2022 Educator Preparation Program and Workforce Analysis Report

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Wisconsin Department of Public Instruction

2022 Educator Preparation Program and Workforce Analysis Report

Developed by

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Preface

The data presented in this report demonstrate the biggest challenge facing Wisconsin is retaining teachers. The state is more successful than our surrounding states in attracting people into the profession as demonstrated by the number of students enrolled in preparation programs. The state is also preparing and licensing more teachers than are retiring. While the educator workforce would appear stable from these numbers, it is not.

Wisconsin loses educators at two key junctures, when students complete their programs and during the first few years in the profession. In 2021-22 Wisconsin had 5,061 students complete an educator preparation program. Only 4,002 (79.1 percent) became licensed. Wisconsin lost just over 20 percent of its program completers. The second major loss occurs in the first few years of employment. Only 60.6 percent of first-year teachers are still employed in the state after six years.

As a result of these major losses the state is left grappling with how to get more people into the teaching profession to replace the ones the state is losing. This is reflected in the licensure shortage data that shows 3,301 Tier I licenses issued in 2021-22 to address school district and charter school hiring needs for those who had not met full licensure (Tier II) requirements for what they were teaching. This number continues to move upward. The shortage can also be seen in the responses to the hiring survey the department implemented for the first time this year. In the survey, across almost every subgroup, respondents indicated they had few applications for filling vacancies. The survey also showed that the most common strategies for addressing insufficient applicant pools by grade level and subject area were employing substitutes, hiring teachers on a Tier I permit or license, and hiring teachers below preferred standards.

Other points of note in the report include:

- Median total compensation continues to trend downward. There has been a 19 percent decrease since 2010 when numbers are held constant in 2022 dollars.

- While there were slight improvements among the 2021-22 cohort from the prior year, 79 percent of EPP completers went on to be licensed in Wisconsin and only 68 percent were ultimately employed in a Wisconsin public school. The result of this loss is that out of a possible 5,061 new public school teachers, the state only added 3,436 educators.

- Wisconsin's teacher workforce continues to look very different than the student population. 71 percent is white and female. There have been no significant changes in the demographic makeup of the teaching workforce in Wisconsin.

- The license subject areas with highest shortages have not varied over the past 3 years. The subject area with the highest

shortage based on licensure data is cross categorical special education.

- The highest number of educator preparation program completers by subject area is in special education.

- The report newly disaggregates retention and shortage data using the National Center for Education Statistics locale codes. There are some differences based on location. For instance, from 2020 to 2022 rural districts had the smallest decrease in their retention rate while city districts had the largest decrease.

The purpose of this report is to provide the most complete picture possible to educators, employers, preparation programs, and others interested in addressing the workforce needs in K-12 education. The data in this report is presented to enable the state to better understand the challenges and opportunities present in meeting those needs.

Jennifer Kammerud
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Background to Report

Legislative Authorization

Wisconsin Statutes §115.28 (7g) require the Department of Public Instruction (DPI) to produce an annual report on Wisconsin's approved educator preparation programs (EPPs). This report must provide the public with the measures of performance for each teacher preparatory and education program. Accordingly, this report includes detailed information on the number of program completers by licensure type at each EPP, along with first-time pass rates on required licensure assessments and the number of program completers receiving a license and finding work in Wisconsin public schools. This report also includes a broader workforce analysis and the results of workforce survey of Wisconsin school districts.

Definitions

The following terms are used throughout this report and are defined below.

Educator Preparation Program (EPP) Completers: unduplicated counts of candidates who have completed an approved educator preparation program (traditional or nontraditional programs) and all requirements for licensure between September 1, 2020, and August 31, 2021, and September 1, 2021, and August 21, 2022, making them eligible for licensure in Wisconsin. Note: EPP completer data is pulled from two different sources. Tables 10 through 14 use completer data submitted directly to the department by EPPs in endorsing candidates for licensure and includes both first-time candidates and those completing subsequent licenses. Table 22 uses data from Title II of the Higher Education Act, which counts only first time completers.

Licensed in Wisconsin: EPP completers from 2020-21 and 2021-22 who received one or more Wisconsin teaching licenses between September 1, 2020, and August 31, 2022, after successfully completing an educator preparation program. It should be noted that some program completers do not seek Wisconsin licensure because they move to another state, seek employment in a private school, or work in a non-education field.

Employed in Wisconsin: EPP completers from 2020-21 and 2021-22 who were employed in Wisconsin public schools during the 2021-22 and 2022-23 school years, respectively. These data will not include EPP completers employed outside of Wisconsin or in Wisconsin private schools.

Nontraditional programs: approved programs that are not degree granting but lead to licensure for those who already have a bachelor's degree or higher before enrolling. These programs were called alternative programs in prior reports.

Teacher: people who hold one of the following positions (position codes in parentheses): Department Head (18), Teacher in Charge (19), Teacher (53), Speech/Language Pathologist (84), Librarian (86), Library Media Specialist (87). The use of these codes is consistent with other teacher reports. More information about position codes is available at https://dpi.wi.gov/wise/data-elements/position-code.

Normal versus Early Retirement: The Department of Employee Trust Funds distinguishes between normal and early retirements based on one's age, years of service, and employment category. Normal retirement age for teachers with at least 30 years of service is 57. Teachers aged 55 are eligible to apply for reduced retirement benefits, which is called early retirement. More information on retirement is available at https://wietf.prod.acquia-sites.com/retirement/savingretirement/when-can-i-retire.

Licensure Assessments

Testing data summarized below includes candidates who were enrolled in educator preparation programs and took tests between September 1, 2020, and August 31, 2022, which is divided into the 2020-21 and 2021-22 periods, both running from September first through August 31st. Students are not considered program completers or endorsed for licensure until they have completed their program, including passage on all assessments required for licensure. Accordingly, there are more test-takers than program completers for most educator preparation programs.

Praxis II

Due to changes made in 2018 to administrative code PI 34, the Department no longer requires program completers to take the Praxis II test unless adding a license via a content test.

The Praxis II, administered by Educational Testing Service (ETS), is one means by which educator preparation programs may assess candidates' content knowledge in all subjects (except for World Languages–see below). More information on the Praxis II is available at https://www.ets.org/praxis/wi/test-takers/plan-your-test/certification.html.

Tables 1 through 4 below provide information on Praxis II pass rates for 2020-21 and 2021-22 EPP completers statewide. Pass rates for individual EPPs are also available in the auxiliary table attached to this report. Data are redacted when the number of test-takers is fewer than 20 to protect confidentiality. The three columns labeled 'First Attempt' refer to candidates who took the required test for the first time between the 2020-21 or the 2021-22 periods. The three columns labelled 'Any Attempt' include candidates who first took the test prior to the 2020-21 or 2021-22 period and also took it during one of these time periods. Therefore, the pass rate for 'Any Attempt' may be higher or lower than the first-time pass rate.

Table 1: Praxis Pass Rates by Race-Ethnicity

Test Year	Race/Ethnicity	First Attempt			Any Attempt		
		# Candidates	# Passing	% Passing	# Candidates	# Passing	% Passing
2020-21	Asian	32	26	81.2%	37	29	78.4%
	Black	41	22	53.7%	46	24	52.2%
	Hispanic	38	28	73.7%	48	32	66.7%
	Native	8	*	*	8	*	*
	Other/Multi-Racial	31	26	83.9%	34	26	76.5%
	White	955	812	85%	1,017	894	87.9%
2021-22	Asian	24	18	75%	27	21	77.8%
	Black	33	15	45.5%	40	16	40%
	Hispanic	46	25	54.3%	48	27	56.2%
	Native	0	*	*	1	*	*
	Other/Multi-Racial	29	23	79.3%	35	28	80%
	White	893	755	84.5%	952	829	87.1%
*Results redacted for tests with fewer than 20 test-takers.							

Table 2: Praxis Pass Rates by Gender

Test Year	Gender	First Attempt			Any Attempt		
		# Candidates	# Passing	% Passing	# Candidates	# Passing	% Passing
2020-21	Female	886	732	82.6%	949	801	84.4%
	Male	282	236	83.7%	306	263	85.9%
2021-22	Female	846	696	82.3%	905	763	84.3%
	Male	242	200	82.6%	262	218	83.2%

Table 3: Praxis Pass Rates by Test Subject 2020-21

Test Name	First Attempt			Any Attempt		
	# Candidates	# Passing	% Passing	# Candidates	# Passing	% Passing
Art: Content Knowledge	6	*	*	7	*	*
Business Education: Content Knowledge	4	*	*	4	*	*
Elementary Education: Content Knowledge	125	96	76.8%	146	113	77.4%
English Language Arts: Content Knowledge	76	66	86.8%	77	71	92.2%
English to Speakers of Other Languages	51	46	90.2%	51	47	92.2%
Family and Consumer Sciences	8	*	*	8	*	*
General Science: Content Knowledge	42	34	81%	46	38	82.6%
Health Education	12	*	*	12	*	*
Marketing Education	3	*	*	3	*	*
Mathematics: Content Knowledge	68	29	42.6%	85	44	51.8%
Middle School: Content Knowledge	316	232	73.4%	350	275	78.6%
Music: Content Knowledge	16	*	*	16	*	*
Physical Education: Content Knowledge	10	*	*	12	*	*
Professional School Counselor	126	120	95.2%	128	122	95.3%
School Psychologist	106	105	99.1%	107	107	100%
Social Studies: Content Knowledge	60	52	86.7%	63	53	84.1%
Speech-Language Pathology	130	127	97.7%	131	129	98.5%
Technology Education	8	*	*	8	*	*
Theatre	1	*	*	1	*	*

*Results redacted for tests with fewer than 20 test-takers.

Table 4: Praxis Pass Rates by Test Subject 2021-22

Test Name	First Attempt			Any Attempt		
	# Candidates	# Passing	% Passing	# Candidates	# Passing	% Passing
Agriculture	6	*	*	6	*	*
Art: Content Knowledge	9	*	*	10	*	*
Business Education: Content Knowledge	5	*	*	6	*	*
Elementary Education: Content Knowledge	103	77	74.8%	117	86	73.5%
English Language Arts: Content Knowledge	63	56	88.9%	65	61	93.8%
English to Speakers of Other Languages	28	27	96.4%	30	29	96.7%
Family and Consumer Sciences	5	*	*	6	*	*
General Science: Content Knowledge	49	38	77.6%	50	41	82%
Health Education	13	*	*	14	*	*
Marketing Education	7	*	*	7	*	*
Mathematics: Content Knowledge	48	15	31.2%	66	28	42.4%
Middle School: Content Knowledge	253	178	70.4%	286	211	73.8%
Music: Content Knowledge	14	*	*	14	*	*
Physical Education: Content Knowledge	27	24	88.9%	27	25	92.6%
Professional School Counselor	129	122	94.6%	131	125	95.4%
School Psychologist	108	107	99.1%	108	108	100%
Social Studies: Content Knowledge	81	69	85.2%	82	73	89%
Speech-Language Pathology	135	132	97.8%	137	136	99.3%
Technology Education	3	*	*	3	*	*
Theatre	2	*	*	2	*	*
*Results redacted for tests with fewer than 20 test-takers.						

ACTFL Language Assessments

ACTFL language assessments are one means by which an educator preparation program may assess candidates' content knowledge in world language programs. Table 5 shows results for 2020-21 and 2021-22 EPP completers statewide.

[Results by EPP are available in the auxiliary table to this report.](#)

Table 5: ACTFL Pass Rates by Language

| Test Year	Language	First Attempt			Any Attempt		
		# Candidates	# Passing	% Passing	# Candidates	# Passing	% Passing
2020-21	French	7	*	*	7	*	*
	German	2	*	*	2	*	*
	Spanish	50	41	82%	50	41	82%
	All Other Languages	3	*	*	3	*	*
2021-22	French	7	*	*	7	*	*
	German	2	*	*	2	*	*
	Spanish	43	38	88.4%	43	38	88.4%
	All Other Languages	8	*	*	8	*	*
*Results redacted for tests with fewer than 20 test-takers.							

Wisconsin Foundations of Reading Test

The Wisconsin Foundations of Reading Test (FORT) assesses concepts of reading and writing development among prospective teachers. Applicants for initial licensure as an elementary teacher, special education teacher, reading teacher, or reading specialist must receive a passing score on the FORT as required under Wisconsin Statutes §118.19(14). Students enrolled in a preparation program leading to licensure in special education may complete an alternative course in lieu of the FORT if the alternative course has been approved by the DPI.

The low FORT passage rate, at 48 percent for first-time test takers, is undoubtedly impacting the workforce. Those who cannot pass the test are not considered program completers. While they may earn their bachelor's degree in education they will not be endorsed for a license until they pass the FORT. These individuals may still teach, but only on Tier I one-year licenses with stipulations while they attempt to pass the test. The Tier I license is not considered a full license as it means an individual has not met all the requirements for the full Tier II license. The Tier II license is available to these individuals once they pass the FORT. Another alternative to some candidates who are unable to pass the FORT is to enroll in the online only program leading to a Tier II license (the American Board for Certification of Teacher Excellence). The online only program does not require passage of the FORT under Wisconsin Statutes §118.197.

The FORT was updated by Pearson, the testing company that produces it, to a new form of the test, which was deployed for the first time to Wisconsin test takers in the fall of 2022. Please note that under Wisconsin state statutes, Wisconsin test takers are required to take the test as developed by Pearson for the state of Massachusetts, which adopted the test in the prior year.

Figure 1: Trends in FORT Pass Rates
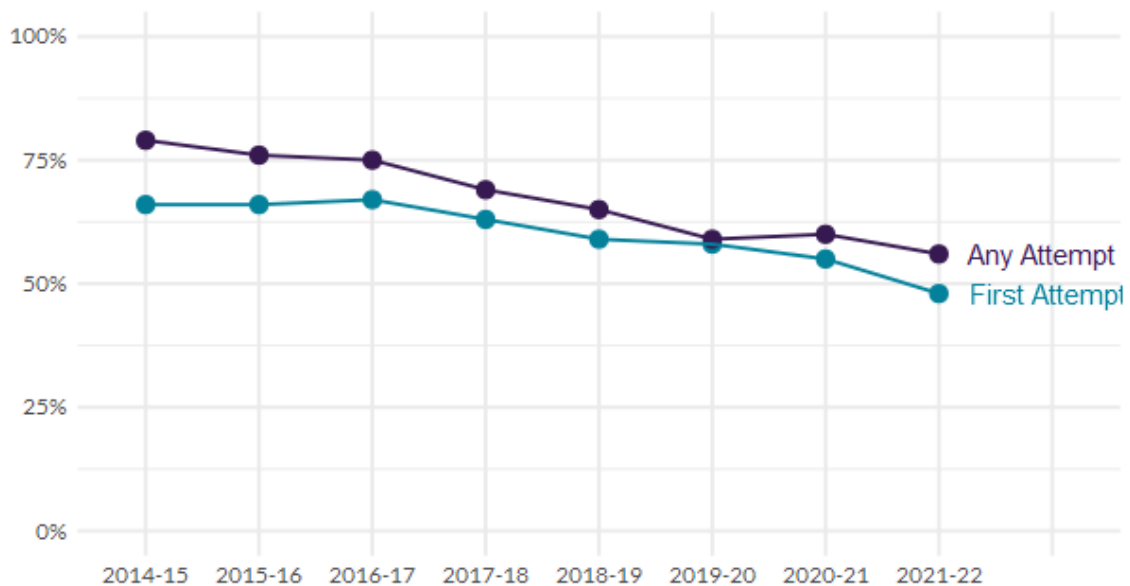
Candidates may take the test multiple times a year to attain a passing score. Figure 1 shows FORT passing rates for the past eight cohorts of EPP completers statewide, including both first attempt and any attempt. First attempt pass rates declined from 66 percent in 2014-15 to 48 percent in 2021-22. Similarly, any attempt pass rates declined from 79 percent in 2014-15 to 56 percent in 2021-22. These trends suggest FORT has become a larger obstacle for the most recent cohorts of EPP completers.

In the 2023 legislative session, the Wisconsin Legislature passed 2023 Wisconsin Act 20. The act requires EPPs to prepare candidates to teach reading and language arts using science– based early reading instruction and prohibits the teaching of three-cueing models. As programs in cross-categorical special education, early childhood regular and special education, elementary and middle school (K-9), reading teacher, and reading specialist implement these changes the department will be looking to see if the changes impact the FORT passage rate in future years.

Table 6: FORT Pass Rates - Statewide

Test Year	First Attempt			Any Attempt		
	# Candidates	# Passing	% Passing	# Candidates	# Passing	% Passing
2020-21	2,415	1320	55%	3,123	1876	60%
2021-22	2,440	1176	48%	3,347	1864	56%

Table 6 shows FORT passing rates across all Wisconsin EPPs statewide for 2020-21 and 2021- 22 completers. In determining whether Wisconsin is an outlier in FORT passing rates, the agency looked to the passing rates in 2021-22 in Massachusetts, for whom this test was originally created. The passing rate for first-time test takers in Massachusetts that year was 71.7 percent as compared to 48 percent in Wisconsin. Similarly in that year Massachusetts had a passing rate of 74.0 percent for all test takers as compared to 56 percent in Wisconsin. This is a much wider variance than seen in the previous report where there was only a two percent difference among all test takers (any attempt) in Massachusetts and Wisconsin. The department will be looking to see if these results were impacted by different years in which Wisconsin and Massachusetts implemented the new tests and if there are practices in Massachusetts that are resulting in higher passage rates.

Table 7 shows 2021-22 completers broken out by gender. Passing rates by EPP are provided in the auxiliary table to this report. EPP completers who identify as female were much more likely to pass on their first attempt compared to those who identify as male (49 percent vs 39 percent). This advantage persists for passing on any attempt (56 percent vs 48 percent). The pass rates for those who chose not to disclose their gender was even higher at 59 percent and 63 percent for first attempt and any attempt passing rates, respectively.

Table 7: FORT Pass Rates by Gender

Test Year	Gender	First Attempt			Any Attempt		
		# Candidates	# Passing	% Passing	# Candidates	# Passing	% Passing
2021-22	Female	2,167	1064	49%	2,983	1685	56%
	Male	246	96	39%	332	159	48%
	Undeclared	27	16	59%	32	20	63%

Table 8 shows FORT passing rates for 2021-22 EPP completers disaggregated by race- ethnicity. These patterns show disparities seen in other test score data from Wisconsin. Among those who selected one or more race-ethnic groups, EPP completers who identify as white have the highest first attempt (51 percent) and any attempt (60 percent) pass rates. As the FORT is a required test to meet full Tier II licensure the impact of the disparity in passage rates demonstrates a critical challenge in addressing the diversity of the workforce.

Table 8: FORT Pass Rates by Race/Ethnicity

| Test Year	Race/Ethnicity	First Attempt			Any Attempt		
		# Candidates	# Passing	% Passing	# Candidates	# Passing	% Passing
2021-22	Asian	49	14	29%	72	25	35%
	Black	64	9	14%	101	20	20%
	Hispanic	133	31	23%	215	62	29%
	Multiracial	42	20	48%	57	28	49%
	Native American	9	*	*	15	*	*
	Other	14	*	*	18	*	*
	Undeclared	26	13	50%	38	22	58%
	White	2,103	1083	51%	2,831	1696	60%
*Results redacted for tests with fewer than 20 test-takers.							

Enrollment to Licensure

Enrollment Trends

Wisconsin continues to outpace neighboring states in the number of students enrolling in educator preparation programs. Yet fewer Wisconsin students are completing programs. To complete a preparation program, students must finish all requirements, including student teaching and any required tests. The only test required by the state is the Foundations of Reading Test (FORT).

Students for cross-categorical special education, early childhood regular and special education, elementary and middle school (K-9), reading teacher, and reading specialist who do not pass the FORT are not endorsed for licensure and cannot be counted as completers (although it should be noted many special education programs have an approved alternative to the FORT as allowed under state law). Students who cannot complete the FORT may apply for a Tier I one-year license with stipulations or may enroll in the online only program offered by the American Board for Certification of Teacher Excellence (ABCTE), which leads to a Tier II license absent the FORT under Wisconsin Statute §118.197.

Figure 2: Trends in EPP enrollment in Wisconsin and surrounding states relative to 2008-09
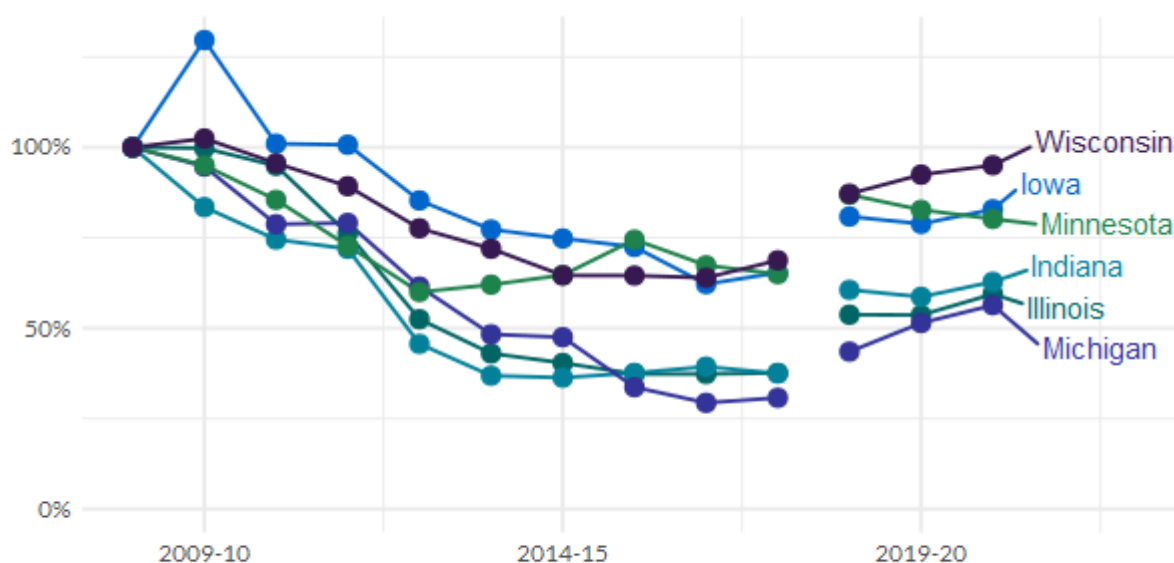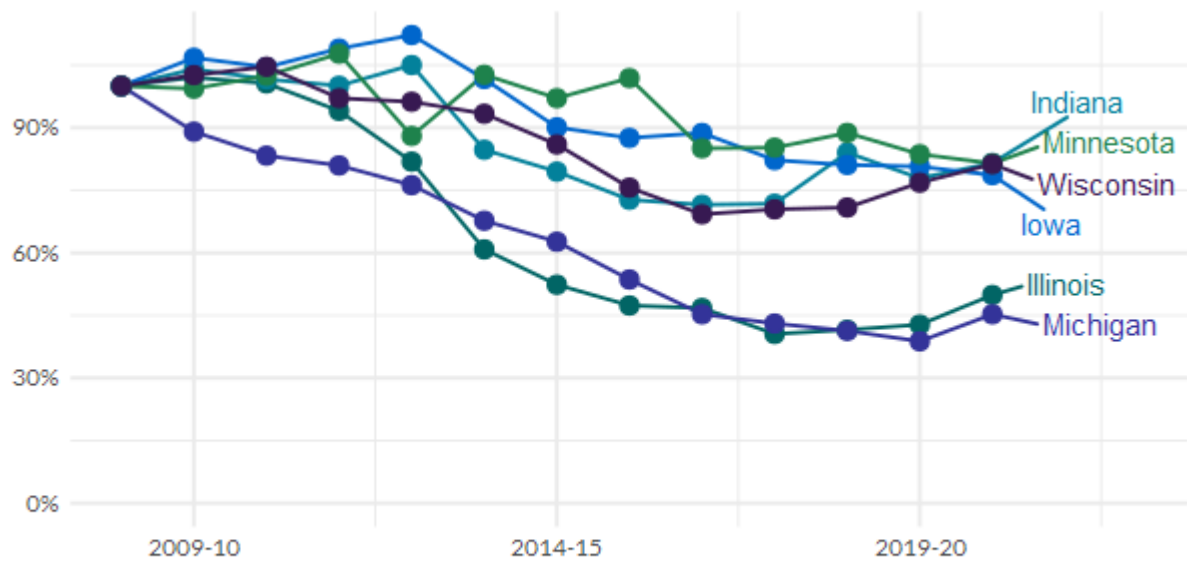

Author's calculations based on US Department of Education, Higher Education Act Title II State Report Card System

Figure 2 shows how EPP enrollment in Wisconsin and surrounding states has changed relative to the 2008-09 school year. These data come from the United States Department of Education's (USDE) Title II State Report Card System. There is a break in the trend lines between 2017-18 and 2018-19 as the definition of an enrolled student changed to include students that had completed the program during the year. This change was made by the United States Department of Education and began with the 2018-19 academic year data collection. Under the USDE's new definition an enrolled student is defined as an individual who has been admitted, enrolled, and registered in a teacher preparation program and participated in the program during the academic year. Participation may include taking a course, participating in clinical experience, or participating in other program activities. Individuals who were enrolled and completed the program during the academic year are counted in the total count of enrolled students as well as in the subset of program completers.

The definition change shifted enrollment numbers up for the 2018-19 and later school years. EPP enrollment in Wisconsin declined from 2008-09 through 2017-18. It has increased from 2018-19 to 2020-21, but even with the change in definitions, enrollment is still below 2008-09 levels.

Figure 3: Trends in EPP completion in Wisconsin and surrounding states relative to 2008-2009

Author's calculations based on US Department of Education,
Higher Education Act Title II State Report Card System

Figure 3 shows similar trends for the number of EPP completers relative to 2008-09. The number of Wisconsin EPP completers declined until 2016-17, was flat for 2017-18 and 2018-19, and then increased in 2019-20 and again in 2020-21.

Table 9 shows 2020-21 EPP enrollment and completion relative to 2008-09.

Table 9: 2020-21 EPP enrollment and completion relative to 2008-09

State	Enrolled	Completed
Illinois	59.4%	49.9%
Indiana	62.8%	81.6%
Iowa	82.9%	78.6%
Michigan	56.4%	45.3%
Minnesota	80.2%	81.4%
Wisconsin	95.0%	81.3%

Table 10: Licensure and Employment of EPP Completer Cohorts (Unduplicated Count)

Completion Year	EPP Completers	Licensed	Employed in WI	Licensed as % of Completers	Employed as % of Completers
2020-21	5,388	4,249	3,615	78.9%	67.1%
2021-22	5,061	4,002	3,436	79.1%	67.9%

Table 10 provides information on the decisions individual program completers are making in moving from completing a Wisconsin preparation program to being employed in a Wisconsin public school the following school year. While there were slight improvements among the

2021-22 cohort, 79 percent of EPP completers went on to be licensed in Wisconsin and only 68 percent were ultimately employed in a Wisconsin public school. The result of this loss is that out of a possible 5,061 new public school teachers, the state only added 3,436.

Table 11 shows the same information by EPP type. EPPs at nontraditional programs and public universities and tribal colleges have slightly greater proportions of their students who go on to get licenses compared to programs at private colleges and universities. Nontraditional programs have the greatest proportion of their completers employed in a Wisconsin public school the following school year.

Note that completers who are employed can be greater than the number of completers who are licensed. This doesn't mean that schools are employing people without a license. One common situation would be people who already have a license who choose to go back to school to get licensed in another area.

Note also that totals will differ from statewide figures because some people complete programs at multiple institutions.

Table 11: Licensure and Employment of EPP Completer Cohorts

Completion Year	Preparation Program Type	EPP Completers	Licensed	Employed in WI	Licensed as % of Completers	Employed as % of Completers
2020-21	Public Universities & Tribal Colleges	3,362	2,690	2,218	80.0%	66.0%
	Private Colleges & Universities	1,564	1,197	1,019	76.5%	65.2%
	Nontraditional programs	467	365	382	78.2%	81.8%
2021-22	Public Universities & Tribal Colleges	3,226	2,584	2,235	80.1%	69.3%
	Private Colleges & Universities	1,468	1,117	894	76.1%	60.9%
	Nontraditional programs	370	303	308	81.9%	83.2%

Figure 4 shows to the relative market share of the three EPP types (public, private, and nontraditional). In both 2020-21 and 2021-22, EPPs at public universities and tribal colleges had twice as many completers as those at private colleges and universities (about 60 percent of the total compared to about 30 percent). The share of completers from nontraditional programs remained steady across the two years at less than 10 percent.

Figure 4: EPP Completers by Program Type
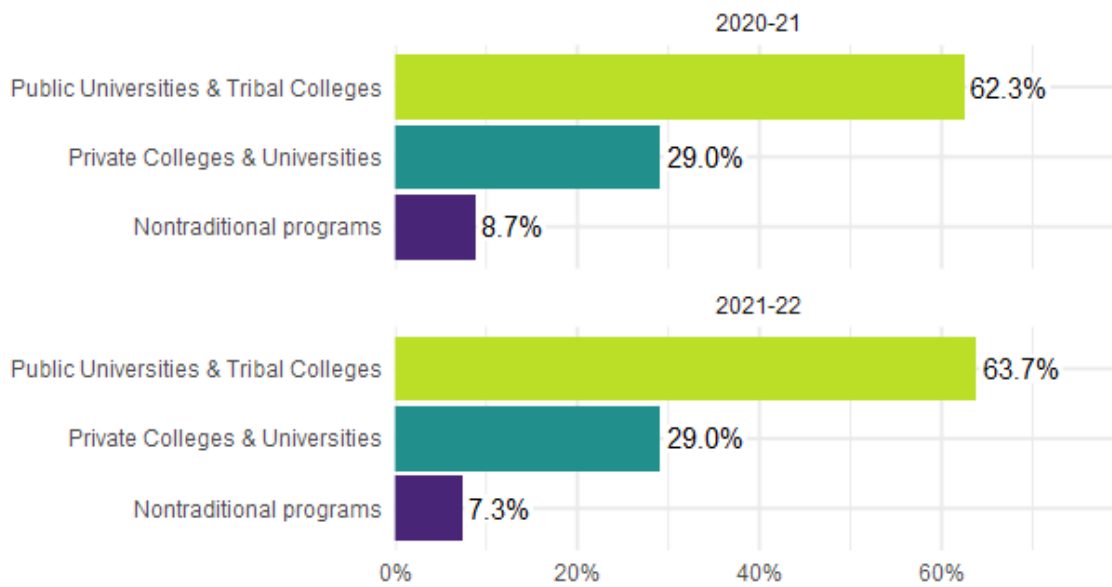
Figure 5 shows the license types earned by EPP completers in the 2020-21 and 2021-22 cohorts. It is important to note that people can be endorsed for more than one type of license. For example, an EPP completer may have completed all the requirements for both an elementary and a special education license. A full listing of license types and subcategories is available in the auxiliary table attached to this report. The department also maintains an updated list of approved educator preparation programs by subject area and category (teacher, administrator, pupil services).

Figure 5: EPP Completers by License Type
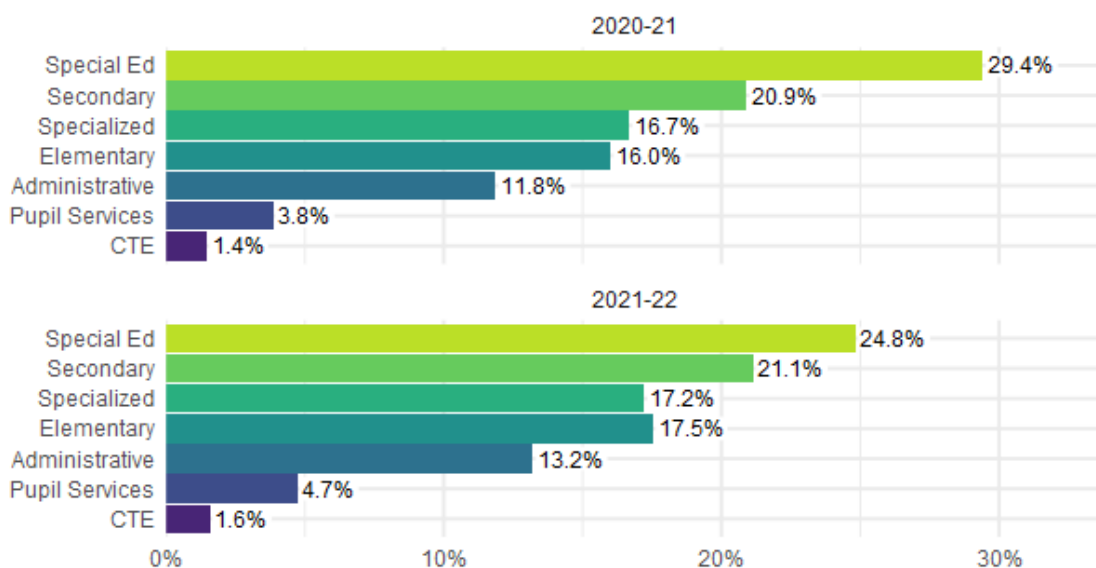
Specific information on subtypes of licenses by program and by individual EPP can be found in the auxiliary table attached to this report. Note that these totals differ from unduplicated counts of program completers because each program completer can be endorsed for multiple licenses.

