LOUISIANA

2019-2020 EDUCATOR WORKFORCE REPORT

State Profile: 1,423 Schools • 48,105 Teachers • 27% Minority • 719,912 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	43,931	7,278	16%	3,332	7%
A	9,577	1,542	16%	466	5%
B	16,043	2,652	17%	834	5%
C	12,371	2,178	18%	1,122	9%
D	4,619	810	18%	567	12%
F	2,665	432	16%	390	15%
No Letter Grade	609	87	14%	58	9%
CIR	7,222	1,225	18%	892	13%
Non-CIR	36,518	6,476	17%	2,545	7%

**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	236,766	25,368	11%	20,259	9%
Elementary	82,947	4,141	5%	5,026	6%
English	18,587	1,424	8%	1,861	10%
Math	18,514	1,889	10%	2,058	11%
Science	14,683	1,638	11%	1,813	12%
Social Studies	15,394	1,432	9%	1,633	11%
Special Education	25,484	2,225	9%	2,696	11%

**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	172,815	53%	40,482	42%	147,639	56%	54,527	42%
Inexperienced	78,491	24%	18,267	19%	67,593	26%	25,849	20%
Ineffective	114,100	35%	45,381	47%	94,493	36%	61,673	47%

**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%	452	1%	11,309	23%	22	0%	878	2%	171	0%	35,052	73%
All Students	4,485	1%	11,523	2%	306,599	43%	628	0%	60,157	8%	20,610	3%	315,810	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 2017-2018		Teachers Hired in 2018-2019		Teachers Hired in 2019-2020		Teachers Hired in CIR Schools	
ALL NEWLY HIRED TEACHERS	5,964	100%	5,981	100%	5,730	100%	7,404	64%
Hired from Undergraduate Programs**	671	11%	581	10%	634	11%	267	14%
Hired from Post-Baccalaureate Programs**	918	15%	937	16%	889	16%	2,774	32%

**Includes teachers who were hired in 2017-2018, 2018-2019, and 2019-2020. A teacher who was hired in 2017-2018, left the district, and was rehired in 2019-2020 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%	958	100%	Grades 1-5 (Elementary), Health & Physical Education, English
2	Southeastern Louisiana University	359	91%	35	9%	Grades 1-5 (Elementary), Grades PK-3, English
3	University of Louisiana - Lafayette	282	78%	79	22%	Grades PK-3, Grades 1-5 (Elementary), English
4	Louisiana State University - Baton Rouge	251	89%	32	11%	Grades 1-5 (Elementary), Grades PK-3, English
5	The New Teacher Project	0	0%	277	100%	Grades 1-5 (Elementary), Special Education, Grades PK-3

**Includes teachers who graduated from a teacher preparation program in 2016-2017, 2017-2018, and 2018-2019, and were hired in 2017-2018, 2018-2019, or 2019-2020.*

EVALUATING RESULTS

These data, which include the value-added model results of teachers employed in 2019-2020, will assist in making decisions related to teacher placement and support.

2018-2019 VAM TEACHER RESULTS BY SUBJECT AREA AND SCHOOL DEMOGRAPHICS						
		Number of Teachers with VAM	2018-2019 Value-Added Model Results			
			Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
All Teachers		10,643	10%	39%	31%	20%
Content Leaders		596	7%	36%	33%	24%
Mentor Teachers		423	6%	30%	36%	28%
SUBJECT AREAS						
Algebra	Certified	543	9%	41%	31%	20%
	Uncertified	48	15%	50%	29%	6%
English	Certified	4,125	10%	39%	29%	22%
	Uncertified	242	17%	39%	27%	17%
Geometry	Certified	351	8%	42%	25%	25%
	Uncertified	21	10%	57%	33%	10%
Math	Certified	3,443	9%	38%	33%	20%
	Uncertified	223	17%	47%	28%	9%
Social Studies	Certified	2,723	9%	40%	30%	20%
	Uncertified	170	15%	43%	28%	14%

TEACHERS WITH CONSISTENTLY HIGHLY EFFECTIVE OR INEFFECTIVE VAM RESULTS (2016-2017, 2017-2018, and 2018-2019)			
Highly Effective		Ineffective	
313	2%	42	0%

COMPENSATION

These data from 2019-2020 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
336	347	307	282	481	335	503

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 (2016-2019)					
2016-2017		2017-2018		2018-2019	
5,984	12%	5,872	12%	5,782	12%

VAM RESULTS OF DEPARTING TEACHERS (2016-2019)	
Percentage of Departing Teachers with Highly Effective or Effective: Proficient VAM Results	
2,178	52%

NUMBER OF YEARS OF PUBLIC SCHOOL EXPERIENCE OF DEPARTING TEACHERS (2016-2019)											
1 year or less		2-5 years		6-10 years		11-15 years		16-20 years		21+ years	
2,630	14%	5,521	30%	3,131	17%	2,007	11%	1,711	9%	3,277	18%

NUMBER OF DEPARTING SCHOOL LEADERS (2016-2019)					
2016-2017		2017-2018		2018-2019	
431	15%	452	15%	421	14%

RETENTION RATES OF TEACHERS FROM TOP 5 PREPARATION PROGRAMS HIRED IN 2017-2018						
Rank	Highest Sending Preparation Programs	Total Hired in 2017-2018	Working in 2018-2019		Working in 2019-2020	
1	iTeach Louisiana	254	194	76%	177	70%
2	University of Louisiana - Lafayette	161	143	81%	131	89%
3	Southeastern Louisiana University	147	123	84%	117	80%
4	Northwestern State University	115	96	83%	91	79%
5	McNeese State University	109	88	81%	81	74%

