

OVERVIEW

The Educator Workforce Snapshot provides an overview of workforce data for the 143 traditional public schools and public charter schools in Louisiana’s CENTRAL REGION from the 2022-2023 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; “school leaders” are educators serving as principals or assistant principals in traditional public schools and public charter schools in Louisiana. “Central Office” employees are those identified as office personnel at the school system level, excluding superintendents and other executive personnel.

*Workforce Reports prior to 2021-2022 used October 1 reporting data.

DEMOGRAPHICS AT A GLANCE

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

Geographic Area	Teachers	Teachers of Color	Students	Students of Color	Students who are Economically Disadvantaged*	Students with Disabilities**	Students who are English Learners***
State	51,965	31%	712,847	58%	73%	14%	5%
Regional	4,258	17%	57,645	42%	74%	15%	1%

*Students who are awaiting foster care, migrant, incarcerated, 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 public school systems and public charter schools. Teachers and students may choose not to disclose demographic information in which case they are removed from the data calculations below.

DEMOGRAPHICS OF SCHOOL LEADERS, TEACHERS, AND STUDENTS BY GENDER					
	Geographic Area	Male		Female	
All School Leaders	State	924	29%	2,294	71%
	Regional	74	26%	214	74%
All Teachers	State	9,886	19%	42,079	81%
	Regional	805	19%	3,453	81%
All Students	State	365,835	51%	347,012	49%
	Regional	29,711	52%	27,934	48%

DEMOGRAPHICS OF SCHOOL LEADERS BY RACE/ETHNICITY

	Geographic Area	American Indian		Asian		Black		Hispanic		Multiple Races		Pacific Islander		White	
All School Leaders	State	8	0%	7	0%	1,292	40%	37	1%	6	0%	1	0%	1,867	58%
	Regional	0	0%	2	1%	54	19%	3	1%	1	0%	0	0%	228	79%
All Female School Leaders	State	4	0%	3	0%	900	28%	25	1%	5	0%	1	0%	1,356	42%
	Regional	0	0%	0	0%	40	14%	2	1%	1	0%	0	0%	171	59%
All Male School Leaders	State	4	0%	4	0%	392	12%	12	0%	1	0%	0	0%	511	16%
	Regional	0	0%	2	1%	14	5%	1	0%	0	0%	0	0%	57	20%

DEMOGRAPHICS OF TEACHERS BY RACE/ETHNICITY

	Geographic Area	American Indian		Asian		Black		Hispanic		Multiple Races		Pacific Islander		White	
All Teachers	State	190	0%	490	1%	13,980	27%	1,061	2%	146	0%	21	0%	36,077	69%
	Regional	12	0%	19	0%	623	15%	47	1%	3	0%	0	0%	3,554	83%
All Female Teachers	State	160	0%	390	1%	10,796	21%	839	2%	113	0%	17	0%	29,764	57%
	Regional	9	0%	13	0%	468	11%	39	1%	1	0%	0	0%	2,923	69%
All Male Teachers	State	30	0%	100	0%	3,184	6%	222	0%	33	0%	4	0%	6,313	12%
	Regional	3	0%	6	0%	155	4%	8	0%	2	0%	0	0%	631	15%

DEMOGRAPHICS OF STUDENTS BY RACE/ETHNICITY

	Geographic Area	American Indian		Asian		Black		Hispanic		Multiple Races		Pacific Islander		White	
All Students	State	4,019	1%	11,310	2%	298,025	42%	75,231	11%	25,360	4%	563	0%	298,339	42%
	Regional	330	1%	488	1%	18,774	33%	2,464	4%	2,330	4%	80	0%	33,179	58%
All Female Students	State	1,997	0%	5,445	1%	146,481	21%	36,375	5%	12,609	2%	271	0%	143,834	20%
	Regional	155	0%	236	0%	9,241	16%	1,159	2%	1,155	2%	40	0%	15,948	28%
All Male Students	State	2,022	0%	5,865	1%	151,544	21%	38,856	5%	12,751	2%	292	0%	154,505	22%
	Regional	175	0%	252	0%	9,533	17%	1,305	2%	1,175	2%	40	0%	17,231	30%

CERTIFICATION

These data reflect teacher certification for core classes in Louisiana traditional public schools and public charter 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 courses in their certification area and out-of-field courses. Teachers without a valid certification, or with a certificate that has expired, are considered uncertified. Teacher Certification data represents teachers who taught at least one course during the 2022-2023 academic year.

