DATE: October 24, 2006

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON SCHOOL STAFFING FOR 2006-2007

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

RESOURCE PERSON(S): Dr. Donald Peccia, Assistant Superintendent, Human Resources and Governmental Relations
Dr. Alpheus Arrington, Director of Personnel

INFORMATION

The Board of Education will be updated on the school staffing plan for 2006-2007.

Attachment I – Executive Summary
Attachment II – PowerPoint Presentation
Executive Summary

Background
The annual staffing report is provided as an update on the status of Baltimore County Public Schools’ (BCPS) compliance with the No Child Left Behind Act of 2001 (NCLB) requirements relative to the hiring and employment of Highly Qualified teachers and paraprofessionals. This report reflects current data as well as trend data.

Hiring Trends
As of October 1, 2006, the Office of Personnel had hired 999 new teachers for the 2006-2007 school year, slightly above the five-year average of 975. On opening day, there were 6.7 teaching vacancies out of a total of 8,700 certificated positions. The four core content areas of Math, English, science, and social studies were fully staffed when the new school year opened.

The percentage of newly-hired minority teachers has increased from 15.7% in FY 2003 to 23.5% in 2006-2007. This trend reflects the continuing commitment of staff in the Office of Personnel to develop and implement recruitment strategies that increase the number and the percentage of teachers from diverse cultural and experiential backgrounds. Those recruitment strategies include recruitment in 16 states, recruitment at 53 colleges and universities including 22 Historical Black Colleges and Universities (HBCU), recruitment at four universities enrolling high percentages of Hispanic students and six which graduate a high percentage of Asian students. Once again, this year, BCPS recruited in the Philippines.

NCLB Requirements
The BCPS staffing plan is guided by the requirements of NCLB. This legislation mandates that all teachers in core academic subjects must be highly qualified and paraprofessionals hired in Title I schools must meet higher standards of qualification.

Currently, 93.3% of core subject teachers in BCPS are highly qualified. The number of non-highly qualified teachers in core subject areas has decreased from 616 in 2005-2006 to 388 in this school year. In Title I schools, the percentage of teachers in core subject who are highly qualified is 98.37%. All paraeducators employed in Title I schools meet NCLB standards.

Summary
The Department of Human Resources has made significant progress in the recruitment, hiring, and employment of a highly qualified teaching staff. Efforts continue to work with teachers who have not yet met NCLB requirements with the goal to place highly qualified teachers in every classroom by the end of the school year.
BALTIMORE COUNTY PUBLIC SCHOOLS

2006 – 2007 STAFFING REPORT

DEPARTMENT OF HUMAN RESOURCES

DR. DONALD A. PECCIA, ASSISTANT SUPERINTENDENT, DEPARTMENT OF HUMAN RESOURCES AND GOVERNMENTAL RELATIONS

DR. ALPHEUS ARRINGTON, DIRECTOR OF PERSONNEL

OCTOBER 24, 2006
OPENING OF SCHOOL

CORE SUBJECT AREAS

- No Math Vacancies
- No Science Vacancies
- No English Vacancies
- No Social Studies Vacancies
- Only 6.7 Vacancies Systemwide
Baltimore County Public Schools
Number of New Hires
2003 - 2006

<table>
<thead>
<tr>
<th>School Year</th>
<th># Teacher New Hires</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-2003</td>
<td>975</td>
</tr>
<tr>
<td>2003-2004</td>
<td>1,005</td>
</tr>
<tr>
<td>2004-2005</td>
<td>974</td>
</tr>
<tr>
<td>2005-2006</td>
<td>938</td>
</tr>
<tr>
<td>2006-2007</td>
<td>999</td>
</tr>
</tbody>
</table>
TEACHER RECRUITMENT

STRATEGIC – TEACHER RECRUITMENT NOW INCLUDES:

- Recruitment in sixteen states and District of Columbia
- Recruitment at fifty-three Colleges and Universities
- Recruitment at twenty-two Historical Black Colleges and Universities
- Recruitment at four universities enrolling high percentages of Hispanic students and six universities graduating a high percentage of Asian students
- Recruitment in the Philippines
The No Child Left Behind Act of 2001 (NCLB) Requires:

- By the end of the 2005-2006 school year, all public school teachers (elementary and secondary) who teach in "core academics" must be highly qualified.

- All paraprofessionals employed in Title I schools must meet higher standards of qualifications by June 30, 2006.
NCLB defines the following areas as core academic subjects:

- Art, Music, Dance and Theatre
- Early Childhood
- Elementary
- English
- Foreign Languages
- Mathematics
- Reading and Language Arts
- Science: Biology, Chemistry, Earth/Science, Physics
- Social Studies: Civics and Government, History, Geography, Economics
Maryland’s Plan for Meeting the Highly Qualified Teacher Goal

The U.S. Department of Education required that each State submit a Highly Qualified Teacher (HQT) plan detailing actions to ensure that, during the 2006-2007 school year and beyond:

- All teachers of core academic subjects are highly qualified, and
- Poor and minority children are taught at the same rates as other children by highly qualified and experienced teachers.
The plans were to address six requirements:

- Detailed analysis of the core academic subject classes not being taught by highly qualified teachers
- Information on the HQT status in each LEA and the steps the State Education Agency would take to ensure that each LEA has plans to assist NHQ teachers to become HQ
- Information on the technical assistance programs and services that the SEA would offer to assist LEAs in completing their plans, particularly where large groups of teachers were not HQ
- How the SEA will work with the LEA’s that fail to reach the 100 percent HQT goal by the end of the 2006-2007 school year
- How and when the SEA will complete the HOUSSE process for teachers not new by the end of 2005-2006 and
- An “equity plan”

