

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: June 9, 2009

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: **REPORT ON TRENDS IN HUMAN RESOURCES**

ORIGINATOR: J. Robert Haines, Esq., Deputy Superintendent

RESOURCE PERSONS: Donald Peccia, Assistant Superintendent, Human Resources

INFORMATION

That the Board of Education receives the Trends in Human Resources report.

Attachment I – Executive Summary

Executive Summary
Baltimore County Public Schools
Trends in Human Resources

The Department of Human Resources of the Baltimore County Public Schools supports the mission of the school district to provide a quality education that develops the content knowledge, skills, and attitudes that will enable all students to reach their maximum potential as life-long learners and productive citizens by recruiting, retaining and rewarding a highly skilled workforce. A review of the trends in the Department of Human Resources over the past several years illustrates the strong commitment to provide the framework for a quality workforce that can accomplish and strive to fulfill that mission. Trends in teacher hiring, resignations, retirements, and leaves were reviewed. A summary of the findings follows:

- Since 2004-2005 fewer teachers are resigning with a significant decrease in resignations since 2007-2008.
- Retirements and leaves were not significantly different in all years reviewed with the exception of the current year.
- Even though there is a national shortage of math, science, and special education teachers, vacancies of any kind were few at the start of the last four school years.

The *No Child Left Behind Act* and the *Blueprint for Progress* requires that all students be taught by highly qualified teachers in the core academic subjects. Trends in reaching this goal are shown via tables and charts. In 2003-2004, 83.5% of teachers were highly qualified in the core academic subjects; in 2008-2009, 96.9% of teachers were highly qualified in the core academic subjects. Enclosed progress maps reveal that since 2004 tremendous progress in hiring highly qualified teachers has occurred; in fact, at the 104 elementary schools in Baltimore County only 12 out of the over 2600 teachers have not reached the highly qualified standard. A total of 94% of secondary teachers are highly qualified.

Another trend relates to highly qualified teachers in high and low poverty schools. A component of the Highly Qualified Teacher (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. Baltimore County leads the way among large school systems in Maryland with HQTs at higher percentages in high poverty elementary schools than low poverty elementary schools and almost meeting that target at high poverty secondary schools.

These trends in hiring highly qualified teachers can be seen in tables that reveal a growth in the percentage of HQT in middle school math classes from 2002-2003 (31.7%) to 2007-2008 (97.4%) and an increase in the percentage of core academic classes taught by highly qualified teachers from 62.5% in 2002-2003 to 88.8% in 2007-2008.

Another trend over the past five years is to provide the support personnel necessary for the school district to support the schools. The Office of Personnel has provided that support via the following:

- The percentage of highly qualified paraeducators in Title I schools from 71% in 2003-2004 to 100% in 2008-2009.
- Opening school each year with 50-65 vacancies a year or less than 1% vacancies. (Maintenance, secretarial, garage, security)

In the area of Personnel Services, a variety of services to over 17,000 employees and 5,000 temporary or substitute employees is provided. A review of trends in Equal Employment concerns has been enclosed. Also included are future trends that the Baltimore County Public Schools may have to address that include Health Insurance, Personal Portability Act (HIPPA), Conciliation Omnibus Reconciliation Act (COBRA), and the Mental Health Parity Act, Base Realignment and Closure, rise in healthcare costs, the American Disabilities Act, and technology issues in Human Resources.

The Department of Human Resources stands ready to continue to provide the excellent service to the schools and associated offices of the Baltimore County Public Schools.

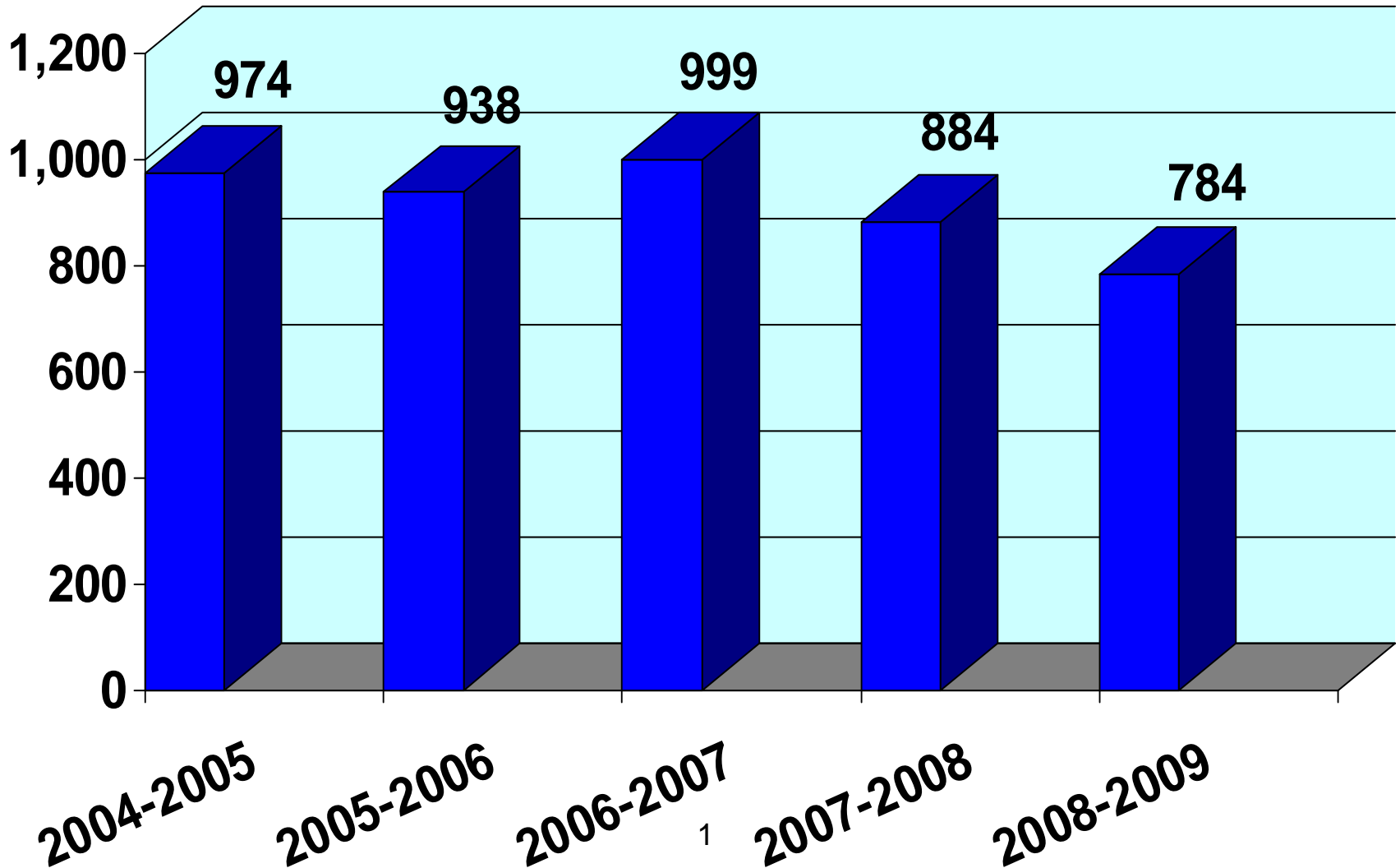


**BALTIMORE COUNTY PUBLIC SCHOOLS
TRENDS IN HUMAN RESOURCES
2003 - 2009**

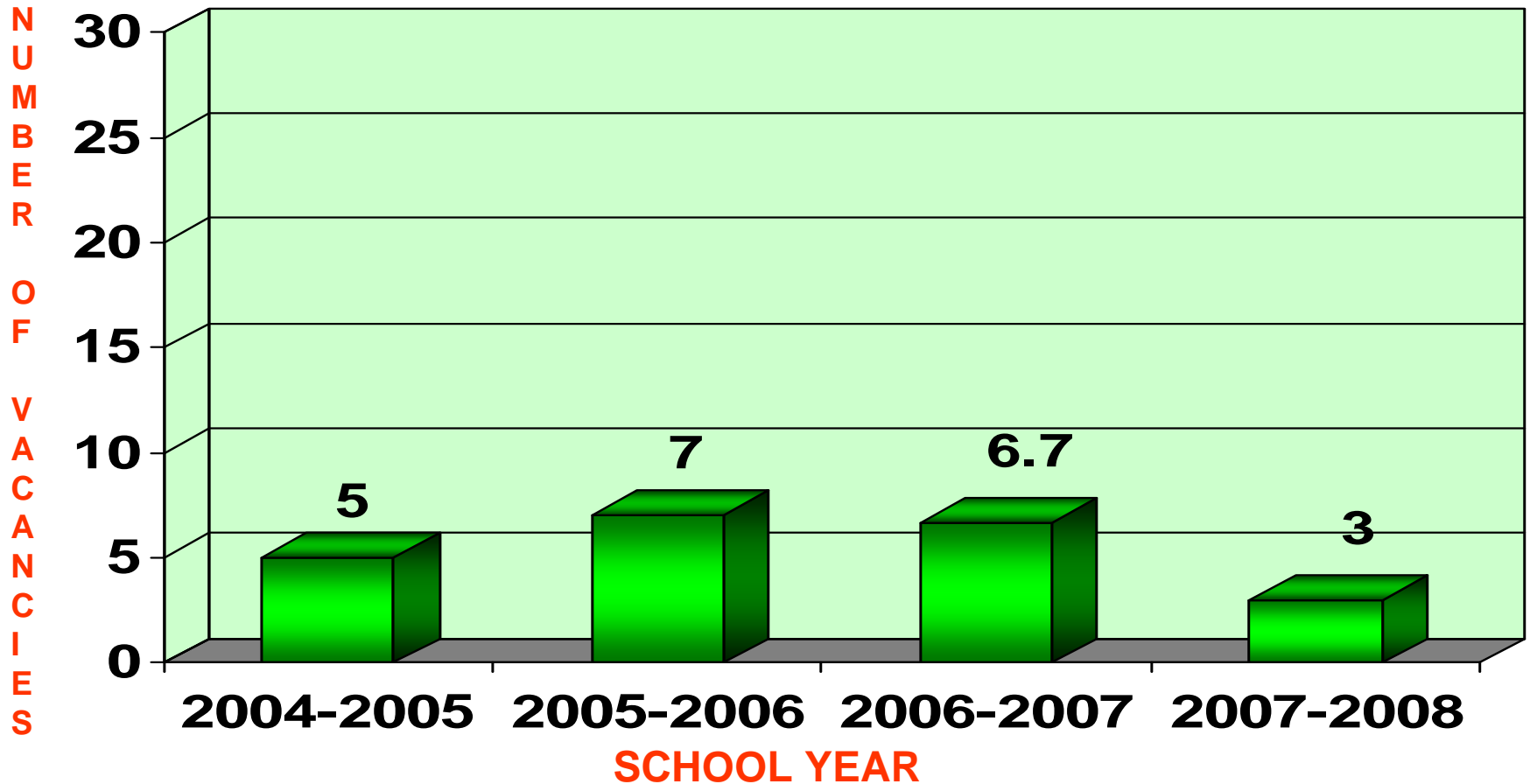
**Dr. Donald A. Peccia
Assistant Superintendent, Human Resources**

