# LOUISIANA

## 2018-2019 EDUCATOR WORKFORCE REPORT

**State Profile:** 1,417 Schools • 48,006 Teachers • 26% Minority • 719,144 Students • 69% EDS • 12% SWD • 56% 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 | Total Number of Teachers | Teacher Certification Status | | | |
|---|---|---|---|---|---|
| | | Out-of-Field* | | Uncertified | |
| All Schools | 43,468 | 6,675 | 15% | 2,684 | 6% |
| A | 8,002 | 1,235 | 15% | 300 | 4% |
| B | 14,710 | 2,569 | 17% | 567 | 4% |
| C | 13,097 | 2,074 | 16% | 1,087 | 8% |
| D | 4,940 | 610 | 12% | 426 | 9% |
| F | 3,126 | 487 | 16% | 374 | 12% |
| No Letter Grade | 534 | 58 | 11% | 22 | 4% |
| CIR | 7,118 | 1,058 | 15% | 761 | 11% |
| Non-CIR | 36,578 | 5,975 | 15% | 2,015 | 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 | 233,063 | 24,207 | 10% | 16,024 | 7% |
| Elementary | 78,520 | 2,953 | 4% | 3,902 | 5% |
| English | 18,713 | 1,385 | 7% | 1,483 | 8% |
| Math | 18,547 | 1,804 | 10% | 1,704 | 9% |
| Science | 14,708 | 1,681 | 11% | 1,288 | 9% |
| Social Studies | 15,440 | 1,370 | 9% | 1,316 | 9% |
| Special Education | 25,143 | 2,227 | 9% | 2,293 | 9% |

**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 | 155,842 | 48% | 38,623 | 40% | 134,986 | 51% | 52,816 | 41% |
| Inexperienced | 77,981 | 24% | 17,752 | 18% | 69,346 | 26% | 24,856 | 19% |
| Ineffective | 91,159 | 28% | 28,592 | 30% | 73,341 | 28% | 40,300 | 31% |

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

### DEMOGRAPHICS OF TEACHERS AND STUDENTS

| | American Indian | | Asian | | Black | | Pacific Islander | | Hispanic | | Multiple Races | | White | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Teachers | 154 | 0% | 492 | 1% | 10,980 | 23% | 21 | 0% | 842 | 2% | 157 | 0% | 35,287 | 74% |
| All Students | 4,558 | 1% | 11,426 | 2% | 310,836 | 43% | 597 | 0% | 53,218 | 7% | 19,447 | 3% | 319,062 | 44% |

## 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 2016-2017 | | Teachers Hired in 2017-2018 | | Teachers Hired in 2018-2019 | | Teachers Hired in CIR Schools | |
| ALL NEWLY HIRED TEACHERS | 5,669 | 100% | 5,763 | 100% | 5,910 | 100% | 6,423 | 64% |
| Hired from Undergraduate Programs** | 696 | 12% | 667 | 12% | 577 | 10% | 291 | 5% |
| Hired from Post-Baccalaureate Programs** | 890 | 16% | 963 | 17% | 951 | 16% | 633 | 10% |

**Includes teachers who were hired in 2016-2017, 2017-2018, and 2018-2019. A teacher who was hired in 2016-2017, left the district, and was rehired in 2018-2019 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% | 868 | 100% | Grades 1-5 (Elementary), English, Mathematics |
| 2 | Southeastern Louisiana University | 437 | 92% | 36 | 8% | Grades 1-5 (Elementary), Grades PK-3, Social Studies |
| 3 | The New Teacher Project | 0 | 0% | 455 | 100% | Grades 1-5 (Elementary), English, Special Education |
| 4 | University of Louisiana - Lafayette | 342 | 76% | 110 | 24% | Grades 1-5 (Elementary), Grades PK-3, English |
| 5 | Northwestern State University | 89 | 28% | 231 | 72% | Grades 1-5 (Elementary), Special Education, English |

**Includes teachers who graduated from a teacher preparation program in 2015-2016, 2016-2017, and 2017-2018, and were hired in 2016-2017, 2017-2018, or 2018-2019.*

## EVALUATING RESULTS

These data, which include the value-added model results of teachers employed in 2018-2019, will assist in making decisions related to teacher placement and support.

