



ILLINOIS EDUCATOR SHORTAGE CRISIS 2018



Southern Illinois University System
ONE SYSTEM | MANY LOCATIONS | STATEWIDE IMPACT



GOSHEN EDUCATION
CONSULTING

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Contents

Contents	2
Executive Summary	3
Overall Findings	6
Policy Implications	14
Responding District Demographics	18
Differences by District Type	20
Differences by Illinois Region	26
Differences Between 2017 and 2018 Surveys	32
Demographic Relationships	36
Survey Method and Analysis	43

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Executive Summary

“Subs are being used in long term capacities to cover full time positions - teacher shortage creates trickle-down effect for sub shortage.”

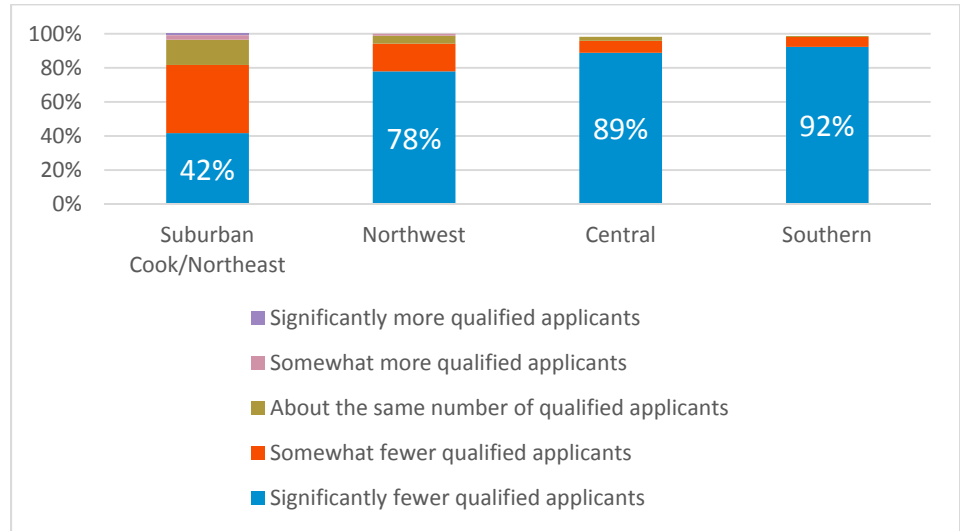
- Superintendent

This survey by the Illinois Association of Regional Superintendents of Schools provides longitudinal data that demonstrate teacher shortages (in-service and substitute) are continuing to increase in severity.

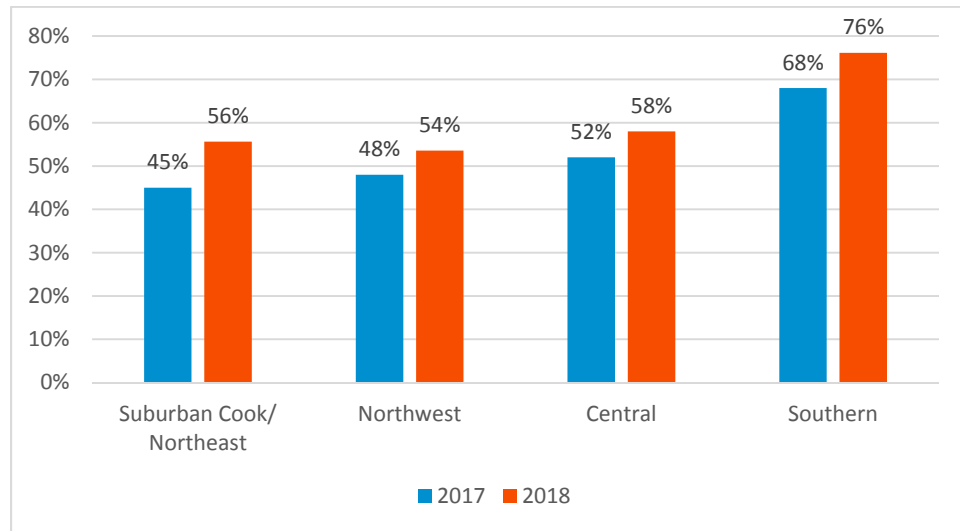
Superintendents in 85% of the districts surveyed believed that they have either a major or a minor problem with teacher shortages, which is up from 78% from the 2017 survey. Substitute teacher shortages continue to be a particular concern for superintendents. About 5 in 8 (63%) indicated that they have a “serious problem” with substitute teacher shortages, while only 3% indicated that they have “no problems” with substitute teacher shortages. Among the 527 responding districts (61%), superintendents reported that 20% of all positions (1,032) listed for fall 2018 remained unfilled or filled by an unqualified professional. This resulted in 225 classes being cancelled.

The Illinois Association of Regional Superintendents of Schools, in collaboration with universities and educational stakeholders, believe we can analyze existing data sets to better inform Illinois policy and practice. Three key policy recommendations are presented. First, to alleviate the substitute teacher shortage, the process of substitute teacher licensing should be “less bureaucratic” and streamlined, especially for retired educators serving in a district of prior employment. Second, Illinois needs to expand programs for developing new teachers including support for Grow Your Own Teacher and Administrator initiatives throughout all of Illinois. Finally, by using existing data and collecting gap data we will have the ability for more confident predictions on shortages long term and identify, by district, the challenges and viable solutions for educator shortages.

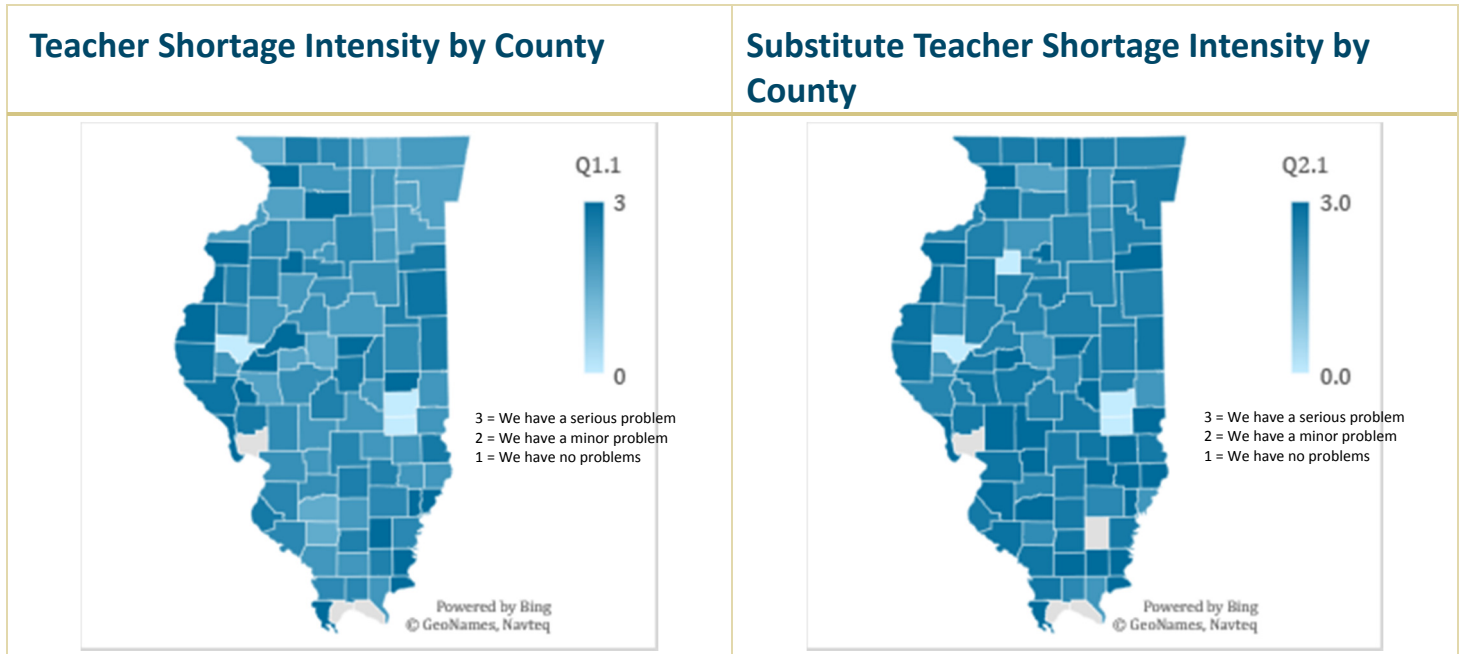
Teacher candidate qualifications compared with 5 years ago by region



We have a serious problem with substitute teacher shortages.



