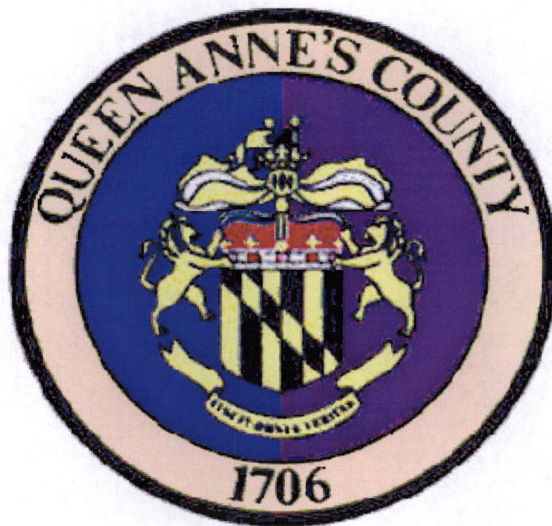


# Queen Anne's County Education Task Force

## **Report to the Queen Anne's County Commission**

November 28, 2005



The Queen Anne's County Board of County Commissioners:

Benjamin F. Cassell – At Large  
Joseph F. Cupani – District 1  
Richard A. Smith – District 2  
Gene Ransom III – District 3  
Michael S. Koval – District 4

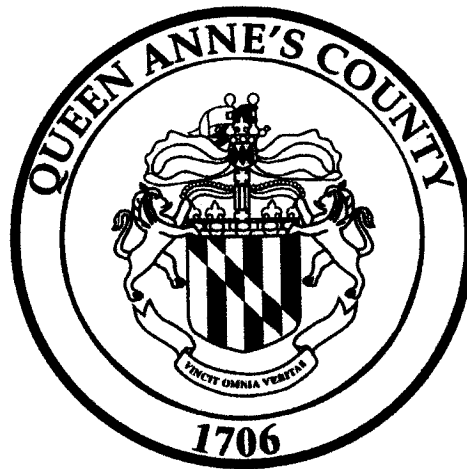
County Administrator:  
Paul W. Comfort, Esq.

Executive Assistant to the County Commissioners:  
Margie A. Houck

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## **Task Force Membership**

**Dr. Carol M. Amoia -Chair**  
At Large

**Mr. Thomas R. Rider – Vice Chair**  
Democratic Central Committee

**Ms. Karen Ehatt - Secretary**  
At Large

**Ms. Marirose J. Capozzi**  
Republican Central Committee

**Mr. Curtis George**  
At Large

**Mr. James Jennings**  
Board of Education

**Ms. Willie Pauls**  
At Large

**Ms. Connie R. Wilson**  
At Large

**Student Government Association**  
Position Remained Unfilled

**Parent Teacher Association**  
Position Remained Unfilled

### **Task Force Support**

Michael R. Clark  
Director  
Community Partnerships for Children

Mary Ann Gleason  
Family Network Specialist  
Community Partnerships for Children

James Macgill  
Private Consultant

## **Executive Summary**

The Queen Anne's County Board of County Commissioners established the Queen Anne's County Education Task Force through County Commissioners' Resolution #03-81. The County Commissioners asked the Task Force to report and provide recommendations on six issues:

- 1) How the County could improve retention of qualified teachers in Queen Anne's County Public Schools.
- 2) How the County could attract qualified teachers to Queen Anne's County Public Schools.
- 3) How the County could pay for new schools, with new or enhanced revenue sources.
- 4) A policy of determining the location and building design of new schools.
- 5) The size of the administration of Queen Anne's County Public Schools, compared with other school systems.
- 6) The potential for an elected school board, and a structure for an elected board.

The Task Force met thirty times between October 2004 and November 2005. It did wide-ranging research on the six issues, invited a number of County officials to make presentations and conducted extensive deliberations. This report includes summaries of much of the Task Force's research and the recommendations that the Task Force is making to the County Commissioners based on its findings.

Following is a summary of the Task Force's findings and recommendations. Issues 1 and 2 were combined into one set of recommendations, based on recognition by the Task Force that policies required for an effective teacher recruitment program are closely linked, and in many cases identical, to those needed for retention of qualified teachers.

### **Issues 1 and 2 Recruitment and Retention**

The recruitment and retention of qualified teachers is a national problem and will expand in scope over the next few years, as baby boomer teachers reach retirement age. On average, the Queen Anne's County School system loses 40% of the teachers it hires by the end of the fifth year of teaching.

Attracting and retaining good teachers will require a combination of financial incentives, improved working conditions, and development of community support for educators. The Task Force identified five areas that must be addressed to improve retention rates:

1. salary levels,
2. the cost of living in Queen Anne's County (particularly the availability of affordable rental property and the cost of buying a home),
3. student discipline,

4. support for teachers (particularly new ones)
5. and employee recognition.

The Task Force makes 13 recommendations to improve teacher recruitment and retention as follows:

- 1) Upgrade Queen Anne's County Public School's Web site to make it more user friendly and attractive for potential job applicants.
- 2) Remove barriers to recruiting teachers from other systems.
- 3) Offer starting bonuses for new teachers.
- 4) Establish and maintain a salary scale for teachers so that Queen Anne's County ranks no lower than seventh in teacher salaries among local jurisdictions.
- 5) Provide the same package of health benefits to retired school employees as is currently received by County employees.
- 6) Seek additional sources of revenue to finance the new salary scale and other school improvements.
- 7) Form a task force to come up with recommendations for generating work force housing for teachers.
- 8) Annually, designate one of the teacher in-service training sessions as focusing on discipline.
- 9) Initiate a community education process with the goal of instructing parents on discipline issues and gaining their support for strengthening discipline in the schools.
- 10) Expand the current mentoring program so that all new teachers have access to a mentor on site in their schools when they need one.
- 11) Establish a countywide classroom volunteer program, to be coordinated by a school system employee, for all the schools in the county.
- 12) Explore the feasibility for providing child care for system employees.
- 13) Continue the school system's program of employee recognition.

### **Issue 3 Paying for New Schools and an Improved School System**

Queen Anne's County must link improving its educational system to economic development. To this end, the County should pursue three interlocking strategies:

- create an ongoing partnership between the County government, Queen Anne's County Public Schools, and the business community.
- enhance local revenues through economic development.
- generate more work force housing.

The Task Force also recommends that the current Transfer Tax be increased from 0.5% to 1% to help pay for the maintenance of existing school buildings and the construction of new schools in the County.

#### **Issue 4 Planning for New Schools**

The Task Force concludes that the current process in place for planning and building new schools in Queen Anne's County does not need to be changed. It recommends, however, that the County Commissioners develop ways to inform the citizens of the importance of their participation in the County's Comprehensive Plan process, given that the Plan is the foundation for determining the need for new schools and where they will be located.

#### **Issue 5 Size of School Administration**

The Task Force reviewed statewide data, comparing Queen Anne's County Public Schools to other systems. It concludes that the size of Queen Anne's County School administration is not unusually large for its student population, and that the share of the school budget allocated for administration is one of the lowest in the state.

#### **Issue 6 Elected School Board**

There is a nationwide debate as to whether elected or appointed school boards are more effective at overseeing school systems. The trend, however, both nationally and in Maryland is toward elected school boards.

The Task Force recommends that the County Commissioners provide county voters with the opportunity to decide if their school board should be elected or not via a referendum question to be placed on the ballot at the time of the next general election. If the voters decide that they want an elected school board, the Task Force recommends that it consist of seven members, five to be elected and two to be student non-voting members. The Task Force recommends further that the terms be staggered and that one voting member be elected from each of the four Commissioner districts by the voters of that district and one voting member elected at-large countywide.

## **Preface**

On May 19, 2004, the Queen Anne's County Commissioners announced the formation of an Education Task Force to provide recommendations to the Commissioners on education issues: specifically attraction and retention of qualified teachers as outlined in County Commissioner's Resolution #03-81. Mr. Mike Clark, Director of Queen Anne's County Community Partnerships for Children and his staff were given the charge of coordinating the selection of Task Force members and staffing the Task Force, once established.

County citizens with an interest in education were encouraged to apply for membership on the Task Force. The County Commissioners expressed a preference for the Task Force to have a membership that would include five members "at-large" representing the citizens of Queen Anne's County; one representative each from the Republican and Democratic Central Committees; a representative from the Parent Teacher Association; a representative from the Student Government Association, and a representative from the Board of Education. The County Commissioners agreed to appoint the five "at large" citizen representatives at their meeting on August 17, 2004; however, several other member positions remained unfilled for the next month. During that timeframe, Mr. Clark worked diligently to finalize committee membership and to come up with a convenient date for members to meet.

The first Education Task Force meeting was held on October 4, 2004 with six of the proposed ten members in attendance. Prior to the October 4<sup>th</sup> meeting, the PTA representative indicated to Mike Clark that he would not be able to participate on the Task Force due to health reasons. Also a representative from the Student Government Association had not yet been named by the date of the meeting. Unfortunately, both of these positions remained unfilled over the course of the Task Force's tenure.

At the Task Force's meeting on October 4, Mr. Paul Comfort, County Administrator for Queen Anne's County, provided a thorough explanation of the purpose of the Task Force and the issues delineated in the County Commissioners' Resolution #03-81, establishing an Education Task Force. The mission of the Task Force was to study current data and make recommendations to the County Commissioners on ways to provide cost-effective and high quality education programs in Queen Anne's County, including ways to attract and retain qualified teachers. Mr. Comfort shared several charts with the committee, emphasizing that over 50 % of the County budget is currently dedicated to education related activities. Based on input from the County Commissioners, Mr. Comfort suggested that the Task Force focus on the following areas:

1. Ways to retain qualified teachers;
2. Ways to attract qualified teachers;
3. How to pay for new schools and school construction projects in the county; and



4. The size of Queen Anne's County school administration in relation to other comparable school systems

Mr. Comfort also noted that some of the County Commissioners would like a recommendation on an elected school board with an action plan to accomplish this. He noted that this request was not recommended by all of the County Commissioners and left it up to the Task Force members to determine if they were to work on that issue. Mr. Comfort emphasized that the committee should be aware of timelines for the State legislative session and the County budget process so that preliminary recommendations could be made by those deadlines. Mr. Clark then shared some specific requests received from four of the County Commissioners regarding the areas outlined by Mr. Comfort.

The Task Force determined that it would address the various issues in the following order and established a timeline for completed work on each issue:

1. Retention of Qualified Teachers
2. Attraction of Qualified Teachers
3. Recommendation on How to Pay for New Schools
4. Size of the Administration
5. Determining School Locations

It was projected that work on Issues #1 and #2 would be completed by March or April of 2005; Issue 3 by June 2005; and Issue 4 and 5 by September 2005. The Task Force agreed to hold meetings on the first and third Monday of every month at the Queen Anne's County Community Partnerships for Children' Office from 5:30 p.m. to 7:30 p.m.

During the October meetings the Task Force selected Executive Committee members, nominating Dr. Carol Amoia to serve as the Task Force Chairperson, Mr. Thomas Rider as the Vice Chairperson, and Ms. Karen Ehatt as Secretary. As indicated above, two positions on the Task Force remained unfilled, and one of the Task Force members has had to limit her involvement due to health reasons.

Since October 4, 2004, the Task Force has met a minimum of twice a month. The members have devoted considerable time outside of the formal meetings to do research and read and digest the multiple hand-outs and data provided to the Task Force from various sources. The sources included guest speakers, Community Partnership for Children staff, individual committee members and the Board of Education. The Task Force developed a survey and distributed it to teachers who have left the County school system in the last five years. The Task Force also drafted reports for the County Commissioners and followed up on many aspects of Task Force business.

At the end of November 2004, the members of the Task Force had already begun to realize the scope of the project that was before them and the volume of information that they would need to review and evaluate to complete their responsibilities. The committee, therefore, requested permission from the County Commissioners to hire a consultant to assist in the writing of the Education Task Force's Report to the County

Commissioners. After approval of the County Commissioners and a RFP process, Mr. James Macgill, an independent consultant, began working with the committee in May 2005 to assist in drafting the committee reports on the various issues and helping guide committee members on finalizing their report efforts.

The committee originally agreed that once the reports had been completed for the five issues identified by the County Commissioners it would consider whether it would address the issue of the elected school board. In the spring of 2005, The County Commissioners requested that the issue of an elected school board be given higher priority. The Task Force began work on the issue of an elected school with an anticipated targeted completion date of August/September 2005. This change in the schedule required that the Task Force revise its deadlines for a number of the other issues and move into a second year of operation.

The members of the Education Task Force would like to thank Mr. Mike Clark and Ms. Mary Ann Gleason for all their hard work and endless support in assisting the Task Force in gathering information, compiling data and providing us with a viable space in which to do our work. We hope that the efforts of the committee and the recommendations put forth in this report will be accepted and used by the County Commissioners in conjunction with the Board of Education, the Superintendent of Schools, the Queen Anne's County Education Association and the broader community to build a strong school system to support our children who are the future of Queen Anne's County.

## Meeting Dates and Key Education Task Force Activities

October 4, 2004	First Task Force Meeting
October 18, 2004	Revised Executive Committee membership
November 1, 2004	Work Session
November 15, 2004	Work Session
November 29, 2004	Work Session
December 6, 2004	Work Session
December 28, 2004	Developed Teacher Survey to be disseminated to teachers who have left the county in the last five years
January 21, 2005	Work Session
January 30, 2005	Work Session
February 2, 2005	Presentation to the County Commissioners on status of Issues 1 and 2
February 28, 2005	Work Session
March 14, 2005	Dissemination of Teacher Survey to teachers who have left the system in the last five years
April 4, 2005	Task Force review of zoning maps and potential growth in Queen Anne's County
April 25, 2005	Presentation by Mr. Robert Lathroum, Supervisor of Instruction
May 5, 2005	Mr. James Macgill joined the Task Force to assist in report writing
May 9, 2005	Review of final data collected from teacher surveys
May 23, 2005	Business Education Partnership
June 16, 2005	Work Session
June 20, 2005	Work Session
July 11, 2005	Work Session
July 26, 2005	Presentation to the County Commissioners on status of work on an Elected School Board
August 8, 2005	Revised draft report and recommendations on an Elected School Board for County Commissioners
September 12, 2005	Work Session
September 26, 2005	Presentation by John Borders, Queen Anne's County Director of Finance
October 17, 2005	Presentation by Ms. Suzie Eakle, Manager, Office of Economic Development
October 24, 2005	Work Session
November 3, 2005	Presentation by Mr. Walter Geggis, Queen Anne's County Elections Board
November 7, 2005	Work Session
November 8, 2005	Presentation to the County Commissioners on costs related to Issues 1 and 2 and further revisions regarding an Elected School Board
November 14, 2005	Compile Education Task Force Final Report for County Commissioners
November 28, 2005	Finalize Task Force Report and presentation to County Commissioner

## **Issues 1 and 2:**

### **Teacher Recruitment and Retention**

School systems across the country are facing a growing shortage of qualified teachers. As the generation of teachers which came into the profession in the 1970's and 1980's enters retirement, local school boards face the challenge of recruiting new teachers and retaining experienced ones.

