

FREDERICK COUNTY PUBLIC SCHOOLS

# HIRING PRACTICES & DIVERSITY REPORT

DECEMBER 1, 2023



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Frederick County Public Schools does not discriminate on the basis of race, religion, color, ancestry, national origin, age, marital status, disability, pregnancy, sexual orientation, gender identity, sex, or genetic information in matters affecting employment or providing access to programs.

# INTRODUCTION

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The Frederick County Public Schools (FCPS) is a successful school system in a diverse and growing community. Frederick County bridges rural, suburban, and urban lifestyles near both the Washington, D.C. and Baltimore metropolitan communities. Enrollment as of September 30, 2023, was over 47,000 students. The racial/ethnic composition of our student body is 49% White; 21% Hispanic/ Latino; 15% Black/African-American; 8% Asian; 7% two or more races; and less than 1% American Indian/Alaskan Native and Pacific Islander/Native Hawaiian. We serve students with varying needs, including nearly 5,600 (12%) students receiving special education services, more than 3,700 (8%) English learners (EL), and more than 16,500 (35%) receiving free or reduced-price meal services.

Frederick County is home to 69 schools, including 38 elementary schools, 13 middle schools, 10 high schools, 4 public charter schools, an alternative school, a special education school, a virtual school, and a Career and Technology Center. We balance top-rate academics with personal care and individual attention. In FCPS, we understand that the children whom we educate today will be the adults caring for our community's health, homes, businesses, and neighborhoods tomorrow. Frederick County's investment in public education is an investment in our future. Our operating budget for FY2023 is \$910,180,476—with just over 46% of our funding coming from our local county government.

The results we achieve are impressive:

- Students in our class of 2023 received \$92.5 million in scholarship offers. FCPS's Class of 2022 graduation rate was a high 93.14% (compared to Maryland's 86.3% average), while our dropout rate was 3.7% (compared with the state's 8.5%).
- FCPS achievement also exceeds Maryland averages with SAT scores. With a 95% participation rate (up from 64% in previous years), our mean 2023 SAT score was 1,016, compared to Maryland's 1,008 and the nation's 1,028.
- On a 1-5 star scale, 48 of our 63 state-rated schools achieved 4 or 5 stars, and none received fewer than 3.
- Our students enrolled in dual enrollment classes have increased by 12% in the past two years, with a total of 60% of 2023-2024 seniors taking one or more dual enrollment classes.

Of over 7,600 employees, more than 3,600 are teachers, nearly 1,400 work in Special Education, over 180 are principals or assistant principals, more than 400 are counselors, social workers, or psychologists, and over 1,100 are paraprofessionals and support staff. The remainder are bus drivers, food service workers, custodians, media specialists, office staff, and other central office support and administrative staff. Our employees are champions of excellence and collaborate with parents, community members, and local businesses to create an inspiring, academic, safe, healthy, and nurturing environment for our students. ★

# INTRODUCTION

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## Key Data Points

### Number of New Hires

For the period from October 1, 2022, to October 15, 2023, FCPS hired 478 certificated personnel. Of that number, 461 (96%) were hired for teaching positions. This is the highest number of new teachers ever hired in the history of the school system.

### Number of Certificated Teachers

In Maryland, educators must hold teaching certification to work in public schools. The state offers four levels of certification depending on the candidate's qualifications and experience. Initial teacher certification requires a bachelor's degree and an educator preparation program. Among all hires during the reporting period, 293 were certificated.

### Number of Conditional Teachers

Conditional certificate means a degree or non-degree certificate issued for 2 years while the applicant successfully pursues an acceptable plan developed by the applicant and the local school system officials to meet the professional certificate standards required for a teaching certificate. The Conditional Certificate is issued only at the request of a local school system on behalf of an employee who has not yet met the requirements for professional certification. Among all hires during the reporting period, 117 were conditional (24% of all new hires).

- 2021-2022: 74
- 2022-2023: 110
- 2023-2024: 117

### Number New to Teaching (1st Year)

Among all hires during the reporting period, approximately 240 were new to teaching, or in their first year. This is approximately 50% of all new hires.

### Number of Tenured/Experienced Teachers

In Maryland, tenure is granted to teachers who successfully complete a probationary period of three years with the same school system. Among all hires during the reporting period, approximately 221 were tenured or experienced teachers (more than 3 years experience) from other school systems. This is approximately 50% of all new hires.



## Certificated Hiring Portrait by Race and Gender

During FY23, 106 (22%) of the certificated personnel hired were male—with 20 (4%) being male staff of color—and 372 (78%) were female—with 65 (14%) being female staff of color. The following table compares FCPS certificated personnel hired by gender, race, and ethnicity over the past 7 years:

GENDER/RACE/ETHNICITY	2017		2018		2019		2020		2021		2022		2023		2024	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>MALE STAFF OF COLOR</b>	6	2.0%	10	3.0%	17	6.0%	11	3.0%	13	3.0%	17	4.0%	17	4.0%	20	4.0%
<b>WHITE MALE</b>	51	17.5%	58	17.0%	54	18.0%	62	18.0%	66	16.0%	84	19.0%	84	19.0%	86	18.0%
<b>FEMALE STAFF OF COLOR</b>	24	8.2%	31	9.0%	35	12.0%	47	14.0%	58	14.0%	53	12.0%	53	12.0%	65	14.0%
<b>WHITE FEMALE</b>	211	72.3%	244	71.0%	189	64.0%	220	65.0%	287	67.0%	286	65.0%	286	65.0%	307	64.0%
<b>TOTAL</b>	292	100%	343	100%	295	100%	340	100%	424	100%	440	100%	440	100%	478	100%

Among the data set the following applies:

- We have seen a 2% point increase in male staff of color over the past 7 years.
- We have seen a 5.8% point increase in female staff of color over the past 7 years.
- We have almost doubled the number of new hires from 292 to 478 over the past 7 years.

## Key Performance Indicators

As part of FCPS' Strategic Plan, the second goal is dedicated to achieving operational excellence. The key performance indicator (KPI) for this goal explicitly outlines FCPS's commitment to recruiting, supporting, and retaining staff members who actively promote individual, professional and student excellence. The specific KPIs for goal two include:

**KPI #8: Increase the percentage of qualified applicants each year from baseline (2021-2022) by 2% while increasing new hires of color to mirror the student population.**

The first KPI focuses on applicants and hired candidates. We have noted the following trends:

- Increase of 10% points for applicants of color over the past four years, with an 8% increase since the last reporting period.
- Increase of 1% point for hired candidates of color. FCPS continues to remain steady in our certificated new hires of color, hovering between 16% and 18%.
- While applicants do report their race/ethnicity in their application, that specific data point is not visible to hiring managers and cannot be utilized to screen applicants out at the level of review. Candidates who apply, but are not selected are primarily due to not being eligible due to the requirements for conditional certification.

APPLICANTS OF COLOR SY 2019-2020	APPLICANTS OF COLOR SY 2020-2021	APPLICANTS OF COLOR SY 2021-2022	APPLICANTS OF COLOR SY 2022-2023
20%	24%	22%	30%
NEW HIRES OF COLOR SY 2019-2020	NEW HIRES OF COLOR SY 2020-2021	NEW HIRES OF COLOR SY 2021-2022	NEW HIRES OF COLOR SY 2022-2023
17%	18%	16%	18%

\*Source: Frontline Recruiting and Hiring information

**KPI #9: Maintain a staff retention rate of 94% each year from baseline 2021-2022.**

The second KPI within goal two underscores the commitment to maintain staff retention rates.

- 2021-2022: 92%
- 2022-2023: 94%

The human resources department executes retention strategies such as comprehensive onboarding and orientation programs; a robust benefits package, including competitive compensation, leave provisions, wellness initiatives, extended learning opportunities, sabbatical opportunities, tuition reimbursement, and workers' compensation; perks for FCPS employees; mentorship programs; and position classification reviews.

**KPI #10: Maintain the 98% of non-tenured teachers who achieve tenure status from baseline 2021-2022.**

The third KPI within goal two underscores the importance of supporting non-tenured teachers working toward achieving tenure status.

- 2021-2022: 98% achieved tenure
- 2022-2023: 85% achieved tenure

Our team, comprising certification specialists and mentor teachers, is actively assisting our non-tenured teaching staff who will be eligible to achieve tenure at the conclusion of the 2023-2024 school year. Our goal is to ensure they have fulfilled the required coursework and acquired the necessary skills to enhance their teaching abilities. The preparation is crucial for them to attain tenure once they become eligible.

One of the key components we have instituted in support of new teachers and the attainment of tenure is a comprehensive three-year induction program designed to inspire, support and guide non-tenured teachers as they strive to attain tenure. This program comprises various elements tailored to each year of the induction process.

- Year 1: "RISE and Thrive": New hire symposium, coursework facilitated by master teachers, mentorship from other educators within their building, and support provided through the JumpStart program.
- Year 2: "RISE and Apply": Coursework aimed at reinforcing their skills, participation in the NeuroTeach Global program, and ongoing support from school-based mentors.
- Year 3: "RISE and Reflect": Coursework opportunities facilitated by master teachers and continued engagement with the NeuroTeach Global program.

These continuous supports are strategically designed to foster and encourage new teachers in honing their teaching expertise through their journey toward achieving tenure. ★

### School by School Demographic Analysis

The table below captures the racial and ethnic demographic data of all certificated staff at the schools in our system. In addition, the average length of service among all certificated staff members is noted. The table reflects only certificated

School Name	Male Staff	Female Staff	White Staff	African-American Staff	American Indian/Alaskan Staff
BALLENGER CREEK ELEMENTARY	6.90%	93.10%	89.66%	8.62%	0.00%
BALLENGER CREEK MIDDLE	31.94%	68.06%	93.06%	6.94%	0.00%
BLUE HERON ELEMENTARY	4.84%	95.16%	96.77%	1.61%	0.00%
BRUNSWICK ELEMENTARY	15.52%	84.48%	96.55%	1.72%	0.00%
BRUNSWICK HIGH	46.67%	53.33%	95.00%	3.33%	0.00%
BRUNSWICK MIDDLE	25.93%	74.07%	92.59%	1.85%	1.85%
BUTTERFLY RIDGE ELEMENTARY	8.33%	91.67%	88.89%	6.94%	2.78%
CARROLL CREEK MONTESSORI PUBLIC CHARTER	0.00%	100.00%	95.83%	4.17%	0.00%
CARROLL MANOR ELEMENTARY	15.38%	84.62%	98.08%	1.92%	0.00%
CATOCTIN HIGH	37.50%	62.50%	98.21%	0.00%	1.79%
CENTERVILLE ELEMENTARY	7.58%	92.42%	90.91%	4.55%	0.00%
CENTRAL OFFICE	18.38%	81.62%	88.89%	7.69%	0.00%
CRESTWOOD MIDDLE	18.67%	81.33%	92.00%	2.67%	0.00%
DEER CROSSING ELEMENTARY	10.87%	89.13%	95.65%	2.17%	0.00%
EMMITSBURG ELEMENTARY	16.67%	83.33%	100.00%	0.00%	0.00%
FREDERICK CLASSICAL CHARTER	28.95%	71.05%	89.47%	2.63%	2.63%
FREDERICK COUNTY CAREER & TECHNOLOGY CENTER	52.63%	47.37%	94.74%	5.26%	0.00%
FREDERICK COUNTY VIRTUAL	33.33%	66.67%	100.00%	0.00%	0.00%
FREDERICK HIGH	31.88%	68.12%	83.33%	7.25%	0.72%
GLADE ELEMENTARY	15.22%	84.78%	100.00%	0.00%	0.00%
GOV. THOMAS JOHNSON HIGH	39.51%	60.49%	87.65%	9.88%	0.62%
GOV. THOMAS JOHNSON MIDDLE	23.08%	76.92%	92.31%	4.81%	0.00%

teacher staff and is not inclusive of support professionals (secretarial, custodial, paraeducator) or administrative staffing.

