Educator Supply and Demand in Illinois

2006 Annual Report

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Illinois State Board of Education

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State Board of Education

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FOREWORD

The Illinois State Board of Education respectfully submits this annual report to the Governor, the General Assembly, and institutions of higher education in fulfillment of the requirements of Section 2-3.11c of the School Code [105 ILCS 5/2-3.11c]. This report addresses the relative supply and demand for education staff in Illinois public schools.

Specifically, this report provides information on:

1. the relative supply and demand for teachers, administrators, and other certificated and non-certificated personnel by field, content area, and levels;

2. state and regional analyses of fields, content areas, and levels with an over/under supply of educators; and

3. projections of likely high/low demand for educators in a manner sufficient to advise the public, individuals, and institutions regarding career opportunities in education.

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Summary of Findings

The following is a summary of the findings from the 2006 annual report on educator supply and demand.

I. Relative Supply and Demand for Educators

Supply Indicators

Supply includes all educational personnel available to the schools, regardless of whether they are currently employed by schools or not. Indicators of supply include: (1) personnel retained from the previous year; (2) newly certificated personnel; (3) re-entering personnel, i.e., newly hired educators with prior experience; and (4) students in the pipeline, i.e., those currently enrolled in professional preparation programs and recent program completers.

(1) Retention rates remain high. The largest supply of educators is the previous year's workforce. In 2006, 91% of the previous year's workforce was retained in Illinois public schools (86% in the same position and 5% in a different position). For teachers, about 88% were retained in the same position and an additional 4% were retained in another position.

(2) There has been an increase in the number of certificates issued over the last five years. The second largest source of supply is newly certified educators. Since 2002, new certificates issued to school service personnel have increased 9% per year and those issued to administrators, 10%. In the same period, new teaching certificates have increased by 6% a year, on average. In 2006, over 17,000 individuals received new teaching certificates.

(3) The number of re-entries hired decreased this year. The third major source of supply includes educators returning to the profession. Since they have more experience, re-entries usually cost more than first-time teachers. Between 1997 and 2001, the number of re-entering teachers hired increased 67%, from a low of 3,172 to 5,301. For the last four years, however, the number hired has decreased nearly 6% a year to a low of 3,444 in 2006.

(4) The quality of pipeline data has decreased dramatically. Data have not been received from all 57 institutions since 2002. Only 43 institutions reported program completer data and enrollment data in 2004, and just 39 reported in 2005. In 2005, there were over 10,000 program completers.

Demand Factors

Demand refers to the need for educational personnel to fill positions. Demand factors include: (1) changes in student enrollments; and (2) workforce growth.

(1) K-12 student enrollments are expected to continue growing at the secondary level and continue declining at the elementary level. Illinois public school enrollments have been increasing since 1990, and that overall trend is expected to continue through 2008. The overall growth in the next two years will be due to increases at the secondary level. Elementary enrollments began declining in 2004 and will continue the downward trend through 2010. Changing enrollment patterns are expected to affect the relative demand for secondary and elementary teachers.

(2) The downstate teacher workforce increased this year. After decreasing by 1% over the last two years, the downstate teaching force increased by over 1,000 teachers (or 1%) this year. Chicago teacher data continues to be unreliable so the state trend cannot be determined.

II. Over/Under-Supply of Educators

Educator shortages were analyzed in three ways: (1) Over/under production of new educators; (2) Unfilled positions; and (3) District ratings of supply.

(1) Over/under production of new educators provides an indication of whether enough educators are produced by colleges and universities each year. For each subject area or position, the number of individuals receiving their first certificate in a given year is compared with the number of first-time educators hired the following year. Due to competition from private schools, industry, and other states, it is desirable to produce at least two people for every opening to ensure an adequate supply of quality applicants. The following were found for 2006:

- Areas/positions of **likely under-production** include: bilingual, guidance counselor, and special education.

- Areas/positions with the **greatest over-production** were: social science, health, early childhood, and language arts.

(2) Unfilled positions were examined to see where regional shortages exist (i.e., where supply has not met local demand despite the relatively large number of teachers entering the workforce each year).

- **Illinois school districts reported 1,540 unfilled positions on October 1, 2005.** The areas or subjects with the greatest number of unfilled positions were:

Elementary (self-contained)	235
Cross categorical	194
Speech pathologist (non-teaching)	93
Specific learning disability	75
Bilingual education	75

- **The number of unfilled positions increased by 22% this year**. The number of unfilled positions peaked in 2001 at 2,637. Subsequently, the number of vacancies decreased by 16% a year, on average, to a low of 1,266 in 2005. This year, the number of instructional vacancies increased 37% while the number of specialized positions decreased 21%.

- **The vast majority of unfilled positions were in the Chicago District 299 (56%)**. Suburban Cook and the collar counties contained 24% of the unfilled positions while downstate only accounted for 20% of the total.

(3) District ratings of supply indicate over/under-supply from the local school district perspective. Overall, the number of districts reporting shortages increased slightly from last year.

- For the fifth straight year, special education, mathematics, and Spanish were at the top of the list in terms of both the number of districts reporting a shortage and the severity

of the shortage reported. Of the special education categories, speech and language teachers remained in the number one spot for severity and second in the number of districts reporting shortages. Speech Language Pathologist, a non-teaching position, remained number two in terms of severity and was fifth in the number of districts reporting shortages. Rank ordered by the number of districts reporting shortages, the top ten areas are:

		Districts with Shortage	2006 Severity Index
1	Special Ed - Cross Categorical	362	-490
2	Special Ed - Speech & Lang. Impaired	358	-575
3	Special Ed - Emotionally Disturbed (BD/SED)	328	-481
4	Mathematics	323	-402
5	Speech/Lang. Pathologist (non-teaching)	322	-525
6	Special Ed - Specific Learning Disability (LD)	316	-405
7	Special Ed - LBS I	300	-418
8	Foreign Language - Spanish	272	-376
9	Librarian/Media Specialist	245	-336
10	Science – Chemistry	237	-332

- For the third consecutive year, there were four areas where districts reported more overages than shortages: Self-Contained Elementary, Social Science, Physical Education, and English Language Arts.

III. Projections of Likely High Demand

Projections of likely high demand areas were made in order to advise the public of future career opportunities in education. Through 2010, it is estimated that Illinois will need over 36,000 regular and 8,000 special education teachers. Historically, re-entries have filled just over 40% of teacher vacancies each year so Illinois districts will need to hire approximately 18,000 re-entries and 27,000 first-time teachers over the next four years. In that same time period, Illinois is expected to need about 3,000 administrators and 4,000 other certified staff.

In terms of the *largest number needed*, the greatest needs through 2010 are:

(a) non-instructional staff
- Social worker; elementary principal/assistant principal; speech/language pathologist; and guidance counselor.
(b) teachers
- Self-contained elementary; special education; English language arts; mathematics; science; social science; and physical education.

In terms of the *percent of the 2006 workforce*, the greatest needs through 2010 are:

(a) non-instructional staff
- Junior high principal/assistant principal; social worker; speech/language pathologist; and director/assistant director.
(b) teachers
- Miscellaneous vocational; bilingual; health occupations; Spanish; alternative education; agriculture; and special education.

I. Relative Supply and Demand for Educators

Supply Indicators

Supply, in its broadest sense, includes all educational personnel available to the schools, regardless of whether or not they are currently employed within the school system. This section provides information on various indicators of supply, including: (1) personnel retained from the previous year; (2) newly certified individuals; (3) re-entering personnel (i.e., newly hired educators who had prior experience); and (4) students in the pipeline (i.e., recent program completers).

