# The Blueprint for Maryland's Future Act
# Hiring Practices and Diversity Report
# LEA Guidelines

Submitted by: Baltimore County
Public Schools

February 2022
*(Updated June 2022)*
*(Revised November 2023)*

## Introduction and Background

During the 2021-2022 school year, the Maryland Negotiation Service (MNS) convened a voluntary workgroup to address the pending requirement that each Maryland school system evaluate hiring data and practices to address the lack of diversity typically found among teaching and educational support staff. Each school system is charged with examining historical staff demographic trends, recruitment/hiring practices, and comparing staff demographics to those of students and the larger community. These data sets will inform Baltimore County Public Schools (BCPS) as we move forward to address historical inequities in staff representation.

Baltimore County Public Schools (BCPS) is the third largest school system in Maryland and the twenty-fifth largest school system in the United States. ("Baltimore County Public Schools") The county covers 612 square miles in the north central part of the state, and combines urban, suburban, and business regions with vast farmland and waterfront areas. The school system reflects this diversity in the student population of 111,120 students in Grades PreK-12. These students are served by more than 21,000 employees, including 9,565 teachers, making BCPS one of the largest employers in the region. For the 2022-2023 school year, BCPS operated 176 schools, centers, and programs. We had 108 elementary schools that served the needs of children in Grades PreK-5 and one elementary charter school supporting grades K-5. An additional 26 middle schools served students in Grades 6-8 and 24 high schools served students in Grades 9-12.

This report aims to provide information on the demographic composition of BCPS staff across all roles. Each subsequent section will address the factors identified by the MNS workgroup, which are: (1) Staffing Trends, (2) Recruitment Practices, (3) Interview Practices, (4) Selection Practices, (5) Comparison to Student Population, (6) Survey Data from Stakeholders, and (7) Localized or Unique Challenges.

## Data Compilation and Analysis

This report includes current and historical BCPS staff, student, and community data to identify trends and patterns in staff demographics and equitable representation. These data sets are included in a dashboard developed by Human Resources staff to monitor measures of interest. Most data were sourced from publicly available reports on the Maryland State Department of Education (MSDE) Staff and Student Publications page.

Population composition is provided for the 2018-19 and 2022-23 school years. In many cases, a percentage change is provided in the tables. Percent change, defined as the degree to which a final value increased or decreased relative to its initial value, is a useful tool to compare data across time. Percent change is derived by using the formula in Figure 1; the 2018-19 school year represents time 1 and the 2022-23 school year represents time 2. Please interpret the percent change for small groups with caution, as values may be inflated due to small population size (i.e., *Senior Central Office Staff*) or low time 1 population composition (i.e., *Other Race/Ethnicity* demographic group).

## Figure 1. Formula to Calculate Percent Change

$$\left[ \frac{Population_{time2} - Population_{time1}}{Population_{time1}} \right] \times 100$$

## System-Wide Demographic Data/Teaching Staff Summary Data

## School System Name: Baltimore County Public Schools

| School Name | Male Staff | Female Staff | Other Staff | White Staff | African American Staff | American Indian/Alaskan Staff | Hawaiian /Pacific Islander Staff | Asian Staff | Multi-race Staff | Hispanic or Latino Staff | Not Hispanic or Latino Staff | Average Length of Service | Status on the Career Ladder |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Arbutus Elementary | 3.03% | 96.97% | | 93.94% | 6.06% | | | | | | 100.00% | 13.51 | No CL in Place |
| Arbutus Middle | 26.15% | 73.85% | | 93.85% | 3.08% | | | 1.54% | 1.54% | 1.54% | 98.46% | 10.32 | No CL in Place |
| Balto Highlands Elem | | 100.00% | | 70.00% | 26.00% | | | 2.00% | 2.00% | 2.00% | 98.00% | 8.04 | No CL in Place |
| Battle Grove Elem | 11.54% | 88.46% | | 92.31% | 7.69% | | | | | 1.92% | 98.08% | 14.46 | No CL in Place |
| Battle Monument | 6.12% | 93.88% | | 93.88% | 4.08% | | | | 2.04% | 2.04% | 97.96% | 13.32 | No CL in Place |
| Bear Creek Elem | 5.13% | 94.87% | | 87.18% | 7.69% | | | | 5.13% | 2.56% | 97.44% | 11.02 | No CL in Place |
| Bedford Elem | 10.71% | 89.29% | | 50.00% | 46.43% | | | 3.57% | | | 100.00% | 16.88 | No CL in Place |
| Berkshire Elementary | 19.05% | 80.95% | | 90.48% | 7.14% | | | 2.38% | | | 100.00% | 11.86 | No CL in Place |
| Campfield Ecld Ctr | 5.88% | 94.12% | | 67.65% | 26.47% | | | | 5.88% | 2.94% | 97.06% | 9.12 | No CL in Place |
| Carney Elementary | 11.11% | 88.89% | | 86.67% | 11.11% | 2.22% | | | | 2.22% | 97.78% | 10.43 | No CL in Place |
| Carroll Manor Elem | 16.67% | 83.33% | | 96.67% | 3.33% | | | | | | 100.00% | 18.38 | No CL in Place |
| Carver Ctr Arts Tech | 33.33% | 66.67% | | 84.06% | 13.04% | | | 1.45% | 1.45% | 1.45% | 98.55% | 13.15 | No CL in Place |
| Catonsville Ctr Alt Study | 33.33% | 66.67% | | 76.19% | 23.81% | | | | | 4.76% | 95.24% | 13.65 | No CL in Place |
| Catonsville Elem | 4.26% | 93.62% | 2.13% | 89.36% | 4.26% | | | 2.13% | 4.26% | | 100.00% | 12.01 | No CL in Place |
| Catonsville High | 35.78% | 64.22% | | 88.99% | 6.42% | | | 3.67% | 0.92% | 4.59% | 95.41% | 13.29 | No CL in Place |
| Catonsville Middle | 34.48% | 65.52% | | 72.41% | 20.69% | | | | 6.90% | 5.17% | 94.83% | 8.3 | No CL in Place |
| Cedarmere Elementary | 6.82% | 93.18% | | 77.27% | 20.45% | | | 2.27% | | 2.27% | 97.73% | 10.74 | No CL in Place |
| Chadwick Elem | 5.66% | 94.34% | | 81.13% | 13.21% | | | 5.66% | | | 100.00% | 11.89 | No CL in Place |
| Chapel Hill Elem | 11.11% | 88.89% | | 94.44% | 5.56% | | | | | | 100.00% | 13.22 | No CL in Place |
| Charlesmont Elem | 3.03% | 96.97% | | 93.94% | 3.03% | | | | 3.03% | 3.03% | 96.97% | 12.09 | No CL in Place |
| Chase Elementary | 6.67% | 93.33% | | 90.00% | 6.67% | | | | 3.33% | | 100.00% | 14.4 | No CL in Place |
| Chatsworth School | 13.46% | 86.54% | | 76.92% | 23.08% | | | | | 1.92% | 98.08% | 15.31 | No CL in Place |

| School Name | Male Staff | Female Staff | Other Staff | White Staff | African American Staff | American Indian/Alaskan Staff | Hawaiian /Pacific Islander Staff | Asian Staff | Multi-race Staff | Hispanic or Latino Staff | Not Hispanic or Latino Staff | Average Length of Service | Status on the Career Ladder |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Chesapeake High | 42.25% | 57.75% | | 78.87% | 15.49% | 1.41% | 1.41% | 1.41% | 1.41% | 4.23% | 95.77% | 10.02 | No CL in Place |
| Chesapeake Terr Elem | 13.64% | 86.36% | | 95.45% | 4.55% | | | | | | 100.00% | 10.94 | No CL in Place |
| Church Lane El Tech | 6.45% | 93.55% | | 48.39% | 51.61% | | | | | | 100.00% | 13.34 | No CL in Place |
| Cockeysville Middle | 19.10% | 80.90% | | 91.01% | 4.49% | | | 3.37% | 1.12% | 3.37% | 96.63% | 13.34 | No CL in Place |
| Colgate Elementary | 4.55% | 95.45% | | 88.64% | 11.36% | | | | | 4.55% | 95.45% | 11.26 | No CL in Place |
| Cromwell Elem Magnet | 12.12% | 87.88% | | 93.94% | 6.06% | | | | | | 100.00% | 18.71 | No CL in Place |
| Crossroads Center | 40.63% | 59.38% | | 78.13% | 15.63% | | | 3.13% | 3.13% | 6.25% | 93.75% | 9.92 | No CL in Place |
| Deep Creek Elem | 12.50% | 87.50% | | 75.00% | 22.50% | | | 2.50% | | 7.50% | 92.50% | 6.11 | No CL in Place |
| Deep Creek Middle | 30.65% | 69.35% | | 74.19% | 24.19% | | | 1.61% | | 1.61% | 98.39% | 9.53 | No CL in Place |
| Deer Park Elementary | 13.33% | 86.67% | | 60.00% | 36.67% | | | 3.33% | | | 100.00% | 12.63 | No CL in Place |
| Deer Park Middle Magnet | 29.87% | 70.13% | | 37.66% | 55.84% | | 1.30% | | 5.19% | 3.90% | 96.10% | 7.92 | No CL in Place |
| Dogwood Elementary | 19.35% | 80.65% | | 32.26% | 61.29% | 3.23% | | 3.23% | | | 100.00% | 4.47 | No CL in Place |
| Dulaney High | 38.66% | 61.34% | | 98.32% | | | | | 1.68% | 3.36% | 96.64% | 14.76 | No CL in Place |
| Dumbarton Middle | 36.84% | 63.16% | | 84.21% | 10.53% | | | 2.63% | 2.63% | 3.95% | 96.05% | 14.34 | No CL in Place |
| Dundalk Elementary | 4.76% | 95.24% | | 87.30% | 6.35% | | | 6.35% | | 4.76% | 95.24% | 10.16 | No CL in Place |
| Dundalk High | 37.06% | 62.94% | | 84.62% | 10.49% | 0.70% | | 2.10% | 2.10% | 4.20% | 95.80% | 7.8 | No CL in Place |
| Dundalk Middle | 30.99% | 69.01% | | 67.61% | 29.58% | 1.41% | | 1.41% | | 1.41% | 98.59% | 7.89 | No CL in Place |
| Eastern Tech High | 50.00% | 50.00% | | 97.37% | 2.63% | | | | | 6.58% | 93.42% | 14.02 | No CL in Place |
| Edgemere Elementary | 6.45% | 93.55% | | 93.55% | 3.23% | | | 3.23% | | | 100.00% | 16.07 | No CL in Place |
| Edmondson Hghts Elem | 12.82% | 87.18% | | 48.72% | 48.72% | | | 2.56% | | | 100.00% | 7.7 | No CL in Place |
| Elmwood Elementary | 4.76% | 95.24% | | 85.71% | 9.52% | 2.38% | | | 2.38% | 2.38% | 97.62% | 10.15 | No CL in Place |
| Essex Elementary | 8.82% | 91.18% | | 94.12% | 2.94% | | | | 2.94% | | 100.00% | 11.79 | No CL in Place |
| Featherbed Lane Elem | 6.12% | 93.88% | | 55.10% | 40.82% | | | | 4.08% | 2.04% | 97.96% | 8.43 | No CL in Place |
| Fifth District Elem | 8.70% | 91.30% | | 100.00% | | | | | | | 100.00% | 15.98 | No CL in Place |
| Fort Garrison Elem | | 100.00% | | 100.00% | | | | | | | 100.00% | 11.39 | No CL in Place |
| Franklin Elementary | 14.71% | 85.29% | | 97.06% | 2.94% | | | | | | 100.00% | 12.43 | No CL in Place |
| Franklin High | 42.27% | 57.73% | | 81.44% | 11.34% | 2.06% | | 3.09% | 2.06% | 8.25% | 91.75% | 10.77 | No CL in Place |
| Franklin Middle | 31.25% | 68.75% | | 71.25% | 25.00% | 1.25% | | 2.50% | | 8.75% | 91.25% | 8.47 | No CL in Place |
| Fullerton Elementary | 9.09% | 90.91% | | 84.85% | 12.12% | | | | 3.03% | | 100.00% | 14.63 | No CL in Place |
| Gen John Stricker | 27.27% | 72.73% | | 77.27% | 18.18% | | 3.03% | 1.52% | | 3.03% | 96.97% | 9.38 | No CL in Place |

