



Assessment on the Education Workforce

As required by line item 7010-0005 of the FY2025 Enacted Budget, this report summarizes the current state of the education workforce including counts of those who have recently completed a certification program in high-need subject areas, the counts and ratios of teacher vacancies, and the ratio of teachers to students in each school district.

June 2026

This document was prepared by the Massachusetts Department of Elementary and Secondary Education

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May 2026

Dear Members of the General Court:

I am pleased to submit this report, *Assessment on the Education Workforce*, pursuant to line item 7010-0005 of the FY2025 Enacted Budget.

Within this report, you will find a summary of the current state of the education workforce including counts of teacher candidates who have recently completed a certification program in high-need subject areas, the count and ratio of teacher vacancies including in high-need subject areas, and the ratio of teachers to students in each school district. We conclude with a recommendation to fund the continued collection and reporting of educator vacancy data, including additional validation of job posting data at the district level.

Sincerely,

A handwritten signature in black ink, appearing to read "Pedro Martinez".

Pedro Martinez
Commissioner of Elementary and Secondary Education

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Introduction

The Department of Elementary and Secondary Education (DESE; The Department) respectfully submits this Report to the Legislature: Assessment on the Education Workforce pursuant to line item 7010-0005 of the FY2025 Enacted Budget:

...the department of elementary and secondary education shall conduct an assessment on the education workforce in school districts across the commonwealth; provided further, that the assessment shall include, but not be limited to: (i) the number of teachers who have completed a certification program in high-need subject areas, which may include, but shall not be limited to science, technology, mathematics, computer science, special education, and English as a second language; (ii) the number of teacher vacancies in high-need subject areas by school district; (iii) the number of vacancies in high-need subject areas as compared to the total number of teacher vacancies; and (iv) the ratio of teachers to students in each school district...

The subsequent sections of this report follow the order described in the above legislation.

Definitions

School Year:

Teacher preparation programs follow the federal definition of an academic year that runs from September 1st through August 31st. At the time of this report, the most recent complete school year is SY2025 running from September 1st, 2024 through August 31st, 2025.

Certification Program Completers

- (i) *the number of teachers who have completed a certification program in high-need subject areas, which may include, but shall not be limited to science, technology, mathematics, computer science, special education, and English as a second language*

The Department annually reports counts of all [program completers by licensure program](#) on its Public Profiles website. Table 1 summarizes the number of program completers in SY2025 for initial licenses in the high-need subject areas defined by this legislation. Data for prior years are available on Public Profiles, and data for SY2026 will be available after the completion of the school year.

Table 1. Number of Program Completers in SY2025 by High-Needs Subject Area

High-Needs Subject Area	Licensure Program	Count
Science		130
	Academic: Teacher, Biology, 8-12, Initial	53
	Academic: Teacher, Chemistry, 8-12, Initial	15
	Academic: Teacher, Earth and Space Science, 8-12, Initial	2
	Academic: Teacher, General Science, 1-6, Initial	5
	Academic: Teacher, General Science, 5-8, Initial	38
	Academic: Teacher, Middle School Mathematics/Science, 5-8, Initial	3
	Academic: Teacher, Physics, 8-12, Initial	14
Technology		9
	Academic: Teacher, Technology/Engineering, 5-12, Initial	1
	Academic: Specialist Teacher, Instructional Technology Specialist, All Levels, Initial	8
Mathematics		148
	Academic: Teacher, Mathematics, 5-8, Initial	55
	Academic: Teacher, Mathematics, 8-12, Initial	90
	Academic: Teacher, Middle School Mathematics/Science, 5-8, Initial	3
Computer Science		3
	Academic: Teacher, Digital Literacy/Computer Science, 5-12, Initial	3
Special Education		839
	Academic: Teacher, Deaf and Hard-of-Hearing - ASL/TC, All Levels, Initial	4
	Academic: Teacher, Moderate Disabilities, 5-12, Initial	168
	Academic: Teacher, Moderate Disabilities, PreK-8, Initial	360
	Academic: Teacher, Moderate Disabilities, PreK-2, Initial	2
	Academic: Teacher, Severe Disabilities, All Levels, Initial	91
	Academic: Teacher, Visually Impaired, All Levels, Initial	18
	Academic: Specialist Teacher, Speech Language and Hearing Disorders, All Levels, Initial	196
English as a Second Language		84
	Academic: Teacher, English as a Second Language, 5-12, Initial	31
	Academic: Teacher, English as a Second Language, PreK-6, Initial	53
Total (unduplicated)		1,210

