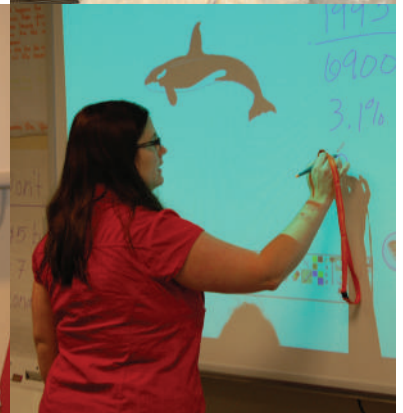


# Division of Human Resources Annual Report 2008-2009



*Aurora Public Schools*

# Division of Human Resources Annual Report 2008-2009

The purposes of this report are to provide demographic information about current employees of Aurora Public Schools and summary data of activities of the division. Members of Human Resources analyze the information in order to become more effective in carrying out the functions of the division which include the recruitment and retention of quality employees. Unless otherwise indicated, data were collected on October 15, 2009 or totaled from October 16, 2008 to October 15, 2009.



# Staff Demographics

## Employees

|  |                     |
|--|---------------------|
| Licensed staff                             | 2103 – 36.8%        |
| Classified staff                           | 1753 – 30.6%        |
| Administrator/Professional Technical staff | 248 – 4.3%          |
| Total contracted staff                     | 4104 – 71.8%        |
| <u>Total non-contracted staff *</u>        | <u>1615 – 28.2%</u> |
| Total employees                            | 5719                |

\* Non-contracted staff includes Agreements for Services, Coaches, Part-time Temps, Tutors, etc.

## Employee Gender

|  |
|--|
| Licensed staff – Female 78% - Male 22%                             |
| Classified staff – Female 79% - Male 21%                           |
| Administrator/Professional Technical staff – Female 62% - Male 38% |
| Total staff - Female 77% - Male 23%                                |

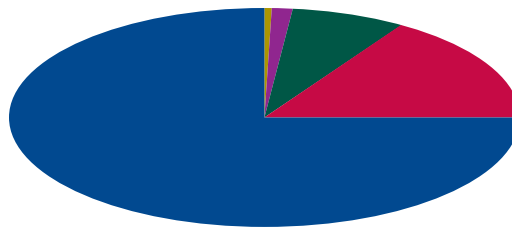
## Employee Ethnicity

The ethnicity of employees in APS is similar to the ethnicity of the United States but has a higher representation of whites and a slightly smaller percent of minorities. The percent of APS employees who are Hispanic/Latino (13.3%) is only slightly lower than the percent of US population who are Hispanic/Latino (15%). Overall, the district employed 3.3% more people than the previous year. While the white employee group grew by 2.4%, the Black/African American and Asian/Pacific Islander groups stayed the same and the Hispanic/Latino group increased by 9.3%. For the second straight year, the percent of white employees decreased slightly overall.

One of the goals in VISTA 2010 is to increase the number of minority employees in each group by 10% annually. This goal was close to being met with Hispanic/Latino total employees as the goal was 548 and the district increase was from 498 to 544 which is an increase of 9.2%.

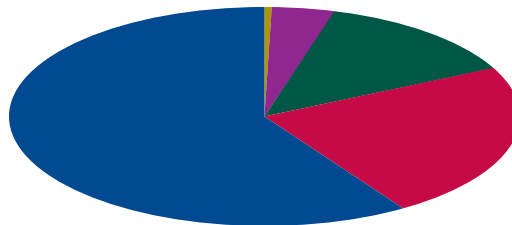
## APS Total Ethnicity

|                                      |
|--------------------------------------|
| American Indian/Alaskan Native – <1% |
| Asian/Pacific Islander – 2.4%        |
| Black/African American – 9.2%        |
| Hispanic/Latino – 13.3%              |
| White – 74.7%                        |