| School Name | Male Staff | Female Staff | Other Staff | White Staff | African American Staff | American Indian/Alaskan Staff | Hawaiian /Pacific Islander Staff | Asian Staff | Multi-race Staff | Hispanic or Latino Staff | Not Hispanic or Latino Staff | Average Length of Service | Status on the Career Ladder |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Middle | | | | | | | | | | | | | |
| Glenmar Elementary | 3.33% | 96.67% | | 76.67% | 20.00% | | | | 3.33% | 3.33% | 96.67% | 11.62 | No CL in Place |
| Glyndon Elementary | 4.55% | 95.45% | | 86.36% | 13.64% | | | | | 2.27% | 97.73% | 9.67 | No CL in Place |
| Golden Ring Middle | 26.67% | 73.33% | | 66.67% | 30.00% | | | 3.33% | | 8.33% | 91.67% | 10.18 | No CL in Place |
| Grange Elementary | 11.11% | 88.89% | | 94.44% | 2.78% | | | 2.78% | | | 100.00% | 11.55 | No CL in Place |
| Gunpowder Elementary | 8.33% | 91.67% | | 94.44% | 2.78% | | | 2.78% | | 2.78% | 97.22% | 14.32 | No CL in Place |
| Halethorpe Elem | 12.12% | 87.88% | | 96.97% | 3.03% | | | | | | 100.00% | 12.48 | No CL in Place |
| Halstead Academy | 2.22% | 97.78% | | 84.44% | 13.33% | | | 2.22% | | 4.44% | 95.56% | 10.13 | No CL in Place |
| Hampton Elementary | 7.69% | 92.31% | | 98.08% | 1.92% | | | | | 5.77% | 94.23% | 13.67 | No CL in Place |
| Harford Hills Elem | 3.23% | 96.77% | | 90.32% | 9.68% | | | | | | 100.00% | 14.31 | No CL in Place |
| Hawthorne Elementary | 6.12% | 93.88% | | 77.55% | 20.41% | | | 2.04% | | | 100.00% | 9.01 | No CL in Place |
| Hebbville Elem | 12.82% | 87.18% | | 58.97% | 38.46% | | | | 2.56% | 5.13% | 94.87% | 10.61 | No CL in Place |
| Hereford High | 42.68% | 57.32% | | 97.56% | 2.44% | | | | | 1.22% | 98.78% | 15.59 | No CL in Place |
| Hereford Middle | 22.03% | 77.97% | | 94.92% | 1.69% | | | 3.39% | | | 100.00% | 16.68 | No CL in Place |
| Hernwood Elementary | 8.82% | 91.18% | | 44.12% | 52.94% | | | | 2.94% | | 100.00% | 8.93 | No CL in Place |
| Hillcrest Elem | 7.14% | 92.86% | | 95.24% | | | | 4.76% | | | 100.00% | 12.98 | No CL in Place |
| Holabird Middle | 27.40% | 72.60% | | 82.19% | 16.44% | | | | 1.37% | 6.85% | 93.15% | 9.66 | No CL in Place |
| Home Assign Inst-Sec | 25.00% | 75.00% | | 75.00% | 16.67% | | | 8.33% | | | 100.00% | 17.16 | No CL in Place |
| Honeygo Elementary | 12.73% | 87.27% | | 89.09% | 7.27% | | | | 3.64% | | 100.00% | 15.36 | No CL in Place |
| Jacksonville Elem | 10.00% | 90.00% | | 97.50% | | | | | 2.50% | | 100.00% | 18.46 | No CL in Place |
| Johnnycake Elem | 11.11% | 88.89% | | 71.11% | 24.44% | | | 2.22% | 2.22% | 2.22% | 97.78% | 10.4 | No CL in Place |
| Joppa View Elem | 8.33% | 91.67% | | 83.33% | 13.89% | | | 2.78% | | | 100.00% | 12.07 | No CL in Place |
| Kenwood High | 41.43% | 58.57% | | 81.43% | 15.00% | 0.71% | 0.71% | 1.43% | 0.71% | 4.29% | 95.71% | 11.36 | No CL in Place |
| Kingsville Elem | 8.00% | 92.00% | | 100.00% | | | | | | | 100.00% | 17.5 | No CL in Place |
| Lansdowne Elem | 12.96% | 87.04% | | 74.07% | 22.22% | | | 3.70% | | 1.85% | 98.15% | 8.23 | No CL in Place |
| Lansdowne High | 43.14% | 55.88% | 0.98% | 84.31% | 11.76% | 0.98% | | | 2.94% | 2.94% | 97.06% | 10.97 | No CL in Place |
| Lansdowne Middle | 22.06% | 76.47% | 1.47% | 73.53% | 20.59% | 1.47% | | 1.47% | 2.94% | 2.94% | 97.06% | 6.2 | No CL in Place |
| Loch Raven High | 49.30% | 50.70% | | 81.69% | 11.27% | 1.41% | | 1.41% | 4.23% | 4.23% | 95.77% | 14.44 | No CL in Place |
| Loch Raven Tech Acad | 27.59% | 72.41% | | 79.31% | 17.24% | | | | 3.45% | 5.17% | 94.83% | 11.18 | No CL in Place |

| School Name | Male Staff | Female Staff | Other Staff | White Staff | African American Staff | American Indian/Alaskan Staff | Hawaiian /Pacific Islander Staff | Asian Staff | Multi-race Staff | Hispanic or Latino Staff | Not Hispanic or Latino Staff | Average Length of Service | Status on the Career Ladder |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Logan Elementary | 6.25% | 93.75% | | 87.50% | 10.42% | | | | 2.08% | | 100.00% | 9.9 | No CL in Place |
| Lutherville Lab Tech | 19.44% | 80.56% | | 91.67% | | 2.78% | | 5.56% | | | 100.00% | 16.07 | No CL in Place |
| Lyons Mill Elementary | 12.77% | 87.23% | | 78.72% | 21.28% | | | | | 4.26% | 95.74% | 8.56 | No CL in Place |
| Maiden Choice | 24.24% | 75.76% | | 87.88% | 9.09% | | | | 3.03% | | 100.00% | 10.75 | No CL in Place |
| Mars Estates Elem | 5.13% | 94.87% | | 84.62% | 12.82% | 2.56% | | | | 7.69% | 92.31% | 7.47 | No CL in Place |
| Martin Blvd Elem | 3.70% | 96.30% | | 92.59% | 7.41% | | | | | 3.70% | 96.30% | 12.63 | No CL in Place |
| Mays Chapel Elementary | 11.76% | 88.24% | | 92.16% | 3.92% | 1.96% | | | 1.96% | 5.88% | 94.12% | 13.34 | No CL in Place |
| Mccormick Elementary | 21.43% | 78.57% | | 78.57% | 21.43% | | | | | | 100.00% | 11.56 | No CL in Place |
| Meadowood Educ Ctr | 33.33% | 66.67% | | 41.67% | 50.00% | | | | 8.33% | | 100.00% | 14.92 | No CL in Place |
| Middle River Middle | 35.48% | 64.52% | | 70.97% | 22.58% | | | 3.23% | 3.23% | 6.45% | 93.55% | 7.78 | No CL in Place |
| Middleborough Elem | 4.17% | 95.83% | | 100.00% | | | | | | | 100.00% | 13.44 | No CL in Place |
| Middlesex Elementary | 13.33% | 86.67% | | 84.44% | 8.89% | | | 6.67% | | 4.44% | 95.56% | 7.93 | No CL in Place |
| Milbrook Elementary | 13.79% | 86.21% | | 89.66% | 10.34% | | | | | 3.45% | 96.55% | 8.07 | No CL in Place |
| Milford Mill Academy | 31.91% | 68.09% | | 39.36% | 53.19% | | | 4.26% | 3.19% | 1.06% | 98.94% | 10.15 | No CL in Place |
| New Town Elementary | 22.00% | 78.00% | | 60.00% | 38.00% | | 2.00% | | | 2.00% | 98.00% | 10.12 | No CL in Place |
| New Town High | 31.76% | 68.24% | | 42.35% | 45.88% | 1.18% | 1.18% | 5.88% | 3.53% | 2.35% | 97.65% | 9.09 | No CL in Place |
| Northwest Academy of Health Sciences | 30.26% | 69.74% | | 32.89% | 59.21% | | | 2.63% | 5.26% | 5.26% | 94.74% | 9.33 | No CL in Place |
| Norwood Elementary | 4.88% | 95.12% | | 95.12% | 4.88% | | | | | 7.32% | 92.68% | 11.17 | No CL in Place |
| Oakleigh Elementary | 10.87% | 89.13% | | 82.61% | 13.04% | 2.17% | | | 2.17% | | 100.00% | 10.23 | No CL in Place |
| Oliver Beach Elem | 5.26% | 94.74% | | 100.00% | | | | | | | 100.00% | 15.27 | No CL in Place |
| Orems Elementary | 6.45% | 93.55% | | 96.77% | | | | 3.23% | | 3.23% | 96.77% | 14.68 | No CL in Place |
| Overlea High | 29.17% | 68.75% | 2.08% | 66.67% | 27.08% | 2.08% | | 3.13% | 1.04% | 2.08% | 97.92% | 8.36 | No CL in Place |
| Owings Mills Elem | 15.00% | 85.00% | | 88.33% | 11.67% | | | | | | 100.00% | 12.18 | No CL in Place |
| Owings Mills High | 33.71% | 66.29% | | 80.90% | 12.36% | | | 4.49% | 2.25% | 6.74% | 93.26% | 11.54 | No CL in Place |
| Padonia International Elem | 7.41% | 92.59% | | 96.30% | 3.70% | | | | | 3.70% | 96.30% | 11.27 | No CL in Place |
| Parkville High | 33.97% | 66.03% | | 79.49% | 10.26% | | | 7.69% | 2.56% | 5.77% | 94.23% | 10.82 | No CL in Place |
| Parkville Middle | 38.24% | 61.76% | | 86.76% | 10.29% | | | 1.47% | 1.47% | 1.47% | 98.53% | 12.48 | No CL in Place |
| Patapsco High | 32.99% | 67.01% | | 89.69% | 10.31% | | | | | 3.09% | 96.91% | 14.27 | No CL in Place |
| Perry Hall Elem | 5.71% | 94.29% | | 94.29% | 2.86% | | | 2.86% | | | 100.00% | 15.63 | No CL in Place |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Perry Hall High | 36.50% | 63.50% | | 91.24% | 4.38% | | 1.46% | 1.46% | 1.46% | 2.19% | 97.81% | 13.71 | No CL in Place |
| Perry Hall Middle | 28.83% | 71.17% | | 89.19% | 6.31% | | | 2.70% | 1.80% | 1.80% | 98.20% | 13.69 | No CL in Place |
| Pikesville High | 34.92% | 65.08% | | 74.60% | 17.46% | 1.59% | | | 6.35% | 3.17% | 96.83% | 10.13 | No CL in Place |
| Pikesville Middle | 31.88% | 68.12% | | 66.67% | 30.43% | | 1.45% | 1.45% | | 2.90% | 97.10% | 13.65 | No CL in Place |
| Pine Grove Elem | 12.82% | 87.18% | | 92.31% | 7.69% | | | | | | 100.00% | 13.38 | No CL in Place |
| Pine Grove Middle | 29.82% | 70.18% | | 84.21% | 12.28% | | | | 3.51% | 3.51% | 96.49% | 12.46 | No CL in Place |
| Pinewood Elementary | 4.65% | 95.35% | | 93.02% | 2.33% | 2.33% | | 2.33% | | 2.33% | 97.67% | 14.85 | No CL in Place |
| Pleasant Plains Elem | 4.44% | 95.56% | | 86.67% | 11.11% | | | 2.22% | | | 100.00% | 12.1 | No CL in Place |
| Pot Spring Elem | 9.09% | 90.91% | | 96.97% | 3.03% | | | | | | 100.00% | 15.87 | No CL in Place |
| Powhatan Elem | 18.52% | 81.48% | | 44.44% | 51.85% | | | | 3.70% | | 100.00% | 4.64 | No CL in Place |
| Prettyboy Elementary | 13.33% | 86.67% | | 96.67% | 3.33% | | | | | | 100.00% | 20.13 | No CL in Place |
| Randallstown Elem | 10.71% | 89.29% | | 57.14% | 39.29% | 3.57% | | | | 3.57% | 96.43% | 7.19 | No CL in Place |
| Randallstown High | 35.71% | 64.29% | | 35.71% | 57.14% | | 2.86% | 1.43% | 2.86% | 1.43% | 98.57% | 11.23 | No CL in Place |
| Red House Run Elem | 12.96% | 87.04% | | 88.89% | 9.26% | | | | 1.85% | 3.70% | 96.30% | 11.33 | No CL in Place |
| Reisterstown Elem | 2.38% | 97.62% | | 92.86% | 7.14% | | | | | 4.76% | 95.24% | 14.44 | No CL in Place |
| Relay Elementary | 4.35% | 95.65% | | 93.48% | 4.35% | | | 2.17% | | 4.35% | 95.65% | 10.79 | No CL in Place |
| Riderwood Elem | 3.03% | 96.97% | | 100.00% | | | | | | | 100.00% | 13.37 | No CL in Place |
| Ridge Ruxton | 21.21% | 78.79% | | 93.94% | 3.03% | | | | 3.03% | | 100.00% | 11.36 | No CL in Place |
| Ridgely Middle | 28.21% | 71.79% | | 83.33% | 10.26% | 2.56% | | 2.56% | 1.28% | 5.13% | 94.87% | 12.18 | No CL in Place |
| Riverview Elementary | 12.24% | 87.76% | | 77.55% | 18.37% | 2.04% | | | 2.04% | 4.08% | 95.92% | 5.76 | No CL in Place |
| Rodgers Forge Elem | 9.68% | 90.32% | | 100.00% | | | | | | | 100.00% | 14.54 | No CL in Place |
| Rosedale Center | 28.57% | 71.43% | | 89.29% | 7.14% | | | 3.57% | | 3.57% | 96.43% | 17.26 | No CL in Place |
| Rossville Elementary | 17.65% | 82.35% | | 58.82% | 37.25% | | | | 1.96% | 1.96% | 100.00% | 10.19 | No CL in Place |
| Sandalwood Elem | 19.15% | 80.85% | | 74.47% | 21.28% | | | 2.13% | 2.13% | 2.13% | 97.87% | 10.21 | No CL in Place |
| Sandy Plains Elem | 7.55% | 92.45% | | 90.57% | 5.66% | | | 3.77% | | 3.77% | 96.23% | 9.37 | No CL in Place |
| Scotts Branch Elem | 15.79% | 81.58% | 2.63% | 52.63% | 47.37% | | | | | 5.26% | 94.74% | 6.34 | No CL in Place |
| Seneca Elementary | 3.70% | 96.30% | | 96.30% | 3.70% | | | | | 3.70% | 96.30% | 11.18 | No CL in Place |
| Seven Oaks Elem | 5.71% | 94.29% | | 100.00% | | | | | | | 100.00% | 12.95 | No CL in Place |
| Seventh Dist Elem | 9.38% | 90.63% | | 100.00% | | | | | | | 100.00% | 15.07 | No CL in Place |
| Shady Spring Elem | 20.59% | 79.41% | | 88.24% | 5.88% | | 2.94% | 2.94% | | | 100.00% | 10.13 | No CL in Place |

