

**From:** [Gutierrez, Aaron](#)  
**To:** [Office State Actuary, WA](#)  
**Subject:** FW: Teacher and Substitute Shortage Summaries and Survey Summary Report  
**Date:** Tuesday, November 24, 2015 11:29:01 AM  
**Attachments:** [Teacher Shortage Dashboards Final.pdf](#)  
[WA Teacher and Substitute Shortage Survey Summary Report - November 21 2015.docx](#)  
[FINAL Summary of OSPI Teacher Shortage Budget Request.docx](#)

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**From:** Bob Butts [mailto:Bob.Butts@k12.wa.us]

**Sent:** Monday, November 23, 2015 12:32 PM

**To:** Davis, Kate (OFM) <Kate.Davis@OFM.WA.GOV>; Gutierrez, Aaron <Aaron.Gutierrez@leg.wa.gov>; steve.myers@esd105.org; Jennifer Wallace <Jennifer.Wallace@k12.wa.us>; JoLynn Berge <JoLynn.Berge@k12.wa.us>; Kim Brodie <Kim.Brodie@k12.wa.us>; Ken Kanikeberg <Ken.Kanikeberg@k12.wa.us>; marciafromhold@capitolsolutions.onmicrosoft.com; David Brenna <David.Brenna@k12.wa.us>; Gerard, Matthew <Matthew.Gerard@kent.k12.wa.us>; Becky Imler <Beckyl@wapatosd.org>; Tracy Gibbs <Tracy.Gibbs@rentonschools.us>; David Kinnunen <David.Kinnunen@k12.wa.us>; dave@sharpconsults.com; John Welch <jwelch@psed.org>; Dana Anderson <danderson@esd113.org>; Randy Dorn <Randy.Dorn@k12.wa.us>; Gil Mendoza <Gil.Mendoza@k12.wa.us>; d.merle@wssda.org; Bill Keim <bkeim@wasa-oly.org>; gary@awsp.org; Jerry Bender <jerry@awsp.org>; Dan Steele <dsteeler@wasa-oly.org>; Lucinda Young [WA] <LYoung@WashingtonEA.org>; jsalvi@washingtonEA.org; Jessica Vavrus <Jessica.Vavrus@k12.wa.us>; d.merle@wssda.org; Kenfield, Mary <Mary.Kenfield@leg.wa.gov>; Pollet, Rep. Gerry <Gerry.Pollet@leg.wa.gov>; Greta Bornemann <GBornemann@psed.org>; jim.crawford@ofm.wa.gov

**Cc:** vamoore@uw.edu; Matt@eoschools.org; hunterplumer@gmail.com; Thomas J Halverson <thalvers@uw.edu>

**Subject:** Teacher and Substitute Shortage Summaries and Survey Summary Report

Greetings. Thanks to a great team from the UW's Masters in Education Policy Program, please find attached two summaries of the Teacher and Substitute shortage survey that documents the shortages that are being experienced by school districts and principals across our state. Also attached is a list of the major survey questions and the non-open-ended responses of the survey. If you would like a summary of all the responses, please let me know and I will share it with you (It is several hundred pages).

The survey was distributed by AWSP on November 11 and we received more than 700 responses, which represents approximately 35% of principals in our state.

Please forward this on to others who you think would be interested in the results.

We look forward to conversations in the days ahead in how we will jointly be addressing the problem, including consideration of Randy's and PESB's policy and budget proposals (see attached).

Bob

*Robert Butts*

Assistant Superintendent of Early Learning

Washington Office of Superintendent of Public Instruction

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Olympia, WA 98504

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# The Substitute Teacher Shortage

## Key Findings of the 2015 OSPI / AWSP Teacher Shortage Survey

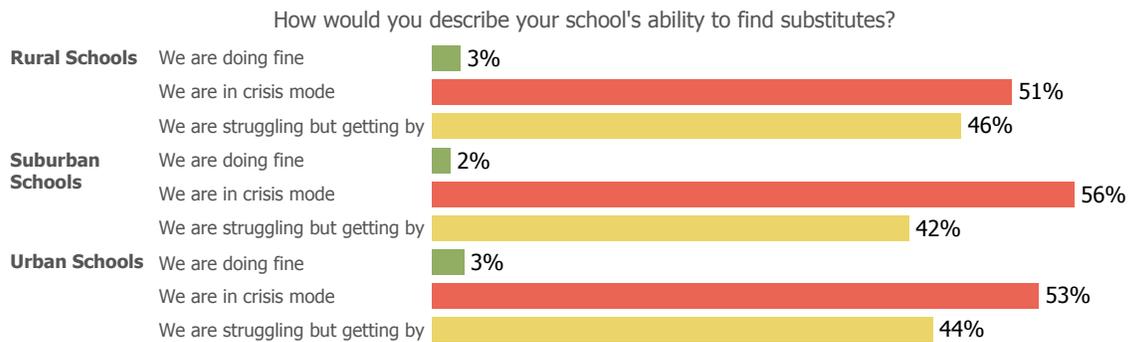


### Washington's principals report that a shortage of substitute teachers is placing a strain on schools.

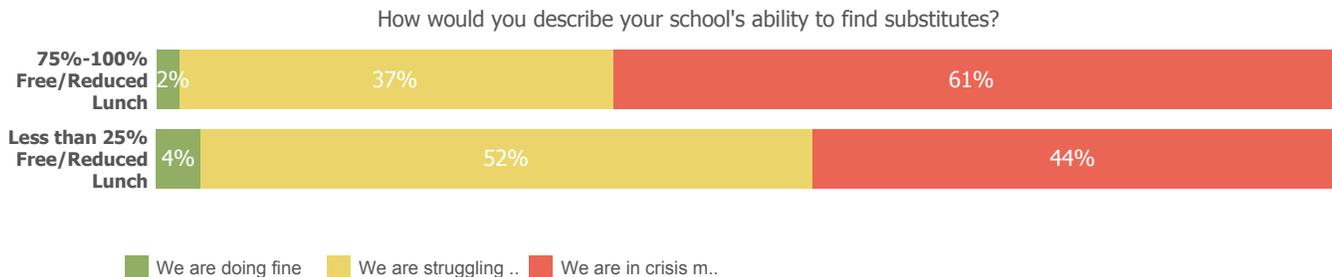
Nearly three quarters of principals say they personally substituted for a classroom teacher in the past five days. In fact, almost all school leaders describe their substitute-hiring situation as either a struggle or a crisis. This is true for urban, suburban, and rural schools across every region of the state. Survey data shows, however, that the substitute teacher shortage is even more pronounced in the most impoverished schools.

This analysis includes 737 respondents and concluded November 21, 2015. The analysis represents 35 percent of Washington principals.