EXECUTIVE SUMMARY



Educator Shortage Word Cloud



Note: The word cloud demonstrates educator shortage positions. The larger text represents greater shortage.



Overall Findings

2017 - 78% of Superintendents believe they have a problem with teacher shortages

Summary

Superintendents in 85% of the districts surveyed believed that they have either a major or a minor problem with teacher shortages, which is up from 78% from the 2017 survey. When asked about teachers shortages for Academic Years 2019-2020 (AY2020) and 2020-2021 (AY2021), 93% believe that this will remain either a minor or major issue. Further, 79% believe that they have received significantly fewer applicants than five years ago, which also is up from 65 from the 2017 survey. Among the 61% of responding districts, districts have had to cancel 225 courses and convert 201 to online instruction due to shortages. The problems appear most pronounced for school psychologists and social workers.

2018 - 85% of Superintendents believe they have a problem with teacher shortages

Substitute teacher shortages continue to be a particular concern for superintendents. About 5 in 8 (63%) indicated that they have a “serious problem” with substitute teacher shortages, while only 3% indicated that they have “no problems” with substitute teacher shortages. About the same percentage of superintendents (62%) believe that the availability of substitute teachers is “significantly worse” than in previous years, which is up from 54% on the 2017 survey. Substitute teacher shortages are predicted to get worse with 70% believing the shortages will be a serious problem in AY2020 and AY2021.

Administrators reported a normal practice (64%) of pulling existing teachers from their class preparation time to cover for teacher absences. It was also common (40%) to redistribute students to other classrooms.

Few districts indicated either a minor or a serious problem with administrator shortages. About 68% of districts believe the administrator situation is either the same or better than it was five years ago. This is consistent with the 2017 results with 70% reporting the administrator situation was the same or better.



32% of superintendents believe teacher shortages are a major problem

Teacher Shortage Findings

1.1. Which of the following best describes your district's current situation concerning teacher shortages?

Response	Percentage	N
We have a serious problem with teacher shortages.	32%	168
We have a minor problem with teacher shortages.	53%	276
We have no problems with teacher shortages.	15%	79
TOTAL	100%	523

Note: Highlighted text indicate the most frequent response.

1.2. Overall, how many applicants were qualified for the open positions in your district in comparison to five years ago (or as recent to five years ago as you are able to judge.)

Response	Percentage	N
Significantly fewer qualified applicants	79%	410
Somewhat fewer qualified applicants	16%	81
About the same number of qualified applicants	5%	26
Somewhat more qualified applicants	1%	4
Significantly more qualified applicants	0%	1
TOTAL	100%	522

Note: Highlighted text indicate the most frequent response.

1.3. Looking at Academic Years 2020 and 2021, which of the following best describes your district's future situation concerning teacher shortages?

Response	Percentage	N
We will have a serious problem with teacher shortages.	51%	265
We will have a minor problem with teacher shortages.	42%	220
We will have no problems with teacher shortages.	7%	37
TOTAL	100%	522

Note: Highlighted text indicate the most frequent response.

225 classes were cancelled due to teacher shortages

1.4. Have you had to cancel classes or programs due to shortages of qualified applicants? If so, how many?

Response	Percentage	N	Number Canceled
No	81%	419	0
Yes	19%	99	225
Total	100%	518	225

1.5. Have you had to convert classes to online instruction because you lacked a qualified teacher for the subject? If so how many?

Response	Percentage	N	Number Converted
NO	83%	431	0
YES	17%	86	201
TOTAL	100%	517	201

1.6. Identify all the current strategies used by the district to attract certified teachers.

Response	Percentage	N
Actively recruit new graduates from local university	80%	423
Signing bonuses	8%	41
Hire replacement teacher BEFORE retiring teacher actually retires	47%	249
Pay tuition for para-professionals who wish to be certified and return to district	9%	45
Increase base salary for starting teachers	47%	246
Increase benefit package for starting teachers	13%	66

OVERALL FINDINGS



20% of positions (1,032) remain unfilled or filled by an unqualified professional

1.5. Indicate the status of your teacher hires using the following categories.¹
(Table is sorted by the highest number of positions that remain unfilled.)

	Total Openings	# Staffed by Substitute, Unqualified or Not Filled	% Staffed by Substitute, Unqualified or Not Filled
School Psychologists	150	73.5	49%
Library/Media Specialist	80	28.5	36%
Foreign Language	153	53	35%
Blind or Deaf	36	12.4	34%
Bilingual Education	224	77	34%
Social Worker	222	75	34%
School Nurse	125	35	28%
Driver Education	50	13.5	27%
Speech and Language Pathologist	158	40	25%
Computer Science	52	13	25%
Career & Technical Education	272.2	67	25%
Special Education (Pre K-12)	871.2	198	23%
School Counselor	104.8	22	21%
Health	62.2	13	21%
Early Childhood	175	35	20%
Art	128.8	25.5	20%
Other	123	24	20%
English as a Second Language	125.5	23	18%
Science	220.1	39	18%
Mathematics	309.6	49	16%
Physical Education	224.7	30	13%
Music	139.2	18.5	13%
Reading	54	7	13%
English/Language Arts	264.5	20	8%
Social Science	134.8	8	6%
Elementary General Education	761	32	4%
TOTAL	5,220.6	1,031.9	20%

¹ Calculation for this table is further discussed in the Survey Method and Analysis Chapter



97% of districts believe they either have a minor or serious problem with substitute teacher shortages

Substitute Teacher Shortage Findings

2.1. Which of the following best describes your district's current situation concerning substitute teacher shortages?

Response	Percentage	N
We have a serious problem with substitute teacher shortages.	63%	325
We have a minor problem with substitute teacher shortages.	34%	176
We have no problems with substitute teacher shortages.	3%	13
TOTAL	100%	514

Note: Highlighted text indicate the most frequent response.

2.2. How does substitute teacher availability compare to five years ago (or as recent to five years ago as you are able to judge)?

Response	Percentage	N
Significantly worse	62%	320
Somewhat worse	30%	155
About the same	8%	41
Somewhat better	1%	3
Significantly better	0%	0
TOTAL	100%	519

Note: Highlighted text indicate the most frequent response.

2.3. Looking at Academic Years 2020 and 2021, which of the following best describes your district's future situation concerning substitute teacher shortages?

Response	Percentage	N
We will have a serious problem with substitute teacher shortages.	70%	363
We will have a minor problem with substitute teacher shortages.	28%	147
We will have no problems with substitute teacher shortages.	2%	8
TOTAL	100%	518

Note: Highlighted text indicate the most frequent response.



2.3. In which of the following ways has your district acted in response to substitute teacher needs? (Please select all that apply.)

Response	Percentage	N
Hiring full time substitute teachers who are always on call	14%	96
Providing incentives to discourage the use of sick days	20%	143
Requiring administrators to teach in place of an absent teacher	33%	230
Using an existing teacher who would otherwise have class preparation time	64%	450
Redistributing students to other classrooms	40%	282
Converting classes to study hall periods	13%	93
We have no problems with substitute teacher shortages.	2%	12
TOTAL NUMBER OF RESPONSES		1,306

Note: **Highlighted** text indicate the most frequent response.



Only 5% of districts reported a serious problem with administrator shortages

Administrator Shortage Findings

3.1. Which of the following best describes your district's current situation concerning administrator shortages?

Response	Percentage	N
We have a serious problem with administrator shortages.	5%	27
We have a minor problem with administrator shortages.	26%	135
We have no problems with administrator shortages.	68%	351
TOTAL	100%	513

Note: Highlighted text indicate the most frequent response.

3.2. Indicate the status of your administrative hires using the following categories.

	Total Openings	Qualified Professional Hires	Less than qualified professional hires	Interim hire	Unfilled Positions
Superintendent	49	41	0	7	8%
Assistant Superintendent	22	11	0	0	5%
Chief School Business Officer	16	14	1	0	6%
Director of Special Education	29	22	2	2	10%
Director of Technology	21	14	2	2	10%
District Content Specialists (e.g., Math)	34	26	1	3	12%
Principal	118	111	1	2	2%
Assistant Principal	112.5	101.5	2	1	3%
Other	33	29	0	1	6%
TOTAL	434.5	369.5	9	18	22



3.3. In which of the following ways has your district acted in response to administrative needs? (Please select all that apply.)

Response	Percent	n
Hiring a Dean of Students in place of a principal/assistant principal (who does not have proper qualifications to be a principal)	10%	56
Discontinuing a position	6%	35
Combining administrative roles	30%	161
Hiring a head or lead teacher to assume some administrative responsibilities	8%	46
We have no problems with administrator shortages	45%	246
Total Number of Responses		544

Note: Highlighted text indicate the most frequent response.

