



# 2024-2025 Staffing Report



Office of Human Resources  
September 5, 2024

## Overview

### Introduction

This report is an informational update focused on recently hired licensed instructional positions. Hiring, retention, and turnover are yearlong processes. This report is a moment-in-time analysis of staffing at the start of the 2024-2025 school year<sup>1</sup>. Divisionwide, staffing efforts will continue throughout the school year, with a focus on attaining the goals and associated targets outlined in the Strategic Plan.

Under Priority 3 of the Charlottesville City Schools Strategic Plan 2023-2028 are two goals measured in part by the data in this report:

- CCS will recruit and retain licensed and properly endorsed staff and,
- CCS will recruit and retain teachers of color.

Together with additional goals and targets, these goals help us to meet the Priority 3 challenge of **Support Our Staff**.

### Discussion and Next Steps

Hiring and retaining a highly qualified staff has become increasingly challenging as teacher education programs graduate fewer and fewer students. It is essential that Charlottesville City Schools nurture and retain the current staff while fostering 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.

In alignment with the Charlottesville City Schools Strategic Plan 2023-2028, efforts continue to:

- Recruit and retain teachers of color;
- Refine the interview and hiring practices;
- Implement equitable compensation;
- Promote a pathway from Instructional Assistant to Classroom Teacher; and
- Expand recruitment efforts, including the integration of recruiter web resources and a winter CCS-sponsored job fair.

In an effort to increase the success of recruitment and retention, the Human Resources team is considering the following efforts:

- **Recruitment strategies.** Assess and update current efforts including off-site recruitment (e.g. career fairs), on-site recruitment (e.g. winter job fair), and virtual tools to ensure broad and meaningful access to potential hires with intentional focus on meeting strategic plan goals.
- **Internal promotion.** Strengthen current opportunities and support for growth from Instructional Assistant to Classroom Teacher roles.
- **Career pathways.** Explore new pathways to teacher careers for local residents, including high school students, through partnerships with two- and four-year institutions.

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<sup>1</sup> All data included herein are effective August 22, 2024.

## Staff Profile

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

Location	Role	Count	Black	Caucasian	All Other Race/ Ethnicity <sup>2</sup>	Female	Male	Average Years of Service
Burnley-Moran Elementary	Administrators	1	0	1	0	1	0	19.00
	Teachers	33	2	30	1	28	5	15.94
Greenbrier Elementary	Administrators	2	1	1	0	2	0	23.50
	Teachers	33	3	30	0	27	6	15.52
Jackson-Via Elementary	Administrators	2	1	1	0	2	0	22.68
	Teachers	44	8	33	3	37	7	9.45
Johnson Elementary	Administrators	2	1	1	0	1	1	13.50
	Teachers	41	2	38	1	41	0	14.68
Summit Elementary	Administrators	2	1	1	0	2	0	29.00
	Teachers	39	8	28	3	36	3	13.56
Trailblazer Elementary	Administrators	2	2	0	0	2	0	20.30
	Teachers	46	3	41	2	40	6	11.37
Walker Upper Elementary	Administrators	3	1	2	0	2	1	11.25
	Teachers	70	5	59	6	53	17	12.16
Buford Middle School	Administrators	4	2	2	0	3	1	14.50
	Teachers	63	13	45	5	41	22	12.16
Charlottesville High School	Administrators	5	2	3	0	3	2	15.80
	Teachers	120	16	96	8	72	48	13.92
CATEC	Administrators	2	0	2	0	1	1	7.00
	Teachers	16	4	12	0	10	6	23.06
Lugo-McGinness Academy	Administrators	1	1	0	0	0	1	19.00
	Teachers	6	1	5	0	3	3	15.17
UVA Hospital Program	Administrators	1	1	0	0	0	1	30.00
	Teachers	9	0	9	0	7	2	23.11
<b>Totals</b>		<b>547</b>	<b>78</b>	<b>440</b>	<b>29</b>	<b>414</b>	<b>133</b>	<b>13.76</b>

<sup>2</sup> Includes Asian (16), Hispanic (12), and Unspecified (1).

