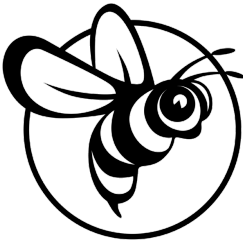


# Staffing Report



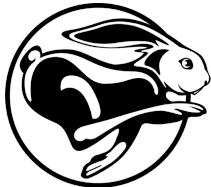
**BURNLEY-MORAN  
BOBCATS**



**CLARK  
BEES**



**GREENBRIER  
READING  
STARS**



**JACKSON-VIA  
JACKRABBITS**



**JOHNSON  
LEARNING  
LEOPARDS**



**VENABLE  
ALL-STARS**



**WALKER  
WOLVERINES**



**BUFORD  
TROJANS**



**CHARLOTTESVILLE  
BLACK KNIGHTS**



Presented by the Office of Human Resources  
October 7, 2021

## Introduction

This report is an informational update focused on the hiring for licensed instructional positions for the 2021-22 School Year. The 2021-2022 cadre of teachers and administrators represent a diverse group of highly qualified professionals. The demographics show an increased representation of under-represented staff, specifically the inclusion of more male professionals.

## 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)
2013-2014	45	88.6%	11.4%	2%	85.7%	14.3%	6.5
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
<b>2018-2019</b>	<b>81</b>	<b>81.48%</b>	<b>17.28%</b>	<b>7.40%</b>	<b>71.60%</b>	<b>28.39%</b>	<b>6.7</b>
<b>2019-2020</b>	<b>93</b>	<b>66.6%</b>	<b>22.5%</b>	<b>10%</b>	<b>78.50%</b>	<b>21.5%</b>	<b>7.08</b>
<b>2020-2021</b>	<b>61</b>	<b>83.6%</b>	<b>9.8%</b>	<b>6.6%</b>	<b>77%</b>	<b>23%</b>	<b>7.1</b>
<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>

\*Other includes Hispanic, Asian, 2 or More Races

Specific racial categories breakdown is provided below.

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

## Teachers and Instructional Assistant Staff Profile

The Division continues work on highly qualified staff, and will continue to do so this year with the goal of meeting the needs of our diverse student population. Additionally, the following efforts have been made to retain the diverse staff.

- Create and nurture a culture of support which embodies equity and inclusivity by
  - Establishing practices with a growth mindset that integrates seamless culturally responsiveness (e.g. diverse recruiting engagements (virtual and face-to-face), collaborative partnerships with community partners, diverse interview committees)
  - Utilizing a broad array of social media platforms, as well as local and state job posting applications
  - Identifying potential hires for hard to fill positions and extending Early Letter of Intent.
  - Documenting recruitment and hiring activity to better understand trends and to inform our decisions.
  
- Providing professional learning. Some of the annual professional learning offered is listed below.
  - Human Resources Rights and Responsibilities
  - How to Prevent Workplace Harassment
  - Understanding Bloodborne Pathogens
  - Restraint and Seclusion (in partnership with Virginia Department of Education)
  - Admin Leadership Academy focused on “*Leadership Challenge: How to Make Extraordinary Things Happen in Your Organization*”

Position		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Teacher	White	83.59%	<b>86.11%</b>	<b>73.56%</b>	<b>83.6%</b>	<b>77.04%</b>
	Black	10.80%	<b>13.88%</b>	<b>17.24%</b>	<b>9.8%</b>	<b>13.12%</b>
	Other	5.62%	<b>6.94%</b>	<b>9.2%</b>	<b>6.6%*</b>	<b>9.84%*</b>
	Female	81.43%	<b>75%</b>	<b>79.31%</b>	<b>77%</b>	<b>68%</b>
	Male	18.57%	<b>25%</b>	<b>20.69%</b>	<b>23%</b>	<b>31%</b>
	Avg. Years Experience	12.81 yrs.	<b>6.08 yrs.</b>	<b>7.4 yrs.</b>	<b>7.1 yrs.</b>	<b>6.2 yrs.</b>
Instructional Assistants	White	65.59%	<b>67.85%</b>	<b>40.9%</b>	<b>66.7%</b>	<b>29.41%</b>
	Black	44.09%	<b>35.71%</b>	<b>44.45%</b>	<b>0%</b>	<b>58.83%</b>
	Other	3.23%	<b>7.14%</b>	<b>13.6%</b>	<b>33.3%*</b>	<b>11.76%*</b>
	Female	97.85%	<b>64.28%</b>	<b>69.57%</b>	<b>66.7%</b>	<b>94.12%</b>
	Male	15.05%	<b>35.71%</b>	<b>30.43%</b>	<b>33.3%</b>	<b>5.88%</b>

\* Teacher Other - 6.56% Hispanic or Latino, 3.28% Asian, 3.28% Two or More Races