3.2. How does administrator availability compare to five years ago (or as recent to five years ago as you are able to judge)?

Response	Percentage	N
Significantly worse	10%	51
Somewhat worse	23%	118
About the same	63%	325
Somewhat better	3%	13
Significantly better	2%	9
TOTAL	100%	516

Note: Highlighted text indicate the most frequent response.



Policy Implications²

This survey provides longitudinal data that demonstrates the shortage is continuing to increase in severity.

The General Assembly of Illinois' has demonstrated notable commitment to addressing ongoing educational issues. The Legislature's focus on the educator shortage has been no exception. As Illinois policy-makers have made clear, simply throwing money at an issue will not solve problems unless we know the root causes of the expanding issue and use research-driven practices to guide policy and practice in the most economical and efficient means.

Illinois' education stakeholders share a common mission to address the shortage crisis but what remains murky is how to best fix the shortage. This survey by the Illinois Association of Regional Superintendents of Schools provides longitudinal data that demonstrates the shortage is continuing to increase in severity. The following recommendations focus on a proactive and unified effort for more accurate projections for the next decade, identify current causes for the decline in the recruitment and retention of educators *specific* to Illinois, and to begin to identify policy and practices that result in the most impactful returns on state investments in education.

Causation of the Shortage

There is no shortage of national data identifying potential causes of the educator shortage. Unfortunately, national studies often results in over generalizations about the causes of the problem and subsequent solutions. The unique challenges facing Illinois are specific to the conditions in Illinois and we lack comprehensive empirical evidence about the individuals choosing not to teach in Illinois or choosing to leave Illinois. The National Center for Educational Statistics has implemented questionnaires that collects descriptive data used for national trend analysis. Illinois needs to consistently implement similar data collections from students in education preparation programs, new educators, and existing educators with changes in district employment. Illinois needs to identify why

² Policy Implications were written by the IARSS Educator Shortage Committee



teacher candidates do not enter the profession in Illinois, why current educators stay in Illinois, and educators leave Illinois. With these data, policy makers, state agencies and schools may respond to causal factors of the shortage specific to Illinois.

The Illinois Association of Regional Superintendents, in collaboration with universities and educational stakeholders, believe we can quickly thread the multitude of data sets collected by a variety of organizations into a comprehensive system that will provide interactive and current data to better inform Illinois policy and practice. By using existing data and collecting gap data we will have the ability for more confident predictions on shortages long term and identify, by district, the challenges and viable solutions for educator shortages.

Substitute Teacher Shortage

The Illinois legislature has responded swiftly to the shortage of substitute teachers increasing the opportunity for individuals to qualify for substitute licensing. However, the shortage has progressed and more needs to be done to determine the core causes of the shortage. Based on qualitative responses from both schools and substitute teachers throughout Illinois, we believe the process of substitute teacher licensing should be "less bureaucratic" and streamlined, especially for retired educators serving in a district of prior employment. Regional Offices of Education and Intermediate Service Centers maintain staff that continue to support the application and renewal of licensure for educators. These local education agencies remain poised to reduce the complications and timeliness of licensure if given the ability to fully process these licenses locally.

The work of a substitute teacher is critical for our schools but is a challenging profession without supports. Left without support the work feels undervalued and isolating leaving the work less desirable than other similar paying work. Regionally, substitutes should be invited and welcomed to the profession through consistent support that includes ongoing professional development and collaboration with colleagues and experts.

Substitute teacher licensing should be "less bureaucratic" and streamlined



Developing and Retaining Teachers

Illinois needs to expand programs for developing new teachers beginning with students at the secondary level and further address alternative and licensure to bring field professionals into the classroom. Grow Your Own Teacher and Administrator initiatives should be supported throughout all of Illinois. Illinois has provided opportunity for individuals to enter the profession but it does not assure participation unless these individuals are sought out.

The retention of these teachers through formal induction and mentoring has been significant for both the quality and quantity of individuals staying in the profession. This is one of the single most impactful means to enhancing retention and improving performance as we learned in the early 2000s when Illinois provided state-wide implementation for all new teachers.

For the first time since its inception 50 years ago, the respected annual PDK Poll of the Public's Attitudes Toward the Public Schools showed that the majority of parents (54%) would not support their child becoming a teacher. In contrast, the 2009 poll showed 70% of parents said they would support their child choosing this career path. The field of education continues to lose prestige as respondents noted "low social respect, and physically exhausting", "underappreciated", "emotional toll of investing in individual students" and describing it as a "thankless job".

Illinois policy must elevate the field of education to reflect the commitment, responsibility and professionalism of educators. One simple and cost savings means of rebuilding a climate of trust and respect for teaching is to improve the relevance of educators' licensure renewal. The current system of licensure renewal is based on overly complicated requirements and processes that may be simplified, streamlined and increase accountability without compromising the integrity of adult learning for professionals. Illinois must focus on professional development requirements and processes that improve teacher quality rather than licensure renewal compliance by first focusing an educator professional learning rather than professional development providers. Educators currently maintain educational growth records for performance evaluations that does not necessarily coincide with licensure renewal processes. By connecting the

Parent support for their children becoming a teacher slipped from 70% in 2009 to 46% in 2018.



professional growth of educators, adult learning principals and the licensure renewal processes, educators may focus more on improvement rather than compliance. This minor shift has the potential of improving perceptions of educator professionalism, the relevance of professional learning, the ability to enhance educator quality, increased time in the classroom and significant cost savings for educators, schools, and the state.



Responding District Demographics

Among the 858 districts who received a survey, 527 responded for a 61% response rate. This was almost exactly the same response rate from 2017 when 528 districts responded. This report only considers public school districts. There were an additional 75 responses from special education cooperative districts, vocational districts, or alternative school districts; these data will be considered in a different report.

Response rates were robust among the districts from the Northwest (76%), Central (78%), and Southern (76%) regions. There was a markedly smaller response rate from the Suburban Cook/ Northeast with a 36% response rate. Unit school districts had the highest response rate with 76% responding.

Responding Districts by District Type

	District Type ³			Total
	Elementary	High School	Unit	Total
n	188	44	295	527
N	368	97	386	858
%	51%	45%	76%	61%

Note: The table includes the (n) - Number responding, the (N) - Total Number of districts, and the (%) - Percentage of districts responding.

³ District types were identified using the National Center for Education Statistics' Common Core of Data for Local Education Agencies Universe Survey Data, 2016-2017.

Responding Districts by Illinois Region



	Region				Total
	Suburban Cook/ Northeast	Northwest	Central	Southern	Total
n	115	86	170	156	527
N	321	113	218	206	858
%	36%	76%	78%	76%	61%

Note: The table includes the (n) - Number responding, the (N) - Total Number of districts, and the (%) - Percentage of districts responding.



86% of Unit School districts reported receiving significantly fewer qualified teacher applicants in comparison to 5 years ago

Differences by District Type

Summary

Teacher shortages appeared to be about the same across the unit types. However, Unit school districts reported higher concern about the quality of their teacher applicants in comparison with 5 years ago. While substitute teacher shortages are a real issue, only 32% of High School districts reported this as a serious problem.

Findings

1.1. Which of the following best describes your district's current situation concerning teacher shortages?

Response	Elementary	High School	Unit
We have a serious problem with teacher shortages.	20%	16%	43%
We have a minor problem with teacher shortages.	55%	59%	50%
We have no problems with teacher shortages.	25%	25%	7%
TOTAL	100%	100%	100%

Note: Highlighted text indicate the most frequent response by district type.



1.2. Overall, how many applicants were qualified for the open positions in your district in comparison to five years ago (or as recent to five years ago as you are able to judge)?

Response	Elementary	High School	Unit
Significantly fewer qualified candidates	68%	64%	86%
Somewhat fewer qualified candidates	23%	20%	10%
About the same number of qualified candidates	7%	16%	2%
Somewhat more qualified candidates	2%	0%	0%
Significantly more qualified candidates	1%	0%	0%
TOTAL	100%	100%	100%

Note: Highlighted text indicate the most frequent response by district type.

1.3. Looking at Academic Years 2020 and 2021, which of the following best describes your district's future situation concerning teacher shortages?

Response	Elementary	High School	Unit
We will have a serious problem with teacher shortages.	30%	30%	67%
We will have a minor problem with teacher shortages.	57%	55%	31%
We will have no problems with teacher shortages.	13%	16%	2%
TOTAL	100%	100%	100%

Note: Highlighted text indicate the most frequent response.



1.4. Have you had to cancel classes or programs due to shortages of qualified applicants? If so, how many?

	Elementary	High	Unit
% Indicating Yes	13%	14%	24%
Number of Classes	35	36	154

1.4. Have you had to convert classes to online instruction because you lacked a qualified teacher for the subject? If so how many?