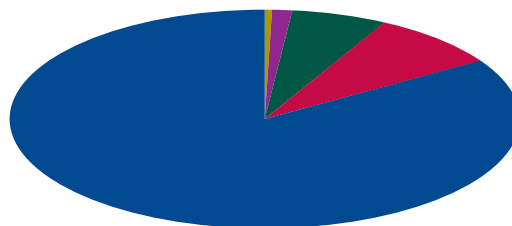
## US Population Ethnicity (2008)

|                              |
|------------------------------|
| American Indian – <1%        |
| Asian/Pacific Islander – 5%  |
| Black/African American – 14% |
| Hispanic/Latino – 15%        |
| White – 66%                  |



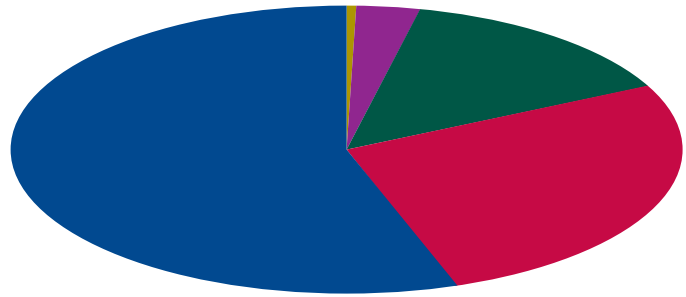
## APS Licensed Staff Ethnicity

|                               |
|-------------------------------|
| American Indian - <1%         |
| Asian/Pacific Islander – 1.7% |
| Black/African American – 4.7% |
| Hispanic/Latino – 6.0%        |
| White – 87.3%                 |



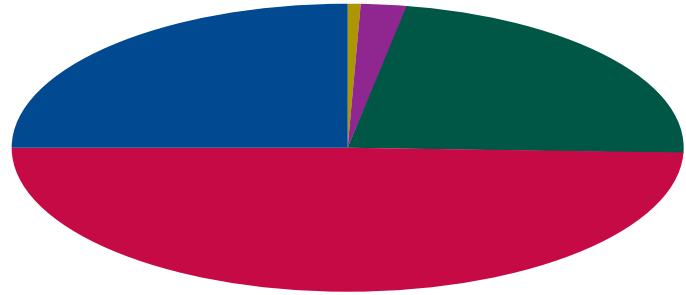
**APS Classified Staff Ethnicity**

American Indian - <1%  
 Asian/Pacific Islander – 3.5%  
 Black/African American – 14.8%  
 Hispanic/Latino – 22.3%  
 White – 59.0%



**APS Student Ethnicity**

American Indian - <1%  
 Asian/Pacific Islander – 4.3%  
 Black/African American – 20.1%  
 Hispanic/Latino – 50.6%  
 White – 24.1%



**Other Employee Statistics**

| Employee Group                       | Average Age | Average Years with APS | Percent within Retirement Age – 50+ |
|--------------------------------------|-------------|------------------------|-------------------------------------|
| Classified                           | 45          | 8.11                   | 43.09%                              |
| Licensed                             | 40          | 7.46                   | 25.82%                              |
| Administrator/Professional Technical | 46          | 11.23                  | 43.09%                              |

**Additional Licensed Employee Statistics**

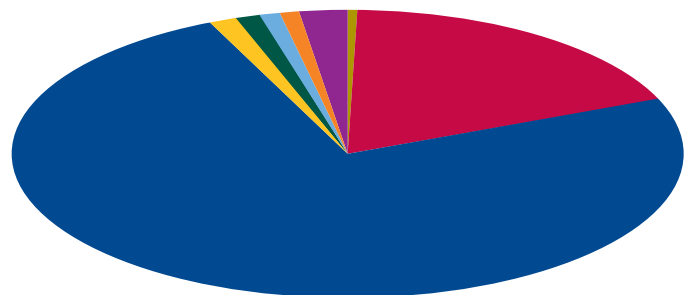
Average Licensed Employee Salary - \$57,408  
 Licensed Employees Type of Degree – BA 45%, MA 53.5%, Doc 1.5%  
 Percent in their first three years of teaching – 35.3%\*

\*This reflects a decrease from 55% of licensed employees in their first three years of teaching last year.

