



## CHARLOTTESVILLE CITY SCHOOLS

Office of the Superintendent

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### SUPPORTIVE INFORMATION SHEET CHARLOTTESVILLE CITY SCHOOL BOARD

<b>DATE:</b>	September 7, 2023
<b>SUBJECT:</b>	2023-2024 Staffing Report - Written Report
<b>BACKGROUND INFORMATION:</b>	This report summarizes 2023-2024 staff hiring, focusing on teacher and administrator positions. This report includes retention rates. It also includes a snapshot of licensed staff across the division. The division exceeded strategic plan goal expectations for the retention of administrators within the division (increased retention by 12.6%) and fell short of retention expectations for teachers (increased retention by 1.14%).
<b>STRATEGIC PLAN:</b>	Priority 3: Staff: Target 2: Annually increase the retention rate of teachers by 2% or more (with the goal of 90% or higher retention rate.)
<b>RECOMMENDATION:</b>	
<b>ACTION REQUIRED:</b>	
<b>CONTACT PERSON(S):</b>	Maria Lewis



# **2023-2024 Staffing Report**



**Office of Human Resources  
September 7, 2023**

## Introduction

This report is an informational update focused on recently hired licensed instructional positions.

### Licensed Staff Teachers & Administrators Hiring Trend

School Year	Number of Licensed Staff (Teacher/ Admin)	Caucasian	Black	Other*	Female	Male	Average Years Experience (Newly Hired Teachers)
2015-2016	63	79.37%	17.46%	3.17%	69.84%	30.16%	10.2
2016-2017	85	85.88%	9.41%	4.1%	83.53%	16.47%	13.61
2017-2018	69	75.36%	8.70%	15.94%	81.16%	18.84%	5.4
2018-2019	81	81.48%	17.28%	7.40%	71.60%	28.39%	6.7
2019-2020	93	66.6%	22.5%	10%	78.50%	21.5%	7.08
2020-2021	61	83.6%	9.8%	6.6%	77%	23%	7.1
2021-2022	67	73%	18%	9%	67%	33%	6.98
2022-2023	89	81%	10%	9%	76%	24%	7.13
<b>2023-2024</b>	<b>96</b>	<b>79%</b>	<b>15%</b>	<b>5%</b>	<b>70%</b>	<b>30%</b>	<b>5.9</b>

\*Other includes: Asian (2), Hispanic (1), Asian/White (1), Asian/Hispanic (1)

Specific racial categories breakdown is provided below.

Number of Licensed Staff (Teacher/Admin)	Caucasian	Black	Hispanic	Asian	Native American	2 or More Races
	77	14	1	2	0	2

**Licensed Staff: Teachers and Administrators by Location**

School	Number of Licensed Staff	Caucasian	Black	Other*	Female	Male	Average Years of Service
CHS Administrators	6	2	4	0	3	3	5.50
CHS Teachers	107	89	12	6	56	51	14.14
CATEC Administrators	2	2	0	0	1	1	4
CATEC Teachers	4	2	2	0	3	1	4.75
Buford Administrators	4	2	2	0	3	1	5.75
Buford Teachers	56	42	9	5	39	17	10.50
Walker Administrators	4	3	1	0	2	1	11.33
Walker Teachers	63	52	6	5	46	18	12.33
Burnley-Moran Administrators	2	2	0	0	1	1	15
Burnley-Moran Teachers	41	38	2	1	33	8	12.51
Clark Administrators	2	0	2	0	2	0	9.50
Clark Teachers	36	28	5	3	33	3	13.39
Greenbrier Administrators	2	1	1	0	2	0	11.50
Greenbrier Teachers	35	32	2	1	30	5	15.26
Jackson-Via Administrators	2	1	1	0	1	1	9.50
Jackson-Via Teachers	43	36	6	1	37	6	11.84
Johnson Administrators	2	1	1	0	1	1	4.50
Johnson Teachers	39	37	0	2	39	0	13.18
Lugo-McGinness Admins	1	0	1	0	0	1	10
Lugo-McGinness Teachers	5	4	1	0	2	3	21.20
Venable Administrators	2	0	2	0	2	0	7.50
Venable Teachers	35	31	2	2	32	3	13.40
<b>Totals</b>	<b>493</b>	<b>405</b>	<b>62</b>	<b>26</b>	<b>368</b>	<b>125</b>	<b>10.75</b>

### Teachers and Instructional Assistant Staff Profile:

Recruiting, hiring, and retaining highly qualified diverse staff remains a priority for the school division. All students benefit when the division hires a diverse teaching staff. Continuous efforts are made to provide the students and families of Charlottesville City Schools with a staff reflective of the student population. The division continues to

- Create and nurture a culture of equity and inclusivity integrated through collaborative partnerships, recruitment practices, and performance evaluations.
- Partner with colleges and universities; mentor prospective teachers, foster new opportunities for instructional assistants to become teachers, and sponsor school counselors, psychologists, and speech-language pathologist internships.
- Expand professional learning opportunities for all staff.