Hawaiian/Pacific Islander Staff	Asian Staff	Multiracial	Hispanic or Latino Staff	Not Hispanic or Latino Staff	Average Length of Service
0.00%	1.72%	0.00%	1.72%	98.28%	2.42
0.00%	0.00%	0.00%	5.56%	94.44%	2.00
0.00%	0.00%	1.61%	1.61%	98.39%	2.21
0.00%	0.00%	1.72%	1.72%	98.28%	5.80
0.00%	1.67%	0.00%	5.00%	95.00%	3.16
0.00%	0.00%	3.70%	7.41%	92.59%	2.08
0.00%	0.00%	1.39%	5.56%	94.44%	1.38
0.00%	0.00%	0.00%	8.33%	91.67%	3.00
0.00%	0.00%	0.00%	3.85%	96.15%	1.93
0.00%	0.00%	0.00%	3.57%	96.43%	9.33
1.52%	3.03%	0.00%	7.58%	92.42%	3.47
0.00%	2.14%	1.28%	0.00%	100.00%	29.25
0.00%	4.00%	1.33%	4.00%	96.00%	2.21
0.00%	0.00%	2.17%	2.17%	97.83%	6.57
0.00%	0.00%	0.00%	0.00%	100.00%	4.80
2.63%	0.00%	2.63%	5.26%	94.74%	2.00
0.00%	0.00%	0.00%	2.63%	97.37%	4.22
0.00%	0.00%	0.00%	0.00%	100.00%	0.00
0.00%	2.90%	5.80%	7.97%	92.03%	2.16
0.00%	0.00%	0.00%	0.00%	100.00%	7.67
0.00%	0.00%	1.85%	5.56%	94.44%	3.18
0.00%	0.96%	1.92%	3.85%	96.15%	2.81

School Name	Male Staff	Female Staff	White Staff	African-American Staff	American Indian/Alaskan Staff
GREEN VALLEY ELEMENTARY	10.91%	89.09%	100.00%	0.00%	0.00%
HEATHER RIDGE	21.21%	78.79%	87.88%	12.12%	0.00%
HILLCREST ELEMENTARY	9.41%	90.59%	89.41%	3.53%	2.35%
KEMPTOWN ELEMENTARY	7.14%	92.86%	96.43%	0.00%	0.00%
LEWISTOWN ELEMENTARY	16.67%	83.33%	96.67%	0.00%	0.00%
LIBERTY ELEMENTARY	3.85%	96.15%	100.00%	0.00%	0.00%
LINCOLN ELEMENTARY	10.23%	89.77%	94.32%	4.55%	0.00%
LINGANORE HIGH	42.34%	57.66%	95.50%	1.80%	0.00%
MIDDLETOWN ELEMENTARY	23.08%	76.92%	97.44%	0.00%	0.00%
MIDDLETOWN HIGH	45.83%	54.17%	95.83%	1.39%	0.00%
MIDDLETOWN MIDDLE	23.44%	76.56%	98.44%	0.00%	0.00%
MIDDLETOWN PRIMARY	2.63%	97.37%	97.37%	0.00%	0.00%
MONOCACY ELEMENTARY	6.35%	93.65%	85.71%	7.94%	0.00%
MONOCACY MIDDLE	23.75%	76.25%	88.75%	3.75%	1.25%
MONOCACY VALLEY MONTESSORI	13.64%	86.36%	77.27%	4.55%	4.55%
MYERSVILLE ELEMENTARY	6.06%	93.94%	96.97%	3.03%	0.00%
NEW MARKET ELEMENTARY	6.98%	93.02%	93.02%	0.00%	2.33%
NEW MARKET MIDDLE	29.51%	70.49%	93.44%	1.64%	0.00%
NEW MIDWAY/WOODSBORO ELEMENTARY	11.11%	88.89%	100.00%	0.00%	0.00%
NORTH FREDERICK ELEMENTARY	10.45%	89.55%	94.03%	4.48%	0.00%
OAKDALE ELEMENTARY	7.50%	92.50%	96.25%	0.00%	0.00%
OAKDALE HIGH	33.96%	66.04%	94.34%	2.83%	0.94%
OAKDALE MIDDLE	30.38%	69.62%	94.94%	1.27%	0.00%
ORCHARD GROVE ELEMENTARY	12.50%	87.50%	87.50%	7.14%	0.00%

Hawaiian/Pacific Islander Staff	Asian Staff	Multiracial	Hispanic or Latino Staff	Not Hispanic or Latino Staff	Average Length of Service
0.00%	0.00%	0.00%	0.00%	100.00%	3.67
0.00%	0.00%	0.00%	0.00%	100.00%	3.00
0.00%	2.35%	2.35%	10.59%	89.41%	2.02
0.00%	0.00%	3.57%	0.00%	100.00%	1.75
0.00%	0.00%	3.33%	3.33%	96.67%	3.75
0.00%	0.00%	0.00%	0.00%	100.00%	2.60
0.00%	0.00%	1.14%	5.68%	94.32%	2.75
0.90%	0.90%	0.90%	2.70%	97.30%	3.17
0.00%	0.00%	2.56%	0.00%	100.00%	3.55
0.00%	2.78%	0.00%	0.00%	100.00%	9.00
0.00%	1.56%	0.00%	0.00%	100.00%	4.57
0.00%	2.63%	0.00%	0.00%	100.00%	6.33
0.00%	0.00%	6.35%	0.00%	100.00%	1.66
1.25%	2.50%	2.50%	6.25%	93.75%	1.38
0.00%	4.55%	9.09%	18.18%	81.82%	2.20
0.00%	0.00%	0.00%	0.00%	100.00%	4.71
0.00%	0.00%	4.65%	0.00%	100.00%	0.00
0.00%	3.28%	1.64%	1.64%	98.36%	5.08
0.00%	0.00%	0.00%	0.00%	100.00%	3.86
0.00%	0.00%	1.49%	0.00%	100.00%	3.53
0.00%	1.25%	1.25%	1.25%	98.75%	2.42
0.00%	0.94%	0.94%	2.83%	97.17%	3.42
0.00%	1.27%	2.53%	1.27%	98.73%	2.08
1.79%	1.79%	1.79%	1.79%	98.21%	2.43

School Name	Male Staff	Female Staff	White Staff	African-American Staff	American Indian/Alaskan Staff
PARKWAY ELEMENTARY	25.00%	75.00%	91.67%	4.17%	0.00%
ROCK CREEK	13.79%	86.21%	89.66%	10.34%	0.00%
SABILLASVILLE ENVIRONMENTAL SCHOOL	7.69%	92.31%	100.00%	0.00%	0.00%
SPRING RIDGE ELEMENTARY	13.79%	86.21%	91.38%	5.17%	0.00%
SUGARLOAF ELEMENTARY	5.17%	94.83%	98.28%	1.72%	0.00%
THURMONT ELEMENTARY	17.86%	82.14%	100.00%	0.00%	0.00%
THURMONT MIDDLE	24.53%	75.47%	98.11%	0.00%	0.00%
THURMONT PRIMARY	6.06%	93.94%	96.97%	0.00%	0.00%
TUSCARORA ELEMENTARY	8.70%	91.30%	88.41%	5.80%	1.45%
TUSCARORA HIGH	34.85%	65.15%	91.67%	4.55%	0.76%
TWIN RIDGE ELEMENTARY	5.56%	94.44%	96.30%	0.00%	0.00%
URBANA ELEMENTARY	8.33%	91.67%	85.42%	8.33%	0.00%
URBANA HIGH	34.92%	65.08%	94.44%	3.97%	0.79%
URBANA MIDDLE	31.25%	68.75%	96.25%	3.75%	0.00%
VALLEY ELEMENTARY	5.00%	95.00%	95.00%	2.50%	0.00%
WALKERSVILLE ELEMENTARY	6.45%	93.55%	90.32%	8.06%	1.61%
WALKERSVILLE HIGH	32.99%	67.01%	93.81%	4.12%	0.00%
WALKERSVILLE MIDDLE	22.54%	77.46%	94.37%	0.00%	0.00%
WAVERLEY ELEMENTARY	8.79%	91.21%	85.71%	13.19%	0.00%
WEST FREDERICK MIDDLE	26.67%	73.33%	84.00%	10.67%	1.33%
WHITTIER ELEMENTARY	14.49%	85.51%	95.65%	2.90%	0.00%
WINDSOR KNOLLS MIDDLE	23.21%	76.79%	91.07%	3.57%	0.00%
WOLFSVILLE ELEMENTARY	25.00%	75.00%	100.00%	0.00%	0.00%
YELLOW SPRINGS ELEMENTARY	15.91%	84.09%	97.73%	2.27%	0.00%

Hawaiian/Pacific Islander Staff	Asian Staff	Multiracial	Hispanic or Latino Staff	Not Hispanic or Latino Staff	Average Length of Service
4.17%	0.00%	0.00%	0.00%	100.00%	2.40
0.00%	0.00%	0.00%	0.00%	100.00%	2.90
0.00%	0.00%	0.00%	0.00%	100.00%	1.18
0.00%	1.72%	1.72%	1.72%	98.28%	1.76
0.00%	0.00%	0.00%	1.72%	98.28%	2.32
0.00%	0.00%	0.00%	0.00%	100.00%	5.60
0.00%	0.00%	1.89%	1.89%	98.11%	2.41
0.00%	0.00%	3.03%	0.00%	100.00%	4.13
0.00%	1.45%	2.90%	4.35%	95.65%	2.65
0.00%	0.76%	2.27%	4.55%	95.45%	2.54
0.00%	0.00%	3.70%	0.00%	100.00%	3.60
0.00%	2.08%	4.17%	6.25%	93.75%	3.69
0.00%	0.79%	0.00%	3.97%	96.03%	2.63
0.00%	0.00%	0.00%	3.75%	96.25%	1.82
0.00%	2.50%	0.00%	5.00%	95.00%	2.67
0.00%	0.00%	0.00%	3.23%	96.77%	2.38
0.00%	0.00%	2.06%	1.03%	98.97%	4.85
0.00%	1.41%	4.23%	2.82%	97.18%	3.38
0.00%	0.00%	1.10%	6.59%	93.41%	1.86
0.00%	0.00%	4.00%	6.67%	93.33%	1.27
0.00%	1.45%	0.00%	0.00%	100.00%	1.82
0.00%	3.57%	1.79%	5.36%	94.64%	2.95
0.00%	0.00%	0.00%	0.00%	100.00%	8.00
0.00%	0.00%	0.00%	0.00%	100.00%	2.00

# INFLUENTIAL FACTORS

There are a variety of factors that all school systems must manage in relation to the diversity and hiring of educators. Each factor is described, includes data, and presented with summary conclusions.

