

	<h2 style="text-align: center;">Wisconsin Educator Staff Data – School District Survey 2015-16</h2> <h3 style="text-align: center;">Administrator Licenses</h3> <h4 style="text-align: center;">Early Childhood – Adolescence (age birth-21)</h4>
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This report includes these Administrator License Areas:

- Director of Instruction
- Director of Special Education and Pupil Services
- Principal: Elementary, Middle, High School
- Business Administrator
- Reading Specialist
- Career and Technical Education Coordinator

The Department of Public Instruction recently completed the 2015-16 Wisconsin Educator Staffing survey to identify critical information on Wisconsin’s school staffing shortages. The survey gathered general information on school districts’ efforts to attract, recruit, hire, prepare, and retain educators. The survey can be found here: <http://dpi.wi.gov/sites/default/files/imce/tepd/pepd/WI-Educator-Staff-Data-School-District-Survey.pdf>. The following report contains the results of the survey relating to teachers with Administrator Licenses.

*Key Findings*

- Responding school districts were relatively successful at hiring administrative positions. For Principal and Career and Technical Education Coordinator positions, school districts reported that they did not have any vacancies or had an adequate supply of qualified candidates for a vacancy from 81.6% to 90.0% of the time.
- Districts reported that the most challenging positions to fill—those with the highest “extreme shortages”—were Director of Special Education and Pupil Services (9.5% of districts), School Business Administrator (7.5%), and Reading Specialist (7.2%).
- When unsuccessful at hiring a qualified candidate initially, districts most often reported offering financial incentives to candidates followed by assigning existing internal administrators extra duties. Respondents also frequently reported hiring interim administrators while continuing to search for candidates.

The following pages contain the responses to survey questions. The responses are disaggregated by CESA, and the proportion of districts statewide reporting each response is provided. The additional free-written responses given by some districts are also provided below each respective table.

Rate the supply of applicants for each license. For licenses rated “slight shortage” or “extreme shortage,” you will be asked to indicate the strategies you used to respond to the staff shortfall.

## Director of Instruction

"Our DIRECTOR OF INSTRUCTION applicant pool had:"	CESA												SW	%
	01	02	03	04	05	06	07	08	09	10	11	12		
We did not have vacancies in 2015-16	33	45	21	17	26	27	27	22	16	23	25	8	290	83.3
Many applicants; applicants in pool are qualified—Supply normal to demand	1	1	0	2	0	0	0	0	0	1	0	0	5	1.4
Many applicants; few high quality candidates— <b>Slight shortage</b>	2	1	1	0	1	1	1	0	0	0	1	0	8	2.3
Few applicants; but applicants in pool tend to be of high quality— <b>Slight shortage</b>	0	4	0	1	0	1	0	0	0	0	0	0	6	1.72
Few applicants; few if any high quality candidates— <b>Extreme shortage</b>	1	3	0	1	0	1	2	1	0	0	1	1	11	3.16
No response	9	6	2	2	1	3	0	2	0	0	3	0	28	8.04
<b>Total Districts:</b>	<b>46</b>	<b>60</b>	<b>24</b>	<b>23</b>	<b>28</b>	<b>33</b>	<b>30</b>	<b>25</b>	<b>16</b>	<b>24</b>	<b>30</b>	<b>9</b>	<b>348</b>	

Here are the strategies that the school districts reported:

Total of any type of shortage (slight or extreme)	01	02	03	04	05	06	07	08	09	10	11	12	SW
Hired successfully for the position	2	6	1	1	0	2	2	1	0	0	1	0	16
Hired a director of instruction considered below our preferred standard of experience or quality	0	0	1	0	0	0	0	0	0	0	0	0	1
Hired an interim director of instruction	0	1	0	0	1	0	0	0	0	0	0	0	2
Assigned existing internal administrator(s) to extra duties	1	0	0	0	0	1	1	0	0	0	0	0	3
Eliminated position	0	1	0	0	0	0	0	0	0	0	0	0	1
Employed a director of instruction on a Board Requested One-Year Administrator License	0	0	1	0	0	0	0	0	0	0	0	0	1
Filled with a substitute	0	0	0	0	0	0	0	0	0	0	0	0	0
Brought back a retired staff member	0	0	0	0	0	0	0	0	0	0	0	0	0
Reached an arrangement to share staff with another district	0	0	0	0	0	0	0	0	0	0	0	1	1
Contracted with CESA or outside service provider	0	0	0	0	0	0	0	0	0	0	0	0	0
Conducted a targeted recruitment to hire a teacher under contract in another district	0	0	0	0	0	0	0	0	0	0	0	0	0
Offered financial incentives (signing bonuses, higher salary)	0	0	0	0	0	0	0	0	0	0	0	0	0
Offered tuition assistance to complete educator preparation	0	0	0	0	0	0	0	0	0	0	1	0	1
Other	1	0	0	1	0	0	0	0	0	0	0	0	2

