

April 2020



Illinois' Educator Pipeline

Fall 2019 Data Analysis, Challenges, & Opportunities

THIS DATA & COVID-19

- The educator pipeline analyses in this presentation reflect data through Fall 2019, at which time Illinois was experiencing a severe educator shortage.
- COVID-19 will have unknowable consequences for the educator workforce in Illinois. While teacher shortages have decreased in some prior recessions/crises, that has not always been the case.
- We do know that COVID-19 school campus closures will have significant impacts to student learning, particularly for our most vulnerable learners.
- Now, more than ever, our students will need highly-effective, diverse educators to help make up learning loss and close equity gaps.

THE EDUCATOR PIPELINE

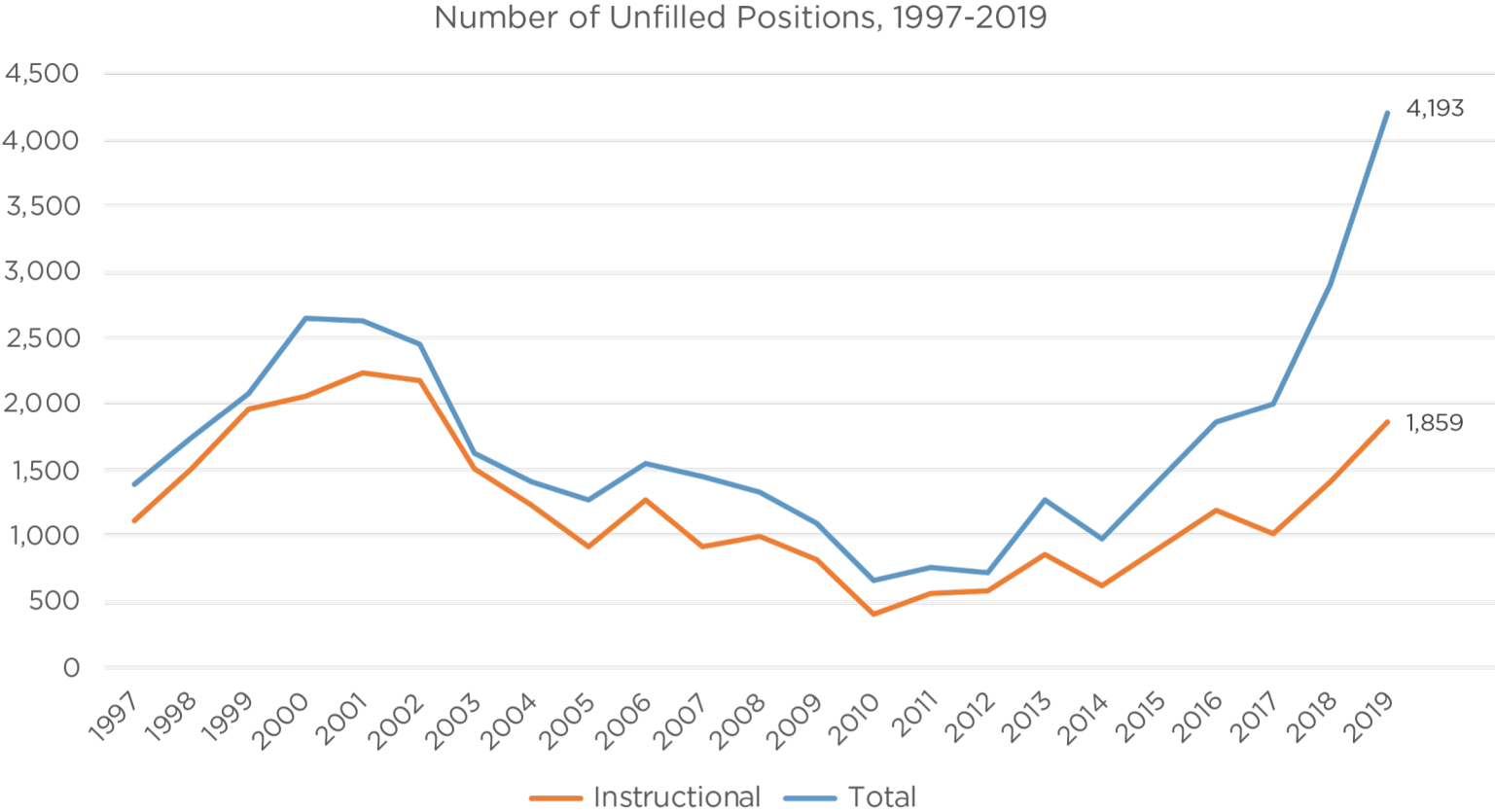
A robust, highly-effective, educator workforce requires a comprehensive approach to the entire educator pipeline



LANDSCAPE OF DEMAND

Unfilled positions, high-need subject areas,
and regional variance

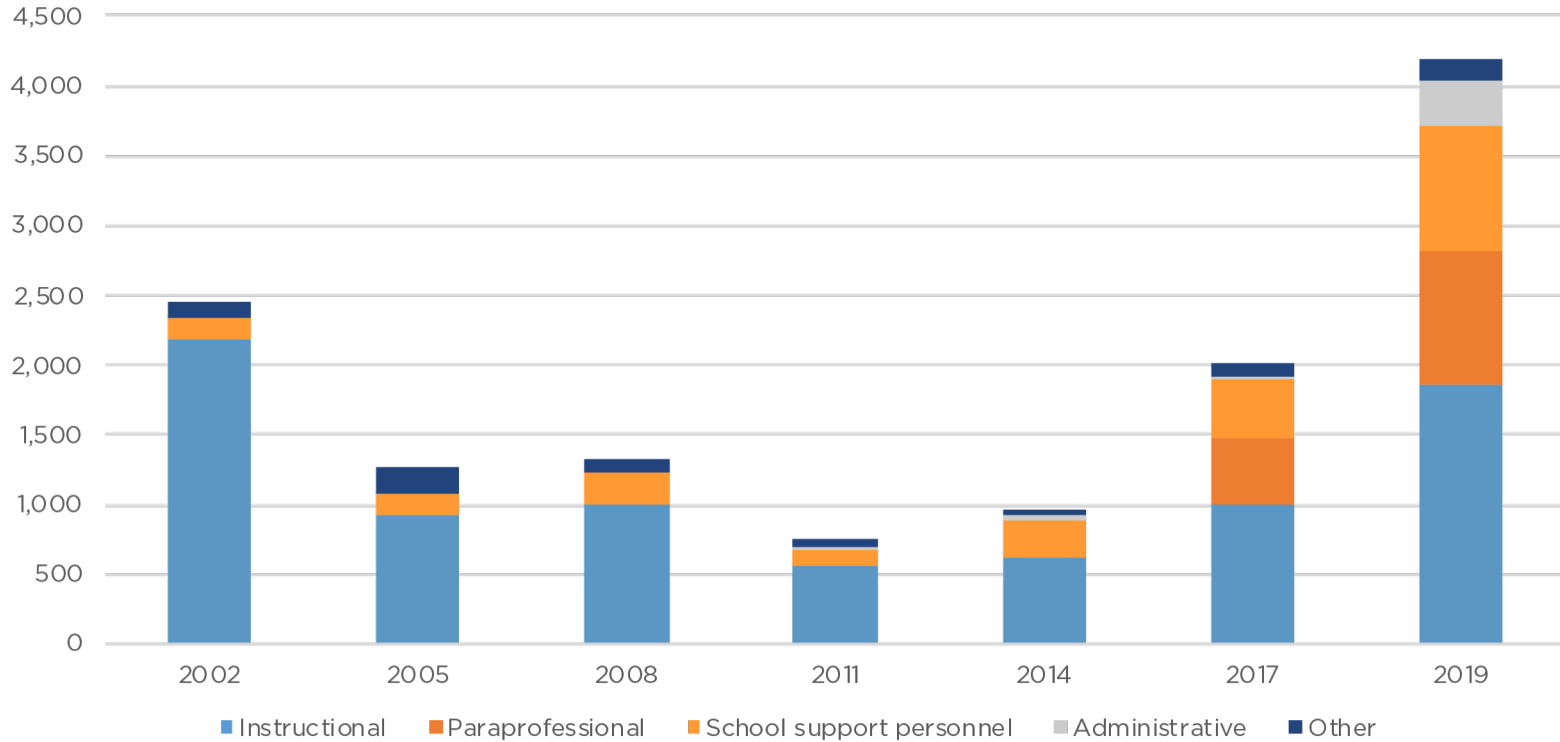
Illinois is facing a teacher shortage, as well as unprecedented demand for non-instructional staff



Source: ISBE Unfilled Positions (2019); ISBE Supply & Demand Reports (2000-2017)

Most unfilled positions today are non-instructional

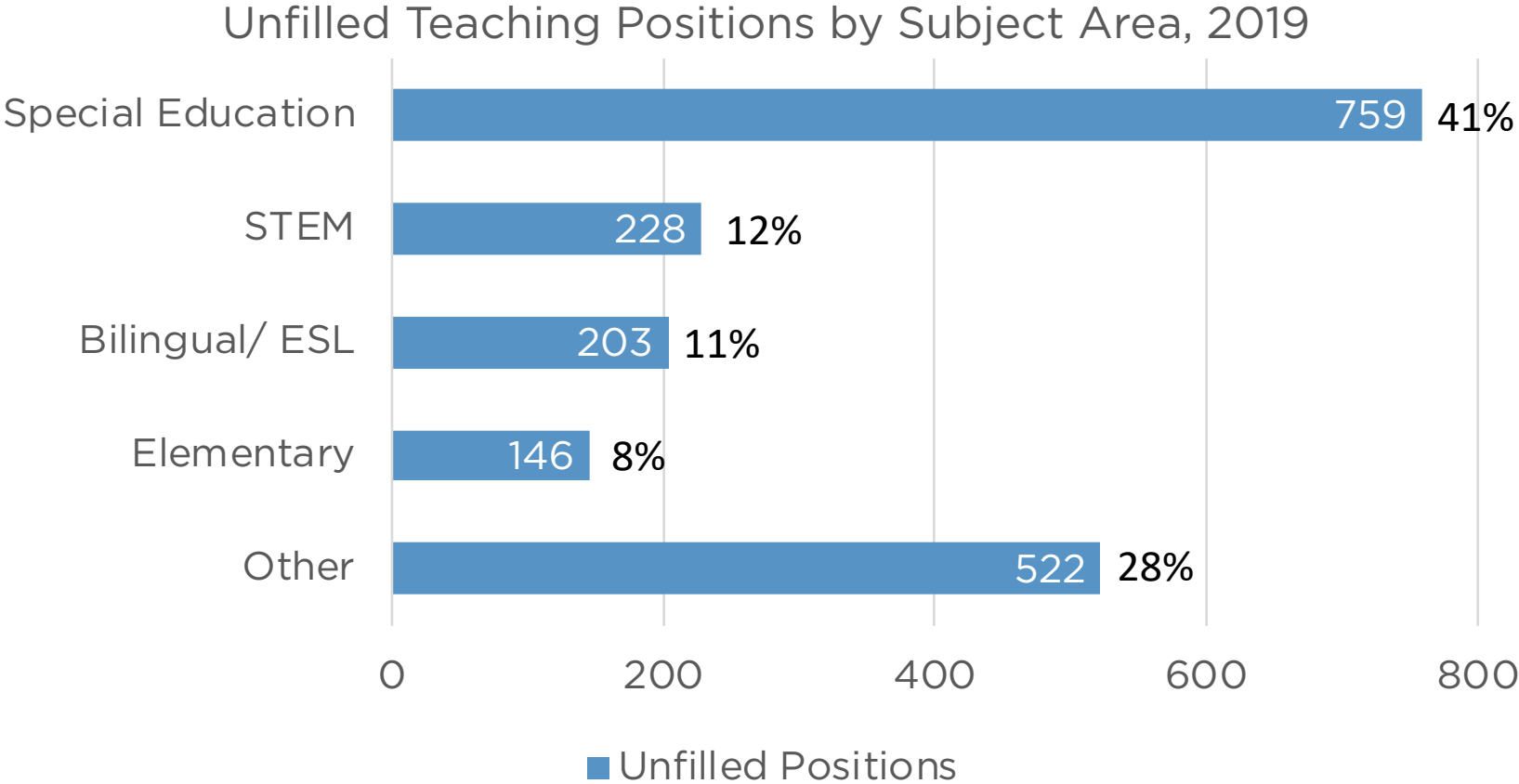
Unfilled Positions in Illinois by Type, 2002-2019