| School Name | Male Staff | Female Staff | Other Staff | White Staff | African American Staff | American Indian/Alaskan Staff | Hawaiian /Pacific Islander Staff | Asian Staff | Multi-race Staff | Hispanic or Latino Staff | Not Hispanic or Latino Staff | Average Length of Service | Status on the Career Ladder |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Sollers Pt Techn High School | 53.33% | 46.67% | | 90.00% | 6.67% | | | 3.33% | | | 100.00% | 12.22 | No CL in Place |
| Southwest Academy | 28.36% | 71.64% | | 46.27% | 49.25% | | | 2.99% | 1.49% | 4.48% | 95.52% | 7.5 | No CL in Place |
| Sparks Elementary | 11.11% | 88.89% | | 97.22% | 2.78% | | | | | 2.78% | 97.22% | 16.75 | No CL in Place |
| Sparrows Point High | 44.93% | 55.07% | | 88.41% | 7.25% | 1.45% | | 1.45% | 1.45% | 1.45% | 98.55% | 12.67 | No CL in Place |
| Sparrows Point Middle | 31.11% | 68.89% | | 84.44% | 13.33% | | | | 2.22% | 4.44% | 95.56% | 9.84 | No CL in Place |
| Stemmers Run Middle | 42.47% | 57.53% | | 76.71% | 21.92% | | | 1.37% | | 2.74% | 97.26% | 12.17 | No CL in Place |
| Stoneleigh Elem | 12.20% | 87.80% | | 90.24% | 7.32% | | | | 2.44% | 4.88% | 95.12% | 11.66 | No CL in Place |
| Sudbrook Magnet Middle School | 26.87% | 73.13% | | 61.19% | 32.84% | | | 2.99% | 2.99% | 2.99% | 97.01% | 10.31 | No CL in Place |
| Summit Park Elem | 6.06% | 93.94% | | 93.94% | 6.06% | | | | | | 100.00% | 16.16 | No CL in Place |
| Sussex Elementary | 5.56% | 94.44% | | 77.78% | 13.89% | 2.78% | | 2.78% | 2.78% | | 100.00% | 11.21 | No CL in Place |
| Timber Grove Elem | 4.35% | 95.65% | | 86.96% | 10.87% | | | | 2.17% | 2.17% | 97.83% | 11.99 | No CL in Place |
| Timonium Elementary | 5.13% | 94.87% | | 92.31% | 5.13% | | | 2.56% | | 2.56% | 97.44% | 13.14 | No CL in Place |
| Towson High | 53.47% | 46.53% | | 85.15% | 6.93% | | 0.99% | 6.93% | | 3.96% | 96.04% | 11.97 | No CL in Place |
| Victory Villa Elem | 7.55% | 92.45% | | 86.79% | 5.66% | 1.89% | 1.89% | 3.77% | | 1.89% | 98.11% | 11.63 | No CL in Place |
| Villa Cresta Elem | 5.77% | 94.23% | | 92.31% | 3.85% | | | 3.85% | | | 100.00% | 12.65 | No CL in Place |
| Vincent Farm Elem | 6.35% | 93.65% | | 95.24% | 1.59% | | | 3.17% | | | 100.00% | 12.45 | No CL in Place |
| Warren Elementary | 17.86% | 82.14% | | 89.29% | 10.71% | | | | | 3.57% | 96.43% | 14.83 | No CL in Place |
| Watershed Public Charter | 4.00% | 96.00% | | 88.00% | 4.00% | | | 4.00% | 4.00% | | 100.00% | 7.7 | No CL in Place |
| Wellwood Intl | 7.69% | 92.31% | | 79.49% | 17.95% | | | 2.56% | | | 100.00% | 11.45 | No CL in Place |
| West Towson Elem | 12.50% | 87.50% | | 100.00% | | | | | | | 100.00% | 16.42 | No CL in Place |
| Westchester Elem | 4.08% | 95.92% | | 95.92% | 2.04% | | | | 2.04% | 2.04% | 97.96% | 14.17 | No CL in Place |
| Western School of Technology | 38.81% | 61.19% | | 77.61% | 16.42% | | | 5.97% | | 1.49% | 98.51% | 15.05 | No CL in Place |
| Westowne Elementary | 5.45% | 94.55% | | 89.09% | 5.45% | | | 5.45% | | 3.64% | 96.36% | 8.13 | No CL in Place |
| White Oak | 6.06% | 93.94% | | 93.94% | 3.03% | | | 3.03% | | 1.52% | 98.48% | 11.78 | No CL in Place |
| Winand Elementary | 18.42% | 81.58% | | 60.53% | 36.84% | | | 2.63% | | 2.63% | 97.37% | 12.1 | No CL in Place |
| Windsor Mill Middle | 21.43% | 78.57% | | 21.43% | 73.81% | | | 4.76% | | 7.14% | 92.86% | 7.82 | No CL in Place |
| Winfield Elem | 11.90% | 88.10% | | 45.24% | 50.00% | | | 2.38% | 2.38% | 2.38% | 97.62% | 9.28 | No CL in Place |
| Woodbridge Elem | 15.63% | 84.38% | | 84.38% | 15.63% | | | | | | 100.00% | 9.11 | No CL in Place |
| Woodholme Elem | 8.93% | 91.07% | | 85.71% | 12.50% | | | | 1.79% | 5.36% | 94.64% | 9.82 | No CL in Place |

| School Name | Male Staff | Female Staff | Other Staff | White Staff | African American Staff | American Indian/Alaskan Staff | Hawaiian /Pacific Islander Staff | Asian Staff | Multi-race Staff | Hispanic or Latino Staff | Not Hispanic or Latino Staff | Average Length of Service | Status on the Career Ladder |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Woodlawn High | 33.86% | 65.35% | 0.79% | 44.09% | 49.61% | | 0.79% | 4.72% | 0.79% | 3.15% | 96.85% | 8.56 | No CL in Place |
| Woodlawn Middle | 20.41% | 79.59% | | 32.65% | 63.27% | 2.04% | | 2.04% | | | 100.00% | 8.4 | No CL in Place |
| Woodmoor Elem | 2.33% | 97.67% | | 46.51% | 51.16% | | | 2.33% | | 4.65% | 95.35% | 4.51 | No CL in Place |

**Number of New Hires Since October 16, 2022: 801**

**Attrition Rate of Educators: 7.72%**

## Factors in Evaluation of Hiring Practices

### Factor #1 – Staffing Trends

Overall, BCPS professional staff are predominantly White and female. In the current school year, over three-quarters of all BCPS professional staff are female and 77% of BCPS staff are White (MSDE Table 1). In terms of gender, across five years, little has changed in staff composition. Across time, the proportion of BCPS staff who are White have decreased. There is an upward trend of the number of staff of color. Almost 17% of all BCPS staff are Black/African American and approximately six percent of staff are members of any race/ethnicity other than Black or White.

### MSDE Table 1: Five Year Trend in Professional Staff Demographics (Race/Ethnicity/Gender)



| Date | Total | Black Count | Black % of Total | White Count | White % of Total | Other Count | Other % of Total |
|---|---|---|---|---|---|---|---|
| 10/15/2018 | 10350 | 1351 | 13.10 | 8543 | 82.50 | 456 | 4.40 |
| 10/15/2019 | 10604 | 1452 | 13.70 | 8641 | 81.50 | 511 | 4.80 |
| 10/15/2020 | 10721 | 1538 | 14.30 | 8625 | 80.40 | 558 | 5.20 |
| 10/15/2021 | 10555 | 1544 | 14.60 | 8434 | 79.90 | 577 | 5.50 |
| 10/15/2022 | 10617 | 1785 | 16.80 | 8216 | 77.40 | 616 | 5.80 |
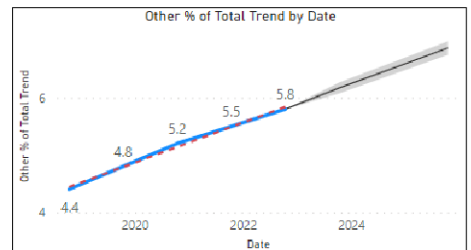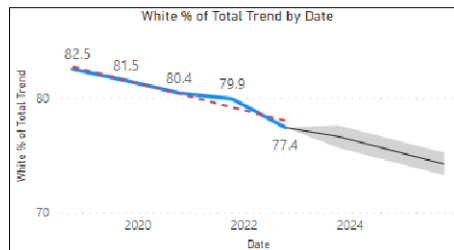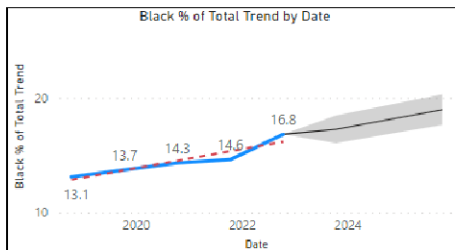
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Table 1-Professional Staff ⌄

