

# 2021 ILLINOIS EDUCATOR SHORTAGE SURVEY

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# 2021 ILLINOIS EDUCATOR SHORTAGE SURVEY

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# 2021 ILLINOIS EDUCATOR SHORTAGE SURVEY

## SURVEY TEAM

### IARSS Educator Shortage Committee

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## EXECUTIVE SUMMARY

This ongoing survey of school leaders statewide by the Illinois Association of Regional Superintendents of Schools (IARSS) and its educational and research partners shows *Illinois educator shortage is worse than ever.*

# 88%

of the school districts responding to the survey believed they have a teacher shortage problem. 663 districts responded to the survey representing 78% of the public schools in Illinois.

# 96%

of school districts surveyed believed they have a substitute teacher shortage problem.

# 2040

## OPEN POSITIONS

School districts reported **17%** of their open teacher positions were either unfilled or filled with someone less than qualified for the position.

# 412

CANCELED

# 385

ONLINE

412 classes were canceled and 385 were converted to online instruction because of teacher shortage issues in schools involved in the study.

*“Many of the positions that are unfilled this year were unfilled last year. Last year we were able to manage because we followed a hybrid model. This year with students in full time we have had to use uncertified staff as long-term subs to fill open classroom positions.”*

- WEST-CENTRAL ILLINOIS SUPERINTENDENT

# OTHER KEY FINDINGS

**61%** of districts reported an increase in the number of paraprofessionals they hired in response to the COVID-19 pandemic.

**77%** of districts reported the teacher shortage continues to get worse.

**33%** of teachers received licensure through an alternative in-state program.

**32%** of districts reported salary and benefits package negatively impact their ability to recruit administrators.

**90%** of districts reported the substitute shortage continues to get worse.

# POLICY RECOMMENDATIONS

1. Invest in all parts of the Educator pipeline.
2. Address affordability for aspiring Educators.
  - a. Support an increase in educators of color in Illinois by increasing funding for Minority Teachers of Illinois (MTI).
3. Expand Early Pathways into the Teaching Profession.
4. Prioritize strategies that support current educator labor market to prevent attrition.
  - a. Increase funding the New Teacher and New Principal Mentoring programs and make this an annual allocation through state appropriations.
  - b. Invest in school leaders, who play a pivotal role with school working conditions that impact teacher recruitment and retention.
    - i. Address the principal workload and working conditions in schools that are causing many leaders to leave their school and/or the profession.
    - ii. Re-envision the role of the school principal.
5. Consider short-term strategies for fixing the educator pipeline in the immediate future.
  - a. Advocate for state creation of a robust online teacher recruitment system.
  - b. The state should determine how to more tightly align its performance-based capstone assessment with its PERA teacher evaluation framework.

Strategies to enact these recommendations can be found on pages 9 - 13.

## OVERALL FINDINGS

*“This year has been a challenge. We have had to be creative with licensure to get our positions filled.”* - Northwest Illinois Superintendent

The latest IARSS study confirms; Illinois' educator shortage is more severe than previous years. Districts are struggling to fill positions at all levels.

Superintendents in **88%** of the districts surveyed believed they have a problem with teacher shortages. When asked about teacher shortages for AY23 and AY24, **93%** believed the shortages will remain an issue.

Superintendents from **77%** of the districts surveyed believed the teacher shortage is getting worse. A total of 412 courses in 19% of districts were canceled and 385 courses in 15% of districts were converted to online instruction because of shortages. Most pronounced shortages were with special education and school psychologists.

Substitute teacher shortages were widespread concerns, with **96%** reporting they were a problem. Superintendents in 90% of responding districts reported substitute teacher availability is getting worse. Substitute teacher shortages will be a problem in AY23 and AY24 for **95%** of responding school districts.

Shortages forced superintendents in **80%** of districts to pull teachers from their class preparation time to cover for teacher absences elsewhere in the school, to deal with the substitute teacher shortage. Administrators also frequently reported substituting themselves in classrooms and moving students to other classrooms.

Over a third (**36%**) of school districts reported a problem with administrator shortages. Schools' geographic location was most cited (38%) for negatively impacting administrator recruitment.

# OVERALL FINDINGS

*“IL just isn't producing enough teachers, so new teachers are of course going to go to the most affluent highest paying openings. Simple supply and demand.”*  
- West Central Illinois Superintendent

# 88%

of the school districts responding to the survey reported a teacher shortage problem.

### Most Severe Shortages


- |                   |                |              |
|-------------------|----------------|--------------|
| 95% West Central  | 92% Unit       | 89% Rural    |
| 91% East Central  | 84% Elementary | 88% Suburban |
| 88% Southwest     | 82% High       | 85% Urban    |
| 88% Southeast     |                |              |
| 87% Suburban Cook |                |              |
| 86% Northwest     |                |              |
| 79% Northeast     |                |              |

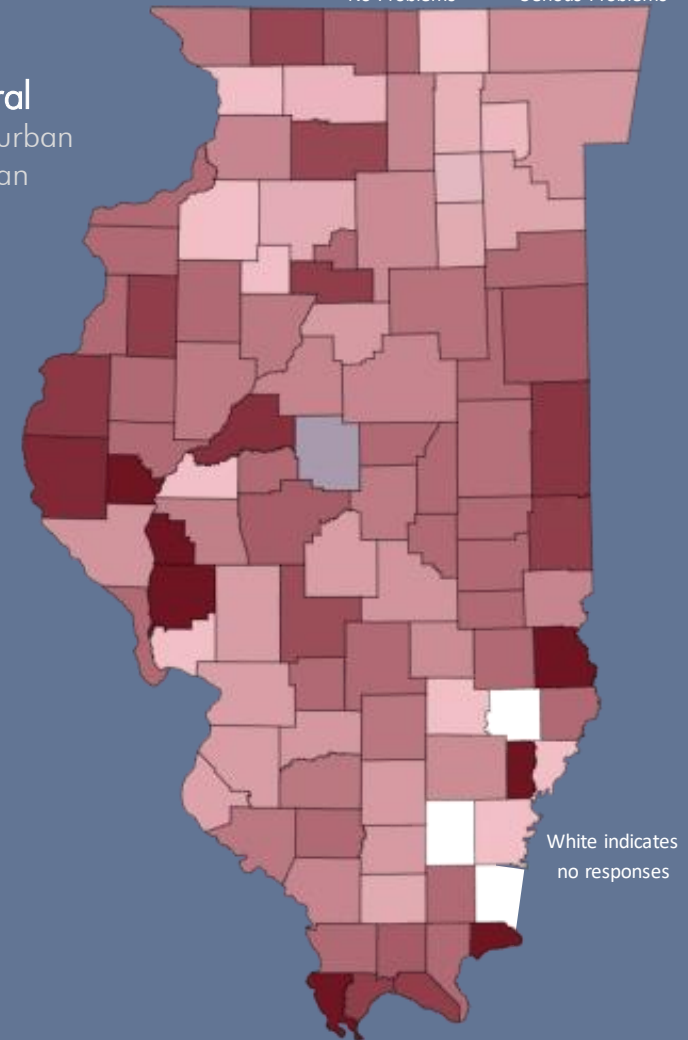
# 77%

of the school districts responding to the survey reported the teacher shortage is getting worse.

### Negatively Impacts Recruitment

- |                                  |
|----------------------------------|
| 52% Geographic Location          |
| 40% Salary & Benefits            |
| 33% Pension                      |
| 18% Community Atmosphere         |
| 18% School or District Resources |
| 6% Working Conditions            |

Severity of Teacher Shortage   
1.0 3.0 5.0  
No Problems Serious Problems





## OVERALL FINDINGS

*“Most of the substitutes that are working are not educators and have no background in teaching. This makes the learning process less effective.”*  
- Northeast Illinois Superintendent

Concerns related to the COVID-19 pandemic have made finding substitutes, paraprofessionals and other non-licensed staff extremely difficult.

**96%** of the responding school districts had a substitute teacher shortage problem. In response to the substitute shortage, **80%** of responding school districts reported using existing teachers during their prep time.

**90%** of the responding school districts believed that substitute teacher shortage is worse than in years past.

**55%** of the responding school districts decreased their demand for substitutes because of the COVID-19 pandemic.

# STRATEGIES TO ENACT CHANGE

1

## Invest in all parts of the educator pipeline

The state must invest in the entire educator pipeline in order to attract, develop, and maintain a strong and diverse teacher workforce.

Illinois' significant teacher shortage issues are the result of challenges throughout the pipeline, from educator recruitment and preparation to educator induction and retention. Too few candidates enroll in Illinois preparation opportunities/ programs. Enrollments have decreased by over 60% from 2008 to 2018, and the number of program completers has subsequently decreased (Title II data tools). Further, not all who complete programs become licensed, and of those who do go on to teach too few are retained from year to year (ISBE Supply and Demand). Teacher turnover issues have only grown more pronounced due to the global pandemic. In 2021, 49% of superintendents agreed that COVID-19 related to educator burnout increased overall teacher burnout (IARSS 2021).

The state should stabilize the Teachers Retirement System (TRS) through annual funding at actuarially required levels.

This can only boost confidence in the state's teacher corps and then, in turn, make the profession more attractive.

Fully fund EBF with an additional \$500M. RIGHT NOW more than 1/2 of districts are below 70% adequacy and this impacts working conditions.

"Teaching is the profession that begins all professions."

## 2

### Address Affordability

#### Support an increase in educators of color in Illinois by Increasing funding for Minority Teachers of Illinois (MTI).

Educator preparation is becoming increasingly unaffordable as tuition costs rise within Illinois' colleges and universities. The average cost of tuition is increasing much faster than the Consumer Price Index (CPI). The high cost of tuition and resulting student debt are a significant barrier to teacher candidates of color. The Minority Teachers of Illinois (MTI) scholarship invests in racially diverse candidates by providing scholarships to students of color enrolled in educator preparation programs. Pending an investment of at least \$2.85M, the maximum annual MTI amount will increase from \$5,000 per year to \$7,500 per year. MTI has awarded recipients \$5,000 per year since the program was first created in 1992, but tuition alone is now 2.2x as expensive at 4-year institutions as it was in 2005. This increase is needed to cover drastically higher tuition costs. The state must invest additional dollars into MTI. Doing so will increase the number of candidates of color in Illinois and, if \$4.2M is allocated, allow for an increase in the size of the grants afforded to candidates such that they meet the rising cost of tuition. Bilingual education is a high-need teacher shortage area that exacerbates equity problems. An investment of \$4.2M will allow MTI to target 30% of funding to financial support of bilingual teachers of color.

## 3

### Expand Early Pathways into the Teaching Profession

#### Effective teacher recruitment requires local solutions.

Because the median distance between schools that teachers attended and the schools they now work in is just 13 miles. That means connecting middle and high school students to early pathways networks including K-12 schools, community colleges, and educator preparation programs to provide seamless transitions from the classrooms where they learn to the classrooms where they'll teach.

#### Introduce students to the power of teaching and support degree completion.

Current programs like EdSystems' Scaling Education Pathways in Illinois, ISBE's Education Career Pathways Grant, and Educators Rising are introducing students to the power of teaching and providing access to dual-credit coursework to accelerate completion and decrease the cost of teaching degrees.

- a. We must increase funding for these programs to expand their impact.
- b. Create a one-stop grant shop to help districts identify funding opportunities.
- c. Ensure seamless transitions from community colleges to 4-year universities, and
- d. Encourage higher education institutions with teacher preparation programs to incentivize HS students to complete dual-credit coursework and an education pathway in HS such as the College and Career Pathway Endorsement by offering scholarships and early access to programming to participating students.
- e. Grow regional partnerships that connect K-12 and local higher education institutions that incentivize students to pursue education pathways and provide local employment opportunities.

## 4

### Prioritize Strategies that Support Current Educator Labor Markets to Prevent Attrition

49% of superintendents reported that COVID-19 related educator burnout has led to increased teacher turnover in their schools. We recommend that state and local school districts prioritize first actions and supports for retaining the existing workforce of teachers, leaders, and staff given increased stresses due to the global pandemic.

**Increase funding for New Teacher and New Principal Mentoring programs and make this an annual allocation through state appropriations.**

Using ESSER funding, ISBE allocated \$6.5 million in funding for New Teacher Mentoring and \$1.2 million in funding for New Principal Mentoring. We need to assure that this funding does not dissipate when federal funds go away. Instead, we advocate for annual appropriation at an increased amount that is enough to support all new teachers and principals with mentoring and induction supports for their first two years on the job.

**Invest in school leaders, who play a pivotal role with school working conditions that impact teacher recruitment and retention.**

Leadership is cited as the most important factor in teachers' decisions to stay in their school or in the profession. Correspondingly, research has found that improvements in school leadership were strongly related to reductions in teacher turnover. That is why investments in leadership development have been identified as one of the key strategies to addressing teacher shortages.

- a. Address the principal workload and working conditions in schools that are causing many leaders to leave their school and/or the profession.
- b. Re-envision the role of the school principal. A growing body of research has developed a new conceptualization of the principal role as an Organizational Leader of Instructional Improvement. This organizational structure of schools focuses the work of the principal on high-leverage activities that are consequential to changing practice and increase student learning, such as engaging teacher teams in instructional improvement efforts. In other words, effective principals establish conditions for instructional improvement. Instructional input and decision making is centered in the work of collaborative teacher teams. Through the ROE Lead Hubs, a model called LEADed has been implemented with over 140 rural, suburban and urban schools across the state that could serve as a model for building instructional capacity in schools that distributes instruction and brings teacher voice to the table in decision making. We know from research that when districts ensure that high quality educator feedback and evaluation systems are in place, teachers and administrators report evaluation improves instructional practice and improved student learning. When districts invest in systems that create collaborative teams with multiple trained evaluators, the principal job is more doable, and staff get more feedback and improve as a result.

## 5

### Consider Short-term Strategies for Filling the Educator Pipeline for the Immediate Future

#### Advocate for state creation of robust online teacher recruitment system.

Few high school and college students or potential career-changers know about the benefits of teaching as a career and state tuition and fee support available in Illinois. Nationally, data shows around 40% of college students have some interest in teaching yet in Fall 2020, just 5% of bachelor's degree candidates in Illinois were studying education (IBHE, 2020). In partnership with state agencies and Educator Pipeline Group convened by Advance Illinois, advocate for investments in a state infrastructure such as a unified portal, to increase awareness and simplify access to financial information and licensure information. North Carolina has seen much success with their robust portal for candidates and social media campaigns that targets teaching candidates.

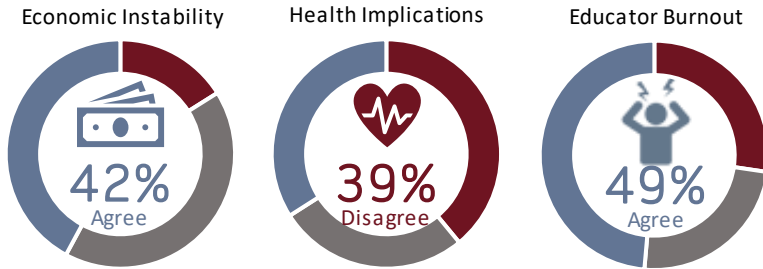
#### The state should determine how to more tightly align its performance-based capstone assessment with its PERA teacher evaluation framework.

The State currently has an accepted and tested model to evaluate educators throughout the State. We feel the current capstone evaluation system may be effective, however, it is not consistent with what is being used in the field. The current statewide educator evaluations system can easily be catered for pre-service teachers. The State should also continue to monitor educator preparation programs in Illinois. Due to COVID-19, the state has already removed the current capstone evaluation system requirement for the last two years.

# IMPACTS OF COVID

*“I predict teachers and admin leaving the profession early will continue to be on the rise due to the overwhelming stress of COVID.”* - Northwest Illinois Superintendent

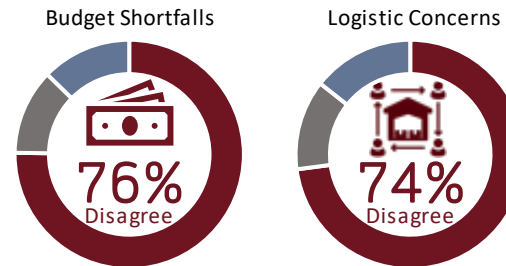
## The COVID-19 pandemic has led to INCREASED teacher turnover in my district.



Superintendents in **42%** of the districts surveyed **agreed** that economic instability and educator burnout caused by the COVID-19 pandemic have **INCREASED** teacher turnover in their district.

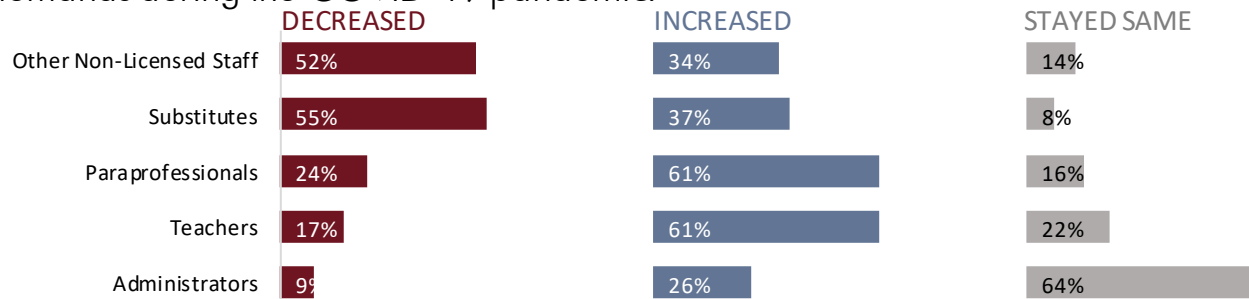
## The COVID-19 pandemic has led to a DECREASE in the number of educators employed in my district.

In the surveyed districts, **74%** of superintendents **disagreed** that the logistics concerns created by COVID-19 **DECREASED** the number of educators employed in their district.



## My district adjusted the number of educators employed to meet the demands of COVID-19.

The amount of substitutes and other non-licensed staff **decreased**, the amount of administrators **stayed the same**, and the amount of paraprofessionals and teachers **increased** to meet the educating demands during the COVID-19 pandemic.



# IMPACTS OF COVID

## Superintendent comments related to COVID-19 pandemic

Most superintendents' comments about COVID-19 were related to lack of available personnel. These were grouped under the "Attrition" category. 179 (27%) superintendents had additional comments about the impacts of COVID-19.

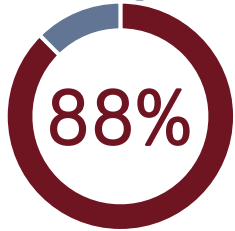
Category	N	%	Sample Comment
<b>Attrition</b>	128	71%	<i>It has been very hard to find candidates for all positions. Slowly we have been able to recruit candidates through non-traditional ways (Indeed).</i>
<b>Overburdened</b>	21	12%	<i>It has had an enormous impact. Coupled with the unending mandates that had already negatively impacted the number of individuals entering education, it has caused a crisis.</i>
<b>Additional positions</b>	14	8%	<i>If anything, we've added more staff due to getting ESSER funds</i>
<b>Other</b>	13	7%	<i>Unfunded and unrealistic mandates from Springfield have created cultural issues amongst staff and the community. The loss of local control, the flip flopping on vaccines and testing have all adversely affected ours and most districts.</i>
<b>No Impact</b>	4	2%	<i>We are small enough that everyone helps so not affected yet.</i>



# TEACHER SHORTAGE

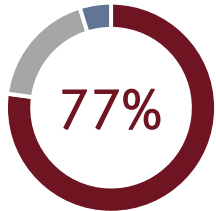
“Ten years ago, we would have 50 applicants for any of our positions. This year we had ZERO applicants for two open positions.” - East Central Illinois Superintendent

## Severity of Teacher Shortage



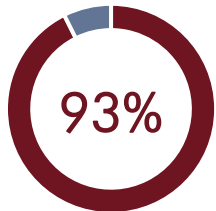
In **88%** of responding districts, superintendents believed they had a **minor to serious problem** with teacher shortages. Up from 77% during 2020 survey.

## Teacher Shortage Getting Worse



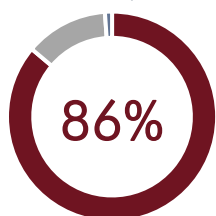
Superintendents in **77%** of responding districts believed the teacher shortage is getting **worse**.

## Concerned About Future Teacher Shortages



In **93%** of responding districts, superintendents believed they will have a **minor to serious problem** with teacher shortages next year.

## Fewer Qualified Applicants



In **86%** of responding districts, superintendents reported **fewer** qualified applicants.

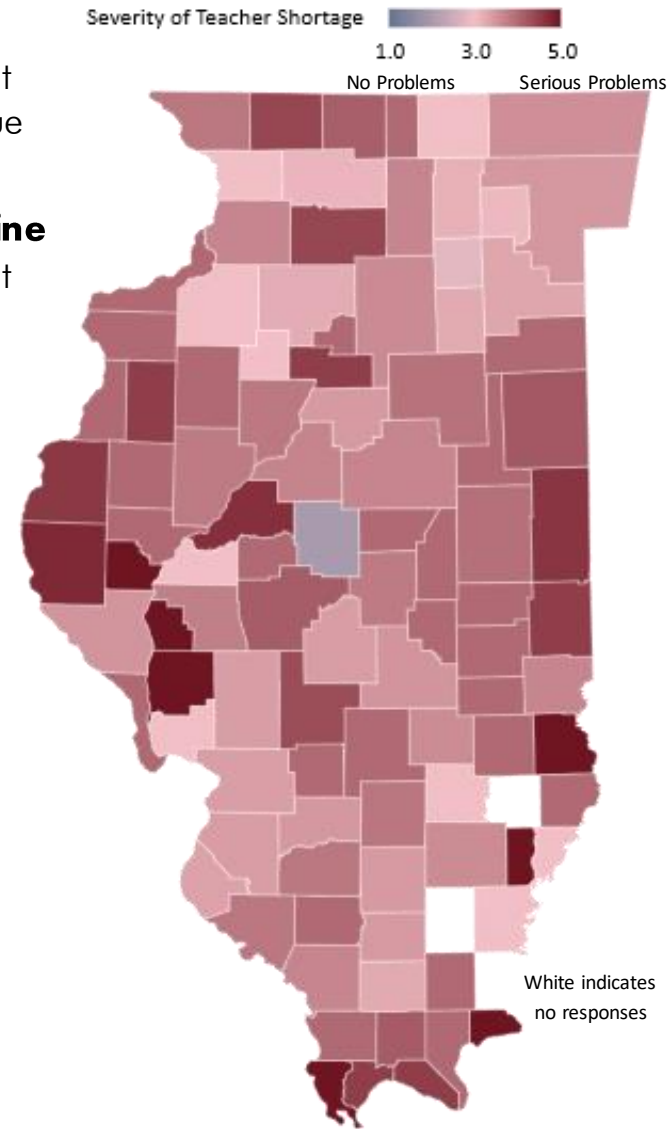
## Lost Instruction Time/Quality

### 412 classes cancelled

In 19% of responding districts, at least one class was cancelled due to staffing shortages.

### 385 classes converted to online

In 15% of responding districts, at least one class was converted to online due to staffing shortages.