Other:

### CESA 1

Trained & job-shadowed internal person for a year, then placed into the role

Rate the supply of applicants for each license. For licenses rated “slight shortage” or “extreme shortage,” you will be asked to indicate the strategies you used to respond to the staff shortfall.

### Director of Special Education and Pupil Services

"Our DIRECTOR OF SPECIAL EDUCATION AND PUPIL SERVICES applicant pool had:"	CESA												SW	%
	01	02	03	04	05	06	07	08	09	10	11	12		
We did not have vacancies in 2015-16	28	46	18	19	21	23	25	18	16	20	19	8	261	75
Many applicants; applicants in pool are qualified—Supply normal to demand	1	1	0	1	0	1	1	1	0	1	0	0	7	2.0
Many applicants; few high quality candidates— <b>Slight shortage</b>	3	0	0	0	1	0	0	0	0	0	0	0	4	1.2
Few applicants; but applicants in pool tend to be of high quality— <b>Slight shortage</b>	2	5	1	0	1	1	1	0	0	1	3	0	15	4.3
Few applicants; few if any high quality candidates— <b>Extreme shortage</b>	3	2	3	1	4	5	3	4	0	2	5	1	33	9.5
No response	9	6	2	2	1	3	0	2	0	0	3	0	28	8
<b>Total Districts:</b>	<b>46</b>	<b>60</b>	<b>24</b>	<b>23</b>	<b>28</b>	<b>33</b>	<b>30</b>	<b>25</b>	<b>16</b>	<b>24</b>	<b>30</b>	<b>9</b>	<b>348</b>	

Here are the strategies that the school districts reported:

Total of any type of shortage (slight or extreme)	01	02	03	04	05	06	07	08	09	10	11	12	SW
Hired successfully for the position	6	5	3	0	4	4	3	1	0	1	3	0	30
Hired a Director of Special Education and Pupil Services considered below our preferred standard of experience or quality	0	0	1	0	0	0	0	0	0	0	0	0	1
Hired an interim director of special education and pupil services	0	0	0	0	0	0	0	2	0	0	0	0	2
Assigned existing internal administrator(s) to extra duties	1	1	0	1	0	0	0	1	0	0	1	0	5
Eliminated position	0	0	0	0	0	0	1	0	0	0	0	0	1
Employed a director of special education and pupil services on a Board Requested One-Year Administrator License	0	0	1	0	0	0	0	0	0	0	0	0	1
Filled with a substitute	1	0	0	0	0	0	0	0	0	0	0	0	1
Brought back a retired staff member	0	0	0	0	0	0	0	0	0	0	1	0	1
Reached an arrangement to share staff with another district	0	0	0	0	0	1	0	0	0	0	0	1	2
Contracted with CESA or outside service provider	1	0	0	0	2	1	0	1	0	1	2	0	8
Conducted a targeted recruitment to hire a teacher under contract in another district	1	0	1	0	0	0	0	0	0	0	0	0	2
Offered financial incentives (signing bonuses, higher salary)	0	0	2	0	0	0	2	0	0	0	0	0	4
Offered tuition assistance to complete educator preparation	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	2	1	0	0	0	0	0	0	0	1	1	0	5

Other:

**CESA 1**

hired from within

hired outside case manager

**CESA 2**

administrator assumed duties

**CESA 10**

contracted with another district

**CESA 11**

part time

Rate the supply of applicants for each license. For licenses rated “slight shortage” or “extreme shortage,” you will be asked to indicate the strategies you used to respond to the staff shortfall.

