

Region Profile: 292 Schools • 9,933 Teachers • 146,407 Students • 71% Economically Disadvantaged Students • 12% Students with Disabilities • 47% Minority

EDUCATOR WORKFORCE OVERVIEW

These data provide information relative to teacher certification status and effectiveness by school, subject area, and by student demographics.

TEACHER CERTIFICATION BY SCHOOL LETTER GRADE

| SCHOOL LETTER GRADE | GEOGRAPHIC AREA | TEACHER CERTIFICATION STATUS | | | |
|---------------------|-----------------|------------------------------|------------|-------------|-----------|
| | | OUT-OF-FIELD* | | UNCERTIFIED | |
| | State | 6,030 | 15% | 2,195 | 6% |
| | REGION | 1,143 | 13% | 361 | 4% |
| A | State | 1,536 | 14% | 375 | 3% |
| | REGION | 338 | 14% | 80 | 3% |
| B | State | 1,811 | 16% | 507 | 4% |
| | REGION | 406 | 15% | 91 | 3% |
| C | State | 1,549 | 16% | 687 | 7% |
| | REGION | 233 | 11% | 84 | 4% |
| D | State | 829 | 16% | 462 | 9% |
| | REGION | 134 | 12% | 95 | 8% |
| F | State | 268 | 18% | 152 | 10% |
| | REGION | 23 | 17% | 11 | 8% |
| No Letter Grade | State | 126 | 24% | 30 | 6% |
| | REGION | 38 | 22% | 6 | 4% |

*An out-of-field teacher holds a valid teaching certificate, but is not certified for their teaching assignment in at least one class.

CLASSES TAUGHT BY OUT-OF-FIELD OR UNCERTIFIED TEACHERS BY SUBJECT

| CLASSES | GEOGRAPHIC AREA | TOTAL NUMBER OF CLASSES | CLASSES TAUGHT BY OUT-OF-FIELD TEACHERS | | CLASSES TAUGHT BY UNCERTIFIED TEACHERS | |
|--------------------|-----------------|-------------------------|---|------------|--|------------|
| | | | Count | Percentage | Count | Percentage |
| Elementary | State | 79,012 | 2,902 | 4% | 3,616 | 5% |
| | REGION | 17,029 | 459 | 3% | 526 | 3% |
| English | State | 18,983 | 1,459 | 8% | 1,131 | 6% |
| | REGION | 3,696 | 257 | 7% | 221 | 6% |
| Math | State | 18,751 | 1,953 | 10% | 1,444 | 8% |
| | REGION | 3,637 | 356 | 10% | 226 | 6% |
| Science | State | 14,896 | 1,876 | 13% | 1,051 | 7% |
| | REGION | 3,018 | 372 | 12% | 172 | 6% |
| Social Studies | State | 15,669 | 1,460 | 9% | 899 | 6% |
| | REGION | 2,997 | 284 | 9% | 117 | 4% |
| Special Education* | State | 20,940 | 4,368 | 21% | 1,050 | 5% |
| | REGION | 5,581 | 791 | 14% | 268 | 5% |

*Out of field teachers were identified based on the certification area(s) for the courses being taught according to the Curriculum Database (CUR) cross-referenced with the certification area(s) held by the teacher according to TCMS.

EQUITABLE ACCESS TO EXCELLENT EDUCATORS

| EDUCATORS | STUDENTS | | | | | | | |
|-------------------------------------|-----------------------------|------------|----------------------------------|------------|---------------|------------|----------------|------------|
| | ECONOMICALLY DISADVANTAGED* | | NON-ECONOMICALLY DISADVANTAGED** | | MINORITY* | | NON-MINORITY** | |
| OUT-OF-FIELD* OR UNCERTIFIED | | | | | | | | |
| State | 136,235 | 41% | 33,742 | 34% | 113,281 | 44% | 49,968 | 35% |
| REGION | 20,764 | 29% | 6,971 | 40% | 14,873 | 31% | 11,752 | 42% |
| INEXPERIENCED | | | | | | | | |
| State | 82,586 | 23% | 18,227 | 18% | 72,184 | 25% | 25,720 | 18% |
| REGION | 15,587 | 21% | 3,091 | 18% | 12,147 | 24% | 5,241 | 19% |
| INEFFECTIVE | | | | | | | | |
| State | 112,968 | 31% | 38,530 | 37% | 89,987 | 32% | 53,773 | 37% |
| REGION | 21,693 | 29% | 6,093 | 35% | 14,626 | 29% | 10,140 | 36% |

*Includes only students attending Title I schools. **Includes only students NOT attending Title I schools.

