

MISSOURI STATE BOARD OF EDUCATION AGENDA ITEM:		February 2017		
REPORT ON TEACHER WORKFORCE IN MISSOURI				
STATUTORY AUTHORITY:		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Section 161.098. RSMo		Consent Item	Action Item	Report Item
<p>DEPARTMENT GOAL NO. 3:</p> <p>Missouri will prepare, develop, and support effective educators.</p> <p>SUMMARY:</p> <p>This report on the teacher workforce in Missouri includes data from national studies on educator supply and demand. It also includes Missouri-specific data from the Recruitment and Retention Report, the Teacher Shortage Report, certification data, and educator vacancy data.</p> <p>The purpose of this report is to provide general information to the State Board of Education on various factors that influence supply and demand of teachers in Missouri and the implications for Department initiatives and policy regarding educator certification, preparation, evaluation and equity.</p> <p>PRESENTER:</p> <p>Paul Katnik, Assistant Commissioner, Office of Educator Quality, will assist with the presentation and discussion of this agenda item.</p>				

Teacher Workforce

**Presentation for
Missouri State Board of Education**

February 2017



Teacher Workforce Data

Part I

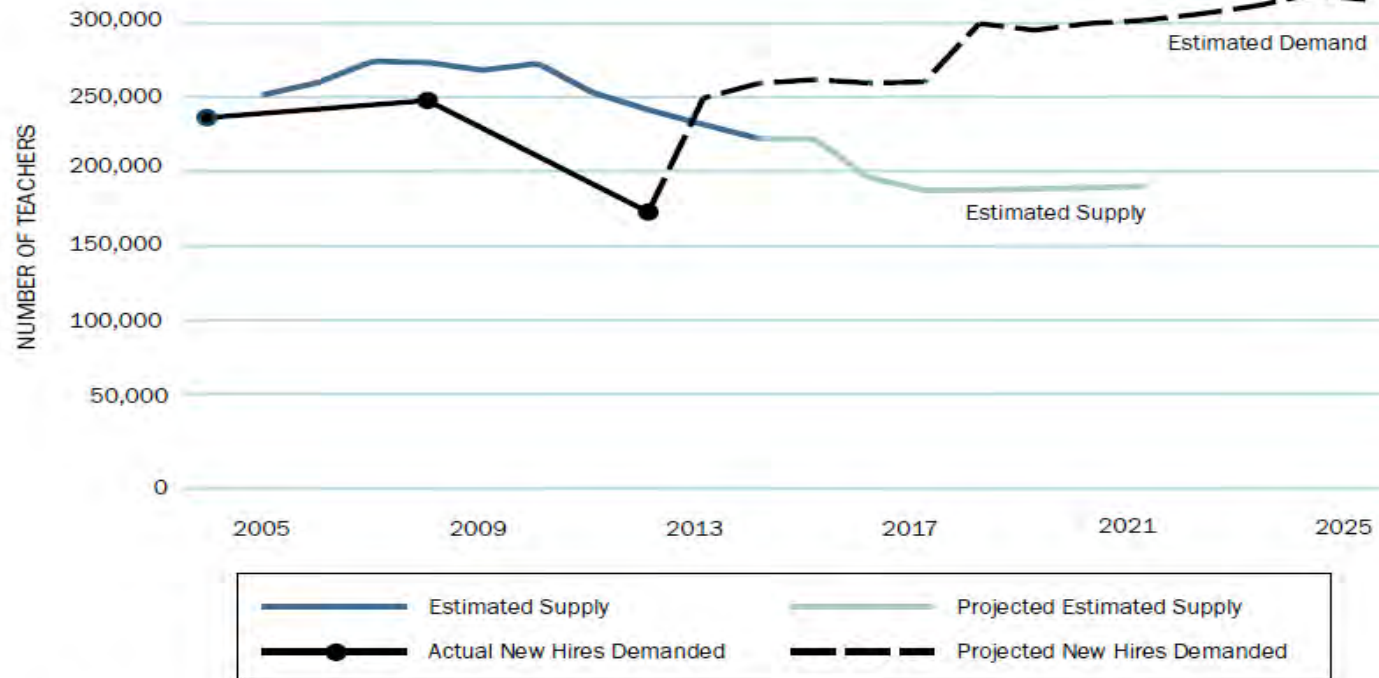
A National Perspective

Headlines on Teacher Shortage

- In **California**, shortages led to a tripling of the number of emergency and temporary permits in the last three years.
- In **Arizona**, 62% of school districts had unfilled teaching positions three months into the school year.
- **Oklahoma's** teacher demand projections over the next five years are only slightly greater than its annual supply, or about 320 vacancies each year.
- **Utah** Board of Education passed a rule in June 2016 allowing vacancies to be filled by those who have a bachelor's degree, pay a fee and pass a test (Washington Post)
- By contrast, in high-spending **Massachusetts**, where there are many teacher preparation institutions, supply and demand projections show a current surplus.

