



**Teacher Recruitment, Recovery,
and Retention Task Force**

Teacher Recruitment and Retention Compensation Study

Report of Findings and Recommendations

JUNE 2023

PREPARED BY

SSA
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Executive Summary

This *Recruitment and Retention Compensation Study* was conducted in support of the Louisiana Teacher Recruitment, Recovery, and Retention Task Force established through HCR 39 of the 2021 Legislative Session.

This study was designed to include three central components: 1) a compensation and incentives survey of local school systems across Louisiana, 2) a regional comparative report of teacher compensation and incentives including Louisiana and other southern states, and 3) a national comparative report summarizing state-level teacher recruiting and retention practices (financial and non-financial incentives) utilized in states across the nation.

The work required to develop this document began in July 2022 and was completed in April of 2023. This document is a report of results from all three components of the *Recruitment and Retention Compensation Study* and includes five recommendations, summarized here, to address Louisiana's teacher shortage.

Feature the Certified Teacher Percentage Rate as the Metric that Reflects Louisiana's Teacher Employment Goal

Louisiana's current teacher vacancy rate is a relatively modest 2.17%. However, Louisiana's certified teacher percentage rate – the percent of current teacher positions filled by teachers certified in-field – is only 69%.

Feature Multiple “Southern Regional Average” Teacher Pay Comparisons to More Completely Understand How Louisiana Compares to the Other 15 States of the Southern Regional Education Board (SREB)

Historically, the metric featured in Louisiana has been the statewide average pay of all teachers. While this global average is a useful general measure, it does not reveal how Louisiana's average teacher pay compares to the other SREB states across the teacher pay scale (e.g., year one/starting, average, and top of the scale).

Begin Reversing Teacher Pay Scale Compressions

Pay compression results when employees with less experience earn salaries very close in amount to employees with more experience. Louisiana's compressed pay scales indicate that Louisiana teacher salaries grow very modestly from year one/starting to top-of-the-scale.

The lack of teacher pay growth potential across the average teaching career in Louisiana should be regarded as a disincentive to teacher retention.

Offer and Promote Differential Teacher Pay

The state should facilitate, and support market-based differential pay mechanisms at the local level designed to address hard-to-fill positions and reward high performing teachers.

Begin Eliminating the Teacher Wage Penalty by Raising Teacher Pay 25% by 2025

The teacher pay penalty or wage penalty is an estimate in percentage terms of how much less public-school teachers are paid in weekly wages relative to other college-educated workers after accounting for factors known to affect earnings such as education, experience, and state residence¹. Louisiana's wage penalty is 27.8%².

The state and local school systems should recognize elimination of the teacher wage penalty as the priority strategic goal for teacher compensation in Louisiana and begin eliminating the existing teacher wage penalty by raising teacher pay 25% by 2025.

Sponsor Innovative Teaching Model Research Projects and Pilot Programs Focused on Improving Teacher Recruitment, Recovery, and Retention

The state should sponsor and fund innovation projects that expand and accelerate current efforts to refine the K-12 teaching model in ways that make the job of teacher a more attractive option for potential teachers and a more rewarding career for existing teachers. The job of teacher needs to be relatively more attractive in the larger marketplace for professional talent.

¹ Southern Regional Education Board (SREB) Teacher Compensation Dashboard, www.sreb.org

² Ibid

Introduction

SSA Consultants was engaged by the Louisiana Department of Education, Office of Teaching and Learning, beginning July 1, 2022, to develop and administer a *Recruitment and Retention Compensation Study* that builds off the research and recommendations from the Louisiana Teacher Recruitment, Recovery, and Retention Task Force (HCR 39 2021 Legislative Session). The task force was formed to address the current and potential future teacher shortages in Louisiana and secure a stronger education workforce³.

The task force, in its 2021 Preliminary Report, recognized the teacher shortage as a complex challenge that includes an array of critical factors. This excerpt from pages 15 and 16 of that report⁴ summarizes the multidimensional nature of the teacher shortage challenge.

*An Alliance for Education report (2014) cites Richard Ingersoll's findings in offering insights into why turnover in the U.S. is so high. Teachers departing because of job dissatisfaction link their decision to leave to inadequate administrative support, isolated working conditions, poor student discipline, **low salaries**⁵, and a lack of collective teacher influence over schoolwide decisions. Ingersoll writes, "In short, the data suggest that school staffing problems are rooted in the way schools are organized and the way the teaching occupation is treated and that lasting improvements in the quality and quantity of the teaching workforce will require improvements in the quality of the teaching job."*

This *Recruitment and Retention Compensation Study* was designed to focus only on the compensation factor and includes three central components. The first component is a survey report on the current state of total compensation and incentives for local system teachers across Louisiana. The second component is a comparative report of teacher compensation including Louisiana and other southern states. The third component is a national comparative report summarizing teacher recruiting and retention practices (financial and non-financial incentives) utilized in states across the nation.

³ House Concurrent Resolution (HCR) No. 39

⁴ Teacher Recruitment, Recovery, and Retention Task Force, 2021, *Preliminary Report*

⁵ emphasis added

This document is a report of results from all three components of the *Recruitment and Retention Compensation Study*. This document also includes a set of recommendations to address Louisiana's teacher shortage.

The design and implementation of this study was a collaborative process that benefited from the insights and input of the Louisiana Teacher Recruitment, Recovery, and Retention Task Force members, and the guidance and support of Louisiana Department of Education staff.

Methodology

The methodology utilized for each of the three components of the *Recruitment and Retention Compensation Study* is summarized here.

Teacher Compensation and Incentives Survey

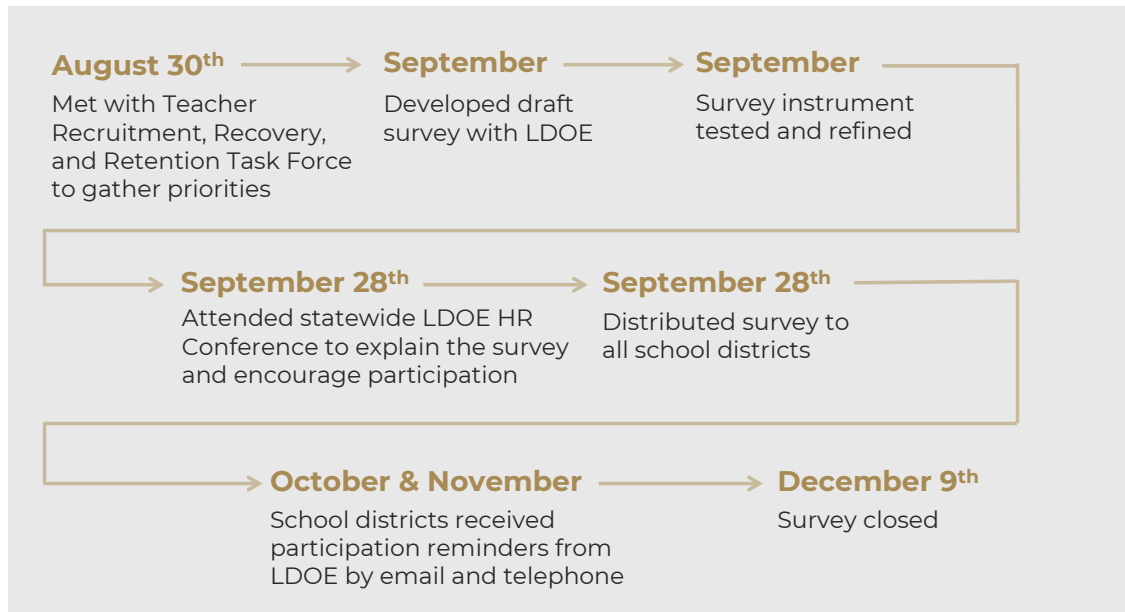
SSA Consultants (SSA) in collaboration with Louisiana Department of Education (LDOE) staff developed a 159-question survey instrument designed to gather teacher salary, benefits, incentives, and vacancy data from Louisiana's local school systems. The finalized survey content was loaded into SSA's survey software, and a digital link was created to allow for online completion of the survey by the school systems. A copy of the survey instrument is provided in [Appendix A](#).

LDOE distributed the survey link to the human resource directors of all local school systems by email on September 6, 2022. A copy of the survey distribution email is provided in [Appendix B](#). LDOE sent out the survey through the weekly school system newsletters and webinars. Additionally, LDOE sent multiple reminder emails and completed numerous follow-up telephone calls throughout October and November 2022 to maximize the survey return rate.

Survey distribution included Louisiana's traditional school systems and the charter systems. The survey was closed on December 9, 2022. Very few charter school submissions were received, so the LDOE chose to focus the survey analysis on the traditional school system submissions – 67 of Louisiana's 69⁶ traditional school systems submitted responses to the survey.

⁶ The two school systems that did not respond to the survey were Union Parish and Assumption Parish.

Compensation Survey: Process Overview



SSA compiled and analyzed all survey responses. The analysis was subdivided into two parts, the first part being a quantitative analysis focused on teacher salary schedules, benefits, and vacancy rates reported by the local school systems. The second part of SSA's analysis was a review of local school system responses to the survey's open-ended questions.

SSA utilized the open-ended answers to develop a breakdown of teacher incentives offered across all the participating systems, and to review incentive ideas that systems had tried previously and/or would like to try in the future. Each incentive was reviewed for financial amount offered, funding source, and eligibility requirements.

Highlighted survey results are presented through a set of charts and tables included in the body of this report. Some additional results are provided in the Appendix of this report and a digital file including all survey data was delivered by SSA to LDOE.

Regional Comparative Analysis

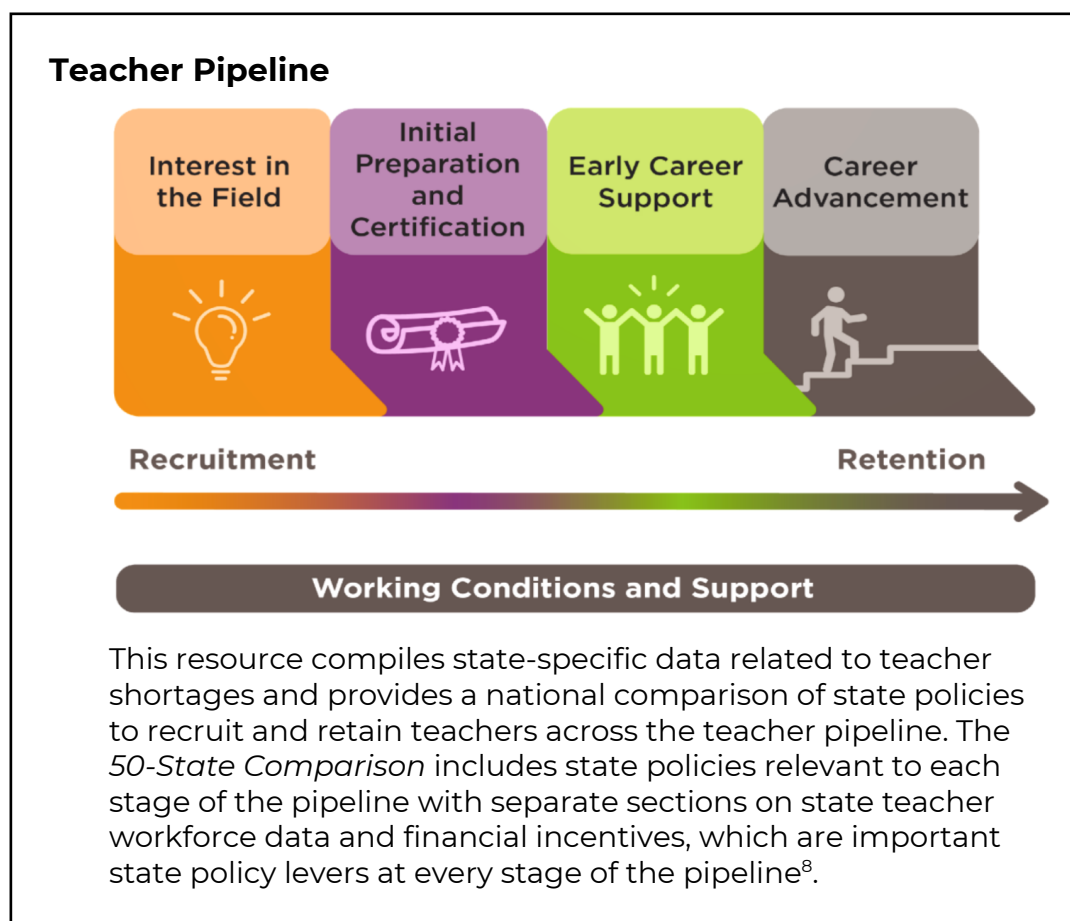
SSA conducted desk research focused on review and comparative analysis of teacher salaries and salary ranges across the 16 states⁷ included in the Southern Regional Education Board (SREB) territory. Available SREB data was utilized to conduct this regional comparative analysis.

⁷ Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia

The purpose of this analysis was to highlight Louisiana's comparative strengths and weaknesses relative to the other 15 SREB states. SREB comparative results are summarized through a set of charts included in the body of this report.

National Comparative Analysis

SSA conducted desk research focused on review and comparative analysis of *50-State Comparison: Teacher Recruitment and Retention*, resource material available through the Education Commission of the States. The following excerpt summarizes the scope of this comparative resource material.



SSA reviewed this 50-state material in comparison to the recruiting and retention strategies currently being deployed at the state and local school system levels in Louisiana. Louisiana state-level data is included in the 50-state material.

⁸ *50-State Comparison: Teacher Recruitment and Retention*

Louisiana's local school system data included in this analysis was taken from the previously described Teacher Compensation and Incentives Survey developed and administered by SSA and LDOE. The purpose of this analysis was to identify viable teacher recruitment and retention strategies currently not deployed in Louisiana.

SSA also reviewed the "teacher pay penalty" data and information available from the Southern Regional Education Board (SREB), the Economic Policy Institute, and the U.S. Government Accountability Office (GAO) that draws comparisons between public school teacher pay and the pay of college graduates working in other professions. The purpose of this analysis was to gain a greater understanding of the larger market of college-educated workers.

Individual Interviews

To gain additional perspective on Louisiana's teacher recruiting and retention issues, a small set of individual interviews were conducted as this study report was being developed and refined in the first and second quarters of 2023.

Interviewees included:

Bruce Chaffin

Assistant Superintendent &
Parish Athletic Director
Livingston Parish School System
President, Louisiana State
Association of School
Personnel Administrators

Senator Rogers Pope
Louisiana State Senate

Mike Faulk
Executive Director
Louisiana Association of
School Superintendents

Beth Scioneaux

Deputy Superintendent
School System Financial Services
Louisiana Department of Education

Jim Patterson
Interim President & CEO

Brian Davis
Director of Education & Workforce
Development, Small Business Councils
Louisiana Association of Business
and Industry

Alex Jarrell

Chief Innovation Officer
New Schools for New Orleans

Dr. Cade Brumley

State Superintendent
Louisiana Department of Education

Steve Procopio, PhD

President
Public Affairs Research Council

Dr. Janet Pope

Executive Director
Louisiana School Boards Association

Barry Erwin

President and CEO
Council for a Better Louisiana

Development of Recommendations

Recommendations were developed based upon analysis of the findings of this three-part study. The purpose of the recommendations is to support the state and Louisiana's local school systems in their efforts to address the teacher shortage.

Survey of Louisiana's Local School Systems

There is no statewide teacher salary/compensation system in Louisiana. Louisiana's local school systems and charter systems establish, maintain, and revise their own teacher pay scales and compensation systems. Therefore, teacher pay scales and compensation systems vary from school system to school system based upon the financial capacity of a school system and the strategic decision making of each system's school board.

A common feature of the pay scales adopted by Louisiana's local school systems is an annual "step" increase in base salary (typically between 1-3%) following each completed year of employment. This teacher pay "step system" allows for analysis of teacher compensation across the teacher pay scales adopted by each local school system (i.e., beginning, Year 5, Year 7, Year 20, and Top).

This decentralized model of teacher compensation complicates the answer to this basic question – *How much are public school teachers paid in Louisiana?*

The following charts and tables included in this section of the report are highlighted results of the Teacher Compensation and Incentives Survey administered in the fall of 2022 by SSA in collaboration with the LDOE. Survey responses were received from 67 of Louisiana's 69 traditional school systems.

The highlighted results shed some light on Louisiana's system to system variations in teacher pay/compensation. Some of the highlighted results are subdivided into results for bachelor's-prepared teachers and master's-prepared teachers. Approximately two-thirds (67%) of Louisiana's teachers are bachelor's-prepared. The highlighted results also explore correlations between teacher pay/compensation and other important system-level metrics including teacher vacancy rates and system performance scores/grades.

Average Teacher Salaries

Figures 1 and 2 display average salaries for Louisiana's bachelor's-prepared teachers and master's-prepared teachers, respectively, in year one/starting, year five, year seven, year twenty, and at the top of the pay scale. The range is the difference between the year one/starting salary and to the top-of-the-pay-scale salary.

