

# 2024-2025 Teacher Exit Data Report

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**LA R.S. 17:7(28)**

**January 2026**

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# Background

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R.S. 17:7(28) requires the State Board of Elementary and Secondary Education (BESE) to annually report the results of teacher exit interviews conducted by local school systems. The purpose of the interviews and this report is to gather information about teachers' reasons for leaving their current positions, which could prove helpful in developing strategies to improve teacher retention. BESE is required to report the findings to the Louisiana House and Senate Education Committees by January 15 of each year.

During the 2024-2025 school year, the Louisiana Department of Education (LDOE) received data from all 69 traditional school systems in the state. The total number of teachers who left their current positions and their stated reasons for exiting (e.g., a teacher retires or transfers to another district), as reported by traditional public school systems, are included in [Appendix A](#). Teacher exit data was not collected from charter schools, as those schools are not required to report this information; however, the total number of Louisiana teachers includes teachers in charter schools. It is important to note that the Teacher Exit Survey does not provide context regarding teacher vacancies within each school system and whether hiring challenges exist.

# Findings

The findings of the 2024-2025 Teacher Exit Survey indicate the following:

- Fewer teachers are citing “accepting a position outside of the field of education” as their primary reason for exiting.
- Fewer teachers cited “accepted a teaching or leadership position outside of Louisiana” as their primary reason for exiting.
- Fewer teachers cited “Resigned - dissatisfaction with school or district policies” as their stated reason for exiting.
- The number of candidates who completed a Louisiana teacher preparation program has increased for the second consecutive year.
- Over the last three years, about 32% of exits have been due to personal circumstances and 2% due to dissatisfaction or anticipated termination, showing no significant increase in negative sentiment among teachers.

## Rate of Exit

During the 2024-2025 school year, the rate of teachers exiting current positions from traditional Louisiana school systems increased by two percentage points.

School Year	Count of teachers exiting	Total teacher workforce*	Historical percent of teacher workforce exiting**	Total teacher workforce, excluding charter schools	Percent of teacher workforce exiting
2024-2025	6,890	52,809	13%	46,924	15%
2023-2024	6,297	52,808	12%	47,015	13%
2022-2023	6,873	51,965	13%	46,014	15%
2021-2022	6,944	50,081	14%	45,242	15%
2020-2021	5,652	51,016	11%	46,004	12%
2019-2020	6,054	51,383	12%	46,203	13%
2018-2019	6,000	51,670	12%	46,650	13%
2017-2018	5,302	51,106	10%	46,489	11%
2016-2017	5,708	50,555	11%	47,232	12%
2015-2016	5,431	50,485	11%	47,144	12%
2014-2015	5,487	50,146	11%	47,179	12%
2013-2014	6,485	49,948	13%	47,308	14%
2012-2013	6,083	50,038	12%	47,625	13%

\*As reported in the End-of-Year (EOY) Profile for Educational Personnel (PEP) data for years 2013-2021. Starting in the 2021-2022 school year, data was reported in EdLink 360 due to a shift in data collection procedures.

