State Profile: 1,426 Schools • 49,196 Teachers • 25% Minority • 722,666 Students • 67% EDS • 12% SWD • 55% Minority

EDUCATOR WORKFORCE OVERVIEW

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

TEACHER CERTIFICATION BY SCHOOL LETTER GRADE

School Letter Grade	Teacher Certification Status			
	Out-of-Field*		Uncertified	
All Schools	6,297	14%	2,509	6%
A	1,575	15%	411	4%
B	1,931	16%	524	4%
C	1,528	16%	738	8%
D	778	14%	606	11%
F	279	20%	190	13%
No Letter Grade	206	28%	40	5%

An out-of-field teacher holds a valid teaching certificate, but is not certified for their teaching assignment in at least one class.

CLASSES TAUGHT BY OUT-OF-FIELD OR UNCERTIFIED TEACHERS BY SUBJECT

Classes	Total Number of Classes	Classes Taught by Out-of-Field Teachers*		Classes Taught by Uncertified Teachers	
All Classes	234,631	23,537	10%	14,573	6%
Elementary	79,341	2,937	4%	3,815	5%
English	19,229	1,459	8%	1,200	6%
Math	18,948	2,186	12%	1,535	8%
Science	14,910	1,920	13%	1,153	8%
Social Studies	15,735	1,557	10%	1,139	7%
Special Education	24,293	3,231	13%	1,650	7%

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 TCMS.

EQUITABLE ACCESS TO EXCELLENT EDUCATORS

Educators	Students							
	Economically Disadvantaged*		Non-Economically Disadvantaged**		Minority*		Non-Minority**	
Out-of-field* or Uncertified	142,996	44%	33,625	36%	125,489	47%	46,490	37%
Inexperienced	70,294	21%	16,426	18%	63,637	24%	22,760	18%
Ineffective	114,651	32%	37,199	38%	95,372	32%	50,737	40%

*Includes only students attending Title I schools. **Includes only students NOT attending Title I schools.*

RECRUITING AND HIRING

These data will assist in making decisions related to recruiting and hiring teachers, including strengthening partnerships with teacher preparation providers.

NEWLY HIRED TEACHERS*								
	Teachers Hired in 2014-2015		Teachers Hired in 2015-2016		Teachers Hired in 2016-2017		Teachers Hired in Greatest Needs Schools	
ALL NEWLY HIRED TEACHERS	5,891	100%	5,934	100%	4,714	100%	10,552	64%
Newly Hired Teachers on a Practitioner's License	1,170	20%	941	16%	661	14%	1,921	12%
Hired from Undergraduate Programs**	533	9%	604	10%	597	13%	866	5%
Hired from Post-Baccalaureate Programs**	112	2%	94	2%	127	3%	203	1%

*Includes teachers who were hired in 2015-2016, 2016-2017, and 2017-2018. A teacher who was hired in 2014-2015, left the district, and was rehired in 2016-2017 is counted twice. **Only includes teachers who were hired after completing a teacher preparation program.*

CERTIFICATION AREAS OF TEACHERS HIRED FROM TOP 5 SENDING TEACHER PREPARATION PROGRAMS*						
Rank	Highest Sending Preparation Programs	Undergraduate		Post Baccalaureate		Most Frequent Certification Areas
1	iTeach Louisiana	0	0%	728	100%	Grades 1-5 (Elementary), Health & Physcial Education, English
2	University of Louisiana at Lafayette	373	80%	96	20%	Grades 1-5 (Elementary), Grades PK-3, English
3	Southeastern Louisiana University	402	90%	47	10%	Grades 1-5 (Elementary), Grades PK-3, English
4	The New Teacher Project	0	0%	403	100%	Grades 1-5 (Elementary), English, Grades PK-3
5	Louisiana State University - Baton Rouge	328	85%	60	15%	Grades 1-5 (Elementary), English, Grades PK-3

Includes teachers who graduated from a teacher preparation program in 2015-2016, 2016-2017, and 2017-2018, and were hired in 2014-2015, 2015-2016, or 2016-2017.

EVALUATING RESULTS

These data, which include the value-added model results of teachers employed in 2017-2018, will assist in making decisions related to teacher placement and support.