Teacher Vacancies

- (ii) ...the number of teacher vacancies in high-need subject areas by school district;
- (iii) the number of vacancies in high-need subject areas as compared to the total number of teacher vacancies...

The Department does not systematically collect teacher vacancy data; however, to be responsive to this legislative request, the Department procured a vendor with a demonstrated ability to collect and consolidate educator job postings as well as a research partner to initialize the business rules for categorizing these job posting data. What follows is an initial summary of these vacancy data.

Vacancy Data Source

Teacher vacancies in Massachusetts public schools can be estimated using data from online job boards. The data in this report were provided by Lightcast, a labor market data service that scrapes online job boards for open positions in many fields, providing a snapshot of the number of teaching positions advertised in Massachusetts and, assumedly, information about the number of teachers districts intend to hire each year. Researchers in several states have begun using similar data sources to better understand hiring and vacancies¹.

Vacancy Data Validity

There are some challenges in using these job board data to determine the overall demand for teachers, as they are derived from a variety of online advertisements and provide a broad perspective on the labor market that includes areas other than education. Specifically, researchers working with these data have identified a few ways that they might diverge from the true number of open teaching positions:

- **Pooled postings:** Some districts hire multiple positions within a particular field (e.g., elementary education) each year under the umbrella of a single job posting. Hence, a single “job posting” may indicate one or more vacancies. Pooled postings may lead us to underestimate the number of positions.

¹ Bruno, P. (2026). Pandemic-Era School Staff Shortages: Evidence from Unfilled Position Data in Illinois. *Education Finance and Policy*, 21(1), 45–70. https://doi.org/10.1162/edfp_a_00450

Goldhaber, D., Brown, N., Marcuson, N., & Theobald, R. (2025). School District Job Postings and Staffing Challenges Throughout the Second School Year During the COVID-19 Pandemic. *Educational Administration Quarterly*, 61(2), 323–358. <https://doi.org/10.1177/0013161X241308512>

Goldhaber, D., Falken, G. T., & Theobald, R. (2025a). What Do Teacher Job Postings Tell Us About School Hiring Needs and Equity? *Educational Evaluation and Policy Analysis*, 47(3), 774–796. <https://doi.org/10.3102/01623737241246548>

Goldhaber, D. Falken, G., & Theobald, R. (2025b). *Supply and demand in the postpandemic teacher labor market* (CALDER Working Paper No. 313-0325). Center for Analysis of Longitudinal Data in Education Research.

- **Internal transfers:** In some districts, vacancies may be filled by internal candidates before the position is opened to external candidates via a public job posting. Some online job boards have non-public postings for internal candidates that may not be visible to external searches. Internal transfers may lead to understating the number of open positions, although it would not necessarily cause us to underestimate the demand for teachers new to a district.
- **Identifying teaching positions:** The job postings data include positions in elementary and secondary schools in Massachusetts. These include teaching positions, but also school and district administrators, professional support personnel, aides and paraprofessionals, substitutes, and other school staff. Districts vary in how they characterize teaching positions in their advertisements, and this may introduce some error into the classification of teaching positions.
- **Linking positions to school districts:** The job postings vary in how they identify the employer. In most instances, the school district is the employer. However, in some cases, the employer may be a school or division of the district. The variation in practices across districts and job board sites may introduce some error in the attribution of individual positions to particular school districts.