TEACHER CERTIFICATION								
School Types	Geographic Area	Total Number of Teachers	Teacher Certification Status					
			Certified		Out-of-Field		Uncertified	
All Schools	State	48,362	32,167	67%	8,326	17%	7,869	16%
	Regional	4,571	2,784	61%	1,126	25%	661	14%
Traditional Schools	State	43,413	30,230	70%	7,715	18%	5,468	13%
	Regional	4,446	2,720	61%	1,096	25%	630	14%
Charter Schools	State	4,970	1,951	39%	615	12%	2,404	48%
	Regional	126	65	52%	30	24%	31	25%

TEACHER CERTIFICATION BY SCHOOL LETTER GRADE									
School Letter Grade	School Type	Geographic Area	Total Number of Teachers	Teacher Certification Status					
				Certified		Out-of-Field		Uncertified	
A	All	State	9,778	7,302	75%	1,655	17%	821	8%
		Regional	777	473	61%	206	27%	98	13%
	Traditional	State	9,181	6,925	75%	1,578	17%	678	7%
		Regional	700	429	61%	187	27%	84	12%
	Charter	State	597	377	63%	77	13%	143	24%
		Regional	77	44	57%	19	25%	14	18%
B	All	State	15,089	10,588	70%	2,874	19%	1,625	11%
		Regional	2,319	1,465	63%	629	27%	225	10%
	Traditional	State	14,160	10,164	72%	2,719	19%	1,277	9%
		Regional	2,319	1,465	63%	629	27%	225	10%
	Charter	State	928	425	46%	155	17%	348	38%
		Regional	0	0	0%	0	0%	0	0%
C	All	State	12,321	7,929	64%	2,029	16%	2,362	19%
		Regional	940	578	61%	162	17%	200	21%
	Traditional	State	10,873	7,344	68%	1,857	17%	1,672	15%
		Regional	904	559	62%	153	17%	192	21%
	Charter	State	1,450	587	40%	172	12%	691	48%
		Regional	36	19	53%	9	25%	8	22%
D	All	State	5,193	2,732	53%	805	16%	1,655	32%
		Regional	253	146	58%	45	18%	62	25%
	Traditional	State	3,803	2,337	61%	669	18%	797	21%
		Regional	253	146	58%	45	18%	62	25%
	Charter	State	1,391	397	29%	136	10%	858	62%
		Regional	0	0	0%	0	0%	0	0%
F	All	State	2,906	1,539	53%	427	15%	940	32%
		Regional	262	142	54%	38	15%	82	31%
	Traditional	State	2,482	1,447	58%	386	16%	649	26%
		Regional	249	140	56%	36	14%	73	29%
	Charter	State	424	92	22%	41	10%	291	69%
		Regional	13	2	15%	2	15%	9	69%

TEACHER CERTIFICATION BY SCHOOL LETTER GRADE

School Letter Grade	School Type	Geographic Area	Total Number of Teachers	Teacher Certification Status					
				Certified		Out-of-Field		Uncertified	
No Letter Grade*	All	State	4,071	2,782	68%	719	18%	570	14%
		Regional	154	74	48%	72	47%	8	5%
	Traditional	State	3,957	2,732	69%	696	18%	529	13%
		Regional	154	74	48%	72	47%	8	5%
	Charter	State	117	52	44%	24	21%	41	35%
		Regional	0	0	0%	0	0%	0	0%
CIR	All	State	10,560	6,062	57%	1,720	16%	2,778	26%
		Regional	771	448	58%	137	18%	186	24%
	Traditional	State	9,056	5,544	61%	1,573	17%	1,939	21%
		Regional	771	448	58%	137	18%	186	24%
	Charter	State	1,511	524	35%	148	10%	839	56%
		Regional	0	0	0%	0	0%	0	0%
Non-CIR	All	State	38,266	26,414	69%	6,693	17%	5,159	13%
		Regional	3,863	2,379	62%	1,002	26%	482	12%
	Traditional	State	34,809	24,989	72%	6,227	18%	3,593	10%
		Regional	3,738	2,315	62%	972	26%	451	12%
	Charter	State	3,466	1,430	41%	468	14%	1,568	45%
		Regional	126	65	52%	30	24%	31	25%

*A school may receive no letter grade if it is a turnaround school or 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](#)).