Position		2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
<b>Teachers</b>	White	73.56%	83.6%	77.04%	83.34%	<b>82%</b>
	Black	17.24%	9.8%	13.12%	5.96%	<b>13%</b>
	Other	9.2%	6.6%	9.84%	10.7%	<b>5%</b>
	Female	79.31%	77%	68%	76.19%	<b>75%</b>
	Male	20.69%	23%	31%	23.81%	<b>25%</b>
	Avg Yrs Experience	7.4 yrs.	7.1 yrs.	6.2 yrs.	6.8 yrs	<b>10.75 yrs</b>
<b>Instructional Assistants</b>	White	40.9%	66.7%	29.41%	53.85%	<b>63%</b>
	Black	44.45%	0%	58.83%	46.16%	<b>34%</b>
	Other	13.6%	33.3%	11.76%	0%	<b>3%</b>
	Female	69.57%	66.7%	94.12%	92.30%	<b>89%</b>
	Male	30.43%	33.3%	5.88%	7.7%	<b>11%</b>

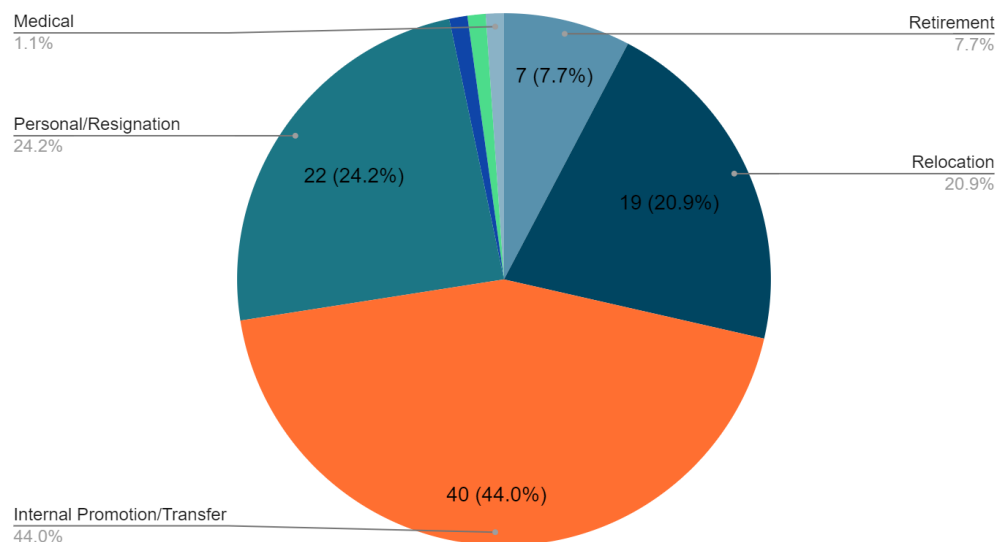
## Retention Rates for Teachers and Administrators

Teacher retention rates mirror the division's overall retention rate of 82%. Administrative retention rates were significantly higher this year than in the 2022-2023 school year.

School Year	Division Retention Rate	Teacher Retention Rate	Administrative Retention Rate
2014-2015	86.9%	87.1%	88.1%
2015-2016	86.85%	89.51%	92.2%
2016-2017	87.00%	86.72%	85.92%
2017-2018	88.58%	88.83%	86.49%
2018-2019	86.0%	84.9%	86.54%
2019-2020	85.0%	80.33%	81.48%
2020-2021	86.41%	86.11%	80.76%
2021-2022	85.4%	86.2%	72%
2022-2023	81.7%	80.76%	72%
<b>2023-2024</b>	<b>82%</b>	<b>81.9%</b>	<b>84.6%</b>

**Departures/Resignation:** This graph displays identified reasons for separation.

Percentages of Reasons for Leaving or Transferring Internally.



