

**Human Resources – Hiring Report
New Hire Activity and Demographics
February 2018**

Certified Principals (FPA):

As of October 21, 2017, the district employed a total of 42 FPA members (28 principals and 14 assistant principals). In SY 2016-2017, one FPA member retired and four resigned. This resulted in an 11.9% turnover rate, a 4.6% increase from the previous year. (Turnover rates are determined by the number of employees who left the district divided by the average number of total employees in each employment category.) Last year the board approved a reduction of one assistant principal at Randy Smith Middle School, and replaced the head teachers at Salcha and Two Rivers with principal positions.

Principal New Hires – FPA (July 18 – October 15, 2016)

Principals	5
Assistant Principals	1
Total	6

Certified Teachers (FEA):

As of October 21, 2017, the district employed a total of 910 certified FEA members which represents a decrease of 11 from the 2015-2016 report period. In school year 2016-2017, 94 certified FEA staff left the district. Of those, 36 retired, 56 resigned, and two were terminated. This resulted in a 10.3% turnover rate for teachers, a 0.9% increase from the previous year.

Of the three teachers laid off at the end of SY 2016-2017, one has been recalled to a partial assignment, one requested a leave of absence, and one resigned.

- All teachers must hold and maintain an active Alaska teaching certificate. Most teachers are also required to carry an endorsement that aligns with their subject area. For example, an English teacher must be endorsed in English and a special education teacher must carry a special education endorsement.
- New in 2017 was the following update from the Alaska Department of Education:
 - In order to qualify for a certificate issued on June 30, 2017 or after, an individual must be able to demonstrate that the following mandatory trainings have been completed within the five years prior to the date of application:
 - Sexual abuse awareness and prevention (AS 14.30.355)
 - Alcohol or drug related disabilities (AS 14.20.680)
 - Dating violence awareness and prevention (AS 14.30.356)
 - Suicide awareness and prevention (AS 14.30.362)

- The Every Student Succeeds Act (E.S.S.A.) legislation eliminated the former “highly qualified” designation for teachers. Individual states now have the ability to set their own standards and determine how teachers meet those requirements.
 - The district is developing new guidelines for endorsement requirements in the areas of science and social studies that will allow for more flexibility in hiring.
 - Reporting to the state will shift from “highly qualified” to the following:
 - Inexperienced teacher (1st year teacher)
 - Out-of-field teacher – a teacher teaching a subject area in which they do not hold an endorsement
 - Ineffective teacher – a teacher who was on a plan or improvement (non-tenured) or a plan of professional growth (tenured)
- The district has a number of support services in place for first year teachers, including mentor teachers and content coaches. In 2017, the Teaching and Learning Department launched a New Teacher Cohort Class to support first year teachers. A series of sessions on topics such as classroom management, data analysis (MAP, AIMSWeb) and communication with parents and students is offered throughout the year on Saturday mornings and sessions can be submitted for up to two continuing education credits from UAA.
- Shortages continue to exist in special education/SPED, to include teachers, speech language pathologists, physical therapists, school psychologists, and occupational therapists. For difficult to fill SPED positions, the district relies on contractors. In an effort to attract more applicants, this year the district implemented a \$2,000 signing bonus for new SPED teachers.
- Six SPED teachers are currently working with SPED waivers. SPED waivers come into play when the district is unable to recruit teachers who hold a valid teaching certificate with a special education endorsement. Per 4 AAC 12.340, districts may request that the Department of Education grant a waiver for up to three years for applicants/employees who are currently enrolled in a SPED degree program and making satisfactory progress towards completion of their program.

Certified New Hires – FEA (August 10 – October 21, 2017)

Elementary Teachers	40
Secondary Teachers	20
Special Education Teachers	14
Librarians	3
Special Education Specialists (OT, PT, Psych)	3
Counselors	7
Other (Mentors & Facilitators)	3
Total	90

Note: Of the 90 certified new hires (FEA), 37 (41%) are first year teachers and 15 (16%) of those are new graduates from the University of Alaska Fairbanks. A total of 31 new hires have earned a degree from UAF at some point prior to employment with the district.