Projections: Supply & Demand

Figure 1
Projected Teacher Supply and Demand

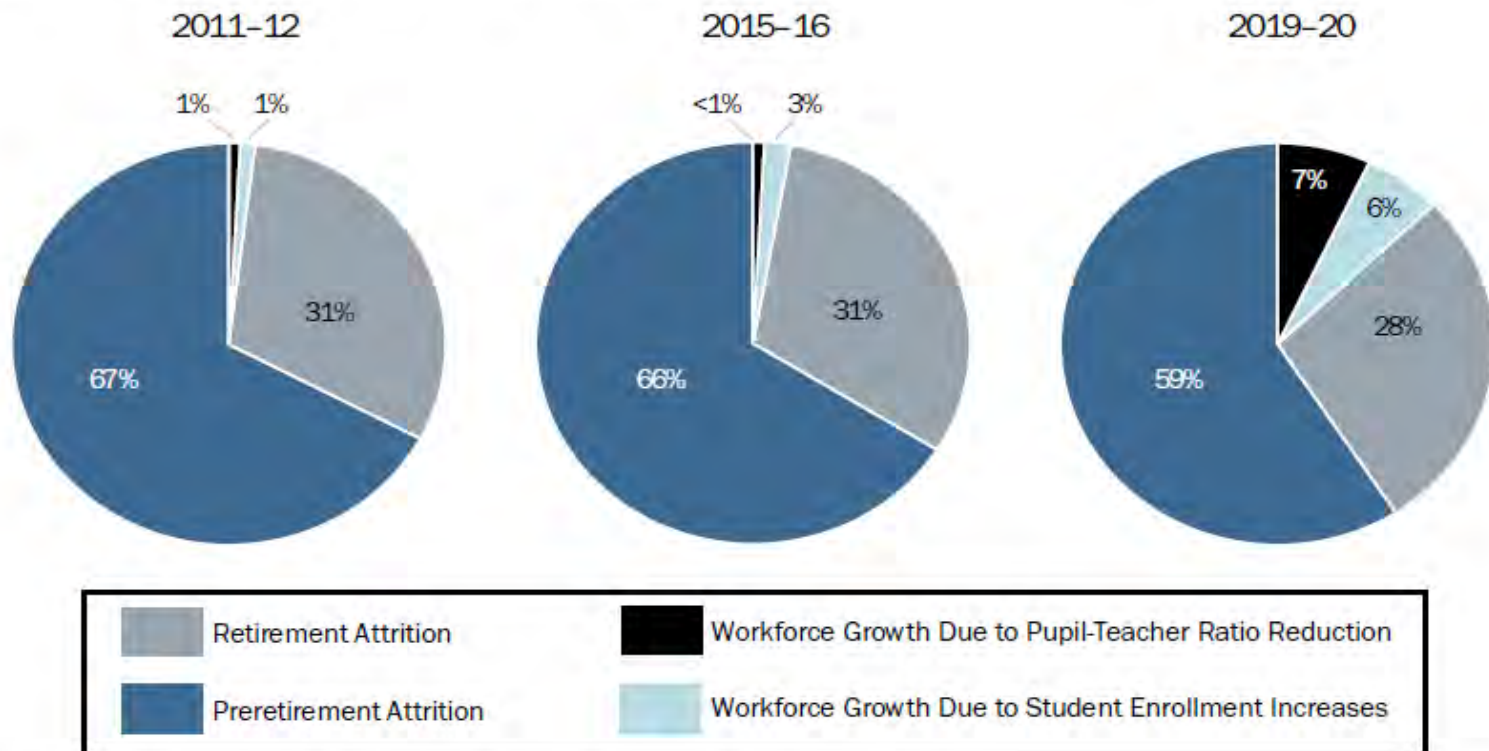


Note: The supply line represents the midpoints of our upper- and lower-bound teacher supply estimates (see Figure 10 for full analysis).

Source: U.S. Department of Education, multiple databases (see Appendix A).

Teacher Demand: Attrition

Figure 6
Components of Teacher Demand



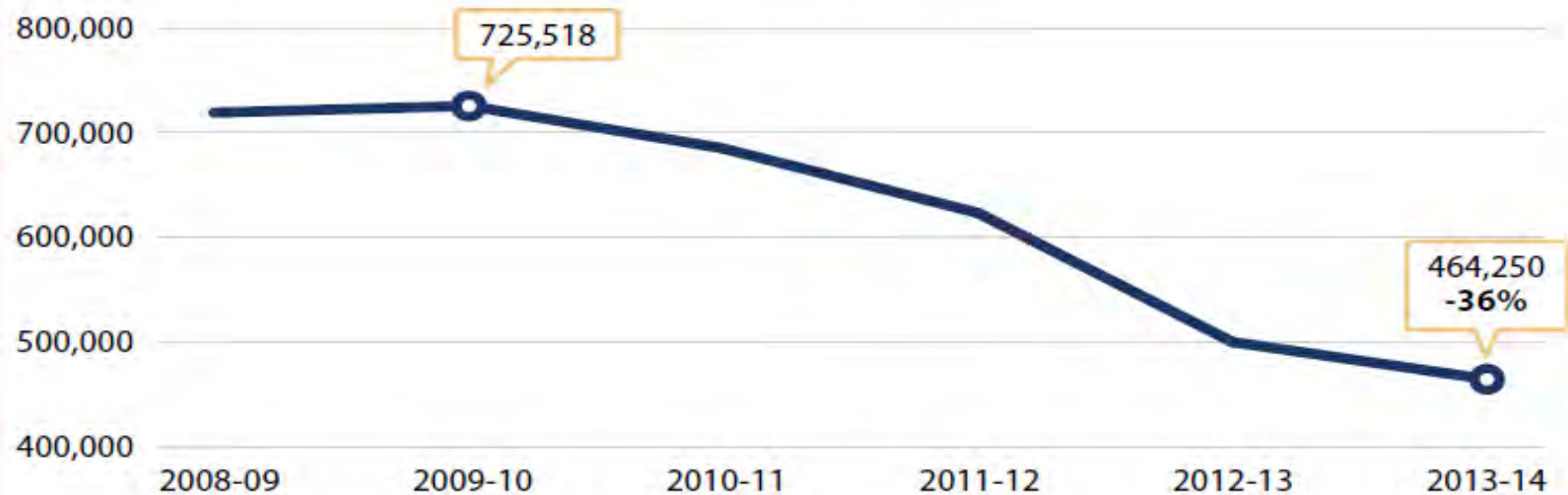
Source: U.S. Department of Education, multiple databases (see Appendix A).