Table 12: License Endorsements by EPP and License Type

Completion Year	License Type	Public Universities & Tribal Colleges	Private Colleges & Universities	Nontraditional programs
2020-21	Administrative	500	477	90
		8.3%	21.0%	12.3%
	CTE	108	7	15
		1.8%	0.3%	2.1%
	Elementary	1,099	331	10
		18.3%	14.6%	1.4%
	Pupil Services	248	97	0
		4.1%	4.3%	0.0%
	Secondary	1,304	478	100
		21.7%	21.0%	13.7%
	Special Ed	1,659	587	403
		27.6%	25.8%	55.1%
	Specialized	1,095	294	113
		18.2%	12.9%	15.5%
	Total	6,013	2,271	731
		100.0%	100.0%	100.0%
2021-22	Administrative	462	529	88
		8.4%	24.5%	16.2%
	CTE	112	3	13
		2.0%	0.1%	2.4%
	Elementary	1,064	355	14
		19.4%	16.4%	2.6%
	Pupil Services	271	114	0
		4.9%	5.3%	0.0%
	Secondary	1,227	389	113
		22.3%	18.0%	20.8%
	Special Ed	1,322	477	232
		24.1%	22.1%	42.8%
	Specialized	1,032	295	82
		18.8%	13.6%	15.1%
	Total	5,490	2,162	542
		100.0%	100.0%	100.0%

Table 13: Share of License Types produced by EPP Type

Completion Year	License Type	Public Universities & Tribal Colleges	Private Colleges & Universities	Nontraditional programs	Total
2020-21	Administrative	46.9%	44.7%	8.4%	100%
	CTE	83.1%	5.4%	11.5%	100%
	Elementary	76.3%	23.0%	0.7%	100%
	Pupil Services	71.9%	28.1%	0.0%	100%
	Secondary	69.3%	25.4%	5.3%	100%
	Special Ed	62.6%	22.2%	15.2%	100%
	Specialized	72.9%	19.6%	7.5%	100%
	Total	66.7%	25.2%	8.1%	100%
2021-22	Administrative	42.8%	49.0%	8.2%	100%
	CTE	87.5%	2.3%	10.2%	100%
	Elementary	74.2%	24.8%	1.0%	100%
	Pupil Services	70.4%	29.6%	0.0%	100%
	Secondary	71.0%	22.5%	6.5%	100%
	Special Ed	65.1%	23.5%	11.4%	100%
	Specialized	73.2%	20.9%	5.8%	100%
	Total	67.0%	26.4%	6.6%	100%

Licensure Absent Program Completion

The following pathways to licensure do not require completion of a Wisconsin approved educator preparation program. These pathways are authorized under the following statutory provisions:

- Reciprocity (Wisconsin Statute §118.193)
- Alternative teacher preparation. Only the American Board for Certification of Teacher Excellence (ABCTE) qualifies under current statutes. (Wisconsin Statute §118.197)
- Experience-based (Wisconsin Statute §118.191)
- Professional Teaching Permit (Wisconsin Statute §118.192)
- Trade Specialist (Wisconsin Statute §118.19 (7))

Table 14: Unduplicated Count of Teachers Licensed Absent Completing a Wisconsin Approved Educator Preparation Program

Pathway	2020-21	2021-22
Out of State/ Reciprocal	905	900
ABCTE	347	296
Experience-Based Technical and Vocational Subjects License	64	98
Trade Specialist	0	1
Professional Teaching (100 hour) Permit	0	0
Licensure Absent Approved Program Completion Total	**1,316**	**1,295**
EPP Completers Licensed Total	4,249	4,002
Totals	**5,565**	**5,297**

Table 14 shows the unduplicated totals of teachers licensed who were not required to complete a Wisconsin educator preparation program. This table demonstrates that Wisconsin is adding an additional 1,316 licensed teachers in 2020-21 and 1,295 licensed teachers in 2021-22. The table further shows how this compares to the total number of EPP completers who became licensed during the same time period. In 2021-22 licensed individuals who did not complete a Wisconsin approved preparation program made up 24 percent of the total number (5,297 licensed).

Wisconsin's Teacher Workforce

Demographics

Wisconsin's teacher workforce is overwhelmingly white and female as demonstrated in Table 15. There have been no significant changes in the makeup of the teaching workforce in Wisconsin. These demographics are starkly different than the makeup of the student population in the state as seen in Table 16. This difference matters in terms of student outcomes. Research has shown that having a teacher of the same race impacts outcomes for students of color (Gershenson, Hart, Hyman, Lindsay, and Papageorge 2022).

Similarly, Wisconsin's teacher workforce does not reflect the student population in gender. 51.5 percent of students are male but only 24.1 percent of teachers are male.

Table 15: Unduplicated Count of Teachers by Race-Ethnicity and Gender

	2020-21		2021-22	
	Count	**Percent**	**Count**	**Percent**
White	**60,776**	**94.4%**	**60,981**	**94.0%**
White: Female	46,102	71.6%	46,238	71.3%
White: Male	14,674	22.8%	14,743	22.7%
Hispanic	**1,353**	**2.1%**	**1,564**	**2.4%**
Hispanic: Female	1,032	1.6%	1,226	1.9%
Hispanic: Male	321	0.5%	338	0.5%
Black	**1,253**	**1.9%**	**1,238**	**1.9%**
Black: Female	917	1.4%	899	1.4%
Black: Male	336	0.5%	339	0.5%
Asian	**557**	**0.9%**	**583**	**0.9%**
Asian: Female	438	0.7%	470	0.7%
Asian: Male	119	0.2%	113	0.2%
Native American	**185**	**0.3%**	**190**	**0.3%**
Native American: Female	144	0.2%	148	0.2%
Native American: Male	41	0.1%	42	0.1%
Two or more	**259**	**0.4%**	**283**	**0.4%**
Two or more: Female	190	0.3%	208	0.3%
Two or more: Male	69	0.1%	75	0.1%
Pacific Islander	**32**	**0.0%**	**26**	**0.0%**
Pacific Islander: Female	26	0.0%	20	0.0%
Pacific Islander: Male	6	0.0%	6	0.0%
Total	**64,415**	**100.0%**	**64,865**	**100.0%**

Table 16: Certified Statewide Student Race-Ethnicity

Race-Ethnicity	2020-21	2021-22
Asian	4.2%	4.1%
Black	8.9%	8.8%
Hispanic	12.8%	13.2%
Native American	1.1%	1.0%
Pacific Islander	0.1%	0.1%
Two or more	4.6%	4.9%
Unknown	0.1%	
White	68.3%	67.9%

Figure 6: Student and Teacher Race-Ethnicity Comparison
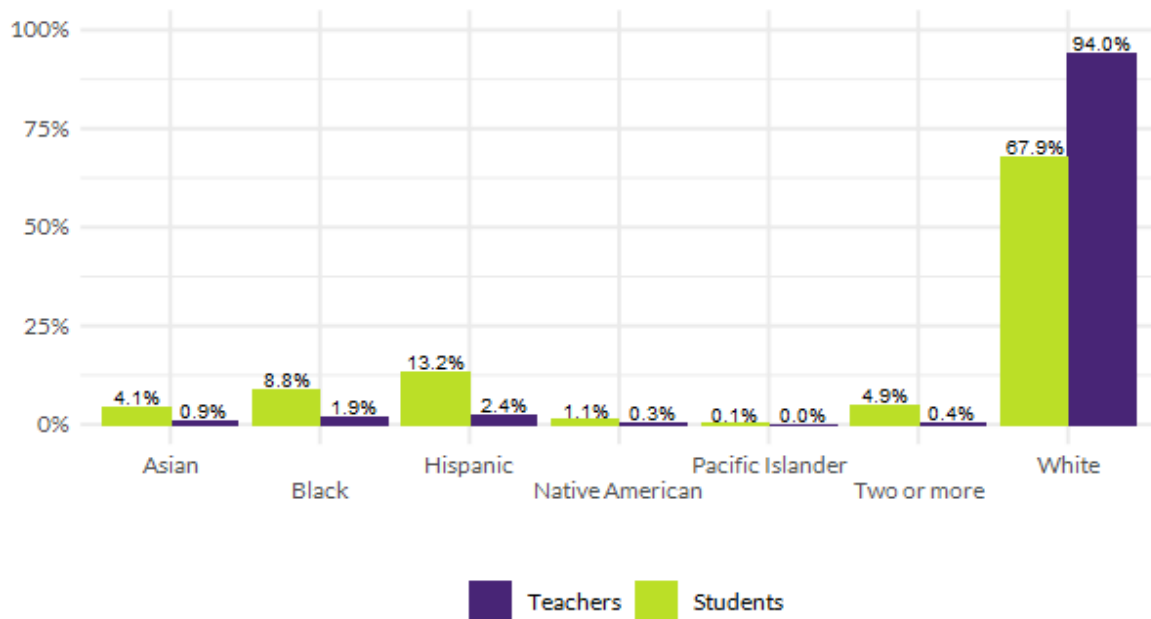
Retention

In addition to increasing the number of prospective teachers who enter the pipeline, retaining teachers who enter the public K-12 teaching force is a key strategy for maintaining a teaching force large enough to meet Wisconsin's needs. The department has shifted work to focus on strategies to support retention. This includes a focus on mentoring, instructional coaching and support of teachers through educator effectiveness, apprenticeships, and grow your own programs including:

- New peer mentoring best practices for schools.
- New inventory of grow your own programs in Wisconsin.
- New CESA supported services for districts through educator effectiveness.
- New K-9 apprenticeship program.

This section provides an overview on the trends in teacher retention in general and among entering cohorts of new teachers. Teacher retention can mean many different things. In the tables and graphs that follow, the department presents three teacher retention metrics:

1. *Same school*: these are teachers who remained in a teaching position at the same school the following year.
2. *Same district*: teachers who remained in a teaching position at the same district, but not necessarily the same school the following year.
3. *Same state*: teachers who remained in a teaching position in any Wisconsin public school, including independent charter schools the following year.

In each case, DPI only considered whether a given teacher in a given year was employed as a teacher in the same school, district, or state again the following year, regardless of whether they changed grades or subjects taught or the amount of full-time equivalency spent in their teaching position. Specifically, a teaching position is defined as any position coded as 18 - Department Head, 19 - Teacher in Charge, 53 - Teacher, 84 - Speech/Language Pathologist, 86 - Librarian, or 87 - Library Media Specialist. Teachers assigned to multiple schools or districts were counted as retained if at least one of the schools or districts was the same from one year to the next.

All Teachers

What does teacher retention in Wisconsin look like in general? Figure 7 shows annual teacher retention rates for the three retention metrics since 2017. In 2022 the same school and same district retention rates decreased slightly more than the same state retention rate. Additional teachers are changing schools and districts without leaving public school employment in the state.

Figure 7: Annual Teacher Retention Trend: All Teachers
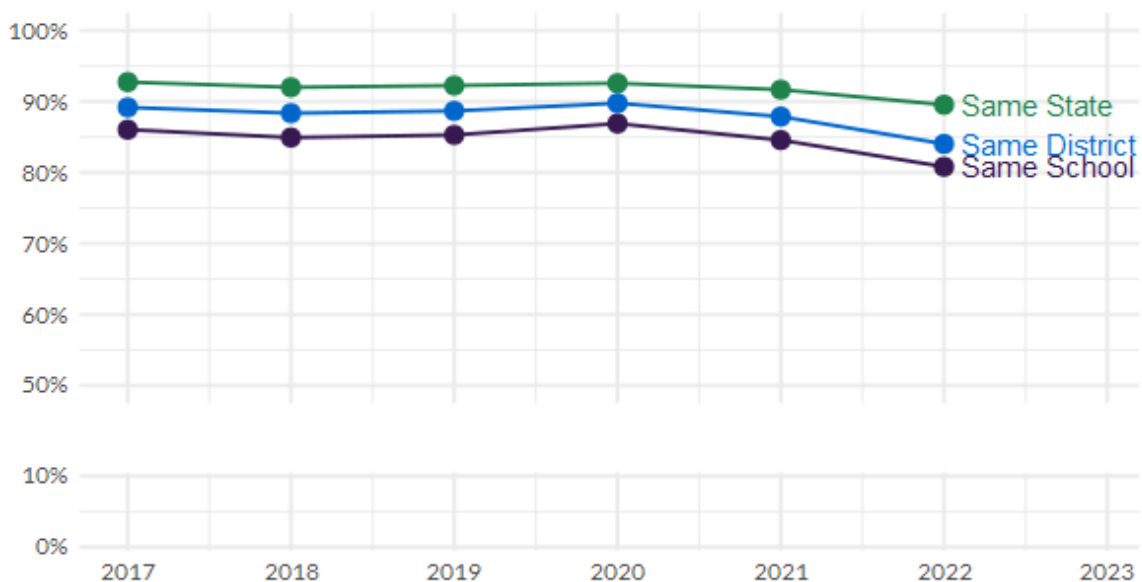
The numbers for retaining teachers from 2022 to 2023 are shown in table 17.
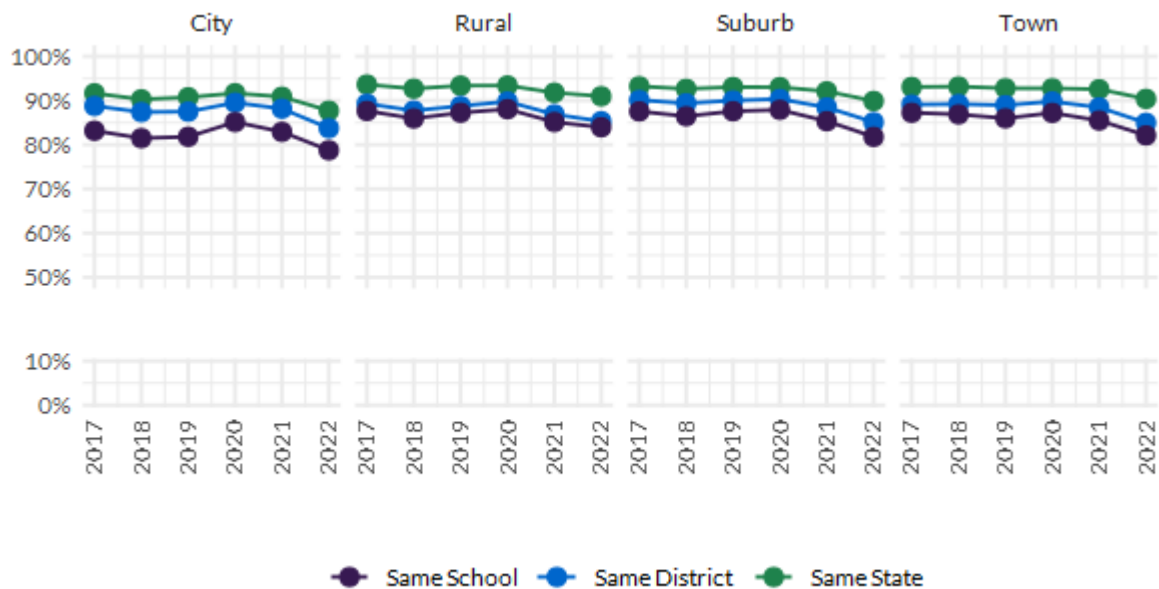
Table 17: Annual Teacher Retention: 2022 to 2023

Metric	Total Teachers in 2022	Retained Teachers in 2023	Percent Retained
Same State	64,865	58,079	89.5%
Same District	64,865	54,506	84.0%
Same School	64,865	52,417	80.8%

Figure 8 shows teacher retention by district locale. Two patterns are noted:

1. Regardless of year, districts located in the "city" locale have lower retention rates than districts in the other three locales.

2. From 2020 to 2022 rural districts have had the smallest decrease in retention rate and city districts have had the largest decrease.

More information about locales used in this report can be found at https://nces.ed.gov/surveys/annualreports/topical-studies/locale/definitions and https://nces.ed.gov/programs/edge/docs/EDGE_NCES_LOCALE.pdf.

Figure 8: Annual Teacher Retention Trend by Locale: All Teachers

Teacher retention rates from 2022 to 2023 by locale are shown in table 18.

Table 18: Annual Teacher Retention by Locale: 2022 to 2023

Locale	Retention Type	Total Teachers in 2022	Retained Teachers in 2023	Percent Retained
City	Same State	20,598	18,065	87.7%
City	Same District	20,598	17,250	83.7%
City	Same School	20,598	16,220	78.7%

Locale	Retention Type	Total Teachers in 2022	Retained Teachers in 2023	Percent Retained
Rural	Same State	16,974	15,442	91.0%
Rural	Same District	16,974	14,481	85.3%
Rural	Same School	16,974	14,252	84.0%
Suburb	Same State	19,494	17,525	89.9%
Suburb	Same District	19,494	16,589	85.1%
Suburb	Same School	19,494	15,944	81.8%
Town	Same State	15,397	13,915	90.4%
Town	Same District	15,397	13,080	85.0%
Town	Same School	15,397	12,644	82.1%

First Year Teachers

An additional element to look at regarding retention beyond general rates is to look at retention rates for incoming cohorts of new educators. This retention rate is important to monitor as the state will rely on these teachers to sustain the teacher workforce for the next 25 to 30 years.

The metrics for the retention of first year teachers are the same as those used for general retention, but figure 9 and table 19 below show retention over longer periods of time. The graph below shows the proportion of teachers that leave in the years following their initial year of teaching. What we would hope to see is that the lines begin to level out (become more horizontal), which would indicate that the teaching cohort has stabilized. The trend lines in the graph below suggest that we have not reached that point after six years (the limit of the available data). Teachers for the purpose of this analysis include all first-time licensed teachers regardless of the licensure tier.

Figure 9: First-Year Teacher Retention Over Time by Metric

Vertical lines represent maximum and minimum observed cohort values.
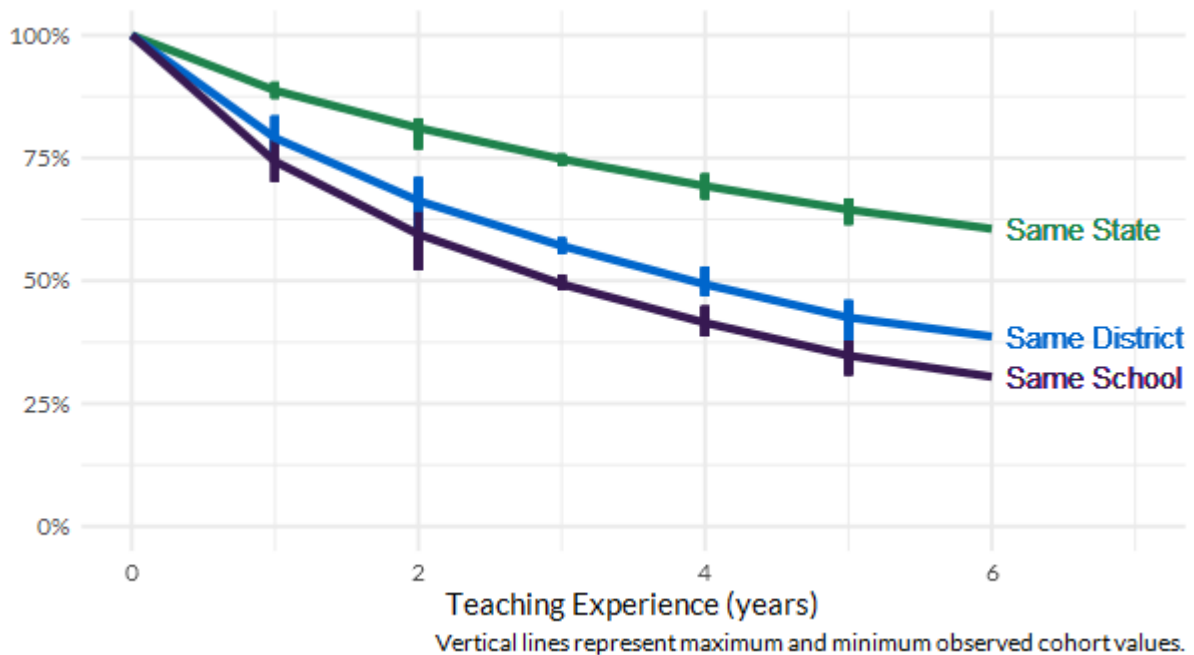
Table 19: Average First-Year Teacher Retention Over Time

Teaching Experience	Average Retention Metric		
	Same State	Same District	Same School
Year 0	100.0%	100.0%	100.0%
Year 1	88.7%	79.1%	74.3%
Year 2	81.1%	66.3%	59.5%
Year 3	74.8%	57.1%	49.3%
Year 4	69.3%	49.3%	41.4%
Year 5	64.5%	42.5%	34.8%
Year 6	60.6%	38.6%	30.4%

Salary Trends

Salaries and benefits impact employment and career decisions. In examining trends in salary and benefit data, teacher salaries compared to other college graduates are dropping relative to other college graduates as seen in Figure 10. All values have been adjusted to 2022 dollars.

Figure 10: How Wisconsin Teacher Salaries Compare to Their Peers
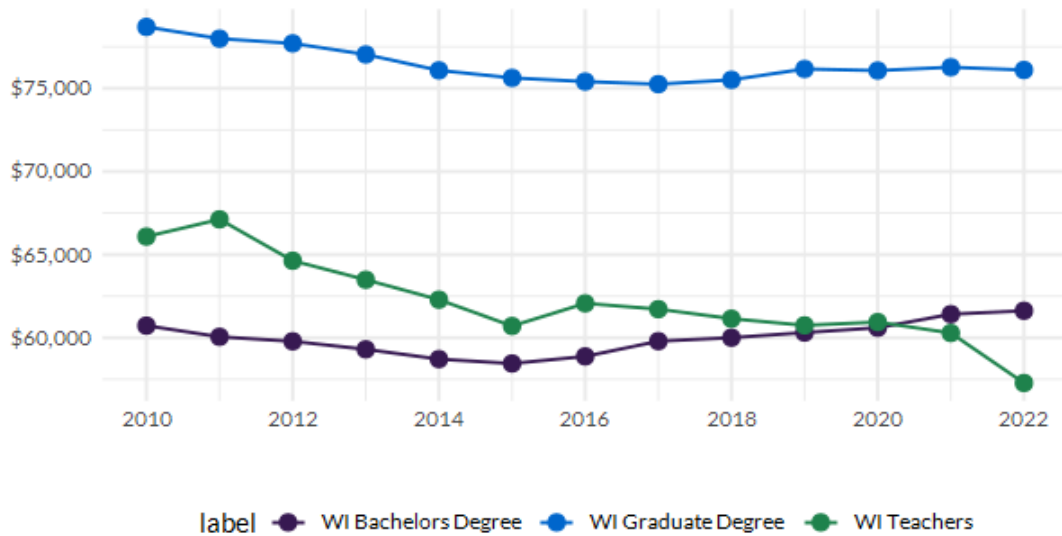
Reported in 2022 dollars. Comparison salary data from 5-year American Community Survey estimates.

In Table 20 the department examined median salary and fringe data as reported to the DPI. These numbers are also held constant in 2022 dollars. Salary and fringe benefits as a median total compensation package have gone down over the last 12 years representing a 19 percent decrease. It should be noted that in the district survey administered by the department in the fall of 2023 and presented in Appendices A and B, compensation was one of the top reasons identified by districts as to why teachers left.

Table 20: Wisconsin Teacher Compensation Trends

Year	Median Salary	Median Fringe	Median Total Compensation
2010	66,086	35,718	100,217
2011	67,121	36,659	102,576
2012	64,631	29,570	93,211
2013	63,487	28,706	91,104
2014	62,289	28,241	89,392
2015	60,706	27,781	87,158
2016	62,068	27,557	88,743
2017	61,718	27,767	88,266
2018	61,147	27,155	86,921
2019	60,746	27,262	86,615
2020	60,941	28,080	87,679
2021	60,283	27,611	86,845
2022	57,279	25,548	81,566

Retirements

The best retirement data available comes from the Department of Employee Trust Funds (ETF. Each year ETF publishes data on the number of public school employees who are eligible to and do retire during the calendar year.

Figure 11 shows the rate at which public school employees are retiring each year. The top panel is the early retirement rate and the bottom panel is the normal retirement rate. The normal retirement rate is the age at which an individual can begin receiving a retirement benefit that is not reduced by an age reduction factor. In each case, the denominator is the total number of public school employees who are eligible to retire in that calendar year. Figure 11 and Table 21 below show fairly stable retirement trends over recent years.

Figure 11: Wisconsin Public School Employee Retirement Rate Trends

Source: Wisconsin Department of Employee Trust Funds
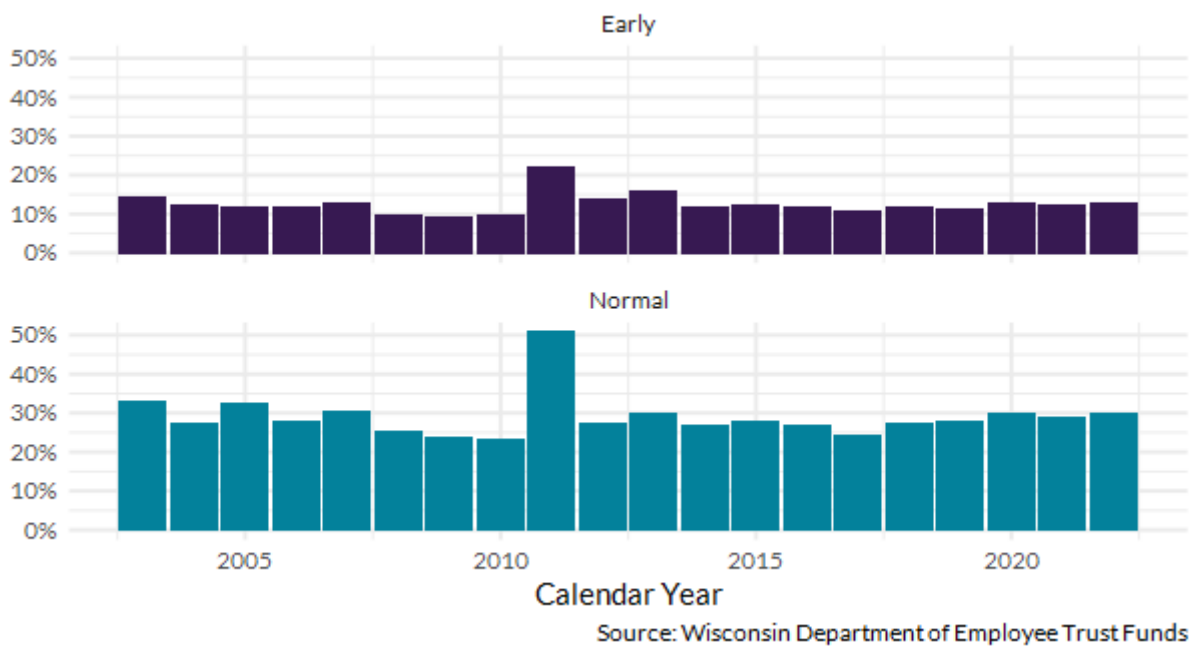
Table 21: Wisconsin Public School Employee Retirements

	2020	2021	2022
Early	1,199	1,181	1,226
Normal	1,031	970	1,002
Total	2,230	2,151	2,228

Shortage Areas

Based on the data presented in this report Wisconsin is producing more teachers than are exiting due to retirements.

Table 22 shows that the number of teachers in the state has remained relatively stable over the past two years at just over than 64,000. Table 10 earlier in this report also shows the number of EPP completers from the previous year is greater than the number of teachers retiring in Table 21. This data suggests that a significant issue that needs to be addressed is the retention of new teachers given the retention analysis earlier in this report that demonstrated a retention rate of 64.5 percent after the first five years and 60.6 percent after the first six years.

Table 22: How Many Teachers?

	2020-21	**2021-22**
Unduplicated Teacher Count	64,415	64,865
Retirements	2,151	2,228
Prior Year EPP Completers	3,079	3,256

Licensure Data

The department is also able to learn about shortages using licensing data. The department uses the requests for certain Tier I licenses to establish demonstrated licensing shortages. Tier I licenses are primarily those licenses given to individuals who have not met all requirements for the full license, referred to as a Tier II license. The most common Tier I license is the one-year license with stipulations. An individual is eligible for the one-year license with stipulations if they possess a bachelor's degree in any subject area. They can then teach with this license while they make progress on completing a pathway to a full (Tier II) license.

Another common Tier I license is the three-year license with stipulations. An individual is eligible for this license if they already possess a Tier II license and have been employed for a year by a school district, CESA, or residential school who would like them to teach outside the area for which they were prepared while they work on becoming fully licensed with the sponsoring employer's support. These three-year district-sponsored licenses (LWS3) allow the teacher to teach for up to three years in the license area while receiving supervision, mentoring, and professional development culminating in a demonstration of the requisite knowledge and proficiencies in the subject area and grade levels to acquire the full license. More information on the LWS 3 license is available on the department's website.

In Table 23, one can observe a gradual, but steady increase in these two types of shortage licenses over this time period. The greatest increase was in the three-year licenses with stipulations, showing a 42 percent increase in this period.

Table 23 demonstrates that school districts could not find a qualified Tier II licensed individual to hire for over 3,301 positions in the 2021-22 school year. Table 23 separates out the speech pathology license with stipulations because it has distinct requirements and applies only to those speech-language pathologists who were prepared in a clinical pathway and hold a license through the Department of Safety and Professional Services. See information bulletin LEAD 21-001 for more information on acquiring a license through this pathway.

Table 23: Number of Teaching Licenses with Stipulations Issued

Licenses with Stipulations	2019-20	2020-21	2021-22
1-Year License with Stipulations	2,815	3,005	3,020
3-Year License with Stipulations	169	160	240
Speech Path License with Stipulations	32	50	41
Total	3,016	3,215	3,301

While Table 23 shows the overall numbers of shortage licenses, there are also important differences and trends within the specific subject areas of such licenses. Table 24 below shows the subject areas with the highest number of shortage licenses over the past 3 years.

Table 24: Most Common Subject Areas for Licenses with Stipulations

Subject Areas	2019-20	2020-21	2021-22
Cross-Categorical Special Education	1008	978	793
Regular Education	362	489	520
Elementary/Middle	144	245	284
Bilingual-Bicultural Education	182	174	167
Instructional Library Media Specialist	102	83	112
Mathematics	93	99	102

Table 24 demonstrates the largest shortage areas based on licensure have remained the same over the last few years. While it remained the subject area with the greatest number of shortage licenses, there was a 20 percent decrease in the request for cross-categorical special education licenses. Table 24 shows a 44 percent increase in regular education (middle childhood to early adolescence, early childhood to middle childhood, early childhood) shortage licenses. This increase may, in part, be due to changes in the administrative code governing licensure (PI 34) as the K-9 license is replacing the regular education middle childhood to early adolescence and early childhood to middle childhood licenses.

Another way to look at this kind of data is to differentiate it using National Center for Education Statistics (NCES) locale codes to see if there are differential rates of shortage licensure within different types of school districts Within the NCES locale code framework there are four general categories (City, Rural, Suburb, Town) and then 12 more specific categories that further breakdown the general categories. Charter schools have been separated into their own category in this analysis.

The following two tables (Tables 25 and 26) display assignments covered by one and three-year licenses with stipulations as a percentage of total assignments using full-time equivalent (FTE) numbers. This metric was used as absolute numbers of one and three-year licenses with stipulations would present a faulty picture given the major size disparities between small and large districts.

Table 25: Rate of Shortage by NCES Locale Code General Categories Based on Licensure

Groups (NCES)	2019-20	2020-21	2021-22
City	6.1%	6.3%	5.5%
Rural	3.7%	3.8%	4.0%
Suburb	1.8%	2.3%	2.4%
Town	2.8%	3.1%	3.7%
Charter Schools	9.3%	11.0%	13.6%
Overall Average	**3.8%**	**4.0%**	**4.1%**

Table 25 shows that city districts and Charter schools have higher rates than the statewide average while suburban districts show the lowest rates. In terms of trends, there is a 10 percent decline for city districts over this time period. All other groups show increases with a 7.5 percent increase in rural schools, 25 percent increase in suburban, 32 percent increase in towns, and a 46 percent increase in charter schools.

