

Educator Shortage Survey

2022-2023 Academic Year

Districts with Chronically Severe Shortages Part 2: Causes of Shortages and Reactions to Policy

Tom Withee^a

Shereen Oca Beilstein^b

learning loss early entry
workload train
sick days pipeline



NOWHIRING



PART OF THE UNIVERSITY OF ILLINOIS SYSTEM



GOSHEN EDUCATION
CONSULTING



ROE
LeadHUBS

STRONG LEADERS | STRONGER SCHOOLS

Districts with Chronically Severe Shortages — Part 2: Causes of Shortages and Reactions to Policy

Tom Withee^a, Shereen Oca Beilstein^b

Abstract

In the Illinois Association of Regional Superintendents of Schools' annual Educator Shortage Survey for the 2022-2023 school year, district superintendents were asked for the first time to provide their views on the causes of unfilled positions as well as the impact of various district-level, regional-level, or statewide initiatives on educator shortages in their area. In Part One of this series (Withee & Beilstein, 2023), we identified 103 Illinois school districts that face high levels of teacher shortages over multiple years (i.e., chronically severe shortages). In this paper, we compare survey responses from superintendents in districts with and without chronically severe teacher shortages to understand how their experiences on the causes of shortages and impacts of policies on shortages vary. Broadly, all districts—including those facing chronically severe shortages and those that do not—indicated similar causes for shortages as well as similar policies that positively impact their ability to recruit and retain educators. However, there are two areas where differences were most salient. More districts with chronically severe shortages, when compared to districts without, stated that better compensation in nearby states was a major or severe cause of shortages. Additionally, fewer districts with chronically severe shortages reported that they were proactively working with universities to place student teachers. Findings highlight the factors that districts report as causes of educator shortages and provide insight into the different measures districts are taking to boost their recruitment and retention of teachers.

Context

Teacher shortages, of varying magnitudes, have existed in Illinois for decades (e.g., Illinois State Board of Education, 2011, 2014). Recent research, however, indicates that the magnitude of teacher shortages in Illinois increased during the 2022–23 school year, or SY23 (Beilstein & Withee, 2023). Research has also shown that teacher shortages in Illinois vary by county (Beilstein & Withee, 2022a), district (Bruno, 2022), content area (Beilstein & Withee, 2022b), and grade band (Beilstein & Withee, 2022c). In reaction to the escalating issue, Gov. J.B. Pritzker allocated \$45 million to the first year of the three-year Teacher Vacancy Grant Pilot Program to support districts with acute and chronic vacancies (Office of the Governor JB Pritzker, 2023).

The teacher staffing challenges in Illinois mirror the challenges that other states across the country have experienced. An extensive body of research has shown that teacher shortages tend to be concentrated in specific subject areas, including bilingual education, special education, and STEM (i.e., science, technology, engineering, and mathematics), and in specific types of districts and schools, including schools with larger proportions of students from historically marginalized racial

^a Tom Withee, M.S., Senior Researcher, Goshen Consulting, Inc. Tom is an educational researcher and program evaluator with expertise in STEM education and data visualization.

^b Shereen Oca Beilstein, Ph.D., Research Specialist, Illinois Workforce and Education Research Collaborative (IWERC) at University of Illinois. At IWERC, Shereen researches the factors that support the recruitment and retention of a diverse, high-quality teacher workforce in Illinois.

and ethnic populations, students from low-income families, and schools in urban and rural areas (e.g., Cardichon et al., 2020; Dee & Goldhaber, 2017; Ingersoll & Tran, 2023; Sutchter et al., 2019). While this body of work has detailed the subject areas and characteristics of districts and schools that are most impacted by staffing difficulties, few studies, if any, have focused specifically on districts with high levels of shortages over multiple years (i.e., chronically severe shortages). Thus, we examine in this two-part series which Illinois districts have faced the most severe shortages over time and the specific circumstances under which they operate.

In our previous paper, we compared longitudinal survey and administrative data collected by the Illinois Association of Regional Superintendents of Schools (i.e., IARSS; IARSS 2023, 2022, 2021, 2020, 2019, 2018) and the Illinois State Board of Education (i.e., ISBE; ISBE 2023a, 2023b) on *unfilled* (i.e., positions left vacant) and *underfilled* (i.e., positions filled by under-qualified hires) teacher positions for responding districts over the past six years (Withee & Beilstein, 2023). We identified 103 districts (12% of 861 Illinois public school districts) with severe shortages of unfilled and underfilled teacher positions across multiple years during this timeframe. We also found that these districts with chronically severe shortages share some common characteristics, such as a high student poverty level, high percentages of novice teachers, a low average teacher salary, and smaller student bodies.