Figure 1: Average Salaries for Teachers with Bachelor’s Degrees

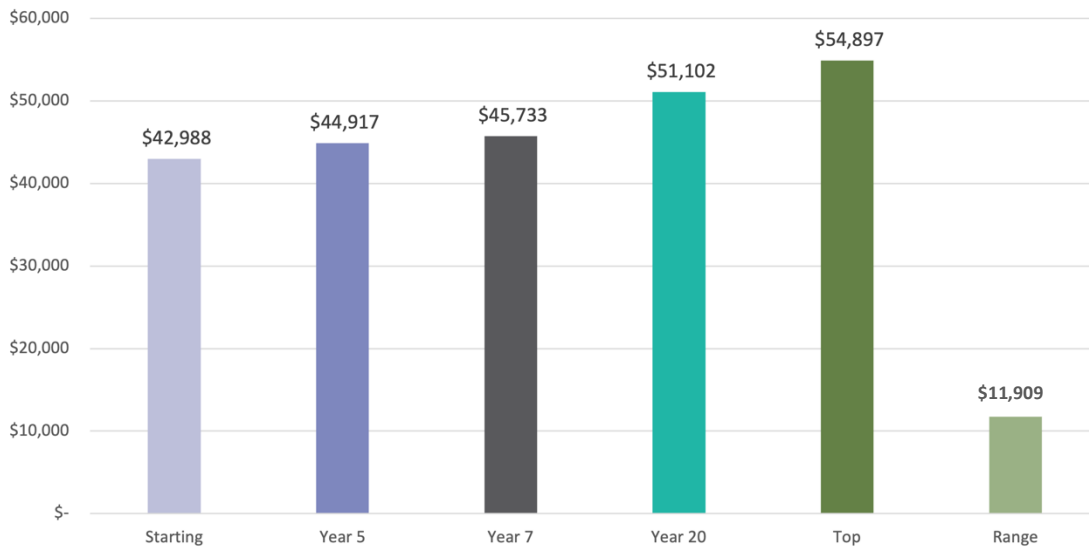


Figure 1 indicates an average year one/starting pay of approximately \$43,000 with an average top-of-the-scale pay of approximately \$55,000, yielding an average pay range (from year one/starting pay to top-of-the-scale pay) of approximately \$12,000.

Figure 2: Average Salaries for Teachers with Master’s Degrees

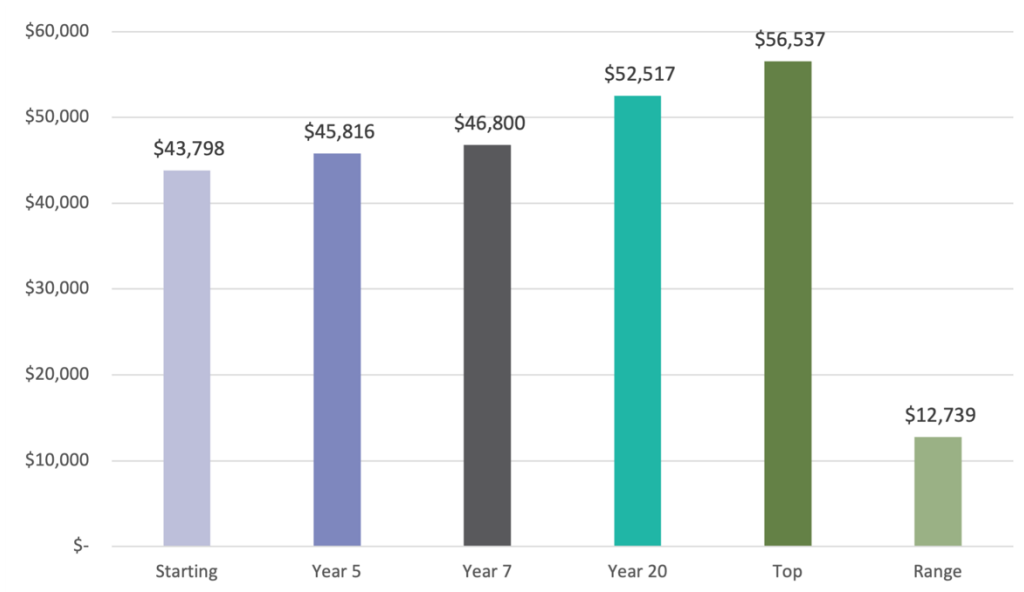


Figure 2 indicates an average year one/starting pay of approximately \$44,000 with an average top-of-the-scale pay of approximately \$56,500, yielding an average pay range (from year one/starting pay to top-of-the-scale pay) of approximately \$12,500.

Figures 3 and 4 display average salaries in comparison to the highest and lowest school systems for Louisiana’s bachelor’s-prepared teachers and master’s-prepared teachers, respectively, in year one/starting, year seven, and year twenty.

Figure 3: Average Salaries Compared to Highest and Lowest School Systems for Teachers with Bachelor’s Degrees



Figure 3 indicates a 20-year average salary growth of approximately \$8,000 with individual school system 20-year salary growth ranges from approximately \$15,000 on the high end to approximately \$3,500 on the low end.

Figure 4: Average Salaries Compared to Highest and Lowest School Systems for Teachers with Master's Degrees



Figure 4 indicates a 20-year average salary growth of approximately \$9,000 with individual school system 20-year salary growth ranges from approximately \$15,000 on the high end to approximately \$3,500 on the low end.

Highest and Lowest School System Year One/Starting Teacher Salaries

Figures 5 and 6 identify the 15 school systems with the highest year one/starting salaries for bachelor's-prepared teachers and master's-prepared teachers, respectively. Additional data provided includes year seven, year twenty salaries, teacher vacancy rates⁹, percentage of systems' annual revenue from local sources, and system performance scores/grades.

⁹ A vacancy is defined as a position where there is a substitute or no one filling that position.

Figure 5: Fifteen School Systems with the Highest Year One/Starting Salaries for Teachers with Bachelor's Degrees

Rank	Parish	Bachelor's Starting	Bachelor's Year 7	Bachelor's Year 20	Vacancy Rate	Local Revenue as % of Total Revenue	Letter Grade
1	Iberville Parish School System	\$55,006	\$57,211	\$63,156	0.72%	68.48%	B
2	Plaquemines Parish School System	\$54,560	\$57,871	\$64,020	0.78%	73.28%	A
3	St. Charles Parish Public Schools	\$54,119	\$59,372	\$70,312	0.91%	75.32%	B
4	St. James Parish Public Schools	\$51,652	\$55,183	\$61,740	2.21%	69.22%	B
5	DeSoto Parish School Board	\$51,500	\$55,000	\$61,500	2.46%	75.87%	B
6	West Baton Rouge Parish School System	\$51,033	\$53,876	\$59,325	2.54%	66.17%	B
7	St. John the Baptist Parish School System	\$50,418	\$53,750	\$59,695	1.40%	50.78%	C
8	West Feliciana Parish Schools	\$50,272	\$53,772	\$60,272	1.48%	56.43%	A
9	Ouachita Parish School System	\$50,080	\$52,480	\$57,680	0.88%	35.71%	B
10	Zachary Community School System	\$50,022	\$53,522	\$60,022	1.32%	48.17%	A
11	Central Community School System	\$50,000	\$51,500	\$58,286	0.00%	34.60%	A
12	Jefferson Parish School System	\$49,300	\$52,800	\$59,300	4.18%	48.71%	C
13	Jackson Parish School System	\$49,026	\$51,232	\$55,420	0.00%	45.65%	C
14	St. Tammany Parish School System	\$48,983	\$52,483	\$58,983	2.99%	48.37%	B
15	Ascension Parish School System	\$48,783	\$52,594	\$60,058	0.52%	56.33%	A

Figure 5 indicates that nine of these top 15 school systems generate over 50% of annual revenue from local sources. Additionally, 14 of these school systems have teacher vacancy rates below 3%, and all 15 school systems have performance grades of A, B, or C.

Figure 6: Fifteen School Systems with the Highest Year One/Starting Salaries for Teachers with Master's Degrees

Rank	Parish	Master's Starting	Master's Year 7	Master's Year 20	Vacancy Rate	Local Revenue as % of Total Revenue	Letter Grade
1	Iberville Parish School System	\$55,846	\$58,051	\$63,996	0.72%	68.48%	B
2	Plaquemines Parish School System	\$55,110	\$59,114	\$66,550	0.78%	73.28%	A
3	St. Charles Parish Public Schools	\$54,971	\$60,214	\$71,153	0.91%	75.32%	B
4	DeSoto Parish School Board	\$53,000	\$56,500	\$63,000	2.46%	75.87%	B
5	St. James Parish Public Schools	\$52,652	\$56,183	\$62,740	2.21%	69.22%	B
6	West Baton Rouge Parish School System	\$51,439	\$54,967	\$61,163	2.54%	66.17%	B
7	Zachary Community School System	\$51,022	\$54,522	\$61,022	1.32%	48.17%	A
8	St. John the Baptist Parish School System	\$50,868	\$55,170	\$61,840	1.40%	50.78%	C
9	West Feliciana Parish Schools	\$50,688	\$54,538	\$61,688	1.48%	56.43%	A
10	Central Community School System	\$50,500	\$52,000	\$58,786	0.00%	34.60%	A
11	Ouachita Parish School System	\$50,380	\$52,780	\$57,980	0.88%	35.71%	B
12	Caddo Parish Public Schools	\$50,007	\$54,511	\$60,986	3.91%	44.60%	C
13	Ascension Parish School System	\$49,813	\$53,624	\$62,003	0.52%	56.33%	A
14	Jefferson Parish School System	\$49,800	\$53,300	\$59,800	4.18%	48.71%	C
15	St. Tammany Parish School System	\$49,498	\$52,998	\$59,498	2.99%	48.37%	B

Figure 6 indicates that nine of these top 15 school systems generate over 50% of annual revenue from local sources. Additionally, 13 of these school systems have teacher vacancy rates below 3%, and all 15 school systems have performance grades of A, B, or C.

Figures 7 and 8 identify the 15 school systems with the lowest year one/starting salaries for bachelor's-prepared teachers and master's-prepared teachers, respectively. Additional data provided includes year seven, year twenty salaries, teacher vacancy rates¹⁰, percentage of systems' annual revenue from local sources, and system performance scores/grades.

Figure 7: Fifteen School Systems with the Lowest Year One/Starting Salaries for Teachers with Bachelor's Degrees

Rank	Parish	Bachelor's Starting	Bachelor's Year 7	Bachelor's Year 20	Vacancy Rate	Local Revenue as % of Total Revenue	Letter Grade
1	Tensas Parish School System	\$30,256	\$32,762	\$37,416	4.00%	34.18%	C
2	Catahoula Parish School System	\$31,658	\$34,134	\$38,561	7.95%	24.61%	B
3	St. Helena Parish School System	\$31,800	\$32,439	\$33,756	N/A	24.33%	F
4	Winn Parish School System	\$32,687	\$35,163	\$39,805	1.36%	27.03%	B
5	Franklin Parish School System	\$33,838	\$36,175	\$40,608	N/A	22.71%	B
6	Morehouse Parish School System	\$33,886	\$36,362	\$40,789	4.29%	26.04%	D
7	West Carroll Parish School System	\$34,248	\$36,698	\$41,248	0.00%	25.83%	B
8	Madison Parish School System	\$34,327	\$36,449	\$41,230	26.03%	26.39%	D
9	Union Parish School System	\$34,447	\$37,021	\$41,619	N/A	28.08%	C
10	East Carroll Parish School System	\$34,692	\$36,968	\$41,395	0.00%	28.75%	C
11	Richland Parish School System	\$34,871	\$37,347	\$41,774	5.29%	36.42%	C
12	Concordia Parish School System	\$35,521	\$38,059	\$42,596	0.39%	27.47%	C
13	Grant Parish School System	\$35,750	\$38,410	\$43,610	4.89%	19.55%	B
14	Claiborne Parish School System	\$37,478	\$39,954	\$44,885	6.14%	29.58%	C
15	Bogalusa City Schools	\$37,552	\$40,151	\$44,800	1.31%	30.62%	D

Figure 7 indicates that none of these bottom 15 school systems generate over 50% of annual revenue from local sources. Additionally, only five of these

¹⁰ A vacancy is defined as a position where there is a substitute or no one filling that position.

school systems have teacher vacancy rates below 3%, and 11 school systems have performance grades of B or C.

Figure 8: Fifteen School Systems with the Lowest Year One/Starting Salaries for Teachers with Master's Degrees

Rank	Parish	Master's Starting	Master's Year 7	Master's Year 20	Vacancy Rate	Local Revenue as % of Total Revenue	Letter Grade
1	Tensas Parish School System	\$30,609	\$33,514	\$38,909	4.00%	34.18%	C
2	Catahoula Parish School System	\$32,011	\$35,047	\$39,814	7.95%	24.61%	B
3	St. Helena Parish School System	\$32,100	\$32,745	\$34,075	N/A	24.33%	F
4	Winn Parish School System	\$33,040	\$36,076	\$41,250	1.36%	27.03%	B
5	Franklin Parish School System	\$34,191	\$37,083	\$41,850	N/A	22.71%	B
6	Morehouse Parish School System	\$34,239	\$37,275	\$42,042	4.29%	26.04%	D
7	West Carroll Parish School System	\$34,598	\$37,048	\$41,598	0.00%	25.83%	B
8	Madison Parish School System	\$34,676	\$37,157	\$42,483	26.03%	26.39%	D
9	Union Parish School System	\$34,813	\$37,391	\$42,873	N/A	28.08%	C
10	East Carroll Parish School System	\$35,045	\$37,881	\$42,648	0.00%	28.75%	C
11	Concordia Parish School System	\$35,883	\$38,995	\$43,881	0.39%	27.47%	C
12	Grant Parish School System	\$36,117	\$39,077	\$45,577	4.89%	19.55%	B
13	Richland Parish School System	\$36,377	\$39,413	\$44,180	5.29%	36.42%	C
14	Claiborne Parish School System	\$37,831	\$40,867	\$46,138	6.14%	29.58%	C
15	Bogalusa City Schools	\$37,992	\$41,110	\$46,115	1.31%	30.62%	D

Figure 8 indicates that none of these bottom 15 school systems generate over 50% of annual revenue from local sources. Additionally, only five of these school systems have teacher vacancy rates below 3%, and 11 school systems have performance grades of B or C's, but there are no performance scores of A.

A table of year one/starting salaries for bachelor's-prepared teachers including all school systems is provided in [Appendix C](#). The data in this table is organized from highest to lowest year one/starting salary and includes year

five, year seven, year twenty, and top of the range salary columns. This table also includes data columns for vacancy rate, local revenue as a percentage of total annual revenue, system performance scores/letter grades, students of color percentage, economically disadvantaged student percentage, and rural/urban system designation.

A table of year one/starting salaries for master's-prepared teachers including all school systems is provided in [Appendix D](#). The data in this table is organized from highest to lowest year one/starting salary and includes year five, year seven, year twenty, and top of the range salary columns. This table also includes data columns for vacancy rate, local revenue as a percentage of total annual revenue, system performance scores/letter grades, students of color percentage, economically disadvantaged student percentage, and rural/urban system designation.

Teacher Salaries and Teacher Vacancy Rates

Figures 9 and 10 display average teacher vacancy rates comparing the 10 highest to the 10 lowest teacher salary school systems (averaged) for bachelor's-prepared teachers and master's-prepared teachers, respectively, in year one/starting, year seven, year twenty, and top of the range.

Figure 9: Average Teacher Vacancy Rates Comparing Ten Highest Teacher Salary School Systems to the Ten Lowest Teacher Salary School Systems for Teachers with Bachelor's Degrees

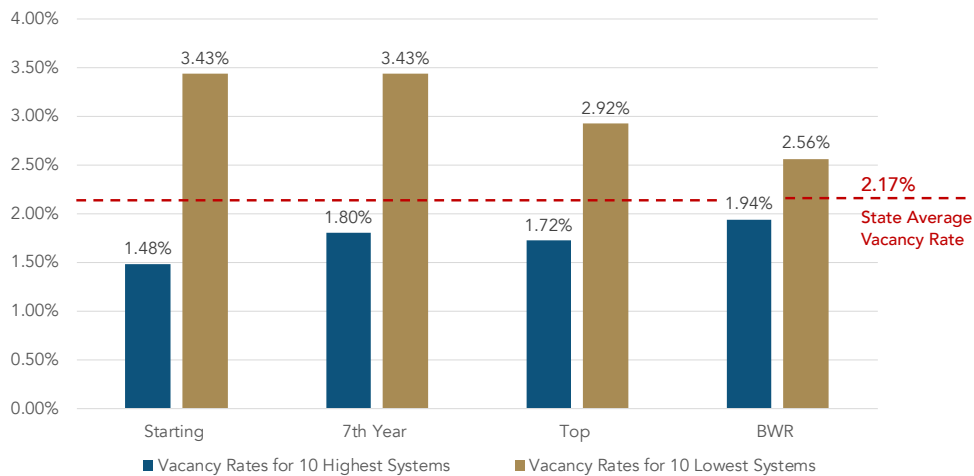


Figure 9 includes a BWR (Bachelor's Wage Rate) comparison which is a formula that combines equally weighted rankings for year one/starting salaries, top-of-the-range salaries, and salary growth potential.

Figure 9 indicates a correlation between higher teacher salaries and lower teacher vacancy rates.

Figure 10: Average Teacher Vacancy Rates Comparing Ten Highest Teacher Salary School Systems to the Ten Lowest Teacher Salary School Systems for Teachers with Master’s Degrees

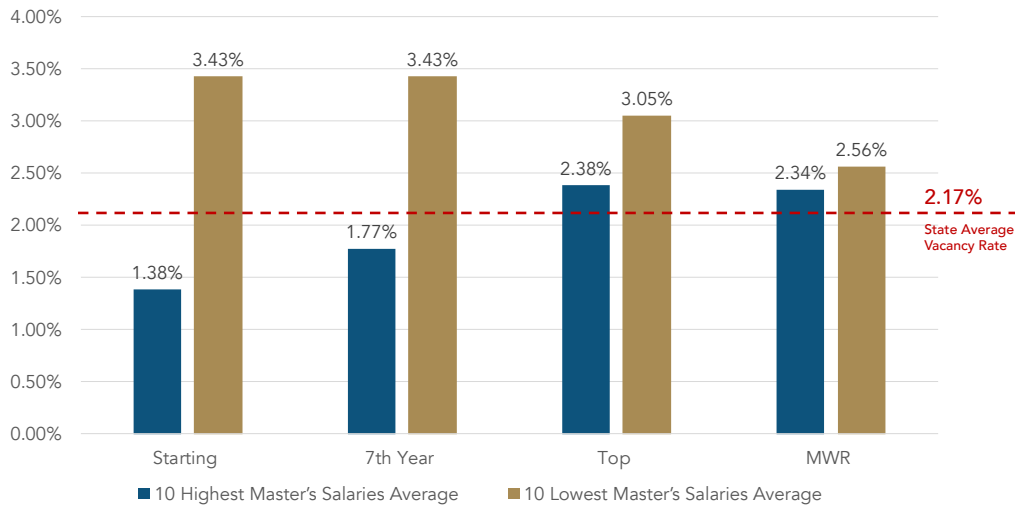


Figure 10 includes a MWR (Master’s Wage Rate) comparison which is a formula that combines equally weighted rankings for year one/starting salaries, top-of-the-range salaries, and salary growth potential.