Table 26: Rate of Shortage by NCES Detailed Locale Code Based on Licensure

Groups (NCES)	2019-20	2020-21	2021-22
Large city	9.5%	9.7%	7.3%
Mid-size city	2.8%	3.7%	2.8%
Small city	4.1%	4.2%	4.7%
Rural - distant	3.8%	3.8%	3.7%
Rural - fringe	2.8%	2.8%	3.3%
Rural - remote	4.8%	5.2%	5.4%
Large suburb	1.8%	2.1%	2.4%
Mid-size suburb	2.0%	2.4%	2.2%
Small suburb	1.4%	3.4%	3.2%
Distant town	3.3%	3.5%	4.2%
Fringe town	1.7%	1.8%	2.0%
Remote town	3.0%	4.6%	6.7%
Charters	9.3%	11.0%	13.6%
Overall Average	**3.8%**	**4.0%**	**4.1%**

The more detailed analysis in Table 26 shows the decline in shortage licensure rates in cities is driven entirely by declines within large cities. Within Wisconsin, this category includes only Milwaukee and Madison. Second, within the more individual subcategories there are often stark rate differentials. For example, remote town rates have more than doubled, while fringe town rates have not changed much at all. Similarly, remote rural districts are seeing increasing rates while distant rural districts are holding steady. Finally, charter school rates show a dramatic increase in shortage license rates while also holding the largest absolute usage rate.

Detailed data files on one and three-year licenses with stipulations, including data by district, Cooperative Educational Service Agency region, subject area, and category can be found on the department's webpage under Annual Educator Shortage Data Files.

The Department of Public Instruction is also required to delineate shortage areas in teaching to the United States Department of Education. Based on licensing data the department identified the subjects listed in Table 27.

Table 27: Statewide Teacher Shortage Data (2021-22)

Subject Matter	Discipline
Art and Music Education	-
Early Childhood	General Curriculum/ Early Childhood
English as a Second Language	-
English as a Second Language	Bilingual/Bicultural
Health and Physical Fitness	-
Language Arts	Reading
Mathematics	-
Science	-
Special Education	Multi-Categorical
Support Staff	Library/Media Specialist
World Languages	-

Survey Data

In the fall of 2023, the department surveyed districts about staffing in the prior school year. In the survey, districts were asked whether they had vacancies in 2022-23 by grade level, subject area, other license category, pupil service position, and administrator position. For each of these vacancy categories, districts were asked to rate the quality of their applicant pool (on a 1-5 scale from "poor" to "excellent"), to indicate the number of applications they received and the qualifications of the applicants, and whether they were able to meet their hiring needs for each position. They were also asked why educators may have left their districts and about their shortage areas of greatest concern. While districts were not asked to identify themselves in the survey, they were asked for their demographic information (size, locale, and CESA), which allowed us to break down their responses across those categories.

When reviewing these data, it should be noted that a limitation of the data is the overall response rate of 37 percent (165 responses), meaning that these findings may not be representative of all of the districts and independent charters in Wisconsin. The Wisconsin Evaluation Collaborative (WEC), within the Wisconsin Center for Education Research (WCER) at UW-Madison, assisted DPI by analyzing the results of this survey. See Appendix A for the complete results of the survey and Appendix B for more detailed analysis of those results involving the National Center for Education Statistics (NCES) locale codes. Survey results address both shortage questions as well as perceptions of the applicant pool and reasons educators have given for leaving. This survey will be annually administered by the department moving forward to ensure a more accurate picture of the shortages Wisconsin school districts are experiencing.

Overall Takeaways

- Across all vacancy types, the greatest percentages of districts reported vacancies at the elementary (84 percent), middle (75 percent), and high school (77 percent) levels, and for Special Education teachers (74 percent).

- Suburban districts tended to rate the quality of their applicant pools more highly than did districts in other locales.

- For almost every subgroup, respondents indicated they had few applications for filling their vacancies, regardless of applicant qualifications.

- The extent to which districts were able to meet their hiring needs varied widely depending on grade level, subject area, and position, but in all cases, a majority of districts said they were able to do so (ranging from a low of 63 percent for school psychologists to a high of 100 percent for directors of curriculum and instruction).

- Common strategies for addressing insufficient applicant pools by grade level and subject area were employing substitutes and teachers on a Tier I permit or license and hiring teachers below districts' preferred standards.

- The most common strategy for addressing insufficient applicant pools in other licenses and pupil services positions was contracting with another school district or Cooperative Educational Service Agency,

- Districts identified the most common reasons for staff leaving as follows: finding work in another school or district, personal reasons; compensation, work-life balance, finding work in another profession, and workload.

- Districts identified special education, math, career and technical education, science, and speech-language pathologists as the shortage areas of greatest concern.

More in-depth takeaways by grade level, subject area, position, reasons for leaving, and shortage areas of greatest concern, are presented in Appendix B.

Appendix A: Hiring Survey Results

Introduction

In the fall of 2023, the department surveyed districts about staffing in the prior school year. In the survey, districts were asked whether they had vacancies in 2022-23 by grade level, subject area, other license category, pupil service position, and administrator position. For each of these vacancy categories, districts were asked to rate the quality of their applicant pool (on a 1-5 scale from "poor" to "excellent"), to indicate the number of applications they received and the qualifications of the applicants, and whether they were able to meet their hiring needs for each position. They were also asked why educators may have left their districts and about their shortage areas of greatest concern. While districts were not asked to identify themselves in the survey, they were asked for their demographic information (size, locale, and CESA), which allowed us to break down their responses across those categories.

What follows on the next page is the complete survey with all questions accompanied by responses. When reviewing these data it should be noted that a limitation of the data is the overall response rate of 37 percent (165 responses), meaning that these findings may not be representative of all of the districts and independent charters in Wisconsin.

WISCONSIN EDUCATOR STAFFING DATA

2022-23 School Year

Please indicate in which CESA your school district or independent charter school is located.

165 Responses

● Choice Count
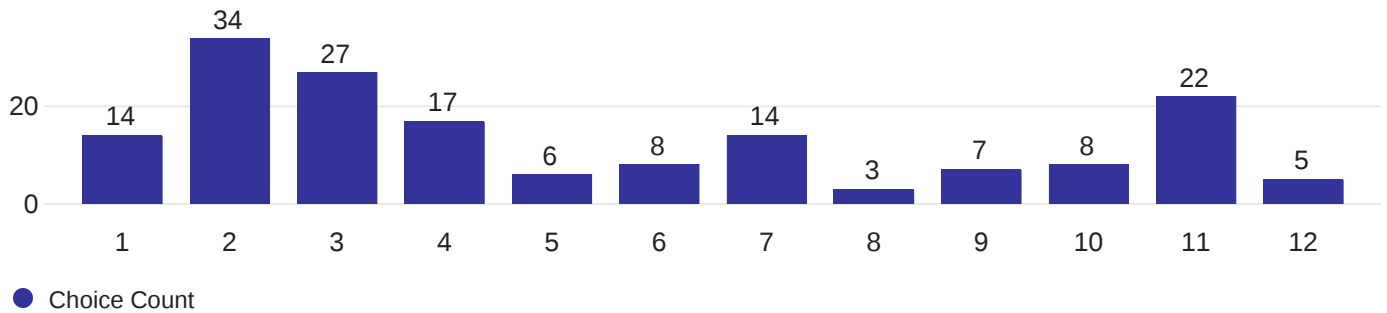
Choose the range that best describes your district's enrollment from the list below.

165 Responses
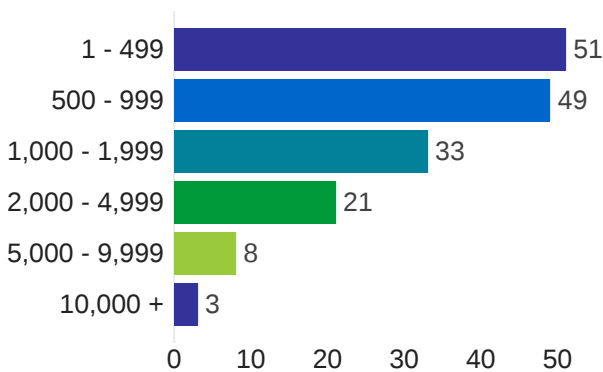
School Locale

165 Responses

● City ● Suburban ● Town ● Rural
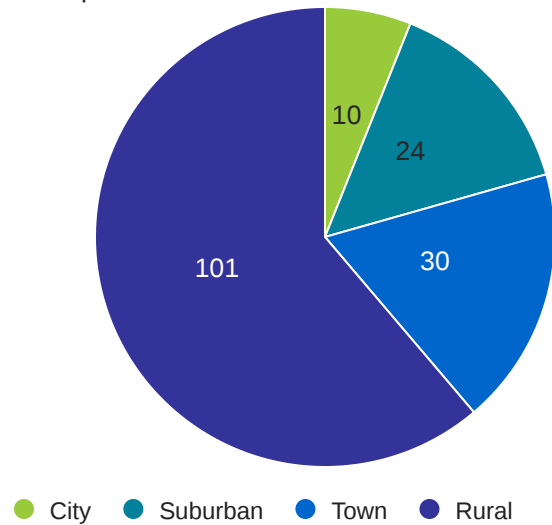
Elementary School Vacancies

In 2022-23 our elementary school had vacancies.

165 Responses

- No, we had no vacancies.
- Yes, we had one or more vacancies.

27

138

On a scale of 1 to 5, how would you rate the quality of your applicant pool for elementary vacancies in 2022-23?

138 Responses

4 - Very Good [24]

3 - Good [42]

2 - Fair [49]

1 - Poor [21]

- 5 - Excellent [1%]
- 4 - Very Good [17%]
- 3 - Good [30%]
- 2 - Fair [36%]
- 1 - Poor [15%]

Which of the following best characterized your applicant pool when hiring for elementary vacancies in 2022-23?

138 Responses

Many applicants - Many qualified	7
Many applicants - Few qualified	3
Few applicants - Most qualified	81
Few applicants - Few qualified	45
We had no applicants	2

Were you able to meet your elementary school hiring needs in 2022-23?
138 Responses

Yes [104]	No [34]

Which of the following strategies did you use if your applicant pool was insufficient to meet your elementary school hiring needs?
Check all that Apply
34 Responses

Field	Choice Count
Hired a teacher considered below our preferred standard of experience or qualifications.	15
Eliminated a class.	6
Eliminated or reduced a program.	10
Increased class sizes.	11
Employed a teacher on a Tier I permit or license.	17
Employed a substitute in lieu of a fully-licensed staff member.	19
Hired a retired educator.	7
Gave another teacher an overload assignment.	12
Contracted with another school district or CESA.	3
Provided online instruction.	5
Supported current staff to complete preparation in a new license area.	11
Other	1
Total	117

Elem - Other Alt - Other - Please explain
1 Responses

Other - Please explain
VISA hires for Bilingual

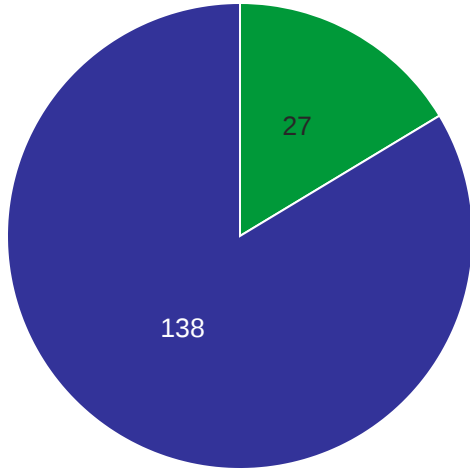# Middle School Vacancies
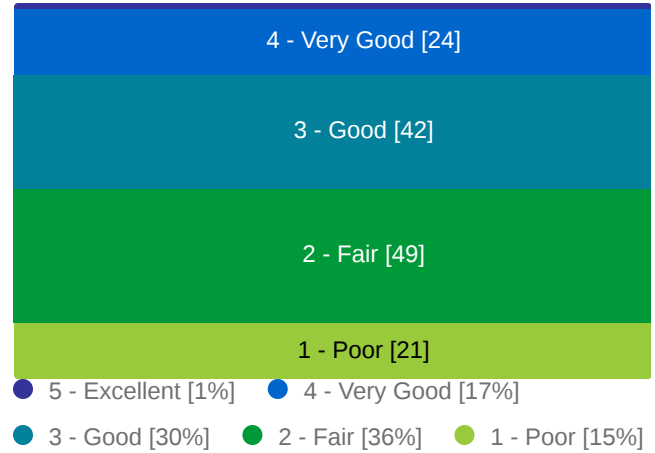
In 2022-23 our middle school had vacancies.
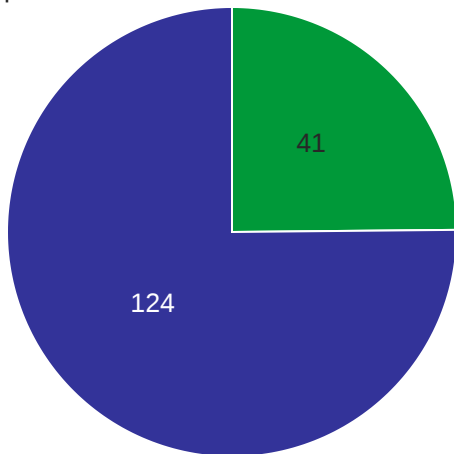
165 Responses

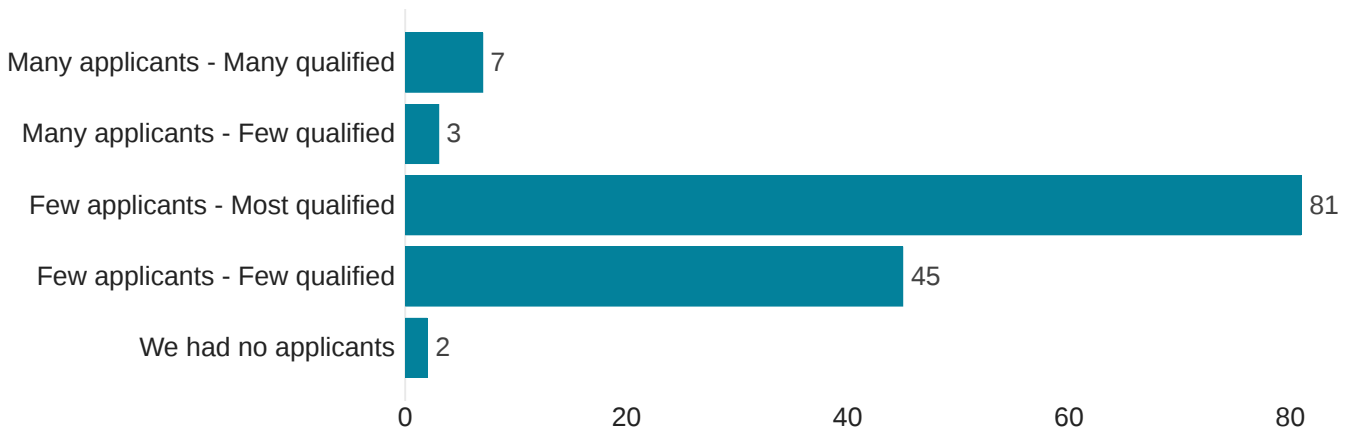- No, we had no vacancies.
- Yes, we had one or more vacancies.

On a scale of 1 to 5, how would you rate the quality of your applicant pool for middle school vacancies in 2022-23?

124 Responses

3 - Good [36]

2 - Fair [39]

1 - Poor [37]

- 5 - Excellent [0%]
- 4 - Very Good [10%]
- 3 - Good [29%]
- 2 - Fair [31%]
- 1 - Poor [30%]

Which of the following best characterized your applicant pool when hiring for middle school vacancies in 2022-23?

124 Responses

Category	Value
Many applicants - Many qualified	2
Many applicants - Few qualified	1
Few applicants - Most qualified	59
Few applicants - Few qualified	54
We had no applicants	8

Were you able to meet your middle school hiring needs in 2022-23?

124 Responses

Yes [89]	No [35]

Which of the following strategies did you use if your applicant pool was insufficient to meet your middle school school hiring needs?
Check all that apply.

35 Responses

Field	Choice Count
Hired a teacher considered below our preferred standard of experience or qualifications.	15
Eliminated a class.	7
Eliminated or reduced a program.	7
Increased class sizes.	10
Employed a teacher on a Tier I permit or license.	11
Employed a substitute in lieu of a fully-licensed staff member.	19
Hired a retired educator.	5
Gave another teacher an overload assignment.	11
Contracted with another school district or CESA.	1
Provided online instruction.	4
Supported current staff to complete preparation in a new license area.	8
Other	2
Total	100

MS - Other Alt - Other - Please explain

2 Responses

Other - Please explain
VISA Hires for Bilingual
Utilized Elevate K12

High School Vacancies
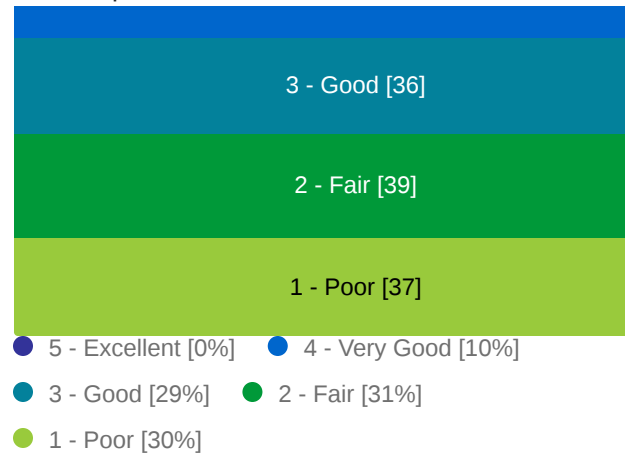
In 2022-23 our high school had vacancies.

165 Responses

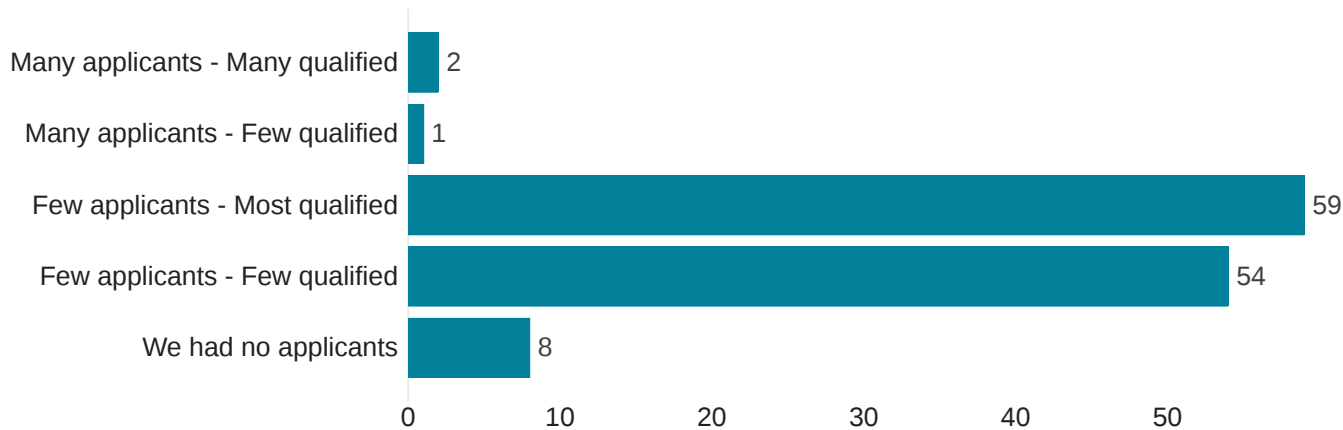- No, we had no vacancies.
- Yes, we had one or more vacancies.

38

127

On a scale of 1 to 5, how would you rate the quality of your applicant pool for high school vacancies in 2022-23?

127 Responses

4 - Very Good [16]

3 - Good [33]

2 - Fair [43]

1 - Poor [35]

- 5 - Excellent [0%]
- 4 - Very Good [13%]
- 3 - Good [26%]
- 2 - Fair [34%]
- 1 - Poor [28%]

Which of the following best characterized your applicant pool when hiring for high school vacancies in 2022-23?

127 Responses

Many applicants - Many qualified	3
Many applicants - Few qualified	3
Few applicants - Most qualified	53
Few applicants - Few qualified	64
We had no applicants	4

0   10   20   30   40   50   60
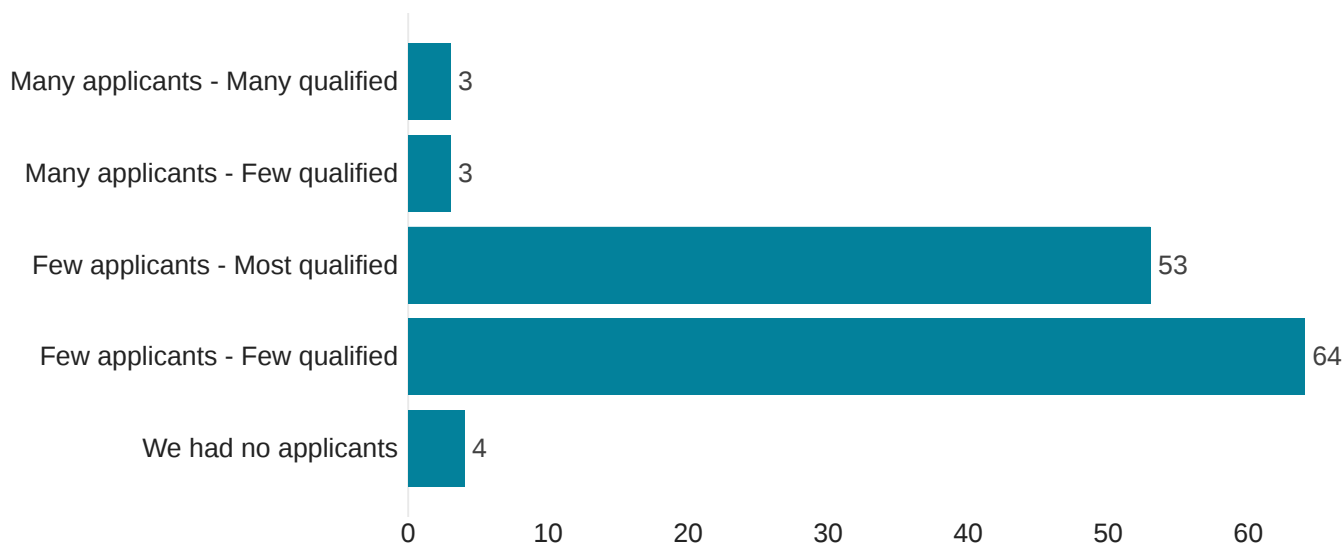
Were you able to meet your high school hiring needs in 2022-23?

127 Responses

Yes [87]	No [40]

Which of the following strategies did you use if your applicant pool was insufficient to meet your high school hiring needs? Check all that apply.

40 Responses

Field	Choice Count
Hired a teacher considered below our preferred standard of experience or qualifications.	19
Eliminated a class.	10
Eliminated or reduced a program.	9
Increased class sizes.	16
Employed a teacher on a Tier I permit or license.	15
Employed a substitute in lieu of a fully-licensed staff member.	20
Hired a retired educator.	8
Gave another teacher an overload assignment.	22
Contracted with another school district or CESA.	5
Provided online instruction.	8
Supported current staff to complete preparation in a new license area.	8
Other	1
Total	141

HS - Alt Other - Other - Please explain

1 Responses

Other - Please explain
Utilized Elevate K12

SUBJECT AREA VACANCIES

In 2022-23 we had vacancies for the following positions:

165 Responses

Subject	Yes, we had one or more vacancies.	No, we had no vacancies.
Mathematics	47%	53%
English Language Arts	53%	47%
Science	44%	56%
Social Studies	30%	70%
Special Education	74%	26%
World Languages	38%	62%
Art	27%	73%
Music	36%	64%
Physical Education	30%	70%
Health	10%	90%
Speech-Language Pathologists	36%	64%
Career and Technical Education	33%	67%

● Yes, we had one or more vacancies.   ● No, we had no vacancies.

Were you able to meet your hiring needs in 2022-23?

156 Responses

Subject	Yes	No
Mathematics	74%	26%
English Language Arts	83%	17%
Science	88%	12%
Social Studies	92%	8%
Special Education	64%	36%
World Languages	67%	33%
Art	89%	11%
Music	80%	20%
Physical Education	86%	14%
Health	76%	24%
Speech-Language Pathologists	63%	37%
Career and Technical Education	85%	15%

● Yes   ● No

On a scale of 1 to 5, how would you rate the quality of your applicant pool for vacancies in 2022-23?

156 Responses

Subject	5 - Excellent	4 - Very Good	3 - Good	2 - Fair	1 - Poor
Mathematics		6%	21%	36%	35%
English Language Arts		11%	26%	36%	26%
Science		11%	22%	30%	34%
Social Studies		20%	33%	35%	10%
Special Education		6%	10%	43%	42%
World Languages		11%	15%	26%	47%
Art		5%	33%	26%	35%
Music		12%	22%	19%	46%
Physical Education		10%	41%	39%	8%
Health	6%	6%	41%	24%	24%
Speech-Language Pathologist	5%	10%	8%	22%	55%
Career and Technical Education	5%		24%	25%	44%

Legend: ● 5 - Excellent ● 4 - Very Good ● 3 - Good ● 2 - Fair ● 1 - Poor

Which of the following best characterized your applicant pool when hiring for vacancies in 2022-23?

152 Responses

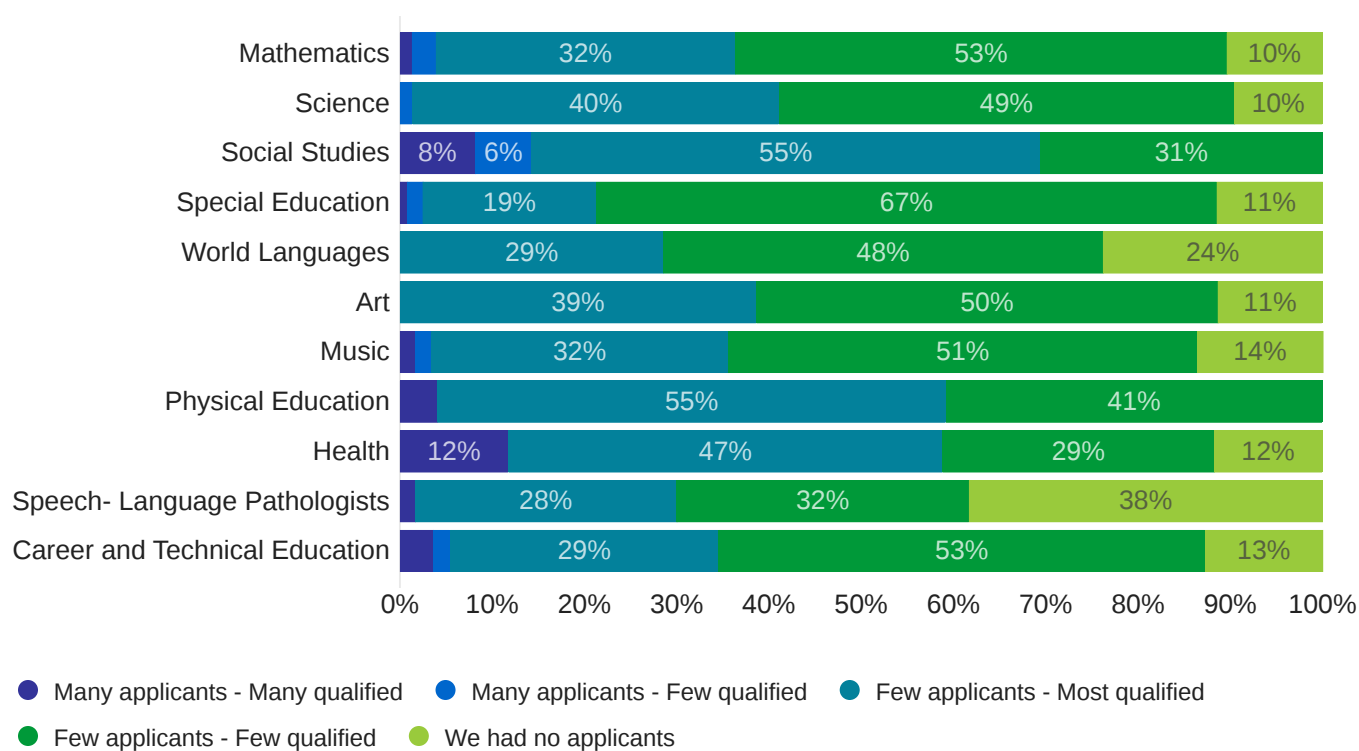| Subject	Many applicants - Many qualified	Many applicants - Few qualified	Few applicants - Most qualified	Few applicants - Few qualified	We had no applicants
Mathematics			32%	53%	10%
Science			40%	49%	10%
Social Studies	8%	6%	55%	31%	
Special Education			19%	67%	11%
World Languages			29%	48%	24%
Art			39%	50%	11%
Music			32%	51%	14%
Physical Education			55%	41%	
Health	12%		47%	29%	12%
Speech- Language Pathologists			28%	32%	38%
Career and Technical Education			29%	53%	13%

Legend: ● Many applicants - Many qualified ● Many applicants - Few qualified ● Few applicants - Most qualified ● Few applicants - Few qualified ● We had no applicants

Which of the following strategies did you use if your applicant pool was insufficient to meet your subject area teaching hiring needs? Check all that apply.

77 Responses

Field	Choice Count
Hired a teacher considered below our preferred standard of experience or qualifications.	40
Eliminated a class.	17
Eliminated or reduced a program.	21
Increased class sizes.	19
Employed a teacher on a Tier I permit or license.	37
Employed a substitute in lieu of a fully-licensed staff member.	45
Hired a retired educator.	19
Gave another teacher an overload assignment.	31
Contracted with another school district or CESA.	11
Provided online instruction.	19
Supported current staff to complete preparation in a new license area.	25
Other	3
Total	287

Other - Please explain

3 Responses

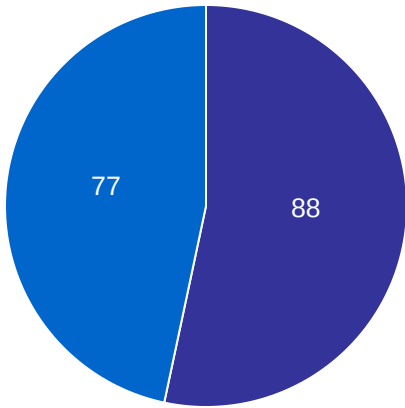| Other - Please explain |
|---|
| Hired part Time |
| contracted with private organization to provide SLP |
| Hired outside agency to provide services (Speech) |

Mathematics

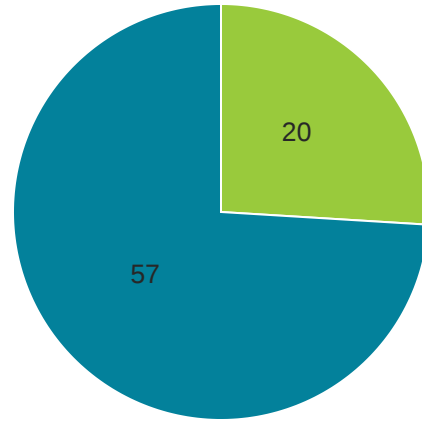## In 2022-23 we had vacancies for mathematics.

165 Responses

- No, we had no vacancies.
- Yes, we had one or more vacancies.

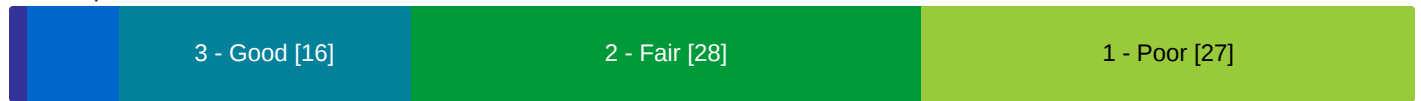## Were you able to meet your hiring needs in 2022-23?

77 Responses

- No
- Yes

On a scale of 1 to 5, how would you rate the quality of your applicant pool for mathematics vacancies in 2022-23?