RECRUITING AND HIRING

These data will assist in making decisions related to recruiting and hiring teachers, including strengthening partnerships with teacher preparation providers.

| NEWLY HIRED TEACHERS* | | | | | | | | | |
|--|-----------------|-----------------------------|-------------|-----------------------------|-------------|-----------------------------|-------------|-------------------------------------|------------|
| | GEOGRAPHIC AREA | TEACHERS HIRED IN 2014-2015 | | TEACHERS HIRED IN 2015-2016 | | TEACHERS HIRED IN 2016-2017 | | TEACHERS HIRED IN HIGH-NEED SCHOOLS | |
| ALL NEWLY HIRED TEACHERS | State | 5,083 | 100% | 4,823 | 100% | 4,372 | 100% | 9,142 | 64% |
| | REGION | 964 | 100% | 882 | 100% | 791 | 100% | 1,557 | 59% |
| Newly Hired Teachers on a Practitioner's License | State | 1,074 | 21% | 956 | 20% | 568 | 13% | 1,902 | 73% |
| | REGION | 158 | 16% | 136 | 15% | 58 | 7% | 230 | 65% |
| Newly Hired Teacher Preparation Program Completers** | State | 705 | 14% | 729 | 15% | 726 | 17% | 1,172 | 54% |
| | REGION | 199 | 21% | 172 | 20% | 199 | 25% | 327 | 57% |

*Includes teachers who were hired in 2014-2015, 2015-2016, and 2016-2017. A teacher who was hired in 2014-2015, left the district, and was rehired in 2016-2017 is counted twice. **Only includes teachers who were hired after completing a teacher preparation program.

| HIGHEST SENDING PREPARATION PROGRAMS* | | | | | | | | | |
|---------------------------------------|---|---------------|------------|--------------------|-------------|---|-------------------------------------|------------|--|
| GEOGRAPHIC AREA | HIGHEST SENDING PREPARATION PROGRAMS | UNDERGRADUATE | | POST BACCALAUREATE | | MOST FREQUENT CERTIFICATION AREAS | TEACHERS HIRED IN HIGH-NEED SCHOOLS | | |
| State 1 | University of Louisiana at Lafayette | 398 | 85% | 68 | 15% | Grades 1-5 (Elementary), Grades Pk-3, English | 316 | 68% | |
| State 2 | Southeastern Louisiana University | 376 | 91% | 39 | 9% | Grades 1-5 (Elementary), Grades Pk-3, English | 207 | 50% | |
| State 3 | Louisiana State University - Baton Rouge | 300 | 78% | 84 | 22% | Grades 1-5 (Elementary), Grades Pk-3, English | 197 | 51% | |
| State 4 | iTeach Louisiana | 0 | 0% | 305 | 100% | Grades 1-5 (Elementary), English, Grades 4-8 (Mathematics) | 203 | 67% | |
| State 5 | McNeese State University | 192 | 84% | 37 | 16% | Grades 1-5 (Elementary), Grades Pk-3, Health And Physical Education | 74 | 32% | |
| REGION 1 | University of Louisiana at Lafayette | 332 | 84% | 62 | 16% | Grades 1-5 (Elementary), Grades Pk-3, English | 274 | 70% | |
| REGION 2 | McNeese State University | 180 | 84% | 35 | 16% | Grades 1-5 (Elementary), Grades Pk-3, Social Studies | 72 | 33% | |
| REGION 3 | iTeach Louisiana | 0 | 0% | 64 | 100% | Grades 1-5 (Elementary), English, Grades 4-8 (Mathematics) | 44 | 69% | |
| REGION 4 | Louisiana State University - Baton Rouge | 27 | 87% | 4 | 13% | Grades 1-5 (Elementary), Agriculture, H/Pe: Health And Physical Ed. (K-12) | 14 | 45% | |
| REGION 5 | Nicholls State University | 24 | 89% | 3 | 11% | Se: Early Interventionist B-5, Grades Pk-3, English | 17 | 63% | |

*Includes teachers who graduated from a teacher preparation program in 2013-2014, 2014-2015, and 2015-2016, and were hired for first time in 2014-2015, 2015-2016, or 2016-2017.

