



NATIONAL

ABSENCE & HIRING TRENDS

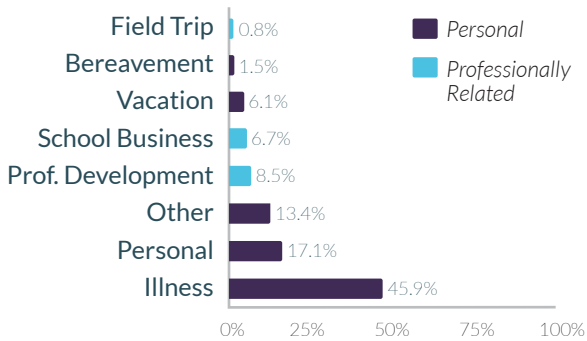
Absence & Substitute Data

1 Average # of Absences per Employee

	2015-16	2016-17	2017-18
Requiring a Sub	11.73	11.16	10.99
Not Requiring a Sub	24.95	26.88	26.43

23% of employees requiring a substitute had perfect attendance during the 2017-18 school year.

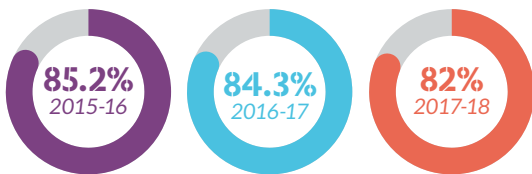
2 % of Absences by Reason (2017-18)



Professionally related absences accounted for 16% of all absences, as compared to 17% in 2016 and 17.6% in 2016-17.

Although employees requiring a substitute were absent less often during the 2017-18 school year, fill rates fell as substitutes worked fewer days on average, and nearly half of all substitutes did not work at all.

3 Average Fill Rate



4 % Non-working Substitutes



5 Average # of Days Worked by Substitutes



Recruiting & Hiring Data

1 Average # of Jobs Posted per District

	2015-16	2016-17	2017-18
Administrative	7.4	7.6	8.0
Certified	58.9	59.1	64.5
Classified	63.8	68.0	77.2
Other	25.2	25.3	28.3

2 Average # of Applications per Job Posted

	2015-16	2016-17	2017-18
Administrative	34.6	36.2	35.6
Certified	25.1	23.7	21.7
Classified	20.3	19.8	18.5
Other	24.8	25.4	21.9

The combination of more job postings and fewer applications submitted support the general consensus that we are in the midst of a teacher shortage.

3 Average # of Days to Fill a Teaching Job

	2015-16	2016-17	2017-18
Lead Teacher/Dept Head	43	47	38
Business Education	65	55	44
Elementary (Grades 1-6)	40	36	35
English as a Second Language	60	47	33
English/Reading/Language Arts	43	47	37
Fine Arts	51	47	43
Foreign Language	53	58	48
Generalist	63	62	41
Gifted and Talented	59	58	48
Mathematics	54	47	41
Music	69	45	41
Physical Education/Health	40	41	40
Preschool/Kindergarten	38	35	34
Science	53	50	39
Social Studies/History	41	42	38
Special Education	47	47	43
Technology	55	47	49
Vocational	65	62	48



Insight: Unfilled classrooms across the country led to total loss of approximately **854,974,236** instructional days during the 2017-18 school year.*

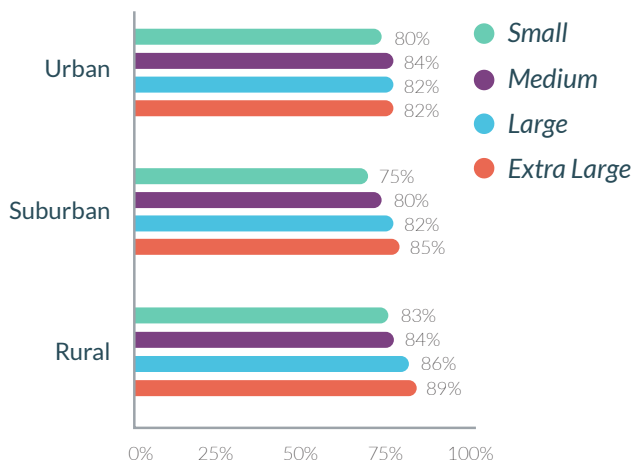
Absence & Hiring Data from the 2017-18 School Year

