



# Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001  
www.isbe.net

**James T. Meeks**  
Chairman

**Christopher A. Koch, Ed.D.**  
State Superintendent of Education

**DATE:** March 19, 2015

## MEMORANDUM

**TO:** The Honorable Bruce Rauner, Governor  
The Honorable John J. Cullerton, Senate President  
The Honorable Christine Radogno, Senate Minority Leader  
The Honorable Michael J. Madigan, Speaker of the House  
The Honorable Jim Durkin, House Minority Leader

**FROM:** Christopher A. Koch, Ed.D. *Christopher A. Koch*  
State Superintendent of Education

**SUBJECT:** 2014 Educator Supply and Demand Report

The Illinois State Board of Education respectfully submits this annual report to the Governor, the General Assembly, and institutions of higher education in fulfillment of the requirements of Section 2-3.11c of the School Code [105 ILCS 5/2-3.11c]. This report addresses the relative supply and demand for education staff of Illinois public schools.

Specifically, this report provides information on

1. the relative supply and demand for teachers, administrators, and other certificated and non-certificated personnel by fields, content areas, and levels;
2. state and regional analyses of fields, content areas, and levels with an over/under supply of educators; and
3. projections of likely high/low demand for educators in a manner sufficient to advise the public, individuals, and institutions regarding career opportunities in education.

If you have any questions regarding this report, please contact Joseph Witte in the Data Analysis and Progress Reporting Division at 217/782-3950.

cc: Tim Anderson, Secretary of the Senate  
Timothy D. Mapes, Clerk of the House  
Legislative Research Unit  
State Government Report Center



---

# Educator Supply and Demand in Illinois

## 2014 Annual Report

---

December 2014

Illinois State Board of Education

James T. Meeks, Chairman  
State Board of Education

Christopher A. Koch, Ed.D.  
State Superintendent of Education

# FOREWORD

The Illinois State Board of Education respectfully submits this annual report to the Governor, the General Assembly, and institutions of higher education in fulfillment of the requirements of Section 2-3.11c of the School Code [105 ILCS 5/2-3.11c]. This report addresses the relative supply and demand for education staff in Illinois public schools.

Specifically, this report provides information on:

1. the relative supply and demand for teachers, administrators, and other certificated and non-certificated personnel by field, content area, and levels;
2. state and regional analyses of fields, content areas, and levels with an over/undersupply of educators; and
3. projections of likely high/low demand for educators in a manner sufficient to advise the public, individuals, and institutions regarding career opportunities in education.

Questions about this report may be referred to the Data Analysis and Accountability Division of the Illinois State Board of Education at 217-782-3950.

# TABLE OF CONTENTS

	Page
<b>Summary of Findings</b> .....	v
<b>I. Relative Supply and Demand for Educators</b>	
<b>Supply Indicators</b> .....	1
Personnel Retained from the Previous Year.....	1
Newly Certified Educators .....	1
Re-entering Personnel.....	2
Students in the Pipeline.....	3
<b>Demand Factors</b> .....	4
Changes in Student Enrollments .....	4
Workforce Growth .....	6
Total Educator Workforce .....	6
Administrator Workforce Growth .....	6
Teacher Workforce Growth.....	7
<b>II. Over/Undersupply of Educators</b> .....	9
Over/Underproduction of New Educators .....	9
Regional Shortages: Unfilled Positions .....	10
District Ratings of Over/Undersupply .....	11
<b>III. Projections of Likely High Demand</b> .....	13
<b>References</b> .....	15
<b>Definition of Terms</b> .....	16
<b>Appendices</b> .....	17
Appendix A: Retention and Attrition by Position.....	18
Appendix B: Number of Unfilled Positions in 2013-14.....	19
Appendix C: Positions with the Most Severe Shortages .....	20
Appendix D: Projected Need for Educators [2015-18].....	21

# TABLE OF TABLES

<b>Table</b>		<b>Page</b>
1	Retention by Position: 2009 vs. 2010.....	1
2	New Certificates Issued .....	2
3	Provisional Certificates Issued in 2012 .....	2
4	Number of Re-entries Hired in 2010 .....	3
5	Number of Program Completers .....	3
6	Enrollment Projections through School Year 2018.....	4
7	Educator Workforce Growth Rates .....	6
8	Administrator Workforce Growth Rates.....	7
9	Teacher Workforce Growth Rates.....	8
10	Over/Underproduction of Educators.....	9
11	Rank Order of District-Reported Shortages.....	12

# TABLE OF FIGURES

<b>Figure</b>		<b>Page</b>
1	Secondary Enrollments (9-12) .....	5
2	Elementary Enrollments (K-8).....	5
3	Unfilled Positions by Type [1998-2014] .....	10

# Summary of Findings

The following is a summary of findings in the 2014 Annual Report on Educator Supply and Demand.

## I. Relative Supply and Demand for Educators

### Supply Indicators

Supply includes all educational personnel available to the schools, regardless of whether they are currently employed by schools or not. Indicators of supply include (1) personnel retained from the previous year; (2) newly certificated personnel; (3) re-entering personnel, i.e., newly hired educators with prior experience; and (4) students in the pipeline, i.e., those currently enrolled in professional preparation programs and recent program completers.

**(1) Retention rates remain high.** The largest supply of educators is the previous year's workforce. Over the last 10 years, the average retention rate for Illinois educators is 92.7%. In 2012, 93% of the previous year's workforce was retained in Illinois public schools. For teachers, 89% were retained in the same position and 4% were retained, but in a different position.

**(2) There has been an increase in the number of certificates issued over the last five years.** The second largest source of supply is newly certified educators. Since 2006, the number of new teaching certificates issued has increased by an average of 2% a year. In the same period, the number of new certificates issued to administrators has increased 5% per year and the number issued to school service personnel increased 4%. In 2012, 19,471 individuals received new teaching certificates, an increase of 1.4% from 2011 and 1.1% from 2010.

**(3) The decrease in the number of re-entries hired reversed in 2012.** The third major source of supply includes educators returning to the profession. The number of re-entries hired decreased by 20% (or 898 educators) in 2009, 13% (540) in 2010, and 22% (771) in 2011. In 2012, however, the number of educator re-entries increased by 22% (539), reversing this trend.

**(4) The pipeline data indicates a fairly robust supply.** In 2014, 59 educational institutions reported more than 10,200 program completers.

### Demand Factors

Demand refers to the need for educational personnel to fill positions. Demand factors include (1) changes in student enrollments and (2) workforce growth.

**(1) K-12 student enrollments peaked in 2007 and will continue to decline through 2018.** After increasing for 17 years, K-12 enrollments peaked in 2007. Since then, they have decreased by more than 57,000 students

**(2) The teacher workforce decreased for the third year in a row.** Since peaking in 2008 at 132,549, the teacher workforce has declined by 3.3% (or nearly 4,400). After posting a 1.9% decrease in 2011, the number of full-time Chicago teachers decreased another 0.9% in 2012.

## II. Over/Undersupply of Educators

Educator shortages were analyzed in three ways (1) over/underproduction of new educators; (2) unfilled positions; and (3) district ratings of supply.

**(1) Over/underproduction of new educators** provides an indication of whether enough educators are produced by colleges and universities each year. For each subject area or position, the number of individuals receiving their first certificate in a given year is compared with the number of first-time educators hired the following year. Due to competition from private schools, industry, and other states, it is desirable to produce at least two people for every opening to ensure an adequate supply of quality applicants. The following were found :

- Areas/positions of **likely underproduction** include psychologist, nurse, speech/language pathologist, and bilingual.
- Areas/positions with the **greatest overproduction** were health, social science, Spanish, early childhood, and elementary teachers.

**(2) Unfilled positions** were examined to see where regional shortages exist, i.e., where supply has not met local demand despite the relatively large number of teachers entering the workforce each year.

- **Illinois school districts reported 925 unfilled positions for school year 2014.** The following areas or subjects had the greatest number of unfilled positions:

LBS I	167
Standard Elementary Instructor	90
Speech/Language Pathologist (non-teaching)	82
Bilingual Education	76
Nurse	41

- **The majority of unfilled positions (55%) were in Chicago School District 299.** Downstate districts had 20% of the unfilled positions while suburban Cook and the collar counties accounted for 25% of the total.
- **The number of unfilled positions has fluctuated widely in the last four years.** After decreasing for the four years prior, unfilled positions increased 15% in school year 2011, decreased 6% in 2012, increased 77% in 2013, and then decreased 27% in 2014.

