



# Charles County Public Schools

*Working together to achieve excellence for every student.*

## Hiring Practices and Diversity Report June 2022



**MSAR #13537**

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

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## **Introduction**

Charles County Public Schools (CCPS) is one of the fastest growing school systems in Maryland. Located south of Washington, D.C., Charles County is considered part of the Washington, D.C. metropolitan area. Charles County has a population of 154,747 and is located in Southern Maryland. Elementary schools are composed of students from prekindergarten to grade five; middle schools have students from sixth to eighth grade; and high schools serve students in grades nine through twelve.

## **Mission**

The mission of Charles County Public Schools is to provide an opportunity for all school-aged children to receive an academically challenging, quality education that builds character, equips for leadership and prepares for life, in an environment that is safe and conducive to learning.

## **Schools and Centers**

Charles County Public Schools is composed of 37 schools and 5 educational centers.

- 22 Elementary Schools
- 8 Middle Schools
- 7 High Schools
- 5 Centers:
  - F.B. Gwynn Educational Center
  - James E. Richmond Science Center
  - Judy Center
  - Nanjemoy Creek Environmental Center
  - Robert D. Stethem Educational Center

## **Enrollment**

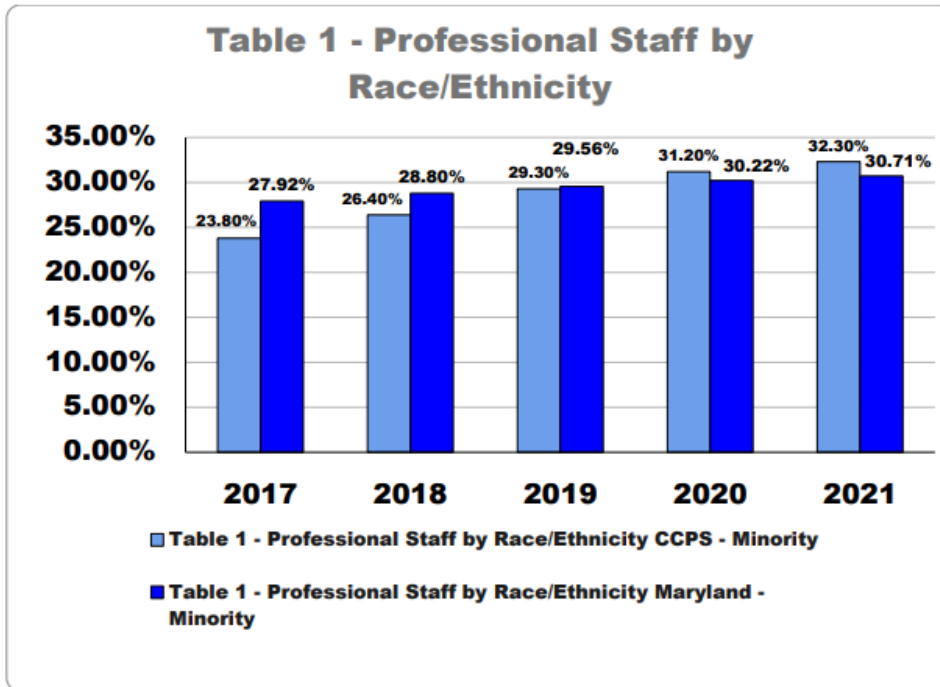
CCPS enrollment for the 2021-22 school year is 26,875.

## **Factor #1 - Staffing Trends**

The following is an analysis of data collected and published by the Maryland State Department of Education (MSDE) on the [marylandpublicschools.org](http://marylandpublicschools.org) website. This data is reflected in the published document, [Professional Staff by Assignment, Race/Ethnicity and Gender](#), from 2017 to 2021, to show a five-year trend. Specifically, we have examined state-wide data and data specific to Charles County Public Schools.

### **Table 1 - Professional Staff by Race/Ethnicity**

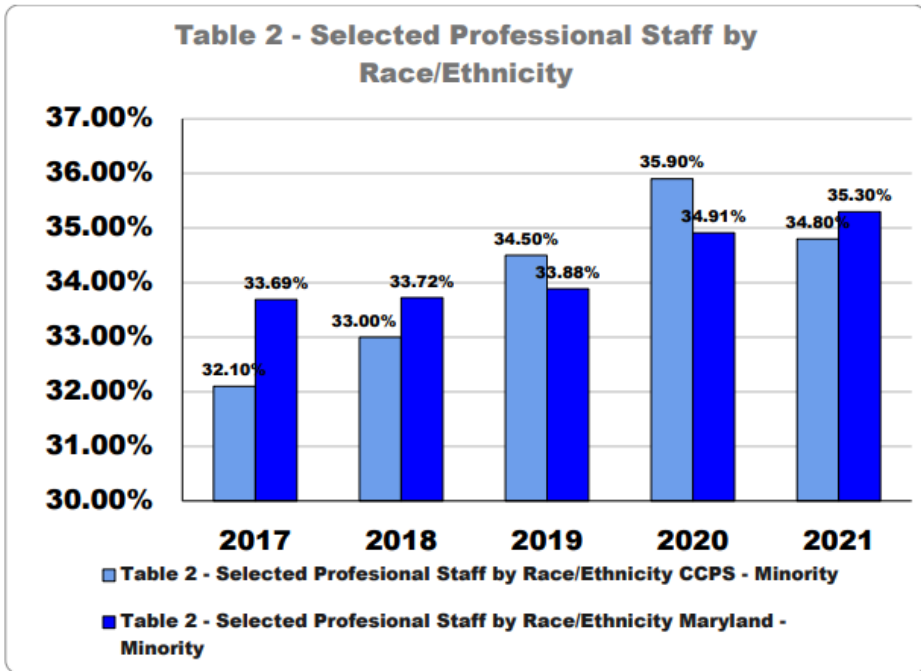
Table 1 of the report includes all professional positions. The tables that follow break down subsets of the professional positions. It represents the entire professional staff defined as individuals required to hold a teaching certification by the Maryland State Department of Education or other licenses required by the State of Maryland, such as therapists.