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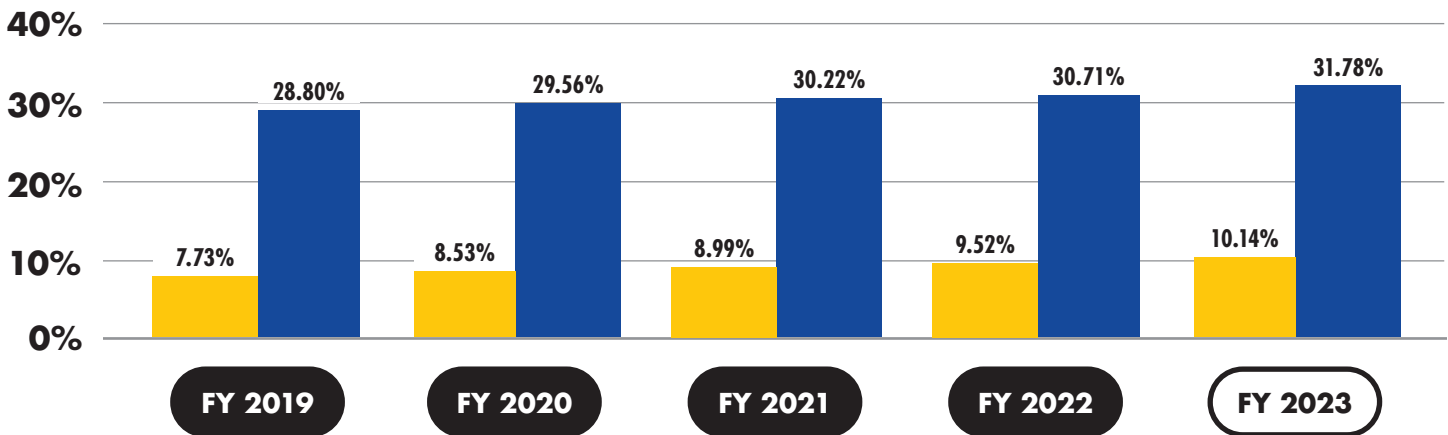
## Factor #1: Staffing Trends

The following is an analysis of data collected and published by the Maryland State Department of Education (MSDE) and can be found at [marylandpublicschools.org](https://marylandpublicschools.org). This data is reflected in the published document titled Professional Staff by Assignment, Race/Ethnicity and Gender from FY 2020 to 2023. Specifically, this report examines a 5-year trend of state-wide data and data specific to FCPS by race and ethnicity from FY2019 to FY2023.



**Table 1: Professional Staff by Race/Ethnicity**

Includes all school-based and central office-based professional staff. Professional staff is defined as individuals who are required to hold teaching certification issued by MSDE or a professional license recognized by MSDE. Percentages displayed within each subset reflect non-White\* professional staff.

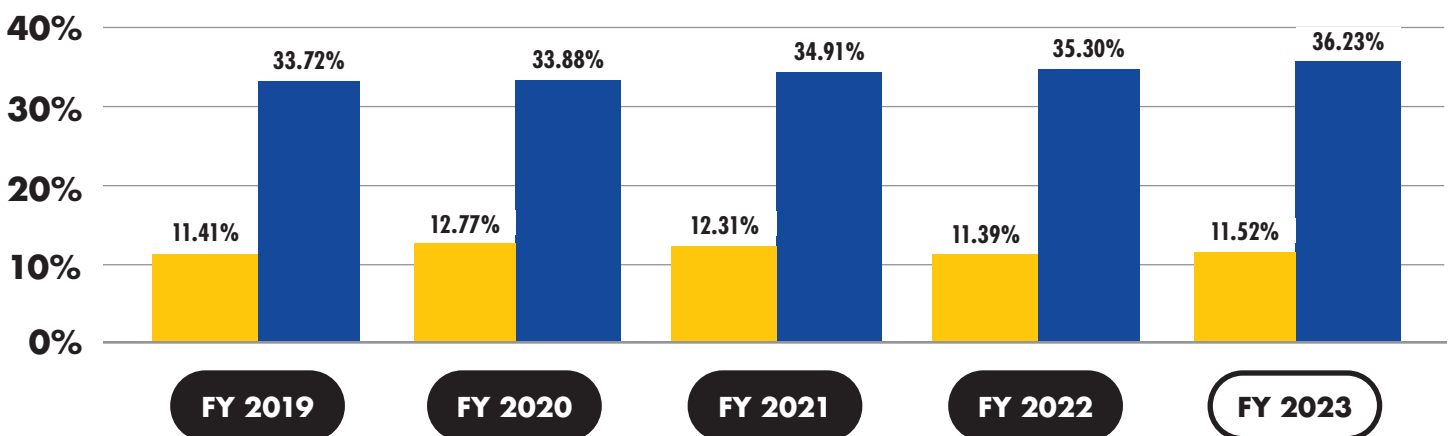
**Conclusions:**

- Maryland **increased** in the overall percentage of non-White professional staff by 2.98% over the past 5 years.
- FCPS **increased** the overall percentage of non-white professional staff by 2.41% during this same period.

\*Non-White includes Black/African-American, Hispanic, Asian, American Indian/Alaskan Native, Pacific Islander/Native Hawaiian, and 2 or more races.

**Table 2: Selected Professional Staff by Race/Ethnicity**

The following table of selected professional staff includes superintendents, deputy superintendents, associate or assistant superintendents, directors, coordinators, supervisors, other administrators, pupil personnel workers, and school social workers.

**Conclusions:**

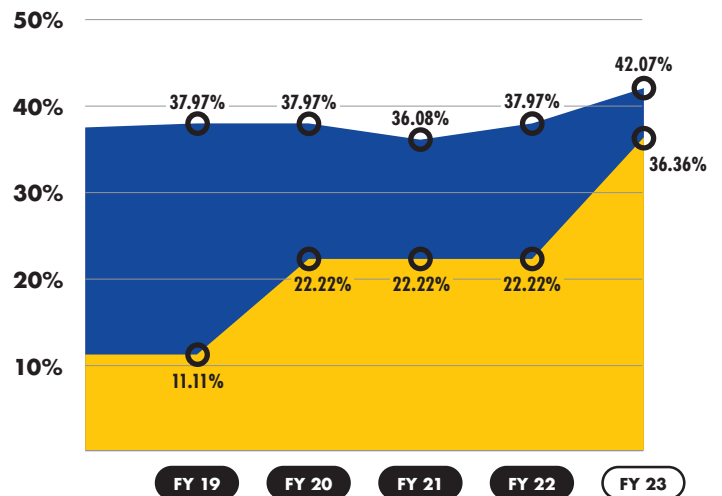
- Maryland **increased** in the overall percentage of non-White selected professional staff by 2.51% over the past 5 years.
- FCPS **increased** in the overall percentage of non-White professional staff by 0.11% during this same period.

**Table 2a: Central Office Staff - Superintendents, Deputy Superintendents, and Associate/Assistant Superintendents by Race/Ethnicity**

The following table of central office staff includes superintendents, deputy superintendents, and associate or assistant superintendents.

**Conclusions:**

- Maryland **increased** in the overall percentage of non-White superintendents, deputy superintendents, and associate or assistant superintendents by 4.10% over the past 5 years.
- FCPS **increased** in the overall percentage of non-White professional staff by 25.26% during this same period.

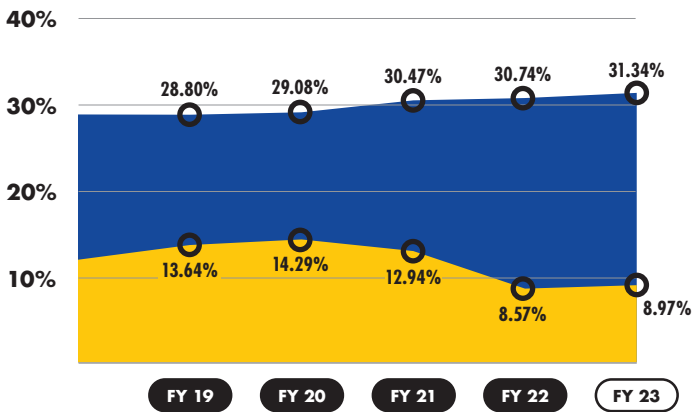


**Table 2b: Administrative Office Staff - Directors, Coordinators, Supervisors, and Other Administrators by Race/Ethnicity**

The following table of administrative office staff includes directors, coordinators, supervisors, and other administrators.

**Conclusions:**

- Maryland **increased** in the overall percentage of non-White administrative office staff, including directors, coordinators, supervisors, and other administrators by 2.54% over the past 5 years.
- FCPS **decreased** in the overall percentage of non-White administrative office staff by 4.67% during the same period.

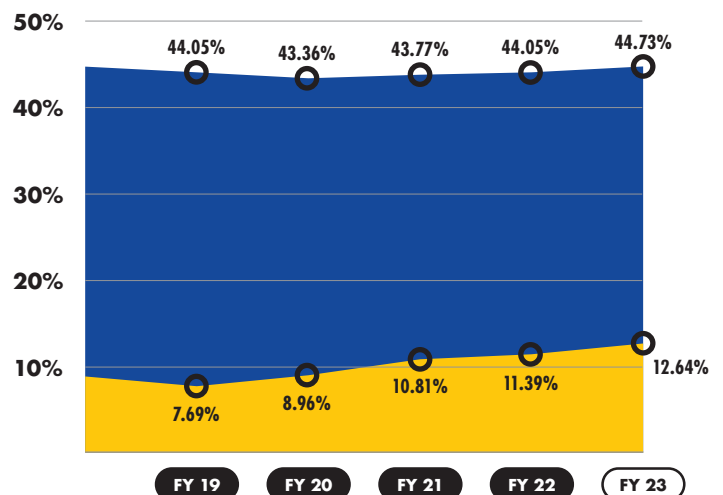


**Table 2c: Student Personnel - Pupil Personnel Workers and School Social Workers by Race/Ethnicity**

The following table includes student personnel, specifically pupil personnel workers and school social workers.

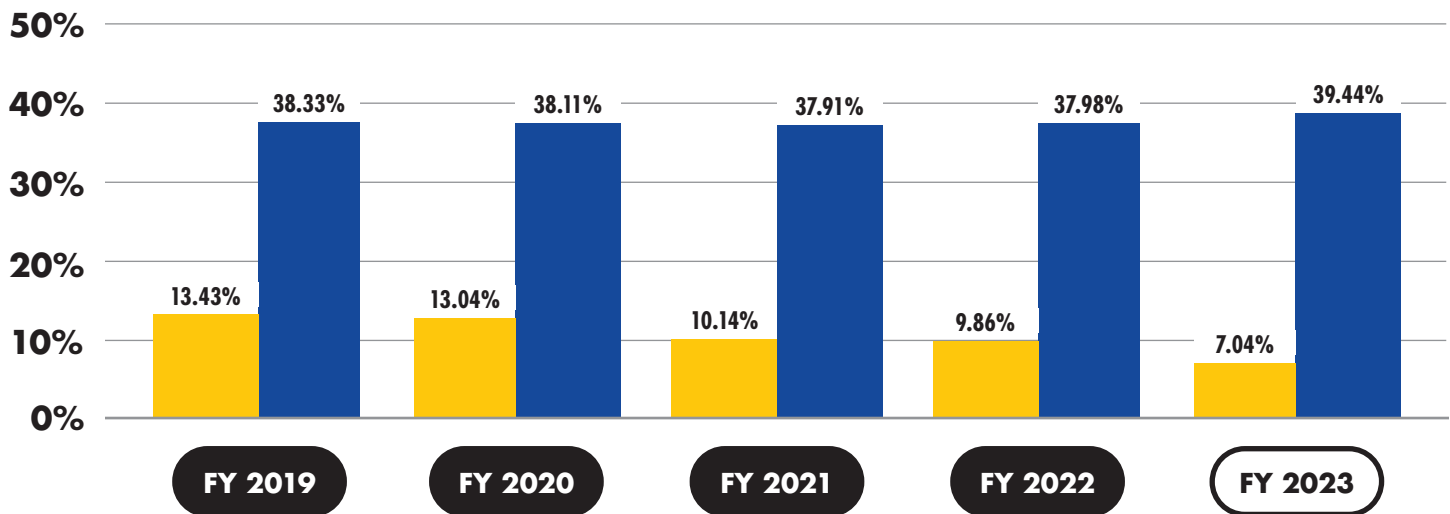
**Conclusions:**

- Maryland **increased** in the overall percentage of non-White pupil personnel workers and school social workers by 0.68% over the past 5 years.
- FCPS **increased** in the overall percentage of non-White pupil personnel workers and school social workers by 4.95% during the same period.