Certified New Hire Demographics (FPA & FEA)

<u>Gender</u>	<u>Number Hired</u>	<u>Percentage Hired</u>
Male	21	22%
Female	75	78%

<u>Age</u>	<u>Number Hired</u>	<u>Percentage Hired</u>
Less than 40 Years of Age	62	64.5%
40+ Years of Age	34	35.5%

<u>Ethnicity</u>	<u>Number Hired</u>	<u>Percentage of Total Hired</u>
American Indian	0	0.0%
Alaska Native	2	2.1%
Asian	3	3.1%
Black	1	1.0%
Hawaiian/Pacific Islander	0	0.0%
Hispanic	2	2.1%
Caucasian	84	87.5%
Multiple Races*	4	4.2%
Total	96	100%

**2016-2017 was the first year the category “multiple races” was tracked.*

Minority New Hires – Trend Data (SY12-13 – SY16-17)

<u>Year</u>	<u>Minority Hires</u>	<u>Caucasian Hires</u>
SY 16-17	12.5%	87.5%
SY 15-16	16.8%	83.2%
SY 14-15	12.0%	88.0%
SY 13-14	15.0%	85.0%
SY 12-13	14.0%	86.0%

Classified Staff (ESSA):

As of October 21, 2017, the district employed a total of 835 ESSA members which represents a decrease of 11 from last year's reporting period. In SY 2016-2017, 164 classified staff left the district. Of those, 116 resigned, 38 retired, nine were terminated and one passed away. This resulted in a 19.5% turnover rate for classified staff, a 2.6% increase from last year.

Of the 85 classified staff who were laid off at the end of the 2016-2017 school year, 30 were recalled to the same position, 30 accepted different ESSA positions, two accepted FEA positions, two became sub/temp employees, six resigned, two retired, and 13 remain in layoff status.

- Paraprofessionals assigned to instructional duties in Title I schools are required to meet the Paraprofessional Highly Qualified requirements. To be highly qualified, a paraprofessional must have an associate's degree or higher, have 48 college credit hours, or pass the ParaPro assessment. The new E.S.S.A. legislation did not change the requirement of instructional paraprofessionals to be highly qualified. Non-instructional classified employees, such as custodians and secretaries, are not subject to highly qualified requirements.
- Shortages exist in specialized positions such as speech language pathology assistants, certified occupational therapy assistants, and school nurses.
 - To address the shortage in school nurses, the district rolled out a new health services model in 2017 that includes LPNs and school health assistants. RNs shifted from being assigned to one building to being districtwide which allows for flexibility in staffing and enables oversight of LPNs and health assistants.
- Two notable, structural shifts occurred in 2017 for the classified group. Response to Intervention Assistant (RTI-A) positions were discontinued in May 2017 while 22 full time kindergarten teacher assistants were added throughout the year in order to facilitate implementation of full day kindergarten. The following elementary schools have implemented full day kindergarten: Hunter, Ladd, Joy, Salcha, Two Rivers, Midnight Sun, North Pole, and Ticasuk Brown.

Classified New Hires (October 22, 2016 – October 21, 2017)

Aides/Tutors/Assistants	93
Clerical	16
Nutrition Services	15
Custodians	12
School Nurses/LPN/Health Assistants	9
Technicians	3
Library Associate/Assistants	2
Specialists	2
Warehouse	1
Liaison	1
Total	154

Classified New Hire Demographics

<u>Gender</u>	<u>Number Hired</u>	<u>Percentage Hired</u>
Male	23	15%
Female	131	85%

<u>Age</u>	<u>Number Hired</u>	<u>Percentage Hired</u>
Less than 40 Years of Age	82	53%
40+ Years of Age	72	47%

<u>Ethnicity</u>	<u>Number Hired</u>	<u>Percentage of Total Hired</u>
American Indian	2	1.3%
Alaska Native	6	3.9%
Asian	10	6.5%
Black	9	5.9%
Hawaiian/Pacific Islander	0	0.0%
Hispanic	11	7.1%
Caucasian	106	68.8%
*Multiple Races	10	6.5%
Total	154	100%

**2016-2017 was the first year "multiple races" was tracked.*

Minority New Hires – Trend Data (SY12-13 – SY16-17)

<u>Year</u>	<u>Minority Hires</u>	<u>Caucasian Hires</u>
SY 16-17	31.2%	68.8%
SY 15-16	26%	74%
SY 14-15	19%	81%
SY 13-14	18%	82%
SY 12-13	24%	76%

Exempt Staff

As of October 21, 2017, the district employed a total of 95 exempt staff. In SY 2016-2017, 15 exempt staff left the district. Of those, one retired, 12 resigned, one was terminated, and one passed away. This resulted in a 15.8% turnover rate. Exempt positions, such as coordinators and directors, are positions that are not part of any bargaining unit.

