

2007

An examination of data trends
in educational personnel
for Wisconsin public schools

Supply & Demand



WISCONSIN
DEPARTMENT OF PUBLIC INSTRUCTION

Prepared by Wisconsin Educator Supply and Demand Project
for the Wisconsin Department of Public Instruction
Elizabeth Burmaster, Superintendent

Data Trends of Education Personnel in Wisconsin Public Schools, 2007

Authors: Thomas A. Fischer, Ph.D and Wayne H. Swanger, Ph.D., University of Wisconsin Oshkosh

This report can be downloaded from the Wisconsin Department of Public Instruction web site, <http://dpi.wi.gov/tepd/supdem.html>

The Wisconsin Department of Public Instruction (DPI) and federal discretionary monies from the Individuals with Disabilities Education Act (IDEA) provided funding for this project.

The advisory committee for the project included the following individuals from DPI, the University of Wisconsin, and Oshkosh Area School District.

Laurie Derse, Assistant Director
Teacher Education, Professional Development and Licensing, DPI

Steve Gilles, Consultant
Special Education Team, DPI

Paul Trilling, Education Consultant
Teacher Education, Professional Development and Licensing, DPI

Francine Tompkins, Director PK-16 Initiatives and Senior Academic Planner
University of Wisconsin System Administration

John Sprangers, Director of Human Resources
Oshkosh Area School District

Project Assistants:
Katie Tennessen, University of Wisconsin Oshkosh
Nicholas Mielke, University of Wisconsin Oshkosh
Jeremy Millard, University of Wisconsin Oshkosh

The authors thank the school districts that provided survey data, institutions of higher education in Wisconsin that provided program completer data, and program completers who provided followup completer data.

Table of Contents

LIST OF TABLES AND FIGURES.....	4
EXECUTIVE SUMMARY	7
INTRODUCTION.....	8
WISCONSIN EDUCATOR SUPPLY.....	9
Attrition.....	24
AGE OF EDUCATIONAL PERSONNEL	27
SCHOOL DISTRICT SURVEY	40
Ratio of Applicants to Vacancies.....	40
Supply Rating.....	42
STATE BUDGET EFFECTS	46
Hiring	46
Attrition/Retirement.....	47
EMERGENCY LICENSES	48
CRITICAL SHORTAGE AREAS	53
SURVEY OF PROGRAM COMPLETERS	55
EMPLOYMENT OUTLOOK ACROSS LICENSURE AREAS.....	62
Elementary Education.....	66
Early Childhood/Kindergarten.....	66
Elementary.....	66
Middle/High School.....	67
Biology.....	67
Chemistry.....	67
Earth Science.....	68
Physics.....	68
General Science	69
Mathematics	69
English/Speech/Theater/Journalism	70
Social Studies.....	70
Specialized	71
ELL/ESL/Bilingual	71

Library / Media	71
Reading Specialist.....	72
School Counselor	72
School Nurse	73
School Psychologist	73
School Social Worker.....	74
Special Fields	75
Agriculture	75
Art	75
Business Education.....	76
Drivers Education.....	76
Family and Consumer Education.....	77
Foreign Language.....	77
Health Education	78
Music	78
Physical Education	79
Technology Education	79
Special Education.....	80
Cognitive Disabilities	80
Cross Categorical.....	80
Deaf/Hearing Impairment.....	81
Early Childhood Special Education.....	81
Emotional Behavioral Disability.....	82
Learning Disabilities	82
Speech/Language Pathologist.....	83
Vision Impairment.....	83
Physical Therapist/Occupational Therapist.....	84
Administrators.....	85
Curriculum Director.....	85
Director of Special Education	85
Principal	86
Superintendent.....	86
Appendix A. School District Survey	87
Appendix B. Districts Responding and Not Responding to Survey.....	90
Appendix C. State Budget Effects on Hiring.....	94
Appendix D. State Budget Effects on Attrition and Retirement.....	99
Appendix E. Program Completer Survey	103

List of Tables and Figures

Tables

1. UW System Program Completers, Total	11
2. Private College Program Completers, Total	12
3. Alternative Program Completers	13
4. UW System Program Completers Without Previous Licensure.....	14
5. Private College Program Completers Without Previous Licensure ..	15
6. Alternative Program Completers Without Previous Licensure.....	16
7. UW System Program Completers With Previous Licensure.....	17
8. Private College Program Completers With Previous Licensure	18
9. Alternative Program Completers With Previous Licensure	19
10. Program Completers by Major Categories	22
11. Field Attrition Rates 1989-2006.....	24
12. Attrition Rates of Teachers Over First Five Years of Employment ..	26
13. Ages of Educational Personnel by Licensure Category for School Year 2006-2007, Grades PK-12	28
14. Ages of Educational Personnel by Licensure Category for School Year 2006-2007, Grades PK-8	30
15. Ages of Educational Personnel by Licensure Category for School Year 2006-2007, Grades 9-12.....	32
16. Ages of Educational Personnel by Licensure Category for School Year 2002-2003, Grades PK-12	34
17. Ages of Educational Personnel by Licensure Category for School Year 2002-2003, Grades PK-8	36
18. Ages of Educational Personnel by Licensure Category for School Year 2002-2003, Grades 9-12.....	37

19. Percentages of Educational Personnel Ages 55 and Above by Licensure Category for School Year 2006-2007, Grades PK-12.....	38
20. Comparison of Percentages of Educational Personnel Ages 55 and Above by Licensure Category for School Years 2002-2003 and 2006-2007, Grades PK-12	39
21. Ratio of Applicants to Vacancies for 2006-2007	41
22. Average Supply Rating Across Licensure Areas for 2006-2007.....	43
23. Emergency License Totals for 2006-2007.....	49
24. Number of Initial and Renewal Emergency Licenses	50
25. Critical Shortage Areas	54
26. Employment Status of 2005-2006 Program Completers	57
27. Employment Status of 2004-2005 Program Completers	58
28. Employment Status of 2003-2004 Program Completers	59
29. Employment Status of 2002-2003 Program Completers	60
30. Employment Status of 2001-2001 Program Completers	61
31. Categories and Criteria for Employment Outlook	64
32. Summary of Employment Outlook Statistics	65

Figures

1. Program Completers by Major Categories	23
2. Field Attrition Rates, 1989-2006.....	25
3. Ages of Educational Personnel by Licensure Category for School Year 2006-2007, Grades PK-12	29
4. Ages of Educational Personnel by Licensure Category for School Year 2006-2007, Grades PK-8	31
5. Ages of Educational Personnel by Licensure Category for School Year 2006-2007, Grades 9-12.....	33
6. Ages of Educational Personnel by Licensure Category for School Year 2002-2003, Grades PK-12	35
7. Number of Initial and Renewal Emergency Licenses	51
8. Employment Status of 2005-2006 Program Completers	57
9. Employment Status of 2004-2005 Program Completers	58
10. Employment Status of 2003-2004 Program Completers	59
11. Employment Status of 2002-2003 Program Completers	60
12. Employment Status of 2001-2002 Program Completers	61

Executive Summary

- Program completer totals from Wisconsin's educator training institutions increased by 4.2%, from 5,397 in 2004-2005 to 5,625 in 2005-2006. Completers without a previous teaching license increased by 0.2%, from 4,212 in 2004-2005 to 4,239 in 2005-2006. Completers with a previous license increased by 37.6%, from 1,007 in 2004-2005 to 1,386 in 2005-2006.
- Program completers increased in Elementary Education by 2.1%, in Special Education by 1.2%, and in Pupil Services by 4.6% from 2004-2005 to 2005-2006. Attrition rates decreased by 0.5% in general education and remained stable in special education.
- Cumulative attrition rates of new teachers over their first five years of employment who entered the teaching field between 1996-97 and 2001-2002 averaged 13.0% after the first year, 19.4% after the second year, 24.3% after the third year, 28.0% after the fourth year, and 31.9% after the fifth year.
- Analysis of the age of Wisconsin educational personnel indicated that 24.6% were age 55 and above in the 2005-2006 school year. Licensure areas with the greatest number of those age 55 or above (greater than 40%) were as follows, in order: Assistant District Administrator, District Administrator, Reading Specialist, Drivers Education, Library/Media Specialist, Director of Instruction/Program Supervisor, Director of Special Education/Pupil Services, and Orthopedic Impairment.
- School district ratings of teacher supply based on identified vacancies indicated areas of lowest supply were Drivers Education, Deaf/Hearing Impaired, Visually Impaired, and PT/OT.
- School district ratings of teacher supply based on identified vacancies indicated areas of greatest supply were Early Childhood/Kindergarten, Elementary, Social Studies, Health Education, Physical Education, and Principal.
- The 2006-2007 school year marked the fourth consecutive decline in the total number of emergency licenses issued.
- A survey of program completers from teacher training institutions indicated recent graduates had a lower rate of finding full-time employment to the previous year.

Introduction

Wisconsin's public school enrollment, including pre-kindergarten through grade 12, decreased by 0.34% between the 2006-2007 and 2007-2008 school years. Enrollment increased from 875,174 in 2005-2006 to 876,700 in 2006-2007 and decreased to 874,633 in 2007-2008. A cursory examination of enrollment data since 1971 indicates consistent annual enrollment decreases occurred from 1971-1972 (999,921) to 1984-85 (767,542). Gradual enrollment increases occurred from 1986-87 (772,363) to 1997-1998 (881,720). Public school enrollment remained fairly stable since 1996-1997, when enrollment was 879,149.

This is the 28th annual report of Supply and Demand of Educational Personnel in Wisconsin Public Schools. The report serves two functions. One is compliance with reporting requirements of the federal Individuals with Disabilities Education Act. The second is to provide information for prospective job-seekers, educational administrators, institutions of higher learning and educational policymakers in Wisconsin.

This report is organized into seven sections:

(1) Wisconsin Educator Supply, (2) School District Survey Data, (3) Emergency License Data, (4) Critical Shortage Areas, (5) State Budget Effects, (6) Program Completer Survey, and (7) Employment Outlook In Selected License/Subject Areas.

The first section, Wisconsin Educator Supply, includes an examination of educator supply based on analysis of program completer data submitted by Wisconsin educator training programs. The second section, School District Survey Data, includes analyses of supply and demand data collected through a survey of Wisconsin school districts. The third section, Emergency License Data, includes information pertaining to the number of emergency licensees hired and emergency licenses issued from 1990-1991 to 2005-2006 as reported by Wisconsin school districts and Wisconsin Department of Public Instruction (DPI). The fourth section, Critical Shortage Areas, includes information on school district projections of licensure areas that may face critical shortages in the next five years. The fifth section, State Budget Effects, contains written responses from school districts about effects the state budget difficulties may have on hiring and attrition/retirement. The sixth section, Program Completer Survey, reports job status of recent graduates of Wisconsin educator training programs. The seventh section provides employment outlooks in selected licensure/subject areas. These outlooks are based on ratings of supply and demand data reported in this study.

Wisconsin Educator Supply

Wisconsin educator supply data include a variety of sources. Information regarding the number of new educators completing licensure programs is primarily derived from annual reports the state's 13 public and 19 private educator training institutions, as well as seven alternative licensure programs submit to DPI. These data list the total number of program completers, as well as the number of program completers with and without a previous licensure. Program completer totals for the seven approved alternative licensure programs in Wisconsin are reported for the second time this year.

These totals are broken down into 38 teaching, pupil services, and administrative licensure areas. Elementary education category changes reflect the Wisconsin's new educator licensing categories under Wisconsin Administrative Code PI 34. In Elementary Education, the new categories are Early Childhood (birth to age 8), Early Childhood to Middle Childhood (birth to age 11), and Middle Childhood to Early Adolescence (age 6 to 12 or 13). A change in this year's report in the Secondary/Specialized licensure area is separating the Foreign Language category into two categories -- Spanish and All Other Foreign Language. In the Administrative licensure area, categories were added this year for Reading Specialist and Instructional Technology Coordinator.

A program completer is defined as an individual who completed an education degree or program at a Wisconsin college, university, or approved alternative program between Sept. 1, 2005, and August 31, 2006, and is eligible to apply for a license to teach in a particular subject area at specific developmental levels or a specific position. Tables 1, 2, and 3 include the total number of program completers across licensure areas for each educator training institution in Wisconsin. Tables 4, 5, and 6 include the number of program completers who held previous licenses, while Tables 7, 8, and 9 include the number that held no previous licenses. This is the second year alternative program completers have been included in the total completers data.

Educator supply also is affected by attrition, including both educators that leave one teaching position to assume a position in another licensure area and educators that leave the teaching field entirely. These data are reported in Table 10. Another indicator of educator supply is the number of emergency licenses issued by DPI. Emergency license data, reported in Tables 23 and 24, may indicate specific licensure areas in which school districts have difficulty finding appropriately licensed applicants.

Finally, the movement of prospective educators into or out of the state affects educator supply. Surveys of program completers indicated that 13.3% of state program completers accepted positions out of state. It is reasonable to assume that this figure underestimates the proportion of prospective educators that leave the state due to challenges of surveying this population of individuals.

Table 1

University of Wisconsin System Program Completers and Grand Totals Public and Private

Assignment	UW-EauClaire	UW-Green Bay	UW-LaCrosse	UW-Madison	UW-Milwaukee	UW-Oshkosh	UW-Parkside	UW-Platteville	UW-River Falls	UW-Stevens Point	UW-Stout	UW-Superior	UW-Whitewater	Totals UW	Totals Private	Grand Total UW and Private	Totals Alternative	Grand Total
Early Childhood (birth-age 8)		23			72	15	3		4	25	74	1	5	222	36	258	5	263
Early Childhood to Middle Childhood (birth-age 11)			44	93		25		57	21	1		18	44	303	200	503	4	507
Middle Childhood to Early Adolescence (age 6-13)	92	34	66	46	84	77	14	13	73	98		28	122	747	372	1119	12	1131
Total Elementary Education	92	57	110	139	156	117	17	70	98	124	74	47	171	1272	608	1880	21	1901
Agriculture Education				1				6	19					26	0	26	0	26
Family & Consumer Education				3						11	7			21	0	21	2	23
Technology Education								19			49			68	0	68	5	73
Business Education											3		18	21	19	40	10	50
Marketing Education											17			17	0	17	0	17
English/Speech/Journalism	9	11	10	18	19	20	2	7	9	7		3	22	137	84	221	7	228
Theatre													1	1	2	3	1	4
Reading Teacher	13				2	31		3				6	4	59	182	241	0	241
Spanish									3					3	0	3	0	3
All other Foreign Language	14	2	5	10	10	4	1	2	2	3		1	13	67	42	109	16	125
ESL	6	5	4	4	3				2	10			18	52	13	65	3	68
Math	13	7	7	15	16	11	2	7	9	5		3	14	109	53	162	5	167
Driver Education											4			2	6	0	6	6
Music	18	5	7	18	12	6	1	4	4	22		3	12	112	47	159	3	162
Physical Education	12		51	9		30		16	8	14		4	25	169	41	210	3	213
Art Education	7	5	6	15	24	8	2	7	9		11	3	12	109	25	134	9	143
Science	13	6	14	12	24	32		3	22	18		10	9	163	63	226	15	241
Social Studies	24	9	24	15	36	9	2	18	19	21	1	6	11	195	107	302	9	311
Library Media	1		2	10	12	12						1	8	46	7	53	0	53
Health Education			5	1					3	1	13		1	24	3	27	0	27
Total Secondary/Specialized	130	50	135	131	158	163	10	92	109	112	105	40	170	1405	688	2093	88	2181
Cog/Lmg/Emot. Dist./Cross Cat.	54		4	25	26	31		8	3	13	14	22	49	249	95	344	104	448
Deaf/Hard of Hearing					6									6	0	6	0	6
Early Childhood Special Education	13				10	29				4	2		33	91	15	106	2	108
Speech/Language Pathology	39			11	12				5	13			16	96	24	120	0	120
Visual Disability														0	4	4	0	4
Total Special Education	106		4	36	54	60		8	8	30	16	22	98	442	138	580	106	686
School Social Worker	34			7	8									49	0	49	0	49
School Psychologist	7		13	7	3				13		10	1	15	69	0	69	1	70
School Counselor				4	16	13		16	36		21	12	19	137	62	199	0	199
Total Pupil Services	41		13	18	27	13		16	49		31	13	34	255	62	317	1	318
Superintendent				2	9						4		15	20	35	0	35	
School Business Manager					1						1	4	6	7	13	0	13	
Principal				12	22			1	8			13		56	330	386	2	388
Dir. of Instruction											1		1	11	12	0	12	
Dir. of Special Education & Pupil Services					5						4		9	17	26	3	29	
Reading Specialist			3	11				1	5	7		2	2	31	29	60	0	60
Instructional Technology Coordinator													0	2	2	0	2	
Total Administrative			3	25	37			2	13	7		25	6	118	416	534	5	539
Totals	369	107	265	349	432	353	27	188	277	273	226	147	479	3492	1912	5404	221	5625

Note: Program completers in Spanish may have been reported in the "All other Foreign Language" category

Source: UW System reports to DPI

Table 2

Private College Program Completers, Total

Assignment	Alverno College	Beloit College	Cardinal Stritch University	Carroll College	Carthage College	Concordia University	Edgewood College	Lakeland College	Lawrence University	Maranatha College	Marian College	Marquette University	Mount Mary College	Northland College	Ripon College	Silver Lake College	St. Norbert College	Viterbo University	Wisconsin Lutheran College	Totals Private	
Early Childhood (birth-age 8)			2			12	3														36
Early Childhood to Middle Childhood (birth-age 11)	25		67	24			1	8		13	14				8		22	11	7		200
Middle Childhood to Early Adolescence (age 6-13)	16	3	33	26	32	37	32	17			71	25	5	8	7	17	23	15	5		372
Total Elementary Education	41	3	102	50	32	49	36	25	0	13	85	25	17	8	15	24	45	26	12		608
Agriculture Education																					0
Family & Consumer Education																					0
Technology Education																					0
Business Education						9	2					3	2						3		19
Marketing Education																					0
English/Speech/Journalism	5	4	5	2	5	22	6		3	3	1	14	1	1	2			7	3		84
Theatre							1					1									2
Reading Teacher	3		106	2	8	3						1	6	1				52			182
Spanish																					0
All other Foreign Language			3		4	11	1	1	4		1	5	4		1	1		6			42
ESL		2	1				9	1													13
Math	2	1	3	4	4	17	2	4	1	1	1	6	1	1	2	2				1	53
Driver Education																					0
Music			2	3	7	4		2	15	5	1		1		1			2	4		47
Physical Education				10	12	7				1				2	9						41
Art Education	1		2	1		6	2				2		1			4		4	2		25
Science	3	1	3	2	3	20	4		1	3		8	4	4	2	1		3	1		63
Social Studies	7	3	6	8	3	33	9	1	3	6	3	13		3	1	4		2	2		107
Library Media			7																		7
Health Education				2		1															3
Total Secondary/Specialized	21	11	138	34	46	133	36	9	27	19	9	51	20	12	18	12	0	79	13		688
Cog/Lrng/Emot. Dist./Cross Cat.			38		11		19			2				2		23					95
Deaf/Hard of Hearing																					0
Early Childhood Special Education							13									2					15
Speech/Language Pathology												24									24
Visual Disability																4					4
Total Special Education	0	0	38	0	11	0	32	0	0	2	0	24	0	2	0	29	0	0	0		138
School Social Worker																					0
School Psychologist																					0
School Counselor						23		28				11									62
Total Pupil Services	0	0	0	0	0	23	0	28	0	0	0	11	0	0	0	0	0	0	0		62
Superintendent			4				16														20
School Business Manager							3				4										7
Principal	12		113			9	5				116	7				6		62			330
Director of Instruction	3						1				6	1									11
Dir. of Special Education and Pupil Services							1				16										17
Reading Specialist	11		9													6		3			29
Instructional Technology Coordinator			2																		2
Total Administrative	26	0	128	0	0	9	26	0	0	0	142	8	0	0	0	12	0	65	0		416
Totals	88	14	406	84	89	214	130	62	27	34	236	119	37	22	33	77	45	170	25		1912

Source: Private college reports to DPI

Table 3
Alternative Program Completers

Assignment	ACT (Carthage)	Cesa 1 PBL	Cesa 6 RTE	Cesa 7 TDC	MTEC	Norda	UW-Platteville Alternative	Totals Alternative
Early Childhood (birth-age 8)					5			5
Early Childhood to Middle Childhood (birth-age 11)		1	1		2			4
Middle Childhood to Early Adolescence (age 6-13)		1			11			12
Total Elementary Education	0	2	1	0	18	0	0	21
Agriculture Education								0
Family & Consumer Education	1					1		2
Technology Education			1		1		3	5
Business Education		1			1	8		10
Marketing Education								0
English/Speech/Journalism	1					6		7
Theatre						1		1
Reading Teacher								0
Spanish								0
All other Foreign Language		1	3			12		16
ESL				3				3
Math			2			3		5
Driver Education								0
Music						3		3
Physical Education	1						2	3
Art Education			1			8		9
Science	2		1		2	10		15
Social Studies	2					6	1	9
Library Media								0
Health Education								0
Total Secondary/Specialized	7	2	8	3	4	60	4	88
Cog/Lrng/Emot. Dist./Cross Cat.	5	14	14	2	37	32		104
Deaf/Hard of Hearing								0
Early Childhood Special Education						2		2
Speech/Language Pathology								0
Visual Disability								0
Total Special Education	5	14	14	2	37	34	0	106
School Social Worker								0
School Psychologist						1		1
School Counselor								0
Total Pupil Services	0	0	0	0	0	1	0	1
Superintendent								0
School Business Manager								0
Principal						2		2
Dir. of Instruction								0
Dir. of Special Education & Pupil Services						3		3
Reading Specialist								0
Instructional Technology Coordinator								0
Total Administrative	0	0	0	0	0	5	0	5
Totals	12	18	23	5	59	100	4	221

Source: Reports to DPI

Table 4

University of Wisconsin System Program Completers Without Previous Licensure

Assignment	UW-EauClaire	UW-Green Bay	UW-LaCrosse	UW-Madison	UW-Milwaukee	UW-Oshkosh	UW Parkside	UW-Platteville	UW-River Falls	UW-Stevens Point	UW-Stout	UW-Superior	UW-Whitewater	UW System Totals	Private Totals	Alternative Totals	Grand Totals
Early Childhood (birth-age 8)		23			71	15	2			24	74		4	213	32	4	249
Early Childhood to Middle Childhood (birth-age 11)			44	93		25		57	20	1		18	41	299	193	4	496
Middle Childhood to Early Adolescence (age 6-13)	92	34	66	46	82	77	14	13	69	98		28	119	738	330	10	1078
Total Elementary Education	92	57	110	139	153	117	16	70	89	123	74	46	164	1250	555	18	1823
Agriculture Education				1				6	19					26			26
Family & Consumer Education				3						11	6			20		2	22
Technology Education								17			48			65		5	70
Business Education											1		17	18	13	10	41
Marketing Education											17			17			17
English/Speech/Journalism	9	11	10	18	19	20	2	7	8	7		3	21	135	66	7	208
Theatre													1	1		1	2
Reading Teacher						31								31			31
Spanish									1					1			1
All other Foreign Language	11	2	5	10	8	4	1	1	2	2		1	12	59	32	16	107
ESL			5		3				2				3	13		2	15
Math	12	7	7	15	15	11	1	7	9	5		2	13	104	43	5	152
Driver Education																	0
Music	17	4	7	18	11	6	1	4	4	22		3	12	109	47	3	159
Physical Education	11		51	9		30		15	8	14		3	25	166	38	3	207
Art Education	7	5	6	15	24	8	2	7	9		11	1	12	107	25	9	141
Science	10	5	13	12	20	32		3	12	18		10	9	144	54	15	213
Social Studies	24	8	23	14	33	9	2	18	19	21		5	10	186	89	9	284
Library Media						9								9			9
Health Education			4						1					5			5
Total Secondary/Specialized	101	47	126	115	133	160	9	85	94	100	83	28	135	1216	407	87	1710
Cog/Lrng/Emot. Dist./Cross Cat.	40		1	24	15	31				10	12	1	37	171	47	72	290
Deaf/Hard of Hearing					1									1			1
Early Childhood Special Education	8				4	29					1		32	74	15	1	90
Speech/Language Pathology	33			11	12				5	13			16	90			90
Visual Disability																	0
Total Special Education	81	0	1	35	32	60	0	0	5	23	13	1	85	336	62	73	471
School Social Worker	34			7	8									49			49
School Psychologist	3		12	6	2				13		10		13	59		1	60
School Counselor				4	14	13		13	27		17	4	2	94	27		121
Total Pupil Services	37	0	12	17	24	13	0	13	40	0	27	4	15	202	27	1	230
Superintendent																	0
School Business Manager					1								3	4	1		5
Principal																	0
Dir. of Instruction																	0
Dir. of Special Education & Pupil Services																	0
Reading Specialist																	0
Instructional Technology Coordinator																	0
Total Administrative	0	0	0	0	1	0	0	0	0	0	0	0	3	4	1	0	5
Totals	311	104	249	306	343	350	25	168	228	246	197	79	402	3008	1052	179	4239

Source: UW System reports to DPI

Table 5

Private College Program Completers Without Previous Licensure

Assignment	Alverno College	Beloit College	Cardinal Stritch University	Carroll College	Carthage College	Concordia University	Edgewood College	Lakeland College	Lawrence University	Maranatha College	Marian College	Marquette University	Mount Mary College	Northland College	Ripon College	Silver Lake College	St. Norbert College	Viterbo University	Wisconsin Lutheran College	Totals	Private	
Early Childhood (birth-age 8)						12	1						12			7						32
Early Childhood to Middle Childhood (birth-age 11)	21		67	24			1	5		13	14				8		22	11	7			193
Middle Childhood to Early Adolescence (age 6-13)	16	3	31	25	31	37	30	15			66		5	8	6	14	23	15	5			330
Total Elementary Education	37	3	98	49	31	49	32	20	0	13	80	0	17	8	14	21	45	26	12			555
Agriculture Education																						
Family & Consumer Education																						
Technology Education																						
Business Education						8	1						1						3			13
Marketing Education																						
English/Speech/Journalism	3	4	5	2	5	20	6		3	3	1		1	1	2			7	3			66
Theatre																						
Reading Teacher																						
Spanish																						
All other Foreign Language			3		3	11	1	1	3				3		1	1		5				32
ESL																						
Math	2	1	1	4	4	17	2	4	1	1	1		1	1	2					1		43
Driver Education																						
Music			2	3	7	4		2	15	5	1		1		1			2	4			47
Physical Education				10	10	6				1				2	9							38
Art Education	1		2	1		6	2				2		1			4		4	2			25
Science	3	1	3	2	3	19	4		1	3			4	4	2	1		3	1			54
Social Studies	7	3	6	8	3	31	8	1	3	6	3			2	1	3		2	2			89
Library Media																						
Health Education																						
Total Secondary/Specialized	16	9	22	30	35	122	24	8	26	19	8	0	12	10	18	9	0	26	13			407
Cog/Lrng/Emot. Dist./Cross Cat.			12		10		8			2						15						47
Deaf/Hard of Hearing																						
Early Childhood Special Education							13										2					15
Speech/Language Pathology																						
Visual Disability																						
Total Special Education	0	0	12	0	10	0	21	0	0	2	0	0	0	0	0	17	0	0	0			62
School Social Worker																						
School Psychologist																						
School Counselor						13		14														27
Total Pupil Services	0	0	0	0	0	13	0	14	0	0	0	0	0	0	0	0	0	0	0			27
Superintendent																						
School Business Manager											1											1
Principal																						
Director of Instruction																						
Dir. of Special Education and Pupil Services																						
Reading Specialist																						
Instructional Technology Coordinator																						
Total Administrative	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0			1
Totals	53	12	132	79	76	184	77	42	26	34	89	0	29	18	32	47	45	52	25			1052