**Staff Qualifications**

APS licensed staff continues to be highly qualified for their positions as defined by the No Child Left Behind Act (NCLB). Only one teacher has an Emergency Authorization. The district has 13 Teachers in Residence (TiR) – most all of them in math, science and special education where it is difficult to find qualified teachers. The following chart shows the different types of licenses held by APS staff.

Interim Teacher Auth - <1%  
 Initial Teacher/Special Services – 17.6%  
 Professional Teacher/Special Services – 73.3%  
 Professional Principal 1%  
 Initial Principal <1%  
 TiR – <1%  
 Provisional Teacher/Special Services - <1%  
 Not Recorded – 4.5%

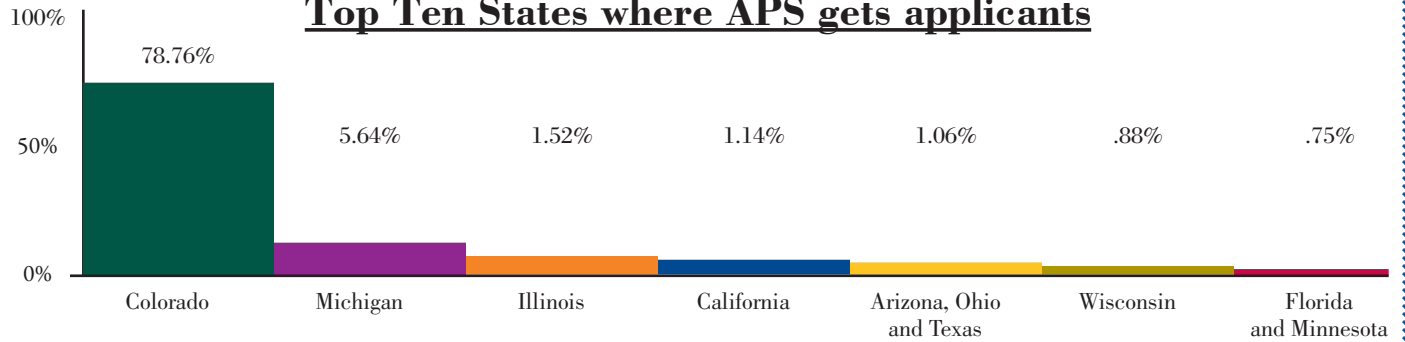


## Teacher Applications

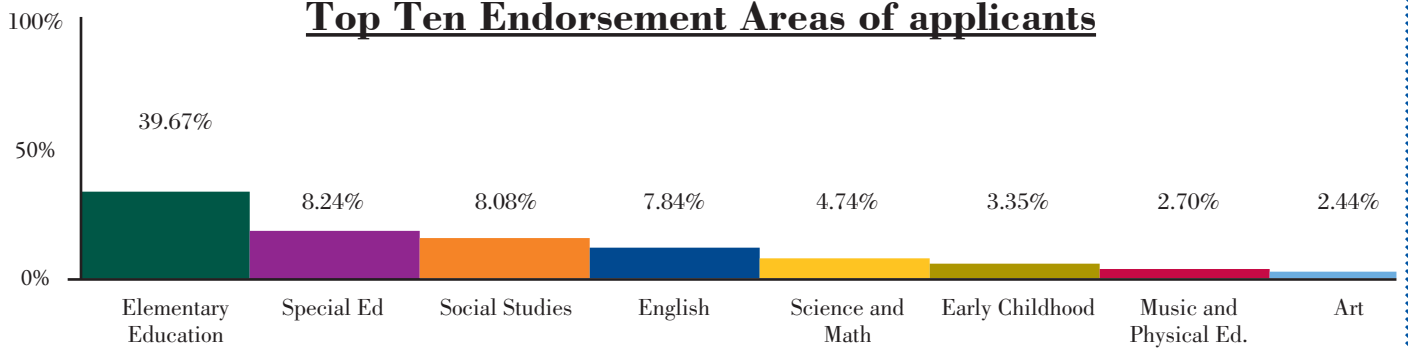
The following data give an overview of the teacher applicants that includes total numbers, states where those hired came from and their endorsement areas. The numbers in this section reflect applications and hires from July 2008 through June 2009. In 2007-2008, there were 2680 applicants which were 25% less than the year before. Total number of applicants for 2008-2009 reflected a 45% increase in the total number of applicants.