### Regardless of population density, a majority of school leaders believe the situation is in "crisis"

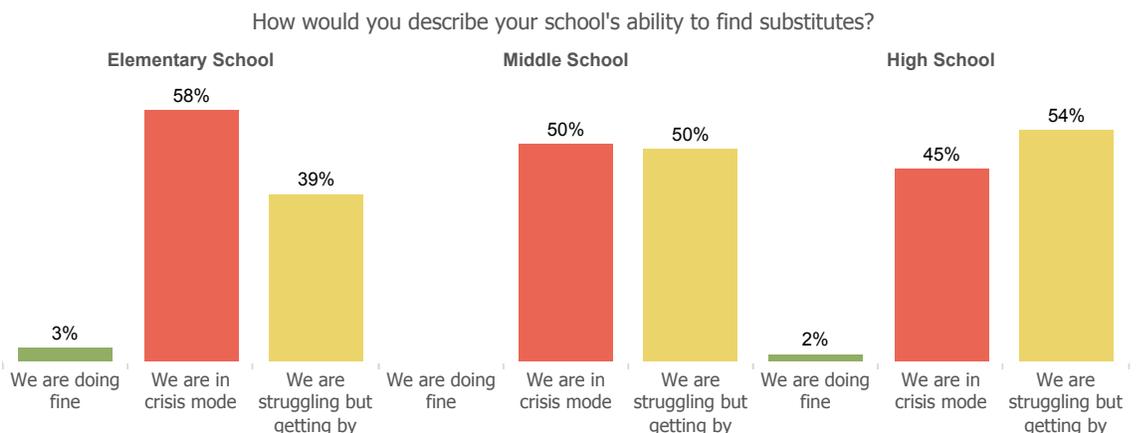


### Washington's poorest schools are disproportionately burdened by the substitute shortage

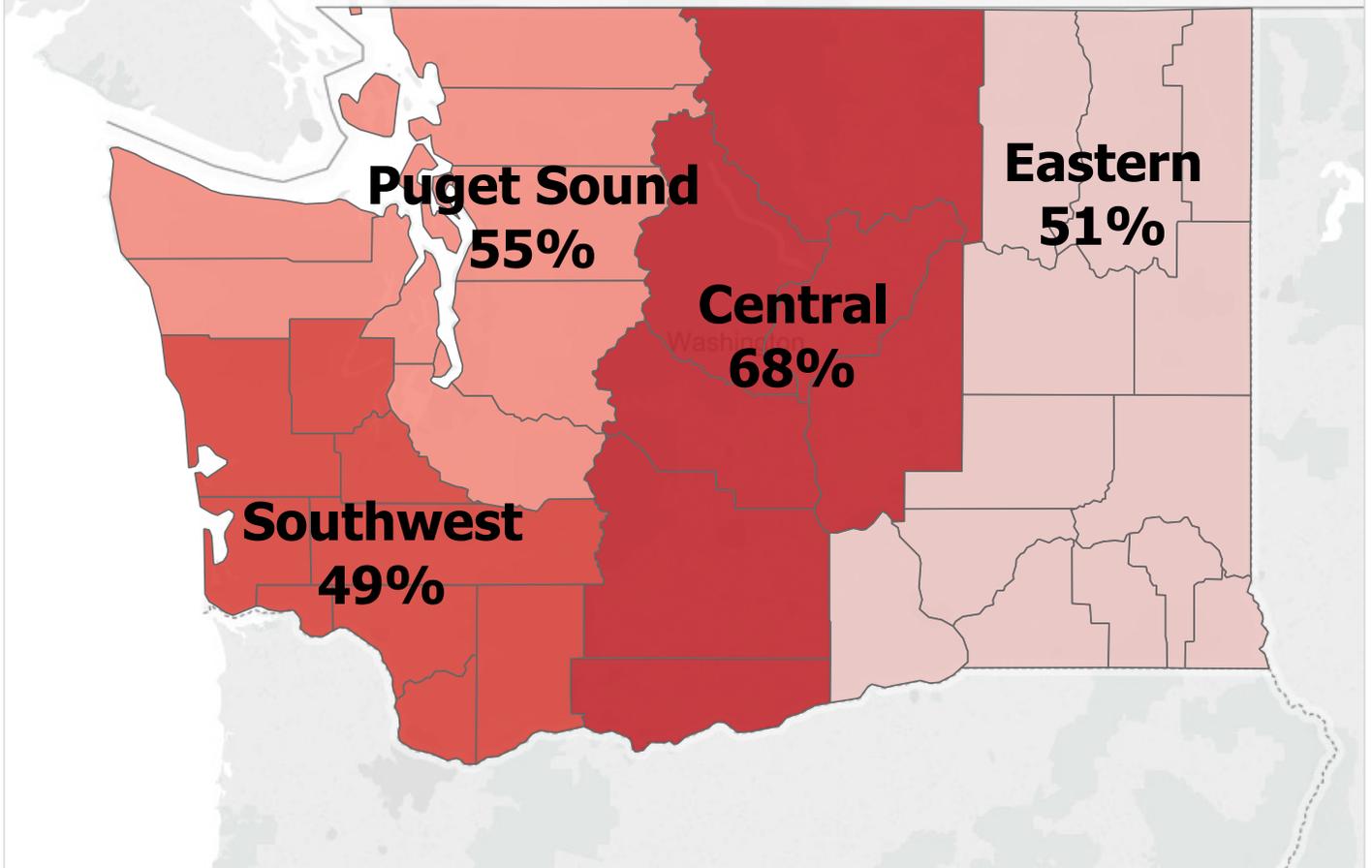


### Finding substitutes is a challenge for elementary, middle, and high schools

**74%**  
of principals reported having to personally cover a class in the last 5 schools days.

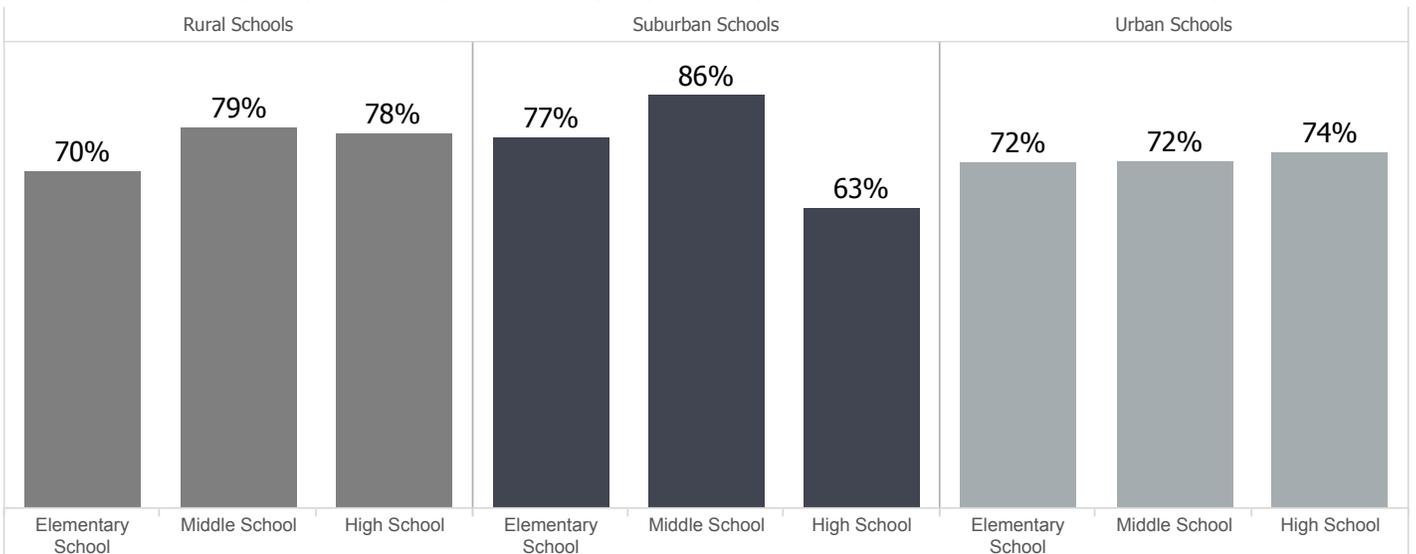


% of school leaders who report being in "crisis mode" in finding substitutes by region



**K-12 Principals are having to fill in the gap by covering classes**

% of principals who reported having to personally cover a class in the last 5 schools days





