

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: October 20, 2009

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: **REPORT ON SCHOOL STAFFING FOR 2009-2010**

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

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

INFORMATION

The Board of Education will be updated on the school staffing report for 2009-2010.

Department of Human Resources Staffing Report 2009-2010

Executive Summary

The *No Child Left Behind Act of 2001* (NCLB) set forth requirements relative to the hiring and employment of highly qualified teachers and paraeducators. The Baltimore County Public Schools' (BCPS) staffing plan is guided by the requirements of NCLB. Consequently, the Department of Human Resources' Office of Personnel has made significant progress in the recruitment and hiring of a highly qualified teaching staff as defined in and mandated by NCLB. Currently, 97.49% of core subject teachers are highly qualified and 100% of paraeducators in Title I schools meet NCLB standards.

BCPS currently offers 15,415 core academic subject (CAS) classes, 13,836 classes are taught by HQ Teachers. The percentage of core academic subject classes taught by highly qualified teachers increased from 62.5% in 2003-2004 to 90% in 2008-2009.

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



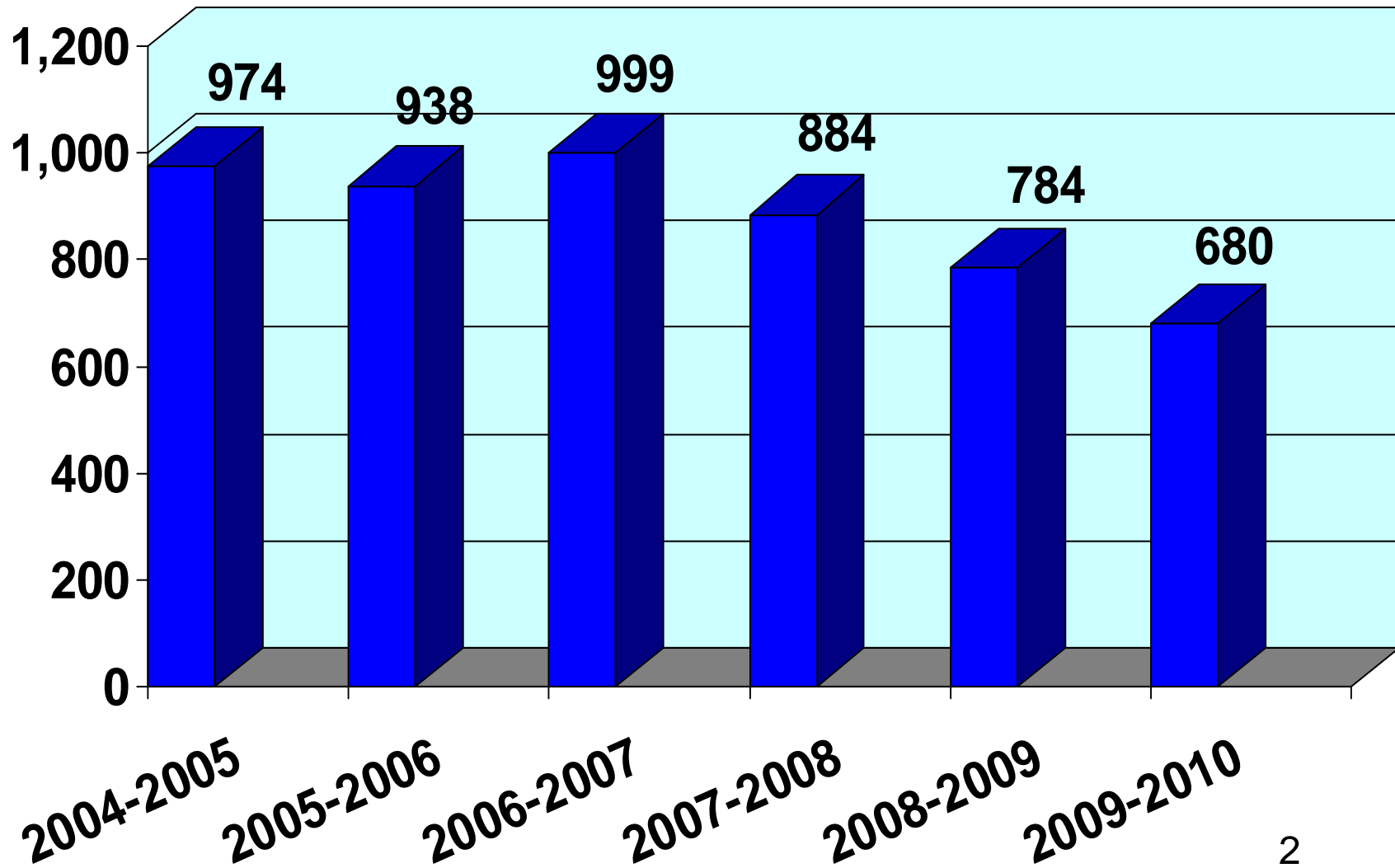
2009 - 2010 SCHOOL STAFFING REPORT

Dr. Donald A. Peccia
Assistant Superintendent, Human Resources

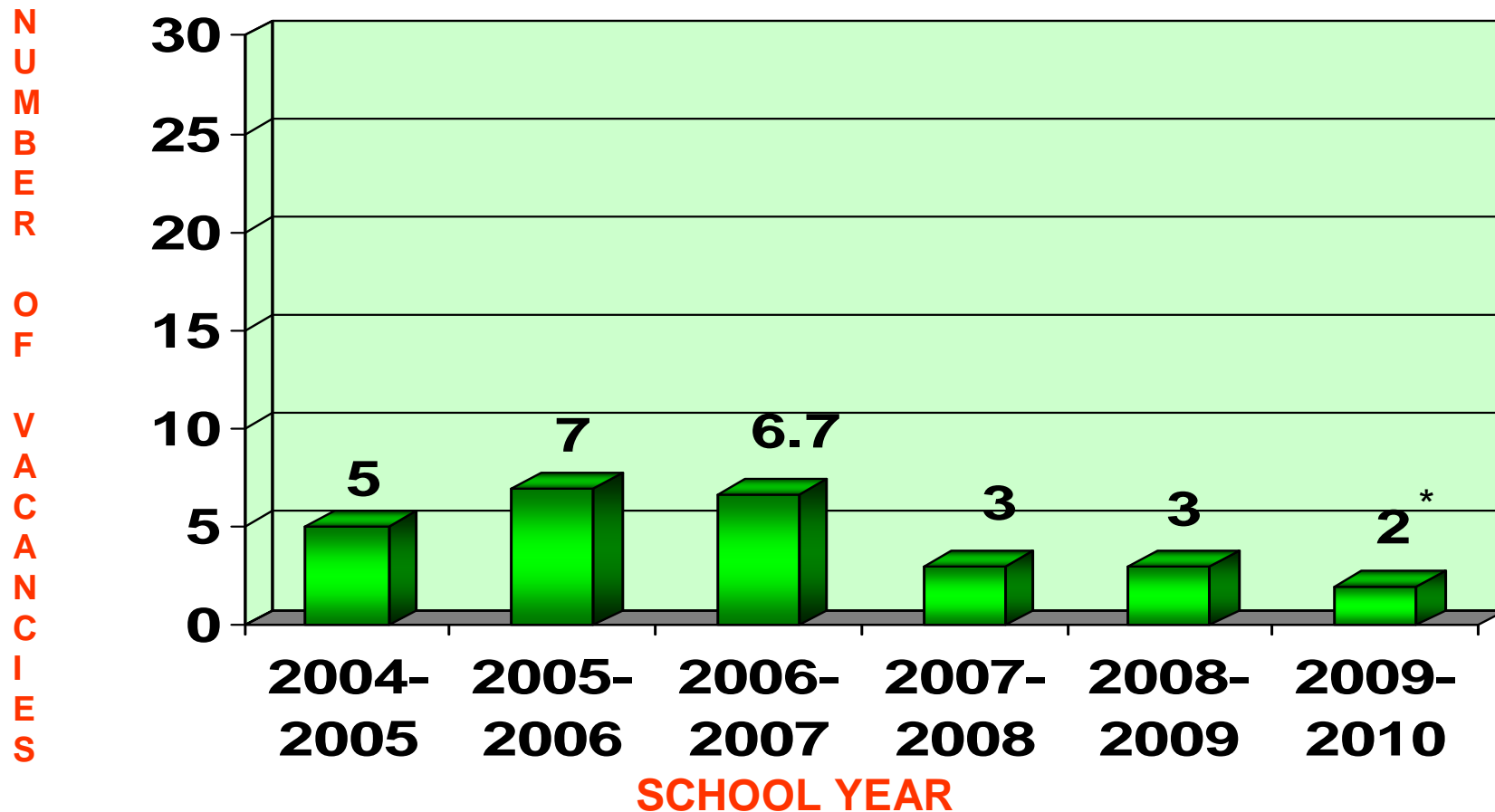
Dr. Alpheus Arrington
Director, Office of Personnel

October 20, 2009

NUMBER OF NEW TEACHER HIRES 2004 - 2010



NUMBER OF VACANCIES AS OF SEPTEMBER 1ST FOR TEACHER PERSONNEL



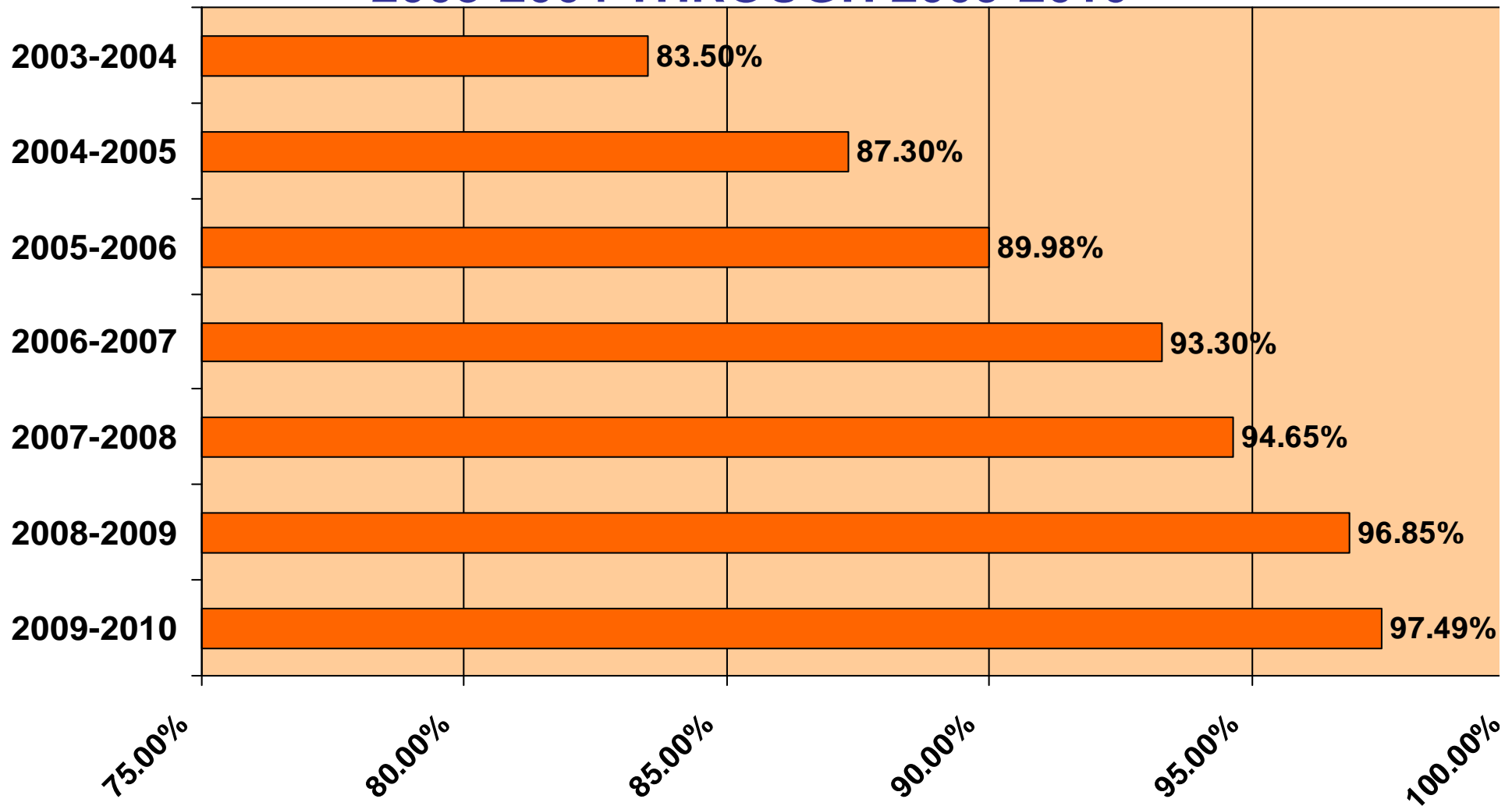
*2 vacancies out of 8,600 teaching positions.