Personnel Retained from the Previous Year

The largest supply of educators is the previous year's workforce. The total educator workforce includes teachers, administrators, school service personnel, and other certified staff. As shown in **Table 1**, 86% of the 2005 educational workforce was employed in the same position in 2006. Another 5% were retained in Illinois public schools, but in a different position. Thus, 91% of all Illinois educators were still in public education in 2006. The average retention rate for the previous five years was 93%.

Table 1: Retention by Position: 2005 vs. 2006							
		Retained in 2006			Retained in 2005		
Position	**Total FT 2005**	In Same Position	In Different Position	Total	In Same Position	In Different Position	Total
Administrative	9,252	75%	15%	90%	81%	11%	92%
Instructional	128,497	88%	4%	91%	89%	4%	93%
Other Certified Staff	5,097	68%	22%	90%	82%	11%	93%
School Service Personnel	10,465	89%	3%	92%	91%	3%	94%
All Educators	**153,311**	**86%**	**5%**	**91%**	**89%**	**5%**	**93%**

Newly Certified Educators

The second largest source of supply is newly certified educators. In Illinois, the number of new certificates issued is counted annually according to the fiscal year (i.e., July 1 to June 30). In order to be considered as supply for the 2005-06 school year, teachers had to be certified in the previous fiscal year (i.e., July 2004 to June 2005).

Since fiscal year 2001, the total number of new instructional certificates issued increased by 6% a year, total school service personnel certificates have increased 9%, and total administrative certificates have increased 11% (see **Table 2**). During that same period, the number of substitute certificates issued has increased only 2% a year.

Over the last five years, the number of new teaching certificates has increased by an average of 6.2% (from 15,161 in 2002 to 20,945 in 2006), while the number of *individuals* receiving them has increased, on average, 9.8% (from 11,343 in 2002 to 17,299 in 2006).

The most significant change, however, has been the increase in the number of Type-10 Special Teaching certificates issued over the last three years. Since 2003, the number of Type-10 certificates issued has increased 32% a year (from 1,286 in 2003 to 2,963 in 2006).

Table 2: New Certificates Issued							Avg Change
	Type	2002	2003	2004	2005	2006	
3	Elementary	7,318	7,634	8,333	9,373	9,858	6%
4	Early Childhood	785	766	887	1,042	1,096	8%
9	Secondary	5,358	5,622	6,218	6,729	7,028	5%
10	Special Teaching	1,700	1,286	1,640	2,267	2,963	13%
	Total Instructional	**15,161**	**15,308**	**17,078**	**19,411**	**20,945**	**6%**
73	School Service Personnel	865	967	1,185	1,204	1,227	10%
74	Provisional SSP	43	40	43	60	24	7%
	Total SSP	**908**	**1,007**	**1,228**	**1,264**	**1,251**	**9%**
75	Administrative	1,628	1,745	2,236	2,280	2,382	10%
76	Provisional Admin.	16	17	21	32	20	18%
	Total Administrative	**1,644**	**1,762**	**2,257**	**2,312**	**2,402**	**10%**
39	**Substitute**	**17,726**	**17,540**	**14,582**	**12,630**	**12,463**	**2%**

Provisional teaching certificates are issued to individuals that hold an equivalent certificate from another state but lack one or more of Illinois requirements (e.g., testing). An increase in the number of provisional certificates issued would indicate Illinois is attracting teachers from other states. In the past, when a provisional certificate was converted, the certificate number stayed the same and the provisional information was lost. Due to changes in certificate coding in 2005, the number of provisional certificates issued and the number converted into regular teaching certificates can now be tracked.

In 2006, nearly 2,500 provisional teaching certificates were issued, an increase of 11% over the previous year. Of those, over 80% (1,987) were converted into regular teaching instructional certificates and 19% were still pending at the end of the fiscal year. Only eight provisional certificates expired in fiscal year 2006. (See **Table 3.**)

Table 3: Provisional Certificates Issued in 2006		Certificate Status			
	Type	Converted to Regular	Still Pending	Expired	Total Issued
5	Provisional Early Childhood	120	30		150
30	Provisional Elementary	784	159	4	947
31	Provisional High School	624	167	4	795
33	Provisional Special Teaching	459	120		579
	Total Provisional	**1,987**	**476**	**8**	**2,471**

Re-entering Personnel

Educators returning to the profession are the third largest source of supply. In addition to being an important source of new hires, the number of re-entries is an important indicator of another facet of supply–the reserve pool. While the vast majority of re-entries are teachers (nearly 3,800 a year), there are also about 200 administrators and 400 other educators that return to Illinois public schools each year.

After increasing for four consecutive years, the number of educators returning to the workforce peaked in 2001 at nearly 6,000. Since then, the number hired has decreased 5% a year, on average. In 2006 there were 4,099 re-entries hired, a decrease of 6% (or 253) from 2005. The overall decrease was primarily due to a 6% drop in the number of teachers hired.

Between 1997 and 2001, the number of re-entering teachers hired increased 67%, from a low of 3,172 to 5,301. For the last four years, however, the number hired has increased and decreased dramatically from year-to-year but the overall trend has been down. Since peaking in 2001, the number of re-entering teachers has decreased nearly 6% a year, to a low of 3,444 in 2006. (See **Table 4.**)

Table 4: Number of Re-entries Hired in 2006				
Position	**Total FT 2006**	**Re-entries**		**Change from 05**
		N	**%-FT**	
Administrative	9,335	185	2%	**-1%**
Instructional	127,130	3,444	3%	**-6%**
Other Certified Staff	5,156	138	3%	**-14%**
School Service Personnel	10,401	332	3%	1%
All Educators	**152,022**	**4,099**	**3%**	**-6%**

Students in the Pipeline

Students currently enrolled in Illinois professional preparation programs are the best indicator of future supply. Tracking enrollment trends in both teacher preparation and alternative routes to certification, should indicate whether the educator supply is likely to increase or decrease in the next three to four years. Students who have recently completed an approved education program in Illinois (i.e., program completers) are the best indicator of the potential number of new teachers. Projections of the future supply could be improved by tracking how many program completers actually receive certification in Illinois and how many of them return to their home state.

Fifty-six institutions reported nearly 14,000 program completers in 2002, an 11% increase over the previous year. However, that was the last year that data were received from all institutions. Only 48 of the 57 education programs reported data in 2003 and only 43 reported data in 2004. The downward trend continued in 2005 when only 39 institutions reported data. Although fewer institutions reported data in 2005, the number of program completers actually increased by nearly 4% from the previous year (from 10,054 to 10,463). (See **Table 5.**)

Table 5: Number of Program Completers							
	1999	2000	2001	2002	2003*	2004*	2005*
Early Childhood	638	638	584	621	560	467	365
Elementary	3,953	3,715	4,243	4,453	4,218	3,312	3,558
Secondary Programs	2,228	2,882	2,506	2,719	2,363	2,361	2,012
K-12 Programs	854	788	948	1,065	1,075	932	1,078
Special Education Programs	1,495	1,322	1,889	1,770	963	666	851
School Service Personnel	528	677	508	555	843	553	636
Administrative Programs	1,180	1,179	1,760	1,659	1,607	898	1,453
Alternative Certification	0	0	66	1,092	214	106	221
Other	0	0	0	0	251	759	262
Total:	**10,876**	**11,201**	**12,504**	**13,934**	**12,094**	**10,054**	**10,436**

*Institutions Reporting: 48 in 2003; 43 in 2004; 39 in 2005.
SOURCE: Division of Professional Preparation

Demand Factors

Demand refers to the need for educational personnel to fill positions. This section presents information on the various factors of demand, including changing student enrollment patterns and changes in the teacher and administrator workforce.