77 Responses

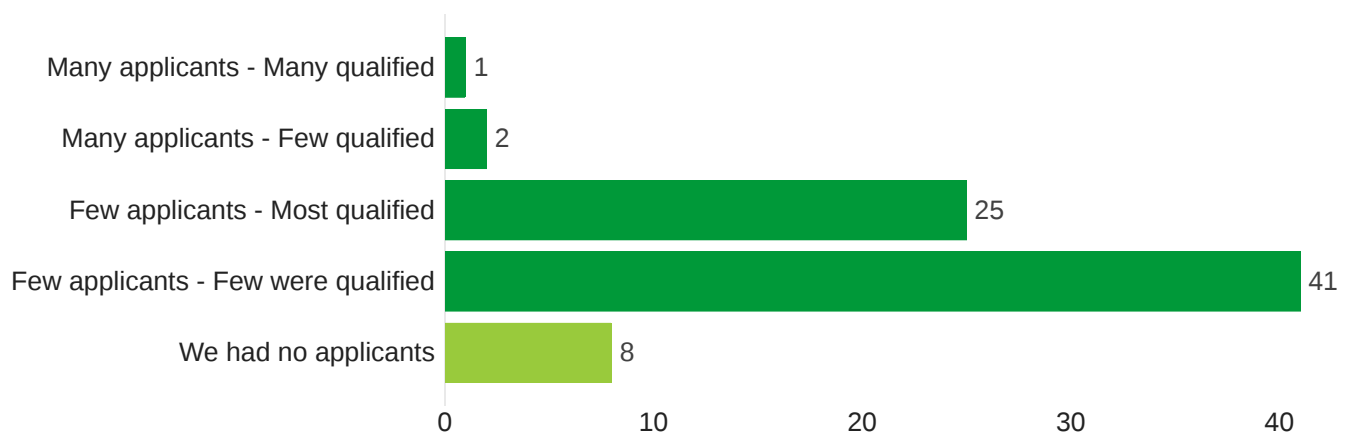| 3 - Good [16] | 2 - Fair [28] | 1 - Poor [27] |

- 5 - Excellent [1]
- 4 - Very Good [5]
- 3 - Good [16]
- 2 - Fair [28]
- 1 - Poor [27]

## Which of the following best characterized your applicant pool when hiring for mathematics vacancies in 2022-23?

77 Responses

Many applicants - Many qualified: 1
Many applicants - Few qualified: 2
Few applicants - Most qualified: 25
Few applicants - Few were qualified: 41
We had no applicants: 8

English Language Arts

In 2022-23 we had vacancies for English language arts.

165 Responses
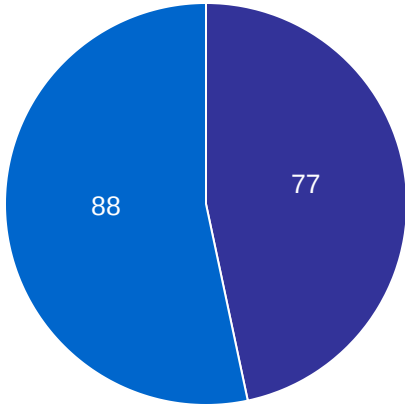
- No, we had no vacancies. — 77
- Yes, we had one or more vacancies. — 88

Were you able to meet your hiring needs in 2022-23?

88 Responses

- No — 15
- Yes — 73

On a scale of 1 to 5, how would you rate the quality of your applicant pool for English language arts vacancies in 2022-23?

88 Responses

3 - Good [23]	2 - Fair [32]	1 - Poor [23]

- 5 - Excellent
- 4 - Very Good [10]
- 3 - Good [23]
- 2 - Fair [32]
- 1 - Poor [23]

Which of the following best characterized your applicant pool when hiring for English language arts vacancies in 2022-23?

88 Responses

Category	Count
Many applicants - Many qualified	0
Many applicants - Few qualified	1
Few applicants - Most qualified	38
Few applicants - Few qualified	46
We had no applicants	3

Science

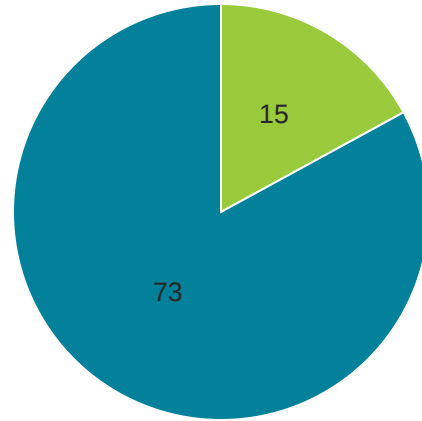## In 2022-23 we had vacancies for science.

165 Responses

- No, we had no vacancies.
- Yes, we had one or more vacancies.

Were you able to meet your hiring needs in 2022-23?

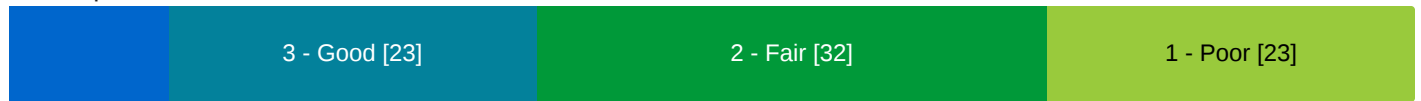73 Responses

- No
- Yes

On a scale of 1 to 5, how would you rate the quality of your applicant pool for science vacancies in 2022-23?

73 Responses

		3 - Good [16]	2 - Fair [22]	1 - Poor [25]

- 5 - Excellent [2]
- 4 - Very Good [8]
- 3 - Good [16]
- 2 - Fair [22]
- 1 - Poor [25]

Which of the following best characterized your applicant pool when hiring for science vacancies in 2022-23?

73 Responses

Social Studies

In 2022-23 we had vacancies for social studies.

165 Responses

- No, we had no vacancies.
- Yes, we had one or more vacancies.

Were you able to meet your hiring needs in 2022-23?

49 Responses

- No
- Yes

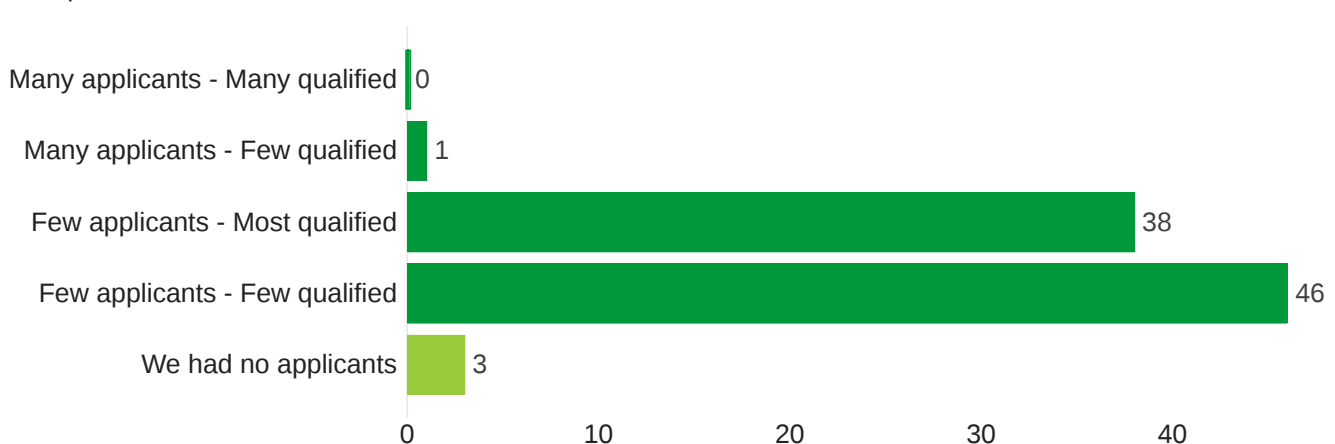On a scale of 1 to 5, how would you rate the quality of your applicant pool for social studies vacancies in 2022-23?

49 Responses

| 4 - Very Good [10] | 3 - Good [16] | 2 - Fair [17] | |

- 5 - Excellent [1]
- 4 - Very Good [10]
- 3 - Good [16]
- 2 - Fair [17]
- 1 - Poor [5]

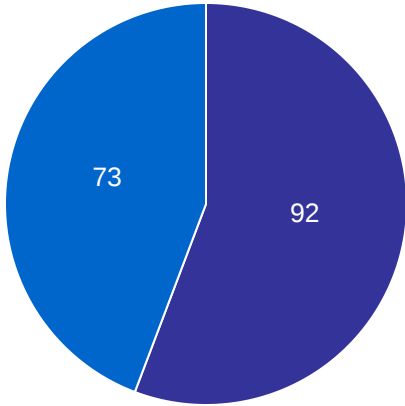Which of the following best characterized your applicant pool when hiring for social studies vacancies in 2022-23?

49 Responses

Special Education

In 2022-23 we had vacancies for special education.
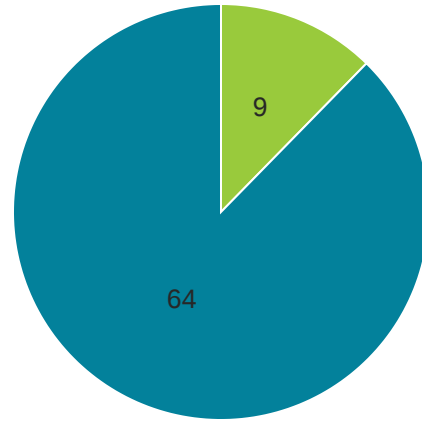
165 Responses

- No, we had no vacancies.
- Yes, we had one or more vacancies.
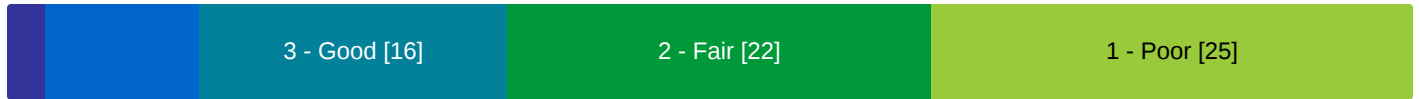
Were you able to meet your hiring needs in 2022-23?

122 Responses

- No
- Yes

On a scale of 1 to 5, how would you rate the quality of your applicant pool for special education vacancies in 2022-23?
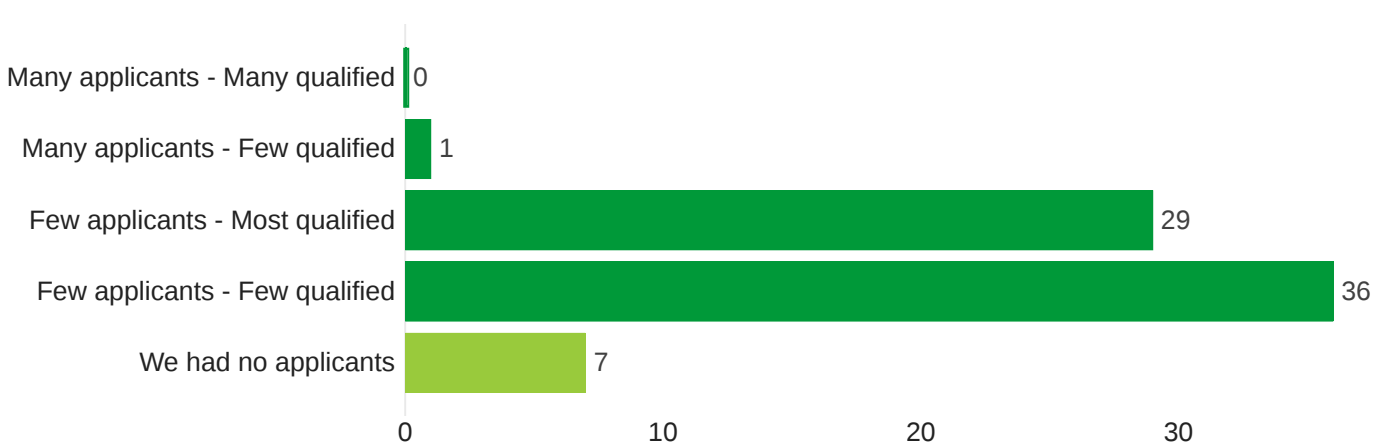
122 Responses

| 2 - Fair [52] | 1 - Poor [51] |

- 5 - Excellent
- 4 - Very Good [7]
- 3 - Good [12]
- 2 - Fair [52]
- 1 - Poor [51]

Which of the following best characterized your applicant pool when hiring for special education vacancies in 2022-23?

122 Responses

Category	Count
Many applicants - Many qualified	1
Many applicants - Few qualified	2
Few applicants - Most qualified	23
Few applicants - Few qualified	82
We had no applicants	14

World Languages

In 2022-23 we had vacancies for world languages.

165 Responses

● No, we had no vacancies.

● Yes, we had one or more vacancies.

Were you able to meet your hiring needs in 2022-23?

63 Responses

● No   ● Yes

On a scale of 1 to 5, how would you rate the quality of your applicant pool for world languages vacancies in 2022-23?

62 Responses

| 3 - Good [9] | 2 - Fair [16] | 1 - Poor [29] |

● 5 - Excellent [1]   ● 4 - Very Good [7]   ● 3 - Good [9]   ● 2 - Fair [16]   ● 1 - Poor [29]

Which of the following best characterized your applicant pool when hiring for world languages vacancies in 2022-23?
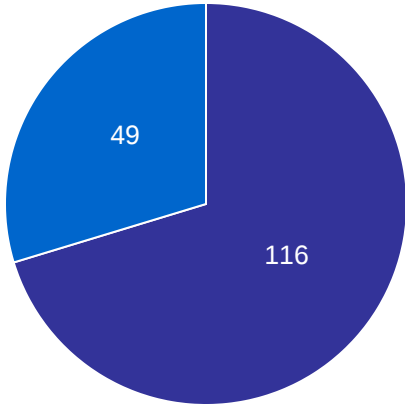
63 Responses

Many applicants - Many qualified   0
Many applicants - Few qualified   0
Few applicants - Most qualified   18
Few applicants - Few qualified   30
We had no applicants   15

Art

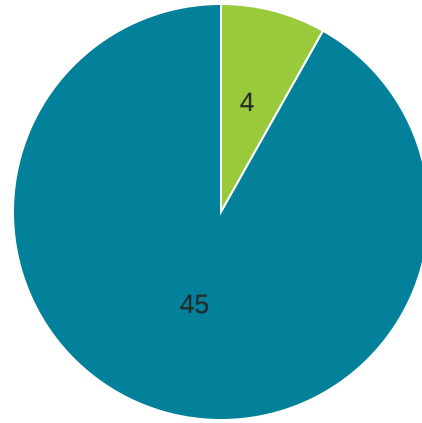## In 2022-23 we had vacancies for art.

165 Responses

- No, we had no vacancies.
- Yes, we had one or more vacancies.

44

121

Were you able to meet your hiring needs in 2022-23?

44 Responses

5

39

- No
- Yes

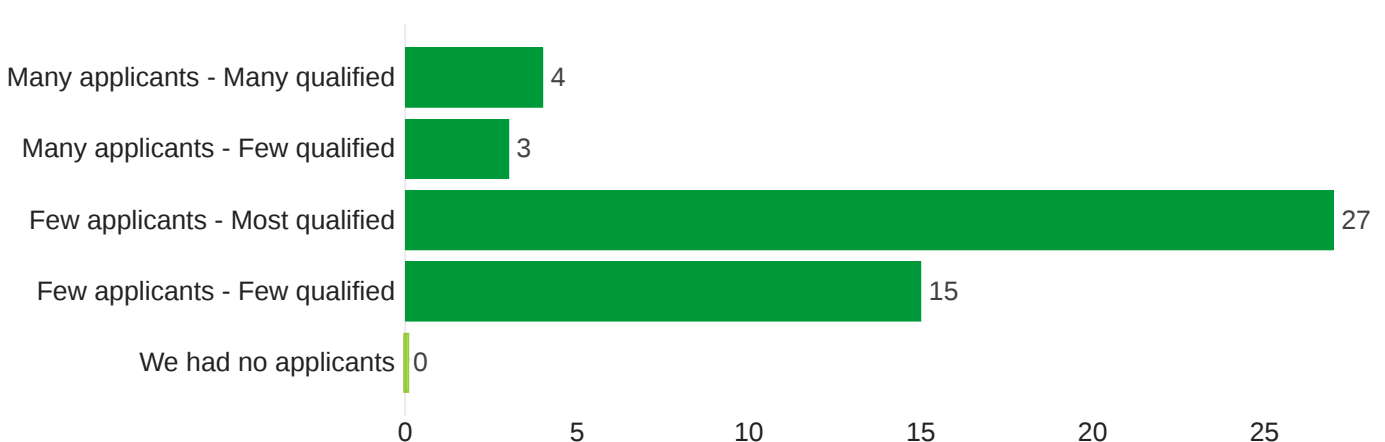## On a scale of 1 to 5, how would you rate the quality of your applicant pool for art vacancies in 2022-23?

43 Responses

3 - Good [14]	2 - Fair [11]	1 - Poor [15]

- 5 - Excellent [1]
- 4 - Very Good [2]
- 3 - Good [14]
- 2 - Fair [11]
- 1 - Poor [15]

Which of the following best characterized your applicant pool when hiring for art vacancies in 2022-23?

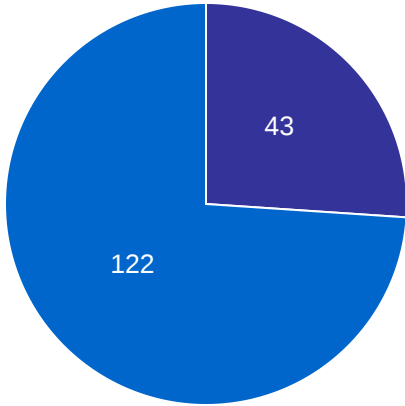44 Responses

Category	Value
Many applicants - Many qualified	0
Many applicants - Few qualified	0
Few applicants - Most qualified	17
Few applicants - Few qualified	22
We had no applicants	5

Music

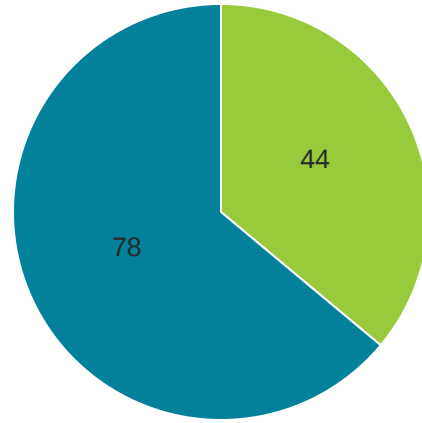## In 2022-23 we had vacancies for music.

165 Responses

- No, we had no vacancies.
- Yes, we had one or more vacancies.

59 — 106

Were you able to meet your hiring needs in 2022-23?

59 Responses

12 — 47

- No
- Yes
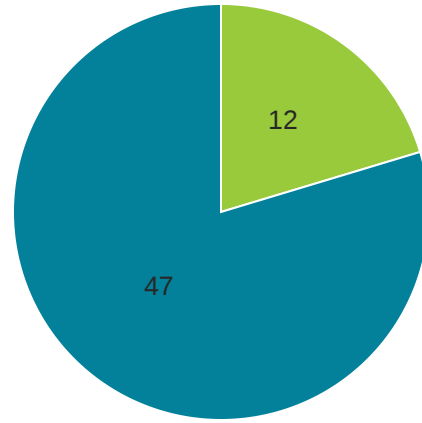
On a scale of 1 to 5, how would you rate the quality of your applicant pool for music vacancies in 2022-23?

59 Responses

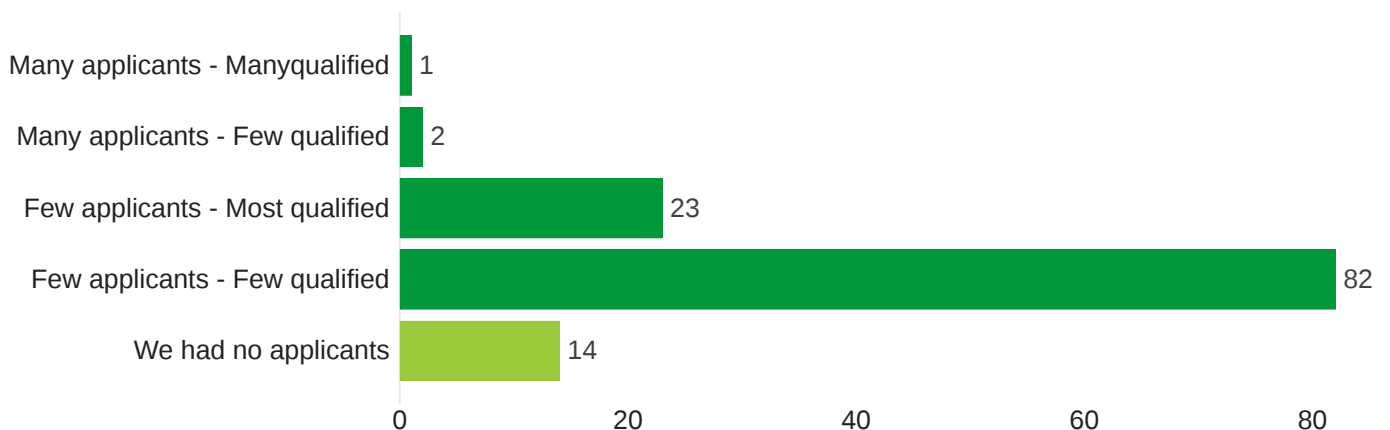| 3 - Good [13] | 2 - Fair [11] | 1 - Poor [27] |
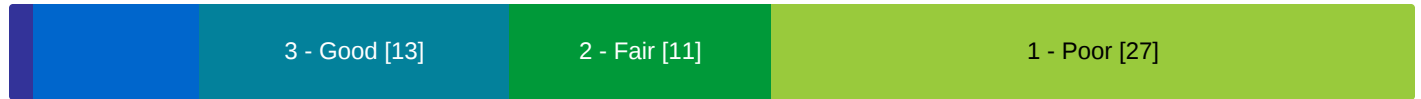
- 5 - Excellent [1]
- 4 - Very Good [7]
- 3 - Good [13]
- 2 - Fair [11]
- 1 - Poor [27]

Which of the following best characterized your applicant pool when hiring for music vacancies in 2022-23?

59 Responses

Category	Value
Many applicants - Many qualified	1
Many applicants - Few qualified	1
Few applicants - Most were qualified	19
Few applicants - Few qualified	30
We had no applicants	8

Physical Education

In 2022-23 we had vacancies for physical education.
165 Responses
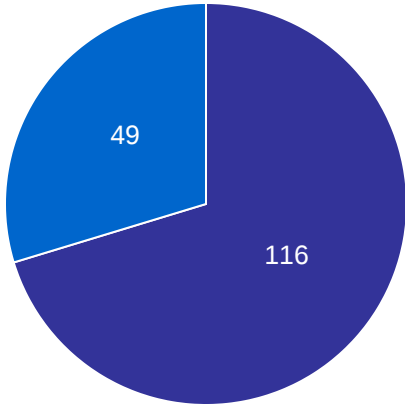
- No, we had no vacancies.
- Yes, we had one or more vacancies.

116 / 49

Were you able to meet your hiring needs in 2022-23?
49 Responses

- No
- Yes

7 / 42
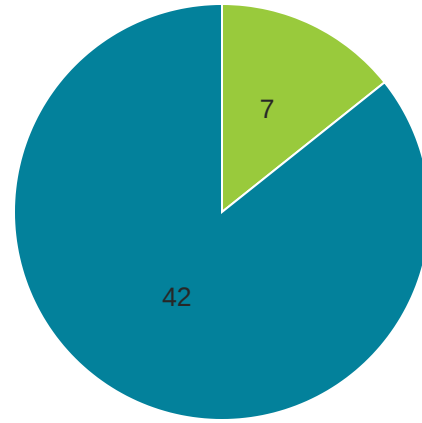
On a scale of 1 to 5, how would you rate the quality of your applicant pool for physical education vacancies in 2022-23?
49 Responses

3 - Good [20] | 2 - Fair [19]

- 5 - Excellent [1]
- 4 - Very Good [5]
- 3 - Good [20]
- 2 - Fair [19]
- 1 - Poor [4]

Which of the following best characterized your applicant pool when hiring for physical education vacancies in 2022-23?
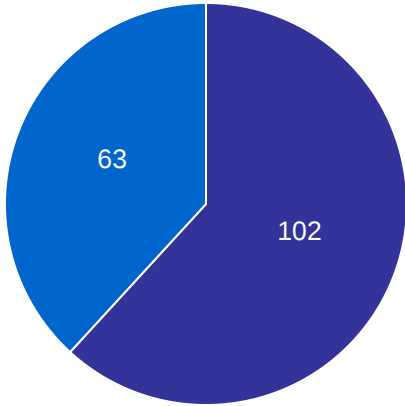49 Responses

- Many applicants - Many qualified: 2
- Many applicants - Few qualified: 0
- Few applicants - Most qualified: 27
- Few applicants - Few qualified: 20
- We had no applicants: 0
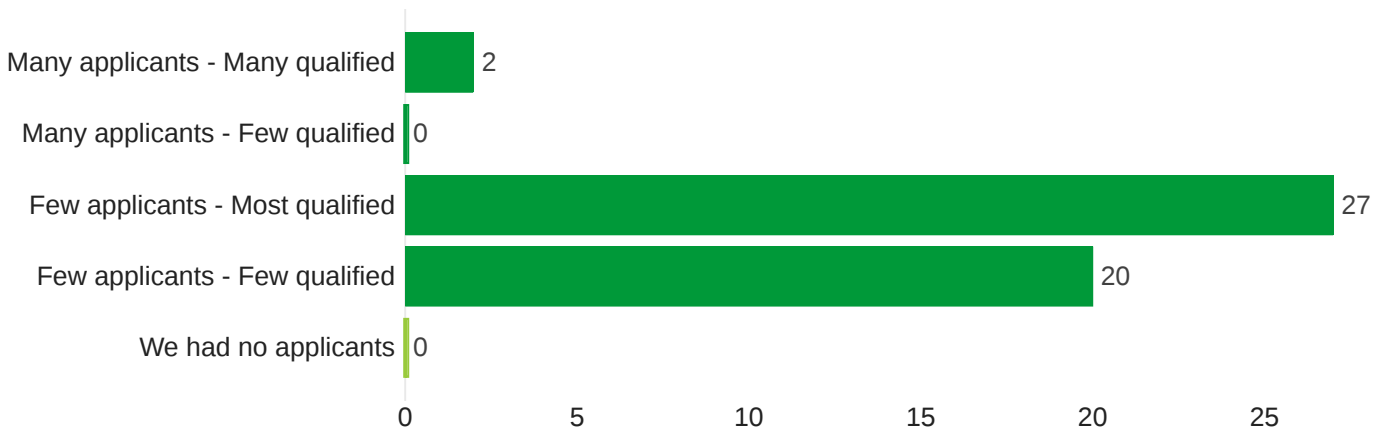
Health

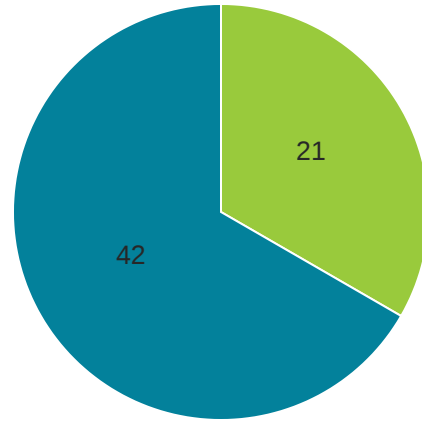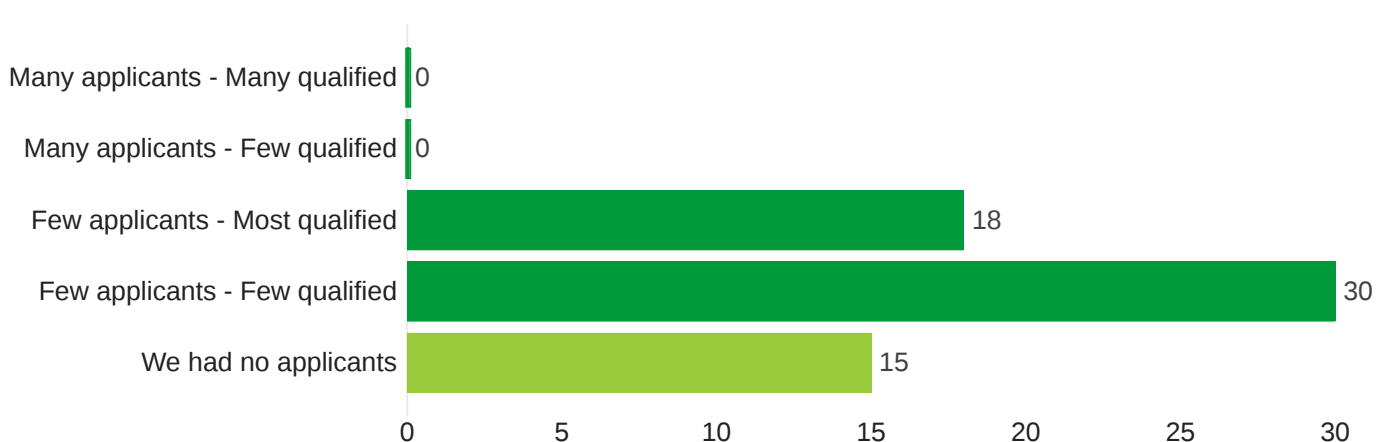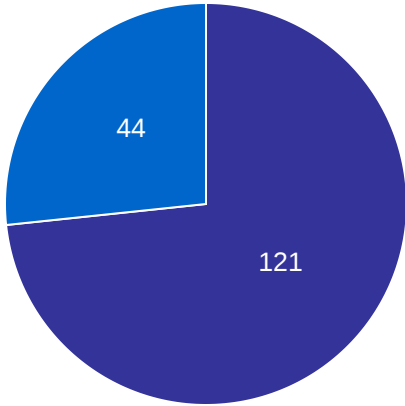## In 2022-23 we had vacancies for health.

165 Responses

- No, we had no vacancies.
- Yes, we had one or more vacancies.

Were you able to meet your hiring needs in 2022-23?

17 Responses

- No
- Yes
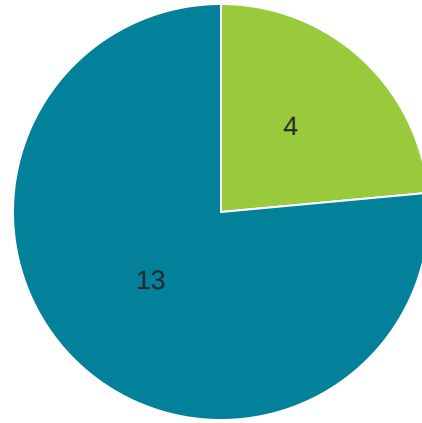
On a scale of 1 to 5, how would you rate the quality of your applicant pool for health vacancies in 2022-23?

17 Responses

| 3 - Good [7] | 2 - Fair [4] | 1 - Poor [4] |

- 5 - Excellent [1]
- 4 - Very Good [1]
- 3 - Good [7]
- 2 - Fair [4]
- 1 - Poor [4]

Which of the following best characterized your applicant pool when hiring for health vacancies in 2022-23?

17 Responses

Many applicants - Many qualified — 2
Many applicant - Few wre qualified — 0
Few applicants - Most qualified — 8
Few applicants - Few qualified — 5
We had no applicants — 2

Speech-Language Pathologists

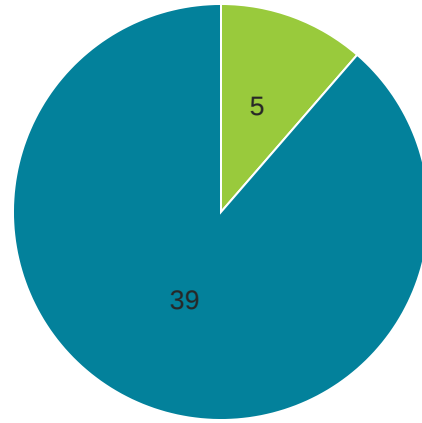## In 2022-23 we had vacancies for speech-language pathologists.