TEACHER CERTIFICATION BY SUBJECT

Classes	School Type	Geographic Area	Total Number of Teachers	Teacher Certification Status					
				Certified		Out-of-Field		Uncertified	
Elementary	All	State	20,625	15,177	74%	2,253	11%	3,195	15%
		Regional	1,660	1,279	77%	141	8%	240	14%
	Traditional	State	18,487	14,272	77%	2,087	11%	2,128	12%
		Regional	1,627	1,256	77%	139	9%	232	14%
	Charter	State	3,039	905	42%	166	8%	1,067	50%
		Regional	39	23	70%	2	6%	8	24%
English	All	State	5,098	3,294	65%	671	13%	1,133	22%
		Regional	480	282	59%	101	21%	97	20%
	Traditional	State	4,373	3,008	69%	600	14%	765	17%
		Regional	459	271	59%	96	21%	92	20%
	Charter	State	1,028	290	40%	71	10%	369	51%
		Regional	21	11	52%	5	24%	5	24%
Math	All	State	5,168	3,169	61%	886	17%	1,113	22%
		Regional	449	259	58%	100	22%	90	20%
	Traditional	State	4,453	2,890	65%	793	18%	770	17%
		Regional	430	251	58%	92	21%	87	20%
	Charter	State	965	279	39%	93	13%	343	48%
		Regional	14	8	42%	8	42%	3	16%

TEACHER CERTIFICATION BY SUBJECT									
Classes	School Type	Geographic Area	Total Number of Teachers	Teacher Certification Status					
				Certified		Out-of-Field		Uncertified	
Science	All	State	3,792	2,194	58%	758	20%	840	22%
		Regional	384	185	48%	126	33%	73	19%
	Traditional	State	3,270	2,005	61%	702	21%	563	17%
		Regional	369	177	48%	123	33%	69	19%
	Charter	State	744	190	36%	56	11%	277	53%
		Regional	16	8	53%	3	20%	4	27%
Social Studies	All	State	3,956	2,435	62%	649	16%	872	22%
		Regional	403	205	51%	118	29%	80	20%
	Traditional	State	3,410	2,235	66%	589	17%	586	17%
		Regional	390	201	52%	114	29%	75	19%
	Charter	State	772	200	37%	60	11%	286	52%
		Regional	14	4	31%	4	31%	5	38%
Special Education	All	State	4,149	2,651	64%	640	15%	858	21%
		Regional	479	295	62%	102	21%	82	17%
	Traditional	State	3,858	2,548	66%	601	16%	709	18%
		Regional	473	295	62%	100	21%	78	16%
	Charter	State	405	107	36%	40	14%	149	50%
		Regional	9	1	14%	2	29%	4	57%
World Languages	All	State	1,774	556	31%	845	48%	373	21%
		Regional	112	30	27%	66	59%	16	14%
	Traditional	State	1,570	508	32%	802	51%	260	17%
		Regional	108	30	28%	63	58%	15	14%
	Charter	State	274	48	24%	43	21%	113	55%
		Regional	0	0	0%	3	75%	1	25%

*World language represents all grade level courses based on language acquisition.

RECRUITING AND HIRING

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

TEACHER RECRUITMENT					
	Geographic Area	Teachers Hired in 2022-2023		Teachers Hired in CIR Schools in 2022-2023	
Newly Hired Teacher Population	State	7,901	15%	2,434	31%
	Regional	546	13%	146	27%
Hired from Undergraduate Programs	State	477	6%	71	15%
	Regional	24	4%	3	13%
Hired from Post-Baccalaureate Programs	State	675	9%	199	29%
	Regional	74	14%	16	22%

The newly hired population above indicates how much of the total teacher workforce is newly hired. A teacher who was hired previously, left Louisiana traditional public schools or public charter schools, and was rehired in 2022-2023 is counted as a new hire.