Data in this section were obtained from two sources: the 2005 Public School Enrollment Projection Report, and the 2005-06 Teacher Service Record (TSR). The TSR contains employment data on all certified Illinois public school personnel and is collected each fall by the Illinois State Board of Education. In 2002, Chicago District 299 filed in the same format as the rest of the state for the first time. As a result, thousands of positions and assignments in Chicago changed codes. In 2004, dozens of TSR position and assignment codes changed for the whole state. Thus, the reader must use extreme care in interpreting trends based on TSR staffing data from the last four years.

The most current file that could be used for this study contains data from the 2005-06 school year. Where abbreviated, data from 2004-05 are referred to as "2005" and data from the 2005-06 school year are referred to as "2006." For comparative purposes, 2006 is considered the "current year" and 2005, the previous year.

Changes in Student Enrollments

At the aggregate level, there is a direct relationship between student enrollment and demand for educators. Illinois public school enrollments have been increasing since school year 1990, and that trend is expected to continue through school year 2010 (Illinois State Board of Education, 2006). All of the growth, however, will be at the secondary level, which will increase the demand for high school teachers.

The K-12 Illinois public school enrollment for school year 2006 was 2,033,609, an increase of over 10,000 students, or 0.5% over the previous year (see **Table 6**). An unprecedented 2.6% increase in secondary enrollments (or nearly 16,000 students) was partially offset by a decline in elementary enrollments of nearly 6,000 (-0.4%). The current trend is in stark contrast to the five years prior to 2003, where total enrollments increased nearly 1% or about 17,000 students per year. In the last three years, elementary enrollments have decreased by nearly 6,000 students a year while secondary enrollments have increased by over 40,000, or about 14,000 students a year. This trend is expected to continue for the next four years. It is predicted that by the year 2010, secondary enrollments will increase by about 18,000 students (2.8%) while elementary enrollments will decrease by nearly 24,000 students (-1.7%).

TABLE 6: Enrollment Projections through School Year 2010

			Annual Change		School Year 2010		
	2005	2006	N	%	Projected Enrollment	Change from 06	
						N	%
Elementary	1,413,248	1,407,285	(5,963)	-0.4%	1,383,327	(23,958)	-1.7%
Secondary	610,347	626,344	15,997	2.6%	644,170	17,846	2.8%
TOTAL	2,023,595	2,033,609	10,014	0.5%	2,027,497	(6,112)	-0.3%

As can be seen in **Figures 1 and 2**, it is expected that secondary enrollments will increase for the next three years, peak in 2009, and then decrease slightly in 2010. On the other hand, elementary enrollments peaked in 2003, and will continue to decline for the next four years.

Secondary enrollments for 2005-06 were 626,344, an increase of nearly 16,000 students or 2.6% over last year (see **Figure 1)**. In the last four years, secondary enrollments have increased by 51,000 students, or by 2.2% a year on average. Prior to 1999-00, however, the five-year average growth rate was only 0.4%, and enrollments decreased in two of those years (1997-98 and 1998-99). Over the next four years, secondary enrollments are expected to continue growing, but at a decreasing rate (less than 1% a year). They are expected to peak in 2009 at nearly 645,000. They will either remain level in 2010 or begin to slowly decline.

Figure 1: Secondary Enrollments (9-12)
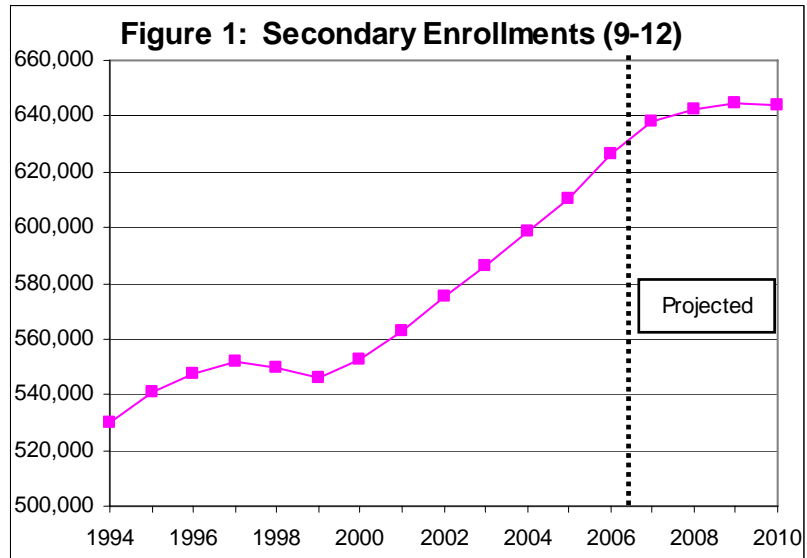
As **Figure 2** shows, elementary enrollments peaked in 2003 at about 1,425,000, capping a 15 year growth trend. Last year, K-8 enrollments decreased by over 9,000 students (-0.7%), and this year they decreased by nearly 6,000 (-0.4%). The downward trend is expected to continue for the next four years, with K-8 enrollments declining nearly 9,000 students a year. The decrease in elementary enrollments is believed to be due to the decrease in the number of live births, which peaked in 1990 at 195,499, and declined each of the next seven years to a low in 1997 of 180,649 (an 8% decrease).

Figure 2: Elementary Enrollments (K-8)
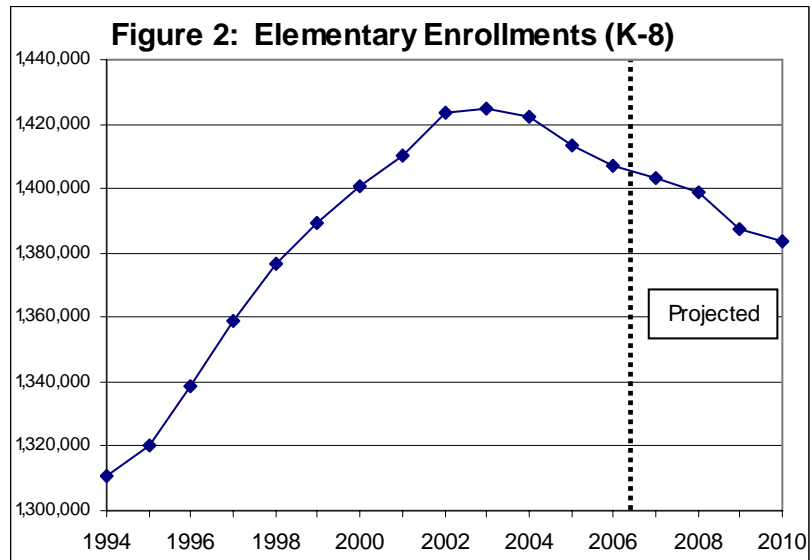
Statewide enrollment patterns indicate that either class size or demand for teachers will increase at the secondary level. Conversely, at the elementary level, demand for teachers or class size is likely to decrease slightly.