| TEACHERS PREPARED THROUGH BELIEVE AND PREPARE (2015-2016)* | | | | |
|--|---|-----------------------------|--|--|
| GEOGRAPHIC AREA | HIGHEST SENDING PREPARATION PROGRAMS | TEACHERS PREPARED 2015-2016 | | MOST FREQUENT CERTIFICATION AREAS |
| State 1 | Louisiana Tech University | 34 | | Elementary (Grades 1-5); Early Childhood PK-3; Health and Physical Education |
| State 2 | St. Bernard | 26 | | English (Grades 6-12); Elementary (Grades 1-5); Mild to Moderate (Grades 1-5, 4-8, and 6-12) |
| State 3 | The New Teacher Project | 25 | | Elementary (Grades 1-5); General Science; General Math |
| REGION 1 | University Of Louisiana At Lafayette | 11 | | Elementary (Grades 1-5); Early Childhood (Grades PK-3); English (Grades 6-12) |
| REGION 2 | iTeach Louisiana | 10 | | Early Childhood (Grades PK-3); Math (Grades 4-8); General Science |
| REGION 3 | Northwestern State University | 3 | | Biology; General Science; Mathematics (Grades 6-12) |

*Based on data reported by LEAs and providers.

| BELIEVE AND PREPARE MENTOR TEACHERS* | | | | | | |
|--------------------------------------|---|-------------------------------------|---|---------------------|-----------------------|------------------|
| GEOGRAPHIC AREA | NUMBER OF MENTOR TEACHERS TRAINED (2015-2016) | NUMBER OF MENTOR TEACHERS WITH TSGD | 2015-2016 TRANSITIONAL STUDENT GROWTH DATA RESULTS (TSGD) | | | |
| | | | INEFFECTIVE | EFFECTIVE: EMERGING | EFFECTIVE: PROFICIENT | HIGHLY EFFECTIVE |
| State | 244 | 67 | 10% | 37% | 28% | 24% |
| REGION | 15 | 3 | 0% | 67% | 33% | 0% |

*Based on data reported by LEAs and providers.

EVALUATING RESULTS

These data, which include the 2015-2016 transitional student growth data (TSGD) results of teachers employed in 2016-2017, will assist in making decisions related to teacher placement and support.

2015-2016 TSGD TEACHER RESULTS BY SUBJECT AREA AND SCHOOL DEMOGRAPHICS

| GEOGRAPHIC AREA | NUMBER OF TEACHERS WITH TSGD | 2015-2016 TRANSITIONAL STUDENT GROWTH DATA RESULTS (TSGD) | | | | |
|-----------------------------|------------------------------|---|---------------------|-----------------------|------------------|------------|
| | | INEFFECTIVE | EFFECTIVE: EMERGING | EFFECTIVE: PROFICIENT | HIGHLY EFFECTIVE | |
| State | 9,709 | 10% | 37% | 32% | 21% | |
| REGION | 1,979 | 9% | 37% | 32% | 21% | |
| CERTIFICATION STATUS | | | | | | |
| Certified | State | 8,430 | 9% | 38% | 32% | 21% |
| | REGION | 1,841 | 9% | 37% | 33% | 21% |
| Uncertified | State | 397 | 15% | 40% | 26% | 18% |
| | REGION | 63 | 16% | 35% | 25% | 24% |
| SUBJECT AREAS | | | | | | |
| Algebra | State | 672 | 11% | 40% | 28% | 21% |
| | REGION | 113 | 9% | 40% | 32% | 19% |
| English | State | 4,320 | 12% | 34% | 31% | 23% |
| | REGION | 872 | 13% | 36% | 27% | 23% |
| Geometry | State | 469 | 11% | 39% | 28% | 22% |
| | REGION | 87 | 5% | 33% | 37% | 25% |
| Math | State | 3,587 | 10% | 36% | 31% | 22% |
| | REGION | 769 | 9% | 34% | 30% | 27% |
| Science | State | 3,186 | 10% | 37% | 32% | 21% |
| | REGION | 687 | 9% | 34% | 37% | 20% |

TEACHERS WITH CONSISTENTLY HIGHLY EFFECTIVE OR INEFFECTIVE VAM/TSGD RESULTS

| VAM/TSGD RESULTS (2013-2014, 2014-2015, AND 2015-2016) | HIGHLY EFFECTIVE | | INEFFECTIVE | |
|--|------------------|-----------|-------------|-----------|
| State | 302 | 5% | 46 | 1% |
| REGION | 52 | 4% | 18 | 1% |

COMPENSATION

These data from 2016-2017 will assist in making decisions related to teacher and school leader compensation.