Despite these potential challenges, researchers have successfully used similar data sources to better understand trends in the demand for teachers. We note these challenges as a caveat that there may be some error in the overall counts of teaching positions in particular regions or school districts. However, we take several steps to limit the amount of error in the estimated counts. We first identify postings in elementary and secondary schools in Massachusetts. We use a combination of job titles and keyword searches to restrict the sample to teachers and exclude administrators, professional support personnel, aides, substitutes, and other school staff. We also exclude roles associated with summer school programs, before or after school programs, and stipend opportunities. We then match the advertised employer with school districts in Massachusetts. We use the indicated employer if this matches a school district in the state; for entries without a district match, we conduct string searches of the posting text to identify a school district. In cases where the employer is indicated as a school, we match postings based on school name and town to public schools in Massachusetts. We then aggregate all job postings to the district level. To account for pooled postings, we conduct string searches for indicators of multiple positions and use the listed number of positions available for each posting (if indicated).

We verify the postings by comparing the number of newly hired teachers in each district to the number of posted positions. Using the Educator Personnel Information Management System (EPIMS), we identify teachers who are either new to the district or who have changed schools within the district. There is a strong relationship between district-level job postings and the number of teachers entering a new teaching position

in a district each year. On average, each teacher new to a school is associated with about 0.9 additional job postings; these relationships are similar to those derived from other data sources².

Vacancies by County

Because there may be some error in the overall counts of teaching positions in particular school districts, we have summarized job posting data here at the county level. These aggregations will provide reasonably valid estimates of teacher vacancies based on job posting data for the schools and districts in those counties.

Tables 2 and 3 list the total number of job postings by county for SY2025 and SY2026. These counts reflect the jobs posted for the given school year; e.g., for SY2026, they reflect hiring that occurred throughout 2025 for fall 2025 start dates. Across Massachusetts, districts advertised 8.51 teaching positions in SY2025 and 11.46 teaching positions in SY2026. Combined across these years, districts posted about 10 teaching positions per 100 teacher FTE, or said another way, the number of posted teaching positions represents about 10% of the teacher workforce. On average over these two years, 44% of these are in the high-need areas defined by this legislation. These numbers are consistent with overall teacher turnover levels in the state. However, there is regional variation: Suffolk and Hampden counties advertise proportionately more teaching positions than average while Essex, Middlesex, and Worcester advertise fewer.

Table 2. Number of Advertised Teaching Positions by County, SY2025

County	Teacher FTE	Total Postings	Total High-Need Postings	Postings per 100 FTE	High-Need Postings per 100 FTE
Barnstable	1,321	32	15	2.42	1.14
Berkshire	1,247	85	26	6.82	2.09
Bristol	5,864	319	143	5.44	2.44
Dukes	87	1	1	1.14	1.14
Essex	8,906	599	216	6.73	2.43
Franklin	476	55	26	11.55	5.46
Hampden	5,770	872	396	15.11	6.86
Hampshire	1,325	137	57	10.34	4.3
Middlesex	17,170	1,404	517	8.18	3.01
Nantucket	171	37	21	21.62	12.27
Norfolk	7,536	375	149	4.98	1.98
Plymouth	4,978	285	113	5.73	2.27
Suffolk	6,540	1,062	513	16.24	7.84
Worcester	8,853	625	268	7.06	3.03

² Goldhaber, D., Falken, G. T., & Theobald, R. (2025a). What Do Teacher Job Postings Tell Us About School Hiring Needs and Equity? *Educational Evaluation and Policy Analysis*, 47(3), 774–796.
<https://doi.org/10.3102/01623737241246548>

Massachusetts	70,245	5,981	2,487	8.51	3.54
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Table 3. Number of Advertised Teaching Positions by County, SY2026