Workforce Growth

Total Educator Workforce

Since 1991, the educational workforce has increased in response to growth in student enrollments and increases in educational spending. Prior to 2002, the teacher workforce increased, on average, by over 2,500 teachers a year (or 2.1%), while the administrator workforce grew by 3.7%, or over 300 administrators a year. However, in 2002, there was virtually no growth in the educator workforce. The total educator workforce remained under 150,000 which was virtually the same size as the previous year. That plateau appears to be an anomaly because in 2003, the total full-time educator workforce increased by 2.5% (or nearly 3,700), to a historical high of nearly 153,000 full-time staff.

It was expected that the growth trend would continue in 2004, albeit at a much slower pace due to shrinking district budgets. Instead, the total educator workforce decreased by over 5%, largely due to a decrease in the teacher workforce. However, in 2004 the Teacher Service Record underwent an extensive revision of its position and assignment codes. More specifically, 16 of the old position codes (40%) were eliminated and nine new codes were added. Some of the positions eliminated were subsumed, in whole or in part, by the new categories. As a result, the 2004 data are not comparable to previous years and are not included in trend analyses.

The total number of educators reported in 2006 was 152,022, a decrease of nearly 1% (or 1,289 educators) over last year. As shown in **Table 7**, the overall decrease in educators corresponds to a 1.1% decrease in the number of teachers reported in 2006. The number of School Service Personnel declined slightly (-0.6%), but the number of Administrators and Other Certified Staff increased by about 1% this year.

TABLE 7: Educator Workforce Growth Rate			
		Change From 2005	
	2006 FT	**N**	**%**
Administrators	9,335	83	0.9%
Teachers	127,130	**-1,367**	**-1.1%**
Other Certified Staff	5,156	59	1.1%
School Service Personnel	10,401	**-64**	**-0.6%**
Total Workforce	**152,022**	**-1,289**	**-0.8%**

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

Administrator Workforce Growth

The total number of full-time administrators employed in Illinois public schools for school year 2006 was 9,335, an increase of 86 administrators (or, 0.9%) over last year's total (see **Table 8**). The number of full-time administrators increased by 0.5% downstate, and by 2.6% in Chicago. It is impossible to determine a trend, however, due to changes in the data collection methodology over the last couple of years. In 2002, Chicago's administrative force nearly doubled due to their reclassification of positions rather than an increase in the actual number of administrators employed. Some 600 teachers were reclassified in 2002 as assistant principals, administrative assistants, and assistant directors. Then in 2004, there were major changes in the position codes for the entire state.

TABLE 8: Administrator Workforce Growth Rates							
	State			Downstate			Chicago	
	FT	Change		FT	Change		FT	Change
1996-97	7,705							
1997-98	7,872	2.2%		6,936			936	
1998-99	8,100	2.9%		7,113	2.6%		987	5.4%
1999-00	8,315	2.7%		7,299	2.6%		1,016	2.9%
2000-01	8,551	2.8%		7,492	2.6%		1,059	4.2%
2001-02*	9,411	10.1%		7,569	1.0%		1,842	73.9%
2002-03	9,438	0.3%		7,656	1.1%		1,782	**-3.3%**
2003-04**	9,263	**-1.9%**		7,647	**-0.1%**		1,616	**-9.3%**
2004-05	9,252	**-0.1%**		7,618	**-0.4%**		1,634	1.1%
2005-06	9,335	0.9%		7,658	0.5%		1,677	2.6%

*Chicago used TSR codes for the first time and under-reported teachers.
**TSR assignment and position codes changed significantly.

Teacher Workforce Growth

In the ten years prior to 2002, the total number of full-time teachers in Illinois increased by an average of 1.9% a year. In that time, the full-time teaching force grew from 105,993 in 1990-91, to 127,323 in 2001, and it increased every year except school year 1994, when the total employed dropped about 550 due to a decrease in Chicago of more than 1,500 teachers.

In the five years prior to 2002, the increase was even more dramatic—the workforce increased by an average rate of 2.4%, or about 3,000 teachers a year. In that time, the downstate teaching force increased an average of 2.8% while Chicago's force grew about 1% a year. Then in 2004, after 15 years of steady growth, the downstate teaching force decreased nearly 2% or just over 2,000 teachers. After a very small decrease in 2005, the downstate teaching force increased by over 1,000 teachers, or 1%, in 2006. (See **Table 9**.)

Table 9: Teacher Workforce Growth Rates							
	State			Downstate			Chicago	
	Total-FT	Growth		Total-FT	Growth		Total-FT	Growth
1988-89	102,542			80,696			21,846	
1989-90	103,577	1.0%		81,240	0.7%		22,337	2.2%
1990-91	105,993	2.3%		83,234	2.5%		22,759	1.9%
1991-92	107,482	1.4%		84,837	1.9%		22,645	**-0.5%**
1992-93	108,670	1.1%		85,208	0.4%		23,462	3.6%
1993-94	108,118	**-0.5%**		86,220	1.2%		21,898	**-6.7%**
1994-95	110,104	1.8%		87,592	1.6%		22,512	2.8%
1995-96	112,853	2.5%		89,820	2.5%		23,033	2.3%
1996-97	115,644	2.5%		92,121	2.6%		23,523	2.1%
1997-98	118,091	2.1%		94,622	2.7%		23,469	**-0.2%**
1998-99	121,179	2.6%		97,540	3.1%		23,639	0.7%
1999-00	124,279	2.6%		100,711	3.3%		23,568	**-0.3%**
2000-01	127,323	2.4%		103,247	2.5%		24,076	2.2%
2001-02*	127,408	0.1%		105,190	1.9%		22,218	**-7.7%**
2002-03	130,773	2.6%		106,189	0.9%		24,584	10.6%
2003-04**	122,040	**-6.7%**		104,148	**-1.9%**		17,892	**-27.2%**
2004-05	128,497	5.3%		103,953	**-0.2%**		24,544	37.2%
2005-06	127,130	**-1.1%**		104,967	1.0%		22,163	**-9.7%**

*Chicago used TSR codes for the first time and under-reported teachers.
**TSR assignment and position codes changed significantly as did Chicago's definition of *full-time teacher*.

There have been dramatic changes in the number of full-time teachers reported by Chicago over the last six years. As can be seen in **Figure 3**, these swings have become even more dramatic in the last three years. Decreases in 2002 and 2004 were followed by even bigger increases in 2003 and 2005. More specifically, an 8% decline in 2002 was followed by an 11% increase in 2003, and a 27% decrease in 2004 was followed by a 37% increase in 2005. It is apparent from the large rebounds in subsequent years, that Chicago most likely under-reported the number of full-time teachers in both 2002 and 2004. Between 1999 and 2006, the average number of full-time teachers reported by Chicago was 22,836. If the 2004 anomaly is excluded, the average increases to 23,542.

