

## **ARKANSAS DIVISION OF ELEMENTARY AND SECONDARY EDUCATION TEACHER AND ADMINISTRATOR RECRUITMENT AND RETENTION PLAN**

**Pursuant to Ark. Code Ann. § 6-17-1901, *et seq.*, all school districts and open enrollment charter schools must prepare and post to their website by August 1st of each year a three (3) year Teacher and Administrator Recruitment and Retention Plan. An employee must be designated to coordinate the implementation of the plan. Plans must be reviewed and updated annually and must include, but are not limited to, the following:**

- Annual goals for
  - *Recruiting and Retaining* teachers/administrators of minority races/ethnicities who increase diversity among staff and, at a minimum, reflect the racial/ethnic diversity of the district's students;
  - *Increasing the number of students* who pursue careers in education with an emphasis on students of minority races/ethnicities;
- The actions and steps taken/will take to meet its each of the goals;
- The progress in meeting each of the goals;
- The evaluative methods it will use to measure progress towards meeting the goals;
- If applicable, the reasons for not meeting previous goals and the steps it will take to overcome those reasons;
- Local data related to educator recruitment and retention

**The plan must include the following local data:**

### **Racial/ethnic composition of the**

- Student body of the district or charter school (21-22 school year) - [LEA Insights > Enrollment](#)
- Teachers employed (previous 3 school years) - [LEA Insights > Human Capital > Overview > Certified Teaching Staff](#)
- Administrators employed (previous 3 school years) - Cognos: **eFinance>Personnel>Job Assignment>Administrator Counts** or [LEA Insights > Human Capital > Overview > Staff Details > Search by Job Code](#)
- Residents of the district or charter school (most current data) - [State Census Data](#)

**Note:** Fillable data tables are provided in Appendix A. Districts can also download data from the locations provided above to meet the data requirements of the plan.

**Districts are encouraged to review the additional data points below in order to justify goals or evaluate effectiveness of actions.**

### **Racial/ethnic composition of the:**

- Teacher and administrator applicant pool
- Teachers and administrators hired
- Teachers leaving the district (attrition)

### **Racial/ethnic composition of the:**

- Student population enrolled in DCTE Pre-Educator program-[CTE Coordinator](#)
- Student population participating as active members of Educators Rising-[CTE Coordinator](#)
- Student population who receive the Certified Teaching Assistant (CTA) credential-[CTE Coordinator](#)
- Student population indicating education as a career choice in [Student Success Plans](#)

## **Data Related to Teacher Quality**

- Years of experience
  - % of novice teachers-[LEA Insights>Human Capital>Overview](#)
  - Average years of experience- [LEA Insights>Human Capital>Overview](#)
- Teacher Attainment
  - Teachers with master's degrees or higher- [LEA Insights>Human Capital>Public Educators](#)
  - National Board Certified Teachers- [LEA Insights>Human Capital>National Board Certified Teachers](#)
  - Teachers with Lead/Master designations- [LEA Insights>Human Capital>Public Educators](#)
- Licensure exception data- [LEA Insights>Human Capital>License Types and Exceptions](#)
- Overall attrition-[LEA Insights>Human Capital>Attrition](#)

## **Student Growth and Achievement Data**

- Student assessment data-[myschoolinfo.arkansas.gov](https://myschoolinfo.arkansas.gov)>select district>custom report>student assessment

**All plans must reflect data analysis.**

# **Three Year Action Plan**

*After analyzing all relevant data, the district will use the spaces below to develop a three year action plan to address identified needs . Refer to Appendix B for resources to support plan development.*

## **Focus Area: Recruiting a diverse, representative educator workforce that meets the needs of all students**

If multiple goals are created, copy and paste the template for each goal.