State and Federal policy makers have further complicated the situation by mandating upgrades in teacher credentials. The No Child Left Behind Act, in particular, is requiring that teachers and paraprofessionals meet a standard of being "highly qualified," meaning that they need to have more advanced training and credentials than previously. In the long run, these requirements may lead to improvements in classroom teaching. In the short term, however, they may create an incentive for experienced teachers without the proper credentials to leave the profession, generating staffing shortages.

The National Commission on Teaching and America's Future estimates that school systems will need to recruit as many as 200,000 new teachers a year through the end of the decade.<sup>1</sup> These formidable numbers have caused experts with a wide range of perspectives to weigh-in with numerous studies, analyses and policy recommendations. Recommendations may be divided into two categories: how to bring new teachers into the classroom and how to retain qualified teachers, once recruited.

#### **Overview: Recruitment Strategies**

For the most part, recruitment and retention cannot be separated. A school system and the community of which it is a part are likely to be appealing to new and veteran teachers for the same reasons. There are some recruitment strategies, however, that a school system and a county can apply which may give them an edge over the competition.

To some extent, teacher recruitment is dependent upon State policy and resources, and beyond the control of a county like Queen Anne's. Traditionally, Maryland's system of teacher education has not provided sufficient graduates to meet the need of local school systems. Until recently, many school systems in Maryland were able to fill this gap by recruiting from other states, like Pennsylvania, which had a surplus of graduates from teachers' colleges. With the advent of No Child Left Behind, and the shrinking of the teacher pool, states which formerly had surpluses no longer have them and have joined in the search for qualified teachers. To increase the pool of teachers, State Boards of Education may need to consider a variety of strategies, such as creating alternative paths to teacher certification, or advocating for an increase in funding for teacher's education programs.

Assuming that the State is doing its part, local jurisdictions must come up with their own recruitment strategies. The following strategies are some of the most common practices being put in place by schools and communities across the country to address teacher shortages:

- Encouraging students in local schools to choose teaching as a profession through organizations like Future Teachers of America;
- Launching marketing campaigns to improve the image of the local school system, with the goal of attracting more interest from teacher candidates;
- Partnering with universities with education programs to establish a channel for recruiting graduates;
- Creating programs for assisting personnel within the school system who are not certified teachers to upgrade their credentials. Such personnel could include paraprofessionals, substitute teachers, and even volunteers; and
- Establishing mechanisms to reinstate retired teachers in the school system.

### **Recruitment in Queen Anne's County**

All the strategies mentioned above require resources. Queen Anne's County Public Schools (QACPS) is budgeting \$15,000 for recruitment in Fiscal Year 2006. Although this is an increase over previous years, it is still not enough to build a strong recruitment campaign. QACPS should consider increasing the recruitment budget and working on some short and long term plans for strengthening the effort. In addition, the citizens of Queen Anne's County, led by the County Commissioners, should become more involved in trying to attract qualified teachers to the county, recognizing that better teachers strengthen the county as a community and support overall economic development.

There are several short and long range recruitment strategies the County government and the school system should consider. Perhaps the easiest of these is to improve the QACPS Web site. The QACPS current Web site is a very basic "plain vanilla" site (<http://www.qacps.k12.md.us>). Candidates for school system jobs can find out what positions are open, but they cannot apply on line. Moreover, the site does not try to "sell" a prospective candidate on Queen Anne's County as a school system or the county as a community. A more appealing and user friendly site, with links to county attractions, and an on-line teacher application process might help recruitment efforts.

A more complex issue is the need to improve incentives for teachers from other jurisdictions to re-locate to Queen Anne's County. At present, an experienced teacher wishing to teach in Queen Anne's County only gets limited credit for years of experience in another system. He/she can receive a starting salary in Queen Anne's no higher than Step 10 in QACPS's salary scale. The system should remove this cap.

The school system may also want to explore the potential for bonuses or incentives for new teachers. Such a program might be initiated in cooperation with local businesses or

the Chamber of Commerce. It could include cash bonuses for new teachers, discounts on home or car loans, and/or free laptops.

### **National Overview: Retention of Qualified Teachers**

Recruitment efforts are not likely to help reduce teacher shortages if teachers are leaving faster than a system can replace them. Federal statistics indicate that 15.7% of teachers leave the profession annually.<sup>2</sup>

This exodus of teachers has important implications in terms of cost (the teachers that replace the departing ones must be oriented and trained) and quality (less experienced teachers are likely to be less effective in teaching than veteran ones). As a result, retention of qualified teachers should be a major focus of local school systems.

There has been considerable research on the subject of teacher retention. A review of the literature indicates that teacher retention strategies fall into three categories:

- **Providing supportive employment and learning environments**, particularly for new teachers. Recommendations along these lines include formal induction and mentoring programs for new teachers, more opportunities for professional development, reduction of school and classroom sizes, more time allocated for planning and preparation and improved safety and discipline within schools.
- **Recognizing of teachers as professionals both within the school system and in the larger community.** In this category, frequently cited ideas include inclusion of teachers in school-based decision-making, recognition events by community organizations such as Chambers of Commerce, creation of community partnerships to support education and better communication with parents.
- **Providing financial incentives for teachers.** These include establishing payment for performance plans and, market-based compensation concepts, particularly for difficult to fill subject areas such as math and science. They also encompass bonus programs, giving teachers financial rewards for obtaining advanced certification or for taking on leadership and mentoring roles. They also may include, housing subsidies, tax credits, assistance with tuition, and/or additional retirement benefits.

### **Teacher Retention in Queen Anne's County**

Beginning with the 1994-5 school year, Queen Anne's County Public Schools began to track its retention rate of teachers hired in a school year. The data, accumulated over the last decade, shows that on average, the Queen Anne's County School system loses 40% of the teachers it hires by the end of the fifth year of teaching. Approximately 26% leave within the first two years. The rate of attrition then slows down, but continues at a fairly steady rate for the following years (See appendix1).

Any organization, including a school, can expect to have a certain amount of turnover. A significant number of new teachers will leave the profession at the end of their first few years, as they find out that the actual work in a classroom does not match their expectations, or capabilities. Some winnowing of less committed or incompetent teachers is clearly desirable. A loss of 40% of those recruited, however, seems to indicate that something more than normal attrition is at work.

Several local surveys provided data that helped define the retention problem. In the spring of 2004, Queen Anne's County Public Schools contracted with Harris Survey to conduct a Faculty Climate survey. Harris Survey has administered this particular questionnaire in a number of school systems across the country; it is designed to ascertain the most important factors affecting job satisfaction among school staff. The survey was sent to 953 Queen Anne's teachers and staff and had a 73% return rate. 73% of the respondents indicated a concern about the level of their salary, the largest single response to any question in the survey. Other issues identified included lack of time to help individual students, concerns about workload and student behavior. Harris ranked issues according to a methodology which prioritized concerns by a combination of how important they were to the respondents and to what extent the respondents thought there was room for improvement. Based on the methodology, Harris cited four issues that it recommended Queen Anne's County Public Schools address:

- Concerns about disorderly students
- Lack of student support for each other
- The effectiveness of school rules, and
- Employee recognition

At the beginning of 2005, the Task Force sent a questionnaire to 167 Queen Anne's County teachers who had recently retired or resigned. Thirty percent (63 respondents) of those who received the mailing returned a completed survey. The respondents gave a number of reasons for leaving the system. The top four were:

- Personal issues
- Salary
- Another school system
- Cost of living

When asked what the system should do to retain teachers the responses that were given include:

- Better salary and benefits
- Need for more support for new teachers
- Cost of living and affordable housing

If we consolidate the Committee's and the Harris Survey, we can identify five concerns that must be addressed to improve retention. These are

1. Salary level,
2. The cost of living in Queen Anne's County (particularly the availability of affordable rental property and the cost of buying a home),
3. Student discipline,
4. Support for teachers (particularly new ones)

5. and Employee recognition.

We will look at each of these issues, in turn.

**Salary levels**

Queen Anne's County is one of the wealthier counties in Maryland. In 2002, per capita personal income in the county ranked sixth in the state. This ranking has remained constant over the past few years.<sup>3</sup>

Queen Anne's County teacher salaries, however, have not kept pace with the rest of the county's economy. In 2003, the average teacher's salary in Queen Anne's County was \$45,621 compared with a statewide average of \$50,303. Queen Anne's County ranked 21<sup>st</sup> out of Maryland's 24 local jurisdictions in terms of average teacher salaries.<sup>4</sup>

Queen Anne's County ranked last when its average teacher salaries are compared with those local jurisdictions adjacent to it (Anne Arundel is included in this calculation since it is immediately across the bay from Queen Anne's). Below is how Queen Anne's compared with its neighboring jurisdictions:

<b>County</b>	<b>Average Teacher's Salary</b>
Kent	\$50,222
Anne Arundel	\$47,622
Talbot	\$47,044
Caroline	\$45,747
Queen Anne's	\$45,621

The median of a statistic array (as opposed to the mean or average) is the midpoint of the array. The median salary for a teacher in Queen Anne's County is \$42,460. In 2003, half the teachers in Queen Anne's County made more than \$42,460, and half made less. The Statewide median was \$48,557. In 2003, Queen Anne's median salary for teachers was the lowest of any jurisdiction in the State. Below is a table showing how Queen Anne's County's median teacher's salary compared with its neighboring jurisdictions:

<b>County</b>	<b>Median Teacher's Salary</b>
Kent	\$52,667
Anne Arundel	\$48,277
Caroline	\$47,235
Talbot	\$44,850
Queen Anne's	\$42,460

In the ten years ending in 2003, instructional salaries in Queen Anne's County grew at a slower rate than comparable salaries statewide. For Maryland as a whole, instructional salaries increased by 25.2%; the corresponding rate in Queen Anne's County was



23.6%. For the most part, Queen Anne's instructional salaries were increasing at a lower rate than the jurisdictions around it:

<b>County</b>	<b>% Increase for Instructional Salaries 1993-2003</b>
Kent	33.7%
Caroline	28.5%
Talbot	31.4%
Queen Anne's	23.6%
Anne Arundel	17.8%

Other statistics present a somewhat more complex picture of Queen Anne's County's teacher salaries, compared with those in other jurisdictions. In the 2005-6 year, Queen Anne's is offering beginning teacher with a bachelor's degree a salary of \$37,000, the eleventh highest in the State for this category. Queen Anne's neighboring counties, with the exception of Talbot County, all offered lower beginning teacher's salaries.

It is when we compared salary ranges in mid-career that Queen Anne's begins to fall behind. In 2005-6 a Queen Anne's Teacher at Step 10 in the pay scale (Master's level) makes \$47,655, eighteenth in the State when compared with other jurisdictions. Teachers' salaries at comparable levels in Anne Arundel, Talbot, Caroline and Dorchester are higher. The top of the teacher salary scale for Queen Anne's County this year is \$71,700, placing Queen Anne's eleventh in the State, and back in second place behind Anne Arundel in its immediate region.<sup>5</sup>

The combination of these sets of figures suggests the following:

- Queen Anne's County beginning salaries for teachers are in the top half of local jurisdictions in the State. As a result, if compensation is the only consideration for new teachers, the system should be able to compete successfully for them.
- Queen Anne's County teachers begin to fall behind their counterparts on a statewide basis, as they move toward the midpoints of their career. However, the County still remains in the middle of the compensation ranges for the State.
- The low ranking of the County in terms of average salaries and median salaries compared with its relatively positive salary ranges suggests that the County may have a higher proportion of teachers at the lower levels of the compensation scale than other counties ( i.e., younger and less experienced).

The combination of statistics suggests that Queen Anne's County is attracting beginning teachers and then losing them as they gain experience. This rate of attrition may be due in part to the fact that the County's salary scale becomes less competitive in the upper ranges, or it may be that a teaching career in Queen Anne's County becomes less satisfying after the first few years.

Another factor affecting the salary statistics may be that Queen Anne's County Public Schools requires that a teachers' salary be capped at the fifth year of employment,

unless that teacher has obtained a Master's degree or a Standard Professional Certificate (SPC). At his/her fifth year of teaching, a teacher without these additional credentials will see his or her level of pay stagnate. A teacher at that point or somewhat earlier in his/her career may weigh if it makes sense to take advanced courses and remain in the Queen Anne's County school system. Obtaining a Master's degree provides less of a salary boost for a teacher in Queen Anne's County than in other jurisdictions. As a result, a teacher faced with the fifth year ceiling, instead of enrolling in a Master's program and staying with the County, may choose another option. He/she may opt to move to another school system, leave teaching for a more lucrative career elsewhere, or take a second job.

Other compensation issues that could be affecting retention include the rising cost of health care, and retirement packages. At a minimum, school system employees should have comparable benefits in these areas as County employees. The school system is moving toward providing its employees the same health benefits package received by County employees. Retired school employees, however, do not receive the same health benefit support as retired County employees. Parity for retirees could make a difference for a teacher considering whether to commit to a long term career in Queen Anne's County.

### **Cost of Living and Housing Affordability**

The cost of living (particularly its real estate component) is making it more difficult for teachers and other professional public employees to reside in fast growing suburban jurisdictions like Queen Anne's County.

In 2004 the average price of a home sold in Queen Anne's County was \$377,900, and the median price was \$305,000. This compares with an average price in 1999 of \$208,512 and a median price of \$164,438. The average price has increased by 81% in five years, and the median price has increased by 85%.<sup>6</sup> While comparable figures for teacher's salaries during the same period are not available, in the ten year period ending in 2003, instructional salaries in Queen Anne's County rose by just 23.6%. Given the caveat that real estate values have increased at unusually high rates during the last few years, it is still not unreasonable to conclude that the cost of buying a home in Queen Anne's County is rising more than four times faster than a teacher's salary.

