



ARKANSAS DEPARTMENT OF EDUCATION

Division of Educator Effectiveness Recruitment and Retention 2018 Report

INTRODUCTION

The Arkansas Department of Education is committed to assisting school districts with recruiting excellent educators and ensuring that every student has access to a team of effective teachers and effective leaders. This process involves attracting high quality candidates to the profession, providing rigorous and relevant preparation, supporting educators to maximize effectiveness, and extending opportunities to retain the best teachers. Ensuring equitable access in Arkansas schools is part of a larger initiative across the United States designed to move America toward the day when every student in every public school is taught by excellent educators.

This report includes analysis of data from the Arkansas Department of Education (ADE) on the supply, distribution, and attrition of public school teachers in all Arkansas public school districts and public charter schools. The final section of the report summarizes the state's Equitable Access to Effective Educators Plan and state policies and programs designed to improve teacher recruitment and retention in Arkansas.

TEACHER SUPPLY

According to ADE, there are 60,317 people in Arkansas with an active teaching license of any type as of 2017-18. Also in 2017-18, 33,228 individuals were employed as certified teachers in Arkansas's schools (this figure does not include 28,460 classified and 8,711 administrator staff). From 2004-05 to 2017-18, the total number of certified teachers employed in Arkansas's schools grew by 3.8 percent while the total number of students grew by 5.2 percent during this same period. ¹

Total certified teachers and student enrollment (2004-05 & 2017-18)

Year	Total # Certified Teachers	Total # Students	Student:Teacher Ratio
2004-05	32,006	455,515	14.2 : 1
2017-18	33,228	479,258	14.4 : 1

Pursuant to A.C.A. § 6-81-601 et seq., and § 6-85-109, ADE designated the following areas as critical licensure and endorsement shortages, which were approved by the U.S. Department of Education.² Teachers who choose to teach in these critical shortage areas may qualify for grants or student loan forgiveness programs administered by the Arkansas Department of Higher Education (ADHE) <https://scholarships.adhe.edu/>.

Area	2015-16	2016-17	2017-18	2018-19
Agriculture		X		
Art	X	X	X	X
Drama/Speech	X			
Chemistry ²		X	X	X
Computer Science ²		X	X	X
English/Language Arts				X

¹ ADE Data Center: <https://adedata.arkansas.gov/statewide>. Note: These figures include teachers and students at the Arkansas School for the Blind, the Arkansas School for the Deaf, and schools operated by the Arkansas Department of Human Services' Division of Youth Services (DYS).

² See Shortage Areas on the ADE [website](https://www.ade.state.ar.us/). Note: Chemistry, Physics, and Computer Science were not available in 2015-16. Comp Science became a shortage area in 2015 with Act 187 of 2015. Physics and Chemistry were shortage areas when lumped under "Physical Science".

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Family & Consumer Science	X	X	X	X
Gifted & Talented	X			
French	X	X		X
Journalism			X	X
Library Media	X	X	X	X
Mathematics	X	X	X	X
Middle Childhood Education				X
Music			X	X
Physics		X	X	X
Social Studies			X	X
Spanish	X	X	X	X
Special Education	X	X	X	X

ADE identified these shortage areas based on the numbers of teachers preparing for Arkansas educator licenses, the number of teachers receiving Arkansas licenses for the first time, the numbers of vacancies or long-term substitutes in public school classrooms, the numbers of licensure exceptions granted to teachers teaching out of their area of licensure, and potential losses in the teacher workforce due to attrition and retirement. ADE may grant waivers to both public and private schools that demonstrate that they are not able to hire licensed teachers to teach classes in these shortage areas.

In 2017-18, ADE granted a total of 1,380 Additional Licensure Plans (licensure exceptions) statewide, for licensed teachers who were teaching out of area. Of those that were granted, approximately 75% were in the following subject areas: Special Education (32%), Middle Childhood areas (Grades 4th -8th) (22%), Gifted/Talented (6%), Guidance and Counseling (6%), Library/Media (4%), Secondary Mathematics (2.4%), and Secondary Science (5%). The following chart lists the total Additional Licensure Plans (ALPs) granted in 2017-18.

