professional organizations in the recruiting of potential employees.

- Representatives from the Office of Human Resources will meet with support staff to encourage these individuals to pursue a teaching career in the Howard County Public School System. The Master Agreement between the Board of Education of Howard County and the Howard County Education Association Education Support Professionals provides both graduate and undergraduate credit allowance for paraeducators pursuing a Maryland Approved Program in teacher education.
- In collaboration with the Offices of Professional Development and Cultural Proficiency, the Office of Human Resources will be hosting a series of events to attract diverse candidates from neighboring counties.

## **Hiring**

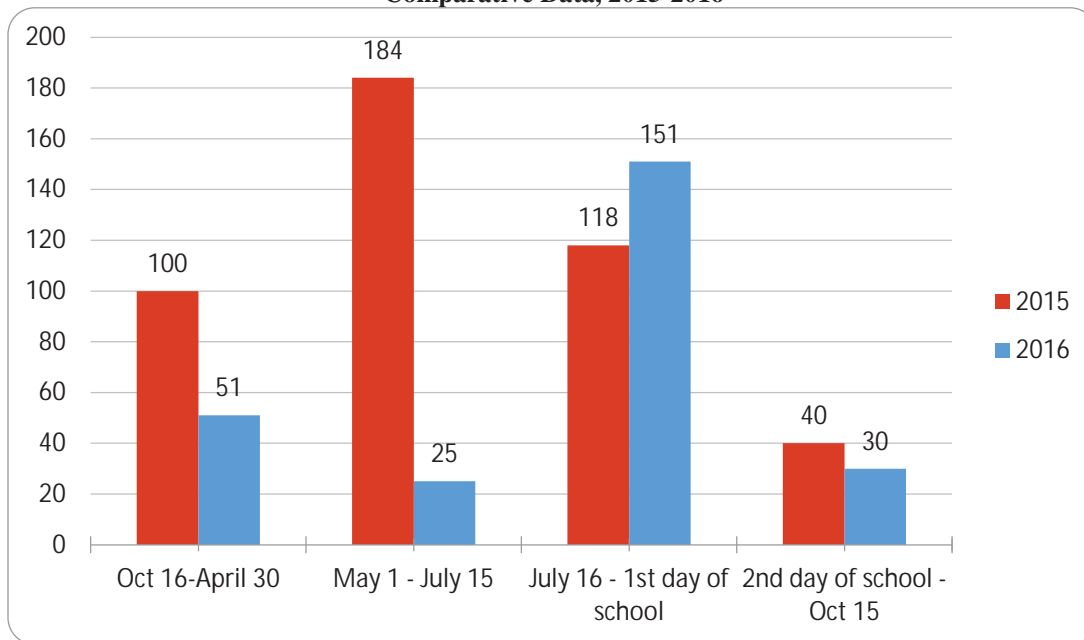
During the 2016 hiring period from October 16, 2015 to October 15, 2016, 257 classroom teachers, resource teachers, and related-service providers (e.g. speech language pathologists, occupational therapists, counselors, etc.) were hired from an applicant pool of 7,281. More than 49 percent of the classroom teachers were employed to teach in critical shortage content areas. The national teacher shortage continues to make it challenging to recruit highly qualified teachers in critical shortage content areas. Recent national reports indicate less than 5 percent of freshmen in college are intending to major in education. An analysis of the teacher candidate pool reveals that 48 percent of applicants were seeking positions in non-critical content areas, and 52 percent applied for positions in critical shortage content areas.

To fill vacancies from the most highly qualified pool of candidates, the timing of teacher recruiting and hiring is of critical importance, and several factors are considered. Tenured teachers in Maryland public school systems must abide by a July 15 resignation deadline and non-tenured teachers to a May 1 resignation deadline. Consequently, vacancies are identified as early as possible. Involuntarily transferred (surplus) teachers and teachers returning from leave are placed promptly, before new hires are placed.

This reporting period, 29 percent of teachers were hired prior to July 15. As compared to prior years, the number of teachers hired prior to July 15 decreased. The delay in hiring is attributed to internal budgetary constraints and the restructuring of employee staffing.

To address the hiring challenges and to remain competitive, HCPSS awarded 33 open contracts to highly qualified candidates in the areas of early childhood education, elementary education, English, mathematics, science, special education (including related-service providers such as speech language pathologists and school psychologists), and world language. In total, 45.5 percent of those candidates were minority candidates.

**Figure 3**  
**Number of New Teachers Hired by Contract Signing Date, 2016**  
**Comparative Data, 2015-2016**



*Note.* \*COMAR13A.07.02.01B states that a certificated employee wishing to vacate his or her position must give notice no later than July 15 (May 1, if the teacher is non-tenured).

## **NEW TEACHER PROFILE**

### **Experience**

Table 4 illustrates the number of new teachers hired in 2016 by years of previous teaching experience and level of teaching assignment. New HCPSS teachers continue to be hired across a full spectrum of experience levels. During the 2016 reporting period, 64.6 percent of teachers hired were experienced educators. First-year teachers represent 35.4 percent of all teachers hired. Of these new hires, 47 (51.6 percent) were PDS interns or student teachers in Howard County.



**Table 4**  
**Number and Percentage of New Teachers Hired by Years of Previous Teaching Experience, 2016**

<b>Years of Experience</b>	<b>Elem</b>	<b>Middle</b>	<b>High</b>	<b>Other</b>	<b>Total</b>	<b>%</b>
0	52	21	15	3	91	35.4
1	10	4	3	1	18	7.0
2	2	4	2	-	8	3.1
3	-	5	3	1	9	3.5
4	10	7	1	-	18	7.0
5	3	3	1	-	7	2.7
6	5	2	3	-	10	3.9
7	3	1	1	-	5	1.9
8	2	4	3	-	9	3.5
9	6	1	4	2	13	5.1
10	4	2	3	-	9	3.5
11	2	3	1	1	7	2.7
12	3	3	2	-	8	3.1
13	2	1	3	-	6	2.3
14	3	-	2	1	6	2.3
15	3	1	1	-	5	1.9
16	-	-	2	-	2	0.7
17	1	3	1	-	5	1.9
18	5	3	1	1	10	3.8
19	1	1	-	1	3	1.1
20+	6	1	1	-	8	3.1
<b>Total</b>	<b>123</b>	<b>70</b>	<b>53</b>	<b>11</b>	<b>257</b>	<b>100</b>

Table 5 provides comparative data on years of previous teaching experience for new teachers hired from 2012 through 2016. Information regarding years of experience of all certificated teaching staff is shared within Appendix B and is disaggregated by location.

**Table 5**  
**Number of New Teachers Hired by Years of Previous Teaching Experience**  
**Comparative Data, 2012–2016**

<b>Years of Experience</b>	<b>2012</b>		<b>2013</b>		<b>2014</b>		<b>2015</b>		<b>2016</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
0 Years	172	52.0	203	57.0	160	45.1	172	38.9	91	35.4
1 to 4 Years	64	19.3	54	15.2	63	17.7	95	21.5	53	20.6
5 to 9 Years	46	13.9	63	17.7	76	21.4	97	21.9	44	17.1
10 or More Years	49	14.8	36	10.1	56	15.8	78	17.7	69	26.9
<b>Total</b>	<b>331</b>	<b>100</b>	<b>356</b>	<b>100</b>	<b>355</b>	<b>100</b>	<b>442</b>	<b>100</b>	<b>257</b>	<b>100</b>

## Race, Ethnicity, and Gender

Of the total number of new teachers hired, 27.6 percent self-identified as members of a racial minority. The breakdown per racial/ethnic minority group is as follows: 11.3 percent Black or African American; 8.9 percent Asian; 6.6 percent Hispanic; and 0.8 percent two or more races, and American Indian/Alaska Native.

The diversity of teachers overall is 16.5 percent.

