



MINORITY TEACHER AND ADMINISTRATOR RECRUITMENT and RETENTION PLAN 2022.2023

I. ScholarMade Achievement Place of Arkansas [SAPA] is an open-enrollment charter school located in Central Little Rock. If applications for enrollment exceed the number of seats available according to our charter, SAPA] initiates a random lottery by an application system to determine which students will comprise our current enrollment and waiting list. The composition of SAPA faculty and administrative staff may not conform to the composition of its student body in any given year as a result of random selection of the student population. SAPA values diversity and has intentionally recruited from underrepresented groups. SAPA is nevertheless an equal opportunity employer that strives to achieve racial balance in the recruitment and hiring of all faculty and staff.

II. **Retention:** Scholarmade plans to retain 85% of the teachers eligible for rehire.

1] Scholarmade will provide retention stipends and professional development opportunities to retain highly effective teachers and financial support to obtain credentials.

2] Scholarmade will provide opportunities for advancement and leadership opportunities

3] Scholarmade will provide free therapy and mental health services for teachers.

III. **Goal focused on student interest in teaching:**

Through Career Days and Shadowing opportunities, Schoalrmade will expose it’s junior high students to profession of teaching.

The current racial makeup of the Scholarmade student body is as follows:

African American	97 %
Hispanic	0.48%
White	2.39%
Two or More Races	0%
Native American	0%
Pacific Islander	0%
TOTAL MINORITY	97.48%

As an open enrollment charter school, SAPA does not have a specific attendance zone where racial composition of the residents can be derived. SAPA draws most of the 400 students from Pulaski County, Arkansas.

The racial makeup of Pulaski County is provided as follows:

Pulaski County

African American	37.9%
Hispanic	6.2%
Asian	2.3%
Two or More Races	2.2%
Native American	0.4%
Pacific Islander	0.1%
TOTAL MINORITY	48.7%



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I. The SAPA goal for recruiting teachers and administrators is to maintain its current level of diversity or increase it by 2% each year in diversity, with the goal of reflecting the racial and ethnic diversity of the students by August 2032.

The goals for the next ten years are as follows:

2022-2023	80%
2023-2024	82%
2024-2025	82%
2025-2026	82%
2026-2027	82%
2027-2028	82%
2028-2029	82%
2029-2030	82%
2030-2031	82%
2031-2032	82

II. SAPA goal to attract qualified minority teachers and administrators:

- A. Vacancies will be advertised on the school web page and on the Schoolspring.com, Indeed, LinkedIn, and the school's website.
- B. Hiring Managers will search the file for qualified applicants. Interviews will be granted to qualified applicants.
- C. The school will send a representative to college career days, teacher's fairs, etc. to make contact with minority college students entering the field of education. During the 2021.2022 school year SAPA attend virtual career fairs at state colleges due to COVID-19 constraints.
- D. A file of all applicants received will be maintained in the districts hiring platform and in the human resource office. All applications will be kept as a pool for possible future vacancies.
- E. Each minority candidate contacted will receive an application and a request to return the application within ten days.
- F. Job application will include a question concerning how the applicant heard about the open position.

III. SAPA Goal to improve recruitment

- A. Training in Diversity, Equity, and Inclusion
- B. Review Hiring Process and eliminate any bias in the selection process
- C. Recruitment efforts aimed at other pipelines that prepare teachers and leaders of colors.
- D. Teacher-in-Training shadowing/volunteer days that pair prospective minority faculty from local universities with current teaching staff.
- E. Local recruitment efforts on the campuses of Historically Black Colleges and Universities
- F. Nationwide recruitment efforts will be made to national organizations comprised of teachers and leaders of color.
- G. Outreach through minority community organizations.

Action plan, including procedures for implementing, monitoring progress, and evaluating



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The school will establish its own monitoring and accountability system for meeting SM’s minority recruitment goals. At a minimum, the school will track the number of contacts it makes with minority candidates, the venue where contact occurred, each prospective hire’s personal contact information, and notes describing each candidate’s potential for employment at SAPA.

- a. Establish partnerships with higher education institutions to increase teachers of colors
- b. Establish teachers of colors as a High Need area and budget salary incentives
- c. Provide resources to prepare staff members to earn teaching certification
- d. Review and analyze applicants, colleges that they attend, and the number of applicants from minorities.

SAPA racial composition of teachers and administrators employed:

	2021-2022	2020-2021	2019-2020	2018-2019
Caucasian	11%/3%	3%/0%	3%/0%	15%/0%
African American	81/97%	95%/100%	95%/100%	85/100%
Latin American	3%/0%	1%/0%	0%/0%	0%/0%
Total Minorities	84/100%	96%/100%	98%/100%	85/100%

SAPA racial composition of new teachers and administrators hired:

	2021-2022	2020-2021	2019-2020	2018-2019
Caucasian	4	3	0	5
African American	8	10	10	14
Asian				
Native American				
Latin American	2			1
Total Minorities Hired	10/71%	10/77%	10/100%	15 / 75%



ANALYSIS AND SUMMARY

Currently 85% of SAPA teachers and administrators are minority. Minority administrators make up the entire administrative team.

SAPA is at a disadvantage when recruiting non-minority teachers and administrators. It is exceedingly difficult to compete with other school districts and charters because our salaries are lower due to the minimal funding we receive from the state. The school continues to offer a merit pay program to recognize excellence and to improve salaries. The salaries are lower than these districts and SAPA has higher expectation for teachers as they are expected to work additional days and an hour longer each day.

SAPA as many other school districts and charter schools in the state struggled to fill all teaching positions and to attract top certified talent to the school. Scholarmade has a long-standing relationship with area HBCUs which has led to the employment of several of their graduates.

This plan was presented to the SAPA Board of Trustees in July 2022 during the public meeting and will be reviewed annually. The plan is available to the trustees, employees, parents, and partners by viewing the minutes of the board meeting.

Dr. Phillis N. Anderson

Chief Executive Officer/Superintendent