



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 year¹. 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.

Updated to Staff Role Definitions

In previous versions of this report, employees were divided typically into three categories: Administrators, Teachers, and Instructional Assistants. For this report, the categories have been updated to reflect new membership: Administrators, Classroom Teachers, and Staff. In Appendix A, a crosswalk is included to delineate the change.

¹ All data included herein are effective August 22, 2024.

Staff Profile

Location-based Staffing: Role, Demographics, and Years of Experience^{2,3}

Location	Role	Count	Black	White	Multi	All Other Race/ Ethnicity	Female	Male	Yrs of Exp (Avg)
Burnley-Moran Elementary	Administrator(s)	1	0	1	0	0	1	0	19.00
	Classroom Teachers	22	1	21	0	0	18	4	15.36
	Staff	27	5	20	0	2	23	4	12.37
	Total	50	6	42	0	2	42	8	13.82
Greenbrier Elementary	Administrator(s)	2	1	1	0	0	2	0	23.50
	Classroom Teachers	22	1	20	1	0	18	4	15.50
	Staff	22	3	19	0	0	18	4	12.32
	Total	46	5	40	1	0	38	8	14.33
Jackson-Via Elementary	Administrator(s)	2	1	1	0	0	2		22.68
	Classroom Teachers	34	4	26	1	3	28	6	7.06
	Staff	43	21	19	1	2	38	5	10.37
	Total	79	26	46	2	5	68	11	9.26
Johnson Elementary	Administrator(s)	2	1	1	0	0	1	1	13.50
	Classroom Teachers	30	1	27	1	1	30	0	13.27
	Staff	31	10	19	0	2	25	6	12.10
	Total	63	12	47	1	3	56	7	12.70
Summit Elementary	Administrator(s)	2	1	1	0	0	2	0	29.00
	Classroom Teachers	27	4	20	1	2	25	2	11.74
	Staff	28	12	13	0	3	23	5	14.00
	Total	57	17	34	1	5	50	7	13.46
Trailblazer Elementary	Administrator(s)	2	2	0	0	0	2	0	20.00
	Classroom Teachers	30	2	26	1	1	25	5	11.73
	Staff	31	5	21	1	4	25	6	10.74
	Total	63	9	47	2	5	52	11	11.51
Walker Upper Elementary	Administrator(s)	4	1	3	0	0	2	2	11.25
	Classroom Teachers	52	5	44	1	2	39	13	10.65
	Staff	39	17	17	2	3	28	11	12.54
	Total	95	23	64	3	5	69	26	11.45

² Part-time staff are not included.

³ See Appendix A for Classroom Teacher Category crosswalk.

Location-based Staffing: Role, Demographics, and Years of Experience (Continued)⁴

Location	Role	Count	Black	White	Multi	All Other Race/ Ethnicity	Female	Male	Yrs of Exp (Avg)
Buford Middle	Administrator(s)	4	2	2	0	0	3	1	14.50
	Classroom Teachers	47	6	34	3	4	30	17	10.36
	Staff	30	16	14	0	0	19	11	13.70
	Total	81	24	50	3	4	52	29	11.80
Charlottesville High	Administrator(s)	5	2	3	0	0	3	2	15.80
	Classroom Teachers	95	9	77	2	7	55	40	13.46
	Staff	65	22	30	4	9	44	21	11.75
	Total	165	33	110	6	16	102	63	12.86
CATEC	Administrator(s)	2	0	2	0	0	1	1	7.00
	Classroom Teachers	12	3	9	0	0	7	5	22.17
	Staff	11	2	7	1	1	7	4	17.82
	Total	25	5	18	1	1	15	10	19.04
Lugo-McGinness Academy	Administrator(s)	1	1	0	0	0	0	1	19.00
	Classroom Teachers	4	1	3	0	0	1	3	18.25
	Staff	3	2	1	0	0	2	1	5.00
	Total	8	4	4	0	0	3	5	13.38
UVA Hospital Program	Administrator(s)	1	1	0	0	0	0	1	30.00
	Classroom Teachers	9	0	9	0	0	7	2	23.11
	Staff	4	0	4	0	0	4	0	19.00
	Total	14	1	13	0	0	11	3	22.43

⁴ See notes in previous table.

