

## OVERVIEW

The Educator Workforce Snapshot provides an overview of workforce data for the 635 traditional public schools and public charter schools in Louisiana's SOUTHEAST REGION from the 2024-2025 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.

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

## DEMOGRAPHICS AT A GLANCE

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

Geographic Area	Teachers	Teachers of Color	Students	Students of Color	Students who are Economically Disadvantaged*	Students with Disabilities**	Students who are English Learners***
State	52,809	34%	701,493	60%	73%	13%	6%
<b>Regional</b>	<b>27,874</b>	<b>40%</b>	<b>367,290</b>	<b>65%</b>	<b>73%</b>	<b>13%</b>	<b>8%</b>

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

\*\*This term specifically refers to those 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 about teacher and student demographics and 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	920	28%	2,406	72%
	<b>Regional</b>	<b>432</b>	<b>25%</b>	<b>1,312</b>	<b>75%</b>
All Teachers	State	10,203	19%	42,606	81%
	<b>Regional</b>	<b>5,504</b>	<b>20%</b>	<b>22,370</b>	<b>80%</b>
All Students	State	359,858	51%	341,635	49%
	<b>Regional</b>	<b>188,603</b>	<b>51%</b>	<b>178,687</b>	<b>49%</b>

DEMOGRAPHICS OF SCHOOL LEADERS BY RACE/ETHNICITY															
	Geographic Area	American Indian		Asian		Black		Hispanic		Multiple Races		Pacific Islander		White	
All School Leaders	State	20	0.6%	10	0.3%	1,299	39%	43	1%	13	0.4%	1	0%	1,940	58%
	<b>Regional</b>	<b>14</b>	<b>0.8%</b>	<b>7</b>	<b>0.4%</b>	<b>786</b>	<b>45%</b>	<b>32</b>	<b>2%</b>	<b>9</b>	<b>0.5%</b>	<b>1</b>	<b>0.1%</b>	<b>895</b>	<b>51%</b>
All Female School Leaders	State	13	0.4%	7	0.2%	911	27%	27	0.8%	8	0.2%	1	0%	1,439	43%
	<b>Regional</b>	<b>10</b>	<b>0.6%</b>	<b>7</b>	<b>0.4%</b>	<b>578</b>	<b>33%</b>	<b>22</b>	<b>1%</b>	<b>5</b>	<b>0.3%</b>	<b>1</b>	<b>0.1%</b>	<b>689</b>	<b>40%</b>
All Male School Leaders	State	7	0.2%	3	0.1%	388	12%	16	0.5%	5	0.2%	0	0%	501	15%
	<b>Regional</b>	<b>4</b>	<b>0.2%</b>	<b>0</b>	<b>0%</b>	<b>208</b>	<b>12%</b>	<b>10</b>	<b>0.6%</b>	<b>4</b>	<b>0.2%</b>	<b>0</b>	<b>0%</b>	<b>206</b>	<b>12%</b>

DEMOGRAPHICS OF TEACHERS BY RACE/ETHNICITY															
	Geographic Area	American Indian		Asian		Black		Hispanic		Multiple Races		Pacific Islander		White	
All Teachers	State	204	0.4%	610	1%	15,513	29%	1,217	2%	135	0.3%	27	0.1%	35,103	67%
	<b>Regional</b>	<b>111</b>	<b>0.4%</b>	<b>455</b>	<b>2%</b>	<b>9,569</b>	<b>34%</b>	<b>847</b>	<b>3%</b>	<b>92</b>	<b>0.3%</b>	<b>15</b>	<b>0.1%</b>	<b>16,785</b>	<b>60%</b>
All Female Teachers	State	170	0.3%	489	0.9%	11,888	23%	963	2%	100	0.2%	22	0%	28,974	55%
	<b>Regional</b>	<b>94</b>	<b>0.3%</b>	<b>371</b>	<b>1%</b>	<b>7,306</b>	<b>26%</b>	<b>679</b>	<b>2%</b>	<b>67</b>	<b>0.2%</b>	<b>12</b>	<b>0%</b>	<b>13,841</b>	<b>50%</b>
All Male Teachers	State	34	0.1%	121	0.2%	3,625	7%	254	0.5%	35	0.1%	5	0%	6,129	12%
	<b>Regional</b>	<b>17</b>	<b>0.1%</b>	<b>84</b>	<b>0.3%</b>	<b>2,263</b>	<b>8%</b>	<b>168</b>	<b>0.6%</b>	<b>25</b>	<b>0.1%</b>	<b>3</b>	<b>0%</b>	<b>2,944</b>	<b>11%</b>

