OVERVIEW

The Educator Workforce Snapshot provides an overview of workforce data for the 1394 traditional public schools in Louisiana from the 2021-2022 school year based on End-of-Year (EOY) data*. The purpose of this snapshot is to communicate annual workforce data and trends to stakeholders and to support decision making for statewide improvements regarding recruitment and retention. In this snapshot, "teacher" is defined as any teacher of certified courses, and "school leaders" are educators serving as principals or assistant principals in traditional public schools in Louisiana.

*Previous annual workforce snapshots used October 1 reporting data.

DEMOGRAPHICS AT A GLANCE

Below is an overview of data that gives insight into how Louisiana's student and teacher populations are represented.

Teachers	Teachers of Color	Students	Students of Color	Students who are Economically Disadvantaged*	Students with Disabilities**	Students who are English Learners***
50,218	29%	690,437	56%	68%	19%	5%

*Students who are awaiting foster care, migrant, incarcerated, or eligible for Supplemental Nutrition Assistance Program, Temporary Assistance for Needy Families, or Medicaid. Includes only students attending Title I schools.

**This term specifically refers to those diverse learners who have been identified as children (all ages) or students (school-aged) with disabilities as defined by Individuals with Disabilities Education Act (IDEA) and Americans with Disabilities Act (ADA).

***Individuals who do not speak English as their primary language and who have a limited ability to read, speak, write, or understand English can be considered English Learners (ELs).

EDUCATOR WORKFORCE OVERVIEW

These data provide information relative to teacher and student demographics and to teacher certification status by school letter grade and subject area.

DEMOGRAPHICS

Demographic data, such as race/ethnicity and gender, includes data as it is reported by school systems. Teachers and students may choose not to disclose demographic information in which case they are removed from the data calculations below.

DEMOGRAPHICS OF TEACHERS AND STUDENTS BY RACE/ETHNICITY													
	American Indian		Asian		Black		Hispanic		Multiple Races		Pacific Islander		White
All Teachers	307	1%	495	1%	12,541	25%	989	2%	158	0%	23	0%	35,754	71%
All Students	4,052	1%	10,693	2%	281,801	41%	68,287	10%	23,553	3%	562	0%	301,489	44%

DEMOGRAPHICS OF TEACHERS AND STUDENTS BY GENDER			
	Male		Female	
All Teachers	9,468	19%	40,757	81%
All Students	354,273	51%	336,164	49%

CERTIFICATION

These data reflect teacher certification for core classes in Louisiana public schools. Teachers are certified when they hold a valid teaching certificate; if a certified teacher teaches a course that is outside of their certification area, they are considered as teaching out-of-field (OOF). A teacher could teach both certified and out-of-field courses. Teachers without a valid certification, or with a certificate that has expired, are considered uncertified.

TEACHER CERTIFICATION BY SCHOOL LETTER GRADE							
School Letter Grade	Total Number of Teachers	Teacher Certification Status					
		Certified		Out-of-Field		Uncertified	
All Schools	43,422	30,008	69%	8,065	19%	5,349	12%
A	8,924	6,402	72%	1,705	19%	817	9%
B	14,850	10,663	72%	2,783	19%	1,404	9%
C	11,370	7,518	66%	2,225	20%	1,627	14%
D	3,980	2,499	63%	764	19%	717	18%
F	2,288	1,339	59%	424	19%	525	23%
No Letter Grade*	3,334	2,511	75%	430	13%	393	12%
CIR	6,107	3,756	62%	1,140	19%	1,211	20%
Non-CIR	37,566	26,413	70%	6,978	19%	4,175	11%

*A school may receive no letter grade if it is a turnaround school, a new/reconfigured school, has been significantly impacted or has received a one-year waiver for "severe impact" due to disaster. Schools earn a "T" for the first two years if they are a turnaround school that was labeled "F" when the school changed (Bulletin 111).

