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## **Cecil County Public Schools Hiring Practices and Diversity Report November 2023 - MSAR #13534**

*The Cecil County Public Schools prohibits discrimination in its educational programs, activities, and employment on the basis of actual or perceived race, color, religion, national origin, sex, age, marital status, sexual orientation, genetic information, gender identity, or disability. Further information can be found in Policy AC on BoardDocs <http://go.boarddocs.com/mabe/cecil/Board.nsf/goto?open&id=CAEP475FE564>*

## **Introduction to Cecil County Public Schools**

Cecil County Public Schools (CCPS) is one of 24 public school systems in Maryland. CCPS has 29 schools, employs approximately 2,200 employees, and educates approximately 15,030 students. CCPS has 17 elementary schools, 6 middle schools, 5 high schools, and a career and technology school serving grades 9 - 12. To prepare students for a rapidly changing workplace, CCPS has developed career clusters and pathways. The four career clusters (Arts and Communication; Business, Finance, and Marketing; Health and Human Services; and Science, Engineering, and Technology) are broad groupings of occupations and industries based on commonalities of services and function. Each career cluster has three or four pathways that provide a sequence of courses and suggested options that provide quality preparation for a career in the selected cluster.

This report illustrates the challenges faced by CCPS as we strive to reach our diversity goals. Although diversity among our student population has been steadily increasing over the years, there is little change in our percentages of diverse staff. Further, while racial and ethnic identification should remain the primary focus of diversity, we agree with the Maryland Negotiated Service (MNS) workgroup's recommendation that the definition of diversity be broadened to include nationality, sexual identification, and physical and mental disabilities. We agree with the concerns the workgroup expressed regarding the pipeline of diverse educators and agree with their recommendations to expand this pipeline.

## Teaching Staff System Summary Data

System-Wide Demographic Data											
Cecil County Public Schools											

School Name	Male Staff	Female Staff	White Staff	African-American Staff	American Indian/Alaskan Staff	Hawaiian/Pacific Islander Staff	Asian Staff	Hispanic or Latino Staff	Not Hispanic or Latino Staff	Average Length of Service	Status on the Career Ladder
Bainbridge Elementary	12.50%	87.50%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	16.89	No CL in Place (Tier 1, 2, 3, or 4)
Bay View Elementary	12.50%	87.50%	96.88%	3.13%	0.00%	0.00%	0.00%	0.00%	100.00%	11.76	No CL in Place (Tier 1, 2, 3, or 4)
Calvert Elementary	11.11%	88.89%	96.30%	0.00%	0.00%	0.00%	0.00%	3.70%	96.30%	18.08	No CL in Place (Tier 1, 2, 3, or 4)
Cecil Manor Elementary	8.57%	91.43%	88.57%	8.57%	0.00%	0.00%	2.86%	0.00%	100.00%	13.95	No CL in Place (Tier 1, 2, 3, or 4)
Cecilton Elementary	9.52%	90.48%	90.48%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	17.52	No CL in Place (Tier 1, 2, 3, or 4)
Charlestown Elementary	0.00%	100.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	16.89	No CL in Place (Tier 1, 2, 3, or 4)
Chesapeake City Elementary	8.70%	91.30%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	17.05	No CL in Place (Tier 1, 2, 3, or 4)
Conowingo Elementary	4.00%	96.00%	92.00%	0.00%	0.00%	0.00%	4.00%	4.00%	96.00%	15.73	No CL in Place (Tier 1, 2, 3, or 4)
Elk Neck Elementary	11.11%	88.89%	88.89%	3.70%	0.00%	0.00%	3.70%	0.00%	100.00%	15.87	No CL in Place (Tier 1, 2, 3, or 4)
Gilpin Manor Elementary	21.21%	78.79%	87.88%	3.03%	0.00%	0.00%	0.00%	0.00%	100.00%	9.58	No CL in Place (Tier 1, 2, 3, or 4)
Holly Hall Elementary	11.76%	88.24%	94.12%	2.94%	0.00%	0.00%	0.00%	2.94%	97.06%	10.37	No CL in Place (Tier 1, 2, 3, or 4)
Kenmore Elementary	5.26%	94.74%	94.74%	0.00%	0.00%	0.00%	0.00%	5.26%	94.74%	14.27	No CL in Place (Tier 1, 2, 3, or 4)
Leeds Elementary	15.00%	85.00%	90.00%	0.00%	0.00%	0.00%	0.00%	5.00%	95.00%	16.2	No CL in Place (Tier 1, 2, 3, or 4)
North East Elementary	5.00%	95.00%	97.50%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	13.04	No CL in Place (Tier 1, 2, 3, or 4)
Perryville Elementary	6.67%	93.33%	90.00%	3.33%	0.00%	0.00%	3.33%	3.33%	96.67%	14.17	No CL in Place (Tier 1, 2, 3, or 4)