DEMOGRAPHICS OF STUDENTS BY RACE/ETHNICITY															
	Geographic Area	American Indian		Asian		Black		Hispanic		Multiple Races		Pacific Islander		White	
All Students	State	3,774	0.5%	11,211	2%	292,894	42%	82,659	12%	27,350	4%	524	0.1%	283,081	40%
	<b>Regional</b>	<b>2,260</b>	<b>0.6%</b>	<b>7,029</b>	<b>2%</b>	<b>156,917</b>	<b>43%</b>	<b>59,315</b>	<b>16%</b>	<b>13,668</b>	<b>4%</b>	<b>278</b>	<b>0.1%</b>	<b>127,823</b>	<b>35%</b>
All Female Students	State	1,894	0.3%	5,387	0.8%	143,962	21%	40,114	6%	13,535	2%	263	0%	136,480	20%
	<b>Regional</b>	<b>1,151</b>	<b>0.3%</b>	<b>3,384</b>	<b>0.9%</b>	<b>77,172</b>	<b>21%</b>	<b>28,761</b>	<b>8%</b>	<b>6,750</b>	<b>2%</b>	<b>137</b>	<b>0%</b>	<b>61,332</b>	<b>17%</b>
All Male Students	State	1,880	0.3%	5,824	0.8%	148,932	21%	42,545	6%	13,815	2%	261	0%	146,601	21%
	<b>Regional</b>	<b>1,109</b>	<b>0.3%</b>	<b>3,645</b>	<b>1.0%</b>	<b>79,745</b>	<b>22%</b>	<b>30,554</b>	<b>8%</b>	<b>6,918</b>	<b>2%</b>	<b>141</b>	<b>0%</b>	<b>66,491</b>	<b>18%</b>

## 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								
School Type	Geographic Area	Total Number of Teachers	Teacher Certification Status					
			Certified		Out-of-Field		Uncertified	
All Schools	State	48,543	31,412	65%	8,555	18%	8,576	18%
	<b>Regional</b>	<b>24,285</b>	<b>15,275</b>	<b>63%</b>	<b>3,653</b>	<b>15%</b>	<b>5,357</b>	<b>22%</b>
Traditional Schools	State	43,076	29,404	68%	7,897	18%	5,775	13%
	<b>Regional</b>	<b>19,985</b>	<b>13,881</b>	<b>70%</b>	<b>3,214</b>	<b>16%</b>	<b>2,890</b>	<b>15%</b>
Charter Schools	State	5,506	2,033	37%	664	12%	2,809	51%
	<b>Regional</b>	<b>4,320</b>	<b>1,405</b>	<b>33%</b>	<b>442</b>	<b>10%</b>	<b>2,473</b>	<b>57%</b>

