

MEMORANDUM

January 22, 2015

TO: Education Committee

FROM: Elaine Bonner-Tompkins, Senior Legislative Analyst *EBT*
Carl Scruggs, Research Associate *CS*
Office of Legislative Oversight

SUBJECT: **Worksession on OLO Report 2015-1: *Cultural and Linguistic Diversity of MCPS Students and Staff***

On January 26, the Education Committee will hold a worksession on Office of Legislative Oversight Report 2015-1, which the Council received and released on September 30, 2014. Councilmembers are asked to bring their copies of this report to the worksession. Extra copies of the full report are available in LIS. This report is also accessible on-line at www.montgomerycountymd.gov/olo.

Staff recommends the following worksession agenda:

- Overview of the report by OLO staff;
- Comments and presentation from MCPS representatives; and
- Committee worksession on issues identified for discussion.

The Executive Summary of OLO's report is attached on © 1. Written comments received from the Superintendent on the final draft of the report are attached on © 9.

The following representatives of Montgomery County Public Schools are scheduled to attend the ED Committee worksession:

- Andrew Zuckerman, Chief of Staff
- Maria Navarro, Chief Academic Officer
- Erick Lang, Associate Superintendent for Curriculum and Instruction Programs
- Troy Boddy, Director of Instructional Leadership and Support
- Karen Woodson, Director of Division of ESOL/Bilingual Programs

A. Background

Enhancing the diversity of teachers can be one of variety of strategies used that school systems can use to improve student outcomes and narrow the achievement gap.¹ As such, the County Council tasked OLO to compare the demographics of MCPS' school-based professionals (i.e. teachers, administrators, and other certificated staff) to the demographics of MCPS' student enrollment.

¹ See http://blogs.edweek.org/topschooljobs/k-12_talent_manager_2014/09/8_practices_recruiting_diverse_talent...

B. Findings

This OLO report examined variations in the demographic alignment between students and staff and the use of central-office language assistance services among MCPS campuses by grade span, geographic area, and student demographics. Four major findings emerged from the data reviewed:

- 1. Whites were over-represented among school professionals relative to student enrollment, but the linguistic alignment between staff and students remains unknown.** More specifically, Whites accounted for 76% of all school-based professionals in 2012-13 compared to 33% of student enrollment. In contrast, Latinos accounted for 5% of school-based professionals in 2012-13 compared to 27% of enrollment. The alignment between MCPS staff and the languages spoken by ESOL students and parents remains unknown because MCPS does not collect data describing the second language proficiency of staff.
- 2. Student subgroups by race and ethnicity tend to be concentrated in schools with other members of their subgroups rather than evenly dispersed throughout the school system.** Few MCPS schools reflect the racial and ethnic diversity of the school system as a whole were 33% of students are White, 27% are Latino, 21% are Black, and 14% are Asian. Instead, students by subgroup are often concentrated in schools with other subgroup peers, especially White and Asian students. For example, 42-46% of Asian elementary and middle school students were enrolled in the fifth of MCPS schools where their enrollment exceeded 20%; 57-59% of White elementary and middle school students and 64% of White high school students were enrolled among the third of schools where their enrollment exceeded 45%.
- 3. Schools enrolling the highest shares of student subgroups were staffed by more professionals from that subgroup, but often had the widest demographic mismatch between students and staff.** For example, among the three high schools with the highest concentrations of Latino students, Latinos accounted for 7% of school professionals on these campuses compared to 4% of staff among the campuses with the lowest concentrations of Latino students. Yet, the Latino student to staff ratios at the three high concentration high schools, at 84 Latino students per Latino professional, was far higher than the Latino student to staff ratios at the nine low concentration high schools which was 42 Latino students per Latino professional.
- 4. A review of MCPS' language assistance data suggests that schools' demand for language services generally aligns with their ESOL and Latino student enrollment.** OLO found that schools' requests for central office interpreter and language line services generally aligned with schools' shares of ESOL and Latino students. Exceptions to this trend included the higher than anticipated demand for language services among Downcounty Consortium schools and among secondary schools with the highest concentrations of ESOL and Latino students. Understanding why these exceptions occurred was beyond the report's scope.

C. Reactions to the Report

The Superintendent's September 24th letter in response to our report begins on © 9 and emphasizes the following points:

- A diverse workforce is important to the extent that it is “highly effective” and “culturally proficient.”

- MCPS has been focused on enhancing the cultural proficiency of current MCPS staff via its Equity Initiatives Unit.
- A significant challenge to hiring a more diverse teaching corps “is that the population of teachers coming out of education schools ... has been largely White and largely female.”
- MCPS has expanded recruitment efforts at Historically Black Colleges and Universities (HBCUs) and plans to partner with the Ana G. Mendez University System to enhance teacher diversity.
- MCPS has achieved greater success at enhancing the diversity of school administrators.
- In the absence of data on the second language skills of MCPS staff, OLO should have considered data describing the increasing demand for language assistance services.
- Increasing the cultural and language diversity of MCPS staff remain important goals for the school system.

D. MCPS' New Teacher Workforce Diversity Strategic Plan

Following the release of OLO Report 2015-1, MCPS launched a new strategic plan aimed at enhancing the diversity of its teacher workforce. The Superintendent’s memorandum to the Board of Education describing this new initiative is attached beginning on © 13. Four key strategic goals comprise their initiative:

- **Implement an innovative recruitment program** focused on attracting highly effective teachers with diverse backgrounds, especially teachers of color via a new marketing campaign, ambassador program, and increased recruitment at HBCU’s and other minority-serving institutions.
- **Redesign the teacher selection process** to ensure MCPS is competitive by accelerating the selection timeline, increasing the use of open contracts, using more diverse panels to hire applicants, and auditing the hiring process to eliminate barriers to hiring diverse teachers.
- **Support the retention of teachers of color** by requiring cultural proficiency training for all staff, enhancing mentoring and networking for new teachers, establishing partnerships that promote affordable housing, and the use of exit interviews to see why teachers leave MCPS.
- **Expand the County’s talent development program** for teachers by expanding current partnerships with teacher development programs, expanding programs that train SEIU staff to become teachers, growing the MCPS alternative teacher certification/resident teacher program, and enhancing student-to-educator pathways among MCPS high school students

E. Promising Practices and Strategies among Local School Systems

Following the release of OLO Report 2015-1, OLO staff also examined the research on promising practices for increasing teacher diversity.² Four sets of promising practices were identified:

² Sources reviewed include *America’s Leaky Pipeline for Teachers of Color*, *Retaining Teachers of Color in Our Public Schools*, and *Increasing Teacher Diversity* by the Center for American Progress; *Best Practices and Successful Programs – Improving Recruitment and Retention of Underrepresented Populations* by the Stellar Group; and *Eight Promising Practices for Recruiting Diverse Educator Talent* by Emily Douglas of Ed Week.

- **Targeted recruitment strategies** – these can include college visits, employee referrals, use of diverse recruiters, and career fairs in non-traditional settings that may include HBCU’s, churches, community centers, and cultural celebrations as well as inviting under-represented candidates to local school systems. Targeted recruitment events can also be held in partnership with other organizations that serve diverse populations.
- **Alternative pathways** – these can include alternative certification programs for mid-career changers and grow your own programs that seek to prepare para-professionals for teaching. Promising practices, as noted by the U.S. Department of Education³ include recruiting widely and selecting carefully, flexible program design, the provision of extensive support services, and a commitment to program improvement. Alternative pathway programs may also involve support, tuition assistance, and training in hard-to-staff content areas.
- **Early outreach programs** – these include programs aimed at inspiring young people (e.g. high school students) to become teachers. Early outreach activities can include career exploration events in teaching at the middle and high school levels, college visits and outreach activities for students of color, in-school workshops for students who self-identify as interested in teaching, mentorship programs, and summer learning programs focused on teaching for interested high school and college students.
- **Teacher preparation and district partnerships** – these include districts creating direct partnerships with local universities that enroll large numbers of students of color, such as HBCU’s and other minority-serving institutions of higher education. Such partnerships may also occur at the community college level and assist students in transitioning to four year universities, passing licensing exams, and completing their teaching credential.