School Name	Male Staff	Female Staff	White Staff	African-American Staff	American Indian/Alaskan Staff	Hawaiian/Pacific Islander Staff	Asian Staff	Hispanic or Latino Staff	Not Hispanic or Latino Staff	Average Length of Service	Status on the Career Ladder
Rising Sun Elementary	11.90%	88.10%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	16.91	No CL in Place (Tier 1, 2, 3, or 4)
Thomson Estates Elementary	26.47%	73.53%	82.35%	11.76%	0.00%	0.00%	2.94%	2.94%	97.06%	10.66	No CL in Place (Tier 1, 2, 3, or 4)
Bohemia Manor Middle	30.56%	69.44%	97.22%	0.00%	0.00%	0.00%	0.00%	2.78%	97.22%	16.76	No CL in Place (Tier 1, 2, 3, or 4)
Cherry Hill Middle	28.57%	71.43%	94.29%	2.86%	0.00%	0.00%	0.00%	2.86%	97.14%	14.86	No CL in Place (Tier 1, 2, 3, or 4)
Elkton Middle	29.79%	70.21%	78.72%	14.89%	2.13%	0.00%	0.00%	2.13%	97.87%	12.76	No CL in Place (Tier 1, 2, 3, or 4)
North East Middle	25.45%	74.55%	92.73%	3.64%	0.00%	0.00%	0.00%	3.64%	96.36%	12.04	No CL in Place (Tier 1, 2, 3, or 4)
Perryville Middle	24.39%	75.61%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	14.86	No CL in Place (Tier 1, 2, 3, or 4)
Rising Sun Middle	27.27%	72.73%	90.91%	0.00%	0.00%	2.27%	4.55%	0.00%	100.00%	16.64	No CL in Place (Tier 1, 2, 3, or 4)
Bohemia Manor High	41.30%	58.70%	89.13%	4.35%	0.00%	0.00%	0.00%	4.35%	95.65%	17.74	No CL in Place (Tier 1, 2, 3, or 4)
Cecil County School Of Technology	48.48%	51.52%	96.97%	3.03%	0.00%	0.00%	0.00%	0.00%	100.00%	17.58	No CL in Place (Tier 1, 2, 3, or 4)
Elkton High	36.62%	63.38%	77.46%	9.86%	0.00%	0.00%	1.41%	8.45%	91.55%	12.87	No CL in Place (Tier 1, 2, 3, or 4)
North East High	41.89%	58.11%	91.89%	1.35%	0.00%	0.00%	1.35%	4.05%	95.95%	14.46	No CL in Place (Tier 1, 2, 3, or 4)
Perryville High	46.30%	53.70%	92.59%	1.85%	0.00%	0.00%	1.85%	1.85%	98.15%	15.28	No CL in Place (Tier 1, 2, 3, or 4)
Rising Sun High	31.88%	68.12%	92.75%	1.45%	0.00%	0.00%	2.90%	2.90%	97.10%	19.49	No CL in Place (Tier 1, 2, 3, or 4)

**Number of New Hires Since October 16, 2022: 104.8 FTE**  
**Attrition Rate of Educators: 92.1%**

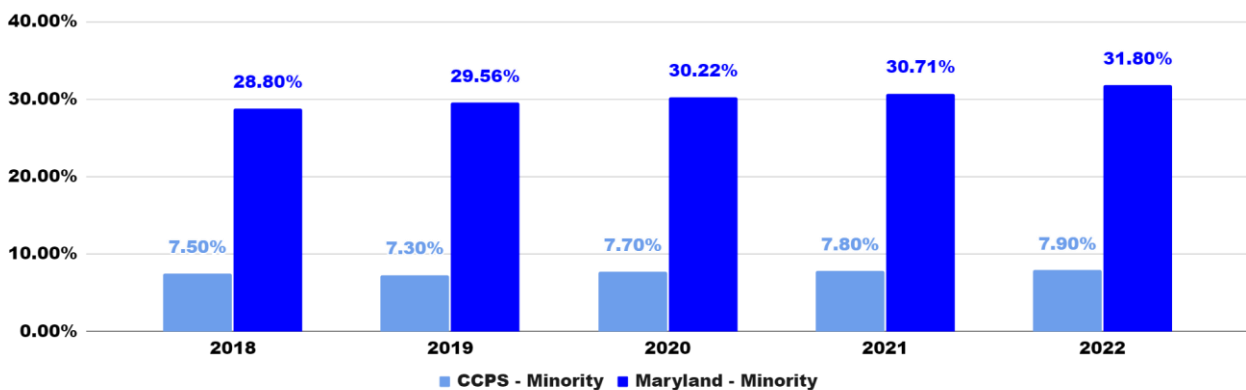
## Factor #1 - Staffing Trends

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 2018 to 2022, to show a five-year trend. We have examined state-wide data and data specific to CCPS.

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

This table illustrates that the State of Maryland has made small but steady increases in the overall number of minority professional staff, resulting in a 3.00% increase over the past five years. CCPS hiring practices have been consistent over this same period, representing minimal increases in the diversification of the professional staff.

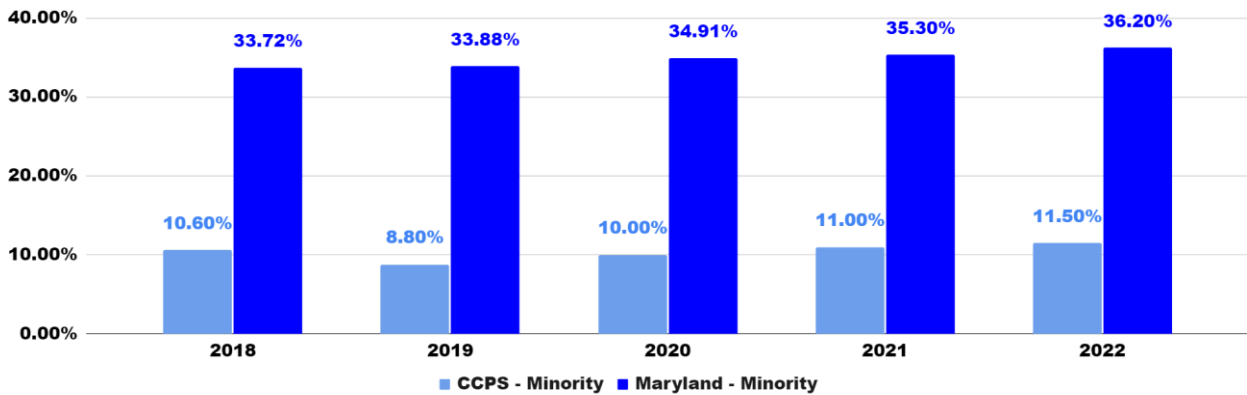
**Table 1 - Professional Staff by Race/Ethnicity**