No Child Left Behind (NCLB) Core Academic Subjects

According to NCLB, core academic subjects and areas include:

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

PERCENT OF HIGHLY QUALIFIED TEACHERS IN CORE ACADEMIC SUBJECTS 2003-2004 THROUGH 2009-2010

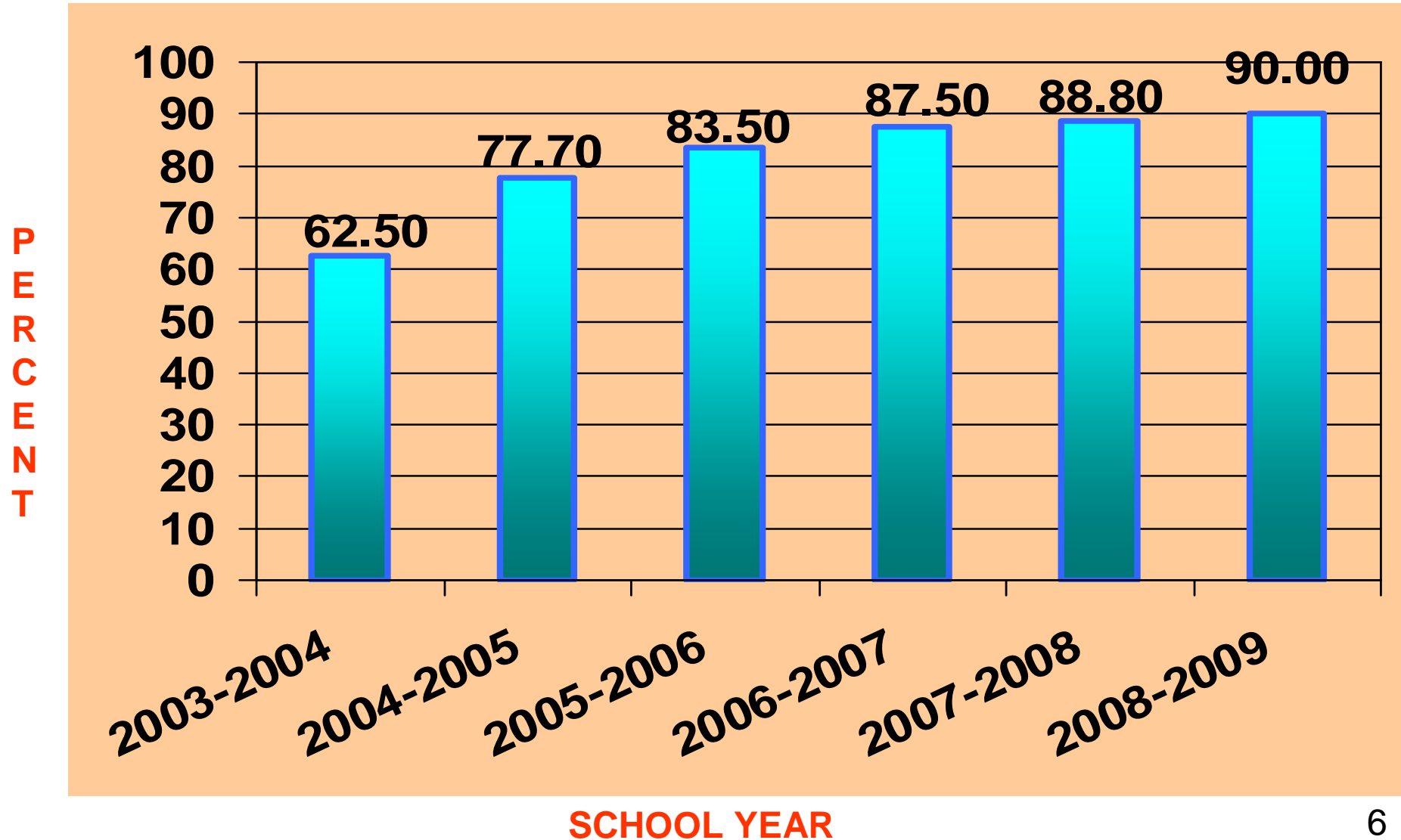


KEYPOINT:

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

In 2009-2010, 97.49% of core academic subject teachers were highly qualified. 5

PERCENTAGE OF CORE ACADEMIC SUBJECT CLASSES TAUGHT BY HIGHLY QUALIFIED TEACHERS



A COMPARISON OF THE PERCENT OF HIGHLY QUALIFIED TEACHERS IN HIGH POVERTY AND LOW POVERTY SCHOOLS 2008-2009

BALTIMORE COUNTY PUBLIC SCHOOLS

Low-Poverty Elementary Schools	98.9%	Low-Poverty Secondary Schools	93.3%
High-Poverty Elementary Schools	100%	High-Poverty Secondary Schools	97.9%