Source: Private college reports to DPI

Table 6

Alternative Program Completers Without Previous Licensure

Assignment	ACT (Carthage)	CESA 1 PBL	CESA 6 RITE	CESA 7 TDC	MTEC	NORDA	UW-Platteville Alternative	Totals Alternative
Early Childhood (birth-age 8)					4			4
Early Childhood to Middle Childhood (birth-age 11)		1	1		2			4
Middle Childhood to Early Adolescence (age 6-13)		1			9			10
Total Elementary Education	0	2	1	0	15	0	0	18
Agriculture Education								
Family & Consumer Education	1					1		2
Technology Education		1			1		3	5
Business Education		1			1	8		10
Marketing Education								0
English/Speech/Journalism	1					6		7
Theatre						1		1
Reading Teacher								0
Spanish								0
All other Foreign Language		1	3			12		16
ESL				2				2
Math			2			3		5
Driver Education								0
Music						3		3
Physical Education	1					2		3
Art Education			1			8		9
Science	2		1		2	10		15
Social Studies	2					6	1	9
Library Media								0
Health Education								0
Total Secondary/Specialized	7	3	7	2	4	60	4	87
Cog/Lmg/Emot. Dist./Cross Cat.	5	6	8	2	31	20		72
Deaf/Hard of Hearing								0
Early Childhood Special Education						1		1
Speech/Language Pathology								0
Visual Disability								0
Total Special Education	5	6	8	2	31	21	0	73
School Social Worker								0
School Psychologist							1	1
School Counselor								0
Total Pupil Services	0	0	0	0	0	0	1	1
Superintendent								0
School Business Manager								0
Principal								0
Dir. of Instruction								0
Dir. of Special Education & Pupil Services								0
Reading Specialist								0
Instructional Technology Coordinator								0
Total Administrative	0	0	0	0	0	0	0	0
Totals	12	11	16	4	50	81	5	179

Source: Reports to DPI

Table 7

University of Wisconsin System Program Completers With Previous Licensure

Assignment	UW-EauClaire	UW-Green Bay	UW-LaCrosse	UW-Madison	UW-Milwaukee	UW-Oshkosh	UW-Parkside	UW-Platteville	UW-River Falls	UW-Stevens Point	UW-Stout	UW-Superior	UW-Whitewater	UW System Totals	Private Totals	Alternative Totals	Grand Total
Early Childhood (birth-age 8)					1		1		4	1		1	1	9	4	1	14
Early Childhood to Middle Childhood (birth-age 11)									1				3	4	7		11
Middle Childhood to Early Adolescence (age 6-13)					2				4				3	9	42	2	53
Total Elementary Education	0	0	0	0	3	0	1	0	9	1	0	1	7	22	53	3	78
Agriculture Education																	0
Family & Consumer Education										1				1			1
Technology Education								2			1			3			3
Business Education										2			1	3	6		9
Marketing Education																	0
English/Speech/Journalism									1				1	2	18		20
Theatre																2	2
Reading Teacher	13				2			3				6	4	28	182		210
Spanish									2					2			2
All other Foreign Language	3				2			1		1			1	8	10		18
ESL	6		4	4						10			15	39	13	1	53
Math	1				1		1					1	1	5	10		15
Driver Education											4		2	6			6
Music	1	1			1									3			3
Physical Education	1							1				1		3	3		6
Art Education												2		2			2
Science	3	1	1		4				10					19	9		28
Social Studies		1	1	1	3						1	1	1	9	18		27
Library Media	1		2	10	12	3						1	8	37	7		44
Health Education			1	1					2	1	13		1	19	3		22
Total Secondary/Specialized	29	3	9	16	25	3	1	7	15	12	22	12	35	189	281	1	471
Cog/Lrng/Emot. Dist./Cross Cat.	14		3	1	11			8	3	3	2	21	12	78	48	32	158
Deaf/Hard of Hearing					5									5			5
Early Childhood Special Education	5				6					4	1		1	17		1	18
Speech/Language Pathology	6													6	24		30
Visual Disability															4		4
Total Special Education	25	0	3	1	22	0	0	8	3	7	3	21	13	106	76	33	215
School Social Worker																	0
School Psychologist	4		1	1	1							1	2	10			10
School Counselor					2			3	9		4	8	17	43	35		78
Total Pupil Services	4	0	1	1	3	0	0	3	9	0	4	9	19	53	35	0	88
Superintendent				2	9							4		15	20		35
School Business Manager												1	1	2	6		8
Principal				12	22			1	8			13		56	330	2	388
Dir. of Instruction												1		1	11		12
Dir. of Special Education & Pupil Services					5							4		9	17	3	29
Reading Specialist			3	11				1	5	7		2	2	31	29		60
Instructional Technology Coordinator															2		2
Total Administrative	0	0	3	25	36	0	0	2	13	7	0	25	3	114	415	5	534
Totals	58	3	16	43	89	3	2	20	49	27	29	68	77	484	860	42	1386

Source: UW System reports to DPI

Table 8

Private College Program Completers With Previous Licensure

	Alverno College	Beloit College	Cardinal Stritch University	Carroll College	Carthage College	Concordia University	Edgewood College	Lakeland College	Lawrence University	Maranatha College	Marian College	Marquette University	Mount Mary College	Northland College	Ripon College	Silver Lake College	St. Norbert College	Viterbo University	Wisconsin Lutheran College	Totals Private	
Assignment																					
Early Childhood (birth-age 8)			2																		4
Early Childhood to Middle Childhood (birth-age 11)	4							3													7
Middle Childhood to Early Adolescence (age 6-13)			2	1	1		2	2			5	25			1	3					42
Total Elementary Education	4	0	4	1	1	0	4	5	0	0	5	25	0	0	1	3	0	0	0	53	
Agriculture Education																					
Family & Consumer Education																					
Technology Education																					
Business Education						1	1					3	1								6
Marketing Education																					
English/Speech/Journalism	2					2						14									18
Theatre							1					1									2
Reading Teacher	3	106	2	8	3							1	6	1					52	182	
Spanish																					
All other Foreign Language					1				1		1	5	1						1		10
ESL		2	1				9	1													13
Math			2									6				2					10
Driver Education																					
Music																					
Physical Education					2	1															3
Art Education																					
Science						1						8									9
Social Studies						2	1					13		1	1						18
Library Media			7																		7
Health Education				2		1															3
Total Secondary/Specialized	5	2	116	4	11	11	12	1	1	0	1	51	8	2	0	3	0	53	0	281	
Cog/Lrng/Emot. Dist./Cross Cat.			26		1		11							2		8					48
Deaf/Hard of Hearing																					
Early Childhood Special Education																					
Speech/Language Pathology												24									24
Visual Disability																4					4
Total Special Education	0	0	26	0	1	0	11	0	0	0	0	24	0	2	0	12	0	0	0	76	
School Social Worker																					
School Psychologist																					
School Counselor						10		14				11									35
Total Pupil Services	0	0	0	0	0	10	0	14	0	0	0	11	0	0	0	0	0	0	0	0	35
Superintendent			4				16														20
School Business Manager						3					3										6
Principal	12	113				9	5				116	7				6			62	330	
Dir. of Instruction	3					1					6	1									11
Dir. of Special Education & Pupil Services						1					16										17
Reading Specialist	11		9													6			3		29
Instructional Technology Coordinator			2																		2
Total Administrative	26	0	128	0	0	9	26	0	0	0	141	8	0	0	0	12	0	65	0	415	
Totals	35	2	274	5	13	30	53	20	1	0	147	119	8	4	1	30	0	118	0	860	

Source: Private college reports to DPI

Table 9

Alternative Licensure Program Completers With Previous Licensure

Assignment	ACT (Carthage)	CESA 1 PBL	CESA 6-RITE	CESA 7 TDC	MTEC	NORDA	UW-Platteville Alternat	Totals	Alternative
Early Childhood (birth-age 8)					1			1	
Early Childhood to Middle Childhood (birth-age 11)								0	
Middle Childhood to Early Adolescence (age 6-13)					2			2	
Total Elementary Education	0	0	0	0	3	0	0	3	0
Agriculture Education								0	
Family & Consumer Education								0	
Technology Education								0	
Business Education								0	
Marketing Education								0	
English/Speech/Journalism								0	
Theatre								0	
Reading Teacher								0	
Spanish								0	
All other Foreign Language								0	
ESL				1				1	
Math								0	
Driver Education								0	
Music								0	
Physical Education								0	
Art Education								0	
Science								0	
Social Studies								0	
Library Media								0	
Health Education								0	
Total Secondary/Specialized	0	0	0	1	0	0	0	1	0
Cog/Lrng/Emot. Dist./Cross Cat.	8	6			6	12		32	
Deaf/Hard of Hearing								0	
Early Childhood Special Education						1		1	
Speech/Language Pathology								0	
Visual Disability								0	
Total Special Education	8	6	0	0	6	13	0	33	0
School Social Worker								0	
School Psychologist								0	
School Counselor								0	
Total Pupil Services	0	0	0	0	0	0	0	0	0
Superintendent								0	
School Business Manager								0	
Principal						2		2	
Director of Instruction								0	
Directort of Special Education and Pupil Services						3		3	
Reading Specialist								0	
Instructional Technology Coordinator								0	
Total Administrative	0	0	0	0	0	5	0	5	0
Totals	8	6	0	1	9	18	0	42	0

Source: Reports to DPI

Comparison of 2004-2005 and 2005-2006 data submitted by educator training institutions indicated a 4.2% increase in the overall number of program completers, from 5,397 to 5,625, respectively. Almost all of that increase was accounted for by program completers with a previous licensure. That group increased from 1,007 in 2004-2005 to 1,386 in 2005-2006, a 37.6% increase. By contrast, the number of program completers without a previous licensure increased by 0.2%, from 4,212 in 2004-2005 to 4,239 in 2005-2006.

Analyses of program completer data indicated slight increases in most fields. Program completers in Elementary Education increased by 2.1% from 2004-2005 to 2005-2006 (1,861 to 1,901). Elementary Education traditionally has been considered a licensure area of oversupply compared to other areas. Program completers in Secondary Education and Specialized Field increased by 1.2%, from 2,155 to 2,181. Decreases occurred in licensure areas of oversupply such as Social Studies. Increases occurred in areas of undersupply such as Reading Teacher, Science, and Library Media.

Comparison of the total number of program completers in Special Education from 2004-2005 and 2005-2006 indicated an increase of 1.2%, from 670 to 686. This is a licensure area with severe and chronic educator shortages. Program completers in Cross Categorical decreased while Speech and Language Pathology totals increased, a trend that also occurred the previous year.

Program completer in Pupil Services increased by 4.6%, from 304 to 318. The Administrative category had the largest increase in program completer totals, a 32.4% increase from 407 to 539. Private college completers made up the majority of that increase.

Analyses of the number of program completers reported by UW System institutions, private colleges and alternative programs from 2004-2005 to 2005-2006 indicated an increase of 1.2% (from 3,450 to 3,492) for UW System universities, an increase of 8.1% (from 1,769 to 1,912) for private colleges, and an increase of 24.2% (from 178 to 221) for alternative programs. Among UW System institutions, UW Whitewater showed the greatest increase in number of program completers, a 28.8% increase from 372 to 479. Among private colleges, the greatest program completer increases by percentage were at Alverno College, Cardinal Stritch University, Marian College, Mount Mary College, and Northland College. Among alternative programs, the greatest increase occurred with the Norda program, which doubled its number of program completers from 49 to 100.

The following limitations exist in the use of program completers as a single measure of educator supply:

- An individual who completes a program may or may not apply for a teaching license. For example, individuals may choose to continue their education, pursue other career avenues rather than apply for a teaching license and/or seek employment as a teacher. It is reasonable to expect program completer totals to overestimate the supply of new educators.
- These data do not include individuals who complete programs at out-of-state institutions, nor those who completed programs in previous years and did not enter the teaching field. Complete data are not available to accurately compare the number of educators who enter Wisconsin from out-of-state and those who complete programs in the state and leave to teach in another. If a simple comparison is made of the numbers of Wisconsin educator training institutions with the number in surrounding states, Wisconsin may be expected to be a net exporter of educators. It may be worth noting that several Wisconsin Educator training programs are near the Minnesota, Iowa, and Illinois borders.
- An individual may complete one or more programs and be eligible for a license in each area. In these cases, educator training institutions report the individual as one program completer even though the individual is eligible for and may obtain two or more licenses. This is done to minimize double-counting individuals. Institutions normally report these individuals in the category in which they are most likely to find employment; therefore, there is a degree of judgment in how program completer totals are reported. For example, a student may complete a dual program in elementary and special education and would therefore be eligible to apply for a license in two areas, but would only be listed as a special education or elementary education program completer.

While use of program completer data has limitations, it can be useful in identifying general trends. Moreover, the use of data from multiple sources such as those included in this report may offer a more complete picture of supply and demand of educational personnel.

Program completers by major categories from 1980-1981 to 2005-2006 are shown in Table 10 and Figure 1.

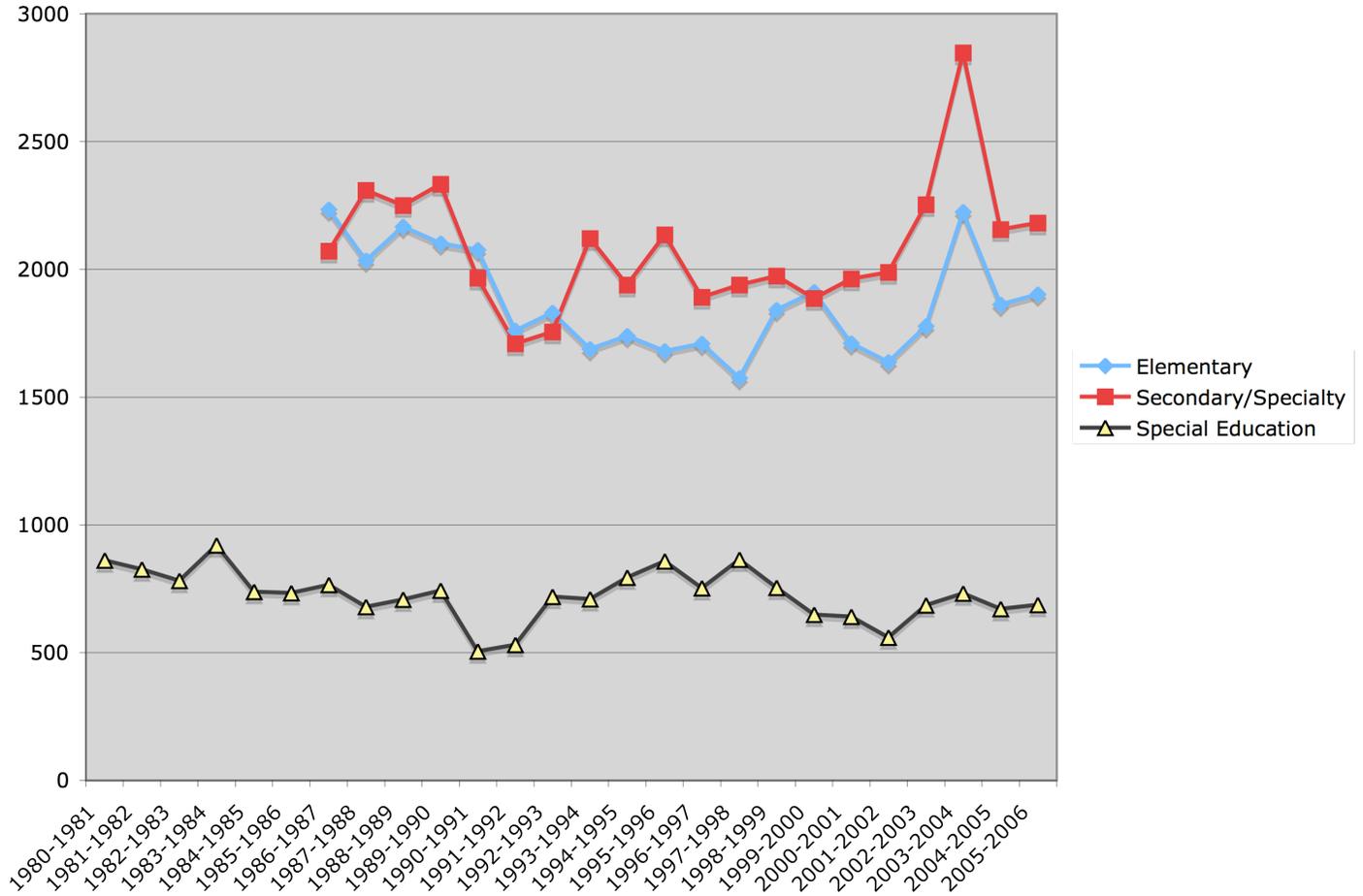
Table 10

Program Completers by Major Categories

Year	Elementary	Secondary/ Specialty	Special Education
1980-1981			861
1981-1982			826
1982-1983			780
1983-1984			919
1984-1985			738
1985-1986			733
1986-1987	2234	2070	765
1987-1988	2034	2308	678
1988-1989	2166	2250	707
1989-1990	2101	2333	742
1990-1991	2076	1966	505
1991-1992	1760	1709	530
1992-1993	1829	1754	718
1993-1994	1688	2121	709
1994-1995	1738	1939	793
1995-1996	1680	2134	857
1996-1997	1709	1891	752
1997-1998	1575	1938	863
1998-1999	1841	1974	754
1999-2000	1911	1886	648
2000-2001	1710	1962	641
2001-2002	1636	1987	559
2002-2003	1777	2253	685
2003-2004	2224	2846	732
2004-2005	1861	2155	670
2005-2006	1901	2181	686

Source: UW System and private college reports to DPI

Figure 1
Program Completers by Major Categories



Source: UW System and private college reports to DPI

Attrition

Program completer data can be used as an indicator of the number of persons entering educational professions, while attrition data can be used as an indicator of those leaving the profession. Attrition figures are based on database information school districts annually provide to DPI. Attrition rates are shown in Table 10 and Figure 2.

Attrition rates decreased by 0.5% in general education and remained stable in special education. While the special education attrition rate was higher than general education from 1989-1990 to 1998-1999, attrition rates have been similar for both broad licensure areas starting in 1999-2000.

The number of individuals that transferred between special education and general education in the academic year 2005-2006 was less than previous years. Districts reported 27 transfers from general education to special education positions and 47 transfers from special education to general education positions. In 2004-2005, districts reported 139 individuals transferred from general education to special education positions and 131 transferred from special education to general education positions.

Attrition after the first year of teaching was 13.7% between 2001-2002 and 2002-2003, 14.3% between 2002-2003 and 2003-2004, 16.3% between 2003-2004 and 2004-2005, 14.3% between 2004-2005 and 2005-2006, and 11.1% between 2005-2006 and 2006-2007.

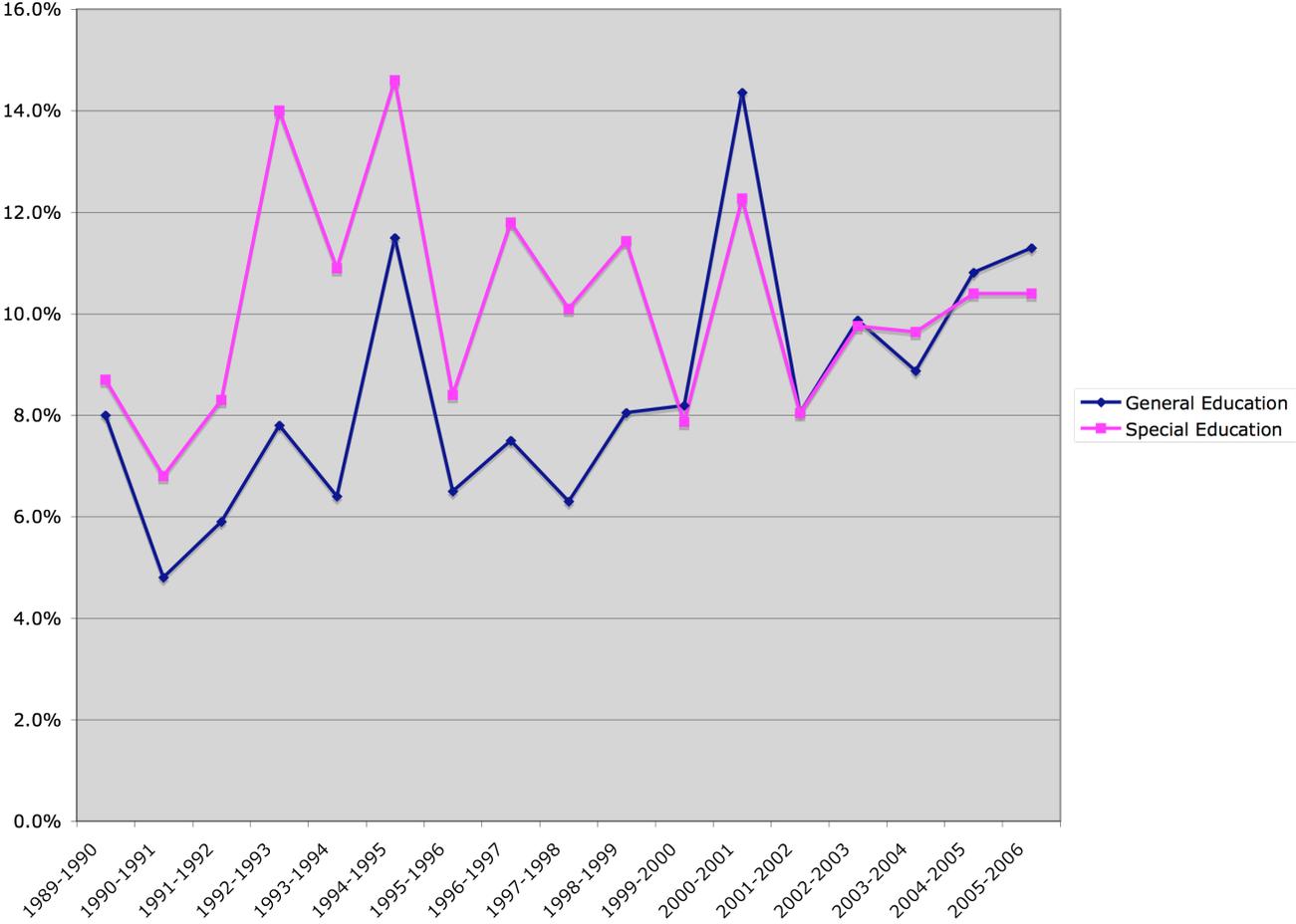
Table 11

Field Attrition Rates, 1989-2006

SchoolYear	General Education	Special Education
1989-1990	8.0%	8.7%
1990-1991	4.8%	6.8%
1991-1992	5.9%	8.3%
1992-1993	7.8%	14.0%
1993-1994	6.4%	10.9%
1994-1995	11.5%	14.6%
1995-1996	6.5%	8.4%
1996-1997	7.5%	11.8%
1997-1998	6.3%	10.1%
1998-1999	8.1%	11.4%
1999-2000	8.2%	7.9%
2000-2001	14.4%	12.3%
2001-2002	8.1%	8.0%
2002-2003	9.9%	9.8%
2003-2004	8.9%	9.6%
2004-2005	10.8%	10.4%
2005-2006	11.3%	10.4%

Source: Figures school officials reported to DPI.

Figure 2
Field Attrition Rates, 1989-2006



Source: Figures school officials reported to DPI.

Attrition Rates of Teachers Over First Five Years of Employment

Attrition rates of new teachers over their first five years of employment who entered the teaching field between 1996-97 and 2001-2002 are shown in Table 12. Average cumulative attrition rates were 13.0% after the first year, 19.4% after the second year, 24.3% after the third year, 28.0% after the fourth year, and 31.9% after the fifth year. These figures appear to be below national teacher attrition rates, which have been reported as high as 50% after five years.

These data include individuals who were licensed and held a greater than half-time teaching position. Attrition figures indicate those who do not continue in a greater than half-time teaching position. For instance, the 1996-97 figure of 14.8% shows the percentage of those who were greater than half-time teachers in 1996-1997 but were not greater than half-time teachers in 1997-98.

Figures generally were consistent from year to year. They range from 8.1% to 14.8% for attrition after the first year of teaching, 17.7% to 21.1% after the second year, 22.1% to 26.2% after the third year, 26.0% to 29.6% after the fourth year, and 30.0 to 32.8 after the fifth year.

Table 12

Attrition Rates of Teachers Over First Five Years of Employment

Year entering teaching	First year attrition	Second year cumulative attrition	Third year cumulative attrition	Fourth year cumulative attrition	Fifth year cumulative attrition
1996-97	14.8	19.8	24.3	28.5	32.7
1997-98	14.0	19.7	24.6	28.7	32.3
1998-99	13.7	19.7	24.5	28.7	32.3
1999-00	12.7	17.7	22.1	26.0	30.0
2000-01	14.9	21.1	26.2	29.6	32.3
2001-02	8.1	18.2	24.2	26.6	31.8
Average	13.0	19.4	24.3	28.0	31.9

Source: Figures school officials reported to DPI.

Age of Educational Personnel

In order to obtain a more complete understanding of the demographics of Wisconsin's educational personnel, data by age were analyzed by educational licensure categories. For each category, percentages were computed for the age ranges under 30, 30-49, 50-54, and 55 and above. Data were analyzed by the grade ranges PK-12, PK-8, and 9-12. Data was analyzed for the 2002-2003 and 2006-2007 school years. The figures for ages 55 and above received key consideration, as they may indicate licensure areas that may have high retirement figures in the future.

Tables 13 to 15 and Figures 3 to 5 show data for grades PK-12, grades PK-8, and grades 9-12 for the 2006-2007 school year. Tables 16 to 18 and Figure 6 show data for the 2002-2003 school year.

