

## 2018-2019 Teacher Vacancy Survey Report Summary

The Nebraska Department of Education (NDE) conducted the 2018-2019 Teacher Vacancy Survey in the fall of 2018. All public school districts, nonpublic school systems and Educational Service Units (ESU) have been included in the collection of data. For purposes of this summary report, the public school data (district), ESU data, and the nonpublic data (system) is combined with them into the total counts.

The survey of all 451 Nebraska districts/systems (244 PK-12 public school districts, 17 ESUs, and 190 nonpublic school systems) in the state requested the following information:

- The number of district/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 (73%) was up slightly from last year. The response rate for districts (82%) was down slightly, while the nonpublic systems rate (59%) was up significantly. Based upon these response rates, the completed surveys are still 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	73.20	24.22%	14.00	Family and Consumer Science	7.75	2.56%	
Language Arts	20.20	6.68%	1.00	BMIT	7.00	2.32%	
Speech-Language Pathology	18.50	6.12%	2.00	School Library	6.00	1.99%	
Science	16.88	5.59%	2.00	Art	5.15	1.70%	
Mathematics	14.70	4.86%	3.00	Agriculture Education	5.00	1.65%	
School Counselor	14.30	4.73%	1.00	Early Childhood Education	4.00	1.32%	1.00
World Languages	14.15	4.68%	0.00	ESL/ELL <sup>†</sup>	3.50	1.16%	
Industrial Tech/Skilled and Technical Science	13.33	4.41%	3.00	Music-Instrumental/Vocal	3.50	1.16%	
Health and/or Physical Ed	11.35	3.76%		Bilingual <sup>†</sup>	0	0.00%	
School Psychologist	8.00	2.65%	2.00				

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

Districts/Systems reported 2,436 positions as available in 2018-19, 302 positions as unfilled with fully qualified personnel, and 36 of those left vacant. Of those 302 positions, 27% were in district/systems with less than 500 students and 37% were in district/systems with greater than 10,000 students. NDE reports 29,301 FTE in Nebraska schools in 2018-19, the 302 unfilled FTE reported represent 1% of that total. The 36 Vacant FTE reported represents less than 0.1% of that total.

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 73 unfilled positions, 59 have teachers and 14 were left vacant.

## 2018-2019 Teacher Vacancy Survey Report Summary Continued

There were 114 district/systems (35% of the 327 returned surveys) with unfilled positions at the beginning of the 2018-19 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	30	26.32%	49.01	16.22%	4.20	8.57%
Metro	18	15.79%	103.60	34.28%	12.00	11.58%
Northeast	20	17.54%	32.15	10.64%	4.00	12.44%
Southeast	19	16.67%	74.95	24.80%	11.00	14.68%
West Central	13	11.40%	20.00	6.62%	1.00	5.00%
Western	14	12.28%	22.50	7.45%	4.00	17.78%
<b>Total</b>	<b>114</b>	<b>100%</b>	<b>302.21</b>	<b>100%</b>	<b>36.20</b>	<b>11.98%</b>

District/systems were allowed to identify multiple reasons for unfilled\*\* positions. The top reasons were “No Applicants” (31%), “No applicants who were fully qualified based on endorsement area” (25%) and “Preferred a specific non-fully qualified applicant over fully-qualified applicant” (24%). Nonpublic systems had a larger portion of “Qualified applicant refused offer for position” than did the districts (12% compared to 5%).

The survey offered solutions for district/systems to choose from when identifying how it solved the dilemma of unfilled\*\* positions. The most reported solutions were: “Hired a person who holds a provisional permit” (28%); “Hired a person who holds a provisional endorsement in the content area” (13%); and “Hired a person not appropriately endorsed in the content area” and “Position was not filled” (both 12%). Nonpublic systems had a larger portion of solutions of “Used substitute teachers” than did the districts (16% compared to 8%).

Of the 19 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, 11 others have been designated shortage areas each of the last five years: Agricultural Education; Art; Business, Marketing and Information Technology; Early Childhood Education; English as a Second Language; Family and Consumer Science; Health and/or Physical Education; Industrial Technology; School Counselor; School Library; and School Psychologist.

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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