**Table 3: Principals by Race/Ethnicity**

The following table includes school principals at all levels.

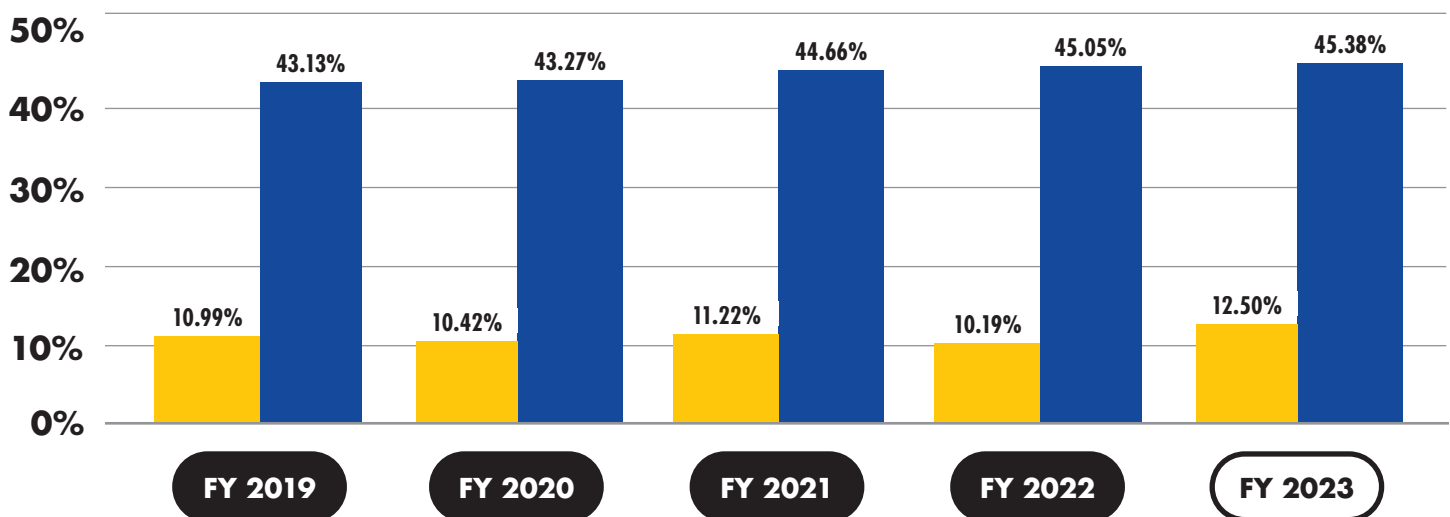


**Conclusions:**

- Maryland **increased** in the overall percentage of non-White principals by 1.11% over the past 5 years.
- FCPS **decreased** in the overall percentage of non-White principals by 6.39% during the same period.

**Table 4: Assistant Principals by Race/Ethnicity**

The following table includes assistant principals at all levels.

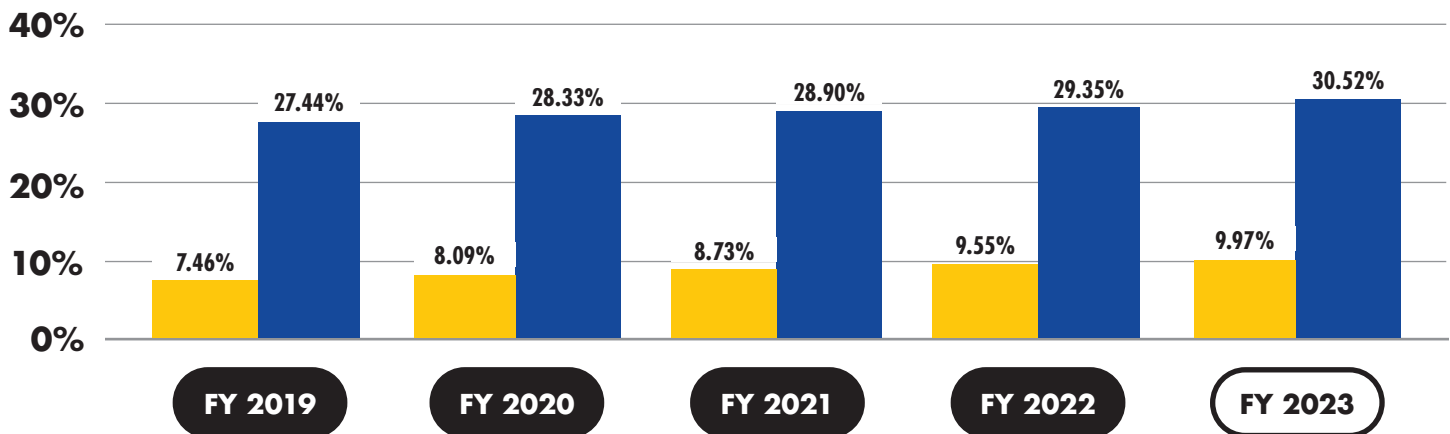


**Conclusions:**

- Maryland **increased** in the overall percentage of non-White assistant principals by 2.25% over the past 5 years.
- FCPS **increased** in the overall percentage of non-White assistant principals by 1.51% during the same period.

**Table 5: Teachers by Race/Ethnicity**

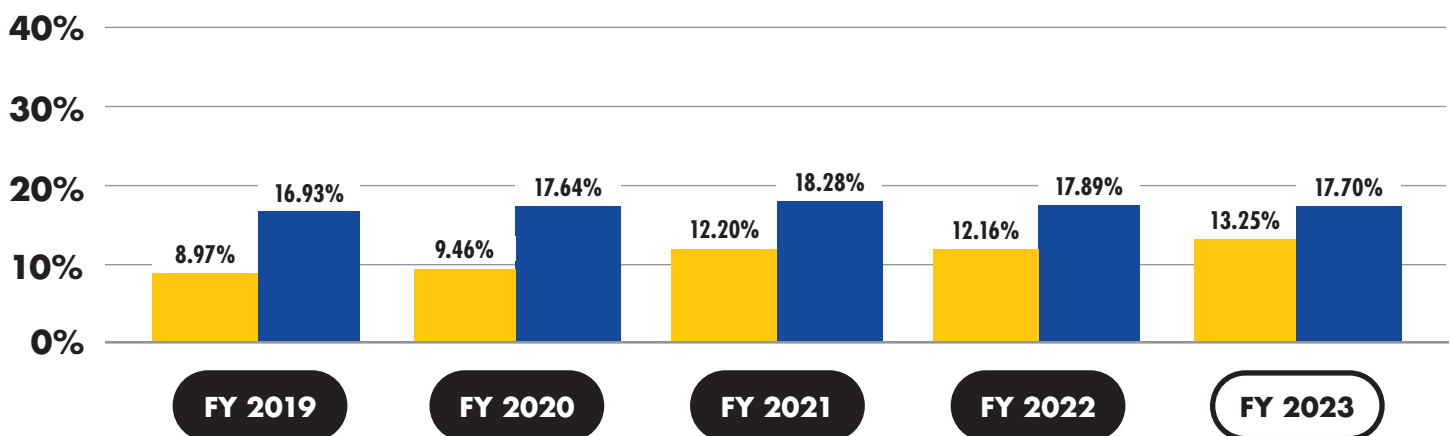
The following table includes teachers at all levels, as well as central office-based teachers.

**Conclusions:**

- Maryland **increased** in the overall percentage of non-White teachers by 3.08% over the past 5 years.
- FCPS **increased** in the overall percentage of non-White teachers by 2.51% during the same period.

**Table 6: Therapists by Race/Ethnicity**

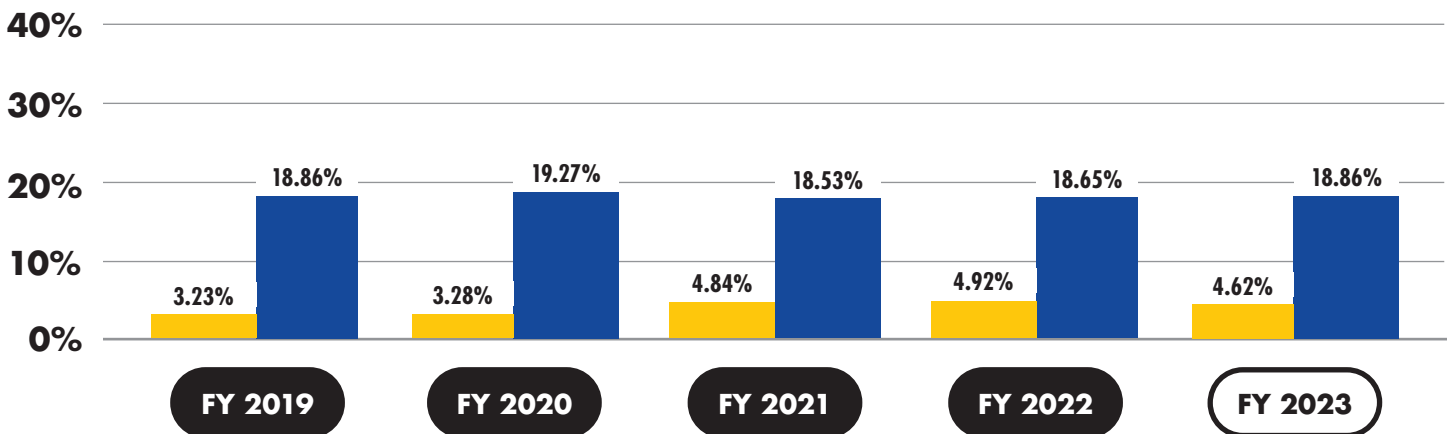
The following table includes all therapists.

**Conclusions:**

- Maryland **increased** in the overall percentage of non-White therapists by .77% over the past 5 years.
- FCPS **increased** in the overall percentage of non-White therapists by 4.28% during this same period.