## Table 1-Professional Staff

| Date | Total | Black Count | Black Female | Black Male | White Count | White Female | White Male | Other Count | Other Female | Other Male |
|------|-------|-------------|--------------|------------|-------------|--------------|------------|-------------|--------------|------------|
| 10/15/2018 | 10350 | 1351 | 982 | 369 | 8543 | 6683 | 1860 | 456 | 351 | 105 |
| 10/15/2019 | 10604 | 1452 | 1065 | 387 | 8641 | 6772 | 1869 | 511 | 393 | 118 |
| 10/15/2020 | 10721 | 1538 | 1118 | 420 | 8625 | 6747 | 1878 | 558 | 430 | 128 |
| 10/15/2021 | 10555 | 1544 | 1158 | 386 | 8434 | 6582 | 1852 | 577 | 437 | 140 |
| 10/15/2022 | 10617 | 1785 | 1309 | 476 | 8216 | 6396 | 1820 | 616 | 464 | 152 |
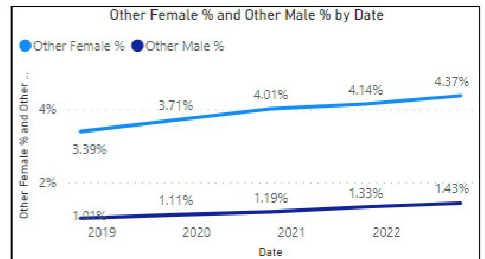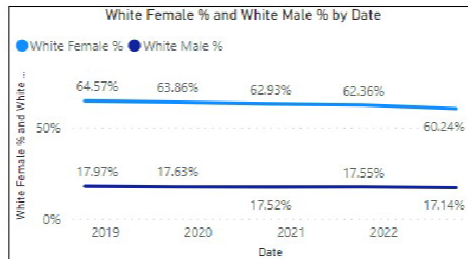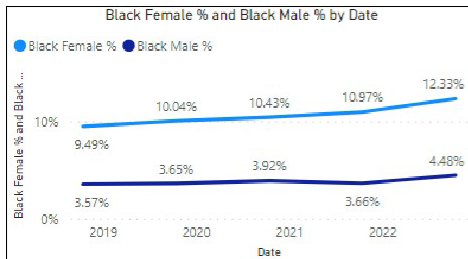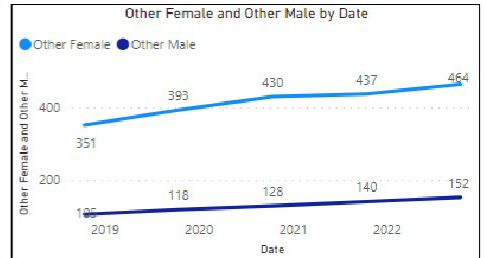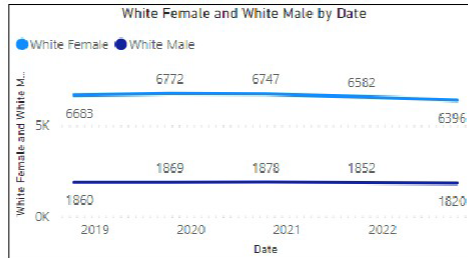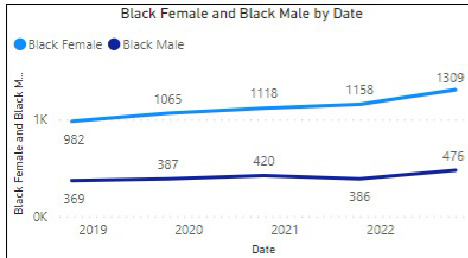


Among selected Professional Staff, the proportion of Black staff in Senior Central Office Leadership positions has increased over time in addition to Senior staff who are any race/ethnicity outside of Black or White (MSDE Table 2a). It is important to note that there are only 9 such positions in BCPS, so even modest shifts will result in an inflated percent change. Among Administrative Office Staff, the proportion of Black staff has increased, but White BCPS staff has declined to 70% of individuals in those roles. Demographics of Student Personnel Workers (MSDE Table 2c) have shifted in a more proportional direction over time.

*MSDE Table 2a: Five-Year Trend in Selected Professional Staff Demographics (Senior Central Office Staff)*

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Table 2a-Central Office ... ⌄

### Table 2a-Central Office Staff-Superintendents, Deputy Superintendents, Assoc/Assist Superintendents

| Date | Total | Black Count | Black % of Total | White Count | White % of Total | Other Count | Other % of Total |
|---|---|---|---|---|---|---|---|
| 10/15/2018 | 13 | 7 | 53.80 | 5 | 38.50 | 1 | 7.70 |
| 10/15/2019 | 12 | 6 | 50.00 | 5 | 41.70 | 1 | 8.30 |
| 10/15/2020 | 12 | 6 | 50.00 | 5 | 41.70 | 1 | 8.30 |
| 10/15/2021 | 13 | 8 | 61.50 | 4 | 30.80 | 1 | 7.70 |
| 10/15/2022 | 9 | 5 | 55.60 | 3 | 33.30 | 1 | 11.10 |
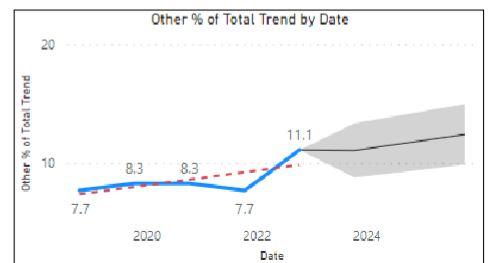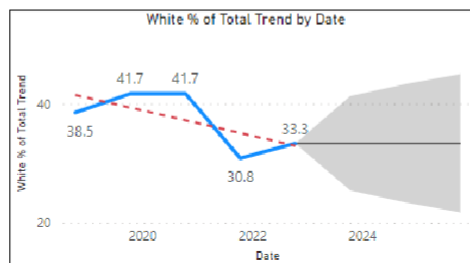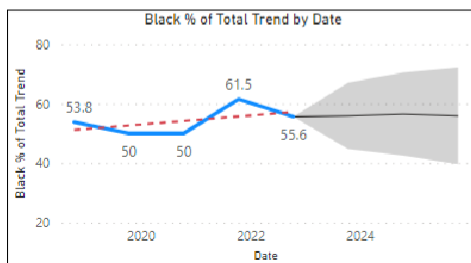


*MSDE Table 2b: Five-Year Trend in Selected Professional Staff Demographics (Administrative Office Staff)*

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Table 2b-Admin Office S... ⌄

### Table 2b-Admin Office Staff-Directors, Coordinators,Supervisors

| Date | Total | Black Count | Black % of Total | White Count | White % of Total | Other Count | Other % of Total |
|---|---|---|---|---|---|---|---|
| 10/15/2018 | 266 | 58 | 21.80 | 198 | 74.40 | 10 | 3.80 |
| 10/15/2019 | 282 | 62 | 22.00 | 209 | 74.10 | 11 | 3.90 |
| 10/15/2020 | 287 | 68 | 23.70 | 207 | 72.10 | 12 | 4.20 |
| 10/15/2021 | 286 | 71 | 24.80 | 205 | 71.70 | 10 | 3.50 |
| 10/15/2022 | 315 | 81 | 25.70 | 221 | 70.20 | 13 | 4.10 |
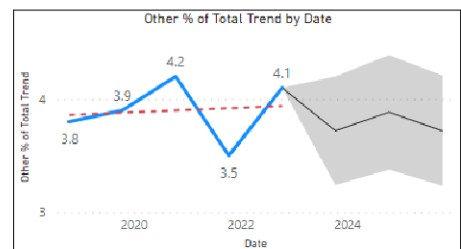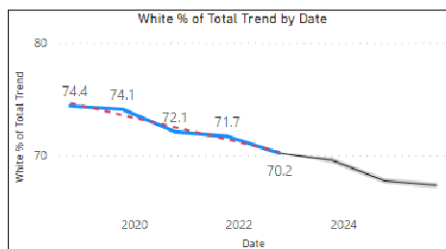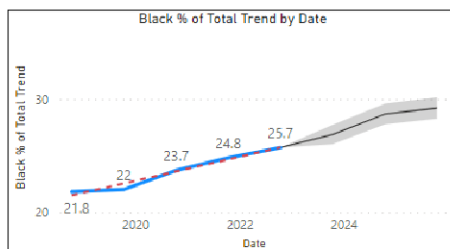
*MSDE Table 2c: Five-Year Trend in Selected Professional Staff Demographics (Student Personnel)*

| MSDETableCombo ∨ |
| Table 2c-Pupil Personnel... ∨ |

**Table 2c-Pupil Personnel Workers, School Social Workers**

| Date | Total | Black Count | Black % of Total | White Count | White % of Total | Other Count | Other % of Total |
|---|---|---|---|---|---|---|---|
| 10/15/2018 | 141 | 44 | 31.20 | 91 | 64.50 | 6 | 4.30 |
| 10/15/2019 | 160 | 50 | 31.30 | 100 | 62.50 | 10 | 6.30 |
| 10/15/2020 | 167 | 54 | 32.30 | 100 | 59.90 | 13 | 7.80 |
| 10/15/2021 | 167 | 53 | 31.70 | 104 | 62.30 | 10 | 6.00 |
| 10/15/2022 | 173 | 57 | 32.90 | 105 | 60.70 | 11 | 6.40 |
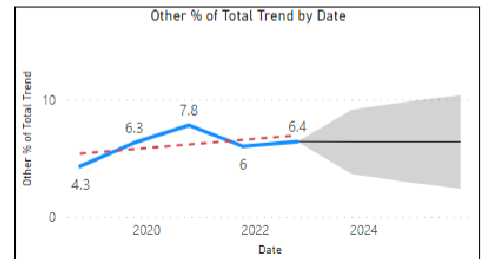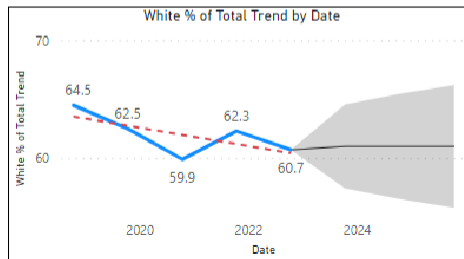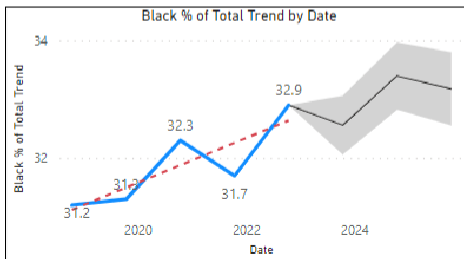


Systemwide demographic patterns identified above still hold among selected school-based staff (principals, assistant principals, and teachers). In the current school year, 78% of all BCPS teachers are white; the numbers are a bit less skewed among administrators. Approximately three-quarters of principals and and two-thirds of assistant principals are White (MSDE Table 3 and 4).

*MSDE Table 3: Five-Year Trend in School Principals -MSDE Table 3*

| MSDETableCombo ∨ |
| Table 3-School Principals ∨ |

**Table 3-School Principals**

| Date | Total | Black Count | Black % of Total | White Count | White % of Total | Other Count | Other % of Total |
|---|---|---|---|---|---|---|---|
| 10/15/2018 | 168 | 33 | 19.60 | 131 | 78.00 | 4 | 2.40 |
| 10/15/2019 | 170 | 34 | 20.00 | 132 | 77.60 | 4 | 2.40 |
| 10/15/2020 | 170 | 35 | 20.60 | 130 | 76.50 | 5 | 2.90 |
| 10/15/2021 | 171 | 33 | 19.30 | 132 | 77.20 | 6 | 3.50 |
| 10/15/2022 | 172 | 37 | 21.50 | 130 | 75.60 | 5 | 2.90 |
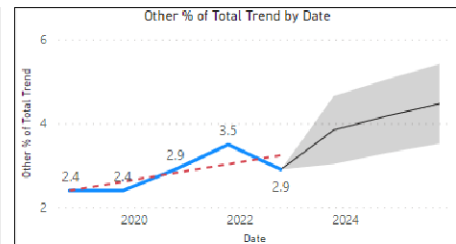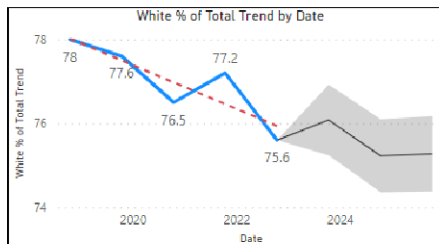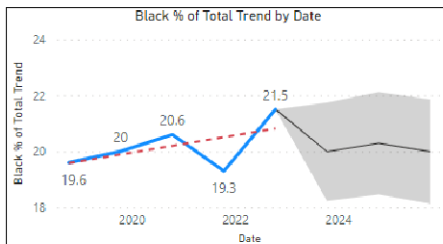
*MSDE Table 4: Five-Year Trend in School Assistant Principals*

**Table 4 - School Assistant Principals**

| Date | Total | Black Count | Black % of Total | White Count | White % of Total | Other Count | Other % of Total |
|------|-------|-------------|------------------|-------------|------------------|-------------|------------------|
| 10/15/2018 | 283 | 75 | 26.50 | 198 | 70.00 | 10 | 3.50 |
| 10/15/2019 | 288 | 74 | 25.70 | 203 | 70.50 | 11 | 3.80 |
| 10/15/2020 | 289 | 76 | 26.30 | 201 | 69.60 | 12 | 4.20 |
| 10/15/2021 | 286 | 86 | 30.10 | 190 | 66.40 | 10 | 3.50 |
| 10/15/2022 | 297 | 90 | 30.30 | 196 | 66.00 | 11 | 3.70 |
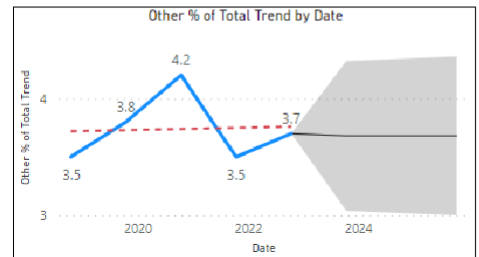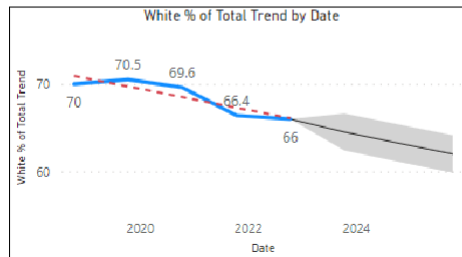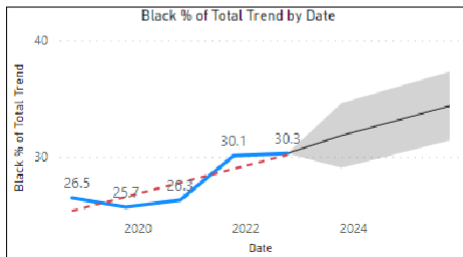


## MSDE Table 5: Five-Year Trend in Teachers

The proportion of male Teachers and Guidance Counselors increased by less than one percentage point across the five-year period. The proportion of male Assistant Principals and Librarians declined during the same window of time (MSDE Tables 4 and 7).

