



**2025-2026
Recruitment Written Report**



**Office of Human Resources
January 8, 2026**

I. OVERVIEW

Introduction

The Charlottesville City Schools 2025-2026 Recruitment Report provides a comprehensive analysis of the division’s workforce, drawing from internal longitudinal retention records and federally mandated Instructional Personnel and Licensure (IPAL) data. The report highlights a significant shift from workforce stabilization to robust growth and heightened compliance.

By examining three-year trends in turnover and current licensure compliance, this report offers a holistic view of the division’s progress in recruiting, retaining, and properly credentialing high-quality educators for every classroom. It serves as a strategic roadmap to align staffing practices with the goals of the 2023-2028 Strategic Plan, specifically focusing on supporting staff, maintaining retention momentum, and diversifying the workforce.

II. STAFFING PROFILE

This section provides a quantitative analysis of the division's workforce, drawing from two primary data streams: internal longitudinal retention records and the federally mandated Instructional Personnel and Licensure (IPAL) report. By examining three-year trends in turnover alongside current-year licensure compliance, this profile offers a holistic view of our progress in recruiting, retaining, and properly credentialing high-quality educators for every classroom.

Employee Retention and Turnover Summary (2023–2026)

Focusing exclusively on FTE-based positions (and excluding hourly or seasonal staff), the data reveals a clear three-year trend toward workforce stabilization. Retention has consistently improved, rising from 694 retained staff in the 23 → 24 school year to 780 in the 25 → 26 school year, while attrition has steadily declined from 171 to 122 separations. Hiring activity has also moderated, dropping from a peak of 189 to 128 new hires, suggesting a shift away from high-volume replacement. Please note that because these figures are position-based, totals may reflect duplicate counts in instances where a single position was vacated and refilled more than once within the same year.

Table: Turnover by Year

Year 1	Year 2	Retained	Seperations	New Hire	Retention Rate
2022-23	2023-24	694	171	175	80.23%
2023-24	2024-25	713	156	189	82.05%
2024-25	2025-26	780	122	128	86.47%

Instructional Personnel and Licensing Reports

The Instructional Personnel and Licensure (IPAL) report is a mandatory annual data submission to the Virginia Department of Education (VDOE) that establishes a comprehensive snapshot of the division's instructional workforce. It tracks critical metrics, including licensure status, subject area endorsements, and specific teaching assignments for the current school year. These results are used to verify the division's compliance with state accreditation standards and federal requirements under the Every Student Succeeds Act (ESSA), ensuring that students are instructed by properly qualified and licensed educators.

Table: Instructional Personnel Compliance Rates (2023–2026)

This table illustrates the division's compliance with state and federal regulations regarding class sections taught by properly licensed and endorsed personnel. It highlights the significant year-over-year increase in compliance and the reduction of sections taught by non-compliant staff.

Metric	2023-2024	2024-2025	2025-2026
Total Teachers	470	434	509
Number of Class Sections Taught by Licensed and Properly Endorsed Teachers (Count)	1,062	1,139	1,356
Number of Class Sections Taught by Licensed and Properly Endorsed Teachers (%)	82.77%	88.91%	96.31%
Number of Class Sections Taught by Teachers who are NOT Properly Endorsed (Count)	221	142	52

Table: Educator Qualifications and Licensure Status

This section tracks the professional qualifications and experience levels of CCS teachers¹ over the three-year period. It details trends in new teacher hiring (less than 1 year of experience), the utilization of provisional licensure pathways, and the alignment of teacher endorsements to their specific assignments.

Metric	2023-2024	2024-2025	2025-2026
Teachers with < 1 Year Experience	25 (5.32%)	25 (5.76%)	21 (4.13%)
Teachers on Provisional Licenses	19 (4.04%)	33 (7.60%)	55 (10.81%)
Teachers Teaching Outside of Endorsement	56 (11.91%)	42 (9.68%)	19 (3.73%)

The licensure data reflect an increase in the number of provisionally licensed teachers. This trend is a direct response to a narrowing of candidates entering teaching through the traditional teacher pathway. As fewer candidates pursue four-year education degrees, the district has expanded its recruitment and hiring of professionals through alternative certification routes to ensure classroom stability. Such alternative pathway models include VDOE-endorsed career-switcher programs, iteach, and CCS created IA to teacher pathway.

Table: Instructional Staff Demographics (Race/Ethnicity)

The following table displays the racial and ethnic composition of the division's instructional personnel. It allows monitoring workforce diversity trends relative to overall staff growth.