The table below includes certification for traditional public and public charter schools.

TEACHER CERTIFICATION BY SUBJECT							
Classes	Total Number of Teachers	Certified		Out-of-Field		Uncertified	
Elementary	20,870	14,924	72%	2,770	13%	3,176	15%
English	5,025	3,377	67%	635	13%	1,013	20%
Math	5,010	3,156	63%	767	15%	1,087	22%
Science	3,731	2,206	59%	711	19%	814	22%
Social Studies	3,896	2,472	63%	581	15%	843	22%
Special Education	3,986	2,594	65%	617	15%	775	19%

RECRUITING AND HIRING

These data indicate the entire newly hired teacher population which includes all new and returning teachers as well as the teacher preparation program pathway from which first-year (newly certified) teachers were hired in all Louisiana traditional public schools. Louisiana's new teacher pathways are divided into undergraduate and post-baccalaureate programs. Subsets of those newly hired teachers are disaggregated below.

TEACHER RECRUITMENT				
	Teachers Hired in 2021-2022		Teachers Hired in CIR Schools in 2021-2022	
Newly Hired Teacher Population	6,685	13%	1,434	21%
Total Hired from Undergraduate Programs	565	8%	60	4%
Total Hired from Post-Baccalaureate Programs	755	11%	172	12%

The newly hired population above indicates how much of the total teacher workforce is newly hired. A teacher who was hired previously, left Louisiana public schools, and was rehired in 2021 is counted as a new hire.

NEWLY HIRED TEACHERS BY CONTENT AREA				
	New Teachers Hired in 2021-2022		New Teachers Hired in CIR Schools in 2021-2022	
Elementary	2,182	11%	519	24%
English	641	13%	130	20%
Math	617	13%	131	21%
Science	484	14%	85	18%
Social Studies	505	13%	93	18%
Special Education	419	11%	73	17%

A teacher who was hired in previously, left Louisiana public schools, and was rehired in 2021 is counted as a new hire. The percentages above indicate how many newly hired teachers are represented in each subject area listed.

NEWLY HIRED TEACHERS BY GRADE BAND				
	New Teachers Hired in 2021-2022		New Teachers Hired in CIR Schools in 2020-2021	
Pre-kindergarten/ Kindergarten (PK-K)	422	7%	101	24%
Elementary (1-5)	2,132	37%	494	23%
Middle School (6-8)	1,143	20%	290	25%
Secondary (9-12)	1,561	27%	253	16%
All Grades (K-12)	533	9%	76	14%

A teacher who was hired in previously, left Louisiana public schools, and was rehired in 2021 is counted as a new hire. The percentages above indicate how many of our newly hired teachers are represented in each grade band.

EVALUATING RESULTS

The Value-Added Model (VAM) data below, which focuses on student growth over a one-year period, is displayed by teacher type and is disaggregated by subject area and certification status. Only teachers eligible for VAM data receive this data.

	Number of Teachers with VAM	2021-2022 Value-Added Model Results			
		Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
All Teachers	11,805	9%	40%	31%	20%

GRADES 4-8 SUBJECT AREAS						
Grades 4-8 All Tests	Certified	7,710	9%	39%	31%	21%
	Uncertified	1,083	10%	42%	31%	17%
English	Certified	2,950	10%	40%	29%	21%
	Uncertified	645	10%	40%	32%	18%
Math	Certified	2,860	8%	39%	32%	21%
	Uncertified	593	13%	45%	30%	13%
Science	Certified	2,342	9%	39%	33%	19%
	Uncertified	518	11%	44%	30%	15%
Social Studies	Certified	2,461	8%	41%	30%	21%
	Uncertified	559	10%	42%	31%	17%

HIGH SCHOOL SUBJECT AREAS						
High School All Tests	Certified	1,630	7%	39%	32%	23%
	Uncertified	419	12%	47%	27%	14%
English I	Certified	493	9%	41%	30%	21%
	Uncertified	143	10%	43%	31%	17%
English II	Certified	449	8%	40%	30%	22%
	Uncertified	92	12%	42%	25%	21%
Algebra I	Certified	534	4%	37%	35%	24%
	Uncertified	149	13%	50%	25%	13%
Geometry	Certified	333	6%	38%	32%	25%
	Uncertified	76	16%	55%	24%	5%

*2021-2022 VAM data relies on student growth from LEAP 2025 between the 2020-2021 academic year and the 2021-2022 academic year.