Total applications 3887  
 Total hired 253 – 6.5%

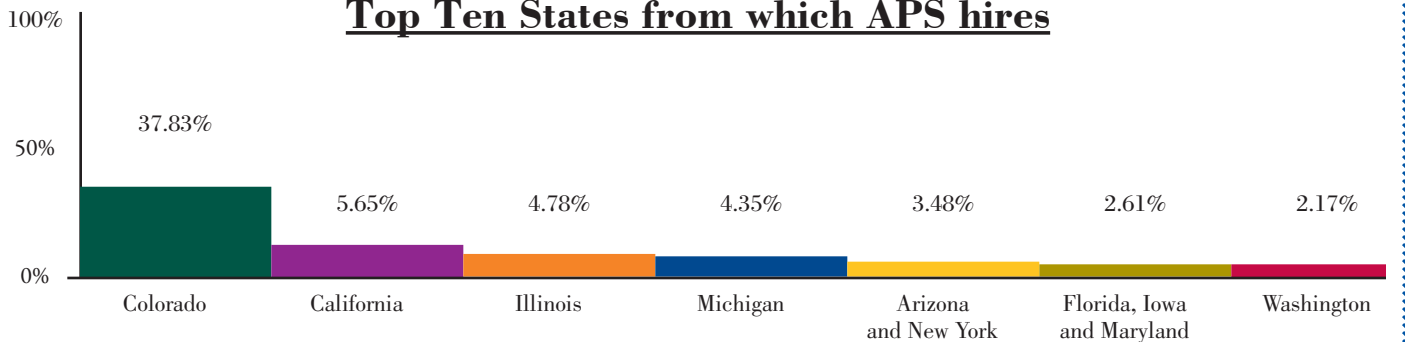
### Top Ten States where APS gets applicants



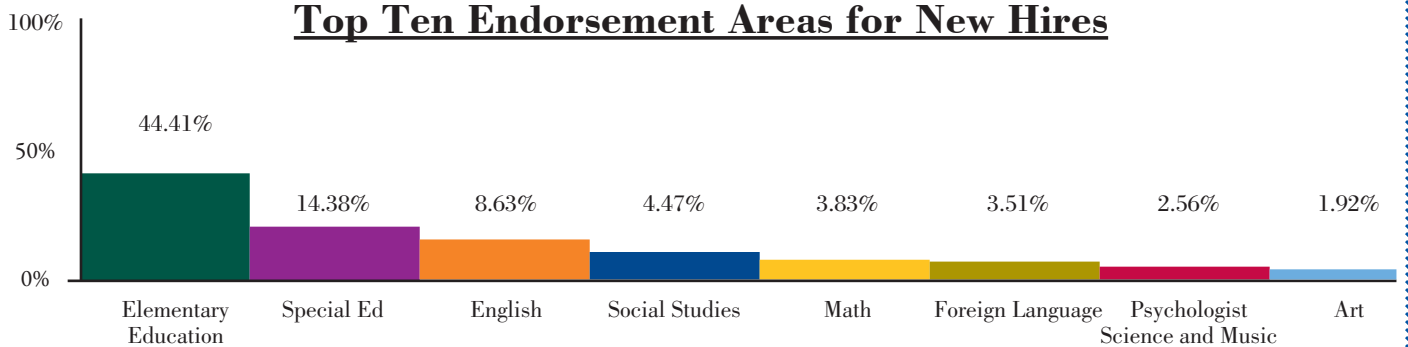
### Top Ten Endorsement Areas of applicants