June 9, 2009

BALTIMORE COUNTY PUBLIC SCHOOLS NUMBER OF NEW HIRES 2004 - 2009



NUMBER OF VACANCIES AS OF SEPTEMBER 1ST FOR TEACHER PERSONNEL

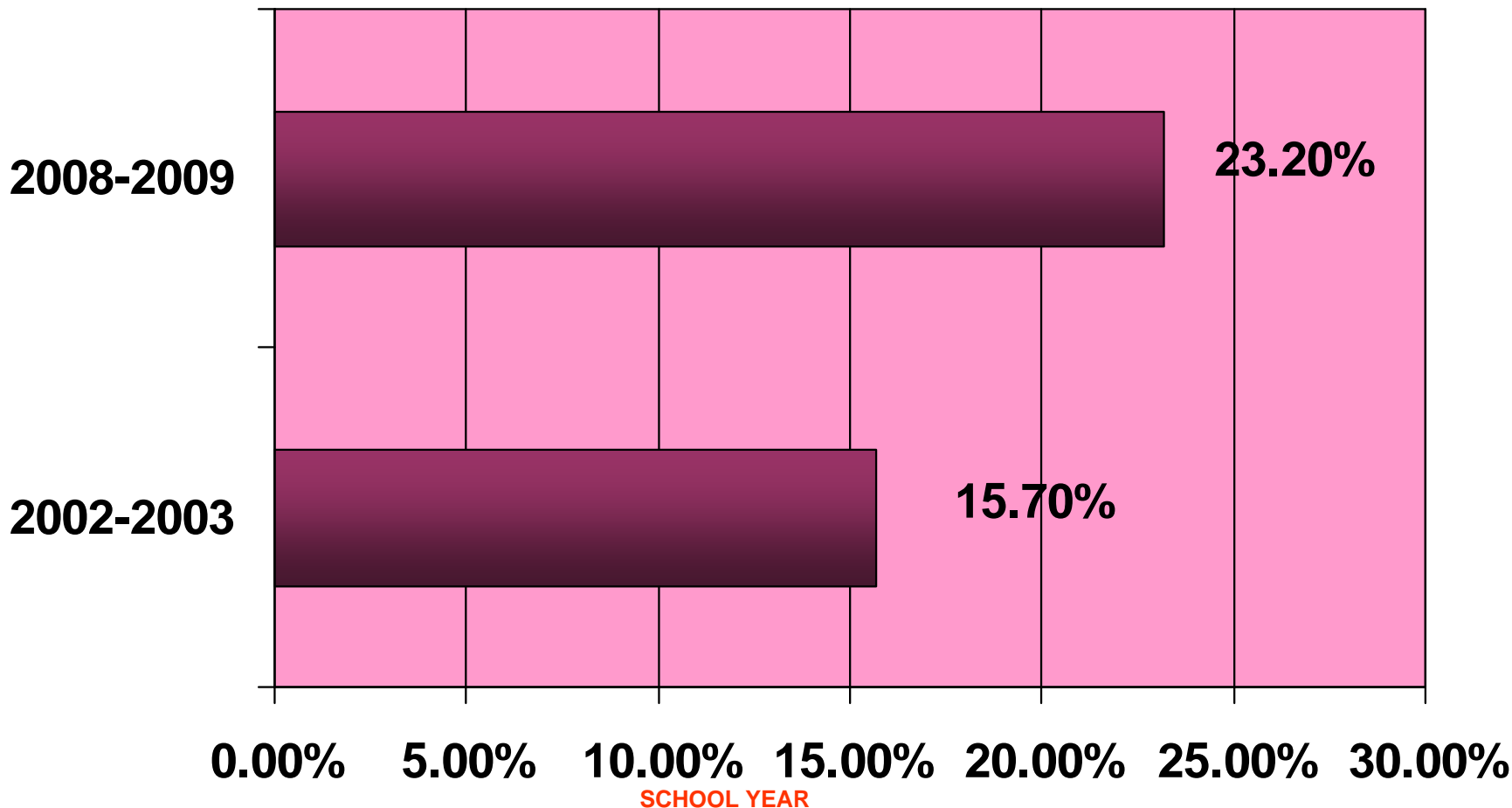


TRENDS IN HIRING MINORITY TEACHERS 2003-2009

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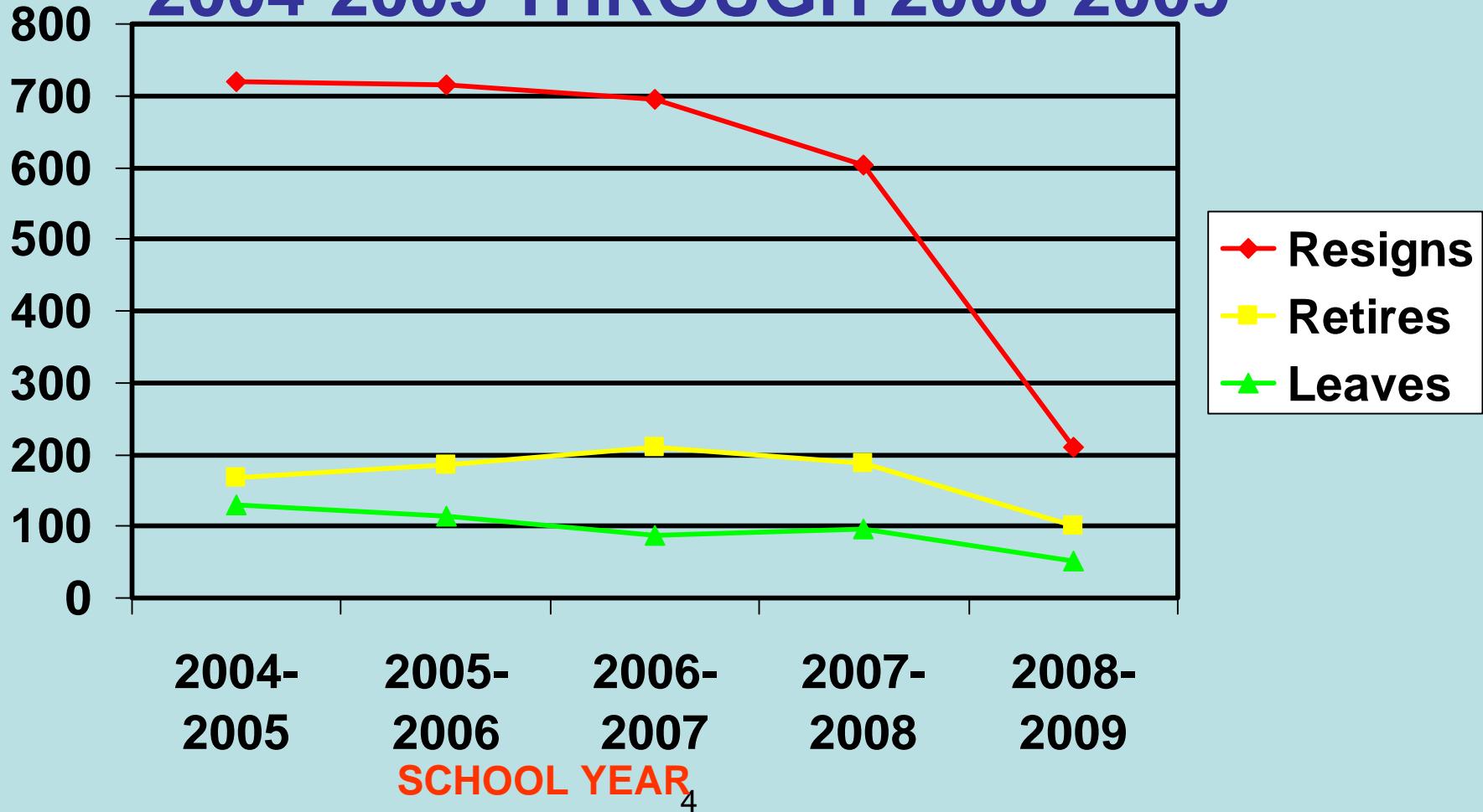
SCHOOL YEAR