Teacher Production

FIGURE 1

Enrollment in teacher preparation programs has declined by 36 percent since 2009

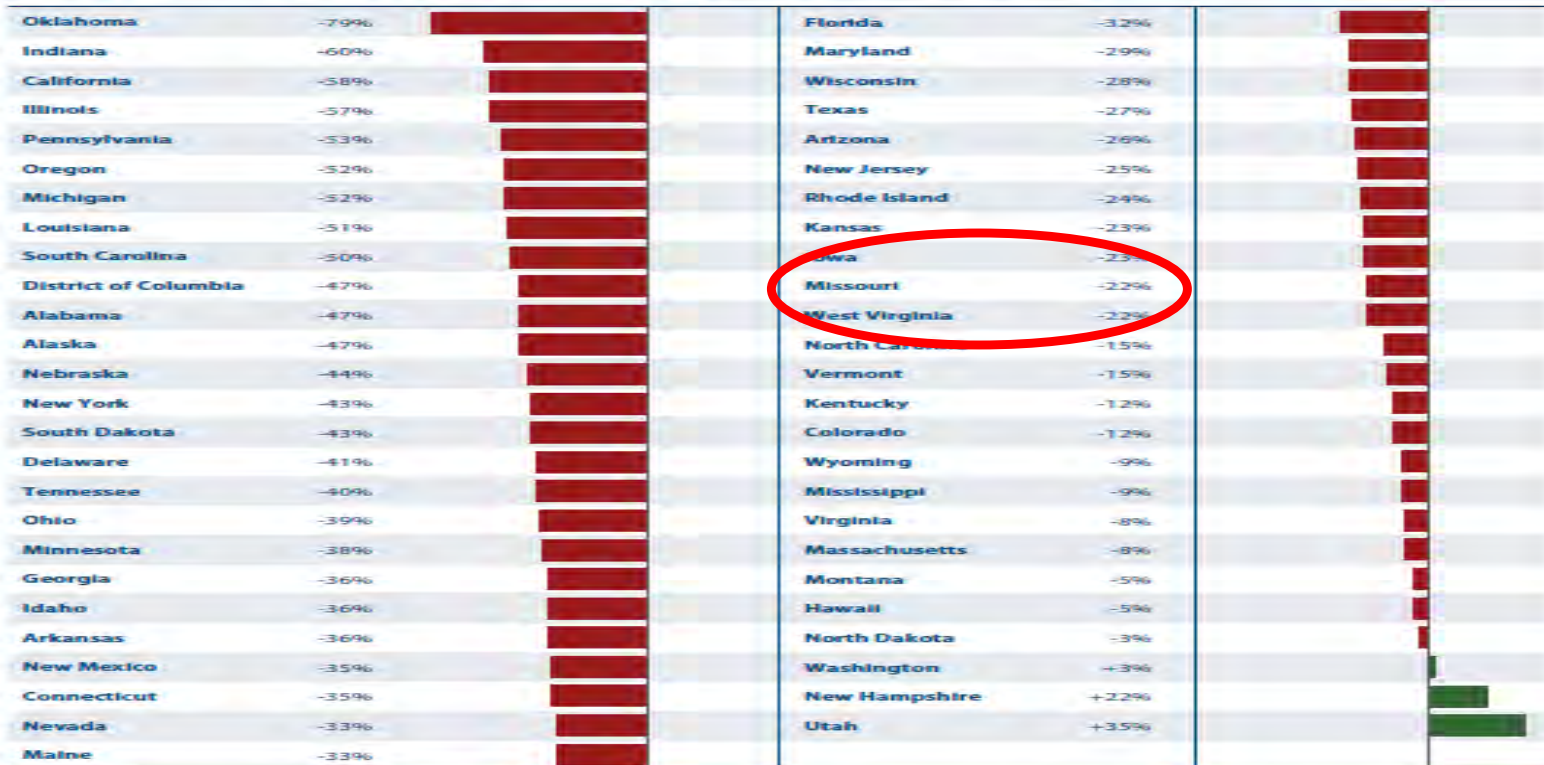
Student enrollment in teacher preparation programs



Sources: U.S. Department of Education, "2015 Title II Reports: National Teacher Preparation Data: Academic Year 2013-14 Data," available at <https://title2.ed.gov/Public/Home.aspx> (last accessed April 2016); Office of Postsecondary Education, Enrollment in Teacher Preparation Programs (U.S. Department of Education, 2015), available at https://title2.ed.gov/Public/44077_Title_II_Issue_Brief_Enrollment.pdf.