*Prior to 2017, “Paraprofessionals” were included in the “School Support Personnel” category

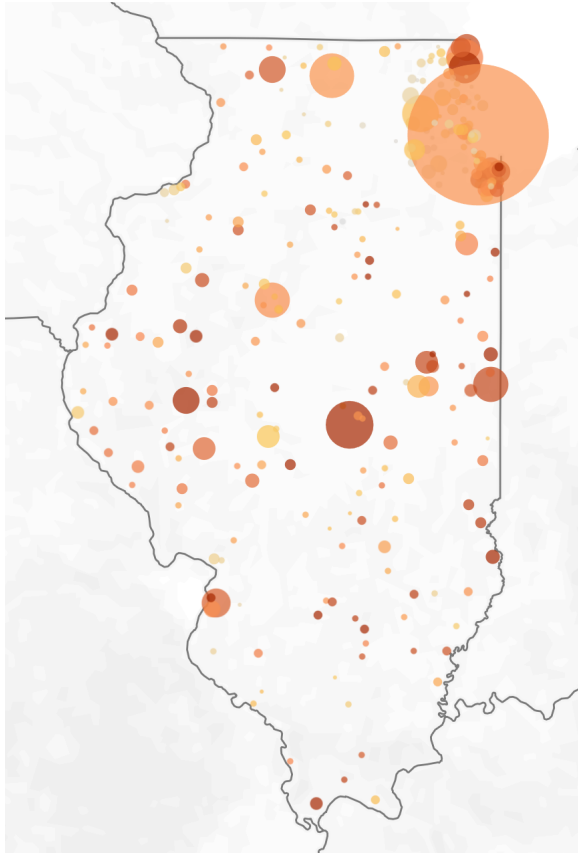
Source: ISBE Unfilled Positions (2019); ISBE Supply & Demand Reports (2000-2017)

72% of unfilled teaching positions are concentrated in four main subject areas

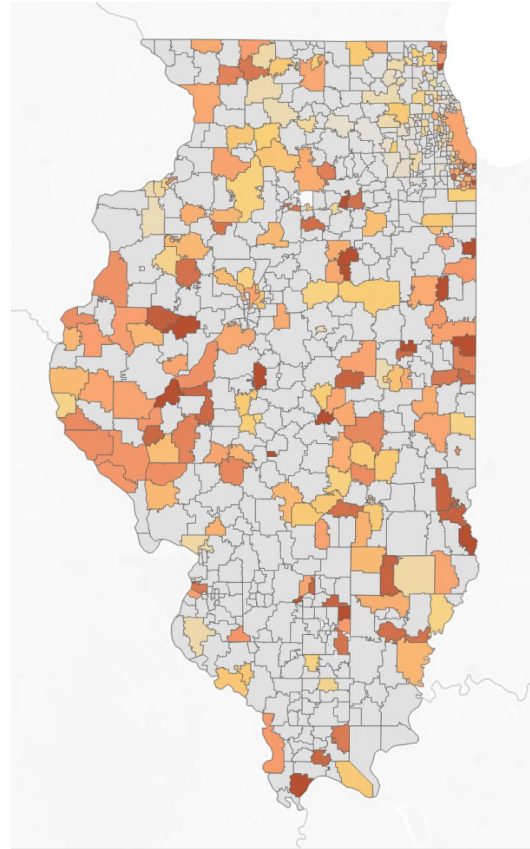


Source: ISBE Unfilled Positions (2019)

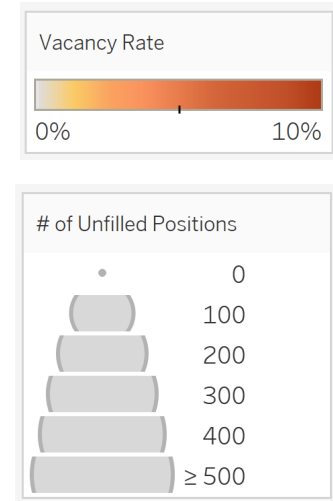
While most unfilled positions are in urban districts, our most severe vacancy rates are primarily in more rural areas



Number of Unfilled Positions, 2019



Vacancy Rates, 2019

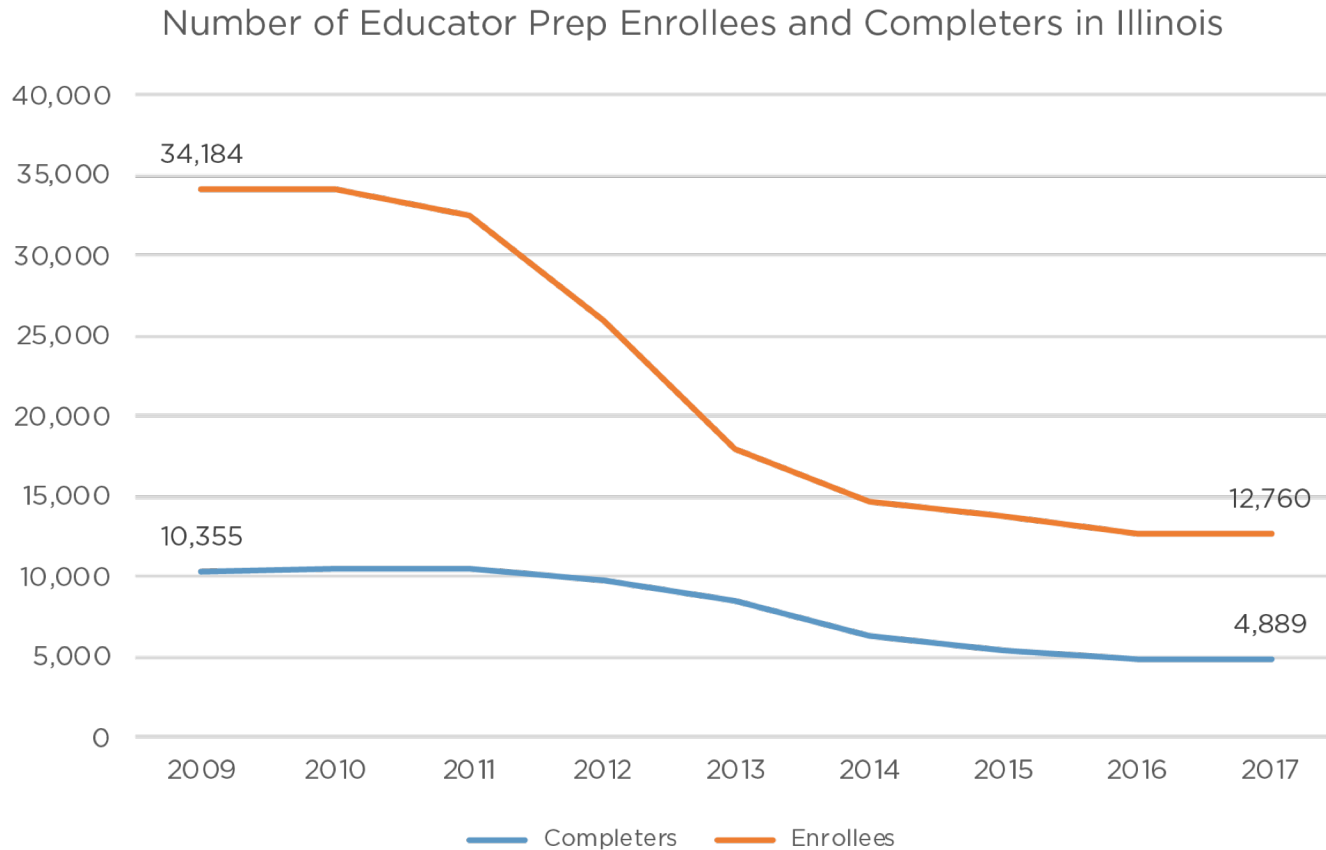


Source: ISBE Unfilled Positions (2019); Illinois Report Card (2019)

RECRUITMENT

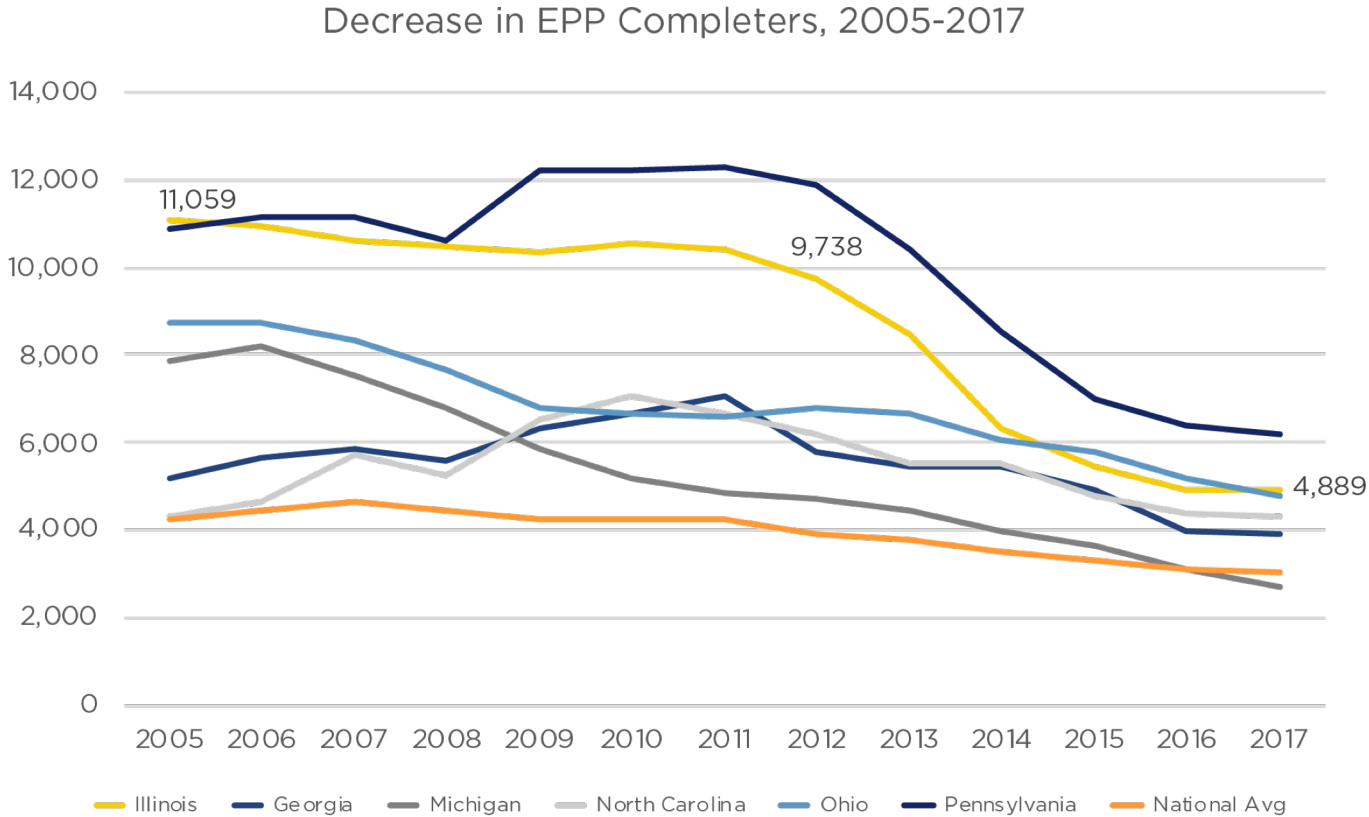
Educator preparation program candidates

Illinois' drop in educator preparation program (EPP) enrollees impacts the number of completers entering the workforce