AVERAGE TEACHER COMPENSATION

| GEOGRAPHIC AREA | ALL TEACHERS | NEW TEACHERS | TEACHERS IN HIGH-NEEDS SCHOOLS | EFFECTIVE PROFICIENT OR HIGHLY EFFECTIVE TSGD RESULTS | INEFFECTIVE OR EFFECTIVE: EMERGING TSGD RESULTS | COMMON SHORTAGE AREAS: SECONDARY MATH, SECONDARY SCIENCE, AND SPECIAL EDUCATION |
|-----------------|-----------------|-----------------|--------------------------------|---|---|---|
| State | \$48,441 | \$43,345 | \$47,793 | \$48,240 | \$47,809 | \$48,348 |
| REGION | \$47,855 | \$42,510 | \$47,455 | \$47,521 | \$47,122 | \$47,996 |

AVERAGE SCHOOL LEADER COMPENSATION

| GEOGRAPHIC AREA | ALL SCHOOL LEADERS | NEW SCHOOL LEADERS | SCHOOL LEADERS IN HIGH-NEED SCHOOLS | SCHOOL LEADERS OF TOP PERFORMING/TOP GROWTH SCHOOLS | SCHOOL LEADERS OF LOW PERFORMING/LOW GROWTH SCHOOLS |
|-----------------|--------------------|--------------------|-------------------------------------|---|---|
| State | \$72,943 | \$66,296 | \$72,229 | \$73,518 | \$71,783 |
| REGION | \$69,109 | \$64,934 | \$67,685 | \$69,042 | \$67,516 |

RETAINING, PROMOTING, AND GRANTING TENURE

These data will assist in making decisions related to retaining and promoting teachers and granting tenure.

| NUMBER OF DEPARTING TEACHERS (2013-2016) | | | | | | | TSGD RESULTS OF DEPARTING TEACHERS (2013-2016) | | | |
|--|--------------|------------|--------------|------------|--------------|------------|--|--|--|------------|
| GEOGRAPHIC AREA | 2013-2014 | | 2014-2015 | | 2015-2016 | | GEOGRAPHIC AREA | PERCENTAGE OF DEPARTING TEACHERS WITH HIGHLY EFFECTIVE OR EFFECTIVE: PROFICIENT TSGD RESULTS | | |
| State | 7,204 | 14% | 6,825 | 14% | 6,622 | 13% | State | 1,584 | | 48% |
| REGION | 1,654 | 16% | 1,248 | 12% | 1,204 | 12% | REGION | 273 | | 42% |

| NUMBER OF YEARS OF PUBLIC SCHOOL EXPERIENCE OF DEPARTING TEACHERS (2013-2016) | | | | | | | | | | | | |
|---|----------------|------------|------------|------------|------------|------------|-------------|------------|-------------|------------|------------|------------|
| GEOGRAPHIC REGION | 1 year or less | | 2-5 years | | 6-10 years | | 11-15 years | | 16-20 years | | 21+ years | |
| State | 2,883 | 14% | 5,164 | 25% | 3,689 | 18% | 2,566 | 12% | 2,757 | 13% | 3,592 | 17% |
| REGION | 537 | 13% | 857 | 21% | 726 | 18% | 561 | 14% | 583 | 14% | 842 | 21% |

| TEACHERS PROMOTED TO SCHOOL AND DISTRICT LEADERSHIP POSITIONS | | | | | TENURE | | | | |
|---|-------------------|-----------------|-----------------------------------|--|-------------------|--------------------------------|------------|--|-----------|
| POSITION | GEOGRAPHIC REGION | NUMBER PROMOTED | NUMBER PROMOTED WITH TSGD RESULTS | PERCENTAGE OF PROMOTED TEACHERS WITH HIGHLY EFFECTIVE OR EFFECTIVE PROFICIENT TSGD RESULTS | GEOGRAPHIC REGION | NUMBER OF TEACHERS WITH TENURE | | NUMBER OF TEACHERS ON TRACK TO EARN TENURE | |
| School Leadership Role | State | 164 | 26 | 77% | State | 20,850 | 42% | 3,172 | 6% |
| | REGION | 20 | 1 | 100% | | | | | |
| District Leadership Role | State | 32 | 4 | 50% | REGION | 4,891 | 51% | 787 | 8% |
| | REGION | 3 | 0 | N/A | | | | | |

| RETENTION RATES OF 2013-2015 TEACHER PREPARATION PROGRAM COMPLETERS* | | | | | | | |
|--|---|--|--------------|---|--------------|---|--------------|
| GEOGRAPHIC REGION | HIGHEST SENDING PREPARATION PROGRAMS | 2014-2015 PROGRAM COMPLETERS RETAINED 1 YEAR | | 2013-2014 PROGRAM COMPLETERS RETAINED 2 YEARS | | 2012-2013 PROGRAM COMPLETERS RETAINED 3 YEARS | |
| State 1 | University of Louisiana at Lafayette | 152 | 91%** | 176 | 85%** | 148 | 74%** |
| State 2 | Southeastern Louisiana University | 141 | 93%** | 135 | 85%** | 167 | 83%** |
| State 3 | The New Teacher Project | 75 | 61%** | 72 | 32%** | 29 | 29%** |
| REGION 1 | University of Louisiana at Lafayette | 122 | 90%** | 155 | 83%** | 130 | 71%** |
| REGION 2 | McNeese State University | 78 | 87%** | 76 | 93%** | 91 | 82%** |
| REGION 3 | iTeach Louisiana | 34 | 76%** | 5 | 71%** | 3 | 60%** |

*Program completers from 2012-2013, 2013-2014, and 2014-2015 who were hired in 2013-2014, 2014-2015, and 2015-2016 and are working in the region/state in 2016-2017.