# The Teacher Shortage

## Key Findings of the 2015 OSPI /AWSP Teacher Shortage Survey

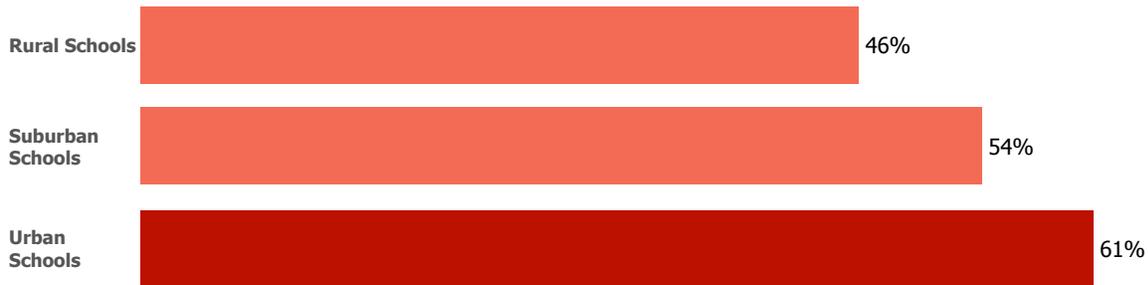


**Principals cannot find qualified teachers for many Washington classrooms.** In fact, ninety-three percent of principals describe their hiring situation as a struggle or a crisis. The teacher shortage has been an even greater burden for poor and urban schools. Most principals report that the "Highly Qualified" requirements for teachers under the federal No Child Left Behind law have made it more difficult to hire teachers. As a result of the shortage, eighty percent of principals have had to hire under-qualified teachers

This analysis includes 737 respondents and concluded November 21, 2015. It represents 35 percent of Washington principals.

### Urban schools have had an especially difficult time filling vacancies this fall

As of mid October, did you have classroom teacher positions that were not filled?



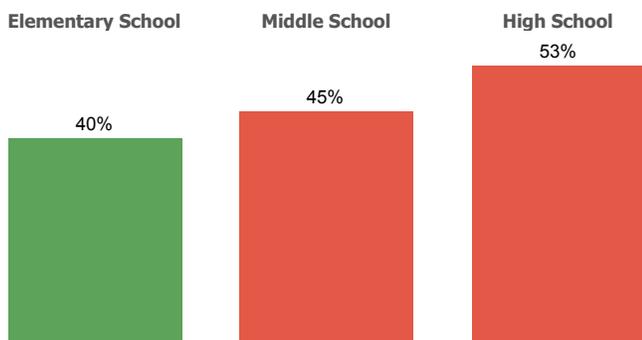
### Hiring certified teachers is particularly challenging for the most economically disadvantaged schools

Were you able to employ all of your needed classroom teacher positions with fully-certified teachers that met the job qualifications?

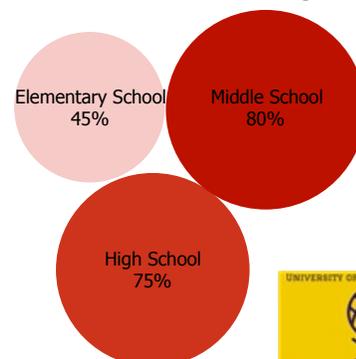


### Middle and high schools have a hard time finding teachers as federal requirements are a barrier

The % of principals who successfully filled all teaching positions this fall

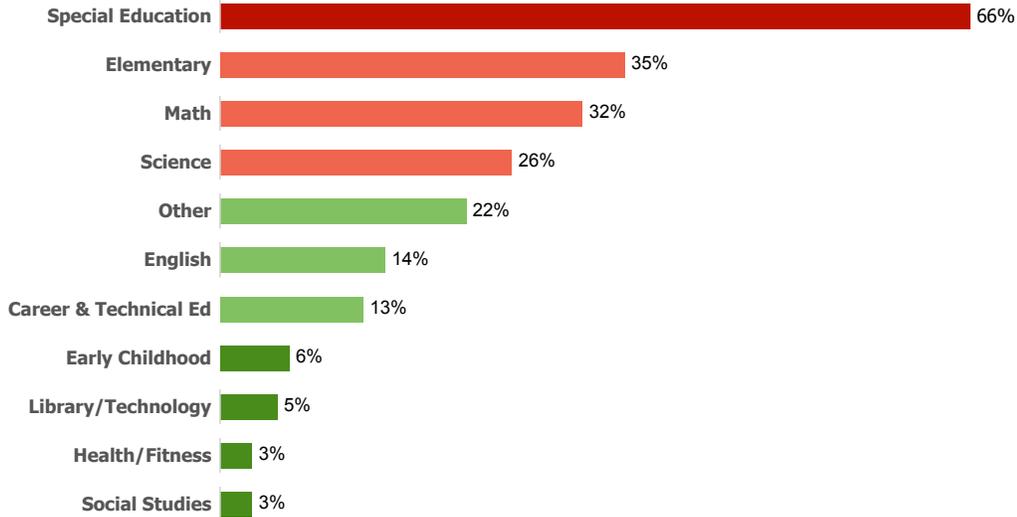


The percent of principals who reported that NCLB highly qualified requirements were a barrier to hiring teachers



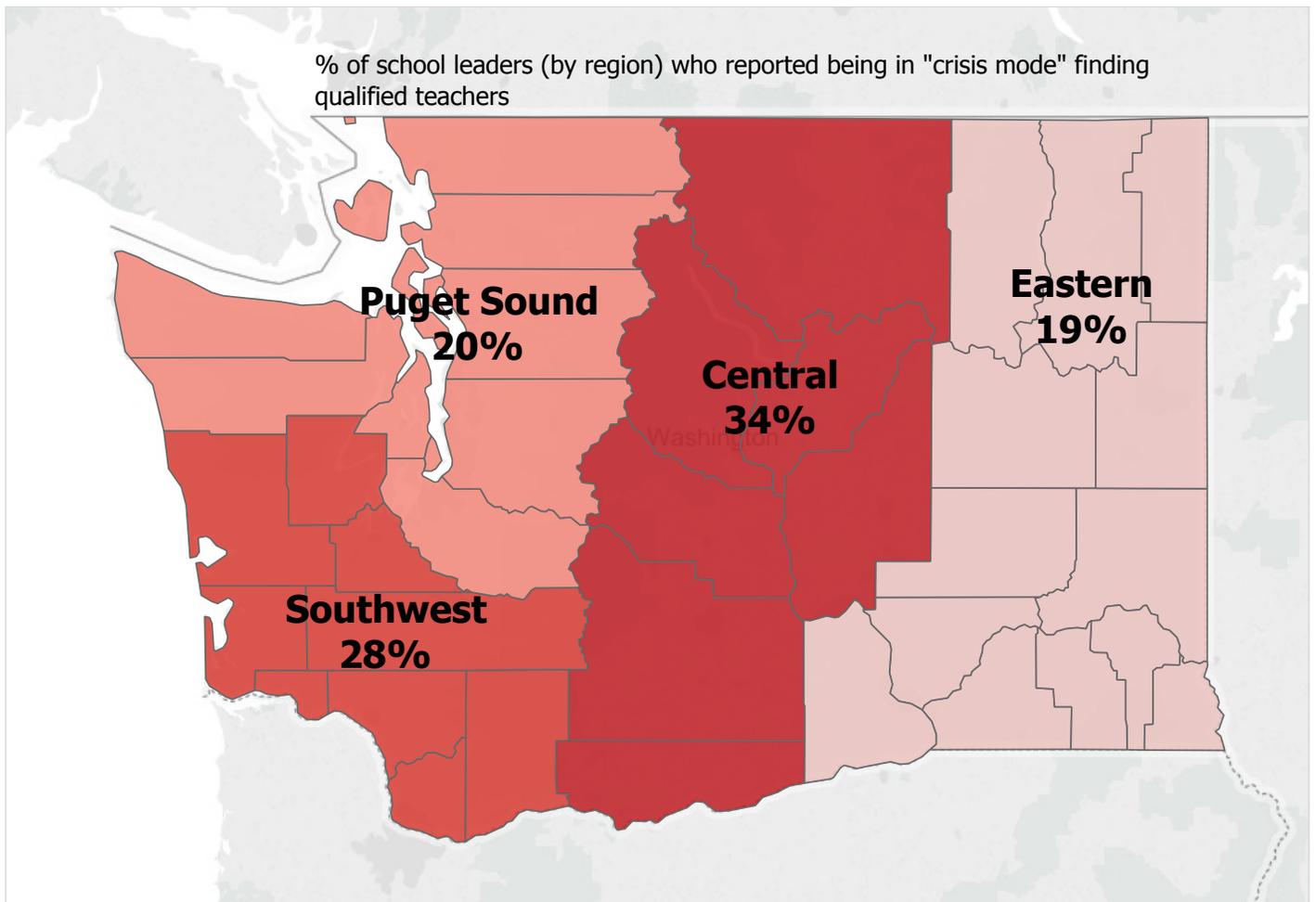
## SPED, elementary, math, and science teachers have been among the most difficult to hire

