

# Educator Diversity State Profile: **LOUISIANA**



RESEARCH SAYS THAT TEACHER DIVERSITY BENEFITS ALL STUDENTS, REGARDLESS OF RACE OR ETHNICITY. HOWEVER, WHILE THE MAJORITY OF STUDENTS IN THE U.S. ARE OF COLOR, ONLY ABOUT 20% OF TEACHERS ARE OF COLOR.

Increasing the racial and cultural diversity of the teacher workforce takes a statewide commitment to collecting and analyzing educator workforce data and leading targeted, data-informed efforts to develop policies that recruit, support, and retain a high-quality and diverse educator workforce. This brief is designed to support these efforts by providing data analyses and a landscape of policies and practices in each state for advocates, educators, and policymakers leading this work at the state level. See how Louisiana fares.

## Louisiana Demographic Data (2019-20)<sup>1</sup>

**Student Data Source:** State Website <https://www.louisianabelieves.com/resources/library/student-attributes>

**Teacher Data Source:** Data Request

Race/ethnicity	Students	Teachers <sup>2</sup>	Paraprofessionals <sup>3</sup>
Asian	1.6%	0.9%	1%
Black	42.5%	23.5%	44%
Latino	8.4%	1.9%	3%
Multiracial	2.9%	0.4%	0%
American Indian/ Alaska Native	0.6%	0.3%	1%
Native Hawaiian/ Pacific Islander	0.1%	0.0%	0%
White	43.9%	73.0%	51%
<b>Total Percentage of People of Color<sup>4</sup></b>	<b>54.5%</b>	<b>26.1%</b>	<b>48%</b>

1. The data was pulled from K-12 public and charter schools in the state, 2. K-12 classroom teacher full-time equivalents, 3. Paraprofessional full-time equivalents, 4. People of color describes people who identify as Black, Latino, multiracial, American Indian/Alaska Native, and Native Hawaiian/Pacific Islander

<b>Schools With No Teachers of Color</b>	<b>9.7%</b>
<b>Percentage of All Students in Schools with No Teachers of Color</b>	<b>7.0%</b>

To examine whether students have access to diverse teachers in their schools, we analyzed school-level data on teacher and student race and ethnicity. The following describes state-level findings regarding students' access to teachers of color and same-race teachers as well as the prevalence of teachers teaching in schools with no other same-race colleagues.

State Teacher Diversity Data							
	Asian	Black	Latino	Multiracial	American Indian/ Alaska Native	Native Haw./ Pac. Islander	White
Percent of students attending schools with no teachers of color	*	1.7%	4.2%	*	*	*	12.7%
Percent of students attending schools with no same-race teachers	*	3.0%	37.0%	*	*	*	0.0%
Percent of students attending schools with >5% same-race teachers	*	90.6%	25.9%	*	*	*	100.0%
Percent of teachers working in schools with no other same-race teacher	38.7%	1.3%	28.0%	46.0%	65.5%	81.5%	0.0%

## State Teacher Equity Data (2018-19)

Strong teachers are the most impactful contributor to student achievement, yet on average, students of color are disproportionately taught by inexperienced and out-of-field teachers. States must track student access to strong teachers and take proactive policy measures to ensure that students of color have equitable access to non-novice and certified teachers. The following represents Louisiana students' access to out-of-field and inexperienced teachers disaggregated by race:

- Definitions:
  - Percentage of out-of-field teachers
    - Louisiana defines out-of-field teachers as: "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)."
  - Percentage of inexperienced teachers
    - Louisiana defines inexperienced teachers as "Any teacher in his/her first year of teaching in the classroom."
  - For more information: [https://www.louisianabelieves.com/docs/default-source/teaching/2018-2019-state-educator-workforce-report.pdf?sfvrsn=eea59b1f\\_7](https://www.louisianabelieves.com/docs/default-source/teaching/2018-2019-state-educator-workforce-report.pdf?sfvrsn=eea59b1f_7)

## Statewide Averages

Average percentage of inexperienced teachers in a school	3.1%
Average percentage of out-of-field teachers in a school	20.1%

\*Less than 3% students. # Fewer than 10 teachers

## Statewide Teacher Inexperience Data

Student experience by race/ethnicity				
	All students	Black	Latino	White
Percent of students attending schools with higher-than-average rates of teacher inexperience	32.8%	42.8%	36.8%	22.9%
Percent of students attending schools with no inexperienced teachers	51.0%	41.4%	46.5%	60.6%
Percent of students attending schools with less than 10% inexperienced teachers	40.2%	44.1%	45.0%	35.7%
Percent of students attending schools with more than 10% inexperienced teachers	8.8%	14.5%	8.5%	3.7%

Student makeup of Louisiana's schools with high/low teacher inexperience rates			
	Black	Latino	White
Schools with higher-than-average rates of teacher inexperience	55.5%	8.4%	31.4%
Schools with lower-than-average rates of teacher inexperience	36.3%	7.1%	51.4%

## Statewide Teacher Out-of-Field Data

Student experience by race/ethnicity				
	All students	Black	Latino	White
Percent of students attending schools with higher-than-average rates of out-of-field teachers	35.9%	47.3%	39.5%	25.0%
Percent of students attending schools with no out-of-field teachers	4.1%	2.8%	3.9%	5.4%
Percent of students attending schools with less than 10% out-of-field teachers	67.1%	57.7%	63.9%	76.1%
Percent of students attending schools with more than 10% out-of-field teachers	28.8%	39.6%	32.3%	18.5%

\*Less than 3% students. # Fewer than 10 teachers

### Student makeup of Louisiana's schools with high/low teacher Out-of-Field rates

	Black	Latino	White
<b>Schools with higher-than-average rates of out-of-field teachers</b>	56.1%	8.2%	31.2%
<b>Schools with lower-than-average rates of out-of-field teachers</b>	35.1%	7.1%	52.5%

## District Teacher Diversity and Equity Data

Access to strong, diverse teachers can vary widely across districts within a state – statewide averages can mask those differences. The following describes the same [data points on access to strong and diverse teachers](#) for select districts in the state: (See the Appendix for data that shows gaps between students of color and teachers of color for all LEAs in the state.)

### NEW ORLEANS (ORLEANS PARISH DISTRICT & CHARTER SCHOOLS)

Student experience by race/ethnicity							
	Asian	Black	Latino	Multiracial	Native	Pacific Islander	White
<b>Percent of students attending schools with no teachers of color</b>	*	0.0%	0.0%	*	*	*	0.0%
<b>Percent of students attending schools with no same-race teachers</b>	*	0.0%	19.3%	*	#	#	0.2%
<b>Percent of students attending schools with &gt;5% same-race teachers</b>	*	100.0%	45.2%	*	#	#	99.4%
<b>Percent of teachers working in schools with no other same-race teacher</b>	47.2%	0.0%	14.4%	0.0%	#	#	0.3%
<b>Number of paraprofessionals (FTEs)</b>	14	803	47	10	2	0	134

### NEW ORLEANS TEACHER INEXPERIENCE AND OUT-OF-FIELD DATA

<b>Average percentage of inexperienced teachers in a school</b>	<b>10.3%</b>
<b>Average percentage of out-of-field teachers in a school</b>	<b>56.8%</b>