2016-2017 VAM TEACHER RESULTS BY SUBJECT AREA AND SCHOOL DEMOGRAPHICS					
	Number of Teachers with VAM	2016-2017 Value-Added Model Results			
		Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
All Teachers	9,711	9%	41%	30%	20%
Content Leaders and Mentor Teachers	266	3%	30%	31%	35%
CERTIFICATION STATUS					
Certified	8,335	9%	41%	30%	20%
Uncertified	454	12%	44%	27%	18%
SUBJECT AREAS					
Algebra	712	10%	39%	33%	19%
English	4,262	10%	41%	28%	20%
Geometry	461	10%	38%	33%	19%
Math	3,562	9%	40%	30%	21%
Science	3,140	11%	39%	29%	21%

TEACHERS WITH CONSISTENTLY HIGHLY EFFECTIVE OR INEFFECTIVE VAM RESULTS (2014-2015, 2015-2016, and 2016-2017)			
Highly Effective		Ineffective	
373	6%	49	1%

COMPENSATION

These data from 2017-2018 will assist in making decisions related to teacher and school leader compensation.

AVERAGE TEACHER COMPENSATION					
All Teachers	New Teachers	Teachers in Greatest Needs Schools	Teachers with Top 2 VAM Results	Teachers with Bottom 2 VAM Results	Teachers in High-Need Subject Areas
$48,646	$43,473	$48,061	$48,420	$48,247	$48,756

AVERAGE PERFORMANCE PAY				AVERAGE DEMAND PAY		
All Schools	Teachers in Greatest Needs Schools	Teachers with Top 2 VAM Results	Teachers with Bottom 2 VAM Results	All Schools	Teachers in Greatest Needs Schools	Teachers in High-Need Subject Areas
$294	$286	$264	$274	$544	$609	$603

AVERAGE SCHOOL LEADER COMPENSATION						
Position	Geographic Area	All School Leaders	New School Leaders	School Leaders in Greatest Needs Schools	School Leaders of Top Performing/Top Growth Schools	School Leaders of Low Performing/Low Growth Schools
Principal	State	$81,558	$81,844	$80,954	$82,880	$81,716
Assistant Principal	State	$66,793	$63,661	$65,932	$68,550	$66,095

RETAINING, PROMOTING, AND GRANTING TENURE

These data will assist in making decisions related to retaining and promoting teachers and granting tenure.

NUMBER OF DEPARTING TEACHERS (2014-2017)						VAM RESULTS OF DEPARTING TEACHERS (2014-2017)	
2014-2015		2015-2016		2016-2017		Percentage of Departing Teachers with Highly Effective or Effective: Proficient VAM Results	
5,703	11%	5,440	11%	6,851	13%	1,256	46%

NUMBER OF YEARS OF PUBLIC SCHOOL EXPERIENCE OF DEPARTING TEACHERS (2014-2017)											
1 year or less		2-5 years		6-10 years		11-15 years		16-20 years		21+ years	
2,742	15%	5,064	28%	3,039	17%	2,038	11%	1,833	10%	3,309	18%

TEACHERS PROMOTED TO SCHOOL AND DISTRICT LEADERSHIP POSITIONS			
Position	Number Promoted	Number Promoted with VAM Results	Percentage of Promoted Teachers with Highly Effective or Effective Proficient VAM Results
School Leadership Role	504	219	95%
District Leadership Role	134	49	94%

NUMBER OF DEPARTING SCHOOL LEADERS (2015-2017)							SCHOOL PERFORMANCE OF SCHOOL LEADERS WHO DEPARTED IN 2016-2017	
Position	2014-2015		2015-2016		2016-2017		School Leaders of Top Performing/Top Growth Schools	School Leaders of Low Performing/Low Growth Schools
Principals	278	19%	265	18%	284	19%	128	96
Assistant Principals	357	24%	330	22%	402	25%	169	117

RETENTION RATES OF TEACHERS FROM TOP 5 PREPARATION PROGRAMS HIRED IN 2014-2015								
Rank	Highest Sending Preparation Programs	Total Hired in 2014-2015	Working in 2015-2016		Working in 2016-2017		Working in 2017-2018	
1	University of Louisiana at Lafayette	209	187	89%	178	85%	166	79%
2	iTeach Louisiana	76	73	96%	65	86%	59	78%
3	Southeastern Louisiana University	163	151	93%	140	86%	129	79%
4	The New Teacher Project	221	131	59%	72	33%	51	23%
5	Louisiana State University - Baton Rouge	142	124	87%	116	82%	105	74%

Includes teachers who were hired for the first time after program completion in 2014-2015 and worked consecutively without a break in employment.

TEACHERS WITH TENURE		TEACHERS WITHOUT TENURE			
Total Teachers with Tenure		Total Teachers without Tenure		Teachers on Track to Earn Tenure Next Year	
18,346	40%	27,611	60%	944	3%

RECRUITING AND HIRING

Louisiana Parishes and Teacher Preparation Providers by Geographic Region.

