Illinois State Board of Education

Dr. Tony Sanders, State Superintendent of Education
Dr. Steven Isoye, Chair of the Board

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MEMORANDUM

To: The Honorable Senate Minority Leader John Curran
The Honorable House Minority Leader Tony McCombie
The Honorable Senate President Don Harmon
The Honorable Speaker of the House Emanuel "Chris" Welch
The Honorable Governor JB Pritzker

From: Dr. Tony Sanders
State Superintendent of Education

Date: December 28, 2023

Subject: 2023 Educator Supply and Demand Report

Pursuant to Section 2-3.11c of the School Code [105 ILCS 5/2-3.11c], the Illinois State Board of Education respectfully submits the 2023 Educator Supply and Demand Report to the governor, the General Assembly, and institutions of higher education. This triennial report addresses the relative supply of and demand for education staff in Illinois public schools.

Specifically, this report provides information on:

1. The relative supply and demand for teachers, administrators, and other certificated and non-certificated personnel by field, content area, and levels;
2. State and regional analyses of field, content areas, and levels with an oversupply or undersupply of educators; and
3. Projections of likely high demand and low demand for educators in a manner sufficient to advise the public, individuals, and institutions regarding career opportunities in education.

Important notes about this report

This report covers data from school years 2019 to 2023 unless otherwise specified. It reports statistics for the workforce of licensed educators in Illinois, including administrative, instructional, and ancillary staff.

The **relative supply and demand** for teachers, administrators, and other certificated and non-certificated personnel by field, content area, and levels is addressed in Research Question 1,

which analyzes the relationship between the preparation program, license, and hiring status for different license endorsements such as Administrative, CTE, and Bilingual.

State and regional analyses of fields, content areas, and levels with an oversupply or undersupply of educators is addressed in Research Question 2, which analyzes which license and endorsement types are most in demand in Illinois overall and by geographic area while also exploring the factors of educator employment, retention, and student enrollment projections.

Projections of likely high demand and low demand for educators in a manner sufficient to advise the public, individuals, and institutions regarding career opportunities in education are addressed in Research Questions 3 and 4.

- Research Question 3 addresses the educator positions with relatively high or low average experience among those who hold the endorsements necessary to serve in those positions and the average teacher age over time, as well as the average starting salaries for Illinois teachers.
- Research Question 4 compares racial and ethnic diversity of Illinois educators to that of the state's student body, including by region, highlighting differences by geography and change over time.

This report is transmitted on behalf of the state superintendent of education. For additional copies of his report or for more specific information, please contact Executive Director of Legislative Affairs Dana Stoerger at 217-782-4338 or Dstoerge@isbe.net.

cc: Secretary of the Senate
Clerk of the House
Legislative Research Unit
State Government Report Center

2023 Illinois Educator Supply and Demand Report

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

The primary finding from this report is that the educator workforce in Illinois weathered the COVID-19 pandemic. Teacher retention remains strong, and the average starting salary for educators is increasing. There remain areas for growth, such as the racial and ethnic diversity of the educator workforce in Illinois not being commensurate with the racial and ethnic diversity of the student population. The number of education preparation program completers is consistent in recent school years, indicating a robust supply of new potential educators in Illinois.

2023 Illinois Educator Supply and Demand Report

Contents

Introduction

Illinois School Code 105 ILCS 5/2-3.11c compels the Illinois State Board of Education to complete an educator supply and demand report once every three years. The report is submitted to the governor, the General Assembly, and the institutions of higher education that prepare Illinois' educators for employment, and must contain the following:

1. The relative supply and demand for teachers, administrators, and other certificated and non-certificated personnel by field, content area, and levels;
2. State and regional analyses of fields, content areas, and levels with an oversupply or undersupply of educators; and
3. Projections of likely high demand and low demand for educators in a manner sufficient to advise the public, individuals, and institutions regarding career opportunities in education.

The report addresses four central questions intended to provide information to the public, to policymakers, and to current and prospective educators in Illinois:

1. Research Question 1: What percentage of newly licensed Illinois educators are public school educators in Illinois public school districts within one year of receiving their license?
2. Research Question 2: What license and endorsement types are most in demand in Illinois? What license and endorsement types are most in demand by geographic area?
3. Research Question 3: What does the age distribution of Illinois public educators indicate about future demand?
4. Research Question 4: How does Illinois' teacher race/ethnic diversity compare to its student population?

Within these four primary research questions, the report also addresses more specific research questions intended to add nuance to understanding the current state of the supply of and demand for educators in Illinois. The goals are to maintain continuity with the 2020 Educator Supply and Demand (ESD) Report, to respond to stakeholder suggestions and requests, and to better inform policy and program development to address shortages. This report also responds to an evolving landscape for current and potential educators, including how factors such as the COVID-19 pandemic may have affected the educator workforce in Illinois. For a full discussion of the data used to produce this report, see the Methods section.

The 2023 ESD Report shows that the educator workforce in Illinois was resilient to the COVID-19 pandemic. The average starting salary for teachers is increasing. Most educators in Illinois have multiple endorsements, showing the versatility of educators. The demand for educators remains strong, as many districts[1] report one or more unfilled teaching and paraprofessional position.

The report uses data on employed and prospective educators from the past five years to describe the supply of and demand for educators in Illinois and tentatively project the trajectory suggested for the coming years. The scope of the 2023 ESD Report is expanded from previous ESD Reports in two notable ways to allow for an accurate evaluation of these trends. First, five years of historic data are considered rather than three, allowing for an evaluation of supply and demand before, during, and after the COVID-19 pandemic. Second, the 2023 ESD Report includes data not only for licensed instructional staff[2] but also for licensed administrative and school support staff.[3] Administrators and school support personnel shape the learning environment for Illinois students along with these students' teachers, and so understanding the relative supply of and demand for these educators is important for the public, for policymakers, and for prospective educators.

This report does not engage in an economic treatment of supply and demand equilibrium, though the implications for such arithmetic should be apparent. Supply refers to the available pool of licensed educators, including those who are (or soon will be) emerging from the pipeline of educator preparation as well as those with existing licenses. When considering "supply," it is important to differentiate "shortage," a true mathematical deficiency in licensed educators, with disproportionate geographic allocation. For example, there are regions of the state where the pool of candidates for certain positions is insufficient, but statewide there is sufficient supply to meet the demand, while for other positions -- both regionally and statewide -- there is not enough supply to meet current demand. For this reason, it is better to consider such shortages as instances of educator self-sorting and whenever possible to consider the structural and individual motivations for mobility. For example, one

[1] See the Unfilled Positions Report.
[2] Unless otherwise noted, all references are to licensed employees.
[3] Administrators and school support personnel are included in our analyses in much of this report. The exceptions are when this report provides the number of educator preparation program (EPP) completers by year, as well as those who are licensed within one year of completion and hired within one year of completion. EPP completers in an administrative or school support personnel program are not included in this analysis because of nuances in the data requiring more robust analysis and reporting. Due to these nuances, an addendum to this report will be made available by ISBE that details the pathway from EPP completion to licensure and hiring for those who complete administrative or school support personnel programs.

could reasonably assume that educators will (all else being equal) gravitate to positions with higher pay, better administrative management and support, and generally better working conditions. Inasmuch as these factors are unequally distributed within Illinois, one might expect to see what looks to be a disproportionately low "supply" of educators in regions and entities lacking those characteristics. The policy implications for such a reframing would require addressing the unequal conditions.

"Demand" is the sum of all the existing positions — filled, underfilled, and unfilled. Demand is a concept that will vary location to location based not just on overall student enrollment, but also the specific composition of that enrollment, including the population size and percentage of students who are low income, English learners, or students with an Individualized Education Programs (IEPs), among other demographics. Additionally, growth and decline of student enrollments is not evenly distributed across the state, so demand -- like supply -- is connected to underlying socioeconomic conditions to which policy would need to be aimed.

Methods

Research Questions

For continuity, four primary research questions asked in the 2020 Educator Supply and Demand Report are included in this report.[4] Under the scope of these four central research questions, more specific research questions are included. In preparation for this most recent report, ISBE met with several external stakeholder groups to collect feedback on these questions, including the Data Transparency Policy Action team, Bellwether, Advance Illinois, and the Latino Policy Forum, which generated a list of 85 potential research questions. Also considered are the 15 research questions recommended by the National Council on Teacher Quality (2022). In total, this report will answer 30 research questions, grouped under the four main research questions.

Data

The data for the 2023 Educator Supply and Demand Report are reported by educators, school districts, and institutions of higher education on an ongoing basis. Educator employment and demographics data, including working location, in the ESD Report comes from the Employment

[4] A question about Evidence-Based Funding (EBF) that was asked in the 2020 ESD Report is not included in the 2023 ESD Report because further analysis is required to properly match employment data to EBF categories.

Information System (EIS). Student information, including enrollment, demographics, and grade levels, comes from the Student Information System (SIS). These data are reported directly to ISBE by school districts. Licensure information comes from the Educator Licensure Information System (ELIS), while educator preparation program information comes from the Annual Program Report. When possible, the data and business rules used to generate the metrics in the ESD Report are identical to those used in the Illinois Report Card. Unless otherwise specified in the business rules for the metrics used in this report, the scope of the ESD Report includes educators who work in Regional Offices of Education (ROEs), public districts, public schools, special education districts/cooperatives, special education schools, other state-funded schools, vocational districts/schools, and regional programs such as regional safe schools or alternative schools. Educators who work at an early childhood center also are included if that early childhood center is part of a public district. Illinois is fortunate to be able to link data elements from these separate collection projects, a step that is important in understanding the teacher workforce.

One important difference to note between the 2020 ESD Report and the 2023 ESD report is that the definition of educator has expanded from classroom and resource teachers to include administrators and school support personnel. Thus, the 2023 ESD Report provides a more comprehensive view of the relative supplies and demands for educators employed in each of those roles in Illinois schools than in previous reports. Better understanding the scope of the supply and demand for all types of educators in Illinois schools can inform lawmakers and policymakers as they develop policies to strengthen and diversify the educator workforce. Interested readers are also encouraged to review the Illinois Report Card and the Unfilled Positions Report.[5]

For consistency throughout this 2023 ESD Report, a given school year is referred to as 'SY' and the final two-number years of the second, spring semester for that academic year. For example, the school year that began in the fall of calendar year 2022 and ended in the spring of calendar year 2023 would be called SY23. Further, when the analysis is limited to specific types of educators, the terms "administrators," "instructors" or "teachers," or "ancillary staff" are used as appropriate. Analyses that include all licensed educators in Illinois use the term "educators."

Data are disaggregated at multiple levels to allow for readers to compare trends in various areas of interest. For example, an analysis of the differences in attrition, starting salary, and racial composition

[5] Findings in this report echo those in the Unfilled Positions Report, but there are slight differences due to differences in eligible entities as well as how educators are categorized for the analyses in this report.

at the geographic region level is provided, allowing for an examination of the areas of relative strength across the state. Teacher attrition by racial and ethnic groups for a comparative analysis of attrition by race and ethnicity is also reported.

Previous reports presented data over the previous three years. In this report, the analysis is expanded to the five previous years when available (i.e., SY19, SY20, SY21, SY22, and SY23) to better show trends in the data. The various teacher/educator datasets are recategorized into a single 19-category "Assigned Educator Category" list for the current report.[6] When data are aggregated at this level, it represents the number of educators with that endorsement in that year. For example, the Administrator endorsement is associated with the Assigned Educator category “Administrative,” and the Agriculture endorsement is associated with “CTE.” An educator with both endorsements would be present in both categories. As a majority of educators have multiple endorsements[7], this results in over 400,000 educator endorsements in each year covered in this report while the actual number of educators in the state is less than half that number. Tables showing this educator category schema can be found in various appendices in the public business rules. Wherever feasible, the aim is to increase the granularity of such categories.

Method

Descriptive analyses are the primary means through which answers to research questions are presented (e.g., line graphs, bar graphs, and tables). These analyses include crosstabulations for data points within a single year and longitudinal analysis for data points from multiple years.[8]

[6] Reports from previous years used the term “Subject Area” for this description instead of educator category. Labels are updated to include groups that are not technically defined by subject matter (e.g., Administrators).
[7] Educators can hold multiple endorsements so endorsement counts should not be confused for headcounts in this report.
[8] The full business rules, a data set as a downloadable Excel document, and an interactive dashboard also will be made available on the ISBE Educator Supply and Demand webpage for further public investigation.

Findings

Research Question 1: What percentage of newly licensed Illinois educators are public school educators in Illinois public school districts within one year of receiving their license?

a. What is the path between earning licensure to gaining employment in Illinois schools?

An analysis of the path from completing an educator preparation program (EPP) to receiving an initial Professional Educator License (PEL) and being hired in an Illinois school data shows the number of EPP completers by endorsement area (Table 1) and the number of EPP completers who received their first PEL within a year of completing their EPP (Table 2). Finally, the number of EPP completers who are new employees in Illinois public schools and hired for positions in which they are newly qualified within a year of EPP completion is shared.[9]

Table 1 shows the total count of endorsements[10] granted to EPP completers[11] has grown in recent years, indicating a supply of new potential educators in Illinois.[12] In each reporting year, over 90% of these completed endorsements were associated with a newly issued PEL within a calendar year of their EPP completion. Table 3 shows that for each reporting year, the majority of completed endorsements are associated with a newly hired educator within one calendar year of completing their EPP.

Over that three-year reporting period, the Elementary and Special Education educator categories saw growth in the number of completed endorsements. There is little variation in the percentage of completed endorsements associated with a newly issued license between reporting years 2021-23. There is variation in recent reporting years in the percentage of newly completed endorsements held by new hires, however. Table 3 shows that 60% of completed Foreign Language

[9] EPP completers in an administrative or school support personnel program are not included in this analysis because of nuances in the data requiring more robust analysis and reporting. An addendum to this report that details the pathway from EPP completion to licensure and hiring for those who complete administrative or school support personnel programs will be made available by ISBE.

[10] It is possible for completers to have multiple endorsements, which means these are not head counts, but rather endorsement counts. In other words, a single completer with multiple endorsements will show up more than one time in these data.

[11] Educators are not required to specify a gender in ISBE's ELIS data. The data used in this report indicates that 64% of completers did not provide a value for gender. Thus, this report does not include gender as an aggregation.

[12] Reporting year corresponds to the cohort of those who completed their EPP in the previous school year. Thus, this report includes completers who were licensed and/or hired in their first year in reporting year 2022.These individuals completed an EPP in SY21 and were licensed and/or hired within 365 days of the recommendation from their EPP, which may have fallen in SY21 or SY22.

endorsements were associated with a new hire in reporting year 2021, which fell to 53% in reporting year 2023. Conversely, 50% of newly completed Social Science endorsements were newly hired in reporting year 2021; this grew to 55% in reporting year 2023[13]. The fact that so many new EPP completers are being hired within their first year after program completion indicates strong demand for educators in Illinois.

Table 1. Count of Educator Preparation Program Completers by School Year and Educator Category

Reporting Year	2021	2022	2023
Arts	376	386	428
CTE	127	157	162
ELA	522	563	574
Elementary	1,859	2,178	2,395
Foreign Languages	133	131	135
Math	302	334	314
Other Cert Staff	17	4	13
Physical Education	221	254	269
Sciences	257	250	274
Social Sciences	433	438	503
Special Education	779	1,010	1,062
Bilingual	87	125	148
ESL	756	858	856

[13] The percentage of completers hired in the first year for reporting years 2021, 2022, and 2023 as shown in this report is higher than that reported in the 2020 ESD Report. This difference is due to differing calculations; in the 2020 ESD Report, the percentage hired within the first year applied to those newly hired within the same school year as completing their EPP. The statistic reported here includes those who were newly hired within one calendar year of completing their EPP.