Race / Ethnicity	2023-2024	2024-2025	2025-2026
Hispanic	15	12	14
American Indian	0	0	0
Asian	7	8	11
Black	62	57	57
White	396	365	438
Hawaiian	0	0	0
Multiple Races	14	16	15

¹ Teachers are defined by the VDOE for IPAL reporting purposes as licensed instructional personnel who are not administrators. This definition is separate and distinct from the "Licensed Personnel" definition presented in the CCS Collective Bargaining Resolution, March 2, 2023in.

Conclusion

The 2025-2026 staffing profile depicts a division that has successfully transitioned from stabilization to robust growth and increased compliance of licensed and properly endorsed teachers. The convergence of our highest retention rate in three years (86.47%) with a 96.31% licensure compliance rate indicates that recruitment efforts are effectively securing qualified candidates who remain with the division. While reliance on provisional licensure has increased to meet staffing demands, the simultaneous drop in teachers instructing outside their endorsement areas demonstrates that these educators are strategically placed where they are qualified to teach, ensuring instructional integrity across the division.

III. FUTURE FOCUS

The data presented in the Staffing Profile reveals clear successes in recruitment and licensure compliance, but it also highlights specific areas that require targeted attention to sustain this momentum and fully align with the goals of the 2023–2028 Strategic Plan. Based on current metrics, the following three areas have been identified as focus points for the upcoming recruitment and retention cycle.

- **Supporting Provisional & Novice Educators:** Ensuring that novice teachers receive the structured mentorship and professional development necessary to navigate the complexities of the classroom and fulfill licensure requirements.
- **Maintaining Retention Momentum:** Implementing strategies to stabilize our current workforce, focusing on workplace culture and professional growth to prevent turnover among staff.
- **Diversifying the Workforce:** Prioritizing recruitment efforts that reflect the diversity of our community, ensuring a broad range of perspectives and backgrounds within our educational environment.

To ensure continuous improvement, action steps have been identified to address these areas of focus.

IV. ACTION PLAN: Supporting Provisional & Novice Educators

Strategic Plan Alignment: Priority 3: Support Our Staff (Target 5 & Strategy 4)

While the division has successfully reduced vacancies, the data shows a rising reliance on provisional licensure, which has grown from 4.04% (19 teachers) in 2023-24 to 10.81% (55 teachers) in 2025-26. This requires a support infrastructure to ensure these educators achieve full licensure and instructional mastery.

- **Action Required:** Expand the mentorship program to support provisionally licensed educators, early-career educators, and unlicensed employees wanting to pursue licensure.
- **Focus:** Ensure that the 55 teachers currently on provisional licenses receive two key supports: targeted professional learning in classroom management and pedagogy, and planning support to complete outstanding licensure requirements necessary to obtain a 10-year renewable license. This dual approach will support preventing turnover and ensuring high-quality instruction.

The following action plan addresses the rising reliance on provisional licensure and the need to support unlicensed staff through the newly developed Career Pathways, as illustrated in Appendix A: Career Pathways.

1. Individualized Licensure Success Planning: Human Resources will provide direct support to the 55 provisionally licensed teachers by conducting comprehensive audits of their current credentials and state requirements. From these audits, the Licensure Specialist will lead efforts to support these teachers in creating a personalized "Roadmap to Full Licensure." This roadmap will serve as a definitive guide, detailing

the specific steps, mandated Virginia competencies, and timelines required to transition from a provisional status to a 10-year renewable license.

2. Launch of the iTeach Pathway for Unlicensed Staff: To build the internal pipeline, the division will formally launch "CCS Career Pathways" targeting unlicensed employees, such as Instructional Assistants. This initiative is designed to transition staff from support roles into teaching positions (Appendix A: Career Pathways).

- **Alternative Pathway to Licensure:** The division will utilize iteach, an accelerated alternative licensure program. The iteach program allows individuals with a conferrable degree to begin teaching with a provisional license while completing their professional teaching coursework required to obtain a 10-year renewable license. This pathway provides a flexible and efficient route to state licensure for those without a traditional teacher-prep background.
- **Division Application & Requirements:** An internal application process will be established. To be eligible, applicants must hold a bachelor's degree. The application will require a letter of recommendation from their school principal and one additional professional recommendation of the applicant's choice.
- **Target Cohort:** This initial cohort will be limited to staff interested in attaining endorsements in PreK-6 or Special Education.
- **Funding:** For those accepted into the cohort, as funds allow, the division will use Title II funds to cover the full cost of the iteach program and all associated assessment fees (e.g., Praxis).