TEACHER PREPARATION PROVIDERS IN LOUISIANA

A	Teach Ascension	J	Louisiana State University - Shreveport	S	Southern University at New Orleans
B	Caddo Teaching Academy	K	Loyola University New Orleans	T	St. Bernard Parish
C	Centenary College	L	McNeese State University	U	The New Teacher Project
D	Grambling State University	M	Nicholls State University	V	Tulane University
E	Louisiana Tech University	N	Northwestern State University	W	University of Louisiana Monroe
F	Louisiana College	O	Holy Cross College	X	University of Louisiana at Lafayette
G	Louisiana Resource Center for Educators	P	Relay Graduate School of Education	Y	University of New Orleans
H	Louisiana State University - Alexandria	Q	Southeastern Louisiana University	Z	Xavier University of Louisiana
I	Louisiana State University A&M College	R	Southern University and A&M College	*	iTeach (Online only)

NORTHERN REGION

CENTRAL REGION

SOUTHEAST REGION

SOUTHWEST REGION
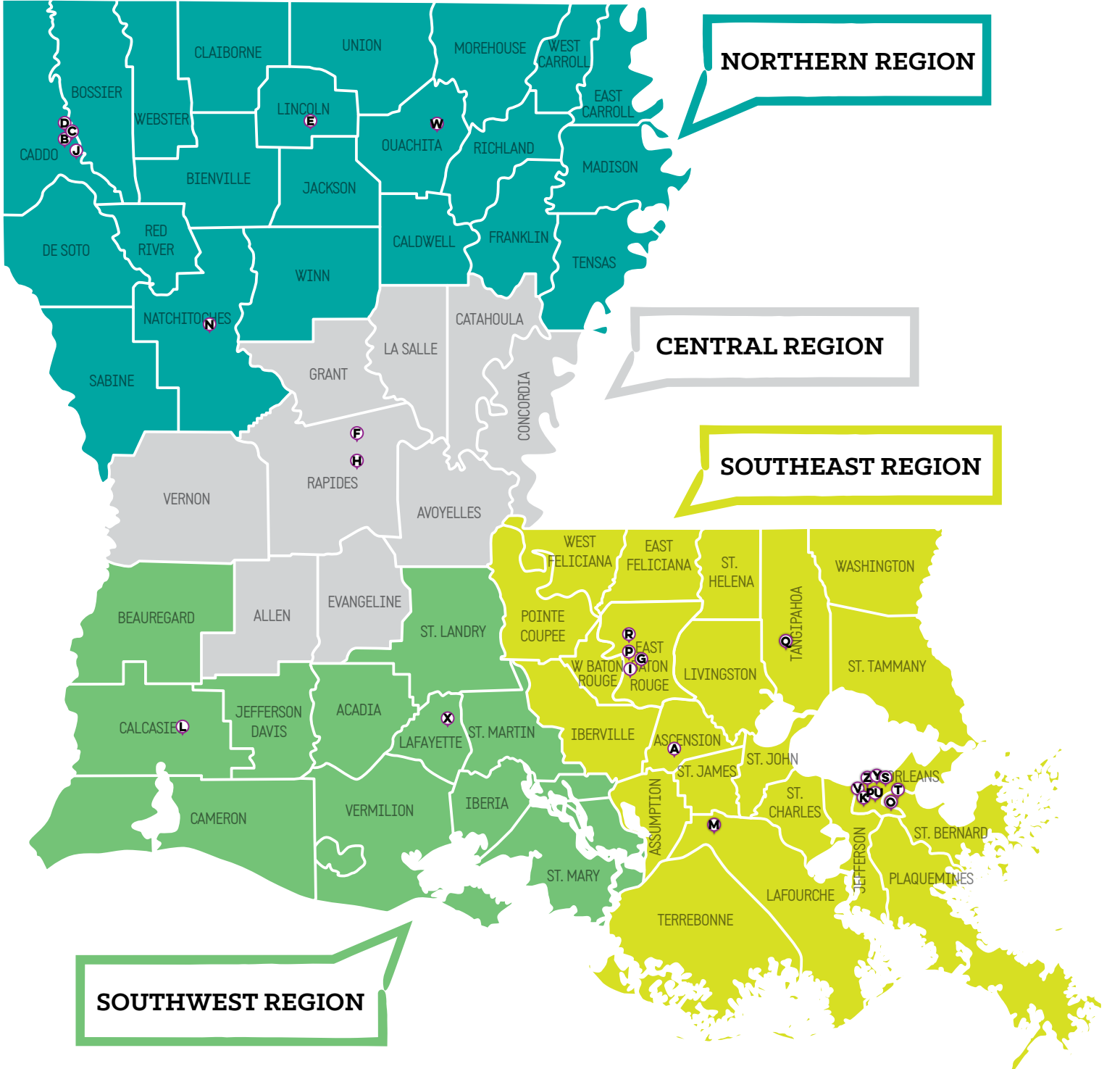
EDUCATOR WORKFORCE REPORT METHODOLOGY

The Educator Workforce Report provides school system leaders with a field of data to help inform decisions regarding the educators and education leaders in their school systems.

