

State of the HR Department

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Chief Human Resources Officer

Work Session
August 11, 2026



Strategic Accelerators



**Student
Success in All Areas**

**The CSD Student
Experience: Preparing to
Lead a Better World**



**Building and
Sustaining an Engaging
and Inclusive Culture**

**The CSD Cultural
Experience: Connections,
Culture, and Community (C3)**



**Cultivating and
Retaining High-Quality
Professionals**

**The CSD Staff Experience:
From Hire to Retire**



**Organizational
Effectiveness and
Excellence**

**The CSD Sustainable
Experience: Future Ready
Classrooms**

Establish a high-quality CSD life cycle that attracts, develops, promotes, retains, and celebrates all employees



Talent Acquisition & Recruitment

- Successful CSD Job Fair with 20 hired
- Hosted Agnes Scott College SCALE Interns - Leadership program
- Placed largest number of student teachers and interns across district. 43% increase from 2024-2025

Retention & Engagement

- Successful implementation of UpBeat Engagement Survey
- Signed MOU for Georgia Piedmont Technical College (Operations Staff)
- HR Monthly Recharge Newsletter Series
- Healthier Generation Wellness Network Cohort

Onboarding & Employee Experience

- Successful New Hire Orientation
- Successful Recognition Celebrations
- Successful TRS retirement sessions

Employee Development & Certification

- \$2,000 Initial Certification Tuition Assistance
- Introduced the Verifent dashboard to improve the employment verification process and increase tracking efficiency.
- Implemented E-Verify+ to better support new hires, especially out-of-state employees completing onboarding requirements.

Leave & Coverage Management

- Implementation of the eFMLA portal, improving leave administration efficiency, enhancing compliance, and providing employees with a user-friendly self-service experience.

New Hires: By the Numbers

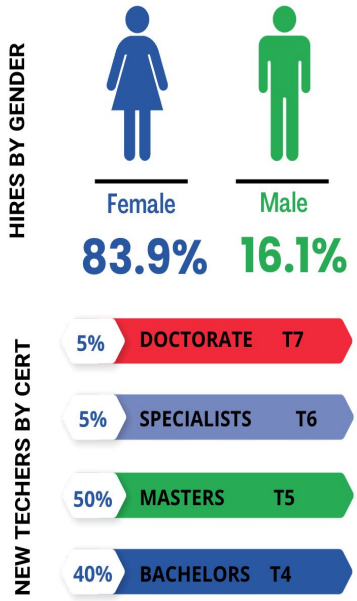
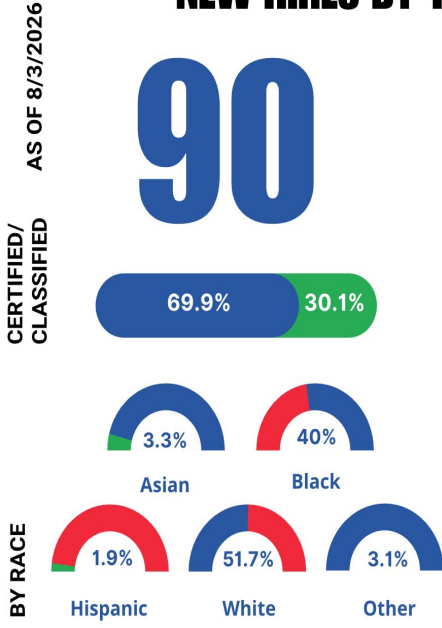
FY27 vs FY26



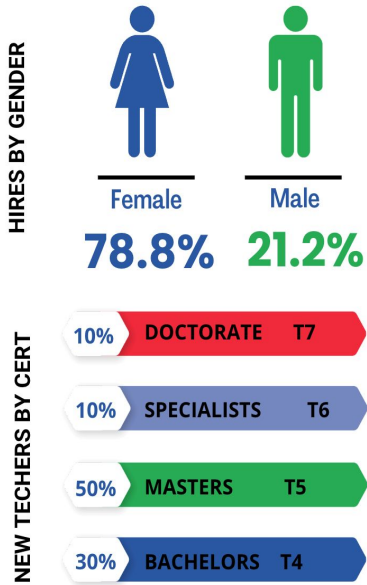
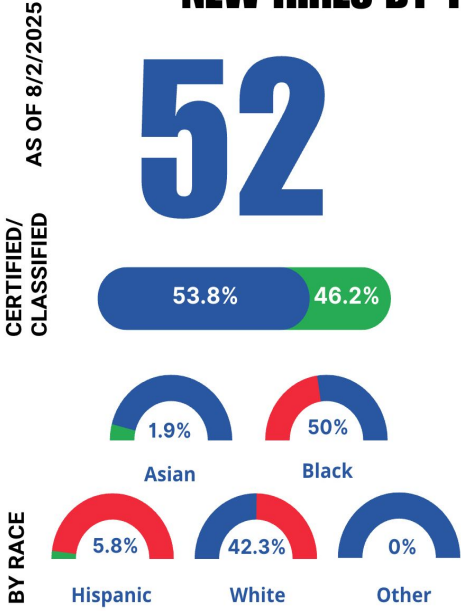
FY27

