

Staffing and financial resource allocations in Louisiana

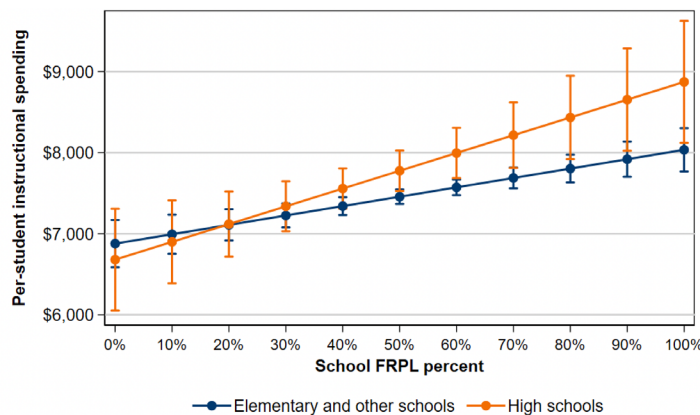
Research shows FRPL students have [lower access](#) to experienced and other qualified teachers, compared to non-FRPL students. Since teachers are often paid on salary schedules that do not vary based on their school, these sorting patterns will lead to more dollars allocated to affluent settings, all else equal. Do teachers contribute to funding gaps in Louisiana?

Inequality measure	Estimated gap
Within-district teacher spending	\$220 more spent on FRPL students, on average
Within-district novice teacher share	12.36% of FRPL students' teachers are novice, 1.19% more than non-FRPL students
Within-district teacher ratio	For every 100 FRPL students, there are 6.83 FTE teachers, 0.19 more than non-FRPL students

FINDINGS: Within districts, FRPL students have lower access to experienced teachers while simultaneously receiving slightly higher allocations of teacher spending. The result is explained by compensatory staffing, where FRPL students are in schools with increased staffing ratios for teachers (see above) and other instructional support staff (not shown).

FIGURE 1

Instructional spending vs school FRPL percent



Teacher and spending allocations show greater variance looking across district boundaries. LA's high-poverty schools spend higher amounts on instruction; instructional spending is even more progressive in high schools (see above). High-poverty schools have higher shares of novice teachers, and slightly higher teacher staffing ratios (see below).

FIGURE 2

Teacher resources vs FRPL school percent

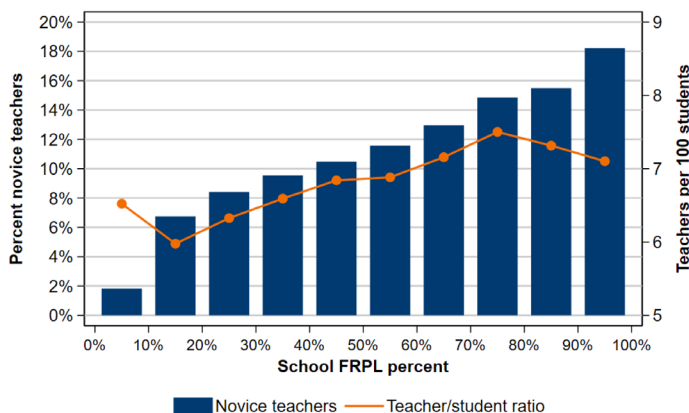
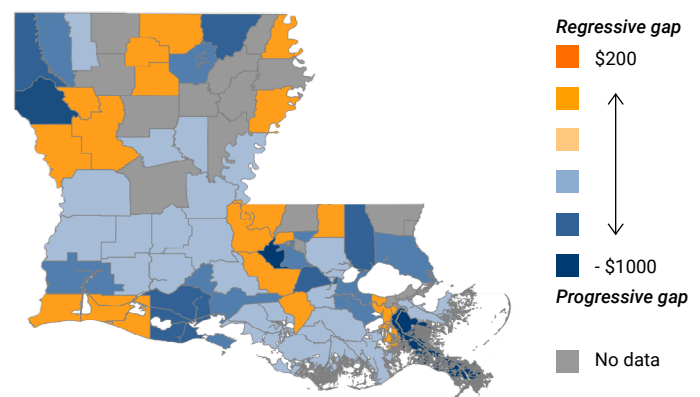


FIGURE 3

Instructional spending gaps (in \$)



Approximately 85% of Louisiana's schools, serving 85% of students, are in **progressive** teacher spending districts.

CONCLUSION:

1. [Louisiana districts generally compensate FRPL students' low access to experienced teachers with higher classroom staffing ratios](#); essentially exchanging quality for quantity. **FRPL students should have many more teachers (smaller class sizes) to be fairly compensated for inexperienced teachers.**
2. The pandemic has accelerated [problematic staffing challenges](#) nationwide, threatening the sustainability of this staffing exchange. **The state should seek to build out the pipeline for qualified teachers and implement policies to ensure equitable access to quality teaching.**