



**2017 REPORT OF TEACHER SUPPLY AND DEMAND**

**IN MINNESOTA'S PUBLIC SCHOOLS**

**Fiscal Year 2017**

**Report to the Legislature**

**as required by Minnesota Statutes,**

**Section 127A.05, Subdivision 6**

## Purpose and Executive Summary

Every two years, the Educator Licensing Division of the Minnesota Department of Education (MDE) is tasked with producing a report on the supply and demand of teachers. By statute, that report must contain data collected by surveying Minnesota public school districts, charter schools, and teacher preparation institutions. ([Minn. Stat. § 127A.05 subd. 6](#))

The commissioner of education shall survey the state's school districts and teacher preparation programs and report to the education committees of the legislature by February 1 of each odd-numbered year on the status of teacher early retirement patterns, the access to effective and more diverse teachers who reflect the students under section [120B.35, subdivision 3](#), paragraph (b), clause (2), enrolled in a district or school, the teacher shortage, and the substitute teacher shortage, including patterns and shortages in subject areas and the economic development regions of the state. The report must also include: aggregate data on teachers' self-reported race and ethnicity; data on how districts are making progress in hiring teachers and substitutes in the areas of shortage; and a five-year projection of teacher demand for each district, taking into account the students under section [120B.35, subdivision 3](#), paragraph (b), clause (2), expected to enroll in the district during that five-year period.

## Data Sources

The findings are based on analyses of data from the following:

- the database of special permissions maintained by MDE
- Minnesota Automated Student System (MARSS), Minnesota Financial Reports (MFRs), licensure database, and Staff Automated Reporting system (STAR), all housed at MDE
- Board of Teaching (BOT) Rule Exception Report.

Data also were collected through two surveys:

- (1) Survey of Minnesota's public school districts and charter schools; 435 responses were received from 397 school districts, charter schools, special education districts, and special education cooperatives. 74 percent of the 537 reporting districts and charter schools responded to the survey.
- (2) Survey of Minnesota's teacher preparation institutions; 44 responses were received from 24 of 34 teacher preparation institutions (71% response rate).

The findings based on data from these surveys and agency-mandated data collection systems are considered accurate and reliable.

## Key Findings

### Minnesota Teachers and Student Enrollment

- The number of full-time teachers in Minnesota has increased by 5.8 percent in the last six years. During this same span of time, student enrollment increased by 3.8 percent.
- The population of white students is decreasing, while Native American, Asian/Pacific Islander, African American, and Hispanic enrollment is increasing.
- The number and percentage of students that qualify for special education services, free/reduced lunch, and those with limited English proficiency has increased in the last several years.
- Nearly all economic development regions have experienced an increase in the number of students who are Native American, Asian/Pacific Islander, African American, and Hispanic.
- The percentage of newly licensed white teachers has decreased in the last three years, while the percentage of newly licensed black teachers has increased slightly.
- Teachers of color make up 4.23 percent of Minnesota teachers and 7.7 percent of newly licensed teachers in 2015-16.
- All economic development regions are experiencing increased American Indian/Alaskan Native, Hispanic, and Black student enrollment, while 11 of 13 of the economic development regions are experiencing growth in Asian/Pacific Islander student enrollment. The number of white students has decreased in all but two of the economic development regions.
- District and charter school survey results indicate that there is access to effective teachers that reflect the student population for white students, but not for Black, Asian/Pacific Highlander, American Indian/Alaskan Native, or Hispanic student populations.

### Retention

- The number of teachers reported as leaving their positions has increased 34 percent since 2008-09. The largest number of teachers leave because of retirement, personal reasons, or because they have taken a position in another district.
- The number of reported teacher retirements has increased since 2008-09 (although the percentage has decreased).
- The average percentage of teachers leaving the profession after 1 year is 15.1% and over a quarter of the teachers leave the profession after 3 years (25.9%).
- Public school officials were asked to respond to questions regarding barriers to retaining qualified teachers. Survey data indicates that hiring officials at district and charter schools believe that the two largest barriers of those listed are a competitive job market and teacher salary. A relatively low perceived barrier for retaining teachers is teacher support.

### Hiring

- Survey responses from district and charter school hiring officials perceived difficult to fill positions correspond closely to the federal shortage list.
- Hiring official survey responses indicate the limited number of applicants for job openings is a larger barrier to hiring qualified teachers than testing requirements or licensing standards.

- Districts and charters indicate that filling both short-term and long-term substitutes is more difficult than reported in the 2012 and 2014 supply and demand surveys.
- Hiring officials predict that in the next five years the most difficult staff to hire will be special education teachers, teachers with multiple licenses, math teachers and chemistry teachers. Staff predicted to be the least difficult to hire include elementary teachers, social studies teachers, and communication arts and literature (English) teachers.

### **Teacher Preparation**

- Teacher preparation institutions indicate that they counsel students towards teacher shortage areas, teaching fields with more opportunity for jobs, and encourage ethnically diverse students into teaching, while maintaining program admission requirements.
- Institutions indicate that there they are able to place candidates in student teaching positions in local schools. More than half of the responses indicate that they are experiencing difficulty placing students in some areas.