**Percentage of total number of 2012-2013, 2013-2014, or 2014-2015 program completers who worked in the region/state in the first year after graduation and also worked in the region/state each subsequent year.

| NUMBER OF DEPARTING SCHOOL LEADERS (2014-2016) | | | | | | | SCHOOL PERFORMANCE OF SCHOOL LEADERS WHO DEPARTED IN 2015-2016 | | |
|--|-----------|------------|-----------|------------|-----------|------------|--|---|---|
| GEOGRAPHIC AREA | 2013-2014 | | 2014-2015 | | 2015-2016 | | GEOGRAPHIC AREA | SCHOOL LEADERS OF TOP PERFORMING/TOP GROWTH SCHOOLS | SCHOOL LEADERS OF LOW PERFORMING/LOW GROWTH SCHOOLS |
| State | 372 | 13% | 419 | 14% | 411 | 14% | State | 147 | 88 |
| REGION | 77 | 13% | 77 | 13% | 66 | 11% | REGION | 35 | 9 |

*Based on 2015-2016 school performance/growth designations.

EDUCATOR WORKFORCE REPORT METHODOLOGY

The Educator Workforce Report provides LEA leaders with a field of data to help inform decisions regarding the educators and education leaders in their LEAs.

All charter schools were excluded from data in tables with reference to certification status. All other tables include data for all schools in the state where information was applicable. Therefore, some numbers in the region roll-up may vary from those previously reported on district or school workforce reports.

WHO IS INCLUDED IN THIS REPORT?

This report includes data on teachers and leaders who are employed in the 2016-2017 school year.

- Includes all Louisiana public schools who had teachers reported in PEP and who had a school report card produced in 2016. "Teachers" include any employee with object code 112 in the Profile of Educational Personnel (PEP).

WHAT DATA ARE USED IN THIS REPORT?

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

- Profile of Educational Personnel (PEP)
- Teacher Certificate Management System (TCMS)
- Curriculum Database (CUR)
- Classification of Instruction Programs (CIP)
- Compass Information System (CIS)
- October 2016 Enrollment (Multistats) file
- 2016 Course list

DEFINITIONS

| | |
|--|--|
| <i>Count of Teachers</i> | Each teacher (object code 112) is counted once, regardless if he/she works at more than one site. Site level data is reported in appendix 2 and 4, and teachers may be reported more than once as applicable. Teachers reported as Post-Secondary, Contractual, or Third Party were excluded from this report. |
| <i>Out-of-field Teachers</i> | Teachers who hold one of the following valid certificates: Professional Level 1, 2, 3; Type C, B, or A; Out-of-State; Foreign Language Elementary Special Certificate; Practitioner 1, 2, or 3 license; World Language Certificate; Extended Endorsement License; or a standard certificate for teachers in nonpublic schools, but who do not hold the certification area for their teaching assignment in at least one class (e.g., a teacher certified in Elementary who is teaching secondary Science). |
| <i>Uncertified teachers</i> | Teachers who do not hold a certificate as described above, including those who hold a Temporary Authority to Teach (TA, T1, T2, or T3), a Temporary Employment Permit (TEP, TEP2, TEP3), or teachers who do not hold any certificate. |
| <i>Inexperienced</i> | Any teacher in his/her first year of teaching in the classroom. |
| <i>Ineffective</i> | A teacher with Ineffective or Effective: Emerging Transitional Student Growth Data results. |
| <i>High-Need Schools</i> | Schools with 75% minority and/or 75% Economically Disadvantaged Students in 2016-2017 |
| <i>Students Economically Disadvantaged</i> | Students eligible for Supplemental Nutrition Assistance Program, Temporary Assistance for Needy Families, Medicaid, awaiting foster care, migrant, and incarcerated children. Includes only students attending Title I schools. |
| <i>Students Non-Economically Disadvantaged</i> | Students NOT eligible for Supplemental Nutrition Assistance Program, Temporary Assistance for Needy Families, Medicaid, awaiting foster care, migrant, and incarcerated children. Includes only students NOT attending Title I schools. |
| <i>Students Minority</i> | Student who is a member of a minority race or ethnicity (American Indian or Alaskan, Asian, Black or African American, Hispanic/Latino). Includes only students attending Title I schools. |
| <i>Students Non-Minority</i> | Student who is NOT a member of a minority race or ethnicity. Includes only students NOT attending Title I schools. |

