



2024 Teacher Recruitment, Recovery, and Retention Task Force

Major Accomplishments

Under the Task Force's leadership, several significant shifts have taken place to increase the number of teachers in our state, driven by local innovations of practice and aided by policy changes, including:

- ▶ Increased recruitment of aspiring teachers and improved access to teacher training.
- ▶ Stronger preparation of aspiring and early-career teachers.
- ▶ Increased retention through teacher pay, reciprocity of licensing, and differentiated teaching roles.

Key Takeaways

Recruitment Strategies

▶ Pre-Educator Pathway

- 89 schools offered the pre-educator pathway in 2023-2024.
- 1,724 students were enrolled in the pathway in 2023-2024.
- 52% of enrollees were students of color in 2023-2024.

▶ Paraprofessional-to-Teacher Model

- 597 new Louisiana school system employees enrolled in the para-to-teacher model between January 2024 and September 2024.
- 41% of the 2024-2025 para-to-teacher cohort are candidates of color.

Recovery Strategies

▶ Career Pipeline

- As of July 2023, 3,718 credentialed teacher mentors were working in schools, an increase of 1,085 over the previous year.

▶ Fellowships

- 88% of Cohort 2 Aspiring Principal Fellows currently serve in a school leadership position.

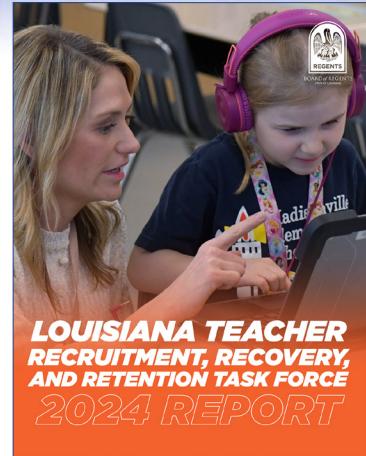
Retention Strategies

▶ Let Teachers Teach

- LTT workgroup was tasked with identifying common classroom disruptions and formulating practical solutions to help educators focus on teaching students.

▶ The New Teacher Experience

- The comprehensive induction program offers multiple services designed to increase teacher effectiveness, enhance skills, and reduce attrition among beginning teachers.



The annual **Louisiana Teacher Recruitment, Recovery, and Retention (TRRR) Task Force Report** details the strategic initiatives and progress made to enhance educator recruitment, recovery, and retention in our state. **Louisiana has seen positive growth in the number of teachers, reaching 52,208 in 2024 – an increase of 843 from the previous year.** This includes educators in both traditional and charter schools within the K-12 public system. However, teaching vacancies persist, indicating ongoing challenges in recruitment and retention. These shortages can negatively affect student learning and educational quality. To address this, effective strategies such as offering incentives, enhancing professional development, and improving working conditions are essential, along with continuous monitoring of teacher supply and demand.

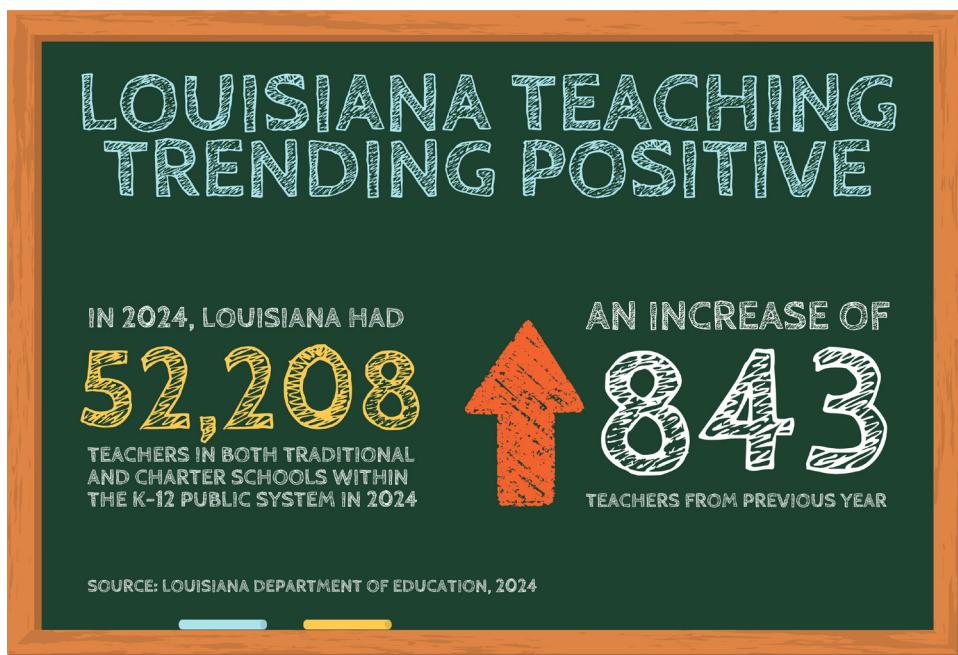


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2024 TRRR REPORT

Historical Overview of the TRRR Task Force

Since its inception in 2021, the Louisiana Teacher Recruitment, Recovery, and Retention Task Force has played a crucial role in addressing persistent shortages of well-prepared teachers – especially in specific content areas, grades, and geographies – by using its authority to research and develop a good understanding of challenges facing the Louisiana teacher workforce and mobilizing critical policy recommendations so that more individuals, especially those from marginalized backgrounds, are able to access excellent training to enter and persist in the teaching profession.

Established by [House Concurrent Resolution No. 39](#), the Task Force set out with two overarching goals: to combat declining enrollment in educator preparation programs (EPPs) and to develop strategies for increasing teacher retention across Louisiana. The Task Force has acted as a catalyst for meaningful reform by fostering collaboration between the Louisiana Board of Regents (BOR), Louisiana Department of Education (LDOE), state legislators, local school and system leaders, and other educational stakeholders (e.g., unions, nonprofits, business community). The Task Force's efforts have produced actionable solutions, provided immediate impact in communities across Louisiana, and paved the way for future improvements to the state's teacher workforce.



Percentage of Teachers by Certification Type in Traditional Schools (Charter Schools Excluded)



Source: Louisiana Department of Education, 2024