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# Educator Supply and Demand in Illinois

## 2011 Annual Report

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**September 2011**

**Illinois State Board of Education**

**Gery J. Chico, Chairman  
State Board of Education**

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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/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 findings in the 2011 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 ten years, the average retention rate for Illinois educators is 92.7%. In 2010, 93% of the previous year's workforce was retained in Illinois public schools. For teachers, 90% were retained in the same position and 3% 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, on average, by 3% a year. In the same period, the number of new certificates issued to administrators has increased 6% per year and the number issued to school service personnel increased 6%. In 2010, 19,252 individuals received new teaching certificates, an increase of 2.6% from 2009 and 10% from 2008.

**(3) The number of re-entries hired decreased for two years.** The third major source of supply includes educators returning to the profession. After increasing by 1% in 2008, the number of re-entries hired decreased by 20% (or 898 educators) in 2009, and 13% (548) in 2010. For teachers, the number of re-entries hired decreased for the third year in a row.

**(4) The pipeline data indicates a fairly robust supply.** In 2009, 58 educational institutions reported nearly 17,000 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 peaked in 2007 and will continue to decline through 2015.**

After increasing for 17 years, K-12 enrollments peaked in 2007. Since then, they have decreased by more than 33,000 students. Secondary enrollments are expected to decline by over 34,000 through 2015. Elementary enrollments, however, are expected to decrease by 5,000 over the next two years and then increase by 8,500 by 2015.

**(2) The teacher workforce decreased this year.** After three years of increases, the statewide teacher workforce decreased by 0.6% this year. The downstate teaching force decreased by 0.5% in 2010 after posting four years of gains. After posting a 4.9% decrease in 2009, the number of full-time Chicago teachers decreased another 1.2% in 2010.

## 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 2010:

- Areas/positions of **likely under-production** include psychologist, speech/language pathologist, special education, and bilingual.
- Areas/positions with the **greatest over-production** were social science, health, other foreign language, English language arts, 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 757 unfilled positions on October 1, 2010.** The following areas or subjects had the greatest number of unfilled positions:

LBS I	72
Spanish	62
Speech/Language Pathologist (non-teaching)	61
At-Risk (Pre-K)	42
Basic/General Math	40

- **The number of unfilled positions decreased by 43% since 2008.** In 2008, there were 1,330 unfilled positions reported. Since then, unfilled positions for teachers decreased 44% and for other educators by 23.
- **The majority of unfilled positions (63%) were in Chicago School District 299.** Downstate districts comprised 28% of the unfilled positions while suburban Cook and the collar counties accounted for 10% of the total. This was the first year downstate had more unfilled positions than the collar counties.

**(3) District ratings of supply** indicate over/under-supply from the local school district perspective. When compared to 2008, district ratings of shortages decreased significantly.

- When compared to 2008, every subject area had fewer districts reporting shortages except for Social Science which remained constant at 25 districts. Decreases in the number of districts reporting shortages ranged from 62% (physical education) to 22% (speech/language pathologist).

- Speech/language pathologist (both teaching and non-teaching) retained the top two spots in terms of both severity and the number of districts reporting shortages. Although it dropped to 12<sup>th</sup> place in terms of severity, LBS-I was ranked fifth in the number of districts reporting shortages.
- There were twice as many subject areas where districts reported more overages than shortages in 2011 than there were in 2008. The eight areas were: self-contained elementary, social science, physical education, English language arts, high school principal, junior high principal, health education, and elementary principal.

### 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 less than the demand forecast in the 2008 report.

Through 2014, it is estimated that Illinois will need nearly 7,200 special and 36,000 regular education teachers. Historically, re-entries have filled just over 40 percent of teacher vacancies each year, so Illinois districts will need to hire about 17,000 re-entries and 26,000 first-time teachers over the next four years. In that same time period, Illinois is expected to need over 3,500 administrators and 4,100 other educators.

In terms of the **largest number needed**, the greatest needs through 2014 are for

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

In terms of the **percent of the 2010 workforce**, the greatest needs through 2014 are for

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



# 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**, 90% of the 2009 educational workforce was employed in the same position in 2010. In addition, 4% were retained in Illinois public schools, but in a different position. Thus, 93% (due to rounding) of the 2009 workforce was still in Illinois public schools in 2010. In the previous year, 2009, 87% of the previous year's workforce was retained in the same position and 7% were retained in another position.

Position	Total FT 2009	Retained in 2010			Retained in 2009		
		In Same Position	In Different Position	Total	In Same Position	In Different Position	Total
Administrative	10,558	82%	11%	93%	79%	15%	94%
Instructional	132,549	90%	3%	93%	87%	7%	94%
Other Certified Staff	4,169	79%	15%	93%	81%	13%	94%
School Service Personnel	11,760	92%	1%	94%	92%	3%	94%
<b>All Educators</b>	<b>159,036</b>	<b>90%</b>	<b>4%</b>	<b>93%</b>	<b>87%</b>	<b>7%</b>	<b>94%</b>

Historically, Illinois has had consistently high educator retention rates. Over the last ten years, 92.7% of educators have been retained in Illinois schools. In that same time period, 87.4% were retained in the same position and 5.3% 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 2009-10 school year, teachers had to be certified in the previous fiscal year (i.e., July 2008 through June 2009).

The supply of new teachers is fairly robust. From 2004 to 2008, the total number of new instructional certificates issued increased by 6% a year, on average. After decreasing 5% in 2008, however, the upward trend continued with increases of 6% in 2009 and 3% in 2010. Despite the decline in 2008, the average increase in new teaching certificates over the five year period is 3% (see **Table 2**). The number of individuals receiving them has also increased by an average of 3% (from 17,299 in 2006 to 19,252 in 2010).

Since 2006, the number of school service personnel certificates and the number of administrative certificates have increased by an average of 6%. In that same period, the number of substitute

certificates issued increased by an average of 2%. However, the increase in substitute certificates is largely due to a 17% increase in 2009. Otherwise, the supply of newly certified substitutes has remained relatively stable over the last 5 years.