	Elementary	High	Unit
% Indicating Yes	0%	16%	27%
Number of Classes	0	12	189

Substitute Teacher Shortage Findings

2.1. Which of the following best describes your district's current situation concerning substitute teacher shortages?

Response	Elementary	High	Unit
We have a serious problem with substitute teacher shortages.	62%	32%	66%
We have a minor problem with substitute teacher shortages.	34%	55%	30%
We have no problems with substitute teacher shortages.	3%	11%	1%
TOTAL	100%	100%	100%

Note: Highlighted text indicate the most frequent response by district type.



2.2. How does substitute teacher availability compare to five years ago (or as recent to five years ago as you are able to judge)?

Response	Elementary	High School	Unit
Significantly worse	63%	39%	64%
Somewhat worse	29%	39%	29%
About the same	7%	23%	6%
Somewhat better	1%	0%	1%
Significantly better	0%	0%	0%
TOTAL	100%	100%	100%

Note: Highlighted text indicate the most frequent response by district type.

2.3. Looking at Academic Years 2020 and 2021, which of the following best describes your district's future situation concerning substitute teacher shortages?

Response	Elementary	High School	Unit
We will have a serious problem with substitute teacher shortages.	67%	39%	76%
We will have a minor problem with substitute teacher shortages.	30%	55%	23%
We will have no problems with substitute teacher shortages.	2%	7%	1%
TOTAL	100%	100%	100%

Note: Highlighted text indicate the most frequent response.



3.1. Which of the following best describes your district's current situation concerning administrator shortages?

Response	Elementary	High School	Unit
We have a serious problem with administrator shortages.	5%	2%	6%
We have a minor problem with administrator shortages.	14%	25%	33%
We have no problems with administrator shortages.	79%	70%	58%
Answer left blank	2%	2%	3%
TOTAL	100%	100%	100%

Note: Highlighted text indicate the most frequent response by district type.

3.2. How does administrator availability compare to five years ago (or as recent to five years ago as you are able to judge)?

Response	Elementary	High School	Unit
Significantly worse	7%	7%	12%
Somewhat worse	18%	16%	26%
About the same	66%	75%	57%
Somewhat better	4%	0%	2%
Significantly better	3%	0%	1%
Answer left blank	2%	2%	2%
TOTAL	100%	100%	100%

Note: Highlighted text indicate the most frequent response by district type.



3.3. Looking at Academic Years 2020 and 2021, which of the following best describes your district's future situation concerning administrator shortages?

Response	Elementary	High School	Unit
We will have a serious problem with administrator shortages.	10%	2%	14%
We will have a minor problem with administrator shortages.	29%	36%	40%
We will have no problems with administrator shortages.	59%	59%	45%
TOTAL	100%	100%	100%

Note: Highlighted text indicate the most frequent response.



Differences by Illinois Region

Summary

Most districts in all parts of the state currently think they have a minor problem with teacher shortages. However, the districts in the Northwest, Central and Southern regions believe they are receiving fewer qualified applicants. In the future, a majority of school districts believe the shortages will become serious. Districts in the Southern region particularly believe this with 76% reporting that this will become a serious issue for AY2020 and AY2021.

Substitute shortages are most pronounced in the Southern region with 76% of Southern districts reporting they have a serious problem with substitute teacher shortages, 79% believe that the problem is significantly worse than five years ago and 81% believe it will be a serious problem in AY2020 and AY2021.

There were no alarming findings for administrator shortages. However, about 15% of the districts in the Central and Southern areas believe that this will become a serious problem in AY2020 and AY2021.

Findings

1.1. Which of the following best describes your district's current situation concerning teacher shortages?

Response	Suburban Cook/Northeast	Northwest	Central	Southern
We have a serious problem with teacher shortages.	9%	37%	41%	37%
We have a minor problem with teacher shortages.	62%	49%	48%	54%
We have no problems with teacher shortages.	30%	14%	11%	10%
TOTAL	100%	100%	100%	100%

Note: Highlighted text indicate the most frequent response by Illinois region.

DIFFERENCES BY ILLINOIS REGION



1.2. Overall, how many applicants were qualified for the open positions in your district in comparison to five years ago (or as recent to five years ago as you are able to judge)?

Response	Suburban Cook/Northeast	Northwest	Central	Southern
Significantly fewer qualified applicants	42%	78%	90%	94%
Somewhat fewer qualified applicants	40%	16%	7%	6%
About the same number of qualified applicants	15%	5%	2%	1%
Somewhat more qualified applicants	3%	1%	0%	0%
Significantly more qualified applicants	1%	0%	0%	0%
TOTAL	100%	100%	100%	100%

Note: Highlighted text indicate the most frequent response by Illinois region.

1.3. Looking at Academic Years 2020 and 2021, which of the following best describes your district's future situation concerning teacher shortages?

Response	Suburban Cook/Northeast	Northwest	Central	Southern
We will have a serious problem with teacher shortages.	56%	54%	58%	76%
We will have a minor problem with teacher shortages.	42%	38%	36%	23%
We will have no problems with teacher shortages.	2%	7%	2%	1%
TOTAL	100%	100%	100%	100%

Note: Highlighted text indicate the most frequent response.

DIFFERENCES BY ILLINOIS REGION



1.4. Have you had to cancel classes or programs due to shortages of qualified applicants? If so, how many?

	Suburban Cook/Northeast	Northwest	Central	Southern
Yes	8%	16%	22%	25%
Number of Classes	11	23	114	77

1.5. Have you had to convert classes to online instruction because you lacked a qualified teacher for the subject? If so how many?

	Suburban Cook/Northeast	Northwest	Central	Southern
Yes	1%	16%	23%	22%
Number of Classes	1	38	98	64



Substitute Teacher Shortage Findings

2.1. Which of the following best describes your district's current situation concerning substitute teacher shortages?

Response	Suburban Cook/Northeast	Northwest	Central	Southern
We have a serious problem with substitute teacher shortages.	56%	54%	58%	76%
We have a minor problem with substitute teacher shortages.	42%	38%	36%	23%
We have no problems with substitute teacher shortages.	2%	7%	2%	1%
TOTAL	100%	100%	100%	100%

Note: Highlighted text indicate the most frequent response by Illinois region.

2.2. How does substitute teacher availability compare to five years ago (or as recent to five years ago as you are able to judge)?

Response	Suburban Cook/Northeast	Northwest	Central	Southern
Significantly worse	47%	51%	60%	79%
Somewhat worse	41%	33%	32%	17%
About the same	9%	14%	7%	5%
Somewhat better	2%	1%	0%	0%
Significantly better	0%	0%	0%	0%
TOTAL	100%	100%	100%	100%

Note: Highlighted text indicate the most frequent response by Illinois region.

DIFFERENCES BY ILLINOIS REGION



2.3. Looking at Academic Years 2020 and 2021, which of the following best describes your district's future situation concerning substitute teacher shortages?

Response	Suburban Cook/Northeast	Northwest	Central	Southern
We will have a serious problem with substitute teacher shortages.	60%	62%	70%	81%
We will have a minor problem with substitute teacher shortages.	37%	33%	28%	19%
We will have no problems with substitute teacher shortages.	1%	5%	1%	1%
TOTAL	60%	62%	70%	81%

Note: Highlighted text indicate the most frequent response.

3.1. Which of the following best describes your district's current situation concerning administrator shortages?

Response	Suburban Cook/Northeast	Northwest	Central	Southern
We have a serious problem with administrator shortages.	2%	5%	7%	6%
We have a minor problem with administrator shortages.	18%	19%	31%	30%
We have no problems with administrator shortages.	77%	77%	59%	64%
TOTAL	100%	100%	100%	100%

Note: Highlighted text indicate the most frequent response by Illinois region.

DIFFERENCES BY ILLINOIS REGION



3.2. How does administrator availability compare to five years ago (or as recent to five years ago as you are able to judge)?

Response	Suburban Cook/Northeast	Northwest	Central	Southern
Significantly worse	4%	7%	12%	13%
Somewhat worse	15%	19%	28%	24%
About the same	71%	67%	54%	60%
Somewhat better	3%	3%	2%	2%
Significantly better	3%	2%	2%	1%
Answer left blank	3%	1%	3%	1%
TOTAL	100%	100%	100%	100%

Note: Highlighted text indicate the most frequent response by Illinois region.

3.3. Looking at Academic Years 2020 and 2021, which of the following best describes your district's future situation concerning administrator shortages?