# TEACHER SHORTAGE

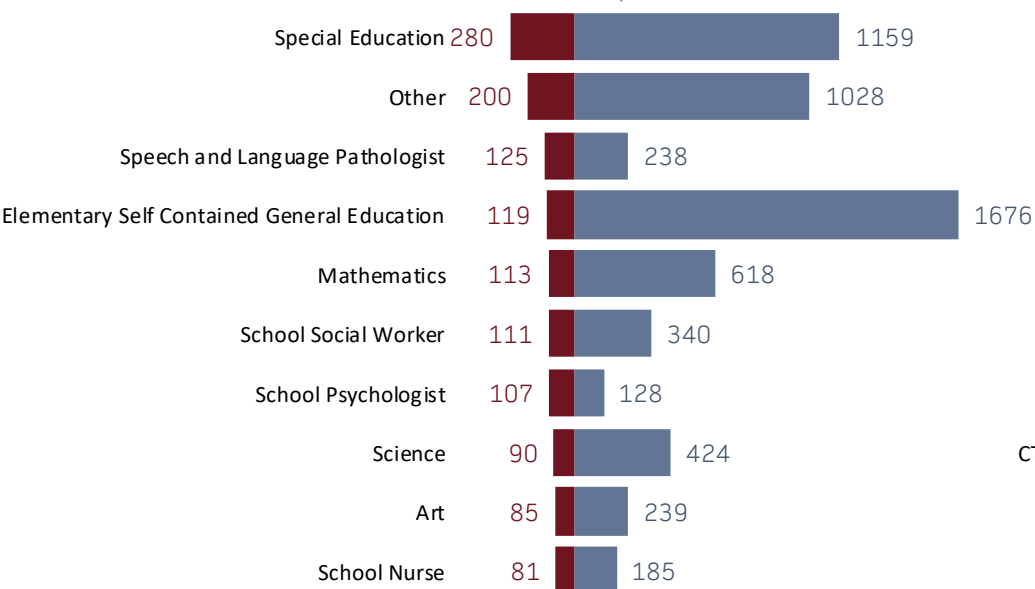
*“Teachers are not available for math, science, special education, and Spanish. Even elementary levels are considerably low.”* - East Central Illinois Superintendent

## Teacher Positions Posted for 2021 - 2022 School Year

Superintendents responding to the survey indicated how the positions they posted were filled. For the open positions, **2,040** (17%) remained unfilled or filled with a less than qualified hire. **Special Education** had the largest number of unfilled/unqualified, 280. **School Psychologist** had the highest percent unfilled/unqualified 46% (107/235).

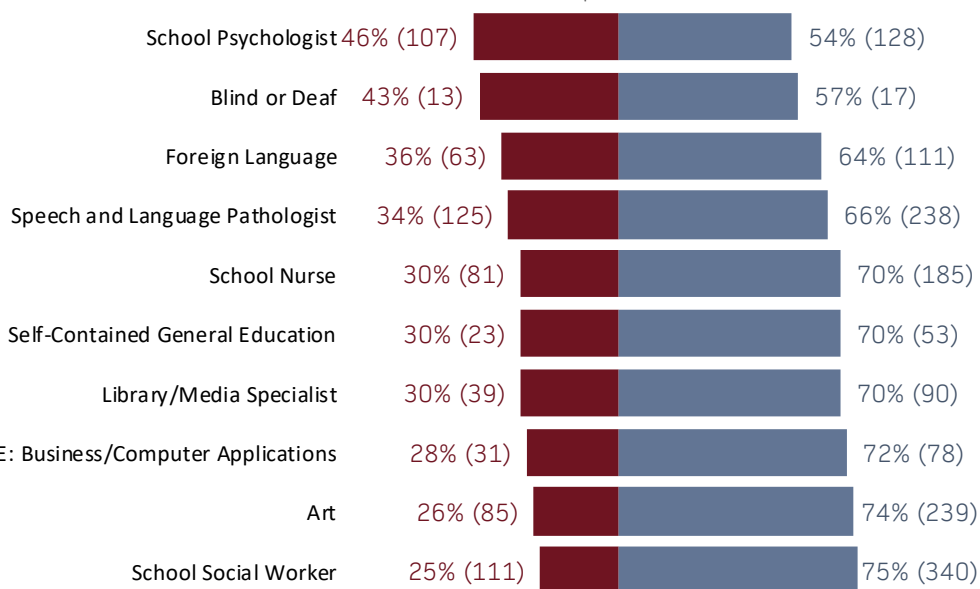
Sorted by number of positions

■ Unfilled/Unqualified ■ Qualified Hires



Sorted by percent of positions

■ %Unfilled/Unqualified ■ %Qualified



This year, teacher position data was collected by grade span. Appendix E contains data on unfilled/unqualified positions broken down by grade span.



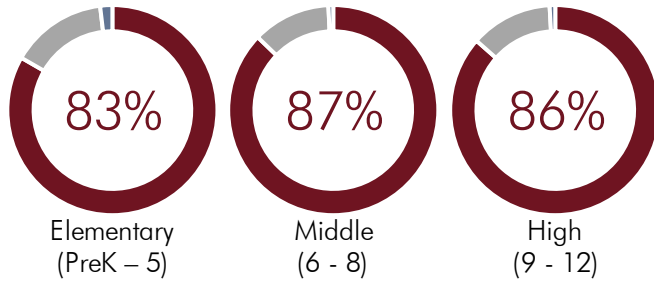
# TEACHER SHORTAGE

*“The way education in general is viewed is negative. Most teachers aren't even encouraging their own children to go into education.”*

- Southeast Illinois Superintendent

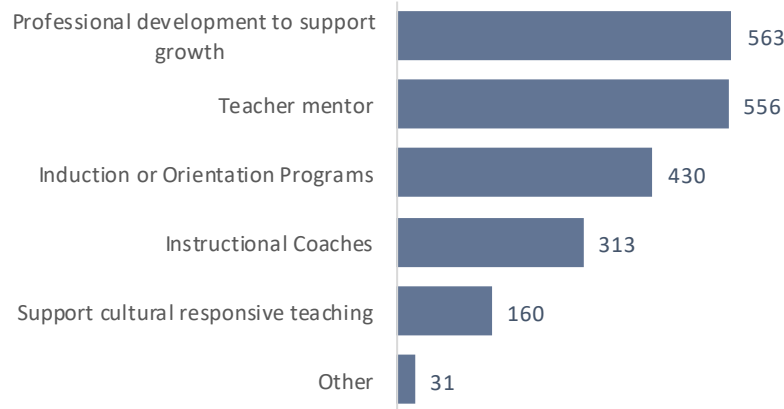
## Applicants by grade span

Superintendents reported **fewer** applicants across all grade spans.



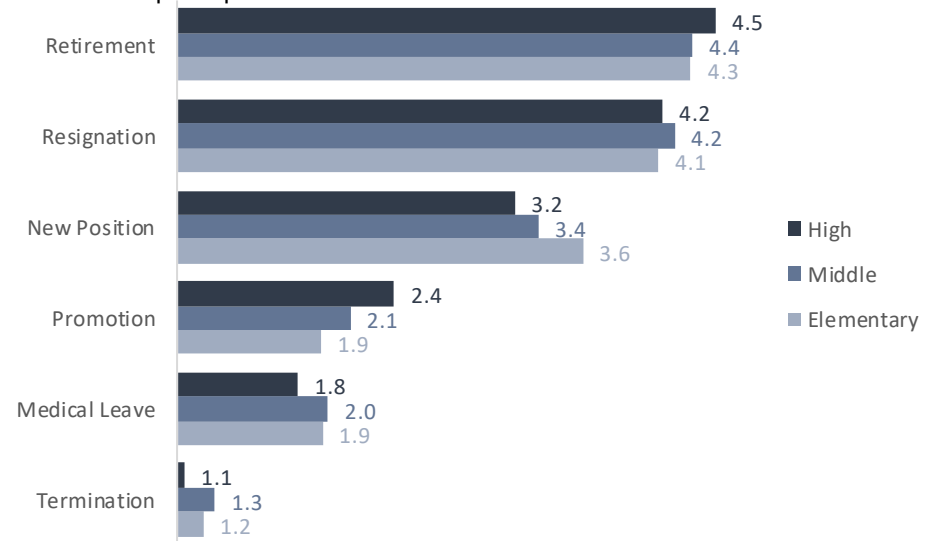
## Support for new teachers

**85%** of districts reported professional development to support growth as a strategy to support new teachers.



## Reasons for open positions

At both elementary/middle and high school levels, superintendents ranked **Retirement** as the number one reason for open positions.



## Pathway to Licensure

Superintendents reported **72%** of teachers received licensure through a traditional in-state program.



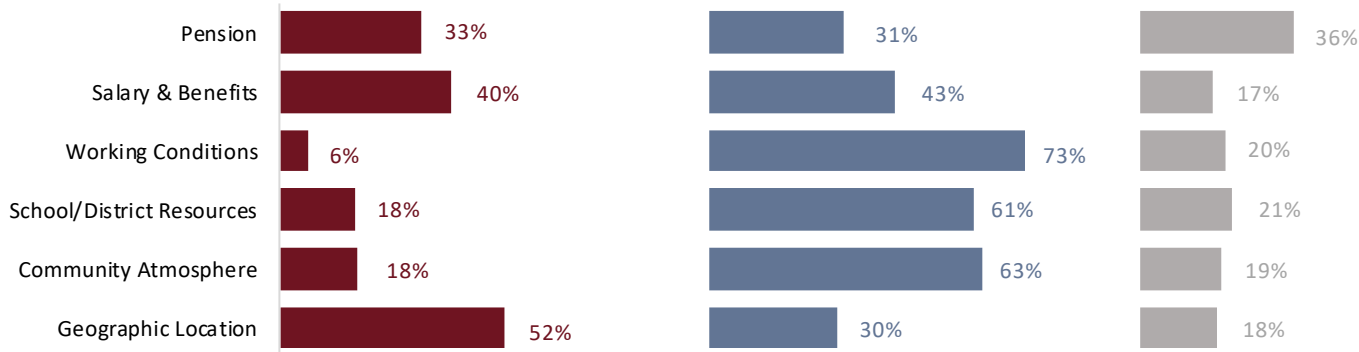
# TEACHER SHORTAGE

“There will not be qualified staff to replenish the retiring staff.”

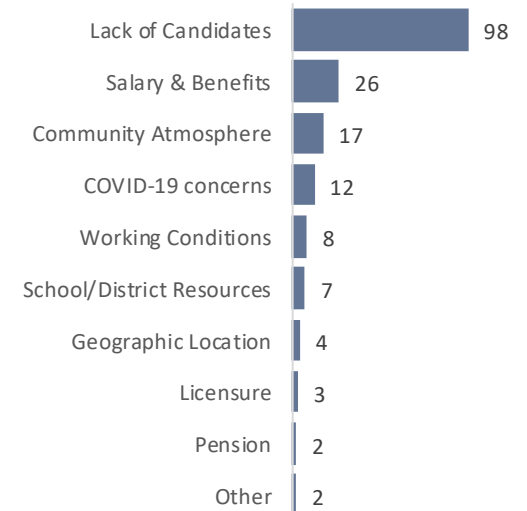
- Northwest Illinois Superintendent

## Factors that impact recruitment

Geographic Location **NEGATIVELY** impacted teacher recruitment. Working Conditions **POSITIVELY** impacted teacher recruitment. Pension was a **NEUTRAL** factor.

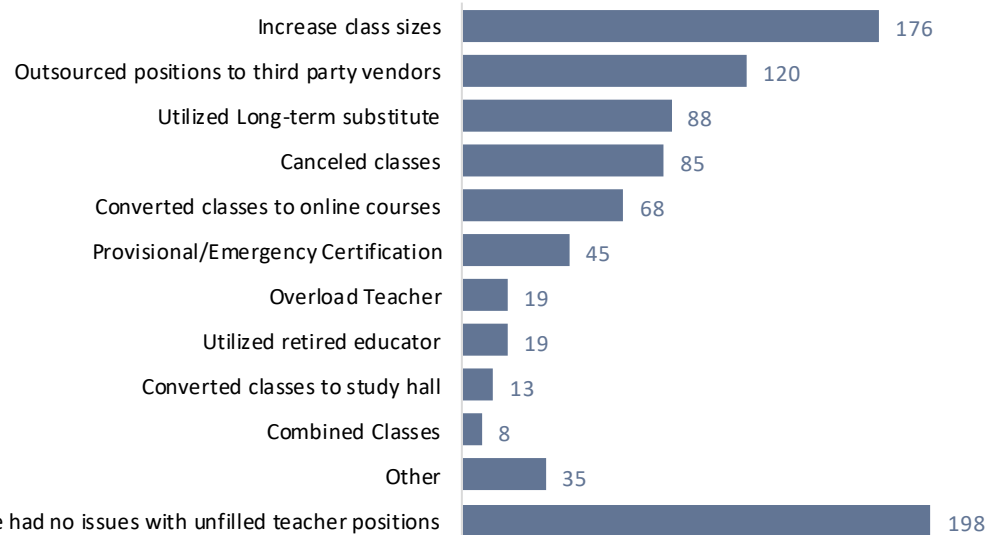


“Other” factors that impacted teacher recruitment. See Appendix D for full comments.



## Response to Unfilled Teacher Positions

Increasing class sizes is the most common strategy for covering an unfilled teacher position. The 30% of districts with no issues with unfilled teacher positions also noted the poor quality of candidates and significant decrease in number of applicants.



# TEACHER SHORTAGE

## Superintendent comments related to the teacher shortage

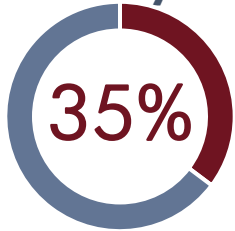
Most superintendents' comments about teacher shortages surrounded a lack of teacher applicants, poaching teachers from neighboring districts and specific areas of need. These were grouped under the "Attrition" category. 126 (19%) superintendents had additional comments about the teacher shortage.

Category	N	%	Sample Comment
<b>Attrition</b>	93	74%	<i>Ten years ago, we would have 50 applicants for any of our positions. This year we had ZERO applicants for two open positions.</i>
<b>Other</b>	13	10%	<i>We have to be early and aggressive</i>
<b>Sufficient</b>	11	9%	<i>We have approximately the same amount applicants as past years</i>
<b>Licensure restriction concerns</b>	5	4%	<i>Licensing restrictions have had an impact. Too narrow in scope.</i>
<b>None</b>	3	2%	<i>No problem up to this point</i>
<b>No impact</b>	1	1%	<i>Conditions have undergone minimal change</i>

# ADMINISTRATOR SHORTAGE

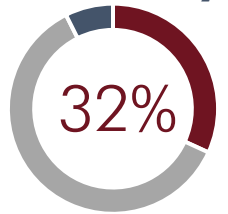
*“COVID is causing extra stress for administrators and causing some to retire or leave the profession early.”*  
- Southwest Illinois Superintendent

## Severity of Administrator Shortage



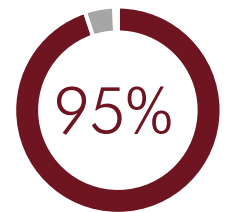
In **35%** of responding districts, superintendents believed they had a **minor to serious problem** with administrator shortages.

## Availability of Administrators



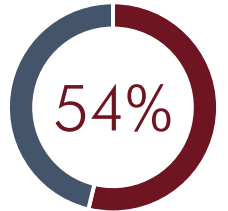
Superintendents in **32%** of responding districts believed the availability of administrator applicants is **worse** compared to past years.

## Number of Applicants

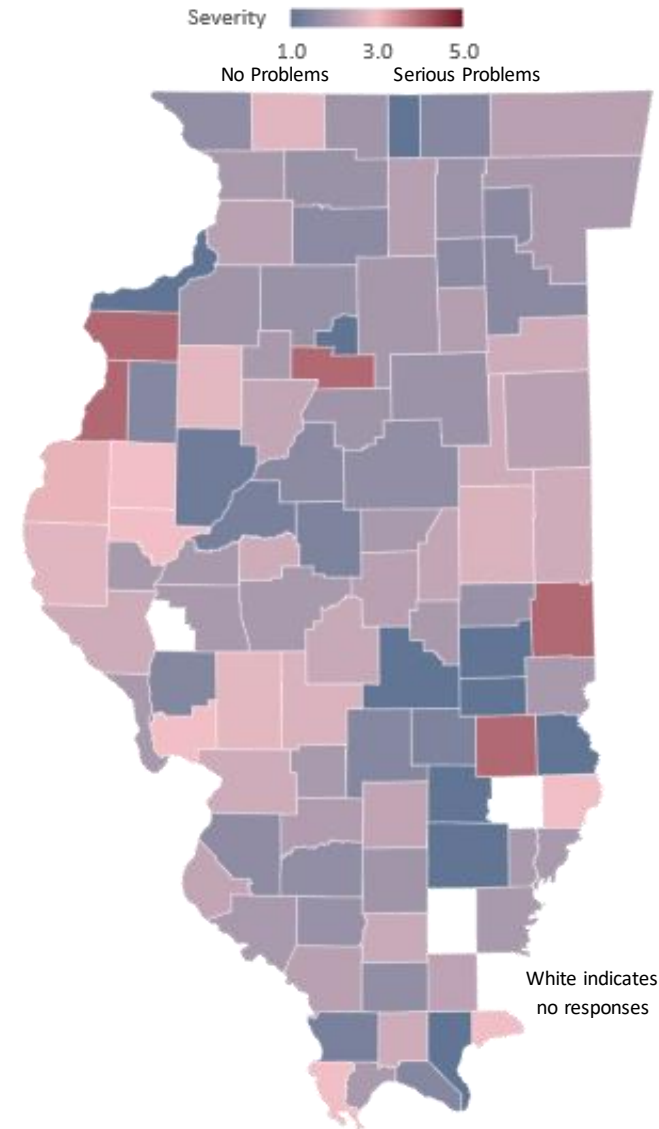


In **95%** of responding districts, superintendents reported **fewer** applicants for their open positions.

## Concerns about future administrator shortages



Superintendents from **54%** of responding districts believed they will have a **minor to serious problem** with administrator shortages next year.

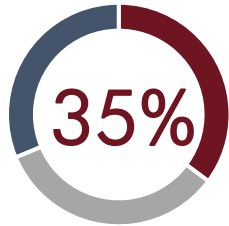


# ADMINISTRATOR SHORTAGE

*“We are currently ‘growing our own’ administrators from teacher leaders in anticipation of openings”*

- East Central Illinois Superintendent

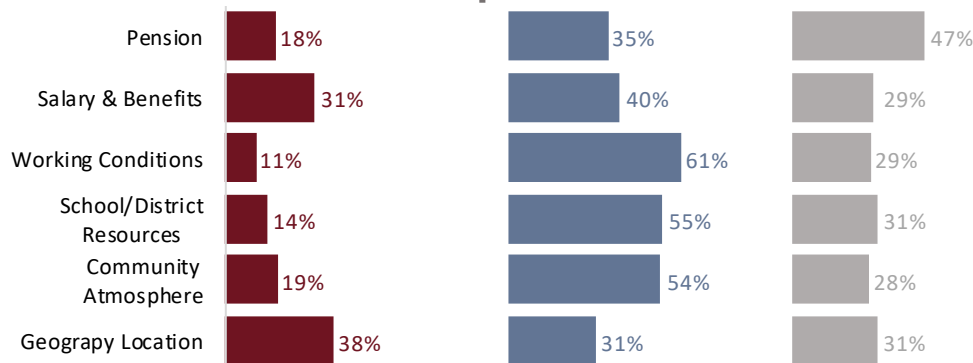
## Number of Applicants



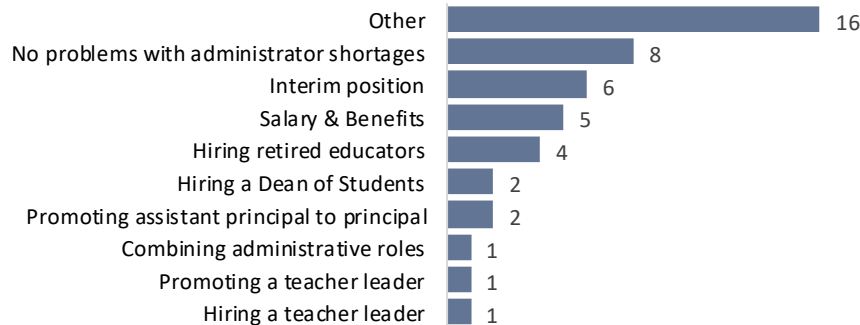
In **35%** of responding districts, superintendents reported applicants as **poor** quality.

## Factors that impact recruitment

Geographical Location **negatively impact** administrator recruitment. Working Conditions **positively impact** administrator recruitment. Pension **does not impact** administrator recruitment.

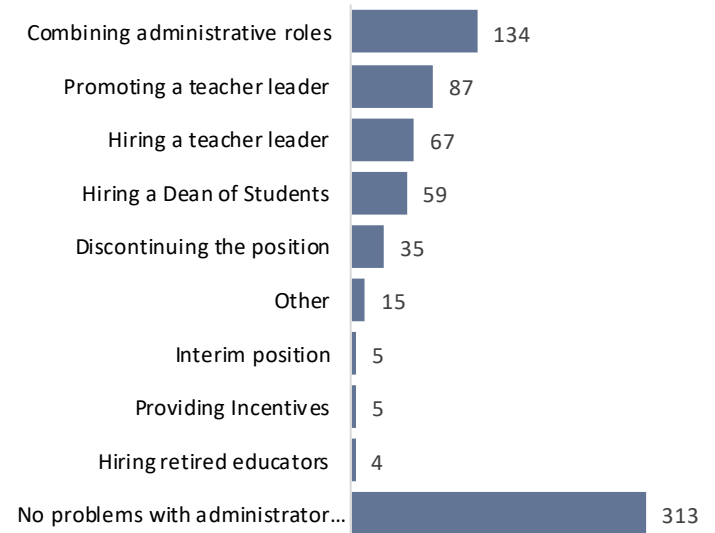


“Other” factors that impacted administrator recruitment. See Appendix D for full comments.



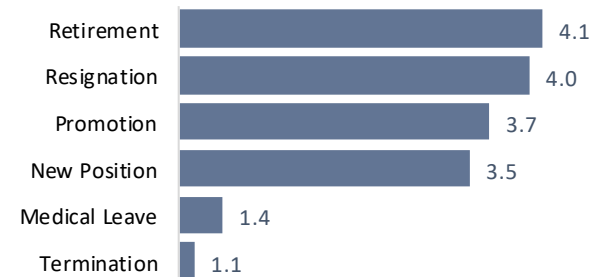
## Response to Administrator Shortage

When there is an unfilled administrator position, most districts combine administrative roles.



## Reasons for open positions

Superintendents ranked **Retirement** as the number one reason for open positions.