OLO staff reviewed the websites of nearby school systems and other information online to identify their staff recruitment efforts aimed at enhancing their teacher diversity. A memorandum to the ED Committee describing our findings begins on © 19. As noted on the next page, most of the strategies utilized by surrounding jurisdictions rely on targeted recruitment strategies.

F. Recommended Discussion Issues

OLO offers two sets of discussion questions to help frame the ED Committee’s conversations with MCPS representatives during worksession.

1. **How will MCPS determine the success of its new Teacher Diversity Strategic Plan?** More specifically, how is MCPS defining success for this initiative? What benchmarks will the school system track? How long will MCPS wait to evaluate and refine its efforts? Will MCPS also track benchmarks on gender diversity?
2. **What strategies are under review by MCPS to enhance the linguistic diversity of school-based staff?** More specifically, has the school system begun to address the data gap identified in the report (i.e. lack of data on second language proficiency of school-based professionals)? And if so, is the school system in the process of developing a parallel strategic plan aimed at enhancing the linguistic capacities of school staff?

³ U.S. Department of Education, Office of Innovation and Improvement, *Innovations in Education: Alternative Routes to Teacher Education*, Washington, D.C. (2004) cited by the Stellar Group (2014)

Promising and Local Practices for Increasing Teacher Diversity

Promising Practices	Specific Strategies	Local School Systems Implementing Strategies
Targeted Recruitment Practices	Host Teacher Diversity Recruitment Weekend	Anne Arundel
	Recruit at HBCU's and Hispanic serving institutions	Anne Arundel, Frederick, Howard and Montgomery
	Share job announcements with diverse alumni and community groups	Anne Arundel and Howard
	Host diversity/bilingual career fairs	Anne Arundel, Baltimore County, and Loudoun
	Use diverse recruiters	Howard and Montgomery
Alternative Pathways to Teaching	Use alternative certification/resident teacher programs	Prince George's and Montgomery
Teacher Preparation and District Partnerships	Partner with minority serving institutions, community groups, and/or organizations	Anne Arundel and Montgomery
Early Outreach Activities	Teacher Academy of Maryland (Career and Technology Education Program)	Anne Arundel, Baltimore County, Frederick, Howard, Prince George's, and Montgomery

ATTACHMENTS	BEGINS AT
Executive Summary of OLO Report 2015-1	© 1
Chapter V: Summary of Findings	© 4
Comments from Superintendent Joshua Starr, September 24, 2014	© 9
Memorandum from Superintendent Joshua Starr to Board of Education on Teacher Workforce Diversity Strategic Plan, December 9, 2014	© 13
Memorandum from Carl Scruggs to ED Committee on Strategies for Increasing Diversity of School Staffs among Local Districts, January 22, 2015	© 19

Cultural and Linguistic Diversity of MCPS Students and Staff

Culturally- and linguistically-diverse students currently make up two-thirds of Montgomery County Public Schools' (MCPS) enrollment while White certificated staff account for roughly three-fourths of all school-based professionals. The County Council tasked the Office of Legislative Oversight (OLO) to undertake this project to consider how the demographic alignment between MCPS students and educators varied across the schools and to examine the strategies utilized by MCPS to communicate with the families of English language learners.

Three findings emerged from the information reviewed for this project. First, the demographic mismatch between students and school professionals within MCPS mirrored state and national trends in 2012-13. Second, student subgroups – Asian, Black, Latino, and White students – tended to be concentrated in schools with other members of their subgroup. Third, while schools with high concentrations of students from specific subgroups tended to have more professionals from that subgroup, the demographic mismatch between students and professionals was often widest among these high concentration schools.

OLO was unable to describe the alignment between MCPS students and school based staff by language diversity because MCPS' central office does not monitor the linguistically diversity of school based staff. A fourth finding, however, emerged from OLO's review of the school system's language assistance service data: schools' demand for language assistance services generally aligns with schools' ESOL and Latino student enrollment.

Student and Staff Demographics by Race and Ethnicity

Finding #1: Whites are over-represented among school professionals relative to student enrollment.

As noted in Table 1, White staff accounted for 76% of all MCPS school-based professionals in 2012-13 while White students accounted for 33% of total enrollment. Thus, White staff members were over-represented among MCPS school professionals relative to school enrollment. By contrast, Asians, Blacks, and Latinos were underrepresented as staff members compared to their enrollment. The under-representation of Latinos among school staff is particularly apparent: they accounted for 5% of professionals compared to 27% of students.

Table 1: MCPS School-Based Professional Staff and Student Distribution Data, 2012-13

Race/Ethnicity Subgroups	Staff Share of Population	Student Share of Population	Demographic Gap* (0.0% = Parity)	Parity Index** (100% = Parity)
Asians	5.0%	14.3%	- 9.3%	35.0%
Blacks	12.5%	21.3%	- 8.8%	58.7%
Latinos	5.3%	26.6%	- 21.3%	19.9%
Whites	75.7%	33.0%	+ 42.7%	229.4%

* Demographic Gap equals Staff minus Student Share
** Parity Index equals Staff Share/Student Share

Distribution of Students by School Level and Demographic Concentration

Finding #2: Student subgroups tend to be concentrated in schools with other members of their subgroup rather than evenly dispersed throughout the school system.

Few MCPS schools reflect the racial and ethnic diversity of the school system as a whole noted in Table 1. Instead, students by subgroups are often concentrated in schools with other subgroup peers, especially White and Asian students. For example, as noted on Table 2 on the next page:

- Asians accounted for 14-15% of elementary and middle school enrollment in 2013, but 42-46% of all Asian students were concentrated among the fifth of schools whose Asian enrollment exceeded 20%.
- Whites accounted for 31-35% of school enrollment in 2013, but 57-59% of all White elementary and middle school students and 64% of all White high school students were enrolled among the third of schools whose White enrollment exceeded 45%.

Black and Latino students were also concentrated among schools with medium to high concentrations of their subgroup peers, but at lower levels than Whites and Asians. At the elementary level, however, Latinos appear to be more concentrated in schools with other Latino peers. For example, 42% of Latino elementary students were concentrated among the fifth of elementary schools whose Latino enrollment exceeded 45%.

Table 2: Distribution of Students by Subgroup and School Level, 2012-13

Shares of School Enrollment	Asian Students		Black Students		Latino Students		White Students	
	Share	Schools	Share	Schools	Share	Schools	Share	Schools
Elementary Schools (130)								
Low Concentration (0-19%)	54.4%	105	34.2%	78	19.3%	60	11.1%	48
Medium Concentration (20-44%)	45.6%	25	45.1%	43	47.1%	46	32.4%	39
High Concentration (45% +)	--	--	20.7%	9	41.9%	24	56.5%	43
Middle Schools (38)								
Low Concentration (0-19%)	57.6%	31	25.7%	16	25.8%	17	12.9%	12
Medium Concentration (20-44%)	42.4%	7	54.9%	19	65.1%	19	27.7%	14
High Concentration (45% +)	--	--	19.4%	3	9.1%	2	59.4%	12
High Schools (25)								
Low Concentration (0-19%)	68.2%	21	25.1%	12	18.4%	9	6.9%	6
Medium Concentration (20-44%)	31.8%	4	64.8%	12	62.5%	13	31.7%	3
High Concentration (45% +)	--	--	10.2%	1	19.2%	3	61.4%	9

Distribution of Staff by School Level and Demographic Concentration

Finding #3: Although schools enrolling the highest shares of subgroups are staffed by more professionals from that subgroup, the demographic mismatch between staff and students is often greatest among schools with the largest minority populations.

OLO found that schools with a higher concentration of students in a specific subgroup generally had a higher percentage of school professionals from that subgroup. For example, Latinos accounted for five percent of school professionals and 29% of enrollment among MCPS elementary schools, but accounted for 12 percent of professional staff among the elementary schools where Latinos accounted for 45% or more of enrollment.

