



Educator Supply and Demand in Illinois

2007 Annual Report

December 2007

Illinois State Board of Education

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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/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.

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Summary of Findings

The following is a summary of the findings from the 2007 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. In 2007, 92% of the previous year's workforce was retained in Illinois public schools (85% in the same position and 7% in a different position). For teachers, about 86% were retained in the same position and an additional 7% were retained in another 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 2003, new certificates issued to school service personnel have increased 9% per year and those issued to administrators, 11%. In the same period, new teaching certificates have increased by 10% a year, on average. In 2007, 18,601 individuals received new teaching certificates, an increase of 7.5% over last year.

(3) The number of re-entries hired increased this year. The third major source of supply includes educators returning to the profession. After peaking in 2001, the number of re-entering educators declined 5% a year, on average, through 2006. This year, however, re-entries increased 42%, or by over 1,700 educators. The number of re-entering teachers increased 47%.

(4) The quality of pipeline data has decreased dramatically. Data have not been received from all 57 institutions since 2002. Only 43 institutions reported program completer data and enrollment data in 2004, and just 39 reported in 2005. In 2006, 41 institutions reported over 12,000 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 are expected to peak in 2008 and then begin to decline. Illinois public school enrollments have been increasing since 1990, and that overall trend is expected to continue through 2008. The overall growth in the next two years will be due to increases at the secondary level. Elementary enrollments began declining in 2004 and will continue the downward trend through 2011. Secondary enrollments will peak in 2009 and begin to decline by 2011.

(2) The downstate teacher workforce increased this year. After decreasing the previous two years, the downstate teaching force increased by 1% in 2006 and by 1.8% (or 1,900 teachers) in 2007. Chicago teacher data continues to be unreliable so the state trend cannot be determined.

II. Over/Under-Supply of Educators

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

(1) Over/under production 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 for 2007:

- Areas/positions of **likely under-production** include: psychologist, social worker, bilingual, and speech and language pathologist.
- Areas/positions with the **greatest over-production** were: social science, other foreign language, health, and elementary.

(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 1,450 unfilled positions on October 1, 2006.** The areas or subjects with the greatest number of unfilled positions were:

Cross categorical	205
Elementary (self-contained)	138
LBS I	106
Speech pathologist (non-teaching)	97
Bilingual education	55

- **The number of unfilled positions decreased by 6% this year.** In 2007, there were 1,450 unfilled positions reported, or 90 less than in the 2006 school year. Compared to last year, the number of instructional vacancies decreased 27% while the number of specialized positions increased 94%.
- **The vast majority of unfilled positions were in Chicago District 299 (55%).** Suburban Cook and the collar counties contained 25% of the unfilled positions while downstate only accounted for 20% of the total.

(3) District ratings of supply indicate over/under-supply from the local school district perspective. Overall, the number of districts reporting shortages decreased slightly from last year.

- For the sixth straight year, special education was at the top of the list in terms of both the number of districts reporting a shortage and the severity of the shortages reported. Of the special education categories, speech and language teacher remained in the number one spot for severity and was third in the number of districts reporting shortages. Speech Language Pathologist, a non-teaching position, remained number

two in terms of severity and moved up to second in the number of districts reporting shortages. Rank ordered by the *number of districts* reporting shortages, the top ten areas are:

		Districts with Shortage	2007 Severity Index
1	Special Ed - Cross Categorical	352	-503
2	Speech/Lang. Pathologist (non-teaching)	331	-557
3	Special Ed - Speech & Lang. Impaired	328	-558
4	Special Ed - LBS I	326	-444
5	Special Ed - Emotionally Disturbed	321	-485
6	Special Ed - Specific Learning Disability	318	-432
7	Foreign Language - Spanish	257	-345
8	Psychologist	249	-353
9	Special Ed - Other/General	246	-344
10	Bilingual Education	225	-355

- For the fourth consecutive year, there were four areas where districts reported more overages than shortages: Self-Contained Elementary, Social Science, Physical Education, and English Language Arts.

III. Projections of Likely High Demand

Projections of likely high demand areas were made in order to advise the public of future career opportunities in education. Through 2011, it is estimated that Illinois will need over 7,500 special and 36,000 regular education teachers. Historically, re-entries have filled just over 40% of teacher vacancies each year so Illinois districts will need to hire approximately 18,000 re-entries and 26,000 first-time teachers over the next four years. In that same time period, Illinois is expected to need about 3,000 administrators and 4,200 other educators.

In terms of the ***largest number needed***, the greatest needs through 2011 are:

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

In terms of the ***percent of the 2007 workforce***, the greatest needs through 2011 are:

- (a) non-instructional staff
 - Other administrator, director/assistant director, junior high principal/assistant principal; and social worker.
- (b) teachers
 - Miscellaneous vocational; health occupations; alternative education; bilingual; Spanish; other foreign language; and special education.

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 or not 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**, 85% of the 2006 educational workforce was employed in the same position in 2007. An additional 7% were retained in Illinois public schools, but in a different position. Thus, 92% of the 2006 workforce was still in Illinois public schools in 2007. The average retention rate over the last seven years is 92.5% (87% in the same position and 5% in another position).

Position	Total FT 2006	Retained in 2007			Retained in 2006		
		In Same Position	In Different Position	Total	In Same Position	In Different Position	Total
Administrative	9,335	75%	14%	89%	75%	15%	90%
Instructional	127,130	86%	7%	92%	88%	4%	91%
Other Certified Staff	5,156	67%	25%	91%	68%	22%	90%
School Service Personnel	10,401	91%	2%	93%	89%	3%	92%
All Educators	152,022	85%	7%	92%	86%	5%	91%

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 to June 30). In order to be considered as supply for the 2006-07 school year, teachers had to be certified in the previous fiscal year (i.e., July 2005 to June 2006).

In the last five years, the total number of new instructional certificates issued increased by 10% a year, total school service personnel certificates have increased 9%, and total administrative certificates have increased 11% (see **Table 2**). In contrast, the number of substitute certificates issued has decreased by an average of 8%.

Since 2003, the number of new teaching certificates has increased 10% a year, while the number of *individuals* receiving them has increased, on average, 11% (from 12,314 in 2003 to 18,601 in 2007).

