THE STATE OF OUR EDUCATOR PIPELINE 2023:

Strengths, Opportunities, and the Early Impact of the COVID-19 Pandemic

Advance ILLINOIS

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Fellow Illinoisans,

Students are inevitably and indelibly shaped by the educators they encounter. Indeed, the research is clear that teachers play the single most impactful role in a student's academic growth and broader well-being, and administrators are the driving force in recruiting, retaining, and developing teachers and shaping school culture. Together, educators and support staff are responsible for ensuring that the next generation has not only the skills and knowledge they need to become active, contributing members of society, but also that they get the support they need to develop as individuals. Put simply, there may be nothing more important to a state's present and future success than its educators.

This truth was put on telling display when the coronavirus was declared a global health crisis, disrupting day-to-day life and affecting every sector of society, including education. While many sectors shut down and many school buildings were closed, learning could not stop. Instead, millions of educators had to adapt to rapidly changing circumstances in the largely uncharted territory of providing classroom instruction and support remotely.

In our report, *The State We're In 2022: A Look at the Impact of COVID-19 on Education in Illinois*, we found that disruptions caused by the COVID-19 pandemic presented significant challenges for our education systems. These challenges contributed to notable declines in enrollment, exacerbated racial and socioeconomic inequities in access to instruction, and had detrimental impacts on student outcomes. In addition, the crisis laid bare the dire need for systemic supports to address student mental health and well-being.

While there has been much discussion of the pandemic's impact on students, academically and beyond, the stresses generated by COVID-19 have also taken a serious toll on the teaching profession, which was already grappling with shortages in certain districts and among particular positions before the pandemic. And though the mass exodus many have predicted has not yet materialized, the pandemic has nonetheless left its mark on the educator workforce, both in Illinois and across the country.

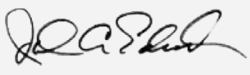
In *The State of Our Educator Pipeline 2023: Strengths, Opportunities,* and *The Early Impact of the COVID-19 Pandemic*, we aim to consolidate and synthesize relevant data to help build a shared understanding of strengths and weaknesses across our pipeline, share what we do and do not know about the impact of the pandemic on the educator pipeline, and highlight where we have important data gaps. What we hope shines through as you read this report is the degree to which recruitment, training, and retention of our educators and leaders is part of a broader continuum. Each aspect is linked to the next, and together, they play a pivotal role in shaping how well our students are supported in their academic journeys. Of equal importance is the underlying reality that weaknesses and challenges in our pipeline do not play out evenly across districts. Students from low-income households, students of color, and English language learners are disproportionately more likely to learn in districts with higher vacancy and turnover rates.

Against that backdrop, what does the data tell us about our interconnected pipeline? First, there is more good news than alarming headlines might suggest. Illinois schools have added significant numbers of new staff, retention rates have held steady or improved, and more—and more diverse—candidates are enrolling in teacher preparation programs. Second (and likely related to the first), our state has been making smart investments to strengthen and diversify the workforce—investments generally aligned with where the data indicates we need to improve. Importantly, these investments generally increased during the pandemic with a significant influx of federal funds to the state.

That said, while the state has taken some smart, strong steps and made measurable progress, we have a long way to go in ensuring that our teachers reflect the increasing diversity of our student body. A growing body of research underscores the myriad academic and non-academic benefits to students when they are taught by racially and ethnically diverse educators. It is imperative that Illinois prioritize diversity as it works to strengthen, grow, and sustain its educator workforce.

So let us end as we began: The state has no greater responsibility than to ensure that schools are fully staffed with outstanding educators who are well-prepared, reflect the young people they serve, and are supported to do arguably the most important job there is. As teachers across the state begin another school year, it is our hope that elected officials, agency leaders, advocates, and community leaders will use the data and analysis in this report as a rallying cry for ongoing investment, and to inform decision making that is essential to our future.

Onward,



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ABOUT THIS REPORT

Teachers and leaders matter for student success. Ensuring every student has access to effective, racially diverse educators is a vital step toward providing every student in Illinois with a high-quality education. Research makes clear that having effective and diverse teachers in every classroom matters while teacher turnover, unfilled positions, and under-prepared teachers all have a negative impact on student outcomes. In addition, school leaders have a significant influence on a school's climate and culture, impacting teacher retention, student learning, and more. Creating and sustaining a strong and diverse educator pipeline is imperative for all students, but specifically students of color, students from low-income households, English Learners, students with Individualized Education Plans, and rural and urban students who have been disproportionately impacted by unfilled positions and educator turnover.

It is important that Illinois policy makers take seriously the potential impacts of the COVID-19 pandemic. Since the start of pandemic-related school closures in March 2020, **COVID-19 has affected nearly every aspect of our education system**. Advance Illinois' reports, such as *Education in a Pandemic* and *The State We're In, 2022*, discussed the early impact of the pandemic on students, children, and families from birth through postsecondary, and began to highlight some of the challenges experienced by Illinois educators.

This report takes a look at the full breadth of our educator pipeline, addressing topics from recruitment and supply of new educators to retention of veteran teachers and leaders. The aim of this report is to explore the early impact of the pandemic, unpack areas where the state has made progress, and highlight what challenges and considerations should be top of mind as the state moves forward.[1]

The report highlights:

- The increase in overall teacher, principal, assistant principal, and paraprofessional **positions**
- Growth in educator **supply**, including the role of new temporary short-term credentials
- Shifts in educator **retention** since the start of the COVID-19 pandemic
- How educator **vacancies** vary across Illinois' 852 districts
- Improvements and challenges along the teacher and principal pipelines in Illinois regarding the **diversity of teachers and leaders**

Where possible, we also seek to share:

- **National comparisons**, to identify how Illinois' trends compare to other states. Though unfortunately, and as many researchers have rightly pointed out, timely national data on our educator workforces remains limited.[2]
- **Gaps in data**, to underscore where current data systems and/or public reporting do not provide a sufficient picture of our educator workforce.

This report focuses on four types of educators: teachers, principals, assistant principals, and paraprofessionals. Where possible, the report includes data on special education and bilingual teachers specifically, as these positions have historically been among the most difficult to fill. Teachers are defined as individuals in instructional positions, excluding interventionists, instructional coaches, and substitute teachers. And while we recognize the importance of these positions for students across the birth through postsecondary continuum, this report does not consider support staff (such as counselors and psychologists), other non-teaching staff like nurses, non-principal administrators such as superintendents, or educators in institutions of higher education.

Additionally, our analysis includes school-based PreK educators but does not include center- or home-based educators, who make up a significant portion of the early childhood system. Illinois has made historic investments into early childhood education and care in recent years, so it is vital to ensure we can expand and strengthen this workforce as the system grows.[3] Currently, publicly available data that reflects the full size and composition of the early childhood workforce is limited, and data exists across multiple agencies. However, even with the utilization of existing systems within the Illinois State Board of Education and other agencies, additional reporting on both the school and center-based early childhood workforce can and should be executed. Additional reporting can help us further understand where there are opportunities for improvement and what the impact of the pandemic as well as recent policy changes (such as extending the use of the early childhood short-term approval) has been.[4]

EXECUTIVE SUMMARY

Amid growing public awareness of school staffing challenges and a landscape altered by the COVID-19 pandemic, it is vital that we use data to guide efforts to ensure every student has access to effective and diverse educators. This report, which explores data across every stage of the educator pipeline over the last five to ten years, digs into those challenges and their nuances, with a particular focus on the early impact of the pandemic. The picture of Illinois' educator pipeline that emerges is one that presents ongoing opportunities for growth, as well as hopeful areas of progress.

Illinois is currently employing more teachers, paraprofessionals, and school leaders than it has in the last decade, generally and per pupil.

Since SY17-18, Illinois has been significantly expanding its teacher, assistant principal, and paraprofessional workforce. This growth is prevalent throughout the state, affecting districts across different geographies and funding levels at comparable rates. With one of the fastest growing teacher workforces and fastest declining student bodies, Illinois' overall student-to-teacher ratio is decreasing more rapidly than any other state in the nation.[5]

Concerns have been raised in recent years that short-term federal Elementary and Secondary School Emergency Relief (ESSER) dollars might be driving recent growth in hiring, suggesting new teaching positions may not be sustained after the funds expire. Our analysis suggests that while a significant portion of ESSER funds were spent on salaries, these funds have not directly driven the recent increase in the number of new teaching positions in Illinois (though they may have been used to increase non-teaching positions). Regardless, going into fall 2024, districts will have to make difficult decisions about how to adjust spending when federal funds expire and budgets shrink.

The supply of new teachers and principals has gradually increased in recent years, while paraprofessional supply has declined.

Despite pandemic-driven disruptions, enrollment and completion in Illinois teacher preparation programs has continued to grow in SY20-21. Though growth is encouraging, these numbers lag historic levels of enrollment, and the supply of new teachers falls far below demand in several high-need areas, including bilingual and special education. Meanwhile, the supply of new principals remained relatively steady during the pandemic, while the supply of paraprofessionals declined significantly.

To meet growing demand and address shortages in certain areas, short-term approvals – options that allow individuals (primarily currently licensed teachers) to serve in roles for which they are not fully licensed – have been significantly, though temporarily, expanded.[6] While this report provides initial insights into the use of short-term approvals, further research is needed to comprehensively understand the short- and long-term impact on shortages and on student outcomes.

Educator retention held steady, and in some cases even improved, in the first two years of the pandemic.

Educators have worked tirelessly through three full school years since the start of the pandemic. Despite a great deal of difficulty and uncertainty, and in contrast to what many predicted, Illinois has not yet seen a "mass exodus" of educators. In fact, in SY20-21 and SY21-22 educators were more likely than before to remain in their same schools. Though a bright spot, we do not yet know if or how long this will last. Other states have seen increases in teacher attrition into SY22-23, and survey data from across Illinois reveals the deep, challenging impact that the pandemic has had on teacher perceptions of school climate.[7]

Data limitations make it difficult to assess the full impact of the pandemic on staffing challenges in Illinois – but too many districts continue to wrestle with shortages in particular roles.

With more educators staying in their roles, vacancy rates (the proportion of positions that went unfilled) slightly improved in the first year of the pandemic, SY20-21. Given changes to data collection in the following years, it is difficult to fully assess the pandemic's impact, but we do know that Illinois' districts continue to struggle to fill certain roles. Unfilled positions vary significantly in severity and cause across districts, but some challenges in the state include:

- Supply of individuals earning credentials in special education that lags demand, and higher than average attrition rates for **special education teachers**. Despite a considerable number of current teachers who are credentialed in special education, these positions make up a significant portion (one third) of all unfilled positions.
- Limited new supply of individuals earning full credentials in **bilingual education**, and a high reliance on provisionally licensed teachers who have not yet completed a teacher preparation program.
- A small set of schools that have difficulty attracting and retaining **principals and assistant principals**, and many more that experience high rates of principal turnover.
- Declining supply of new **paraprofessionals** that does not meet demand.
- Additional recent pressures, such as lower teacher attendance and a shortage of substitutes.

Furthermore, ensuring positions are not only filled, but also consistently staffed by effective, well-prepared educators is crucial for student success. Despite its importance, meaningfully tracking teacher quality in Illinois proves difficult.

Illinois has been making some progress increasing teacher diversity, but must move more quickly to address longstanding inequities that emerge at nearly every step in the pipeline.

Unfortunately, like every other state in the nation, Illinois' teacher workforce is far from racially/ethnically representative of its students. Teacher diversity has improved slightly in the last decade; however, our student population has simultaneously become more diverse, only heightening the need to increase the number of teachers of color in our classrooms.

Challenges and inequities exist at nearly every point in the pipeline. At certain points, Illinois has seen great improvement. For example, increases in diversity among students enrolling in teacher preparation programs has helped drive increases in the diversity of first-year teachers. Other issues persist, however, such as disproportionately high attrition rates among Black teachers.

While school leadership is more diverse than the state's teacher workforce, there is room to improve.

Like most states, Illinois' principal workforce is more racially/ethnically diverse than its teacher workforce. Still, there is room to grow; principal diversity has not improved over the last 5 years, and principals are still far from racially representative of students.

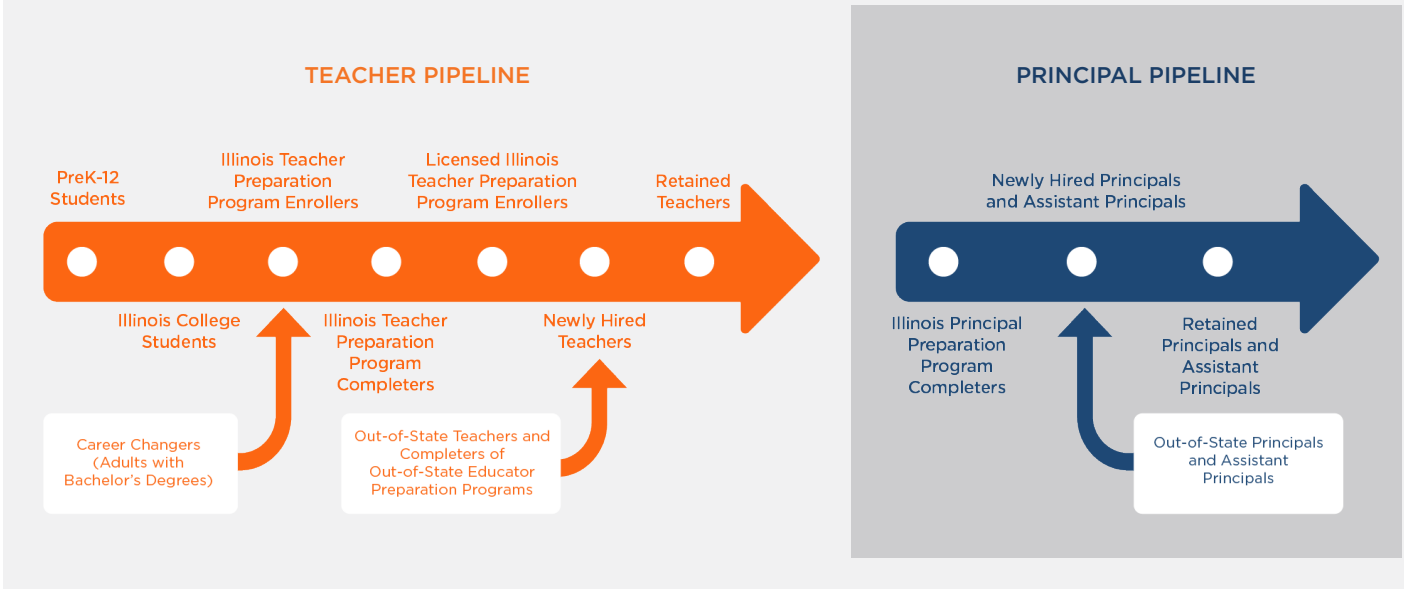
Unlike the teacher pipeline, at some points along the principal pipeline, diversity actually *improves* from one step to the next. Teachers of color are more likely than white teachers to get Principal endorsements and to become assistant principals. That said, Latinx educators remain underrepresented in principal positions, and gender inequities exist at each step in the pipeline.

Illinois has been taking action to ensure the educator pipeline is strong and diverse at every step. However, as the pandemic's impact on students, educators, and schools continues to play out, state and local leaders must prepare to address new and ongoing challenges.

Illinois has been working to address diversity and staffing gaps through efforts that often target the precise challenges that data shows are present in the educator pipeline. While exciting, these initiatives are frequently only planned for in the short-term—either funded by federal relief dollars or operating as pilot programs. It is imperative that the state use data and research to learn from these investments and inform decisions about whether or how to sustain effective programs in the long-term.

As we look ahead, the state must continue to prioritize equity in building out a strong and diverse educator workforce. This commitment includes directing energy and resources towards students who have historically experienced the challenges of teacher shortages most acutely. Although federal pandemic relief funds will soon be gone, the academic impacts of the COVID-19 pandemic, which exacerbated existing educational inequities in our schools, persist.[8] And despite some good news in the first two years of the pandemic, we continue to see vast inequities in access to well-staffed schools with fully credentialed teachers. Thus, continuing to move towards a system that provides robust educational opportunities for all students means we must find ways to ensure that every school in Illinois is equipped with effective and diverse educators.

Illinois teacher and principal pipeline.



EDUCATOR SUPPLY AND DEMAND

Amidst a landscape altered by the COVID-19 pandemic, Illinois has continued to hire more teachers, assistant principals, and paraprofessionals and has simultaneously grown new teacher and principal supply.

Illinois is employing more teachers, assistant principals, and paraprofessionals, generally and per student, than at any other point in the last decade.

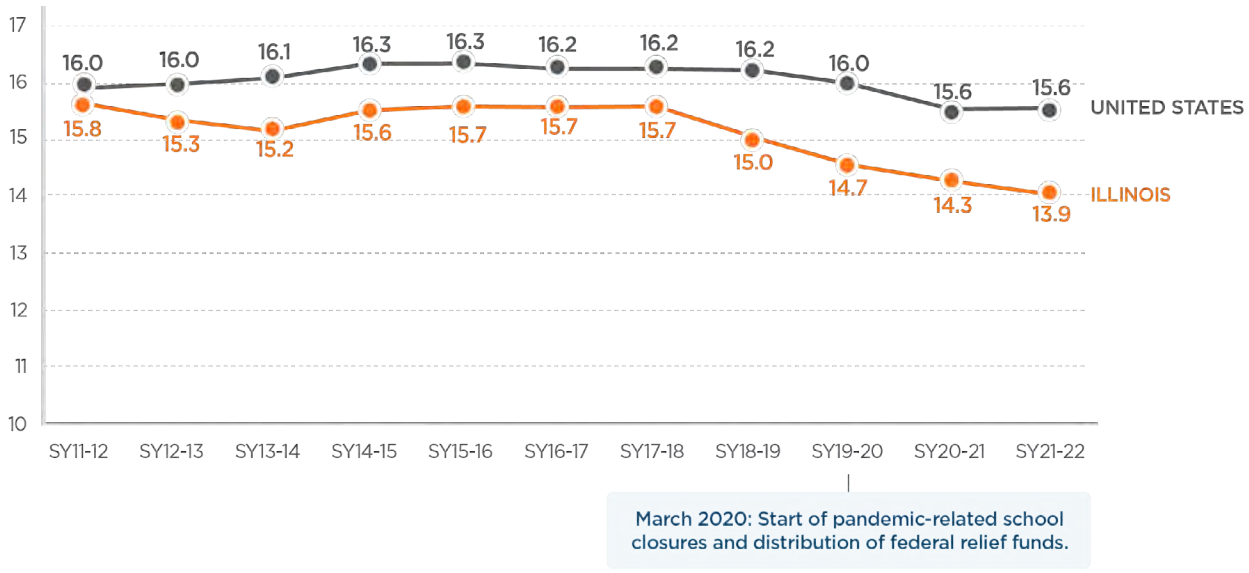
Over the past 5 years, the state has been rapidly growing the number of teachers, assistant principals, and paraprofessionals working in public PreK-12 schools.[9] [10] This period of growth, from SY17-18 through SY21-22, comes on the heels of a steep decline in teaching positions following the great recession and through a period of state budget challenges, including the proration of school budgets, from SY11-12 through SY15-16.[11]

Simultaneously, PreK-12 student enrollment in Illinois has declined, a trend that only accelerated during the pandemic. Consequently, Illinois now employs more staff per student – increasing schools' capacity to support students and decreasing average class sizes. While research on the impact of class size reductions on student outcomes is mixed, studies suggest substantial reductions in class sizes can be beneficial, especially for students in earlier grades.[12]

Across the nation, other states have also been bolstering their teacher workforces. But Illinois stands out, as it is both growing its workforce at an above average rate and losing students faster than most states, resulting in a student-to-teacher ratio that is decreasing faster than any other state (except for D.C.). In absolute terms, Illinois had the 20th lowest student-to-teacher ratio in SY21-22, improved from 31st in SY17-18.[13]

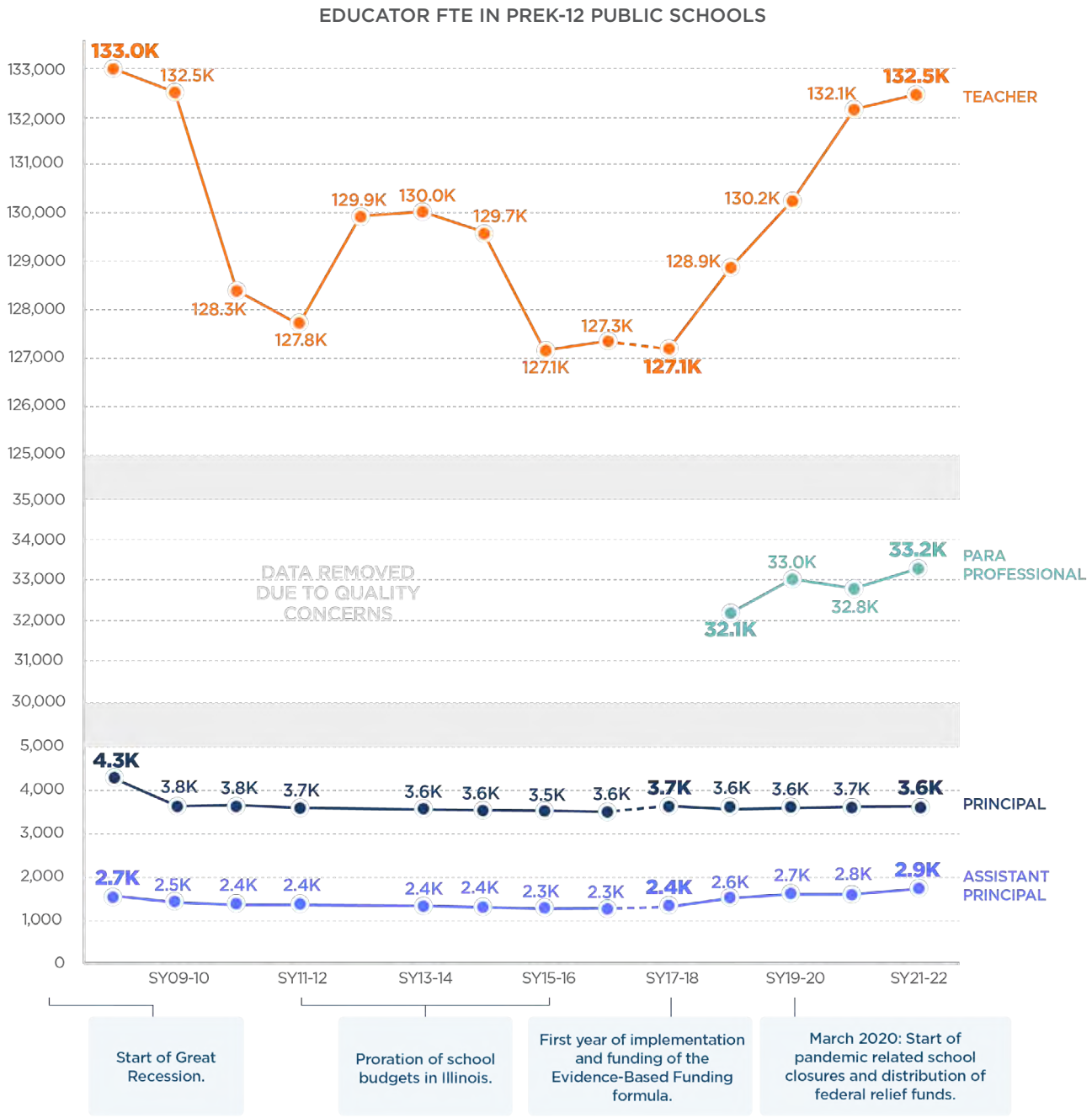
Growth in Illinois' teacher workforce alongside declining student enrollment means districts are employing more teachers per student today than at any point in the last decade.

STUDENT-TO-TEACHER RATIOS IN PREK-12 PUBLIC SCHOOLS



Source: National Center for Education Statistics Common Core of Data

Illinois schools are employing an increasing number of teachers, assistant principals, and paraprofessionals and a steady number of principals.



Teachers
Source: Illinois State Report Card (SY11-12 through SY16-17), ISBE Employment Information System (SY17-18 through SY21-22)
Note: Historical data (prior to SY17-18) on the number of teachers comes from the Illinois State Report Card while data from SY17-18 onwards is calculated using a separate data pull directly from ISBE's Employment Information System. Differences in the types of entities included and how data was aggregated may cause slight changes to numbers over time.

Paraprofessionals
Source: ISBE Employment Information System
Note: Paraprofessional data prior to SY18-19 has been removed due to data quality concerns.

Principals and Assistant Principals
Source: ISBE Annual Report (SY08-09 through SY16-17), ISBE Employment Information System (SY17-18 through SY21-22)
Note: Similarly, historical data on principals and assistant principals come from ISBE's Annual Report while data from SY17-18 onwards is pulled directly from ISBE's Employment Information System. Differences in the types of entities included and how data was aggregated may cause slight changes to numbers over time.

SPECIAL EDUCATION AND BILINGUAL TEACHER POSITIONS

Throughout this report, we highlight data on the special education and bilingual teacher workforce, as these are two areas that have long experienced acute shortages. Generally, special education and bilingual teaching positions are increasing alongside the general teacher population in Illinois, but special education positions are making up an increasing share of the workforce. From SY17-18 to SY21-22, the percent of teachers who were in special education positions increased by one percentage point, from 15.2% to 16.2% of all teachers. This mirrors an increase in the share of students who have IEPs in that same period, from 14.5% to 15.5.%.

The share of students who are English Learners has also been growing over time, increasing from 11.7% of all students to 13.7% between SY17-18 and SY21-22. The number of teachers in bilingual positions has increased by about 500 positions in that time, but the share of teachers who are in bilingual teaching positions has increased by just 0.2 percentage points, from 3.6% to 3.8%. Notably, bilingual teachers do not reflect all teachers who work with English Learners – this also includes English as a Second Language teachers as well as general education teachers.

Growth in the teacher workforce is occurring in all types of districts and schools across geographies, funding levels, and ages served.

Rural/town, suburban, and urban schools in Illinois are all growing their teacher workforces at similar rates, and more teachers are also being hired across school types (elementary through high schools). Notably, elementary schools are adding teachers more quickly while also experiencing some of the biggest enrollment drops. As a result, student-teacher ratios in these schools are improving faster than in middle and high schools, aligning with research that suggests smaller class sizes may make more of a difference.

Similarly, districts at every funding level have been adding teachers. New funds added to school budgets through the Evidence-Based Funding formula starting in SY17-18 likely enabled some of the state's most underfunded districts to hire more teachers. Indeed, a qualitative evaluation of the Evidence-Based Funding (EBF) formula revealed that increasing core teaching positions was one of the most common uses of these funds.[14] However, there is not a strong correlation between the percent increase in EBF funds a district has received and their increase in teachers.[15] This means that while EBF may have been necessary to support less well-funded districts to grow their teaching staff, better-funded districts have been adding positions at a similar rate.

It is worth noting that while growth in teaching positions has been similar across districts at varying funding levels, growth in assistant principal positions has been concentrated in districts that have received the largest share of EBF funds. Between SY17-18 and SY21-22, Tier 1 districts (the least well-funded) saw a 24% growth in assistant principal positions, compared to a combined growth of just 9% in their Tier 2, Tier 3, and Tier 4 counterparts.[16]

While some districts may be using ESSER funds to support the addition of new positions, there is no consistent evidence that ESSER funds fueled the growth in teacher positions over the past two years.

Alongside the Evidence-Based Funding formula, there has been much speculation about the role Elementary and Secondary School Emergency Relief (ESSER) funds have played in increasing school staffing. These short-term funds, distributed to districts in three waves starting in SY19-20 and totaling more than $7 billion, were intended to support short-term needs during the pandemic and assist in learning recovery.[17] Speculation about the role ESSER funds have played in increasing school staff numbers is well-founded. In Illinois, salaries make up the largest portion of ESSER funds ($1.48B as of April 2023, or 37% of all funds distributed directly to districts), and an early national analysis of spending plans revealed a number of large districts across the country were planning on putting funds towards opening new roles.[18] But ESSER funds are short-term, so using them for longer-term investments like new positions means that districts could be looking at significant budget issues and layoffs when the funds expire in fall 2024.

Significant spending on instructional salaries specifically, totaling over $688 million in Illinois by the end of SY21-22, has raised alarms that increases in teacher positions in the past few years may only be temporary. However, there is no clear evidence to show that ESSER funds are directly driving and supporting growth in new teaching positions in Illinois.[19] Steady increases to the teacher workforce pre-date the pandemic and continued in SY20-21 and SY21-22 at rates similar to prior years. Additionally, the cost of funding newly added positions is estimated at around $302M over SY20-21 and SY21-22, an amount that could easily be covered by increases in new state EBF dollars ($300 million) and new local resources (estimated at around $598 million) over the same period.[20] Finally, there is not a strong relationship between the amount of ESSER funds a district spent on salaries and increases in the number of teachers they employed.[21] Truly understanding the role of ESSER spending is difficult, given that ESSER funds can be interchanged with other funding sources in district budgets. But taken together, this data suggests that while some districts may be using ESSER dollars to create new positions, ESSER funds likely are not *driving* increases in the teacher workforce in Illinois.

So, how are funds spent on salaries, and specifically instructional salaries, being used? Analysis of statewide ESSER spending in Illinois has yet to be completed. However, early data from our largest district, Chicago Public Schools, shows a significant portion of funds have been used to support existing teachers, likely supplanting the state and local resources that would typically be used.[22] Analysis of ESSER spending in Rhode Island showed many districts followed this same pattern, while also using ESSER funds to hire non-teaching instructional staff like instructional coaches and interventionists, hire full-time school or district substitutes, and/or provide one-time compensation increases like recruitment stipends or additional compensation for increased short-term responsibilities.[23]

Although we have not identified a clear pattern of ESSER spending on new teaching positions in Illinois, this analysis should not abate all concerns about the federal funding cliff. As discussed, there are likely districts who are using their ESSER funds to support new instructional and non-instructional positions that may not be sustainable long-term, while others may have supplanted dollars from their operating budgets to support current teachers' salaries with ESSER funds. When these funds expire, regardless of how they were spent, all districts will have to make difficult decisions about what programs, services, and positions to cut – decisions that may have dramatic impacts on staffing.

Teacher supply in Illinois has continued trends of growth into the pandemic, bolstered by expanded short-term licensure options.

Despite disruptions to the higher education system, the number of new teachers coming out of Illinois' teacher preparation programs has continued to increase.

Enrollment in Illinois' teacher preparation programs, which is an important, but not exclusive, source of new teachers, has been slowly growing since SY17-18. Illinois' programs, like those in most states, experienced a significant decline in enrollment in the preceding five-year period, and enrollments today remain below where they were a decade ago. That said, gradual growth in program enrollments and completions continued into SY20-21, despite disruptions to higher education during the first year of the pandemic.

Growth in teacher preparation program enrollment is not geographically concentrated and has occured in institutions throughout the state. However, this trend is not universal. In fact, programs at 24 out of 53 institutions of higher education saw enrollment decline in SY20-21.

In some ways, the pandemic may have helped increase enrollment at teacher preparation programs, as retention within 4-year institutions of higher education actually increased in SY20-21. Because many teacher preparation programs constitute the last two years of a 4-year college experience, higher rates of student retention would likely increase enrollment in these programs.[24]

Similarly, pandemic-related policy changes likely impacted both college and teacher preparation program completion rates.[25] Some changes specific to teacher preparation programs included instances of remote or hybrid student teaching environments, waiver of the state's performance-based assessment, and changes to the timing of content tests required for licensure.[26] Unfortunately, Illinois does not report annual cohort completion rates for teacher preparation program enrollers, meaning we do not know whether candidates' likelihood of completing their program has changed over time or what the impact of the pandemic has been.

Throughout periods of decline and growth in teacher preparation programs, teacher preparation in Illinois has continued to be dominated by traditional programs, which make up 96% of total enrollment, rather than alternative

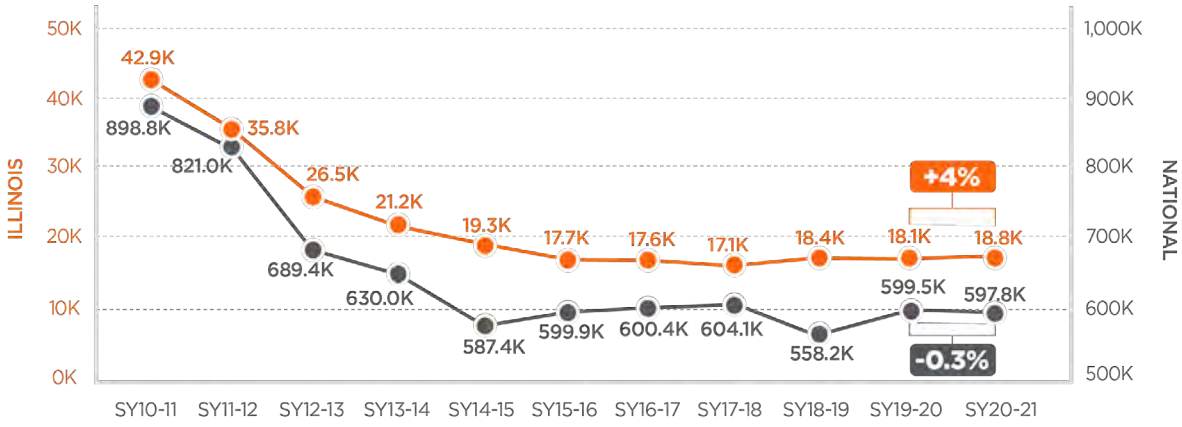
programs designed for career changers or those who do not complete a teacher preparation program in college.

Data on the actual subjects that teacher candidates study and the areas in which they become licensed is varied and may tell inconsistent stories. There is a clear trend, however, of increases in the proportion of teacher candidates who are enrolling in early childhood licensure programs – up to 14% in SY20-21 compared to 7% just seven years prior.[27] Over time, a slightly larger percentage of teacher candidates in Illinois programs are also enrolling in special education programs.

While knowing the size of our teacher preparation programs across the state helps paint a picture of overall trends, without the context of the number of teachers needed, the information provides a limited window into the health of overall teacher supply. In addition, research from Illinois and other states has shown that there is often a mis-match between the types and geographic locations of teachers being produced by teacher preparation programs and the needs of districts, a disconnect not readily captured in aggregate numbers.[28] Furthermore, new teacher supply in Illinois also, and importantly, includes teachers who complete preparation programs in other states as well as current teachers seeking additional credentials to move into new subject areas, program areas, or grade levels. The next sections discuss teacher supply with some of this additional context and in relation to growing demand.