165 Responses

- No, we had no vacancies.
- Yes, we had one or more vacancies.
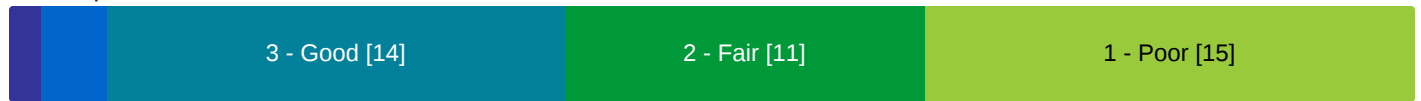
Were you able to meet your hiring needs in 2022-23?

60 Responses

- No
- Yes

On a scale of 1 to 5, how would you rate the quality of your applicant pool for speech-language pathologist vacancies in 2022-23?
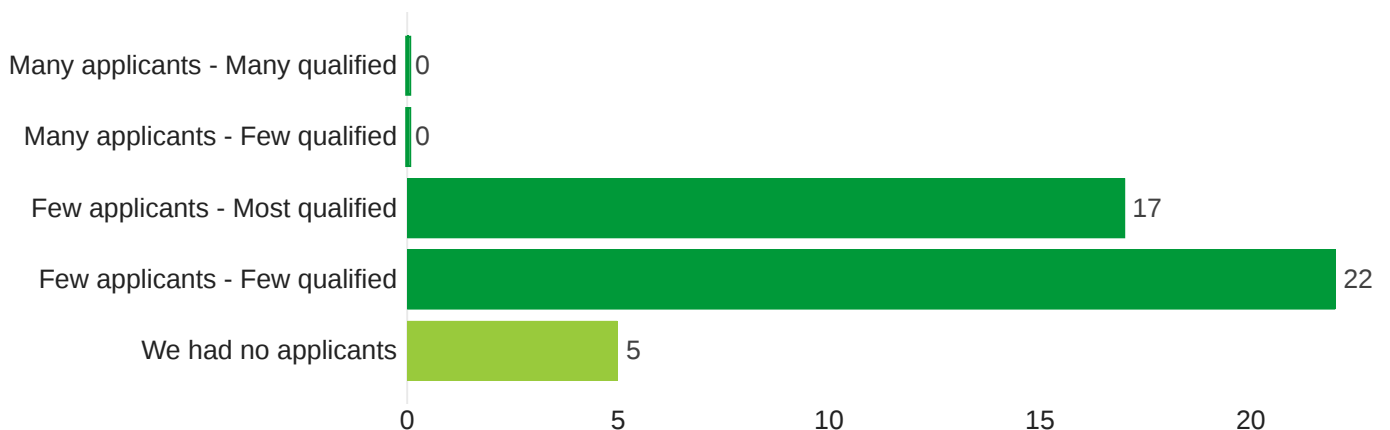
60 Responses

- 5 - Excellent [3]
- 4 - Very Good [6]
- 3 - Good [5]
- 2 - Fair [13]
- 1 - Poor [33]

Which of the following best characterized your applicant pool when hiring for speech-language pathologist vacancies in 2022-23?

60 Responses

Category	Value
Many applicants - Many qualified	1
Many applicants - Few qualified	0
Few applicants - Most qualified	17
Few applicants - Few qualified	19
We had no applicants	23

Career and Technical Education (CTE)

In 2022-23 we had vacancies for CTE teachers.

165 Responses

- Yes, we had one or more vacancies. **55**
- No, we had no vacancies. **110**

Were you able to meet your hiring needs in 2022-23?

55 Responses

- Yes **47**
- No **8**

On a scale of 1 to 5, how would you rate the quality of your applicant pool for career and technical education vacancies in 2022-23?

55 Responses

| 3 - Good [13] | 2 - Fair [14] | 1 - Poor [24] |
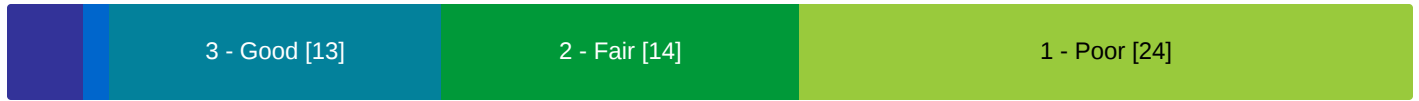
- 5 - Excellent [3]
- 4 - Very Good [1]
- 3 - Good [13]
- 2 - Fair [14]
- 1 - Poor [24]

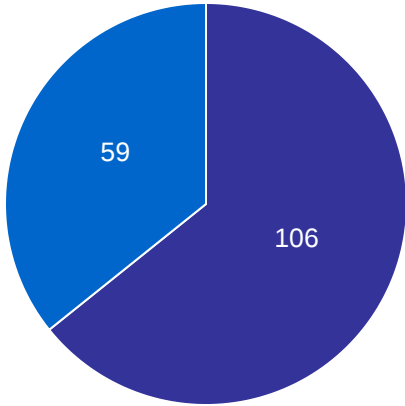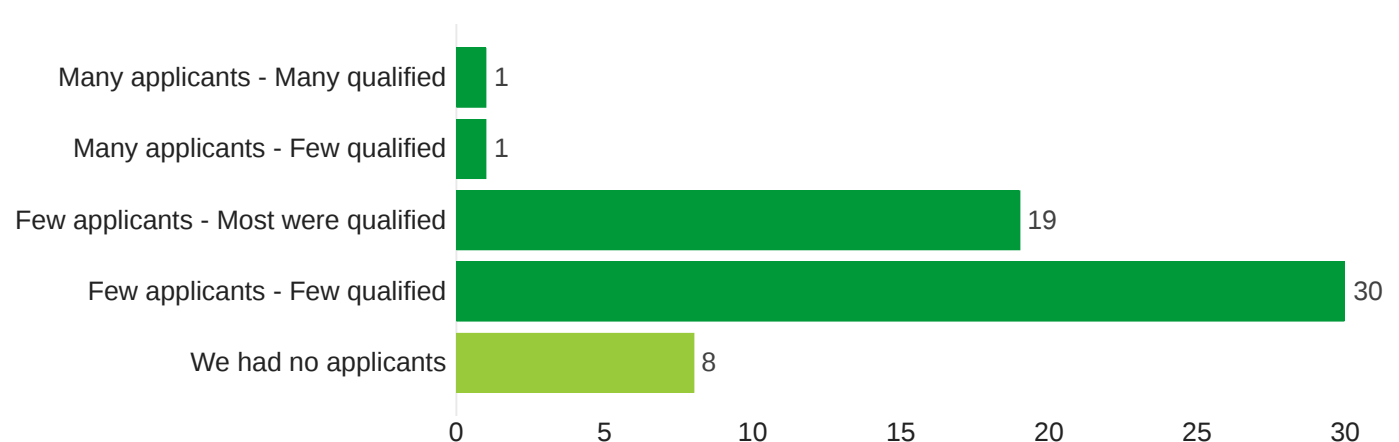## Which of the following best characterized your applicant pool when hiring for career and technical education vacancies in 2022-23?

55 Responses

Category	Value
Many applicants - Many qualified	2
Many applicants - Few qualified	1
Few applicants - Most qualified	16
Few applicants - Few qualified	29
We had no applicants	7

OTHER LICENSES VACANCIES

In 2022-23 we had vacancies for the following positions:

165 Responses

Position	Yes	No
Reading Teachers	21%	79%
Bilingual Teachers	15%	85%
Llibrary Media Specialists	15%	85%
Related Services*	25%	75%

Were you able to meet your hiring needs in 2022-23?

74 Responses
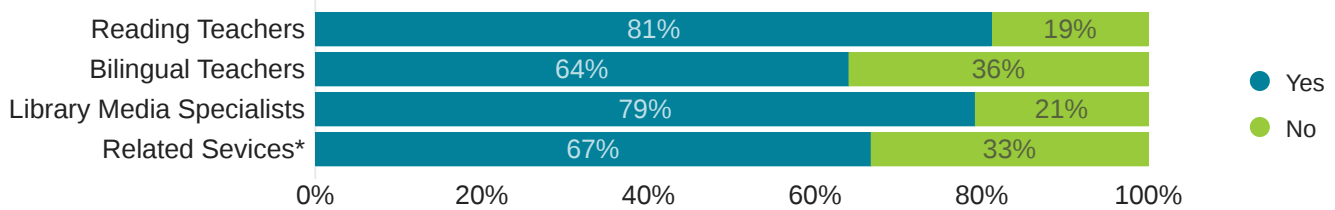
Position	Yes	No
Reading Teachers	81%	19%
Bilingual Teachers	64%	36%
Library Media Specialists	79%	21%
Related Sevices*	67%	33%

On a scale of 1 to 5, how would you rate the quality of your applicant pool for vacancies in 2022-23?

83 Responses

Legend: 5 - Excellent, 4 - Very Good, 3 - Good, 2 - Fair, 1 - Poor

Position				
Reading Teachers	9%	21%	32%	38%
Bilingual Teachers	24%	24%	48%	
Library Media Specialists	8%	29%	17%	46%
Related services*	26%	21%	48%	

Which of the following best characterized your applicant pool when hiring for vacancies in 2022-23?

83 Responses

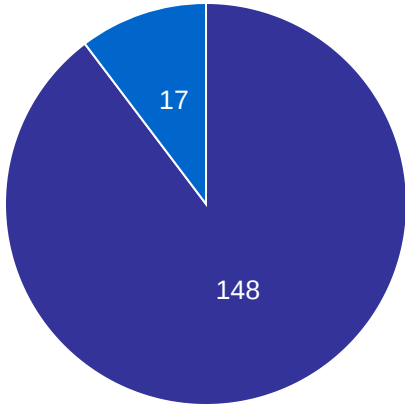| Position				
Reading Teachers		41%	47%	9%
Bilingual Terachers	24%	48%	28%	
Library Media Specialists	8%	21%	50%	21%
Related Services*	31%	36%	33%	
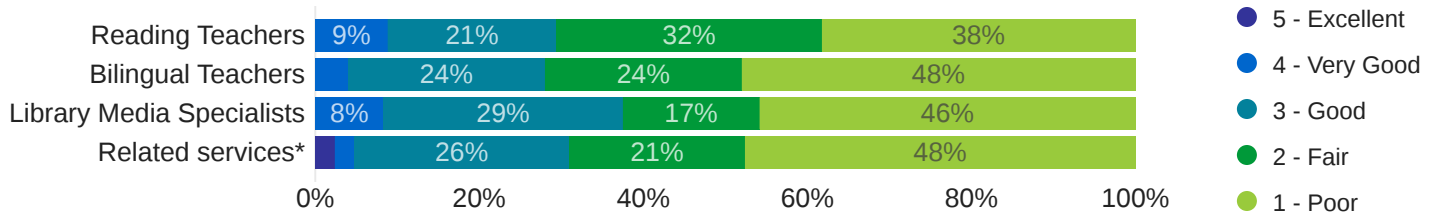
Legend:
- Many applicants - Many qualified
- Many applicants - Few qualified
- Few applicants - Most qualified
- Few applicants - Few qualified
- We had no applicants

*e.g. physical therapy, occupational therapy, audiology, orientation and mobility, educational interpreter.

Which of the following strategies did you use if your applicant pool was insufficient to meet your hiring needs for other licensed teachers? Select all that apply.

27 Responses

Field	Choice Count
Hired an educator considered below our preferred standard of experience or qualifications.	4
Eliminated or reduced a program.	4
Employed an educator on a Tier I permit or license.	6
Employed a substitute in lieu of a fully-licensed staff member.	7
Hired a retired educator.	4
Gave another educator an overload assignment.	6
Contracted with another school district or CESA.	13
Contracted with a non-school entity.	5
Provided online support/instruction.	2
Supported current staff to complete preparation in a new license area.	5
Other	2
Total	58

Other - Please specify

2 Responses

Other - Please specify
Remained vacant
No vacancy

Reading Teachers

In 2022-23 we had vacancies for reading teachers.

165 Responses
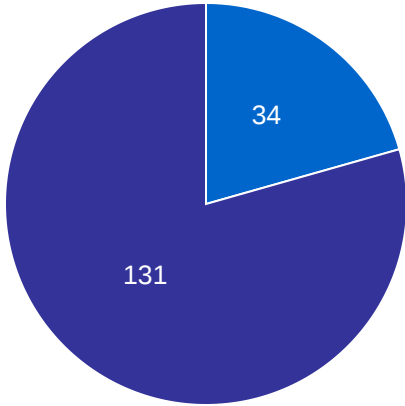
- Yes, we had one or more vacancies.
- No, we had no vacancies.

34

131

Were you able to meet your hiring needs in 2022-23?

34 Responses

9

25

- No
- Yes
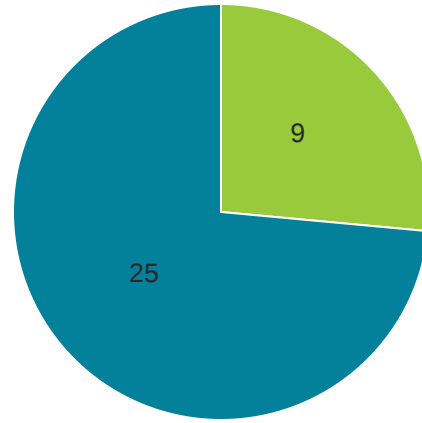
On a scale of 1 to 5, how would you rate the quality of your applicant pool for reading teacher vacancies in 2022-23?
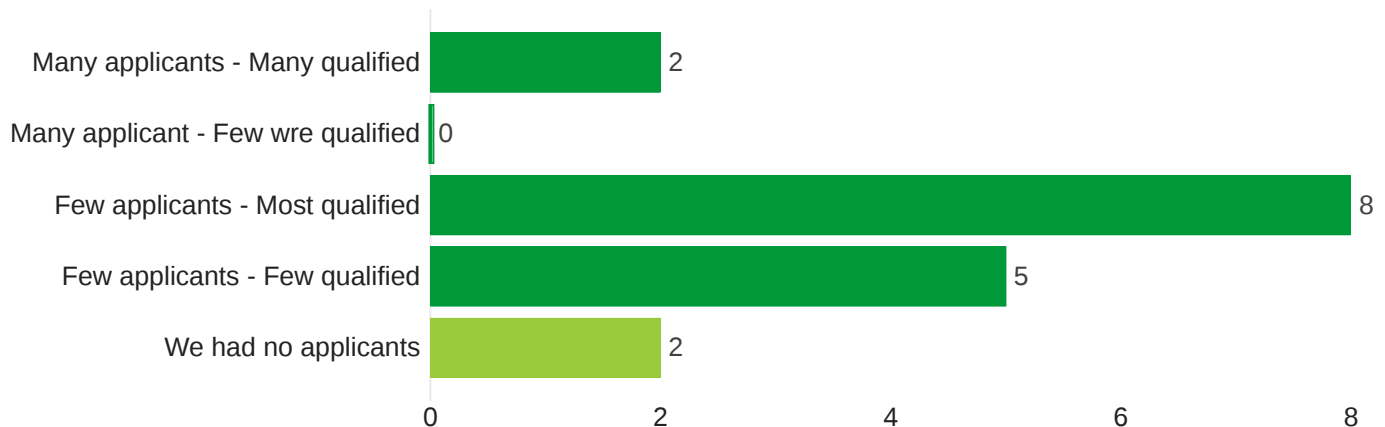
34 Responses

| 3 - Good [7] | 2 - Fair [11] | 1 - Poor [13] |

- 5 - Excellent
- 4 - Very Good [3]
- 3 - Good [7]
- 2 - Fair [11]
- 1 - Poor [13]

Which of the following best characterized your applicant pool when hiring for reading teacher vacancies in 2022-23?
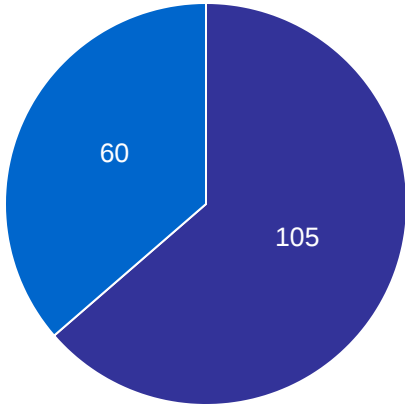
34 Responses

Many applicants - Many qualified: 1
Few applicants - Few qualified: 0
Few applicants - Most qualified: 14
Few applicants - Few were qualified: 16
We had no applicants: 3

Bilingual Teachers

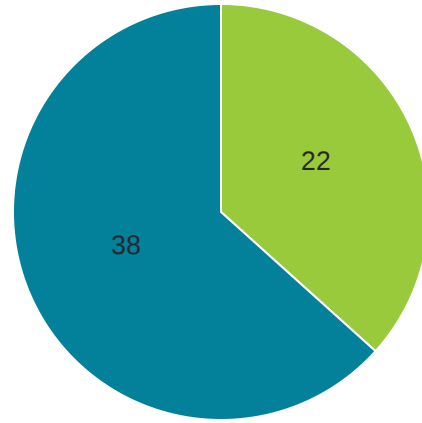## In 2022-23 we had vacancies for bilingual teachers.

165 Responses

- No, we had no vacancies.
- Yes, we had one or more vacancies.

140
25

Were you able to meet your hiring needs in 2022-23?

25 Responses

- No
- Yes

9
16

On a scale of 1 to 5, how would you rate the quality of your applicant pool for bilingual teacher vacancies in 2022-23?

25 Responses

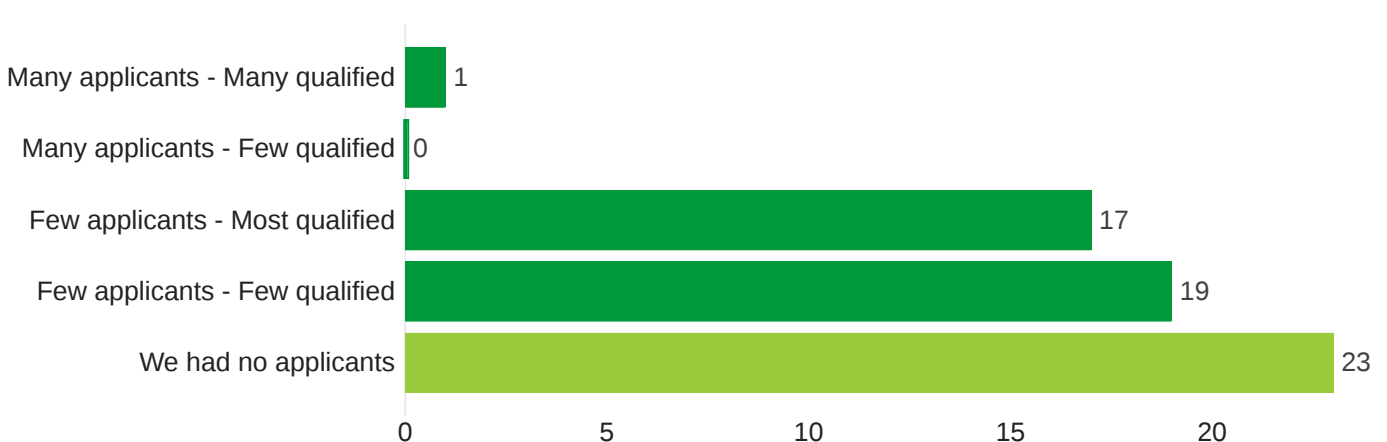| 3 - Good [6] | 2 - Fair [6] | 1 - Poor [12] |

- 5 - Excellent
- 4 - Very Good [1]
- 3 - Good [6]
- 2 - Fair [6]
- 1 - Poor [12]

Which of the following best characterized your applicant pool when hiring for bilingual teacher vacancies in 2022-23?

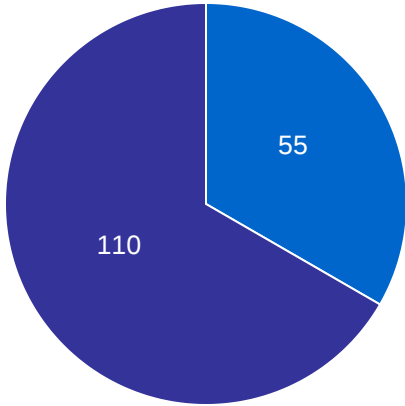25 Responses

Category	Value
Many applicants - Many qualified	0
Many applicants - Few qualified	0
Few applicants - Most qualified	6
We had few applicants - Few, if ...	12
We had no applicants	7

Library Media Specialists

In 2022-23 we had vacancies for library media specialists.
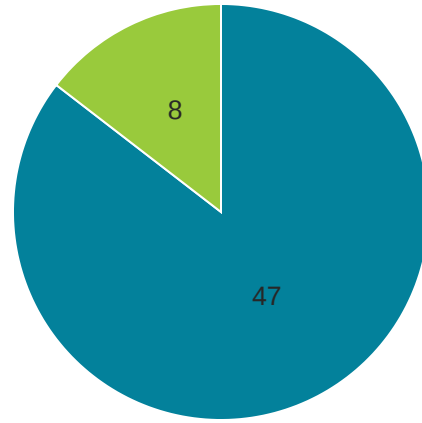
165 Responses

- No, we had no vacancies.
- Yes, we had one or more vacancies.

Were you able to meet your hiring needs in 2022-23?

24 Responses

- No
- Yes

On a scale of 1 to 5, how would you rate the quality of your applicant pool for library media specialist vacancies in 2022-23?
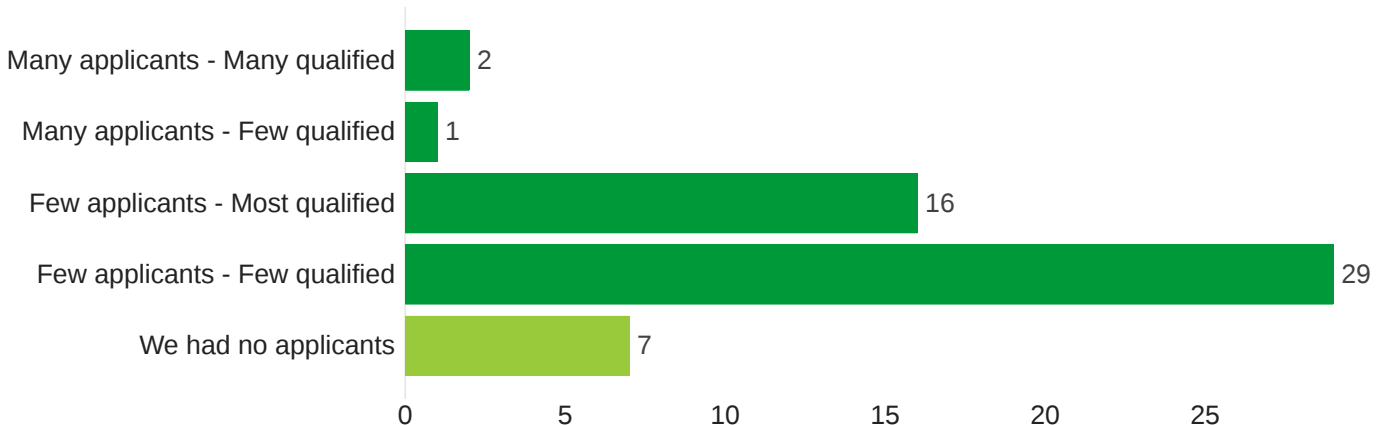
24 Responses

- 5 - Excellent
- 4 - Very Good [2]
- 3 - Good [7]
- 2 - Fair [4]
- 1 - Poor [11]

Which of the following best characterized your applicant pool when hiring for library media specialist vacancies in 2022-23?
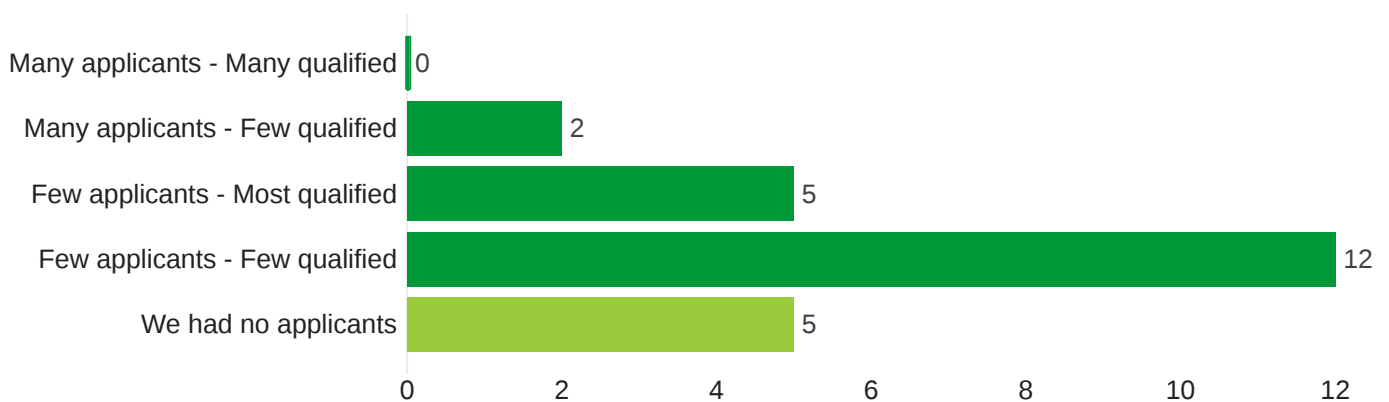
24 Responses

Related Services*

In 2022-23 we had vacancies for related services.

165 Responses
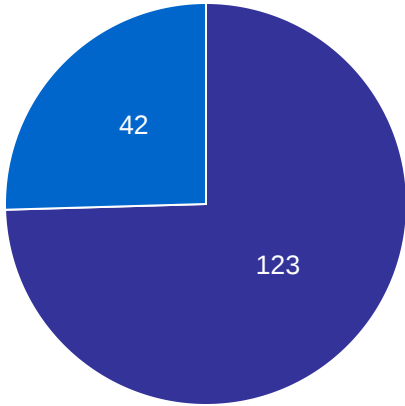
- No, we had no vacancies. — 123
- Yes, we had one or more vacancies. — 42

Were you able to meet your hiring needs in 2022-23?

42 Responses

- No — 14
- Yes — 28
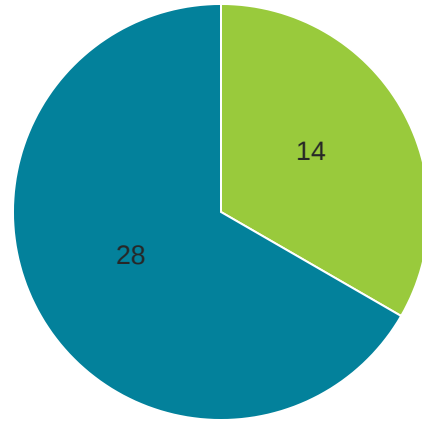
On a scale of 1 to 5, how would you rate the quality of your applicant pool for related service vacancies in 2022-23?

42 Responses

| 3 - Good [11] | 2 - Fair [9] | 1 - Poor [20] |

- 5 - Excellent [1]
- 4 - Very Good [1]
- 3 - Good [11]
- 2 - Fair [9]
- 1 - Poor [20]

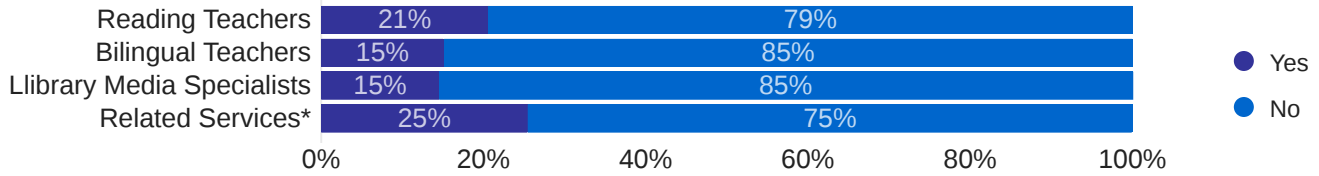## Which of the following best characterized your applicant pool when hiring for related service vacancies in 2022-23?
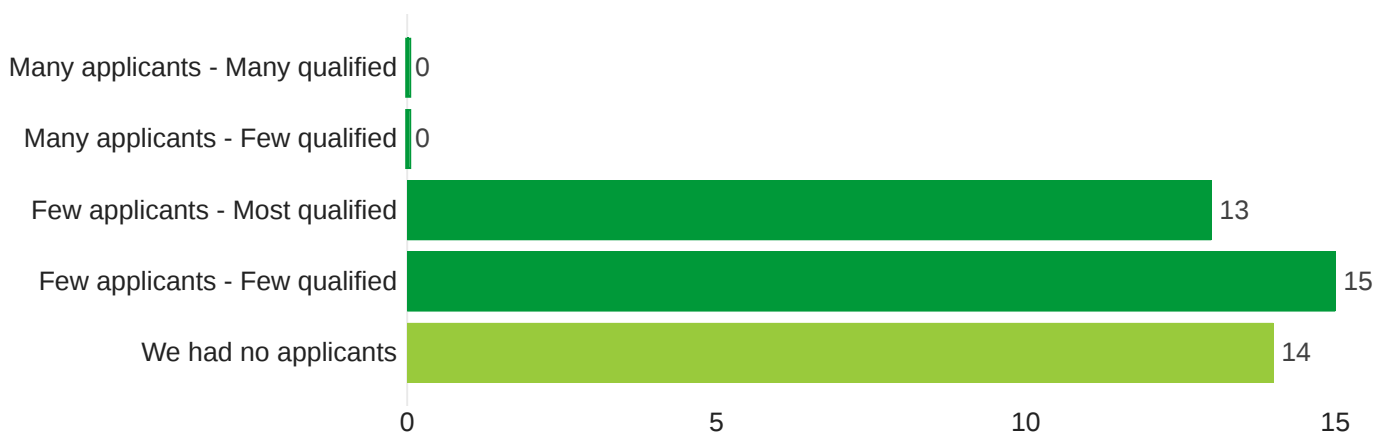
42 Responses

Category	Value
Many applicants - Many qualified	0
Many applicants - Few qualified	0
Few applicants - Most qualified	13
Few applicants - Few qualified	15
We had no applicants	14

*e.g. physical therapy, occupational therapy, audiology, orientation and mobility, educational interpreter.

PUPIL SERVICES VACANCIES

In 2022-23 we had vacancies for the following positions:

165 Responses

Position	Yes	No
School Psychologists	31%	69%
Social Workers	15%	85%
School Counselors	32%	68%
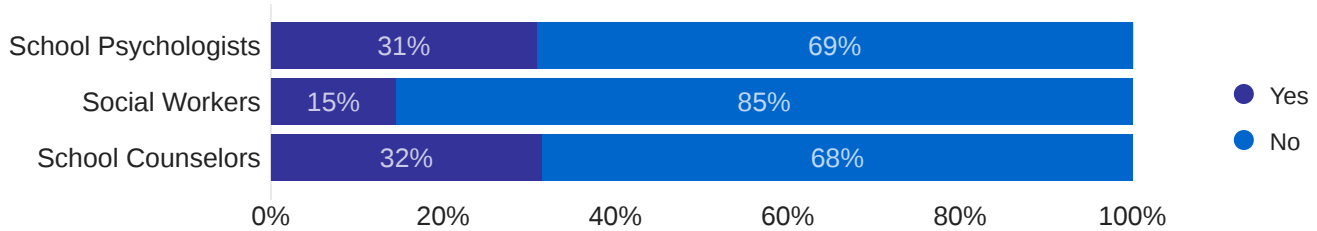
Were you able to meet your hiring needs in 2022-23?

91 Responses
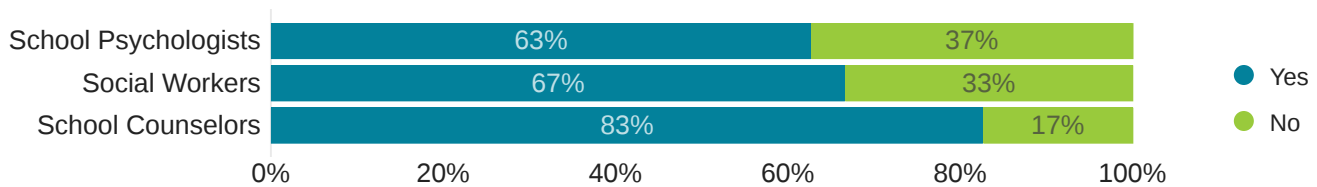
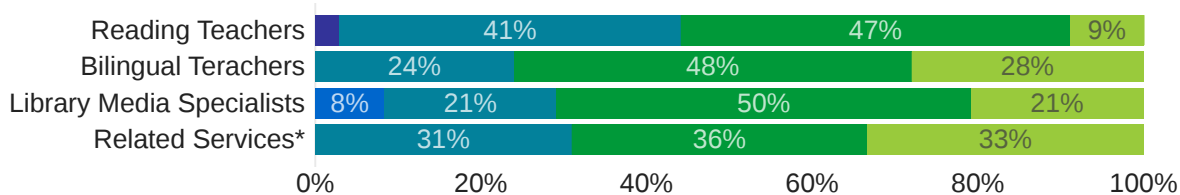| Position	Yes	No
School Psychologists	63%	37%
Social Workers	67%	33%
School Counselors	83%	17%

On a scale of 1 to 5, how would you rate the quality of your applicant pool for vacancies in 2022-23?

