

MEMORANDUM

November 19, 2015

TO: Education Committee

FROM: Elaine Bonner-Tompkins, Senior Legislative Analyst
Office of Legislative Oversight

SUBJECT: **Worksession: MCPS' Cultural and Linguistic Diversity Efforts for Staff**

The purpose of this worksession is to receive an update from MCPS on its efforts to enhance the cultural and linguistic diversity of its school-based professionals. MCPS Chief Operating Officer Andrew Zuckerman is scheduled to attend this worksession as well as new Associate Superintendent for Human Resources Carol Kindt and Farquar Middle School Principal Joel Biedelman.

This November worksession follows the ED Committee's January worksession on OLO Report 2015-1, Cultural and Linguistic Diversity of MCPS Students and Staff. That report describes the demographic mismatch between MCPS students and staff and the unknown linguistic alignment between school-based personnel, students receiving ESOL services, and their families. In January, MCPS officials acknowledged the workforce disparity issues highlighted in the OLO report and shared that it had recently launched its Teacher Diversity Strategic Plan.

Dr. Zuckerman will provide a brief update to the Committee on MCPS' efforts to enhance the cultural diversity of its teaching workforce. As background, attached are briefing materials (a memorandum and presentation) shared with the Board of Education on MCPS' teacher diversity initiative in September. The data shared with the Board demonstrates that MCPS has increased the racial and ethnic diversity of its new teacher corps over the past year as well as its gender diversity.

At the January worksession, the ED Committee also posed several follow up questions that were addressed by Dr. Zuckerman in February. Attached are follow up data from MCPS on teacher retention data and the beginning and average salaries for MCPS teachers compared to other local jurisdictions. To supplement this information, data from MCPS' Staff Statistical Profile and the Washington Area Boards of Education (WABE) are also attached. Together, the data shows that average salaries for MCPS teachers are generally the highest or second highest in the State of Maryland and the Washington Metro Region and that teacher retention rates are generally high with less than five percent of any subgroup resigning from MCPS annually.

Lastly, in preparation for this worksession, OLO asked MCPS to respond to three additional questions regarding how they are monitoring progress on its teacher diversity strategic plan, what efforts are underway to assess and enhance the linguistic diversity of MCPS staff, and how many applicants applied for teacher vacancies last year. MCPS' responses are attached and indicate that:

- While the school system is tracking changes in the demographics of its new teacher workforce as benchmarks, it has not yet set specific targets or goals for performance;
- MCPS plans to administer a survey to assess the linguistic diversity of its school-based staff;
- The ratio of applicants to teacher vacancies is vast – there were more than 44,000 applicants for less than 1,000 teacher vacancies in 2015.

OLO recommends the following questions for ED Committee discussion:

- Will MCPS develop performance benchmarks/targets for its teacher diversity initiative? If so, when will these be shared with the public?
- When will the survey of the language capabilities of MCPS school based staff be administered? What is the anticipated timeline for reporting survey findings?
- What current and planned efforts are underway to enhance the cultural and linguistic proficiency of current/veteran MCPS staff?

ATTACHMENTS	BEGINS AT:
Memorandum from Interim Superintendent Larry Bowers to Board of Education on Teacher Workforce Diversity Initiative Update, September 8, 2015	© 1
Presentation to Montgomery County Board of Education on Teacher Workforce Diversity Initiative Update, September 8, 2015	© 5
Letter to ED Committee from Chief of Staff Andrew Zuckerman, February 5, 2015	© 13
Teacher Retention Data by School Year, Enclosure A	© 15
Bachelor's and Master's Salary Rankings, 2014-2015 prepared by the MCPS Department of Association Relations	© 17
New Teachers: Annual Salary FY2015 – MCPS Staff Statistical Profile	© 21
New Teachers: Degree – MCPS Staff Statistical Profile	© 22
New Teachers: Salary Schedule Placement – MCPS Staff Statistical Profile	© 23
Teachers: Annual Salary FY2015 – MCPS Staff Statistical Profile	© 24
FY2015 Salary Information, Teachers and Instructional Assistant Salaries - WABE	© 25
FY2016 Salary Information, Teachers and Instructional Assistant Salaries - WABE	© 26
MCPS Response to Questions for November 23, 2015 ED Committee	© 27
New Teachers: Demographic Profile – MCPS Staff Statistical Profile	© 29

DISCUSSION

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

September 8, 2015

MEMORANDUM

To: Members of the Board of Education

From: Larry A. Bowers, Interim Superintendent of Schools

Subject: Teacher Workforce Diversity Initiative Update

This memorandum provides an update on the Montgomery County Public Schools (MCPS) Teacher Workforce Diversity Initiative, which was discussed during the December 9, 2014, Board of Education meeting. This initiative builds on the MCPS District Implementation Plan Core Strategy III, Human Capital Management, which entails recruiting, retaining, and developing the best workforce in public education. Our focus has been to increase the quality and diversity of our teacher workforce by revising and refocusing our recruitment, selection, and retention processes to emphasize workforce diversity and to expand and redesign local teacher pipeline programs that develop the internal talent within MCPS.

Our work to increase the diversity of the candidate pool for teaching positions is ongoing. The Office of Human Resources and Development (OHRD) accelerated staffing timelines this past spring in order to attract highly qualified teachers with diverse backgrounds. In addition, MCPS is developing practices to enhance teacher retention and build pipelines of diverse cohorts of teacher candidates through talent development programs that will lead to certification in teaching. To accomplish this work, OHRD hired a human capital strategist to drive the work outlined in the Teacher Workforce Diversity Initiative. This position coordinates the strategies of the diversity initiative, while supporting the associate superintendent of OHRD with cross-functional human resource processes. The presentation to the Board will provide an update in each of the strategic priority areas of the Teacher Workforce Diversity Strategic Plan.

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

Our new marketing campaign and the new *TEACHMCPS.ORG* website—launched after the December 9, 2014, Board meeting as part of the *Inspire, Engage, Learn* campaign—have become a powerful recruitment tool with more than 900 visits to the website per month.

Visitors interested in teaching for MCPS were able to express interest and contact the Department of Recruitment and Staffing through this website.

In addition, OHRD developed the MCPS Ambassador Program that leveraged a diverse spectrum of MCPS teacher leaders and administrators to recruit teachers of diverse backgrounds and experiences through alumni relations, college and university visits, and direct networking. We had an overwhelming response from our teacher leaders and administrators to join this new cadre of ambassadors. This program has continued to grow with more than 119 staff members assisting OHRD in this important component of our recruitment efforts. As a result, the Department of Recruitment and Staffing expanded its participation in local and national recruitment events by attending additional events and leveraging the talents of MCPS administrators and teacher leaders to reach a broader range of candidates and expand our candidate pools.

We also reviewed the budgeted recruitment plan for Fiscal Year (FY) 2015 and realigned resources to expand recruitment efforts. Recruiters and ambassadors attended national recruitment events that included more Historically Black Colleges and Universities than in the past. The overall result was a more robust recruitment plan for the just completed hiring season.

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

To accelerate the selection timeline and create a diverse applicant pool in MCPS, we expanded the MCPS K-12 Recruitment Fair in January 2015 and sent large recruitment teams, including ambassadors, to local university job fairs in order to meet and interview teachers early in the recruitment season. As a result, we were able to interview more highly qualified teachers earlier and offer open contracts to capture talent for our hard-to-fill content areas. Open contracts were offered only to candidates who had been interviewed by an array of principal and teacher-leader ambassadors, content specialists, and OHRD staffing specialists.

In addition, the timeline for considering teachers with open contracts was accelerated at the school level with administrators being able to consider candidates with open contracts during the first voluntary transfer season that began April 2, 2015. This was a marked change in practice, and it allowed principals and hiring managers to consider external candidates earlier than ever before.

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

As noted in my April 22, 2015, memorandum to the Board that provided an update on the Teacher Workforce Diversity Initiative, retention is an area of longer-term focus as we continue to roll out the initiative. Our goal is to establish MCPS as a desirable, diverse, and sustainable place to work and build a career through a systematic retention program. A critical part of this work is our

commitment to building cultural proficiency across our district. On June 25, 2015, all principals and directors were tasked to design professional learning plans for their schools, offices, departments, and divisions as part of the FY 2016 strategic planning process to ensure that everyone is working toward becoming culturally proficient. To further support this work, each professional growth system has established equity criteria and competencies that identify specific actions—expected for each member of our school system—that contribute to equitable outcomes for all students.