To look at this problem another way, if we take the average price of a county home in 2004 (\$377,900), assume a 20% down payment and assume that the buyer obtains a 30 year mortgage at 6%, the monthly mortgage payments (excluding taxes and insurance) come to \$1,812 a month or \$21,744 per annum. This amount would constitute 48% of the average teacher's salary in Queen Anne's County, well above the one third of income that lenders typically believe makes for an affordable mortgage.

The County has recognized that the problem of work force housing is a serious issue for a growing number of public employees in Queen Anne's County. It created the Critical Workforce Mortgage Program to provide second mortgage financing to professionals

deemed “critical to the safety and well being of our county residents.” Teachers, law enforcement officers, volunteer firemen and emergency medical technicians are eligible for the program. Limited funding, however, restricts the number of employees who can obtain loans under the program. In addition, applicants’ household income cannot exceed 80% of the median income for the Baltimore Metropolitan Statistical Area, which narrows the pool of eligible applicants. As of the end of April 2005, only fourteen people had been approved for loans under the program; seven of these were teachers.<sup>7</sup>

## **Student Discipline**

The Harris Survey and the Committee’s survey indicated that Queen Anne’s County teachers feel that student behavior and the way school rules are administered in Queen Anne’s County Public Schools are matters in need of significant improvement. Recent stories in the national media about disruptive students indicate that the concerns of Queen Anne County teachers about discipline are not unique. Many teachers face growing difficulty controlling a classroom and maintaining a learning environment in the face of uncooperative students and parents.

Examined more closely, the issue of student discipline has at least three dimensions: the ability of a teacher to manage his/her classroom, the role of the school administration in administering discipline and supporting a teacher, and the attitude of parents. While there are no easy strategies for addressing these issues, it seems apparent that Queen Anne’s County Schools should examine the discipline problem in greater depth. First steps might be to provide more training for teachers in administering discipline, and opening dialogues about discipline with participation by teachers, administrators and parents.

## **Support for Teachers**

Improving support for teachers, particularly beginning ones, is a matter which has received considerable attention at the local, state and national level over the past few years. Improving the working conditions of teachers, allocating more planning time and implementing team approaches to teaching are all strategies that appear to improve morale and performance.

An approach which appears to be especially promising is to establish a one-on-one mentoring program in which a more experienced teacher provides feedback, advice, and technical assistance to a new teacher. Queen Anne’s County Public Schools has developed a mentoring program, but limited resources restrict full availability of mentors to new teachers when they need them. The Task Force believes that this promising approach should be explored further, and provided the support needed to make it consistently available to new teachers within their own schools.

The potential of volunteers is often overlooked when school systems are seeking to find support and more resources for teachers. Large numbers of parent volunteers are active in Queen Anne’s County elementary schools, but volunteer involvement is

minimal at the middle and high school level. The school system could find that a more systematic volunteer recruitment effort on a countywide basis could bring new help into the classroom. Other counties have found that retiree volunteers, in particular, are a valuable community asset for teachers.

A final issue which deserves more attention is the matter of child care. Employees with young families everywhere struggle with the problem of affordable quality child care. Queen Anne's County Public Schools should examine to what extent child care is a problem for its employees and explore the potential for providing on-site child care programs for teachers with young children. These programs while primarily for employees could be opened up to other county residents as slots become available.

### **Employee Recognition**

The famous author James Michener once turned down an invitation by President Eisenhower to come to dinner at the White House. Michener wrote to the President, explaining that he had another engagement: he was to speak at a banquet honoring the teacher who taught him how to write. President Eisenhower understood. He responded to Michener's regret by writing to him "in this lifetime a man lives under 15 or 16 presidents, but a really fine teacher comes into a lifetime far too rarely."

Michener's regret and President Eisenhower's eloquent response remind us of a time when teachers were held in higher esteem than today. To keep good teachers in the classroom will take more than salary upgrades, and classroom support, although these types of initiatives will help. It will take a return to a time when teachers are recognized not only for the difficult nature of their jobs, but their importance as community figures.

In the past year, in accordance with its Master Plan, Queen Anne's County Public Schools has implemented a number of teacher recognition events, both within the system and in the community. The Task Force believes that the school system has made a strong beginning and supports the continuation and expansion of these programs.

### **Summary of Recommendations on Teacher Recruitment and Retention**

Following are the Task Force's recommendations to improve the recruitment and retention of qualified teachers in Queen Anne's County Public Schools. Each recommendation includes a cost estimate for implementing it, based on analysis conducted by members of the Task Force.

- 1) **Web Site** Queen Anne's County Public Schools should upgrade its Web site to make it more user friendly and attractive for potential job applicants. The site should include the potential for applying on-line. **Cost Estimate: \$13,500 (Continue the intern provided by the County: \$10,000. Cost of developing an on line application: \$3,500).**
- 2) **Recruiting teachers from other systems** The Board of Education with the support of the Queen Anne's County Education Association, should remove the

Grade 10 ceiling on starting salaries for teachers with more than 10 years experience. **Cost Estimate: \$140,800 based on 12 teachers hired during FY 2005 who would have been paid at a higher scale and one potential teacher not hired.**

- 3) **Starting bonuses** The Board of Education, with the support of the County Commissioners and the Chamber of Commerce, should initiate a program of cash bonuses and other incentives designed to attract new teachers. **Cost Estimate: \$74,000 (74 new teachers @\$1,000 per teacher; a \$2,000 bonus would cost \$148,000).**
- 4) **Salary scales** The Board of Education and the Queen Anne's County Education Association, with the support of the County Commissioners, should establish and maintain a salary scale for teachers so that Queen Anne's County ranks no lower than seventh in teacher salaries among local jurisdictions. The Board and County Commissioners should seek to achieve this ranking at all levels or steps of the salary scale, not just the lower steps, as is the case now. **Cost Estimate: \$2,200,000 (based on comparison of salary scales of QACPS with other school systems: 600 certified staff).**
- 5) **Retirement** The Board of Education, with the support of the County Commissioners, should provide the same package of health benefits to retired school employees as is currently received by County employees. **Cost Estimate: \$375,000 (160 people cost for one year)**
- 6) **Financing** The County and Queen Anne's County Public Schools should seek additional sources of revenue to finance the new salary scale and other school improvements. Possible revenue sources could include impact fees/excise taxes on new developments, transfer taxes, and corporate sponsorships for school functions and materials. The County government should continue to explore the potential for economic development to generate additional revenues for local education. The County should also insure that all new development in Queen Anne's County is revenue positive, and does not create further unfunded demands on the school system.
- 7) **Housing Affordability** The County Commissioners should form a task force to explore ways of addressing the need of work force housing for teachers and other public employees in Queen Anne's County. This task force should include representatives from teachers' organizations, lending institutions, the real estate industry, the Board of Education, and the Queen Anne's County Department of Housing and Community Development. The task force should review the County's Critical Workforce Mortgage Program and similar programs in place or being proposed in other jurisdictions. **Cost Estimate: \$15,000 ( based on costs of similar task forces)**
- 8) **Discipline/In Service Training** Each year, Queen Anne's County Public Schools should designate one of the teacher in-service training sessions as focusing on discipline, allowing for training of teachers and dialogue between administrators and teachers on discipline issues. **Cost Estimate: \$5,000 (Materials/Speakers for 13 schools).**
- 9) **Discipline/Community Education** Queen Anne's County Public Schools should initiate a community education process with the goal of instructing parents on

discipline issues and gaining their support for strengthening discipline in the schools. **Cost Estimate: \$2,000 (\$500 for flyers and \$1,500 for building level meetings).**

- 10)Support for Teachers/Mentoring** Queen Anne's County Public Schools should expand the current mentoring program so that all new teachers have access to a mentor on site in their schools. QACPS should also consider establishing incentives to encourage more teachers to enroll as mentors. **Cost Estimate: \$112,000 (\$80,000 to maintain current program, \$32,000 to initiate in-school mentors: \$600 per teacher).**
- 11)Support for Teachers/Volunteers** Queen Anne's County Public Schools should establish a countywide classroom volunteer program, to be coordinated by a school system employee, for all the schools in the County. **Cost Estimate: \$4,000: Web page no cost, \$500 for flyers, \$3,500 for promotion).**
- 12)Support for Teachers/Child Care** Queen Anne's County Public Schools should explore the feasibility for providing child care for system employees. **Cost Estimate: \$152,400 (cost of three portables installed at regional sites: one portable per site. Some or all cost to be covered by participants. Staff costs to be covered by participants).**
- 13)Employee Recognition** The Queen Anne's County Board of Education should continue its strong program of employee recognition begun this year. **Cost Estimate: \$10,000 (Teacher of the Year, Employees of the month, yearly gala, certificates, flowers, pins, luncheons, awards).**

### **Issue 3:**

## **Paying for New Schools and an Improved Educational System**

### **Current Financing**

Queen Anne's County's options for funding new schools and improvements to education are limited. Approximately 44% of the County's General fund (\$38,037,413 in FY 2006) is allocated to the Board of Education. In addition, County funds pay for debt service related to the Board of Education (\$4,807,588 in FY 2006).

As the cost of education rises, the County finds that its traditional revenue sources are not keeping pace. In addition, the Governmental Accounting Standards Board (GASB) has recently ruled that public agencies must begin to reflect the liability presented by Other Post Employment Benefits (OPEB, such as health insurance paid for retirees) on their balance sheets. GASB will require that in the future, agencies accrue the actuarially determined OPEB liability and begin to fund it as well. This new standard will require Queen Anne's County Board of Education to find additional revenue to finance these future obligations.

Funding specifically dedicated for building new schools is also restricted. The School Impact Fee fund pays for the construction of some schools. Revenue forecasts indicate, however, that this fund will be depleted in early FY 2007.

Like other counties, the Queen Anne's obtains State funding through the Interagency Committee on School Construction to assist in constructing schools. The funding formula for this program is 55% State and 45% local. The State, however, will not pay for certain capital items, including architectural and engineering services or for furniture and equipment. As a result, when the total cost of a school capital project is calculated, the State contribution is closer to 25-30% of the project, requiring the County to address those costs through local funds.

On a more positive note, the County Transfer Tax is showing a steady rise in revenues. At 0.5% the revenue from the Tax has risen from \$1.8 million collected in FY 2003, to \$2.3 million collected in FY 2005.<sup>8</sup>

### **Strategies for Expanding the Tax Base**

To find the funds to build new schools, and to finance needed improvements in the educational system, Queen Anne's County will need to pursue two strategies. First, it will need to expand its tax base. Education will be a major part of this effort. Second, it will need to enhance existing sources of revenue, without creating negative economic consequences.

The first strategy is necessitated by the nature of Queen Anne's County's tax base. Only 10-11% of the County tax base is commercial; the rest is residential. Moreover, the County Office of Economic Development estimates that 60% of the working population in the county commutes out of the county every day. This combination of a weak commercial tax base and a daily exodus of citizens is typical of suburban bedroom communities. It creates a vicious cycle; the fewer businesses there are in the county, the more the county has to depend on residential taxes to sustain local government. The result is more incentives for development, rising housing costs, and a growing number of students whose parents live in Queen Anne's County but spend most of their day elsewhere.

To reverse this trend, the County government will need to attract more businesses and retain the ones it has. Queen Anne's County Public Schools needs to play a critical role in this effort by continuing to provide quality education programs that draw businesses and their employees to the County.

The County Office of Economic Development is well aware of the important role of the County's schools in its efforts to attract and retain businesses. In its "Seven Goals and Priorities 2005" the Office states that its top priority is "business attraction and retention." Moreover, the Office "recognizes that in order to attract new and vibrant business to the county as well as to fill the employment needs of the existing business community, our workforce must be qualified in professional, technical and other specialized areas. This workforce should and must be equipped with a wide variety of skill sets. With that in mind, the Economic Development Office plans to have an intent focus on education and vocational training programs for our businesses and residents."

Consistent with the Office of Economic Development's priority, the Task Force recommends that the Queen Anne's County Commissioners

- 1) Create a partnership between the educational system and business community that emphasizes vocational training. The County Commissioners should help develop this partnership by convening a day-long forum of the leadership from Queen Anne's County Public Schools, the County Chamber of Commerce and the Office of Economic Development. Both business and school leaders should come to the forum with a list of issues or needs to which they would expect a response from the other attendees.
- 2) Make a concerted effort to increase the business tax base through economic development. The result will be a tax base with more commercial support, more residents who work in the county and spend their money there, and increased revenues for an improved school system.
- 3) Generate more work force housing including rental housing. More affordable housing is needed if the county is to attract and retain the workforce needed to expand the commercial tax base. In addition, as noted elsewhere in this report, work force housing is a major need for County employees, including school system employees.



## Revenue Enhancement

To finance the school system envisioned in this report, Queen Anne's County will need to explore revenue increases that are feasible, acceptable to the public, and will not have an adverse economic impact on the county. Of all the revenue sources available to the County government, the Transfer Tax appears to come the closest to meeting these criteria. When we consider that one of the components of rising real estate values is the quality of a jurisdiction's schools, it seems appropriate to link school improvements to the Transfer Tax.

A comparison with other jurisdictions on the Eastern Shore indicates that the County would not be placing itself at a disadvantage by raising the Transfer Tax. As the Table, below indicates, three of Queen Anne's County's neighboring jurisdictions, Anne Arundel, Talbot and Dorchester already have higher rates than Queen Anne's, and Kent and Caroline are at the same level. Caroline County has instituted an excise tax that provides clear support for school construction and maintenance efforts.

<b>Selected Counties: Transfer Tax Rates 2005<sup>9</sup></b>	
<b>County</b>	<b>Transfer Tax Rate</b>
Anne Arundel	1.00%
Caroline	0.50%
Cecil	0.00%
Dorchester	0.75%
Kent	0.50%
Queen Anne's	0.50%
Somerset	0.00%
Talbot	1.00%
Wicomico	0.00%
Worcester	0.50%

Accordingly, to pay for new schools and to maintain existing ones, the Task Force recommends that Queen Anne's County raise the Transfer Tax Rate from 0.5% to 1% with all funds collected from this 0.5% increase to be used for school construction and maintenance. Based on Transfer Tax revenues collected at the current rate, the increase should generate an additional \$2.5 million in revenue.