90 Responses

Position	1 - Poor	2 - Fair	3 - Good	4 - Very Good	5 - Excellent
School Psychologist	51%	10%	20%	14%	6%
Social Worker	22%	26%	30%	17%	
School Counselors	41%	22%	25%	12%	

Which of the following best characterized your applicant pool when hiring for vacancies in 2022-23?

91 Responses

Position	Many applicants - Many qualified	Many applicants - Few qualified	Few applicants - Most qualified	Few applicants - Few qualified	We had no applicants
School Psychologists			33%	33%	31%
Social Workers			42%	42%	13%
School Counselors			44%	40%	12%

Legend:
- Many applicants - Many qualified
- Many applicants - Few qualified
- Few applicants - Most qualified
- Few applicants - Few qualified
- We had no applicants
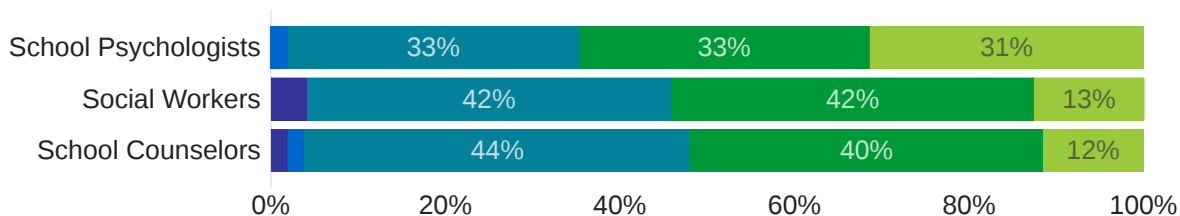
Which of the following strategies did you use if your applicant pool was insufficient to meet your hiring needs for pupil services positions? Select all that apply.

30 Responses

Field	Choice Count
Hired an educator considered below our preferred standard of experience or qualifications.	8
Eliminated or reduced position.	5
Increased caseload.	7
Employed an educator on a Tier I or license.	8
Employed a substitute in lieu of a fully-licensed staff member.	5
Hired a retired educator.	4
Gave another school psychologist an overload assignment.	4
Contracted with another school district, CESA, or outside service provider.	17
Other:	2
Total	60

Other - Please specify

2 Responses

Other - Please specify
head hunted
Utilized Paraprofessionals

School Psychologists

In 2022-23 we had vacancies for school psychologists.

165 Responses
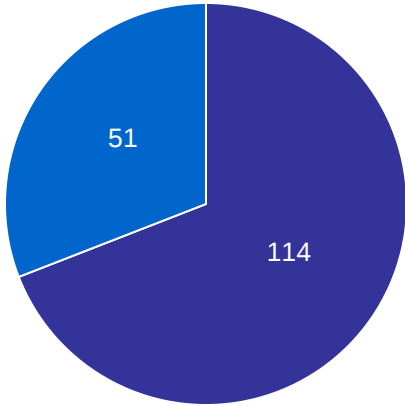
- No, we had no vacancies.
- Yes, we had one or more vacancies.

51 / 114

Were you able to meet your hiring needs in 2022-23?

51 Responses

- No
- Yes

19 / 32

On a scale of 1 to 5, how would you rate the quality of your applicant pool for school psychologist vacancies in 2022-23?

51 Responses

3 - Good [20%, 10]	1 - Poor [51%, 26]

- 5 - Excellent [3]
- 4 - Very Good [7]
- 3 - Good [10]
- 2 - Fair [5]
- 1 - Poor [26]

Which of the following best characterized your applicant pool when hiring for school psychologist vacancies in 2022-23?

51 Responses

Many applicants - Many qualified	0
Many applicants - Few qualified	1
Few applicants - Most qualified	17
Few applicants - Few qalified	17
We had no applicants	16

Social Workers

In 2022-23 we had vacancies for social workers.

165 Responses

24

141

- No, we had no vacancies.
- Yes, we had one or more vacancies.

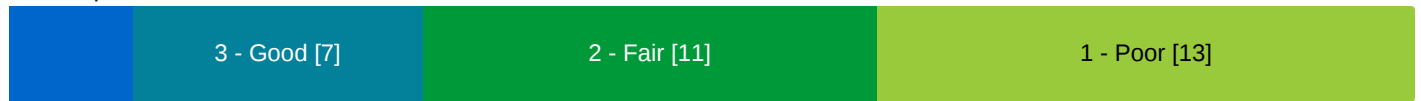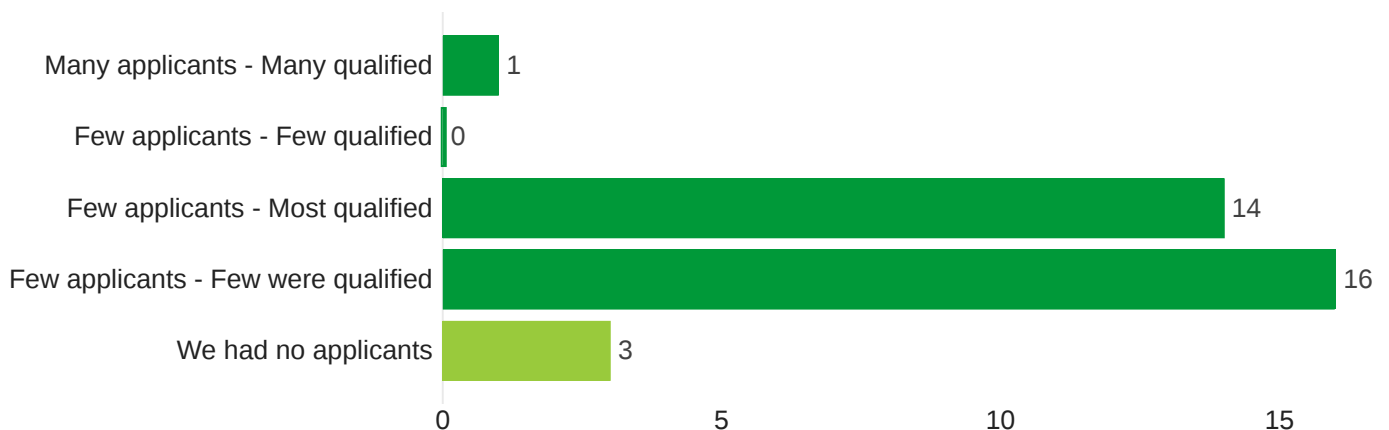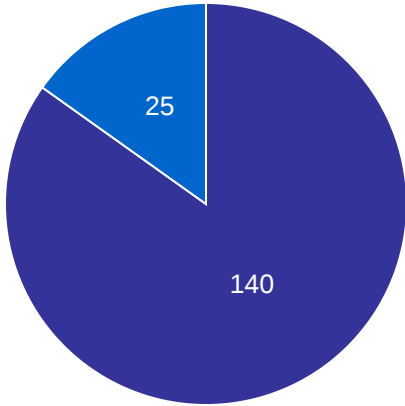## Were you able to meet your hiring needs in 2022-23?

24 Responses

8

16

- No
- Yes

On a scale of 1 to 5, how would you rate the quality of your applicant pool for social worker vacancies in 2022-23?

23 Responses

4 - Very Good [4]	3 - Good [7]	2 - Fair [6]	1 - Poor [5]

- 5 - Excellent [1]
- 4 - Very Good [4]
- 3 - Good [7]
- 2 - Fair [6]
- 1 - Poor [5]

Which of the following best characterized your applicant pool when hiring for social worker vacancies in 2022-23?

24 Responses

Category	Value
We had many applicants - Many ...	1
We had many applicants - Few ...	0
We had few applicants - Most ...	10
We had few applicants - Few, if ...	10
We had no applicants	3

School Counselors

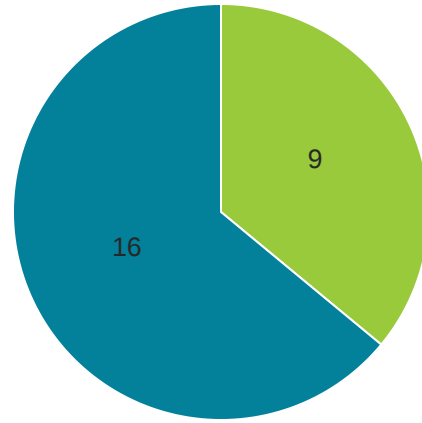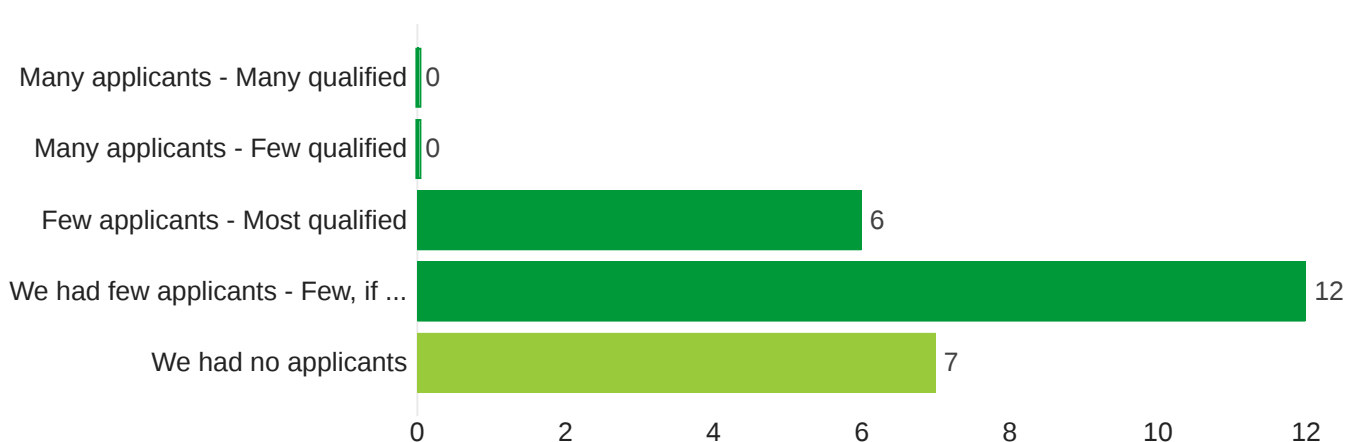## In 2022-23 we had vacancies for school counselors.

165 Responses

- No, we had no vacancies.
- Yes, we had one or more vacancies.

Were you able to meet your hiring needs in 2022-23?

52 Responses

- No
- Yes

On a scale of 1 to 5, how would you rate the quality of your applicant pool for school counselor vacancies in 2022-23?

51 Responses

| 3 - Good [13] | 2 - Fair [11] | 1 - Poor [21] |

- 5 - Excellent
- 4 - Very Good [6]
- 3 - Good [13]
- 2 - Fair [11]
- 1 - Poor [21]

Which of the following best characterized your applicant pool when hiring for school counselor vacancies in 2022-23?
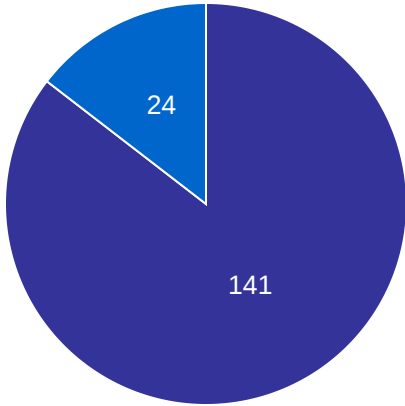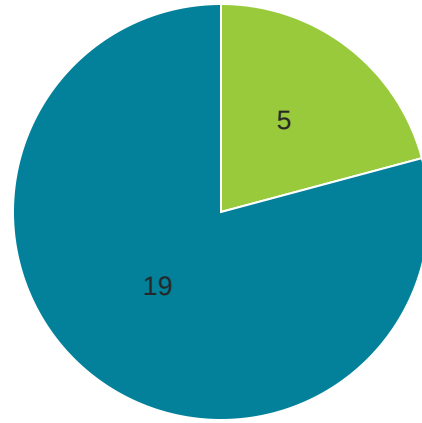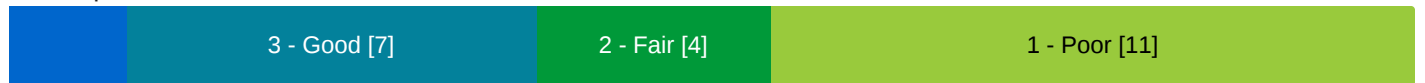
52 Responses

Category	Value
Many applicants - Many qualified	1
Many applicants - Few qualified	1
Few applicants - Most qualified	23
Few applicants - Few qualified	21
We had no applicants	6

ADMINISTRATORS

In 2022-23 we had vacancies for the following positions:

165 Responses

Position	Yes	No
Curriculum Directors	6%	94%
SPED Directors	12%	88%
Principals	28%	72%
School Business Administrators	14%	86%
Reading Specialists	10%	90%

● Yes, we had one or more vacancies.   ● No, we had no vacancies.

Were you able to meet your hiring needs in 2022-23?

85 Responses

Position	Yes	No
Curriculum Directors	100%	
SPED DIrectors	85%	15%
Principals	96%	4%
School Business Dministrators	96%	4%
Reading Specialists	81%	19%

● Yes   ● No

On a scale of 1 to 5, how would you rate the quality of your applicant pool for vacancies in 2022-23?

85 Responses

| Position	1 - Poor	2 - Fair	3 - Good	4 - Very Good	5 - Excellent
Curriculum Directors		10%	50%	40%	
SPED Directors	40%	15%	20%	10%	15%
Principals	7%	22%	43%	17%	11%
School Business Administrators	43%	17%	22%	17%	
Reading specialists	44%	19%	31%	6%	

● 1 - Poor   ● 2 - Fair   ● 3 - Good   ● 4 - Very Good   ● 5 - Excellent

Which of the following best characterized your applicant pool when hiring for vacancies in 2022-23?

85 Responses

Curriculum Directors	20%	30%	40%	10%	
SPED Directors	5% 5%	35%	35%	20%	
Principals	24%	13%	48%	15%	
Assistant Principals	19%	11%	19%	16%	35%
Elementary Principals	16%	19%	27%	11%	27%
Middle School Principals	23%		26%	16%	32%
High School Principal	19%	6%	34%	6%	34%
School Business Administrators	4%	26%	61%	9%	
Reading Specialists	6%	56%	25%	13%	

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

- ● Many applicants - Many qualified
- ● Many applicants - Few qualified
- ● Few applicants - Most qualified
- ● Few applicants - Few qualified
- ● We had no applicants

Which of the following strategies did you use if your applicant pool was insufficient to meet your hiring needs for pupil services positions? Select all that apply.

8 Responses

Field	Choice Count
Hired an educator considered below our preferred standard of experience or qualifications.	1
Eliminated or reduced position.	2
Assigned duties to another administrator.	3
Employed an educator on a Tier I license.	1
Hired a retired educator.	1
Contracted with another school district, CESA, or outside service provider.	2
Other:	1
Total	11

Other - Please specify

1 Responses

Other - Please specify
NA

Directors of Curriculum and Instruction

In 2022-23 we had vacancies for directors of curriculum and instruction.

165 Responses
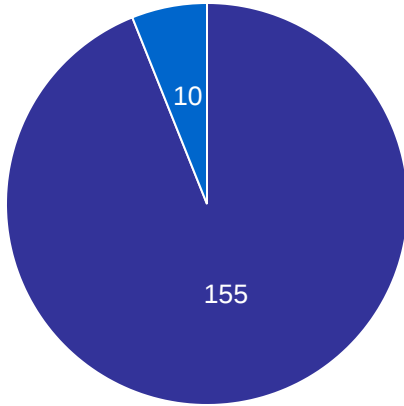
- No, we had no vacancies.
- Yes, we had one or more vacancies.

10

155

Were you able to meet your hiring needs in 2022-23?

10 Responses

0

10

- No
- Yes
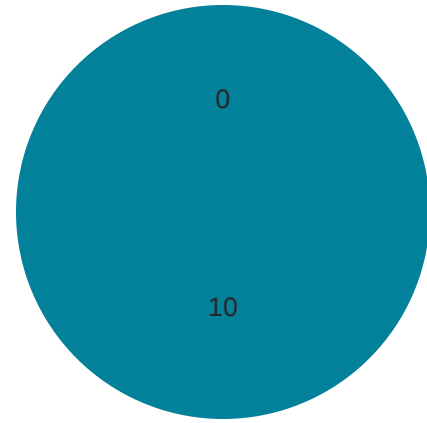
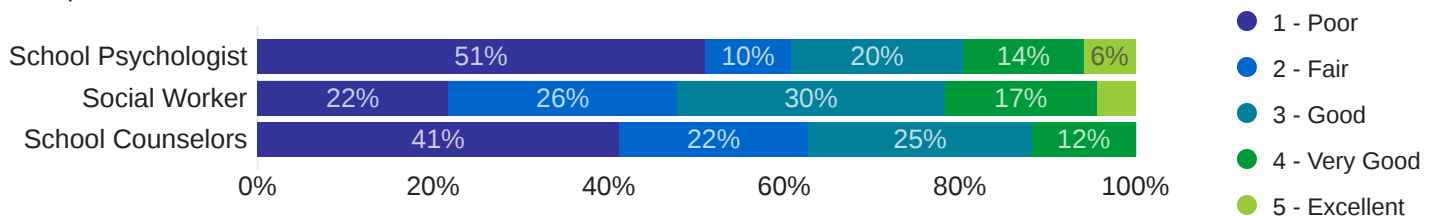On a scale of 1 to 5, how would you rate the quality of your applicant pool for director of curriculum and instruction vacancies in 2022-23?

10 Responses

4 - Very Good [4]	3 - Good [5]	

- 5 - Excellent
- 4 - Very Good [4]
- 3 - Good [5]
- 2 - Fair [1]
- 1 - Poor

Which of the following best characterized your applicant pool when hiring for director of curriculum and instruction vacancies in 2022-23?

10 Responses

Many applicants - Many qualified	2
Many applicants - Few qualified	3
Few applicants - Most qualified	4
Few applicants - Few were qualified	1
We had no applicants	0
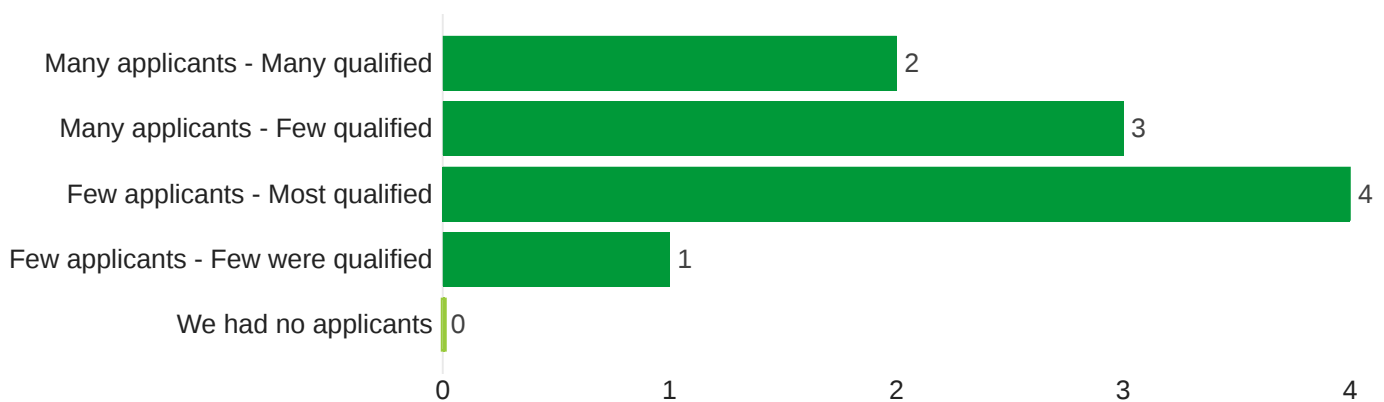
Directors of Special Education and Pupil Services

In 2022-23 we had vacancies for directors of special education and pupil services.

165 Responses
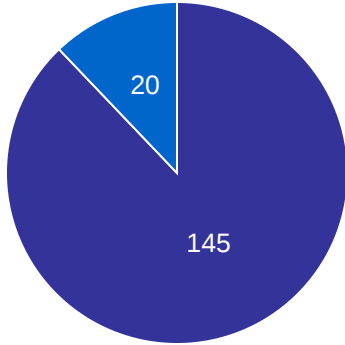
- No, we had no vacancies.
- Yes, we had one or more vacancies.

Were you able to meet your hiring needs in 2022-23?

20 Responses

- No
- Yes
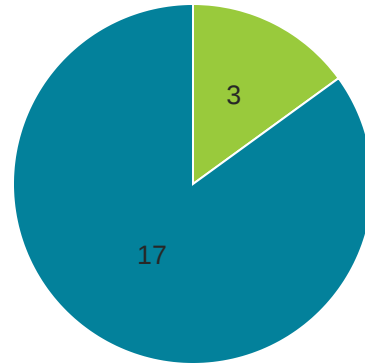
On a scale of 1 to 5, how would you rate the quality of your applicant pool for directors of special education and pupil services vacancies in 2022-23?

20 Responses

5 - Excellent [3]		3 - Good [4]	2 - Fair [3]	1 - Poor [8]

- 5 - Excellent [3]
- 4 - Very Good [2]
- 3 - Good [4]
- 2 - Fair [3]
- 1 - Poor [8]

Which of the following best characterized your applicant pool when hiring for directors of special education and pupil services vacancies in 2022-23?
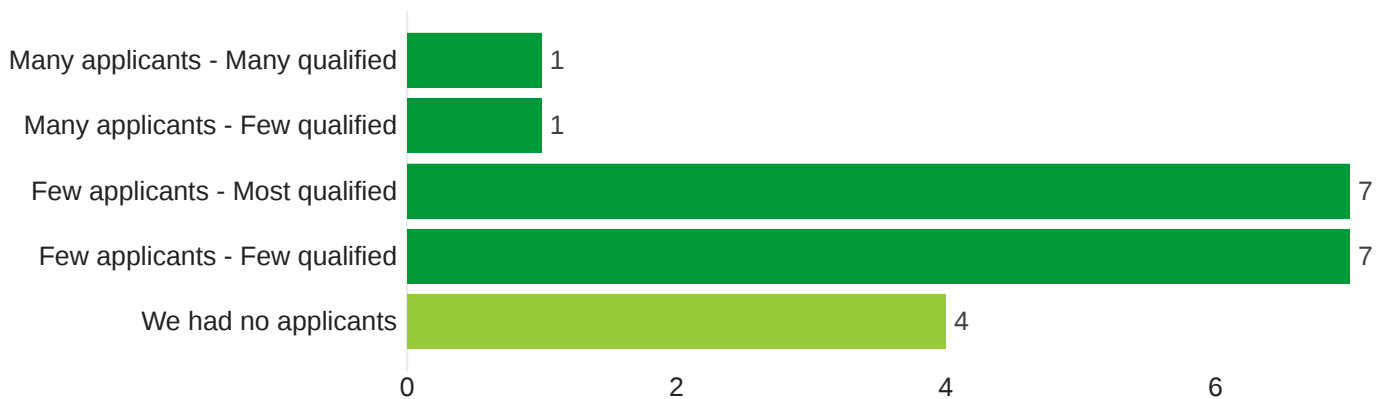
20 Responses

Principals

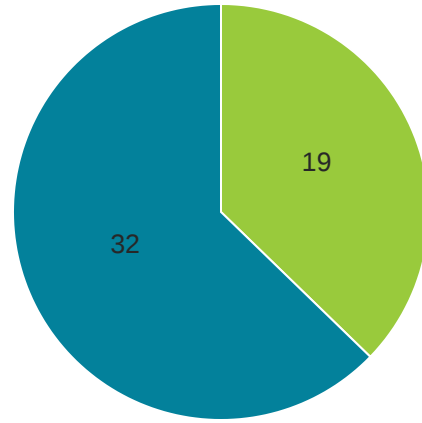## In 2022-23 we had vacancies for principals.

165 Responses
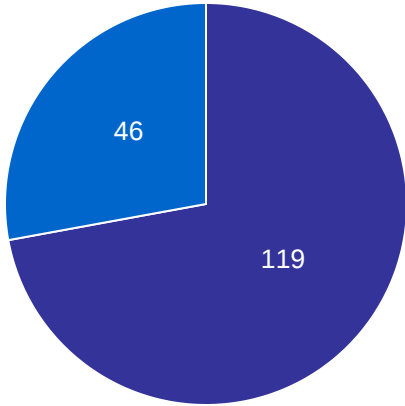
- No, we had no vacancies.
- Yes, we had one or more vacancies.

Were you able to meet your hiring needs in 2022-23?

46 Responses

- No
- Yes
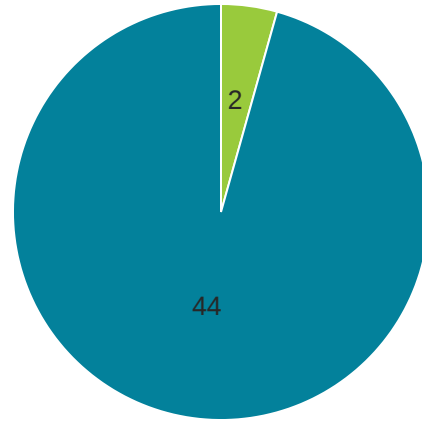
On a scale of 1 to 5, how would you rate the quality of your applicant pool for principal vacancies in 2022-23?
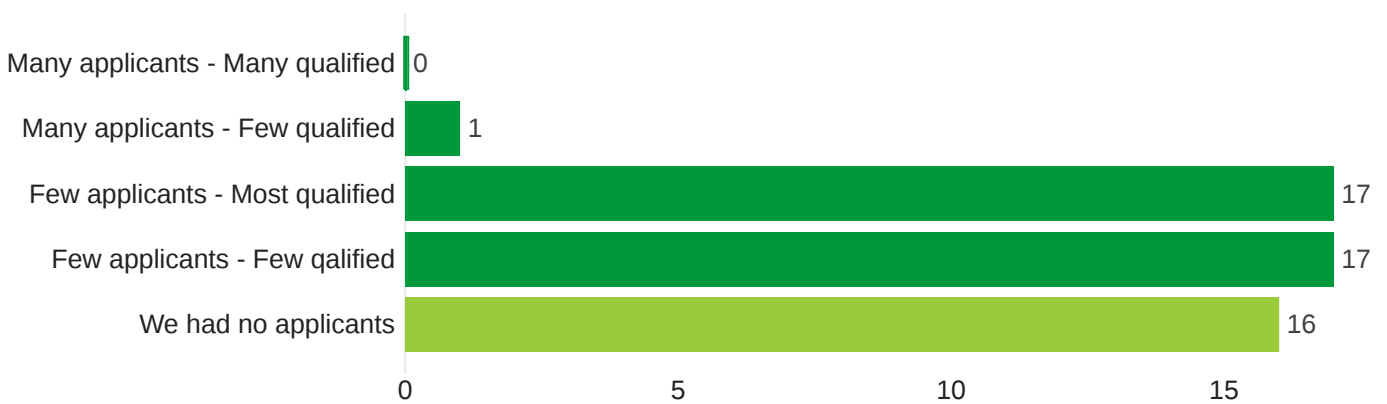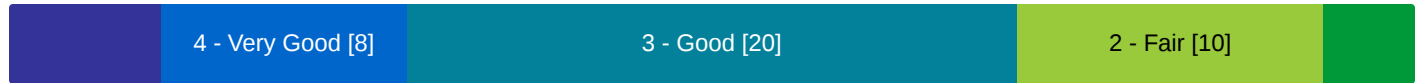
46 Responses

- 5 - Excellent [5]
- 4 - Very Good [8]
- 3 - Good [20]
- 2 - Fair [10]
- 1 - Poor [3]

Which of the following best characterized your applicant pool when hiring for principal vacancies in 2022-23?

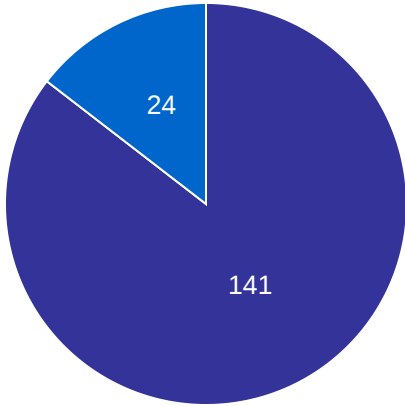46 Responses
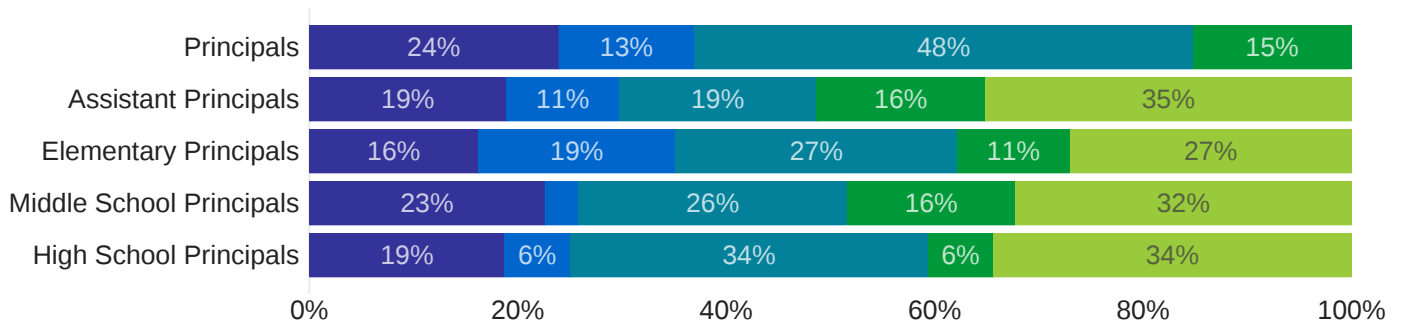
- We had many applicants - Many were qualified
- We had many applicants - Few were qualified
- We had few applicants - Most were qualified
- We had few applicants - Few, if any, were qualified
- We had no applicants

School Business Administrators

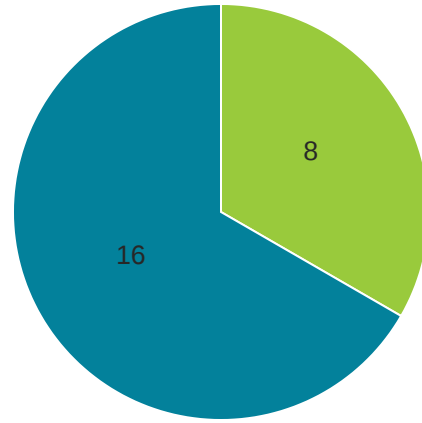## In 2022-23 we had vacancies for school business administrators.

165 Responses
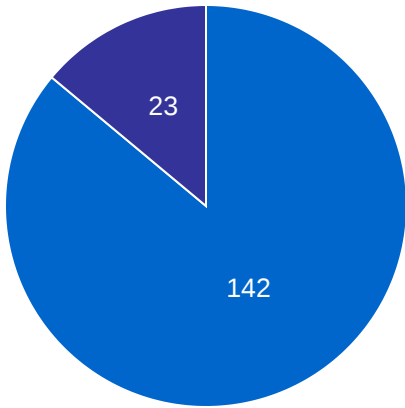
- ● No, we had no vacancies.
- ● Yes, we had one or more vacancies.

23

142

Were you able to meet your hiring needs in 2022-23?

23 Responses

1

22

- ● No
- ● Yes
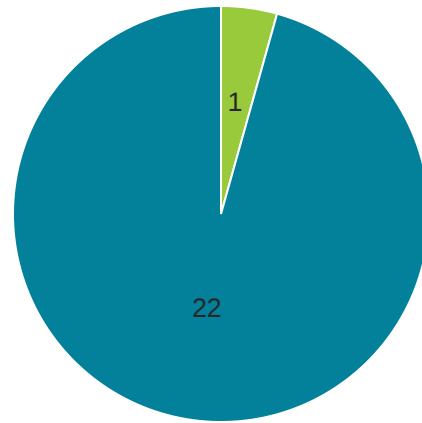
On a scale of 1 to 5, how would you rate the quality of your applicant pool for school business administrator vacancies in 2022-23?