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

Also, as noted in my April 22, 2015, memorandum, we have worked to expand our efforts to build our internal talent pipelines. The goal of the Student to Educator Pathway (STEP) program, for example, is to create a career pathway for a yearly cohort of MCPS graduating seniors that will lead to a teaching career in MCPS, focusing on students with backgrounds and experiences that have been underrepresented in the MCPS teacher workforce. To meet this objective, a work group was established in January 2015 that includes representatives from the business sector, each MCPS employee association (both central services and school-based staff), and higher education. Our STEP higher education partner institutions are:

- Bowie State University
- Howard University
- Montgomery College
- Towson University
- The University of Maryland
- The University of Maryland, Baltimore County
- The Universities at Shady Grove

The work group met monthly to develop Phase I of the program; Phase II (the postsecondary component) of the program will be developed during the first semester of the 2015–2016 school year. Phase I focuses on the high school components of STEP. Based on MCPS employment data, schools with the fewest graduates who were hired as MCPS teachers during the past two years were identified to participate in STEP, totaling eight schools. During the 2015–2016 school year, four schools will pilot the STEP program, including Clarksburg, Albert Einstein, Northwood, and Wheaton high schools. During the last quarter of the 2014–2015 school year, school staff in the selected high schools shared the STEP opportunity with rising seniors. The goal of the STEP work group was to identify a cohort of rising seniors interested in being a teacher for the STEP pilot cohort; a total of 24 students expressed interest. MCPS recently held an information session at The Universities at Shady Grove to introduce the STEP program to students and their families.

Future Work and Opportunities

At the conclusion of the 2016 hiring season, we will conduct a review of the hiring process to identify and eliminate any systemic barriers to hiring teachers of diverse backgrounds and experiences. We will leverage technology to simplify our application process and provide our new candidates access to our values, mission, and strategic goals. We will optimize our current talent through the development, support, hiring, and retention of our student teacher interns. This work will include the development of a plan for methodically gauging the quality of our new recruits.

In addition, we will move to a year-round recruitment strategy encompassing a diverse array of colleges and universities nationwide. We also will continue to develop our marketing and recruitment campaign—*Inspire, Engage, Learn*. OHRD, in collaboration with other offices and departments, will strive to accelerate the staffing calendars for instructional and support employees to ensure an even earlier hiring and staffing timeline.

I am excited about our future work in human capital management and around the Teacher Workforce Diversity Initiative specifically. We will continue to monitor and support this initiative intensely in the months ahead. I look forward to collaborating with the Board around this important work.

LAB:AMZ:CAK:cdd

Montgomery County Public Schools

Teacher Workforce Diversity Initiative Update

Montgomery County Board of Education
September 8, 2015

Teacher Workforce Diversity Update

Design and deploy an innovative recruitment plan
focused explicitly on attracting
highly effective teachers with diverse
backgrounds and experiences.



Recruitment Plan

- Reviewed Recruitment FY 2014 Plan
- Increased participation at national and local recruitment events
- Implemented Ambassador Program
- Broadened MCPS K-12 recruitment fair
- Launched *TEACHMCPS* website



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Ambassador Program

- Trained 119 Ambassadors in January 2015
- Supported 17 national recruitment events
 - Conducted interviews
 - Spoke with potential candidates about the benefits of MCPS
 - Connected with candidates through alumni networks
- Supported MCPS K-12 recruitment fair
- Interviewed teacher candidates at OHRD



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Inspire—Engage—Learn

- *TEACH MCPS* website: <http://www.teachmcps.org>
- Highlights
 - Professional growth opportunities
 - Tuition reimbursement
 - Consulting/Mentoring teacher program
 - Robust benefits package
 - Nationally-ranked district



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Talent Continuum

- Enhanced/expanded current higher education partnerships
- Expanded programs for support services staff to achieve teacher certification
- MCPS resident teacher program



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Higher Education Partnerships for Teacher Preparation

- American University (PDS)
- Bowie State University
- Hood College
- Howard University
- Johns Hopkins University
- McDaniel College
- Montgomery College
- Towson University (PDS)
- University of Maryland College Park (PDS)
- Washington Adventist University



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Talent Continuum

- STEP program—Student To Educator Pathway
 - Create a career pathway for a yearly cohort of MCPS graduating seniors which will lead to a teaching career in MCPS
- Phase I Update and II Update
- <http://www.montgomeryschoolsmd.org/info/step/>



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MCPS Graduates Hired as New Teachers

MCPS High School Attended	SY 11-12	SY 12-13	SY 13-14	SY 14-15	SY 15-16*	Total
Sherwood HS	26	16	19	23	21	105
Wootton HS	11	16	23	26	14	90
Damascus HS	13	19	17	20	11	80
Magruder HS	9	18	10	13	16	66
Einstein HS	7	4	3	6	9	29
Wheaton HS	6	5	4	4	3	22
Clarksburg HS	0	1	1	5	2	9
Northwood HS	1	1	1	1	0	4

* SY 2015-16 figures are as of August 31, 2015

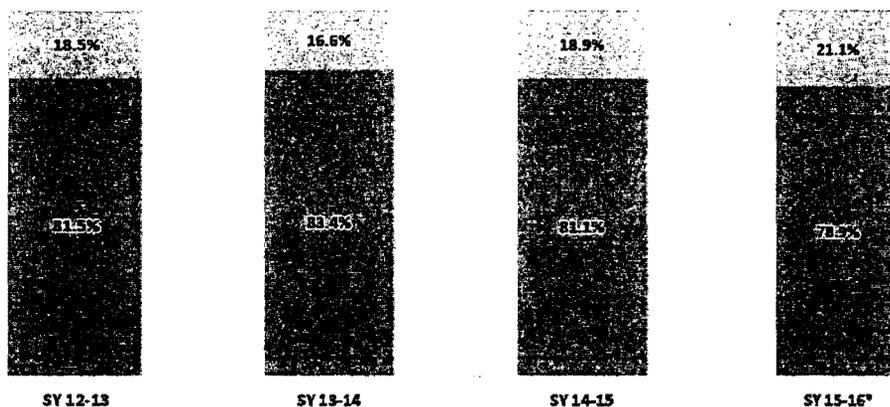


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New Teacher Hire Gender by School Year

■ Female ■ Male



*SY 2015-16 data as of August 31, 2015

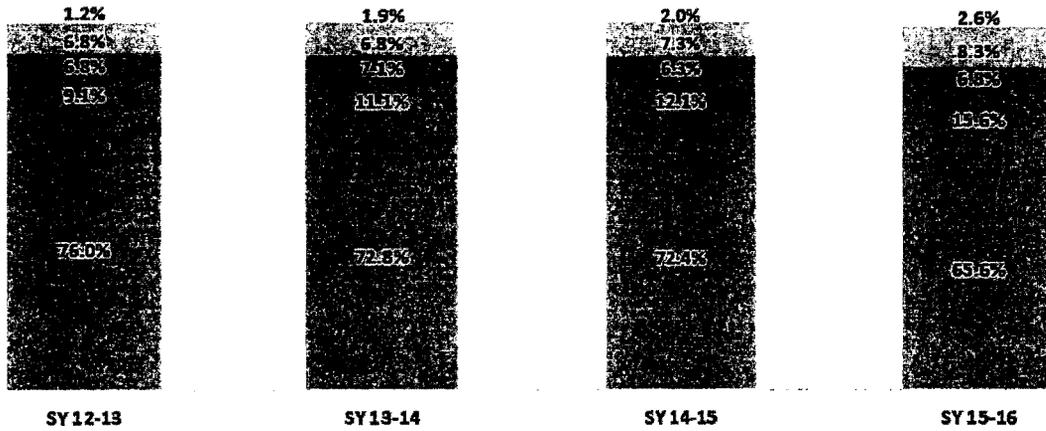


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New Teacher Hire Race/Ethnicity by School Year

■ White
 ■ Black or African American
 ■ Asian
 ■ Hispanic/Latino
 ■ American Indian or Alaskan Native
 ■ Two or More