This chart demonstrates that the State of Maryland has increased the overall number of minority professional staff by 2.79% over the past five years. CCPS has increased the overall number of **diverse** professional staff by 8.5% over the past five years, outpacing the state by 5.71%. CCPS has made progress in increasing the diversification of professional staff within schools, but across Maryland we struggle as a state.

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

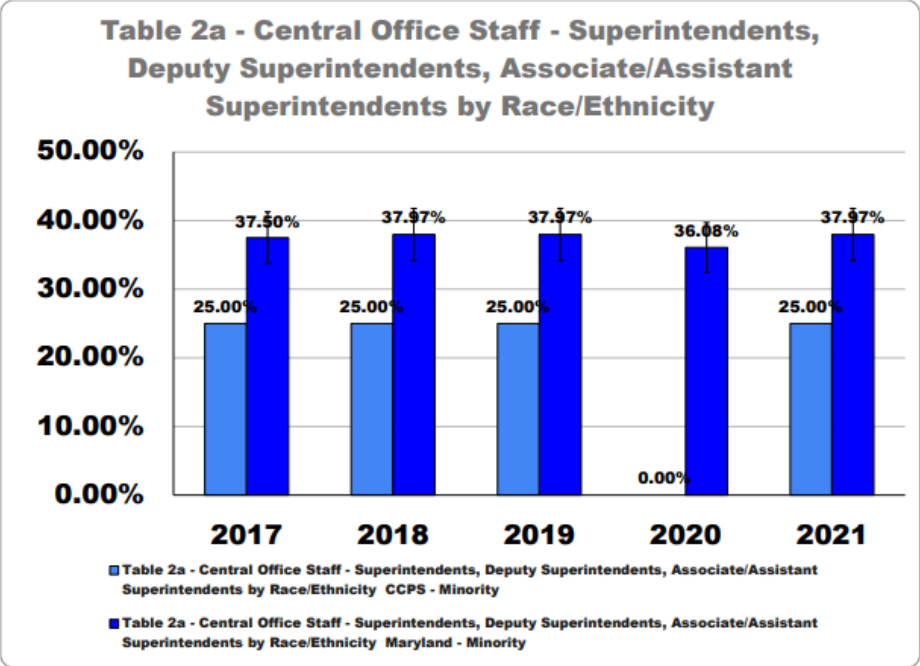
This table of selected professional staff includes superintendents, deputy superintendents, associate or assistant superintendents, directors, coordinators, supervisors, other administrators, pupil personnel workers, and school social workers.



This chart demonstrates that the State of Maryland has increased the overall number of diverse selected professional staff by 1.61% over the past five years. CCPS has increased the overall number of diverse selected professional staff by 2.7% over the past five years. While CCPS has increased the number of selected professional staff in comparison to the state, it can do better.

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

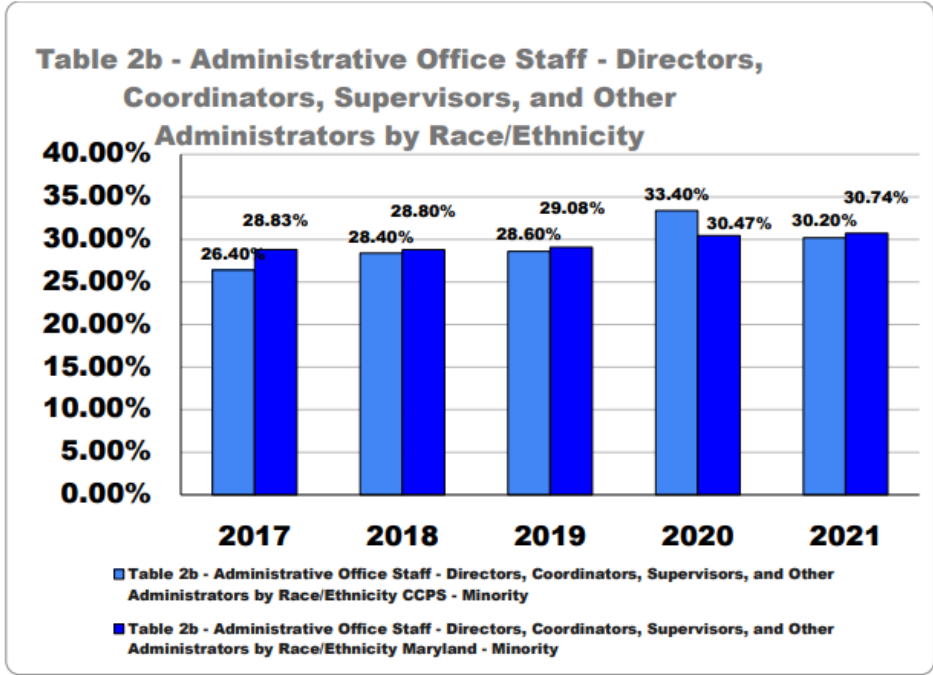
This table of central office staff includes superintendents, deputy superintendents, and associate or assistant superintendents.



This chart demonstrates that the State of Maryland has increased the overall number of minority superintendents, deputy superintendents, and associate or assistant superintendents by merely 0.47% over the past five years. CCPS has managed to maintain 25% diverse representation in these positions for four out of the previous five years.