Maryland submitted its HQT plan on July 7, 2006. Dr. Grasmick was notified on August 15, 2006 that Maryland was one of only nine states to receive full acceptance.
NUMBER AND PERCENT OF HIGHLY QUALIFIED AND NOT HIGHLY QUALIFIED TEACHERS IN CORE SUBJECT AREAS

2006 - 2007

Core Subjects (All Schools)

5,401

93.30%

388

6.70%
# BALTIMORE COUNTY PUBLIC SCHOOLS
## NUMBER OF TEACHERS IN CORE SUBJECTS BY AREA AND LEVEL
### 2006 - 2007

<table>
<thead>
<tr>
<th></th>
<th>Central</th>
<th>Northeast</th>
<th>Northwest</th>
<th>Southeast</th>
<th>Southwest</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Highly Qualified (All Levels)</strong></td>
<td>1,121</td>
<td>1,227</td>
<td>1,107</td>
<td>927</td>
<td>1,019</td>
</tr>
<tr>
<td><strong>Number of Not Highly Qualified (Elementary)</strong></td>
<td>17</td>
<td>13</td>
<td>25</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td><strong>Number of Not Highly Qualified (Middle)</strong></td>
<td>8</td>
<td>23</td>
<td>36</td>
<td>11</td>
<td>25</td>
</tr>
<tr>
<td><strong>Number of Not Highly Qualified (High School)</strong></td>
<td>22</td>
<td>48</td>
<td>63</td>
<td>31</td>
<td>48</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>1,168</td>
<td>1,311</td>
<td>1,231</td>
<td>973</td>
<td>1,106</td>
</tr>
</tbody>
</table>
NUMBER AND PERCENT OF HIGHLY QUALIFIED AND NOT HIGHLY QUALIFIED TITLE I TEACHERS IN CORE SUBJECTS
2006 - 2007

Core Subjects - Title I Schools

<table>
<thead>
<tr>
<th># HQ/Not HQ Teachers</th>
<th>Highly Qualified</th>
<th>Not Highly Qualified</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1,505</td>
<td>25</td>
</tr>
</tbody>
</table>

98.37%

1.63%
### NUMBER OF HIGHLY QUALIFIED AND NOT HIGHLY QUALIFIED TITLE I TEACHERS BY AREA
#### 2006 - 2007

<table>
<thead>
<tr>
<th>Area</th>
<th>Number of Highly Qualified Teachers in Title I Schools</th>
<th>Number of Not Highly Qualified Teachers in Title I Schools</th>
<th>Number Of Title I Schools in Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central</td>
<td>138</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Northeast</td>
<td>274</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Northwest</td>
<td>150</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Southeast</td>
<td>501</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>Southwest</td>
<td>442</td>
<td>8</td>
<td>15</td>
</tr>
</tbody>
</table>
TOTAL NUMBER OF CONDITIONAL TEACHERS
2002 - 2006

- 2002-2003: 856
- 2003-2004: 649
- 2004-2005: 542
- 2005-2006: 449
- 2006-2007: 266
Paraeducators

100% of Paraeducators in Title I Schools meet the higher standards of qualifications required under *No Child Left Behind*

<table>
<thead>
<tr>
<th>Description</th>
<th>Paraeducators</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Schools</td>
<td>315</td>
<td>100%</td>
</tr>
<tr>
<td>Non-Title I Schools</td>
<td>710</td>
<td>88.89%</td>
</tr>
</tbody>
</table>
Classes Taught by Highly Qualified Teachers 2003-2006

- 2003-2004: 62.50%
- 2004-2005: 77.70%
- 2005-2006: 83.50%
Core Subjects Percentage of Classes Taught by Non-HQT 2005 - 2006

<table>
<thead>
<tr>
<th>Subject</th>
<th>State</th>
<th>BCPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/English/Language Arts</td>
<td>21.29%</td>
<td>16.90%</td>
</tr>
<tr>
<td>Math</td>
<td>26.37%</td>
<td>22.60%</td>
</tr>
<tr>
<td>Science</td>
<td>24.31%</td>
<td>11.00%</td>
</tr>
<tr>
<td>Social Studies</td>
<td>15.76%</td>
<td>12.50%</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>27.35%</td>
<td>12.50%</td>
</tr>
<tr>
<td>The Arts</td>
<td>14.69%</td>
<td>9.50%</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>16.28%</td>
<td>0.50%</td>
</tr>
</tbody>
</table>
Core Academic Subjects (CAS) Taught by Highly Qualified Teachers in High Poverty and Low Poverty Schools by Level
Baltimore County Public Schools
2005-2006

- Low Poverty Schools: 95.50%
- High Poverty Schools: 85.40%
  - Elementary: 94.80%
  - Secondary: 81.50%
STRATEGIES FOR 2007 – 2008 SCHOOL YEAR

- Conduct school visits by Office of Certification staff to designated Title I and Priority Schools
- Continue to collaborate with Office of Title I, Special Education, Mathematics and Department of Professional Development
- Continue to provide assistance to teachers not meeting highly qualified requirements
- Continue to provide assistance to principals on class assignments
- Expand recruitment initiatives
- Implement the Staffing Plan for 2007-2008