# ADMINISTRATOR SHORTAGE

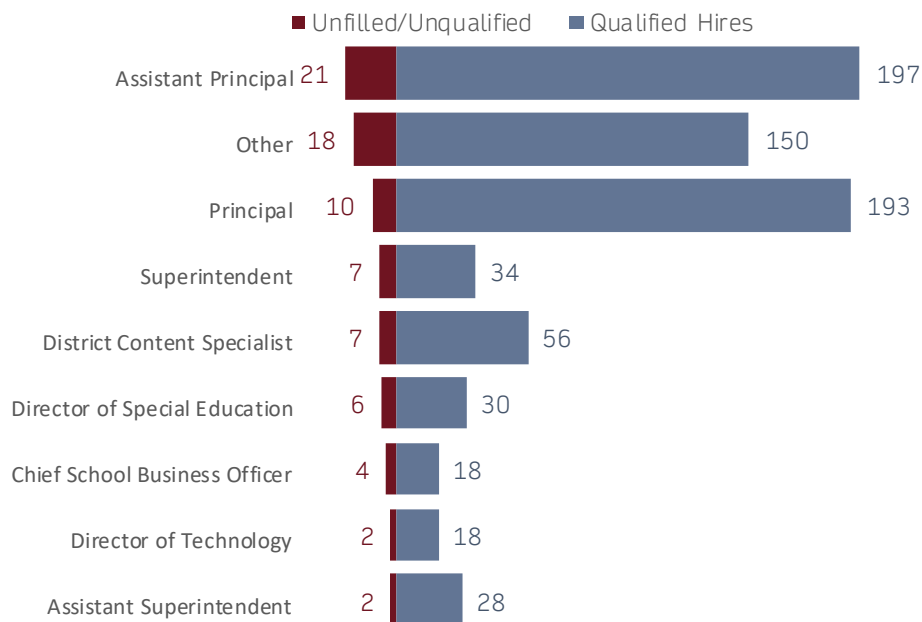
*“The Tier II pension limitations offer little to motivate individuals to transition into administration from teaching. I am significantly concerned about this issue with the salary cap in Tier II. Why would individuals take on the additional responsibility and reduced job security of the administrative path*

- Suburban Cook Superintendent

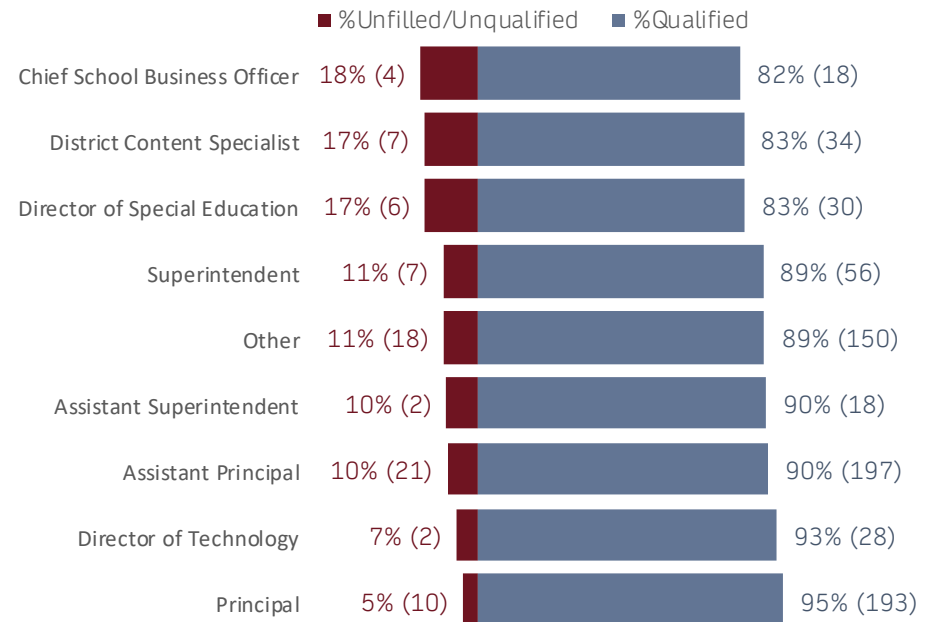
## Administrator Positions Posted for 2021 - 2022 School Year

Superintendents responding to the survey indicated how the positions they posted were filled. For the open positions, **77** remained unfilled or filled with a less than qualified hire. **Assistant Principal** had the largest number of unfilled/unqualified, 21. **Chief School Business Officer** had the highest percent unfilled/unqualified 18% (4/22).

Sorted by number of positions



Sorted by percent of positions





# ADMINISTRATOR SHORTAGE

## Superintendent comments related to administrator shortages

Most superintendents' comments about administrator shortages discussed a consistent administrative team. These were grouped under the "Sufficient" category. 59 (9%) superintendents had additional comments about staffing administrators.

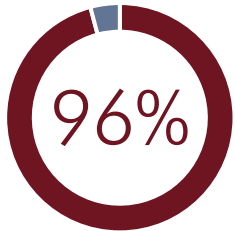
Category	N	%	Sample Comment
<b>Sufficient</b>	22	37%	<i>We have not had any turnover in 15 years, and we've added one from our grow your own program.</i>
<b>Attrition</b>	18	31%	<i>There is a huge shortage of qualified applicants</i>
<b>COVID-19 concerns</b>	6	10%	<i>COVID is causing extra stress for administrators, and causing some to retire or leave the profession early</i>
<b>Other</b>	6	10%	<i>The candidate pool for PreK-5 administrators is much larger than for 6-12 administrators.</i>
<b>Restrictions/ licensure</b>	5	8%	<i>Due to the way the CTE Academy Director must be licensed, we are finding it difficult to find a properly licensed Director.</i>
<b>Overburdened</b>	2	3%	<i>As a second year superintendent I can't foresee anyone staying with the job over an extended period of time. It's only the second week of September and my team is already completely exhausted.</i>

# SUBSTITUTE SHORTAGE

*“Covid-19 has decreased the number of substitutes in our district as well as the current executive orders to show vaccination cards or be tested weekly.”*

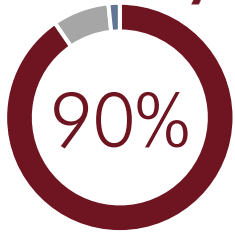
- Northeast Illinois Superintendent

## Severity of Substitute Shortage



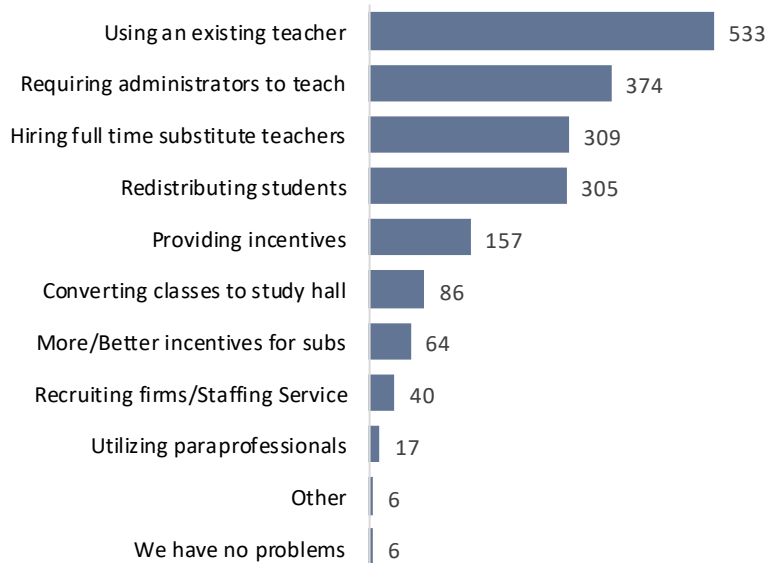
In the surveyed districts, **96%** of superintendents believed they had a minor to serious problems with substitute shortages.

## Availability of Substitutes

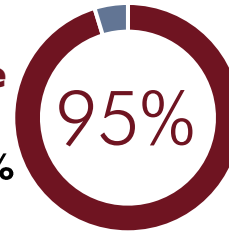


Superintendents in **90%** of responding districts believed the availability of substitute teachers is worse than in past years.

## Response to Substitute Shortage

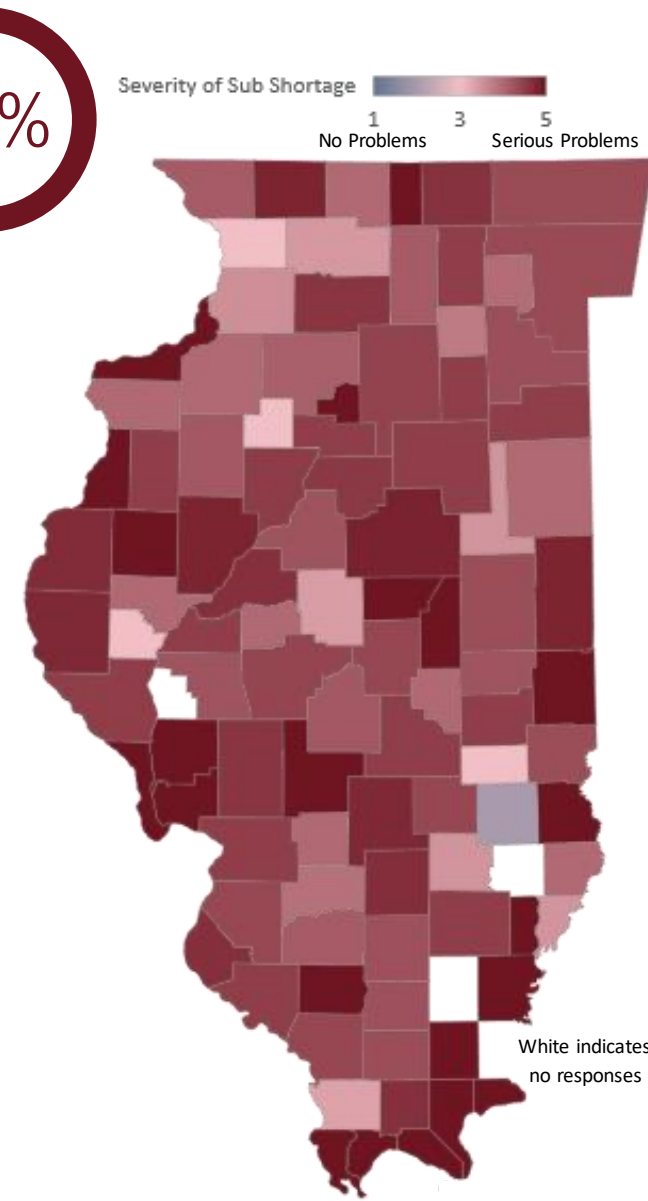


## Concerns about future substitute shortages



Superintendents from **95%** of responding districts believed they will have a minor to serious problem with substitute shortages next year.

Superintendents in **80%** (533/663) of responding districts reported using an existing teacher during their prep time as a strategy to deal with a substitute shortage.



# SUBSTITUTE SHORTAGE

## Superintendent comments related to the substitute shortage

Most superintendents' comments about substitute shortages surrounded a lack of available personnel. These were grouped under the "Attrition" category. 106 (16%) superintendents had additional comments about the substitute shortage.

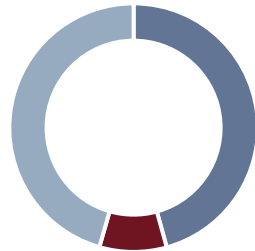
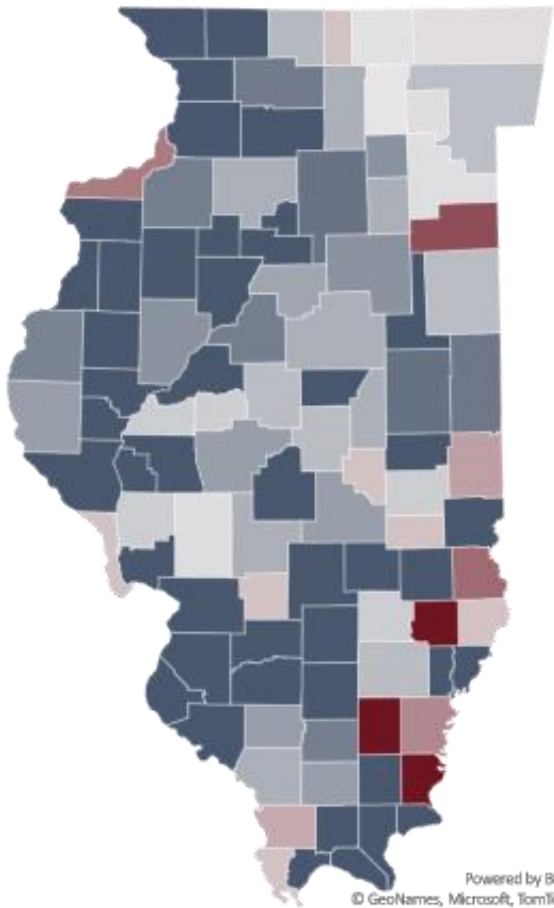
Category	N	%	Sample Comment
<b>Attrition</b>	41	39%	<i>Overall shortage of substitute teachers in all categories especially special education and bilingual.</i>
<b>COVID-19 concerns</b>	31	29%	<i>COVID has made this problem worse. Many of our regular subs are retired teachers who don't want to take the chance of getting COVID by coming into the schools.</i>
<b>Difficulties</b>	12	11%	<i>It is horrible, absolutely worse I've ever seen</i>
<b>No concerns</b>	8	8%	<i>We have no problems with substitute teachers by having substitutes in house.</i>
<b>Restrictions/ limitations</b>	8	8%	<i>A large concern is limitations on the number of days a substitute teacher can work each school year in our district. It would be great to have no restriction/limitation on number of days for a long-term substitute to make it easier to hire and keep a long-term sub.</i>
<b>Other</b>	6	6%	<i>Like every other staffing problem, we have gotten creative and put resources into hiring and keeping people here.</i>

# RESPONSE DEMOGRAPHICS

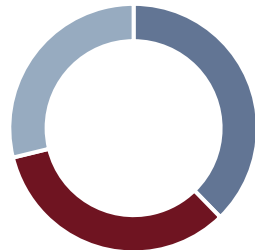
*“We do have unfilled positions for teachers, but I do not have the time with everything going on to complete the survey with fidelity.” - Northeast Illinois Superintendent*

**78%** Of the public-school districts in Illinois responded to the survey. In total 663 districts out of the 853 eligible participated.

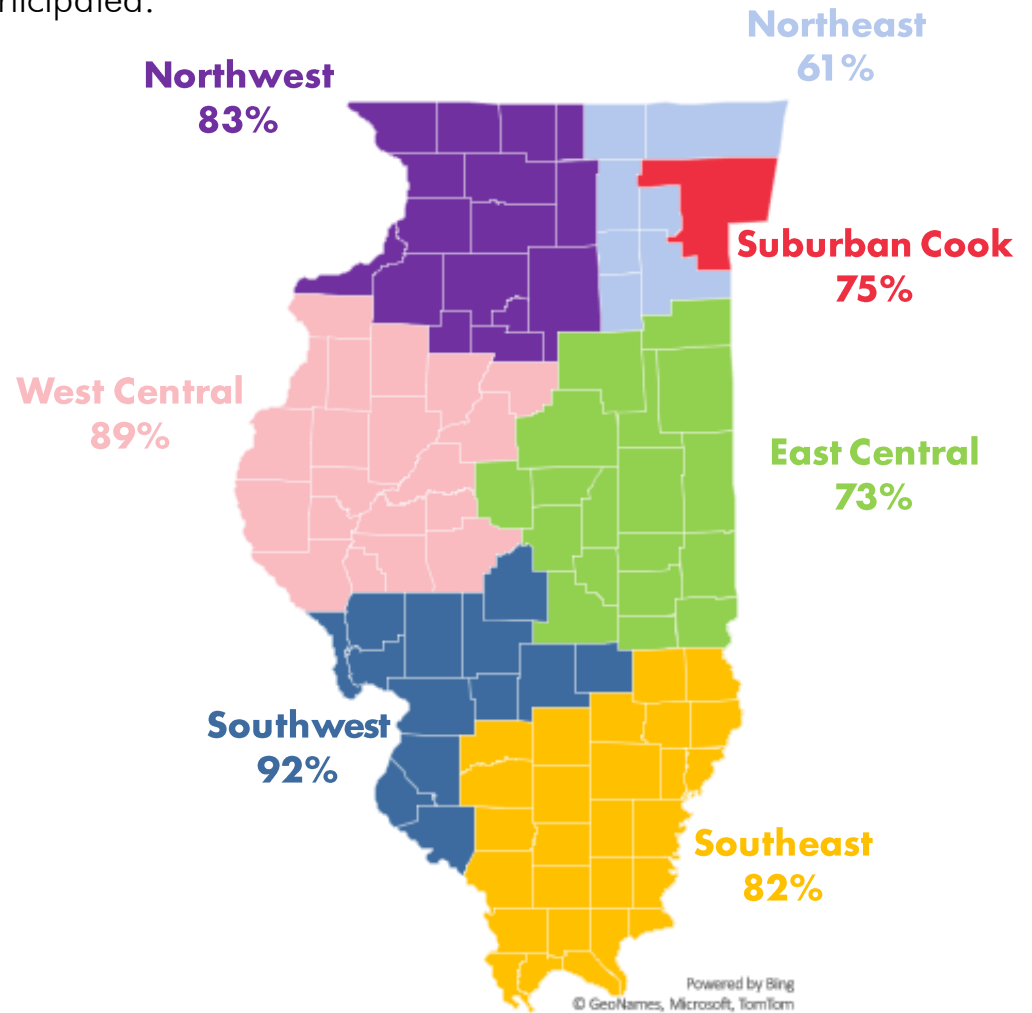
%Response Rate  
0% 60% 100%



**46% Elementary**  
**9% High School**  
**46% Unit**



**38% Rural**  
**34% Suburban**  
**29% Urban**



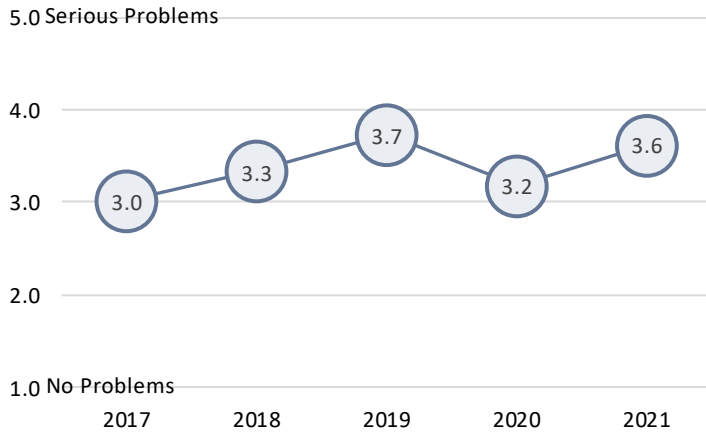
Note: Chicago Public Schools are not included in this survey.

# LONGITUDINAL COMPARISON

This study has been conducted by IARSS since 2017. The following show comparisons of the same items over the five years of the study.

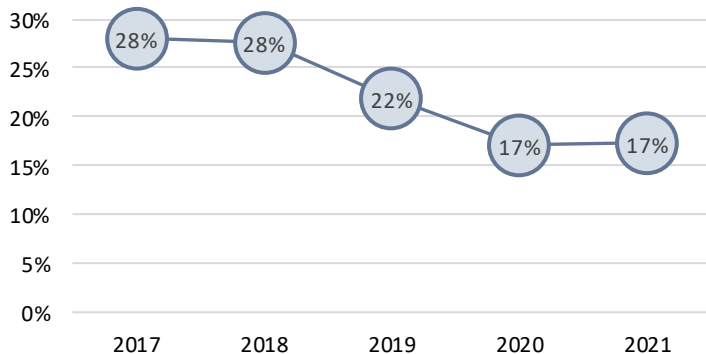
## Severity of Teacher Shortage

Survey data suggest a steady increase in the severity of the teacher shortage.



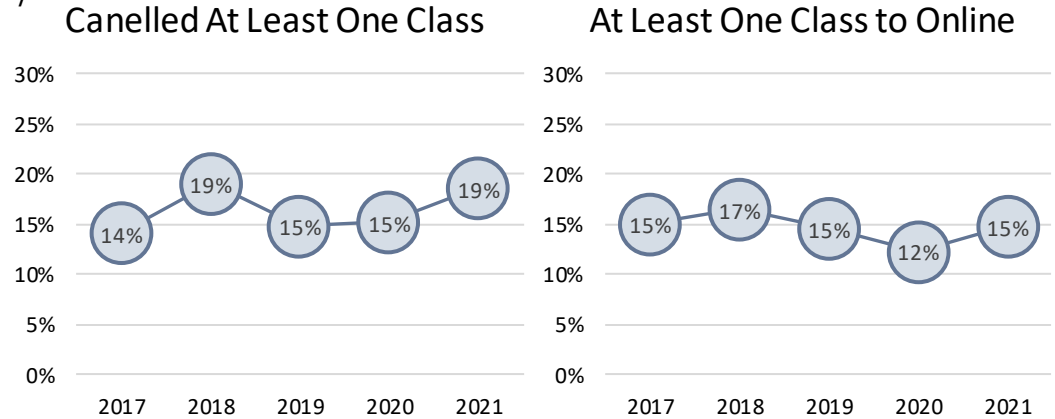
## Unfilled/Unqualified Teacher Positions

Survey data suggest the percent of unfilled/unqualified teachers may be leveling out.



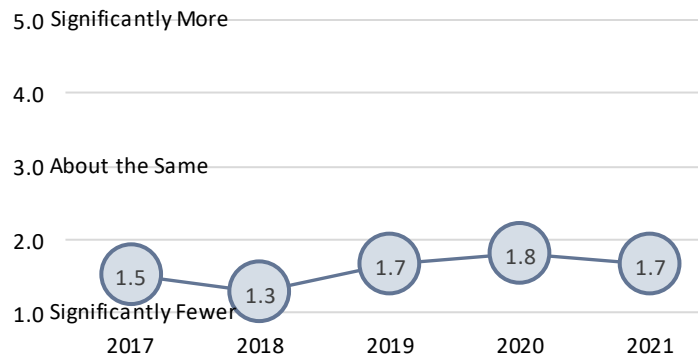
## No qualified teacher

Districts reporting classes cancelled or converted online because of a lack of qualified instructors increased compared to previous years.



## Qualified Applicants

Over the five years of the study, superintendents continue to report fewer qualified applicants for open teacher positions.

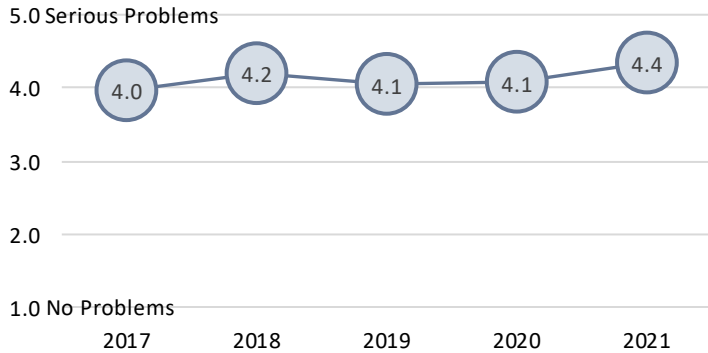


# LONGITUDINAL COMPARISON

It is not possible to disaggregate the effects of COVID-19 when comparing survey data over the four years.

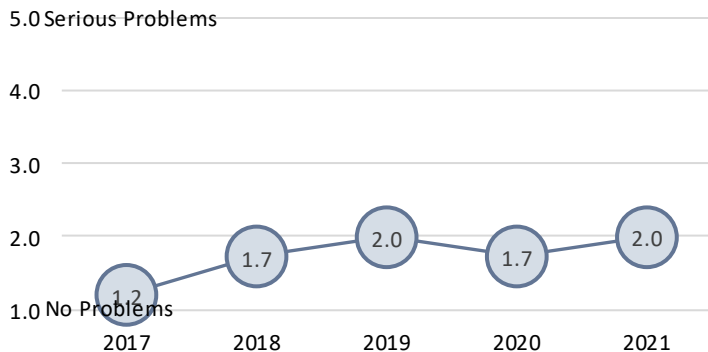
## Severity of Substitute Shortage

Survey data suggest the substitute teacher shortage has remained a major problem.



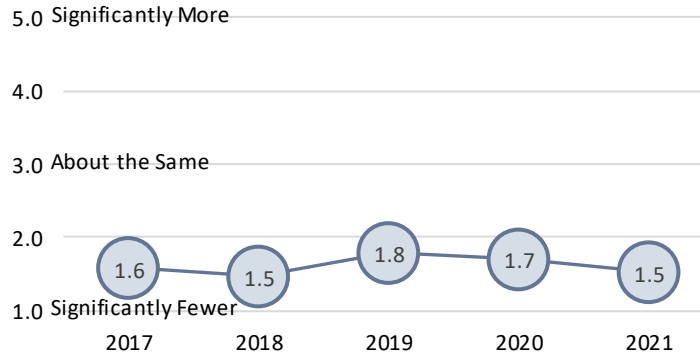
## Severity of Administrator Shortage

Survey data suggests the administrator shortage is becoming a more serious issue.



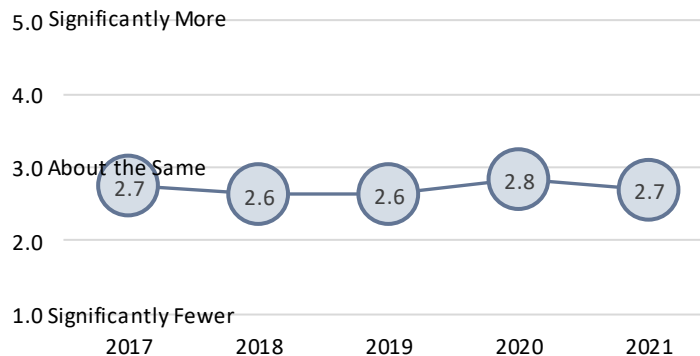
## Substitute Availability

Survey data suggest the substitute teacher availability continues to be “significantly fewer”.