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 Demographics⁵

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
2024-25	Inst. Asst.	51.04%	39.58%	9.38%	84.38%	145.63%	9.17 yrs
	Classroom Teachers⁶	76.06%	13.03%	10.92%	73.70%	26.30%	12.87 yrs

⁵ Part-time staff are not included.

⁶ See Appendix A for Classroom Teacher Category crosswalk.

Hiring

Hiring data are included in both historical and current year formats. Data are delineated in the current year to match the format and content of data presented in the Staff Profile section.

New Staff: Role, Demographics, and Years of Experience (Historical Data)

School Year	Number of Licensed Staff (Teacher/ Admin)	Black	Caucasian	All Other Race/ Ethnicity ⁷	Female	Male	Average Years Experience (Newly Hired Teachers)
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

New Staff: Role, Demographics, and Years of Experience (Count)⁸

School Year	Role	Count	Black	White	Multi	All Other Race/ Ethnicity	Female	Male	Yrs of Exp (Avg)
2024-2025	Administrators	2	0	2	0	0	2	0	29.68
	Classroom Teachers	58	6	49	2	1	43	15	9.41
	Staff	34	13	16	0	5	27	7	6.5
	Total	92	19	65	2	6	70	22	8.79

⁷ Includes Asian, Hispanic, and Unspecified

⁸ Part-time staff are not included.

New Staff: Role, Demographics, and Years of Experience (Percentage)⁹

School Year	Role	Count	Black	White	Multi	All Other Race/ Ethnicity	Female	Male	
2024-2025	Administrators	2	0%	100%	0%	0%	100%	0%	
	Classroom Teachers	58	10%	84%	3%	2%	74%	26%	
	Staff	34	38%	47%	0%	15%	79%	21%	
	Total	92	21%	71%	2%	7%	76%	24%	

⁹ See notes in previous table.

Retention

Retention Rates for Teachers and Administrators

Teacher retention rates mirror the division's overall retention rate of 82%. Administrative retention rates remain increased over the 2019-2023 period¹⁰.

Retention Rates: Teachers and Administrators by Year (Historical Data)

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%
2022-2023	81.7%	80.76%	72%
2023-2024	82%	81.9%	84.6%
2024-2025¹¹	82.11%	82.81%	86.21%

Retention Rates: Classroom Teachers By School Site¹²

Location	Retention	Separation	Total	Retention Rate
Burnley-Moran Elementary	21	2	23	91.30%
Greenbrier Elementary	22	1	23	95.65%
Jackson-Via Elementary	28	5	33	84.85%
Johnson Elementary	30	0	30	100.00%
Summit Elementary	22	6	28	78.57%
Trailblazer Elementary	20	7	27	74.07%
Walker Upper Elementary	48	5	53	90.57%
Buford Middle	38	10	48	79.17%
Charlottesville High	79	21	100	79.00%
CATEC	3	1	4	75.00%
Lugo-McGinness Academy	3	1	4	75.00%
UVA Hospital Program	7	3	10	70.00%
All School Sites	321	62	383	83.81%

¹⁰ Staff transfers and promotions are classified as retention.

¹¹ This calculation is made in alignment with previous years' definition of the "Teacher" category.

¹² Positions vacated and filled in the 2023-24 school year do not count toward separation.

Departures: Reasons for Departure of Teachers and Administrators

Departures and Resignations	Internal Transfers/ Promotions	Family/ Medical Concerns	New Opportunities	Nonrenewal/ Termination	Personal	Relocation	Retirement
	38	2	17	1	31	6	7

- **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.

