

**BOARD OF EDUCATION OF CHARLES COUNTY  
INFORMATIONAL REPORT**

**PRESENTATION OF TEACHER RECRUITMENT AND RETENTION  
FOR THE 2016-17 SCHOOL YEAR**

**OCTOBER 18, 2016**

**Background Information**

The significance of recruiting and retaining a qualified and highly effective diverse workforce is illustrated in the Charles County Board of Education's Goals for 2016-17. For the 2016-17 school year, CCPS hired 194 classroom teachers.

In order to attract a diverse workforce to the school system, a comprehensive recruitment and marketing plan is essential. During 2016, CCPS representatives attended 42 teacher job fairs in 15 states. In addition to job fairs, recruitment efforts include advertising presence at colleges and universities, related publications and websites. This informational report presents an overview of the results of the recruitment and retention efforts for the past 12 months as they relate to classroom teachers.

**Recruitment**

The Office of Human Resources developed and implemented a comprehensive recruitment and marketing plan in 2015. The plan included the retooling of the recruiter training program to include a greater focus on identifying and targeting candidates (focusing on quality rather than quantity), assessment and evaluation of candidates, promoting CCPS as an employer of choice and the logistics of a job fair (marketing and booth display). In addition, the Office of Human Resources created the position of Job Placement and Retention Manager to allow for more timely follow-up with applicants. We have also placed a greater focus on hiring December graduates and securing "open contracts".

In 2016, CCPS attended 42 job fairs, a reduction from the previous year's total of 59. An analysis of historical data determines the effectiveness of individual job fairs and recruiters. Based on that data, we are able to determine a return on our investment. For the 2016-17 school year, new hires were selected from 83 colleges/universities located in 29 states.

Using a standardized rubric, candidates for teaching positions are screened by either a recruiter or a member of the Human Resources staff. The rubric was developed by HR using behavior based questions and the standardization of the initial screening content has led to greater consistency between interviewers and the overall candidates' scores.

**Qualified and Highly Effective Diverse Workforce**

Promoting a qualified and highly effective diverse workforce remains a key focus in recruitment and hiring practices. Of the 194 new teachers hired for 2016-17, 57 (or 29.4%) are teachers of color. This represents an increase from last year's rate of 27.2%.

Teachers of color were recruited from colleges and universities across the country, with 16 (or 28.1%) having attended a historically black college or university (“HBCU”). However, a recent analysis of all HBCUs (using data from the College Board as of December 2015) indicated that only 41% offer education as a major. Further, of those offering an education major, 89% reported that less than 5% of their students were enrolled. This leaves a very small group of HBCU students to target for recruitment purposes.

That same analysis revealed that, within the 3 years 2012-15, only 30% of the teachers of color hired by CCPS had attended an HBCU. For the 2016-17 school year, that number has decreased to 13.9%.

For the 2016-17 school year, twenty Charles County Public Schools’ alumni were hired.

*Profile of a New Hire (see Appendix A and B for a more detailed analysis):*

	Total	% of Total
Elementary	52	26.8%
Secondary	98	50.5%
Special Ed	44	22.7%
MD College	88	45.4%
Out of State College	106	54.6%
Male	50	25.8%
Female	144	74.2%
Professional Certificate	146	75.3%
Conditional Certificate	46	23.7%
Bachelor's degree	136	70.1%
Master's degree	58	29.9%
White	137	70.6%
Minority	57	29.4%
Years of Experience		
0 Years	110	56.7%
1-5 Years	28	14.4%
6-10 Years	26	13.4%
11+ Years	30	15.5%

*Profile of Teachers of Color (see Appendix A and B for a more detailed analysis):*

	Total	% of Total
Elementary	11	19.3%
Secondary	32	56.1%
Special Ed	14	24.6%
MD College	26	45.6%
Out of State College	31	54.4%
HBCU	16	28.1%
Male	15	26.3%
Female	42	73.7%
Professional Certificate	38	66.7%
Conditional Certificate	19	33.3%
Bachelor's degree	42	73.7%
Master's degree	15	26.3%

**Retention**

The following section contains data regarding those classroom teachers who separated employment with CCPS at the conclusion of the 2015-16 school year.