With the exception of Asians, this pattern of schools with higher subgroup enrollment having a higher proportion of school professionals from that subgroup holds true. However, the demographic mismatch between students and school professionals is often highest among schools with the highest concentrations of students of color. Table 3 on the next page shows that student-to-staff ratios by subgroup are often highest among the schools with the highest concentrations of Black and Latino students. For example, comparing:

- Black students to Black staff, there were 22 students per staff among the high schools with the lowest concentrations of Black students v. 41 students per staff among the highest concentration schools.
- Latino students to Latino staff, there were 42 students per staff among the high schools with the lowest concentrations of Latinos students v. 84 students per staff among the highest concentration schools.

Table 3: Student-to-Staff Ratios by Subgroup and School Type, 2012-13

Schools by Subgroup Enrollment	Asians-Students per Staff	Blacks-Students per Staff	Latinos-Students per Staff	Whites-Students per Staff
Elementary Schools	33.5	26.0	71.3	5.0
• Low Concentration (0% - 19%)	24.0	23.4	60.2	1.3
• Medium Low (20% - 29%)	57.3	28.4	69.4	3.9
• Medium High (30% - 44%)	73.2	25.2	69.6	6.2
• High Concentration (45% +)	--	30.3	80.1	9.6
Middle Schools	37.4	16.5	56.8	6.1
• Low Concentration (0% - 19%)	27.6	13.5	87.3	2.6
• Medium Low (20% - 29%)	67.9	16.7	18.3	4.2
• Medium High (30% - 44%)	104.5	18.1	80.7	5.8
• High Concentration (45% +)	--	20.5	50.6	9.8
High Schools	43.3	21.8	62.1	6.6
• Low Concentration (0% - 19%)	38.9	21.5	41.8	2.4
• Medium Low (20% - 29%)	56.0	18.3	60.3	4.7
• Medium High (30% - 44%)	60.1	23.3	74.9	6.1
• High Concentration (45% +)	---	40.6	83.8	10.2

Schools' Use of Central Office Language Assistance Services

Finding #4: MCPS does not report on the linguistic diversity of its school personnel. OLO's review of MCPS' language assistance data, however, suggests that school demand for central office language services generally aligns with schools' ESOL and Latino enrollments.

A comprehensive list of school-based personnel that can communicate in languages other than English was not available from MCPS when requested by OLO. So OLO examined MCPS' language services data to discern if the demand for these central-office services aligned with school's shares of ESOL and Latino students.

OLO's review of the data found that the demand for language line and interpreter services overall and among Spanish language requests generally aligned with the demographics of schools across six geographic areas. The exception to this trend was the higher demand for central office language services among Downcounty Consortium schools and the lower demand among Gaithersburg area schools. OLO also found that the demand for language services as compared to ESOL and Latino enrollment tended to be higher among MCPS' secondary schools, with the highest concentrations of ESOL and Latino students and lower among schools with low concentrations of ESOL and Latino students.

For a complete copy of OLO-Report 2015-1, go to:
<http://www.montgomerycountymd.gov/olo/reports/2008.html>

Chapter V: Summary of Findings

This Office of Legislative Oversight (OLO) report was prepared at the request of the County Council to examine the alignment of demographics between Montgomery County Public Schools' student body and its teachers and the use of language assistance services among schools. This chapter describes the four major findings that emerged from OLO's review. They are that:

- Mirroring state and national trends, Whites are over-represented among MCPS school professionals relative to student enrollment. OLO however could not discern the linguistic alignment between school staffs and students because MCPS does not track school staffs' second language skills;
- Student subgroups tend to be concentrated in schools with other members of their subgroup rather than evenly dispersed throughout the school system, especially White students;
- Schools enrolling more students in specific subgroups are staffed by more professionals from that subgroup. Yet, the demographic gap between students and staff is highest among the most culturally diverse schools; and
- The data provided by MCPS does not enable OLO to compare the linguistic diversity of its school personnel to its student body. OLO's review of MCPS' language assistance data, however, suggests that the demand for interpreter services among schools generally aligns with their ESOL eligible and Latino student enrollments.

A detailed description of each of these specific findings follows.

Finding #1: Whites are over-represented among school professionals in MCPS relative to student enrollment and student to staff ratios vary widely by subgroup. Yet, the linguistic alignment between school staff and ESOL students remains unknown.

As described in Table 5-1 below, White staff accounted for 76% of school-based professionals employed by MCPS in 2013 while White students accounted for 33% of enrollment. Thus, Whites are over-represented among school professionals compared to enrollment. The over-representation of White professionals to students is especially high at the elementary level, where Whites accounted for 79% of school professionals compared to 31% of enrollment.

Table 5-1: MCPS Staff and Student Distribution Data, 2012-13

Subgroups	Staff Share of Population	Student Share of Population	Demographic Gap* (0.0% = Parity)
Asians	5.0%	14.3%	- 9.3%
Blacks	12.5%	21.3%	- 8.8%
Latinos	5.3%	26.6%	- 21.3%
Whites	75.7%	33.0%	+ 42.7%
ESOL	n/a	15.4%	n/a
* Demographic gap equals Student Share minus the Staff Share			

Conversely, Latinos, Asians, and Blacks are under-represented as school professionals compared to their enrollment. The under-representation of Latinos among school professionals is especially high, as they accounted for 5% of school professionals compared to 27% of student enrollment in 2013. The data also show that Asians accounted for 5% of school professionals, but 14% of students, and that Blacks accounted for 13% of school professionals compared to 21% of students.

The over-representation of White staff in MCPS schools and under-representation of staff from other subgroups leads to wide variation in MCPS student-to-staff ratios by subgroup as shown in Table 5-2, from a low of five White students per White professional among MCPS' elementary schools to a high of 62 Latino students per Latino professional among MCPS' high schools. Given the higher concentration of White professionals among MCPS' elementary schools, same subgroup student-to-staff ratios tend to be higher for Black and Latino students in these grades.

Table 5-2: Same Subgroup Student-to-Staff Ratios by School Type, 2012-13

Schools by Subgroup Enrollment	Asian Students per Staff	Black Students per Staff	Latino Students per Staff	White Students per Staff
Elementary Schools	33.5	26.0	71.3	5.0
Middle Schools	37.4	16.5	56.8	6.1
High Schools	43.3	21.8	62.1	6.6

Of note, the demographic mismatch between school professionals and students in MCPS is emblematic of state and national trends. As noted by the Center for American Progress, at the national level people of color (i.e. Black, Latino, Asian, Pacific Islander, Native American, and Multi-racial persons) accounted for 18% of all teachers in 2012 but 48% of all students; in Maryland, people of color accounted for 17% of all teachers and 57% of all students.³¹

Finally, OLO could not compare the linguistic diversity of school-based professional staff to ESOL eligible students because MCPS does not track the second language skills of school personnel. Therefore, the linguistic alignment between school staffs and MCPS' students remains unknown.

Finding #2: Student subgroups tend to be concentrated in schools with other members of their subgroup rather than evenly dispersed throughout the school system, especially White students.

Depending on the school level (elementary, middle, and high school), Asian students make up 14-15% of enrollment, Black students comprise 21-22% of enrollment, Latino students constitute 24-29% of enrollment, and White students make up 31-35% of enrollment. Few MCPS schools, however, reflect the school system's racial and ethnic diversity at the individual campus level.

Instead, as shown in Table 5-3 on the next page, students by subgroup are often concentrated in schools with other subgroup peers, especially White and Asian students where:

³¹ Boser, U., *Teacher Diversity Matters: A State-by-State Analysis of Teachers of Color*, Center for American Progress, 2014 <http://www.americanprogress.org/wp-content/uploads/2014/05/TeacherDiversity.pdf>

- Asians accounted for 14% of elementary and 15% of middle school enrollment in 2013, but 42-46% of all Asian students were concentrated among the fifth of schools whose Asian enrollment exceeded 20%.
- Whites accounted for 31-35% of school enrollment in 2013, but 57-59% of all White elementary and middle school students and 64% of all White high school students were enrolled among the third of schools whose White enrollment exceeded 45%.