CLASSES TAUGHT BY OUT OF FIELD OR UNCERTIFIED TEACHERS

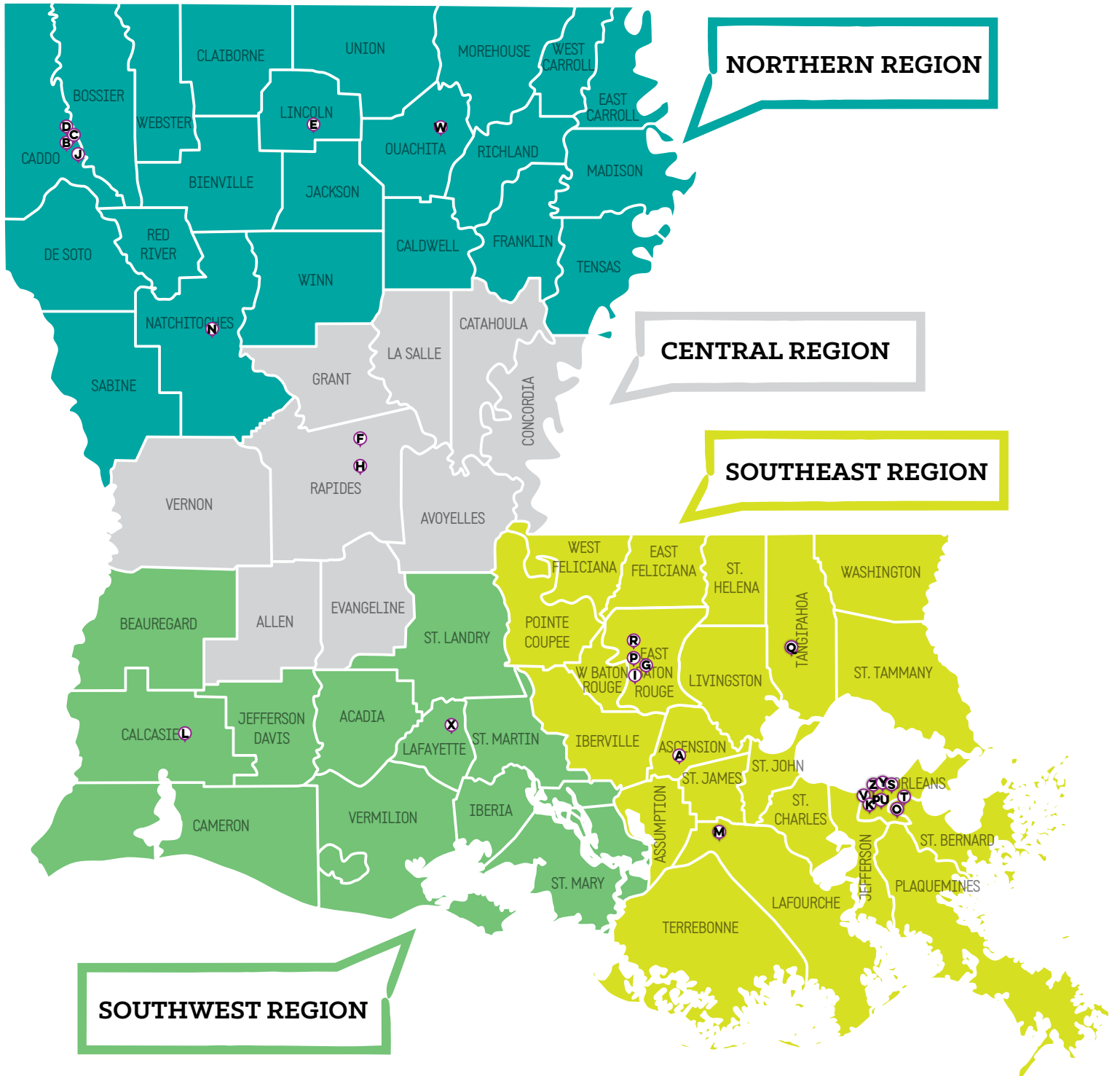
| | |
|--------------------------|--|
| <i>Elementary</i> | Course codes 120300, 120310, 120315, 121000, 121019, 030367, 030368, 030369, 030370, 030500, 030667, 030767, 120300, 121100, 121400, 122500, 122519, 123000, 123105, 123111, 150800, 160300, 190178, 220000, 700000 |
| <i>Math</i> | Course code category MATH, ALGE, or GEOM, except for the elementary course 160300 |
| <i>English</i> | Course code category ENGL, except for elementary courses 120300, 120310, 120315 |
| <i>Science</i> | Course category code SCIE, CHEM, BIOL, PHYS, except for the elementary course 150800 |
| <i>Social Studies</i> | Course category code SOCS, except for the elementary course 220000 |
| <i>Special Education</i> | Classes with at least 51% of special education students. If course requires special education certification, instructions must be provided by a teacher holding the special education certification for the course being taught. If course requires a content specific certification, instruction must be provided by a teacher holding the content area certification for the course being taught. Required certification areas are listed for each course in the Curriculum Database (CUR) and courses being taught by teachers. |