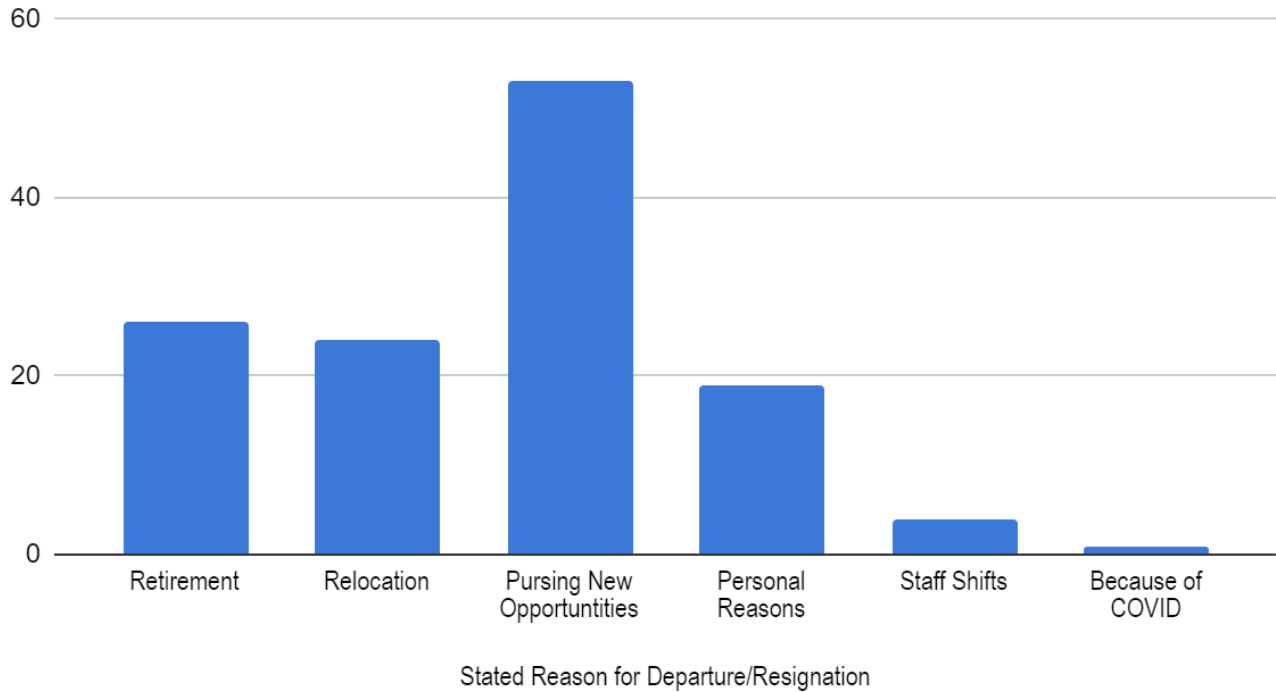
### Retention Rates for Teachers and Administrators

Teacher retention rates remained consistent, while administration retention experienced significant change. Division retention rates fluctuated slightly as instructional staff were promoted to administrator/leadership positions.

School Year	Division Retention Rate	Teacher Retention Rate	Administrative Retention Rate
2012-2013	84.6%	84.6%	84.2%
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%
<b>2020-2021</b>	<b>86.41%</b>	<b>86.11%</b>	<b>80.76%</b>
<b>2021-2022</b>	<b>85.4%</b>	<b>86.2%</b>	<b>72%</b>

**Departures/Resignation:** Determining the reasons for personnel shifts respective to departures and resignation is an intricate process. Using data from exit interviews and resignation communications, the following reasons were identified.

### Reasons Provided for Departures/Resignations



Specific departure breakdown data is provided below.

Departures & Resignations	Retirement	Relocation	Pursuing New Opportunities*	Personal Reasons*	Staff Shifts*	Explicitly Stated (COVID)
	26	24	53	19	4	1

\* **Pursuing New Opportunities** - This cadre includes all those indicating new position, new career path, advance degree program, fellowships, and anyone noting “resignation.”

\* **Personal Reasons** - This cadre includes all indicating staying home for personal reasons including the birth and care of a child and self-care.

\* **Staff Shifts** - This cadre includes positions eliminated due to enrollment, non-renewal or termination.

### Next Steps

We will celebrate the Division’s accomplishment of creating a more equitable and diverse workplace by focusing on equitable methods and strategies to retain our talented staff by doing the following:

#### **Climate**

- Acknowledge our current state and address our climate realities by understanding better employee experiences in our organization through climate surveys and exit interview data.

- Create, align and support common organizational goals i.e. Dr. Gurley's Culture of Care and Equity Initiatives.
- Improve organizational transparent communication.
- Collaborate and contribute to the Division's Inclusive Excellence Framework to create support systems for employees.

### **Infrastructure and Policies**

- Establish and streamline our current systems in place.
- Address and improve organizational policies and processes that convey inequities and discriminatory practices within our Division.
- Create a brand for the organization and to improve public relations and advertising methods.
- Continue to create a community of recruiters and a culturally responsive working environment.

### **Talent Acquisition and Retention**

- 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.