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	12,683	9,098	72%	2,427	19%	1,158	9%
		<b>Regional</b>	<b>6,248</b>	<b>4,599</b>	<b>74%</b>	<b>993</b>	<b>16%</b>	<b>656</b>	<b>11%</b>
	Traditional	State	11,585	8,500	73%	2,254	20%	831	7%
		<b>Regional</b>	<b>5,515</b>	<b>4,240</b>	<b>77%</b>	<b>886</b>	<b>16%</b>	<b>389</b>	<b>7%</b>
	Charter	State	1,103	603	55%	173	16%	327	30%
		<b>Regional</b>	<b>734</b>	<b>360</b>	<b>49%</b>	<b>107</b>	<b>15%</b>	<b>267</b>	<b>36%</b>
B	All	State	16,406	11,525	70%	2,899	18%	1,982	12%
		<b>Regional</b>	<b>7,270</b>	<b>5,155</b>	<b>71%</b>	<b>1,005</b>	<b>14%</b>	<b>1,110</b>	<b>15%</b>
	Traditional	State	15,339	11,155	73%	2,754	18%	1,430	9%
		<b>Regional</b>	<b>6,430</b>	<b>4,896</b>	<b>76%</b>	<b>906</b>	<b>14%</b>	<b>628</b>	<b>10%</b>
	Charter	State	1,069	370	35%	145	14%	554	52%
		<b>Regional</b>	<b>842</b>	<b>259</b>	<b>31%</b>	<b>99</b>	<b>12%</b>	<b>484</b>	<b>57%</b>
C	All	State	14,375	8,402	58%	2,480	17%	3,493	24%
		<b>Regional</b>	<b>7,946</b>	<b>4,329</b>	<b>55%</b>	<b>1,258</b>	<b>16%</b>	<b>2,359</b>	<b>30%</b>
	Traditional	State	12,088	7,641	63%	2,250	19%	2,197	18%
		<b>Regional</b>	<b>5,990</b>	<b>3,716</b>	<b>62%</b>	<b>1,094</b>	<b>18%</b>	<b>1,180</b>	<b>20%</b>
	Charter	State	2,299	770	34%	232	10%	1,297	56%
		<b>Regional</b>	<b>1,965</b>	<b>620</b>	<b>32%</b>	<b>165</b>	<b>8%</b>	<b>1,180</b>	<b>60%</b>
D	All	State	4,705	2,463	52%	764	16%	1,478	31%
		<b>Regional</b>	<b>2,523</b>	<b>1,166</b>	<b>46%</b>	<b>407</b>	<b>16%</b>	<b>950</b>	<b>38%</b>
	Traditional	State	3,997	2,273	57%	685	17%	1,039	26%
		<b>Regional</b>	<b>1,979</b>	<b>1,046</b>	<b>53%</b>	<b>355</b>	<b>18%</b>	<b>578</b>	<b>29%</b>
	Charter	State	710	191	27%	80	11%	439	62%
		<b>Regional</b>	<b>544</b>	<b>120</b>	<b>22%</b>	<b>52</b>	<b>10%</b>	<b>372</b>	<b>68%</b>
F	All	State	1,617	822	51%	247	15%	548	34%
		<b>Regional</b>	<b>841</b>	<b>379</b>	<b>45%</b>	<b>130</b>	<b>15%</b>	<b>332</b>	<b>40%</b>
	Traditional	State	1,434	791	55%	235	16%	408	29%
		<b>Regional</b>	<b>669</b>	<b>351</b>	<b>52%</b>	<b>118</b>	<b>18%</b>	<b>200</b>	<b>30%</b>
	Charter	State	183	31	17%	12	7%	140	77%
		<b>Regional</b>	<b>172</b>	<b>28</b>	<b>16%</b>	<b>12</b>	<b>7%</b>	<b>132</b>	<b>77%</b>

**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	665	423	64%	129	19%	113	17%
		<b>Regional</b>	<b>260</b>	<b>169</b>	<b>65%</b>	<b>32</b>	<b>12%</b>	<b>59</b>	<b>23%</b>
	Traditional	State	526	356	68%	107	20%	63	12%
		<b>Regional</b>	<b>200</b>	<b>152</b>	<b>76%</b>	<b>25</b>	<b>13%</b>	<b>23</b>	<b>12%</b>
	Charter	State	139	67	48%	22	16%	50	36%
		<b>Regional</b>	<b>60</b>	<b>17</b>	<b>28%</b>	<b>7</b>	<b>12%</b>	<b>36</b>	<b>60%</b>
CIR	All	State	9,818	5,160	53%	1,650	17%	3,008	31%
		<b>Regional</b>	<b>5,402</b>	<b>2,537</b>	<b>47%</b>	<b>869</b>	<b>16%</b>	<b>1,996</b>	<b>37%</b>
	Traditional	State	8,372	4,793	57%	1,518	18%	2,061	25%
		<b>Regional</b>	<b>4,160</b>	<b>2,265</b>	<b>54%</b>	<b>760</b>	<b>18%</b>	<b>1,135</b>	<b>27%</b>
	Charter	State	1,454	373	26%	133	9%	948	65%
		<b>Regional</b>	<b>1,245</b>	<b>274</b>	<b>22%</b>	<b>109</b>	<b>9%</b>	<b>862</b>	<b>69%</b>
Non-CIR	All	State	39,282	26,617	68%	7,021	18%	5,644	14%
		<b>Regional</b>	<b>19,135</b>	<b>12,887</b>	<b>67%</b>	<b>2,840</b>	<b>15%</b>	<b>3,408</b>	<b>18%</b>
	Traditional	State	35,249	24,973	71%	6,492	18%	3,784	11%
		<b>Regional</b>	<b>16,068</b>	<b>11,763</b>	<b>73%</b>	<b>2,508</b>	<b>16%</b>	<b>1,797</b>	<b>11%</b>
	Charter	State	4,058	1,662	41%	532	13%	1,864	46%
		<b>Regional</b>	<b>3,081</b>	<b>1,133</b>	<b>37%</b>	<b>334</b>	<b>11%</b>	<b>1,614</b>	<b>52%</b>