FY26

NEW HIRES BY THE NUMBERS



NEW HIRES BY THE NUMBERS



CSD at a Glance: By the Numbers

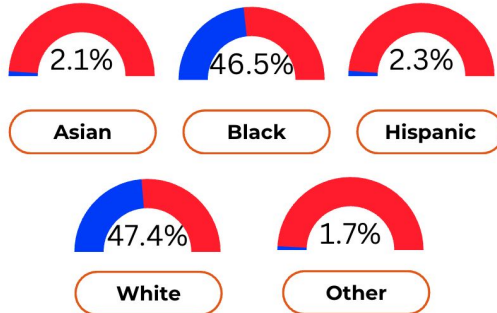


CSD STAFF

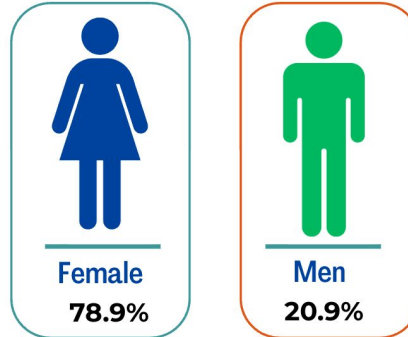


Demographics

ALL STAFF BY RACE



ALL STAFF BY GENDER



Total Employees

875

as of 8/3/2026

CERTIFIED STAFF by DEGREE LEVEL



FY27 Classroom Teachers

By Race

- Asian - 1.6%
- Black - 25.8%
- Hispanic - 3.2%
- White - 68.0%
- Other - 1.4%

By Gender

- Female - 78.5%
- Men - 21.5%

By Certification Level

- Bachelor's - 18%
- Master's - 54.5%
- Specialist - 16.8%
- Doctorate - 5.1%
- Provisional/Waiver - 5.6%

CSD Recruiting and at a Glance: By the Numbers



3 - New hires from “Grow Your Own” pipeline

20 - Hires from CSD Job Fair

8 - Student teachers hired

3 - DHS graduates hired





Classified to Classroom Paraprofessional to Teacher

- Artesha Chaney - Winnona Park
- Jessica Smith - Westchester

Initial Certification Tuition Reimbursement Recipients

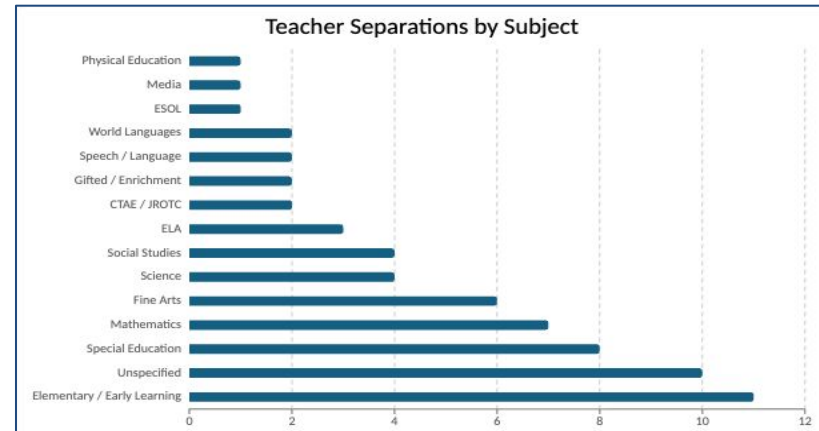
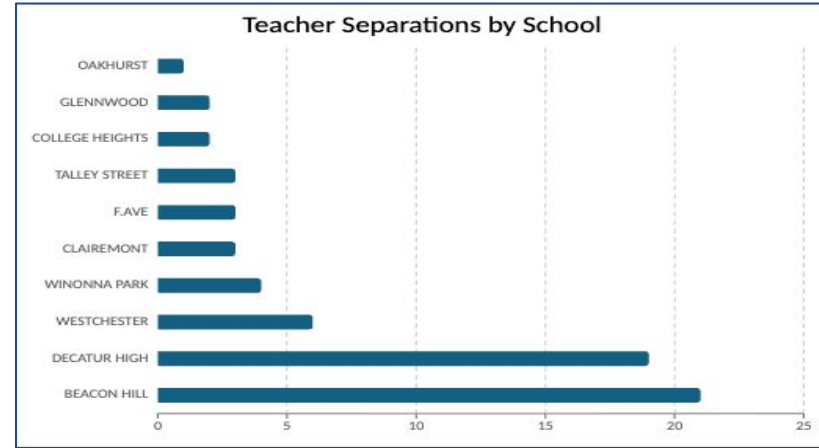
- 2 GaTAPP
- 7 University Partners