**Table 7: Media Specialists by Race/Ethnicity**

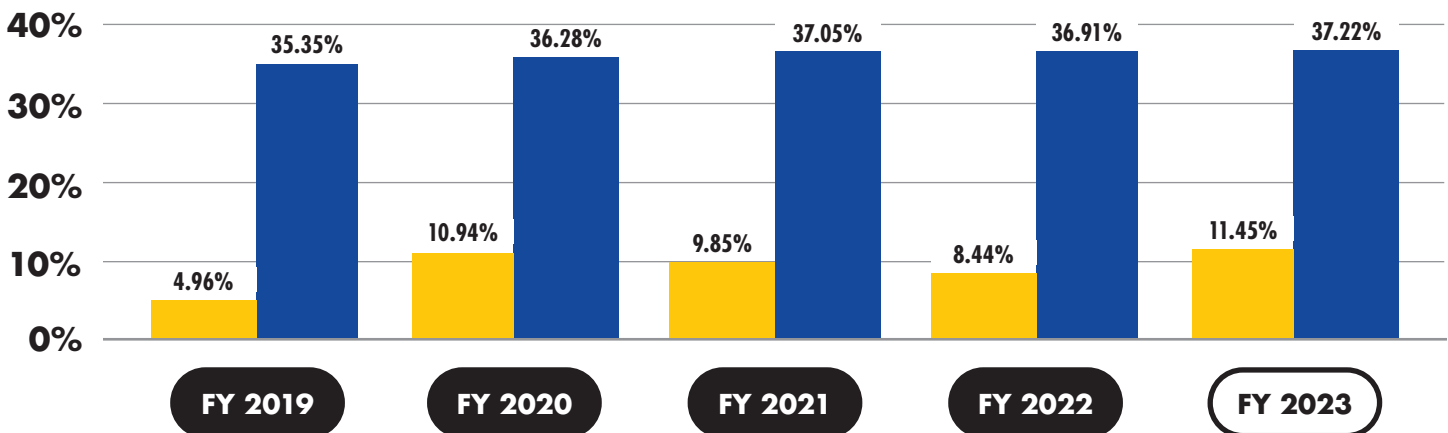
The following table includes media specialists at all levels.

**Conclusions:**

- Maryland **held constant** the overall percentage of non-White media specialists over the past 5 years.
- FCPS **increased** in the overall percentage of non-White media specialists by 1.39% during this same period.

**Table 8: School Counselors by Race/Ethnicity**

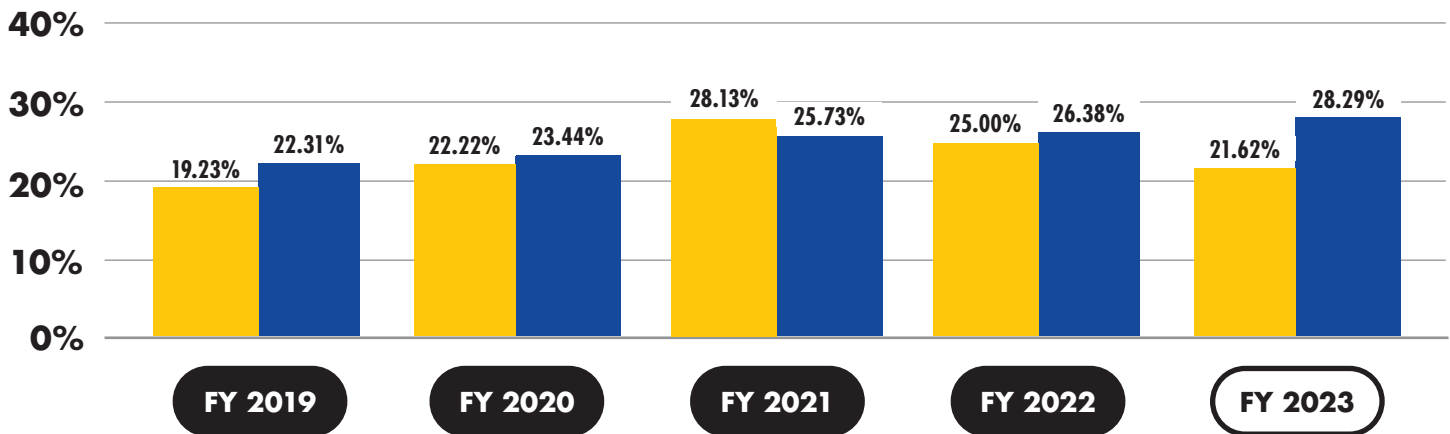
The following table includes school counselors at all levels.

**Conclusions:**

- Maryland **increased** the overall percentage of non-White school counselors over the past 5 years by 1.87%.
- FCPS **increased** the overall percentage of non-White school counselors by 6.49% during this same period.

**Table 9: Psychological Personnel by Race/Ethnicity**

The following table includes all psychological personnel.



#### Conclusions:

- Maryland **increased** the overall percentage of non-White psychological personnel over the past 5 years by 5.98%.
- FCPS **increased** the overall percentage of non-White psychologists by 2.39% during this same period.

#### Analysis of FCPS Data for Factor 1

**Increases:** During the past 5 years, FCPS had:

**Minimal increases** in the overall percentage of non-White professional staff such as 0.21% in Select Professional Staff (Table 2) and 1.53% in Media Specialists (Table 7);

**Modest gains** in the overall percentage of non-White professional staff such as 2.17% in Professional Staff (Table 1), 2.57% in Student Personnel (Table 2c), 2.67% in Teachers (Table 5), and 3.07% in Therapists (Table 6); and

**Notable gains** in the over percentage of non-White professional staff such as 4.27% in School Counselors (Table 8), 6.48% in Psychological Personnel (Table 9), and 11.11% in Central Office Staff—Superintendents, Deputy Superintendents, Associate/Assistant Superintendents (Table 2a).

**Decreases:** During the same 5-year period, FCPS had:

**Minimal decrease** in the overall percentage of non-White professional staff such as 0.65% in Assistant Principals (Table 4); and

**Significant decreases** in the overall percentage of minority professional staff such as 3.36% in Directors, Coordinators, Supervisors, and Other Administrators (Table 2b) and 3.38% in Principals (Table 3). ★

# INFLUENTIAL FACTORS

There are a variety of factors that all school systems must manage in relation to the diversity and hiring of educators. Each factor is described, includes data, and presented with summary conclusions.

## Factor #2: Recruitment Practices

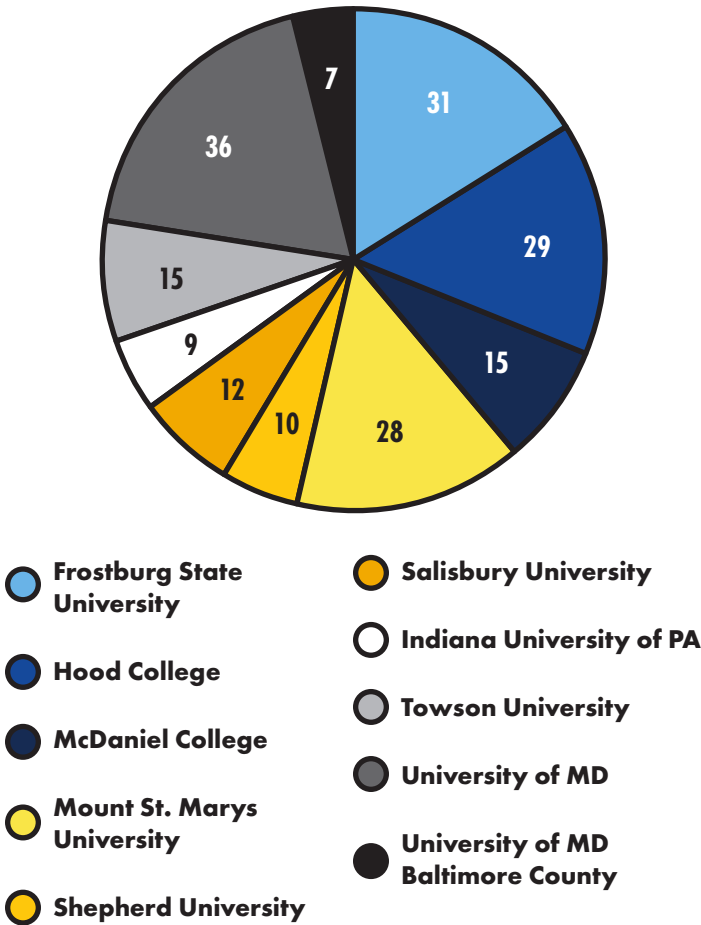
FCPS has an active recruitment program. We participate in on-site and virtual recruitment fairs at colleges and universities throughout Maryland, Virginia, Pennsylvania, Delaware, North Carolina, and Washington, D.C.

### Recruitment Staffing

In 2022 we had only one (1) eleven month teacher recruiter. In January 2023 the position was converted to a 12 month position and in July 2023, through a budget enhancement were able to create a 12 month recruitment specialist position focused on system wide recruitment. In addition, we were able to create a second recruiter position and on December 1, 2023 we now have a two person recruitment team. In the Spring of 2023, FCPS fast tracked the placements of teachers returning from leave and involuntary transfers. This effort required close collaboration between HR and our System Accountability and School Administration departments. As a result, our personnel officers were able to extend offers to external candidates in March, enabling FCPS to take the lead as the first county in the state to commence hiring for the 2023-2024 school year.

### Institutes of Higher Learning

As part of our recruitment portfolio, we participate in on-site and virtual recruitment fairs at Historically Black Colleges and Universities (HBCUs) in a variety of states. Virtual fairs allow staff to expand the traditional face-to-face reach with candidates; however, candidate attendance at virtual fairs tends to be much lower. This has also been true for on-site fairs this past year. FCPS will increase its efforts to strategize with HCBUs with the intended goal of strengthening partnerships and, ultimately, having greater success when recruiting and retaining non-White education professionals. This includes HBCUs in Maryland, Virginia, and D.C., as well as those in other states. The COVID-19 pandemic had an immediate and dramatic impact on FCPS’ recruitment efforts, and as we move beyond the pandemic, some higher education partners continue to host virtual recruitment and career fairs. While this presents a challenge with meeting candidates face-to-face, it does allow us to interact with more candidates nationwide and, in some instances, globally. FCPS also hosts our own recruitment fairs. The FCPS recruiting staff attend recruitment fairs that have a diverse pool of potential candidates.



The top 10 institutions of higher learning (IHL) from which FCPS new hires graduated between October 1, 2021 - September 30, 2022 is provided in the graph. In addition to attending fairs at Morgan State College, Bowie State University, University of Maryland Eastern Shore, University of North Carolina-Charlotte, and Howard University, we also have partnered with Diversity In Education fairs, the Maryland HBCU fair, and Frederick Moving Us Forward high school fair. We recently added a direct pay partnership with Bowie State to serve our current teachers wishing to pursue Educational Leadership certification.

### Recruitment Innovations

Historically, FCPS has hosted one annual in person job fair for teacher candidates. In March 2023 we expanded this approach to include recruitment for support staff and in June 2023 we added a second in person job fair in the northern portion of our county, which typically pulls candidates from West Virginia and Pennsylvania. Each system-wide job fair was focused on all positions and continued to focus our efforts on critical shortage areas such as special education, math, science, world languages, etc. We host monthly virtual informational sessions for potential candidates to learn more about our benefits and supports and the application and interview process.

For the past few years, starting in November, we host monthly opportunities for open call interviews, allowing candidates to interview without waiting to be invited. Starting in the spring, these are held more frequently to become weekly events in May until the school year is complete. This opportunity allowed us to conduct interviews with 198 applicants this year in addition to the interviews at our job fair events. During the 2022-23 school year, we attended a total of 28 job fair/recruiting events (average about three per month) and hosted 22 of our own events (average about two per month).



