NORTHERN REGION

2016-2017 EDUCATOR WORKFORCE REPORT

Region Profile: 329 Schools • 10,273 Teachers • 158,195 Students • 70% Economically Disadvantaged Students • 12% Students with Disabilities • 56% 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	**1,481**	**17%**	**450**	**5%**
A	State	1,536	14%	375	3%
	REGION	**289**	**16%**	**76**	**4%**
B	State	1,811	16%	507	4%
	REGION	**471**	**18%**	**88**	**3%**
C	State	1,549	16%	687	7%
	REGION	**359**	**18%**	**114**	**6%**
D	State	829	16%	462	9%
	REGION	**257**	**14%**	**114**	**6%**
F	State	268	18%	152	10%
	REGION	**77**	**14%**	**48**	**9%**
No Letter Grade	State	126	24%	30	6%
	REGION	**40**	**24%**	**12**	**7%**

**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	
Elementary	State	79,012	2,902	4%	3,616	5%
	REGION	**19,283**	**503**	**3%**	**883**	**5%**
English	State	18,983	1,459	8%	1,131	6%
	REGION	**4,872**	**551**	**11%**	**236**	**5%**
Math	State	18,751	1,953	10%	1,444	8%
	REGION	**4,588**	**735**	**16%**	**308**	**7%**
Science	State	14,896	1,876	13%	1,051	7%
	REGION	**3,504**	**543**	**15%**	**188**	**5%**
Social Studies	State	15,669	1,460	9%	899	6%
	REGION	**3,771**	**472**	**13%**	**188**	**5%**
Special Education*	State	20,940	4,368	21%	1,050	5%
	REGION	**3,994**	**861**	**22%**	**153**	**4%**

**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	**32,039**	**42%**	**8,383**	**30%**	**26,794**	**43%**	**10,662**	**30%**
INEXPERIENCED								
State	82,586	23%	18,227	18%	72,184	25%	25,720	18%
REGION	**16,338**	**21%**	**4,378**	**16%**	**14,174**	**22%**	**5,864**	**17%**
INEFFECTIVE								
State	112,968	31%	38,530	37%	89,987	32%	53,773	37%
REGION	**27,042**	**35%**	**10,682**	**39%**	**22,111**	**34%**	**13,470**	**38%**

**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	**994**	**100%**	**970**	**100%**	**865**	**100%**	**1,583**	**56%**
Newly Hired Teachers on a Practitioner's License	State	1,074	21%	956	20%	568	13%	1,902	73%
	REGION	**206**	**21%**	**201**	**21%**	**118**	**14%**	**339**	**65%**
Newly Hired Teacher Preparation Program Completers**	State	705	14%	729	15%	726	17%	1,172	54%
	REGION	**141**	**14%**	**148**	**15%**	**175**	**20%**	**226**	**49%**

**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	**Louisiana Tech University**	**130**	**73%**	**49**	**27%**	**Grades 1-5 (Elementary), Grades Pk-3, English**	**88**	**49%**
REGION 2	**University of Louisiana at Monroe**	**109**	**77%**	**32**	**23%**	**Grades 1-5 (Elementary), Elem: Elementary Grades 1-8, English**	**65**	**46%**
REGION 3	**Louisiana State University - Shreveport**	**90**	**88%**	**12**	**12%**	**Grades 1-5 (Elementary), Grades Pk-3, English**	**44**	**43%**
REGION 4	**Northwestern State University**	**58**	**60%**	**38**	**40%**	**Grades 1-5 (Elementary), Grades Pk-3, English**	**53**	**55%**
REGION 5	**iTeach Louisiana**	**0**	**0%**	**71**	**100%**	**Grades 1-5 (Elementary), Grades 4-8 (Mathematics), Social Studies**	**45**	**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	**Louisiana Tech University**	**34**	**Elementary (Grades 1-5); Early Childhood PK-3; Health and Physical Education**
REGION 2	**Caddo Teching Academy**	**10**	**Elementary (Grades 1-5); Biology; English (Grades 6-12)**
REGION 3	**Northwestern State University**	**5**	**General Science; Mathematics (Grades 4-8); Social Studies (Grades 4-8)**

**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	**74**	**22**	**14%**	**41%**	**32%**	**14%**

**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		**2,176**	**11%**	**39%**	**31%**	**19%**
CERTIFICATION STATUS						
Certified	State	8,430	9%	38%	32%	21%
	REGION	**2,020**	**10%**	**38%**	**32%**	**20%**
Uncertified	State	397	15%	40%	26%	18%
	REGION	**78**	**22%**	**44%**	**22%**	**13%**
SUBJECT AREAS						
Algebra	State	672	11%	40%	28%	21%
	REGION	**161**	**11%**	**45%**	**26%**	**19%**
English	State	4,320	12%	34%	31%	23%
	REGION	**948**	**13%**	**35%**	**30%**	**22%**
Geometry	State	469	11%	39%	28%	22%
	REGION	**109**	**16%**	**43%**	**22%**	**19%**
Math	State	3,587	10%	36%	31%	22%
	REGION	**781**	**11%**	**40%**	**30%**	**19%**
Science	State	3,186	10%	37%	32%	21%
	REGION	**682**	**12%**	**35%**	**31%**	**21%**