Response	Suburban Cook/Northeast	Northwest	Central	Southern
We will have a serious problem with administrator shortages.	4%	10%	16%	14%
We will have a minor problem with administrator shortages.	35%	28%	38%	38%
We will have no problems with administrator shortages.	57%	60%	44%	49%
TOTAL	100%	100%	100%	100%

Note: Highlighted text indicate the most frequent response.



Differences Between 2017 and 2018 Surveys

Summary

Superintendents from districts in the Northwest, Central, and Southern regions more frequently believed they had a “serious problem” with teacher shortages. For instance districts in Northwest Illinois went from 23% believing teacher shortages were a “serious problem” in 2017 to 37% in 2018. Districts in those same regions also were more likely in 2018 to believe that significantly fewer teacher applicants were qualified for the open positions in their districts in comparison to five years ago. Southern school districts had the most serious substitute shortages and believed that the issue was worse in 2018; 76% of districts in the Southern districts believed this was a serious problem compared to 68% in 2017. As reported earlier, superintendents do not generally have believe that they have administrator shortages. Figures 3.1 and 3.2 show a small increase in concern, but these percent changes are nominal compared with the changes seen with teachers and substitute teachers.

Findings

Figure 1.1: We have a serious problem with teacher shortages.

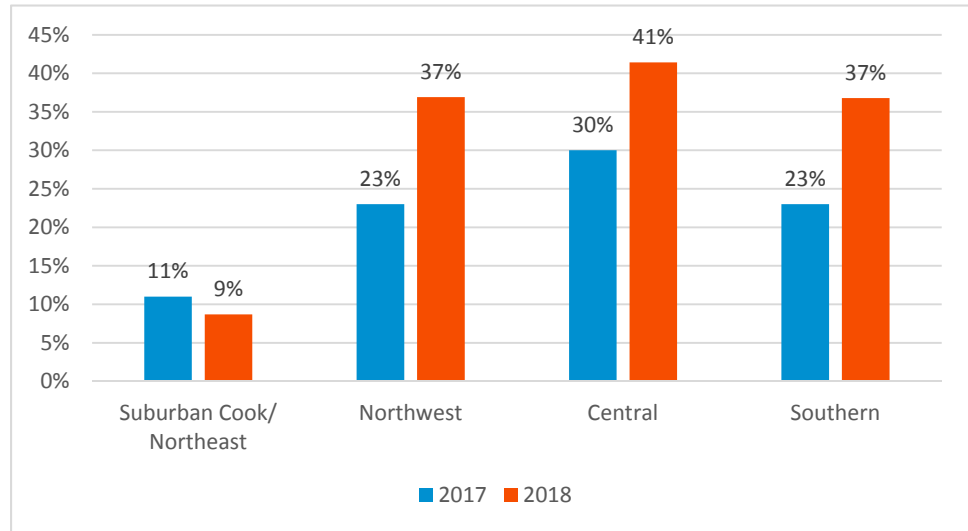
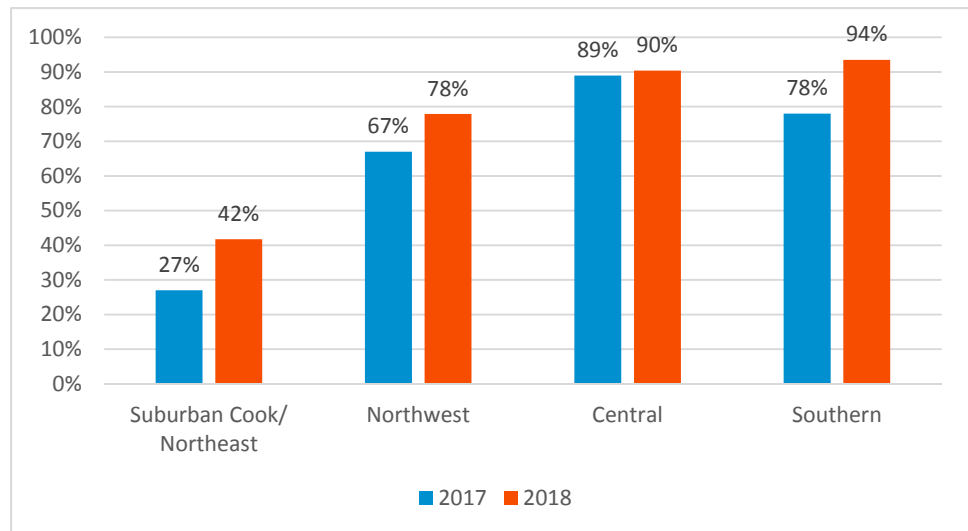


Figure 1.2. Significantly fewer teacher applicants were qualified for the open positions in the districts in comparison to five years ago.



DIFFERENCES BETWEEN 2017 AND 2018 SURVEYS



Figure 2.1. We have a serious problem with substitute teacher shortages.

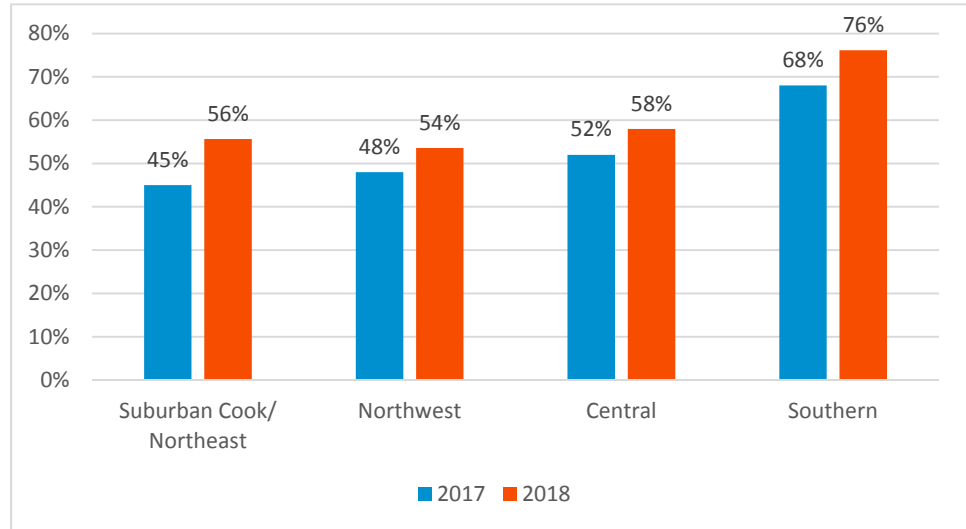
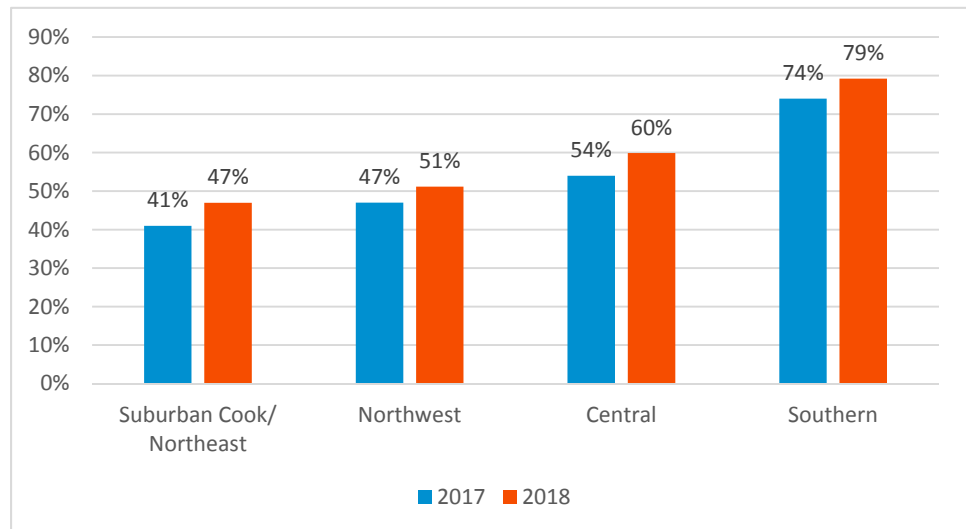


Figure 2.2. Substitute teacher availability is significantly worse compared to five years ago.



DIFFERENCES BETWEEN 2017 AND 2018 SURVEYS



Figure 3.1. We have a serious problem with administrator shortages.