## Administrator Availability

Availability of administrators continues to remain about the same.

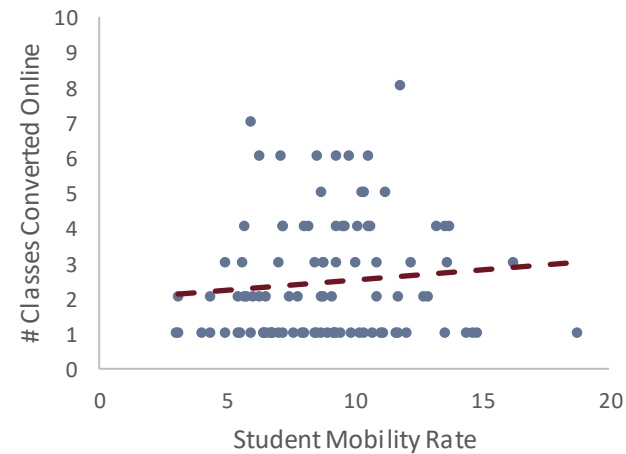


# CORRELATION ANALYSIS

The Educator Shortage 2021 (SY21-22) survey data was analyzed for correlations with data from the SY20-21 Illinois School Report Card.\*

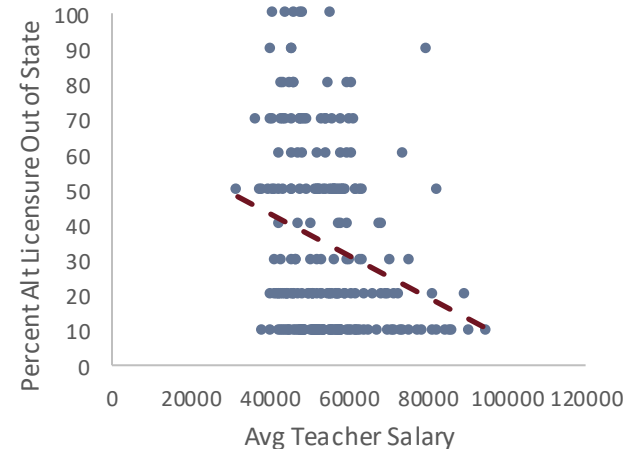
## Student Mobility Rate and Classes Converted to Online Instruction

A statistically significant ( $p=0.005$ ) correlation of 0.29 exists between student mobility rate and schools that converted classes to online because of unfilled teacher positions. Schools with higher mobility rate converted more classes to online instruction.



## Alternative Licensure Pathway from Out of State and Teacher Average Salary

A statistically significant ( $p<0.001$ ) correlation of -0.28 exists between percent of teachers in a district who received their license through an alternative program at an out of state institution and teacher average salary. School districts with a higher percent of teachers who received their license through an alternative program at an out of state institution have lower average teacher salaries.



Additional correlations within the Illinois School Report card (such as teacher retention rate and average teacher salary) were also observed. Additional correlations within the Educator Shortage Survey (such as teacher shortage severity and admin shortage severity) were also observed. The full correlation table is in appendix B.

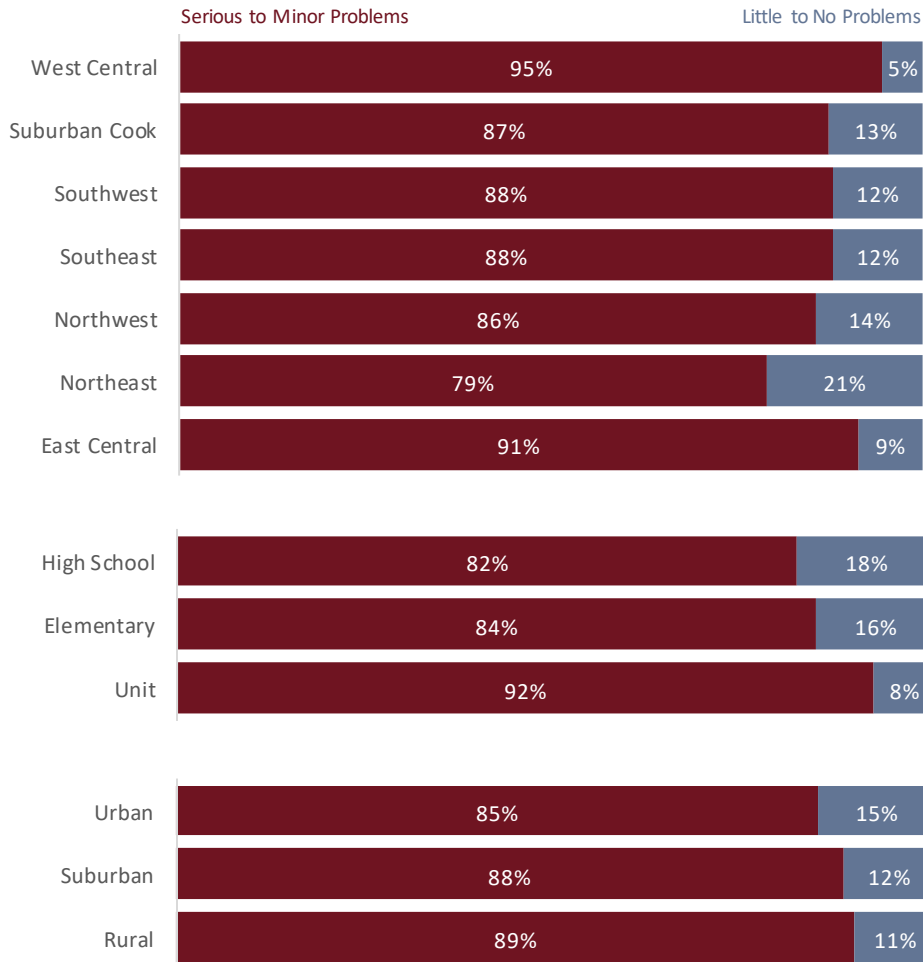
\*For this correlation analysis, we compared results from the 2021 Educator Shortage Survey to the 2021 Illinois School Report Card. It should be noted, that the 2021 Educator Shortage Survey collected data from superintendents during the Fall of 2021 which is part of the 2021 - 2022 SY while the 2021 ISRC reports on data from the 2020-2021 school year. This correlation is used to consider what factors about a school district during the previous school year led to shortages during the current survey year.



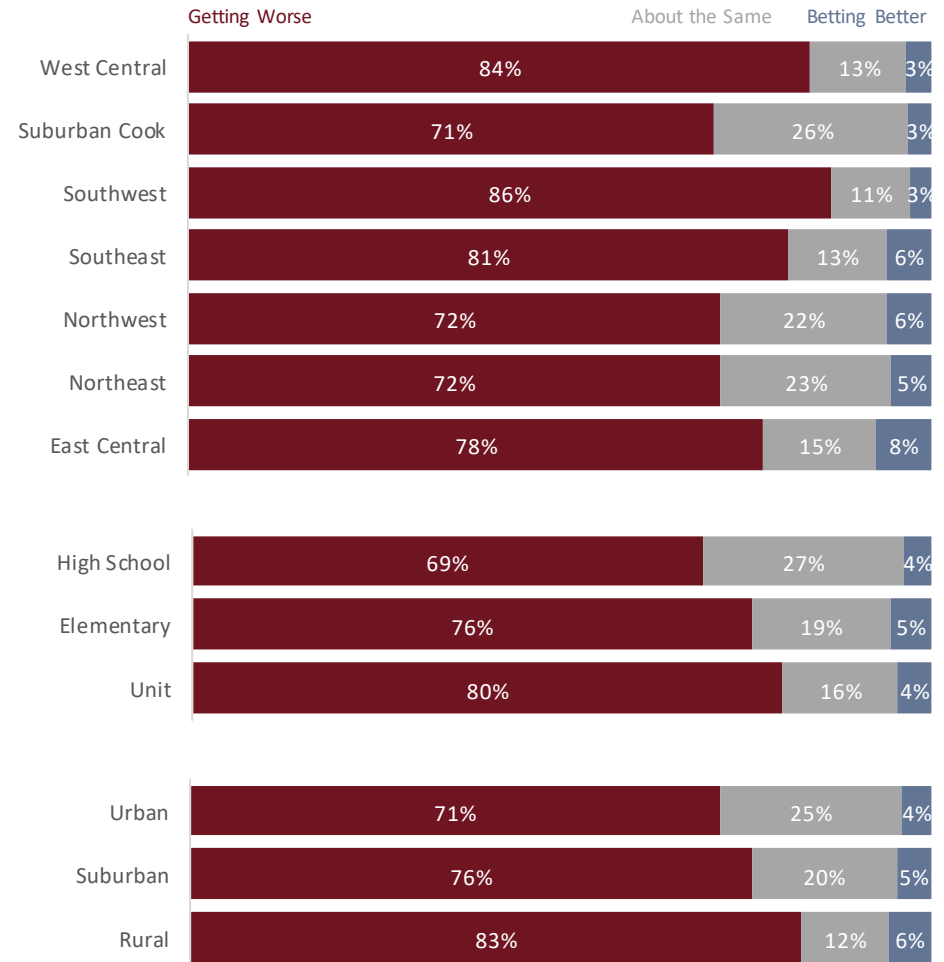
# APPENDICES

## Appendix A – Breakdown by district type, area and rurality.

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



**Is the teacher shortage getting better, worse, or staying the same?**

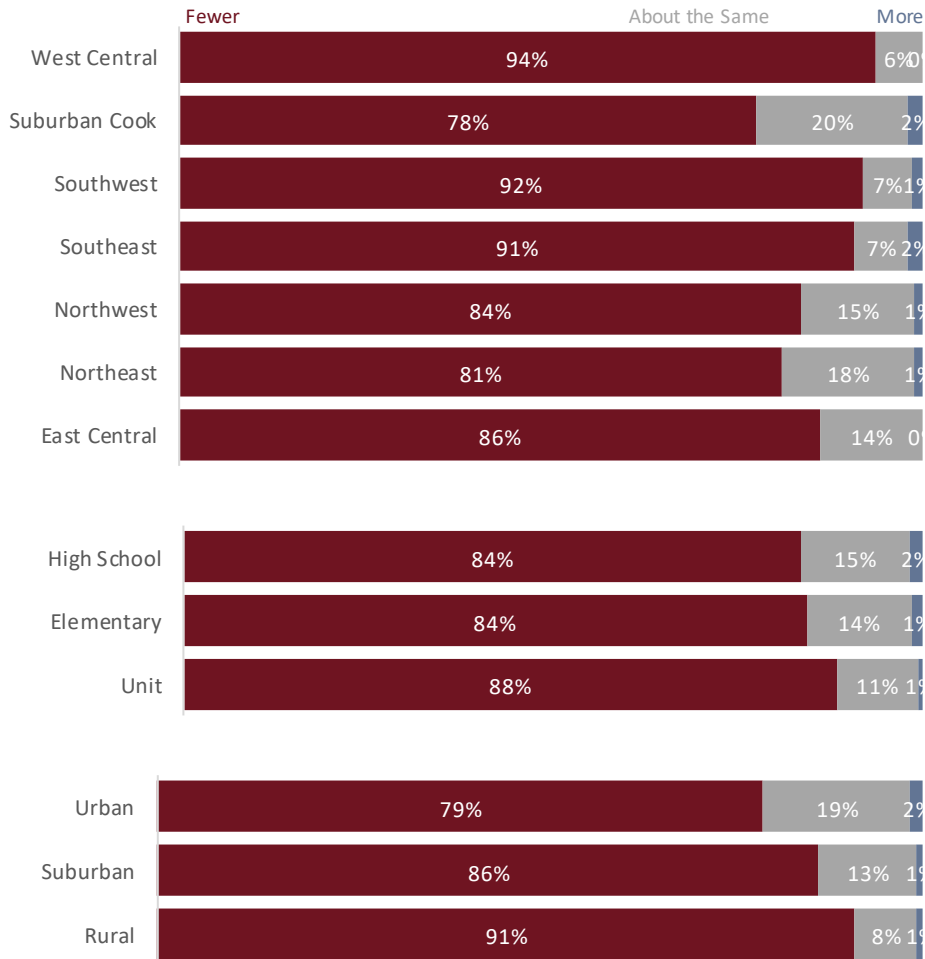




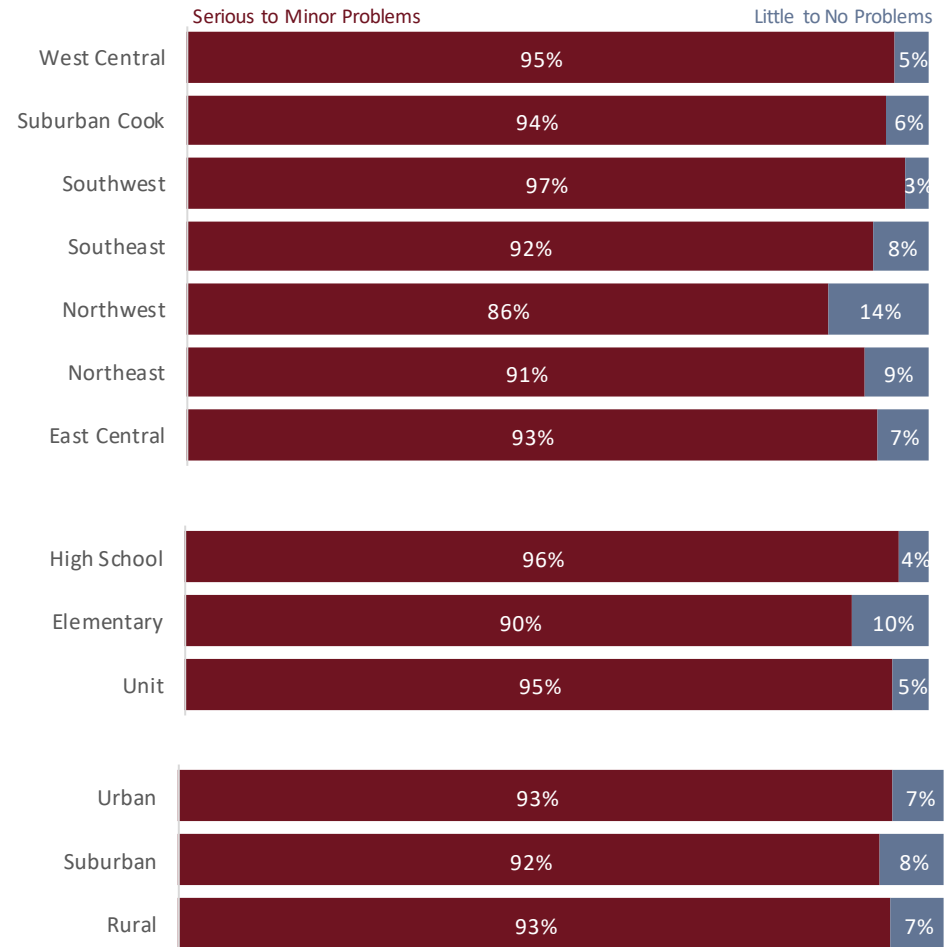
# APPENDICES

## Appendix A – Breakdown by district type, area and rurality.

**Overall, how many applicant were qualified for the open positions in your district compared to previous years?**



**Looking at AY22 and AY23, which of the following best describes your district's future situation concerning teacher shortages?**

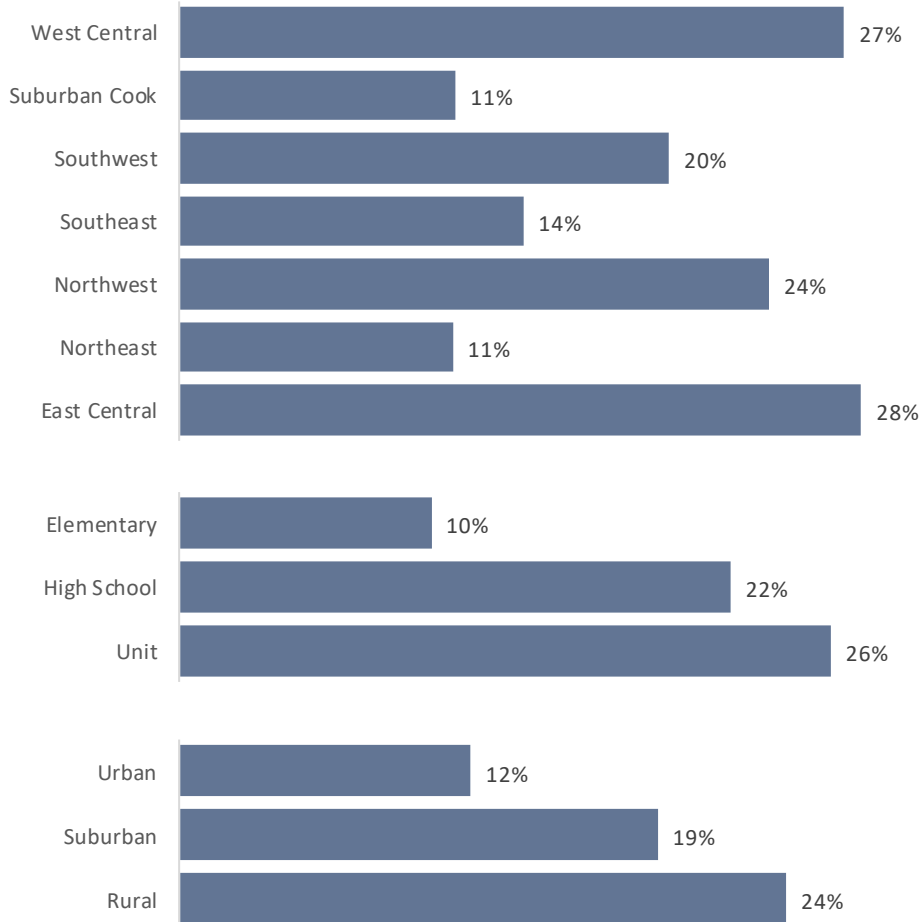


# APPENDICES

## Appendix A – Breakdown by district type, area and rurality.

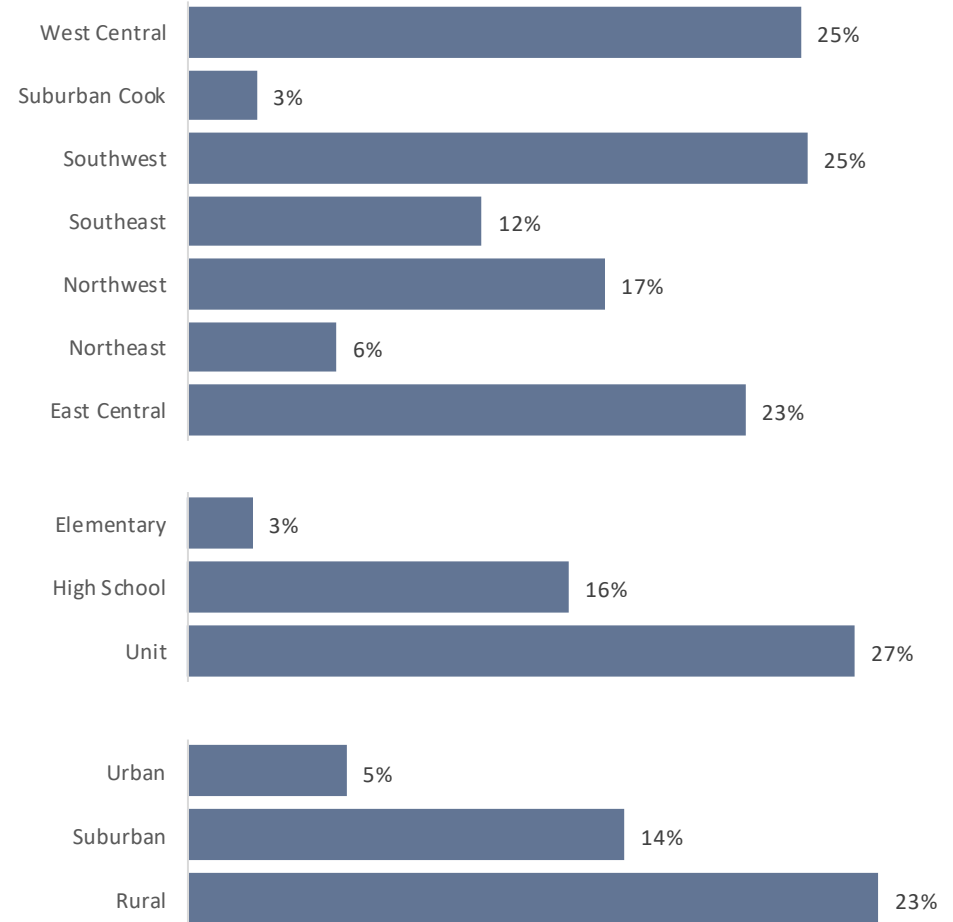
### Have you had to cancel classes or programs due to shortages of qualified applicants?