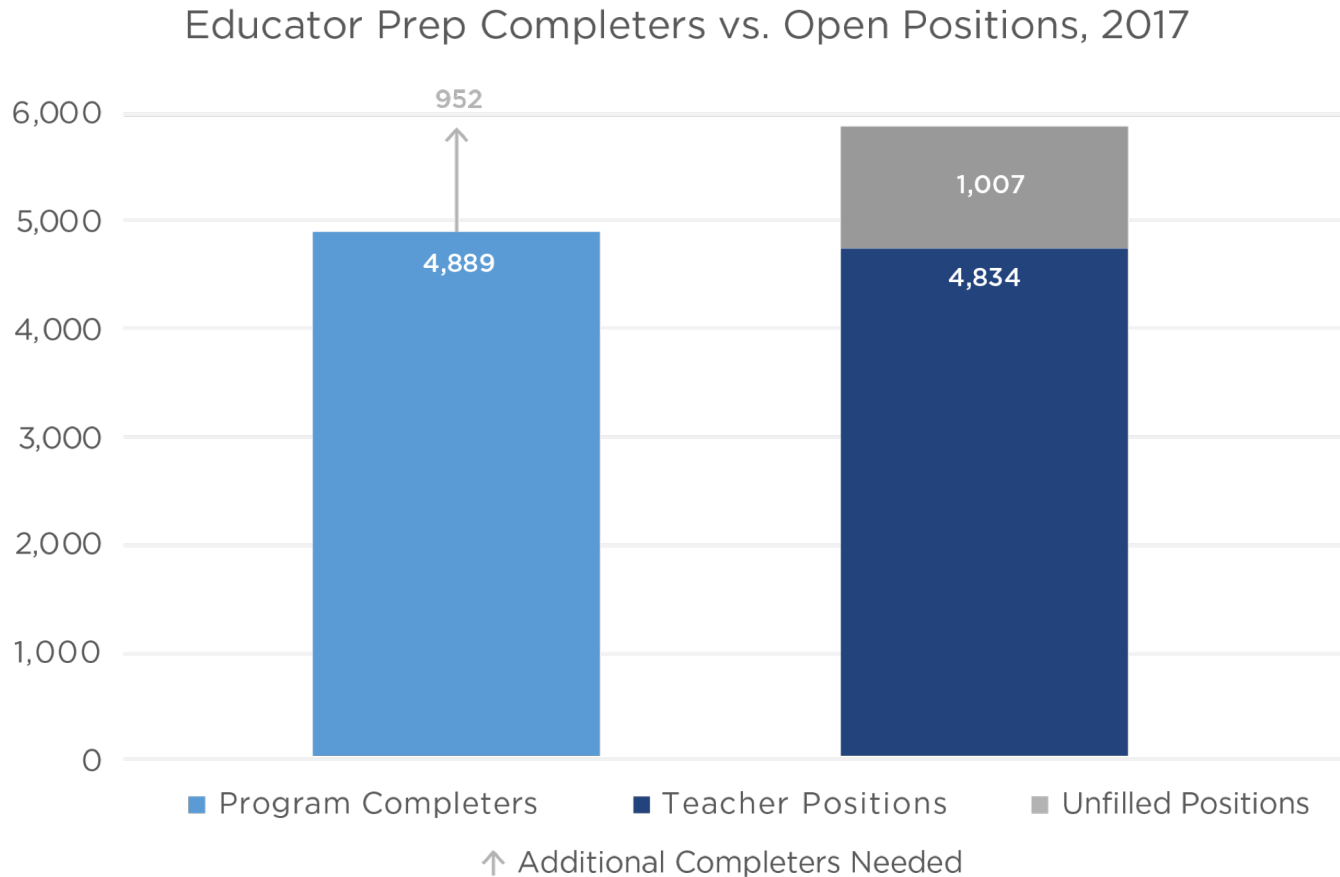
Source: Title II Data Tools (2018)

From 2012-17 Illinois had a ~50% decline in completers, more than any other state in the nation



Source: Title II Data Tools (2018)

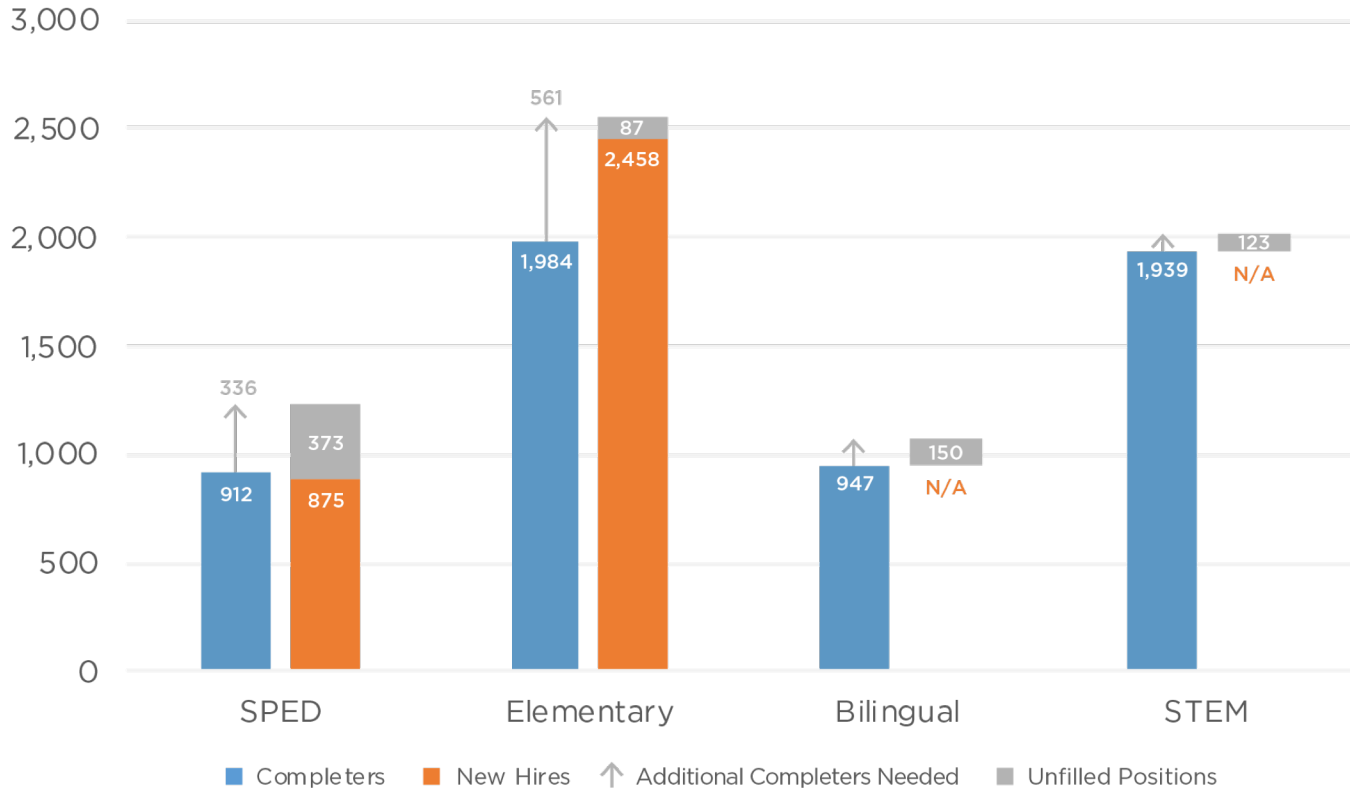
New teacher supply does not meet our states' need



Source: Title II Data Tools (2018), ISBE Supply & Demand Report (2017)

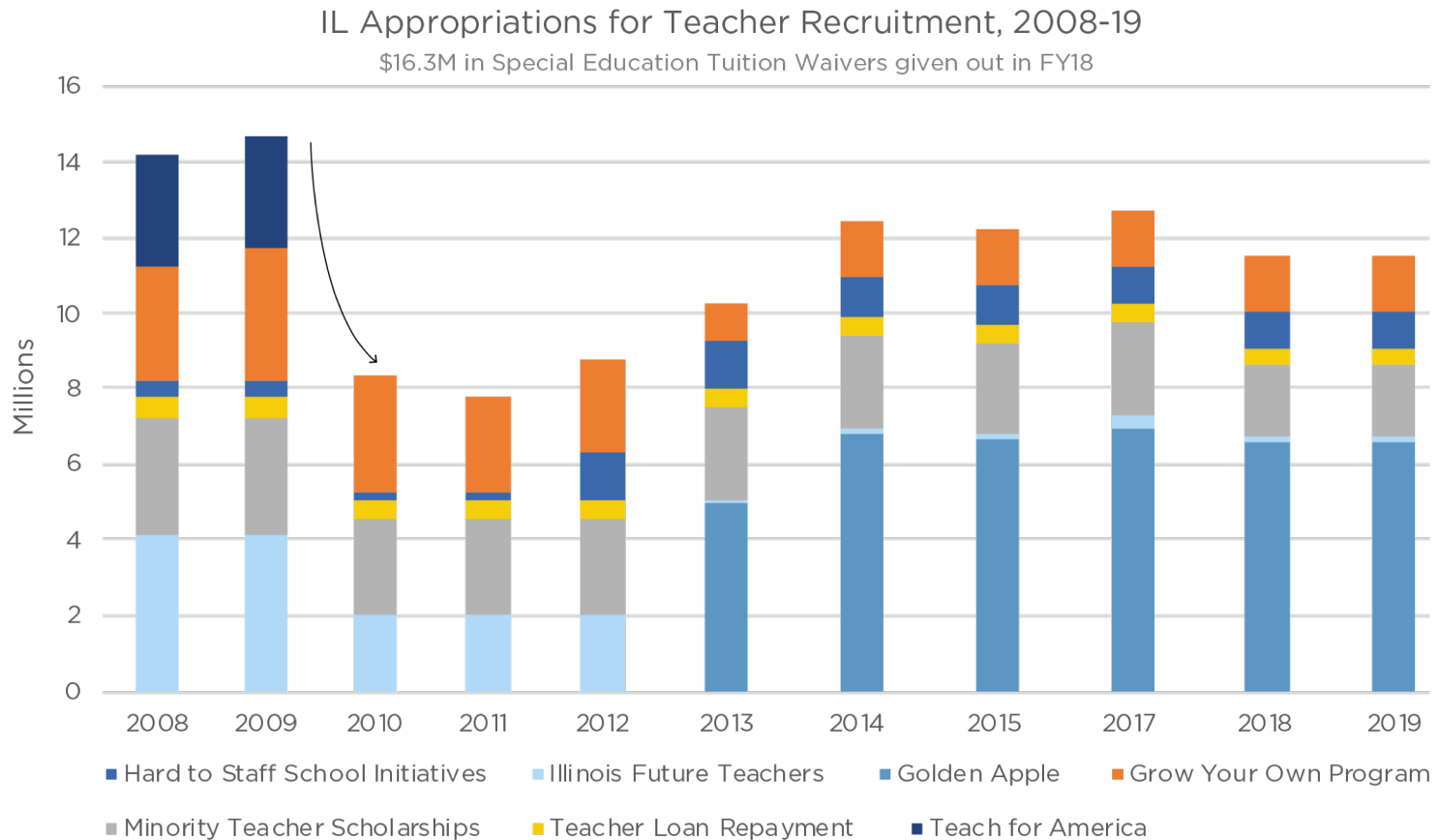
More EPP completers are particularly needed in high-need subject areas