### Elementary Level Principals

"Our ELEMENTARY LEVEL PRINCIPAL applicant pool had:"	CESA												SW	%
	01	02	03	04	05	06	07	08	09	10	11	12		
We did not have vacancies in 2015-16	25	44	16	16	22	19	24	20	12	23	21	9	251	72.1
Many applicants; applicants in pool are qualified—Supply normal to demand	9	8	1	2	4	4	1	1	1	1	1	0	33	9.5
Many applicants; few high quality candidates— <b>Slight shortage</b>	2	2	2	3	1	2	4	1	0	0	4	0	21	6.0
Few applicants; but applicants in pool tend to be of high quality— <b>Slight shortage</b>	1	0	1	0	0	2	1	1	2	0	1	0	9	2.6
Few applicants; few if any high quality candidates— <b>Extreme shortage</b>	0	0	2	0	0	3	0	0	1	0	0	0	6	1.7
No response	9	6	2	2	1	3	0	2	0	0	3	0	28	8.0
<b>Total Districts:</b>	<b>46</b>	<b>60</b>	<b>24</b>	<b>23</b>	<b>28</b>	<b>33</b>	<b>30</b>	<b>25</b>	<b>16</b>	<b>24</b>	<b>30</b>	<b>9</b>	<b>348</b>	

Here are the strategies that the school districts reported:

Total of any type of shortage (slight or extreme)	01	02	03	04	05	06	07	08	09	10	11	12	SW
Hired successfully for the position	3	2	5	3	1	6	5	2	2	0	5	0	34
Hired a Principal considered below our preferred standard of experience or quality at the elementary level	0	0	1	0	0	2	0	0	0	0	0	0	3
Hired an interim elementary principal	0	1	0	0	0	0	0	0	0	0	0	0	1
Assigned existing internal administrator(s) to extra duties	0	0	0	0	0	0	0	0	0	0	0	0	0
Eliminated position	0	0	0	0	0	0	0	0	0	0	0	0	0
Employed a principal on a Board Requested One-Year Administrator License	0	0	1	0	0	0	0	0	1	0	0	0	2
Filled with a substitute	0	0	0	0	0	0	0	0	0	0	0	0	0
Brought back a retired staff member	0	0	0	0	0	0	0	0	0	0	0	0	0
Reached an arrangement to share staff with another district	0	0	0	0	0	0	0	0	0	0	0	0	0
Contracted with CESA or outside service provider	0	0	0	0	0	0	0	0	0	0	0	0	0
Conducted a targeted recruitment to hire a teacher under contract in another district	0	0	0	0	0	0	0	0	0	0	0	0	0
Offered financial incentives (signing bonuses, higher salary)	0	0	0	0	0	0	0	0	1	0	0	0	1
Offered tuition assistance to complete educator preparation	0	0	0	0	0	0	0	0	1	0	0	0	1
Other	0	0	1	0	0	1	0	0	1	0	0	0	3

Other:

#### CESA 3

Elementary principal serves as the Superintendent, too

**CESA 6**

Internal Hire

**CESA 9**

Teacher with Principal license became our Elementary Principal

Rate the supply of applicants for each license. For licenses rated “slight shortage” or “extreme shortage,” you will be asked to indicate the strategies you used to respond to the staff shortfall.

### Middle School Level Principals

"Our MIDDLE SCHOOL LEVEL PRINCIPAL applicant pool had:"	CESA												SW	%
	01	02	03	04	05	06	07	08	09	10	11	12		
We did not have vacancies in 2015-16	33	45	20	20	21	25	26	21	14	22	22	9	278	79.9
Many applicants; applicants in pool are qualified—Supply normal to demand	4	4	1	1	4	1	2	0	0	1	2	0	20	5.7
Many applicants; few high quality candidates— <b>Slight shortage</b>	0	3	0	0	1	1	0	1	0	1	2	0	9	2.6
Few applicants; but applicants in pool tend to be of high quality— <b>Slight shortage</b>	0	2	0	0	1	2	2	1	0	0	1	0	9	2.6
Few applicants; few if any high quality candidates— <b>Extreme shortage</b>	0	0	1	0	0	1	0	0	2	0	0	0	4	1.1
No response	9	6	2	2	1	3	0	2	0	0	3	0	28	8.0
<b>Total Districts:</b>	<b>46</b>	<b>60</b>	<b>24</b>	<b>23</b>	<b>28</b>	<b>33</b>	<b>30</b>	<b>25</b>	<b>16</b>	<b>24</b>	<b>30</b>	<b>9</b>	<b>348</b>	