The most significant change, however, has been the increase in the number of Type-10 Special Teaching certificates issued over the last four years. Since 2003, the number of Type-10 certificates issued has increased 30% a year. The second largest increase was in Early Childhood certificates which increased 14% a year.

Type	2003	2004	2005	2006	2007	Avg
						Change
3 Elementary	7,634	8,333	9,373	9,858	10,174	8%
4 Early Childhood	766	887	1,042	1,096	1,280	14%
9 Secondary	5,622	6,218	6,729	7,028	7,223	7%
10 Special Teaching	1,286	1,640	2,267	2,963	3,642	30%
Total Instructional	15,308	17,078	19,411	20,945	22,319	10%
73 School Service Personnel	967	1,185	1,204	1,227	1,359	9%
74 Provisional SSP	40	43	60	24	20	-7%
Total SSP	1,007	1,228	1,264	1,251	1,379	9%
75 Administrative	1,745	2,236	2,280	2,382	2,642	11%
76 Provisional Admin.	17	21	32	20	16	5%
Total Administrative	1,762	2,257	2,312	2,402	2,658	11%
39 Substitute	17,540	14,582	12,630	12,463	12,355	-8%

Provisional teaching certificates are issued to individuals that hold an equivalent certificate from another state but lack one or more of Illinois requirements (e.g., testing). An increase in the number of provisional certificates issued would indicate Illinois is attracting teachers from other states. In the past, when a provisional certificate was converted, the certificate number stayed the same and the provisional information was lost. Due to changes in certificate coding in 2005, the number of provisional certificates issued and the number converted into regular teaching certificates can now be tracked.

In 2007, over 2,600 provisional teaching certificates were issued, an increase of 8% over the previous year. Of those, over 85% (2,251) were converted into regular teaching instructional certificates and 15% were still pending at the end of the fiscal year. Only three provisional certificates expired in fiscal year 2007. (See **Table 3**)

Type	Certificate Status			Total Issued
	Converted to Regular	Still Pending	Expired	
5 Provisional Early Childhood	152	23	1	176
30 Provisional Elementary	943	131		1,074
31 Provisional High School	666	155	2	823
33 Provisional Special Teaching	490	100		590
Total Provisional	2,251	409	3	2,663

Re-entering Personnel

Educators returning to the profession 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 (over 4,000 a year), there are also nearly 200 administrators and over 400 other educators that return to Illinois public schools each year.

Between 1997 and 2001, the number of re-entering educators increased 89% from a low of 3,172 to 5,993. After peaking in 2001, the number hired decreased about 5% a year, on average, through 2006. In 2006, there were 4,099 re-entries hired, a decrease of 6% (or 253) from 2005. The overall decrease in 2006 was primarily due to a corresponding 6% drop in the number of teachers hired.

This year, however, there was a dramatic reversal in the trend. In 2007, the number of re-entering educators increased 42%. The large increase was mostly due to the large number of re-entering teachers hired. There were 5,075 re-entering teachers hired, an increase of 47% (or 1,631 teachers) over last year, and the largest number hired since 2001 (see **Table 4.**). The large increase in the number of re-entries hired this year indicates Illinois has a fairly robust reserve pool of teachers.

Position	Total FT 2007	Re-entries		Change from 06
		N	%-FT	
Administrative	8,881	184	2%	-1%
Instructional	129,068	5,075	4%	47%
Other Certified Staff	4,776	122	3%	-12%
School Service Personnel	11,011	454	4%	37%
All Educators	153,736	5,835	4%	42%

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 should indicate 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.

Fifty-six institutions reported nearly 14,000 program completers in 2002, an 11% increase over the previous year. However, that was the last year that data were received from all teacher preparation programs (see **Table 5.**). Only 48 of the 57 education programs reported data in 2003 and only 43 reported data in 2004. The worst return rate was in 2005 when only 39 institutions reported data. Although fewer institutions reported data in 2005, the number of program completers reported increased by nearly 4% from the previous year (from 10,054 to 10,463). In 2006, over 12,000 program completers were reported from 41 institutions, an increase of 18% over the previous year.

	1999	2000	2001	2002	2003*	2004*	2005*	2006*
Early Childhood	638	638	584	621	560	467	365	460
Elementary	3,953	3,715	4,243	4,453	4,218	3,312	3,558	3,803
Secondary Programs	2,228	2,882	2,506	2,719	2,363	2,361	2,012	2,327
K-12 Programs	854	788	948	1,065	1,075	932	1,078	1,177
Special Education Programs	1,495	1,322	1,889	1,770	963	666	851	908
School Service Personnel	528	677	508	555	843	553	636	755
Administrative Programs	1,180	1,179	1,760	1,659	1,607	898	1,453	1,682
Alternative Certification	0	0	66	1,092	214	106	221	251
Other	0	0	0	0	251	759	262	943
Total:	10,876	11,201	12,504	13,934	12,094	10,054	10,436	12,306

*Number of Institutions Reporting: 48 in 2003; 43 in 2004; 39 in 2005; 41 in 2006.
SOURCE: Division of Professional Preparation

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.

Data in this section were obtained from two sources: the 2007 Public School Enrollment Projection Report, and the 2006-07 Teacher Service Record (TSR). The TSR contains employment data on all certified Illinois public school personnel and is collected each fall by the Illinois State Board of Education. In 2002, Chicago District 299 filed in the same format as the rest of the state for the first time. As a result, thousands of positions and assignments in Chicago changed codes. In 2004, dozens of TSR position and assignment codes changed for the whole state. Thus, the reader must use extreme care in interpreting trends based on TSR staffing data from the last five years.

The most current file that could be used for this study contains data from the 2006-07 school year. Where abbreviated, data from 2005-06 are referred to as “2006” and data from the 2006-07 school year are referred to as “2007.” For comparative purposes, 2007 is considered the “current year” and 2006, the previous year.