NEWLY HIRED TEACHERS BY CONTENT AREA					
	Geographic Area	New Teachers Hired in 2022-2023		New Teachers Hired in CIR Schools in 2022-2023	
Elementary	State	2,491	38%	871	35%
	Regional	182	33%	58	32%
English	State	787	12%	228	29%
	Regional	59	11%	16	27%
Math	State	741	11%	223	30%
	Regional	56	10%	17	30%
Science	State	556	8%	156	28%
	Regional	46	8%	15	33%
Social Studies	State	593	9%	176	30%
	Regional	61	11%	18	30%
Special Education	State	550	8%	148	27%
	Regional	41	8%	10	24%
World Languages	State	245	4%	94	38%
	Regional	10	2%	3	30%

A teacher who was hired previously, left Louisiana traditional public schools or public charter schools, and was rehired in 2022-2023 is counted as a new hire. The percentages above indicate how many of our newly hired teachers are represented in each subject area listed.

NEWLY HIRED TEACHERS BY GRADE BAND					
	Geographic Area	New Teachers Hired in 2022-2023		New Teachers Hired in CIR Schools in 2022-2023	
Pre-kindergarten/Kindergarten (PK-K)	State	497	8%	156	31%
	Regional	47	9%	7	15%
Elementary (1-5)	State	2,448	37%	869	35%
	Regional	176	32%	59	34%
Middle School (6-8)	State	1,268	19%	498	39%
	Regional	104	19%	41	39%
Secondary (9-12)	State	1,753	26%	355	20%
	Regional	153	28%	22	14%
All Grades (K-12)	State	652	10%	163	25%
	Regional	64	12%	11	17%

A teacher who was hired previously, left Louisiana traditional public schools or public charter schools, and was rehired in 2022-2023 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 in Louisiana traditional public schools and public charter schools who are eligible for VAM data receive this data.

	Geographic Area	Number of Teachers with VAM	2022-2023 Value-Added Model Results			
			Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
All Teachers	State	12,396	9%	41%	31%	19%
	Regional	1,092	10%	40%	32%	19%
Content Leaders	State	201	5%	33%	32%	29%
	Regional	10	0%	20%	50%	30%
Mentor Teachers	State	259	6%	27%	42%	25%
	Regional	18	11%	22%	44%	22%

GRADES 4-8 SUBJECT AREAS							
Grades 4-8 All Tests	Certified	State	7,922	9%	41%	31%	19%
		Regional	710	10%	36%	32%	23%
	Uncertified	State	2,001	9%	44%	30%	16%
		Regional	158	9%	51%	30%	9%
English	Certified	State	3,044	10%	40%	31%	19%
		Regional	291	12%	38%	29%	22%
	Uncertified	State	773	9%	42%	32%	16%
		Regional	66	8%	52%	38%	3%
Math	Certified	State	2,901	9%	40%	33%	18%
		Regional	252	11%	30%	33%	26%
	Uncertified	State	625	10%	48%	27%	15%
		Regional	50	14%	62%	14%	10%
Science	Certified	State	2,360	8%	42%	31%	19%
		Regional	208	8%	33%	40%	19%
	Uncertified	State	580	9%	45%	30%	15%
		Regional	40	13%	40%	33%	15%
Social Studies	Certified	State	2,451	8%	40%	31%	21%
		Regional	215	8%	37%	31%	25%
	Uncertified	State	600	8%	45%	31%	17%
		Regional	46	9%	50%	33%	9%

HIGH SCHOOL SUBJECT AREAS							
High School All Tests	Certified	State	1,757	7%	38%	32%	22%
		Regional	136	10%	44%	32%	14%
	Uncertified	State	432	12%	46%	28%	13%
		Regional	40	13%	60%	20%	8%
English I	Certified	State	496	8%	39%	31%	22%
		Regional	38	18%	47%	29%	5%
	Uncertified	State	134	14%	40%	31%	14%
		Regional	12	0%	67%	33%	0%
English II	Certified	State	470	7%	43%	29%	21%
		Regional	37	8%	51%	30%	11%
	Uncertified	State	119	11%	41%	34%	14%
		Regional	14	14%	43%	36%	7%
Algebra I	Certified	State	593	8%	36%	35%	21%
		Regional	52	4%	40%	37%	19%
	Uncertified	State	145	8%	54%	26%	13%
		Regional	13	8%	62%	15%	15%
Geometry	Certified	State	375	6%	36%	34%	24%
		Regional	37	5%	43%	38%	14%
	Uncertified	State	69	16%	49%	25%	10%
		Regional	6	33%	67%	0%	0%