**Table 6**  
**Number and Percentage of New Hires by Race and Ethnicity, 2016**

Position	American Indian/Alaskan Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	Two or More Races	White	Total
Teacher	1	22	27	14	-	-	160	224
Resource Teacher	-	-	1	-	-	-	9	10
Therapist*	-	1	-	1	-	1	6	9
Media Specialist	-	-	1	1	-	-	5	7
Guidance Counselor	-	-	-	1	-	-	3	4
Psychologist	-	-	-	-	-	-	3	3
Pupil Personnel Worker	-	-	-	-	-	-	-	0
<b>Subtotal</b>	<b>1</b>	<b>23</b>	<b>29</b>	<b>17</b>	<b>0</b>	<b>1</b>	<b>186</b>	<b>257</b>
<b>%</b>	0.4	8.9	11.3	6.6	0.0	0.4	72.4	100

Note. \*Therapists include occupational therapists, physical therapists, speech/language pathologists, adaptive physical education teachers, and teachers of the visually impaired

**Table 7**  
**Number and Percentage of New Hires by Gender and Minority Status**  
**Comparative Data, 2012-2016**

Gender/Minority Status	2012		2013		2014		2015		2016	
	N	%	N	%	N	%	N	%	N	%
Minority Male	13	3.9	12	3.3	10	2.8	13	3.0	10	3.9
White Male	52	15.7	70	19.7	51	14.4	64	14.5	35	13.6
Minority Female	37	11.2	47	13.2	68	19.2	47	10.6	61	23.7
White Female	229	69.2	227	63.8	226	63.6	318	71.9	151	58.8
<b>Total</b>	<b>331</b>	<b>100</b>	<b>356</b>	<b>100</b>	<b>355</b>	<b>100</b>	<b>442</b>	<b>100</b>	<b>257</b>	<b>100</b>

Note. \*Therapists include occupational therapists, physical therapists, speech/language pathologists, adaptive physical education teachers, and teachers of the visually impaired

## Degree and Institutions of Higher Education

Table 8 illustrates the level of education obtained by the system's newest hires. For the 2016 reporting period, 43.9 percent of new teachers held a bachelor's degree or bachelor's degree plus 30 credits at the time of hire. A total of 56.1 percent of new teachers held advanced degrees, including master's and doctoral degrees. Table 9 shows comparative degree data for the past five years.

**Table 8**  
**Number and Percentage of New Teachers by Degree Status, 2016**

Degree	Elementary		Middle		High		Other		Total	
	N	%	N	%	N	%	N	%	N	%
Non-Degreed	-	-	-	-	-	-	-	-	-	-
Associate's	-	-	-	-	-	-	-	-	-	-
Bachelor's	57	50.0	32	46.4	12	24.0	2	8.3	103	40.1
Bachelor's +30	2	1.8	5	7.2	3	6.0	-	-	10	3.9
Master's	44	38.6	29	42.0	23	46.0	22	91.7	118	45.9
Master's +30	10	8.8	2	2.9	11	22.0	-	-	23	8.9
Doctorate	1	0.9	1	1.4	1	2.0	-	-	3	1.2
<b>Total</b>	<b>114</b>	<b>100</b>	<b>69</b>	<b>100</b>	<b>50</b>	<b>100</b>	<b>24</b>	<b>100</b>	<b>257</b>	<b>100</b>

**Table 9**  
**Number and Percentage of New Teachers by Degree Status**  
**Comparative Data, 2012–2016**

Degree	2012		2013		2014		2015		2016	
	N	%	N	%	N	%	N	%	N	%
Non-Degreed	-	-	1	0.3	-	-	-	-	-	-
Associate	-	-	1	0.3	-	-	-	-	-	-
Bachelor's	143	43.2	170	47.8	161	45.3	180	40.7	113	43.9
Master's	183	55.3	178	50.0	188	53.0	223	50.5	141	54.9
Doctorate	5	1.5	6	1.7	6	1.7	39	8.8	3	1.2
<b>Total</b>	<b>331</b>	<b>100</b>	<b>356</b>	<b>100</b>	<b>355</b>	<b>100</b>	<b>442</b>	<b>100</b>	<b>257</b>	<b>100</b>

## Assignments and Transfers

The Office of Human Resources, in collaboration with the Division of Curriculum and Instruction and the Office of School Administration, assisted with the assignment, reassignment, or transfer of 231 teachers through the involuntary transfer (surplus), voluntary transfer, and return from leave processes (See Table 10). This number included 141 involuntary transfers (124 surplus and 17 administrative), 66 voluntary transfers, and 24 teachers who returned from leave.

All of the considerations that impact teacher hiring also influence teacher transfers and reassignment. These considerations include, but are not limited to, professional certification, years of experience, and the specific needs at the school site. Article VI of the Master Agreement between the Board of Education of Howard County and the Howard County Education Association outlines the teacher transfer process and is summarized below.

**Involuntary Transfer (Surplus)** – Surplus refers to a change in a teacher’s assignment to a different school(s) due to student enrollment or program changes. The Office of School Administration finalizes the placement of involuntarily transferred teachers, with consideration given to school and program needs, certification, and *No Child Left Behind* (NCLB) highly qualified status.

**Involuntary Transfer (Administrative)** – Administrative transfers occur when a teacher is reassigned to another school by the Office of School Administration for programmatic, enrollment, or other administrative reasons. It is important to note that all involuntary transfer placements (surplus and administrative) are made prior to placing teachers returning from leave, voluntary transfers, or new hires.

**Voluntary Transfers** – Voluntary transfers occur when a teacher voluntarily documents an interest to relocate to another school within their area of certification. If a teacher does not receive or accept an offer from another school prior to August 1, the teacher’s school assignment does not change. Teachers who are surplus may also participate in the voluntary transfer process.

**Table 10**  
**Teacher Assignments and Transfers, 2016**

<b>Transfer Type</b>	<b>Total</b>
Involuntary Transfer (Surplus)	124
Involuntary Transfer (Administrative)	17
Return from Leave	24
Voluntary Transfer	66
<b>Total</b>	<b>231</b>

## Separations

As illustrated in Table 11, there were 209 teacher separations during the 2016 reporting period, resulting in a turnover rate of 4.2 percent. The largest group consisted of classroom teachers, with 102 resignations and 36 retirements.

The highest percentage of overall separations was due to resignation (58.9 percent), followed by retirement (19.1 percent), and resignation from leave of absence (19.1 percent).

**Table 11**  
**Number and Percentage of Separations, 2016**

Position	Resign	Retire	Death	Resign from leave of absence	Non-renewal	Termination	Total
Teacher	102	36	1	40	3	1	<b>183</b>
Resource Teacher	4	-	-	-	-	-	<b>4</b>
Therapist*	8	-	1	-	-	-	<b>9</b>
Media Specialist	3	1	-	-	-	-	<b>4</b>
Guidance Counselor	3	3	-	-	-	-	<b>6</b>
Psychologist	3	-	-	-	-	-	<b>3</b>
Pupil Personnel Worker	-	-	-	-	-	-	<b>0</b>
<b>Total</b>	<b>123</b>	<b>40</b>	<b>2</b>	<b>40</b>	<b>3</b>	<b>1</b>	<b>209</b>
<b>% of Total</b>	<b>58.9</b>	<b>19.1</b>	<b>1.0</b>	<b>19.1</b>	<b>1.4</b>	<b>0.5</b>	<b>100</b>

*Note: \*Therapist includes occupational therapists, physical therapists, speech/language pathologists, adaptive physical education teachers, and teachers of the visually impaired.*

## Resignations and Leaves of Absence

Resignation data are tracked by the reason for separation and the period of the year when the separation occurred. Based on the reasons cited by employees at the time of separation, the most common reason cited is “relocation” (see Appendix F). Appendix G provides data on professional staff (teachers, school-based administrators, central office administrators, and other CMT staff) resignations by calendar period. Comparative data (2006–2016) for professional staff resignations are provided in Appendix H.

Leaves of absence refer to extended (long-term) leaves, such as childrearing or professional leave, for which approval is required, and a vacancy is declared. Data on professional (teachers, school-based administrators, central office administrators, and other CMT staff) leaves of absence resulting in vacancies are collected and reflect a decrease when compared to the previous reporting period (see Appendix I). The vast majority of leaves of absences resulting in vacancies were taken for childrearing (see Appendix J). Childrearing leave may be granted for up to three years for the birth or adoption of a child.

Employees returning from any long-term leave are placed in a comparable position pending availability. Leaves of absence do not include short-term leaves, such as illness or maternity. These leaves, which do not create vacancies, are covered under the Family Medical Leave Act (FMLA). At the conclusion of the 2016 reporting period, there were 318 active leaves of absence.

The date of separation for certificated positions is important as it is directly related to the supply of highly qualified, available applicants. Vacancies created during the school year are filled from a very limited pool of applicants, while vacancies occurring from May 1 to July 1 are filled from the largest pool of highly qualified applicants.