The most significant change in 2010 was the increase in provisional certificates for school service personnel (which tripled in number) and for administrators (which increased nearly five-fold). Although they are a small percent of the overall certificates issued (3-4%), the data should be monitored to determine if this is an anomaly or a developing trend.

Type	2006	2007	2008	2009	2010	Avg Change
<b>3</b> Elementary	9,858	10,174	9,639	9,982	10,308	1%
<b>4</b> Early Childhood	1,096	1,280	1,294	1,265	1,427	7%
<b>9</b> Secondary	7,028	7,223	6,670	7,119	6,631	-1%
<b>10</b> Special Teaching	2,963	3,642	3,683	4,255	5,041	15%
<b>Total Instructional</b>	<b>20,945</b>	<b>22,319</b>	<b>21,286</b>	<b>22,621</b>	<b>23,407</b>	<b>3%</b>
<b>73</b> School Service Personnel	1,227	1,359	1,362	1,482	1,506	5%
<b>74</b> Provisional SSP	24	20	41	18	62	69%
<b>Total SSP</b>	<b>1,251</b>	<b>1,379</b>	<b>1,403</b>	<b>1,500</b>	<b>1,568</b>	<b>6%</b>
<b>75</b> Administrative	2,382	2,642	2,685	2,839	2,912	5%
<b>76</b> Provisional Admin.	20	16	22	19	91	96%
<b>Total Administrative</b>	<b>2,402</b>	<b>2,658</b>	<b>2,707</b>	<b>2,858</b>	<b>3,003</b>	<b>6%</b>
<b>39</b> Substitute	<b>12,463</b>	<b>12,355</b>	<b>12,471</b>	<b>14,614</b>	<b>13,322</b>	<b>2%</b>

Provisional teaching certificates are issued to individuals that 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 2010, nearly 3,000 provisional teaching certificates were issued, an increase of 21% over the number issued in 2008. Of those, over 35% (1,850) were converted to regular teaching instructional certificates and 60% were still pending at the end of the fiscal year. Only 5% of the provisional certificates issued expired in the 2010 fiscal year. (See **Table 3**)

Type	Certificate Status			Total Issued
	Converted to Regular	Still Pending	Expired	
<b>5</b> Provisional Early Childhood	61	127	10	198
<b>30</b> Provisional Elementary	439	633	58	1,130
<b>31</b> Provisional High School	309	543	45	897
<b>33</b> Provisional Special Teaching	237	482	33	752
<b>Total Provisional</b>	<b>1,046</b>	<b>1,785</b>	<b>146</b>	<b>2,977</b>

## 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 4,200 a year), there

are also 250 administrators and over 400 other educators that return to Illinois public schools each year, on average.

In 2008, there were 5,913 re-entries hired, a 1% increase over the previous year, largely due to an increase of 118% in administrative re-entries. Subsequently, there were decreases in the number of re-entries hired in both in 2009 (4,749, -20%) and in 2010 (4,144, -13%). In 2010, there was a decrease in all categories of re-entries except administrative, which showed a 3% increase over 2009 (see **Table 4**).

For teachers, there has been a three year downward trend, from a high of 5,075 re-entries hired in 2007 to the current low of 3,544 in 2010, a decrease of 30%.

Position	Total FT 2010	Re-entries		Change from 09
		N	%-FT	
Administrative	10,356	204	2%	3%
Instructional	131,785	3,544	3%	-13%
Other Certified Staff	3,879	67	2%	-26%
School Service Personnel	11,903	329	3%	-13%
<b>All Educators</b>	<b>157,923</b>	<b>4,144</b>	<b>3%</b>	<b>-13%</b>

## 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.

Fifty-eight institutions reported nearly 17,000 program completers in 2009, a 4% increase over the previous year despite two fewer institutions reporting data (see **Table 5**). In 2008, data were received from all 60 professional preparation institutions and just over 16,000 program completers were reported.

	2000	2001	2002	2003	2004*	2005*	2006*	2007*	2008	2009*
Early Childhood	638	638	584	621	560	467	365	460	610	558
Elementary	3,953	3,715	4,243	4,453	4,218	3,312	3,558	3,803	4,372	4,366
Secondary Programs	2,228	2,882	2,506	2,719	2,363	2,361	2,012	2,327	2,820	2,689
K-12 Programs	854	788	948	1,065	1,075	932	1,078	1,177	1,846	1,824
Special Education Programs	1,495	1,322	1,889	1,770	963	666	851	908	1,196	1,310
School Service Personnel	528	677	508	555	843	553	636	755	977	1,109
Administrative Programs	1,180	1,179	1,760	1,659	1,607	898	1,453	1,682	2,753	3,206
Alternative Certification	0	0	66	1,092	214	106	221	251	505	604
Other	0	0	0	0	251	759	262	943	504	1,136
<b>Total:</b>	<b>10,876</b>	<b>11,201</b>	<b>12,504</b>	<b>13,934</b>	<b>12,094</b>	<b>10,054</b>	<b>10,436</b>	<b>12,306</b>	<b>16,087</b>	<b>16,802</b>

\*Incomplete data. Number of Institutions Reporting: 48 in 2004; 43 in 2005; 39 in 2006; 41 in 2007; 60 in 2008; 58 in 2009.  
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. Staff data came from the 2008-09 and the 2009-10 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 must 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 2009-10 school year. Where abbreviated, data for the 2008-09 school year are referred to as -2009” and data for the 2009-10 school year are referred to as -2010.”