## **Issue 4:**

### **Planning for New Schools**

A new school is a major capital project, and is a significant investment for Queen Anne's County. Where a new school is built, and how it is designed will have a major impact on communities, and on the educational experience of students who attend that school. As a result, the County must have a comprehensive and open planning process for locating, designing and constructing new schools.

Planning for new schools is not done in a vacuum. It is part of the Comprehensive Plan that is reviewed and updated by Queen Anne's County every six years. In the 2002 Comprehensive Plan, the County stated that it would have a policy "to plan and budget for schools projected to be needed, reduce (but not eliminate) the County's dependence on relocatable units and acquired needed lands in advance of the actual need."

The Comprehensive Plan process is open to the public; in fact citizen involvement and input in it is encouraged. Through out the preparation of the Comprehensive Plan, there were numerous and varied opportunities for public participation. It was the objective of the County Commissioners to solicit public involvement in the Plan as it was prepared so that all points of view were considered before the document was drafted and finalized. All Citizen Advisory Council, Planning Commission and County Commissioner meetings on the plan were open meetings. In addition, several public forums and focus group sessions were held at key points in the process to solicit ideas and feedback. Public forums were held in different locations in the County. Focus group sessions were also open to the public, and were specifically directed at soliciting input from a particular interest group on topics that directly affected them.<sup>10</sup> Unfortunately, many residents of the county do not understand the importance of the Plan; that it is in fact the blueprint for many County government decisions, including the building of new schools.

The purchase of land for a new school has traditionally been the responsibility of the County Commissioners in Queen Anne's County. In the past, there has been some controversy about how decisions were made to purchase land for school sites. The Task Force believes that at least some of this controversy arose from the fact that citizens did not understand that the land purchasing decisions were made in accordance with the Comprehensive Plan. As a result, The Task Force recommends that the County Commissioners develop strategies for informing residents of the importance of the Plan, and the relationship between it and the site location and building of new schools.

Once a site is selected, the Maryland State Board of Education and Queen Anne's County Board of Education have a defined step by step process for designing and constructing schools. To a large degree this process is shaped by State guidelines. To obtain State funding, the County must assure that it is in compliance with the policies of the State Interagency Committee on School Construction (IAC). The process is as follows:

- 1) Queen Anne's County Board of Education advertises for architects. School staff review the architect qualifications and usually narrows the candidates down to five. The finalists make presentations to a selection committee consisting of Board of Education staff and an engineer from the Department of Public Works.
- 2) The Board of Education selects the architect, based on the selection committee recommendation.
- 3) After an architect is selected, the Board of Education convenes a group of teachers, supervisors, and parents (the latter are usually nominated by the PTA) to recommend educational specifications for the new school. The group works with the architect and meets weekly until the recommendations are finalized.
- 4) The Board approves the final plans and schematics and submits them to the IAC by September 1; the IAC gives approval by November 1.

It should be noted that school design is shaped by State guidelines, functional considerations and the recommendations of the specifications committee. The State's guidelines determine the size of a school building based on capacity and whether it is to be an elementary, middle or a high school. A good example of how functional use shapes building design is the fact that classroom dimensions must allow for different educational activities. Thus, kindergarten rooms and science labs are larger than the average classroom while designated special education rooms may be smaller. Budget limitations also shape the final plans.

The Task Force concludes that the current process for planning and building new schools in Queen Anne's County does not need to be changed. It recommends, however, that the County Commissioners develop ways to inform the citizens of the importance of their participation in the Comprehensive Plan process, given that the Plan is the foundation for determining how many schools will be built and where they will be located.

## **Issue 5:**

### **Size of Administration of Queen Anne's County Public Schools**

The Commissioners of Queen Anne's County requested the Education Task Force to provide them with information about the size of the administration of Queen Anne's County Public Schools, compared with other Maryland school systems. The best source for data on school system administration information is the Maryland State Board of Education, (MSDE) which each year publishes several reports on local school system staffing and budget cost allocations.

The first of these reports, *Staff Employed at School and Central Office Levels Maryland Public Schools*, provides useful information on numbers of employees by job categories for each local school system and how these numbers compare with the size of the student population educated by the school system. The second report, *Selected Financial Data Maryland Public Schools*, breaks down costs of running a school system by a number of categories, including Administration, Midlevel Administration, Instructional, Special Education, Health Services etc. It calculates the percentage of budget each school system spends on these different categories and compares systems across the state according to these percentages.

Given the timing of the Task Force's research, we were able to obtain *Staff Employed at School and Central Office Levels Maryland Public Schools, October 2004* and *Selected Financial Data Maryland Public Schools 2002-3* (These were the most current published reports available). We are thus looking at figures from two different school years, and have not tried to link the two reports. It seems unlikely, however, that the patterns depicted by these two reports would change much from one school year to the next. We also note that, in some cases, we used the MSDE figures to calculate certain staffing ratios particularly applicable to this report.

#### **Staffing Ratios**

In October 2004, the State Board of Education reports that there were 7,365.5 students enrolled in Queen Anne's County Public Schools. At the same time Queen Anne's County Public Schools had the equivalent of 893.8 employees, for a student/employee ratio of one employee for every 8.24 students. Statewide, the equivalent figure for the same period was one employee for every 7.83 students. Queen Anne's County thus tends to have fewer employees per student than the average school system in Maryland. In fact, of the local jurisdictions in the state, it ranks 18<sup>th</sup> for this ratio.

When we look at how these employees are distributed, we find that QACPS has a slightly higher ratio of students per instructional staff than the state average. The State Board defines instruction as "Direct and supportive activities dealing with student instruction, including classroom instruction; career and technology education; cocurricular activities; school media services, special programs for limited English

proficient students, gifted and talented students, and compensatory education; guidance services; psychological services; instructional staff development; and adult education.”

Based on this definition, Queen Anne’s County Public Schools had 623.3 instructional employees in 2004, for a student/instructional ratio of 11.82, compared with a statewide ratio of 11.59. Queen Anne’s County Public Schools ranked 15<sup>th</sup> in the state for this ratio; and its ratio when teachers alone are considered placed it in a similar position (16<sup>th</sup>). Most of the counties on the Eastern Shore have lower student instructional ratios than Queen Anne’s County. Worcester, Wicomico, Somerset, Kent, Caroline and Dorchester all show more favorable statistics than Queen Anne’s County in this category.

**Table 1: Selected Maryland School Systems Staffing Ratios Oct 2004:  
Instructional Personnel<sup>11</sup>**

<b>Local Education Agency</b>	<b>Equated 09/30/04 Enrollment</b>	<b>Total Staff Employed</b>	<b>Ratio: # of Students Per Employee</b>	<b>Total Instructional Staff</b>	<b>Ratio: # of Students Per Instructional Staffperson</b>
<b>Total State</b>	<b>844,580.0</b>	<b>107,807.0</b>	<b>7.83</b>	<b>72,867.6</b>	<b>11.59</b>
Anne Arundel	71,854.5	8,478.7	8.47	6,001.5	11.97
Caroline	5,299.0	688.9	7.69	474.3	11.17
Cecil	15,905.5	2,015.0	7.89	1,389.9	11.44
Dorchester	4,673.5	579.5	8.06	397.7	11.75
Kent	2,451.5	330.5	7.42	229.4	10.69
<b>Queen Anne's</b>	<b>7,365.5</b>	<b>893.8</b>	<b>8.24</b>	<b>623.3</b>	<b>11.82</b>
Somerset	2,872.5	418.2	6.87	288.4	9.96
Talbot	4,419.0	600.7	7.36	372.0	11.88
Wicomico	14,160.5	2,057.2	6.88	1,486.2	9.53
Worcester	6,552.5	1,083.5	6.05	790.5	8.29

With Non-Instructional staff, Queen Anne’s County Public Schools ranked even lower, which indicates that the school system may have fewer administrative staff per student than other local systems. As shown in Table 2, in 2004, QACPS employed one non-instructional staff person for every 25.6 students. For this ratio, Queen Anne’s County Public Schools ranked 17<sup>th</sup>, compared with school systems across the state. It is particularly noteworthy, that in the ratio of principals to students, Queen Anne’s County had the highest ratio in the state, at 320.2 students per principal.

The State Board defines a smaller group of non-instructional employees as administrative staff. This category includes central office staff, principals, and vice-principals. Statewide, administrative staff were 8.19% of total school personnel in 2004. In Queen Anne’s County, the percentage of staff defined as administrative staff (8.58%)

was slightly above the state average. Compared with other school systems on this measure, however, it ranked 16<sup>th</sup> in the state.

**Table 2: Selected Maryland School Systems Staffing Ratios Oct 2004: Non-Instructional Personnel <sup>12</sup>**

Local Education Agency	Total Non-instructional Staff	Ratio: # of Students Per Non-instructional Staff	# of Principals	Ratio: # of Students Per Principal*	Admin Staff	Admin as % of total Staff
<b>Total State</b>	<b>34,939.4</b>	<b>24.17</b>	<b>3,527.9</b>	<b>239.4</b>	<b>8830</b>	<b>8.19%</b>
Anne Arundel	2,477.2	29.01	280.0	256.6	806.5	9.51%
Caroline	214.6	24.69	21.0	252.7	65.3	9.48%
Cecil	625.1	25.44	61.0	260.7	218.8	10.86%
Dorchester	181.8	25.71	22.0	212.4	62.5	10.79%
Kent	101.1	24.25	13.0	188.6	37	11.20%
<b>Queen Anne's</b>	<b>270.5</b>	<b>27.23</b>	<b>23.0</b>	<b>320.2</b>	<b>76.7</b>	<b>8.58%</b>
Somerset	129.9	22.11	13.0	221.0	40.2	9.61%
Talbot	228.7	19.32	18.0	245.5	63.6	10.59%
Wicomico	571.0	24.80	58.0	244.1	193.6	9.41%
Worcester	293.0	22.36	29.0	225.9	100.9	9.31%
* Computed by Task Force staff using data from the rest of the table						

The data on both Instructional and Non-Instructional ratios are remarkably similar. In both cases, Queen Anne's County ranked just below the midpoint for the State in terms of students per employee.

### **Administrative Cost**

In its report *Selected Financial Data Maryland Public Schools 2002-3* the Maryland State Department of Education defines Administration as "expenditures for the general regulation, direction, and control of the LEA (local educational agency) and the LEA instructional programs. Activities in this category generally involve the formulation and execution of educational or financial policy for the LEA as a whole, rather than the administration of a single building or narrow phase of school activity and includes board of education services, office of the superintendent, community relations, business services; human resources; data processing; printing and duplicating; purchasing; legal services; planning, research, and evaluation services; centralized support services, and general support services."

Based on this definition Queen Anne's County Public Schools spent 2.08% of its operating budget on Administration in the 2002-3 year, and 6.32% on midlevel administration, for a total administrative percentage of the budget of 8.4%.

Queen Anne's County was well below the State average of 9.4% for combined administration and midlevel administration, and ranked 21<sup>st</sup> in the state of local jurisdictions for this percentage. Only Harford, Garrett and Allegany had lower administrative percentages. Queen Anne's County had the lowest proportion of its budget spent on administration on the Eastern Shore (see Table 3).

**Table 3 Selected Maryland School Systems: Expenditures by Category  
2002- 2003**

Local Education Agency	Total Administration	Instructional Salaries and Wages	Text-books & Instructional Supplies	Special Education	Pupil Personnel Services	Health Services	Student Transportation
<b>Total State</b>	<b>9.45%</b>	<b>41.73%</b>	<b>2.15%</b>	<b>10.48%</b>	<b>0.61%</b>	<b>0.51%</b>	<b>4.71%</b>
Anne Arundel	9.85	40.03	2.21	9.77	0.67	-	5.00
Caroline	10.22	43.38	2.58	8.49	1.32	0.89	6.47
Cecil	10.23	40.27	2.41	10.74	0.48	0.94	5.43
Dorchester	10.17	40.47	2.57	8.43	0.77	0.60	5.25
Kent	11.69	42.19	1.91	8.69	0.78	0.11	5.85
<b>Queen Anne's</b>	<b>8.40</b>	<b>42.65</b>	<b>3.61</b>	<b>8.95</b>	<b>0.49</b>	<b>0.75</b>	<b>6.78</b>
Somerset	9.85	40.57	3.25	8.36	0.68	0.94	6.83
Talbot	10.52	43.90	2.06	7.83	0.39	-	3.41
Wicomico	9.70	43.46	2.56	9.43	0.58	0.74	4.72
Worcester	9.30	43.50	3.48	8.55	0.20	0.83	5.41

Based on this statewide data, the Task Force concludes that the size of Queen Anne's County School administration is not unusually large for its student population, and that the share of the school budget allocated for administration is one of the lowest in the State.

## **Issue 6:**

### **Proposal for the Structure of an Elected School Board in Queen Anne's County**

The last question the Education Task Force was asked to examine was whether the county should have an elected school board, and if so, how it should be structured.

This is a time of transition for school boards, both in Maryland and across the country. In general, there appears to be a trend away from appointed school boards toward ones elected by local voters. Over 90% of school boards in the United States are now elected. It should be noted, in Maryland, however, that even elected school boards have limited control over their budgets. Unlike school boards in some other states, school boards in Maryland do not have the authority to tax, or determine the amount of their budgets. That responsibility resides with State and local government.

While more local voters are gaining more control over their school boards, another trend in American education is a shifting of accountability and control away from local citizens and local government to Federal and State legislative bodies and agencies. The Maryland School Performance Report process and the changes brought about by the No Child Left Behind legislation are examples of this change. As a result, we should be cautious in assuming that changing the way local school board members are selected will result in significant changes in the way children are educated.

Research seems to indicate that whether a school board is elected or appointed is not necessarily a predictor of how well it will perform. Arguments can be made on both sides as to which system is better.<sup>13</sup> On the advantages of an elected board, some of the common arguments are:

- Elections make school boards and systems more accountable to the public. Elected board members owe no allegiance to any one other than the people in their community that elected them.
- School board election campaigns can provide opportunities for discussion of educational issues.
- About half of the education budget comes from local taxes in a county like Queen Anne's. As a result, local taxpayers should have more control over the Board that makes the policy and financial decisions.

