

Educator Shortage Report

Academic Year
2023-2024

working conditions pathways
student teachers substitutes
leadership retirement

NOW HIRING

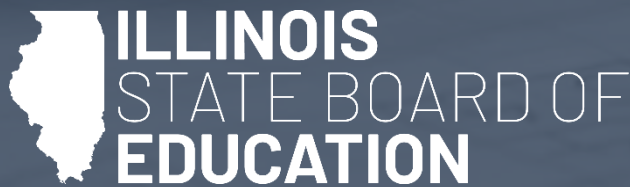


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Executive Summary

In Fall 2023, the Illinois State Board of Education (ISBE) and Illinois Association of Regional Superintendents of Schools (IARSS) collaborated to conduct two statewide collections of information from education agency leaders on staffing challenges for the 2023-2024 school year (SY24), ISBE’s Unfilled Positions data collection and IARSS’ Educator Shortage Survey. Response rates for each survey were 98% (975 of 996) and 79% (756 of 956) of education agencies, respectively. Here, we highlight key findings.

Overall, the total number of filled educator positions has increased. From the Illinois Report Card for SY23, total filled positions increased across all roles by 1,965.3 FTE. While the number of filled positions increased, supply has not kept pace with demand, and the number of unfilled positions also increased.

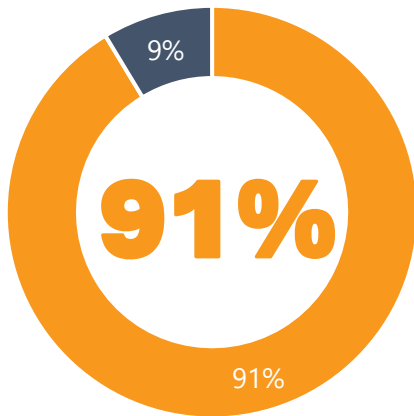
According to the Unfilled Positions data collection, **4,096 teaching¹ positions were unfilled** for SY24 at a vacancy rate of 3.0%. An additional 1,095 school support personnel, 162 administrator positions and 2,755 paraprofessional positions were also unfilled. Shortages occurred in 62% of education agencies (617 of 996). In contrast, 36% of education agencies (358) reported no unfilled positions.

“With fewer people going into the field of education, all schools are competing for the same qualified individuals. I see this as a specific problem in my area, which has small unit districts within a 30-mile radius - all trying to duplicate programs such as fine arts, special education services, etc. along with core subjects and grade level staff.”

-- Superintendent in the rural northwest

Figure 1: Leaders' Perceptions of Teacher² Shortages

91% of school leaders indicated a **minor, serious** or **very serious** problem with teacher² shortages.



Data from the Educator Shortage Survey supplement these findings, with a reported **3,694 teacher² positions filled by alternative measures such as hiring substitutes, hiring retired educators, combining classes, and increasing class sizes, among other short-term remedies.** Regarding shortage severity, 91% of responding leaders indicated minor, serious, or very serious problems with teacher¹ shortages (see Figure 1). Furthermore, 93% of responding leaders indicated a minor, serious, or very serious problem with substitute shortages. Leaders’ ratings of paraprofessional shortages were also high with 83% of leaders indicating a minor, serious, or very serious problem. Conversely, ratings of administrator shortages were lower, with 38% of leaders indicating a minor, serious, or very serious problem.

¹ For the UFP data collection, teaching position includes classroom teacher and special education teachers.

² For the Educator Shortage survey, “teacher” includes classroom teachers, special education teachers and school support personnel.

Across most educator positions, **insufficient compensation, employee burnout, and increased responsibilities** were cited as the most **common causes for vacancies**.

Education leaders also reacted to current strategies to address shortages. **District efforts to place student teachers and to improve working conditions** were seen by nearly 30% of leaders as effective in improving recruitment and retention. In addition, approximately 50% of leaders indicated that increasing the number of days substitutes, including retired educators, are eligible to teach was beneficial. And finally, the potential solutions that leaders found most promising were financially related: **modifying the pension tier system, augmenting loan forgiveness programs for educators, and increasing scholarships for teaching candidates** were among the most favorably rated strategies.

These findings suggest **that educator shortages are not distributed equally across the state**, as 36% of education agencies reported no unfilled positions. But for the education agencies that have unfilled educator positions, a majority of leaders perceive shortages to be severe, resulting in alternative remedies such as hiring substitutes and increasing class sizes that affect the quality of instruction and services students receive. Leaders also shared their views on the causes of shortages as well as current and potential solutions to mitigate the problem. These insights provide a pragmatic foundation that can be used to devise targeted, diverse mechanisms to address unfilled positions, both by supporting current educators and growing pipeline programs.

“As the cost of a college education increased, the retirement incentive at the end of an educator’s career decreased. These two items combined with the continued below average compensation compared to other careers that require a four-year college diploma are forcing kids to choose other pathways besides education. If we want to get serious about improving our education system, then we need to implement a program that eliminates the college debt of anyone who goes into public education, while simultaneously reimplementing (and funding) the retirement system as it was before.”

-- Superintendent in an east central town

“...Districts desperately need staff with endorsements in ESL/bilingual and special education in addition to math and science at all levels. Educator prep programs should be better about graduating teachers who are more marketable, requiring additional endorsements upon graduation.”

-- Superintendent in the northeast suburbs

Introduction

Educator shortages, in Illinois and across the country, do not affect districts and schools equally (Illinois Association of Regional Superintendents of Schools et al., 2023; Illinois State Board of Education, 2023; Nguyen et al., 2023). In Illinois, research demonstrates that educator shortages are concentrated in rural and urban regions (Beilstein & Withee, 2022a; Bruno, 2022), specific content areas and grade bands (Beilstein & Withee, 2022b and 2022c), and under-resourced schools (Office of the Governor JB Pritzker, 2023). Furthermore, many of the districts that have faced severe shortages over time also tend to serve high percentages of English language learners, students from low-income families, and students with individualized education programs (Withee & Beilstein, 2023). Because educator shortages occur when districts are unable to hire qualified educators who are appropriately certified for open positions (Sutcher et al., 2016), the disproportionate variability found in these shortages translates to inequitable student access to high-quality educators.

Historically, in Illinois, two annual measures of educator shortages have been administered in the fall: (1) the Unfilled Positions report (UFP) from the Illinois State Board of Education (ISBE) and (2) the Educator Shortage Survey from the Illinois Association of Regional Superintendents of Schools (IARSS). This year, ISBE and IARSS have collaborated, in partnership with the Illinois Workforce and Education Research Collaborative (IWERC) at University of Illinois and Goshen Consulting, to conduct and report on both measures in tandem. Findings from both measures are presented concurrently, for the first time, in this report.

Taken together, these two measures paint a comprehensive picture of the impact that staffing challenges have on districts across the state, providing insight into the magnitude and severity of staffing challenges and the potential mechanisms that can address root causes of the problem. But while these two measures are similar in scope, as they both examine the extent of educator shortages statewide, salient differences exist in the types of data each organization collects. These distinctions, in turn, influence the conclusions drawn from the data and their implications for Illinois districts and schools.

To illustrate, the Unfilled Positions survey collects administrative data from education agencies (e.g., public-schools, special education cooperatives, area career centers, etc.) to determine the number of vacant educator positions, or magnitude of educator shortages, throughout the state. The Educator Shortage Survey, on the other hand, asks education agency leaders to assess the severity of educator shortages in their jurisdictions and to consider causes of and potential solutions to mitigate the difficulty they experience recruiting and retaining high-quality educators.

This report is organized around the roles of various educators: teachers (classroom teachers and special education teachers), school support personnel, administrators, paraprofessionals, substitutes, and non-licensed staff. Following the detailed description of issues surrounding each role, findings on leaders' assessments of enacted strategies to offset shortages are reported at the district, regional, and state levels. Additionally, leaders' assessments of potential state-level solutions are presented.

Past reports have only presented data for public school districts. This year, a concerted effort was made to include special education cooperatives and area career agencies. Throughout this report *education agency* refers to public school districts, special education cooperatives and area career centers collectively.

Teachers

Filled Positions

According to the Illinois Report Card, the total number of filled teaching positions for the 2022-2023 school year (SY23) was 134,215. This is an increase of 31.3 filled teaching positions from the 2021-2022 school year (SY22).

Unfilled Positions

In total, 4,096 teaching positions remained unfilled for SY24 as of Oct 1, 2023.

Unfilled teacher positions varied greatly by education agency. Figure 2 shows the distribution of unfilled positions by public school districts. While 452 education agencies reported zero unfilled teaching positions, 513 education agencies reported at least one unfilled position of which 72 reported 10 or more unfilled positions.

Among the 981 education agencies that reported on teaching positions, teachers accounted for the majority of unfilled positions. Among the various teacher positions (see Figure 3a), teachers comprised the most unfilled positions with a count of 2,009 unfilled positions. Further, a subject-area breakdown³ of unfilled teaching positions shows that English Language and Literature comprised the most unfilled teacher positions with a count of 320 unfilled positions (see Figure 3b).

Figure 2: Unfilled Teacher Positions by District

Unfilled teacher positions varied from 0 to 10 or more.

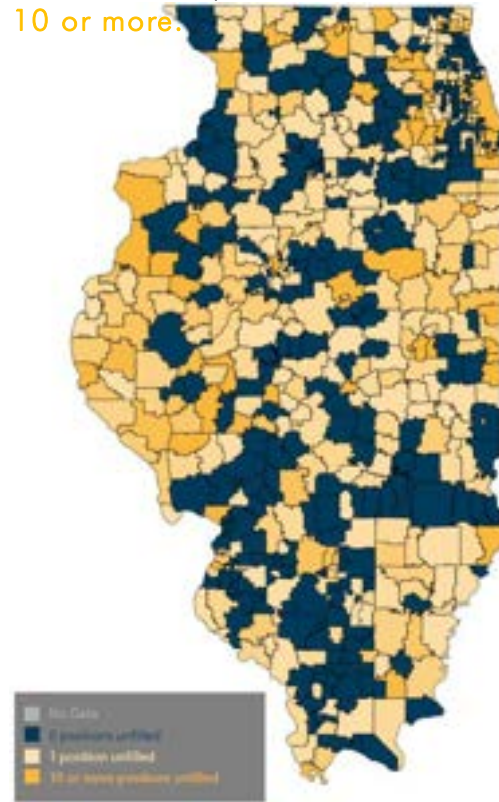
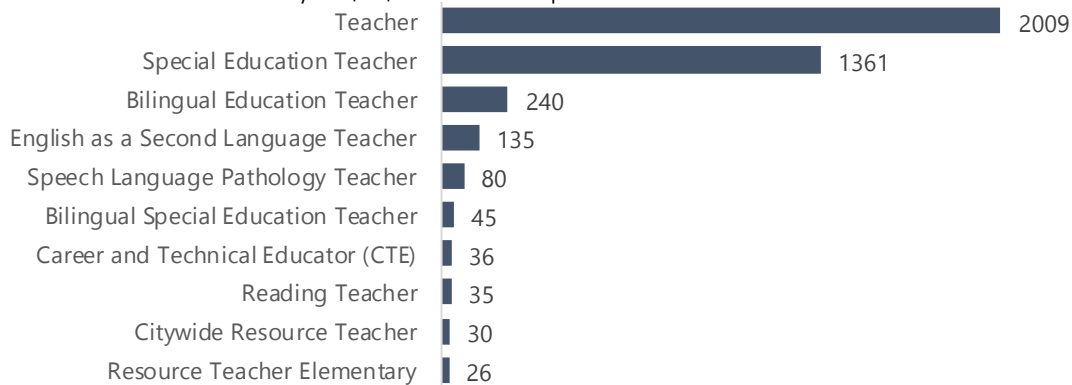


Figure 3a: Top 10 Unfilled Teacher Positions

For the 2023 - 2024 school year, 2,009 teacher positions were unfilled.



³ This breakdown was calculated by staff from IWERC and Goshen Consulting from the UFP data set. The publicly available data was filtered and then aggregated to develop these findings. See Table 2 in Appendix A for specific business rules. "Non-Subject Specific", "NULL," and "Miscellaneous" also accounted for significant numbers of unfilled positions but were not included in this comparison.

Figure 3b: Top 10 Unfilled Teacher Positions by Subject

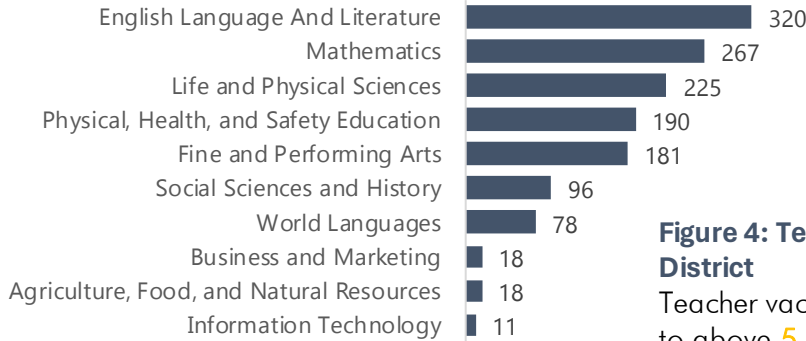
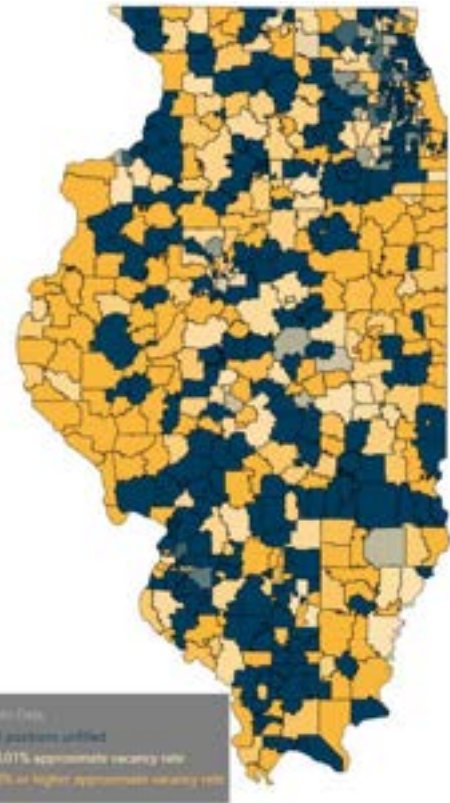


Figure 4: Teacher Vacancy Rate by District

Teacher vacancy rates varied from 0.0 to above 5.0%.



Vacancy Rate

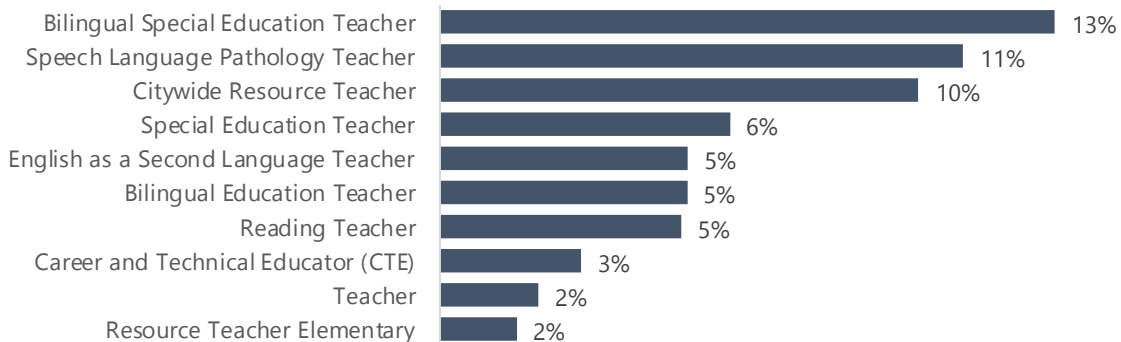
While the total count of unfilled positions is a crucial data point needed to understand educator shortages, vacancy rate is another important component. ISBE defines vacancy rate as the number of unfilled positions divided by the estimated total number of positions (i.e., SY23 filled full-time equivalent, or FTE, positions plus SY24 unfilled FTE positions). For SY24, the overall teacher vacancy rate was 3.0% (4,096 unfilled FTE positions of 134,215 FTE positions).

Vacancy rates also varied greatly by education agency. Figure 4 shows there were 239 education agencies with teaching vacancy rates above 5.0%.

Figure 5 shows the top 10 vacancy rates by teacher position. Bilingual Special Education Teacher had the highest vacancy rate at 13%. Vacancy rates by subject area are not available at this time.

Figure 5: Top 10 Teacher Vacancy Rates

For the 2023 - 2024 school year, Bilingual Special Education Teacher had a 13% vacancy rate (44.5 out of 310.87 FTE were unfilled).



Positions Remedied by Alternative Measures

CLASSROOM TEACHERS

When faced with unfilled positions, education agency leaders often turn to alternative measures to provide needed services. For unfilled teacher positions, these measures include hiring a retired educator, hiring a substitute, modifying class offerings and/or teacher responsibilities, outsourcing the position to a third-party vendor, and utilizing a virtual learning platform. As of Oct 1, 2023, 365 education agency leaders reported 2,123 positions that were remedied using these alternative measures. Figure 6 shows the top 10 teacher positions that were filled by alternative measures: Elementary education was at the top with 498 positions (see Appendix C for the full list). Figure 7 shows the distribution of positions remedied by public school district.⁵

Figure 6: Teacher Positions Remedied by Alternative Measures

Beyond unfilled positions, an additional 498 elementary education teacher positions were remedied through alternative measures.

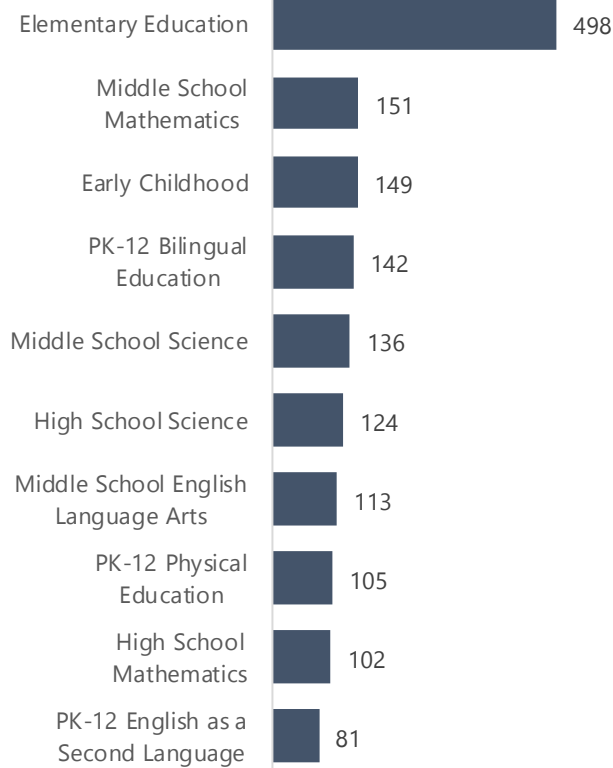
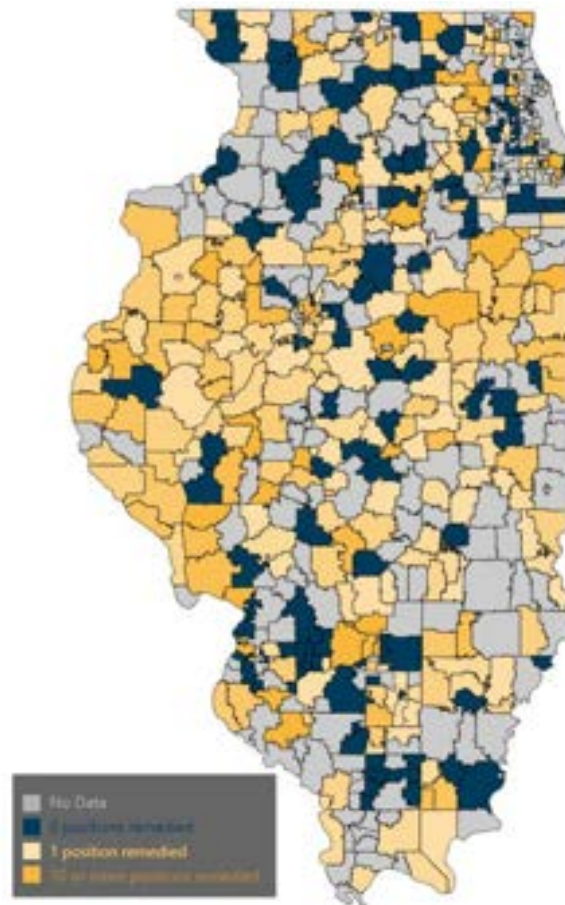


Figure 7: Teacher Positions Remedied by Alternative Measures by District



SPECIAL EDUCATION TEACHERS

For unfilled special education teaching positions, alternative measures included connecting virtually with remote personnel, hiring a retired educator, modifying services offered and/or responsibilities, outsourcing the position to a third-party vendor, and utilizing a university student in a clinical setting. As of Oct 1, 2023, education agency leaders in 281 education agencies⁴ reported 735 positions that were filled using these alternative measures. Figure 8 shows the special education teaching positions that were filled by alternative measures: Learning Behavior Specialist (LBS) 1 was at the top with 602 positions remedied through alternative measures. Figure 9 shows the distribution of special education teaching positions remedied by public school districts.

Figure 8: Special Education Teacher Positions Remedied by Alternative Measures

Beyond unfilled positions, an additional 602 LBS1 General Special Educations positions were remedied through alternative measures.

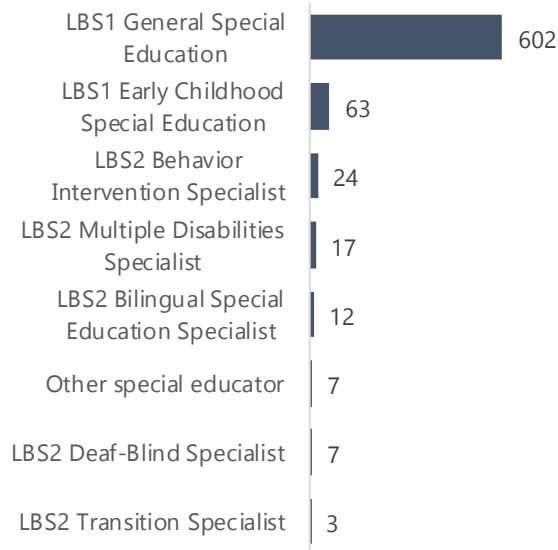
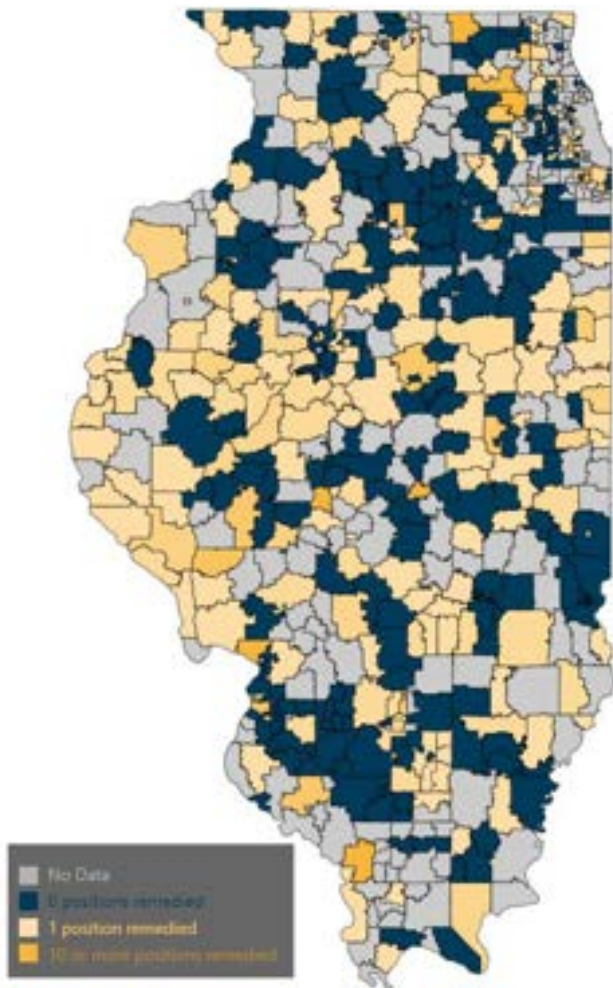


Figure 9: Special Education Teacher Positions Remedied by Alternative Measures by District



⁴ Several leaders from education agencies noted they work with a special education cooperative for the special education services and do not hire their own special education teachers.