Black and Latino students were also concentrated among schools with medium to high concentrations of their subgroup peers, but at lower levels than Whites and Asians. More specifically, a majority of Black and Latino secondary students were enrolled in schools where their subgroups accounted for 20-44% of student enrollment. With Blacks accounting for 22% of secondary enrollment, and Latinos accounting for 24-25% of secondary enrollment, this finding suggests that Black and Latino secondary students are somewhat dispersed across secondary schools.

At the elementary level, however, Latinos appear to be more concentrated in schools with other Latino peers. For example, 42% of Latino students were concentrated among the 24 elementary schools whose Latino enrollment exceeded 45% compared to 21% of Black students enrolled in 7 MCPS elementary schools whose Black enrollment exceeded 45%.

Table 5-3: Distribution of Students by Subgroup and School Level, 2012-13

Shares of School Enrollment	Asian Students		Black Students		Latino Students		White Students	
	Share	Schools	Share	Schools	Share	Schools	Share	Schools
Elementary Schools (130)								
Low Concentration (0-19%)	54.4%	105	34.2%	78	19.3%	60	11.1%	48
Medium Concentration (20-44%)	45.6%	25	45.1%	43	47.1%	46	32.4%	39
High Concentration (45% +)	--	--	20.7%	9	41.9%	24	56.5%	43
Middle Schools (38)								
Low Concentration (0-19%)	57.6%	31	25.7%	16	25.8%	17	12.9%	12
Medium Concentration (20-44%)	42.4%	7	54.9%	19	65.1%	19	27.7%	14
High Concentration (45% +)	--	--	19.4%	3	9.1%	2	59.4%	12
High Schools (25)								
Low Concentration (0-19%)	68.2%	21	25.1%	12	18.4%	9	6.9%	6
Medium Concentration (20-44%)	31.8%	4	64.8%	12	62.5%	13	31.7%	3
High Concentration (45% +)	--	--	10.2%	1	19.2%	3	61.4%	9

Finding #3: Although schools enrolling the highest shares of subgroups are staffed by more professionals from that subgroup, the demographic mismatch between staff and students is often greatest among schools with the largest minority populations.

As described in Table 5-4, generally schools with a higher concentration of students in a specific subgroup had a higher percentage of school professionals from that subgroup. For example, Latinos accounted for five percent of school professionals and 29% of enrollment among MCPS elementary schools but accounted for 12% of professional staff among the elementary schools where Latinos accounted for 45% or more of enrollment.

Table 5-4: Staffing by Subgroup and School Type, 2012-13

Schools by Subgroup Enrollment	% Asian Staff	% Black Staff	% Latino Staff	% White Staff
All Elementary Schools	5.3%	9.8%	5.0%	78.5%
• Low Concentration (0% - 19%)	9.7%	6.3%	2.8%	72.4%
• Medium Low (20% - 29%)	5.1%	10.5%	4.2%	80.1%
• Medium High (30% - 44%)	3.2%	15.6%	6.2%	79.9%
• High Concentration (45% +)	--	22.5%	8.3%	87.2%
All Middle Schools	5.1%	16.7%	5.6%	71.1%
• Low Concentration (0% - 19%)	12.4%	11.4%	5.4%	61.7%
• Medium Low (20% - 29%)	5.2%	18.0%	4.8%	63.5%
• Medium High (30% - 44%)	0.8%	23.1%	5.7%	76.7%
• High Concentration (45% +)	--	32.0%	12.3%	81.0%
All High Schools	4.8%	14.3%	5.5%	74.0%
• Low Concentration (0% - 19%)	15.7%	7.6%	4.2%	61.1%
• Medium Low (20% - 29%)	2.4%	19.3%	5.8%	72.1%
• Medium High (30% - 44%)	2.8%	22.2%	6.4%	76.5%
• High Concentration (45% +)	---	19.4%	7.4%	83.2%

With the exception of Asians, this pattern of schools with higher subgroup enrollment having a higher proportion of school professionals from that subgroup holds true. However, the demographic mismatch between students and school professionals is often highest among schools with the highest concentrations of students of color. Data on student-to-staff ratios across schools with varying concentrations of subgroup enrollment demonstrate this trend.

Table 5-5 on the next page also shows that student-to-staff ratios by subgroup are often highest among schools with the highest concentrations of Black and Latino students. For example:

- There were 22 Black students per Black professional among the high schools with the lowest concentrations of Black students compared to 41 Black students per Black professional among the high schools with the highest concentrations of Black students.

- There were 42 Latino students per Latino professional among the high schools with the lowest levels of Latino enrollment compared to 84 Latino students per Latino professional among the high schools with the highest concentrations of Latino students.

Table 5-5: Student-to-Staff Ratios by Subgroup and School Type, 2012-13

Schools by Subgroup Enrollment	Asian Students per Staff	Black Students per Staff	Latino Students per Staff	White Students per Staff
All Elementary Schools	33.5	26.0	71.3	5.0
• Low Concentration (0% - 19%)	24.0	23.4	60.2	1.3
• Medium Low (20% - 29%)	57.3	28.4	69.4	3.9
• Medium High (30% - 44%)	73.2	25.2	69.6	6.2
• High Concentration (45% +)	--	30.3	80.1	9.6
All Middle Schools	37.4	16.5	56.8	6.1
• Low Concentration (0% - 19%)	27.6	13.5	87.3	2.6
• Medium Low (20% - 29%)	67.9	16.7	18.3	4.2
• Medium High (30% - 44%)	104.5	18.1	80.7	5.8
• High Concentration (45% +)	--	20.5	50.6	9.8
All High Schools	43.3	21.8	62.1	6.6
• Low Concentration (0% - 19%)	38.9	21.5	41.8	2.4
• Medium Low (20% - 29%)	56.0	18.3	60.3	4.7
• Medium High (30% - 44%)	60.1	23.3	74.9	6.1
• High Concentration (45% +)	---	40.6	83.8	10.2

Finding #4: A review of MCPS’ language assistance data suggests that school demand for language services generally aligns with schools’ ESOL eligible and Latino student enrollments.

Since data regarding the linguistic diversity (second language skills) of school professionals in MCPS was not available, OLO examined MCPS data on language line and interpreter services by school to discern if the demand for these central-office services aligned with school’s shares of ESOL eligible students and Latino students.

OLO’s review of this data found that demand for central office language assistance services (language line and interpreter service) generally aligned with the demographics of schools across the MCPS’ six geographic areas. The exception to this trend was the higher demand for language services among Downcounty Consortia schools. OLO also found that the demand for language services compared to ESOL eligible and/or Latino enrollment tended to be higher among MCPS’ secondary schools with the highest concentrations of ESOL eligible and Latino students and lower among schools with low concentrations of these subgroups.





September 24, 2014



Elaine Bonner-Tompkins, Ph.D.
Senior Legislative Analyst
Montgomery County Council
Office of Legislative Oversight
100 Maryland Avenue
Rockville, Maryland 20850

Dear Dr. Bonner-Tompkins:

Thank you for the opportunity to respond to the Office of Legislative Oversight (OLO) Report, *Cultural and Linguistic Diversity of MCPS Students and Staff*. As you know, and as this report confirms, the student population in Montgomery County has grown dramatically more diverse since 2000. Staff demographics also have grown more diverse, but at a far slower rate, leading to what you describe as a Student to Staff Demographic Gap. This gap is not at all dissimilar to the gap in the ethnicity and race of teachers and school staff across the country when compared with the students they serve. Almost every state has a significant diversity gap. We are committed to creating a more diverse workforce that is representative of the populations we serve, and we are making progress toward that goal.

The report also attempts to analyze the linguistic diversity of the Montgomery County Public Schools (MCPS) population using data related to requests for language-related services and the number of students served in our English for Speakers of Other Languages (ESOL) program. This response will address both topics—staff diversity as well as language services.