**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.

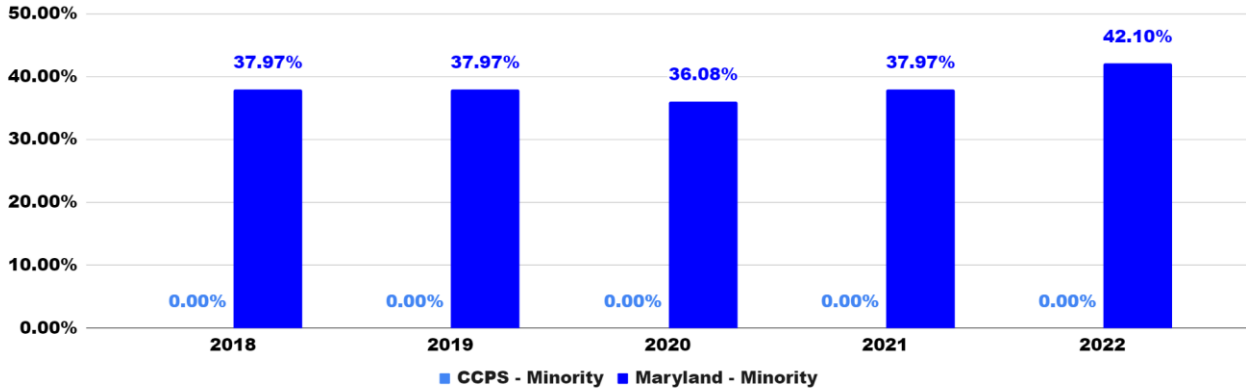
Table 2 - Selected Professional Staff by Race/Ethnicity



This table demonstrates that the State of Maryland has increased the overall number of minority-selected professional staff by 2.48% over the past five years. While lagging behind the state, CCPS has continued to show gradual increases in the number of mid and upper-level administrators.

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

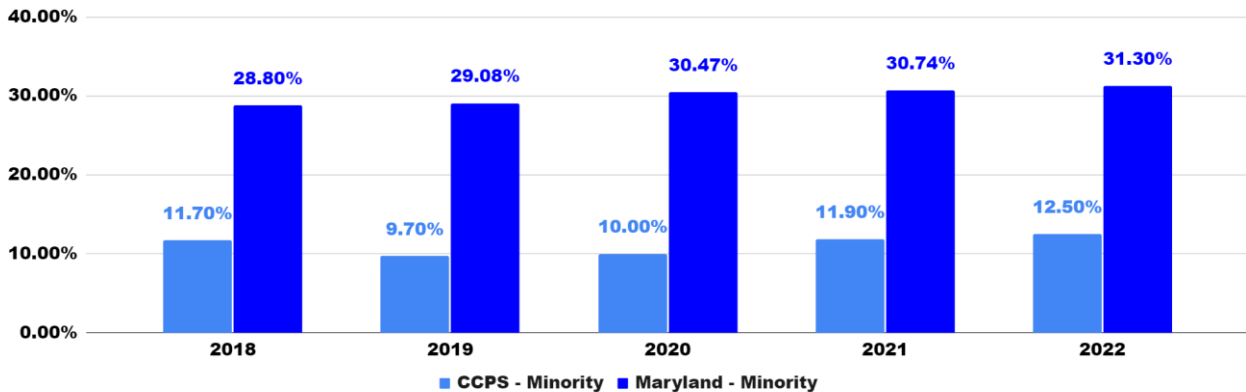
Table 2a - Central Office Staff - Superintendents, Deputy Superintendents, Associate/Assistant Superintendents by Race/Ethnicity



This table demonstrates that Maryland increased the overall number of minority superintendents, deputy superintendents, and associate or assistant superintendents by 4.13% over the past five years. While CCPS has not had any minority representation in these positions over the previous five years, this is a very small group of staff, only three people. The same three people have been in these roles over this period.