Teacher Preparation Enrollment by State 2008-2014

FIGURE 2
Change in teacher preparation enrollment by state, 2008-09 to 2013-14

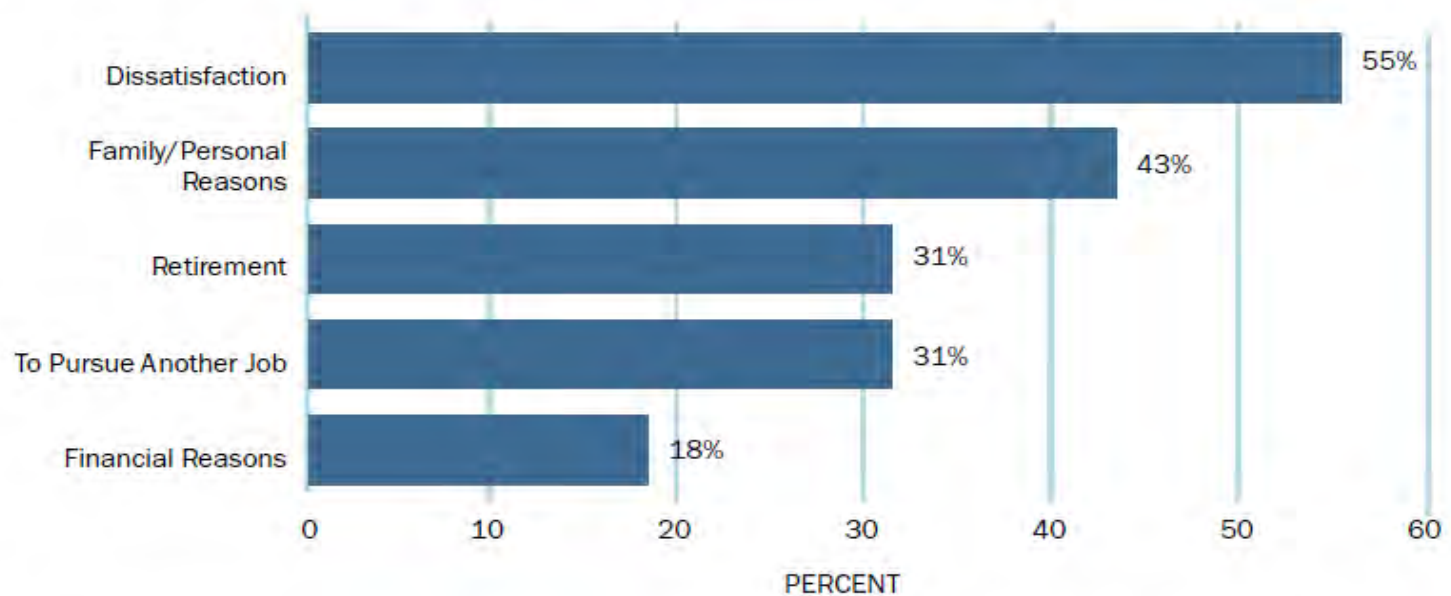


Note: To most accurately capture Arizona's state-level enrollment changes during this time period, the data for Arizona has been adjusted and does not include enrollees at Grand Canyon University or the University of Phoenix, both of which are based in Arizona but enroll students from around the country.
Source: Authors' analysis is based on U.S. Department of Education, "2015 Title II Reports: National Teacher Preparation Data Academic Year 2013-14 Data," available at <https://tts2.ed.gov/PUBLIC/Home.aspx> (last accessed April 2016).

Why Teachers Leave the Profession

Figure 27

Types of Reasons Given by Teachers for Leaving the Profession



Note: These five factors combine survey questions into common categories (see Table 1). Percentages do not add to 100 because teachers can select multiple reasons.

Source: LPI analysis of the Teacher Follow-Up Survey (TFS), 2013, from the Schools and Staffing Survey, National Center for Education Statistics.

Average Starting Teacher Salary (2013)

State	Avg. Starting Salary
Illinois	\$37,166
Kentucky	\$35,166
Tennessee	\$34,098
Kansas	\$33,386
Iowa	\$33,226
Arkansas	\$32,691
Oklahoma	\$31,606
Nebraska	\$30,844
Missouri (48 th in the U.S.)	\$30,064
South Dakota (49 th in the U.S.)	\$29,851
Montana (50 th in the U.S.)	\$27,274

A Coming Crisis in Teaching, Learning Policy Institute, September 2016

Reducing Teacher Attrition

- Competitive salaries with other professions
- High-quality teacher education, including extensive practice teaching in a clinical school connected to the university
- Mentoring from expert teachers for beginners in their first year, coupled with a reduced teaching load and shared planning time
- Collegial work settings offering ongoing professional learning embedded in 10–20 hours a week of planning and professional development time
- Opportunities for expert, veteran teachers to be engaged in leading curriculum development, professional development, and mentoring/coaching for their peers