3. Strategic Collaboration for Targeted Professional Learning: The HR Department will begin active collaboration with the Professional Learning (PL) Coordinator to design and schedule development opportunities specifically for provisionally licensed teachers and novice educators.

- **Priority Topic:** A primary focus of this collaboration will be the development of professional learning opportunities centered on classroom management, an essential skill for teacher retention and instructional quality.
- **Professional Learning Modules:** These opportunities will be delivered through structured formats. Examples of these modules may include sessions on behavior intervention strategies, instructional pedagogy for diverse learners, or effective classroom environment design. This ensures educators receive practical support that translates directly to classroom success.

4. Financial Support & Reimbursement Management: The HR Department will oversee the distribution of financial resources. This oversight includes managing the application of Title II funds for the iteach cohort and processing reimbursement requests for any additional licensure-related coursework required for those on provisional tracks. By removing financial barriers, the division aims to increase the "fill rate" for licensed positions and reduce reliance on provisional status over time.

5. Ongoing Monitoring and Evaluation The HR Department will lead ongoing monitoring and evaluation of the progress of both the iteach cohort and the provisionally licensed teachers.

V. ACTION PLAN: Maintaining Retention Momentum

Strategic Plan Alignment: Priority 3: Support Our Staff (Target 2)

The division has achieved a significant milestone with a retention rate of 86.47%, approaching the strategic plan goal of 90%. To close this final gap, retention efforts must evolve from general stabilization to targeted engagement.

- Action Required: Analyze the specific "root issues" of attrition using narrative data to understand why the remaining 12-14% of staff leave.
- Focus: Continue refining the "employee value proposition" by emphasizing the improved school climate and professional learning opportunities, which are key drivers of staff retention.

The following action plan focuses on narrative-driven data to resolve the root causes of attrition.

1. Strategic Support for Staff Reconfiguration: The HR Department is leading a comprehensive transition initiative for Walker Upper Elementary and Preschool staff transitioning to other school locations for the 2026-2027 school year. HR will prioritize proactive communication by providing regular staffing updates to impacted employees and collaborating directly with school administrators to produce an effective, data-informed transition plan.

2. Analysis of 30-60-90 Day New Teacher Check-ins: The HR Department will synthesize the narrative data collected from the 30-60-90 day check-ins conducted with new teachers during the current school year. This analysis will identify specific trends in the "onboarding experience" and initial classroom challenges. The findings, including the identified strengths and areas of need shared with administrators, will serve as the baseline for evaluating how well the division is meeting its "employee value proposition" for first-year CCS employees.

3. Data-Driven Professional Learning for Retention: In collaboration with the Professional Learning Coordinator, HR will design and implement targeted professional learning opportunities that directly address the "areas of need" identified in the new teacher check-ins. By providing immediate, relevant support for the specific stressors new teachers face, the division will strengthen the school climate and demonstrate a commitment to professional growth, both documented drivers of retaining high-performing staff.

4. Optimization of the Exit Interview Process: The HR Department will actively encourage the exit interview process for all departing employees. By focusing on qualitative narrative data, HR will be able to identify systemic "root issues" of attrition. This data will inform future administrative practices and policy adjustments, ensuring the division learns from every resignation to prevent future turnover.

5. Implementation of Stay Interview Pilots: To transition from reactive to proactive retention, the HR Department will explore and design a formal "Stay Interview" process. Unlike exit interviews, stay interviews focus on high-performing staff currently in the division to understand what keeps them in the division and what could be improved. This process will allow school leaders to address individual concerns before they lead to a resignation, directly supporting the goal of closing the 3.53% gap to reach the 90% retention target.

6. Ongoing Monitoring and Evaluation: The HR Department will lead the ongoing monitoring of retention data, specifically focusing on the 12-14% of staff who currently depart. HR will meet regularly with division leadership to present findings from the narrative data (check-ins and interviews) and evaluate if the targeted professional learning and climate improvements are successfully increasing the retention rate toward the 90% milestone.

VI. ACTION PLAN: Diversifying the Workforce

Strategic Plan Alignment: Priority 3: Support Our Staff (Target 3)

Despite overall workforce growth, the demographic data shows that the number of Black teachers has remained stagnant (dropping slightly from 62 in 2023-24 to 57 in 2025-26) while the number of White teachers has increased significantly (365 to 438). This trend diverges from the strategic goal of having staff representation match area demographics.

