

## 2014-2015 Teacher Vacancy Survey Report Summary

The 2014-2015 Teacher Vacancy Survey was conducted in the fall of 2014 by the Nebraska Department of Education. This is the first year that the 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 456 Nebraska PK-12 public school districts and ESUs (261), and nonpublic school systems (195) 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.

While the overall response rate (80%) is lower than in the past, this was the first year for participation of the nonpublic systems and ESUs, and we anticipate that the response rate will increase in future surveys. The response rate for districts (95%) was comparable to past years, while the first nonpublic systems rate was (58%). 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:

Endorsement Area	Unfilled**		Vacant***	Endorsement Area	Unfilled**		Vacant***
	%	#	#		%	#	#
Special Education	25.2	41.8	3	Family and Consumer Science	3.2	5.3	
World Languages	10.0	16.6	1	Mathematics	3.0	5.0	
Language Arts	7.2	12.0	1	Business, Marketing & Info Tech	2.7	4.5	
School Library	5.6	9.3		Agriculture Education	1.8	3.0	
School Counselor	4.9	8.25	2	Music/Instrumental/Vocal	1.7	2.9	
Industrial Tech/Skilled & Tech Sci	4.8	8	3	Art	1.5	2.5	
Speech-Language Pathology	4.1	6.75	1	Health and/or PE	1.2	2.0	
School Psychologist	3.9	6.5	1.5	Middle Grades	1.2	2.0	
Early Childhood Education	3.3	5.4		Bilingual	0.6	1.0	
Science	3.3	5.4		ESL/ELL	0.6	1.0	

A total of 3220 positions were reported as available in 2014-2015. A total 166 positions were reported as unfilled, 12.5 of which were left vacant. Of those 166 positions, 63 positions (38%) were in district/systems with less than 500 students and 77 positions (50%) were in district/systems with over 2500 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 41.8 unfilled positions, 38.8 have teachers and 3 were left vacant.

## 2014-2015 Teacher Vacancy Survey Report Summary Continued

There were 83 district/systems (23% of the completed surveys) with unfilled positions at the beginning of the 2014-2015 school year.

Region	District/Systems with Unfilled** Positions		Number of Unfilled** Positions		Vacant***	
	No.	% of Total	No.	% of Total	No.	% Unfilled for Region
Central	27	32.53%	33.90	20.46%	1.5	4.42%
Metro	14	16.87%	53.00	31.99%	3.0	5.66%
Northeast	14	16.87%	21.50	12.98%		
Southeast	9	10.84%	31.55	19.04%	4.0	12.68%
West Central	10	12.05%	14.25	8.60%	1.0	7.02%
Western	9	10.84%	11.50	6.94%	3.0	26.09%
<b>Total</b>	<b>83</b>	<b>100%</b>	<b>165.70</b>	<b>100%</b>	<b>12.5</b>	

District/systems were allowed to identify multiple reasons for unfilled\*\* positions. The top reasons were: “No fully qualified applicants” (75%); “Qualified applicant refused offer for the position” (13%); and “No applicants” (12%). Nonpublic systems had a larger portion of “Qualified applicant refused offer for position” than did the districts (23% compared to 12%). While the districts had a larger number of “No applicants” than the nonpublic systems (14% compared to 5%).

The survey offered solutions for district/systems to choose from when identifying how it solved the dilemma of unfilled\*\* positions. The three most reported solutions were: “Hired a person who holds a provisional endorsement” (25%); “Hired a person who holds a provisional or temporary certificate” (24%); and “Hired a person who holds a transitional certificate” (15%). Districts had a larger number of “Hired a person who holds a provisional endorsement” (27% compared to 14%). While the nonpublic systems had a larger portion of “Hired a person who holds a transitional certificate” (27% compared to 13%).

Of the 20 endorsement shortage areas, three have been designated shortage areas each year for the last 14 years; Science, Special Education, and World Language. In addition to these, three others have been designated shortage areas in, at least, each of the last five years; Language Arts, Mathematics, and Speech Language Pathology.

The full report can be found at:

<http://www.education.ne.gov/EducatorPrep/TopPages/TeShortage.html#Info>

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