\*A school may receive no letter grade if it is a turnaround school or a new/reconfigured school ([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	19,781	14,277	72%	1,958	10%	3,546	18%
		<b>Regional</b>	<b>10,437</b>	<b>7,034</b>	<b>67%</b>	<b>1,098</b>	<b>11%</b>	<b>2,305</b>	<b>22%</b>
	Traditional	State	17,505	13,346	76%	1,812	10%	2,347	13%
		<b>Regional</b>	<b>8,661</b>	<b>6,410</b>	<b>74%</b>	<b>982</b>	<b>11%</b>	<b>1,269</b>	<b>15%</b>
	Charter	State	2,283	935	41%	146	6%	1,202	53%
		<b>Regional</b>	<b>1,781</b>	<b>626</b>	<b>35%</b>	<b>116</b>	<b>7%</b>	<b>1,039</b>	<b>58%</b>
English	All	State	4,885	3,087	63%	704	14%	1,094	22%
		<b>Regional</b>	<b>2,457</b>	<b>1,474</b>	<b>60%</b>	<b>321</b>	<b>13%</b>	<b>662</b>	<b>27%</b>
	Traditional	State	4,166	2,817	68%	637	15%	712	17%
		<b>Regional</b>	<b>1,873</b>	<b>1,269</b>	<b>68%</b>	<b>274</b>	<b>15%</b>	<b>330</b>	<b>18%</b>
	Charter	State	720	271	38%	67	9%	382	53%
		<b>Regional</b>	<b>585</b>	<b>206</b>	<b>35%</b>	<b>47</b>	<b>8%</b>	<b>332</b>	<b>57%</b>
Math	All	State	5,016	2,950	59%	1,004	20%	1,062	21%
		<b>Regional</b>	<b>2,502</b>	<b>1,431</b>	<b>57%</b>	<b>400</b>	<b>16%</b>	<b>671</b>	<b>27%</b>
	Traditional	State	4,277	2,669	62%	911	21%	697	16%
		<b>Regional</b>	<b>1,922</b>	<b>1,231</b>	<b>64%</b>	<b>339</b>	<b>18%</b>	<b>352</b>	<b>18%</b>
	Charter	State	739	281	38%	93	13%	365	49%
		<b>Regional</b>	<b>580</b>	<b>200</b>	<b>35%</b>	<b>61</b>	<b>11%</b>	<b>319</b>	<b>55%</b>
Science	All	State	3,805	2,016	53%	888	23%	901	24%
		<b>Regional</b>	<b>1,983</b>	<b>1,037</b>	<b>52%</b>	<b>380</b>	<b>19%</b>	<b>566</b>	<b>29%</b>
	Traditional	State	3,246	1,843	57%	821	25%	582	18%
		<b>Regional</b>	<b>1,524</b>	<b>905</b>	<b>59%</b>	<b>336</b>	<b>22%</b>	<b>283</b>	<b>19%</b>
	Charter	State	561	174	31%	68	12%	319	57%
		<b>Regional</b>	<b>460</b>	<b>132</b>	<b>29%</b>	<b>45</b>	<b>10%</b>	<b>283</b>	<b>62%</b>