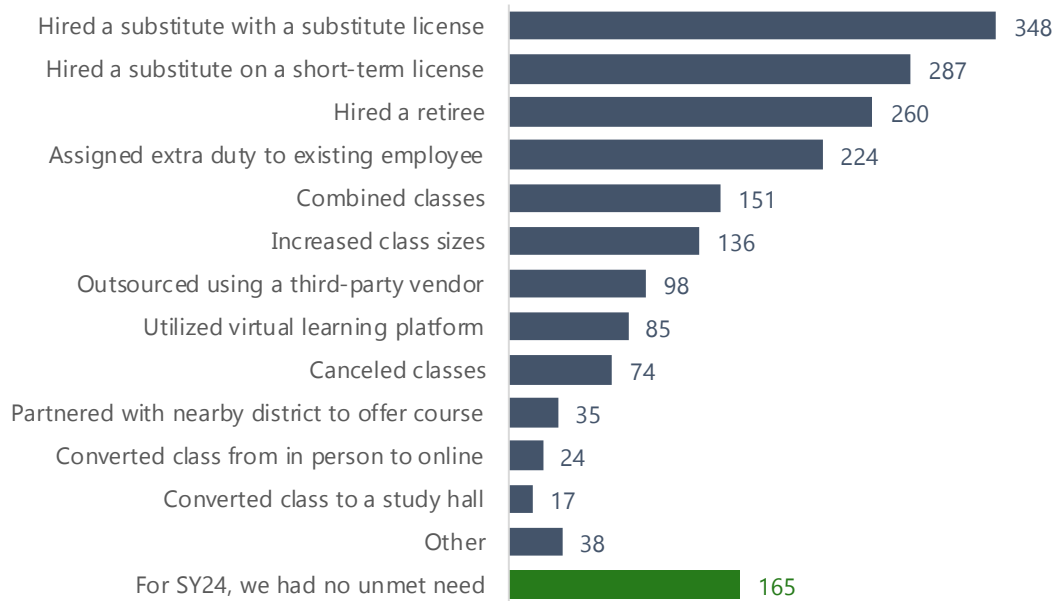
Alternative Measures for Addressing Shortages

CLASSROOM TEACHERS

Education agency leaders were asked to select all the remedies they utilized in accommodating an unfilled teacher position. Among the 719 leaders who responded, 165 (23%) indicated they had no unmet need for teachers for SY24 (see Figure 10). For those who had unmet teacher needs, 348 (48%) indicated they hired a substitute with a substitute license and 288 (40%) indicated they hired a substitute on a short-term license.

Figure 10: Leaders Reported Hiring Substitutes as the Most Common Remedy for an Unfilled Teacher Positions

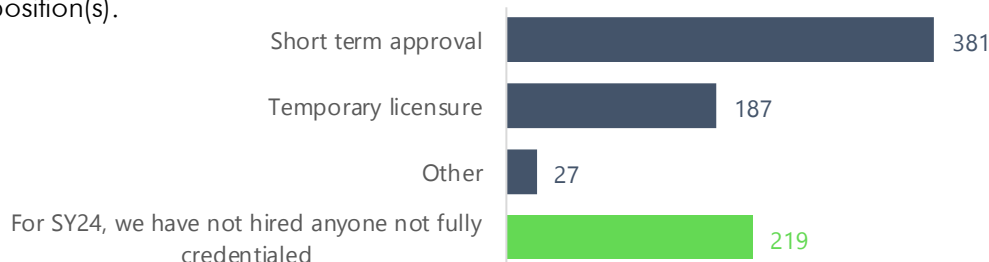
348 school leaders indicated hiring a substitute with a substitute license as a method they used to remedy an unfilled position.



Education agency leaders also hire employees on temporary credentials. For SY24, 219 of the 678 (32%) education agency leaders who responded indicated they did not hire anyone not fully credentialed (see Figure 11). For those who hired on temporary credentials, 381 (56%) education agency leaders hired on a short-term approval (STA) and 187 (28%) hired on a temporary license. A short-term approval allows education agency leaders to hire qualified professionals immediately, while they work on completing the requirements for full licensure. Educators with short-term approvals must obtain full licensure within three years.

Figure 11: Leaders Reported Hiring Short Term Approval to Fill Teacher Positions

381 school leaders indicated "short term approval" as a type of credentialed employee hired to fill teacher position(s).

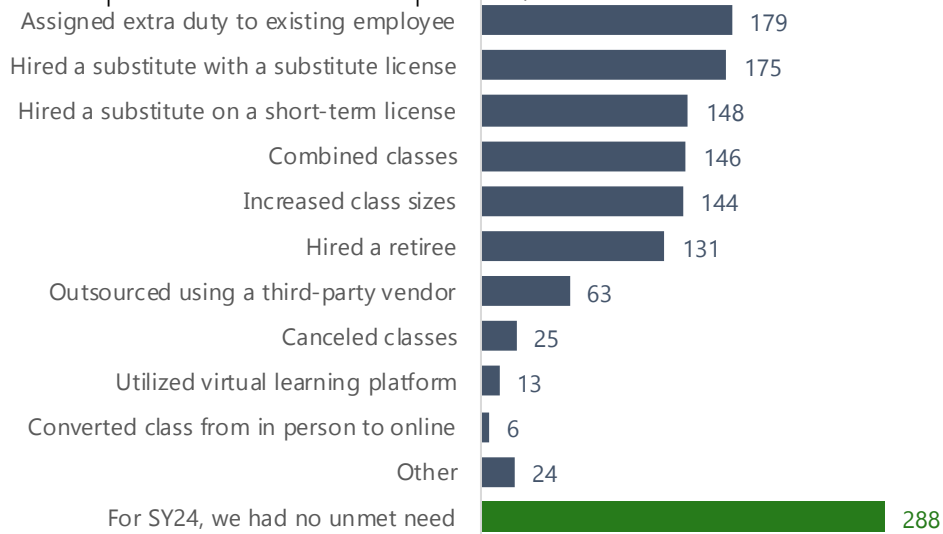


SPECIAL EDUCATION TEACHERS

Education agency leaders were asked to select all the remedies they utilized in accommodating an unfilled special education teaching position. Among the 669 leaders who responded, 288 (43%) indicated they had no unmet need⁵ for special education teachers for SY24 (see Figure 12). For those who had unmet special education teacher needs, 179 (27%) indicated they assigned extra duty to existing employees and 175 (26%) indicated they hired a substitute with a substitute license.

Figure 12: Leaders Reported Assigning Extra Duties as the Most Common Remedy for an Unfilled Special Education Teacher Positions

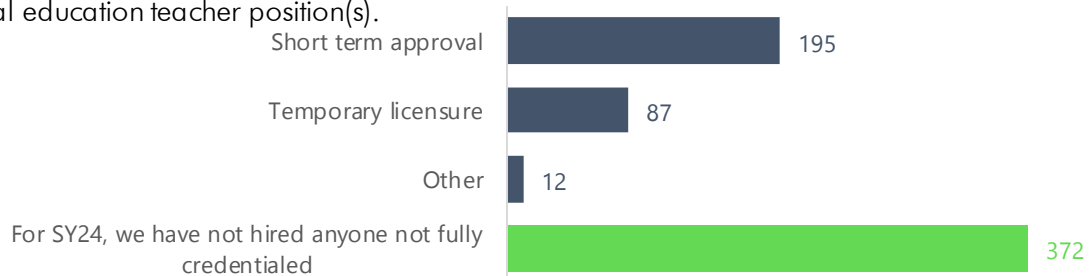
179 school leaders indicated that they assigned extra duty to an existing employee as a method to remedy unfilled special education teacher positions.



Education agency leaders also hire employees on temporary credentials. For SY24, 372 of the 599 (62%) education agency leaders who responded indicated they did not hire anyone not fully credentialed⁵ (see Figure 13). For those who hired on temporary credentials, 195 (33%) education agency leaders hired on a short-term approval (STA) and 87 (15%) hired on a temporary license.

Figure 13: Leaders Reported Hiring STAs to Fill Special Education Teacher Positions

195 school leaders indicated "short term approval" as a type of credentialed employee hired to fill special education teacher position(s).



⁵ Several leaders from education agencies noted they work with a special education cooperative for the special education services and do not hire their own special education teachers.

Shortage Severity

CLASSROOM TEACHERS

Education agency leaders rated the severity of their teacher shortages. Across all categories of teacher positions,⁶ 84% of education agency leaders (598 of 716) indicated a minor to very serious problem with teacher shortages (see Figure 14). Leaders' ratings of teacher shortage severity varied greatly by district.⁷ Figure 15 shows the distribution of education agencies that indicated a minor to very serious problem with teacher shortages.

Figure 14: Leaders' Perceptions of Teacher Shortages

84% of school leaders indicated a **minor**, **serious**, or **very serious** problem with teacher shortages.

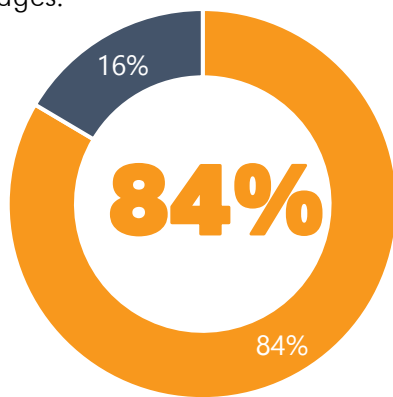
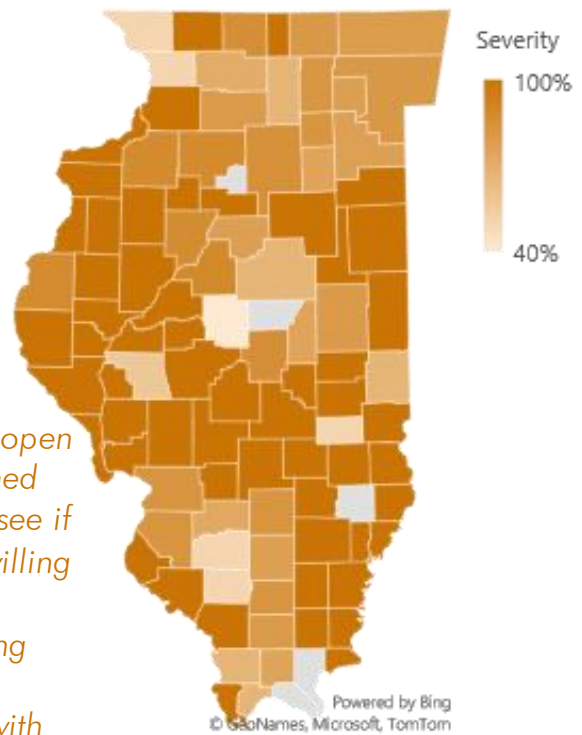


Figure 15: Leaders' Perceptions of Teacher Shortages by County

The percent of education agencies reporting a minor to very serious problem ranges from 40% to 100%.



“We have had 0 applicants for many of our open teaching positions. Therefore, we have reached out to our parents and school community to see if anyone with a bachelor's degree would be willing to become a long-term substitute to fill open positions. As of right now, 25% of the teaching staff is not certified to teach. This is a severe problem. We are unable to “grow our own” with people who are not teachers. Our administrators are teaching people how to be teachers, ... [which] has created a major increase in [their] workload... We are very concerned about the long-term impacts of teachers who are not certified or knowledgeable about teaching.”

— Superintendent in rural, west central area

⁶ Appendix D shows this broken out by role: early childhood/elementary, middle/high school, specials & CTE.

⁷ Appendix E shows this broken out by area of the state, type of district, and district locale.

SPECIAL EDUCATION TEACHERS

Education agency leaders rated the severity of their special education teacher shortages. Across all categories of special education teacher positions,⁸ 81% of education agency leaders (459 of 569) indicated a minor to very serious problem with special education teacher shortages (see Figure 16). The severity of special education teacher shortages varies greatly by district.⁹ Figure 17 shows the percentage of education agencies that indicated a minor to very serious problem with special education teacher shortages by county.

Figure 16: Leaders' Perceptions of Special Education Teacher Shortages

81% of school leaders indicated a **minor**, **serious**, or **very serious** problem with special education teacher shortages.

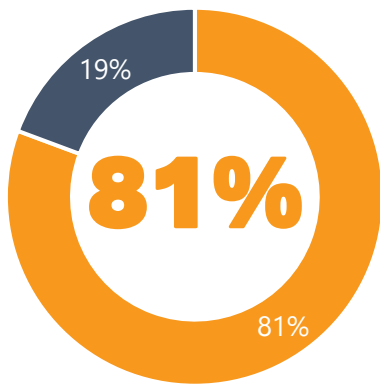
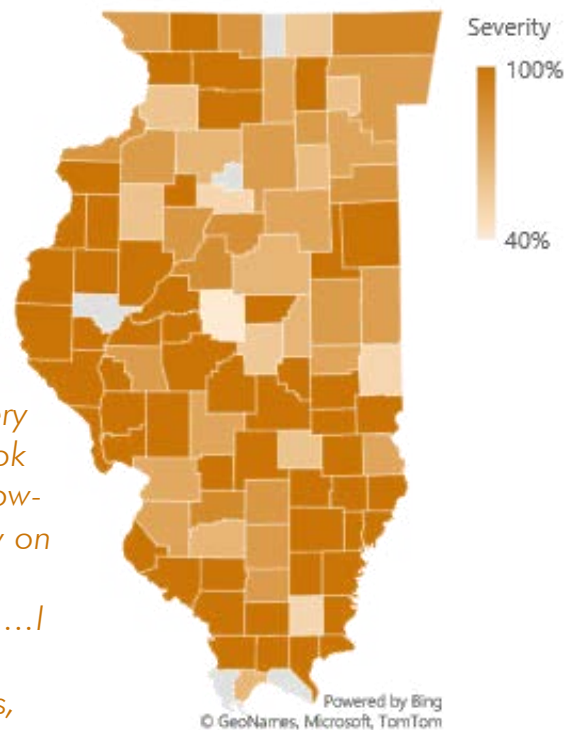


Figure 17: Leaders' Perceptions of Special Education Teacher Shortages by County

The percent of education agencies reporting a minor to very serious problem ranges from 40% to 100%.



“Finding special education teachers is very difficult. As a small school district, in Cook County, but a location with average to low-average salaries for the area, I often rely on hiring general ed teachers coming from private school and/or childcare settings. ...I am competing with other public-school districts and with the shortage of teachers, salary and location are key. I lost teachers because they got a job 5 minutes from their home or for a small pay increase, but there are so many openings and so few special ed teachers, it is very easy to move positions and a challenge for me to replace them.”

— Superintendent in suburban Cook County

⁸ Appendix D shows this broken out by role: general special education (LBS 1) and specialized special education (LBS2)

⁹ Appendix E shows this broken out by area of the state, type of district, and district locale.

Qualified Applicants

CLASSROOM TEACHERS

Education agency leaders also rated the quality of applicants for open positions. About half, or 56% of education agency leaders (394 of 708 education agencies) indicated that none or very few (0-25%) or some (26-50%) of applicants were qualified to be hired as a teacher who holds the proper credentials for the position (see Figure 18).

Conversely, 44% of education agency leaders (314 of 708) indicated that most (51% - 74%) or nearly all or all (75-100%) applicants were qualified. Appendices D and E show the breakdown of leaders' perceptions on the quality of candidates by grade band (Appendix D) and district characteristics (Appendix E).

SPECIAL EDUCATION TEACHERS

Education agency leaders rated the quality of applicants for open positions. For applicants for all special education teacher positions, 58% of education agency leaders (320 of 556) indicated that none or very few (0-25%) or some (26-50%) of applicants were qualified to be hired as an employee who holds the proper credentials for the position (see Figure 19). Conversely, 42% of education agency leaders (236 of 556) indicated that most (51-74%) or nearly all or all (75-100%) were qualified. Appendices D and E show the breakdown of leaders' perceptions on the quantity of candidates by grade band (Appendix D) and district characteristics (Appendix E).

Figure 18: Leaders Reported Less than 50% of Teacher Applicants Were Qualified
56% of education agency leaders indicated none (0-25%) or some (26-50%) of teacher applicants were qualified to be hired.

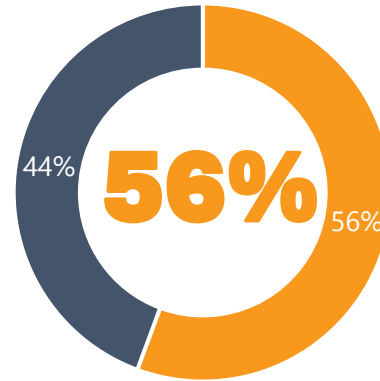
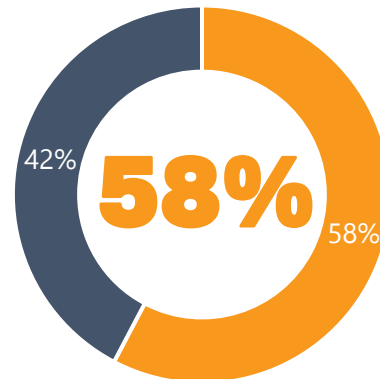


Figure 19: Leaders Reported Less than 50% of Special Education Teacher Applicants Were Qualified

58% of school leaders indicated none (0-25%) or some (26-50%) of special education teacher applicants were qualified to be hired.



Quantity of Applicants

CLASSROOM TEACHERS

Education agency leaders were also asked about the quantity of applicants for open positions. For open teacher positions, 88% of education agency leaders (626 of 712) indicated they received none or very few (<5) applicants, on average, per open teacher positions (see Figure 20). Conversely, 12% of education agency leaders (86 of 712) indicated they received some (6-10), sufficient (11 – 20), or more than sufficient (20+) applicants, on average, per open teacher position. Appendices D and E show the breakdown of leaders’ perceptions on the quality of candidates by LBS1 and LBS2 (Appendix E), and district characteristics (Appendix E).

SPECIAL EDUCATION TEACHERS

Education agency leaders were also asked about the quantity of applicants for open positions. For open special education teacher positions, 85% of education agency leaders (472 of 554) indicated they received none or very few (<5) applicants, on average, per open position (see Figure 21). Conversely, 15% of education agency leaders (82 of 554) indicated they received some (6-10), sufficient (11-20), or more than sufficient (20+) applicants, on average, per open special education teacher position. Appendices D and E show the breakdown of leaders’ perceptions on the quantity of candidates by LBS1 and LBS2 (Appendix D), and district characteristics (Appendix E).

Figure 20: Leaders Reported Very Few Teacher Applicants

88% of education agency leaders indicated they received none or very few (<5) applicants per open teaching position.

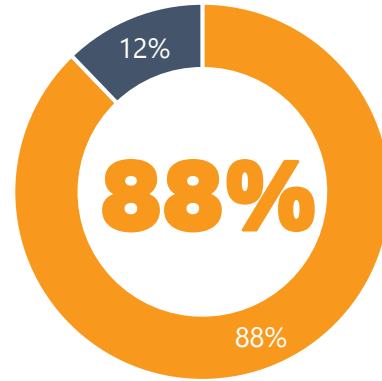
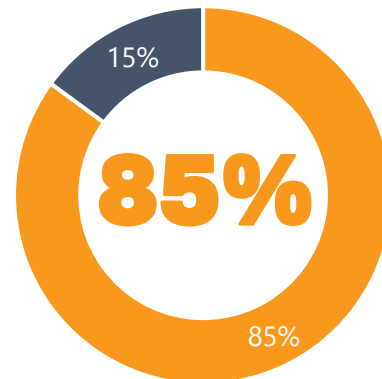


Figure 21: Leaders Reported Very Few Special Education Teacher Applicants

85% of education agency leaders indicated none or very few (<5) applicants per open special education teacher position.



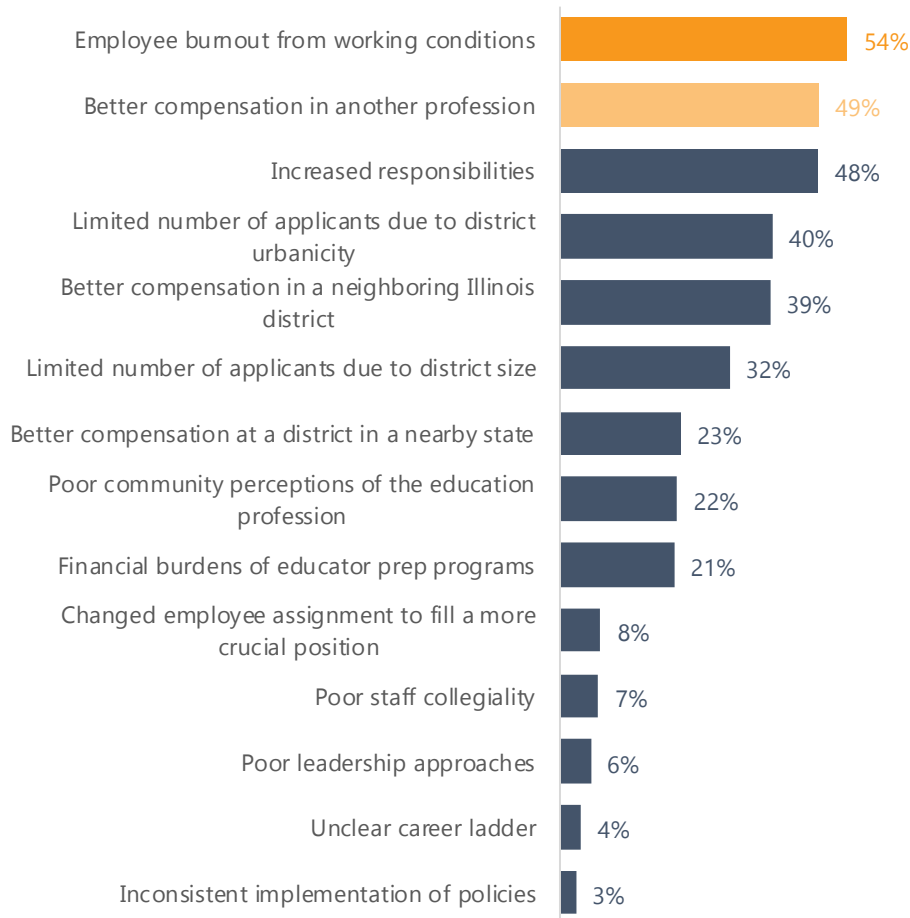
Causes for Shortages

CLASSROOM TEACHERS

Based on responses from previous iterations of the Educator Shortage Survey, additional research on the topic, and input from the advisory board, ISBE and IARSS developed a list of potential causes for teacher shortages to include in this year’s Educator Shortage Survey. Education agency leaders were asked to rate the impact of each potential cause for their education agency from significant impact to no impact. Figure 22 shows all 14 potential causes of teacher shortages and the percentage of education agency leaders who indicated a significant impact or major impact. Among the 690 education agency leaders who responded to this item, 54% (371 of 690) indicated that employee burnout from working conditions was a significant or major impact for their teacher shortages. Additionally, better compensation in another profession was a significant or major factor for 49% of education agency leaders (327 of 674).