COMPENSATION

Average salaries are shown for teachers and school leaders.

AVERAGE SALARY*	
Teachers**	$52,174
Assistant Principals	$71,855
Principals	$83,635

*Includes all reported salaries for 2021-2022.

**All teachers are included, not just those tied to certified courses.

RETENTION

The retention data below indicates the departure of teachers and school leaders from the Louisiana public school system as well as the experience held by those who departed. Additionally, three-year retention rates based on the teacher preparation pathway indicate retention based on the pathway to certification.

NUMBER OF DEPARTING TEACHERS		NUMBER OF DEPARTING SCHOOL LEADERS	
7,052	14%	522	17%

Calculations require two years of data, so the most recent departure and retention data represent the 2020-2021 academic year.

NUMBER OF YEARS OF PUBLIC SCHOOL EXPERIENCE OF DEPARTING TEACHERS											
1 Year or Less		2-5 Years		6-10 Years		11-15 Years		16-20 Years		21+ Years	
1,221	17%	1,398	20%	1,200	17%	806	11%	644	9%	1,819	26%

Calculations require two years of data, so the most recent departure and retention data represent the 2020-2021 academic year.

NUMBER OF YEARS OF PUBLIC SCHOOL LEADERSHIP EXPERIENCE OF DEPARTING SCHOOL LEADERS*											
1 Year or Less		2-5 Years		6-10 Years		11-15 Years		16-20 Years		21+ Years	
11	2%	37	7%	64	12%	70	13%	82	16%	259	50%

Calculations require two years of data, so the most recent departure and retention data represent the 2020-2021 academic year.

*Experience includes only experience as a school leader.

TEACHER PREPARATION PATHWAY RETENTION RATES							
Pathway	Total Hired in 2018-2019	Employed in 2019-2020		Employed in 2020-2021		Employed in 2021-2022	
Undergraduate	598	549	92%	511	85%	471	79%
Post-Baccalaureate	954	842	88%	779	82%	677	71%

Retention rates show 2021-2022 continued employment based on hiring from 2018-2019 by teacher preparation pathway.

APPENDIX

EDUCATOR WORKFORCE REPORT METHODOLOGY

All charter schools were excluded from the data in the tables with reference to certification status. All other tables include data for all schools in the state where information was applicable.

WHO IS INCLUDED IN THIS REPORT?

Workforce data includes any data that is required to be submitted by Louisiana public schools (both traditional and charter schools). Charter schools do not have the same certification requirements as traditional public schools, so charter schools are excluded from certification tables but included in everything else.

- **Demographics:** both traditional and charter schools
- **Certification:** *only traditional schools*
- **Recruiting and Hiring:** both traditional and charter schools
- **Evaluating Results:** both traditional and charter schools
- **Compensation:** both traditional and charter schools
- **Retention:** both traditional and charter schools

This report includes data on teachers and leaders employed in the 2021-2022 school year.

- Includes all Louisiana public schools who had teachers reported in EdLink 360.
- *Teachers* include any employee with object code 112 in EdLink 360's Staff extract.
- *School Leaders* include Principals with object code 111, function codes 2410 and 2430, and Assistant Principals with object code 111, function code 2420.

WHAT DATA ARE USED IN THIS REPORT?