The Office of Human Resources continues to track the resignation rate of teachers within the first five years of employment. Table 12 shows the five-year resignation data for those teachers hired from October 1, 2006, to October 15, 2016. Although national data indicate that up to 50 percent of teachers resign within the first five years of teaching, HCPSS data reflect an extremely high retention rate. On average, 80 percent of HCPSS teachers remain with the school system after their first five years in the profession.

**Table 12**  
**Number and Percentage of Teachers Resigning Within the First Five Years of Teaching, 2016**

Reporting Period	# Hired	Year of Resignation										Total Resignations	
		Year 1		Year 2		Year 3		Year 4		Year 5		N	%
		N	%	N	%	N	%	N	%	N	%		
2005-2006*	499	3	0.6	58	11.6	38	7.6	19	3.8	7	1.4	<b>125</b>	<b>25.1</b>
2006-2007*	573	3	0.5	48	8.4	27	4.7	20	3.5	9	1.6	<b>107</b>	<b>18.7</b>
2007-2008*	409	1	0.2	22	5.4	16	3.9	13	3.2	11	2.7	<b>63</b>	<b>15.4</b>
2008-2009*	247	1	0.4	19	7.7	11	4.5	19	7.7	3	1.2	<b>53</b>	<b>21.5</b>
2009-2010*	289	1	0.3	13	4.5	2	0.7	8	2.8	17	5.9	<b>41</b>	<b>14.2</b>
2010-2011*	279	1	0.4	9	3.2	21	7.5	12	4.3	15	5.4	<b>58</b>	<b>20.8</b>
2011-2012*	331	2	0.6	17	5.1	16	4.8	14	4.2	<b>10</b>	3.0	<b>59</b>	<b>17.8</b>
2012-2013*	356	1	0.3	20	5.6	17	4.8	<b>16</b>	4.5				
2013-2014*	355	2	0.6	31	8.7	<b>10</b>	2.8						
2014-2015	442	6	1.8	<b>8</b>	1.8								
2015-2016	257	<b>25</b>	9.7										
<b>Average</b>	<b>367</b>	<b>4.2</b>	<b>1.4</b>	<b>24.5</b>	<b>6.2</b>	<b>17.6</b>	<b>4.6</b>	<b>15.1</b>	<b>4.3</b>	<b>10.3</b>	<b>3.0</b>	<b>74.5</b>	<b>19.3</b>

\*Previously, the reporting period was defined as October 1 to September 30 of the following year. In 2013-2014, the reporting period was adjusted and is now defined as October 16 through October 15 of the following year.

## ExitRight Survey Results

This year's ExitRight data for teacher separations yielded 66 interviews. The results indicated 28 percent of respondents separated from the organization for "Reasons Unrelated to HCPSS." Of those respondents, 40 percent indicated "Relocation"; 25 percent indicated "Retirement"; 15 percent indicated "Child Care"; 10 percent indicated "Personal or Family Reasons"; 8 percent indicated "Commute"; and 3 percent indicated "Return to School". Of the 66 responses, the second most selected reason teachers separated from the organization was evenly divided between "Instructional Demands Related to Teaching and Non-Instructional Demands Unrelated to Teaching".

Teachers were asked to identify their employment status after leaving HCPSS. The data reflected 46 percent of the 63 respondents indicated they were not seeking employment after separating from HCPSS.

When asked if they would recommend HCPSS, 79 percent of respondents said they would recommend HCPSS to other educators. In addition, 70 percent of respondents indicated they would consider working for HCPSS in the future.

### III. CERTIFICATED, MANAGEMENT, AND TECHNICAL STAFF

#### Hiring

Certificated, management, and technical (CMT) hiring includes school-based administrators, central office administrators (certificated and non-certificated), management, and technical staff members.

There were 53 administrative positions (principal, assistant principal, other school-based administrators, certificated, management, technical, and cluster and float nurse) posted for the reporting period October 16, 2015, to October 15, 2016. Of the 4,268 applicants, 839 met the minimum qualifications, and 72 candidates were hired. It should be noted that applicant pools are utilized for assistant principal, cluster nurse, and athletics and activities manager positions, enabling the system to quickly fill vacancies with qualified applicants.

The Office of Professional and Organizational Development continues in its effort to build leadership capacity in HCPSS through targeted initiatives including Coaching Academies, Leadership Fellows, New Leader Support Programs, and Aspiring Assistant Principal workshops.

In addition, the Office of School Administration utilizes the Leadership Intern Program to provide opportunities for teachers to gain skills as school-based administrators. Under the program, teachers with administrative certification perform administrative functions under the direction of the principal. Applicants for leadership intern positions apply and are selected from the Assistant Principal Pools. The data for “Other School-Based Administrators” in Table 13 reflect those Assistant Principal applicants who were selected as leadership interns. Since its inception, 33 leadership interns have been promoted to assistant principal, a clear indicator of the program’s success.

**Table 13  
Number of Certificated, Management, and Technical Vacancies, Applications, and  
Candidates Hired, 2016**

Position	Number of Vacancies	Applications Received	Qualified Applications Reviewed	Candidates Hired
Principal	9	191	90	9
Assistant Principal	8	692	100	8
Other School-Based Administrators*	2	**	**	2
Certificated	26	1285	105	24
Management	12	501	130	11
Technical	20	1572	395	16
Cluster and Float Nurse	2	27	19	2

\*Includes Athletics and Activities Managers and Leadership Interns.

\*\*During this reporting period, there were no Athletics and Activities Manager vacancies posted. The Leadership Intern positions are filled from within the Assistant Principal applicant pool.

## **Recruitment**

The use of the online employment application system in the posting, advertising, and screening of CMT applications has had a beneficial effect on the applicant pool for CMT vacancies. The Frontline Applicant Tracking System saves applicant information, thereby enabling applicants to update information and/or apply for multiple vacancies over the course of the reporting period. Additionally, through the application system, positions can be posted on K12JobSpot.com to cast a wider net when searching for applicants. The CMT team works with supervisors to update job descriptions and determine best practices for advertising vacancies within their areas. Based on this input, CMT vacancies are advertised on designated professional websites and online employment advertising sites such as Indeed.com, CareerBuilder.com, Monster.com, and Dice.com. These sites are instrumental in recruiting applicants for hard-to-fill positions with specific skill sets and qualifications. After learning about vacancies through these sites, applicants continue with the standard application process. Beginning in the 2015 reporting year, most positions are now posted as “open until filled” with initial screening dates to start reviewing candidates. Keeping positions open, while reviewing applications and conducting interviews, assists in filling vacancies quickly.

## **Selection Process**

For each certificated, management, and technical vacancy, applicants are screened to determine whether they meet the minimum qualifications. Applicants who meet the minimum requirements are forwarded to the interview committee chairperson and applicable committee members for further screening. Candidates invited to participate in an interview complete both a written response and an oral panel interview. Based on the position level, a second interview with executive leadership may be required. After successfully completing the interview process, candidates are recommended to the Office of Human Resources for hire.

## **Diversity**

Table 14 displays the overall diversity of certificated, management, and technical staff as of October 15, 2016. The diversity of the CMT staff increased from 24.6 percent in 2015 to 25.6 percent in 2016. In support of Outcome 4.2: HCPSS hires and retains a talented, effective, and diverse workforce, the Office of Human Resources has expanded its advertising venues to include more position-specific, online recruiting tools and virtual job fair opportunities. Staff participated in and recruited from the Education Week Virtual Job Fair and the National Minority Virtual Job Fair. These and other targeted recruiting efforts are creating a stronger candidate pool from which to interview, select, and hire a diverse workforce for HCPSS schools and offices.