Given both the historic nature of and the recent focus on teacher staffing challenges in Illinois, this paper examines how different causes of and policies to alleviate shortages impact districts' ability to recruit and retain teachers. We examined superintendents' responses to the SY23 IARSS Educator Shortage Survey (IARSS, 2023) on questions related to these issues and compare the responses of superintendents from districts with chronically severe shortages to responses of superintendents from all other districts. Our goal is to understand the factors that may lead to chronically severe shortages in districts and the potential policy solutions that could support the successful recruitment and retention of teachers in these districts.

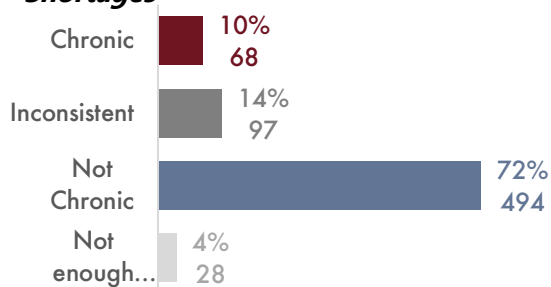
Methods

In Part One of this series, we identified 103 districts with chronically high teacher shortages, meaning that they experienced recurring and severe shortages of unfilled and underfilled teacher positions from SY18 to SY23 (Withee & Beilstein, 2023). For this paper, we have further reduced the list of districts with chronically high teacher shortages to those who completed the SY23 IARSS Educator Shortage Survey. Among the 687 districts that completed the SY23 IARSS survey, 68 districts have chronically high shortages from our previous analysis, and 494 districts do not (see Figure 1).

An additional 97 districts have inconsistent data between the IARSS survey and the ISBE Unfilled Positions Report, and another 28 districts do not have enough data to make any determination of chronically high shortages or not.

The sample of districts that responded to the SY23 IARSS survey is fairly representative of the districts across the state, but we note that the sample size of districts with chronically severe shortages is small. (Please refer to Appendix B Table 6 for a breakdown of the representation of districts who responded to the SY23 IARSS survey compared to all districts in Illinois as well as a

Figure 1: District with Chronic High Shortages



breakdown of districts that experienced chronically severe shortages.) For example, in Illinois, there are 315 districts that are classified as Rural. In Part One of this series, we found that 51 of those Rural districts have chronically high shortages, and for this report, 39 of those 51 (76%) Rural districts responded to the SY23 IARSS survey.

Here, we compare superintendents' responses from the 68 districts with chronically severe teacher shortages to responses from the other 619 districts that responded to the survey, which includes districts that do not have chronically high shortages, do not have enough data, and have inconsistent data (Figure 1). In the Results section, we refer to the former group as "Chronic" and the latter group of all other districts as "Other." We note that many of these districts, both Chronic and Other, experienced shortages during the timeframe examined. But what differentiates Chronic districts is that they have seen severe shortages over multiple years, whereas Other districts may have seen less severe shortages, sporadic shortages, or no shortages at all.

We focus specifically on the 52 IARSS Educator Shortage Survey prompts that ask about causes for shortages as well as current and potential policies related to educator recruitment and retention. Please note that the number of responses for both Chronic and Other districts varies across prompts and differ from the total sample sizes reported above. In the survey, district superintendents were given the option to skip survey questions, and therefore, not all superintendents responded to each question.

Results

We examined district superintendents' responses to the SY23 IARSS Educator Shortage Survey to compare responses between districts with chronically severe teacher shortages (i.e., "Chronic" in the graphs below) to those without chronically severe shortages (i.e., "Other," as in all other districts, in the graphs below) around both causes for and the impact of various policies on teacher shortages. Broadly, we found more similarities across districts than differences. Appendix A contains the comparison between districts with and without chronically severe shortages for all related prompts. Here, we highlight several prompts with the smallest and largest differences between Chronic and Other districts.

Similarities Between Districts with and Without Chronic Teacher Shortages

Illinois districts and schools continue to grapple with educator shortages, of varying magnitudes, across the state. Below, we detail some of the areas where differences between districts with and without chronically severe shortages were minimal to bring attention not only to the pervasive issues that challenge all districts, but also the policies that most districts find effective.