Celebrating Staff Successes

Staff Separation Overview



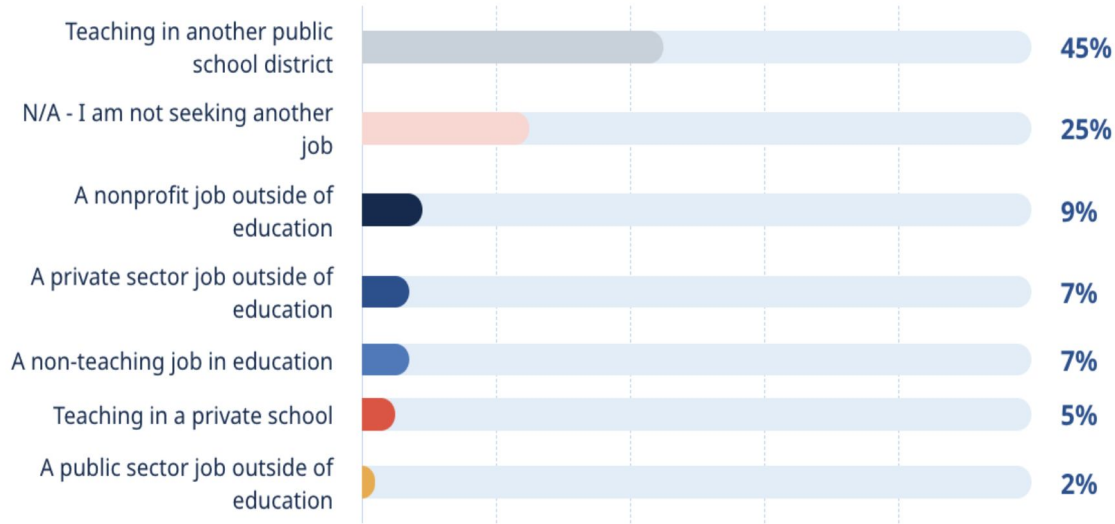
FY26 Separation Data	Total
Total Staff Separations	131
Total Teacher Separations	66
Certified School Admin or District Office	8
Non-teacher Separations	57
Teacher Resignations	51
Teacher Retirements	7
Teacher Involuntary Dismissals (Non-Renewals)	8
Teacher Separations on or before March 31, 2026	34
Teacher Separations on or after April 1, 2026	32





Departing Teachers: Type of New Job

What type of job are you switching to?



Staff Type	Completion Rate	Upbeat Avg
Teachers	75%	50%



Areas of Strength - Teachers



SY24-25
Comparison

- **91% of teachers said** poor benefits contributed not at all/a little bit in their decision to leave the district.



- **91% of teachers said** lack of support from parents contributed **not at all/a little bit** in their decision to leave the district.



- **90% of teachers said** lack of collaboration with colleagues contributed **not at all/a little bit** in their decision to leave the district.





Areas of Opportunity - Teachers

■ % A little bit ■ % Not at all ■ % Some ■ % A tremendous amount/quite a bit



UPBEAT

SY24-25
Comparison

- **48% of teachers said** poor work/life balance contributed **a tremendous amount/quite a bit** in their decision to leave the district.



- **32% of teachers said** lack of input in school-wide decisions contributed **a tremendous amount/quite a bit** in their decision to leave the district.



- **32% of teachers said** lack of professional autonomy contributed **a tremendous amount/quite a bit** in their decision to leave the district.