Arguments for an appointed school board are:

- Appointed boards are accountable to the elected officials that appoint them, who are ultimately responsible for the overall operation of the public schools. (In Maryland these appointments are made by the Governor).
- An appointment process is more likely to produce members who are highly qualified and have the proper motives. If a school board member has to campaign for election, otherwise qualified people may decide that the position is not worth the effort and exposure.



- Appointed members may be less likely to be influenced by special-interest groups. An interest group may turn a school board election into a "referendum" on a single issue.

Ultimately, what may determine what makes a school system effective is the involvement and commitment of local citizens, including parents. If these stakeholders are not engaged in their schools, the structure of local school system governance is not likely to matter.

In considering the question of an elected school board, the Task Force reviewed the status of school boards in other local jurisdictions in Maryland. The Task Force's research indicated the following:

- Sixteen counties now elect their school boards. In 2006, Cecil County will begin electing its board, bringing the number to seventeen.
- The number of members on elected school boards ranges from five to ten, but most boards have five to seven members.
- The majority of the boards have at least one student member, who is nonvoting.
- The term of office for elected members is four years, without exception.
- Terms tend to be phased in or staggered.
- With the exception of Montgomery and Prince George's Counties, school board members are compensated in the range of \$2,000-\$5,000 per year.

After careful consideration of the question of whether the Queen Anne's County School Board should be elected, the Task Force concluded that the best way to resolve this issue is to give county voters the option of voting for or against the concept of an elected school board in a referendum.

The Task Force also developed a recommendation on how an elected school board might be structured, should the voters approve the concept in a referendum. Following were some of the Task Force's concerns, as it went about developing the recommended structure:

- The terms of the Board members needed to be staggered, to allow for continuity.
- Each of the County's Commissioner Districts should elect a school board member, and one should run at large. In this way, local communities would have a Board member accountable to them, and representing them.
- The Board should have two non-voting student members, to assure that both high schools in the county are represented on the Board.

The cost of instituting School Board elections was also a concern of the Task Force. At the request of the Task Force, Mr. Walter Geggis from the Queen Anne's County Board of Elections provided cost estimates. In 2004 the Board of Elections spent \$36,000 on the election. Mr. Geggis estimated that each additional item added to ballot costs approximately \$5,040. Thus an election with six school board members would cost slightly more than \$30,000, while one with only four board members would cost approximately \$20,000. The staggered proposal that the Task Force recommends below will cost an average of \$12,500 per election to implement.

With all these considerations in mind, following is the recommendation by the Task Force regarding an elected School Board:

Task Force Recommendation: That the County Commissioners and the Board of Supervisors of Elections of Queen Anne's County shall do those things necessary and proper to provide for and hold the referendum required to determine if the legally qualified voters are for or against the institution of an Elected School Board. The cost for placing two referendum questions on the ballot as part of a primary is estimated to be \$5,040. If the majority of the voters cast on the question are "For a Board of Education Elected by the Voters of Queen Anne's County"; the task force recommends that the following elements be considered for adoption:

#### Membership of Board

(a) *Composition* - The Queen Anne's County Board shall consist of seven members; five (5) nonpartisan elected members and two student representatives as follows:

- (1) One voting member elected from each of the four commissioner districts by the voters of that district and one voting member elected at-large countywide; and
- (2) One nonvoting student member from each county high school as defined in section (e).

(b) *Election* - The voting members of the County Board shall be elected at a general election as required by subsection (c) of this section.

(c) *Qualifications* –

- (1) A member from a county commissioner voting district shall be a resident of that district.
- (2) A member from a commissioner district who no longer resides in the district may not continue as a member of the County Board.
- (3) A candidate elected to the County Board shall be a registered voter and resident of Queen Anne's County for at least 3 years.

(d) *Terms* -

- (1) Each voting member serves for a term of 4 years beginning on the first Monday in December after the member's election and until a successor is elected and qualifies.
- (2) The terms of elected members are staggered as required by the terms of the members serving on the County Board of Education as of July 1, 2008 so that 3 members are elected in gubernatorial election years and 2 members are elected in presidential election years.
- (3) The Governor shall appoint a new member to fill any vacancy on the County Board for the remainder of that term and/or until a successor is elected and qualifies.

(e) *Student member qualifications; elections; vacancy*

- (1) The nonvoting student members of the board shall be elected from each of the high schools in the county student bodies:
  - i. Be eleventh or twelfth grade students in good standing in the Queen Anne's County public school system.
  - ii. A Student Government Association representative of each high school.
  - iii. Serve for 1 year beginning on July 1 after the election of the member;
  - iv. Be nonvoting members; and
  - v. Advise the Board on the thoughts and feelings of students in Queen Anne's County public schools.
- (2) Unless invited to attend by an affirmative vote of a majority of the County Board, the student member may not attend an executive session of the County Board.

Removal from Board

- (a) *Grounds* - The State Board may remove a member of the County Board for any of the following reasons:
  - (1) Immorality;
  - (2) Misconduct in office;
  - (3) Incompetency;
  - (4) Willful neglect of duty;
  - (5) Failure to attend, without good cause, at least 75% of the scheduled meetings of the County Board in any 1 calendar year; or
  - (6) Failure to attend, without good cause, three consecutive scheduled meetings of the County Board.
- (b) *Notice and hearing* - Before removing a member, the State Board shall send the member a copy of the charges against the member and give the member an opportunity within 10 days to request a hearing.
- (c) *Requirements of hearing* - If the member requests a hearing within the 10-day period:
  - (1) The State Board shall promptly hold a hearing, but a hearing may not be set within 10 days after the State Board sends the member a notice of the hearing; and
  - (2) The member shall have an opportunity to be heard publicly before the State Board in the member's own defense, in person, or by counsel.
  - (3) *De novo review*- A member removed under this section has the right to a de novo review of the removal by the Circuit Court for Queen Anne's County.

Compensation and reimbursement

- (a) *Annual compensation* - The President (Chairperson) of the County Board is entitled to receive \$3,600 annually as compensation and the other voting members are entitled to receive \$3,200 each annually as compensation.

(b) *Reimbursement* - The President (Chairperson) of the County Board and other members are entitled to reimbursement not to exceed \$1,000 a year for travel and other expenses.

(c) *Increase* - The Queen Anne's County Commissioners may increase the annual salary of the County Board.

#### Election of president (Chairperson)

(a) *Election of president and vice president* - At its first meeting in December of each year, the County Board shall elect a president and vice president from among the Board members.

#### General Operation

(a) *Number of meetings* - The County Board shall meet at least once each month.

(b) Except for those actions authorized by subsection (c) of this section, all actions of the County Board shall be taken at a public meeting and a record of the meeting and all actions made public.

(c) The County Board may take actions in executive session in accordance with section 10-508 of the State Government Article.

## **Appendices**

- 1 Queen Anne's County Public Schools Teacher Retention Rates
- 2 Harris Faculty Climate Survey 2004
- 3 Education Task Force Survey of Teachers Who Have Left the System
- 4 Comparison of Selected School System Pay Scales
- 5 Elected School Boards in Other Maryland Jurisdictions
- 6 Queen Anne's County Education Task Force Cumulative Research/Data Index
- 7 Queen Anne's County Commission Resolution Establishing the Education Task Force

## **Appendix 1**

### **Queen Anne's County Public Schools Teacher Retention Rates**

New Teacher Retention (1994-2006)										
Year of Hire	Number Hired	Number who left after 1 yr	Number who left after 2 yrs.	Number who left after 3 yrs.	Number who left after 4 yrs.	Number who left after 5 yrs.	Total Who Left		Number Remaining	
							No.	%	No.	%
1994-1995	35	8	1	1	2	4	16	45.7%	19	54.3%
1995-1996	32	10	3	1	0	1	15	46.9%	17	53.1%
1996-1997	44	8	2	2	0	2	14	31.8%	30	68.2%
1997-1998	43	17	3	3	2	2	27	62.8%	16	37.2%
1998-1999	78	6	2	4	8	1	21	26.9%	57	73.1%
1999-2000	69	7	3	3	4	4	21	30.4%	48	69.6%
2000-2001	72	12	9	3	3	3	30	41.7%	42	58.3%
2001-2002	64	7	10	6	12		35	54.7%	29	45.3%
2002 - 2003	52	6	3	9			18	34.6%	34	65.4%
2003 - 2004	87	16	5				21	24.1%	66	75.9%
2004 - 2005	56	2					2	3.6%	54	96.4%
2005-2006	71						0	0.0%	71	100.0%

Number Of Teachers Hired From 1996-2000: 373  
Number Of Teachers That Left From 1996-2000: 144

NCS Pearson

# CSM<sup>SM</sup> for Schools

School Name	Year	Score
...	...	...



Answer each question by filling in one oval under YES or NO. (If a question does not apply to you, leave it blank.)

	Yes	No	Classroom Teachers Only	Yes	No
Do you feel safe while in school?	<input type="radio"/>	<input type="radio"/>	Are there too many students in any of your classes?	<input type="radio"/>	<input type="radio"/>
Is vandalism a problem at school?	<input type="radio"/>	<input type="radio"/>	Have you ever assigned to classes you do not feel qualified to teach?	<input type="radio"/>	<input type="radio"/>
Is gossip among teachers/staff a serious problem?	<input type="radio"/>	<input type="radio"/>	Do you have adequate time for classroom instruction?	<input type="radio"/>	<input type="radio"/>
Does your school expect academic excellence from ALL students?	<input type="radio"/>	<input type="radio"/>	Is there enough time between classes?	<input type="radio"/>	<input type="radio"/>
Are rules for teachers/staff at your school fair?	<input type="radio"/>	<input type="radio"/>	Do you have enough time for planning and grading?	<input type="radio"/>	<input type="radio"/>
Is your school too crowded?	<input type="radio"/>	<input type="radio"/>	Is student learning time protected from disruptions in your class?	<input type="radio"/>	<input type="radio"/>
Is your workload too high?	<input type="radio"/>	<input type="radio"/>			
Do other teachers think you are doing more than your fair share?	<input type="radio"/>	<input type="radio"/>			
Do you have enough time to help individual students?	<input type="radio"/>	<input type="radio"/>			

Answer each item by circling in one circle under ADEQUATE or INADEQUATE. If an item does not apply to you, leave it blank.

How would you rate your communication with . . . ?	Adequate	Inadequate	Adequate	Inadequate
Students	<input type="radio"/>	<input type="radio"/>	Central Administrators	<input type="radio"/>
Teachers	<input type="radio"/>	<input type="radio"/>	Building Administrators	<input type="radio"/>
Staff	<input type="radio"/>	<input type="radio"/>	Board of Education Members	<input type="radio"/>
Parents	<input type="radio"/>	<input type="radio"/>	Your Direct Supervisor	<input type="radio"/>
The Superintendent	<input type="radio"/>	<input type="radio"/>	Your Principal	<input type="radio"/>

Answer each question by filling in your own name, ID #, and the date and time of the exam. Do not write on this page.

	Yes	No	Classroom Teachers Only:	Yes	No
Are school buildings and grounds clean and in good condition?	<input type="radio"/>	<input type="radio"/>	Are there enough current textbooks for students?	<input type="radio"/>	<input type="radio"/>
Are school bathrooms clean?	<input type="radio"/>	<input type="radio"/>	Is the school's audiovisual (AV) equipment adequate?	<input type="radio"/>	<input type="radio"/>
Is the temperature in your work area usually comfortable?	<input type="radio"/>	<input type="radio"/>	Other than temperature, are classrooms comfortable?	<input type="radio"/>	<input type="radio"/>
Does equipment in your area meet the needs of students?	<input type="radio"/>	<input type="radio"/>	Do you spend too much of your own money on supplies?	<input type="radio"/>	<input type="radio"/>
Is there enough safe and accessible staff parking?	<input type="radio"/>	<input type="radio"/>	Do library resources meet the needs of your students?	<input type="radio"/>	<input type="radio"/>
Does the teacher/staff lounge meet your needs?	<input type="radio"/>	<input type="radio"/>	Do library resources meet YOUR needs?	<input type="radio"/>	<input type="radio"/>
Are your needs for working space met?	<input type="radio"/>	<input type="radio"/>	Is there usually enough space in the school library to accommodate your class(es) for research?	<input type="radio"/>	<input type="radio"/>
Do copiers/printers at your school meet your needs?	<input type="radio"/>	<input type="radio"/>			
Are telephones available for you to use?	<input type="radio"/>	<input type="radio"/>			

Please give an overall rating for your school's

## EQUIPMENT AND FACILITIES

PLEASE DO NOT WRITE IN THIS AREA

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### COMPUTER TECHNOLOGY

Answer each question by filling in one oval under YES or NO. (If a question does not apply to you, leave it blank.)

Do school computers meet your needs?	Yes <input type="radio"/> No <input type="radio"/>	Do computers allow students to become better learners?	Yes <input type="radio"/> No <input type="radio"/>
Do school computers meet the needs of your students?	<input type="radio"/> <input type="radio"/>	Does your District have a policy regarding Internet access?	<input type="radio"/> <input type="radio"/>
Do you feel adequately trained on the computer?	<input type="radio"/> <input type="radio"/>	Does your District allocate sufficient funds to support computer technology?	<input type="radio"/> <input type="radio"/>
Do you have access to continued computer training?	<input type="radio"/> <input type="radio"/>	Classroom Teachers Only:	
Does your District have a Home Page on the World Wide Web?	<input type="radio"/> <input type="radio"/>	Are computers integrated into your classroom curriculum?	Yes <input type="radio"/> No <input type="radio"/>
Do computers support and extend the LEARNING process?	<input type="radio"/> <input type="radio"/>	Do you require students to use the Internet for research?	<input type="radio"/> <input type="radio"/>
Do computers support and extend the TEACHING process?	<input type="radio"/> <input type="radio"/>		

How would you rate the level of support from . . . ?

### PARENTAL SUPPORT

Answer each question by filling in one oval under ADEQUATE or INADEQUATE. (If a question does not apply to you, leave it blank.)