23 Responses

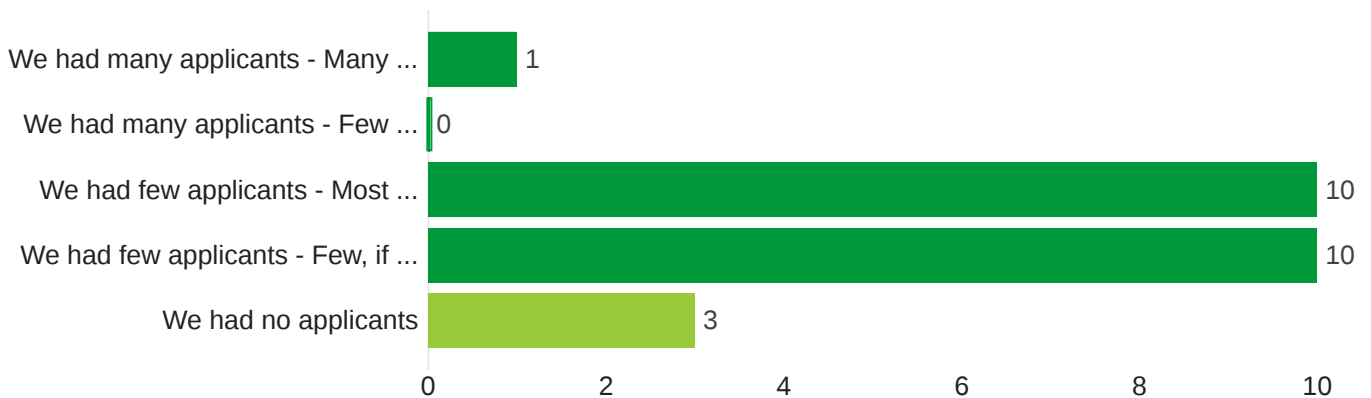| 4 - Very Good [4]	3 - Good [5]	2 - Fair [4]	1 - Poor [10]
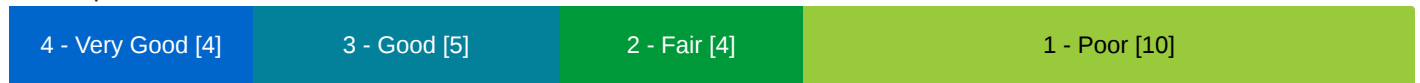
- ● 5 - Excellent
- ● 4 - Very Good [4]
- ● 3 - Good [5]
- ● 2 - Fair [4]
- ● 1 - Poor [10]

Which of the following best characterized your applicant pool when hiring for school business administrator vacancies in 2022-23?

23 Responses

We had many applicants - Many ...	1
We had many applicants - Few ...	0
We had few applicants - Most ...	6
We had few applicants - Few, if ...	14
We had no applicants	2
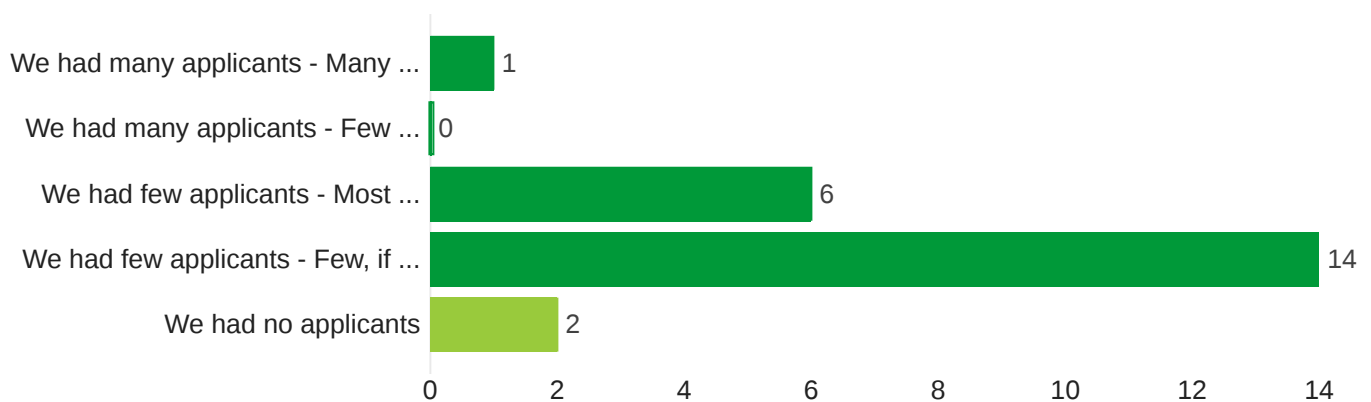
Reading Specialists

In 2022-23 we had vacancies for reading specialists.

165 Responses
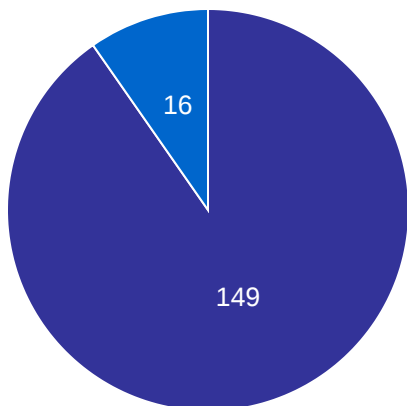
16

149

- No, we had no vacancies.
- Yes, we had one or more vacancies.

Were you able to meet your hiring needs in 2022-23?

16 Responses

3

13

- No
- Yes
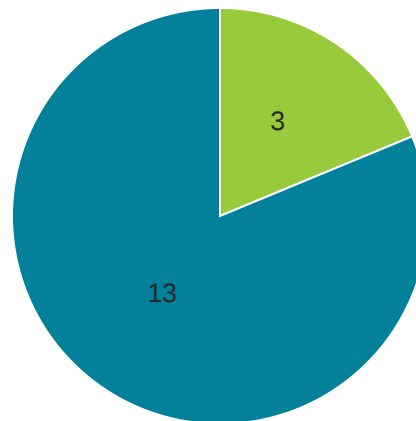
On a scale of 1 to 5, how would you rate the quality of your applicant pool for reading specialist vacancies in 2022-23?

16 Responses

| | 3 - Good [5] | 2 - Fair [3] | 1 - Poor [7] |
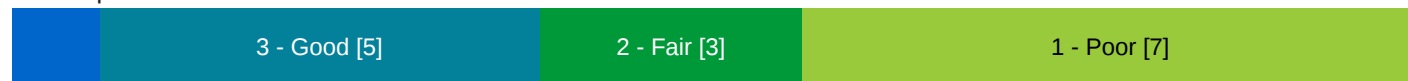
- 5 - Excellent
- 4 - Very Good [1]
- 3 - Good [5]
- 2 - Fair [3]
- 1 - Poor [7]

Which of the following best characterized your applicant pool when hiring for reading specialist vacancies in 2022-23?
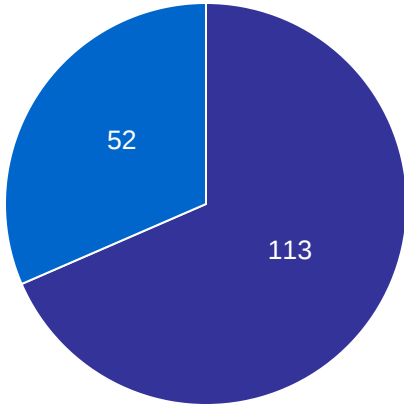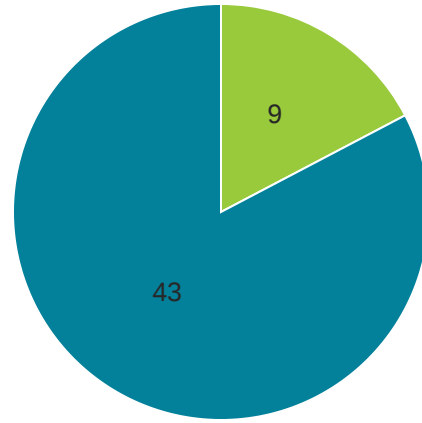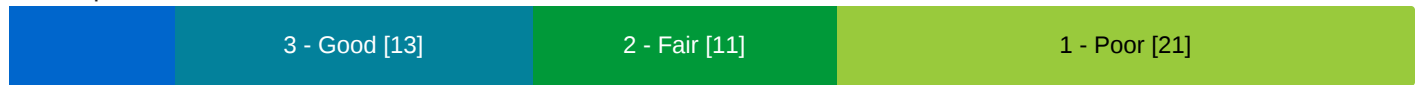
16 Responses

- Many applicants - Many qualified
- Many applicants - Few qualified
- Few applicants - Most qualified
- Few applicants - Few qualified
- We had no applicants
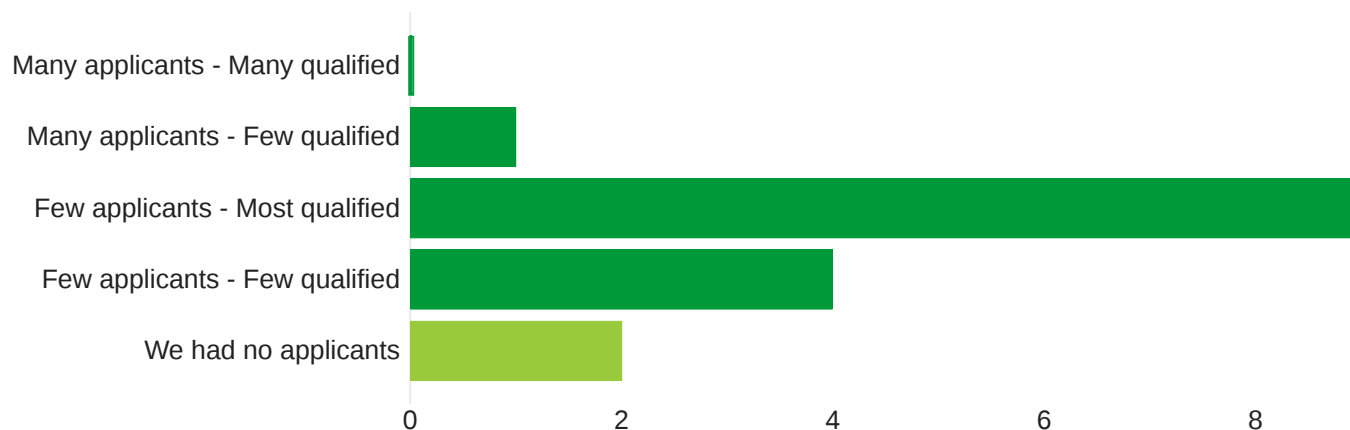
What reasons did educators give for why they left in the 2022-23 school year?

165 Responses
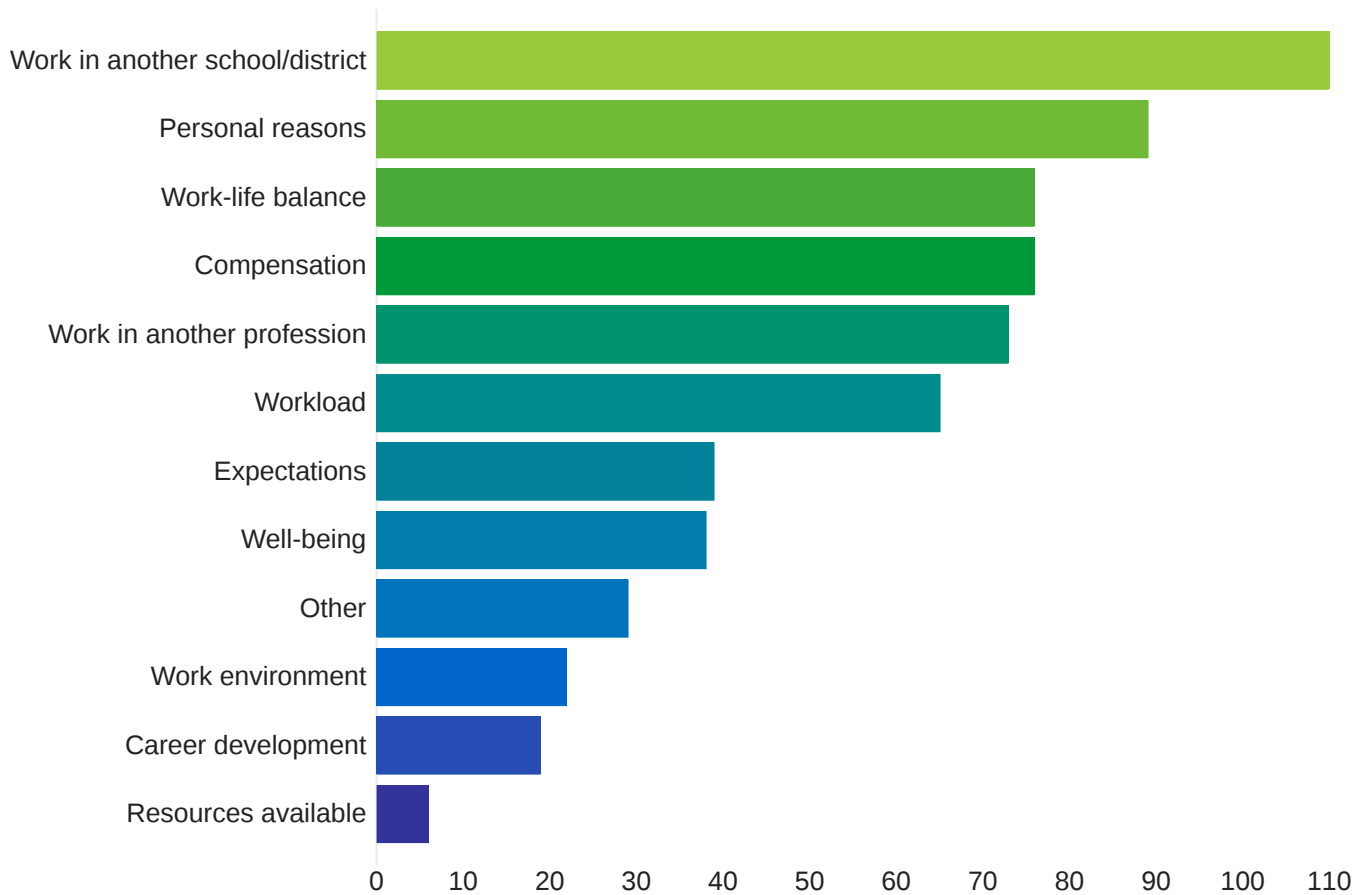
Please check up to five license shortage areas of greatest concern to your school district or independent charter school.

165 Responses

Category	Count
Special Education Teacher	124
Math Teacher	97
CTE Teacher	66
Science Teacher	62
Speech-language pathologist	53
World Language Teacher	41
School Psychologist	39
English-Language Arts Teacher	38
Music	35
Elementary Teacher	31
Reading Specialist	23
Bilingual	20
Business Administrator	18
School Counselor	14
Art	13
Reading	11
School Social Worker	10
SPED Director	9
Library Media Specialist	8
Other	8
Physical Education	5
Principal	4
Social Studies	2
Health	2
Curriculum Director	1

Appendix B: Hiring Survey Analysis

Introduction

In the fall of 2023, DPI sent a survey to all school districts and independent charter schools in Wisconsin asking about their hiring needs and applicant quality in the 2022-23 school year. The Wisconsin Evaluation Collaborative (WEC), within the Wisconsin Center for Education Research (WCER) at UW-Madison, assisted DPI by analyzing the results of this survey. That analysis follows.

When reviewing these data, please keep the following limitations in mind:

- The overall response rate was approximately 37 percent (165 responses), meaning that these findings may not be representative of all of the districts and independent charters in Wisconsin

- Several of the categories (such as City districts) had very low numbers of respondents

Selected Characteristics of Respondents and Response Rates*

	Group	# Completed	# Invited	Response Rate
All		165	449	36.7%
District Size	<500 students	51	136	37.5%
	500-999 students	49	120	40.8%
	1,000-1,999 students	33	96	34.4%
	2,000 or more students	32	97	33.0%
Locale	City	10	38	26.3%
	Suburb	24	81	29.6%
	Town	30	91	33.0%
	Rural	101	239	42.3%
CESA	1	14	66	21.2%
	2	34	78	43.6%
	3	27	31	87.1%
	4	17	26	65.4%
	5	6	36	16.7%
	6	8	39	20.5%
	7	14	38	36.8%
	8	3	27	11.1%
	9	7	22	31.8%
	10	8	29	27.6%
	11	22	39	56.4%
	12	5	18	27.8%

*The number of invited districts and response rates were based on publicly available data for public school districts and independent charters.

Grade Level

The grade level tables below summarize the results of the survey based on locale code and district size responses to questions associated with the number of districts with vacancies, the quality of the applicant pool, and whether hiring needs were met.

Elementary

| | # Districts with Vacancies | | Quality Rating | # of Applications and Qualifications of Applicant Pool | | | | | Met Needs (Yes/No)? | |
| | | | | | Few Applicants | | Many Applicants | | | |
	#	% of Total	Mean (1-5)	None	Few Qualified	Most Qualified	Few Qualified	Many Qualified	# Yes	% Yes
All	138	83.6%	2.54	2	45	81	3	7	104	75.4%
District Size										
<500	37	72.6%	2.51	2	13	21	0	1	29	78.4%
500-999	42	85.7%	2.29	0	19	21	0	2	32	76.2%
1,000-1,999	31	93.9%	2.68	0	9	20	1	1	24	77.4%
2,000+	28	87.5%	2.82	0	4	19	2	3	19	67.9%
Locale										
City	9	90.0%	2.67	0	4	3	0	2	1	11.1%
Suburb	19	79.2%	2.95	0	4	10	2	3	13	68.4%
Town	26	86.7%	2.69	0	6	19	0	1	24	92.3%
Rural	138	83.6%	2.54	2	45	81	3	7	104	75.4%

Middle

| | # Districts with Vacancies | | Quality Rating | # of Applications and Qualifications of Applicant Pool | | | | | Met Needs (Yes/No)? | |
| | | | | | Few Applicants | | Many Applicants | | | |
	#	% of Total	Mean (1-5)	None	Few Qualified	Most Qualified	Few Qualified	Many Qualified	# Yes	% Yes
All	124	75.2%	2.19	8	54	59	1	2	89	71.8%
District Size										
<500	26	51.0%	2.08	2	14	9	0	1	20	76.9%
500-999	39	79.6%	2.00	5	16	18	0	0	31	79.5%
1,000-1,999	32	97.0%	2.38	0	15	17	0	0	22	68.8%
2,000+	27	84.4%	2.33	1	9	15	1	1	16	59.3%
Locale										
City	9	90.0%	2.00	1	4	3	0	1	1	11.1%
Suburb	18	75.0%	2.50	0	7	9	1	1	11	61.1%
Town	25	83.3%	2.20	1	12	12	0	0	20	80.0%
Rural	72	71.3%	2.13	6	31	35	0	0	57	79.2%

High

| | # Districts with Vacancies | | Quality Rating | # of Applications and Qualifications of Applicant Pool | | | | | Met Needs (Yes/No)? | |
| | | | | | Few Applicants | | Many Applicants | | | |
	#	% of Total	Mean (1-5)	None	Few Qualified	Most Qualified	Few Qualified	Many Qualified	# Yes	% Yes
All	127	77.0%	2.24	4	64	53	3	3	87	68.5%
District Size										
<500	27	52.9%	2.00	1	16	9	0	1	20	74.1%
500-999	44	89.8%	2.07	1	26	15	1	1	33	75.0%
1,000-1,999	27	81.8%	2.48	2	11	14	0	0	18	66.7%
2,000+	29	90.6%	2.48	0	11	15	2	1	16	55.2%
Locale										
City	7	70.0%	2.43	0	3	2	1	1	2	28.6%
Suburb	15	62.5%	2.53	0	6	8	1	0	10	66.7%
Town	26	86.7%	2.46	1	13	12	0	0	19	73.1%
Rural	79	78.2%	2.09	3	42	31	1	2	56	70.9%

Strategies

The following table describes the strategies used when the applicant pool was insufficient to meet hiring needs at the elementary, middle, and high school levels.

| Strategy | Elementary (n=34) | | Middle (n=35) | | High (n=40) | |
	#	%	#	%	#	%
Contracted with another school district or CESA.	3	8.8%	1	2.9%	5	12.5%
Eliminated a class.	6	17.7%	7	20.0%	10	25.0%
Eliminated or reduced a program.	10	29.4%	7	20.0%	9	22.5%
Employed a substitute in lieu of a fully-licensed staff member.	19	55.9%	19	54.3%	20	50.0%
Employed a teacher on a Tier I permit or license.	17	50.0%	11	31.4%	15	37.5%
Gave another teacher an overload assignment.	12	35.3%	11	31.4%	22	55.0%
Hired a retired educator.	7	20.6%	5	14.3%	8	20.0%
Hired a teacher considered below our preferred standard of experience or qualifications.	15	44.1%	15	42.9%	19	47.5%
Increased class sizes.	11	32.4%	10	28.6%	16	40.0%
Provided online instruction.	5	14.7%	4	11.4%	8	20.0%
Supported current staff to complete preparation in a new license area.	11	32.4%	8	22.9%	8	20.0%
Other	1	2.9%	2	5.7%	1	2.5%

Summary and Observations of Applicant Pool by Grade Level
Mean Quality Ratings by Grade Level, Overall and by Locale

● Elementary	● 2.54
● Elem City	● 2.67
● Elem Suburb	● 2.95
● Elem Town	● 2.69
● Elem Rural	● 2.39
■ Middle	■ 2.19
	■ 2.00
■ MS City	■ 2.50
■ MS Suburb	■ 2.20
■ MS Town	■ 2.13
■ MS Rural	◆ 2.24
◆ High	◆ 2.43
	◆ 2.53
◆ HS City	◆ 2.46
	◆ 2.09

Poor — Fair — Good — Very Good — Excellent
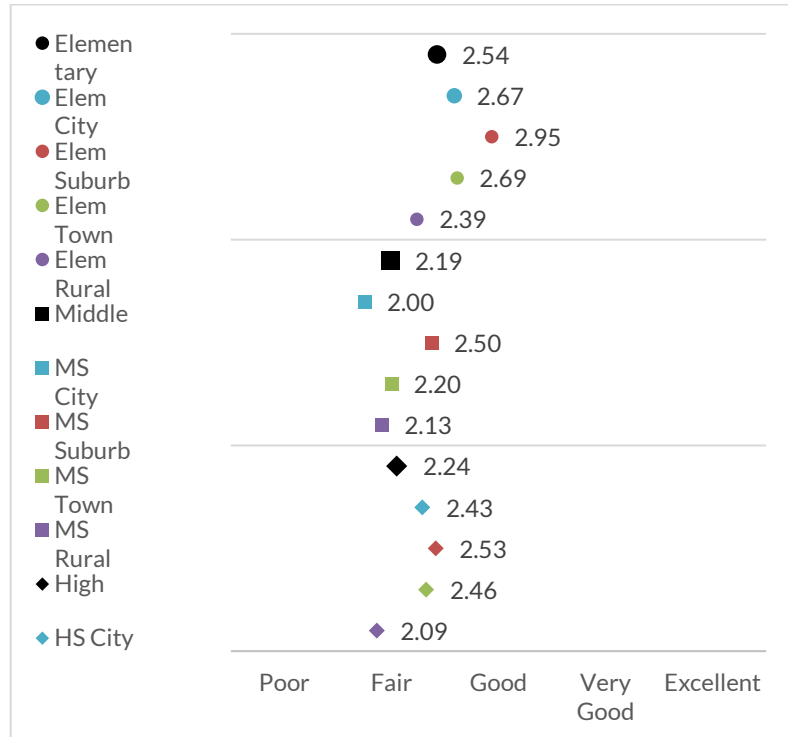
Most Common Applications and Qualifications Responses, by Grade Level

Grade Level	Applications	Qualified
Elementary	Few	Most
Middle	Few	Most
High	Few	Few

Grade Level Takeaways

- Over three-quarters of responding districts indicated that they had vacancies at each of the elementary, middle, and high school levels.

- On average, districts indicated higher applicant quality at the elementary level versus the middle or high school level.

- Suburban districts reported higher applicant quality than did districts in other locales. However, compared to town and rural districts, lower percentages of suburban districts indicated that they were able to meet their hiring needs at each grade level.

- Rural districts reported the lowest applicant quality at the elementary and high school levels. City districts reported the lowest applicant quality at the middle school level.

- When asked to characterize their applicant pool, districts reported that most of their elementary and middle school applicants were qualified, but that few of their high school applicants were qualified.

- Districts employed similar strategies across grade levels if they had insufficient applicant pools: employing substitutes and teachers on a Tier I permit or license; giving overload assignments; and hiring teachers below their preferred standards

Subject Areas

The subject area tables below summarize the results of the survey based on locale code and district size responses to questions associated with districts who had vacancies, the quality of the applicant pool, and whether hiring needs were met by subject area.

Math

| | # Districts with Vacancies | | Quality Rating | # of Applications and Qualifications of Applicant Pool | | | | | Met Needs (Yes/No)? | |
| | | | | | Few Applicants | | Many Applicants | | | |
	#	% of Total	Mean (1-5)	None	Few Qualified	Most Qualified	Few Qualified	Many Qualified	# Yes	% Yes
All	77	46.7%	2.03	8	41	25	2	1	57	74.0%
District Size										
<500	18	35.3%	1.72	3	11	3	0	1	13	72.2%
500-999	20	40.8%	1.85	2	11	5	2	0	16	80.0%
1,000-1,999	14	42.4%	2.21	2	6	6	0	0	11	78.6%
2,000+	25	78.1%	2.28	1	13	11	0	0	17	68.0%
Locale										
City	9	90.0%	2.11	1	4	4	0	0	3	33.3%
Suburb	16	66.7%	2.31	0	7	8	0	1	14	87.5%
Town	13	43.3%	2.00	1	8	4	0	0	9	69.2%
Rural	39	38.6%	1.90	6	22	9	2	0	31	79.5%

English Language Arts

| | # Districts with Vacancies | | Quality Rating | # of Applications and Qualifications of Applicant Pool | | | | | Met Needs (Yes/No)? | |
| | | | | | Few Applicants | | Many Applicants | | | |
	#	% of Total	Mean (1-5)	None	Few Qualified	Most Qualified	Few Qualified	Many Qualified	# Yes	% Yes
All	88	53.3%	2.23	3	46	38	1	0	73	83.0%
District Size										
<500	18	35.3%	1.94	1	11	6	0	0	14	77.8%
500-999	26	53.1%	1.96	1	15	10	0	0	21	80.8%
1,000-1,999	22	66.7%	2.36	1	10	11	0	0	21	95.5%
2,000+	22	68.8%	2.64	0	10	11	1	0	17	77.3%
Locale										
City	7	70.0%	2.43	0	3	3	1	0	2	28.6%
Suburb	11	45.8%	2.73	0	4	7	0	0	11	100.0%
Town	19	63.3%	2.53	0	10	9	0	0	18	94.7%
Rural	51	50.0%	1.98	3	29	19	0	0	42	82.4%

Science

| | # Districts with Vacancies | | Quality Rating | # of Applications and Qualifications of Applicant Pool | | | | | Met Needs (Yes/No)? | |
| | | | | | Few Applicants | | Many Applicants | | | |
	#	% of Total	Mean (1-5)	None	Few Qualified	Most Qualified	Few Qualified	Many Qualified	# Yes	% Yes
All	73	44.2%	2.18	7	36	29	1	0	64	87.7%
District Size										
<500	12	23.5%	1.75	4	5	3	0	0	10	83.3%
500-999	19	38.8%	1.84	1	13	5	0	0	19	100.0%
1,000-1,999	19	57.6%	2.63	1	7	11	0	0	17	89.5%
2,000+	23	71.9%	2.30	1	11	10	1	0	18	78.3%
Locale										
City	8	80.0%	2.00	0	5	2	1	0	2	25.0%
Suburb	14	58.3%	2.21	1	6	7	0	0	14	100.0%
Town	16	53.3%	2.38	0	10	6	0	0	14	87.5%
Rural	35	34.7%	2.11	6	15	14	0	0	34	97.1%

Social Studies

| | # Districts with Vacancies | | Quality Rating | # of Applications and Qualifications of Applicant Pool | | | | | Met Needs (Yes/No)? | |
| | | | | | Few Applicants | | Many Applicants | | | |
	#	% of Total	Mean (1-5)	None	Few Qualified	Most Qualified	Few Qualified	Many Qualified	# Yes	% Yes
All	49	29.7%	2.69	0	15	27	3	4	45	91.8%
District Size										
<500	9	17.7%	2.22	0	7	1	0	1	9	100.0%
500-999	15	30.6%	2.73	0	2	11	1	1	15	100.0%
1,000-1,999	9	27.3%	2.89	0	2	6	1	0	8	88.9%
2,000+	16	50.0%	2.81	0	4	9	1	2	13	81.3%
Locale										
City	6	60.0%	2.33	0	2	4	0	0	3	50.0%
Suburb	7	29.2%	3.14	0	1	5	0	1	7	100.0%
Town	11	36.7%	2.45	0	3	5	2	1	10	90.9%
Rural	25	24.8%	2.76	0	9	13	1	2	25	100.0%

Special Education

| | # Districts with Vacancies | | Quality Rating | # of Applications and Qualifications of Applicant Pool | | | | | Met Needs (Yes/No)? | |
| | | | | | Few Applicants | | Many Applicants | | | |
	#	% of Total	Mean (1-5)	None	Few Qualified	Most Qualified	Few Qualified	Many Qualified	# Yes	% Yes
All	122	73.9%	1.80	14	82	23	2	1	78	63.9%
District Size										
<500	26	51.0%	1.81	5	14	6	0	1	22	84.6%
500-999	35	71.4%	1.54	5	24	6	0	0	23	65.7%
1,000-1,999	30	90.9%	1.90	3	21	5	1	0	19	63.3%
2,000+	31	96.9%	1.97	1	23	6	1	0	14	45.2%
Locale										
City	9	90.0%	1.89	1	7	0	1	0	2	22.2%
Suburb	22	91.7%	2.00	0	15	6	0	1	13	59.1%
Town	25	83.3%	1.80	2	18	5	0	0	15	60.0%
Rural	66	65.4%	1.71	11	42	12	1	0	48	72.7%

World Languages

| | # Districts with Vacancies | | Quality Rating | # of Applications and Qualifications of Applicant Pool | | | | | Met Needs (Yes/No)? | |
| | | | | | Few Applicants | | Many Applicants | | | |
	#	% of Total	Mean (1-5)	None	Few Qualified	Most Qualified	Few Qualified	Many Qualified	# Yes	% Yes
All	63	38.2%	1.95	15	30	18	0	0	42	66.7%
District Size										
<500	16	31.4%	2.13	4	7	5	0	0	11	68.8%
500-999	13	26.5%	1.77	5	6	2	0	0	8	61.5%
1,000-1,999	14	42.4%	1.93	3	8	3	0	0	9	64.3%
2,000+	20	62.5%	1.95	3	9	8	0	0	14	70.0%
Locale										
City	7	70.0%	2.00	1	4	2	0	0	1	14.3%
Suburb	12	50.0%	1.92	1	7	4	0	0	12	100.0%
Town	10	33.3%	1.90	3	5	2	0	0	9	90.0%
Rural	34	33.7%	1.97	10	14	10	0	0	20	58.8%

Art

	# Districts with Vacancies		Quality Rating	# of Applications and Qualifications of Applicant Pool					Met Needs (Yes/No)?	
					Few Applicants		Many Applicants			
	#	% of Total	Mean (1-5)	None	Few Qualified	Most Qualified	Few Qualified	Many Qualified	# Yes	% Yes
All	44	26.7%	2.14	5	22	17	0	0	39	88.6%
District Size										
<500	10	19.6%	1.44	3	4	3	0	0	9	90.0%
500-999	16	32.7%	2.06	1	10	5	0	0	15	93.8%
1,000-1,999	3	9.1%	2.33	1	1	1	0	0	3	100.0%
2,000+	15	46.9%	2.60	0	7	8	0	0	12	80.0%
Locale										
City	6	60.0%	2.17	0	4	2	0	0	3	50.0%
Suburb	6	25.0%	2.17	0	1	5	0	0	6	100.0%
Town	7	23.3%	2.43	1	3	3	0	0	6	85.7%
Rural	25	24.8%	2.04	4	14	7	0	0	24	96.0%