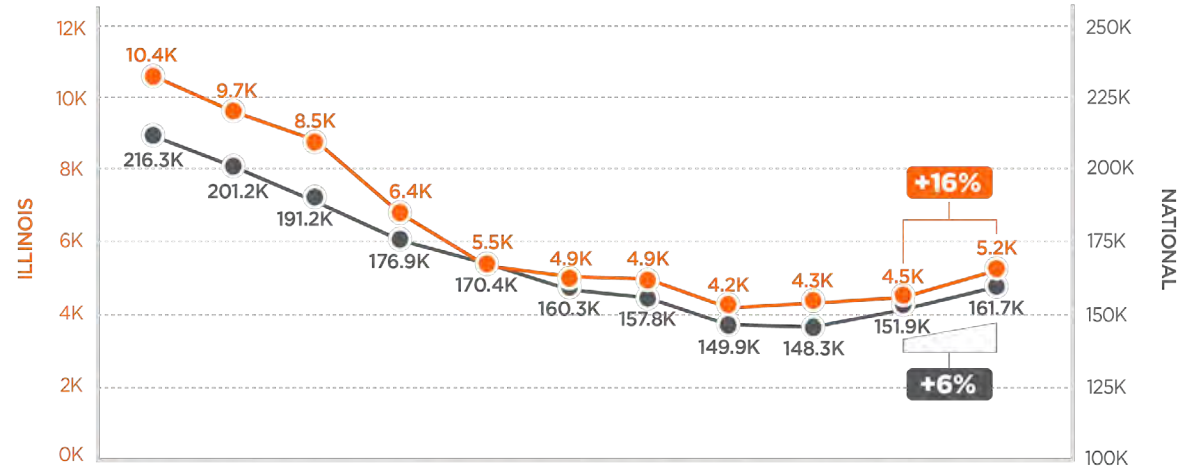
The supply of new teachers coming out of teacher preparation programs is increasing in Illinois and nationally.

TEACHER PREPARATION PROGRAM ENROLLERS



March 2020: Start of pandemic-related school closures and shifts to remote learning.

TEACHER PREPARATION PROGRAM COMPLETERS



March 2020: Start of pandemic-related school closures and shifts to remote learning.

Source: United States Department of Education Title II Data Collection

Short-term credentials have increasingly, though temporarily, become available to bolster teacher supply in certain subject areas and grade levels.

In recent years, Illinois has increased the availability of short-term credentials that allow teachers to teach in new grade levels or subject areas or even, in some cases, enter the classroom for the first time without completing the traditional set of requirements. These changes have also helped grow teacher supply in certain areas.

Typically, becoming a teacher involves completing a teacher preparation program that, through content and pedagogical coursework, prepares a teacher candidate to earn their Professional Educator License (PEL). Teachers also earn "endorsements" on their license that enable them to teach different grade levels, subject areas, and in special education or bilingual settings. Given the significant differences between what it takes to effectively teach students of different ages, linguistic backgrounds, and academic needs, it is important that teachers are prepared for their unique settings and content. However, in order to expand flexibility for districts struggling to find qualified candidates in certain positions, the state has introduced short-term credentials that allow individuals to teach who have not completed all of the typical licensure requirements.

There are two primary types of short-term credentials:

1. **Provisional licenses**, which allow individuals who do not have Professional Educator Licenses to teach. The most common provisional license is the Transitional Bilingual Educator (TBE) license, which allows an individual who meets the requirements to teach for five years in bilingual settings without a PEL.[29]
2. **Short-term approvals**, which primarily (though not exclusively) allow already-licensed teachers to teach for up to three years in grade levels or subject areas in which they are not yet endorsed.[30] Requirements vary, but typically an educator must have completed about nine hours of relevant coursework or have passed the relevant content test. Most short-term approvals require educators to have a PEL, but a new short-term approval, the "Content Knowledge Pathway" also allows non-PEL holders to become teachers for up to three years (see box to the right).

In the past five years, the availability of short-term approvals has increased dramatically, though temporarily (as of now, short-term approvals will not be issued after 2026). Illinois has long offered temporary credentialing for some of the state's more acute shortage areas, such as special education (through the Short-Term Emergency approval) and bilingual education (through the provisional TBE and Visiting International Teacher licenses). Today, what was formerly reserved for select areas is currently available for teachers in *any* content area and grade level, as well as for non-teaching staff.

Given the expansion of these options over the past five years, the number of teachers holding short-term approvals has increased from just 126 (0.1%) teachers in SY17-18 to 2,002 (1.5%) teachers in SY21-22. The overall number of teachers using these credentials may be lower, as some short-term approval holders may not use their credentials beyond one or two years. Encouragingly, many (though not most) short-term approval holders go on to earn a full endorsement in the same area and grade level as their short-term approval.[31]

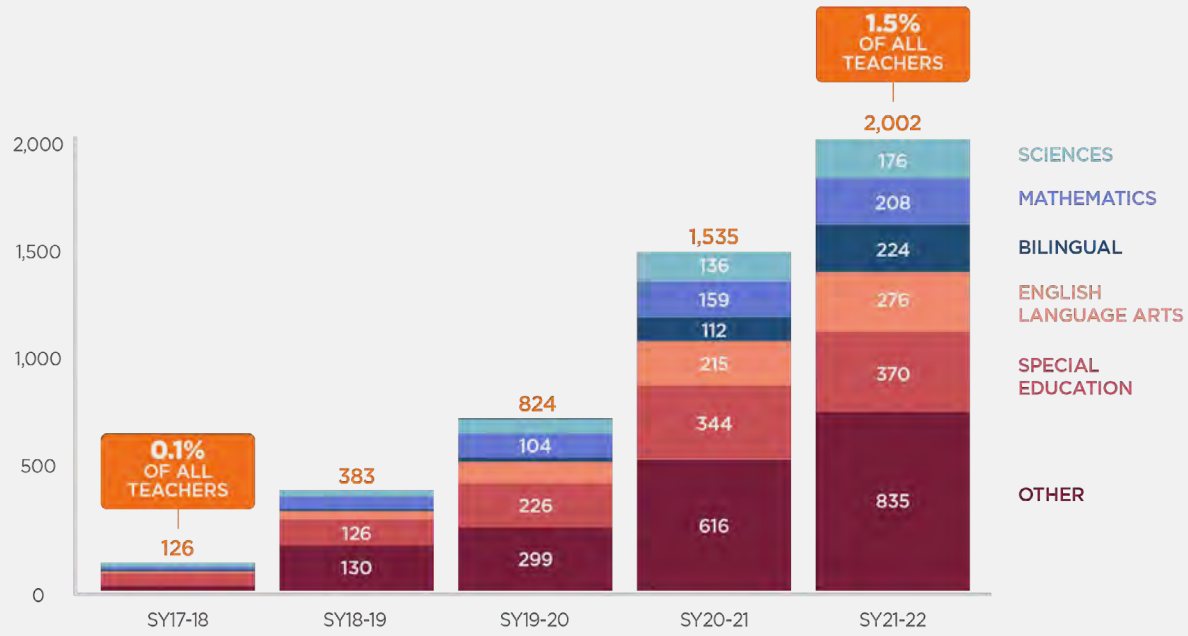
Use of short-term approvals generally, though not always, aligns with areas of teacher shortage in the state. For example, in SY21-22, urban and rural/town schools, which experience higher rates of unfilled positions, had more teachers (2.0% and 1.8% respectively) holding short-term approvals compared to suburban districts (1.0%). Short-term approvals were also slightly more likely to be used in middle schools, which disproportionately face higher vacancy rates. At the same time, English Language Arts (ELA) has historically had lower vacancy rates than any other subject or program area but is second only to special education in the number of short-term approvals issued.[32]

Overall, reliance on both provisional licenses and short-term approvals varies significantly across different position types. Most notably, in SY21-22, bilingual educators were much more likely than their peers to hold provisional licenses (12.3% compared to a statewide average of 1.0%) and short-term approvals (4.1% compared to a statewide average of 1.5%).[33]

As short-term approval options become increasingly available, and decisions are made about whether to renew or sunset these provisions, it will be important to monitor not only how they are used, but what impact they have on teacher shortages and on student outcomes.

As more options become (temporarily) available, an increasing number of teachers hold short-term approvals in Illinois.

NUMBER OF TEACHERS HOLDING SHORT-TERM APPROVAL IN TOP 5 LARGEST CATEGORIES IN PREK-12 PUBLIC SCHOOLS



Source: ISBE Employment Information System, ISBE Educator Licensure Information System

EXPANDING LICENSURE PATHWAYS INTO THE PROFESSION: THE CONTENT KNOWLEDGE PATHWAY

Most short-term approvals require educators to first have a Professional Educator License. Notably, a new short-term approval has been introduced, the "Content Knowledge Pathway," which allows any individual with a bachelor's degree, coursework in a relevant content area, and a passing score on the relevant content test to teach in that area for up to three years. Very few individuals have yet earned a Content Knowledge Pathway short-term approval, as it has only recently been made available. Importantly, though it makes up a small subset of short-term approvals issued to date, the credential creates a new pathway into the teaching profession that does not require a Professional Educator License, adding to an existing set of more narrowly-tailored provisional licenses that also do not require pedagogical training.[34]

To date, most career changers who enter the profession do so through alternative programs, which allow candidates to teach in classrooms and earn a salary through a residency while simultaneously completing coursework. In Illinois, alternative program candidates make up a relatively small portion of teacher supply (4%) compared to the national average (28%). Recent changes to the required length of alternative programs may increase the number of career changers using this pathway in the coming years.[35] In the near-term, the Content Knowledge Pathway adds yet another route into teaching for career changers. While Content Knowledge Pathway approval holders must eventually attend and complete a teacher preparation program in order to continue teaching beyond three years, they are able to teach for longer prior to completing any pedagogical coursework than teachers entering the profession via alternative licensure programs.[36]

Only 24 Content Knowledge Pathway short-term approvals were issued to educators working in schools in SY21-22. These approvals were most common in Arts (N=9) and Physical Education (N=4) but have also been issued in Early Childhood, Elementary, Bilingual, English as a Second Language, ELA, and Science. As knowledge and use of the Content Knowledge Pathway spreads, it will be important to monitor how this particular pathway into the profession is used and evaluate its impact on students in the classroom.

New teacher supply does not meet demand for every position

The number of newly-issued credentials in special education is consistently lower than the number of open positions, though there are a significant number of incumbent teachers who could fill these roles.

Unsurprisingly, given its tenure as the most understaffed program area, the supply of new teachers endorsed in special education is consistently below the number of positions posted each year.

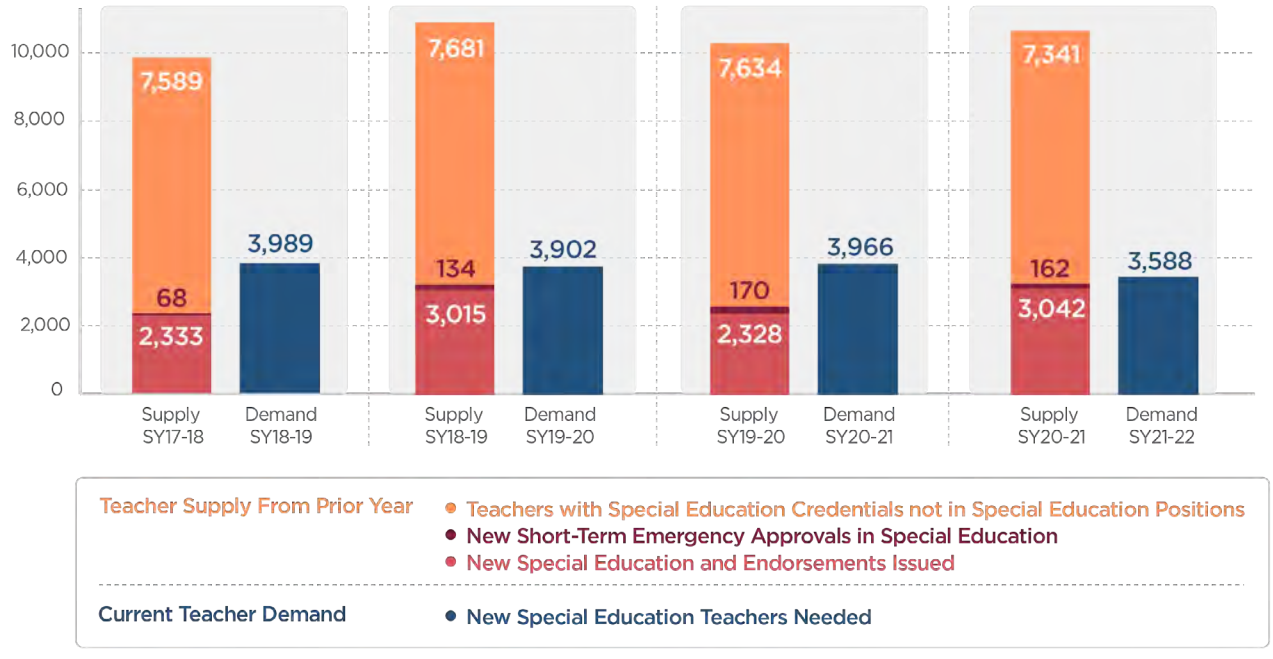
Yet, alongside an insufficient supply of new special education teachers is a much larger number of current teachers who hold Special Education endorsements but are not currently teaching in special education positions. These teachers may be former special education teachers who have chosen to move into general education classrooms (about 4% or 900 teachers make this shift every year), while others may have simply chosen to work in a different area upon entering the profession. Indeed, research from Washington, which also reports a number of special education-credentialed teachers working in other areas, suggests that when teachers are endorsed in both special education and another area, they are less likely to enter special education classrooms than candidates who earn solely a special education endorsement.[37]

The majority (80%) of districts have teachers with Special Education endorsements who are not working in special education roles. This includes districts experiencing unfilled vacancies in special education. In SY21-22, 90% of unfilled special education teacher positions were in districts with at least one special education-endorsed teacher who was not working in such a position.

While they may not be working in dedicated special education positions, it is worth noting that having this pool of special education-endorsed teachers means that there are more people leading general education classrooms who are trained to work with and support students with disabilities – a valuable benefit.

There is a significant number of current teachers who have a special education endorsement but are not working in these positions.

SPECIAL EDUCATION TEACHER SUPPLY AND DEMAND



Source: ISBE Employment Information System, ISBE Educator Licensure Information System, ISBE Unfilled Positions Report, ISBE Annual Report

Note: The number of new special education teachers needed is estimated by subtracting the number of teachers retained in any special education position from the combined number of filled and unfilled special education positions in a given year. The number of positions is set by districts, meaning it is affected by factors like funding and by district- and school-level decisions about class sizes.

ESSER FUNDED

ELEVATING EDUCATORS - BILINGUAL EDUCATION GRANT

Launched in SY21-22 and totaling just under $5 million, these grants provide funds for 219 districts to (a) support tuition for educators to get their Bilingual or English as a Second Language (ESL) endorsement or (b) to help provisionally licensed teachers with the Transitional Bilingual Educator license earn their Professional Educator License.[40] Little is known about how many provisionally licensed bilingual teachers go on to earn full licensure. To help the state better understand opportunities to bolster the number of fully credentialed bilingual teachers, the Illinois State Board of Education should be sure to both evaluate and report on the impact of the grant.

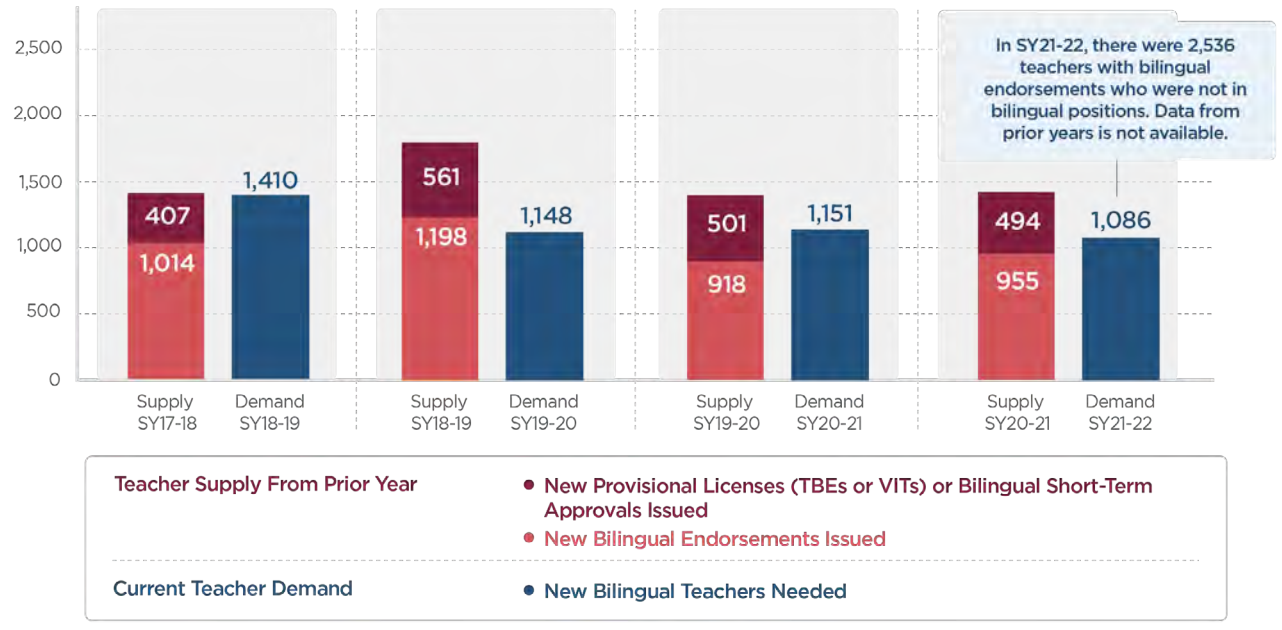
Provisionally licensed educators are filling in gaps in the supply of new bilingual teachers.

As with special education, there is typically an undersupply of new, fully credentialed bilingual teachers (meaning those holding a Professional Educator License with a Bilingual endorsement) every year. Resulting gaps are filled by teachers entering the profession with provisional licenses—bilingual individuals with bachelor's degrees who have not completed a teacher preparation program. Though provisionally licensed teachers make up a significant portion of bilingual teachers, limited reporting on this population means very little is known about their long-term persistence and retention or their impact on the students they serve. It is worth better understanding how many of these teachers go on to earn their Professional Educator Licenses and teach in bilingual classrooms and how this measure is affecting student learning.[38]

In addition to new supply, there are a number of teachers with bilingual credentials who are not in bilingual positions—2,536 in SY21-22.[39] As with special education teachers, some number of bilingual teachers move into other classroom positions each year (11% or about 550 teachers per year). While some individuals may be moving into roles where they do not serve many English Learners, others may still be serving English Learners in general education classrooms or through dual language programs. As with special education teachers, while it is vital to ensure we are able to fill every position with a qualified teacher, employing a larger number of teachers with training in bilingual instruction also strengthens support for English Learners and multilingual students in general education classrooms.

Provisionally licensed educators make up a significant portion of the supply of new bilingual teachers.

BILINGUAL TEACHER SUPPLY AND DEMAND



Source: ISBE Employment Information System, ISBE Educator Licensure Information System, ISBE Unfilled Positions Report, ISBE Annual Report

Note: The number of positions is set by districts, meaning it is affected by factors like funding and district- and school-level decisions about class sizes. Inconsistencies in data related to the Transitional Bilingual Educator License mean we are unable to look at the number of bilingual-credentialed teachers over time. The number of positions is set by districts, meaning it is affected by factors like funding and by district- and school-level decisions about class sizes.

In the first years of the pandemic, principal supply remained relatively steady, while paraprofessional supply declined.

Principal supply is growing statewide, but not in every district.

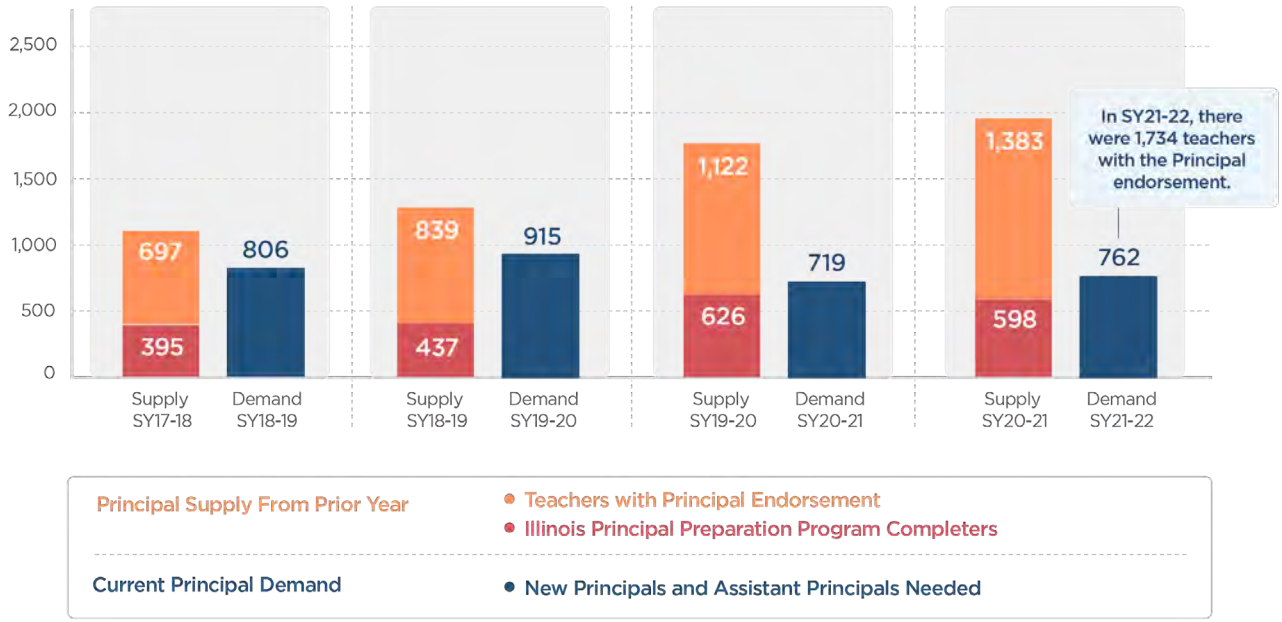
The number of completers of principal preparation programs has grown over time and remained fairly steady in the first year of the pandemic, SY20-21. Relative to demand, principal supply is fair: In SY21-22, there were more than twice as many teachers with Principal endorsements than open principal and assistant positions. Because the principal endorsement is relatively new (as of 2015), each new cohort of principal preparation program completers contributes to significant growth in the state's supply of teachers with the principal credential.

Yet not all districts maintain an existing supply of teachers with principal credentials. In fact, in SY21-22, 47% of districts had zero such teachers. While this is not the only challenge districts with unfilled principal positions face, lack of ready supply likely makes it harder to recruit applicants. Additionally, even in districts that do have a robust supply, those who earn the credential may not always choose to pursue a principal or assistant principal position.

As with the teaching profession, pathways into the principal position are changing. In addition to the traditional route, new principals can now be temporarily credentialed through an administrator short-term approval. This credential only lasts for one year and is granted to those who have completed all aspects of their program apart from the internship and content test. Being relatively new, few individuals have used this option to date.[41] Another new pathway is also emerging in the state through the use of micro credentials, which allows an educator with a Professional Educator License and a master's degree to earn their Principal endorsement through a one-year internship and by demonstrating mastery of standards through a portfolio.[42] As new options become available, research on their impact on leader quality as well as principal vacancies should be prioritized.

An increasing number of teachers in Illinois have principal credentials.

PRINCIPAL SUPPLY AND DEMAND

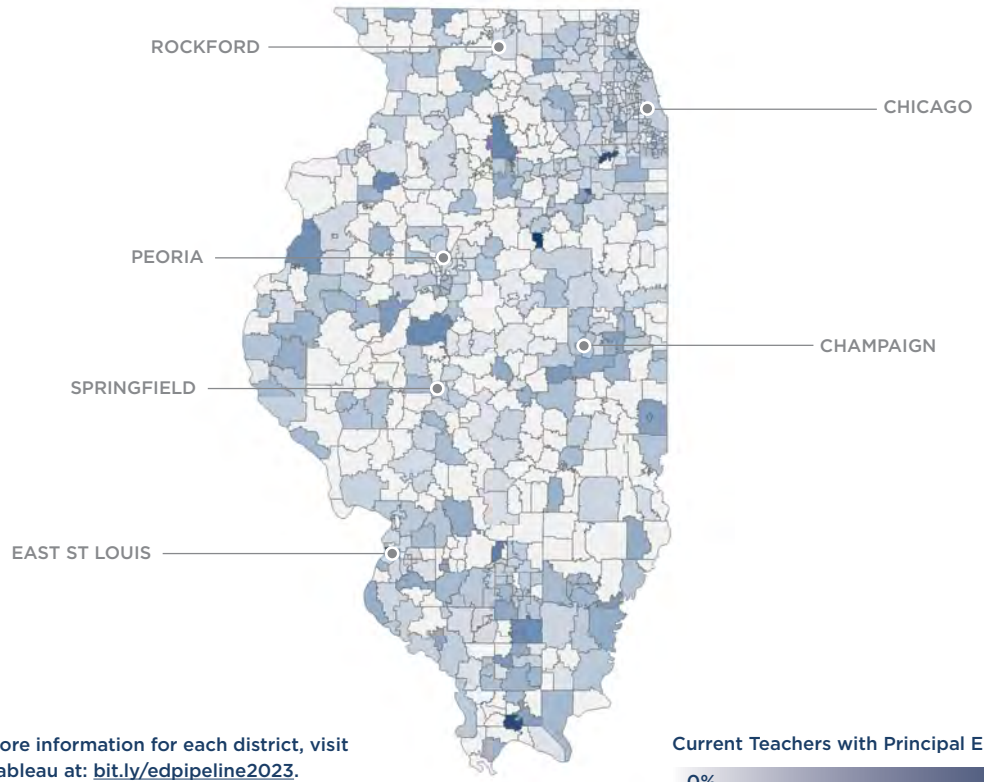


Source: ISBE Employment Information System, ISBE Educator Licensure Information System, ISBE Unfilled Positions Report, ISBE Annual Program Reporting

Note: The number of new principals needed is estimated by subtracting the number of principals and assistant principals retained in any principal or assistant principal position from the combined number of filled and unfilled positions each year. The number of positions, particularly assistant principal positions, is set by districts and may be impacted by factors like school funding.

Nearly half of all districts do not have any current teachers with principal endorsements.

PERCENTAGE OF TEACHERS WITH PRINCIPAL ENDORSEMENT BY SCHOOL DISTRICT, SY21-22



To access more information for each district, visit the online Tableau at: bit.ly/edpipeline2023.

Current Teachers with Principal Endorsement

0% 10%

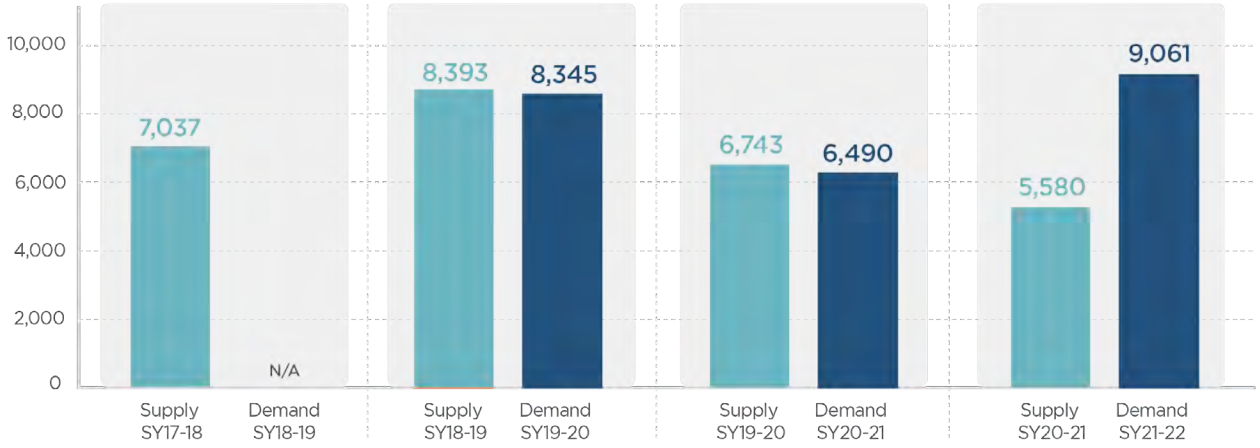
Paraprofessional supply is declining and no longer aligns with demand.

In contrast to trends in teacher and principal supply, the number of paraprofessional licenses issued in Illinois significantly declined in both SY19-20 and SY20-21. The particular impact of the pandemic on this trend is unclear (for example, paraprofessional supply may have been declining prior to the start of the pandemic in March 2020). However, it is clear that coming into SY21-22, there were not enough people earning licenses to become paraprofessionals and fill these important roles.

Recent policy changes starting in SY21-22, including a lowering of the age requirements for paraprofessionals from 19 to 18 in elementary settings and the introduction of a paraprofessional short-term approval, may help expand supply moving forward.[43] The paraprofessional short-term approval allows anyone at least 19 years of age with a high school diploma to become a paraprofessional for three years before completing the additional requirements.[44] Being quite new (effective July 2022), we have yet to see to what extent districts will take advantage of this option.[45] Like other new short-term approvals, use of this pathway should be monitored to identify if and how it helps mitigate paraprofessional vacancies and what impact, if any, it has on the classroom.

Paraprofessional supply declined significantly going into SY21-22, while demand increased.

PARAPROFESSIONAL SUPPLY AND DEMAND



Source: ISBE Employment Information System, ISBE Unfilled Positions Report, ISBE Annual Report

Note: The number of new paraprofessionals needed is estimated by subtracting the number of paraprofessionals retained in a paraprofessional position from the combined number of filled and unfilled positions each year. The number of positions is set by districts and may be impacted by factors like school funding.

EDUCATOR RETENTION

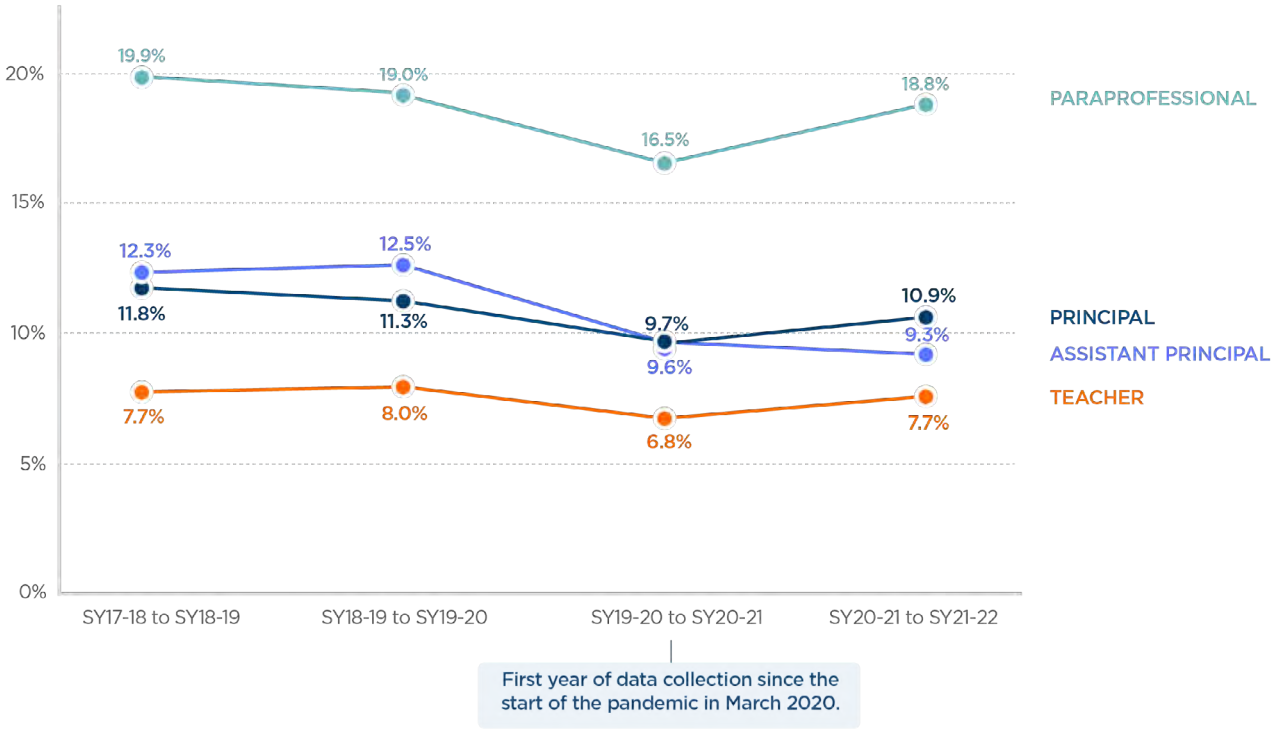
The first two years of the pandemic saw steady or improved educator retention– but these trends may not persist.

In SY20-21, teachers, principals, assistant principals, and paraprofessionals were all more likely to stay in their professions.

Educator retention is another important component of educator supply that impacts how many new educators districts are recruiting and hiring for each year. Coverage of the pandemic and its impact on educators has been dominated by alarming messages from the media about educators leaving schools. Such concerns are understandable – education was massively disrupted by the COVID-19 pandemic, and schools are still recovering.[46] But in the first two years of the pandemic, teachers, principals, assistant principals, and paraprofessionals, in general, were as likely or more likely to stay in their professions than they were prior to the pandemic.[47]

Fewer teachers, paraprofessionals, and principals left the profession in SY20-21 than they did pre-pandemic. Rates of attrition largely returned to pre-pandemic levels in SY21-22.