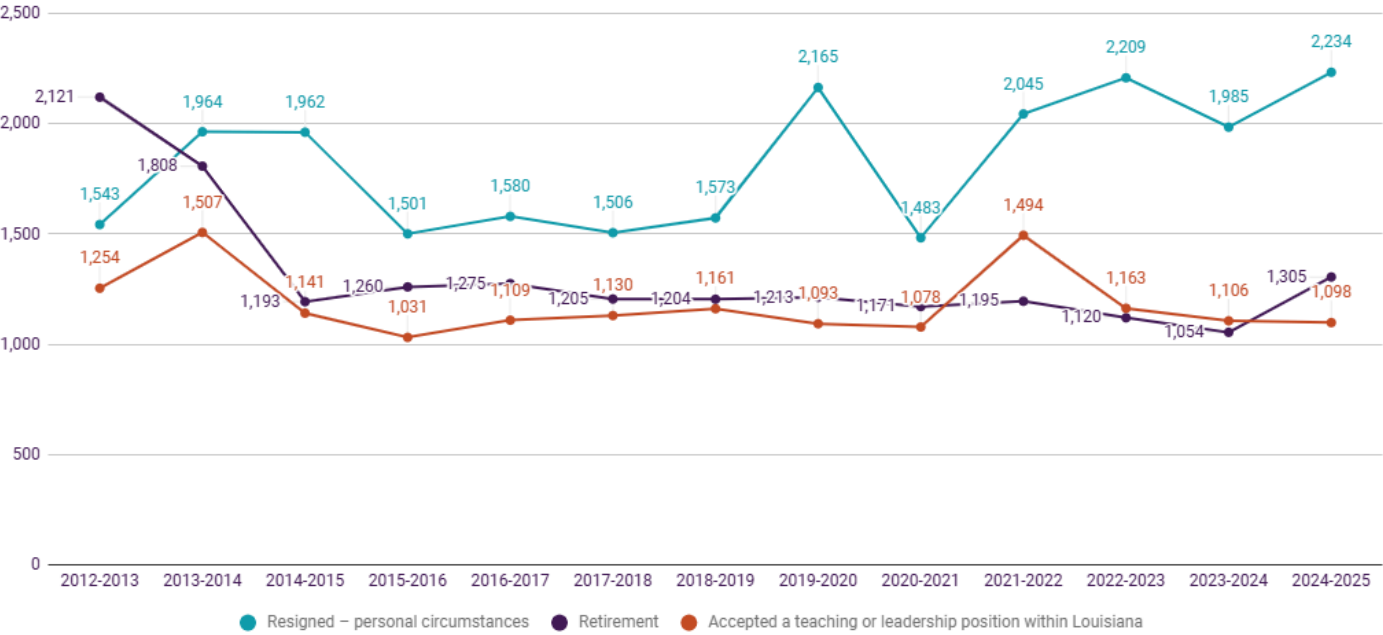
\*\*Percent calculated using total workforce, including charter school total educators. However, the number of teachers exiting excludes charter school data, which is not required.

# Top Reasons for Exiting

In the 2024-2025 school year, 55 percent of respondents stated they were exiting due to personal reasons, transferring to another Louisiana school system, or retiring. The top three reasons cited by respondents are consistent with those from previous years.

Not all teachers exiting are leaving the field of education. Sixteen percent (1,098) accepted a teaching or leadership position within Louisiana, and three percent (217) of respondents accepted a teaching or leadership position outside of the state. In total, nineteen percent (1,315) of respondents transferred to a different school system or state; however, they remained in the field of education.