\*Less than 3% students. # Fewer than 10 teachers

## New Orleans Teacher Inexperience Data

Student experience by race/ethnicity				
	All students	Black	Latino	White
Percent of students attending schools with higher-than-average rates of teacher inexperience	75.8%	78.3%	76.0%	52.8%
Percent of students attending schools with no inexperienced teachers	16.2%	12.5%	21.9%	45.9%
Percent of students attending schools with less than 10% inexperienced teachers	36.8%	36.9%	37.1%	29.7%
Percent of students attending schools with more than 10% inexperienced teachers	47.0%	50.6%	41.0%	24.4%

Student makeup of Orleans' schools with high/low teacher inexperience rates			
	Black	Latino	White
Schools with higher-than-average rates of teacher inexperience	83.6%	7.4%	5.6%
Schools with lower-than-average rates of teacher inexperience	72.7%	7.3%	15.6%

## New Orleans Teacher Out-of-Field Data

Student experience by race/ethnicity				
	All students	Black	Latino	White
Percent of students attending schools with higher-than-average rates of out-of-field teachers	95.9%	96.8%	97.4%	86.7%
Percent of students attending schools with no out-of-field teachers	0%	0%	0%	0%
Percent of students attending schools with less than 10% out-of-field teachers	5.7%	4.8%	5.9%	13.7%
Percent of students attending schools with more than 10% out-of-field teachers	94.3%	95.2%	94.1%	86.3%

\*Less than 3% students. # Fewer than 10 teachers

### Student makeup of Orleans' schools with high/low teacher out-of-field rates

	Black	Latino	White
Schools with higher-than-average rates of out-of-field teachers	81.7%	7.5%	7.2%
Schools with lower-than-average rates of out-of-field teachers	63.5%	4.8%	26.4%

## JEFFERSON PARISH

### Student experience by race/ethnicity

	Asian	Black	Latino	Multiracial	Native	Pacific Islander	White
Percent of students attending schools with no teachers of color	2.6%	0.1%	0.2%	*	*	*	3.1%
Percent of students attending schools with no same-race teachers	60.6%	0.4%	10.7%	#	*	#	0.0%
Percent of students attending schools with >5% same-race teachers	14.2%	97.0%	54.5%	#	*	#	100.0%
Percent of teachers working in schools with no other same-race teacher	27.5%	0.2%	15.2%	#	81.8%	#	0.0%
Number of paraprofessionals (FTEs)	17	436	183	0	4	2	472

### JEFFERSON PARISH TEACHER INEXPERIENCE AND OUT-OF-FIELD DATA

Average percentage of inexperienced teachers in a school	2.7%
Average percentage of out-of-field teachers in a school	30.1%

\*Less than 3% students. # Fewer than 10 teachers

JEFFERSON PARISH TEACHER INEXPERIENCE DATA

Student experience by race/ethnicity				
	All students	Black	Latino	White
Percent of students attending schools with higher-than-average rates of teacher inexperience	39.2%	42.2%	37.4%	36.5%
Percent of students attending schools with no inexperienced teachers	42.3%	39.5%	40.3%	47.8%
Percent of students attending schools with less than 10% inexperienced teachers	53.7%	53.8%	58.3%	48.8%
Percent of students attending schools with more than 10% inexperienced teachers	4.0%	6.7%	1.4%	3.4%

Student makeup of Jefferson's schools with high/low teacher inexperience rates			
	Black	Latino	White
Schools with higher-than-average rates of teacher inexperience	41.3%	27.7%	23.2%
Schools with lower-than-average rates of teacher inexperience	36.4%	29.9%	26.0%

JEFFERSON PARISH TEACHER OUT-OF-FIELD DATA

Student experience by race/ethnicity				
	All students	Black	Latino	White
Percent of students attending schools with higher-than-average rates of out-of-field teachers	72.0%	77.8%	68.9%	68.3%
Percent of students attending schools with no out-of-field teachers	0.0%	0.0%	0.0%	0.0%
Percent of students attending schools with less than 10% out-of-field teachers	38.8%	30.6%	43.4%	44.8%
Percent of students attending schools with more than 10% out-of-field teachers	61.2%	69.4%	56.6%	55.2%

\*Less than 3% students. # Fewer than 10 teachers

Student makeup of Jefferson's schools with high/low teacher out-of-field rates			
	Black	Latino	White
Schools with higher-than-average rates of out-of-field teachers	41.3%	27.7%	23.6%
Schools with lower-than-average rates of out-of-field teachers	30.4%	32.3%	28.3%

## EAST BATON ROUGE PARISH

Student experience by race/ethnicity							
	Asian	Black	Latino	Multiracial	Native	Pacific Islander	White
Percent of students attending schools with no teachers of color	0.0%	0.0%	0.0%	*	*	*	0.0%
Percent of students attending schools with no same-race teachers	17.0%	0.0%	18.2%	*	#	#	0.2%
Percent of students attending schools with >5% same-race teachers	31.3%	99.0%	33.5%	*	#	#	99.8%
Percent of teachers working in schools with no other same-race teacher	11.0%	0.1%	18.7%	53.3%	#	#	0.1%
Number of paraprofessionals (FTEs)	29	662	11	4	0	0	117

### EAST BATON ROUGE PARISH TEACHER INEXPERIENCE AND OUT-OF-FIELD DATA

Average percentage of inexperienced teachers in a school	4.1%
Average percentage of out-of-field teachers in a school	17.8%

\*Less than 3% students. # Fewer than 10 teachers



### EAST BATON ROUGE TEACHER INEXPERIENCE DATA

Student experience by race/ethnicity				
	All students	Black	Latino	White
Percent of students attending schools with higher-than-average rates of teacher inexperience	44.46%	44.71%	52.03%	39.49%
Percent of students attending schools with no inexperienced teachers	35.7%	37.6%	26.8%	31.5%
Percent of students attending schools with less than 10% inexperienced teachers	55.3%	54.3%	64.1%	53.7%
Percent of students attending schools with more than 10% inexperienced teachers	9.0%	8.1%	9.1%	14.8%

Student makeup of East Baton Rouge's schools with high/low teacher inexperience rates			
	Black	Latino	White
Schools with higher-than-average rates of teacher inexperience	74.2%	11.5%	10.0%
Schools with lower-than-average rates of teacher inexperience	73.5%	8.5%	12.3%

### EAST BATON ROUGE PARISH TEACHER OUT-OF-FIELD DATA

Student experience by race/ethnicity				
	All students	Black	Latino	White
Percent of students attending schools with higher-than-average rates of out-of-field teachers	32.3%	36.3%	24.7%	20.2%
Percent of students attending schools with no out-of-field teachers	0.0%	0.0%	0.0%	0.0%
Percent of students attending schools with less than 10% out-of-field teachers	74.7%	71.0%	83.0%	85.3%
Percent of students attending schools with more than 10% out-of-field teachers	23.1%	26.5%	14.7%	14.0%

\*Less than 3% students. # Fewer than 10 teachers

Student makeup of East Baton Rouge's schools with high/low teacher out-of-field rates			
	Black	Latino	White
Schools with higher-than-average rates of out-of-field teachers	82.8%	7.5%	7.1%
Schools with lower-than-average rates of out-of-field teachers	69.5%	10.9%	13.3%

## CADDO PARISH

Student experience by race/ethnicity							
	Asian	Black	Latino	Multiracial	Native	Pacific Islander	White
Percent of students attending schools with no teachers of color	*	.3%	1.4%	*	*	*	2.9%
Percent of students attending schools with no same-race teachers	*	.3%	56%	#	*	#	0%
Percent of students attending schools with ≥5% same-race teachers	*	97%	3%	#	*	#	100%
Percent of teachers working in schools with no other same-race teacher	27%	.1%	37%	#	53%	#	0%
Number of paraprofessionals (FTEs)	5	517	5	0	4	0	200