Figure 3: Chicago Full Time Teacher Workforce
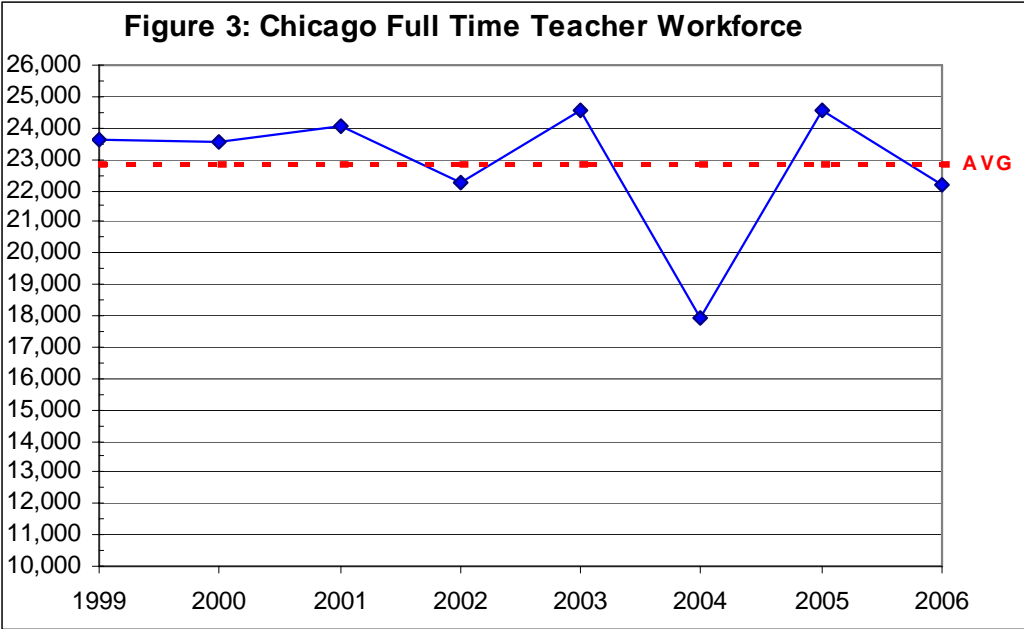
II. Over/Under Supply of Educators

This chapter presents information on the relative over- and under-supply of teachers and administrators in Illinois. The first section provides data on areas in which institutions may be producing too many or too few educators. In the second section, the unfilled position data are used to identify regional shortages, i.e., where supply has not met local demand. The third section presents district ratings of the supply of applicants for their vacancies.

Over/Under Production of New Educators

In order to be able to say whether there is an over- or under-supply of educators, it is necessary to first determine whether or not enough educators are being produced each year. While an under-supply would definitely indicate an area of educator shortage, the converse is not necessarily true. For example, while there is an abundance of Administrative and Guidance Counselor credentials issued each year, many districts still find it difficult to fill vacancies in those positions.

Table 10 compares the number of individuals receiving their first certificate in fiscal year 2005 with the number of first-time educators hired in the 2005-06 school year. All positions and subject areas produced more newly-certified individuals than first-time hires in 2006.

Table 10: Over/Under Production of Educators	A	B	Over/Under Production	
	First Cert Issued FY05	First Timers Hired 2006	A - B	Ratio
Administrative*	2,281	786	1,495	2.9
Instructional				
Art	579	153	426	3.8
Bilingual	245	183	62	1.3
Early Childhood	1,042	166	876	6.3
Elementary	9,373	2,493	6,880	3.8
English Lang. Arts	4,083	793	3,290	5.1
Foreign Lang-Other	198	64	134	3.1
Foreign Lang-Spanish	626	149	477	4.2
Health	236	25	211	9.4
Math	1,290	567	723	2.3
Music	507	217	290	2.3
Physical Education	711	368	343	1.9
Science	1,544	448	1,096	3.4
Social Science	4,734	430	4,304	11.0
Special Education	1,435	989	446	1.5
School Serv Personnel				
Guidance Counselor	191	132	59	1.4
Nurse	78	31	47	2.5
Psychologist	172	79	93	2.2
Social Worker	319	160	159	2.0
Speech & Language	252	143	109	1.8

*Note: Both First-Time and Teachers that Changed Positions are included in the administrator count.

When looked at as a ratio of the number certified over the number hired (i.e., A/B), the areas and positions with the greatest *over-production* were: social science, health, early childhood, and language arts teachers. Due to competition from private schools and industry, it is desirable to produce at least two people for every opening to ensure an adequate supply of quality applicants for

Illinois public schools. Last year, ten areas failed to meet this 2:1 criterion. This year there were only five areas and two of those were very close (speech/language pathologist at 1.8 and physical education at 1.9). The areas and positions with the greatest *under-production* were: bilingual, guidance counselor, and special education. Special education is of particular concern because its ratio has been under 2:1 for the last four years.

Regional Shortages: Unfilled Positions

Each year the Illinois State Board of Education collects information from school districts on positions not filled as of October 1. Unfilled positions refer to positions that were budgeted by districts for the school year but were not filled because of reasons such as the lack of qualified applicants. They are the bottom line in the supply-demand equation because they show where supply has not met demand at the local level—regardless of the number of new teachers produced at the state level.

The last such survey of unfilled positions was completed as of October 1, 2005, where Illinois public schools reported a total of 1,540 unfilled positions, 274 more than reported in the previous year (see **Figure 4)**. The areas with the greatest number of unfilled positions in the 2006 school year were:

Elementary (self-contained)	235
Cross categorical	194
Speech pathologist (non-teaching)	93
Specific learning disability	75
Bilingual education	75

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

Figure 4: Unfilled Positions by Type [1997-2006]
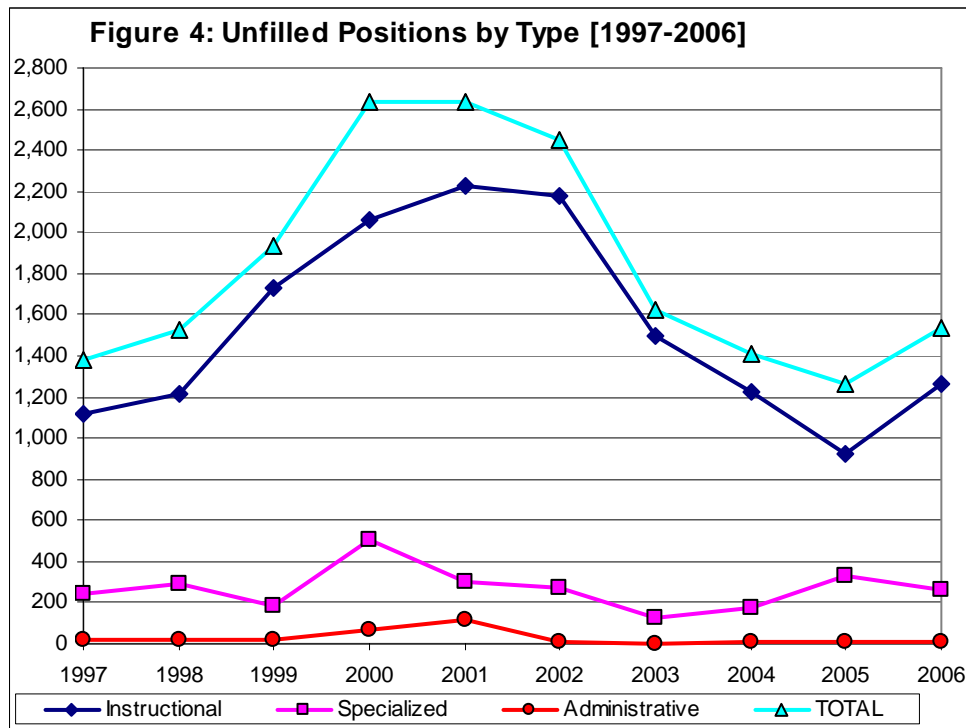
Prior to the 2001 school year, the big concern was the rate at which the number of unfilled positions was growing. Between 1996 and 2001, the total number of unfilled positions increased 90%, from 1,387 to 2,637. In the subsequent four years, however, there has been a significant reversal in that

trend. Since the peak in 2001, the total number of unfilled positions decreased by 52% or by 16% a year, on average to a low of 1,266 in 2005.