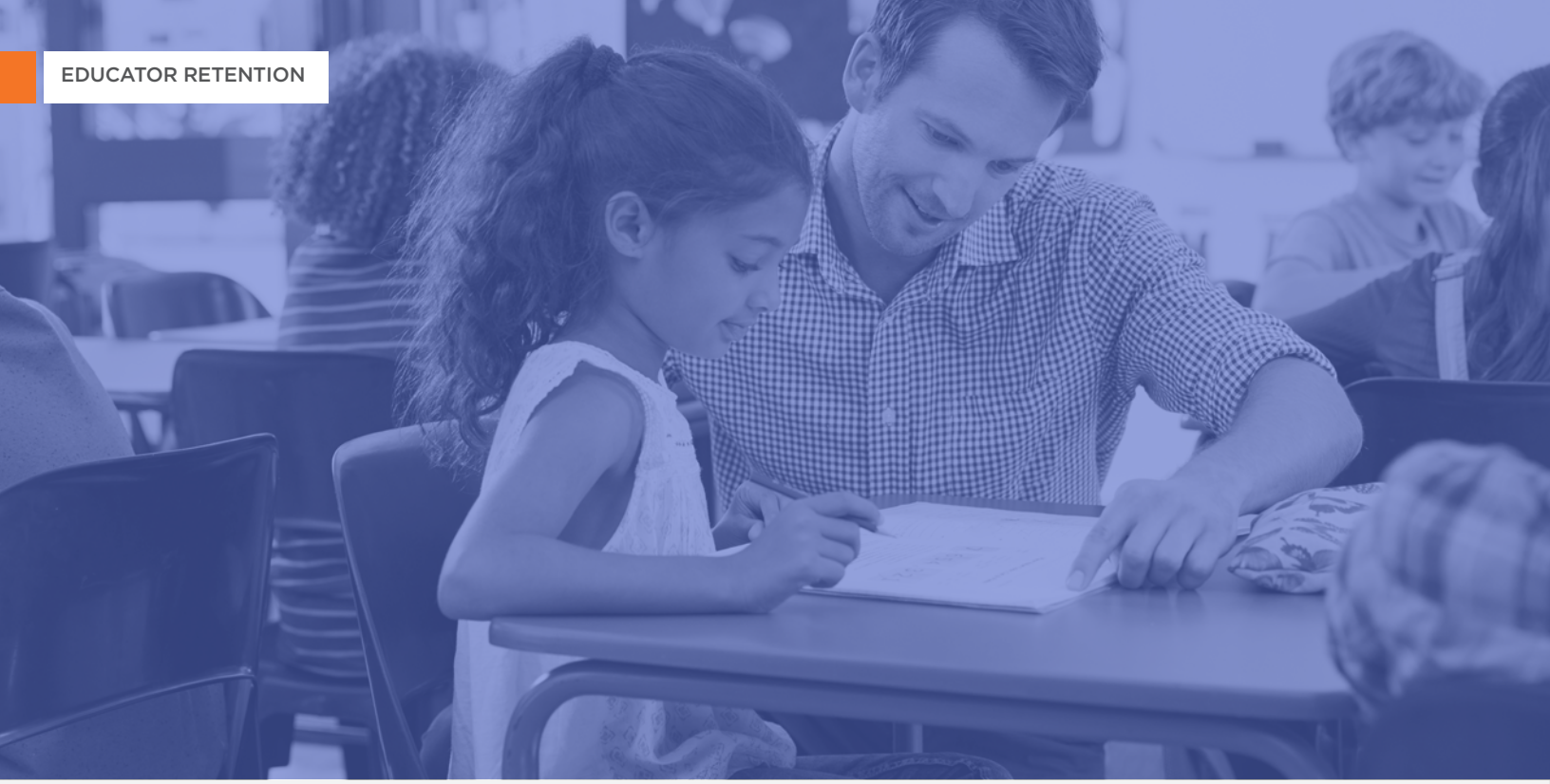
ATTRITION RATES BY POSITION TYPE IN PREK-12 PUBLIC SCHOOLS



Source: ISBE Employment Information System

Note: Principals and assistant principals are considered in one bucket, meaning attrition refers to individuals who are in each given position and do not return as either a principal or assistant principal in the next year.

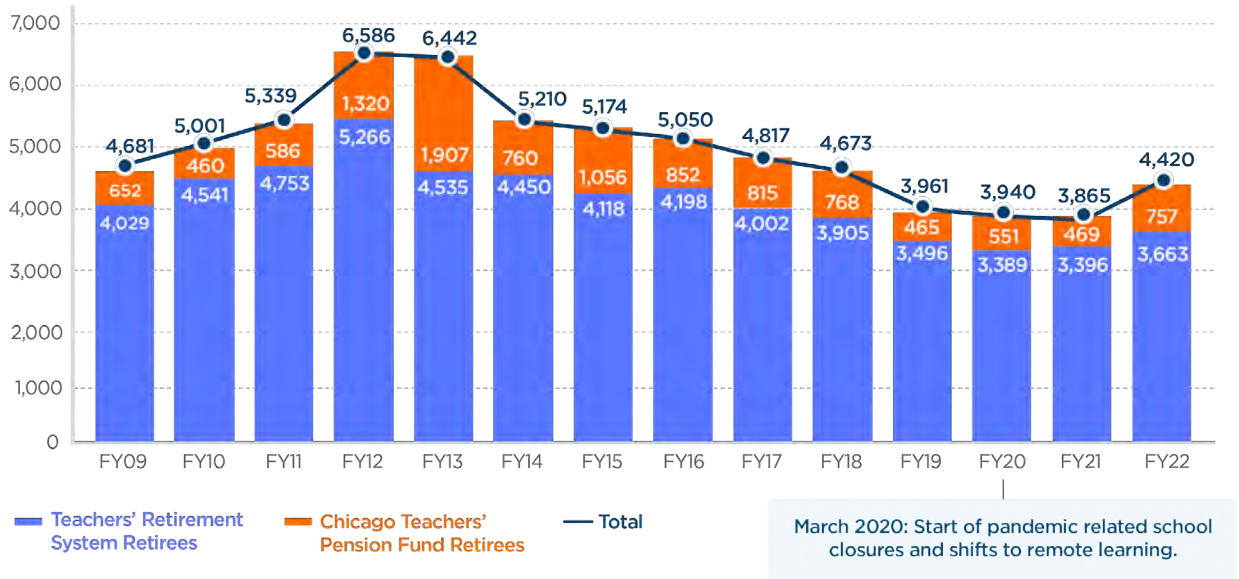
Attrition is defined as the percent of educators (headcount) from the previous year who did not return to their same profession (teacher, paraprofessional, or principal/assistant principal) in Illinois the next year.



Across early, mid, and late career teachers, teacher attrition from SY20-21 to SY21-22 was similar to pre-pandemic attrition rates. Teacher retirements have also remained low compared to historic numbers, though retirements in FY22 were slightly higher than the three years prior.

Teacher retirements have remained low relative to historic numbers but increased slightly in FY22.

TEACHER RETIREMENTS IN PREK-12 PUBLIC SCHOOLS



Source: Teachers' Retirement System Annual Comprehensive Financial Report, Chicago Teachers' Pension Fund Annual Financial Report

ESSER FUNDED

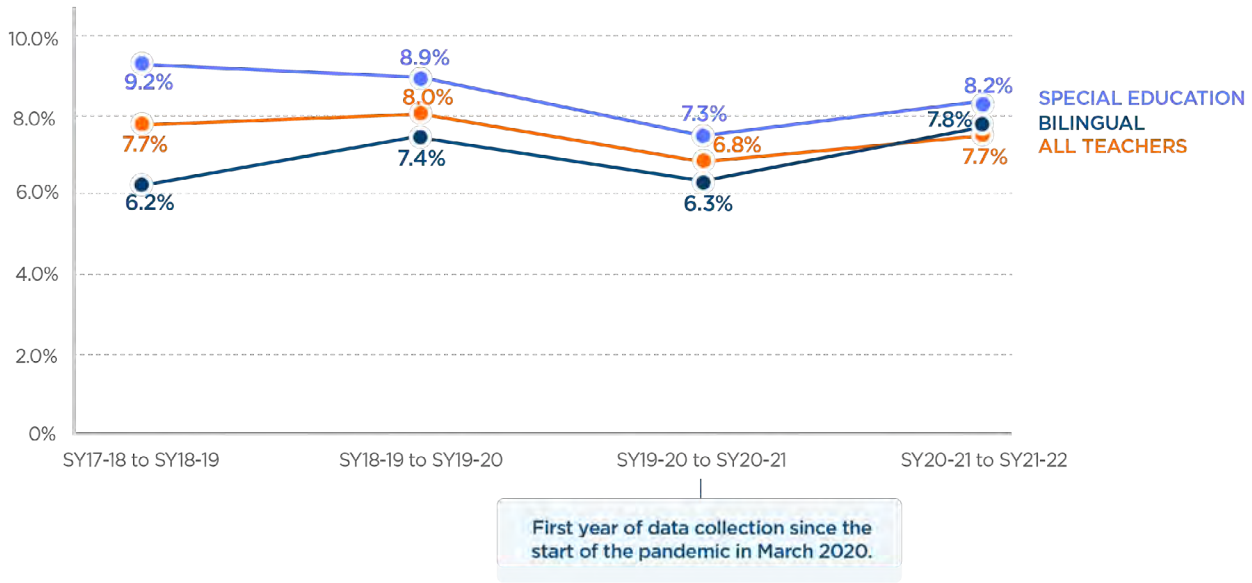
ELEVATING EDUCATORS – SPECIAL EDUCATION GRANT

Special education teacher retention has historically been a significant challenge. This grant, totaling just under $5 million and administered by the Illinois State Board of Education, provides funds to districts to employ evidence-based practices to improve retention for these educators.[48] The grant period began in SY22-23 and extends through SY23-24. Given the wide range of potential uses of this grant and the importance of addressing high rates of attrition in special education, it will be crucial for the Illinois State Board of Education to identify both how districts are spending the funds and what impact the program has on retention.

Special education and bilingual teachers saw similar trends, with fewer individuals leaving the teaching profession going into SY20-21. In fact, special education teachers were *more likely* to remain in the teacher workforce in SY21-22 than they were pre-pandemic. While this still may simply be a short-term pandemic-related trend, it is still good news, as special education teachers have historically had higher-than-average attrition rates, contributing to the shortage of teachers in these positions.

Special education teachers tend to be more likely to leave the teaching profession, though attrition rates improved in the first and second year of the pandemic.

ATTRITION RATES BY TEACHER POSITION IN PREK-12 PUBLIC SCHOOLS



Source: ISBE Employment Information System

Note: Attrition is defined as the percentage of teachers from the previous year who do not return as a teacher (in any position or content area) in the next year.

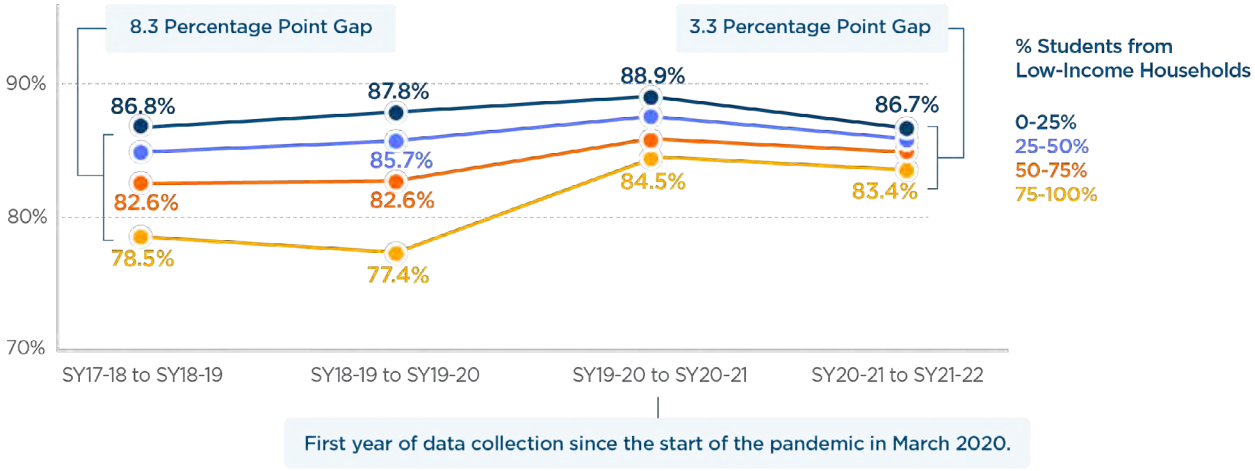
In both SY20-21 and SY21-22, educators were more likely to stay in their same school than they were pre-pandemic.

In another bright spot, within-school retention – or the percentage of educators who remain in their schools each year – improved and remained higher than pre-pandemic levels in SY21-22 for all educator types. Prior to the pandemic, in SY19-20, 83.5% of teachers remained in their same school from the prior year. That rate increased to 86.6% in SY20-21 and remained at 85.1% in SY21-22. Such consistency within a school matters; teacher turnover, in addition to being costly, has negative impacts on student outcomes.[49]

Historically, within-school retention of teachers has been lower in urban and rural (especially remote rural) schools and in schools serving more students from low-income households and students of color. However, in the first two years of the pandemic, improvements in retention were concentrated in schools that generally experience lower retention rates. This helped reduce disparities between schools serving higher and lower concentrations of students from low-income households, for example. A similar trend was seen across geography, with urban schools seeing retention rates in SY20-21 and SY21-22 that were similar to those of suburban and town schools. However, disparities remained. In SY21-22, there were still gaps in retention rates between schools serving higher and lower concentrations of students from low-income households, and rural schools continued to have lower than average within-school teacher retention rates.

Schools that serve more students from low-income households saw improvements in retention in the first two years of the pandemic, shrinking gaps.

PERCENTAGE OF TEACHERS FROM PREVIOUS YEAR WHO WERE RETAINED IN THE SAME SCHOOL IN PREK-12 PUBLIC SCHOOLS



Source: ISBE Employment information System, Illinois State Report Card

Schools that serve students of color and students from low-income households struggle with high rates of principal turnover.

For years, certain schools in Illinois have struggled with high rates of principal turnover, with 18% of schools having employed three or more principals over the most recent six-year period (SY16-17 to SY21-22). This kind of churn can have a significant impact on student outcomes as well as teacher turnover.[50] Mirroring trends in teacher retention, these schools are disproportionately located in remote rural and urban areas and serve more students of color and students from low-income households than schools with lower rates of principal turnover. Moreover, current trends have deep roots, as data shows these same types of schools historically experienced high rates of turnover as well (SY13-14 to SY17-18). Improvements to within-school retention for principals in recent years are encouraging, given the magnitude of the challenge, but it remains to be seen whether these improvements will hold in coming years, or whether they simply reflect a short-term impact from the pandemic.

In other states, stability in educator attrition and retention deteriorated in SY22-23.

As the state awaits additional data from SY22-23, there is reason to be cautious that stability and improvements in educator attrition and within-school retention may be temporary. Though comparable data is not yet available from Illinois, data from several other states shows that teacher attrition and turnover spiked meaningfully between SY21-22 and SY22-23.[51]

Furthermore, as we see in the next section, results from the state's school climate survey detail some of the ways the pandemic deeply impacted teacher perceptions of school climate in SY21-22. It is easy to imagine that these challenges may have led more of Illinois' teachers, school leaders, and paraprofessionals to leave the classroom, but data does not yet tell us whether that is true.

Teachers' perceptions of effective leadership and teacher collaboration worsened two years into the pandemic.

In light of the pandemic, educators have faced significant challenges. Qualitative data from focus groups convened for *The State We're In 2022* helped shed a light on just how difficult teaching and leading was in SY21-22 as students returned to fully in-person classrooms with significant gaps in their academic and social-emotional development.[52] It is not a surprise that teacher perceptions of school climate worsened compared to previous years in this second full pandemic year. Additionally, it should be noted that the SY21-22 survey coincided with an acute surge in COVID-19 cases that led to disruptions in schools throughout the state.[53]

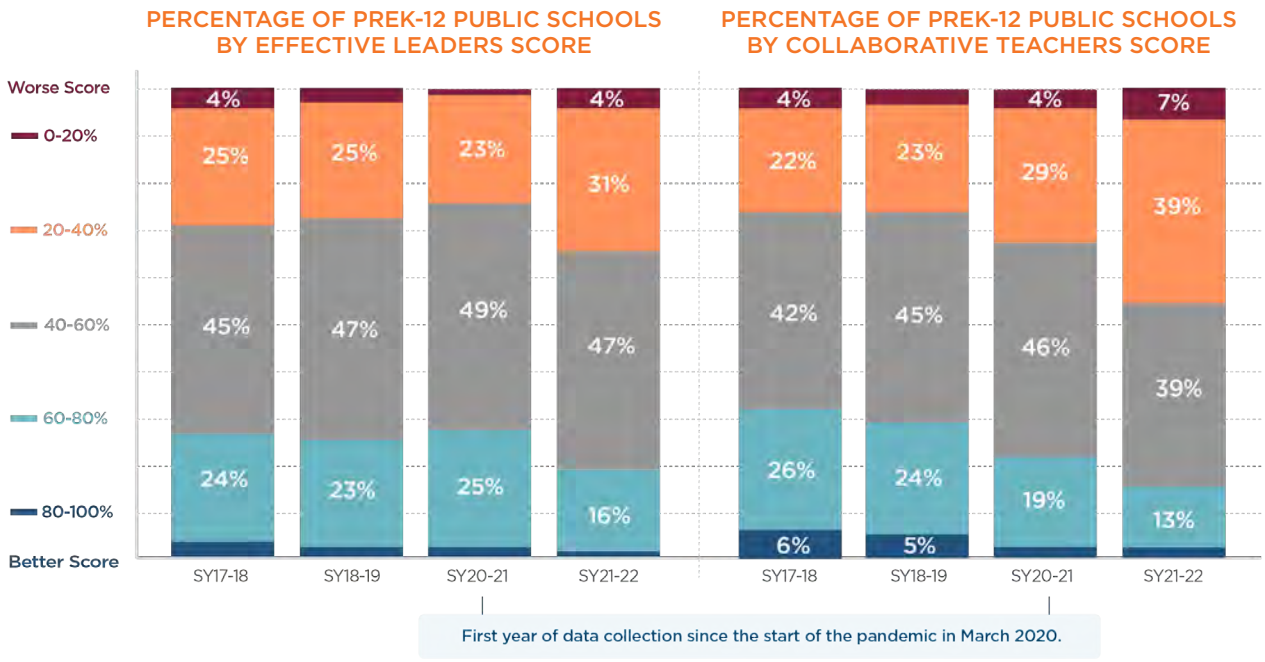
"Effective Leaders" and "Collaborative Teachers" are two of the five indicators reported in the Illinois 5Essentials Survey, an annual research-based school climate survey that captures data from teachers and students in PreK-12 schools. All five indicators or "essentials" that the survey reports on are highly-correlated with growth in student outcomes as well as improved teacher retention.[54] The Effective Leaders and Collaborative Teachers indicators are both calculated based on teacher responses to questions about school climate.

Scores on the Effective Leaders essential, which measures teacher perceptions of instructional leadership, teacher-principal trust, and teacher influence over school policy, improved in the first year of the pandemic. This was a time when leaders were making significant efforts to address the immediate and unprecedented logistical and health challenges schools experienced early in the pandemic. Although leaders have continued to work through challenges, teacher perceptions of effective leadership worsened substantially in SY21-22. Measures related to instructional leadership declined the most, hinting at the challenges of teaching and learning in this year.

Amid a vastly altered school landscape, scores on the Collaborative Teachers essential, which measures teacher commitment, collaboration, and perceptions of high-quality professional development, declined in both SY20-21 and SY21-22. Worsened perceptions of teacher collaboration and professional development drove the decline in scores in the first year. Rapid changes to whether teachers worked online, in-person, or hybrid likely impacted how teachers were able to collaborate, while a decrease in the number of required professional development hours may have contributed to more negative perceptions from teachers on relevance and quality of professional development.

Not only does this data have implications for student learning—after all, the 5Essentials measures inputs that matter for student outcomes—but it also helps shed a light on how challenging teaching and leading have been in the early years following the start of the pandemic. Retention data shows a rosier picture of our pipeline, but educators at all levels have been working through unusual and difficult circumstances. It is more important than ever that we find ways to ensure they are as well-prepared and supported as possible.

Teacher perceptions of 'Effective Leaders' and 'Collaborative Teachers' declined substantially in SY21-22.



Source: ISBE 5Essentials Data Files, Illinois State Report Card

Note: 5Essential survey data collection was not completed in SY19-20 due to pandemic-related disruptions. Response rates in SY17-18 are much lower than the following years and may not be directly comparable, as the survey was not required to be completed annually by all districts until SY18-19.

EDUCATOR SHORTAGES

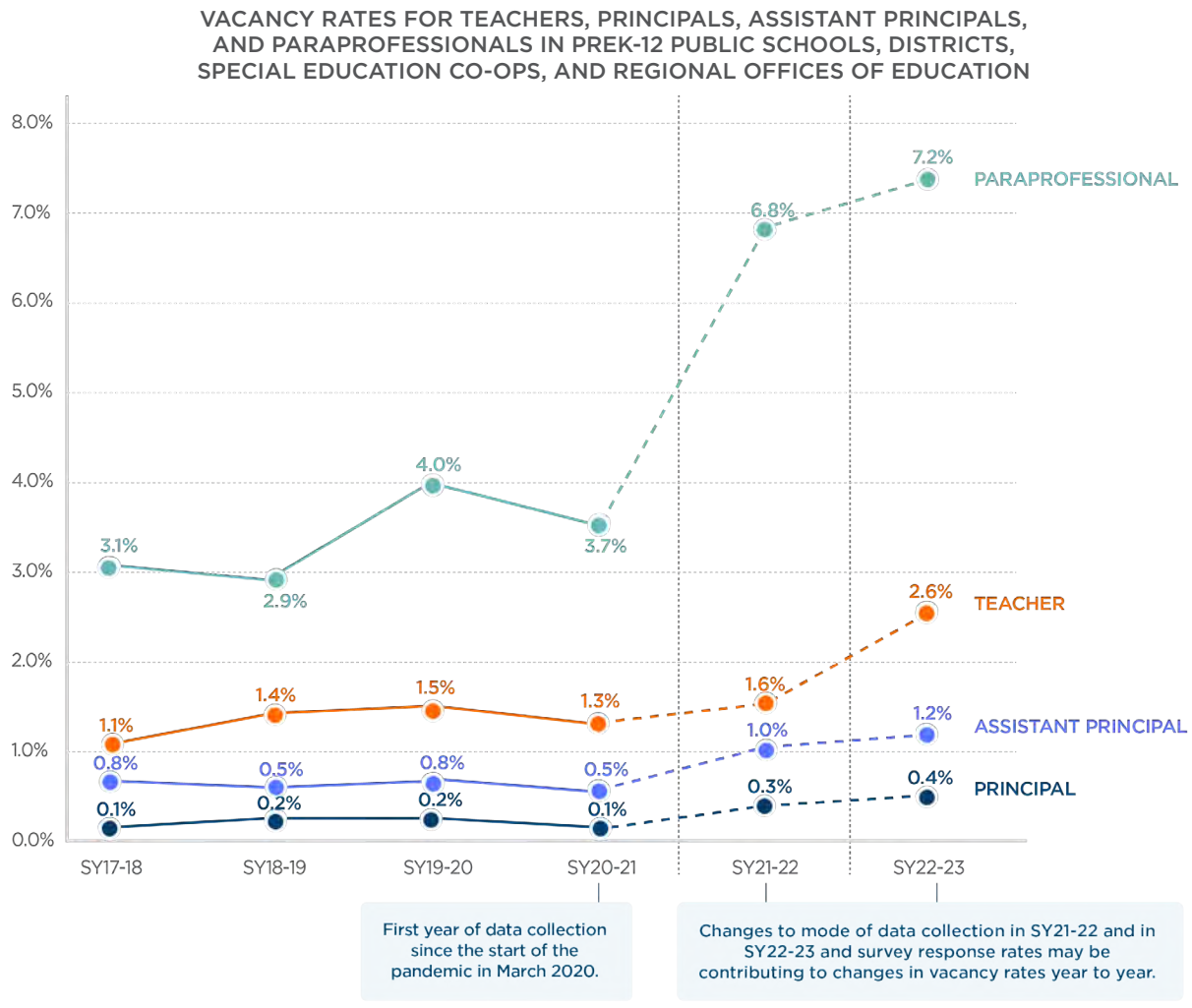
Illinois continues to wrestle with staffing challenges in particular districts, geographies, and position types.

We do not have adequate data to unpack the full impact of the pandemic on the number of unfilled educator positions in Illinois.

In SY20-21, as more educators stayed in their profession and schools, vacancy rates (or the percentage of positions that are unfilled by October of a given school year) actually *improved* for teachers, principals, assistant principals, and paraprofessionals. Notably, this trend varied among district types and positions: teacher vacancies improved for urban and suburban districts but worsened for rural and town districts.

Due to data collection changes, comparing educator vacancies in SY21-22 and SY22-23 to each other and previous years is not feasible. Changes include an increased number of participating districts, which likely contributed somewhat to rising numbers of unfilled positions and statewide vacancy rates in these recent years. Despite the lack of direct year-to-year comparison, districts who appeared in both the SY21-22 and SY22-23 survey collectively saw increased teacher vacancy rates, indicating a possible rise in statewide teacher vacancies in SY22-23.[55]

Vacancy rates across all educator types declined in the first year of the pandemic.



Source: ISBE Unfilled Positions Report, ISBE Employment Information System

Note: Data from SY21-22 and SY22-23 are not comparable to each other or years prior due to changes in data collection methods. Unlike other analyses in this report, data includes special education co-ops and regional offices of education in addition to public schools and districts. Vacancy rates for SY22-23 are considered an estimate as employment information for that year is not yet finalized, so employment information from SY21-22 is used as the denominator.

Data on unfilled positions offers helpful insights into staffing challenges in schools. However, it does not provide a complete picture of the educator shortage. For example, while just half of districts in Illinois have unfilled teacher positions, survey data from the Illinois Association of Regional State Superintendents (IARSS) indicates that more than three quarters of superintendents perceive some challenge with teacher shortages in their district.[56] Part of the challenge is that districts may be able to fill positions, but they may have to employ individuals who are not fully credentialed (on provisional licenses or short-term approvals) due to a lack of individuals with full licensure and endorsements. Additionally, data on unfilled positions does not capture when or where the pool of candidates may be thin, meaning schools do not have the ability to be selective in choosing the most effective candidate or fit for their community.

Substitute shortages and lower teacher attendance rates also contribute to staffing challenges in schools.

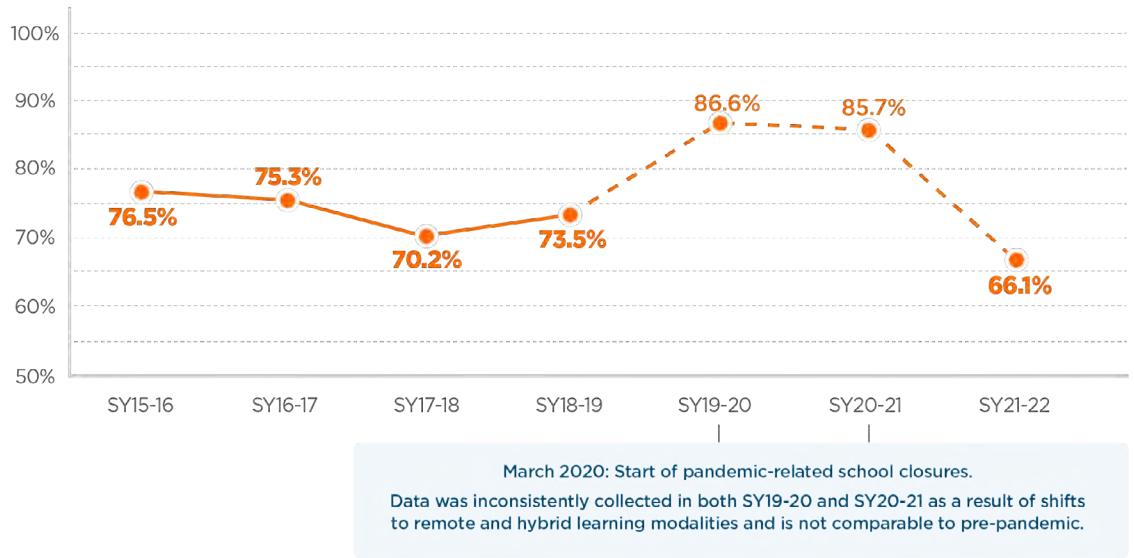
The most common response for districts when faced with an unfilled position is use of a long-term substitute.[57] But even this is not always easy. In SY22-23, 92% of superintendents who responded to the IARSS survey reported having difficulty finding substitutes. In response to this issue, the state legislature has made it easier to become a substitute through the short-term substitute license.[58]

Alongside teacher vacancies, low teacher attendance rates in SY21-22 likely increased the need for substitutes in schools, exacerbating the substitute shortage. Low attendance rates are not surprising, given the prevalence of COVID-19-related sickness among educators and their families and in light of increased sick days and flexibility provided by the state and districts.[59] But increased absences put pressure on teachers who are called on to substitute in other classrooms, on top of their regular schedule, when a substitute cannot be found.[60]

Finally, it is important to acknowledge that low teacher attendance rates and increased use of substitutes also have a direct impact on students. Learning is disrupted when teachers are not in the classroom, and substitutes generally are not as effective as fully licensed educators.[61] Though understandable, low teacher attendance in SY21-22 likely contributed to challenges for students, whose academic and social-emotional learning and development was already disrupted by the first few years of the pandemic. Ongoing monitoring of this metric will help identify whether low teacher attendance is simply a short-term reality or a longer-term challenge.

Teacher attendance was low in the first full school year in which all schools returned to in-person learning for the first time since the start of the pandemic.

TEACHER ATTENDANCE RATES IN PREK-12 PUBLIC SCHOOLS



Source: Illinois State Report Card Trend File

Staffing challenges are not universal and vary meaningfully by geography and position type.

Though unfilled positions are certainly a challenge for some positions and in some geographies, they are not an issue in every district. In fact, just half of Illinois' districts had one or more teacher vacancies in SY22-23, and even fewer faced shortages of principals and paraprofessionals. And while vacancies affect all types of schools, depending on the position type, certain schools may struggle more. For example, teacher vacancies are particularly challenging in the state's urban and remote rural areas and in middle schools.[62]

There is also significant variation in the severity and distribution of vacancies across position type. Special education and bilingual teaching positions are much more difficult to fill than other types of teaching roles, and paraprofessional positions are much more likely to go vacant than teacher or principal roles. Additionally, districts and schools that experience one type of vacancy may not experience another—for example, of the more than 900 schools with paraprofessional vacancies in SY22-23, nearly 400 were in schools that were not experiencing any teacher vacancies.

The severity and distribution of educator shortages varies by district, geography, and position type.

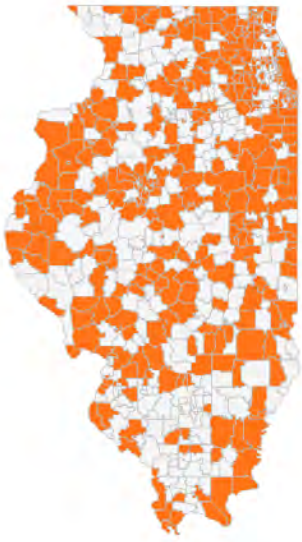
Position Type	Percent of PreK-12 Districts with at Least One Unfilled Position (SY22-23)	District Geographies Where Vacancies Are Most Acute (SY22-23)	Vacancy Rate in PreK-12 Schools, Districts, Special Education Co-ops, and Regional Offices of Education (SY22-23)	Percent of Educators in PreK-12 Schools Holding Provisional Licenses or Short-Term Approvals (SY21-22)
Teachers	49% (N=428 districts)	Remote rural and urban districts.	2.6% (N=3,532 unfilled positions)	2.5% (N=3,359 educators)
Special Education Teachers	28% (N=242 districts)	Urban and rural/town districts.	5.0% (N=1,174 unfilled positions)	2.4% (N=531 educators)
Bilingual Teachers	10% (N=86 districts)	Rural/town and urban districts.	3.9% (N=206 unfilled positions)	16.2% (N=849 educators)
Principals	1% (N=7 districts)	Data omitted due to small N-size.	0.4% (N=14 unfilled positions)	Newly available emergency credentials – limited use to date.
Assistant Principals	1% (N=13 districts)	Data omitted due to small N-size.	1.2% (N=34 unfilled positions)	Newly available emergency credentials – limited use to date.
Parapro-fessionals	23% (N=197 districts)	Urban and suburban districts.	7.2% (N=2,673 unfilled positions)	Newly available emergency credentials – limited use to date.

Source: ISBE Unfilled Positions Report, ISBE Employment Information System, ISBE Educator Licensure Information System, National Center for Education Statistics Locale Classifications

Note: We distinguish between remote rural, non-remote rural, and town districts in our analysis of teacher vacancies but aggregate these categories into "rural/town" when analyzing all other types of educator vacancies due to small N-sizes.

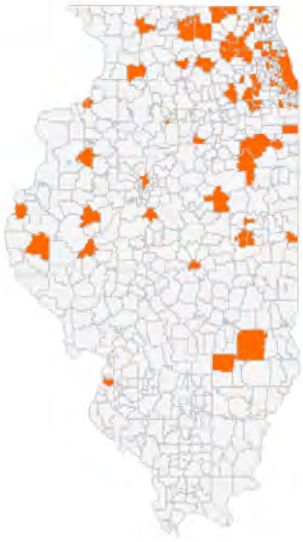
DISTRICTS WITH AT LEAST ONE UNFILLED POSITION, SY22-23

Teachers



Special Education Teachers

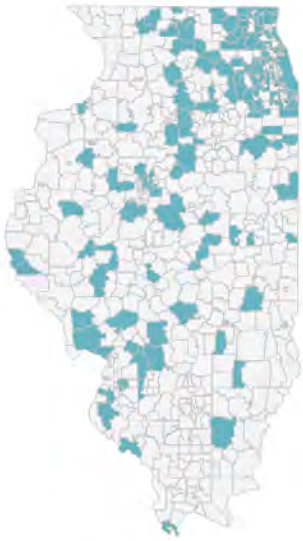
Bilingual Teachers



Principals

Assistant Principals

Paraprofessionals



To access more information for each district,
visit the online Tableau at: bit.ly/edpipeline2023.

TEACHER VACANCY GRANTS

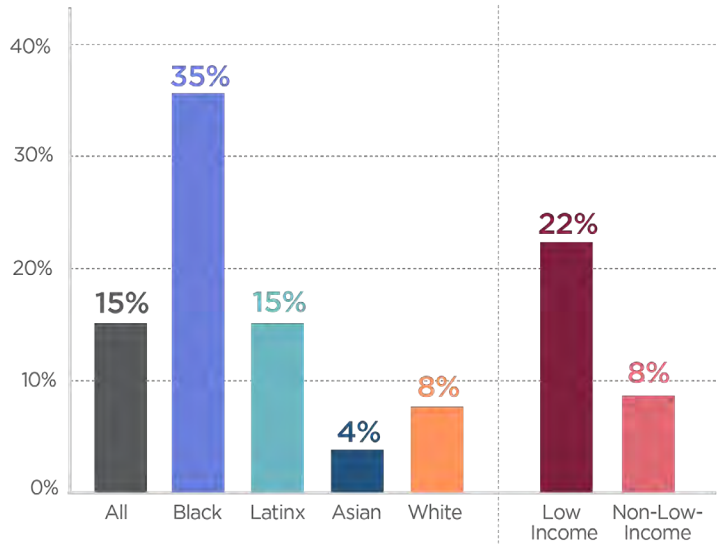
Starting in SY23-24, Illinois is launching a new 3-year pilot program that provides funds to 170 districts with the highest teacher vacancy rates. The goal of the pilot is to allow districts to address the unique challenges they face in attracting and retaining effective teachers to fill every position. While not ESSER-funded, the Teacher Vacancy Grant program is intended to be short-term. The appropriation totaled $45 million in the first year. Given the multitude of ways districts will spend these funds, it will be vital to pay attention to upcoming evaluation of how these dollars are spent and the impact of practices that school districts engage in using the grant.

Ensuring we have teachers to fill every position is an equity issue.

All students benefit from a strong educator workforce, but addressing shortages and providing high quality educators to all students is an issue of equity in Illinois. In addition to being outsized in urban and remote rural schools, teacher vacancies disproportionately affect schools serving Black and Latinx students as well as students from low-income households. Likely related to improvement in retention rates, SY20-21 saw vacancies decline in schools that serve more students from low-income households and students of color. However, in most recent data (SY22-23), there are still clear and dramatic inequities across lines of race, ethnicity, income, and geography. Furthermore, given that special education and bilingual teaching roles see high rates of unfilled positions and positions filled by teachers who are not fully licensed, students with IEPs and English Learners are also disproportionately impacted by teacher shortages in our state.

Teacher vacancies disproportionately affect Black and Latinx students, students from low-income households, English Learners, and students with IEPs.