Area	#	%	Area	#	%
Adult Education	3	0.22%	Grade 5-6 Endorsement Social Studies	1	0.07%
Age 3-4 Endorsement	1	0.07%	Guidance & Counseling	76	5.51%
Agriculture Science & Technology	3	0.22%	Instrumental Music	7	0.51%
American Sign Language	2	0.14%	Journalism	9	0.65%
Art	15	1.09%	Library Media Spec	58	4.20%
Biology Life Science	12	0.87%	Life/Earth Science	1	0.07%
Building Level Administrator (P-8)	1	0.07%	Mathematics	33	2.39%
Building Level Administrator (P-12)	50	3.62%	Middle School English	48	3.48%
Building Level Administrator (5-12)	2	0.14%	Middle School Math	40	2.90%
Business Education (7-12)	1	0.07%	Middle School Science	46	3.33%
Business Technology (4-12)	14	1.01%	Middle School Social Studies	51	3.70%
Career Academy Endorsement	7	0.51%	P. E. & Health	21	1.52%
Career Development	50	3.62%	PE/Wellness/Leisure	1	0.07%
Career Preparation Endorsement	11	0.80%	Physics/Earth Science	1	0.07%
Chemistry	34	2.46%	Physics	21	1.52%
Computer Science	22	1.59%	Reading	1	0.07%
Curriculum Program Administrator- Special Education	12	0.87%	Secondary Social Studies	42	3.04%

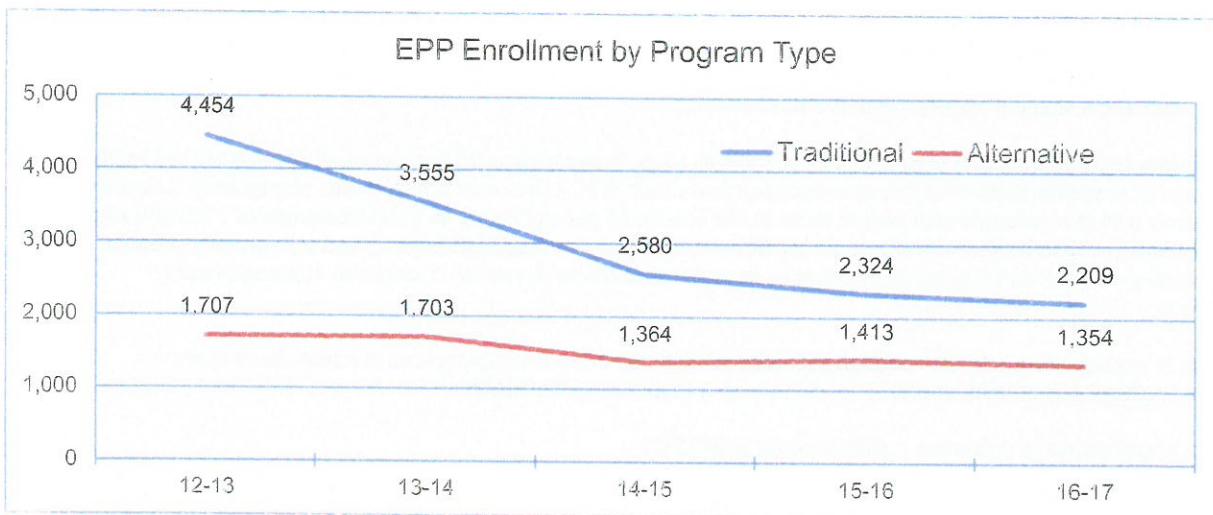
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Curriculum Program Administrator-Curriculum	8	0.58%
Curriculum Program Administrator- Adult Education	1	0.07%
District Administrator	17	1.23%
Drama	8	0.58%
Early Childhood /Special Education Integrated	12	0.87%
Elementary	55	3.99%
English Language Arts	8	0.58%
English to Speakers of Other Languages	7	0.51%
Family & Consumer Science	4	0.29%
French	1	0.07%
German	1	0.07%
Gifted & Talented	78	5.65%

Special Education Visual Specialist	6	0.43%
Spanish	4	0.29%
Special Education Early Childhood Instructional Specialist	2	0.14%
Special Education Instructional Specialist	6	0.43%
Special Education Resource-English Language Arts	6	0.43%
Special Ed. Resource-Math	6	0.43%
Special Education	391	28.33%
Special Education Resource Elementary	29	2.10%
Speech	18	1.30%
Speech/Drama	6	0.43%
Vocal Music	9	0.65%
Total ALPs	1,380	100.00%

TEACHER PREPARATION PROGRAMS

ADE, ADHE, and Arkansas's higher education institutions have been working together to report data on the number of enrollees and graduates and the demographics of teachers produced in educator preparation programs (EPP) each year. According to the most recent Educator Preparation Performance Reports (EPPR), the total number of students enrolled in teacher preparation programs (both traditional and alternative route) declined from 6,161 in 2013 to 3,563 in 2018, resulting in 42 percent fewer teacher candidates in the teaching pipeline. This decline is reflective of a 50.4 percent drop in the number of students enrolled in traditional teacher preparation programs during this period, while, student enrollment in alternative-route teacher preparation programs remained relatively steady over the years.