### CADDO PARISH TEACHER INEXPERIENCE AND OUT-OF-FIELD DATA

Average percentage of inexperienced teachers in a school	3.6%
Average percentage of out-of-field teachers in a school	13.9%

\*Less than 3% students. # Fewer than 10 teachers

### CADDO PARISH TEACHER INEXPERIENCE DATA

Student experience by race/ethnicity				
	All students	Black	Latino	White
Percent of students attending schools with higher-than-average rates of teacher inexperience	43.7%	54.0%	40.3%	23.9%
Percent of students attending schools with no inexperienced teachers	23.8%	19.7%	24.4%	31.2%
Percent of students attending schools with less than 10% inexperienced teachers	67.6%	69.4%	70.5%	64.2%
Percent of students attending schools with more than 10% inexperienced teachers	8.6%	10.9%	5.1%	4.6%

Student makeup of Caddo's schools with high/low teacher inexperience rates			
	Black	Latino	White
Schools with higher-than-average rates of teacher inexperience	77.5%	3.5%	16.2%
Schools with lower-than-average rates of teacher inexperience	51.2%	4.0%	40.1%

### CADDO PARISH TEACHER OUT-OF-FIELD DATA

Student experience by race/ethnicity				
	All students	Black	Latino	White
Percent of students attending schools with higher-than-average rates of out-of-field teachers	19.6%	23.6%	15.9%	12.8%
Percent of students attending schools with no out-of-field teachers	0.8%	1.3%	0.2%	0.0%
Percent of students attending schools with less than 10% out-of-field teachers	85.8%	82.2%	89.6%	91.6%
Percent of students attending schools with more than 10% out-of-field teachers	13.4%	16.5%	10.2%	8.4%

\*Less than 3% students. # Fewer than 10 teachers

### Student makeup of Caddo's schools with high/low teacher out-of-field rates

	Black	Latino	White
Schools with higher-than-average rates of out-of-field teachers	75.6%	3.1%	19.4%
Schools with lower-than-average rates of out-of-field teachers	59.6%	4.0%	32.2%

### CITY OF MONROE SCHOOL DISTRICT

#### Student experience by race/ethnicity

	Asian	Black	Latino	Multiracial	Native	Pacific Islander	White
Percent of students attending schools with no teachers of color	*	0%	*	*	*	*	0%
Percent of students attending schools with no same-race teachers	#	0%	#	#	#	#	0%
Percent of students attending schools with ≥5% same-race teachers	#	100%	#	#	#	#	100%
Percent of teachers working in schools with no other same-race teacher	#	0%	#	#	#	#	0%
Number of paraprofessionals (FTEs)	0	151	0	1	0	0	33

#### MONROE PARISH TEACHER INEXPERIENCE AND OUT-OF-FIELD DATA

Average percentage of inexperienced teachers in a school	<1%
Average percentage of out-of-field teachers in a school	33%

\*Less than 3% students. # Fewer than 10 teachers

CITY OF MONROE TEACHER INEXPERIENCE DATA

Student experience by race/ethnicity				
	All students	Black	Latino	White
Percent of students attending schools with higher-than-average rates of teacher inexperience	11.2%	8.5%	16.0%	26.3%
Percent of students attending schools with no inexperienced teachers	75.1%	75.3%	79.8%	73.0%
Percent of students attending schools with less than 10% inexperienced teachers	24.9%	24.7%	20.2%	27.0%
Percent of students attending schools with more than 10% inexperienced teachers	0%	0%	0%	0%

Student makeup of Monroe's schools with high/low teacher inexperience rates			
	Black	Latino	White
Schools with higher-than-average rates of teacher inexperience	63.7%	2.1%	30.0%
Schools with lower-than-average rates of teacher inexperience	86.2%	1.4%	10.6%

MONROE PARISH TEACHER OUT-OF-FIELD DATA

Student experience by race/ethnicity				
	All students	Black	Latino	White
Percent of students attending schools with higher-than-average rates of out-of-field teachers	79.9%	81.0%	73.1%	75.7%
Percent of students attending schools with no out-of-field teachers	0%	0%	0%	0%
Percent of students attending schools with less than 10% out-of-field teachers	31.8%	28.3%	38.7%	50.5%
Percent of students attending schools with more than 10% out-of-field teachers	68.2%	71.7%	61.3%	49.5%

\*Less than 3% students. # Fewer than 10 teachers

Student makeup of Monroe's schools with high/low teacher out-of-field rates			
	Black	Latino	White
Schools with higher-than-average rates of out-of-field teachers	84.9%	1.3%	12.1%
Schools with lower-than-average rates of out-of-field teachers	79.1%	1.9%	15.4%

## RAPIDES PARISH

Student experience by race/ethnicity							
	Asian	Black	Latino	Multiracial	Native	Pacific Islander	White
Percent of students attending schools with no teachers of color	*	4%	36%	*	*	*	26%
Percent of students attending schools with no same-race teachers	#	7.3%	81%	#	#	#	0%
Percent of students attending schools with ≥5% same-race teachers	#	85%	0%	#	#	#	100%
Percent of teachers working in schools with no other same-race teacher	#	3.2%	80%	#	#	#	0%
Number of paraprofessionals (FTEs)	2	128	2	0	3	0	302

### RAPIDES PARISH TEACHER INEXPERIENCE AND OUT-OF-FIELD DATA

Average percentage of inexperienced teachers in a school	1.6%
Average percentage of out-of-field teachers in a school	16.6%

\*Less than 3% students. # Fewer than 10 teachers

RAPIDES PARISH TEACHER INEXPERIENCE DATA

Student experience by race/ethnicity				
	All students	Black	Latino	White
Percent of students attending schools with higher-than-average rates of teacher inexperience	19.25%	28.6%	33.2%	10.9%
Percent of students attending schools with lower-than-average rates of teacher inexperience	80.7%	71.4%	66.8%	89.1%
Percent of students attending schools with less than 10% inexperienced teachers	40.2%	42.3%	45.4%	38.7%
Percent of students attending schools with more than 10% inexperienced teachers	2.4%	5.1%	0.6%	0.3%

Student makeup of Rapides' schools with high/low teacher inexperience rates			
	Black	Latino	White
Schools with higher-than-average rates of teacher inexperience	63.3%	6.6%	28.5%
Schools with lower-than-average rates of teacher inexperience	37.6%	3.2%	55.5%

RAPIDES PARISH TEACHER OUT-OF-FIELD DATA

Student experience by race/ethnicity				
	All students	Black	Latino	White
Percent of students attending schools with higher-than-average rates of out-of-field teachers	41.4%	44.6%	39.4%	39.2%
Percent of students attending schools with no out-of-field teachers	1.0%	2.3%	0.3%	0.0%
Percent of students attending schools with less than 10% out-of-field teachers	72.5%	66.8%	64.4%	77.7%
Percent of students attending schools with more than 10% out-of-field teachers	26.5%	31.0%	35.2%	22.3%

\*Less than 3% students. # Fewer than 10 teachers

### Student makeup of Rapides' schools with high/low teacher out-of-field rates

	Black	Latino	White
Schools with higher-than-average rates of out-of-field teachers	45.9%	3.6%	47.6%
Schools with lower-than-average rates of out-of-field teachers	40.2%	3.9%	52.1%