Methodology

While we appreciate the efforts of the OLO staff, we do have concerns about the methodology used in this report. The OLO created a “parity index” to describe the degree of the “match” between student and staff demographics among schools. Thus, parity is only reached if there is a 1-to-1 correlation between a student subgroup and a staff subgroup. For example, parity would be achieved if a school had 45 percent African American students and 45 percent African American teachers. This notion is worrisome, as we are concerned that it could be misinterpreted to imply that teachers of one race cannot adequately meet the instructional needs of students of another race. I am certain that is not your intent with this measure, and I hope that readers of this report will not draw this faulty conclusion. In creating a culturally proficient system, our goal is to have a diverse faculty and staff working effectively to meet the needs of our diverse student body in a truly integrated fashion. Our main focus is to ensure that we have a highly effective and talented teacher in front of every child, every day. We are working to accomplish this not only through hiring a more diverse workforce but also through building the capacity of existing employees with increased professional development focused on core value of equity. Our commitment to equity can also be seen in each of our professional growth systems.

Office of the Superintendent of Schools

850 Hungerford Drive, Room 122 ♦ Rockville, Maryland 20850 ♦ 301-279-3381

Research and Cultural Competency

The report states that research shows that teacher diversity can help narrow the achievement gap. Diversity alone will not meet this critically important goal. Rather, highly qualified, culturally sensitive teachers in conjunction with an environment of high standards and challenging curriculum is what leads to achievement gains (Haycock 2001). In “Answers in the Tool Box”, (Adelman 1998) notes that the impact of a high school curriculum of high academic intensity and quality on degree completion is far more pronounced—and positively—for African American and Latino students than any other precollege indicator of academic resources. Therefore, our focus has to be on not only creating a more diverse workforce but a highly effective, culturally proficient one. What is our progress toward this goal?

We presented our work on creating a more culturally proficient staff to the Board of Education on September 9, 2014. The presentation and discussion with the Board can be seen on our website—www.montgomeryschoolsmd.org—by searching Equity Initiatives Unit (EIU). This unit, led by Mr. Troy Boddy, is implementing additional systemic and strategic practices this year to build the capacity of all staff to ensure the implementation of practices that demonstrate our commitment to equity and eliminate any institutional barriers to students’ success. To facilitate this work, EIU is collaborating with other central services partners to design and implement professional learning opportunities that help us address the six goals for educational equity that are guiding our work in MCPS:

1. high academic achievement for every student;
2. equitable access and inclusion;
3. equitable treatment;
4. equitable opportunity to learn;
5. equitable resources; and
6. accountability for learning. (Scott, 2006 *Intercultural Development Research Association South Central Collaborative for Equity*)

Hiring a More Diverse Workforce

Our Office of Human Resources and Development has been making a concerted effort over the last several years to increase the presence of underrepresented teaching staff through targeted recruitment strategies, direct outreach, and partnerships with local colleges and universities, and by critically reviewing and analyzing internal data to target process improvements. One of the most significant challenges is that the population of teachers coming out of education schools for years has been largely White and largely female. This is beginning to change as the percentage of African American and Latino students enrolled in college is increasing, and it is our hope that more will see the benefit of a career in teaching, therefore giving us a bigger recruitment pool.

Historically, our teaching force has come from the following colleges and universities: University of Maryland—College Park, Towson University, Johns Hopkins University, University of Delaware, Hood College, Loyola University, Mount Saint Mary’s University, Pennsylvania State University, Salisbury University, and Bowie State University. To increase the pool of diverse candidates, we have expanded our recruitment efforts in recent years to local Historically Black Colleges and Universities (HBCUs), including Bowie State University, Coppin State University, and Howard University, as well as HBCUs outside of Maryland, such as Morehouse College, Spelman College, and Hampton University, to name a few. We will continue to intensify our efforts to hire more candidates of color as the percentage of White teachers hired this school year still remains about 70 percent.

We also are establishing partnerships with programs that will increase the pipeline of Latino and Asian teachers. Partnering with the Ana G. Mendez University System, MCPS has established a program for ESOL teachers. With strong partnerships with the Montgomery County Asian Educators Association and the Hispanic Educators Association, we have hired MCPS graduates who are awarded scholarships to study education and return to teach in MCPS.

In addition to recruiting externally, MCPS has the opportunity to cultivate best practices internally to promote from within. For example, encouraging our paraeducators and other support professionals to consider pursuing a degree in education could be a successful pipeline of diverse teachers. Some 500 employees have successfully moved from our support services positions into teaching and administrative ranks.

We have been quite successful in hiring administrators of color and creating a pool of future administrators through our well-respected leadership development program. The leadership of a school building sets the tone for the staff, so we know that to truly have a culturally proficient school, we must have administrators of all races and ethnicities who are committed to equity. The percentages of new principals and assistant principals hired this year who are African American were 54 and 44 percent, respectively. Newly hired administrators of Latino heritage only accounted for 4 percent, so this is an area that we will continue to focus on in our recruitment and development practices. Overall, about 36 percent of our principals are either African American or Latino, and 46 percent of our assistant principals are African American or Latino.

MCPS Language Assistance Services

We know that the linguistic diversity of our students in families in Montgomery County is quite significant, with students coming from approximately 160 different countries speaking 130 languages. We do not know definitively, however, the linguistic diversity and capabilities of our staff, as this is not data that we capture. In the absence of this data, the OLO attempted to complete an analysis of how well we are serving our linguistically diverse families using some metrics and projections. It is not clear why OLO substituted a study of Language Line and interpreter usage in MCPS to compensate for the unavailability of data on the bilingual abilities of MCPS staff.

The OLO attempted to use the same demographic gap and parity index analysis it used in looking at staff and student demographics. The report compares schools' use of central office language assistance services to schools' ESOL and Latino student enrollment. This is a flawed comparison and thus cannot accurately yield the valid index comparisons that OLO attempts to make. ESOL student enrollment is not the only driver for Language Line and interpreter use in MCPS. It is quite possible that the parents or guardians of non-ESOL students may need interpreters to communicate with school staff, despite the student being proficient in English or having never been an ESOL student. In addition, Latino student enrollment is not the only driver for the use of Spanish Language Line and Spanish interpreters. Many Latinos are bilingual and/or proficient in English or do not speak Spanish, making an interpreter unnecessary. Finally, if a school does, in fact, have a number of staff members who are bilingual, it may not need to access central service language support to communicate with non-English-speaking families. Therefore, such schools where there are a significant number of multilingual staff might end up low on this OLO parity index.

The report goes into great detail to analyze "parity" of language service usage and ESOL/Latino enrollment by various areas of the county. The results are not surprising given what we all know about the demographics of the different areas of the county.

We believe that a more relevant analysis would be of the overall usage of our language assistance services. The trend across the county during the last five years is one of significant increases. Requests for written translations have increased from 791 in 2010 to more than 1150 midway through 2014. Requests for oral interpretation services have increased 80 percent since 2010 from approximately 6,400 to more than 11,600 so far this year. Our telephone language line services have seen a nearly 35 percent increase in utilization from about 11,200 to more than 15,000 during the same time period.

Certainly, our goal is to hire a workforce with more multilingual skills, and this is part of our overall hiring effort as outlined above. That said, in the absence of enough multilingual staff in all 202 schools to meet the various linguistic needs of our students and families, we will continue to provide robust support from central services. This is an area that will require more resources as we see increased demand.

In conclusion, this report is useful in helping spotlight issues related to the growing diversity of our community. This diversity provides a cultural richness in our county that makes Montgomery County such a wonderful place. What is clear is that to meet the needs of our students and to ensure that we continue to have a strong school system, we must work to increase the diversity and cultural proficiency of our workforce. Increasing the linguistic capabilities of our staff is an important goal as well. We look forward to further discussions around this topic and working together for the children of our community.

Sincerely,



Joshua P. Starr, Ed.D.
Superintendent of Schools

JPS:sln

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Office of the Superintendent of Schools
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

December 9, 2014

MEMORANDUM

To: Members of the Board of Education
From: Joshua P. Starr, Superintendent of Schools
Subject: Teacher Workforce Diversity Strategic Plan

In our District Implementation Plan for *Building Our Future Together: Students, Staff, and Community*, we established five core strategies—Academic Rigor and Culturally Proficient Instruction; Equitable Funding and Support; Human Capital Management; Community Engagement; Operational Excellence and Continuous Improvement—that will help us fulfill the mission, values, and core purpose of the Strategic Planning Framework. Under each core strategy, we enumerated our key focus areas for this school year.