### 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 staff that is 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; and,
- Expand professional learning opportunities for all staff.

### ***Instructional Staff: Instructional Assistants and Teachers by Year and Demographics***

Year	Role	White	Black	Other	Female	Male	Avg Yrs Experience
2020-21	Inst. Asst.	66.70%	0.00%	33.30%	66.70%	33.30%	-
	Teacher	83.60%	9.80%	6.60%	77.00%	23.00%	7.1 yrs.
2021-22	Inst. Asst.	29.41%	58.83%	11.76%	94.12%	5.88%	-
	Teacher	77.04%	13.12%	9.84%	68.00%	31.00%	6.2 yrs.
2022-23	Inst. Asst.	53.85%	46.16%	0.00%	92.30%	7.70%	-
	Teacher	83.34%	5.96%	10.70%	76.19%	23.81%	6.8 yrs
2023-24	Inst. Asst.	63.00%	34.00%	3.00%	89.00%	11.00%	-
	Teacher	82.00%	13.00%	5.00%	75.00%	25.00%	10.75 yrs
<b>2024-25</b>	<b>Inst. Asst.</b>	<b>52.21%</b>	<b>41.59%</b>	<b>6.19%</b>	<b>86.73%</b>	<b>13.27%</b>	<b>8.95 yrs</b>
	<b>Teacher</b>	<b>84.92%</b>	<b>12.50%</b>	<b>5.58%</b>	<b>75.96%</b>	<b>24.04%</b>	<b>13.58 yrs</b>

## Hiring

### ***New Licensed Staff: Teachers & Administrators by Year and Demographic Data***

School Year	Number of Licensed Staff (Teacher/Admin)	Black	Caucasian	All Other Race/Ethnicity <sup>3</sup>	Female	Male	Average Years Experience (Newly Hired Teachers)
2015-2016	63	17.46%	79.37%	3.17%	69.84%	30.16%	10.2
2016-2017	85	9.41%	85.88%	4.1%	83.53%	16.47%	13.61
2017-2018	69	8.70%	75.36%	15.94%	81.16%	18.84%	5.4
2018-2019	81	17.28%	81.48%	7.40%	71.60%	28.39%	6.7
2019-2020	93	22.5%	66.6%	10%	78.50%	21.5%	7.08
2020-2021	61	9.8%	83.6%	6.6%	77%	23%	7.1
2021-2022	67	18%	73%	9%	67%	33%	6.98
2022-2023	89	10%	81%	9%	76%	24%	7.13
2023-2024	96	15%	79%	5%	70%	30%	5.9
<b>2024-2025</b>	<b>93</b>	<b>10.8%</b>	<b>83.9%</b>	<b>5.4%</b>	<b>79.6%</b>	<b>20.4%</b>	<b>6.39</b>

### ***New Licensed Staff Teachers & Administrators: Race/Ethnicity (Count)***

Race/ Ethnicity	Asian	Black	Caucasian	Hispanic	Unspecified
<b>Count</b>	4	10	76	2	1

<sup>3</sup> Includes Asian, Hispanic, and Unspecified

## Retention

### Retention Rates for Teachers and Administrators

Teacher retention rates mirror the division’s overall retention rate of 83%. Administrative retention rates remain increased over the 2019-2023 period<sup>4</sup>.

### Retention Rates: Teachers and Administrators by 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%
2023-2024	82%	81.9%	84.6%
<b>2024-2025</b>	<b>83.39%</b>	<b>83.50%</b>	<b>81.82%</b>

### Departures: Reasons for Departure of Teachers and Administrators

Departures and Resignations	Internal Transfers/Promotions	New Opportunities	Personal	Relocation	Retirement
	35	42	25	3	4

- **New Opportunities.** This includes resignations and new positions or graduate programs.
- **Personal.** Includes resignations noting “personal reasons” or no reason provided.
- **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.

<sup>4</sup> Staff transfers and promotions are classified as retention.