NATIONWIDE

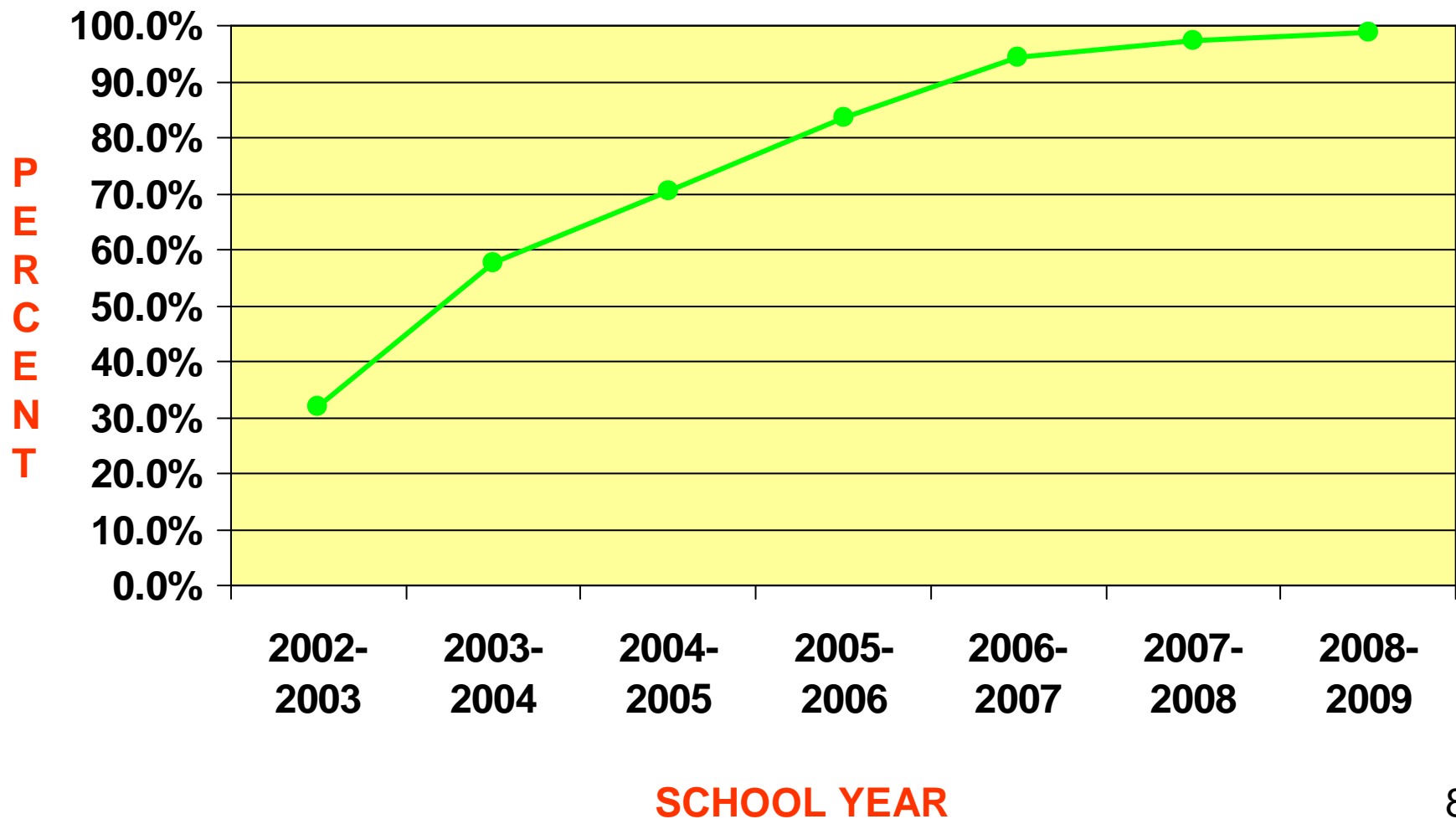
In the United States, 67.6 percent of the teachers who teach in low poverty schools are highly qualified. A total of 53.2 percent of teachers who teach in high poverty schools are highly qualified.

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

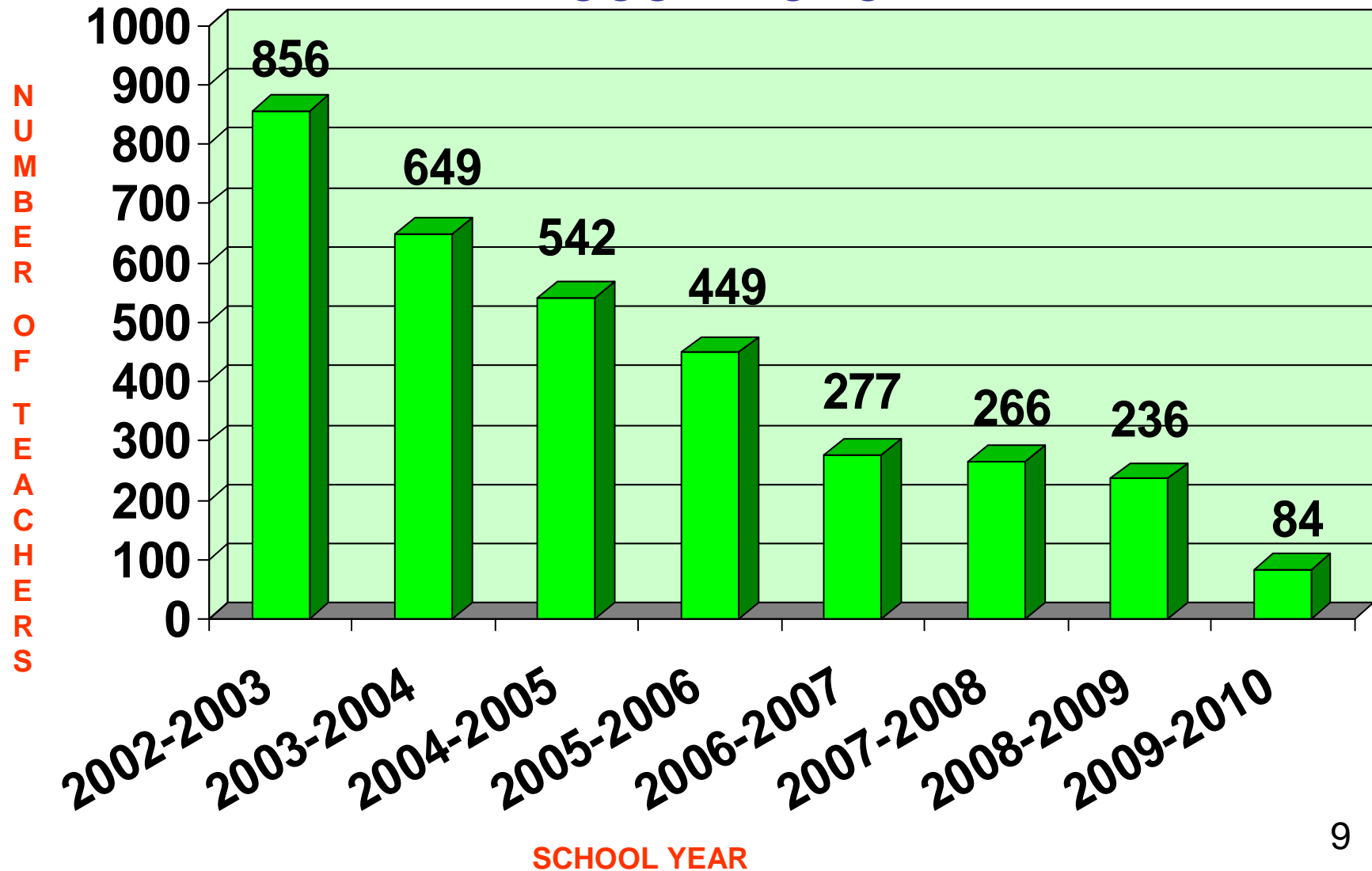
In 2007-2008 in Maryland, 94.2 percent of the teachers who teach in low poverty elementary schools are highly qualified. A total of 64.0 percent of teachers who teach in high poverty elementary schools are highly qualified. A total of 90.2 percent of teachers who teach in low poverty secondary schools are highly qualified. A total of 68.9 percent of teachers who teach in high poverty secondary schools are highly qualified.