**Table 14  
Number and Percentage of Certificated, Management, and Technical Staff by Race and Ethnicity, 2016**

<b>Position</b>	<b>American Indian/Alaskan Native</b>	<b>Asian</b>	<b>Black or African American</b>	<b>Native Hawaiian or Other Pacific Islander</b>	<b>White</b>	<b>Hispanic</b>	<b>Two or More Races</b>	<b>Total</b>
Superintendent	-	-	-	-	1	-	-	<b>1</b>
Dep. Superintendent	-	-	-	-	1	-	-	<b>1</b>
Chief	-	-	2	-	3	-	-	<b>5</b>
Executive Director/Director	-	1	6	-	16	1	-	<b>24</b>
Coordinator	-	4	7	1	32	2	-	<b>46</b>
Facilitator	-	1	2	-	28	1	-	<b>32</b>
Other Administrator	-	2	10	-	39	2	-	<b>53</b>
Principal	-	1	13	-	60	1	1	<b>76</b>
Asst. Principal	-	3	32	-	81	3	-	<b>119</b>
Other School-Based Administrator	-	-	-	-	18	-	-	<b>18</b>
<b>Total</b>	<b>0</b>	<b>12</b>	<b>72</b>	<b>1</b>	<b>279</b>	<b>10</b>	<b>1</b>	<b>375</b>
<b>% of Total</b>	<b>0.0</b>	<b>3.2</b>	<b>19.2</b>	<b>0.3</b>	<b>74.4</b>	<b>2.7</b>	<b>0.3</b>	<b>100</b>

**Race and Ethnicity of School-Based Administrators**

Table 15 identifies the composition of school-based administrators by race and ethnicity. Approximately 25.4 percent of all HCPSS school-based administrators (principals, assistant principals, and other school-based administrators) are members of a racial or ethnic minority group, which reflects an increase of 1.4 percentage points from the previous reporting period. The Office of Human Resources and the Office of School Administration use these data to inform decision making during the recruitment, hiring, assignment, and reassignment processes for school-based leadership staff.

**Table 15  
Race and Ethnicity of School-Based Administrators by Level and Position, 2016**

<b>Category/Position</b>	<b>Asian</b>	<b>Black or African American</b>	<b>Hispanic</b>	<b>Two or More Races</b>	<b>White</b>	<b>Total</b>
<b>Elementary</b>						
Principal	-	9	1	1	30	41
Assistant Principal	1	12	2	-	30	45
Other School-Based Administrator*	-	-	-	-	1	1
<b>Subtotal</b>	<b>1</b>	<b>21</b>	<b>3</b>	<b>1</b>	<b>61</b>	<b>87</b>
<b>Middle</b>						
Principal	1	2	-	-	17	20
Assistant Principal	-	7	-	-	20	27
Other School-Based Administrator*	-	-	-	-	4	4
<b>Subtotal</b>	<b>1</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>41</b>	<b>51</b>
<b>High</b>						
Principal	-	2	-	-	9	11
Assistant Principal	-	13	1	-	29	43
Other School-Based Administrator*	-	-	-	-	13	13
<b>Subtotal</b>	<b>0</b>	<b>15</b>	<b>1</b>	<b>0</b>	<b>51</b>	<b>67</b>
<b>Other**</b>						
Principal	-	-	-	-	4	4
Assistant Principal	2	-	-	-	2	4
Other School-Based Administrator*	-	-	-	-	-	-
<b>Subtotal</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>8</b>
<b>Total***</b>	<b>4</b>	<b>45</b>	<b>4</b>	<b>1</b>	<b>159</b>	<b>213</b>
<b>% of Total</b>	<b>1.9</b>	<b>21.1</b>	<b>1.9</b>	<b>0.5</b>	<b>74.6</b>	<b>100</b>

*Note. No school-based administrators identified themselves as Native Hawaiian/ Other Pacific Islander.*

*\*Other School-Based Administrator includes Athletics and Activities Managers and Leadership Interns.*

*\*\*Other (Homewood School, County Diagnostic Center, and Cedar Lane School, ARL) represents multi-level assignments.*

## **Separations**

As displayed in Table 16, there were 41 certificated, management, and technical staff separations during the 2016 reporting period. This represents a decrease of 30 separations when compared to the previous reporting period.

Of the 41 separations, 12 (29.3 percent) were the result of retirement. Principals and assistant principals made up the largest group of retirees. The highest percentage of resignations is reflected in the “Other Professional Personnel” category.

**Table 16  
Number and Percentage of Certificated, Management, and Technical Staff Separations, 2016**

Position	Resign	Retire	Termination	Total
Director	-	-	-	-
Coordinator	4	1	-	5
Facilitator	1	1	-	2
Other Administrator	1	2	1	4
Principal	2	3	-	5
Asst. Principal	2	3	-	5
Nurse	5	1	-	6
Other Professional Personnel	13	1	-	14
<b>Total</b>	<b>28</b>	<b>12</b>	<b>1</b>	<b>41</b>
<b>% of Total</b>	<b>68.3</b>	<b>29.3</b>	<b>2.4</b>	<b>100</b>

#### **IV. NEW INITIATIVES & FUTURE DIRECTION**

##### **Recruiting a Talented, Effective, and Diverse Workforce**

The excellent reputation of the Howard County Public School System contributes to the system’s ability to recruit, hire, and retain employees in all areas. However, like school systems across the state and nation, challenges exist as the system seeks to recruit a talented and effective workforce, and diversify the staff to better reflect the student body. The state and national shortage of diverse teachers, combined with a reduction in the number of students entering teacher education and preparation programs, create a competitive market for a small pool of candidates.

In this competitive market, offering open (early) contracts represents one tool that will help secure highly qualified and experienced teachers that meet the needs of the school system. Open contracts provide top candidates with job security, while ensuring that highly effective candidates are available once vacancies are identified. In the 2016 reporting period, we extended 33 open contracts.

The Howard County Public School System prides itself on “growing its own” teachers. Many HCPSS graduates, professional development school interns, student teachers, and paraeducators have secured full-time teaching positions within the school system. Talent-spotting and offering support during the developmental stages of teacher preparation is essential in retaining the best talent. Data also show that teachers with foundational experiences in HCPSS have a head start on the road to educational excellence.

This “grow your own” philosophy is strategic in addressing the shortage of minority candidates. Working in collaboration with colleagues at the school level, Human Resources staff members visit schools to speak to student groups about careers in the field of education. Human Resources staff members also have a strong connection with student organizations such as the Future Educators Association of America (FEA), now known as Educators Rising, within Howard County high schools. Specifically, HR personnel participated in the recent Educators Rising Conference and presented to FEA classes and the Teacher Academy of Maryland (TAM) within our high schools. This provided students with detailed information in regards to college preparation to enter the field of education, how to apply to become an educator, and what to consider when entering the profession. Although these are long-term recruiting strategies, these efforts are seen as a way to encourage students to pursue careers in education.

## **Diversity Recruitment Advertising Campaign**

In 2016, the Howard County Public School System (HCPSS) launched a diversity recruitment advertising campaign to attract potential applicants from a wider and more diverse pool of candidates, representing the growing diversity of the student body and larger community.

Advertising was created and placed in major newspapers (Washington Post, Baltimore Sun, Afro-American, and El Tiempo), on local radio (WTOP-FM103.5 and WKYS-FM93.9), and social media, targeting audiences across multiple ethnic and demographic backgrounds in the MD-DC-VA region. As a result, more than 10,000 potential applicants visited a special diversity recruitment webpage, which was created to anchor the campaign and provide information about the school system and Howard County. More than 1,000 teacher applications were submitted during and after the campaign.

## **Diversity and Inclusion Committee**

The Office of Human Resources was proud to participate on the school system's Diversity and Inclusion Committee. Three initiatives within the area of Workforce Diversity were discussed within the committee and presented to the HCPSS Board of Education. Our partnerships with Howard, Coppin, and Morgan State Universities are being reestablished to form strong connections with diverse students who will consider HCPSS as a future employer. Personnel in the Office of Human Resources are working collaboratively with the Educators Rising (formerly Future Educators of America) student groups to cultivate interest in education as a future career. As a part of the continuing initiative to expand the teacher candidate pool, a targeted "Get to know HCPSS" recruiting event geared towards diverse and critical need content area teacher candidates will be held in March.

## **Workday**

On April 28, 2016, the Howard County Public School System went live with Workday, a new human capital management system. With the implementation of Workday, the Office of Human Resources has been able to refine and streamline its business processes through real-time transactions, data management, and reporting. Workday continues to support employee self-service options including maintaining personal data, employee address/contact information updates, as well as leave requests and approvals.

The Office of Human Resources continues to examine current business processes with a focus on eliminating unnecessary paperwork, while streamlining manual entry of data, with the goal of maximizing efficiency and accuracy. Workday reporting has provided the Office of Human Resources the tools necessary to perform regular audits on data in order to ensure accuracy in all facets of employee profiles.

## **Focus Groups**

This year, the Office of Human Resources also conducted a series of focus groups with principals and curriculum coordinators from the elementary, middle, and high school levels to gather their opinions and feedback on our current teacher recruitment process, interview questions, and suggestions for overall improvement. The focus groups compiled a list of recommendations for improvement in the current process. The Office of Human Resources has worked to implement recommendations, including revamping our recruiter selection and training, decreasing the principal interview selection time period from 5 business days to 3 business days, and implementing technology use at the recruitment fairs to ensure continued candidate contact.