Percent Canceled at least one class



### Have you had to convert classes to online instruction because you lacked a qualified teacher for the subject?

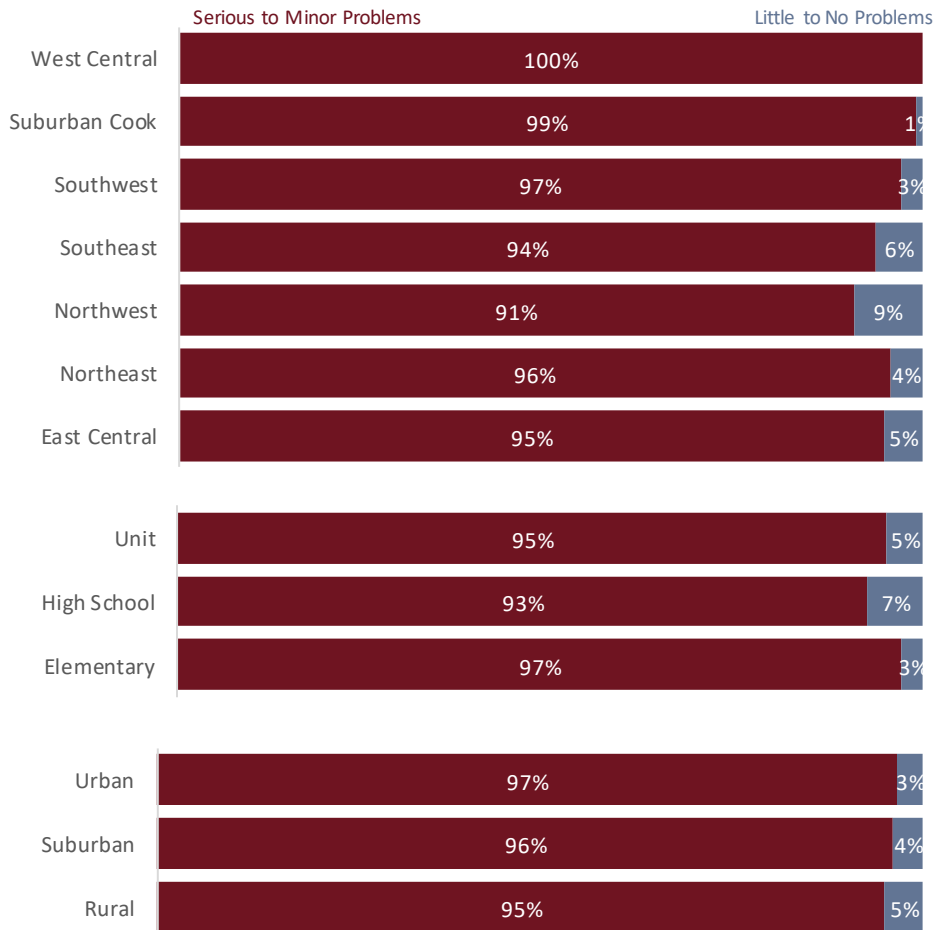
Percent Converted at least one class online



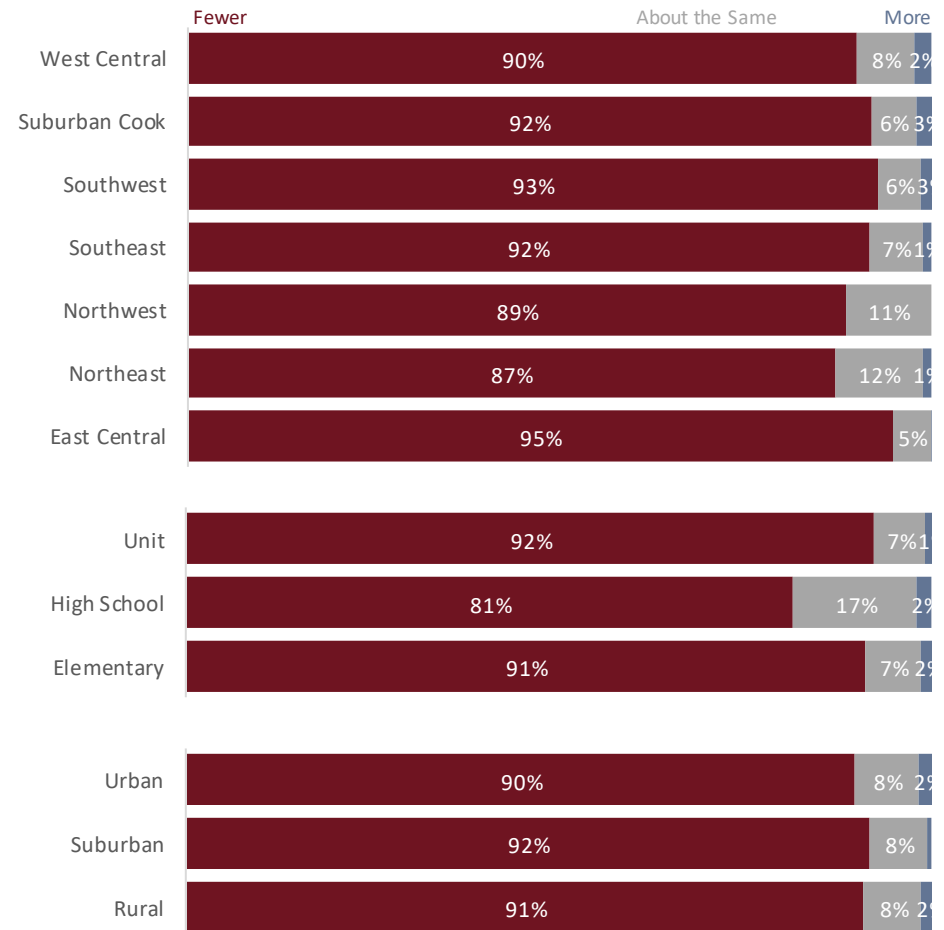
# APPENDICES

## Appendix A – Breakdown by district type, area and rurality.

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



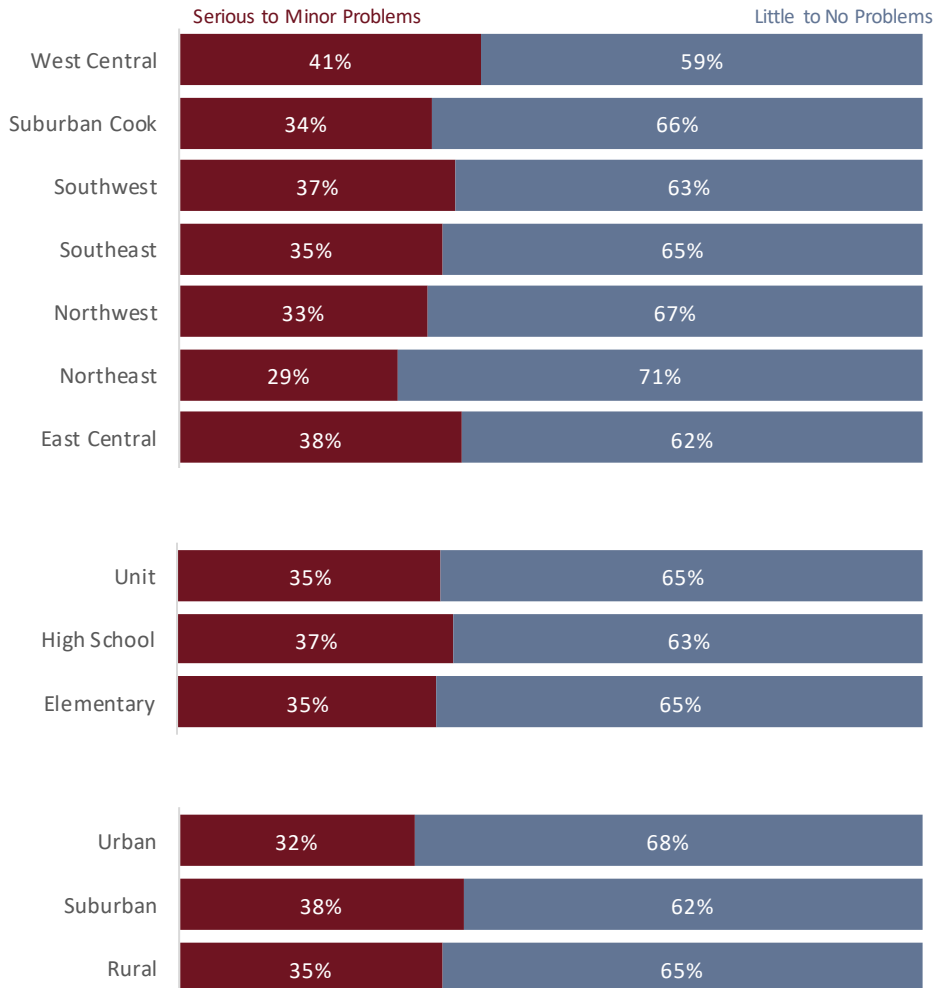
### How does substitute teacher availability compare to five years ago?



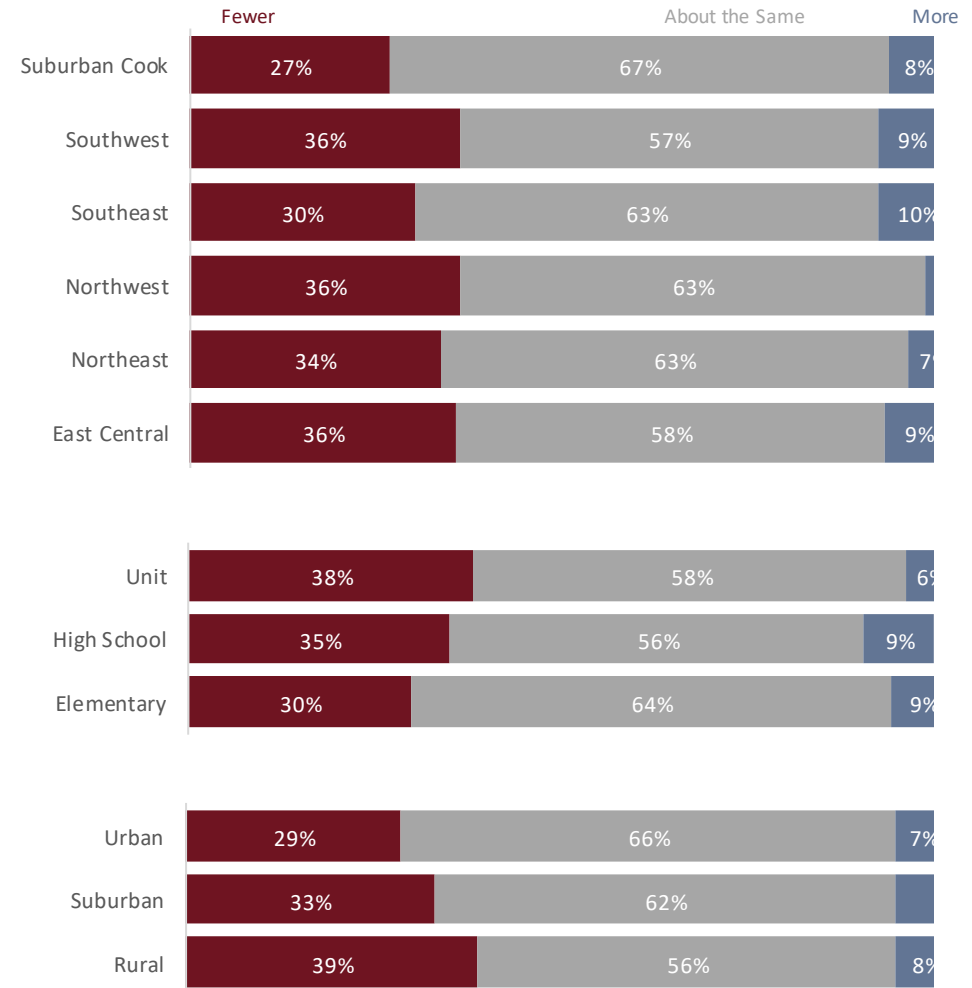
# APPENDICES

## Appendix A – Breakdown by district type, area and rurality.

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



### How does administrator availability compare to five years ago?



### Correlation analysis comparing key variables from the data from the Educator Shortage 2021 Survey and the 2021 Illinois School Report Card

Highlighted values indicate higher correlations that should be studied further. Values in parenthesis, e.g. (0.34), are negative correlations.

	# Students	% EL	% IEP	% Low Income	Student Attendance Rate	Student Mobility Rate	HS Dropout Rate	HS 4-Year Grad Rate	Total Teacher FTE	Avg Teaching Exp	Bachelor Degree	Masters Degree	Teacher Retention Rate	Teacher Avg Salary	Admin Avg Salary	%Teacher Unfilled	Teacher shortage severity	Classes Cancelled	Classes converted online	Substitute Shortage Severity	Admin Shortage Severity	Trad In-State	Trad Out of State	Trad Online	Alt In-State
% EL	<b>0.31</b>	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
% IEP	(0.09)	(0.17)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
% Low Income	(0.03)	0.20	<b>0.34</b>	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Student Attendance Rate	(0.19)	(0.11)	(0.17)	<b>(0.51)</b>	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Student Mobility Rate	(0.04)	(0.22)	<b>0.36</b>	<b>0.48</b>	<b>(0.39)</b>	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
HS Dropout Rate	(0.00)	(0.01)	<b>0.33</b>	<b>0.46</b>	<b>(0.29)</b>	<b>0.45</b>	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
HS 4-Year Grad Rate	0.01	0.00	(0.16)	<b>(0.35)</b>	<b>0.32</b>	(0.20)	<b>(0.27)</b>	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Total Teacher FTE	<b>0.99</b>	<b>0.34</b>	(0.08)	(0.03)	(0.18)	(0.05)	0.00	0.01	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Avg Teaching Exp	0.00	(0.19)	(0.12)	<b>(0.26)</b>	0.15	(0.18)	(0.18)	<b>0.35</b>	(0.01)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Bachelor Degree	<b>(0.33)</b>	<b>(0.38)</b>	<b>0.25</b>	<b>0.28</b>	(0.03)	<b>0.38</b>	<b>0.31</b>	(0.20)	<b>(0.34)</b>	<b>(0.35)</b>	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Masters Degree	<b>0.33</b>	<b>0.39</b>	<b>(0.26)</b>	<b>(0.29)</b>	0.04	<b>(0.40)</b>	<b>(0.31)</b>	0.20	<b>0.34</b>	<b>0.35</b>	<b>(1.00)</b>	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Teacher Retention Rate	0.05	(0.07)	(0.14)	<b>(0.33)</b>	0.20	(0.23)	(0.20)	<b>0.34</b>	0.05	<b>0.53</b>	<b>(0.37)</b>	<b>0.37</b>	x	x	x	x	x	x	x	x	x	x	x	x	x
Teacher Avg Salary	<b>0.36</b>	<b>0.35</b>	<b>(0.26)</b>	<b>(0.27)</b>	0.04	<b>(0.35)</b>	<b>(0.31)</b>	0.22	<b>0.38</b>	<b>0.33</b>	<b>(0.80)</b>	<b>0.80</b>	<b>0.36</b>	x	x	x	x	x	x	x	x	x	x	x	x
Admin Avg Salary	0.14	<b>0.31</b>	<b>(0.25)</b>	<b>(0.28)</b>	0.09	<b>(0.33)</b>	<b>(0.31)</b>	0.10	0.16	0.11	<b>(0.58)</b>	<b>0.58</b>	0.21	<b>0.66</b>	x	x	x	x	x	x	x	x	x	x	x
%Teacher Unfilled	(0.09)	(0.06)	0.01	0.14	(0.04)	0.06	0.11	(0.04)	(0.09)	(0.08)	0.13	(0.14)	(0.11)	(0.14)	(0.12)	x	x	x	x	x	x	x	x	x	x
Teacher shortage severity	(0.01)	0.01	0.09	0.17	(0.10)	0.12	0.20	(0.16)	(0.01)	(0.11)	0.23	(0.23)	(0.16)	(0.23)	(0.21)	0.12	x	x	x	x	x	x	x	x	x
Classes Cancelled	0.06	0.17	0.12	0.11	(0.10)	0.09	(0.06)	(0.24)	0.05	(0.10)	(0.00)	0.01	(0.05)	0.03	0.08	0.03	0.21	x	x	x	x	x	x	x	
Classes converted online	0.15	0.03	(0.04)	(0.11)	0.03	<b>0.29</b>	(0.03)	0.03	0.15	(0.10)	(0.08)	0.08	0.07	(0.04)	(0.05)	(0.04)	0.05	0.23	x	x	x	x	x	x	x
Substitute Shortage Severity	(0.01)	0.03	0.12	0.09	0.01	0.01	0.10	(0.09)	(0.01)	(0.09)	0.10	(0.10)	(0.04)	(0.11)	(0.06)	0.06	<b>0.29</b>	0.11	0.09	x	x	x	x	x	
Admin Shortage Severity	0.05	0.01	0.01	0.08	(0.09)	0.04	0.05	(0.10)	0.04	0.04	0.05	(0.05)	(0.03)	(0.04)	(0.04)	0.03	<b>0.26</b>	0.19	0.13	0.07	x	x	x	x	
Trad In-State	0.03	0.03	(0.08)	(0.13)	0.16	(0.11)	(0.16)	0.13	0.03	0.09	(0.15)	0.15	0.03	0.12	0.14	(0.09)	(0.09)	(0.04)	0.02	0.04	(0.11)	x	x	x	x
Trad Out of State	(0.07)	(0.07)	(0.01)	0.08	(0.01)	0.04	0.13	(0.04)	(0.07)	(0.01)	0.08	(0.09)	(0.12)	(0.05)	(0.07)	0.06	0.02	(0.09)	(0.16)	(0.06)	0.08	(0.17)	x	x	x
Trad Online	(0.12)	(0.08)	0.09	0.14	0.03	0.04	0.08	(0.02)	(0.12)	(0.03)	0.16	(0.17)	(0.05)	(0.16)	(0.11)	(0.02)	(0.05)	(0.03)	(0.09)	(0.01)	0.11	(0.11)	<b>0.60</b>	x	x
Alt In-State	(0.12)	(0.03)	0.12	0.23	(0.11)	0.09	0.08	(0.11)	(0.12)	(0.06)	0.23	(0.23)	(0.14)	(0.18)	(0.14)	0.05	0.05	(0.00)	(0.13)	0.02	0.09	(0.09)	<b>0.45</b>	<b>0.64</b>	x
Alt Out of State	(0.14)	(0.16)	0.13	0.14	0.03	0.12	0.03	(0.20)	(0.15)	(0.06)	<b>0.27</b>	<b>(0.27)</b>	(0.03)	<b>(0.28)</b>	(0.19)	0.06	0.17	0.07	0.24	0.08	0.17	<b>(0.27)</b>	<b>0.59</b>	<b>0.68</b>	<b>0.69</b>

## Survey Method and Analysis

The Educator Shortage Survey was developed by a committee from the Illinois Association of Regional Superintendents of Schools (IARSS) in 2017. The 2021 survey was updated to reduce the number of questions overall. Questions around teacher licensure path were added. The teacher position data was also collected along three grade span levels instead of overall. The survey was administered by Goshen Education Consulting, a neutral third-party education consulting practice, between September 7 and October 18, 2021.

The survey was downloaded and analyzed 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, the National Center for Educational Statistics, and the 2020-2021 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 policy recommendations and strategies to enact change were developed in conjunction between the IARSS Educator Shortage committee and the staff at ISU Center for the Study of Education Policy.

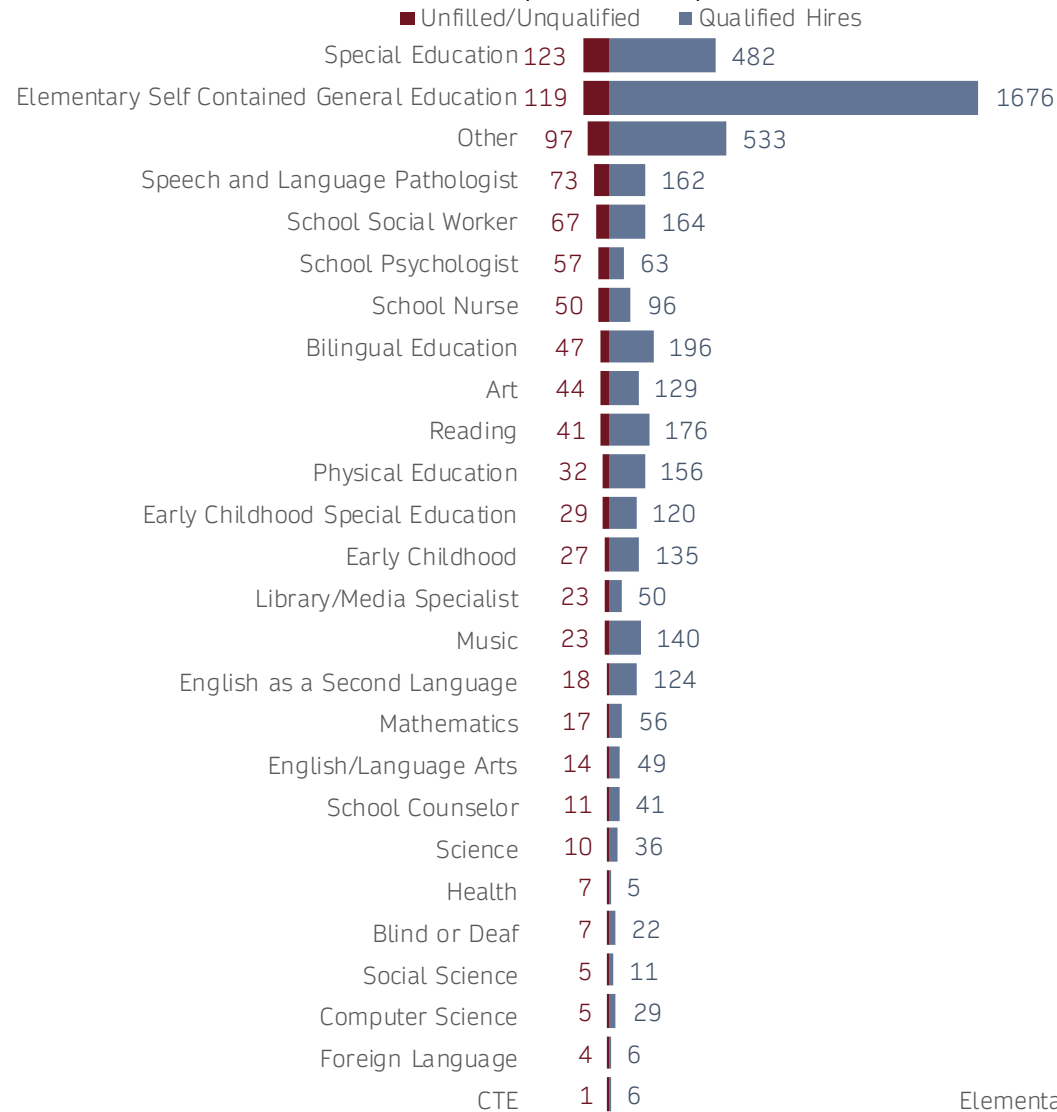
An interactive dashboard of the survey results can be accessed on the IARSS website at <https://iarss.org/educator-shortage/>. The reports from the 2017, 2018, 2019 and 2020 Educator Shortage survey can also be accessed there.

The survey instrument is available upon request. Please contact Dr. Matt Feldmann at 618-751-2807 or [matt@gosheneducationconsulting.com](mailto:matt@gosheneducationconsulting.com) to request a copy of the instrument.

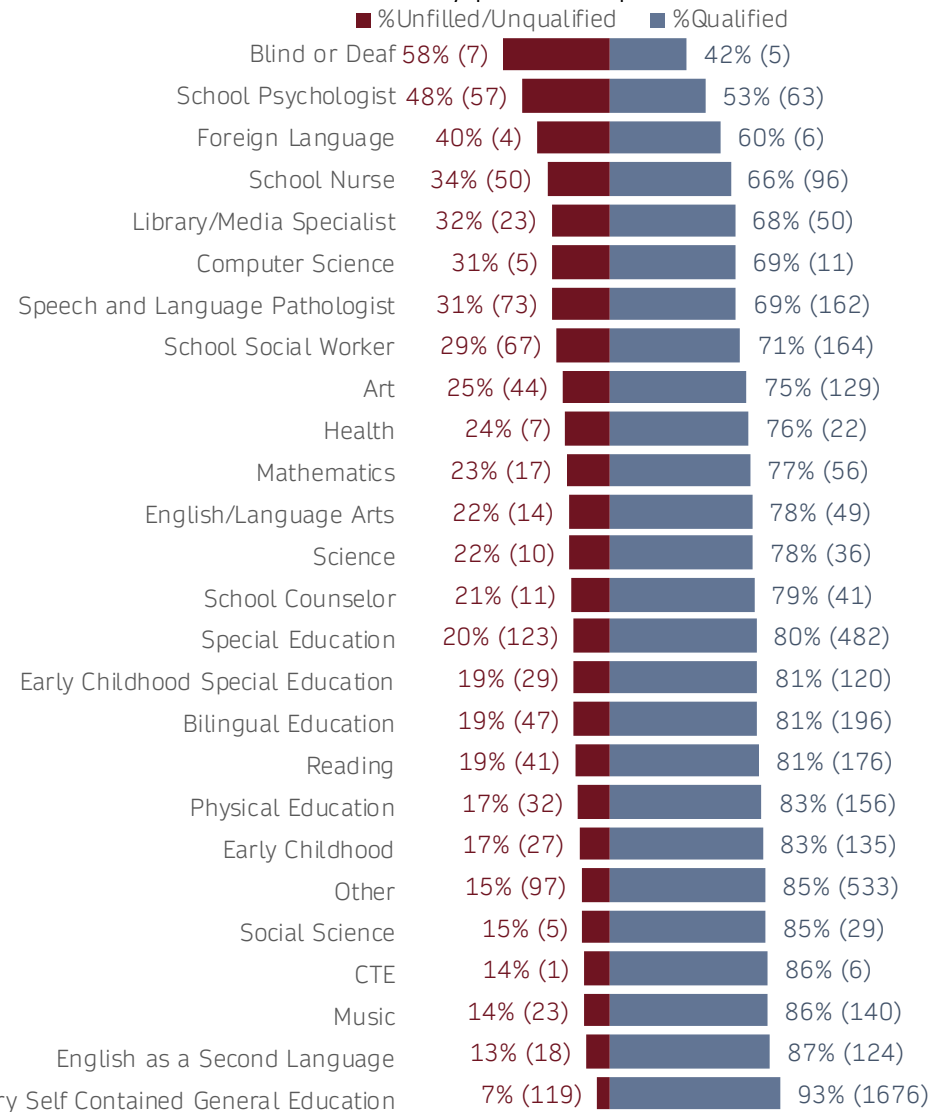
### ELEMENTARY Teacher Positions Posted for 2021 – 2022 School Year

For the open K-5 teaching positions, **951** (17%) remained unfilled or filled with a less than qualified hire.