Completers vs. New Hires Needed for High-need Subject Areas, 2017



Source: Title II Data Tools (2018), ISBE Supply & Demand Report (2017)

State investment in teacher recruitment dropped dramatically in 2010



Source: Illinois Office of Management & The Budget, Budget Books (2008-19)

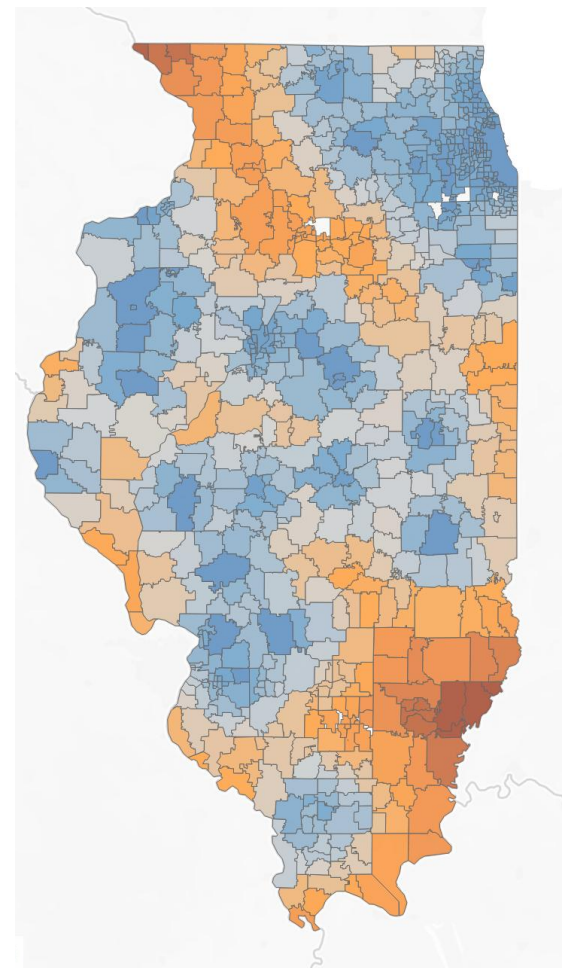
PREPARATION

Regional Analysis

Many districts are located inaccessibly far from an Illinois educator preparation program

- Teacher candidates are more likely to launch their careers in districts near their preparation program and student teaching placements*
- ~150 districts are located over 30 miles away from the nearest educator preparation program in Illinois (2017)

Number of Miles from Nearest IL EPP

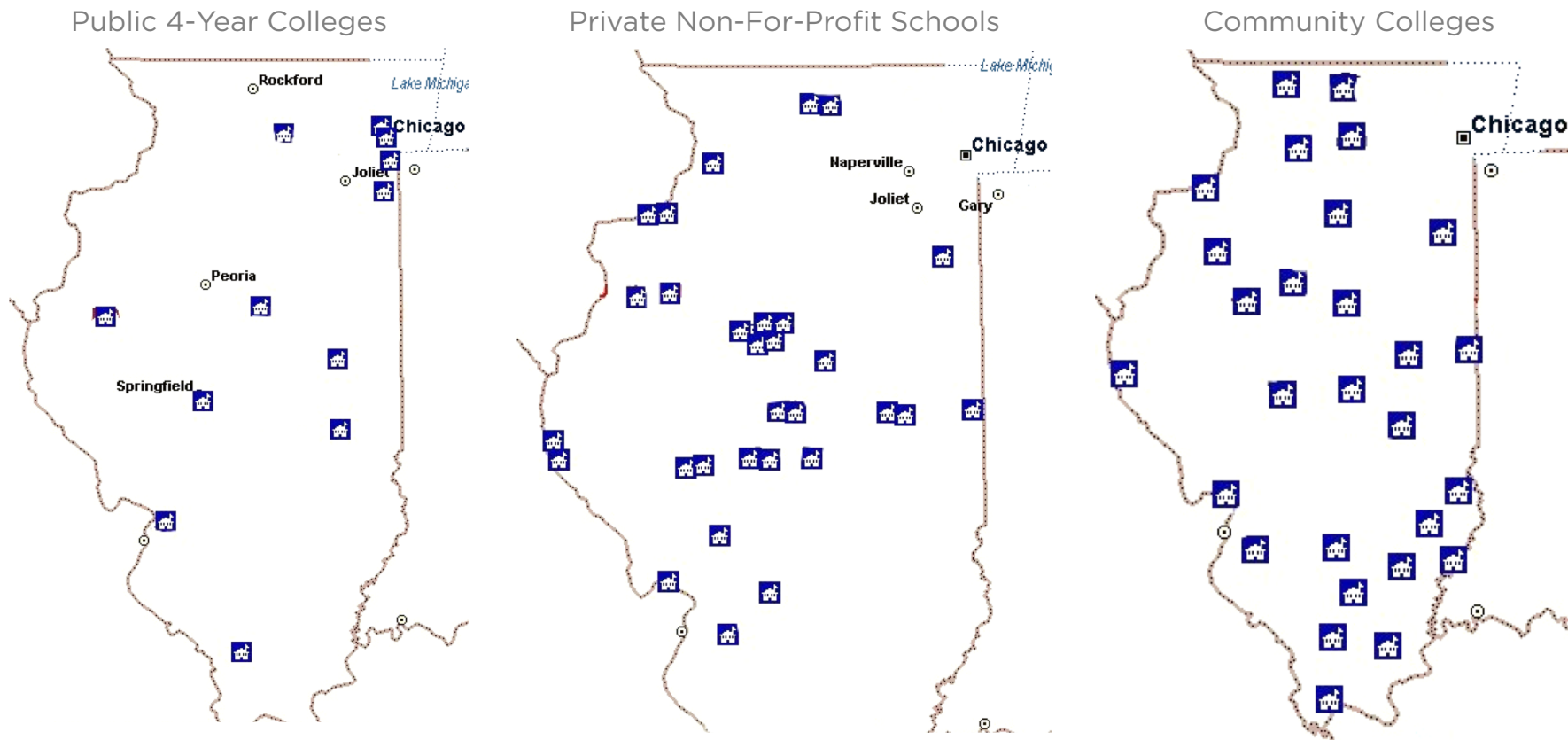


*Research from [Krieg, Theobald, & Goldhaber \(2017\)](#) and others

Source: Preparation program addresses from Title II data tools (2018)

Public preparation reaches even fewer regions of Illinois

Illinois' public 4-year colleges tend to have larger and more affordable programs than private NFP colleges; community colleges in Illinois do not currently offer educator preparation

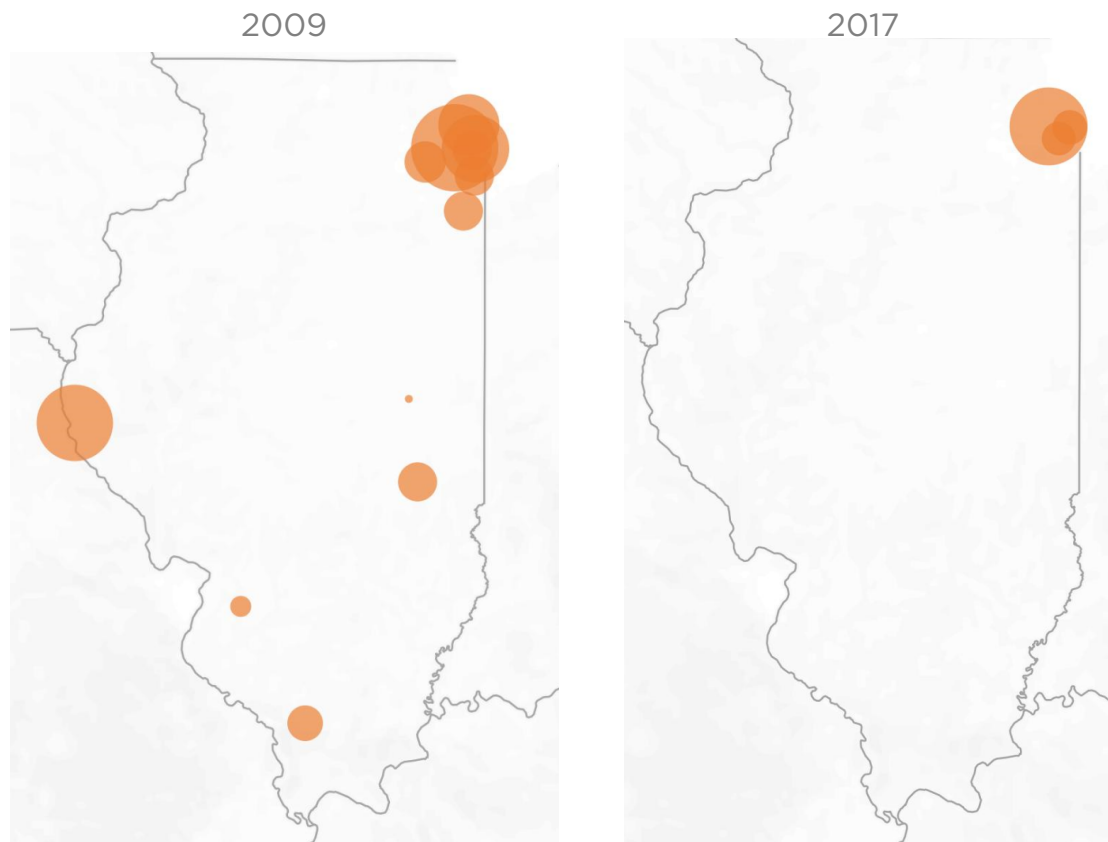
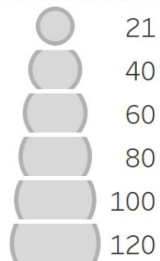


Source: Illinois Student Assistance Commission (2015)

From 2009-2017, alternative certification programs disappeared from all of Illinois but Cook County