## **New Onboarding Process**

By definition, onboarding is a general term used to describe the process of recruiting, orienting, training, and retaining an employee during his or her first year of employment. It is a process that introduces the mission and culture of the school system and helps employees transition into their new positions. This summer we implemented multiple large group onboarding sessions. These sessions started with a greeting from the Director of Human Resources as well as a presentation from HCEA representatives. Multiple stations were set up for each part of the new hire process. Human Resources staff members at each station reviewed and collected required documents and were available to address concerns and answer questions. The computer lab was also available and manned by staff to assist attendees in the completion of all online Workday documents. The session also included an opportunity for attendees to visit health benefits and financial vendors in one location and to gather information before making decisions about benefit options. New employees also had the opportunity to have their photo taken for identification badges.

## **Teachers for Tomorrow (T4T)**

The Office of Human Resources, along with several other departments, implemented the Teachers for Tomorrow (T4T) program, a program aimed at establishing and nurturing a pipeline of future teachers who reflect the diverse culture of the Howard County Public School System community. In partnership with McDaniel College, the T4T program provides support to participating students, who are interested in returning to the Howard County Public School System as teachers, as they work toward their degree. The goal of this innovative program is to have T4T students return to the school system as teachers following college graduation.

In the fall of 2016, 11 HCPSS graduates started their freshman year at McDaniel College. Staff members within the Office of Human Resources continue to assist with the development of this program as we continue to support the students of the Howard County Public School System.

## **New Applicant Screening Process**

This hiring period, the Office of Human Resources implemented an applicant tracking pipeline within our current system, Frontline Application Tracking System. A pipeline is a series of steps that moves applicants from initial application towards the interview and hire. It has been especially useful to closely monitor and track the progression of our diverse and critical shortage area candidates through the hiring process.

## **InTERPship Academy**

HCPSS partnered with the University of Maryland College Park's Office of Academic & Student Development. The overall goal of the InTERPship Academy is to educate, develop, and serve student-athletes through career and professional development opportunities. HCPSS was selected to receive a student-athlete intern. We are the only school system in the state that is taking advantage of this opportunity and look forward to continuing the partnership.

## **NAACP Howard County Chapter**

The Office of Human Resources and the Howard County Chapter of the NAACP are partnering to develop activities that will support HCPSS's commitment to workforce diversity and inclusiveness. The Office of Human Resources also plans to participate in the annual Howard County NAACP Job Fair.

### **Kaizen**

In January 2017, the Office of Human Resources will begin planning a Kaizen focusing on the leave of absence process. Kaizen events are concentrated improvement projects with a specific focus aimed at improving program processes, functionality, and results.

The focus of this continuous improvement event will be to examine current processes and practices in place in order to refine and maximize program efficiency and quality. Human Resources staff members, along with stakeholders from partnering offices and departments, will participate in this event.

### **Electronic I-9 Processing**

We are currently in the process of implementing a new electronic Form I-9 compliance service with Equifax. This secure system will allow forms to be completed online with electronic signatures. This will reduce data entry errors, liability risks, and the need for physical storage of paper forms. Some of the benefits of this service include:

- Providing comprehensive reporting by location and user
- Notifying of Form I-9 reverification via email and online reports
- Printing copies for internal or external audit inspections
- Tracking missing I-9s using the Work Number Data
- Purging terminated I-9s using the Work Number Data

### **Electronic Voluntary Transfer Process for AFSCME Employees**

The Office of Human Resources is currently working towards the implementation of an electronic transfer form for those employees covered under the AFSCME agreement. As with other employee groups, an electronic system would provide a more efficient process for employees and supervisors.

### **Joint Substitute Teacher Committee**

Working collaboratively with representatives of HCEA and HCAA, along with other stakeholders, the Office of Human Resources will sponsor a focus group to study ways to improve substitute teacher coverage in the school system. This cross-section of stakeholders will develop recommendations to address the need to improve all aspects of substitute coverage.

## V. SUMMARY

The Howard County Public School System's strategic plan, *Vision 2018: Fulfilling the Promise of Preparation*, drives the system's transformation into a world-class educational institution. The Office of Human Resources plays a key role in fulfilling the goals identified in this vision:

- Goal 1: Every student achieves academic excellence in an inspiring, engaging, and supportive environment.
- Goal 2: Every staff member is engaged, supported, and successful.
- Goal 3: Families and the community are engaged and supported as partners in education.
- Goal 4: Schools are supported by world-class organizational practices.

The processes, initiatives, and future goals detailed in this report are implemented to support the overarching goals of the school system. The Office of Human Resources is committed to recruiting and hiring a diverse and highly qualified workforce. In addition, the Office of Human Resources will continue to evaluate all processes for recruiting, hiring, and retaining top talent as we strive for continuous improvement.

**Appendix A  
Recruiting Events by State, 2016**

<b>University or College Job Fair</b>	
<b>DELAWARE</b>	<b>PENNSYLVANIA</b>
Delaware State University*	Bloomsburg North Central PA Education Consortium
University of Delaware	Greater Philadelphia Teacher Job Fair
<b>MARYLAND</b>	Millersville Teacher Recruitment Day
Bowie State University*	Penn State Education Recruitment Consortium
Coppin State University*	Pennsylvania Education Recruitment Consortium
Elijah Cummings Annual Job Fair*	<b>VIRGINIA</b>
Howard Community College	George Mason University
Johns Hopkins University	Hampton University*
Loyola College Career Fair	James Madison University
Maryland Education Recruitment Consortium	Norfolk State University*
Maryland Metropolitan Education Expo	University of Virginia
Morgan State University*	<b>WASHINGTON DC</b>
Mount St. Mary's University	Gallaudet University
Salisbury/University of Maryland Eastern Shore*	Howard University*
St. Mary's College	<b>WEST VIRGINIA</b>
Stevenson University	West Virginia State University*
Towson University Teacher Recruitment	West Virginia University
<b>NEW JERSEY</b>	<b>Virtual Events</b>
Foreign Language Educators Conference	Education Week Top School Jobs Virtual Job Fair*
The College of New Jersey	8 <sup>th</sup> Annual National Minority Virtual Job Fair*
<b>NEW YORK</b>	
Buffalo Area Teachers Fair	

*Note.* \* Indicates a historically black college, university, or job fair.