**Table 5 - Teachers**

| Date | Total | Black Count | Black % of Total | White Count | White % of Total | Other Count | Other % of Total |
|------|-------|-------------|------------------|-------------|------------------|-------------|------------------|
| 10/15/2018 | 7469 | 808 | 10.80 | 6299 | 84.30 | 362 | 4.80 |
| 10/15/2019 | 7712 | 945 | 12.30 | 6364 | 82.50 | 403 | 5.20 |
| 10/15/2020 | 7882 | 1018 | 12.90 | 6423 | 81.50 | 441 | 5.60 |
| 10/15/2021 | 7743 | 1006 | 13.00 | 6278 | 81.10 | 459 | 5.90 |
| 10/15/2022 | 7717 | 1182 | 15.30 | 6046 | 78.30 | 489 | 6.30 |
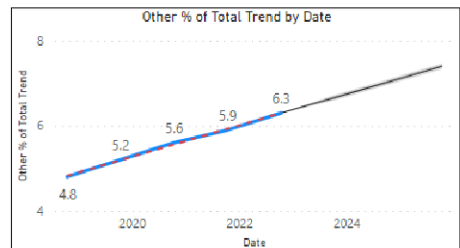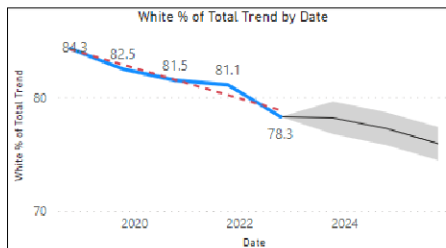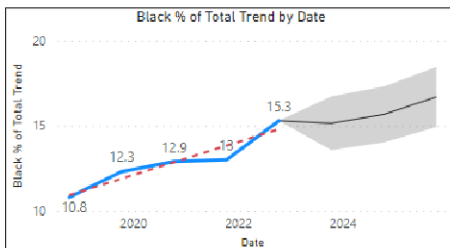
Over time, the proportion of Black and other race/ethnicity staff has increased in most roles and school levels. There are a few exceptions among elementary and middle school principals (proportion of Black principals declined) and middle school assistant principals (proportion of Black and other race/ethnicity APs declined). In addition, despite the shift in demographics, the demographic composition of Principals, Assistant Principals, and Teachers are still not congruent with BCPS student demographics.

**MSDE Table 3, 4 and 5: Five-Year Trend in School-Based Instructional Staff Demographics (Percentage of Total Population)**

| Principal Demographic Breakdown | | | | Assistant Principal Demographic Breakdown | | | | Teacher Demographic Breakdown | | |
|---|---|---|---|---|---|---|---|---|---|---|
| *All School Levels* | | | | *All School Levels* | | | | *All School Levels* | | |
| Race/ Ethnicity | School Year | | Percent | Race/ Ethnicity | School Year | | Percent | Race/ Ethnicity | School Year | | Percent |
| | 2018-2019 | 2022-2023 | Change | | 2018-2019 | 2022-2023 | Change | | 2018-2019 | 2022-2023 | Change |
| Black | 19.6 | 21.5 | 9.7 | Black | 26.5 | 30.3 | 14.3 | Black | 10.8 | 15.3 | 41.7 |
| White | 78 | 75.6 | -3.1 | White | 70 | 66 | -5.7 | White | 84.3 | 78.3 | -7.1 |
| Other Racial/ Ethnic Groups | 2.4 | 2.9 | 20.8 | Other Racial/ Ethnic Groups | 3.5 | 3.7 | 5.7 | Other Racial/ Ethnic Groups | 4.8 | 6.3 | 31.3 |
| *Elementary Schools* | | | | *Elementary Schools* | | | | *Elementary Schools* | | |
| Black | 15.6 | 17.3 | 10.9 | Black | 19.2 | 22.7 | 18.2 | Black | 8 | 11.7 | 46.3 |
| White | 83.5 | 79.1 | -5.3 | White | 76.8 | 75 | -2.3 | White | 88.5 | 83.7 | -5.4 |
| Other Racial/ Ethnic Groups | 0.9 | 3.6 | 300.0 | Other Racial/ Ethnic Groups | 4 | 2.3 | -42.5 | Other Racial/ Ethnic Groups | 3.5 | 4.6 | 31.4 |
| *Middle Schools* | | | | *Middle Schools* | | | | *Middle Schools* | | |
| Black | 30.3 | 32.4 | 6.9 | Black | 32.9 | 34.2 | 4.0 | Black | 13.9 | 20.9 | 50.4 |
| White | 69.7 | 67.6 | -3.0 | White | 65.8 | 63.3 | -3.8 | White | 79.7 | 72 | -9.7 |
| Other Racial/ Ethnic Groups | 0 | 0 | 0.0 | Other Racial/ Ethnic Groups | 1.3 | 2.5 | 92.3 | Other Racial/ Ethnic Groups | 6.3 | 7.2 | 14.3 |
| *High Schools* | | | | *High Schools* | | | | *High Schools* | | |
| Black | 23.1 | 25.9 | 12.1 | Black | 32.1 | 38.4 | 19.6 | Black | 13.2 | 16.2 | 22.7 |
| White | 65.4 | 70.4 | 7.6 | White | 63 | 54.7 | -13.2 | White | 80.7 | 75.4 | -6.6 |
| Other Racial/ Ethnic Groups | 11.5 | 3.7 | -67.8 | Other Racial/ Ethnic Groups | 4.9 | 7 | 42.9 | Other Racial/ Ethnic Groups | 6 | 8.4 | 40.0 |

The percentage of BCPS employees categorized as *Therapists*, dropped over the 5-year period by ten percent. The percentage of White therapists declined by over 11% in the same period. Representation by employees of color is small in this role compared to their White counterparts (MSDE Table 6).

**MSDE Table 6: Five-Year Trend in Therapists**



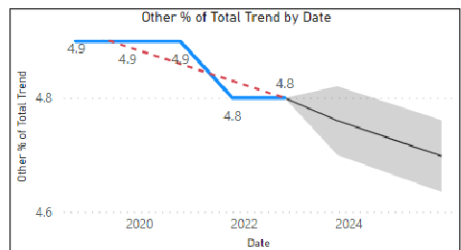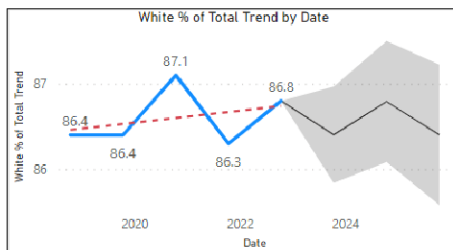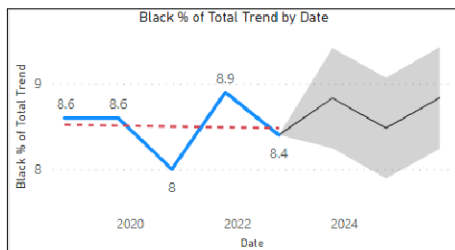| Date | Total | Black Count | Black % of Total | White Count | White % of Total | Other Count | Other % of Total |
|------|-------|-------------|------------------|-------------|------------------|-------------|------------------|
| 10/15/2018 | 303 | 6 | 2.00 | 288 | 95.00 | 9 | 3.00 |
| 10/15/2019 | 305 | 6 | 2.00 | 289 | 94.80 | 10 | 3.30 |
| 10/15/2020 | 309 | 6 | 1.90 | 291 | 94.20 | 12 | 3.90 |
| 10/15/2021 | 283 | 4 | 1.40 | 267 | 94.30 | 12 | 4.20 |
| 10/15/2022 | 271 | 4 | 1.50 | 256 | 94.50 | 11 | 4.10 |
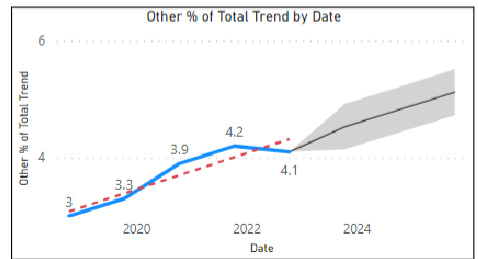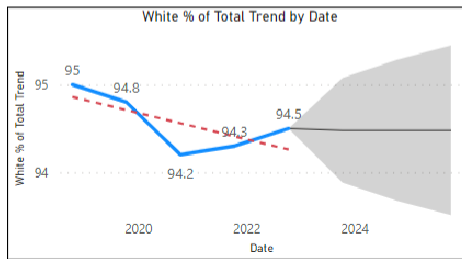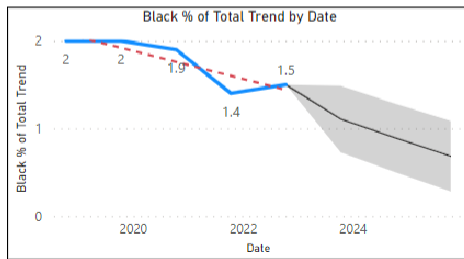
There has been slight change to race/ethnicity demographics among employees in the *Librarian* role over the examined five-year period (MSDE Table 7).

**MSDE Table 7: Five-Year Trend in Librarians**



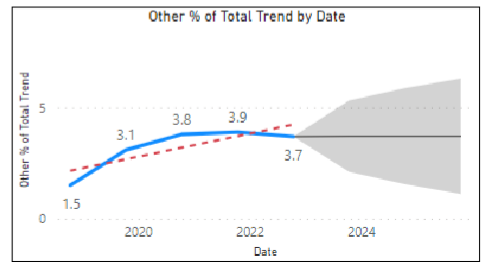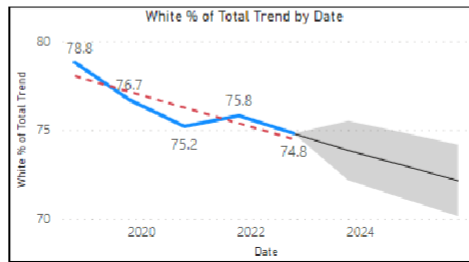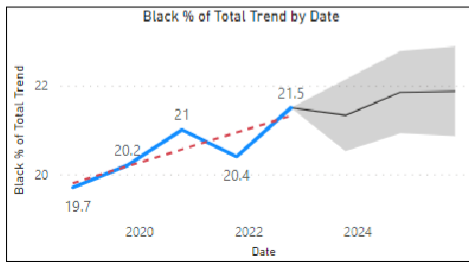| Date | Total | Black Count | Black % of Total | White Count | White % of Total | Other Count | Other % of Total |
|------|-------|-------------|------------------|-------------|------------------|-------------|------------------|
| 10/15/2018 | 162 | 14 | 8.60 | 140 | 86.40 | 8 | 4.90 |
| 10/15/2019 | 162 | 14 | 8.60 | 140 | 86.40 | 8 | 4.90 |
| 10/15/2020 | 163 | 13 | 8.00 | 142 | 87.10 | 8 | 4.90 |
| 10/15/2021 | 168 | 15 | 8.90 | 145 | 86.30 | 8 | 4.80 |
| 10/15/2022 | 167 | 14 | 8.40 | 145 | 86.80 | 8 | 4.80 |

There have been modest increases to employees of color in the *Guidance Counselor* role. White employees in this role have shown a trending decline over the analyzed 5-year period (MSDE Table 8).