Figure 10 indicates a correlation between higher teacher salaries and lower teacher vacancy rates.

Teacher Salary and Vacancy Effectiveness Rate

Figures 11 and 12 display the results of a formula labeled the Teacher Salary and Vacancy Effectiveness Rate developed by SSA. It combines starting salaries, top salaries, and salary growth potential for both bachelor’s and master’s salaries, along with the vacancy rate for each traditional school system to find the Teacher Salary and Vacancy Effectiveness Rate.

Figure 11 identifies the 10 systems with the highest Teacher Salary and Vacancy Effectiveness Rates and Figure 12 identifies the 10 systems with the lowest Teacher Salary and Vacancy Effectiveness Rates.

Figure 11: Ten School Systems with the Highest Teacher Salary and Vacancy Effectiveness Rates

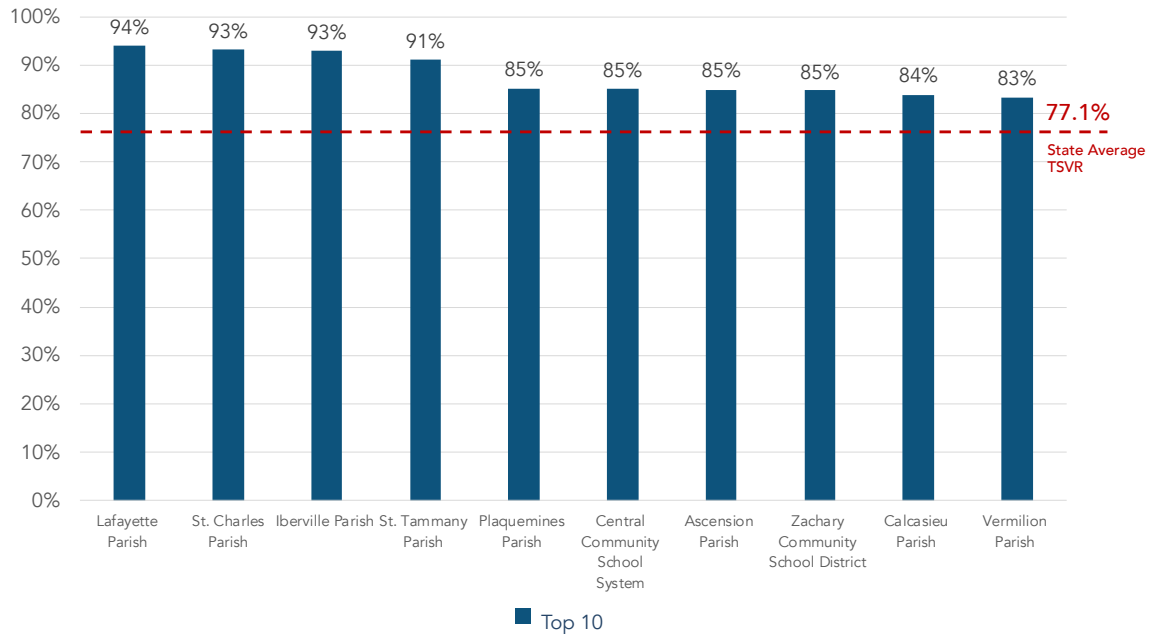
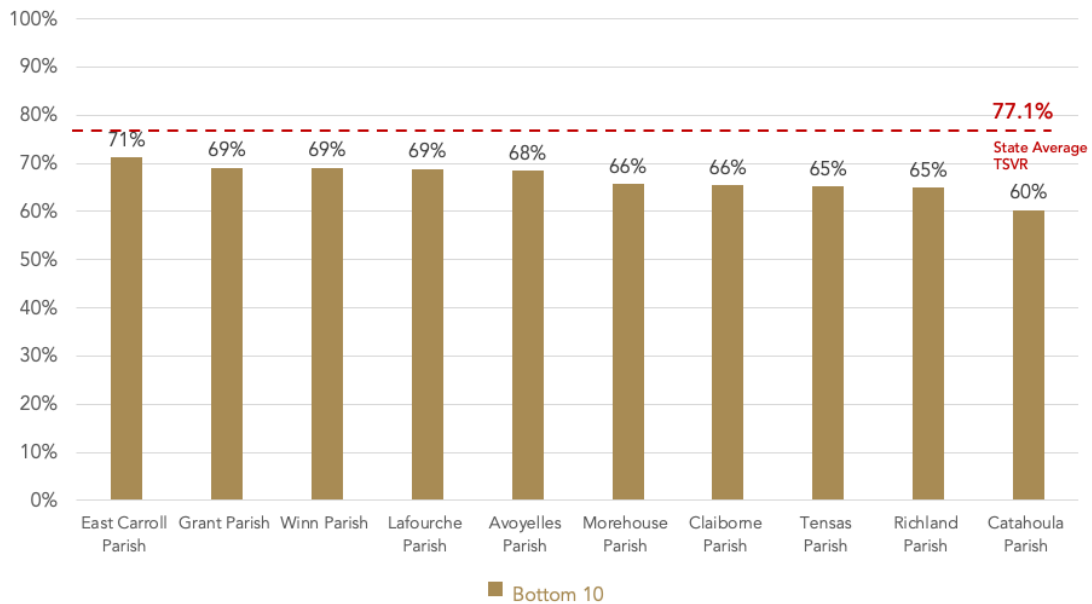


Figure 12: Ten School Systems with the Lowest Teacher Salary and Vacancy Effectiveness Rates



Vacancy Rate Concentration

Figure 13 indicates a high percentage of Louisiana's teacher vacancies are concentrated in 10 school systems.

Figure 13: Ten School Systems with the Largest Number of Teacher Vacancies

Parish	Number of Vacancies	Vacancy Rate	Percentage of All Louisiana Vacancies
1. East Baton Rouge Parish	254	7.39%	19.9%
2. Jefferson Parish	154	4.18%	12.1%
3. Calcasieu Parish	118	4.58%	9.2%
4. Tangipahoa Parish	106	6.81%	8.3%
5. Caddo Parish	91	3.91%	7.1%
6. St. Tammany Parish	86	2.99%	6.7%
7. Lafourche Parish	64	6.17%	5.0%
8. Bossier Parish	48	2.90%	3.8%
9. St. Landry Parish	40	3.84%	3.1%
10. Lafayette Parish	26	1.24%	2.0%

These 10 school systems collectively include 47.4% (289,000 out of the 610,000) of students in Louisiana's traditional school systems, and collectively account for 77.3% (987 out of 1,277) of all teacher vacancies in Louisiana's traditional school systems.

Teacher Salaries and System Performance Scores

Figures 14 and 15 display average system performance scores comparing the 10 highest to the 10 lowest teacher salary systems (averaged) for bachelor's-prepared teachers and master's-prepared teachers, respectively, in year one/starting, year seven, year twenty, and top of the range. These two figures indicate a correlation between higher teacher salaries and higher system performance scores.

Figure 14: Average System Performance Scores Comparing Ten Highest Teacher Salary Systems to the Ten Lowest Teacher Salary Systems for Teachers with Bachelor’s Degrees

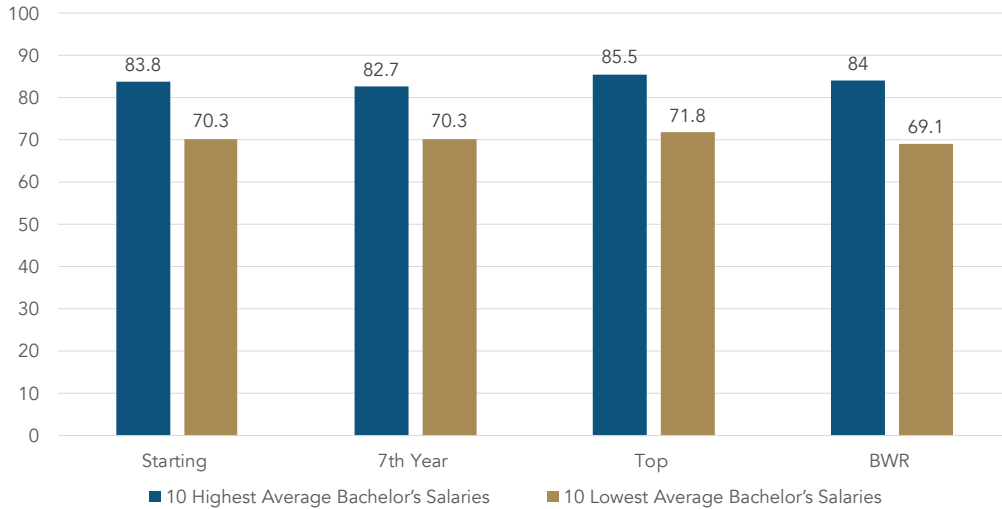


Figure 14 includes a BWR (Bachelor’s Wage Rate) comparison which is a formula that combines equally weighted rankings for year one/starting salaries, top-of-the-range salaries, and salary growth potential.

Figure 14 indicates a positive correlation between higher teacher salaries and school system performance.

Figure 15: Average System Performance Scores Comparing Ten Highest Teacher Salary Systems to the Ten Lowest Teacher Salary Systems for Teachers with Master’s Degrees

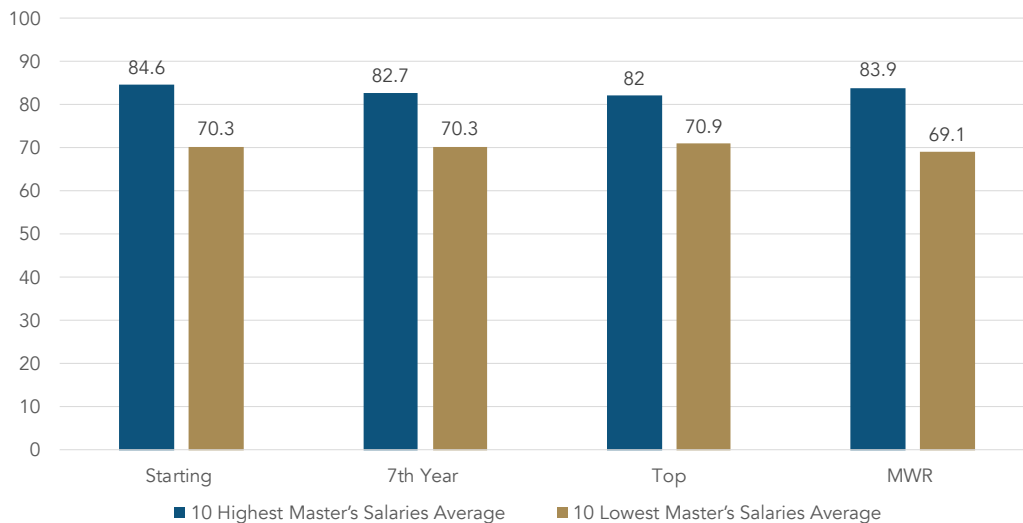


Figure 15 includes a MWR (Master's Wage Rate) comparison which is a formula that combines equally weighted rankings for year one/starting salaries, top-of-the-range salaries, and salary growth potential.

Figure 15 indicates a positive correlation between higher teacher salaries and school system performance.

Employee Benefits Offered

All traditional school systems in Louisiana are required to enroll in the Teachers' Retirement System of Louisiana (TRSL). The TRSL has two plan options: the Regular Plan in which an employee contributes 8% of their earnings, or Plan B in which an employee contributes 5% of their salary and contributes to Social Security. The vast majority of traditional school system employees, including all the teachers, belong to the Regular Plan.

The TRSL plan is a defined benefit plan, commonly called a pension¹¹. The TRSL benefit is paid to a retiree for life, and benefit amount is calculated using three factors.

1. Years of TRSL service credit
2. Final average compensation
3. A benefit factor (2.0% or 2.5%)

All traditional school systems in Louisiana offer some form of healthcare insurance benefits for their teachers. The most common method of obtaining healthcare insurance is through the State's Office of Group Benefits (OGB) with 65% of the 69 traditional school systems utilizing OGB services.

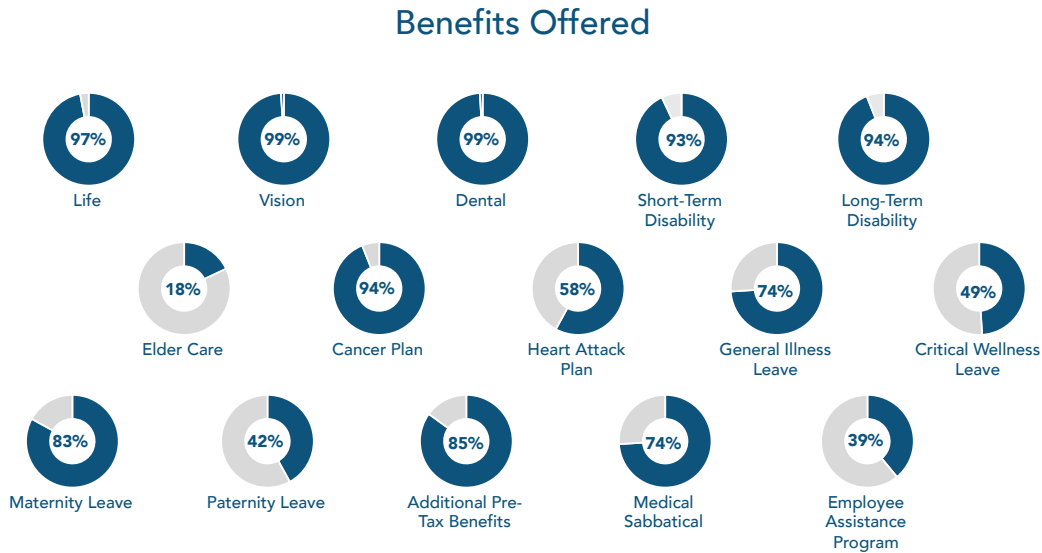
The OGB offers six different healthcare plans to active employees with current premiums ranging from \$128.26 to \$222.60 for an individual and \$258.18 to \$757.04 for a family. Five of the six healthcare plans are administered by BlueCross BlueShield and the other plan is administered by Vantage Health Plan.

School systems were asked (through the survey) to identify other employee benefits offered given the following list: Life Insurance, Vision Insurance, Dental Insurance, Short-Term Disability, Long-Term Disability, Elder Care, Cancer Plan, Heart Attack Plan, General Illness Leave, Critical Wellness Leave, Maternity Leave, Paternity Leave, Additional Pre-Tax Benefits (e.g. Cafeteria Plan, 403b, 457, etc.), Medical Sabbatical, Employee Assistance Plan (e.g. mental health, legal assistance, etc.), or None of the Above.

¹¹ https://fluxconsole.com/files/item/202/168080/memberHandbook_WEB.pdf

Figure 16 indicates most systems offer a significant array of additional employee benefits.

Figure 16: Percentage of School Systems Offering Employee Benefits



Hard-to-Fill Positions

School systems were asked to identify their hard-to-fill positions given the following list: Special Education Teachers, High School Teachers, Middle School Teachers, Elementary Teachers, Teachers in UIR Labeled Schools, Teachers in CIR Labeled Schools, Paraprofessionals, Other (please specify), or None of the Above.

Systems were also asked to identify their hard-to-fill positions by subject matter given the following list: Math, Science, Foreign Language, English, History, Art, Physical Education, Technology, Other (please specify), or None of the Above.

Figure 17: School Systems Indicating Hardest-to-Fill Positions

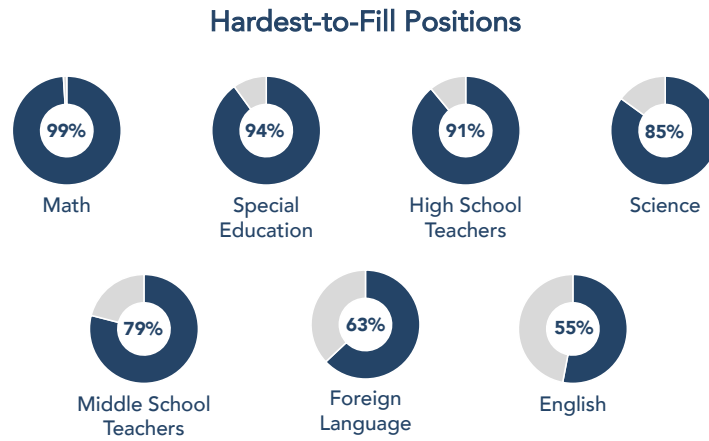


Figure 17 indicates Math, Special Education, high school teachers, Science, middle school teachers, Foreign Language, and English positions are the hardest to fill.

Figure 18: School Systems Indicating Comparatively Easier-to-Fill Positions

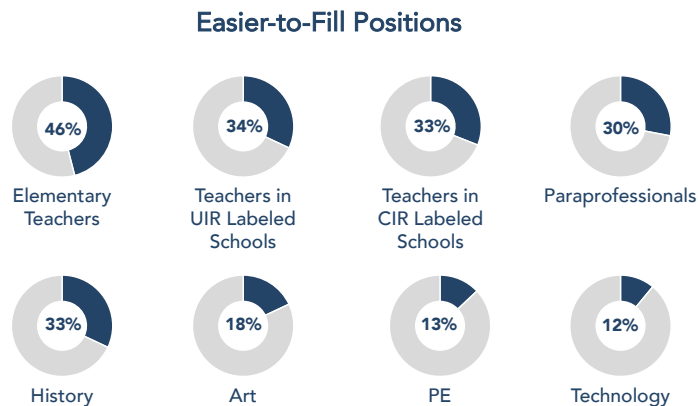


Figure 18 indicates elementary teachers, teachers in UIR labeled schools, teachers in CIR labeled schools, paraprofessionals, History, Art, PE, and Technology are relatively easier to fill compared to the harder-to-fill descriptions in Figure 17.