### Top Ten States from which APS hires



### Top Ten Endorsement Areas for New Hires



# New Employees

Licensed new staff – 287 – 13.65% of all licensed staff  
 Classified new staff – 113 – 6.45% of all classified staff  
 Administrator/Professional Technical new staff – 13 – 5.24% of all administrator/professional staff

## New Employee Gender

Licensed new staff – Female 79.4% - Male 20.6%  
 Classified new staff – Female 83.2% - Male 16.8%  
 Administrator/Professional Technical new staff – Female 84.6% - Male 15.4%  
 Total new staff - Female 81% - Male 19%

## New Employee Ethnicity

The ethnic backgrounds of new employees are about the same as the ethnic makeup of the district staff as a whole. Seventy-eight percent of new employees are white as compared to 75% last year.

## Other New Employee Information

The average age of new licensed employees is nine years younger than the average age of licensed employees in the total district, while the average age difference is twelve years for classified employees and six years for administrative/professional technical employees. The average years of experience for new licensed staff is 3.08 years. Most new licensed staff members have a BA degree (62%) while 37% have a MA degree and 1% have a doctorate. One hundred and thirty three (46.34%) are in their first year of teaching and 60.28% of teachers new to the district are in their first three years of teaching. The average newly hired teacher salary was \$44,868.

Most new teachers learned about the Aurora Public Schools from the district’s Web site and the second most frequent way they learned of the district was through word of mouth. The greatest reason that teachers shared for deciding to work for APS was friendliness of staff. Compensation was second while embedded professional development and demographics of the district were highly regarded also. Almost all new employees felt that they were treated courteously and professionally during their hiring process.

# Recruiting

Recruiting was a bit different last year in that the district attended only one in state job fair which was the Colorado Association of School Personnel Administrators (CASPA) fair in February. The following chart represents the contacts that were made.

|                   | Interviewed | Follow up | Not interviewed | Follow up |
|-------------------|-------------|-----------|-----------------|-----------|
| Elementary        | 51          | 30        | 75              | 4         |
| Secondary         | 36          | 19        | 44              | 5         |
| K-12              | 5           | 0         | 24              | 0         |
| Special Education | 10          | 9         | 0               | 0         |

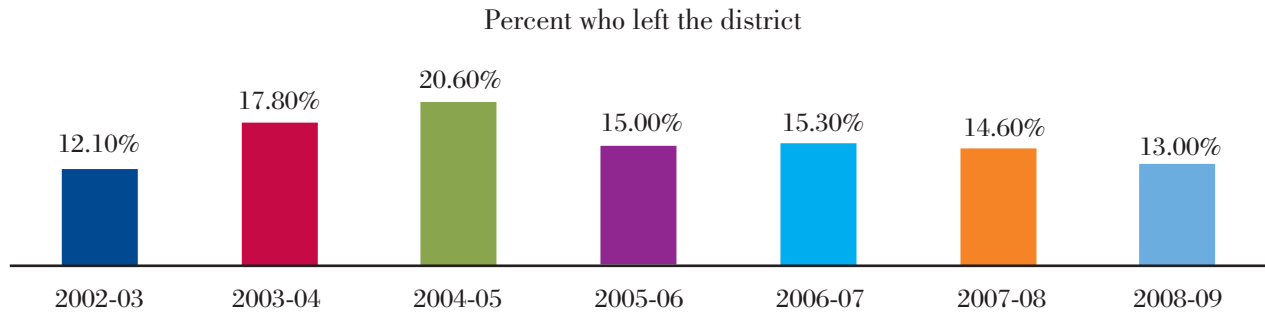
The out of state fairs were primarily a chance to promote the district, meet candidates and distribute materials. After each fair, promising candidates were sent a follow up email or given a follow up phone call if they had not yet applied in the district. The following chart shows the contacts that were made.