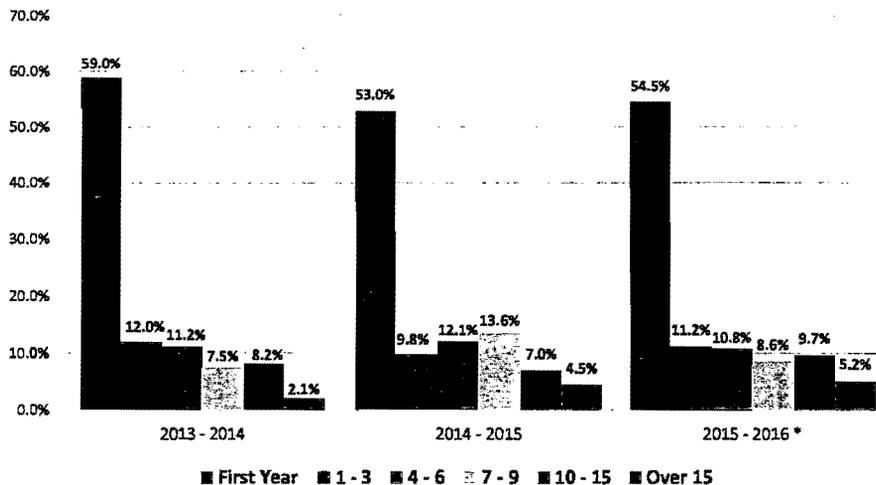
* SY 15-16 percentages do not add to 100% due to 1.2% not yet identified for race/ethnicity



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New Teacher Hire Experience by School Year



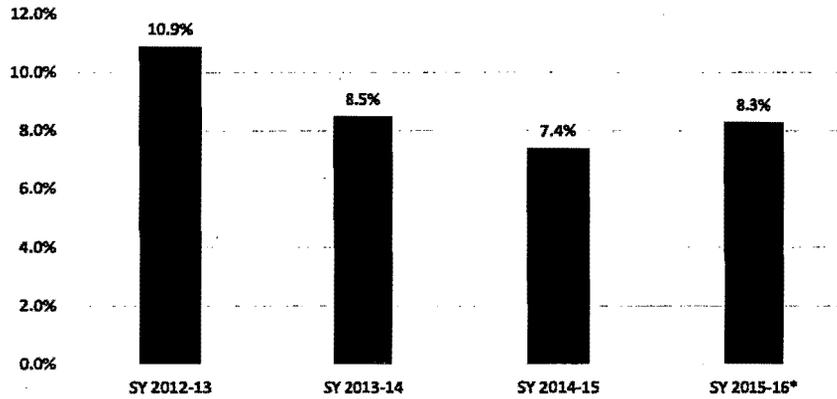
*SY 2015-16 data as of August 31, 2015



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New Teacher Hires—SEIU Members



*SY 2015-16 data as of August 31, 2015

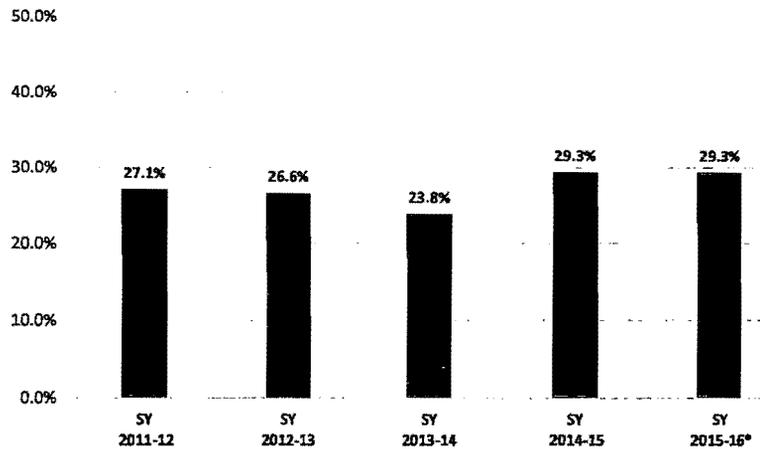


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Percentage of New Teachers— MCPS Graduates



*SY 2015-16 data as of August 31, 2015



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OHRD Strategic Priorities for 2015–2016

- Recruitment process
- Recruitment and selection timeline
- Ambassadors
- Student teachers
- Local/national job fairs
- Technology
- MCPS core values, goals, and initiatives
- “How To” apply
- “How To” relocate



MONTGOMERY COUNTY PUBLIC SCHOOLS Rockville, Maryland



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Questions
and
Discussion



MONTGOMERY COUNTY PUBLIC SCHOOLS Rockville, Maryland



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MONTGOMERY COUNTY PUBLIC SCHOOLS

www.montgomeryschoolsmd.org

MARYLAND

February 5, 2015



The Honorable Craig L. Rice, Chair, Education Committee
and The Honorable Nancy Navarro, Councilmember
and The Honorable Marc Elrich, Councilmember
Stella B. Werner Council Office Building
100 Maryland Avenue
Rockville, Maryland 20850

Dear Mr. Rice, Ms. Navarro, and Mr. Elrich:

Thank you for the opportunity to discuss the Office of Legislative Oversight's report, *Cultural and Linguistic Diversity of MCPS Students and Staff*, on January 26, 2015. The Education Committee asked for several pieces of data during the meeting: 1) recent years' applicant data in actual numbers, not percentages; 2) compensation data, including other districts in the region; and 3) teacher retention data.

Enclosed please find the retention data (Enclosure A) as well as the compensation data (Enclosure B). Please note that the retention data reflects teachers who have chosen to resign their position in the school system; it does not include retirements or terminations.

At this time, unfortunately, I am not able to provide the applicant data requested, as applicant data for previous years is incomplete. Moving forward, we envision capturing applicant data at six stages of the recruitment and selection process that will provide a complete picture of our applicant pools. The stages will be:

- "All applicants"—this includes anyone who has applied for a teaching position within Montgomery County Public Schools (MCPS), whether they meet minimum certification requirements or not.
- "Minimally qualified applicants"—this includes applicants who have met Maryland certification standards and are licensed to teach in the state.
- "Met criteria for interview"—this includes applicants who MCPS determines to have the skills and knowledge to be successful as a teacher, above and beyond minimum licensure requirements, and whom the Office of Human Resources and Development (OHRD) recommends for an OHRD interview.
- "Prequalified applicants"—this includes applicants who successfully completed the OHRD interview process and who advanced to the next round of interviews with principal hiring managers.
- "Interviewed by principal"—this includes those prequalified applicants who were granted interviews by principals in MCPS.
- "Hired"—this includes applicants whom principals selected for vacant teaching positions and whom MCPS hired.

The Honorable Craig L. Rice, et al.

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February 5, 2015

I look forward to monitoring this data through this hiring season, and I would be happy to discuss aspects of the teacher workforce diversity initiative with you further at any time. If you have any additional questions, please contact me at 301-279-3627.

Sincerely,



Andrew M. Zuckerman
Chief of Staff

AMZ:lsh

Enclosures

Copy to:

Montgomery County Board of Education Members

Dr. Starr

Mr. Bowers

Dr. Statham

Dr. Navarro

Mr. Edwards

Dr. Marks

Teacher Retention Data by School Year

	School Year 2010-2011			School Year 2011-2012			School Year 2012-2013			School Year 2013-2014		
	Resigned	Total # of teachers	%	Resigned	Total # of teachers	%	Resigned	Total # of teachers	%	Resigned	Total # of teachers	%
Teachers Resigned												
White	195	9030	2.16%	193	8921	2.16%	184	9089	2.02%	231	9298	2.49%
Teachers of Color	69	2521	2.74%	88	2667	3.30%	83	2739	3.03%	78	2820	2.77%

Note: Resignations do not include teachers who did not have their contract renewed

Number of Teachers resigned in the last 5 years by Gender/ Race												
School Year	Multi Ethnic		American Indian or Alaskan Native		Asian		Black/ African American		Hispanic/ Latino		White	
	F	M	F	M	F	M	F	M	F	M	F	M
2009-2010			1		9	4	28	7	15	7	138	26
2010-2011					7	1	31	16	12	2	145	50
2011-2012	1		1		12	4	31	16	18	4	151	43
2012-2013	4		1		16	3	32	9	15	3	157	27
2013-2014	6	1	2		15	1	28	7	15	2	182	50
Grand Total	11	1	5		59	13	150	55	75	18	773	196