## 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 (Illinois State Board of Education, 2008).

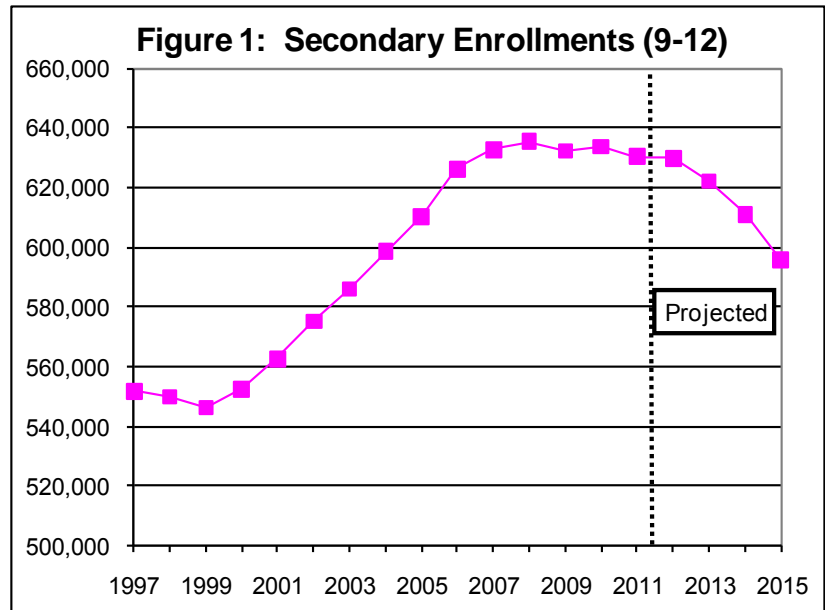
The K-12 Illinois public school enrollment for school year 2011 was 2,000,816, which is over 9,600 students less than in 2010 and almost 30,000 less than in 2008. When compared to 2010, secondary enrollment decreased by 3,400 students and elementary enrollment decreased by 6,200 (see **Table 6**). Total K-12 enrollments are expected to decline over the next four years by an average of about 6,600 students per year. In 2015, there will be almost 35,000 fewer students in grades 9-12 than there were in 2011, but there will be about 8,500 more students in grades K-8.

	2010	2011	Annual Change		School Year 2015		
			N	%	Projected Enrollment	Change from 11	
					N	%	
<b>Elementary</b>	1,376,510	1,370,296	(6,214)	-0.5%	1,378,819	8,523	0.6%
<b>Secondary</b>	633,926	630,520	(3,406)	-0.5%	595,759	(34,761)	-5.5%
<b>TOTAL</b>	<u>2,010,436</u>	<u>2,000,816</u>	<u>(9,620)</u>	<u>-0.5%</u>	<u>1,974,578</u>	<u>(26,238)</u>	<u>-1.3%</u>

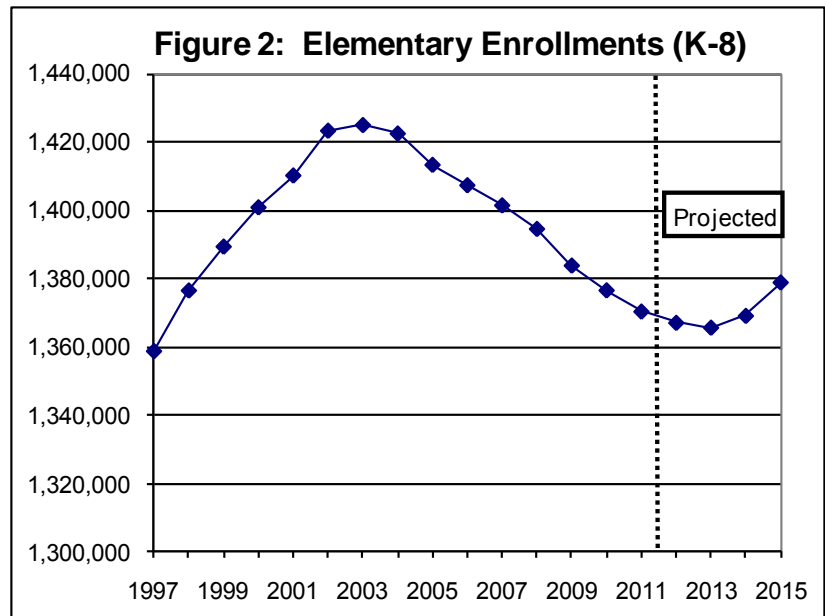
As can be seen in **Figures 1 and 2**, secondary enrollments peaked in 2008 and are expected to continue to decrease through 2015. Elementary enrollments, which peaked in 2003, are expected to bottom out in the next two years and then begin to increase in 2014 and 2015.

After an unexpected increase of nearly 1,700 students in 2010, secondary enrollments continued their downward trend in 2011 with a decrease of about 3,400 students or 0.5% over the previous year (see **Figure 1**).

Since peaking in 2008, secondary enrollments have decreased by nearly 5,000 students. The downward trend is expected to continue for the next four years. In 2015, enrollments are estimated to be less than 596,000, a decrease of nearly 35,000 students, or 5.5%, from the 2011 school year.



As **Figure 2** shows, elementary enrollments peaked in 2003 at about 1,425,000, capping a 15-year growth trend. In the eight years since then, K-8 enrollments have decreased by nearly 55,000 students, or 4%. The downward trend is expected to continue for the next two years, with K-8 enrollments declining by nearly 5,000 students. However, the trend is expected to reverse in 2014. Elementary enrollments are predicted to increase by over 13,000 students by 2015, bringing them back to their 2010 level.



## 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 ten 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% or 2,231 more full time educators than in 2008 (see **Table 7**).

The total number of educators reported in 2010 was 157,923, a decrease of .7% (or 1,113 educators) from 2009. As shown in **Table 7**, there were decreases in all categories of educators in 2010, except for school service personnel, which increased by 1.3%. The biggest decrease in 2010 was in other certified staff which decreased 7.6% or 290 full-time educators.