<b>Recruitment Goal</b>	By August 2025, the district will increase the number of minority new hire certified staff by 5%.
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<b>Which of the following best describes the recruitment goal?</b>	
<input type="checkbox"/>	New Goal
<input checked="" type="checkbox"/>	Extension of a goal from previous year

### **Action Plan**

Describe the steps your district will take over the next three years to meet the recruitment goal. (Lines can be added for additional Action Steps)

	<b>Description</b>	<b>Person(s) Responsible</b>	<b>Target Date</b>
<b>Action Step</b>	Implement the Arkansas Teacher Residency Model (ATRM).	Director of Recruitment and Retention	Spring 2025
<b>Action Step</b>	Expand and rebrand the minority recruitment committee.	Director of Recruitment and Retention	Fall 2022
<b>Action Step</b>	Partner with local community or business organizations that serve diverse populations.	Director of Recruitment and Retention	Spring 2024
<b>Action Step</b>	Continue to recruit students from colleges and universities that represent a diverse population.	HR Team and Recruitment and Retention Committee	Annually

<b>What evidence will be used to determine if the recruitment goal is met? (Include baseline data and expected outcome)</b>
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**Baseline Data: 22-23 Minority New Hire 17.86%**

**23-24 Minority New Hire**

**Expected Outcome: Decrease the gap between minority students and minority teachers.**

### **Review Progress (After Baseline Year)**

**Describe progress made toward the recruitment goal and any improvements or adjustments that were made to the action plan to overcome barriers to plan success.**

The minority recruitment committee has been rebranded to the TARRP committee. The committee meets quarterly to review and develop processes to increase recruitment and retention. We focused on our New Teacher Onboarding during the 22-23 school year.

During the 22-23 school year, the district partnered with our Adult Education program to target applicants interested in paraprofessional jobs. Community members signed up to attend paraprofessional training, including job shadowing in our schools. The class culminated with taking the Parapro.

During the 22-23 school year, the district attended recruiting fairs at four college campuses. The district also sent representatives to three of these campuses to speak with education majors during classes or separately scheduled meetings.

## **Focus Area: Retaining a diverse, representative educator workforce that meets the needs of all students**

If multiple goals are created, copy and paste the template for each goal.

**Retention  
Goal**

In order to maintain a diverse educator workforce, the district will decrease the number of certified staff leaving the profession by 2025.

**Which of the following best describes the retention goal?**

New Goal

<input checked="" type="checkbox"/>	Extension of a Goal from previous year
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**Action Plan**

Describe the steps your district will take over the next three years to meet the retention goal. (Lines can be added for additional Action Steps)

Action Step	Description	Person(s) Responsible	Target Date
<b>Action Step</b>	Create an exit survey to collect baseline data that indicates certified staff leaving the profession.	Director of Recruitment and Retention	Fall 2022
<b>Action Step</b>	Create a program of resources to address physical, institutional, emotional, and instructional support for all certified staff.	Director of Recruitment and Retention	Fall 2023
<b>Action Step</b>	Collect specific data from existing certified employees, including ethnicity, work experience, and overall job satisfaction.	Director of Recruitment and Retention	Annually
<b>Action Step</b>	Conduct Stay Interviews with current staff.	Director of Recruitment and Retention	Annually in the Fall
<b>Action Step</b>	Redesign the Aspiring Campus Leader program for teachers interested in leadership positions.	Director of Recruitment and Retention	Fall 2022
<b>Action Step</b>	Create an Aspiring Campus Leader program for assistant principals interested in principal positions.	Director of Recruitment and Retention	Fall 2023
<b>Action Step</b>	Create an Aspiring District Leader program for principals interested in district leadership positions.	Director of Recruitment and Retention	Fall 2024
<b>Action Step</b>	Review district salary schedules and benefits packages to remain competitive with local and peer employers.	Human Resources & Finance Departments	Ongoing

<b>What evidence will be used to determine if the retention goal is met? (Include baseline data and expected outcome)</b>
<b>Baseline Data:</b> There is no baseline data available.
<b>Expected Outcome:</b> A decrease in the number of certified staff leaving the profession.

## Review Progress (After Baseline Year)

**Describe progress made toward retention goal achievement and any improvements or adjustments that were made to the action plan to overcome barriers to plan success.**

The district has partnered with Upbeat for exit surveys. Employees leaving our district are asked to participate in the online anonymous survey. The participation rate for this survey is 62% for the 22-23 school year.