**TEACHER CERTIFICATION BY SUBJECT**

Classes	School Type	Geographic Area	Total Number of Teachers	Teacher Certification Status					
				Certified		Out-of-Field		Uncertified	
Social Studies	All	State	3,909	2,320	59%	659	17%	930	24%
		<b>Regional</b>	<b>1,994</b>	<b>1,154</b>	<b>58%</b>	<b>259</b>	<b>13%</b>	<b>581</b>	<b>29%</b>
	Traditional	State	3,306	2,107	64%	594	18%	605	18%
		<b>Regional</b>	<b>1,500</b>	<b>993</b>	<b>66%</b>	<b>215</b>	<b>14%</b>	<b>292</b>	<b>20%</b>
	Charter	State	603	213	35%	65	11%	325	54%
		<b>Regional</b>	<b>494</b>	<b>161</b>	<b>33%</b>	<b>44</b>	<b>9%</b>	<b>289</b>	<b>59%</b>
Special Education	All	State	5,318	3,320	62%	805	15%	1,193	22%
		<b>Regional</b>	<b>2,498</b>	<b>1,516</b>	<b>61%</b>	<b>336</b>	<b>14%</b>	<b>646</b>	<b>26%</b>
	Traditional	State	4,845	3,145	65%	755	16%	945	20%
		<b>Regional</b>	<b>2,130</b>	<b>1,397</b>	<b>66%</b>	<b>308</b>	<b>15%</b>	<b>425</b>	<b>20%</b>
	Charter	State	484	184	38%	51	11%	249	51%
		<b>Regional</b>	<b>374</b>	<b>124</b>	<b>33%</b>	<b>28</b>	<b>8%</b>	<b>222</b>	<b>59%</b>
World Languages*	All	State	1,461	528	36%	600	41%	333	23%
		<b>Regional</b>	<b>579</b>	<b>272</b>	<b>47%</b>	<b>148</b>	<b>26%</b>	<b>159</b>	<b>28%</b>
	Traditional	State	1,262	471	37%	560	44%	231	18%
		<b>Regional</b>	<b>423</b>	<b>224</b>	<b>53%</b>	<b>123</b>	<b>29%</b>	<b>76</b>	<b>18%</b>
	Charter	State	199	57	29%	40	20%	102	51%
		<b>Regional</b>	<b>156</b>	<b>48</b>	<b>31%</b>	<b>25</b>	<b>16%</b>	<b>83</b>	<b>53%</b>

\*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 from which first-year 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.

NEWLY HIRED TEACHERS BY PATHWAY					
	Geographic Area	Teachers Hired in 2024-2025		Teachers Hired in CIR Schools in 2024-2025	
Newly Hired Teacher Population	State	6,910	13%	2,124	31%
	<b>Regional</b>	<b>4,019</b>	<b>14%</b>	<b>1,353</b>	<b>34%</b>
Hired from Undergraduate Programs	State	430	6%	57	13%
	<b>Regional</b>	<b>195</b>	<b>5%</b>	<b>22</b>	<b>11%</b>
Hired from Post-Baccalaureate Programs	State	1,069	16%	254	24%
	<b>Regional</b>	<b>534</b>	<b>13%</b>	<b>139</b>	<b>26%</b>

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 2024-2025 is counted as a new hire.

NEWLY HIRED TEACHERS BY CONTENT AREA					
	Geographic Area	New Teachers Hired in 2024-2025		New Teachers Hired in CIR Schools in 2024-2025	
Elementary	State	2,191	33%	713	33%
	<b>Regional</b>	<b>1,252</b>	<b>35%</b>	<b>420</b>	<b>34%</b>
English	State	601	9%	173	29%
	<b>Regional</b>	<b>326</b>	<b>9%</b>	<b>115</b>	<b>35%</b>
Math	State	598	9%	177	30%
	<b>Regional</b>	<b>321</b>	<b>9%</b>	<b>114</b>	<b>36%</b>
Science	State	435	6%	132	30%
	<b>Regional</b>	<b>235</b>	<b>7%</b>	<b>94</b>	<b>40%</b>
Social Studies	State	479	7%	146	31%
	<b>Regional</b>	<b>254</b>	<b>7%</b>	<b>95</b>	<b>37%</b>
Special Education	State	658	10%	143	22%
	<b>Regional</b>	<b>327</b>	<b>9%</b>	<b>78</b>	<b>24%</b>
World Languages	State	180	3%	63	35%
	<b>Regional</b>	<b>81</b>	<b>2%</b>	<b>22</b>	<b>27%</b>

