

| Budgeted Special Education Positions | | | | |
|--------------------------------------|----------|-------------------------|------------------------|-----------------------|
| Year | Teachers | Paraprofessional III | Paraprofessional II | Paraprofessional I |
| 2017-2018 (proposed) | 183 | 9 | 109 | 30 |
| 2016-2017 | 179 | 9 | 103 | 30 |
| 2015-2016 | 172 | 10 | 93 | 31 |
| 2014-2015 | 135 | 6 | 91 | 31 |
| 2013-2014 | 137.6 | 3 | 90 | 31 |
| 2012-2013 | 148 | 3 | 90 | 31 |

Licensed Staff

| New Hires – Special Education Licensed Staff as a Percentage of all ACPS Hires | | | |
|--|----------------------|------------------|-------|
| Year | Total Licensed Hires | Special ED Hires | % |
| 2016-2017 | 247 | 39 | 30 |
| 2015-2016 | 255 | 40 | 31 |
| 2014-2015 | 196 | 24 | 31 |
| 2013-2014 | 268 | 50 | 31 |
| 2012-2013 | 194 | 32 | 31 |
| Average | 232 | 37 | 15.78 |

Of the 1551 licensed staff members in October 2016, 210 were Special Education teachers, therapists or instructional specialists in Specialized Instruction, or 13.5%

Of the 831 licensed terminations – resignations, retirements, etc - since June 1, 2012, 149 were Special Education teachers, therapists or instructional specialists in Specialized Instruction, or 17.9%

Licensed Staff – Salary Comparison - * ACPS offers an additional step to Special Education hires.

| | ACPS | ACPS * | Arlington | Fairfax | Prince William |
|---------------|----------|----------|-----------|----------|----------------|
| BA, Step 1 | \$47,241 | \$48,894 | \$48,228 | \$47,516 | \$46,923 |
| BA, Step 10 | \$67,226 | \$68,907 | \$69,923 | \$60,228 | \$58,110 |
| MA, Step 1 | \$54,188 | \$55,812 | \$53,173 | \$53,384 | \$52,552 |
| MA, Step 10 | \$74,376 | \$76,979 | \$77,093 | \$67,608 | \$63,739 |
| MA30, Step 1 | \$56,500 | \$58,005 | \$55,832 | \$54,898 | \$54,536 |
| MA30, Step 10 | \$76,626 | \$79,307 | \$80,946 | \$69,711 | \$65,722 |

Paraprofessionals

| School Year (July 1 to June 30) | Number of Special ED Paraprofessionals Hired | | |
|------------------------------------|--|---------------------|----------------------|
| | Paraprofessional I | Paraprofessional II | Paraprofessional III |
| 2016-2017 | 7 | 16 | 6 |
| 2015-2016 | 7 | 15 | 1 |
| 2014-2015 | 6 | 14 | 5 |
| 2013-2014 | 3 | 9 | 1 |
| 2012-2013 | - | 7 | - |

Paraprofessional – Salary Comparison

| | ACPS (192) | Arlington (187) | Fairfax (193) |
|--------|------------|-----------------|---------------|
| Step 1 | \$21,868 | \$21,454 | \$21,281 |
| Step 8 | \$26,895 | \$28,248 | \$26,295 |

ACPS has two grades of Paraprofessional – salaries shown are for Paraprofessional II.

Arlington has three grades of Paraprofessional – I, II and III. Numbers shown are for II.

Fairfax has one grade of Paraprofessional.

Commonwealth of Virginia Critical Shortage Teaching Endorsement Areas

for

2017-2018 School Year

Prescribed Methodology for Determining Critical Shortage Teaching Endorsement Areas in Virginia

Overview:

The *Appropriation Act* requires the Department of Education to report annually to the General Assembly on the critical teaching shortage areas in Virginia. In response to this requirement, data were obtained from the Supply and Demand Survey for School Personnel and the Instructional Personnel Data Collection sent by the Department of Education to each of Virginia's school division superintendents in October 2015, to determine qualifications for teachers and administrators. Information requested on the survey was based on school data reports as of October 1, 2015. These data were used to determine 2017-2018 critical shortage teaching endorsement areas in Virginia.

In Virginia, "critical shortage" may be defined in two ways: (1) shortages by subject matter as designated from the top ten academic disciplines identified in an annual survey of school divisions; or, (2) a school personnel vacancy for which a school division receives three or fewer qualified candidates for a position. Determination of critical shortages in specific teaching endorsement areas and their rankings are dependent on the method of calculation used. As such, specific shortage areas identified will differ among school divisions (i.e., geographic regions) and statewide analysis of subject matter designations.