**(3) District ratings of supply** indicate over/undersupply from the local school district perspective. When compared to 2011, district ratings of shortages in all but nine of 37 subject areas increased.

- When compared to 2011, all but nine of 37 subject areas had more districts reporting shortages. Changes in the number of district-reported shortages ranged from an increase of 74% (nurse) to a decrease of 44% (social science.)
- Nurses advanced up the list of district-reported shortages relative to 2011 rankings, and are now the position with the highest number of reported shortages.
- The number of districts reporting overages decreased from eight to seven since the 2011 report, with High School and Junior High School principals now in shortage and English – Reading now in overage.



### III. Projections of Likely High Demand

Projections of likely high demand areas are made in order to advise the public of future career opportunities in education. Projected demand for the next four years is slightly more than the demand forecast in the 2011 report.

Through 2018, it is estimated that Illinois will need more than 7,500 special and 41,000 regular education teachers. Historically, re-entries have filled just over 40 percent of teacher vacancies each year since the peak in 2008, so Illinois districts will need to hire about 16,400 re-entries and 24,600 first-time teachers over the next four years. In that same time period, Illinois is expected to need about 3,500 administrators and 4,000 other educators.

In terms of the **largest number needed**, the greatest needs through 2018 are for

- (a) non-instructional staff
  - elementary principal/assistant principal, social worker, other administrators, and speech/language pathologist.
- (b) teachers
  - self-contained elementary, special education, English language arts, mathematics, science, social science, and physical education.

In terms of the **percent of the 2012 workforce**, the greatest needs through 2018 are for

- (a) non-instructional staff
  - other administrator, director/assistant director, junior high principal/assistant principal, and elementary principal/assistant principal.
- (b) teachers
  - other subject/program, consultative/resource teacher, alternative education, and miscellaneous vocational.

# I. Relative Supply and Demand for Educators

## Supply Indicators

Supply, in its broadest sense, includes all educational personnel available to the schools, regardless of whether they are currently employed within the school system. This section provides information on various indicators of supply, including (1) personnel retained from the previous year; (2) newly certified individuals; (3) re-entering personnel, i.e., newly hired educators who had prior experience; and (4) students in the pipeline, i.e., recent program completers.

### Personnel Retained from the Previous Year

The largest supply of educators is the previous year's workforce. The total educator workforce includes teachers, administrators, school service personnel, and other certified staff. As shown in **Table 1**, 89% of the 2011 educational workforce was employed in the same position in 2012. In addition, 4% were retained in Illinois public districts, but in a different position. In sum, 93% of the 2011 workforce was still in Illinois public schools in 2012. This rate is only slightly lower than the 2009 retention rate of 93.2%, i.e., 89.5% in same; 3.7% in a different position.

Position	Total FT 2011	Retained in 2012		
		In Same Position	In Different Position	Total
Administrative	10,434	80%	12%	92%
Instructional	129,264	89%	4%	93%
Other Certified Staff	4,133	83%	10%	92%
School Service Personnel	12,040	92%	1%	93%
<b>All Educators</b>	<b>155,871</b>	<b>89%</b>	<b>4%</b>	<b>93%</b>

Historically, Illinois has had consistently high educator retention rates. Over the last 12 years, 92.7% of educators have been retained in Illinois schools. In that same time period, 87.5% were retained in the same position and 5.2% were retained in a different position.

### Newly Certified Educators

The second largest source of supply is newly certified educators. In Illinois, the number of new certificates issued is counted annually according to the fiscal year, i.e., July 1 through June 30. In order to be considered as supply for the 2011-12 school year, teachers had to be certified in the previous fiscal year, i.e., July 2010 through June 2011.

The supply of new teachers is fairly robust. From 2004 to 2008, the total number of new instructional certificates issued increased by an average of 6% a year. After decreasing 5% in 2008, however, the upward trend continued with increases of 6% in 2009 and 3% in 2010. Despite a dip in 2011, the average increase in new teaching certificates over the five-year 2008-12 period is 1%. (See **Table 2.**) The number of individuals receiving them has also increased by an average of 2.7% (from 17,507 in 2008 to 19,471 in 2012).

Since 2008, the number of school service personnel certificates has increased by an average of 1% and the number of administrative certificates has increased by an average of 2%. In that same period, the number of substitute certificates issued decreased by an average of 6%.

In 2010, provisional certificates for school service personnel tripled in number and provisional certificates for administrators increased nearly fivefold. The number of these types of provisional certificates issued appears to have remained at a similar level in 2011 and 2012.

Type	2008	2009	2010	2011	2012	Avg Change
<b>3</b> Elementary	9,639	9,982	10,308	10,026	9,829	-1%
<b>4</b> Early Childhood	1,294	1,265	1,427	1,377	1,365	1%
<b>9</b> Secondary	6,670	7,119	6,631	6,499	6,437	-2%
<b>10</b> Special Teaching	3,683	4,255	5,041	5,468	5,775	10%
<b>Total Instructional</b>	<b>21,286</b>	<b>22,621</b>	<b>23,407</b>	<b>23,370</b>	<b>23,406</b>	<b>1%</b>
<b>73</b> School Service Personnel	1,362	1,482	1,506	1,434	1,369	0%
<b>74</b> Provisional SSP	41	18	62	85	85	66%
<b>Total SSP</b>	<b>1,403</b>	<b>1,500</b>	<b>1,568</b>	<b>1,519</b>	<b>1,454</b>	<b>1%</b>
<b>75</b> Administrative	2,685	2,839	2,912	2,807	2,851	2%
<b>76</b> Provisional Admin.	22	19	91	86	82	79%
<b>Total Administrative</b>	<b>2,707</b>	<b>2,858</b>	<b>3,003</b>	<b>2,893</b>	<b>2,933</b>	<b>2%</b>
<b>39</b> Substitute	<b>12,471</b>	<b>14,614</b>	<b>13,322</b>	<b>9,709</b>	<b>8,402</b>	<b>-6%</b>

Provisional teaching certificates are issued to individuals who hold an equivalent certificate from another state but lack one or more of the requirements in Illinois, e.g., passing a test. An increase in the number of provisional certificates issued would indicate Illinois is attracting teachers from other states. In 2012, fewer than 2,300 provisional teaching certificates were issued, a decrease of 26% from the number issued in 2010. None of the 2012 certificates remain pending, with just under 1,500 of the certificates (65%) expired and more than 400 of the certificates (19%) converted to regular teaching instructional certificates. (See **Table 3**.)

Type	Certificate Status			Total Issued
	Converted to Regular	Still Pending	Expired	
<b>5</b> Provisional Early Childhood	35	0	107	169
<b>30</b> Provisional Elementary	179	0	485	826
<b>31</b> Provisional High School	125	0	456	672
<b>33</b> Provisional Special Teaching	100	0	428	599
<b>Total Provisional</b>	<b>439</b>	<b>0</b>	<b>1,476</b>	<b>2,266</b>

### Re-entering Personnel

Educators returning to the profession after a year or more's absence are the third largest source of supply. In addition to being an important source of new hires, the number of re-entries is an important indicator of another facet of supply—the reserve pool. While the vast majority of re-entries are teachers (nearly 4,000 a year), there are also more than 200 administrators and more than 400 other educators who return to Illinois public school districts each year.