Teacher Workforce Data

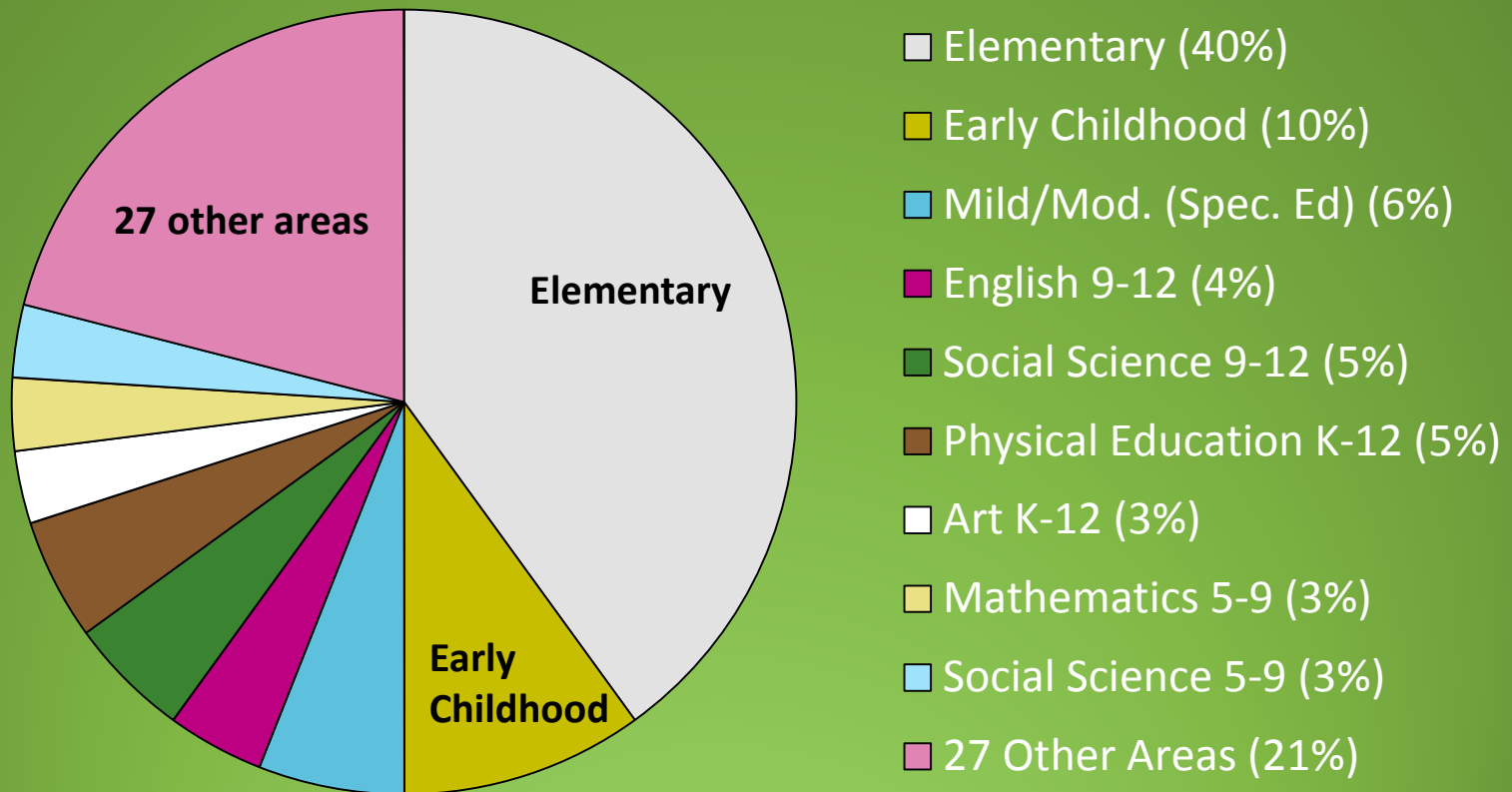
Part II

Our State Perspective

Teacher Certification 2016

(4,505 initial certificates issued / -3.4%)

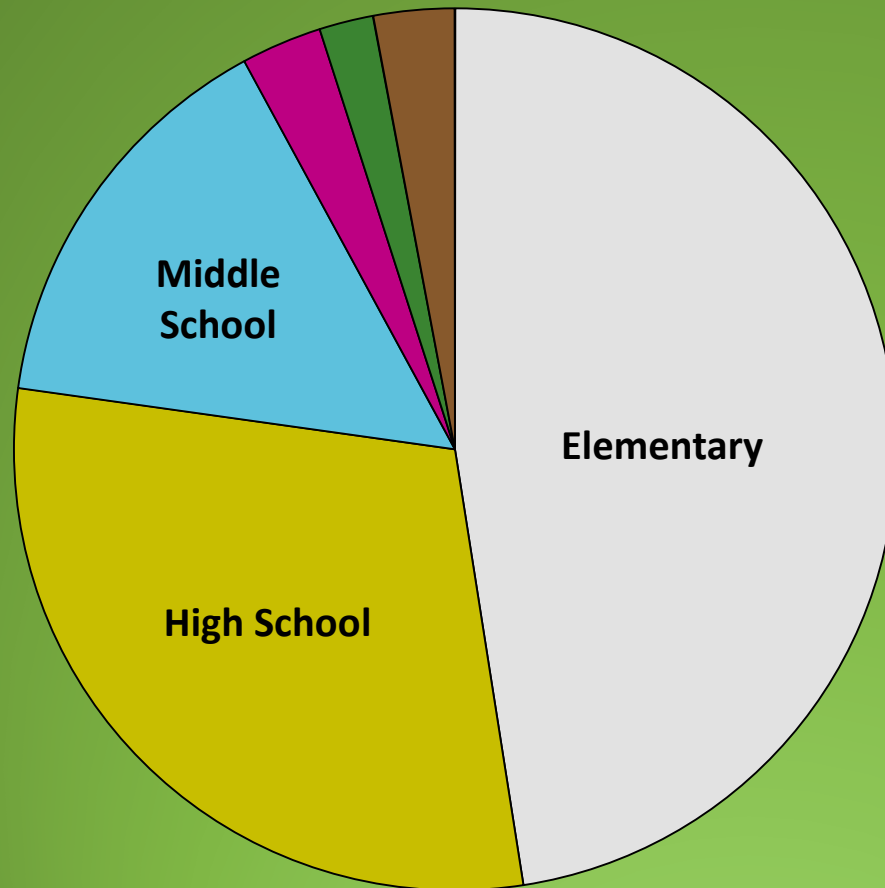
Type of Certificate



Certification Data, DESE 2015

Teaching Assignments in Missouri

N=68,189 (+0.6%)