In your school, how would you rate . . . ?	Adequate	Inadequate		Adequate	Inadequate
Parental support of your work?	<input type="radio"/> <input type="radio"/>		Parental support of the school discipline policy?	<input type="radio"/> <input type="radio"/>	
Parental involvement in their child's education?	<input type="radio"/> <input type="radio"/>		Parental support for the school?	<input type="radio"/> <input type="radio"/>	
Home assignments and homework learning?	<input type="radio"/> <input type="radio"/>		Parental support for extracurricular activities?	<input type="radio"/> <input type="radio"/>	
Communication with parents?	<input type="radio"/> <input type="radio"/>		Parental support for homework/late/missing?	<input type="radio"/> <input type="radio"/>	
Parental understanding of the school curriculum?	<input type="radio"/> <input type="radio"/>				

How would you rate the level of support from . . . ?

### ADMINISTRATION

Answer each question by filling in one oval under YES or NO. (If a question or statement does not apply to you, leave it blank.)

Does this person/ these people . . . ?	School Board	Superintendent	District Admin	Principal	Assistant Principal	Direct Supervisor
Provide direction for district/building?	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
Provide resources for district/building?	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
Make decisions on time during the day?	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
Provide staff with a safe working environment?	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
Share information with staff?	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
Provide you with feedback on your work?	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
Provide you with resources for your work?	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
Show appreciation for your work?	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
Trust you with important decisions?	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>

How would you rate the level of support from . . . ?

### OTHER STAFF

Answer each question by filling in one oval under ADEQUATE or INADEQUATE. (If a question does not apply to you, leave it blank.)

How would you rate the level of support from . . . ?	Adequate	Inadequate		Adequate	Inadequate
School Secretarial Staff	<input type="radio"/> <input type="radio"/>		School Library Staff	<input type="radio"/> <input type="radio"/>	
Health Office Staff	<input type="radio"/> <input type="radio"/>		Transportation Staff	<input type="radio"/> <input type="radio"/>	
Custodial Staff	<input type="radio"/> <input type="radio"/>		Media/Resource Staff	<input type="radio"/> <input type="radio"/>	
Cafeteria Staff	<input type="radio"/> <input type="radio"/>		School Psychologists	<input type="radio"/> <input type="radio"/>	
School Counseling Staff	<input type="radio"/> <input type="radio"/>		Social Workers	<input type="radio"/> <input type="radio"/>	
Teachers	<input type="radio"/> <input type="radio"/>		State Education Officials	<input type="radio"/> <input type="radio"/>	
Computer Support	<input type="radio"/> <input type="radio"/>		Union Representatives	<input type="radio"/> <input type="radio"/>	
Teacher Aides	<input type="radio"/> <input type="radio"/>				

## YOUR CAREER

Answer each question by filling in one oval under YES or NO. (If a question does not apply to you, leave it blank.)

	Yes	No	Classroom Teachers Only	Yes	No
Do your supervisors feel your job is valuable?	<input type="radio"/>	<input type="radio"/>	Are you treated as a professional by the community?	<input type="radio"/>	<input type="radio"/>
Is your salary fair for the work you do?	<input type="radio"/>	<input type="radio"/>	Should you be held accountable for the performance of your students?	<input type="radio"/>	<input type="radio"/>
Is your job secure?	<input type="radio"/>	<input type="radio"/>	Should students have the opportunity to rate your performance?	<input type="radio"/>	<input type="radio"/>
Is teacher/staff excellence recognized and rewarded in your District?	<input type="radio"/>	<input type="radio"/>	Does your District provide adequate opportunities for training?	<input type="radio"/>	<input type="radio"/>
Are you challenged to continually improve?	<input type="radio"/>	<input type="radio"/>			
Are counseling services adequate for your needs?	<input type="radio"/>	<input type="radio"/>			
Do you enjoy your work?	<input type="radio"/>	<input type="radio"/>			

Please give an overall rating for your career.

Excellent	Good	Fair	Poor	Unsatisfactory
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## INVOLVEMENT IN DECISION MAKING

Answer each question by filling in one oval under ADEQUATE or INADEQUATE. (If a question does not apply to you, leave it blank.)

	Adequate	Inadequate		Adequate	Inadequate
The budget development process?	<input type="radio"/>	<input type="radio"/>	How would you rate your ability to influence...		
Hiring decisions?	<input type="radio"/>	<input type="radio"/>	Policies that affect staff?	<input type="radio"/>	<input type="radio"/>
Team building and problem solving?	<input type="radio"/>	<input type="radio"/>	Policies that affect students?	<input type="radio"/>	<input type="radio"/>
Establishing student activities?	<input type="radio"/>	<input type="radio"/>	The training you receive?	<input type="radio"/>	<input type="radio"/>
Evaluating your work?	<input type="radio"/>	<input type="radio"/>	Classroom Teachers Only:		
Your own performance appraisal?	<input type="radio"/>	<input type="radio"/>	Student promotion/retention?	<input type="radio"/>	<input type="radio"/>
Classroom Teachers Only:			The subjects/grades you teach?	<input type="radio"/>	<input type="radio"/>
Shaping the school curriculum?	<input type="radio"/>	<input type="radio"/>			
Establishing grading procedures?	<input type="radio"/>	<input type="radio"/>			

Please give an overall rating for your involvement in decision making.

Excellent	Good	Fair	Poor	Unsatisfactory
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## STUDENTS

Answer each question by filling in one oval under YES or NO. (If a question does not apply to you, leave it blank.)

Is the following a problem at your school?

	Yes	No		Yes	No
Student apathy that affects learning?	<input type="radio"/>	<input type="radio"/>	Lack of recognition of student academic achievement?	<input type="radio"/>	<input type="radio"/>
Student absenteeism?	<input type="radio"/>	<input type="radio"/>	Lack of recognition of student extracurricular achievement?	<input type="radio"/>	<input type="radio"/>
Disorderly student behavior?	<input type="radio"/>	<input type="radio"/>	Inadequate student counseling services?	<input type="radio"/>	<input type="radio"/>
A lack of student support for one another?	<input type="radio"/>	<input type="radio"/>	Guns or knives brought to school by students?	<input type="radio"/>	<input type="radio"/>
Student substance use?	<input type="radio"/>	<input type="radio"/>	Too much competition for grades?	<input type="radio"/>	<input type="radio"/>
Student alcohol use?	<input type="radio"/>	<input type="radio"/>	School rules do not keep order and discipline?	<input type="radio"/>	<input type="radio"/>
Student fighting?	<input type="radio"/>	<input type="radio"/>	Classroom Teachers Only:		
Inappropriate student dress?	<input type="radio"/>	<input type="radio"/>	Students cheating?	<input type="radio"/>	<input type="radio"/>
Racial/ethnic discord?	<input type="radio"/>	<input type="radio"/>	Students lacking basic skills?	<input type="radio"/>	<input type="radio"/>
Threats to teachers/staff by students?	<input type="radio"/>	<input type="radio"/>			
Lack of recognition of students academic achievement?	<input type="radio"/>	<input type="radio"/>			

Please give an overall rating for your school's STUDENTS.

Excellent	Good	Fair	Poor	Unsatisfactory
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## OVERALL SATISFACTION

Please give an OVERALL SATISFACTION RATING for your school THIS SCHOOL YEAR.

Excellent	Good	Fair	Poor	Unsatisfactory
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**OTHER ISSUES**

Answer each question by filling in one oval under YES or NO. (If a question does not apply to you, leave it blank.)

Are you more enthusiastic about your work than when you first started?	<input type="radio"/> Yes <input type="radio"/> No	In the past school year have you ... ?	<input type="radio"/> Yes <input type="radio"/> No
Are you proud of your school?	<input type="radio"/> Yes <input type="radio"/> No	Been discriminated against by anyone in school?	<input type="radio"/> Yes <input type="radio"/> No
Are you an important part of your school?	<input type="radio"/> Yes <input type="radio"/> No	Been physically threatened/assaulted by anyone in school?	<input type="radio"/> Yes <input type="radio"/> No
If you had it to do all over again, would you choose the same career?	<input type="radio"/> Yes <input type="radio"/> No	Received recognition for a job well done?	<input type="radio"/> Yes <input type="radio"/> No
Would you recommend your school to potential staff?	<input type="radio"/> Yes <input type="radio"/> No	Been publicly criticized?	<input type="radio"/> Yes <input type="radio"/> No
Would you recommend your school to your friends and neighbors?	<input type="radio"/> Yes <input type="radio"/> No	Been the subject of gossip by anyone in school?	<input type="radio"/> Yes <input type="radio"/> No
Would you want your own child to attend this school?	<input type="radio"/> Yes <input type="radio"/> No	Has anyone in school gone out of their way to give you help?	<input type="radio"/> Yes <input type="radio"/> No
Have you brought a knife to school this school year?	<input type="radio"/> Yes <input type="radio"/> No		
Have you brought a gun to school this school year?	<input type="radio"/> Yes <input type="radio"/> No		
Is there too much emphasis on achievement testing in your school?	<input type="radio"/> Yes <input type="radio"/> No		
Should more time be devoted to physical activities during the school day?	<input type="radio"/> Yes <input type="radio"/> No		
Should there be more opportunities provided for after school physical activities?	<input type="radio"/> Yes <input type="radio"/> No		
How important is it for children to include physical activity as part of their day?	<input type="radio"/> Very Important <input type="radio"/> Somewhat Important <input type="radio"/> Not very important		

**CLASSIFICATION**

The classification questions are included to help us group responses. Individual respondents are never associated with their answers in this study. You will NOT be identified with this data.

Which of the following best describes your job? (Mark ONE answer.)

- ☐ Teacher  
☐ Support Services (Counselors, Nurses, Psychologist, etc.)  
☐ Building Administrator  
☐ Central Administrator  
☐ Other (Office, Cafeteria, Custodial, Bus, etc.)

In total, how many years have you been a teacher or school staff employee (in ANY district)?

- ☐ 3 or less ☐ 13-15 ☐ 25-27  
☐ 4-6 ☐ 16-18 ☐ 28-30  
☐ 7-9 ☐ 19-21 ☐ 31 or more  
☐ 10-12 ☐ 22-24

At what age do you expect to leave this career?

- ☐ Before age 25 ☐ 41-45 ☐ 61-65  
☐ 26-30 ☐ 46-50 ☐ 56-60  
☐ 31-35 ☐ 51-55 ☐ Age 71 or older  
☐ 36-40 ☐ 56-60

Are you male or female?

- ☐ Male  
☐ Female

Do you consider yourself? (Mark ONE answer.)

- ☐ White ☐ Asian  
☐ Black/African American ☐ Mixed racial background  
☐ Hispanic ☐ Other

Classroom Teachers Only:

What grade(s) do you teach? (Mark ALL that apply.)

- ☐ Kindergarten ☐ 4th grade ☐ 6th grade ☐ 12th grade  
☐ 1st grade ☐ 9th grade ☐ 5th grade  
☐ 2nd grade ☐ 8th grade ☐ 10th grade  
☐ 3rd grade ☐ 7th grade ☐ 11th grade

What subjects do you teach THIS SCHOOL YEAR? (Mark ALL that apply.)

- ☐ Elementary Education ☐ Band/Orchestra/Music/Chorus  
☐ Math ☐ Business Courses/Computers  
☐ English ☐ Physical Education  
☐ Science ☐ Special Education  
☐ Social Studies ☐ Vocational Education  
☐ Foreign Language ☐ Other

**OPTIONAL**

	Yes	No		Yes	No
A.	<input type="radio"/>	<input type="radio"/>	C.	<input type="radio"/>	<input type="radio"/>
B.	<input type="radio"/>	<input type="radio"/>	D.	<input type="radio"/>	<input type="radio"/>
C.	<input type="radio"/>	<input type="radio"/>	E.	<input type="radio"/>	<input type="radio"/>
D.	<input type="radio"/>	<input type="radio"/>	F.	<input type="radio"/>	<input type="radio"/>
E.	<input type="radio"/>	<input type="radio"/>	G.	<input type="radio"/>	<input type="radio"/>
F.	<input type="radio"/>	<input type="radio"/>	H.	<input type="radio"/>	<input type="radio"/>
G.	<input type="radio"/>	<input type="radio"/>	I.	<input type="radio"/>	<input type="radio"/>
H.	<input type="radio"/>	<input type="radio"/>	J.	<input type="radio"/>	<input type="radio"/>
I.	<input type="radio"/>	<input type="radio"/>			
J.	<input type="radio"/>	<input type="radio"/>			

To help us process your questionnaire, please be sure all stray marks have been erased, and that you have *completely* filled in each oval.

**Thank you for completing this survey!**

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PLEASE DO NOT WRITE IN THIS AREA



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## **Appendix 3**

### **Education Task Force Survey of Teachers Who Have Left the System**

January 18, 2005

«FIRST\_NAME» «MIDDLE\_INIT» «LAST\_NAME»  
«ADDR1»  
«ADDR2»  
«CITY», «STATE» «ZIP»

Dear «FIRST\_NAME»,

In the spring of 2004, the Queen Anne's County Commissioners passed Resolution #03-81 establishing an Education Task Force to examine a variety of issues that impact public education in Queen Anne's County. This task force is comprised of interested county residents who volunteered and were appointed by the County Commissioners to address the areas of concern identified in Resolution #03-81 and to provide recommendations to the Commissioners on how they can help support quality education in Queen Anne's County as the county continues to grow. One of the major areas of interest for the Task Force is the recruitment and retention of quality teachers in Queen Anne's County.

As a former employee of Queen Anne's County Board of Education, we feel that you have valuable insights that will assist us in examining the issues around recruitment and retention of quality teachers in the county. Therefore, we are requesting that you take a few minutes of your time to complete the enclosed *Queen Anne's County Education Task Force Teacher Recruitment/Retention Survey*. The data obtained from the survey will be incorporated with other information gathered by the Education Task Force and will be used in making recommendations to the Queen Anne's County Commissioners to enhance Queen Anne's County public education system. All data shared from survey responses will remain anonymous.

Thank you again for taking the time to complete this important survey. We appreciate your participation and value your feedback as a former employee of Queen Anne's County Public Schools. Please return the completed survey to Queen Anne's County Education Task Force in the postage paid envelope at the following address:

Dr. Carol Amoia  
Chair, Education Task Force  
c/o Queen Anne's County Community Partnerships for Children  
P.O. Box 418  
Centreville, MD 21617

Queen Anne's County Community Partnerships for Children has a contract to provide staff support to the Education Task Force. Please feel free to contact Queen Anne's County Community Partnerships for Children for additional information on the mission of the Education Task Force or with questions on the survey.

Sincerely,

Carol Amoia, Ph.D.