### Timeline for External Hires

One area of innovation was the adjustment of the school allocation and transfer timeline. In partnership with our planning and budget division, alongside our school supervision team, we were able to move the notification of all staffing allocations from February to January. This included the coordination of not only general education staffing, but also special education, the arts, and multilingual learners. By moving the allocations to January, schools were then able to identify involuntary transfers by the end of February and anyone in need of a placement was completed by March. Given that the placement of all involuntary transfers must typically be completed prior to job offers for new or external candidates, we were the first district in the state of Maryland to be actively open to new hires in all job categories. This

allowed FCPS to begin hiring earlier than it had ever been able to in the past ten years and was a direct contributor to our ability to have schools fully staffed by the opening in August.

### **Professional Development Schools**

FCPS has Professional Development Schools (PDS) partnerships with four IHEs including Frederick Community College (FCC), Hood College, Mount St. Mary's University, and Frostburg State University. This partnership allows us to host their student teachers/interns in our schools. We also host 20-30 student teachers/interns from IHEs outside our PDS partners each year. In FCPS, each intern is hired as a substitute teacher. This allows them to serve as substitute teachers for their mentor teacher if they need to be out or as Long Term Substitute Teachers as long as it works with their program. It also gives them access to our curriculum, planning materials, and assessments. We have worked to elevate the position of intern/student teacher by providing them with badges. FCPS has begun discussions with FCC to develop alternative pathways to MD Teacher Certification.

The FCPS certificated hiring team continues to increase involvement with the IHE teacher education programs. In addition to partnering with four IHE's in a PDS partnership, we regularly host interns from outside of those partnerships. Interns/Student teachers are hired as substitute teachers in our system to allow them to access curriculum and assessment documents and enable them to serve as substitutes for their mentor teacher or when they are not required to be in the schools for the internship. This fall, full-time interns were issued badges to allow them to feel welcomed by FCPS as an integral part of our staff. The certificated hiring team set a goal of offering every graduating intern/student teacher an open contract for our school system and held a "Signing Day" event to celebrate their acceptance of their open contracts. The number of open contracts accepted increased from 35 in the 2021-2022 hiring year to 60 in the 2022-2023 hiring year. The Recruitment Specialist regularly connects with interns to share application and interview opportunities and participates in several IHE advisory council's (Howard University, Liberty University, Shippensburg University, Shepherd University and UMGC, Hood College, Mount St. Mary's University, and Frostburg University) meetings to have input in their programing.

### **Alternative Pathway Programs**

Staff in the Early Childhood Education (ECE) office are becoming educated on alternative pathway programs in Maryland that support child care workers in obtaining ECE certification. Staff will serve as a support for those seeking information and connection to programs. The ECE office is in communication with higher education institutions that have received Maryland Rebuilds grants for the creation of alternative pathways to learn which programs are accessible by the Frederick County childcare workforce. We are also encouraging local colleges and universities to engage in similar pathways. Two out of three of our four-year PDS partners have ECE programs, Hood College and Frostburg State University. FCPS is collaborating with Mount St. Mary's University as they begin their program, which will include ECE and Special Education ECE programs this spring. This program has been designed to encourage support staff to become Special Education teachers. The FCPS PDS Leadership Team has collaborated with staff in the ECE Curriculum office to centralize the placement of the interns in these programs so that we can ensure they are partnered with the best mentors who will continue to encourage them to join the education profession.

## Non-Profit Partnerships

FCPS is working with a national non-profit, Deans for Impact, to establish an educator preparation pipeline with Hood College. This relationship will support the development of consistent, evidence-informed instructional practices and strategies reinforced by both Hood and FCPS, credentialed mentor teachers for student teaching placements, and opportunities for experienced teachers to support novices while advancing on the career ladder. A pilot of this program, focused on Hood faculty and professional development school collaboration, will begin in SY23-24 with the goal of expansion in future years. Our goal is for this program to connect with our existing Teacher Academy of Maryland program for high school students, thus establishing a ten-year trajectory of learning and achievement for those entering the teaching profession. This innovative pipeline program will benefit the early childhood program as well as other certification areas supported by Hood degree programs.

## Teacher Academy of Maryland (TAM)

There is a particularly strong partnership between recruiters in FCPS and the Teacher Academy of Maryland (TAM) program housed at our Career and Technical Education Center. Recruiters are part of the TAM Advisory Board which meets twice a year to discuss programming, internships, and exit portfolio interviews. Recruiters spend time building relationships with these students and supporting them in understanding the different pathways for them to be hired in



Frederick County Schools. Students in these programs not only earn the credits from different IHE's across the state of Maryland, but it is part of the Dual Enrollment program in FCPS and courses have a weighted GPA. Students who are TAM Completers are eligible to be hired right after graduation to serve as substitute teachers in our system. FCPS is planning to develop a Teacher Apprenticeship program in collaboration with the University System of Maryland.

## Grow Your Own

FCPS understands the importance of looking within our own staff and community to “Grow Your Own” teachers. The certificated hiring team hosts biannual Become an Educator events that are targeted to the community at large, but particularly our own support staff to inform them on the different pathways to becoming a Maryland certificated teacher. Area IHE's attend to share their specific programs and MSDE provides guidance and transcript evaluations. A Maryland Leads grant was obtained to specifically grow Special Education teachers and Board Certified Behavior Analysts from our own staff through a partnership with Mount St. Mary's University. The Recruitment Specialist works closely with

high school programs that are likely to have students interested in becoming a teacher, such as the Teacher Academy of Maryland, Child Development classes, and Educator Rising Clubs.

As part of the ongoing efforts to enhance our “Grow Your Own” strategies, team members within our human resources and organizational development departments have developed career development modules tailored for all FCPS employees. These modules serve as a valuable resource for employees seeking to advance within their roles at FCPS. The “Hire Education” podcast, a central component of this initiative, explores topics crucial to career growth, including goal setting, resume writing, and interview skills.

In addition to the podcast, our collaborative efforts extend to the creation of the “Level UP” quick bites newsletter. This newsletter serves as a concise yet impactful resource, offering FCPS employees opportunities to engage with bite-sized pieces of career development content. Together, these resources form an integrated approach to empower FCPS employees on their career journeys, promoting continuous learning and professional growth.

**Tuition Reimbursement Incentives**

FCPS has negotiated with our support unit association partner a number of incentives to encourage our support staff to pursue teaching as a profession and support the “Grow Your Own” initiatives outlined in the Blueprint plan. There is an additional \$2,000 per year of tuition reimbursement allocations provided to each support staff member who is taking coursework that leads to teacher certification. Recognizing that to fulfill this coursework requirement, the employee must undertake a supervised student teaching experience, necessitating a leave of absence that would result in the suspension of both salary and benefits, we have granted them the option of a sabbatical leave. During this leave, they will receive their full salary and benefits packages, on the condition that they return to FCPS to either resume their current position or be employed as a teacher. Oftentimes, these employees are also able to serve as a Long Term Substitute Teacher in a position during this internship as well, which provides an opportunity to increase their compensation. The chart below details the number of support staff taking advantage of this incentive for the last three years.

SY 2021-2022	SY 2022-2023	SY 2023-2024
5	7	3

**Representation in Recruitment and Selection**

The challenge that FCPS faces with recruitment is a lack of racially and ethnically diverse candidates that meet our minimum qualifications. As we strive to fill our classroom vacancies, we must look to the available pool of candidates, and many of the recruitment events are primarily comprised of white candidates. FCPS regularly competes with other school systems in the metropolitan area for candidates that represent the racial and ethnic diversity of our communities, and for those seeking a strong starting salary, Frederick County is sometimes regarded as lagging. We are regularly monitoring this data and making annual efforts to recruit and retain staff as we work toward the salary minimum required by the Blueprint. We have seen a 10% point increase in applicants of color, but have maintained approximately a 16-18% hire rate. The percentage of candidates of color in FCPS aligns with the statewide data for candidates of color. In comparison, the overwhelming majority of available candidates are seeking to work in districts that are more racially representative of their backgrounds, and therefore our recruitment work has also focused on the importance of employee affinity groups and an organizational culture that focuses on diversity, equity, inclusion, and belonging. ★

# INFLUENTIAL FACTORS

There are a variety of factors that all school systems must manage in relation to the diversity and hiring of educators. Each factor is described, includes data, and presented with summary conclusions.

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## Factor #3: Interview Practices

FCPS conducts a comprehensive interview process encompassing three distinct stages to ensure a thorough assessment of candidates. The initial screening interview serves as the first point of contact, allowing us to evaluate applicants' general qualifications and suitability for the position. Following this, the curricular screening interview delves deeper into candidates' subject-specific knowledge and instructional abilities, aligning their expertise with the academic needs of the system. Finally, successful candidates progress to the school-based interview, where they engage with administrators, teachers, and staff at specific school sites. This stage enables a more localized evaluation, focusing on how candidates align with the unique culture and educational goals of individual schools within FCPS. Together, these three interview types contribute to a robust selection process.

Ensuring a fair interview process is crucial for attracting diverse and qualified candidates while maintaining ethical and legal standards. Training is provided to hiring managers on the importance of fairness and avoiding biases as well as providing guidelines on appropriate questioning and evaluation techniques. We also provide hiring managers with guidance on the importance of ensuring diversity among the interview panel to minimize the impact of individual biases and promote a culture of inclusivity and respect during the entire hiring process.

### Interview Protocol

We use a structured interview format to ensure that each candidate is assessed based on the same set of criteria. A variety of different types of interview questions are used, including open-ended questions that assess a candidate's skills and experience, behavioral interview techniques to evaluate how candidates handled specific situations in the past, and situation-based questions where candidates analyze hypothetical situations and describe how they would respond. Hiring managers are provided assessment tools that are validated for the specific role to ensure that all candidates are being evaluated using the same criteria which do not disproportionately disadvantage certain groups of candidates.

For administrative vacancies, panels often include a diverse composition of content supervisors, directors, principals, and other administrative staff who will most likely work with new hires (to include: experience, race/ethnicity, and gender). Members of the panel are selected based on the following criteria:

- Vested interest in the knowledge, skills, & abilities needed for the position.
- Knowledge of the system goals and how they relate to the department or office.
- Supervisory responsibilities.

Administrators are trained in interview procedures, including the use of the scoring rubric, and a member of the Department of Human Resources facilitates the interview process to ensure fairness and equity throughout the hiring process. Administrative and supervisory candidates are screened using a candidate evaluation rubric. The purpose of the paper screening is not to exclude people from consideration, but to ensure the candidate pool for potential interview meets the required qualifications of the position. The screening panel is also provided guidance on prohibited pre-employment inquiries as part of the training on using the evaluation rubric. The administrative interview process at

FCPS is designed to thoroughly assess candidates' qualifications and ensure a fair and comprehensive evaluation. The process begins with a screening task, allowing candidates to demonstrate their practical skills and knowledge relevant to the administrative role. Successful completion of this task qualifies candidates for the first round of interviews, where they engage in discussions about their professional experiences and competencies. Following the first round, selected candidates advance to the second round, which involves more in-depth discussions with key decision-makers, providing an opportunity to delve into leadership capabilities, problem-solving skills, and strategic thinking. This multi-stage approach enables us to make informed and equitable hiring decisions, ensuring that the selected candidates align with our systemic goals and contribute effectively to our team.

For support vacancies, the personnel officers within our human resources department pre-screen the candidates against the minimum qualifications as outlined in the job vacancy announcement. Screened candidates are then provided to the hiring managers for further evaluation and to determine which candidates will be interviewed. Hiring managers are encouraged to include a diverse panel of administrative and supervisory staff who will oversee the position. Administrators have received training on interview procedures, including the use of the scoring rubric, as well as equity training relating to equity and access in the hiring process.