## ST. BERNARD PARISH

### Student experience by race/ethnicity

	Asian	Black	Latino	Multiracial	Native	Pacific Islander	White
Percent of students attending schools with no teachers of color	*	4.8%	5.1%	8.4%	*	*	12%
Percent of students attending schools with no same-race teachers	#	12%	56%	#	#	#	0%
Percent of students attending schools with ≥5% same-race teachers	#	49%	25%	#	#	#	100%
Percent of teachers working in schools with no other same-race teacher	#	6.5%	27%	#	#	#	0%
Number of paraprofessionals (FTEs)	0	22	1	0	0	0	107

### ST. BERNARD PARISH TEACHER INEXPERIENCE AND OUT-OF-FIELD DATA

Average percentage of inexperienced teachers in a school	1.8%
Average percentage of out-of-field teachers in a school	8.8%

\*Less than 3% students. # Fewer than 10 teachers



ST. BERNARD PARISH TEACHER INEXPERIENCE DATA

Student experience by race/ethnicity				
	All students	Black	Latino	White
Percent of students attending schools with higher-than-average rates of teacher inexperience	5.3%	6.4%	3.0%	5.5%
Percent of students attending schools with no inexperienced teachers	69.5%	68.1%	73.1%	69.2%
Percent of students attending schools with less than 10% inexperienced teachers	25.2%	25.6%	23.9%	25.3%
Percent of students attending schools with more than 10% inexperienced teachers	5.3%	6.4%	3.0%	5.5%

Student makeup of St. Bernard's schools with high/low teacher inexperience rates			
	Black	Latino	White
Schools with higher-than-average rates of teacher inexperience	37.0%	7.7%	50.8%
Schools with lower-than-average rates of teacher inexperience	30.5%	14.1%	48.6%

ST. BERNARD PARISH TEACHER OUT-OF-FIELD DATA

Student experience by race/ethnicity				
	All students	Black	Latino	White
Percent of students attending schools with higher-than-average rates of out-of-field teachers	5.3%	6.4%	3.0%	5.5%
Percent of students attending schools with no out-of-field teachers	0.0%	0.0%	0.0%	0.0%
Percent of students attending schools with less than 10% out-of-field teachers	94.7%	93.6%	97.0%	94.5%
Percent of students attending schools with more than 10% out-of-field teachers	5.3%	6.4%	3.0%	5.5%

\*Less than 3% students. # Fewer than 10 teachers

**Student makeup of St. Bernard's schools with high/low teacher out-of-field rates**

	Black	Latino	White
<b>Schools with higher-than-average rates of out-of-field teachers</b>	37.0%	7.7%	50.8%
<b>Schools with lower-than-average rates of out-of-field teachers</b>	30.5%	14.1%	48.6%

\*Less than 3% students. # Fewer than 10 teachers

## Policy Scan

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To increase the racial diversity of the educator workforce, states must create the right policy conditions to support educator preparation programs, districts, and schools in their efforts to prepare, recruit, and retain teachers of color. The following describes the state's progress toward creating those policy conditions:

### RATING SCALE



**Meets  
Criteria**



**Partially  
Meets Criteria**



**Does Not  
Meet Criteria**

### Goals:

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- 1. Make educator diversity data visible and actionable to stakeholders**

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- 2. Set clear goals at the state and district level to increase student access to strong and diverse educators**

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- 3. Support preparation programs to recruit and prepare teachers of color**

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- 4. Target resources to intentionally recruit and hire a diverse teaching workforce**

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- 5. Improve working conditions and provide opportunities for personal and professional growth for teachers of color**

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## GOAL 1: Make Educator Diversity Visible and Actionable

For states to make progress toward increasing the racial diversity of the educator workforce, all stakeholders must have access to useful and timely educator workforce data to set goals and chart a path forward. As keepers of state data systems, state education agencies are best positioned to collect and share this data. The data should be publicly available and easily accessible so stakeholders can make targeted, strategic workforce decisions at the school, district, and state level.

*For data to be meaningful, states must:*

Criteria	State Actions
<p>MEETS CRITERIA</p> <p><b>Share annual school-level information about the racial demographics of the educator workforce, including online in a dashboard, school report cards, or a state-developed report on the diversity of the educator workforce</b></p>	<p>Louisiana posts school-level data on the racial demographics of the educator workforce on the state website through their Educator Workforce Reports and through the Louisiana School Finder. <a href="https://www.louisianabelieves.com/resources/library/workforce-attributes">https://www.louisianabelieves.com/resources/library/workforce-attributes</a></p> <p>Therefore, the state earned a green in this category. For another example of a state that earned a green, see Massachusetts' data dashboard. <a href="http://profiles.doe.mass.edu/statereport/epppcandidateenrollment.aspx">http://profiles.doe.mass.edu/statereport/epppcandidateenrollment.aspx</a></p>
<p><b>Rating Methodology:</b></p> <ul style="list-style-type: none"> <li>● Publicly available school-level data about the racial demographics of the teacher workforce included in a dashboard, report card, or report on the state of the teacher workforce</li> <li>● Publicly available district-level information about the racial demographics of the teacher workforce included in a dashboard, report card, or report on the state of teacher workforce</li> <li>● State-level information or no publicly available data on the racial demographics of the educator workforce</li> </ul>	

Criteria	State Actions
<p><b>MEETS CRITERIA</b></p> <p><b>Share the racial makeup of candidates attending in-state teacher preparation programs annually, included online in a dashboard, school report cards, or a state-developed report on the diversity of the educator workforce</b></p>	<p>Louisiana posts program-level data on the racial makeup of candidates entering in-state teacher preparation programs on the state's Louisiana Teacher Prep website.  <a href="https://louisianateacherprep.com/providers/caddo-post-baccalaureate/additional-info">https://louisianateacherprep.com/providers/caddo-post-baccalaureate/additional-info</a></p> <p>Therefore, the state earned a green in this category. For another example of a state that earned a green, see North Carolina's report cards.  <a href="https://www.dpi.nc.gov/report-cards-tests/epp-reports">https://www.dpi.nc.gov/report-cards-tests/epp-reports</a></p>

**Rating Methodology:**

- Publicly available data on the racial makeup of candidates entering each in-state teacher preparation programs each year, located through a state report or program report cards on the state-led website
- Publicly available data on website through links to the federal Title II reports and/or state-level diversity of candidates enrolled in teacher preparation programs
- Racial makeup of candidates entering teacher preparation programs not publicly available at all

Criteria	State Actions
<p><b>MEETS CRITERIA</b></p> <p><b>Share the racial makeup of candidates completing in-state teacher preparation programs annually, included online in a dashboard, school report cards, or a state-developed report on the diversity of the educator workforce</b></p>	<p>Louisiana posts program-level data on the racial makeup of candidates that complete in-state teacher preparation programs on the state website.  <a href="https://louisianateacherprep.com/providers/grambling-post-baccalaureate/additional-info">https://louisianateacherprep.com/providers/grambling-post-baccalaureate/additional-info</a></p> <p>Therefore, the state earned a green in this category. For another example of a state that earned a green, see Tennessee's publicly available dashboard of the number of racially diverse candidate completers at each educator preparation program.  <a href="https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/2019-educator-preparation-report-card/2019_Data_Download.xlsx">https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/2019-educator-preparation-report-card/2019_Data_Download.xlsx</a></p>

**Rating Methodology:**

- Publicly available data on the racial makeup of candidates completing in-state teacher preparation programs by program-level each year, located through a state report or program report cards on the state-led website
- Publicly available data on website with state-level diversity of candidates completing teacher preparation programs
- Racial makeup of program completers at in-state teacher preparation programs not publicly available