Top Three Reasons for Teachers Exiting Current Positions

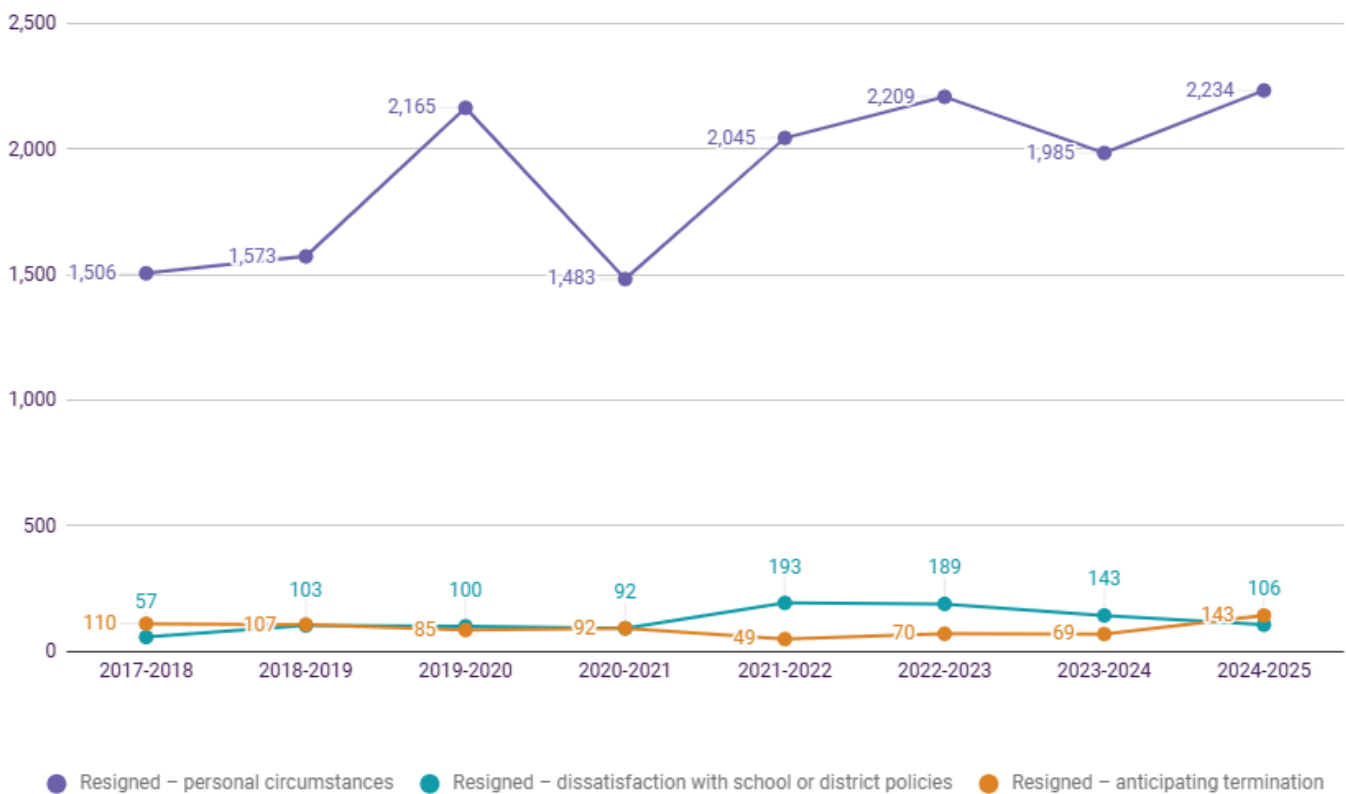


Data Source: LDOE, Teacher Exit Survey Data (2024-2025)

## Additional Findings

The percentage of teachers resigning has remained stable over the last three years, with an average of 32% resigning due to personal circumstances and an average of 2% of total exiting teachers resigning due to anticipated termination or dissatisfaction with school and district policies.

## Teachers Exiting the Classroom Who Resigned From Their Current Position



Data Source: LDOE, Teacher Exit Survey Data (2024-2025)

## Teachers Not Responding to Survey

Five school systems indicated that 20 or more of their exiting teachers did not respond. These systems are Livingston (446), Tangipahoa (179), St. Tammany (131), St. John the Baptist (61), and St. Mary (31). Across the state, the 940 exiters who did not provide a reason for their exit are included in the total count of teachers exiting.

# Indicators of Progress

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## Teacher Preparation Programs

The number of candidates who completed a Louisiana teacher preparation program has increased for the second consecutive year, contributing to the continuous pipeline and overall count of teachers. During the 2023-2024 academic year, 1,910 teachers completed a BESE-approved teacher preparation program, marking an 8% increase from the previous year, when 1,776 teachers completed the program. This upward trend in new teacher preparation completers demonstrates that, even as the number of teachers exiting the profession grows, Louisiana continues to expand and replenish its educator workforce.

## Pre-Educator Pathway

Louisiana is advancing several bold initiatives to strengthen its teacher pipeline and support early-career educators. One cornerstone is the Louisiana Pre-Educator Pathway, a state-wide “Grow Your Own” effort that begins in high school and continues into college. Through a blend of formal coursework (e.g., Learning Communities and Foundations of Education), microcredential portfolios, and clinical experiences, students navigate toward the profession with systematic support. The pre-educator pathway has expanded over the past three years, growing from 66 participating schools and 1,096 students in 2022-2023 to 107 participating schools and 2,005 students in 2024-2025.

## New Teacher Experience

Once teacher candidates graduate, the state’s New Teacher Experience (NTE) offers a structured induction framework to bolster retention and effectiveness. The NTE emphasizes mentoring (pairing novice teachers with trained mentors), professional learning modules across five key domains (including classroom management, curriculum, and community engagement), and systemic support such as collaborative clusters and quarterly implementation calls with the LDOE. These professional learning modules are offered in two locations of the state and at no cost to systems. The NTE also elevates the role of beginning teachers by presenting an annual New Teacher of the Year award. This program recognizes the outstanding contributions of a first-year teacher. The New Teacher of the Year finalists serve as New Teacher Advisors for the year. In this role, they work with the LDOE to review materials for the NTE, serve as ambassadors at the NTE: Summer Kick-Off event, and advise on a variety of focus groups, advisory councils, and committees, as needed. Additionally, the overall New Teacher of the Year serves as the spokesperson for new educators in our state.