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

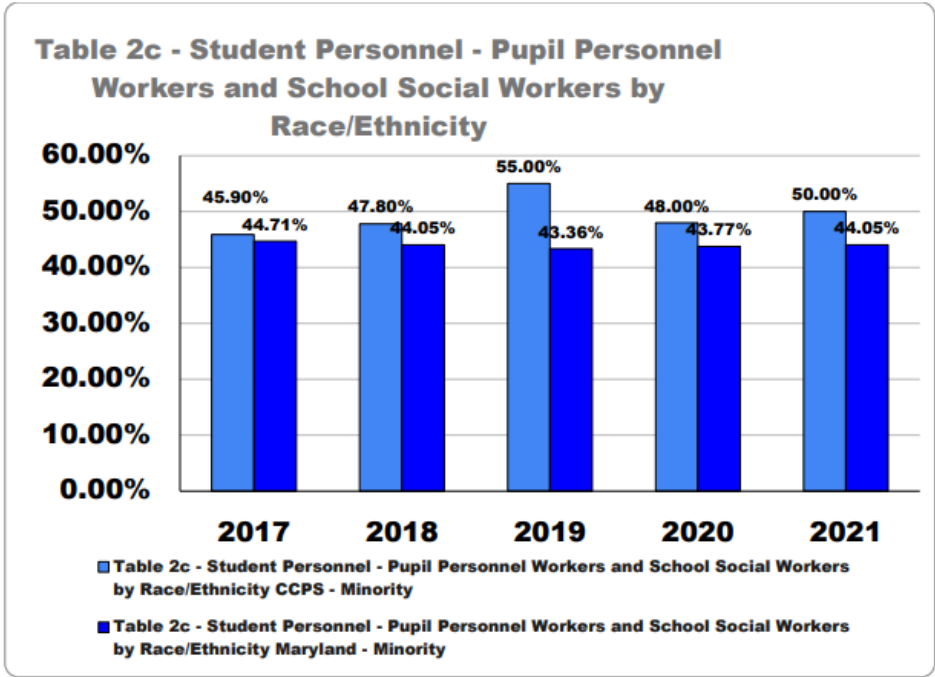
This table of administrative office staff represents the directors, coordinators, supervisors, and other administrative staff by race and ethnicity.



This chart demonstrates that the State of Maryland has increased the overall number of minority administrative office staff, including directors, coordinators, supervisors, and other administrators by 1.91% over the past five years. CCPS has increased the overall number of minority administrative office staff, including directors, coordinators, supervisors, and other administrators, by 3.8% over the past five years. CCPS has increased the number of minority selected professional staff better than the increase state-wide.

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

This table represents the student personnel, specifically pupil personnel workers and school social workers by race and ethnicity.

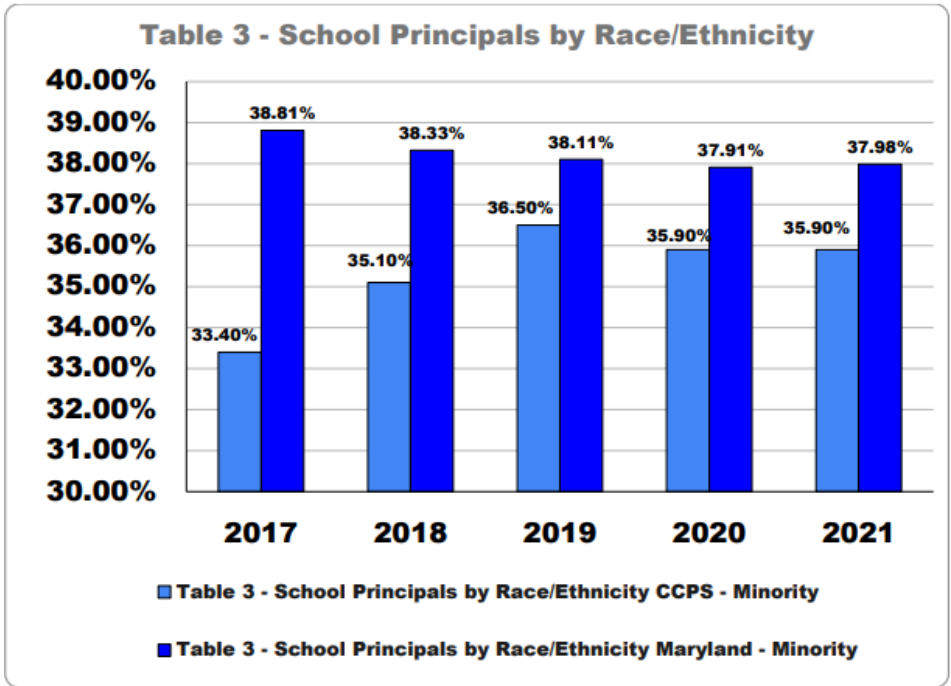


This chart demonstrates that the State of Maryland has shown a decrease in the overall number of minority pupil personnel workers and school social workers by -0.66% over the past five years. Fortunately, CCPS has increased diverse representation by 4.1% in these positions over the previous five years.

**Table 3 - School Principals by Race/Ethnicity**

This chart represents school principals, at all levels of elementary, middle, and high school, by race and ethnicity.