The academic areas where principals reported having trouble finding credentialed teachers



## Principals in Central Washington are more likely to describe the teacher shortage as a crisis

% of school leaders (by region) who reported being in "crisis mode" finding qualified teachers

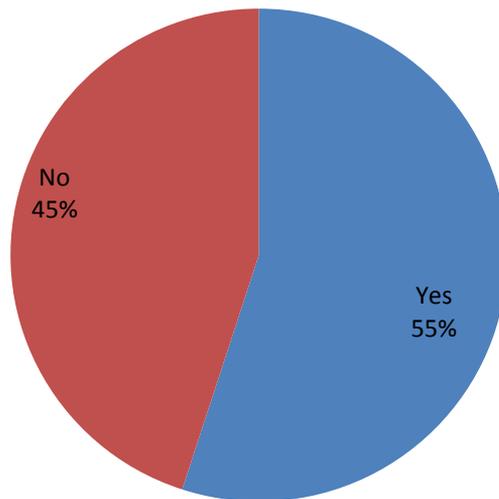


# OSPI/AWSP Teacher and Substitute Shortage Survey

## Summary Report - November 21, 2015

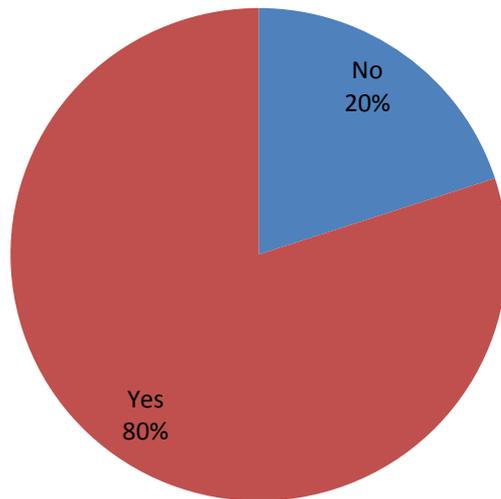
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**1. In fall 2015, were you able to employ all of your needed classroom teacher positions with fully-certified teachers that met the job qualifications (not including individuals with emergency certificates)?**



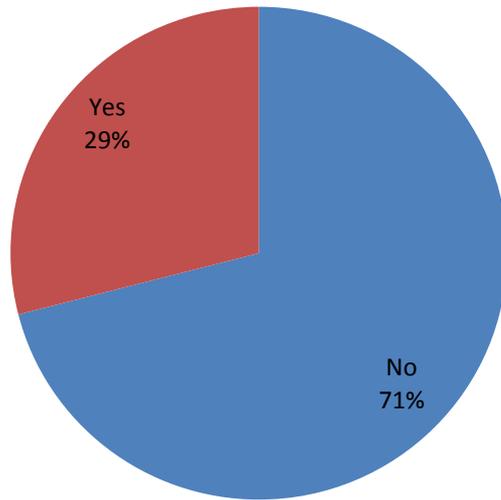
Value	Percent	Count
Yes	55.3%	405
No	44.8%	328
Total		733

2. Were you required to employ individuals as classroom teachers with emergency teaching certificates, emergency substitute certificates, or as long-term substitutes?



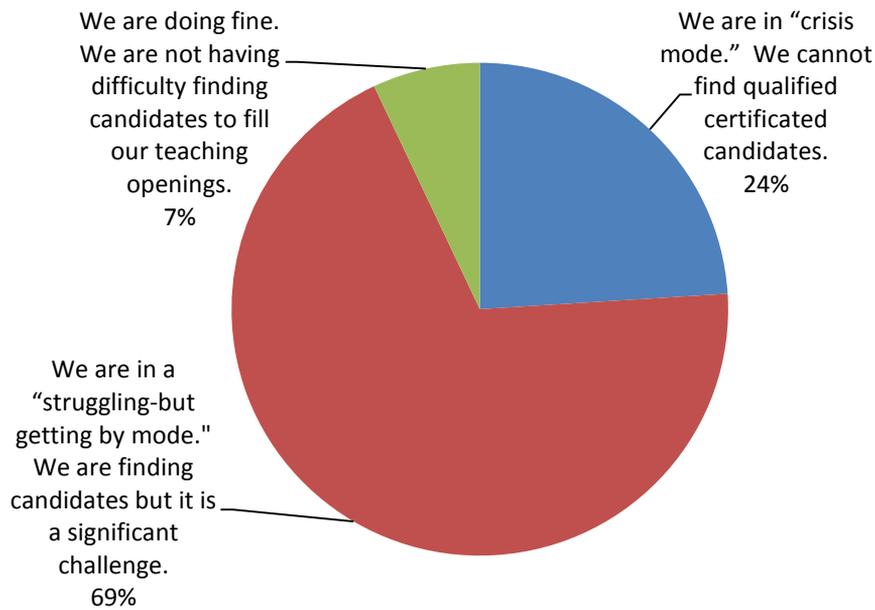
Value	Percent	Count
No	19.5%	64
Yes	80.5%	264
Total		328

4. As of mid-October, did you have classroom teacher positions that were not filled?



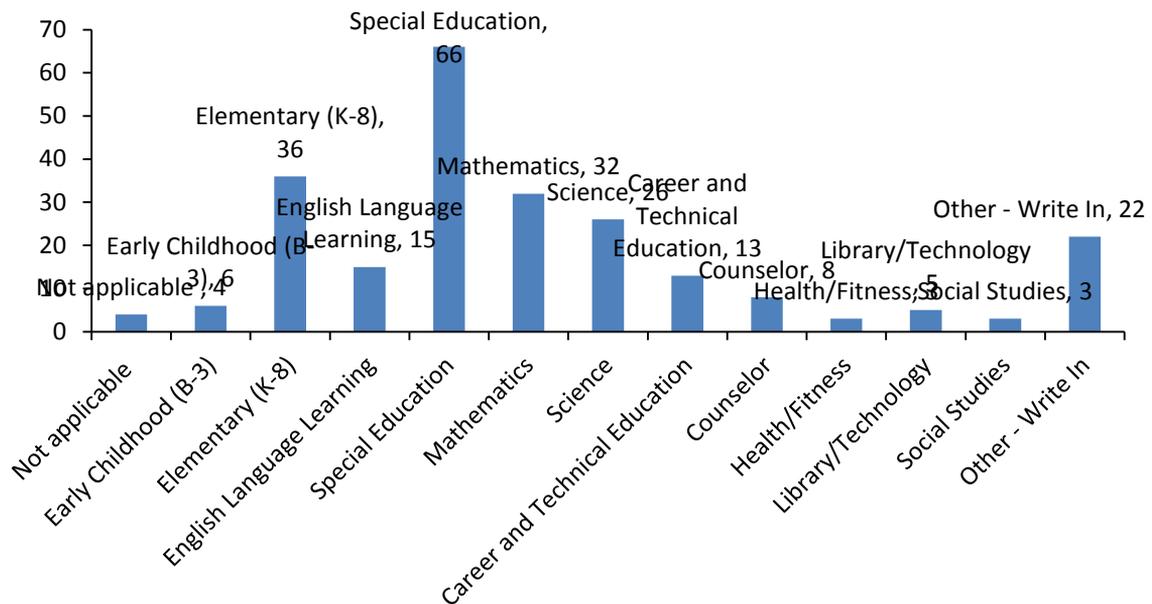
Value	Percent	Count
No	71.0%	519
Yes	29.0%	212
Total		731