PERCENTAGE OF STUDENTS IN SCHOOLS WITH A TEACHER VACANCY RATE AT OR ABOVE 5%, SY22-23



English Learners and students with IEPs are also disproportionately impacted by shortages, given bilingual education and special education are two of the most significant shortage areas.

Source: ISBE Unfilled Positions Report, Illinois State Report Card

Note: Vacancy data is from the unfilled positions survey distributed in SY22-23, but demographic data is estimated using the most current available information from SY21-22.

Educator quality matters as well, but is currently difficult to meaningfully track.

For students to reach their full potential, it is vital that educator positions in Illinois are not just filled but that they are filled by well-prepared candidates. There are several ways in which Illinois seeks to secure quality in the teacher and leader workforce, including a thorough licensure process that ensures candidates are well-prepared, and an evaluation system that provides continuous and actionable feedback to improve classroom practice.

Despite this focus and these systems, it is difficult to discern how the quality of teachers and leaders in our state has changed over time and in light of the pandemic. Illinois' teacher evaluation system rates nearly every teacher (97% in both SY17-18 and SY21-22) proficient or excellent (in the top two of four performance rating categories). The system does not provide much differentiation between teachers, nor is data directly comparable year to year during the pandemic due to temporary reductions in evaluation requirements.[63] Similarly, measures relating to quality of teacher preparation, such as passing rates on the state's performance-based assessment and content tests, were disrupted by temporary pandemic-related policy changes.[64]

Given the pandemic has massively disrupted student learning, it is more important than ever that teachers and leaders are well-prepared and supported to perform their jobs effectively. Simultaneously, measures meant to help us understand and ensure quality, such as performance-based licensure assessment and evaluations, have been temporarily loosened. Such immediate responses provided necessary relief following the start of the pandemic. However, the need to continuously improve teacher quality and allow for transparency around teacher and leader effectiveness at the state level should be front of mind as Illinois continues its learning recovery journey and steps back to assess and recommend improvements to the teacher evaluation system in coming years.[65]

DIVERSITY ACROSS THE EDUCATOR PIPELINE

Illinois is making some progress in improving diversity in our teacher and leader pipelines but needs to more aggressively close gaps between student and teacher diversity.

Statewide, Illinois has moved the needle on diversity at several points in the pipeline, but racial disparities persist at nearly every step.

Illinois' teachers are much less diverse than its students. While the workforce is becoming more diverse, we must keep pace with an increasingly diverse student population.

Improving teacher diversity is and should be a priority, as research makes clear that a racially/ethnically diverse teacher workforce benefits all students.[66] In particular, when students of color are taught by teachers of the same race, they see a multitude of academic and non-academic benefits.[67] Like every state in the nation, Illinois has long maintained a teacher workforce that does not reflect the racial and ethnic diversity of its students.

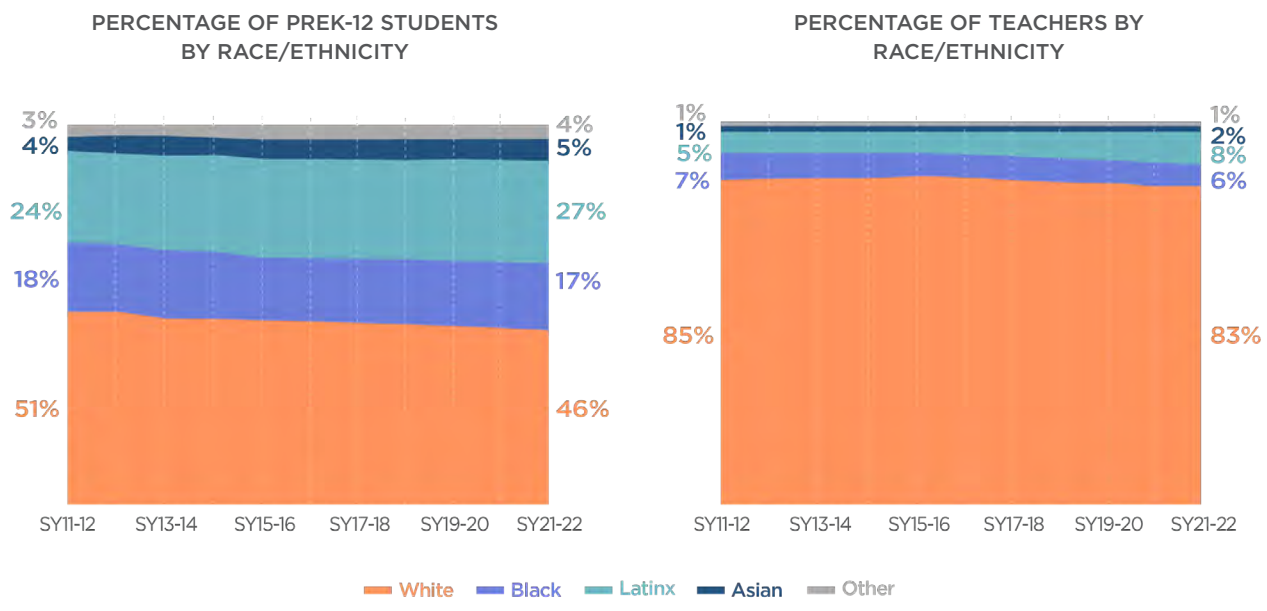
In SY21-22, Illinois schools employed predominantly (83%) white teachers, while enrolling a PreK-12 student body that was more than half (54%) students of color. All non-white student populations were underrepresented in the teacher workforce, with Black, Latinx, and Asian teachers accounting for less than half of their proportional representation in the student population.[68]

These gaps in representation are similar to those seen in other, comparable states. Overall, in SY20-21, Illinois had one of the largest percentage point gaps between the percentage of students and teachers of color. However, among the 11 states with a similar proportion of students of color (50% – 60%), Illinois had an average (6th smallest) percentage point gap between the percentage of students and teachers of color.

Student diversity varies greatly from school to school, and so, too, does the need for increased representation of teachers of color. Some schools have successfully created environments in which teacher diversity closely matches student diversity, but these are few and far between. In SY21-22, only 2.5% of Black students were enrolled in schools where the representation of Black teachers matched or exceeded representation of Black students. That number was 2.2% for Latinx students and teachers.

Overall, the teacher workforce has grown slightly more racially and ethnically diverse in the last decade, largely driven by increases in Latinx teachers. But the student body has simultaneously grown more diverse at similar rates. To close gaps in representation, Illinois needs to move the needle on teacher diversity much more quickly.

Illinois must increase the diversity of the teacher workforce to match an increasingly diverse student population.



Source: Illinois State Report Card Trend File

Note: Teachers with unknown race/ethnicity are excluded from this analysis.

As the figure below shows, early stages of the pipeline -- i.e., teacher preparation program enrollees and newly hired teachers-- are much more diverse than later stages. This is promising for the future of the workforce, as more and more teachers of color enter our schools.

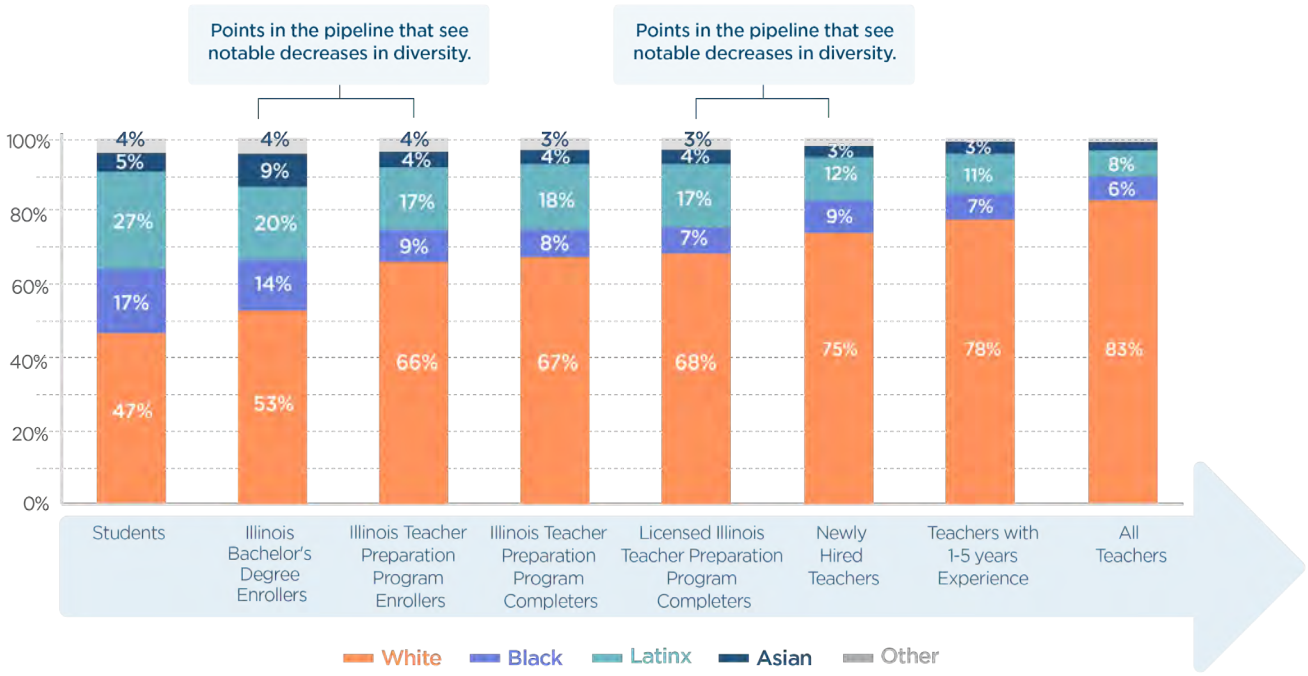
Yet racial/ethnic disparities exist at nearly every point in the pipeline we can measure. These challenges are not uniform at every step. For example, representation of both Black and Latinx candidates drops precipitously between college enrollment and enrollment in teacher preparation programs. Still, improving teacher diversity cannot be attained by addressing a single part of the pipeline in isolation. Rather, this work requires addressing racial disparities at each step, creating a pathway into and through the teaching profession that is accessible and equitable.

Additionally, the inequities faced in the teacher pipeline differ for Black and Latinx educators. For example, Latinx teachers are uniquely underrepresented in the pool of newly hired teachers, compared to their presence among the state's teacher preparation program completers. Progress for each group has also varied. While Latinx educators are better represented at every measurable step in the pipeline, Black representation in the profession has *not* improved in the last decade.

To better understand where teacher diversity is improving, where some of the most significant barriers for Black and Latinx teacher candidates and teachers remain, and what impact, if any, the pandemic has had on diversity across the teacher pipeline, the next sections examine each step in the pipeline individually.

Increasing teacher diversity requires attention to every point in the pipeline.

RACIAL/ETHNIC DIVERSITY ACROSS THE TEACHER PIPELINE, SY20-21

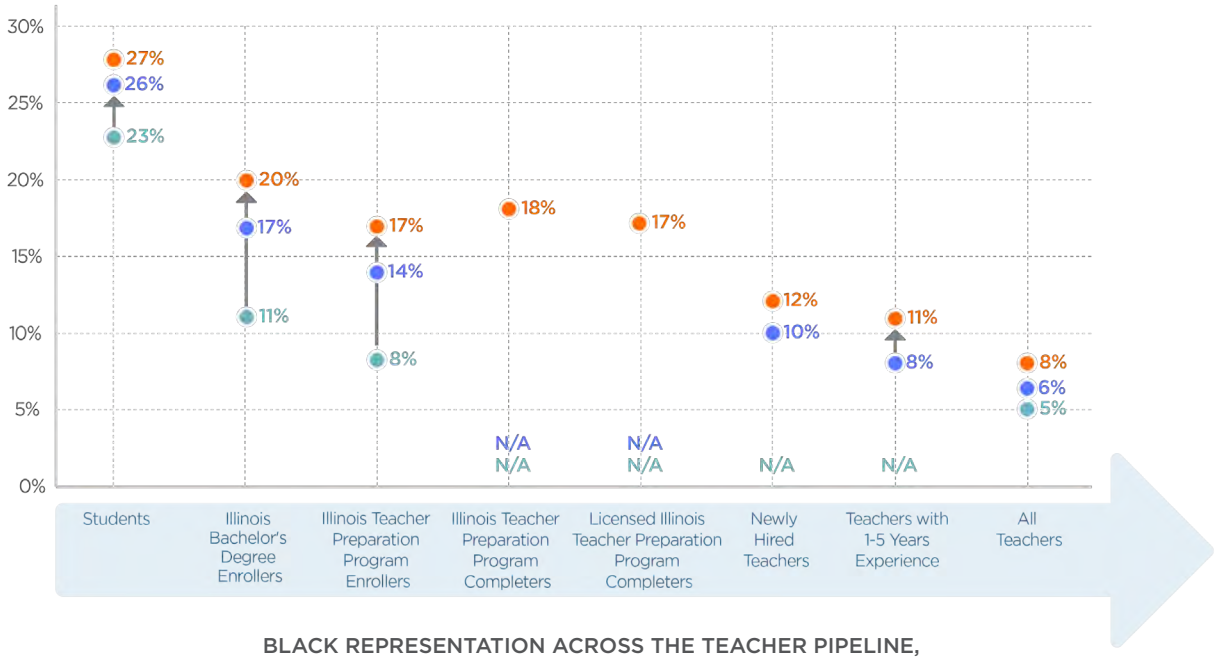


Source: Illinois State Report Card Trend File, National Center for Education Statistics Integrated Postsecondary Education Data System, United States Department of Education Title II Data Collection, ISBE Employment Information System

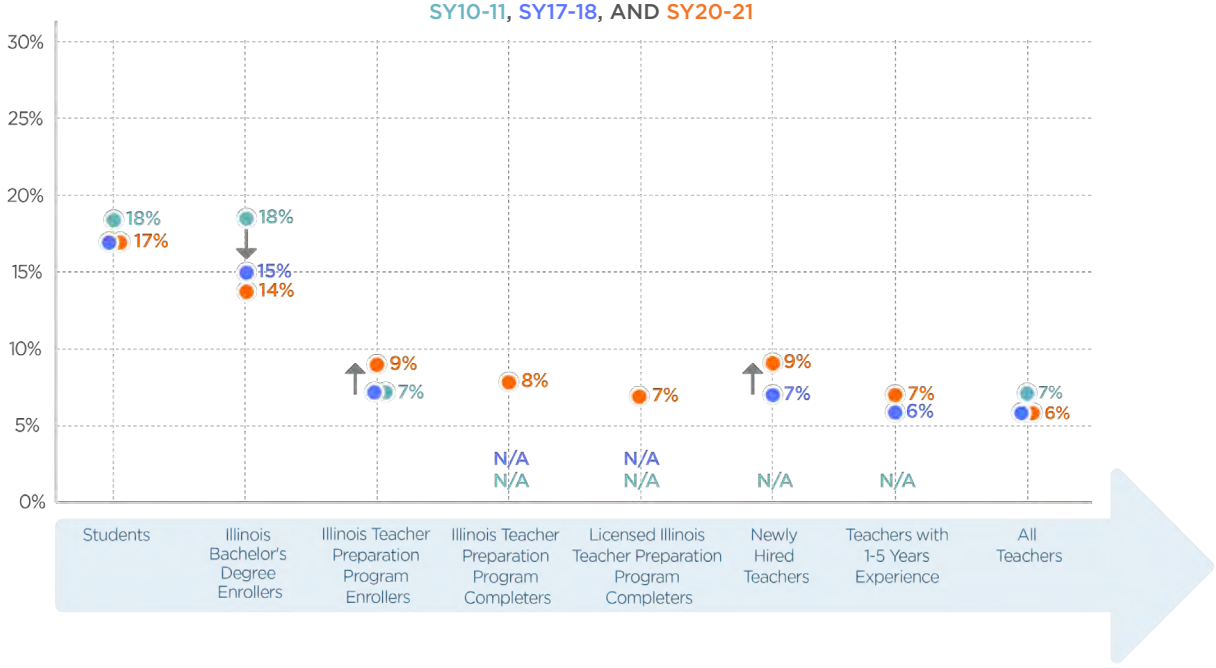
Note: This data is point-in-time and does not represent a cohort of individuals progressing through the pipeline. Individuals with unknown race/ethnicity are excluded from the analysis.

Illinois has seen growing representation of Latinx teachers at every stage of the pipeline for which we have data, while progress in improving representation of Black teachers is more recent and more limited.

LATINX REPRESENTATION ACROSS THE TEACHER PIPELINE, SY10-11, SY17-18, AND SY20-21



BLACK REPRESENTATION ACROSS THE TEACHER PIPELINE, SY10-11, SY17-18, AND SY20-21



Source: Illinois State Report Card, National Center for Education Statistics Integrated Postsecondary Education Data System, United States Department of Education Title II Data Collection, ISBE Employment Information System

Note: Where numbers are not shown, data is not publicly available. This data is point-in-time and does not represent a cohort of individuals progressing through the pipeline. Individuals with unknown race/ethnicity are excluded from the analysis.

Teacher preparation programs have grown more diverse over the past decade, but remain much less diverse than the overall college population.

Increases in racial/ethnic diversity in Illinois' teacher preparation programs has contributed to the diversity of our teacher pipeline. In SY10-11, teacher candidates of color made up just 20% of teacher preparation programs. A decade later, that number is 34%.

Some of this improvement may be attributed to the fact that Illinois' 4-year institutions of higher education have become more diverse in the last decade, with representation of students of color increasing from 38% to 47%.

That said, when it comes to Black and Latinx representation, teacher preparation programs are improving even faster than our 4-year institutions more generally.[69] In contrast, for Asian educators, the gap in representation between colleges and teacher preparation programs has grown, as Asian college participation rates have outpaced representation in teacher preparation programs.

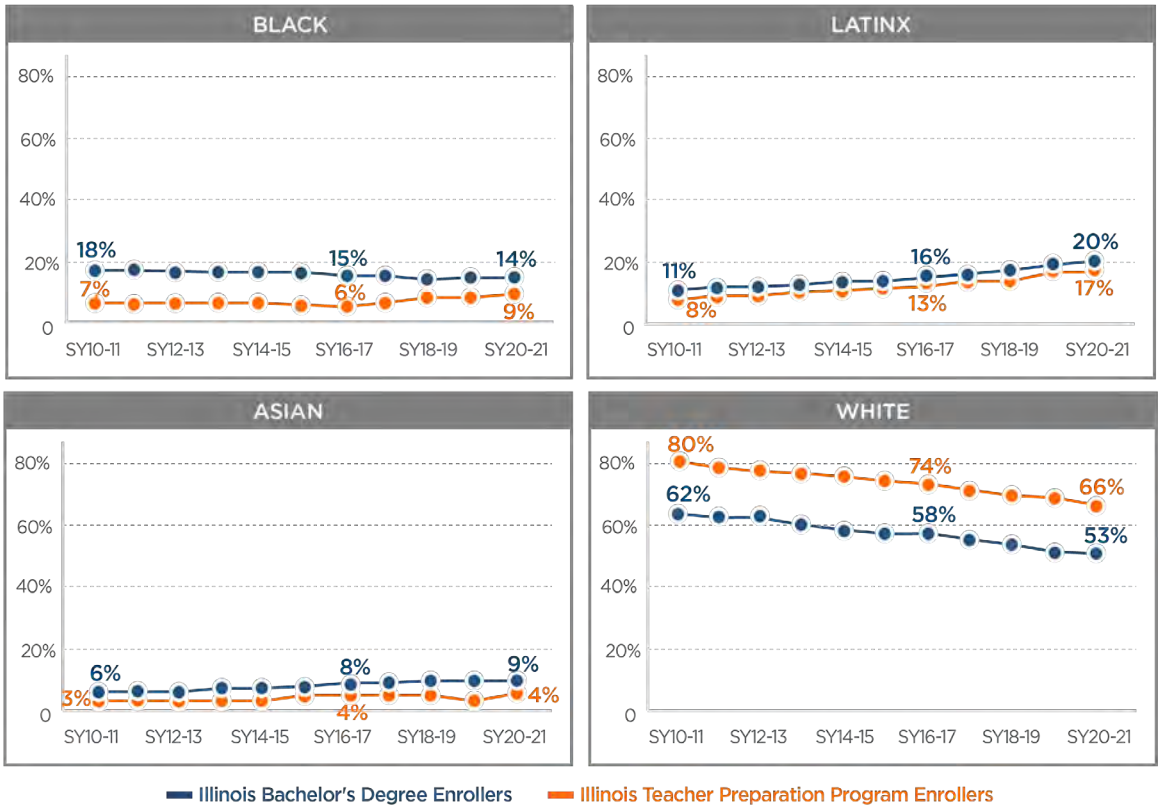
Relative to other states, Illinois teacher preparation programs are fairly diverse. Overall, our state has the 15th most diverse pool of teacher candidates in teacher preparation programs. When examining the 11 states with comparably diverse PreK-12 students (between 50% and 60% students of color), Illinois boasts a relatively small gap (third smallest) between the diversity of PreK-12 students of color and teacher candidates of color.[70]

Despite progress, teacher preparation programs remain less diverse than the institutions that house them. The diversity gap between Illinois' public and private colleges and their teacher preparation programs represents one of the largest gaps in our pipeline for potential teachers of color. The size of this gap varies from institution to institution, but the issue is widespread. At 47 out of 50 institutions with teacher preparation programs in SY20-21, those programs are less diverse than the institution's 4-year undergraduate population.[71]

Part of the challenge may be that Black and Latinx college freshmen are retained in colleges at lower rates than white students.[72] Teacher preparation program enrollment often occurs during the last two to three years of a four-year degree, so inequities in college retention can impact enrollment in these programs.

Teacher preparation programs are growing more diverse but still fall behind the diversity of Illinois' 4-year institutions.

PERCENTAGE OF STUDENTS BY RACE/ETHNICITY IN ILLINOIS' 4-YEAR PUBLIC AND PRIVATE COLLEGES (UNDERGRADUATE) AND ILLINOIS' TEACHER PREPARATION PROGRAMS (UNDERGRADUATE AND GRADUATE)



Source: National Center for Education Statistics Integrated Postsecondary Education Data System, United States Department of Education Title II Data Collection

Note: Students and teacher candidates of unknown race/ethnicity, including international students, are excluded from this analysis.

DIVERSIFYING ILLINOIS' TEACHER PREPARATION PROGRAMS

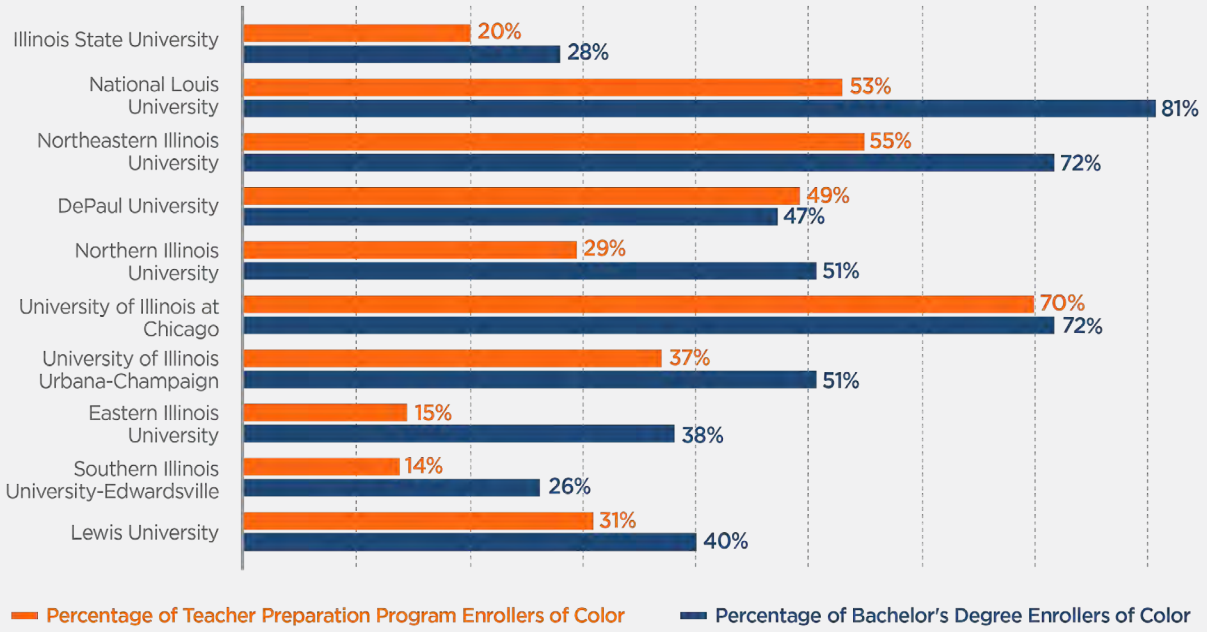
DIVERSE PIPELINE PILOT:
Starting in SY22-23, Illinois' teacher preparation programs are required to construct targets and strategies for both recruiting and retaining teacher candidates of color in their programs.[73] It is too early to understand the impact of this nascent program, but as data becomes available, policymakers and institutions of higher education should seek to understand the impact of strategies employed under this program.

ILLINOIS EDUCATOR PREPARATION PROFILES:
The Illinois Educator Preparation Profiles system is an annual report designed to shed light on the offerings and performance of teacher preparation programs across the state—including metrics such as candidate demographics and persistence into and in the teaching profession. The Illinois Educator Preparation Profiles operates as an information, continuous improvement, and accountability system, and includes several metrics important to tracking the success of individual programs in enrolling diverse candidates and producing diverse completers.

MINORITY TEACHERS OF ILLINOIS SCHOLARSHIP:
The high cost of college and graduate school is a well-documented barrier to both enrollment and persistence in higher education and one that disproportionately affects Black and Latinx students.[74] Illinois funds a number of programs to help make college more affordable, including the Monetary Award Program. More than thirty years ago, Illinois created the Minority Teachers of Illinois Scholarship to specifically target funds to students of color in teacher preparation programs. Changes were made to the scholarship starting in SY22-23 to better target funds and increase award sizes, and the total appropriation for this scholarship more than quadrupled from SY20-21 ($1.9M) to SY22-23 ($8M), increasing the estimated number of candidates who could be served from around 380 to over 1,000.[75] The outcomes and impact of these changes have yet to play out but should be researched and reported on as data becomes available.

Most teacher preparation programs are significantly less diverse than the institutions that house them.

PERCENTAGE OF UNDERGRADUATE STUDENTS OF COLOR AND TEACHER PREPARATION PROGRAM STUDENTS OF COLOR AT THE INSTITUTIONS WITH THE TOP TEN LARGEST TEACHER PREPARATION PROGRAMS IN ILLINOIS, SY20-21



Source: National Center for Education Statistics Integrated Postsecondary Education Data System, United States Department of Education Title II Data Collection

Additional research and reporting are needed to understand whether there are differences in teacher preparation program completion rates across race/ethnicity.

It is essential to both increase diversity in teacher preparation programs *and* provide sufficient supports to all candidates to complete those programs. Although transparency into the performance of candidates within teacher preparation programs has improved with the creation of the Illinois Educator Preparation Profiles, the state still does not systematically report program completion rates disaggregated by candidate race and ethnicity.[76]

There is reason to be concerned about potential gaps in completion rates across race/ethnicity within teacher preparation programs. Racial/ethnic disparities in completion rates across institutions generally are significant in Illinois and nationally.[77] Furthermore, numerous short term/temporary changes were made to teacher preparation program requirements in response to the COVID-19 pandemic.[78] Closer tracking of outcomes for students enrolled in teacher preparation programs by race/ethnicity is required if we hope to understand whether and where there are racial disparities in completion rates, and how COVID-19-related disruptions and policy changes may have impacted candidates' ability to persist in and complete programs.[79]

While licensure has not been one of the largest barriers to diversity, the rate at which program completers earn licensure differs by race/ethnicity. The magnitude of this difference increased during the pandemic.

Racial disparities in the pipeline continue beyond teacher preparation programs. Though licensure is not the largest area in the pipeline where we see the largest losses in diversity, data shows that fewer Black and Latinx educator program completers earn their teacher licenses within a year of program completion compared to their white and Asian peers.[80] The magnitude of the disparity varies year to year. In SY17-18, 95% of white program completers earned licensure within a year of completing their programs compared to 92% of Latinx completers and 86% of Black completers. In SY18-19, the year prior to the pandemic, the gap between licensure rates for Black (90%), Latinx (90%), and white (93%) program completers shrank to three percentage points.

Notably, gaps in licensure rates widened during the pandemic in SY20-21, with just 82% of Black completers getting licensed, compared to 88% of Latinx completers and 94% of white completers. While the cause for this cannot be fully isolated, in addition to the physical, mental, emotional, and financial toll of the pandemic on students in higher education, a number of pandemic-related changes occurred during this period: Some postsecondary courses became pass/fail, the performance-based assessment requirement was waived by the state, and while content tests were still required, candidates were no longer required to pass them prior to student teaching. It is possible that this led to more candidates graduating from teacher preparation programs who would later struggle to pass content tests. While passage rates and gaps between different groups vary greatly from content test to content test, an examination of eleven commonly taken exams showed gaps in passage rates between Black, Latinx, and white candidates. Once short-term pandemic-related policy changes end and the state's licensure process and requirements stabilize, additional analysis will be needed to better understand where racial disparities exist and persist.

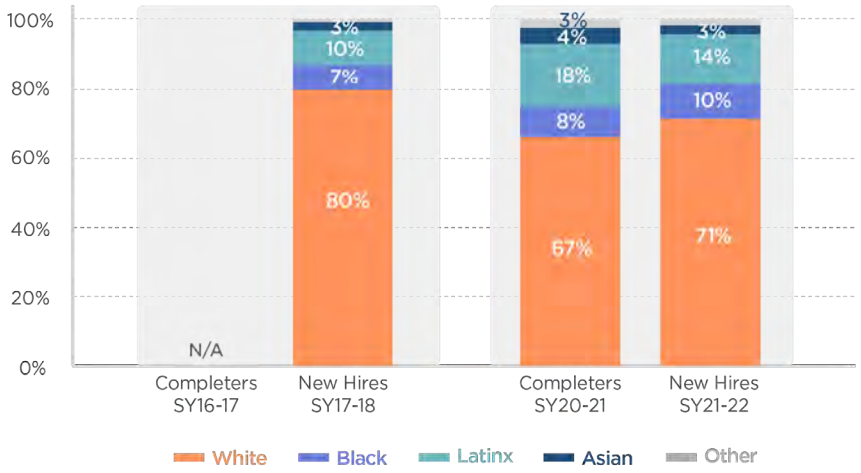
Newly hired teachers are growing more diverse, but do not always reflect the diversity of teacher preparation programs.

Overall, and in keeping with increasing diversity in preparation programs, Illinois' newly hired teachers are more diverse now than they were five years prior. In SY21-22, 29% of newly hired teachers were teachers of color, compared to just 20% in SY17-18.[81] While that is encouraging news, Latinx candidates remained underrepresented in the overall pool of new hires (14%) in SY21-22 compared to representation among program completers who graduated the year prior (18%). Complicating our ability to identify what is prompting this drop-off is the reality that a portion of new hires come from out of state. Surrounding states tend to have less diverse teacher preparation programs than Illinois, generally, and specifically with respect to Latinx candidates.

It is also important to understand the rate at which those who complete programs in Illinois go on to become teachers in our state, and what that data looks like when disaggregated by race/ethnicity. With the creation of the Illinois Educator Preparation Profiles, and through the Illinois State Board of Education's Educator Supply and Demand report, more information has become available about this point in the pipeline. Indeed, the IEPP suggests that around 82% of all program completers become licensed and get hired in Illinois public schools, non-public schools, or early childhood centers. As data systems are strengthened, this line of inquiry must continue, so we can better understand whether and where there are disparities in hiring rates across race/ethnicity.

New hire teachers have become more diverse, but Latinx teachers are underrepresented.

DIVERSITY OF TEACHER PREPARATION PROGRAM COMPLETERS AND NEWLY HIRED TEACHERS IN ILLINOIS

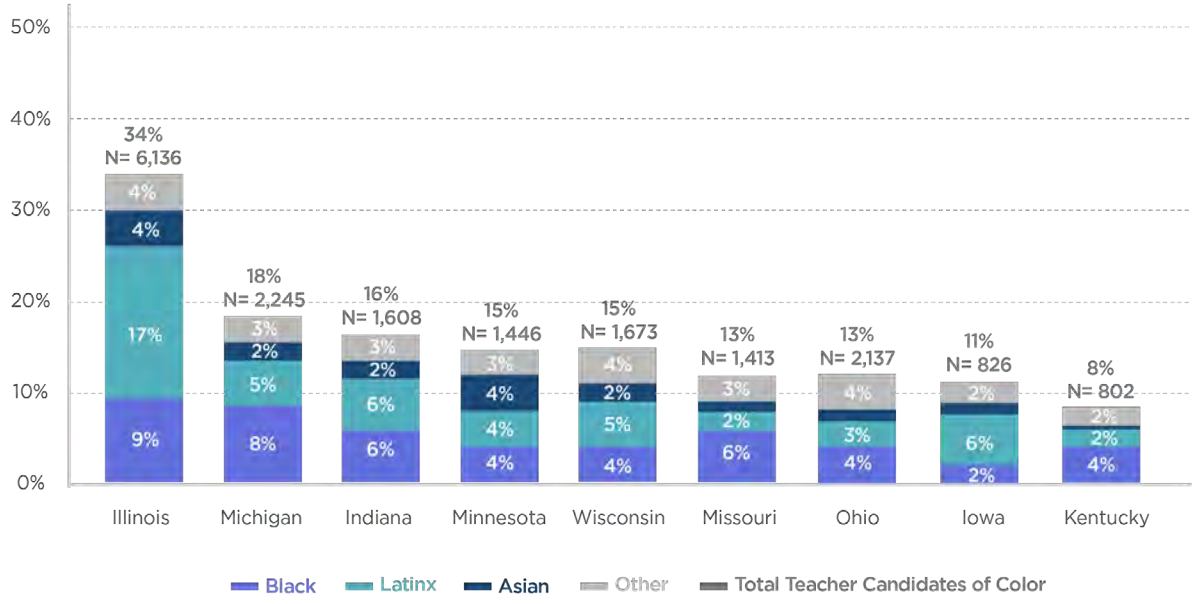


Source: United States Department of Education Title II Data Collection, ISBE Employment Information System

Note: Diversity of program completers is not available prior to SY18-19.

Teacher preparation programs in surrounding states, which contribute to new teacher supply in Illinois, are much less diverse.

PERCENTAGE OF TEACHER CANDIDATES OF COLOR IN TEACHER PREPARATION PROGRAMS IN THE MIDWEST, SY20-21



Source: United States Department of Education Title II Data Collection

Note: Teacher candidates with unknown race/ethnicity are excluded from this analysis.

Black teachers are more likely to leave the profession than their peers. These gaps persisted through the first two years of the pandemic.