Recruitment and Retention Incentives

School systems were asked to identify the recruitment and retention incentives and strategies that were currently being utilized in their respective systems. Figure 19 identifies incentives and strategies most utilized by Louisiana’s school systems.

Figure 19: Ten Most Utilized (Non-Medical) Recruitment and Retention Incentives

Rank	Incentive Question	Percentage of School Systems that Offer the Incentive
1	Does your system offer supplemental pay (e.g., athletic coaching, homeroom teacher, mentoring, club sponsor, TAP, etc.)?	96%
2	Does your system allow for school choice for the children of employees?	76%
3	Does your system offer tuition reimbursement or education assistance for employees pursuing their certification or additional certification?	73%
4	Does your system offer a stipend for National Board Certification?	70%
5	Does your system offer classroom material assistance?	64%
6	Does your system offer performance pay?	63%
7	Does your system give supplemental pay for completion of advanced degrees (e.g., master's, doctorate, etc.)?	61%
8	Does your system offer a mentor teacher stipend in addition to the state mentor stipend?	54%
9	Does your system offer a professional improvement sabbatical?	54%
10	Did your school system issue a "13 th check" or similar last year?	52%

A more complete compilation of recruitment and retention incentives and strategies is provided in [Appendix E](#).

The Louisiana Legislative Auditor recently (May 2022) issued a report¹² that provides the results of an evaluation of how differences in qualifications, pay, and other attributes affect teacher retention and student performance in Louisiana.

The following key findings of this evaluation are listed in the transmittal letter included in the front of the report document.

¹² Teacher Qualifications and Pay, Impact on Teacher Retention and Student Performance, Louisiana Public School Teachers (Issued May 25, 2022)
[https://app.lla.state.la.us/publicreports.nsf/0/dbc5a77413cc3af18625884f00707605/\\$file/00026da1b.pdf?openelement&.7773098](https://app.lla.state.la.us/publicreports.nsf/0/dbc5a77413cc3af18625884f00707605/$file/00026da1b.pdf?openelement&.7773098)

- We found that teachers with more years of experience tended to be more effective, and that improvements in their effectiveness generally occurred during the first five years of teaching. The percentage of teachers in their first or second year of teaching who were rated as effective-proficient or highly effective was 42.9%. That percentage increased to 53% after four to five years, and generally remained at that level.
- In addition, we found that certified teachers were more effective on average than uncertified teachers. The Louisiana Department of Education's value-added model rated 51.3% of certified teachers effective-proficient or highly effective, compared to 43.4% of uncertified teachers. However, teachers with graduate degrees were not necessarily more effective than teachers with a bachelor's degree only.
- We also found that teachers in schools with more economically disadvantaged students were less likely to be certified and had fewer years of experience. For example, teachers in Orleans Parish were less likely to be certified and had fewer years of experience than teachers in schools in other cities or in less populated areas. The percentage of uncertified teachers was 54% in Orleans Parish schools, versus 12.5% statewide.
- Lower rated schools also had fewer certified teachers. At A-rated schools, 5.7% of teachers were uncertified, while 23.8% of teachers at F-rated schools were uncertified.
- Teachers in charter schools also were less likely to be certified and had fewer years of experience on average than teachers in traditional public schools. We found that in traditional public schools, 92.1% of teachers were certified, compared to 50.3% of teachers in charter schools.
- We found as well that the state could improve teacher retention by increasing salaries. Our analysis showed that for each additional \$1,000 in salary, a teacher would be 0.4 percentage points more likely to remain in the public education workforce.
- The state also could improve teacher retention if salaries in areas with high housing costs were higher. Our analysis showed that for each \$100 decrease in monthly rents in a given parish, a teacher would be 0.2 percentage points more likely to remain in the public education workforce, holding all other factors constant.

- In addition, Louisiana could improve retention by providing retirement benefits to all public school teachers in the state's public retirement systems. We found that teachers who participated in public retirement systems were 2.3 percentage points more likely to continue working in the public education workforce than teachers who did not participate.

*Teacher Qualifications and Pay Impact on Teacher Retention and Student Performance:
Louisiana Public Schools Teachers,
Louisiana Legislative Auditor, May 2022*

Regional Comparative Analysis

The Southern Regional Education Board (SREB) is a nonpartisan, nonprofit interstate compact that includes 16 states – Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

Created in 1948 by southern governors and legislatures who recognized the link between education and economic vitality, SREB was the nation's first regional interstate compact for education. The following excerpt from the SREB website offers a general description of its purpose and scope of activity.

We help policymakers make informed decisions by providing independent, accurate data, and recommendations. We help educators strengthen student learning with professional development, proven practices, and curricula. And we help policymakers, institutions, and educators share scarce resources to accomplish more together than they could alone.



Source: SREB website – www.sreb.org/about

SREB is most well-known for publishing teacher pay data including the “southern regional average” for teacher pay that has been recognized for decades by Louisiana governors and legislatures as the gold standard for teacher pay.

SREB Teacher Pay Averages

Figure 20 displays SREB average salary for Louisiana teachers in comparison to the “southern regional average” and the average salaries of the other SREB states. All data used in this figure (including the Louisiana data and the national average) is 2019-2020 data collected and compiled by SREB.

Figure 20: Average SREB Salaries

1.	Maryland	\$74,006	National Avg. - \$ 65,293
2.	Delaware	\$65,141	
3.	Georgia	\$60,553	
4.	Virginia	\$58,506	
5.	Texas	\$57,641	Regional Avg. - \$ 55,676
6.	Oklahoma	\$54,762	
7.	Alabama	\$54,271	
8.	Kentucky	\$54,139	
9.	North Carolina	\$53,458	
10.	South Carolina	\$53,188	
11.	Tennessee	\$52,871	
12.	Louisiana	\$52,472	
13.	Arkansas	\$51,668	
14.	Florida	\$51,009	
15.	West Virginia	\$50,261	
16.	Mississippi	\$46,862	

Louisiana’s average teacher pay compares poorly to the other SREB states – ranked 12th among the 16 states, and below the SREB average of \$55,676.

Figures 21 and 22 display SREB average salaries for Louisiana’s bachelor’s-prepared teachers in comparison to the “southern regional average” and the

average salaries of the other SREB states. All data used in these figures (including the Louisiana data and the national average) is 2019-2020 data collected and compiled by SREB.

Figure 21: SREB Year One/Starting Average Starting Salary – Bachelor’s Prepared

1.	Maryland	\$ 47,959	
2.	Texas	\$ 44,582	
3.	Delaware	\$ 43,092	
4.	Virginia	\$ 42,069	
5.	Louisiana	\$41,747	
6.	Alabama	\$ 41,028	National Avg. - \$ 41,163
7.	Tennessee	\$ 38,809	Regional Avg. - \$ 39,754
8.	Florida	\$ 38,724	
9.	Georgia	\$ 38,509	
10.	Oklahoma	\$ 37,992	
11.	West Virginia	\$ 37,978	
12.	South Carolina	\$ 37,550	
13.	Kentucky	\$ 37,238	
14.	North Carolina	\$ 37,049	
15.	Mississippi	\$ 36,543	
16.	Arkansas	\$ 35,201	

Louisiana’s average year one/starting teacher pay (bachelor’s) compares well to the other SREB states – ranked 5th among the 16 states, and above the SREB average of \$39,754.

Figure 22: SREB Top-of-the-Scale Average Salary – Bachelor’s Prepared

1.	Virginia	\$ 66,791	
2.	Maryland	\$ 64,158	
3.	Texas	\$ 62,441	
4.	Delaware	\$ 61,121	
5.	Florida	\$ 60,401	National Avg. - \$ 60,293
6.	West Virginia	\$ 59,064	
7.	Georgia	\$ 56,566	Regional Avg. - \$ 56,824
8.	South Carolina	\$ 55,437	
9.	Mississippi	\$ 55,245	
10.	North Carolina	\$ 55,044	
11.	Louisiana	\$ 54,310	
12.	Kentucky	\$ 53,054	
13.	Alabama	\$ 52,609	
14.	Oklahoma	\$ 52,577	
15.	Tennessee	\$ 52,271	
16.	Arkansas	\$ 48,090	

Louisiana’s average top-of-the-scale teacher pay (bachelor’s) does not compare well to the other SREB states – ranked 11th among the 16 states, and below the SREB average of \$56,824.

Figure 23 displays Louisiana’s average salary growth potential (bachelor’s) from year one/starting to top-of-the-scale in comparison to the “southern regional average” and the average salary growth potential of the other SREB states. All data used in these figures (including the Louisiana data) is 2019-2020 data collected and compiled by SREB.

Figure 23: SREB Average Salary Growth Potential – Bachelor’s Prepared

1.	Virginia	58.77%	
2.	Florida	55.98%	
3.	West Virginia	55.52%	
4.	Mississippi	51.18%	
5.	North Carolina	48.57%	
6.	South Carolina	47.64%	
7.	Georgia	46.89%	National Avg. - 46.47% Regional Avg. - 42.94%
8.	Kentucky	42.47%	
9.	Delaware	41.84%	
10.	Texas	40.06%	
11.	Oklahoma	38.39%	
12.	Arkansas	36.62%	
13.	Tennessee	34.69%	
14.	Maryland	33.78%	
	15. Louisiana	30.09%	
16.	Alabama	28.23%	

Louisiana’s average salary growth potential (bachelor’s) does not compare well to the other SREB states – ranked 15th among the 16 states, and significantly below the SREB average of 42.94%. This data indicates a general (bachelor’s) teacher salary scale compression compared to the other SREB states.

Salary compression (also known as pay compression and wage compression) results when employees with less experience earn salaries very close in amount to employees with more experience. Louisiana's compressed pay scales indicate that Louisiana teacher salaries grow very modestly from year one/starting to top-of-the-scale.

Figures 24 and 25 display SREB average salaries for Louisiana’s master’s-prepared teachers in comparison to the “southern regional average” and the average salaries of the other SREB states. All data used in these figures (including the Louisiana data) is 2019-2020 collected and compiled by SREB.

Figure 24: SREB Year One/Starting Average Starting Salary – Master’s Prepared

1.	Maryland	\$ 51,058	
2.	Delaware	\$ 48,951	
3.	Texas	\$ 47,491	
4.	Alabama	\$ 47,146	
5.	Virginia	\$ 44,792	National Avg. - \$ 45,029
6.	Georgia	\$ 43,711	
7.	South Carolina	\$ 42,851	Regional Avg. - \$ 43,321
8.	Florida	\$ 42,437	
9.	Louisiana	\$ 42,382	
10.	Tennessee	\$ 41,991	
11.	Kentucky	\$ 41,055	
12.	West Virginia	\$ 40,804	
13.	North Carolina	\$ 40,754	
14.	Oklahoma	\$ 39,427	
15.	Arkansas	\$ 39,313	
16.	Mississippi	\$ 38,967	

Louisiana's average year one/starting teacher pay (master's) does not compare well to the other SREB states – ranked 9th among the 16 states, and slightly below the SREB average of \$43,321.

Figure 25: SREB Top-of-the-Scale Average Salary – Master’s Prepared

1.	Maryland	\$ 86,365	
2.	Delaware	\$ 76,655	
3.	Virginia	\$ 70,260	
4.	Texas	\$ 64,924	National Avg. - \$ 69,798
5.	Georgia	\$ 64,507	
6.	Mississippi	\$ 63,131	
7.	South Carolina	\$ 62,748	Regional Avg. - \$ 62,808
8.	West Virginia	\$ 61,927	
9.	Florida	\$ 61,273	
10.	North Carolina	\$ 60,549	
11.	Alabama	\$ 60,245	
12.	Kentucky	\$ 57,917	
13.	Tennessee	\$ 56,497	
14.	Louisiana	\$ 55,508	
15.	Oklahoma	\$ 54,656	
16.	Arkansas	\$ 47,765	

Louisiana’s average top-of-the-scale teacher pay (master’s) does not compare well to the other SREB states – ranked 14th among the 16 states, and significantly below the SREB average of \$62,808.

Figure 26 displays Louisiana’s average salary growth potential (master’s) from year one/starting to top-of-the-scale in comparison to the “southern regional average” and the average salary growth potential of the other SREB states. All data used in these figures (including the Louisiana data) is 2019-2020 collected and compiled by SREB.

Figure 26: SREB Average Salary Growth Potential – Master’s Prepared

1.	Maryland	69.15%	
2.	Mississippi	62.01%	
3.	Virginia	56.86%	
4.	Delaware	56.60%	
5.	West Virginia	51.77%	National Avg. - 55.01%
6.	North Carolina	48.57%	
7.	Georgia	47.58%	
8.	South Carolina	46.43%	
9.	Florida	44.39%	Regional Avg. - 44.98%
10.	Kentucky	41.07%	
11.	Oklahoma	38.63%	
12.	Texas	36.71%	
13.	Tennessee	34.55%	
14.	Louisiana	30.97%	
15.	Alabama	27.78%	
16.	Arkansas	21.50%	

Louisiana’s average salary growth potential (master’s) does not compare well to the other SREB states – ranked 14th among the 16 states, and significantly below the SREB average of 44.98%. This data indicates a general (master’s) teacher salary scale compression compared to the other SREB states.

National Comparative Analysis

The national comparative analysis included in this study reviews two source documents. The first is a 2022 report from the U.S. Government Accountability Office (GAO) focused on teacher shortages and the second is a resource document available from the Education Commission of the States that offers a 50-state comparison of state-level teacher recruitment and retention efforts.

2022 GAO Report on Teacher Shortages

The GAO is an agency of the federal government established approximately 100 years ago to provide Congress, federal agencies, and the general public with timely, fact-based, non-partisan information that can be used to improve government and save taxpayer dollars. The GAO conducts research and issues reports of findings and recommendations at the request of congressional committees/subcommittees and as required by federal laws¹³.

The GAO issued a report in October of 2022 that examined key recruitment and retention challenges contributing to teacher shortages¹⁴. Research conducted by the GAO for this report included:

- Analyzing nationally representative data for 2011-2021 to determine the prevalence and characteristics of shortages.
- Conducting 19 non-generalizable focus groups, including former teachers, hiring officials, and state officials.
- Reviewing methodologically sound research and policy papers published in the last 12 years.
- Reviewing relevant federal laws, regulations, and agency documents.
- Interviewing U.S. Department of Education officials, researchers, and subject matter experts.

The GAO's report identified the following set of challenges to recruiting and retaining teachers.

Key Recruitment Challenges included negative perception of the teaching profession, high cost of teacher preparation, and differing state licensure requirements. The negative perception challenge included things such as lack of appreciation for teachers in their communities and in society at large, negative media, and discouragement by family and friends to enter the profession.

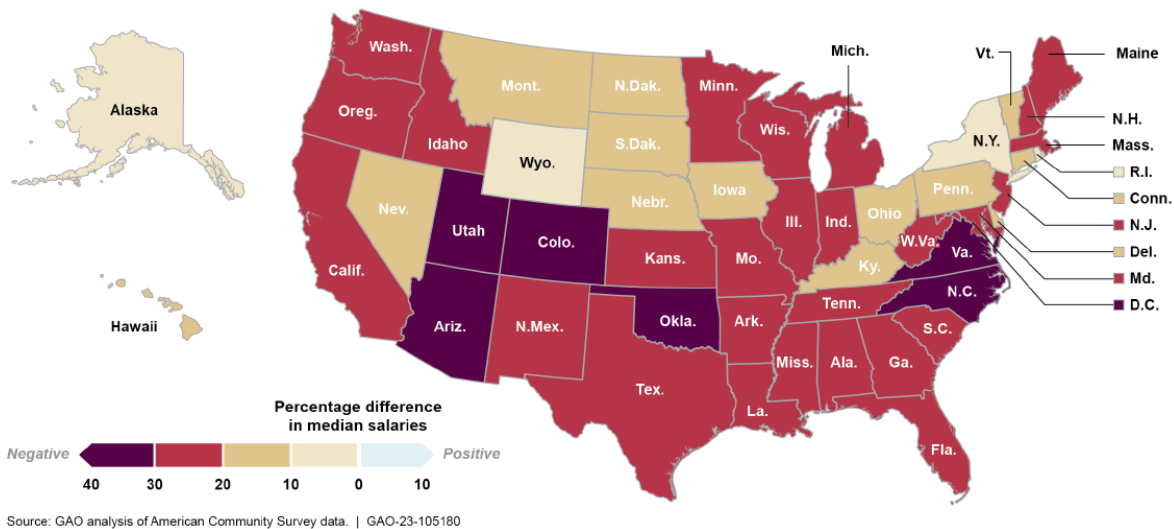
¹³ U.S. Government Accountability Office website – www.gao.gov

¹⁴ GAO-23-105180 K-12 Education

Key Retention Challenges included lack of support for teachers (from their states, school systems, schools, and/or communities), school workplace culture issues (unreasonable job demands, persistent student behavioral concerns, and resulting mental health concerns for teachers), and teacher compensation (low compensation and earning potential).

The GAO’s analysis of federal survey data supports teacher concerns of low pay. Specifically, the GAO analyzed the most recent five years (2015-19) of American Community Survey data and found that in 36 states, including the System of Columbia, teachers made and estimated median salary at least 20% less than the median salary for all other full-time college-educated workers in the same state.

Figure 11 from that study is a national map illustrating the pervasiveness of the teacher pay challenge. Louisiana, like most of the southern states, falls in the 20% to 30% less than the median salary for all other full-time college-educated workers category.



The GAO report also recognized a new U.S. Department of Education’s vision focused on teacher recruiting, professional development, and retention, and a five-year plan (June 2022) that includes goals and objectives related to teacher shortages.