A teacher who was hired previously, left Louisiana traditional public schools or public charter schools, and was rehired in 2024-2025 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 2024-2025		New Teachers Hired in CIR Schools in 2024-2025	
Pre-kindergarten/ Kindergarten (PK-K)	State	461	8%	124	27%
	<b>Regional</b>	<b>252</b>	<b>8%</b>	<b>67</b>	<b>27%</b>
Elementary (1-5)	State	2,254	37%	737	33%
	<b>Regional</b>	<b>1,281</b>	<b>40%</b>	<b>429</b>	<b>34%</b>
Middle School (6-8)	State	1,111	18%	442	40%
	<b>Regional</b>	<b>603</b>	<b>19%</b>	<b>258</b>	<b>43%</b>
Secondary (9-12)	State	1,583	26%	330	21%
	<b>Regional</b>	<b>820</b>	<b>25%</b>	<b>226</b>	<b>28%</b>
All Grades (K-12)	State	636	11%	133	21%
	<b>Regional</b>	<b>291</b>	<b>9%</b>	<b>68</b>	<b>23%</b>

A teacher who was hired previously, left Louisiana traditional public schools or public charter schools, and was rehired in 2024-2025 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. For the 2023-2024 academic year, social studies conducted a field test for the initial implementation of the new Louisiana Social Studies Standards; therefore, social studies did not receive VAM results and received an "NR" which stands for Not Reported.

2024-2025 VAM data relies on student growth from LEAP 2025 between the 2023-2024 academic year and the 2024-2025 academic year. VAM ratings have been adjusted to a 5-point scale to align with the new Louisiana Educator Advancement and Development System (LEADS), which was implemented during the learning year during 2024-2025 school year and will have statewide implementation in 2025-2026.

	Geographic Area	Number of Teachers with VAM	2024-2025 Value-Added Model Results				
			Ineffective	Emerging	Proficient	Highly Effective	Exemplary
All Teachers	State	11,908	9%	41%	19%	20%	11%
	<b>Regional</b>	<b>6,125</b>	<b>9%</b>	<b>41%</b>	<b>20%</b>	<b>20%</b>	<b>11%</b>
Content Leaders	State	333	8%	30%	18%	27%	16%
	<b>Regional</b>	<b>164</b>	<b>9%</b>	<b>31%</b>	<b>17%</b>	<b>30%</b>	<b>14%</b>
Mentor Teachers	State	333	8%	30%	18%	27%	16%
	<b>Regional</b>	<b>164</b>	<b>9%</b>	<b>30%</b>	<b>17%</b>	<b>30%</b>	<b>14%</b>

GRADES 4-8 SUBJECT AREAS								
Grades 4-8 All Tests	Certified	State	6,965	9%	41%	19%	20%	11%
		<b>Regional</b>	<b>3,445</b>	<b>9%</b>	<b>41%</b>	<b>20%</b>	<b>20%</b>	<b>10%</b>
	Uncertified	State	1,994	11%	43%	18%	18%	10%
		<b>Regional</b>	<b>1,198</b>	<b>9%</b>	<b>41%</b>	<b>18%</b>	<b>20%</b>	<b>12%</b>
English	Certified	State	2,944	10%	43%	17%	18%	12%
		<b>Regional</b>	<b>1,491</b>	<b>9%</b>	<b>44%</b>	<b>18%</b>	<b>18%</b>	<b>12%</b>
	Uncertified	State	841	10%	44%	17%	19%	10%
		<b>Regional</b>	<b>501</b>	<b>8%</b>	<b>41%</b>	<b>17%</b>	<b>22%</b>	<b>11%</b>
Math	Certified	State	2,859	10%	38%	20%	23%	9%
		<b>Regional</b>	<b>1,417</b>	<b>10%</b>	<b>39%</b>	<b>20%</b>	<b>22%</b>	<b>8%</b>
	Uncertified	State	706	14%	41%	20%	18%	7%
		<b>Regional</b>	<b>439</b>	<b>11%</b>	<b>40%</b>	<b>21%</b>	<b>20%</b>	<b>8%</b>
Science	Certified	State	2,263	7%	41%	21%	22%	10%
		<b>Regional</b>	<b>1,140</b>	<b>6%</b>	<b>40%</b>	<b>21%</b>	<b>23%</b>	<b>10%</b>
	Uncertified	State	710	12%	44%	17%	15%	12%
		<b>Regional</b>	<b>424</b>	<b>9%</b>	<b>42%</b>	<b>16%</b>	<b>18%</b>	<b>16%</b>
Social Studies	Certified	State	N/R	N/R	N/R	N/R	N/R	N/R
		<b>Regional</b>	<b>N/R</b>	<b>N/R</b>	<b>N/R</b>	<b>N/R</b>	<b>N/R</b>	<b>N/R</b>
	Uncertified	State	N/R	N/R	N/R	N/R	N/R	N/R
		<b>Regional</b>	<b>N/R</b>	<b>N/R</b>	<b>N/R</b>	<b>N/R</b>	<b>N/R</b>	<b>N/R</b>