	Change From 2009			Change From 2008		
	2010 FT	N	%	2009 FT	N	%
Administrators	10,356	-202	-2.0%	10,558	292	2.8%
Teachers	131,785	-764	-0.6%	132,549	1,071	0.8%
Other Certified Staff	3,879	-290	-7.6%	4,169	333	8.7%
School Service Personnel	11,903	143	1.3%	11,760	535	4.8%
<b>Total Workforce</b>	<b>157,923</b>	<b>-1,113</b>	<b>-0.7%</b>	<b>159,036</b>	<b>2,231</b>	<b>1.4%</b>

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

### 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 8.4% in Chicago and 1.9% downstate in 2009.

In 2010, however, the total number of administrators employed in Illinois public schools was 10,356, a decrease of 202 administrators (or 2%) over the previous year. Even with the decrease, there were still 90 more full-time administrators employed in 2010 than there were in 2008.

Making inferences from the data in Table 8 are tenuous at best. 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 under-reported in 2007. When coupled with the anomalies in 2002 and 2004, it is not possible 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. For example, some 600 teachers were reclassified in 2002 as assistant principals, administrative assistants, and assistant directors. Then in 2004, there were major changes in position codes for the entire state, including moving the coordinator position from other certified staff to the administrative category.

**TABLE 8: Administrator Workforce Growth Rates**

	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	<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>

\*Chicago used TSR codes for the first time and under-reported teachers in 2002.

\*\*TSR assignment and position codes changed significantly. The position of Coordinator was switched from OCS to Admin. Table 8 was corrected to reflect this change.

## Teacher Workforce Growth

In 2010, Illinois public schools employed nearly 132,000 full-time teachers, of which 21,235 were employed by the Chicago School District 299. After three years of increases, averaging about 1,800 teachers a year, the teacher workforce decreased 0.6% in 2010 (see **Table 9**). 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 2009 when the downstate workforce increase by 2% while Chicago's decreased by nearly 5%.

**Table 9: Teacher Workforce Growth Rates**

	State		Downstate		Chicago	
	Total-FT	Growth	Total-FT	Growth	Total-FT	Growth
1993-94	108,118	<b>-0.5%</b>	86,220	1.2%	21,898	<b>-6.7%</b>
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	<b>-0.2%</b>
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	<b>-0.3%</b>
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	<b>-7.7%</b>
2002-03	130,773	2.6%	106,189	0.9%	24,584	10.6%
2003-04**	122,040	<b>-6.7%</b>	104,148	<b>-1.9%</b>	17,892	<b>-27.2%</b>
2004-05	128,497	5.3%	103,953	<b>-0.2%</b>	24,544	37.2%
2005-06	127,130	<b>-1.1%</b>	104,967	1.0%	22,163	<b>-9.7%</b>
2006-07	129,068	1.5%	106,866	1.8%	22,202	0.2%
2007-08	131,478	1.9%	108,890	1.9%	22,588	1.7%
2008-09	132,549	0.8%	111,063	2.0%	21,486	<b>-4.9%</b>
2009-10	131,785	<b>-0.6%</b>	110,550	<b>-0.5%</b>	21,235	<b>-1.2%</b>

\*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 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 2.8% a year, on average, while Chicago’s teaching force grew about 1% a year.



## 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 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/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 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 2009 with the number of first-time educators hired in the 2010 school year. As in years past, all positions and subject areas produced more newly certified individuals than first-time hires. On the positive side, the supply of special education teachers continues to improve relative to demand. This year the ratio of newly certified to those hired increased from 2.0 to 2.4 and there was a surplus of over 1,000 special education teachers. On the negative side, the ratio of new psychologists to new hires declined to 1.3 in 2010.

	<b>A</b>	<b>B</b>	<b>Over/Under Production</b>	
	First Cert Issued FY09	First Timers Hired 2010	<b>A - B</b>	<b>Ratio</b>
<b>Administrative*</b>	2,839	774	2,065	3.7
<b>Instructional</b>				
Art	460	62	398	7.4
Bilingual	413	165	248	2.5
Early Childhood	1,099	143	956	7.7
Elementary	9,982	1,073	8,909	9.3
English Lang. Arts	4,511	478	4,033	9.4
Foreign Lang-Other	257	23	234	11.2
Foreign Lang-Spanish	788	91	697	8.7
Health	476	22	454	21.6
Math	1,812	373	1,439	4.9
Music	680	157	523	4.3
Physical Education	1,101	206	895	5.3
Science	1,813	278	1,535	6.5
Social Science	5,293	188	5,105	28.2
Special Education	1,865	778	1,087	2.4
<b>School Service Personnel</b>				
Guidance Counselor	576	82	494	7.0
Nurse	65	24	41	2.7
Psychologist	142	106	36	1.3
Social Worker	392	124	268	3.2
Speech/Language	307	161	146	1.9

\*Note: Both First-Timers and teachers that 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, ten areas failed to meet this 2:1 criterion. The number of certified teachers has increased significantly since then and, in 2010, there were only two areas below criterion (psychologist and speech/language pathologist).