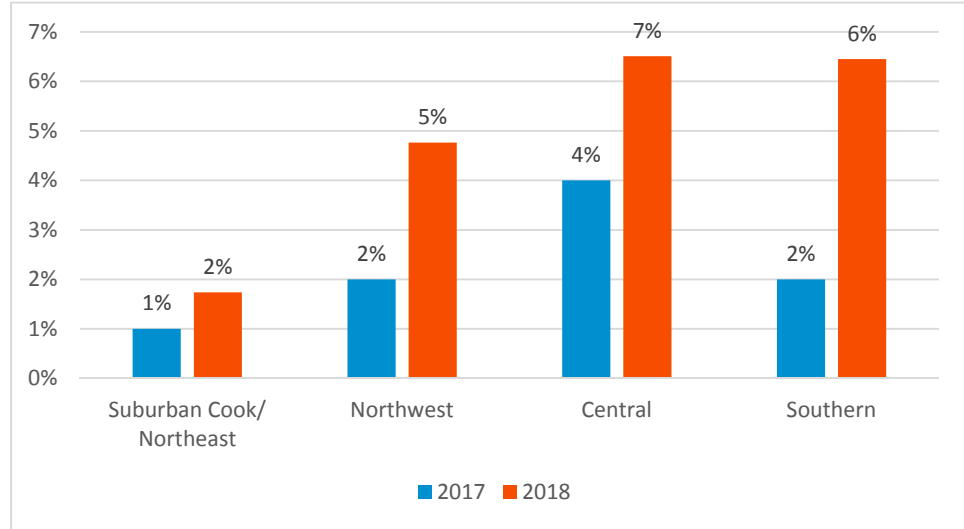
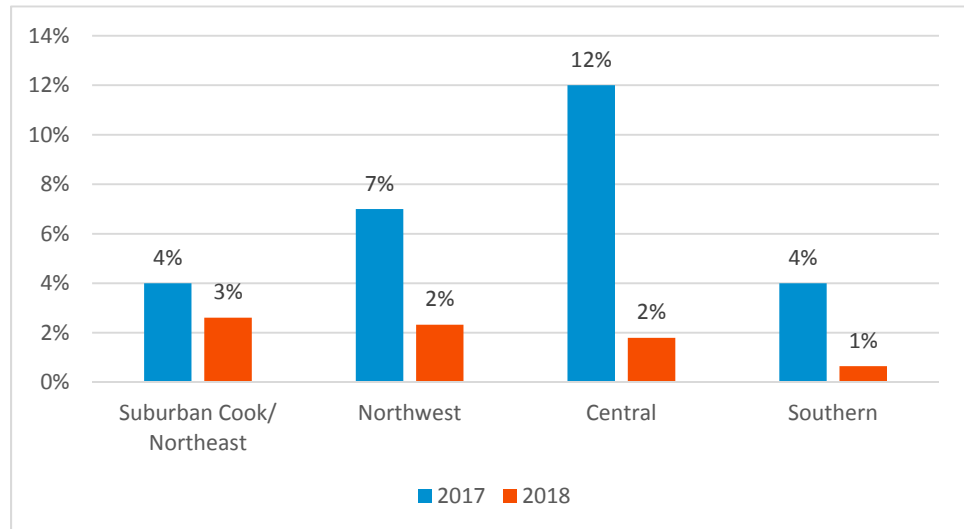


Figure 3.2. Administrator availability is significantly worse compared to five years ago.





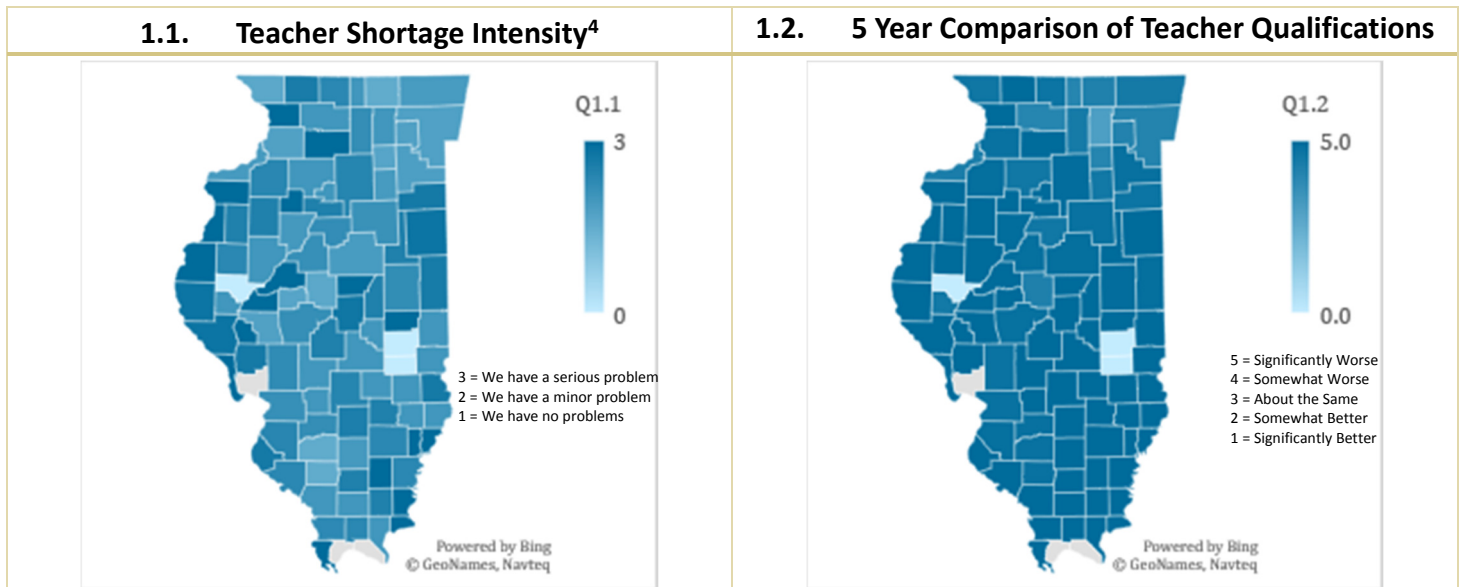
Demographic Relationships

Summary

The heat maps support previous findings that the intensity of teacher and substitute teacher shortages are particularly serious in Central and Southern Illinois districts. There are negative correlation relationships between the two teacher shortage variables and average teacher salary. This means that as salaries increase, teacher shortages become less of a concern for superintendents.

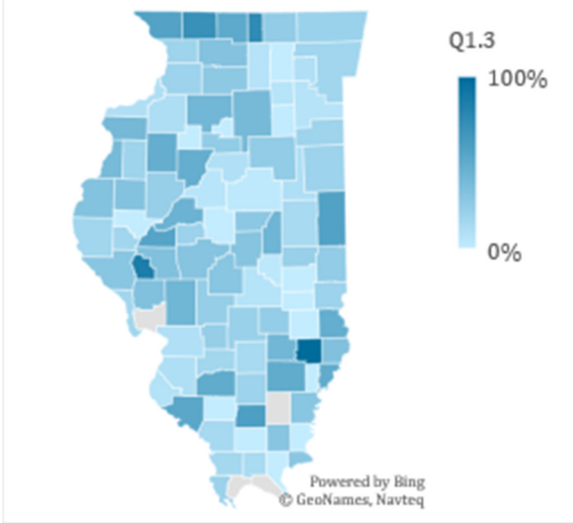
Infographic Heat Maps

The following are visual descriptions of the key findings.

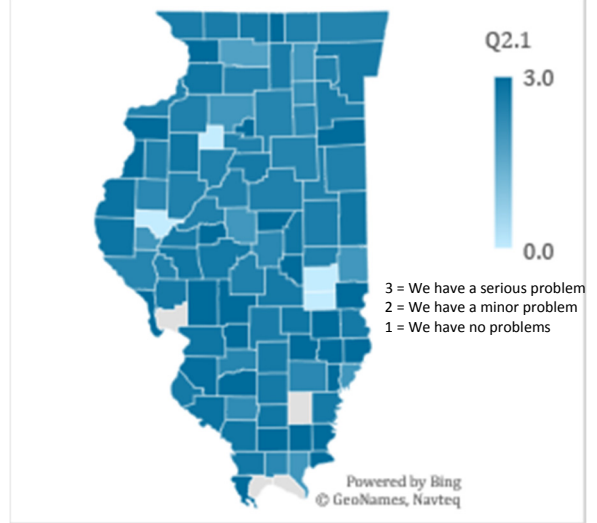


⁴ Note that responses to this scale were reversed for the purposes of visual demonstration.