## 6. How would you describe your school's ability to hire candidates for your teaching openings?



Value	Percent	Count
We are in "crisis mode." We cannot find qualified certificated candidates.	23.8%	175
We are in a "struggling-but getting by mode." We are finding candidates but it is a significant challenge.	68.9%	506
We are doing fine. We are not having difficulty finding candidates to fill our teaching openings.	7.2%	53
Total		734

## 7. In what endorsement areas are you finding it difficult to find certificated teachers?



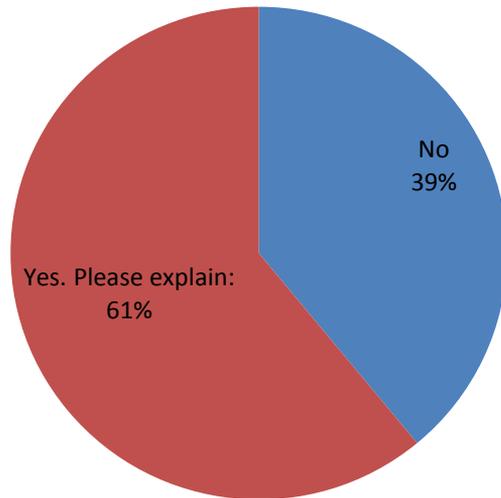
Value	Percent	Count
Not applicable	4.3%	31
Early Childhood (B-3)	6.0%	44
Elementary (K-8)	35.7%	260
English Language Learning	14.6%	106
Special Education	66.2%	482
Mathematics	32.0%	233
Science	25.8%	188
Career and Technical Education	12.6%	92
Counselor	7.6%	55

Health/Fitness	2.9%	21
Library/Technology	5.1%	37
Social Studies	2.9%	21
Other - Write In	21.7%	158
Total		728

### Statistics

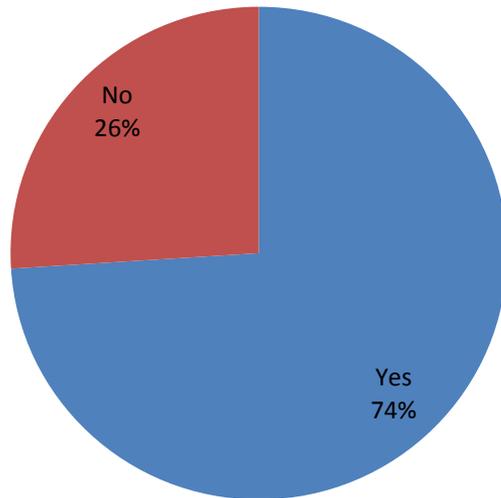
Sum	9.0
Max	9.0

**8. Has meeting the Highly Qualified requirements been a significant challenge when hiring new certificated teachers?**



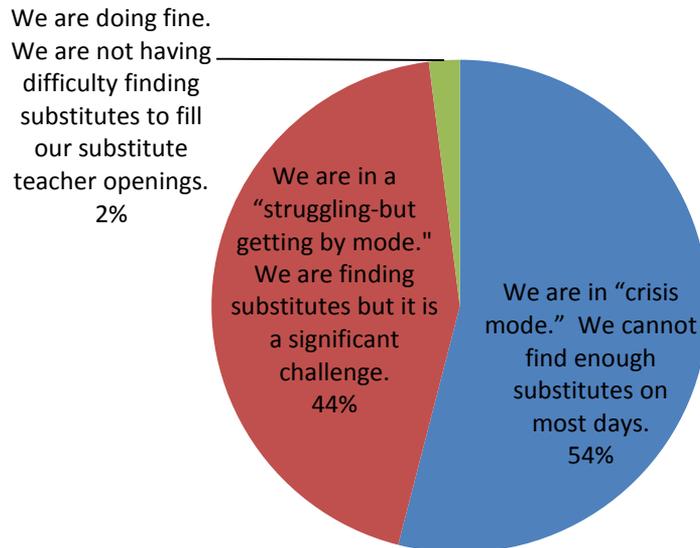
Value	Percent	Count
No	39.2%	285
Yes. Please explain:	60.9%	443
Total		728

9. In the past five school days, did you have to cover a classroom because there were no substitute available?



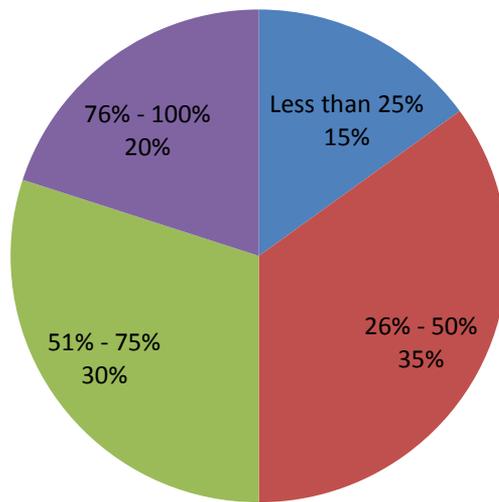
Value	Percent	Count
Yes	73.7%	538
No	26.3%	192
Total		730

## 10. How would you describe your schools ability to find substitutes?



Value	Percent	Count
We are in "crisis mode." We cannot find enough substitutes on most days.	54.0%	394
We are in a "struggling-but getting by mode." We are finding substitutes but it is a significant challenge.	43.7%	319
We are doing fine. We are not having difficulty finding substitutes to fill our substitute teacher openings.	2.3%	17
Total		730

## 14. Approximate Free/Reduced lunch percentage:



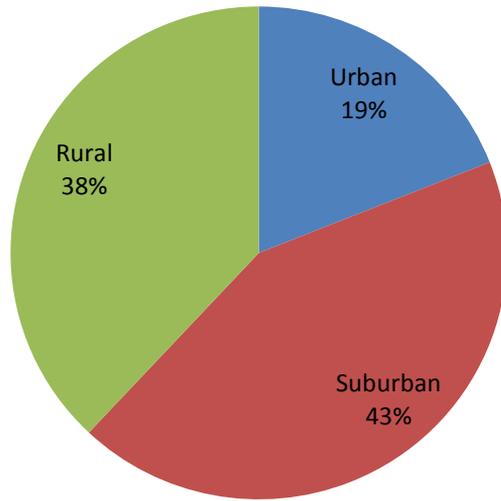
Value	Percent	Count
Less than 25%	14.7%	107
26% - 50%	35.2%	256
51% - 75%	29.8%	217
76% - 100%	20.3%	148
Total		728

### Statistics

Sum	28,971.0
Average	46.7
StdDev	19.7

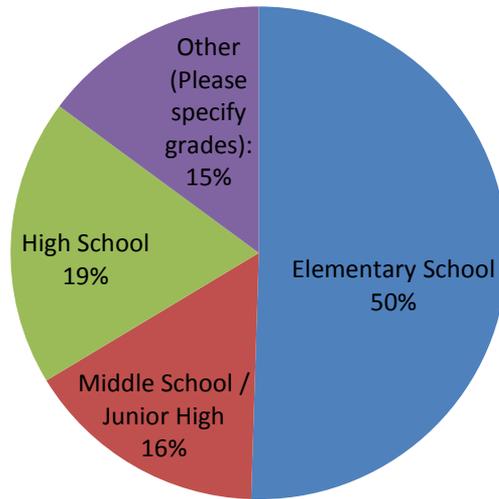
Max	76.0
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15. Is your school considered to be in an area that is:



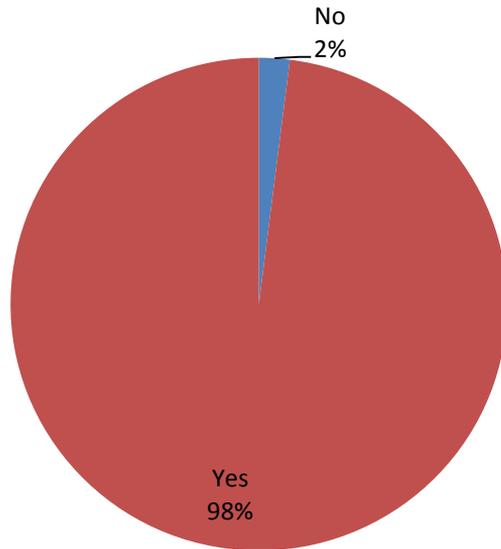
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Urban	18.8%	137
Suburban	43.0%	313
Rural	38.2%	278
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## 16. Is your school a/an:



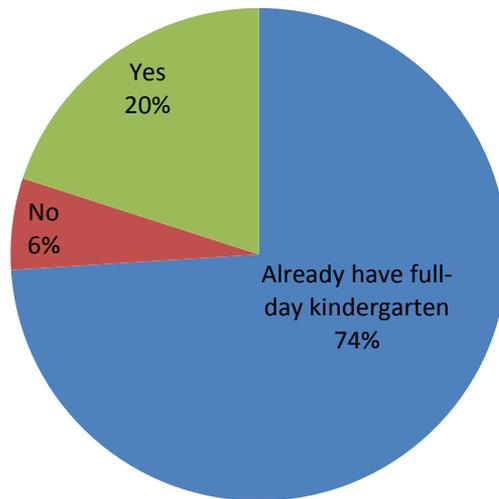
Value	Percent	Count
Elementary School	51.2%	373
Middle School / Junior High	15.8%	115
High School	18.5%	135
Other (Please specify grades):	14.5%	106
Total		729

17. Does your school include grades kindergarten, 1st, 2nd, and/or 3rd?



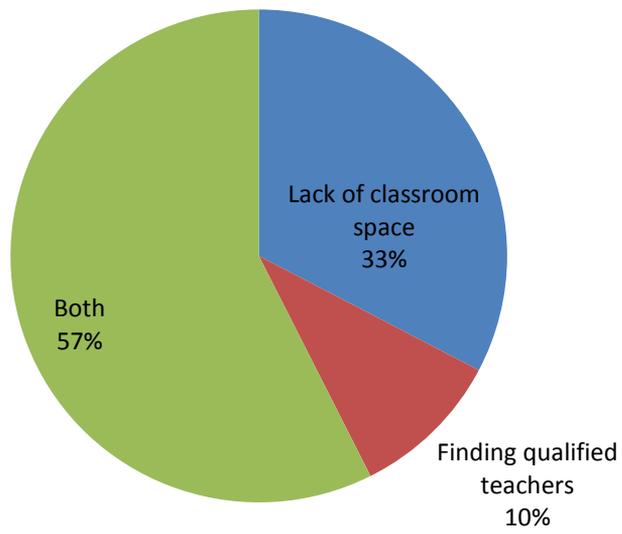
Value	Percent	Count
No	1.6%	6
Yes	98.4%	364
Total		370

18. As you move to full-day kindergarten in your building do you anticipate having barriers because of classroom space or lack of qualified teachers?



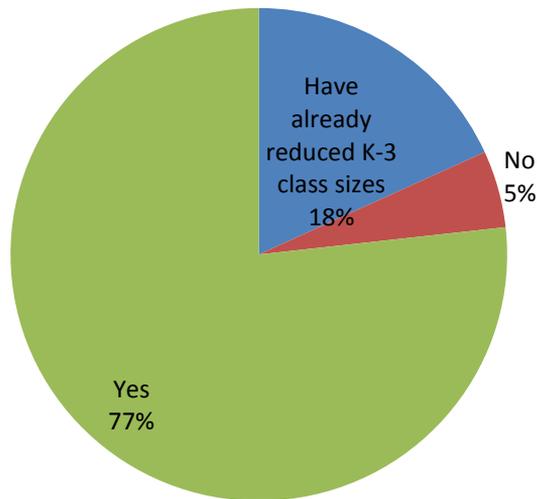
Value	Percent	Count
Already have full-day kindergarten	73.8%	268
No	5.8%	21
Yes	20.4%	74
Total		363

## 19. What are the barriers likely to be:



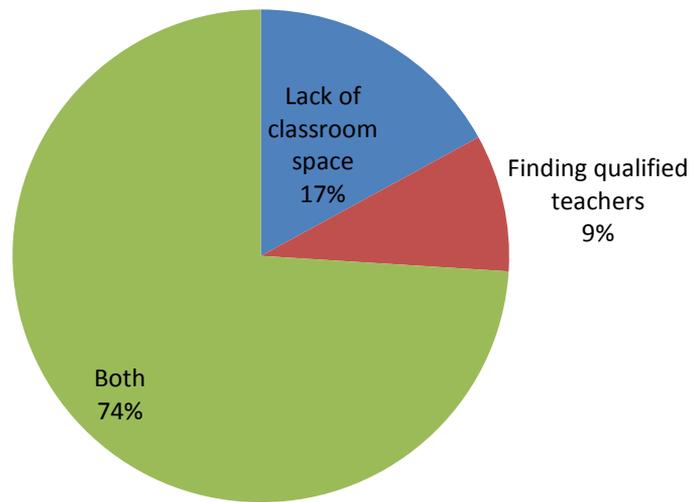
Value	Percent	Count
Lack of classroom space	32.9%	24
Finding qualified teachers	9.6%	7
Both	57.5%	42
Total		73

20. As you reduce K-3 class sizes in your building do you anticipate having barriers because of classroom space or lack of qualified teachers?