Table 2. Percentage of EPP Completers Licensed in First Year by School Year and Educator Category

Reporting Year	2021	2022	2023
Arts	98%	99%	97%
CTE	98%	99%	98%
ELA	99%	99%	97%
Elementary	98%	98%	98%
Foreign Languages	98%	100%	99%
Math	99%	99%	96%
Other Cert Staff	100%	100%	92%
Physical Education	98%	98%	97%
Sciences	97%	99%	95%
Social Sciences	98%	98%	96%
Special Education	99%	99%	98%
Bilingual	99%	99%	98%
ESL	98%	98%	98%

Table 3. Percentage of EPP Completers Hired in Illinois in First Year by School Year and Educator Category

Reporting Year	2021	2022	2023
Arts	57%	60%	60%
CTE	72%	79%	71%
ELA	58%	67%	63%
Elementary	61%	62%	60%
Foreign Languages	60%	57%	53%
Math	72%	66%	65%
Other Cert Staff	0%	25%	0%
Physical Education	61%	70%	62%
Sciences	66%	65%	60%
Social Sciences	50%	54%	55%
Special Education	70%	67%	65%
Bilingual	53%	55%	55%
ESL	64%	65%	63%

b. *How many teachers are in each rating categories (i.e., Excellent, Proficient, Needs Improvement, or Unsatisfactory) by year?*

Once hired, teacher performance is evaluated through a cycle of performance evaluation. The proportion of Excellent or Proficient ratings was 97.24% in SY19, increasing to 98.66% in SY20 and 99.36% in SY21, and settling back at 97.47% for SY22 and 97.19% SY23. The percentage of Unsatisfactory evaluations ranges from 0.11% (in SY20) to 0.21% (in SY22) in the five school years 2019-2023, while the percentage of teachers receiving Needs Improvement ranges from 0.50% (in SY21) to 2.61% (in SY23).[14]

Table 4. Teacher Rating Percentages Over Time

	SY19	SY20	SY21	SY22	SY23
Unsatisfactory	0.18%	0.11%	0.14%	0.21%	0.20%
Needs Improvement	2.58%	1.24%	0.50%	2.32%	2.61%
Excellent or Proficient	97.24%	98.66%	99.36%	97.47%	97.19%
Total	100.00%	100.00%	100.00%	100.00%	100.00%

Research Question 2: What license and endorsement types are most in demand in Illinois? What license and endorsement types are most in demand by geographic area?

a. *What is the distribution of licensed teachers by educator category and program area (including any subcategories/Annual Program Report codes)?*

Table 5 shows the distribution of endorsements held among Illinois teachers for recent school years.[15] The distribution of endorsements held by teachers by educator category has remained quite consistent over the five-year period. For example, in every school year from 2019 to 2023, 19% of teachers in Illinois held elementary endorsements. The percentage of English as a Second Language (ESL) endorsements among Illinois teachers has increased, continuing the pattern shown in the 2020 ESD Report.

[14] Teacher evaluations were not required under certain circumstances during the COVID-19 pandemic; Public Act 102-0252 reduced required evaluation frequency for some teachers starting with SY23, so there were fewer evaluations collected in SY20, SY21, SY11, and compared to SY19. Teachers working in more than one district could receive multiple evaluations; thus, the total of evaluations should not be confused as a headcount. Table 4 represents percentages of total evaluations, not of total teachers.

[15] Educators completing an administrative or school support EPP were excluded from the analyses of EPP completers, but Table 4 and subsequent tables, figures, and analyses, where specified, include the headcount of educators or the count of endorsements held -- including administrative and school support personnel as the nuances that applied to the EPP completers and required separate analysis do not apply in these analyses.

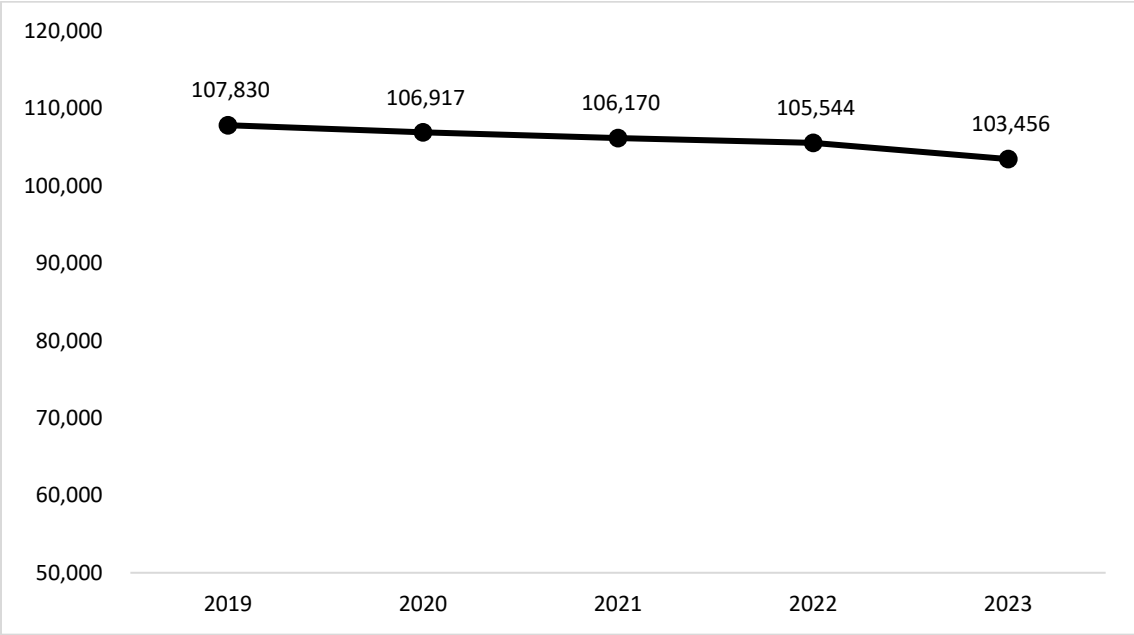
Table 5. Percentage of Endorsements Held by Educators by School Year and Educator Category

	SY19	SY20	SY21	SY22	SY23
Administrative	4.3%	4.3%	4.3%	4.3%	4.2%
Arts	2.9%	2.9%	2.9%	2.9%	3.0%
Bilingual	2.1%	2.1%	2.2%	2.3%	2.4%
CTE	3.9%	3.9%	3.9%	3.9%	4.0%
Early Childhood	1.6%	1.6%	1.5%	1.5%	1.5%
ELA	12.7%	12.6%	12.5%	12.3%	12.2%
Elementary	19.0%	19.1%	19.1%	19.2%	19.3%
ESL	5.4%	5.8%	6.3%	6.7%	7.1%
Foreign Languages	2.1%	2.1%	2.1%	2.1%	2.1%
Math	4.3%	4.3%	4.3%	4.4%	4.3%
Miscellaneous	12.2%	11.7%	11.4%	10.8%	10.4%
Other Cert Staff	0.1%	0.1%	0.2%	0.1%	0.1%
Parapro	0.6%	0.7%	0.7%	0.9%	0.9%
Physical Education	2.9%	2.9%	2.9%	2.9%	3.0%
Sciences	4.9%	4.9%	4.8%	4.7%	4.7%
Social Sciences	12.6%	12.4%	12.2%	12.0%	11.8%
Special Education	7.7%	7.9%	8.1%	8.3%	8.6%
Support	0.5%	0.5%	0.5%	0.5%	0.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

b. How many teachers hold multiple endorsements?

A majority of teachers in Illinois hold multiple endorsements, but this pattern appears to be slowly decreasing over time as shown in Figure 1. Both the count and percentage of teachers holding multiple endorsements has declined slightly over the five-year period, starting at 80% in SY19 (corresponding to 107,830 teachers) and ending at 74% (103,456 teachers) in SY23. It remains to be seen if this decrease in teachers holding multiple endorsements coincides with the COVID-19 pandemic, or if it is due to some other factor and the decline will continue.

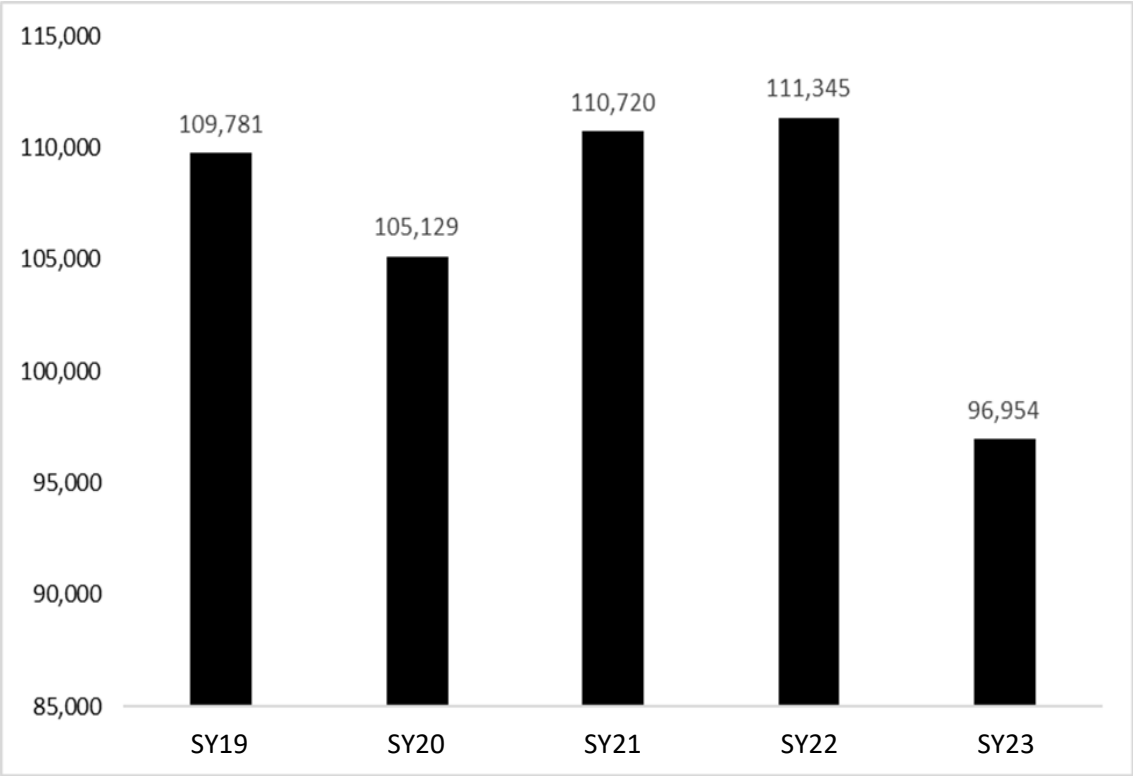
Figure 1: Count of Teachers Holding Multiple Endorsements by School Year



c. How many teachers by full-time equivalence (FTE) are retained from the previous year?

The sum of FTE from teachers who were retained was relatively consistent between SY19 and SY22, with a range between 100,000 to 111,000. SY23 showed a decline to 96,954. "Retained Educators" means full-time employees in the previous year who return to the same district at any FTE in the current school year, and so the lower sum of the FTE retained in 2023 indicates that there were fewer 1.0 FTE teachers in SY22. This is unsurprising given the effects of the COVID-19 pandemic, as many teachers may have dropped below 1.0 FTE and thus would not be considered in the denominator for calculating the retention rate.

Figure 2: Sum of FTE of Retained Teachers by School Year



d. Of total teacher FTE, how many are new or retained teachers versus those who are returning teachers?

Returning teachers are those who have been employed in an Illinois public district in the past, have a gap in employment where they are not employed in any Illinois public district for a year or more, or who returned to employment in an Illinois public district. They are counted in the school year in which they renew employment in an Illinois public district. SY19 saw an FTE of 2,838 of these returning teachers. SY20 saw a decline to 1,975 returning teachers. Numbers were mostly stable after that, ending with 1,937 returning teachers in SY23. This is consistent with fewer teachers choosing to return to teaching during the COVID-19 pandemic; there has not yet been a recovery in the number of returning teachers after the acute phase of the pandemic. This also may indicate that the pool of potential returning teachers is smaller than in the past.

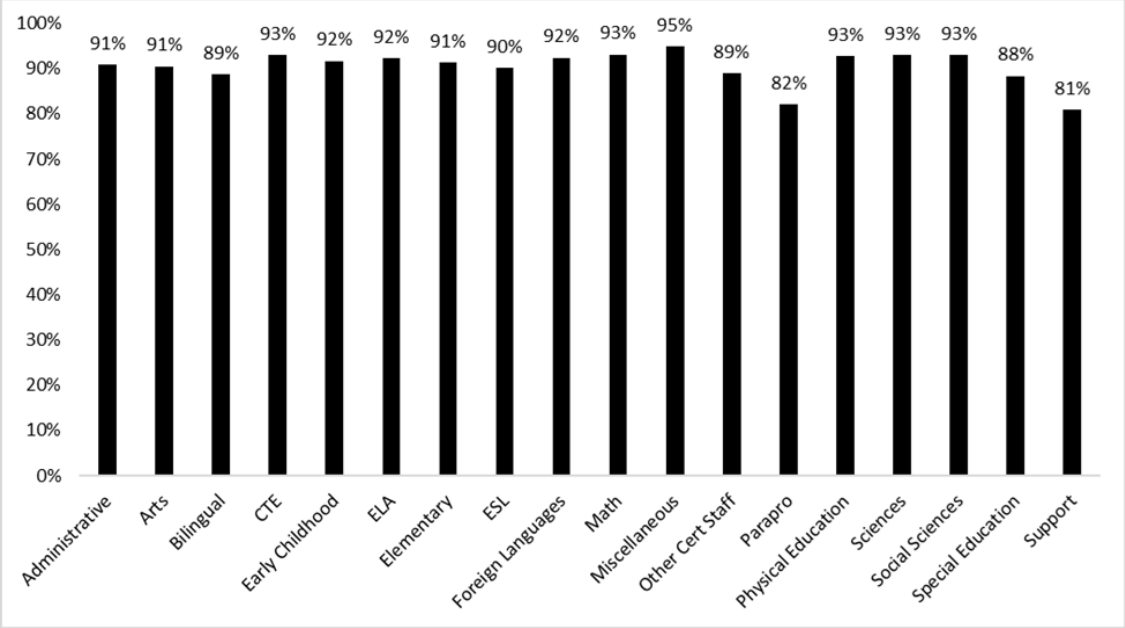
Table 6. Total Teacher FTE Contrasting New or Retained Teachers to Returning Teachers

	SY19	SY20	SY21	SY22	SY23
New or Retained	128,449	130,596	132,362	132,771	132,880
Returning	2,838	1,975	1,765	1,952	1,937
Total	131,287	132,571	134,127	134,723	134,817

e. How did the retention of teachers vary by educator category?

Over the five-year period, retention rates were consistent within educator categories. The lowest retention rates in SY23 were for School/Student Support Personnel at 81% and Paraprofessionals[16] at 82%, the only two areas below 90%. The highest retention rates were in Miscellaneous at 95% and CTE, Math, Physical Education, Sciences, and Social Sciences at 93%.[17]

Figure 3. Retention Rate Among Educators by Category in SY23



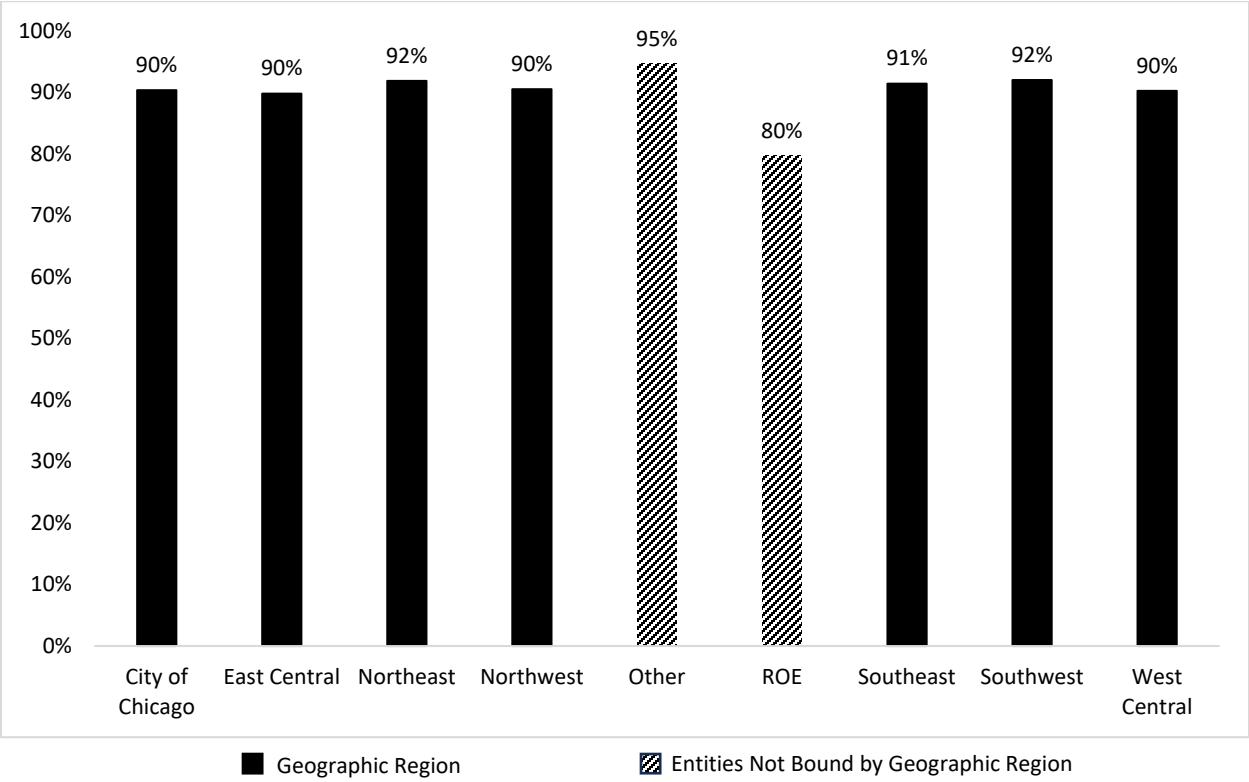
[16] Paraprofessionals often serve special education and bilingual students.