Changes in Student Enrollments

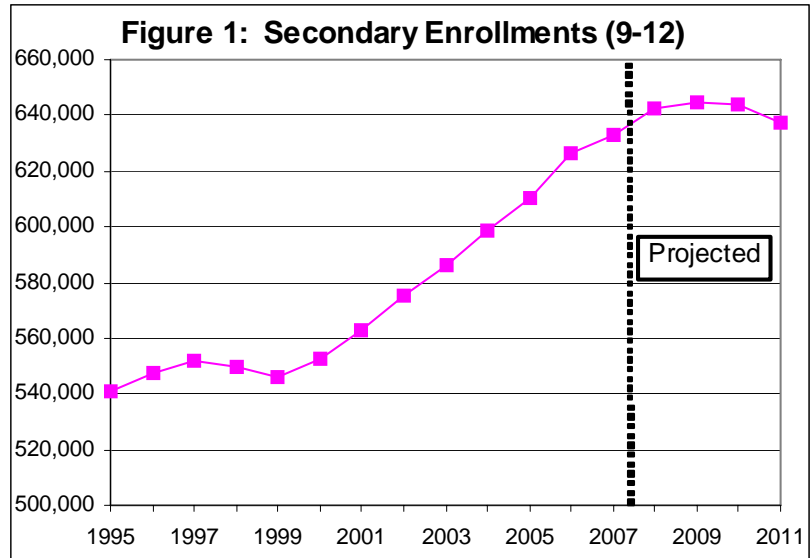
At the aggregate level, there is a direct relationship between student enrollment and demand for educators. Illinois public school enrollments have been increasing since school year 1990, and that trend is expected to continue through school year 2008 (Illinois State Board of Education, 2007). All of the growth, however, will be at the secondary level, which will increase the demand for high school teachers.

The K-12 Illinois public school enrollment for school year 2007 was 2,034,297, which is approximately 700 students more than last year. As can be seen in **Table 6**, the increase in secondary enrollment was just slightly larger than the decline in elementary enrollment. Total K-12 enrollments are expected to peak in 2008 and then decline for the next three years by an average of 8,000 students per year. In 2011, there will be about 4,500 more students in grades 9-12 than there were in 2007, and there will be about 23,000 students less in grades K-8.

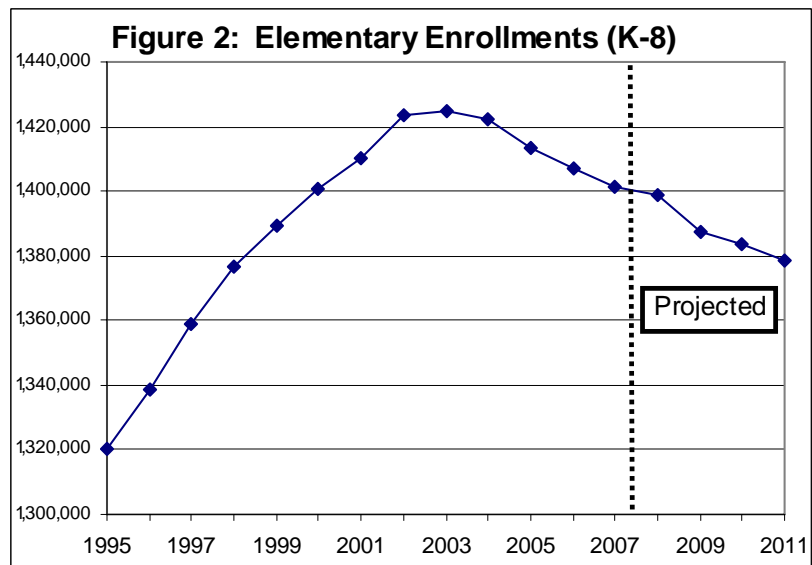
	2006	2007	Annual Change		School Year 2011		
			N	%	Projected Enrollment	Change from 07	
					N	%	
Elementary	1,407,285	1,401,387	(5,898)	-0.4%	1,378,458	(22,929)	-1.6%
Secondary	626,344	632,910	6,566	1.0%	637,458	4,548	0.7%
TOTAL	2,033,629	2,034,297	668	0.0%	2,015,916	(18,381)	-0.9%

As can be seen in **Figures 1 and 2**, it is expected that secondary enrollments will increase for the next two years, peak in 2009, and begin to decrease by 2011. On the other hand, elementary enrollments peaked in 2003, and will continue to decline for the next four years.

Secondary enrollments in 2007 were 632,910, an increase of nearly 6,600 students or 1% over last year (see **Figure 1**). In the last four years, secondary enrollments have increased by nearly 47,000 students, or by 2% a year, on average. Prior to 1999-00, however, the five-year average growth rate was only 0.4%, and enrollments decreased in two of those years (1997-98 and 1998-99). Over the next four years, secondary enrollments are expected to continue growing, but at a decreasing rate (i.e., 0.2% a year). They are expected to peak in 2009 at nearly 645,000 and by 2011 begin to decline by 1% a year.



As **Figure 2** shows, elementary enrollments peaked in 2003 at about 1,425,000, capping a 15 year growth trend. For the last four years, however, they have decreased by nearly 6,000 (or -0.4%) a year. The downward trend is expected to continue for the next four years, with K-8 enrollments declining by nearly 23,000 students. If this trend continues, by 2011, K-8 enrollments will be close to the level they were back in 1998. The decrease in elementary enrollments is believed to be due to the decrease in the number of live births, which peaked in 1990.



Statewide enrollment patterns indicate that either class size or demand for teachers will increase at the secondary level. Conversely, at the elementary level, demand for teachers or class size is likely to decrease slightly.

Workforce Growth

Total Educator Workforce

Since 1991, the educational workforce has increased in response to growth in student enrollments and increases in educational spending. Prior to 2002, the teacher workforce increased, on average, by over 2,500 teachers a year (or 2.1%), while the administrator workforce grew by 3.7%, or over 300 administrators a year. However, in 2002, there was virtually no growth in the educator workforce. The total educator workforce remained under 150,000 which was virtually the same size as the previous year. That plateau appears to be an anomaly because in 2003, the total full-time educator workforce increased by 2.5% (or nearly 3,700), to a historical high of nearly 153,000 full-time staff.

It was expected that the growth trend would continue in 2004, albeit at a much slower pace due to shrinking district budgets. Instead, the total educator workforce decreased by over 5%, largely due to a decrease in the teacher workforce. However, in 2004 the Teacher Service Record underwent an extensive revision of its position and assignment codes. More specifically, 16 of the old position codes (40%) were eliminated and nine new codes were added. Some of the positions eliminated were subsumed, in whole or in part, by the new categories. As a result, the 2004 data are not comparable to previous years and are not included in trend analyses.