BALTIMORE COUNTY PUBLIC SCHOOLS TEACHER RESIGNATIONS, RETIREMENTS, AND LEAVES 2004-2005 THROUGH 2008-2009

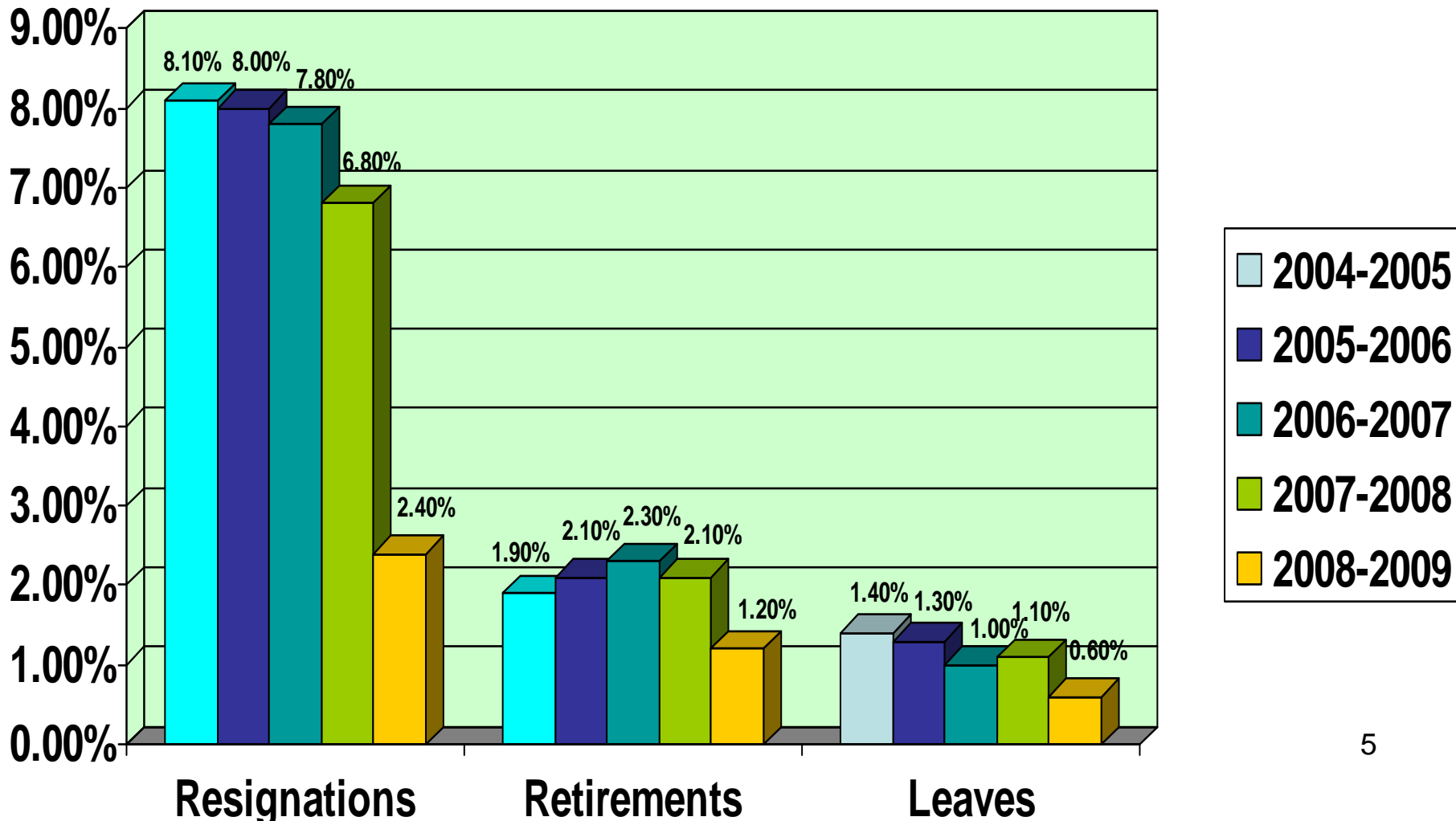
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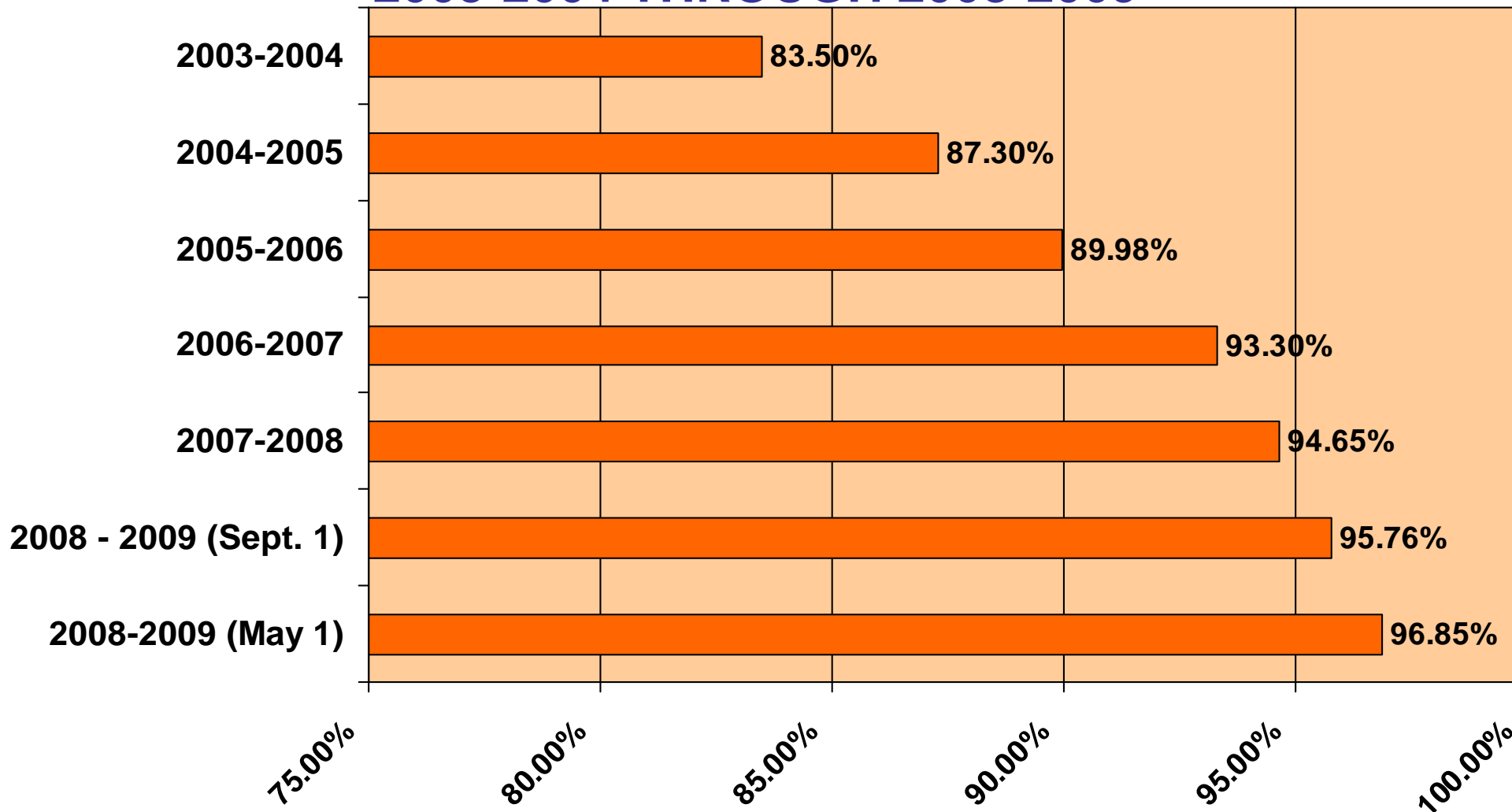
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BALTIMORE COUNTY PUBLIC SCHOOLS TEACHER RESIGNATIONS, RETIREMENTS, AND LEAVES 2004-2005 THROUGH 2008-2009



PERCENT OF HIGHLY QUALIFIED TEACHERS IN CORE ACADEMIC SUBJECTS 2003-2004 THROUGH 2008-2009



KEYPOINT:

In 2003-2004, 83.5% of core academic subject teachers were highly qualified. ⁶

In 2008-2009, 96.85% of core academic subject teachers were highly qualified.

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

BALTIMORE COUNTY PUBLIC 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%

NATIONWIDE

In the United States, 67.6 percent of the teachers who teach in low poverty schools are highly qualified. A total of 53.2 percent of teachers who teach in high poverty schools are highly qualified.

SOURCE: Education Vital Signs, 2009, pp. 8-9.

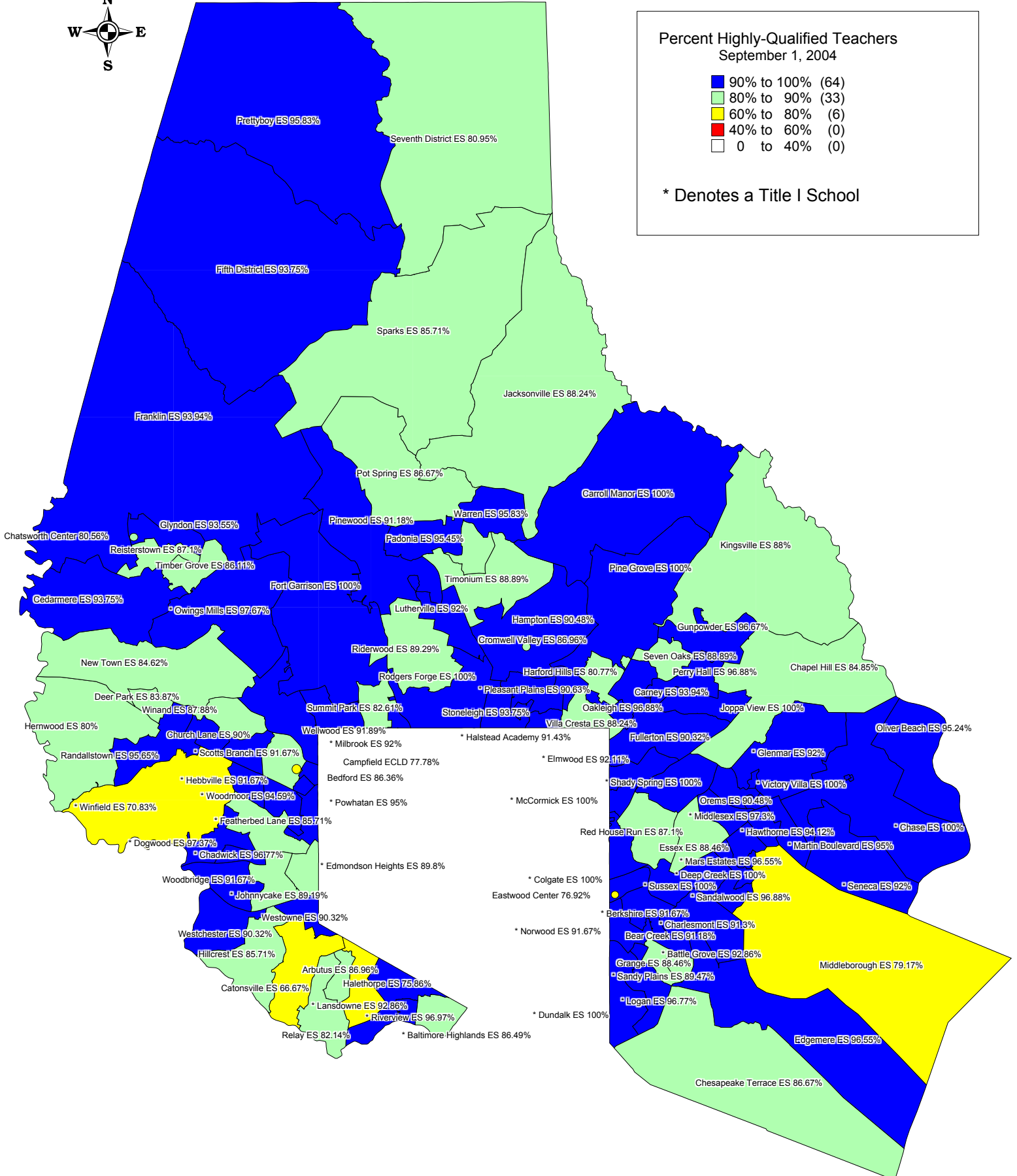
Baltimore County Public Schools Elementary School Highly-Qualified Teachers, September 1, 2004



