



Human Resources Staffing Report

October 7, 2021



Hiring Patterns for Teachers and Administrators

School Year	Number of Licensed Staff (Teacher/Admin)	Caucasian	Black	Other*	Female	Male	Average Years Experience (Newly Hired Teachers)
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

Race for New Teachers/Administrators

Information for New Hires for 2021-22

Number of Licensed Staff (Teacher/Admin)	Caucasion	Black	Hispanic	Asian	Native American	2 or More Races
	49	12	4	2	0	2

Percentage Trends by Race/Gender

Teachers

	2018-2019	2019-2020	2020-2021	2021-2022	Numbers for 21-22
White	86.11%	73.56%	83.6%	77.04%	47
Black	13.88%	17.24%	9.8%	13.12%	8
Other	6.94%	9.2%	6.6%*	9.84%*	8
Female	75%	79.31%	77%	68%	42
Male	25%	20.69%	23%	31%	19
Avg. Years Experience	6.08 yrs.	7.4 yrs.	7.1 yrs.	6.2 yrs.	

Percentage Trends by Race/Gender

Instructional Assistants

	2018-2019	2019-2020	2020-2021	2021-2022	Numbers for 21-22
White	67.85%	40.9%	66.7%	29.41%	5
Black	35.71%	44.45%	0%	58.83%	10
Other	7.14%	13.6%	33.3%*	11.76%*	2
Female	64.28%	69.57%	66.7%	94.12%	16
Male	35.71%	30.43%	33.3%	5.88%	1

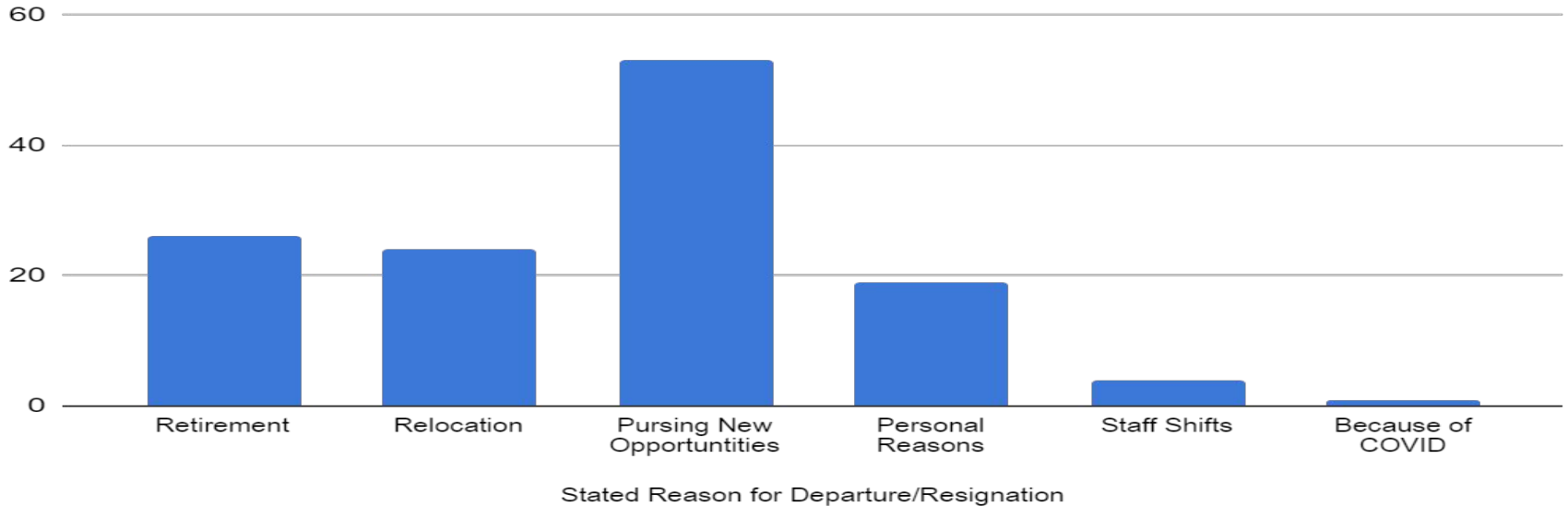
Retention Rates for Last Three Years

School Year	Division Retention Rate	Teacher Retention Rate	Administrative Retention Rate
2019-2020	85.0%	80.33%	81.48%
2020-2021	86.41%	86.11%	80.76%
2021-2022	85.4%	86.2%	72%

Departures/Resignations prior to 21-22

Teachers and Administrators

Reasons Provided for Departures/Resignations



Continued Needs for 2021-22

- 5 Teachers: 2 SPED-Buford, 1 Language Arts-Buford, 1 4th Grade-Clark, 1 5th Grade-Walker
- 1 iSTEM Teacher-Venable
- .5 Reading Specialist-Lugo McGinness Academy
- 1 Work Based Learning Assistant-CHS
- 5 Instructional Assistants: 1 SPED-Burnley Moran, 1 SPED-CHS, 2 SPED and 1 Gen. Ed-Jackson Via
- 1 Float Nurse-Division
- .5 Social Emotional Worker-Division Annex
- 1 Custodian-Walker
- SUBSTITUTES

Substitutes--a big issue

What are we doing to help solve this USA-wide issue?

- Compensating teachers who are asked to fill-in during the day
- Altering the requirements for eligibility as a substitute teacher
- Planning to hire “permanent” substitutes during the pandemic-number and location not determined
- Continuing to offer incentive for substitutes who work with us at least 10 consecutive days
- Offering long-term substitute pay for days 11 and beyond for long-term substitutes
- As allowed by colleges and universities, compensate student teachers or interns as substitutes when covering classes for their cooperating teachers

Strategies to Fill These Positions..and Beyond

All are posted on CCS website, Indeed, or other sites.

Contact with colleges or universities in the area

Contact former employees

Ask current employees for recommendations

Seek attention on media about the needs and opportunities for work with CCS

Continue to support student teachers/interns to “grow our own”

Begin Now to Increase our Talent Acquisition

- Prioritize both retention and recruitment with a continued focus on creating safe, caring and inclusive work communities of respect for our employees.
- Identify and focus on the hiring and retention of racially diverse workforce to mirror the demographics of our student body.
- Explore nontraditional resources to identify the best candidates internationally to include Virtual Fairs and the hosting of recruitment events.
- Partner with colleagues on providing professional learning opportunities to increase our cultural competency and responsiveness.
- Develop our employees' talents with succession and learning development plans.

Training/Professional Learning for Staff

ALL STAFF

Blood Borne Pathogen

COVID Procedures

Harassment/Antidiscrimination

Sexual Harassment

Child Abuse Reporting

Licensing Requirements

Rights and Responsibilities

Restraint and Seclusion

STAFF BASED ON POSITIONS

EduClimber

VTSS/Social Emotional Learning

Curriculum/Instructional Strategies

[New Teacher Orientation](#)

[Same Elementary School PL Fall Plan](#)

[CHS Plan for September 27](#)