• Teacher vacancy questionnaire results
• Considering rural communities
• Feedback from the field
• Current SDE strategies and strategies to consider
These are results from a two-question qualitative questionnaire

- Superintendents were asked two questions:
  - At the start of your year, were there any teaching positions that were still unfilled and, if so, which ones (subject/grade)?
  - Have you declared a hiring emergency?
- Some district superintendents elaborated on their responses, but not all
- Charter LEAs are not included in these results

**Survey Responses**

- **Sample Size**: 115
- **Districts Responded**: 87
- **34 Did Not Respond**

**Additional Details**

- **115** school districts received the survey
- Survey distributed by email
- Two questions were asked:
  - Did your district have any teacher vacancies on the first day of school?
  - Have you declared a hiring emergency?
Unfilled and Total Vacancies

- **33** Districts Reported Unfilled Positions With 120 Total Vacancies
- **54** Districts Report all Positions Full
- Sample Size: 87

Additional Details

- **120** vacancies on the first day of school were reported within **33** school districts
- Of the **120** vacancies, the most common areas were:
  - Special Education
  - Technology
  - Core Content Subjects – Math, ELA, and Science (Both Elementary and Secondary)

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Common Areas of Need

- **One in Three** indicated at least one needed position was in Special Education
- **One in Three** indicated at least one needed position was in Math, ELA, or Science
- **One in Four** indicated that one needed position was in Technology or Computer Literacy

Additional Details

- Of the **120** vacancies reported, they were split evenly between elementary and secondary
Use of Alternative Authorizations (AA) or "last minute" appointments

- **22** Districts Reported
- **33** Districts Filled Positions Using Alternative Authorizations or "last minute" appointments
- **32** Responding Districts Reported All Positions Full, and did not use Alternative Authorizations

Sample Size: **87**

- All Filled, No AA
- Filled Positions with AA
- Unfilled Positions

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Declaring a Hiring Emergency

- **58** Did Not Declare A Hiring Emergency
- **29** Declared A Hiring Emergency

Sample Size: **87**

- No Declaration
- Declared Hiring Emergency

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Additional Details

- In the survey, districts were not asked to report last minute or alternative authorization hires, but many did anyway.

- 33-1203, Idaho Code requires a hiring emergency to be declared before districts can hire individuals with one-year provisional authorizations.
More alternative authorizations are being granted than ever before

<table>
<thead>
<tr>
<th>School year</th>
<th>Number of Approvals</th>
<th>Total Certificated Statewide</th>
<th>Percent of Educators Working with an Alternative Authorization</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>757</td>
<td>18,442</td>
<td>4.10%</td>
</tr>
<tr>
<td>2014-15</td>
<td>541</td>
<td>18,434</td>
<td>2.93%</td>
</tr>
<tr>
<td>2013-14</td>
<td>523</td>
<td>19,556</td>
<td>2.67%</td>
</tr>
<tr>
<td>2012-13</td>
<td>517</td>
<td>19,220</td>
<td>2.69%</td>
</tr>
<tr>
<td>2011-12</td>
<td>361</td>
<td>18,897</td>
<td>1.91%</td>
</tr>
</tbody>
</table>

Source: Joint Finance and Appropriations Committee Certification and Professional Standards Commission 2017 Report

- Teacher vacancy questionnaire results
- **Considering rural communities**
- Feedback from the field
- Current SDE strategies and strategies to consider
This challenge affects all districts, but hits rural communities especially hard.

- Districts in all parts of the state have reported difficulty.
- Idaho’s urban centers tend to have a larger pool from which to draw, and tend to be nearer to educator preparation programs.

Meanwhile, the data show that rural communities need more help.

National Assessment of Educational Progress (NAEP)

<table>
<thead>
<tr>
<th>Locale Categories</th>
<th>Idaho Grade 4 - Reading - Percent At or Above Proficient</th>
<th>Idaho Grade 8 - Math - Percent At or Above Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>38% (City/Suburb) 33% (Town/Rural)</td>
<td>36% (City/Suburb) 29% (Town/Rural)</td>
</tr>
<tr>
<td>2009</td>
<td>36% (City/Suburb) 29% (Town/Rural)</td>
<td>32% (City/Suburb) 37% (Town/Rural)</td>
</tr>
</tbody>
</table>

Locale categories is based on NAEP’s specifications and are defined by the National Census Bureau.
Idaho Code has its own definition of a rural district

- 33-319, Idaho Code: A school district shall be considered a rural school district if it meets one (1) of the following two (2) criteria:
  - There are fewer than twenty (20) enrolled students per square mile within the area encompassed by the school district's boundaries; or
  - The county in which a plurality of the school district's market value for assessment purposes is located contains less than twenty-five thousand (25,000) residents, based on the most recent decennial United States census.

ISAT results also show a gap between rural and non-rural

- 41.6% of Idaho's students were at or above proficient on ISAT Math in 2016.
- Across all non-rural districts in 2016, 43.8% of students tested at or above proficient in ISAT math.
- Across all rural districts in 2016, 36.8% of students tested at or above proficient in ISAT math.
- Charters: 42% in rural, 50.8% in non-rural.
The SDE is committed to solutions, not just admiring the problem

- The challenge in Idaho is clear – district superintendents struggle to attract and retain educators, despite best efforts, and students in rural parts of the state need our attention.
- The SDE will continue support districts to find creative solutions and have policy discussions at the state level.

- Introduction
- Teacher vacancy questionnaire results
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These are some of the solutions that superintendents have proposed

- Grow your own: Encourage individuals to advance along the pipeline toward certification.
  - Grow paraprofessionals into certified roles
  - Engage local young adults in classrooms
- Make it easier for professionals from related careers to obtain certification (e.g., RNs who want to teach certified nursing assistant courses or middle school science)
- Make it easier for retired educators to reenter the profession (e.g., PERSI requirements)

- Introduction
- Teacher vacancy questionnaire results
- Feedback from the field
- **Current SDE strategies and strategies to consider**
The SDE is already taking action...

• Support ABCTE and Teach for America helps teachers obtain certification using the Alternative Authorization route

• Encourage districts to use leadership premium dollars to award excellent teacher mentors

• Advocate for Career Ladder funding

• Invest in paraprofessionals to strengthen the educator pipeline

...Our neighboring states are also adopting policies to address the challenge

• Recruitment strategies
  • Recruitment director at the SEA
  • Easier for retired educators to reenter the classroom

• Retention strategies
  • District collaboration with Higher Education on alternative routes
  • State-level educator support team to coordinate professional learning

• Financial assistance
  • Scholarships or grants for high need endorsements, paraprofessionals, and teachers in residency stage of their educator preparation program

• Data
  • School districts required to report number of educators hired in the current year and the number of educators projected to be hired the next school year by content area
Here are more strategies to consider

- Rural Education Support Networks would help districts share scarce resources and educators
- Remove barriers to entry (without lowering standards)
  - Praxis II requirements
  - Multiple pathways to show mastery of teaching standards or pedagogy
- Encourage growth of programs that invest in ongoing professional learning like Teach for America
- Diversified pay could incentivize for specific areas of need
- Provide scholarships to those who commit to the classroom

Thank you

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