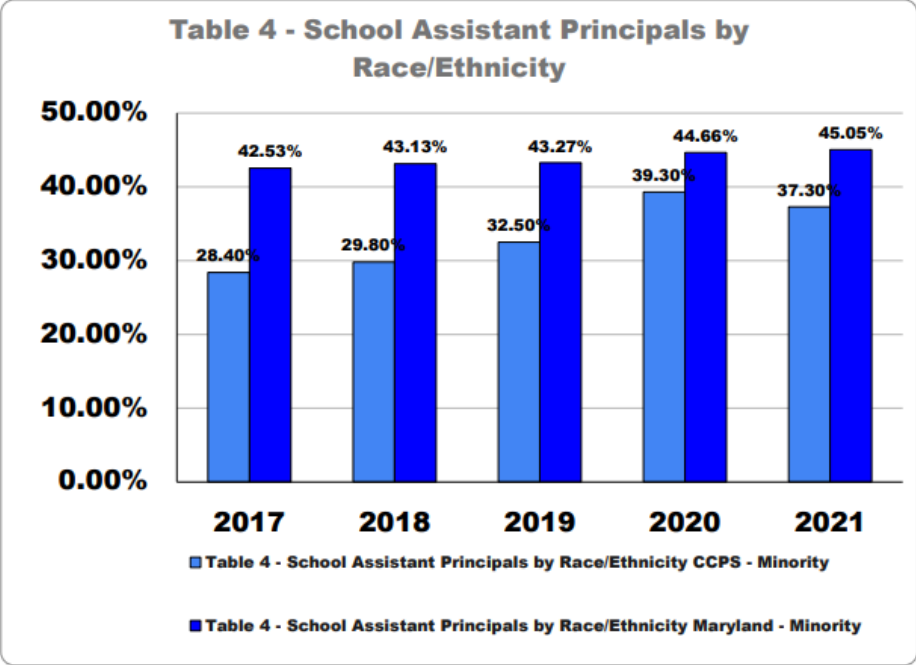




This chart demonstrates that the State of Maryland has shown a decrease in the overall number of minority school principals over the past five years by -0.83%. In comparison, CCPS has increased the percentage of diverse school principals by 2.5% over the previous five years.

**Table 4 - School Assistant Principals by Race/Ethnicity**

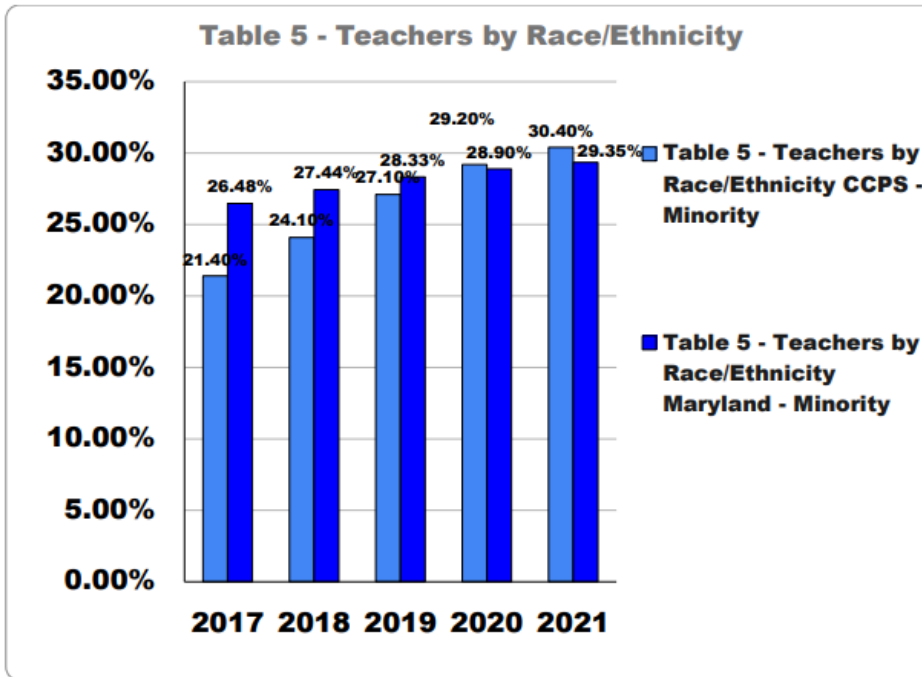
This chart represents school assistant principals, at all levels of elementary, middle, and high school, by race and ethnicity.



This chart demonstrates that the State of Maryland has increased the overall number of minority school assistant principals over the past five years by 2.52%. CCPS has increased the percentage of minority school assistant principals by 8.9% over the previous five years.

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

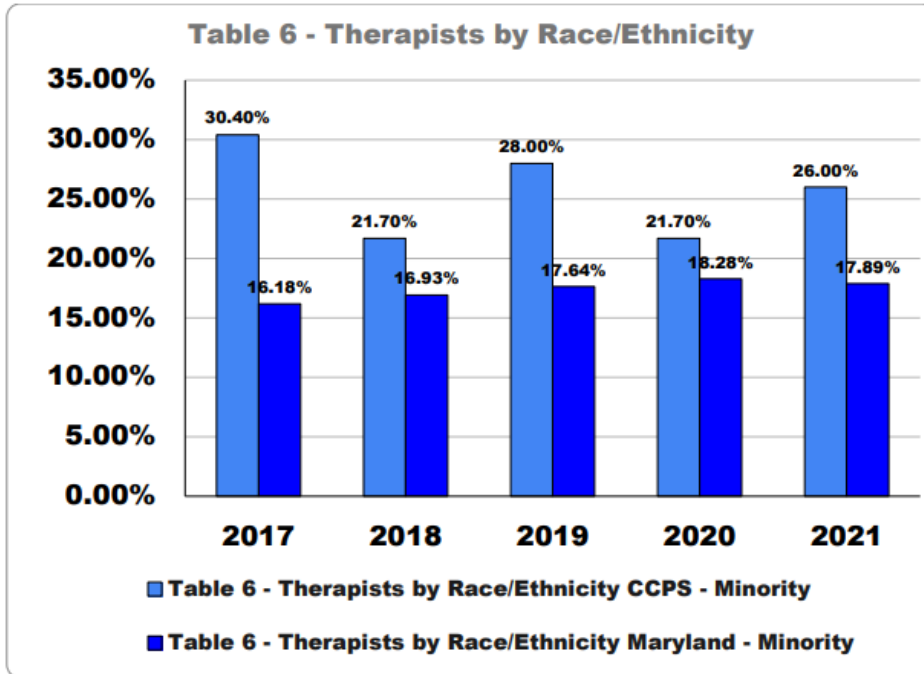
This chart represents teachers, at all levels of elementary, middle, and high school, by race and ethnicity.



This chart demonstrates that the State of Maryland has increased the overall number of minority teachers, state-wide, over the past five years by 2.87%. CCPS has had an increase in the percentage of diverse teachers by 9.0% over the previous five years. This is a major accomplishment for CCPS and a focus area for this report. Maryland must do more to attract diverse teachers to the teaching profession. All Maryland school systems, including Charles County, would benefit from an increase in the number of diverse teachers.

