

2024-25 Teacher Vacancy Survey Report Summary

The Nebraska Department of Education (NDE) conducted the 2024-25 Teacher Vacancy Survey in the fall of 2024. 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 (262 PK-12 public school districts and ESUs, and 174 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 255 of 262 responding for a 97.33% response rate, while the system rate (nonpublic) was 55 of 174 responding for a 31.61% response rate. Participation by public districts, ESUs, and nonpublic systems remained steady this year. Unfilled positions in descending order by endorsement area (excluding Other and Middle Level – include under content area) are as follows:

Endorsement Area	Unfilled**		Vacant***	Endorsement Area	Unfilled**		Vacant***
	#	%	#		#	%	#
Special Education	149.50	22.34%	50.50	School Psychologist	28.10	4.20%	14.00
Elementary Education	68.00	10.16%	25.00	Music Instrumental/Vocal	24.70	3.69%	6.25
Career Education Areas	57.30	8.56%	11.00	World Language	18.85	2.82%	10.50
Language Arts	51.50	7.69%	4.00	Health/Physical Education	16.50	2.47%	11.00
Early Childhood Education	45.50	6.80%	10.00	Art	11.40	1.70%	6.00
Mathematics	44.00	6.57%	20.00	School Library	9.50	1.42%	0.00
Speech Language Pathology	42.40	6.33%	17.40	ESL/ELL [†]	9.00	1.34%	1.00
School Counselor	32.00	4.78%	1.00	Social Studies/Social Science	6.00	0.90%	0.00
Science	30.50	4.56%	8.00				

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

Overall, there were 153 districts/systems reporting unfilled positions, or 49.35% of the returned sample, at the beginning of the 2024-25 school year.

Districts/systems reported 669.35 positions as unfilled with fully qualified personnel, and 200.65 left vacant for 2024-25. Of those 669.35 positions, 167.95 positions (25.09%) were in districts/systems with **less than 500** students.

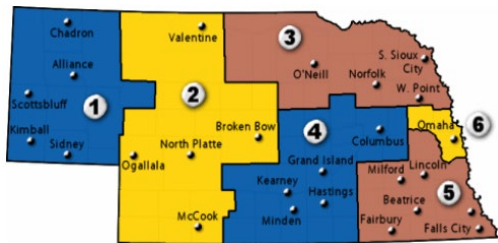
For the purposes of this survey:

***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 149.5 unfilled positions, 99 have teachers and 50.5 were left vacant.

2024-2025 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 Vacant for Region
Western	17	11.11%	47.25	7.06%	9.00	19.05%
West Central	21	13.73%	35.50	5.30%	9.00	25.35%
Northeast	27	17.65%	67.60	10.10%	24.40	36.09%
Central	36	23.53%	84.50	12.62%	35.00	41.42%
Southeast	27	17.65%	196.00	29.28%	105.75	53.95%
Metro	25	16.34%	238.50	35.63%	17.50	7.34%
Total	153	100.00%	669.35	100.00%	200.65	Avg. 30.53%

Districts/systems were allowed to identify multiple reasons for unfilled** positions. Of the 153 districts/systems reporting unfilled positions, the main reasons given were divided between “No applicants” (63%) and “No fully qualified applicants based on endorsement area” (15%).

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” (22%); “Used substitute teachers” (18%); “Hired a person NOT appropriately endorsed in the content area” (11%); “Hired a person who holds a provisional permit in the content area” (10%); and “Hired a person who holds a provisional 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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