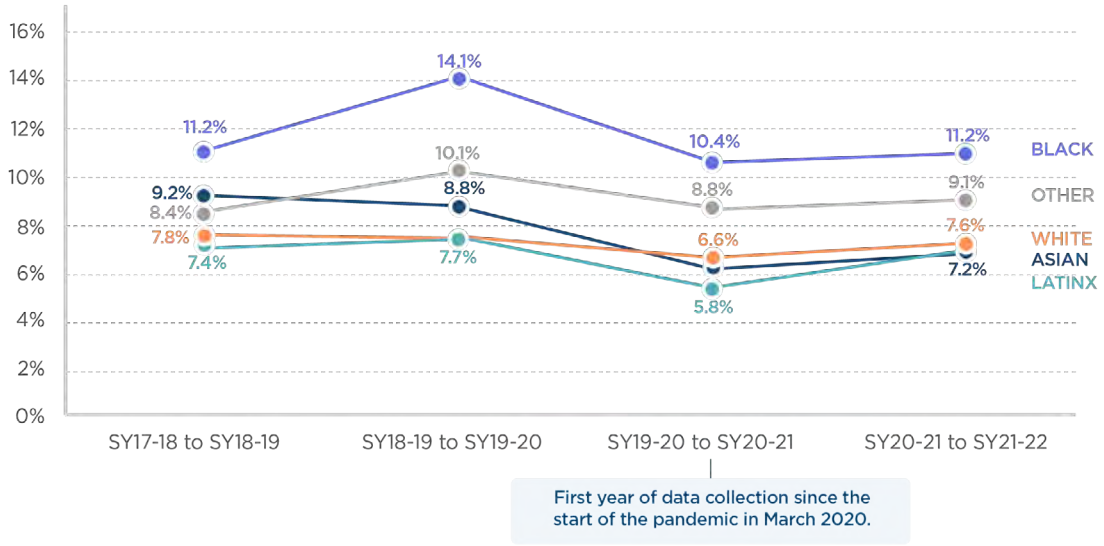
In addition to increasing diversity among incoming teachers, it is critical that we find ways to increase Black teacher retention. Compared to their white, Latinx, and Asian peers, Black teachers are more likely to leave the profession in any given year – a disparity that persisted through the first two years of the pandemic. Black teachers experience higher rates of attrition at every experience level; however, racial gaps are most pronounced among early career teachers (those with less than five years of teaching experience).

Often, studies of teacher diversity point to lower rates of retention within the same school among teachers of color, specifically Black and Latinx teachers.[82] Indeed, data from the Illinois State Report Card confirms that Black and Latinx teachers are more likely to leave their schools each year.[83] However, when it comes to attrition from the teaching profession in Illinois as a whole, Latinx teachers are about as likely as white teachers to leave, while Black teachers are most likely to leave.[84]

Qualitative analyses suggest that teachers of color experience unique challenges compared to their white colleagues--challenges that can result in these educators leaving their school or the profession.[85] However, higher rates of turnover among Black teachers may also be related to the characteristics of the schools where Black teachers work. Research from North Carolina demonstrated that the gap in turnover between Black and non-Black teachers disappeared when controlling for teachers' age and school-based factors like strong principal leadership and student demographics.[86] While comparable research does not exist in our state, data shows Black teachers in Illinois are more likely to be in schools with higher attrition rates among both Black and non-Black teachers.

More Black teachers leave the Illinois teacher workforce each year compared to Latinx, Asian, and white teachers.

TEACHER ATTRITION RATE BY RACE/ETHNICITY IN PREK-12 PUBLIC SCHOOLS



Source: ISBE Employment Information System

Note: Attrition is defined as the percent of teachers from the previous year who did not return as a teacher in Illinois in the next year.

ESSER FUNDED

RETAINING DIVERSE EDUCATORS

ILLINOIS VIRTUAL INSTRUCTIONAL COACH AND BUILDING MENTOR PROGRAM:

Early career educators are far more likely than their more veteran counterparts to leave the teaching profession. The Illinois State Board of Education has dedicated $5-$7 million of its ESSER funding annually to provide mentoring to early career educators.[87] While the program is open to all educators, recruitment of mentees and coaches targets teachers of color. Surveys conducted in an initial evaluation of the program indicated that teachers reported meaningful growth throughout the year as a result of their participation.[88] Longer-term impacts on teacher retention or student outcomes from this program are not yet available.

AFFINITY GROUPS:

The Illinois State Board of Education has invested $2 million in ESSER funds over to years to launch teacher affinity groups around the state, with the goal of providing exclusive spaces for current teachers of color to connect and discuss how schools can better support and retain teachers of color.[89] Like other new efforts, it is worth evaluating the impact of this program on teacher retention and school climate.

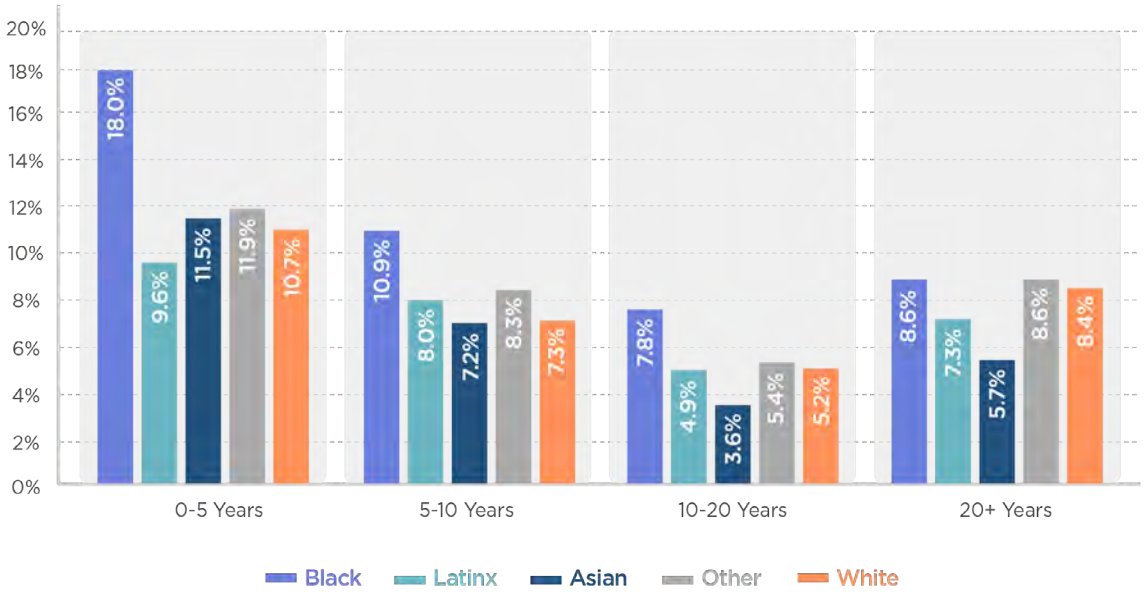
At some stages of the teacher pipeline, representation of men of color has grown in the last 5 years.

Research on the actual impact of teacher gender on student academic outcomes is limited, and results are mixed.[90] That said, it is worth noting that in a workforce dominated by white and female teachers, male teachers of color represented a very small portion (3.9%) of teachers in Illinois in SY21-22. That number has grown modestly from 3.2% in SY17-18, an increase of 1,096 teachers.

Intersectional data on race/ethnicity and gender throughout the teacher pipeline is limited – but what is available signals some improvement in both recruitment and retention in the last five years. Among newly hired teachers, representation of men of color increased from 4.4% in SY17-18 to 6.7% in SY21-22.[91] During this same timeframe, attrition of male teachers of color improved. Attrition rates decreased from 13.1% to 10.9% for Black male teachers and from 9.1% to 7.6% for Latino male teachers.

Racial disparities in attrition are most pronounced among early career educators.

TEACHER ATTRITION RATE BY NUMBER OF YEARS OF TEACHING EXPERIENCE AND RACE/ETHNICITY IN PREK-12 PUBLIC SCHOOLS, SY21-22



Source: ISBE Employment Information System

Note: Attrition is defined as the percent of teachers from the previous year who did not return as a teacher in Illinois in the next year.

Illinois' principals and assistant principals are more diverse than its teachers, but there is still room to improve.

Though more diverse than teachers, principals and assistant principals are far from representative of our student population.

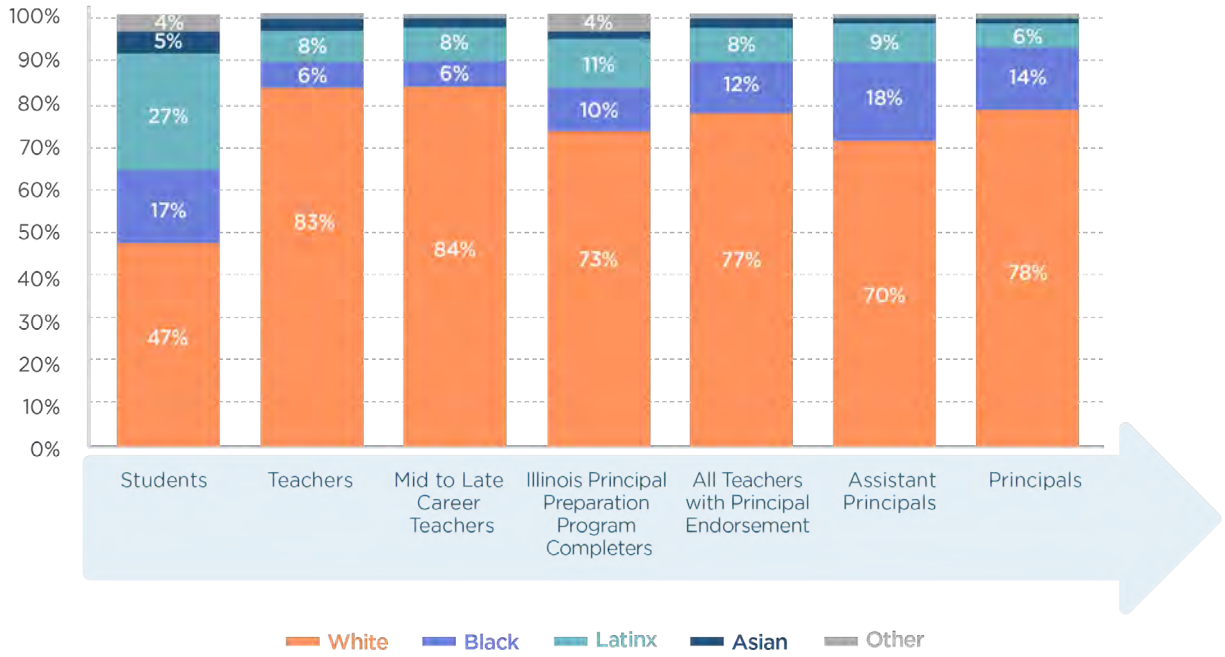
Diverse leadership matters for teachers and students. Indeed, research shows that student outcomes improve when the diversity of administrators reflects that of students, and that employing a principal of color improves a school's likelihood of successfully recruiting and retaining teachers of color.[92] As with the teacher pipeline, ensuring our state maintains a diverse principal pipeline that cultivates strong leaders and treats candidates equitably is an important priority.

As is the case in most other states, principals and assistant principals in Illinois are more diverse than the teacher population.[93] One driver of this is the fact that Black teachers seek Principal endorsements at higher rates than average. In addition, among principal-endorsed teachers, Black educators are more likely than the average educator to be hired as either an assistant principal or a principal. Latinx teachers are slightly more likely to become assistant principals than their white or Asian peers but are still underrepresented in the principal workforce.

Unlike the teacher pipeline (where diversity decreases at each step), for assistant principals, diversity actually *increases* at the "hiring" phase, with assistant principals being even more diverse than the pool of teachers with Principal endorsements. That all said, overall, principals are slightly less diverse than the current hiring pool (meaning the pool of teachers with Principal endorsements), largely due to underrepresentation of Latinx and Asian individuals.[94]

Illinois' principal-endorsed teachers, assistant principals, and principals are all more diverse than the teacher workforce.

RACIAL/ETHNIC DIVERSITY ACROSS THE PRINCIPAL PIPELINE, SY20-21



Source: Illinois State Report Card, ISBE Employment Information System, ISBE Annual Program Reporting

SOME ESSER-FUNDED INITIATIVES

OFFICE OF DISTRICT AND SCHOOL LEADERSHIP

Created in SY20-21, the Office of District and School Leadership at the Illinois State Board of Education oversees programs that contribute to the development of a diverse pool of school and district leaders. Among programs established in SY21-22 are:

- A grant supporting principal recruitment, totaling $1.8M per year for three years
- An ESSER-funded principal mentoring program, totaling $1.2M annually over three years

Evaluations of the impacts of these investments are currently underway.

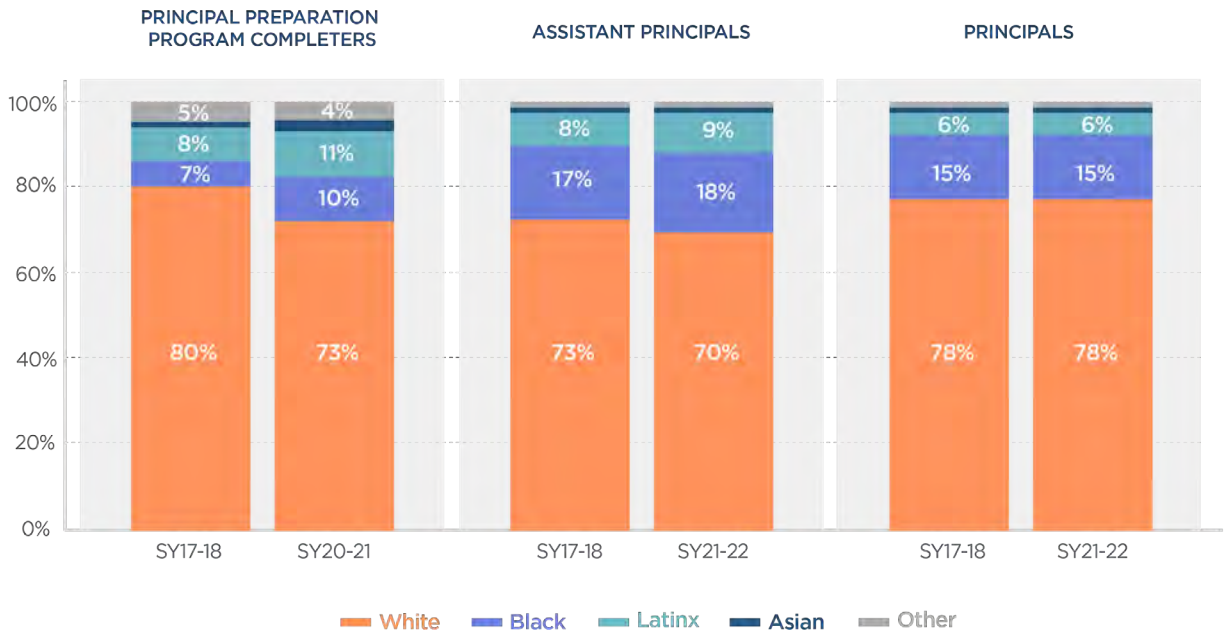
Principal preparation programs have become slightly more diverse, but the overall diversity of principals in the field has not changed.

Illinois has made some progress improving diversity in the principal pipeline in the last five years, but there is more room for growth. From SY17-18 through SY20-21, diversity in principal preparation programs in Illinois has grown, with Latinx representation climbing from 8% to 11% and Black representation increasing from 7% to 10% (though numbers fluctuate year to year). This improvement is promising. As the pool of principal-endorsed teachers grows more diverse, so too should the workforce.

Both Black and Latinx representation in Illinois' growing assistant principal workforce has also increased in the last 5 years, from 17% to 18% for Black assistant principals and 8% to 9% for Latinx assistant principals. In that same period, the diversity of our state's principal workforce has remained steady.

Diversity in principal preparation programs and among assistant principals has improved over time.

PERCENTAGE OF ILLINOIS PRINCIPAL PREPARATION PROGRAM COMPLETERS, ASSISTANT PRINCIPALS, AND PRINCIPALS BY RACE/ETHNICITY



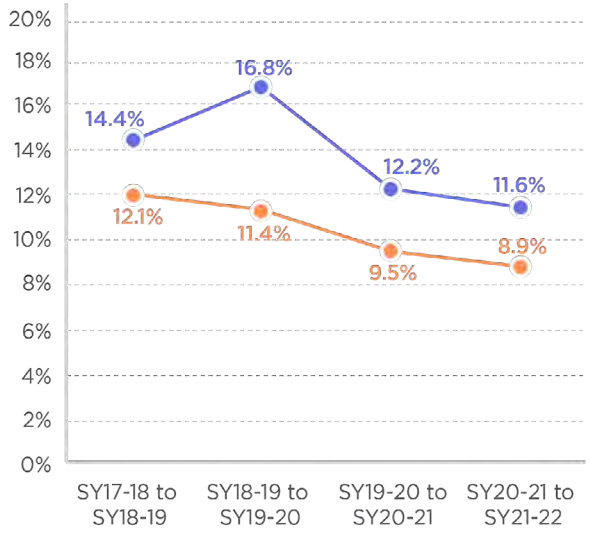
Source: ISBE Annual Program Reporting, ISBE Employment Information System, ISBE Annual Program Reporting

Attrition of Black principals and assistant principals tends to be higher than that of white principals and assistant principals.

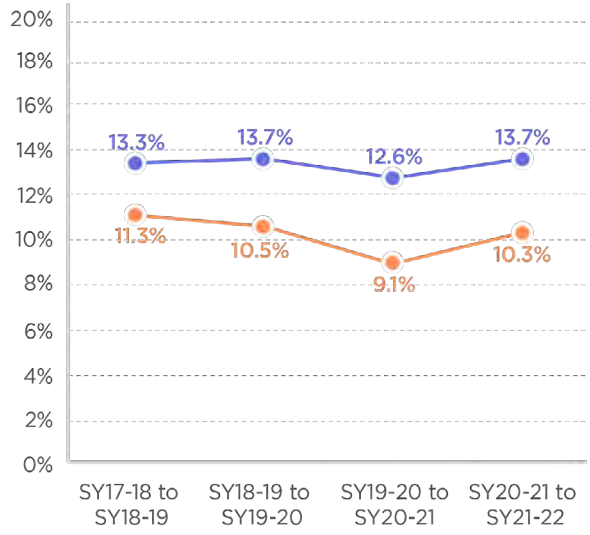
Sustaining a diverse principal workforce moving forward requires not only attention to the diversity of incoming supply, but also a willingness to address inequities in principal and assistant principal attrition. As with teachers, there are racial disparities in attrition between Black and white principals and assistant principals.[95] For example, in SY21-22, 13.7% of Black principals left their position, compared to 10.3% of white principals. Attrition improved for both Black and white principals and assistant principals in the first two years of the pandemic; however, gaps across race persisted.

Attrition of Black principals and assistant principals is higher than that of white principals and assistant principals.

ASSISTANT PRINCIPAL ATTRITION RATE BY RACE/ETHNICITY IN PREK-12 PUBLIC SCHOOLS



PRINCIPAL ATTRITION RATE BY RACE/ETHNICITY IN PREK-12 PUBLIC SCHOOLS



First year of data collection since the start of the pandemic in March 2020.

Black White

Source: ISBE Employment Information System

Note: Attrition is defined as the percentage of principals or assistant principals from the previous year who did not return in the current year as either a principal or assistant principal in any school. Retention data on Latinx and Asian principals is removed due to low n-sizes.

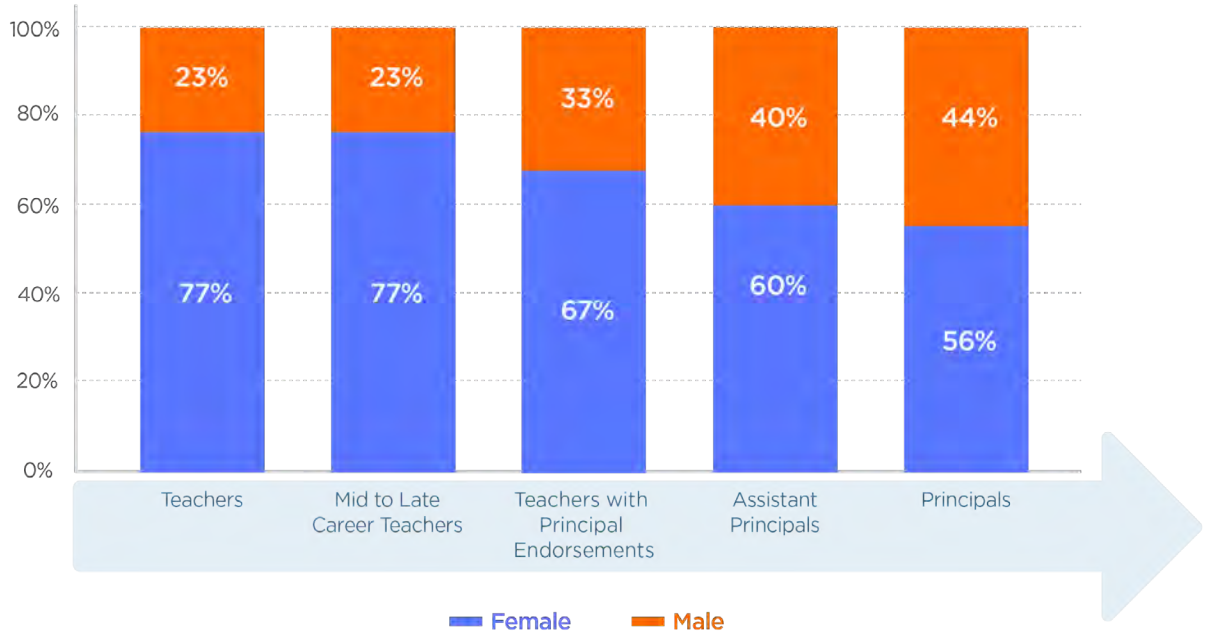
Women are underrepresented in assistant principal and principal positions relative to the teacher workforce.

Illinois' principals and assistant principals are more racially diverse than its teachers—but the pipeline is marked by gender disparities. Women make up a large portion of the teacher workforce but are much less likely than men to end up in principal positions. Inequities emerge early in the pipeline, with women slightly less likely than men to earn a Principal endorsement. From there, disparities only grow. Men are more likely than women to be hired into assistant principal positions and even more likely to be hired into principal positions.

Gender disparities prevail across Illinois' urban, suburban, and rural districts, but are particularly pronounced in rural districts. With few exceptions, these disparities also cut across lines of race/ethnicity. While Black female teachers are more likely to get Principal endorsements than Black male teachers, Black, Latinx, and white female teachers are all underrepresented in principal and assistant principal positions relative to their representation in the teacher workforce. It is important to consider the role of both race/ethnicity and gender as we work to build a path into administration that treats all principals and candidates equitably.

Male teachers are more likely than female teachers to become assistant principals and principals.

MALE AND FEMALE REPRESENTATION ACROSS THE PRINCIPAL PIPELINE, SY21-22



Source: ISBE Employment Information System, ISBE Educator Licensure Information System

CONCLUSION

The first two years of the pandemic had a significant and lasting impact on our educational system. Through a series of unprecedented and uncertain years, Illinois educators worked to provide safe, academically rigorous, and culturally-responsive learning environments for our state's students. Despite predictions from many that disruptions caused by the COVID-19 pandemic would immediately increase shortages and drive current and prospective educators away from the classroom, early evidence suggests that Illinois' educator workforce weathered the first two full school years of the pandemic better than expected. Both leading up to and through the first years of the pandemic, Illinois successfully employed both more and more diverse teachers, grew the number of assistant principal and paraprofessional positions, and increased the diversity of teacher and principal preparation programs.

Over the past decade, and especially in the last 5 years, state leaders in Illinois have taken action to strengthen and diversify the educator pipeline. We spotlight many of these steps throughout the report to convey the degree of attention and investment this issue is generating and to highlight where initiatives have been targeted to address some of the key challenges that emerge in the data. For many of these programs and investments, it is still too early to know how well they are working to decrease staffing challenges and to improve diversity, and what impact is being had on student outcomes. In a world of scarce state resources, and given that many of the state's strategies currently rely on federal ESSER funding (set to expire in fall 2024), it is critical that we make every effort to understand what is working, and what is not, and that we be prepared to deploy additional state resources to continue programs with a promising or proven track record.

While it is important to acknowledge the encouraging news contained in this report, it is equally critical that we recognize ongoing challenges. The data clearly indicates that Illinois continues to wrestle with acute shortages in particular regions and positions and that despite progress, the overall diversity of the teaching profession remains out of step with the diversity of our student body.

Furthermore, the state made several often-temporary policy changes leading up to and during the COVID-19 pandemic, including the temporary expansion of short-term approvals and increased sick days for certain educators, as well as loosened requirements around teacher evaluations. The long-term impact of these changes on students and on the educator pipeline is not yet apparent, either because data is lagging or the topic has not yet been clearly studied. Yet where and when it is possible, the role that these changes play --positive or negative-- in mitigating staffing challenges and bolstering educator quality and diversity should be considered as the state works to strengthen and diversify the educator workforce moving forward.

Research consistently shows that a robust, qualified, and diverse teacher and leader workforce is the most important resource a state can provide its students. As students continue to recover academically, socially, and emotionally from COVID-19 disruptions, it is more important than ever to ensure our schools are staffed with capable, well-prepared teachers. Sadly, when there are shortages, and when we loosen measures that ensure teacher quality, those actions disproportionately impact students of color, students from low-income households, English Learners, and students with IEPs. Put plainly, building and sustaining a strong and diverse educator pipeline and workforce is an issue that affects every district in every corner of the state, but it is also an issue of educational equity.

We are heartened by the innovative efforts being taken at the local and state level to develop and retain the next generation of educators, and we hope this report helps shed light on where we are making progress, even as it illuminates where we have more work to do.

DATA TABLES

Legend

Blue	Data only reflects pre-pandemic conditions (before March 2020).
Orange	Data collection reflects conditions both prior to and during the pandemic.
Yellow	Data only reflects conditions following the start of the pandemic in March 2020. Note that the pandemic's impact on policy, including policies that affect the metrics shown here, changed over time at many points throughout calendar years SY20-21 and SY21-22.
Gray	Data not publicly available.

Educator Supply and Demand

TABLE 1: SIZE OF TEACHER WORKFORCE IN PREK-12 PUBLIC SCHOOLS

Illinois			Year					Percent change from SY 17-18 through SY 21-22
			SY 17-18	SY 18-19	SY 19-20	SY 20-21	SY 21-22	
A. Teacher Full-Time Equivalents (FTE)								
All			127,084	128,941	130,190	132,085	132,512	4%
Position Type		Bilingual	4,547	5,019	5,097	5,250	5,161	14%
		Special Education	19,467	19,949	20,412	21,368	21,688	11%
District Level	**EBF Tier (FY18)**	Tier 1	57,780	59,597	60,174	61,259	61,125	6%
		Tier 2	39,212	39,270	39,622	39,805	40,115	2%
		Tier 3	8,224	8,266	8,345	8,462	8,583	4%
		Tier 4	20,295	20,306	20,430	20,902	21,012	4%
School Level	**Type**	Elementary	65,623	66,432	67,050	68,244	68,205	4%
		Middle School	21,198	21,324	21,398	21,656	21,865	3%
		High School	36,696	36,955	37,299	37,779	37,895	3%
	Geography	Rural Remote	1,010	1,022	1,039	1,038	1,047	4%
		Rural Non-Remote	11,569	11,538	11,598	11,640	11,661	1%
		Town	14,004	14,095	14,209	14,254	14,388	3%
		Suburban	66,973	66,996	67,748	68,262	68,825	3%
		Urban*	32,296	34,153	34,346	35,632	35,365	10%
B. National Comparison								
From SY10-11 to SY17-18, Illinois had the 17th largest percentage change *decrease* in total teachers, but then from SY17-18 to SY21-22, it had the 6th largest percentage change *increase* in teachers.								

** The large percentage increase in teachers in urban schools is attributable to changes in teacher FTE in Chicago Public Schools which saw a large increase in the number of reported FTE in SY17-18. When excluding the district, the percent increase in teacher FTE in urban districts is 3%.*

TABLE 2: STUDENT-TO-TEACHER RATIOS IN PREK-12 PUBLIC SCHOOLS*

Illinois			Year				
			SY 17-18	SY 18-19	SY 19-20	SY 20-21	SY 21-22
A. Student-to-Teacher Ratios							
All			15.7:1	15.1:1	14.7:1	14.3:1	13.9:1
District Level	**EBF Tier (FY18)**	Tier 1	16.6:1	15.9:1	15.5:1	14.6:1	14.5:1
		Tier 2	14.9:1	14.8:1	14.5:1	13.9:1	13.8:1
		Tier 3	14.4:1	14.3:1	14.5:1	13.4:1	13.1:1
		Tier 4	13.7:1	13.6:1	13.5:1	12.8:1	12.8:1
School Level	**Type**	Elementary	15.6:1	15.1:1	14.7:1	13.5:1	13.5:1
		Middle School	14.4:1	14.3:1	14.1:1	13.7:1	13.2:1
		High School	15.6:1	15.4:1	15.2:1	14.9:1	14.8:1
	Geography	Rural Remote	12.9:1	12.5:1	12.1:1	11.7:1	11.4:1
		Rural Non-Remote	13.6:1	13.5:1	13.3:1	12.6:1	12.7:1
		Town	15.1:1	14.9:1	14.7:1	13.9:1	13.8:1
		Suburban	15.2:1	15.0:1	14.8:1	14.1:1	13.9:1
		Urban	16.8:1	15.9:1	15.6:1	14.5:1	14.5:1
B. National Comparison							
In SY17-18, IL had the 31st smallest student-to-teacher ratio compared to other states. In SY21-22, IL had the 20th smallest student-to-teacher ratio.							

**Note that not all districts or schools may need the same student-to-teacher ratios. For example the research behind the state's Evidence-Based Funding formula suggests the ratio of core classroom teachers to students should be 15:1 in grades Kindergarten through 3, compared to 25:1 in grades 4 through 12, in order to adequately serve students.*

TABLE 3: NUMBER OF TEACHER CANDIDATES ENROLLING IN AND COMPLETING ILLINOIS TEACHER PREPARATION PROGRAMS

Illinois	Year					Percent change from SY 16-17 through SY 20-21
	SY 16-17	SY 17-18	SY 18-19	SY 19-20	SY 20-21	
A. Illinois Teacher Preparation Program Enrollers						
All	17,649	17,075	18,362	18,146	18,833	7%
B. Illinois Teacher Preparation Program Completers						
All	4,889	4,219	4,331	4,452	5,168	6%
C. Illinois Teacher Preparation Program Cohort Completion Rates						
All						
D. National Comparison						
From SY10-11 to SY17-18 Illinois had the 4th largest percentage change *decrease* in total teacher preparation program **enrollers**, but then from SY17-18 to SY20-21, it had 11th largest percentage change *increase*. From SY10-11 to SY17-18, Illinois had the 1st largest percentage change *decrease* in total teacher preparation program **completers**, but then from SY17-18 to SY20-21, it had 10th largest percentage change *increase* in teacher preparation program completers.						