County	Teacher FTE	Total Postings	Total High-Need Postings	Postings per 100 FTE	High-Need Postings per 100 FTE
Barnstable	2,009	140	55	6.97	2.74
Berkshire	1,230	185	62	15.04	5.04
Bristol	5,886	552	282	9.38	4.79
Dukes	106	17	9	16.1	8.52
Essex	8,945	1,133	491	12.67	5.49
Franklin	576	74	45	12.86	7.82
Hampden	5,657	1,019	490	18.01	8.66
Hampshire	1,326	214	118	16.14	8.9
Middlesex	17,513	1,759	797	10.04	4.55
Nantucket	164	36	13	22	7.95
Norfolk	7,564	511	255	6.76	3.37
Plymouth	5,537	469	211	8.47	3.81
Suffolk	6,330	1,011	475	15.97	7.5
Worcester	9,317	1,035	477	11.11	5.12
Massachusetts	72,157	8,268	3,836	11.46	5.32

Student to Teacher Ratios

(iv) ...the ratio of teachers to students in each school district...

The Department annually reports [student to teacher ratios](#) at both district and school levels on its Public Profiles website. Table 2 lists the student to teacher ratios for all districts in SY2025, as well as a statewide average of 11.9 students per teacher. District-specific ratios range from a low of 5.1 to a high of 27.9 students per teacher. Data for prior years are available on Public Profiles, and data for SY2026 will be available after the completion of the school year.

Table 2. Student to Teacher Ratio in SY2025 by District

District Name	Student / Teacher Ratio
Abby Kelley Foster Charter Public (District)	11.3 to 1
Abington	13.2 to 1
Academy Of the Pacific Rim Charter Public (District)	9.2 to 1
Acton-Boxborough	12.9 to 1
Acushnet	13.1 to 1
Advanced Math and Science Academy Charter (District)	11.9 to 1
Agawam	12.0 to 1
Alma del Mar Charter School (District)	11.1 to 1
Amesbury	11.0 to 1
Amherst	9.4 to 1
Amherst-Pelham	10.6 to 1
Andover	11.8 to 1
Argosy Collegiate Charter School (District)	10.6 to 1
Arlington	12.6 to 1
Ashburnham-Westminster	13.6 to 1
Ashland	12.9 to 1
Assabet Valley Regional Vocational Technical	10.1 to 1
Athol-Royalston	12.8 to 1
Atlantis Charter (District)	11.8 to 1
Attleboro	15.1 to 1
Auburn	13.2 to 1
Avon	9.8 to 1
Ayer Shirley School District	12.0 to 1
Barnstable	10.8 to 1
Baystate Academy Charter Public School (District)	6.7 to 1
Bedford	11.1 to 1
Belchertown	13.2 to 1
Bellingham	13.2 to 1

District Name	Student / Teacher Ratio
Belmont	14.4 to 1
Benjamin Banneker Charter Public (District)	18.5 to 1
Benjamin Franklin Classical Charter Public (District)	11.8 to 1
Berkley	14.0 to 1
Berkshire Arts and Technology Charter Public (District)	9.4 to 1
Berkshire Hills	9.5 to 1
Berlin-Boylston	11.8 to 1
Beverly	12.4 to 1
Billerica	13.6 to 1
Blackstone Valley Regional Vocational Technical	11.2 to 1
Blackstone-Millville	13.9 to 1
Blue Hills Regional Vocational Technical	11.1 to 1
Boston	10.6 to 1
Boston Collegiate Charter (District)	9.7 to 1
Boston Day and Evening Academy Charter (District)	10.9 to 1
Boston Green Academy Horace Mann Charter School (District)	10.2 to 1
Boston Preparatory Charter Public (District)	12.0 to 1
Boston Renaissance Charter Public (District)	11.2 to 1
Bourne	10.3 to 1
Boxford	11.2 to 1
Braintree	12.9 to 1
Brewster	8.9 to 1
Bridge Boston Charter School (District)	10.8 to 1
Bridgewater-Raynham	17.1 to 1
Brimfield	9.3 to 1
Bristol County Agricultural	11.9 to 1
Bristol-Plymouth Regional Vocational Technical	13.4 to 1
Brockton	15.6 to 1
Brooke Charter School (District)	12.4 to 1
Brookfield	11.1 to 1
Brookline	12.9 to 1
Burlington	10.8 to 1
Cambridge	9.4 to 1
Canton	12.5 to 1
Cape Cod Lighthouse Charter (District)	11.8 to 1
Cape Cod Regional Vocational Technical	10.9 to 1
Carlisle	10.2 to 1
Carver	11.6 to 1
Central Berkshire	12.3 to 1
Chelmsford	13.1 to 1
Chelsea	11.9 to 1