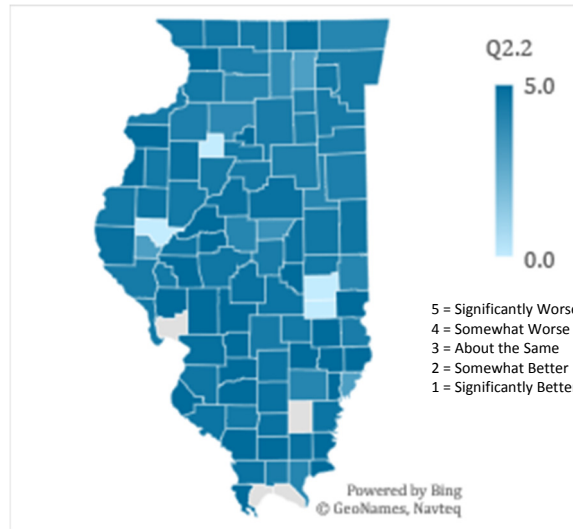
1.3. Percent of Unfilled Positions



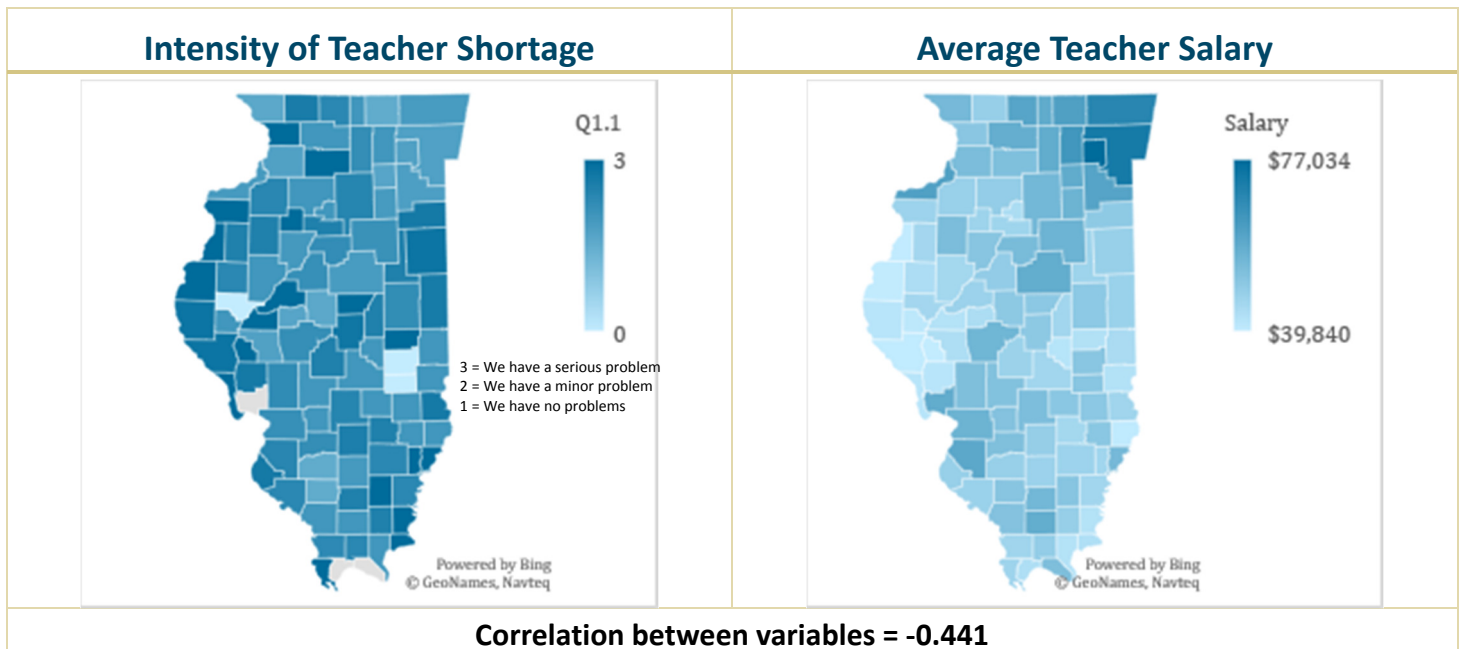
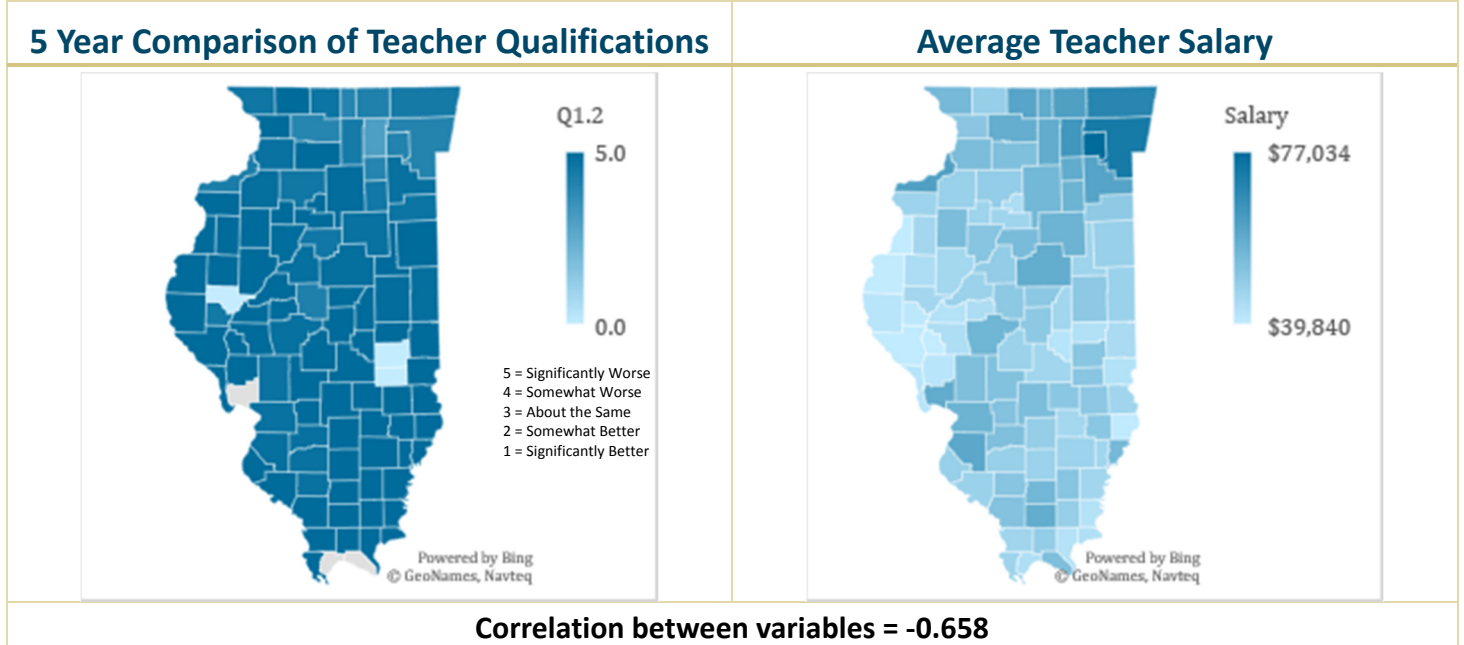
2.1. Substitute Teacher Shortage Intensity