TABLE 4: LICENSURE AND HIRING RATES OF ILLINOIS' TEACHER PREPARATION PROGRAM COMPLETERS IN PREK-12 PUBLIC SCHOOLS

Illinois	Year			
	SY 17-18	SY 18-19	SY 19-20*	SY 20-21
A. Percent of Illinois Teacher Preparation Program Completers Who Earn Licensure Within One Year of Completion				
All	94%	92%		91%
B. Percent Licensed Illinois Teacher Preparation Program Completers Who Were Hired into PreK-12 Public Schools*				
All				

** Data omitted due to quality concerns.*

TABLE 5: SUPPLY AND DEMAND OF TEACHERS IN PREK-12 PUBLIC SCHOOLS

Illinois	Year				
	SY 17-18	SY 18-19	SY 19-20	SY 20-21	SY 21-22
All Teachers					
A. Number of New Teachers Needed		13,590	13,523	12,400	12,574
B. New Professional Educator Licenses Issued*	6,807	11,980	8,676	10,007	
C. New Provisional Licenses Issued	791	1,130	1,009	1,044	
Bilingual Teachers					
D. Number of New Bilingual Teachers Needed		1,410	1,148	1,151	1,086
E. New Bilingual Endorsements Issued	1,014	1,198	918	955	
F. New Transitional Bilingual Educator or Visiting International Teacher Licenses Issued	401	527	417	367	
G. New Bilingual Short-Term Approvals Issued	6	34	84	127	51
H. Number of Current Teachers with Bilingual Credential Not in Bilingual Positions					2,536
Special Education Teachers					
I. Number of New Special Education Teachers Needed		3,989	3,902	3,966	3,588
J. New Special Education Endorsements Issued	2,333	3,015	2,328	3,042	
K. New Special Education Short-Term Emergency Approvals Issued	68	134	170	162	
L. Number of Current Teachers with Special Education Credential Not in Special Education Positions	7,589	7,681	7,634	7,341	7,069

**Includes non-teaching licenses.*

TABLE 6: TEACHER LICENSURE IN PREK-12 PUBLIC SCHOOLS

Illinois			Year				
			SY 17-18	SY 18-19	SY 19-20	SY 20-21	SY 21-22
A. Percent of Teachers with Professional Educator Licenses							
All							98.4%
Bilingual							92.2%
Special Education							98.1%
B. Percent of Teachers with Provisional Licenses*							
All							1.0%
Bilingual							12.3%
Special Education							0.7%
C. Percent of Teachers with Short-Term Approvals							
All			0.1%	0.3%	0.6%	1.2%	1.5%
Bilingual			0.0%	0.3%	0.9%	2.2%	4.1%
Special Education			0.3%	0.6%	1.1%	1.7%	1.8%
District Level	**EBF Tier (FY18)**	Tier 1	0.1%	0.4%	0.8%	1.5%	1.8%
		Tier 2	0.1%	0.3%	0.6%	1.0%	1.3%
		Tier 3	0.0%	0.1%	0.3%	0.6%	0.7%
		Tier 4	0.0%	0.1%	0.3%	0.6%	0.8%
School Level	**Type**	Elementary	0.1%	0.3%	0.6%	1.1%	1.5%
		Middle School	0.1%	0.4%	0.9%	1.4%	1.9%
		High School	0.1%	0.3%	0.6%	1.1%	1.3%
	Geography	Rural Remote	0.3%	1.1%	1.0%	1.0%	0.8%
		Rural Non-Remote	0.3%	0.8%	1.3%	1.6%	1.9%
		Town	0.2%	0.5%	1.0%	1.3%	1.7%
		Suburban	0.0%	0.1%	0.4%	0.8%	1.0%
		Urban	0.1%	0.2%	0.6%	1.5%	2.0%
D. Percent of Students in Schools Where 5% or More Teachers Have Short-Term Approvals or Provisional Licenses**							
Student Demographics		Black					17%
		Latinx					26%
		Asian					8%
		White					10%
		Students from Low-Income Households					22%
		English Learners					31%
		Students with IEPs					16%

** Provisional license data not available before SY21-22.*

*** Because this data is at the school level, it does not capture the extent to which English Learners and students with IEPs are more likely to be specifically in classes taught by teachers on provisional or short-term licenses due to the higher rates of bilingual and special education teacher shortages.*

TABLE 7: PERCENT OF NOVICE TEACHERS IN PREK-12 PUBLIC SCHOOLS

Illinois			Year				
			SY17-18	SY18-19	SY19-20	SY 20-21	SY 21-22
A. Novice Teachers							
All			6%	6%	6%	6%	7%
District Level	**EBF Tier (FY18)**	Tier 1	7%	8%	8%	7%	8%
		Tier 2	6%	6%	6%	6%	7%
		Tier 3	5%	5%	5%	5%	6%
		Tier 4	4%	4%	4%	5%	5%
School Level	**Type**	Elementary	6%	7%	6%	6%	8%
		Middle School	5%	5%	5%	5%	6%
		High School	5%	5%	6%	5%	6%
	Geography	Rural Remote	6%	7%	9%	8%	10%
		Rural Non-Remote	6%	6%	7%	6%	7%
		Town	6%	6%	6%	6%	7%
		Suburban	5%	5%	6%	5%	6%
		Urban	8%	9%	8%	7%	9%
B. Percent of Students in Schools with 25% or More Novice Teachers							
Student Demographics		All	2%	2%	2%	1%	2%
		Black	5%	7%	7%	5%	5%
		Latinx	2%	3%	2%	1%	1%
		Asian	0.3%	1%	1%	0.3%	0.5%
		White	0.5%	1%	1%	0.5%	1%
		Students from Low-Income Households	3%	4%	4%	2%	3%
		English Learners	2%	3%	2%	1%	1%
		Students with IEPs	2%	2%	2%	1%	2%

TABLE 8: SIZE OF PRINCIPAL WORKFORCE IN PREK-12 PUBLIC SCHOOLS

Illinois			Year					Percent change from SY 17-18 through SY 21-22
			SY 17-18	SY 18-19	SY 19-20	SY 20-21	SY 21-22	
A. Principal FTE								
All			3,724	3,607	3,646	3,654	3,637	-2%
District Level	**EBF Tier (FY18)**	Tier 1	1,821	1,712	1,745	1,753	1,727	-5%
		Tier 2	1,152	1,142	1,145	1,146	1,156	0.3%
		Tier 3	221	226	224	222	221	0.2%
		Tier 4	449	445	441	447	446	-1%
School Level	**Type**	Elementary	2,367	2,267	2,290	2,296	2,301	-3%
		Middle School	558	558	557	563	554	-1%
		High School	641	604	610	609	606	-5%
	Geography	Rural Remote	49	51	50	48	49	-1%
		Rural Non-Remote	484	482	495	496	507	5%
		Town	498	483	487	486	484	-3%
		Suburban	1,625	1,622	1,622	1,620	1,607	-1%
		Urban	999	903	919	931	918	-8%

TABLE 9: SIZE OF ASSISTANT PRINCIPAL WORKFORCE IN PREK-12 PUBLIC SCHOOLS

Illinois			Year					Percent change from SY 17-18 through SY 21-22
			SY 17-18	SY 18-19	SY 19-20	SY 20-21	SY 21-22	
A. Assistant Principal FTE								
All			2,439	2,598	2,709	2,786	2,867	18%
District Level	**EBF Tier (FY18)**	Tier 1	1,238	1,388	1,452	1,524	1,540	24%
		Tier 2	674	679	701	704	744	10%
		Tier 3	146	147	156	155	159	9%
		Tier 4	343	346	352	355	363	6%
School Level	**Type**	Elementary	999	1,078	1,137	1,187	1,226	23%
		Middle School	513	525	548	556	561	9%
		High School	817	864	886	897	935	14%
	Geography	Rural	100	103	102	112	117	17%
		Town	191	211	215	220	234	22%
		Suburban	1,327	1,340	1,405	1,425	1,469	11%
		Urban	791	915	950	995	1,005	27%

TABLE 10: SUPPLY AND DEMAND OF PRINCIPALS AND ASSISTANT PRINCIPALS IN PREK-12 PUBLIC SCHOOLS

Illinois	Year				
	SY 17-18	SY 18-19	SY 19-20	SY 20-21	SY 21-22
A. Number of New Principals and Assistant Principals Needed		806	915	719	762
B. Number of Illinois Principal Preparation Completers	395	437	626	598	
C. Current Teachers with Principal Endorsement	697	839	1,122	1,383	1,734

TABLE 11: SIZE OF PARAPROFESSIONAL WORKFORCE IN PREK-12 PUBLIC SCHOOLS

Illinois			Year					Percent change from SY 18-19 through SY 21-22
			SY 17-18*	SY 18-19	SY 19-20	SY 20-21	SY 21-22	
A. Paraprofessional FTE								
All				32,121	32,993	32,799	33,244	3%
District Level	**EBF Tier (FY18)**	Tier 1		14,711	15,446	15,771	15,991	9%
		Tier 2		9,503	9,546	9,310	9,356	-2%
		Tier 3		1,902	1,972	1,836	1,892	-1%
		Tier 4		5,189	5,122	5,010	5,121	-1%
School Level	**Type**	Elementary		20,605	21,266	21,182	21,450	4%
		Middle School		4,174	4,115	3,965	3,878	-7%
		High School		5,714	5,730	5,793	5,917	4%
	Geography	Rural Remote		212	227	215	215	2%
		Rural Non-Remote		2,483	2,608	2,533	2,583	4%
		Town		3,864	4,076	3,890	4,148	7%
		Suburban		16,365	16,229	15,888	15,980	-2%
		Urban		8,453	9,022	9,470	9,515	13%
B. National Comparison								
Illinois is among the 28 states that have added more paraprofessionals to their workforce since SY18-19. From SY18-19 to SY21-22, Illinois had the 21st largest percentage change *increase* in paraprofessionals. .								

** Data from SY17-18 is excluded due to data quality concerns.*

TABLE 12: SUPPLY AND DEMAND OF PARAPROFESSIONALS IN PREK-12 PUBLIC SCHOOLS					
Illinois	**Year**				
	SY 17-18	SY 18-19	SY 19-20	SY 20-21	SY 21-22
A. Number of New Paraprofessionals Needed			8,345	6,490	9,061
B. New Paraprofessional Licenses Issued	7,037	8,393	6,743	5,580	

Educator Retention

TABLE 13: TEACHER RETIREMENTS IN PREK-12 PUBLIC SCHOOLS						
Illinois	**Year**					Percent Change from FY18 through FY22
	FY18	FY19	FY20	FY21	FY22	
A. Annual Retirements						
All	4,673	3,961	3,940	3,865	4,420	-5%
B. Illinois Teachers' Retirement System	3,905	3,496	3,389	3,396	3,663	-6%
C. Chicago Teachers' Pension Fund	768	465	551	469	757	-1%

TABLE 14: TEACHER ATTRITION RATES IN PREK-12 PUBLIC SCHOOLS						
Illinois			**Year**			
			SY 18-19	SY 19-20	SY 20-21	SY 21-22
A. Teacher Attrition Rate						
All			7.7%	8.0%	6.8%	7.7%
Position Type		Bilingual	6.2%	7.4%	6.3%	7.8%
		Special Education	9.2%	8.9%	7.3%	8.2%
District Level	**EBF Tier (FY18)**	Tier 1	10.3%	11.3%	8.4%	9.8%
		Tier 2	9.9%	9.5%	8.7%	9.3%
		Tier 3	9.3%	9.1%	8.1%	9.6%
		Tier 4	8.4%	7.4%	7.2%	8.2%
School Level	**Type**	Elementary	10.1%	10.1%	8.2%	9.6%
		Middle School	13.3%	13.1%	11.5%	11.9%
		High School	9.0%	8.7%	7.1%	7.9%
	Geography	Rural Remote	14.0%	10.7%	10.0%	11.9%
		Rural Non-Remote	11.5%	11.6%	9.7%	10.9%
		Town	10.5%	10.0%	9.1%	9.6%
		Suburban	8.1%	7.8%	7.2%	8.0%
		Urban	11.0%	12.7%	8.2%	10.3%

TABLE 15: WITHIN-SCHOOL TEACHER RETENTION RATES IN PREK-12 PUBLIC SCHOOLS

Illinois			Year			
			SY 18-19	SY 19-20	SY 20-21	SY 21-22
A. Within-School Teacher Retention Rate						
All			83.3%	83.5%	86.6%	85.1%
Position Type		Bilingual	83.4%	82.4%	85.5%	83.5%
		Special Education	78.1%	78.8%	83.3%	82.5%
District Level	**EBF Tier (FY18)**	Tier 1	82.1%	81.4%	86.1%	84.7%
		Tier 2	83.2%	83.9%	86.3%	85.0%
		Tier 3	86.2%	86.2%	87.6%	86.2%
		Tier 4	86.2%	88.4%	89.2%	86.4%
School Level	**Type**	Elementary	82.1%	82.5%	86.0%	83.7%
		Middle School	83.7%	84.0%	86.1%	85.5%
		High School	87.3%	87.3%	89.9%	88.9%
	Geography	Rural Remote	81.1%	82.5%	83.9%	83.1%
		Rural Non-Remote	83.2%	83.0%	85.5%	84.3%
		Town	82.7%	84.8%	85.9%	85.4%
		Suburban	84.4%	84.8%	86.6%	85.1%
		Urban	81.5%	80.8%	87.7%	85.6%
B. Percent of Students in Schools with Within-School Teacher Retention Rates Below 75%						
Student Demographics		All	13.7%	12.7%	7.5%	9.6%
		Black	25.6%	27.3%	13.9%	14.0%
		Latinx	14.1%	13.9%	7.5%	9.1%
		Asian	7.2%	6.6%	4.8%	5.9%
		White	10.2%	8.0%	5.6%	8.7%
		Students from Low-Income Households	18.2%	18.0%	9.8%	11.3%
		English Learners	17.0%	16.4%	9.1%	10.8%
		Students with IEPs	15.2%	14.0%	8.0%	10.3%

TABLE 16: 5ESSENTIALS: EFFECTIVE LEADERS

Illinois			Year				
			SY17-18*	SY 18-19	SY 19-20**	SY 20-21	SY 21-22
A. Percent of Students in PreK-12 Public Schools Scoring At or Above 50 on Effective Leaders							
All			45%	43%		46%	33%
School Level	**Type**	Elementary	51%	47%		51%	39%
		Middle School	45%	47%		57%	40%
		High School	31%	32%		32%	17%
	Geography	Rural Remote	42%	42%		49%	52%
		Rural Non-Remote	43%	42%		43%	36%
		Town	46%	45%		49%	40%
		Suburban	31%	37%		38%	26%
		Urban	58%	52%		60%	40%
Student Demographics		Black	50%	42%		49%	31%
		Latinx	43%	40%		45%	29%
		Asian	50%	51%		50%	37%
		White	43%	43%		46%	35%
		Students from Low-Income Households	44%	41%		46%	32%
		English Learners	44%	42%		46%	31%
		Students with IEPs	46%	42%		46%	33%
B. Percent of Students in PreK-12 Public Schools Scoring At or Above 50 on Each Effective Leaders Measure							
Instructional Leadership Measure			44%	43%		44%	27%
Program Coherence Measure			55%	57%		64%	43%
Teacher-Principal Trust Measure			48%	50%		52%	42%
Teacher Influence Measure			19%	20%		24%	13%

**The 5Essentials survey was not required annually until SY18-19. As a result, SY17-18 response rates are very low compared to SY18-19 and beyond.*

***SY19-20 data is not available due to pandemic-related school closures in March 2020.*

TABLE 17: 5ESSENTIALS: COLLABORATIVE TEACHERS

Illinois			Year				
			SY17-18*	SY 18-19	SY 19-20**	SY 20-21	SY 21-22
A. Percent of Students in PreK-12 Public Schools Scoring At or Above 50 on Collaborative Teachers							
All			54%	52%		45%	28%
School Level	**Type**	Elementary	52%	50%		40%	29%
		Middle School	46%	47%		48%	29%
		High School	62%	59%		53%	26%
	Geography	Rural Remote	18%	35%		31%	31%
		Rural Non-Remote	44%	44%		40%	27%
		Town	41%	39%		35%	21%
		Suburban	41%	49%		40%	25%
		Urban	71%	64%		60%	37%
Student Demographics		Black	56%	49%		49%	26%
		Latinx	54%	53%		46%	27%
		Asian	68%	65%		57%	43%
		White	51%	52%		43%	29%
		Students from Low-Income Households	52%	49%		44%	27%
		English Learners	50%	50%		43%	27%
		Students with IEPs	53%	50%		44%	27%
B. Percent of Students in PreK-12 Public Schools Scoring At or Above 50 on Each Collaborative Teachers Measure							
Collaborative Practices Measure			66%	53%		33%	31%
Collective Responsibility Measure			45%	42%		44%	23%
Quality Professional Development Measure			62%	58%		51%	33%
School Commitment Measure			46%	50%		48%	29%
Teacher-Teacher Trust Measure			54%	56%		58%	45%

** The 5Essentials survey was not required annually until SY18-19. As a result, SY17-18 response rates are very low compared to SY18-19 and beyond.*

*** SY19-20 data is not available due to pandemic-related school closures in March 2020.*

TABLE 18: PRINCIPAL ATTRITION RATES IN PREK-12 PUBLIC SCHOOLS

Illinois			Year			
			SY 18-19	SY 19-20	SY 20-21	SY 21-22
A. Principal Attrition Rate						
All			11.8%	11.3%	9.7%	10.9%
District Level	**EBF Tier (FY18)**	Tier 1	14.4%	12.5%	10.3%	11.8%
		Tier 2	13.9%	12.8%	11.5%	11.7%
		Tier 3	11.9%	12.9%	10.8%	15.7%
		Tier 4	10.2%	13.9%	10.9%	10.3%
School Level	**Type**	Elementary	12.8%	11.9%	10.2%	11.1%
		Middle School	16.0%	16.7%	14.4%	17.8%
		High School	14.5%	12.7%	11.3%	13.5%
	Geography	Rural Remote	15.4%	19.0%	9.3%	7.7%
		Rural Non-Remote	13.1%	13.7%	10.8%	14.7%
		Town	16.0%	11.1%	9.7%	10.7%
		Suburban	12.0%	11.8%	11.0%	11.3%
		Urban	13.4%	13.2%	10.1%	11.8%

TABLE 19: WITHIN-SCHOOL PRINCIPAL RETENTION RATES IN PREK-12 PUBLIC SCHOOLS

Illinois			Year				
			SY 17-18*	SY 18-19	SY 19-20	SY 20-21	SY 21-22
A. Within-School Principal Retention Rate							
All				82.1%	83.2%	85.4%	84.3%
District Level	**EBF Tier (FY18)**	Tier 1		80.6%	83.2%	86.2%	84.7%
		Tier 2		82.1%	83.6%	84.9%	83.5%
		Tier 3		84.7%	84.7%	86.0%	83.8%
		Tier 4		86.7%	82.8%	86.4%	85.7%
School Level	**Type**	Elementary		82.7%	84.7%	86.7%	85.8%
		Middle School		81.6%	81.1%	84.0%	80.5%
		High School		82.5%	84.9%	86.9%	85.4%
	Geography	Rural Remote		87.0%	75.0%	88.7%	88.4%
		Rural Non-Remote		83.0%	83.5%	86.1%	81.2%
		Town		79.3%	85.2%	87.0%	84.2%
		Suburban		82.9%	83.6%	84.2%	84.9%
		Urban		81.3%	82.6%	86.8%	85.5%
B. Percent of Students in Schools That Had at Least Three Principals in the Last Six Years							
Student Demographics		All	22%	22%	22%	21%	20%
		Black	26%	27%	28%	28%	26%
		Latinx	25%	26%	27%	26%	23%
		Asian	19%	20%	19%	19%	17%
		White	18%	18%	17%	16%	16%
		Students from Low-Income Households	24%	25%	26%	25%	23%
		English Learners	24%	24%	25%	25%	22%
		Students with IEPs	21%	22%	22%	21%	20%

**Our data sharing agreement with the Illinois State Board of Education only included data starting in SY17-18, so retention data cannot be calculated for that year.*

TABLE 20: ASSISTANT PRINCIPAL ATTRITION RATES IN PREK-12 PUBLIC SCHOOLS

Illinois			Year			
			SY 18-19	SY 19-20	SY 20-21	SY 21-22
A. Assistant Principal Attrition Rate						
All			12.3%	12.5%	9.6%	9.3%
District Level	**EBF Tier (FY18)**	Tier 1	16.7%	17.0%	12.1%	11.7%
		Tier 2	13.5%	12.8%	11.6%	10.6%
		Tier 3	12.2%	13.4%	9.4%	13.8%
		Tier 4	11.5%	11.4%	14.0%	13.5%
School Level	**Type**	Elementary	17.0%	16.1%	11.2%	11.7%
		Middle School	20.6%	21.5%	18.3%	14.5%
		High School	14.0%	14.1%	12.3%	11.8%
	Geography	Rural	15.1%	10.7%	11.8%	10.7%
		Town	16.2%	13.1%	8.5%	12.1%
		Suburban	13.5%	12.2%	10.9%	9.6%
		Urban	14.9%	17.6%	11.1%	12.7%

TABLE 21: WITHIN-SCHOOL ASSISTANT PRINCIPAL RETENTION RATES IN PREK-12 PUBLIC SCHOOLS

Illinois			Year			
			SY 18-19	SY 19-20	SY 20-21	SY 21-22
A. Within-School Assistant Principal Retention Rate						
All			74.1%	74.9%	79.2%	80.1%
District Level	**EBF Tier (FY18)**	Tier 1	71.9%	71.7%	80.3%	79.5%
		Tier 2	75.0%	77.6%	79.0%	81.2%
		Tier 3	75.2%	74.7%	78.4%	78.0%
		Tier 4	79.5%	81.6%	76.2%	80.7%
School Level	**Type**	Elementary	68.6%	72.2%	77.6%	77.6%
		Middle School	74.9%	73.8%	78.5%	82.1%
		High School	82.5%	82.0%	83.4%	84.2%
	Geography	Rural	73.6%	72.3%	79.0%	83.9%
		Town	77.2%	80.4%	83.1%	81.7%
		Suburban	74.2%	74.9%	78.0%	80.9%
		Urban	73.1%	73.6%	80.1%	78.0%

TABLE 22: PARAPROFESSIONAL ATTRITION RATES IN PREK-12 PUBLIC SCHOOLS

Illinois			Year			
			SY 18-19	SY 19-20	SY 20-21	SY 21-22
A. Paraprofessional Attrition Rate						
All			19.9%	19.0%	16.5%	18.8%
District Level	**EBF Tier (FY18)**	Tier 1	21.9%	19.0%	15.2%	17.7%
		Tier 2	21.4%	22.1%	20.1%	24.0%
		Tier 3	23.0%	21.1%	21.1%	23.0%
		Tier 4	23.0%	23.5%	20.2%	23.2%
School Level	**Type**	Elementary	23.6%	21.0%	18.5%	21.1%
		Middle School	27.8%	28.6%	26.2%	29.3%
		High School	25.0%	24.5%	19.2%	22.3%
	Geography	Rural Remote	24.3%	17.7%	21.1%	24.9%
		Rural Non-Remote	22.7%	23.6%	22.6%	22.9%
		Town	20.4%	21.0%	22.4%	20.8%
		Suburban	20.8%	21.6%	18.4%	21.7%
		Urban	26.8%	17.9%	12.9%	17.6%

TABLE 23: WITHIN-SCHOOL PARAPROFESSIONAL RETENTION RATES IN PREK-12 PUBLIC SCHOOLS						
Illinois			**Year**			
			SY 18-19	SY 19-20	SY 20-21	SY 21-22
A. Within-School Paraprofessional Retention Rate						
All			68.8%	72.4%	75.7%	72.5%
District Level	**EBF Tier (FY18)**	Tier 1	68.7%	74.5%	78.8%	76.9%
		Tier 2	69.9%	70.4%	73.6%	69.2%
		Tier 3	71.9%	73.8%	73.4%	72.5%
		Tier 4	70.5%	70.9%	75.7%	70.6%
School Level	**Type**	Elementary	68.8%	73.2%	76.6%	74.0%
		Middle School	71.1%	70.6%	72.8%	70.0%
		High School	73.5%	73.7%	79.1%	74.9%
	Geography	Rural Remote	68.3%	71.8%	73.8%	68.5%
		Rural Non-Remote	70.3%	71.1%	70.9%	70.0%
		Town	70.2%	71.6%	70.3%	72.2%
		Suburban	70.5%	70.7%	74.8%	71.3%
		Urban	65.3%	76.7%	83.6%	78.4%
B. Percent of Students in Schools with Within-School Paraprofessional Retention Rate Less Than or Equal to 50%						
Student Demographics		All	17.5%	13.3%	9.9%	13.1%
		Black	23.2%	14.8%	10.5%	15.6%
		Latinx	18.9%	11.5%	7.2%	10.2%
		Asian	15.4%	12.1%	8.7%	10.4%
		White	15.7%	14.0%	11.2%	14.1%
		Students from Low-Income Households	20.0%	13.3%	9.4%	13.2%
		English Learners	19.8%	12.1%	7.4%	10.5%
		Students with IEPs	17.5%	13.0%	9.8%	13.1%

Educator Shortages

TABLE 24: TEACHER VACANCY RATES IN PREK-12 PUBLIC SCHOOLS, DISTRICTS, SPECIAL EDUCATION COOPERATIVES, AND REGIONAL OFFICES OF EDUCATION

Illinois			Year					
			SY 17-18	SY 18-19	SY 19-20	SY 20-21	SY 21-22*	SY 22-23*
A. Teacher Vacancy Rate								
All			1.1%	1.4%	1.5%	1.3%	1.6%	2.6%
Position Type		Bilingual	3.2%	3.6%	3.5%	2.4%	4.2%	3.9%
		Special Education	2.6%	3.7%	3.5%	3.4%	3.1%	5.0%
District Level	**EBF Tier (FY18)**	Tier 1	1.8%	2.2%	2.3%	1.7%	2.1%	3.7%
		Tier 2	0.5%	0.8%	1.0%	1.0%	1.3%	1.9%
		Tier 3	0.3%	0.2%	0.4%	0.5%	0.6%	0.9%
		Tier 4	0.2%	0.2%	0.2%	0.4%	0.3%	0.3%
School Level	**Geography**	Rural Remote	1.4%	1.4%	2.1%	3.3%	2.8%	4.4%
		Rural Non-Remote	0.8%	1.1%	1.9%	1.9%	1.3%	2.6%
		Town	0.8%	1.2%	1.4%	1.6%	1.6%	2.1%
		Suburban	0.5%	0.7%	0.8%	0.7%	1.2%	1.7%
		Urban	2.3%	2.7%	2.4%	1.7%	2.0%	4.0%
	Type	Elementary					1.5%	2.2%
		Middle School					1.5%	2.8%
		High School					1.3%	1.9%
B. Percent of Students in Schools with a Teacher Vacancy Rate Greater Than or Equal to 5%								
Student Demographics		All					8%	15%
		Black					19%	35%
		Latinx					9%	15%
		Asian					3%	4%
		White					5%	8%
		Students from Low-Income Households					12%	22%
		English Learners					9%	16%
		Students with IEPs					9%	16%

**Changes to mode of data collection in SY21-22 and in SY22-23 and survey response rate may be contributing to changes in data year to year.*

TABLE 25: TEACHER ATTENDANCE RATES IN PREK-12 PUBLIC SCHOOLS

Illinois			Year				
			SY 17-18	SY 18-19	SY 19-20*	SY 20-21*	SY 21-22
A. Teacher Attendance Rate							
All			70.2%	73.5%	86.6%	85.7%	66.1%
District Level	**EBF Tier (FY18)**	Tier 1	67.6%	70.6%	86.3%	84.3%	64.5%
		Tier 2	71.8%	75.8%	86.0%	85.7%	65.4%
		Tier 3	77.7%	79.1%	88.1%	87.5%	72.1%
		Tier 4	75.1%	75.1%	87.7%	88.7%	69.1%
	Geography	Rural Remote	74.9%	74.0%	85.6%	75.5%	64.9%
		Rural Non-Remote	72.3%	75.4%	86.4%	78.9%	68.0%
		Town	73.0%	78.2%	86.5%	81.8%	68.8%
		Suburban	72.4%	74.3%	86.0%	87.7%	65.7%
		Urban	66.0%	69.3%	87.7%	85.8%	65.0%

**Teacher attendance rates from SY19-20 and SY20-21 should be interpreted with caution due to inconsistencies in how attendance was recorded in remote / hybrid school settings.*

TABLE 26: PRINCIPAL AND ASSISTANT PRINCIPAL VACANCY RATES IN PREK-12 PUBLIC SCHOOLS, DISTRICTS, SPECIAL EDUCATION COOPERATIVES, AND REGIONAL OFFICES OF EDUCATION

Illinois			Year					
			SY 17-18	SY 18-19	SY 19-20	SY 20-21	SY 21-22*	SY 22-23*
A. Principal and Assistant Principal Vacancy Rate								
All			0.4%	0.4%	0.5%	0.2%	0.6%	0.7%
District Level	**EBF Tier (FY18)**	Tier 1	0.7%	0.7%	0.8%	0.4%	1.0%	1.1%
		Tier 2	0.0%	0.0%	0.0%	0.1%	0.1%	0.5%
		Tier 3	0.0%	0.0%	0.3%	0.3%	0.5%	0.3%
		Tier 4	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
School Level	**Geography**	Rural Remote	0.0%	0.0%	0.0%	0.0%	0.0%	1.9%
		Rural Non-Remote	0.0%	0.0%	0.0%	0.2%	0.0%	0.5%
		Town	0.0%	0.0%	0.0%	0.3%	0.1%	0.4%
		Suburban	0.0%	0.2%	0.3%	0.0%	0.1%	0.3%
		Urban	1.2%	0.9%	1.1%	0.6%	1.7%	1.5%
	Type	Elementary					0.7%	0.7%
		Middle School					0.0%	0.4%
		High School					0.6%	0.8%

**Changes to mode of data collection in SY21-22 and in SY22-23 and survey response rate may be contributing to changes in data year to year.*

TABLE 27: PARAPROFESSIONAL VACANCY RATES IN PREK-12 PUBLIC SCHOOLS, DISTRICTS, SPECIAL EDUCATION COOPERATIVES, AND REGIONAL OFFICES OF EDUCATION

Illinois			Year					
			SY 17-18	SY 18-19	SY 19-20	SY 20-21	SY 21-22*	SY 22-23*
A. Paraprofessional Vacancy Rate								
All			3.1%	2.9%	4.0%	3.7%	6.8%	7.2%
District Level	**EBF Tier (FY18)**	Tier 1	5.1%	3.4%	4.7%	4.3%	5.7%	7.6%
		Tier 2	1.7%	2.2%	2.7%	2.6%	6.5%	6.5%
		Tier 3	3.3%	4.4%	3.8%	1.8%	8.0%	8.0%
		Tier 4	0.2%	1.0%	1.4%	1.4%	4.7%	3.8%
School Level	**Geography**	Rural Remote	0.0%	0.9%	1.3%	2.3%	0.5%	0.0%
		Rural Non-Remote	0.3%	0.7%	4.0%	4.9%	1.9%	2.9%
		Town	1.2%	1.2%	0.6%	1.7%	2.8%	4.3%
		Suburban	2.2%	2.2%	3.0%	2.0%	6.3%	6.9%
		Urban	8.6%	4.8%	5.6%	5.4%	7.6%	8.4%
	Type	Elementary					4.8%	5.9%
		Middle School					5.7%	8.2%
		High School					4.6%	5.8%
B. Percent of Students in Schools with a Paraprofessional Vacancy Rate Greater Than or Equal to 5%								
Student Demographics		All					21%	28%
		Black					26%	37%
		Latinx					24%	34%
		Asian					23%	30%
		White					18%	22%
		Students from Low-Income Households					22%	31%
		English Learners					24%	35%
		Students with IEPs					21%	28%

**Changes to mode of data collection in SY21-22 and in SY22-23 and survey response rate may be contributing to changes in data year to year.*

Diversity Across the Educator Pipeline

Disaggregated data on individuals who self-identify as American Indian or Alaska Native, Native Hawaiian or Pacific Islander, and Multiracial is excluded due to small N-sizes but is included in the denominator for the charts below. Individuals with unknown/non reported race/ethnicity were excluded from all analysis of race/ethnicity.

TABLE 28: TEACHER WORKFORCE IN PREK-12 PUBLIC SCHOOLS BY RACE/ETHNICITY AND GENDER

Illinois	Year				
	SY 17-18	SY 18-19	SY 19-20	SY 20-21	SY 21-22
A. Race/Ethnicity of Teachers					
Black	6%	6%	6%	6%	6%
Latinx	6%	7%	7%	8%	8%
Asian	2%	2%	2%	2%	2%
White	85%	84%	84%	83%	83%
B. Race/Ethnicity and Gender of Teachers					
All Women	77%	77%	77%	77%	77%
Black Women	5%	5%	5%	5%	5%
Latinx Women	5%	5%	6%	6%	6%
Asian Women	1%	1%	1%	1%	1%
White Women	65%	65%	64%	64%	63%
All Men	23%	23%	23%	23%	23%
Black Men	1%	1%	1%	1%	1%
Latinx Men	1%	2%	2%	2%	2%
Asian Men	0.4%	0.4%	0.4%	0.4%	0.4%
White Men	20%	20%	20%	19%	19%
C. National Comparison					
In SY20-21, Illinois had the 21st largest percent of teachers of color compared to other states across the country.					
Among the 11 states with 50%-60% students of color, Illinois had the 6th smallest percentage point gap between the percentage of PreK-12 students of color and teachers of color in SY20-21.					

TABLE 29: TEACHER CANDIDATES ENROLLING AND COMPLETING ILLINOIS TEACHER PREPARATION PROGRAMS BY RACE/ETHNICITY

Illinois	Year			
	SY 17-18	SY 18-19	SY 19-20	SY 20-21
A. Race/Ethnicity of Illinois Teacher Preparation Program Enrollers				
Black	7%	8%	8%	9%
Latinx	14%	14%	17%	17%
Asian	4%	4%	3%	4%
White	71%	69%	68%	66%
B. Race/Ethnicity of Illinois Teacher Preparation Program Completers				
Black		5%	6%	8%
Latinx		12%	14%	18%
Asian		4%	4%	4%
White		75%	73%	67%
C. Illinois Teacher Preparation Program Cohort Completion Rates by Race/Ethnicity				
Black				
Latinx				
Asian				
White				
C. National Comparison				

In SY20-21, Illinois had the 15th largest percent of teacher candidates of color compared to other states across the country. Among the 11 states with 50%-60% students of color, Illinois has the 3rd smallest percentage point gap between PreK-12 students and teacher candidates of color.

Additionally, among the 8 midwestern states (Illinois, Michigan, Indiana, Minnesota, Wisconsin, Missouri, Ohio, Iowa, and Kentucky), Illinois has the smallest percentage point gap between PreK-12 students and teacher candidates of color.

TABLE 30: LICENSURE AND HIRING RATES FOR ILLINOIS' TEACHER PREPARATION PROGRAM COMPLETERS BY RACE/ETHNICITY

Illinois	Year			
	SY 17-18	SY 18-19	SY 19-20	SY 20-21
A. Percent of Illinois Teacher Preparation Program Completers Who Earn Licensure within One Year of Program Completion by Race/Ethnicity				
Black	85%	90%		82%
Latinx	92%	90%		88%
Asian	88%	90%		93%
White	95%	93%		94%
B. Percent of Licensed Illinois Teacher Preparation Program Completers Who Were Hired into PreK-12 Public Schools by Race/Ethnicity*				
Black				
Latinx				
Asian				
White				

**This data is collected in the Illinois State Board of Education Educator Supply and Demand Report. We have omitted this data due to quality concerns but continue to think it is an important line of inquiry.*

TABLE 31: NEWLY HIRED TEACHERS IN PREK-12 PUBLIC SCHOOLS BY RACE/ETHNICITY AND GENDER

Illinois	Year				
	SY 17-18	SY 18-19	SY 19-20	SY 20-21	SY 21-22
A. Race/Ethnicity of Newly Hired Teachers					
Black	7%	8%	9%	9%	10%
Latinx	10%	10%	12%	12%	14%
Asian	3%	3%	3%	3%	3%
White	80%	78%	75%	75%	71%
B. Race/Ethnicity and Gender of Newly Hired Teachers					
All Women	78%	79%	77%	78%	77%
Black Women	5%	6%	6%	6%	7%
Latinx Women	7%	8%	9%	9%	11%
Asian Women	2%	2%	2%	2%	2%
White Women	63%	62%	59%	59%	55%
All Men	22%	21%	23%	22%	23%
Black Men	2%	2%	3%	3%	3%
Latinx Men	2%	2%	3%	3%	3%
Asian Men	1%	1%	1%	1%	1%
White Men	17%	16%	17%	16%	16%

TABLE 32: TEACHER RETENTION RATES IN PREK-12 PUBLIC SCHOOLS BY RACE/ETHNICITY AND GENDER

Illinois	Year			
	SY 18-19	SY 19-20	SY 20-21	SY 21-22
A. Teacher Attrition by Race/Ethnicity				
Black	11.2%	14.1%	10.4%	11.2%
Latinx	7.4%	7.7%	5.8%	7.3%
Asian	9.2%	8.8%	6.2%	7.2%
White	7.8%	7.6%	6.6%	7.6%
B. Teacher Attrition by Race/Ethnicity and Gender				
All Women	8.1%	8.2%	6.9%	8.2%
Black Women	10.7%	14.0%	9.8%	11.2%
Latinx Women	6.9%	7.2%	5.4%	7.3%
Asian Women	8.6%	8.5%	6.4%	7.8%
White Women	8.0%	7.8%	6.8%	8.0%
All Men	7.8%	7.5%	6.3%	6.7%
Black Men	13.1%	14.5%	12.5%	10.9%
Latinx Men	9.1%	9.2%	7.4%	7.6%
Asian Men	11.2%	10.1%	5.6%	5.2%
White Men	7.3%	6.9%	5.8%	6.4%
C. Within-School Teacher Retention by Race/Ethnicity				
Black	76.7%	75.5%	82.8%	82.3%
Latinx	82.8%	83.1%	87.5%	85.2%
Asian	80.1%	82.3%	87.5%	84.8%
White	83.7%	84.3%	86.9%	85.2%
D. Within-School Teacher Retention by Race/Ethnicity and Gender				
All Women	82.9%	83.3%	86.4%	84.4%
Black Women	77.2%	75.9%	83.6%	82.1%
Latinx Women	83.5%	83.7%	88.0%	85.1%
Asian Women	80.5%	82.6%	87.2%	84.1%
White Women	83.4%	83.9%	86.5%	84.5%
All Men	83.9%	84.4%	87.6%	87.1%
Black Men	74.4%	73.6%	79.7%	82.9%
Latinx Men	80.6%	81.1%	85.4%	85.5%
Asian Men	78.8%	81.4%	88.5%	87.3%
White Men	84.8%	85.4%	88.3%	87.5%

TABLE 33: PRINCIPAL WORKFORCE IN PREK-12 PUBLIC SCHOOLS BY RACE/ETHNICITY AND GENDER

Illinois	Year				
	SY 17-18	SY 18-19	SY 19-20	SY 20-21	SY 21-22
A. Race/Ethnicity of Principals					
Black	15%	15%	15%	14%	15%
Latinx	6%	5%	5%	6%	6%
Asian*	0.7%				
White	78%	79%	79%	78%	78%
B. Race/Ethnicity and Gender of Principals					
All Women	54%	54%	55%	55%	56%
Black Women	10%	11%	11%	11%	11%
Latinx Women	3%	3%	3%	3%	3%
Asian Women*					
White Women	39%	40%	40%	41%	41%
All Men	46%	46%	45%	45%	44%
Black Men	4%	4%	4%	4%	4%
Latinx Men	2%	2%	2%	3%	2%
Asian Men*					
White Men	39%	39%	38%	38%	37%
C. National Comparison					
In SY20-21, Illinois had the 13th largest percent of principals of color compared to other states across the country. Illinois had the 25th smallest percentage point gap between teachers and principals of color compared to other states across the country.					