Core Strategy III, Human Capital Management, entails recruiting, retaining, and developing the best workforce in public education. In our plan, we emphasized specifically: “We must build a workforce that enhances the diversity of our schools and holds the collective belief that all students can learn at high levels and thrive in their future.” That is why our first focus area of our human capital management strategy is to increase the diversity of our teacher workforce. Specifically, we indicated in our plan that we will revise and refocus our recruitment, selection, and retention processes to prioritize workforce diversity, and that we will expand and redesign local teacher pipeline programs that develop the internal talent within MCPS.

The attached Teacher Workforce Diversity Strategic Plan presents in detail our work to increase the diversity of our teacher workforce and address this critical focus area of our overall human capital strategy. We look forward to discussing this plan with the Board of Education.

JPS:AMZ:lsh

Attachment

**Montgomery County Public Schools
Teacher Workforce Diversity: Strategic Plan**

Introduction

In Montgomery County Public Schools (MCPS), we recognize that our success today and in the future requires us to recruit, retain, and develop the most talented workforce in public education. Under our strategic planning framework, *Building Our Future Together*, we have sought to enhance the cultural proficiency of *all* staff to meet the needs of our increasingly diverse student body. Equally important, we have been working to increase the diversity of our teaching corps to include the best teachers of all backgrounds, and especially to attract teachers of color and others with backgrounds and experiences that are underrepresented in our current workforce. But to achieve real gains and promote our core value of equity, we must develop a new, bolder vision and plan for teacher workforce diversity.

At MCPS, we believe in the power of diversity. As articulated in Board of Education Policy GBA, *Workforce Diversity*, a core purpose of diversity is:

To enrich the educational experiences of all students by providing exposure to adults from many backgrounds reflecting the pluralistic nature of the community, thereby providing settings for education that promote understanding of diversity and contribute to the quality of the exchange of ideas inherent in the educational setting.

In the classroom, each of our teacher's unique backgrounds and life experiences enrich our work. Teacher diversity manifests in many ways—such as the cultural backgrounds our teachers bring to the classroom, their racial and ethnic identities, their fluency in multiple languages, their academic skills and other interests, the varied jobs they may have held prior to teaching, the places in which they have lived and neighborhoods in which they grew up, and other distinctive experiences they have had in life.

As our county, state, and nation become more diverse, we need to cultivate teachers from all of these varied backgrounds and experiences to strengthen our work as a district as a whole. Numerous researchers have shown that when individuals work together in broadly diverse teams, they produce more creative and more effective results.¹ This is why employers from small businesses to Fortune 500 corporations and the military have prioritized broad diversity and inclusiveness in their workforces. Moreover, to promote diversity, we need to address the challenge that it is often difficult to recruit and retain talented staff when they face the isolating experience of being one of only a very few employees of a particular background.

Diversity is even more fundamental to public education. It plays a key role in building supportive learning communities and preparing all our students to succeed and thrive in our increasingly global world. We believe our students need to experience the rich variety of perspectives that

¹ See, for example, Scott E. Page, *The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools, and Society* 131-238 (2007).

comes from having a diverse teaching force. The breadth of unique viewpoints and experiences that our teachers bring to their classrooms will help our students succeed in such a diverse community as Montgomery County and the world beyond.

In our efforts to attract the best teachers of all backgrounds and experiences, we believe that a particular focus of our work must be to expand opportunities for teachers of color and others with backgrounds and experiences that are underrepresented in our current workforce. As United States Supreme Court Justice Sandra O'Connor has recognized, "Just as growing up in a particular region or having particular professional experiences is likely to affect an individual's views, so too is one's own, unique experience of being a racial minority in a society, like our own, in which race unfortunately still matters."² In today's global community, we know that race still matters, and we need to acknowledge this in building a diverse workforce. We believe that our student diversity demands that we recruit more teachers, especially teachers of color, who share their students' backgrounds or life experiences. While all teachers can and should serve as role models for their students, we believe that teachers who share their students' backgrounds have the potential to support and engage students in additional meaningful ways based on their own personal experiences.

Exposure to a broad diversity of viewpoints and experiences also helps promote cross-racial interactions that are beneficial for *all* students. As the Center for American Progress noted recently in a report about teacher diversity, "It is important for all students to interact with people who look and act differently than they do in order to build social trust and create a wider sense of community."³ In order to break down the damaging racial and ethnic stereotypes that often inhibit opportunities, we believe that all of our students must learn from committed, passionate, and highly qualified teachers of diverse backgrounds working successfully together on their behalf.

For a number of years, we have worked to recruit and develop teachers of color and others underrepresented in our current workforce, but our teacher diversity has increased only slightly, with white teachers comprising more than 76% of the total teacher workforce in 2014.⁴ This data is not unlike that of other large suburban districts, a sign of the broader teacher workforce that is overwhelmingly white at about 82% of all teachers nationally⁵. Moreover, while a number of our teachers grew up in Montgomery County and graduated from MCPS high schools, not all of our schools and neighborhoods are well represented among our recent teacher hiring classes. In FY2014, for example, 22 graduates from Sherwood High School and 20 graduates from Damascus High School entered the MCPS teacher workforce, as compared to 1 from Wheaton High School and 3 from Kennedy High School, respectively.

² *Grutter v. Bollinger*, 539 U.S. 306, 333 (2003).

³ Ulrich Boser, "Teacher Diversity Revisited," May 4, 2014, available at <https://www.americanprogress.org/issues/race/report/2014/05/04/88962/teacher-diversity-revisited/>.

⁴ In FY2004, 80.4% of the teacher workforce was white; in FY2014, 76.7% of the teacher workforce was white, marking a 3.7% increase in teachers of color over a 10 year period.

⁵ Rebecca Goldring and Amy Bitterman, "Characteristics of Public and Private Elementary and Secondary School Teachers in the United States: Results From the 2011-2012 Schools and Staffing Survey," August 2013, available at <http://nces.ed.gov/pubsearch>.

We must—and we can—do better. That is why we have made enhancing teacher diversity a priority area. We are closely reviewing every aspect of our human capital management practice with an eye towards rapid and dramatic improvement. What is clear is that to remain competitive in attracting the best teachers of all backgrounds and experiences to MCPS, it is not enough to redesign our recruitment efforts. Equally, if not more important, we must redesign our selection processes. To achieve the highest standards of merit in teacher selection and attract the most qualified teachers of all backgrounds, we must increase the diversity of the candidate pool for teaching positions across the district. We also must accelerate our staffing timeline so that we do not lose top talent to other school systems in the greater metropolitan area. Moreover, we must strengthen our retention practices and, perhaps most significantly, build new pipelines of diverse cohorts of teacher candidates through our own robust talent development programs that lead to certification in teaching, especially for our own students.

These four critical areas—recruitment, selection, retention, and internal talent development—comprise the four pillars of our plan to significantly increase teacher workforce diversity in MCPS. When implemented, this plan will thoroughly revise and refocus our work in these four areas, and we will monitor our work to hold ourselves accountable for progress. While racial and ethnic diversity is critical, our efforts will extend more broadly to recruit the best teachers of all backgrounds. We believe this is the path to an equitable and inclusive future in Montgomery County Public Schools.

Strategies

Strategy 1: Design and implement an innovative recruitment program focused explicitly on attracting highly effective teachers with diverse backgrounds, especially teachers of color.

At MCPS, recruitment must be a year round process that taps into the deep college and university alumni networks and partnerships that exist in our school system to advance the recruitment of teachers with diverse backgrounds. MCPS must maintain an ongoing program of recruitment to ensure that we are able to successfully compete for promising candidates of all backgrounds. Everyone must consider themselves a recruiter in MCPS because every interaction with potential teaching candidates can make the difference in attracting talented new teachers to Montgomery County.

Initiatives:

- 1.1. Launch a new marketing campaign that reframes why people should teach in MCPS over other districts and raises awareness about the diversity of our school system, our county, and the opportunities to inspire students by joining the next generation of teachers in MCPS.
- 1.2. Establish an MCPS ambassador program that leverages a diverse spectrum of MCPS teachers and principals to recruit teachers of color and others with diverse backgrounds and experiences, through alumni relations, college and university visits, campus organization partnerships, and direct networking.
- 1.3. Develop new incentives that encourage teachers to choose MCPS, and strengthen and promote the existing benefits and opportunities that MCPS has to offer its employees.