## MSDE Table 8: Five-Year Trend in Guidance Counselors

MSDETableCombo

Table 8-Guidance Couns...

**Table 8-Guidance Counselors**

| Date | Total | Black Count | Black % of Total | White Count | White % of Total | Other Count | Other % of Total |
|------|-------|-------------|------------------|-------------|------------------|-------------|------------------|
| 10/15/2018 | 335 | 66 | 19.70 | 264 | 78.80 | 5 | 1.50 |
| 10/15/2019 | 352 | 71 | 20.20 | 270 | 76.70 | 11 | 3.10 |
| 10/15/2020 | 367 | 77 | 21.00 | 276 | 75.20 | 14 | 3.80 |
| 10/15/2021 | 363 | 74 | 20.40 | 275 | 75.80 | 14 | 3.90 |
| 10/15/2022 | 377 | 81 | 21.50 | 282 | 74.80 | 14 | 3.70 |



There have been significant increases to Black employees and modest increases to other employees (non-Black and non-White) in the *Psychological Personnel* role. Likewise, there has been a trend of decreasing White employees in this role (MSDE Table 9).

## MSDE Table 9: Five-Year Trend in Psychological Personnel

MSDETableCombo

Table 9-Psychological P...

**Table 9-Psychological Personnel**

| Date | Total | Black Count | Black % of Total | White Count | White % of Total | Other Count | Other % of Total |
|------|-------|-------------|------------------|-------------|------------------|-------------|------------------|
| 10/15/2018 | 101 | 22 | 21.80 | 77 | 76.20 | 2 | 2.00 |
| 10/15/2019 | 103 | 25 | 24.30 | 76 | 73.80 | 2 | 1.90 |
| 10/15/2020 | 107 | 25 | 23.40 | 80 | 74.80 | 2 | 1.90 |
| 10/15/2021 | 106 | 29 | 27.40 | 73 | 68.90 | 4 | 3.80 |
| 10/15/2022 | 105 | 26 | 24.80 | 76 | 72.40 | 3 | 2.90 |
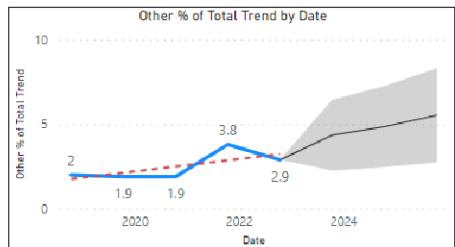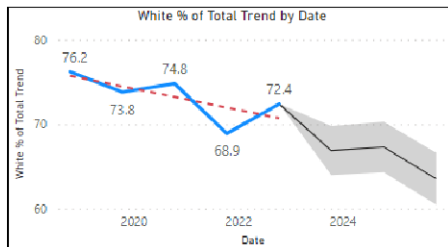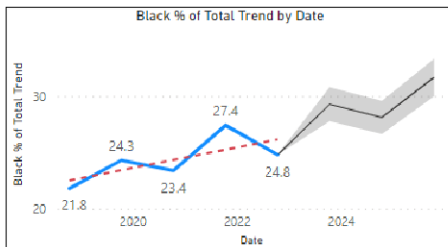
As mentioned previously, the majority of BCPS staff are female. Overall, the gender composition of BCPS has changed little across a five-year period. However, certain positions/roles have experienced different degrees of change. Among Central Office Staff and Student Personnel, the proportion of male staff declined over time, exacerbating the existing discrepancy. The composition of BCPS Therapists and Psychological Personnel remained stable across time (Figure 2).

*Figure (2): 5-Year Trend in Gender Composition of Central Office Staff*
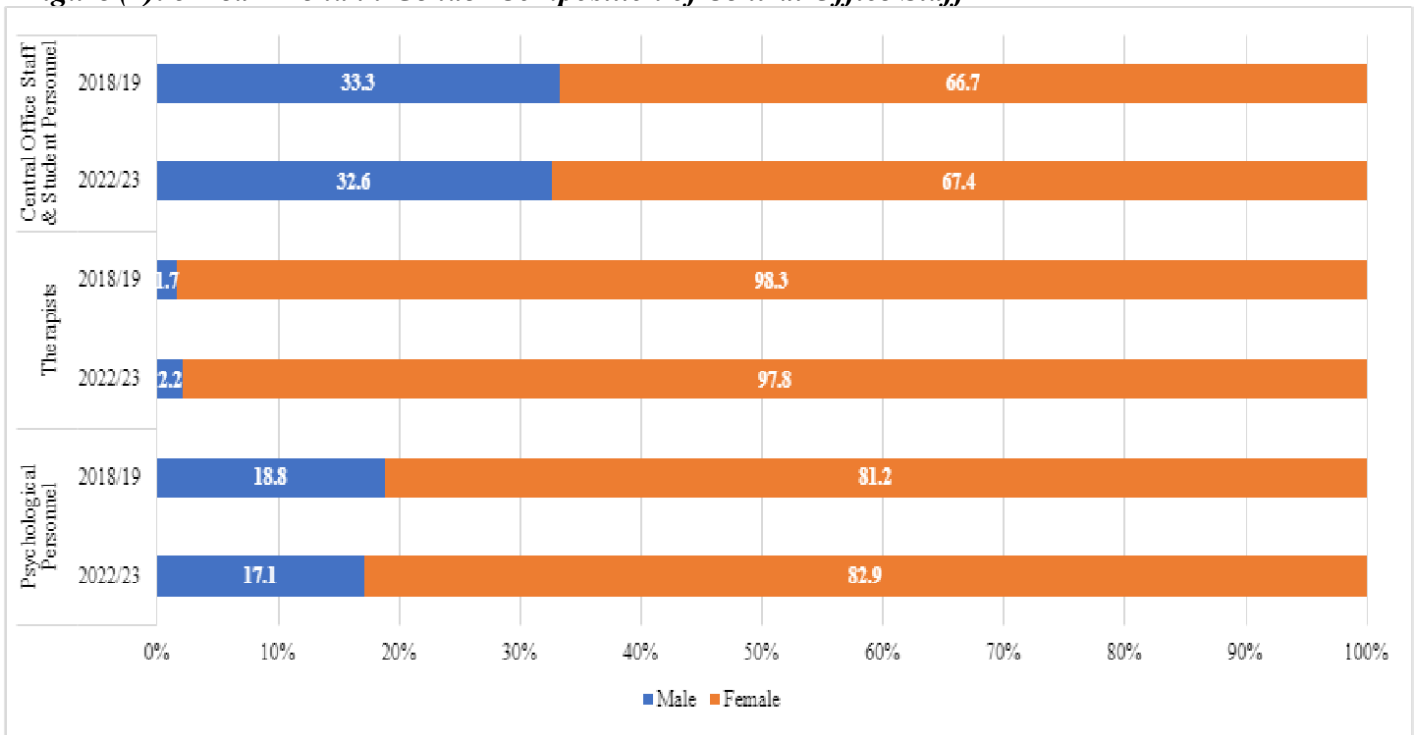
Among some school-based staff classes there were some modest gains in male representation across time. The proportion of male Principals increased to 30% in 2021-22; this two-percentage point increase represents the largest gain among any BCPS staff group (Figure 3). The proportion of male Teachers and Guidance Counselors increased by less than one percentage point across the five-year period. The proportion of male Assistant Principals and Librarians declined during the same window of time.

*Figure (3): 5-Year Trend in Gender Composition of School-Based Staff*
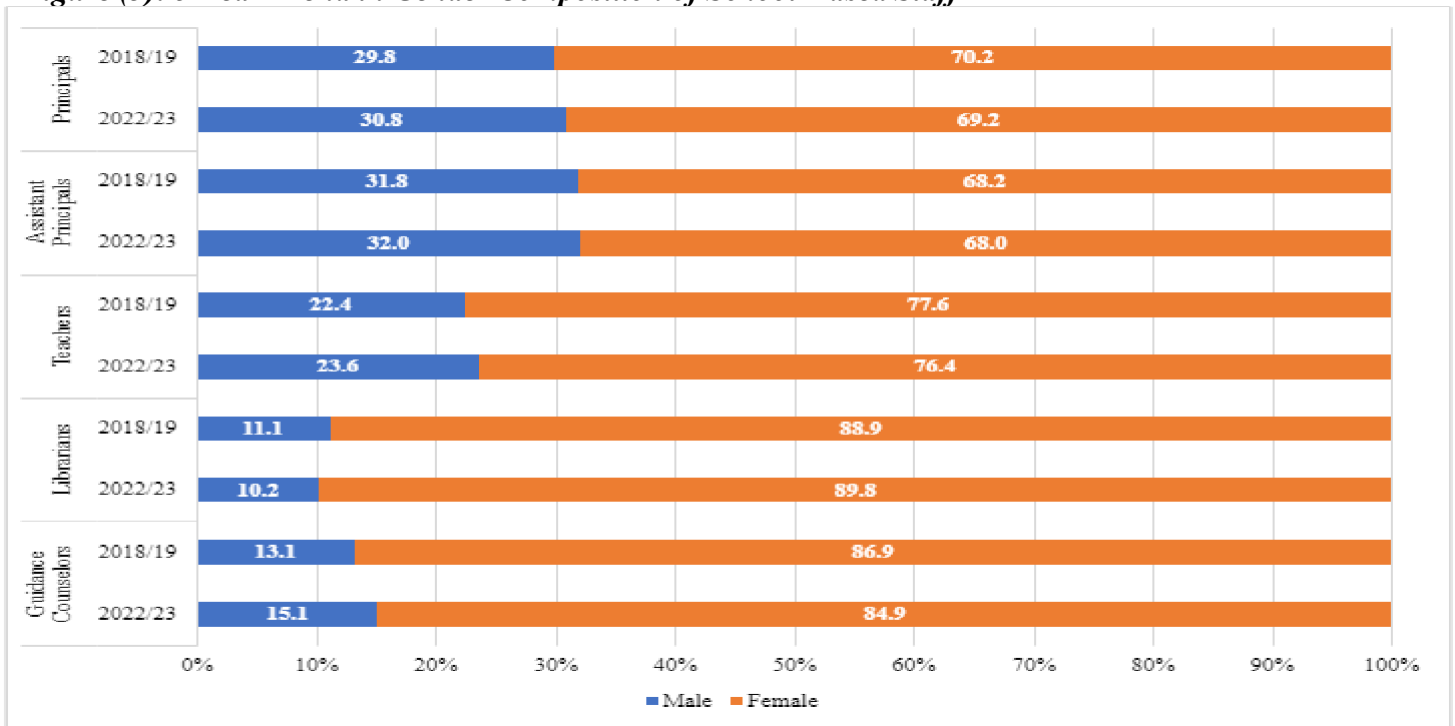


**Factor #2 – Recruitment Practices**

Baltimore County Public Schools Department of Human Resources (BCPSHR) hosted several in person job fairs during the 2022-23 school year, most importantly, the Diversity Fair and the large district wide BCPS Job Fair. BCPS also hosts and participates in several virtual and in-person fairs. BCPS proactively attends and creates events that encourage diverse participation. For example, Baltimore County Public Schools partners with Historically Black Colleges and Universities (HBCUs) and other colleges and universities across the country to participate in their individual college and career fairs virtually and in person. BCPSHR conducts classroom visits at the colleges and universities where relationships have been built with the faculty and staff, particularly HBCUs. This would include non-education majors (i.e., mathematics, science, and English majors). Members of the BCPSHR staffing team have attended the Bowie State University Black Male Consortium and The Bond Academy to help build a network to improve recruitment of male educators of color. Each year, BCPS continues to increase the opportunities to participate with the HBCUs.

Strides have been made in developing a more diverse teacher internship experience with various, local HBCUs. The Office of Recruitment and Staffing has added additional Professional Development School partnerships with Morgan State University. As these interns are placed for their field experiences, principals are encouraged to be proactive in interviewing the candidates, especially prospective teachers of color. All interns with a principal mentor or mentor teacher reference are offered an advance contract, ensuring them a teaching opportunity with BCPS.

BCPS Human Resources utilizes Handshake, one of three online recruitment tools, to target specific majors at colleges and universities, particularly at HBCUs. The Handshake features allow the Office of Staffing and Recruitment to proactively recruit at specific institutions of higher education, especially since enrollment in various colleges of education has significantly decreased over the last decade. Baltimore County Public Schools implements resources from Diversity in Ed, a national organization that promotes education as a career for individuals from diverse backgrounds, to help recruit diverse teacher candidates. Positions are posted on their job board and BCPSHR participates in their various virtual job fairs throughout the year. BCPSHR partners with Education Week to post jobs throughout the year and participates in their summer virtual job fair. In addition, BCPSHR advertises with the National Minority Update, both virtually and in person, throughout the year. Colleges and universities are informed of the areas of need in the system.