Total classroom teachers (2015-16)	1,388
# classroom teacher separation	214 *
Retention rate	84.6%

*Separations by Gender and Race/Ethnicity*

	Total	% of Total
Female	160	74.8%
Male	54	25.2%
White	157	73.4%
Of Color	57	26.6%

\* Difference between the number separations and the number of new hires can be attributed to some of the following: positions currently filled with long-term subs, teachers resigning from leave-of-absence status, new FTE's added, etc.

### *Top Reasons Given for Separation*

	Total	% of Total
Relocation	75	35.0%
Certification/Ineffective/Misconduct	34	15.9%
Retirement	32	15.0%
Teach in another LEA	26	12.1%
Home Responsibilities/Personal	16	7.5%

As the chart above notes, the number one reason for separation was relocation. Of those identifying relocation as the reason for separation 52% were teachers within their first 3 years with CCPS. Additionally, 62.3% were in hard to fill areas of math, science and special education.

Overall these hard to fill areas represent 36.4% of total separations. When elementary education is included, 57.4% of separations occurred in 4 specific content areas: math, science, special education and elementary education.

### **Conclusion**

As the 2016-17 school year begins, we continue our efforts to increase diversity within our workforce. The Office of Human Resources continues to collect data and target our recruitment efforts towards colleges/universities with a large percentage of students of color and education majors (Alabama State University, for example). At this point in time with 24% of our teachers reporting as persons of color, we are significantly above the national average of 17%.

We have eliminated geographic areas where the pool of viable candidates has diminished (e.g., Michigan and New York) and refocused our efforts to new markets (e.g., New England and areas such as Oklahoma/Nebraska/Texas). Another possibility that is being explored is Puerto Rico and other U.S. territories. Other school systems have met with some success in these markets, and they do not require sponsorship or work visas.

Our recruitment season has already begun and as such, recruitment teams have already travelled to Alabama, Florida, Pennsylvania and New Hampshire in an effort to secure December graduates or the vacancies currently filled by long-term substitutes.

Additionally, we will be refocusing our retention efforts. We are in the process of developing "focus groups" of current second and third year teachers to solicit their ideas and feedback.

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Appendix A  
Profile of a New Teacher 2016-17

	Certification										College	
	Professional			Conditional		Years of Experience					College	
	Bachelor's	Master's	Bachelor's	Bachelor's	0	1-5	6-10	11+	MD	Out of State		
Art	3	1	1	1	2	0	1	0	2	1		
CTE	5	1	4	4	0	0	1	4	4	1		
Business/Computer Science	5	1	4	4	4	0	0	1	2	3		
English/LA	15	6	3	3	8	0	3	4	4	11		
ESOL	2	2	0	0	1	0		1	1	1		
Elementary	52	10	2	2	33	10	4	5	35	17		
World Language	13	7	2	2	7	1	1	4	4	9		
Math	18	7	2	2	13	1	2	2	4	14		
Music	8	4	2	2	6	0	0	2	1	7		
Phys Ed	4	1	0	0	1	2	0	1	2	2		
Science	13	3	4	4	9	1	1	2	6	7		
Social Studies	12	5	1	1	9	1	2	0	6	6		
Special Ed	44	10	21	21	17	12	11	4	17	27		
Total	194	58	46	46	110	28	26	30	88	106		
% of Total	45.4%	29.9%	23.7%	23.7%	56.7%	14.4%	13.4%	15.5%	45.4%	54.6%		

Appendix B  
Profile of a New Teacher 2016-17

		Gender		Race/Ethnicity	
		Male	Female	White	Of Color
Art	3	0	3	2	1
CTE	5	1	4	2	3
Business/Computer Science	5	2	3	2	3
English/LA	15	2	13	13	2
ESOL	2	0	2	0	2
Elementary	52	5	47	41	11
World Language	13	0	13	8	5
Math	18	8	10	10	8
Music	8	4	4	6	2
Phys Ed	4	2	2	3	1
Science	13	4	9	11	2
Social Studies	12	9	3	9	3
Special Ed	44	13	31	30	14
Total	194	50	144	137	57
% of Total		25.8%	74.2%	70.6%	29.4%