Criteria	State Actions
<div data-bbox="94 254 305 321" style="background-color: #c00000; color: white; padding: 2px; font-weight: bold;">DOES NOT MEET CRITERIA</div> <p data-bbox="142 331 685 443"><b>Publicly available persistence data disaggregated by race/ethnicity on teachers who remain in the profession</b></p>	<p data-bbox="764 170 1442 239">Louisiana does not post information about the retention rates of educators of color on the state website.</p> <p data-bbox="764 289 1490 478">The state should include data on the retention rates of educators of color through a dashboard, on individual school reports cards, or through a state-developed report that analyzes the retention rates of educators of color. For an example, see Delaware’s educator mobility data dashboard.</p> <p data-bbox="764 487 1474 520"><a href="https://data.delaware.gov/Education/Educator-Mobility/jdcc-w6wr">https://data.delaware.gov/Education/Educator-Mobility/jdcc-w6wr</a></p>

**Rating Methodology:**

- Publicly available retention or turnover data disaggregated by race/ethnicity at the school-level
- Publicly available retention or turnover data disaggregated by race/ethnicity at the state or district-level
- No data available on retention or turnover by race/ethnicity

PARTIALLY  
MEETS CRITERIA

## GOAL 2: Set clear goals at the state and district level to increase student access to strong and diverse educators

*In order to create actionable goals to increase the racial diversity of the educator workforce, states must:*

Criteria	State Actions
<p><b>Set a clear, numeric goal for increasing the racial diversity of the educator workforce that is measurable, publicly available, and includes an ultimate goal that is limited in time (e.g., within five years).</b></p>	<p>Louisiana publicly set goals through CCSSO's Diverse and Learner Ready Teachers Initiative but does not include them on their state website. <a href="https://www.usnews.com/news/education-news/articles/2018-03-28/states-to-prioritize-hiring-teachers-of-color">https://www.usnews.com/news/education-news/articles/2018-03-28/states-to-prioritize-hiring-teachers-of-color</a></p> <p>The state should create a clear, numeric goal that is measurable and limited in time and make it publicly available. For an example, see Arkansas' goal to increase the number of minority teachers in public schools by 25% in 2025. <a href="http://dese.ade.arkansas.gov/divisions/educator%20effectiveness/teach-arkansas">http://dese.ade.arkansas.gov/divisions/educator%20effectiveness/teach-arkansas</a></p>

### Rating Methodology:

- Has clear, numeric goal for increasing the racial diversity of the educator workforce that is measurable, publicly available, and includes a goal that is limited in time (e.g., increasing percentage of teachers of color by 25% in five years)
- Has publicly stated a goal or desire to increase the diversity of the workforce, but the goal is not numeric, measurable, nor includes a goal that is limited in time
- Has no publicly stated goal for increasing teacher diversity

Criteria	State Actions
<p><b>Offer opportunities to local stakeholders to provide input on and support for the goals</b></p>	<p>Louisiana has not provided opportunities to the public to provide input and support on teacher diversity goals.</p> <p>The state should make an intentional effort to engage local stakeholders to provide input and support on educator diversity goals, including through stakeholder forums, listening tours, and meetings with key education advocacy groups.</p>

### Rating Methodology:

- Makes an intentional effort to engage local stakeholders to provide input and support on educator diversity goals including through stakeholder forums, listening tours, and meetings with key education advocacy groups
- Offers public comment on legislation or policy changes related to efforts to increase the racial diversity of the educator workforce
- Does not provide opportunities to local stakeholders to provide input and support for the goals

Criteria	State Actions
<p><b>DOES NOT MEET CRITERIA</b></p> <p><b>Provide funding and guidance for districts and/or educator preparation programs to set goals and invest in strategies to increase the racial diversity of their educator populations</b></p>	<p>Louisiana releases funding guidance and opportunities for school systems to request funding to identify, recruit, and coach talent, especially in high-needs schools and high-needs content areas, and systems may use the funding to diversify the workforce.  <a href="https://www.louisianabelieves.com/docs/default-source/district-support/louisianas-school-system-planning-guide.pdf">https://www.louisianabelieves.com/docs/default-source/district-support/louisianas-school-system-planning-guide.pdf</a></p> <p>The state should provide guidance and funding for districts and/or educator preparation programs to set goals, implement strategies, and develop plans to monitor progress. For an example, see New Jersey’s Diversifying the Teacher Pipeline Competitive Grant Program for educator preparation programs to expand and develop plans to recruit and prepare more educators of color to meet the needs of partnering Local Education Agencies (LEAs).</p>

**Rating Methodology:**

- Provided guidance and funding in the last five years for districts and/or preparation programs to set goals and invest in strategies to increase the racial diversity of the workforce
- Provided guidance to districts and/or preparation programs in the last five years for setting goals and investing in strategies to increase the racial diversity of the workforce, but does not provide funding
- No guidance or funding for districts and/or preparation programs to set goals and invest in strategies to increase the racial diversity of the workforce

Criteria	State Actions
<p><b>MEETS CRITERIA</b></p> <p><b>Develop a task force, advisory group, or role within the state education agency with access to leadership to examine, create, and monitor strategies to increase the racial diversity of the educator workforce</b></p>	<p>Louisiana has a state lead of the Diverse and Learner Ready Teachers Initiative to carry on state's goals to increase the racial diversity of the workforce.</p> <p>Therefore, the state earned a green in this category. For another example of a state that earned a green, see Ohio’s Diversifying the Education Profession in Ohio Taskforce brief from fall 2018.  <a href="http://education.ohio.gov/getattachment/Topics/Teaching/Diversifying-Education-Profession-Taskforce-Recommendations.pdf.aspx?lang=en-US">http://education.ohio.gov/getattachment/Topics/Teaching/Diversifying-Education-Profession-Taskforce-Recommendations.pdf.aspx?lang=en-US</a></p>

**Rating Methodology:**

- Publicly shared information about a task force or advisory group that created a report or brief that includes data and recommendations to increase the racial diversity of the workforce at the state-level
- Publicly announced the formation of a group to examine or support educator diversity efforts at the state-level with no evidence of products that include data, recommendations, or state-level actions to address the racial diversity of the workforce
- No publicly announced group to examine educator diversity



DOES NOT  
MEET CRITERIA

### GOAL 3: Support preparation programs to recruit and prepare teachers of color

States must invest in multiple inputs toward building an educator pipeline to increase the racial diversity of the workforce, starting with the preparation of educators of color. The state must create opportunities for educators of color to enroll and succeed in preparation programs and limit unnecessary barriers to the profession. In order to support the preparation of teachers of color, the state must:

Criteria	State Actions
<p>DOES NOT MEET CRITERIA</p> <p><b>Invest in scholarship and loan forgiveness programs to attract students of color into preparation programs and the teaching profession</b></p>	<p>Louisiana does not invest in scholarships and/or loan forgiveness programs to attract students of color into teacher preparation programs.</p> <p>The state should invest in scholarships and/or loan forgiveness programs that target students of color. For an example, see Florida’s Minority Teacher Education Scholars Program. <a href="https://www.ffmt.org/index.cfm?e=inner&amp;itemcategory=23500">https://www.ffmt.org/index.cfm?e=inner&amp;itemcategory=23500</a></p>

#### Rating Methodology:

- Investment in scholarship and/or loan forgiveness programs with the focus of attracting candidates of color and diversifying the educator workforce
- Investment in scholarship and/or loan forgiveness programs that help attract all candidates to the profession but does not prioritize candidates of color
- No investment in scholarship and loan forgiveness programs to recruit future candidates