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Perhaps more concerning is the fact that the number of students preparing for licenses in critical shortage subject areas is equivalent to only 81% of the number of those positions available statewide (classes being taught by teachers on waivers, substitute teachers, or teachers preparing for retirement).

	Shortage Areas for 18-19	Non-Shortage Areas for 18-19
# Enrolled in educator preparation programs	2,621	2,835
Teaching positions available (sum of vacancies, waivers and veterans)	3,247	2,065
Ratio of potential educators to positions available	81%	137%

TEACHER DISTRIBUTION

The Arkansas Department of Education (ADE) has been assessing and supporting the equitable access of effective educators throughout the state. In September 2015, the U. S. Department of Education (DOE) approved the first round of teacher equity plans for 17 states, including Arkansas. In 2016, ADE submitted the 2016 Supplement to the state's Equitable Access to Effective Educators Plan. The supplement provided information on the review of more current data and the progress of strategies employed to providing equity and effective teachers and leader to all Arkansas leaders. In January 2018, ADE submitted our Every Student Succeeds Act state plan to the U.S. Department of Education that included the plan to ensure equitable access for all students to effective teachers across school districts, including the implementation plan of utilizing Title II, Part A funds to improve and support the equity efforts and effective instruction.

According to ADE's "Equitable Access to Excellent Educators Plan", ADE shall determine the rate at which low-income and minority students enrolled in Arkansas's Title I, Part A schools are disproportionately taught by educators who are ineffective, inexperienced, or teaching a subject for which they are not currently licensed. If there is disproportionality, the state will evaluate and publicly report the progress in addressing the disproportionality. Data analysis of Arkansas High Poverty (HP) and High Minority (HM) Title I, Part A schools show equity gaps in students' access to experienced teachers who are licensed to teach in their field of preparation. Data also show a higher rate of ineffective teachers in high poverty and high minority schools and also a greater rate of teacher attrition and a less stable workforce than the state average.

ADE defines high-poverty and high-minority schools as those in the highest 25 percent of all schools ranked by the percentage of students eligible for free or reduced-priced lunch (FRL) or non-white students, respectively. Likewise, low-poverty and low-minority schools are those in the lowest 25 percent based on the percentages of FRL and non-white students, respectively. There are some significant differences among high-poverty and low-poverty schools, as well as high-minority and low-minority schools, in terms of teachers' levels of educational attainment and experience.

Students in high-poverty schools and high-minority schools have more inexperienced teachers, have more teachers teaching out-of-field, and have teachers with a higher rate of attrition.

Teacher distribution in Arkansas public schools in 2017-18³

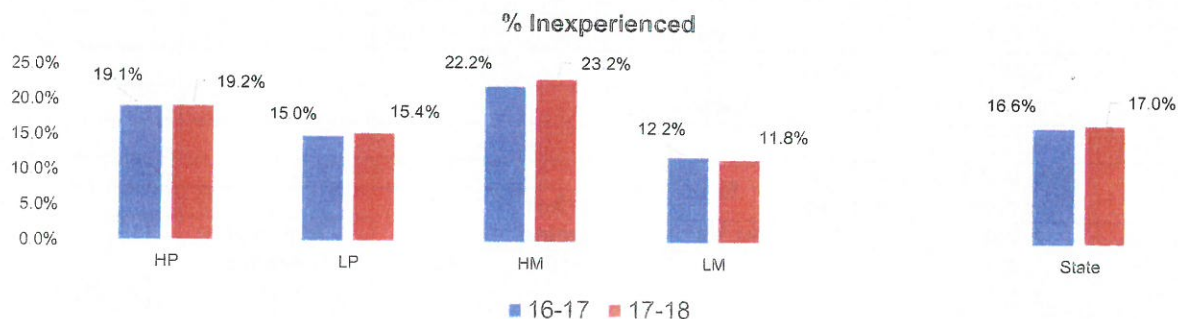
	All Schools	High Poverty	Low Poverty	High Minority	Low Minority
Total # Students	479,258	102,726	153,804	132,892	97,830
Total # Teachers	33,228	9,078	12,508	10,170	10,125
Student: Teacher Ratio	14.3 : 1	11.3 : 1	12.3 : 1	13.1 : 1	9.7 : 1
Average Years of Experience	9.5	9.1	9.5	9.6	8.9

³ Data sources: Statewide Information System (SIS), Arkansas Educator Licensure System (AELS).