Percent Highly-Qualified Teachers
September 1, 2004

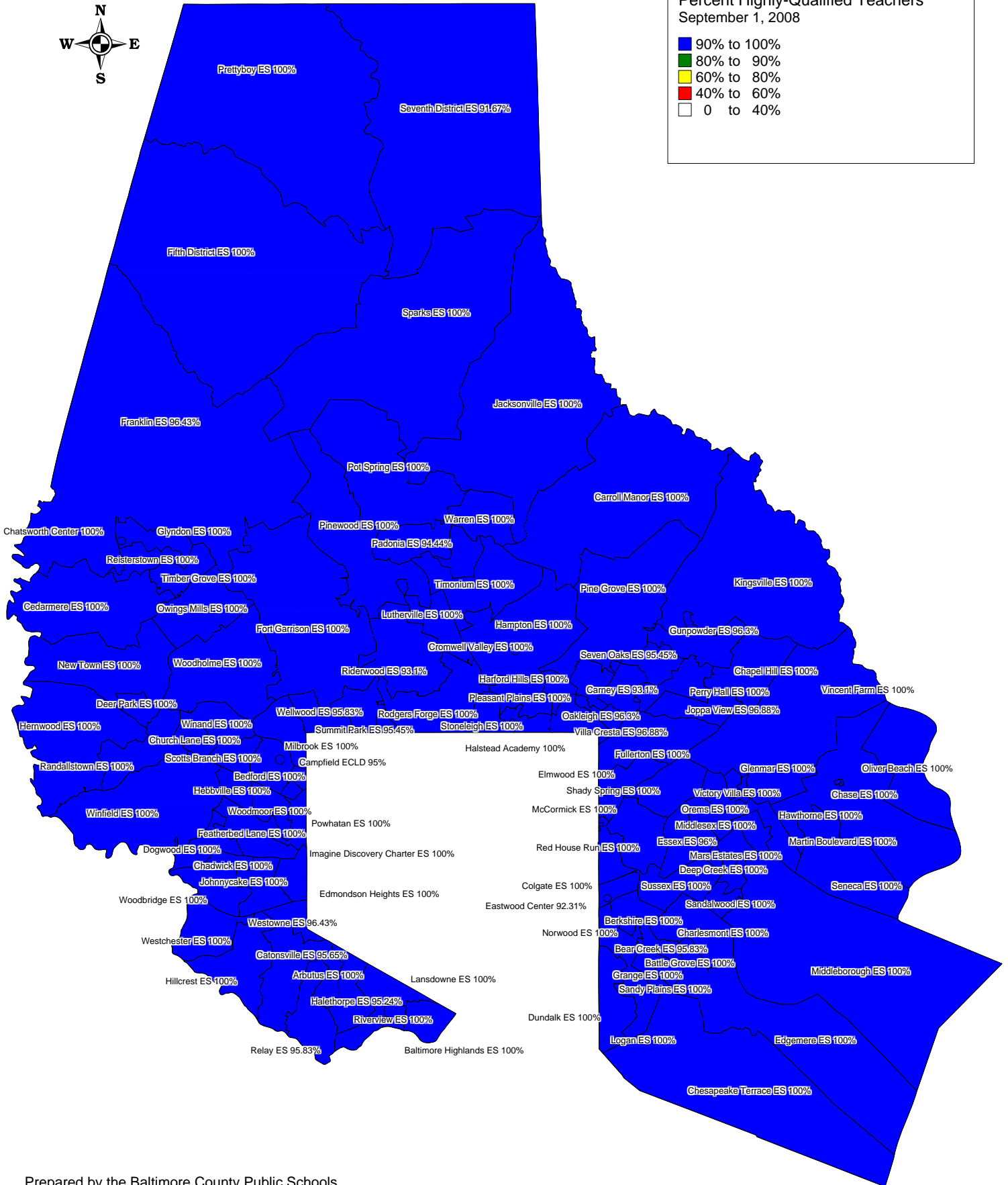
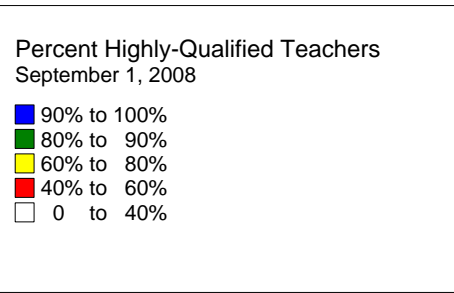
- 90% to 100% (64)
- 80% to 90% (33)
- 60% to 80% (6)
- 40% to 60% (0)
- 0 to 40% (0)

* Denotes a Title I School



Baltimore County Public Schools

Elementary School Highly-Qualified Teachers, September 1, 2008



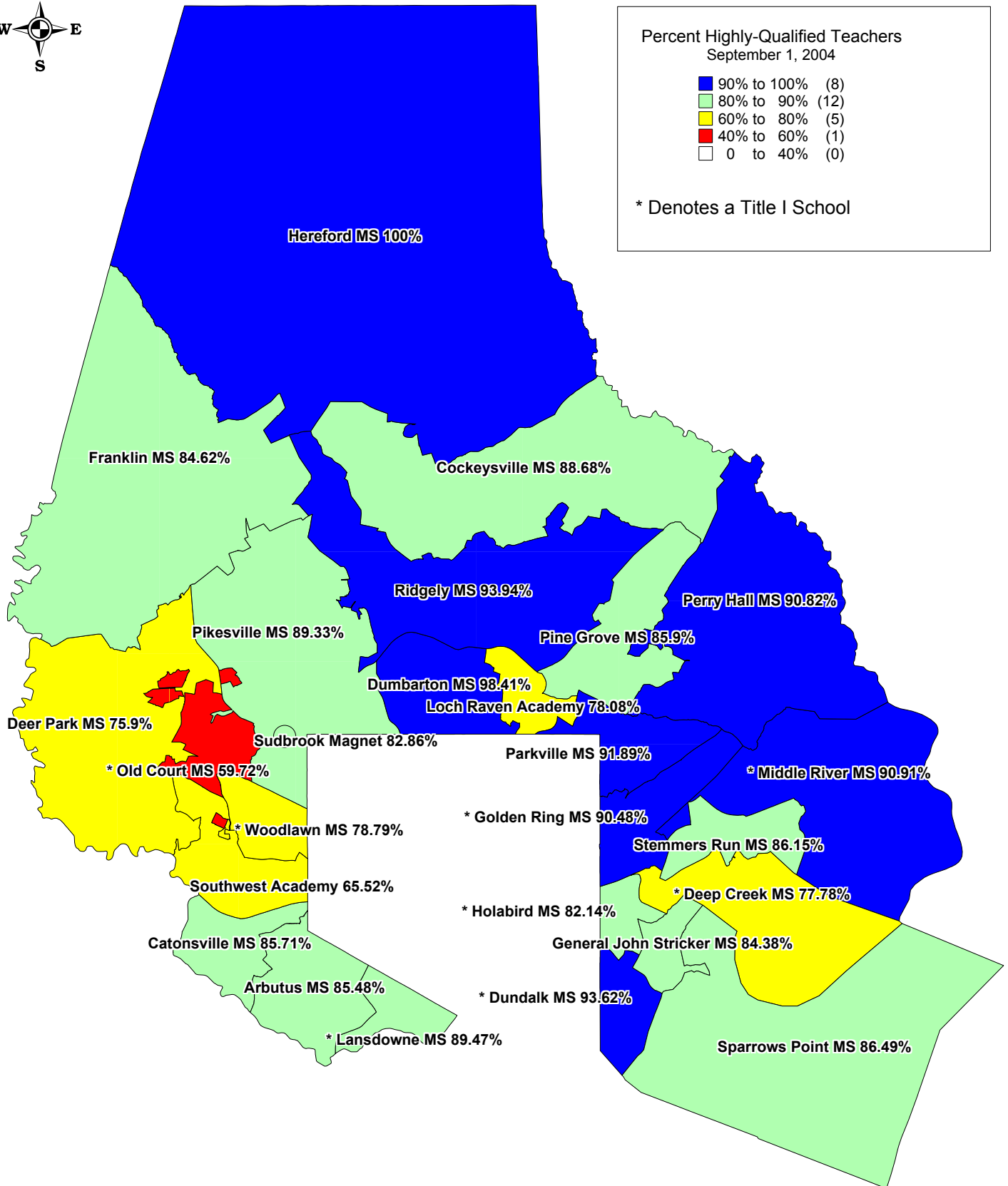
Baltimore County Public Schools Middle School Highly-Qualified Teachers, September 1, 2004