The number of re-entries hired peaked in 2008 at 5,913 re-entries hired, a 1% increase over the previous year (mostly due to an increase of 118% in administrative re-entries). After the peak, there was a significant decrease in the number of re-entries for three years. In that time, the number of re-entries decreased by an average of 857 a year (or 17.3%) to a low of 3,341 in 2011. In 2012, the trend reversed with 3,855 re-entries being hired, an increase of 15% over 2011. (See **Table 4.**)

Position	Total Full-Time 2012	Re-entries					2012 Re-Entries	
		2008	2009	2010	2011	2012	% of Full-Time	Change from 2011
		Administrative	10,352	469	198	204	186	222
Instructional	128,162	4,982	4,084	3,544	2,773	3,272	3%	18%
Other Certified Staff	4,083	96	91	67	83	91	2%	10%
School Service Personnel	12,022	366	376	329	78	270	2%	246%
<b>All Educators</b>	<b>154,619</b>	<b>5,913</b>	<b>4,749</b>	<b>4,144</b>	<b>3,341</b>	<b>3,855</b>	<b>2%</b>	<b>15%</b>

For teacher re-entries, there was a four-year downward trend, from a high of 5,075 re-entries hired in 2007 to a low of 2,733 in 2011, a decrease of 45%. In 2012, the trend reversed with nearly 500 more teacher re-entries being hired, an increase of 18% over 2011.

### Students in the Pipeline

Students currently enrolled in Illinois professional preparation programs are the best indicator of future supply. Tracking enrollment trends in both teacher preparation and alternative routes to certification helps predict whether the educator supply is likely to increase or decrease in the next three to four years. Students who have recently completed an approved education program in Illinois, i.e., program completers, are the best indicator of the potential number of new teachers.

All 59 institutions reported more than 10,200 program completers in 2014, a 17% decrease from the previous year. (See **Table 5.**) In 2013, data were also received from all 59 professional preparation institutions and more than 12,300 program completers were reported.

	2005*	2006*	2007*	2008	2009*	2010**	2011	2012	2013	2014
Early Childhood	467	365	460	610	558	-	704	935	517	428
Elementary	3,312	3,558	3,803	4,372	4366	-	4,356	3,820	2,884	2,482
Secondary Programs	2,361	2,012	2,327	2,820	2,689	-	2,481	2,098	2,121	1,620
K-12 Programs	932	1,078	1,177	1,846	1,824	-	2,785	2,352	2,053	1,679
Special Education Programs	666	851	908	1,196	1,310	-	1,246	1,310	1,314	993
School Service Personnel	553	636	755	977	1,109	-	1,190	1,211	1,045	905
Administrative Programs	898	1,453	1,682	2,753	3,206	-	2,939	2,279	2,397	2,117
Alternative Certification	106	221	251	505	604	-	-	12	-	10
Other	759	262	943	504	1,136	-	183	1	-	1
<b>Total:</b>	<b>10,054</b>	<b>10,436</b>	<b>12,306</b>	<b>16,087</b>	<b>16,802</b>		<b>15,884</b>	<b>14,018</b>	<b>12,331</b>	<b>10,235</b>

\*Incomplete data. Number of Institutions Reporting: 43 in 2005; 39 in 2006; 41 in 2007; 60 in 2008; 58 in 2009.  
 \*\* 2010 data not available.  
 SOURCE: Institutional Data Form

## Demand Factors

Demand refers to the need for educational personnel to fill positions. This section presents information on the various factors of demand, including changing student enrollment patterns and changes in the teacher and administrator workforce.

The enrollment data in this section came from the fall enrollment counts between 2001 and 2014. Staff data came from the 2010-11 and the 2011-12 Teacher Service Record (TSR) data collections. The TSR contains employment data on all certified Illinois public school personnel and is collected each year by the Illinois State Board of Education. In 2002, Chicago School District 299 provided data in the same format as the rest of the state for the first time. As a result, thousands of Chicago positions and assignments changed codes. In 2004, the state changed dozens of TSR position and assignment codes. Thus, the reader is cautioned to use extreme care in interpreting trends based on TSR staffing data from these years.

The most current file that could be used for this study contains data for the 2011-12 school year. Where abbreviated, data for the 2011-12 school year are referred to as “2012” and data for the previous year, i.e., the 2010-11 school year, are referred to as “2011.”

## Changes in Student Enrollments

At the aggregate level, there is a direct relationship between student enrollment and demand for educators. Illinois public school enrollments peaked in 2007 after increasing every year since 1990.

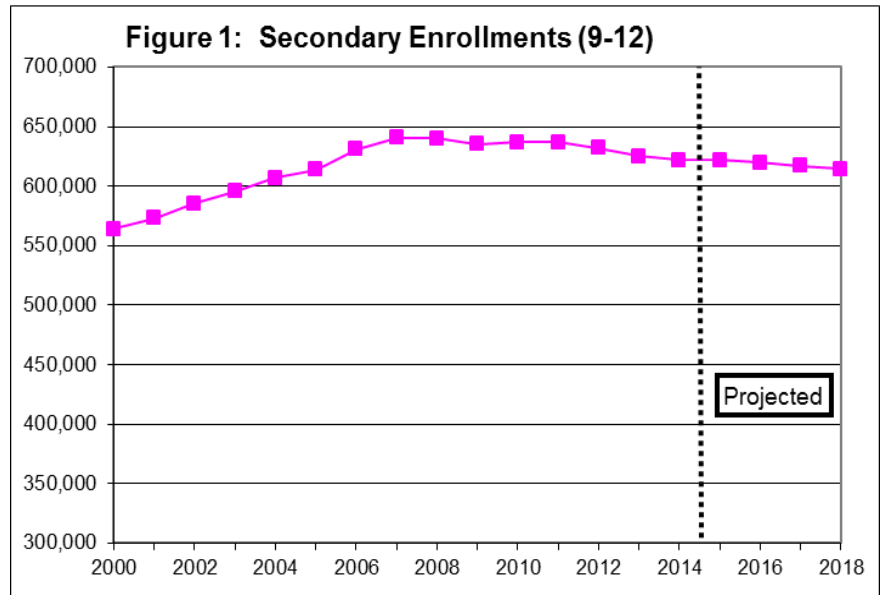
The K-12 Illinois public school enrollment for school year 2014 was 1,985,219, which is more than 6,500 students fewer than in 2013 and more than 57,000 fewer than in 2007. When compared to 2013, secondary enrollment decreased by more than 3,400 students and elementary enrollment decreased by about 3,100. (See **Table 6.**) Total K-12 enrollments are expected to decline over the next four years by an average of about 7,500 students per year. In 2018, there will be nearly 22,500 fewer students in grades K-8 than there were in 2014 and more than 7,500 fewer in grades 9-12.

	2013		2014		Annual Change		School Year 2018		
	2013	2014	N	%	Projected Enrollment	Change from 2014			
						N	%		
Elementary	1,366,704	1,363,266	(3,438)	-0.3%	1,340,772	(22,494)	-1.6%		
Secondary	625,060	621,953	(3,107)	-0.5%	614,366	(7,587)	-1.2%		
<b>TOTAL</b>	<b>1,991,764</b>	<b>1,985,219</b>	<b>(6,545)</b>	<b>-0.3%</b>	<b>1,955,139</b>	<b>(30,080)</b>	<b>-1.5%</b>		

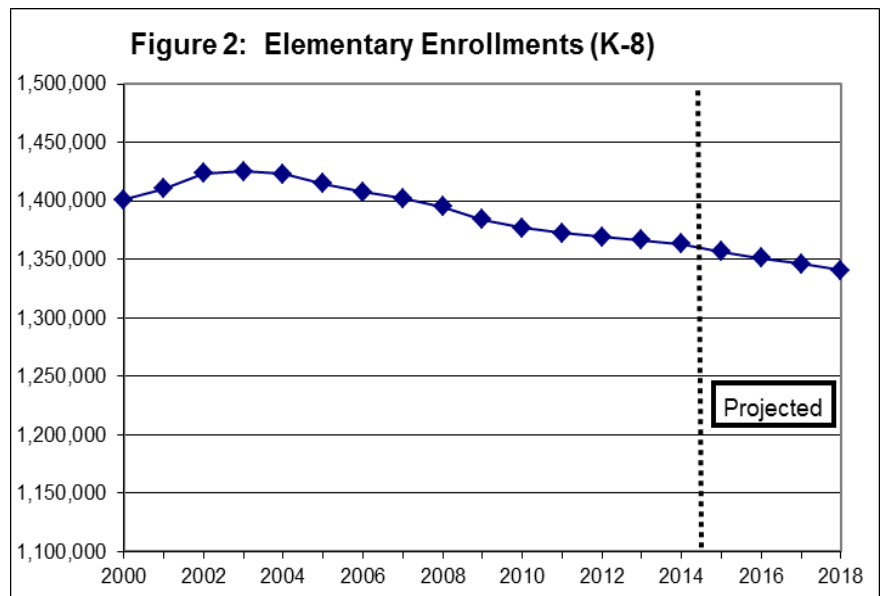
As can be seen in **Figures 1 and 2**, secondary enrollments peaked in 2008 and are expected to continue their decline through 2018. Elementary enrollments, which peaked in 2003, are also expected to decline over the next four years.

