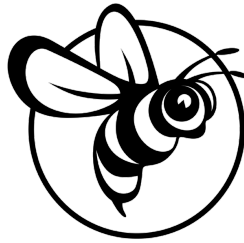


Staffing Report



**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 3, 2019

Introduction

This report is an informational update and a quick glance on recruiting and hiring for licensed instructional positions for the 2019-20 School Year. Among the new teachers hired, we celebrate the closing of a significant hiring gap by hiring one of the largest percentages of Black teachers and administrators this year. This year's data was extracted from our new system k12 Serenic for the second year in a row.

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)
2011-2012	49	80%	16%	4%	78%	22%	6.3
2012-2013	68	90%	8%	2%	81%	19%	6.0
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
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

*Other includes Hispanic, Asian, Native American, 2 or More Races

In an effort to be more inclusive and to share the contributions made by staff in all racial categories here is the breakdown.

Number of Licensed Staff (Teacher/Admin)	Caucasian	Black	Hispanic	Asian	Native American	2 or More Races
	62	21	1	2	0	7

Teachers and Instructional Assistant Staff Profile

The Division continues work on hiring the best talent in Instructional Staff roles. We will continue to do so this year to meet the needs of our diverse student population.

The following efforts are considered to create and retain a more diverse workforce:

- Practicing human resources with a growth and goal mindset.
- Addressing our human resources practices, specifically in hiring and retaining through a transformational culturally responsive lens.
- Encouraging and supporting a diverse representation at every recruiting events and composition of interview panels.
- Continuing and ongoing affiliation with the African American Teaching Fellows with CCS representation on the Executive Board, Sub Committees and other AATF Functions.
- Increasing the utilization of social media and local and state media coverage.
- Documenting activity to better understand trends and to inform our decisions.
- Identifying potential hires for an Early Letter of Intent.

Position		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Teacher	White	84.65%	85.11%	83.59%	86.11%	73.56%
	Black	12.64%	11.78%	10.80%	13.88%	17.24%
	Other	2.71%	3.11%	5.62%	6.94%	9.2%*
	Female	80.14%	80.89%	81.43%	75%	79.31%
	Male	19.86%	19.11%	18.57%	25%	20.69%
	Avg. Years Experience	14.07 yrs.	13.61 yrs.	12.81 yrs.	6.08 yrs.	7.4 yrs.
Instructional Assistants	White	62.22%	54.84%	65.59%	67.85%	40.9%
	Black	36.67%	41.94%	44.09%	35.71%	44.45%
	Other	1.11%	3.23%	3.23%	7.14%	13.6%*
	Female	87.78%	82.80%	97.85%	64.28%	69.57%
	Male	12.22%	17.20%	15.05%	35.71%	30.43%

* Teacher Other - 1.4% Hispanic or Latino, 2.29% Asian, 8.4% Two or More Races

* Instructional Assistants Other - 4.5% Hispanic or Latino, 9% Asian

Next Steps

We will celebrate the Division's accomplishment of creating a more equitable and diverse workplace. We will focus on retention methods and tools to retain our talented staff by doing the following:

- Continue to create a community of recruiters and a culturally responsive working environment.
- Identify and focus on the hiring and retention of racially diverse and hard-to-fill teacher applicants.
- Explore nontraditional resources to identify the best candidates internationally to include Virtual Fairs.
- Partner with colleagues on providing professional learning opportunities to increase our cultural competency and responsiveness.
- Establish and streamline our current systems in place.
- Partner and collaborate with the Supervisor of Equity and Inclusion to create retention and support programs for employees.

Retention Rates for Teachers and Administrators

There is a decrease in retention rates for all of the categories shared below.

School Year	Division Retention Rate	Teacher Retention Rate	Administrative Retention Rate
2010-2011	91.4%	90.3%	97.3%
2011-2012	89.6%	89.9%	85.2%
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%

Vacated administrative positions were due to a voluntary resignation, change of position or promotions. Teachers left the Division to pursue other opportunities outside our Division or relocated from the area.