** Data is excluded where the denominator is less than or equal to 25.*

TABLE 34: PRINCIPAL RETENTION RATES IN PREK-12 PUBLIC SCHOOLS BY RACE/ETHNICITY AND GENDER

Illinois	Year			
	SY 18-19	SY 19-20	SY 20-21	SY 21-22
A. Principal Attrition by Race/Ethnicity				
Black	13.3%	13.7%	12.6%	13.7%
Latinx	16.3%	13.6%	8.6%	10.5%
Asian*				
White	11.3%	10.5%	9.1%	10.3%
B. Principal Attrition by Race/Ethnicity and Gender				
All Women	12.9%	11.3%	9.3%	11.3%
Black Women	11.8%	12.2%	10.6%	12.7%
Latinx Women	17.5%	15.5%	8.0%	11.3%
Asian Women*				
White Women	12.6%	10.6%	9.0%	11.0%
All Men	11.0%	11.2%	10.2%	10.3%
Black Men	17.1%	17.8%	17.6%	16.6%
Latinx Men	14.7%	11.1%	9.5%	9.4%
Asian Men*				
White Men	10.1%	10.5%	9.2%	9.6%
C. Within-School Principal Retention by Race/Ethnicity				
Black	78.0%	79.2%	80.1%	79.5%
Latinx	81.1%	80.1%	88.8%	88.3%
Asian*				
White	82.9%	84.1%	86.3%	84.8%
D. Within-School Principal Retention by Race/Ethnicity and Gender				
All Women	81.1%	83.7%	86.1%	83.6%
Black Women	80.1%	81.8%	83.9%	80.2%
Latinx Women	80.0%	78.6%	90.3%	88.7%
Asian Women*				
White Women	81.7%	84.7%	86.5%	84.0%
All Men	83.0%	82.5%	84.6%	85.1%
Black Men	72.8%	72.4%	70.4%	77.6%
Latinx Men	82.5%	81.9%	86.9%	87.6%
Asian Men*				
White Men	84.0%	83.6%	86.1%	85.7%

** Data is excluded where the denominator is less than or equal to 25.*

TABLE 35: ASSISTANT PRINCIPAL WORKFORCE IN PREK-12 PUBLIC SCHOOLS BY RACE/ETHNICITY AND GENDER					
Illinois	**Year**				
	SY 17-18	SY 18-19	SY 19-20	SY 20-21	SY 21-22
A. Race/Ethnicity of Assistant Principals					
Black	17%	18%	18%	18%	18%
Latinx	8%	9%	9%	9%	9%
Asian	1%	1%	1%	1%	1%
White	73%	71%	71%	70%	70%
B. Race/Ethnicity and Gender of Assistant Principals					
All Women	57%	58%	59%	60%	60%
Black Women	11%	12%	12%	13%	13%
Latinx Women	5%	6%	6%	6%	6%
Asian Women*					
White Women	39%	40%	39%	39%	39%
All Men	43%	42%	41%	40%	40%
Black Men	5%	5%	6%	5%	5%
Latinx Men	3%	3%	3%	3%	3%
Asian Men*					
White Men	33%	32%	32%	31%	31%

** Data is excluded where the denominator is less than or equal to 25.*

TABLE 36: ASSISTANT PRINCIPAL RETENTION RATES IN PREK-12 PUBLIC SCHOOLS BY RACE/ETHNICITY AND GENDER

Illinois	Year			
	SY 18-19	SY 19-20	SY 20-21	SY 21-22
A. Assistant Principal Attrition by Race/Ethnicity				
Black	14.4%	16.8%	12.2%	11.6%
Latinx	10.1%	13.4%	5.4%	7.7%
Asian*		12.9%	6.1%	12.8%
White	12.1%	11.4%	9.5%	8.9%
B. Assistant Principal Attrition by Race/Ethnicity and Gender				
All Women	14.1%	14.1%	9.9%	10.4%
Black Women	16.1%	16.6%	13.3%	11.0%
Latinx Women	6.9%	14.5%	6.3%	7.8%
Asian Women*				
White Women	13.7%	13.2%	9.4%	10.5%
All Men	10.5%	10.4%	9.3%	7.7%
Black Men	10.9%	17.1%	9.8%	13.1%
Latinx Men	15.6%	11.3%	3.7%	7.7%
Asian Men*				
White Men	10.3%	9.3%	9.8%	6.8%
C. Within-School Assistant Principal Retention by Race/Ethnicity				
Black	67.2%	67.0%	75.8%	73.9%
Latinx	77.6%	76.1%	82.9%	82.5%
Asian*				76.9%
White	75.3%	76.4%	79.8%	81.3%
D. Within-School Assistant Principal Retention by Race/Ethnicity and Gender				
All Women	71.6%	73.2%	78.4%	78.0%
Black Women	65.0%	67.0%	76.5%	75.1%
Latinx Women	79.7%	77.8%	82.1%	82.0%
Asian Women*				
White Women	73.0%	74.3%	78.4%	78.5%
All Men	77.1%	77.1%	80.3%	82.9%
Black Men	71.8%	67.1%	74.4%	70.8%
Latinx Men	74.0%	72.8%	84.3%	83.7%
Asian Men*				
White Men	77.9%	79.1%	81.4%	84.9%

** Data is excluded where the denominator is less than or equal to 25.*

TABLE 37: PARAPROFESSIONAL WORKFORCE IN PREK-12 PUBLIC SCHOOLS BY RACE/ETHNICITY AND GENDER

Illinois	Year				
	SY 17-18	SY 18-19	SY 19-20	SY 20-21	SY 21-22
A. Race/Ethnicity of Paraprofessionals					
Black	9%	15%	15%	16%	16%
Latinx	9%	14%	15%	16%	16%
Asian	2%	2%	2%	2%	3%
White	79%	68%	66%	65%	64%
B. Race/Ethnicity and Gender of Paraprofessionals					
All Women	90%	89%	89%	89%	88%
Black Women	7%	11%	12%	12%	12%
Latinx Women	8%	13%	13%	14%	14%
Asian Women	2%	2%	2%	2%	2%
White Women	73%	62%	61%	59%	58%
All Men	10%	11%	11%	11%	12%
Black Men	2%	3%	3%	4%	4%
Latinx Men	1%	2%	2%	2%	2%
Asian Men	0.2%	0.2%	0.2%	0.2%	0.2%
White Men	6%	5%	5%	5%	6%

TABLE 38: PARAPROFESSIONAL RETENTION RATES IN PREK-12 PUBLIC SCHOOLS BY RACE/ETHNICITY AND GENDER

Illinois	Year			
	SY 18-19	SY 19-20	SY 20-21	SY 21-22
A. Paraprofessional Attrition by Race/Ethnicity				
Black	22.5%	19.0%	14.4%	18.1%
Latinx	18.0%	15.1%	11.3%	14.7%
Asian	18.1%	19.4%	17.2%	20.0%
White	19.9%	19.2%	17.9%	20.1%
B. Paraprofessional Attrition by Race/Ethnicity and Gender				
All Women	19.1%	17.8%	15.9%	18.4%
Black Women	21.7%	18.2%	13.9%	17.4%
Latinx Women	17.2%	14.2%	10.9%	14.2%
Asian Women	17.3%	18.7%	16.7%	19.4%
White Women	19.1%	18.4%	17.4%	19.6%
All Men	28.0%	25.0%	19.7%	22.9%
Black Men	25.2%	22.0%	16.4%	20.3%
Latinx Men	24.3%	21.4%	14.2%	18.4%
Asian Men	27.9%	28.1%	23.8%	27.4%
White Men	29.4%	27.6%	23.4%	26.0%
C. Within-School Paraprofessional Retention by Race/Ethnicity				
Black	63.9%	72.1%	79.2%	74.8%
Latinx	68.8%	77.1%	82.6%	78.2%
Asian	69.3%	71.9%	76.3%	68.6%
White	69.6%	72.3%	73.7%	70.7%
D. Within-School Paraprofessional Retention by Race/Ethnicity and Gender				
All Women	69.9%	73.9%	76.2%	72.9%
Black Women	64.3%	73.6%	79.8%	75.4%
Latinx Women	69.9%	77.7%	82.8%	78.4%
Asian Women	69.8%	72.4%	76.7%	69.0%
White Women	70.5%	73.1%	74.1%	71.2%
All Men	60.4%	66.2%	73.3%	69.4%
Black Men	62.7%	67.2%	77.4%	72.8%
Latinx Men	59.7%	72.7%	80.9%	76.7%
Asian Men	63.6%	65.5%	71.4%	62.9%
White Men	59.9%	63.7%	68.4%	65.1%

METRIC DEFINITIONS

Metric-Wide Definitions:

- **Assistant Principals:** Individuals in position code 104. Source: *Illinois State Board of Education Employment Information System*
- **Bilingual:** Teachers in position codes 202 and 251. Source: *Illinois State Board of Education Employment Information System*
- **Black:** Used to describe anyone who identifies as Black or African American.
- **District Level:** Analysis of the data was conducted by looking at all public school districts across the state of Illinois.
- **Evidence Based Funding (EBF) Tier:** A district's tier assignment in the first year of implementation of the Evidence-Based Funding formula, Illinois' historic funding reform. Tier 1 districts are the least well-funded districts that receive the largest share of new state funds, while Tier 4 districts are the most well-funded (funded above 100% of full funding). Districts often change tiers from year to year, however all tier assignments used in this analysis are based on Fiscal Year 2018 (FY18) to allow for a consistent comparison of groups over time. Source: *Illinois State Board of Education State Report Card*
- **Gender:** Percentage of individuals who self-identify as a woman or man. The datasets used for this report do not include any educators recorded as non-binary.
- **Geography:** Describes whether an entity is rural – remote, rural – non-remote, town, suburban, or urban. Rural – remote areas are furthest from an urbanized area or from an urban cluster. At times data may be aggregated up to rural or rural/town due to the small number of districts or educators that fall in these categories. Source: *National Center for Education Statistics Locale Boundaries*
- **Latinx:** Used to describe anyone who is of Latin American descent.
- **Paraprofessionals:** Individuals in position code 310. Source: *Illinois State Board of Education Employment Information System*
- **Principals:** Individuals in position code 103. Source: *Illinois State Board of Education Employment Information System*
- **Principals of Color:** Principals who identify as American Indian or Alaska Native, Asian, Black, Native Hawaiian or Pacific Islander, Multiracial/Two or More Races, or of Latinx origin.
- **Race/Ethnicity:** Individuals who identify as American Indian or Alaska Native, Asian, Black, Native Hawaiian or Pacific Islander, Multiracial/Two or More Races, or of Latinx origin. Individuals of unknown or nonreported race/ethnicity are excluded from all analysis.
- **School Level:** Analysis of the data was conducted by looking at all public schools across the state of Illinois.
- **Special Education:** Teachers in position code 207, 250, and 251. Source: *Illinois State Board of Education Employment Information System*
- **Students of Color:** Students who identify as American Indian or Alaska Native, Asian, Black, Native Hawaiian or Pacific Islander, Multiracial/Two or More Races, or of Latinx origin.
- **Teacher Candidates of Color:** Teacher preparation program enrollers who identify as American Indian or Alaska Native, Asian, Black, Native Hawaiian or Pacific Islander, Multiracial/Two or More Races, or of Latinx origin. Source: *United States Department of Education Title II Data Collection*
- **Teachers:** Individuals in instructional positions, including position codes 200-251 and 601-611. Does not include instructional coaches, interventionists, or substitute teachers. Source: *Illinois State Board of Education Employment Information System*
- **Teachers of Color:** Teachers who identify as American Indian or Alaska Native, Asian, Black, Native Hawaiian or Pacific Islander, Multiracial/Two or More Races, or of Latinx origin.
- **Type:** School grade level as assigned on the Illinois State Report Card. Elementary includes entities designated as PreK only. Source: *Illinois State Board of Education State Report Card*

Educator Supply and Demand

Table 1: Size of Teacher Workforce in PreK-12 Public Schools

A. **Teacher Full Time Equivalents (FTE):** The total sum of full-time equivalent teachers in instructional positions. Source: *Illinois State Board of Education Employment Information System*

B. **National Comparison:** Each state's percentage change in teacher FTE over time is compared across all 50 states and the District of Columbia to determine each state's respective rank within a given time frame. Source: *Illinois State Board of Education Employment Information System*

Table 2: Student-to-Teacher Ratios Across PreK-12 Public Schools

A. **Student-to-Teacher Ratios:** The sum of all students divided by the sum of all teachers. Source: *Illinois State Board of Education Employment Information System, Illinois State Report Card*

B. **National Comparison:** For each state, the sum of all students divided by the sum of all teachers is compared across all 50 states and the District of Columbia to determine each state's rank. Source: *U.S. Department of Education National Center for Education Statistics Common Core of Data, U.S. Department of Education National Center for Education Statistics National Teacher and Principal Survey*

Table 3: Number of Teacher Candidates Enrolling in and Completing Illinois Teacher Preparation Programs

A. **Illinois Teacher Preparation Program Enrollers:** Total sum of students enrolled in Illinois teacher preparation programs, inclusive of both traditional and alternative programs. Enrollers include students who completed programs in that school year. Prior to SY18-19, enrollment data from Title II does not include completers. For consistency, we have added completers to the raw enrollment data for those years. We have also revised

enrollment numbers for DePaul University in SY19-20 and SY20-21 to accurately reflect the actual number of individuals enrolled. Source: *United States Department of Education Title II Data Collection*

B. **Illinois Teacher Preparation Program Completers:** The total sum of students who have met all the requirements of their teacher preparation program in a given school year. Does not necessarily indicate that an individual has been licensed. Source: *United States Department of Education Title II Data Collection*

C. **Illinois Teacher Preparation Program Cohort Completion Rates:** This data is not currently publicly reported in Illinois. Cohort completion rates are typically determined by dividing the number of teacher preparation program completers that belong to a specified 2-year cohort by the total number of completers and non-completers in that cohort.

D. **National Comparison:** The percentage change in teacher preparation program candidates is compared across all 50 states, the District of Columbia, and Puerto Rico to determine each state's respective rank within a given time frame. Source: *United States Department of Education Title II Data Collection*

Table 4: Licensure and Hiring Rates of Illinois' Teacher Preparation Program Completers in PreK-12 Public Schools

A. **Percent of Illinois Teacher Preparation Program Completers Who Earn Licensure Within One Year of Completion:** The percentage of completers of teacher preparation programs in Illinois who earn teacher licensure within one year of program completion. Source: *Illinois State Board of Education Educator Supply and Demand Dashboard*

B. **Percent Licensed Illinois Teacher Preparation Program Completers Who Were Hired into PreK-12 Public Schools:** The sum of completers of Illinois teacher preparation programs who were hired into PreK-12 public schools in Illinois. Data is omitted due to quality concerns. Source: *Illinois State Board of Education Educator Supply and Demand Dashboard*

Table 5: Supply and Demand of Teachers in PreK-12 Public Schools

A. **Number of New Teachers Needed:** Estimated by subtracting the number of teachers retained as teachers in Illinois from the combined number of filled and unfilled positions each year. Source: *Illinois State Board of Education Employment Information System, Illinois State Board of Education Unfilled Positions Report*

B. **New Professional Educator Licenses Issued:** Number of newly issued Professional Educator Licenses, including non-teaching licenses. Source: *Illinois State Board of Education Annual Report*

C. **New Provisional Licenses Issued:** Number of newly issued provisional licenses including TBE, VIT, PCTE, CTEP, APE, and PIDU licenses. These licenses allow individuals to teach in certain settings without a Professional Educator License. Some are not renewable and last anywhere between one and five years. Source: *Illinois State Board of Education Annual Report*

D. **Number of New Bilingual Teachers Needed:** Estimated by subtracting the number of bilingual teachers retained as bilingual teachers in Illinois from the combined number of filled and unfilled positions each year. Source: *Illinois State Board of Education Employment Information System, Illinois State Board of Education Unfilled Positions Report*

E. **New Bilingual Endorsements Issued:** Number of newly issued endorsements in bilingual education. Individuals must complete all the requirements to earn a Bilingual endorsement. Individuals who are already endorsed in bilingual education can earn additional endorsements. Source: *Illinois State Board of Education Annual Report*

F. **New Transitional Bilingual Educator or Visiting International Teacher Licenses Issued:** These licenses are used primarily, but not solely, by bilingual teachers, are valid for five years, and are not renewable. Licenses are issued to bilingual individuals with bachelor's degrees. Source: *Illinois State Board of Education Annual Report*

G. **New Bilingual Short-Term Approvals Issued:** Estimated based on the number of new bilingual short-term approvals issued in a given year to any individual who has taught in Illinois between SY17-18 and SY21-22. Short-term approvals are valid for three years and are not renewable. Source: *Illinois State Board of Education Employment Information System*

H. **Number of Current Teachers with Bilingual Credential Not in Bilingual Positions:** Number of teachers (FTE) who hold a bilingual endorsement and are currently in a teaching position in Illinois that is not a bilingual position. Source: *Illinois State Board of Education Employment Information System, Illinois State Board of Educator Licensure Information System*

I. **Number of New Special Education Teachers Needed:** Estimated by subtracting the number of special education teachers retained as special education teachers in Illinois from the combined number of filled and unfilled positions each year. Source: *Illinois State Board of Education Employment Information System, Illinois State Board of Education Unfilled Positions Report*

J. **New Special Education Endorsements Issued:** Number of newly issued endorsements in special education. Individuals must complete all the requirements to earn a Special Education endorsement. Individuals who are already endorsed in special education can earn additional endorsements. Source: *Illinois State Board of Education Annual Report*

K. **New Special Education Short-Term Emergency Approvals Issued:** Number of newly issued short-term emergency approvals in special education. Short-term emergency approvals are valid for three years and are not renewable. Source: *Illinois State Board of Education Annual Report*

L. **Number of Current Teachers with Special Education Credential Not in Special Education Positions:** Number of teachers (FTE) who hold a special education endorsement and are currently in a teaching position in Illinois that is not a special education position. Source: *Illinois State Board of Education Employment Information System, Illinois State Board of Educator Licensure Information System*

Table 6: Teachers Licensure in PreK-12 Public Schools

A. **Percent of Teachers with Professional Educator Licenses:** Number of current teachers (headcount) who hold a Professional Educator License earned before October 1st of a given school year divided by the number of all current teachers (headcount). Source: *Illinois State Board of Education Employment Information System, Illinois State Board of Educator Licensure Information System*

B. **Percent of Teachers with Provisional Licenses:** Number of current teachers (headcount) who hold a provisional license earned before October 1st of a given school year that expires on or after October 1st of a given school year, divided by number of all current teachers (headcount). Note that individuals who hold a provisional license and a Professional Educator License simultaneously are included in the numerator. Source: *Illinois State Board of Education Employment Information System, Illinois State Board of Educator Licensure Information System*

C. **Percent of Teachers on Short-Term Approvals:** Number of current teachers (headcount) who hold a short-term approval or short-term emergency approval earned before October 1st of a given school year that expires on or after October 1st of a given school year, divided by number of all current teachers (headcount). Note that individuals who hold a short-term approval and have earned an endorsement in the same area are still included in the numerator. Source: *Illinois State Board of Education Employment Information System, Illinois State Board of Educator Licensure Information System*

D. **Percent of Students in Schools Where 5% or More Teachers Have Short-Term Approvals or Provisional Licenses:** Sum of students enrolled in a school where at least 5% of teachers hold either a short-term approval or provisional license divided by the sum of all students enrolled in PreK-12 public schools. Source: *Illinois State Board of Education Employment Information System, Illinois State Board of Educator Licensure Information System, Illinois State Report Card*

Table 7: Percent of Novice Teachers in PreK-12 Public Schools

A. **Novice Teachers:** The number of teachers (FTE) who have three or fewer years of teaching experience divided by the total number of teachers. Source: *Illinois State Board of Education Employment Information System*

B. **Percent of Students in Schools with 25% or More Novice Teachers:** The sum of students enrolled in schools where the percentage of novice teachers is at or above 25% divided by the sum of all students enrolled in PreK-12 public schools. Source: *Illinois State Board of Education Employment Information System, Illinois State Report Card*

Table 8: Size of Principal Workforce in PreK-12 Public Schools

A. **Principal FTE:** The total sum of full-time equivalent principals. Source: *Illinois State Board of Education Annual Report*

Table 9: Size of Assistant Principal Workforce in PreK-12 Public Schools

A. **Assistant Principal FTE:** The total sum of full-time equivalent assistant principals. Source: *Illinois State Board of Education Annual Report*

Table 10: Supply and Demand of Principals and Assistant Principals in PreK-12 Public Schools

A. **Number of New Principals and Assistant Principals Needed:** Estimated by subtracting the combined number of principals and assistant principals retained as either principals or assistant principals in Illinois from the combined number of filled and unfilled principal and assistant principal positions each year. Source: *Illinois State Board of Education Employment Information System, Illinois State Board of Education Unfilled Positions Report*

B. **Number of Illinois Principal Preparation Completers:** The total sum of individuals who have met all the requirements of a State-approved principal preparation program and who have fulfilled the requirements for receipt of a principal endorsement. Source: *Illinois State Board of Education Annual Program Reporting*

C. **Current Teachers with Principal Endorsement:** The total sum of current teachers (FTE) with principal endorsements earned before October 1 of a given school year. Source: *Illinois State Board of Education Employment Information System, Illinois State Board of Education Educator Licensure Information System*

Table 11: Size of Paraprofessional Workforce in PreK-12 Public Schools

A. **Paraprofessional FTE:** The sum of individuals (FTE) in paraprofessional positions. Paraprofessionals support teachers and students under the direction of a teacher. Source: *Illinois State Board of Education Employment Information System*

B. **National Comparison:** The percentage change in paraprofessional FTE is compared across 48 states (Utah and Nevada are excluded due to missing values) and the District of Columbia to determine each state's respective rank within a given time frame. Source: *Illinois State Board of Education Employment Information System*

Table 12: Supply and Demand of Paraprofessionals in PreK-12 Public Schools

A. **Number of New Paraprofessionals Needed:** Estimated by subtracting the number of paraprofessionals retained as paraprofessionals in Illinois from the combined number of filled and unfilled paraprofessional positions each year. Source: *Illinois State Board of Education Employment Information System, Illinois State Board of Education Unfilled Positions Report*

B. **New Paraprofessional Licenses Issued:** The number of new paraprofessional licenses issued each year. Source: *Illinois State Board of Education Annual Report*

Educator Retention

Table 13: Teacher Retirements in PreK-12 Public Schools

A. **Annual Retirements:** The sum of all newly retired teachers in the Illinois Teachers' Retirement System and the Chicago Teachers' Pension Fund. Source: *Illinois Teachers' Retirement System Annual Report, Chicago Teachers' Pension Fund Annual Comprehensive Report*

B. **Illinois Teachers' Retirement System:** The sum of all newly retired teachers in the Illinois Teachers' Retirement System. Source: *Illinois Teachers' Retirement System Annual Report*

C. **Chicago Teachers' Pension Fund:** The sum of all newly retired teachers in the Chicago Teachers' Pension Fund. Source: *Chicago Teachers' Pension Fund Annual Comprehensive Report*

Table 14: Teacher Attrition Rates in PreK-12 Public Schools

A. **Teacher Attrition Rate:** The sum of teachers (headcount) from the prior year who did not return as a teacher in any Illinois PreK-12 public school in the current year divided by the sum of all teachers from the prior year (headcount). Source: *Illinois State Board of Education Employment Information System*

Table 15: Within-School Teacher Retention Rates in PreK-12 Public Schools

A. **Within-School Teacher Retention Rate:** The sum of teachers (headcount) from the prior year who returned to work in their same school in any position in the current year divided by the sum of all teachers from the prior year (headcount). Source: *Illinois State Board of Education Employment Information System*

B. **Percent of Students in Schools with Within-School Teacher Retention Rates Below 75%:** The sum of students enrolled in schools where the within-school teacher retention rate is below 75% divided by the sum of all students enrolled in a PreK-12 public school. Source: *Illinois State Board of Education Employment Information System, Illinois State Report Card*

Table 16: 5Essentials: Effective Leaders

A. **Percent of Students in PreK-12 Public Schools Scoring At or Above 50 on Effective Leaders:** Sum of all students in schools that earned a score at or above 50 on the Effective Leaders essential from the 5Essentials survey divided by the sum of all students in public PreK-12 schools. Scores are based on teacher responses to survey questions about teacher-leader trust, teacher influence over school policy, and instructional leadership. A score of 50 is used here as a benchmark to track progress over time and across different types of schools. A score of 50 is equivalent to the average school performance collected in a baseline survey implementation year (2013 for non-CPS schools, 2011 for CPS schools). Data is included only for schools with greater than 50% teacher participation rates who received scores in the given school year. Source: *Illinois State Board of Education 5Essentials Data Files, Illinois State Report Card*

B. **Percent of Students in PreK-12 Public Schools Scoring At or Above 50 on Each Effective Leaders Measure:** Sum of all students in schools that earned a score at or above 50 on each Effective Leaders measure divided by the sum of all students in public PreK-12 schools. Data is included only for schools with greater than 50% teacher participation rates who received scores in the given school year. Source: *UChicago Impact 5Essentials Reports, Illinois State Report Card*

Table 17: 5Essentials: Collaborative Teachers

A. **Percent of Students in PreK-12 Public Schools Scoring At or Above 50 on Collaborative Teachers:** Sum of all students in schools that earned a score at or above 50 on the Collaborative Teachers essential from the 5Essentials survey divided by the sum of all students in public PreK-12 schools. Scores are based on teacher responses to survey questions about teacher-teacher trust, quality professional development, and school commitment. A score of 50 is used here as a benchmark to track progress over time and across different types of schools. A score of 50 is equivalent to the average school performance collected in a baseline survey implementation year (2013 for non-CPS schools, 2011 for CPS schools). Data is included only for schools with greater than 50% teacher participation rates who received scores in the given school year. Source: *Illinois State Board of Education 5Essentials Data Files, Illinois State Report Card*

B. **Percent of Students in PreK-12 Public Schools Scoring At or Above 50 on Each Collaborative Teachers Measure:** Sum of all students in schools that earned a score at or above 50 on each Effective Leaders measure divided by the sum of all students in public PreK-12 schools. Data is included only for schools with greater than 50% teacher participation rates who received scores in the given school year. Source: *UChicago Impact 5Essentials Reports, Illinois State Report Card*

Table 18: Principal Attrition Rates in PreK-12 Public Schools

A. **Principal Attrition Rate:** The sum of principals (headcount) from the year prior who did not return in either a principal or assistant principal position in any Illinois PreK-12 public school in the current school year divided by the sum of all principals (headcount) from the prior year. Source: *Illinois State Board of Education Employment Information System*

Table 19: Within-School Principal Retention Rates in Public PreK-12 Schools

A. **Within-School Principal Retention Rate:** The sum of principals (headcount) from the prior year who returned to work in their same school in any position divided by the sum of all principals from the prior year (headcount). Source: *Illinois State Board of Education Employment Information System*

B. **Percent of Students in Schools That Had At Least Three Principals in the Last Six Years:** The sum of students enrolled in schools where there were at least three or more principals within the same school over a six-year period divided by the total sum of students enrolled in PreK-12 Public schools. Source: *Illinois State Board of Education State Report Card*

Table 20: Assistant Principal Attrition Rates in PreK-12 Public Schools

A. **Assistant Principal Attrition Rate:** The sum of assistant principals (headcount) from the year prior who did not return in either a principal or assistant principal position in any Illinois PreK-12 public school in the current school year divided by the sum of all assistant principals (headcount) from the prior year. Source: *Illinois State Board of Education Employment Information System*

Table 21: Within-School Assistant Principal Retention Rates in PreK-12 Public Schools

A. **Within-School Assistant Principal Retention Rate:** The sum of assistant principals (headcount) from the prior year who returned to teach in their same school in any position in the current year divided by the sum of all assistant principals from the prior year (headcount). Source: *Illinois State Board of Education Employment Information System*

Table 22: Paraprofessional Attrition Rates in PreK-12 Public Schools

A. **Paraprofessional Attrition Rate:** The sum of paraprofessionals (headcount) from the prior year who did not return as paraprofessional in any Illinois PreK-12 public school in the current year divided by the sum of all paraprofessionals from the prior year (headcount). Source: *Illinois State Board of Education Employment Information System*

Table 23: Within-School Paraprofessional Retention Rates in PreK-12 Public Schools

A. **Within-School Paraprofessional Retention Rate:** The sum of paraprofessionals (headcount) from the prior year who returned to work in their same school in any position in the current year divided by the sum of all paraprofessionals from the prior year (headcount). Source: *Illinois State Board of Education Employment Information System*

B. **Percent of Students in Schools with Within-School Paraprofessional Retention Rate Less Than or Equal to 50%:** The sum of students enrolled in schools where the within-school paraprofessional retention rate is below or equal to 50% divided by the sum of all students enrolled in a PreK-12 public school. Source: *Illinois State Board of Education Employment Information System, Illinois State Report Card*

Educator Shortages

Table 24: Teacher Vacancy Rates in PreK-12 Public Schools, Districts, Special Education Cooperatives, and Regional Offices of Education

A. **Teacher Vacancy Rate:** The sum of unfilled teacher positions (FTE) divided by the total sum of filled and unfilled teacher positions (FTE) for that school year. The number of filled positions is derived from data from the from the same school year except in SY22-23. For SY22-23, we use the estimated vacancy rate located in the Illinois State Board of Education Unfilled Positions Report, which calculates the number of filled positions based on data from SY21-22. Source: *Illinois State Board of Education Employment Information System, Illinois State Board of Education Unfilled Positions Report*

B. **Percent of Students in Schools with a Teacher Vacancy Rate Greater Than or Equal to 5%:** The sum of students enrolled in schools where the teacher vacancy rate is at or above 5% divided by the sum of all students enrolled in a PreK-12 Public school. Source: *Illinois State Board of Education Employment Information System, Illinois State Report Card*

Table 25: Teacher Attendance Rates in PreK-12 Public Schools

A. **Teacher Attendance Rate:** The percentage of teachers (FTE) who are absent fewer than ten days throughout the school year. Absences are only considered if they are not related to professional development or long-term leave such as leaves pursuant to the federal Family Medical Leave Act of 1993, long-term disability, or parental leave. Source: *Illinois State Report Card, Illinois Report Card Trend File*

Table 26: Principal and Assistant Principal Vacancy Rates in PreK-12 Public Schools, Districts, Special Education Cooperatives, and Regional Offices of Education

A. **Principal and Assistant Principal Vacancy Rate:** The sum of unfilled principal and assistant principal positions (FTE) divided by the total sum of filled and unfilled principal and assistant principal positions (FTE) for that school year. The number of filled positions is derived from data from the from the same school year except in SY22-23. For SY22-23, we use the estimated vacancy rate located in the Illinois State Board of Education Unfilled Positions Report, which calculates the number of filled positions based on data from SY21-22. Source: *Illinois State Board of Education Employment Information System, Illinois State Board of Education Unfilled Positions Report*

Table 27: Paraprofessional Vacancy Rates in PreK-12 Public Schools, Districts, Special Education Cooperatives, and Regional Offices of Education

A. **Paraprofessional Vacancy Rate:** The sum of unfilled paraprofessional positions (FTE) divided by the total sum of filled and unfilled paraprofessional positions (FTE) for that school year. The number of filled positions is derived from data from the same school year except in SY22-23. For SY22-23, we use the estimated vacancy rate located in the Illinois State Board of Education Unfilled Positions Report, which calculates the number of filled positions based on data from SY21-22. Source: *Illinois State Board of Education Employment Information System, Illinois State Board of Education Unfilled Positions Report*

B. **Percent of Students in Schools with a Paraprofessional Vacancy Rate Greater Than or Equal to 5%:** The sum of students enrolled in schools where the paraprofessional vacancy rate is at or above 5% divided by the sum of all students enrolled in a PreK-12 Public school. Source: *Illinois State Board of Education Employment Information System, Illinois State Report Card*

Diversity Across the Educator Pipeline

Throughout this section, data is not separately reported for individuals who self-identify as American Indian or Alaska Native, Native Hawaiian or Pacific Islander, and Multiracial due to small N-sizes. These individuals are included in the denominator for all tables to follow. Individuals with unknown and non reported race/ethnicity were excluded from the denominator of all analyses for consistency.

Table 28: Teacher Workforce in PreK-12 Public Schools by Race/Ethnicity and Gender

A. **Race/Ethnicity of Teachers:** The sum of all teachers of a given race/ethnicity divided by the sum of all teachers with a known race/ethnicity. Source: *Illinois State Board of Education Employment Information System*

B. **Race/Ethnicity and Gender of Teachers:** The sum of all teachers of a given race/ethnicity and gender divided by the sum of all teachers with a known race/ethnicity. While individuals may identify outside of the gender binary, the data source only included the labels "Male" and "Female." Source: *Illinois State Board of Education Employment Information System*

C. **National Comparison:** The percentage of teachers of color in each state is the total sum of teachers of color divided by the sum of all teachers with a known race/ethnicity. This percentage is then compared across all 50 states and the District of Columbia to determine each state's respective rank. Source: *U.S. Department of Education National Center for Education Statistics National Teacher and Principal Survey*

The percentage point gap between the percentage of students of color in a state and the percentage of teachers of color in that state is compared across 11 states (among the 50 states and the District of Columbia) that have equal to or greater than 50% of students of color but less than 60% of students of color to determine Illinois' rank. Source*: U.S. Department of Education National Center for Education Statistics Common Core of Data, U.S. Department of Education National Center for Education Statistics National Teacher and Principal Survey*

Table 29: Teacher Candidates Enrolling and Completing Illinois Teacher Preparation Programs by Race/Ethnicity

A. **Race/Ethnicity of Illinois Teacher Preparation Program Enrollers:** The sum of all teacher preparation program enrollers of a given race/ethnicity divided by the sum of all teacher preparation program enrollers with a known race/ethnicity. Source: *United States Department of Education Title II Data Collection*

B. **Race/Ethnicity of Illinois Teacher Preparation Program Completers:** The sum of all teacher preparation program completers of a given race/ethnicity divided by the sum of all teacher preparation program completers with a known race/ethnicity. Source: *United States Department of Education Title II Data Collection*

C. **Illinois Teacher Preparation Program Cohort Completion Rates by Race/Ethnicity:** This data is not currently collected or reported—though the percentage of "diverse candidates" (teacher candidates of color, Pell Grant recipients, or first-generation college students) who complete programs within the institution-defined standard length of time is reported on the Illinois Educator Preparation Profiles. A cohort completion rate that is broken down by candidate demographics would allow us to understand how much retention in and completion of college programs may or may not be a barrier to racial/ethnic diversity in the teacher pipeline.