Analysis of the 2006-2007 data indicates that an average of 24.6% of educational personnel were age 55 or above. Licensure areas with the greatest number of those age 55 or above (greater than 40%) were as follows, in order: Assistant District Administrator, District Administrator, Reading Specialist, Drivers Education, Library Media Specialist, Director of Instruction/Program Supervisor, Director of Special Education/Pupil Services, and Orthopedic Impairment (see Table 18). Those with the fewest at age 55 or above (fewer than 17%), were as follows, starting with the fewest age 55 or above: Teacher Interns, Marketing Education, Agriculture, Health Education, Science, Early Childhood, Physical Education, Mathematics & Computer Literacy, English as a Second Language, and Cross Categorical

Comparison of the 2002-2003 and 2006-2007 data indicate a greater number of those age 55 and above in 2006-2007, with the average number age 55 and above increasing from 18.9% in 2002-2003 to 24.6% in 2006-2007. Licensure areas with increases of more than 10% in those age 55 and above included Driver's Education (29.8% to 42.9%), Learning Disabilities (9.4% to 19.7%), Orthopedic Impairment (13.0% to 40.0%), Library Media Specialist (28.0% to 42.1%), Assistant District Administrators (49.0% to 63.2%), and Assistant Director of Special Education (18.4% to 30.2%).

Table 13

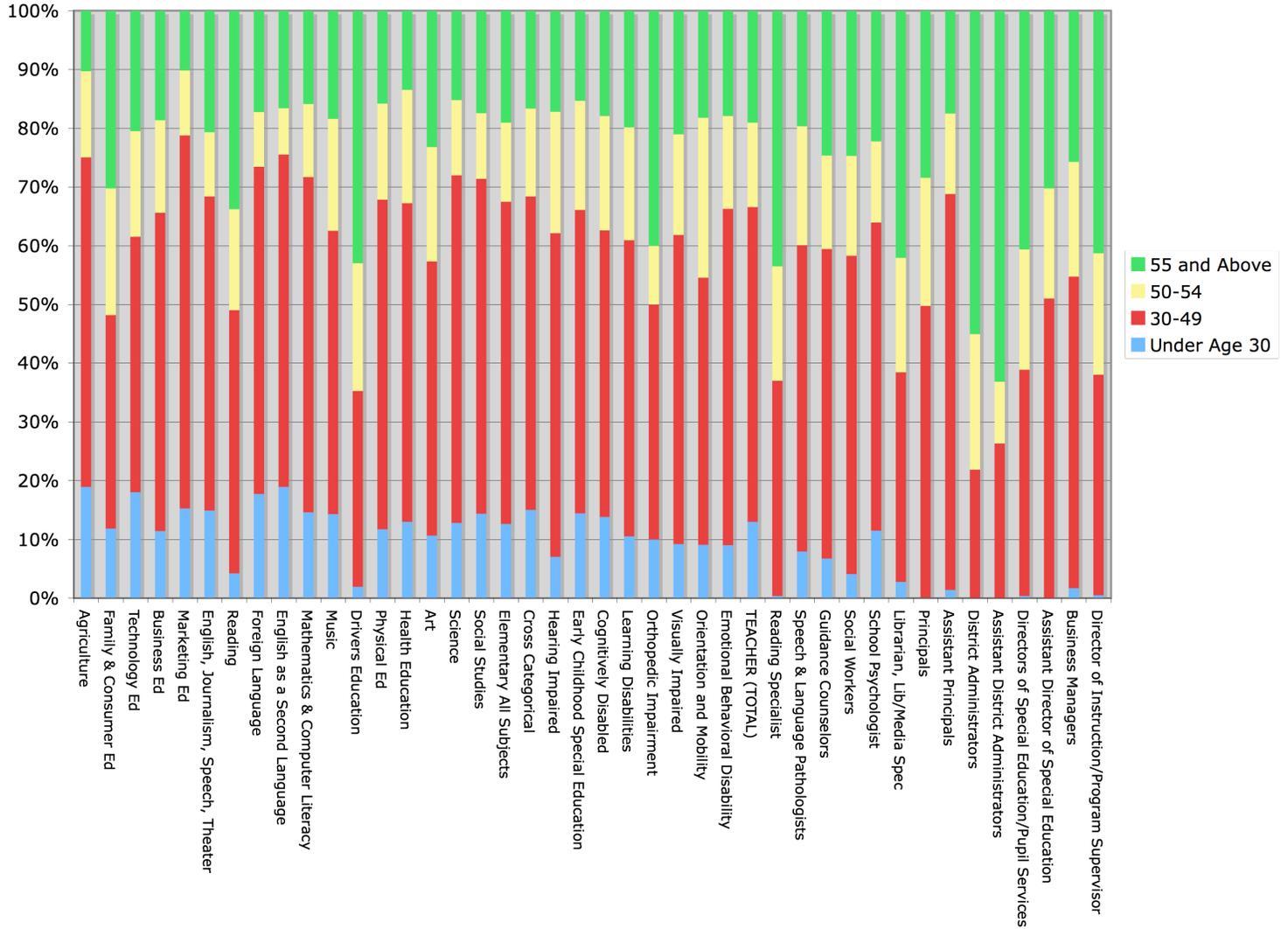
Ages of Educational Personnel by Licensure Category for School Year 2006-2007, Grades PK-12

Subject	TOTAL	Under Age 30	% Under 30	Age 30-49	% 30-49	Age 50-54	% 50-54	Age 55 & older	% 55 & older
Agriculture	301	57	18.9%	169	56.1%	44	14.6%	31	10.3%
Family & Consumer Ed	913	108	11.8%	332	36.4%	197	21.6%	276	30.2%
Technology Ed	1,269	229	18.0%	552	43.5%	228	18.0%	260	20.5%
Business Ed	954	109	11.4%	517	54.2%	150	15.7%	178	18.7%
Marketing Ed	118	18	15.3%	75	63.6%	13	11.0%	12	10.2%
English, Journalism, Speech, Theater	4,736	706	14.9%	2,529	53.4%	518	10.9%	979	20.7%
Reading	1,636	69	4.2%	733	44.8%	281	17.2%	552	33.7%
Foreign Language	1,557	276	17.7%	867	55.7%	145	9.3%	269	17.3%
English as a Second Language	761	144	18.9%	430	56.5%	60	7.9%	126	16.6%
Mathematics & Computer Literacy	4,435	648	14.6%	2,530	57.0%	551	12.4%	704	15.9%
Music	2,666	382	14.3%	1,286	48.2%	508	19.1%	490	18.4%
Drivers Education	156	3	1.9%	52	33.3%	34	21.8%	67	42.9%
Physical Ed	3,158	369	11.7%	1,771	56.1%	514	16.3%	499	15.8%
Health Education	846	110	13.0%	459	54.3%	163	19.3%	114	13.5%
Art	1,911	203	10.6%	892	46.7%	372	19.5%	443	23.2%
Science	3,868	496	12.8%	2,288	59.2%	495	12.8%	588	15.2%
Social Studies	3,913	560	14.3%	2,229	57.0%	437	11.2%	680	17.4%
Elementary All Subjects	21,419	2,702	12.6%	11,752	54.9%	2,885	13.5%	4,079	19.0%
Cross Categorical	3,187	478	15.0%	1,700	53.3%	477	15.0%	531	16.7%
Hearing Impaired	227	16	7.0%	125	55.1%	47	20.7%	39	17.2%
Early Childhood Special Education	776	112	14.4%	401	51.7%	144	18.6%	119	15.3%
Cognitively Disabled	1,178	161	13.7%	570	48.4%	227	19.3%	209	17.7%
Learning Disabilities	2,160	226	10.5%	1,084	50.2%	414	19.2%	426	19.7%
Orthopedic Impairment	10	1	10.0%	4	40.0%	1	10.0%	4	40.0%
Visually Impaired	76	7	9.2%	40	52.6%	13	17.1%	16	21.1%
Orientation and Mobility	22	2	9.1%	10	45.5%	6	27.3%	4	18.2%
Emotional Behavioral Disability	1,272	112	8.8%	709	55.7%	196	15.4%	222	17.5%
TEACHER (TOTAL)	61,656	8,004	13.0%	32,999	53.5%	8,841	14.3%	11,751	19.1%
Reading Specialist	262	1	0.4%	96	36.6%	51	19.5%	114	43.5%
Speech & Language Pathologists	1,870	148	7.9%	976	52.2%	379	20.3%	367	19.6%
Guidance Counselors	2,043	137	6.7%	1,077	52.7%	325	15.9%	503	24.6%
Social Workers	535	22	4.1%	290	54.2%	91	17.0%	132	24.7%
School Psychologist	950	109	11.5%	498	52.4%	131	13.8%	211	22.2%
Lib/Media Spec	1,227	34	2.8%	438	35.7%	239	19.5%	516	42.1%
Principals	1,744	1	0.1%	867	49.7%	380	21.8%	496	28.4%
Assistant Principals	709	10	1.4%	478	67.4%	97	13.7%	124	17.5%
District Administrators	434	0	0.0%	95	21.9%	100	23.0%	239	55.1%
Assistant District Administrators	38	0	0.0%	10	26.3%	4	10.5%	24	63.2%
Directors of Special Education/Pupil Services	285	1	0.4%	109	38.2%	58	20.4%	115	40.4%
Assistant Director of Special Education	96	0	0.0%	49	51.0%	18	18.8%	29	30.2%
Business Managers	179	3	1.7%	95	53.1%	35	19.6%	46	25.7%
Director of Instruction/Program Supervisor	213	1	0.5%	80	37.6%	44	20.7%	88	41.3%

Source: Figures school officials reported to DPI.

Figure 3

Ages of Educational Personnel by Licensure Category for School Year 2006-2007, Grades PK-12



Source: Figures school officials reported to DPI.

Table 14

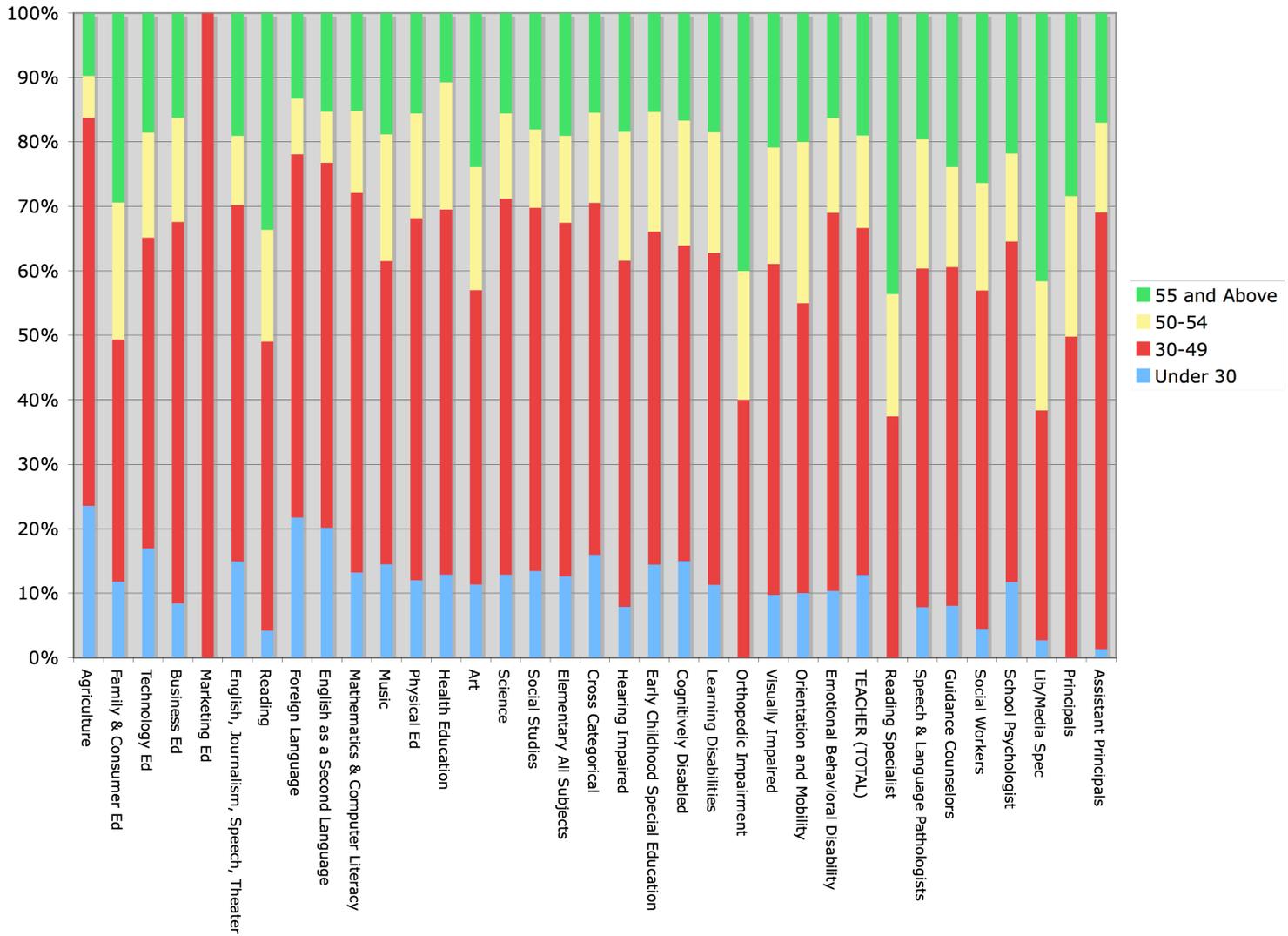
Ages of Educational Personnel by Licensure Category for School Year 2006-2007, Grades PK-8

Subject	Total	Under Age 30	% Under 30	Age 30-49	% 30-49	Age 50-54	% 50-54	Age 55 & older	% 55 & older
Agriculture	123	29	23.6%	74	60.2%	8	6.5%	12	9.8%
Family & Consumer Ed	391	46	11.8%	147	37.6%	83	21.2%	115	29.4%
Technology Ed	442	75	17.0%	213	48.2%	72	16.3%	82	18.6%
Business Ed	333	28	8.4%	197	59.2%	54	16.2%	54	16.2%
Marketing Ed	2	0	0.0%	2	100.0%	0	0.0%	0	0.0%
English, Journalism, Speech, Theater	2,182	325	14.9%	1,205	55.2%	233	10.7%	415	19.0%
Reading	1,575	66	4.2%	706	44.8%	273	17.3%	529	33.6%
Foreign Language	657	143	21.8%	370	56.3%	57	8.7%	87	13.2%
English as a Second Language	615	124	20.2%	348	56.6%	49	8.0%	94	15.3%
Mathematics & Computer Literacy	2,107	278	13.2%	1,240	58.9%	268	12.7%	320	15.2%
Music	2,208	319	14.4%	1,040	47.1%	434	19.7%	415	18.8%
Drivers Education									
Physical Ed	2,184	261	12.0%	1,225	56.1%	354	16.2%	339	15.5%
Health Education	420	54	12.9%	238	56.7%	83	19.8%	45	10.7%
Art	1,366	155	11.3%	623	45.6%	261	19.1%	326	23.9%
Science	1,704	219	12.9%	994	58.3%	225	13.2%	265	15.6%
Social Studies	1,712	230	13.4%	963	56.3%	208	12.1%	309	18.0%
Elementary All Subjects	21,419	2,702	12.6%	11,752	54.9%	2,885	13.5%	4,079	19.0%
Cross Categorical	2,225	355	16.0%	1,215	54.6%	311	14.0%	344	15.5%
Hearing Impaired	190	15	7.9%	102	53.7%	38	20.0%	35	18.4%
Early Childhood Special Education	776	112	14.4%	401	51.7%	144	18.6%	119	15.3%
Cognitively Disabled	782	116	14.8%	379	48.5%	150	19.2%	129	16.5%
Learning Disabilities	1,434	161	11.2%	735	51.3%	267	18.6%	264	18.4%
Orthopedic Impairment	5	0	0.0%	2	40.0%	1	20.0%	2	40.0%
Visually Impaired	72	7	9.7%	37	51.4%	13	18.1%	15	20.8%
Orientation and Mobility	20	2	10.0%	9	45.0%	5	25.0%	4	20.0%
Emotional Behavioral Disability	775	78	10.1%	443	57.2%	111	14.3%	123	15.9%
TEACHER (TOTAL)	44,350	5,685	12.8%	23,836	53.7%	6,366	14.4%	8,424	19.0%
Reading Specialist	195	0	0.0%	73	37.4%	37	19.0%	85	43.6%
Speech & Language Pathologists	1,777	139	7.8%	934	52.6%	356	20.0%	348	19.6%
Guidance Counselors	1,260	101	8.0%	662	52.5%	195	15.5%	301	23.9%
Social Workers	451	20	4.4%	237	52.5%	75	16.6%	119	26.4%
School Psychologist	880	103	11.7%	465	52.8%	120	13.6%	192	21.8%
Lib/Media Spec	1,141	31	2.7%	407	35.7%	228	20.0%	475	41.6%
Principals	1,732	1	0.1%	862	49.8%	377	21.8%	492	28.4%
Assistant Principals	689	9	1.3%	467	67.8%	96	13.9%	117	17.0%

Source: Figures school officials reported to DPI.

Figure 4

Ages of Educational Personnel by Licensure Category for School Year 2006-2007, Grades PK-8



Source: Figures school officials reported to DPI.

Table 15

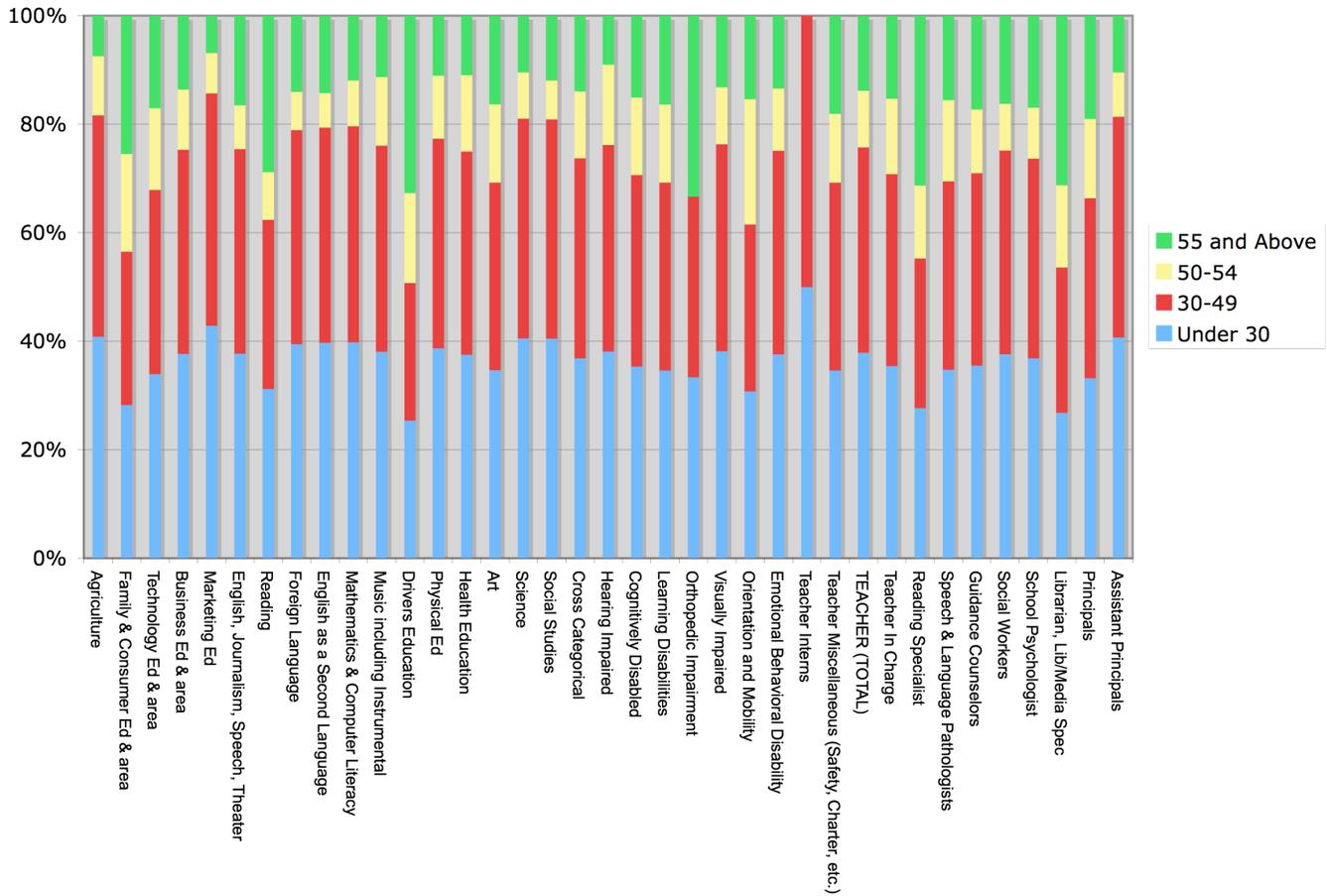
Ages of Educational Personnel by Licensure Category for School Year 2006-2007, Grades 9-12

Subject	Total	Under Age 30	% Under 30	Age 30-49	% 30-49	Age 50-54	% 50-54	Age 55 & older	% 55 & older
Agriculture	294	55	18.7%	165	56.1%	44	15.0%	30	10.2%
Family & Consumer Ed	706	89	12.6%	243	34.4%	155	22.0%	219	31.0%
Technology Ed	1,044	188	18.0%	440	42.1%	195	18.7%	221	21.2%
Business Ed	828	103	12.4%	438	52.9%	129	15.6%	158	19.1%
Marketing Ed	118	18	15.3%	75	63.6%	13	11.0%	12	10.2%
English, Journalism, Speech, Theater	2,714	404	14.9%	1,396	51.4%	300	11.1%	610	22.5%
Reading	89	3	3.4%	39	43.8%	11	12.4%	36	40.4%
Foreign Language	1,173	179	15.3%	648	55.2%	116	9.9%	230	19.6%
English as a Second Language	192	30	15.6%	106	55.2%	17	8.9%	38	19.8%
Mathematics & Computer Literacy	2,519	395	15.7%	1,404	55.7%	298	11.8%	420	16.7%
Music	1,033	173	16.7%	528	51.1%	175	16.9%	157	15.2%
Drivers Education	156	3	1.9%	52	33.3%	34	21.8%	67	42.9%
Physical Ed	1,388	166	12.0%	768	55.3%	230	16.6%	219	15.8%
Health Education	514	69	13.4%	267	51.9%	100	19.5%	78	15.2%
Art	789	83	10.5%	374	47.4%	156	19.8%	176	22.3%
Science	2,320	301	13.0%	1,375	59.3%	289	12.5%	354	15.3%
Social Studies	2,344	356	15.2%	1,346	57.4%	239	10.2%	396	16.9%
Elementary All Subjects									
Cross Categorical	1,079	136	12.6%	550	51.0%	184	17.1%	208	19.3%
Hearing Impaired	124	7	5.6%	72	58.1%	28	22.6%	17	13.7%
Early Childhood Special Education									
Cognitively Disabled	512	56	10.9%	244	47.7%	99	19.3%	104	20.3%
Learning Disabilities	826	73	8.8%	394	47.7%	164	19.9%	186	22.5%
Orthopedic Impairment	5	1	20.0%	2	40.0%	0	0.0%	2	40.0%
Visually Impaired	52	5	9.6%	29	55.8%	8	15.4%	10	19.2%
Orientation and Mobility	20	2	10.0%	8	40.0%	6	30.0%	4	20.0%
Emotional Behavioral Disability	612	44	7.2%	325	53.1%	99	16.2%	116	19.0%
TEACHER (TOTAL)	21,233	2,887	13.6%	11,152	52.5%	3,072	14.5%	4,072	19.2%
Reading Specialist	178	0	0.0%	68	38.2%	33	18.5%	77	43.3%
Speech & Language Pathologists	361	34	9.4%	174	48.2%	75	20.8%	78	21.6%
Guidance Counselors	973	57	5.9%	504	51.8%	167	17.2%	245	25.2%
Social Workers	265	11	4.2%	153	57.7%	35	13.2%	66	24.9%
School Psychologist	530	56	10.6%	276	52.1%	70	13.2%	127	24.0%
Lib/Media Spec	1,101	31	2.8%	392	35.6%	221	20.1%	457	41.5%
Principals	1,688	1	0.1%	838	49.6%	369	21.9%	480	28.4%
Assistant Principals	702	10	1.4%	475	67.7%	95	13.5%	122	17.4%

Source: Figures school officials reported to DPI.

Figure 5

Ages of Educational Personnel by Licensure Category for School Year 2006-2007, Grades 9-12



Source: Figures school officials reported to DPI.