The district will partner with Upbeat to pilot an engagement survey for a specific group of employees during the 23-24 school year. The survey is given in the fall for baseline data and in the spring to show areas of strength and improvement. Upbeat provides coaching for leaders to address areas highlighted in the surveys.

During the 22-23 school year, we redesigned the Aspiring Leaders' Institute. The ALI cohort included 30 current certified employees who attended the institute through an application process. The ten session topics included; team building, educator wellness, crucial conversations, retention, hiring, legal issues, climate and culture.

Creating an Aspiring Leader program for assistant principals will start this school year. The district will target current building assistant principals who are interested in principal positions.

The district salary schedules were reviewed and changed according to our budget and compensation studies.

**Focus Area: Increasing the number of students who pursue careers in education with an emphasis on students of minority races and ethnicities**

If multiple goals are created, copy and paste the template for each goal.

<b>Student Goal</b>	By August 2025, 5% of our district's high school graduates will be eligible for the Certified Teaching Assistant (CTA) credential.
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<b>Which of the following best describes the student goal?</b>	
<input type="checkbox"/>	New Goal
<input checked="" type="checkbox"/>	Extension of a Goal from previous year

**Action Plan**

Describe the steps your district will take over the next three years to meet the student goal. (Lines can be added for additional Action Steps)

	<b>Description</b>	<b>Person(s) Responsible</b>	<b>Target Date</b>
<b>Action Step</b>	Enhance the Educators Rising Chapter at both high schools in order to increase enrollment.	Teacher Leader	Spring 2023
<b>Action Step</b>	Promote the Pre-Educator Program of Study.	CTE Coordinator	Fall 2023
<b>Action Step</b>	Expand employment opportunities for ATRM Level 1 Residents.	Assistant Superintendent of Human Resources	Fall 2025
<b>Action Step</b>	Promote the ParaPro assessment administered at FSPS Adult Ed.	Teacher Leader	Fall 2024

<b>What evidence will be used to determine if the student goal is met? (Include baseline data and expected outcome)</b>
<p><b>Baseline Data:</b> There are no students currently eligible for the CTA credential.</p> <p><b>Expected Outcome:</b> Increased number of high school graduates entering the field of education, thus increasing the workforce pipeline.</p>

**Review Progress (After Baseline Year)**

**Describe progress made toward student goal achievement and any improvements or adjustments that were made to the action plan to overcome barriers to plan success.**

The Pre-Educator program of study culminating in the Certified Teaching Assistant credential is in the early stages as the high school classes are not being taught concurrently; thus, our students are not eligible for the CTA credential.

During the 22-23 school year, the district partnered with our Adult Education program to target applicants interested in paraprofessional jobs. Community members signed up to attend paraprofessional training, including job shadowing in our schools. The class culminated with taking the Parapro.



# Plan Submission

**INSTRUCTIONS:** Complete this page and post on your website along with the finalized Teacher and Administrator Recruitment and Retention plan before August 1.

SCHOOL DISTRICT/CHARTER SCHOOL:	LEA NUMBER:	COUNTY:
Fort Smith Public Schools	6601000	Sebastian

Pursuant to A.C.A. § 6-17-1902, an employee must be designated to coordinate recruitment and retention plan implementation.

COORDINATOR NAME/TITLE:	COORDINATOR TELEPHONE NUMBER/EMAIL:
Dr. Chris Davis	479-785-2501

The signatures below certify that the district is in compliance with Ark. Code Ann. § 6-17-1901, et seq. and Standard 2-A for Accreditation of Arkansas Public Schools:

Signatures	Name of Superintendent or Chief Academic Officer:	Dr. Terry Morawski
		(Please Print)
	Superintendent/Chief Academic Officer	Date
	Board President	Date
	Board Secretary	Date

# Appendix A

## Template for Required Data

Districts must include the data below as part of their Teacher and Administrator Recruitment and Retention Plan. Districts may complete the template below or download data from locations outlined on the title page in order to meet plan requirements.