- 1.4. Create opportunities for students from a broader array of colleges and universities, including minority serving institutions, to participate in professional learning opportunities in MCPS that support their teacher preparation while highlighting the opportunities that exist to teach in our schools.
- 1.5. Overhaul the schedule and itinerary of recruitment activities to pursue a deliberate approach to increasing the diversity of our teacher candidate pool.

Strategy 2: Redesign the teacher selection process and timeline to ensure MCPS is competitive in today's teacher job market.

To ensure we remain competitive in today's teacher job market and enhance the diversity of our teacher workforce, MCPS must take steps to hire both new and veteran teachers as early as possible or risk losing talent to other school systems. To do this, we must overhaul our selection processes—from the way we make hiring decisions, to when we offer candidates positions with our system, to when and where they are assigned. Selection is not solely the responsibility of human resource staffers and a redesigned process must reflect a collective and shared responsibility to this critical function of human capital management.

Initiatives:

- 2.1. Accelerate the selection timeline for new and veteran teacher candidates to MCPS.
- 2.2. Increase the number of open contracts to high-quality candidates in hard-to-fill certification areas, as well as candidates who demonstrate a commitment to our core value of equity.
- 2.3. Create an interview process for new teachers that utilizes a diverse array of principals and teacher leaders to participate in school system hiring.
- 2.4. Create a diverse applicant pool for every open teaching position in MCPS.
- 2.5. Audit MCPS' hiring process to identify and eliminate any systemic barriers to successfully hiring teachers of diverse backgrounds and experiences.

Strategy 3: Establish MCPS as a desirable, diverse, and sustainable place to work and build a career through a systematic retention program.

Retention is a critical component to our overall strategy for human capital management. We must be intentional in cultivating the cultural proficiency of our workforce to ensure that teachers of all backgrounds experience a positive place of work and a shared understanding of each other and our students. This is a major focal point for MCPS and will continue to be in the years ahead. We must also acknowledge the institutional barriers that can work against teachers of color and others with backgrounds and experiences that are underrepresented in the teacher workforce nationally and locally. We must seek to eliminate these barriers through deliberate action.

Initiatives:

- 3.1. Implement comprehensive cultural proficiency training and development for all MCPS employees.

- 3.2. Enhance formal mentoring and expand networking programs that offer support networks, within schools and across the school district, for all new teachers, and especially those with backgrounds and experiences that are underrepresented in the MCPS teacher workforce, including teachers of color.
- 3.3. Establish partnerships with the local real-estate and business community that will promote affordable housing options for MCPS teachers.
- 3.4. Provide and promote opportunities for professional growth and teacher leadership to ensure teachers access the many resources available through MCPS.
- 3.5. Design a systematic exit interview process to capture data on why departing teachers choose to leave MCPS, in order to inform future retention practices.

Strategy 4: Create a robust talent continuum that develops our own teachers from within Montgomery County.

As MCPS builds its workforce in the years ahead, developing the talent within our own county will play a critical role in ensuring that our teaching workforce reflects the diversity that will serve our educational mission. Local teacher pipeline programs will be essential to diversifying our workforce and providing a sustained talent pool for MCPS for years to come. We must capitalize on the talent we have and the commitment to equity that exists in developing our own pathways to teaching within MCPS. We can expand this pipeline dramatically by expanding opportunities for students who grow up in neighborhoods that are underrepresented among our MCPS alumni teachers, as well as for promising talent among the ranks of MCPS paraeducators and support services staff.

Initiatives:

- 4.1. Enhance and expand our current university partnership teacher development programs so they are focused on supporting the development of a diverse teaching workforce.
- 4.2. Expand programs such as CITE—Creative Initiatives in Teacher Education—to support yearly cohorts of paraeducators and support services staff to pursue their teaching certification.
- 4.3. Grow the MCPS resident teacher program, an alternative teacher certification program for hard-to-fill certification areas or for those who have degrees in content areas who want to become teachers.
- 4.4. Develop a new STEP program—Student To Educator Pathway—that establishes a career pathway for a yearly cohort of MCPS graduating seniors, which will lead to a career teaching in MCPS, focusing on students with backgrounds and experiences that have been underrepresented in the MCPS teacher workforce.

MEMORANDUM

January 22, 2015

TO: Education Committee

FROM: Carl Scruggs, Research Associate
Office of Legislative Oversight

SUBJECT: **Strategies for Increasing the Diversity of School Staffs among Local Districts**

Following the release of OLO Report 2015-1, *Cultural and Linguistic Diversity of MCPS Students and Staff*, OLO undertook a brief review of nearby school districts to identify their strategies for increasing the diversity of their school staffs. This was performed through a review of school system websites and other information available online for the following school systems:

- Anne Arundel County Public Schools;
- Baltimore County Public Schools;
- Frederick County Public Schools;
- Howard County Public Schools;
- Prince George's County Public Schools;
- Fairfax County Public Schools; and
- Loudoun County Public Schools.

This memorandum is presented in two parts to describe the staff recruitment efforts of local school systems and their staff retention efforts. If available, this memorandum also describes performance benchmarks for staff diversity goals.

1. Recruitment Strategies by School System

This section describes the specific recruitment strategies employed by local systems to enhance the cultural and gender diversity of its teacher corps. Strategies employed among the following schools systems are described: Anne Arundel, Baltimore, Frederick, Howard, and Prince George's Counties in Maryland, and Loudoun County in Virginia.

Anne Arundel County. AACPS has outlined several strategies for increasing the diversity of its teaching staff in its *Journey to Greatness 2012-17* strategic plan. These include:

- 'Teacher Diversity Recruitment Weekend,' hosted by the school system since 2010 to give potential new hires the chance to explore the school system offices and facilities firsthand;
- Sending recruiters to Historically Black Colleges and Universities (HBCUs), Hispanic-serving institutions, campus seminars, and other meetings to connect with undergrad-level students majoring in education; and
- Use of a database of community groups and alumni associations "from diverse colleges" to distribute information on potential job opportunities.¹

¹ The Journey to Greatness – 2012 – 2017, Pages 25-26; (<http://www.aacps.org/strategicplan/strategicplan.pdf>)

Recently, AACPS listed several additional recruitment strategies in its *Strategic Plan Update*, released on November 19th, 2014. These include attending bilingual career fairs and using the school system’s Workforce Diversity Monitoring Team to monitor statistical data on recruitment.²

Since the 2007-08 school year, AACPS has set a series of graduated numeric targets for increasing their recruitment of minority and male employees, both among overall and “Unit I” employees. The school system classifies Unit I employees as “teachers, media specialists, school counselors...and other positions directly related to the instructional program.”³

These numeric goals are described in the table below. As shown, the percentage goals for male and non-white employee recruitment were both gradually increased through the 2011-12 school year. AACPS met or exceeded these target percentages for overall recruitment in all but one school year, 2014-15. However, recruitment of male and non-white “Unit I” employees fell short of their goals in every school year during the same timespan.

Annual Hiring Goals for Male and Non-White Staff at AACPS, 2009-10 through 2014-15

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Non-White, Overall Hires						
% Target*	18.5%	19.0%	19.5%	19.5%	19.5%	19.5%
% Hired	26.4%	30.0%	26.3%	24.1%	25.8%	23.3%
Non-White, Unit One Hires						
% Target**	n/a	n/a	22.0%	22.0%	22.0%	22.0%
% Hired	17.5%	21.0%	17.0%	15.4%	18.0%	17.0%
Male Overall Hires						
% Target	21.5%	21.75%	22.0%	22.0%	22.0%	22.0%
% Hired	25.4%	24.0%	28.3%	23.4%	22.8%	20.0%
Male Unit One Hires						
% Target	n/a	n/a	22.0%	22.0%	22.0%	22.0%
% Hired:	18.4%	19.5%	21.9%	18.0%	18.7%	16.0%
* Source: http://www.aacps.org/strategicplan/workforce_quality.pdf						
** Source: http://www.aacps.org/strategicplan/goal3.pdf , pgs. 6-7.						

