

## Louisiana

### State Overview

**Population<sup>i</sup>:** 4,659,978

**Urbanization<sup>ii</sup>:** 73.2%

**Student Enrollment<sup>iii</sup>:** 709,200

| Demographics <sup>iii</sup>      |                      |                      |
|----------------------------------|----------------------|----------------------|
| Demographic                      | % Student Population | % Teacher Population |
| Male                             | 51.33                | 19.3                 |
| Female                           | 48.67                | 80.7                 |
| White                            | 45.1                 | 74.4                 |
| Black                            | 44.0                 | 19.9                 |
| Latinx                           | 6.3                  | ‡                    |
| Asian or Pacific Islands         | 1.7                  | ‡                    |
| American Indian or Alaska Native | 0.7                  | ‡                    |
| 2+ Races                         | 2.3                  | 1.3                  |

| Special Populations <sup>iii</sup> |            |
|------------------------------------|------------|
| Population                         | % Students |
| Free- and Reduced-Price Lunch      | 66.2       |
| English Learners                   | 3.2        |
| Special Education                  | 11.8       |

### Teacher Workforce

**Size of Total Workforce<sup>iv</sup>:** 44,540

| 2018 Teacher Preparation Statistics <sup>v</sup> |       |
|--|-------|
| Total Completers                                 | 2,365 |
| Traditional IHE-based Program                    | 40.8% |
| Alternative IHE-Based Program                    | 21.9% |
| Alternative Non-IHE-Based Program                | 37.3% |

**Teacher Workforce Reporting:** The Department of Education publishes a host of data, including annual [District and Regional Educator Workforce Reports](#) that report on recruiting and hiring, teacher effectiveness, retention, promotion, granting tenure, and compensation.

**Teacher Prep Reporting:** Louisiana recently approved a [new system](#) for program accountability and reporting. Programs will be evaluated every two years at the pathway level (undergraduate or graduate) using a new quality rating system. It will consist of three domains: preparation program experience, meeting workforce needs, and teacher quality.

Louisiana publishes annual [Teacher Preparation Data Dashboards](#) on its website for each provider. The state also publishes a [Fact Book](#) that includes information for all providers across the state, designed to support candidate EPP selection and district hiring decisions.

**Vacancies:** Louisiana hosts a website, [Teach Louisiana](#), that is meant to support potential teachers in the state. A section on the website lists job vacancies separated by geographical location, map view, and position type. As of October 2019, Louisiana had 114 teacher position vacancies.

**Recruitment:** A number of statewide and local programs to recruit candidates, especially to teach in rural districts, are currently in effect:

- [Grants have been awarded](#) to rural schools to pilot GYO post-baccalaureate educator prep programs from 2018-2020.
- [Believe and Prepare](#) teacher preparation program.
- ["Be A Teacher LA" statewide teacher recruitment campaign](#).

**Certification Requirements:** Certification requirements include the Praxis II, Teaching Reading Praxis (for alt route candidates in PK-5 and Special Education), and the Praxis I. Candidates who have an ACT composite score of 22, an SAT combined score of 1100 (New SAT, 1030 prior to March 2016), or have been admitted to an alternative program and have a master's degree will be exempt from the Praxis I.

**Emergency Certification:** Louisiana offers a [Temporary Authority to Teach certificate](#) to teachers who have not met licensure requirements to teach for up to a year, and their certificate is not renewable after that year. Districts may request a TAT for an applicant who has earned a baccalaureate degree from a regionally accredited institution and passing scores on the Praxis Preprofessional Skills Tests or appropriate scores on the ACT or SAT and at least a 2.20 GPA.

The state also offers a [Temporary Employment Permit](#) that is valid for one school year, renewable annually, and may be held a maximum of three years while the holder pursues satisfaction of state Praxis requirements. Upon completion of the three years of employment on this certificate, for continued employment in a Louisiana school system, the holder must fulfill guidelines for a Level 1 or higher-level certificate.

**Teacher Prep Program Approval and Accountability:** For approval, programs must submit a proposal to LDE, which includes evidence of coursework, partnerships, and clinical requirements that meet state requirements for approval and contain a candidate evaluation tool that aligns to state teacher standards. Providers must maintain effective ratings on the Louisiana teacher preparation quality rating system biannually and report metrics annually. Metrics include completer demographics, educational attainment, exam results, VAM, evaluation ratings, and proportion of completers teaching in high-need areas. Teacher preparation providers that receive a quality rating of level 3 or above shall move to a four-year accountability cycle.