Secondary enrollments decreased nearly 15,000 between 2011 and 2014. In 2014, secondary enrollments were about 622,000, the lowest level since 2005. (See **Figure 1.**)

Since peaking in 2008, secondary enrollments have decreased by nearly 18,000 students. The downward trend is expected to continue for the next four years. In 2018, enrollments are estimated to be just over 614,000, a decrease of nearly 7,600 students (or 1.2%) from the 2014 school year.



As **Figure 2** shows, elementary enrollments peaked in 2003 at about 1,425,000, capping a 15-year growth trend. In the 11 years since then, K-8 enrollments have decreased by nearly 62,000 students (or 4.4%). The downward trend is expected to continue for the next four years, with K-8 enrollments declining by nearly 2,250 students.



## Workforce Growth

### Total Educator Workforce

Since 1991, the educational workforce has increased in response to growth in student enrollments and increases in educational spending. In the 10 years prior to 2009, the average increase in the full-time educator workforce was 1.3%. In 2008, the increase was much larger than average—2% (or 3,069) full-time educators. The educator workforce peaked in 2009 at 159,036, an increase of 1.4%. That's 2,231 more full-time educators than in 2008. (See **Table 7**.)

The total number of educators reported in 2012 was 154,619, a decrease of .8% (or 1,252 educators) from 2011. As shown in **Table 7**, there were decreases in all categories of educators in 2012. This represents the third year in a row that the educator workforce decreased. Since 2009, the workforce has decreased by more than 4,400 (or 2.8%), nearly all due to a decrease in the number of teachers.

Changes in the teacher and administrator categories are discussed in more detail below.

Full-Time	2009		2010		2011		2012	
	Administrators	10,558		10,356		10,434		10,352
Teachers	132,549		131,785		129,264		128,162	
Other Certified Staff	4,169		3,879		4,133		4,083	
School Service Personnel	11,760		11,903		12,040		12,022	
<b>Total</b>	<b>159,036</b>		<b>157,923</b>		<b>155,871</b>		<b>154,619</b>	
Change From Previous Year	N	%	N	%	N	%	N	%
Administrators	292	2.8%	-202	-1.9%	78	0.8%	-82	-0.8%
Teachers	1,071	0.8%	-764	-0.6%	-2,521	-1.9%	-1,102	-0.9%
Other Certified Staff	333	8.7%	-290	-7.0%	254	6.5%	-50	-1.2%
School Service Personnel	535	4.8%	143	1.2%	137	1.2%	-18	-0.1%
<b>Total</b>	<b>2,231</b>	<b>1.4%</b>	<b>-1,113</b>	<b>-0.7%</b>	<b>-2,052</b>	<b>-1.3%</b>	<b>-1,252</b>	<b>-0.8%</b>

### Administrator Workforce Growth

The administrator workforce peaked in 2009 at 10,556, a 2.8% increase (or 607 administrators) over 2008. As can be seen in **Table 8**, the number of full-time administrators grew 15.0% in Chicago and decreased 1.7% downstate in 2011.

In 2012, however, the total number of administrators employed in Illinois public schools was 10,352, a decrease of 82 administrators (or 0.8%) over the previous year. Even with the decrease, there were still 86 more full-time administrators employed in 2010 than there were in 2008.

There are some apparent data issues in Table 8 that may cause some concern about the accuracy of the data for the particular years noted. While the number of full-time administrators increased by less than 2% downstate in 2008, there was a 43% increase in the number of administrators reported in Chicago. The extreme swings in Chicago's administrator workforce may indicate administrators were underreported in 2007. When coupled with the anomalies in

2002 and 2004, it may be more difficult to determine a trend. In 2002, Chicago's administrative force nearly doubled due to the district's reclassification of positions rather than an actual increase in the number of administrators employed.

	State		Downstate		Chicago	
	# Full-Time	Change	# Full-Time	Change	# Full-Time	Change
1998-99	8,100	2.9%	7,113	2.6%	987	5.4%
1999-00	8,315	2.7%	7,299	2.6%	1,016	2.9%
2000-01	8,551	2.8%	7,492	2.6%	1,059	4.2%
2001-02*	9,411	10.1%	7,569	1.0%	1,842	73.9%
2002-03	9,438	0.3%	7,656	1.1%	1,782	<b>-3.3%</b>
2003-04**	10,400	10.2%	8,527	11.4%	1,873	5.1%
2004-05	10,311	<b>-0.9%</b>	8,432	<b>-1.1%</b>	1,879	0.3%
2005-06	10,063	<b>-2.4%</b>	8,386	<b>-0.5%</b>	1,677	<b>-10.8%</b>
2006-07	9,659	<b>-4.0%</b>	8,596	2.5%	1,063	<b>-36.6%</b>
2007-08	10,266	6.3%	8,750	1.8%	1,516	42.6%
2008-09	10,558	2.8%	8,915	1.9%	1,643	8.4%
2009-10	10,356	<b>-1.9%</b>	8,821	<b>-1.1%</b>	1,535	<b>-6.6%</b>
2010-11	10,434	0.8%	8,668	<b>-1.7%</b>	1,766	<b>15.0%</b>
2011-12	10,352	<b>-0.8%</b>	8,612	<b>-0.6%</b>	1,740	<b>-1.5%</b>

\*Chicago used TSR codes for the first time and underreported teachers in 2002.  
 \*\*TSR assignment and position codes changed significantly. The position of Coordinator was switched from OCS to Admin.

### Teacher Workforce Growth

In 2012, Illinois public schools employed 128,162 full-time teachers, of which 22,123 were employed by the Chicago School District 299. After three years of increases, averaging about 1,800 teachers a year, the teacher workforce peaked in 2009 at 132,549. Since then, the workforce has decreased by more than 4,000 teachers (or 3.3%). The decrease in full-time teachers was significantly larger in Chicago (1.2%) than downstate (0.5%) in 2010. But that difference pales in comparison to 2011, when the downstate workforce decreased by 3.2% while Chicago's increased by 4.8%. (See **Table 9**.)



**Table 9: Teacher Workforce Growth Rates**

	State		Downstate		Chicago	
	Total-FT	Growth	Total-FT	Growth	Total-FT	Growth
<b>1997-98</b>	118,091	2.1%	94,622	2.7%	23,469	<b>-0.2%</b>
<b>1998-99</b>	121,179	2.6%	97,540	3.1%	23,639	0.7%
<b>1999-00</b>	124,279	2.6%	100,711	3.3%	23,568	<b>-0.3%</b>
<b>2000-01</b>	127,323	2.4%	103,247	2.5%	24,076	2.2%
<b>2001-02*</b>	127,408	0.1%	105,190	1.9%	22,218	<b>-7.7%</b>
<b>2002-03</b>	130,773	2.6%	106,189	0.9%	24,584	10.6%
<b>2003-04**</b>	122,040	<b>-6.7%</b>	104,148	<b>-1.9%</b>	17,892	<b>-27.2%</b>
<b>2004-05</b>	128,497	5.3%	103,953	<b>-0.2%</b>	24,544	37.2%
<b>2005-06</b>	127,130	<b>-1.1%</b>	104,967	1.0%	22,163	<b>-9.7%</b>
<b>2006-07</b>	129,068	1.5%	106,866	1.8%	22,202	0.2%
<b>2007-08</b>	131,478	1.9%	108,890	1.9%	22,588	1.7%
<b>2008-09</b>	132,549	0.8%	111,063	2.0%	21,486	<b>-4.9%</b>
<b>2009-10</b>	131,785	<b>-0.6%</b>	110,550	<b>-0.5%</b>	21,235	<b>-1.2%</b>
<b>2010-11</b>	129,264	<b>-1.9%</b>	107,014	<b>-3.2%</b>	22,250	<b>4.8%</b>
<b>2011-12</b>	128,162	<b>-0.9%</b>	106,039	<b>-0.9%</b>	22,123	<b>-0.6%</b>

\*Chicago used TSR codes for the first time and underreported teachers.