In 2006, however, the trend reversed as the number of unfilled positions increased by 22%. The number of instructional vacancies (1,263) increased 37% while the number of specialized positions (264) decreased 21%. While there were only 13 administrative positions unfilled in 2006, it was 44% more than last year. Over the last six years, however, fewer than ten administrative unfilled positions have been reported each year, on average.

Because they make up the vast majority of the unfilled positions, teacher vacancies closely mirror the trend for total unfilled positions. The number of teacher vacancies doubled between 1997 and 2001, from 1,120 to 2,225. In the subsequent four years, however, the number of teaching vacancies reported dropped 58%. Since the number of unfilled positions is dependent on a district's budget, the decrease in the number of unfilled positions may be a temporary phenomenon caused by budget deficits over the last four years.

Because they show where supply has not met demand, unfilled positions are perhaps the best indicator of regional shortages. As in years past, the vast majority (855, or 56%) of the unfilled positions were in Chicago District #299 which is 3% less than in 2005. There were 373 unfilled positions (or 24%) reported in the suburban Cook and collar counties, which is about the same proportion as the last two years. Downstate there were 312 unfilled positions (20%), an increase of 54% over the number reported in 2005 (i.e., 202). Although the downstate unfilled positions have increased 62% a year since 2004, they still do not constitute a significant percentage of the total downstate teaching force.

District Ratings of Over/Under Supply

On the Unfilled Positions Survey, districts were asked to rate the supply of applicants for 48 positions on a five-point scale from Severe Under-Supply (-2) to Severe Over-Supply (+2). If the district was unable to accurately gauge the supply for a position (e.g., did not have any openings in the last 2-3 years or did not have it in their district), they were asked to mark Not Applicable (N/A).

The data were analyzed in two ways to determine the positions with the greatest shortage of qualified applicants. The first indicator computed was the number of districts rating the position as a "shortage" area, i.e., either severe under-supply (-2) or under-supply (-1). The second indicator calculated was the *Severity Index* which was derived by summing the ratings. Since under-supply ratings are negative, the lower the total, the greater the shortage.

For the fifth straight year, special education, mathematics, and Spanish were at the top of the list in terms of both the number of districts reporting a shortage and the severity of the shortage reported (see **Table 11**). Of the special education categories, Speech and Language retained the number one spot in severity and was second, behind Cross Categorical, in the number of districts reporting shortages. Speech Language Pathologist, a non-teaching position, remained second in terms of severity and fifth in the number of districts reporting shortages. A new special education position, LBS-I, was fifth in severity and seventh in the number of districts reporting shortages.

Positions with the largest increases in the number of districts reporting shortages were: Bilingual Education (17%), Librarian/Media Specialist (17%), and Mathematics (14%).

		2006 Severity Index		Districts with Shortage	Change from 2005
Table 11: Rank Order of District Reported Shortages					
1	Special Ed - Speech & Lang. Impaired	-575		358	8%
2	Speech/Lang. Pathologist (non-teaching)	-525		322	10%
3	Special Ed - Cross Categorical	-490		362	12%
4	Special Ed - Emotionally Disturbed (BD/SED)	-481		328	4%
5	Special Ed - LBS I	-418		300	n/a
6	Special Ed - Specific Learning Disability (LD)	-405		316	4%
7	Mathematics	-402		323	14%
8	Foreign Language - Spanish	-376		272	**-1%**
9	Bilingual Education	-356		229	17%
10	Science - Physics	-350		234	4%
11	Librarian/Media Specialist	-336		245	17%
12	Science - Chemistry	-332		237	5%

As in years past, there were only four positions where districts reported more overages than shortages and thus, had a positive Severity Index this year. The four positions were the same as the last two years: Self-contained elementary, social science, physical education, English language arts. For a complete list of the positions and their respective ratings see **Appendix C**.

III. Projections of Likely High Demand

This section presents data on the future need for educators in Illinois elementary and secondary schools. As was done last year, the projections are based on the average number of new educators hired between 2000 and 2006. As was stated earlier, new educators consist of both re-entering and first-time staff.

The same method was used to project demand for teachers and other educators, but the procedure for projecting the need for administrators varied slightly. First, the definition of *new administrators* includes administrators that were teachers the previous year since the vast majority of new administrators come from the teaching ranks. Second, data on new administrators was not available in 2000, so the last six years of data were used to project administrator demand. **Appendix D** shows the projected number needed and the relative need for the various categories of educators. Because of the reclassification of positions and assignments, the 2004 data were not used to project teacher demand.

The findings that follow are presented in terms of: (1) the **largest number** of educators needed over the next four years, and more importantly, (2) the greatest **relative need** for educators defined as the total number needed over the next four years divided by the number employed in 2006 (i.e., percent of the 2006 workforce).

Largest number needed: It is estimated that Illinois will need just over 11,000 new teachers a year or nearly 45,000 first-time and re-entering teachers through 2010. The projected number needed through 2010 is virtually the same as last year's estimate. During the next four years, Illinois public schools will need about 8,000 special education teachers and over 36,000 regular teachers. Over the next four years, it is estimated that Illinois will also need over 3,000 administrators and nearly 4,000 other certified staff. The categories with the largest number of educators needed through 2010 are:

Rank	Non-Instructional Staff	Number Needed
1	Social Worker	1,065
2	Elementary Principal/Asst.	995
3	Speech/Lang. Pathologist	775
4	Other Administrators	691
5	Guidance Counselor	575

Rank	Instructional Staff/Teachers	Number Needed
1	Self-Contained Elementary	14,130
2	Special Education	7,855
3	English Language Arts	4,244
4	Mathematics	2,718
5	Science	2,472
6	Social Science	2,021
7	Physical Education	1,901
8	Music	1,315
9	Bilingual	1,216
10	Foreign Lang.- Spanish	941

Greatest relative need: As mentioned earlier, relative need speaks to capacity, or how much of the current workforce is going to be needed over the next four years. The position of Speech/Language Pathologist is of particular concern given the high demand for them and the relatively low number produced each year. The categories with the greatest relative need through 2010 are:

Rank	Non-Instructional Staff	% of 2006 Workforce
1	Other Administrators	48%
2	Jr. High Principal/Asst.	41%
3	Social Worker	38%
4	Speech/Lang. Pathologist	35%

Rank	Instructional Staff/Teachers	% of 2006 Workforce
1	Other Subject/Program	75%
2	Voc/Tech Misc.	68%
3	Bilingual Education	60%
4	Health Occupations	46%
5	Foreign Lang.- Spanish	44%
6	Alternative Education	44%
7	Agriculture	41%
8	Special Education	39%

References

Illinois State Board of Education. (2006). *Illinois Public School Enrollment Projections: 2005-06– 2014-15.* Springfield, IL.

Illinois State Board of Education. (2005). *Educator Supply and Demand.* Springfield, IL.

Illinois State Board of Education. (2006). *Teacher Service Record.* Unpublished raw data. Springfield, IL.

Definition of Terms

SUPPLY

Endorsements: A credential on a certificate indicating the educator has met the minimum requirements for that assignment. These counts may be duplicates as one person can hold an unlimited number of certificates or endorsements.

New Supply: The number of newly certified individuals in a fiscal year (July 1 to June 30).

Pipeline: A source of future educator supply consisting of students enrolled in professional preparation programs in Illinois and current program completers who have not yet received certification.