Criteria	State Actions
<p><b>MEETS CRITERIA</b></p> <p><b>Adopt rigorous program approval standards to compel teacher preparation programs to recruit and graduate candidates of color</b></p>	<p>Louisiana holds providers accountable to recruit and graduate candidates of color through the preparation program experience domain, which accounts for 50% of the overall accountability rating. The 2020 onsite review framework includes the quality of recruitment of selection domain, which includes measures around diversifying the workforce.</p> <p><a href="https://www.louisianabelieves.com/docs/default-source/teaching/teacher-preparation-performance-profile-methodology.pdf?sfvrsn=6e6b9f1f_6">https://www.louisianabelieves.com/docs/default-source/teaching/teacher-preparation-performance-profile-methodology.pdf?sfvrsn=6e6b9f1f_6</a></p> <p>Therefore, the state earned a green in this category. For another example of a state that earned a green, see Alabama’s program approval standards.</p> <p><a href="https://www.alsde.edu/sec/ep/Program%20Reviews/AF%2002%20College%20and%20University%20Requirements%20(2018).docx">https://www.alsde.edu/sec/ep/Program%20Reviews/AF%2002%20College%20and%20University%20Requirements%20(2018).docx</a></p>

**Rating Methodology:**

- Program approval standard requires programs to report plans or efforts to recruit and/or support candidates of color
- Programs are required to share data on specific outcomes related to graduating and enrolling candidates of color but no requirement to share plans or efforts to intentionally recruit or graduate candidates of color
- No mention of recruiting or graduating candidates of color from preparation programs

Criteria	State Actions
<p><b>DOES NOT MEET CRITERIA</b></p> <p><b>Interrogate licensure policies for racial bias and adopt licensure policies that increase diversity while maintaining quality and rigor</b></p>	<p>Louisiana did not interrogate licensure policies for ethno-racial bias.</p> <p>The state should take concrete actions to change licensure policies to increase diversity including eliminating assessments or other burdensome licensure requirements that disproportionately affect candidates of color.</p>

**Rating Methodology:**

- Took concrete actions to change licensure policies to increase diversity, including eliminating assessments or other burdensome licensure requirements that disproportionately affect candidates of color
- Stated the priority to interrogate licensure policies and took one or more the following actions: 1) Statutory mandates to report and continuously monitor trends on passage rates and how policies impact candidates of color; 2) Convened a set of practitioners to interrogate licensure policies for ethno-racial bias and issued recommendations for state action to remedy bias
- No efforts to interrogate licensure policies for racial bias or adopt licensure policies that increase diversity while maintaining quality and rigor

Criteria	State Actions
<p data-bbox="126 388 235 426">PARTIALLY MEETS CRITERIA</p> <p data-bbox="142 457 683 558"><b>Invest in preparation programs that prepare a high number of teachers of color, including minority serving institutions</b></p>	<p data-bbox="764 170 1495 401">Louisiana developed an HBCU advisory council in 2018 to strengthen the capacity of HBCUs to participate in workforce development activities and take advantage of state program opportunities. The state also received a federal grant for a partnership with Xavier University and alternate certification programs to prepare 900 diverse educators by 2020.</p> <p data-bbox="764 411 1425 443"><a href="https://regents.la.gov/regents-resources/hbcu-advisory-council/">https://regents.la.gov/regents-resources/hbcu-advisory-council/</a></p> <p data-bbox="764 489 1463 678">However, the state should invest in supports and incentives for programs that prepare a high number of teachers of color, including MSIs, to grow their efforts to recruit and graduate more teachers of color. For an example, see Virginia’s increased investment in local HBCUs that prepare teachers of color to work in STEM fields.</p> <p data-bbox="764 688 1438 758"><a href="https://www.virginiabusiness.com/article/northam-proposes-1m-investment-for-future-stem-educators-at-hbcus/">https://www.virginiabusiness.com/article/northam-proposes-1m-investment-for-future-stem-educators-at-hbcus/</a></p>
<p data-bbox="110 789 354 821"><b>Rating Methodology:</b></p> <ul data-bbox="115 842 1479 1077" style="list-style-type: none"> <li data-bbox="115 842 1479 951">● Investment in minority serving institutions or programs that are intentionally dedicated to recruiting and supporting candidates of color through grants or other funding sources dedicated to replicating and expanding their success in attracting and preparing candidates of color and diversifying the educator workforce</li> <li data-bbox="115 982 1159 1014">● Guidance or recommendation to recruit from or develop partnerships with minority serving institutions</li> <li data-bbox="115 1045 1230 1077">● No intentional investment in MSIs or programs that prepare a disproportionate number of candidates of color</li> </ul>	

## GOAL 4: Target resources to districts and schools to support efforts to intentionally recruit and hire a diverse teaching workforce

Many districts and schools across the country struggle to recruit and hire a more diverse teaching workforce using traditional methods. States play an important role in targeting resources toward these districts and schools to help develop initiatives that increase the racial diversity of the workforce.

Research-based strategies that states should take to target resources toward these districts and schools include:

Criteria	State Actions
<div data-bbox="125 751 237 789" data-label="Page-Header">PARTIALLY MEETS CRITERIA</div> <p data-bbox="142 814 659 919"><b>Providing funding, guidance, and public support for Grow Your Own (GYO) programs that attract candidates of color</b></p>	<p data-bbox="764 632 1502 701">Louisiana provides funding for paraprofessionals to pursue a teaching degree in the state.</p> <p data-bbox="764 709 1224 743"><a href="http://legis.la.gov/legis/Law.aspx?d=81176">http://legis.la.gov/legis/Law.aspx?d=81176</a></p> <p data-bbox="764 789 1482 940">However, the state should invest in Grow Your Own (GYO) programs and ensure that districts have strategic approaches to building and supporting these programs. For an example, see Texas' Grow Your Own grant program.</p> <p data-bbox="764 949 1433 1018"><a href="https://tea.texas.gov/texas-educators/educator-initiatives-and-performance/grow-your-own">https://tea.texas.gov/texas-educators/educator-initiatives-and-performance/grow-your-own</a></p>

### Rating Methodology:

- Includes developing and expanding GYO programming as a priority through a change to state education agency or state-level legislation, funds GYO programming from the state level, and provides state-led guidance on developing GYO programming
- Positive policy conditions to encourage districts/preparation programs to develop GYO programming (e.g., providing scholarships or stipends to paraprofessionals to complete licensure requirements to become teachers); or provides guidance or encouragement through their SEA website to create GYO programs
- No state support for GYO programs

Criteria	State Actions
<p><b>DOES NOT MEET CRITERIA</b></p> <p><b>Investing in and providing guidance on cultural competence and anti-bias trainings and resources for hiring managers</b></p>	<p>Louisiana does not invest in or provide guidance on cultural competence and anti-bias professional development for hiring managers in the state.</p> <p>Therefore, the state earned a red in this category.</p>

**Rating Methodology:**

- Provides professional develop and training on cultural competence and/or anti-bias practices for hiring managers at the state level to increase the racial diversity of the workforce
- Provides resources for hiring managers at the state and district level to help increase the racial diversity of the workforce
- No evidence of investment in resources or trainings on cultural competence and/or anti-bias practices for hiring managers at the state level to increase the racial diversity of the workforce