\*\*TSR assignment and position codes changed significantly as did Chicago's definition of *full-time teacher*.

In the decade prior to 2003, the total number of full-time teachers in Illinois increased by an average of 1.9% a year. In that time, the full-time teaching force grew from 108,670 in 1993 to 130,773 in 2003, and it increased every year except the 1994 school year, when the total employed dropped about 550 due to a decrease in Chicago of more than 1,500 teachers. In the five years prior to 2002, the increase was even more dramatic—the workforce increased by an average rate of 2.4% (or about 3,000 teachers) a year. In that time, the downstate teaching force increased an average of 2.8% a year, while Chicago's teaching force grew about 1% a year.

## II. Over/Undersupply of Educators

This chapter presents information on the relative over- and undersupply of teachers and administrators in Illinois. The first section provides data on areas for which institutions may be producing too many or too few educators. In the second section, the unfilled position data are used to identify regional shortages, i.e., where supply has not met local demand. The third section presents district ratings of the supply of applicants for their vacancies.

### Over/Underproduction of New Educators

In order to be able to say whether there is an over- or undersupply of educators, it is necessary to first determine whether enough educators are being produced each year. While an undersupply would definitely indicate an area of educator shortage, the converse is not necessarily true. For example, while there is an abundance of administrative and guidance counselor credentials issued each year, many districts still find it difficult to fill vacancies in those positions.

**Table 10** below compares the number of individuals receiving their first certificate in fiscal year 2011 with the number of first-time educators hired in the 2012 school year. All positions and subject areas but psychologist produced more newly certified individuals than first-time hires. In several cases, supply has declined relative to demand between 2010 and 2012. The ratio of newly certified to hired special education teachers declined from 2.4 to 1.4. Bilingual teacher supply-demand ratios exhibited a similar decline from 2.5 to 1.3, and declines were also observed for psychologists (from 1.3 to 1.0) and speech/language pathologists (from 1.9 to 1.3).

	<b>A</b>	<b>B</b>	<b>Over/Under Production</b>	
	First Cert Issued FY011	First Timers Hired 2012	<b>A - B</b>	<b>Ratio</b>
<b>Administrative*</b>	2,807	903	1,904	3.1
<b>Instructional</b>				
Art	411	163	248	2.5
Bilingual	408	321	87	1.3
Early Childhood	1,203	255	948	4.7
Elementary	10,026	2,237	7,789	4.5
English Lang. Arts	4,613	1,072	3,541	4.3
Foreign Lang-Other	212	60	152	3.5
Foreign Lang-Spanish	823	172	651	4.8
Health	502	29	473	17.3
Math	1,987	644	1,343	3.1
Music	698	240	458	2.9
Physical Education	1,121	323	798	3.5
Science	2,052	507	1,545	4
Social Science	5,425	338	5,087	16
Special Education	1,951	1,443	508	1.4
<b>School Service Personnel</b>				
Guidance Counselor	549	204	345	2.7
Nurse	40	35	5	1.1
Psychologist	164	164	0	1.0
Social Worker	386	180	206	2.1
Speech/Language	295	234	61	1.3

\*Note: Both First-Timers and teachers who changed position are included in the administrator count.

Due to competition from private schools and industry, it is desirable to produce at least two people for every opening to ensure an adequate supply of quality applicants for Illinois public schools. In 2005, 10 areas failed to meet this 2:1 criterion. The number of certified teachers has increased significantly since then. In 2010, there were only two areas below the criterion (psychologist and speech/language pathologist), but in 2012 the number of areas below criterion had risen to six.

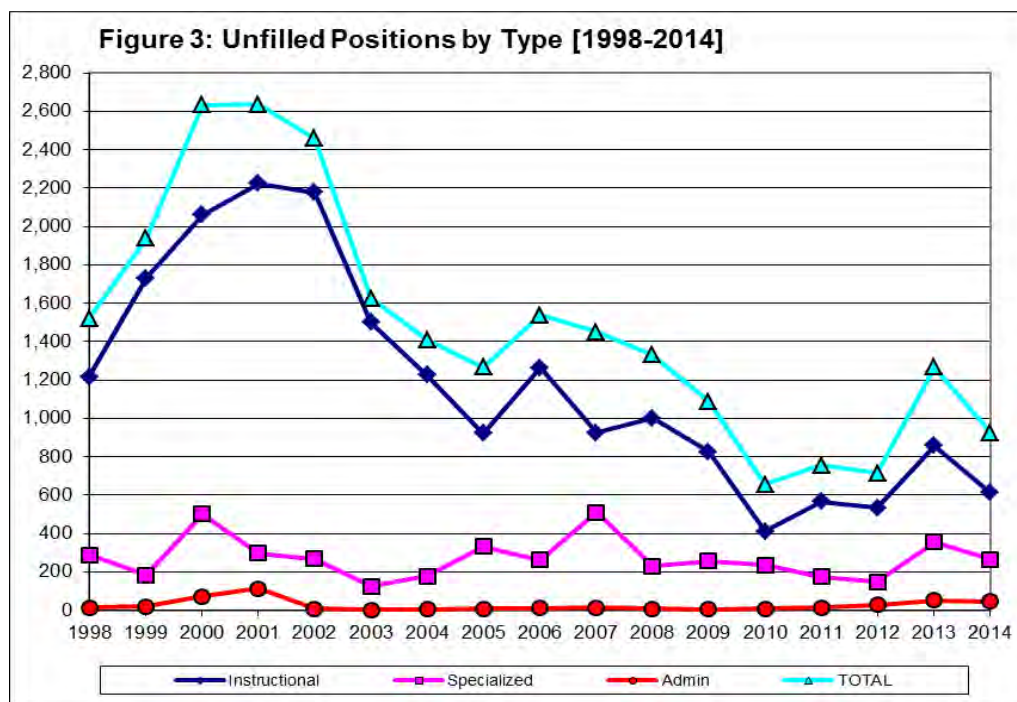
When looked at as a ratio of the number certified over the number hired, i.e., A/B, the areas and positions with the greatest **underproduction** were psychologist (1.0), nurse (1.1), speech-language pathologist (1.3), and bilingual (1.3).

The areas and positions with the greatest **overproduction** were health, social science, Spanish, early childhood, and elementary teachers.

### Regional Shortages: Unfilled Positions

Each year the Illinois State Board of Education collects information from school districts on positions not filled as of October 1. Unfilled positions are positions that were budgeted by districts for the school year but were not filled because of a lack of qualified applicants. They are the bottom line in the supply-demand equation because they show where supply has not met demand at the local level—regardless of the number of new teachers produced at the state level.

In 2011, the number of unfilled positions increased by 100 (or 15%) over 2010. This was the first increase in unfilled positions since 2006. Prior to 2011, unfilled positions had decreased 57%, from 1,540 in 2006 to 657 in 2010. In 2012, the number reported decreased 6%. However, in 2013 there were 1,268 unfilled positions reported, an increase of 77% (or 553) over 2012. (See Figure 3)



Illinois public districts reported a total of 925 unfilled positions in 2014, the majority of which were teaching positions, i.e., 612 (or 66%). The 27% decrease was largely due to a

corresponding 29% decrease in the number of teaching positions, which went from 858 in 2013 to 612 in 2014.

The areas with the greatest number of unfilled positions in the 2014 school year were as follows:

LBS I	167
Standard Elementary Instructor	90
Speech/Language Pathologist (non-teaching)	82
Bilingual Education	76
Nurse	41

Prior to the 2001 school year, the big concern was the dramatic increase in the number of unfilled positions. Between 1997 and 2001, the total number of unfilled positions increased 90%, from 1,384 in 1997 to 2,637 in 2001. In the 13 years since, the number of unfilled positions has only increased three times—in 2006 (+22%), in 2011 (+15%) and in 2013 (+77%).