The total number of educators reported in 2007 was 153,736, an increase of 1.1% (or 1,714 educators) over last year. As shown in **Table 7**, the overall increase in educators corresponds to a 1.5% increase over the number of teachers reported in 2006. The number of School Service Personnel increased by nearly 6%, while there were decreases in both Administrators (-4.9%) and Other Certified Staff (-7.4%) this year.

	2007 FT	Change From 2006	
		N	%
Administrators	8,881	-454	-4.9%
Teachers	129,068	1,938	1.5%
Other Certified Staff	4,776	-380	-7.4%
School Service Personnel	11,011	610	5.9%
Total Workforce	153,736	1,714	1.1%

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

Administrator Workforce Growth

The total number of full-time administrators employed in Illinois public schools for school year 2007 was 8,881, a decrease of 454 administrators (or, 4.9%) over last year's total (see **Table 8**). While the number of full-time administrators increased 3% downstate, there was a 39% decrease in the number of full-time administrators reported in Chicago. It is impossible to determine a trend, however, due to changes in the data collection methodology over the last five years. In 2002, Chicago's administrative force nearly doubled due to their reclassification of positions rather than an increase in the actual number of administrators employed. Some 600 teachers were reclassified in 2002 as assistant principals, administrative assistants, and assistant directors. Then in 2004, there were major changes in the position codes for the entire state.

	State		Downstate		Chicago	
	FT	Change	FT	Change	FT	Change
1996-97	7,705					
1997-98	7,872	2.2%	6,936		936	
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	-3.3%
2003-04**	9,263	-1.9%	7,647	-0.1%	1,616	-9.3%
2004-05	9,252	-0.1%	7,618	-0.4%	1,634	1.1%
2005-06	9,335	0.9%	7,658	0.5%	1,677	2.6%
2006-07	8,881	-4.9%	7,865	2.7%	1,016	-39.4%

*Chicago used TSR codes for the first time and under-reported teachers in 2002.
**TSR assignment and position codes changed significantly in 2004.

Teacher Workforce Growth

In 2007, Illinois public schools employed over 129,000 full-time teachers, an increase of 1.5% over last year (see **Table 9**). The number of full-time teachers increased 1.8% downstate while the increase in Chicago was negligible (0.2%).

	State		Downstate		Chicago	
	Total-FT	Growth	Total-FT	Growth	Total-FT	Growth
1988-89	102,542		80,696		21,846	
1989-90	103,577	1.0%	81,240	0.7%	22,337	2.2%
1990-91	105,993	2.3%	83,234	2.5%	22,759	1.9%
1991-92	107,482	1.4%	84,837	1.9%	22,645	-0.5%
1992-93	108,670	1.1%	85,208	0.4%	23,462	3.6%
1993-94	108,118	-0.5%	86,220	1.2%	21,898	-6.7%
1994-95	110,104	1.8%	87,592	1.6%	22,512	2.8%
1995-96	112,853	2.5%	89,820	2.5%	23,033	2.3%
1996-97	115,644	2.5%	92,121	2.6%	23,523	2.1%
1997-98	118,091	2.1%	94,622	2.7%	23,469	-0.2%
1998-99	121,179	2.6%	97,540	3.1%	23,639	0.7%
1999-00	124,279	2.6%	100,711	3.3%	23,568	-0.3%
2000-01	127,323	2.4%	103,247	2.5%	24,076	2.2%
2001-02*	127,408	0.1%	105,190	1.9%	22,218	-7.7%
2002-03	130,773	2.6%	106,189	0.9%	24,584	10.6%
2003-04**	122,040	-6.7%	104,148	-1.9%	17,892	-27.2%
2004-05	128,497	5.3%	103,953	-0.2%	24,544	37.2%
2005-06	127,130	-1.1%	104,967	1.0%	22,163	-9.7%
2006-07	129,068	1.5%	106,866	1.8%	22,202	0.2%

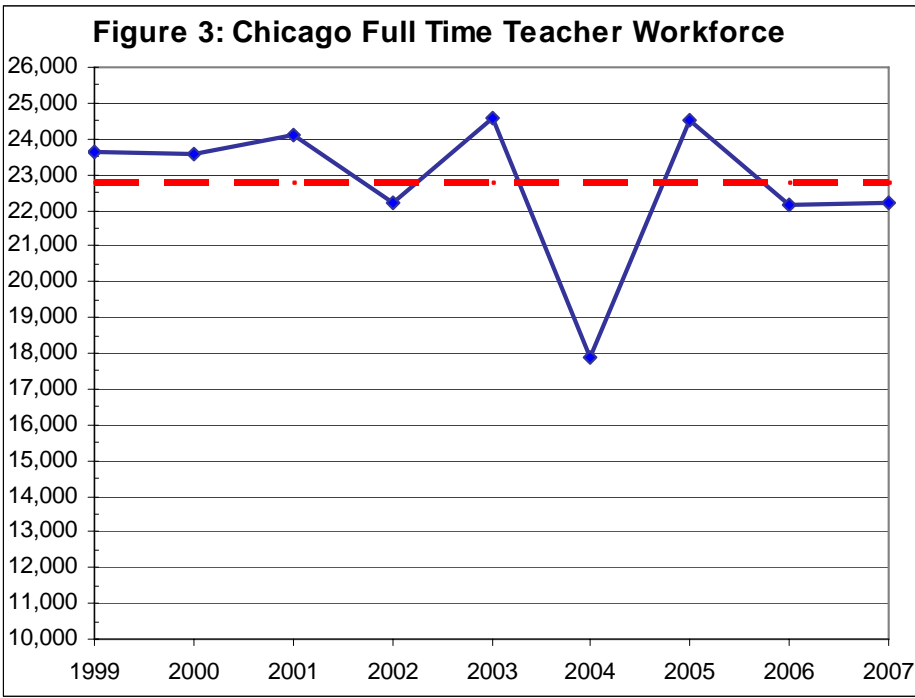
*Chicago used TSR codes for the first time and under-reported teachers.
**TSR assignment and position codes changed significantly as did Chicago's definition of *full-time teacher*.