District Name	Student / Teacher Ratio
Chesterfield-Goshen	8.8 to 1
Chicopee	10.7 to 1
Christa McAuliffe Charter School (District)	9.8 to 1
City on a Hill Charter Public School (District)	7.6 to 1
Clarksburg	12.4 to 1
Clinton	12.5 to 1
Codman Academy Charter Public (District)	10.4 to 1
Cohasset	10.7 to 1
Collegiate Charter School of Lowell (District)	10.7 to 1
Community Charter School of Cambridge (District)	9.0 to 1
Community Day Charter Public School (District)	8.8 to 1
Concord	10.4 to 1
Concord-Carlisle	11.4 to 1
Conservatory Lab Charter (District)	16.5 to 1
Conway	7.9 to 1
Danvers	11.7 to 1
Dartmouth	12.2 to 1
Dedham	10.3 to 1
Deerfield	8.8 to 1
Dennis-Yarmouth	10.8 to 1
Dighton-Rehoboth	13.1 to 1
Douglas	10.8 to 1
Dover	11.0 to 1
Dover-Sherborn	9.7 to 1
Dracut	14.3 to 1
Dudley Street Neighborhood Charter School (District)	15.4 to 1
Dudley-Charlton Reg	13.2 to 1
Duxbury	11.2 to 1
East Bridgewater	12.5 to 1
East Longmeadow	11.2 to 1
Eastham	8.0 to 1
Easthampton	11.3 to 1
Easton	12.9 to 1
Edgartown	7.3 to 1
Edward M. Kennedy Academy for Health Careers: A Horace Mann Charter Public School (District)	9.6 to 1
Erving	6.1 to 1
Essex North Shore Agricultural and Technical School District	12.8 to 1
Everett	11.7 to 1
Excel Academy Charter (District)	10.8 to 1
Fairhaven	12.0 to 1
Fall River	12.4 to 1

District Name	Student / Teacher Ratio
Falmouth	10.3 to 1
Farmington River Reg	9.3 to 1
Fitchburg	12.1 to 1
Florida	5.2 to 1
Four Rivers Charter Public (District)	9.3 to 1
Foxborough	11.5 to 1
Foxborough Regional Charter (District)	12.6 to 1
Framingham	11.6 to 1
Francis W. Parker Charter Essential (District)	9.4 to 1
Franklin	12.8 to 1
Franklin County Regional Vocational Technical	11.7 to 1
Freetown-Lakeville	12.2 to 1
Frontier	11.1 to 1
Gardner	14.4 to 1
Gateway	8.7 to 1
Georgetown	13.5 to 1
Gill-Montague	9.4 to 1
Global Learning Charter Public (District)	10.5 to 1
Gloucester	11.0 to 1
Gosnold	N/A
Grafton	13.1 to 1
Granby	11.4 to 1
Greater Commonwealth Virtual District	14.3 to 1
Greater Fall River Regional Vocational Technical	10.3 to 1
Greater Lawrence Regional Vocational Technical	12.8 to 1
Greater Lowell Regional Vocational Technical	11.2 to 1
Greater New Bedford Regional Vocational Technical	11.3 to 1
Greenfield	11.3 to 1
Groton-Dunstable	13.5 to 1
Hadley	9.6 to 1
Halifax	13.6 to 1
Hamilton-Wenham	11.7 to 1
Hampden Charter School of Science (District)	12.2 to 1
Hampden-Wilbraham	13.9 to 1
Hampshire	10.0 to 1
Hancock	8.3 to 1
Hanover	14.6 to 1
Harvard	11.8 to 1
Hatfield	8.5 to 1
Haverhill	11.9 to 1
Hawlemont	7.8 to 1