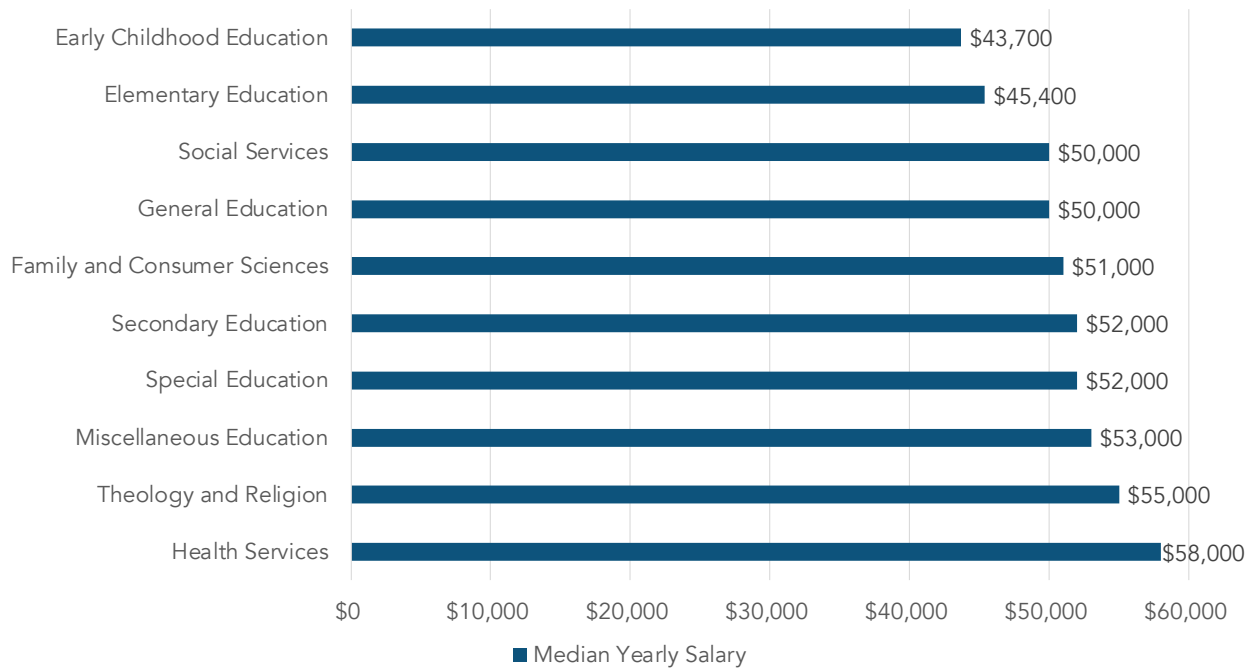
To fulfill its vision, Education has five guiding strategies:

1. **Investing in a strong and diverse teacher pipeline**, including by increasing access to affordable, comprehensive, evidence-based preparation programs.
2. **Supporting teachers in earning initial or additional certification in high-demand areas** such as special education and bilingual education.
3. **Helping teachers pay off their student loans**, including through loan forgiveness and service scholarship programs.
4. **Providing teachers and students with the resources they need to succeed**, including mentoring for early career teachers, high-quality curricular materials, and access to guidance counselors and other specialists for students.
5. **Creating opportunities for teacher advancement and leadership**, including participating in distributive leadership, and serving as instructional coaches and mentors.

GAO-23-105180 K-12 Education

The following results of a recent study conducted by the New York Federal Reserve and published in an article on March 2, 2022¹⁵ exemplifies the teacher pay challenge.

¹⁵ https://www.cnbc.com/2022/03/02/best-and-worst-paying-college-majors-for-graduates-aged-35-to-45.html?utm_content=makeit&utm_medium=Social&utm_source=Facebook&fbclid=IwARiilL3ooCMJzifJD_m9qrAqiJqXY8s8l6AEOnvJ6ZZWCua8HDrZPTz0uLA&fs=e&s=cl#Echobox=1656346504

Figure 27: Worst-Paying College Majors

Note: Includes full-time U.S. workers with a bachelor's degree.

SREB also provides “teacher wage penalty”¹⁶ data sourced from the Economic Policy Institute. Figure 28 displays SREB teacher wage penalty estimates for the SREB states.

¹⁶ Teacher Wage Penalty – how much less in percentage terms public school teachers are paid weekly relative to other college-educated workers (after accounting for factors known to affect earnings such as education, experience, and state residence).

Figure 28: SREB Teacher Wage Penalty

1.	South Carolina	8.3%	
2.	Delaware	10.9%	
3.	Mississippi	14.7%	
4.	West Virginia	19.2%	
5.	Florida	19.6%	
6.	Maryland	20.3%	
7.	Arkansas	20.5%	
8.	Texas	21.5%	National Avg. – 22.4% Regional Avg. – 23.5%
9.	Tennessee	23.8%	
10.	North Carolina	24.5%	
11.	Kentucky	24.7%	
12.	Georgia	26.8%	
13.	Louisiana	27.8%	
14.	Alabama	30.6%	
15.	Virginia	32.7%	
16.	Oklahoma	32.8%	

Louisiana’s Teacher Wage Penalty ranks as the 4th highest among the 16 states in the SREB and is significantly higher than the national average of 22.4% and the SREB average of 23.5%.

Recent News from Neighboring States

Louisiana's neighbors (Texas, Mississippi, and Arkansas) are making efforts to address their teacher shortage problems.

Mississippi passed HB 530 in the 2022 Legislative Session, which increased teachers' salary spending by \$246 million across the state resulting in approximately 10% or \$5,100 pay increase on average for teachers.¹⁷

Arkansas governor, Sarah Huckabee Sanders, has recently unveiled her education plan that calls for raising the state teacher minimum pay to \$50,000 from the current minimum of \$36,000. The plan would also include a one-time \$10,000 bonus and would increase teacher salary spending by \$300 million per year across the state.¹⁸

Texas governor, Greg Abbott, has recently released the report for his Teacher Vacancy Task Force which recommends significant and immediate teacher salary increases. This task force report lays the foundation for teacher salary discussions in the 2023 Texas Legislative Session.¹⁹

Education Commission of the States

50-State Comparison: Teacher Recruitment and Retention

This 50-state comparative resource included the following set of seven questions focused on **state-level** financial incentives and compensation. A summary of findings is provided following each question.

¹⁷ <https://mississippitoday.org/2022/03/22/lawmakers-pass-largest-teacher-pay-raise-in-mississippi-history/>

¹⁸ <https://www.arkansasonline.com/news/2023/feb/21/144-page-learns-act-filed-in-legislature/>

¹⁹ <https://tea.texas.gov/texas-schools/health-safety-discipline/covid/teacher-vacancy-task-force-overview>

Does statute establish requirements for minimum teacher pay?

Across the SREB

- Twelve states in the SREB have state-mandated minimums (12 out of 16 states).
- Louisiana is NOT included.
- The highest state minimum in the SREB is Kentucky with a mandated minimum of \$44,854.

Across the United States

- Twenty-five states have a state-mandated teacher minimum salary.
- Interesting Programs
 - New Mexico currently has \$50,000 minimum.
 - Maryland will begin a \$60,000 minimum teacher salary in 2026.

Louisiana Comparison

- Louisiana does not have a minimum and will be one of three in the region without a state minimum (including Florida and Virginia).
- The highest minimum in SREB (Kentucky) is higher than the minimums of 40 of the 68 school systems that were reviewed.
- Once Maryland's state minimum (\$60,000) goes into effect it will be higher than every Louisiana system's minimum.
- Louisiana's Neighbors
 - Texas – Louisiana has four parishes with lower minimums than the Texas minimum.
 - Arkansas – Louisiana has 13 parishes with lower minimums than the Arkansas minimums.
 - Mississippi – Louisiana has 26 parishes with lower minimums than the Mississippi minimums.

Does statute define at least one statewide scholarship or grant program to help recruit teachers for underserved schools and/or shortage subject areas?

Across the SREB

- 13 out of 16 states
- Includes Louisiana

Across the United States

- 39 states (includes DC)
- Interesting Programs
 - Connecticut – English Language Learner Educator Incentive Program
 - Florida and Illinois – Grants for teachers for special training in exceptional student education
 - Kansas – Computer Science Pre-service Educator Program
 - Massachusetts – Grant program for paraprofessionals
 - Missouri – Urban Flight and Rural Needs Scholarship Program – full ride to college with requirement to teach at-risk students for eight years
 - Montana – Tribal Computer Programming Boost Scholarship Program
 - Utah – Paraeducator to Teacher Scholarship Program

Louisiana Comparison

- Louisiana seems to have significantly more opportunities and monies for scholarships to recruit teachers than its neighbors. There are also fewer barriers to entry for these funds than the other states.
- Funds seem to be more centralized than Mississippi but less rigid than Arkansas.
- Across the U.S., there are a few standout ideas that Louisiana could investigate.

Does statute define at least one statewide loan forgiveness program to help recruit teachers for underserved schools and/or shortage subject areas?

Across the SREB

- Nine out of 16 states
- Louisiana is NOT included.

Across the United States

- 25 states
- Most states have some sort of loan forgiveness program focused on STEM fields or those who agree to work in underfunded systems.
- Interesting Programs
 - Idaho, Pennsylvania, and South Carolina – rural and underserved educator repayment plans
 - Iowa – Computer Science Professional Development Incentive Fund

Louisiana Comparison

- Louisiana is the only one of its neighbors that does not have a statewide loan forgiveness program for teachers.
- Louisiana's neighbors offer incredibly generous loan repayment options that may be a factor when teachers within commuting distance of these states decide where to work.
- Louisiana in comparison to the U.S. may want to invest more into this because it can be a good way to focus on retaining teachers in underserved/rural/STEM areas.

Does statute require, or explicitly encourage, additional pay for teachers who work in underserved schools and/or shortage subject areas?

Across the SREB

- 11 out of 16 states
- Louisiana is included.

Across the United States

- Twenty-seven states do require additional pay (includes DC).
- Most states encourage or require a \$1,000-\$5,000 stipend to help find teachers for underserved areas.
- Interesting Programs
 - Arizona – Additional money can be paid to schools for each student meeting college qualifying examination criteria, a portion of which must be used for teacher compensation in underserved populations.
 - DC – IMPACT plus offers additional bonuses to teachers rated highly-effective in high-poverty schools.
 - Georgia – Secondary math and science teachers are compensated at the level of an educator with six years of teaching experience on the state salary schedule. Following five years of service, these teachers are awarded an additional year of credit on the salary schedule.
 - Minnesota – Come Teach in Minnesota hiring bonuses, which allows systems to provide up to \$8,000 to teachers who meet eligibility requirements and agree to teach in an economic development region of the state.
 - Missouri – Statute requires schools identified as “academically deficient” (a graduation rate below 65%) to implement an incentive program for effective teachers.
 - North Dakota – Statute provides that if after the conclusion of a school calendar year a vacant teaching position has not been filled with a qualified applicant, the local school board may increase the offered compensation to fill the position.

- Oklahoma – State requires certified special education teachers must be paid five percent above the “prevailing” wage paid to teachers in the same school system.
- West Virginia – Certified math teachers who provide instruction in Math at least 60% of the time must be considered to have three additional years of experience for state salary schedule purposes. Certified, full-time special education teachers must also be considered to have three additional years of experience for state salary schedule purposes.

Louisiana Comparison

- Louisiana seems to be in line or slightly above the region in additional pay amount and programs.
- Louisiana seems to be relatively average in the U.S. among states participating in these programs.

Does statute define at least one statewide financial incentive program for teachers of color?

Across the SREB

- 11 out of 16 states
- Louisiana is NOT included.

Across the United States

- 14 states
- Interesting Programs
 - Alabama – The Teacher Education Scholarship Loan Program requires 25% of funds to target the recruitment of minority teachers to pursue master's degree in designated fields.
 - South Carolina – Center for Educator Recruitment, Retention, and Advancement of South Carolina administers a program to expand the number of high achieving minority students entering teacher education programs.
 - Virginia – CTE program that provides a \$10,000 scholarship for minority students

Louisiana Comparison

- Louisiana and its neighbors (Mississippi and Texas) do not have a program in place and Arkansas's program is not very robust and is unlikely to actively draw teachers away.
- The SREB is a harder region to compete in because the majority of state-mandated minority-focused programs are in the south.

Does the state require or provide additional pay for teachers who obtain advanced licensure?

Across the SREB

- Only one state in the SREB (Oklahoma) out of 16 requires additional pay for advanced licensure.

Across the United States

- Five states
- Interesting Program
 - New Mexico – The state has established minimum salary requirements for teachers who obtain the advanced license (currently \$70,000).

Louisiana Comparison

- Louisiana does not currently mandate this, and it is currently not very popular within the U.S.
- This could provide an opportunity for Louisiana to be ahead of the curve if it were to adopt this measure.

Does the state require or provide additional pay for teachers who obtain National Board Certification?

Across the SREB

- 13 out of 16 states
- Louisiana is NOT included.

Across the United States

- 32 states
- Interesting Program
 - California – Provides an award of \$20,000 (distributed in installments of \$5,000 over four years) to board certified individuals teaching for at least 50% of the time in a high-priority school for at least four years.

Louisiana Comparison

- Louisiana no longer requires teachers to be paid for achieving their NBC which could prove to be a real hinderance to attracting qualified candidates or retaining them, especially when Mississippi and Arkansas provide up to an annual \$10,000 increase for a teacher with an NBC.
- Links to research showing the NBC results are slightly better at times and no affect at others – <https://files.eric.ed.gov/fulltext/EJ1106512.pdf>.

Recommendations

The following general recommendations were developed based upon analysis of the results of the statewide compensation and incentives survey of Louisiana's traditional school systems, the regional (SREB) comparative research, and the national comparative research included in this study.

Feature the Certified Teacher Percentage Rate as the Metric that Reflects Louisiana's Teacher Employment Goal

Ideally, each school classroom in Louisiana would have a highly effective teacher who is certified in the subject(s) being taught. If this is Louisiana's true goal, the state and local school systems should publish and feature a certified teacher percentage rate – the percent of current teacher positions filled by teachers certified in-field. This metric portrays more accurately (compared to the teacher vacancy rate²⁰) the magnitude of Louisiana's teacher shortage. Louisiana's current teacher vacancy rate is a relatively modest 2.17%. However, Louisiana's certified teacher percentage rate is currently only 69%^{21,22}. A table of the teacher certification rates by local school system is provided in [Appendix F](#).

Feature Multiple “Southern Regional Average” Teacher Pay Comparisons to More Completely Understand How Louisiana Compares to the Other 15 States of the Southern Regional Education Board (SREB)

The “southern regional average” has been the primary teacher pay benchmark in Louisiana since the SREB began publishing comparative teacher pay metrics in 1970. Historically, the metric featured in Louisiana has been the statewide average pay of all teachers. While this global average is a useful general measure, it does not reveal how Louisiana's average teacher pay compares to the other SREB states across the teacher pay scale (e.g., year one/starting, average, and top of the scale).

As demonstrated in Figures 20, 21, 22, 23, 24, 25, and 26 of this study, the current SREB average pay of all teachers ranks Louisiana 12th in the SREB but average year one/starting pay for Louisiana's bachelor's-prepared teachers

²⁰ A vacancy is defined as a position where there is a substitute or no one filling that position.

²¹ Source: LDOE

²² Approximately 19% of current teachers have a valid teaching certificate but are teaching out-of-field (OOF) and approximately 12% of current teachers are classified as uncertified because they do not possess a valid teaching certificate.

ranks 5th of 16 and top-of-the-range pay for Louisiana bachelor's-prepared teachers ranks 11th of the 16 southern regional states.

The state should publish and feature multiple "southern regional" metrics, including year one/starting pay, top-of-the-scale pay, and average pay, to facilitate a more comprehensive understanding of how average Louisiana teacher pay compares to the other SREB states throughout the pay scale.

Begin Reversing Teacher Pay Scale Compressions

Pay scale compression results when employees with less experience earn salaries very close in amount to employees with more experience. Pay scale compressions are recognized contributors to low morale and employee turnover.

Louisiana's compressed pay scales indicate that Louisiana teacher salaries grow very modestly from year one/starting to top-of-the-scale. Figures 23 and 26 in this study demonstrate teacher pay scale compressions (for bachelor's prepared and master's prepared teachers respectively) that are among the worst when compared to the other SREB states.

Louisiana's average salary growth potential (bachelor's) at 30.09% is ranked 15th among the 16 states, significantly below the SREB average of 42.94% and the national average of 46.47%.

Louisiana's average salary growth potential (master's) at 30.97% is ranked 14th among the 16 states, significantly below the SREB average of 44.98% and the national average of 55.01%.

Significant pay compressions exist in Louisiana school systems with low first year/starting pay and in school systems with relatively high first year/starting pay. Here are two bachelor's-prepared teacher pay examples from the survey of Louisiana school systems.

The Catahoula Parish School System has the second lowest pay for first year/starting teachers at \$31,658. Teacher pay in the Catahoula system grows very slowly with year seven teachers earning \$34,134 and year 20 teachers earning only \$38,561. The West Baton Rouge Parish School System has the sixth highest pay for first year/starting teachers at \$51,033. Teacher pay in the West Baton Rouge system also grows very slowly with year seven teachers earning \$53,876 and year 20 teachers earning only \$59,325.

The lack of teacher pay growth potential across the average teaching career in Louisiana should be regarded as a disincentive to teacher retention. The state and local school systems should fund future teacher pay raises utilizing percentage increase formulas that begin to reverse existing pay scale

compressions that are made worse by undifferentiated fixed-dollar teacher pay raises.

Offer and Promote Differential Teacher Pay

The survey of local school systems included in this study demonstrates widespread difficulty filling certain teaching positions (e.g., Math, Science, Special Education, etc.) and the state has a compelling interest in retaining high-performing teachers.

The state should facilitate, and support market-based differential pay mechanisms that allow local school systems to better address critical shortage areas (e.g., math, science, special education) and hard to staff schools, and reward highly effective teachers and teacher leadership.