Data for the Educator Workforce Report is pulled from the following sources:

- EdLink 360
  - Staff
  - Students
  - Courses
  - Workforce Appendix Table
- Teacher Certificate Management System (TCMS)
- VAM report
- 2021 Schools in Need of Intervention List
- Special Education Reporting (SER) System

COURSE AND CERTIFICATION CODES

- **Elementary:** Course codes 120300, 120310, 120315, 121000, 121019, 030367, 030368, 030369, 030370, 030500, 030667, 030767, 120300, 121100, 121400, 122500, 122519, 123000, 123105, 123111, 150800, 160300, 190178, 220000, 700000
- **Math:** Course code category MATH, ALGE, or GEOM, except for the elementary course 160300
- **English:** Course code category ENGL, except for elementary courses 120300, 120310, 120315
- **Science:** Course category code SCIE, CHEM, BIOL, PHYS, except for the elementary course 150800
- **Social Studies:** Course category code SOCS, except for the elementary course 220000
- **Special Education:** If any course included in the descriptions above contains the course type code SE (special education), those classes were removed from the denominator for the core subject areas but are included in the All Classes category. SPED classes taught by appropriately certified teachers are identified as those with SE course type code (excluding gifted and talented courses), as reported in EdLink 360. Teachers are considered appropriately certified if they hold at least one special education certification and the content area certification for the course being taught (if the course requires a content-specific certification). Required certification areas are listed for each course in EdLink 360 and courses being taught by teachers.

SPECIAL EDUCATION CERTIFICATION AREAS

- **Mild/Moderate:** 402, 403, 413, 416, 418, 425, 434, 435, 436, 437, 439, 445, 463, 464, 465, 650, 660, 911, 912, 913, 923
- **Significant Disabilities:** 171, 173, 412, 414, 417, 419, 438, 440, 441, 446, 447, 450, 462, 882
- **Deaf/Hearing Impairment:** 420, 424, 428, 429, 430, 431, 432, 468, 472, 609, 610, 615, 617, 619, 620, 625, 630, 631, 632, 638, 640, 855
- **Blind/Visual Impairment:** 400, 404, 405, 406, 407, 408, 410, 476, 480, 856

CERTIFICATION

- **Certification Status:** Each teacher will be in one of the three categories - Certified (appropriately certified), out-of-field (certified but does not hold proper certification area for at least one course being taught), or uncertified (does not hold any valid certificate).
- **Teacher Certification by Subject Area:** Out-of-field teachers were identified based on the certification area(s) for the courses being taught according to the Curriculum Database (CUR) cross-referenced with all certification area(s) held by the teacher according to Teacher Certification Management System (TCMS). Teachers may be certified and still classified as out-of-field if they teach any course that requires a certification different from what they hold; therefore, teachers may count as both certified and out-of-field.

TEACHERS HIRED

- **Newly hired teachers:** A teacher who was hired previously, left a Louisiana traditional public school system, and was hired again in 2021 is counted as a new hire. These teachers were not employed the previous year by Louisiana public schools.
- **Teachers Hired on a Practitioner's License:** Teachers who were hired in the state in 2021-2022 and held a practitioner's license (PL1, PL2, or PL3) at the time of hire.
- **Teacher Hired from a Preparation Program:** Teachers who graduated from a teacher preparation program in 2016-2017, 2017-2018, or 2018-2019 and were hired after program completion in the state in 2017-2018, 2018-2019, or 2019-2020.
- **Undergraduate:** Teachers hired in 2021-2022 by the state who completed a teacher preparation program at the undergraduate level.
- **Post-Baccalaureate:** Teachers who were hired in 2021-2022 by the state who completed a teacher preparation program at a post-baccalaureate level.

EVALUATING RESULTS

- Teachers and school leaders who received value-added model (VAM) results for more than one subject area are counted for each subject area for which they received VAM results.

COMPENSATION

- Salary is determined at the system level. Teacher and school leader salaries include all public school teachers and leaders, including charter schools.

