

ANN ARBOR PUBLIC SCHOOLS

LEAD. CARE. INSPIRE.

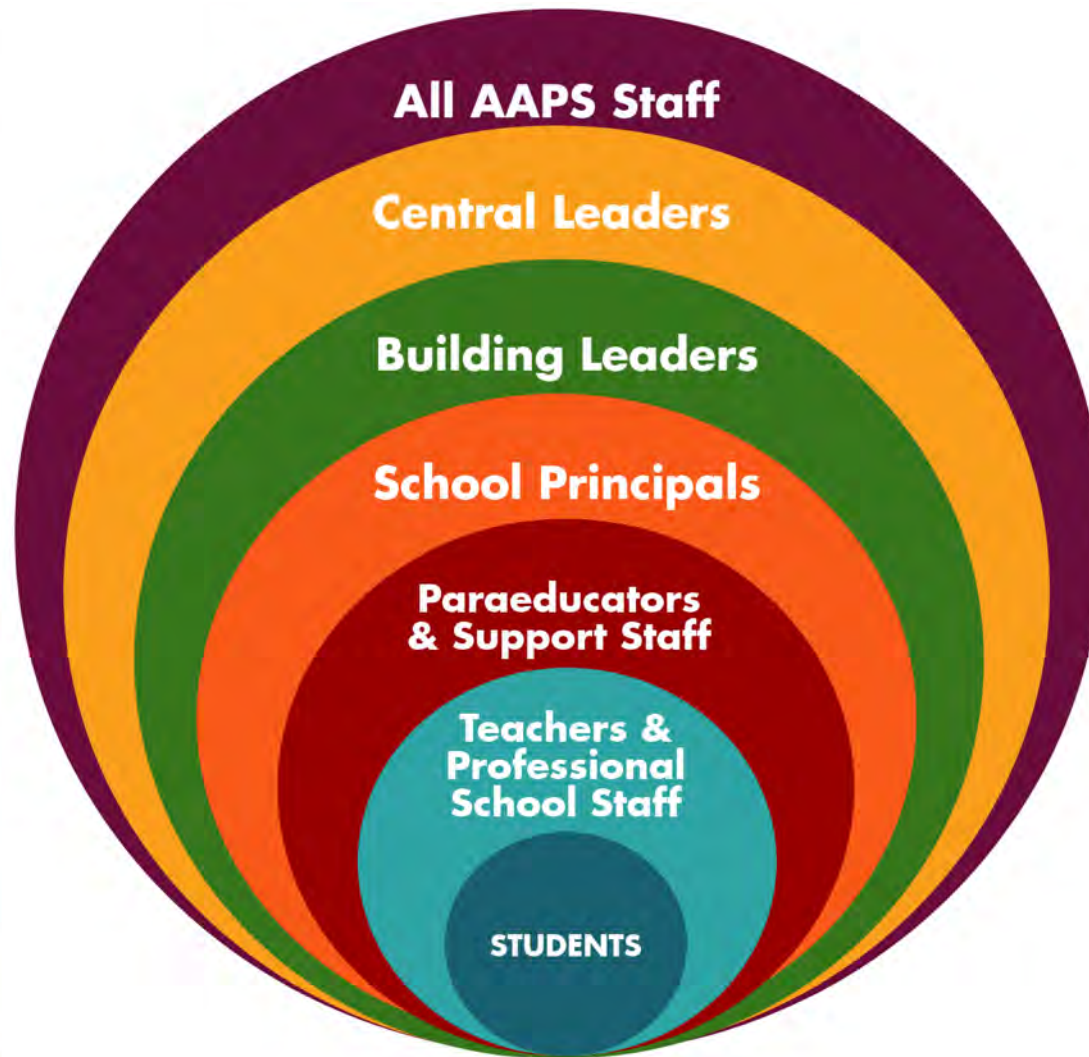


2020-21 AAPS Recruitment and Staffing Update

Board of Education Performance Committee
January 28, 2021

David Comsa, Deputy Superintendent/General Counsel
Shonta Langford, Executive Director
Holly Scherer, Director





January 28, 2021

2020-21 AAPS Recruitment & Staffing Update



2020-21 Staffing

► 2020-21 staffing changes reflect

- ✓ Continue commitment to hire a highly-skilled and diverse staff
- ✓ Support staffing needs for the 2020 Extended Continuity of Learning Plan and the Return to Learn Plan
- ✓ Support the launch of A2 Virtual Programs K-5
- ✓ Support the expansion of A2 Virtual Programs 6-12
- ✓ Continued commitment to maintain class sizes at all levels
- ✓ Continued work toward goal to eliminate combined grade level classes
- ✓ Support increased staffing needs in Special Education

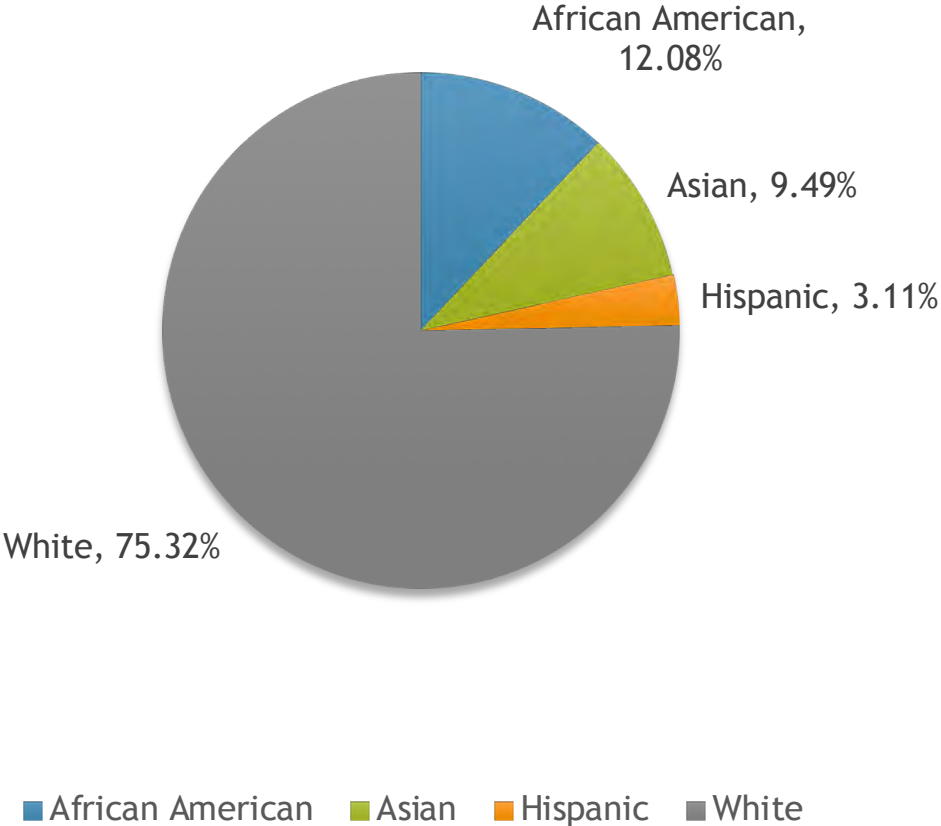


Staff Totals By Group

	2020-21
Teachers & Professional School Staff (includes Teachers, Counselors, School Social Workers, Speech Therapists, Occupational Therapists, School Psychologists, School Nurses, Intervention Specialists, Coordinators)	1462
Para Educators & Other School Support Staff (includes Paraprofessionals, Office Professionals, Community Assistants, Rec & Ed Coordinators & Technical Support Personnel)	533
School Principals	34
Building Leaders (includes Assistant Principals, Class Principals, Deans, Assistant Deans, Athletic Directors)	29
Central Leaders (includes Cabinet, Directors, Assistant Directors)	21
TOTAL*	2099

