



# 2022-2023 Staffing Report



Office of Human Resources  
September 1, 2022

## Introduction

This report is an informational update focused on recently hired licensed instructional positions. The 2022-2023 cadre of teachers and administrators represent a much larger group of professionals (approximately 30% larger than the past two years), has an average of 7 years of experience, and the cultural diversity of the group is 19%.

## 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)
2014-2015	55	92%	6%	2%	85%	15%	7.3
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
<b>2021-2022</b>	<b>67</b>	<b>73%</b>	<b>18%</b>	<b>9%</b>	<b>67%</b>	<b>33%</b>	<b>6.98</b>
<b>2022-2023</b>	<b>89</b>	<b>81%</b>	<b>10%</b>	<b>9%</b>	<b>76%</b>	<b>24%</b>	<b>7.13</b>

\*Other includes: Asian (1), Asian/Black (1), Asian/White (3), Black/White (2), and Native Hawaiian/White (1).

Specific racial categories breakdown is provided below.

Number of Licensed Staff (Teacher/Admin)	Caucasian	Black	Hispanic	Asian	Native American	2 or More Races
	71	10	0	1	0	7

School	Number of Licensed Staff	Caucasian	Black	Other*	Female	Male	Average Years Experience
CHS Administrator	2	1	1	0	0	2	6
CHS Teachers	20	18	1	1	11	9	11
Buford Administrators	2	1	1	0	2	0	14
Buford Teachers	19	13	3	3	12	7	10
Walker Administrators	0	0	0	0	0	0	0
Walker Teachers	11	9	0	2	11	0	7
Burnley-Moran Administrators	0	0	0	0	0	0	0
Burnley-Moran Teachers	2	2	0	0	1	1	10
Clark Administrator	1	0	1	0	1	0	6*
Clark Teachers	7	5	1	1	7	0	9
Greenbrier Administrator	1	1	0	0	0	1	4*
Greenbrier Teachers	2	2	0	0	2	0	7
Jackson-Via Administrator	1	0	1	0	1	0	4*
Jackson-Via Teachers	8	7	0	1	8	0	5
Johnson Administrator	0	0	0	0	0	0	0
Johnson Teachers	6	6	0	0	6	0	3
Venable Administrator	1	0	1	0	1	0	3*
Venable Teachers	6	6	0	0	6	0	5
Totals	89	71	10	8	69	20	

\* R. Pitt has 4 years of leadership experience and 12 years of teaching experience. M. Mountjoy has 9 year of leadership and 16 years of teaching experience

\* C. Johnson has 5 years of leadership experience and 15 years of teaching experience

\* M. Farley has 1 year of leadership experience and 13 years of teaching experience.

\* S. Coleman has 13 years of teaching experience.

\* C. Beverly has 3 years of leadership experience and 8 years of teaching experience.

**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. Continuously 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.
- Partnering with colleges and universities mentoring prospective teachers, fostering new opportunities for instructional assistants to become teachers, and sponsoring school counselors, psychologists, and speech-language pathologist internships.
- Expanding professional learning opportunities for all staff.

Position		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<b>Teachers</b>	White	86.11%	73.56%	83.6%	77.04%	<b>83.34%</b>
	Black	13.88%	17.24%	9.8%	13.12%	<b>5.96%</b>
	Other	6.94%	9.2%	6.6%	9.84%	<b>10.7%</b>
	Female	75%	79.31%	77%	68%	<b>76.19%</b>
	Male	25%	20.69%	23%	31%	<b>23.81%</b>
	Avg Yrs Experience	6.08 yrs	7.4 yrs.	7.1 yrs.	6.2 yrs.	<b>6.8 yrs</b>
<b>Instructional Assistants</b>	White	67.85%	40.9%	66.7%	29.41%	<b>53.85%</b>
	Black	35.71%	44.45%	0%	58.83%	<b>46.16%</b>
	Other	7.14%	13.6%	33.3%	11.76%	<b>0%</b>
	Female	64.28%	69.57%	66.7%	94.12%	<b>92.30%</b>
	Male	35.71%	30.43%	33.3%	5.88%	<b>7.7%</b>

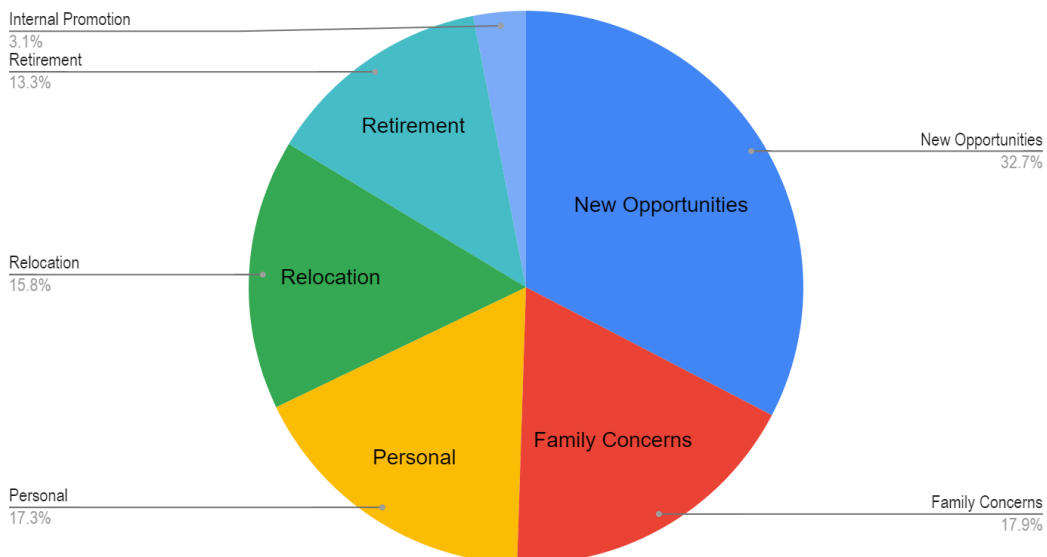
## Retention Rates for Teachers and Administrators

Teacher retention rates dipped to 80% and administration retention remained consistent. As expected in this COVID era, division retention rates also decreased.

School Year	Division Retention Rate	Teacher Retention Rate	Administrative Retention Rate
2013-2014	85.6%	86.2%	84.2%
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%
<b>2022-2023</b>	<b>81.7%</b>	<b>80.76%</b>	<b>72%</b>

**Departures/Resignation:** Using data from exit interviews and resignation communications, the following reasons were identified.

### Reasons Provided for Departures/Resignations



Departures & Resignations	Retirement	Relocation	New Opportunities*	Family Concerns*	Internal Promotions*
	26	31	64	34	6

\* **New Opportunities** - Includes resignations noting new position, graduate programs, & letters noting no reason.

\* **Personal** - Includes resignation noting personal, family concerns, or staying home to care for children..

\* **Internal Promotions** - 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 leavers 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.
- Expand recruitment efforts including the integration of recruiter web resource and a winter CCS sponsored job fair.