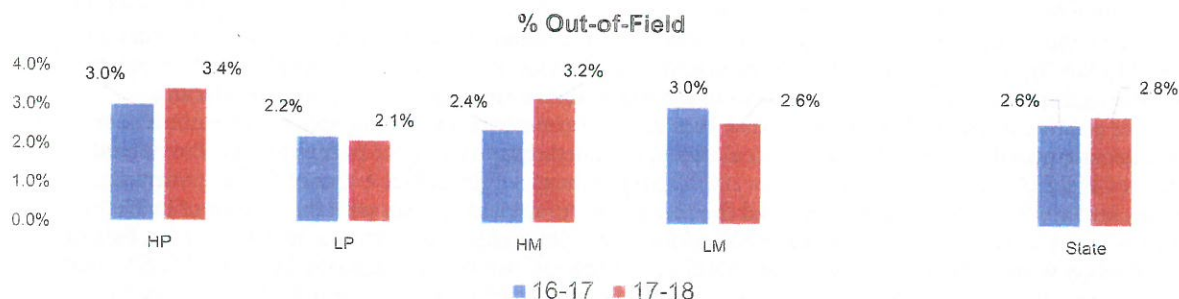
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% Beginning Teachers	8.8%	9.7%	8.3%	13.7%	4.7%
% with 0-3 Years of Experience	17.0%	19.2%	15.5%	23.2%	11.8%
% with Master's Degree	36.0%	31.4%	39.2%	35.7%	32.3%
% Out-of-Field Teachers	2.8%	3.4%	2.1%	3.2%	2.6%
Teacher Attrition*	17.6%	22.2%	14.6%	23.8%	15.1%
Unqualified Teachers (Long-Term Substitute Waivers)	1.8%				
% National Board Certified (NBCT)					

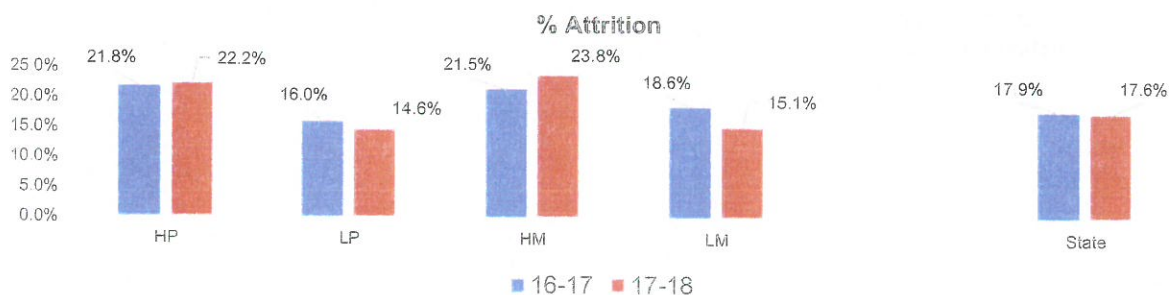
Percent of Inexperienced Teachers 16-17 and 17-18.



Percent of Out-of-Field Teachers 16-17 and 17-18.



Rate of Teacher Attrition 16-17 and 17-18.



BEGINNING TEACHER ATTRITION

Arkansas employs between 2,000-3,000 new teachers in public schools each year. The following chart summarizes ADE's data on trends in the attrition of beginning teachers (those first-year teachers who then taught for five or fewer years). Since 2008-09, an average of approximately 10 percent of new teachers did not return to

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the classroom after their first year of teaching; 24 percent did not return after three years, and 31 percent did not return after five years.