**Staffing numbers are fluid and can change daily
This number represents full time equivalency (FTE) not headcount*

New Teacher Demographics





Bryant Elementary

***Good schools, like good societies and good families,
celebrate and cherish diversity.***

Deborah Meier

Diversity Core Values

In the Ann Arbor Public Schools, we:

- ✓ Respect diversity, celebrate and benefit from a rich, diverse learning and work environment, and understand that diversity strengthens the organization.
- ✓ Recognize that diversity supports all creative energies and cultivates new talent not before recognized.
- ✓ Acknowledge diversity as a strength both within the Ann Arbor community and in the Ann Arbor Public Schools.
- ✓ Understand that our students and staff benefit from the many perspectives and rich culture of a diverse educational environment.
- ✓ Know that it is beneficial for students to have diverse and positive role models at school, and across our AAPS organization.
- ✓ Know that students who learn, grow, and succeed in a diverse K-12 environment will be much better prepared to take their next steps in a diverse world.





Mitchell Elementary

2020-21 STUDENT & STAFF RACE/ ETHNICITY State & National Comparison

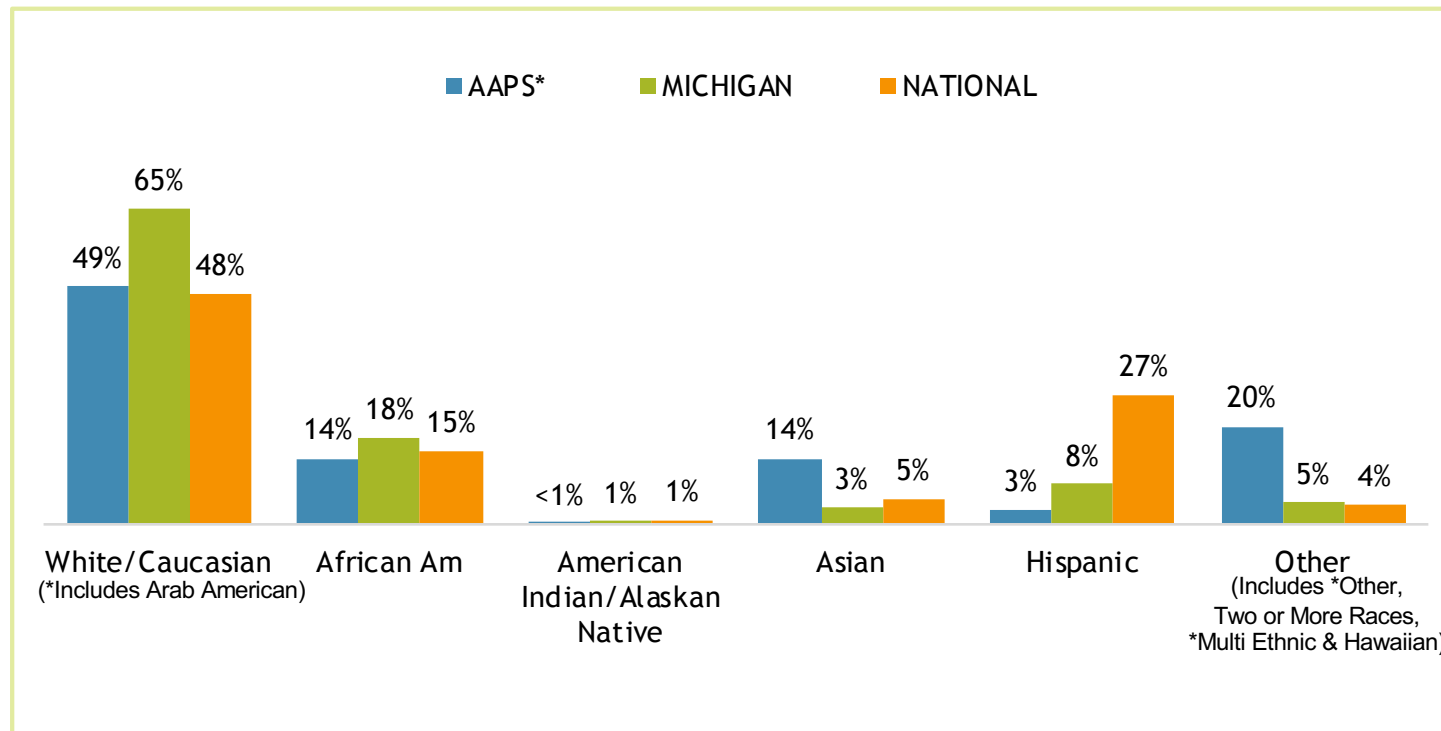
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Student Comparison