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	**47**	**3%**	**9**	**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	**$48,181**	**$42,717**	**$47,095**	**$47,985**	**$46,910**	**$47,765**

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	**$72,701**	**$64,056**	**$69,531**	**$75,575**	**$69,510**

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)

GEOGRAPHIC AREA	2013-2014		2014-2015		2015-2016	
State	7,204	14%	6,825	14%	6,622	13%
REGION	**1,336**	**12%**	**1,383**	**13%**	**1,294**	**12%**

TSGD RESULTS OF DEPARTING TEACHERS (2013-2016)

GEOGRAPHIC AREA	PERCENTAGE OF DEPARTING TEACHERS WITH HIGHLY EFFECTIVE OR EFFECTIVE: PROFICIENT TSGD RESULTS	
State	1,584	48%
REGION	**291**	**40%**

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	**411**	**10%**	**830**	**21%**	**783**	**20%**	**558**	**14%**	**587**	**15%**	**844**	**21%**

TEACHERS PROMOTED TO SCHOOL AND DISTRICT LEADERSHIP POSITIONS

POSITION	GEOGRAPHIC REGION	NUMBER PROMOTED	NUMBER PROMOTED WITH TSGD RESULTS	PERCENTAGE OF PROMOTED TEACHERS WITH HIGHLY EFFECTIVE OR EFFECTIVE PROFICIENT TSGD RESULTS
School Leadership Role	State	164	26	77%
	REGION	**42**	**10**	**70%**
District Leadership Role	State	32	4	50%
	REGION	**6**	**1**	**0%**

TENURE

GEOGRAPHIC REGION	NUMBER OF TEACHERS WITH TENURE		NUMBER OF TEACHERS ON TRACK TO EARN TENURE	
State	20,850	42%	3,172	6%
REGION	**4,380**	**43%**	**924**	**9%**

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	**Louisiana Tech University**	**66**	**92%****	**79**	**85%****	**78**	**80%****
REGION 2	**University of Louisiana at Monroe**	**56**	**89%****	**45**	**88%****	**35**	**80%****
REGION 3	**Northwestern State University**	**39**	**87%****	**35**	**83%****	**42**	**70%****

**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)

GEOGRAPHIC AREA	2013-2014		2014-2015		2015-2016	
State	372	13%	419	14%	411	14%
REGION	**73**	**12%**	**81**	**13%**	**101**	**16%**

SCHOOL PERFORMANCE OF SCHOOL LEADERS WHO DEPARTED IN 2015-2016

GEOGRAPHIC AREA	SCHOOL LEADERS OF TOP PERFORMING/TOP GROWTH SCHOOLS	SCHOOL LEADERS OF LOW PERFORMING/LOW GROWTH SCHOOLS
State	147	88
REGION	**32**	**26**

**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

Count of Teachers	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.
Out-of-field Teachers	Teachers who hold one of the following valid certificates: Professional Level 1, 2, 3; Type C, B, or A; Out-of-State; Foreign Language Elementary Special Certificate; Practitioner 1, 2, or 3 license; World Language Certificate; Extended Endorsement License; or a standard certificate for teachers in nonpublic schools, but who do not hold the certification area for their teaching assignment in at least one class (e.g., a teacher certified in Elementary who is teaching secondary Science).
Uncertified teachers	Teachers who do not hold a certificate as described above, including those who hold a Temporary Authority to Teach (TA, T1, T2, or T3), a Temporary Employment Permit (TEP, TEP2, TEP3), or teachers who do not hold any certificate.
Inexperienced	Any teacher in his/her first year of teaching in the classroom.
Ineffective	A teacher with Ineffective or Effective: Emerging Transitional Student Growth Data results.
High-Need Schools	Schools with 75% minority and/or 75% Economically Disadvantaged Students in 2016-2017
Students Economically Disadvantaged	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.
Students Non-Economically Disadvantaged	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.
Students Minority	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.
Students Non-Minority	Student who is NOT a member of a minority race or ethnicity. Includes only students NOT attending Title I schools.