Departures & Resignations	Retirement	Relocation	New Opportunities*	Family Concerns/Medical*	Internal Promotions and Transfers*	Non-Renewed	Personal
	15	19	41	3	85	3	47

\* **New Opportunities** - Includes resignations noting new positions or graduate programs.

\* **Personal** - Includes resignations noting “personal reasons” or no reason provided.

\* **Family concerns and Medical** - Includes resignations noting child care, caring for family members, or personal medical needs

\* **Internal Promotions & Transfers** - Includes CCS promoting from within - Instructional Assistant to Teacher, Teachers to Teacher Leaders, Teachers to Assistant Principals, and Assistant Principals to Principals.

### **Next Steps**

Hiring and retaining a highly qualified staff has become increasingly challenging as teacher education programs graduate fewer and fewer students. It is so important that Charlottesville City Schools nurtures and retains the current staff and foster new opportunities to grow from within. The establishment of professional learning partnerships that support instructional assistants to become teachers, develop teachers into school administrators, and principals into division leaders is vital.

Additionally, efforts will be made to

- Refine and standardize the interview and hiring practices
- Evaluate and assess equitable compensation (participation in a compensation study)
- Develop and expand instructional assistant to teacher pathway, a partnership with Piedmont Virginia Community College and James Madison University.
- Develop an administrative leadership cohort and partnership with Longwood University.
- Expand recruitment efforts including the integration of recruiter web resources and a winter CCS-sponsored job fair.
- Other ideas for recruiting minority teachers that will be considered are identified below:

Recruiting minority teachers is an important step towards creating diverse and inclusive educational environments. Representation matters, and having teachers from diverse backgrounds can positively impact the learning experiences of students. The HR team is exploring innovative and evidence-based approaches in recruiting minority staff members. The following are ideas under consideration. These ideas align with our division’s strategic plan (priority #3, goal #3).

- **Cultivate a Diverse School Culture:** Continue to foster an inclusive and welcoming school culture that celebrates diversity. Highlight the value of diverse perspectives and the benefits of having teachers from various backgrounds.
- **Collaborate with Colleges and Universities:** Partner with colleges and universities that have diverse student populations. Attend job fairs, career events, and education conferences to connect with prospective minority teachers.

- **Mentorship Programs:** Establish mentorship programs that connect current minority teachers with aspiring educators. Mentors can provide guidance, support, and insights into the teaching profession.
- **Expand Recruitment Efforts:** Extend recruitment efforts beyond traditional avenues. Utilize social media platforms, online job boards, and targeted advertising to reach a broader pool of potential candidates.
- **Cultivate Relationships within the Community:** Build relationships with community organizations, religious groups, and cultural centers that are connected to minority communities. Engage in dialogues about the benefits of teaching and encourage their members to consider education careers.
- **Diversify Interview Panels:** Make intentional efforts to ensure that interview panels represent a diverse group of educators, administrators, and community members. This can help minority candidates feel more comfortable and valued during the interview process.
- **Offer Culturally Responsive Training:** Provide professional development and training that focuses on cultural competence and responsive teaching practices. Highlight the importance of understanding and respecting diverse cultures in the classroom.
- **Highlight Opportunities for Growth:** Emphasize the potential for career advancement and leadership roles within the school or district. Minority candidates may be more inclined to join if they see a clear path for growth.
- **Address Barriers and Biases:** Identify and address any potential biases in the recruitment process. Ensure that job descriptions and requirements are inclusive and avoid unintentional barriers that might discourage minority candidates from applying.
- **Engage Teacher Organizations:** Collaborate with teacher associations and organizations that represent minority educators. These groups can help connect you with potential candidates and provide valuable insights.
- **Provide Clear Pathways to Licensure:** Offer support to help all staff navigate the process of obtaining teaching licenses or certifications. Streamlining this process can make the profession more accessible.
- **Showcase Success Stories:** Highlight success stories of minority teachers within your school or district. Sharing these stories can inspire others and demonstrate the positive impact of diverse educators.
- **Prioritize Retention Efforts:** Focus on recruiting and retaining minority teachers. Create supportive environments, mentorship opportunities, and ongoing professional development to ensure their success and longevity in the field. The HR team will meet with new division staff 30 - 60 - 90 days after hiring to provide support for staff through relationship building, responsiveness, and listening to understand.

Recruiting minority teachers will be a holistic and ongoing effort that involves collaboration between school administrators, teachers, students, families, and the broader community.