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

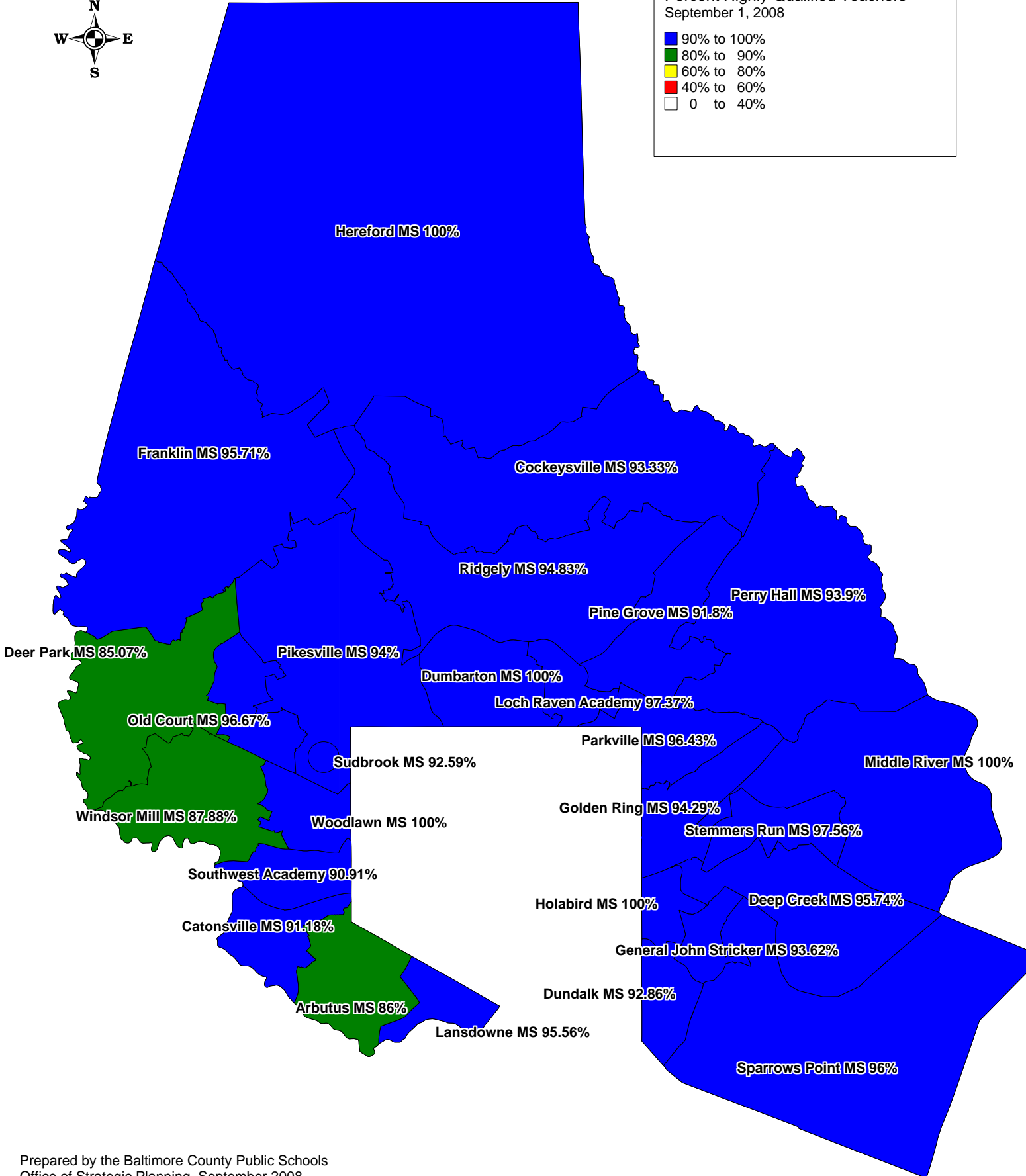


Baltimore County Public Schools Middle School Highly-Qualified Teachers, September 1, 2008



Percent Highly-Qualified Teachers
September 1, 2008

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

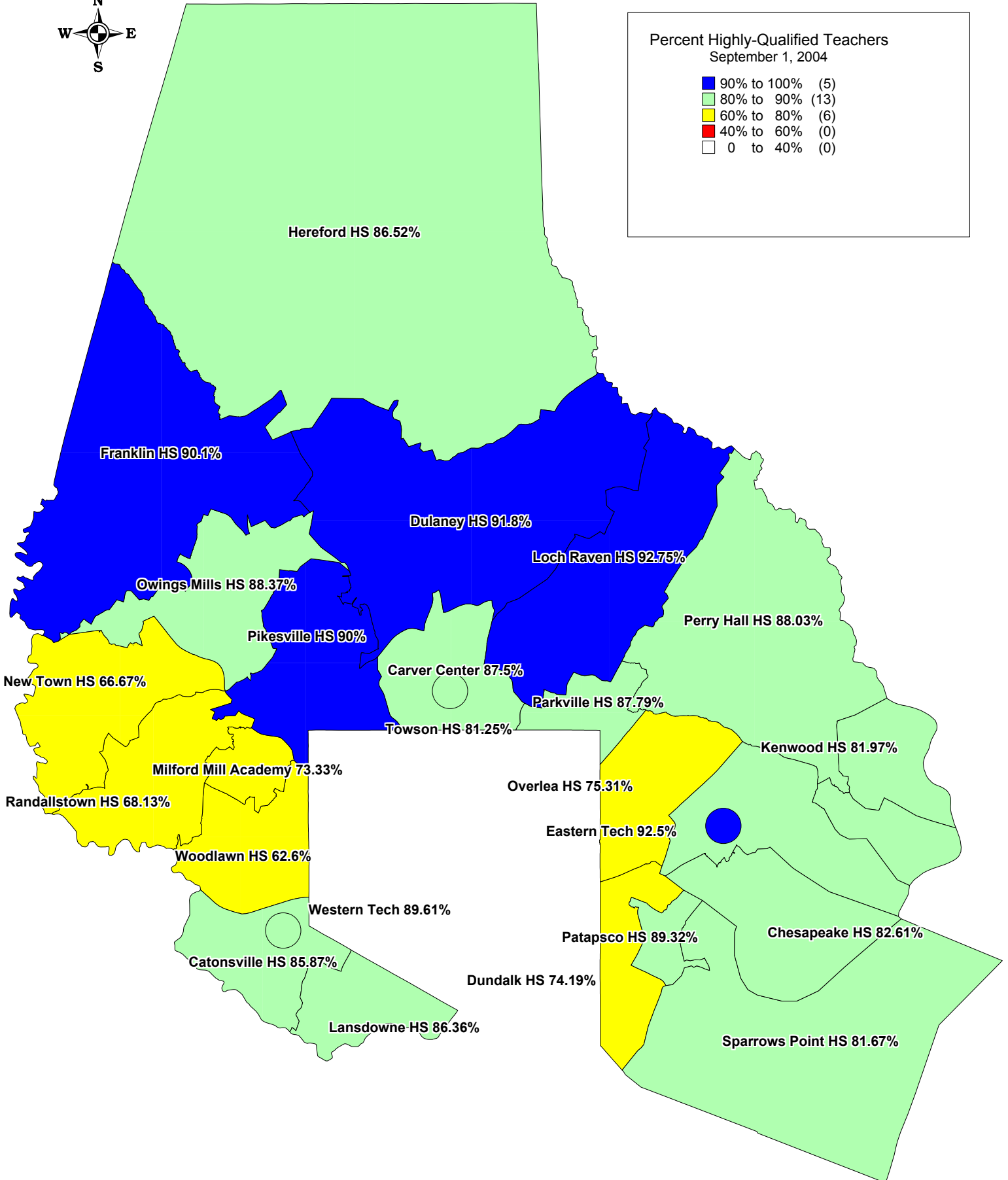


Baltimore County Public Schools High School Highly-Qualified Teachers, September 1, 2004



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)

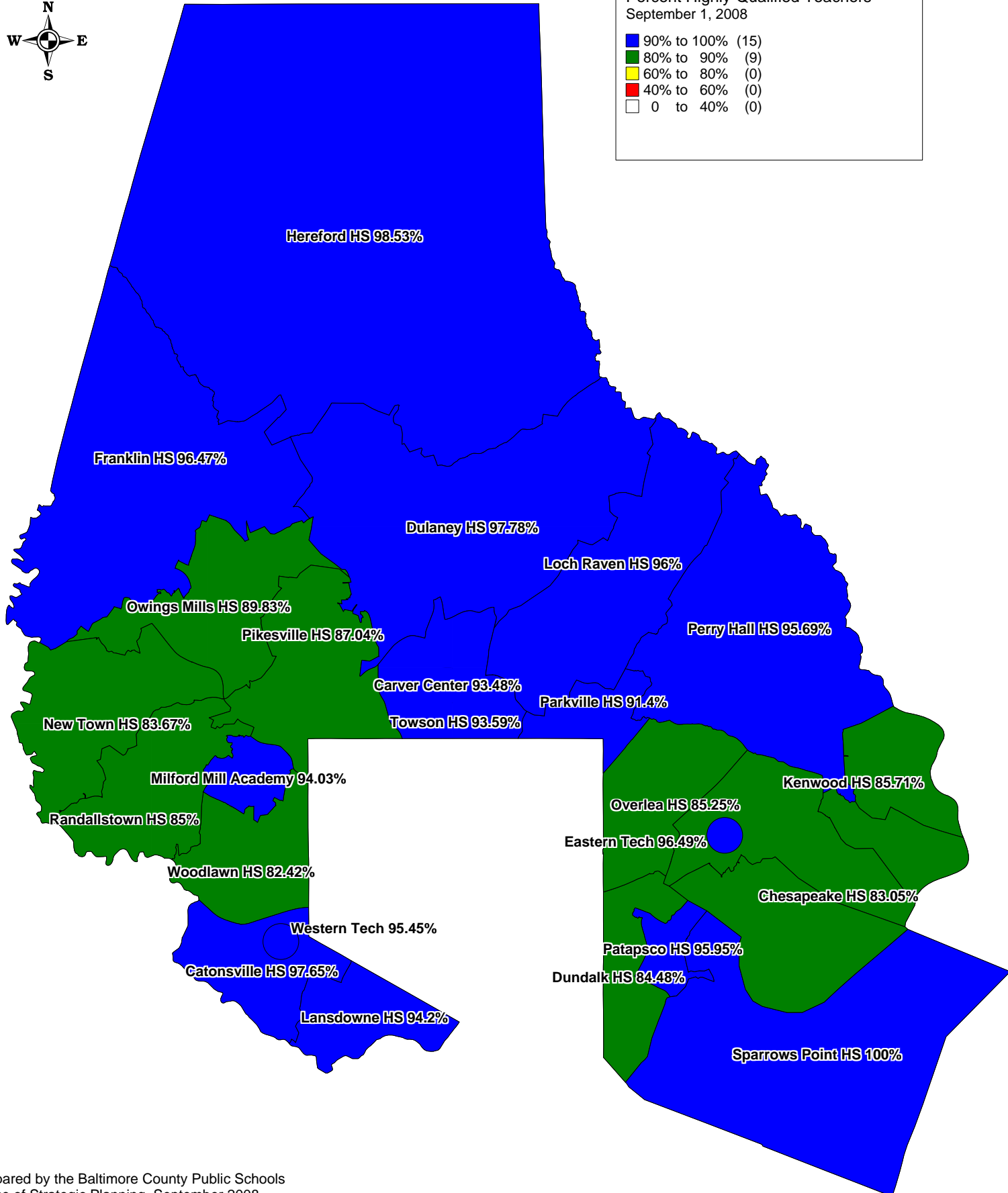


Baltimore County Public Schools High School Highly-Qualified Teachers, September 1, 2008