[17] Retained FTEs shown in Figure 2 are based on employees who were retained at the district level, consistent with the definition of teacher retention used in the Illinois Report Card. The retention rates reported in Figures 3, 4, and 5 are the state-level average of the district-level averages of the teachers who were retained at the same working location. This distinction is important to bear in mind, as these retention rates will differ slightly from the retention rates in the Illinois Report Card. Reporting the retention rate based upon primary working location allows for an examination of the teachers by category or by region who frequently change primary working location. So Figure 3 shows that paraprofessionals and support personnel are less frequently retained at the same working location that other educators.

f. How did the retention of teachers vary by geography?

Teacher retention varies very little between geographic regions. In SY23, the range of the retention rates for geographic regions (e.g., regions that describe geographic areas such as "Northwest," thus excluding ROEs and Others) was 90% to 92%.[18]

Figure 4. SY23 Retention Rate of All Teachers by Geographic Area



[18] The rates also do not vary considerably much over time either; no geographic region saw a change of more than one percentage point in the past three years. For more detail on teacher retention rate over time, please see the Illinois Report Card.

g. How did the retention of special ed teachers vary by geography?

Figure 5, which can be found on the next page, shows that special education teacher retention varies very little between geographic regions. In SY23, the range of the retention rates for geographic regions was 86% to 89%.[19]

h. How did the retention of bilingual teachers and administrators vary by geography?

Figure 5 also shows that bilingual teacher and administrator retention varies little between geographic regions. In SY23, the range of the retention rates for geographic regions (i.e., excluding ROEs[20] and Others) was 80% to 92%. While the rates do not vary considerably over the three-year period for most regions, the West Central region saw an increase of 10 percentage points from 80% in SY21 to 90% in SY23. Please note that, particularly in SY23, several districts have very low counts of bilingual teachers and administrators -- Other (n=1), Southeast (n=34), Southwest (n=61), and West Central (n=139) -- which means that between-year change of even just an employee or two amounts to an outsized percentage-point change.

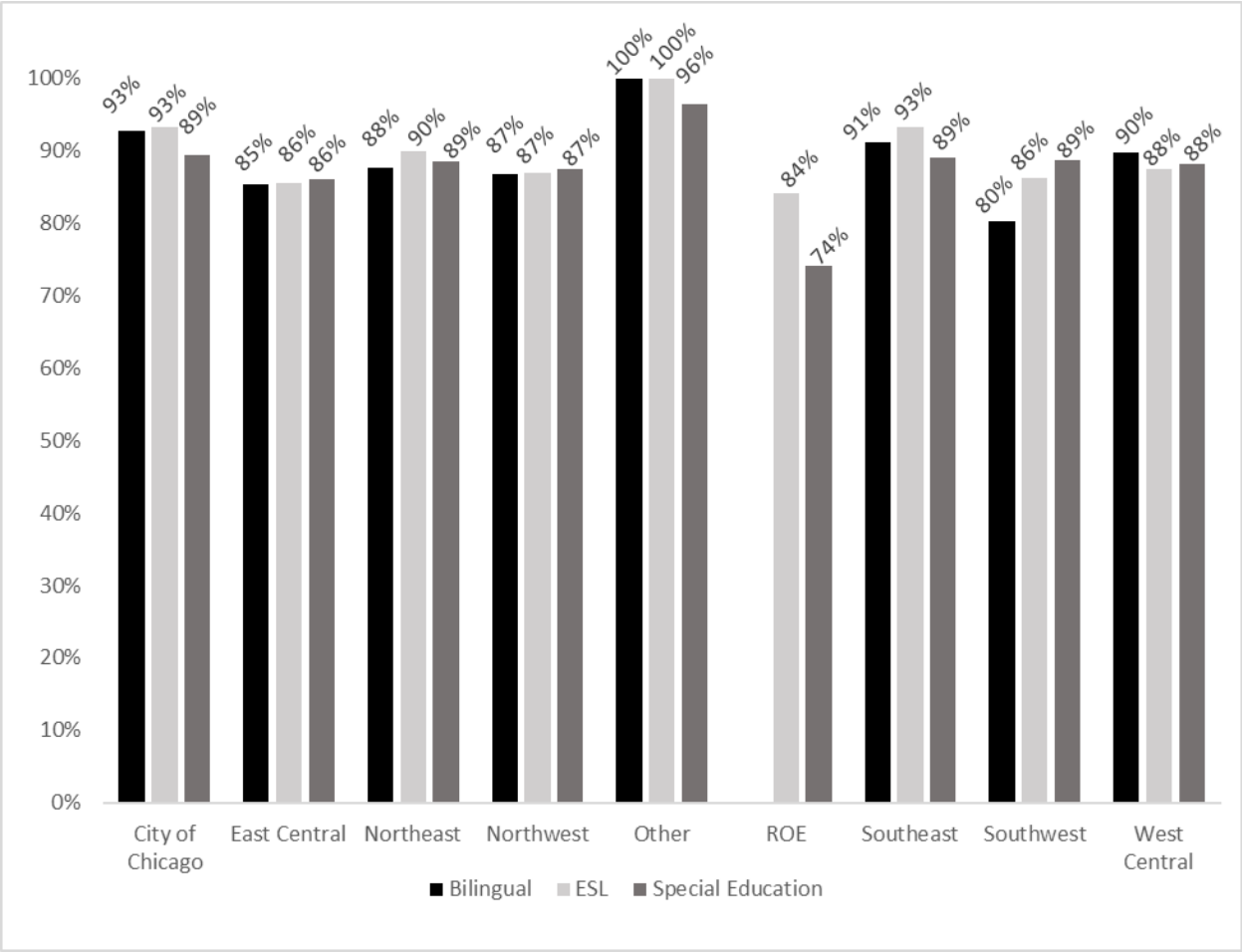
i. How did the retention of ESL teachers vary by geography?

ESL teacher retention also varies little between geographic regions. Figure 5 shows that in SY23, the range of the retention rates for geographic regions (i.e., excluding ROEs and Others) was 86% to 93%. The rates also do not vary considerably over the three-year period; no geographic region saw a change of more than 4 percentage points over the three-year period. Sub-questions 2.e., 2.f., 2.g., 2.h., and 2.i. reveal a pattern of minimal retention differences by subject or geography for bilingual, ESL, or special education educators.

[19] The rates also do not vary considerably over time either; no geographic region saw a change of more than 3 percentage points in the past three years (SY21 and SY22 not shown in Figure 5).

[20] ROEs typically employ few people serving in a teaching role, and most of those employees are administrators. Because of the low counts, caution should be used in interpreting dramatic swings in rates. "Other" refers to non-ROE entities that were not mapped to counties, and thus cannot be assigned to a geographic area. North Cook Intermediate Service Center (ISC), West Cook ISC, and South Cook ISC are included in the ROE geographic area.

Figure 5. Retention Rate in SY23 for Bilingual, ESL, and Special Education Teachers by Geographic Area

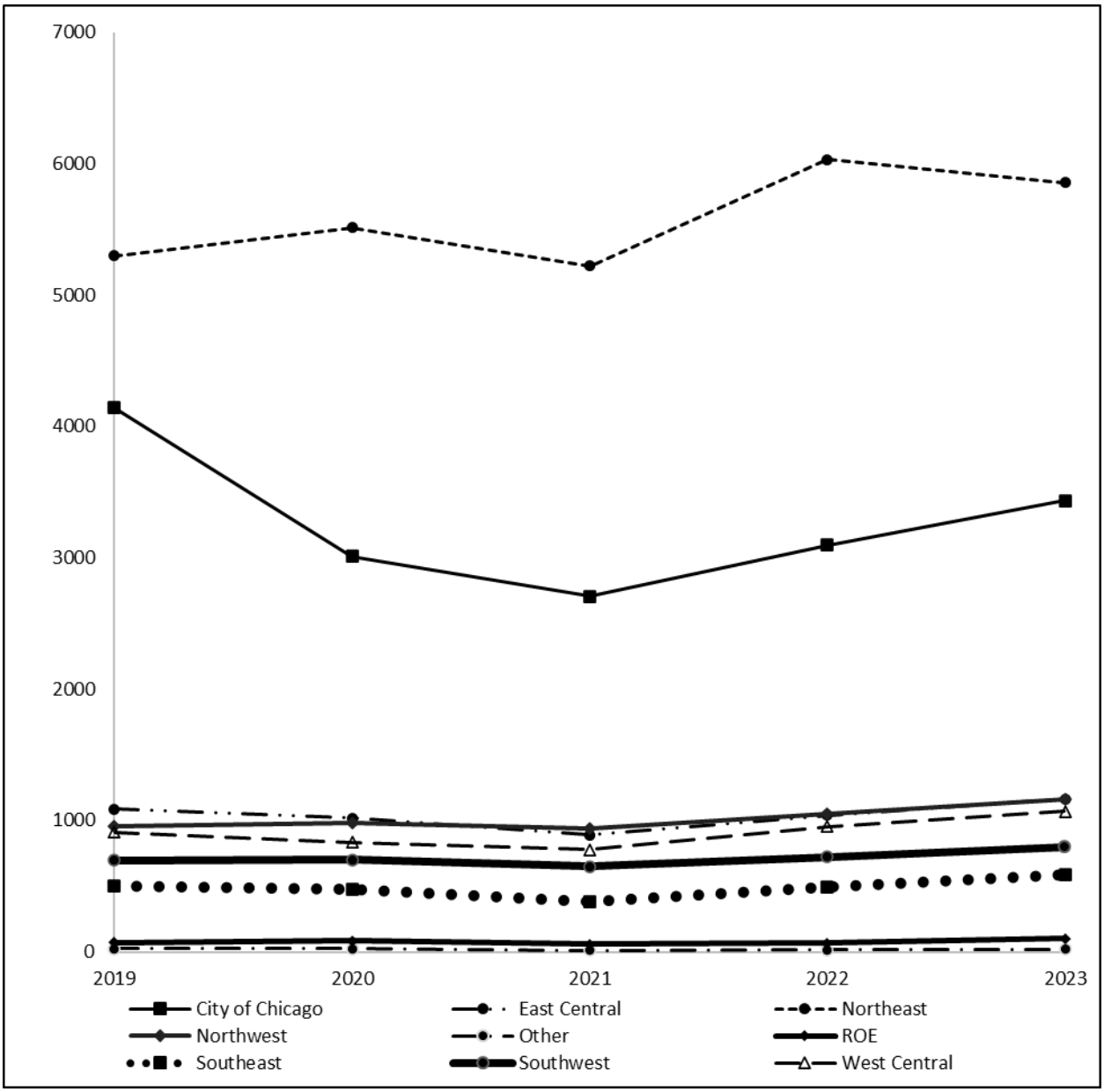


j. How many teachers changed primary work location from one year to another by geography?

Most regions saw relative stability over the five-year period in the number of teachers changing their primary work location. Chicago started at a high of 4,142 such mobile teachers in SY19, declined to 2,705 in SY21, and then rose to 3,434 in SY23 out of 23,992 total teachers in Chicago in SY23 — in other words, 14% of teachers in Chicago in SY23 had a different primary working location (school) than they did in SY22. The Northeast region saw more variability with 5,858 mobile teachers in SY2, after starting

from 5,302 in SY19.[21] Eighteen percent of all teachers employed in ROEs in SY23 were mobile, the highest rate of any geographic region.

Figure 6. Count of Teachers Changing Primary Work Location by Geographic Area

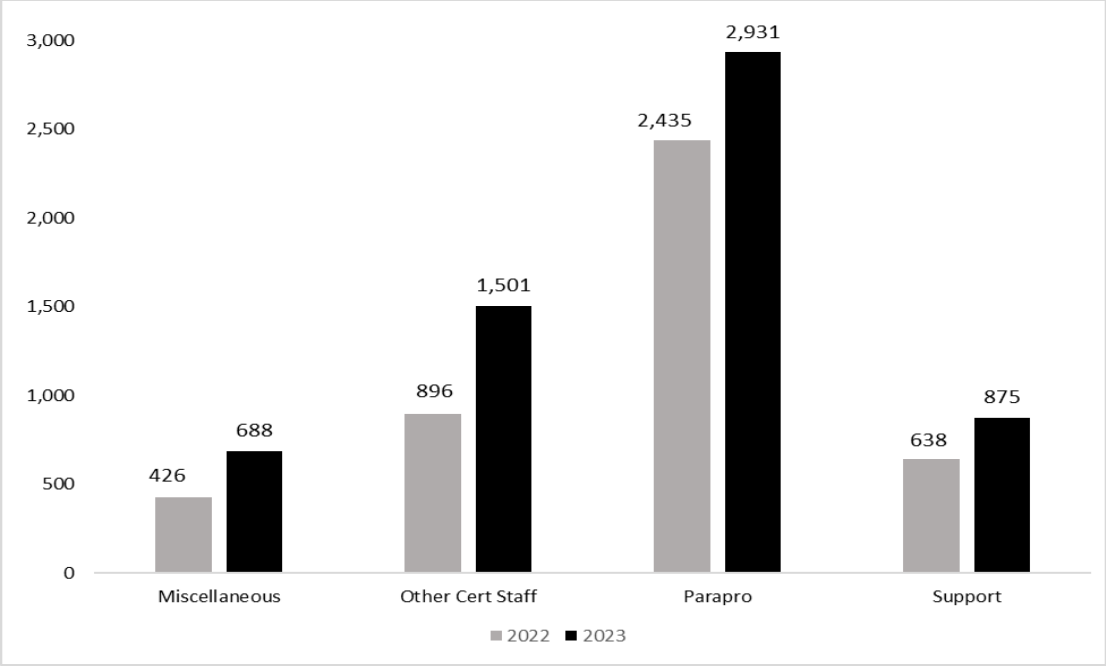


[21] This does not necessarily mean that educators were in different schools from one year to the next, however. An educator with multiple working locations may have their primary work location change from year to year even if they spend time in the same buildings from year to year.

k. How did the distribution of unfilled positions vary by educator category, program area, and any respective subcategory?

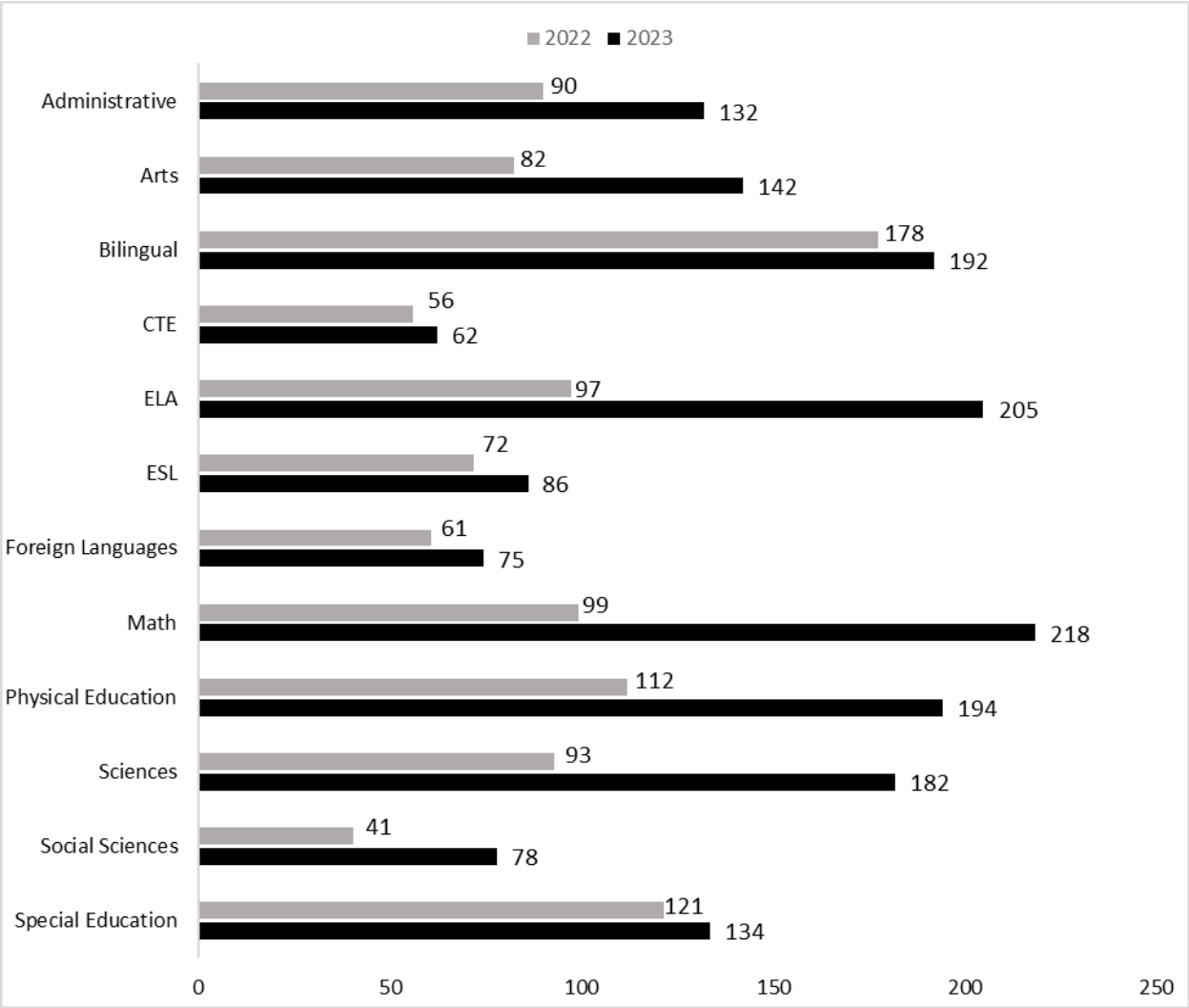
There were large increases in unfilled positions from SY22 to SY23 in the Other Certified Staff, Paraprofessional, School/Student Support Personnel, and Miscellaneous educator categories as shown in Figure 7. Figure 7 shows the educator categories with the largest overall number of positions. Consistent with the 2023 Unfilled Positions Report, the demand for paraprofessionals outweighs the supply. Figure 8 shows there were more modest increases in Math, English Language Arts (ELA), Sciences, and Physical Education positions, which are the categories with the least number of positions. There were more unfilled position FTEs for every educator category in SY23 compared to SY22. However, it is important to note that the response rate for the Unfilled Positions Survey increased in SY23, so some of the increase in the unfilled FTE from 2022 to 2023 may be attributable to more complete reporting by school districts and other entities.[22]

Figure 7. Unfilled Positions FTEs for the Four Largest Educator Categories



[22] There were approximately 100 more districts that reported at least one unfilled FTE in SY23 compared to SY22. In SY22, districts that did not have any unfilled positions had no way of reporting that was the case, and so they simply did not respond to the Unfilled Positions Survey. In SY23, districts could report that they had no unfilled positions, and so 98% of eligible public districts participated in the data collection. A recent study (Advance Illinois, 2023) compared the number of unfilled position FTEs reported by districts that responded to both the 2022 and 2023 Unfilled Positions Survey and found that those districts did have an increased number of unfilled FTEs.