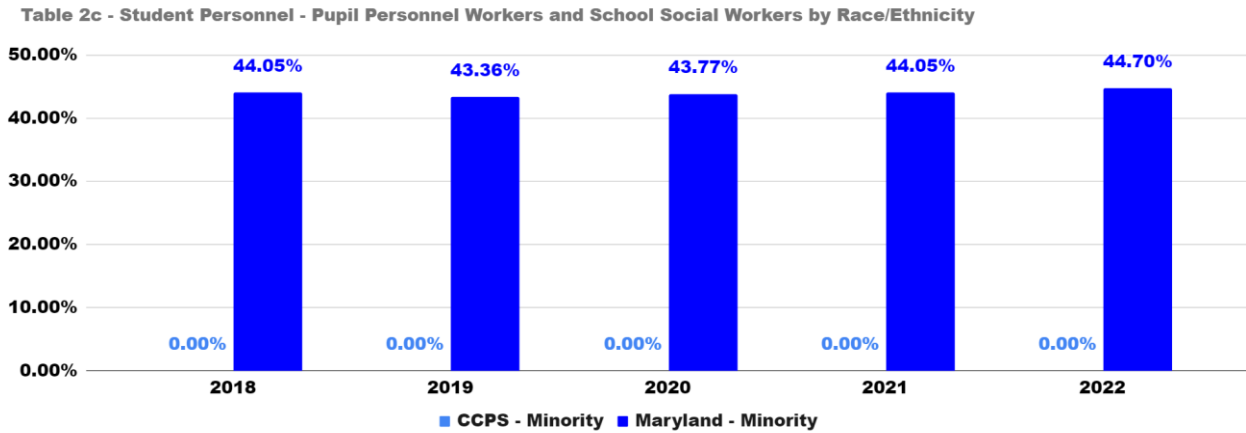
**Table 2b - Administrative Office Staff - Directors, Coordinators, Supervisors, and Other Administrators by Race/Ethnicity**

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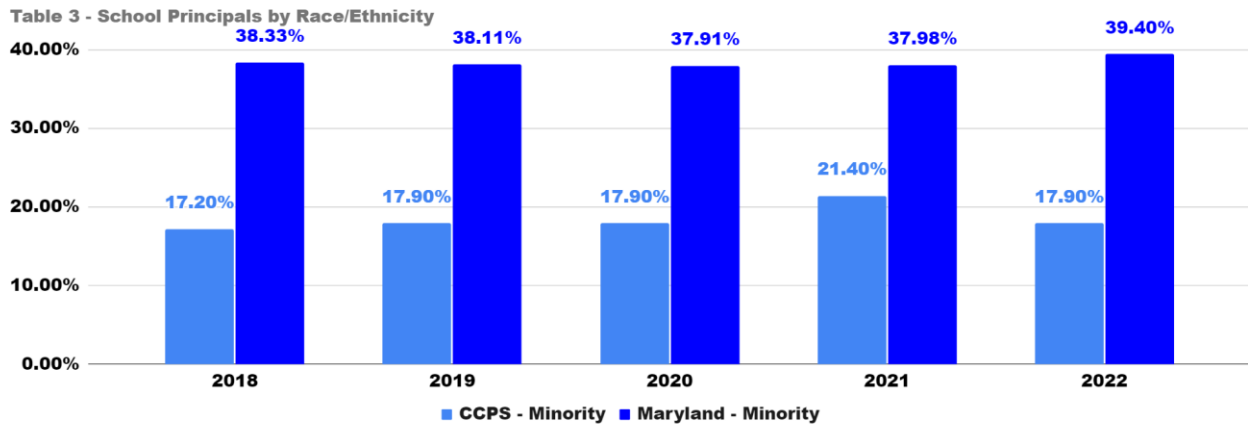
This table demonstrates that the State of Maryland has increased the overall number of minority administrative office staff, including directors, coordinators, supervisors, and other administrators, by 2.5% over the past five years. Although CCPS experienced a decline in these numbers from 2018 - 2019, we are steadily making improvements as noted by the 2.8% increase since then.

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



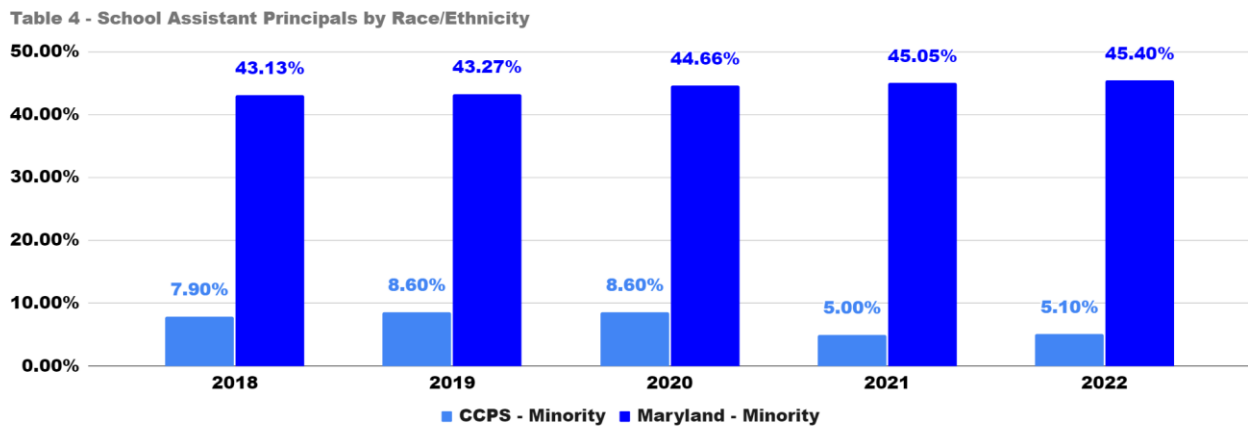
This table demonstrates that the State of Maryland has increased the overall number of minority pupil personnel workers and school social workers by only 0.65% over the past five years. CCPS has moved away from using pupil personnel workers as noted by 0% growth during the past five years. We currently utilize teacher-level positions to serve in this capacity.