Figure 22: Leaders Reported Employee Burnout as Lead Cause of Teacher Shortages

54% of education agency leaders indicated employee burnout from working conditions as a major or significant cause for teacher shortages.

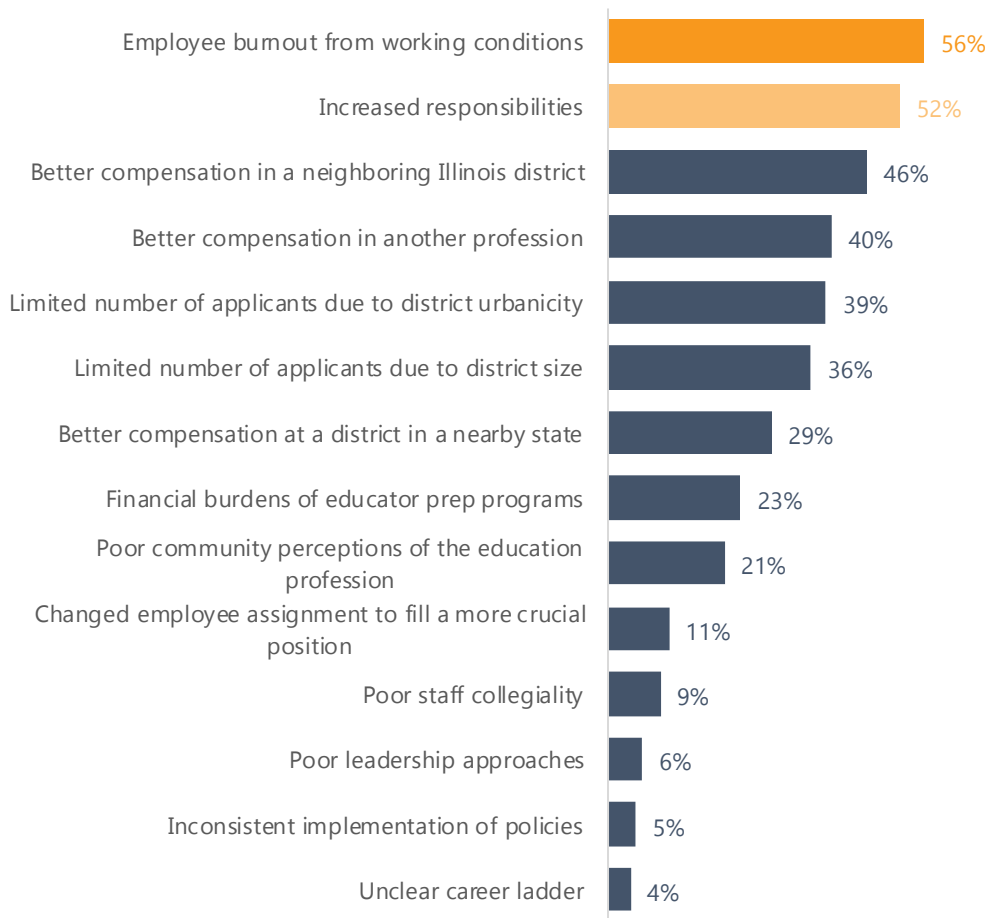


SPECIAL EDUCATION TEACHERS

Education agency leaders were asked to rate the impact of the listed potential causes for special education teacher shortages for their agency from significant impact to no impact. Figure 23 shows all 14 potential causes of special education teacher shortages and the percentage of education agency leaders who indicated a significant impact or major impact. Among the education agency leaders who responded to this item, 56% (285 of 510) indicated that employee burnout from working conditions was a significant or major impact for their special education teacher shortages. Increased responsibilities was another significant or major factor for 52% of education agency leaders (261 of 506).

Figure 23: Leaders Reported Employee Burnout as Lead Cause of Special Education Teacher Shortages

56% of school leaders indicated employee burnout from working conditions as a major or significant cause for special education teacher shortages.



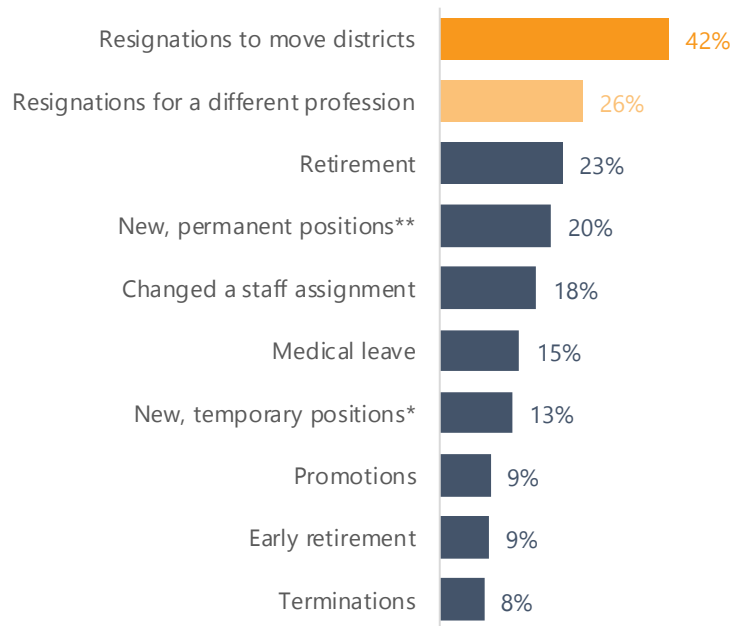
Reasons for Openings

CLASSROOM TEACHERS

Similar to the causes for shortages section, ISBE and IARSS developed a list of potential causes for open teacher positions. Education agency leaders were asked to rate the impact of each cause for teacher openings from significant impact to no impact. Figure 24 shows all 10 causes for open positions and the percentage of education agency leaders who indicated a significant impact or major impact. Among the 649 education agency leaders who responded to this item, 42% (271 of 647) indicated that resignations to move districts was a significant or major impact for their teacher openings. Additionally, resignations for a different profession were a significant or major factor for 26% of education agency leaders (151 of 577).

Figure 24: Leaders Reported Moving Districts as Lead Cause of Teacher Openings

42% of school leaders indicated "Resignations to move districts" as a major or significant cause for teacher open positions.



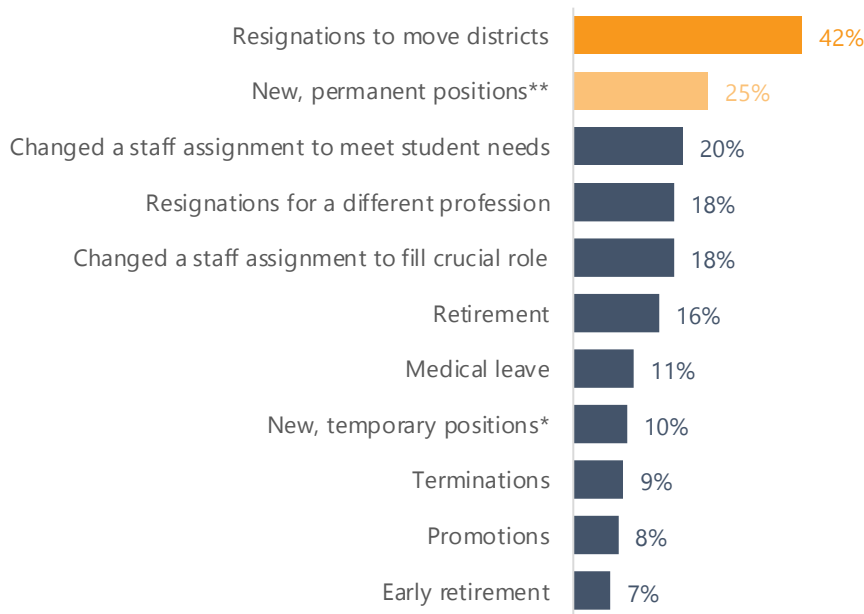
* New, temporary positions through additional funding (e.g., ESSER funding).

** New, permanent positions (e.g., though additional funding like EBF or to address student needs like adding additional 2nd grade class, etc.).

SPECIAL EDUCATION TEACHERS

Education agency leaders were asked to rate the impact of the listed potential causes for special education teacher openings for their agency from significant impact to no impact. Figure 25 shows all 11 potential causes for open positions and the percentage of education agency leaders who indicated a significant impact or major impact. Among the education agency leaders who responded to this item, 42% (184 of 440) indicated that resignations to move districts was a significant or major impact for their special education teacher openings. New permanent positions** was a significant or major factor for 25% of education agency leaders (89 of 359).

Figure 25: Leaders Reported Moving Districts as Lead Cause of Special Educator Openings
 42% of school leaders indicated "Resignations to move districts" as a major or significant cause for special educator open positions.



* New, temporary positions through additional funding (e.g., ESSER funding).

** New, permanent positions (e.g., though additional funding like EBF or to address student needs like adding special education staff due to increased number of students with special needs, etc.).

School Support Personnel

Filled Positions

According to the Illinois Report Card, the total number of filled school support personnel positions for the SY23 was 18,973. This is an increase of 652 filled school support personnel positions from the SY22.

Unfilled Positions

In total, 1,095 school support personnel positions remained unfilled for SY24 as of Oct 1, 2023.

Unfilled school support personnel positions varied greatly by education agency. Figure 26 shows that while 597 education agencies reported zero unfilled positions, 272 education agencies reported at least one unfilled position of which 21 reported 10 or more unfilled positions.

Among the 881 education agencies that reported on school support personnel, school social workers accounted for the majority of unfilled positions. For SY24, 260 school social worker positions were reported unfilled (see Figure 27).

Figure 26: Unfilled School Support Personnel Positions by District

Unfilled school support personnel positions varied from 0 to 10 or more.

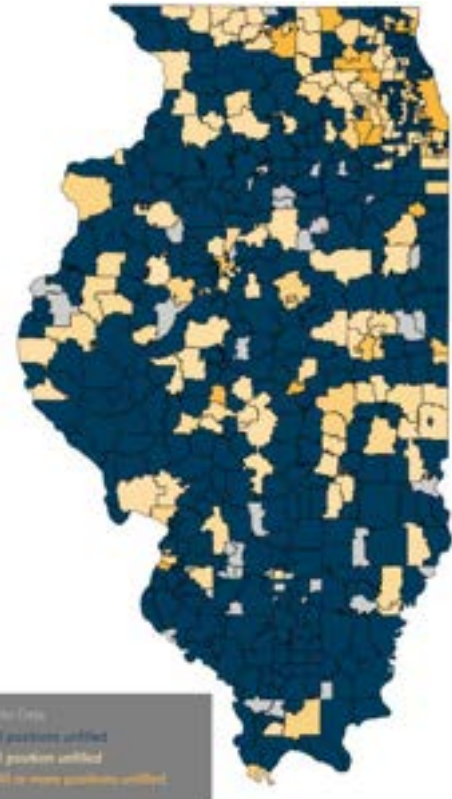
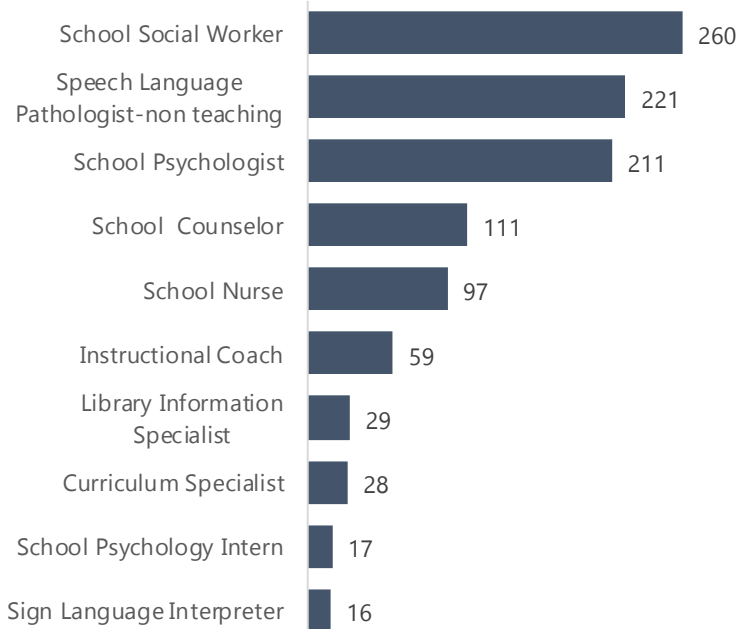


Figure 27: Top 10 Unfilled School Support Personnel Positions

For the 2023 - 2024 school year, 260 school social worker positions were unfilled.



Vacancy Rate

As seen with teachers, looking at the vacancy rate tells a different story for unfilled school support personnel. For SY24, the overall school support personnel vacancy rate was 5.5% (1,095 unfilled FTE positions of 20,063 FTE positions).

Vacancy rates also varied greatly by education agency. Figure 28 shows there were 210 education agencies with school support personnel vacancy rates above 5.0%.

Figure 29 shows the top 10 vacancy rates by school support personnel position. School Psychology Intern had the highest vacancy rate at 39%.

Figure 28: Teacher Vacancy Rate by District
Teacher vacancy rates varied from 0.0 to above 5.0%.

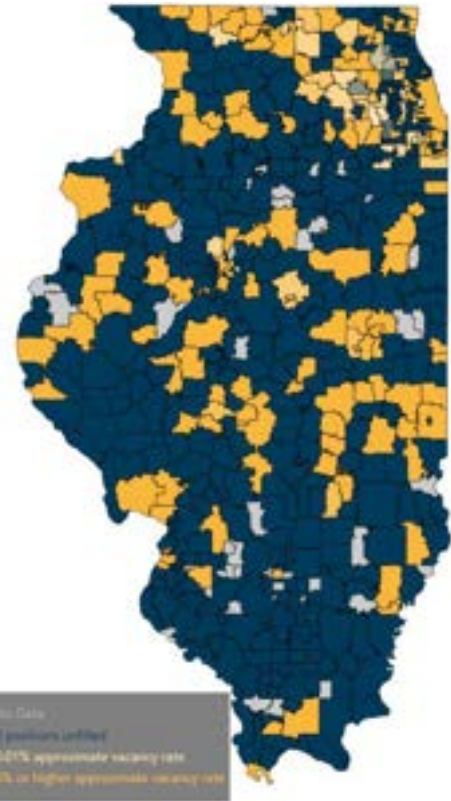
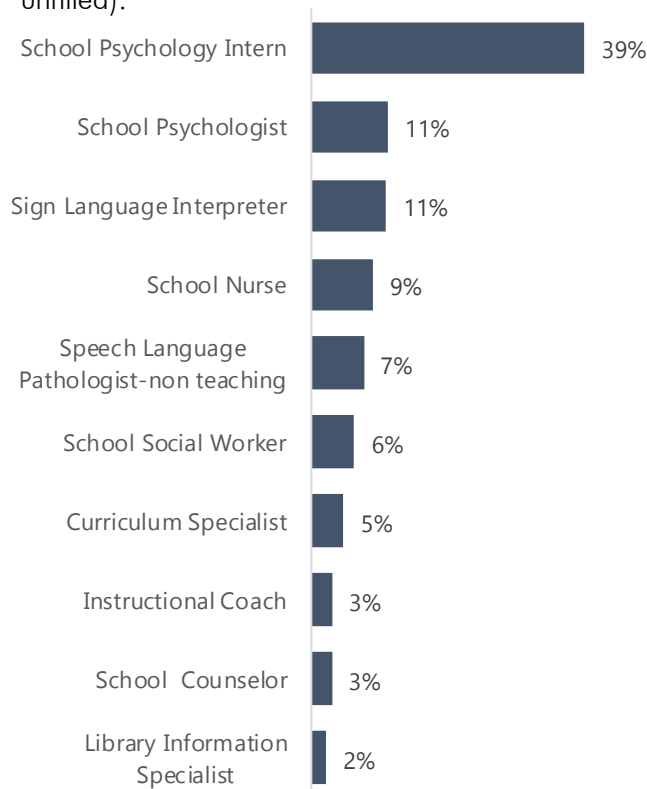


Figure 29: Top 10 School Support Personnel Vacancy Rates

For the 2023 - 2024 school year School Psychology Intern had a 39% vacancy rate (17 out of 26.5 FTE were unfilled).



Positions Remedied by Alternative Measures

When faced with unfilled positions, education agency leaders will utilize alternative measures to provide services. For unfilled school support personnel positions, this includes connecting virtually with a remote provider, hiring a retired educator, modifying services offered and/or responsibilities, outsourcing the position to a third-party vendor and utilizing a university student doing a practicum. As of Oct 1, 2023, 290 education agency leaders reported 836 positions that were filled using these alternative measures. Figure 30 shows the school support personnel positions that were filled by alternative measures: Speech-language pathologist was at the top with 195 positions remedied through alternative measures. Figure 31 shows the distribution of school support personnel positions remedied by public school district.

Figure 30: School Support Personnel Positions Remedied by Alternative Measures

Beyond unfilled positions, an additional 195 speech-language pathologist positions were remedied through alternative measures.

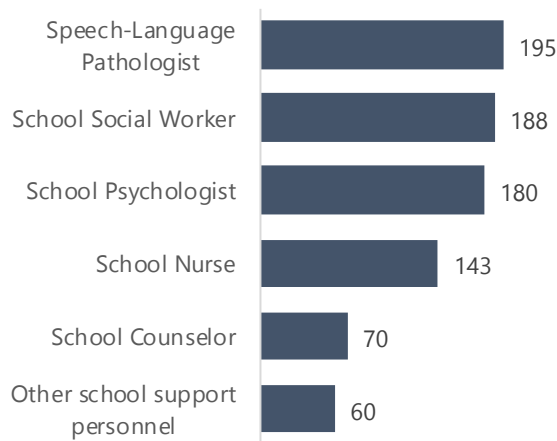
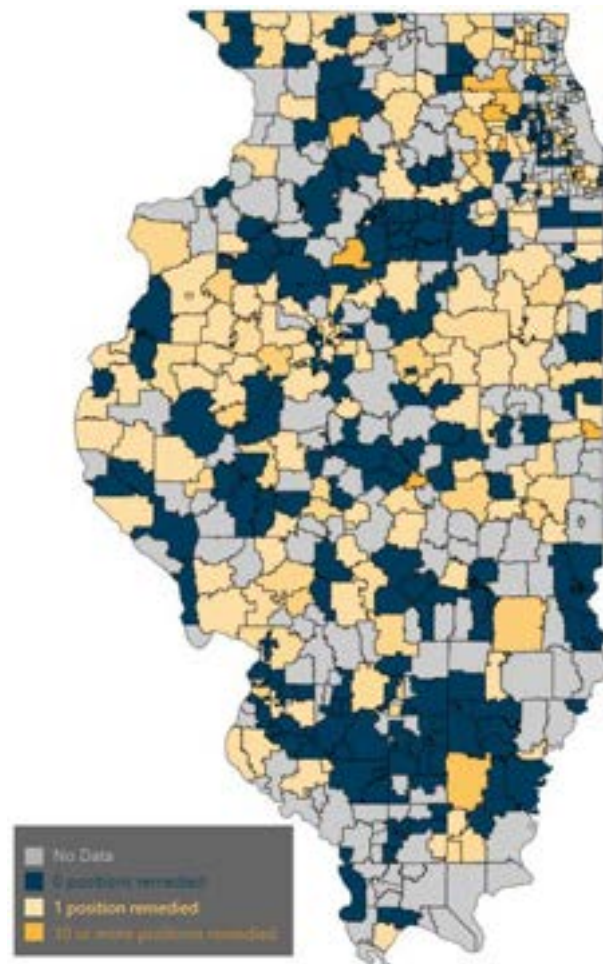


Figure 31: School Support Personnel Positions Remedied by Alternative Measures by District

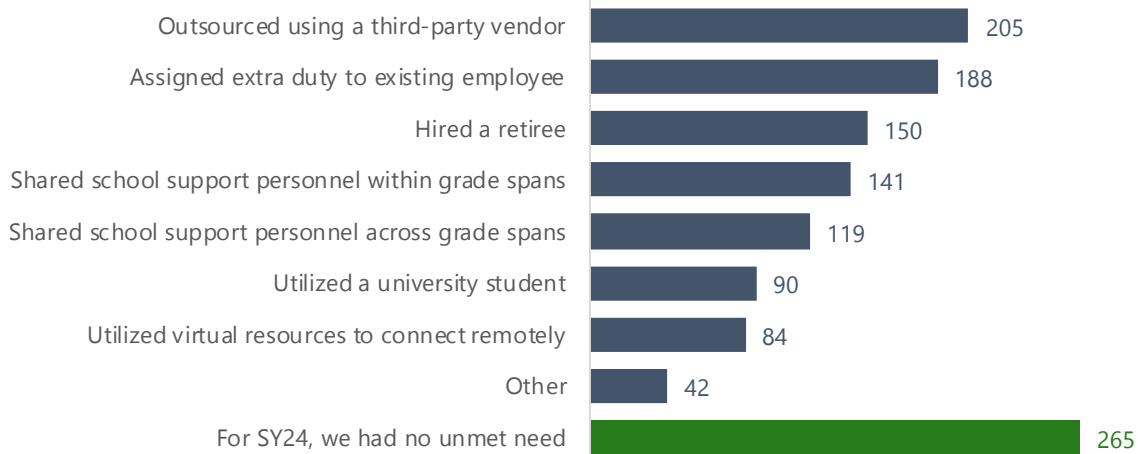


Alternative Measures for Addressing Shortages

Education agency leaders were asked to select all the remedies they utilized in accommodating an unfilled school support personnel position. Among the 683 education agency leaders who responded, 265 (39%) indicated they had no unmet need¹⁰ for school support personnel for SY24 (see Figure 32). For those who had unmet school support personnel needs, 205 (30%) indicated they outsourced using a third-party vendor and 188 (28%) indicated they assigned extra duty to existing employees.

Figure 32: Leaders Reported Outsourcing as the Most Common Remedy for an Unfilled School Support Personnel Positions

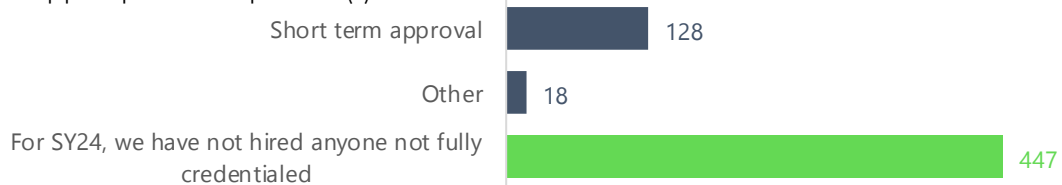
205 school leaders indicated that they outsourced using a third-party vendor as a method to remedy an unfilled school support personnel position.



Education agency leaders also hire employees on temporary credentials. For SY24, 447¹¹ of the 592 (75%) education agency leaders who responded indicated they did not hire anyone not fully credentialed (see Figure 33). For those who hired on temporary credentials, 128 (22%) education agency leaders hired on a short-term approval (STA).

Figure 33: Leaders Reported Hiring Short Term Approval to Fill School Support Personnel Positions

128 school leaders indicated "short term approval" as a type of credentialed employee hired to fill school support personnel position(s).



¹⁰ It should be noted that some education agencies do not employ full time school support personnel. These education agency leaders noted their lack of need in their comments and were included in the 269 who had no unmet need.