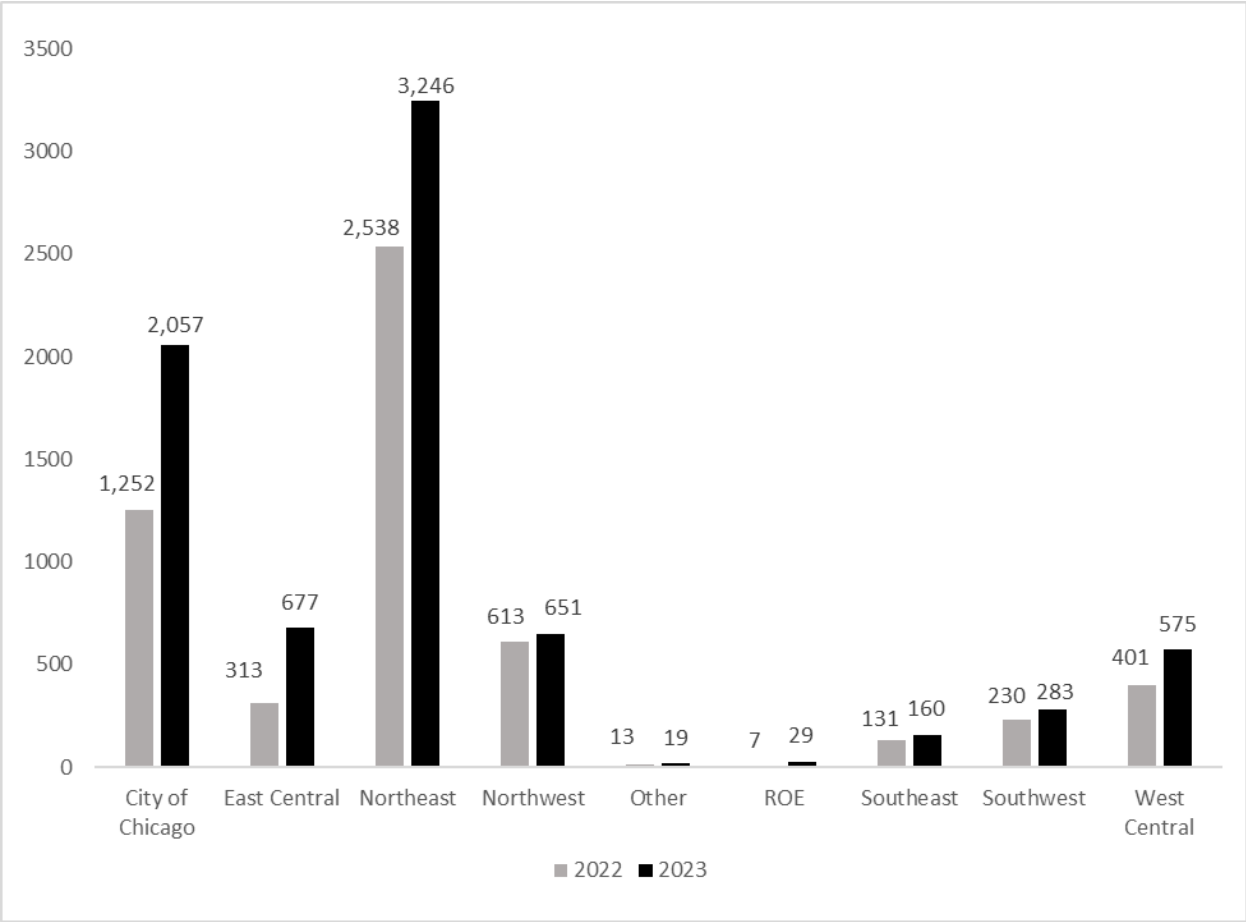
Figure 8. Unfilled Position FTEs for Remaining Educator Categories



l. How did the distribution of unfilled positions vary by geography?

There was an increase in unfilled positions from SY22 to SY23 in the City of Chicago and Northeast regions. There were also increases in the East Central and West Central regions. No region showed a decrease in the number of unfilled FTEs between SY22 and SY23. However, the Northwest region saw a relatively small increase in the number of unfilled FTEs compared to other regions.

Figure 9. Unfilled Position FTEs by Geographic Area



m. What are the enrollment projections for 2024?

The projected enrollments for SY24, compared to other grades, are generally higher for the high school grades, lower for the elementary grades, and lowest for kindergarten. This greater number of enrolled students in high school compared to other grades, particularly for Grades 9 and 10, is consistent with historic enrollment data as shown on the Illinois Report Card.

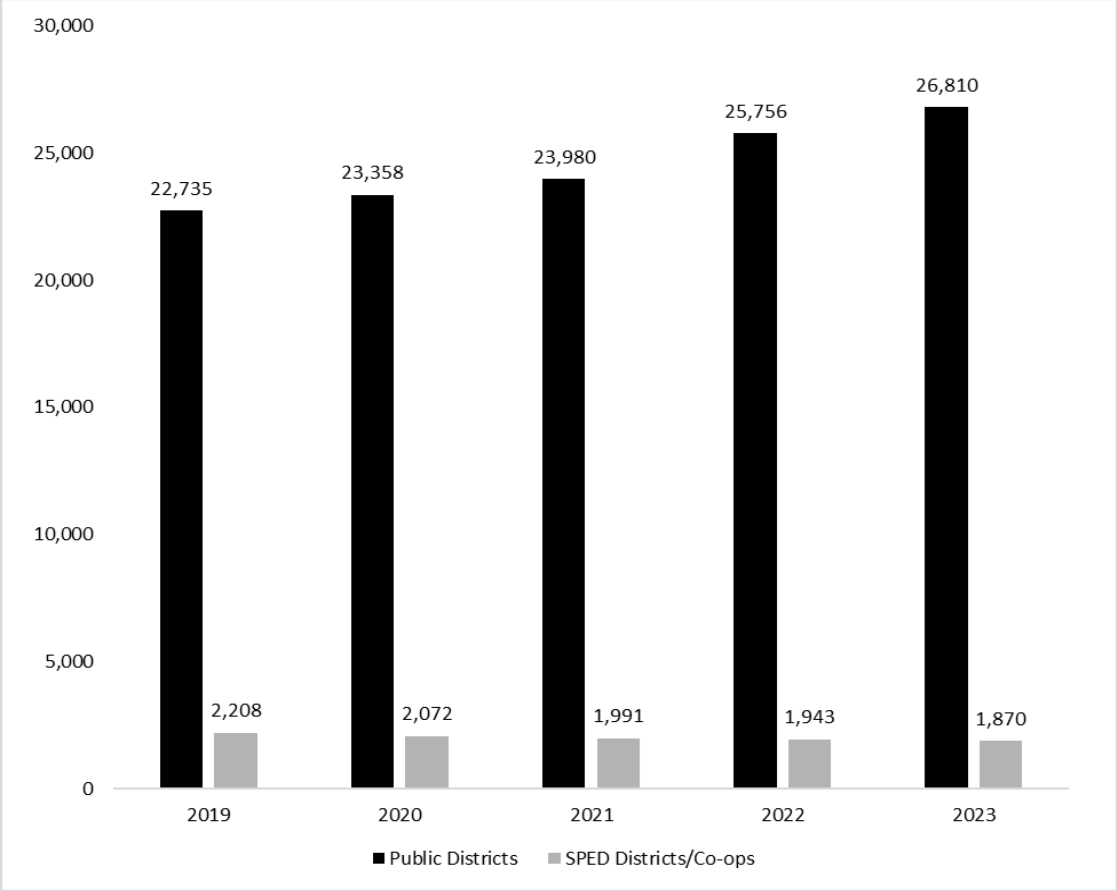
Table 7. Student Enrollment Projections

	SY23	Projected SY24
Kindergarten	121,269	121,848
Grade 1	129,960	135,324
Grade 2	128,455	132,870
Grade 3	128,958	128,391
Grade 4	128,430	128,147
Grade 5	130,450	129,508
Grade 6	134,502	133,898
Grade 7	136,199	135,140
Grade 8	141,513	140,893
Grade 9	152,855	154,037
Grade 10	152,854	153,319
Grade 11	143,487	142,227
Grade 12	146,123	145,594

n. How many special educators work in special education cooperatives compared to special educators who work in public school districts?

Figure 10 shows that the number of special educators working for public districts has increased over the five-year period, from 22,735 in SY19 to 26,810 in SY23. The number of special educators working for special education districts or cooperatives decreased over that period, from 2,208 in SY19 to 1,870 in SY23. For context, special educators were 9% of all teachers in SY23. In concert with the percentage of students with IEPs remaining relatively consistent in recent years between 15% and 17% as shown on the Illinois Report Card.

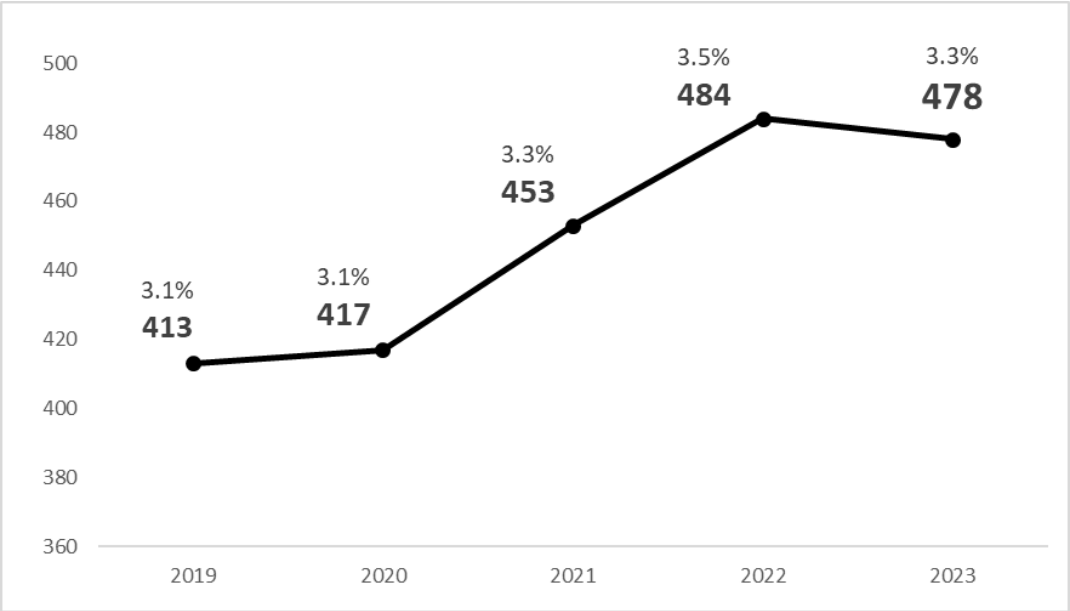
Figure 10. Number of Special Educators by Entity Type



o. How many administrators have a Bilingual endorsement?

The headcount for the number of administrators with Bilingual endorsements increased from SY19 to SY23. In SY19, there were 413 administrators with Bilingual endorsements; that number increased to 478 (of 14,167 total educators with an Administrator endorsement) in SY23. This increase means that bilingual students in Illinois are more likely to have bilingual administrators in their district than in the past, which creates more opportunities for bilingual families and communities to communicate with public district administrators in their primary language.

Figure 11. Head Count of Administrators with Bilingual Endorsements by School Year



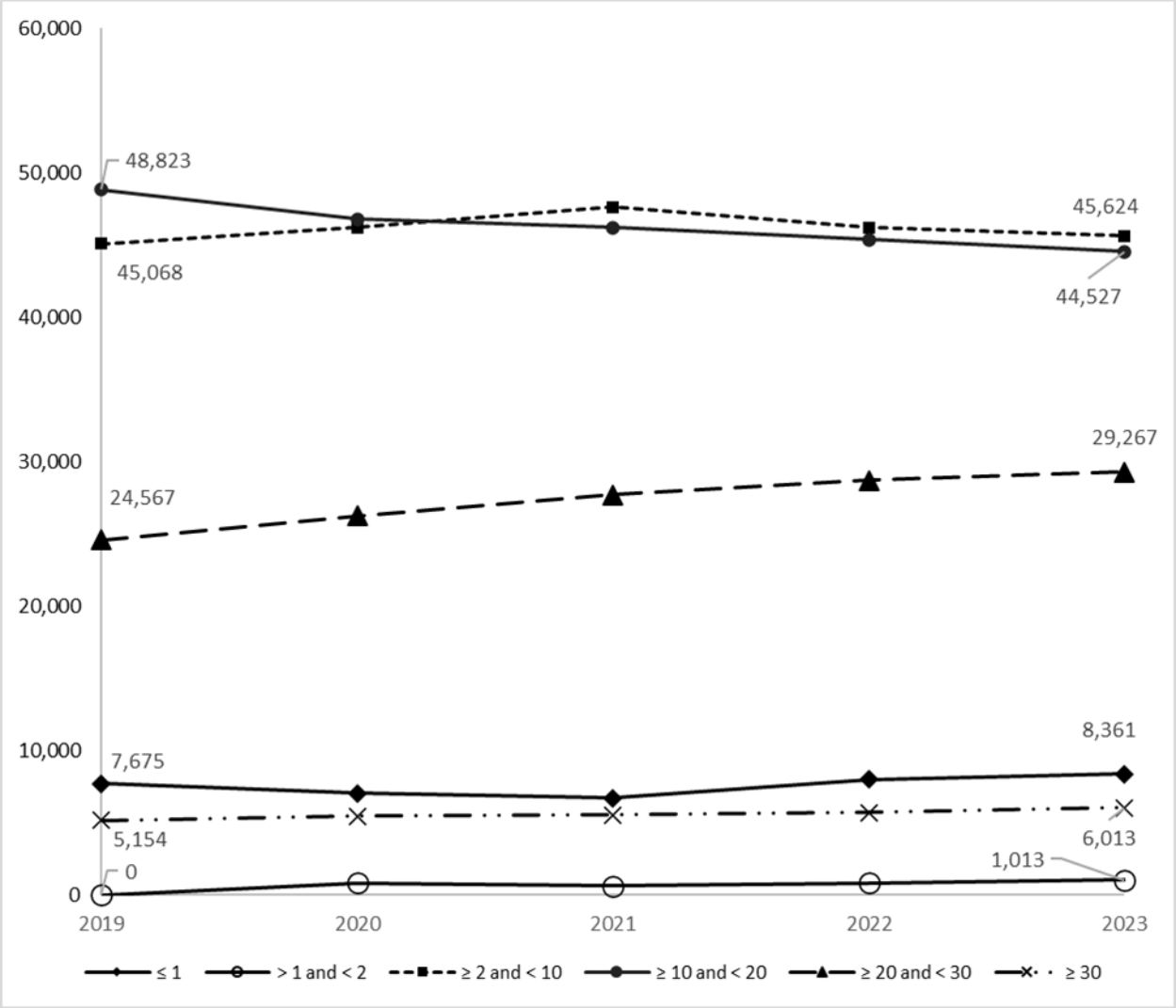
Research Question 3: What does the age distribution of Illinois public educators indicate about future demand?

a. What is teacher experience by FTE sums?