Table 16

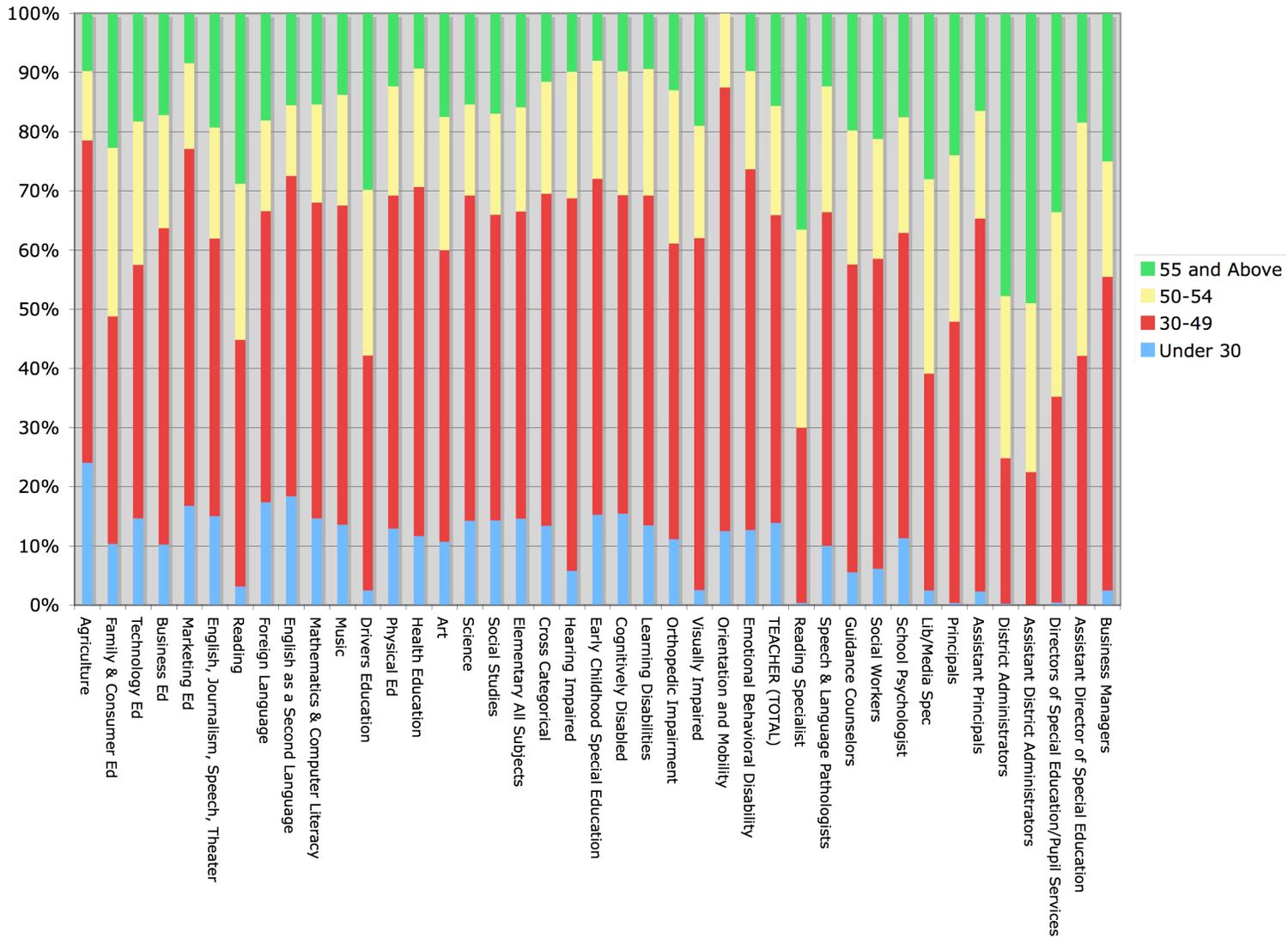
Ages of Educational Personnel by Licensure Category for School Year 2002-2003, Grades PK-12

Subject	TOTAL	Under Age 30	Age 30-49	Age 50-54	Age 55 & older
Agriculture	308	74	168	36	30
Family & Consumer Ed	912	94	351	260	207
Technology Ed	1,376	202	589	334	251
Business Ed	1,006	103	538	192	173
Marketing Ed	131	22	79	19	11
English, Journalism, Speech, Theater	4,428	669	2,094	835	860
Reading	1,645	51	686	434	474
Foreign Language	1,882	327	926	289	340
English as a Second Language	619	114	335	74	96
Mathematics & Computer Literacy	4,187	614	2,235	694	644
Music	2,818	382	1,522	527	387
Drivers Education	282	7	112	79	84
Physical Ed	3,296	425	1,855	607	405
Health Education	849	99	501	170	79
Art	2,021	216	996	455	354
Science	3,602	513	1,981	553	555
Social Studies	3,598	514	1,860	614	610
Elementary All Subjects	23,297	3,402	12,093	4,104	3,698
Cross Categorical	2,535	337	1,413	477	290
Hearing Impaired	243	14	153	52	24
Early Childhood Special Education	740	113	420	148	59
Cognitively Disabled	1,240	190	661	257	120
Learning Disabilities	2,566	343	1,424	546	240
Orthopedic Impairment	54	6	27	14	7
Visually Impaired	79	2	47	15	15
Orientation and Mobility	16	2	12	2	0
Emotional Behavioral Disability	1,479	183	878	239	140
TEACHER (TOTAL)	63,435	8,793	32,989	11,678	9,889
Reading Specialist	290	1	86	97	106
Speech & Language Pathologists	1,817	183	1,022	386	224
Guidance Counselors	2,132	118	1,110	483	421
Social Workers	557	34	292	113	118
School Psychologist	930	105	480	182	163
Lib/Media Spec	1,368	34	501	450	383
Principals	1,780	6	847	500	427
Assistant Principals	736	17	464	134	121
District Administrators	431	1	106	118	206
Assistant District Administrators	49	0	11	14	24
Directors of Special Education/Pupil Services	252	1	87	78	84
Assistant Director of Special Education	76	0	32	30	14
Business Managers	164	4	87	32	41
Director of Instruction/Program Supervisor	256	2	92	72	90

Source: Figures school officials reported to DPI.

Figure 6

Ages of Educational Personnel by Licensure Category for School Year 2002-2003, Grades PK-12



Source: Figures school officials reported to DPI.

Table 17

Ages of Educational Personnel by Licensure Category for School Year 2002-2003, Grades PK-8

Subject	TOTAL	Under Age 30	Age 30-49	Age 50-54	Age 55 & older	% 55-over
Agriculture	133	39	67	16	11	8.27%
Family & Consumer Ed	459	43	182	137	97	21.13%
Technology Ed	512	75	248	101	88	17.19%
Business Ed	359	38	216	58	48	13.37%
Marketing Ed	6	1	3	1	1	16.67%
English, Journalism, Speech, Theater	1,827	271	896	340	320	17.52%
Reading	1,583	50	669	414	450	28.43%
Foreign Language	838	183	440	110	105	12.53%
English as a Second Language	516	98	273	67	78	15.12%
Mathematics & Computer Literacy	1,849	254	1,017	315	263	14.22%
Music	2,340	305	1,255	437	343	14.66%
Drivers Education	3	0	0	0	3	100.00%
Physical Ed	2,361	323	1,330	433	271	11.48%
Health Education	463	57	282	89	35	7.56%
Art	1,490	153	734	339	264	17.72%
Science	1,440	204	782	238	216	15.00%
Social Studies	1,445	210	717	271	247	17.09%
Elementary All Subjects	23,296	3,402	12,093	4,104	3,697	15.87%
Cross Categorical	1,880	279	1,082	323	183	9.73%
Hearing Impaired	214	13	135	44	22	10.28%
Early Childhood Special Education	740	113	420	148	59	7.97%
Cognitively Disabled	878	137	478	177	77	8.77%
Learning Disabilities	1,798	262	1,023	352	150	8.34%
Orthopedic Impairment	47	5	23	12	7	14.89%
Visually Impaired	72	2	43	14	13	18.06%
Orientation and Mobility	15	2	11	2	0	0.00%
Emotional Behavioral Disability	1,020	144	595	155	89	8.73%
TEACHER (TOTAL)	46,537	6,532	24,402	8,512	7,017	15.08%
Reading Specialist	283	1	83	95	104	36.75%
Speech & Language Pathologists	1,742	176	976	375	213	12.23%
Guidance Counselors	1,336	71	400	290	264	19.76%
Social Workers	489	30	254	97	108	22.09%
School Psychologist	866	105	446	166	149	17.21%
Lib/Media Spec	1,118	29	419	371	299	26.74%
Principals	1,470	6	706	414	344	23.40%
Assistant Principals	359	9	236	59	55	15.32%

Source: Figures school officials reported to DPI.

Table 18

Ages of Educational Personnel by Licensure Category for School Year 2002-2003, Grades 9-12

Subject	TOTAL	Under Age 30	Age 30-49	Age 50-54	Age 55 & older	% 55-over
Agriculture	298	70	164	36	28	9.40%
Family & Consumer Ed	668	73	255	182	158	23.65%
Technology Ed	1,102	162	455	286	199	18.06%
Business Ed	858	91	449	166	153	17.83%
Marketing Ed	129	22	78	18	11	8.53%
English, Journalism, Speech, Theater	2,788	415	1,284	539	550	19.73%
Reading	114	1	32	32	49	42.98%
Foreign Language	1,387	206	661	232	288	20.76%
English as a Second Language	155	27	89	13	26	16.77%
Mathematics & Computer Literacy	2,571	393	1,350	415	413	16.06%
Music	1,090	178	611	190	111	10.18%
Drivers Education	282	7	112	79	84	29.79%
Physical Ed	1,462	162	843	276	177	12.11%
Health Education	503	54	289	107	53	10.54%
Art	815	87	404	189	135	16.56%
Science	2,318	332	1,283	340	363	15.66%
Social Studies	2,319	337	1,228	366	388	16.73%
Elementary All Subjects	1	0	0	0	1	100.00%
Cross Categorical	950	113	490	195	134	14.11%
Hearing Impaired	141	7	91	28	15	10.64%
Early Childhood Special Education	1	0	1	0	0	0.00%
Cognitively Disabled	510	74	252	122	54	10.59%
Learning Disabilities	905	105	467	222	99	10.94%
Orthopedic Impairment	9	1	4	3	1	11.11%
Visually Impaired	61	1	38	9	13	21.31%
Orientation and Mobility	15	2	11	2	0	0.00%
Emotional Behavioral Disability	654	59	375	114	70	10.70%
TEACHER (TOTAL)	21,660	2,904	11,079	4,076	3,523	16.27%
Reading Specialist	114	0	37	31	46	40.35%
Speech & Language Pathologists	597	58	317	128	92	15.41%
Guidance Counselors	998	55	501	242	200	20.04%
Social Workers	291	19	149	61	62	21.31%
School Psychologist	567	68	271	114	114	20.11%
Lib/Media Spec	455	9	151	148	147	32.31%
Principals	462	2	216	126	118	25.54%
Assistant Principals	415	9	254	78	74	17.83%

Source: Figures school officials reported to DPI.

Table 19

Percentages of Educational Personnel Ages 55 and Above by Licensure Category for School Year 2006-2007, Grades PK-12

Subject	2006-2007
Assistant District Administrators	63.2%
District Administrators	55.1%
Reading Specialist	43.5%
Drivers Education	42.9%
Lib/Media Spec	42.1%
Director of Instruction/Program Supervisor	41.3%
Directors of Special Education/Pupil Services	40.4%
Orthopedic Impairment	40.0%
Reading	33.7%
Family & Consumer Ed & area	30.2%
Assistant Director of Special Education	30.2%
Principal	28.4%
Business Managers	25.7%
Social Worker	24.7%
Guidance Counselors	24.6%
Art	23.2%
School Psychologist	22.2%
Visually Impaired	21.1%
English, Journalism, Speech, Theater	20.7%
Technology Ed	20.5%
Learning Disabilities	19.7%
Speech & Language Pathologist	19.6%
TEACHER (TOTAL)	19.1%
Elementary All Subjects	19.0%
Business Ed	18.7%
Music	18.4%
Orientation and Mobility	18.2%
Cognitively Disabled	17.7%
Emotional Behavioral Disability	17.5%
Assistant Principal	17.5%
Social Studies	17.4%
Foreign Language	17.3%
Hearing Impaired	17.2%
Cross Categorical	16.7%
English as a Second Language	16.6%
Mathematics & Computer Literacy	15.9%
Physical Ed	15.8%
Early Childhood	15.3%
Science	15.2%
Health Education	13.5%
Agriculture	10.3%
Marketing Education	10.2%

Source: Figures school officials reported to DPI.

Table 20

Comparison of Percentages of Educational Personnel Ages 55 and Above by Licensure Category for School Years 2002-2003 and 2006-2007, Grades PK-12

Subject	2002-2003	2006-2007
Agriculture	9.7%	10.3%
Family & Consumer Ed	22.7%	30.2%
Technology Ed	18.2%	20.5%
Business Ed	17.2%	18.7%
Marketing Ed	8.4%	10.2%
English, Journalism, Speech, Theater	19.4%	20.7%
Reading	28.8%	33.7%
Foreign Language	18.1%	17.3%
English as a Second Language	15.5%	16.6%
Mathematics & Computer Literacy	15.4%	15.9%
Music	13.7%	18.4%
Drivers Education	29.8%	42.9%
Physical Ed	12.3%	15.8%
Health Education	9.3%	13.5%
Art	17.5%	23.2%
Science	15.4%	15.2%
Social Studies	17.0%	17.4%
Elementary All Subjects	15.9%	19.0%
Cross Categorical	11.4%	16.7%
Hearing Impaired	9.9%	17.2%
Early Childhood Special Education	8.0%	15.3%
Cognitively Disabled	9.7%	17.7%
Learning Disabilities	9.4%	19.7%
Orthopedic Impairment	13.0%	40.0%
Visually Impaired	19.0%	21.1%
Orientation and Mobility	0.0%	18.2%
Emotional Behavioral Disability	9.5%	17.5%
Reading Specialist	36.6%	43.5%
Speech & Language Pathologists	12.3%	19.6%
Guidance Counselors	19.7%	24.6%
Social Workers	21.2%	24.7%
School Psychologist	17.5%	22.2%
Lib/Media Spec	28.0%	42.1%
Principals	24.0%	28.4%
Assistant Principals	16.4%	17.5%
District Administrators	47.8%	55.1%
Assistant District Administrators	49.0%	63.2%
Directors of Special Education/Pupil Services	33.3%	40.4%
Assistant Director of Special Education	18.4%	30.2%
Business Managers	25.0%	25.7%
Director of Instruction/Program Supervisor	35.2%	41.3%
Average	19.0%	24.9%

Source: Figures school officials reported to DPI.

School District Survey

Annual surveys seeking information related to educator supply and demand were mailed to administrators of all Wisconsin public school districts and Cooperative Educational Service Agencies (CESAs) in winter 2007. Survey materials included these items: (a) cover letter, (b) instructions, and (c) survey form. The survey requested the following information:

- In part one, “Educator Supply and Demand Rating Scale for School District Analysis,” respondents reported the number of vacancies across licensure /subject areas and levels, the number of applicants, and rated the supply of applicants on a five-point scale. See Appendix A for the survey form.

- In part two, respondents reported information on emergency licenses, critical shortage areas, state budget effects on hiring, and state budget effects on attrition. Those areas are discussed later in this report. Survey data were submitted by mail, fax, or electronically through a website. See Appendices B and C for a list of survey respondents and non-respondents.

The total number of surveys sent in the first mailing was 429. A second mailing and phone contacts followed to districts that did not respond. Responses were received from 266 of the 429 school districts or CESAs, a 62% return rate.

Ratio of Applicants to Vacancies

Another measure of educator supply and demand is applicants per vacancy. Licensure /subject areas with higher numbers of applicants per vacancy are more likely to be in oversupply, whereas areas with fewer applicants per vacancy are more likely to be in undersupply. School districts listed the number of vacancies and applicants in 48 licensure /subject areas for the 2006-2007 school year. The ratio was calculated by dividing the number of applicants by the number of vacancies. Data are shown in Table 21.

Table 21

Ratio of Applicants to Vacancies for 2006-2007

Licensure/Subject Areas	Total Vacancies	Total Applicants	Ratio of Applicants to Vacancies
Agriculture	94	138	1.47
PT/OT	14.3	35	2.45
Visually Imp.	2	6	3.00
Deaf/Hearing Impaired	9	28	3.11
Sch. Nurse	30	115	3.83
Drivers Ed	1	5	5.00
Speech/Lang. Path	70	361	5.16
Physics	14.5	92	6.34
Fam/Consumer Ed.	41.13	321	7.80
Sch. Psychologist	41.2	350	8.50
Director of Spec. Ed.	9	82	9.11
Foreign Language	93.4	888	9.51
Technology Ed.	70	703	10.04
Library/Media	41.8	446	10.67
ELL/ESL/Bilingual	69.33	868	12.52
Business Ed	51.7	651	12.59
Cognitive Disability	54	701	12.98
Sch. Social Worker	20.5	275	13.41
Earth Science	15.5	218	14.06
Cross Categorical	134	1899	14.17
Superintendent	11.5	164	14.26
Learning Disability	68.9	1022	14.83
Chemistry	21.83	327	14.98
Emotional Beh. Dis.	57.6	876	15.21
Music	122.39	1877	15.34
Early Child Spec. Ed.	21.5	352	16.37
Curriculum Director	9	166	18.44
Reading Specialist	41.9	781	18.64
Mathematics	120.95	2930	24.22
Biology	26.5	642	24.23
Health Ed.	13.4	340	25.37
Art	65.1	1720	26.42
General Science	55.33	1472	26.60
Eng/Spch/Thea/Jour	168.13	4817	28.65
Sch. Counselor	71.5	2218	31.02
Principal	81	2889	35.67
Phys. Ed.	87.71	3578	40.79
Early Child/Kindergarten	154.5	8066	52.21
Social Studies	109.75	7209	65.69
Elementary	486.5	32803	67.43

Source: Written survey of public school district officials

As in previous years, there was a significant correlation between the applicants to vacancies ratio data and supply rating rankings. Analysis revealed a correlation of 0.91 between the two data sets. Last year's correlation was 0.89. Further analyses included a comparison between 2005-2006 and 2006-2007 applicant to vacancy ratios. The range of applicant to vacancy ratios was similar across licensure/subject areas for 2006-2007 compared to 2005-2006. The range was 1.60 to 60.83 for 2005-2006. It was 1.47 to 67.43. The range has increased the last three years.

Applicant to vacancy ratio as a measure of supply and demand has several limitations. First, aggregate data reflect the overall number of applicants and vacancies in the state but may not reflect variable conditions in individual school districts. Second, accurate data for the number of applicants are becoming increasingly difficult to determine because some districts have begun to use a private, electronic database of centralized job applications. Third, vacancy data include both part-time and full-time positions, and therefore overstate the number of vacancies. Fourth, most qualified individuals apply for more than one position, thus the applicants data significantly overestimate the true number of job seekers.

Supply Rating

To assess school district administrators' perceptions of educator supply in various licensure areas, respondents rated educator supply for licensure/subject areas in which the district had at least one vacancy for 2006-2007. Ratings were based on the 5-point Likert scale below:

Extreme Shortage	Slight Shortage	Supply Normal to Demand	Slight Oversupply	Extreme Oversupply
1	2	3	4	5

Average ratings were calculated for each area. Averages were calculated by dividing the sum of ratings for each area by the number of districts that submitted a rating. Table 22 includes a complete listing of average ratings across licensure/subject areas.

Table 22

Average Supply Rating Across Licensure Areas for 2006-2007

Licensure/Subject Area	State Average Rating of Supply
Drivers Ed	0.50
Visually Imp.	1.00
Deaf/Hearing Impaired	1.00
PT/OT	1.07
Physics	1.33
Speech/Lang. Path	1.42
Foreign Language	1.49
Sch. Nurse	1.53
Fam/Consumer Ed.	1.57
Technology Ed.	1.67
Early Child Spec. Ed.	1.71
Reading Specialist	1.72
Cognitive Disability	1.72
Emotional Beh. Dis.	1.77
Chemistry	1.81
Cross Categorical	1.81
Sch. Psychologist	1.82
ESL/Bilingual	1.83
Learning Disability	1.85
Director of Spec. Ed.	1.88
Library/Media	2.00
Agriculture	2.06
Superintendent	2.09
Sch. Social Worker	2.18
Business Ed	2.19
Music	2.19
Earth Science	2.21
Biology	2.28
Curriculum Director	2.43
Mathematics	2.45
General Science	2.50
Art	2.82
Sch. Counselor	2.82
Eng/Spch/Thea/Jour	2.93
Principal	3.24
Health Ed.	3.38
Early Child/Kindergarten	3.48
Phys. Ed.	3.77
Social Studies	3.85
Elementary	4.30

Source: Written survey of public school district officials

Supply ratings ranged from 0.5 to 4.30 on the 5-point scale. The overall mean supply rating was 2.14, compared to the previous year's figure of 2.20. Ratings indicate respondents believe there is generally a slight shortage in educator supply relative to demand.

Mean supply ratings of individual licensure areas were compared to the overall mean of 2.14 and then categorized. Licensure area means within 0.5 standard deviations of the overall mean were categorized as average. Supply ratings of 0.5 to 1 standard deviation below the overall mean were categorized as areas of supply below average. Supply ratings of more than 1 standard deviation below the mean were categorized as areas of supply well below average. Conversely, supply ratings of 0.5 to 1 standard deviations above the mean were categorized as areas of supply above average, and those more than 1 standard deviation above the mean were categorized as areas of supply well above average.

Numerous licensure areas were categorized as supply below average. Areas with supply well below average had mean ratings below 1.317. Areas with supply well below average were Drivers Education, Deaf/Hearing Impaired, Visually Impaired, and PT/OT. Areas of supply below average had mean ratings from 1.317 to 1.727. These areas were Physics, Family/Consumer Education, Foreign Language, Technology Education, Cognitive Disability, Early Childhood Special Education, Speech/Language Pathologist, Reading Specialist, and School Nurse. Licensure areas categorized as average supply had mean ratings of 1.728 to 2.548. These areas were Biology, Chemistry, Earth Science, General Science, Math, Agriculture, Business Education, Music, Cross Categorical, Emotional Behavioral Disability, Learning Disability, ESL/Bilingual, Library Media, School Psychologist, School Social Worker, Curriculum Director, Director of Special Education, and Superintendent.

Numerous licensure areas were categorized as areas of supply above average. Areas of supply above average had mean ratings of 2.549 to 2.959. These areas included English/Speech/Theater/Journalism, Art, and School Counselor. Several licensure areas were categorized as areas of supply well above average. The mean supply ratings for these areas were 2.960 and above. These licensure areas were Early Childhood/Kindergarten, Elementary, Social Studies, Health Education, Physical Education, and Principal.

Educator supply ratings across licensure areas have shown consistency in recent years. Elementary Education, Physical Education, and Social Studies continue to have high mean ratings compared to other oversupply areas. Similarly, most Special Education fields, Bilingual/ESL, and secondary specialties such as Physics, Library/Media, Driver's Education, Family/Consumer

Education, Technology, and Foreign Language continue to have the lowest mean ratings compared to other undersupply areas.

Supply ratings and weighted supply ratings (based on school district populations) were compared in the 2001 supply and demand report. Interestingly, unweighted and weighted ratings were found to be almost identical, 1.87 and 1.88 respectively. This may be because both smaller, rural districts and large districts such as Milwaukee have similar difficulties in finding an adequate supply of educators. Weighted ratings give more impact to Milwaukee, but lessen the impact of smaller districts, thus offsetting the weighting effect on the ratings.

Limitations exist in the use of supply rating data. First, the ratings are subjective and reflect only the opinion of the person completing the survey. Second, respondents' ratings may be reflective of the school district position that they hold. That is, a personnel resource manager may have greater knowledge and a different perspective than an assistant superintendent. Third, data are incomplete, in that, approximately 38% of districts did not respond to the survey. Fourth, as with any aggregated data, statewide ratings will not necessarily reflect conditions in a particular school district. Maps in the employment outlook section are broken down by CESA to give a more regionalized view of supply and demand.

State Budget Effects

Hiring

The first question concerning the state budget was “Have the state budget difficulties affected hiring practices for the upcoming school year?” A total of 152 districts responded to this question. Responses were compiled and included in Appendix C. It is possible for the school district responses to include effects across multiple categories. As a result, organization of school districts into response categories may have limited reliability.

Responses were organized into three categories:

1. Strong Effect

59 districts or 38.8% were included in this category.

Effects included anticipated Educator layoffs and program cuts. Districts in this category indicated they expected elimination of positions, not filling vacancies, and/or institution of hiring freezes.

2. Moderate Effect

67 districts or 44.1% were included in this category.

Effects included a hiring freeze, delayed hiring, and selective hiring. Districts in this category indicated they anticipated delaying hiring until firmer budget numbers were available. Districts in this category also expected that they might be more selective in hiring, in that, only essential vacancies would be filled. Some districts indicated that greater consideration would be given to hiring new educator with less experience to reduce costs.

3. Little of No Effect

26 districts or 17.1% were included in this category.

Effects in this category included the identification of no current apparent effect. Some districts indicated an anticipation of unspecified affects in the future.

Attrition/Retirement

The second question concerning the state budget was “Have the state budget difficulties had an affect on staff attrition/retirement in your district?” A total of 94 districts responded to this question. Responses were compiled and included in Appendix D.

Responses were organized into four categories:

1. Not Retiring or Transferring

22 districts or 21% were included in this category.

2. Educators Reluctant to Leave Due to Health Care/Retirement Issues

27 districts or 29.7% were included in this category.

3. Increased Educator Exodus/Retirements Because of Pay Cuts, Uncertainty Over Future

19 districts or 23.2% were included in this category.

4. Laying Off or Not Filling Positions

26 districts or 27.7% were included in this category.

Emergency Licenses

Emergency license data provide an avenue to examine supply and demand of educational personnel across licensure/subject areas. It is reasonable to believe the number of emergency licenses issued indicates the number of positions school districts could not fill with a person certified in that licensure/subject area. Thus, trends in emergency license data may reflect the extent to which educator supply meets the demand in specific areas. Wisconsin's Department of Public Instruction issues emergency licenses to individuals when school districts cannot find a licensed candidate to fill a vacancy or when justified by certain extenuating circumstances. There are two types of emergency licenses. One is for individuals who hold licensure in a specific licensure/subject area but will be employed in a position that requires licensure in a different area. A second type of emergency license is for individuals with bachelor's degrees who do not have an educational licensure. Table 23 includes total emergency licenses in both categories issued for the 2006-2007 school year. Recent trends for the number of emergency licenses are displayed in Table 24.