Exempt New Hires (October 22, 2016 – October 21, 2017)

Accountants	1
Assistant Directors	1
Coordinators	4
Directors	3
Executive Directors	1
Human Resources Technicians	3
Managers	3
Secretaries	2
Specialists	2
System Administrators	1
Total	21

Exempt New Hire Demographics

<u>Gender</u>	<u>Number Hired</u>	<u>Percentage Hired</u>
Male	3	14%
Female	18	86%

<u>Age</u>	<u>Number Hired</u>	<u>Percentage Hired</u>
Less than 40 Years of Age	12	57%
40+ Years of Age	9	43%

<u>Ethnicity</u>	<u>Number Hired</u>	<u>Percentage of Total Hired</u>
American Indian	1	5%
Alaska Native	0	0%
Asian	0	0%
Black	0	0%
Hawaiian/Pacific Islander	0	0%
Hispanic	1	5%
Caucasian	19	90%
Multiple Races*	0	0%
Total	21	100%

**2016-2017 was the first year “multiple races” was tracked.*

Minority New Hires – Trend Data (SY12-13 – SY16-17)

<u>Year</u>	<u>Minority Hires</u>	<u>Caucasian Hires</u>
SY 16-17	10%	90%
SY 15-16	12%	88%
SY 14-15	21%	79%
SY 13-14	14%	86%
SY 12-13	11%	89%

Substitutes/Temporary Workers

The number of substitute teachers and temporary employees fluctuates on a daily basis but averages around 1,000. Temporary employees include on-call employees who fill in for absent classified staff and <15 hour/week employees such as break aides.

- There are three classifications of substitute teachers employed by the district.
 - Certified short term subs – Valid Alaska teacher certification required in order to earn \$20/hour certified sub rate; assignments are for fewer than 20 consecutive days in the same classroom.
 - Non-certified short term subs – Minimum of 48 hours of college credit or an associate’s degree is required; pay is \$18/hr.
 - Long term subs – Valid Alaska teacher certification required; long term sub assignments are for 20 or more consecutive days in the same classroom; pay rate is commensurate with the teacher’s salary schedule.
- Fill rates are a calculation of the number of substitute teachers and temporary workers who have accepted an assignment divided by the number of absences for the day.
 - Substitute teacher fill rate: The average fill rate this year is 94%, which is 4%

higher than last year.

- Temporary worker fill rate: The average fill rate this year is 78%, an increase of 6% from last year. Temporary workers fill support staff absences such as special education aides and tutors.
- Overall, district employee absences have increased in comparison to last year, most notably in the 9-10 month ESSA employee group. Increased absences result in lower fill rates as there are more absences to cover with the same sub/temp workforce. *NOTE: This increase could be attributed to an increase in absences being logged into Aesop. Previously not all employees were recording absences in the system.*
- Effective January 2018, a new temporary pay rate schedule went into effect; temporary wages have not increased in many years and fill rates are expected to increase as a result of this increase in pay.
- Over the course of the school year, fill rates fluctuate by several percentage points in either direction. The rate drops slightly at the beginning and end of the school year and also when the demand is especially high, which may occur when a group of teachers are attending a training or right before holidays.
- Classroom management training for substitute teachers is currently being developed and will be incorporated into new hire orientation later this spring or early fall of 2018. In addition, the district will begin offering classroom management training sessions for current sub/temp employees.

New Hire Substitute Teachers and Temporary Workers (October 22, 2016 – October 21, 2017)

Substitute Teacher	350
Temporary Workers	135
Total	485

<u>New Hires</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>Change (+/-)</u>
Substitute Teachers	199	350	+151
Temporary Workers	156	135	-21
Total	355	485	+130

Substitute/Temporary Worker New Hire Demographics

<u>Gender</u>	<u>Number Hired</u>	<u>Percentage Hired</u>
Male	130	27%
Female	355	73%

<u>Age</u>	<u>Number Hired</u>	<u>Percentage Hired</u>
Less than 40 Years of Age	337	69%
40+ Years of Age	148	31%

<u>Ethnicity</u>	<u>Number Hired</u>	<u>Percentage of Total Hired</u>
American Indian	1	0.2%
Alaska Native	26	5.4%
Asian	17	3.5%
Black	25	5.2%
Hawaiian/Pacific Islander	4	0.8%
Hispanic	26	5.4%
Caucasian	363	74.8%
*Multiple Races	18	3.7%
No Response	5	1.0%
Total	485	100%

Minority New Hires – Trend Data (SY12-13 – SY16-17)

<u>Year</u>	<u>Minority Hires</u>	<u>Caucasian Hires</u>
SY 16-17	25%	75%
SY 15-16	25%	75%
SY 14-15	25%	75%
SY 13-14	22%	78%
SY 12-13	20%	80%