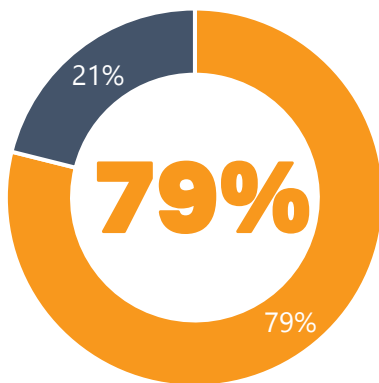
¹¹ It should be noted that some education agencies do not employ full time school support personnel. These education agency leaders noted their lack of need in their comments and were included in the 448 who did not hire anyone not fully credentialed.

Shortage Severity

Education agency leaders rated the severity of their school support personnel shortages. Across all categories of positions,¹² 79% of education agency leaders (475 of 602) indicated a minor to very serious problem with school support personnel shortages (see Figure 34). The severity of shortages varies greatly by district.¹³ Figure 35 shows the percentage of education agencies that indicated a minor to very serious problem with school support personnel by county.

Figure 34: Leaders' Perceptions of School Support Personnel Shortages

79% of school leaders indicated a **minor**, **serious**, or **very serious** problem with school support personnel shortages.



“The pathway to school certification is particularly difficult for specialist positions—school nurse, social work, psychologists, etc. We have substantially more applicants for these positions until they see the difficulties associated with ‘school’ certification. Most of these applicants have advanced degrees and are still not certified to work in school districts.”

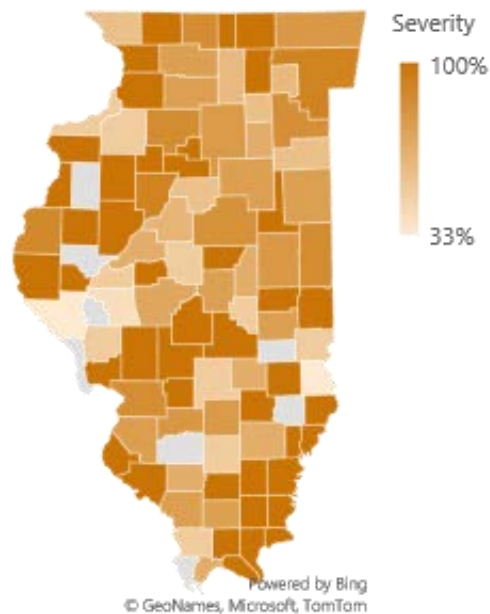
Superintendent in a Northwest town area.

“Finding teachers is difficult, but finding support professionals like SLPs, OTs, PTs, Social Workers, School Psychs is becoming IMPOSSIBLE. They can go elsewhere and make more money or work from home, so that is what they are doing.”

— Director of special education cooperative

Figure 35: Leaders' Perceptions of School Support Personnel Shortages by County

The percent of education agencies reporting a minor to very serious problem ranges from 33% to 100%.



¹² Appendix D shows this broken out by role: school psychologist, school social worker, school speech-language pathologist, school nurse and school counselor.

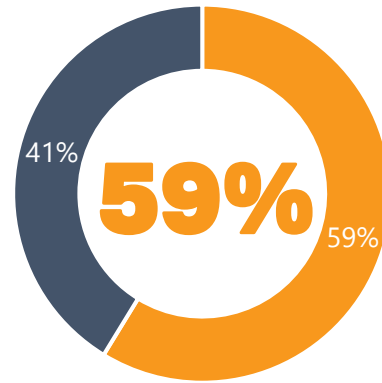
¹³ Appendix E shows this broken out by area of the state, type of district, and district locale.

Qualified Applicants

Education agency leaders rated the quality of applicants for open positions. For open school support personnel positions, 59% of education agency leaders (324 of 553) indicated that none or very few (0-25%) or some (26-50%) of applicants were qualified to be hired as an employee who holds the proper credentials for the position (see Figure 36). Conversely, 41% of education agency leaders (229 of 553) indicated that most (51-74%) or nearly all or all (75-100%) were qualified. Appendices D and E show the breakdown of leaders' perceptions on the quality of candidates by specific position (Appendix D) and district characteristics (Appendix E).

Figure 36: Leaders Reported Less than 50% of School Support Personnel Applicants Were Qualified

59% of education agency leaders indicated none (0-25%) or some (26-50%) of school support personnel applicants were qualified to be hired.

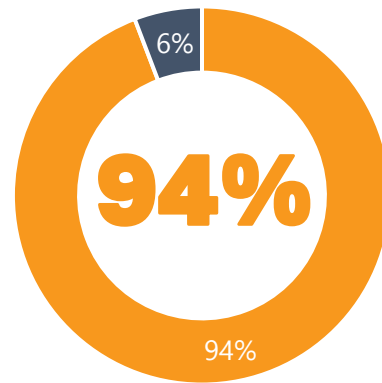


Quantity of Applicants

Education agency leaders were also asked about the quantity of applicants for open positions. For open school support personnel positions, 94% of education agency leaders (519 of 550) indicated they received none or very few (<5) applicants, on average, per open school support personnel positions (see Figure 37). Conversely, 6% of education agency leaders (31 of 550) indicated they received some (6-10), sufficient (11-20), or more than sufficient (20+) applicants, on average, per open school support personnel position. Appendices D and E show the breakdown of leaders' perceptions on the quantity of candidates by specific position (Appendix D) and district characteristics (Appendix E).

Figure 37: Leaders Reported Very Few School Support Personnel Applicants

94% of education agency leaders indicated none or very few (<5) applicants per open school support personnel position.

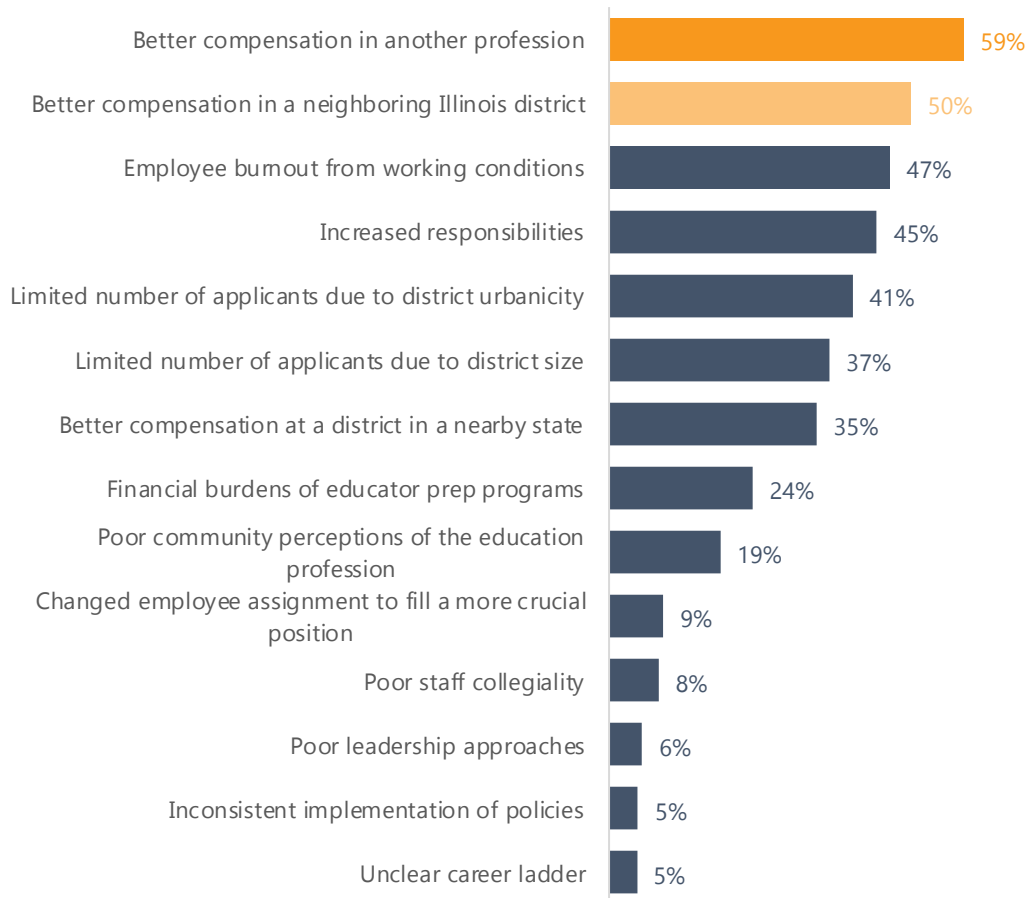


Causes for Shortages

Education agency leaders were asked to rate the impact of the listed potential causes for school support personnel shortages for their education agency from significant impact to no impact. Figure 38 shows all 14 potential causes of school support personnel shortages and the percentage of education agency leaders who indicated a significant impact or major impact. Among education agency leaders who responded to this item, 59% (309 of 523) indicated that better compensation in another profession was a significant or major impact for their school support personnel shortages. Additionally, better compensation in a neighboring Illinois district was a significant or major factor for 50% of education agency leaders (274 of 545).

Figure 38: Leaders Reported Better Compensation as Lead Cause of School Support Personnel Shortages

59% of education agency leaders indicated better compensation in another profession as a major or significant cause for school support personnel shortages.

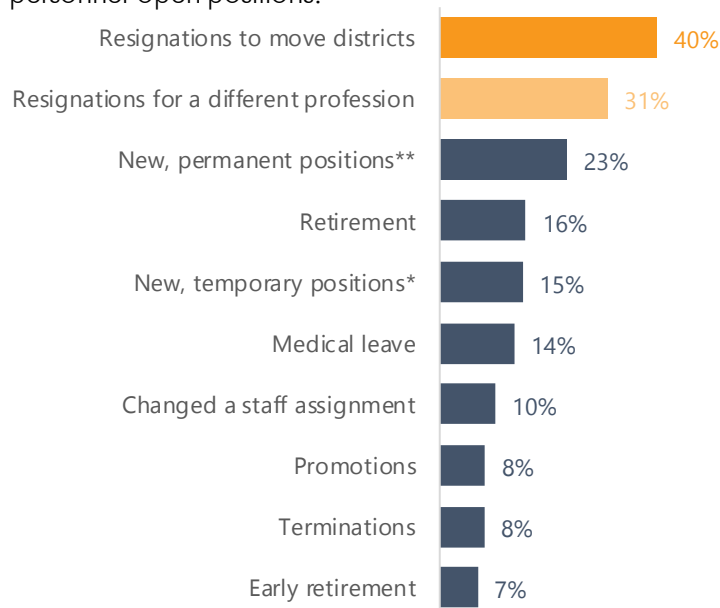


Reasons for Openings

Education agency leaders were asked to rate the impact of the listed potential causes for openings for their education agency from significant impact to no impact. Figure 39 shows all 10 potential causes for open positions and the percentage of education agency leaders who indicated a significant impact or major impact. Among the education agency leaders who responded to this item, 40% (170 of 425) indicated that resignations to move districts was a significant or major impact for their teacher openings. Resignations for a different profession was another significant or major factor for 31% of education agency leaders (114 of 369).

Figure 39: Leaders Reported Moving Districts as Lead Cause of School Support Personnel Openings

40% of school leaders indicated "Resignations to move districts" as a major or significant cause for school support personnel open positions.



* New, temporary positions through additional funding (e.g., ESSER funding).

** New, permanent positions (e.g., though additional funding like EBF or to address student needs like adding new counselor at middle school, etc.).

Administrators

Filled Positions

According to the Illinois Report Card, the total number of filled administrative positions for the SY23 was 12,906. This is an increase of 485 filled administrative positions from the SY22.

Unfilled Positions

In total, 162 administrative positions remained unfilled for SY24 as of Oct 1, 2023.

Unfilled administrative positions varied greatly by education agency. Figure 40 shows that while 910 education agencies reported zero unfilled positions, 61 education agencies reported at least one unfilled position of which 17 reported two or more unfilled positions.

Among the 972 education agencies that reported on administrative positions, assistant principal accounted for the majority of unfilled positions. Figure 41 shows the top 10 unfilled administrative positions with 44 unfilled assistant principal positions.

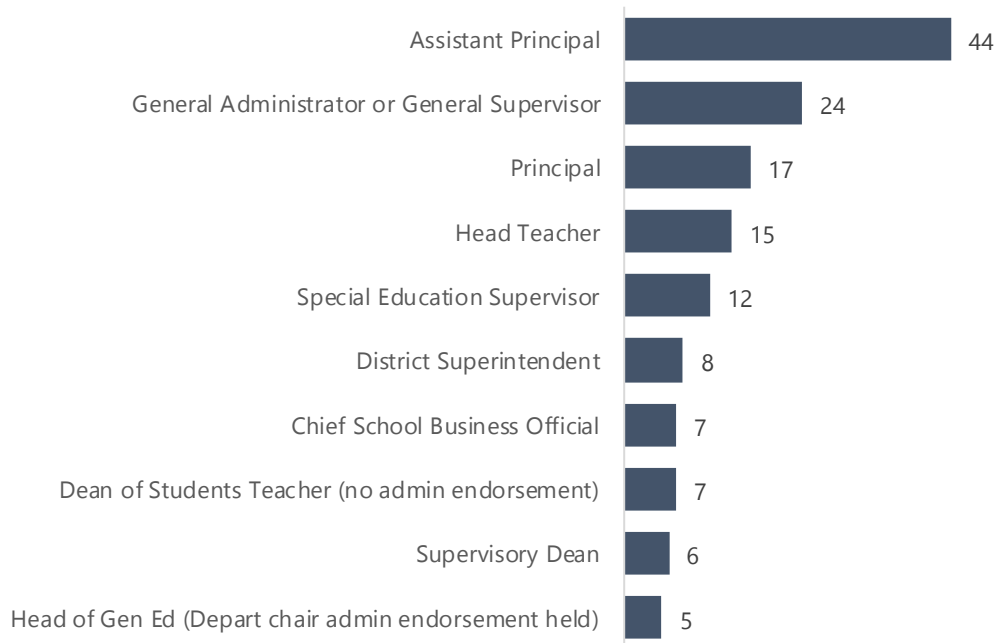
Figure 40: Unfilled Administrator Positions by District

Unfilled administrator positions varied from 0 to **10 or more**.



Figure 41: Top 10 Unfilled Administrator Positions

For the 2023 - 2024 school year, 44 Assistant Principal positions were unfilled.



Vacancy Rate

Alongside unfilled positions, vacancy rates are an important component in understanding educator shortages. For SY24, the overall administrative vacancy rate was 1.2% (162 unfilled positions of 13,026 FTE positions).

Vacancy rates also varied greatly by education agency. Figure 42 shows there were 39 education agencies with administrative vacancy rates above 5.0%.

Figure 43 shows the top 10 vacancy rates by administrative position. Head Teacher had the highest vacancy rate at 16%.

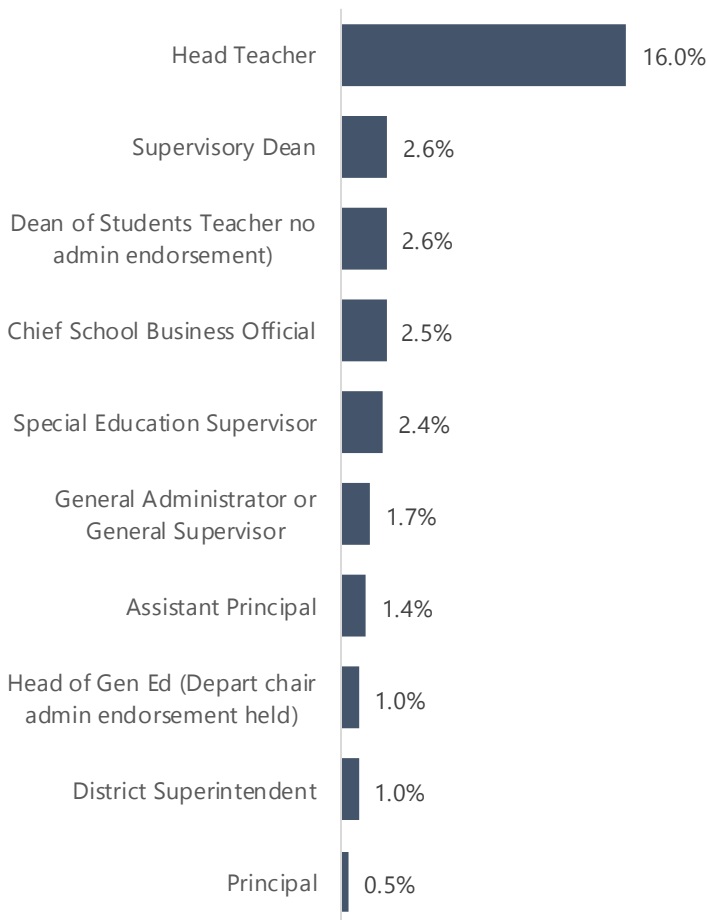
Figure 42: Administrator Vacancy Rate by District

Administrator vacancy rates varied from 0.0 to above 5.0%.



Figure 43: Top 10 Administrator Vacancy Rates

For the 2023 - 2024 school year Head Teacher had a 16% vacancy rate (14.5 out of 76.34 FTE were unfilled).



Positions Remedied by Alternative Measures

When faced with unfilled positions, education agency leaders will utilize alternative measures to provide services. For unfilled administrator positions, this includes distributing administrative duties, hiring new non-licensed administrative staff, hiring a retired educator, and hiring a teacher in the process of earning their administrative endorsement. As of Oct 1, 2023, 52 education agency leaders reported 67 positions that were filled using these alternative measures. Figure 44 shows the administrator positions that were filled by alternative measures with principal at the top with 27 positions remedied by alternative measures. Figure 45 shows the distribution of administrator positions remedied by public school district.

Figure 44: Administrator Positions Remedied by Alternative Measures

Beyond unfilled positions, an additional 27 principal positions were remedied through alternative measures.

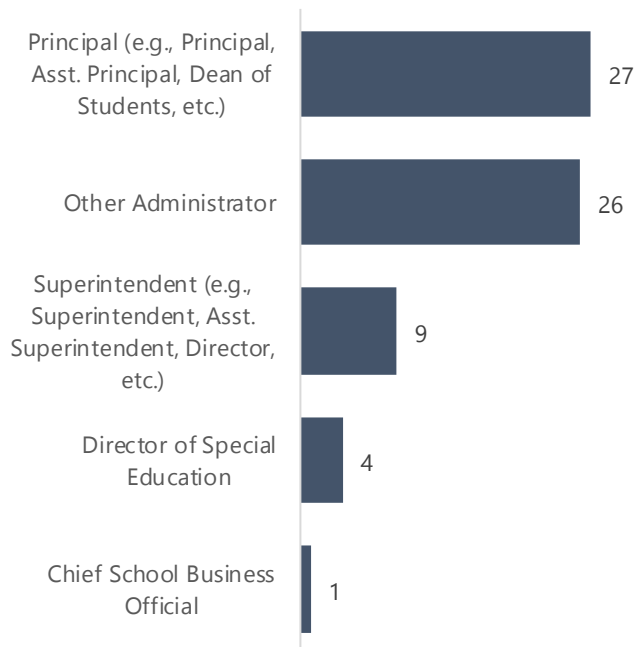
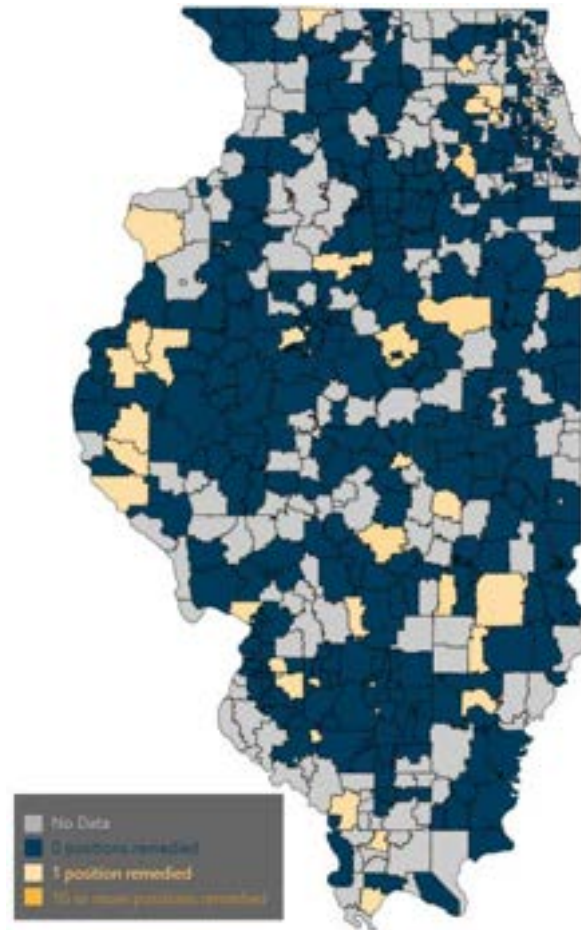


Figure 45: Administrator Positions Remedied by Alternative Measures by District

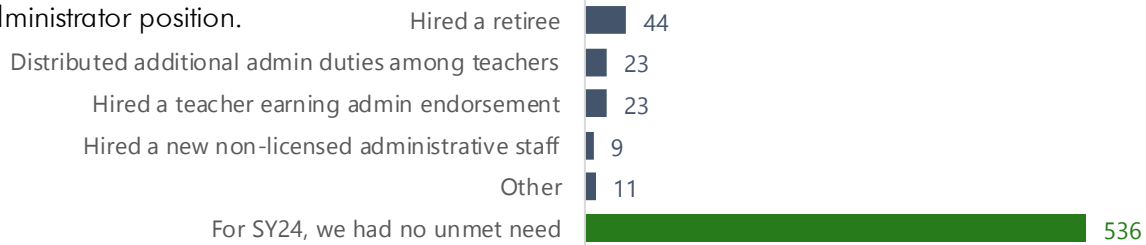


Alternative Measures for Addressing Shortages

Education agency leaders were asked to select all the remedies they utilized in accommodating an unfilled administrator position. Among the 619 leaders who responded, 536 (87%) indicated they had no unmet need for administrators for SY24 (see Figure 46). For those who had unmet administrator needs, 44 (7%) indicated they hired a retired educator and 23 (4%) indicated they distributed additional administrative duties among teachers.

Figure 46: Leaders Reported Hiring Retirees as the Most Common Remedy for an Unfilled Administrator Position

44 school leaders indicated that they hired a retiree as a method to remedy an unfilled administrator position.



Shortage Severity

Education agency leaders rated the severity of their administrator shortages. Across all categories of administrator positions,¹⁴ 38% of education agency leaders (154 of 404) indicated a minor to very serious problem with administrator shortages (see Figure 47). The severity of administrator shortages varies greatly by district.¹⁵ Figure 48 shows the percentage of education agencies that indicated a minor to very serious problem with administrator shortages by county.

Figure 47: Leaders' Perceptions of Administrator Shortages

38% of school leaders indicated a **minor**, **serious**, or **very serious** problem with administrator shortages.

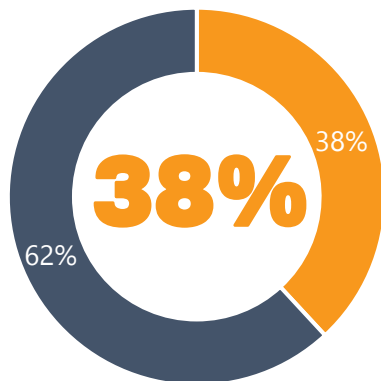
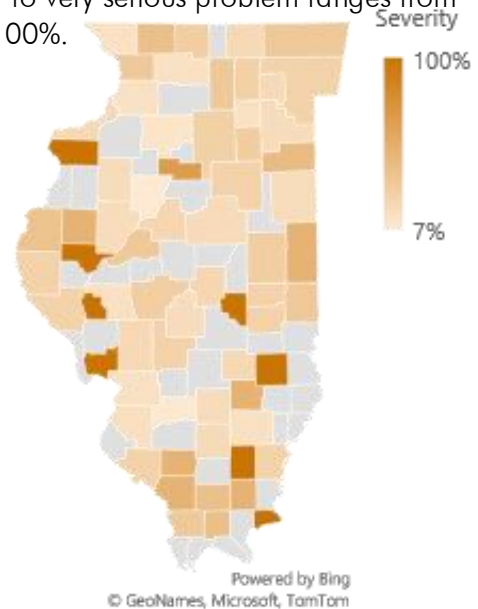


Figure 48: Leaders' Perceptions of Administrator Shortages by County

The percent of education agencies reporting a minor to very serious problem ranges from 7% to 100%.