Sorted by number of positions



Sorted by percent of positions



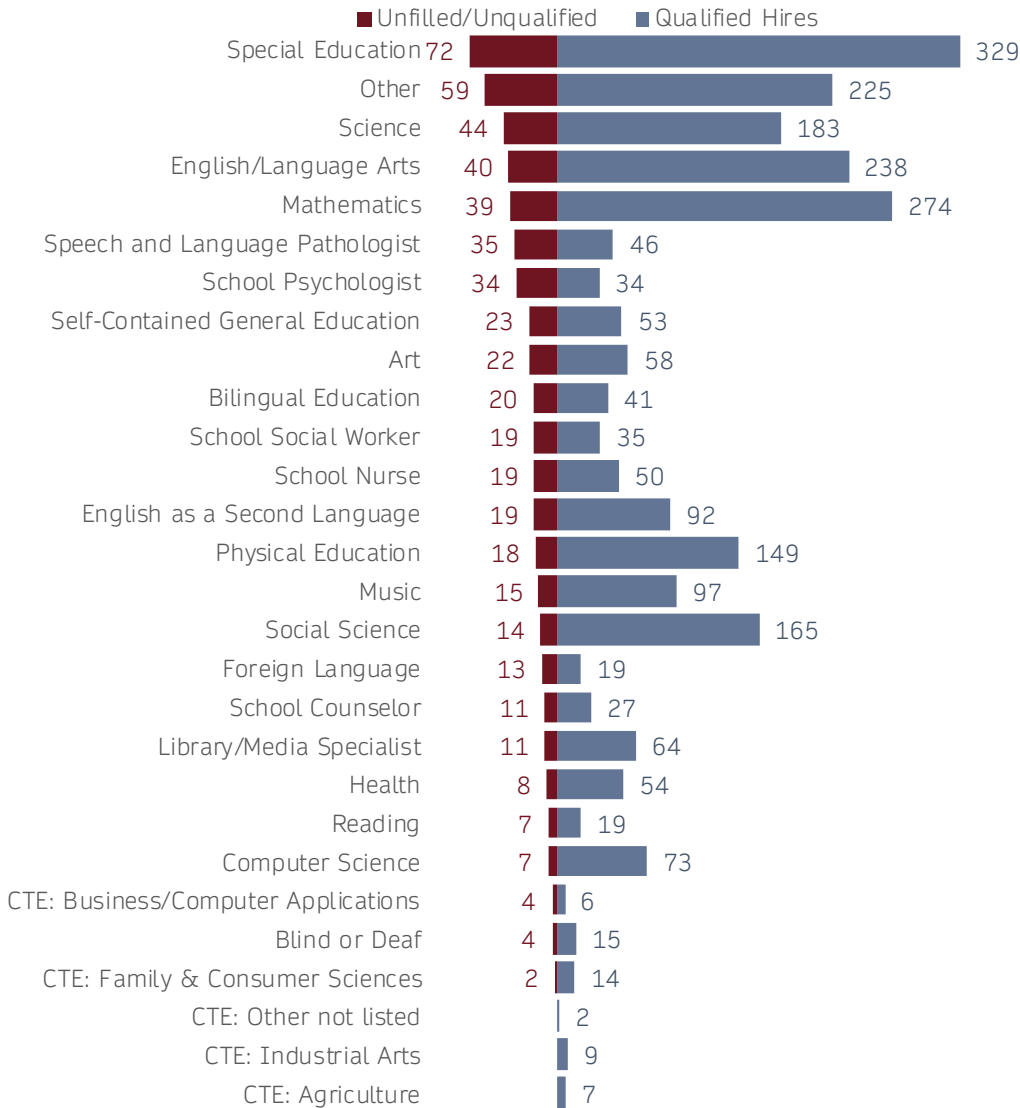
# APPENDICES

## Appendix D – Teacher Open Positions by Grade Span

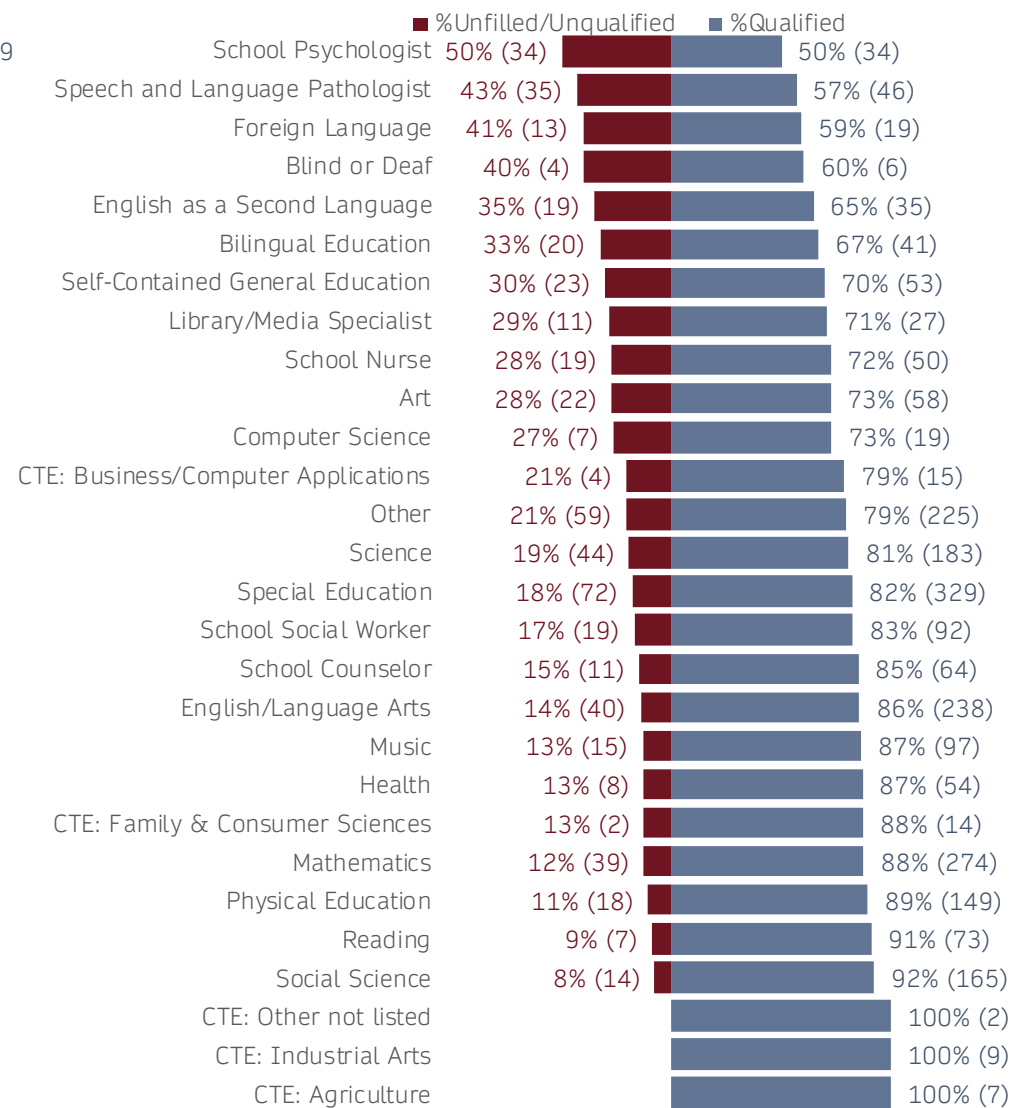
### MIDDLE School Teacher Positions Posted for 2021 – 2022 School Year

For the open 6-8 teaching positions, **559** (19%) remained unfilled or filled with a less than qualified hire.

Sorted by number of positions



Sorted by percent of positions





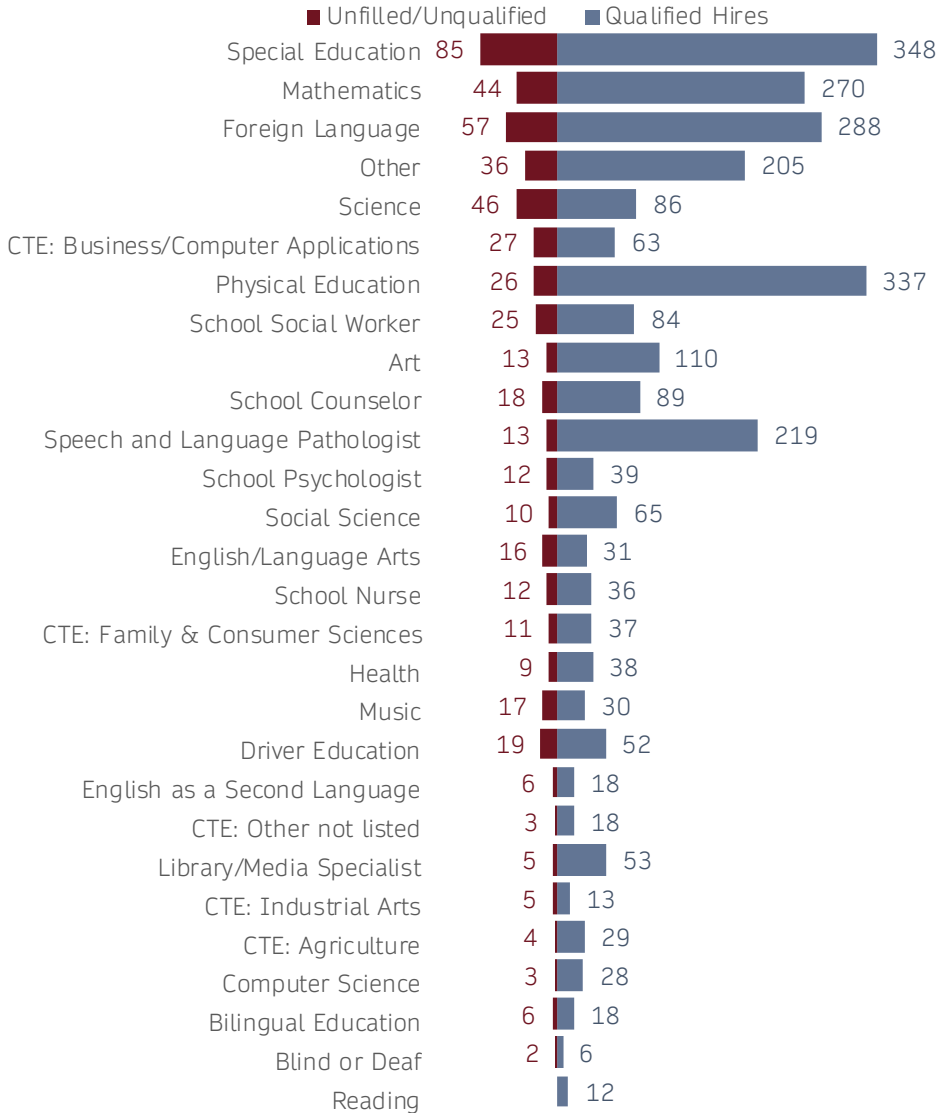
# APPENDICES

## Appendix D – Teacher Open Positions by Grade Span

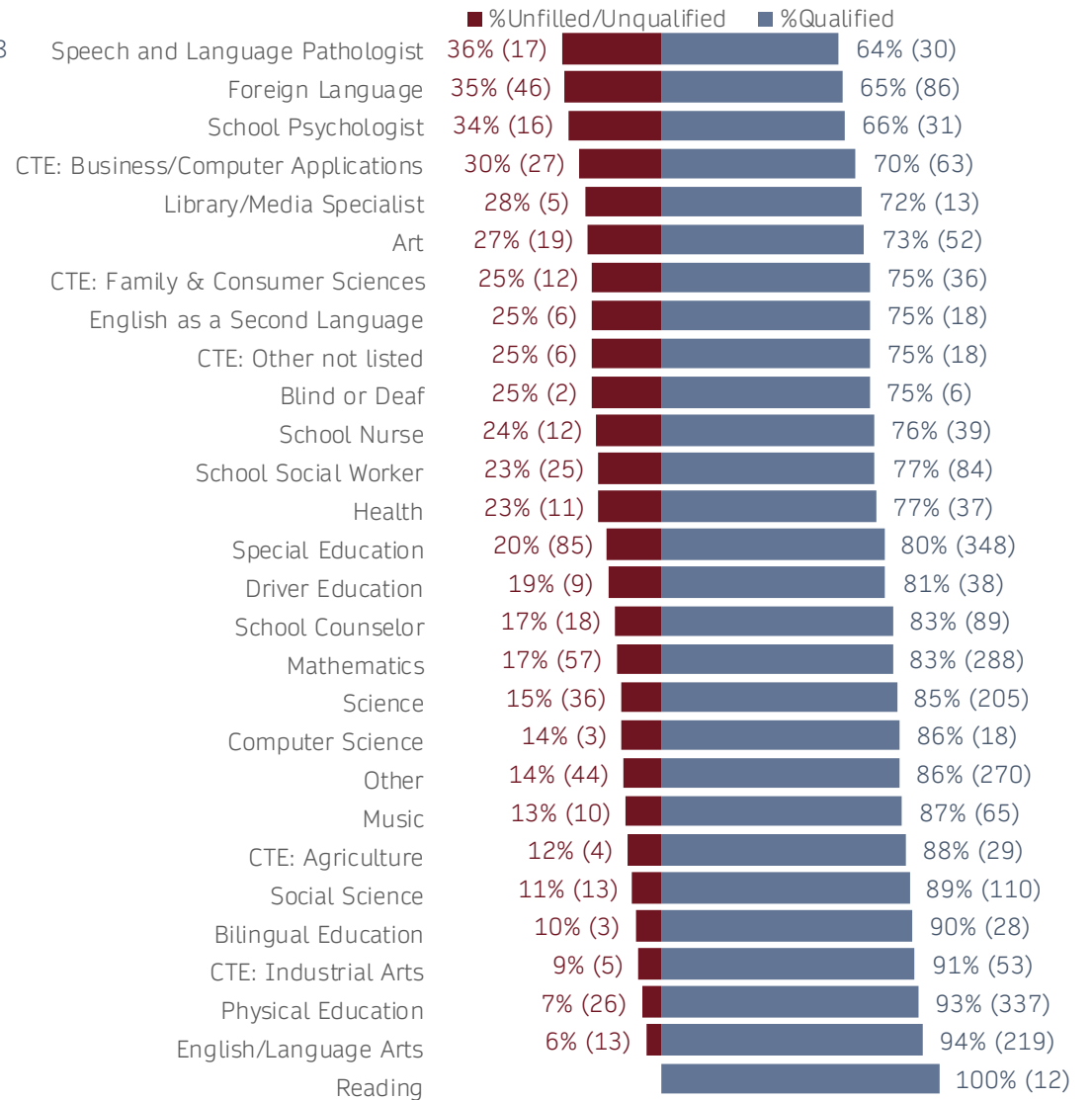
### HIGH SCHOOL Teacher Positions Posted for 2021 – 2022 School Year

For the open 9-12 teaching positions, **530** (17%) remained unfilled or filled with a less than qualified hire.

Sorted by number of positions



Sorted by percent of positions



### Superintendent additional comments related to the COVID-19 pandemic.

Area	Theme	Comment
Southwest	Additional positions	ESSER-III Funding has allowed increased number of educators to be hired.
Suburban Cook	Additional positions	FMLAs have increased New support positions have been created
Southeast	Additional positions	Grant money received has allowed us to hire more staff.
West Central	Additional positions	Hired an additional FT nurse.
East Central	Additional positions	If anything, we've added more staff due to getting ESSER funds
Northeast	Additional positions	there were positions created due to a grant to assist with reading @ Elem & MS and core subjects in high school. Also created learning specialists which is a stipend position.
Suburban Cook	Additional positions	We added contact tracers, quarantine teachers, & interventionists.
Suburban Cook	Additional positions	We added math intervention positions, social workers, dual language staff (although we haven't filled all of them), full time substitutes to support students in quarantine, paraprofessionals, and food service staff.
Northeast	Additional positions	We added staff last year for a virtual school but did not continue it this year. Our numbers of staff are slightly down due to that change.
Northwest	Additional positions	We added teachers last year to address needs associated with remote learning.
West Central	Additional positions	We also have added an additional social worker to handle the social and emotional needs of many of our students.
Northeast	Additional positions	We have added members to our health and wellness team.
Southwest	Additional positions	We have been able to hire in all areas--- 1) at a cost to other smaller districts. 2) the pool is much smaller in most openings. 3) the group applying are younger and less committed to the professional side of teaching.
Suburban Cook	Additional positions	We have increased classroom supports through the use of ESSER Funds to focus on learning loss.
Southeast	Attrition	All of the demands of COVID-19 protocols are leading to increased burnout. If things don't change back to normal soon, I feel like teacher turnover will increase.
Northeast	Attrition	Although the number of positions increased due to smaller classes and additional adults needed to help students better socially distance...We have not been able to fill the additional positions.
Northwest	Attrition	Anyone "on the fence" about becoming or staying an educator is likely not going to be around. Potential candidates do not want to be endangered by members of the public who do not take covid seriously.
Northwest	Attrition	Bus drivers, paraprofessionals and non-certified staff are incredibly difficult to find.
Northwest	Attrition	Capable professionals are making a career decision about not continuing in the field of education. Political, financial, and other opportunities are all factors.

### Superintendent additional comments related to the COVID-19 pandemic.

Area	Theme	Comment
Southwest	Attrition	Covid -19 has decimated the climate and culture of my buildings. Employees are angry, exhausted, and ready to turn toward other careers.
Southeast	Attrition	Covid has impact our ability to retain substitute teachers when employed staff needs to be away from school.
Northeast	Attrition	COVID has increased demand for custodial and other support staff. We had an increased need for teachers and other staff for SY21, however, the numbers are more aligned to a typical year for SY22.
East Central	Attrition	COVID has not helped with the already shortage of substitutes and bus drivers.
Southwest	Attrition	COVID testing mandates are making it difficult to keep subs.
Northwest	Attrition	COVID-19 is not the concern. There is a shortage of teachers due to a lack of people going into the field due to low salaries caused by a lack of adequate funding.
Southeast	Attrition	COVID-19 is not the immediate reason for our teacher shortage, however, with all the mandates, quarantining, lack of conservative values/education, and overarching power and control from ISBE and our Governor, the shortage is soon to be expanding; both with educators and administrators.
Southeast	Attrition	Difficulty in finding substitute teachers and substitute paraprofessionals.
Northwest	Attrition	Due to mandated vaccines for all education employees, we have several individuals who may not stay in the profession or may take a leave until things change. Forcing employees to take an experimental vaccine is not a good way to encourage numbers in the work force and has been horrible for morale.
Northwest	Attrition	Due to quarantines and not finding subs, this has been challenging for all involved.
Suburban Cook	Attrition	Educators have retired or resigned.
Southeast	Attrition	ESSER funds have allowed us to hire the staff needed to address food service, supervision, and SEL needs. The issue remains number of applicants and quality of applicants for all posted positions
Northwest	Attrition	Extended Unemployment benefits have likely shortened applicant pool for non-licensed positions to start the year.
Northeast	Attrition	Extreme difficulty obtaining the substitutes to cover classes for teachers that are out due to Covid Restrictions
Southwest	Attrition	Fear level has caused some concerns and possible staff to leave profession.
Southeast	Attrition	Finding highly qualified certified and paraprofessional substitute and other non-instructional staff (bus drivers, cooks, custodians) has been a real challenge to start the school year for COVID-19 quarantine reasons.
Northwest	Attrition	Finding substitute teachers has become increasingly difficult as a result of COVID.

### Superintendent additional comments related to the COVID-19 pandemic.

Area	Theme	Comment
Northeast	Attrition	For #6 I indicated a decrease, not because of our needs, but because of availability. We are currently understaffed in paraprofessionals and our sub pool.
Southwest	Attrition	For the first time in my career, I have funds (through the federal grants) that have given me the financial resources I need to staff my buildings how I would like them staffed. Unfortunately, I have had to fill these positions with staff who I believe are not necessarily going to be successful, simply because they were the only candidate. We have smaller class sizes now, which is great, but if the person teaching those classes is less than qualified, I fear the educational outcomes will be no different than when we had very qualified people teaching larger classes.
Northeast	Attrition	Honestly, I still think it is too soon to day. Our small staff was incredibly lucky and stable from last year to this year. I believe this year is shaping up to be way harder than last year so it will be interesting to see the fallout in the future.
Southwest	Attrition	I can't say for sure to what extent COVID-19 has impacted staffing in my district, but the overall teacher shortage has impacted staffing.
East Central	Attrition	I have teachers considering leaving the profession if they are forced to vaccinate or test.
Southeast	Attrition	I hear staff talking about when they can retire.
Northeast	Attrition	I marked about the same for substitutes because we haven't been able to hire additional personnel, but if we could, we would increase our substitute pool.
Northwest	Attrition	I predict teachers and admin leaving the profession early will continue to be on the rise do to the overwhelming stress of COVID.
Northeast	Attrition	Impossible to find substitutes, bus drivers, paraprofessionals.
Southwest	Attrition	In an attempt to reduce class sizes and maintain social distancing throughout the District, we have added staff in almost all categories. We have struggled to find qualified candidates to fill open positions.
Suburban Cook	Attrition	In just about every area it has increased the need for staff.
Northwest	Attrition	It has become more difficult to find subs to cover for the absences related to COVID
Southwest	Attrition	It has been extremely difficult to find subs and paraprofessionals.
Southeast	Attrition	It has been very hard to find candidates for all positions. Slowly we have been able to recruit candidates through non-traditional ways (Indeed).

### Superintendent additional comments related to the COVID-19 pandemic.

Area	Theme	Comment
Northeast	Attrition	It hasn't changed much for us. I think the number of subs that are available has decreased because they have taken jobs in other industries. I increased the number of Paras we usually have so we could have more to help with Rtl. We are trying to make up for some of the lost educational time for students.
Southeast	Attrition	It is more difficult to find substitutes.
Suburban Cook	Attrition	It is nearly impossible to find IA's.
Southeast	Attrition	It is very hard to find subs when a teacher or staff member is out.
Southeast	Attrition	It really hasn't had an impact here in terms of staffing. Instead, it has just led to burnout and exhaustion with staff.
Southeast	Attrition	It was very hard to get subs with so many people out due to covid symptoms.
Southwest	Attrition	Lack of available substitutes has led to more stress to regular education teachers. Lack of non-certified staff has led to overworking existing staff.
East Central	Attrition	Lack of subs at all positions
Northwest	Attrition	Less non-certified staff. We have vacancies that are left unfilled. When we post certified positions, we have less than five applicants usually and end up with the best we can get.
Southwest	Attrition	Limited Subs. Limited candidates
Southeast	Attrition	Many are looking for jobs outside the education profession to get away from COVID-related issues.
West Central	Attrition	Many of the shortages are less to do with COVID 19 and more to do with the limited supply of qualified applicants.
Northwest	Attrition	Mask wearing has caused support staff to resign, as has the need to vaccinate or test weekly
West Central	Attrition	Much lower numbers of substitutes and paraprofessional and applicants for these positions
Northwest	Attrition	My responses to #6 are due to lack of applicants.
Southeast	Attrition	No substitute teachers No bus drivers
Northeast	Attrition	Not COVID but overall less teachers available
Northeast	Attrition	Not getting the numbers of applicants in hard to fill positions.
Northwest	Attrition	Only lost one teacher, who was retired but teaching part time. Teacher left, in part, due to COVID concerns.
Northeast	Attrition	Our older staff is retiring due to health concerns, and we are struggling to fill their positions.