The pattern of teacher vacancies tends to closely mirror the trend for total number of unfilled positions because instructional positions make up the vast majority of those unfilled (78% on average). The number of teacher vacancies doubled between 1997 and 2001, from 1,120 to 2,225. In the subsequent nine years, however, the number of teaching vacancies reported dropped 81%, from 2,225 to 412 in 2010. The dramatic turnaround might be attributed to budget deficits, better recruitment, and/or the increase in teacher supply over the last decade. Most likely, it was a combination of all three factors. Since bottoming out in 2010, unfilled teaching positions have averaged 643, an increase of 16% a year on average.

Because unfilled positions show where supply has not met demand, they are perhaps the best indicator of regional shortages. Historically, Chicago School District 299 has reported over half of the unfilled positions in the state. In 2014, Chicago reported 508 unfilled positions (or 55%) of the state total. Between 2001 and 2010, Chicago 299 averaged 821 unfilled positions a year (or 51%) of the total reported. In the subsequent four years, from 2011-14, the unfilled positions in Chicago 299 decreased dramatically (from 821 to 587 a year), but the proportion increased significantly (from 51% to 63% on average).

Even more dramatic was the decrease in unfilled positions in the collar counties. In 2008, there were 469 unfilled positions (or 35% of the state total) reported in suburban Cook and the collar counties. In 2011, that number dropped to 77, the lowest number ever reported and an 84% decrease from 2008. However, in the three years following 2011, the number of unfilled positions reported in the collar counties has increased 46% (or 146) a year.

Historically, the collar counties accounted for 29% of the unfilled positions in the state between 2001 and 2010. During that time, the collar counties averaged 437 unfilled positions a year. In the subsequent four years, the number decreased significantly. From 2011-14, there were only 142 unfilled positions reported (or 16% of the state total) on average.

For the complete list of unfilled positions by subject area, see **Appendix B**.

### **District Ratings of Over/Undersupply**

On the Unfilled Positions Survey, districts were asked to rate the supply of applicants for 48 positions on a five-point scale from Severe Under-Supply (-2) to Severe Over-Supply (+2). If the district was unable to accurately gauge the supply for a position, e.g., did not have any openings in the last 2-3 years or did not have the position in the district, the direction was to mark Not Applicable (N/A).

The data were analyzed in two ways to determine the positions with the greatest shortage of qualified applicants. The first indicator computed was the number of districts rating the position as a “shortage” area, i.e., either severe undersupply (-2) or undersupply (-1). The second indicator calculated was the Severity Index, which was derived by summing the ratings. Since undersupply ratings are negative, the lower the total, the greater the shortage. In 2011, five special education positions were taken off the survey: cross categorical, early childhood, emotionally disturbed, learning disability, and visual impairment.

Nurses advanced up the list of district-reported shortages relative to the 2011 rankings, now topping the list in terms of severity and number of districts reporting shortages. Of the top 10 shortages, only teaching and non-teaching speech/language specialists exhibited steady or slightly decreased severity indices and number of districts reporting shortages – others exhibited moderate to significant increases.

When compared to 2011, all but nine of 37 subject areas had more districts reporting shortages. The number of districts reporting shortages ranged from an increase of 74% (nurses) to a decrease of 44% (social science). Positions with the largest increases in the number of districts reporting shortages were nurse (74%), business manager (73%), elementary principal (73%), and high school principal (63%).

While two school service personnel positions -- nurse and psychologist -- remained in shortage and increased both in terms of Severity Index and number of districts reporting shortages, librarian/media specialist shortages decreased on both measures, and librarian/media specialist shortages dropped down the list from 8th to 15th.

**Table 11: Rank Order of District-Reported Shortages**

		<b>Severity Index</b>	Districts with Shortage	Change from 2011
<b>1</b>	Nurse	<b>-382</b>	257	<b>74%</b>
<b>2</b>	Bilingual Education	<b>-365</b>	244	<b>38%</b>
<b>3</b>	Speech/Lang. Pathologist (non-teaching)	<b>-344</b>	232	<b>-1%</b>
<b>4</b>	Special Ed - Speech & Lang. Teacher	<b>-317</b>	224	<b>0%</b>
<b>5</b>	Foreign Language - Spanish	<b>-277</b>	209	<b>27%</b>
<b>6</b>	Psychologist	<b>-263</b>	206	<b>31%</b>
<b>7</b>	Science - Physics	<b>-222</b>	161	<b>6%</b>
<b>8</b>	Mathematics	<b>-220</b>	212	<b>16%</b>
<b>9</b>	Science - Chemistry	<b>-215</b>	167	<b>8%</b>
<b>10</b>	Foreign Language - Other	<b>-175</b>	133	<b>49%</b>

In 2014, the positions where districts reported more overages than shortages -- and thus had a positive Severity Index -- remained the same as 2011, with the exception of special education for visual impairment, which is no longer on the survey.

For a complete list of the positions and their respective ratings see **Appendix C**.

### III. Projections of Likely High Demand

This section presents data on the future need for educators in Illinois elementary and secondary schools. The previous section looked at the demand for educators relative to the supply of educators and indicated areas of shortage. This section presents data on the future need for educators in Illinois elementary and secondary schools irrespective of supply. Thus, high demand does not necessarily mean there is a shortage.

As was done in the past, the projections are based on the average number of new educators hired between 2000 and 2012 (sans 2009, which was not available). New educators consist of both first-time hires and re-entering staff. The same method was used to project demand for teachers and other educators, but the procedure for projecting the need for administrators varied slightly.

The definition of new administrators includes administrators who were teachers the previous year since the vast majority of new administrators come from the teaching ranks. Data on new administrators were not available in 2000 or 2009, so 11 years of data between 2001 and 2012 were used to project administrator demand. **Appendix D** shows the projected number needed and the relative need for the various categories of educators. Because of the extensive reclassification of positions and assignments, 2004 data could not be used to project teacher demand.

The findings that follow are presented in terms of (1) the **largest number** of educators needed over the next four years and, more importantly, (2) the greatest **relative need** for educators defined as the total number needed over the next four years divided by the number employed in 2012, i.e., percentage of the 2011 workforce.

**Largest number needed:** It is estimated that Illinois will need about 10,300 new teachers a year or about 41,100 first-time and re-entering teachers through 2018. The number needed through 2018 is about 2,200 teachers fewer per year than was forecast in the 2011 study. During the next four years, Illinois public schools will need about 6,900 special education teachers and nearly 34,200 regular teachers. Through 2018, it is estimated that Illinois will also need nearly 3,500 administrators and 4,100 other certified educators. The categories needing the largest number of educators through 2018 are as follows:

Rank	Non-Instructional Staff	Number Needed
1	Elem. Princ./Asst.	1,109
2	Social Worker	994
3	Other Administrator	949
4	Speech/Lang. Pathologist	940
5	Guidance Counselor	682
Rank	Instructional Staff/Teachers	Number Needed
1	Self-Contained Elementary	2,907
2	Special Education	1,721
3	English Language Arts	1,061
4	Mathematics	687
5	Science	579
6	Social Science	472
7	Physical Education	428
8	Consultative/Resource Teacher	343
9	Bilingual Education	312
10	Music	301

**Greatest relative need:** As mentioned above, relative need speaks to capacity or how much of the current workforce is going to be needed over the next four years. The categories with the greatest relative need through 2018 (excluding other subject/program) are as follows:

<b>Rank</b>	<b>Non-Instructional Staff</b>	<b>% of 2012 Workforce</b>
1	Other Administrator	46%
2	Director/Asst.	39%
3	Middle/Jr. High Princ./Asst.	38%
4	Elem. Princ./Asst.	33%

<b>Rank</b>	<b>Instructional Staff/Teachers</b>	<b>% of 2012 Workforce</b>
1	Consultative/Resource Teacher	51%
2	Alternative Education	50%
3	Voc/Tech Misc.	44%
4	Health Occupations	41%
5	Title 1 Math/Reading	41%
6	Business, Mkt., Mgt.	39%
7	Agriculture	37%
8	Foreign Lang.- Spanish	37%

# References

- Illinois State Board of Education. (2011). *Educator Supply and Demand*. Springfield, IL.
- Illinois State Board of Education. (2001-12). *Fall Enrollment Counts*. Unpublished raw data. Springfield, IL.
- Illinois State Board of Education. (2008-12). *Teacher Certification Information System*. Unpublished raw data. Springfield, IL.
- Illinois State Board of Education. (2011). *Teacher Service Record*. Unpublished raw data. Springfield, IL.
- Illinois State Board of Education. (2012). *Teacher Service Record*. Unpublished raw data. Springfield, IL.
- Illinois State Board of Education. (1998-2014). *Unfilled Positions Survey*. Unpublished raw data. Springfield, IL.