Criteria	State Actions
<p><b>MEETS CRITERIA</b></p> <p><b>Investing in teacher academies and dual enrollment programming to promote the teaching professional to a racially diverse student population</b></p>	<p>Louisiana partners with the Educators Rising Louisiana chapter to work with local schools to build a pipeline of local educators with a specific focus on increasing the racial diversity of the educator workforce. The SEA also approved the Pre-Educator Pathway in 2019 to support high school students in pursuing a career in education.</p> <p><a href="https://www.louisianabelieves.com/docs/default-source/js-graduation-pathways/pre-educator-pathway-brief--university-of-louisiana-at-monroe-pre-educator-pathway.docx?sfvrsn=7c549d1f_8">https://www.louisianabelieves.com/docs/default-source/js-graduation-pathways/pre-educator-pathway-brief--university-of-louisiana-at-monroe-pre-educator-pathway.docx?sfvrsn=7c549d1f_8</a></p> <p>Therefore, the state earned a green in this category. For another example of a state that earned a green, see Oregon’s Minority Educator Pipeline Models, Grant which provides funds to school districts and postsecondary institutions to create collaborative processes, including a high school cadet program to recruit future educators who are culturally and linguistically diverse.</p> <p><a href="https://www.oregon.gov/ode/rules-and-policies/StateRules/Documents/10%20581-018-0400-thru-0424-or-minority-educator-pipeline-models-grant.pdf">https://www.oregon.gov/ode/rules-and-policies/StateRules/Documents/10%20581-018-0400-thru-0424-or-minority-educator-pipeline-models-grant.pdf</a>.</p>

**Rating Methodology:**

- Investment in teacher academies and dual-enrollment programming with the focus on attracting candidates of color and diversifying the educator workforce
- Investment in teacher academies and/or dual-enrollment programming that help all candidates to the profession but does not prioritize candidates of color
- No investment in teacher academies and dual-enrollment programming to recruit future candidates

Criteria	State Actions
<p><b>PARTIALLY MEETS CRITERIA</b></p> <p><b>Investing in partnerships between districts and teacher preparation programs, particularly programs with a diverse candidate population, to ensure targeted hiring</b></p>	<p>Louisiana releases funding guidance and opportunities for school systems to request funding to support talent management programming and must identify and partner with teacher preparation programs to meet at least three of their educator workforce needs.</p> <p><a href="https://www.louisianabelieves.com/docs/default-source/district-support/louisianas-school-system-planning-guide.pdf">https://www.louisianabelieves.com/docs/default-source/district-support/louisianas-school-system-planning-guide.pdf</a></p> <p>However, the state should invest in partnerships between districts and teacher preparation programs with the focus of attracting candidates of color to diversify the educator workforce. For an example, see New York’s Teacher Diversity Pipeline Pilot program that funds partnerships between districts, preparation programs, and other entities to assist teacher aides and teaching assistants in obtaining teacher certifications.</p> <p><a href="http://www.p12.nysed.gov/funding/2019-teacher-diversity-pipeline-pilot/home.html">http://www.p12.nysed.gov/funding/2019-teacher-diversity-pipeline-pilot/home.html</a></p>

**Rating Methodology:**

- Investment in partnerships between districts and teacher preparation programs, particularly minority-serving institutions, with the focus of attracting candidates of color and diversify the educator workforce
- Investment in partnerships between districts and teacher preparation programs that help attract all candidates to the profession but does not prioritize candidates of color
- No investment in partnerships between districts and teacher preparation programs to recruit future candidates

Criteria	State Actions
<p><b>DOES NOT MEET CRITERIA</b></p> <p><b>Investing in diversifying the educator workforce in areas that influence hiring and recruitment decisions, including the education leaders at teacher preparation programs, district leadership, and school leadership</b></p>	<p>Louisiana does not invest in diversifying the educator workforce in areas that influence hiring and recruitment decisions.</p> <p>The state should invest in diversifying the educator workforce in areas that influence hiring and recruitment decisions, including the education leaders at teacher preparation programs, district leadership, and school leadership. For an example, see Massachusetts’ investment in diversifying the superintendent pipeline.</p> <p><a href="http://www.doe.mass.edu/teach/diversity.html">http://www.doe.mass.edu/teach/diversity.html</a></p>

**Rating Methodology:**

- Investment in programming that increases the diversity of the workforce in leadership positions like district leadership or school leadership through pipeline programs that target candidates of color
- Providing opportunities to pipeline programming or ways to develop leadership qualities for all teachers but none that target or prioritize teachers of color
- No targeted pipeline or leadership development opportunities

PARTIALLY  
MEETS CRITERIA

## GOAL 5: Invest in efforts to retain teachers of color, including improving working conditions and providing opportunities for personal and professional growth for teachers of color

While many states have invested heavily in efforts to recruit teachers of color, these efforts are compromised when districts and schools have difficulty retaining teachers of color. States can improve retention of teachers of color by investing in programming that provides ongoing support and growth opportunities and improves poor working conditions that disproportionately impact teachers of color.

Strategies that states should take to retain teachers of color include:

Criteria	State Actions
<p><b>Investing in high-retention pathways to teaching, including residency models and alternative certification programs that traditionally support and develop teachers of color</b></p>	<p>Louisiana created "Believe and Prepare," where all teacher preparation programs include a yearlong residency alongside an expert mentor in partnership with LEAs across the state. <a href="https://www.louisianabelieves.com/teaching/believe-and-prepare">https://www.louisianabelieves.com/teaching/believe-and-prepare</a></p> <p>Therefore, the state earned a green in this category. For another example of a state that earned a green, see Pennsylvania's use of Title II, Part A funds to expand residency programs through the Innovative Teacher and Principal Residency Programs Grant. <a href="https://www.education.pa.gov/Teachers%20-%20Administrators/Teacher%20Quality/Pages/Innovative-Teacher-and-Principal-Residency-Programs-Grant.aspx">https://www.education.pa.gov/Teachers%20-%20Administrators/Teacher%20Quality/Pages/Innovative-Teacher-and-Principal-Residency-Programs-Grant.aspx</a></p>

MEETS CRITERIA

### Rating Methodology:

- State investment in residency programming including financial investment in programs at the preparation level; investment in alternative certification programming to recruit and support teachers of color
- Flexible licensure requirements that provide the opportunity for alternative certification programs to recruit and prepare candidates of color or candidates from non-traditional pathways; guidance for running residency programs; and/or public support for residency programs locally
- No investment or policy support for residency programming or alternative certification programming

Criteria	State Actions
<p><b>PARTIALLY MEETS CRITERIA</b></p> <p><b>Investing in opportunities for teachers of color to grow and develop in their abilities and their qualification for leadership roles, including targeted professional development, cohort models, and continuing education opportunities</b></p>	<p>Louisiana invests in multiple state-led teacher leadership development and leadership pipeline opportunities for current classroom teachers.</p> <p><a href="https://www.louisianabelieves.com/academics/louisiana-content-leaders">https://www.louisianabelieves.com/academics/louisiana-content-leaders</a></p> <p>However, the state does not provide professional learning opportunities for teachers of color to grow their leadership abilities nor does it invest in pathways to leadership opportunities for teachers of color. For an example, see Massachusetts' investment in diversifying the superintendent pipeline.</p> <p><a href="http://www.doe.mass.edu/teach/diversity.html">http://www.doe.mass.edu/teach/diversity.html</a></p>

**Rating Methodology:**

- Professional development opportunities for teachers of color to grow leadership abilities and investing in pathways to leadership opportunities for teachers of color
- Teacher leadership opportunities and/or opportunities to develop leadership qualities for all teachers but none that target or prioritize teachers of color
- No targeted leadership development opportunities