As a school system, we believe in the importance of a diverse workforce; this is especially true in the diverse representation of our instructional staff. Each school administrator strives to increase the diversity of her/his staff in an attempt to reflect the diversity within her/his student population. The primary challenge, again, is the lack of diverse candidates with a degree in education or the minimum requirement of a bachelor's degree.



### Reflection on Hiring Protocols

FCPS has identified some interview practices that may contribute to a lack of diversity. These include: unstructured interviews, lack of diverse interview panels, overemphasis on cultural fit, non-inclusive questions, and overlooking transferable skills. To address these issues and foster a more inclusive hiring process, HR has been implementing measures such as structured interviews, ensuring that interview panels are diverse and representative of different backgrounds, emphasizing the importance of cultural contribution rather than fit, developing a set of inclusive and job-related questions that avoid biases and ensure fair evaluation and training interviewers on using these questions effectively, and encouraging interviewers to consider transferable skills and potential, broadening the criteria for success to attract a more diverse pool of candidates. ★

# INFLUENTIAL FACTORS

There are a variety of factors that all school systems must manage in relation to the diversity and hiring of educators. Each factor is described, includes data, and presented with summary conclusions.

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## Factor #4: Selection Practices

In FCPS, school administrators interview, select, and recommend teachers and support candidates for employment. The process is overseen by the Department of Human Resources, and offers of employment are made by department staff.

Monitoring the selection and equitable distribution of teachers of color across all schools involves a systematic and proactive approach. The Department of Human Resources has regular meetings with our System Accountability and School Administration Department (SASA) to ensure that all stakeholders are informed about progress, challenges, and the overall commitment to diversity. Ongoing collaboration helps to foster collaboration with schools and administrators to help identify and address any systemic or institutional barriers that may hinder the recruitment and retention of teachers of color.

### Influential Variables

While the negotiated agreement between the Board of Education of Frederick County (Board) and the Frederick County Teachers Association (FCTA) allows for voluntary and involuntary transfer processes, FCPS has not initiated transfers of non-White professional staff based solely on their racial or ethnic classification. The Blueprint for Maryland's Future (The Blueprint) implemented a state-wide salary enhancement for teachers who hold National Board Certification (NBC). It will be interesting to see how many teachers who hold NBC voluntarily move to Blueprint-identified low-performing schools or schools with a highly diverse racial/ethnicity/language/social economic student population or if The Blueprint has the impact for which it was intended by significantly increasing the number of NBC teachers.

FCPS has identified some common selection practices that may contribute to a lack of diverse candidates during the selection process. These include: unconscious bias during screening, non-inclusive job descriptions, unstructured interviews, lack of diversity in interview panels, and unrepresentative assessment methods. To address these issues and foster a more inclusive hiring process, HR has been implementing measures such as diverse interview panels, training on unconscious bias, revising job descriptions to be more inclusive, expanding outreach efforts, and utilizing structured interviews and diverse assessment methods. Regularly reviewing and updating these practices will contribute to a more equitable and diverse hiring process.

### Response and Planning

This past summer, HR spearheaded a comprehensive summer learning series. One of the topics focused on examining bias in the screening and interview process. This initiative aimed to enhance awareness and understanding among staff regarding potential biases that may inadvertently influence hiring decisions. It is our goal to continue delivering this training to staff consistently throughout the year, offering it through both in-person sessions and recorded modules for accessibility and flexibility. By providing practical insights and strategies, HR seeks to foster a fair and inclusive recruitment environment, empowering all team members to contribute to a more diverse and equitable workforce. ★

# INFLUENTIAL FACTORS

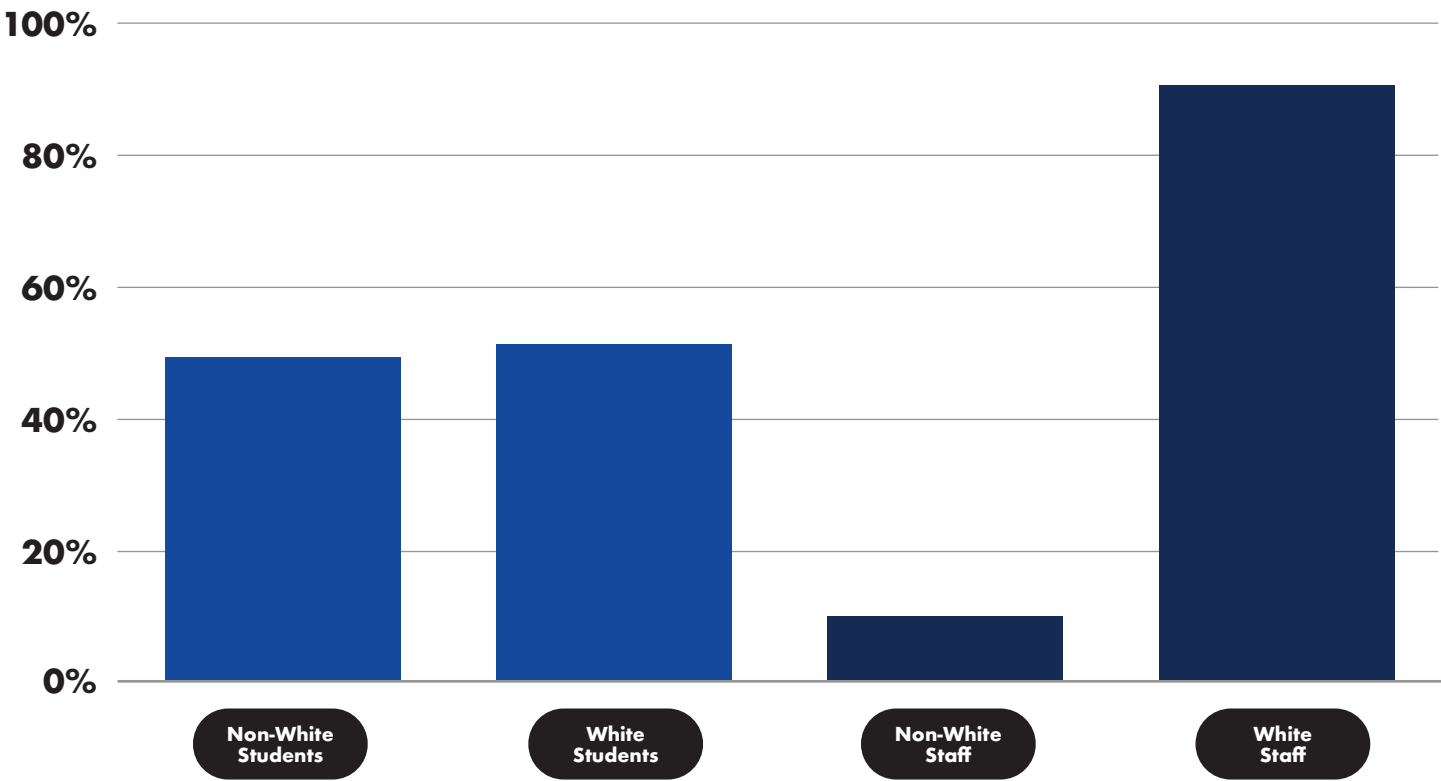
There are a variety of factors that all school systems must manage in relation to the diversity and hiring of educators. Each factor is described, includes data, and presented with summary conclusions.

## Factor #5: Comparison to Student Population to Certificated Staff Population

### Local Demographics

The demographic data gathered by the U.S. Census Bureau for Frederick County, Maryland reveals a similar overview of the racial and ethnic composition of county residents when comparing with certificated staff in FCPS. Frederick County residents consist of 77.6% white residents and 22.4% non-white residents. While the contrast between white and non-white county residents is not as pronounced as that among certificated staff in FCPS, it does not align with the demographic makeup of our student population.

Table 10: FCPS Certificated Staff vs Student Population by Race/ethnicity.



### Conclusions:

- The distribution of the student population is relatively equal between white and non-white students.
- Proportionally, the overwhelming majority of staff (90%) are white in comparison to students. ★

# INFLUENTIAL FACTORS

There are a variety of factors that all school systems must manage in relation to the diversity and hiring of educators. Each factor is described, includes data, and presented with summary conclusions.

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## Factor #6: Localized or Unique Challenges

### Geographic Location

FCPS is conveniently located near metropolitan areas including Washington, D.C. and Baltimore. However, because of its relative proximity to these areas, FCPS has a higher cost of living and the salary scale differs as compared to surrounding districts. Candidates who may want to move here sometimes decline once they realize that affordable housing is difficult to find. Additionally competing nearby school districts and private sector employment offers with attractive benefits can provide a challenge. That, in partnership with a reduced pipeline of diverse teacher candidates, negatively impacts diversity within FCPS.

### Proximity to Higher Education

Both Hood College and Mount St. Mary's University are located in Frederick County. At the same time, the larger institutions, including The University of Maryland and Towson University, both have long established relationships with other public school systems in Maryland and while we attend their recruitment events, many of their education students are hired into the school systems where they are completing student teaching practicum or closer to where they reside after graduation. Although Maryland is home to 22 approved certification programs, the state is not producing enough teachers to fill the needed vacancies.

### Open Contracts: A Changing Construct

FCPS has recently encountered the challenge of diminishing interest in open teaching contracts. Historically, these contracts were extended to candidates in the absence of identified vacancies, with the expectation that future positions would become available. However, FCPS has observed a decline in the acceptance rate of open contract offers during recent recruitment efforts. Candidates now express a stronger preference for knowing the specific location of their



assigned position within FCPS. This shift in preference has led to fewer accepted open contract offers, occasionally causing delays in the hiring process as the organization awaits notice of separation from current employees. FCPS is addressing this challenge by exploring ways to provide more location certainty to candidates and enhance the overall appeal of open teaching contracts. Furthermore, our human resources team have orchestrated a festive occasion termed “Signing Day” with the aim of generating increased enthusiasm and celebration surrounding our open contracts. This initiative is designed to rejuvenate the opportunity to secure staff in advance of coming vacancies.

# INFLUENTIAL FACTORS

There are a variety of factors that all school systems must manage in relation to the diversity and hiring of educators. Each factor is described, includes data, and presented with summary conclusions.

## Stakeholder Feedback

### Hiring Managers

As our HR team reflected on the recent work of the Summer 2023 hiring season, we took the opportunity to review our process and see if there were areas for enhancements or improvements. We sent a staffing survey to hiring managers, curriculum staff, and HR staff in order to help us determine what areas worked best, what areas may need more strengthening, and areas where we can improve our customer service experience. The survey included information about; the areas that worked well this hiring/onboarding season, if there were any hurdles to this hiring season, identified areas of improvement for moving forward, feedback on our new hire tracker (a tool for hiring managers to follow the stages of a new hire), and what worked well or didn't work with our recruitment events.

The success of the hiring season, as indicated by the percentage of respondents who gave a score of 3 or higher is as follows:

HR STAFF	HIRING MANAGERS	CURRICULUM PARTNERS
94%	85%	94%

In general, feedback from all stakeholders highlight that modifications to our internal teacher transfer process have resulted in the ability to extend contracts to external candidates more promptly. This, in turn, has prevented FCPS from losing potential applicants to other MD counties. Feedback also indicated that stakeholders perceived our job fairs and “Grow Your Own” initiatives like “Become an Educator Night” as effective strategies during this recruiting season. A recurring challenge highlighted by stakeholders was the scarcity of qualified and diverse candidates, particularly in critical shortage areas.

