

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 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) - [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 the 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](#)>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.

Recruitment Goal	PCSSD will decrease the gap between the percentage of minority staff and the percentage of minority students by 10% by the beginning of the 2023-2024 school year.
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Which of the following best describes the recruitment goal?	
<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)

	Description	Person(s) Responsible	Target Date
Action Step	The district will offer an academy for minority aspirants seeking future administrative positions.	Shawn Burgess, Assistant Superintendent for Human Resources	October 2022
Action Step	The district will attend virtual and onsite college and career fairs, including Historically Black Colleges and Universities, to recruit qualified minority applicants	Kirk Freeman, Director of Human Resources Angela Nichols, Personnel/ Recruiting Specialist	April 2023
Action Step	The district will host a career fair to publicize available job postings and to attract qualified applicants, with an emphasis on minority applicants.	Kirk Freeman, Director of Human Resources Angela Nichols, Personnel/ Recruiting Specialist	April 2023

What evidence will be used to determine if the recruitment goal is met? (Include baseline data and expected

outcome)

- PCSSD will collect demographic information from each career fair and disaggregate data to determine if the goal was met.

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 district attended virtual and onsite college and career fair at UCA, Henderson State, UAPB, and Philander Smith College to recruit qualified minority applicants. The district also hosted a career fair to publicize available job postings and to attract qualified applicants, with an emphasis on minority applicants in April 2023. The district will offer an academy for minority aspirants seeking future administrative positions.

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	PCSSD will decrease the teacher attrition rate by 5% by the beginning of the 2023-2024 school year.
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Which of the following best describes the retention goal?

<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 retention goal. (Lines can be added for additional Action Steps)

Description	Person(s) Responsible	Target Date
Action Step		
PCSSD will continue to implement tuition reimbursement that allows teachers to request reimbursement assistance for graduate classes, with an effort to encourage minority educators to pursue	Shawn Burgess, Assistant Superintendent for Human Resources Kirk Freeman, Director of	December 2022

	graduate degrees in high-need areas.	Human Resources	
Action Step	PCSSD will research options in an effort to provide retention bonuses/pay for current employees.	Shawn Burgess, Assistant Superintendent for Human Resources Kirk Freeman, Director of Human Resources	May 2023

What evidence will be used to determine if the retention goal is met? (Include baseline data and expected outcome)

- PCSSD will use Tuition Reimbursement applications to retain educators, in an effort to encourage minority educators to pursue graduate degrees in high-need areas.
- If funding sources/criteria for retention bonuses/pay are available, PCSSD will provide retention bonuses/pay for current employees as an option for retaining diverse educators.

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.

PCSSD presented Tuition Reimbursement applications to retain educators, in an effort to encourage minority educators to pursue graduate degrees in high-need areas in the Fall of 2022 and the Spring of 2023. In May 2023, a new salary schedule was presented by Certified Personnel Policies Committee and approved by the PCSSD Board of Education.

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.

Student Goal	PCSSD will increase the Educators Rising program to include all four high schools within the district by the 2024-2025 school year.
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Which of the following best describes the student goal?

<input checked="" type="checkbox"/>	New Goal
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<input 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 student goal. (Lines can be added for additional Action Steps)

	Description	Person(s) Responsible	Target Date
Action Step	Present the Educators Rising Programs to students/ staff within all four district High Schools	Pam Black, Director of CTE Dr. Nita Bohanan, Novice Teacher Mentoring Specialist	December 2023
Action Step	Offer Foundations of Teaching I and Methods of Teacher Instruction II as elective courses at the remaining two high schools for the 2023-2024 school year	LaJuana Green, Director of Counseling	February 2024
Action Step	Select a diverse array of teachers to teach courses and sponsor education organizations in order to attract all students to the courses/organizations	High School Principals	February 2024

What evidence will be used to determine if the student goal is met? (Include baseline data and expected outcome)
<ul style="list-style-type: none"> PCSSD will use each High School Course Catalog offerings to ensure that elective courses have been offered and presented to students. In addition, we will utilize each schools' master schedules, as well as student selection sheets to ensure schools offer students courses that will guide students on a path to be highly skilled educators.