Here are the strategies that the school districts reported:

Total of any type of shortage (slight or extreme)	01	02	03	04	05	06	07	08	09	10	11	12	SW
Hired successfully for the position	0	5	1	0	2	3	2	2	2	0	3	0	20
Hired a Principal considered below our preferred standard of experience or quality at the middle school level	0	0	0	0	0	0	0	0	0	0	0	0	0
Hired an interim middle school principal	0	1	0	0	0	0	0	0	0	0	0	0	1
Assigned existing internal administrator(s) to extra duties	0	0	0	0	1	0	0	0	0	0	0	0	1
Eliminated position	0	0	0	0	0	0	0	0	0	0	0	0	0
Employed a principal on a Board Requested One-Year Administrator License	0	0	0	0	0	0	0	0	0	0	0	0	0
Filled with a substitute	0	0	0	0	0	0	0	0	0	1	0	0	1
Brought back a retired staff member	0	0	0	0	0	0	0	0	0	0	0	0	0
Reached an arrangement to share staff with another district	0	0	0	0	0	0	0	0	0	0	0	0	0
Contracted with CESA or outside service provider	0	0	0	0	0	0	0	0	0	0	0	0	0
Conducted a targeted recruitment to hire a teacher under contract in another district	0	0	0	0	0	0	0	0	0	0	0	0	0
Offered financial incentives (signing bonuses, higher salary)	0	0	0	0	0	1	0	0	1	0	0	0	2
Offered tuition assistance to complete educator preparation	0	0	0	0	0	0	0	0	1	0	0	0	1
Other	0	1	1	0	1	2	0	0	0	0	0	0	5

Other:

#### CESA 2

Moved district office staffer to middle school

**CESA 3**

Also serves as the high school principal and upper elementary principal

**CESA 5**

AP position filled with interim

**CESA 6**

Internal hire

hired from within

Rate the supply of applicants for each license. For licenses rated “slight shortage” or “extreme shortage,” you will be asked to indicate the strategies you used to respond to the staff shortfall.

### High School Level Principals

"Our HIGH SCHOOL LEVEL PRINCIPAL applicant pool had:"	CESA												SW	%
	01	02	03	04	05	06	07	08	09	10	11	12		
We did not have vacancies in 2015-16	31	47	18	20	21	28	27	22	15	20	23	9	281	80.7
Many applicants; applicants in pool are qualified—Supply normal to demand	6	4	3	1	3	0	2	0	0	3	1	0	23	6.6
Many applicants; few high quality candidates— <b>Slight shortage</b>	0	3	0	0	1	0	0	0	0	0	2	0	6	1.7
Few applicants; but applicants in pool tend to be of high quality— <b>Slight shortage</b>	0	0	0	0	0	0	1	1	1	1	1	0	5	1.4
Few applicants; few if any high quality candidates— <b>Extreme shortage</b>	0	0	1	0	2	2	0	0	0	0	0	0	5	1.4
No response	9	6	2	2	1	3	0	2	0	0	3	0	28	8.0
<b>Total Districts:</b>	<b>46</b>	<b>60</b>	<b>24</b>	<b>23</b>	<b>28</b>	<b>33</b>	<b>30</b>	<b>25</b>	<b>16</b>	<b>24</b>	<b>30</b>	<b>9</b>	<b>348</b>	

Here are the strategies that the school districts reported:

Total of any type of shortage (slight or extreme)	01	02	03	04	05	06	07	08	09	10	11	12	SW
Hired successfully for the position	0	3	1	0	3	1	1	1	1	1	2	0	14
Hired a Principal considered below our preferred standard of experience or quality at the high school level	0	0	0	0	0	1	0	0	0	0	1	0	2
Hired an interim high school principal	0	0	0	0	0	0	0	0	0	0	0	0	0
Assigned existing internal administrator(s) to extra duties	0	0	0	0	1	0	0	0	0	0	0	0	1
Eliminated position	0	0	0	0	0	0	0	0	0	0	0	0	0
Employed a principal on a Board Requested One-Year Administrator License	0	0	0	0	0	0	0	0	0	0	0	0	0
Filled with a substitute	0	0	0	0	0	0	0	0	0	0	0	0	0
Brought back a retired staff member	0	0	0	0	0	0	0	0	0	0	0	0	0
Reached an arrangement to share staff with another district	0	0	0	0	0	0	0	0	0	0	0	0	0
Contracted with CESA or outside service provider	0	0	0	0	0	0	0	0	0	0	0	0	0
Conducted a targeted recruitment to hire a teacher under contract in another district	0	0	0	0	0	1	0	0	0	0	0	0	1
Offered financial incentives (signing bonuses, higher salary)	0	0	0	0	0	0	0	0	0	0	0	0	0
Offered tuition assistance to complete educator preparation	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	1	0	0	1	0	0	0	0	0	0	2

Other:

### CESA 3

Also serves as the Upper Elementary and Middle School Principal

**CESA 6**

hired from within

Rate the supply of applicants for each license. For licenses rated “slight shortage” or “extreme shortage,” you will be asked to indicate the strategies you used to respond to the staff shortfall.

### School Business Administrator

"Our SCHOOL BUSINESS ADMINISTRATOR applicant pool had:"	CESA												SW	%
	01	02	03	04	05	06	07	08	09	10	11	12		
We did not have vacancies in 2015-16	27	47	22	20	22	23	24	20	16	23	26	9	279	80.2
Many applicants; applicants in pool are qualified—Supply normal to demand	1	0	0	0	0	0	0	0	0	0	0	0	1	0.3
Many applicants; few high quality candidates—Slight shortage	2	0	0	0	0	0	0	1	0	0	1	0	4	1.1
Few applicants; but applicants in pool tend to be of high quality—Slight shortage	2	2	0	0	2	0	3	1	0	0	0	0	10	2.9
Few applicants; few if any high quality candidates—Extreme shortage	5	5	0	1	3	7	3	1	0	1	0	0	26	7.5
No response	9	6	2	2	1	3	0	2	0	0	3	0	28	8.0
<b>Total Districts:</b>	<b>46</b>	<b>60</b>	<b>24</b>	<b>23</b>	<b>28</b>	<b>33</b>	<b>30</b>	<b>25</b>	<b>16</b>	<b>24</b>	<b>30</b>	<b>9</b>	<b>348</b>	

Here are the strategies that the school districts reported:

Total of any type of shortage (slight or extreme)	01	02	03	04	05	06	07	08	09	10	11	12	SW
Hired successfully for the position	9	7	0	1	5	4	6	3	0	0	1	0	36
Hired a School Business Administrator considered below our preferred standard of experience or quality	0	0	0	0	0	0	0	0	0	0	0	0	0
Hired an interim school business administrator	1	0	0	0	0	0	0	0	0	1	0	0	2
Eliminated position	0	0	0	0	0	0	0	0	0	0	0	0	0
Employed a school business administrator on a Board Requested One-Year Administrator License	0	0	0	0	0	0	0	0	0	0	0	0	0
Filled with a substitute	0	0	0	0	0	0	0	0	0	0	0	0	0
Brought back a retired staff member	0	0	0	0	0	0	0	0	0	0	0	0	0
Reached an arrangement to share staff with another district	0	0	0	0	0	0	0	0	0	0	0	0	0
Contracted with CESA or outside service provider	0	0	0	0	0	0	0	0	0	0	0	0	0
Conducted a targeted recruitment to hire a teacher under contract in another district	2	0	0	0	1	1	0	0	0	0	0	0	4
Offered financial incentives (signing bonuses, higher salary)	2	1	0	0	0	1	1	1	0	0	0	0	6
Offered tuition assistance to complete educator preparation	0	0	0	0	0	1	0	0	0	0	0	0	1
Other	0	1	0	1	1	2	1	0	0	0	0	0	6

Other:

#### CESA 2

Offered \$20,000 additional dollars to keep current business manager; BM declined offer

**CESA 4**

Got the person's name from a school business manager that I had worked for in the past.