¹⁴ Appendix D shows this broken out by role: school level administrators and central office administrators.

¹⁵ Appendix E shows this broken out by area of the state, type of district, and district locale.

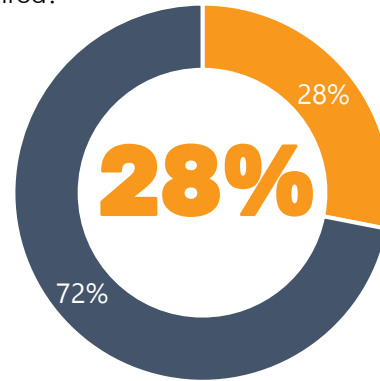
Qualified Applicants

Education agency leaders rated the quality of applicants for open positions. For all administrator positions, 28% of education agency leaders (105 of 374) indicated that none or very few (0-25%) or some (26-50%) of applicants were qualified to be hired as an employee who holds the proper credentials for the position (see Figure 49).

Conversely, 72% of education agency leaders (269 of 374) indicated that most (51-74%) or nearly all or all (75-100%) were qualified. Appendices D and E show the breakdown of leaders' perceptions on the quality of candidates by school level and central office (Appendix D), and district characteristics (Appendix E).

Figure 49: Leaders Reported More than 50% of Administrator Applicants Were Qualified

72% of education agency leaders indicated most (51-74%) or nearly all (75-100%) of administrator applicants were qualified to be hired.

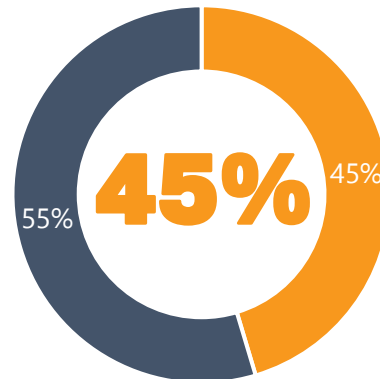


Quantity of Applicants

Education agency leaders were also asked about the quantity of applicants for open positions. For open administrator positions, 45% of education agency leaders (167 of 368) indicated they received none or very few (<5) applicants, on average, per open administrator position (see Figure 50). Conversely, 55% of education agency leaders (201 of 368) indicated they received some (6-10), sufficient (11-20), or more than sufficient (20+) applicants, on average, per open administrator position. Appendices D and E show the breakdown of leaders' perceptions on the quantity of candidates by school level and central office (Appendix D), and district characteristics (Appendix E).

Figure 50: Leaders Reported Sufficient Administrator Applicants

55% of education agency leaders indicated some (6-10), sufficient (11-20) or more than sufficient (20+) applicants per open

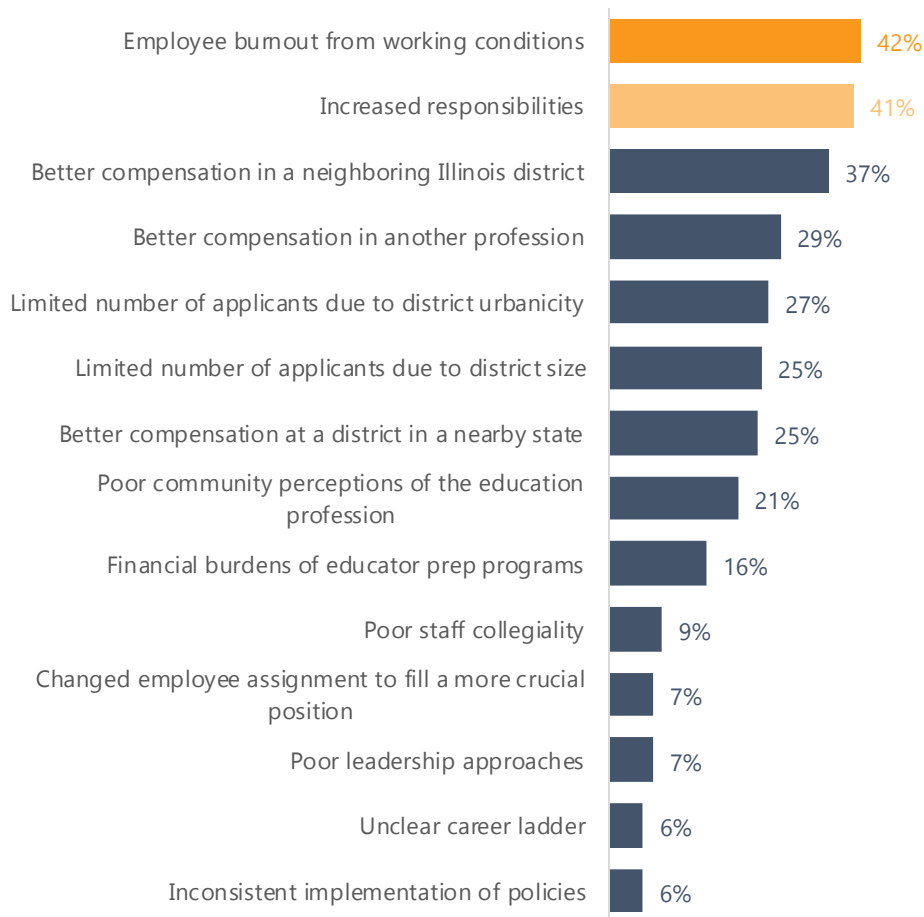


Causes for Shortages

Education agency leaders were asked to rate the impact of the listed causes for administrator shortages for their education agency from significant impact to no impact. Figure 51 shows all 14 potential causes of administrator shortages and the percentage of education agency leaders who indicated a significant impact or major impact. Among the education agency leaders who responded to this item, 42% (142 of 339) indicated that employee burnout from working conditions was a significant or major impact for their administrator shortages. Increased responsibilities was another a significant or major factor for 41% of education agency leaders (138 of 339).

Figure 51: Leaders Reported Employee Burnout as Lead Cause of Administrator Shortages

42% of education agency leaders indicated employee burnout from working conditions as a major or significant cause for administrator shortages.

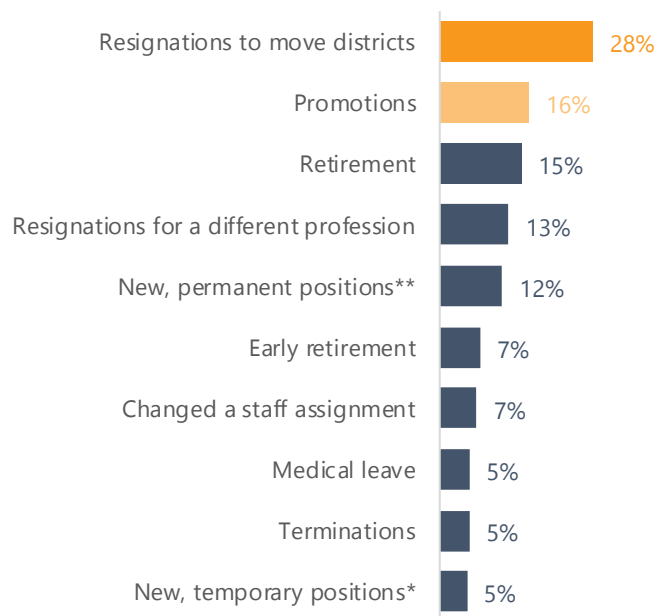


Reasons for Openings

Education agency leaders were asked to rate the impact of the listed causes for administrator openings for their education agency from significant impact to no impact. Figure 52 shows all 10 potential causes for open positions and the percentage of education agency leaders who indicated a significant impact or major impact. Among the education agency leaders who responded to this item, 28% (74 of 263) indicated that resignations to move districts was a significant or major impact for their administrator openings. Promotions were another significant or major factor for 16% of education agency leaders (39 of 238).

Figure 52: Leaders Reported Moving Districts as Lead Cause of Administrator Openings

28% of school leaders indicated "Resignations to move districts" as a major or significant cause for administrator open positions.



* New, temporary positions through additional funding (e.g., ESSER funding).

** New, permanent positions (e.g., though additional funding like EBF or to address student needs like adding an assistant principal, etc.).

Paraprofessionals

Filled Positions

According to the Illinois Report Card, the total number of filled paraprofessional positions for the SY23 was 35,672. This is an increase of 797 filled paraprofessional positions from the SY22.

Unfilled Positions

In total, 2,755 paraprofessional positions remained unfilled for SY24 as of Oct 1, 2023.

Unfilled paraprofessional positions varied greatly by education agency. Figure 53 shows that while 612 education agencies reported zero unfilled positions, 230 education agencies reported at least 1 unfilled position with 56 education agencies reporting 10 or more unfilled positions.

Figure 53: Unfilled Paraprofessional Positions by District

Unfilled paraprofessional positions varied from 0 to **10 or more**.



Vacancy Rate

The vacancy rate for paraprofessionals is an additional indicator of the overall educator shortage. For SY24, the overall paraprofessional vacancy rate was 7.2% (2,754 unfilled positions of 35,628 FTE positions).

Vacancy rates also varied greatly by education agency. Figure 54 shows there were 194 education agencies with paraprofessional vacancy rates above 5.0%.

Figure 54: Paraprofessional Vacancy Rate by District

Paraprofessional vacancy rates varied from 0.0 to above 5.0%.

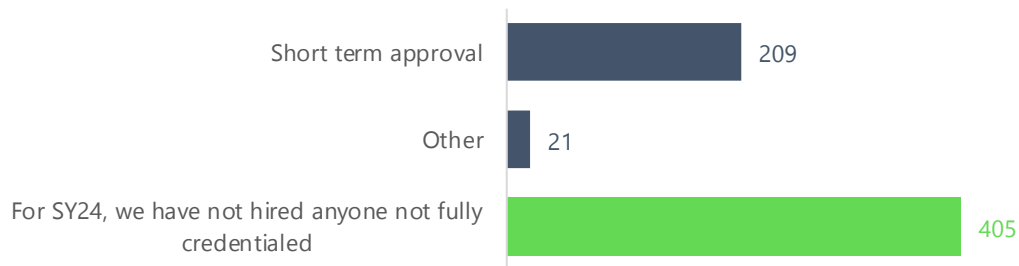


Alternative Measures for Addressing Shortages

Education agency leaders also hire employees on temporary credentials. For SY24, 405 of the 631 (64%) education agency leaders who responded indicated they did not hire anyone not fully credentialed¹⁶ (see Figure 55). For those who hired on temporary credentials, 209 (33%) education agency leaders hired on a short-term approval (STA).

Figure 55: Leaders Reported Hiring Short Term Approval to Fill Paraprofessional Positions

209 school leaders indicated "short term approval" as a type of credentialed employee hired to fill paraprofessional position(s).



“Paraprofessionals are asked to do some very tough activities and tasks, without higher pay or benefits. They receive the lowest amount of training and professional development. It’s no wonder they choose to find a job that pays better and requires less skills.”

-- Director of a special education cooperative

“We need more creative ways to move paraeducators to licensed teachers. Many programs require long student teaching experiences and this can be a hurdle as they may have to resign from their position to complete the experience. Some districts are starting to change this process to provide benefits while student teaching.”

-- Superintendent in northeast suburbs

¹⁶ Several leaders from education agencies noted they do not employ any paraprofessionals. These leaders were included as not hiring anyone not fully credentialed.

Shortage Severity

Education agency leaders rated the severity of their paraprofessional shortages. For paraprofessionals, 83% of education agency leaders (540 of 649) indicated a minor to very serious problem with shortages (see Figure 56). The severity of paraprofessional shortages varies greatly by district. Figure 57 shows the percentage of education agencies that indicated a minor to very serious problem with paraprofessional shortages by county.

Figure 56: Leaders' Perceptions of Paraprofessional Shortages

83% of school leaders indicated a **minor**, **serious**, or **very serious** problem with paraprofessionals shortages.

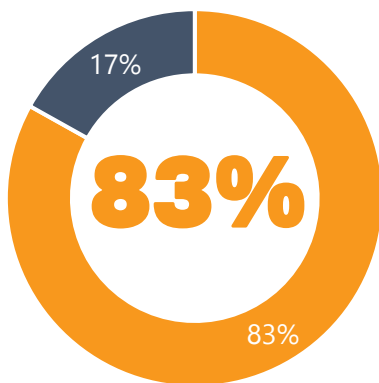
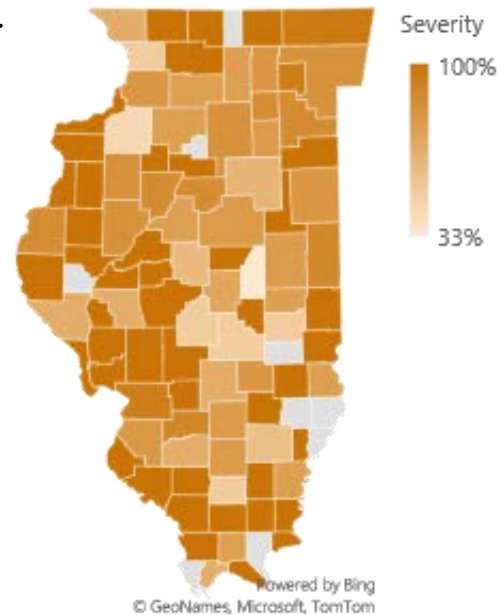


Figure 57: Leaders' Perceptions of Paraprofessional Shortages by County

The percent of education agencies reporting a minor to very serious problem ranges from 33% to 100%.

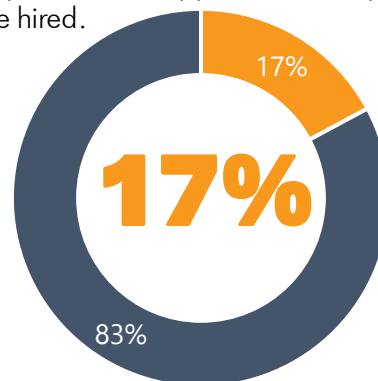


Qualified Applicants

Education agency leaders rated the quality of applicants for open paraprofessional positions. For all paraprofessional positions, 17% of education agency leaders (109 of 639) indicated that none or very few (0-25%) or some (26-50%) of applicants were qualified to be hired as an employee who holds the proper credentials for the position (see Figure 58). Conversely, 83% of education agency leaders (530 of 639) indicated that most (51-74%) or nearly all or all (75-100%) were qualified.

Figure 58: Leaders Reported More than 50% of Paraprofessional Applicants Were Qualified

83% of education agency leaders indicated most (51-74%) or nearly all (75-100%) of paraprofessional applicants were qualified to be hired.



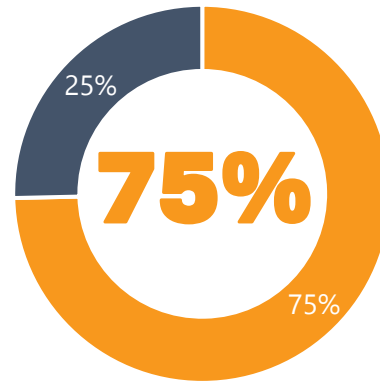
Quantity of Applicants

Education agency leaders were also asked about the quantity of applicants for open positions. For open paraprofessional positions, 75% of education agency leaders (474 of 635) indicated they received none or very few (<5) applicants, on average, per open position (see Figure 59).

Conversely, 25% of education agency leaders (161 of 635) indicated they received some (6-10), sufficient (11-20), or more than sufficient (20+) applicants, on average, per open paraprofessional position.

Figure 59: Leaders Reported Very Few Paraprofessional Applicants

75% of school leaders indicated none or very few (<5) applicants per open paraprofessional position.

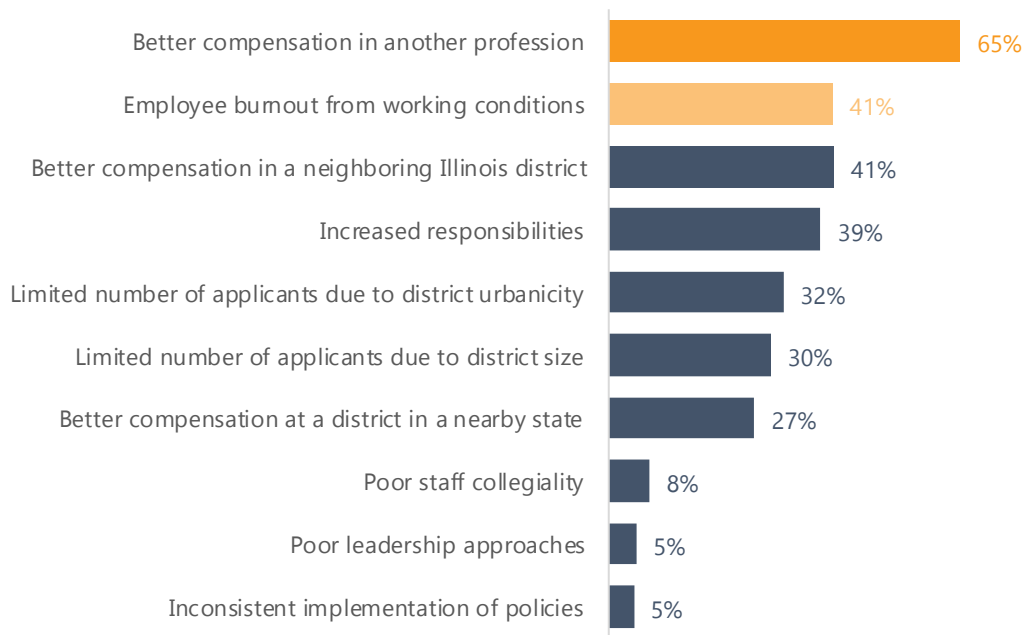


Causes for Shortages

Education agency leaders were asked to rate the impact of the listed potential causes for paraprofessional shortages for their education agency from significant impact to no impact. Figure 60 shows all 10 potential causes of paraprofessional shortages and the percentage of education agency leaders who indicated a significant impact or major impact. Among the education agency leaders who responded to this item, 65% (384 of 595) indicated that better compensation in another profession was a significant or major impact for their paraprofessional shortages. Employee burnout from working conditions was another significant or major factor for 41% of education agency leaders (248 of 599).

Figure 60: Leaders Reported Better Compensation as Lead Cause of Paraprofessional Shortages

65% of school leaders indicated better compensation in another profession as a major or significant cause for paraprofessional shortages.



Substitutes

Shortage Severity

Education agency leaders rated the severity of their substitute shortages. For substitutes, 93% of education agency leaders (661 of 709) indicated a serious or very serious problem with shortages (see Figure 61). The severity of substitute shortages varies greatly by district. Figure 62 shows the percentage of education agencies that indicated a serious or very serious problem with substitute shortages by county.

Figure 61: Leaders' Perceptions of Substitute Shortages

93% of school leaders indicated a **minor**, **serious**, or **very serious** problem with substitute shortages.

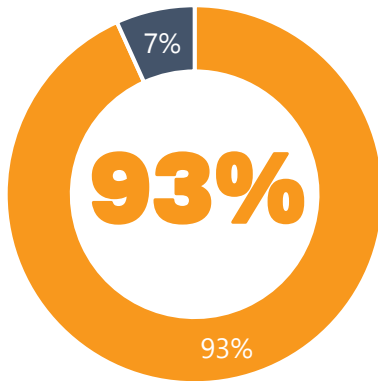
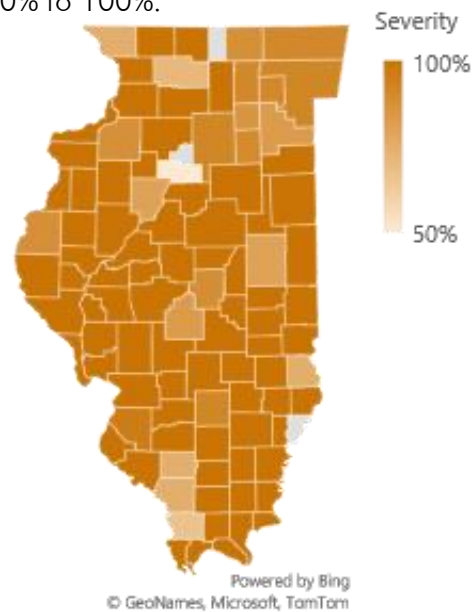


Figure 62: Leaders' Perceptions of Substitute Shortages by County

The percent of education agencies reporting a minor to very serious problem ranges from 50% to 100%.



Quantity of Substitutes

Education agency leaders rated availability of substitutes for their education agency. When considering the pool of available substitutes, 78% of education agency leaders (551 of 709) indicated a very inadequate or inadequate pool of available substitutes (see Figure 63). Education agency leaders also rated their substitute fill rate. Of the 706 education agency leaders who responded, 35% (250) indicated their substitute fill rate was almost none or none or less than half for SY24 (see Figure 64).

Figure 63: Leaders Reported Inadequate Pool of Substitutes

78% of education agency leaders indicated very inadequate or inadequate pool of available substitutes.

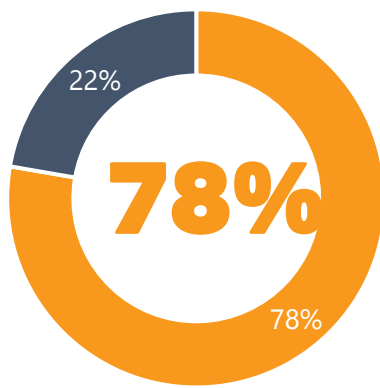
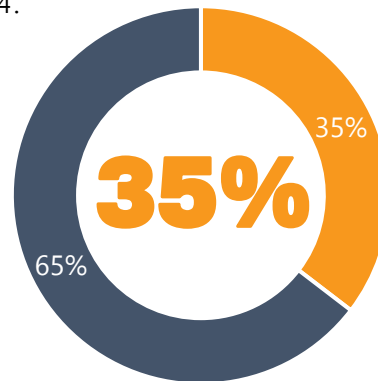


Figure 64: Leaders Reported Less Than Half Substitute Fill Rate

35% of education agency leaders indicated almost none or none or less than half as their fill rate for substitute positions for SY24.

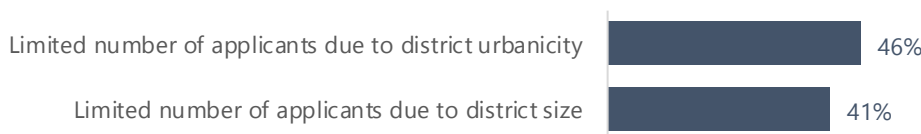


Causes for Shortages

Education agency leaders were asked to rate the impact of their locale and size for substitute shortages for their education agency from significant impact to no impact. Among the 633 education agency leaders who responded to this item, 46% (294) indicated locale was a significant or major impact for their substitute shortage (see Figure 65).

Figure 65: Leaders Reported Geographic Location as Lead Cause of Substitute Shortages

46% of education agency leaders indicated limited number of applicant due to district urbanicity as a major or significant cause for substitute shortages.



“The sub shortage is severe. The process to become a sub—between the ROE, ISBE, and district paperwork—is ridiculous and dissuades candidates from following through.”