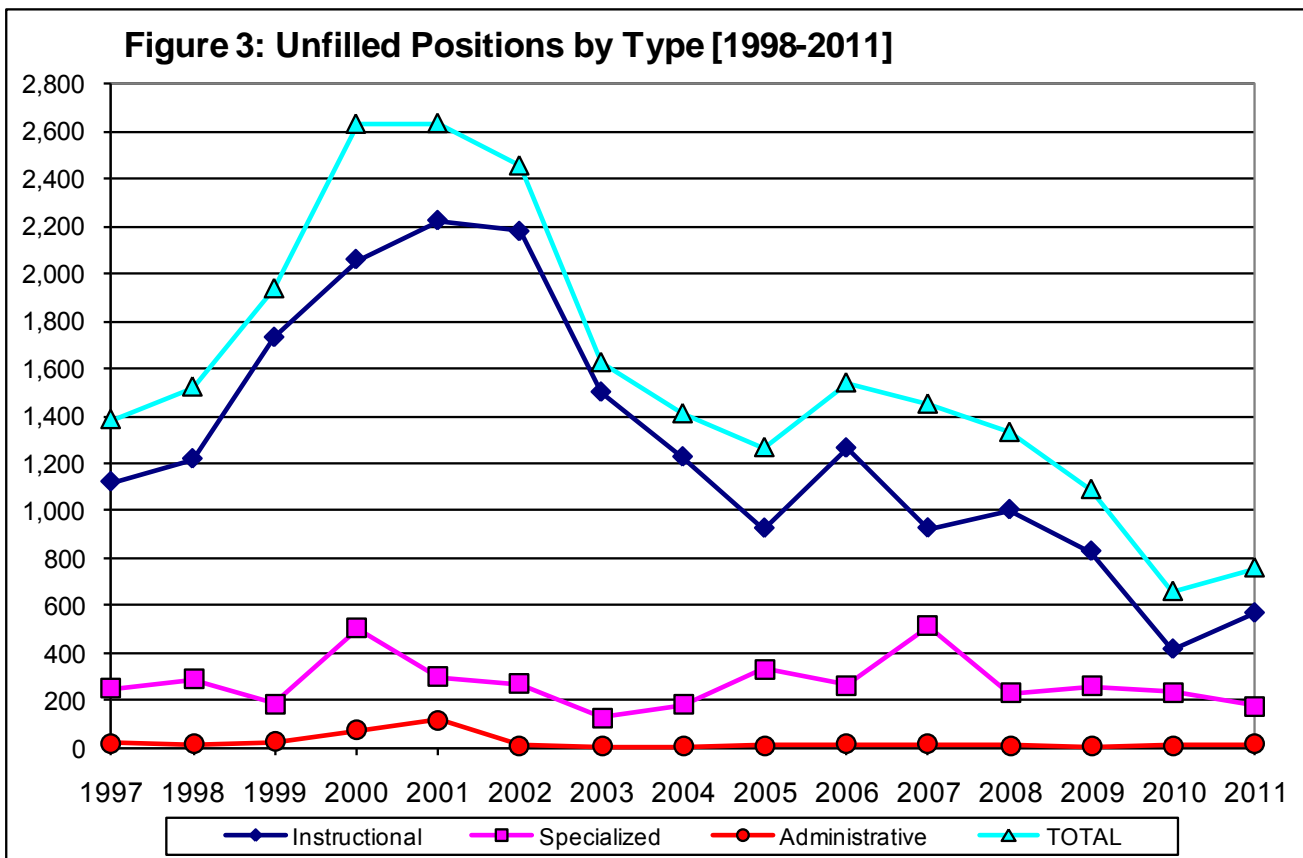
When looked at as a ratio of the number certified over the number hired (i.e., A/B), the areas and positions with the greatest **under-production** were: psychologist (1.3), speech/language pathologist (1.9), special education (2.4) and bilingual (2.5).

The areas and positions with the greatest **over-production** were social science, health, other foreign language, English language arts, 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.

The last survey of unfilled positions was completed as of October 1, 2010; Illinois public schools reported a total of 757 unfilled positions, which was 100 (or 15%) more than the number reported in 2010 (see **Figure 4**). 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.



The areas with the greatest number of unfilled positions in the 2011 school year were as follows:

LBS I	72
Spanish	62
Speech/Language Pathologist (non-teaching)	61
At-Risk (Pre-K)	42
Basic/General Math	40

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 ten years since, the number of unfilled positions has only increased two times—in 2006 (+22%) and in 2011 (+15%). Interestingly, each increase was preceded by four years of decreases.

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 ten years, however, the number of teaching vacancies reported dropped 75%, from 2,225 to 565 in 2011. Possible reasons for this dramatic turnaround may be due to budget deficits, better recruitment, and/or the increase in teacher supply over the last decade. Most likely, it is a combination of all three factors.

Because unfilled positions show where supply has not met demand, they are perhaps the best indicator of regional shortages. As in the past, Chicago School District 299 had more than half of the unfilled positions. In 2011, Chicago reported 464 unfilled positions or 63% of the state total. This represents a 19% decrease from 2008, and less than half of the number reported in 2004 (i.e., 991). Improved recruiting efforts and reduced staffing levels were major factors in this dramatic reduction.

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, an 84% decrease from 2008. While the number of unfilled positions in suburban Cook only decreased 66%, the other collar counties decreased 95%. Of those, Kane and DuPage had the biggest drop with both reporting zero unfilled positions. Between 2001 and 2008, the collar counties accounted for 26% of the unfilled positions in the state. In 2011, they only accounted for 10%.

In the remaining downstate counties there were 215 unfilled positions representing 28% of the state total which is much higher than their historical average of 18%.

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

## 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 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 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. In 2011, five special education positions were taken off the survey: Cross categorical, early childhood, emotionally disturbed, learning disability, and visual impairment.

Despite the elimination of these five areas from the data collection, special education still topped the list in terms of both severity and the number of districts reporting shortages (see **Table 11**). Speech/language pathologist (both teaching and non-teaching) retained the top two spots in terms of both severity and the number of districts reporting shortages. However, they did switch positions in the rankings with the speech/language pathologist taking the top spot in 2011 (it was #2 in 2008). LBS-I did not make the top-ten list for the first time since its introduction in 2006, falling to the number 12 spot in 2011. However, in terms of the number of districts reporting shortages, it ranked fourth, just ahead of Spanish.

When compared to 2008, every subject area had fewer districts reporting shortages except for social science which remained constant at 25 districts. Decreases in the number of districts reporting shortages ranged from 62% (physical education) to 22% (speech/language pathologist). Positions with the largest decreases in the number of districts reporting shortages were: physical education (62%), high school principal (57%), elementary principal (49%), and gifted education (49%).