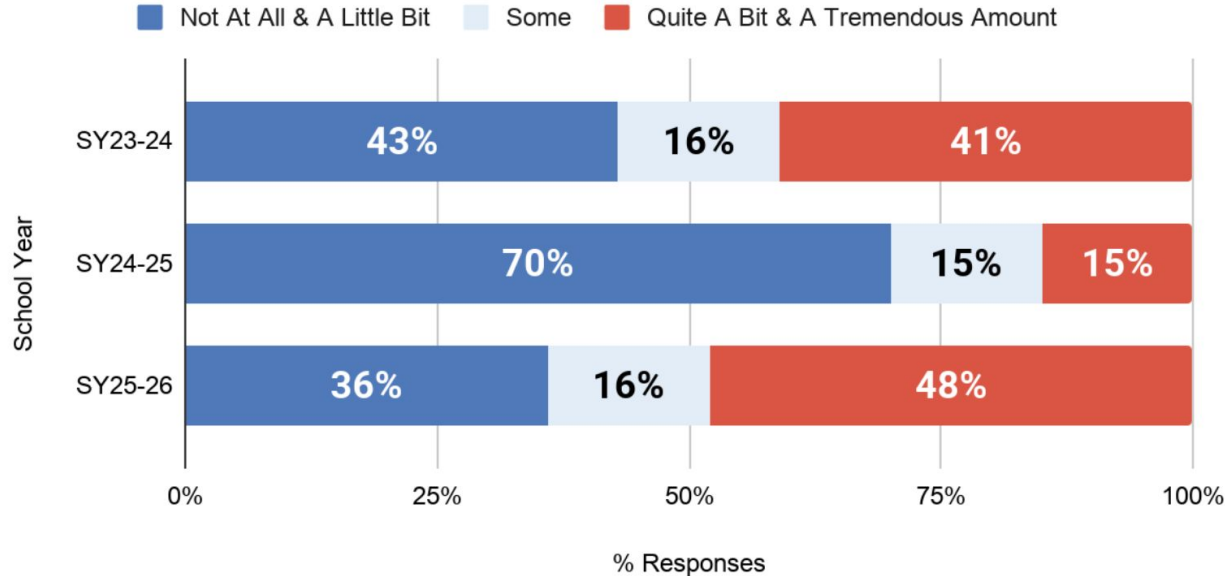


Exit Survey Data Responses Longitudinal (3 years)



Work/Life Balance: Changes from SY23-24 to SY25-26

To what extent did the following factor contribute to your decision to leave the district: Work/life balance





We examined trends between the **Teacher Engagement** and **Exit Survey** results



Collaboration

 **Engagement:** High positive responses; staff do meaningful work in teams.

 **Exit:** Lower factor for leaving; collaboration is not as strong of factor for departures.

Autonomy

 **Engagement:** Low positive responses; staff disagreed on their perceptions of autonomy.

 **Exit:** Higher factor for leaving; autonomy perceptions influenced departures.

Classroom Management

 **Engagement:** Low positive responses; 45% of staff view consistency and fairness of student behavior/discipline negatively.

 **Exit:** Lower factor for leaving; not as strong factor for departures.

Work/Life Balance

 **Engagement:** Low positive responses; staff were more negative about work/life balance.

 **Exit:** Higher factor for leaving; work/life balance influenced departures. Planning time did not influence departures as much.



SCHOOL DISTRICT TEACHER & STAFF RETENTION CYCLE

1. HUMAN RESOURCES (HR)

Responsible for recruiting high-quality professionals.
Develop competitive compensation packages and clear career paths.

**STREAMLINE HIRING
& ONBOARDING.**



2. TEACHING & LEARNING

Responsible for providing meaningful instructional professional learning (PL).
Support ongoing skill development and curriculum integration.

FACILITATE CONTINUOUS PL.



4. DISTRICT LEADERSHIP & SUPPORT

Establish district-wide wellness programs and recognition systems.
Offer competitive benefits and career advancement opportunities.

**PRIORITIZE STAFF
WELL-BEING & GROWTH.**



3. PRINCIPALS & SUPERVISORS

Responsible for immediate culture building.
Provide regular, constructive, and meaningful feedback.

**CREATE POSITIVE WORK
ENVIRONMENT.**



Retention Action Steps



HR COMMITMENT

HR CSD Experience Touchpoints

Conducting active HR Pop-ups to provide casual, informal touchpoints, gather direct feedback, and answer quick questions.

School Leadership Data Ownership

Present to school leadership on proactive ownership of organizational data—rather than viewing it as just HR metrics.

Wellness & "Why Decatur"

Engage staff for firsthand feedback of their meaning of professional autonomy, well-being, and work-life balance.

Professional Pathways & Compliance

Ensure complete alignment, compliance, and smooth upgrades for certifications and professional pathways with applicable compensation.

POLICY COMMITMENT

Teacher Time

Explore Board of Education policies related to addressing teacher time.

INSTRUCTIONAL COMMITMENT

Refine & Differentiate PLC Structures

- Clarify "tight and loose" PLC expectations.
- Differentiate structures by grade, content, and role to align with student needs.

Protect Time & Prioritize Work

- Audit meetings and competing initiatives to reduce overload.
- Protect PLC and teacher planning time from unnecessary interruptions.

Strengthen the Instructional Focus of PLCs

- Ensure PLC outcomes lead directly to actionable instructional next steps.
- Incorporate co-teachers, specialists, SPED, ESOL, and intervention staff.

Increase Support for Teacher Work/Life Balance

- Reduce administrative burdens and clarify strategic initiative pacing.
- Strengthen coverage systems and resource access for educators.

Ongoing Feedback & Monitoring Cycles

- Collect ongoing teacher and leader feedback throughout implementation.
- Monitor impact on practice, collaboration quality, and student outcomes.

Questions?