There is a slight increase over the five-year period in the total FTEs for those between 20 and 30 years of experience and a slight decrease for those between 10 and 20 years of experience. All other experience bands remained relatively consistent over the five years, and most teacher FTE is held by teachers with between two and 20 years of experience.[23] The lack of major changes between the experience bands but a slow increase in FTEs among those with more experience is consistent with the aging teaching workforce.

[23] For reference, the FTE sums of teachers at entities included in the ESD Report was 131,287 in SY19; that slowly increased each year to 134,817 in SY23.

Figure 12. FTE Sums by Years of Experience



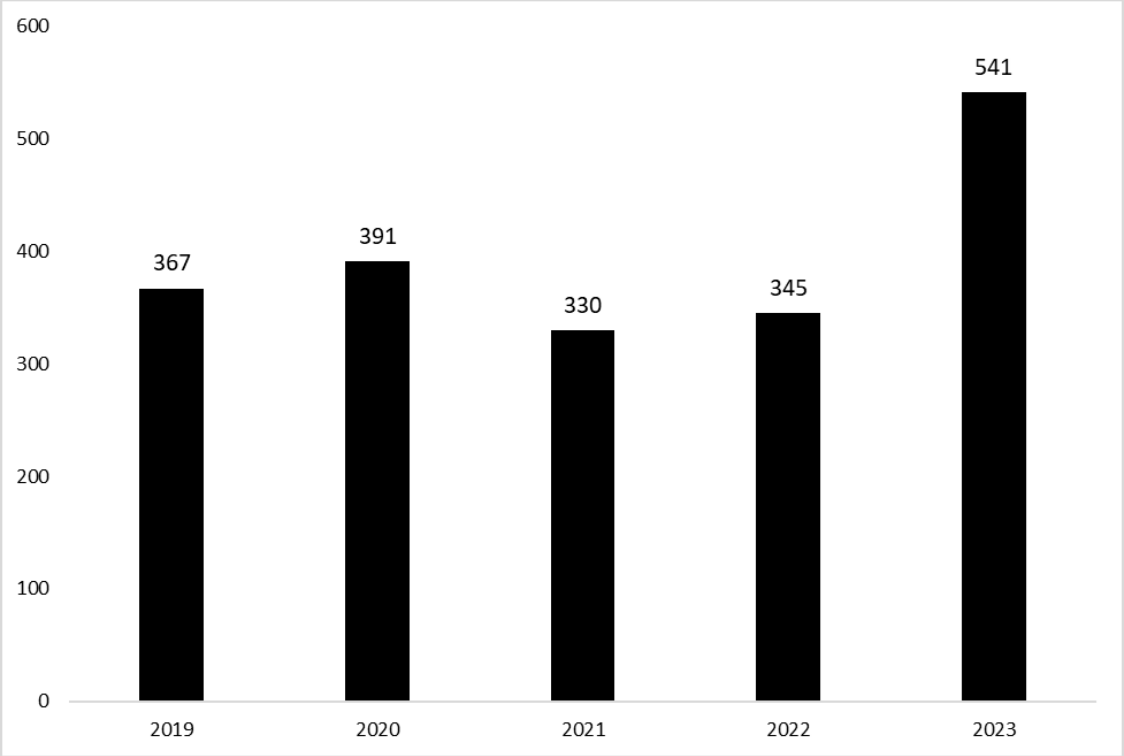
b. How does teacher experience vary by educator category?

Art, ELA, Foreign Language, Math, Physical Education, Science, and Social Science all share a common distribution for years of experience. Administration tends to have more years of experience relative to other educator categories while Bilingual, ESL, Special Education, and School/Student Support Personnel educators more frequently have middling levels of experience. Elementary and paraprofessionals tend to have less experience. See Appendix A for a chart of all years, experience levels, and educator categories.

c. How many teachers moved into an administrative role by year?

Figure 13 shows the number of teachers who moved into administration remained relatively stable in the 300s between SY19 and SY22 but increased to 541 (of 139,984 total teachers) in SY23. This suggests that recent programs, such as the Diversity Leadership Program, introduced by ISBE and partner organizations to recruit and prepare diverse administrators may support in encouraging teachers to become administrators. It is also possible that some districts may have used emergency COVID relief funds on programs that encouraged teachers to become administrators.

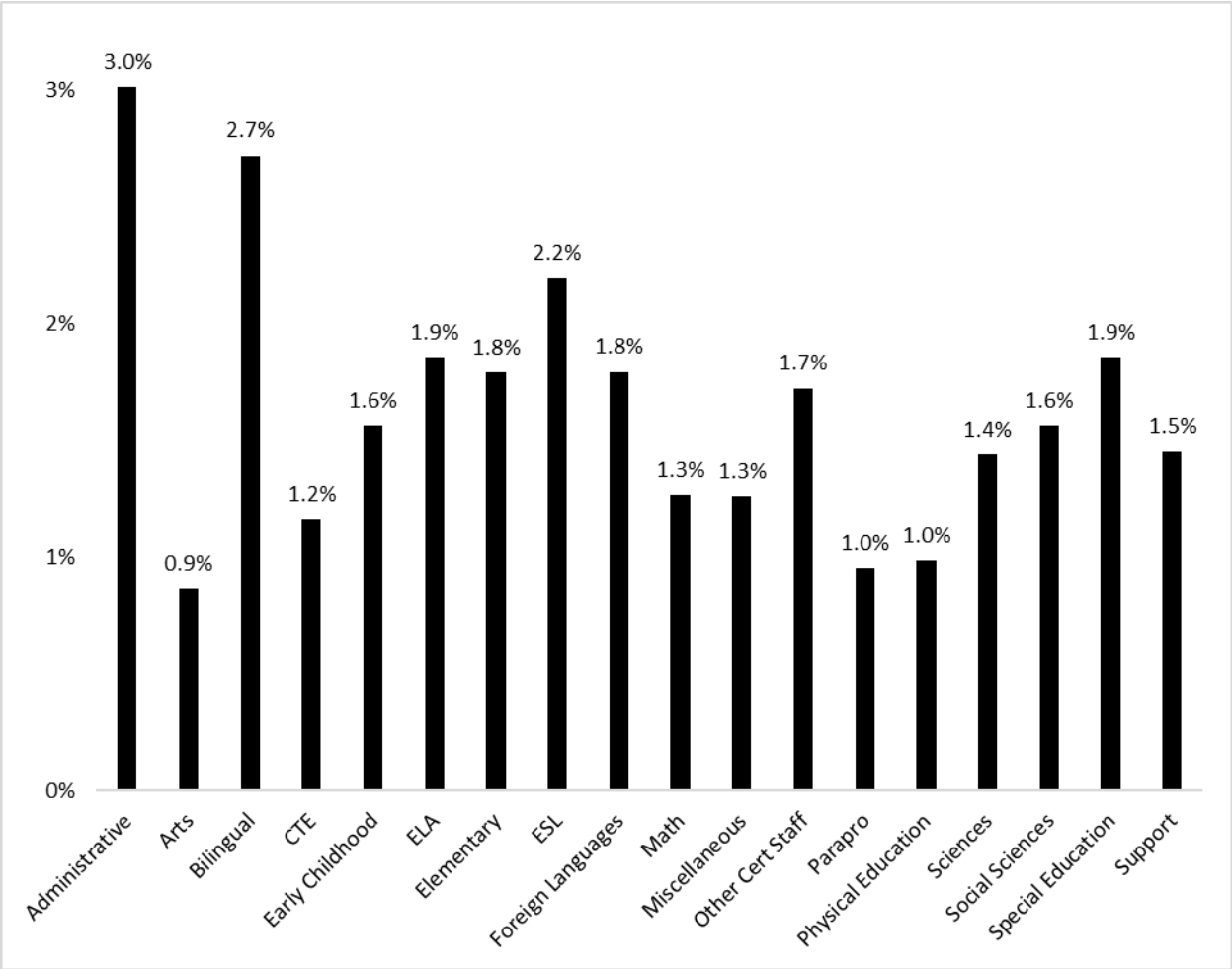
Figure 13. Teachers Moving to Administrative Roles by School Year



d. What are exit attrition rates by educator category?

Exit attrition rates (where educators no longer work at an Illinois public school) are low and vary little between educator categories. In SY23, the range of the exit attrition rates was just 1% to 3% of all educators as shown in Figure 14. The rates also do not vary considerably over the five-year period; no educator category saw a change of more than 1 percentage point over the five-year period.

Figure 14. Exit Attrition Rates in SY23 by Educator Category



e. How many teachers leave? (By year? By race? By region?)

Attrition is subdivided into four categories: Different Primary Location - Same District - Same Position; Employed at Different District; No Longer Employed at ISBE School; Same Primary Location - Same District - Different Position (See Appendices B and C). Tables 8, 9, 10, and 11 report the rate or number of teachers who fall in any of those four categories. Tables 12 and 13 disaggregate the attrition type to show what type of attrition occurs by year.

Attrition rates by race are generally consistent over time as shown in Table 8. It shows what percentage of the total population was represented by each race (e.g., of all teachers who did not return in SY23, 5.9% were Black). The percentage of teachers who leave by race are similar to the overall teacher demographics in the state. For example, Hispanic or Latino teachers are 8.5% of the pool of

teachers not retained, and 8.4% of all teachers in SY23 according to the Illinois Report Card. Similarly, White teachers are 81% of all teachers and 81% of teachers not retained in SY23. See Appendix B for attrition rates by race and by region. Table 9 shows the within racial and ethnic group rate of retention over time (e.g., of all Black teachers in SY23, 10.3% did not return).[24] The attrition rates in 2023 vary less among racial and ethnic groups than they did in 2019, indicating that Illinois is improving its retention of educators of color. For example, 13.6% of Black educators in Illinois were not retained in school year 2019; that fell to 10.3% of Black educators not retained in school year 2023.

Table 8. Attrition Rates by Race and School Year

	SY19	SY20	SY21	SY22	SY23
American Indian or Alaska Native	0.2%	0.3%	0.3%	0.3%	0.2%
Asian	1.6%	1.4%	1.4%	1.8%	1.8%
Black or African American	7.3%	6.2%	5.8%	5.9%	5.9%
Hispanic or Latino	8.6%	7.5%	10.1%	9.4%	8.5%
Native Hawaiian or Other Pacific Islander	0.1%	0.1%	0.1%	0.1%	0.1%
Two or More Races	0.9%	0.8%	0.8%	0.9%	1.0%
Unknown	2.7%	2.4%	1.5%	1.5%	1.5%
White	78.7%	81.3%	79.9%	80.2%	81.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Table 9. Attrition Rate Within Teacher Race by School Year

[24] Table 8 considers the total population of all Illinois teachers from SY19 through SY 23 who did not return to their previous year's position whereas Table 9 shows the attrition within a specific demographic group as part of the entire teaching corps. For instance, in SY23, 5.9% Black of African American did not return to the position they held in SY22 (Table 8) and for all Black of African American teachers in SY23, 10.3% of this population did not return to their previous year's position. Note that the four categories for which data is collected afford that an individual who teaches in one position in a school one year and in the same school in a subsequent year but in a different position is included in data for Tables 8 and 9.

	SY19	SY20	SY21	SY22	SY23
American Indian or Alaska Native	15.3%	14.1%	13.3%	13.7%	11.7%
Asian	10.9%	8.3%	7.1%	9.1%	10.7%
Black or African American	13.6%	10.3%	8.3%	9.2%	10.3%
Hispanic or Latino	14.2%	10.6%	11.0%	11.2%	11.1%
Native Hawaiian or Other Pacific Islander	9.0%	13.7%	10.3%	8.1%	10.3%
Two or More Races	12.2%	10.4%	8.8%	10.2%	13.1%
Unknown	12.8%	11.1%	9.2%	8.7%	9.0%
White	10.7%	9.8%	8.4%	9.6%	11.2%

As shown in Table 10, 15,508 teachers were not retained in SY23, meaning they either changed positions, schools, districts, or exited the Illinois public teaching profession. This is an increase from 13,622 in SY22, 11,883 in SY21, 13,623 in SY20, and 15,214 in SY19. Research into teacher attrition in future years is necessary to ascertain if attrition will continue to increase or if there are regular fluctuations in attrition over time. Table 11 reports these attritions as a percentage of all educators within the geographic area. The City of Chicago has seen a reduction in the attrition rate among teachers from school year 2019 to school year 2023. The East Central and West Central areas also saw improvement in the attrition rate among teachers. The Northeast region had the highest number of attritions among geographic regions (i.e., not including ROEs and Other) at 8,606 in SY23, while the Southeast had the lowest at 735, commensurate with the relative size of the educator workforce in those regions.

Table 10. Teacher Attrition Counts by Geographic Area and School Year

	SY19	SY20	SY21	SY22	SY23
City of Chicago	2,322	1,434	1,025	1,531	1,228
East Central	1,351	1,264	1,022	1,157	1,238
Northeast	7,396	7,081	6,633	7,100	8,606
Northwest	1,212	1,181	1,050	1,236	1,439
Other	14	9	44	13	11
ROE	119	93	57	95	82
Southeast	676	547	463	613	735
Southwest	749	880	725	790	936
West Central	1,375	1,134	864	1,087	1,233
Total	15,214	13,623	11,883	13,622	15,508

Table 11. Attrition Rate Within Region by Year

	SY19	SY20	SY21	SY22	SY23
City of Chicago	10.3%	6.4%	4.4%	6.4%	5.1%
East Central	13.6%	12.7%	10.3%	11.6%	12.4%
Northeast	10.8%	10.2%	9.5%	10.0%	12.2%
Northwest	11.0%	10.7%	9.5%	11.1%	12.8%
Other	6.9%	4.5%	22.9%	7.2%	5.8%
ROE	19.4%	14.8%	9.2%	16.8%	14.5%
Southeast	12.0%	9.5%	8.1%	10.6%	12.5%
Southwest	9.4%	10.9%	8.9%	9.5%	11.3%
West Central	14.4%	11.9%	9.0%	11.3%	12.8%

Between 2019 and 2023, teachers changing their primary location (but remaining in the same district with the same position code) became approximately a third less common, while teachers remaining in the same location and district but changing their position became more frequent. These patterns are shown in Table 12, which shows 100 percent of the attrition for the year, disaggregated by type of attrition (e.g., of all the teachers who were not retained in SY23, 30% were employed at another district). These patterns are further illuminated by Table 13, which shows the percentage of all educators who were not retained by attrition type and school year (e.g., 2.7% of all educators were in the same primary working location and same district but in a different position code in SY19 compared to the previous year, which rose to 3.6% of all teachers in SY23).

Table 12. Percentage of Total Attrition by Attrition Type and School Year

	SY19	SY20	SY21	SY22	SY23
Different Primary Location - Same District - Same Position	35%	33%	32%	29%	24%
Employed at Different District	28%	30%	26%	26%	30%
No Longer Employed at ISBE School	13%	12%	11%	14%	13%
Same Primary Location - Same District - Different Position	24%	24%	31%	31%	32%
Total	100%	100%	100%	100%	100%

Table 13. Teacher Attrition Rate as Percentage of Total Teacher FTE by Attrition Type by School Year

	SY19	SY20	SY21	SY22	SY23
Different Primary Location - Same District - Same Position	3.9%	3.3%	2.7%	2.8%	2.6%
Employed at Different District	3.2%	3.0%	2.2%	2.6%	3.4%
No Longer Employed at ISBE School	1.5%	1.2%	1.0%	1.3%	1.5%
Same Primary Loction - Same District - Different Position	2.7%	2.4%	2.6%	3.0%	3.6%

f. Are teachers leaving the school, the district, or the profession altogether? (By educator category?)

In SY23, the modal situation for Art teachers (n=413) who leave is to be at a different primary location but in the same district and position. The modal situation for CTE (n=456), Math (n=465), Physical Education (n=374), and Science (n=579) teachers who leave their current position is to be employed at a different district. The modal situation for School/Student Support Personnel staff (n=213) who leave is to no longer be employed at an Illinois public school. The situation of being at the same primary working location and district, but with a different position code was modal for Administrators (n=740), Bilingual teachers (n=655), Early Childhood teachers (n=232), ELA teachers (n=1,955), Elementary teachers (n=3,008), ESL teachers (n=1,527), Foreign Language teachers (n=355), Miscellaneous staff (n=1,077), Other Certified staff (n=58), Paraprofessionals (n=602), Social Sciences teachers (n=1,547), and Special Education teachers (n=1,841). While there is variability in counts over the five-year period, the proportion of those from each of the four attrition categories is stable within educator categories. Caution is urged in interpreting these numbers as they are based on endorsement counts, not headcounts, and since individuals can hold multiple endorsements, they can be counted more than once in these data. See Appendix C for a table of attrition rates by attrition type and educator category.

g. What is the administrator retention rate over time? (By administrator type? By race?)