| Job Fair         | Elem | Sec | K – 12 | Special Ed | Follow up | Total |
|------------------|------|-----|--------|------------|-----------|-------|
| Wayne State      | 19   | 17  | 12     | 2          | 18        | 51    |
| Miami (OH)       | 19   | 18  | 3      | 3          | 16        | 43    |
| Western Michigan | 38   | 23  | 14     | 2          | 14        | 68    |
| Eastern Michigan | 39   | 28  | 10     | 5          | 35        | 81    |
| Central Michigan | 32   | 20  | 6      | 7          | 31        | 65    |
| Michigan State   | 30   | 16  | 9      | 6          | 24        | 61    |

# Retention

Our APS retention rate of all licensed employees continues to improve and fewer teachers are leaving the district to work in other school districts. For 2008-2009 the state turnover rate was 18.35% based on the Colorado Department of Education's December 1, 2008 data collection.

The chart below lists the number of all licensed employees who left the district in the last seven years.

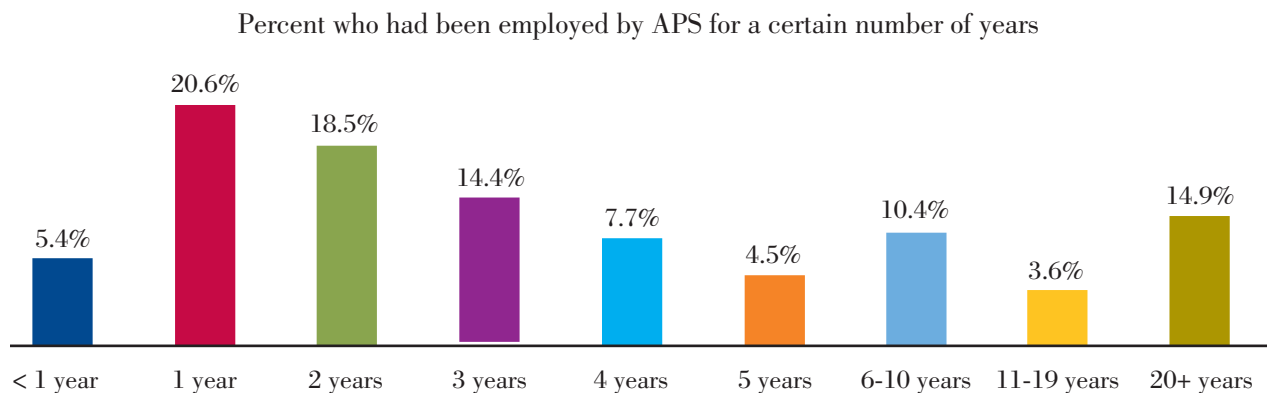


Listed below is a breakdown of the main reasons that licensed employees left the district. The number of teachers who left the district to teach in another district decreased from 55 to 43 which is a 21.8% reduction. This decrease exceeds the goal in VISTA 2010 which is a 10% reduction.

## Reason for Leaving 2008-2009

- Other employment in education 43 (16.3%)
- Relocation/moving out of metro area 42 (16.0%)
- Finished transition contract 41 (15.6%)
- Retirement 36 (13.7%)
- Agreement of both parties 33 (12.5%)
- End of fixed contract 25 (9.5%)
- Contract non-renewal 14 (5.3%)
- Family care 14 (5.3%)

The following chart reflects the number of years that employees who left the district had been employed in APS. The numbers indicate that employees new to the district are more likely to leave the district while those who have taught over 20 years are more likely to be retirees from the district.