Table 23
Emergency License Totals for 2006-2007

License Categories	1-Year Special Licenses (Teaching out-of-area)			1-Year Permits (Bachelor Degree but no Certification)			Grand Total
	New	Renewal	Total	New	Renewal	Total	
Early Childhood (birth-age 8)	30	16	46	12	5	17	63
Early Childhood to Middle Childhood (birth-age 8-12)	1	6	7	4	8	12	19
Middle Childhood to Early Adolescence (age 12-18)	13	10	23	24	12	36	59
Elementary Bilingual Ed Prek-8	64	60	124	36	24	60	184
Total Elementary Education	108	92	200	76	49	125	325
Agriculture	1	1	2	0	0	0	2
Family/Consumer Ed.	8	3	11	1	0	1	12
Technology Education	2	6	8	3	14	17	25
Business Education	2	3	5	5	4	9	14
Marketing Education	4	1	5	0	0	0	5
Eng./Jour./Sp./LA	14	4	18	9	3	12	30
Theater	1	1	2	2	0	2	4
Reading	42	23	65	1	1	2	67
Foreign Language	18	12	30	22	12	34	64
ESL	58	45	103	8	5	13	116
Secondary Bilingual Education	28	12	40	0	0	0	40
Math/Comp. Sci.	20	4	24	15	7	22	46
Driver Education	7	6	13	0	0	0	13
Music K-12	24	8	32	9	2	11	43
Physical Education	6	1	7	2	2	4	11
Health	14	12	26	0	0	0	26
Art K-12	4	2	6	6	4	10	16
Science	37	24	61	27	5	32	93
Social Studies	9	4	13	3	1	4	17
Library Media	19	14	33	4	3	7	40
Total Secondary/Middle	318	186	504	117	63	180	684
Cross Categorical	153	62	215	136	80	216	431
Hearing	2	2	4	4	2	6	10
Cognitive Disability	23	11	34	7	3	10	44
Early Child Sp. Ed.	18	22	40	10	10	20	60
Learning Disability	18	22	40	5	10	15	55
Speech/Language Path.	1	0	1	7	2	9	10
Visual Disability	4	2	6	1	1	2	8
Emot. Behv. Dis.	36	41	77	17	19	36	113
Total Special Education	255	162	417	187	127	314	731
School Counselor	3	3	6	3	0	3	9
Social Worker	0	0	0	1	2	3	3
School Psychologist	0	1	1	3	0	3	4
Total Related Services	3	4	7	7	2	9	16
Grand Total	684	444	1128	387	241	628	1756

Source: Teacher Licensing Team, Wisconsin Department of Public Instruction

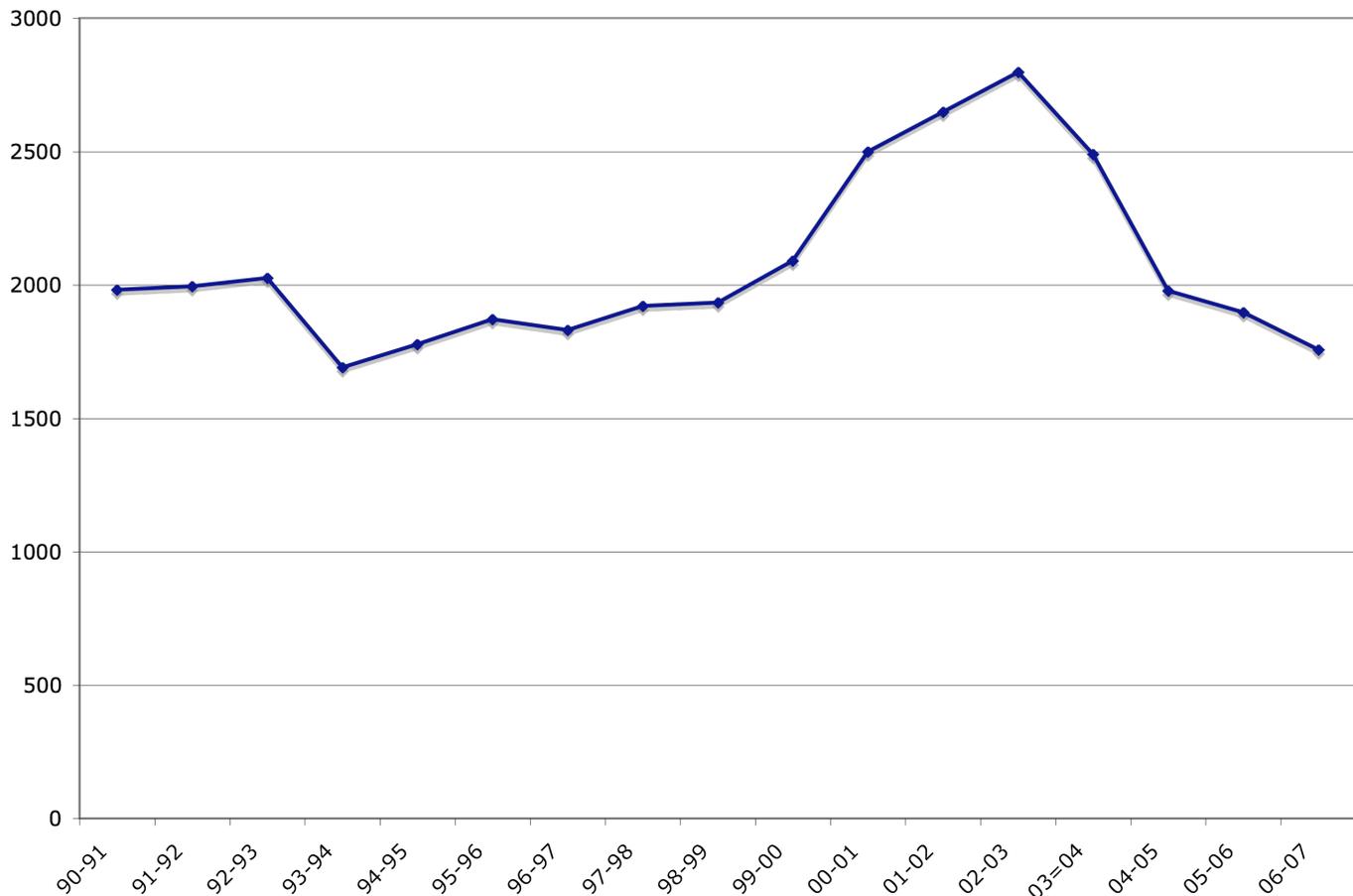
Table 24

Number of Initial and Renewal Emergency Licenses

School Year	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07
Elementary/Early Childhood	100	102	104	95	109	123	110	110	126	132	267	223	262	107	137	180	141
Elementary Bilingual Education PreK-8 (new category in 2003-2004)														154	199	94	184
Elementary Total	100	102	104	95	109	123	110	110	126	132	267	223	262	261	336	274	325
Middle/High School																	
Science	48	49	65	69	71	63	78	83	89	84	119	118	151	100	75	80	93
English/Journalism/Speech/Theater	24	24	16	22	25	30	37	44	51	64	59	64	58	67	51	36	30
Math/Computer Science	30	32	29	26	29	37	36	44	43	69	94	85	90	73	53	49	46
Social Studies	56	48	57	41	38	31	38	42	29	35	36	29	47	27	41	26	17
Middle/High School Total	158	153	167	158	163	161	189	213	212	252	308	296	346	267	220	191	186
Art (K-12)	11	11	14	7	7	11	11	12	14	8	11	11	9	14	8	9	16
Business Education	2	4	9	4	5	4	5	12	30	36	29	40	44	42	32	23	14
Family/Consumer Education	16	5	17	23	12	3	6	9	9	15	9	17	15	16	16	14	12
Foreign Language	51	47	64	61	52	44	58	78	76	78	88	99	96	109	83	81	64
Marketing Education	3	1	2	4	1	2	2	3	4	4	4	2	4	2	2	4	5
Music (K-12)	30	29	23	21	30	16	30	34	52	56	61	75	62	52	23	29	43
Physical Education	8	8	5	10	9	9	10	11	11	18	13	17	15	12	10	13	11
Technology Education	9	10	11	11	23	27	42	55	45	69	74	60	71	49	38	32	25
Special Fields Total	131	117	147	144	141	119	168	218	245	295	292	329	324	298	215	207	190
ESL	88	78	79	59	64	63	60	72	98	102	100	145	143	107	104	124	116
Bilingual Education	55	87	91	N/A	86	85	83	91	67	86	137	150	162	96	48	105	40
Driver/Safety Education	20	19	21	22	12	31	36	41	35	28	30	29	28	17	13	14	13
Health	29	23	23	15	23	18	19	21	16	22	27	28	29	29	21	26	26
Library Media	30	37	32	26	24	28	39	52	54	64	90	92	84	57	26	36	40
Reading	154	163	173	162	154	136	125	159	148	136	151	133	133	94	97	88	67
School Counselor	50	42	40	35	41	52	50	54	51	57	17	30	19	16	12	11	9
Social Worker	18	7	8	N/A	11	12	5	9	10	8	6	8	5	12	5	6	3
School Psychologist	0	0	2	N/A	12	10	7	2	3	4	6	5	2	3	2	4	4
Specialized Personnel Total	444	456	469	319	427	435	424	501	482	507	564	620	605	431	328	414	318
Cross Categorical												69	144	195	358	387	431
Hearing	1	2	4	3	4	6	3	2	9	10	7	3	10	15	11	10	10
Cognitive Disability	78	76	84	89	98	110	104	123	143	126	169	159	160	178	72	49	44
Early Childhood Special Education	75	91	102	80	62	63	58	43	47	51	64	57	71	60	81	71	60
Learning Disability	354	338	354	252	224	245	225	243	250	278	373	418	387	341	128	94	55
Speech/Language Pathologist	41	39	30	27	37	53	56	58	42	39	25	23	20	19	16	9	10
Visual Disability	5	2	4	2	1	5	8	5	5	7	0	3	8	12	9	9	8
Emotional Behavioral Disability	595	619	561	521	511	551	486	404	373	394	430	449	452	413	204	182	113
Total Special Education	1149	1167	1139	974	937	1033	940	878	869	905	1068	1112	1252	1233	879	811	731
Total Emergency Licenses	1982	1995	2026	1690	1777	1871	1831	1920	1934	2091	2499	2649	2798	2490	1978	1897	1756

Source: Teacher Licensing Team, Wisconsin Department of Public Instruction

Figure 7

Number of Initial and Renewal Emergency Licenses

Source: Teacher Licensing Team, Wisconsin Department of Public Instruction

The 2006-2007 school year marked the fourth consecutive decline in the total number of emergency licenses issued. Emergency license totals had increased every year from 1996-1997 through 2001-2002. The total emergency licenses issued decreased by 7.4%, from 1,897 in 2005-2006 to 1,756 in 2006-2007.

For 2006-2007, increases in emergency license totals occurred in Elementary/Early Childhood and Elementary Bilingual. The greatest decreases were in the areas of Specialized Personnel (-37.9%), Middle/High school (-28.7%), Special Education (-28.7%), and Special Fields (-27.9%).

As previously mentioned, emergency licenses may occur more frequently in school districts that have a difficult time attracting certified applicants for positions. In particular, large urban districts and remote rural districts may need to hire more emergency licensees than other school districts.

Limitations exist with these data. One, emergency license data do not indicate whether individuals were hired for full-time or part-time positions. For example, an individual licensed in Chemistry may teach five sections of Chemistry in a school district, but may obtain an emergency license to teach one section of Biology. Two, a school district may not be able to hire a licensed individual due to the specific terms of employment offered rather than a lack of qualified personnel. For example, licensed individuals may not be interested in positions that are part-time, are itinerant, or are low paying. As a result, the district may have to hire an emergency licensed individual.

Critical Shortage Areas

The survey mailed to all school districts included the following open-ended question: “Given projections of vacancies over the next five years, which subject/licensure areas do you anticipate will be most problematic for your district to hire qualified personnel?” Of the school districts that returned surveys, 254 responded to the question. Results are shown in Table 25. Results include frequency, the number of respondents that identified each subject/licensure area as most problematic, and percentage of districts including each area. Rankings of subject/licensure areas from most to least frequently cited are similar to those indicated in the supply rating and applicant to vacancy ratio results. Overall, critical shortage areas most frequently cited were Special Education, Mathematics, General Science, Technology Education, and Foreign Language.

Table 25

Critical Shortage Areas

Licensure/Subject Area	Frequency	Percent
Agriculture	8	3.1%
Art	1	0.4%
Biology	7	2.8%
Business Ed	14	5.5%
Chemistry	18	7.1%
Cognitive Disabil.	3	1.2%
Computer Science	1	0.4%
Cross Categorical		
Curriculum Dir.		
Deaf/Hear Impair.	1	0.4%
Dir. of Spec. Ed.	5	2.0%
Drivers Ed		
Early Child Spec. Ed.	3	1.2%
Early Child/Kindergarten	3	1.2%
Earth Science	1	0.4%
Elementary		
Emotional Beh. Dis.	12	4.7%
Eng/Spch/Thea/Jour	10	4.0%
ESL	24	9.4%
Fam/Consum Ed.	20	7.9%
Foreign Language	40	15.7%
General Science	88	34.6%
Health Ed.	1	0.4%
Learning Disability	1	0.4%
Library/Media	13	5.1%
Mathematics	103	40.5%
Music	11	4.3%
Phys. Ed.		
Physics	15	5.9%
Principal	7	2.8%
PT/OT	5	2.0%
Reading Specialist	15	6.0%
Sch. Counselor	4	1.6%
Sch. Nurse	1	0.4%
Sch. Psychologist.	6	
Sch. Social Work.		
Social Studies		
Special Education - General	119	46.9%
Speech/Lang. Path	13	5.1%
Superintendent	2	0.8%
Technology Ed.	73	28.7%
Visually Imp.	1	0.4%

Source: Written survey of public school district officials

Survey of Program Completers

The purposes of this report component were to obtain a more complete picture of career paths followed by educational personnel and to better understand various dynamics of supply and demand. This is the seventh consecutive year a survey of program completers was conducted. Wisconsin Department of Public Instruction provided lists of program completers from private and public teacher training institutions in the state for the 2005-2006 academic year. Fifteen percent of program completers were randomly selected from lists provided. In addition to 2005-2006 program completers, individuals surveyed in the previous four years received follow-up surveys to examine their current job status.

Survey questions investigated: (a) teaching licensures, (b) present employment status, and (c) job location. See Appendix E for a copy of the survey. Criteria for participation in the survey of recent program completers included:

- Completed an initial licensing program between Dec. 2005 and August 2006
- Completed a program at a four-year institution in the University of Wisconsin system or a four-year private college in the state.

When necessary, requests for participation included a first and second mailing and phone contacts.

Surveys of 2005-2006 program completers were completed and returned by 45% of those surveyed. Return rates have decreased in recent years. This may be due to lower employment rates. It is reasonable to expect individuals in educational positions are more likely to return surveys than those without positions. If a valid assumption, actual employment rates may be lower than those indicated by survey returns.

Surveys indicated that 52.7% of recent program completer respondents held full-time teaching positions in Wisconsin. Of individuals reportedly in full-time teaching positions in the state, 43.6% were in public schools and 9.1% in private schools. Slightly more than 13% of respondents indicated that they were employed out of state in full-time teaching positions. Surveys indicated that 10.3% of respondents were employed as part-time teachers and 20.0% were employed as substitute teachers. The percentage of respondents not teaching was 3.6%.

A comparison of 2005-2006 program completer respondents to 2004-2005 respondents indicated a significantly lower percentage reporting full-time employment status. Respondents employed full-time at public state schools decreased from 66.7% in 2004-2005 to 43.6% in 2005-2006. The percentage of respondents that reported their status as employed full-time in a private in-state school increased from 6.8% in 2004-2005 to 9.1% in 2005-2006. Those reporting their status as full time, out of state teachers increased from 3.8% to 13.3% for the respective years. Analyses indicated total part-time teachers increased from 7.6% to 10.3%, substitute teachers increased from 11.4% to 20.0%, and those not teaching decreased slightly from 3.8% to 3.6% from 2004-2005 to 2005-2006 respectively.

Limitations should be noted in these survey data reported. First, as in all survey research, dynamics of self-selection may skew results. For example, individuals not teaching, teaching part-time, or substitute teaching may be less likely to respond to the survey than individuals teaching full-time. Second, there are obvious challenges to finding, contacting, and obtaining responses from individuals employed out of state. Third, repeated requests for survey responses over time may result in decreased response rates and biases.

It should be noted that the return rate for each cohort of program completers surveyed decreases over time. This in part can be attributed to a decrease in the number of valid addresses for respondents with each succeeding year. Despite these limitations, proportions across various teaching categories have remained fairly consistent from year to year.

Table 26

Employment Status of 2005-2006 Program Completers

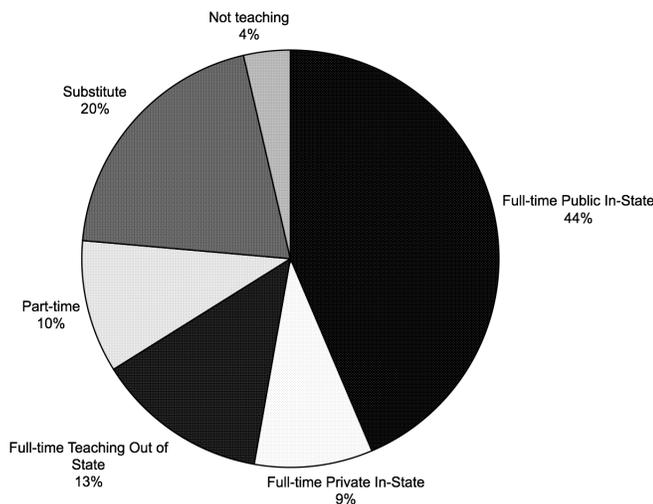
	Full-time Public In-State	Full-time Private In-State	Full-time Teaching Out of State	Part-time	Substitute	Not teaching	Total
Elementary	14	10	7	4	22	1	58
Secondary	21	3	8	1	7	2	42
Special Ed	16	1	1	1	0	1	20
Dual	0	0	0	0	1	0	1
Administrator	0	1	0	0	0	0	1
Specialized K-12	21	0	6	11	3	2	43
Total	72	15	22	17	33	6	165
Percent	43.6%	9.1%	13.3%	10.3%	20.0%	3.6%	100.0%

(return rate= 165/368, 44.8%)

Source: Written survey of program completers

Figure 8

Employment Status of 2005-2006 Program Completers



Source: Written survey of program completers

Table 27

Employment Status of 2004-2005 Program Completers

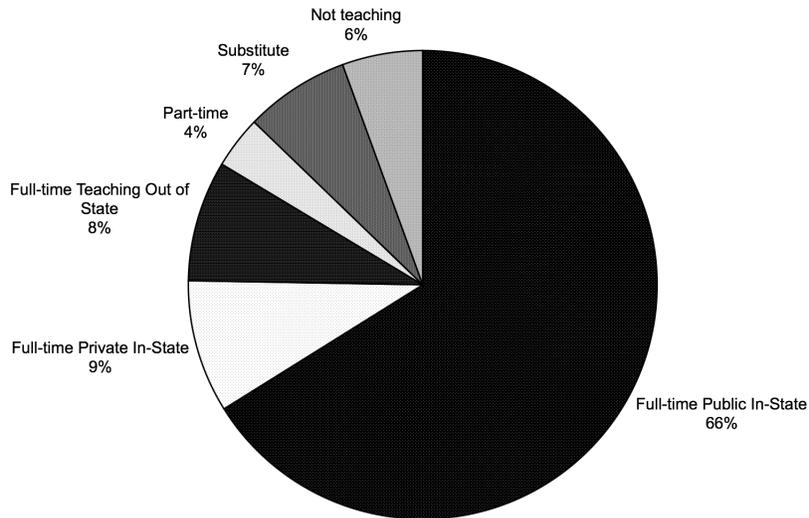
	Full-time Public In-State	Full-time Private In-State	Full-time Teaching Out of State	Part-time	Substitute	Not teaching	Total
Elementary	14	1	2	1	2	2	22
Secondary	13	8	2	0	6	2	31
Special Ed	7	0	0	1	0	0	8
Dual	0	0	0	0	0	0	0
Administrator	10	0	1	0	0	0	11
Specialized K-12	28	1	4	2	0	2	37
Total	72	10	9	4	8	6	109
Percent	66.1%	9.2%	8.3%	3.7%	7.3%	5.5%	100.0%
One Year Earlier	66.7%	6.8%	3.8%	7.6%	11.4%	3.8%	100.0%

(return rate= 109/242, 45%)

Source: Written survey of program completers

Figure 9

Employment Status of 2004-2005 Program Completers



Source: Written survey of program completers

Table 28

Employment Status of 2003-2004 Program Completers

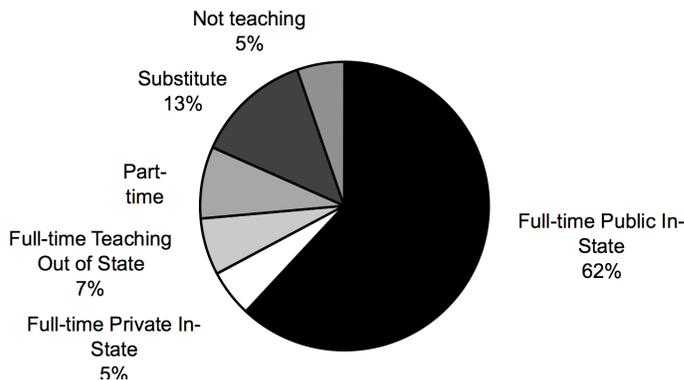
	Full-time Public In-State	Full-time Private In-State	Full-time Teaching Out of State	Part-time	Substitute	Not teaching	Total
Elementary	18	2	1	2	6	1	30
Secondary	11	0	1	2	2	1	17
Special Ed	9	0	1	1	0	1	12
Dual	0	0	0	0	0	0	0
Administrator	5	2	0	0	0	0	7
Specialized K-12	4	0	2	1	2	1	10
Total	47	4	5	6	10	4	76
Percent	61.8%	5.3%	6.6%	7.9%	13.2%	5.3%	100.0%
One Year Earlier	56.6%	4.8%	6.0%	7.2%	12.0%	4.8%	100.0%
Two Years Earlier	69.6%	4.3%	7.8%	7.0%	8.7%	2.6%	100.0%

(return rate= 76 / 190, 40%)

Source: Written survey of program completers

Figure 10

Employment Status of 2003-2004 Program Completers



Source: Written survey of program completers

Table 29

Employment Status of 2002-2003 Program Completers

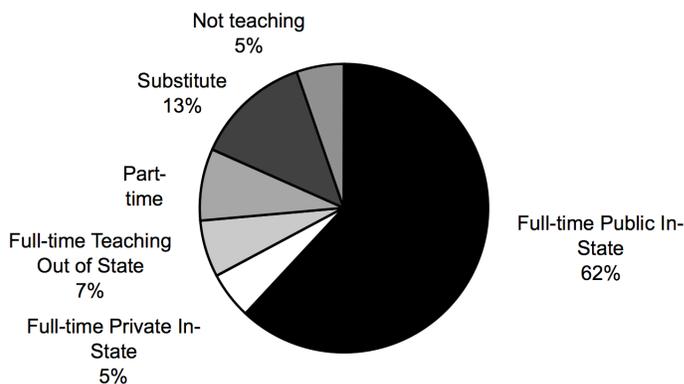
	Full-time Public In-State	Full-time Private In-State	Full-time Teaching Out of State	Part-time	Substitute	Not teaching	Total
Elementary	9	4	0	1	0	0	14
Secondary	6	0	2	1	1	0	10
Special Ed	6	1	1	0	0	0	8
Dual	0	0	0	0	1	0	1
Specialized K-12	7	0	2	1	1	2	13
Administrator	0	0	1	0	0	0	0
Total	28	5	6	3	3	2	47
Percent	59.6%	10.6%	12.8%	6.4%	6.4%	4.3%	100.0%
One year earlier	61.5%	7.7%	7.7%	3.8%	5.8%	13.5%	100.0%
Two years earlier	55.8%	3.8%	9.6%	7.7%	13.5%	9.6%	100.0%
Three years earlier	59.3%	4.1%	2.8%	3.4%	11.7%	18.6%	100.0%

(return rate= 47/148, 31.8%)

Source: Written survey of program completers

Figure 11

Employment Status of 2002-2003 Program Completers



Source: Written survey of program completers

Table 30

Employment Status of 2001-2002 Program Completers

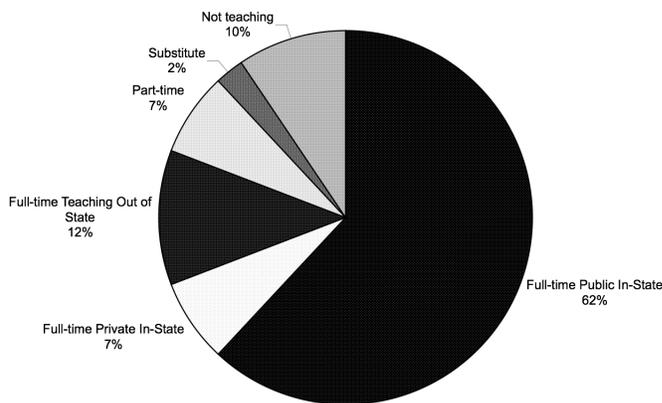
	Full-time Public In-State	Full-time Private In-State	Full-time Teaching Out of State	Part-time	Substitute	Not teaching	Total
Elementary	11	1	1	2	1	1	17
Secondary	6	0	3	0	0	0	9
Special Ed	6	0	0	0	0	0	6
Dual	0	0	0	0	0	0	0
Administrator	0	1	0	0	0	0	1
Specialized K-12	3	1	1	1	0	3	9
Total	26	3	5	3	1	4	42
Percent	61.9%	7.1%	11.9%	7.1%	2.4%	9.5%	100.0%
One year earlier	62.0%	6.0%	12.0%	6.0%	8.0%	6.0%	100.0%
Two years earlier	62.5%	6.3%	8.3%	4.2%	12.5%	6.3%	100.0%
Three years earlier	70.2%	0.0%	4.3%	6.4%	8.5%	10.6%	100.0%
Four years earlier	68.6%	5.7%	5.7%	4.3%	5.7%	10.0%	100.0%

(return rate= 42 / 124, 33.9%)

Source: Written survey of program completers

Figure 12

Employment Status of 2001-2002 Program Completers



Source: Written survey of program completers

Employment Outlook Across Licensure Areas

Ratings of employment outlook across selected licensure areas are included in this section. Ratings are based on rating of supply data provided by Wisconsin school districts. Rating of supply was chosen as the determinant of outlook for several reasons. One, the correlation between ratings of supply and ratio of applicants to vacancies was 0.85 this year. In other words, the two measures yield very similar results. A correlation of 1.0 would indicate a perfect correspondence between the two measures. Two, the ratio of applicants to vacancies is a less desirable measure because it may inflate the supply of available educators, in that individuals are apt to be applicants for numerous vacancies. Thus, school districts' ratings of supply may be a more precise measure than applicants to vacancies. Three, the applicant to vacancy ratio is becoming less meaningful as more districts use statewide electronic databases of educator candidates. Four, rating of supply provides a quantitative approach to rating employment outlooks.

It is acknowledged that rating of supply is not a perfect measure and has several limitations as described in a preceding section of this report. The following procedure was used to determine employment outlooks. First, the overall mean was calculated (2.1395) for ratings of supply. Second, the standard deviation was calculated for the data set (1.011). Third, an initial interval of 0.5 standard deviations above and below the mean was established. Supply ratings within this interval were rated as "average employment outlook." Additional intervals were established in 0.5 standard deviation increments and assigned an employment outlook category. Fourth, supply ratings (criteria) were used to assign licensure areas to employment outlook categories. Thus, "outlook well above average" means individuals in these licensure areas are more likely to be competing with the fewest number of candidates for a given position than other categories. As a result, the outlook for employment in these areas is most favorable or well above average. Conversely, "outlook well below average" indicates that individuals in these areas are more likely to be competing with the greatest number of candidates for a given position. Therefore, employment outlook is least favorable or "well below average." Similarly, "outlook above average, and "outlook below average" indicate the relative number of candidates in competition for a given position in various licensure/subject areas.

Table 31 is a listing of categories, criteria, and licensure areas. Because no single measure is a perfect indicator of employment outlook across licensure areas, Table 32 was included to assist

readers of this report to formulate employment outlooks using different measures. Data from the following measures are included: (a) rating of supply as indicated by school districts, (b) ratio of applicants per vacancy, and (c) number of emergency licencees hired to fill 2006-2007 positions as reported by school district to DPI. In general, these measures appear to be congruent across licensure areas.

Supply ratings are shown by CESA because geographical variations exist in educator supply and demand data and these give an indication of supply ratings in different parts of the state.