ESSER Funding Led to Added Support Staff

More than half of all districts, including Chronic districts, indicated that using ESSER funding to add support staff positions (defined in the survey as a position that requires PEL with additional endorsements and includes Social Workers, Counselors, Psychologists, Nurses, and Speech-Language Pathologists) improved their efforts to recruit and retain educators. For Other districts, 57% (245 of 427) added support staff positions using ESSER funding and reported that this measure positively impacted teacher recruitment and retention (see Figure 2). Chronic districts had the same percentage of districts (57%, or 27 of 47) with the same response.

Staff Collegiality

For Other districts, only 8% (42 of 542) indicated that staff collegiality had a major or severe impact on teacher recruitment and retention (see Figure 3). Chronic districts had a similar low percentage of districts (7%, or 4 of 60). This implies that district superintendents do not perceive staff collegiality to be a major issue associated with recruitment and retention.

Learning About Becoming an Educator

Most district superintendents who responded to the survey indicated that increasing clarity and communication around the process to become an educator could positively impact their recruitment efforts (see Figure 4). Specifically, 72% (407 of 566) of Other districts indicated that if ISBE/Illinois Legislature made it easier for people to learn about the process of becoming an educator, then such a resource would positively impact their recruitment and retention. Similarly, a high percentage of Chronic districts (73%, or 46 of 63) also indicated potential positive impacts.

Figure 2: My District Utilized ESSER Funding to Add Support Staff Positions Positively Impacted Recruitment and Retention



Figure 3: Staff Collegiality Was a Major or Severe Factor for Recruitment and Retention

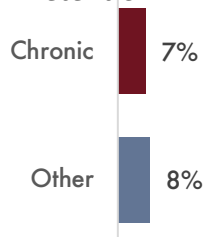


Figure 4: ISBE/Illinois Legislature Make It Easier to Learn About How to Become a Teacher in Illinois Could Positively Impact Recruitment and Retention



Educators' Relationships with School or District Leadership

Neither category of districts agreed that relationships with leadership was a cause for recruitment and retention issues. Only 5% (28 of 541) of Other districts indicated these relationships had a major or severe impact on teacher recruitment and retention (see Figure 5). Chronic districts had a similar low percentage of districts (7%, or 4 of 61). This implies that, according to superintendents, relationships with leadership were not much of a factor for most districts in recruiting and retaining teachers.

Figure 5: Relationships with School or District Leadership was a Major or Severe Factor for Recruitment and Retention

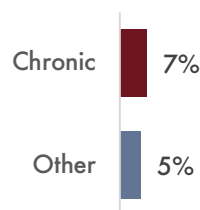


Figure 6: My District Supports Current Educators Completing Additional Endorsements by Providing Incentives Positively Impacted Recruitment and Retention



Incentivizing Completion of Additional Endorsements

Roughly two-thirds of all responding districts indicated that supporting current educators to complete additional endorsements by providing incentives improved their efforts to recruit or retain educators (see Figure 6). This included 68% (322 of 472) of Other and 67% (38 of 57) of Chronic districts.

Differences Between Districts with and Without Chronic Teacher Shortages

University Partnerships to Place Student Teachers

A lower percentage of Chronic districts (53%, 29 of 55), compared to Other districts (68%, 328 of 483), indicated that partnering with universities to place student teachers positively impacted their ability to recruit educators (see Figure 7). This amounts to a 15-percentage point difference between the two groups. However, from the survey item, it is unclear whether superintendents responded in regard to working with universities or placing student teachers. It also is unclear whether superintendents perceive these efforts as having a positive impact or whether they were able to engage in university partnerships to place student teachers. Disentangling which pipeline efforts work well in which types of districts would provide a more robust picture of the potential strategies that districts with chronically severe shortages could implement to improve their staffing situations.

Figure 7: My District Proactively Worked with Universities to Place Student Teachers in Our District Positively Impacted Recruitment and Retention



Better Compensation in a District in a Nearby State

More Chronic districts (32%, or 19 of 60) than Other districts (20%, or 101 of 514) indicated that educators seeking better compensation across state lines impacted their ability to recruit and retain teachers (see Figure 8). For context, the survey items around causes of shortages also asked about better compensation in neighboring districts as well as better compensation in other professions, which yielded similar patterns. To illustrate, compared to Other districts, a higher percentage of Chronic districts indicated that both higher compensation in a neighboring district (33% for Chronic vs. 31% for Other districts) and higher compensation in another profession (42% for Chronic vs. 38% for Other) were major or severe factors for recruitment or retention when compared to Other districts (see Appendix A Table 1). Surprisingly, from a geographic analysis of all districts (i.e., Chronic and Other districts), there is no clear indication that districts whose recruitment and retention efforts are impacted by educators seeking better compensation in a nearby state are primarily located along the state border (see Figure 9). Our takeaway from this analysis is that for those district superintendents who view border states as competitors in the teacher labor market, they hold these views irrespective of location (i.e., both in the interior and at the border of Illinois). In other words, loss of educators to nearby states due to compensation may represent a statewide issue, as opposed to a localized one.