| 2017-2018 VAM TEACHER RESULTS BY SUBJECT AREA AND SCHOOL DEMOGRAPHICS | | | | | | |
|---|---|---|---|---|---|---|
| | | Number of Teachers with VAM | 2017-2018 Value-Added Model Results | | | |
| | | | Ineffective | Effective: Emerging | Effective: Proficient | Highly Effective |
| All Teachers | | 8,999 | 9% | 40% | 31% | 20% |
| Content Leaders | | 268 | 7% | 32% | 30% | 31% |
| Mentor Teachers | | 251 | 9% | 27% | 33% | 31% |
| SUBJECT AREAS | | | | | | |
| Algebra | Certified | 550 | 11% | 39% | 28% | 22% |
| | Uncertified | 39 | 21% | 54% | 18% | 8% |
| English | Certified | 3,426 | 10% | 40% | 27% | 23% |
| | Uncertified | 136 | 15% | 44% | 24% | 18% |
| Geometry | Certified | 376 | 9% | 40% | 30% | 22% |
| | Uncertified | 22 | 18% | 55% | 23% | 5% |
| Math | Certified | 2,951 | 10% | 38% | 33% | 19% |
| | Uncertified | 122 | 12% | 56% | 22% | 10% |
| Social Studies | Certified | 2,842 | 10% | 40% | 31% | 20% |
| | Uncertified | 120 | 13% | 45% | 28% | 15% |

| TEACHERS WITH CONSISTENTLY HIGHLY EFFECTIVE OR INEFFECTIVE VAM RESULTS (2015-2016, 2016-2017, and 2017-2018) | | | |
|---|---|---|---|
| Highly Effective | | Ineffective | |
| 299 | 3% | 41 | 0% |

## COMPENSATION

These data from 2018-2019 will assist in making decisions related to teacher compensation.

| AVERAGE PERFORMANCE PAY | | | | AVERAGE DEMAND PAY | | |
|---|---|---|---|---|---|---|
| All Schools | Teachers in CIR Schools | Teachers with Top 2 VAM Results | Teachers with Bottom 2 VAM Results | All Schools | Teachers in CIR Schools | Teachers in High-Need Subject Areas |
| $376 | $402 | $370 | $299 | $482 | $318 | $521 |

## 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 (2015-2018) | | | | | |
|---|---|---|---|---|---|
| 2015-2016 | | 2016-2017 | | 2017-2018 | |
| 5,257 | 11% | 5,892 | 12% | 5,776 | 12% |

| VAM RESULTS OF DEPARTING TEACHERS (2015-2018) | |
|---|---|
| Percentage of Departing Teachers with Highly Effective or Effective: Proficient VAM Results | |
| 1,926 | 67% |

| NUMBER OF YEARS OF PUBLIC SCHOOL EXPERIENCE OF DEPARTING TEACHERS (2015-2018) | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 year or less | | 2-5 years | | 6-10 years | | 11-15 years | | 16-20 years | | 21+ years | |
| 2,061 | 12% | 5,110 | 30% | 2,905 | 17% | 1,920 | 11% | 1,595 | 9% | 3,334 | 20% |

| NUMBER OF DEPARTING SCHOOL LEADERS (2015-2018) | | | | | |
|---|---|---|---|---|---|
| 2015-2016 | | 2016-2017 | | 2017-2018 | |
| 590 | 20% | 646 | 21% | 775 | 25% |

| RETENTION RATES OF TEACHERS FROM TOP 5 PREPARATION PROGRAMS HIRED IN 2016-2017 | | | | | | |
|---|---|---|---|---|---|---|
| Rank | Highest Sending Preparation Programs | Total Hired in 2016-2017 | Working in 2017-2018 | | Working in 2018-2019 | |
| 1 | iTeach Louisiana | 234 | 212 | 91% | 200 | 85% |
| 2 | University of Louisiana - Lafayette | 172 | 154 | 90% | 144 | 84% |
| 3 | Southeastern Louisiana University | 136 | 131 | 96% | 120 | 88% |
| 4 | Northwestern State University | 108 | 98 | 91% | 95 | 88% |
| 5 | The New Teacher Project | 92 | 59 | 64% | 36 | 39% |