# Definition of Terms

## SUPPLY

- Endorsements:** A credential on a certificate indicating the educator has met the minimum requirements for that assignment. These counts may be duplicates as one person can hold an unlimited number of certificates or endorsements.
- New Supply:** The number of newly certified individuals in a fiscal year (July 1 through June 30).
- Pipeline:** A source of future educator supply consisting of students enrolled in professional preparation programs in Illinois and current program completers who have not yet received certification.
- Program Completer:** In Illinois, a person who has met all the requirements of a state-approved teacher preparation program. Program requirements vary widely between certificates and between endorsement areas.

## DEMAND

- Attrition:** An educator who was employed in an Illinois public school in the previous year but not in the current year.
- Educator:** For the purposes of this study, educators are personnel employed in Illinois public schools in one of the following four categories: administrators, teachers, school service personnel, or other certified staff.
- Eligible to Retire:** An educator who is at least 55 years old and has 20 or more years of experience.
- Full-Time:** An indicator of educator status defined by two TSR fields: Months Employed and Full-Time Equivalent (FTE). The definition for full-time status is {Months Employed > 8 and FTE > 99%}.
- First-Time:** A newly hired educator with one year or less of experience. This status is calculated from the TSR data field "total years of experience." The definition is {experience is less than or equal to one year}.
- Re-entry:** A newly hired educator who has more than one year of teaching experience but was not employed in an Illinois public school the prior year.
- Retention:** An educator who was employed in both the previous and current year. In order to reduce confusion, both part-time and full-time personnel are included in the calculation, e.g., a part-timer could be retained the next year as a full-timer.
- Unfilled Positions:** Number of budgeted positions (in full-time equivalent) reported unfilled as of December 1 by each Illinois public school district on the Unfilled Positions Survey.

# Appendices

Appendix A: Retention and Attrition by Position

Appendix B: Number of Unfilled Positions in 2013-14

Appendix C: Positions with the Most Severe Shortages

Appendix D: Projected Need for Educators [2015-18]

## Appendix A: Retention and Attrition by Position

Position	2011 FT	Left Education		Retained		Change From 2011		
		N	%	In Same Position	In Different	2012 FT	N	%
Regional Superintendent	36	8	22%	25	3	37	1	3%
Asst Regional Supt	32	2	6%	19	11	29	-3	-9%
District Superintendent	784	83	11%	694	7	775	-9	-1%
Asst District Superintendent	380	38	10%	317	25	378	-2	-1%
Elementary Principal	2,363	184	8%	2,015	164	2,329	-34	-1%
Asst Elementary Principal	986	64	6%	744	178	991	5	1%
Middle/Jr. Hi School Principa	626	46	7%	512	68	609	-17	-3%
Asst Middle/Jr. High Principa	539	33	6%	393	113	540	1	0%
High School Principal	782	72	9%	619	91	768	-14	-2%
Asst High School Principal	900	54	6%	708	138	893	-7	-1%
Supervisory Dean	277	11	4%	218	48	275	-2	-1%
Student Dean	439	38	9%	312	89	403	-36	-8%
Administrative Assistant	106	9	8%	75	22	106	0	0%
Business Manager	116	9	8%	97	10	121	5	4%
Coordinator	795	87	11%	571	137	805	10	1%
Director	829	77	9%	666	86	831	2	0%
Assistant Director	120	9	8%	63	48	100	-20	-17%
Chief School Business Office	91	5	5%	76	10	90	-1	-1%
Special Education Director	233	24	10%	187	22	234	1	0%
Asst Director of Special Ed						38	38	n/a
<b>Total Administrators</b>	<b>10,434</b>	<b>853</b>	<b>8%</b>	<b>8,311</b>	<b>1,270</b>	<b>10,352</b>	<b>-82</b>	<b>-1%</b>
Special Education Teacher	20,729	1,587	8%	18,510	632	20,354	-375	-2%
Elementary Teacher	51,694	3,647	7%	45,762	2,285	50,321	-1373	-3%
Middle/Jr. Hi School Teacher	19,871	1,266	6%	17,881	724	19,707	-164	-1%
High School Teacher	33,406	2,326	7%	30,334	746	33,173	-233	-1%
PK Teacher	1,080	94	9%	876	110	1,767	687	64%
K Teacher	2,484	147	6%	2,077	260	2,840	356	14%
<b>Total Teachers</b>	<b>129,264</b>	<b>9,067</b>	<b>7%</b>	<b>115,440</b>	<b>4,757</b>	<b>128,162</b>	<b>-1102</b>	<b>-1%</b>
Librarian/Media Specialist	1,921	168	9%	1,696	57	1,888	-33	-2%
Technology Specialist	264	18	7%	220	26	264	0	0%
Reading Specialist	1,025	72	7%	813	140	1,055	30	3%
Staff Supervisor	254	19	7%	178	57	248	-6	-2%
Program Supervisor	669	52	8%	504	113	628	-41	-6%
<b>Total OCS</b>	<b>4,133</b>	<b>329</b>	<b>8%</b>	<b>3,411</b>	<b>393</b>	<b>4,083</b>	<b>-50</b>	<b>-1%</b>
Guidance Counselor	3,085	269	9%	2,720	96	3,060	-25	-1%
Psychologist	1,764	114	6%	1,619	31	1,787	23	1%
Social Worker	3,266	209	6%	3,033	24	3,242	-24	-1%
Nurse	924	58	6%	864	2	905	-19	-2%
Interpreter	1				1	1	0	0%
Speech/Language Pathologi	3,000	197	7%	2,790	13	3,027	27	1%
<b>Total SSP</b>	<b>12,040</b>	<b>847</b>	<b>7%</b>	<b>11,026</b>	<b>167</b>	<b>12,022</b>	<b>-18</b>	<b>-0.1%</b>
<b>State (FT)</b>	<b>155,871</b>	<b>11,096</b>	<b>7%</b>	<b>138,188</b>	<b>6,587</b>	<b>154,619</b>	<b>-1252</b>	<b>-1%</b>

## Appendix B: Number of Unfilled Positions in 2013-14

Position	Downstate	Chicago	State
Business Manager	2.0		2.0
Director	2.0		2.0
Principal - Assistant Elementary		11.0	11.0
Principal - Assistant High School		7.0	7.0
Principal - Assistant Junior High	3.0		3.0
Principal - Elementary		9.0	9.0
Principal - High School		3.0	3.0
Superintendent - Assistant District	1.0		1.0
z-Other Administrator (not listed)	8.0		8.0
<b>Total Administrative</b>	<b>16.0</b>	<b>30.0</b>	<b>46.0</b>
Alternative Education	3.0		3.0
Art	4.0	8.0	12.0
At Risk (Pre-K)	0.0	35.0	35.0
Bilingual Education	47.5	28.0	75.5
Computer Literacy/Technology	1.6	12.0	13.6
Computer Programming	1.0		1.0
English - English	1.2	9.0	10.2
English - Language Arts	3.0	12.0	15.0
English - Reading	1.0		1.0
English as a Second Language	9.6	2.0	11.6
Foreign Language - Other	3.0	8.0	11.0
Foreign Language - Spanish	11.5	5.0	16.5
Gifted Education	1.0		1.0
Health Education	3.9		3.9
Learning/Resource Center	1.0		1.0
Math - Algebra	0.5		0.5
Math - Basic/General	2.3	19.0	21.3
Math - Other	2.0		2.0
Music - Instrumental	0.8	1.0	1.8
Music - Vocal	0.8		0.8
Music (K-8)	0.3	4.0	4.3
Physical Education (9-12)	0.8	2.0	2.8
Physical Education (K-8)	0.0	3.0	3.0
Science - Biology	0.0	1.0	1.0
Science - Chemistry	1.5	1.0	2.5
Science - General	3.0	8.0	11.0
Science - Other	0.7		0.7
Science - Physics	1.5		1.5
Social Science	2.2	8.0	10.2
Special Ed - Hearing Impairment	3.4	2.0	5.4
Special Ed - LBS I	33.2	134.0	167.2
Special Ed - LBS II	1.0		1.0
Special Ed - Other	18.3		18.3
Special Ed - Speech & Lang. Teacher	18.4		18.4
Standard Elementary Instructor	6.0	84.0	90.0
Title I - Remedial Math	1.5		1.5
Title I - Remedial Reading	1.0		1.0
Voc Tech - Agriculture	2.5		2.5
Voc Tech - Business, Marketing, Mgt	2.5		2.5
Voc Tech - Industrial Occupations	7.3		7.3
Voc Tech - Misc.	2.5	1.0	3.5
z-Other Subject/Program Area Not Listed	18.5		18.5
<b>Total Instructional</b>	<b>224.8</b>	<b>387.0</b>	<b>611.8</b>
Coordinator	4.0		4.0
Librarian/Media Specialist	2.8	9.0	11.8
Reading Specialist	2.0	15.0	17.0
z- Other Certificated Staff (not listed)	11.9		11.9
<b>Total OCS</b>	<b>20.7</b>	<b>24.0</b>	<b>44.7</b>
Guidance Counselor	2.2	9.0	11.2
Nurse	25.4	16.0	41.4
Psychologist	27.0	12.0	39.0
Social Worker	5.5	13.0	18.5
Speech/Lang. Pathologist (non-teaching)	64.8	17.0	81.8
z- Other Professional Staff (not listed)	30.6		30.6
<b>Total SSP</b>	<b>176.2</b>	<b>91.0</b>	<b>267.2</b>
<b>Total FTE</b>	<b>417.0</b>	<b>508.0</b>	<b>925.0</b>