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

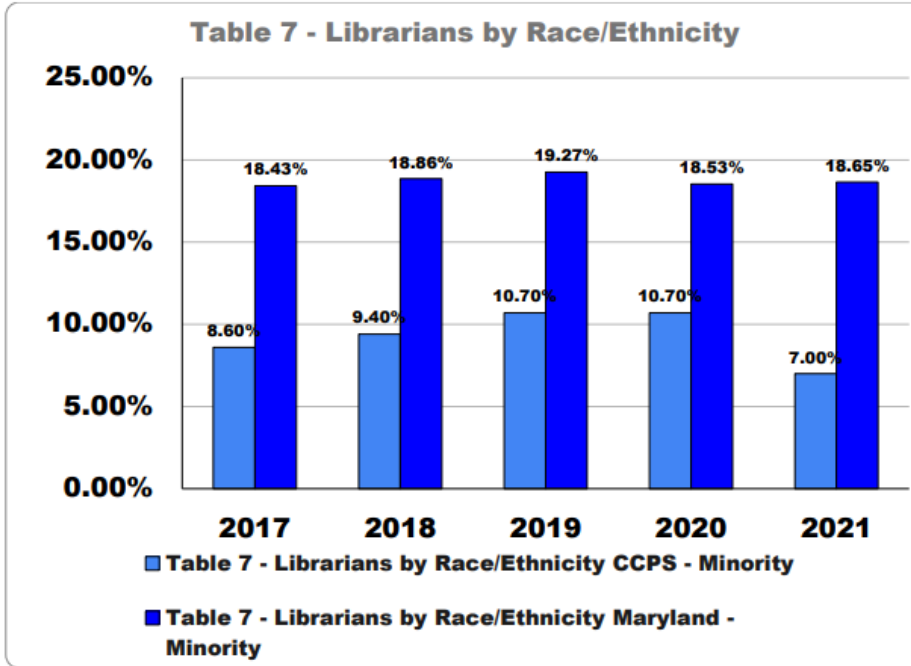
This chart represents therapists, at all levels of elementary, middle, and high school, as well as therapists at the central office level, by race and ethnicity.



This chart demonstrates that the State of Maryland has increased the overall number of minority therapists over the past five years by 1.71%. CCPS has experienced a decrease in the percentage of minority therapists by -4.4% over the previous five years.

**Table 7 - Librarians by Race/Ethnicity**

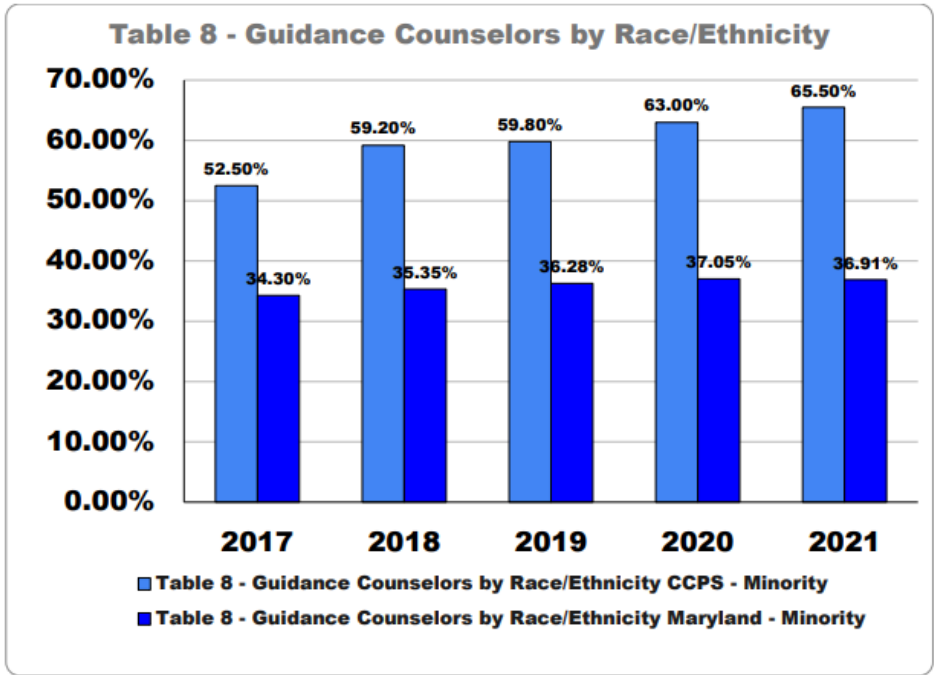
This chart represents librarians at all levels including elementary, middle and high school, as well as librarians at the central office level, by race and ethnicity.



This chart demonstrates that the State of Maryland has increased the overall number of diverse librarians over the past five years by only 0.22%. CCPS has experienced a decrease in the percentage of diverse librarians by -1.6% over the previous five years.