For the first time, three school service personnel positions were in the top ten rankings in both severity and in the number of districts reporting shortages. While librarian/media specialist was ranked 8<sup>th</sup> in the last report, and retains that rank in 2011, the positions of psychologist and nurse topped it in both the severity of the shortage and the number of districts reporting a shortage. The position of nurse jumped twelve spots to 7<sup>th</sup> (up from 19<sup>th</sup> in 2008) and nearly 160 districts reported shortages for psychologists, propelling it up the list to 6<sup>th</sup> place (from 15<sup>th</sup> in 2008).

		<b>Severity Index</b>	Districts with Shortage	Change from 2008
<b>1</b>	Speech/Lang. Pathologist (non-teaching)	<b>-352</b>	234	<b>-22%</b>
<b>2</b>	Special Ed – Speech/Lang. Teacher	<b>-320</b>	224	<b>-34%</b>
<b>3</b>	Bilingual Education	<b>-256</b>	177	<b>-29%</b>
<b>4</b>	Science - Physics	<b>-204</b>	152	<b>-30%</b>
<b>5</b>	Foreign Language - Spanish	<b>-201</b>	165	<b>-42%</b>
<b>6</b>	Psychologist	<b>-196</b>	157	<b>-30%</b>
<b>7</b>	Nurse	<b>-182</b>	148	<b>-27%</b>
<b>8</b>	Librarian/Media Specialist	<b>-177</b>	137	<b>-44%</b>
<b>9</b>	Science - Chemistry	<b>-177</b>	155	<b>-30%</b>
<b>10</b>	Mathematics	<b>-172</b>	182	<b>-38%</b>

In 2011, the number of positions where districts reported more overages than shortages and, thus, had a positive Severity Index, doubled from four to eight. The eight positions were: self-contained elementary, social science, physical education, English language arts, high school principal, junior high principal, health education, and elementary principal.

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 2010 (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.

First, 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. Second, data on new administrators were not available in 2000 or 2009, so nine years of data between 2001 and 2010 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 2010 (i.e., percentage of the 2010 workforce).

**Largest number needed:** It is estimated that Illinois will need about 10,800 new teachers a year or about 43,300 first-time and re-entering teachers through 2014. The number needed through 2014 is about 340 teachers less per year than was forecast in the 2008 study. During the next four years, Illinois public schools will need about 7,100 special education teachers and nearly 36,000 regular teachers. Through 2014, it is estimated that Illinois will also need nearly 3,400 administrators and 4,100 other certified educators. The categories needing the largest number of educators through 2014 are as follows:

Rank	Non-Instructional Staff	Number Needed
1	Elem. Princ./Asst.	1,129
2	Social Worker	1,048
3	Speech/Language Pathologist	942
4	Other Administrator	912
5	Guidance Counselor	666

Rank	Instructional Staff/Teachers	Number Needed
1	Self-Contained Elementary	12,452
2	Special Education	7,190
3	English Language Arts	4,417
4	Mathematics	2,842
5	Science	2,424
6	Social Science	2,010
7	Physical Education	1,835
8	Consultative/Resource Teacher	1,540
9	Music	1,265
10	Bilingual	1,248

**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 2014 (excluding other subject/program) are as follows:

<b>Rank</b>	<b>Non-Instructional Staff</b>	<b>% of 2010 Workforce</b>
1	Other Administrator	43%
2	Middle/Jr. High Princ./Asst.	39%
3	Director/Asst.	38%
4	Elem. Princ./Asst.	34%

<b>Rank</b>	<b>Instructional Staff/Teachers</b>	<b>% of 2010 Workforce</b>
1	Voc/Tech Misc.	48%
2	Alternative Education	48%
3	Title 1 Math/Reading	39%
4	Consultative/Resource Teacher	39%
5	Foreign Lang.- Other	38%
6	Foreign Lang.- Spanish	38%
7	Business, Mkt., Mgt.	37%
8	Agriculture	36%

## References

- Illinois State Board of Education. (2008). *Educator Supply and Demand*. Springfield, IL.
- Illinois State Board of Education. (2009). *Teacher Service Record*. Unpublished raw data. Springfield, IL.
- Illinois State Board of Education. (2010). *Teacher Service Record*. 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 2010-2011

Appendix C: Positions with the Most Severe Shortages

Appendix D: Projected Need for Educators [2011-2014]