Begin Eliminating the Teacher Wage Penalty by Raising Teacher Pay 25% by 2025

The teacher pay penalty or wage penalty is an estimate in percentage terms of how much less public-school teachers are paid in weekly wages relative to other college-educated workers after accounting for factors known to affect earnings such as education, experience, and state residence²³.

Figure 28 in this report is an estimate of Louisiana's wage penalty (27.8%) and ranks Louisiana 13th compared to the wage penalty estimates for the other SREB states.

The state and local school systems should recognize elimination of the teacher wage penalty as the priority strategic goal for teacher compensation in Louisiana and begin eliminating the existing teacher wage penalty by raising teacher pay 25% by 2025.

Sponsor Innovative Teaching Model Research Projects and Pilot Programs Focused on Improving Teacher Recruitment, Recovery, and Retention

Substantially increasing teacher compensation alone would likely not be a sufficient remedy to the teacher shortage challenges present in Louisiana and many other states. Research like the GAO report (GAO-23-105180 K-12 Education) referenced in this study indicate that the teacher shortage issue is a multidimensional problem. Therefore, concurrently with a multiyear effort to substantially increase teacher compensation, the state should sponsor and fund innovation projects that expand and accelerate current efforts to refine

²³ Southern Regional Education Board (SREB) Teacher Compensation Dashboard, www.sreb.org

the K-12 teaching model in ways that make the job of teacher a more attractive option for potential teachers and a more rewarding career for existing teachers. The job of teacher needs to be relatively more attractive in the larger marketplace for professional talent.

Relevant research can be found in universities and educational thinktanks that have produced an array of innovative refinements to the traditional teaching model including (but not limited to) the creation of new teacher support positions and the offloading of some teacher duties, the design and implementation of teaching teams that build and leverage individual expertise, and the development of career advancement systems that do not require teachers to leave the classroom.

Additionally, the state should sponsor and fund innovation projects designed to increase and broaden the pathways into the teaching profession without lowering the bar of capability and performance expectation.

Samples of relevant reference material links are provided in [Appendix G](#).

List of Appendices

Appendix A – Compensation and Incentives Study Survey Instrument

Appendix B – Survey Distribution Email

Appendix C – Table of Year One/Starting Salaries for Bachelor’s-Prepared Teachers

Appendix D – Table of Year One/Starting Salaries for Master’s-Prepared Teachers

Appendix E – Compilation of Recruitment and Retention Incentives and Strategies

Appendix F – Teacher Certification Rates by Local School System

Appendix G – Innovative Teaching Model Studies

Appendix A

Compensation and Incentives Study Survey Instrument



LDOE Compensation and Incentives Study

Introduction

In response to the shortage of educators in Louisiana, the House of Representatives in the Louisiana Legislature created The Teacher Recruitment, Recovery, and Retention Task Force to research strategies to overcome the state's current and future teacher shortage challenge and secure a stronger education workforce. The Task Force developed a robust set of recommendations which includes conducting a total compensation study with recommendations for improvement. The Department, in partnership with SSA Consultants, is conducting this compensation study. This study will provide a report on the current state of total compensation and incentives for educators in the 191 school systems in Louisiana, conduct a gap analysis to compare Louisiana to other southern states, as well as develop recommendations to improve the recruitment and retention of educators in Louisiana. In order to have a state-of-the-state analysis on compensation and incentives in Louisiana, LDOE is asking each school system superintendent or his/her designee (e.g., human resources director, chief financial officer) to complete the Compensation and Incentives Study Survey by October 14.



LDOE Compensation and Incentives Study

Contact Information

* 1. School System Name

* 2. Name of Respondent

* 3. Position of Respondent

* 4. Work Email of Respondent

* 5. Work Phone Number of Respondent



LDOE Compensation and Incentives Study

Compensation

Please upload or link your system's 2022-2023 salary schedule.

6. If uploading your salary schedule, please attach here.

Choose File

Choose File

No file chosen

7. If using a link, please paste link here.



LDOE Compensation and Incentives Study

* 8. Does your school system have a separate salary schedule for uncertified or Temporary Authority to Teach employees? If yes, please attach document or link.

Yes

No

9. If yes and uploading a document, please attach the salary schedule.

No file chosen

10. If yes and using a link, please paste the link here.



LDOE Compensation and Incentives Study

* 11. Does each teacher start at the minimum of the range?

Yes

No

12. If no, how is their placement on the scale determined?



LDOE Compensation and Incentives Study

* 13. Does your school system issue contracts for teachers?

Yes

No

14. If yes, what is your length of contract for a teacher?

15. If yes, does the length of contract vary based on experience? How so?



LDOE Compensation and Incentives Study

* 16. What percentage of your general fund budget is dedicated to employee salary and benefits?



LDOE Compensation and Incentives Study

Incentives

Please upload or link the information regarding stipends or supplemental pay that your school/system offered during the 2021-2022 school year below.

17. If uploading a document, please upload the 2021-2022 stipend and supplemental pay information here.

Choose File

Choose File

No file chosen

18. If using a link, please paste the link to the 2021-2022 stipend and supplemental pay here.

Please upload or link the information regarding stipends or supplemental pay that your school system/school is offering during the 2022-2023 school year below.

19. If uploading, please upload the 2022-2023 stipend and supplemental pay information here.

Choose File

Choose File

No file chosen

20. If using a link, please paste the link to the 2022-2023 stipend and supplemental pay here.

Financial Incentives

* 21. Does your system offer a signing/new hire incentive?

Yes

No

22. If yes, how much, how frequently, and what are the requirements?

23. If yes, what is the funding source(s)?



LDOE Compensation and Incentives Study

* 24. Does your system offer supplemental pay (e.g., athletic coaching, homeroom teacher, mentoring, club sponsor, TAP, etc.)?

Yes

No

25. If yes, how much and what are the requirements?

26. If yes, what is the funding source(s)?



LDOE Compensation and Incentives Study

* 27. Does your system offer a stipend for National Board Certification?

Yes

No

28. If yes, how much, how frequently, and what are the requirements?

29. If yes, what is the funding source(s)?



LDOE Compensation and Incentives Study

* 30. Does your system offer a mentor teacher stipend in addition to the state mentor stipend?

Yes

No

31. If yes, how much, how frequently, and what are the requirements?

32. If yes, what is the funding source(s)?



LDOE Compensation and Incentives Study

* 33. Does your system offer a master teacher stipend?

Yes

No

34. If yes, how much, how frequently, and what are the requirements?

35. If yes, what is the funding source(s)?



LDOE Compensation and Incentives Study

* 36. Does your system offer a performance pay? If yes, please upload or attach a link below.

Yes

No

37. If yes and uploading a document, please upload your schedule here?

No file chosen

38. If yes and using a link, please paste your schedule link here.

39. If yes, what is the funding source(s)?



LDOE Compensation and Incentives Study

* 40. Does your system offer a retention stipend?

Yes

No

41. If yes, how much, how frequently, and what are the requirements?

42. If yes, what is the funding source(s)?



LDOE Compensation and Incentives Study

* 43. Does your system offer a stipend for working at a CIR or UIR school?

Yes

No

44. If yes, how much, how frequently, and what are the requirements?

45. If yes, what is the funding source(s)?



LDOE Compensation and Incentives Study

* 46. Does your system offer a demand (e.g., high need certification area) stipend?

- Yes
- No

47. If yes, how much, how frequently, and what are the requirements?

48. If yes, what is the funding source(s)?



LDOE Compensation and Incentives Study

* 49. Does your system offer a stipend for teaching in a core tested subject area (i.e. LEAP 2025)?

Yes

No

50. If yes, how much?

51. If yes, what is the funding source(s)?



LDOE Compensation and Incentives Study

* 52. Does your system offer a geographic-based (e.g., rural, achievement zones, etc.) stipend?

Yes

No

53. If yes, how much, how frequently, and what are the requirements?

54. If yes, what is the funding source(s)?



LDOE Compensation and Incentives Study

* 55. Does your system offer service recognition (e.g., a stipend after 5 years, 10 years, 20 years, 30 years, etc.)?

Yes

No

56. If yes, what are the recognitions?



LDOE Compensation and Incentives Study

* 57. Does your system offer compensation for a career ladder or progression model for teachers, such as teacher, mentor teacher, instructional coach, master teacher, etc.? If yes, please upload or paste a link of the model below.

- Yes
- No

58. If yes and uploading a document, please upload the salary schedule here.

No file chosen

59. If yes and using a link, please paste the link here.



LDOE Compensation and Incentives Study

* 60. Does your school system have a specific local source of revenue specifically dedicated to additional teacher salary or additional teacher pay?

Yes

No

61. If yes, what is the source?

62. If yes, what is the source dedicated to (salaries, facilities, etc.)?



LDOE Compensation and Incentives Study

63. How are the additional funds distributed?

* 64. Did your school system issue a "13th check" or similar last year?

- Yes
- No

65. If yes, how much was the additional check?

66. If yes, what is the funding source(s)?



LDOE Compensation and Incentives Study

* 67. Does your system offer any other financial incentives?

Yes

No

68. If yes, what are they?

69. If yes, what is the funding source(s)?



LDOE Compensation and Incentives Study

Incentives Continued

Education Incentives

* 70. Does your system offer tuition reimbursement or education assistance for advanced degrees (e.g., master's, doctorate, etc.)?

- Yes
- No

71. If yes, how much and what are the requirements?

72. If yes, what is the funding source(s)?



LDOE Compensation and Incentives Study

* 73. Does your system give supplemental pay for completion of advanced degrees (e.g. master's doctorate, etc.)?

Yes

No

74. If yes, how much?

75. If yes, what is the funding source(s)?



LDOE Compensation and Incentives Study

* 76. Does your system offer tuition reimbursement or education assistance for employees pursuing their certification or additional certification?

Yes

No

77. If yes, how much and what are the requirements?

78. If yes, what is the funding source(s)?



LDOE Compensation and Incentives Study

* 79. Does your system offer student loan forgiveness?

Yes

No

80. If yes, how much and what are the requirements?

81. If yes, what is the funding source(s)?



LDOE Compensation and Incentives Study

* 82. Does your system offer a professional improvement sabbatical?

Yes

No

83. If yes, how long and what are the requirements?

84. If yes and uploading a document, please upload the board adopted sabbatical policy here or post the link below.

Choose File

Choose File

No file chosen

85. If yes and using a link, please paste the sabbatical policy link here.

86. If yes, what is the funding source(s)?



LDOE Compensation and Incentives Study

* 87. Does your system offer any other education-related incentives?

Yes

No

88. If yes, what are they?

89. If yes, what is the funding source(s)?



LDOE Compensation and Incentives Study

Innovative Incentives

* 90. Does your system offer any creative recruiting incentives (e.g., waiving fees, reduced housing costs, reduced or payment of mortgage closing cost)?

- Yes
- No

91. If yes, what are they?

92. If yes, what is the funding source(s)?



LDOE Compensation and Incentives Study

Non-Monetary Incentives

* 93. Does your system offer classroom material assistance?

Yes

No

94. If yes, how much and what are the requirements?



LDOE Compensation and Incentives Study

* 95. Does your system offer options for working half-days in the classroom and half-days in other capacities?

Yes

No

96. If yes, what are the requirements?



LDOE Compensation and Incentives Study

97. Does your system offer your employees the option to telework?

Yes

No

98. If yes, please describe.



LDOE Compensation and Incentives Study

* 99. Does your system offer childcare assistance or childcare financial stipends?

Yes

No

100. If yes, please describe.



LDOE Compensation and Incentives Study

* 101. Does your system allow for school choice for the children of employees?

Yes

No

102. If yes, please describe.



LDOE Compensation and Incentives Study

* 103. Does your system allow a choice for teacher placement (e.g. subject assignment, pupil:teacher ratio, grade-level, etc.)?

Yes

No

104. If yes, please describe.



LDOE Compensation and Incentives Study

Additional Incentive Questions

* 105. What are some incentive ideas you would like your system to enact?

* 106. What programs have you done in the past that worked well but have been suspended for financial constraints?

* 107. What programs have you done in the past that did not work well and have been suspended?

* 108. Why did these programs not work well?

* 109. Does your system conduct internal surveys to understand the needs of employees regarding compensation and incentives?

- Yes
- No

* 110. Does your system provide incentives for Grow Your Own, pre-ed pathway, coming back to where they live?

- Yes
- No

* 111. Has your system utilized any non-financial innovative strategies for recruiting?

Yes

No

112. If yes, please describe your strategies



LDOE Compensation and Incentives Study

* 113. Has your system utilized any non-financial innovative strategies for retention?

Yes

No

114. If yes, please describe your strategies.



LDOE Compensation and Incentives Study

115. Are there any other options you would like for us to consider in terms of incentives for educators?



LDOE Compensation and Incentives Study

Retirement Benefits

* 116. Are your teachers members of TRSL?

Yes

No



LDOE Compensation and Incentives Study

* 117. Do your employees participate in Social Security?

Yes

No

118. If your system is not a part of TRSL, do you offer retirement benefit programs such as 401k, etc.?

Yes

No

119. If yes, what are they?



LDOE Compensation and Incentives Study

If your system is using retirement programs other than TRSL:

120. Do employees have options for the amount contributed?

- Yes
- No

121. If yes, is there an employer match?

- Yes
- No

122. If yes, what is the employer match percentage?



LDOE Compensation and Incentives Study

123. Are there any minimum eligibility requirements to participate or before employer match?

Yes

No

124. If yes, what are the requirements?



LDOE Compensation and Incentives Study

125. When do employees vest?

126. Can funds be rolled into the plan?

Yes

No

127. Are there options for loans or emergency distributions?

Yes

No

128. Are there any other special features?



LDOE Compensation and Incentives Study

Healthcare Benefits

* 129. Does your system utilize the Office of Group Benefits for school employees?

Yes

No

130. If no, what healthcare provider does your system use?



LDOE Compensation and Incentives Study

* 131. Is your school system self-insured? If yes, please upload or link the document below.

Yes

No

132. If yes and uploading a document, please upload the system's healthcare benefit plan here.

No file chosen

133. If yes and using a link, please paste the link to the system's healthcare benefit plan here.



LDOE Compensation and Incentives Study

134. If the system is using a different healthcare provider other than OGB, does your system offer a PPO, HMO, HSA, or other?

- PPO
- HMO
- HSA
- Other (please specify)

If using a different healthcare provider than OGB, please upload or link the open-enrollment plans below.

135. If uploading a document, please upload the open-enrollment plans here.

No file chosen

136. If using a link, please paste the link to the open-enrollment plans here.



LDOE Compensation and Incentives Study

Supplemental Benefits

* 137. Does your system offer (check all that apply):

- Life Insurance
- Vision Insurance
- Dental Insurance
- Short-term Disability
- Long-term Disability
- Elder Care
- Cancer Plan
- Heart Attack Plan
- General Illness Leave
- Critical Wellness Leave
- Maternity Leave
- Paternity Leave
- Additional Pre-tax Benefits (e.g. Cafeteria Plan, 403b, 457, etc.)
- None of the above

Please upload or link the different benefit policies your system provides.

Maternity Leave

138. If uploading a document, please upload your system's maternity leave policy here.

Choose File

Choose File

No file chosen

139. If using a link, please paste the link to your system's maternity leave policy here.

Paternity Leave

140. If uploading a document, please upload your system's paternity leave policy here.

Choose File

Choose File

No file chosen

141. If using a link, please paste the link to your system's paternity leave policy here.

Annual Leave

142. If uploading a document, please upload your system's annual leave policy here.

Choose File

Choose File

No file chosen

143. If using a link, please paste the link to your system's annual leave policy here.

Sick Leave

144. If uploading a document, please upload your system's sick leave policy here.

Choose File

Choose File

No file chosen

145. If using a link, please paste the link to your system's sick leave policy here.



LDOE Compensation and Incentives Study

* 146. Does your system offer a medical sabbatical?

Yes

No

147. If yes, how long and what are the requirements?

148. If yes and uploading a document, please upload the board adopted sabbatical policy here.

Choose File

Choose File

No file chosen

149. If yes and using a link, please paste the board adopted sabbatical policy here.

150. If yes, what is the funding source(s)?



LDOE Compensation and Incentives Study

* 151. Does your system offer an employee assistance plan (e.g. mental health, legal assistance, etc.)?

Yes

No

152. If yes, please describe.



LDOE Compensation and Incentives Study

* 153. Does your system offer any other supplemental benefits?

Yes

No

154. If yes, please describe.

LDOE Compensation and Incentives Study

Shortage Areas

* 155. What are your hard to fill positions?

- Elementary Teachers
- Middle School Teachers
- High School Teachers
- SPED Teachers
- Paraprofessionals
- Teachers for CIR Labeled Schools
- Teachers for UIR Labeled Schools
- Other (please specify)

- None of the above

* 156. Are there subject matters where you are having trouble finding teachers?

- Science
- Math
- English
- Art
- Physical Education
- Technology
- History
- Foreign Language
- Other (please specify)

- None of the above

* 157. As of the date of submission of this survey, how many current teacher vacancies do you have? (For this survey, a vacancy is defined as a position where there is a substitute or no one filling that position)

Elementary

Middle School

High School



LDOE Compensation and Incentives Study

Additional Questions

* 158. If you could change one thing related to compensation and incentives that would attract more teachers to your system, what would that be?

* 159. If you could change one thing related to compensation and incentives that would improve retention of teachers, what would that be?

Appendix B

Survey Distribution Email

Compensation and Incentives Study

Please share with superintendents, human resources directors, and chief financial officers.

In response to the shortage of educators in Louisiana, the House of Representatives in the Louisiana Legislature created the Teacher Recruitment, Recovery, and Retention Task Force to research strategies to overcome the state's current and future teacher shortage challenge and secure a stronger education workforce.