Alternative Certification Completers Over Time

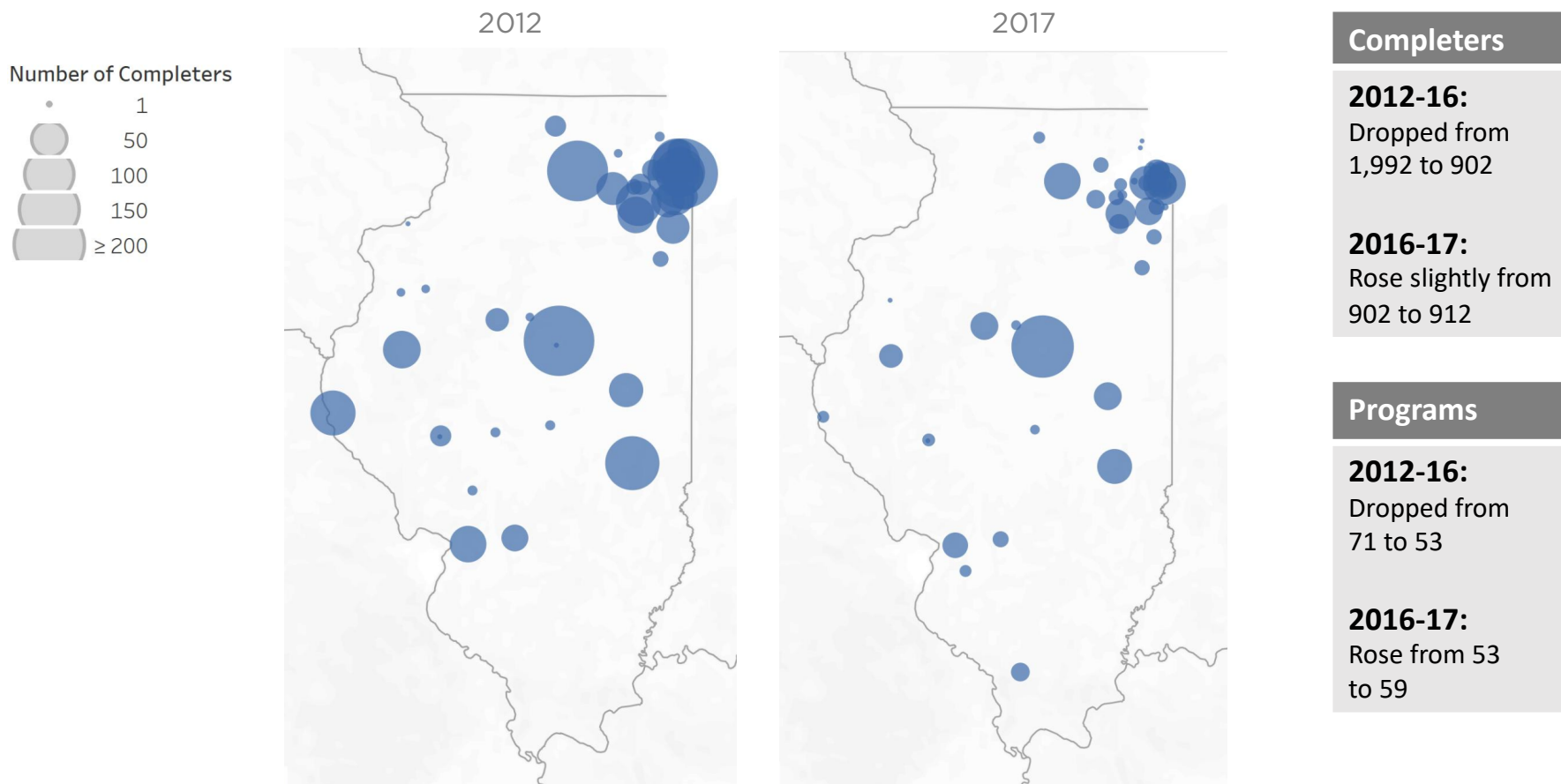
Alternative Certification Completers



*In 2017, 3 programs graduated completers. However, Illinois reported 5 programs still in operation.

Source: Title II Data Tools (2018)

SPED teacher preparation programs and completers have decreased over time



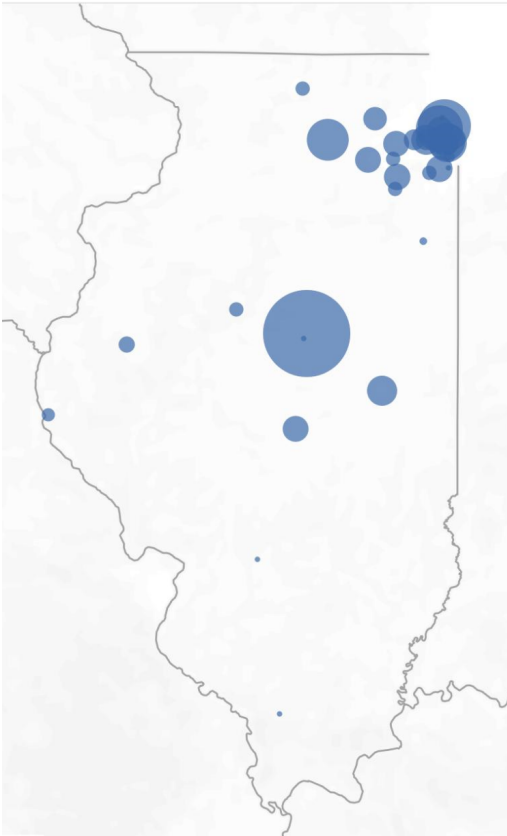
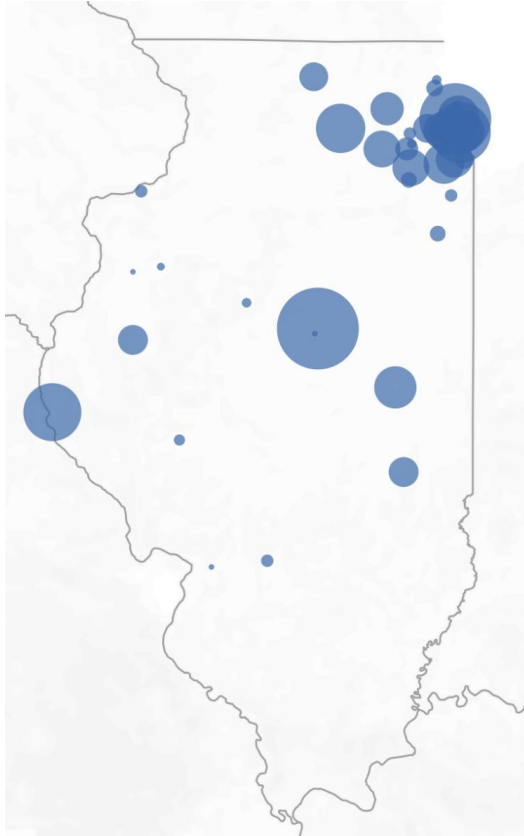
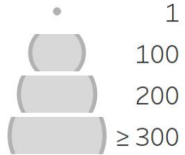
Source: Title II Data Tools (2018)

Bilingual teacher preparation programs and completers have decreased over time

2012

2017

Number of Completers



Completers

2012-15:
Dropped from 1,482 to 669

2015-17:
Rose from 669 to 947

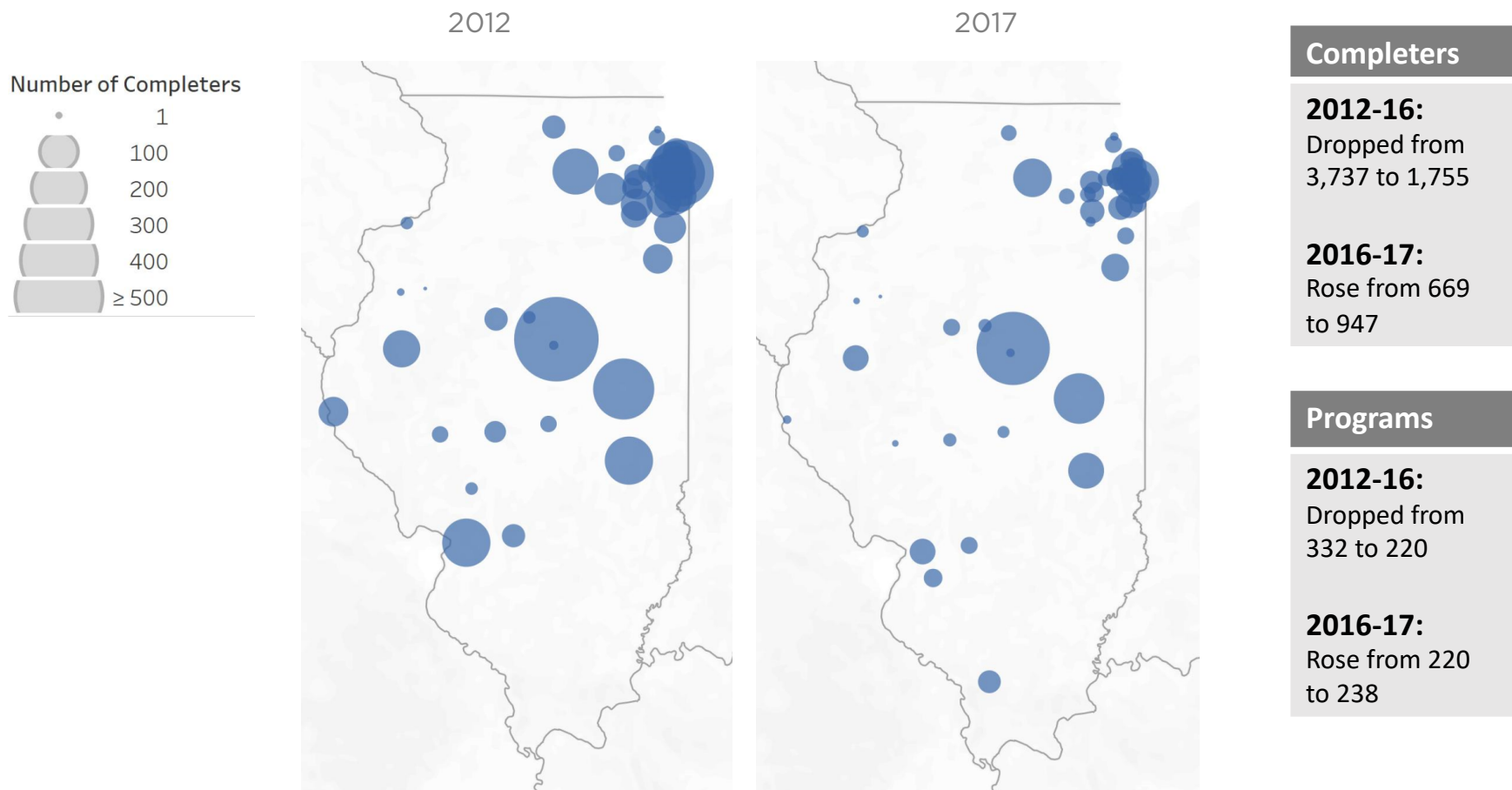
Programs

2012-15:
Dropped from 102 to 51

2015-17:
Rose to 72

Source: Title II Data Tools (2018)

STEM teacher preparation programs and completers have decreased over time



Source: Title II Data Tools (2018)