Total number of teachers												
School Year	Multi Ethnic		American Indian or Alaskan Native		Asian		Black/ African American		Hispanic/ Latino		White	
	F	M	F	M	F	M	F	M	F	M	F	M
2009-2010			19	9	432	91	1172	295	438	85	7291	1841
2010-2011			15	8	454	89	1130	291	452	81	7221	1808
2011-2012	111	27	17	8	465	86	1074	278	505	94	7162	1758
2012-2013	116	30	18	8	511	90	1066	279	528	94	7286	1799
2013-2014	119	33	18	6	542	93	1077	279	552	101	7442	1841

Number of teachers retained												
School Year	Multi Ethnic		American Indian or Alaskan Native		Asian		Black/ African American		Hispanic/ Latino		White	
	F	M	F	M	F	M	F	M	F	M	F	M
2009-2010	0	0	18	9	423	87	1144	288	423	78	7153	1815
2010-2011	0	0	15	8	447	88	1099	275	440	79	7076	1758
2011-2012	110	27	16	8	453	82	1043	262	487	90	7011	1715
2012-2013	112	30	17	8	495	87	1034	270	513	91	7129	1772
2013-2014	113	32	16	6	527	92	1049	272	537	99	7260	1791

% Resigned												
School Year	Multi Ethnic		American Indian or Alaskan Native		Asian		Black/ African American		Hispanic/ Latino		White	
	F	M	F	M	F	M	F	M	F	M	F	M
2009-2010	0.00%	0.00%	5.26%	0.00%	2.08%	4.40%	2.39%	2.37%	3.42%	8.24%	1.89%	1.41%
2010-2011	0.00%	0.00%	0.00%	0.00%	1.54%	1.12%	2.74%	5.50%	2.65%	2.47%	2.01%	2.77%
2011-2012	0.90%	0.00%	5.88%	0.00%	2.58%	4.65%	2.89%	5.76%	3.56%	4.26%	2.11%	2.45%
2012-2013	3.45%	0.00%	5.56%	0.00%	3.13%	3.33%	3.00%	3.23%	2.84%	3.19%	2.15%	1.50%
2013-2014	5.04%	3.03%	11.11%	0.00%	2.77%	1.08%	2.60%	2.51%	2.72%	1.98%	2.45%	2.72%

% Retained												
School Year	Multi Ethnic		American Indian or Alaskan Native		Asian		Black/ African American		Hispanic/ Latino		White	
	F	M	F	M	F	M	F	M	F	M	F	M
2009-2010	100.00%	100.00%	94.74%	100.00%	97.92%	95.60%	97.61%	97.63%	96.58%	91.76%	98.11%	98.59%
2010-2011	100.00%	100.00%	100.00%	100.00%	98.46%	98.88%	97.26%	94.50%	97.35%	97.53%	97.99%	97.23%
2011-2012	99.10%	100.00%	94.12%	100.00%	97.42%	95.35%	97.11%	94.24%	96.44%	95.74%	97.89%	97.55%
2012-2013	96.55%	100.00%	94.44%	100.00%	96.87%	96.67%	97.00%	96.77%	97.16%	96.81%	97.85%	98.50%
2013-2014	94.96%	96.97%	88.89%	100.00%	97.23%	98.92%	97.40%	97.49%	97.28%	98.02%	97.55%	97.28%

BACHELOR'S SALARY RANKINGS 2014-2015

	Step 1		Step 2		Step 3		Step 4		Step 5		
1	\$47,950	Baltimore City	\$49,388	Baltimore City	\$50,869	Baltimore City	\$52,396	Baltimore City	\$53,487	Calvert	1
2	\$47,351	Howard	\$47,457	Howard	\$49,144	Calvert	\$51,331	Calvert	\$53,967	Baltimore City	2
3	\$46,410	Montgomery	\$47,241	Anne Arundel	\$49,130	Anne Arundel	\$51,095	Anne Arundel	\$53,139	Anne Arundel	3
4	\$46,380	Prince George's	\$47,125	Montgomery	\$48,538	Montgomery	\$49,995	Montgomery	\$51,494	Montgomery	4
5	\$45,046	Calvert	\$47,051	Calvert	\$47,772	Prince George's	\$49,205	Prince George's	\$50,681	Prince George's	5
6	\$44,991	Anne Arundel	\$46,380	Prince George's	\$47,669	Howard	\$48,500	Talbot	\$49,319	Washington	6
7	\$44,678	St. Mary's	\$45,372	Washington	\$46,469	Washington	\$47,894	Washington	\$49,300	Talbot	7
8	\$44,602	Queen Anne's	\$44,940	St. Mary's	\$45,600	Talbot	\$47,882	Howard	\$48,943	Howard	8
9	\$44,300	Talbot	\$44,885	Queen Anne's	\$45,430	St. Mary's	\$46,840	Charles	\$48,476	Charles	9
10	\$44,186	Cecil	\$44,641	Cecil	\$45,357	Cecil	\$46,545	Cecil	\$48,011	Cecil	10
11	\$43,724	Charles	\$44,300	Talbot	\$45,253	Charles	\$45,928	St. Mary's	\$46,962	Allegany	11
12	\$43,662	Washington	\$43,724	Charles	\$45,168	Queen Anne's	\$45,762	Allegany	\$46,941	St. Mary's	12
13	\$43,000	Baltimore Co	\$43,455	Allegany	\$44,594	Allegany	\$45,452	Queen Anne's	\$46,799	Harford	13
14	\$42,987	Wicomico	\$43,384	Worcester	\$44,257	Worcester	\$45,437	Harford	\$45,735	Queen Anne's	14
15	\$42,433	Worcester	\$43,335	Baltimore Co	\$44,114	Harford	\$45,004	Frederick	\$45,611	Worcester	15
16	\$42,345	Allegany	\$43,099	Wicomico	\$43,985	Baltimore Co	\$44,755	Baltimore Co	\$45,538	Baltimore Co	16
17	\$42,131	Somerset	\$42,829	Harford	\$43,269	Garrett	\$44,715	Worcester	\$45,004	Frederick	17
18	\$42,043	Garrett	\$42,657	Garrett	\$43,191	Wicomico	\$43,882	Garrett	\$44,558	Wicomico	18
19	\$41,862	Kent	\$42,131	Somerset	\$43,131	Frederick	\$43,793	Wicomico	\$44,495	Garrett	19
20	\$41,583	Harford	\$41,950	Dorchester	\$42,515	Somerset	\$43,142	Somerset	\$44,151	Somerset	20
21	\$41,500	Dorchester	\$41,862	Kent	\$42,400	Dorchester	\$43,084	Dorchester	\$43,730	Dorchester	21
22	\$41,310	Caroline	\$41,820	Caroline	\$42,126	Caroline	\$42,679	Carroll	\$43,432	Kent	22
23	\$41,259	Frederick	\$41,259	Frederick	\$41,862	Kent	\$42,534	Caroline	\$43,409	Carroll	23
24	\$40,400	Carroll	\$41,038	Carroll	\$41,767	Carroll	\$42,242	Kent	\$42,787	Caroline	24

(17)