District Name	Student / Teacher Ratio
Hill View Montessori Charter Public (District)	12.2 to 1
Hilltown Cooperative Charter Public (District)	10.4 to 1
Hingham	12.5 to 1
Holbrook	13.8 to 1
Holland	10.6 to 1
Holliston	13.0 to 1
Holyoke	12.0 to 1
Holyoke Community Charter (District)	21.2 to 1
Hoosac Valley Regional	10.8 to 1
Hopedale	11.8 to 1
Hopkinton	14.1 to 1
Hudson	10.0 to 1
Hull	8.9 to 1
Innovation Academy Charter (District)	11.1 to 1
Ipswich	9.6 to 1
KIPP Academy Boston Charter School (District)	13.6 to 1
KIPP Academy Lynn Charter (District)	13.8 to 1
King Philip	13.8 to 1
Kingston	15.8 to 1
Lawrence	11.5 to 1
Lawrence Family Development Charter (District)	12.8 to 1
Learning First Charter Public School (District)	19.0 to 1
Lee	9.3 to 1
Leicester	12.4 to 1
Lenox	8.7 to 1
Leominster	13.7 to 1
Leverett	8.8 to 1
Lexington	10.4 to 1
Libertas Academy Charter School (District)	7.8 to 1
Lincoln	8.7 to 1
Lincoln-Sudbury	11.3 to 1
Littleton	13.1 to 1
Longmeadow	11.5 to 1
Lowell	12.6 to 1
Lowell Community Charter Public (District)	12.0 to 1
Lowell Middlesex Academy Charter (District)	18.0 to 1
Ludlow	11.3 to 1
Lunenburg	14.9 to 1
Lynn	12.0 to 1
Lynnfield	12.8 to 1
Ma Academy for Math and Science	16.5 to 1

District Name	Student / Teacher Ratio
Malden	14.0 to 1
Manchester Essex Regional	9.7 to 1
Mansfield	11.3 to 1
Map Academy Charter School (District)	11.0 to 1
Marblehead	11.4 to 1
Marblehead Community Charter Public (District)	12.0 to 1
Marion	10.7 to 1
Marlborough	11.7 to 1
Marshfield	11.4 to 1
Martha's Vineyard	8.5 to 1
Martha's Vineyard Charter Public School (District)	7.5 to 1
Martin Luther King, Jr. Charter School of Excellence (District)	9.6 to 1
Masconomet	11.6 to 1
Mashpee	10.2 to 1
Match Charter Public School (District)	10.2 to 1
Mattapoisett	9.5 to 1
Maynard	10.9 to 1
Medfield	13.7 to 1
Medford	10.2 to 1
Medway	13.9 to 1
Melrose	13.7 to 1
Mendon-Upton	13.0 to 1
Methuen	12.7 to 1
Middleborough	13.0 to 1
Middleton	10.6 to 1
Milford	11.6 to 1
Millbury	12.6 to 1
Millis	12.8 to 1
Milton	12.8 to 1
Minuteman Regional Vocational Technical	8.1 to 1
Mohawk Trail	11.3 to 1
Monomoy Regional School District	10.4 to 1
Monson	10.4 to 1
Montachusett Regional Vocational Technical	11.9 to 1
Mount Greylock	10.9 to 1
Mystic Valley Regional Charter (District)	15.5 to 1
Nahant	14.5 to 1
Nantucket	10.0 to 1
Narragansett	13.5 to 1
Nashoba	12.1 to 1
Nashoba Valley Regional Vocational Technical	12.0 to 1