AAPS / State / National

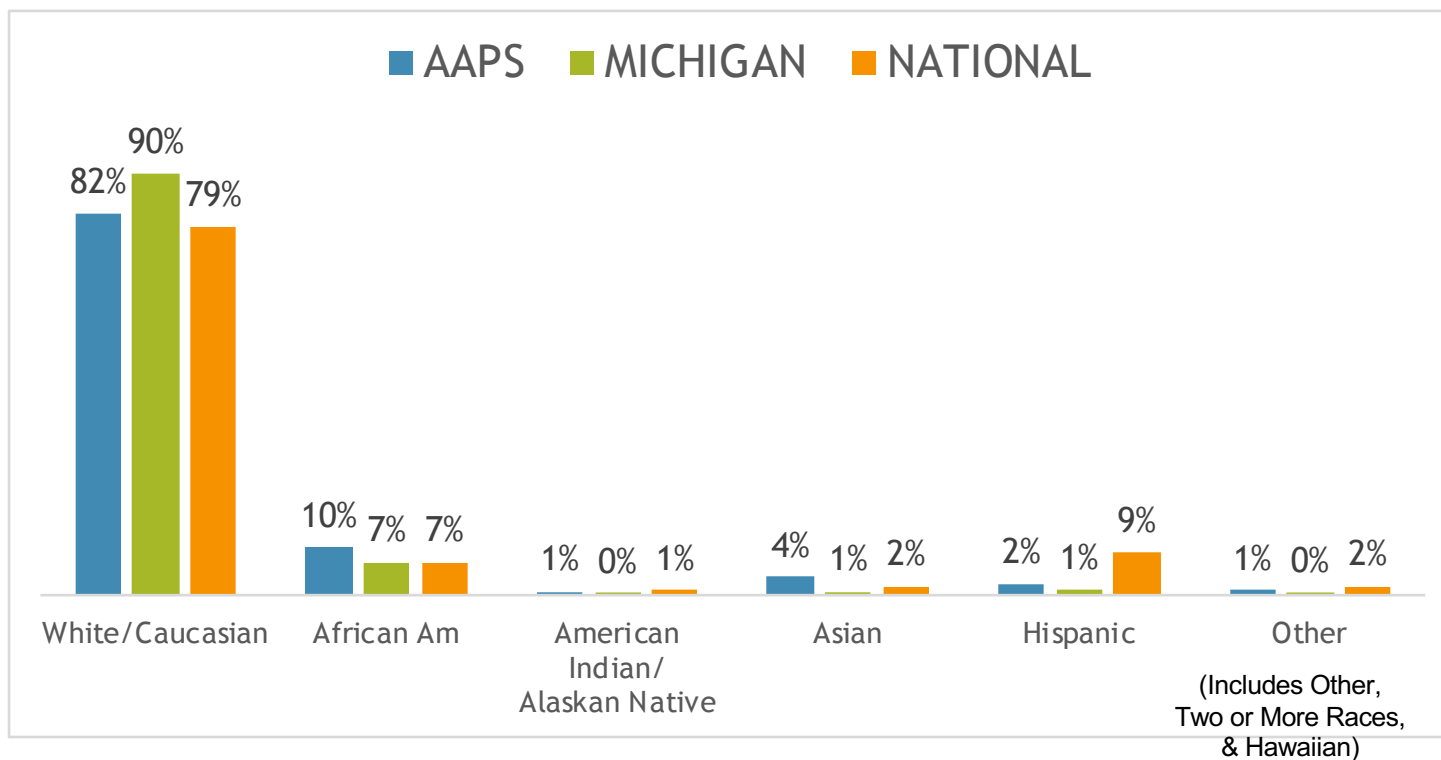


AAPS Source: 2019-20 Annual Student Enrollment Report
 Michigan Source: 2019-20 MI School Data Student Count Snapshot
 National Source: National Center for Education Statistics, 2017-18

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Teacher Comparison AAPS / State / National



AAPS Source: 2020/21 New World Data 11-16-2020

Michigan Source: 2019/20 MI School Data Staffing Count Snapshot

National Source: National Center for Education Statistics, 2017/18

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Dicken Elementary



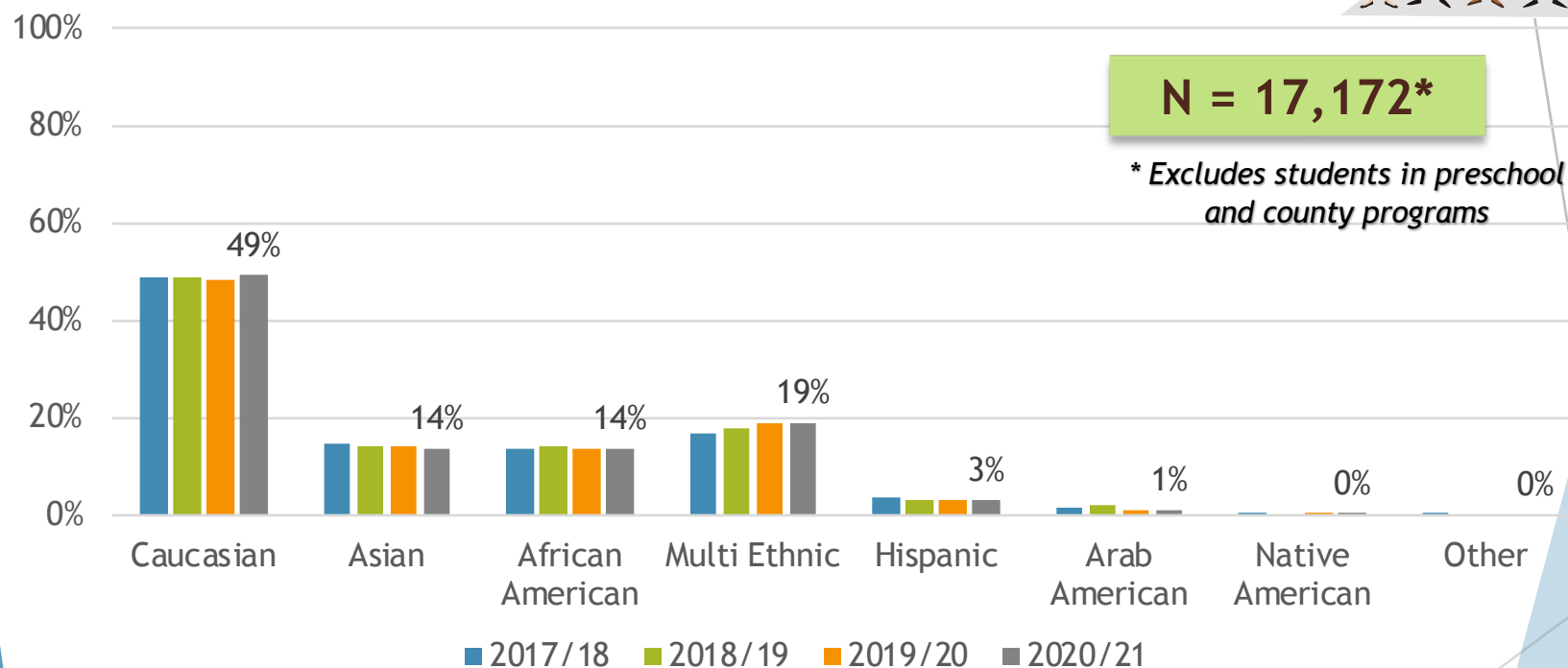
2020-21 STUDENT & STAFF Race/ Ethnicity Data