- **Action Required:** Re-evaluate and intensify recruitment strategies specifically for teachers of color. This includes establishing a pathway to teacher licensure for unlicensed support staff of color, strengthening partnerships with HBCUs, and reviewing interview protocols to ensure they are fully integrated with the equity framework.
- **Focus:** Investigate specific retention supports for teachers of color to ensure that recruitment gains are not lost to attrition

The following action plan outlines steps to diversify the workforce and strengthen the retention of teachers of color.

1. Strategic Recruitment at CCS Fair and Colleges/Universities: The HR Department will lead a comprehensive recruitment campaign to build a diverse applicant pool, headlined by the division's own signature event.

- **CCS Job Fair:** HR will host the Charlottesville City Schools Job Fair on February 28, 2026, from 9:00 AM to 1:00 PM. This event will serve as an opportunity to connect with local and regional candidates of color.
- **College/University Outreach:** In addition to the local fair, HR will participate in recruitment fairs and college/university-specific career events. Efforts will focus on identifying and attracting teachers of color at all participating institutions, including HBCUs (e.g., Virginia State University and Norfolk State University).
- **Strategic Advertising:** The division will implement a high-visibility advertising campaign for the CCS Job Fair locally and statewide. This will leverage professional recruiting and media platforms (e.g., Handshake and LinkedIn) to reach passive and active job seekers within the equity-centered recruitment framework.

2. Equity-Centered Application and Interview Audit: The HR Department will conduct a comprehensive review of current application and interview protocols to ensure they are fully integrated with the division's equity framework.

- **Standardization:** Interview questions and scoring rubrics will be reviewed for potential bias to ensure they value diverse cultural competencies and pedagogical approaches.
- **Progress Tracking:** HR will monitor the demographic "drop-off" at each stage of the hiring funnel to identify and remove systemic barriers that may prevent candidates of color from advancing.

3. Strengthening the African American Teaching Fellows (AATF) Partnership: The division will foster a stronger partnership with the African American Teaching Fellows (AATF) to establish a direct pipeline for new educators entering the field.

- **Direct Hiring Goal:** HR will work closely with AATF to identify and recruit current fellows who are completing their program and entering teaching positions for the 2026-2027 hiring cycle.
- **Student Teacher Placement:** The division will coordinate with AATF to have teaching fellows placed within Charlottesville City Schools for their student teaching requirements during the 2026-2027 school year. This "early entry" strategy allows the division to build relationships with prospective hires while they are still in their preparation programs.

4. Cultivating Professional and Social Support Networks: To ensure recruitment gains are not lost to attrition, the HR Department will facilitate professional and social connections for teachers of color.

- **Local Networking:** The division will work to create intentional connections with local organizations and professional groups that support teachers of color (e.g. AATF, Black Professional Network of Charlottesville).
- **Community Integration:** By fostering these external relationships, the division aims to provide a sense of community and support that extends beyond the school building, which is critical for long-term retention.

5. Intentional Stay Interviews for Teachers of Color: As part of the evolving retention strategy, the HR Department will conduct "Stay Interviews" specifically with teachers of color to proactively address staffing needs.

- **Actionable Insights:** These interviews seek to understand the unique experiences and challenges faced by staff of color within the division.
- **Proactive Support:** Data gathered will be used to identify "root issues" of attrition and implement targeted supports, such as affinity groups or specialized professional learning, that affirm educator identity.

6. Ongoing Monitoring of Diversity Benchmarks: The HR Department will lead the ongoing monitoring of workforce demographics, reporting regularly on the impact of the diversified recruitment strategy..

VII. SUMMARY

The division has achieved record-high stabilization, with the retention rate rising to 86.47% and teacher licensure compliance reaching 96.31%. Despite these gains, the report identifies critical areas for future focus to sustain this momentum:

- **Supporting Provisional Educators:** Reliance on provisional licensure has increased to 10.81% (55 teachers). The division will launch individualized licensure success planning and the iteach Career Pathway for unlicensed staff to ensure these educators transition to full 10-year renewable licenses.
- **Closing the Retention Gap:** To reach the strategic target of 90% retention, the division will shift from reactive measures to proactive strategies, including Stay Interview pilots and analyzing 30-60-90-day check-ins to address the root causes of attrition.
- **Workforce Diversification:** While overall staffing has grown, the number of Black teachers has remained stagnant, while the number of White teachers has increased significantly. The division will strengthen recruitment through HBCU partnerships, the African American Teaching Fellows (AATF), and an equity-centered audit of all interview protocols.

- **Financial and Professional Support:** The division will utilize available Title II funds to cover costs for alternative licensure programs and collaborate with Professional Learning Coordinators to provide targeted training in classroom management and pedagogy.