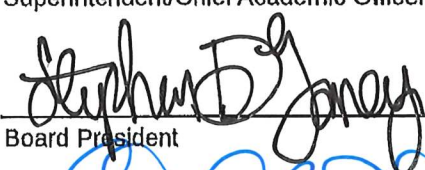
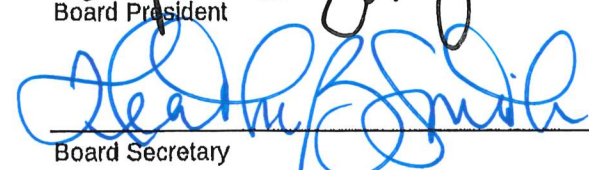
Review Progress (After Baseline Year)

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.
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All action steps related to this goal is ongoing and progress will monitored.

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:
Pulaski County Special School District	6003000	Pulaski
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:	
Morgan Dickerson, Novice Teacher Mentoring Specialist	501-234-2031 mdickerson7375@pcssd.org	
<u>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:</u>		
Name of Superintendent or Chief Academic Officer: Charles McNulty		
Signatures	(Please Print)	
		7-25-23
	Superintendent/Chief Academic Officer	Date
		Date
Board President		
	7-25-23	
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.

SY 21-22 Data	% American Indian	% Asian	% Black/African American	% Hawaiian/Pacific Islander	% Hispanic/Latino	% Two or More Races	% White
Student Body	0.4172%	2.3612%	44.3675%	0.071%	10.1731%	4.0035%	38.6063%
Teachers	0.000%	0.005%	29.054%	0.001%	0.009%	0.000%	69.369%
Administrators	0.000%	0.000%	60.714%	0.000%	0.000%	0.000%	39.285%
Residents	0.5%	2.3%	38.3%	2%	6.5%	2.4%	56.5%

Previous Yrs Data	% American Indian	% Asian	% Black/African American	% Hawaiian/Pacific Islander	% Hispanic/Latino	% Two or More Races	% White
20-21							
-Teachers	0.000%	0.004%	28.776%	0.000%	0.007%	0.000%	70.023%
-Admin	0.000%	0.000%	51.851%	0.000%	0.000%	0.000%	48.148%
19-20							
-Teachers	0.001%	0.004%	27.878%	0.001%	0.007%	0.000%	70.666%
-Admin	0.000%	0.000%	53.846%	0.000%	0.000%	0.000%	46.153%

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
- [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

APPENDIX I

2022-23 ANALYSIS OF TEACHERS BY RACE & GENDER BY FTE							
DISTRICT-WIDE	Black		White		Total	PERCENT BLACK	PERCENT + OR -
	M	F	M	F			
STUDENT POPULATION (10-1-22)	3073	2847	3115	2972	12007	49.30%	1.32%
ELEMENTARY TEACHERS	8.00	130.00	25.71	270.14	433.85	31.81%	1.34%
SECONDARY TEACHERS	57.00	112.09	137.81	229.55	536.45	31.52%	0.87%
TOTAL TEACHERS	65.00	242.09	163.52	499.69	970.30	31.65%	1.08%
PERCENT	6.70%	24.95%	16.85%	51.50%	100.00%		

APPENDIX II

2022-23 ANALYSIS OF SPECIAL NEEDS AREAS BY RACE & GENDER BY FTE							
DISTRICT-WIDE	Black		White		Total	PERCENT BLACK	PERCENT + OR -
	M	F	M	F			
STUDENT POPULATION (10-1-22)	3073	2847	3115	2972	12007	49.30%	1.32%
COACHES	1.27	0.26	1.91	0.64	4.08	37.50%	-8.54%
COUNSELORS	1.00	17.00	2.00	21.00	41.00	43.90%	-0.84%
MEDIA SPECIALISTS	0.00	3.00	1.00	21.00	25.00	12.00%	4.00%
SECONDARY MATH TEACHERS	7.12	11.25	12.28	27.13	57.78	31.79%	11.01%
SECONDARY SCIENCE TEACHERS	3.81	8.06	14.37	18.90	45.14	26.30%	-3.89%
TALENTED AND GIFTED	0.00	1.00	0.00	10.00	11.00	9.09%	9.09%
TOTAL TEACHERS	13.20	40.57	31.56	98.67	184.00	29.22%	3.69%
PERCENT	7.17%	22.05%	17.15%	53.63%	100.00%		