# Appendix A: Retention and Attrition by Position

Position	2009 FT	Left Education		Retained		Change From 2009		
		N	%	In Same Position	In Different Position	2010 FT	N	%
Regional Superintendent	39	5	13%	34		35	-4	-10%
Asst. Regional Superintendent	42	1	2%	41		45	3	7%
District Superintendent	794	78	10%	711	5	784	-10	-1%
Administrative Assistant	121	13	11%	88	20	110	-11	-9%
Asst. District Superintendent	378	39	10%	311	28	381	3	1%
Business Manager	127	8	6%	108	11	125	-2	-2%
Elementary Principal	2,384	183	8%	2,087	114	2,330	-54	-2%
Asst. Elementary Principal	989	51	5%	779	159	985	-4	0%
Middle/Jr. Hi Principal	622	31	5%	539	52	606	-16	-3%
Asst. Middle/Jr. Hi Principal	530	18	3%	419	93	532	2	0%
High School Principal	735	72	10%	622	41	724	-11	-1%
Asst. High School Principal	859	58	7%	693	108	876	17	2%
Coordinator	886	92	10%	646	148	828	-58	-7%
Director	863	66	8%	689	108	869	6	1%
Assistant Director	130	4	3%	100	26	138	8	6%
Supervisory Dean	282	18	6%	201	63	275	-7	-2%
Student Dean	452	25	6%	332	95	399	-53	-12%
Chief School Business Officer	79	8	10%	62	9	76	-3	-4%
Special Education Director	246	16	7%	200	30	238	-8	-3%
<b>Total Administrators</b>	<b>10,558</b>	<b>786</b>	<b>7%</b>	<b>8,662</b>	<b>1,110</b>	<b>10,356</b>	<b>-202</b>	<b>-2%</b>
Special Education Teacher	21,608	1428	7%	18,727	1,453	20,802	-806	-4%
Elementary Teacher	56,560	4179	7%	51,169	1,212	56,940	380	1%
Middle/Jr. Hi School Teacher	20,372	1169	6%	18,594	609	20,285	-87	0%
High School Teacher	34,009	2239	7%	31,084	686	33,758	-251	-1%
<b>Total Teachers</b>	<b>132,549</b>	<b>9,015</b>	<b>7%</b>	<b>119,574</b>	<b>3,960</b>	<b>131,785</b>	<b>-764</b>	<b>-1%</b>
Librarian/Media Specialist	2,018	167	8%	1,522	329	1,674	-344	-17%
Technology Specialist	262	13	5%	218	31	253	-9	-3%
Reading Specialist	987	60	6%	786	141	995	8	1%
Staff Supervisor	238	11	5%	207	20	247	9	4%
Program Supervisor	664	35	5%	540	89	710	46	7%
<b>Total OCS</b>	<b>4,169</b>	<b>286</b>	<b>7%</b>	<b>3,273</b>	<b>610</b>	<b>3,879</b>	<b>-290</b>	<b>-7%</b>
Guidance Counselor	3,082	204	7%	2,800	78	3,044	-38	-1%
Psychologist	1,694	81	5%	1,597	16	1,764	70	4%
Social Worker	3,227	171	5%	3,029	27	3,268	41	1%
Nurse	920	58	6%	857	5	917	-3	0%
Occupational Therapist	23	22	96%		100%		-23	-100%
Physical Therapist	7	7	100%				-7	-100%
Audiologist	1		--		1		-1	-100%
Interpreter			--				--	--
Speech/Language Pathologist	2,806	189	7%	2,592	25	2,910	104	4%
<b>Total SSP</b>	<b>11,760</b>	<b>732</b>	<b>6%</b>	<b>10,875</b>	<b>153</b>	<b>11,903</b>	<b>143</b>	<b>1%</b>
<b>State (FT)</b>	<b>159,036</b>	<b>10,819</b>	<b>7%</b>	<b>142,384</b>	<b>5,833</b>	<b>157,923</b>	<b>-1,113</b>	<b>-1%</b>

## Appendix B: Number of Unfilled Positions in 2010-11

Position	Downstate	Chicago	State
Business Manager	2.0		2.0
Director	2.0		2.0
Principal - Assistant High School	4.0		4.0
Principal - High School	1.0		1.0
Principal - Jr. High	1.0		1.0
Superintendent - Assistant District	2.0		2.0
z-Other Administrator (not listed)	3.0		3.0
<b>Total Administrative</b>	<b>15.0</b>	<b>0.0</b>	<b>15.0</b>
Art	0.0	15.0	15.0
At Risk (Pre-K)	1.0	39.0	40.0
Bilingual Education	15.4	6.0	21.4
Computer Literacy/Technology	2.0	6.0	8.0
Elementary - Music (K-8)	2.0	12.0	14.0
Elementary - Physical Education (K-8)	6.0	8.0	14.0
Elementary - Standard Elementary Instructor	2.0	37.0	39.0
English - English	4.0	14.0	18.0
English - Language Arts	5.0	21.0	26.0
English - Other	0.6	12.0	12.6
English - Reading	4.8		4.8
English as a Second Language	0.5	10.0	10.5
Foreign Language - Other	1.0	23.0	24.0
Foreign Language - Spanish	5.2	57.0	62.2
Gifted Education	1.0		1.0
Health Education	1.3		1.3
Learning/Resource Center	1.0		1.0
Math - Algebra	0.2		0.2
Math - Basic/General	2.1	40.0	42.1
Math - Geometry	0.2		0.2
Math - Other	5.2		5.2
Music - Instrumental	2.0	9.0	11.0
Music - Vocal	0.0	10.0	10.0
Physical Education (9-12)	1.5	6.0	7.5
Science - Biology	0.7	4.0	4.7
Science - Chemistry	1.7	8.0	9.7
Science - General	0.5	1.0	1.5
Science - Other	1.4	2.0	3.4
Science - Physics	0.5	19.0	19.5
Social Science	1.8		1.8
Special Ed - LBS I	28.2	44.0	72.2
Special Ed - LBS II	2.0	5.0	7.0
Special Ed - Other	9.0		9.0
Special Ed - Speech & Lang. Teacher	23.0		23.0
Title I - Remedial Math	0.5		0.5
Title I - Remedial Reading	1.5		1.5
Voc Tech - Agriculture	0.0	1.0	1.0
Voc Tech - Business, Marketing, Management	0.5	1.0	1.5
Voc Tech - Family & Consumer Sciences	3.5	2.0	5.5
Voc Tech - Health Occupations	1.0	1.0	2.0
Voc Tech - Industrial Occupations	3.6	4.0	7.6
Voc Tech - Misc.	2.0		2.0
z-Other Subject or Program Area Not Listed	3.0		3.0
<b>Total Instructional</b>	<b>148.4</b>	<b>417.0</b>	<b>565.4</b>
Coordinator	3.0		3.0
Librarian/Media Specialist	5.1	18.0	23.1
Reading Specialist	4.0	9.0	13.0
Supervisor (Program or Staff)	2.0		2.0
Technology Specialist	1.0		1.0
z- Other Certificated Staff (not listed)	18.0		18.0
<b>Total OCS</b>	<b>33.1</b>	<b>27.0</b>	<b>60.1</b>
Guidance Counselor	21.0	19.0	21.0
Nurse	8.0		8.0
Psychologist	8.5		8.5
Social Worker	1.0	1.0	2.0
Speech/Lang. Pathologist (non-teaching)	60.8		60.8
z- Other Professional Staff (not listed)	16.1		16.1
<b>Total SSP</b>	<b>96.4</b>	<b>20.0</b>	<b>116.4</b>
<b>Total FTE</b>	<b>292.9</b>	<b>464.0</b>	<b>756.9</b>