District Name	Student / Teacher Ratio
Natick	12.0 to 1
Nauset	9.3 to 1
Needham	12.1 to 1
Neighborhood House Charter (District)	10.1 to 1
New Bedford	11.7 to 1
New Heights Charter School of Brockton (District)	15.0 to 1
New Salem-Wendell	9.2 to 1
Newburyport	9.7 to 1
Newton	10.5 to 1
Norfolk	11.9 to 1
Norfolk County Agricultural	9.8 to 1
North Adams	10.5 to 1
North Andover	13.1 to 1
North Attleborough	13.3 to 1
North Brookfield	8.0 to 1
North Middlesex	12.7 to 1
North Reading	11.4 to 1
Northampton	11.2 to 1
Northampton-Smith Vocational Agricultural	9.0 to 1
Northboro-Southboro	10.8 to 1
Northborough	11.9 to 1
Northbridge	12.9 to 1
Northeast Metropolitan Regional Vocational Technical	10.7 to 1
Northern Berkshire Regional Vocational Technical	10.6 to 1
Norton	11.9 to 1
Norwell	13.0 to 1
Norwood	11.2 to 1
Oak Bluffs	7.7 to 1
Old Colony Regional Vocational Technical	9.1 to 1
Old Rochester	11.9 to 1
Old Sturbridge Academy Charter Public School (District)	14.5 to 1
Orange	12.5 to 1
Orleans	7.3 to 1
Oxford	11.0 to 1
Palmer	11.0 to 1
Pathfinder Regional Vocational Technical	9.9 to 1
Peabody	12.3 to 1
Pelham	10.7 to 1
Pembroke	13.0 to 1
Pentucket	11.9 to 1
Petersham	11.4 to 1

District Name	Student / Teacher Ratio
Phoenix Academy Charter Public High School, Chelsea (District)	19.9 to 1
Phoenix Academy Public Charter High School, Lawrence (District)	27.9 to 1
Phoenix Academy Public Charter High School, Springfield (District)	13.7 to 1
Pioneer Charter School of Science (District)	11.0 to 1
Pioneer Charter School of Science II (District)	11.8 to 1
Pioneer Valley	10.6 to 1
Pioneer Valley Chinese Immersion Charter (District)	8.2 to 1
Pioneer Valley Performing Arts Charter Public (District)	9.3 to 1
Pittsfield	10.1 to 1
Plainville	12.7 to 1
Plymouth	11.1 to 1
Plympton	14.3 to 1
Prospect Hill Academy Charter (District)	10.6 to 1
Provincetown	7.7 to 1
Quabbin	14.6 to 1
Quaboag Regional	13.1 to 1
Quincy	13.1 to 1
Ralph C Mahar	9.0 to 1
Randolph	11.9 to 1
Reading	11.9 to 1
Revere	11.0 to 1
Richmond	9.0 to 1
Rising Tide Charter Public (District)	10.6 to 1
River Valley Charter (District)	11.4 to 1
Rochester	11.5 to 1
Rockland	12.7 to 1
Rockport	8.6 to 1
Rowe	5.6 to 1
Roxbury Preparatory Charter (District)	25.8 to 1
Salem	11.6 to 1
Salem Academy Charter (District)	11.0 to 1
Sandwich	11.2 to 1
Saugus	15.2 to 1
Savoy	5.1 to 1
Scituate	11.4 to 1
Seekonk	11.7 to 1
Sharon	13.0 to 1
Shawsheen Valley Regional Vocational Technical	9.9 to 1
Sherborn	10.6 to 1
Shrewsbury	13.8 to 1
Shutesbury	6.8 to 1