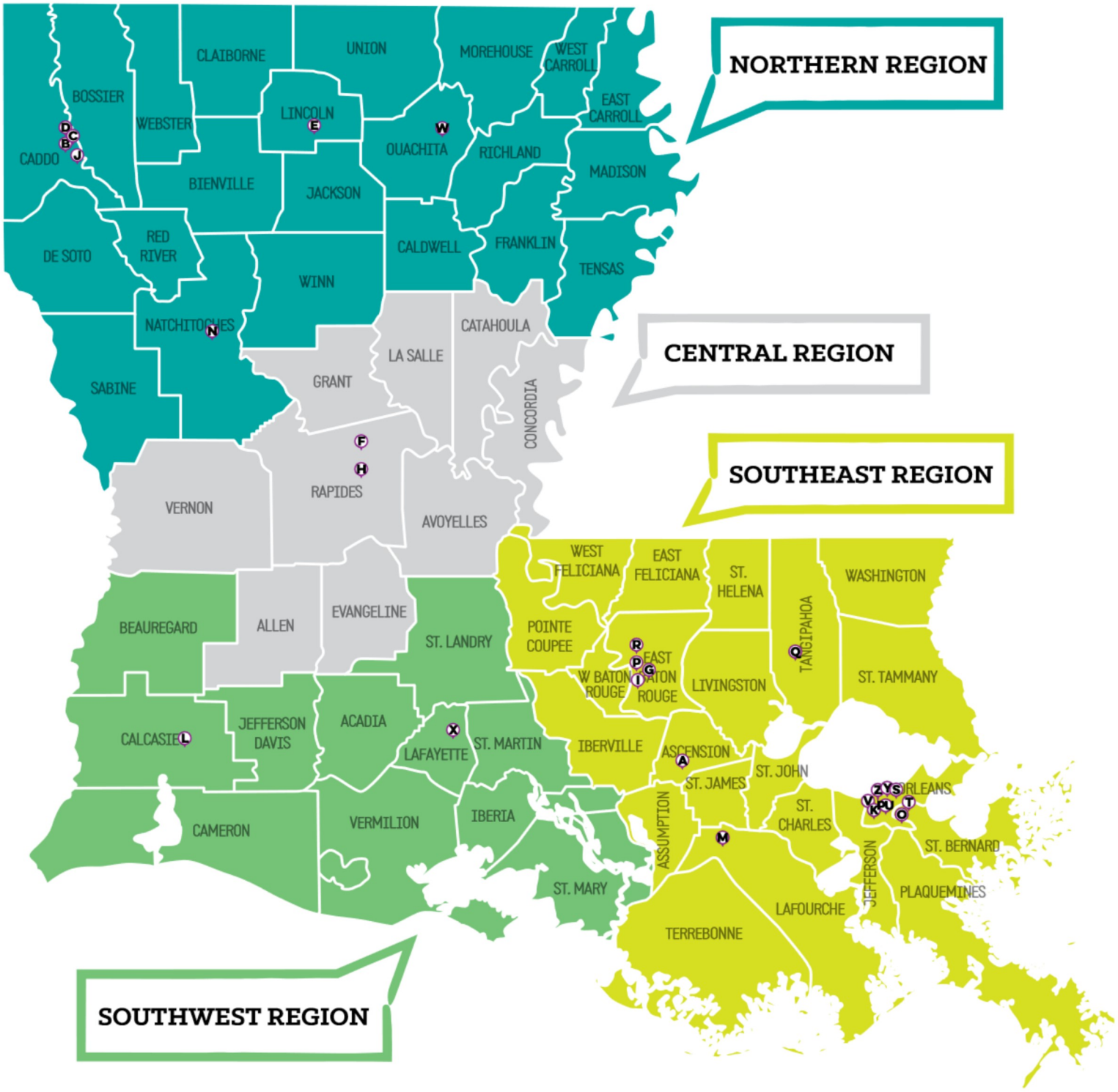
**Includes teachers who were hired for the first time after program completion in 2015-2016 and worked consecutively without a break in employment.*

| TEACHERS WITH TENURE | | TEACHERS WITHOUT TENURE | | | |
|---|---|---|---|---|---|
| Total Teachers with Tenure | | Total Teachers without Tenure | | Teachers on Track to Earn Tenure Next Year | |
| 17,660 | 40% | 26,541 | 60% | 1,467 | 6% |

## 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) |



# 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 2018-2019 school year.

- Includes all Louisiana public schools who had teachers reported in PEP and who had a school report card produced in 2018. "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 2018 Enrollment (Multistats) file
- 2018 Course list
- 2018 Schools in Need of Intervention 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:<br>• Comprehensive Intervention (Required or Needed) – indicated on the 2017 comprehensive schools list<br>• Urgent Intervention (Required or Needed) – indicated on an internal list provided to school and school system leaders<br>• 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<br>• 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<br>• 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 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 the Curriculum Database (CUR) 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 |

## TEACHERS HIRED

| | |
|---|---|
| *Newly Hired Teachers* | All teachers who were hired in 2016-2017, 2017-2018, or 2018-2019 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 2016-2017, 2017-2018, or 2018-2019 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 2015-2016, 2016-2017, or 2017-2018 and were hired after program completion in the state in 2016-2017, 2017-2018, or 2018-2019. |
| *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 PERFORMANCE AND DEMAND PAY

Average Performance and Demand Pay 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.

## 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 theywere 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 2017-2018

Compass results were pulled in October of 2018. This count of teachers is an estimate based on data available in PEP as of October 2018. Each teacher's tenure status will need to be verified by the school system.

### RETENTION RATES OF HIGHEST SENDING TEACHER PREPARATION PROGRAMS

| | |
|---|---|
| *Total Hired in 2016-2017* | Teachers who graduated in 2015-2016, were hired and working in the state in 2016-2017, and did not leave the state at any point since hire. |
| *Working in 2017-2018* | Teachers who graduated in 2015-2016, were hired in the state in 2016-2017, continued working in the state through 2017-2018, and did not leave the state at any point since hire. |
| *Working in 2018-2019* | Teachers who graduated in 2015-2016, were hired in the state in 2016-2017, continued working in the state through 2018-2019, and did not leave the state at any point since hire. |