Table 31
Categories and Criteria for Employment Outlook

Category	Criteria	Licensure Areas
Supply Well Below Average	Below 1.317	Drivers Education, Deaf/Hearing Impaired, Visually Impaired, PT/OT
Supply Below Average	1.317-1.727	Physics, Family/Consumer Education, Foreign Language, Technology Education, Cognitive Disability, Early Childhood Special Education, Speech/Language Pathologist, Reading Specialist, School Nurse
Supply Average	1.728-2.548	Biology, Chemistry, Earth Science, General Science, Math, Agriculture, Business Education, Music, Cross Categorical, Emotional Behavioral Disability, Learning Disability, ESL/Bilingual, Library Media, School Psychologist, School Social Worker, Curriculum Director, Director of Special Education, Superintendent
Supply Above Average	2.549-2.959	English/Speech/Theater/Journalism, Art, School Counselor
Supply Well Above Average	2.960 and above	Early Childhood/Kindergarten, Elementary, Social Studies, Health Education, Physical Education, Principal

Source: School district supply ratings

Table 32
Summary of Employment Outlook Statistics

Area	Average Rating of Supply	Ratio of Applicants to Vacancies	Number of Emergency Licenses
Elementary			
Early Child/Kindergarten	3.48	52.21	325
Elementary	4.30	67.43	
Mid/High School			
Biology	2.28	24.23	93
Chemistry	1.81	14.98	
Earth Science	2.21	14.06	
Physics	1.33	6.34	
General Science	2.50	25.60	
Mathematics	2.45	24.22	
Eng/Spch/Thea/Jour	2.93	28.65	
Social Studies	3.85	65.69	
46			
30			
17			
Special Fields			
Agriculture	2.06	1.47	2
Art	2.82	26.42	16
Business Ed	2.19	12.59	14
Drivers Ed	0.50	5.00	13
Fam/Consum Ed.	1.57	7.80	12
Foreign Language	1.49	9.51	64
Health Ed.	3.38	25.37	26
Music	2.19	15.34	43
Phys. Ed.	3.77	40.79	11
Technology Ed.	1.67	10.04	25
Special Education			
Cognitive Disability	1.72	12.98	44
Cross Categorical	1.81	14.17	431
Deaf/Hear Impair.	1.00	3.11	10
Early Child Spec. Ed.	1.71	16.37	60
Emotional Beh. Dis.	1.77	15.21	113
Learning Disability	1.85	14.83	55
Speech/Lang. Path	1.42	5.16	10
Visually Imp.	1.00	3.00	8
PT/OT	1.07	2.45	N/A
Specialized Personnel			
ESL/Bilingual	1.83	12.52	116
Library/Media	2.00	10.67	40
Reading Specialist	1.72	18.64	67
Sch. Counselor	2.82	31.02	9
Sch. Nurse	1.53	3.83	N/A
Sch. Psychologist.	1.82	8.50	4
Sch. Social Work	2.18	13.41	3
Administrators			
Curriculum Director	2.43	18.44	N/A
Dir. of Spec. Ed.	1.88	9.11	N/A
Principal	3.24	35.67	N/A
Superintendent	2.09	14.26	N/A

Sources: Written survey of public school district officials, Wisconsin DPI

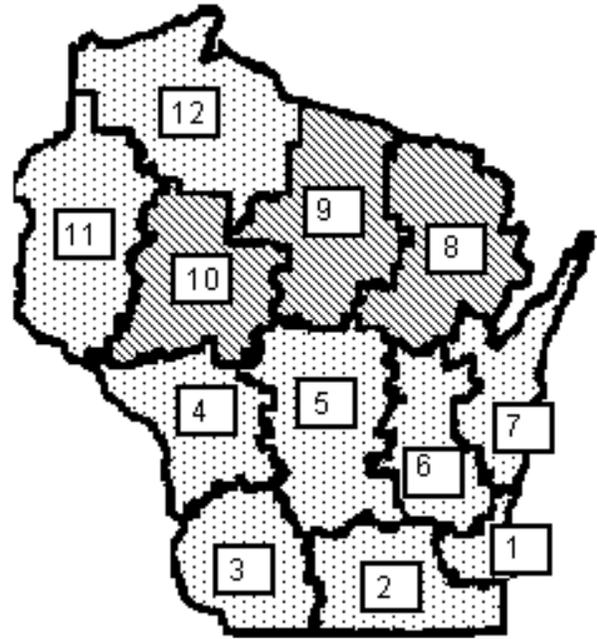
Elementary

Early Childhood/Kindergarten

Outlook: Well Above Average

Ratio of applicants to vacancies was 52.21.

Number of emergency hires school districts reported to DPI was 325 (Elementary and Early Childhood).

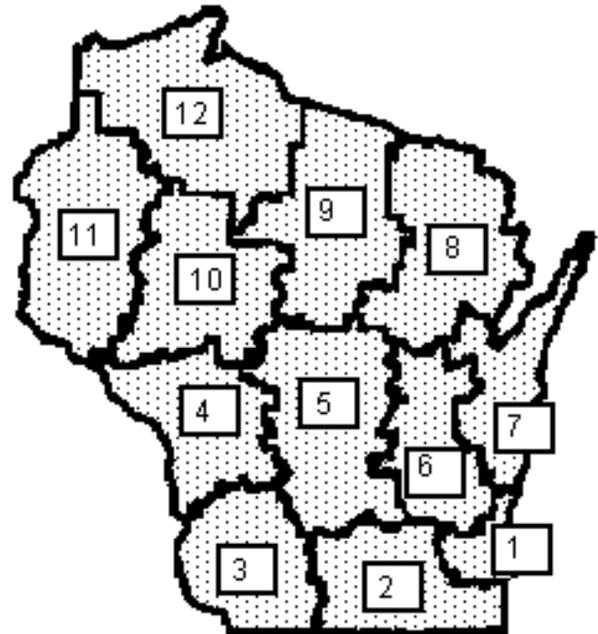


Elementary

Outlook: Well Above Average

Ratio of applicants to vacancies was 67.43.

Number of emergency hires reported to DPI was 325 (Elementary and Early Childhood).



Key	
	Supply Well Below Average
	Supply Below Average
	Supply Average
	Supply above Average
	Supply Well Above Average
	No vacancies reported

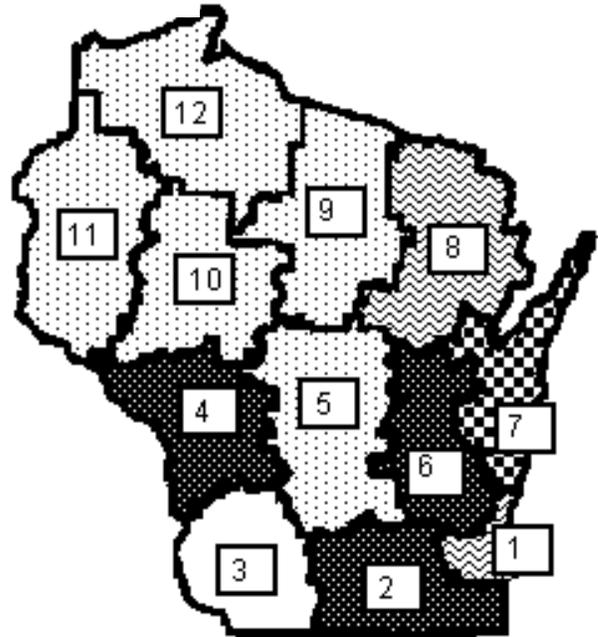
Middle/High School

Biology

Outlook: Average

Ratio of applicants to vacancies was 24.23.

Number of emergency hires school districts reported to DPI was 93.

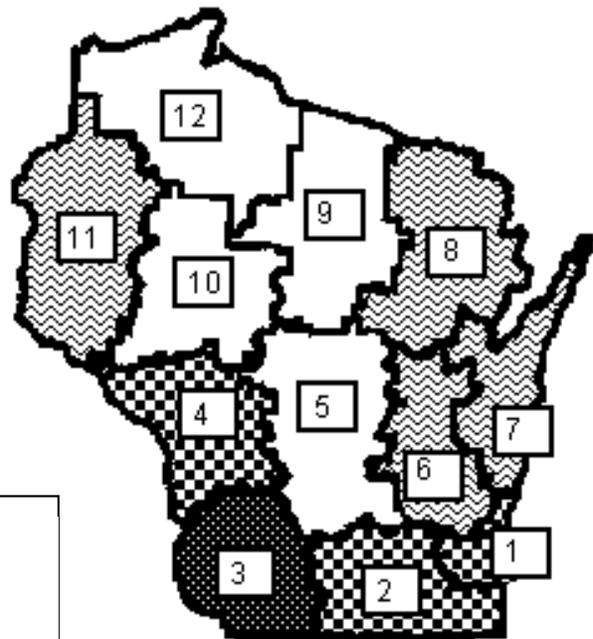


Chemistry

Outlook: Average

Ratio of applicants to vacancies was 14.98.

Number of emergency hires school districts reported to DPI was 93.



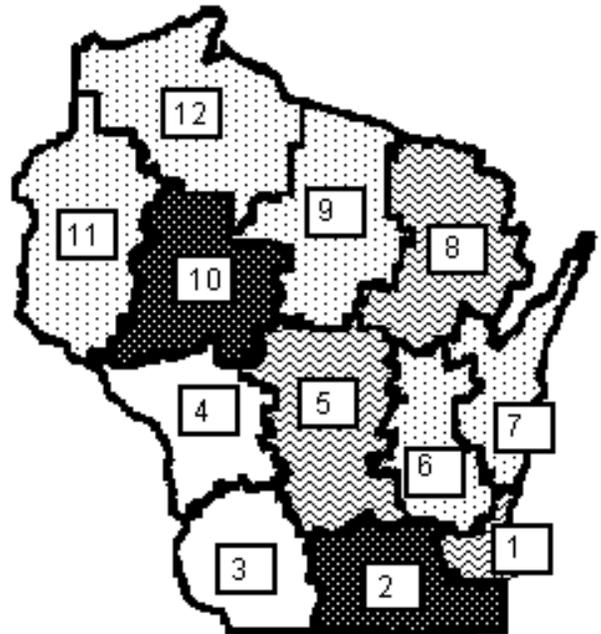
Key	
	Supply Well Below Average
	Supply Below Average
	Supply Average
	Supply above Average
	Supply Well Above Average
	No vacancies reported

Earth Science

Outlook: Average

Ratio of applicants to vacancies was 14.06.

Number of emergency hires school districts reported to DPI was 93.

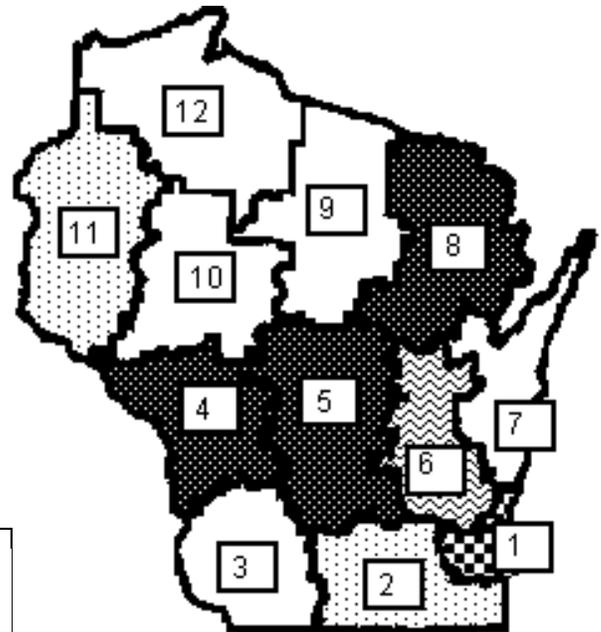


Physics

Outlook: Below Average

Ratio of applicants to vacancies was 6.34

Number of emergency hires school districts reported to DPI was 93.



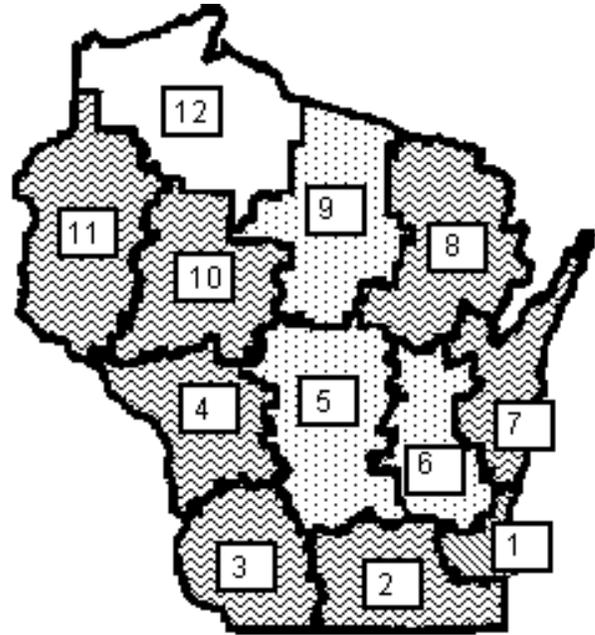
Key	
	Supply Well Below Average
	Supply Below Average
	Supply Average
	Supply above Average
	Supply Well Above Average
	No vacancies reported

General Science

Outlook: Average

Ratio of applicants to vacancies was 26.60.

Number of emergency hires school districts reported to DPI was 93.

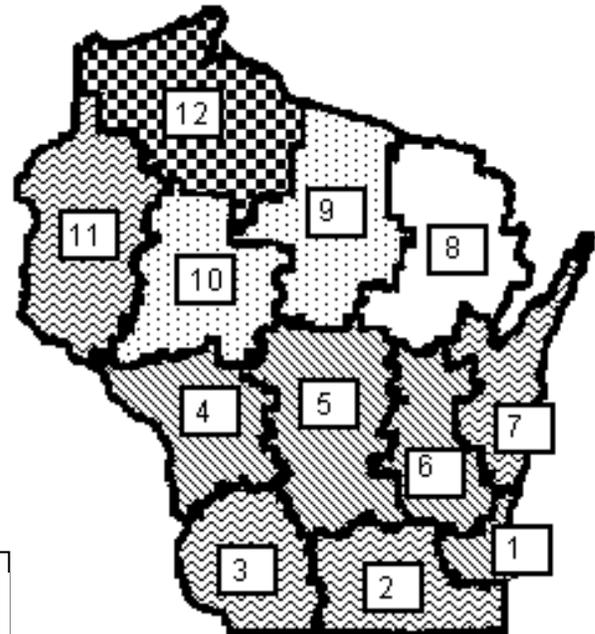


Mathematics

Outlook: Average

Ratio of applicants to vacancies was 24.22.

Number of emergency hires school districts reported to DPI was 46.



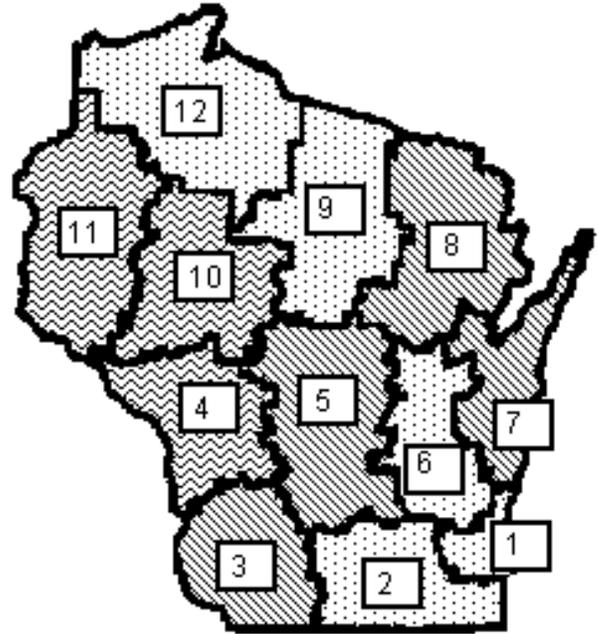
Key		Supply Well Below Average
		Supply Below Average
		Supply Average
		Supply above Average
		Supply Well Above Average
		No vacancies reported

English/Speech/Theater/Journalism

Outlook: Above Average

Ratio of applicants to vacancies was 28.65.

Number of emergency hires school districts reported to DPI was 30.

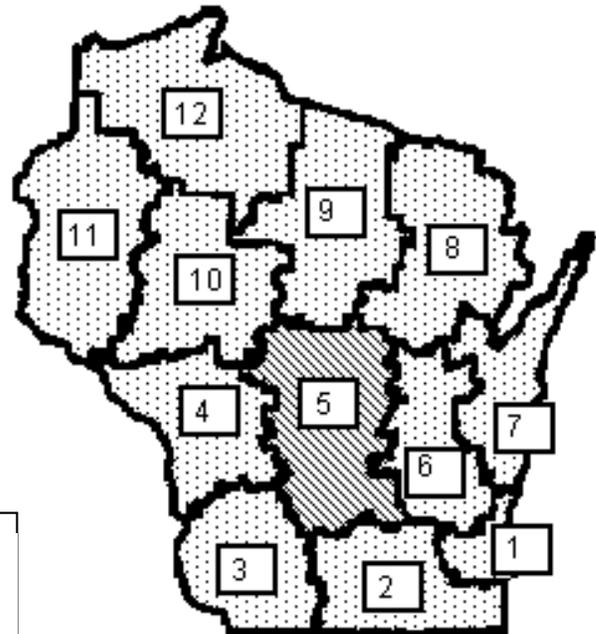


Social Studies

Outlook: Well Above Average

Ratio of applicants to vacancies was 65.69.

Number of emergency hires school districts reported to DPI was 17.



Key	
	Supply Well Below Average
	Supply Below Average
	Supply Average
	Supply above Average
	Supply Well Above Average
	No vacancies reported

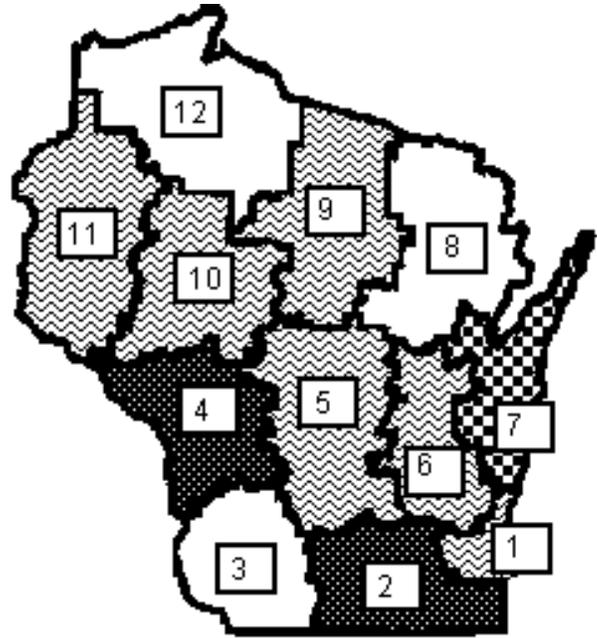
Specialized

ELL/ESL/Bilingual

Outlook: Average

Ratio of applicants to vacancies was 12.52.

Number of emergency hires school districts reported to DPI was 116.

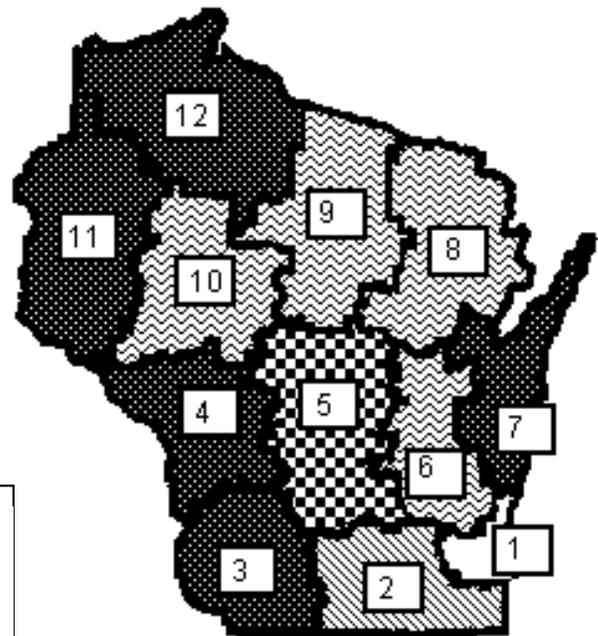


Library Media

Outlook: Average

Ratio of applicants to vacancies was 10.67.

Number of emergency hires school districts reported to DPI was 40.



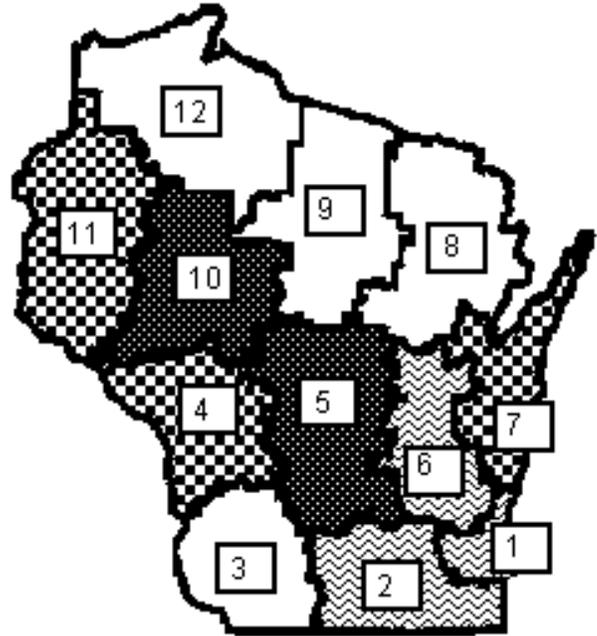
Key	
	Supply Well Below Average
	Supply Below Average
	Supply Average
	Supply above Average
	Supply Well Above Average
	No vacancies reported

Reading Specialist

Outlook: Below Average

Ratio of applicants to vacancies was 18.64.

Number of emergency hires school districts reported to DPI was 67 (Reading teacher).

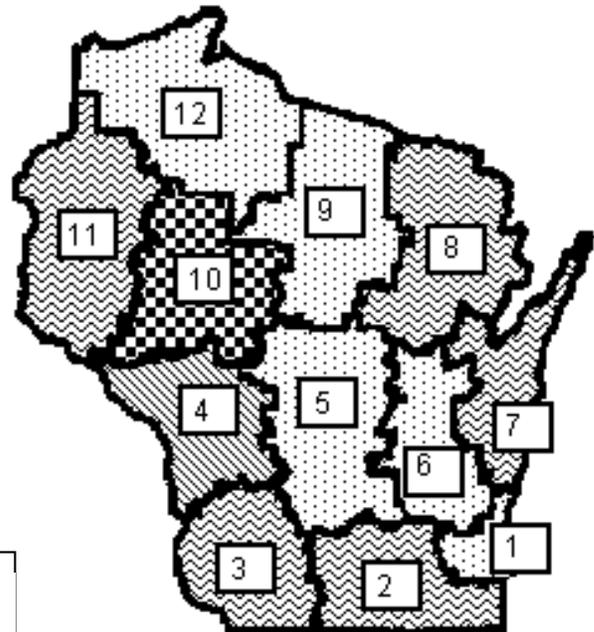


School Counselor

Outlook: Above Average

Ratio of applicants to vacancies was 31.02.

Number of emergency hires school districts reported to DPI was 9.



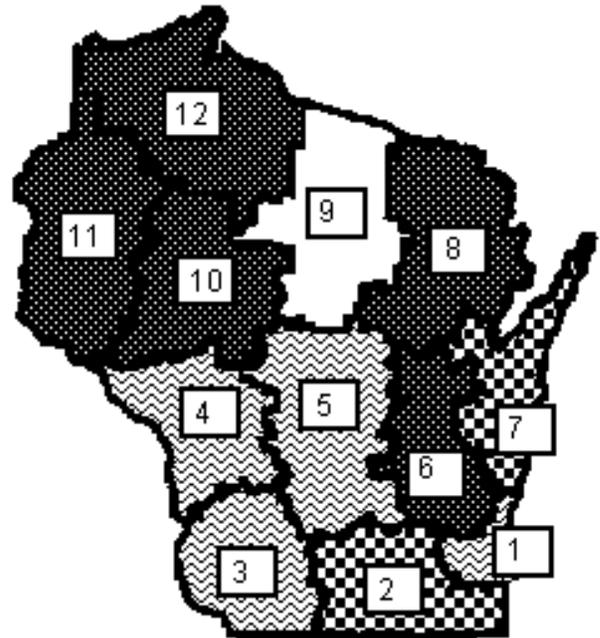
Key	
	Supply Well Below Average
	Supply Below Average
	Supply Average
	Supply above Average
	Supply Well Above Average
	No vacancies reported

School Nurse

Outlook: Below Average

Ratio of applicants to vacancies was 3.83.

Number of emergency hires school districts reported to DPI was N/A.

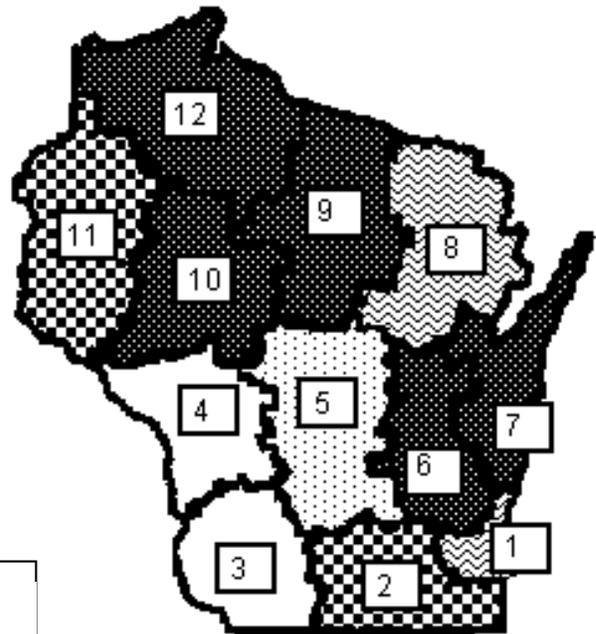


School Psychologist

Outlook: Average

Ratio of applicants to vacancies was 8.50.

Number of emergency hires school districts reported to DPI was 4.



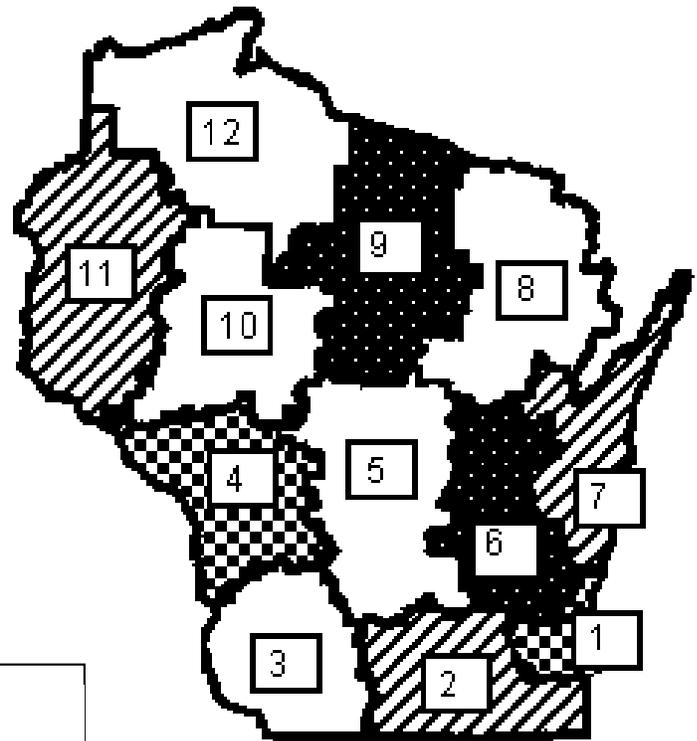
Key	
	Supply Well Below Average
	Supply Below Average
	Supply Average
	Supply above Average
	Supply Well Above Average
	No vacancies reported

School Social Worker

Outlook: Average

Ratio of applicants to vacancies was 13.41.

Number of emergency hires school districts reported to DPI was 3.