D. **National Comparison:** The percentage of teacher candidates of color in each state is the total sum of teacher candidates of color divided by the sum of all teacher candidates with a known race/ethnicity. This percentage is then compared across all 50 states and the District of Columbia to determine each state's respective rank within a given time frame. Individuals of unknown/non reported race/ethnicity are excluded from this analysis. Source: *United States Department of Education Title II Data Collection*

The percentage point gap between the percentage of students of color in a state and the percentage of teacher candidates of color in that state is compared across 11 states (among the 50 states and the District of Columbia) that have equal to or greater than 50% of students of color but less than 60% of students of color to determine Illinois' rank. Source: *United States Department of Education Title II Data Collection, U.S. Department of Education National Center for Education Statistics Common Core of Data*

Table 30: Licensure and Hiring Rates for Illinois' Teacher Preparation Program Completers by Race/Ethnicity

A. **Percent of Illinois Teacher Preparation Program Completers Who Earn Licensure within One Year of Program Completion by Race/Ethnicity:** The sum of all Illinois teacher preparation program completers of a given race/ethnicity who earn licensure within one year of program completion divided by the sum of all Illinois teacher preparation program completers with a known race/ethnicity. Source: *Illinois State Board of Education Employment Information System*

B. **Percent of Licensed Illinois Teacher Preparation Program Completers Who Were Hired into PreK-12 Public Schools by Race/Ethnicity:** Reporting of this data has been conducted by the Illinois State Board of Education, but we ultimately omitted from the report due to concerns about quality and comparability of data over time. Given the potential for bias in hiring processes, it is important that to fully understand if or how this point in the pipeline contributes to or detracts from diversity in the pipeline.

Table 31: Newly Hired Teachers in PreK-12 Public Schools by Race/Ethnicity and Gender

A. **Race/Ethnicity of Newly Hired Teachers:** The sum of all teachers of a given race/ethnicity who were hired as a teacher in Illinois for the first time divided by the sum of all teachers with a known race/ethnicity who were hired as a teacher in Illinois for the first time. Source: *Illinois State Board of Education Employment Information System*

B. **Race/Ethnicity and Gender of Newly Hired Teachers:** The sum of all teachers of a given race/ethnicity and gender who were hired as a teacher in Illinois for the first time divided by the sum of all teachers with a known race/ethnicity who were hired as a teacher in Illinois for the first time. While individuals may identify outside of the gender binary, the data source only included the labels "Male" and "Female." Source: *Illinois State Board of Education Employment Information System*

Table 32: Teacher Retention Rates in PreK-12 Public Schools by Race/Ethnicity and Gender

A. **Teacher Attrition by Race/Ethnicity:** The sum of all teachers (headcount) of a given race/ethnicity from the prior year who did not return as a teacher in any Illinois PreK-12 public school in the current year divided by the sum of all teachers from the prior year (headcount) with a known race/ethnicity. Source: *Illinois State Board of Education Employment Information System*

B. **Teacher Attrition by Race/Ethnicity and Gender:** The sum of all teachers (headcount) of a given race/ethnicity and gender from the prior year who did not return as a teacher in any Illinois PreK-12 public school in the current year divided by the sum of all teachers from the prior year (headcount) with a known race/ethnicity. While individuals may identify outside of the gender binary, the data source only included the labels "Male" and "Female." Source: *Illinois State Board of Education Employment Information System*

C. **Within-School Teacher Retention by Race/Ethnicity:** The sum of all teachers (headcount) of a given race/ethnicity from the prior year who returned to work in their same school in any position in the current year divided by the sum of all teachers from the prior year (headcount) with a known race/ethnicity. Source: *Illinois State Board of Education Employment Information System*

D. **Within-School Teacher Retention by Race/Ethnicity and Gender:** The sum of all teachers (headcount) of a given race/ethnicity and gender from the prior year who returned to work in their same school in any position in the current year divided by the sum of all teachers from the prior year (headcount) with a known race/ethnicity. While individuals may identify outside of the gender binary, the data source only included the labels "Male" and "Female." Source: *Illinois State Board of Education Employment Information System*

Table 33: Principal Workforce in PreK-12 Public Schools by Race/Ethnicity and Gender

A. **Race/Ethnicity of Principals:** The sum of all principals of a given race/ethnicity divided by the sum of all principals with a known race/ethnicity. Source: *Illinois State Board of Education Employment Information System*

B. **Race/Ethnicity and Gender of Principals:** The sum of all principals of a given race/ethnicity and gender divided by the sum of all principals with a known race/ethnicity. While individuals may identify outside of the gender binary, the data source only included the labels "Male" and "Female." Source: *Illinois State Board of Education Employment Information System*

C. **National Comparison:** The percentage of principals of color in each state is the total sum of principals of color divided by the sum of all principals with a known race/ethnicity. The percentage is then compared across 37 states and the District of Columbia to determine each state's respective rank. This percentage point gap between the percentage of teachers of color and the percentage of principals of color in a given state is also compared across 37 states and the District of Columbia to determine each state's respective rank. States with missing values were removed. Source: *U.S. Department of Education National Center for Education Statistics National Teacher and Principal Survey*

Table 34: Principal Retention Rates in PreK-12 Public Schools by Race/Ethnicity and Gender

A. **Principal Attrition by Race/Ethnicity:** The sum of all principals (headcount) of a given race/ethnicity from the prior year who did not return as either a principal or assistant principal in any Illinois PreK-12 public school in the current year divided by the sum of all principals from the prior year (headcount) with a known race/ethnicity. Source: *Illinois State Board of Education Employment Information System*

B. **Principal Attrition by Race/Ethnicity and Gender:** The sum of all principals (headcount) of a given race/ethnicity and gender from the prior year who did not return as either a principal or assistant principal in any Illinois PreK-12 public school in the current year divided by the sum of all principals from the prior year (headcount) with a known race/ethnicity. While individuals may identify outside of the gender binary, the data source only included the labels "Male" and "Female." Source: *Illinois State Board of Education Employment Information System*

C. **Within-School Principal Retention by Race/Ethnicity:** The sum of all principals (headcount) of a given race/ethnicity from the prior year who returned to work in their same school in any position in the current year divided by the sum of all principals from the prior year (headcount) with a known race/ethnicity. Source: *Illinois State Board of Education Employment Information System*

D. **Within-School Principal Retention by Race/Ethnicity and Gender:** The sum of all principals (headcount) of a given race/ethnicity and gender from the prior year who returned to work in their same school in any position in the current year divided by the sum of all principals from the prior year (headcount) with a known race/ethnicity. While individuals may identify outside of the gender binary, the data source only included the labels "Male" and "Female." Source: *Illinois State Board of Education Employment Information System*

Table 35: Assistant Principal Workforce in PreK-12 Public Schools by Race/Ethnicity and Gender

A. **Race/Ethnicity of Assistant Principals:** The sum of all assistant principals of a given race/ethnicity divided by the sum of all assistant principals with a known race/ethnicity. Source: *Illinois State Board of Education Employment Information System*

B. **Race/Ethnicity and Gender of Assistant Principals:** The sum of all assistant principals of a given race/ethnicity and gender divided by the sum of all assistant principals with a known race/ethnicity. While individuals may identify outside of the gender binary, the data source only included the labels "Male" and "Female." Source: *Illinois State Board of Education Employment Information System*

Table 36: Assistant Principal Retention Rates in PreK-12 Public Schools by Race/Ethnicity and Gender

A. **Assistant Principal Attrition by Race/Ethnicity:** The sum of all assistant principals (headcount) of a given race/ethnicity from the prior year who did not return as either a principal or assistant principal in any Illinois PreK-12 public school in the current year divided by the sum of all assistant principals from the prior year (headcount) with a known race/ethnicity. Source: *Illinois State Board of Education Employment Information System*

B. **Assistant Principal Attrition by Race/Ethnicity and Gender:** The sum of all assistant principals (headcount) of a given race/ethnicity and gender from the prior year who did not return as either a principal or assistant principal in any Illinois PreK-12 public school in the current year divided by the sum of all assistant principals from the prior year (headcount) with a known race/ethnicity. While individuals may identify outside of the gender binary, the data source only included the labels "Male" and "Female." Source: *Illinois State Board of Education Employment Information System*

C. **Within-School Assistant Principal Retention by Race/Ethnicity:** The sum of all assistant principals (headcount) of a given race/ethnicity from the prior year who returned to work in their same school in any position in the current year divided by the sum of all assistant principals from the prior year (headcount) with a known race/ethnicity. Source: *Illinois State Board of Education Employment Information System*

D. **Within-School Assistant Principal Retention by Race/Ethnicity and Gender:** The sum of all assistant principals (headcount) of a given race/ethnicity and gender from the prior year who returned to work in their same school in any position in the current year divided by the sum of all assistant principals from the prior year (headcount) with a known race/ethnicity. While individuals may identify outside of the gender binary, the data source only included the labels "Male" and "Female." Source: *Illinois State Board of Education Employment Information System*

Table 37: Paraprofessional Workforce in PreK-12 Public Schools by Race/Ethnicity and Gender

A. **Race/Ethnicity of Paraprofessionals:** The sum of all paraprofessionals of a given race/ethnicity divided by the sum of all paraprofessionals with a known race/ethnicity. Source: *Illinois State Board of Education Employment Information System*

B. **Race/Ethnicity and Gender of Paraprofessionals:** The sum of all paraprofessionals of a given race/ethnicity and gender divided by the sum of all paraprofessionals with a known race/ethnicity. While individuals may identify outside of the gender binary, the data source only included the labels "Male" and "Female." Source: *Illinois State Board of Education Employment Information System*

Table 38: Paraprofessional Retention Rates in PreK-12 Public Schools by Race/Ethnicity and Gender

A. **Paraprofessional Attrition by Race/Ethnicity:** The sum of all paraprofessionals (headcount) of a given race/ethnicity from the prior year who did not return as a paraprofessional in any Illinois PreK-12 public school in the current year divided by the sum of all paraprofessionals from the prior year (headcount) with a known race/ethnicity. Source: *Illinois State Board of Education Employment Information System*

B. **Paraprofessional Attrition by Race/Ethnicity and Gender:** The sum of all paraprofessionals (headcount) of a given race/ethnicity and gender from the prior year who did not return as a paraprofessional in any Illinois PreK-12 public school in the current year divided by the sum of all assistant principals from the prior year (headcount) with a known race/ethnicity. While individuals may identify outside of the gender binary, the data source only included the labels "Male" and "Female." Source: *Illinois State Board of Education Employment Information System*

C. **Within-School Paraprofessional Retention by Race/Ethnicity:** The sum of all paraprofessionals (headcount) of a given race/ethnicity from the prior year who returned to work in their same school in any position in the current year divided by the sum of all paraprofessionals from the prior year (headcount) with a known race/ethnicity. Source: *Illinois State Board of Education Employment Information System*

D. **Within-School Paraprofessional Retention by Race/Ethnicity and Gender:** The sum of all paraprofessionals (headcount) of a given race/ethnicity and gender from the prior year who returned to work in their same school in any position in the current year divided by the sum of all paraprofessionals from the prior year (headcount) with a known race/ethnicity. While individuals may identify outside of the gender binary, the data source only included the labels "Male" and "Female." Source: *Illinois State Board of Education Employment Information System*

NOTES

1. Pandemic-related school closures began in March 2020 in the United States and today, in fall of 2023, the impacts of the pandemic on education are continuing to unfold throughout the nation, sometimes in unexpected ways. In this report, we focus primarily on data from SY20-21 (the first full school year since the start of the pandemic) and SY21-22 (the second). Where data from SY22-23 is available, it is included as well.
2. Joshua Bleiberg and Matthew A. Kraft, "What Happened to the K-12 Education Labor Market During COVID? The Acute Need for Better Data Systems," Annenberg Institute at Brown University EdWorkingPapers, No. 22-544 (August 2022), https://www.edworkingpapers.com/index.php/ai22-544.
3. In FY24 alone through Governor J.B. Pritzker's "Smart Start Illinois" initiative, Illinois invested almost $300 million in new funds for early childhood education and care, from birth through PreK.
4. Illinois Senate Bill 2390, 103rd General Assembly (2023). https://ilga.gov/legislation/billstatus.asp? DocNum=2390&GAID=17&GA=103& DocTypeID=SB&LegID=147288&SessionID=112
5. With the exception of the District of Columbia.
6. In this report, the term short-term approval refers to both short-term approvals and short-term emergency approvals.
7. Matt Barnum, "Teacher Turnover Hits New Highs Across the U.S.," Chalkbeat, March 6, 2023, https://www.chalkbeat.org/2023/3/6/23624340/teacher-turnover-leaving-the-profession-quitting-higher-rate.
8. Kevin Mahnken, "NAEP Scores 'Flashing Red' After a Lost Generation of Learning for 13-Year-Olds," The 74, June 21, 2023, https://www.the74million.org/article/naep-scores-flashing-red-after-a-lost-generation-of-learning-for-13-year-olds/#:~:text=Wednesday's%20publication%20of%20scores%20from,in%20the%201990s%3B%20struggling%20readers.
9. This analysis does not consider other types of staff including support staff like counselors, social workers, and psychologists. However, data from The State We're In 2022 show growth among these staff from SY17-18 through SY20-21. *The State We're In 2022*, Advance Illinois, August 4, 2022, https://static1.squarespace.com/static/600f23f8f34cf13b28ba7d64/t/62e17cbaa490a10f48ae8239/1658944711322/2022-SWI_single+page.pdf.
10. Analysis in this report primarily includes only PreK-12 public schools and districts. Where explicitly noted, data on educators in special education co-ops and regional offices of education are included as well.
11. Advance Illinois, "An Analysis of the Governor's FY17 Budget Proposal to End Proration" (2017), https://media.advanceillinois.org/wp-content/uploads/2016/04/04001243/Policy-Brief-FY-2017-Budget-Prop_Spring2016.pdf.pdf.
12. Matthew M. Chingos and Grover J. Whitehurst, "Class Size: What Research Says and What it Means for State Policy," Brookings, May 11, 2011, https://www.brookings.edu/articles/class-size-what-research-says-and-what-it-means-for-state-policy/
13. This analysis includes all 50 states and the District of Columbia.
14. "Illinois Evidence-Based Funding Formula Five-Year Evaluation," Illinois State Board of Education, 2022, https://www.isbe.net/Documents/PRP-5-Year-Eval-Study-Report-2022.pdf.
15. We ran a correlation between a district's percent of adequacy in FY18 and their change in pupil-to-teacher ratio (to control for changes in student population) between SY17-18 and SY21-22. Districts with less than 25 teachers (FTE) were excluded. The resulting correlation coefficient was 0.13 with a p value of 0.0005. Similar results were achieved when analyzing only districts below 90% adequacy in SY17-18 and when looking only at increases in teachers (FTE), rather than changes to the student-to-teacher ratio.
16. Chicago Public Schools has been a large contributor to the growth in number of assistant principals in the state, but this trend holds true even when excluding the district. Excluding CPS, Tier 1 districts saw an overall growth in assistant principals of 22% from SY17-18 to SY21-22.
17. An additional $400+ million in ESSER funds was distributed to the Illinois State Board of Education. Source: "ESSER Spending Dashboard," Illinois State Board of Education, 2023, https://www.isbe.net/Pages/ESSER-Spending-Dashboard.aspx.
18. Phyllis W. Jordan and Bella Dimarco, Educators and ESSER: How Pandemic Spending Is Reshaping the Teaching Profession (FutureEd, October 11, 2022), https://www.future-ed.org/wp-content/uploads/2022/10/Educators-and-ESSER-How-Pandemic-Spending-is-Reshaping-the-Teaching-Profession.pdf.
19. Note that teaching positions excludes reading interventionists and instructional coaches as well as paraprofessionals.
20. The cost of newly added teachers is estimated using average teacher salary from the *2022 Illinois State Report Card* ($72,315). The increase in local resources is determined using the difference between the sum of all local capacity targets in FY20 and FY22. Source: State Funding and Forecasting Staff, *FY20 EBF Full Distribution Calculation*, distributed by Illinois State Board of Education, https://www.isbe.net/ebfdist.; State Funding and Forecasting Staff, FY22 EBF Full Distribution Calculation, distributed by Illinois State Board of Education, https://www.isbe.net/ebfdist.
21. We ran a correlation between the amount of funds spent on salaries in each district and the total increase in the number of teachers from SY19-20 to SY21-22 in that district and found a correlation coefficient of 0.26 with a p-value of 0.0001. This is a limited analysis given new teacher positions are one of many possible ways districts were spending ESSER funds, and some districts may have supplanted state and local dollars with ESSER funds to make room for increased spending on teaching positions in their normal operational budgets.
22. Mila Koumpilova, "In Chicago school budgets, federal COVID relief pays for existing staff," Chalkbeat, March 16, 2022, https://chicago.chalkbeat.org/2022/3/16/22981374/chicago-public-schools-federal-covid-relief-principals-teachers-esser.
23. Nate Schwartz et al., *Tracking Rhode Island's COVID-19*

Recovery: A First Look at Districts' Strategic Staffing and Personnel Investments (Annenberg Institute at Brown University Rhode Island Education Research Initiatives, May 2023), https://annenberg.brown.edu/sites/default/files/RI%20Staffing%20and%20Personnel%20Investments.pdf.

24. Enrollment in graduate programs also increased in SY20-21. Source: Advance Illinois, *The State We're In 2022*, August 4, 2022, https://static1.squarespace.com/static/600f23f8f34cf13b28ba7d64/t/62e17cbaa490a10f48ae8239/1658944711322/2022-SWI_single+page.pdf.

25. In addition to the financial, mental, and physical health challenges experienced by students, broad changes also included remote learning options, increased "pass/fail" options for courses, and student financial support through COVID-19 pandemic relief funds.

26. Content tests were previously required before student teaching, but during the pandemic were required before licensure. Source: Illinois State Board of Education, "Educator License FAQ," May 22, 2020, https://www.isbe.net/Documents/Lic-Changes-FAQ-5-22-20.pdf.

27. Note that changes to licensure requirements in 2019 may have contributed to increases in the number of teacher candidates getting licensed in early childhood. Source: USDOE Title II Data Tools. "Prepared by Subject"

28. Kaitlin Pennington McVey and Justin Trinidad, *Nuance in the Noise: The Complex Reality of Teacher Shortages*, (Bellwether, January 30, 2019), https://bellwether.org/publications/nuance-noise-complex-reality-teacher-shortages/.

29. TBE holders must hold a bachelor's degree and demonstrate sufficient language skills in a language other than English. TBE holders may also teach in special education settings if they earn an endorsement in that area. Source: Illinois State Board of Education, "Educator License with Stipulations Endorsement Requirements," 2023, https://www.isbe.net/Pages/Educator-License-with-Stipulations.aspx.

30. In this report, we refer to both short-term approvals and short-term emergency approvals as short-term approvals. This does not include approvals that are renewable.

31. Of all teachers who were issued short-term approvals in calendar year 2019, 40% went on to earn the full endorsement within three years.

32. *Illinois State Board of Education, 2020 Educator Supply and Demand Report*, December 23, 2020, https://www.isbe.net/Documents/ed-supply-demand-2020.pdf.

33. Even when accounting for individuals who have since earned a professional educator license with a bilingual endorsement, teachers on provisional licenses still make up 9.9% of all bilingual positions.

34. 23 Ill. Adm. Code 25.430, https://www.ilga.gov/commission/jcar/admincode/023/023000250F04300R.html.

35. Illinois Senate Bill 2390, 103rd General Assembly (2023). https://ilga.gov/legislation/billstatus.asp? DocNum=2390&GAID=17&GA=103 &DocTypeID=SB&LegID=147288&SessionID=112.

36. Ill. Adm. Code tit. 23, § 25.430 (2023). https://www.ilga.gov/commission/jcar/admincode/023/023000250F04300R.html.

37. Roddy J. Theobald et al., "The Special Education Teacher Pipeline: Teacher Preparation, Workforce Entry, and Retention," Exceptional Children 88, no. 1 (2021): 18, https://files.eric.ed.gov/fulltext/ED605745.pdf.

38. Due to inconsistencies in how data on individuals with TBEs is collected, we were unable to fully answer these questions with the data we received from the Illinois State Board of Education.

39. Inconsistencies in data related to the TBE license mean we are unable to look at this data over time.

40. ESSER Spending Dashboard," Illinois State Board of Education, 2023, https://www.isbe.net/Pages/ESSERSpending-Dashboard.aspx.

41. In SY21-22 there were 16 principals who held a principal short-term approval.

42. Referring to Aurora University's Alternative Principal Endorsement Program, which can be found here: https://stage.aurora.edu/academics/graduate/principal-endorsement/index.html

43. Illinois Senate Bill 3988, 102nd General Assembly (2022). https://ilga.gov/legislation/billstatus.asp? DocNum=3988&GAID=16&GA=102&DocTypeID=SB&LegID=139091&SessionID=110.

44. Paraprofessionals must meet one of the following requirements: Associate's degree or higher, 60 semester hours of coursework, High School Diploma or GED and a score of 460 or higher on the ETS Parapro, High School Diploma or GED and a score of 4 on the on the ACT Workkeys: Applied Mathematics/Applied Math, Reading for information/Workplace Documents. Source: Illinois State Board of Education, "Paraprofessional Educator," 2023, https://www.isbe.net/Pages/paraprofessional-educator.aspx.

45. Ill. Adm. Code tit. 23, § 25.433 (2022). https://www.ilga.gov/commission/jcar/admincode/023/023000250F04330R.html.

46. Karyn Lewis and Megan Kuhfeld, *Education's Long COVID: 2022-23 Achievement Data Reveal Stalled Progress Toward Pandemic Recovery* (Center for School and Student Progress at NWEA, July 2023), https://www.nwea.org/research/publication/educations-long-covid-2022-23-achievement-data-reveal-stalled-progress-toward-pandemic-recovery/.

47. Data from the Illinois State Board of Education Educator Supply and Demand reports indicates that longer-term, attrition of teachers from the Illinois educator workforce generally (not just from teaching positions in Illinois, the metric cited throughout this report) has been steady at around 7% since SY07-08 and continued to be 7% in SY21-22. Source: Illinois State Board of Education, *2008 Educator Supply and Demand Report*, December 2008, https://www.isbe.net/edsupplydemand.; *Illinois State Board of Education, 2011 Educator Supply and Demand Report*, September 2011, https://www.isbe.net/edsupplydemand.; Illinois State Board of Education, *2014 Educator Supply and Demand Report*, March 19, 2015, https://www.isbe.net/edsupplydemand.; Illinois State Board of Education, 2017 Educator Supply and Demand Report, February 23, 2018, https://www.isbe.net/edsupplydemand.

48. "ESSER Spending Dashboard," Illinois State Board of Education, 2023, https://www.isbe.net/Pages/ESSERSpending-Dashboard.aspx.

49. "What's the Cost of Teacher Turnover," Learning Policy Institute, September 13, 2017, https://learningpolicyinstitute.org/product/the-cost-of-teacher-turnover.; Matthew Ronfeldt, Susanna Loeb, and James Wycoff, "How Teacher Turnover Harms Student Achievement," *American Educational Research Journal* 50, no. 1 (2013): 4-36, https://doi.org/10.3102/0002831212463813.

50. Erica Harbatkin and Gary T. Henry, "The Cascading Effects of Principal Turnover on Students and Schools," Brookings, October 21, 2019, https://www.brookings.edu/articles/the-cascading-effects-of-principal-turnover-on-students-and-schools/#:~:text=We%20find%20that%20principal%20turnover,proficiency%20rates%2C%20and%20teacher%20retention.

1. Marc Levy and Brooke Schultz, "Teachers Leaving Their Jobs at an Accelerating Rate in Pennsylvania, New Study Finds," *Associated Press*, June 1, 2023, https://apnews.com/article/teacher-attrition-pennsylvania-schools-3bb522c08860b8956d0f119c06eea628.; Matt Barnum, "Teacher Turnover Hits New Highs Across the U.S.," Chalkbeat, March 6, 2023, https://www.chalkbeat.org/2023/3/6/23624340/teacher-turnover-leaving-the-profession-quitting-higher-rate.
2. Advance Illinois, *The State We're In 2022*, August 4, 2022, https://static1.squarespace.com/static/600f23f8f34cf13b28ba7d64/t/62e17cbaa490a10f48ae8239/1658944711322/2022-SWI_single+page.pdf.
3. Evie Blad, "With a New COVID Variant Rising, Some Schools Revert to Former Safety Measures," *EducationWeek*, January 10, 2023, https://www.edweek.org/leadership/with-a-new-covid-variant-rising-some-schools-revert-to-former-safety-measures/2023/01.
4. Holly Hart et al., *Supporting School Improvement: Early Findings from a Reexamination of the "5Essentials" Survey* (University of Chicago Consortium on School Research, 2020), https://consortium.uchicago.edu/sites/default/files/2022-01/Supporting%20School%20Improvement%205Essentials%20Survey-Aug2020-Consortium.pdf.
5. Prior to SY22-23, school districts with zero vacancies were not included in the survey results. Thus, there was no way to differentiate between a district with no vacancies and a district who simply did not respond to the survey. In SY20-21, 387 districts responded to the survey compared to 256 in SY21-22 and 849 in SY22-23.
6. "Educator Shortage Survey Dashboard" Illinois Association of Regional Superintendents of Schools, Fall 2022, https://iarss.org/2022-educator-shortage/.
7. "Educator Shortage Survey Dashboard" Illinois Association of Regional Superintendents of Schools, Fall 2022, https://iarss.org/2022-educator-shortage/.
8. Short-term substitute license allows individuals with an associate's degree (rather than a bachelor's degree) to substitute for up to five days at a time in one classroom. Originally set to sunset in 2023, this option was recently renewed for another five years. Source: "Substitute Licenses," Illinois State Board of Education, 2023, https://www.isbe.net/Pages/Short-Term-Sub-Teach.aspx.
9. Illinois House Bill 1167, 102nd General Assembly (2022), https://ilga.gov/legislation/billstatus.asp?DocNum=1167&GAID=16&GA=102&DocTypeID=HB&LegID=129842&SessionID=110.
10. "Educator Shortage Survey Dashboard" Illinois Association of Regional Superintendents of Schools, Fall 2022, https://iarss.org/2022-educator-shortage/.
11. Michael Hansen and Diana Quintero, "We Should be Focusing on Absenteeism Among Teachers, Not Just Students," *Brookings*, January 27, 2020, https://www.brookings.edu/articles/we-should-be-focusing-on-absenteeism-among-teachers-not-just-students/.; Raegen Miller, "Teacher Absence as a Leading Indicator of Student Achievement," *Center for American Progress*, November 5, 2012, https://www.americanprogress.org/article/teacher-absence-as-a-leading-indicator-of-student-achievement/.
12. Remote rural schools are further than non-remote rural schools from an urban area. In some areas of analysis we may combine rural remote and rural non-remote areas due to small n sizes. Where possible, we disaggregate remote rural areas from non-remote rural given notable differences identified in research on educator workforce outcomes in Illinois. Paul Bruno, "Pandemic-Era School Staff Shortages: Evidence from Unfilled Position Data in Illinois," *Available at SSRN* (2022), https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4306263.
13. Through SY22-23, evaluations were waived for tenured teachers who had most recently received a "Proficient" or "Excellent" rating. Source: Illinois House Bill 4256. 102nd General Assembly (2022). https://www.ilga.gov/legislation/BillStatus.asp?DocNum= 4256&GAID=16&DocTypeID=HB&LegId=137283&SessionID=110&GA=102.
14. The edTPA, the state's performance-based assessment, was waived for candidates from SY19-20 through SY24-25. While content tests have remained in place, these assessments are now taken later in the licensure process as a result of the pandemic (moved from just before student teaching, to before licensure). Source: Dr. Alberto López to Candidates completing student teaching in Spring 2023, Fall 2023 and Spring 2024, January 3, 2023, Office of the Dean, Daniel L. Goodwin College of Education, Northeastern Illinois University, https://www.neiu.edu/sites/default/files/documents/2023/01/10/edTPA%20Waiver%20and%20content%20test%20for%20Spring%20and%20Fall%202023.pdf.
15. In response to Senate Resolution 0774, the state's Performance Evaluation Advisory Committee is currently undertaking a study of the implementation of Illinois' teacher evaluation system, with the intent of reporting out findings and recommendations on how to improve the system in 2024. Source: Illinois Senate Resolution 0774, 102nd General Assembly (2022), https://www.ilga.gov/legislation/billstatus.asp?DocNum=774&DocTypeID=SR&GA=102&GAID=16&LegID=138641&SessionID=110.
16. Other types of diversity among teachers across other axes of identity like disability, income, and linguistic background may benefit students as well, but we focus on racial and ethnic diversity given the strong research demonstrating its benefit for students.
17. Lisette Partelow et al., "America Needs More Teachers of Color and a More Selective Teaching Profession," *Center for American Progress*, September 14, 2017, https://www.americanprogress.org/article/america-needs-teachers-color-selective-teaching-profession/.
18. Due to small n-sizes, we aggregate data for multiracial, Native Hawaiian or Pacific Islander, and American Indian or Alaska Native educators into the category "other." All non-white races and ethnicities are underrepresented in the teacher workforce in Illinois, but given the greater gaps in academic outcomes faced by Black and Latinx students compared to their Asian peers, in this section, we focus primarily on representation of Black and Latinx educators.
19. The number cited in this section include bachelor's degree enrollments at all 4-year institutions of higher education in Illinois. The numbers shift slightly when narrowing the analysis to include only bachelor's degree enrollments at the institutions of higher education that have teacher preparation programs, but the same overall trends hold.
20. Here we are comparing state by state the percentage point gap between the percentage of PreK-12 students of color and the percentage of teacher candidates (enrollers in teacher preparation programs) of color.
21. There are 53 teacher preparation programs in Illinois according to the Illinois Educator Preparation Profiles. Lindenwood University is excluded from this number as it has closed. The remaining two, Erikson and Relay Graduate Schools of Education, are excluded from this number as they are not at institutions with undergraduates.
22. Illinois Board of Higher Education, *IBHE First Look Fall Enrollment* 2022-23, 2023, https://www.ibhe.org/DataPoints/IBHE-FIRST-LOOK-FALL-ENROLLMENT-2022-2023.html#:~:text=Fall%20to%20Fall%20Retention%20by%20Race%2FEthnicity.&text=A%20retention%20gap%20of%20more,at%20around%20eight%20percentage%20points.

23. "Diverse Pipeline Pilot - 2021-2022," Illinois State Board of Education, 2021, https://www.isbe.net/Pages/Diverse-Pipeline-Pilot.aspx.
24. FY23 Final and FY24 Enacted Appropriations by Line Item," State of Illinois Office of Management and Budget, 2023, https://budget.illinois.gov/budget-books.html.
25. The State of Higher Education 2023," Gallup, 2023, https://search.issuelab.org/resources/42201/42201.pdf.; Mariana Barragan Torres and Meg Bates, "Cost, location, and academics: How Illinois high school seniors decide on a 4-year college", Illinois Workforce and Education Research Collaborative (IWERC), Discovery Partners Institute, University of Illinois, April 2023, https://dpi.uillinois.edu/appliedresearch/iwerc/current-projects/illinois-college-going-survey-series/.
26. Currently, the Illinois Educator Preparation Profiles reports the aggregate percent of students of color, first generation students, and students from low-income households who complete the program within the standard program length, but data is not broken down by race/ethnicity or by individual years. This metric allows for more data to be shared at the program and institution level without data suppression (redaction of data where numbers are small for privacy reasons) and is valuable for candidates as they make decisions about where to enroll.
27. "Integrated Postsecondary Education Data System," National Center for Education Statistics, 2020, https://nces.ed.gov/ipeds/TrendGenerator/app/trend-table/7/19?trending=row&f=6%3D17%3B4%3D1%3B5%3D1&cid=49.
28. In teacher preparation programs, student teaching was waived in SY19-20 and for some candidates took place in altered formats in SY20-21 as a result of the pandemic. Additionally, Illinois' performance-based assessment, the edTPA, was waived starting in SY19-20. Requirements for content tests were altered such that candidates were required to take tests before program completion, but not necessarily before student teaching (through fall 2023). These changes are in addition to program-level decisions like remote learning options and changes to grading or program completion requirements.
29. Limited historical data is available on the diversity of completers in Illinois. Three years of data from SY17-18 through SY20-21 show program completers tend to be slightly less diverse than program enrollers. For example, in SY20-21, Black candidates made up 9% of enrollers but only 8% of completers. Regardless, this data cannot be fully understood without completion rates that track cohorts over time, as enrollment data includes both the graduating cohort and earlier cohorts of individuals who may complete programs at different rates.
30. This only includes licenses earned in Illinois.
31. "Newly hired" teachers are defined as teachers with one year or less of in-state teaching experience.
32. Burnie Bond et al., *The State of Teacher Diversity in American Education* (Albert Shanker Institute, September 16, 2015), https://www.shankerinstitute.org/resource/state-teacher-diversity-american-education.
33. "Illinois Report Card," Illinois State Board of Education, 2022, https://www.illinoisreportcard.com/.
34. The definition of attrition used here refers to teachers who return as teachers in the next year. However, even when accounting for teachers who return the next year as principals or assistant principals, attrition is highest among Black teachers.
35. Davis Dixon and Ashley Griffin, "If You Listen, We Will Stay," *The Education Trust*, September 15, 2019 https://edtrust.org/resource/if-you-listen-we-will-stay/.
36. Min Sun, "Black Teachers' Retention and Transfer Patterns in North Carolina: How Do Patterns Vary by Teacher Effectiveness, Subject, and School Conditions?," AERA Open 4, no.3 (July-September 2018): 9, https://doi.org/10.1177/2332858418784914.
37. "ESSER Spending Dashboard," Illinois State Board of Education, 2023, https://www.isbe.net/Pages/ESSER-Spending-Dashboard.aspx.
38. Vang et al, "Evaluation of the Illinois Virtual Instructional Coach and Building Mentor Program—Year 2" (June 2022).
39. Illinois State Board of Education, *FY 2023 Budget Book*, 2022, https://www.isbe.net/Documents/2023-Budget-Book.pdf.
40. NaYoung Hwang and Brian Fitzpatrick, "Student-Teacher Gender Matching and Academic Achievement," *AERA Open 7* (January-December 2021), https://doi.org/10.1177/23328584211040058.
41. Newly hired teachers are defined as teachers with one year or less of in-state teaching experience.
42. Brendan Bartanen and Jason Grissom, "School Principal Race and the Hiring and Retention of Racially Diverse Teachers," Annenberg Institute at Brown University EdWorkingPapers, No. 19-59, May 2019, http://edworkingpapers.com/ai19-59.; Jason A. Grissom and Lael R. Keiser, "A Supervisor Like Me: Race, Representation, and the Satisfaction and Turnover Decisions of Public Sector Employees," *Journal of Policy Analysis and Management* 30, no. 3 (2011): 569, http://www.jstor.org/stable/23018964.;
43. Of the 37 states with sufficient data, 27 have a more diverse principal workforce than teacher workforce.
44. These trends are true both within and outside of Chicago Public Schools.
45. Asian and Latinx principals and assistant principals are excluded from this analysis due to low n-sizes.

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ABOUT ADVANCE ILLINOIS

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