APPENDIX III

2022-23 ANALYSIS OF CERTIFIED ADMINISTRATORS BY RACE & GENDER BY FTE							
DISTRICT-WIDE	Black		White		Total	PERCENT BLACK	PERCENT + OR -
	M	F	M	F			
STUDENT POPULATION (10-1-22)	3073	2847	3115	2972	12007	49.30%	1.32%
ELEMENTARY PRINCIPALS	0.00	12.00	1.00	5.00	18.00	66.67%	-3.03%
ELEMENTARY ASST. PRINCIPALS	1.00	4.00	1.00	6.00	12.00	41.67%	-8.33%
SECONDARY PRINCIPALS	2.00	3.00	5.00	0.00	10.00	50.00%	-7.89%
SECONDARY ASST. PRINCIPALS	6.00	9.00	3.00	4.00	22.00	68.18%	-1.82%
CENTRAL OFFICE OTHER*	3.00	15.00	2.00	21.00	41.00	43.90%	2.72%
ASSISTANT SUPERINTENDENTS	0.00	2.00	0.00	0.00	2.00	100.00%	0.00%
DEPUTY SUPERINTENDENTS	0.00	1.00	0.00	0.00	1.00	100.00%	0.00%
CHIEF FINANCIAL OFFICER	0.00	0.00	0.00	0.00	0.00	0.00%	0.00%
SUPERINTENDENT	0.00	0.00	1.00	0.00	1.00	0.00%	0.00%
TOTAL ADMINISTRATORS	12.00	46.00	13.00	36.00	107.00	54.21%	-2.17%
PERCENT	11.21%	42.99%	12.15%	33.64%	100.00%		

*Includes Administrators at Adult Education/WAGE

APPENDIX IV

2022-23 ANALYSIS OF CERTIFIED ELEMENTARY STAFF BY RACE & GENDER BY FTE (INCLUDES TEACHERS AND ADMINISTRATORS)							
DISTRICT-WIDE	Black		White		Total	PERCENT BLACK	PERCENT + OR -
	M	F	M	F			
STUDENT POPULATION (10-1-22)	3073	2847	3115	2972	12007	49.30%	1.32%
BAKER	0.00	9.00	1.00	19.00	29.00	31.03%	7.42%
BATES	2.00	19.00	1.75	15.10	37.85	55.48%	7.18%
CATO	0.00	7.00	0.45	18.00	25.45	27.50%	-10.37%
CHENAL	1.00	6.80	0.40	25.55	33.75	23.11%	-4.31%
CLINTON	0.00	20.80	1.44	24.30	46.54	44.69%	0.17%
COLLEGE STATION	1.00	7.00	1.25	6.15	15.40	51.95%	2.55%
CRYSTAL HILL	0.00	17.50	3.00	22.40	42.90	40.79%	9.85%
HARRIS	3.00	9.00	0.59	6.90	19.49	61.57%	-5.06%
LANDMARK	1.00	5.00	2.00	14.35	22.35	26.85%	-15.01%
LAWSON	0.00	2.90	4.00	14.90	21.80	13.30%	-5.14%
OAKBROOKE	0.00	11.50	1.00	19.80	32.30	35.60%	10.98%
OAK GROVE	0.00	2.00	1.83	14.40	18.23	10.97%	-2.77%
PINE FOREST	0.00	5.50	2.00	24.10	31.60	17.41%	-6.64%
ROBINSON	0.00	10.00	1.00	15.19	26.19	38.18%	4.66%
SHERWOOD	0.00	7.00	1.00	18.50	26.50	26.42%	3.53%
SYLVAN HILLS	1.00	6.00	5.00	22.50	34.50	20.29%	1.39%
VIRTUAL ACADEMY	2.48	5.03	0.00	3.85	11.36	66.11%	42.52%
TOTALS	9.00	146.00	27.71	281.14	463.85	33.42%	1.11%
PERCENT	1.94%	31.48%	5.97%	60.61%	100.00%		