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



This table demonstrates that both the State of Maryland and CCPS have shown a slight increase in the overall number of minority school principals over the past five years, 1.07% for Maryland and .7% for CCPS. CCPS experienced a 3.5% increase from 2020 - 2021 that was attributed to efforts at both out-of-state recruitment and efforts to promote from within. Unfortunately, we were not able to build upon that progress in 2022.

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

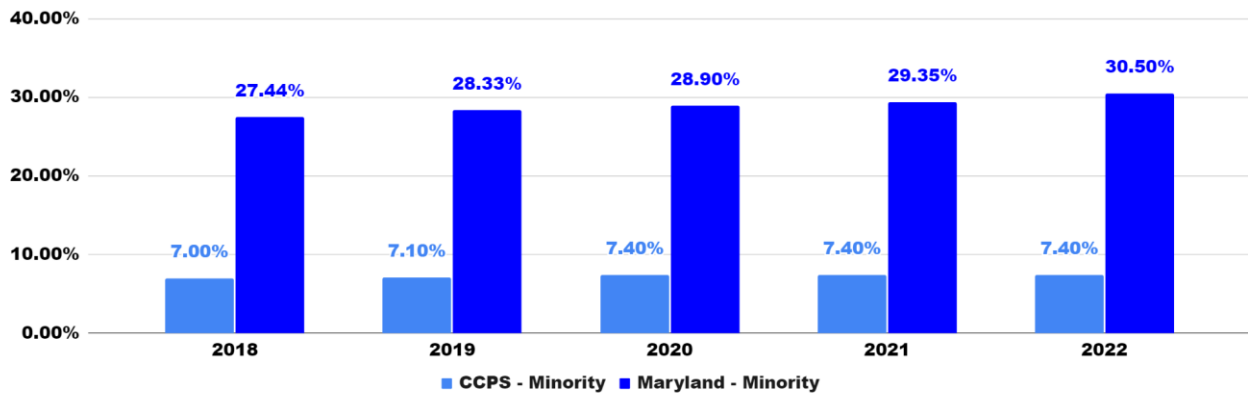


This table demonstrates that the State of Maryland has increased the overall number of minority school assistant principals over the past five years by 2.27%. CCPS experienced a 2.8% decrease over that same period. In recent years, several CCPS

assistant principals have advanced to various administrative positions outside of the assistant principal ranks.

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

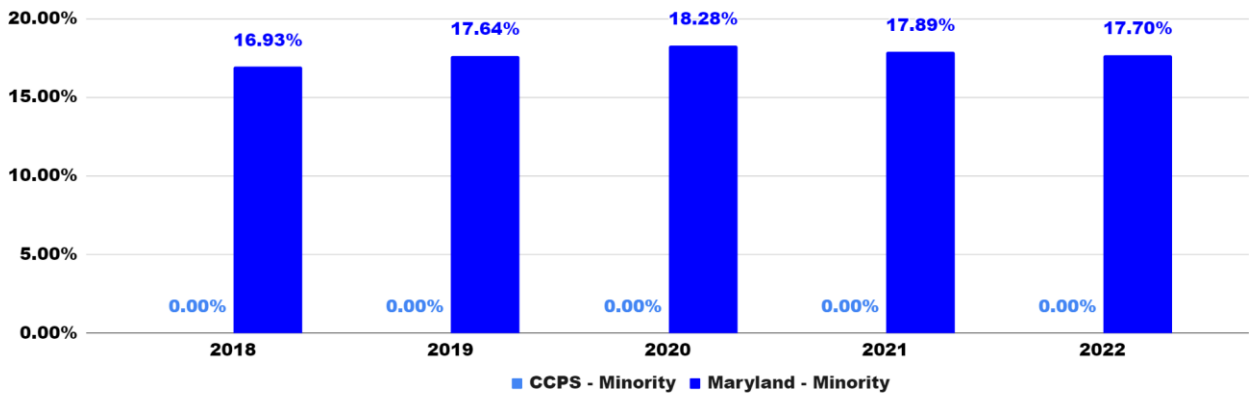
Table 5 - Teachers by Race/Ethnicity



This table demonstrates that the State of Maryland has increased the overall number of minority teachers, state-wide, over the past five years by 3.06%. CCPS has had an increase in the percentage of minority teachers by .40% over the past five years; however, that number has remained stagnant for the past three years. This is the major area of focus for this report. Maryland must do more to attract minority teachers to the teaching profession. All Maryland school systems, including Cecil County, would benefit from an increase in the number of minority teachers.