## Appendix C: Positions with the Most Severe Shortages

Position	Severity Index	Districts Reporting Shortage		Districts Reporting Adequate		Districts Reporting Overage	
		N	%	N	%	N	%
1 Speech/Lang. Pathologist (non-teaching)	<b>-352</b>	234	29%	93	12%	9	1%
2 Special Ed - Speech & Lang. Teacher	<b>-320</b>	224	28%	82	10%	11	1%
3 Bilingual Education	<b>-256</b>	177	22%	62	8%	3	0%
4 Science - Physics	<b>-204</b>	152	19%	76	9%	13	2%
5 Foreign Language - Spanish	<b>-201</b>	165	20%	68	8%	24	3%
6 Psychologist	<b>-196</b>	157	19%	91	11%	15	2%
7 Nurse	<b>-182</b>	148	18%	90	11%	17	2%
8 Science - Chemistry	<b>-177</b>	155	19%	74	9%	22	3%
9 Librarian/Media Specialist	<b>-177</b>	137	17%	88	11%	15	2%
10 Mathematics	<b>-172</b>	182	23%	71	9%	42	5%
11 Voc Tech - Industrial Occupations	<b>-152</b>	110	14%	87	11%	5	1%
12 Special Ed - LBS I	<b>-150</b>	169	21%	79	10%	43	5%
13 Special Ed - Other	<b>-139</b>	132	16%	81	10%	19	2%
14 Special Ed - Hearing Impairment	<b>-134</b>	102	13%	78	10%	7	1%
15 Special Ed - LBS II	<b>-128</b>	129	16%	80	10%	22	3%
16 Science - Other	<b>-125</b>	134	17%	75	9%	28	3%
17 Foreign Language - Other	<b>-114</b>	89	11%	67	8%	10	1%
18 Voc Tech - Family & Consumer Sciences	<b>-86</b>	79	10%	85	11%	8	1%
19 Computer Literacy/Technology	<b>-85</b>	102	13%	63	8%	27	3%
20 Music	<b>-83</b>	124	15%	72	9%	49	6%
21 Voc Tech - Agriculture	<b>-83</b>	69	9%	83	10%	5	1%
22 Guidance Counselor	<b>-63</b>	87	11%	89	11%	32	4%
23 Voc Tech - Health Occupations	<b>-56</b>	48	6%	86	11%	5	1%
24 Business Manager	<b>-48</b>	44	5%	60	7%	8	1%
25 Gifted Education	<b>-40</b>	40	5%	69	9%	7	1%
26 Art	<b>-35</b>	62	8%	61	8%	29	4%
27 Voc Tech - Business, Marketing, Mgt	<b>-34</b>	47	6%	84	10%	16	2%
28 Social Worker	<b>-34</b>	88	11%	92	11%	57	7%
29 English - Reading	<b>-7</b>	106	13%	66	8%	90	11%
30 Principal - High School	<b>4</b>	32	4%	59	7%	30	4%
31 Principal - Jr. High	<b>17</b>	36	4%	60	7%	48	6%
32 Health Education	<b>19</b>	38	5%	70	9%	45	6%
33 Principal - Elementary	<b>42</b>	26	3%	58	7%	59	7%
34 English - Language Arts	<b>212</b>	39	5%	65	8%	181	22%
35 Physical Education	<b>223</b>	29	4%	73	9%	170	21%
36 Social Science	<b>289</b>	25	3%	77	10%	200	25%
37 Elementary - Standard Elem Instructor	<b>627</b>	9	1%	64	8%	392	49%

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

## Appendix D: Projected Need for Educators [2011-2014]

	Average New Hires	Needed Through 2014	%-of 2010 FT Staff
<b>Non-Instructional Staff</b>			
<b>Administrative*</b>			
District Supt./Asst.	30	121	10%
Elem. Princ./Asst.	282	1,129	34%
Middle/Jr. High Princ./Asst.	111	443	39%
H.S. Princ./Asst.	132	530	33%
Director/Asst.	96	386	38%
Other Administrator	228	912	43%
<b>Other Educators</b>			
Library/Media Specialist	93	373	22%
Technology Specialist	10	42	16%
Reading Specialist	50	202	20%
Staff Supervisor	4	17	7%
Program Supervisor	18	72	10%
Guidance Counselor	167	666	22%
Psychologist	131	525	30%
Social Worker	262	1,048	32%
Nurse	60	240	26%
Speech/Lang. Pathologist	236	942	32%
<b>Total</b>		<b>7,650</b>	<b>29%</b>

### Instructional Staff\*\*

Alternative Education	52	208	48%
Art	192	769	27%
Bilingual Education	312	1,248	35%
Computer Programming/Lit.	78	310	21%
Consultative/Resource Teacher	385	1,540	39%
Consumer Education	21	84	33%
Curriculum Specialist	38	150	29%
Driver Education	17	70	11%
Early Childhood	208	833	28%
English as a Second Language	106	424	30%
English Language Arts	1,104	4,417	34%
Foreign Lang.- Other	78	311	38%
Foreign Lang.- Spanish	227	907	38%
Health Education	49	196	20%
Mathematics	710	2,842	31%
Music	316	1,265	31%
Other Subject/Program	6	24	50%
Physical Education	459	1,835	25%
Science	606	2,424	32%
Self-Contained Elementary	3,113	12,452	35%
Social Science	503	2,010	26%
Special Education	1,798	7,190	35%
Title 1 Math/Reading	116	464	39%
<b>Vocational/Technical</b>			
Agriculture	31	124	36%
Business, Mkt., Mgt.	88	352	37%
Family/Consumer Sciences	85	341	29%
Health Occupations	9	35	35%
Industrial	98	392	29%
Voc/Tech Misc.	31	123	48%
<b>Total</b>		<b>43,338</b>	<b>33%</b>

\* Includes Teachers that changed to administrative positions.

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