The Task Force developed a robust set of recommendations which includes conducting a total compensation study with recommendations for improvement. The Department, in partnership with SSA Consultants, is conducting this compensation study. This study will provide a report on the current state of total compensation and incentives for educators in the 191 school systems in Louisiana, conduct a gap analysis to compare Louisiana to other southern states, as well as develop recommendations to improve the recruitment and retention of educators in Louisiana. In order to have a state-of-the-state analysis on compensation and incentives in Louisiana.

LDOE is asking each school system superintendent or his/her designee to work collaboratively with the school system's human resources department and finance office to complete the [Compensation and Incentives Study Survey](#) by **October 14**. To access a PDF version of the entire survey, please click [here](#).

Please contact louisianaleaders@la.gov with questions.

Follow Up Email Template

As of this morning, the Department has not received your school system's [Compensation and Incentives Study Survey](#). We are asking that your school system completes the survey by **Wednesday, November 2**. Additional details about the survey can be found below. If you have any questions or need any assistance, please feel free to contact me.

As part of our efforts in the state to address the current and future teacher shortage challenges, the Department, in partnership with SSA Consultants, is conducting a statewide compensation and incentives study. This study will provide a report on the current state of total compensation and incentives for educators in the 191 school systems in Louisiana, conduct a gap analysis to compare Louisiana to other southern states, as well as develop recommendations to improve the recruitment and retention of educators in Louisiana. In order to have a state-of-the-state analysis on compensation and incentives in Louisiana, LDOE is asking each school system to work collaboratively with their human resources department and finance office to complete the [Compensation and Incentives Study Survey](#) by **October 14**. To access a PDF version of the entire survey, please click [here](#).

Appendix C

Table of Year One/Starting Salaries for Bachelor's-Prepared Teachers

NB: Parishes listed in order from highest starting salary to lowest

Parishes	Year 1/ Starting Salary	Year 5 Salary	Year 7 Salary	Year 20 Salary	Top Salary	Vacancy Rate	Local Revenue as a Percentage of Total Revenue	School System Performance Score (Out of 150)	School System Performance Score Letter Grade	Economically Disadvantaged	Rural/Urban
Iberville Parish School System	\$55,006	\$56,581	\$57,211	\$63,156	\$74,656	0.72%	68.48%	77.0	B	82%	Urban
Plaquemines Parish School System	\$54,560	\$56,925	\$57,871	\$64,020	\$66,385	0.78%	73.28%	90.5	A	71%	Urban
St. Charles Parish Public Schools	\$54,119	\$57,689	\$59,372	\$70,312	\$74,519	0.91%	75.32%	85.6	B	58%	Urban
St. James Parish Public Schools	\$51,652	\$54,174	\$55,183	\$61,740	\$64,262	2.21%	69.22%	81.6	B	62%	Urban
DeSoto Parish School Board	\$51,500	\$54,000	\$55,000	\$61,500	\$64,000	2.46%	75.87%	88.3	B	63%	Rural
West Baton Rouge Parish School System	\$51,033	\$53,054	\$53,876	\$59,325	\$60,885	2.54%	66.17%	78.6	B	72%	Urban
St. John the Baptist Parish School System	\$50,418	\$52,840	\$53,750	\$59,695	\$62,903	1.40%	50.78%	67.7	C	83%	Urban
West Feliciana Parish Schools	\$50,272	\$52,772	\$53,772	\$60,272	\$62,772	1.48%	56.43%	90.2	A	50%	Urban
Ouachita Parish School System	\$50,080	\$51,680	\$52,480	\$57,680	\$61,680	0.88%	35.71%	82.1	B	67%	Urban

Parishes	Year 1/ Starting Salary	Year 5 Salary	Year 7 Salary	Year 20 Salary	Top Salary	Vacancy Rate	Local Revenue as a Percentage of Total Revenue	School System Performance Score (Out of 150)	School System Performance Score Letter Grade	Economically Disadvantaged	Rural/Urban
Zachary Community School District	\$50,022	\$52,522	\$53,522	\$60,022	\$65,022	1.32%	48.17%	95.9	A	52%	Urban
Central Community School System	\$50,000	\$51,000	\$51,500	\$58,286	\$63,886	0.00%	34.60%	90.4	A	51%	Urban
Jefferson Parish School System	\$49,300	\$51,800	\$52,800	\$59,300	\$62,300	4.18%	48.71%	71.5	C	84%	Urban
Jackson Parish School System	\$49,026	\$50,493	\$51,232	\$55,420	\$56,941	0.00%	45.65%	69.0	C	70%	Rural
St. Tammany Parish School System	\$48,983	\$51,483	\$52,483	\$58,983	\$71,483	2.99%	48.37%	85.1	B	55%	Urban
Ascension Parish School System	\$48,783	\$51,358	\$52,594	\$60,058	\$62,895	0.52%	56.33%	92.3	A	56%	Urban
Pointe Coupee Parish School System	\$48,442	\$50,297	\$51,040	\$56,255	\$59,135	N/A	43.99%	61.9	C	78%	Rural
Caddo Parish Public Schools	\$47,865	\$51,037	\$52,369	\$58,844	\$62,808	3.91%	44.60%	71.7	C	74%	Urban
Bossier Parish School System	\$47,852	\$51,296	\$52,514	\$57,762	\$63,668	2.90%	44.01%	83.2	B	54%	Urban
East Baton Rouge Parish School System	\$47,800	\$48,925	\$49,375	\$52,300	\$56,800	7.39%	55.98%	69.1	C	80%	Urban
Tangipahoa Parish School System	\$47,300	\$49,636	\$50,482	\$57,578	\$61,302	6.81%	27.95%	67.2	C	78%	Urban

Parishes	Year 1/ Starting Salary	Year 5 Salary	Year 7 Salary	Year 20 Salary	Top Salary	Vacancy Rate	Local Revenue as a Percentage of Total Revenue	School System Performance Score (Out of 150)	School System Performance Score Letter Grade	Economically Disadvantaged	Rural/Urban
Livingston Parish School System	\$47,117	\$48,574	\$49,355	\$56,093	\$58,256	0.05%	27.68%	88.5	B	58%	Urban
Calcasieu Parish School System	\$46,761	\$47,561	\$47,961	\$50,561	\$66,161	4.58%	56.84%	81.7	B	65%	Urban
Lafayette Parish School System	\$46,357	\$48,251	\$49,198	\$55,354	\$69,558	1.24%	51.74%	78.9	B	68%	Urban
Iberia Parish School System	\$46,336	\$48,103	\$49,012	\$54,839	\$56,451	0.79%	33.99%	81.0	B	77%	Urban
St. Mary Parish School System	\$46,300	\$47,200	\$47,650	\$50,575	\$53,050	0.40%	39.77%	85.4	B	79%	Rural
St. Martin Parish School System	\$45,305	\$47,305	\$48,105	\$53,305	\$60,305	5.04%	33.60%	73.3	C	76%	Urban
Terrebonne Parish School System	\$45,209	\$47,227	\$48,039	\$53,349	\$57,445	0.79%	36.06%	84.3	B	75%	Urban
Sabine Parish School System	\$45,000	\$46,953	\$47,736	\$54,682	\$55,682	0.29%	31.71%	85.1	B	80%	Rural
Assumption Parish School System	\$43,700	\$46,324	\$47,636	\$56,164	\$62,724	N/A	34.32%	80.5	B	72%	Urban
Bienville Parish School System	\$43,500	\$45,500	\$46,300	\$51,500	\$55,500	0.00%	70.35%	79.1	B	78%	Rural
Evangeline Parish School System	\$43,500	\$45,000	\$45,600	\$49,500	\$55,500	0.00%	26.75%	76.8	B	76%	Rural
Monroe City School System	\$43,401	\$45,451	\$46,316	\$52,346	\$54,513	0.00%	42.92%	74.1	C	86%	Urban

Parishes	Year 1/ Starting Salary	Year 5 Salary	Year 7 Salary	Year 20 Salary	Top Salary	Vacancy Rate	Local Revenue as a Percentage of Total Revenue	School System Performance Score (Out of 150)	School System Performance Score Letter Grade	Economically Disadvantaged	Rural/Urban
Lafourche School System	\$43,300	\$44,800	\$45,400	\$49,300	\$52,300	6.17%	48.60%	92.5	A	66%	Urban
Rapides Parish School System	\$42,810	\$44,980	\$45,848	\$51,490	\$55,830	1.26%	36.92%	78.3	B	75%	Urban
East Feliciana Parish School System	\$42,764	\$44,764	\$45,564	\$50,764	\$54,764	1.42%	35.10%	70.6	C	76%	Rural
Lincoln Parish School System	\$42,529	\$44,029	\$44,629	\$48,529	\$51,529	3.17%	51.89%	88.9	B	68%	Rural
Orleans Parish School System	\$42,329	\$44,849	\$46,109	\$54,299	\$61,859	N/A	74.78%	67.8	C	86%	Urban
St. Landry Parish School System	\$42,000	\$44,000	\$44,800	\$50,900	\$52,900	3.84%	26.81%	69.9	C	84%	Urban
Acadia Parish School System	\$41,773	\$43,559	\$44,276	\$49,358	\$51,696	0.71%	27.49%	81.0	B	75%	Urban
St. Bernard Parish School System	\$41,717	\$44,319	\$45,434	\$51,390	\$53,159	1.42%	35.32%	83.0	B	82%	Urban
Washington Parish School System	\$41,580	\$43,309	\$44,117	\$49,418	\$55,371	2.14%	16.06%	75.2	B	75%	Rural
Natchitoches Parish School System	\$41,500	\$43,749	\$44,684	\$50,010	\$52,686	1.26%	36.13%	73.7	C	78%	Rural
Avoyelles Parish School System	\$41,460	\$43,460	\$44,260	\$49,460	\$51,460	6.07%	23.97%	71.7	C	83%	Rural
Webster Parish School System	\$41,354	\$43,248	\$44,063	\$49,145	\$50,663	0.26%	35.84%	70.1	C	74%	Rural
City of Baker School System	\$41,303	\$42,604	\$43,370	\$49,962	\$53,273	2.15%	20.68%	54.4	D	94%	Urban

Parishes	Year 1/ Starting Salary	Year 5 Salary	Year 7 Salary	Year 20 Salary	Top Salary	Vacancy Rate	Local Revenue as a Percentage of Total Revenue	School System Performance Score (Out of 150)	School System Performance Score Letter Grade	Economically Disadvantaged	Rural/Urban
Allen Parish School System	\$40,631	\$41,631	\$42,031	\$44,631	\$55,631	N/A	36.85%	86.6	B	80%	Rural
Vernon Parish School System	\$40,087	\$42,454	\$43,403	\$49,390	\$51,302	0.00%	23.19%	92.1	A	70%	Rural
Red River Parish School System	\$40,050	\$42,050	\$42,850	\$48,050	\$54,050	0.85%	65.07%	64.2	C	86%	Rural
Cameron Parish School District	\$39,883	\$41,883	\$42,683	\$47,883	\$53,483	4.00%	53.15%	90.5	A	52%	Rural
Beauregard Parish School System	\$39,773	\$42,273	\$43,273	\$49,773	\$53,773	0.91%	37.20%	82.8	B	70%	Urban
Caldwell Parish School System	\$39,551	\$40,651	\$41,091	\$43,951	\$48,791	N/A	26.68%	79.8	B	74%	Rural
Vermilion Parish School System	\$39,500	\$41,500	\$42,300	\$47,500	\$55,500	0.57%	28.95%	92.8	A	66%	Urban
LaSalle Parish School System	\$37,769	\$39,536	\$40,245	\$44,887	\$45,984	1.03%	35.65%	85.5	B	68%	Urban
Bogalusa City Schools	\$37,552	\$39,407	\$40,151	\$44,800	\$46,177	1.31%	30.62%	52.4	D	96%	Rural
Claiborne Parish School System	\$37,478	\$39,245	\$39,954	\$44,885	\$46,197	6.14%	29.58%	70.6	C	84%	Rural
Grant Parish School System	\$35,750	\$37,610	\$38,410	\$43,610	\$45,610	4.89%	19.55%	79.2	B	80%	Rural
Concordia Parish School System	\$35,521	\$37,332	\$38,059	\$42,596	\$43,941	0.39%	27.47%	69.7	C	85%	Rural
Richland Parish School System	\$34,871	\$36,638	\$37,347	\$41,774	\$43,086	5.29%	36.42%	65.0	C	84%	Rural

Parishes	Year 1/ Starting Salary	Year 5 Salary	Year 7 Salary	Year 20 Salary	Top Salary	Vacancy Rate	Local Revenue as a Percentage of Total Revenue	School System Performance Score (Out of 150)	School System Performance Score Letter Grade	Economically Disadvantaged	Rural/Urban
East Carroll Parish School System	\$34,692	\$36,259	\$36,968	\$41,395	\$42,707	0.00%	28.75%	69.7	C	98%	Rural
Union Parish School System	\$34,447	\$36,285	\$37,021	\$41,619	\$42,931	N/A	28.08%	67.1	C	88%	Rural
Madison Parish School System	\$34,327	\$35,740	\$36,449	\$41,230	\$42,542	26.03%	26.39%	52.1	D	100%	Rural
West Carroll Parish School System	\$34,248	\$35,998	\$36,698	\$41,248	\$42,998	0.00%	25.83%	77.3	B	76%	Rural
Morehouse Parish School System	\$33,886	\$35,653	\$36,362	\$40,789	\$42,101	4.29%	26.04%	56.7	D	86%	Rural
Franklin Parish School System	\$33,838	\$35,465	\$36,175	\$40,608	\$41,920	N/A	22.71%	64.7	B	86%	Rural
Winn Parish School System	\$32,687	\$34,454	\$35,163	\$39,805	\$40,902	1.36%	27.03%	77.9	B	81%	Rural
St. Helena Parish School System	\$31,800	\$32,118	\$32,439	\$33,756	\$34,094	N/A	24.33%	47.0	F	97%	Rural
Catahoula Parish School System	\$31,658	\$33,425	\$34,134	\$38,561	\$39,873	7.95%	24.61%	75.0	B	86%	Rural
Tensas Parish School System	\$30,256	\$32,046	\$32,762	\$37,416	\$38,490	4.00%	34.18%	61.7	C	95%	Rural
Jefferson Davis Parish School System*						0.53%	32.43%	86.3	B	77%	Rural

* Jefferson Davis Parish School System did not provide salary information.

Appendix D

Table of Year One/Starting Salaries for Master's-Prepared Teachers

NB: Parishes listed in order from highest starting salary to lowest

Parishes	Year 1/ Starting Salary	Year 5 Salary	Year 7 Salary	Year 20 Salary	Top Salary	Vacancy Rate	Local Revenue as a Percentage of Total Revenue	School System Performance Score (Out of 150)	School System Performance Score Letter Grade	Economically Disadvantaged	Rural/Urban
Iberville Parish School System	\$55,846	\$57,421	\$58,051	\$63,996	\$75,496	0.72%	68.48%	77.0	B	82%	Urban
Plaquemines Parish School System	\$55,110	\$57,970	\$59,114	\$66,550	\$69,410	0.78%	73.28%	90.5	A	71%	Urban
St. Charles Parish Public Schools	\$54,971	\$58,531	\$60,214	\$71,153	\$75,361	0.91%	75.32%	85.6	B	58%	Urban
DeSoto Parish School Board	\$53,000	\$55,500	\$56,500	\$63,000	\$65,500	2.46%	75.87%	88.3	B	63%	Rural
St. James Parish Public Schools	\$52,652	\$55,174	\$56,183	\$62,740	\$65,262	2.21%	69.22%	81.6	B	62%	Urban
West Baton Rouge Parish School System	\$51,439	\$53,666	\$54,967	\$61,163	\$62,973	2.54%	66.17%	78.6	B	72%	Urban
Zachary Community School District	\$51,022	\$53,522	\$54,522	\$61,022	\$66,022	1.32%	48.17%	95.9	A	52%	Urban
St. John the Baptist Parish School System	\$50,868	\$53,597	\$55,170	\$61,840	\$65,652	1.40%	50.78%	67.7	C	83%	Urban
West Feliciana Parish Schools	\$50,688	\$53,438	\$54,538	\$61,688	\$64,438	1.48%	56.43%	90.2	A	50%	Urban

Parishes	Year 1/ Starting Salary	Year 5 Salary	Year 7 Salary	Year 20 Salary	Top Salary	Vacancy Rate	Local Revenue as a Percentage of Total Revenue	School System Performance Score (Out of 150)	School System Performance Score Letter Grade	Economically Disadvantaged	Rural/Urban
Central Community School System	\$50,500	\$51,500	\$52,000	\$58,786	\$64,386	0.00%	34.60%	90.4	A	51%	Urban
Ouachita Parish School System	\$50,380	\$51,980	\$52,780	\$57,980	\$61,980	0.88%	35.71%	82.1	B	67%	Urban
Caddo Parish Public Schools	\$50,007	\$53,179	\$54,511	\$60,986	\$64,950	3.91%	44.60%	71.7	C	74%	Urban
Ascension Parish School System	\$49,813	\$52,388	\$53,624	\$62,003	\$65,114	0.52%	56.33%	92.3	A	56%	Urban
Jefferson Parish School System	\$49,800	\$52,300	\$53,300	\$59,800	\$62,800	4.18%	48.71%	71.5	C	84%	Urban
St. Tammany Parish School System	\$49,498	\$51,998	\$52,998	\$59,498	\$71,998	2.99%	48.37%	85.1	B	55%	Urban
Jackson Parish School System	\$49,379	\$51,025	\$52,115	\$56,661	\$58,269	0.00%	45.65%	69.0	C	70%	Rural
East Baton Rouge Parish School System	\$49,000	\$51,250	\$52,150	\$58,000	\$69,700	7.39%	55.98%	69.1	C	80%	Urban
Pointe Coupee Parish School System	\$48,816	\$50,854	\$51,955	\$56,255	\$60,467	N/A	43.99%	61.9	C	78%	Rural
Tangipahoa Parish School System	\$48,800	\$51,136	\$51,982	\$59,328	\$63,052	6.81%	27.95%	67.2	C	78%	Urban
Bossier Parish School System	\$48,741	\$52,268	\$53,515	\$59,200	\$65,285	2.90%	44.01%	83.2	B	54%	Urban
Calcasieu Parish School System	\$48,161	\$48,961	\$49,361	\$51,961	\$66,161	4.58%	56.84%	81.7	B	65%	Urban