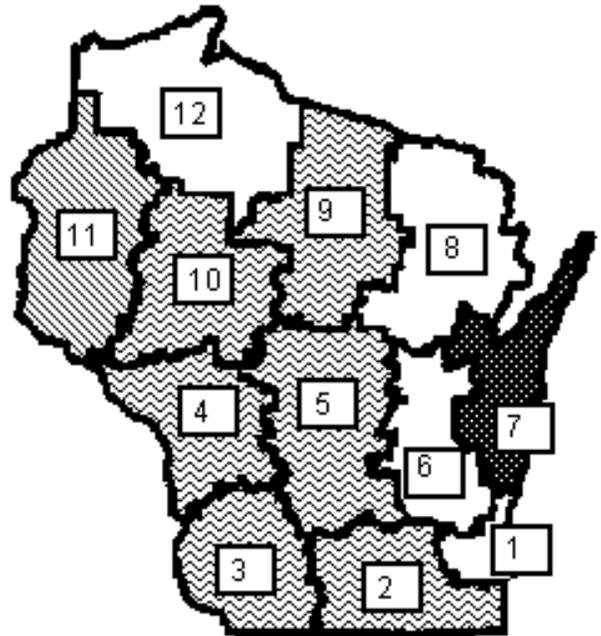
Key	
	Supply Well Below Average
	Supply Below Average
	Supply Average
	Supply above Average
	Supply Well Above Average
	No vacancies reported

Special Fields

Agriculture

Outlook: Above Average

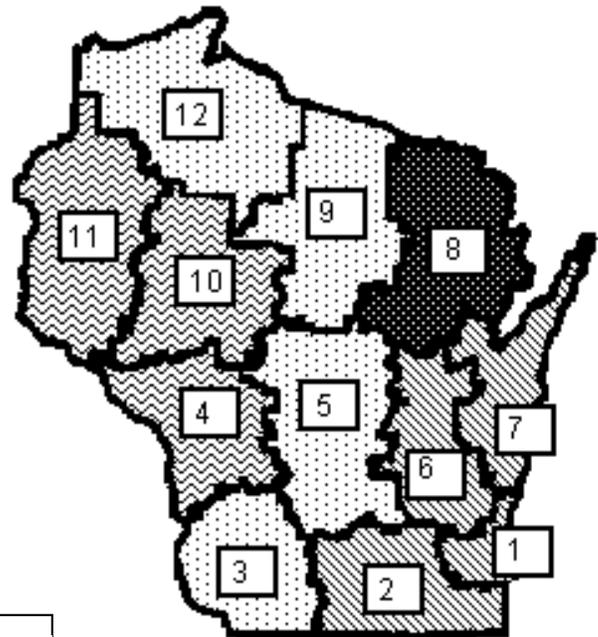
- School district supply rating was in the below average range.
- Ratio of applicants to vacancies was 1.47.
- Number of emergency hires school districts reported to DPI was 2.



Art

Outlook: Below Average

- School district supply rating was in the above average range.
- Ratio of applicants to vacancies was 25.37.
- Number of emergency hires school districts reported to DPI was 9.



Key

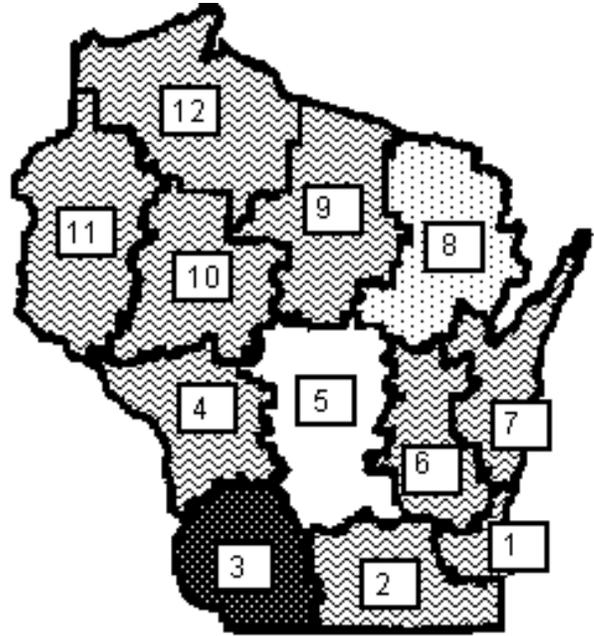
-  Supply Well Below Average
-  Supply Below Average
-  Supply Average
-  Supply above Average
-  Supply Well Above Average
-  No vacancies reported

Business Education

Outlook: Average

Ratio of applicants to vacancies was 12.59.

Number of emergency hires school districts reported to DPI was 14.

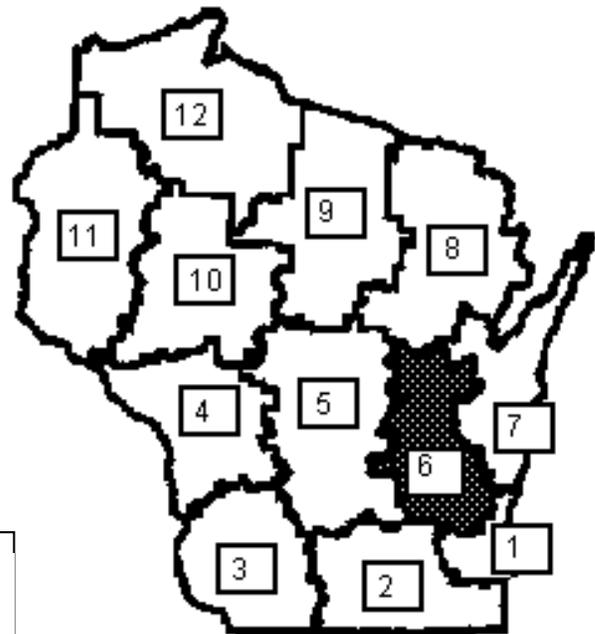


Drivers Education

Outlook: Well Below Average

Ratio of applicants to vacancies was 5.00.

Number of emergency hires school districts reported to DPI was 13.



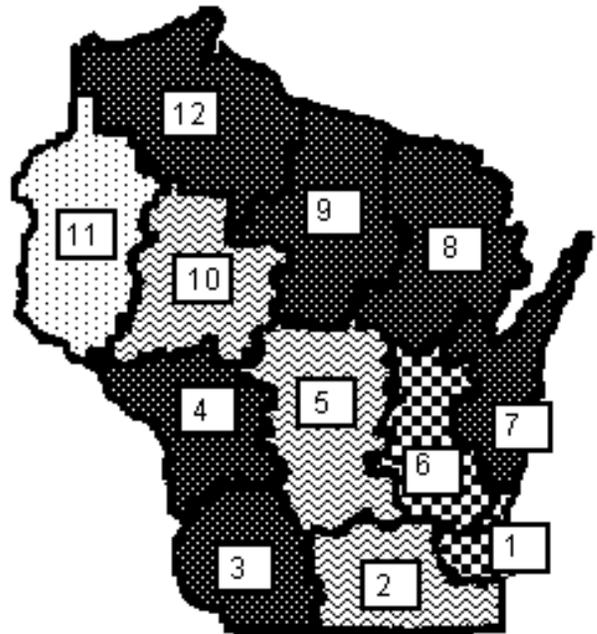
Key	
	Supply Well Below Average
	Supply Below Average
	Supply Average
	Supply above Average
	Supply Well Above Average
	No vacancies reported

Family and Consumer Education

Outlook: Below Average

Ratio of applicants to vacancies was 7.80.

Number of emergency hires school districts reported to DPI was 12.

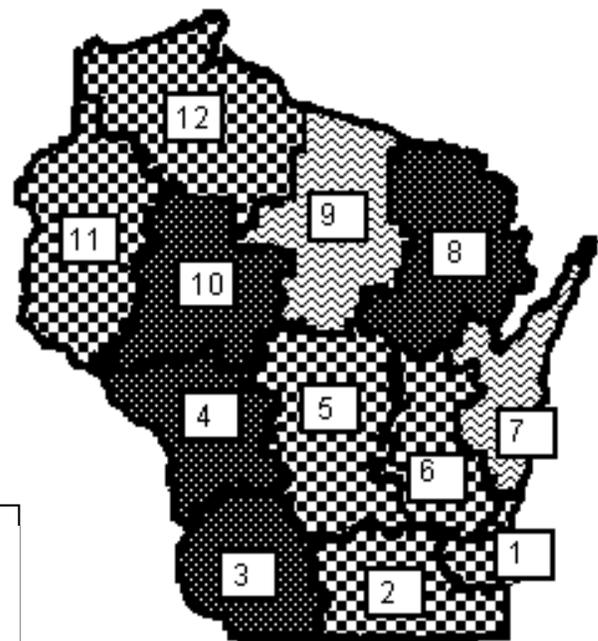


Foreign Language

Outlook: Below Average

Ratio of applicants to vacancies was 9.51.

Number of emergency hires school districts reported to DPI was 64.



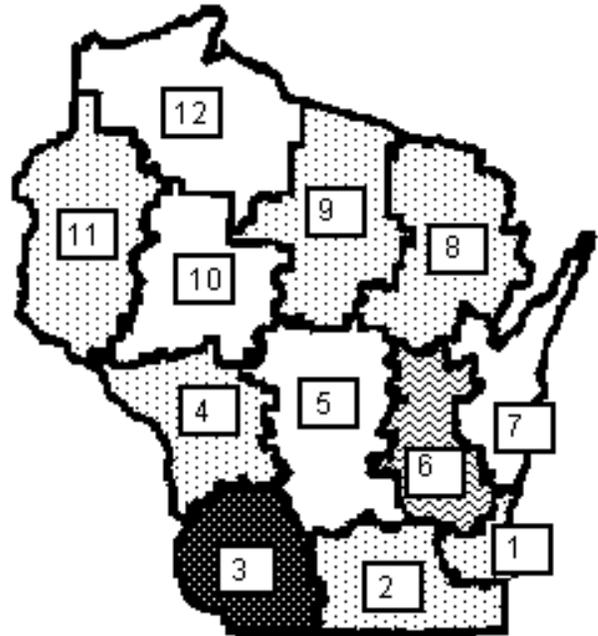
Key		Supply Well Below Average
		Supply Below Average
		Supply Average
		Supply above Average
		Supply Well Above Average
		No vacancies reported

Health Education

Outlook: Well Above Average

Ratio of applicants to vacancies was 25.37.

Number of emergency hires school districts reported to DPI was 26.

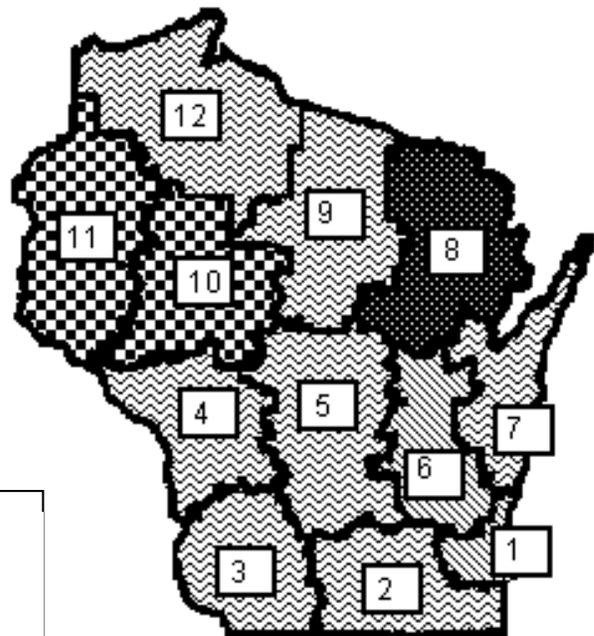


Music

Outlook: Average

Ratio of applicants to vacancies was 15.34.

Number of emergency hires school districts reported to DPI was 43.



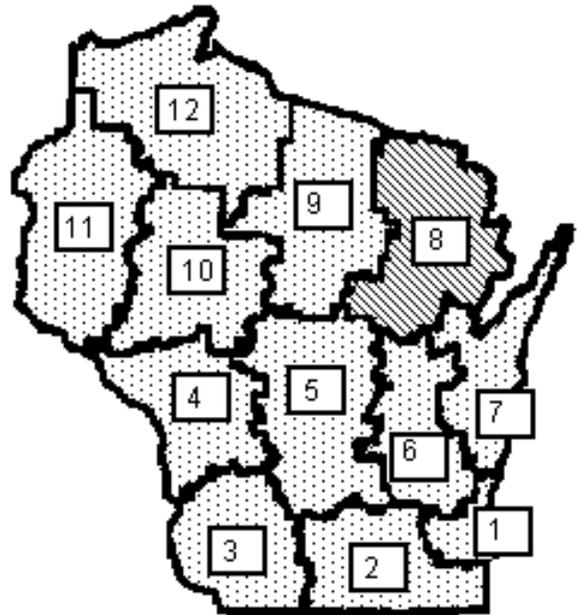
Key	
	Supply Well Below Average
	Supply Below Average
	Supply Average
	Supply above Average
	Supply Well Above Average
	No vacancies reported

Physical Education

Outlook: Well Above Average

Ratio of applicants to vacancies was 40.79.

Number of emergency hires school districts reported to DPI was 11.

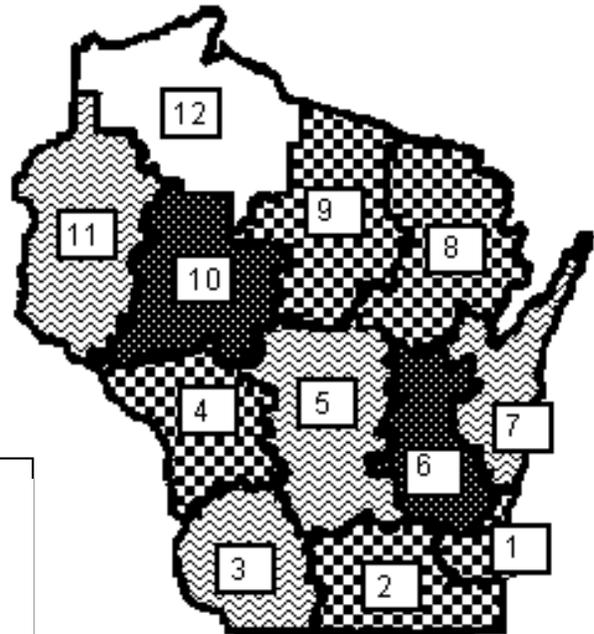


Technology Education

Outlook: Below Average

Ratio of applicants to vacancies was 10.04.

Number of emergency hires school districts reported to DPI was 25.



Key		Supply Well Below Average
		Supply Below Average
		Supply Average
		Supply above Average
		Supply Well Above Average
		No vacancies reported

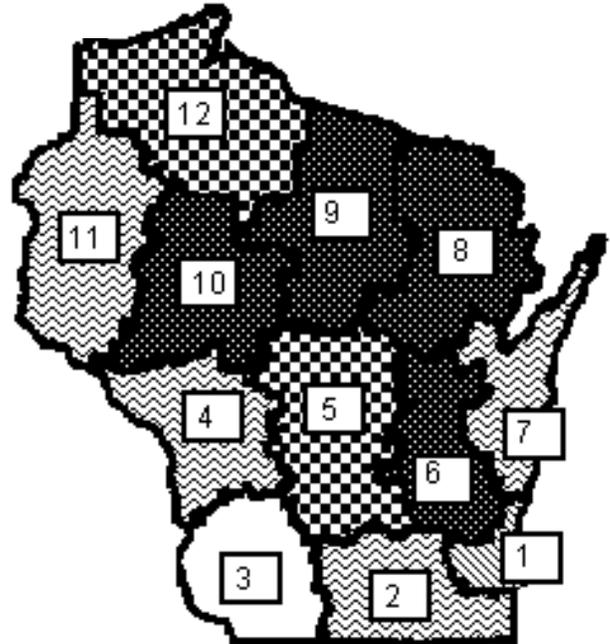
Special Education

Cognitive Disabilities

Outlook: Below Average

Ratio of applicants to vacancies was 12.98.

Number of emergency hires school districts reported to DPI was 44.

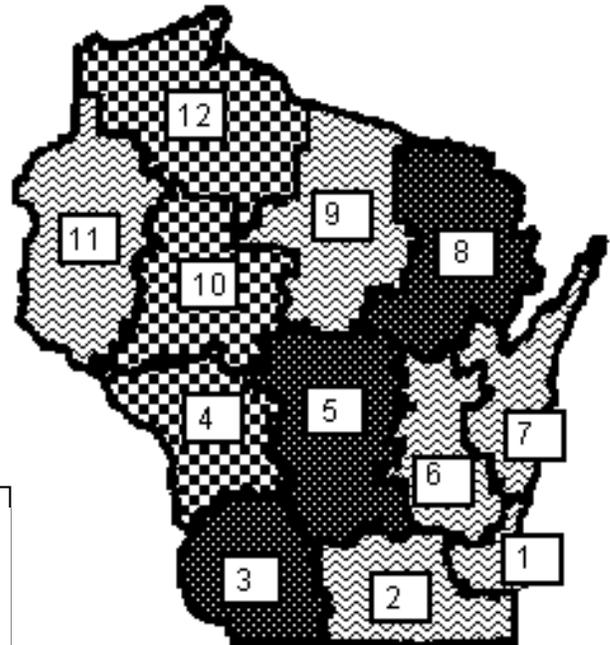


Cross Categorical

Outlook: Average

Ratio of applicants to vacancies was 14.17.

Number of emergency hires school districts reported to DPI was 431.



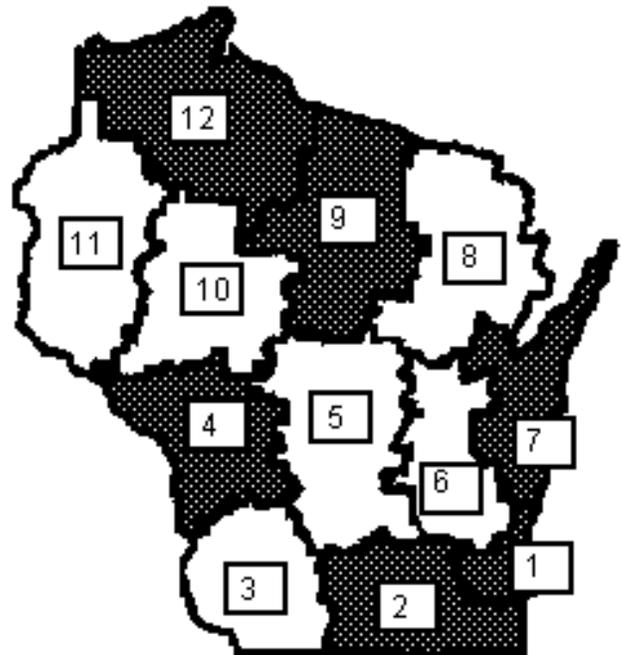
Key	
	Supply Well Below Average
	Supply Below Average
	Supply Average
	Supply above Average
	Supply Well Above Average
	No vacancies reported

Deaf/Hearing Impairment

Outlook: Well Below Average

Ratio of applicants to vacancies was 3.11.

Number of emergency hires school districts reported to DPI was 10.

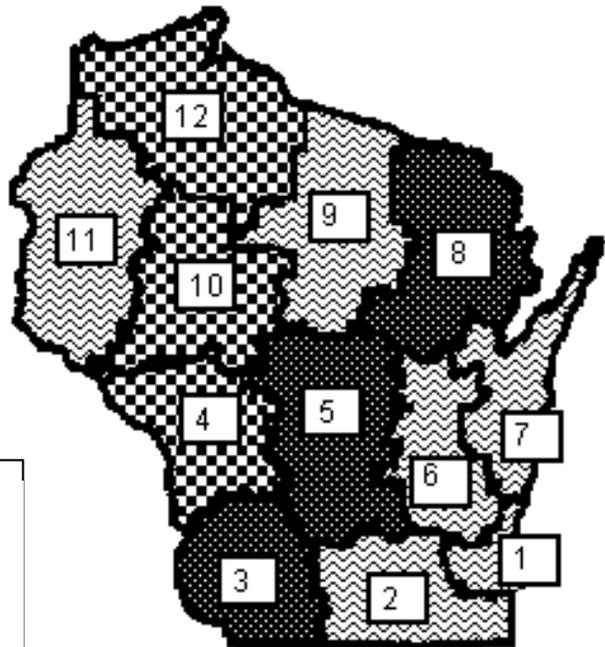


Early Childhood Special Education

Outlook: Below Average

Ratio of applicants to vacancies was 16.37.

Number of emergency hires school districts reported to DPI was 60.



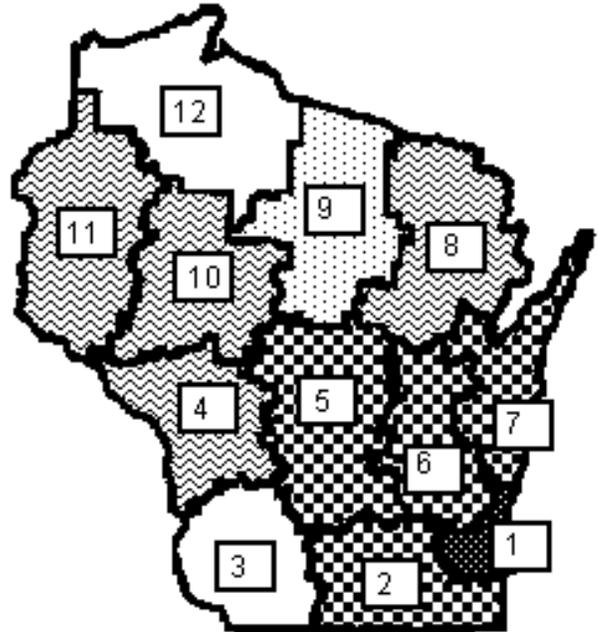
Key	
	Supply Well Below Average
	Supply Below Average
	Supply Average
	Supply above Average
	Supply Well Above Average
	No vacancies reported

Emotional Behavioral Disability

Outlook: Average

Ratio of applicants to vacancies was 15.21.

Number of emergency hires school districts reported to DPI was 113.

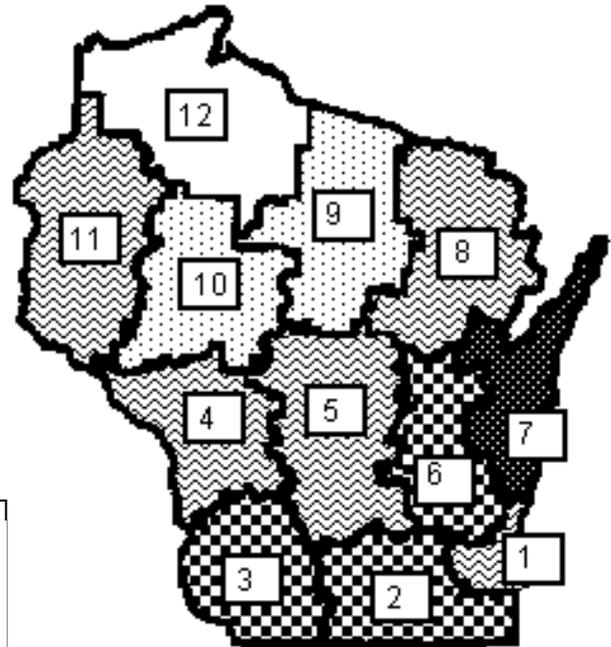


Learning Disabilities

Outlook: Average

Ratio of applicants to vacancies was 14.83.

Number of emergency hires school districts reported to DPI was 55.



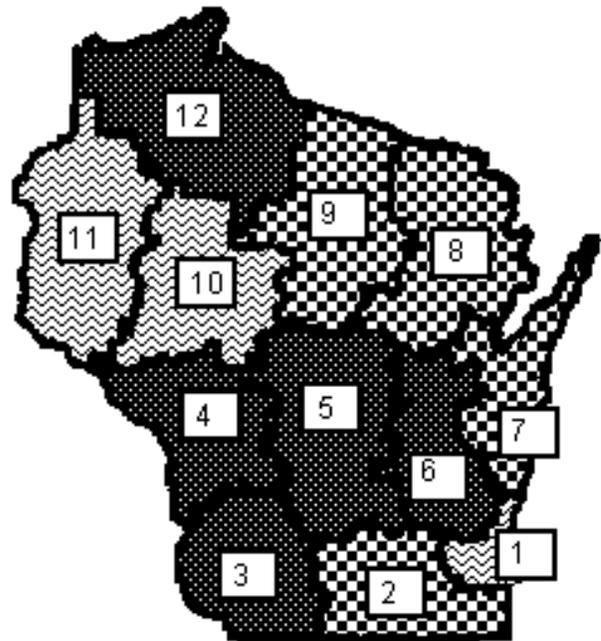
Key		Supply Well Below Average
		Supply Below Average
		Supply Average
		Supply above Average
		Supply Well Above Average
		No vacancies reported

Speech/Language Pathologist

Outlook: Below Average

Ratio of applicants to vacancies was 5.16.

Number of emergency hires school districts reported to DPI was 10.

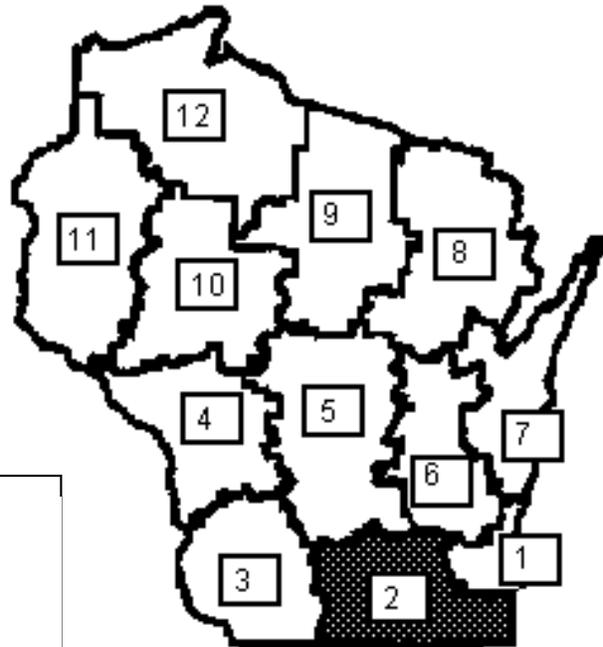


Vision Impairment

Outlook: Well Below Average

Ratio of applicants to vacancies was 3.00.

Number of emergency hires school districts reported to DPI was 8.