2.2. Five Year Comparison of Substitute Teacher Availability



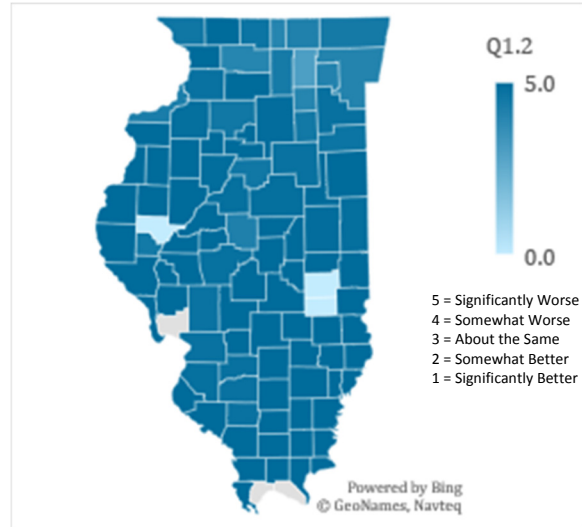
Correlated Findings



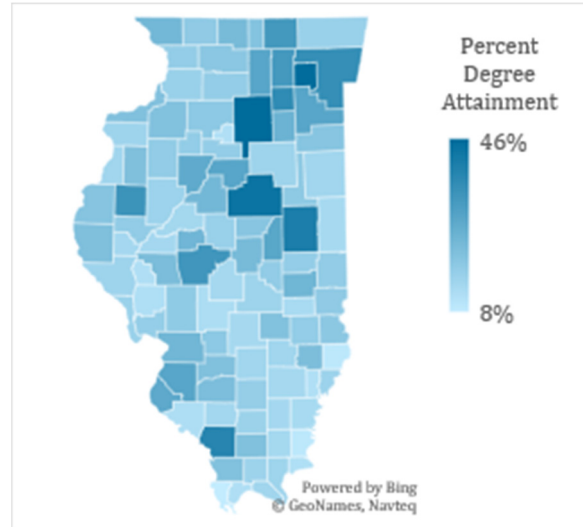
DEMOGRAPHIC RELATIONSHIPS



5 Year Comparison of Teacher Qualifications

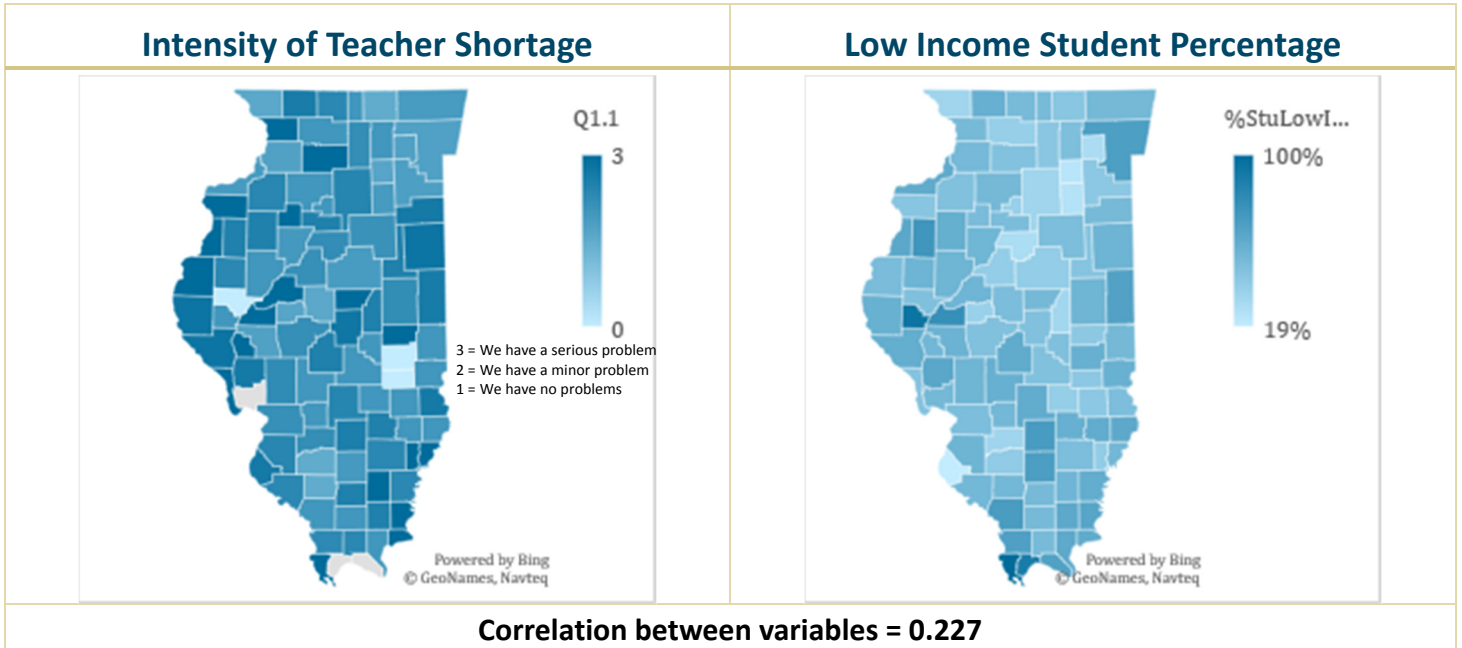


Adult College Degree Completion



Correlation between variables = **-0.386**

DEMOGRAPHIC RELATIONSHIPS

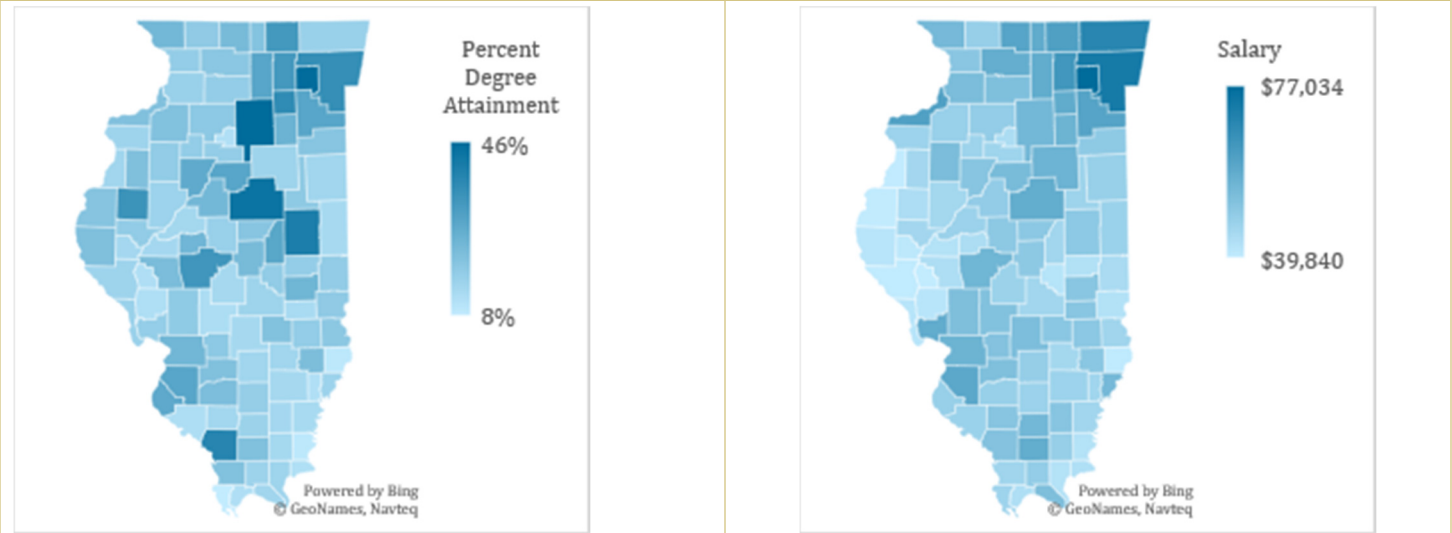


DEMOGRAPHIC RELATIONSHIPS



Adult College Degree Completion

Average Teacher Salary



Correlation between variables = .549

DEMOGRAPHIC RELATIONSHIPS



Correlation Table

	Average Teacher Salary	Adult College Degree Completion	Student Low Income Percent	1.1. Teacher Shortage Intensity	1.2. Qualified Teacher Applicants	1.4. Unfilled Positions	2.1. Substitute Shortage Intensity	2.2. Substitute Teacher Availability
Average Teacher Salary	X	x	x	x	x	x	x	x
Adult College Degree Completion	0.549	x	x	x	x	x	x	x
Student Low Income Percent	(0.294)	(0.414)	x	x	x	x	x	x
1.1. Teacher Shortage Intensity	(0.441)	(0.386)	0.227	x	x	x	x	x
1.2. Teacher Qualification Severity	(0.658)	(0.401)	0.205	0.460	x	x	x	x
1.4. Unfilled Positions	(0.143)	(0.199)	0.163	0.277	0.118	x	x	x
2.1. Substitute Shortage Intensity	(0.186)	(0.183)	0.099	0.220	0.402	0.122	x	x
2.2. Substitute Teacher Availability	(0.247)	(0.089)	(0.010)	0.039	0.467	0.020	0.672	x

Note: Highlighted statistics indicate likely areas for additional research among variables.



Survey Method and Analysis

Originally the Teacher Shortage Survey was developed by a committee from the Illinois Association of Regional Superintendents of Schools (IARSS) in 2017. The survey was updated with questions about future vacancies in 2018 to correspond to needs to supply data for the Grow Your Own project at Southern Illinois University. The survey was administered by Goshen Education Consulting, a neutral third-party education consulting practice, between August 30 and October 2, 2018.

The survey was downloaded into MS Excel and analyzed primarily using pivot tables for the purposes of identifying sub-group frequencies and descriptives. Further analysis concerned the use of existing data sources including data from the Census Bureau and the 2017-2018 Illinois State Board of Education Illinois Report Card dataset for all Illinois districts. The report also identified several correlations among many of the key variables of interest. The survey analysis scope did not permit a further, deeper look at the relationships among these variables. A multiple variate analysis is recommended and would likely identify contributing factors to teacher and substitute teacher shortages.

The survey instrument is available upon request. Please contact Dr. Matt Feldmann at 618-751-2807 or gosheneducation@gmail.com to request a copy of the instrument.