APPENDIX V

2022-23 ANALYSIS OF CERTIFIED MIDDLE SCHOOL STAFF BY RACE & GENDER BY FTE (INCLUDES TEACHERS AND ADMINISTRATORS)							
DISTRICT-WIDE	Black		White		Total	PERCENT BLACK	PERCENT + OR -
	M	F	M	F			
STUDENT POPULATION (10-1-22)	3073	2847	3115	2972	12007	49.30%	1.32%
MAUMELLE MIDDLE	5.00	17.06	9.40	23.99	55.45	39.78%	13.50%
MILLS MIDDLE	9.00	11.00	7.56	14.71	42.27	47.31%	4.21%
ROBINSON MIDDLE	6.54	12.22	11.97	26.50	57.23	32.78%	0.62%
SYLVAN HILLS MIDDLE	8.86	19.41	11.00	42.67	81.94	34.50%	3.45%
VIRTUAL ACADEMY	2.52	3.69	3.00	7.68	16.89	36.77%	10.90%
SUB-TOTAL	29.40	59.69	39.93	107.87	236.89	37.61%	5.32%
PERCENT	12.41%	25.20%	16.86%	45.54%	100.00%		

APPENDIX VI

2022-23 ANALYSIS OF CERTIFIED SENIOR HIGH STAFF BY RACE & GENDER BY FTE (INCLUDES TEACHERS AND ADMINISTRATORS)							
DISTRICT-WIDE	Black		White		Total	PERCENT BLACK	PERCENT + OR -
	M	F	M	F			
STUDENT POPULATION (10-1-22)	3073	2847	3115	2972	12007	49.30%	1.32%
MAUMELLE SENIOR HIGH	7.43	9.06	30.77	28.90	76.16	21.65%	-0.54%
MILLS SENIOR HIGH	13.57	22.50	13.67	17.68	67.42	53.50%	-6.80%
ROBINSON SENIOR HIGH	6.46	9.25	20.03	28.25	63.99	24.55%	2.78%
SYLVAN HILLS SENIOR HIGH	8.14	22.59	40.41	48.85	119.99	25.61%	-4.32%
VIRTUAL ACADEMY	0.00	7.19	3.48	7.07	17.74	40.53%	4.89%
SUB-TOTAL	35.6	63.4	104.88	123.68	327.56	30.22%	-2.34%
PERCENT	10.87%	19.36%	32.02%	37.76%	100.00%		

APPENDIX VII

2022-23 ANALYSIS OF OTHER CERTIFIED SECONDARY STAFF BY RACE & GENDER BY FTE (INCLUDES TEACHERS AND ADMINISTRATORS)							
DISTRICT-WIDE	Black		White		Total	PERCENT BLACK	PERCENT + OR -
	M	F	M	F			
STUDENT POPULATION (10-1-22)	3073	2847	3115	2972	12007	49.30%	1.32%
ADULT EDUCATION	0.00	1.00	2.00	3.00	6.00	16.67%	-16.66%
SUB-TOTAL	0.00	1.00	2.00	3.00	6.00	16.67%	-16.66%
PERCENT	0.00%	16.67%	33.33%	50.00%	100.00%		

APPENDIX VIII

2022-23 ANALYSIS OF CERTIFIED SECONDARY STAFF BY RACE & GENDER BY FTE (INCLUDES TEACHERS AND ADMINISTRATORS)							
DISTRICT-WIDE	Black		White		Total	PERCENT BLACK	PERCENT + OR -
	M	F	M	F			
STUDENT POPULATION (10-1-22)	3073	2847	3115	2972	12007	49.30%	1.32%
MIDDLE SCHOOL SUB-TOTAL	29.40	59.69	39.93	107.87	236.89	37.61%	5.32%
SENIOR HIGH SUB-TOTAL	35.6	63.4	104.88	123.68	327.56	30.22%	-2.34%
OTHER SECONDARY SUB-TOTAL	0.00	1.00	2.00	3.00	6.00	16.67%	-16.66%
SUB-TOTAL	65.00	124.09	146.81	234.55	570.45	33.15%	0.70%
PERCENT	11.39%	21.75%	25.74%	41.12%	100.00%		