*2022-2023 VAM data relies on student growth from LEAP 2025 between the 2021-2022 academic year and the 2022-2023 academic year.

COMPENSATION

Average salaries are shown for teachers, school leaders, and central office staff in Louisiana traditional public schools and public charter schools.

AVERAGE SALARY*	State	Regional
Teachers**	\$54,460	\$53,632
Assistant Principals	\$75,056	\$70,455
Principals	\$90,621	\$83,157
Central Office	\$77,938	\$78,455

*Includes all reported salaries for 2022-2023.

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

RETENTION

The retention data below indicates the retention rate of teachers and school leaders from the Louisiana traditional public schools and public charter school systems as well as the experience held by those who were retained. Additionally, three-year retention rates based on the teacher preparation pathway indicate retention based on the pathway to certification.

Geographic Area	NUMBER OF RETAINED TEACHERS		NUMBER OF RETAINED SCHOOL LEADERS	
	Count	Retention Rate	Count	Retention Rate
State	44,245	85%	2,725	85%
Regional	3,712	87%	244	85%

PUBLIC SCHOOL EXPERIENCE OF RETAINED TEACHERS												
Geographic Area	1 Year or Less		2-5 Years		6-10 Years		11-15 Years		16-20 Years		21+ Years	
	Count	Retention Rate	Count	Retention Rate	Count	Retention Rate	Count	Retention Rate	Count	Retention Rate	Count	Retention Rate
State	6,840	78%	8,099	84%	7,847	87%	6,113	89%	5,724	89%	9,622	85%
Regional	571	78%	630	86%	647	89%	499	91%	476	90%	889	88%

PUBLIC SCHOOL LEADERSHIP EXPERIENCE OF RETAINED SCHOOL LEADERS*												
Geographic Area	1 Year or Less		2-5 Years		6-10 Years		11-15 Years		16-20 Years		21+ Years	
	Count	Retention Rate	Count	Retention Rate	Count	Retention Rate	Count	Retention Rate	Count	Retention Rate	Count	Retention Rate
State	60	79%	99	77%	288	83%	507	89%	616	87%	1,155	84%
Regional	1	50%	2	100%	13	76%	41	87%	63	89%	124	83%

*Experience includes only experience as a school leader. School leaders are those in positions identified as Assistant Principal, Principal, or similar positions identified as a school leader in EdLink 360.

TEACHER PREPARATION PATHWAY RETENTION RATES								
Pathway	Geographic Area	Total Hired in 2019-2020	Employed in 2020-2021		Employed in 2021-2022		Employed in 2022-2023	
			Count	Retention Rate	Count	Retention Rate	Count	Retention Rate
Undergraduate	State	648	604	93%	550	85%	493	76%
	Regional	39	34	87%	35	90%	27	69%
Post-Baccalaureate	State	899	802	89%	695	77%	618	69%
	Regional	96	95	99%	82	85%	78	81%

Retention rates show continued employment through the 2022-2023 academic year and are based on the total number of teachers hired in 2019-2020 by teacher preparation pathway.

APPENDIX

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).

- **Demographics:** both traditional and charter schools
- **Certification:** both traditional and charter 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, leaders, and central office personnel employed in the 2022-2023 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.
- *Central Office Personnel* include employees with object code 111 and Function codes 1110, 1130, 1210, 1390, 1410, 1490, 1510, 1520, 1530, 1531, 1600, 2110, 2111, 2112, 2113, 2114, 2119, 2120, 2121, 2123, 2124, 2126, 2129, 2131, 2134, 2141, 2142, 2145, 2152, 2153, 2160, 2190, 2200, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2219, 2220, 2230, 2231, 2232, 2240, 2250, 2251, 2252, 2253, 2255, 2259, 2290, 2322, 2323, 2329, 2610, 2710, 2810, 2820, 2821, 2823, 2829, 2830, 2831, 2832, 2835, 2839, 2840, 2841, 2842, 2843, 2844, 2849, 2900, 3111, 3200, 3300, 4500, 4600.