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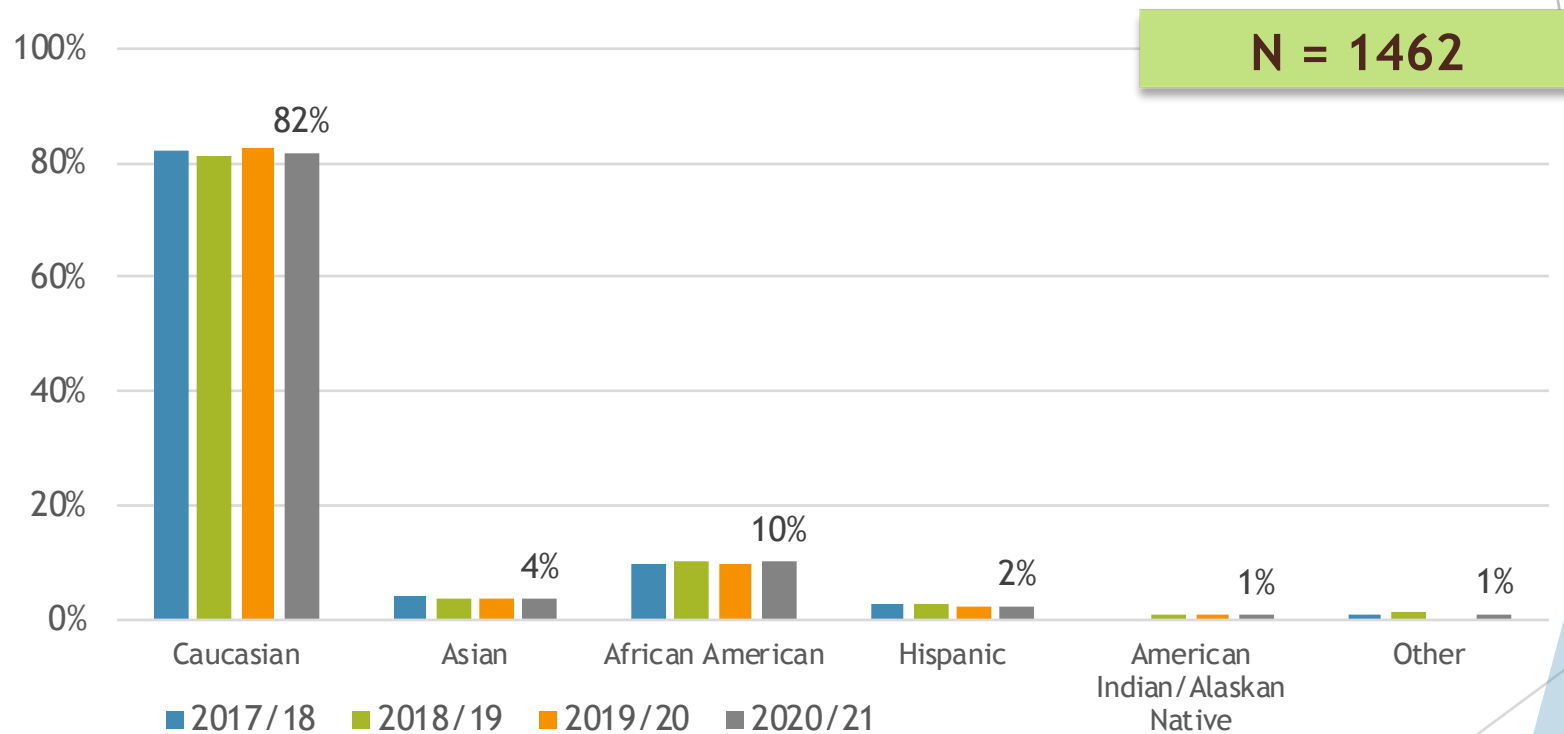
AAPS Student Population



NOTE: Student race/ethnicity is determined according to District reporting requirements.

Teachers & Professional School Staff

(Teachers, Counselors, School Social Workers, Speech Therapists,



NOTE: Staff race/ethnicity is determined according to Federal reporting requirements.

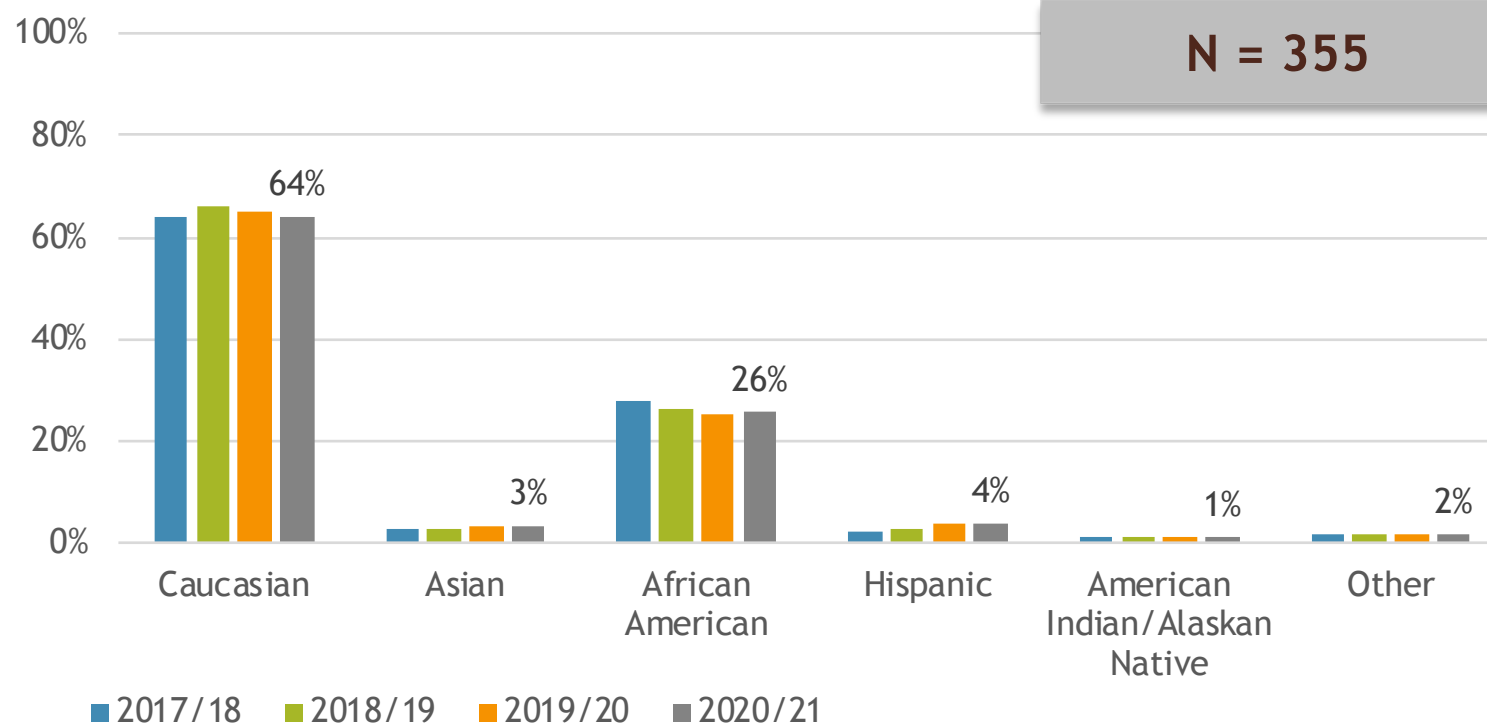
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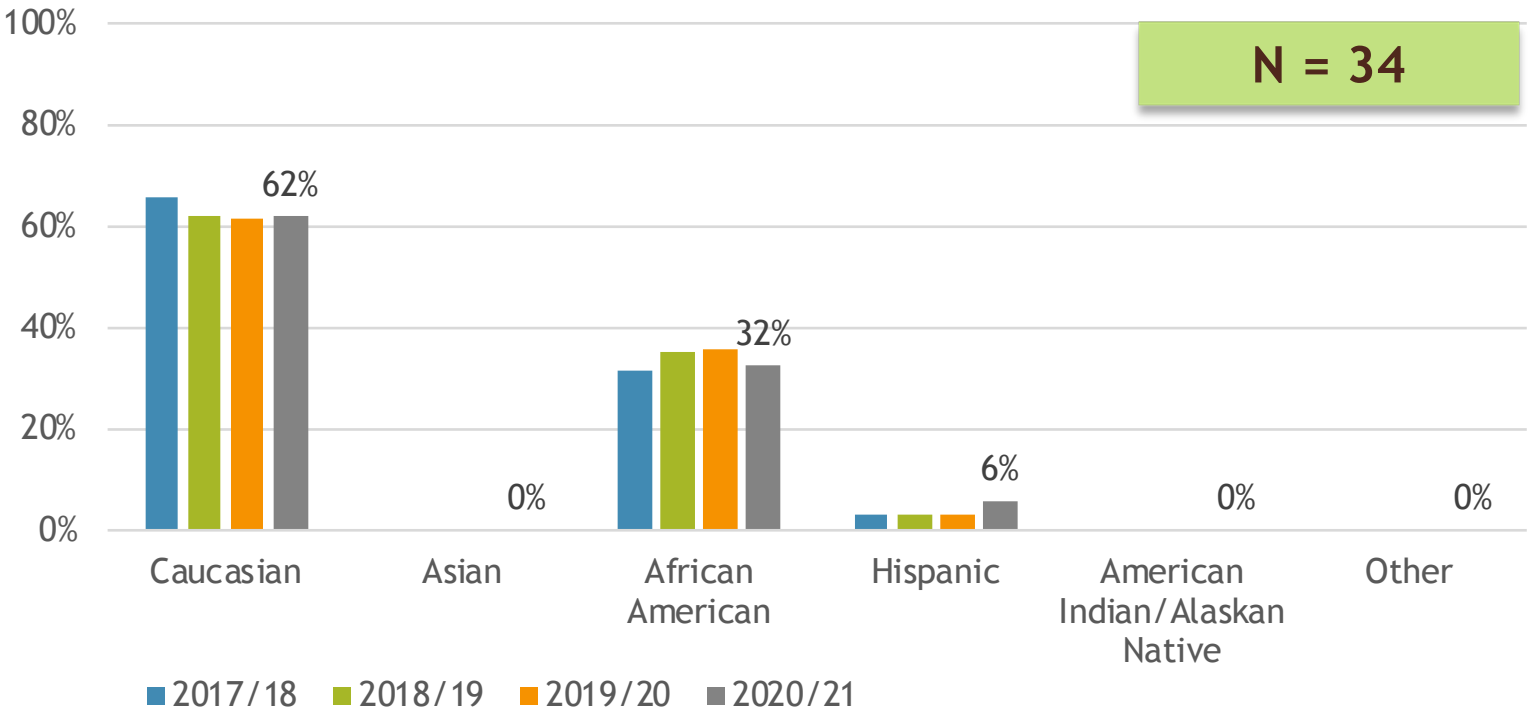
Para Educators & Other School Support Staff