### Table 6 - Therapists by Race/Ethnicity

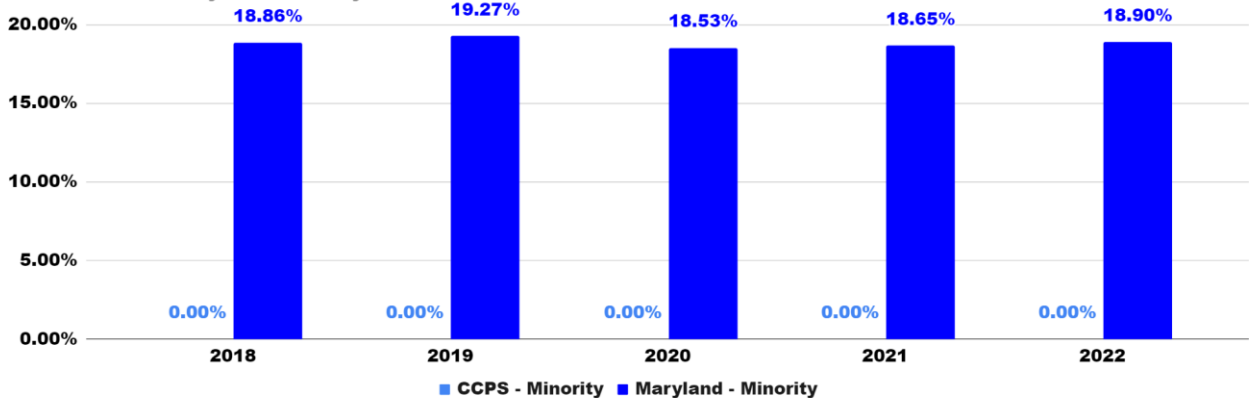
Table 6 - Therapists by Race/Ethnicity



This table demonstrates that the State of Maryland has increased the overall number of minority therapists over the past five years by .77%. CCPS has not had any therapists on staff in recent years.

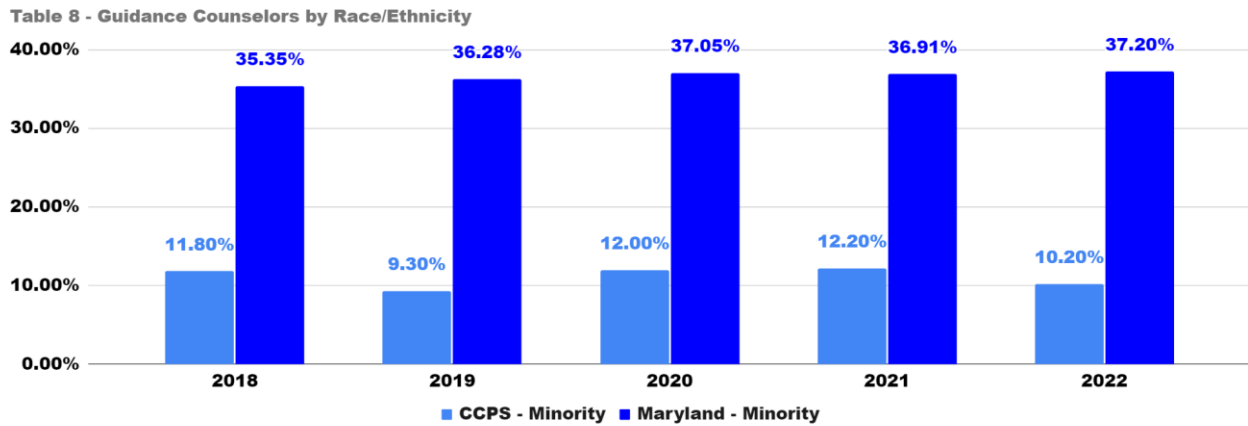
### Table 7 - Librarians by Race/Ethnicity

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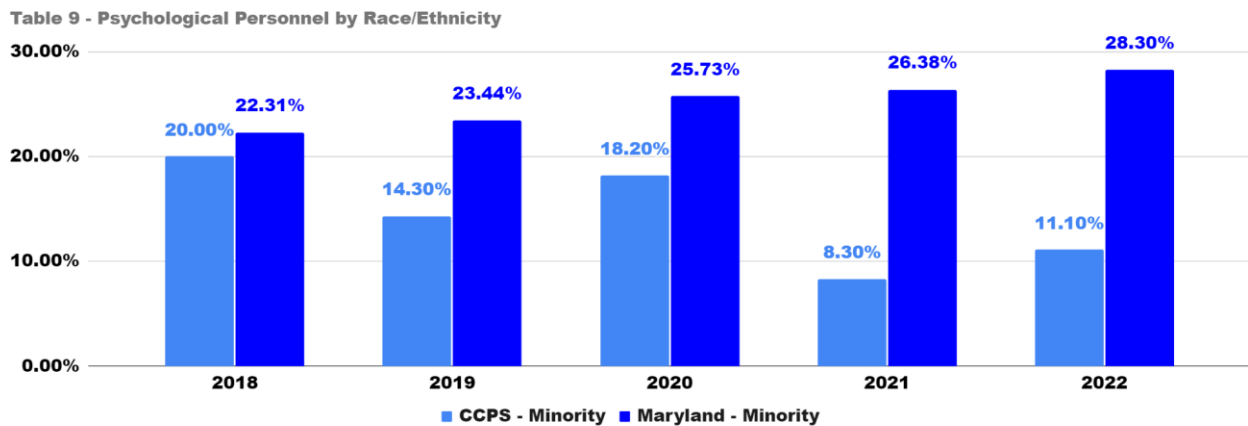
This table demonstrates that the State of Maryland has increased the overall number of minority librarians over the past five years by only 0.04%. We have not been able to attract qualified minority candidates. This is an area of focus for CCPS.

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



This table demonstrates that the State of Maryland has increased the overall number of minority guidance counselors over the past five years by 1.85%. Although CCPS experienced an increase in the percentage of minority guidance counselors from 2019 - 2020, overall, there was a 1.6% decrease over the previous five years. This has continued to be an area of focus for Cecil County.

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



This table demonstrates that the State of Maryland has increased the overall number of minority psychological personnel over the past five years by 5.99%. Although there was an increase in this percentage from 2021-2022, CCPS has seen an 8.9%

decline in this area since 2018. This area has been of extreme concern not only for minority hiring but also as a system-wide hiring concern. CCPS has not been fully staffed in this area for the past five years. We have created a “grow your own” program in collaboration with Towson University to increase the number of school psychologists available in the system. CCPS has relied upon contracted services to fill the void for qualified staff.