Teacher Retention in Arkansas public schools (2007-2018)

	Beginning Teachers	Retention after 1 year	%	Retention after 3 years	%	Retention after 5 years	%
2008-2009	1,966	1,791	91.1%	1,561	79.4%	1,420	72.2%
2009-2010	2,164	1,998	92.3%	1,670	77.2%	1,493	69.0%
2010-2011	2,296	2,047	89.2%	1,724	75.1%	1,529	66.6%
2011-2012	2,282	2,062	90.4%	1,708	74.8%	1,515	66.4%
2012-2013	2,681	2,389	89.1%	2,003	74.7%	1,919	71.6%
2013-2014	3,037	2,731	89.9%	2,320	76.4%		
2014-2015	3,111	2,772	89.1%	2,382	76.6%		
2015-2016	2,887	2,648	91.7%				
2016-2017	2,924	2,643	90.4%				
2017-2018	3,372						
	Avg. # Beg. Teachers	Avg. 1-yr Retention	%	Avg. 3-yr Retention	%	Avg. 5-yr Retention	%
2008-2017	2,594	2,342	90.3%	1,910	76.3%	1,575	69.2%
2008-2015	2,505						
2008-2013	2,278						

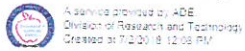
WORKFORCE STABILITY INDEX (WSI)

In order to provide districts with a more systematic comprehension of their local workforce, ADE has developed the WSI as an informational tool. The ADE, schools, districts, and the general public may access WSI information on the ADE’s “My School Info” website, at <https://myschoolinfo.arkansas.gov/>. The WSI is designed to help inform school districts regarding considerations for recruiting, assigning, and retaining a quality, equitable educator workforce. The relative stability of an educator workforce can be estimated by examining factors determined to be relevant to educator quality. WSI was initially calculated by subtracting the average of Inexperienced, Provisional License, Out-of-Field, Attrition from 100. (WSI = 100 - (Inexperienced + Provisional + Out-of-Field + Attrition) / 4). Beginning January 2018, the ADE has replaced the percent of Provisional licenses with the percent of Ineffective teacher ratings in the WSI. The ADE also uses the Workforce Stability Index information in reviews of LEA federal funding application submission and to provide technical assistance. Utilizing the information in the WSI, LEAs will be able to determine if it has equitably aligned all activities, personnel assignments, and resources to the areas of need within the schools and district. The ADE will also publicly report through the WSI, the percentages of the following factors in an LEA:

- Inexperienced teachers;
- Teachers teaching out-of-field;
- Teacher attrition; and
- Ineffective teachers.

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Workforce Stability Index Sample Report



Statewide Report

School Year 2017-2018

LEA	School Name	Students	Persons	Percent Provisional License	Percent Out of Field	Percent Annular	Percent Ineffective	Workforce Stability Index
0000000	Arkansas Department of Education	70 97	21,62	N/A	0	21,62	0	89.19
0000001	Arkansas Department of Education	64,96	7.41	N/A	0	11.11	0	85.37
0000002	Arkansas Department of Education	93 09	11.45	N/A	0	26.23	0	80.57
0000003	Arkansas Department of Education	92 44	8.22	N/A	10.67	0	0	93.75
0000004	Arkansas Department of Education	74 91	17.07	N/A	0	14.63	0	92.98
0000005	Arkansas Department of Education	60 90	30	N/A	10	25	0	81.75
0000006	Arkansas Department of Education	51 97	15,60	N/A	0	20.41	0	86.72
0000007	Arkansas Department of Education	97 01	23 09	N/A	3.95	30.77	0	80.59
0000008	Arkansas Department of Education	71 29	10,69	N/A	1.89	0	0	95.74
0000009	Arkansas Department of Education	47 9	11 09	N/A	4.35	0	8.07	92.97
0000010	Arkansas Department of Education	62 83	24 91	N/A	6.52	0	0	91.39
0000011	Arkansas Department of Education	66 49	16 22	N/A	10 91	7.102	0	87.84
0000012	Arkansas Department of Education	52 91	12 23	N/A	6.67	26.67	0	85.22
0000013	Arkansas Department of Education	70 53	32 09	N/A	1.95	17 21	0	85.44
0000014	Arkansas Department of Education	66 14	10	N/A	9.32	15	0	85.42
0000015	Arkansas Department of Education	72 97	22 22	N/A	0	36.11	0	80.42
0000016	Arkansas Department of Education	60 22	10 91	N/A	2.27	29.00	0	86.07
0000017	Arkansas Department of Education	59 39	10 81	N/A	2.7	0	0	95.92
0000018	Arkansas Department of Education	49 53	11	N/A	0	12	0	94
0000019	Arkansas Department of Education	54 47	0	N/A	0	0	0	100
0000020	Arkansas Department of Education	51 01	12	N/A	0	0	0	97
0000021	Arkansas Department of Education	55 1	12 07	N/A	1.72	15.03	0	92 97
0000022	Arkansas Department of Education	41 99	6 25	N/A	0	16 48	0	94 22
0000023	Arkansas Department of Education	77 89	4 35	N/A	0	4 35	0	97 82
0000024	Arkansas Department of Education	72 66	1 39	N/A	1 39	27 76	0	94 36
0000025	Arkansas Department of Education	25 21	19 35	N/A	6 40	19 35	0	85 71

Use of Funds and Resources to Improve Equitable Access to Teachers in Title I, Part A Schools



The **Opportunity Culture School Model** is a new school model provides the structure for schools to take an innovative approach as LEAs adopt team-based teaching models that extend the reach of excellent teachers to more students, assume responsibility for those students' outcomes, pay lead teachers more.