**CESA 5**

Travels a long way.

**CESA 6**

recruited a former comptroller to return to the position

Promoted bookkeeper

**CESA 7**

Person only stayed 9 months and we were back in search again

Rate the supply of applicants for each license. For licenses rated “slight shortage” or “extreme shortage,” you will be asked to indicate the strategies you used to respond to the staff shortfall.

## Reading Specialist

"Our READING SPECIALIST applicant pool had:"	CESA												SW	%
	01	02	03	04	05	06	07	08	09	10	11	12		
We did not have vacancies in 2015-16	30	45	19	20	21	24	24	19	15	23	26	6	272	78.2
Many applicants; applicants in pool are qualified— Supply normal to demand	1	1	0	0	1	0	0	0	0	0	0	0	3	0.9
Many applicants; few high quality candidates— <b>Slight shortage</b>	1	1	0	0	0	0	0	0	0	0	0	0	2	0.6
Few applicants; but applicants in pool tend to be of high quality— <b>Slight shortage</b>	3	4	1	1	2	1	4	0	0	1	0	1	18	5.2
Few applicants; few if any high quality candidates— <b>Extreme shortage</b>	2	3	2	0	3	5	2	4	1	0	1	2	25	7.2
No response	9	6	2	2	1	3	0	2	0	0	3	0	28	8.0
<b>Total Districts:</b>	<b>46</b>	<b>60</b>	<b>24</b>	<b>23</b>	<b>28</b>	<b>33</b>	<b>30</b>	<b>25</b>	<b>16</b>	<b>24</b>	<b>30</b>	<b>9</b>	<b>348</b>	

Here are the strategies that the school districts reported:

Total of any type of shortage (slight or extreme)	01	02	03	04	05	06	07	08	09	10	11	12	SW
Hired successfully for the position	5	6	1	0	4	4	4	1	0	1	0	1	27
Hired a Reading Specialist considered below our preferred standard of experience or quality	0	1	0	0	0	0	0	0	0	0	1	0	2
Hired an interim reading specialist	0	0	0	1	0	0	0	0	0	0	0	0	1
Assigned existing reading specialist(s) to extra duties	0	0	0	0	0	1	2	0	0	0	0	0	3
Eliminated position	0	0	0	0	0	0	0	0	0	0	0	0	0
Employed a reading specialist on a Board Requested One-Year Administrator License	0	0	1	0	0	0	1	0	1	0	0	0	3
Filled with a substitute	0	0	0	0	0	0	0	0	0	0	0	0	0
Brought back a retired staff member	1	0	0	0	0	0	0	0	0	0	0	0	1
Reached an arrangement to share staff with another district	0	0	0	0	0	0	0	2	0	0	0	1	3
Contracted with CESA or outside service provider	0	1	0	0	0	0	0	0	0	0	0	0	1
Conducted a targeted recruitment to hire a teacher under contract in another district	1	0	0	0	0	0	0	0	0	0	0	0	1
Offered financial incentives (signing bonuses, higher salary)	0	2	0	0	0	1	0	0	0	0	0	0	3
Offered tuition assistance to complete educator preparation	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	1	0	1	0	1	1	0	1	0	0	0	1	6

Other:

### CESA 1

Assigned existing staff members with the license

**CESA 3**

District Administrator serving as Reading Specialist

**CESA 5**

left vacant

**CESA 6**

emergency license

**CESA 8**

assigned to current staff member as additional duty

**CESA 12**

emergency lic. person finishing course work

Rate the supply of applicants for each license. For licenses rated “slight shortage” or “extreme shortage,” you will be asked to indicate the strategies you used to respond to the staff shortfall.