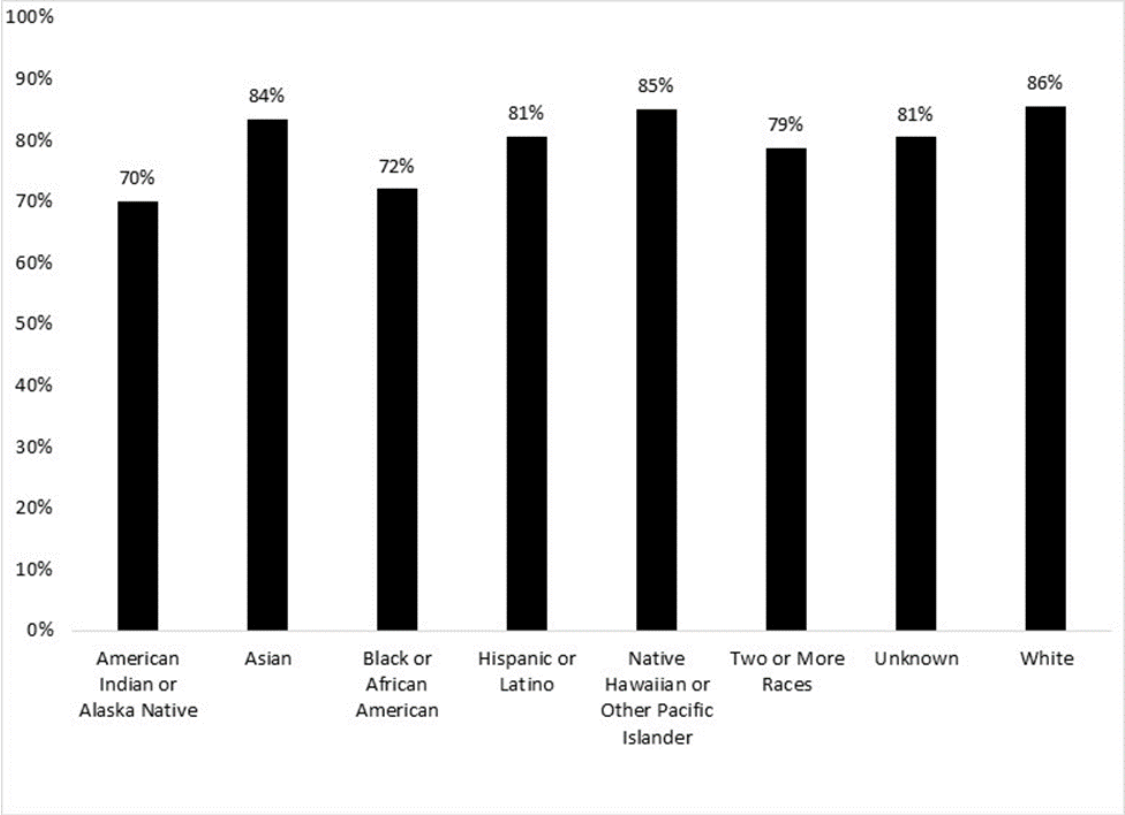
Shifting focus to administrators, the analysis transitions from attrition (those who leave) to retention (those who stay) because the size of the population of administrators who are not retained (those who leave) each year is too small to disaggregate in similar ways. Administrator retention rates vary among administrator types, with the lowest rate at 62% for Head Teacher in SY23 and the highest rate at 100% for Regional Superintendent in SY22 and SY23. Note that several administrative positions have few employees (in some cases fewer than 50 statewide), particularly Supervisor of One Field in Career and Technical Education, Regional Superintendent, and Assistant Regional Superintendent, which means that between-year change of even just an employee or two amounts to an outsized percentage-point change.

Table 14. Administrator Retention Rate by Position

	SY21	SY22	SY23
Supervisor of One Field in Career and Technical Education	91%	75%	100%
Regional Superintendent	88%	100%	100%
Assistant Regional Superintendent	90%	95%	97%
District Superintendent	93%	95%	96%
Assistant/Associate District Superintendent	90%	94%	94%
Principal	89%	89%	87%
Special Education Director	82%	85%	85%
Administrator in a Bilingual Education Program	83%	87%	85%
Supervisory Dean	89%	91%	84%
Assistant Special Education Director	82%	81%	84%
Director Area Voc Cent or Supervisor or More 1 field in CTE	79%	86%	83%
Supervisor of One School Support Personnel Area	82%	88%	83%
Head of Gen Ed (Depart chair admin endorsement held)	88%	88%	83%
Dean of Students Teacher no admin endorsement)	78%	84%	82%
Chief School Business Official	76%	74%	82%
Assistant Principal	83%	83%	81%
Dean of Students Admin (admin endorsement held)	82%	81%	80%
General Administrator or General Supervisor	80%	84%	79%
Special Education Supervisor	76%	77%	74%
Head of Gen Ed (Department chair no admin endorsement held)	76%	73%	71%
Supervisor of More Than One School Support Personnel Area	69%	75%	70%
Head Teacher	82%	85%	62%

Administrator retention rate varies among races, with the highest rates in SY23 among White (86%), Native Hawaiian or Other Pacific Islander (85%), and Asian (84%) administrators, and the lowest retention rates among American Indian or Alaska Native (70%) and Black or African American (72%) administrators. While there is within-race variability over the three-year period, caution is advised to not over interpret the percentage changes based on low numerical counts, particularly in SY23, for Native Hawaiian or Other Pacific Islander (n=20), American Indian or Alaska Native (n=40), and Two or More Races (n=137). In general, though, the retention rate among administrators is lower than the retention rate for teachers.

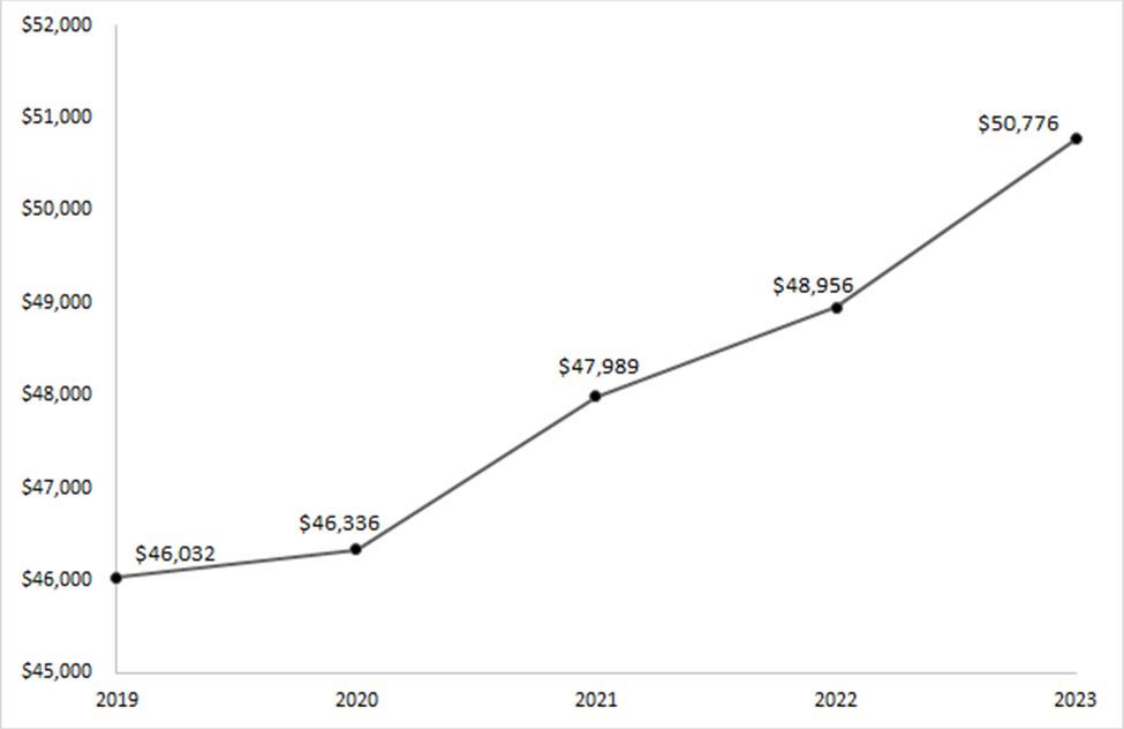
Figure 15. Administrator Retention Rate by Race and Ethnicity in SY23



h. What is the average starting teacher salary? (By region?)

The average starting teacher salary (defined as the salary for teachers with less than one year of experience in the school year in question) has risen from $46,032 in SY19 to $50,776 in SY23. This increasing starting salary bodes well for recruitment efforts, but the gains in starting salaries are not distributed equally in all parts of the state.

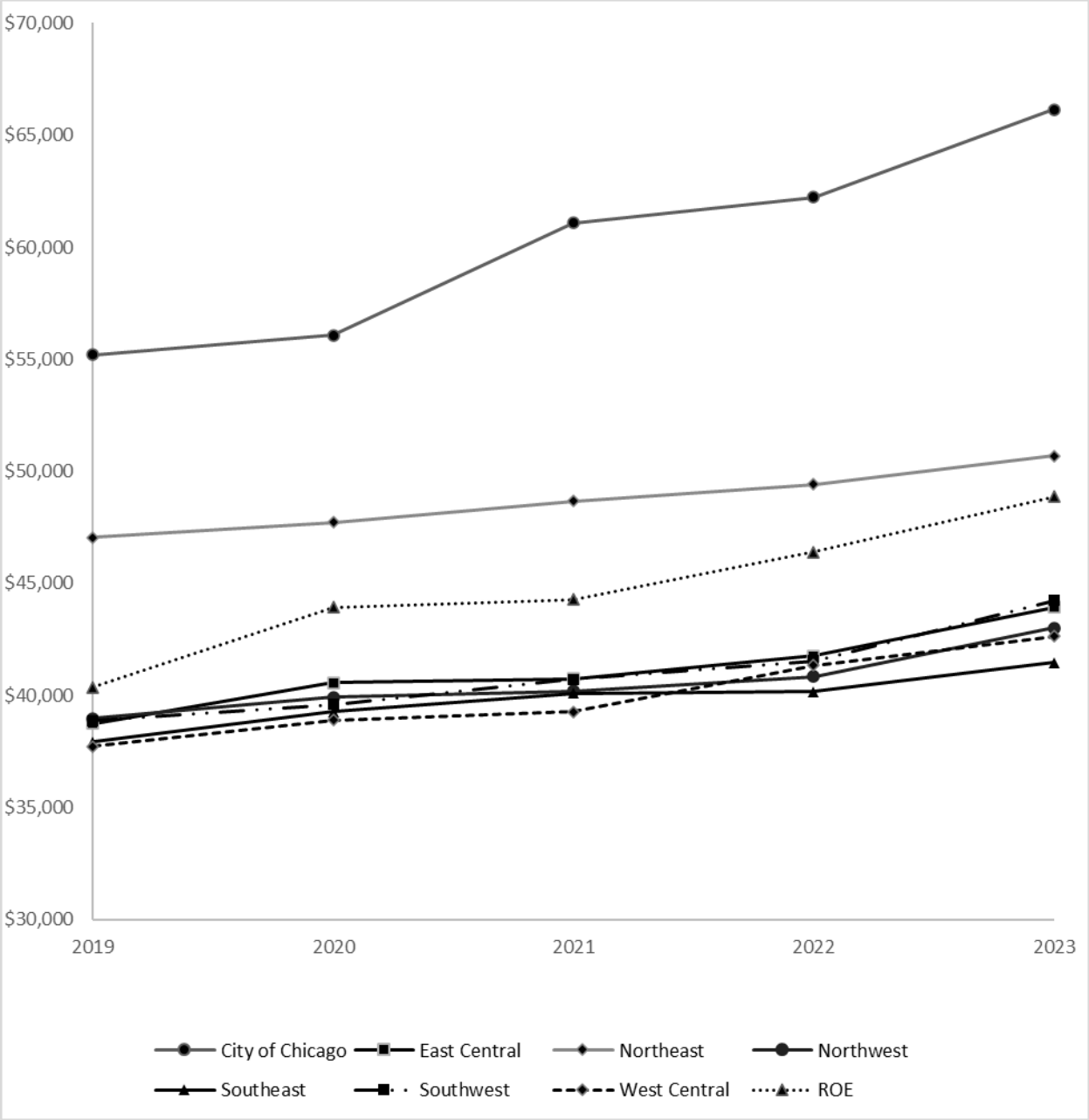
Figure 16. Average Starting Salary for Illinois Teachers by School Year



While all regions of the state saw an increase in average starting salaries over the five-year period, the City of Chicago saw the largest gains, starting at $55,207 in SY19 and ending at $66,147 in SY23, an increase of nearly $11,000, which is more than twice as much as the other regions saw (excluding ROE and Other).[25]

Figure 17. Average Starting Salary by Geographic Area

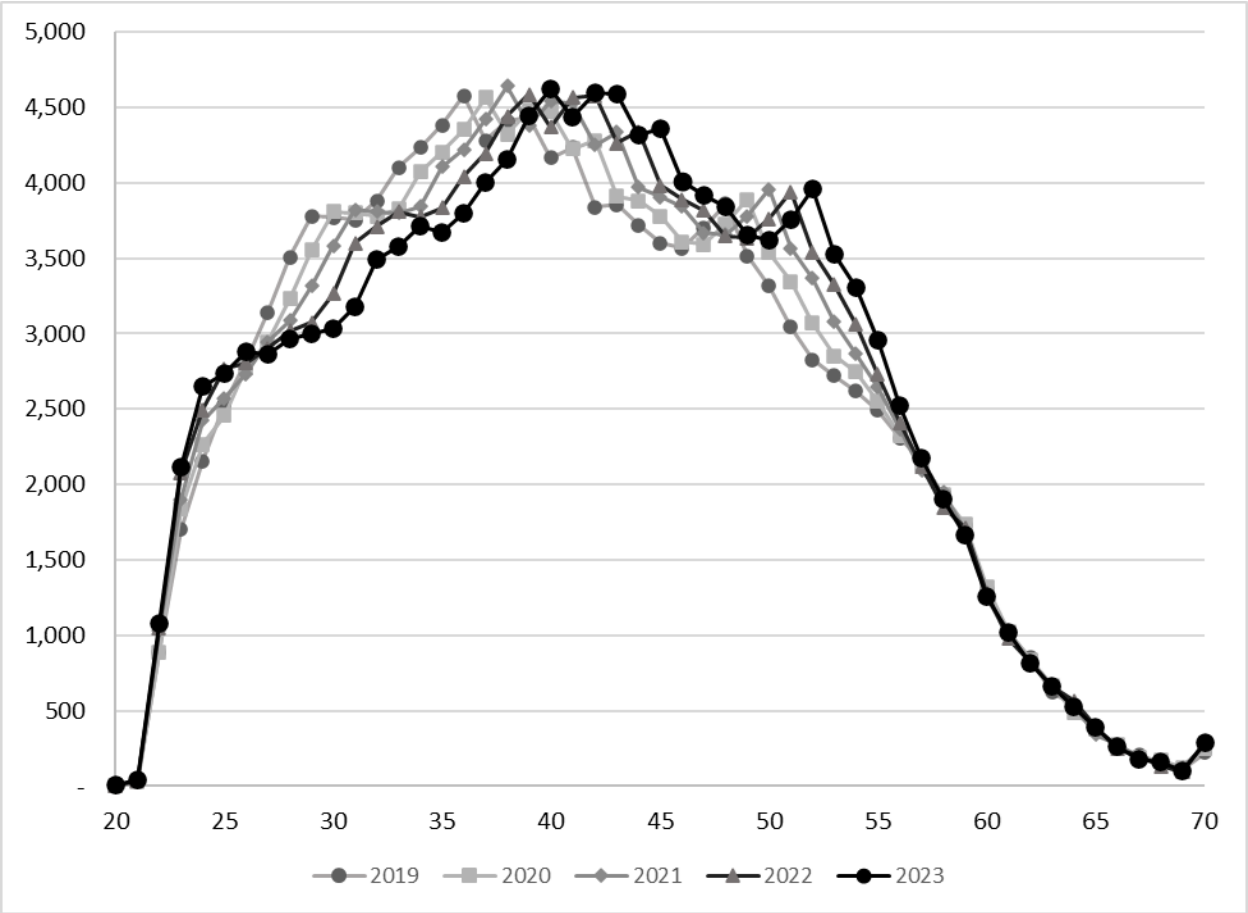
[25] ROEs and entities in Other have fewer employees and their average starting salaries may fluctuate accordingly. There were a total of 31 new employees at institutions in Other in SY19, SY20, SY21, SY22, and SY23, including three new employees in SY21. As such, this report does not include the average starting salary for entities in Other since there is not enough data to reliably assess how the average starting salary has changed over time.



i. What is the age distribution of teachers?