Parishes	Year 1/ Starting Salary	Year 5 Salary	Year 7 Salary	Year 20 Salary	Top Salary	Vacancy Rate	Local Revenue as a Percentage of Total Revenue	School System Performance Score (Out of 150)	School System Performance Score Letter Grade	Economically Disadvantaged	Rural/Urban
Lafayette Parish School System	\$48,076	\$49,971	\$50,918	\$57,074	\$71,271	1.24%	51.74%	78.9	B	68%	Urban
Lafourche School System	\$48,000	\$49,500	\$50,100	\$54,000	\$57,000	6.17%	48.60%	92.5	A	66%	Urban
St. Mary Parish School System	\$47,800	\$48,700	\$49,150	\$52,075	\$54,550	0.40%	39.77%	85.4	B	79%	Rural
Livingston Parish School System	\$47,581	\$49,039	\$50,185	\$57,648	\$59,985	0.05%	27.68%	88.5	B	58%	Urban
Terrebonne Parish School System	\$47,138	\$49,360	\$50,625	\$56,586	\$60,881	0.79%	36.06%	84.3	B	75%	Urban
Iberia Parish School System	\$46,689	\$48,635	\$49,925	\$56,092	\$57,779	0.79%	33.99%	81.0	B	77%	Urban
St. Martin Parish School System	\$46,105	\$48,105	\$48,905	\$54,105	\$61,105	5.04%	33.60%	73.3	C	76%	Urban
Assumption Parish School System	\$45,700	\$48,324	\$49,636	\$58,164	\$64,724	N/A	34.32%	80.5	B	72%	Urban
Sabine Parish School System	\$45,391	\$47,541	\$48,746	\$56,150	\$57,150	0.29%	31.71%	85.1	B	80%	Rural
Bienville Parish School System	\$44,500	\$46,500	\$47,300	\$52,500	\$56,500	0.00%	70.35%	79.1	B	78%	Rural
Evangeline Parish School System	\$44,100	\$45,600	\$46,200	\$50,100	\$56,100	0.00%	26.75%	76.8	B	76%	Rural
Monroe City School System	\$44,066	\$46,395	\$47,670	\$54,097	\$56,406	0.00%	42.92%	74.1	C	86%	Urban
Lincoln Parish School System	\$43,429	\$44,929	\$45,529	\$49,429	\$52,429	3.17%	51.89%	88.9	B	68%	Rural

Parishes	Year 1/ Starting Salary	Year 5 Salary	Year 7 Salary	Year 20 Salary	Top Salary	Vacancy Rate	Local Revenue as a Percentage of Total Revenue	School System Performance Score (Out of 150)	School System Performance Score Letter Grade	Economically Disadvantaged	Rural/Urban
Rapides Parish School System	\$43,353	\$45,523	\$46,391	\$52,033	\$56,373	1.26%	36.92%	78.3	B	75%	Urban
Orleans Parish School System	\$43,169	\$45,689	\$46,949	\$55,139	\$62,699	N/A	74.78%	67.8	C	86%	Urban
East Feliciana Parish School System	\$43,164	\$45,164	\$45,964	\$51,164	\$55,164	1.42%	35.10%	70.6	C	76%	Rural
St. Landry Parish School System	\$43,100	\$45,100	\$45,900	\$52,000	\$54,000	3.84%	26.81%	69.9	C	84%	Urban
St. Bernard Parish School System	\$42,717	\$45,423	\$46,583	\$55,021	\$59,750	1.42%	35.32%	83.0	B	82%	Urban
City of Baker School System	\$42,697	\$44,191	\$45,060	\$52,952	\$56,370	2.15%	20.68%	54.4	D	94%	Urban
Natchitoches Parish School System	\$42,340	\$44,636	\$45,165	\$51,764	\$54,537	1.26%	36.13%	73.7	C	78%	Rural
Acadia Parish School System	\$42,138	\$44,105	\$45,207	\$50,633	\$53,046	0.71%	27.49%	81.0	B	75%	Urban
Washington Parish School System	\$41,983	\$43,915	\$45,158	\$50,902	\$57,654	2.14%	16.06%	75.2	B	75%	Rural
Cameron Parish School District	\$41,883	\$43,883	\$44,683	\$49,883	\$55,483	4.00%	53.15%	90.5	A	52%	Rural
Avoyelles Parish School System	\$41,760	\$43,760	\$44,560	\$49,760	\$51,760	6.07%	23.97%	71.7	C	83%	Rural
Webster Parish School System	\$41,760	\$43,860	\$45,113	\$50,595	\$52,190	0.26%	35.84%	70.1	C	74%	Rural
Allen Parish School System	\$41,631	\$42,631	\$43,031	\$45,631	\$55,631	N/A	36.85%	86.6	B	80%	Rural

Parishes	Year 1/ Starting Salary	Year 5 Salary	Year 7 Salary	Year 20 Salary	Top Salary	Vacancy Rate	Local Revenue as a Percentage of Total Revenue	School System Performance Score (Out of 150)	School System Performance Score Letter Grade	Economically Disadvantaged	Rural/Urban
Vermilion Parish School System	\$41,000	\$43,000	\$43,800	\$49,000	\$57,000	0.57%	28.95%	92.8	A	66%	Urban
Vernon Parish School System	\$40,540	\$43,086	\$44,416	\$50,743	\$52,730	0.00%	23.19%	92.1	A	70%	Rural
Red River Parish School System	\$40,250	\$42,250	\$43,050	\$48,250	\$54,250	0.85%	65.07%	64.2	C	86%	Rural
Beauregard Parish School System	\$40,073	\$42,573	\$43,573	\$50,073	\$54,073	0.91%	37.20%	82.8	B	70%	Urban
Caldwell Parish School System	\$39,991	\$41,091	\$41,531	\$44,391	\$50,111	N/A	26.68%	79.8	B	74%	Rural
LaSalle Parish School System	\$38,122	\$40,068	\$41,158	\$46,152	\$47,312	1.03%	35.65%	85.5	B	68%	Urban
Bogalusa City Schools	\$37,992	\$39,966	\$41,110	\$46,115	\$47,572	1.31%	30.62%	52.4	D	96%	Rural
Claiborne Parish School System	\$37,831	\$39,777	\$40,867	\$46,138	\$47,525	6.14%	29.58%	70.6	C	84%	Rural
Richland Parish School System	\$36,377	\$38,323	\$39,413	\$44,180	\$45,567	5.29%	36.42%	65.0	C	84%	Rural
Grant Parish School System	\$36,117	\$38,077	\$39,077	\$45,577	\$48,077	4.89%	19.55%	79.2	B	80%	Rural
Concordia Parish School System	\$35,883	\$37,877	\$38,995	\$43,881	\$45,302	0.39%	27.47%	69.7	C	85%	Rural
East Carroll Parish School System	\$35,045	\$36,791	\$37,881	\$42,648	\$44,035	0.00%	28.75%	69.7	C	98%	Rural
Union Parish School System	\$34,813	\$36,837	\$37,391	\$42,873	\$44,259	N/A	28.08%	67.1	C	88%	Rural

Parishes	Year 1/ Starting Salary	Year 5 Salary	Year 7 Salary	Year 20 Salary	Top Salary	Vacancy Rate	Local Revenue as a Percentage of Total Revenue	School System Performance Score (Out of 150)	School System Performance Score Letter Grade	Economically Disadvantaged	Rural/Urban
Madison Parish School System	\$34,676	\$35,090	\$37,157	\$42,483	\$43,870	26.03%	26.39%	52.1	D	100%	Rural
West Carroll Parish School System	\$34,598	\$36,348	\$37,048	\$41,598	\$43,348	0.00%	25.83%	77.3	B	76%	Rural
Morehouse Parish School System	\$34,239	\$36,185	\$37,275	\$42,042	\$43,429	4.29%	26.04%	56.7	D	86%	Rural
Franklin Parish School System	\$34,191	\$35,993	\$37,083	\$41,850	\$43,237	N/A	22.71%	64.7	B	86%	Rural
Winn Parish School System	\$33,040	\$34,986	\$36,076	\$41,250	\$42,230	1.36%	27.03%	77.9	B	81%	Rural
St. Helena Parish School System	\$32,100	\$32,421	\$32,745	\$34,075	\$34,416	N/A	24.33%	47.0	F	97%	Rural
Catahoula Parish School System	\$32,011	\$33,957	\$35,047	\$39,814	\$41,201	7.95%	24.61%	75.0	B	86%	Rural
Tensas Parish School System	\$30,609	\$32,684	\$33,514	\$38,909	\$40,154	4.00%	34.18%	61.7	C	95%	Rural
Jefferson Davis Parish School System*						0.53%	32.43%	86.3	B	77%	Rural

* Jefferson Davis Parish School System did not provide salary information.

Appendix E

Compilation of Recruitment and Retention Incentives and Strategies

NB: Incentives appear in order as asked in the survey

Incentive or Benefit	Percentage of Systems
Separate salary schedule for uncertified or temporary authority to teach employees	19%
Teacher does not have to start at the minimum of the pay range if they have experience	66%
Issues contracts	70%
Offers a signing/new hire incentive	34%
Offers supplemental pay (e.g., athletic coaching, homeroom teacher, mentoring, club sponsor, TAP, etc.)	96%
Offers a stipend for National Board Certification	70%
Offers a mentor teacher stipend in addition to the state mentor stipend	54%
Offers a master teacher stipend	25%
Offers performance pay	63%
Offers a retention stipend	24%
Offers a stipend for working at a CIR or UIR school	12%
Offers a demand (e.g., high need certification area) stipend	22%
Offers a stipend for teaching in a core tested subject area (i.e., LEAP 2025)	9%
Offers a geographic based (e.g., rural, achievement zones, etc.) stipend	4%
Offers service recognition (e.g., a stipend after five years, 10 years, 20 years, 30 years, etc.)	12%

Incentive or Benefit	Percentage of Systems
Offers compensation for a career ladder or progression model for teachers, such as teacher, mentor teacher, instructional coach, master teacher, etc.	1%
Has a specific local source of revenue specifically dedicated to additional teacher salary or additional teacher pay	64%
Offers a “13 th check” or similar	52%
Offers other financial incentives	33%
Offers tuition reimbursement or education assistance for advanced degrees (e.g., master’s, doctorate, etc.)	39%
Offers supplemental pay for completion of advanced degrees (e.g., master’s, doctorate, etc.)	61%
Offers tuition reimbursement or education assistance for employees pursuing their certification or additional certification	73%
Offers student loan forgiveness	3%
Offers a professional improvement sabbatical	54%
Offers other education-related incentives	16%
Offers creative recruiting incentives (e.g., waiving fees, reduced housing costs, reduced or payment of mortgage closing cost)	6%
Offers classroom material assistance	64%
Offers options for working half-days in the classroom and half-days in other capacities	6%
Offers the option to telework	6%
Offers childcare assistance or childcare financial stipends	3%
Allows for school choice for the children of employees	76%
Allows a choice for teacher placement (e.g., subject assignment, pupil:teacher ratio, grade-level, etc.)	31%

Incentive or Benefit	Percentage of Systems
Conducts internal surveys to understand the needs of employees regarding compensation and incentives	39%
Offers incentives for Grow Your Own, pre-ed pathway, coming back to where they live	37%
Utilizes non-financial innovative strategies for recruiting	43%
Utilizes non-financial innovative strategies for retention	31%
Offers life insurance	97%
Offers vision insurance	99%
Offers dental insurance	99%
Offers short-term disability	94%
Offers long-term disability	97%
Offers elder care	19%
Offers cancer plan	96%
Offers heart attack plan	60%
Offers general illness leave	75%
Offers critical wellness leave	51%
Offers maternity leave	87%
Offers paternity leave	43%
Offers additional pre-tax benefits (e.g., Cafeteria Plan, 403b, 457, etc.)	87%
Offers a medical sabbatical	79%
Offers an employee assistance plan (e.g., mental health, legal assistance, etc.)	42%
Offers other supplemental benefits	21%

Appendix F

Teacher Certification Rates by Local School System

Rank	School System	Certified Teachers	Out of Field, Certified Teachers, and Non-Certified Teachers	Vacancy Rate
1	St. Tammany Parish	86.6%	13.4%	3.0%
2	St. Charles Parish	84.1%	15.9%	0.9%
3	Lincoln Parish	83.4%	16.6%	3.2%
4	Zachary Community School District	82.6%	17.4%	1.3%
5	Lafayette Parish	81.3%	18.7%	1.2%
6	Bossier Parish	80.8%	19.2%	2.9%
7	Central Community School System	80.0%	20.0%	0.0%
8	St. Bernard Parish	79.1%	20.9%	1.4%
9	West Baton Rouge Parish	78.5%	21.5%	2.5%
10	Livingston Parish	77.9%	22.1%	0.1%
11	Ascension Parish	77.1%	22.9%	0.5%
12	Calcasieu Parish	76.5%	23.5%	4.6%
13	Caddo Parish	74.9%	25.1%	3.9%
14	Iberia Parish	74.4%	25.6%	0.8%
15	St. Mary Parish	73.9%	26.1%	0.4%
16	Lafourche Parish	73.8%	26.2%	6.2%
17	Cameron Parish	72.8%	27.2%	4.0%
18	West Feliciana Parish	72.8%	27.2%	1.5%
19	Beauregard Parish	72.7%	27.3%	0.9%
20	Vermilion Parish	71.2%	28.8%	0.6%
21	LaSalle Parish	70.9%	29.1%	1.0%
22	St. Landry Parish	70.9%	29.1%	3.8%
23	St. Martin Parish	70.4%	29.6%	5.0%
24	Jackson Parish	70.1%	29.9%	0.0%
25	St. James Parish	70.1%	29.9%	2.2%
26	East Carroll Parish	69.8%	30.2%	0.0%
27	DeSoto Parish	69.3%	30.7%	2.5%
28	Richland Parish	69.3%	30.7%	5.3%
29	Madison Parish	69.0%	31.0%	26.0%
30	Avoyelles Parish	67.4%	32.6%	6.1%
31	East Baton Rouge Parish	65.9%	34.1%	7.4%
32	Terrebonne Parish	64.8%	35.2%	0.8%
33	Rapides Parish	63.8%	36.2%	1.3%
34	Assumption Parish	63.6%	36.4%	N/A

Rank	School System	Certified Teachers	Out of Field, Certified Teachers, and Non-Certified Teachers	Vacancy Rate
35	Grant Parish	63.6%	36.4%	4.9%
36	Red River Parish	63.6%	36.4%	0.9%
37	Ouachita Parish	63.3%	36.7%	0.9%
38	Union Parish	62.8%	37.2%	N/A
39	Iberville Parish	61.6%	38.4%	0.7%
40	Washington Parish	61.4%	38.6%	2.1%
41	Jefferson Parish	60.5%	39.5%	4.2%
42	Plaquemines Parish	60.1%	39.9%	0.8%
43	Acadia Parish	59.7%	40.3%	0.7%
44	Allen Parish	59.7%	40.3%	N/A
45	Catahoula Parish	59.1%	40.9%	8.0%
46	Bogalusa City Schools	58.1%	41.9%	1.3%
47	Concordia Parish	56.8%	43.2%	0.4%
48	Evangeline Parish	56.1%	43.9%	0.0%
49	Sabine Parish	56.0%	44.0%	0.3%
50	Vernon Parish	55.7%	44.3%	0.0%
51	Morehouse Parish	55.6%	44.4%	4.3%
52	Tangipahoa Parish	55.5%	44.5%	6.8%
53	West Carroll Parish	53.7%	46.3%	0.0%
54	Pointe Coupee Parish	51.7%	48.3%	N/A
55	Bienville Parish	50.0%	50.0%	0.0%
56	Claiborne Parish	49.6%	50.4%	6.1%
57	St. John the Baptist Parish	49.0%	51.0%	1.4%
58	Winn Parish	48.7%	51.3%	1.4%
59	Natchitoches Parish	48.6%	51.4%	1.3%
60	Monroe City Schools	48.1%	51.9%	0.0%
61	East Feliciana Parish	45.9%	54.1%	1.4%
62	Webster Parish	44.8%	55.2%	0.3%
63	Caldwell Parish	42.8%	57.2%	N/A
64	City of Baker School System	41.3%	58.7%	2.2%
65	Franklin Parish	35.5%	64.5%	N/A
66	Orleans Parish	33.0%	67.0%	N/A
67	St. Helena Parish School	25.0%	75.0%	N/A
68	Tensas Parish	23.1%	76.9%	4.0%

Appendix G

Innovative Teaching Model Studies

Arizona State University Next Education Workforce: Redesigning Education for Learners and Educators

<https://dev-nexted.ws.asu.edu/>

Arizona State University Morrison Institute for Public Policy: Keeping and Retaining Teachers

<https://files.eric.ed.gov/fulltext/ED574452.pdf>

The New Teacher Project: Addressing Teacher Shortages: Practical Ideas for the Pandemic and Beyond

<https://tntp.org/assets/covid-19-toolkit-resources/TNTP-Addressing-Teacher-Shortages-2022.pdf>

Teacher Education Advancement Network Journal: Teaching Assistants' Conditions of Employment and Workload

<https://files.eric.ed.gov/fulltext/EJ1276030.pdf>

Education Week: Restructuring the Teaching Profession

<https://www.edweek.org/education/opinion-restructuring-the-teaching-profession/1987/10>

Education Resource Strategies (ERS): A Vision for a Reimagined Teaching Job

<https://www.erstrategies.org/cms/files/5259-teaching-job-vision-paper.pdf>

Tennessee Department of Education: Teacher Apprenticeship Program

<https://growyourown.tnedu.gov/pathway-to-teach/learn/high-school-student/tap-program-data>