(Para Educators, Office Professionals, Rec & Ed Coordinators & Technical Support Personnel)



NOTE: Staff race/ethnicity is determined according to Federal reporting requirements.

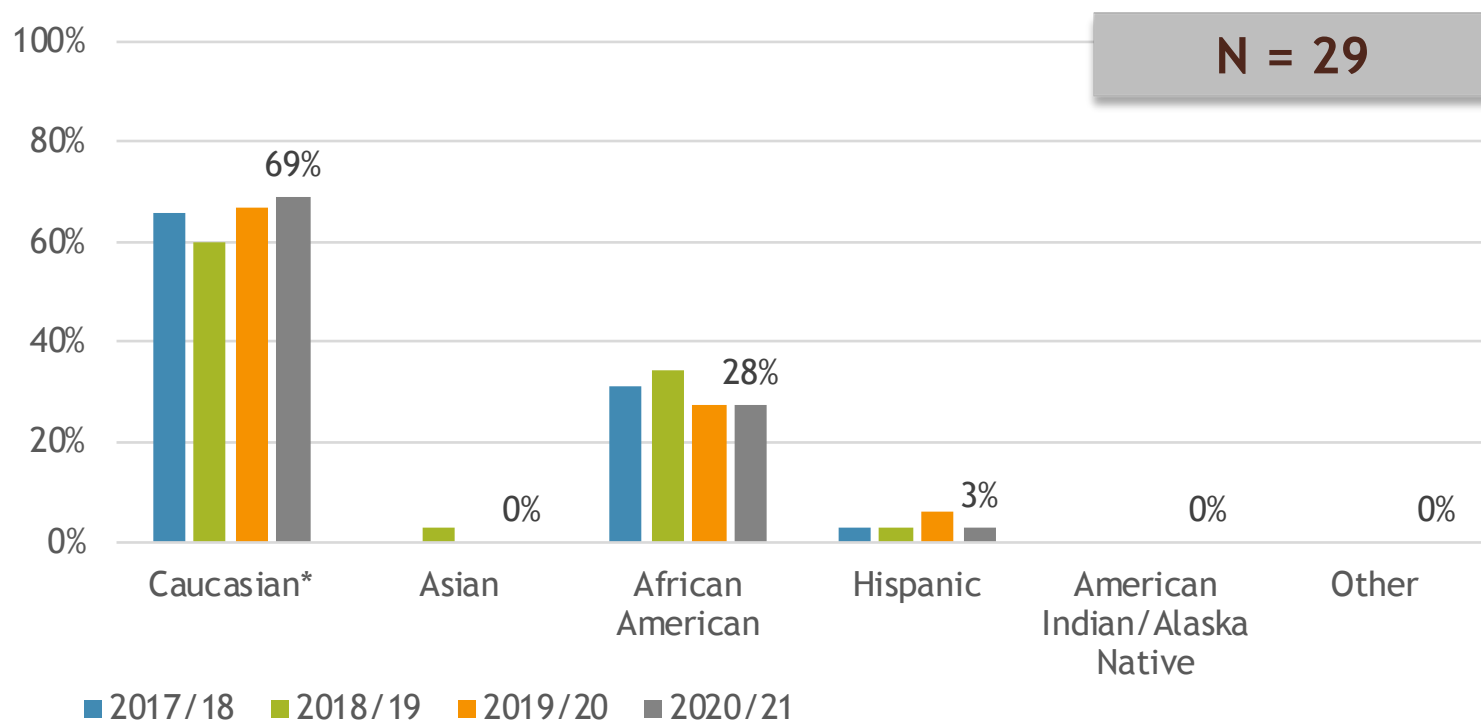
School Principals



NOTE: Staff race/ethnicity is determined according to Federal reporting requirements.

Building Leaders

(Assistant Principals, Class Principals, Deans, Assistant Deans, Athletic Directors)



NOTE: Staff race/ethnicity is determined according to Federal reporting requirements. There was a reduction of 3 Assistant Principal positions for the 2020/21 school year.

