Human Resources Measures

1. Diversity of Workforce

We build an effective workforce of diverse professionals who contribute to the success of all students by ensuring access to growth and recognition opportunities. We recognize the importance of organizational effectiveness and excellent customer service and satisfaction. The inclusion of diversity in our workforce data is important as it underscores our commitment to hiring for equity and excellence. We look to engage collaboratively and respectfully with all partners, building a self-renewing learning community that reflects our values and builds the capacity of all staff.

Administrator Diversity – Percentage Gender and Racial Composition 2013-2017									
Year		Asian	Af. Am	Hisp.		White		Gender	
	AM	AS	BL	HI	PI	WH	MU	Male	Female
2013	.4	4.2	32.3	4.2	0.0	57.7	1.1	36.3	63.7
2014	.4	4.0	34.6	4.3	0.0	55.5	1.3	35.7	64.3
2015	.4	4.5	33.1	5.1	0.0	55.6	1.4	35.6	64.4
2016	.4	4.7	34.0	5.2	0.1	54.4	1.1	36.2	63.8
2017	.3	4.9	33.9	4.5	0.1	55.1	1.3	35.7	64.3

Teacher Diversity – Percentage Gender and Racial Composition 2013-2017									
Year		Asian	Af. Am	Hisp.		White		Gender	
	AM	AS	BL	HI	PI	WH	MU	Male	Female
2013	.2	5.2	11.2	5.4	0.0	76.7	1.3	19.4	80.6
2014	.2	5.4	11.2	5.4	0.0	76.7	1.3	19.5	80.5
2015	.2	5.4	11.3	5.6	0.0	76.2	1.3	19.4	80.6
2016	.2	5.5	11.5	5.9	0.0	75.5	1.4	19.6	80.4
2017	.2	5.7	12.0	6.3	0.0	74.4	1.5	19.9	80.1

Supporting Services Diversity – Percentage Gender and Racial Composition 2013-2017									
Year		Asian	Af. Am	Hisp.		White		Gender	
	AM	AS	BL	HI	PI	WH	MU	Male	Female

2013	.3	11.0	24.2	18.0	.1	45.3	1.1	33.8	66.2
2014	.3	11.0	24.2	18.0	.1	45.3	1.1	33.8	66.2
2015	.3	11.3	24.3	18.6	.1	44.4	1.1	34.1	65.9
2016	.3	11.5	24.4	19.2	.1	43.3	1.1	34.0	66.0
2017	.3	11.6	24.7	20.4	.1	41.8	1.2	34.1	65.9

2. Employee Turnover and Retention

The inclusion of turnover and retention data is an important metric to consider as it continues to inform our strategic practice for recruiting and retaining quality employees. An examination of this data allow us to become more reflective on our current practices and can spur conversation about what actions need to be in place to make certain we are not losing quality employees. When employees leave, the organization must cope with lost productivity, the loss of institutional knowledge, the training of new hires, and the costs associated with new training and onboarding and/or induction practices.

Administrators: Turnover and Retention					
Fiscal Year	Number of Administrators*	Turnover		Retention	
		Number	%	Number	%
2013	711	51	7.1	660	92.9
2014	710	37	5.2	673	94.8
2015	716	52	7.3	664	92.7
2016	703	57	8.1	646	91.9

*Total number of administrators is based upon a snapshot taken in the fall of each fiscal year.

Teachers: Turnover and Retention					
Fiscal Year	Number of Teachers*	Turnover		Retention	
		Number	%	Number	%
2013	12,130	632	5.2	11,498	94.8
2014	12,408	690	5.6	11,728	94.4
2015	12,304	745	6.0	11,559	94.0

| 2016 | 12,753 | 739 | 5.8 | 12,014 | 94.2 |

*Total number of teachers is based upon a snapshot taken in the
fall of each fiscal year.

Supporting Services: Turnover and Retention					
Fiscal Year	Number of Supporting Services Employees*	Turnover		Retention	
		Number	%	Number	%
2013	9,403	556	5.9	8,847	94.1
2014	9,461	591	6.2	8,770	93.8
2015	9,507	649	6.8	8,858	93.2
2016	9,420	673	7.1	8.747	92/9

*Total number of supporting services employees is based upon a
snapshot taken in the fall of each fiscal year.

3. Educators Certified by the National Board for Professional Teaching Standards

National Board Certification data highlights the professional learning that MCPS teachers continue to engage in as they pursue nationally recognized accreditation. The National Board for Professional Teaching Standards (NBPTS) advances the quality of teaching and learning by offering a voluntary job-embedded certification process for what highly accomplished educators should know and be able to do. MCPS provides support to educators during their candidacy by facilitating ongoing analysis of and reflection on practices in collaborative settings and provides continued professional development opportunities for the educators who have achieved certification. Teachers achieve certification after completing a rigorous series of assessments that include teaching portfolios, student work samples, videotapes, and rigorous analyses of their classroom teaching and student learning. Candidates also complete a series of written exercises that probe the depth of their subject-matter knowledge and their understanding of how to teach those subjects to their students.

The process and requirements to achieve certification by NBPTS have changed. In 2016, nine MCPS educators achieved certification under the new process. This brings the number of Board-certified teachers in MCPS to 685. Montgomery County far surpasses all other districts in Maryland, and MCPS is ranked eighth in the top 30 districts for the total number of National Board-certified educators.

4. Teacher Professional Growth System Data

MCEA Peer Assistance and Review (PAR) data demonstrates our commitment to ensuring that we have highly skilled teachers in the classroom providing exceptional instruction for our students. PAR data allows us to monitor the number of teachers who are meeting and/or not meeting standard. MCPS is committed to providing support for all novice and new-to-MCPS teachers. Our goal is to have a teaching staff that has access to mentoring and coaching in an effort to provide professional learning opportunities that will enhance their own growth as teachers and subsequently the experience that students have in the learning environment. The consulting teachers work to provide intensive individualized instructional support and resources to every novice and underperforming teacher with the PAR program. Their work is guided by the MCPS Performance Standards.

MCEA Peer Assistance and Review Panel Data 2013 - 2016				
	2013	2014	2015	2016
Recommended for Dismissal	8	7	18	7
Resigned	23	32	26	13
Recommended for Nonrenewal	10	18	11	28
Total	41	57	55	48

5. Supporting Services Professional Growth System Data

MCPS is committed to having effective support professionals in every position. PAR data provides a means of monitoring the success rates of support professionals who are referred for underperformance in one or more of seven competencies. In PAR, employees receive individualized coaching for six months to help them improve in the competencies that have been identified as needing improvement. The employee's progress is monitored by a PAR Panel comprised of an equal number of employees and supervisors. The PAR Panel then makes a determination about whether the employee has met competency and may continue in the position or may recommend to the superintendent that the employee be dismissed. The analysis and reporting of these data enable MCPS to determine the effectiveness of the program and to make program improvements such as emphasizing proactive training for both employees and supervisors in order to increase success rates and reduce the number of individuals requiring referrals to the program.

Referrals to the Performance Improvement Process				
	2013	2014	2015	2016
Employees referred	41	50	39	37
Employees retained	38	47	34	27
Employees separated	3	3	5	10