## Appendix C: Positions with the Most Severe Shortages

	Severity Index	Districts Reporting Shortage		Districts Reporting Adequate		Districts Reporting Overage		Districts Reporting N/A	
		N	%	N	%	N	%	N	%
1 Nurse	<b>-382</b>	257	27%	127	13%	14	1%	547	58%
2 Bilingual Education	<b>-365</b>	244	26%	79	8%	5	1%	617	65%
3 Speech/Lang. Pathologist (non-teaching)	<b>-344</b>	232	25%	102	11%	11	1%	600	63%
4 Special Ed - Speech & Lang. Teacher	<b>-317</b>	224	24%	108	11%	8	1%	605	64%
5 Foreign Language - Spanish	<b>-277</b>	209	22%	142	15%	19	2%	575	61%
6 Psychologist	<b>-263</b>	206	22%	135	14%	20	2%	584	62%
7 Science - Physics	<b>-222</b>	161	17%	101	11%	14	1%	669	71%
8 Mathematics	<b>-220</b>	212	22%	260	28%	45	5%	428	45%
9 Science - Chemistry	<b>-215</b>	167	18%	106	11%	17	2%	655	69%
10 Foreign Language - Other	<b>-175</b>	133	14%	97	10%	7	1%	708	75%
11 Special Ed - Hearing Impairment	<b>-170</b>	132	14%	83	9%	11	1%	719	76%
12 Voc Tech - Industrial Occupations	<b>-164</b>	111	12%	72	8%	3	0%	759	80%
13 Science - Other	<b>-157</b>	149	16%	196	21%	25	3%	575	61%
14 Special Ed - Other	<b>-157</b>	139	15%	184	19%	21	2%	601	64%
15 Librarian/Media Specialist	<b>-151</b>	128	14%	139	15%	15	2%	663	70%
16 Computer Literacy/Technology	<b>-144</b>	145	15%	172	18%	28	3%	600	63%
17 Special Ed - LBS I	<b>-137</b>	169	18%	288	30%	54	6%	434	46%
18 Special Ed - LBS II	<b>-129</b>	121	13%	165	17%	21	2%	638	68%
19 Voc Tech - Agriculture	<b>-116</b>	88	9%	79	8%	7	1%	771	82%
20 Business Manager	<b>-97</b>	76	8%	124	13%	5	1%	740	78%
21 Voc Tech - Family & Consumer Sciences	<b>-91</b>	81	9%	102	11%	12	1%	750	79%
22 Voc Tech - Health Occupations	<b>-67</b>	57	6%	73	8%	3	0%	812	86%
23 Music	<b>-60</b>	117	12%	242	26%	58	6%	528	56%
24 Voc Tech - Business, Marketing, Mgt	<b>-54</b>	60	6%	106	11%	15	2%	764	81%
25 Social Worker	<b>-51</b>	104	11%	212	22%	60	6%	569	60%
26 Guidance Counselor	<b>-45</b>	76	8%	175	19%	33	3%	661	70%
27 Art	<b>-43</b>	80	8%	208	22%	41	4%	616	65%
28 Gifted Education	<b>-30</b>	35	4%	119	13%	12	1%	779	82%
29 Principal - High School	<b>-16</b>	52	6%	187	20%	31	3%	675	71%
30 Principal - Jr. High	<b>-4</b>	44	5%	206	22%	37	4%	658	70%
31 Principal - Elementary	<b>12</b>	45	5%	266	28%	51	5%	583	62%
32 Health Education	<b>32</b>	47	5%	182	19%	57	6%	659	70%
33 English - Reading	<b>48</b>	84	9%	234	25%	115	12%	512	54%
34 English - Language Arts	<b>256</b>	36	4%	272	29%	219	23%	418	44%
35 Physical Education	<b>300</b>	23	2%	216	23%	216	23%	490	52%
36 Social Science	<b>307</b>	14	1%	164	17%	215	23%	552	58%
37 Standard Elementary Instructor	<b>639</b>	11	1%	169	18%	402	43%	363	38%

\*Severity Index = Sum of the District Ratings for Each Position

## Appendix D: Projected Need for Educators [2015-18]

<b>Non-Instructional Staff</b>	<b>Average New Hires</b>	<b>Needed Through 2018</b>	<b>%-of 2012 FT Staff</b>
<b>Administrative*</b>			
District Supt./Asst.	27	109	9%
Elem. Princ./Asst.	277	1,109	33%
Middle/Jr. High Princ./Asst.	108	432	38%
H.S. Princ./Asst.	133	532	32%
Director/Asst.	91	364	39%
Other Administrator	237	949	46%
<b>Other Educators</b>			
Library/Media Specialist	90	362	19%
Technology Specialist	11	44	17%
Reading Specialist	47	188	18%
Staff Supervisor	4	17	7%
Program Supervisor	17	67	11%
Guidance Counselor	171	683	22%
Psychologist	133	532	30%
Social Worker	249	995	31%
Nurse	57	229	25%
Speech/Lang. Pathologist	235	940	31%
<b>Total</b>		<b>7,552</b>	<b>21%</b>

<b>Instructional Staff**</b>			
Alternative Education	49	195	50%
Art	183	733	27%
Bilingual Education	313	1,252	33%
Computer Programming/Lit.	75	300	26%
Consultative/Resource Teacher	344	1,374	51%
Consumer Education	20	81	34%
Curriculum Specialist	32	129	30%
Driver Education	17	67	11%
Early Childhood	210	841	31%
English as a Second Language	102	409	31%
English Language Arts	1,062	4,247	29%
Foreign Lang.- Other	74	297	36%
Foreign Lang.- Spanish	217	868	37%
Health Education	47	186	27%
Mathematics	687	2,750	31%
Music	301	1,206	31%
Other Subject/Program	6	24	96%
Physical Education	428	1,713	24%
Science	579	2,317	31%
Self-Contained Elementary	2,907	11,629	34%
Social Science	472	1,889	28%
Special Education	1,721	6,885	34%
Title 1 Math/Reading	100	402	41%
<b>Vocational/Technical</b>			
Agriculture	30	120	37%
Business, Mkt., Mgt.	80	319	39%
Family/Consumer Sciences	79	317	30%
Health Occupations	9	36	41%
Industrial	91	366	29%
Voc/Tech Misc.	27	108	44%
<b>Total</b>		<b>41,058</b>	<b>32%</b>

\* Includes Teachers who changed to administrative positions.

\*\*Teacher data not available for 2004 or 2009.