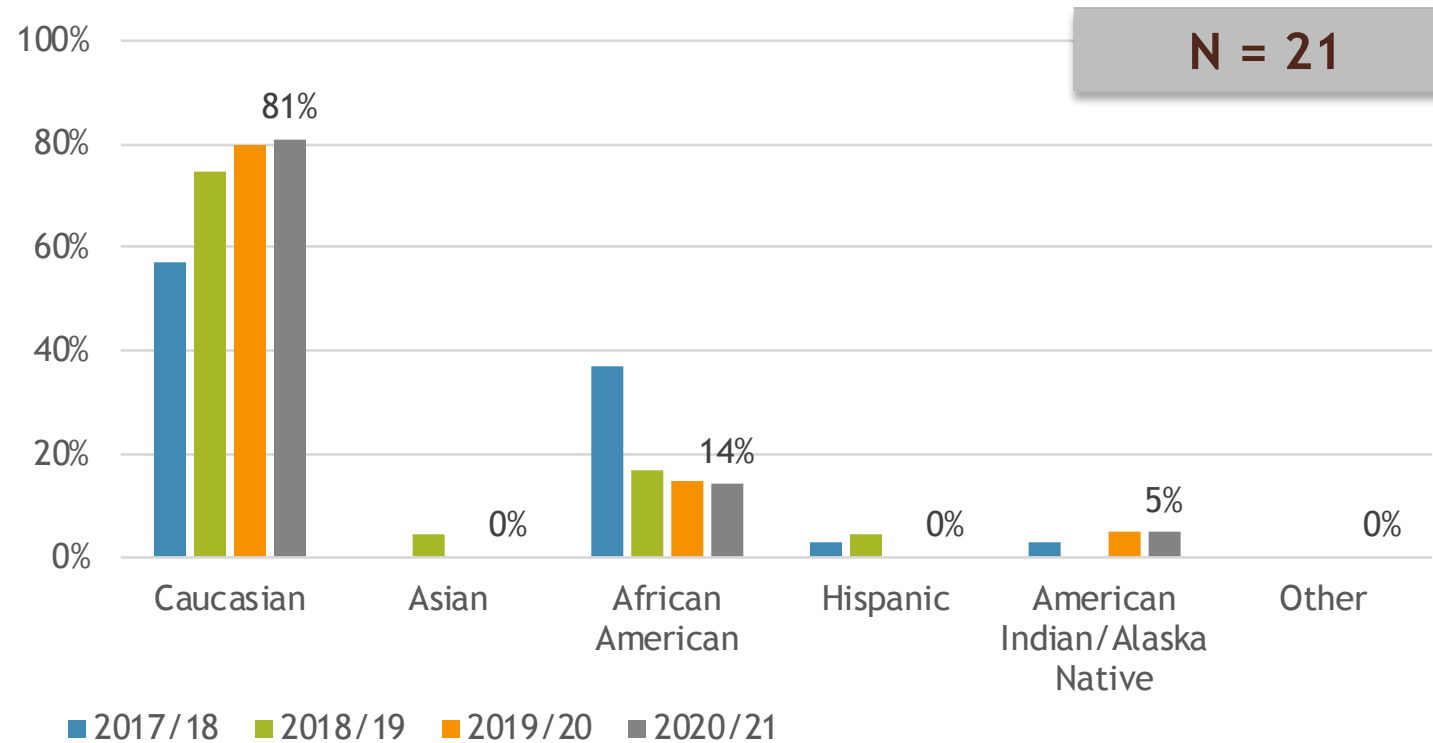
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Central Leaders

(Cabinet, Executive Directors, Assistant Directors)



NOTE: Staff race/ethnicity is determined according to Federal reporting requirements.



2020-21 STUDENT & STAFF RACE/ ETHNICITY AAPS Comparison

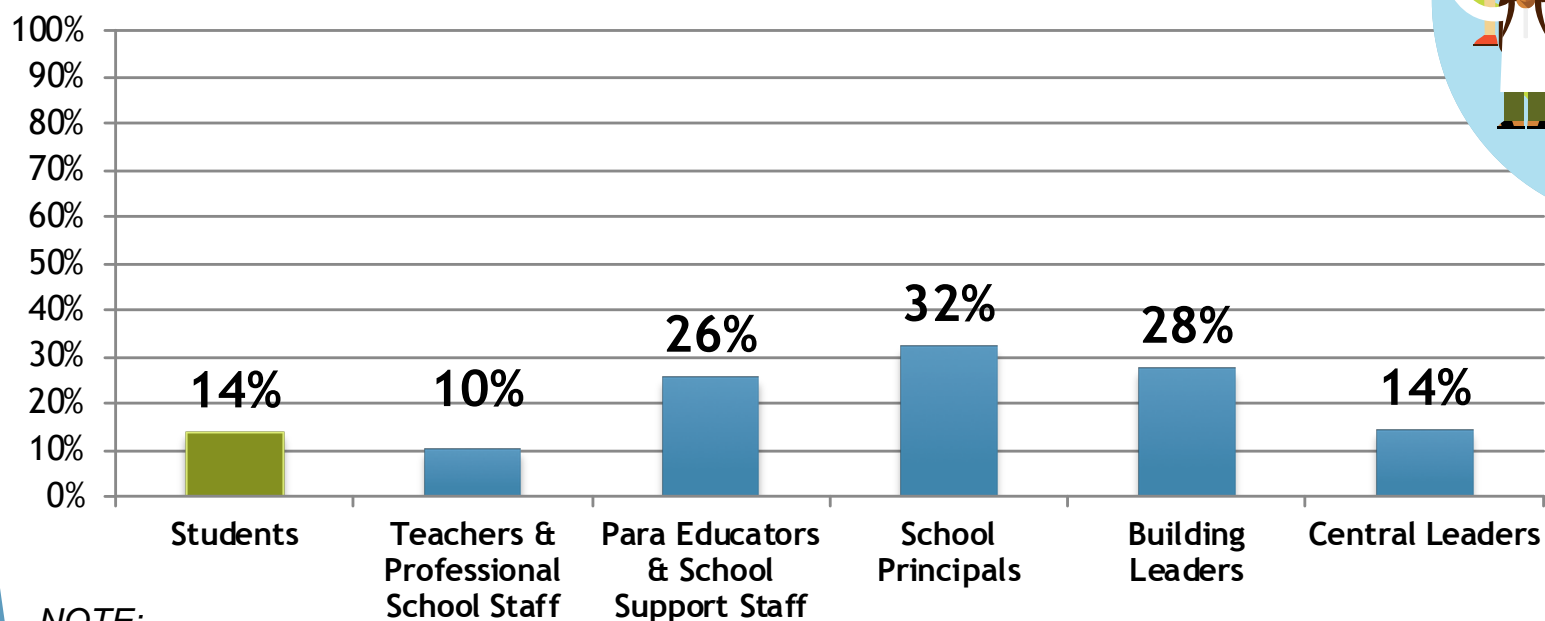
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AAPS Staff