DIVERSITY

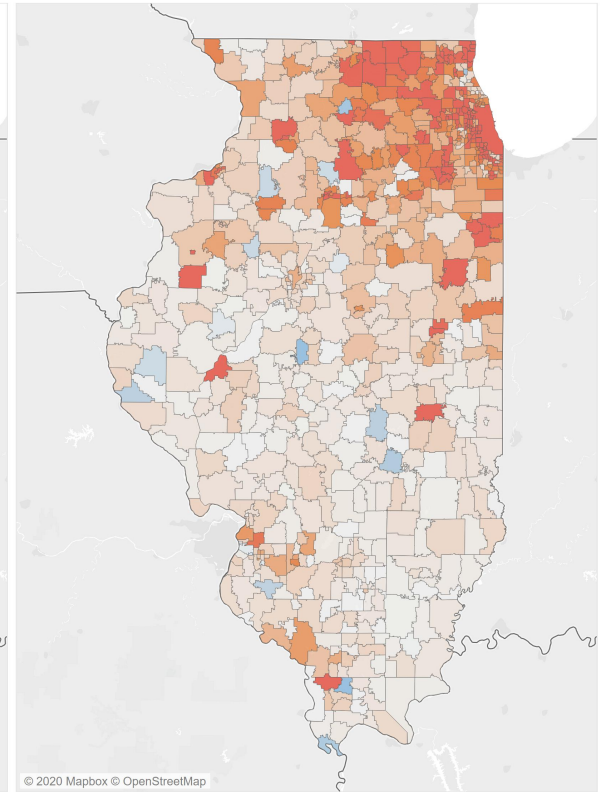
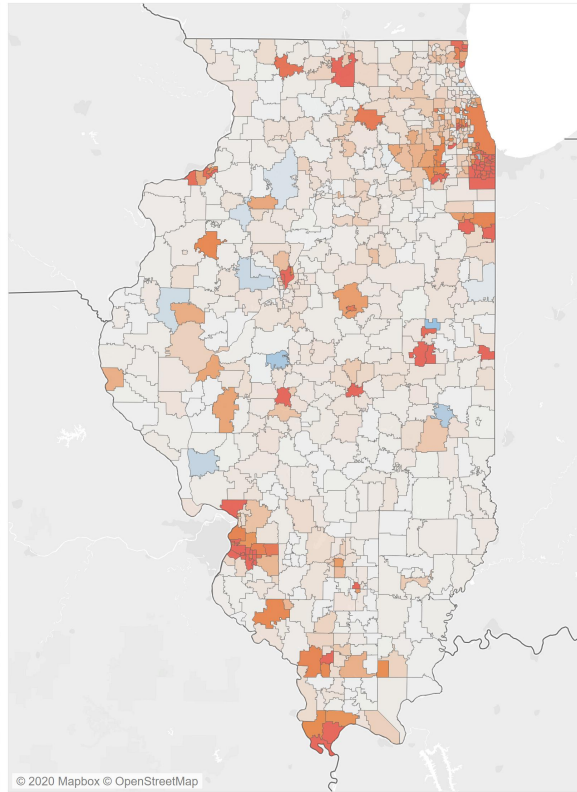
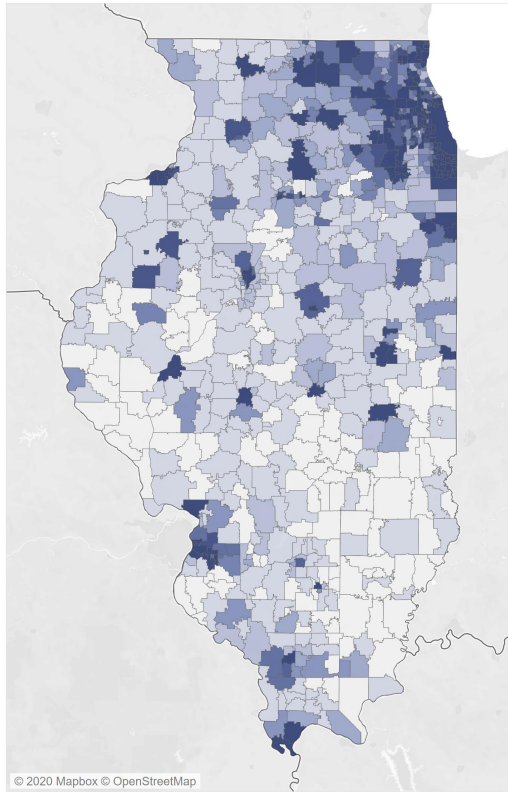
Teacher-student diversity gaps are pervasive across IL

Wherever there are students of color, Illinois has diversity gaps

% Students of Color

Black Student-Teacher Diversity Gap

Latinx Student-Teacher Diversity Gap



% Students of Color

% Black Students - % Black Teachers

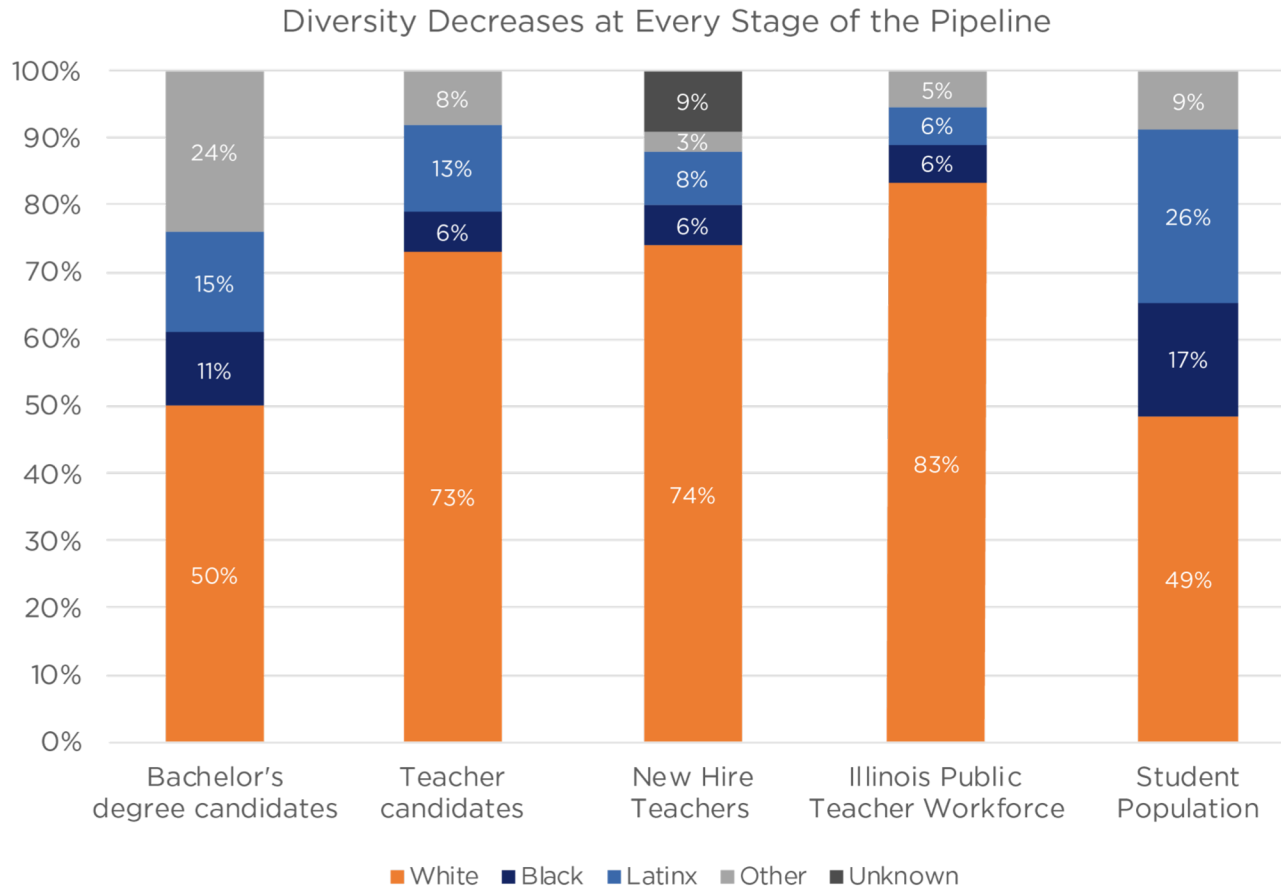
% Latinx Students - % Latinx Teachers



Source: ISBE, Illinois Report Card (2019)

Diversity decreases at every stage of the pipeline

Illinois loses potential teachers of color in all phases of the educator pipeline, but recruitment into teaching and retention in the classroom are significant loss points

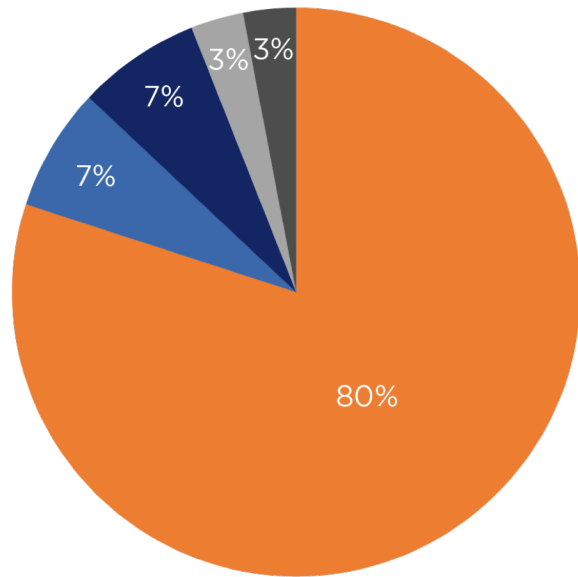


Source: 2017 data from (1) IBHE Enrollments & Degrees System (2018), (2) Title II Data Tools (2018), (3) ISBE Illinois Report Card (2018)

Diversity of new teachers in Illinois has increased slightly

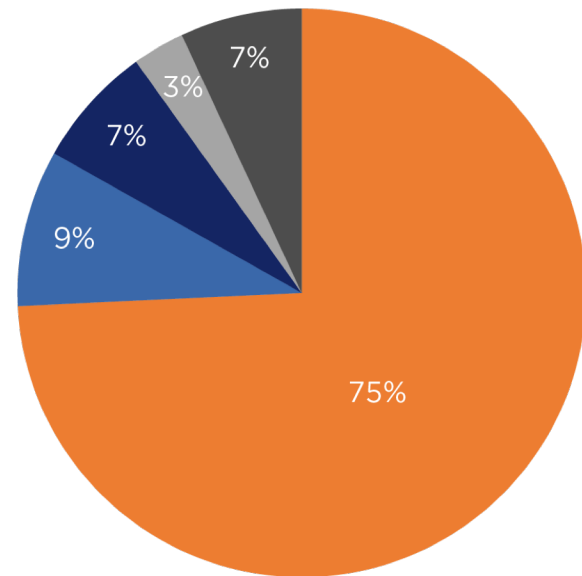
From 2013-18, the share of new teachers who are Latinx grew from 7% to 9%.