## Teacher Apprenticeship Model

In addition, higher education–district partnerships are translating these policies into practice. For example, Southeastern Louisiana University (SLU) has pioneered a teacher apprenticeship model aligned to the state’s emphasis on work-based learning to develop yearlong residencies and induction support in Tangipahoa Parish. Currently, four teacher candidates are enrolled in this program with SLU and other Teacher Preparation providers, continuing to explore ways to expand this option.

Together, the Pre-Educator Pathway, NTE , and university-district apprenticeship models form a coherent continuum from recruitment through induction that is aimed at producing highly prepared, supported, and long-term educators across Louisiana.

## Appendix

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### Appendix A: Total Teacher Exit Survey Responses from 2024-2025 (in descending order)

Reason Provided	Count of Teachers	Percent of Exiting Teachers
Resigned – personal circumstances	2,234	32%
Retirement	1,305	19%
Accepted a teaching or leadership position within Louisiana	1,098	16%
The employee did not respond to the exit interview request	940	14%
Accepted a position outside of the field of education	414	6%
Terminated	228	3%
Accepted a teaching or leadership position outside of Louisiana	217	3%
Resigned – anticipating termination	143	2%
Resigned – dissatisfaction with school or district policies	106	2%
Reduction in force/layoff	92	1%
Accepted a non-teaching position within the district	60	1%
Death	43	1%
License revoked	10	0%
Total Exiting Teachers	6,890	100%

Appendix B: Reasons Teachers Exited 2019-2020 to 2024-2025  
(in descending order)

	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
Reason	Count of Teachers	Percent of Teachers	Count of Teachers	Percent of Teachers	Count of Teachers	Percent of Teachers	Count of Teachers	Percent of Teachers	Count of Teachers	Percent of Teachers	Count of Teachers	Percent of Teachers
Resigned - personal circumstances	2,165	36%	1,483	26%	2,045	29%	2,209	32%	1,985	32%	2,234	32%
Retirement	1,213	20%	1,171	21%	1,195	17%	1,120	16%	1,054	17%	1,305	19%
Accepted a teaching or leadership position within Louisiana	1,093	18%	1,078	19%	1,494	22%	1,163	17%	1,106	18%	1,098	16%
Employee did not respond to exit interview request	504	8%	749	13%	753	11%	694	10%	771	12%	940	14%
Accepted a position outside of the field of education	245	4%	295	5%	520	7%	634	9%	529	8%	414	6%
Terminated	248	4%	96	2%	127	2%	217	3%	175	3%	228	3%
Accepted a teaching or leadership position outside of Louisiana	248	4%	353	6%	404	6%	442	6%	283	4%	217	3%
Resigned - anticipating termination	85	1%	92	2%	49	1%	70	1%	69	1%	143	2%
Resigned - dissatisfaction with school or district policies	100	2%	92	2%	193	3%	189	3%	143	2%	106	2%



	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
Reason	Count of Teachers	Percent of Teachers	Count of Teachers	Percent of Teachers	Count of Teachers	Percent of Teachers	Count of Teachers	Percent of Teachers	Count of Teachers	Percent of Teachers	Count of Teachers	Percent of Teachers
Reduction in force/layoff	57	1%	77	1%	14	0%	24	0%	100	1%	92	1%
Accepted a non-teaching position within district	50	1%	169	3%	99	1%	54	1%	32	1%	60	1%
Death	44	1%	40	1%	45	1%	53	1%	42	1%	43	1%
License revoked	2	<1%	1	<1%	6	0%	4	0%	8	0%	10	0%
Total Teachers Exiting Current Position	6,054	100%	5,696	100%	6,944	100%	6,873	100%	6,297	100%	6,890	100%
Total Teachers in Workforce	51,383		51,016		50,081		51,965		52,808		52,809	
Total Teachers in Workforce, Excluding Charters	46,203		46,004		45,242		46,014		47,015		46,924	