The teacher workforce is aging. The modal teacher age in SY19 was 36. That number has increased incrementally each year to 40 years old for SY23. This suggests that in successive years as teachers enter retirement age, there will be a decrease in the supply of teachers if there is not a corresponding increase in younger teachers entering the field. This is a trend that requires monitoring.

Figure 18. FTE Sums of Teachers by Age



Research Question 4: How does Illinois' teacher race/ethnic diversity[26] compare to its student population?

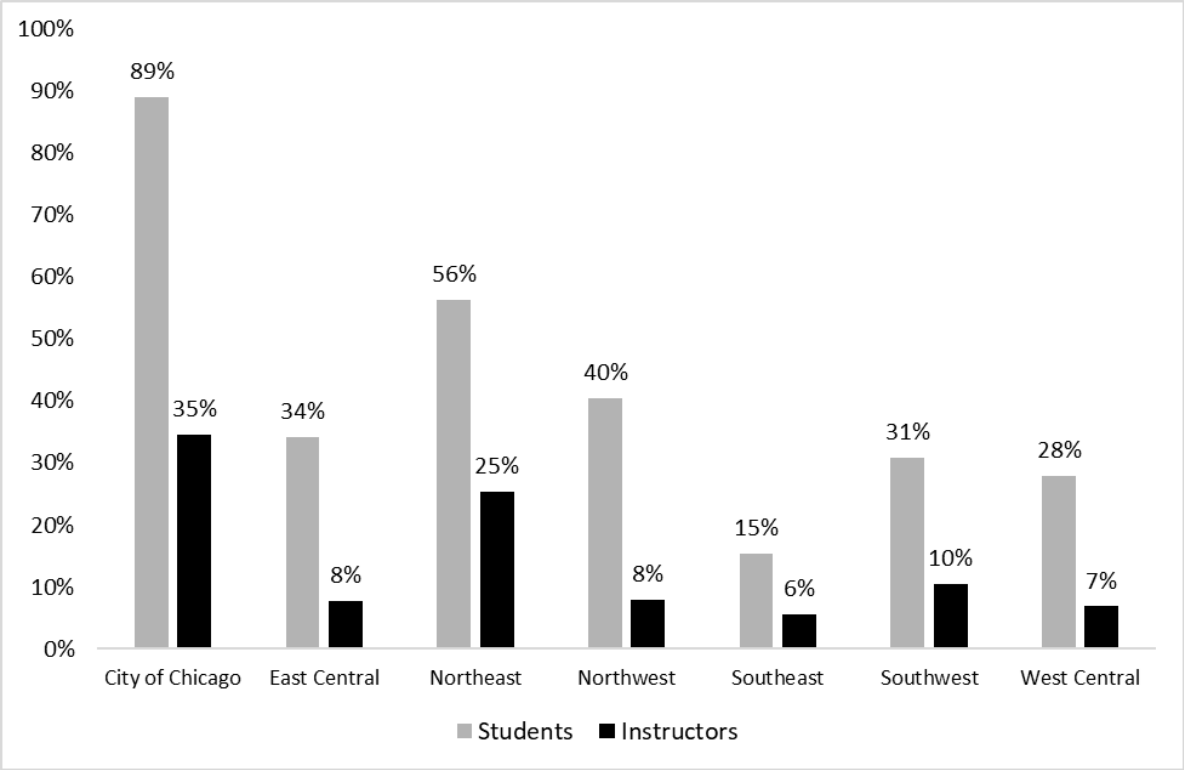
a. How does the diversity comparison vary by geography?

There are notable differences in the state in terms of the number of educators' and students' racial and ethnicity in every region in the state. In 2023, students were far less White in every region compared to the instructors in those regions. The City of Chicago, while having the most racially diverse teaching workforce, still did not represent the racial demographics of the student body as the gap

[26] "Diversity" in this report is best understood as proportional representation, not simply the presence of people of color. In fact, a disproportionately high number of people of color would definitionally mean a lack of diversity.

between students and teachers was 54 percentage points. The Northwest had a 32 percentage point gap, and the Northeast had a 31 percentage point gap. There is little variation in the racial/ethnic composition of teachers and students within any geographical region over the five-year period.

Figure 19. Percentage of Illinois Students and Teachers who are People of Color SY23

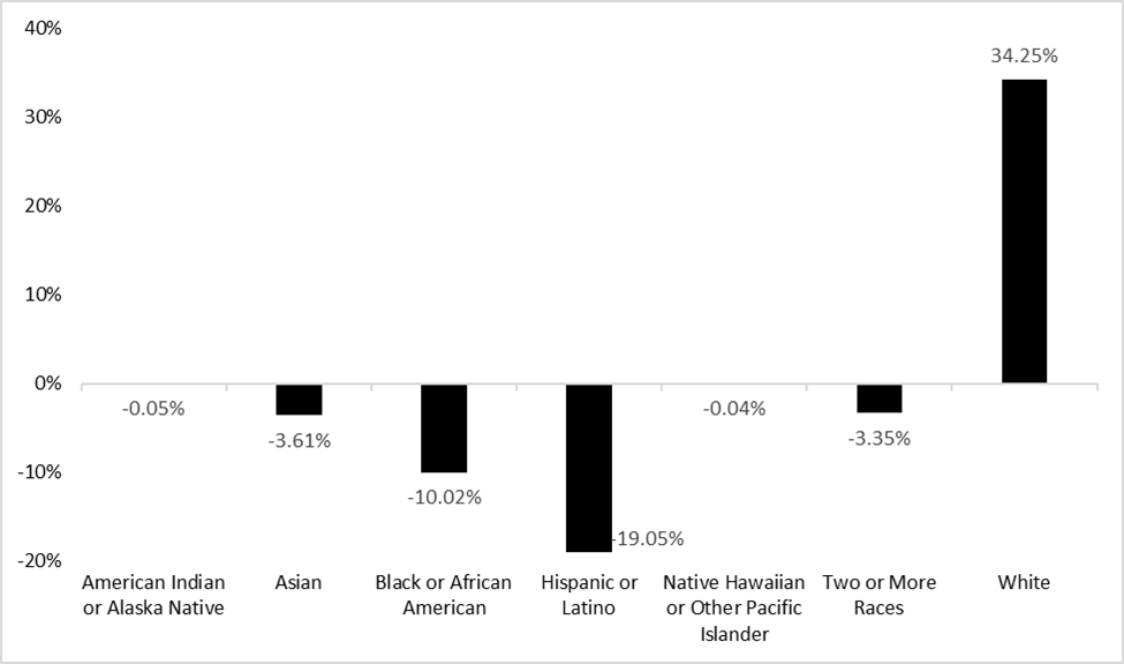


b. What students are underrepresented in the teacher population?

In SY23, Hispanic/Latino students were underrepresented in the teacher population by 19 percentage points, Black/African American students were underrepresented by 10 percentage points, Asian students by 4 percentage points, and students of Two or More Races[27] by 3 percentage points. Conversely, White students are overrepresented in the teacher population by 34 percentage points.

[27] Two or More Races is currently collected and retained as its own category, which cannot be decomposed to its constituent races.

Figure 20. Percentage Point Difference Between Teacher and Student Proportionality in SY23



c. What percentage of White students are in districts where teachers of color are underrepresented (i.e., <40%)?

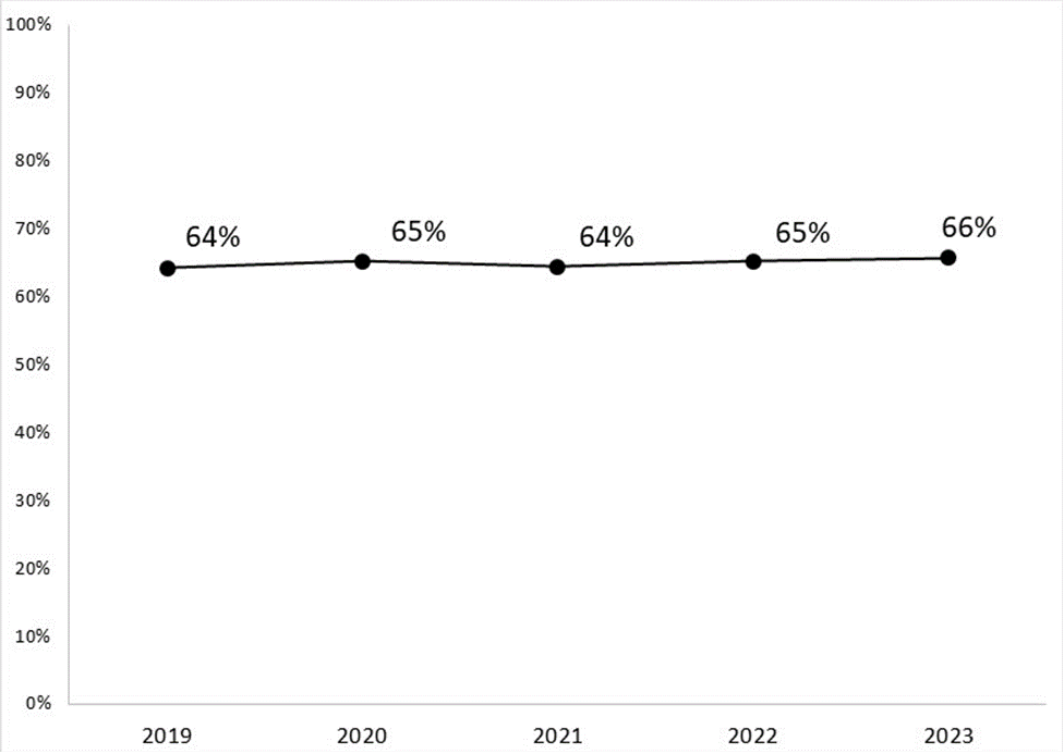
In each of the five school years, 95% of White students in the state were in districts where teachers of color comprised less than 40%[28] of the workforce. In other words, nearly all White students are taught by a local pool of teachers that is less diverse than the overall composition of the state. More succinctly, White students are seeing themselves overrepresented among their teachers.

[28] The use of 40% as the approximate proportion of people of color in the state of Illinois is based on U.S. Census data, which notes "White alone, not Hispanic or Latino" to be 59.5% of the state population (U.S. Census, 2022). The 40% serves, then, as a target of representativeness.

d. What percentage of students of color are in districts where teachers of color are underrepresented (i.e., <40%)?

In SY23, 66% of students of color in the state were in districts where teachers of color comprised less than 40% of the workforce. In other words, about two-thirds of all students of color are taught by a local pool of teachers that is less diverse than the overall composition of the state. More succinctly, students of color are not seeing themselves reflected among their teachers.

Figure 21. Percentage of Illinois Students of Color in Districts Where Educators of Color are Less Than 40% of the Workforce



Conclusions

This report provides data on the relative supply and demand for educators in the state of Illinois. Data suggest that the educator workforce largely weathered the COVID-19 pandemic and that there are reasons for both hope and concern for the supply and demand of educators in Illinois. The diversity of the educator workforce does not fully reflect the diversity of Illinois students. While retention is in general quite strong, there are areas where improvement is necessary — for example, the retention of administrators of color lags behind the retention rate of White administrators. When educators are not retained, more often they are changing jobs in the district or districts in which they are employed than they are leaving the educator workforce entirely.

How the supply of educators changed in Illinois 2019-23

As discussed in the first research question , the supply of new EPP completers has been robust and generally growing among the reported categories in recent years. The percentage of teachers with multiple endorsements declined from 80% to 74% from 2019 to 2023, reflecting a more specialized workforce. ESL endorsements went from being 5% of active endorsements in SY19 to being 7% of active endorsements in 2023, indicating that the supply of teachers qualified to teach ESL is increasing. Bilingual endorsements are consistently 2% of all issued endorsements in recent years. Teacher retention in Illinois remained strong from 2019 to 2023, showing a workforce resilient to the challenges brought by the COVID-19 pandemic. Teachers who complete their preparation program nearly uniformly earn their licenses within a year of program completion. Teachers returning to the workforce in Illinois after a time away from the profession in the state was unusually high in 2019, but in 2020-23 was between 1,700 and 2,000 FTE teachers. This reduction in the number of returning teachers means that the supply of teachers for unfilled positions is increasingly made up of new teachers.

How the demand for educators changed in Illinois 2019-23

As reflected in the 2023 Unfilled Positions Report, districts in Illinois reported more unfilled positions in SY23 than they did in SY22 (although as noted previously, some of this is likely due to an increased response rate for the Unfilled Positions Survey) and there continues to be a high demand for paraprofessionals and teachers. Geographic regions facing particularly high numbers of unfilled positions are the City of Chicago, the Northeast region, and the East Central region. The average salary

for a starting teacher in Illinois increased from approximately $46,000 to nearly $51,000 from SY 19 to SY23. Hundreds of educators move from instructional, ancillary, and support positions to administrative positions in each year covered in this report, reflecting mobility for Illinois educators. Further, as shown in Table 3, the majority of new EPP endorsements are associated with educators who are hired within one calendar year of EPP completion indicating the demand for new educators in Illinois is strong.

Areas of Continuity and Change from 2020 ESD Report

As in the 2020 report, those who hold Administrator endorsements tend to be older than other educators. The teaching workforce is becoming more racially diverse, but students of color continue to have an educator workforce that does not reflect their diversity. Teacher retention in the City of Chicago in SY23 improved compared to the 2020 ESD Report and is now comparable to retention rates in other regions. The teaching workforce in Illinois is aging, as indicated in the 2020 ESD Report. If more of these teachers retire and there is not sufficient supply of new or returning educators to replace them, Illinois may see teacher shortages in the future.

Summary and Looking Ahead

The 2023 ESD Report shows that the average starting teacher salary and teacher retention are increasing, although the retention rate for paraprofessionals is lower than that for other educators. Paraprofessionals also are an area of high demand for school districts, reflected in the high number of unfilled positions for paraprofessionals that districts reported in SY23. The growing number of completers suggests a robust supply of potential educators in Illinois. Future research, including compilation of the 2026 Educator Supply and Demand Report, will be necessary to more completely understand the effect the COVID-19 pandemic on Illinois' educator workforce and to determine if the trends shown in this report will continue.

References

Illinois State Board of Education. (2023). Illinois trend data.

Illinois State Board of Education. (2020). 2020 educator supply and demand report.

National Council on Teacher Quality. (2022). Teacher supply & demand state data guide: A resource for leaders & advocates.

United States Census. (2022). QuickFacts: Illinois.