Value	Percent	Count
Have already reduced K-3 class sizes	18.4%	67
No	5.2%	19
Yes	76.4%	278
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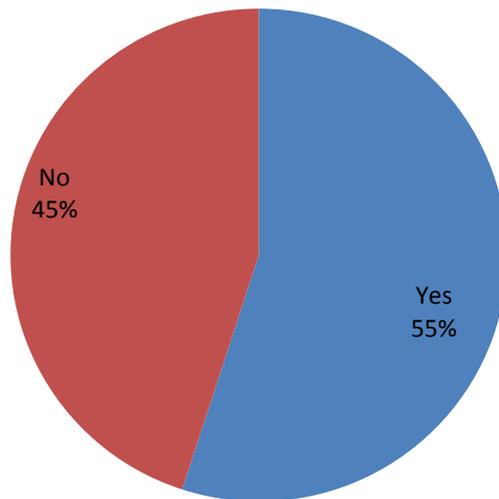
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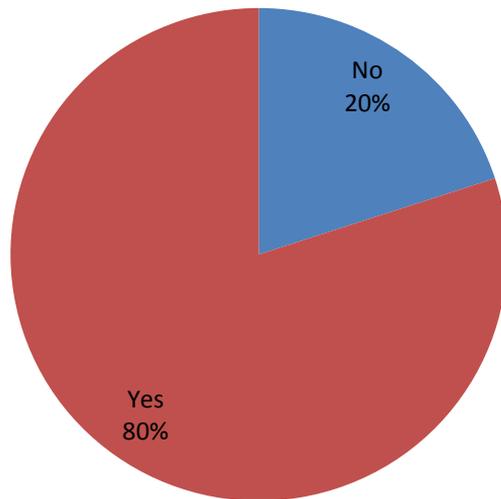
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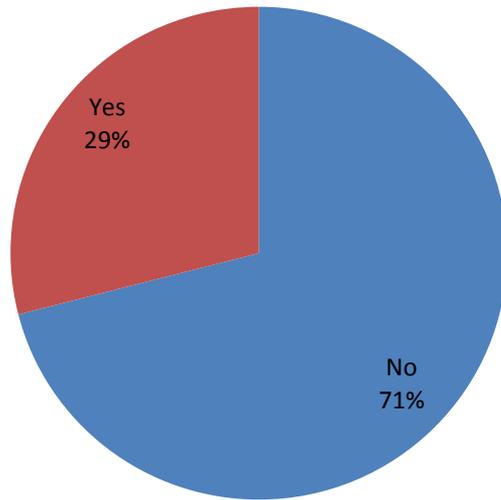
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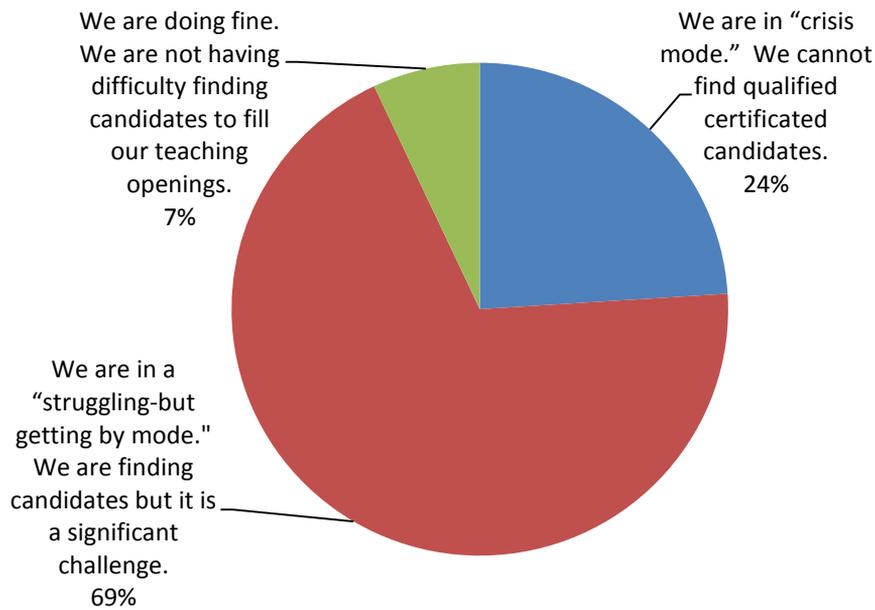
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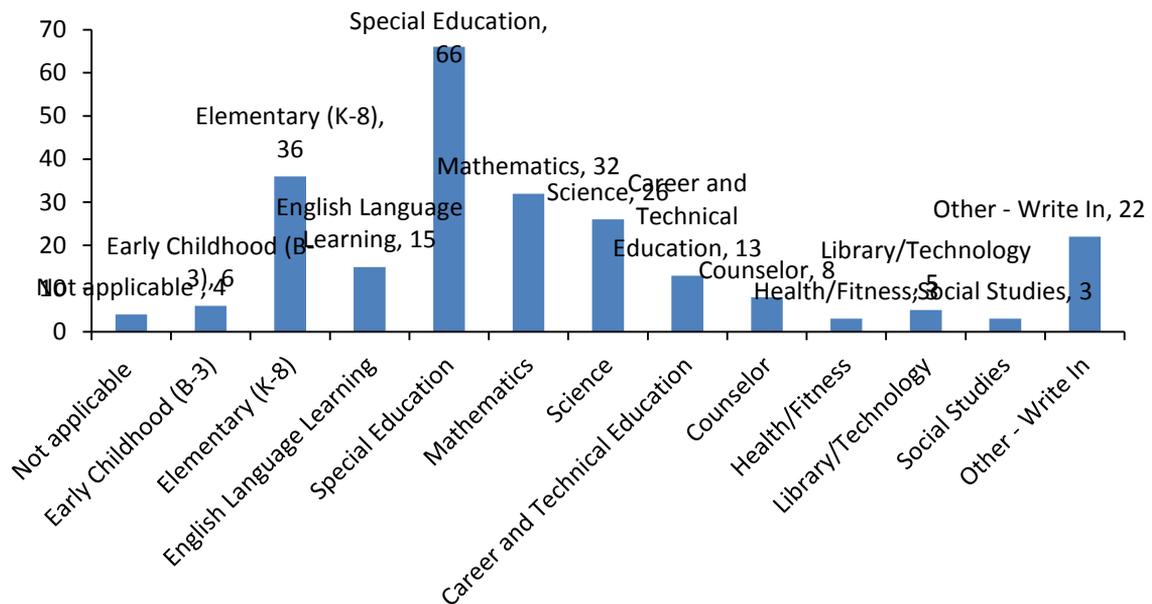
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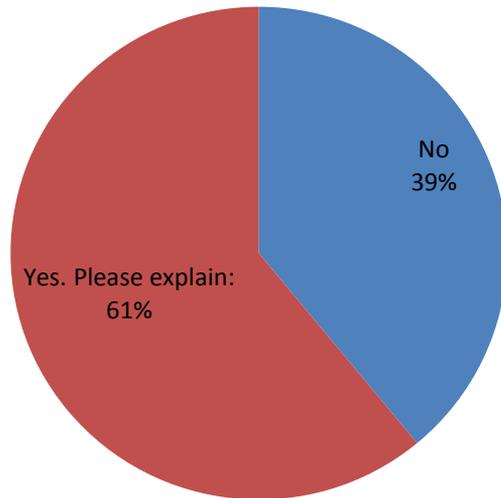
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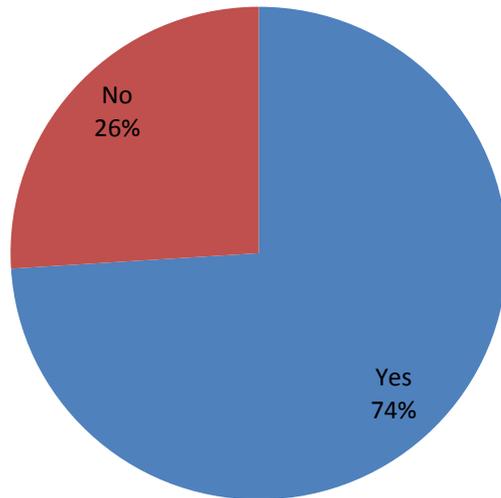
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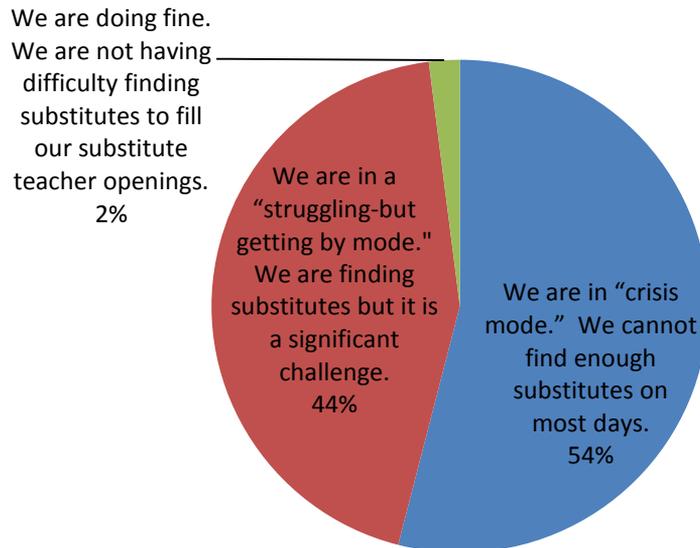
