

## 2019-2020 Teacher Vacancy Survey Report Summary

The Nebraska Department of Education (NDE) conducted the 2019-2020 Teacher Vacancy Survey in the fall of 2019. All public school districts, nonpublic school systems and Educational Service Units (ESU) have been included in the collection of data. For purposes of this report, the ESU data has been combined with the public school data (district) while the nonpublic data (system) is combined with them into the total counts. This summary shows the totals. For the separate district and system counts, see the full report.

The survey of all 443 Nebraska districts/systems (261 PK-12 public school districts, 17 ESUs, and 182 nonpublic school systems) in the state requested the following information:

- The number of districts/systems that could not find fully qualified teachers\* to fill teacher positions;
- The endorsement areas of the positions that were unfilled\*\*;
- The reasons why the applicant pool was not sufficient; and
- What the district/system did to address the unfilled positions.

The overall response rate (78%) was up slightly from last year. The response rate for districts increased to 89%. The nonpublic systems response rate increased to 61%. Based upon these response rates, the completed surveys are regionally representative of PK-12 districts and systems in the state. The endorsement areas with the largest number of unfilled positions were the following:

Endorsement Area	Unfilled**		Vacant***	Endorsement Area	Unfilled**		Vacant***
	#	%	#		#	%	#
Special Education	56.00	17.43%	22.00	Music Instrumental/Vocal	12.00	3.73%	0.50
Career Education Areas	29.81	9.28%	1.50	Health and/or Physical Education	11.04	3.44%	0.60
Language Arts	23.55	7.33%	3.05	Early Childhood Education	9.00	2.80%	3.00
Science	20.20	6.29%	5.00	School Library	8.00	2.49%	
Mathematics	19.70	6.13%	2.00	ESL/ELL <sup>†</sup>	5.50	1.71%	
World Languages	18.82	5.86%	5.50	Art	4.40	1.37%	
Speech Pathology	14.00	4.36%	8.00	High Ability Education	1.00	0.31%	
School Counselor	13.50	4.20%	1.00	Bilingual <sup>†</sup>	0	0.00%	

<sup>†</sup>Bilingual and English as a Second Language/English Language Learners are traditional shortage areas for federal programs so are recognized by Nebraska as well.

Districts/Systems reported 2,147 positions as available in 2019-20, 321 positions as unfilled with fully qualified personnel, and 62 left vacant. Of those 321 positions, 110 positions (34%) were in districts/systems with less than 500 students.

For the purposes of this survey:

**\*Fully qualified teacher** is an individual who holds an Initial, Standard, or Professional, Nebraska teaching certificate with the appropriate endorsement for the assigned class, and the professional attributes sought by the school district.

**\*\*Unfilled** refers to a position that was filled by someone other than a fully qualified teacher **or** a position that was left vacant.

**\*\*\*Vacant** refers to a position that was not filled at all – i.e. in Special Education of the 56 unfilled positions, 34 have teachers and 22 were left vacant.

## 2019-2020 Teacher Vacancy Survey Report Summary Continued

There were 118 districts/systems (34% of the 344 returned surveys) with unfilled positions at the beginning of the 2019-20 school year.

Region	Districts/Systems with Unfilled** Positions		Number of Unfilled** Positions		Vacant***	
	No. of Districts/Systems	%	No. of Unfilled	%	No. Vacant	% Unfilled left Vacant for Region
Central	33	27.97%	69.00	21.47%	18.65	27.03%
Metro	17	14.41%	107.54	33.46%	13.00	12.09%
Northeast	23	19.49%	38.15	11.87%	9.50	24.90%
Southeast	19	16.10%	61.52	19.14%	16.00	26.01%
West Central	13	11.02%	16.00	4.98%	2.00	12.50%
Western	13	11.02%	29.15	9.07%	3.00	10.29%
<b>Total</b>	<b>118</b>	<b>100.00%</b>	<b>321.36</b>	<b>100.00%</b>	<b>62.15</b>	<b>19.34%</b>

Districts/systems were allowed to identify multiple reasons for unfilled\*\* positions. The top reasons were “No applicants who were fully qualified based on endorsement area” (29%), “No applicants” (25%) and “Preferred a specific non-fully qualified applicant over fully-qualified applicant” (22%).

The survey offered solutions from which districts/systems could choose from when identifying how they solved the dilemma of unfilled\*\* positions. The most reported solutions were: “Hired a person who holds a provisional permit” (16%); “Hired a person not appropriately endorsed in the content area” (12%); and “Position was not filled” (12%). Nonpublic systems had a larger portion of solutions of “Utilized existing staff not appropriately endorsed in the content area” than did the districts (17% compared to 6%). For further information, see Tables 10a-c in the full report.

Of the 17 endorsement shortage areas, six have been designated shortage areas each year for the last 15 years: Language Arts, Math, Science, Special Education, Speech Language Pathology, and World Language. In addition to these, 9 others have been designated shortage areas each of the last five years: Career Education Areas; Art; Early Childhood Education; English as a Second Language; Health and/or Physical Education; School Counselor; School Library; School Psychologist; and Music/Instrumental/Vocal.

Find the full report at <https://www.education.ne.gov/educatorprep/teacher-shortage-survey/>. Tables included in the Report Summary combine public and nonpublic system responses. The full report provides an analysis of public and nonpublic in separate tables as well.

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