The 2017-2018 top ten critical shortage teaching endorsement areas identified statewide were determined based on method number one as noted above and prescribed methodology for designation of teacher shortage areas outlined by the U.S. Department of Education. The top ten critical shortage teaching endorsement areas will be reported to the Virginia Retirement System and will be used to determine candidate eligibility for the Virginia Teaching Scholarship Loan Program. Endorsement areas were ranked according to the most severe academic teaching shortage areas.

The ranking is based on an aggregation of the following: a) total number of teaching positions that are unfilled; b) teaching positions that are filled by provisionally licensed teachers; and c) teaching positions that are filled by teachers who are licensed, but who are teaching in academic subject areas other than their area of preparation. Data analyses include calculated rankings in the three areas noted as of October 1, 2015, as reported in the 2015-2016 Supply and Demand Survey for School Personnel and the Instructional Personnel Data Collection. All 132 school divisions responded to the survey. A total of 96,034 full-time equivalent (FTE) teachers as of October 1, 2015, were reported for SY2015-2016 in the Instructional Personnel and Licensure annual data collection for school divisions. Rankings were totaled and the resulting sum ranked to determine critical teaching area shortages.

2017-2018 Top Ten Critical Shortage Teaching Endorsement Areas in Virginia

- 1 Special Education
- 2 Elementary Education PreK-6
- 3 Middle Education Grades 6-8
- 4 Career and Technical Education
- 5 Mathematics Grades 6-12 (including Algebra 1)
- 6 School Counselor PreK-12
- 7 English (Secondary)
- 8 Foreign Languages PreK-12
- 9 Health and Physical Education PreK-12
- 10 History and Social Science (Secondary)

Research: Teacher-Retention Rates Higher Than Previously Thought

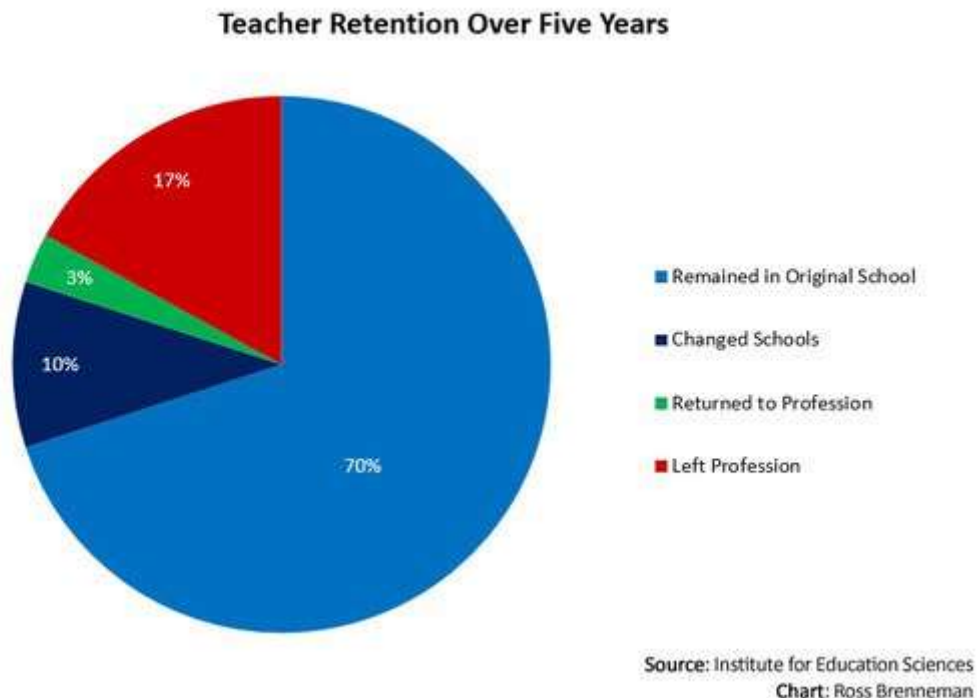
By [Stephen Sawchuk](#) on May 1, 2015 10:43 AM

By guest blogger Ross Brenneman. This item originally appeared on the Teaching Now blog.

A lot of research has examined teacher attrition and retention, but even still, findings can be inconsistent or narrow. A [new federal report](#) out today tries to address shortcomings in teacher retention research.