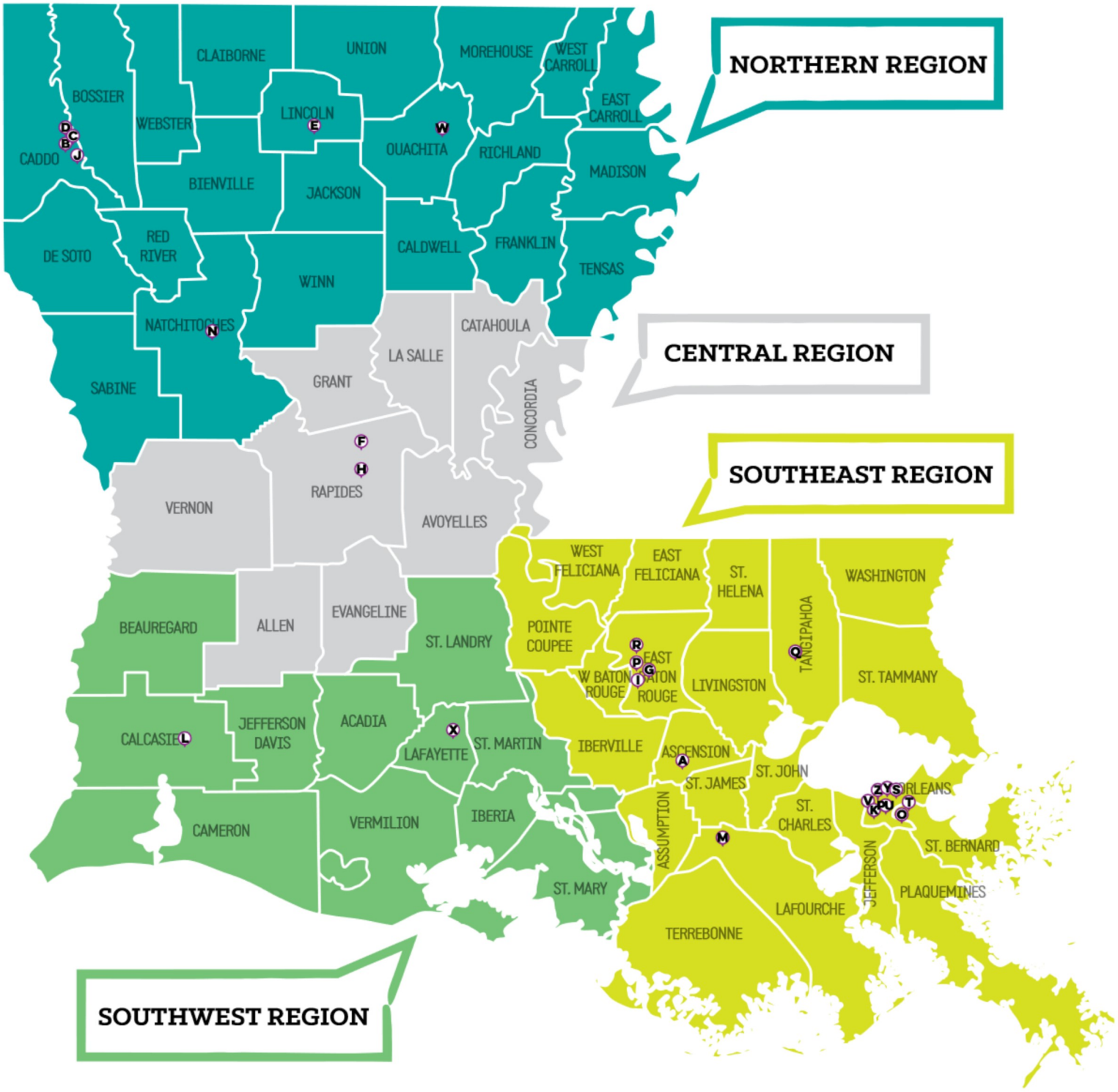
**Includes teachers who were hired for the first time after program completion in 2016-2017 and worked consecutively without a break in employment.*

TEACHERS WITH TENURE		TEACHERS WITHOUT TENURE			
Total Teachers with Tenure		Total Teachers without Tenure		Teachers on Track to Earn Tenure Next Year	
13,096	31%	29,551	69%	1,547	5%

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 2019-2020 school year.

- Includes all Louisiana public schools who had teachers reported in PEP and who had a school report card produced in 2019. "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 2019 Enrollment (Multistats) file
- 2019 Course list
- 2019 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: • 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 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 2017-2018, 2018-2019, or 2019-2020 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 2017-2018, 2018-2019, or 2019-2020 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 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 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 2018-2019.

*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 2018-2019

Compass results were pulled in October of 2019. This count of teachers is an estimate based on data available in PEP as of October 2019. 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 2017-2018	Teachers who graduated in 2016-2017, were hired and working in the state in 2017-2018, and did not leave the state at any point since hire.
Working in 2018-2019	Teachers who graduated in 2016-2017, were hired in the state in 2017-2018, continued working in the state through 2018-2019, and did not leave the state at any point since hire.
Working in 2019-2020	Teachers who graduated in 2016-2017, were hired in the state in 2017-2018, continued working in the state through 2019-2020, and did not leave the state at any point since hire.