### Career and Technical Education Coordinator

"Our CAREER AND TECHNICAL EDUCATION COORDINATOR applicant pool had:"	CESA												SW	%
	01	02	03	04	05	06	07	08	09	10	11	12		
We did not have vacancies in 2015-16	36	52	21	20	27	29	30	22	16	23	27	9	312	89.7
Many applicants; applicants in pool are qualified— Supply normal to demand	0	1	0	0	0	0	0	0	0	0	0	0	1	0.3
Many applicants; few high quality candidates— Slight shortage	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0
Few applicants; but applicants in pool tend to be of high quality—Slight shortage	0	0	1	0	0	0	0	0	0	1	0	0	2	0.6
Few applicants; few if any high quality candidates—Extreme shortage	1	1	0	1	0	1	0	1	0	0	0	0	5	1.4
No response	9	6	2	2	1	3	0	2	0	0	3	0	28	8.0
<b>Total Districts:</b>	<b>46</b>	<b>60</b>	<b>24</b>	<b>23</b>	<b>28</b>	<b>33</b>	<b>30</b>	<b>25</b>	<b>16</b>	<b>24</b>	<b>30</b>	<b>9</b>	<b>348</b>	

Here are the strategies that the school districts reported:

Total of any type of shortage (slight or extreme)	01	02	03	04	05	06	07	08	09	10	11	12	SW
Hired successfully for the position	1	1	1	1	0	1	0	0	0	1	0	0	6
Hired a Career and Technology Education Coordinator considered below our preferred standard of experience or quality	0	0	0	0	0	0	0	0	0	0	0	0	0
Hired an interim career and technology education coordinator	0	0	0	0	0	0	0	0	0	0	0	0	0
Assigned existing internal administrator(s) to extra duties	0	0	0	0	0	0	0	0	0	0	0	0	0
Eliminated position	0	0	0	0	0	0	0	0	0	0	0	0	0
Employed a coordinator for career and technology education on a Board Requested One-Year Administrator License	0	0	0	0	0	0	0	0	0	0	0	0	0
Filled with a substitute	0	0	0	0	0	0	0	0	0	0	0	0	0
Brought back a retired staff member	0	0	0	0	0	0	0	0	0	0	0	0	0
Reached an arrangement to share staff with another district	0	0	0	0	0	0	0	1	0	0	0	0	1
Contracted with CESA or outside service provider	0	0	0	0	0	0	0	0	0	0	0	0	0
Conducted a targeted recruitment to hire a teacher under contract in another district	0	0	0	0	0	0	0	0	0	0	0	0	0
Offered financial incentives (signing bonuses, higher salary)	1	0	0	0	0	1	0	0	0	0	0	0	2
Offered tuition assistance to complete educator preparation	0	0	0	0	0	1	0	0	0	0	0	0	1
Other	0	0	1	0	0	0	0	0	0	0	0	0	1

Other:

**CESA 3**

Serves as our Business Education teacher, too

Were there any other areas at this level for which your district experienced difficulties recruiting and filling a position in 2015-16

**CESA 1**

Hiring High School Level Principals question--- Our answer reflects a new Associate Principal

no

**CESA 2**

No

**CESA 3**

We had a PK-12 Principal vacancy. Few applicants; good quality; hired successfully.

We hired a 4K-12 principal this past year. The pool of candidates was more than sufficient and the quality of candidates was excellent.

In our district all of these responsibilities fall on the superintendent and the K-12 principal. We do have a reading specialist. This model is not sustainable, and ultimately will cost us staff.

No.

**CESA 4**

Sadly.... in our district our 3 full time administrators have to take on many of these roles.

**CESA 5**

No

**CESA 7**

No

Due to budget constraints and also not being able to find qualified staff, many of these positions have been combined into the district administrator and principals' job descriptions. In the past we had 5 people to fill these administrative roles--now we have 3.

**CESA 8**

No

**CESA 9**

No

**CESA 12**

Most of these positions, we have never had. Staff members take on extra duties.

## Administrator Vacancy Graphs

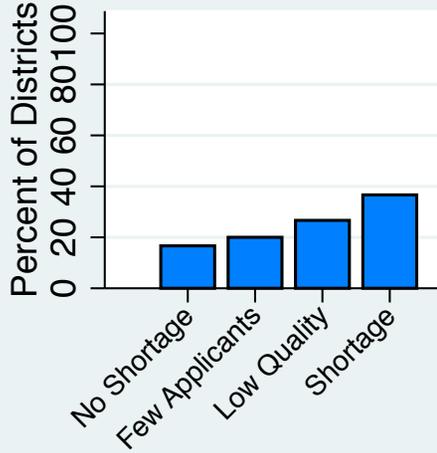
The bar graphs on the following page compare the quality of the available applicant pools for different administrative positions when districts reported vacancies for them.