RECRUITING AND HIRING

Louisiana Parishes and Teacher Preparation Providers by Geographic Region.

TEACHER PREPARATION PROVIDERS IN LOUISIANA

| | | | | | |
|---|---|---|---|---|--------------------------------------|
| A | Teach Ascension | J | Louisiana State University - Shreveport | S | Southern University at New Orleans |
| B | Caddo Teaching Academy | K | Loyola University New Orleans | T | St. Bernard Parish |
| C | Centenary College | L | McNeese State University | U | The New Teacher Project |
| D | Grambling State University | M | Nicholls State University | V | Tulane University |
| E | Louisiana Tech University | N | Northwestern State University | W | University of Louisiana Monroe |
| F | Louisiana College | O | Holy Cross College | X | University of Louisiana at Lafayette |
| G | Louisiana Resource Center for Educators | P | Relay Graduate School of Education | Y | University of New Orleans |
| H | Louisiana State University - Alexandria | Q | Southeastern Louisiana University | Z | Xavier University of Louisiana |
| I | Louisiana State University A&M College | R | Southern University and A&M College | * | iTeach (Online only) |



| REGION | DISTRICT CODE | DISTRICT NAME |
|------------------|---|--|
| <i>Northern</i> | 007, 008, 009, 011, 065, 014, 016, 018, 021, 025, 031, 033, 034, 035, 037, 041, 042, 043, 054, 056, 059, 060, 062, 064 | Caddo, Bossier, Webster, Claiborne, DeSoto, Red River, Bienville, Sabine, Natchitoches, Winn, Lincoln, Union, Morehouse, West Carroll, East Carroll, Jackson, Ouachita, Richland, Madison, Caldwell, Franklin, Tensas, |
| <i>Central</i> | 002, 005, 013, 015, 020, 022, 030, 040, 058 | Allen, Avoyelles, Catahoula, Concordia, Evangeline, Grant, LaSalle, Rapides, Vernon |
| <i>Southwest</i> | 001, 006, 010, 012, 023, 027, 028, 049, 050, 051, 057 | Acadia, Beauregard, Calcasieu, Cameron, Iberia, Jefferson Davis, Lafayette, St. Landry, St. Martin, St. Mary, Vermilion |
| <i>Southeast</i> | 003, 004, 069, 068, 066, 017, 019, 024, 026, 029, 032, 036, 038, 039, 044, 045, 046, 047, 048, 052, 053, 055, 061, 063, 067 | Ascension, Assumption, Central, City of Baker, City of Bogalusa, East Baton Rouge, East Feliciana, Iberville, Jefferson, Lafourche, Livingston, Orleans, Plaquemines, Pointe Coupee, St. Bernard, St. Charles, St. Helena, St. James, St. John, St. Tammany, Tangipahoa, Terrebonne, West Baton Rouge, West Feliciana, Zachary |

TEACHERS HIRED

| | |
|---|--|
| <i>Newly Hired Teachers</i> | All teachers who were hired in 2014-2015, 2015-2016, or 2016-2017 and who are new to the region and state at the time of hire. |
| <i>Teachers hired on a practitioner's license</i> | Teachers who were hired in the region and state in 2014-2015, 2015-2016, or 2016-2017 and who held a practitioners license (PL1, PL2, or PL3) at the time of hire. |
| <i>Teacher hired from a preparation program</i> | Teachers who graduated from a teacher preparation program in 2013-2014, 2014-2015, or 2015-2016 and were hired after program completion in the region and state in 2014-2015, 2015-2016, or 2016-2017. |
| <i>Undergraduate</i> | Teachers who were hired in the region and state who completed a teacher preparation program at the undergraduate level. |
| <i>Post-Baccalaureate</i> | Teachers who were hired in the region and state who completed a teacher preparation program at a post-baccalaureate level. |
| <i>Highest sending teacher preparation programs</i> | The five providers that send the highest number of program completers. In cases where there are ties, the preparation program is displayed in alphabetical order. |
| <i>Most frequent certification areas</i> | The certification areas in which the highest number of candidates were prepared. In cases where there are ties, the certification area is displayed in alphabetical order. |

TEACHERS PREPARED THROUGH BELIEVE AND PREPARE

This table includes teachers who were prepared through a Believe and Prepare partnership in 2015-2016 and were eligible to receive initial certification. See [list of all districts and teacher preparation programs participating in Believe and Prepare](#).