**Table 8 - Guidance Counselors by Race/Ethnicity**

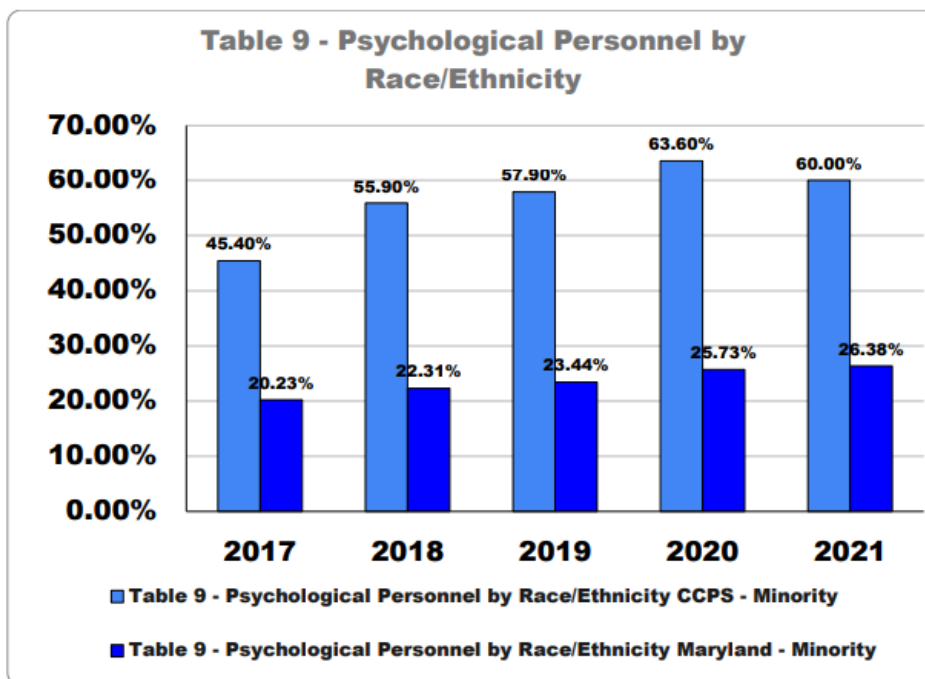
This chart represents guidance counselors at all levels including elementary, middle and high school, as well as guidance counselors at the central office level by race and ethnicity.



This chart demonstrates that the State of Maryland has increased the overall number of diverse guidance counselors over the past five years by 2.61%. CCPS has had an increase in the percentage of diverse guidance counselors by 13% over the previous five years.

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

This chart represents psychological personnel, at all levels of elementary, middle, and high school, as well as psychological personnel at the central office level, by race and ethnicity.



This chart demonstrates that the State of Maryland has increased the overall number of minority psychological personnel over the past five years by 6.15%. CCPS has significantly increased the diverse representation of psychological personnel over the past five years by 14.5%. However, school psychologists continue to be an area of shortage for CCPS.

### **Analysis of Data for Factor #1 for CCPS**

Diverse representation in education throughout the State of Maryland and across the nation remains a challenge. Still, CCPS progressed in increasing representation in the majority of categories, surpassing the state. There are two categories that require targeted efforts to increase representation such as therapists and librarians. However, overall, CCPS outpaces the state and must continue to strive for improvement.

## **Factor #2 - Recruitment Practices**

Charles County Public Schools has an active recruitment program. We participate in on-site and virtual recruitment fairs at colleges and universities throughout Maryland, Virginia, Pennsylvania, Delaware, New York, North Carolina, Georgia, Minnesota, Tennessee and Ohio. We also participate in recruitment fairs at Historically Black Colleges and Universities (HBCUs) such as Howard University, North Carolina A&T, Morgan State University, etc. CCPS attended 54 recruitment fairs between January 1, 2022, and May 18, 2022. Additionally, we have hosted our own hiring events both virtually and in person to offer multiple platforms and opportunities for applicants to connect with us. The COVID-19 pandemic immediately altered our recruitment approach, moving from attending in-person recruitment fairs to participating solely in virtual recruitment fairs. As we move beyond the pandemic, many colleges and universities are continuing to host online virtual recruitment fairs. While this presents a challenge to meeting candidates face-to-face, it also allows our school system to interact with more candidates nationwide.

The challenge we most often face with recruitment is an overall lack of qualified teaching applicants. The number of conditional certificates continues to increase each year. CCPS is actively working to identify and increase Grown Your Own initiatives to develop a pipeline for support staff to work through the process to becoming fully certified teacher in hopes of filling vacancies with internal applicants.

## **Factor #3 - Interview Practices**

Charles County Public Schools typically conducts in-person interviews at the school level and those interviews are led by the school principal. Principals often



include assistant principals, content or grade-level supervisors, department chairs, or instructional resource teachers when conducting interviews with candidates.

Administrators throughout Charles County Public Schools have been trained by the Office of Human Resources to conduct interviews. Principals recommend candidates to the Office of Human Resources for offers of employment, and all recommendations for hire must be accompanied by an interview rating rubric and position screening record. The Office of Human Resources then audits the documentation submitted to identify and eliminate any unfair hiring practices.

Administrators throughout Charles County Public Schools are excited when diverse candidates are available for interviews. Too often, administrators are presented with a pool of candidates who do not represent diverse racial or ethnic groups. Each school administrator strives to increase the diversity of their staff to reflect the diversity within their student population. The challenge again is the lack of diverse candidates with a degree in education or the minimum requirement of a bachelor's degree.

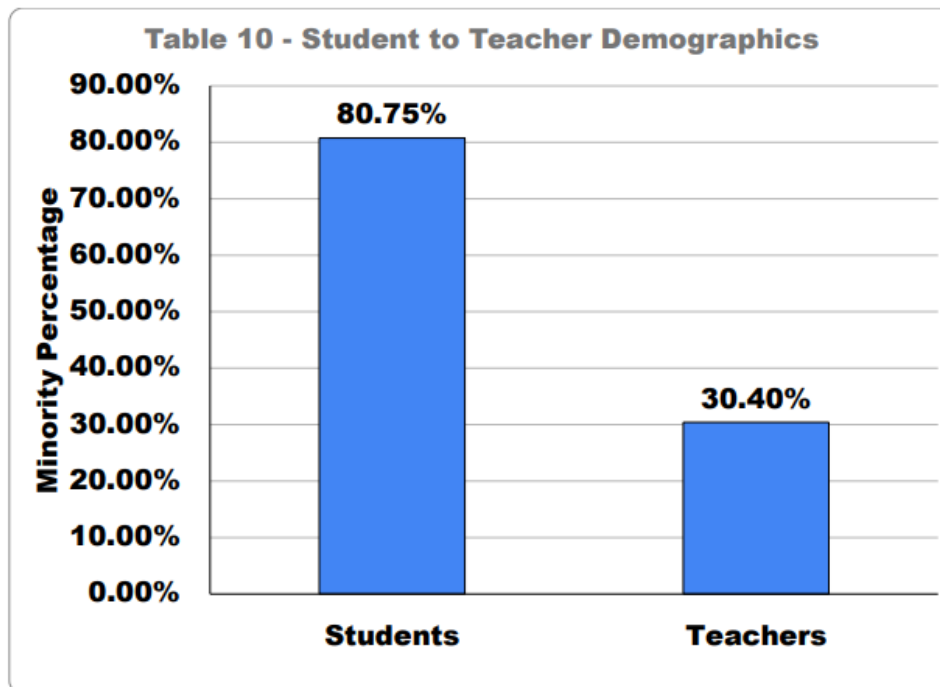
#### **Factor #4 - Selection Practices**