Music

	# Districts with Vacancies		Quality Rating	# of Applications and Qualifications of Applicant Pool					Met Needs (Yes/No)?	
					Few Applicants		Many Applicants			
	#	% of Total	Mean (1-5)	None	Few Qualified	Most Qualified	Few Qualified	Many Qualified	# Yes	% Yes
All	59	35.8%	2.05	8	30	19	1	1	47	79.7%
District Size										
<500	12	23.5%	2.00	2	5	4	0	1	8	66.7%
500-999	19	38.8%	1.58	3	12	4	0	0	17	89.5%
1,000-1,999	10	30.3%	2.10	2	4	4	0	0	8	80.0%
2,000+	18	56.3%	2.56	1	9	7	1	0	14	77.8%
Locale										
City	6	60.0%	2.33	1	3	2	0	0	3	50.0%
Suburb	10	41.7%	2.60	0	6	4	0	0	9	90.0%
Town	12	40.0%	2.25	1	6	5	0	0	10	83.3%
Rural	31	30.7%	1.74	6	15	8	1	1	25	80.7%

Physical Education

| | # Districts with Vacancies | | Quality Rating | # of Applications and Qualifications of Applicant Pool | | | | | Met Needs (Yes/No)? | |
| | | | | | Few Applicants | | Many Applicants | | | |
	#	% of Total	Mean (1-5)	None	Few Qualified	Most Qualified	Few Qualified	Many Qualified	# Yes	% Yes
All	49	29.7%	2.59	0	20	27	0	2	42	85.7%
District Size										
<500	9	17.7%	2.22	0	4	5	0	0	8	88.9%
500-999	9	18.4%	2.56	0	2	7	0	0	9	100.0%
1,000-1,999	12	36.4%	2.42	0	8	4	0	0	8	66.7%
2,000+	19	59.4%	2.89	0	6	11	0	2	17	89.5%
Locale										
City	8	80.0%	2.13	0	6	2	0	0	5	62.5%
Suburb	10	41.7%	3.20	0	1	8	0	1	10	100.0%
Town	10	33.3%	2.60	0	3	6	0	1	9	90.0%
Rural	21	20.8%	2.48	0	10	11	0	0	18	85.7%

Health

| | # Districts with Vacancies | | Quality Rating | # of Applications and Qualifications of Applicant Pool | | | | | Met Needs (Yes/No)? | |
| | | | | | Few Applicants | | Many Applicants | | | |
	#	% of Total	Mean (1-5)	None	Few Qualified	Most Qualified	Few Qualified	Many Qualified	# Yes	% Yes
All	17	10.3%	2.47	2	5	0	8	2	13	76.5%

Speech-Language Pathologists

| | # Districts with Vacancies | | Quality Rating | # of Applications and Qualifications of Applicant Pool | | | | | Met Needs (Yes/No)? | |
| | | | | | Few Applicants | | Many Applicants | | | |
	#	% of Total	Mean (1-5)	None	Few Qualified	Most Qualified	Few Qualified	Many Qualified	# Yes	% Yes
All	60	36.4%	1.88	23	19	17	0	1	38	63.3%
District Size										
<500	14	27.5%	1.79	4	5	5	0	0	12	85.7%
500-999	16	32.7%	1.88	11	2	3	0	0	8	50.0%
1,000-1,999	10	30.3%	1.90	4	3	3	0	0	6	60.0%
2,000+	20	62.5%	1.95	4	9	6	0	1	12	60.0%
Locale										
City	4	40.0%	3.00	0	1	2	0	1	3	75.0%
Suburb	10	41.7%	1.50	1	4	5	0	0	8	80.0%
Town	11	36.7%	2.27	5	5	1	0	0	7	63.6%
Rural	35	34.7%	1.74	17	9	9	0	0	20	57.1%

Career & Technical Education

| | # Districts with Vacancies | | Quality Rating | # of Applications and Qualifications of Applicant Pool | | | | | Met Needs (Yes/No)? | |
| | | | | | Few Applicants | | Many Applicants | | | |
	#	% of Total	Mean (1-5)	None	Few Qualified	Most Qualified	Few Qualified	Many Qualified	# Yes	% Yes
All	55	33.3%	2.00	7	29	16	1	2	47	85.5%
District Size										
<500	9	17.7%	2.33	2	3	1	1	2	7	77.8%
500-999	14	28.6%	1.71	1	8	5	0	0	13	92.9%
1,000-1,999	10	30.3%	2.10	2	6	2	0	0	10	100.0%
2,000+	22	68.8%	2.00	2	12	8	0	0	17	77.3%
Locale										
City	5	50.0%	2.40	1	2	2	0	0	2	40.0%
Suburb	9	37.5%	1.67	1	4	4	0	0	8	88.9%
Town	13	43.3%	1.92	0	10	3	0	0	12	92.3%
Rural	28	27.7%	2.07	5	13	7	1	2	25	89.3%

Strategies Used to Address Subject Area Hiring Needs with Insufficient Applicant Pool

Strategy	n	%
Employed a substitute in lieu of a fully-licensed staff member.	45	58.4%
Hired a teacher considered below our preferred standard of experience or qualifications.	40	52.0%
Employed a teacher on a Tier I permit or license.	37	48.1%
Gave another teacher an overload assignment.	31	40.3%
Supported current staff to complete preparation in a new license area.	25	32.5%
Eliminated or reduced a program.	21	27.3%
Increased class sizes.	19	24.7%
Hired a retired educator.	19	24.7%
Provided online instruction.	19	24.7%
Eliminated a class.	17	22.1%
Contracted with another school district or CESA.	11	14.3%
Other	3	3.9%

Most Common Applications and Qualifications Responses, by Subject Area

Subject Area	Applications	Qualified
Special Education	Few	Few
ELA	Few	Few
Math	Few	Few
Science	Few	Few
World Languages	Few	Few
Speech-Language Pathologists	None	
Music	Few	Few
Career & Technical Education	Few	Few
Social Studies	Few	Most
Physical Education	Few	Most
Art	Few	Few
Health	Few	Most

Subject Area Takeaways

- The subject areas in which the most districts reported vacancies were special education (74 percent), English language arts (53 percent), math (47 percent), and science (44 percent).
- On average, districts reported the highest applicant quality for social studies and physical education and the lowest applicant quality for special education, speech-language pathologists, and world languages (all three of which fell below the "fair" rating of 2.0).
  - These ratings align with districts' ability to meet their hiring needs; over two-thirds of districts said they were able to meet their hiring needs for each subject except for world languages (67 percent), special education (64 percent), and speech-language pathologists (63 percent).
  - The subject areas in which the greatest percentage of districts reported meeting their hiring needs were social studies (92 percent), art (89 percent), and science (88 percent).
- For special education, English language arts, and math vacancies, suburban districts reported the highest applicant quality, and rural districts reported the lowest applicant quality.
- For science vacancies, town districts reported the highest applicant quality, and city districts reported the lowest applicant quality.
- When asked to characterize their applicant pools for subject area vacancies, districts generally reported that few of their applicants were qualified.
  - Exceptions were for social studies, physical education, and health (where "most" were qualified) and speech-language pathologists (for whom the most common response was that they received no applications).
- The three most common strategies districts used if they had insufficient applicant pools for subject area vacancies were employing substitutes, hiring teachers below their preferred standards, and employing teachers on a Tier I permit or license.

Mean Quality Ratings for Most Common Subject Area Vacancies, Overall and by Locale

- Special Ed — ● 1.80
- Special Ed City — ● 1.89
- Special Ed Suburb — ● 2.00
- Special Ed Town — ● 1.80
- Special Ed Rural — ● 1.71
- ELA — ■ 2.23
- ELA City — ■ 2.43
- ELA Suburb — ■ 2.73
- ELA Town — ■ 2.53
- ELA Rural — ■ 1.98
- Math — ◆ 2.03
- Math City — ◆ 2.11
- Math Suburb — ◆ 2.31
- Math Town — ◆ 2.00
- Math Rural — ◆ 1.90
- Science — ▲ 2.18
- Science City — ▲ 2.00
- Science Suburb — ▲ 2.21
- Science Town — ▲ 2.38
- Science Rural — ▲ 2.11

Poor | Fair | Good | Very Good | Excellent
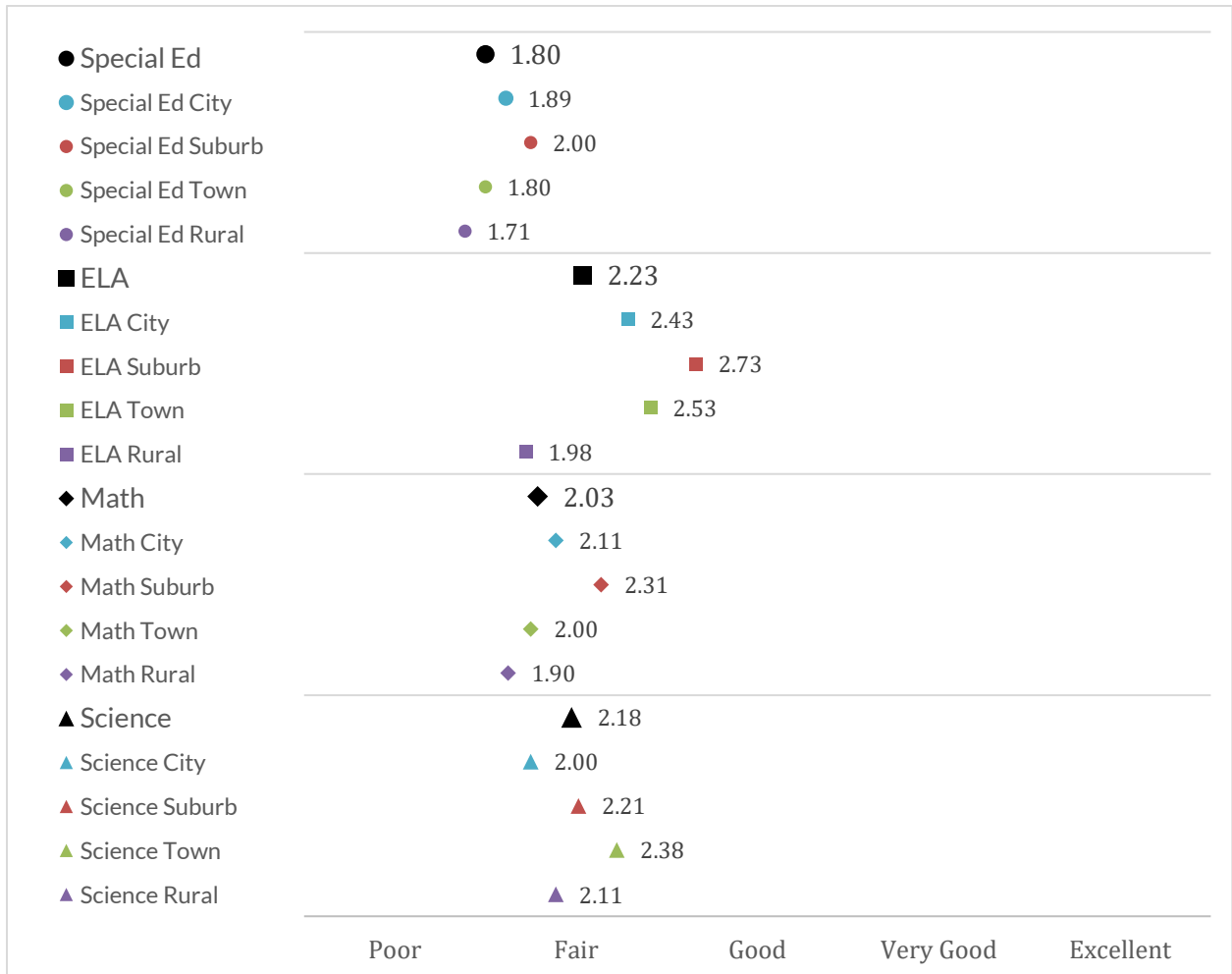
Mean Quality Ratings for Other Subject Area Vacancies

- World Languages — ● 1.95
- Speech-Language Pathologists — ■ 1.88
- Music — ◆ 2.05
- Career & Technical Education — ▲ 2.00
- Social Studies — ○ 2.69
- Physical Education — □ 2.59
- Art — ◇ 2.14
- Health — △ 2.47

Poor | Fair | Good | Very Good | Excellent

Other Licenses

The other license tables below summarize the results of the survey based on locale code and district size responses to questions associated with districts who had vacancies, the quality of the applicant pool, and whether hiring needs were met.

| | # Districts with Vacancies | | Quality Rating | # of Applications and Qualifications of Applicant Pool | | | | | Met Needs (Yes/No)? | |
| | | | | | Few Applicants | | Many Applicants | | | |
	#	% of Total	Mean (1-5)	None	Few Qualified	Most Qualified	Few Qualified	Many Qualified	# Yes	% Yes
Reading teachers	34	20.6%	2.00	3	16	14	0	1	25	73.5%
Bilingual teachers	25	15.2%	1.84	7	12	6	0	0	16	64.0%
Library media specialists	24	14.6%	2.00	5	12	5	2	0	19	79.2%
Related services	42	25.5%	1.90	14	15	13	0	0	28	66.7%

In which of the following service areas did you have one or more vacancies?

Related Service Area	#
Occupational Therapy	32
Physical Therapy	16
Educational Interpreter	10
Audiology	7
Orientation and Mobility	4

Mean Quality Ratings, Other Licenses
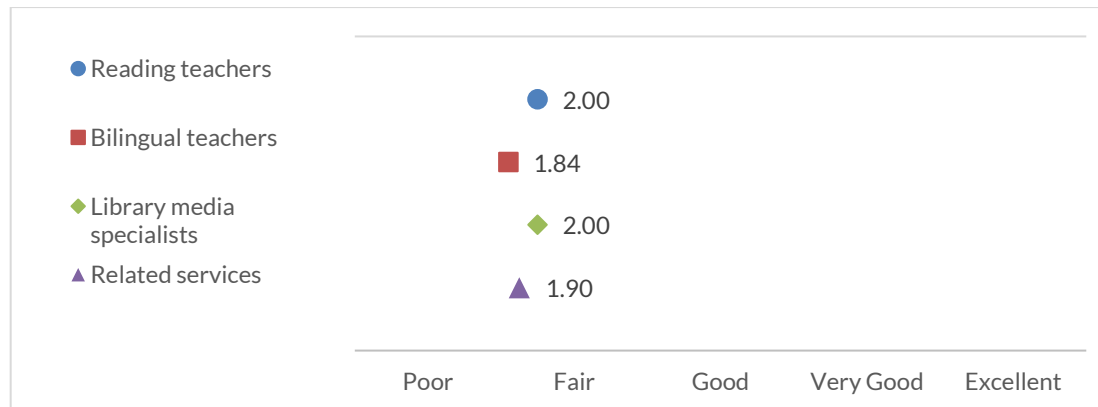
Strategies Used to Address Subject Area Hiring Needs with Insufficient Applicant Pool

Strategy	n	%
Contracted with another school district or CESA.	13	48.2%
Employed a substitute in lieu of a fully-licensed staff member.	7	25.9%
Employed an educator on a Tier I permit or license.	6	22.2%
Gave another educator an overload assignment.	6	22.2%
Contracted with a non-school entity.	5	18.5%
Supported current staff to complete preparation in a new license area.	5	18.5%
Hired an educator considered below our preferred standard of experience or qualifications.	4	14.8%
Eliminated or reduced a program.	4	14.8%
Hired a retired educator.	4	14.8%
Provided online support/instruction.	2	7.4%
Other	2	7.4%

Most Common Applications and Qualifications Responses, by Other Licenses

License	Applications	Qualified
Reading teachers	Few	Few
Bilingual teachers	Few	Few
Library media specialists	Few	Few
Related services	Few	Few

Other Licenses Takeaways

- No more than about a quarter of districts had vacancies for any of the other license positions.
- On average, districts reported no better than "fair" applicant quality for their other license vacancies.
- When asked to characterize their applicant pools for other license vacancies, districts reported that few of their applicants were qualified.
- The other license position for which the greatest percentage of districts met their hiring needs was library media specialists (79 percent). the lowest percentage of districts met their hiring needs for bilingual teachers (64 percent).
- By far the most common strategy for addressing an insufficient other license applicant pool was contracting with another school district or CESA.

Pupil Services

The pupil services license tables below summarize the results of the survey based on locale code and district size responses to questions associated with districts who had vacancies, the quality of the applicant pool, and whether hiring needs were met.

School Psychologists

| | # Districts with Vacancies | | Quality Rating | # of Applications and Qualifications of Applicant Pool | | | | | Met Needs (Yes/No)? | |
| | | | | | Few Applicants | | Many Applicants | | | |
	#	% of Total	Mean (1-5)	None	Few Qualified	Most Qualified	Few Qualified	Many Qualified	# Yes	% Yes
All	51	30.9%	2.14	16	17	17	1	0	32	62.8%
District Size										
<500	8	15.7%	2.13	3	2	3	0	0	6	75.0%
500-999	13	26.5%	1.77	5	5	3	0	0	8	61.5%
1,000-1,999	12	36.4%	1.92	5	5	2	0	0	8	66.7%
2,000+	18	56.3%	2.56	3	5	9	1	0	10	55.6%
Locale										
City	5	50.0%	3.20	0	1	3	1	0	2	40.0%
Suburb	6	25.0%	2.17	1	3	2	0	0	4	66.7%
Town	14	46.7%	2.07	4	6	4	0	0	10	71.4%
Rural	26	25.7%	1.96	11	7	8	0	0	16	61.5%

School Counselors

| | # Districts with Vacancies | | Quality Rating | # of Applications and Qualifications of Applicant Pool | | | | | Met Needs (Yes/No)? | |
| | | | | | Few Applicants | | Many Applicants | | | |
	#	% of Total	Mean (1-5)	None	Few Qualified	Most Qualified	Few Qualified	Many Qualified	# Yes	% Yes
All	52	31.5%	2.08	6	21	23	1	1	43	82.7%
District Size										
<500	9	17.7%	1.75	1	4	4	0	0	7	77.8%
500-999	14	28.6%	1.64	2	8	4	0	0	11	78.6%
1,000-1,999	14	42.4%	2.36	2	5	6	0	0	13	92.9%
2,000+	15	46.9%	2.40	1	4	9	1	1	12	80.0%
Locale										
City	5	50.0%	2.40	1	1	2	1	1	3	60.0%
Suburb	8	33.3%	2.13	0	3	4	0	0	8	100.0%
Town	12	40.0%	2.17	0	6	6	0	0	11	91.7%
Rural	27	26.7%	1.96	5	11	11	0	0	21	77.8%

School Social Workers

	# Districts with Vacancies		Quality Rating	# of Applications and Qualifications of Applicant Pool						Met Needs (Yes/No)?	
				None	Few Applicants		Many Applicants				
					Few Qualified	Most Qualified	Few Qualified	Many Qualified			
	#	% of Total	Mean (1-5)	None	Few Qualified	Most Qualified	Few Qualified	Many Qualified		# Yes	% Yes
All	24	14.6%	2.57	3	10	10	0	1		16	66.7%

Mean Quality Ratings, Pupil Services
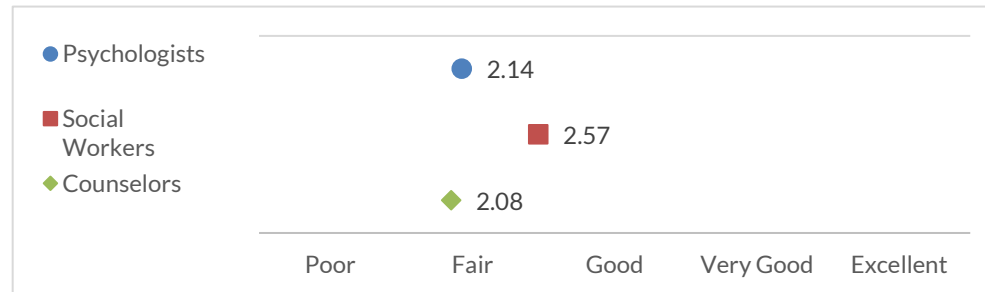
- ● Psychologists — ● 2.14
- ■ Social Workers — ■ 2.57
- ◆ Counselors — ◆ 2.08

Poor   Fair   Good   Very Good   Excellent

Strategies Used to Address Subject Area Hiring Needs with Insufficient Applicant Pool

Strategy	n	%
Contracted with another school district, CESA, or outside service provider.	18	60.0%
Hired an educator considered below our preferred standard of experience or qualifications.	8	26.7%
Employed an educator on a Tier I or license.	8	26.7%
Increased caseload.	7	23.3%
Eliminated or reduced position.	5	16.7%
Employed a substitute in lieu of a fully-licensed staff member.	5	16.7%
Hired a retired educator.	4	13.3%
Gave another school psychologist an overload assignment.	4	13.3%
Other	2	6.7%

Most Common Applications and Qualifications Responses, by Pupil Services

Pupil Services	Applications	Qualified
School Psychologists	Few	Few, Most (Tie)
School Social Workers	Few	Few, Most (Tie)
School Counselors	Few	Most

Pupil Services Takeaways

- Around 30 percent of districts reported having vacancies for school psychologists and counselors; about 15 percent reported having vacancies for social workers.
- Of the pupil services applicant pools, districts reported the highest applicant quality for social workers.
- The percentage of districts saying they met their hiring needs for school counselors (83 percent) was higher than the percentages of districts saying they met their hiring needs for school social workers (67 percent) or school psychologists (63 percent).
- The most common strategy for addressing an insufficient pupil services applicant pool was contracting with another school district, Cooperative Educational Service Agency, or outside service provider.
- When asked to characterize their applicant pools for pupil services vacancies, districts reported that most of their school counselor applicants were qualified, and districts had the same number of "few qualified" and "most qualified" responses for both school psychologists and social workers.

Administrators

The administrator license tables below summarize the results of the survey based on locale code and district size responses to questions associated with districts who had vacancies, the quality of the applicant pool, and whether hiring needs were met.

Principals

| | # Districts with Vacancies | | Quality Rating | # of Applications and Qualifications of Applicant Pool | | | | | Met Needs (Yes/No)? | |
| | | | | | Few Applicants | | Many Applicants | | | |
	#	% of Total	Mean (1-5)	None	Few Qualified	Most Qualified	Few Qualified	Many Qualified	# Yes	% Yes
All	46	27.9%	3.04	0	6	22	6	11	44	95.7%
District Size										
<500	7	13.7%	3.00	0	0	4	0	2	7	100.0%
500-999	17	34.7%	2.94	0	2	5	2	6	17	100.0%
1,000-1,999	7	21.2%	3.29	0	2	4	2	1	7	100.0%
2,000+	15	46.9%	3.07	0	2	9	2	2	13	86.7%
Locale										
City	4	40.0%	2.75	0	1	3	1	0	3	75.0%
Suburb	7	29.2%	3.29	0	1	3	1	3	7	100.0%
Town	7	23.3%	2.29	0	0	4	0	0	6	85.7%
Rural	28	27.7%	3.21	0	4	12	4	8	28	100.0%

Applicant Quality, Principals by Grade Level and Assistant Principals

| | Quality Rating | # of Applications and Qualifications of Applicant Pool | | | | |
| | | | Few Applicants | | Many Applicants | |
	Mean (1-5)	None	Few Qualified	Most Qualified	Few Qualified	Many Qualified
Assistant Principals	37	13	6	7	4	7
Elementary Principals	37	10	4	10	7	6
Middle School Principals	31	10	5	8	1	7
High School Principals	32	11	2	11	2	6

Other Administrators

| | # Districts with Vacancies | | Quality Rating | # of Applications and Qualifications of Applicant Pool | | | | | Met Needs (Yes/No)? | |
| | | | | | Few Applicants | | Many Applicants | | | |
	#	% of Total	Mean (1-5)	None	Few Qualified	Most Qualified	Few Qualified	Many Qualified	# Yes	% Yes
Directors of Curriculum & Instruction	10	6.1%	3.30	0	1	3	4	2	10	100.0%
Directors of Special Education & Pupil Services	20	12.1%	2.45	4	7	1	7	1	17	85.0%
School Business Administrators	23	13.9%	2.13	2	14	0	6	1	22	95.7%
Reading Specialists	16	9.7%	2.00	2	4	1	9	0	13	81.3%

Mean Quality Ratings, Administrators

● Principals		● 3.04
● Principals City	● 2.75	
● Principals Suburb		● 3.29
● Principals Town	● 2.29	
● Principals Rural		● 3.21
■ Directors of Curriculum & Instruction		■ 3.30
◆ Directors of Special Education & Pupil Services	◆ 2.45	
	▲ 2.13	
	○ 2.00	

Poor   Fair   Good   Very Good   Excellent
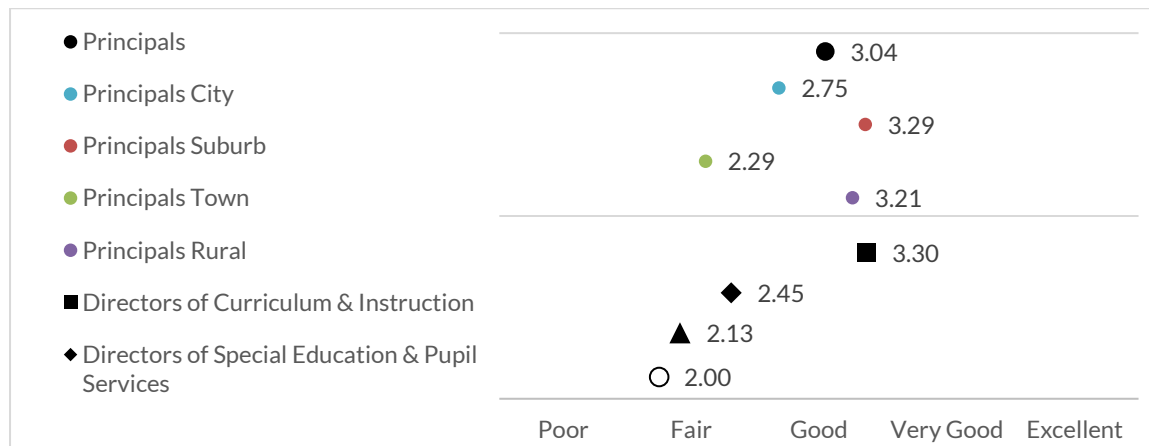
Most Common Applications and Qualifications Responses, by Administrators

Administrators	Applications	Qualified
Principals	Few	Most
Elementary Principals	None, Few (Tie)	Most
Middle School Principals	None	
High School Principals	None, Few (Tie)	Most
Assistant Principals	None	
Directors of Curriculum & Instruction	Few	Most
Directors of Special Education & Pupil Services	Few	Few, Most (Tie)
School Business Administrators	Few	Few
Reading Specialists	Few	Most

Strategies Used to Address Subject Area Hiring Needs with Insufficient Applicant Pool

Strategy	n	%
Assigned duties to another administrator.	3	37.5%
Eliminated or reduced position.	2	25.0%
Contracted with another school district, CESA, or outside service provider.	2	25.0%
Hired an educator considered below our preferred standard of experience or qualifications.	1	12.5%
Employed an educator on a Tier I license.	1	12.5%
Hired a retired educator.	1	12.5%
Other	1	12.5%

Administrator Takeaways

- About 28 percent of districts reported having principal vacancies. Other administrator vacancies were reported at 14 percent or fewer.
- Of the administrator applicant pools, districts reported the highest applicant quality for directors of curriculum & instruction and principals, with both scoring above "good" on the rating scale, on average. When looking at locale, suburban and rural districts rated principal applicants most highly (both above "good"), while town districts gave their principal applicants the lowest average ratings.
- For each administrator category, high percentages (over 80 percent) of districts said they met their hiring needs, including all districts with a director of curriculum & instruction vacancy.
- When asked to characterize their applicant pools for administrator vacancies, districts generally reported that "most" were qualified. Exceptions were middle school and assistant principals (for whom the most common response was that they received no applications) and school business administrators (for whom the most common response was that they had "few" qualified applicants).

Reasons for Leaving

Reasons given for why educators left in the 2022-23 school year are listed below. Respondents were told to check all reasons that applied.

Reason for Leaving	n	%
Work in another school/district	110	66.7%
Personal reasons	89	53.9%
Compensation	76	46.1%
Work-life balance	76	46.1%
Work in another profession	73	44.2%
Workload	65	39.4%
Expectations	39	23.6%
Well-being	38	23.0%
Work environment	22	13.3%
Career development	19	11.5%
Resources available	6	3.6%
Other	29	17.6%

Other responses from the table above included the following open-ended answers:

- Retirement (n=15),
- Retirement and non-renewal,
- Advancement to administration,
- Move up ladder,
- Spouse transferred to another state,
- Wanted to be a stay at home parent,
- Behaviors of students and parent/family responses,
- Parents being way too overbearing,
- Long commutes, and
- Did not complete license requirements.

Five most common reasons for leaving (excluding personal), by district size and locale

	Work in another school/district		Compensation		Work-life balance		Work in another profession		Workload	
	n	%	n	%	n	%	n	%	n	%
All	110	66.7%	76	46.1%	76	46.1%	73	44.2%	65	39.4%
District Size										
<500	34	66.7%	21	41.2%	17	33.3%	15	29.4%	15	29.4%
500-999	35	71.4%	21	42.9%	19	38.8%	16	32.7%	16	32.7%
1,000-1,999	19	57.6%	16	48.5%	20	60.6%	22	66.7%	17	51.5%
2,000+	22	68.8%	18	56.3%	20	62.5%	20	62.5%	17	53.1%
Locale										
City	7	70.0%	8	80.0%	9	90.0%	8	80.0%	8	80.0%
Suburb	14	58.3%	11	45.8%	14	58.3%	15	62.5%	9	37.5%
Town	18	60.0%	11	36.7%	13	43.3%	13	43.3%	15	50.0%
Rural	71	70.3%	46	45.5%	40	39.6%	37	36.6%	33	32.7%

Shortage Areas of Greatest Concern

Respondents were asked to check up to five license shortage areas of greatest concern to their school district or independent charter school.

Shortage Area	n	%
Special Education Teacher	124	75.2%
Math Teacher	97	58.8%
Career and Technical Education Teacher	66	40.0%
Science Teacher	62	37.6%
Speech-Language Pathologist	53	32.1%
World Language Teacher	41	24.9%
School Psychologist	39	23.6%
English-Language Arts Teacher	38	23.0%
Music	35	21.2%
Elementary Teacher	31	18.8%
Reading	31	18.8%
Reading Specialist	23	13.9%
Bilingual	20	12.1%
Business Administrator	18	10.9%
School Counselor	14	8.5%
Art	13	7.9%
School Social Worker	10	6.1%
Special Education and Pupil Services Director	9	5.5%
Library Media Specialist	8	4.9%
Physical Education	5	3.0%
Principal	4	2.4%
Social Studies	2	1.2%
Health	2	1.2%
Director of Curriculum and Instruction	1	0.6%
Other	8	4.9%

Other responses provided in the open-ended response included:
- Agriculture (n=2),
- ESL and Bilingual,
- Family Consumer Sciences,
- Interpreter, and
- Paraprofessionals.

Five most common shortages, by district size and locale

	Special Education Teacher		Math Teacher		Career & Tech Ed Teacher		Science Teacher		Speech-Language Pathologist	
	n	%	n	%	n	%	n	%	n	%
All	124	75.2%	97	58.8%	66	40.0%	62	37.6%	53	32.1%
District Size										
<500	29	56.9%	30	58.8%	14	27.5%	17	33.3%	15	29.4%
500-999	39	79.6%	29	59.2%	18	36.7%	19	38.8%	17	34.7%
1,000-1,999	27	81.8%	20	60.6%	17	51.5%	16	48.5%	8	24.2%
2,000+	29	90.6%	18	56.3%	17	53.1%	10	31.3%	13	40.6%
Locale										
City	9	90.0%	4	40.0%	3	30.0%	4	40.0%	2	20.0%
Suburb	21	87.5%	15	62.5%	9	37.5%	8	33.3%	8	33.3%
Town	21	70.0%	17	56.7%	16	53.3%	15	50.0%	9	30.0%
Rural	73	72.3%	61	60.4%	38	37.6%	35	34.7%	34	33.7%

Shortage Area Takeaways

- Only special education and math teachers were listed by more than half of districts.
- The percentage of districts listing each shortage area tended to increase with district size.
- City districts had the highest percentage of special education shortages but the lowest percentage of math and career and technical education shortages relative to districts in other locales.