SOURCE: Maryland State Department of Education, Highly Qualified Teacher Data, 2007-2008, May 22, 2009.

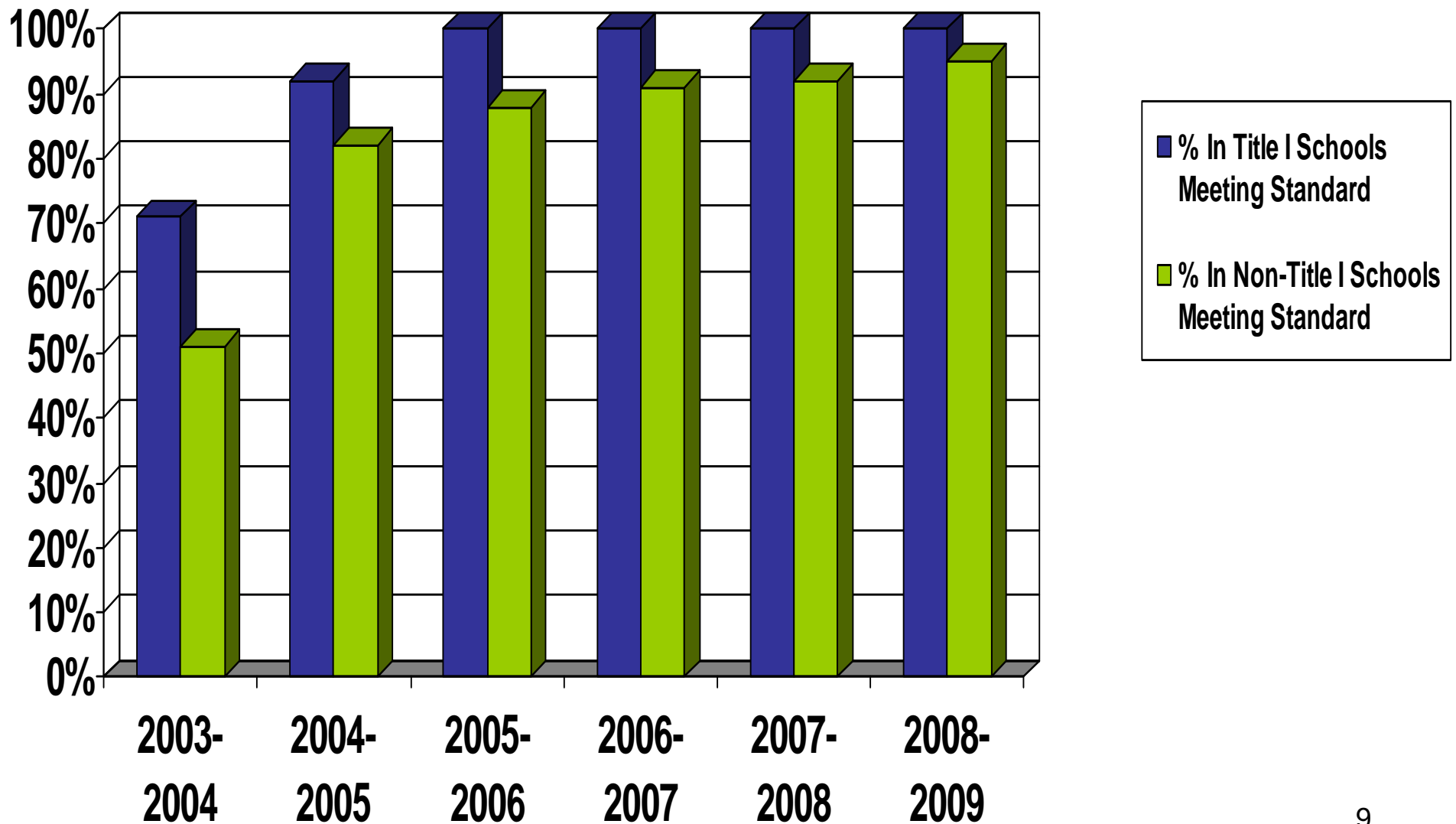
PERCENT OF HIGHLY QUALIFIED MIDDLE SCHOOL MATHEMATICS TEACHERS 2002 -2003 THROUGH 2008-2009



