

2022-23 Teacher Vacancy Survey Report Summary

The Nebraska Department of Education (NDE) conducted the 2022-23 Teacher Vacancy Survey in the fall of 2022. 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 436 Nebraska districts/systems (244 PK-12 public school districts, 17 ESUs, and 175 nonpublic school systems) in the state requested the following information:

- The number of districts/systems that could not find fully qualified teachers* to fill 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 was good (92%) with 402 completing the survey. The district rate (public/ESU) was 258 of 261 responding for a 99% response rate, while the system rate (nonpublic) was 144 of 175 responding for an 82% response rate. There was an increase in participation by public districts, ESUs, and nonpublic systems this year. The endorsement areas with the largest number of unfilled positions were the following:

Endorsement Area	Unfilled**		Vacant***	Endorsement Area	Unfilled**		Vacant***
	#	%	#		#	%	#
Special Education	143.4	18.65%	47.4	Early Childhood Education	28.6	3.72%	14.0
Elementary Education	117.9	15.34%	22.5	Art	21.55	2.80%	2.0
Career Education Areas	70.85	9.22%	12.25	World Language	21.45	2.79%	3.5
Language Arts	54.1	7.04%	2.0	School Counselor	21.05	2.74%	2.3
Science	48.97	6.37%	8.0	Health/Physical Education	20.87	2.71%	0.0
Mathematics	46.93	6.11%	18.6	Social Studies/Social Science	18.25	2.37%	1.0
Speech Language Pathology	45	5.85%	34.0	School Psychologist	17.5	2.28%	7.0
Music Instrumental/Vocal	32.8	4.27%	5.9	School Library	13.1	1.70%	0.0

+ ESL/ELL are traditional shortage areas for federal consideration so Nebraska recognizes them as well.

Districts/Systems reported 768.70 positions as unfilled with fully qualified personnel, and 208.45 left vacant for 2022-23. Of those 768.70 positions, 227.05 positions (29%) were in districts/systems with less than 500 students.

There were 196 districts/systems (48.75% of the returned surveys) with unfilled positions at the beginning of the 2022-23 school year.

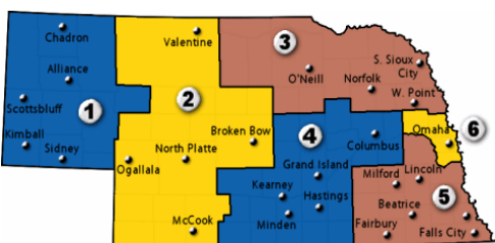
For the purposes of this survey:

***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 143.4 unfilled positions, 96 have teachers and 47.4 were left vacant.

2022-2023 Teacher Vacancy Survey Report Summary Continued



- 1 – Western
- 2 – West Central
- 3 – Northeast
- 4 – Central
- 5 – Southeast
- 6 – Metro

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	51	26.02%	104.50	13.59%	20.00	19.14%
Metro	29	14.80%	309.35	40.24%	59.00	19.07%
Northeast	38	19.39%	91.35	11.88%	34.50	37.77%
Southeast	36	18.37%	168.50	21.92%	71.55	42.46%
West Central	25	12.76%	44.90	5.84%	7.40	16.48%
Western	17	8.67%	50.10	6.52%	16.00	31.94%
Total	196	100.00%	768.70	100.00%	208.45	27.12%

Districts/systems were allowed to identify multiple reasons for unfilled** positions. Of the 196 districts/systems reporting unfilled positions, the main reasons given were divided between “No applicants” (46%) and “No fully qualified applicants based on endorsement area” (20%).

The survey offered solutions from which districts/systems could choose from when identifying how they solved the dilemma of unfilled** positions. The most frequently reported solutions for unfilled positions include: “Position was not filled” (17%); “Hired a person NOT appropriately endorsed in the content area” (15%); “Hired a person who holds a transitional permit” (13%); and “Used substitute teachers” (11%). 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, Mathematics, Science, Special Education, Speech Language Pathology, and World Language. In addition to these, 8 others have been designated shortage areas each of the last five years: Career Education Areas; Art; Early Childhood Education; 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.

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 143.4 unfilled positions, 96 have teachers and 47.4 were left vacant.