Baltimore County. Strategies used by BCPS to increase the recruitment of diverse staff include “Diversity Jobs Fair,” held annually since May 2013 with the goal of recruiting more minorities and male teachers, in order “to reflect a student body that’s becoming more multicultural.”⁴

Frederick County. According to media accounts, FCPS has developed a ‘diversity recruitment plan’ to help bolster the recruitment of teachers from minority backgrounds. Recruitment strategies used by FCPS include:

- Increased outreach to male job candidates and historically Black colleges to help “recruit underrepresented groups of teachers;”⁵ and

² AACPS Strategic Plan Update – Teacher Recruitment & Workforce Diversity, Pages 19-20; ([http://www.boarddocs.com/mabe/aacps/Board.nsf/files/9R4C2S6E0001/\\$file/Goal%20III-2014-PRESENTATION.pdf](http://www.boarddocs.com/mabe/aacps/Board.nsf/files/9R4C2S6E0001/$file/Goal%20III-2014-PRESENTATION.pdf))

³ AACPS Division of Human Resources – Employee Handbook, Page 23; <http://www.aacps.org/humanresources/handbook.pdf>

⁴ “Baltimore County schools hosts first diversity jobs fair,” [wbaltv.com](http://www.wbalte.com/education/baltimore-county-schools-hosts-first-diversity-jobs-fair/20178278); (<http://www.wbalte.com/education/baltimore-county-schools-hosts-first-diversity-jobs-fair/20178278>)

- Hiring of central office personnel officers to develop recruitment strategies “with particular emphasis on critical shortage and diversity hiring efforts.”⁶

Howard County Public Schools. HCPSS has outlined several efforts to improve recruitment of diverse staff in its *2012 Hiring and Separation Report*, submitted to the Board of Education in March 2013.⁷ Strategies used by HCPSS to increase the recruitment of diverse staff include:

- An annual comprehensive teacher job fair,
- Targeted recruiting at “strategically selected recruiting events,” including HBCU’s, universities with “diverse student populations,” and other career events,
- Use of HCPSS recruiters that “are diverse in their gender, ethnicity, curriculum areas, and grade level,”
- Advertising open teaching positions in “African-American, Asian, and Latino communities,” as well as “strategic advertising” in campus career guides, professional trade journals, and other publications,
- Utilizing hiring data to “help develop recruitment strategies.”⁸

Prince George’s County. The PGCPSS Board of Education’s policy on “Culturally Proficient Schools and Central Offices” states that: “PGCPS shall endeavor to recruit, hire, support and retain racially and linguistically diverse and culturally responsive administrative, instructional and support personnel.”⁹ Recruitment strategies used by PGCPSS include:

- The CEO tasking the school system’s Human Resources department with “improving diversity” among PGCPSS staff and “renewing their focus” on Hispanic recruitment.¹⁰
- The recent hiring of a ‘Latino Diversity Officer’ to help facilitate the recruitment of culturally and linguistically diverse teaching staff.¹¹

PGCPS has also recently set a goal of increasing its share of Hispanic employees by 2-3% per year.¹²

Loudoun County. LCPS’ mission statement, under “Compensation, Recruitment, and Retention of Staff” states that the school system will “increase recruitment and employment of minority applicants for teaching and administrative/supervisory positions.”¹³ Recruitment efforts used by LCPS include.

⁵ “More diversity, locals among Frederick County’s newest teachers,” The Frederick News Post; (http://www.fredericknewspost.com/news/economy_and_business/business_topics/employment/article_0ac08943-8dd6-51c1-be78-199939a629fc.html)

⁶ “Personnel Officer Talent Acquisition;” (<https://k12jobspot.com/Jobs/?ID=909227>)

⁷ Hiring and Separation Report 2012, HCPSS Board of Education Meeting agenda item, March 12, 2013, Page 7; ([http://www.boarddocs.com/mabe/hcpssmd/Board.nsf/files/95KSQC73C2BF/\\$file/03%2012%202013%20Final%20H%26S%202011-2012%20BR.pdf](http://www.boarddocs.com/mabe/hcpssmd/Board.nsf/files/95KSQC73C2BF/$file/03%2012%202013%20Final%20H%26S%202011-2012%20BR.pdf))

⁸ Progress Report on the Strategic Plan – Vision 2018, page 87; (<http://www.hcpss.org/f/vision/progress-report/progress-report.pdf>)

⁹ PGCPSS Board of Education Policy – Basic Commitments, Page 2; (<http://www1.pgcps.org/WorkArea/DownloadAsset.aspx?id=192840>)

¹⁰ <http://www.gazette.net/article/20140211/NEWS/140219885/prince-george-x2019-s-school-system-focusing-on-improving-diversity&template=gazette>

¹¹ “Prince George’s school system focusing on improving diversity,” Gazette.net; (<http://www.gazette.net/article/20140211/NEWS/140219885/prince-george-x2019-s-school-system-focusing-on-improving-diversity&template=gazette>)

¹² “Prince George’s school system focusing on improving diversity,” Gazette.net; (<http://www.gazette.net/article/20140211/NEWS/140219885/prince-george-x2019-s-school-system-focusing-on-improving-diversity&template=gazette>)

- *The Diversity in Education College & Career Fair*, held annually by the school system to inform high school students about potential teaching opportunities.¹⁴
- Recruiting at HBCU's, universities with "diverse student populations," and other career events.¹⁵

2. Staff Retention Efforts by School System

This section describes the retention strategies employed by local systems to enhance the cultural and gender diversity of its teacher corps. Only strategies among two jurisdictions are described in this section: Anne Arundel County in Maryland, and Loudoun County in Virginia.

Anne Arundel County. Retention strategies used by AACPS to increase and maintain the diversity of their staff include:

- Making senior staff members available to teachers and administrators in order to provide support and "follow up on their progress throughout the year."¹⁶
- The school system's Office of Workplace Diversity was established in December 2008 in support of the 3rd goal of their 2007 strategic plan. Its employees work with Division of Recruitment and Staffing and other departments to "increase the recruitment and retention of underrepresented groups" by forging "partnerships with colleges and universities, community groups...and professional organizations that serve diverse communities."¹⁷

Loudoun County. The school system's Minority Student Achievement Advisory Committee tracks and reports on several sets of annual statistics on staff retention and resignations. This recordkeeping helps the committee identify potential trends and better inform their minority hiring efforts.

Recorded data includes:

- Reasons for resignations of staff members tracked by race.
- Reasons for declined job offers tracked by race and gender.¹⁸

¹³ Loudoun County Public Schools Mission Statement, Page 2;

(<http://www.boarddocs.com/vsba/loudoun/Board.nsf/legacy-content/MissionStatementworkingcopy.pdf>)

¹⁴ LCPS Diversity in Education College and Career Fair, March 28th;

(<http://www.loudoun.k12.va.us/site/default.aspx?PageType=3&ModuleInstanceID=89732&ViewID=7b97f7ed-8e5e-4120-848f-a8b4987d588f&RenderLoc=0&FlexDataID=108390&PageID=82130>)

¹⁵ School Board Goals Status Reports 2010-11, LCPS, Page 53;

(<http://www.loudoun.k12.va.us/cms/lib4/VA01000195/Centricity/Domain/113/SB%20Goals%202010-2011.pdf>)

¹⁶ "Anne Arundel County school officials offer diversity training," wbalrtv.com;

(<http://www.wbalrtv.com/education/anne-arundel-county-school-officials-offer-diversity-training/22491762>)

¹⁷ The Office of Workplace Diversity, aapcs.org;

(<http://www.aapcs.org/admin/templates/diversity.asp?articleid=776&zoneid=65>)

¹⁸ LCPS Minority Student Achievement Advisory Committee presentation, October 16, 2008, Pages 12-15;

(http://www.loudoun.k12.va.us/cms/lib4/VA01000195/Centricity/ModuleInstance/11056/Personnel_Presentation_October_-_2008.pdf)