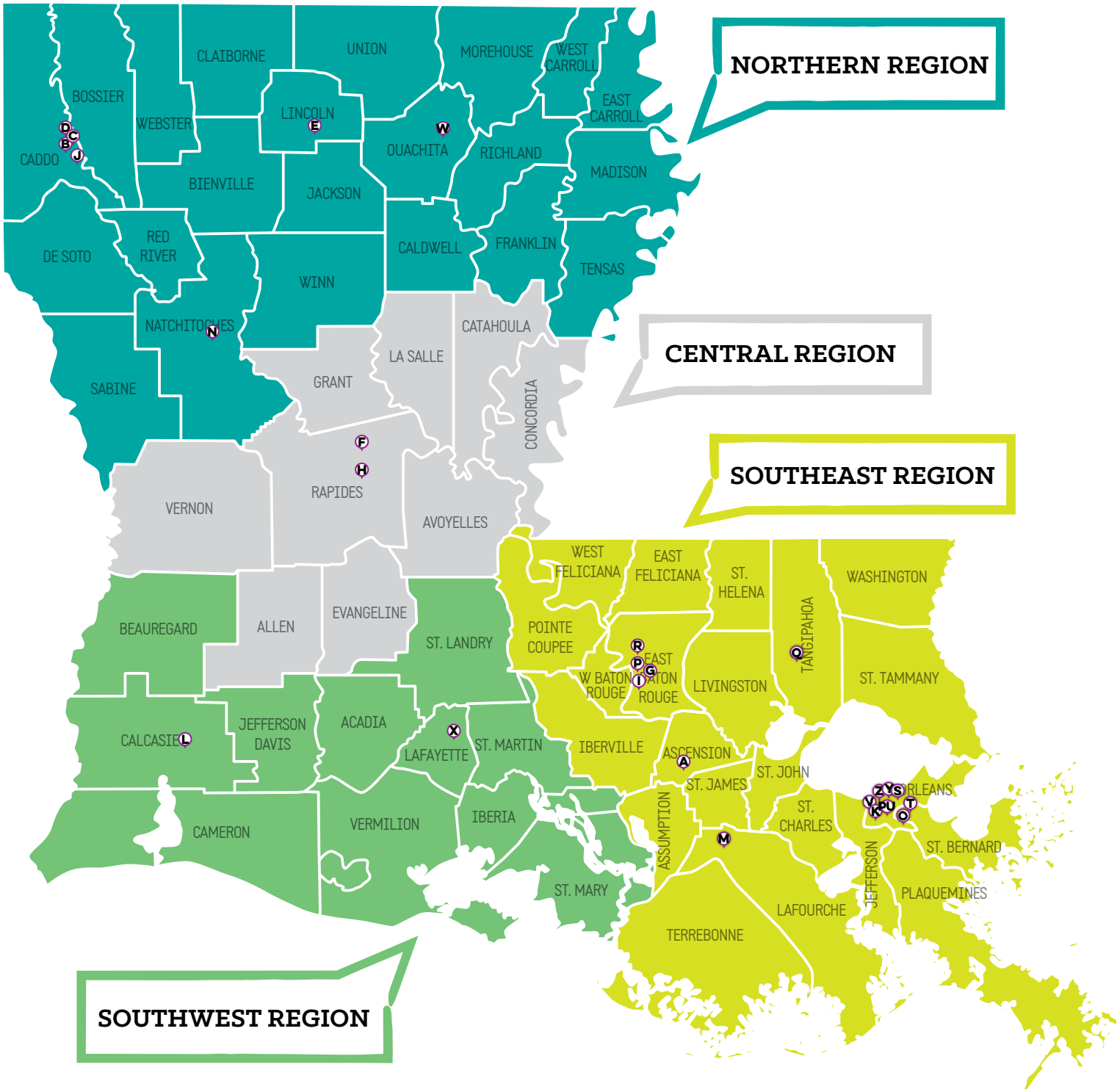
CLASSES TAUGHT BY OUT OF FIELD OR UNCERTIFIED TEACHERS

Elementary	Course codes 120300, 120310, 120315, 121000, 121019, 030367, 030368, 030369, 030370, 030500, 030667, 030767, 120300, 121100, 121400, 122500, 122519, 123000, 123105, 123111, 150800, 160300, 190178, 220000, 700000
Math	Course code category MATH, ALGE, or GEOM, except for the elementary course 160300
English	Course code category ENGL, except for elementary courses 120300, 120310, 120315
Science	Course category code SCIE, CHEM, BIOL, PHYS, except for the elementary course 150800
Social Studies	Course category code SOCS, except for the elementary course 220000
Special Education	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
Northern	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,
Central	002, 005, 013, 015, 020, 022, 030, 040, 058	Allen, Avoyelles, Catahoula, Concordia, Evangeline, Grant, LaSalle, Rapides, Vernon
Southwest	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
Southeast	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

Newly Hired Teachers	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.
Teachers hired on a practitioner's license	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.
Teacher hired from a preparation program	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.
Undergraduate	Teachers who were hired in the region and state who completed a teacher preparation program at the undergraduate level.
Post-Baccalaureate	Teachers who were hired in the region and state who completed a teacher preparation program at a post-baccalaureate level.
Highest sending teacher preparation programs	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.
Most frequent certification areas	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.

Top performing/top growth schools	• 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	• 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 forwhich theywere 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	• 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	• 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