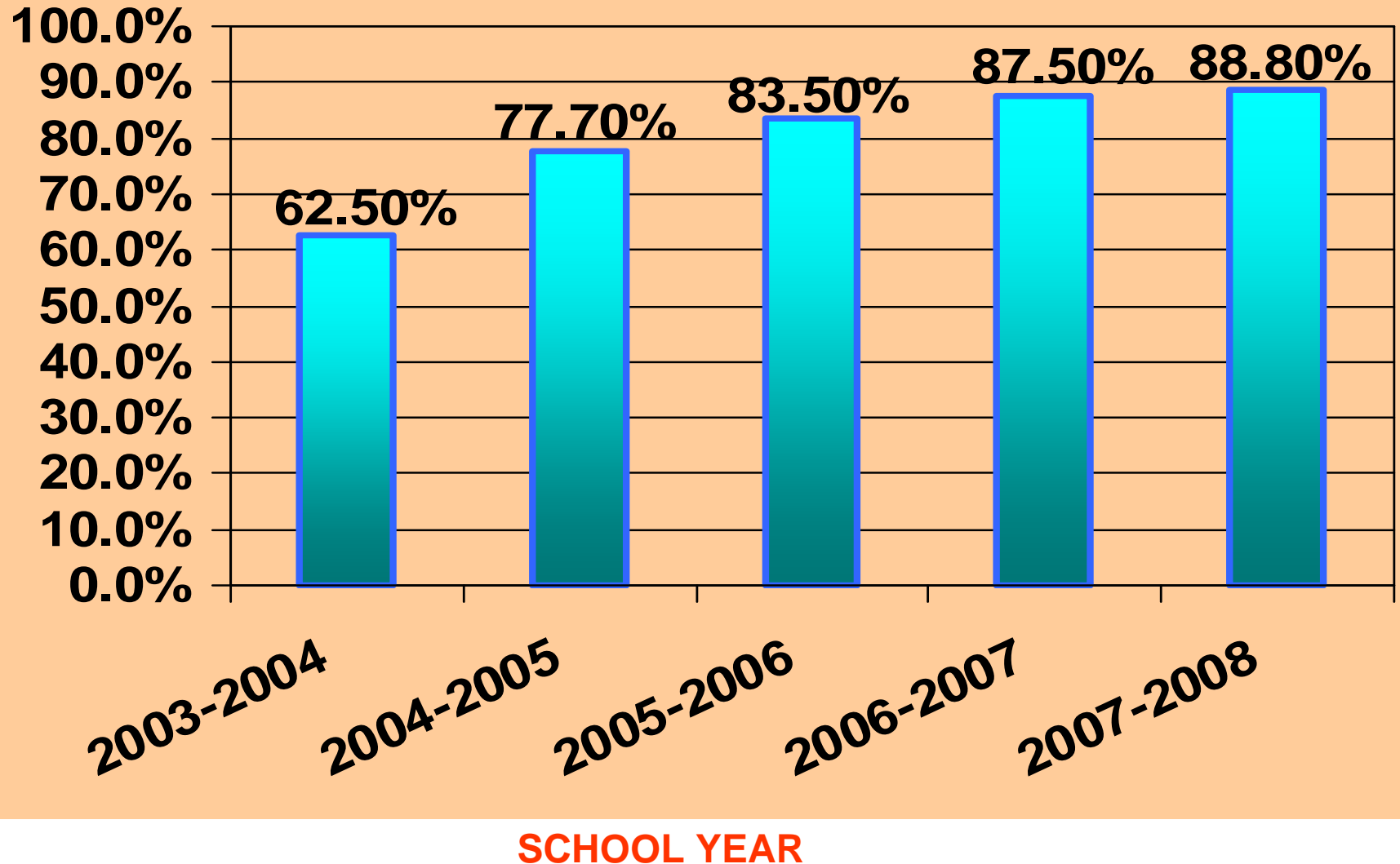


Percent Highly-Qualified Teachers
September 1, 2008

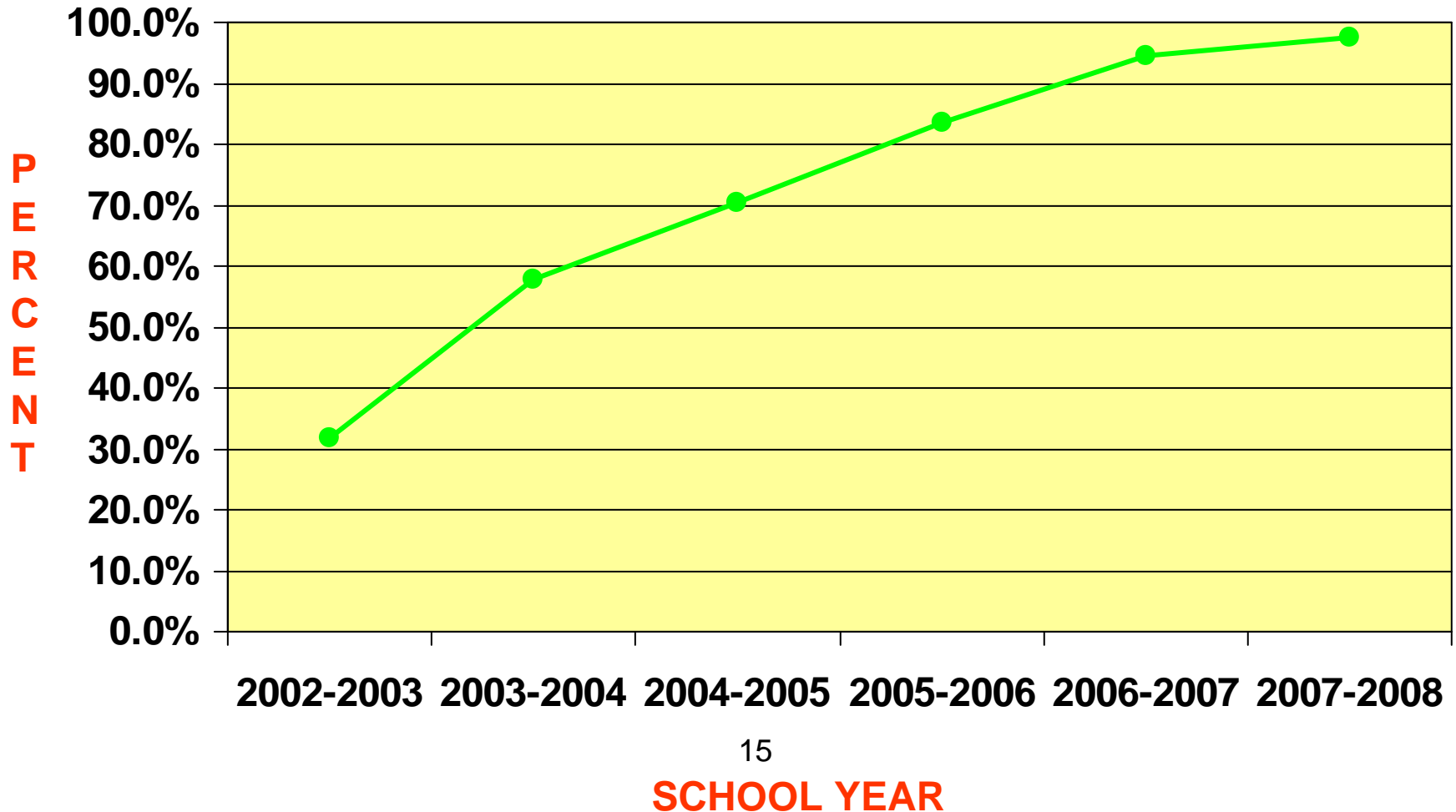
- 90% to 100% (15)
- 80% to 90% (9)
- 60% to 80% (0)
- 40% to 60% (0)
- 0 to 40% (0)