BACHELOR'S SALARY RANKINGS 2014-2015

	Step 6		Step 7		Step 8		Step 9		Step 10		
1	\$55,734	Calvert	\$58,074	Calvert	\$60,397	Calvert	\$62,813	Calvert	\$65,326	Calvert	1
2	\$54,202	Anne Arundel	\$55,537	Montgomery	\$57,674	Montgomery	\$59,895	Montgomery	\$62,201	Montgomery	2
3	\$53,967	Baltimore City	\$55,286	Anne Arundel	\$56,392	Anne Arundel	\$57,520	Anne Arundel	\$58,753	Prince George's	3
4	\$53,478	Montgomery	\$53,967	Baltimore City	\$55,380	Prince George's	\$57,042	Prince George's	\$58,670	Anne Arundel	4
5	\$52,201	Prince George's	\$53,768	Prince George's	\$54,820	Charles	\$56,587	Howard	\$58,498	Howard	5
6	\$50,854	Howard	\$52,765	Howard	\$54,676	Howard	\$54,820	Charles	\$56,657	St. Mary's	6
7	\$50,730	Washington	\$52,155	Washington	\$53,967	Baltimore City	\$54,520	St. Mary's	\$55,657	Cecil	7
8	\$50,200	Talbot	\$51,930	Charles	\$53,566	Washington	\$54,087	Cecil	\$54,820	Charles	8
9	\$50,172	Charles	\$51,200	Talbot	\$52,694	St. Mary's	\$53,967	Baltimore City	\$54,254	Harford	9
10	\$49,480	Cecil	\$50,944	Cecil	\$52,516	Cecil	\$53,566	Washington	\$54,200	Talbot	10
11	\$48,863	St. Mary's	\$50,781	St. Mary's	\$52,400	Talbot	\$53,000	Talbot	\$53,967	Baltimore City	11
12	\$48,205	Harford	\$49,651	Harford	\$51,139	Harford	\$52,675	Harford	\$53,566	Washington	12
13	\$48,191	Allegany	\$49,455	Allegany	\$50,748	Allegany	\$52,080	Allegany	\$53,443	Allegany	13
14	\$46,749	Worcester	\$47,802	Worcester	\$49,003	Worcester	\$50,340	Carroll	\$52,164	Carroll	14
15	\$46,221	Baltimore Co	\$46,915	Baltimore Co	\$48,516	Carroll	\$49,733	Worcester	\$50,979	Worcester	15
16	\$45,735	Queen Anne's	\$46,692	Carroll	\$47,629	Wicomico	\$48,903	Wicomico	\$50,621	Frederick	16
17	\$45,677	Somerset	\$46,627	Somerset	\$47,619	Baltimore Co	\$48,748	Frederick	\$50,311	Wicomico	17
18	\$45,466	Wicomico	\$46,476	Wicomico	\$47,556	Somerset	\$48,514	Somerset	\$49,943	Kent	18
19	\$45,106	Garrett	\$45,735	Queen Anne's	\$47,002	Kent	\$48,333	Baltimore Co	\$49,919	Somerset	19
20	\$45,004	Frederick	\$45,719	Garrett	\$46,877	Frederick	\$47,756	Kent	\$49,058	Baltimore Co	20
21	\$44,868	Carroll	\$45,440	Kent	\$46,332	Garrett	\$46,945	Garrett	\$48,344	Caroline	21
22	\$44,751	Kent	\$45,052	Dorchester	\$45,735	Queen Anne's	\$46,902	Caroline	\$48,258	Garrett	22
23	\$44,385	Dorchester	\$45,004	Frederick	\$45,727	Dorchester	\$46,184	Dorchester	\$46,645	Dorchester	23
24	\$43,371	Caroline	\$44,550	Caroline	\$45,518	Caroline	\$45,735	Queen Anne's	\$45,735	Queen Anne's	24

MASTER'S SALARY RANKINGS 2014-2015

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	
1	\$51,135 Prince George's	\$51,986 Montgomery	\$53,987 Montgomery	\$56,066 Montgomery	\$58,225 Montgomery	\$60,466 Montgomery	1
2	\$51,128 Montgomery	\$51,135 Prince George's	\$53,149 Anne Arundel	\$55,275 Anne Arundel	\$57,486 Anne Arundel	\$59,904 Baltimore City	2
3	\$50,748 Howard	\$51,105 Anne Arundel	\$52,668 Prince George's	\$54,470 Calvert	\$56,785 Calvert	\$58,772 Calvert	3
4	\$48,672 Anne Arundel	\$50,854 Howard	\$52,249 Calvert	\$54,249 Prince George's	\$55,876 Prince George's	\$58,636 Anne Arundel	4
5	\$48,076 Calvert	\$50,119 Calvert	\$51,173 Howard	\$52,396 Baltimore City	\$53,967 Baltimore City	\$57,553 Prince George's	5
6	\$47,950 Baltimore City	\$49,388 Baltimore City	\$50,869 Baltimore City	\$51,597 Howard	\$52,871 Howard	\$54,995 Howard	6
7	\$47,396 Charles	\$47,510 Washington	\$49,055 Charles	\$50,772 Charles	\$52,549 Charles	\$54,388 Charles	7
8	\$47,149 St. Mary's	\$47,505 Worcester	\$48,935 Washington	\$50,360 Washington	\$51,785 Washington	\$53,210 Washington	8
9	\$46,800 Talbot	\$47,401 St. Mary's	\$48,500 Talbot	\$49,700 Talbot	\$50,800 Talbot	\$52,694 St. Mary's	9
10	\$46,711 Cecil	\$47,396 Charles	\$48,414 Worcester	\$49,070 Cecil	\$50,781 St. Mary's	\$52,500 Talbot	10
11	\$46,510 Worcester	\$47,166 Cecil	\$47,905 St. Mary's	\$48,970 Worcester	\$50,536 Cecil	\$52,005 Cecil	11
12	\$45,180 Wicomico	\$46,800 Talbot	\$47,882 Cecil	\$48,863 St. Mary's	\$49,847 Allegany	\$51,539 Queen Anne's	12
13	\$45,130 Washington	\$45,437 Harford	\$47,185 Allegany	\$48,597 Frederick	\$49,777 Worcester	\$51,341 Allegany	13
14	\$44,924 Queen Anne's	\$45,405 Dorchester	\$46,799 Harford	\$48,394 Allegany	\$49,651 Harford	\$51,139 Harford	14
15	\$44,861 Dorchester	\$45,402 Queen Anne's	\$46,575 Frederick	\$48,254 Queen Anne's	\$49,357 Queen Anne's	\$50,729 Worcester	15
16	\$44,764 Somerset	\$45,370 Allegany	\$45,984 Dorchester	\$48,205 Harford	\$48,599 Dorchester	\$50,260 Dorchester	16
17	\$44,552 Frederick	\$45,190 Wicomico	\$45,882 Queen Anne's	\$47,373 Dorchester	\$48,597 Frederick	\$49,678 Garrett	17
18	\$44,114 Harford	\$44,764 Somerset	\$45,430 Somerset	\$47,317 Garrett	\$48,498 Garrett	\$48,911 Somerset	18
19	\$44,014 Baltimore Co.	\$44,552 Frederick	\$45,201 Wicomico	\$46,330 Somerset	\$47,954 Somerset	\$48,881 Carroll	19
20	\$43,554 Allegany	\$44,014 Baltimore Co.	\$44,250 Kent	\$46,251 Baltimore Co.	\$47,179 Wicomico	\$48,597 Frederick	20
21	\$43,350 Caroline	\$43,860 Caroline	\$44,217 Caroline	\$46,190 Wicomico	\$47,061 Baltimore Co.	\$48,380 Kent	21
22	\$42,741 Kent	\$42,741 Kent	\$44,014 Baltimore Co.	\$45,330 Kent	\$47,057 Carroll	\$48,237 Baltimore Co.	22
23	\$42,043 Garrett	\$42,657 Garrett	\$43,409 Carroll	\$45,233 Carroll	\$46,630 Kent	\$48,199 Wicomico	23
24	\$40,855 Carroll	\$41,585 Carroll	\$43,269 Garrett	\$44,575 Caroline	\$45,489 Caroline	\$46,902 Caroline	24