RETENTION

- **Number of Departing Teachers and School Leaders:** Teachers and School Leaders departing from the state include teachers who were employed in a school system in the state as reported in PEP in one year but were no longer employed in a school system in the state as reported in PEP during the first reporting period of the following year.
- **Average Number of Years of Experience of Departing Teachers:** Years of experience is calculated based upon the number of years the teacher appeared in PEP. PEP data began in 1993.

DEFINITIONS

- **Comprehensive Intervention Required (CIR):** An overall performance of "D" or "F" for three years (or two years for new schools) and/or graduation rate less than 67% in most recent year.
- **Count of Teachers:** This data represents the headcount of teachers, object code 112, as reported in PEP. Each teacher is counted once, regardless if he/she works at more than one site. Teachers reported as post-secondary, contractual, or third party were excluded from this report.
- **Economically Disadvantaged Students (EDS):** Students eligible for Supplemental Nutrition Assistance Program, Temporary Assistance for Needy Families, Medicaid, awaiting foster care, migrant, and incarcerated children. Includes only students attending Title I schools.
- **Grade Band:** Certifications are grouped by grade levels.
- **Non-Economically Disadvantaged Students:** Students NOT eligible for Supplemental Nutrition Assistance Program, Temporary Assistance for Needy Families, Medicaid, awaiting foster care, migrant, and incarcerated children. This includes only students NOT attending Title I schools.
- **Out-of-field Teachers:** Teachers who hold one of the following valid certificates: Professional Level 1, 2, 3; Type C, B, or A; Out-of-State; Foreign Language Elementary Special Certificate; Practitioner 1, 2, or 3 license; World Language Certificate; Extended Endorsement License; or a standard certificate for teachers in nonpublic schools, but who do not hold the certification area for their teaching assignment in at least one class (e.g., a teacher certified in Elementary who is teaching secondary Science).
- **Practitioner's License (PL):** a standard teaching certificate issued to teacher candidates enrolled in BESE-approved teacher preparation programs at the request of the program provider; the practitioner's license certifies the teacher candidate to teach students the content aligned with the certification program area within a Louisiana school system as the Teacher of Record.
- **School Leader:** Principal or assistant principal.
- **Student of Color:** Student who is a member of a minority race or ethnicity (American Indian or Alaskan, Asian, Black or African American, Hispanic/Latino).

- **Students Who are English Learners (EL):** Individuals who do not speak English as their primary language and have a limited ability to read, speak, write, or understand English can be considered English Learners (ELs).
- **Students with Disabilities (SWD):** This term specifically refers to those diverse learners who have been identified as children (all ages) or students (school-aged) with disabilities as defined by Individuals with Disabilities Education Act (IDEA) and Americans with Disabilities Act (ADA) and designated in the Special Education Reporting system (SER).
- **Teacher of Color:** Teacher who is a member of a minority race or ethnicity (American Indian or Alaskan, Asian, Black or African American, Hispanic/Latino).
- **Turnaround School:** Per Bulletin 111, A turnaround school is a school in which a turnaround provider assumes operation over the entire school, continuing to offer the same or additional grade levels as the previous school and enrolling all former students who choose to continue attending the school.
- **Uncertified Teachers:** Teachers who do not hold a certificate as described above, including those who hold a Temporary Authority to Teach (TA, T1, T2, or T3), a Temporary Employment Permit (TEP, TEP2, TEP3), or teachers who do not hold any certificate.
- **Value Added Model (VAM):** The value-added model (VAM) measures students' success compared to similar peers year to year. Value-added is a statistical model that uses student characteristics to determine anticipated student performance in the current year. The VAM anticipates how well students will perform on state assessments in comparison to their peers with similar prior test scores and background. Once a student has taken state assessments, the model shows the extent to which his or her achievement was on target with what was expected (student expected score). The difference between a student's actual achievement and his or her expected achievement is known as the "value added."