Increased Substitute Capacity

Fewer Chronic districts indicated that increasing substitute capacity impacted their ability to recruit and retain teachers. This was evident in regard to both extending the capacity of retired teachers as well as increasing the overall capacity of

Figure 8: Better Compensation at a District in a Nearby State Was a Major or Severe Factor for Recruitment and Retention

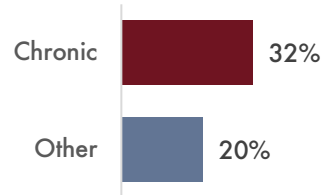


Figure 9: Heat Map of “Better Compensation in a Nearby State” Prompt

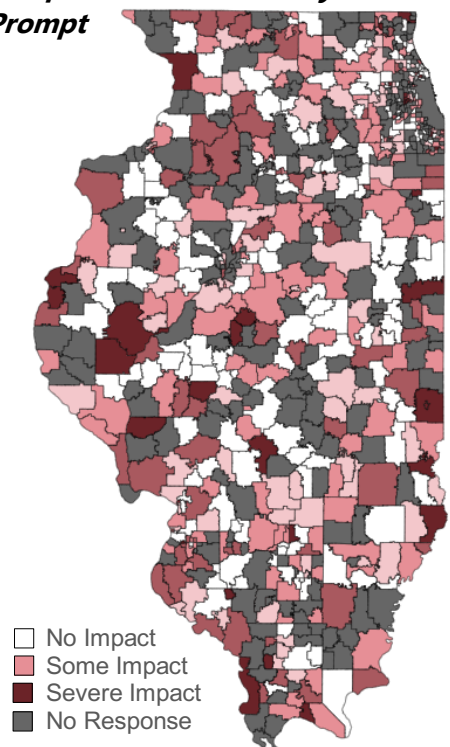


Figure 9: ISBE/Illinois Legislature Increased the Number of Days a Retired Educator Can Substitute Without Impacting their Retirement Status Positively Impacted Recruitment and Retention



Figure 10: ISBE/Illinois Legislature Increased the Number of Days a Substitute Can Sub to 120 Positively Impacted Recruitment and Retention



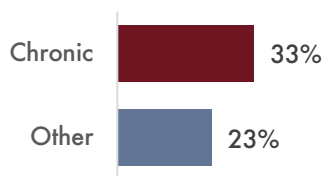
substitutes. A smaller percent of Chronic districts (69%, or 45 of 65) compared to Other districts (82%, or 460 of 562) indicated increasing the number of days a retired educator can substitute without impacting their retirement status positively impacted their recruitment and retention (see Figure 9).

Likewise, a smaller percent of Chronic districts (70%, or 46 of 66) compared to Other districts (80%, or 454 of 564) indicated increasing the number of days a substitute can sub to 120 positively impacted their recruitment and retention (see Figure 10).

Political Climate in the State or Nation

Finally, a higher share of Chronic districts (33%, or 20 of 61) compared to Other districts (23%, or 122 of 539) indicated that the political climate impacted their recruitment and retention (see Figure 11).

Figure 11: Political Climate of the State or Nation Positively Impacted Recruitment and Retention



Conclusion

In Part One of this series, we compared data collected by IARSS and ISBE from SY218 to SY23 and identified 103 districts that had chronically severe teacher shortages (Withee & Beilstein, 2023). As a follow-up, in this report, we compared superintendents' responses to the SY23 IARSS Educator Shortage Survey from districts with and without chronically severe teacher shortages to understand differences on two topics: (1) perceived causes for shortages and (2) ratings of how different policies impact educator recruitment and retention. Broadly speaking, we found more similarities than differences among districts around these issues. Below, we highlight several key findings.