**Appendix B**  
**Number and Percentage of Certificated Teaching Staff (Elementary) by School and Experience, 2016**

Elementary Schools	0 to 3 Years of Experience		4 to 9 Years of Experience		10 to 19 Years of Experience		20+ Years of Experience		Total Number of Certificated Teaching Staff
	N	%	N	%	N	%	N	%	
Atholton	5	13.2	7	18.4	16	42.1	10	26.3	38
Bellows Spring	8	10.7	21	28.0	34	45.3	12	16.0	75
Bollman Bridge	18	25.7	15	21.4	24	34.3	13	18.6	70
Bryant Woods	11	22.4	15	30.6	20	40.8	3	6.1	49
Bushy Park	3	6.7	7	15.6	14	31.1	21	46.7	45
Centennial Lane	6	10.9	18	32.7	20	36.4	11	20.0	55
Clarksville	3	8.8	8	23.5	13	38.2	10	29.4	34
Clemens Crossing	3	7.3	7	17.1	17	41.5	14	34.1	41
Cradlerock	9	18.4	14	28.6	18	36.7	8	16.3	49
Dayton Oaks	4	6.3	13	20.6	30	47.6	16	25.4	63
Deep Run	13	16.9	15	19.5	30	39.0	19	24.7	77
Ducketts Lane	18	23.7	34	44.7	17	22.4	7	9.2	76
Elkridge	10	15.6	14	21.9	21	32.8	19	29.7	64
Forest Ridge	9	16.4	19	34.5	15	27.3	12	21.8	55
Fulton	13	21.0	17	27.4	24	38.7	8	12.9	62
Gorman Crossing	6	10.7	16	28.6	28	50.0	6	10.7	56
Guilford	4	8.7	13	28.3	20	43.5	9	19.6	46
Hammond	5	10.6	11	23.4	20	42.6	11	23.4	47
Hollifield Station	8	12.3	14	21.5	21	32.3	22	33.8	65
Ilchester	5	9.1	13	23.6	22	40.0	15	27.3	55
Jeffers Hill	10	25.6	12	30.8	13	33.3	4	10.3	39
Laurel Woods	15	24.2	24	38.7	20	32.3	3	4.8	62
Lisbon	-	-	7	19.4	12	33.3	17	47.2	36
Longfellow	5	10.9	14	30.4	17	37.0	10	21.7	46
Manor Woods	9	16.7	7	13.0	18	33.3	20	37.0	54
Northfield	6	10.9	6	10.9	25	45.5	18	32.7	55
Phelps Luck	9	14.3	15	23.8	23	36.5	16	25.4	63
Pointers Run	6	9.5	8	12.7	27	42.9	22	34.9	63
Rockburn	3	5.2	9	15.5	33	56.9	13	22.4	58
Running Brook	11	19.3	15	26.3	17	29.8	14	24.6	57
St. John's Lane	11	20.4	13	24.1	20	37.0	10	18.5	54
Stevens Forest	14	25.9	12	22.2	17	31.5	11	20.4	54
Swansfield	18	34.6	9	17.3	13	25.0	12	23.1	52
Talbott Springs	11	20.0	13	23.6	23	41.8	8	14.5	55
Thunder Hill	14	30.4	8	17.4	14	30.4	10	21.7	46
Triadelphia Ridge	6	12.5	14	29.2	14	29.2	14	29.2	48
Veterans	13	15.5	27	32.1	28	33.3	16	19.0	84
Waterloo	9	14.1	18	28.1	23	35.9	14	21.9	64
Waverly	8	12.3	14	21.5	22	33.8	21	32.3	65
West Friendship	5	16.7	6	20.0	11	36.7	8	26.7	30
Worthington	5	13.2	4	10.5	18	47.4	11	28.9	38
<b>Subtotal</b>	<b>349</b>	<b>15.5</b>	<b>546</b>	<b>24.3</b>	<b>832</b>	<b>37.1</b>	<b>518</b>	<b>23.1</b>	<b>2,245</b>

**Appendix B (Continued)**  
**Number and Percentage of Certificated Teaching Staff (Middle) by School and Experience, 2016**

Middle Schools	0 to 3 Years of Experience		4 to 9 Years of Experience		10 to 19 Years of Experience		20+ Years of Experience		Total Number of Certificated Teaching Staff
	N	%	N	%	N	%	N	%	
Bonnie Branch	7	12.1	10	17.2	28	48.3	13	22.4	58
Burleigh Manor	10	16.9	8	13.6	20	33.9	21	35.6	59
Clarksville Middle	1	2.3	4	9.1	20	45.5	19	43.1	44
Dunloggin Middle	6	12.2	10	20.4	24	49.0	9	18.4	49
Elkridge Landing	8	14.0	19	33.3	14	24.6	16	28.1	57
Ellicott Mills	9	14.1	17	26.6	23	35.9	15	23.4	64
Folly Quarter	2	4.3	8	17.4	25	54.3	11	23.9	46
Glenwood Middle	-	-	8	18.6	17	39.5	18	41.9	43
Hammond Middle	8	17.4	10	21.7	17	37.0	11	23.9	46
Harpers Choice	8	15.7	14	27.5	17	33.3	12	23.5	51
Lake Elkhorn	12	24.0	14	28.0	14	28.0	10	20.0	50
Lime Kiln Middle	10	18.2	10	18.2	18	32.7	17	30.9	55
Mayfield Woods	5	8.6	14	24.1	20	34.5	19	32.8	58
Mount View	7	12.3	12	21.1	23	40.4	15	26.3	57
Murray Hill	7	12.7	18	32.7	24	43.6	6	10.9	55
Oakland Mills	7	15.9	18	40.9	13	29.5	6	13.6	44
Patapsco Middle	12	21.8	15	27.3	18	32.7	10	18.2	55
Patuxent Valley	7	12.7	13	23.6	24	43.6	11	20.0	55
Thomas Viaduct	19	36.5	17	32.7	12	23.1	4	7.7	52
Wilde Lake	12	21.8	13	23.6	22	40.0	8	14.5	55
<b>Subtotal</b>	<b>157</b>	<b>14.9</b>	<b>252</b>	<b>23.9</b>	<b>393</b>	<b>37.4</b>	<b>251</b>	<b>23.8</b>	<b>1,053</b>

**Appendix B (Continued)**  
**Number and Percentage of Certificated Teaching Staff (High) by School and Experience, 2016**

High Schools	0 to 3 Years of Experience		4 to 9 Years of Experience		10 to 19 Years of Experience		20+ Years of Experience		Total Number of Certificated Teaching Staff
	N	%	N	%	N	%	N	%	
Atholton	8	7.5	22	20.8	47	44.3	29	27.4	106
Centennial	11	10.9	21	20.8	45	44.6	24	23.8	101
Glenelg	8	9.1	22	25.0	44	50.0	14	15.9	88
Hammond	16	14.8	29	26.9	41	38.0	22	20.4	108
Howard	12	9.4	43	33.9	50	39.4	22	17.3	127
Long Reach	11	9.0	37	30.3	45	36.9	29	23.8	122
Marriotts Ridge	6	7.2	17	20.5	37	44.6	23	27.7	83
Mt. Hebron	11	9.2	22	18.5	57	47.9	29	24.4	119
Oakland Mills	15	15.1	25	25.3	38	38.4	21	21.2	99
Reservoir	9	8.1	29	26.1	54	48.7	19	17.1	111
River Hill	4	5.0	15	18.7	26	32.5	35	43.8	80
Wilde Lake	14	13.0	26	24.1	40	37.0	28	25.9	108
<b>Subtotal</b>	<b>125</b>	<b>9.9</b>	<b>308</b>	<b>24.6</b>	<b>524</b>	<b>41.9</b>	<b>295</b>	<b>23.6</b>	<b>1,252</b>

Education Centers	0 to 3 Years of Experience		4 to 9 Years of Experience		10 to 19 Years of Experience		20+ Years of Experience		Total Number of Certificated Teaching Staff
	N	%	N	%	N	%	N	%	
Applied Research	18	18.2	17	17.2	43	43.4	21	21.2	99
Cedar Lane	4	9.5	10	23.8	15	35.7	13	31.0	42
Homewood	6	12.2	14	28.6	21	42.9	8	16.3	49
<b>Subtotal</b>	<b>28</b>	<b>14.7</b>	<b>41</b>	<b>21.6</b>	<b>79</b>	<b>41.6</b>	<b>42</b>	<b>22.1</b>	<b>190</b>

Central Office	0 to 3 Years of Experience		4 to 9 Years of Experience		10 to 19 Years of Experience		20+ Years of Experience		Total Number of Certificated Teaching Staff
	N	%	N	%	N	%	N	%	
Central Office (Resource Teachers, Support Teachers, Behavior Specialists and Literacy Coaches)	1	0.7	16	11.4	70	50.0	53	37.9	140
<b>Subtotal</b>	<b>1</b>	<b>0.7</b>	<b>16</b>	<b>11.4</b>	<b>70</b>	<b>50.0</b>	<b>53</b>	<b>37.9</b>	<b>140</b>

<b>Grand Total of All Certificated Teaching Staff</b>	<b>660</b>	<b>13.5</b>	<b>1,163</b>	<b>23.8</b>	<b>1,898</b>	<b>38.9</b>	<b>1,159</b>	<b>23.8</b>	<b>4,880</b>
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**Appendix C**  
**Race and Ethnicity of Certificated Teaching Staff (Elementary) by School, 2016**