MASTER'S SALARY RANKINGS 2014-2015

	Step 7	Step 8	Step 9	Step 10	Step 11	Step 12	
1	\$62,794 Montgomery	\$65,212 Montgomery	\$67,746 Baltimore City	\$70,361 Baltimore City	\$73,180 Baltimore City	\$76,101 Baltimore City	1
2	\$62,518 Baltimore City	\$65,132 Baltimore City	\$67,723 Montgomery	\$70,330 Montgomery	\$73,038 Montgomery	\$75,850 Montgomery	2
3	\$60,829 Calvert	\$62,958 Calvert	\$65,162 Calvert	\$67,443 Calvert	\$69,466 Calvert	\$71,550 Calvert	3
4	\$59,809 Anne Arundel	\$61,057 Prince George's	\$62,889 Prince George's	\$64,776 Prince George's	\$66,720 Prince George's	\$68,722 Prince George's	4
5	\$59,279 Prince George's	\$61,005 Anne Arundel	\$62,225 Anne Arundel	\$63,488 Howard	\$65,612 Howard	\$67,735 Howard	5
6	\$57,118 Howard	\$59,241 Howard	\$61,365 Howard	\$63,470 Anne Arundel	\$64,739 Anne Arundel	\$66,034 Anne Arundel	6
7	\$56,292 Charles	\$58,262 Charles	\$60,301 Charles	\$60,495 St. Mary's	\$62,425 St. Mary's	\$64,470 St. Mary's	7
8	\$54,635 Washington	\$56,657 St. Mary's	\$58,586 St. Mary's	\$60,301 Charles	\$60,568 Queen Anne's	\$63,526 Queen Anne's	8
9	\$54,616 St. Mary's	\$56,045 Washington	\$57,470 Washington	\$59,156 Queen Anne's	\$60,306 Washington	\$62,412 Charles	9
10	\$53,500 Talbot	\$55,041 Cecil	\$57,419 Queen Anne's	\$58,881 Washington	\$60,301 Charles	\$61,482 Cecil	10
11	\$53,469 Cecil	\$54,900 Talbot	\$56,612 Cecil	\$58,182 Cecil	\$59,755 Cecil	\$61,304 Allegany	11
12	\$52,881 Allegany	\$54,468 Allegany	\$56,102 Allegany	\$57,786 Allegany	\$59,519 Allegany	\$61,064 Harford	12
13	\$52,675 Harford	\$54,254 Harford	\$56,100 Talbot	\$57,558 Harford	\$59,286 Harford	\$60,400 Talbot	13
14	\$52,666 Queen Anne's	\$53,818 Queen Anne's	\$55,883 Harford	\$57,000 Talbot	\$59,000 Talbot	\$60,306 Washington	14
15	\$51,811 Worcester	\$53,040 Worcester	\$54,415 Dorchester	\$56,176 Carroll	\$58,000 Carroll	\$59,824 Carroll	15
16	\$51,493 Dorchester	\$52,725 Dorchester	\$54,352 Carroll	\$55,653 Dorchester	\$57,307 Worcester	\$59,594 Dorchester	16
17	\$50,859 Garrett	\$52,528 Carroll	\$53,960 Worcester	\$55,535 Worcester	\$56,959 Baltimore Co.	\$59,258 Worcester	17
18	\$50,704 Carroll	\$52,037 Garrett	\$53,217 Garrett	\$55,033 Baltimore Co.	\$56,891 Dorchester	\$58,810 Baltimore Co.	18
19	\$49,943 Kent	\$51,566 Kent	\$53,172 Baltimore Co.	\$54,883 Kent	\$56,772 Kent	\$58,445 Kent	19
20	\$49,879 Somerset	\$51,374 Baltimore Co.	\$53,151 Kent	\$54,663 Frederick	\$56,686 Frederick	\$57,925 Somerset	20
21	\$49,685 Baltimore Co.	\$50,874 Somerset	\$52,641 Frederick	\$54,511 Somerset	\$56,389 Somerset	\$57,697 Wicomico	21
22	\$49,189 Wicomico	\$50,620 Frederick	\$51,903 Wicomico	\$54,466 Garrett	\$55,799 Wicomico	\$56,686 Frederick	22
23	\$48,597 Frederick	\$50,423 Wicomico	\$51,869 Somerset	\$54,167 Wicomico	\$55,515 Garrett	\$56,564 Garrett	23
24	\$48,344 Caroline	\$49,789 Caroline	\$51,274 Caroline	\$52,766 Caroline	\$54,211 Caroline	\$55,708 Caroline	24

New Teachers: Annual Salary FY2015

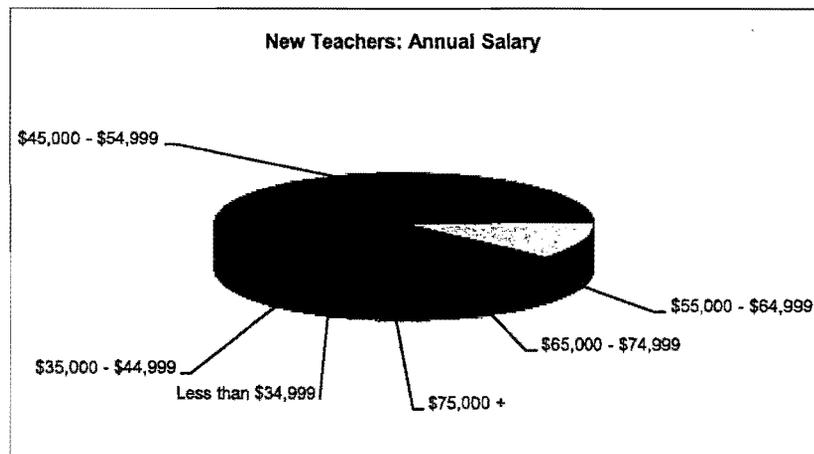
Annual Salary	Number	Percent
Less than \$29,999	41	4.5%
\$30,000 - \$34,999	24	2.6%
\$35,000 - \$39,999	16	1.8%
\$40,000 - \$44,999	12	1.3%
\$45,000 - \$49,999	298	32.9%
\$50,000 - \$54,999	262	28.9%
\$55,000 - \$59,999	66	7.3%
\$60,000 - \$64,999	42	4.6%
\$65,000 - \$69,999	83	9.2%
\$70,000 - \$74,999	21	2.3%
\$75,000 - \$79,999	38	4.2%
\$80,000 +	4	0.4%
TOTAL	907	100.0%

Data as of October 15.

New Teachers: Average Salaries*	
FY2015	\$54,428
FY2014	\$50,590
FY2013	\$52,760
FY2012	\$52,702

* Average salary calculation: Salaries/filled FTE.

1. Salaries presented reflect actual salaries not adjusted for full time equivalency (FTE).
2. Data reflects the number of permanent employees by head count.

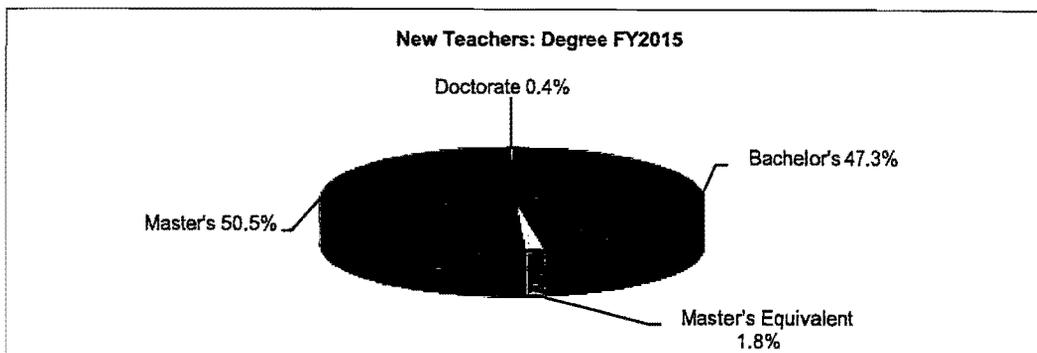


New Teachers: Degree

	FY2012		FY2013		FY2014		FY2015	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
ELEMENTARY SCHOOL								
Non-degree	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Bachelor's	225	53.6%	367	81.6%	300	61.6%	252	56.4%
Master's Equivalent	22	5.2%	9	2.0%	21	4.3%	4	0.9%
Master's	169	40.2%	74	16.4%	166	34.1%	191	42.7%
Doctorate	4	1.0%	0	0.0%	0	0.0%	0	0.0%
TOTAL	420	100.0%	450	100.0%	487	100.0%	447	100.0%
MIDDLE SCHOOL								
Non-degree	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Bachelor's	49	33.6%	99	60.0%	97	49.0%	105	46.3%
Master's Equivalent	10	6.8%	3	1.8%	7	3.5%	6	2.6%
Master's	86	58.9%	63	38.2%	93	47.0%	115	50.7%
Doctorate	1	0.7%	0	0.0%	1	0.5%	1	0.4%
TOTAL	146	100.0%	165	100.0%	198	100.0%	227	100.0%
HIGH SCHOOL								
Non-degree	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Bachelor's	35	21.5%	116	67.8%	65	41.1%	66	32.8%
Master's Equivalent	11	6.7%	7	4.1%	5	3.2%	5	2.5%
Master's	116	71.2%	48	28.1%	84	53.2%	129	64.2%
Doctorate	1	0.6%	0	0.0%	4	2.5%	1	0.5%
TOTAL	163	100.0%	171	100.0%	158	100.0%	201	100.0%
CENTRAL OFFICE AND SPECIAL SCHOOLS								
Non-degree	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Bachelor's	9	30.0%	18	62.1%	13	30.2%	6	18.8%
Master's Equivalent	1	3.3%	2	6.9%	0	0.0%	1	3.1%
Master's	20	66.7%	9	31.0%	29	67.4%	23	71.9%
Doctorate	0	0.0%	0	0.0%	1	2.3%	2	6.3%
TOTAL	30	100.0%	29	100.0%	43	100.0%	32	100.0%
ALL NEW TEACHERS								
Non-degree	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Bachelor's	318	41.9%	600	73.6%	475	53.6%	429	47.3%
Master's Equivalent	44	5.8%	21	2.6%	33	3.7%	16	1.8%
Master's	391	51.5%	194	23.8%	372	42.0%	458	50.5%
Doctorate	6	0.8%	0	0.0%	6	0.7%	4	0.4%
GRAND TOTAL	759	100.0%	815	100.0%	886	100.0%	907	100.0%

1. Master's Equivalent is additional professional education course work directly related to public school education and earned after the conferral of a bachelor's degree. The numbers reflect the completed educational reviews.