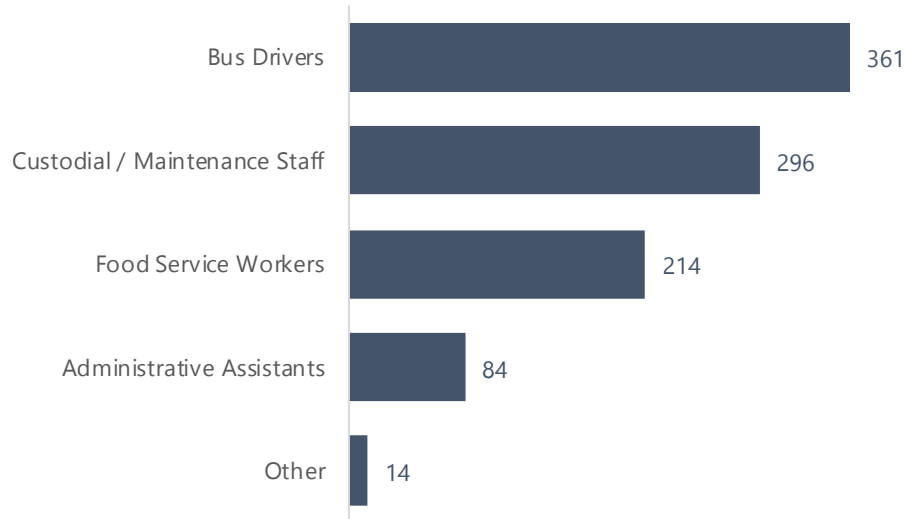
-- Superintendent in a rural, east central area

Non-licensed Staff

Education agency leaders were asked to identify which, if any, non-licensed staff they had problems filling for SY24. Of the 493 education agency leaders who responded, 361 (73%) indicated bus drivers as hard to fill (see Figure 66).

Figure 66: Leaders Reported Bus Drivers as Hard to Fill for SY24

361 Education agency leaders indicated bus drivers as non-licensed staff they had problems filling for SY24.



“Bus drivers—there are none available anywhere. We have started a program that secures the district investing in employees who will go through the training while being paid in a full-time capacity to be a bus monitor and/or school lunch monitor, paying them for all hours and providing benefits commensurate to a full-time employee. We have two future bus drivers joining our ranks by Christmas.”

— Superintendent in a rural, east central area

Solutions

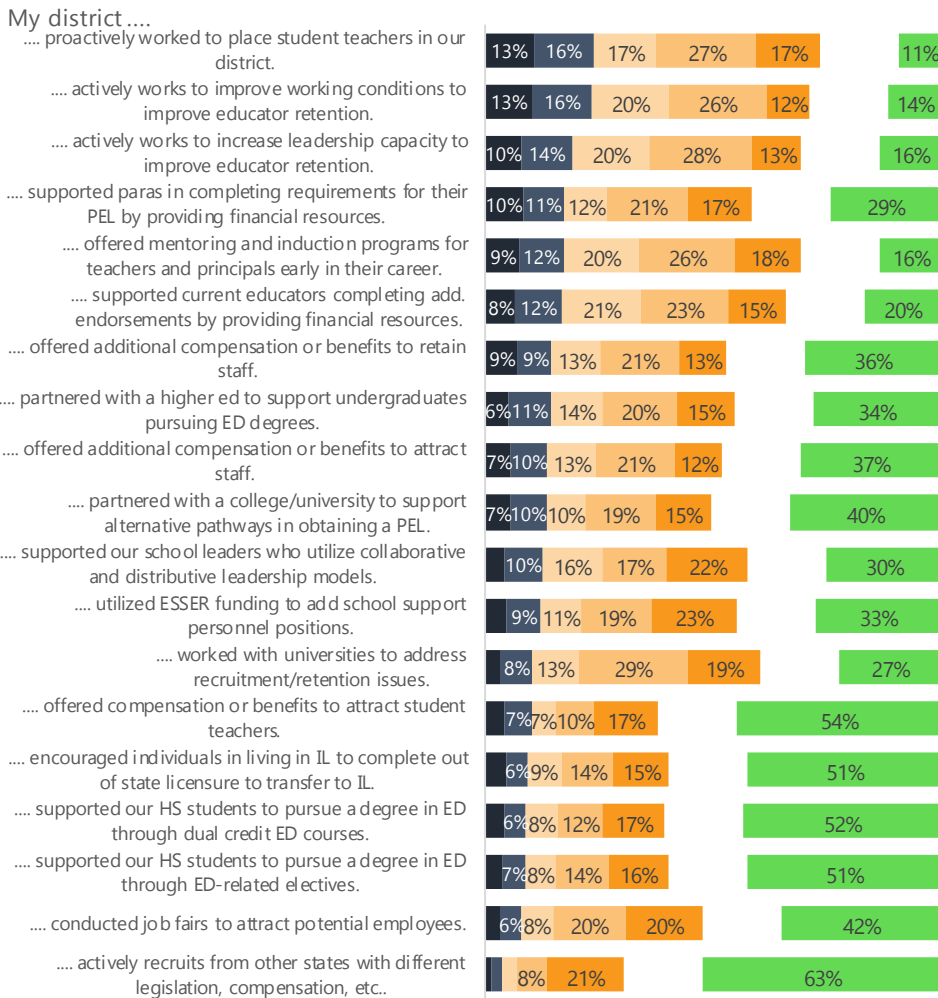
District Solutions

Education agency leaders were asked to rate the impact of various local strategies on their recruitment and/or retention of educators. Of the 608 who responded, 29% (176) indicated that “My district proactively worked to place student teachers in our district” greatly or moderately increased their recruitment or retention (see Figure 67). Conversely, 63% (384 of 606) indicated that “my district offered mentoring and induction programs for teachers and principals early in their career” impacted their recruitment and/or retention somewhat, slightly, or not at all. Furthermore, 63% (377 of 599) indicated that “my district actively recruits from other states with different legislation, compensation, etc.” was not applicable or “I don’t know”.

Figure 67: Leaders Reported Proactively Placing Student Teachers Increased Recruitment and Retention

29% of leaders indicated that "proactively worked to place student teachers in our district" moderately or greatly increased their educator recruitment and/or retention.

- Greatly increased recruitment/retention
- Moderately increased recruitment/retention
- Somewhat increased recruitment/retention
- Slightly increased recruitment/retention
- No impact on recruitment/retention
- Not applicable / I don't know.



“As the cost of a college education increases, the retirement incentive at the end of an educator's career decreased. These two items combined with the continued below average compensation compared to other careers that require a four-year college diploma are forcing kids to choose other pathways besides education. If we want to get serious about improving our education system, then we need to implement a program that eliminates the college debt of anyone who goes into public education, while simultaneously reimplementing (and funding) the retirement system as it was before.”

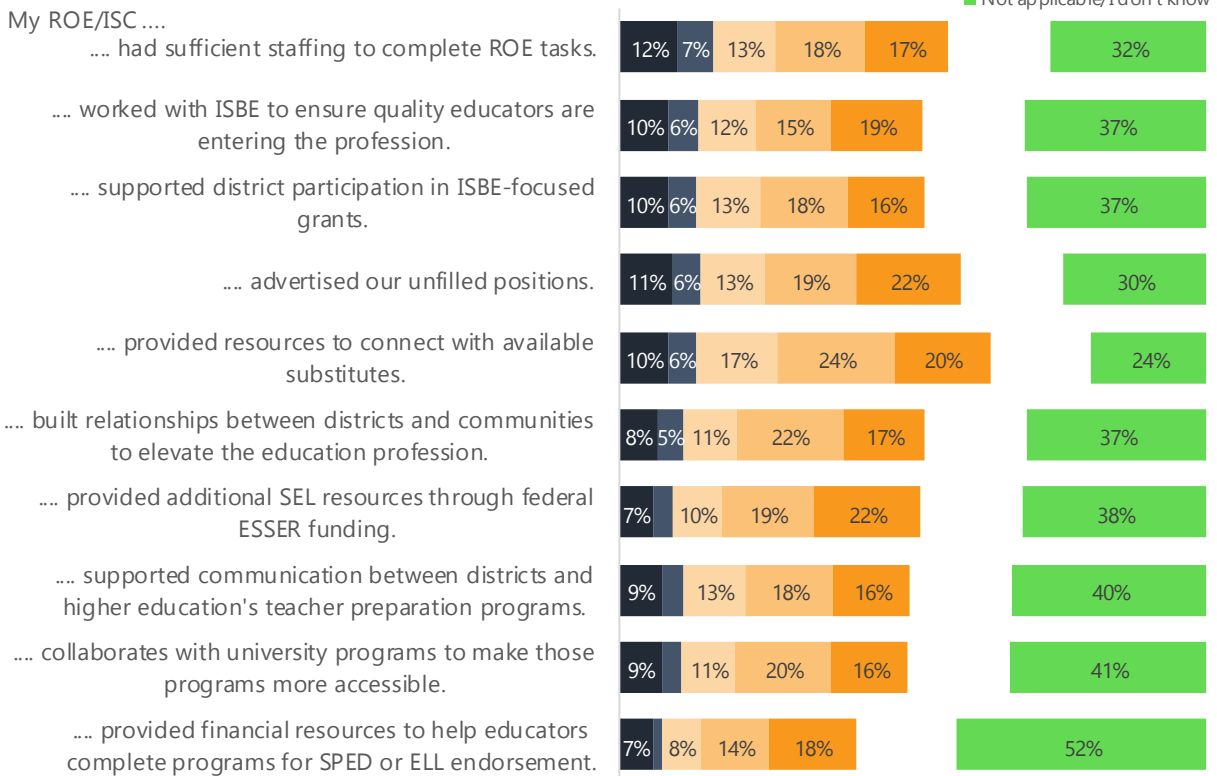
— Superintendent in an east central town area

Regional Solutions

Education agency leaders were asked to rate the impact of various regional strategies on their recruitment and/or retention of educators. Of the education leaders who responded, 19% (114 of 595) indicated that “my ROE/ISC had sufficient staffing to complete ROE tasks” greatly or moderately increased their recruitment or retention (see Figure 68). Conversely, 44% (267 of 677) indicated that “my ROE/ISC provided resources to connect with available substitutes” impacted their recruitment and/or retention somewhat, slightly, or not at all. Furthermore, 52% (310 of 593) indicated that “my ROE/ISC provided financial resources to help educators complete programs for special education or English language learners endorsements” was not applicable or “I don’t know”.

Figure 68: Leaders Reported ROE/ISC Staffing Increased Recruitment and Retention

19% of school leaders indicated that the ROE/ISC “had sufficient staffing to complete ROE/ISC tasks” moderately or greatly increased their educator recruitment and/or retention.



“Find some way to raise the salary for teachers between 10 and 20 years. We need longevity and they need something to work for... Rural small districts struggle with internet connection issues for households, the cost of everything is going up our parents have to pick between food and internet. America is failing our students and teachers. We are not a wealthy community. We have so many variables to deal with in the school with mental health, single parents, grandparents raising students, it is not the same everywhere, each school has their own set of challenges, but we are only checked on one standard... The stress of meeting our students needs has tripled since COVID. With the cost of living going up our parents/guardians are in dire straits. Something has to give.”
 — Superintendent in a rural, west central area

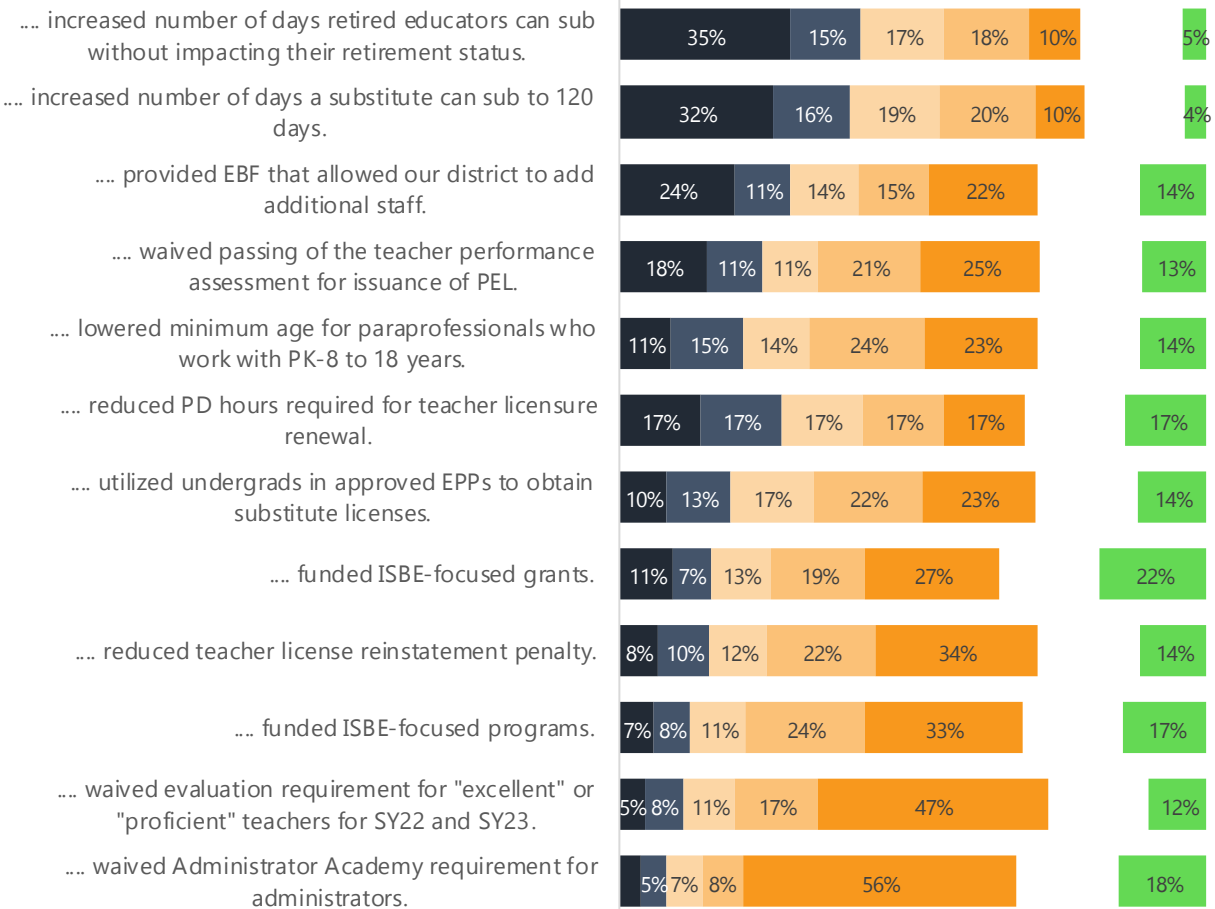
Statewide Solutions

Education agency leaders were asked to rate the impact of various statewide strategies on their recruitment and/or retention of educators. Of the 590 who responded, 50% (294) indicated that "ISBE/ILGA increased the number of days a substitute can sub to 120 days" greatly or moderately increased their recruitment or retention (see Figure 69). Conversely, 75% (442 of 590) indicated that "ISBE/ILGA waived evaluation requirement for "excellent" or "proficient" teachers for SY22 and SY23" impacted their recruitment and/or retention somewhat, slightly, or not at all. Furthermore, 22% (129 of 585) indicated that "ISBE/ILGA funded ISBE-focused grants" was not applicable or "I don't know".

Figure 69: Leaders Reported Retired Educators Substituting Increased Recruitment and Retention

50% of education agency leaders indicated that the temporary change of ISBE/ILGA to "increase the number of days a substitute can sub to 120 days" moderately or greatly increased their educator recruitment and/or retention.

ISBE/ILGA



"Another reason for vacancies includes educators of color not having the support needed to be successful. It is difficult for a staff of color in a mostly white staff to feel a sense of belonging. Offering affinity groups to staff is an important resource to recruit and retain a diverse staff. Additional funding and support would assist in this effort."

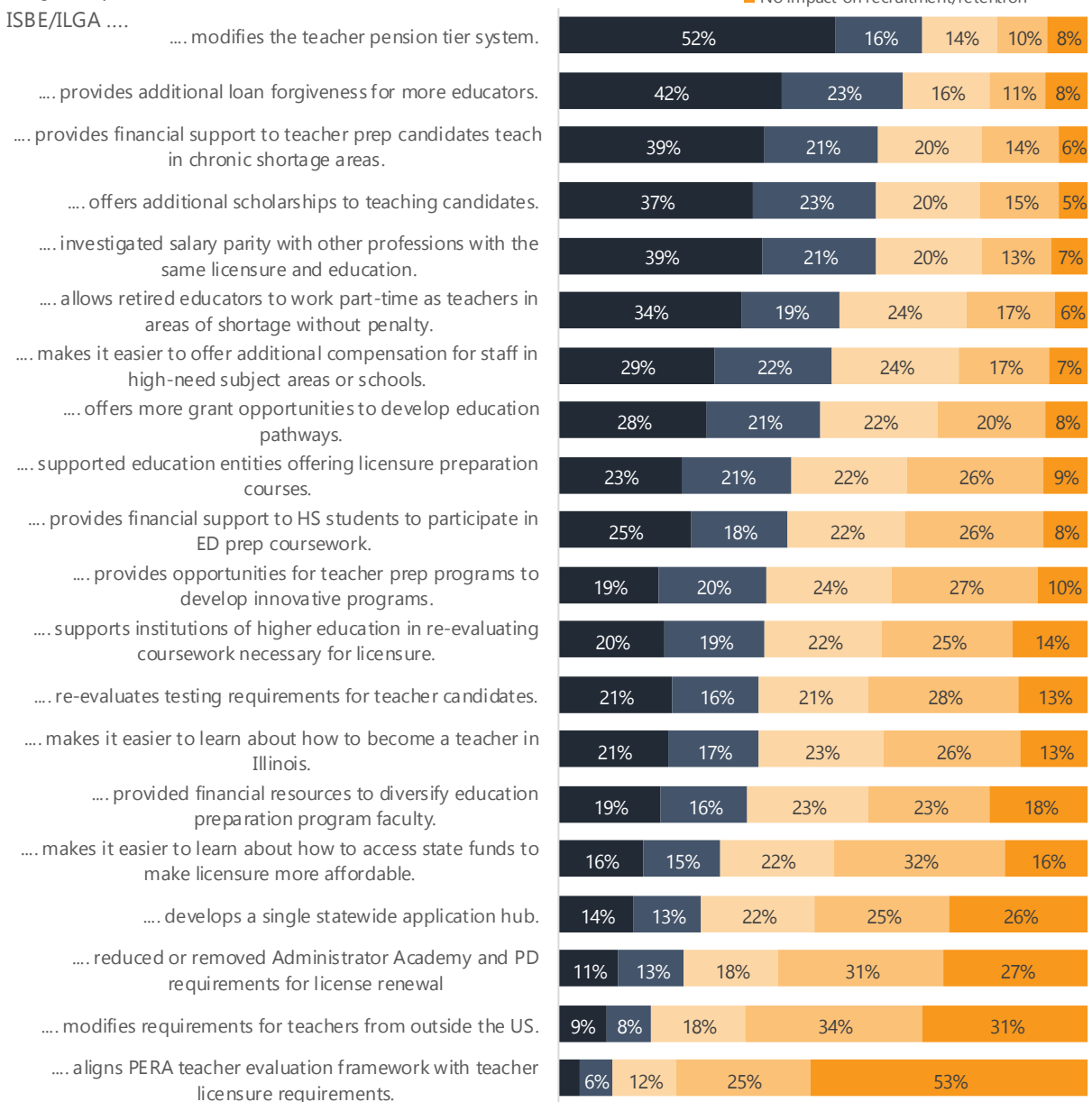
— Superintendent in the Northeast suburbs

Potential Solutions

Education agency leaders were asked to rate the potential impact of various strategies on their recruitment and/or retention of educators. Of the 582 who responded, 69% (401) indicated that if “ISBE/ILGA modifies the teacher pension tier system” that would greatly or moderately increase their recruitment or retention (see Figure 70). Conversely, 90% (525 of 586) indicated that if “ISBE/ILGA aligns PERA teacher evaluation framework with teacher licensure requirements” that would impact their recruitment and/or retention somewhat, slightly, or not at all.

Figure 70: Leaders Reported Modifying the Pension Tier System Would Increased Recruitment and Retention

69% of education agency leaders indicated that if ISBE/ILGA "modifies the teacher pension tier system" that would moderately or greatly increased their educator recruitment and/or retention.



Comments

Education agency leaders responded to four open ended questions. The tables below provide a summary of their responses with sample quotes to reflect the grouped themes.

Causes

Please share any additional thoughts about the CAUSES (e.g., reasons for creation of open positions, working conditions, resignations/retirements, compensation, etc.) for staff shortages in your district.

Theme	N	%	Sample
Compensation Issues	85	33%	We offer as much compensation as we can but we cannot keep up with the corporate world and their higher wages. Also, kids have more behavior issues and morale has been low since COVID. We do not have the resources to handle all of these issues.
Difficulty Filling Specialized Role	39	15%	Difficulty in receiving necessary endorsements. We had a chemical engineer that we wanted to teach chemistry and the process for teacher licensure was difficult. Requirements for a sub license are too strenuous- should simply be a background check.
Staff Shortages and Difficulties in Filling Positions	29	11%	There are not enough licensed adults who want to work with children in this state - the more down state and removed from interstates a school district is the more pronounced the problem is seen.
Student/ Workload Issues	20	8%	The increased job responsibilities with the ever-changing landscape of education and the min. pay other outside careers are paying contribute to difficulties hiring staff.
Perceptions of the Profession	17	7%	We NEED to share the good things going on in schools to combat all the negative. Parents are causing people to not want to teach. If schools had more authority to make local decisions on how to handle their own curriculum, policies, needs, etc. we could control the local narrative much more effectively.
Retirement System Issues	17	7%	Our district borders Wisconsin and about an hour from Iowa. Our former graduated who relocated to the area, or even other teachers new to the profession continually choose to cross the border to Wisconsin due to the retirement benefits. The increased age needed for TRS is causing serious problems for our district!
Impact of Remote Work and Changing Workforce Climate	17	7%	(1) The rising number of remote work positions and the interest in these positions is a threat to labor fields which require at-work attendance such as education. (2) There is a sustained increase in demand for student support outside of IEPs. The increase of 504 plans and RtI/MTSS supports has shown a growing need for specialists who can evaluate the need and level of support, as well as provide tiered interventions. (3) The Great Reshuffle and available unskilled jobs in the region have made the hiring of non-certified staff extremely difficult. Being bound by a multiyear union contract has further limited the flexibility the school district has in adapting to the workforce climate.
Impact of Student and	14	5%	Nobody wants to work, educators are tired of lack of support at home, administrators are tired of being expected to do everything

Theme	N	%	Sample
Societal Factors			
Other factors	10	4%	We are stuck in our state thinking that a traditional program is the only way to create high quality teachers. We are actually seeing some of the best applicants we have through our own "grow your own" model. Higher education and advocates need to embrace change.
Rural Factors	7	3%	It has been difficult to recruit teachers to our specific location. The position itself may be satisfactory to a candidate but the overall outside perception of the district and community can be difficult to recruit to.

Severity

Please share any additional comments you have on the SEVERITY (e.g., small pool and/or poor quality of applicants, limited university partnerships, etc.) of staff shortages in your district.