Elementary Schools	American Indian/Alaska Native		Asian		Black or African American		Hispanic		Native Hawaiian/Other Pacific Islander		Two or More Races		White		Total N
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Atholton	-	-	1	2.6	-	-	-	-	-	-	-	-	37	97.4	38
Bellows Spring	1	1.3	-	-	3	4.0	2	2.7	1	1.3	-	-	68	90.7	75
Bollman Bridge	-	-	-	-	8	11.4	-	-	-	-	2	2.9	60	85.7	70
Bryant Woods	-	-	2	4.1	15	30.6	4	8.2	-	-	-	-	28	57.1	49
Bushy Park	1	2.2	-	-	1	2.2	1	2.2	-	-	-	-	42	93.3	45
Centennial Lane	-	-	2	3.6	2	3.6	-	-	-	-	1	1.8	50	90.9	55
Clarksville	-	-	2	5.9	1	2.9	-	-	-	-	-	-	31	91.2	34
Clemens Crossing	-	-	1	2.4	3	7.3	-	-	-	-	1	2.4	36	87.8	41
Cradlerock	-	-	1	2.0	3	6.1	2	4.1	-	-	-	-	43	87.8	49
Dayton Oaks	-	-	-	-	5	7.9	2	3.2	-	-	-	-	56	88.9	63
Deep Run	-	-	4	5.2	10	13.0	1	1.3	-	-	1	1.3	61	79.2	77
Ducketts Lane	-	-	4	5.3	3	3.9	-	-	-	-	-	-	69	90.8	76
Elkridge	-	-	3	4.7	4	6.3	1	1.6	-	-	1	1.6	55	85.9	64
Forest Ridge	-	-	4	7.3	10	18.2	1	1.8	-	-	-	-	40	72.7	55
Fulton	-	-	2	3.2	4	6.5	3	4.8	-	-	-	-	53	85.5	62
Gorman Crossing	-	-	5	8.9	3	5.4	2	3.6	-	-	3	5.4	43	76.8	56
Guilford	2	4.3	2	4.3	11	23.9	-	-	-	-	-	-	31	67.4	46
Hammond	-	-	1	2.1	6	12.8	-	-	-	-	-	-	40	85.1	47
Hollifield Station	-	-	-	-	1	1.5	3	4.6	-	-	-	-	61	93.8	65
Ilchester	-	-	-	-	3	5.5	1	1.8	-	-	-	-	51	92.7	55
Jeffers Hill	-	-	-	-	6	15.4	2	5.1	-	-	-	-	31	79.5	39
Laurel Woods	1	1.6	-	-	6	9.7	3	4.8	-	-	1	1.6	51	82.3	62
Lisbon	-	-	1	2.8	1	2.8	-	-	-	-	1	2.8	33	91.7	36
Longfellow	-	-	1	2.2	4	8.7	1	2.2	-	-	2	4.3	38	82.6	46
Manor Woods	-	-	-	-	-	-	2	3.7	-	-	-	-	52	96.3	54
Northfield	-	-	2	3.6	5	9.1	1	1.8	-	-	-	-	47	85.5	55
Phelps Luck	-	-	3	4.8	9	14.3	3	4.8	-	-	1	1.6	47	74.6	63
Pointers Run	1	1.6	-	-	4	6.3	2	3.2	-	-	-	-	56	88.9	63
Rockburn	-	-	2	3.4	2	3.4	-	-	-	-	1	1.7	53	91.4	58
Running Brook	-	-	-	-	8	14.0	2	3.5	-	-	1	1.8	46	80.7	57
St. John's Lane	-	-	2	3.7	2	3.7	2	3.7	-	-	-	-	48	88.9	54
Stevens Forest	-	-	-	-	7	13.0	5	9.3	1	1.9	-	-	41	75.9	54
Swansfield	-	-	1	1.9	7	13.5	1	1.9	-	-	-	-	43	82.7	52

Talbott Springs	-	-	1	1.8	8	14.5	4	7.3	-	-	-	-	42	76.4	55
Thunder Hill	-	-	1	2.2	5	10.9	1	2.2	-	-	-	-	39	84.8	46
Triadelphia Ridge	-	-	1	2.1	2	4.2	2	4.2	-	-	-	-	43	89.6	48
Veterans	-	-	9	10.7	8	9.5	5	6.0	-	-	3	3.6	59	70.2	84
Waterloo	-	-	1	1.6	4	6.3	2	3.1	-	-	-	-	57	89.1	64
Waverly	-	-	3	4.6	1	1.5	2	3.1	-	-	-	-	59	90.8	65
West Friendship	-	-	-	-	1	3.3	1	3.3	-	-	-	-	28	93.3	30
Worthington	-	-	2	5.3	6	15.8	-	-	-	-	1	2.6	29	76.3	38
<b>Subtotal</b>	<b>6</b>	<b>0.3</b>	<b>64</b>	<b>2.9</b>	<b>192</b>	<b>8.6</b>	<b>64</b>	<b>2.9</b>	<b>2</b>	<b>0.1</b>	<b>20</b>	<b>0.9</b>	<b>1,897</b>	<b>84.5</b>	<b>2,245</b>

**Appendix C (Continued)**  
**Race and Ethnicity of Certificated Teaching Staff (Middle) by School, 2016**

Middle Schools	American Indian/ Alaska Native		Asian		Black or African American		Hispanic		Native Hawaiian/ Other Pacific Islander		Two or More Races		White		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Bonnie Branch	-	-	1	1.7	12	20.7	2	3.4	-	-	1	1.7	42	72.4	58
Burleigh Manor	-	-	3	5.1	5	8.5	-	-	-	-	-	-	51	86.4	59
Clarksville Middle	-	-	1	2.3	1	2.3	-	-	-	-	-	-	42	95.4	44
Dunloggin Middle	-	-	4	8.2	8	16.3	-	-	-	-	-	-	37	75.5	49
Elkridge Landing	1	1.7	-	-	3	5.3	1	1.8	-	-	2	3.5	50	87.7	57
Ellicott Mills	-	-	-	-	5	7.8	-	-	-	-	2	3.1	57	89.1	64
Folly Quarter	-	-	2	4.3	3	6.5	3	6.5	-	-	2	4.3	36	78.3	46
Glenwood Middle	-	-	1	2.3	1	2.3	1	2.3	-	-	1	2.3	39	90.7	43
Hammond Middle	-	-	1	2.2	5	10.8	1	2.2	-	-	1	2.2	38	82.6	46
Harpers Choice	-	-	-	-	10	19.6	2	3.9	-	-	1	2.0	38	74.5	51
Lake Elkhorn	-	-	-	-	16	32.0	1	2.0	-	-	-	-	33	66.0	50
Lime Kiln Middle	-	-	1	1.8	5	9.1	-	-	-	-	-	-	49	89.1	55
Mayfield Woods	-	-	1	1.7	5	8.6	-	-	-	-	-	-	52	89.7	58
Mount View	-	-	4	7.0	4	7.0	1	1.8	-	-	1	1.8	47	82.4	57
Murray Hill	-	-	3	5.5	10	18.2	1	1.8	-	-	-	-	41	74.5	55
Oakland Mills	-	-	1	2.3	8	18.1	1	2.3	-	-	1	2.3	33	75.0	44
Patapsco Middle	1	1.8	3	5.5	1	1.8	2	3.6	-	-	2	3.6	46	83.6	55
Patuxent Valley	1	1.8	1	1.8	8	14.5	2	3.6	-	-	-	-	43	78.2	55
Thomas Viaduct	-	-	1	1.9	3	5.8	2	3.8	-	-	-	-	46	88.5	52
Wilde Lake	-	-	-	-	6	10.9	2	3.6	-	-	-	-	47	85.5	55
<b>Subtotal</b>	<b>3</b>	<b>0.3</b>	<b>28</b>	<b>2.7</b>	<b>119</b>	<b>11.3</b>	<b>22</b>	<b>2.1</b>	<b>0</b>	<b>0.0</b>	<b>14</b>	<b>1.3</b>	<b>867</b>	<b>82.3</b>	<b>1,053</b>

**Appendix C (Continued)**  
**Race and Ethnicity of Certificated Teaching Staff (High) by School, 2016**

High Schools	American Indian/Alaska Native		Asian		Black or African American		Hispanic		Native Hawaiian/Other Pacific Islander		Two or More Races		White		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Atholton	-	-	4	3.8	8	7.5	1	0.9	-	-	2	1.9	91	85.8	106
Centennial	-	-	8	7.9	5	5.0	4	4.0	-	-	2	2.0	82	81.2	101
Glenelg	-	-	4	4.5	5	5.7	3	3.4	-	-	1	1.1	75	85.2	88
Hammond	1	0.9	5	4.6	9	8.3	4	3.7	-	-	2	1.9	87	80.6	108
Howard	-	-	5	3.9	6	4.7	1	0.8	-	-	1	0.8	114	89.8	127
Long Reach	1	0.8	2	1.6	22	18.0	1	0.8	-	-	3	2.5	93	76.2	122
Marriotts Ridge	-	-	2	2.4	4	4.8	-	0.0	-	-	1	1.2	76	91.6	83
Mt. Hebron	-	-	5	4.2	9	7.6	2	1.7	-	-	2	1.7	101	84.9	119
Oakland Mills	1	1.0	3	3.0	9	9.1	5	5.1	-	-	1	1.0	80	80.8	99
Reservoir	1	0.9	5	4.5	12	10.8	3	2.7	1	0.9	1	0.9	88	79.3	111
River Hill	-	-	1	1.3	9	11.3	3	3.8	-	-	-	0.0	67	83.8	80
Wilde Lake	-	-	6	5.6	13	12.0	2	1.9	-	-	2	1.9	85	78.7	108
<b>Subtotal</b>	<b>4</b>	<b>0.3</b>	<b>50</b>	<b>4.0</b>	<b>111</b>	<b>8.9</b>	<b>29</b>	<b>2.3</b>	<b>1</b>	<b>0.1</b>	<b>18</b>	<b>1.4</b>	<b>1,039</b>	<b>83.0</b>	<b>1,252</b>