Chart labels follow this rubric:

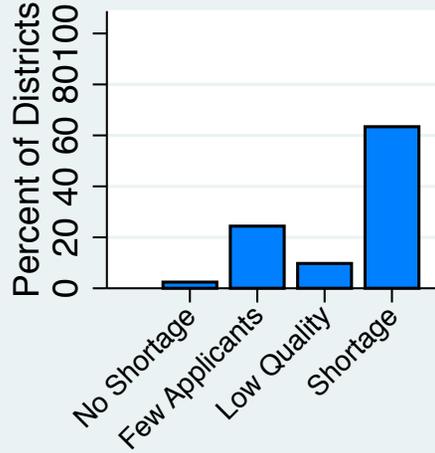
- Many applicants; applicants in pool are qualified—Supply normal to demand==**No Shortage**
- Few applicants; but applicants in pool tend to be of high quality==**Few Applicants**
- Many applicants; few high quality candidates==**Low Quality**
- Few applicants; few if any high quality candidates==**Shortage**

# Administrator Licenses

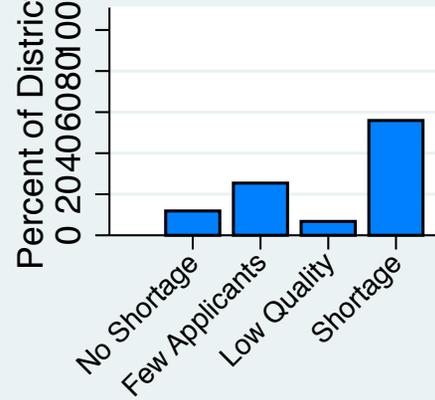
## Director of Instruction



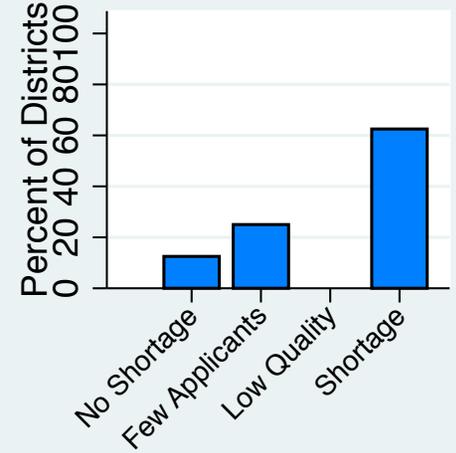
## Business Administrator



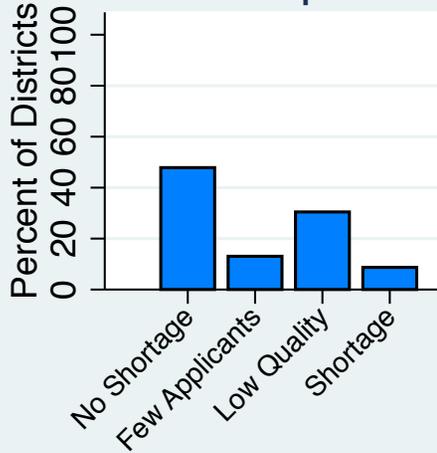
## Special Ed/ Pupil Services Administrator



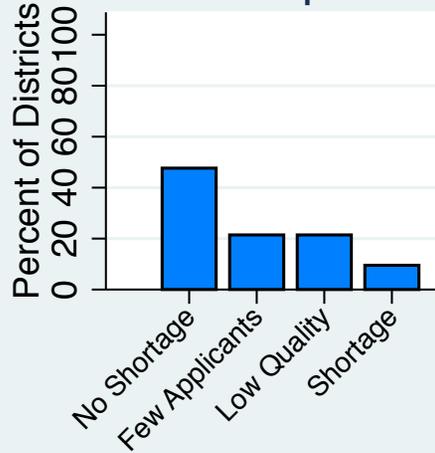
## Career/Tech Ed Administrator



## Elementary Principal



## Middle School Principal



## High School Principal