In the ten years prior to 2002, 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 105,993 in 1990-91, to 127,323 in 2001, and it increased every year except school year 1994, 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% while Chicago’s force grew about 1% a year. Then in 2004, after 15 years of steady growth, the downstate teaching force decreased nearly 2% or just over 2,000 teachers. After a very small decrease in 2005, the downstate teaching force increased by over 1,000 teachers, or 1%, in 2006. This year the upward trend continued with the biggest increase since 2002. In 2007, nearly 107,000 teachers were employed downstate, an increase of 1,900 teachers or 1.8%.

There have been dramatic changes in the number of full-time teachers reported by Chicago over the last eight years. As can be seen in **Figure 3**, these swings have become even more dramatic in the last three years. Decreases in 2002 and 2004 were followed by even bigger increases in 2003 and 2005. More specifically, an 8% decline in 2002 was followed by an 11% increase in 2003, and a 27% decrease in 2004 was followed by a 37% increase in 2005. It is apparent from the large rebounds in subsequent years, that Chicago most likely under-reported the number of full-time teachers in both 2002 and 2004. Between 1999 and 2007, the average number of full-time teachers reported by Chicago was 22,765. If the 2004 anomaly is excluded, the average increases to 23,373.

In 2007, Chicago reported 22,202 full-time teachers which was virtually the same as the number reported in 2006.



II. Over/Under Supply of Educators

This chapter presents information on the relative over- and under-supply of teachers and administrators in Illinois. The first section provides data on areas in 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/Under Production of New Educators

In order to be able to say whether there is an over- or under-supply of educators, it is necessary to first determine whether or not enough educators are being produced each year. While an under-supply 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 2006 with the number of first-time educators hired in the 2006-07 school year. Like last year, all positions and subject areas produced more newly-certified individuals than first-time hires in 2007.

	A	B	Over/Under Production	
	First Certs Issued FY06	First Timers Hired 2007	A - B	Ratio
Administrative*	2,382	774	1,608	3.1
Instructional				
Art	573	98	475	5.8
Bilingual	289	161	128	1.8
Early Childhood	953	162	791	5.9
Elementary	9,858	1,585	8,273	6.2
English Lang. Arts	4,270	723	3,547	5.9
Foreign Lang-Other	224	24	200	9.3
Foreign Lang-Spanish	703	120	583	5.9
Health	318	35	283	9.1
Math	1,572	536	1,036	2.9
Music	569	174	395	3.3
Physical Education	871	297	574	2.9
Science	1,588	393	1,195	4.0
Social Science	4,824	319	4,505	15.1
Special Education	1,582	795	787	2.0
School Serv Personnel				
Guidance Counselor	439	104	335	4.2
Nurse	75	23	52	3.3
Psychologist	154	93	61	1.7
Social Worker	307	177	130	1.7
Speech & Language	252	135	117	1.9

*Note: Both First-Time and Teachers that Changed Postions are included in the administrator count.

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 **over-production** were: social science, other foreign language, health, and elementary teachers. 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, ten areas failed to meet this 2:1 criterion. Production has increased since then and in 2007, there were only four areas and two of those were very close (speech/language pathologist at 1.9 and bilingual at 1.8). The areas and positions with the greatest **under-production** were: psychologist, social worker, bilingual, and speech/language pathologist. The production of special education teachers continues to be a concern. Even though they met the criterion this year, the ratio for the previous four years has been under 2:1

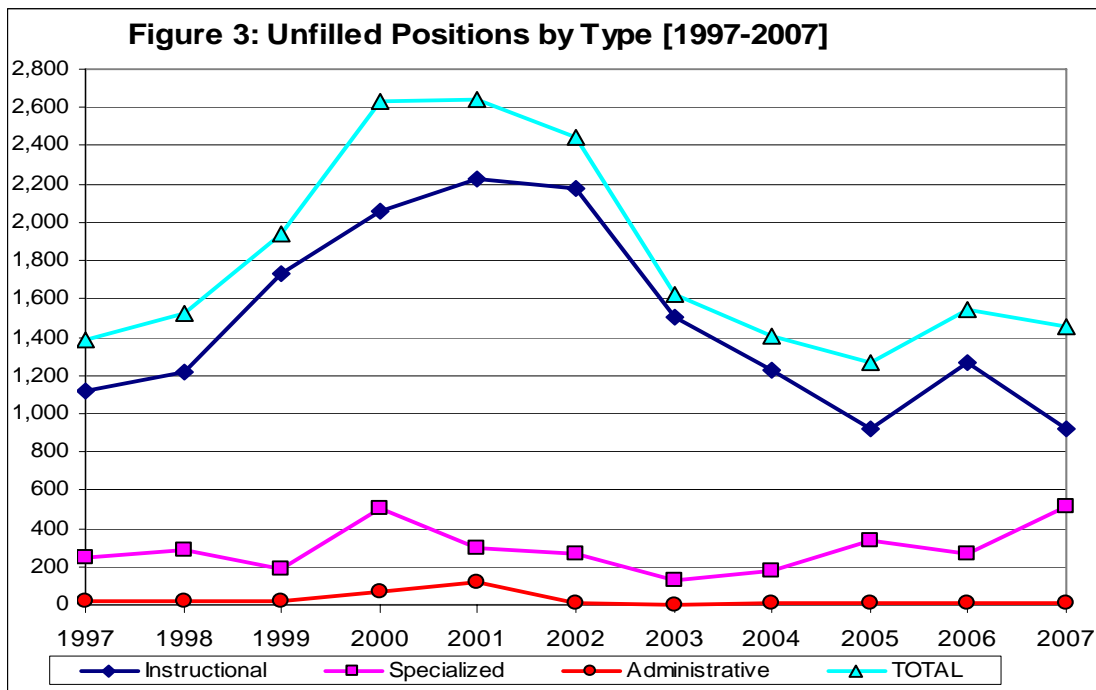
Regional Shortages: Unfilled Positions

Each year the Illinois State Board of Education collects information from school districts on positions not filled as of October 1. Unfilled positions refer to positions that were budgeted by districts for the school year but were not filled because of reasons such as the 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.