District Name	Student / Teacher Ratio
Silver Lake	12.1 to 1
Sizer School: A North Central Charter Essential (District)	9.0 to 1
Somerset	12.1 to 1
Somerset Berkley Regional School District	11.6 to 1
Somerville	11.8 to 1
South Hadley	11.0 to 1
South Middlesex Regional Vocational Technical	9.9 to 1
South Shore Charter Public (District)	11.2 to 1
South Shore Regional Vocational Technical	10.3 to 1
Southampton	12.6 to 1
Southborough	11.6 to 1
Southbridge	11.3 to 1
Southeastern Regional Vocational Technical	12.2 to 1
Southern Berkshire	8.5 to 1
Southern Worcester County Regional Vocational School District	9.7 to 1
Southwick-Tolland-Granville Regional School District	11.0 to 1
Spencer-E Brookfield	12.1 to 1
Springfield	11.4 to 1
Springfield International Charter (District)	16.4 to 1
Springfield Preparatory Charter School (District)	11.3 to 1
Stoneham	11.2 to 1
Stoughton	11.7 to 1
Sturbridge	12.0 to 1
Sturgis Charter Public (District)	9.3 to 1
Sudbury	10.9 to 1
Sunderland	7.2 to 1
Sutton	12.9 to 1
Swampscott	11.4 to 1
Swansea	13.1 to 1
TEC Connections Academy Commonwealth Virtual School District	20.7 to 1
Tantasqua	12.5 to 1
Taunton	15.0 to 1
Tewksbury	12.7 to 1
Tisbury	7.9 to 1
Topsfield	10.9 to 1
Tri-County Regional Vocational Technical	11.6 to 1
Triton	10.3 to 1
Truro	5.5 to 1
Tyngsborough	12.3 to 1
UP Academy Charter School of Dorchester (District)	11.1 to 1
Up-Island Regional	6.8 to 1

District Name	Student / Teacher Ratio
Upper Cape Cod Regional Vocational Technical	9.8 to 1
Uxbridge	12.5 to 1
Veritas Preparatory Charter School (District)	9.9 to 1
Wachusett	13.2 to 1
Wakefield	11.4 to 1
Wales	8.6 to 1
Walpole	11.7 to 1
Waltham	10.2 to 1
Ware	12.6 to 1
Wareham	11.0 to 1
Warwick	5.4 to 1
Watertown	10.3 to 1
Wayland	11.3 to 1
Webster	12.0 to 1
Wellesley	10.5 to 1
Wellfleet	6.6 to 1
West Boylston	12.0 to 1
West Bridgewater	13.9 to 1
West Springfield	11.4 to 1
Westborough	11.1 to 1
Westfield	11.5 to 1
Westford	13.2 to 1
Westhampton	5.8 to 1
Weston	12.1 to 1
Westport	11.8 to 1
Westwood	12.4 to 1
Weymouth	12.6 to 1
Whately	8.3 to 1
Whitman-Hanson	14.2 to 1
Whittier Regional Vocational Technical	10.4 to 1
Williamsburg	6.5 to 1
Wilmington	10.2 to 1
Winchendon	14.8 to 1
Winchester	12.6 to 1
Winthrop	14.8 to 1
Woburn	11.0 to 1
Worcester	13.0 to 1
Worcester Cultural Academy Charter Public School (District)	14.6 to 1
Worthington	10.1 to 1
Wrentham	11.8 to 1
State Totals	11.9 to 1

Recommendation

The Department recommends an annual funding source to support the continued collection and reporting of educator vacancy data, including additional validation of job posting data for the school and district level as well as the development of public vacancy reports. While the Department collects and reports robust data about the supply of teachers and other educators, additional data collection and reporting on vacancies will provide the Department, schools and districts, and the public with valuable information about the demand side of the equation.

We also recommend that the legislature considers funding targeted resources to implement research-based strategies that support educator recruitment and retention in the Commonwealth's highest need schools and highest need subject areas. As shown in Tables 2 and 3 of this report, both the total number and proportion of high-need postings varies significantly by geographic region (county). Research has shown that workforce policies such as raising teacher salaries tend to have influence throughout the region and affect multiple, contiguous districts simultaneously³. Assuming funding to develop district-level validation and reporting of vacancy data, targeting resources to districts with the most need may have outsized impacts on stabilizing the workforce in both those districts and in the region.

³ Imazeki, J. (2005). Teacher salaries and teacher attrition. *Economics of Education Review*, 24(4), 431-449.