TOTAL NUMBER OF CONDITIONAL TEACHERS 2003 - 2010



Paraeducators Meeting Standards



Baltimore County Public Schools

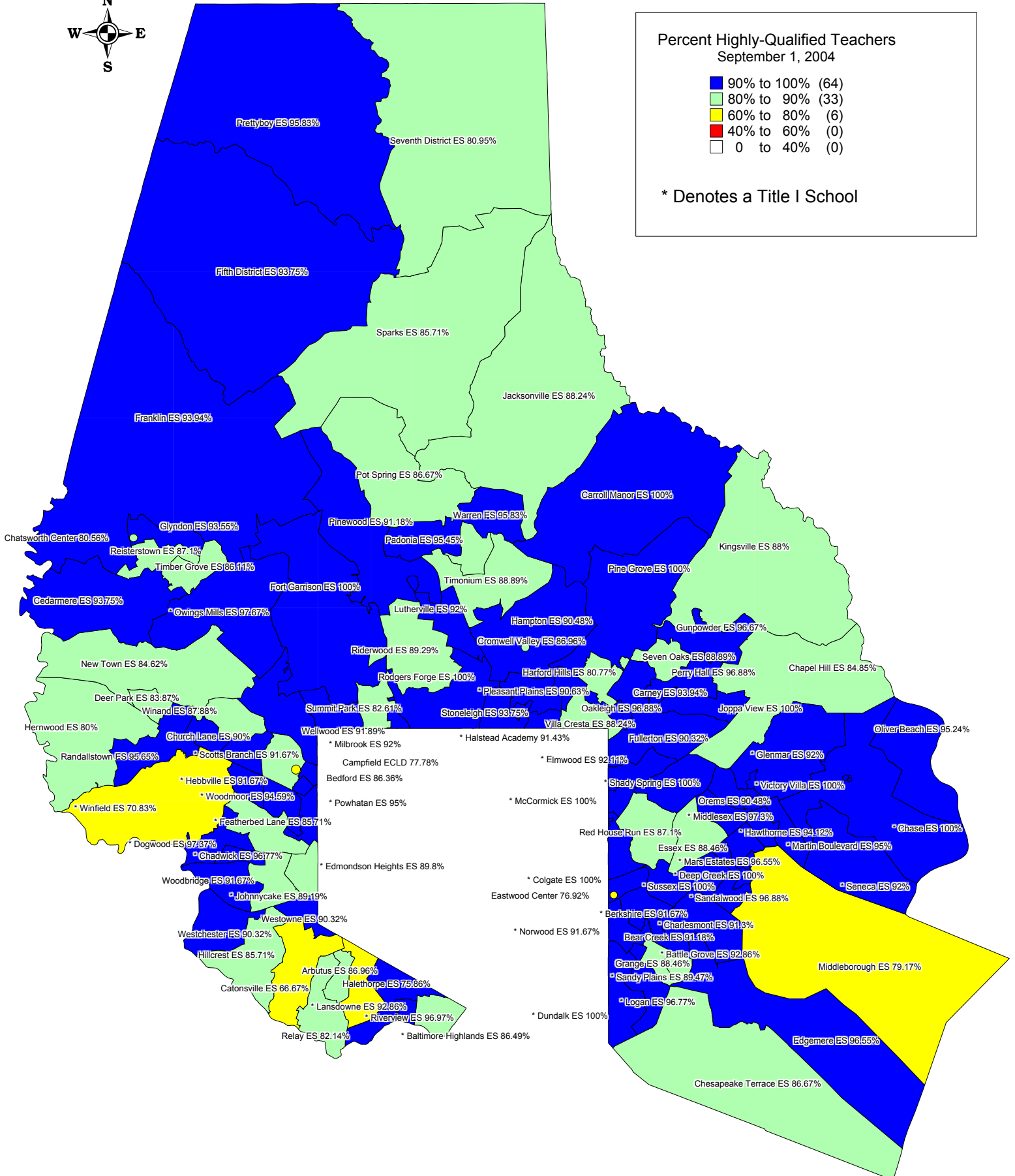
Elementary School Highly-Qualified Teachers, September 1, 2004



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

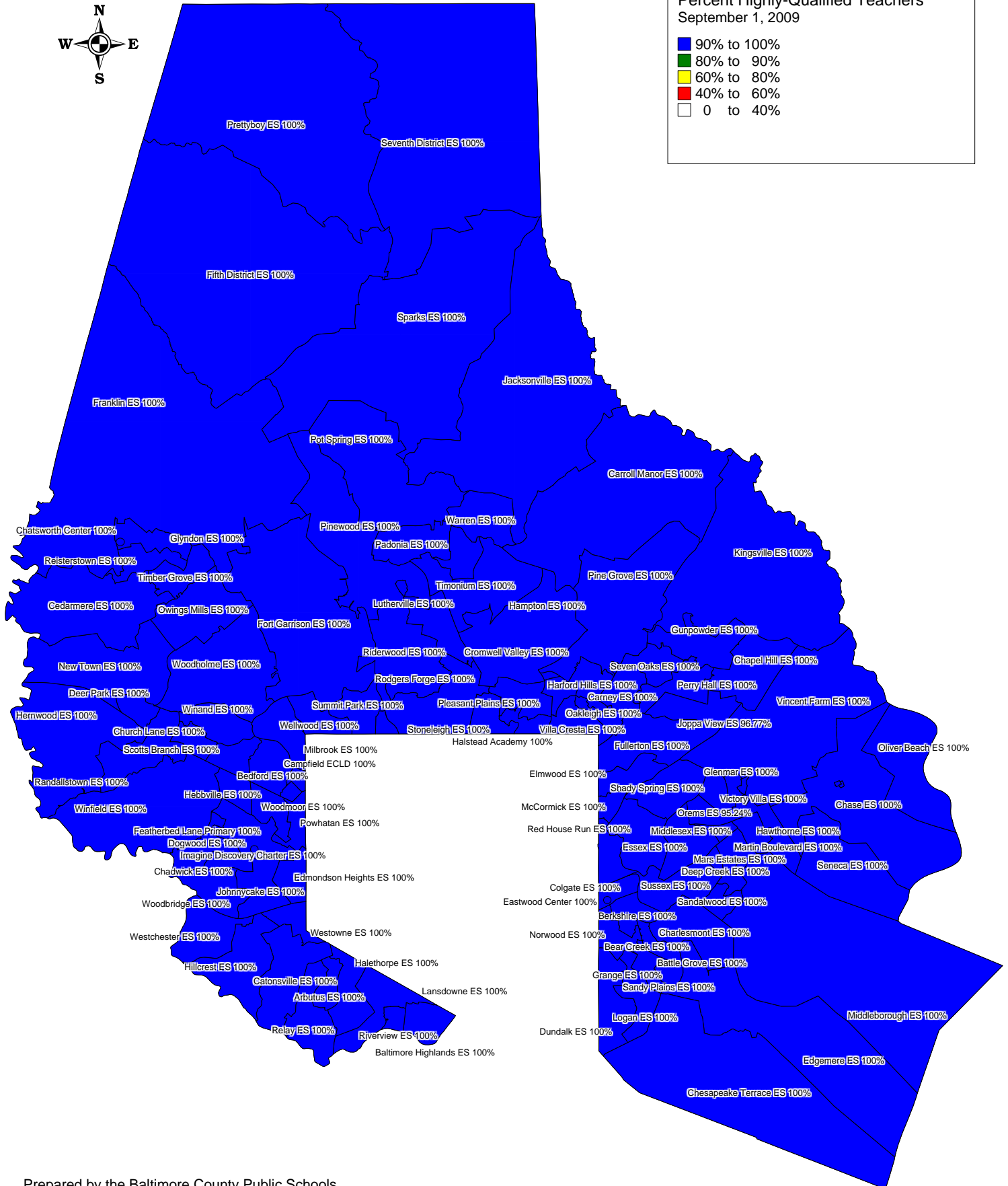
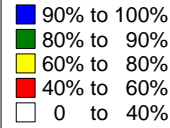