Better compensation has been a consistent theme from district superintendents regarding educator shortages. More than one-third of districts, both with and without chronically severe shortages, indicated that educators leaving the profession for better compensation in another profession is a severe or major cause of their teacher shortage. This is echoed by superintendents' responses that offering additional compensation for staff in high-need subject areas or high-need schools would positively impact their recruitment or retention of educators (see Appendix B Table 5). A majority (over 80%) of superintendents in districts with and without chronically severe shortages indicated that if the Illinois Legislature made it easier to offer additional compensation for hard-to-staff positions, it would positively impact their efforts to recruit and retain educators.

Interestingly, more districts with chronically severe shortages indicated that educators seeking better compensation across state lines was a cause of their shortage. In our report looking at teacher salary differences along the Illinois border, we noted several instances where districts across the Illinois border had significantly higher salaries than their counterparts within the Illinois border (Schmitz & Withee, 2022). However, a geographic analysis demonstrated that those districts—including districts with and without chronically severe shortages—struggling with recruitment and retention due to better compensation in other states were not just located along the border but also throughout the state. Findings here suggest that superintendents view the loss of educators to nearby states due to compensation may represent a statewide issue. Even though Illinois has taken many proactive and

effective steps to address educator shortages, compensation continues to be an area of great concern.

Focusing on the supply side of the educator pipeline is another area that superintendents would like to see continued improvement. The majority of district superintendents, both those with and without chronically severe teacher shortages, noted that scholarships and waivers for teaching candidates positively impacted their ability to recruit and retain educators. Two-thirds of all responding superintendents, including districts with and without chronically severe shortages, also indicated that supporting current educators to complete additional endorsements through providing incentives positively impacted their ability to recruit and retain educators. However, fewer districts with chronically severe teacher shortages indicated that working proactively with universities to place student teachers had a positive impact on their recruitment. This is particularly relevant as Krieg et al. (2016) found that student-teacher placement was more predictive for the location of an educator's first position than either their hometown or the location of their educator preparation program.

Here, we focus on the differences found—and not found—between districts with and without chronically severe shortages. In Part One of this series, we noted that districts with chronically severe shortages share similar characteristics such as high levels of student poverty, larger populations of students of color, high percentages of novice teachers, or low average teacher salaries (Withee & Beilstein, 2023). Unfortunately, when we examined the responses for SY23 IARSS Educator Shortage Survey based on these common characteristics, the response rates were too low to include in this paper (see Appendix B). In addition to the items already presented, the following areas are worth further investigation as they may impact specific subgroups of districts with chronically severe shortages more than other districts.

- Additional SEL resources through federal ESSER funding
- Resources to connect with available substitutes
- Advertising open positions
- Ensuring quality educators enter the profession
- Reducing the PD hours required for teacher licensure renewal
- Utilizing Evidence Based Funding (EBF) to increase salaries
- Funding new teacher and new principal mentoring programs
- Investing in Minority Teachers of Illinois
- Providing scholarships for new principal recruitment
- Providing scholarships for new teacher candidates (e.g., Ed Rising, Golden Apple, Early Childhood Consortium, etc.)

The extent to which these factors positively support specific subgroups of districts with chronically severe shortages is not clear. However, policymakers, education leaders, and other stakeholders should pay attention to the unique situations of districts with chronically severe shortages around these factors.

Research has shown that teacher shortages tend to be concentrated in different geographic regions (Beilstein & Withee, 2022a; Bruno, 2022), content areas (Beilstein & Withee, 2022b), and schools with larger populations of students of color and students from low-income families (Cardichon et al., 2020). Research has also shown that (1) districts with larger populations of students of color, students from low-income families, as well as ELLs and special needs students; (2) districts with lower teacher salaries and higher amounts of novice teachers; and (3) districts in urban and rural settings are more likely to face ongoing shortages of educators (Withee & Beilstein, 2023).

This paper adds to the literature by noting that the majority of causes and current solutions to educator shortages are similarly impacting all districts that responded to the IARSS survey. However, districts with chronically severe shortages also report different impacts on their ability to recruit and retain teachers due to issues such as competing compensation across state lines, their ability to collaborate with universities to place student teachers, their ability to utilize substitutes, and the political climate of the state or nation. Targeted strategies are greatly needed to bolster the supply of qualified teachers in areas with persistent shortages. For specific policy recommendations developed by IARSS, please refer to the 2022–23 Educator Shortage Report (IARSS, 2023).

Acknowledgements

We would like to thank the following reviewers for the insightful and constructive feedback: researchers and stakeholders at IWERC, IARSS, ROE LeadHUBS, and Advance Illinois.