**Queen Anne's County Education Task Force  
Teacher Recruitment/Retention Survey**

Name (optional) \_\_\_\_\_ Date \_\_\_\_\_

School Level (circle one): elementary middle high

Subject Area: \_\_\_\_\_

Total Years of Teaching \_\_\_\_\_

Years teaching in QACPS \_\_\_\_\_

Retired \_\_\_\_\_ Resigned \_\_\_\_\_

1. Please indicate the reason(s) for your departure (select all that apply):

- \_\_\_\_\_ Inadequate college training
- \_\_\_\_\_ Inadequate planning time
- \_\_\_\_\_ Relocation due to:
- \_\_\_\_\_ Lack of materials and resources
- \_\_\_\_\_ Professional reasons
- \_\_\_\_\_ Family care/full time parenting
- \_\_\_\_\_ Salary
- \_\_\_\_\_ Benefits
- \_\_\_\_\_ Certification requirements
- \_\_\_\_\_ Personal conflicts with staff
- \_\_\_\_\_ Conflicts with parents
- \_\_\_\_\_ Personal
- \_\_\_\_\_ Position outside of the education field
- \_\_\_\_\_ Returning to college, university, trade school
- \_\_\_\_\_ Accepted a position with another school system
- \_\_\_\_\_ Affordable housing
- \_\_\_\_\_ Cost of living

- \_\_\_\_\_ Community resources
- \_\_\_\_\_ Challenges of managing student behavior
- \_\_\_\_\_ Administration's response to disruptive students
- \_\_\_\_\_ Size of classes/caseload
- Dissatisfaction with (select all that apply):

- \_\_\_\_\_ Teaching profession
- \_\_\_\_\_ School assignment
- \_\_\_\_\_ Grade level assignment
- \_\_\_\_\_ Subject area/required curriculum:
- \_\_\_\_\_ County Board of Education
- \_\_\_\_\_ Maryland State Department of Education
- \_\_\_\_\_ U.S. Department of Education ("No Child Left Behind")

Other \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

-Survey Continued on Next Page-

2. Working Conditions:

Please circle appropriate choice: 1-Excellent, 2-Average, 3-Below average, 4-Unacceptable

Parent Involvement/Support 1 2 3 4

**Philosophical understanding of school system's goals** 1 2 3 4

Support from principal/administrative staff in dealing with student needs 1 2 3 4

School climate 1 2 3 4

School system instructional guidelines 1 2 3 4

Communication with school-based administration 1 2 3 4

**Availability of teachers resources** 1 2 3 4

**Opportunity for advancement** 1 2 3 4

Recognition of efforts 1 2 3 4

Salary and benefits 1 2 3 4

Work incentives 1 2 3 4

Support from central office 1 2 3 4

School Safety 1 2 3 4

Comments:

3. Would you recommend our school system to a prospective employee?

Yes or No and Why or Why not:

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---

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4. What steps if any could have been taken for you to have remained teaching in Queen Anne's County?

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5. What feedback/suggestions would you offer to aid in retaining teachers?

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5. Please make any other comments or suggestions that you feel are necessary on the back of this document.

Thank You for Participating  
Please return within 14 days to:  
Dr. Carol Amoia  
Chair, Education Task Force  
C/o Community Partnerships for Children  
P.O. Box 418  
Centreville, MD 21617

## **Appendix 4**

### **Comparison of Selected School System Pay Scales**



**TEACHER SALARY COMPARISONS**  
**2005 - 2006**  
**MARYLAND PUBLIC SCHOOLS**

School System		BACHELOR'S SCALES				MASTER'S SCALES				Maximum incl. APC, Adv. Prep & Longevity	Rank
		Step1	Rank	Step 10	Rank	Step 1	Rank	Step 10	Rank		
Allegany	MD	31,579	24	43,247	19	32,637	24	46,929	20	60,326	23
Anne Arundel	MD	36,339	15	48,514	6	37,060	18	52,491	5	76,726	6
Baltimore	MD	37,206	9	44,000	16	38,584	14	49,349	13	73,986	8
Baltimore City	MD	35,672	18	37,900	24	43,147	3	50,755	9	69,905	13
Calvert	MD	38,500	4	56,534	1	39,500	7	60,406	2	90,447	2
Caroline	MD	35,183	20	44,039	15	37,689	17	47,974	16	65,635	21
Carroll	MD	37,151	10	46,863	10	36,704	19	50,467	10	73,087	10
Cecil	MD	36,862	12	47,216	9	38,612	12	48,966	15	67,673	17
Charles	MD	38,685	3	47,553	7	41,935	4	50,806	8	73,872	9
Dorchester	MD	36,207	16	41,398	21	36,207	20	47,734	17	67,636	18
Frederick	MD	36,351	14	46,275	12	39,258	10	49,974	12	79,121	5
Garrett	MD	32,144	23	44,241	14	33,144	23	45,241	23	58,245	24
Harford	MD	36,374	13	47,458	8	38,589	13	50,349	11	69,835	14
Howard	MD	37,653	7	50,117	3	39,428	8	54,741	3	82,851	3
Kent	MD	35,050	21	43,745	17	35,876	21	46,582	22	67,674	16
Montgomery	MD	40,542	1	54,336	2	44,663	1	61,437	1	90,529	1
Prince George's	MD	39,438	2	49,762	4	43,231	2	54,551	4	80,774	4
Queen Anne's	MD	37,000	11	39,400	23	38,000	16	47,655	18	71,700	11
Somerset	MD	32,608	22	40,919	22	34,891	22	43,782	24	60,571	22
St. Mary's	MD	38,406	5	48,705	5	40,531	5	50,902	6	74,171	7
Talbot	MD	38,100	6	46,500	11	40,200	6	49,000	14	70,200	12
Washington	MD	37,308	8	46,271	13	38,987	11	50,863	7	66,083	20
Wicomico	MD	35,320	19	42,270	20	38,390	15	46,760	21	66,950	19
Worcester	MD	35,903	17	43,560	18	39,353	9	47,454	19	69,788	15

Source: Survey of Maryland School Systems by the Cecil County Public Schools Human Resources Office

NOTE: Bachelor Step 1 & 10 and Master's Step 1 & 10 include no experience or longevity add-ons.  
Maximum teacher salary includes APC, highest advanced preparation and longevity stipends.

## **Appendix 5**

### **Elected School Boards in Other Maryland Jurisdictions**

### Elected School Boards in Other Maryland Jurisdictions

County	Number of Members	Compensation	Length of Term	Phase-in Schedule	Other
<b>Alleghany</b>	5 Total  1 Student (non-voting)	Yes  Annual salary set by County Commissioners	4 years	Staggered	
<b>Calvert</b>	6 Total  1 Student (non-voting)	\$4,000	4 years	Yes	No more than 3 consecutive terms
<b>Carroll</b>	5 Voting	\$5,000	4 years		
<b>Cecil</b>  <b>** Beginning 2006</b>	6 Total  1 Student (non-voting)	\$3,500	2 years	Staggered terms	Limited to 3 terms
<b>Charles</b>	7 Total  1 Student (non-voting)	\$4,000	4 years  Student – 1 year		
<b>Dorchester</b>	5 Total  1 Student (non-voting)	\$3,200	4 years		

**Elected School Boards in Other Maryland Jurisdictions page 2**

<b>County</b>	<b>Number of Members</b>	<b>Compensation</b>	<b>Length of Term</b>	<b>Phase-in Schedule</b>	<b>Other</b>
<b>Frederick</b>	7	Yes	4 years	3 in 2000 4 in 2002	
<b>Garrett</b>		Yes	4 years		
<b>Howard</b>	7	\$12,000	4 years	Yes	
<b>Kent</b>	5	\$2,000	6 years	2 in 1978 2 in 1980	Nonvoting student member
<b>Prince Georges</b>	10 Total  1 Student (limited voting privileges)	\$18,000	4 years	Yes	

Elected School Boards in Other Maryland Jurisdictions page 3

County	Number of Members	Compensation	Length of Term	Phase-in Schedule	Other
Montgomery	8 Total  1 Student (non-voting)	\$18,500	4 years	Yes	
St. Mary's	6 Total  1 Student (non-voting)	Yes	4 years	Yes	
Somerset	5	\$2,700	4 years	Yes	
Talbot	8 Total  1 Student (non-voting)	\$3,200	4 years	Staggered  2006 Districts 1,3, 4 & 7  2208-Districts 2,5 &6	
Washington	7	\$4,800	4 years	Yes	

Elected School Boards in Other Maryland Jurisdictions page 4

County	Number of Members	Compensation	Length of Term	Phase-in Schedule	Other
Worcester	7  1 Student (non-voting)	\$3,200	4 years	Yes	

## **Appendix 6**

### **Queen Anne's County Education Task Force Cumulative Research/Data Index**

**Queen Anne's County Education Task Force  
Cumulative Research/Data Index**

*Updated November 30, 2005*

- A-1 Queen Anne's County Demographic and Socio-Economic Outlook
- A-2 Budget Queen Anne's County Public Schools for Fiscal Year ending June 30, 2005
- A-3 Queen Anne's County Teacher Recruitment Package
- A-4 MSDE Analysis of Professional Salaries – Maryland Public Schools October 2003
- A-5 MSDE Quality Teacher Work Group Final Report February 2003
- A-6 Newly Hired Teachers by Local School System 2002-2003 and 2003-2004
- A-7 Queen Anne's County Chamber of Commerce Directory 2003
- A-8 Queen Anne's County Public Schools Recruitment - Marketing Gift Bag
- B-1 Queen Anne's County Board of Education Master Plan Outline - Overview
- B-2 Queen Anne's County Board of Education Master Plan Review of Goal #2 entitled: "Teacher Retention and Recruitment"
- B-3 MSDE: The Fact Book 2002-2003
- B-4 Per Capita Personal Income
- B-5 New Teacher Retention Data
- B-6 Teachers and PPW Salary Schedule
- B-7 2003-2004 Exit Conference Evaluations Graph
- B-8 Expenditures Chart
- B-9 Teacher Staff Evaluation Report
- B-10 Star Democrat News Article dated: 12-22-03 entitled: *"Officials" Salaries can't compete with W. Shore.*
- B-11 News article entitled: *Kent Island: School aid boost slated*
- C-1 Development Excise Tax – Caroline County
- C-2 Impact Fees in Queen Anne's County
- C-3 Queen Anne's County Public Schools Agreement Between Queen Anne's County Education Association, Inc. and Board of Education Queen Anne's County July 1, 2004 – June 30, 2007
- C-4 Meeting the Challenges of Recruitment and Retention
- C-4a New Guide Offers Best Practices for Recruiting, Retaining Teachers
- C-5 New Teacher Center Formative Assessment System
- C-6 Support Systems – *Threshold* Spring 2004
- C-7 Creating a Culture of Excellence - *Threshold* Spring 2004
- C-8 Queen Anne's County Education Task Force Worksheets
- D-1 Queen Anne's County Public Schools – Summary of Employee Benefits
- D-2 Teachers Resigned Last 3 Years
- D-3 Staff Employed by Position, Maryland Public Schools: October 2003
- D-4 Star-Democrat article – "75% Back Elected Board" by Greg Maki
- E-1 The Capital article – November 4, 2004 - "Education Experts Worry About Funding from State"



- E-2 Queen Anne's County Child Care Demographics, Housing-Wage Comparison and Housing Prices Affordability Indices - August 2003
- E-3 *Finding and keeping experienced special education teachers*, Shirr, J.M. (1994, November) – "Frequently Mentioned Retention Strategies"
- E-4 NSTEP Information Brief – *Strategies for Teacher Retention*, Gonzalez, P. (1995, August)
- E-5 Kent County Public Schools Exit Survey
- E-6 Questions for teacher exit survey – (Karen Ehatt)
- E-7 Draft cover letter for former teacher survey
- E-8 Oregon Public Schools Teaching Questionnaire - Teacher Study – Oregon System – 1996 through 2001
- F-1 Star-Democrat article –December 17, 2004 "Council approves impact fees"
- F-2a Reasons for staying in the school system and reasons for leaving – Ms. Willie Pauls handout
- F-2b What makes a new teacher stay? & What makes a new teacher leave? – Ms. Willie Pauls handout
- F2-c Reasons for staying and reasons for not staying – Ms. Willie Pauls handout
- F-3 NASSP Bulletin – *Induction Programs That Keep New Teachers Teaching and Improving*, Wong, H. K. (2004, March)
- F-4 The 15<sup>th</sup> Education Trust National Conference – *The Real Value of Teachers*, (Winter 2004)
- F-5 Factors That Influence Teacher Attrition – Handout – Dr. Amoia
- F-6 National Forum for Teacher Education Journal – *Survey for Second-Year Teachers*
- G-1 Senate Bill 518 Cecil County – Board of Education – Selection of Members – (March 2003)
- G-2 Star-Democrat article – January 21, 2005 – "More funds sought for projects at Shore schools"
- G-3 Cumulative Research/Data List
- G-4 Maryland Policy Report – *Dollars to the Classroom or Dollars to Administration – A look a Public Education Spending in Maryland*
- G-5 The Gazette of Politics and Business – August 20, 2004 – *Test results only start of school debate*
- G-6 Maryland Public Policy Institute – Media Advisory – MPPI to Launch Major Initiatives in Education, Health Care and Transportation
- G-7 Maryland Public Policy Institute – Media Advisory – Low Income Students can Beat Odds
- G-8 Maryland Policy Report – September 8, 2004 – *The Market Based Solution to Maryland's Teacher Shortage*
- G-9 The Washington Post – September 26, 2004 – *Teachers' Low Pay is a Lesson in Disparity*
- H-1 Star-Democrat article dated 3-14-05 on an elected School Board in Talbot County
- H-2 Bay Times advertisement on Talbot County Public Schools
- H-3 Maryland Policy Report - *The Market-Based Solution To Maryland's Teacher Shortage*
- H-4 National Education Association: Addressing the Teacher Retention Crisis – website [www.nea.org/teachexperience](http://www.nea.org/teachexperience)
- H-5 HCEA Teacher Job Satisfaction Survey 2004 Composite Report Howard County