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

Cecil County Public Schools announces job openings on our website and on Indeed.com. We have a strong partnership with our local branch of the National Association for the Advancement of Colored People (NAACP). All job postings are emailed directly to them to be distributed among their members. In addition to these job announcement distributions, we actively recruit teacher candidates via both on-site and virtual recruitment fairs at local and regional colleges and universities. This includes historically Black colleges and universities (HBCUs). It should be noted that the expansion of virtual recruitment fairs due to the COVID-19 pandemic has allowed us to reach a wider audience than we would have afforded to do with only on-site fairs. Although we explore many recruitment avenues, recruitment numbers are low overall, including minority candidates.

None of our recruitment practices contribute to a lack of diversity, however, more should be done to attract minority candidates and reach our minority staffing goals. The Maryland Negotiation Service (MNS) workgroup’s recommendation to create a state-led national recruitment campaign to assist all Maryland local school systems would

tremendously benefit our staffing efforts overall and minority staffing efforts specifically. We should continue our efforts to increase minority participation in the Teacher Academy of Maryland (TAM) program and then contact all the students regularly throughout their college years so they maintain their connection to CCPS and are aware of our job opportunities. We should designate minority teachers and administrators to participate in all recruitment fairs. It is important for minority candidates to see minority staff who have a positive experience with our school system. This could be the beginning step of building a mentoring program to retain minority staff. We should also seek retired minority teachers and administrators to assist with our recruiting efforts. They can speak to long-term career opportunities and ongoing personal connections which again, will help with both recruitment and retention.

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

Cecil County Public Schools has fair and equitable hiring practices from applicant screening through onboarding. Initial applicant screening is completed by Human Resources administrators. Applications of qualified candidates are then shared with school-based administrators and content leaders at the central office. Principals and content leaders work together to conduct the interviews. Assistant principals are also often part of the interview teams. Administrators are trained to conduct themselves throughout the entire process in such a way that eliminates personal bias and sets a tone to put all candidates at ease. Procedures and documentation are designed to avoid discrimination and meet all legal standards. Administrators are provided with a handbook, *The Legal Side of Hiring*, from Human Resources that details every step of the process,

and Human Resources staff are readily available to answer any questions that may arise. Additionally, no job offers are made until a Human Resources administrator has reviewed the applicant screening criteria and interview documentation, including rating sheets, to ensure these standards were followed.

None of our interview practices contribute to a lack of diversity and administrators understand the importance of interviewing minority candidates. Unfortunately, they do not have many minority candidates to consider. Increasing diversity among applicants is the first step to meeting all other goals. The MNS workgroup recommendations to create a state-level recruitment organization, increase education programs in Maryland, and evaluate Maryland certification requirements will greatly benefit those efforts.

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

Cecil County Public Schools does not have any selection practices that contribute to a lack of diversity. As noted above, no jobs are offered until the Human Resources staff reviews interview procedures to ensure all non-discrimination regulations are followed. There are of course steps we can take to encourage diversity. All administrators should be regularly reminded of our current diversity staffing numbers and the importance of meeting our goals. Currently, the Board of Education receives an annual staffing update in the fall that includes minority staffing data throughout the school system and within individual schools for teachers, administrators, and support staff. Our goal is that all staffing percentages mirror our student population. This report should be shared with administrators, with updates presented throughout the year, particularly in the spring prior to the teacher hiring season. We should make an effort to have minority representation

on each interview team. This will help with the comfort level of minority candidates and also reinforce our commitment to increasing minority staffing. Per the negotiated agreement between our Board of Education and our teachers' association, both voluntary and involuntary transfers are allowed. Teachers are not required to specify a reason for a transfer request. Involuntary transfers are made at the discretion of the Superintendent and are based on school system needs. We have not made involuntary transfers based on employees' race or ethnicity. Making teachers aware of our staffing data and goals could encourage staff to transfer to schools in need of more diversity.

**Factor #5 - Comparison to Student Populations**

In this section, we compare the minority populations of CCPS students to the minority population of CCPS teachers.

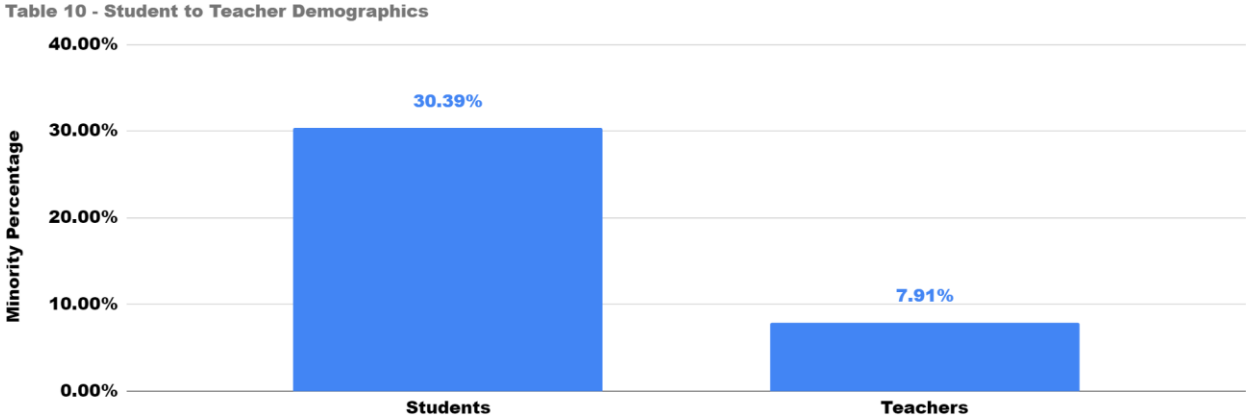


Table 10 illustrates that in 2023 the CCPS student population is comprised of 30.39% minority students while the teacher population is comprised of only 7.91% minority teachers. Both of these percentages increased since our most recent report, with the percentage of minority students increasing at a greater rate than the percentage of minority teachers, making this gap even larger.