The Institute for Education Sciences, the U.S. Department of Education's statistical wing, conducted a longitudinal study between 2007 and 2012 to help determine teacher attrition, retention, and mobility.

Studying a cohort of 1,990 first-year public school teachers beginning in the 2007-08 school year, the study found that after five years of teaching, roughly 70 percent of the original cohort remained in their original schools, 10 percent had moved schools, three percent had returned to teaching, and only 17 percent had exited the profession:



What used to be a catch-all statistic based on the work of University of Pennsylvania Professor Richard Ingersoll—that half of all teachers leave within the first five years of entering the profession—has [shown to be unreliable](#), even according to Ingersoll himself.

If the new results sound familiar, it's because they echo findings from a [Center for American Progress report](#), released in January, which used the same data. But unlike that study, IES is also working on delving into *why* the retention rate has changed so much in the past decade.

There are some threads throughout the data:

- **Teachers with mentors:** Among members of the original cohort, 86 percent with first-year mentors were still teaching, compared with 71 percent without mentors. A survey released in April 2014 by the National Network of State Teachers of the Year and the American Institutes for Research found that [mentors provided the most value to new teachers](#) of any form of assistance. Some researchers note, however, that [not all mentorship is created equal](#), and schools that create collaborative environments see the most return on investment.
- **Teacher salary:** Eighty-nine percent of teachers with a starting salary of \$40,000 or more were still teaching through five years, compared to 80 percent of teachers with lesser starting salaries. Teacher salaries across the country, mind you, often [start low](#) and [stay low](#) throughout their careers and [end with weak retirement savings](#).
- **Teacher education:** Retention rates didn't change much based on whether new teachers came in with a bachelor's degree or a master's degree, though teachers with the latter held a slight edge after three years.
- **Teacher sex:** Men drop out of the profession faster than women: 78 percent vs. 84 percent.
- **Teacher race:** This one is just a little weird: Through five years, white teachers have an edge in retention over teachers of other races, but there's a sharp drop for non-white teachers in the fourth year, followed by a small rebound. The slight edge white teachers have may be a cause for concern, though, because [the teaching profession is very white](#).
- **Teachers who move:** Four out of five teachers who changed schools after their first year did so voluntarily; the remainder moved involuntarily or because their contracts were not renewed. Why so many change schools voluntarily is a good question, but they probably can't all be moving just because they want a change of scenery after one year. From a recruitment aspect, it's positive that teachers can move but stay teachers. But teacher mobility is still a form of turnover, and [turnover may affect achievement](#).
- **Teachers who leave:** Ten percent of teachers left the profession in the first year, and of those, 73 percent did so voluntarily. Another way of framing that: Almost eight percent of new teachers left the profession voluntarily after one year.

These data are descriptive, so although teachers who have mentors are more likely to stay, it's not certain that the presence of a mentor is the definitive factor compared to some other, unmeasured factor.

There are lots of other interesting nuggets in the survey, including how community size, certification, student household income level, and grade level are linked to teacher retention.

While the study adds to and perhaps clarifies preexisting data about teacher retention, though, the point is generally the same throughout a lot of research: Teacher turnover is real, and there are some clear differences in which teachers are most affected.

**Alexandria City Public Schools
New Hire Survey Data – January 2016**

New hires from past two years were invited to respond.

199 responses were received (approximately 50%)

| Which option most closely describes how you initially learned of opportunities with ACPS? | |
|--|-----|
| Online job search | 135 |
| Word of Mouth – Referred by current or former ACPS employee | 38 |
| Other | 24 |
| College/University Job Fair | 12 |

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| Which websites did you utilize during your job search? | |
|--|-----|
| Other (overwhelming majority went directly to ACPS website) | 108 |
| Indeed.com | 42 |
| Teachers-Teachers.com | 29 |
| Dcjobs.com | 19 |
| SchoolSpring.com | 17 |
| My college or university career site | 17 |
| WashingtonPostJobs.com | 15 |
| K12JobSpot.com | 12 |
| Monster.com | 10 |
| TeachingJobs.com | 10 |

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| Did you apply to other DC-area school systems? Check all that apply | |
|--|----|
| Fairfax County | 98 |
| Arlington County | 93 |
| I did not apply to other area school systems | 51 |
| District of Columbia | 47 |
| Prince William County | 33 |
| Loudon County | 30 |
| Montgomery County | 29 |
| Prince Georges County | 22 |
| City of Falls Church | 21 |