References

- Beilstein, S. O., & Withee, T. (2023). *Chronic Teacher Shortages Continue: Districts Struggle to Find Qualified Teachers*. Chicago, IL: Illinois Workforce and Education Research Collaborative, Discovery Partners Institute, University of Illinois and Goshen Education Consulting, Inc. <https://iarss.org/wp-content/uploads/2023/03/WP1-Chronic-Shortages-Continue-FINAL-230309.pdf>
- Beilstein, S. O., & Withee, T. (2022a). *Illinois' persistent educator shortage: Multiple sources point to the same conclusion*. Chicago, IL: Illinois Workforce and Education Research Collaborative, Discovery Partners Institute, University of Illinois and Goshen Education Consulting, Inc. https://iarss.org/wp-content/uploads/2022/01/Persistent_Educator.pdf
- Beilstein, S. O., & Withee, T. (2022b). *Chronic teacher shortages: Part 1—Content and geographic areas with high need*. Chicago, IL: Illinois Workforce and Education Research Collaborative, Discovery Partners Institute, University of Illinois and Goshen Education Consulting, Inc. <https://iarss.org/wp-content/uploads/2022/04/ChronicTeacher.pdf>
- Beilstein, S. O., & Withee, T. (2022c). *Chronic teacher shortages: Part 2—Demand for teachers by grade band*. Chicago, IL: Illinois Workforce and Education Research Collaborative, Discovery Partners Institute, University of Illinois and Goshen Education Consulting, Inc. <https://dpi.uillinois.edu/applied-research/iwerc/current-projects/il-teacher-shortage/>
- Bruno, P. (2022). Pandemic-era school staff shortages: Evidence from unfilled position data in Illinois. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4306263
- Cardichon, J., Darling-Hammond, L., Yang, M., Scott, C., Shields, P. M., & Burns, D. (2020). *Inequitable opportunity to learn: Student access to certified and experienced teachers*. Palo Alto, CA: Learning Policy Institute. https://learningpolicyinstitute.org/media/392/download?inline&file=CRDC_Teacher_Access_REPORT.pdf
- Dee, T. S., & Goldhaber, D. (2017). *Understanding and addressing teacher shortages in the United States*. Washington DC: Brookings, The Hamilton Project. https://www.hamiltonproject.org/assets/files/understanding_and_addressing_teacher_shortages_in_us_pp.pdf
- Ingersoll, R. M., & Tran, H. (2023). Teacher shortages and turnover in rural schools in the US: An organizational analysis. *Educational Administration Quarterly*, 1-36.

- Illinois Association of Regional Superintendents of Schools. (2023). *Educator Shortage Survey: Fall 2022 Administration for the 2022-23 Academic Year*. <https://iarss.org/wp-content/uploads/2023/01/IARSS-Educator-Shortage-AY23-230123.pdf>
- Illinois Association of Regional Superintendents of Schools. (2022). *2021 Illinois Educator Shortage Survey*. <https://iarss.org/wp-content/uploads/2022/02/IARSS-2021-Educator-Shortage-220207-1.pdf>
- Illinois Association of Regional Superintendents of Schools. (2021). *2020 Illinois Educator Shortage Survey*. <https://iarss.org/wp-content/uploads/2021/02/IARSS-2020-Educator-Shortage-FINAL.pdf>
- Illinois Association of Regional Superintendents of Schools. (2020). *Illinois Educator Shortage Survey 2019*. https://iarss.org/wp-content/uploads/2020/12/IllinoisEducatorShortage_IARSS_FY20-Final.pdf
- Illinois Association of Regional Superintendents of Schools. (2019). *Illinois Educator Shortage Crisis 2018*. https://iarss.org/wp-content/uploads/IllinoisEducatorShortage_IARSS_FY19.pdf
- Illinois Association of Regional Superintendents of Schools. (2018). *Illinois Educator Shortage Crisis: Survey Conducted by IARSS*. <https://iarss.org/wp-content/uploads/2018/01/IARSS-Illinois-Educator-Shortage-2017-1.pdf>
- Illinois State Board of Education (2011, 2014). Educator supply and demand. <https://www.isbe.net/edsupplydemand>
- Illinois State Board of Education (2023a). *Unfilled Positions 2023 Public Data Set* (downloaded February 9, 2023). <https://www.isbe.net/unfilledpositions>
- Illinois State Board of Education (2023b). *Unfilled Positions 2017-2021 Public Data Set* (downloaded March 20, 2023). <https://www.isbe.net/unfilledpositions>
- Krieg, J. M., Theobald, R., & Goldhaber, D. (2016). A foot in the door: Exploring the role of student teaching assignments in teachers' initial job placements. *Educational Evaluation and Policy Analysis*, 38(2), 364–388.
- Office of the Governor JB Pritzker. (2023, June 7). Gov. Pritzker signs fifth balanced budget [Press release]. <https://www.illinois.gov/news/press-release.26561.html>
- Schmitz, E., & Withee, T. (2022). *2021 Illinois Educator Shortage Additional Analysis: Neighboring State Salary*. Illinois Association of Regional Superintendents of Schools & Goshen Education Consulting, Inc. Retrieved from <https://iarss.org/wp-content/uploads/2022/10/Neighboring-StateSalary-Analysis-220912.pdf>
- Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2019). Understanding teacher shortages: An analysis of teacher supply and demand in the United States. *Education Policy Analysis Archives*, 27(35). <http://dx.doi.org/10.14507/epaa.27.3696>
- Withee, T., & Beilstein, S. O. (2023). *Districts with Chronically severe shortages – Part 1: Characteristics of Districts with Ongoing Shortages*. Chicago, IL: Illinois Workforce and Education Research Collaborative, Discovery Partners Institute, University of Illinois and Goshen Education Consulting, Inc. <https://iarss.org/wp-content/uploads/2023/06/WP2-Districts-With-Chronic-Shortages-FINAL-230628.pdf>