HIGH SCHOOL SUBJECT AREAS								
High School All Tests	Certified	State	1,746	8%	38%	22%	21%	12%
		<b>Regional</b>	<b>843</b>	<b>8%</b>	<b>38%</b>	<b>22%</b>	<b>21%</b>	<b>12%</b>
	Uncertified	State	473	14%	41%	22%	14%	8%
		<b>Regional</b>	<b>327</b>	<b>12%</b>	<b>40%</b>	<b>21%</b>	<b>17%</b>	<b>10%</b>
English I	Certified	State	513	8%	38%	24%	21%	10%
		<b>Regional</b>	<b>257</b>	<b>10%</b>	<b>37%</b>	<b>25%</b>	<b>19%</b>	<b>9%</b>
	Uncertified	State	146	12%	38%	25%	14%	10%
		<b>Regional</b>	<b>96</b>	<b>14%</b>	<b>34%</b>	<b>24%</b>	<b>16%</b>	<b>13%</b>
English II	Certified	State	472	8%	38%	24%	20%	10%
		<b>Regional</b>	<b>222</b>	<b>9%</b>	<b>42%</b>	<b>23%</b>	<b>17%</b>	<b>9%</b>
	Uncertified	State	121	12%	41%	27%	11%	9%
		<b>Regional</b>	<b>76</b>	<b>9%</b>	<b>41%</b>	<b>26%</b>	<b>13%</b>	<b>11%</b>
Algebra I	Certified	State	557	7%	39%	23%	19%	12%
		<b>Regional</b>	<b>253</b>	<b>8%</b>	<b>38%</b>	<b>22%</b>	<b>21%</b>	<b>11%</b>
	Uncertified	State	152	13%	41%	22%	16%	8%
		<b>Regional</b>	<b>111</b>	<b>10%</b>	<b>43%</b>	<b>19%</b>	<b>19%</b>	<b>9%</b>
Geometry	Certified	State	413	5%	40%	17%	24%	14%
		<b>Regional</b>	<b>207</b>	<b>4%</b>	<b>35%</b>	<b>16%</b>	<b>28%</b>	<b>17%</b>
	Uncertified	State	101	18%	51%	13%	17%	2%
		<b>Regional</b>	<b>69</b>	<b>13%</b>	<b>46%</b>	<b>15%</b>	<b>23%</b>	<b>3%</b>

# RETENTION

The retention data below indicates the retention rate of teachers and school leaders from 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	
State	45,433	86%	2,813	85%
<b>Regional</b>	<b>23,734</b>	<b>85%</b>	<b>1,450</b>	<b>83%</b>

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	
State	5,761	78%	9,440	87%	8,405	89%	6,149	90%	5,909	90%	10,032	84%
<b>Regional</b>	<b>3,231</b>	<b>77%</b>	<b>5,036</b>	<b>85%</b>	<b>4,440</b>	<b>87%</b>	<b>3,199</b>	<b>89%</b>	<b>2,967</b>	<b>89%</b>	<b>5,041</b>	<b>84%</b>

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	
State	85	73%	120	76%	252	79%	465	86%	660	90%	1,238	84%
<b>Regional</b>	<b>59</b>	<b>67%</b>	<b>69</b>	<b>66%</b>	<b>138</b>	<b>78%</b>	<b>236</b>	<b>84%</b>	<b>319</b>	<b>89%</b>	<b>633</b>	<b>86%</b>

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 2021-2022	Employed in 2022-2023		Employed in 2023-2024		Employed in 2024-2025	
Undergraduate	State	573	517	90%	456	80%	422	74%
	<b>Regional</b>	<b>267</b>	<b>244</b>	<b>91%</b>	<b>208</b>	<b>78%</b>	<b>189</b>	<b>71%</b>
Post-Baccalaureate	State	759	652	86%	579	76%	515	68%
	<b>Regional</b>	<b>411</b>	<b>335</b>	<b>82%</b>	<b>291</b>	<b>71%</b>	<b>254</b>	<b>62%</b>

Retention rates show continued employment through the 2024-2025 academic year and are based on the total number of teachers hired in 2021-2022 by teacher preparation pathway.