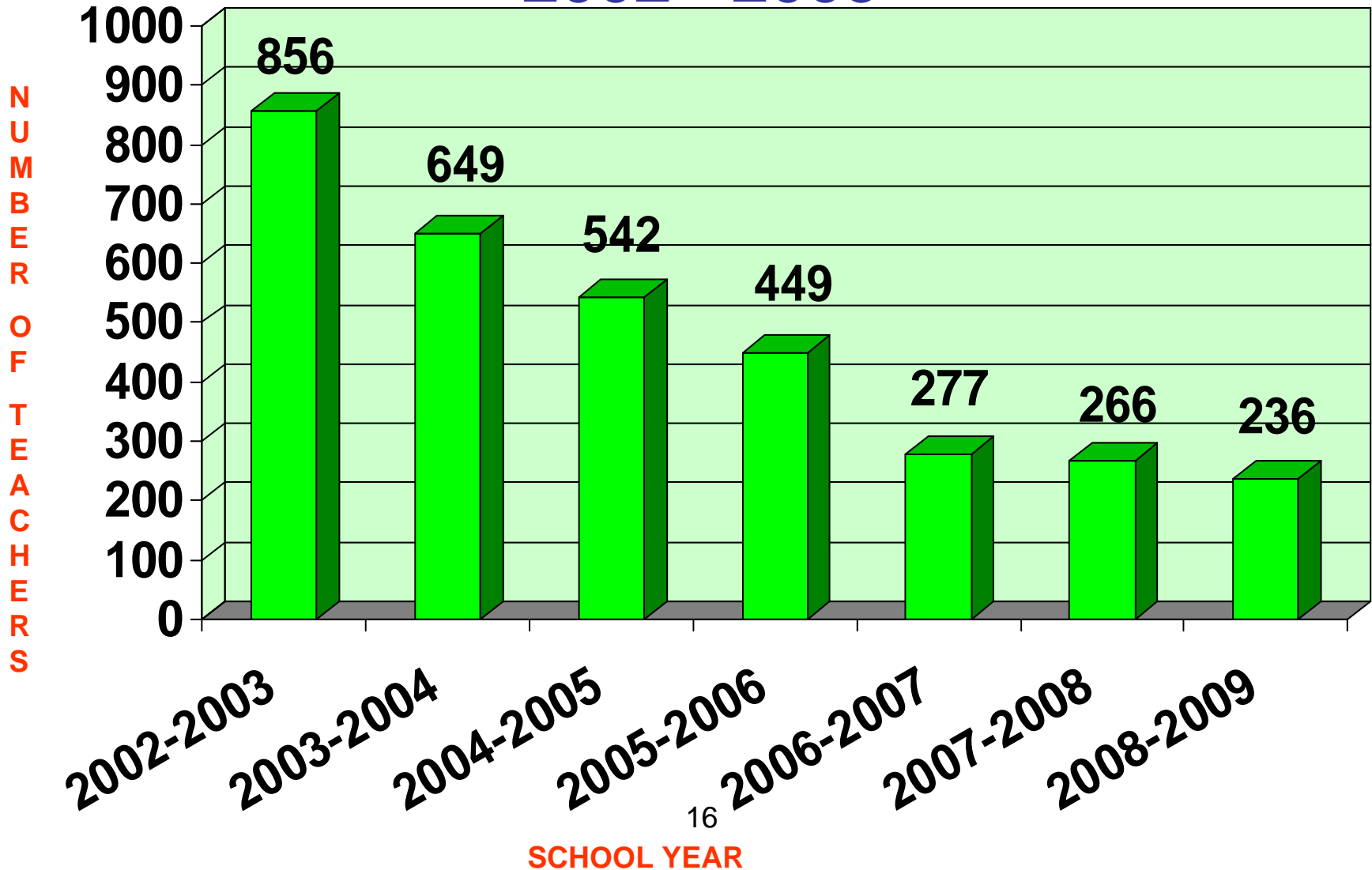
PERCENTAGE OF CORE ACADEMIC SUBJECT CLASSES TAUGHT BY HIGHLY QUALIFIED TEACHERS



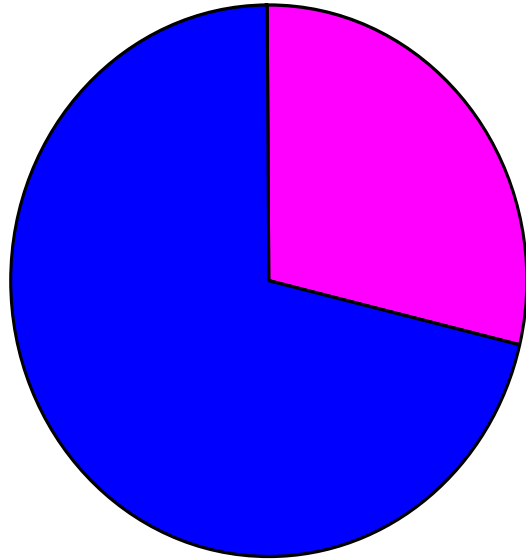
PERCENT OF HIGHLY QUALIFIED MIDDLE SCHOOL MATHEMATICS TEACHERS 2002 -2003 THROUGH 2007-2008



TOTAL NUMBER OF CONDITIONAL TEACHERS 2002 - 2009

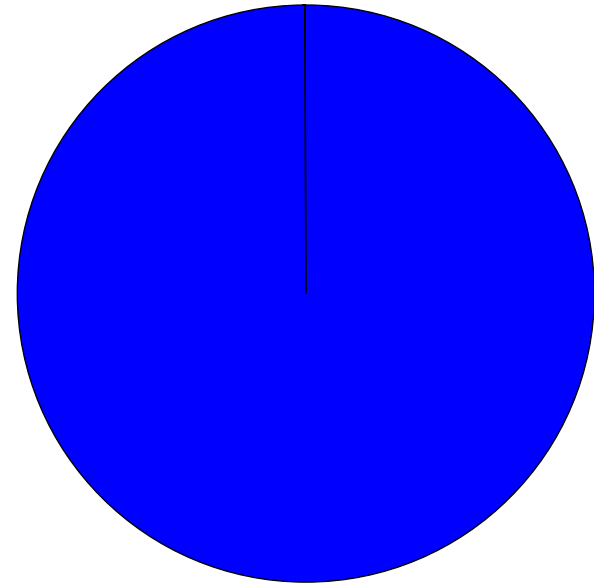


A COMPARISON OF HIGHLY QUALIFIED PARAEDUCATORS 2003-2004 WITH 2008-2009



2003-2004

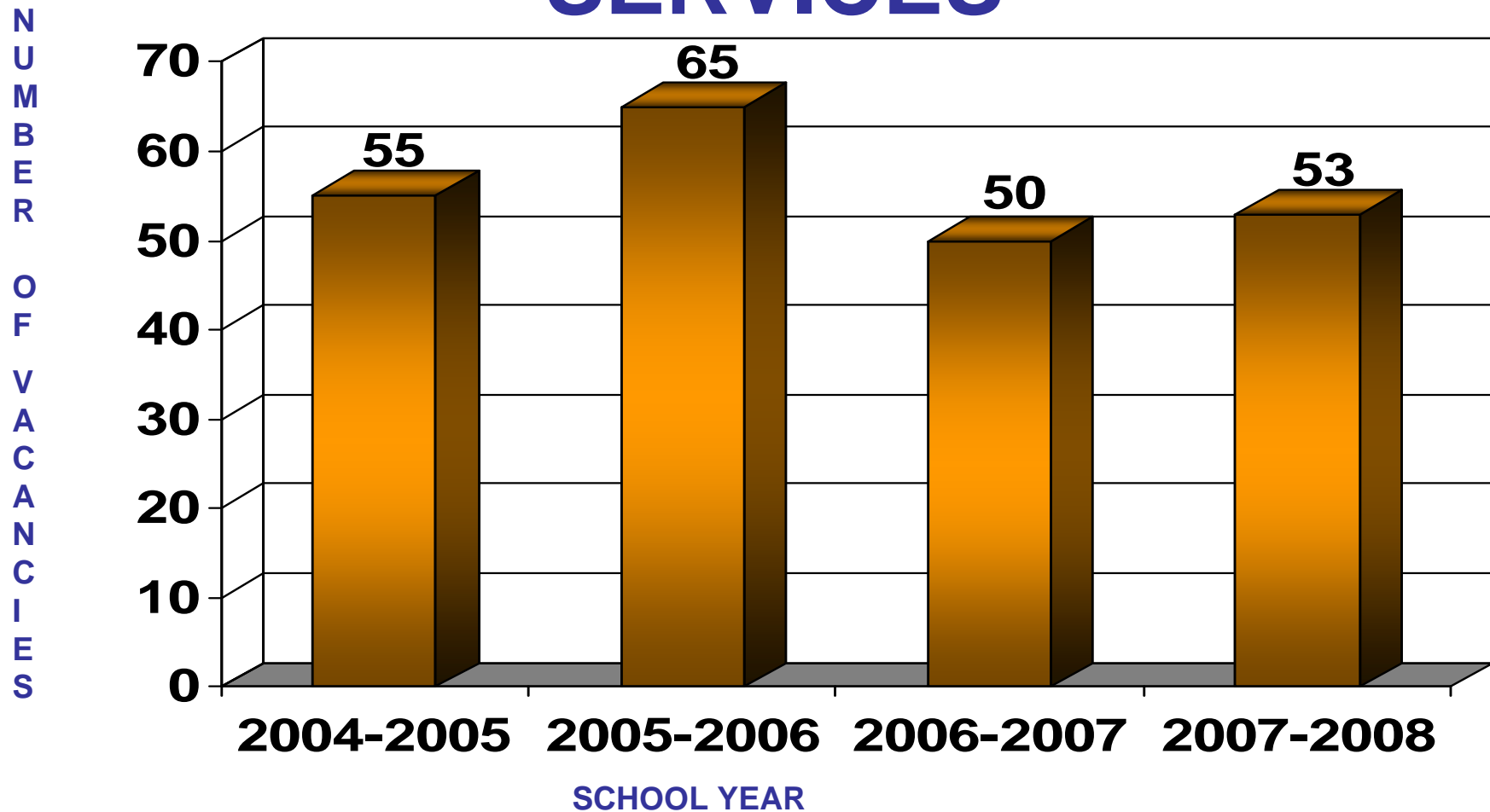
In 2003-2004, a total of 71%
of all paraeducators in Title I
schools were highly
qualified.



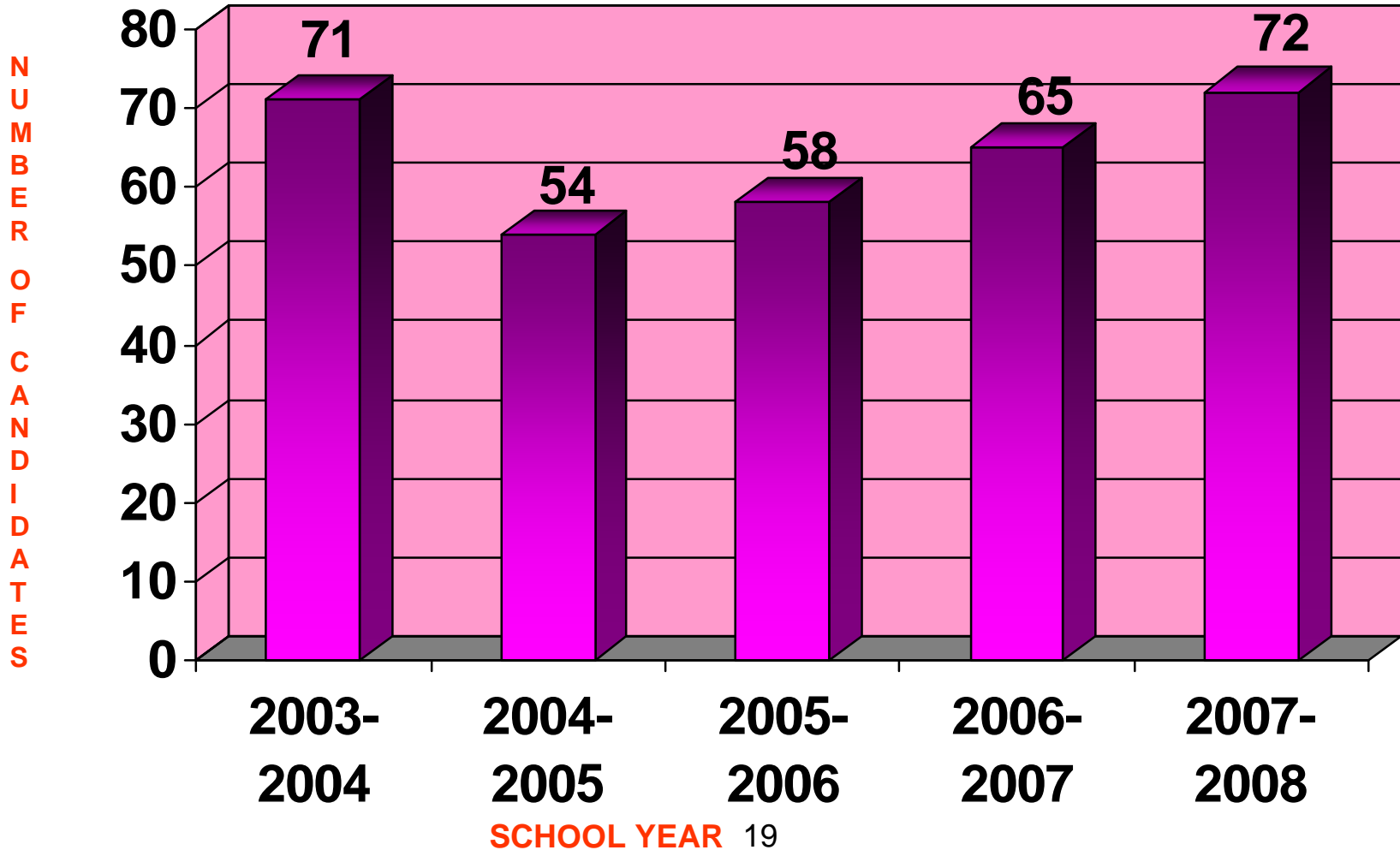
2008-2009

In 2008-2009, a total of 100%
of all paraeducators in Title
I schools were highly
qualified.