Appendix

Appendix A: Comparison of Responses Across All Prompts Between Districts With and Without Chronically severe shortages

Table 1: Percent of Districts with *Chronic Educator Shortages* Compared to *Districts Without Chronically severe shortages* Who Indicated the Potential Cause for Shortages as a Major or Severe Impact

Potential Cause for Shortages	% of Districts with Chronically severe shortages	% of Districts without Chronically severe shortages
We created new, temporary positions through additional funding like ESSER funding.	4%	5%
We created new permanent positions through additional funding such as EBF.	4%	5%
Better compensation in a neighboring Illinois district.	33%	31%
Better compensation at a district in a nearby state.	32%	20%
Better compensation in another profession.	42%	38%
The workload is too demanding.	38%	40%
Educator's personal politics led to attrition.	9%	10%
Educator's personal religious views led to attrition.	6%	5%
Health concerns related to the pandemic.	11%	8%
<i>Staff collegiality.</i>	7%	8%
<i>Relationships with school or district leadership.</i>	7%	5%
Political climate of the local community.	12%	11%
Political climate of the state/nation.	33%	23%
Community perceptions of the education profession.	21%	19%
Early retirement.	6%	8%
Eliminated the position.	2%	3%
Changed staff assignment to fill a more crucial position.	7%	6%

Note: **Bolded items** had a larger than 10% difference and were included in the main body of the paper. Italicized items had a less than 2% difference and were included in the main body of the paper.

Table 2: Percent of Districts with Chronic Educator Shortages Compared to Districts Without Chronically severe shortages Who Indicated the District Factor as Positively Impacting Recruitment or Retention

District Factors that Impact Recruitment or Retention	% of Districts with Chronically severe shortages	% of Districts without Chronically severe shortages
My district...		
... supports our high school students to pursue a degree in education through education related electives or pathway.	55%	48%
... supports our high school students to pursue a degree in education through dual credit education courses.	52%	49%
... partnered with a college/university to support undergraduates pursuing education degrees.	61%	56%
... partnered with a college/university to support alternative pathways in obtaining a PEL.	61%	54%
... supports paraprofessionals in completing requirements to obtain their PEL by providing incentives.	65%	63%
<i>... supports current educators completing additional endorsements by providing incentives.</i>	67%	68%
... supports our school leaders who utilize collaborative and distributive leadership models.	45%	53%
<i>... utilized ESSER funding to add Support Staff positions.</i>	57%	57%
... proactively worked with universities to place student teachers in our district.	53%	68%
... offered additional compensation or benefits to attract and/or retain staff.	58%	64%

Note: **Bolded items** had a larger than 10% difference and were included in the main body of the paper. Italicized items had a less than 2% difference and were included in the main body of the paper.

Table 3: Percent of Districts with Chronic Educator Shortages Compared to Districts Without Chronically severe shortages Who Indicated the Regional Factor as Positively Impacting Recruitment or Retention

Regional (ROE/ISC) Factors that Impact Recruitment and Retention	% of Districts with Chronically severe shortages	% of Districts without Chronically severe shortages
My ROE/ISC ...		
... provides additional SEL resources through federal ESSA funding.	35%	32%
... provides resources to connect with available substitutes.	46%	45%
... advertises our open positions.	49%	52%
... works with ISBE to ensure quality educators are entering the profession.	46%	48%

Note: **Bolded items** had a larger than 10% difference and were included in the main body of the paper. Italicized items had a less than 2% difference and were included in the main body of the paper.