On an annual basis, the Office of Human Resources presents the Board of Education and the community, including principals, with data that compares our staff population demographics to that of the student population demographics. The goal is to inform stakeholder groups and encourage them to seek opportunities to diversify their staff when vacancies occur. The Senior Leadership Team reviews CCPS diversity hiring statistics annually to ensure increased representation throughout the school system. While the negotiated agreement between our Board of Education and the Education Association of Charles County (EACC) does allow for voluntary and involuntary transfer

processes, Charles County Public Schools has not initiated transfers of diverse staff based solely on racial or ethnic classification. While the Blueprint for Maryland's Future has implemented a state-wide salary increase for teachers who hold National Board Certification, it will be interesting data to see how many teachers who hold National Board Certification wish to move into low-performing schools. Another data point to consider is the number and percentage of diverse National Board-Certified teachers. Charles County Public Schools school administrators interview, select, and recommend candidates for employment. The process is overseen by the Office of Human Resources, and offers of employment are made by the Office of Human Resources.

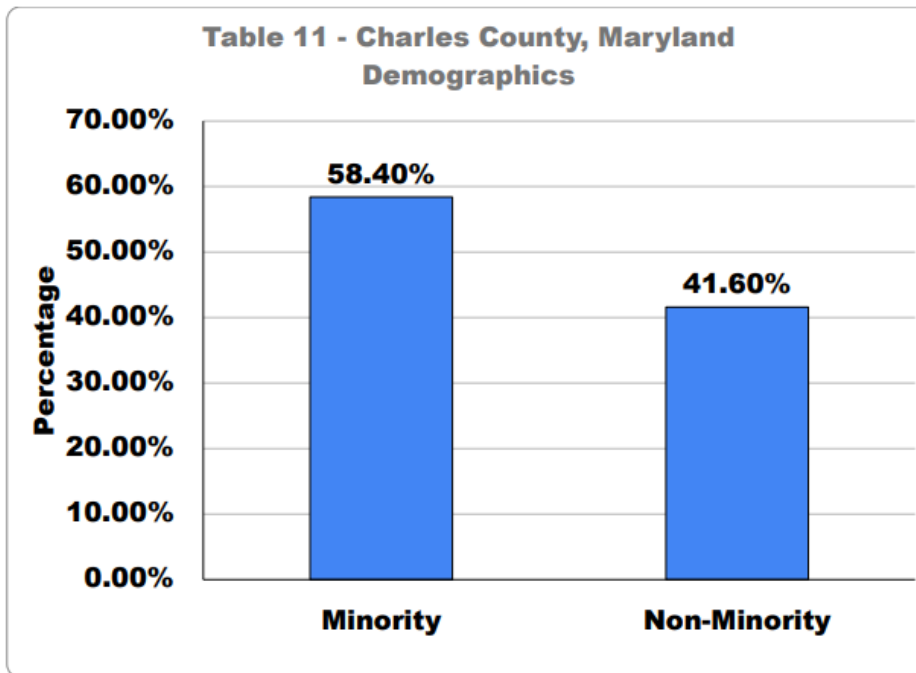
### Factor #5 - Comparison to Student Populations

In this section, we compare the population of Charles County Public School students to the population of teachers.



This table demonstrates that in 2021, the Charles County Public School student population was comprised of 80.75% of minority students and only 30.40% of diverse teachers.

This table demonstrates the diversity of representation within Charles County, Maryland.



This data was taken from the United States Census Bureau website ([U.S. Census Bureau QuickFacts: United States](https://www.census.gov/quickfacts/maryland)). The ability to recruit teachers from within our community is available. According to the United States Census Bureau, 52.0% of the population within Charles County, Maryland is Black or African American alone and 30% of citizens age 25 or older hold a Bachelor's degree or higher (2016-2020). Since the minimum requirement to become a conditionally certified teacher is holding a Bachelor's degree, educational attainment is yet another challenge we face recruiting locally.

### **Factor #6 - Survey Data from Stakeholders**

CCPS has not conducted hiring/recruitment surveys with stakeholders. Moving forward, the Office of Human Resources will follow the recommendation from the Maryland Negotiations Service (MNS) workgroup, to distribute two surveys. These surveys would allow CCPS to identify areas of needed improvement, opportunities for professional development, and/or changes needed with regard to our processes and procedures. One survey will be distributed to stakeholders responsible for conducting interviews, recommending candidates, and/or placement of teachers. The second survey will be distributed to recent new hires.

### **Factor #7 - Localized or Unique Challenges Conclusion**

CCPS is conveniently located near metropolitan areas such as the District of Columbia and Baltimore, Maryland. However, the relative proximity to the Washington, D.C., metropolitan area does impact hiring in terms of market salary competition. The cost of living is high in Washington, DC. Candidates desiring to move to Charles County are challenged finding affordable housing which affects offer acceptance. With an already reduced pipeline of diverse teacher candidates, the lack of affordable housing and competitive compensation negatively impacts diversity recruitment.