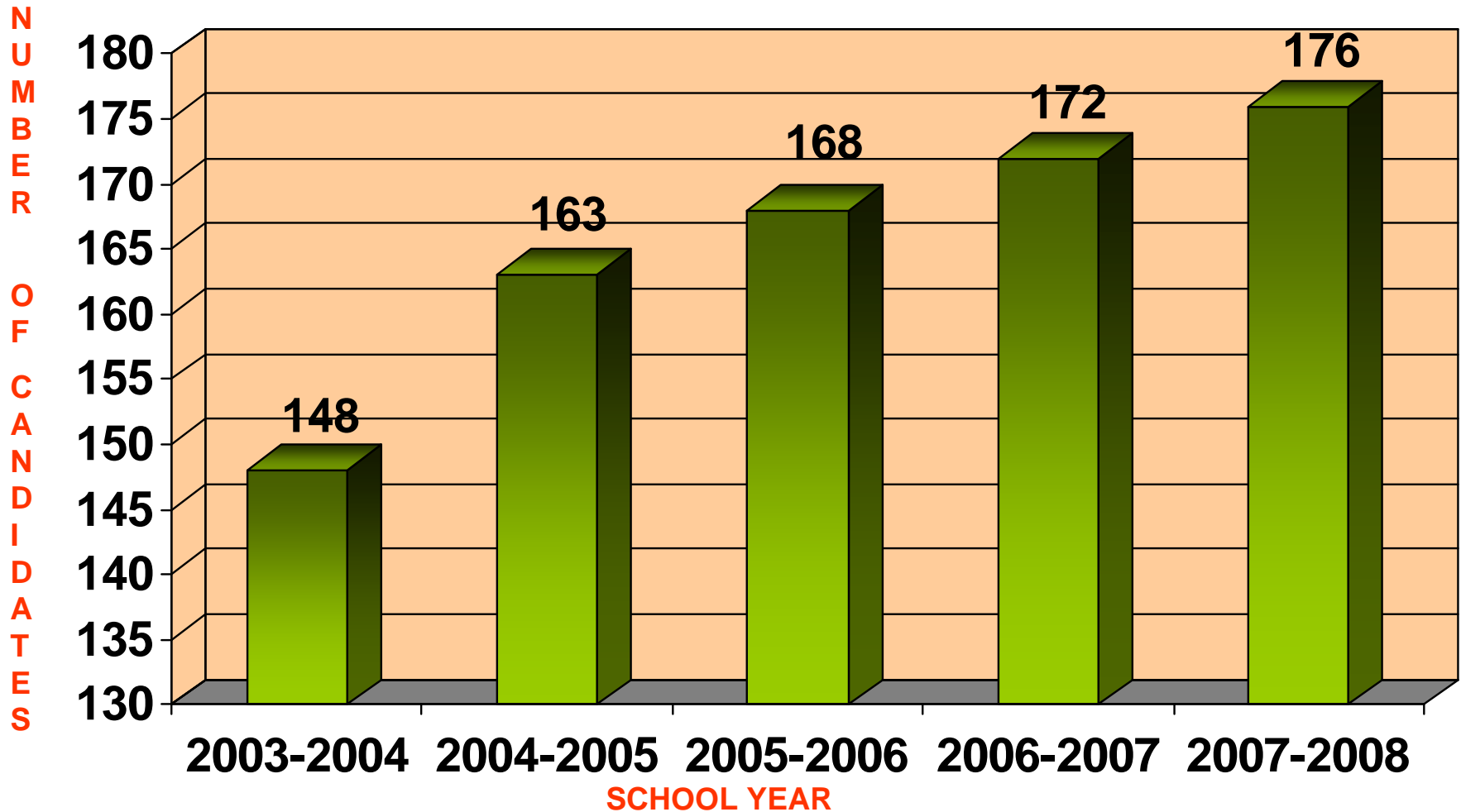
NUMBER OF VACANCIES POSTED FOR SUPPORT SERVICES



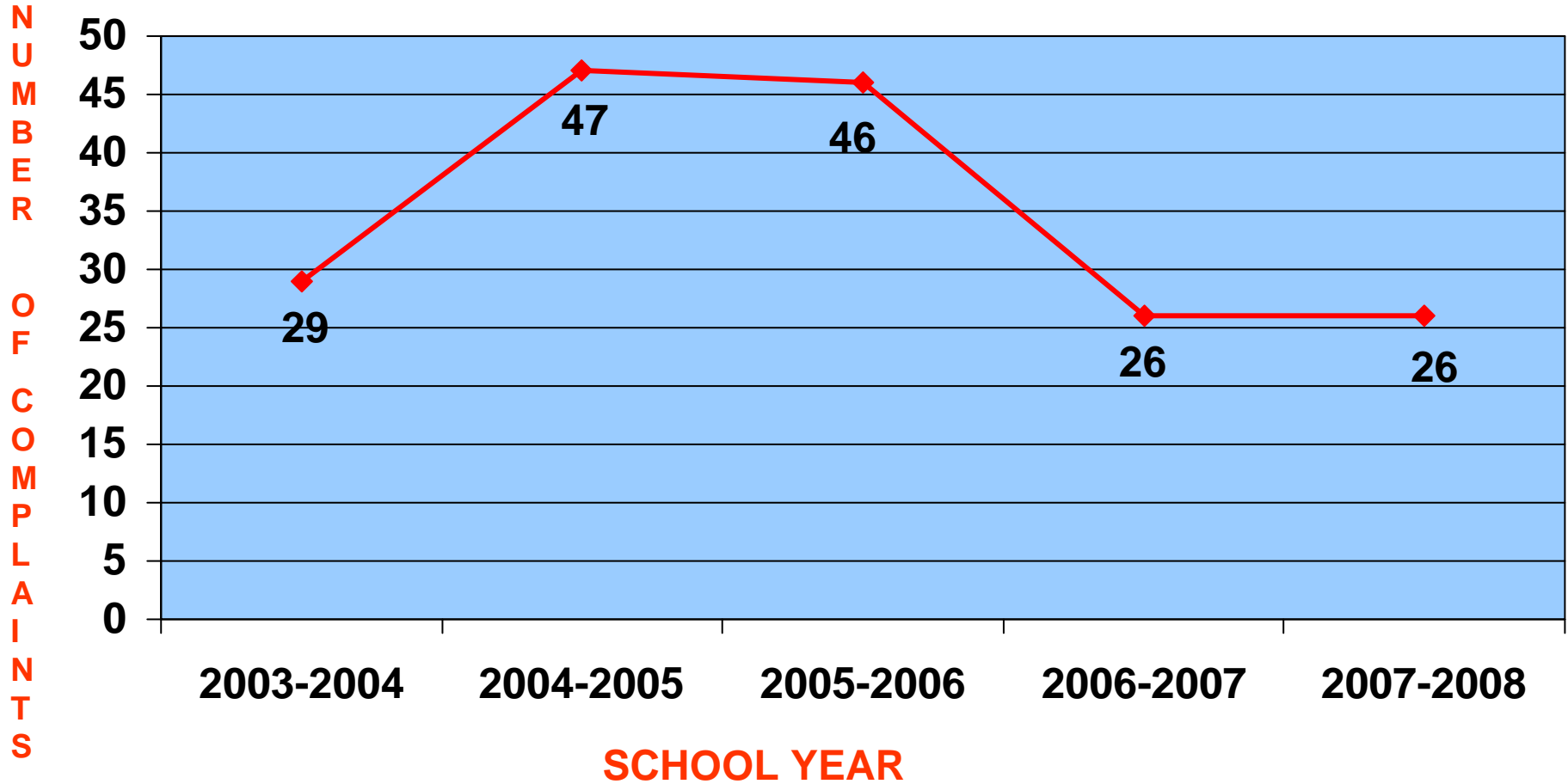
TOTAL CANDIDATES IN PRINCIPAL POOL



TOTAL CANDIDATES IN ASSISTANT PRINCIPAL POOL



EEO COMPLAINTS



CHANGES IN FEDERAL/STATE LAWS DUE TO NEW ADMINISTRATION

Employers can expect additional changes and are already addressing changes (HIPPA, COBRA, Lily Ledbetter, Mental Health Parity Act, etc.)

BASE REALIGNMENT AND CLOSURE (BRAC)

- **Increase faculty capacity in critical shortage areas (particularly healthcare, education, STEM instruction, engineering, and BRAC-related occupations).**

TRENDS IN EMPLOYEE BENEFITS

- **Rising healthcare costs.**
- **Changes in mental health benefits (Mental Health Parity Act).**

AMERICAN DISABILITIES ACT

- **Broad range of health conditions now considered disabilities and mitigating factors no longer applicable.**
- **Expansion of major life activities and more employee requests for reasonable accommodations are expected.**

TECHNOLOGY

- **Influence on Human Resources for recruiting, hiring (e.g. applicants).**
- **Communication strategies will be needed to meet the needs of the future.**

QUESTIONS