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
- 2022 Schools in Need of Intervention List
- Special Education Reporting (eSER) 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. Special education 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. Required certification areas are listed for each course in EdLink 360 and courses being taught by teachers.
- **World Language:** Course category codes 121006, 121007, 12008, 121106, 122507, 122508, 123456, 123457, 80902, 80903, 121001, 121002, 121003, 121004, 121005, 121009, 121010, 121018, 121099, 121101, 121102, 121103, 121501, 121502, 121601, 121602, 121603, 121604, 121605, 121606, 122498, 122499, 122501, 122502, 122503, 122504, 122505, 122509, 122510, 122511, 122512, 122513, 122514, 12599, 123101, 123102, 123103, 123106, 123110, 123201, 123501, 123502, 121000, 122500, 123105

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 in the area where at least one course was taught), or uncertified (holds a temporary certificate or does not hold a 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:** The newly hired population indicates how much of the total teacher workforce is newly hired. A teacher who was hired previously, left a Louisiana traditional public school system or a public charter school, and was hired again in 2022-2023 is counted as a new hire. These teachers were not employed the previous year by Louisiana traditional public schools or public charter schools.
- **Teachers Hired on a Practitioner's License:** Teachers who were hired in Louisiana traditional public schools or public charter schools in 2022-2023 and held a practitioner's license (PL1, PL2, or PL3) at the time of hire.
- **Teachers Hired from a Preparation Program:** Teachers who graduated from a Louisiana-approved teacher preparation program and were hired and employed after program completion in Louisiana traditional public schools or public charter schools in 2019-2020, 2020-2021, 2021-2022, or 2022-2023.
- **Undergraduate:** Teachers hired in 2022-2023 by the state who completed a teacher preparation program at the undergraduate level.
- **Post-Baccalaureate:** Teachers who were hired in 2022-2023 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 school system level. Teacher and school leader salaries include all traditional and charter public school teachers, leaders, and central office personnel. Central office personnel includes officials, administrators, and managers of core programs, nursing services, diagnostic and evaluation staff, guidance services, placement services, pupil support, special education programs, audiovisual services, computer-assisted instruction, executive administration services, state and federal relations, community relations, supervision of operation and maintenance, supervision of student transportation, planning, research and development, public information, food service central office supervisor, building acquisition and construction, building improvement, technical support, system analysis, and other data processing services.

RETENTION

- **Number of Retained Teachers and School Leaders:** Teachers and School Leaders retained in the state include teachers who were employed in a school system in the state as reported in EdLink 360 in one year and continued to be employed in a school system in the state as reported in EdLink 360 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 EdLink 360. EdLink 360 data collection began in 2021.

DEFINITIONS

- **Comprehensive Intervention Required (CIR):** An overall performance of "D" or "F" for three years (or two years for new schools) and/or a graduation rate of less than 67% in the most recent year.
- **Count of Teachers:** This data represents the headcount of teachers, object code 112, as reported in EdLink 360. 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 the Supplemental Nutrition Assistance Program, Temporary Assistance for Needy Families, Medicaid, awaiting foster care, migrant, and incarcerated children. Includes only students attending Title I schools. Students who received DSNAP are also included in the economically disadvantaged numbers.
- **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 Authorization to Teach (OFAT)** is a non-standard certificate issued to certified teachers teaching in a certification area for which they are not regularly credentialed to teach. OFAT teachers have completed teacher preparation for at least one subject area and are fully certified teachers.
- **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 (eSER).
- **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).
- **Temporary Authority to Teach (TAT)** is a non-standard certificate offered to Louisiana employing school systems that have not been able to employ certified teachers, while the holder pursues alternate certification program admission or certification requirements. Teachers employed on a TAT are non-certified teachers and have not gone through teacher preparation, only a bachelor's degree is required.
- **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."

WORKFORCE REGIONAL MAP