2. Data as of October 15.



New Teachers: Salary Schedule Placement

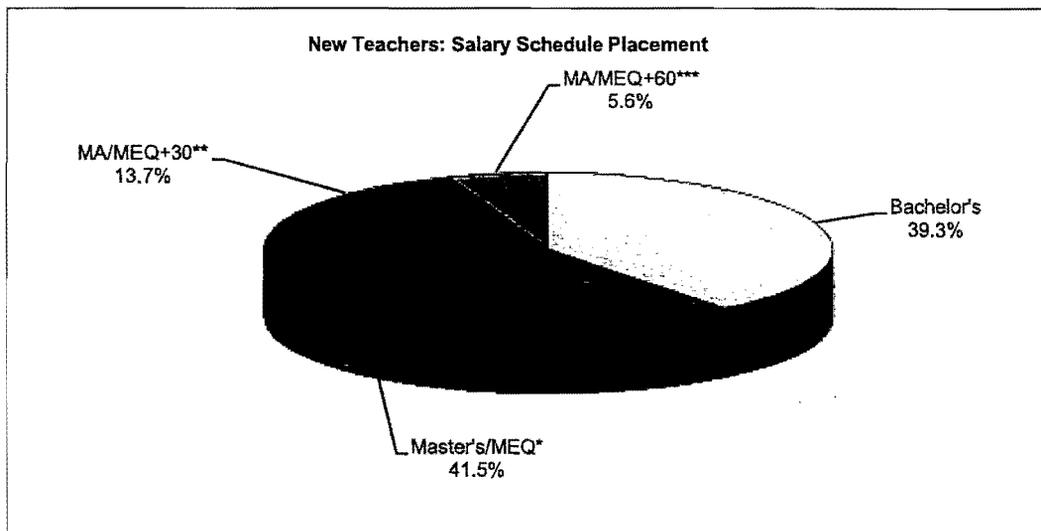
FY2015										
Step	Bachelor's		Master's/MEQ*		MA/MEQ+30**		MA/MEQ+60***		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	314	88.2%	190	50.5%	39	31.5%	13	25.5%	556	61.3%
2	10	2.8%	17	4.5%	2	1.6%	4	7.8%	33	3.6%
3	8	2.2%	18	4.8%	7	5.6%	4	7.8%	37	4.1%
4	3	0.8%	21	5.6%	6	2.0%	0	0.0%	30	3.3%
5	6	1.7%	20	5.3%	7	5.6%	2	3.9%	35	3.9%
6	3	0.8%	18	4.8%	2	1.6%	4	7.8%	27	3.0%
7	7	2.0%	14	3.7%	10	8.1%	0	0.0%	31	3.4%
8	1	0.3%	19	5.1%	9	7.3%	2	3.9%	31	3.4%
9	3	0.8%	53	14.1%	2	1.6%	6	11.8%	64	7.1%
10	1	0.3%	5	1.3%	5	4.0%	3	5.9%	14	1.5%
11	0	0.0%	1	0.3%	32	25.8%	10	19.6%	43	4.7%
12	0	0.0%	0	0.0%	2	1.6%	2	3.9%	4	0.4%
13	0	0.0%	0	0.0%	1	0.8%	0	0.0%	1	0.1%
14	0	0.0%	0	0.0%	0	0.0%	1	2.0%	1	0.1%
15	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
16	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
17	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
18	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
19-24	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
25	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
TOTAL	356	39.3%	376	41.5%	124	13.7%	51	5.6%	907	100.0%

1. Data reflects the number of permanent employees by head count as of October 15.

* Master's/MEQ: Master's degree or Master's Equivalent.

** MA/MEQ+30: Master's degree or Master's Equivalent plus 30 additional credit hours.

*** MA/MEQ+60: Master's degree or Master's Equivalent plus 60 additional credit hours.



Teachers: Annual Salary FY2015

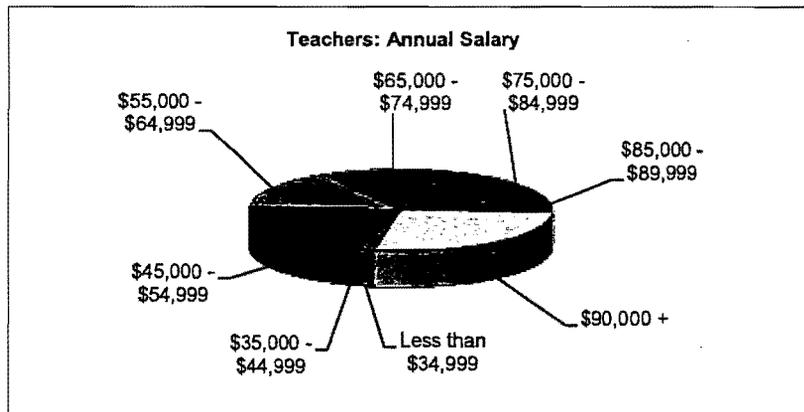
Annual Salary	Number	Percent
Less than \$29,999	100	0.8%
\$30,000 - \$34,999	90	0.7%
\$35,000 - \$39,999	106	0.9%
\$40,000 - \$44,999	101	0.8%
\$45,000 - \$49,999	1,189	9.6%
\$50,000 - \$54,999	1,277	10.3%
\$55,000 - \$59,999	997	8.1%
\$60,000 - \$64,999	858	6.9%
\$65,000 - \$69,999	1,026	8.3%
\$70,000 - \$74,999	836	6.8%
\$75,000 - \$79,999	877	7.1%
\$80,000 - \$84,999	783	6.3%
\$85,000 - \$89,999	737	6.0%
\$90,000 - \$94,999	740	6.0%
\$95,000 +	2,637	21.3%
TOTAL	12,354	100.0%

Data as of October 15.

Teachers: Average Salaries*	
FY 2015	\$76,014
FY 2014	\$75,445
FY 2013	\$75,446
FY 2012	\$74,832

* Average salary calculation: Salaries/filled FTE.

- Salaries presented reflect actual salaries not adjusted for full time equivalency (FTE).
- Data reflects the number of permanent employees by head count.



FY 2015 Salary Information

Teacher and Instructional Assistant Salaries

School Division	Scheduled Days	Hours per Day	Teacher Salary					Instructional Assistant	
			Step 1 + Bachelors Degree	Average	Step 1 + Masters Degree	Beginning 10th Year + Masters Degree	Maximum	Beginning Hourly	Maximum Hourly
Alexandria City	196	7.25	\$47,242	\$73,612	\$54,188	\$76,626	\$107,259	\$16.26	\$28.80
Arlington County ¹	194 ²	7.50	\$48,228	\$76,892	\$53,173	\$77,093	\$111,260	\$15.33	\$30.44
Fairfax County	194	7.50	\$46,756	\$66,782	\$52,530	\$61,253	\$100,898	\$14.47	\$30.40
Falls Church City	196 ³	7.50	\$48,500	\$70,625	\$54,000	\$68,541	\$103,960	\$14.96	\$27.54
Loudoun County	197	7.50	\$47,500	\$63,013	\$53,156	\$60,086	\$104,105	\$15.57	\$29.25
Manassas City	195	7.50	\$46,078	\$63,379	\$51,578	\$61,642	\$103,497	\$16.10	\$28.17
Manassas Park City	195 ⁴	7.50	\$44,490	\$59,638	\$50,490	\$58,373	\$106,321	\$15.04	\$30.13
Montgomery County	204 ⁵	8.00	\$46,410	\$75,452	\$51,128	\$67,723	\$105,189	\$17.79	\$29.52
Prince George's County	191	7.50	\$46,380	\$65,063	\$52,668	\$64,776	\$100,775	\$15.18	\$28.78
Prince William County	195	7.50	\$45,998	\$61,525	\$51,516	\$62,482	\$109,609	\$14.52	\$31.45

¹ Salaries for non-retirement eligible and Career Advanced Program (CAP) follow a different salary schedule. For detailed information, see Arlington County Public Schools pay plan at the following link: <http://www.aspva.us/jobs>

² Arlington County has 194 scheduled workdays and 6 unscheduled days.