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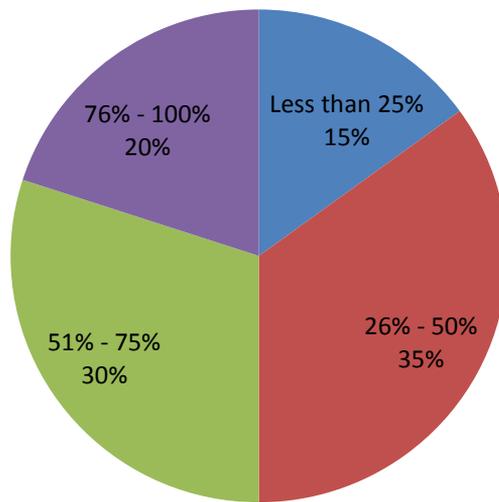
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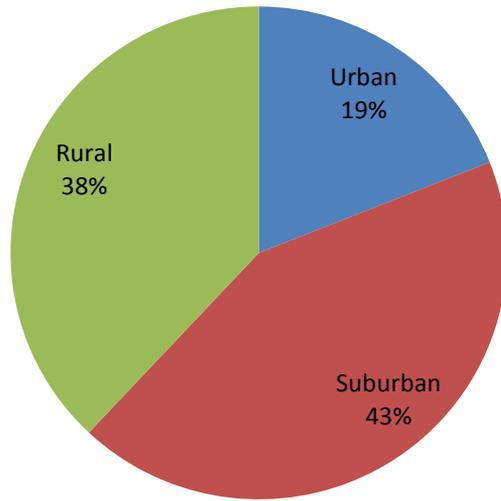
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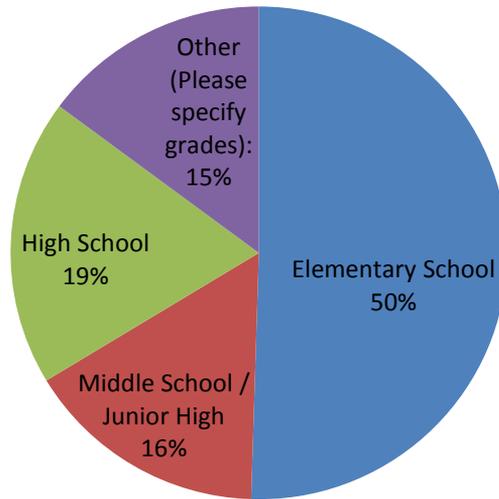
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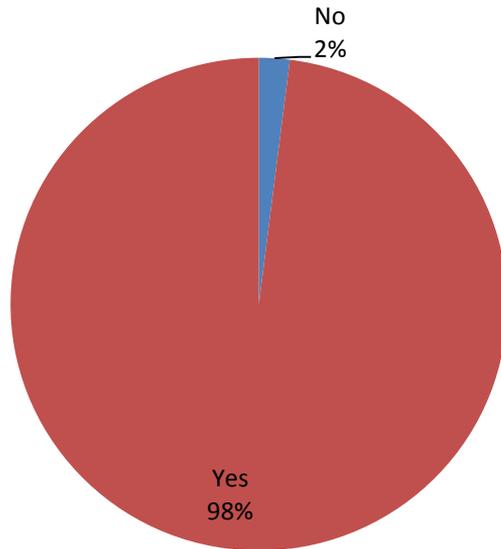
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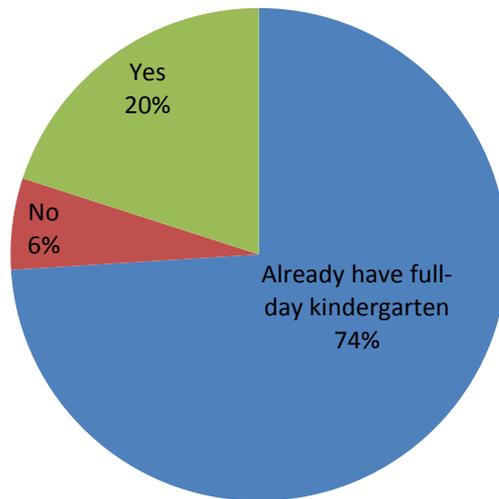
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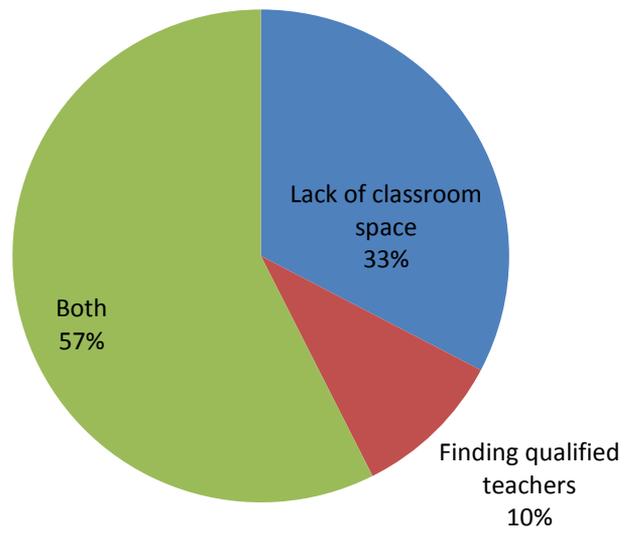
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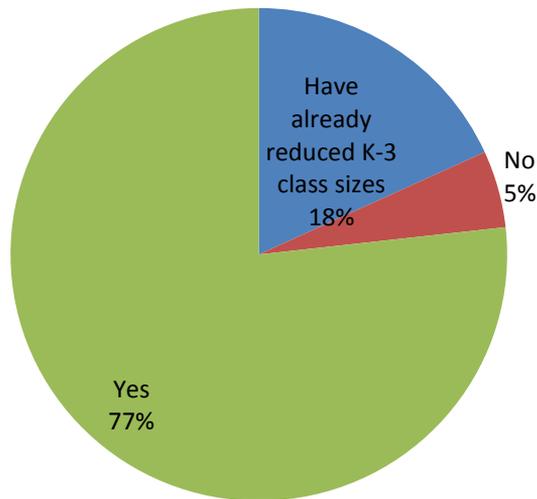
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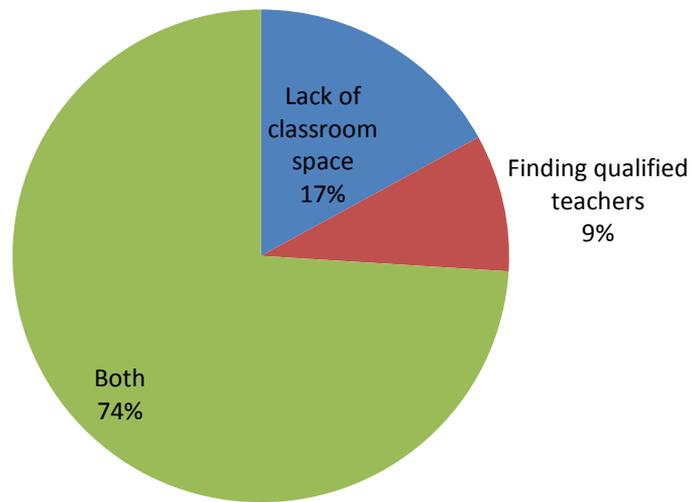
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