Theme	N	%	Sample
Small Pool / Quality	65	33%	It is important to remember that although we, and many schools like us, end up filling all positions, it is the size of the pool that is the challenge. It is not unusual for us to hire the only applicant or hire someone who might not have even received an interview 8 years ago.
Specialized Positions	38	19%	We are an area (<i>career</i>) center. It is extremely difficult to find CTE instructors. All of my teachers are industry qualified and capable of earning much more money in their chosen field.
Other Comments	30	15%	We have tried to work with local higher ed to create programs and they refused to work with us. However, GCU in Arizona is in the process of creating a school psychology program where students can take classes at night and get a degree while working or teaching in the schools. We are paying for these individuals' classes in exchange for them coming to work for our districts. We are creating our own with no help from our state or higher education. We also have students go through college to get a bachelor's degree in Speech and Language Pathology. Every year our universities deny many applicants with perfect or near perfect GPA's entry into MS programs in speech pathology and audiology, yet they refuse to work with us to create and SLP assistant program which merely requires 100 hours of supervision. We are happy to pay the SLPA's while they are getting the supervision, but our universities are not interested in helping the community, only in preserving their schools ranking by refusing high quality applicants.
Licensing / Policy	22	11%	Illinois HAS to think outside of the box for teacher licensure. Until they do, I will continue to refer people to out of state programs. There aren't enough people who want to be educators - doesn't matter the position. And those of us currently in the trenches wonder how much longer we can keep doing this.
Rural / Small	13	7%	We don't have anyone applying in our district because the big districts around us, can pay more and have better benefits.

Theme	N	%	Sample
Negative Perception	9	5%	I believe it starts from us educators and how we speak about the profession. But also feel the climate and things on the media such as school shootings, etc. has something to do with it. People don't feel safe.
Educational Quality	7	4%	Schools aren't as clean, food isn't delivered as quickly, and students spend too much time waiting for buses.
Working Conditions	6	3%	Difficulty to fill positions leads to overworking of current staff, leads to educator burnout, leads to more leaving the profession because they just can't do it anymore, etc.
Substitute	5	3%	Due to a lack of substitute teachers, we have less time to work in District committees and conduct essential professional development and trainings.

Policies

Please share any additional comments you have on POLICIES that impact recruitment and/or retention of educators in your district.

Theme	N	%	Sample
Retirement System	19	24%	The creation of Tier 2 pension was the beginning of less interest in the teaching profession. Low wages compared to other educated positions has always been a problem to attract teachers. The average cost of a 4-year college tuition alone is about \$100,000. The starting pay for a teacher is around \$40,000 with NO family health benefits, just individual. You could work at a variety of other professions without college debt, for higher wages and better benefits.
Other Factors	18	23%	Everyone has gone to school so they think they know what is best for schools. Legislators getting out and meeting with school superintendents is very important. There is a significant disconnect between Springfield and what is happening in our schools.
Certification and Licensing	13	16%	Reevaluating the state testing to ensure that it meets the needs for credentials - and matches up with sample tests that people are buying online - If the sample tests do not match up, it is a waste of time and money, and they are not passing the test even though they have all their classes completed and are in good standing.
State Mandates and Regulations, frustration with current system	13	16%	Mandates from Springfield have made it very difficult to manage schools locally. The unfunded mandates must be rolled back. Additionally, we must use resources to promote education as a viable career path. Also, regulations on buses that hamper students' ability to get to school frustrates educators and parents. Finally, the Teacher evaluation system is burdensome and overwhelming. We need to return to a much simpler system.
Teacher Compensation / Benefits	11	14%	We need to pay student teachers for student teaching. We need to provide signing bonuses for hard to fill position positions like bilingual and special education. Pay tuition for teachers, teacher assistants, and substitute teachers who are willing to go back to school and get endorsed in hard to fill content areas. Incorporate longevity stipends for

Theme	N	%	Sample
			teachers. Create more teacher recognition awards that include a monetary stipend.
Multiple areas	5	6%	I think that the profession overall is not as appealing to college students. The pay compared to other professions, the additional requirements for certification, the narrowed windows for certification, and the increase in the number of years a Tier 3 teacher has to serve to maximize retirement are all factors that lead to other career choices. Society has sucked the joy out of being a teacher.

Solutions

As a district superintendent, your perspective on staffing is invaluable. Do you have any suggestions on solutions to the educator shortage (whether in your region or across the state)?

Theme	N	%	Sample
Compensation and Benefits, Financial Support	45	30%	I think the federal government needs to assist the states in raising the salaries for educators and develop a task force that include educators to help solve the teacher shortage issue. Illinois is trying to hear voices and perspectives from practitioners in the field, the federal government needs to do the same. Student loan forgiveness would also help recruit and retain teachers. We also need to rethink education and reorganize the education system to meet the needs of today's students and moving forward to the 2030's. Create a think tank task force, but include actual educators and educational leaders who are doing the work.
Teacher Certification (Licensure, Endorsement, Entry Pathways)	27	18%	We need to continue to seek ways to make licensure and endorsement more accessible and attainable to a broad audience of prospective educators and support personnel. This is especially true in hard to fill areas. We are also not seeing the number of undergraduates pursuing education as a field and this may in part be due to the changes in pension systems. While there are local level strategies to recruit and retain staff, there could be opportunity for more global efforts regarding funding, access to advancement, and other.
Pension System and Retirement Age	24	16%	The Tier II teacher pension and retirement plan has been a deterrent for people entering the teaching profession as well as the retention of teachers. To require an educator to work until age 67 with capped compensation is laughable. Many predicted that this would be the result of changing the teacher retirement plan, yet it was done anyway for political reasons and the teacher shortage is now the end result.
Legislation, Policy, Leadership	17	11%	Politics need to be removed from our schools. The more legislators have their hands in the public education pot, the worse our system becomes. Communities need to begin valuing teachers as they once did rather than find faults. The State should be expediting funding to give property tax relief to homeowners for funding local schools. Consolidate school districts into county-wide school districts that have redesigned salary schedules, can share/attract educators, possibly offer a housing stipend to attract educators to rural areas.

Theme	N	%	Sample
Perception, Morale, and Public Image	15	10%	This is an inherent problem across our nation right now. The issue of salary, pension, and position have always been problematic. The greatest issue for teaching right now is the loss of the nuclear family. Gone are the days of kids coming to school from a family atmosphere which promotes love, caring, and the need for education. Gone are the days of promoting respect for self, others, and authority. This is the main reason we see public educators fleeing the field and no one filling the open spots. Far too long we have made public education the second family... raising kids. We have to educate everyone that comes through our doors. Today we have to be everything to everyone. This is a gargantuan task! Until we actually address the real problems we face in our country, all the rest will only be temporary fixes.
Other Factors	11	7%	Eliminate outdated rules that restrict adults who have graduated from colleges with teaching degrees - middle school endorsements, Pre-K endorsements, are silly when almost no district is able to follow these rules and staff schools in 2023. Make Illinois the easiest state to get a reciprocal license for teachers in the country. Stress to brick and mortar higher ed institutions in Illinois that if they do not adapt to online access focused on customer service for the student - they will continue to lose students who are going to online platforms anyway. Illinois higher ed should do online teacher prep better, faster, cheaper, and result focused than online rivals.
Mandates and Administrative Burden	7	5%	Less is more. Quit adding on so much to the plates of teachers. Every time we turn around there is a new state mandate or requirement--mandated trainings, recertification, content to teach, etc. There was a time when teachers and districts were trusted to do what they had to do. That seems to be a thing of the past.
Job Satisfaction, Working Conditions	6	4%	Consider a 4-day school week; on early release days give teachers time to meet and plan versus always have a professional development planned; be an understanding/empathetic leader and emphasize a healthy work/life balance; build a supportive and positive culture

Who Responded: Unfilled Positions Data Collection

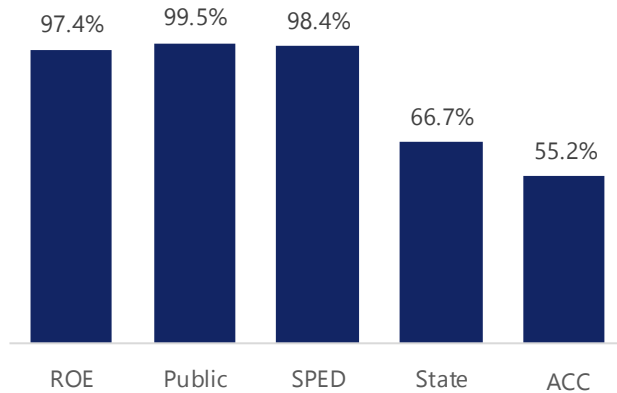
Overall

The Unfilled Positions data was collected by the Illinois State Board of Education between October 1st and November 17th, 2024. In that time, 975 education agencies reported their filled and unfilled positions, with only 21 agencies not responding. That represents a 97.9% response rate across all education agency types.

By Type of Agency

Public school districts had the highest response rate with 99.5% of districts (857 of 861)(see Figure 71). Only four districts did not respond. For special education cooperatives, 98.4% (61 of 62) responded. For area career centers, 55.2% (16 of 29) responded. For regional programs, 97.4% (37 of 38) responded. For statewide agencies, 66.7% (4 of 6) responded.

Figure 71: Response Rate by Type of Education Agency



Who Responded: Educator Shortage Survey

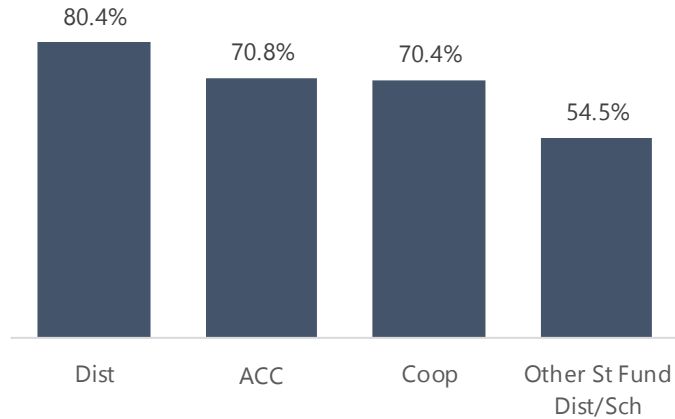
Overall

The Educator Shortage survey was sent to 960 education leaders at public schools, special education cooperatives and area career centers. By December 20th, 760 education leaders responded to the survey.

By Type of Agency

Response rates varied by type of education agency (see Figure 72). Public school districts had the highest response rate at 80.4% (687 of 854). The response rate for area career centers was 70.8% (17 of 24). For special education cooperatives, 70.4% (50 of 71) responded. For other state-funded agencies (e.g. Illinois School for the Visually Impaired, etc.), 54.5% (6 of 11) responded.

Figure 72: Response Rate by Type of Education Agency



By Type of District

Public school districts are categorized as unit, elementary or high school. While there is some variation, unit districts serve all grade levels (K-12), elementary districts typically serve either K-5 or K-8, high school districts typically serve 9-12 or 6-12. The response rates for unit and elementary districts were similar, 83% (321 of 389) and 81% (298 of 370), respectively (see Figure 73). The response rate for high school districts was slightly lower, 72% (68 of 95).

Figure 73: Response Rate by Type of District

81% of Elementary Districts
72% of High School Districts
83% of Unit Districts

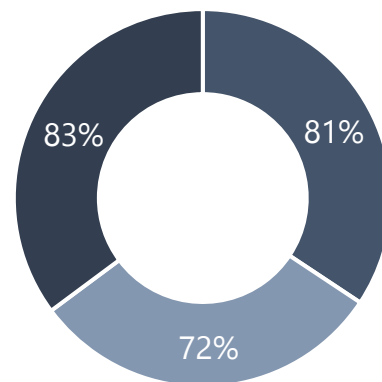
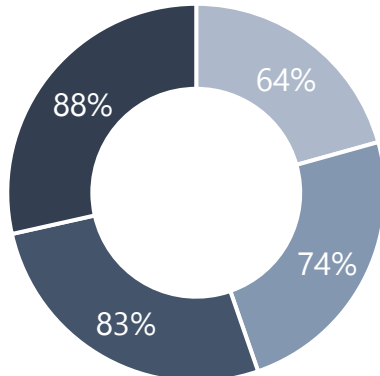


Figure 74: Response Rate by District Locale

64% of City Districts
74% of Suburban Districts
83% of Town Districts
88% of Rural Districts



By District Locale

The National Center for Education Statistics (2024) provides locale information for all public school districts. Districts are categorized based on census data into four types, Rural, Town, Suburban and City, based on population size or proximity to populated areas (NCES, 2014). Response rates for public

school districts varies by locale (see Figure 74). Rural districts had the highest response rate, 88% (273 of 310). For districts in town areas, 83% (135 of 163) responded. The response rate for suburban districts was 74% (256 of 345) and for districts in cities 64% (23 of 36). While Chicago Public Schools (CPS) did not complete the survey, 6 charter schools within the CPS system completed the survey.

By Geographic Location

Illinois public school districts are organized by county, ROE/ISC and area. Response rates vary greatly across geographic regions. Figure 76 shows the response rates by county. The lowest response rate, 43%, was from Union County with 3 of the 7 districts responded. There were 46 counties with 100% response rate. There were 6 ROE/ISC with 100% response rates but the lowest was from ROE 34 with 45% (24 of 53 districts responded). Figure 75 shows the response rates by area with West Central at 90% and Northeast at 72%.

Figure 75: Response Rate by Area

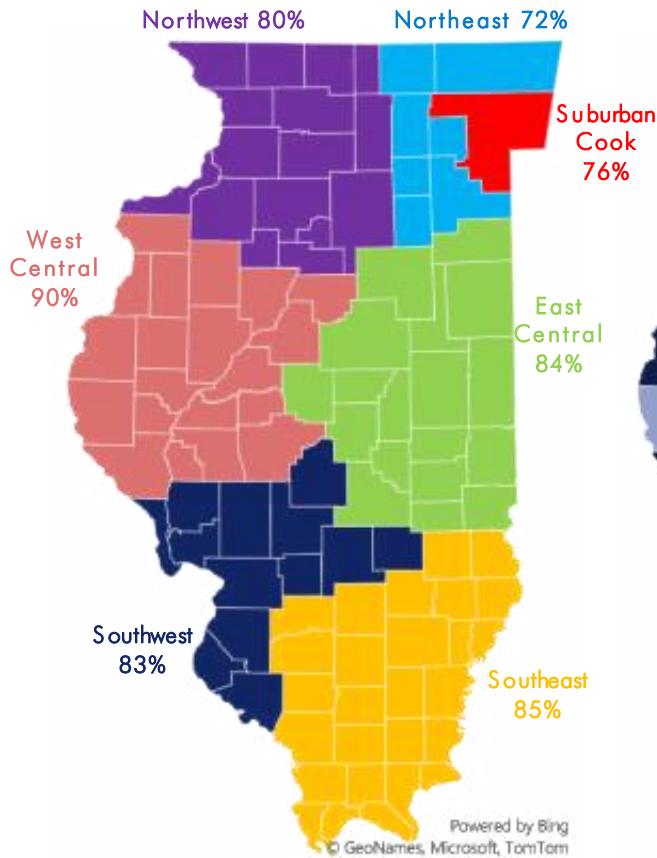
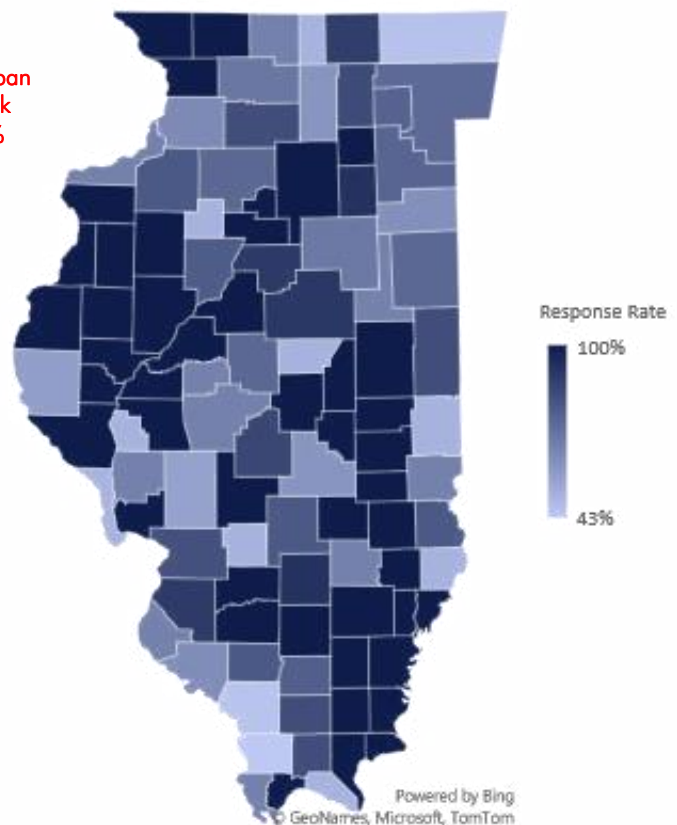


Figure 76: Response Rate by County



Shortages Over Time

Teachers

For SY24, 3,784 positions were reported unfilled, an increase from the previous year of 3,558. This increase has also led to a higher overall approximate vacancy rate, 3.0% in SY24 compared to 2.6% in SY23. Note that the Filled FTE lag the Unfilled FTE by one school year.

Table 1: Unfilled Positions Data for SY23 and SY24

	Position Type	Unfilled FTE	Filled FTE	Vacancy Rate
SY23	Administrative	125.0	12421.5	1.0%
	Paraprofessionals	2684.2	34875.0	7.1%
	School Support Personnel	821.1	18320.7	4.3%
	Teaching	3558.2	134183.5	2.6%
SY24	Administrative	162.1	12906.4	1.2%
	Paraprofessionals	2754.7	35672.2	7.2%
	School Support Personnel	1095.2	18972.9	5.5%
	Teaching	4096.5	134214.8	3.0%
Change	Administrative	484.8	37.1	0.2%
	Paraprofessionals	797.2	70.6	0.0%
	School Support Personnel	652.2	274.1	1.2%
	Teaching	31.3	538.2	0.4%

This past fall, for school year 2023 – 2024, district superintendents reported the highest number of positions filled by substitutes/retirees (see Figure 77). Superintendents’ perceptions of the severity of teacher shortages remained consistent with last year at 3.4 or between minor and serious problems (see Figure 78). To be consistent with previous years’ reports¹⁷, the following include only schools and

Figure 77: Number of Teacher Positions Filled by Substitutes/Retirees

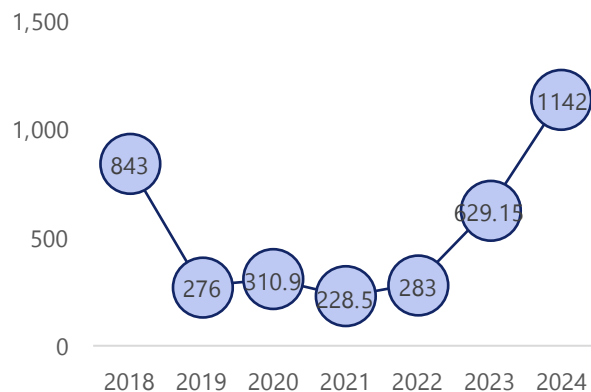
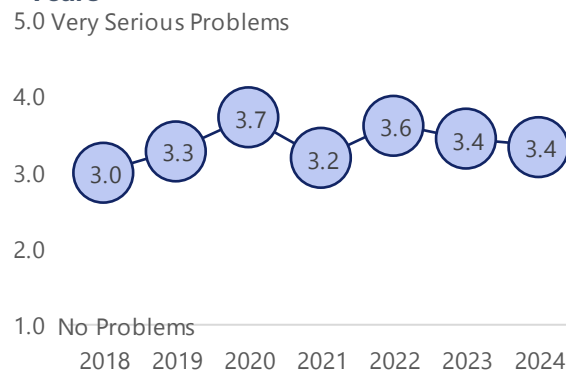


Figure 78: Superintendents Severity of Teacher Shortage Ratings Over the Past 7 Years



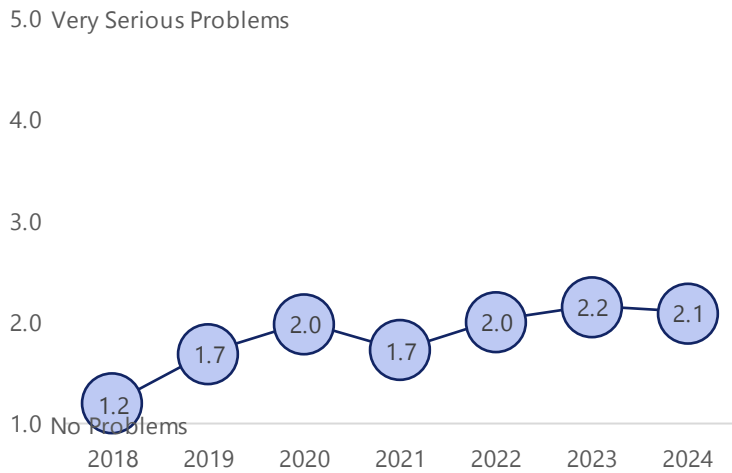
¹⁷ For both the IARSS survey and UFP data collection, the collection systems have improved over time and the response rates have increased substantially. For the IARSS survey, definitions of “unfilled” and “underfilled” have been clarified over the years.

districts that are part of the Illinois Report Card, which excludes Special Education Districts/Cooperatives and Vocational Districts/Schools. It should also be noted that there are many factors that may contribute to the apparent increase in the use of substitutes and retirees, such as changes in the rules and regulations around the number of days a retiree can substitute without impacting their retirement status.

Administrators

For SY24, 162 positions were reported unfilled, an increase from the previous year of 125. This increase has also led to a higher overall approximate vacancy rate, 1.2% in SY24 compared to 1.0% in SY23. Superintendents' ratings of administrator shortage severity remain consistent with previous years (see Figure 79). As in the previous section, to be consistent with past years only public-school districts were used and both types of administrator were included.

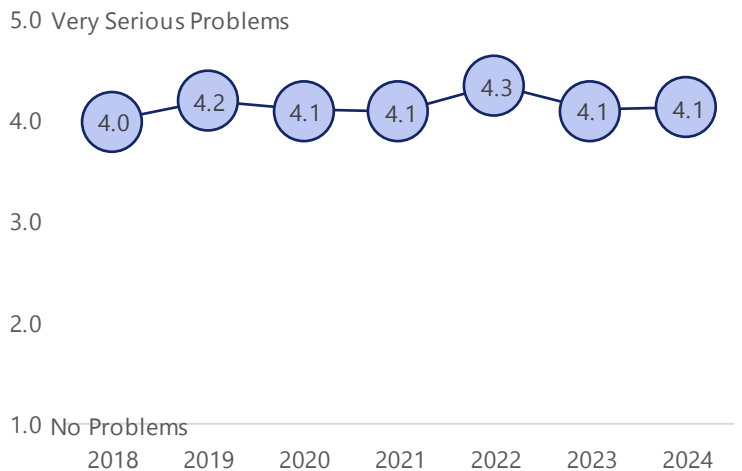
Figure 79: Superintendents Severity of Administrator Shortage Ratings Over the Past 7 Years



Substitutes

Superintendents' ratings of substitute shortage severity remain consistently high, between serious and very serious problems (see Figure 80). As in the previous sections, to be consistent with past years only public-school districts were used.

Figure 80: Superintendents Severity of Substitute Shortage Ratings Over the Past 7 Years



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Appendices

Appendix A: Method

The Unfilled Positions data was collected by the Illinois State Board of Education through the Illinois Web Application System (IWAS). Data was collected from October 1st through November 17th, 2024. The publicly available data was downloaded and analyzed for group and subgroup totals. See Table 2 below for specific business rules on how the publicly available Unfilled Positions data set for SY24 was used to develop totals by district.

Table 2: Business Rules for Charts and Figures Aggregated by Goshen and IWERC from Unfilled Positions Public Data Set

Figure	Data Source	Filter	Aggregation
Figure 3b: Top 10 Unfilled Teacher Positions by Subject	UFP Public Data Source: GradeLevel-DistrictSchool	WorkingLocationName: Exclude "All Schools and Entities"	Sum TotalUnfilledFTE by SubjectAreaDescription

The Educator Shortage survey was developed by a committee from the IARSS in 2017. The Educator Shortage survey for school year 2023-2024 was adapted from previous versions to be aligned with the Unfilled Positions data collection administered by ISBE. The survey was distributed via email through the Qualtrics platform between October 19th, 2023 through November 9th, 2023. Additional follow up with districts leaders continued through December 20th, 2023.