**Table 11 - Cecil County, Maryland Demographics**

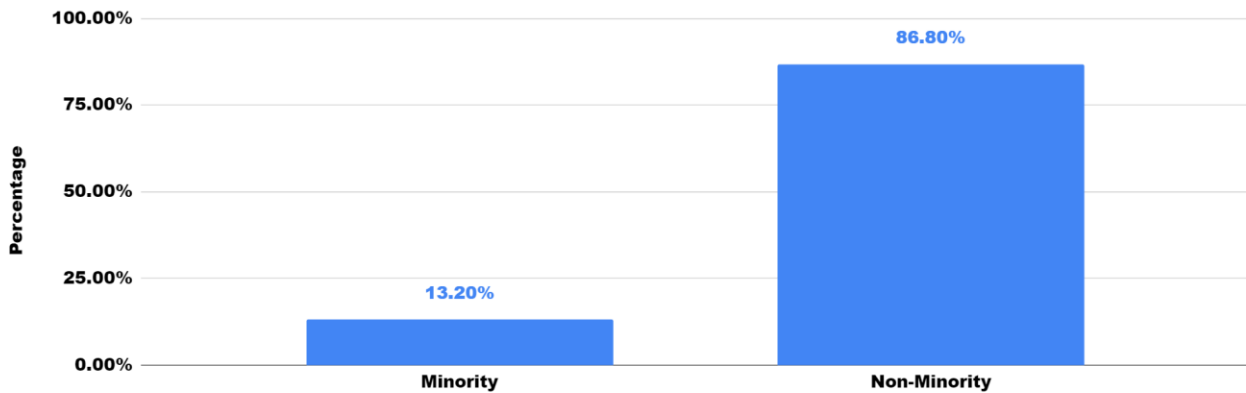


Table 11 provides minority demographics in Cecil County, Maryland. This data, which was taken from the United States Census Bureau website (<https://www.census.gov/quickfacts/fact/table/cecilcountymaryland/RHI125220>), highlights the challenge of recruiting minority teachers from our local community due to the low percentage of minorities in the county overall. Another challenge with local teacher recruitment is the low percentage of our community members who hold higher education degrees. According to the US Census Bureau statistics, only 25.7% of the Cecil County, Maryland population age 25 or older hold a bachelor's degree or higher. A bachelor's degree is a requirement to become a conditionally certified teacher.

**Factor #6 - Survey Data from Stakeholders (optional)**

**Factor #7 - Localized or Unique Challenges (optional)**

Cecil County, Maryland's geographic location is somewhat of a challenge. Although we highlight the fact that our county is located within one hour of Baltimore, Maryland, and Philadelphia, Pennsylvania, the county is quite rural with few social or

entertainment venues and events that would be attractive to young candidates or minority candidates.

### **Workgroup Recommendations**

Cecil County Public Schools supports all of the recommendations developed by the MNS workgroup.

Support for Recommendation #1: The workgroup recommends this report be expanded to include all public school employees. Administrators and support staff also have an important impact on students and their learning environment. That contribution should not be overlooked.

Support for Recommendation #2: The workgroup recommends that the State of Maryland increase its education programs. Increasing the number of teacher candidates overall will increase our minority teacher numbers. In addition, increasing these teacher preparation programs will decrease our need to import candidates from other states. It's also important to assist low-income students with scholarships and loan-forgiveness programs to encourage them to enter the teaching profession.

Support for Recommendation #3: The workgroup recommends the creation of a national recruitment campaign that is managed at the state level. Dedicating these staff and resources will clearly demonstrate the state's commitment to assisting local school systems with reaching staffing and diversity goals.

Support for Recommendation #4: The workgroup recommends the Accountability and Implementation Board (AIB) evaluate teacher certification requirements in Maryland to determine if there is an inequity for minority candidates. Additionally, consideration

should be given to the number and cost of these assessments to determine if that is prohibitive to minority candidates.

Support for Recommendation #5: The workgroup recommended that the submission of the hiring and diversity report from local school systems be delayed until AIB accepted the workgroup's recommendations and proposed composition of the report. Although that did not occur, we support the workgroup's recommendation that MSDE reinstate the publication of the Teacher Staffing Report on a biennial basis. The local school system hiring practices and diversity reports would then be conducted biennially on the years opposite to MSDE's Teacher Staffing Report. This would mean publication of the MSDE Teacher Staffing Report on July 1 of 2024, 2026, 2028, etc., and submission of the local Hiring Practices and Diversity Reports by July 1 of 2025, 2027, 2029, etc.

Cecil County Public Schools is dedicated to recruiting and retaining a high-quality and diverse workforce. We strive to increase minority staffing throughout our school system. This report identifies the challenges we face toward achieving this goal. We look forward to continued partnership with AIB, MSDE, and other Maryland local school systems to meet our students' needs and support their achievements. We will work together to make Maryland a national example of excellence in education.