As a response to the survey, we conducted a staffing survey analysis, introducing “You Said” and “We Will” columns beneath each survey question. For instance, in response to the feedback that stakeholders would like to see more diverse applicants, our commitment in the “We Will” column is to persistently employ and broaden outreach to Historically Black Colleges and Universities (HBCUs) to enhance the representation of candidates across different racial and ethnic backgrounds.

### New Hires

We are committed to collecting data from our new hires about their job application and hiring experience. A survey tool has been developed for launch in January 2024, which aligns with the conclusion of the first 90 school days. The survey tool does not have response data at the time of this publication, but the areas of focus include:

- Finding jobs & locating job description information
- Starting and completing the application, including uploading documents and sending reference requests
- Interview process and timeline communication & experience
- Interactions with hiring managers and HR staff
- Pre-onboarding communication and information provided by Human Resources.

This information will be analyzed and used as a guidepost for the continued refinement of our work. In addition, we are working to launch an Employee Handbook and systemwide in person orientation sessions starting in July 2024 to further support organizational culture and the hiring experience overall.

### Exit Survey

In our review of staffing trends, FCPS has recently re-implemented our Employee Exit Survey to collect feedback from departing school system employees. This helps us pinpoint areas for enhancement and recognize trends in order to improve our processes. The confidential Employee Exit Survey serves as a platform for departing employees to share insights regarding their FCPS experience. Specifically designed questions solicit feedback on various aspects including their role, interactions with immediate supervisor, workload, reason for departure, and their overall recommendations of FCPS as an employer or for students. Additionally, employees have the opportunity to share any additional information they deem relevant.

Upon analyzing our latest survey results, we discovered that 93.5% of departing employees held school-based positions, with only 6.5% originating from Central Office roles. The majority of departures were from individuals who had been with FCPS for two to five years, constituting the highest percentage. The second largest group of departing employees were those with less than a year of service with FCPS. Further exploration revealed that the primary reason for departure was work conditions, with family circumstances ranking as the second most influential factor.



### Special Education to General Education

To support our work as a system in retaining employees, building our workforce, and determining why employees may elect to depart from FCPS, we have created the initiation of focus groups as an opportunity to explore these areas that impact our employees. Recently, we have noticed a significant number of educators who have elected to leave the special education classroom and return to general education. Our human resources department has partnered with the special education department to create a focus group to explore why our educators are leaving special education. Part of this group's focus is to survey the educators, conduct a data analysis on the survey results, and provide recommendations to the special education department. The survey was distributed on November 17, 2023. The survey was sent to 51 employees who are dually certified in special education and general education. These educators were hired and working as special education teachers and transitioned into general education roles in the school system. The focus group survey is a collaborative effort with our special education department with the goal of better understanding the compensation, workload, and working condition factors that may have contributed to their decision. At the time of this report publication, 20 responses had been collected. Final information and analysis will be analyzed and reviewed in January 2024 and inform our recruitment and retention efforts for the next year. ★

# INFLUENTIAL FACTORS

There are a variety of factors that all school systems must manage in relation to the diversity and hiring of educators. Each factor is described, includes data, and presented with summary conclusions.

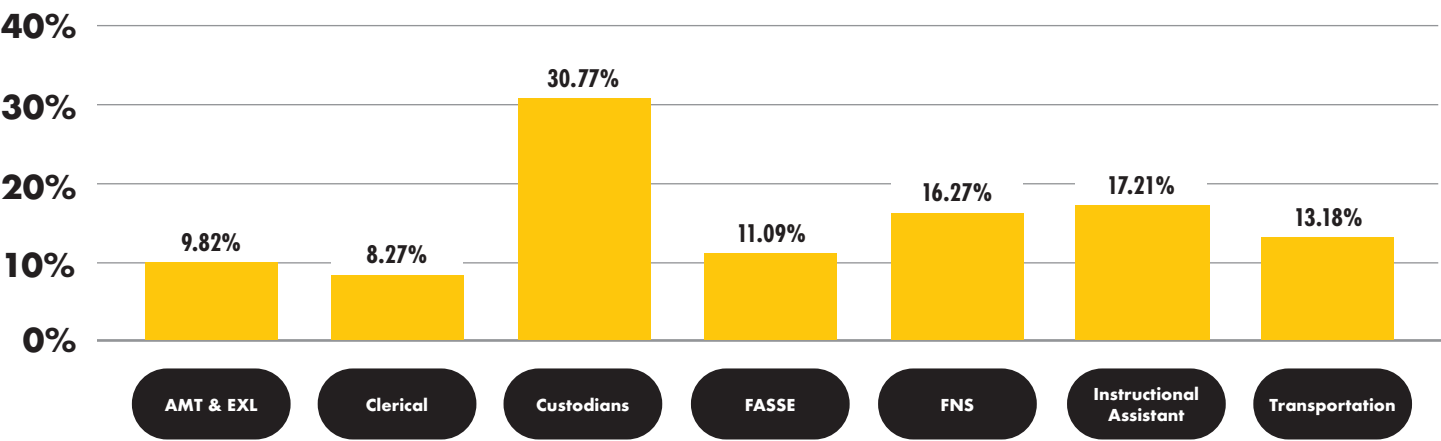
## Support Staff

### Background and Information

Support staff is defined as individuals who are not required to hold a certification issued by MSDE and provide operational support of the school system. While MSDE does not currently report on support staff, the Grow Your Own initiatives mean that employees within these support staff positions will be growing into our professional staff roles in the future. As a result, we are including a portrait of selected data points among our support personnel to demonstrate the connectedness of this category of employees to our teacher hiring data.

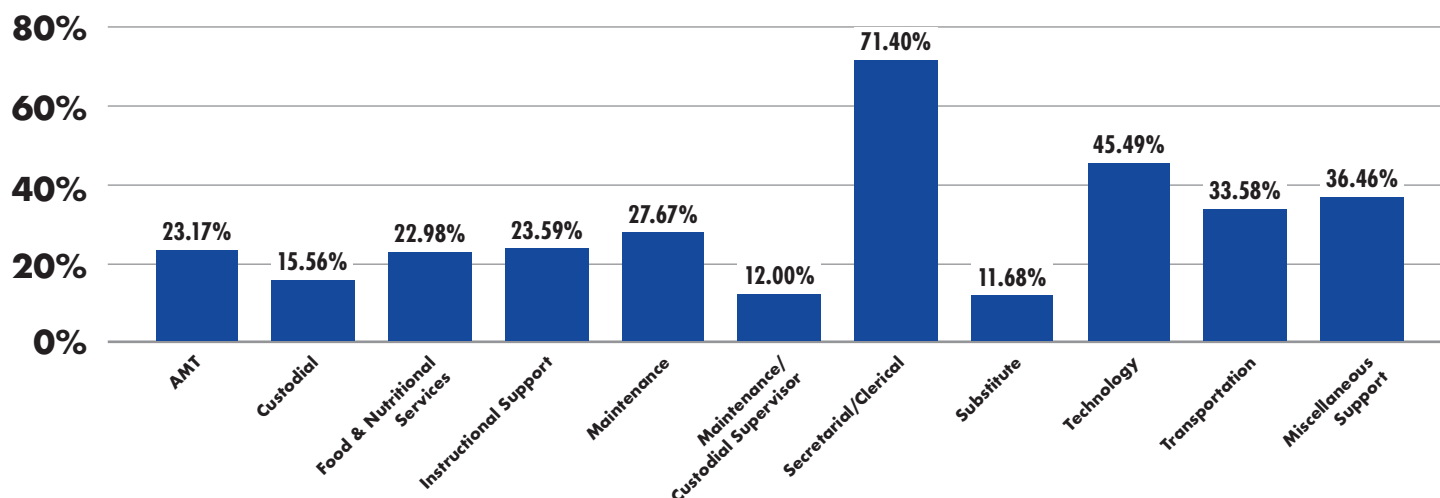
Please note, in the tables below percentages displayed within each subset reflect non-White\* support staff. This is the first year that support staff positions have been reported. Therefore, this data will provide a baseline for future reporting comparison.

Table 11a: Support Staff by Job Category

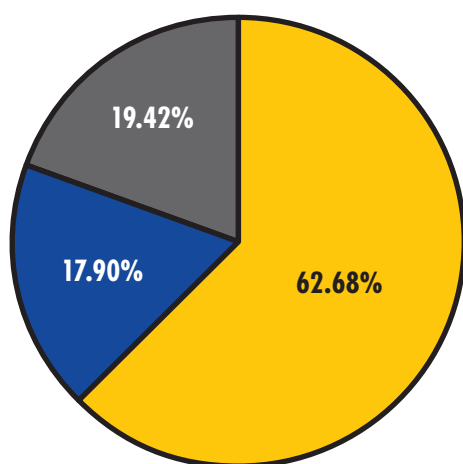


### Conclusions:

- The majority of support professionals are among the custodial group, followed by instructional assistants, food services, and transportation.

**Table 11b: Average Number of Applications by Position/Category****Conclusions:**

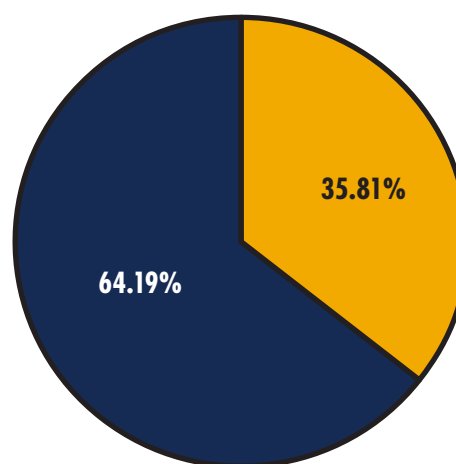
- The largest number of applications are in the secretarial and clerical job functions, followed by technology and transportation.
- The least number of average applications are in the substitute category, followed by maintenance and custodial services.

**Table 11c: Total Number of Applications by Gender**

- Female Applicant
- Male Applicant
- Not Indicated

**Conclusions:**

- Across all applications, the majority of candidates are 62% female.

**Table 11d: Total Number of Applications by Race**

- Applicants of Color
- Non-Applicant of Color or No Selection

**Conclusions:**

- While across all applications, the percentage of applicants of color has increased 9.47%. In 2021-2022 the number of applicants of color was 26.34%

# CONCLUSION

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The State of Maryland and the local systems, including FCPS, must do more to attract certificated and support staff that represent the diversity of our region. While our number of non-white staff is increasing, and FCPS has experienced an increase in non-white employees in ten of the twelve certificated staff categories, it does not mirror our student population. We have experienced a large growth of candidates of color in our support roles. With the “Grow Your Own” initiatives under the Blueprint plan, these support employees will receive the encouragement and guidance to seek teacher certification and become our next generation of teachers.

## **Closing Statement**

FCPS is fully committed to diversifying and increasing non-White staff throughout our school system by creating a system that is welcoming, inclusive, and offers competitive salaries, benefits, and opportunities for career advancement. This report has identified areas of needed improvement for both the State of Maryland and FCPS.

We look forward to partnering with the Accountability and Implementation Board (AIB), MSDE, and other Maryland school systems to implement positive changes which will result in outstanding achievements for all Maryland students. Collectively, we can reach every child, every day. ★