Appendix A

Years of Experience

	SY19	SY20	SY21	SY22	SY23
Experience <= 1					
Administrative	0.5%	0.7%	0.6%	0.4%	0.6%
Arts	3.9%	3.8%	4.3%	3.7%	3.9%
Bilingual	3.3%	3.6%	3.2%	4.2%	4.4%
CTE	4.2%	4.4%	4.0%	3.7%	4.5%
Early Childhood	1.0%	0.7%	0.5%	0.4%	0.4%
ELA	11.2%	9.8%	8.8%	8.3%	7.9%
Elementary	24.0%	25.9%	26.4%	26.3%	26.1%
ESL	7.1%	8.6%	9.7%	10.1%	9.6%
Foreign Languages	2.0%	2.3%	2.2%	2.1%	2.2%
Math	4.5%	4.4%	4.6%	4.0%	3.7%
Miscellaneous	2.7%	1.7%	1.1%	0.9%	1.1%
Other Cert Staff	0.3%	0.2%	0.1%	0.1%	0.2%
Parapro	4.9%	5.8%	6.2%	8.6%	8.3%
Physical Education	2.9%	2.8%	2.9%	3.1%	3.0%
Sciences	4.8%	4.2%	4.2%	3.5%	3.2%
Social Sciences	10.1%	7.6%	6.8%	6.3%	6.6%
Special Education	11.3%	12.0%	12.8%	13.0%	12.7%
Support	1.4%	1.6%	1.5%	1.4%	1.6%
Total	100.0%	100.0%	100.0%	100.0%	100.0%
Experience < 2					
Administrative		0.7%	0.6%	0.8%	0.6%
Arts		5.0%	4.4%	5.8%	4.7%
Bilingual		2.5%	2.0%	3.1%	4.7%
CTE		5.5%	7.0%	5.2%	5.0%
Early Childhood		1.3%	1.0%	0.5%	0.4%
ELA		10.9%	10.5%	9.6%	7.6%
Elementary		18.3%	20.8%	23.3%	22.5%
ESL		8.0%	5.9%	9.1%	10.1%
Foreign Languages		2.6%	2.7%	2.4%	2.2%
Math		4.5%	3.4%	3.8%	3.8%
Miscellaneous		4.5%	3.8%	2.0%	1.3%
Other Cert Staff		0.6%	0.2%	0.3%	0.2%
Parapro		4.5%	4.6%	5.8%	7.1%
Physical Education		4.2%	4.8%	3.7%	3.8%
Sciences		3.8%	3.1%	2.9%	2.9%
Social Sciences		9.5%	9.1%	6.8%	6.0%
Special Education		12.5%	14.2%	13.4%	15.5%
Support		1.1%	2.0%	1.3%	1.5%
Total		100.0%	100.0%	100.0%	100.0%
Experience >=2 and < 10					
Administrative	1.7%	1.6%	1.8%	1.8%	1.8%
Arts	3.1%	3.1%	3.2%	3.2%	3.3%
Bilingual	2.6%	2.6%	2.7%	2.8%	3.1%
CTE	3.8%	3.8%	3.8%	3.8%	3.8%
Early Childhood	1.7%	1.6%	1.5%	1.4%	1.2%
ELA	12.9%	12.7%	12.4%	12.0%	11.6%
Elementary	19.8%	20.3%	20.9%	21.5%	22.3%
ESL	6.7%	7.3%	8.1%	8.8%	9.7%
Foreign Languages	2.2%	2.1%	2.1%	2.0%	1.9%
Math	4.9%	4.9%	4.8%	4.8%	4.7%
Miscellaneous	7.8%	6.9%	6.0%	5.1%	4.3%
Other Cert Staff	0.1%	0.1%	0.2%	0.1%	0.1%
Parapro	1.1%	1.2%	1.2%	1.5%	1.5%
Physical Education	2.6%	2.6%	2.7%	2.8%	2.8%
Sciences	5.8%	5.7%	5.5%	5.2%	4.9%
Social Sciences	13.0%	12.7%	12.0%	11.4%	10.6%
Special Education	9.6%	10.0%	10.5%	11.0%	11.6%
Support	0.6%	0.6%	0.6%	0.7%	0.6%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Experience >= 10 and < 20					
Administrative	5.8%	5.7%	5.5%	5.2%	4.9%
Arts	2.7%	2.6%	2.6%	2.7%	2.7%
Bilingual	1.9%	2.0%	2.1%	2.1%	2.2%
CTE	4.1%	4.1%	4.2%	4.2%	4.2%
Early Childhood	1.7%	1.7%	1.7%	1.7%	1.7%
ELA	12.8%	12.7%	12.6%	12.6%	12.6%
Elementary	18.2%	18.1%	17.8%	17.7%	17.7%
ESL	5.4%	5.7%	6.1%	6.4%	6.9%
Foreign Languages	2.2%	2.3%	2.3%	2.3%	2.3%
Math	4.3%	4.4%	4.4%	4.5%	4.6%
Miscellaneous	13.6%	13.2%	12.9%	12.2%	11.5%
Other Cert Staff	0.1%	0.1%	0.2%	0.2%	0.2%
Parapro	0.2%	0.2%	0.3%	0.3%	0.2%
Physical Education	2.8%	2.8%	2.7%	2.8%	2.8%
Sciences	4.7%	4.7%	4.7%	4.8%	4.9%
Social Sciences	12.5%	12.4%	12.4%	12.4%	12.4%
Special Education	6.5%	6.8%	7.2%	7.5%	7.8%
Support	0.4%	0.4%	0.4%	0.4%	0.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%
Experience >= 20 and < 30					
Administrative	5.9%	6.0%	6.1%	6.2%	6.2%
Arts	3.0%	2.9%	2.8%	2.8%	2.8%
Bilingual	1.4%	1.5%	1.6%	1.6%	1.7%
CTE	4.0%	3.9%	3.8%	3.7%	3.7%
Early Childhood	1.4%	1.4%	1.5%	1.6%	1.6%
ELA	13.1%	13.1%	13.0%	12.9%	12.7%
Elementary	17.7%	17.6%	17.5%	17.3%	17.3%
ESL	3.8%	4.0%	4.3%	4.6%	4.8%
Foreign Languages	1.9%	2.0%	2.0%	2.0%	2.1%
Math	3.6%	3.7%	3.8%	3.9%	3.9%
Miscellaneous	16.5%	16.2%	16.2%	16.0%	15.8%
Other Cert Staff	0.1%	0.1%	0.1%	0.1%	0.1%
Parapro	0.0%	0.0%	0.0%	0.0%	0.0%
Physical Education	3.4%	3.3%	3.2%	3.2%	3.2%
Sciences	4.3%	4.4%	4.4%	4.4%	4.5%
Social Sciences	13.6%	13.7%	13.6%	13.5%	13.4%
Special Education	5.9%	5.8%	5.7%	5.7%	5.8%
Support	0.4%	0.4%	0.4%	0.4%	0.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%
Experience >= 30					
Administrative	5.6%	5.7%	5.6%	5.9%	5.8%
Arts	3.4%	3.2%	3.2%	3.1%	2.9%
Bilingual	0.9%	1.0%	1.2%	1.3%	1.4%
CTE	3.3%	3.4%	3.5%	3.7%	3.7%
Early Childhood	0.9%	1.0%	1.1%	1.1%	1.2%
ELA	9.0%	10.2%	11.3%	12.2%	12.9%
Elementary	22.0%	21.4%	20.7%	19.5%	18.8%
ESL	2.5%	2.8%	3.4%	3.7%	3.8%
Foreign Languages	1.1%	1.2%	1.4%	1.5%	1.6%
Math	3.0%	3.2%	3.2%	3.6%	3.7%
Miscellaneous	22.5%	20.8%	19.3%	18.3%	17.3%
Other Cert Staff	0.1%	0.1%	0.1%	0.1%	0.1%
Parapro	0.0%	0.0%	0.0%	0.0%	0.0%
Physical Education	4.8%	4.5%	4.3%	4.0%	3.8%
Sciences	3.3%	3.6%	3.7%	3.9%	3.9%
Social Sciences	7.6%	8.8%	9.8%	10.8%	12.1%
Special Education	9.6%	8.5%	7.7%	7.0%	6.5%
Support	0.5%	0.4%	0.4%	0.4%	0.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix B

Attrition Rate by Race

	SY19	SY20	SY21	SY22	SY23
Different Primary Location - Same District - Same Position					
American Indian or Alaska Native	0.2%	0.2%	0.2%	0.5%	0.2%
Asian	1.6%	1.5%	1.3%	1.6%	1.4%
Black or African American	8.3%	8.0%	6.8%	6.0%	6.6%
Hispanic or Latino	6.1%	6.2%	7.1%	7.0%	7.6%
Native Hawaiian or Other Pacific Islander	0.1%	0.1%	0.1%	0.0%	0.1%
Two or More Races	1.1%	0.8%	0.4%	0.8%	0.8%
Unknown	3.2%	2.7%	1.7%	1.8%	2.0%
White	79.4%	80.5%	82.4%	82.3%	81.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%
Employed at Different District					
American Indian or Alaska Native	0.2%	0.3%	0.3%	0.2%	0.1%
Asian	1.8%	1.4%	1.3%	1.9%	1.6%
Black or African American	6.4%	4.5%	4.4%	5.5%	5.8%
Hispanic or Latino	4.9%	5.1%	5.8%	7.2%	6.3%
Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0.8%	0.9%	1.1%	0.9%	1.0%
Unknown	2.5%	2.7%	1.5%	1.7%	1.3%
White	83.4%	85.0%	85.5%	82.4%	84.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%
No Longer Employed at ISBE School					
American Indian or Alaska Native	0.4%	0.3%	0.7%	0.3%	0.1%
Asian	1.4%	1.3%	2.0%	1.7%	2.3%
Black or African American	11.4%	9.2%	9.4%	9.3%	9.9%
Hispanic or Latino	12.5%	10.3%	12.1%	12.3%	13.1%
Native Hawaiian or Other Pacific Islander	0.0%	0.1%	0.2%	0.0%	0.0%
Two or More Races	1.0%	1.2%	1.0%	0.9%	0.9%
Unknown	1.6%	1.9%	1.6%	1.1%	1.2%
White	71.7%	75.6%	72.9%	74.5%	72.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%
Same Primary Location - Same District - Different Position					
American Indian or Alaska Native	0.3%	0.3%	0.3%	0.3%	0.3%
Asian	1.4%	1.3%	1.5%	1.8%	2.3%
Black or African American	4.6%	4.4%	4.6%	4.6%	3.9%
Hispanic or Latino	14.3%	10.8%	16.2%	12.3%	9.4%
Native Hawaiian or Other Pacific Islander	0.1%	0.1%	0.0%	0.1%	0.1%
Two or More Races	0.6%	0.7%	0.8%	1.0%	1.2%
Unknown	2.7%	2.0%	1.3%	1.2%	1.5%
White	76.1%	80.6%	75.2%	78.8%	81.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Attrition Rate by Region

	SY19	SY20	SY21	SY22	SY23
Different Primary Location - Same District - Same Position					
City of Chicago	17.8%	13.3%	8.0%	11.8%	11.8%
East Central	7.4%	8.1%	9.3%	8.5%	8.5%
Northeast	46.6%	50.6%	55.0%	51.3%	48.5%
Northwest	8.4%	8.9%	8.8%	8.8%	11.4%
Other	0.0%	0.0%	0.1%	0.1%	0.1%
ROE	0.8%	0.7%	0.6%	0.8%	1.0%
Southeast	3.4%	3.4%	3.6%	4.2%	4.0%
Southwest	4.9%	6.3%	7.0%	6.4%	6.8%
West Central	10.6%	8.6%	7.6%	8.1%	7.8%
Total	100.0%	100.0%	100.0%	100.0%	100.0%
Employed at Different District					
City of Chicago	5.5%	5.5%	4.4%	6.5%	3.8%
East Central	13.0%	11.6%	12.4%	11.1%	10.5%
Northeast	48.6%	49.6%	52.1%	51.0%	53.9%
Northwest	8.4%	9.5%	9.7%	9.2%	9.8%
Other	0.1%	0.1%	0.0%	0.1%	0.0%
ROE	1.0%	0.8%	0.7%	1.3%	0.6%
Southeast	6.3%	5.2%	5.2%	5.4%	5.3%
Southwest	6.4%	7.5%	5.8%	5.5%	6.1%
West Central	10.6%	10.2%	9.6%	9.9%	10.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%
No Longer Employed at ISBE School					
City of Chicago	26.5%	17.2%	15.1%	19.3%	18.4%
East Central	7.2%	7.0%	6.3%	7.4%	5.6%
Northeast	46.0%	52.1%	53.5%	48.7%	53.6%
Northwest	7.9%	10.2%	10.9%	9.9%	8.5%
Other	0.3%	0.0%	0.1%	0.1%	0.0%
ROE	0.6%	1.1%	0.2%	0.3%	0.4%
Southeast	2.7%	2.1%	2.0%	3.5%	2.5%
Southwest	3.1%	4.1%	6.2%	4.9%	5.0%
West Central	5.7%	6.3%	5.7%	6.0%	5.9%
Total	100.0%	100.0%	100.0%	100.0%	100.0%
Same Primary Location - Same District - Different Position					
City of Chicago	17.1%	9.8%	10.4%	11.2%	4.6%
East Central	7.1%	9.0%	5.5%	6.7%	6.3%
Northeast	52.9%	56.8%	60.7%	55.4%	62.9%
Northwest	6.9%	6.6%	7.3%	8.9%	7.5%
Other	0.1%	0.1%	1.1%	0.1%	0.1%
ROE	0.6%	0.3%	0.2%	0.3%	0.2%
Southeast	4.6%	4.3%	3.8%	4.5%	5.6%
Southwest	4.1%	6.5%	5.4%	5.9%	5.8%
West Central	6.7%	6.5%	5.6%	7.1%	7.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix C

Attrition Rate by Attrition Type and Educator Category

	SY19	SY20	SY21	SY22	SY23
Different Primary Location - Same District - Same Position					
Administrative	5.0%	4.8%	4.8%	4.3%	3.8%
Arts	4.0%	3.9%	4.2%	4.3%	4.5%
Bilingual	2.0%	2.1%	2.5%	2.2%	2.4%
CTE	3.1%	3.0%	3.5%	3.5%	3.4%
Early Childhood	1.9%	1.6%	2.2%	1.7%	1.5%
ELA	11.7%	11.6%	10.9%	11.0%	11.0%
Elementary	19.2%	19.2%	18.9%	20.2%	20.4%
ESL	5.9%	6.5%	7.2%	7.2%	7.2%
Foreign Languages	1.4%	1.6%	1.9%	1.6%	1.5%
Math	3.6%	3.5%	3.1%	3.3%	3.3%
Miscellaneous	9.0%	9.2%	9.2%	8.1%	7.7%
Other Cert Staff	0.1%	0.2%	0.2%	0.3%	0.2%
Parapro	3.6%	3.5%	3.3%	3.8%	3.9%
Physical Education	3.0%	3.0%	3.1%	3.2%	3.4%
Sciences	3.7%	4.1%	3.4%	3.6%	3.7%
Social Sciences	11.1%	11.4%	10.2%	10.3%	10.3%
Special Education	11.0%	10.2%	11.0%	11.0%	11.1%
Support	0.5%	0.5%	0.6%	0.6%	0.8%
Total	100.0%	100.0%	100.0%	100.0%	100.0%
Employed at Different District					
Administrative	5.5%	5.0%	4.9%	4.8%	4.7%
Arts	2.5%	2.5%	3.0%	3.1%	3.4%
Bilingual	1.9%	2.3%	2.6%	2.5%	2.0%
CTE	3.8%	3.8%	3.7%	3.8%	3.9%
Early Childhood	1.6%	1.6%	1.2%	1.3%	1.1%
ELA	12.1%	11.9%	11.4%	11.0%	11.3%
Elementary	17.1%	17.1%	17.9%	18.6%	18.6%
ESL	6.1%	6.2%	6.9%	7.4%	6.9%
Foreign Languages	1.6%	1.8%	1.7%	1.8%	1.6%
Math	4.7%	4.2%	4.4%	4.4%	4.0%
Miscellaneous	7.6%	7.4%	6.8%	6.6%	6.5%
Other Cert Staff	0.1%	0.1%	0.1%	0.1%	0.1%
Parapro	4.6%	4.4%	4.9%	4.8%	4.9%
Physical Education	2.9%	3.4%	3.1%	3.1%	3.2%
Sciences	5.4%	4.9%	4.8%	4.7%	4.9%
Social Sciences	11.3%	11.3%	11.0%	10.5%	10.5%
Special Education	10.9%	11.9%	11.5%	11.3%	12.3%
Support	0.3%	0.3%	0.2%	0.4%	0.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

No Longer Employed at ISBE School					
Administrative	9.1%	8.8%	8.4%	7.3%	7.0%
Arts	1.2%	1.2%	1.1%	1.2%	1.2%
Bilingual	3.8%	3.7%	4.3%	4.3%	4.0%
CTE	2.7%	2.4%	2.1%	2.4%	2.2%
Early Childhood	1.6%	1.4%	1.9%	1.5%	1.3%
ELA	11.9%	12.0%	11.5%	12.1%	12.5%
Elementary	18.3%	18.4%	19.4%	19.5%	19.3%
ESL	7.6%	8.2%	9.1%	8.1%	9.4%
Foreign Languages	1.7%	2.1%	2.1%	2.1%	2.1%
Math	3.2%	2.9%	3.1%	3.0%	2.8%
Miscellaneous	8.0%	7.5%	6.7%	6.8%	6.0%
Other Cert Staff	0.3%	0.3%	0.4%	0.4%	0.2%
Parapro	3.3%	3.5%	3.6%	3.7%	4.8%
Physical Education	1.0%	1.0%	0.9%	1.2%	1.2%
Sciences	3.1%	3.3%	3.1%	3.1%	3.2%
Social Sciences	10.2%	10.0%	9.5%	10.7%	9.8%
Special Education	9.8%	9.7%	9.6%	9.0%	9.4%
Support	3.1%	3.7%	3.2%	3.5%	3.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%
Same Primary Location - Same District - Different Position					
Administrative	5.4%	5.7%	4.9%	5.0%	4.8%
Arts	1.1%	1.3%	1.1%	1.3%	1.5%
Bilingual	5.1%	4.3%	5.1%	5.4%	4.3%
CTE	4.1%	4.3%	3.6%	3.1%	2.7%
Early Childhood	2.0%	2.1%	1.8%	1.9%	1.5%
ELA	11.4%	12.0%	11.7%	12.2%	12.8%
Elementary	17.0%	18.1%	18.0%	19.5%	19.7%
ESL	10.3%	9.1%	11.1%	10.5%	10.0%
Foreign Languages	2.9%	2.2%	2.4%	2.2%	2.3%
Math	2.3%	1.9%	2.2%	2.4%	2.6%
Miscellaneous	9.2%	8.8%	8.5%	7.5%	7.0%
Other Cert Staff	0.6%	0.5%	0.5%	0.7%	0.4%
Parapro	2.9%	3.5%	3.4%	3.4%	3.9%
Physical Education	1.2%	1.2%	1.0%	0.9%	1.2%
Sciences	2.9%	2.6%	2.6%	2.7%	2.8%
Social Sciences	9.7%	9.8%	9.2%	9.9%	10.1%
Special Education	11.6%	12.2%	12.5%	10.9%	12.0%
Support	0.4%	0.4%	0.5%	0.3%	0.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%