BCPS includes a non-discrimination statement on each of its job descriptions regarding its nondiscriminatory policies. BCPSHR continues to be a part of the the Department of Equity and Cultural Proficiency team. The collaboration ensures the development of recruitment practices and strategies that highlight BCPS's work around creating a culture of inclusion.

The BCPS presence at various community events has and will continue to increase. BCPS will continue to increase its strategic efforts to target and recruit teachers throughout the county in communities, particularly in the Randallstown and Liberty Heights corridor. Additionally, a major recruiting and hiring focus will be to continue to increase the recruitment of Hispanic and bilingual candidates to meet the needs of a growing Hispanic population and need for English for Speakers of Other Languages (ESOL) teachers. Local Hispanic organizations have been identified to work on creating partnerships. BCPS Office of Recruitment and Staffing is increasing in person and virtual recruitment at the top ten colleges and universities who have a high Hispanic student population.

**Factor #3 – Interview Practices**

As applicants apply, applications are reviewed by human resource professionals and candidates are immediately made available to school administrators for consideration. School based interviews are conducted using a group of questions focused on systemwide initiatives. Principals conduct school-based interviews, often including members of their school leadership team on the interview panel. Interviews last an average of 30 minutes. Interviews take place daily and are available to applicants by phone, Microsoft Teams, and in-person. BCPS recognizes the importance of having diverse interviewers and strives to increase the diversity of interviewer participation. Interviewers submit a form when they complete an interview to provide their feedback. Principals may immediately submit a "recommendation to hire" form for a specific opportunity at their school. The feedback is reviewed to help identify any professional development opportunity for the interviewer and remove candidates consistently not recommended for a BCPS position. Feedback conferences are available on request.

The demographics of candidates are unknown in the applicant tracking system. Baltimore County Public Schools offers advanced contracts to all outstanding candidates which guarantees the candidate that an offer for a position will be made.

**Factor #4 – Selection Process**

At time of hire, BCPS requests new teachers to self-identify their Ethnicity and Race. Newly hired teachers provide this information voluntarily. BCPS logs this biographical information into the Human Resources Information System (HRIS) and runs reports to evaluate and monitor the distribution of minority staff throughout the system. This information is used to identify gaps in representation at individual schools.

BCPS has created a pathway for our low-performing schools to attract and retain experienced teachers by eliminating the number of Voluntary Transfers they can accept. This measure allows targeted schools to hire more experienced teachers rather than being limited to only novice teachers. BCPS also limits the number of Priority Transfer Teachers (Excessed positions due to staffing reductions/changes) that can be placed at a low-performing school. To be eligible for a priority transfer, teachers must meet the following criteria:

- The teacher is tenured, effective August of the upcoming school year, and at their current school a minimum of 3 years;
- Last mid-year and final evaluation are highly effective or effective;
- The teacher has not been on an assistance plan in the last 2 years; or
- A non-tenured teacher at the current school for 2 years may be selected if the following criteria are met:
  - The last mid-year and final evaluation are highly effective or effective.
  - The teacher has not been on an assistance plan in the last 2 years.

When screening potential candidates, some administration or hiring managers take the narrow view of staffing solely for their school or a position. This has the potential to cause a negative unintended consequence of eliminating a diverse pool of candidates, system wide. In addition, when screening Career Changers or new graduates with no formal teaching education/training, some administration or hiring managers are quick to dismiss those candidates. In response, Recruitment and Staffing continues to work with school administration to adopt a global perspective when screening all candidates. While a candidate may not be a match for their school or position, that same applicant could be a perfect match for another. The Department of Recruitment and Staffing reinforces that many applicants that are seeking conditional certification may not have acquired formal training in education or practical experience in the field (Career Changers) and advises interviewers to evaluate that applicant again from a global perspective. They are encouraged to consider what assets the candidate can bring to the system after training and on the job learning. These candidates represent a much larger section of the population and come from many diverse backgrounds.

To support Career Changers with meeting certification requirements, BCPSHR partners with local colleges and universities to offer certification cohort programs for Conditional teachers. Partners include the Community College of Baltimore County, Morgan State University, Notre Dame of Maryland University, and Stevenson University. Program content areas include Secondary Education and Specialty Areas, Special Education – Elementary and Special Education – Secondary. Program options include course by course, accelerated certificate track, and Master of Arts in Teaching degrees. Offering a mixture of program tracks allows teachers of various educational backgrounds and experiences to identify the best program route. Teachers are provided guidance and support to select the appropriate program to ensure successful completion of certification requirements by

regulated state timelines. As the critical shortage areas expand, BCPS is working to expand programs to subject areas such as Elementary Education, Early Childhood Education, and ESOL.

Other initiatives to attract diverse teachers include collaborating with various internal and external partners to create pathways to teaching for underrepresented minoritized paraeducators. Current Grow Our Own initiatives include certification program partnership with Bowie State University. Program participants will earn a bachelor's degree in Early Childhood-Special Education. Using Maryland LEADs grant funds, BCPS is supporting eight (8) paraeducators through paid internship positions during their final semester of a teacher preparation program. Also supported with LEADS funds, BCPS contracted with the National Center for Teacher Residencies to design a yearlong teacher apprenticeship program. The educational program partner is Loyola University of Maryland . Together, the school system and university partners will develop a program to recruit, prepare, and retain special educators that are representative of the BCPS student population.  At the conclusion of the program design, the teacher apprenticeship will be submitted to the Maryland Department of Labor for registration as an approved on the job training program.

In addition to Maryland LEADs grant fund, BCPS hopes to utilize additional funds from the Maryland Higher Education Commission's (MHEC) Teacher Quality Diversity Grant and the Baltimore County Diverse Teacher Recruitment Scholarship.  As BCPS moves forward with implementing the *Blueprint for Maryland's Future*, efforts will continue to identify various grant opportunities to braid funding sources together to continue offering certification pathway programs and diversify our teacher candidate pool.

Additionally, financial incentives for National Board-Certified Teachers includes a $10,000 salary increase for those who obtain and maintain certification; however, salaries increase for National Board-Certified Teachers by an additional $7,000 for educators assigned to "Low Performing Schools" in the district. Therefore, there is further incentive for educators to transfer or remain at those designated "Low Performing Schools," particularly given the fact that should a school be removed from the low performing list, a National Board Certified Teacher already assigned to that school will maintain the additional $17,000 in salary per year for as long as they remain at that location (or transfer to another low performing school).

Factor #5 – Comparison to Student Populations

When comparing BCPS community demographics to that of all BCPS staff, populations of color are notably underrepresented. The proportion of Asian BCPS staff is 70% lower (-69.8%) than the Asian Baltimore County population (Figure 4). That same pattern of underrepresentation is found among Black, Latino, and Multiracial BCPS staff. In contrast, the proportion of White BCPS staff is nearly one-third (31.8%) greater than the overall White Baltimore County population.
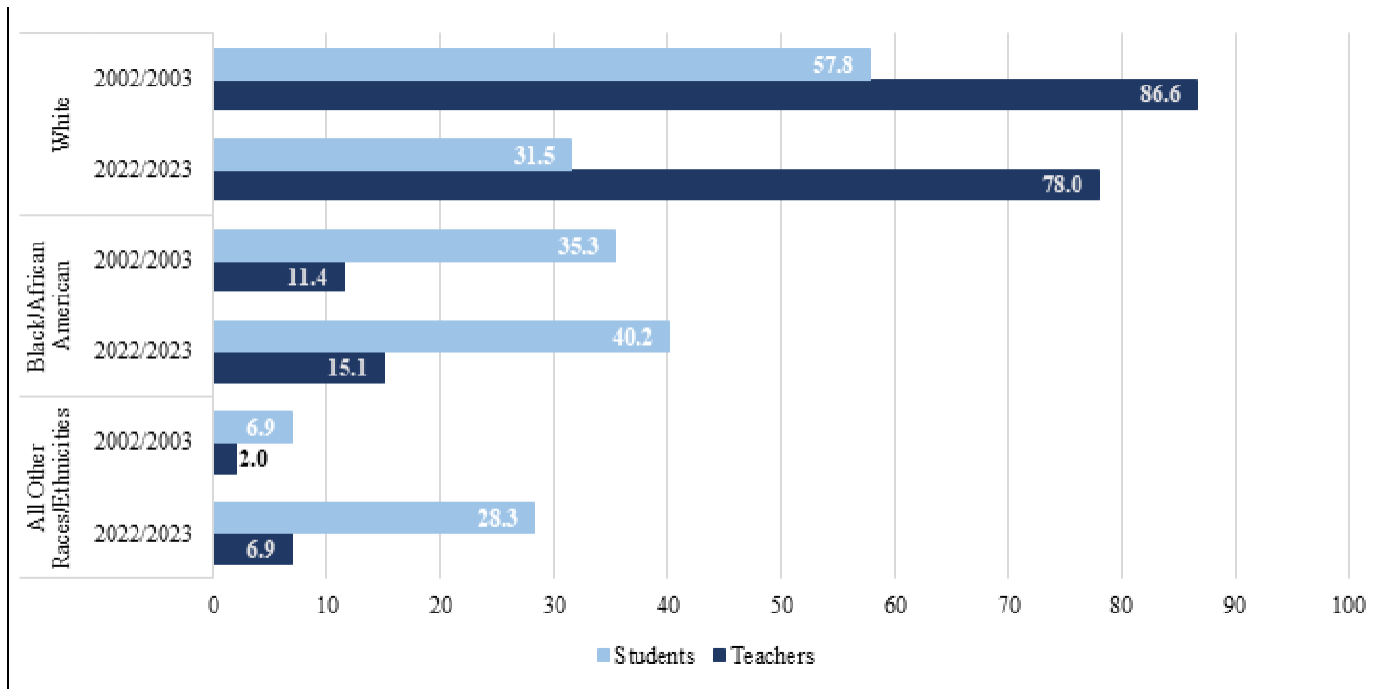
Figure (4): Difference in Composition of BCPS Staff Relative to Baltimore County Population (July 2021)



This underrepresentation, which is consistent when examining demographics of students and school-based staff, is particularly important as BCPS becomes increasingly diverse. Across a five-year span, the proportion of White students decreased by six percentage points. During that same period, the proportion of White school-based staff declined by four percentage points (Figure 5). The change in the proportion of Black BCPS staff seems to have kept pace with the increase in Black students. However, the proportion of Black staff is still notably lower than the overall Black student population. Among other racial/ethnic groups, staff demographic shifts are not in line with changing student demographics (Figure 5).

*Figure (5): BCPS Trends of Demographic Composition for Students and Teachers (2002-03 to 2022-23)*



When examining the change in relative difference in composition, from 2018-19 to 2022-23, the underrepresentation of Asian and Hispanic/Latino students remained stable. Underrepresentation of Black and Multiracial students declined slightly; meaning these groups have evidenced modest gains toward proportional representation (Figure 6). Despite these changes in a positive direction, the overrepresentation of White school-based staff relative to the White student composition has increased. In the current school year, the proportion of White BCPS staff is over 145% greater than the overall White BCPS student population.

*Figure (6): Difference in Composition of BCPS Students and Teachers (2002-03 to 2022-23)*
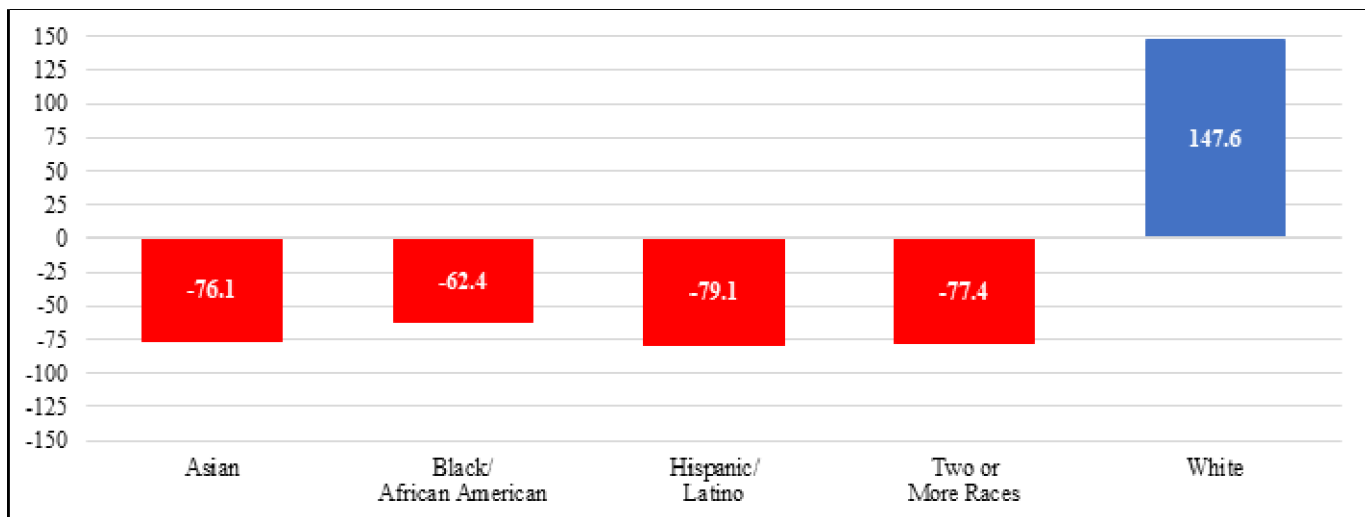
**Factor #6 – Survey Data from Stakeholders**

In June of 2022, BCPS administered two surveys, one for new hires, and the second for interviewers. During the fall of 2024, BCPS will conduct the surveys again at the end of October.