# VACANCY

These data indicate the number of vacant positions reported during the end-of-year data collection for the 2024-2025 academic year. These numbers represent the total number of vacant positions self-reported to LDOE by Louisiana traditional public schools and public charter schools. Only 22.5% of Louisiana traditional public schools and public charter schools reported vacancies.

VACANT POSITIONS BY CONTENT AREA					
	Geographic Area	Total Vacant Positions in 2024-2025	Percentage of Content Area Vacancies	Vacant Positions in CIR Schools in 2024-2025	Percentage of Content Area Vacancies in CIR Schools
Elementary	State	139	19%	58	42%
	<b>Regional</b>	<b>45</b>	<b>15%</b>	<b>15</b>	<b>33%</b>
English	State	58	8%	23	40%
	<b>Regional</b>	<b>27</b>	<b>9%</b>	<b>16</b>	<b>59%</b>
Math	State	77	11%	27	35%
	<b>Regional</b>	<b>34</b>	<b>11%</b>	<b>16</b>	<b>47%</b>
Science	State	56	8%	17	30%
	<b>Regional</b>	<b>24</b>	<b>8%</b>	<b>14</b>	<b>58%</b>
Social Studies	State	43	6%	13	30%
	<b>Regional</b>	<b>18</b>	<b>6%</b>	<b>10</b>	<b>56%</b>
Special Education	State	82	11%	13	16%
	<b>Regional</b>	<b>37</b>	<b>12%</b>	<b>9</b>	<b>24%</b>
World Languages	State	27	4%	8	30%
	<b>Regional</b>	<b>14</b>	<b>5%</b>	<b>4</b>	<b>29%</b>
Other	State	254	35%	82	32%
	<b>Regional</b>	<b>108</b>	<b>35%</b>	<b>49</b>	<b>45%</b>
Total number of vacant positions reported	State	736	100%	241	33%
	<b>Regional</b>	<b>307</b>	<b>100%</b>	<b>133</b>	<b>43%</b>

The percentage of content area vacancies is based on the total number of vacant positions reported. The percentage of vacant CIR positions in each content area is derived from the total vacant positions in each content area.

VACANT POSITIONS BY GRADE BAND					
	Geographic Area	Vacant Positions in 2024-2025		Vacant Positions in CIR Schools in 2024-2025	
Pre-kindergarten/ Kindergarten (PK-K)	State	35	5%	9	26%
	<b>Regional</b>	<b>8</b>	<b>3%</b>	<b>2</b>	<b>25%</b>
Elementary (1-5)	State	155	23%	61	39%
	<b>Regional</b>	<b>61</b>	<b>24%</b>	<b>16</b>	<b>26%</b>
Middle School (6-8)	State	100	15%	41	41%
	<b>Regional</b>	<b>30</b>	<b>12%</b>	<b>18</b>	<b>60%</b>
Secondary (9-12)	State	250	38%	85	34%
	<b>Regional</b>	<b>119</b>	<b>46%</b>	<b>66</b>	<b>56%</b>
All Grades (K-12)	State	122	18%	23	19%
	<b>Regional</b>	<b>42</b>	<b>16%</b>	<b>13</b>	<b>31%</b>
Total	State	662	100%	219	33%
	<b>Regional</b>	<b>260</b>	<b>100%</b>	<b>115</b>	<b>44%</b>

The percentage of vacant positions by grade band is based on the total number of vacancies reported by grade band. The percentage of vacant CIR positions in each grade band is derived from the total vacant positions in each grade band.

# 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
- **Retention:** both traditional and charter schools

This report includes data on state teachers and leaders employed in the 2024-2025 school year.

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

## WHAT DATA ARE USED IN THIS REPORT?

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

- EdLink 360
  - › Staff
  - › Students
  - › Courses
  - › Workforce Appendix Table
- Teacher Certificate Management System (TCMS)
- VAM report
- 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 2024-2025 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 2024-2025 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 2021-2022, 2022-2023, 2023-2024, or 2024-2025. This is broken down into undergraduate and post-baccalaureate pathways.

## 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.

## 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 one of the following races or ethnicities: 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 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 one of the following races or ethnicities: 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