The **Arkansas Leadership Quest** will cultivate classroom leaders by building knowledge, sharpening skills and implementing proven strategies, and providing ongoing professional support for instructional leaders across Arkansas.

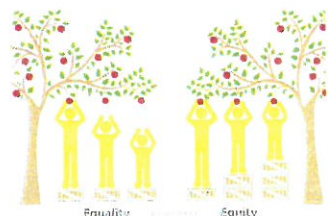
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The **Arkansas Teacher Excellence and Support System (TESS)** provides a statewide system for observation and support of K-12 Classroom and Specialty Teachers. TESS has been substantially changed for greater school and district flexibility while maintaining the essential framework for professional support, growth, and evaluations.

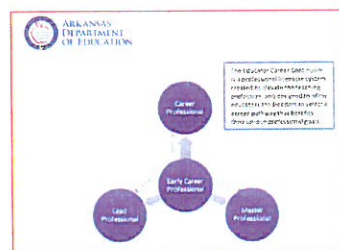


ADE must provide a quality leadership support system for all administrators aligned to the **Leader Excellence and Development System (LEADS)**. In addition to networking opportunities, administrators may experience professional learning through competency-based credentialing. The administrator may choose the area of growth he/she wants to focus on and participate in self-directed learning by completing a micro-credential. This encourages administrators to continually seek professional growth.



Arkansas is focused on ensuring that every student has access to a team of effective teachers and effective leaders. The ADE has developed a network of **Equity Labs** that will:

1. Increase awareness among school districts of the educational equity issues in our state;
2. Increase district use of local data to identify equity gaps and root causes and create plans to address those gaps; and
3. Increase district WSI through the use of effective strategies such as improved recruiting and placement practices, and cultural responsiveness.



Arkansas’s Equitable Access to Excellent Educators Plan (Supplement 2016) identifies a tiered licensure system as a strategy to address the need to retain effective teachers, particularly in high-poverty and high-minority schools. The **Educator Career Continuum** will recognize the different distinctions of leadership within schools, help districts define the roles of teachers in school leadership, and improve student achievement by extending the reach of effective teachers. Beginning January 1, 2019, Arkansas will add one or more advanced licensure levels for teacher leaders and other educators who meet other advanced requirements. To align with our Teacher Excellence and Support System, Arkansas will add an Early Career Professional Educator level to the tiered licensure system. The Early Career Professional Educator level will enable school districts to provide greater support for the first three years of licensure to allow the early career teacher to grow as a professional educator. A career continuum will be developed to support the development of educational leaders.



Micro-credentials are a digital form of certifying that an educator has demonstrated their application of a specific competency, which could be a pedagogical concept such as formative assessment within a lesson, maximizing learning through classroom routines, or supporting learner collaboration. Micro-credentials promote learning by doing, that is, educators must apply their learnings in their practice and collect a portfolio of evidence, thereby demonstrating their competence. The ADE is currently encouraging the use of micro-credentials to support beginning teachers, train in cultural responsiveness in leader, and prepare teachers for teacher leadership.



Arkansas Teacher Cadets is a nationally recognized teacher recruitment program aimed at attracting the best and brightest high school students to the teaching profession. It features a curriculum based, hands-on approach which educates students on how to become a successful teacher and enables them to put their knowledge to work through a classroom internship.

The mission is to encourage students who possess exemplary interpersonal and leadership skills to consider teaching as a career. The program provides the opportunity for schools and districts to recruit homegrown educators and is open to any Arkansas public or charter school, or career and technology center.

Teacher Cadets is a rigorous college-level course. The target groups are high school seniors and juniors with a minimum 3.0 GPA/GPR on a 4-point scale and who meet the other qualifications to apply.

- Implemented in 34 States
- Implemented in 58 Arkansas Public Schools
- Includes 500+ Students
- Partners with 14 Arkansas Colleges/Universities
- Offers Concurrent Credit
- Contains Rigorous Standards