- H-6 Threshold Spring 2004 – *Filling the Gaps*
- H-7 Statistical Analysis Report: Job Satisfaction Among America's Teachers
- H-8 National Education Association: The Teaching Profession  
[www.nea.org/teachexperience](http://www.nea.org/teachexperience)
- H-9 Nation Education Association: Teacher Pay, Pain and Pleasure  
[www.nea.org/teachexperience](http://www.nea.org/teachexperience)
- H-10 National Center for Education Statistics: Teacher Attrition and Mobility
- H-11 Threshold Spring 2004 – *The True Cost of Teacher Turnover*
- H-12 Star-Democrat article dated 2-25-05 – *Busch School Bill OK'd by House*
- H-13 Star-Democrat article dated 2-28-05 – *Moratorium on Building in Centreville Lifted*
- H-14 The Sun article dated January 23, 2005 – *Property Value Rise Creates Worry*
- H-15 Teacher Magazine - March 2005 – *Greener Pastures*
- H-16 Comparative Summary 2002-2003 Data
- H-17 Queen Anne's County Development Proposals
- H-18 The Capital article dated March 9, 2005 – *School Board Unlikely*
- I-1 Capital News Service article dated 3-29-05 on Nationwide per pupil spending.
- J-1 CSMpact for Schools Survey Methodology and Executive Summary for Queen Anne's County
- J-2 Faculty Harris Survey PowerPoint slides
- J-3 Star-Democrat article dated April 17, 2005 *Cecil, QA's among fastest growing Md. Counties*
- J-4 Queen Anne's County Harris Survey ranking
- K-1 Star Democrat dated: 2/9/05 News Article entitled: *Bill Would Create Seven Districts for School Board*
- K-2 Star Democrat dated: 3/14/05 News Article entitled: *Talbot Residents Appear before Md. House Ways and Means panel on HB 119*
- K-3 [www.hothuddle.com](http://www.hothuddle.com) article dated 9/10/92 entitled: *Local Option and Elected School Boards.*
- K-4 Washington Post dated: 1/27/05 News Article entitled: *Pressure Builds to Rehab Md. Schools*
- K-5 [www.edweek.org](http://www.edweek.org) article dated 1/6/05 entitled: *Table Maryland Adequacy Studies*
- K-6 Star Democrat dated: 4/15/05 entitled: *State tags 6.9 million to build new QA's school*
- K-7 CSMpact for Schools by Harris Interactive
- K-8 Faculty Climate Survey Summary Data
- K-9 The Capital Newspaper dated 5/3/05 entitled: *\$50 million program aims to boost workforce housing*
- K-10 Teacher Retention Survey Results and PowerPoint
- K-11 Queen Anne's County Board of Education of Queen Anne's County Instructional Management Evaluation
- K-12 Preliminary work regarding Teacher's Salaries in Queen Anne's County compared with the rest of the state
- L-1 Business Education Partnership Presentation Handout.
- M-1 *Star Democrat* Article entitled: "School Board Topic at Budget Hearing" dated: June 7, 2005

- M-2 *Washington Post* Article entitled: "Housing Costs Pushing Teachers far From School. Date: June 12, 2005
- M-3 Critical Workforce Mortgage Program
- M-4 NSBA article entitled: "NSBA Q&A Elected v. Appointed School Boards"
- M-5 National School Board Association Report entitled: "School Boards at the Dawn of the 21<sup>st</sup> Century".
- N-1 Elected School Boards in other Maryland Jurisdictions
- N-2 Maryland House Bill 119 entitled: *Talbot County – Board of Education – Election of Members*
- N-3 Maryland Senate Bill 518 entitled: *Cecil County – Board of Education – Selection of Members*
- N-4 *Legislative Survey – Elected School Board in Cecil County*
- O-1 Star Democrat Article dated July 7, 2005 entitled: "Shore gets \$51 million for schools"
- O-2 The Capital Article dated 7/8/05 entitled: "Board worries about teachers leaving for better pay"
- O-3 Queen Anne's County news release dated 6/1/05 about Economic Development.
- P-1 Map of Commissioners Districts in Queen Anne's County
- P-2 Map of Election Districts in Queen Anne's County
- P-3 Notification of the Appointment of New Board Member – Mark S. Cascia
- P-4 Members of the Board of Education Member List with Terms
- Q-1 Student Government Information in QAC High Schools
- Q-2 Queen Anne's County Board of County Commissioners Minutes from the meeting on July 26, 2005 (Abridged)
- Q-3 Star Democrat article dated July 31, 2005 entitled: *Successor to 'Nemo' Selected*
- Q-4 Star Democrat article dated July 29, 2005 entitled: *Group tours land eyed for growth*
- Q-5 Kent Island High School Student Government Association Constitution
- Q-6 Record Observer article dated July 1, 2005 entitled: *Democratic party leaders discuss need for elected school board*
- Q-7 Maryland Gazette article dated August 3, 2005 entitled: *Council OKs \$3M gift for new school*
- Q-8 Voter Registrant Statistics Cross Reference Report – Party Count Report for Dist/Prec – A Breakdown of Party within Dist/Prec
- R-1 *Education Week* article entitled: Staff Investment Pays Dividends in Md. District
- R-2 *Yahoo! News* article dated August 9, 2005 entitled: Housing Prices High for Low Income Workers
- R-3 *Star Democrat* article dated August 29, 2005 entitled: Quality schools, salary keep teachers in Talbot.
- R-4 Maryland State Department of Assessments and Taxation web site; Transfer Tax Rates
- R-5 Recording Fee Schedule as of November 1, 2004 for Queen Anne's County
- R-6 Queen Anne's County Commission Minutes – August 23, 2005

- R-7 *Washington Post* article dated September 9, 2005 entitled: 7,000 New Teachers on the Job.
- R-8 Transfer Tax collected in last three fiscal years.
- S-1 Maryland State Department of Education September 2005 Press Release entitled: MHEC to Provide Grants to Improve Teacher Quality
- S-2 The York Foundation for Public Education, Inc. website at [www.yorkcountyschools.org](http://www.yorkcountyschools.org)
- S-3 E-mail on Education Task Force Question regarding School Location from Mr. Mike Clark to Mr. Paul Comfort and e-mail response from Mr. Paul Comfort
- S-4 Queen Anne's County Board of Education process for determining school design
- S-5 Maryland State Department of Education Report: *Staff Employed at School and Central Office Levels Maryland Public Schools October 2004*
- S-6 Maryland State Department of Education Website  
[www.marylandpublicschools.org](http://www.marylandpublicschools.org) - *Private Funding Opportunities*
- S-7 *The Sunday Star* article dated September 25, 2005 entitled: QA prepares to send bills to '06 legislature
- S-8 Handout from Mr. John Border's presentation on Interagency Committee on School Construction and County Funds Related to the Board of Education
- T-1 Maryland State Department of Education publication - *Professional Salary Schedules Maryland Public Schools 2005-2006*
- T-2 Article from *The Capital* dated October 13, 2005 – *Teacher Pay Hikes Could Cost \$5.9M*
- T-3 Article from *The Capital* dated October 10, 2005- *Developers Bid to Help Crowded Schools Nixed*
- T-4 Queen Anne's County Economic Goals, Priorities, and 2005-2006 Indicators
- U-1 September 2005 Press Release entitled: "Lt. Governor Steele and Sallie Mae Launch New Maryland Program for Teachers, Nurses"
- U-2 Record Observer Article entitled: "Commissioners ask legislators to support ten bills." Dated October 21, 2005
- U-3 Queen Anne's County Polling Places
- U-4 Queen Anne's County Board of Elections Voting Districts and Precincts
- U-5 Commissioner District Boundaries
- U-6 Summary of the Recommendations for the 4-1 Commissioner District Structure
- U-7 2002 Census Numbers by precinct for Queen Anne's County
- U-8 Voter Registrant Statistics Cross Reference Report
- U-9 Registration and Election Laws pages 170-172.
- U-10 Registration and Election Laws page 142
- V-1 *Star Democrat* article entitled: Some teachers can earn \$90,000 salary
- V-2 Draft background information regarding the proposed teachers salary scale and recommendation cost explanations for Teacher retention and recruitment.
- W-1 Maryland Code – Education Title 4 – Local School Administration – Subtitle 2  
County Superintendent of Schools – Subsection – 4-205
- W-2 Queen Anne's County Public Schools New Construction
- W-3 Notes from a conversation with Steve Cohoon – Planning and Zoning Department
- W-4 Email from Steve Walls discussing written county policy discussing purchasing of land.

- W-5 Chapter 4 Board of County Commissioners Article V General Provisions  
[Adopted as subsection 1-104(a) and (g) and 1-103 of the 1993 Public Local  
Laws of Queen Anne's County]
- W-6 Development of Impact Fees
- W-7 Queen Anne's County Comprehensive Plan Volume 1 pages 46-48
- W-8 Queen Anne's County Comprehensive Plan Volume 2 pages 59-61
- W-9 Maryland Code – Education Title 4 – Local School Administration – Subtitle 1  
County Boards of Education subsection 4-115.
- W-10 Maryland Code – Education Title 4 – Local School Administration – Subtitle 1  
County Boards of Education subsection 4-116

## **Appendix 7**

Queen Anne's County Commission Resolution Establishing the Education Task Force

**Resolution Establishing an Education Task Force  
Providing for the Powers, Terms and Authority  
for Membership Thereof**

WHEREAS, the County Commissioners of Queen Anne's County are vitally concerned with the public educational system in the County and with the attraction and retention of qualified teachers; and

WHEREAS, the County Commissioners deem it desirable to establish a Task Force to provide recommendations on the matters hereinafter set forth.

BE IT THEREFORE RESOLVED by the County Commissioners of Queen Anne's County as follows:

SECTION I. The Queen Anne's County Education Task Force is hereby established, hereinafter referred to as the "Task Force."

SECTION II. The Task Force shall have the following powers and duties:

- (1) To confer with and advise the County Commissioners on all matters concerning public education in the County.
- (2) To investigate and assemble information pertaining to financial and other resources that may be available in order to fund quality public education in the county and to attract and retain qualified teachers, administrators, and school staff personnel.
- (3) Based upon input from the public and affected employees and stakeholders in the community, including elected officials, members of the Board of Education, school administrators, teachers, public education employee bargaining representatives, the PTA Council, parents, students, and other interested citizens and organizations concerned about the quality of public education in Queen Anne's County, to provide recommendations regarding the appropriate means of attracting and retaining quality educators by, among other things, offering appropriate levels of compensation, fringe benefits, and medical insurance for teachers in the public school system.
- (4) Provide recommendations on the appropriate levels of compensation, benefits and insurance for teachers in the public school system.
- (5) Identify and report to the County Commissioners on available sources of funding for education, including teacher recruitment, compensation and benefits.
- (6) Provide a report to the County Commissioners within one (1) year of the date of its initial meeting incorporating the Task Force's findings and recommendations.

SECTION III. The Task Force shall consist of those members appointed thereto, and serve at the will of, the County Commissioners and shall meet at such intervals and places as the Task Force may determine appropriate.

SECTION IV. The Task Force shall elect officers from its members as follows:

- (1) Chairman
- (2) Vice Chairman
- (3) Secretary

The Task Force may adopt such Rules and Regulations as it may deem necessary to govern its Procedures and Business.

The Task Force is empowered to employ such employees or consultants as its business may require with the prior approval of the County Commissioners.

All members of the Task Force shall serve without compensation, but shall be

reimbursed for necessary travel and other expenses incurred in the performance of their duties.

Duties: Chairman: The Chairman shall be the Chief Executive Officer. He should preside at all meetings. He shall have General and Active Management of the affairs of the Commission. He shall appoint all Committees, and be an Ex-Officio member of all Committees.

Vice Chairman: During the absence or disability of the Chairman, the Vice Chairman shall exercise all functions of the Chairman.

Secretary: Shall attend all meetings and record all votes and minutes of its transactions. He or she shall give or cause to be given notice of all meetings.

Passed this \_\_\_\_\_ day of \_\_\_\_\_ 2003.

QUEEN ANNE'S COUNTY  
BOARD OF COUNTY COMMISSIONERS

\_\_\_\_\_  
Benjamin F. Cassell, President

\_\_\_\_\_  
Joseph F. Cupani

\_\_\_\_\_  
R. O. "Nemo" Niedomanski

\_\_\_\_\_  
Gene Ransom III

\_\_\_\_\_  
Michael S. Koval

\_\_\_\_\_  
Margie A. Houck, Executive Assistant



## Footnotes

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- <sup>1</sup> Bruce Buchanan, "Greener Pastures," <http://www.edweek.org/tm/articles/2005/03/01/05greener.h16.html> (Exhibit H15)
- <sup>2</sup> Jonathan Watts Hull, *Filling in the Gaps*, [www.ciconline.org](http://www.ciconline.org), Threshold, Spring 2004 (Exhibit H6)
- <sup>3</sup> Maryland Department of Planning, Planning Data Services, 2004. (Exhibit B4)
- <sup>4</sup> Maryland State Department of Education, "Analysis of Professional Salaries Maryland Public Schools, October 2003," Figure 1. (Exhibit A4)
- <sup>5</sup> Survey of Maryland School Systems by the Cecil County Public Schools Human Resources Office, 2005
- <sup>6</sup> Maryland Association of Realtors, Web Site [https://www.mdrealtor.org/consumer\\_housingstats.asp](https://www.mdrealtor.org/consumer_housingstats.asp), Accessed June 26, 2005.
- <sup>7</sup> Queen Anne's County Department of Housing and Community Services, *Critical Work Force Program Status 04/28/05* (Exhibit M3)
- <sup>8</sup> Queen Anne's County Department of Finance (Exhibit R8)
- <sup>9</sup> Source: Maryland Department of Assessment and Taxation <http://www.dat.state.md.us/sdatweb/transfer.html>
- <sup>10</sup> 2002 Comprehensive Plan Queen Anne's County, Maryland – Volume 1: County Profile (Exhibit W7)
- <sup>11</sup> Maryland State Department of Education, *Staff Employed at School and Central Office Levels Maryland Public Schools, October 2004* (Exhibit S5)
- <sup>12</sup> Source: Maryland State Department of Education: *Selected Financial Data Maryland Public Schools 2002 – 2003 Part 3 – Analysis of Costs*
- <sup>13</sup> Most of the material in this section, with the exception of the budget/local taxpayer issue, is set forth in Carol Brown, *NSBA Q&A: Elected v. Appointed School Boards* <http://www.nsba.org/site/doc.asp?TrackID=&SID=1&DID=33287&CID=1456&VID=2> (Exhibit M4)