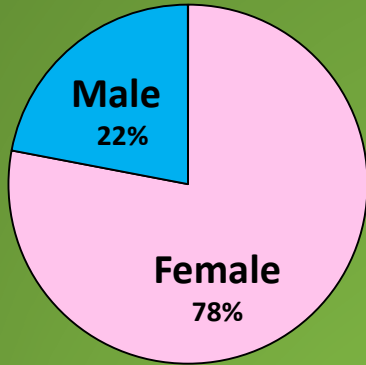
2015-2016

- Elementary (48.0%)
- High School (29.8%)
- Middle School (14.5%)
- Junior High (2.7%)
- Early Childhood (1.9%)
- Other (2.8%)

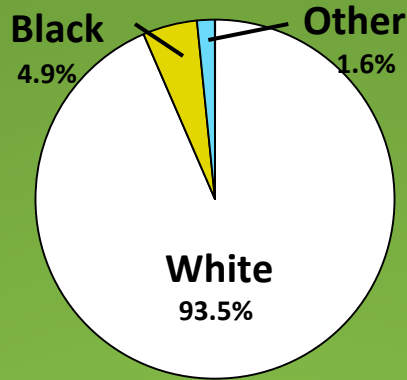
School Directory, September 2016

The Missouri Teacher

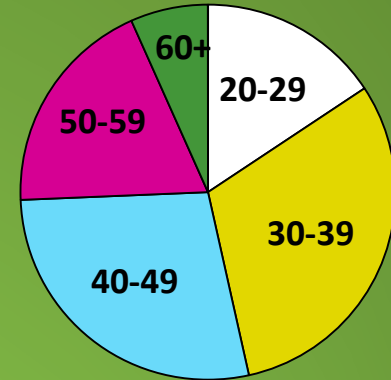
Gender



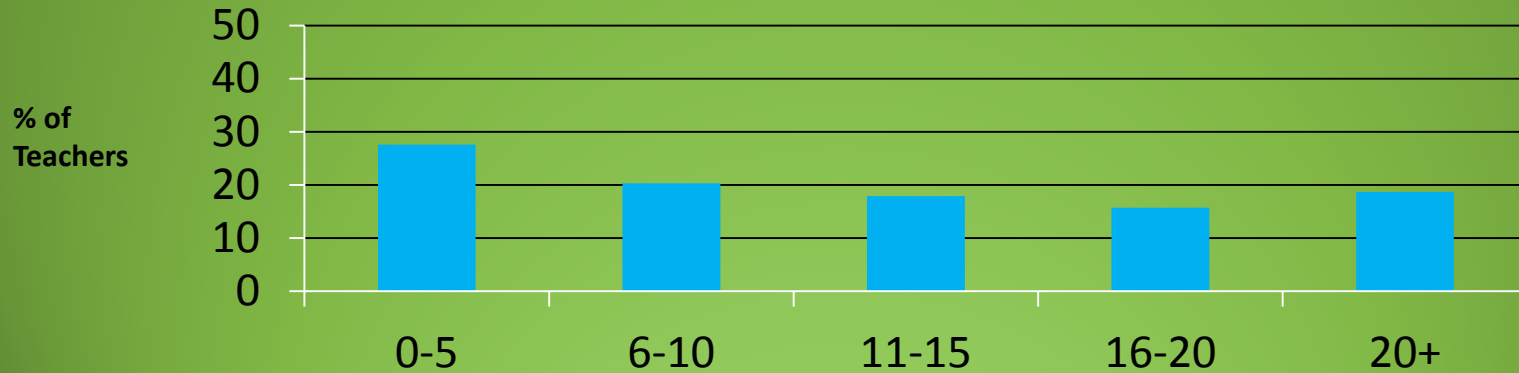
Ethnicity



Age

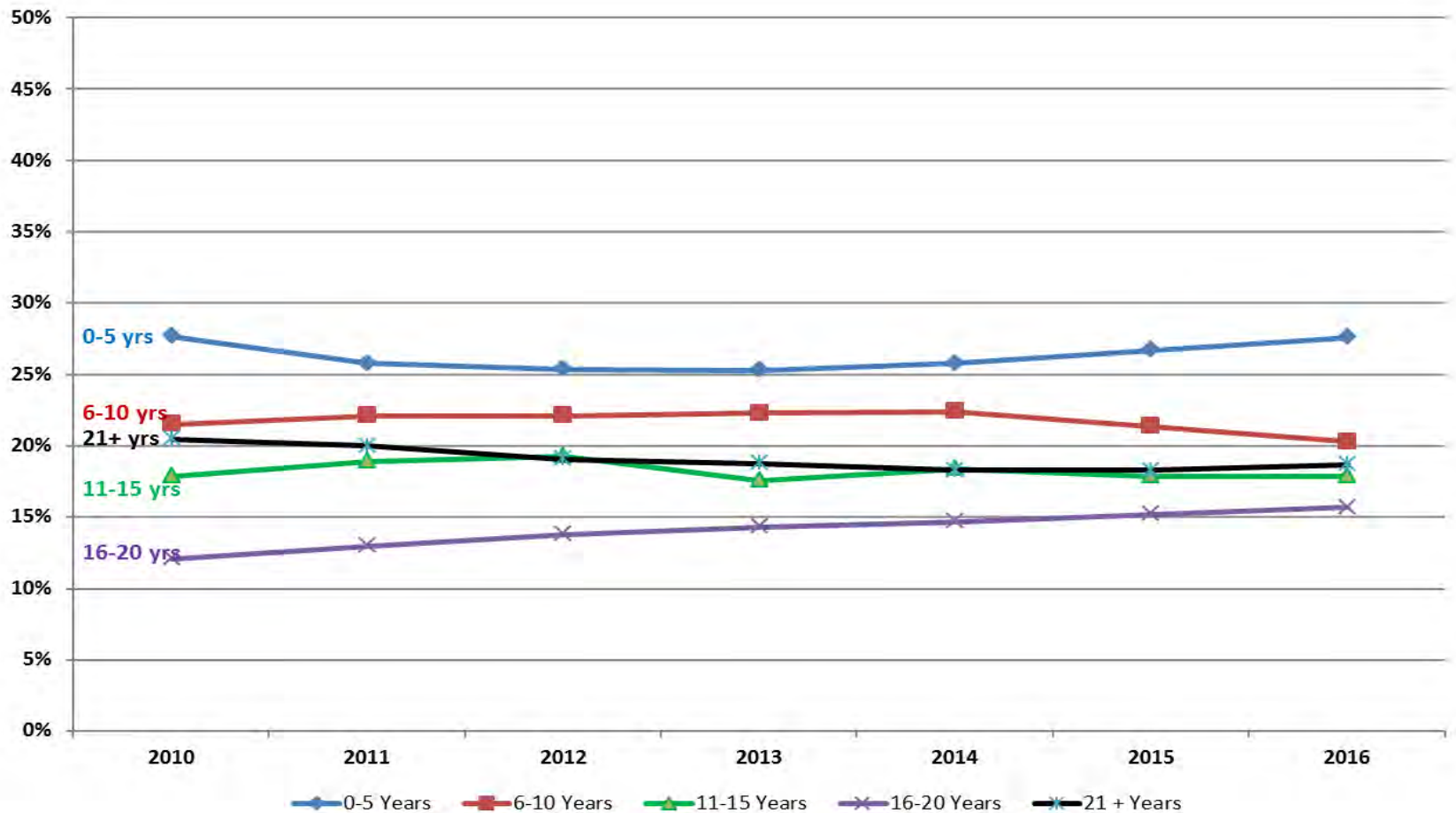


Years of Experience

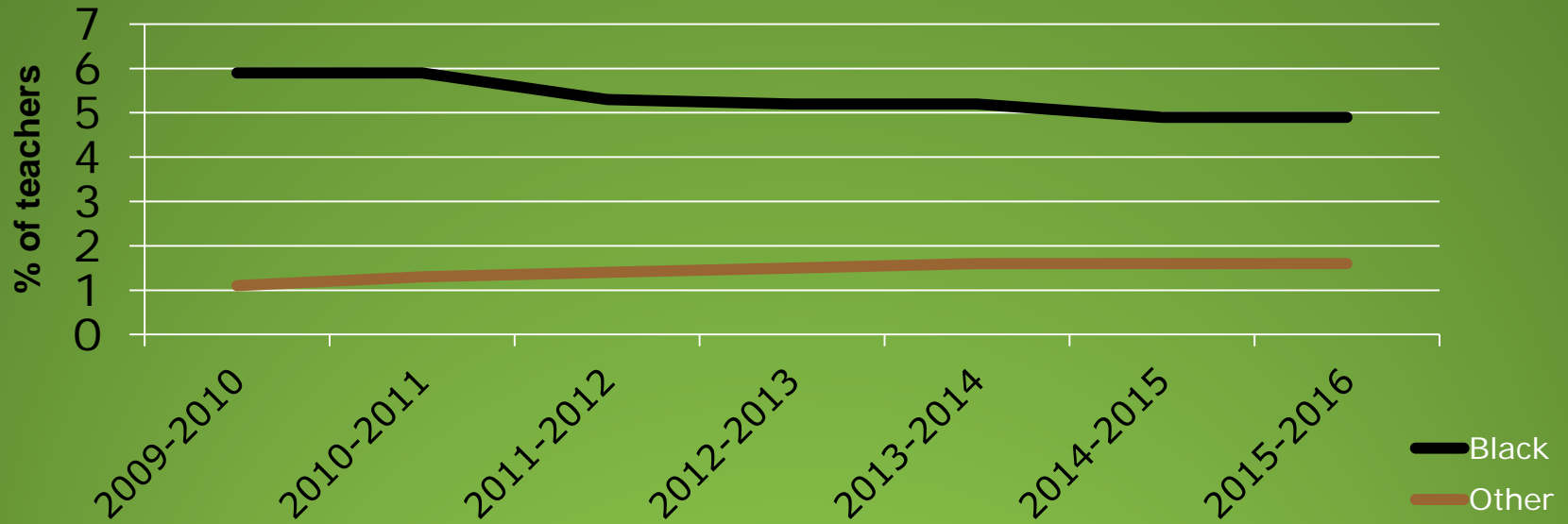


* Recruitment and Retention Report 2015

Experience of Teachers: Trend Data



Ethnicity of Teachers: Trend Data