1 Average # of Absences per Employee



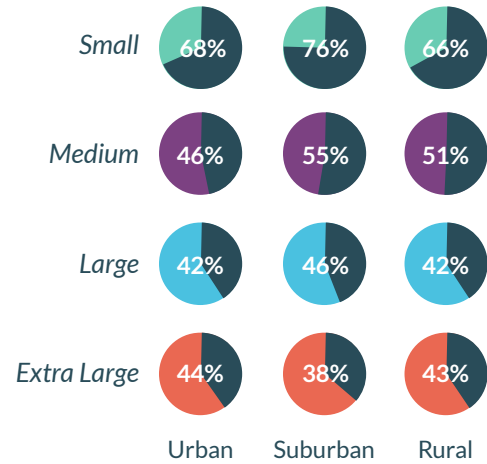
There is a significant amount of variation in employee absences across locales and sizes.

2 Fill Rates

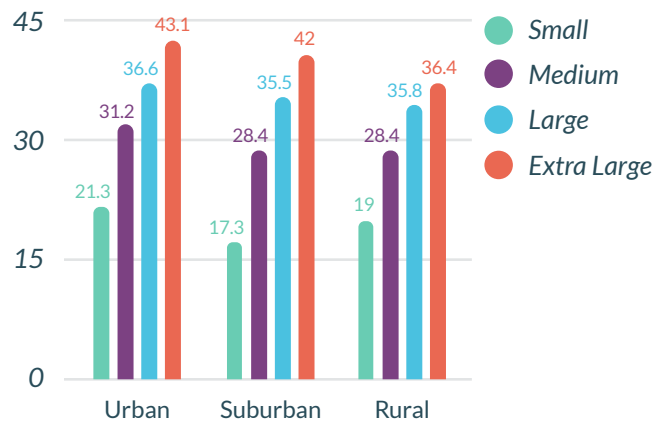


Smaller organizations tend to have the highest percentage of non-working substitutes, as well as the fewest days worked by substitutes. As a result, their fill rates tend to be lower.

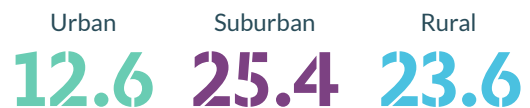
3 Percentage of Non-working Substitutes



4 Days Worked by Substitutes



5 Average # of Applications Submitted per Job Posting (Certified positions only)



Suburban school districts have the most applications submitted per job posting and take longer to fill vacancies.



Insight:

Fill rates have fallen, and districts are receiving fewer applicants for open positions—despite posting more jobs. It is increasingly difficult to find educators to work as either substitutes teachers or full-time teachers.

* Lost instructional days for public school districts is based on an average of 60 students per teacher, considering the average between elementary and secondary school teachers.

* The 2017-18 school year is defined by July 1, 2017 through June 30, 2018.

These statistics are based on data from:

- Over 5,000 K-12 organizations using Frontline's absence and substitute management tool, representing data from 3,789,535 employees and 51,803,260 absences. This data is so comprehensive that the Center for Research and Reform in Education at Johns Hopkins University has declared it to be representative of national trends.
- Over 1,000 K-12 organizations using Frontline's applicant tracking system. This represents data from 11,692,309 applications submitted and 583,696 jobs posted.



The Frontline Research & Learning Institute generates data-driven research, resources and observations to support and advance the education community. The Institute's research is powered by Frontline Education data and analytics capabilities in partnership with over 12,000 K-12 organizations and several million users nationwide. The Institute's research reports and analysis are designed to provide practical insights for teachers and leaders as well as benchmarks to inform strategic decision-making within their organizations.