Diversity of New Teachers in Illinois, 2013



White Latinx Black Other Unknown

Diversity of New Teachers in Illinois, 2018

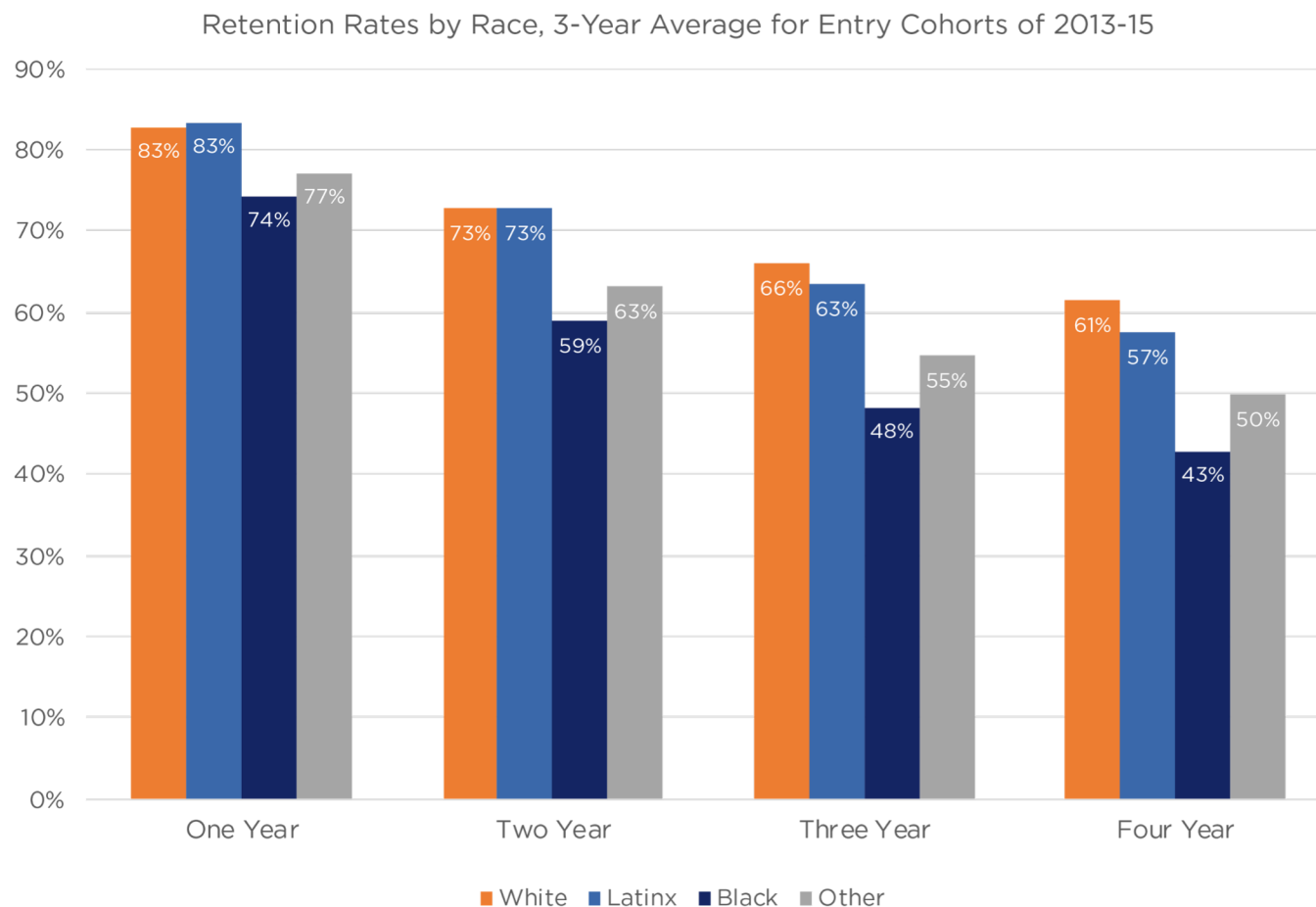


White Latinx Black Other Unknown

Source: ISBE (2019)

Retention rates by race vary, and more so over time

Black teachers are retained at lower rates from their first year in the classroom; while Latinx teachers' early-career retention rates are similar to Whites in their first two years of teaching, they begin to decrease by year three in the classroom



Source: ISBE (2019)

Many teachers of color report negative experiences once in the classroom

A September 2019 TeachPlus & EdTrust report found **five main challenges** that teachers of color face in the workforce:

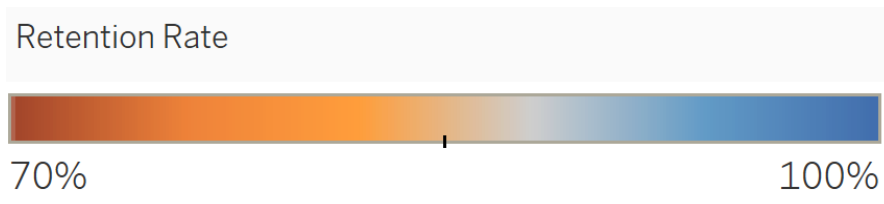
- 1 They experience an antagonistic work culture that leaves them feeling unwelcome and/or invisible.
- 2 They feel undervalued because they take on more than their fair share of responsibility but are not recognized or compensated for the work that they do.
- 3 They feel that they are deprived of agency and autonomy in their schools because of an inability to tailor their teaching to the population of students they serve.
- 4 They feel that they are navigating unfavorable working conditions, which lack the supports needed for them to grow as professionals.
- 5 They bear the high cost of being a teacher of color, which takes a toll on them financially and psychologically.

Source: TeachPlus and EdTrust (2019), "If You Listen, We Will Stay: Why Teachers of Color Leave and How to Disrupt Teacher Turnover"

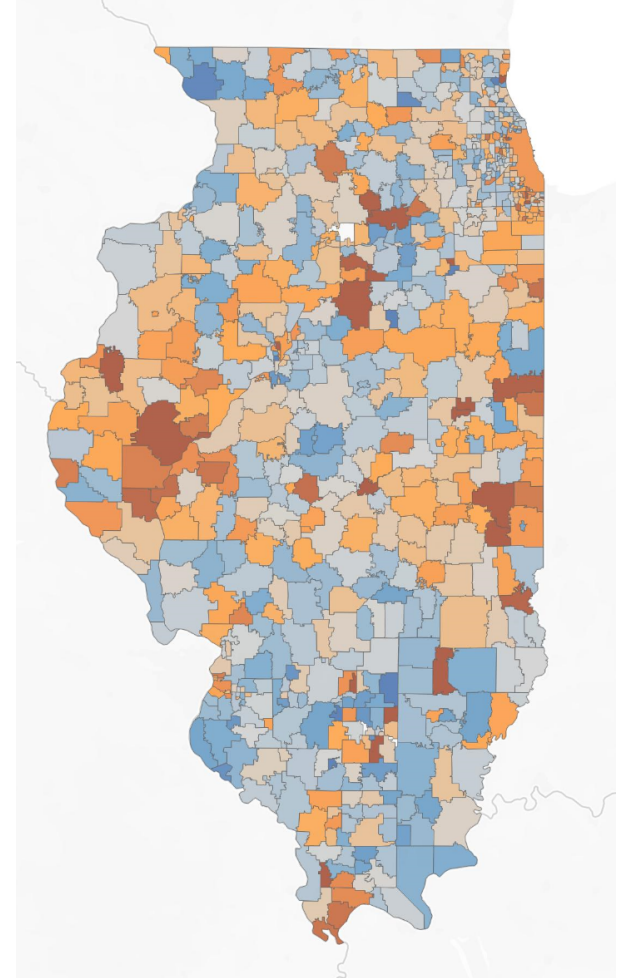
DEVELOPMENT & RETENTION

Teacher retention rates vary widely across Illinois

- Illinois' statewide retention rate (**85%**) is relatively high compared to the nation at-large. This average retention rate has remained consistent for the past five years.
- However, Illinois' teacher retention rates vary widely across Illinois
 - Lowest LEA retention rate: **35%**
 - Highest LEA retention rate: **100%**