**Teacher Prep Program Requirements:** Programs require an entering GPA of 2.5 or higher for most programs and the PPST and Praxis I Core exams (with minimum cutoff scores). Courses and practice experiences must integrate content, theory, and practice, and current Louisiana student standards and instructional resources, and require candidates to demonstrate mastery of required competencies through a series of performance assessments and tasks. All candidates must complete [120 credit hours](#), including a specified number of credits in general education, content focus area(s) in alignment with their certification area, methodology, and pedagogy. Candidates must complete a one-year supervised residency (180 hours or more) in a school setting, in partnership with an

LEA; candidate must be provided actual practice experience in classroom settings within schools with varied socioeconomic characteristics.

## Policy Landscape

**Governance:** The Louisiana Department of Education is helmed by a Superintendent of Education, who is appointed by the Board of Elementary and Secondary Education. John White was appointed to the position in 2012 and is currently the longest tenured education chief in the country.

The Louisiana Board of Elementary and Secondary Education (BESE) is the administrative body governing the state's public elementary and secondary schools as well as some non-public schools. The board is composed of 11 members, eight of whom are elected by district and three of whom are appointed by the Governor to represent the state at-large. Members serve four-year terms.

**Union Presence:** Collective bargaining is allowed but not required in the state, and teachers are permitted to strike. The union does not have a strong presence in the state, as only 57.8% of teachers belong to one.<sup>3</sup>

**Recent Policy Changes:** Undergraduate teacher preparation programs formerly required one semester of student teaching, [LDE now requires an entire academic year of student teaching with an effective mentor teacher](#), moving to more of a teacher residency model. The prescribed coursework requirements in their current form are new—they have become more rigorous over time, aligning EPP offerings and accountability to rigorous state standards.

Gov. John Bel Edwards has proposed a statewide teacher pay raise as one of his key priorities for the 2019 legislative session. That \$135 million effort, which faces pushback from some House Republican leaders, would raise salaries by \$1,000 for teachers and \$500 for support workers across the state. The governor signed a \$30 billion budget for the 2019-2020 school year which included the statewide teacher pay increase.

## Trends

**Size and composition:** Louisiana is much more rural than the average US state, with over 75% of its students attending non-city schools. The student to teacher ratio is about 16 to 1, and the state is about 45% white and 45% black. The teacher workforce is more diverse than most other states, but still predominately white. For its population, LA has a large number of teacher prep programs, and alternative, non-IHE based enrollment has grown over the last few years (enrollment has more than doubled since 2014-2015). Traditional prep program enrollment and completion has decreased, while alternative non-IHE based program offerings have more than doubled since 2014.

**Shortages and mismatches:** Louisiana acknowledges the rural educator shortages and lack of access to IHE-based EPPs in many parts of the state. While teacher pay in LA is lower than the national average, it is higher than most neighboring states.

There are limited pipelines of STEM and Special Education teachers in districts of all geographic types. A large proportion of teachers are retiring over the next decade, and there are few new teachers (especially in these subject areas) entering the pipeline by comparison.

**Current Focuses and Challenges:** Louisiana has strong reporting and accountability systems for education in the state, yet is not seeing student achievement improve at a steady rate, though it has [reported](#) increases in graduation rates and college enrollment. They created their own state-wide standards aligned test called LEAP which has increased the number of students who have scored "Mastery." However, NAEP exam scores remain low and student achievement growth has somewhat stagnated. The NOLA public school district is almost completely comprised of charter schools, which do not require teachers to be certified. With the teacher force growing in the largest city in LA, this charter sector growth may have had an impact on EPP enrollment. Louisiana recognizes that there are many rural regions in the state that do not have equitable access to high quality teacher pipelines. In

such a rural state, alt route programs may be the best way to reach farther out populations, as access to IHEs is more limited. The state is currently [supporting GYO pilots](#) in rural schools in an effort to ensure access to high quality teacher prep for all candidates.

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<sup>i</sup> *United States Census Quick Facts*. (2018). Retrieved October 2019, from Census.gov: <https://www.census.gov/quickfacts/>

<sup>ii</sup> Iowa State University. (2010). *Urban Percentage of the Population for States*, Historical. Retrieved from Iowa Community Indicators Program: <https://www.icip.iastate.edu/tables/population/urban-pct-states>

<sup>iii</sup> Institute of Education Sciences. (2018). *Digest of Education Statistics*. Retrieved from National Center for Education Statistics: [https://nces.ed.gov/programs/digest/2018menu\\_tables.asp](https://nces.ed.gov/programs/digest/2018menu_tables.asp)

<sup>iv</sup> Institute of Education Sciences. (2012). *Digest of Education Statistics*. Retrieved from National Center for Education Statistics: [https://nces.ed.gov/programs/digest/d17/tables/dt17\\_209.30.asp](https://nces.ed.gov/programs/digest/d17/tables/dt17_209.30.asp)

<sup>v</sup> U.S. Department of Education. (2018). *2018 Title II Reports*. Retrieved from Title II: <https://title2.ed.gov/Public/Home.aspx>