## 2008-2009 Highlights

### Compensation and Negotiations Summary

2.5% general salary increase to both the teacher and classified employee salary schedules

Fully fund step movement for teachers and classified employees

Fully fund the district's percentage of health and dental insurance increases

Fully fund the district's and the employee forgone wage increases in PERA contributions

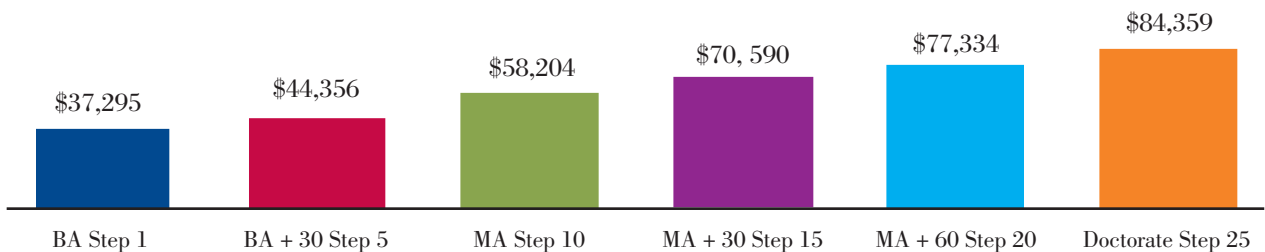
Modification of K-8 teacher duty day and schedule

Refine the workings of data teams and data walls

Exchange a memo recognizing the AEA's options to discuss the district's LDE certificate program in the future

Creation of a TOSA advisory group

The following chart shows at several representative salary levels.



### Electronic Filing

The Division of Human Resources continues to reduce the amount of paper used in documentation through the development and implementation of electronic files. This process creates an efficient and cost-effective solution for record-keeping purposes. In the past year, salary increases and Contract and Notice of Appointment letters were created and sent electronically to employees. In addition, as employees brought in necessary documents for their files, the documents were scanned and then attached to their electronic personnel files.

### Linguistically Diverse Educator Certificate

Educators new to APS have the opportunity of earning a Linguistically Diverse Educator (LDE) Certificate during their first three years of employment. The certificate requires the completion of nine semester hours of graduate level LDE coursework through Regis University or the University of Colorado at Denver. Completion of the nine semester hours of LDE coursework may be applied to license renewal, advancement on the salary schedule, as well as applied to a master's degree and/or an added endorsement in Linguistically Diverse Education. All costs associated with the LDE certificate program (tuition, fees and books) are paid by the school district.

### NCLB

The district average of 99.07% highly qualified teachers reflected all schools including charter schools. Without those schools, the district average was 99.9% of teachers rated highly qualified. In addition, the Diverse Learners course for classified employees was revised to better align with the district's diversity training model.

### Substitute Teachers

Providing a sufficient number of qualified substitutes continues to be a goal of the APS substitute office. Over 700 subs now make up the APS substitute pool, an increase of almost 100 from 2008-2009 levels. These substitutes have helped APS to maintain high percentages of filled substitute requests when teachers are absent, a percentage that has ranged between 88%- 94% on a consistent basis.



### **Teach for America**

APS has entered into a partnership with Teach for America (TFA) in the placement of TFA corps members in schools in APS. This has resulted in ten TFA corps members moving into teaching positions in APS. Those members represent four teachers in special education at the elementary and middle school levels, one first grade teacher, one fifth grade teacher, one 6/7 literacy teacher, one middle school math teacher, one middle school science teacher, and one high school science teacher.

### **Teacher Evaluation Committee**

The current teacher evaluation system was developed in 1985 and has not had substantial revision since that time. As educators have learned more about best practices in teaching, it appeared evident that the current teacher evaluation system needed to be reviewed and changed to reflect new learnings about teaching. The group is composed of teachers, administrators, AEA president and the chief personnel officer. The committee worked last spring and through the current school year to have a new system to pilot in 2010-2011.