³ Falls Church City Public Schools has 196 scheduled workdays and 4 unscheduled days.

⁴ Manassas Park City Schools has 195 scheduled workdays and 5 unscheduled days.

⁵ Montgomery County has 204 scheduled workdays and 12 paid holidays.

WABE 2015

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FY 2016 Salary Information Teacher and Instructional Assistant Salaries

School Division	Scheduled Days	Hours Per Day	Teacher Salary				Instructional Assistant		
			Step 1 + Bachelors Degree	Average	Step 1 + Masters Degree	Beginning 10th Year + Masters Degree	Maximum	Beginning Hourly	Maximum Hourly
Alexandria City	196	7.25	\$47,242	\$74,431	\$54,188	\$74,376	\$107,259	\$16.26	\$27.15
Arlington County ¹	194 ²	7.50	\$48,228	\$78,002	\$53,173	\$77,093	\$111,260	\$15.33	\$30.44
Fairfax County	194	7.50	\$47,046	\$67,589	\$52,856	\$61,633	\$101,524	\$14.56	\$30.58
Falls Church City	196 ³	7.50	\$49,350	\$76,495	\$54,750	\$72,140	\$107,480	\$14.96	\$28.54
Loudoun County	197	7.50	\$47,975	\$65,581	\$53,688	\$60,687	\$105,146	\$15.73	\$29.54
Manassas City	195	7.50	\$46,078	\$64,121	\$51,578	\$61,642	\$103,497	\$16.10	\$28.26
Manassas Park City	195 ⁴	7.50	\$44,750	\$57,633	\$50,750	\$57,991	\$100,084	\$15.07	\$30.73
Montgomery County	204 ⁵	8.00	\$47,106	\$76,029	\$51,895	\$68,739	\$107,292	\$18.06	\$30.11
Prince George's County	192	7.50	\$46,380	\$66,720	\$51,135	\$64,776	\$100,775	\$15.18	\$28.78
Prince William County	195	7.50	\$46,458	\$64,523	\$52,031	\$59,482	\$110,705	\$14.67	\$31.76

¹Salaries for non-retirement eligible and Career Advanced Program (CAP) follow a different salary schedule. For detailed information, see Arlington County Public Schools pay plan at: <http://www.aspva.us/jobs>

²Arlington County has 194 scheduled workdays and 6 unscheduled days.

³Falls Church City Public Schools has 196 scheduled workdays and 4 unscheduled days.

⁴Manassas Park City Schools has 195 scheduled workdays and 5 unscheduled days.

⁵Montgomery County has 204 scheduled workdays and 12 paid holidays.

Questions for November 23, 2015 ED Committee

1. What are the benchmarks that MCPS tracks to monitor the success of the Teacher Diversity Strategic Initiative?

These are the measures contained in the update to the Board of Education on September 8, 2015 (see attached). Data points include:

- Gender
- Race
- Ethnicity
- New Teachers' Experience Level
- New Teachers Hired from SEIU Positions
- MCPS Graduates

Our goal is to increase our performance in each of these areas. We monitored these data points throughout the hiring season. For next year, we intend to include Languages as a new data point for tracking and monitoring.

2. Has MCPS assessed the linguistic diversity of school based staff and front office staff in particular? What does the data show and what strategies are underway to enhance the linguistic diversity of school-based staff and front-line staff in particular?

MCPS has assessed the linguistic diversity of school based staff; however, our data capabilities in this area are limited. The data is based on the information provided by applicants during the application process, and this system has only been in place since 2009.

To have a better method for identifying the linguistic diversity of current school based staff, in particular our front office staff, we will be capturing comprehensive baseline data through a districtwide survey. Since hiring a new chief of human resources and initiating a reorganization in the office of human resources and development (OHRD), resources have been realigned to promote our efforts to increase our workforce diversity. These efforts include a strategic 12-month recruitment plan with the creation of the Talent Acquisition Unit. Performance of this unit and all departments under OHRD will be monitored through metrics, a departmental scorecard as well as return on investment. OHRD has begun work on identifying key customer groups, key customer requirements and their core competencies in order to compete for the best and brightest talent to serve the students of MCPS, with a specific emphasis on increasing the diversity of our workforce, including linguistic diversity. Gaining a more comprehensive assessment of the linguistic diversity of our staff is a key priority for us this year.

disaggregated by school level, elementary, middle, high, and office and special school, to show the total internal applicants compared to external applicants.

Applications to Specific Teacher Vacancies 3/01/2014 thru 3/1/2015	Total Applicants	Total Internal Applicants	Total External Applicants
Elementary Schools	26,087	15,945	10,142
Middle Schools	9,392	6,264	3,128
High Schools	7,141	4,774	2,367
Office and Special Schools	1,658	1,246	412
ALL	44,278	28,229	16,049

4. Please update data referenced in Enclosure A for last year and across each year, provide disaggregated data on teacher retention by race and ethnicity rather than for white teachers v. teachers of color

See attached.

New Teachers: Demographic Profile

AS OF OCTOBER 15

	FY2012		FY2013		FY2014		FY2015	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
GENDER								
Male	131	17.3%	154	18.9%	151	17.0%	169	18.6%
Female	628	82.7%	661	81.1%	735	83.0%	738	81.4%
TOTAL	759	100.0%	815	100.0%	886	100.0%	907	100.0%
RACE								
White	538	70.9%	619	76.0%	650	73.4%	659	72.7%
Black or African American	95	12.5%	69	8.5%	94	10.6%	106	11.7%
Asian	51	6.7%	61	7.5%	65	7.3%	55	6.1%
American Indian or Alaskan Native	2	0.3%	1	0.1%	1	0.1%	1	0.1%
Hispanic/Latino	58	7.6%	56	6.9%	59	6.7%	67	7.4%
Native Hawaiian or Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Two or More	15	2.0%	9	1.1%	17	1.9%	19	2.1%
TOTAL	759	100.0%	815	100.0%	886	100.0%	907	100.0%
AGE								
Under 20 years	0	0.0%	0	0.0%	0	0.0%	0	0.0%
20 - 29 years	462	60.9%	551	67.6%	519	58.6%	513	56.6%
30 - 39 years	148	19.5%	122	15.0%	195	22.0%	200	22.1%
40 - 49 years	114	15.0%	100	12.3%	113	12.8%	138	15.2%
50 - 59 years	30	4.0%	41	5.0%	48	5.4%	46	5.1%
60+ years	5	0.7%	1	0.1%	11	1.2%	10	1.1%
TOTAL	759	100.0%	815	100.0%	886	100.0%	907	100.0%

1. Data reflects the number of permanent employees by head count. Temporary and substitute employees are not included.

AS OF JUNE 30

	FY2011		FY2012		FY2013		FY2014	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
GENDER								
Male	75	15.4%	146	17.1%	163	18.5%	158	16.6%
Female	411	84.6%	710	82.9%	720	81.5%	795	83.4%
TOTAL	486	100.0%	856	100.0%	883	100.0%	953	100.0%
RACE								
White	363	74.7%	605	70.7%	671	76.0%	694	72.8%
Black or African American	39	8.0%	106	12.4%	80	9.1%	106	11.1%
Asian	42	8.6%	61	7.1%	60	6.8%	68	7.1%
American Indian or Alaskan Native	0	0.0%	2	0.2%	1	0.1%	2	0.2%
Hispanic/Latino	38	7.8%	65	7.6%	60	6.8%	65	6.8%
Native Hawaiian Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Two or More	4	0.8%	17	2.0%	11	1.2%	18	1.9%
TOTAL	486	100.0%	856	100.0%	883	100.0%	953	100.0%
AGE								
20 - 29 years	284	58.4%	448	52.3%	513	58.1%	528	55.4%
30 - 39 years	95	19.5%	212	24.8%	174	19.7%	235	24.7%
40 - 49 years	67	13.8%	133	15.5%	128	14.5%	122	12.8%
50 - 59 years	33	6.8%	50	5.8%	58	6.6%	54	5.7%
60+ years	7	1.4%	13	1.5%	10	1.1%	14	1.5%
TOTAL	486	100.0%	856	100.0%	883	100.0%	953	100.0%