Table 4: Percent of Districts with Chronic Educator Shortages Compared to Districts Without Chronically severe shortages Who Indicated the Statewide Factor as Positively Impacting Recruitment or Retention

Statewide Factors that Impact Recruitment and Retention	% of Districts with Chronically severe shortages	% of Districts without Chronically severe shortages
Illinois Legislature/ISBE ...		
... expanded eligibility requirements for substitute teachers.	62%	64%
... waived the Administrator Academy requirement for administrators.	25%	24%
... reduced the PD hours required for teacher licensure renewal.	38%	33%
... reduced the teacher license reinstatement penalty.	41%	41%
... now allows undergrads in approved educator prep programs to obtain substitute licenses.	61%	59%
... lowered the minimum age for paras who work with PK-8 to 18.	51%	53%
... waived the evaluation requirement for "excellent" or "proficient" teachers for AY22 and AY23.	25%	31%
... increased the number of days a substitute can sub to 120.	70%	80%
... increased the number of days a retired educator can substitute without impacting their retirement status.	69%	82%
... provided Evidence Based Funding (EBF) that allows our district to add additional staff.	51%	60%
... provided Evidence Based Funding (EBF) that allows our district to increase salaries.	55%	60%
... funded New Teacher and New Principal mentoring programs.	46%	42%
... continued investing in Minority Teachers of Illinois (MTI).	23%	27%
... provided scholarships for New Principal Recruitment.	22%	22%
... provides scholarships for New Teacher candidates (Ed Rising, Golden Apple, Early Childhood Consortium)	40%	37%

Note: **Bolded items** had a larger than 10% difference and were included in the main body of the paper. Italicized items had a less than 2% difference and were included in the main body of the paper.

Table 5: Percent of Districts with *Chronic Educator Shortages* Compared to *Districts Without Chronically severe shortages* Who Indicated the Potential Statewide Factor as Positively Impacting Recruitment or Retention

Statewide Factors that COULD Impact Recruitment and Retention	% of Districts with Chronically severe shortages	% of Districts without Chronically severe shortages
If Illinois Legislature/ISBE ...		
... aligns PERA teacher evaluation framework with teacher licensure requirements.	35%	39%
... increases funding for Teacher Retirement System.	77%	85%
... made it easier to offer additional compensation for staff in high need subject areas or schools.	80%	87%
... offered additional scholarships and waivers to teaching candidates.	84%	87%
... <i>made it easier to learn about how to become a teacher in Illinois.</i>	73%	72%
... made it easier to learn about how to access state funds to make licensure more affordable.	78%	75%

Note: **Bolded items** had a larger than 10% difference and were included in the main body of the paper. *Italicized items* had a less than 2% difference and were included in the main body of the paper.

Appendix B: Breakdown of Response Rates by Characteristic

Table 6: Breakdown of Districts with Chronic Educator Shortages Who Responded to the IARSS Educator Shortage Survey for SY23 by District, Student and Teacher Characteristics

Label	Description	Total in IL	Total # of Chronic Districts	# of Chronic Districts Responded	% of Chronic Districts Responded
ALL	All survey respondents	861		637*	74%*
Chronic	All survey respondents with chronically severe shortages		103	68	66%
Unit	Unit districts with chronically severe shortages	379	61	39	64%
Rural	Rural (NCES defined locale) districts with chronically severe shortages	315	51	39	76%
Small	Small (less than 1,500 students) districts with chronically severe shortages	598	85	63	74%
Tier1&2	Districts in EBF Tier 1 or 2 with chronically severe shortages	626	82	53	64%
High Poverty	Districts with 75% or more students on free or reduced lunch and chronically severe shortages	78	25	12	48%
Mostly Not White	Districts with less than 25% students who identify as white and chronically severe shortages	98	31	15	48%
High IEP	Districts with 18% or more students with special needs and chronically severe shortages	290	45	30	67%
High Novice	Districts with 15% or more novice teachers and chronically severe shortages.	71	20	13	65%
Low Salary	Districts with average teacher salary less than \$45,000 and chronically severe shortages	81	27	19	70%

*This is the number and percentage of ALL districts who responded to the FY22 IARSS Ed Shortage Survey.