Program Completer: In Illinois, a person who has met all the requirements of a state-approved teacher preparation program. Program requirements vary widely between certificates and between endorsement areas.

DEMAND

Attrition: An educator who was employed in an Illinois public school in the previous year but not in the current year.

Educator: For the purposes of this study, educators are personnel employed in Illinois public schools in one of the following four categories: administrators, teachers, school service personnel, or other certified staff.

Eligible to Retire: An educator who is at least 55 years old and has 20 years of experience or more.

Full-Time: An indicator of educator status defined by two TSR fields: Months Employed and Full-Time Equivalent (FTE). The definition for full-time status is: {Months Employed > 8 and FTE > 99%}.

First Time: A newly hired educator with one year of experience or less. This status is calculated from the TSR data field "total years of experience." The definition is: {experience is less than or equal to one year}.

Re-entry: A newly hired educator who has more than one year of teaching experience but was not employed in an Illinois public school the prior year.

Retention: An educator who was employed in both the previous and current year. In order to reduce confusion, both part-time and full-time personnel are included in the calculation (e.g., a part-timer could be retained the next year as a full-timer).

Unfilled Positions: Number of budgeted positions (in full-time equivalent) reported unfilled as of December 1 by each Illinois public school district on the Unfilled Positions Survey.

Appendices

Appendix A: Retention and Attrition by Position

Position	2005 FT	Left Education N	Left Education %	Retained In Same Position	Retained In Different Position	2006 FT	Change From 05 N	Change From 05 %
Regional Superintendent	41	5	12%	35	1	41	0	0%
Asst. Regional Superintendent	36	3	8%	25	8	34	-2	-6%
District Superintendent	824	115	14%	692	17	800	-24	-3%
Administrative Assistant	139	14	10%	62	63	94	-45	-32%
Asst. District Superintendent	366	60	16%	273	33	436	70	19%
Business Manager	141	15	11%	103	23	128	-13	-9%
Elementary Principal	2,405	255	11%	1,979	171	2,344	-61	-3%
Asst. Elementary Principal	925	88	10%	637	200	907	-18	-2%
Middle/Jr. Hi Principal	561	55	10%	444	62	565	4	1%
Asst. Middle/Jr. Hi Principal	478	27	6%	328	123	487	9	2%
High School Principal	714	71	10%	571	72	699	-15	-2%
Asst. High School Principal	783	68	9%	581	134	765	-18	-2%
Director	903	88	10%	643	172	1,078	175	19%
Assistant Director	202	17	8%	96	89	145	-57	-28%
Supervisory Dean	207	16	8%	134	57	251	44	21%
Student Dean	352	27	8%	212	113	335	-17	-5%
Chief School Business Officer	24	3	13%	21		41	17	71%
Special Education Director	151	13	9%	121	17	185	34	23%
Total Administrators	**9,252**	**940**	**10%**	**6,957**	**1,355**	**9,335**	**83**	**0.9%**
Special Education Teacher	20,786	1,532	7%	18,416	838	20,648	-138	-1%
Elementary Teacher	57,063	5,181	9%	49,801	2,081	55,741	-1,322	-2%
Middle/Jr. Hi School Teacher	18,375	1,527	8%	15,924	924	18,539	164	1%
High School Teacher	32,273	3,061	9%	28,330	882	32,202	-71	0%
Total Teachers	**128,497**	**11,301**	**9%**	**112,471**	**4,725**	**127,130**	**-1,367**	**-1%**
Coordinator	1,059	121	11%	579	359	728	-331	-31%
Librarian/Media Specialist	2,126	230	11%	1,773	123	2,095	-31	-1%
Technology Specialist	220	14	6%	187	19	244	24	11%
Reading Specialist	1,077	73	7%	494	510	771	-306	-28%
Staff Supervisor	257	30	12%	174	53	256	-1	0%
Program Supervisor	358	33	9%	260	65	1,062	704	197%
Total OCS	**5,097**	**501**	**10%**	**3,467**	**1,129**	**5,156**	**59**	**1%**
Guidance Counselor	3,031	339	11%	2,507	185	2,892	-139	-5%
Psychologist	1,538	84	5%	1,418	36	1,544	6	0%
Social Worker	2,811	172	6%	2,585	54	2,836	25	1%
Nurse	908	78	9%	818	12	887	-21	-2%
Speech/Lang. Pathologist	2,177	165	8%	1,979	33	2,242	65	3%
Total SSP	**10,465**	**838**	**8%**	**9,307**	**320**	**10,401**	**-64**	**-1%**
State (FT)	**153,311**	**13,580**	**9%**	**132,202**	**7,529**	**152,022**	**-1,289**	**-1%**

Appendix B: Number of Unfilled Positions in 2005-06

Position	Downstate	Chicago	STATE
Business Manager	1.0		1.0
Director	3.0		3.0
Principal - Assistant High School	3.0		3.0
Principal - Elementary	3.0		3.0
Principal - High School	1.0		1.0
z-Other Administrator (not listed)	2.0		2.0
Total Administrative	**13.0**	**0.0**	**13.0**
Alternative Education	2.0		2.0
Art	5.0	6.5	11.5
At-Risk (Pre-K)	4.0	15.0	19.0
Bilingual Education	54.5	20.0	74.5
Computer Literacy/Technology	6.5	2.0	8.5
Elementary - Music (K-8)	6.5		6.5
Elementary - Physical Education (K-8)	18.2	49.0	67.2
Elementary - Standard Elementary Instructor	8.0	227.0	235.0
English - English	3.0	7.0	10.0
English - Language Arts	1.3		1.3
English - Other	2.0	2.0	4.0
English - Reading	1.3	35.0	36.3
English as a Second Language	13.5	2.0	15.5
Foreign Language - Other	4.0	16.5	20.5
Foreign Language - Spanish	13.0	10.0	23.0
Gifted Education	0.8		0.8
Health Education	1.1		1.1
Learning/Resource Center	1.0		1.0
Math - Algebra	2.8		2.8
Math - Basic/General	6.0	27.5	33.5
Math - Geometry	1.0		1.0
Math - Other	9.8	23.0	32.8
Music - Instrumental	2.3	3.0	5.3
Music - Vocal	5.4	5.0	10.4
Physical Education (9-12)	0.0	21.5	21.5
Science - Biology	1.5	6.0	7.5
Science - Chemistry	0.5	1.0	1.5
Science - General	1.5	3.0	4.5
Science - Other	4.0	3.0	7.0
Science - Physics	0.3	2.0	2.3
Social Science	0.5	2.0	2.5
Special Ed - Autism	5.0	7.0	12.0
Special Ed - Bilingual	4.0		4.0
Special Ed - Cross Categorical	78.0	116.0	194.0
Special Ed - Early Childhood	5.5		5.5
Special Ed - Emotionally Disturbed (BD/SED)	49.0	13.0	62.0
Special Ed - Hearing Impairment	3.5		3.5
Special Ed - LBS I	33.1		33.1
Special Ed - Mental Retardation (EMH/TMH)	15.0	13.0	28.0
Special Ed - Orthopedic Impairment (PH)	0.0	1.0	1.0
Special Ed - Other/General	20.5	5.0	25.5
Special Ed - Specific Learning Disability (LD)	21.0	54.0	75.0
Special Ed - Speech & Lang. Impaired	47.5		47.5
Special Ed - Visual Impairment	5.4		5.4
Title I - Remedial Math	1.0		1.0
Title I - Remedial Reading	4.0		4.0
Voc Tech - Business, Marketing, Mgt	4.0	2.0	6.0
Voc Tech - Family & Consumer Sciences	2.5		2.5
Voc Tech - Health Occupations	1.0	2.0	3.0
Voc Tech - Industrial Occupations	9.6	3.0	12.6
Voc Tech - Misc.	1.0		2.0
z-Other Subject or Program Area Not Listed	6.0	59.0	65.0
Total Instructional	**497.9**	**765.0**	**1,262.9**
Coordinator	3.5		3.5
Librarian/Media Specialist	10.8	44.5	55.3
Reading Specialist	0.0	4.5	4.5
Supervisor (Program or Staff)	1.5		1.5
z- Other Certificated Staff (not listed)	7.0		7.0
Total OCS	**22.8**	**49.0**	**71.8**
Guidance Counselor	2.0	34.5	36.5
Nurse	9.8	2.0	11.8
Psychologist	27.6		27.6
Social Worker	4.5	2.0	6.5
Speech/Lang. Pathologist (non-teaching)	92.6		92.6
z- Other Professional Staff (not listed)	14.8	2.0	16.8
Total SSP	**151.3**	**40.5**	**191.8**
Total FTE	**685.0**	**854.5**	**1,539.5**