There are colleges and universities located within the metropolitan area; however, education classes continue to shrink. During the 2021-2022 school year, CCPS hired 149 conditionally certified teachers and maintained numerous teaching vacancies throughout the school year, which is now a common occurrence. CCPS hired 83 conditionally certified teachers during the 2020-2021 school year.

CCPS supports all five of the recommendations below developed by the MNS workgroup.

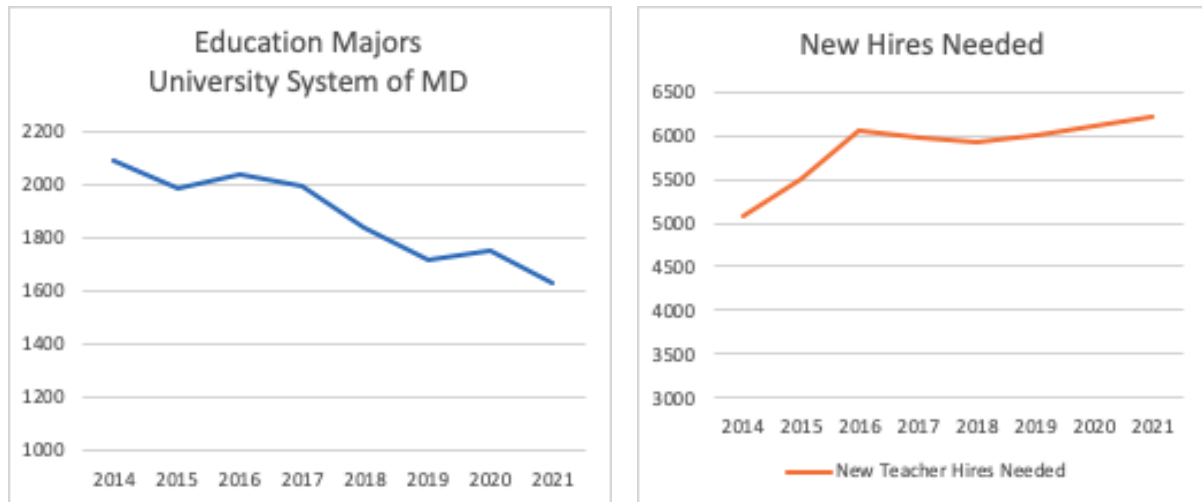
Support for Recommendation #1: The workgroup recommends data analysis be expanded to include all public school employees, not just teaching staff. The work of every CCPS employee can impact on our students. This would require MSDE to collect and report out staffing data for all professional, certificated, and non-certificated staff of public schools throughout Maryland.

Support for Recommendation #2: The workgroup recommends an increase in education programs in Maryland. All colleges and universities in Maryland should be required to implement or expand teacher preparation programs, including community colleges. The Blueprint for Maryland's Future includes the incentive of loan forgiveness. State scholarships or free tuition for individuals enrolled in an education degree program leading to certification in Maryland should be explored. These programs must be highly advertised and publicized for educators to take advantage of these financial incentives. The extension of student-teaching internships to a full year should be examined to determine if it has a negative impact on low-income or minority populations.

Support for Recommendation #3: The workgroup identified the need to invest in and promote a national recruitment campaign to increase the number of diverse teacher candidates living, working, and growing in Maryland. While MSDE had previously discussed such an initiative with Directors of Human Resources and Deans and Directors of Higher Education, there has been no proof or demonstration of any state-led recruitment efforts. A state-wide job fair, sponsored by the Maryland Association of School Personnel Administrators (MASPA) was once a highly regarded and attended

event. While MSDE partnered with MASPAs to send representatives to assist with certification, MASPAs were the lead agent on this initiative, not MSDE.

These tables below represent education majors graduating throughout the University System of Maryland as compared to the number of new teacher hires needed each year.



Source: IRIS, USM (Retrieved May 24, 2022)

<https://www.usmd.edu/IRIS/DataJournal/Degrees/?report=Degrees-by-Program-Area-an d-Degree-Type#>

Support for Recommendation #4: The workgroup recommends the Accountability and Implementation Board (AIB) review the current tests required for certification in Maryland. These tests should be evaluated to determine if there is an inequity in the percentage of minority candidates passing these tests required for certification in Maryland. The costs of these tests should also be examined and offset by state funds. Lastly, the number of tests required per certification area should also be examined to limit the number of tests any one certification area can require. The EdTPA and PPAT assessments should be included in this evaluation. CCPS also encourages the AIB to

request data from the National Board for Professional Teaching Standards (NBPTS) that analyzes the number and percentage of minority teachers who achieve and maintain their national certification, both on a national level and throughout Maryland.

Support of Recommendation #5: The workgroup originally recommended the local school system's hiring practices and diversity report be delayed. This did not occur requiring school systems to still submit their reports by July 1, 2022. However, we support the recommendation of the workgroup that MSDE reinstate the publication of the Teacher Staffing Report (last published in 2018) on a biennial basis. The hiring practices and diversity reports from local school systems would then be conducted biennially on the years opposite to MSDE's Teacher Staffing Report. The MSDE Teacher Staffing Report would be required to be published by July 1, 2022; July 1, 2024; July 1, 2026; etc., and the Hiring Practices and Diversity Report required by local boards of education would be required to be submitted by July 1, 2023; July 1, 2025; July 1, 2027; etc. By requiring this report on a biennial basis, school systems may be able to produce data impacted by the implementation of the Blueprint requirements such as changes to the National Board Certification stipend, implementation of career ladders, any changes to certification requirements/tests, future salary increases, and the impact of the time teachers spend teaching, and the time administrators are expected to teach.

CCPS is fully committed to diversifying and increasing representation across our employee populations of staff throughout our school system. This report has identified areas of needed improvement. We look forward to partnering with the AIB, MSDE, and other school systems throughout Maryland to implement positive changes that result in

outstanding achievements for our students. Collectively, we can make Maryland the best school system in the country.