<b>SY 22-23 Data</b>	<b>% American Indian</b>	<b>% Asian</b>	<b>% Black/African American</b>	<b>% Hawaiian/Pacific Islander</b>	<b>% Hispanic/Latino</b>	<b>% Two or More Races</b>	<b>% White</b>
Student Body	<b>0.90%</b> 125	<b>5.08%</b> 703	<b>10.20%</b> 1411	<b>0.12%</b> 17	<b>35.40%</b> 4896	<b>10.57%</b> 1462	<b>37.71%</b> 5215
Teachers	<b>1.60%</b> 12	<b>.80%</b> 9	<b>4.10%</b> 47	<b>0.10%</b> 1	<b>3.60%</b> 42	<b>2.50%</b> 24	<b>87.30%</b> 820
Certified Non-Teacher	<b>4.08%</b> 16	<b>0.51%</b> 2	<b>5.86%</b> 23	<b>0.00%</b> 0	<b>3.31%</b> 13	<b>1.78%</b> 7	<b>84.48%</b> 331
Residents	<b>1.20%</b>	<b>5.90%</b>	<b>8.40%</b>	<b>0.00%</b>	<b>19.40%</b>	<b>8.50%</b>	<b>63%</b>

<b>Previous Yrs Data</b>	<b>% American Indian</b>	<b>% Asian</b>	<b>% Black/African American</b>	<b>% Hawaiian/Pacific Islander</b>	<b>% Hispanic/Latino</b>	<b>% Two or More Races</b>	<b>% White</b>
<b>21-22</b>							
Teachers	<b>1.57%</b> 15	<b>0.84%</b> 8	<b>4.08%</b> 39	<b>0.10%</b> 1	<b>3.56%</b> 34	<b>2.51%</b> 24	<b>87.34%</b> 835
Certified Non-Teachers	<b>3.80%</b> 15	<b>0.51%</b> 2	<b>5.06%</b> 20	<b>0.00%</b> 0	<b>3.80%</b> 15	<b>1.27%</b> 5	<b>85.57%</b> 338
<b>20-21</b>							
Teachers	<b>1.47%</b> 14	<b>0.63%</b> 6	<b>3.99%</b> 38	<b>0.00%</b> 0	<b>3.89%</b> 37	<b>2.63%</b> 25	<b>87.39%</b> 832
Certified Non-Teachers	<b>3.56%</b> 14	<b>0.51%</b> 2	<b>5.09%</b> 20	<b>0.00%</b> 0	<b>4.33%</b> 17	<b>1.78%</b> 7	<b>85.50%</b> 336

# Appendix B

Below are resources recommended by the Arkansas Division of Elementary and Secondary Education to support the development of a district's Teacher and Administrator Recruitment and Retention Plan.

## **Recruiting a diverse, representative educator workforce that meets the needs of all students**

- [Educator Preparation Provider Quality Report \(EPPQR\)](#)
- Diverse Educator Preparation Program Completers list- Superintendents or other officials designated by the superintendent for the purpose of recruiting faculty and staff may access the list by contacting Michael Rowland, DESE Program Advisor, [michael.rowland@ade.arkansas.gov](mailto:michael.rowland@ade.arkansas.gov)
- [The AR Human Capital Handbook](#) (see pages 17-24, 72, 65-69)
- [AR Residency Model that provides a work-based pathway to licensure](#)
- [Greater than Diamonds: Recommendations on Improving Teacher Diversity in Arkansas](#)
- [Additional Resources](#)

## **Retaining a diverse, representative educator workforce that meets the needs of all students**

- [The AR Human Capital Handbook](#) (see pages 44-49, 79)
- The Leading a High Reliability School (2018) resource to review safe, supportive, and collaborative culture indicators (see page 37-74)
- [Greater than Diamonds: Recommendations on Improving Teacher Diversity in Arkansas](#)
- [Additional Resources](#)

## **Increasing the number of students who pursue careers in education with an emphasis on students of minority races and ethnicities**

- Implement a student organization that encourages students to pursue a career in education, such as [Educators Rising](#)
- Develop MOU(s) with [institutions of higher education](#) to provide students the opportunity to earn the Certified Teaching Assistant (CTA) credential and implement the Arkansas Teacher Residency Model