### Superintendent additional comments related to the COVID-19 pandemic.

Area	Theme	Comment
Northeast	Attrition	Poor public policy, politicized media, and fear-based leadership are discouraging young people from pursuing careers in education.
Suburban Cook	Attrition	Quarantine requirements due to COVID, not just for staff, but for their children in need of supervision, has led to a significant need for more substitutes.
Northwest	Attrition	Retired teachers are less likely to come back into our buildings and sub.
Northwest	Attrition	Retired teachers will not sub in the district for fear they could be exposed to a Covid outbreak in the school.
Northwest	Attrition	Rules and mandates will drive out administrators and teachers if we do not get this under control. Too many COVID rules and mandates
Suburban Cook	Attrition	Shortage of bus drivers and paraprofessionals
Southwest	Attrition	Some area's have stayed about the same but replacing has become more difficult. The need for employees at all levels has not decreased.
Northwest	Attrition	Staffing has been difficult, but it was that way before covid as well.
Suburban Cook	Attrition	Still have one .5 FTE unfilled, some late openings had 1 candidate, still don't have enough subs or bus drivers.
Suburban Cook	Attrition	Sub shortage
East Central	Attrition	Substitute pools for all jobs is bare bones largely due to COVID.
Southwest	Attrition	Substitutes are difficult to find in all capacities.
Northwest	Attrition	Substitutes are hard to secure. Bus driver shortage is our greatest concern.
Northwest	Attrition	Substitutes have greatly decreased. Bus drivers are also decreased and are dangerously low. In addition, we have a long-term sub looking for certification to fill a 5th-grade position. This is a challenging year, although turnover has been minimal.
Suburban Cook	Attrition	Support staff positions are the most challenging to fill right now.
Southeast	Attrition	Support staff such as paraprofessionals and specialized programs have been impacted the most
Suburban Cook	Attrition	Teachers and related service providers do not want to teach "in-person".
Southeast	Attrition	Testing and vaccination issues could cause staffing shortages besides creating ill will between the staff and administration.

### Superintendent additional comments related to the COVID-19 pandemic.

Area	Theme	Comment
Southeast	Attrition	The constant changes coming down from ISBE or The Governors office, plus difficulty planning for the school year has added a lot of stress and anxiety on teachers and classroom aides. I'm struggling to hire new aides this year, especially with the additional unemployment benefits from COVID. The difficulty has worsened since vaccine mandates and testing mandates came out.
Northwest	Attrition	The demand for substitutes and bus drivers has significantly increased, however the supply of these workers has significantly decreased.
Northeast	Attrition	The different mandates (mask wearing, vaccination or weekly testing) has caused one employee to resign and two other employees to contemplate resigning.
Northeast	Attrition	The extension of unemployment benefits has created, in part, a vast shortage of individuals willing to serve as Teaching Assistants or Substitute teachers.
Suburban Cook	Attrition	The lack of subs has definitely made it more challenging to cover absences of staff who have tested positive or been exposed at work or at home.
Northwest	Attrition	The mandated vaccinations and / or testing have caused us problems retaining staff, particularly non-certified staff members. COVID in general has limited the number of people willing to substitute as many of those folks would be from a high risk population as retirees.
Northeast	Attrition	The most significant results in the last couple of years has been a lack of non licensed staff availability and turnover. Quality candidates are in short supply and many that apply do not return phone calls for interviews or decline offers for employment. Those that are employed are less willing/interested to work overtime available.
Southwest	Attrition	The need for folks has remained the same, but the supply of qualified applicants isn't there.
Suburban Cook	Attrition	The need for substitute teachers has increased, but the availability of licensed substitutes has decreased.
Southeast	Attrition	The number of substitutes needed has increased - the number of substitutes available has not necessarily increased. Admin has subbed on numerous occasions and teachers are doubling up classes to make up for the lack of subs.
West Central	Attrition	The questions are flawed. Like #6-- the demand is way up, especially for substitutes, but that has not resulted in me hiring more of them. I cannot get any. Same with bus drivers and most non-cert staff. My need is high, but I have not been able to get people. Also #4--Teacher burnout is high, but they haven't given up yet. If they could retire now, they would in a heartbeat.



### Superintendent additional comments related to the COVID-19 pandemic.

Area	Theme	Comment
Southwest	Attrition	The testing mandate and/or mandatory vaccine is going to impact these numbers even more due to the strong belief and objection of some do either get a vaccination or subject themselves to weekly testing.
Northeast	Attrition	The testing requirements from the recent EO's from the Governor are making it very difficult to retain some positions such as bus drivers and lunchroom staff.
Southwest	Attrition	The Vaccine/Testing mandates have already had a negative effect on finding subs. There is great potential for it to have critically adverse effects on full time faculty and staff.
Northwest	Attrition	There are no candidates for sub positions, para positions, bus driver positions, monitors, etc. We have not been able to fill all positions which is burning out the other employees. At the same time, the needs of students have increased significantly.
East Central	Attrition	There is a greater chance of educators leaving my district this year versus last year due to the Vaccine or Test Mandate issued in August. This mandate has caused more division and issues that could lead to loss of staff than anything to this point with CoVid
West Central	Attrition	There was a teacher shortage before the pandemic. There are few if any candidates for open positions. That has not changed with Covid -19. The greatest impact of Covid -19 has been on our ability to hire non-certified staff this year. We are competing with every other field/industry that has employee shortages.
Northeast	Attrition	This pandemic has significantly impacted our ability to fully staff our district. The vaccine mandate and weekly testing has also dramatically impacted our sub pool.
Suburban Cook	Attrition	To increase safety mitigations, we have limited class size as much as possible last year and this year. This has led to a temporary increase in staffing levels.
West Central	Attrition	To question number 6, I haven't employed more teachers/paras/subs because they aren't available. If I had applicants I would hire 2 more paras and have at least 5 more substitutes. My subs are now teachers, my sub drivers are driving regular routes.
Southeast	Attrition	Very concerned about the implications of required vaccination/COVID 19 weekly testing. I will not be able to run a school if I have to let staff go who refuse to vaccinate and test weekly.
Southwest	Attrition	We are currently 5 paraprofessionals short in programs for the district.
Suburban Cook	Attrition	We are experiencing a great deal of difficulty in hiring and maintaining staff members.
Suburban Cook	Attrition	We are finding it difficult to hire specialty positions and the shortage of bus drivers has had a huge impact on our District.



### Superintendent additional comments related to the COVID-19 pandemic.

Area	Theme	Comment
Suburban Cook	Attrition	We are having a great deal of difficulty staffing bus drivers, substitute teachers, paraprofessionals, and cafeteria staff.
Suburban Cook	Attrition	We are having a hard time filling positions. There is a lack of qualified applicants for positions. We even added positions to support students' SEL needs and Learning Loss, however we can't fill the positions due to a shortage even though the Board approved the additional positions
Suburban Cook	Attrition	We are looking to fill positions that we haven't previously had, such as overseeing SHIELD testing, or contact tracing. Mostly support staff roles that we don't have specific job descriptions for. We have also had to move some of our part-time staff to full-time, having budget implications.
Suburban Cook	Attrition	We cannot find any sub teachers
Northwest	Attrition	We can't find bus drivers or subs to hire and would love to hire more.
Northwest	Attrition	We can't find bus drivers to hire.
Suburban Cook	Attrition	We do not have enough bus drivers.
West Central	Attrition	We had a number of employees quit right before school due to the politics surrounding mandates.
Northeast	Attrition	We had the 2nd most retirees in the past 50 years due to Covid. We are also noticing a lack of candidates for support staff and specialized teaching positions.
West Central	Attrition	We have a teacher who is on leave this year, due to the stresses of dealing with COVID. I think this is a question that probably need to be asked. She hasn't left (yet), but is a good example of why we are struggling to deal will staffing issues.
Southwest	Attrition	We have difficulty recruiting qualified and licensed employees.
Suburban Cook	Attrition	We have generally needed more staff to keep class sizes small....and to provide intervention. But we also just need more staff to support logistics related to COVID
Suburban Cook	Attrition	We have had a very difficult time recruiting paraprofessionals
East Central	Attrition	We have had several teachers leave for economic reasons of local districts paying much more than we do. We negotiate this year, but with the unknown it is hard to say where we will end up. The biggest concern is the lack of candidates that are out there for positions like Spanish, Math and special education. We only had six applicants for a principal position this year.
Northwest	Attrition	We have lost two teachers due to families moving out of state to less restrictive areas in our country.

### Superintendent additional comments related to the COVID-19 pandemic.

Area	Theme	Comment
Suburban Cook	Attrition	We have seen a decrease in qualified candidates at all levels and across disciplines.
Northeast	Attrition	We have significant shortages in bus driver applicants for all posted positions.
Northeast	Attrition	We haven't seen a larger turnover due to COVID-19, but this could change if the environment stays the same.
Northwest	Attrition	We lost paraprofessionals, teachers, and bus drivers due to the mandates surrounding COVID.
Suburban Cook	Attrition	We need more teachers or more alternative routes to train substitutes to become certified teachers. I have my Grow Your Own Talent Program in my District.
Suburban Cook	Attrition	We need substitute teachers and paraprofessionals!
Suburban Cook	Attrition	We received additional funding and slotted more interventionist to fill positions. There are very few candidates.
West Central	Attrition	We saw a normal rate of turnover this year. The main issue is the teacher shortage and teachers being able to get all of their years of experience and education levels at other districts. This allows them to make more money for the same work so why not leave?
Northwest	Attrition	We used ESSER funds to create an Instructional Interventionist position but have not been able to fill it. Subs are also a major problem
Southwest	Attrition	We were able to fill the positions, but a couple of them at the last minute. I think it has more to do with the overall shortage of teachers than that of Covid.
Suburban Cook	Attrition	We would have liked to greatly increase our number of substitutes and non-licensed workers, but the labor supply has not allowed for this to occur.
Suburban Cook	Attrition	While we have increased the number of para positions and sub positions, many of those increased positions remain unfilled, along with other unfilled positions that were not above and beyond our typical complement of staff
Suburban Cook	Attrition	While we posted these increases in staffing, we have yet to fully fill all positions.
Southeast	No impact	COVID-19 has had minimal/no impact on teacher staffing in my district.
Southeast	No impact	Fortunately, COVID-19 has not impacted my school district whatsoever.
Northwest	No impact	We are small enough that everyone helps so not affected yet.
West Central	No impact	We have really not been impacted in terms of staffing.

### Superintendent additional comments related to the COVID-19 pandemic.

Area	Theme	Comment
Suburban Cook	Other	Due to adding a lunch location we added lunch supervisors. Due to addressing learning loss we added an admin and math specialist. Due to an inability to combine classrooms we added a full time sub. Due to social emotional/behavioral needs of kindergarten students we added a paraprofessional
Northwest	Other	Health departments need to focus more on community health (i.e. restaurants, gatherings) and less on schools.
Suburban Cook	Other	Remote instruction is difficult to navigate
East Central	Other	Schools Districts need plenty of lead time when mandates are thrown at us. Allow us to run our districts.
Southeast	Other	Staffing in our district has NOT been significantly impacted by COVID, but I am aware that for many districts COVID has had a huge impact on staffing.
Northeast	Other	The latest mandate by the governor with testing non-vaccinated staff is an over-reach of authority and completely unnecessary. If masks work “why are we testing too. This is a terrible hardship and another job the superintendent has to do.
Southwest	Other	The mandates are unsustainable in the non-certified positions. A) they don't want to wear masks or get vaccinated or get tested and B) the unemployment benefits outweigh actual work.
Northwest	Other	Unfunded and unrealistic mandates from Springfield have created cultural issues amongst staff and the community. The loss of local control, the flip flopping on vaccines and testing have all adversely affected ours and most districts.
East Central	Other	Unreasonable union demands due to impact of mandates
East Central	Other	We have weathered the storm well to this point.
West Central	Other	We reduced an administrator due to school consolidation, not due to COVID 19.
Northeast	Other	We were able to find the extra teachers to support spacing and Learning Loss programs. We cannot support the transportation needs as we have large driver shortages. Support positions such as aides, lunchroom, custodians and subs are woefully insufficient to run our district properly.
East Central	Other	Where we used to try to hire new or less experienced teachers due to our budget status year to year, this year we did hire a teacher with 18 years experience just due to need and it was much more expensive to elementary area budget
Northwest	Overburdened	Causing a great deal of stress and strain on all staff members.
Northeast	Overburdened	Causing immense amount of daily changes in personnel.

### Superintendent additional comments related to the COVID-19 pandemic.

Area	Theme	Comment
Southeast	Overburdened	COVID-19 has absolutely caused a tremendous amount of stress on our staff due to the increase in job responsibilities, COVID Testing, Remote Learning, etc... Our staff understands that there are health issues and risks associated with COVID-19, but the mental health issues, the stress and the learning loss caused by COVID-19 have far out-weighted any direct physical health issues that our students have encountered.
Southwest	Overburdened	High stress levels as a result of Covid. Difficulty filling non-certified positions, not certain the cause.
Northeast	Overburdened	I think the largest impactful factors include COVID-19 fatigue, as well as Executive Order no 88 in regards to the vaccine/testing mandate.
Southwest	Overburdened	I would say that the challenges presented have resulted in increased frustration.
Northwest	Overburdened	It has had an enormous impact. Coupled with the unending mandates that had already negatively impacted the number of individuals entering education, it has caused a crisis.
Northwest	Overburdened	Last year our staff struggled to maintain the vigorous demands of online remote learning with the in-person classes due to the strict requirements of quarantining.
Suburban Cook	Overburdened	Mental health, exposed by anxiety, fear and being sick with COVID or COVID-like symptoms. Missing work and instruction to the students has had an impact.
East Central	Overburdened	Overall stress on our staff is significantly greater and our people are more tired. We were in person for 175 days last year and our people were completely worn out.
East Central	Overburdened	People are burnt out. This is not sustainable.
Northwest	Overburdened	Staff is stressed and many have expressed interest in leaving the profession
Suburban Cook	Overburdened	Staff morale has been the biggest impact. We had done much work with positive psychology research for several years prior to the pandemic and that served us well with staff, students and our community in the midst of the pandemic.
Southwest	Overburdened	Staff stress levels are significantly higher than even last year.
Northwest	Overburdened	Stress on faculty, staff and administration due to covid, mandates and politics hassle this year more challenging than 2020-21.
Southeast	Overburdened	STRESS! The fatigue of our educators is, across the board, a real concern. In many ways, the level of stress that they have endured is similar to that of trauma.
Northwest	Overburdened	The additional concerns and mandates associated COVID-19 has made our ability to function as cohesively as we have in the past much more challenging.

### Superintendent additional comments related to the COVID-19 pandemic.

Area	Theme	Comment
Suburban Cook	Overburdened	The levels of stress to conform to the always-changing executive orders are causing administrators and teachers to take leaves of absence. It is impossible to get regular work completed because of the information collected daily for the COVID-19 virus.
East Central	Overburdened	The only impact on staffing is morale. Morale is down due to the ongoing government mandates. My teachers would feel much more comfortable if we had local control of our rules. NOBODY knows our district better than the teachers, administrators, board, and stakeholders.
West Central	Overburdened	We have been in person the entire time and COVID has been a huge pain, but has not impacted my employees employment. All the extra money the Govt. threw at people made it harder to find Substitutes willing to work.
Northwest	Overburdened	While we have not seen people walk away from teaching in our district, COVID is creating large stress and at some point, I believe we will see people walk away from the profession.

### Superintendent additional comments related to teacher staffing.

Area	Theme	Comment
West Central	Attrition	A lot of teachers quit right before the start of school. We are keeping teachers we never would have kept in the past.
Northeast	Attrition	A very late resignation left one of our positions unfilled. We have it covered with a long-term sub and are hoping to find a more permanent candidate after first semester.
Northwest	Attrition	As a small grade school, we have 4 full time teachers and 5 part-time teachers. 2 full time teachers resigned and took positions in other schools. 1 part-time teacher resigned to spend more time with her family. We could only find one full time teacher to hire. To fill the void, we placed 2 part-time teachers in full time capacity and utilize one substitute teacher one day a week.
East Central	Attrition	Candidates are able to sign contracts and continue to shop themselves for other openings prior to school starting due to the shortage
Southwest	Attrition	COVID has had a negative impact on recruitment efforts.
Suburban Cook	Attrition	Difficult finding special education and bilingual teachers
Southwest	Attrition	Due to the current COVID-19 pandemic teachers are either leaving the profession altogether or retiring if they meet the requirements for retirement.
Suburban Cook	Attrition	EBF needs to reach 100% or we will not be able to offer competitive salaries and positions will go unfilled.
Southwest	Attrition	Even with smaller than average class sizes, tuition reimbursement, insurance, competitive salary and retirement pickup by the district has been very difficult recruiting teachers to the district. Most teachers we are recruiting are coming from Missouri as the number and quality of teacher candidates from higher education has decreased in Illinois.
Northwest	Attrition	Few applicants
Southeast	Attrition	Fewer and fewer applicants every year.
Suburban Cook	Attrition	Finding quality, licensed teachers for Bilingual Ed, EL, Special Education, and Media Center have been our biggest challenges.
Southwest	Attrition	For the 1st time in my career.. we are seeing districts mad at other districts for teachers applying and going to other places. sometimes leaving late or even after school has started--- due to teachers leaving because of testing and masks
Southwest	Attrition	Getting subs will be a major concern. Our teachers are great to fill in for others class by class, but they'll tire of it now that we've moved to full days of attendance.

### Superintendent additional comments related to teacher staffing.

Area	Theme	Comment
Southeast	Attrition	Had seven (7) candidates for a Jr. high social studies position during Spring/Summer of 2021. Not one candidate fresh out of college. Historically, we would see 20+ candidates apply for a Jr. high social studies position that would include numerous coaching candidates. Zero coaching candidates among the seven applicants for the hired Jr. high social studies position during Spring/Summer of 2021.
East Central	Attrition	Hard to recruit when there are no candidates
Suburban Cook	Attrition	I am concerned about recruiting teachers in the Career Technical Field. We had a really difficult time finding a properly endorsed teacher in the area of computer programming.
West Central	Attrition	I am concerned about Spanish, CTE, Science, Math, PE, and Driver's Ed. We have upcoming openings in all and/or if we do, I am worried that we will not have applicants.
Northeast	Attrition	I am really concerned with SE, psychs, SW, and specific HS AP courses. Also, there are not a lot of support staff and substitutes. That shortage has already hit us.
West Central	Attrition	I have previously offered incentives and sign on bonuses. Teachers would agree to work here and then chose to move on to other districts.
West Central	Attrition	IL just isn't producing enough teachers, so new teachers are of course going to go to the most affluent highest paying openings. Simple supply and demand.
Suburban Cook	Attrition	It has been problematic finding qualified, bilingual, Spanish speaking Teachers and Instructional Coaches.
East Central	Attrition	It is difficult to find shop teachers.
Northeast	Attrition	It is very difficult in Special Education and hard to HS positions.
Suburban Cook	Attrition	It's difficult to maintain a feasible schedule with the vacancies.
Northeast	Attrition	Lack of bilingual candidates is our biggest issue.
West Central	Attrition	Lack of certified applicants.
Southwest	Attrition	Lack of qualified candidates.
West Central	Attrition	Many of the positions that are unfilled this year were unfilled last year. Last year we were able to manage because we followed a hybrid model. This year with students in full time we have had to use uncertified staff as long term subs to fill open classroom positions.
Southeast	Attrition	No one wants to work in education anymore
Southeast	Attrition	Our district is looking for an administrator, but we have no viable candidates yet.



### Superintendent additional comments related to teacher staffing.

Area	Theme	Comment
Northeast	Attrition	Our full time positions are getting filled still, but pools of applicants are not as deep. Where we are really struggling is filling leaves for hard to fill areas, in particular SpEd, Social Work, and Psychologists. I say "Minor" for now, but I can see it breaking toward serious. With COVID lingering, the future is still hard to predict.
Northeast	Attrition	Qualified candidates are far and few between. Very few new college grads.
Northwest	Attrition	Recruiting needs to expand to the collegiate level.
Suburban Cook	Attrition	Recruiting was difficult as job fairs were not in-person.
Suburban Cook	Attrition	Some of our teacher shortage issues are also a result of programming, such as dual language, being available at all 14 elementary and middle level schools.
Northwest	Attrition	Special Education and Family and Consumer Science had no certified candidates.
Northeast	Attrition	Special education and hard to fill such as science and upper level math.
Suburban Cook	Attrition	Staffing specific areas (BIL, SPED, & Related Services) are significantly harder than Gen Ed positions.
Northeast	Attrition	Subject area needed coupled with part time positions
Southeast	Attrition	Teacher shortage.
East Central	Attrition	Teachers are not available for math, science, special education, and Spanish. Even elementary levels are considerably low.
East Central	Attrition	Ten years ago we would have 50 applicants for any of our positions. This year we had ZERO applicants for two open positions.
Southeast	Attrition	The district has serious concerns about replacing staff who refuse to get vaccinated or take weekly Covid-19 tests.
Southeast	Attrition	The way education in general is viewed is negative. Most teachers aren't even encouraging their own children to go into education. Teachers have to put up with angry and unrealistic parents, unmotivated students, laws and policies that do not support them but rather create more paperwork and stress, co-workers who are union crazy rather than realistic and hardworking, etc. etc. etc. People do not want to be teachers!!! Even those who commit are leaving the field, many this year on the first day/first week/first month. As stated earlier, recruiting teachers is more like "if they are living/breathing", they are good enough to hire:( That's NOT GOOD EDUCATION!



### Superintendent additional comments related to teacher staffing.

Area	Theme	Comment
Northwest	Attrition	There are approximately 6-8 staff members retiring each year in the next five years. This is a retiring turnover of about 25 percent of all staff members. There will not be qualified staff to replenish the retiring staff. Not only that, the incoming staff will not have the same skills or credentials.
Suburban Cook	Attrition	there are not as many teachers applying for positions as in previous years.
Northeast	Attrition	There are simply not enough candidates. We had ONE applicant for a late opening in Kindergarten. ONE! We have ZERO candidates for full time permanent sub positions - at full teacher pay. Too many "affluent" districts scooped up "extra" teachers for coaching, intervention, remote learning, etc - leaving the pool for the rest very dry.
Northwest	Attrition	There are very few applicants.
Southwest	Attrition	There were very few candidates who applied for positions.
Northwest	Attrition	This problem starts with the colleges. We need more students earning education degrees.
Southeast	Attrition	This year has been a challenge. We have had to be creative with licensure to get our positions filled.
Suburban Cook	Attrition	Tier II pensions does not help with new teachers. Need more bus drivers more than anything else.
Southeast	Attrition	TRS retirement needs to change back to the old retirement status and the % of overall salary being paid out during retirement needs to be lowered from the 75% it is at. This will get teachers back into the schools
Northwest	Attrition	Trying to be creative with the shortage.
Southeast	Attrition	Very few qualified candidates. Higher paying districts are able to recruit potential teachers better than we are.
Suburban Cook	Attrition	Very few, if any quality candidates in positions other than elementary classroom. In traditionally hard-to-fill jobs (e.g., bilingual, science), we had no candidates for long period of time.
West Central	Attrition	We have had problems for the past 10 years and it gets worse, we have had a PE, math and now business open for several years. We use to get 100s of applications for PE, now we get 0.
Northeast	Attrition	We are a small rural school that pays extremely low. Lack of exposure, size and salary will greatly impact our recruiting.
Suburban Cook	Attrition	We are able to give \$5000 signing bonuses for specialty teachers and hard to fill positions.
Suburban Cook	Attrition	We are finding that due to increased credential requirements we are struggling to find qualified candidates.
Suburban Cook	Attrition	We are putting in place a variety of logistics to recruit teachers.