EVALUATING RESULTS

Teachers and school leaders who received value-added model (VAM)/transitional student growth (TSGD) results for more than one subject area are counted for each subject area for which they received VAM/TSGD results.

COMPENSATION

Compensation for teachers is reported as salary without extra compensation. Teachers on sabbatical are excluded.

AVERAGE SCHOOL LEADER COMPENSATION

Schools were ranked in terms of their school performance score (SPS) in 2015-2016 and in terms of their growth in SPS from 2014-2015 to 2015-2016. Schools that did not have SPS scores in 2015-2016 were excluded.

| | |
|--|--|
| <i>Top performing/top growth schools</i> | <ul style="list-style-type: none"> Schools with SPS in the top quartile in terms of performance, regardless of growth Schools with SPS in the top quartile in terms of growth, regardless of performance |
| <i>Low performing/low growth schools</i> | <ul style="list-style-type: none"> Schools with SPS in the bottom quartile in terms of both performance and growth Schools with SPS in the bottom quartile in terms of performance and NOT in the top quartile in terms of growth. |

RETAINING, PROMOTING, GRANTING TENURE

NUMBER OF DEPARTING TEACHERS

- Teachers departing from the region include teachers who were employed in an LEA in the region as reported in PEP in one year, but were no longer employed in an LEA in the region as reported in PEP 1 of the following year.
- Teachers departing from the state include teachers who were employed at a Louisiana public school as reported in PEP in one year, but were no longer employed at a Louisiana public school as reported in PEP 1 of the following year.

AVERAGE NUMBER OF YEARS OF EXPERIENCE OF DEPARTING TEACHERS

- Years of experience is calculated based upon the number of years the teacher appeared in PEP. PEP data began in 1993.

TEACHERS ON TRACK TO EARN TENURE

- Teachers on track to earn tenure are defined in this report as teachers who met the below criteria for the last three years for which they were employed:
 - » Worked continuously in the district for at least three consecutive years in a position that required a teaching certificate and was not federally funded
 - » Did not work at a charter school
 - » Received at least two Highly Effective Compass final evaluations from 2013-2014 to 2015-2016

Compass results were pulled in October of 2016. This count of teachers is an estimate based on data available in PEP as of October 2016. Each teacher's tenure status will need to be verified by the LEA.

RETENTION RATES OF HIGHEST SENDING TEACHER PREPARATION PROGRAMS

| | |
|---------|---|
| 1 Year | Teachers who graduated in 2014-2015, were working in region or state in 2015-2016, and are working in 2016-2017, and did not leave the region or state at any point since hire. |
| 2 Years | Teachers who graduated in 2013-2014, were working in region or state in 2014-2015, and are working in 2016-2017, and did not leave the region or state at any point since hire. |
| 3 Years | Teachers who graduated in 2012-2013, were working in region or state in 2013-2014, and are working in 2016-2017, and did not leave the region or state at any point since hire. |

SCHOOL PERFORMANCE OF DEPARTING SCHOOL LEADERS

- School Leaders departing from the region include teachers who were employed in an LEA in the region as reported in PEP in one year, but were no longer employed in an LEA in the region as reported in PEP 1 of the following year.
- School Leaders departing from the state include teachers who were employed at a Louisiana public school as reported in PEP in one year, but were no longer employed at a Louisiana public school as reported in PEP 1 of the following year.

Schools were ranked in terms of their school performance score (SPS) in 2015-2016 and in terms of their growth in SPS from 2014-2015 to 2015-2016. Schools that did not have SPS scores in 2015-2016 were excluded.

| | |
|-----------------------------------|---|
| Top performing/top growth schools | <ul style="list-style-type: none">• Schools with SPS in the top quartile in terms of performance, regardless of growth• Schools with SPS in the top quartile in terms of growth, regardless of performance |
| Low performing/low growth schools | <ul style="list-style-type: none">• Schools with SPS in the bottom quartile in terms of performance, regardless of growth• Schools with SPS in the bottom quartile in terms of growth, regardless of performance |