The last such survey of unfilled positions was completed as of October 1, 2006, where Illinois public schools reported a total of 1,450 unfilled positions, about 90 less than reported in the previous year (see **Figure 4**). Compared to last year, the number of instructional vacancies decreased 27% while the number of specialized positions nearly doubled. The areas with the greatest number of unfilled positions in the 2007 school year were:

Cross categorical	205
Elementary (self-contained)	138
LBS I	106
Speech pathologist (non-teaching)	97
Bilingual education	55

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



Prior to the 2001 school year, the big concern was the rate at which the number of unfilled positions was growing. Between 1996 and 2001, the total number of unfilled positions increased 90%, from 1,387 to 2,637. In the subsequent four years, however, there was a significant reversal in that trend. After the peak in 2001, the total number of unfilled positions decreased by 52% or by 16% a year, on average to a low of 1,266 in 2005.

In 2006, however, the trend reversed as the number of unfilled positions increased by 22%. The number of instructional vacancies (1,263) increased 37% while the number of specialized positions (264) decreased 21%. While there were only 13 administrative positions unfilled in 2006, it was 44% more than the previous year. In 2007, 14 administrative positions were reported unfilled.

Because they make up the vast majority of the unfilled positions, the pattern of teacher vacancies tends to closely mirror the trend for total number of unfilled positions. The number of teacher vacancies doubled between 1997 and 2001, from 1,120 to 2,225. In the subsequent four years, however, the number of teaching vacancies reported dropped 58%. Since the number of unfilled positions is dependent on a district's budget, the decrease in the number of unfilled positions may be a temporary phenomenon caused by budget deficits over the last four years.

Because they show where supply has not met demand, unfilled positions are perhaps the best indicator of regional shortages. As in years past, the vast majority (798, or 55%) of the unfilled positions were in Chicago District 299 which is 4% less than in 2005. There were 363 unfilled positions (or 25%) reported in the suburban Cook and collar counties, which is about the same proportion as the last three years. Downstate there were 288 unfilled positions (20%), which is the same proportion as last year. Although the downstate unfilled positions have increased significantly since 2004, they still do not constitute a significant percentage of the total downstate teaching force.

District Ratings of Over/Under Supply

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 it in their district), they were asked 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 under-supply (-2) or under-supply (-1). The second indicator calculated was the *Severity Index* which was derived by summing the ratings. Since under-supply ratings are negative, the lower the total, the greater the shortage.

For the sixth straight year, special education topped the list in terms of both severity and the number of districts reporting shortages (see **Table 11**). Of the special education categories, Speech and Language (both teaching and non-teaching) retained the top two spots in terms of severity, but had less districts reporting shortages than the area of Cross Categorical. A new special education position, LBS-I, was fifth in severity and fourth in the number of districts reporting shortages.

Positions with the largest increases in the number of districts reporting shortages were: Psychologist Education (11%), and LBS I (9%).

	Severity Index	Districts with Shortage	Change from 2006
1 Special Ed - Speech & Lang. Impaired	-558	328	-8%
2 Speech/Lang. Pathologist (non-teaching)	-557	331	3%
3 Special Ed - Cross Categorical	-503	352	-3%
4 Special Ed - Emotionally Disturbed	-485	321	-2%
5 Special Ed - LBS I	-444	326	9%
6 Special Ed - Specific Learning Disability	-432	318	1%
7 Bilingual Education	-355	225	-2%
8 Psychologist	-353	249	11%
9 Foreign Language - Spanish	-345	257	-6%
10 Special Ed - Other/General	-344	246	0%
11 Mathematics	-321	288	-11%
12 Librarian/Media Specialist	-316	231	-6%

As in years past, there were only four positions where districts reported more overages than shortages and thus, had a positive Severity Index this year. The four positions were the same as the last three years: Self-contained elementary, social science, physical education, and English language arts. 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. As was done last year, the projections are based on the average number of new educators hired between 2000 and 2007. As was stated earlier, new educators consist of both re-entering and first-time 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. First, the definition of *new administrators* includes administrators that were teachers the previous year since the vast majority of new administrators come from the teaching ranks. Second, data on new administrators was not available in 2000, so the last six years of data 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 reclassification of positions and assignments, the 2004 data were not 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 2007 (i.e., percent of the 2007 workforce).

Largest number needed: It is estimated that Illinois will need about 11,000 new teachers a year or 44,000 first-time and re-entering teachers through 2011. The projected number needed through 2011 is about 130 teachers less per year than last year’s projections. During the next four years, Illinois public schools will need over 7,500 special education teachers and over 36,000 regular teachers. Through 2011, it is estimated that Illinois will also need over 3,000 administrators and about 4,200 other educators. The categories with the largest number of educators needed through 2011 are:

Rank	Non-Instructional Staff	Number Needed
1	Social Worker	1,070
2	Elementary Principal/Asst.	977
3	Speech/Lang. Pathologist	850
4	Other Administrators	702
5	Guidance Counselor	616

Rank	Instructional Staff/Teachers	Number Needed
1	Self-Contained Elementary	13,730
2	Special Education	7,659
3	English Language Arts	4,535
4	Mathematics	2,846
5	Science	2,517
6	Social Science	2,052
7	Physical Education	1,907
8	Music	1,306
9	Bilingual	1,226
10	Foreign Lang.- Spanish	945

Greatest relative need: As mentioned earlier, 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 2011 are:

Rank	Non-Instructional Staff	% of 2007 Workforce
1	Other Administrator	57%
2	Director/Asst.	42%
3	Jr. High Principal/Asst.	41%
4	Social Worker	36%

Rank	Instructional Staff/Teachers	% of 2007 Workforce
1	Other Subject/Program	87%
2	Voc/Tech Misc.	52%
3	Health Occupations	46%
4	Alternative Education	42%
5	Bilingual Education	42%
6	Foreign Lang.- Spanish	41%
7	Foreign Lang.- Other	40%
8	Special Education	40%

References

- Illinois State Board of Education. (2007). *Illinois Public School Enrollment Projections: 2005-06 – 2014-15*. Springfield, IL.
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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 to 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 years of experience or more.
- 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 of experience or less. 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