Baltimore County Public Schools

Elementary School Highly-Qualified Teachers, September 1, 2009



Percent Highly-Qualified Teachers
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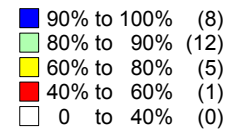


Baltimore County Public Schools

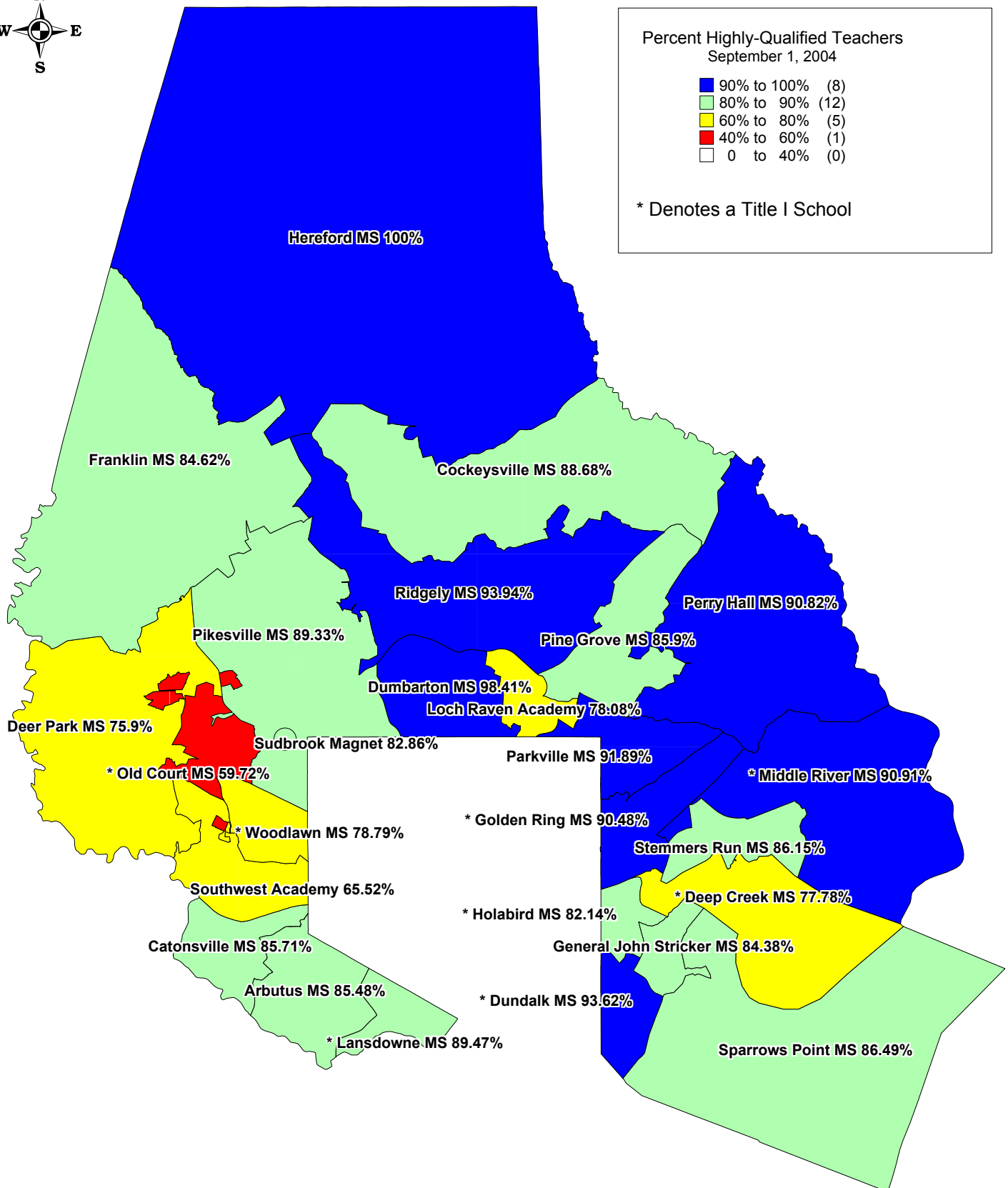
Middle School Highly-Qualified Teachers, September 1, 2004