### Superintendent additional comments related to teacher staffing.

Area	Theme	Comment
Suburban Cook	Attrition	We are reaching out to universities to bring in more interns and student teachers. We have several in the Fall and will look to hire them for some of the positions that are still open in the Spring. We also partnered with Golden Apple, although at this point, have not had much success with new hires through this program. We have to rely on some contract agencies, which has been less than ideal. We hope to hire full time employees for these roles as soon as possible. Recruiting never stops and anytime we find a qualified candidate, we want to bring the into our district, so we will continue to keep open positions posted, even if we currently have them filled with contract employees.
Northeast	Attrition	We are spending more money on full time substitute teaches because otherwise we can not fill our substitute openings.
Northwest	Attrition	We attempt to recruit interns and special service providers to our area. However I had a retirement three years ago that we have not been able to replace.
West Central	Attrition	We continue to look for "Home-grown" candidates who have ties to the area and will stay.
West Central	Attrition	We could not find a licensed SPED teacher. Therefore, we hired an elementary teacher to fill that position and she obtained an emergency license to teach LBS1.
Northwest	Attrition	We desperately need substitute teachers, bilingual teachers, and licensed special education teachers.
Southeast	Attrition	We didn't get any applicants for a couple of the positions and the applicant we did get came the week before school started.
Southeast	Attrition	We do not offer any health insurance in our district. Salary has never been an issue.
Suburban Cook	Attrition	We feel we have enough staff to cover our classroom needs. Our enrollment continues to decline and as grant funds run out we will likely be reducing our work force.
Northwest	Attrition	We had many teachers accept positions, then recant their acceptance before their hire date. Thus, creating the process to start over.
Suburban Cook	Attrition	We have exhausted all avenues to recruit teachers.
Northwest	Attrition	We have expanded our recruiting efforts and also increased our salary guide, but the number of applicants is still very limited.
Northeast	Attrition	We have great concerns in staffing not only teachers but non-licensed staff in the future.
Southwest	Attrition	We have had several positions where we received only one applicant.
Southeast	Attrition	We have seven certified retirements at the end of FY22.

### Superintendent additional comments related to teacher staffing.

Area	Theme	Comment
Northeast	Attrition	We have worked to be as creative as possible to attract, recruit, and retain staff
Suburban Cook	Attrition	We need more applicants for all special education positions (LBS, psych, SW, SLP). We have a high percentage of students with special needs and we struggle to staff appropriately. I know this is about teachers, but aside from these positions, we can't staff our paraprofessional positions, nor do we have enough substitutes to cover staff absences- despite having a healthy sub pool.
Southeast	Attrition	We only had one applicant for a position. We had no choice but to hire that applicant.
West Central	Attrition	We recruited experienced teachers from surrounding school districts because we could compete on the salary schedule. This is not helping any of us!
Northeast	Attrition	We RIF'd a teacher at the end of the year were able to bring her back with our vacancy.
Northwest	Attrition	We started a new Ag Program and were lucky to get a good applicant hired. Other than that, we lost 2 good teachers due to the stressors involved in teaching. One went to another district to teach older students, and the other is out of teaching all together.
Southeast	Attrition	We still do not have a qualified fourth grade teacher.
Suburban Cook	Attrition	We struggle to get qualified applicants even with third party contractors/agencies
West Central	Attrition	We try to hire good people tat care about student's instead of hiring a subject.
Suburban Cook	Attrition	We were able to fill positions with quality candidates but the pool was much smaller than what we saw even a few years ago.
West Central	Attrition	We were lucky to fill our positions with great candidates. As I look to next year, we have 3 retirements that we will need to fill. The most challenging one will be band/music.
Suburban Cook	Attrition	We've partnered with Roosevelt University to host approximately 8 teacher residents this year. The eight residents were former paraprofessionals. Now we have a HUGE shortage of paraprofessionals.
West Central	Attrition	While we have been able to fill positions--it has not been easy.
Suburban Cook	Attrition	Wishing there were more bilingual, ESL teachers, SLPs and OTs
Southwest	Attrition	With all the mandates from the state, changes in curriculum, and pressure from the governor's office the idea of being an educator is not what many are looking for. More and more people are looking to get out of this field.
West Central	Licensure restriction concerns	Licensing restrictions have had an impact. Too narrow in scope.

### Superintendent additional comments related to teacher staffing.

Area	Theme	Comment
Northwest	Licensure restriction concerns	Licensure of a CTE teacher or administrator has caused us to use an interim director this year.
Southeast	Licensure restriction concerns	Location, low salary for beginning staff, limited capacity to raise salaries, rural setting, gas prices
East Central	Licensure restriction concerns	New licensure restrictions are not helping us.
Southeast	Licensure restriction concerns	The more program offerings our local state university have, the more area applications we receive. We encourage state universities to get creative in how they expand their offerings, specifically PE/Health, driver's education, and CTE. In addition, please continue to do all you can to loosen the requirements for licensure. If a teacher has teacher licensure and has the capacity to pass a subject exam, let the schools determine if they are interested in putting them in the classroom. Increasing the hours to 18 hours per endorsement only further enhances the teacher shortage and ability to find qualified teachers.
Southeast	No impact	Conditions have undergone minimal change
Northeast	None	No Comment
Southeast	None	No problem up to this point
Southeast	None	None at this time.
Northwest	Other	COVID has expanded the problem exponentially; it is not singularly responsible
Southwest	Other	Dual credits and advanced courses at the high school level have become impossible here
East Central	Other	If you want better survey results two days after a Labor Day during the worst part of a pandemic consider shortening the length of this survey
Suburban Cook	Other	IL should go to one simple preK-12 license.
Northwest	Other	It was a real challenge. We were blessed to start school school fully staffed by a last minute hire the week prior to school starting.
Southwest	Other	New contract should help with both recruitment and retention of staff. Significant upgrade to salary matrix.
Northeast	Other	Right now, certified is not our largest challenge
Southeast	Other	Small rural schools do not have the availability of housing and resources as our larger neighbors.
East Central	Other	The edtpa needs to go away. We are asking these young people to pass this ridiculous task to teach for 45 years.

### Superintendent additional comments related to teacher staffing.

Area	Theme	Comment
West Central	Other	We have hired several alternative certification SPED teachers
East Central	Other	We have hired teachers a year early than a known opening just to have them. We reduce class sizes during this time.
Suburban Cook	Other	We have to be early and aggressive
Southeast	Other	With all the COVID drama in society, teachers are being treated harshly from different people for different reasons. They seem to be a scapegoat for people's anger, despite not having control over the guidelines and rules.
East Central	Sufficient	Very late resignation, but only one
Southeast	Sufficient	We are in a very good position.
Southwest	Sufficient	We are lucky to attract retired Missouri teachers as applicants.
East Central	Sufficient	We had 0 turnover.
Southeast	Sufficient	We had no vacancies.
West Central	Sufficient	we have a completely new administrative team with new strategies to recruit and work with unversities/colleges
Northwest	Sufficient	We have approximately the same amount applicants as past years
Suburban Cook	Sufficient	We have been part of virtual job fairs. Attend in-person job fairs. We have partnered with nearby colleges to recruit new graduates.
Northeast	Sufficient	We have been very active in helping college graduates become certified through alternative certification program. We have advertised in creative ways. We have established many community partnerships to attract staff as well as made a concerted effort to treat staff well. This effort has so far paid off.
West Central	Sufficient	We have hired people from the local area for the most part and one applicant for our 4th grade position and he was a good app so we hired him.
Southeast	Sufficient	We will have several openings, but we plan to fill them early. I do not anticipate having an issue with filling the positions.

### Superintendent additional comments related to substitute staffing.

Area	Theme	Comment
Northeast	Attrition	are not enough applicants
Northeast	Attrition	attempting to hire more permanent subs - having little success. Increased pay has had little to no impact
Northeast	Attrition	Mandating vaccine or test has driven some away. Fear of COVID has driven others away
Southwest	Attrition	Fewer subs available
Southeast	Attrition	Hard to get them to commit and show up due to pay.
West Central	Attrition	Hiring permanent substitutes has greatly assisted us in the last two years.
West Central	Attrition	I would have gladly hired full time substitute teachers to have on call. Unfortunately we have had zero applicants.
Southwest	Attrition	It is nearly impossible to find substitute teachers.
Southwest	Attrition	Lack of available subs.
Suburban Cook	Attrition	Lack of substitutes and teachers taking too many days off
Suburban Cook	Attrition	Last school year was more of challenge to secure substitute teachers. This year is a little better.
East Central	Attrition	Many districts in our county have filled licensed positions with full-time subs, significantly increasing the pool of subs available for staff who are absent.
Southwest	Attrition	MANY of the above solutions are untenable. We cant afford to pay them more or provide incentives. The problem is its too hard to become a teacher given the status it now has in our society.
Northwest	Attrition	Most of the substitutes that are working are not educators and have no background in teaching. They may have a sub license but have no pedagogical background. This makes the learning process less effective. It's also difficult to tell subs that you may be in a room where there was a COVID outbreak. Makes it difficult to keep good subs.
East Central	Attrition	Next to impossible to locate qualified substitute teachers.
West Central	Attrition	No one wants to work!
Suburban Cook	Attrition	Overall shortage of substitute teachers in all categories especially special education and bilingual.
Southwest	Attrition	Reached out to retired teachers in the community.
Southwest	Attrition	Significantly fewer - people are not willing to work.
Suburban Cook	Attrition	Sub Shortages is our greatest challenge at this time.
Suburban Cook	Attrition	Subs are hard to find

### Superintendent additional comments related to substitute staffing.

Area	Theme	Comment
Suburban Cook	Attrition	The substitute problem is the worst it has been
East Central	Attrition	There are almost none to be found.
Southeast	Attrition	There are few to be found. On most days we only have 1 or 2 who are available to sub. Many days there are no subs to be found.
Suburban Cook	Attrition	There is a huge wage war among districts. In my small district we cannot afford to pay what the neighboring districts are paying subs, which exacerbates the sub shortage.
Suburban Cook	Attrition	There is a lack of certified subs
Suburban Cook	Attrition	There is a very limited pool of subs especially for special education classrooms
West Central	Attrition	There just aren't enough qualified subs available in our community.
Northeast	Attrition	They just aren't there.
Northeast	Attrition	This has been a growing issue for several years, and has really taken off the past year or so.
Southeast	Attrition	This is an on-gong struggle - called 40 subs over the weekend with no luck. More help is needed to recruit more subs -
Northwest	Attrition	very few available
Suburban Cook	Attrition	We continue to have challenges finding and retaining quality substitutes. The pool that serves the entire area is smaller than it was a few years ago.
Southwest	Attrition	We continue to recruit substitutes.
Southeast	Attrition	We currently cannot find substitute teachers. In one week we staff are not allowed in the building because they will not vaccinate or test weekly for Covid-19 it will most likely force the district to go remote unless the State of Illinois provide an alternative method. The district will likely not be able to transport students due to lack of bus drivers.
Suburban Cook	Attrition	We have a big discrepancy between our pool of subs and the % of them that actually sub regularly. This has changed substantially due to the pandemic.
East Central	Attrition	We have a good group of core subs, but could always use more.
Suburban Cook	Attrition	We have recruited parents and they have stepped up- going through our training and then onboarding process. Despite have a healthy pool of subs, we have 10-14 unfilled positions on average each day.
Southwest	Attrition	We hired several of our frequent subs from last year as full-time paraprofessionals this year, decreasing the pool. In addition, retired teachers who used to sub are no longer interested during the pandemic days.



### Superintendent additional comments related to substitute staffing.

Area	Theme	Comment
Suburban Cook	Attrition	We need substitutes that will be able to work in ELL classes as well as special education settings.
Suburban Cook	Attrition	We now advertise for substitute teachers in newsletters and social media to attract qualified local community members.
East Central	Attrition	We tried to hire a full-time sub. We couldn't even find any of those.
Northeast	COVID-19 concerns	Actually had more candidates but we also lost many veterans due to covid concerns.
Northwest	COVID-19 concerns	Coivd and requiring vaccinations or weekly testing has significantly impacted the availability
East Central	COVID-19 concerns	COVID has convinced some of our retired teachers to not substitute.
Southeast	COVID-19 concerns	COVID has made this problem worse. Many of our regular subs are retired teachers who don't want to take the chance of getting COVID by coming into the schools.
Southeast	COVID-19 concerns	COVID has negatively impacted our substitute pool. Many of our subs were older individuals that do not want to be around others in fear of contracting COVID
Northeast	COVID-19 concerns	Covid-19 has decreased the number of substitutes in our district as well as the current executive orders to show vaccination cards or be tested weekly.
Southeast	COVID-19 concerns	It is very difficult to find good subs. COVID issues have made this a lot worse.
Southwest	COVID-19 concerns	Limiting retired teachers hours has hurt our list of substitutes. Covid has also made older/retired teachers question whether it's worth coming into contact with so many people.
Northwest	COVID-19 concerns	Lost many retired sub teachers due to COVID
Northwest	COVID-19 concerns	Mandated vaccination as a state level requirement has also contributed to the substitute shortage.
Northeast	COVID-19 concerns	many substitutes are older and were anxious about COVID
Southwest	COVID-19 concerns	No one wants to sub due to COVID or not willing to work.
Southeast	COVID-19 concerns	Pre pandemic shortage exemplified by pandemic.
Southwest	COVID-19 concerns	quit placing mandates, raising minimum wage, and making it virtually impossible to find people.
Southeast	COVID-19 concerns	Shortage of substitute teachers. People do not want to work in a school system with COVID.
Northeast	COVID-19 concerns	Some subs are no longer working because of the testing/vaccination mandate
East Central	COVID-19 concerns	Some won't sub due to COVID protocols required by the state health department. Also, our sub pool is aging a great deal.



### Superintendent additional comments related to substitute staffing.

Area	Theme	Comment
Southwest	COVID-19 concerns	The Governor's Vaccine/Testing mandate has effected this area significantly. Continued mandates will only make the situation worse.
East Central	COVID-19 concerns	The negative press with the mask mandate (which has caused a "mess" in the community) has impacted the number of people willing to come into the schools to sub.
West Central	COVID-19 concerns	The pool of retired teacher that used to substitute are afraid to enter buildings under COVID.
Southwest	COVID-19 concerns	The vaccination/testing requirements will only worsen the substitute situation in the southern part of Illinois.
Northeast	COVID-19 concerns	The vaccine/testing mandate really hurt us.
Northeast	COVID-19 concerns	This is a huge issue for schools, especially due to the Covid guidelines.
Southwest	COVID-19 concerns	this is bad with all the mandates that retired teacher are not willing to do
Suburban Cook	COVID-19 concerns	This is the area where I see the most impact due to COVID. Several of our substitute pool chose not to return back because of concerns they have of COVID.
Southeast	COVID-19 concerns	We have less because of COVID and the Vaccination/Testing mandate.
Northwest	COVID-19 concerns	We once had many retired teachers who would gladly sub for us, even for long-term situations such as maternity leaves. However, COVID concerns have greatly diminished our sub pool amongst older subs with health risks.
West Central	COVID-19 concerns	We used to have several retired teachers who would sub but due to covid almost all do not sub any more.
Suburban Cook	COVID-19 concerns	We've required subs to communicate their vaccination status. Several of our subs have not responded despite our communication.
Southeast	Difficulties	A huge struggle
Southeast	Difficulties	It is horrible absolutely worse I've ever seen
Southeast	Difficulties	Let us place competent people in our classrooms without going through the ROE.....the ones on the list have been mostly WEIRD and UNCOMPETENT! We need "normal" and competent!
Southeast	Difficulties	Major problem!!
Southwest	Difficulties	So difficult
Northeast	Difficulties	This is an area of critical need.
Northwest	Difficulties	This is definitely one of the most serious problems facing schools today.
Northwest	Difficulties	Very desperate situation.

### Superintendent additional comments related to substitute staffing.

Area	Theme	Comment
Southeast	Difficulties	We are really struggling this year.
Northeast	Difficulties	We are spending more money on full time substitute teaches because otherwise we can not fill our substitute openings.
Southeast	Difficulties	We have 2 full time substitute teachers that work every single day in the district. Without them, we would be in big trouble.
Suburban Cook	Difficulties	We have more than enough substitutes employed to work, but very few are working. On a typical day, 20% of our active substitutes work. Note that all of our active substitutes confirmed they would work this year.
Northeast	No concerns	No Comments
West Central	No concerns	We are ok for now ...
Suburban Cook	No concerns	We have also greatly reduced our professional development offerings that would have occur during the school day and would have required subs.
Suburban Cook	No concerns	We have hired substitutes as building subs for all our schools.
Southeast	No concerns	We have no problems with substitute teachers by having substitutes in house.
Southeast	No concerns	We have three full-time permanent subs that help tremendously with our sub issues.
Southwest	No concerns	we hired a full time sub
Northeast	No concerns	We increased our permanent subs in the district and hire 3-8 per school to make sure sub positions are hired.
West Central	Other	If we have significant teacher illnesses--we will be in trouble.
East Central	Other	If you want better survey results and more honest feedback consider shortening this survey
Northeast	Other	Like every other staffing problem, we have gotten creative and put resources into hiring and keeping people here.
Northwest	Other	Mostly older adults have come back to help out.
Suburban Cook	Other	Our Principals will often use Paraprofessionals who hold a PEL or Substitute license to fill in for teacher absences when substitutes cannot be found.
Southwest	Other	We increased substitute pay substantially
Northeast	Restrictions/Limitations	A large concern is limitations on the number of days a substitute teacher can work each school year in our district. It would be great to have no restriction/limitation on number of days for a long term substitute to make it easier to hire and keep a long term sub.

### Superintendent additional comments related to substitute staffing.

Area	Theme	Comment
Suburban Cook	Restrictions/Limitations	Allow retirees to work 180 days.
Northwest	Restrictions/Limitations	Illinois makes it very difficult to become a substitute.
Northeast	Restrictions/Limitations	Increasing pay hasn't made an impact
Southwest	Restrictions/Limitations	ISBE need to pull their head out of their rear and eliminate the reinstatement penalty for lapsed certificate to open the pool of both substitutes and teachers.
Northwest	Restrictions/Limitations	It's horrible. Lighten up the guidelines so we can find people who can sub
Northwest	Restrictions/Limitations	Retired Teachers need less obstacles.
Northeast	Restrictions/Limitations	We pay substitutes extremely well, but again, we're a small district. No benefits are given to substitutes and they're looking for those.

### Superintendent additional comments related to administrator staffing.

Area	Theme	Comment
Southwest	Attrition	worried about the retirement that are coming soon
Northwest	Attrition	Fewer administrators are entering the field. Why? Because the state ramped up the requirements. There should be no surprise there are fewer qualified administrators to fill positions than available
Northwest	Attrition	I plan to retire in two years.
Northeast	Attrition	It is very hard to find quality middle school principals. The turnover is high for this positions.
Suburban Cook	Attrition	Low salaries make it hard to find candidates
Southeast	Attrition	No new employments
West Central	Attrition	One death and one retirement. Very few qualified candidates available.
Southeast	Attrition	Our district has not ha any administrator turnover for the past 12 years. My answers are reflective of what I see in our county.
Southeast	Attrition	Searching for a new principal/superintendent but no candidates so far.
Suburban Cook	Attrition	The quality of leaders who we have seen from outside sources has been disappointing at a very high level.
Suburban Cook	Attrition	The State must recruit more administrator candidates through higher pay and benefits.
Southeast	Attrition	There is a huge shortage of qualified applicants
Southeast	Attrition	Was able to fill the current position, but worried about filling the next opening from a retirement next May.
Southeast	Attrition	We did not employ new administrators this year.
Southeast	Attrition	We have one administrator who is in his 20th year. He retires this year and the interest so far in that position has been minimal.
West Central	Attrition	We lost an excellent administrator to him moving his family (wife was an educator too) to Florida. They left because of the state of Illinois.
Southwest	Attrition	We lost one administrator who became a Superintendent and one who left for a higher paying position.
Northeast	Attrition	We replaced a principal due to retirement, and she was here for 17 years. The other administrator is our special education coordinator which is difficult because it is not a director's position.
Southeast	COVID-19 concerns	COVID is causing extra stress for administrators, and causing some to retire or leave the profession early
Southeast	COVID-19 concerns	Due to the continued increase in reporting, carrying out of unlawful mandates, not having hired people to do maintenance and janitorial, the continual increase in the "to dos" from the state, the lack of concern by the powers that be for students, ineffective state testing, unrealistic Special Education laws and expectations, and the extreme liberal agendas, etc. etc. etc.....this administrator is soon to be done!

### Superintendent additional comments related to administrator staffing.

Area	Theme	Comment
Southeast	COVID-19 concerns	The district may have difficulty keeping administrators due to the requirement of vaccination or weekly Covid-19 testing.
Suburban Cook	COVID-19 concerns	The intense pressure from COVID and fear from teachers.
Southwest	COVID-19 concerns	The quality of new administrators is waning AND the requirements for new administrators especially dealing with the COVID issues have good people wanting to leave the profession
East Central	COVID-19 concerns	We have a new principal who was promoted from a teaching position. dealing with parents over covid-related issues has been a challenge and keeps him from focusing on teaching and learning.
Northwest	Other	I am doing interim and helping the Principal totake over.
Northwest	Other	Just resigned administrators to full contract
Northwest	Other	Parents need to support school systems.
Northeast	Other	The candidate pool for PreK-5 administrators is much larger than for 6-12 administrators.
Suburban Cook	Other	This is uncommon
East Central	Other	we are currently "growing our own" administrators from teacher leaders in anticipation of openings
Southwest	Overburdened	As a second year superintendent I can't foresee anyone staying with the job over an extended period of time. It's only the second week of September and my team is already completely exhausted.
Suburban Cook	Overburdened	It is just a tough year
Northwest	Restrictions/Licensure	Due to the way the CTE Academy Director must be licensed, we are finding it difficult to find a properly licensed Director.
Southeast	Restrictions/Licensure	Pension 6% penalty for retiring before age 60 w/ less than 35 years has a negative impact on taking such high demand positions.
Suburban Cook	Restrictions/Licensure	The Tier II pension limitations offer little to motivate individuals to transition into administration from teaching. I am significantly concerned about this issue with the salary cap in Tier II. Why would individuals take on the additional responsibility and reduced job security of the administrative path?
Northwest	Restrictions/Licensure	Trying to do more with less each year.
Suburban Cook	Restrictions/Licensure	While we may be getting the same number of applicants, the quality of the applicant pool is far weaker than it was 5 years ago. There also seems to be greater movement in that pool with more applicants seemingly "climbing the ladder" at a much quicker rate than in the past...preventing the kind of acquired experience that comes from being in a position for 4-5 years.

### Superintendent additional comments related to administrator staffing.

Area	Theme	Comment
Suburban Cook	Sufficient	Administrators in D83 remain stable for many years replacement is for retirement or AP finds Principal position.
East Central	Sufficient	No issues
Suburban Cook	Sufficient	No problems this year.
Southeast	Sufficient	Our admin are very good and they promote recruitment of very good teachers / staff as well!!
Southwest	Sufficient	Our administrators have been in the district several years.
Northwest	Sufficient	Shortage will not be experienced this year, but in the next four years, 4 out of 4 administrators at the building level will retire or seek promotion.
Southeast	Sufficient	SIUC and EIU administrative programs are invaluable to keeping our administrative pool of such high quality.
West Central	Sufficient	Strength in longevity.
Southeast	Sufficient	The District is a small rural setting with a combined superintendent/principal role. The working conditions have greatly improved in the last four years, and the salary package is in comparison with neighboring districts.
Suburban Cook	Sufficient	This has not been of great concern for us this year or in recent years.
East Central	Sufficient	We have a solid administrative team.
Southwest	Sufficient	We have added some administrative roles to provide our teachers additional resources.
West Central	Sufficient	We have been growing our own.
Suburban Cook	Sufficient	We have few turnovers in administrators. We host a leadership cohort for teacher leaders within the district. It is a grow your own type model.
West Central	Sufficient	We have luckily kept our administrative team together for the past four years. If one were to leave, filling the position would be difficult.
East Central	Sufficient	We have not had any turnover in 15 years, and we've added one from our grow your own program.
Suburban Cook	Sufficient	We have not had to hire any new administrators in the last two years.
Southwest	Sufficient	We have qualified aspiring administrators in the district.
East Central	Sufficient	We have tried to grow our own. We just promoted a teacher to principal, but we have no other teacher in our school with a 75
Southwest	Sufficient	We have two principals with MANY years left. One is in her 2nd year, the other in her 5th and is completing her superintendency. The Supt has another 4 years remaining after this year before eligible to retire.

### Superintendent additional comments related to administrator staffing.

Area	Theme	Comment
Suburban Cook	Sufficient	We hired 4 new administrators with many applicants.
Northeast	Sufficient	We were able to fill our open positions when given enough time.





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