African American Representation



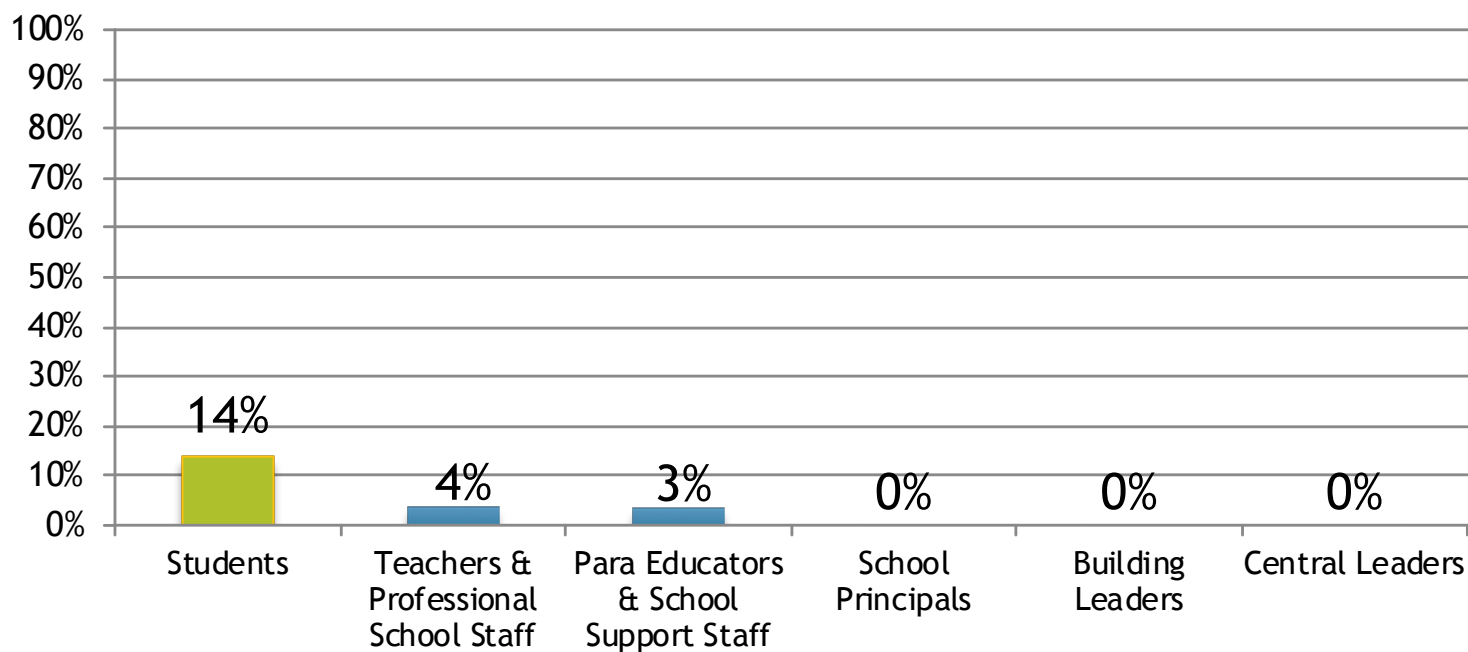
NOTE:

*Student race/ethnicity is determined according to District reporting requirements.
Staff race/ethnicity is determined according to Federal reporting requirements.*



AAPS Staff

Asian Representation



NOTE:

Student race/ethnicity is determined according to District reporting requirements.

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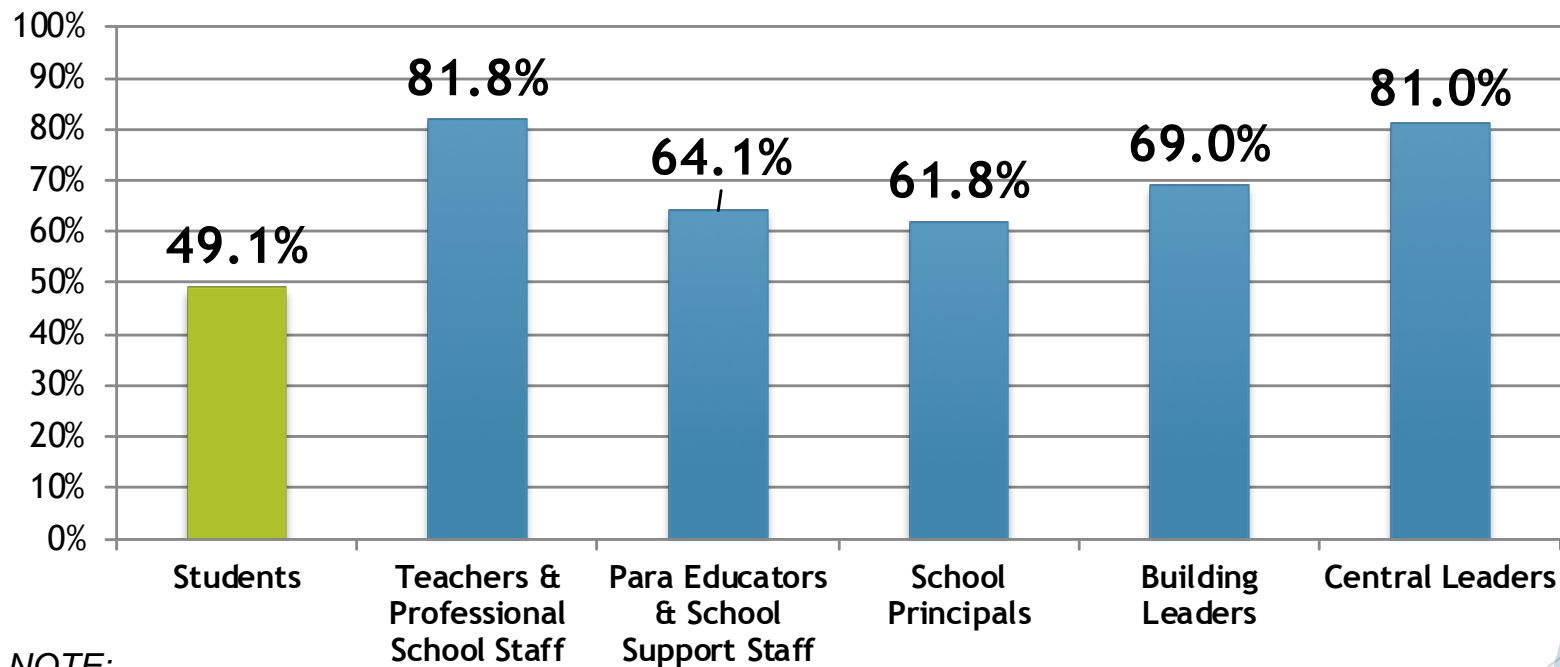
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AAPS Staff

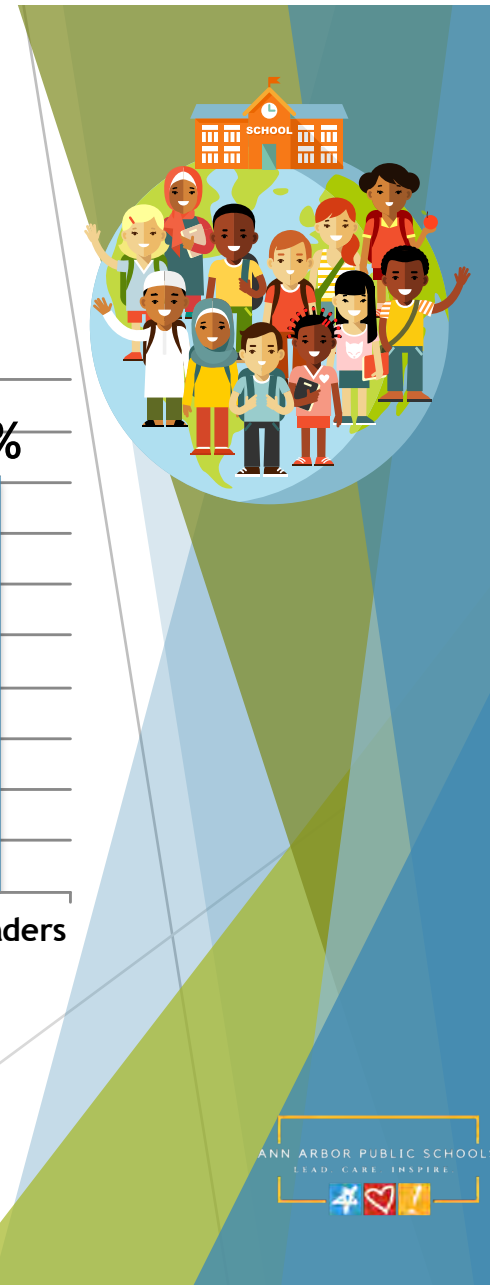
Caucasian Representation



NOTE:

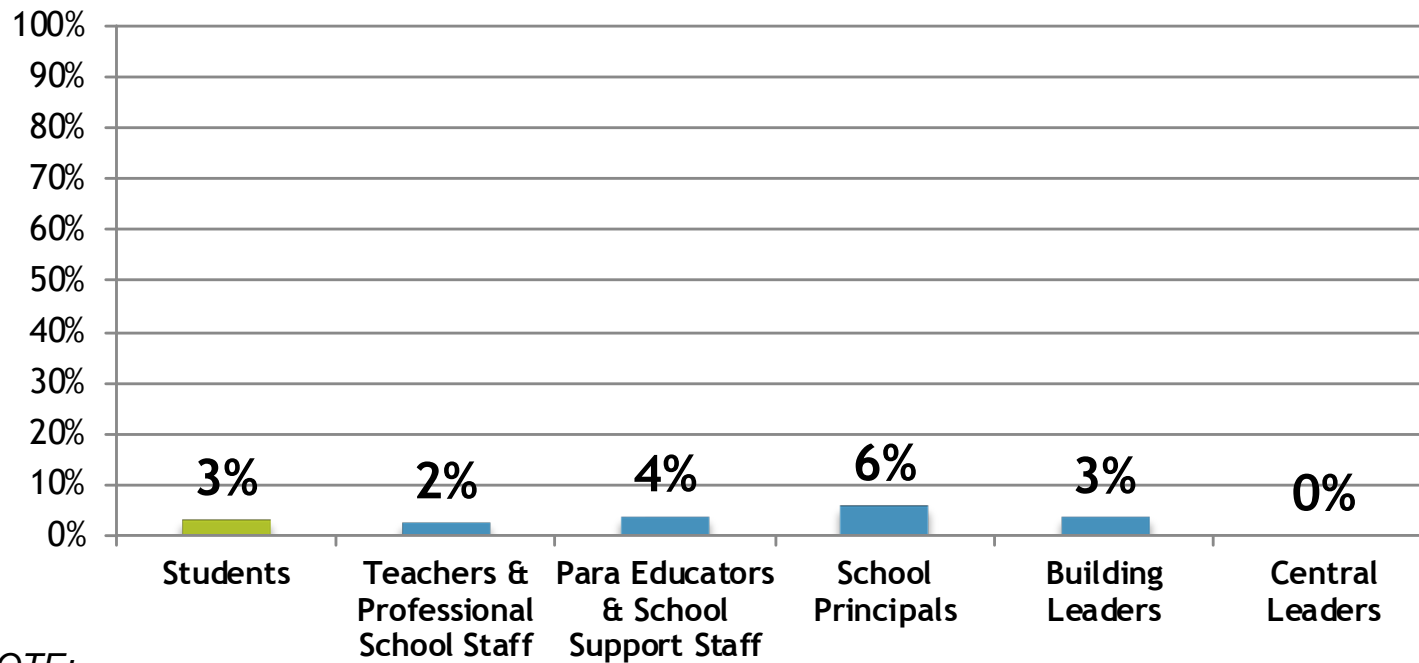
Student race/ethnicity is determined according to District reporting requirements.

Staff race/ethnicity is determined according to Federal reporting requirements.



AAPS Staff

Hispanic Representation



NOTE:

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Staff race/ethnicity is determined according to Federal reporting requirements.*

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Minority Teacher Recruitment & Retention

2020-21 Action Plan

- ✓ Develop **network of key University and Organizational contacts** for outreach to minority candidates:
 - Eastern Michigan University
 - Michigan State University
 - University of Michigan
 - Wayne State University
 - Historical black colleges, sororities and fraternities
 - National Alliance of Black School Educators (NABSE)
 - Michigan Roundtable for Diversity and Inclusion
- ✓ Attend **annual teacher fairs** to recruit and provide AAPS materials to local and historically black universities
- ✓ Continue to **assist and follow student teachers** and substitute minority candidates to contact when positions become available
- ✓ Job postings are sent nationally and posted on job posting boards.
- ✓ Interested in education, provide student teaching access and the opportunity to interview for available teaching positions upon graduation
- ✓ Expand our **‘Grow Your Own’** program for outreach to AAPS paraeducators and other support staff interested in pursuing teaching certification
- ✓ New collaboration with EMU and WISD to support AAPS paraeducators in pursuit of teaching certification in emotional impairment.
- ✓ Continuously **seek new advertising opportunities** and best avenues for recruitment such as social media, education publications and job boards (i.e., Linked-In, Facebook, Twitter, etc.)
- ✓ Collaborate with **AAEA Minority Affairs Committee** to support and retain minority candidates
- ✓ Collaborate with district wide **Equity Team**
- ✓ Weekly **new hire orientations** to introduce and reinforce district values on diversity and equity.
- ✓ **HR On the Road** to provide an ongoing positive HR presence in the buildings.
- ✓ Explore **AAPS Teacher Virtual Job Fair**

Next Steps

We are committed to continuing our efforts to hire, support, and engage minority staff



- ☑ Continue to increase partnerships in an effort to collaboratively obtain additional resources and partnerships that focus on minority recruitment.
- ☑ Set expectations to ensure current AAPS staff are able to work in an environment that is inclusive and equitable for all.
- ☑ Enhance programs to retain minority staff once hired.
- ☑ Make certain that all staff are aware of the Equity Team plan that is designed to focus on diversity, equity, inclusion and accountability.
- ☑ Continue to provide annual diversity and sensitivity training to all staff
- ☑ Recruit for strong, diverse, candidate pools and hire the very best candidates.
- ☑ AAPS Virtual Job Fair
- ☑ Interview teams include a diverse representation of staff.
- ☑ Professional Development incorporates equity throughout.



EDUStaff

OUR DISTRICT NEEDS YOU!



EDUStaff is an educational staffing company that specializes in training and providing quality substitute teachers (or guest teachers), substitute paraprofessionals, and other employee types to our partnering school districts. Founded in 2010, EDUStaff has quickly become known in the educational community for providing outstanding customer service to our partnering school districts our external employees, and our substitute paraprofessionals.

2020-21 SUBSTITUTE TEACHER REPORT

Substitute Teacher Recruiting Efforts & Fill Rates 2020-21

- To date 626 active substitute teachers are in our system, with 324 of those who have already been trained in Schoology and ready to work with AAPS
- Our ITD continues to provide Schoology training on a weekly basis with 8-10 new substitute teachers participating each week
- Partnering with EduStaff we continuously recruit and market for additional substitute teachers
- Recruiting retired teachers - to date AAPS has 17 actively working retired teachers subbing
- Identifying paraprofessionals qualified to sub as stipulated in the AAPS/AAEA-P MOU - to date 27 trained paras are actively substitute teaching
- Offering teachers an opportunity for additional hourly work during their planning periods
- Assigning a dedicated building sub to each location
- Offering premium rates for Monday or Friday work
- Future efforts

2020-21 Sub Teacher Fill Rates	
Month Ending	FILL RATE
September 30, 2020	83%
October 31, 2020	91%
November 30, 2020	96%
December 30, 2020	96%
January 31, 2021	99%

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