Appendix A: Employee Category Crosswalk: Assignments Included in the 2024-2025 Classroom Teacher Category

2023-2024 Assignment Description			2024-2025 Assignment Description	
Adult Education Teacher	<i>Intervention Specialist</i>	Social Science Teacher	Alternative Ed Teacher	ISTEM Teacher
Art Teacher	<i>Kindergarten Teacher</i>	<i>Social Worker</i>	Art Teacher	Kindergarten Teacher
Art Teacher/Career Tech Ed	<i>Latin Teacher</i>	<i>Spanish Teacher</i>	Art Teacher/Career Tech Ed	Latin Teacher
Avid Teacher	<i>Math Specialist</i>	<i>Special Counselor</i>	Automotive Services Technology	Mathematics Teacher
Band Teacher	Mathematics Teacher	Special Education Preschool Teacher	Avid Teacher	Music Teacher
Biology Teacher	<i>Media Specialist</i>	Special Education Teacher	Band Teacher	New Pathways Teacher
<i>Certified Occupational Therapist Asst.</i>	Music Teacher	SPED Pre-K Teacher Itinerant	Biology Teacher	Nurse Assistant Teacher
Chemistry Teacher	New Pathways Teacher	<i>Speech Language Pathologist</i>	Building Trades & Electricity Teacher	Orchestra Teacher
Chinese Teacher	<i>Occupational Therapist</i>	<i>Speech Language Pathologist - PreK</i>	Carpentry Teacher	Personal Finance/Economics Teacher
Chorus Teacher	Orchestra Teacher	STAR Special Education Teacher	Chemistry Teacher	Physics Teacher
Culinary Arts I	Physical Therapist	<i>Student Support Liaison</i>	Chinese Teacher	Pre-K Teacher ECSE
Culinary Arts Instructor II	Physics Teacher	Technology Teacher	Chorus Teacher	Pre-Stem/Engineering Teacher
Drama Teacher	Pre-K Teacher ECSE	<i>Testing Coordinator</i>	Cosmetology Teacher	PreK Teacher SPED
Early Childhood Special Education Teacher	Pre-Stem/Engineering Teacher	Theatre Teacher	Culinary Arts I	Preschool 3 year old teacher (REG)
Economics and Personal Finance Teacher	PreK Teacher SPED	Third Grade Teacher	Drama Teacher	Preschool 3 year Old Teacher (SPED)
Engineer Teacher	Preschool 3 year old teacher (REG)	Veterinary Science/English Teacher	Early Childhood Special Education Teacher	Preschool 4 year old teacher (REG)
English Teacher	Preschool 3 year Old Teacher (SPED)		Economics and Personal Finance Teacher	Preschool Teacher (REG)
ESL Teacher	Preschool 4 year old teacher (REG)		Emergency Medical Technician Teacher	Science Teacher
Fifth Grade Teacher	<i>Preschool Evaluator</i>		Emergency Medical Technician Teacher	Second Grade Teacher
First Grade Teacher	Preschool Teacher (REG)		Engineer Teacher	Sixth Grade Teacher
Foreign Language Teacher	<i>Psychologist</i>		English Teacher	Social Science Teacher
Fourth Grade Teacher	<i>Reading Interventionist</i>		ESL Teacher	Spanish Teacher
French Teacher	<i>Reading Specialist</i>		Fifth Grade Teacher	Special Education Preschool Teacher
<i>Gifted Education Specialist</i>	School Counselor		First Grade Teacher	SPED Pre-K Teacher Itinerant
Government Teacher	<i>Science Learning Facilitator</i>		Fourth Grade Teacher	Technology Teacher
Health/Physical Education Teacher	Science Teacher		French Teacher	Technology Teacher
History	Science/PE Teacher		Government Teacher	Theatre Teacher
Hospital Education Teacher	Second Grade Teacher		Health/Physical Education Teacher	Third Grade Teacher
Instructional Coach	Sixth Grade Teacher		History	Urban Farming
<i>Instructional Compliance Specialist</i>	<i>Social Emotional Support Counselor</i>		Hospital Education Teacher	Veterinary Science/English Teacher
*Assignment descriptions are italicized to indicate omission from 2024-2025 category.				