TSR	Position	Left Education			Retained		Change From 06		
		2006 FT	N	%	In Same Position	In Different Position	2007 FT	N	%
01	Regional Superintendent	41	2	5%	38	1	44	3	7%
02	Asst. Regional Superintendent	34	1	3%	29	4	37	3	9%
03	District Superintendent	800	83	10%	709	8	813	13	2%
04	Administrative Assistant	94	2	2%	72	20	89	-5	-5%
05	Asst. District Superintendent	436	85	19%	290	61	371	-65	-15%
06	Business Manager	128	10	8%	104	14	123	-5	-4%
07	Elementary Principal	2,344	230	10%	1,913	201	2,256	-88	-4%
08	Asst. Elementary Principal	907	116	13%	553	238	766	-141	-16%
09	Middle/Jr. Hi Principal	565	40	7%	459	66	584	19	3%
10	Asst. Middle/Jr. Hi Principal	487	25	5%	338	124	512	25	5%
11	High School Principal	699	63	9%	552	84	671	-28	-4%
12	Asst. High School Principal	765	54	7%	580	131	731	-34	-4%
25	Director	1,078	271	25%	628	179	822	-256	-24%
52	Assistant Director	145	28	19%	78	39	129	-16	-11%
53	Supervisory Dean	251	9	4%	182	60	257	6	2%
54	Student Dean	335	15	4%	243	77	402	67	20%
61	Chief School Business Officer	41	3	7%	34	4	49	8	20%
62	Special Education Director	185	8	4%	162	15	225	40	22%
Total Administrators		9,335	1,045	11%	6,964	1,326	8,881	-454	-4.9%
18	Special Education Teacher	20,648	1,470	7%	17,815	1,363	20,102	-546	-3%
19	Elementary Teacher	55,741	4,407	8%	45,929	5,405	52,434	-3,307	-6%
20	Middle/Jr. Hi School Teacher	18,539	1,140	6%	16,463	936	23,516	4,977	27%
22	High School Teacher	32,202	2,520	8%	28,933	749	33,016	814	3%
Total Teachers		127,130	9,537	8%	109,140	8,453	129,068	1,938	2%
17	Coordinator	728	42	6%	556	130	778	50	7%
24	Librarian/Media Specialist	2,095	192	9%	1,746	157	2,019	-76	-4%
57	Technology Specialist	244	22	9%	195	27	247	3	1%
58	Reading Specialist	771	52	7%	459	260	1,002	231	30%
59	Staff Supervisor	256	13	5%	145	98	223	-33	-13%
60	Program Supervisor	1,062	130	12%	336	596	507	-555	-52%
Total OCS		5,156	451	9%	3,437	1,268	4,776	-380	-7%
23	Guidance Counselor	2,892	234	8%	2,508	150	2,947	55	2%
27	Psychologist	1,544	83	5%	1,434	27	1,622	78	5%
32	Social Worker	2,836	173	6%	2,628	35	2,970	134	5%
33	Nurse	887	57	6%	826	4	892	5	1%
56	Speech/Lang. Pathologist	2,242	178	8%	2,041	23	2,578	336	15%
Total SSP*		10,401	725	7%	9,437	239	11,011	610	6%
State (FT)		152,022	11,758	8%	128,978	11,286	153,736	1,714	1%

*2007 Total SSP includes 1 Audiologist and 1 Interpreter not included in the row detail.

Appendix B: Number of Unfilled Positions in 2006-07

Position	Downstate	Chicago	STATE
Business Manager	1.0		1.0
Director	3.0		3.0
Principal - Assistant Junior High	1.0		1.0
Principal - Elementary	3.0		3.0
Principal - High School	1.0		1.0
Principal - Jr. High	2.0		2.0
Superintendent - Other	1.0		1.0
Alternative Education	2.0		2.0
Total Administrative	14.0	0.0	14.0
Art	3.5	9.0	12.5
Early Childhood (At-Risk)	11.0		11.0
Bilingual Education	54.5		54.5
Computer Literacy/Technology	5.0		5.0
Elementary - Music (K-8)	5.0		5.0
Elementary - Physical Education (K-8)	6.0		6.0
Elementary - Standard Elementary Instructor	4.0	134.0	138.0
English - English	1.0	17.0	18.0
English - Language Arts	1.5		1.5
English - Reading	5.0		5.0
English as a Second Language	8.7		8.7
Foreign Language - Other	1.0	8.0	9.0
Foreign Language - Spanish	12.5		12.5
Gifted Education	0.5		0.5
Health Education	1.4		1.4
Learning/Resource Center	6.0		6.0
Math - Algebra	4.1		4.1
Math - Basic/General	2.7	27.0	29.7
Math - Geometry	0.8		0.8
Math - Other	2.9		2.9
Music - Instrumental	1.8	25.0	26.8
Music - Vocal	1.4		1.4
Physical Education (9-12)	1.6		1.6
Science - Biology	2.6		2.6
Science - Chemistry	0.5		0.5
Science - General	3.0		3.0
Science - Other	0.0	25.0	25.0
Science - Physics	1.0		1.0
Social Science	0.5		0.5
Special Ed - Autism	2.0	14.0	16.0
Special Ed - Bilingual	1.0		1.0
Special Ed - Cross Categorical	56.0	149.0	205.0
Special Ed - Early Childhood	6.0		6.0
Special Ed - Emotionally Disturbed (BD/SED)	33.5	12.0	45.5
Special Ed - LBS I	50.0	56.0	106.0
Special Ed - Mental Retardation (EMH/TMH)	11.0	14.0	25.0
Special Ed - Orthopedic Impairment (PH)	0.9	5.0	5.9
Special Ed - Other/General	12.4		12.4
Special Ed - Specific Learning Disability (LD)	17.5		17.5
Special Ed - Speech & Lang. Impaired	33.0		33.0
Special Ed - Visual Impairment	1.5		1.5
Title I - Remedial Math	1.0		1.0
Title I - Remedial Reading	5.5		5.5
Voc Tech - Business, Mkt, Mgt	1.5	2.0	3.5
Voc Tech - Family & Consumer Science	5.0	4.0	9.0
Voc Tech - Health Occupations	0.0	1.0	1.0
Voc Tech - Industrial Occupations	9.0	2.0	11.0
Voc Tech - Misc.	4.0	5.0	9.0
z-Other Subject/Program Not Listed	15.4		15.4
Total Instructional	415.7	509.0	924.7
Coordinator	2.0		2.0
Librarian/Media Specialist	16.4	32	48.4
Reading Specialist	4.5	33	37.5
z- Other Certificated Staff (not listed)	15.1	218	233.1
Total OCS	38.0	283.0	321.0
Guidance Counselor	4.0	6	10.0
Nurse	15.3		15.3
Psychologist	32.6		32.6
Social Worker	5.2		5.2
Speech/Lang. Pathologist (non-teaching)	96.8		96.8
z- Other Professional Staff (not listed)	30.1		30.1
Total SSP	184.0	6.0	190.0
Total FTE	651.7	798.0	1,449.7