- **Survey #1: New Hires**
- **Survey # 2: Interviewers (Stakeholders responsible for conducting interviews, recommending candidates, and/or placement of teachers)**

**Survey #1: New Hires**

866 invitations for the new hire survey were sent with five emails marked as undeliverable. Of the 861 emails, 355 responded to the survey for a response rate of 41.2%. None of the survey questions were mandatory; therefore, it is possible that not all respondents answered each question. Below is a summary of responses for each item.

*Table 1. What is your current role in BCPS? (n = 354)*

| Role | *n* | % |
|---|---|---|
| Elementary school teacher | 112 | 31.6 |
| Middle school teacher | 86 | 24.3 |
| High school teacher | 93 | 26.3 |
| Other school-based staff | 63 | 17.8 |

*Table 2. "How did you hear about this career opportunity at BCPS?" (n = 351)*

| | *n* | % |
|---|---|---|
| Visited the BCPS Job Opportunities website | 135 | 38.5 |
| Job fair hosted by BCPS | 37 | 10.5 |
| Job fair hosted by an organization other than BCPS | 4 | 1.1 |
| Job website (e.g., indeed, LinkedIn, Google, etc.) | 26 | 7.4 |
| Friend or family member | 40 | 11.4 |
| Current employee of BCPS | 109 | 31.1 |

Table 3. *"How long ago did you apply for this job?" (n = 349)*

|  | *n* | % |
|---|---|---|
| Within the last month | 7 | 2.0 |
| 1-3 months ago | 8 | 2.3 |
| 3-6 months ago | 21 | 6.0 |
| More than 6 months ago | 313 | 89.7 |

Table 4. *"Were you asked to complete any tasks or submit any materials as part of the interview process? Please select all that apply."*

|  | *n* | % |
|---|---|---|
| Submit school transcripts | 309 | 88.5 |
| Submit letters of recommendation | 230 | 65.9 |
| Submit other materials | 155 | 44.4 |
| Submit lesson plans | 26 | 7.4 |
| Complete a writing task | 32 | 9.2 |
| Complete a technical task | 15 | 4.3 |
| No submission of materials and/or completion of tasks | 24 | 6.9 |

*Note.* Since multiple answers per participant are possible, the total percentage may exceed 100%.

*Table 5. "What topics did you cover in your interviews? Please select all that apply."*

|  | *n* | *%* |
|---|---|---|
| My teaching experience | 301 | 87.2 |
| How I form relationships with my students | 263 | 76.2 |
| My attitude toward and perceptions of my students | 259 | 75.1 |
| My classroom management skills and experience | 249 | 72.2 |
| How I engage students during class | 241 | 69.9 |
| My content knowledge for the content area I teach | 238 | 69.0 |
| My skills and experience in planning for instruction | 225 | 65.2 |
| My education coursework | 210 | 60.9 |
| My knowledge and experience with various instructional techniques | 203 | 58.8 |
| How I monitor student progress | 202 | 58.6 |
| My skills and experience analyzing student data | 184 | 53.3 |
| My classroom organization skills | 156 | 45.2 |
| How much time I dedicate to planning for instruction | 84 | 24.3 |

*Note.* Since multiple answers per participant are possible, the total percentage may exceed 100%.

*Table 6. "How long after your last interview did you receive a job offer?" (n = 343)*

|  | *n* | *%* |
|---|---|---|
| Less than a week | 223 | 65.0 |
| 1 – 4 weeks | 97 | 28.3 |
| More than one month | 23 | 6.7 |

*Table 7. "How long did the fingerprinting process take?" (n = 345)*

|  | *n* | % |
|---|---|---|
| Less than a week | 78 | 22.6 |
| 1 – 4 weeks | 181 | 52.5 |
| More than one month | 35 | 10.1 |
| I did not need to be fingerprinted because I had already completed that process | 51 | 14.8 |

New hire respondents were asked to indicate how strongly they agree with a series of statements about the diversity of the students and staff at their school in terms of both race and gender. A four-point Likert scale was used for each question (Strongly Disagree, Disagree, Agree, and Strongly Agree). Table 8 presents the percentage of agreement (Strongly Agree + Agree) for each item by role.

*Table 1. Percent Agreement for Diversity Questions by Role*

| | Elementary School Teachers | Middle School Teachers | High School Teachers | Other School Staff |
|---|---|---|---|---|
| The students at my school are diverse in terms of race. | 78.7 | 86.7 | 84.4 | 73.3 |
| The teachers at my school are diverse in terms of | 60.2 | 71.1 | 59.6 | 45.0 |
| The non-instructional staff at my school are diverse in terms of race. | 76.9 | 77.1 | 70.8 | 75.0 |
| The students at my school are diverse in terms of | 95.3 | 95.2 | 94.4 | 98.3 |
| The teachers at my school are diverse in terms of gender. | 46.7 | 91.5 | 93.2 | 55.0 |
| The non-instructional staff at my school are diverse | 50.9 | 80.5 | 87.8 | 50.0 |
| The racial diversity of the staff matches the racial diversity of the students at my school. | 37.0 | 61.0 | 39.3 | 35.0 |
| The gender diversity of the staff matches the gender | 43.9 | 78.3 | 76.7 | 44.1 |
| Most students at my school have a teacher of the same race as them. | 31.5 | 69.5 | 58.9 | 37.3 |
| Most students at my school have a teacher the same gender as them. | 38.0 | 80.5 | 83.3 | 43.3 |

*Note.* Percentages for each question are calculated based on the responses for each role.

**Survey # 2: Interviewers**

550 survey invitations were distributed to staff who conduct interviews for new school-based staff in BCPS. From those invitations, four hundred staff completed the survey, a response rate of 72.7%. None of the survey questions were mandatory; therefore, it is possible that not all respondents answered each question.
Below is a summary of responses for each item.

*Table 9. "What is your current role in BCPS?" (n = 400)*

| Role | *n* | % |
|---|---|---|
| Principal | 151 | 37.8 |
| Assistant Principal | 178 | 44.5 |
| Human Resources Staff | 0 | 0.0 |
| Curriculum and Instruction Staff | 46 | 11.5 |
| Other Central Office Staff | 25 | 6.3 |

Interviewer respondents were asked to indicate how strongly they agree with statements about the diversity of the candidates selected for interview using a four-point Likert scale for each question (Strongly Disagree, Disagree, Agree, and Strongly Agree). Table 10 presents the percentage of agreement (Strongly Agree + Agree) for each item.

*Table 10. Percent Agreement on Questions about Diversity of Candidates Selected for Interviews.*

| | % Agreement |
|---|---|
| Candidates selected for interviews are of high quality. | 71.2 |
| Candidates selected for interviews are diverse in terms of race. | 55.0 |
| Candidates selected for interviews are diverse in terms of gender. | 63.4 |

*Table 11. "What criteria are used to select candidates to be interviewed? Please select all that apply."*

|  | n | % |
|---|---|---|
| Certification(s) | 339 | 87.4 |
| Expertise in content area | 312 | 80.4 |
| Years of experience | 235 | 60.6 |
| Pre-submitted documents such as lesson plans, school transcripts, letters of recommendation | 141 | 36.3 |
| Highest degree awarded | 98 | 25.3 |

*Note.* Since multiple answers per participant are possible, the total percentage may exceed 100%.

*Table 12. "During the interview, candidates are expected to: (please select all that apply)"*

|  | n | % |
|---|---|---|
| Answer questions | 396 | 100 |
| Present a lesson plan | 72 | 18.2 |
| Complete a written task | 31 | 7.8 |
| Complete a technical task | 10 | 2.5 |

*Note.* Since multiple answers per participant are possible, the total percentage may exceed 100%.

Interviewer respondents were asked to indicate how strongly they agree with a series of statements regarding the diversity in interviewing and hiring using a four-point Likert scale for each question (Strongly Disagree, Disagree, Agree, and Strongly Agree). Table 13 presents the percentage of agreement (Strongly Agree + Agree) for each item.

*Table 13. Percent Agreement to Questions Regarding Diversity in Interviewing and Hiring.*

|  | %<br>Agreement |
|---|---|
| Interview panels are diverse in terms of gender. | 72.8 |
| Interview panels are diverse in terms of race. | 69.3 |
| The process of selecting candidates is applied consistently to all who apply. | 75.6 |
| The interview process reduces bias in hiring. | 67.9 |
| The interview process increases diversity of staff. | 55.7 |
| Diversity plays a role in selecting candidates to hire. | 83.3 |

*Table 14. "Which of the following are barriers to selecting diverse candidates? Please select all that apply."*

|  | *n* | % |
|---|---|---|
| Graduate pool from local universities. | 267 | 71.2 |
| Pay in comparison to surrounding school systems. | 179 | 47.7 |
| Perception of bias in the climate of BCPS. | 138 | 36.8 |
| Other | 83 | 22.1 |

*Note.* Since multiple answers per participant are possible, the total percentage may exceed 100%.

Respondents were provided the opportunity to select "Other" and share their additional ideas about barriers (see Table 15). The comments are reproduced verbatim.

*Table 15. Responses to the Open-Ended Question, "Which of the following are barriers to selecting diverse candidates?"*

**Sample Repeated/Unique Responses: Participant Responses for Barriers to Selecting Diverse Candidates**

- *The pool of diverse candidates to interview is extremely limited.*
- *Timely hiring and placement practices. Our own internal process for staffing and PTT placement.*
- *Actively recruiting and issuing Advance Contracts to diverse applicants who are qualified.*
- *BCPS relationship with universities typically white instead of with HBCUs. Lack of presence outside of the local area.*
- *No way to identify race within the applicant tracking system.*
- *Lack of support that BCPS offers candidates of color once hired.*

**Sample Repeated/Unique Responses: Suggestions to Improve Diversity in Hiring**

- *Professional Development (PD) partnership with more diverse schools.*
- *Continue to reach out to high school students (specifically male students and people of color) to share with them that a career in education (specifically elementary) is a possibility for them.*
- *Recruit more within Historically Black Colleges and provide signing bonuses to teacher candidates.*
- *I wish we had more active partnerships with HBCU (Historically Black Colleges and Universities) employment offices when students are ready to graduate and are looking for jobs.*
- *Interviewers should participate in mini equity training prior to being selected.*
- *Providing internship opportunities for students enrolled in BCPS to work as educators or within the educational system.*

## Recommendations and Proposed Key Actions for 2022-2023

**Teacher Recruitment**
- Increase recruitment at Historically Black Colleges both locally and nationally.
- Increase opportunities to include BCPS staff who are alumni of HBCUs in the recruitment process.
- Develop and pilot the *BCPS Guide to Equitable Interview Processes.*
- Provide training on the Equitable Interview Process.
- BCPS will be strategic in its efforts to target and recruit teachers throughout Baltimore County communities, particularly along the Randallstown and Liberty Heights corridor.

**Teacher Retention**
- Provide a platform for teachers of color, new hires, and veterans, to support each other and engage in networking opportunities.
- Create cross-over and collaborative structures and processes for identified staff – Consulting Teachers, Staff Development Teachers, Peer Advisors, and Department Chairs – to integrate and align support for new educators.
- Enhance stay interview offerings to determine why employees chose to stay with BCPS.
- Provide a space for principals to discuss/share how they support teachers of color.

**Continued Monitoring of Data, Key Actions, and Outcomes**

- Continue to examine the New Hire and Interviewer survey data from June 2022 to identify additional actions to support recruitment and retention to build a diverse workforce.
- Continue to examine trends and critical data points that point towards larger trends in attrition, particularly for non-tenured teachers.
- Continue to analyze exit survey data and provide feedback to the appropriate divisions and principals.