

2023-24 Teacher Vacancy Survey Report Summary

The Nebraska Department of Education (NDE) conducted the 2023-24 Teacher Vacancy Survey in the fall of 2023. 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 average (71.10%) with 310 completing the survey. The district rate (public/ESU) was 239 of 261 responding for a 91% response rate, while the system rate (nonpublic) was 71 of 175 responding for a 40% response rate. There was a decrease in participation by public districts, ESUs, and nonpublic systems this year. The endorsement areas with the largest number of unfilled positions were:

Endorsement Area	Unfilled**		Vacant***	Endorsement Area	Unfilled**		Vacant***
	#	%	#		#	%	#
Special Education	209.60	23.63%	76.1	Art	30.33	3.42%	13.33
Elementary Education	109.50	12.34%	61.0	School Counselor	29.75	3.35%	1.0
Career Education Areas	75.25	8.48%	21.0	Health/Physical Education	29.50	3.33%	11.5
Language Arts	74.50	8.40%	35.0	Music Instrumental/Vocal	27.25	3.07%	2.25
Mathematics	66.80	7.53%	47.6	World Language	26.00	2.93%	4.5
Speech Language Pathology	54.80	6.18%	15.8	School Psychologist	20.70	2.33%	17.2
Science	49.50	5.58%	29.0	ESL/ELL	18.10	2.04%	10.5
Early Childhood Education	35.00	3.95%	2.0	Social Studies/Social Science	16.00	1.80%	9.0

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

Districts/Systems reported 908.18 positions as unfilled with fully qualified personnel, and 361.78 left vacant for 2023-24. Of those 908.18 positions, 168.78 positions (20%) were in districts/systems with less than 500 students.

There were 176 districts/systems (56.77% of the returned surveys) with unfilled positions at the beginning of the 2023-24 school year.

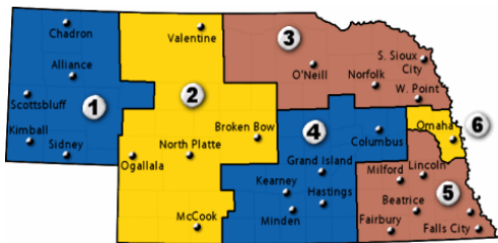
For the purposes of this survey:

***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 209.60 unfilled positions, 133.5 have teachers and 76.1 were left vacant.

2023-2024 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	48	27.27%	100.50	11.07%	34.75	34.58%
Metro	23	13.07%	407.83	44.91%	143.83	35.27%
Northeast	36	20.45%	110.70	12.19%	61.00	55.10%
Southeast	31	17.61%	204.65	22.53%	95.20	46.52%
West Central	20	11.36%	42.00	4.62%	10.00	23.81%
Western	18	10.23%	42.50	4.68%	17.00	40.00%
Total	176	100.00%	908.18	100.00%	361.78	39.84%

Districts/systems were allowed to identify multiple reasons for unfilled** positions. Of the 176 districts/systems reporting unfilled positions, the main reasons given were divided between “No applicants” (57%) and “No fully qualified applicants based on endorsement area” (17%).

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” (24%); “Hired a person NOT appropriately endorsed in the content area” (13%); “Hired a person who holds a provisional permit” (12%); and “Hired a person who holds a transitional permit” (10%). 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.

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