Appendix C: Positions with the Most Severe Shortages

	Severity Index	Districts Reporting Shortage		Districts Reporting Adequate Supply		Districts Reporting Overage		Total Ratings	Number Reporting "N/A"
		N	%	N	%	N	%		
1 Special Ed - Speech & Lang. Impaired	-558	328	39%	51	6%	6	1%	385	463
2 Speech/Lang. Pathologist (non-teaching)	-557	331	39%	47	6%	11	1%	389	459
3 Special Ed - Cross Categorical	-503	352	42%	118	14%	15	2%	485	363
4 Special Ed - Emotionally Disturbed	-485	321	38%	73	9%	9	1%	403	445
5 Special Ed - LBS I	-444	326	38%	109	13%	14	2%	449	399
6 Special Ed - Specific Learning Disability	-432	318	38%	134	16%	16	2%	468	380
7 Bilingual Education	-355	225	27%	37	4%	5	1%	267	581
8 Psychologist	-353	249	29%	96	11%	14	2%	359	489
9 Foreign Language - Spanish	-345	257	30%	102	12%	18	2%	377	471
10 Special Ed - Other/General	-344	246	29%	103	12%	7	1%	356	492
11 Mathematics	-321	288	34%	205	24%	39	5%	532	316
12 Librarian/Media Specialist	-316	231	27%	95	11%	13	2%	339	509
13 Science - Physics	-312	214	25%	51	6%	8	1%	273	575
14 Science - Chemistry	-293	215	25%	63	7%	12	1%	290	558
15 Special Ed - Bilingual	-290	181	21%	20	2%	9	1%	210	638
16 Nurse	-285	214	25%	102	12%	12	1%	328	520
17 Voc Tech - Industrial Occupations	-276	180	21%	45	5%	6	1%	231	617
18 Special Ed - Hearing Impairment	-275	177	21%	44	5%	3	0%	224	624
19 Science - Other	-266	235	28%	161	19%	21	2%	417	431
20 Special Ed - Visual Impairment	-249	155	18%	27	3%	1	0%	183	665
21 Foreign Language - Other	-222	166	20%	60	7%	9	1%	235	613
22 Music	-222	227	27%	194	23%	41	5%	462	386
23 Guidance Counselor	-213	180	21%	121	14%	17	2%	318	530
24 Computer Literacy/Technology	-190	173	20%	144	17%	18	2%	335	513
25 Voc Tech - Family & Consumer Science	-161	126	15%	76	9%	10	1%	212	636
26 Art	-120	123	15%	171	20%	22	3%	316	532
27 Voc Tech - Agriculture	-118	98	12%	44	5%	4	0%	146	702
28 Social Worker	-102	144	17%	156	18%	60	7%	360	488
29 English - Reading	-99	169	20%	195	23%	85	10%	449	399
30 Gifted Education	-87	82	10%	88	10%	10	1%	180	668
31 Business Manager	-81	71	8%	88	10%	8	1%	167	681
32 Voc Tech - Health Occupations	-81	64	8%	57	7%	6	1%	127	721
33 Principal - Jr. High	-75	92	11%	186	22%	23	3%	301	547
34 Principal - High School	-72	87	10%	139	16%	23	3%	249	599
35 Voc Tech - Business, Marketing, Mgt	-70	73	9%	92	11%	18	2%	183	665
36 Principal - Elementary	-41	87	10%	227	27%	44	5%	358	490
37 Health Education	-38	75	9%	175	21%	40	5%	290	558
38 Physical Education	177	64	8%	230	27%	175	21%	469	379
39 English - Language Arts	181	71	8%	277	33%	186	22%	534	314
40 Social Science	316	22	3%	176	21%	228	27%	426	422
41 Standard Elementary Instructor	627	15	2%	159	19%	408	48%	582	266

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

Appendix D: Projected Need for Educators [2008-2011]

Non-Instructional Staff	Average New Hires	Needed Through 2011	%-of 2007 FT Staff
Administrative*			
District Supt./Asst.	33	133	11%
Elem. Princ./Asst.	244	977	32%
Jr. High Princ./Asst.	112	449	41%
H.S. Princ./Asst.	118	474	34%
Director/Asst.	99	398	42%
Other Administrator	176	702	57%
Other Educators			
Coordinator	49	198	25%
Library/Media Specialist	97	387	19%
Technology Specialist	9	37	15%
Reading Specialist	58	230	23%
Staff Supervisor	3	12	5%
Program Supervisor	20	79	16%
Guidance Counselor	154	616	21%
Psychologist	126	503	31%
Social Worker	267	1,070	36%
Nurse	61	245	27%
Speech/Lang. Pathologist	213	850	33%
Total		7,358	30%

Instructional Staff**

Alternative Education	54	218	42%
Art	206	825	29%
Bilingual Education	306	1,226	42%
Computer Programming/Lit.	77	307	28%
Consumer Education	21	85	37%
Curriculum Specialist	29	93	15%
Driver Education	18	71	12%
Early Childhood	170	681	24%
English as a Second Language	102	407	32%
English Language Arts	1,134	4,535	28%
Foreign Lang.- Other	80	318	40%
Foreign Lang.- Spanish	236	945	41%
Health Education	43	171	26%
Mathematics	712	2,846	32%
Music	326	1,306	33%
Other Subject/Program	251	180	87%
Physical Education	477	1,907	27%
Science	629	2,517	32%
Self-Contained Elementary	3,432	13,730	38%
Social Science	513	2,052	30%
Special Education	1,915	7,659	40%
Title 1 Math/Reading	143	573	38%
Vocational/Technical			
Agriculture	33	131	39%
Business, Mkt., Mgt.	98	393	33%
Family/Consumer Sciences	89	355	30%
Health Occupations	9	35	46%
Industrial	107	430	31%
Voc/Tech Misc.	39	156	52%
Total		44,149	34%

* Includes Teachers that changed to administrative positions.

**Teacher data is not available for 2004.