Criteria	State Actions
<p><b>PARTIALLY MEETS CRITERIA</b></p> <p><b>Investing in induction and mentoring programs that provide support to teachers of color early in their careers</b></p>	<p>Louisiana state statute established a new teacher mentorship pilot program in which one school within each system will be selected to participate and in which new teachers and eligible mentor teachers at the school may select to participate.</p> <p>However, the state should invest in an induction and mentoring program that provides at least two years of support for new teachers. For an example, see Delaware's four-year induction and mentoring program for new teachers.</p> <p><a href="https://www.doe.k12.de.us/domain/184">https://www.doe.k12.de.us/domain/184</a></p>

**Rating Methodology:**

- Investment in induction programs that are at least two years and provide mentor support
- Investment in induction programs that are less than two years with less than two years of mentoring
- No induction programming or requirement for districts to provide induction programming for new teachers



Criteria	State Actions
<div data-bbox="94 178 305 235" style="background-color: #c00000; color: white; padding: 2px;">DOES NOT MEET CRITERIA</div> <p data-bbox="142 254 708 432"><b>Investing in opportunities for teachers of color to grow and develop in their abilities and their qualification for leadership roles, including targeted professional development, cohort models, and continuing education opportunities</b></p>	<p data-bbox="769 224 1349 258">Louisiana shows no evidence of meeting this standard.</p> <p data-bbox="769 304 1292 338">Therefore, the state earned a red in this category.</p>
<p data-bbox="110 464 354 497"><b>Rating Methodology:</b></p> <ul data-bbox="115 514 959 674" style="list-style-type: none"> <li data-bbox="115 514 862 548">● State-led professional learning sessions for district and school leaders</li> <li data-bbox="115 577 959 611">● Guidance on ways to ensure cultural competence for district and school leaders</li> <li data-bbox="115 640 686 674">● No evidence of programming or support in this space</li> </ul>	

## APPENDIX –

### LEA PARITY GAPS BETWEEN STUDENTS OF COLOR AND TEACHERS OF COLOR

LEA Name	Classroom Teachers - FTE	% Teachers of Color*	% Students of Color**	Gap
Claiborne Parish	100.48	18.9%	68.8%	49.8%
Lincoln Parish	442.92	11.5%	50.0%	38.5%
Union Parish	144.82	19.0%	56.6%	37.6%
Natchitoches Parish	361.22	22.9%	60.4%	37.6%
St. James Parish	285.44	25.3%	62.9%	37.5%
St. Bernard Parish	515.65	8.1%	44.5%	36.4%
Red River Parish	107.19	27.2%	63.4%	36.2%
Richland Parish	183.72	19.9%	55.9%	36.0%
Pointe Coupee Parish	188.30	26.9%	62.7%	35.8%
City of Monroe School District	584.68	49.6%	85.1%	35.5%
Zachary Community School District	358.77	18.4%	53.0%	34.6%
Rapides Parish	1607.95	12.1%	46.4%	34.2%
City of Bogalusa School District	131.96	35.9%	69.9%	34.1%
Caddo Parish	2183.17	33.3%	67.3%	34.0%
West Baton Rouge Parish	327.59	22.6%	56.5%	33.8%
Jefferson Parish	3336.20	34.3%	67.1%	32.8%
Assumption Parish	208.00	13.9%	46.5%	32.6%
Lafayette Parish	1891.22	17.8%	48.2%	30.4%
Avoyelles Parish	268.53	16.8%	47.1%	30.4%
Bossier Parish	1486.00	7.8%	37.9%	30.1%
St. Mary Parish	549.34	20.7%	50.6%	29.8%
Iberville Parish	364.47	40.6%	69.8%	29.2%
Orleans - ALL	3281.06	58.2%	87.2%	29.0%
Winn Parish	147.78	9.0%	36.9%	28.0%
Tangipahoa Parish	1328.60	25.2%	52.5%	27.3%
St. Martin Parish	475.25	20.3%	47.5%	27.2%
Evangeline Parish	363.28	13.2%	38.9%	25.8%
St. Landry Parish	966.99	34.1%	59.8%	25.7%
Franklin Parish	229.49	28.0%	53.6%	25.6%
East Baton Rouge - ALL	3864.46	52.9%	78.5%	25.6%
St. Charles Parish	793.06	15.8%	41.3%	25.5%
Ouachita Parish	1218.43	12.3%	37.6%	25.3%
Ascension Parish	1490.45	14.8%	39.6%	24.8%
DeSoto Parish	337.54	21.4%	45.3%	23.9%
St. John the Baptist Parish	479.46	61.4%	85.1%	23.7%
Calcasieu Parish	2445.98	14.8%	38.3%	23.5%
Washington Parish	346.61	8.9%	32.1%	23.2%
Iberia Parish	872.81	26.0%	47.9%	21.8%
Lafourche Parish	876.97	5.6%	27.3%	21.7%

\*Full-time equivalent K-12 teachers who identify as Black or Latino \*\* K-12 students who identify as Black or Latino

CONTINUED: APPENDIX – LEA PARITY GAPS BETWEEN STUDENTS OF COLOR AND TEACHERS OF COLOR

LEA Name	Classroom Teachers - FTE	% Teachers of Color*	% Students of Color**	Gap
Terrebonne Parish	1064.54	13.9%	35.6%	21.7%
Webster Parish	366.63	21.6%	42.9%	21.3%
East Carroll Parish	60.52	78.5%	99.6%	21.1%
Catahoula Parish	87.75	18.0%	38.7%	20.8%
Morehouse Parish	268.87	45.1%	65.8%	20.7%
Sabine Parish	291.96	6.8%	26.0%	19.3%
Acadia Parish	579.20	9.0%	28.2%	19.2%
West Feliciana Parish	189.07	21.0%	40.0%	19.1%
Madison Parish	63.85	74.5%	93.4%	18.9%
West Carroll Parish	129.32	2.3%	21.1%	18.8%
St. Tammany Parish	2674.44	8.3%	26.1%	17.8%
Vermilion Parish	649.56	5.7%	23.4%	17.8%
Central Community School District	303.90	5.9%	22.9%	17.0%
Concordia Parish	253.02	35.3%	51.3%	16.0%
Jefferson Davis Parish	355.85	6.8%	22.7%	15.9%
Jackson Parish	154.05	18.8%	34.7%	15.9%
Vernon Parish	565.74	7.8%	23.5%	15.7%
Allen Parish	339.33	5.5%	21.1%	15.7%
Plaquemines Parish	229.27	20.0%	35.5%	15.5%
St. Helena Parish	82.57	77.9%	91.5%	13.6%
Livingston Parish	1597.30	2.8%	16.0%	13.2%
Caldwell Parish	145.34	7.6%	20.2%	12.7%
Beauregard Parish	392.73	5.1%	16.4%	11.3%
Grant Parish	213.49	2.0%	12.6%	10.7%
City of Baker School District	94.70	87.0%	96.2%	9.2%
East Feliciana Parish	128.85	51.5%	60.5%	9.1%
Bienville Parish	204.57	39.0%	47.6%	8.7%
LaSalle Parish	179.00	2.6%	10.4%	7.7%
Cameron Parish	143.10	3.5%	7.2%	3.7%
Tensas Parish	34.39	91.2%	87.8%	-3.4%
<b>STATEWIDE TOTALS</b>	<b>47937.41</b>	<b>25.2%</b>	<b>50.6%</b>	<b>25.4%</b>

\*Full-time equivalent K-12 teachers who identify as Black or Latino \*\* K-12 students who identify as Black or Latino