All charter schools were excluded from data in 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?

This report includes data on teachers and leaders who are employed in the 2017-2018 school year.

- Includes all Louisiana public schools who had teachers reported in PEP and who had a school report card produced in 2017. "Teachers" include any employee with object code 112 in the Profile of Educational Personnel (PEP).
- 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:

- Profile of Educational Personnel (PEP)
- Teacher Certificate Management System (TCMS)
- Curriculum Database (CUR)
- Compass Information System (CIS)
- October 2017 Enrollment (Multistats) file
- 2017 Course list
- 2017 Comprehensive Schools List
- Student Information System (SIS)
- Special Education Reporting (SER) System

DEFINITIONS

Count of Teachers	This data represents the headcount of teachers, object code 112, as reported in PEP. Each teacher is count one, regardless if he/she works at more than one site. Teachers reported as post-secondary, contractual or third party were excluded from this report.
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).
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.
Inexperienced	Any teacher in his/her first year of teaching in the classroom.
Ineffective	A teacher with Ineffective or Effective: Emerging VAM results.
Greatest Needs Schools	Schools with the greatest need – includes schools who have a plan needed/required and/or a high at-risk population: • Comprehensive Intervention (Required or Needed) – indicated on the 2017 comprehensive schools list • Urgent Intervention (Required or Needed) – indicated on an internal list provided to school and school system leaders • High at-risk schools – Schools with at least 75% economically disadvantaged students population, as reported in the October 2017 multistats file
Economically Disadvantaged Students	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.
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. Includes only students NOT attending Title I schools.
Students Minority	Student who is a member of a minority race or ethnicity (American Indian or Alaskan, Asian, Black or African American, Hispanic/Latino). Includes only students attending Title I schools.
Students Non-Minority	Student who is NOT a member of a minority race or ethnicity. Includes only students NOT attending Title I schools.
High-Need Certification/ Subject Areas	Includes secondary science, secondary math, and special education.
Top performing/top growth schools	• Schools with SPS in the top quartile in terms of performance, regardless of growth • Schools with SPS in the top quartile in terms of growth, regardless of performance
Low performing/low growth schools	• Schools with SPS in the bottom quartile in terms of both performance and growth • Schools with SPS in the bottom quartile in terms of performance and NOT in the top quartile in terms of growth.

CLASSES TAUGHT BY OUT OF FIELD OR UNCERTIFIED TEACHERS

All	Includes all courses listed in the CUR
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 contain the course type code SE (special education), those classes were removed from the denominator for the core subject areas, but they 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 CUR. Teachers are considered appropriately certified if they hold at least one special education certification.

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

TEACHERS HIRED

Newly Hired Teachers	All teachers who were hired in 2015-2016, 2016-2017, or 2017-2018 and who are new to the state at the time of hire.
Teachers hired on a practitioner's license	Teachers who were hired in the state in 2015-2016, 2016-2017, or 2017-2018 and who held a practitioners 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 2014-2015, 2015-2016, or 2016-2017 and were hired after program completion in the state in 2015-2016, 2016-2017, or 2017-2018.
Undergraduate	Teachers who were hired in the state who completed a teacher preparation program at the undergraduate level.
Post-Baccalaureate	Teachers who were hired in the state who completed a teacher preparation program at a post-baccalaureate level.
Highest sending teacher preparation programs	The five providers that send the highest number of program completers. In cases where there are ties, the preparation program is displayed in alphabetical order.
Most frequent certification areas	The certification areas in which the highest number of candidates were prepared. In cases where there are ties, the certification area is displayed in alphabetical order.

MENTOR TEACHERS AND CONTENT LEADERS

This data includes individuals who are currently serving as or attending the statewide training for mentor teachers and content leaders. These individuals were selected by the LEAs.