**Appendix C (Continued)**  
**Race and Ethnicity of Certificated Teaching Staff (Education Centers) by School, 2016**

Education Centers	American Indian/Alaska Native		Asian		Black or African American		Hispanic		Native Hawaiian/ Other Pacific Islander		Two or More Races		White		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Applied Research	-	-	1	1.0	3	3.0	3	3.0	-	-	1	1.0	91	91.9	99
Cedar Lane	1	2.4	1	2.4	4	9.5	1	2.4	-	-	-	-	35	83.3	42
Homewood	-	-	2	4.1	8	16.3	2	4.1	-	-	2	4.1	35	71.4	49
<b>Subtotal</b>	<b>1</b>	<b>0.5</b>	<b>4</b>	<b>2.1</b>	<b>15</b>	<b>7.9</b>	<b>6</b>	<b>3.2</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>1.6</b>	<b>161</b>	<b>84.7</b>	<b>190</b>

**Appendix C (Continued)**  
**Race and Ethnicity of Certificated Teaching Staff (Central Office) by School, 2016**

Central Office	American Indian/Alaska Native		Asian		Black or African American		Hispanic		Native Hawaiian/ Other Pacific Islander		Two or More Races		White		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Central Office Resource Teachers	-	-	2	1.4	16	11.4	1	0.7	-	0%	2	1.4	119	85.0	140
<b>Subtotal</b>	<b>0</b>	<b>0.0</b>	<b>2</b>	<b>1.4</b>	<b>16</b>	<b>11.4</b>	<b>1</b>	<b>0.7</b>	<b>0</b>	<b>0.0</b>	<b>2</b>	<b>1.4</b>	<b>119</b>	<b>85.0</b>	<b>140</b>

<b>Grand Total of All Certificated Teaching Staff</b>	<b>14</b>	<b>0.3</b>	<b>148</b>	<b>3.0</b>	<b>453</b>	<b>9.3</b>	<b>122</b>	<b>2.5</b>	<b>3</b>	<b>0.1</b>	<b>57</b>	<b>1.2</b>	<b>4,083</b>	<b>83.7</b>	<b>4,880</b>
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**Appendix D  
Number of Employees by Race and Ethnicity  
Comparative Data 2015-2016**

Race	2015	2016	Difference	% Increase/ Decrease
American Indian or Alaska Native	24	22	-2	-8.3
Asian	286	315	29	10.1
Black or African American	1,333	1,342	9	0.7
Hispanic	210	218	8	3.8
Native Hawaiian or Other Pacific Islander	7	5	-2	-28.6
Two or More Races	69	80	11	15.9
White	6,232	6,248	16	0.3
<b>Total</b>	<b>8,161</b>	<b>8,230</b>	<b>69</b>	<b>0.8</b>

*\*Previously, the number of employees for 2015 was inaccurately reported in the 2015-2016 HR annual report. The number reflected above (8,161) is the accurate number of employees for the 2015 reporting period.*

**Appendix E  
Number and Percentage of Professional Staff\* Separations by Reason  
Comparative Data, 2012–2016**

Reason	2012		2013		2014		2015		2016	
	N	%	N	%	N	%	N	%	N	%
Deaths	2	0.8	2	0.7	2	0.6	1	0.3	2	0.8
Non-renewal	3	1.2	1	0.3	2	0.6	3	0.9	3	1.2
Resignation	151	58.3	145	49.3	188	55.9	144	41.5	191	76.4
Retirement	99	38.2	142	48.3	144	42.9	197	56.8	52	20.8
Termination	4	1.5	4	1.4	-	-	2	0.6	2	0.8
<b>Total</b>	<b>259</b>	<b>100</b>	<b>294</b>	<b>100</b>	<b>336</b>	<b>100</b>	<b>347</b>	<b>100</b>	<b>250</b>	<b>100</b>

*\*Professional Staff includes teachers, school-based administrators, central office administrators, and other CMT staff*

**Appendix F**  
**Number of Professional Staff\* Resignations by Reason (as Indicated in Resignation Letter)**  
**Comparative Data, 2012–2016**

Reason	2012	2013	2014	2015	2016
Dissatisfied	2	1	2	1	4
Home Responsibility	8	4	2	7	3
Illness/Medical	3	3	1	1	9
Childrearing	-	1	-	-	-
Other Employment	8	12	15	9	16
Personal	39	37	64	49	-
Promotion in other MD School System	6	4	5	-	-
Resign from Leave	26	37	29	2	40
Relocation	46	33	51	47	49
Study	1	2	-	4	2
Teach in College	1	1	-	1	3
Teach in other Maryland School System	10	8	16	18	18
Teach Out of State	1	2	3	1	6
Unknown	-	-	-	4	41
<b>Total</b>	<b>151</b>	<b>145</b>	<b>188</b>	<b>144</b>	<b>191</b>

*\*Professional Staff includes teachers, school-based administrators, central office administrators, and other CMT staff*

**Appendix G**  
**Number and Percentage of Professional Staff\* Resignations by Period**  
**Comparative Data, 2012–2016**

Period	2012		2013		2014		2015		2016	
	N	%	N	%	N	%	N	%	N	%
School Year	26	17.2	25	17.2	25	13.3	45	31.2	38	19.9
June 15 to July 15	108	71.5	113	77.9	158	84.0	95	66.0	141	73.8
July 16 to August 26	17	11.3	7	4.8	5	2.7	4	2.8	12	6.3
<b>Total</b>	<b>151</b>	<b>100</b>	<b>145</b>	<b>100</b>	<b>188</b>	<b>100</b>	<b>144</b>	<b>100</b>	<b>191</b>	<b>100</b>

*\*Professional Staff includes teachers, school-based administrators, central office administrators, and other CMT staff*

**Appendix H**  
**Number and Percentage of Professional Staff\* Resignations**  
**Comparative Data, 2006–2016**

Year Ending	Professional Staff	Resignations	Percent
2006	4,799	231	4.8
2007	5,206	244	4.7
2008	5,447	226	4.1
2009	5,467	162	2.9
2010	5,393	145	2.7
2011	5,371	141	2.6
2012	5,419	151	2.8
2013	5,460	145	2.7
2014	5,508	188	3.4
2015	6,072	144	2.4
2016	5,762	191	3.3

*\*Professional Staff includes teachers, school-based administrators, central office administrators, and other CMT staff*

**Appendix I**  
**Number and Percentage of Professional Staff\* Leaves of Absence by Period (Resulting in Vacancies)**  
**Comparative Data, 2012–2016**

Period	2012		2013		2014		2015		2016	
	N	%	N	%	N	%	N	%	N	%
School Year	19	34.5	43	58.1	23	35.9	20	35.7	20	40.0
June 15 to July 15	36	65.5	1	1.4	-	-	1	1.8	2	4.0
July 16 to August 22	-	-	30	40.5	41	64.1	35	62.5	28	56.0
<b>Total</b>	<b>55</b>	<b>100</b>	<b>74</b>	<b>100</b>	<b>64</b>	<b>100</b>	<b>56</b>	<b>100</b>	<b>50</b>	<b>100</b>

*\*Professional Staff includes teachers, school-based administrators, central office administrators, and other CMT staff*

**Appendix J**  
**Number of Professional Staff\* Leaves of Absence by Reason (Resulting in Vacancies)**  
**Comparative Data, 2012-2016**

Reason	2012	2013	2014	2015	2016
Illness/Medical	6	8	-	-	5
Maternity/Child	42	49	41	42	38
Military	-	1	2	-	-
Other	5	10	16	11	4
Study	2	6	5	3	3
Total	55	74	64	56	50

*\*Professional Staff includes teachers, school-based administrators, central office administrators, and other CMT staff*