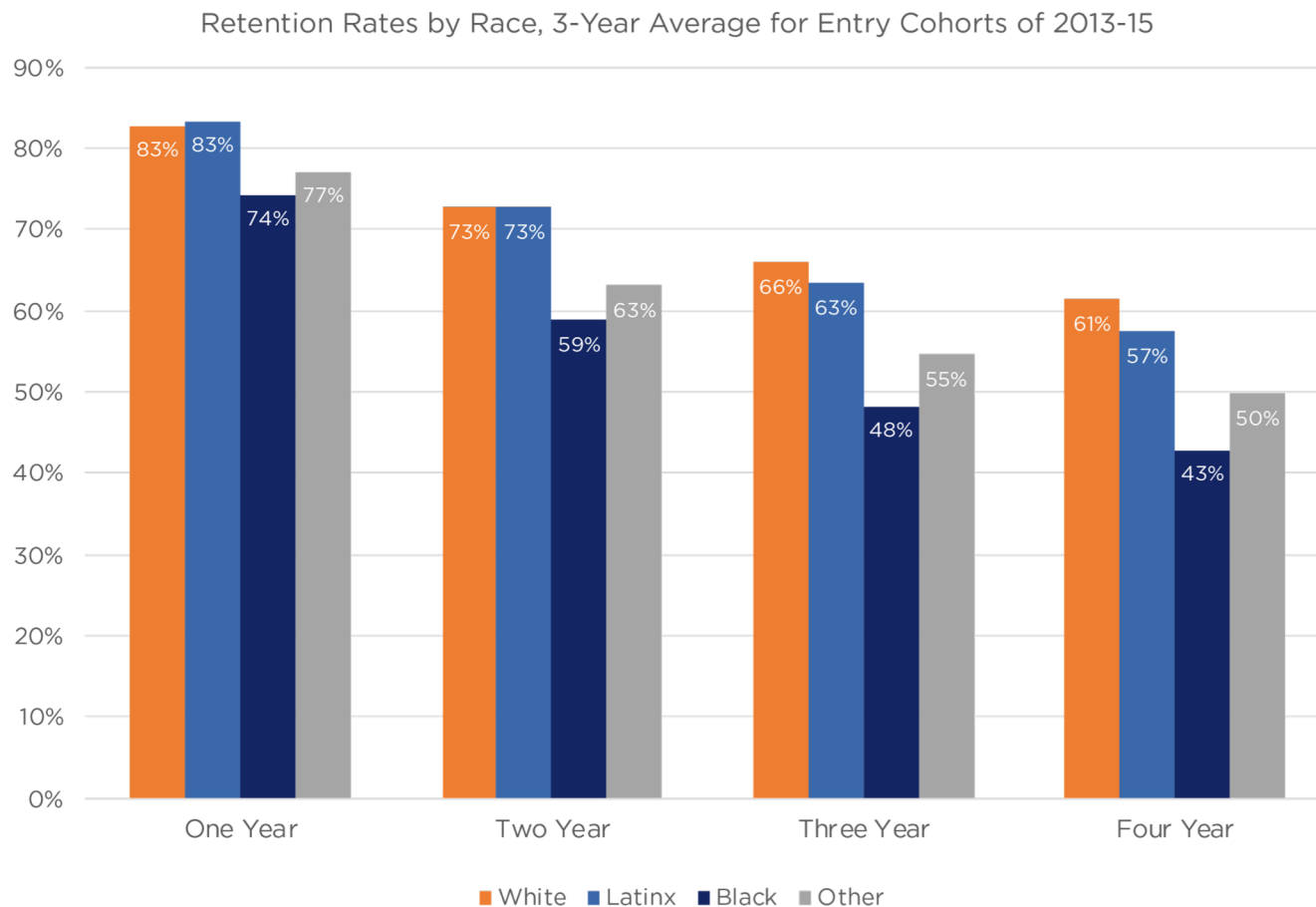
Teacher Retention Rates, 2018



Source: ISBE, Illinois Report Card, 2018

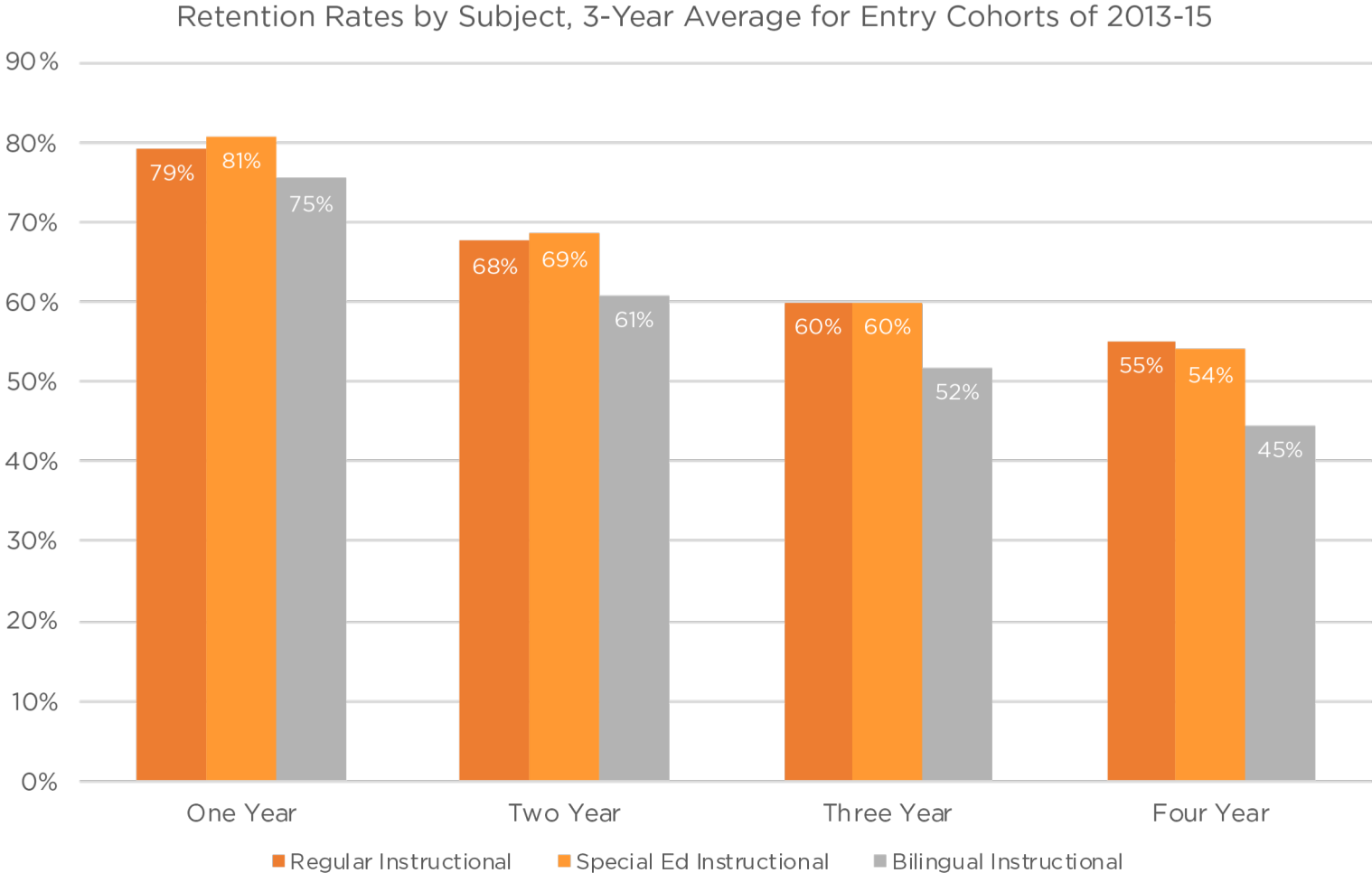
Retention rates vary by race, and more so over time

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Source: ISBE (2019)

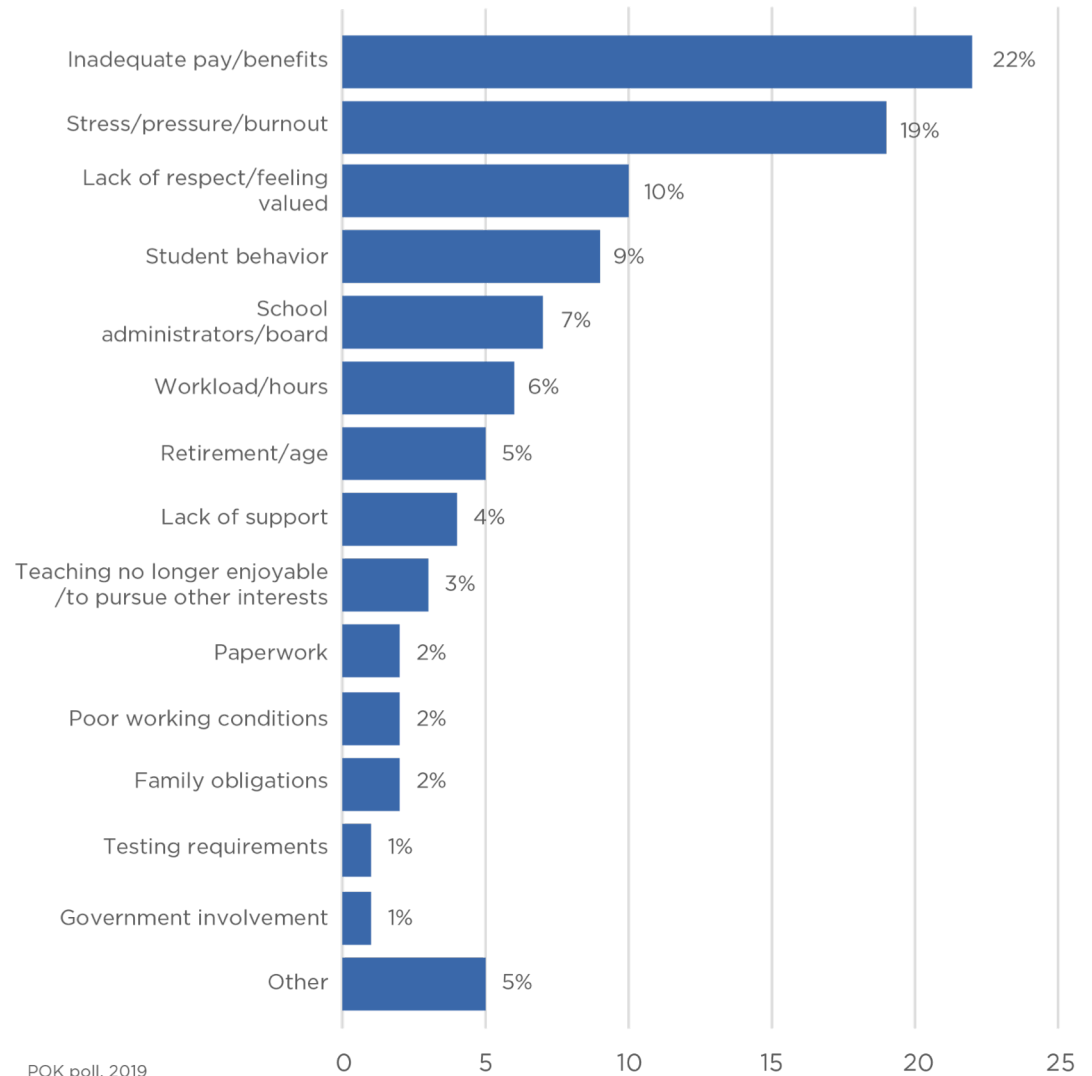
Early-career retention rates are lower for teachers in bilingual positions but not in SPED



Source: ISBE (2019)

Most teachers leave the profession due to reasons related to working conditions

Reasons teachers have considered leaving the profession

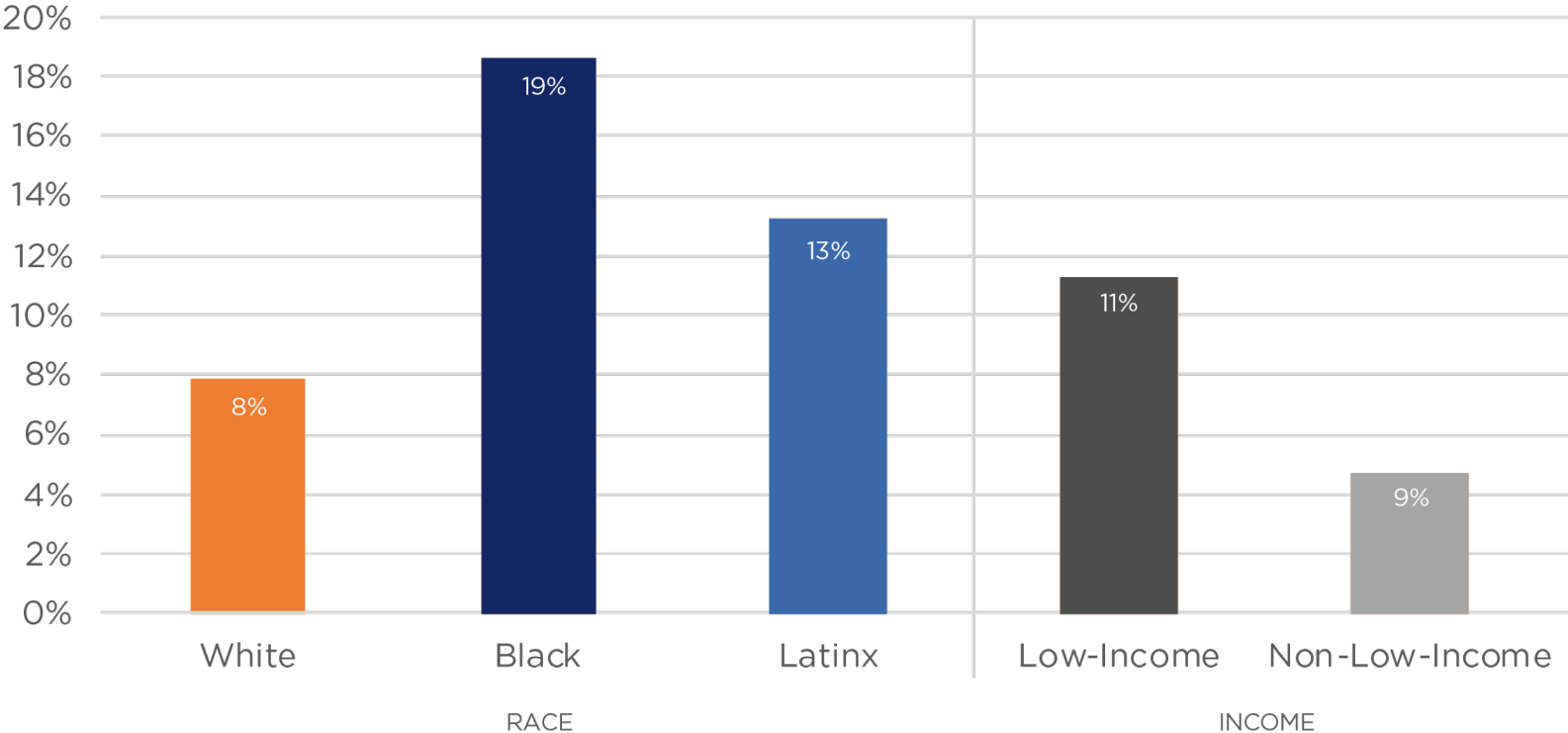


Source: PKD Poll of the Public's Attitudes Toward Public Schools (2019)

POK poll, 2019

Low-retention schools disproportionately impact students of color and students from low-income homes

% of Students Attending a School Where Over 1/4 Teachers Have Less Than 3 Years of Experience, 2018



Source: ISBE Employment Information System Data (2018), Illinois Report Card (2018)

THE EDUCATOR PIPELINE & COVID-19

COVID-19 & THE EDUCATOR PIPELINE

- COVID-19 will have unknowable consequences for the educator pipeline – while teacher shortages have decreased in some prior recessions/crises, this has not always been the case.
- COVID-19 will significantly hurt student learning, particularly for our students from low-income households and students of color who have less access to e-learning infrastructure.
- Many of the ~6K new teachers in Fall 2020 will be entering the classroom without their last semester of in-person coursework, a student teaching experience, nor completion of licensure exams – these teachers will need additional supports to be effective.
- Now, more than ever, our students need highly-effective, diverse educators to help make up learning loss and equity gaps caused by COVID-19



THANK YOU

For more information and
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