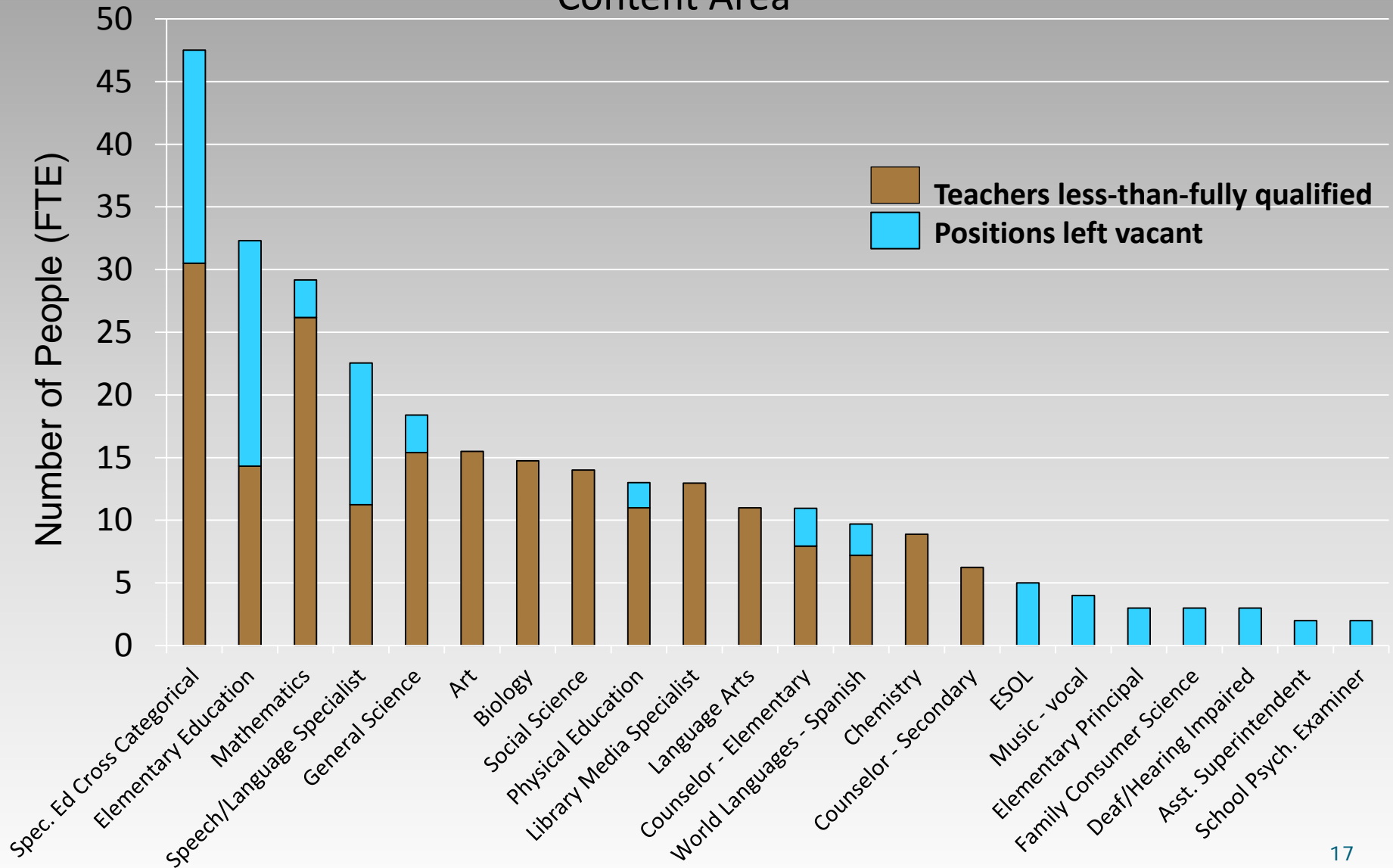


Race / Ethnicity							
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
White	93.0%	92.8%	93.3%	93.3%	93.2%	93.5%	93.5%
Black	5.9%	5.9%	5.3%	5.2%	5.2%	4.9%	4.9%
Other	1.1%	1.3%	1.4%	1.5%	1.6%	1.6%	1.6%

Educator Vacancy Data

(Self-reported by school districts through Screen 21 of the Core Data System)

Content Area



Things We Think We Know...

- Projections indicate a decline in the number of individuals pursuing a teaching certificate.
- The demand for teachers will increase due to expanding student enrollment and high attrition rates.
- Teachers leave the profession due to family reasons, lack of administrative support, low salaries and challenging working conditions.
- Shortage areas exist in particular areas, both content and geographic.

So...what are we doing

- **High-quality teacher education contributes to teacher retention.**
- **Strategies to reduce teacher attrition can have a significant impact on the overall teacher shortage.**
- **A comprehensive, systemic approach to leadership development and support can significantly impact teacher attrition.**
- **Strategies of the Equity Plan, like Grow Your Own and Equity Labs, can help address the particular challenges found in the teacher workforce.**