Appendix C: Positions with the Most Severe Shortages

		Severity Index	Districts Reporting Shortage		Districts Reporting Adequate		Districts Reporting Overage		Total Ratings	Number Reporting "N/A"
			N	%	N	%	N	%		
1	Special Ed - Speech & Lang. Impaired	**-575**	358	41%	67	8%	12	1%	437	437
2	Speech/Lang. Pathologist (non-teaching)	**-525**	322	37%	66	8%	9	1%	397	477
3	Special Ed - Cross Categorical	**-490**	362	41%	143	16%	15	2%	520	354
4	Special Ed - Emotionally Disturbed (BD/SED)	**-481**	328	38%	97	11%	9	1%	434	440
5	**Special Ed - LBS I**	**-418**	300	34%	130	15%	12	1%	442	432
6	Special Ed - Specific Learning Disability (LD)	**-405**	316	36%	163	19%	20	2%	499	375
7	Mathematics	**-402**	323	37%	204	23%	27	3%	554	320
8	Foreign Language - Spanish	**-376**	272	31%	103	12%	15	2%	390	484
9	Bilingual Education	**-356**	229	26%	54	6%	4	0%	287	587
10	Science - Physics	**-350**	234	27%	68	8%	10	1%	312	562
11	Librarian/Media Specialist	**-336**	245	28%	119	14%	6	1%	370	504
12	Science - Chemistry	**-332**	237	27%	83	9%	12	1%	332	542
13	Special Ed - Other/General	**-330**	247	28%	131	15%	11	1%	389	485
14	Psychologist	**-319**	225	26%	125	14%	10	1%	360	514
15	Special Ed - Bilingual	**-310**	195	22%	39	4%	6	1%	240	634
16	Science - Other	**-307**	256	29%	186	21%	21	2%	463	411
17	Voc Tech - Industrial Occupations	**-295**	196	22%	51	6%	7	1%	254	620
18	Special Ed - Hearing Impairment	**-281**	192	22%	58	7%	9	1%	259	615
19	Special Ed - Visual Impairment	**-253**	172	20%	52	6%	5	1%	229	645
20	Guidance Counselor	**-253**	213	24%	120	14%	22	3%	355	519
21	Nurse	**-240**	198	23%	143	16%	17	2%	358	516
22	Foreign Language - Other	**-227**	170	19%	79	9%	11	1%	260	614
23	Computer Literacy/Technology	**-224**	192	22%	152	17%	21	2%	365	509
24	Music	**-211**	199	23%	247	28%	24	3%	470	404
25	Voc Tech - Family & Consumer Sciences	**-170**	136	16%	92	11%	9	1%	237	637
26	Voc Tech - Agriculture	**-135**	115	13%	66	8%	6	1%	187	687
27	English - Reading	**-133**	178	20%	235	27%	65	7%	478	396
28	Art	**-130**	132	15%	199	23%	19	2%	350	524
29	Social Worker	**-120**	146	17%	209	24%	41	5%	396	478
30	Principal - High School	**-113**	106	12%	152	17%	13	1%	271	603
31	Principal - Jr. High	**-98**	100	11%	195	22%	19	2%	314	560
32	Voc Tech - Business, Marketing, Management	**-98**	94	11%	109	12%	9	1%	212	662
33	Gifted Education	**-89**	91	10%	109	12%	12	1%	212	662
34	Business Manager	**-85**	73	8%	83	9%	4	0%	160	714
35	Voc Tech - Health Occupations	**-85**	75	9%	64	7%	11	1%	150	724
36	Principal - Elementary	**-40**	78	9%	270	31%	43	5%	391	483
37	Health Education	**-7**	62	7%	203	23%	53	6%	318	556
38	English - Language Arts	125	83	9%	299	34%	163	19%	545	329
39	Physical Education	221	52	6%	248	28%	196	22%	496	378
40	Social Science	302	32	4%	197	23%	230	26%	459	415
41	Standard Elementary Instructor	599	11	1%	175	20%	399	46%	585	289

Bold= New in 2006

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

Appendix D: Projected Need for Educators [2007-2010]

Non-Instructional Staff	Average New Hires	Needed Through 2010	%-of 2006 FT Staff
Administrative*			
District Supt./Asst.	32	126	14%
Elem. Princ./Asst.	249	995	31%
Jr. High Princ./Asst.	107	427	41%
H.S. Princ./Asst.	122	487	33%
Director/Asst.	103	413	34%
Other Administrator	173	691	48%
Other Educators			0
Coordinator	51	204	28%
Library/Media Specialist	95	381	18%
Technology Specialist	9	36	15%
Reading Specialist	65	260	34%
Staff Supervisor	3	12	5%
Program Supervisor	20	79	7%
Guidance Counselor	144	575	20%
Psychologist	120	478	31%
Social Worker	266	1,065	38%
Nurse	63	253	29%
Speech/Lang. Pathologist	194	775	35%
Total		**7,257**	**29%**

Instructional Staff

	Average New Hires	Needed Through 2010	%-of 2006 FT Staff
Alternative Education	53	213	44%
Art	209	836	30%
Bilingual Education	304	1,216	60%
Computer Programming/Lit.	81	323	30%
Consumer Education	20	81	37%
Curriculum Specialist	19	61	18%
Driver Education	17	68	12%
Early Childhood	150	598	23%
English as a Second Language	95	379	34%
English Language Arts	1,061	4,244	37%
Foreign Lang.- Other	82	326	32%
Foreign Lang.- Spanish	235	941	44%
Health Education	42	169	27%
Mathematics	680	2,718	36%
Music	329	1,315	34%
Other Subject/Program	287	642	75%
Physical Education	475	1,901	27%
Science	618	2,472	36%
Self Contained Elementary	3,533	14,130	33%
Social Science	505	2,021	33%
Special Education	1,964	7,855	39%
Title 1 Math/Reading	157	627	38%
Vocational/Technical			
Agriculture	34	134	41%
Business, Mkt., Mgt.	99	395	32%
Family/Consumer Sciences	90	359	31%
Health Occupations	9	35	46%
Industrial	109	435	31%
Voc/Tech Misc.	44	176	68%
Total		**44,670**	**35%**

* Includes Teachers that changed to administrative positions.
**Teacher data is not available for 2004.
BOLD= Position added in 2004.