Percent Highly-Qualified Teachers
September 1, 2004



* Denotes a Title I School



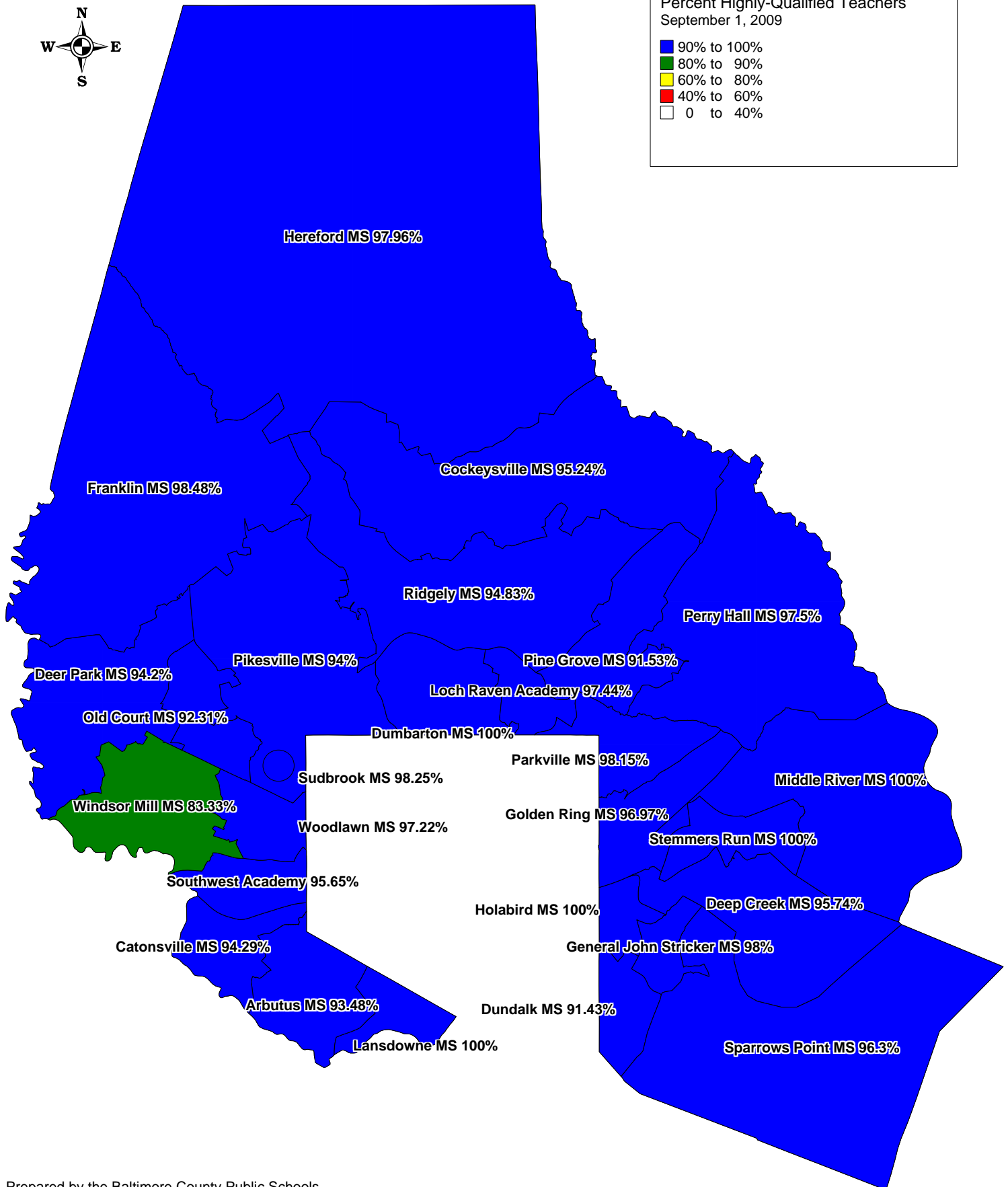
Baltimore County Public Schools

Middle School Highly-Qualified Teachers, September 1, 2009



Percent Highly-Qualified Teachers
September 1, 2009

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



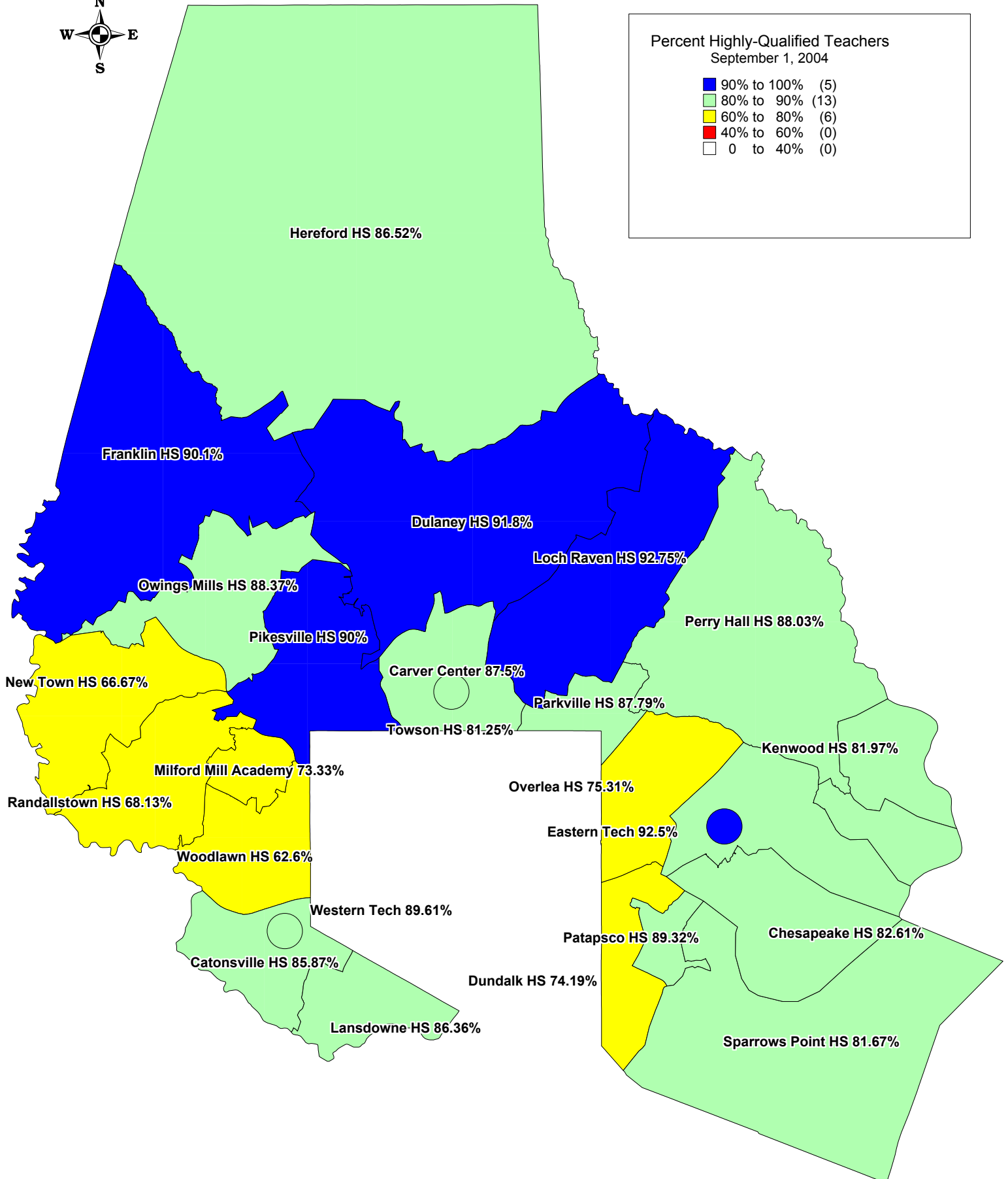
Baltimore County Public Schools

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

HighSchool Highly-Qualified Teachers, September 1, 2009