REGION	DISTRICT CODE	DISTRICT NAME
Central	002, 005, 013, 015, 020, 022, 030, 040, 058	Allen, Avoyelles, Catahoula, Concordia, Evangeline, Grant, LaSalle, Rapides, Vernon
Northern	007, 008, 009, 011, 065, 014, 016, 018, 021, 025, 031, 033, 034, 035, 037, 041, 042, 043, 054, 056, 060, 062, 064	Caddo, Bossier, Webster, Claiborne, DeSoto, Red River, Bienville, Sabine, Natchitoches, Winn, Lincoln, Union, Morehouse, West Carroll, East Carroll, Jackson, Ouachita, Richland, Madison, Caldwell, Franklin, Tensas,
Southeast	003, 004, 069, 068, 066, 017, 019, 024, 026, 029, 032, 036, 038, 039, 044, 045, 046, 047, 048, 052, 053, 055, 059, 061, 063, 067	Ascension, Assumption, Central, City of Baker, City of Bogalusa, East Baton Rouge, East Feliciana, Iberville, Jefferson, Lafourche, Livingston, Orleans, Plaquemines, Pointe Coupee, St. Bernard, St. Charles, St. Helena, St. James, St. John, St. Tammany, Tangipahoa, Terrebonne, Washington, West Baton Rouge, West Feliciana, Zachary
Southwest	001, 006, 010, 012, 023, 027, 028, 049, 050, 051, 057	Acadia, Beauregard, Calcasieu, Cameron, Iberia, Jefferson Davis, Lafayette, St. Landry, St. Martin, St. Mary, Vermilion

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

AVERAGE TEACHER COMPENSATION

Compensation for teachers is reported as salary without extra compensation. Teachers on sabbatical are excluded. Performance and Demand pay was reported by the LEA in PEP for the first time in 2017-2018.

*LEA level compensation data were excluded where data quality issues were identified.

AVERAGE SCHOOL LEADER COMPENSATION

Schools were ranked in terms of their school performance score (SPS) in 2016-2017 and in terms of their growth in SPS from 2015-2016 to 2016-2017. Schools that did not have SPS scores in 2016-2017 were excluded.

RETAINING, PROMOTING, GRANTING TENURE

NUMBER OF DEPARTING TEACHERS AND SCHOOL LEADERS

- Teachers and School Leaders departing from the state include teachers who were employed in an school system in the state as reported in PEP in one year, but were no longer employed in an school system in the state as reported in PEP 1 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.

TEACHERS ON TRACK TO EARN TENURE

- Teachers on track to earn tenure are defined in this report as teachers who met the below criteria for the last five years for which they were employed:
  - » Worked consecutively in the school system in a position that required a teaching certificate and was not federally funded
  - » Did not work at a charter school
  - » Received at least 5 Highly Effective Compass ratings from 2012-2013 to 2016-2017

Compass results were pulled in October of 2017. This count of teachers is an estimate based on data available in PEP as of October 2017. Each teacher's tenure status will need to be verified by the school system.

PROMOTED TO SCHOOL AND DISTRICT LEADERSHIP

- Promoted to School Leadership Position includes individuals who worked in entity in previous academic year as a teacher, object code 112 and are now working as principals (111; 2410), assistant principals (111; 2420), school principals type 2 charter (111; 2430), other school administrators (111; 2490) in the same entity.

- Promoted to District Leadership Position includes individuals who worked in entity in previous academic year as a teacher, object code 112 and are now working as superintendent (111; 2321), assistant superintendent (111; 2324), other district supervisor positions, excluding operational/ business positions (111; 211, 2121, 2131, 2123, 2141, 2190, 2200, 2211, 2212, 2213, 2214, 2215, 2216, 2219, 2220, 2251) in the same entity.

SCHOOL PERFORMANCE OF DEPARTING SCHOOL LEADERS

- School Leaders departing from the state include teachers who were employed in an school system in the state as reported in PEP in one year, but were no longer employed in an school system in the state as reported in PEP 1 of the following year.

- School Leaders departing from the state include teachers who were employed at a Louisiana public school as reported in PEP in one year, but were no longer employed at a Louisiana public school as reported in PEP 1 of the following year.

Schools were ranked in terms of their school performance score (SPS) in 2016-2017 and in terms of their growth in SPS from 2015-2016 to 2016-2017. Schools that did not have SPS scores in 2016-2017 were excluded.

RETENTION RATES OF HIGHEST SENDING TEACHER PREPARATION PROGRAMS

1 Year	Teachers who graduated in 2015-2016, were working in state in 2016-2017, and are working in 2017-2018, and did not leave the state at any point since hire.
2 Years	Teachers who graduated in 2014-2015, were working in state in 2015-2016, and are working in 2017-2018, and did not leave the state at any point since hire.
3 Years	Teachers who graduated in 2013-2014, were working in state in 2014-2015, and are working in 2017-2018, and did not leave the state at any point since hire.