The survey was administered by Goshen Consulting, a neutral third-party education consulting practice. The survey data was downloaded and analyzed for group and sub-group frequencies and descriptive statistics. Further analysis included the use of existing data sources such as the National Center for Education Statistics (NCES) and the 2022 – 2023 Illinois Report Card.

This report follows several additional reports and 6 years of previous survey administrations. All research and interactive data dashboards can be found on the IARSS website: www.iarss.org.

The survey instrument is available upon request. Please contact Tom Withee at tom@goshenconsulting.net or Shereen Beilstein at beilste2@uillinois.edu to request a copy of the instrument.

Additional data was pulled from the Illinois Report Card for the 2022–2023 school year, the National Center for Education Statistics and ISBE Directory of Educational Entities to add building-, school-, and district-level characteristics for further analysis.

Appendix B: Definitions

GENERAL DEFINITIONS

SY24 - The 2023-24 school year.

Open - A position that needed to be filled for SY24 and was posted for applicants to apply for the position.

Filled - A position that is filled by an employee who holds the proper credentials for the position (e.g., has a PEL, ELS-PARA, ELS-CTE, STA, APE, VIT, TBE, CTEP, PCTE, etc.).

Unfilled - A position that is not filled by an appropriately licensed, permanent educator as of Oct. 1, 2023. This position may be vacant or may include a position that was filled by an employee who DOES NOT hold the proper credentials for the position (e.g., no PEL, no ELS, etc.), such as a substitute. This may also include courses/classes that were closed, canceled, or outsourced.

NA – No data available (likely the LEA is not included in the Illinois Report Card).

STAFF DEFINITIONS (based on licensure requirements)

Teachers - Early Childhood, Elementary, Middle, Secondary / High School, CTE, Specialists

School Support Personnel - Psychologists, Counselors, School Social Workers, Nurses, Speech-Language Pathologists

Special Education Teachers - LBS I: General Special Education, LBS II: Curriculum Adaptation, Multiple Disabilities, Behavior Interventionists, Deaf-Blind, Bilingual Special Education, Technology Specialist, Transition Specialist

Administrators - Asst. Principal, Principal, CSBO, Dir. of Special Education, Asst. Superintendent, Superintendent, Other Admin that requires Administrative Endorsement

Substitutes - Requires either a Short-Term Substitute License or a Substitute License

Paraprofessionals - Requires ELS-PARA License

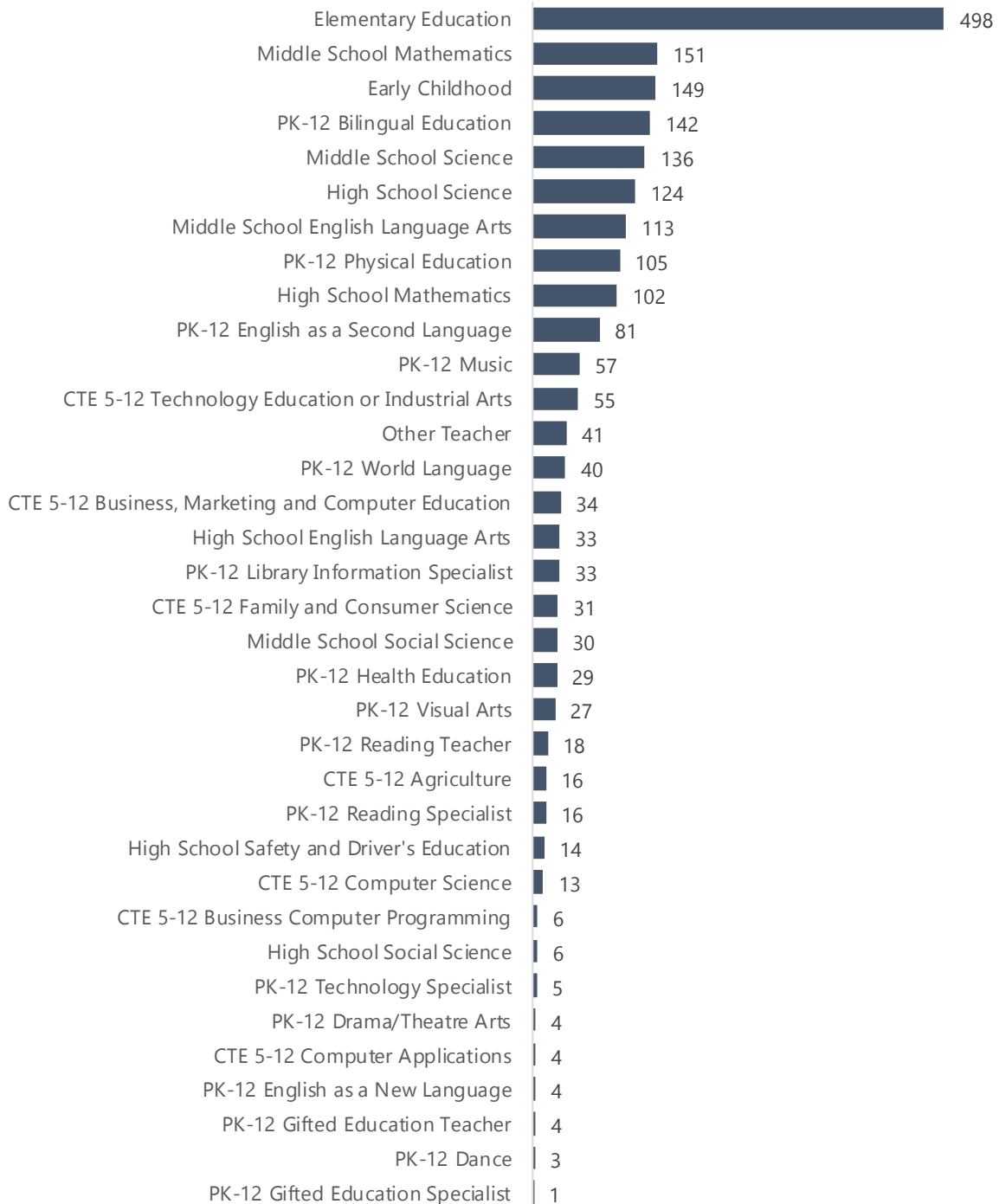
Non-licensed staff - Custodial, bus drivers, cafeteria workers, secretaries, etc.

Appendix C: All Classroom Teacher Positions Remedied

Figure 102 shows all the positions that were indicated as “remedied by alternative measures” by education leaders. This is an extension of figure 6 on page 7 which only shows the top 10 positions.

Figure 81: Teacher Positions Remedied by Alternative Measures

Beyond Unfilled Positions, an additional 499 elementary education teacher positions were remedied through alternative measures.



Appendix D: Severity, Quality and Quantity Broken Out by Position

TEACHERS

Within the role of teachers, additional information around positions was collected. This included early childhood education and elementary, middle, and high school, specials (e.g. music, art, etc.) and CTE. The figures below show the breakdown of items where additional grade span information was captured.

Figure 82: Leaders' Perceptions of Teacher Shortages by Position

78% of school leaders indicated a "Minor" to "Very Serious" problem with specials and CTE teacher shortages.

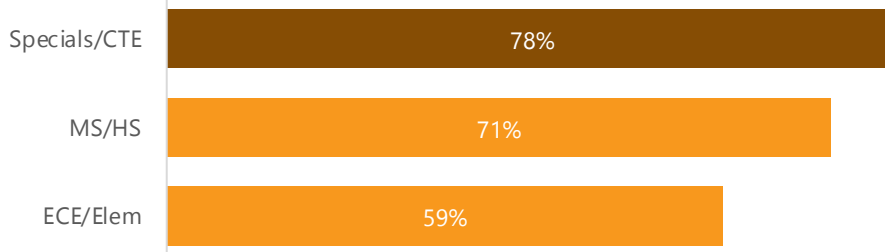


Figure 83: Leaders Reported Less than 50% of Teacher Applicants Were Qualified by Position

54% of education agency leaders indicated less than 50% of applicants for Specials and CTE positions were qualified.

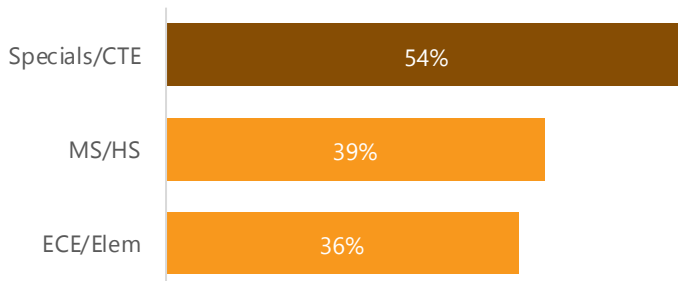
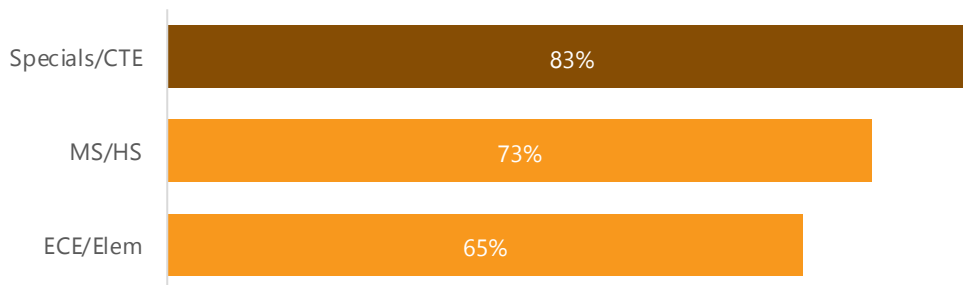


Figure 84: Leaders Reported Very Few Teacher Applicants by Position

83% of education agency leaders indicated less than 5 applicants per open Specials or CTE teacher position.



SPECIAL EDUCATION TEACHERS

Within the role of special education, additional information around position was collected. This included general special education (LBS1 licenses) and specialized special education (LBS2 licenses). The figures below show the breakdown of items where additional grade span information was captured.

Figure 85: Leaders' Perceptions Special Education Teachers Shortages by Position

80% of school leaders indicated a "Minor" to "Very Serious" problem with general special education teacher (LBS1) shortages.



Figure 86: Leaders Reported Less than 50% of Special Education Applicants Were Qualified by Positions

62% of education agency leaders indicated none (0-25%) or some (26-50%) of Specialized Special Education teacher (LBS2) applicants were qualified to be hired.



Figure 87: Leaders Reported Very Few Special Education Teacher Applicants by Position

63% of education agency leaders indicated less 5 applicants per open General Special Education (LBS1) teaching position.



SCHOOL SUPPORT PERSONNEL

Within the role of school support personnel, additional information around position was collected. This included psychologists, speech-language pathologists, social workers, nurses and counselors. The figures below show the breakdown of items where additional grade span information was captured.

Figure 88: Leaders' Perceptions of School Support Personnel Shortages by Position

70% of school leaders indicated a "Minor" to "Very Serious" problem with school psychologist shortages.

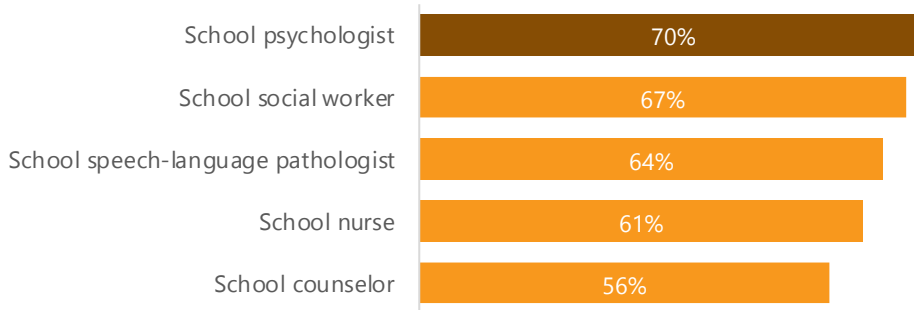


Figure 89: Leaders Reported Less than 50% of School Support Personnel Applicants Were Qualified by Position

48% of education agency leaders indicated less than 50% of applicants School Counselor positions were qualified.

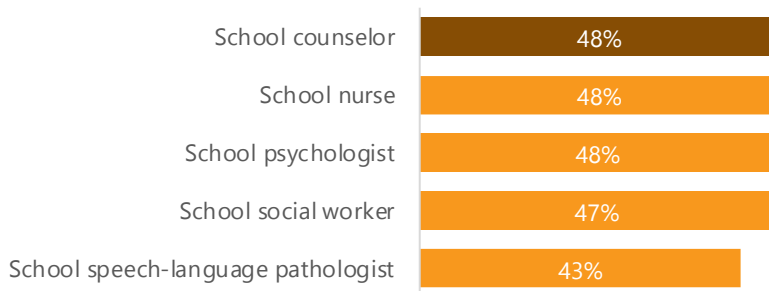
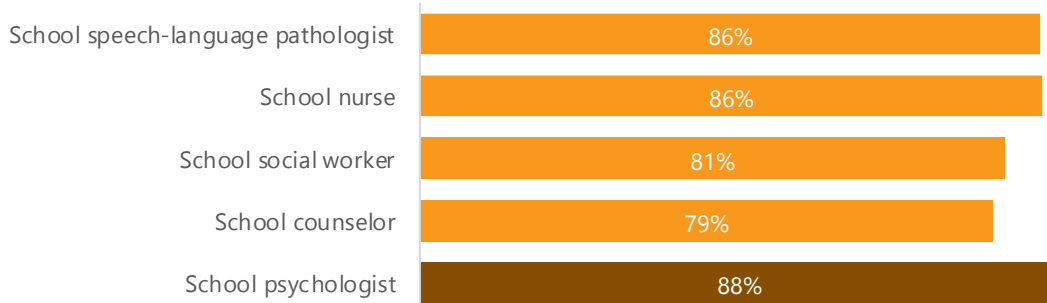


Figure 90: Leaders Reported Very Few School Support Personnel Applicants by Position

88% of education agency leaders indicated less than 5 applicants per open School Psychologist position.



ADMINISTRATORS

Within the administrators, additional information around position was collected. This included school level administrators and central office administrators. The figures below show the breakdown of items where additional grade span information was captured.

Figure 91: Leaders' Perceptions of Administrator Shortages by Position

34% of school leaders indicated a "Minor" to "Very Serious" problem with school level administrator shortages.

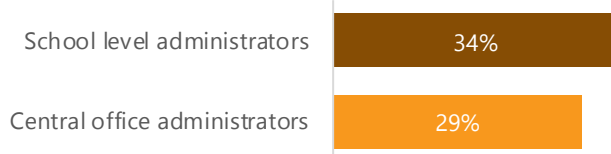


Figure 92: Leaders Reported Less than 50% of Administrator Applicants Were Qualified by Position

26% of education agency leaders indicated none (0-25%) or some (26-50%) of Central Office administrator applicants were qualified to be hired.

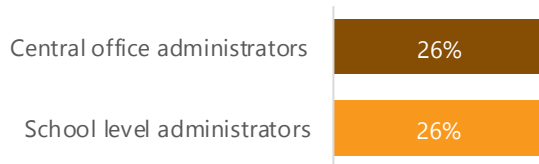
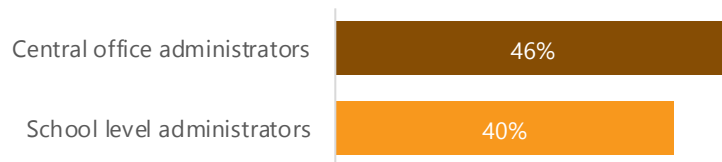


Figure 93: Leaders Reported Very Few Administrator Applicants by Position

46% of education agency leaders indicated less 5 applicants per open Central Office administrator position.



Appendix E: Severity, Quality and Quantity Broken out by Role, District Locale, Type of Agency, and Area

Utilizing data within the Illinois Report Card and National Center for Education Statistics, education agencies were grouped by geographics area, type of agency and locale. The following charts show the detailed breakdown of key items by broad role and these major subgroups.

Figure 94: Leaders' Perceptions of Shortage Severity by Role, Locale, Type and Area

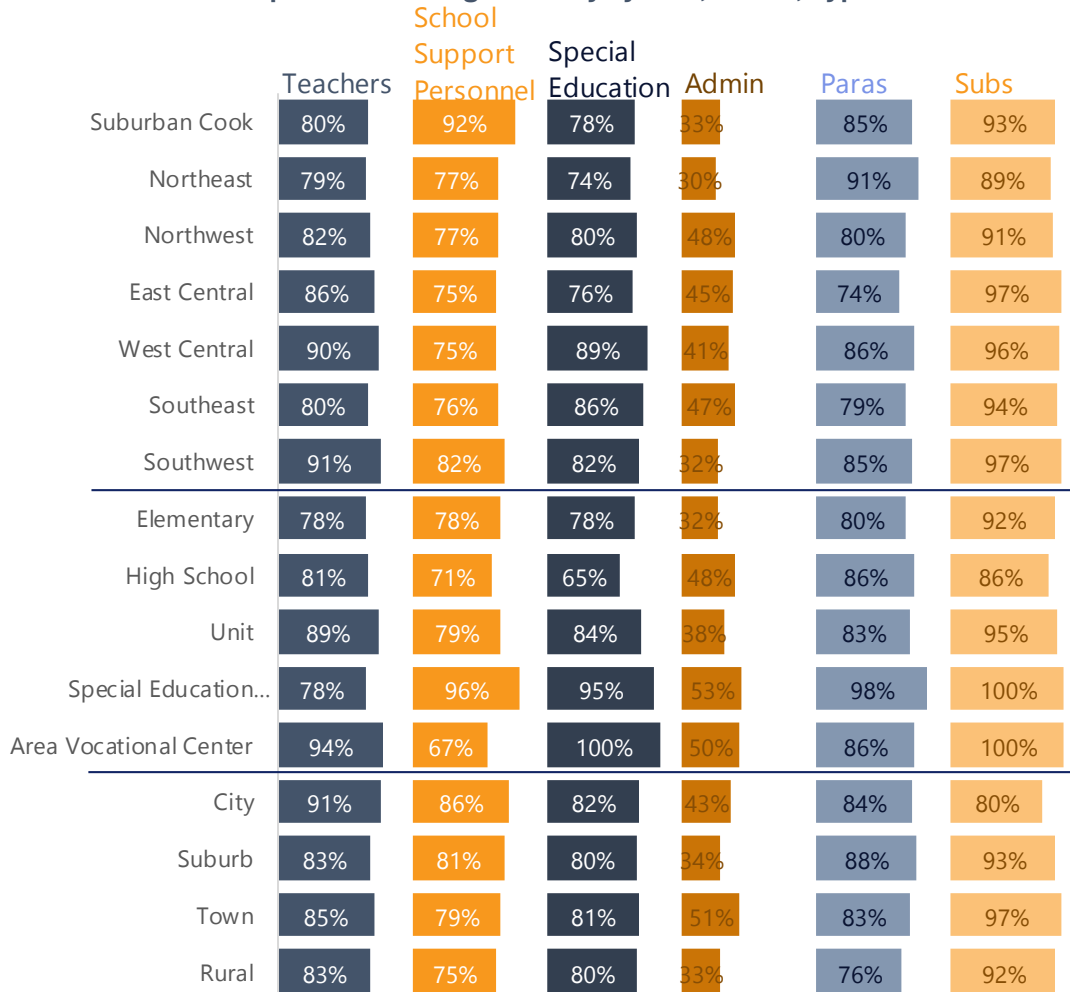


Figure 95: Leaders Reported Less than 50% of Applicants Were Qualified by Role, Locale, Type and Area

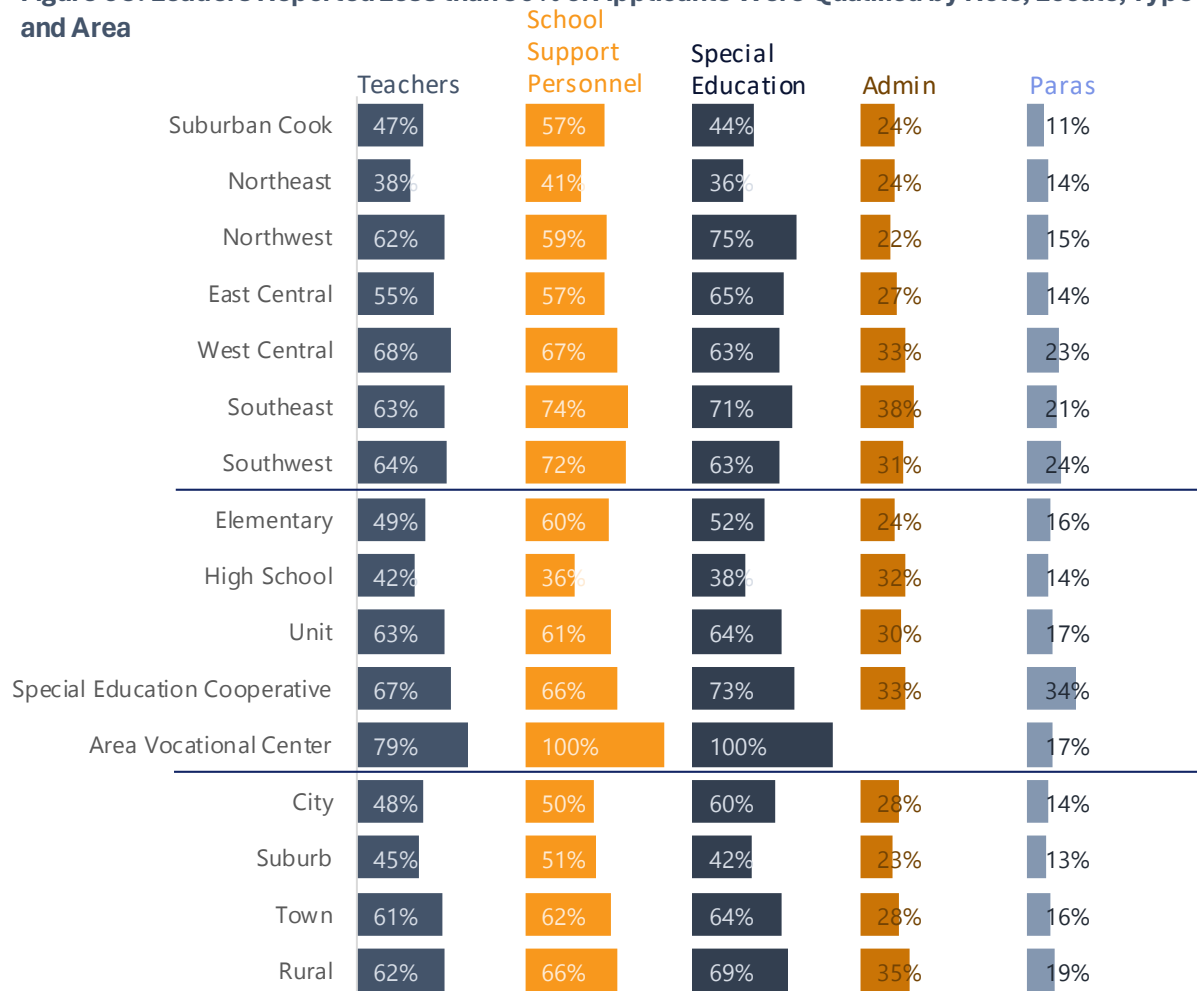


Figure 96: Leaders Reported Very Few Applicants by Role, Locale, Type and Area

