

## **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 (22-23 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 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>	Increase the percentage of minority educators to 5 % to better meet the needs of all students.
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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	Principals and administrators will attend job fairs at EPPs to recruit a diverse educator workforce.	Tyler Broyles- Superintendent	Fall 2023
Action Step	Advertisements for teachers and administrators will be published in the Arkansas Association of Educational Administrators (AAEA) jobs database and SchoolSpring as well as the CRSD website and social media.	Tyler Broyles- Superintendent	Summer 2023
Action Step	Job postings will also be sent to EPP programs to post to job boards.	Tyler Broyles - Superintendent	Summer 2023



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

Applicant pool from TalentEd; Prospective educators sign in sheets from EPP Job Fairs; teacher data

### 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.**

One of the improvements that were made to this goal was that CRSD continued using TalentED for job postings as opposed to the traditional paper copy applications. This improvement allowed CRSD to send the job posting to multiple EPPs for a more diverse applicant pool to apply. We established a presence at career fairs in more urban areas in an attempt to bring awareness to our area. Our website is constantly updated, specifically with a new jobs website to showcase what our area offers to those looking to move to our area. We also developed a stronger social media presence, which is helpful especially for non-certified applicants who may not know to look to the job boards that are traditionally designed more for teachers. Relationships with local media outlets like radio stations and newspapers have also helped. Our stronger focus on being able to hire non-traditional teachers with the help from the educational cooperative has also helped us attract candidates that otherwise would not have been employable and convert them to a license holder. Data below shows an approximate 2% increase in minority educators.

## 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

Decrease teacher turnover by 3 % by increasing teacher supports in year one, two, and beyond.

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

☐

New Goal

☒

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	Continue a better school climate and culture by participating in PLCs led by principals after previous years' training from outside experts.	Tyler Broyles-Superintendent	Fall 2023 - ongoing
Action Step	Increase the certified minimum salary schedule.	Tyler Broyles-Superintendent	Summer 2023
Action Step	Continue Teacher of the Year recognition by publicly recognizing staff voted on by colleagues.	Tyler Broyles- Superintendent	Spring 2024
Action Step	Create a program to recognize staff years of service	Tyler Broyles - Superintendent	August 2024

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

Employment records; Percentage of teachers employed in Year 1, 2, and 3 of Novice Teacher Mentoring; Monitoring of teachers leaving the district on a formal and informal basis;

### 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 PLCs helped provide teachers with tools for success. The increased salary schedule created some excitement. We have no direct way to measure the extent to which new programs like Teacher of the Year and Years of Service have or will improve morale, but the thought is it certainly is a step in the right direction since our neighboring schools have done these consistently. We only lost 4 teachers as of 7/6/23, compared to 14 last year. Previous years have seen a trend of 14 or more teachers lost each year. Our novice teacher percentage went from 62.13% in 2021 to 24.66% in 2023. Our percentage of teachers with 3 or more years of experience went from 37.87% in 2021 to 75.34% in 2023.



**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>	Increase the amount of high school students enrolled in a CTE Teacher Prep program by 3%.
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Which of the following best describes the student 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 student goal. (Lines can be added for additional Action Steps)

	Description	Person(s) Responsible	Target Date
Action Step	Multilingual students will be encouraged to pursue the designation of the Arkansas Seal of Biliteracy.	Maricela Avila- ESOL Coordinator Mickey Ford- CRHS Principal	Spring 2024
Action Step	Minority students will be encouraged to participate in clubs promoting careers in education. Ex; Upward Bound	Tyler Broyles- Superintendent	Fall 2023
Action Step	Encourage current high school students to participate in concurrent classes including teacher prep classes at Cossatot River High School.	Jill Hunter- Career Coach	Fall 2023

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

Enrollment numbers for 10th-12th graders who completed the Teacher Prep classes at CRHS. Percentage of students who complete the Arkansas Seal of Biliteracy and percentage of students enrolled in Upward Bound as well as the Teacher Prep classes.

**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.**

Students were able to enroll in teacher prep courses. We continuously promoted these courses and programs like Upward Bound via communication at school and handouts to families. This past year was the first year in a long time that we had a full-time ESL Coordinator dedicated to assisting these students. In recent years, this position had been consolidated with a separate position as an extra duty. The position being separate helped us make a progressive step toward the best interest of our ESL students, which represents the majority of the non-white ethnicities in our district.

## 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: Cossatot River	LEA NUMBER: 5707000	COUNTY: Polk
Pursuant to A.C.A. § 6-17-1902, an employee must be designated to coordinate recruitment and retention plan implementation.		
COORDINATOR NAME/TITLE: Tyler Broyles, Superintendent	COORDINATOR TELEPHONE NUMBER/EMAIL: (870) 385-7101 tbroyles@cossatot.us	

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:

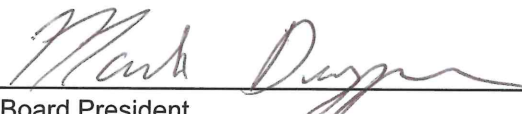
Name of Superintendent or Chief Academic Officer: Tyler Broyles


(Please Print)

Signatures

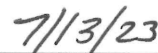
  
\_\_\_\_\_  
Superintendent/Chief Academic Officer

  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Board President

  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Board Secretary

  
\_\_\_\_\_  
Date



# 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	2.0905	0.1161	0.2322	0.1161	26.8292	4.4134	66.202
Teachers	1.39	0	0	0	4.17	1.39	93.06
Administrators	0	0	0	0	0	0	100
Residents	2.3	1.0	0.7	0.1	6.7	2.7	87.2

<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	0.95	0	0	0	2.86	0.95	95.24
-Admin	0	0	0	0	0	0	100
<b>20-21</b>							
-Teachers	.75	0	0	0	2.24	0.74	96.27
-Admin	0	0	0	0	0	0	100

# 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