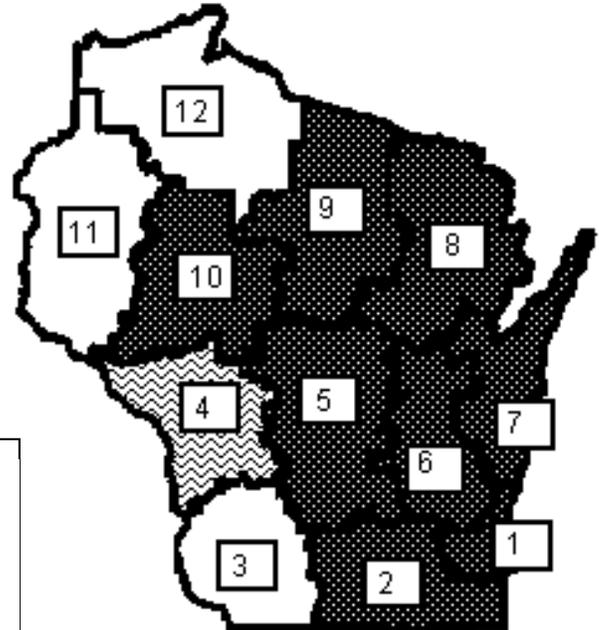
Key		Supply Well Below Average
		Supply Below Average
		Supply Average
		Supply above Average
		Supply Well Above Average
		No vacancies reported

Physical Therapist /
Occupational Therapist

Outlook: Well Below Average

Ratio of applicants to vacancies
was 2.45.

Number of emergency hires
school districts reported to DPI
was N/A.



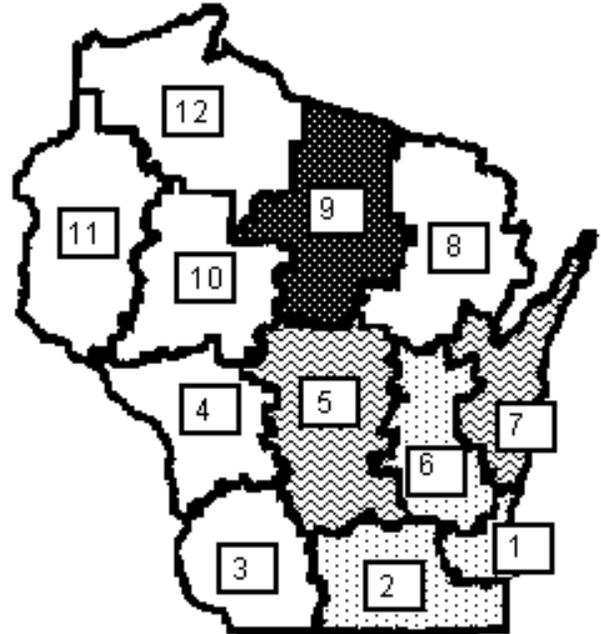
Key	
	Supply Well Below Average
	Supply Below Average
	Supply Average
	Supply above Average
	Supply Well Above Average
	No vacancies reported

Administrators

Curriculum Director

Outlook: Average

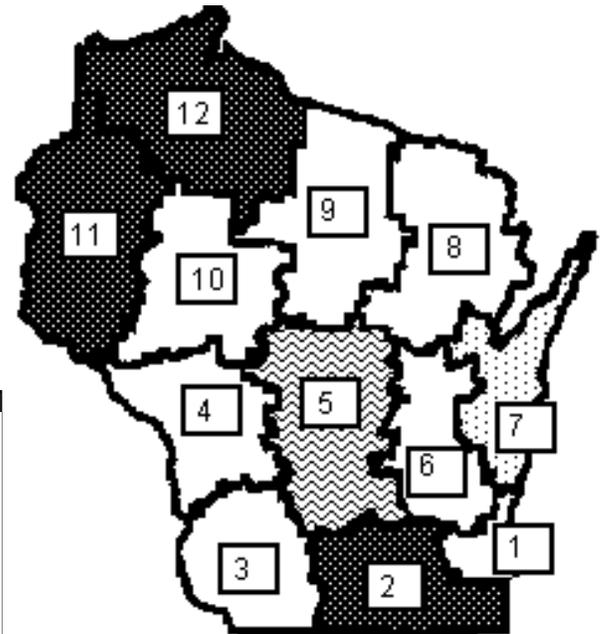
Ratio of applicants to vacancies was 18.44.



Director of Special Education

Outlook: Average

Ratio of applicants to vacancies was 9.11.

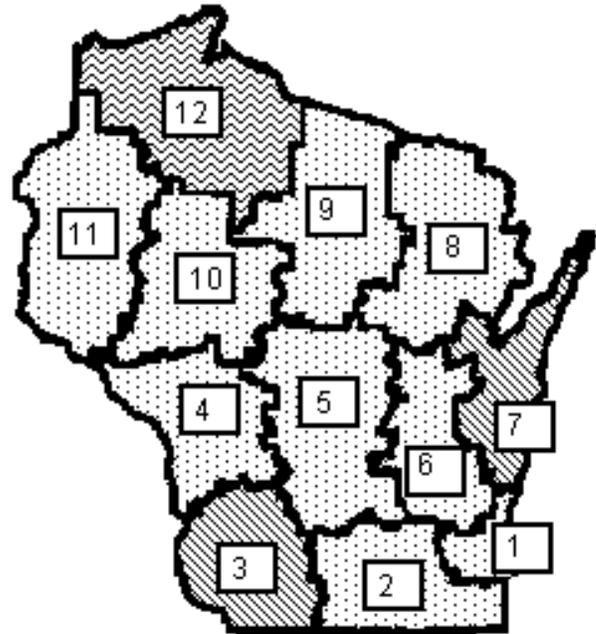


Key	
	Supply Well Below Average
	Supply Below Average
	Supply Average
	Supply above Average
	Supply Well Above Average
	No vacancies reported

Principal

Outlook: Well Above Average

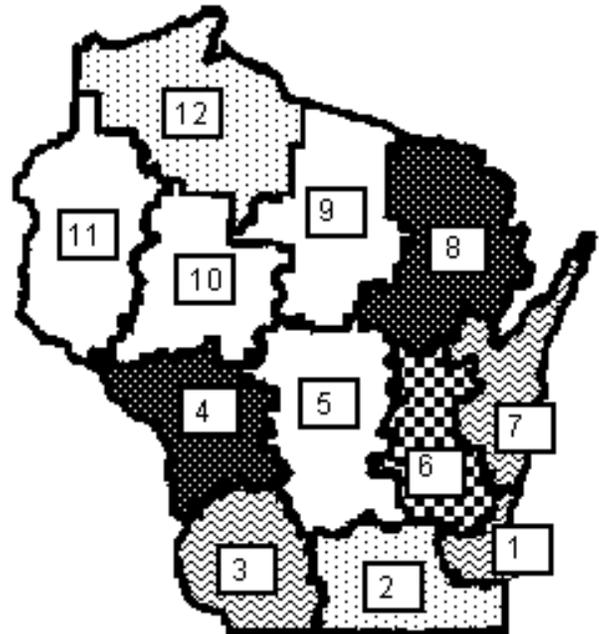
Ratio of applicants to vacancies was 35.67.



Superintendent

Outlook: Average

Ratio of applicants to vacancies was 14.26.



Key		Supply Well Below Average
		Supply Below Average
		Supply Average
		Supply above Average
		Supply Well Above Average
		No vacancies reported

Appendix A

School District Survey

Educator Supply and Demand Rating Scale for School District Analysis

INSTRUCTIONS: To complete the Educator Supply and Demand Rating Scale for School District Analysis use the following steps (or go to the web site <http://idea.uwosh.edu/fisher/fisher.html>):

1. Make any corrections in Name of District
Provide name, phone number, and e-mail address of district administrator who may be contacted regarding survey information
2. **(Column A)** Carefully examine the licensure/subject areas
3. **(Row 1)** Carefully examine the column headings
4. **(Column B)** Indicate the number of vacancies filled in your district for each licensure/subject area for the 2006-2007 school year. Vacancies include newly created positions and those resulting from attrition. Do not include positions filled by lateral transfers within the district's teaching pool. For example, 5 elementary vacancies opened in June. One vacancy was filled by the transfer of one of the district's middle school math teachers. The middle school and elementary vacancies were filled through a combination of new hires from outside the district and the district's pool of substitute teachers. The district had 4 elementary vacancies and 1 middle/high school math vacancy for the purposes of this survey. If there were no vacancies in a licensure/subject area, leave corresponding cells blank. (See model below)
5. **(Column C)** Indicate the total number of applicants for the vacancies in each licensure/subject area. An applicant is any individual who meets the following criteria: (1) Is licensed or has applied for licensure in the specific licensure/subject area and appropriate grade level and (2) Has on file with the district: (a) cover letter, (b) resume, and (c) application. (To be considered an applicant an individual may have more than these three items on file but may not have less). For example, of 300 potential elementary applicants 225 are licensed in the appropriate subject field and grade level, and have submitted the three required items. The number of elementary applicants is 225 for the purposes of this survey. There were 20 applicants for a middle school math vacancy. (See model below)

MODEL

A Licensure/Subject Areas	B Number of Vacancies	C Number of Applicants	D Rating of Supply
Elementary			
Early C/Kindergar			
Elementary	5	225	5
Mid/High School			
General Science			
Journalism/Speech			
Mathematics	8	20	1

6. **(Column D)** Use the rating scale below to express your opinion on the teacher supply in each licensure/subject area. Base your rating on the number of applications you received for each

licensure/subject area in relation to the vacancies in your district for the 2006-2007 school year. (See the example above)

Extreme Shortage
1

Slight Shortage
2

Supply Normal to Demand
3

Slight Oversupply
4

Extreme Oversupply
5

Educator Supply and Demand Rating Scale for School District Analysis

Name of District _____ Administrator- _____

Phone Number- _____

A Licensure/Subject Areas	B Number of Vacancies	C Number of Applicants	D Rating of Supply
Elementary			
Early Child/Kindergar			
Elementary			
Mid/High School			
Biology			
Chemistry			
Earth Science			
Physics			
General Science			
Mathematics			
Eng/Spch/Thea/Jour			
Social Studies			
Special Fields			
Agriculture			
Art			
Business Ed			
Drivers Ed			
Fam/Consum Ed.			
Foreign Language			
Health Ed.			
Music			
Phys. Ed.			
Technology Ed.			
Special Education			
Cognitive Disabil.			
Cross Categorical			
Deaf/Hear Impair.			
Early Child Spec. Ed.			
Emotional Beh. Dis.			
Learning Disability			
Speech/Lang. Path			
Visually Imp.			
PT/OT			
Specialized			
ESL/Bilingual			
Library/Media			
Reading Specialist			

Sch. Counselor			
Sch. Nurse			
Sch. Psychologist.			
Sch. Social Work.			
Administrators			
Curriculum Dir.			
Dir. of Spec. Ed.			
Principal			
Superintendent			

Please complete items on next page

Educator Supply and Demand Rating Scale for School District Analysis

No Child Left Behind

How has the No Child Left Behind Act affected teacher supply and demand? Do you anticipate effects in the future?

Critical Shortage

Given projections of vacancies over the next five years which subject/licensure areas do you anticipate will be most problematic for your district to hire qualified personnel?

State Budget & Hiring

How have the state budget difficulties affected hiring practices for the upcoming school year?

State Budget & Attrition

Have the state budget difficulties had an effect on staff attrition/retirement in your district?

Please feel free to make any comments you feel could contribute to this study, either below or as an attachment.

Appendix B

School Districts That Responded to Survey

Abbotsford Sch Dist	Cuba City Sch Dist	Iowa-Grant Sch Dist
Adams-Friendship Area Sch Dist	Cumberland Sch Dist	Janesville Sch Dist
Algoma Sch Dist	Darlington Community Sch Dist	Johnson Creek Sch Dist
Alma Center Sch Dist	De Forest Area Sch Dist	Juda Sch Dist
Alma Sch Dist	De Soto Area Sch Dist	Kaukauna Area Sch Dist
Almond-Bancroft Sch Dist	Deerfield Community Sch Dist	Kettle Moraine Sch Dist
Altoona Sch Dist	Dodgeand Sch Dist	Kewaskum Sch Dist
Appleton Area Sch Dist	Dodgeville Sch Dist	Kewaunee Sch Dist
Argyle Sch Dist	Dover #1 Sch Dist	Kickapoo Area Sch Dist
Arrowhead UHS Sch Dist	Drummond Area Sch Dist	Kimberly Area Sch Dist
Ashwaubenon Sch Dist	East Troy Community Sch Dist	La Crosse Sch Dist
Athens Sch Dist	Edgerton Sch Dist	La Farge Sch Dist
Auburndale Sch Dist	Elk Mound Area Sch Dist	Lac du Flambeau #1 Sch Dist
Augusta Sch Dist	Elkhart Lake-Glenbeulah Sch Dist	Lake Country Sch Dist
Baraboo Sch Dist	Elkhorn Area Sch Dist	Lake Holcombe Sch Dist
Barron Area Sch Dist	Ellsworth Community Sch Dist	Lake Mills Area Sch Dist
Bayfield Sch Dist	Elmbrook Sch Dist	Laona Sch Dist
Beaver Dam Sch Dist	Fall Creek Sch Dist	Lena Sch Dist
Beecher-Dunbar-Pembine Sch Dist	Fall River Sch Dist	Linn J6 Sch Dist
Belleville Sch Dist	Fennimore Community Sch Dist	Lomira Sch Dist
Belmont Community Sch Dist	Flambeau Sch Dist	Loyal Sch Dist
Beloit Sch Dist	Florence Sch Dist	Luck Sch Dist
Berlin Area Sch Dist	Fort Atkinson Sch Dist	Manawa Sch Dist
Big Foot UHS Sch Dist	Fox Point J2 Sch Dist	Maple Dale-Indian Hill Sch Dist
Birchwood Sch Dist	Franklin Public Sch Dist	Marathon City Sch Dist
Bloomer Sch Dist	Freedom Area Sch Dist	Marion Sch Dist
Bonduel Sch Dist	Friess Lake Sch Dist	Marshall Sch Dist
Brillion Sch Dist	Geneva J4 Sch Dist	Marshfield Sch Dist
Bristol #1 Sch Dist	Genoa City J2 Sch Dist	Mayville Sch Dist
Brown Deer Sch Dist	Germantown Sch Dist	McFarland Sch Dist
Cadott Community Sch Dist	Gibraltar Area Sch Dist	Medford Area Sch Dist
Cambridge Sch Dist	Gillett Sch Dist	Melrose-Mindoro Sch Dist
Campbellsport Sch Dist	Gilmanton Sch Dist	Menominee Indian Sch Dist
Cashton Sch Dist	Glendale-River Hills Sch Dist	Menomonee Falls Sch Dist
Cassville Sch Dist	Glenwood City Sch Dist	Menomonie Area Sch Dist
Cedar Grove-Belgium Area Sch Dist	Glidden Sch Dist	Mequon-Thiensville Sch Dist
Cedarburg Sch Dist	Goodman-Armstrong Sch Dist	Merrill Area Sch Dist
Central/Westosha UHS Sch Dist	Granton Area Sch Dist	Minocqua J1 Sch Dist
Chetek Sch Dist	Grantsburg Sch Dist	Monona Grove Sch Dist
Chippewa Falls Area Sch Dist	Green Lake Sch Dist	Monroe Sch Dist
Clayton Sch Dist	Greenfield Sch Dist	Montello Sch Dist
Clear Lake Sch Dist	Hartford UHS Sch Dist	Monticello Sch Dist
Clintonville Sch Dist	Hayward Community Sch Dist	Mosinee Sch Dist
Coleman Sch Dist	Highland Sch Dist	Mount Horeb Area Sch Dist
Colfax Sch Dist	Hillsboro Sch Dist	Muskego-Norway Sch Dist
Columbus Sch Dist	Horicon Sch Dist	Neenah Sch Dist
Cornell Sch Dist	Howard-Suamico Sch Dist	Neillsville Sch Dist
Crandon Sch Dist	Hurley Sch Dist	Nekoosa Sch Dist
Crivitz Sch Dist	Hustisford Sch Dist	New Berlin Sch Dist

New Lisbon Sch Dist	Reedsville Sch Dist	Tomahawk Sch Dist
New London Sch Dist	Rice Lake Area Sch Dist	Tomorrow River Sch Dist
Niagara Sch Dist	Richland Sch Dist	Tri-County Area Sch Dist
North Cape Sch Dist	River Ridge Sch Dist	Turtle Lake Sch Dist
North Crawford Sch Dist	River Valley Sch Dist	Twin Lakes #4 Sch Dist
North Lakeland Sch Dist	Riverdale Sch Dist	Two Rivers Sch Dist
Northern Ozaukee Sch Dist	Rosendale-Brandon Sch Dist	Union Grove J1 Sch Dist
Northland Pines Sch Dist	Rosholt Sch Dist	Valders Area Sch Dist
Northwood Sch Dist	Royall Sch Dist	Verona Area Sch Dist
Norwalk-Ontario-Wilton Sch Dist	Rubicon J6 Sch Dist	Viroqua Area Sch Dist
Oakfield Sch Dist	Saint Croix Central Sch Dist	Walworth J1 Sch Dist
Oconomowoc Area Sch Dist	Saint Croix Falls Sch Dist	Washburn Sch Dist
Oconto Falls Sch Dist	Saint Francis Sch Dist	Waterford UHS Sch Dist
Oconto Sch Dist	Salem Sch Dist	Waukesha Sch Dist
Omro Sch Dist	Sevastopol Sch Dist	Waunakee Community Sch Dist
Onalaska Sch Dist	Sharon J11 Sch Dist	Wausau Sch Dist
Osceola Sch Dist	Shawano-Gresham Sch Dist	Wausaukee Sch Dist
Oshkosh Area Sch Dist	Sheboygan Area Sch Dist	Wautoma Area Sch Dist
Owen-Withee Sch Dist	Shell Lake Sch Dist	Wauwatosa Sch Dist
Paris J1 Sch Dist	Shiocton Sch Dist	Wauzeka-Steuben Sch Dist
Park Falls Sch Dist	Slinger Sch Dist	Webster Sch Dist
Parkview Sch Dist	Somerset Sch Dist	West Allis Sch Dist
Pewaukee Sch Dist	South Milwaukee Sch Dist	West De Pere Sch Dist
Phelps Sch Dist	Southern Door County Sch Dist	West Salem Sch Dist
Phillips Sch Dist	Southwestern Wisconsin Sch Dist	Westby Area Sch Dist
Platteville Sch Dist	Spencer Sch Dist	Westfield Sch Dist
Port Washington-Saukville Sch Dist	Spooner Area Sch Dist	Weston Sch Dist
Potosi Sch Dist	Spring Valley Sch Dist	Weyauwega-Fremont Sch Dist
Prairie du Chien Area Sch Dist	Stevens Point Area Sch Dist	Weyerhaeuser Area Sch Dist
Prairie Farm Sch Dist	Stockbridge Sch Dist	Wheatland J1 Sch Dist
Prentice Sch Dist	Stone Bank Sch Dist	Whitnall Sch Dist
Prescott Sch Dist	Stratford Sch Dist	Wild Rose Sch Dist
Princeton Sch Dist	Sturgeon Bay Sch Dist	Williams Bay Sch Dist
Pulaski Community Sch Dist	Sun Prairie Area Sch Dist	Wilmot UHS Sch Dist
Racine Sch Dist	Superior Sch Dist	Winneconne Community Sch Dist
Randall J1 Sch Dist	Swallow Sch Dist	Winter Sch Dist
Randolph Sch Dist	Thorp Sch Dist	Wisconsin Dells Sch Dist
Raymond #14 Sch Dist	Three Lakes Sch Dist	Wonewoc-Union Center Sch Dist
Reedsburg Sch Dist	Tomah Area Sch Dist	Wrightstown Community Sch Dist

School Districts That Did Not Respond to Survey

Cudahy Sch Dist	Ithaca Sch Dist	Manitowoc Sch Dist
Grafton Sch Dist	Lancaster Community Sch Dist	Mishicot Sch Dist
Greendale Sch Dist	Mineral Point Sch Dist	New Holstein Sch Dist
Hamilton Sch Dist	Pecatonica Area Sch Dist	Oostburg Sch Dist
Hartland-Lakeside J3 Sch Dist	Seneca Sch Dist	Plymouth Sch Dist
Kenosha Sch Dist	Shullsburg Sch Dist	Random Lake Sch Dist
Merton Community Sch Dist	Arcadia Sch Dist	Seymour Community Sch Dist
Milwaukee Sch Dist	Bangor Sch Dist	Sheboygan Falls Sch Dist
Mukwonago Sch Dist	Black River Falls Sch Dist	Washington Sch Dist
Nicolet UHS Sch Dist	Blair-Taylor Sch Dist	Bowler Sch Dist
Norris Sch Dist	Cochrane-Fountain City Sch Dist	Marinette Sch Dist
North Lake Sch Dist	Galesville-Ettrick-Trempealeau Sch Dist	Peshtigo Sch Dist
Oak Creek-Franklin Sch Dist	Holmen Sch Dist	Suring Sch Dist
Richmond Sch Dist	Independence Sch Dist	Tigerton Sch Dist
Shorewood Sch Dist	Sparta Area Sch Dist	Wabeno Area Sch Dist
Whitefish Bay Sch Dist	Whitehall Sch Dist	White Lake Sch Dist
Albany Sch Dist	Cambria-Friesland Sch Dist	Wittenberg-Birnamwood Sch Dist
Beloit Turner Sch Dist	Iola-Scandinavia Sch Dist	Antigo Sch Dist
Brighton #1 Sch Dist	Lodi Sch Dist	D C Everest Area Sch Dist
Brodhead Sch Dist	Mauston Sch Dist	Edgar Sch Dist
Burlington Area Sch Dist	Necedah Area Sch Dist	Elcho Sch Dist
Clinton Community Sch Dist	Pardeeville Area Sch Dist	Lakeland UHS Sch Dist
Delavan-Darien Sch Dist	Pittsville Sch Dist	Rhineland Sch Dist
Evansville Community Sch Dist	Port Edwards Sch Dist	Rib Lake Sch Dist
Fontana J8 Sch Dist	Portage Community Sch Dist	Woodruff J1 Sch Dist
Jefferson Sch Dist	Poynette Sch Dist	Bruce Sch Dist
Lake Geneva J1 Sch Dist	Rio Community Sch Dist	Colby Sch Dist
Lake Geneva-Genoa City UHS Sch Dist	Sauk Prairie Sch Dist	Eau Claire Area Sch Dist
Linn J4 Sch Dist	Waupaca Sch Dist	Eleva-Strum Sch Dist
Madison Metropolitan Sch Dist	Wisconsin Rapids Sch Dist	Gilman Sch Dist
Middleton-Cross Plains Sch Dist	Erin Sch Dist	Greenwood Sch Dist
Milton Sch Dist	Fond du Lac Sch Dist	Ladysmith-Hawkins Sch Dist
New Glarus Sch Dist	Hartford J1 Sch Dist	Mondovi Sch Dist
Norway J7 Sch Dist	Herman #22 Sch Dist	New Auburn Sch Dist
Oregon Sch Dist	Hortonville Sch Dist	Osseo-Fairchild Sch Dist
Palmyra-Eagle Area Sch Dist	Little Chute Area Sch Dist	Stanley-Boyd Area Sch Dist
Silver Lake J1 Sch Dist	Markesan Sch Dist	Amery Sch Dist
Stoughton Area Sch Dist	Menasha Sch Dist	Baldwin-Woodville Area Sch Dist
Trevor-Wilmot Consolidated Sch Dist	Neosho J3 Sch Dist	Boyceville Community Sch Dist
Union Grove UHS Sch Dist	North Fond du Lac Sch Dist	Cameron Sch Dist
Washington-Caldwell Sch Dist	Richfield J1 Sch Dist	Durand Sch Dist
Waterford Graded J1 Sch Dist	Ripon Sch Dist	Elmwood Sch Dist
Waterloo Sch Dist	Waupun Sch Dist	Frederic Sch Dist
Watertown Sch Dist	West Bend Sch Dist	Hudson Sch Dist
Whitewater Sch Dist	Chilton Sch Dist	New Richmond Sch Dist
Wisconsin Heights Sch Dist	De Pere Sch Dist	Pepin Area Sch Dist
Yorkville J2 Sch Dist	Denmark Sch Dist	Plum City Sch Dist
Barneveld Sch Dist	Green Bay Area Sch Dist	River Falls Sch Dist
Benton Sch Dist	Hilbert Sch Dist	Siren Sch Dist
Black Hawk Sch Dist	Howards Grove Sch Dist	Unity Sch Dist
Boscobel Area Sch Dist	Kiel Area Sch Dist	Ashland Sch Dist
	Kohler Sch Dist	Butternut Sch Dist
	Luxemburg-Casco Sch Dist	Maple Sch Dist

Mellen Sch Dist
Mercer Sch Dist

Solon Springs Sch Dist
South Shore Sch Dist

Appendix C

Written responses to the question, "How have state budget difficulties affected hiring practices for the upcoming school year?"

"Attempt to find lower cost candidates."

"We are limiting our search of candidates considered to be in good supply to those with a Bachelors degree and less than 5 years experience."

"No effect this year. However, this is a major concern."

"Reduction in force tended to reduce least senior staff members. Interview teams have tended to consider initial educators more seriously than those with higher degrees and/or previous experience."

"Don't know yet."

"Looking for least experience possible."

"We cut 9 teachers and 10 aide positions. Will try to cut 6 teachers and 10 aide positions this year. We have increased class sizes."

"No. The sad truth is that we are reducing our staff, which results in higher class sizes. As a district we will not hire less experienced teachers just to save money."

"Revenue caps and the QEO have combined to make hiring and retaining teachers more difficult. Receiving approximately 2% additional revenue and being required to spend over 4% on salaries and benefits portends a financial crisis for schools. Due to shrinking budgets, districts are able to hire fewer teachers which compounds more difficult working conditions- driving away people from the profession."

"There has not been a salary increase for 5 years. All increases have gone into benefits. If the current funding continues, the district will make reductions."

"The uncertainty of the budget certainly makes it hard to staff appropriately. The amount of dollars available is unknown so certain hires may be on hold, which then results in a limited pool of candidates."

"We are fortunate to be a growing district. However, even under these conditions, we have been cautious regarding hiring particularly when we project our staffing lists in the future with ever-shrinking revenue sources."

"Hiring practices have not been affected for the upcoming year."

"No impact."

"Low starting salaries."

"Not a significant issue."

"Will hire new staff members that have little experience."

"We are struggling to maintain quality breadth and programming in a small district. This makes it difficult to encourage strong High School students to enter college in a degree area where they may find work."

"We will be laying off teachers instead of hiring."

"As of now there are none."

"Not much"

"We have had some staff reduction."

"With declining enrollment, it is nearly impossible."

"Yes. Low beginning salaries and threat of layoffs discourage applicants."

"Holding pattern."

"Salary and benefits in our rural school is not competitive."

"Last year we cut \$300,000. We did not hire two positions."

"Our base pay is very low which hinders us from attracting new teachers."

"Late job postings result in a limited and shallow pool of candidates."

"Not hiring due to attrition; resulting in high 30:1 student/staff ratios. Recruitment difficult due to job security. We have at least 6 teachers currently either leaving or actively seeking to leave education totally due to the budget issues in education."

"We are hiring less than we would like to hire."

"Has not yet, however, in the next five years we will need to have larger class size and fewer teachers."

"No. We are more concerned with layoffs."

"Unknown at this time"

"Have not had to hire"

"I would like to hire another section of JK-2 but will need to restructure due to budget constraints."

"They have truly made me think about using attritions to not replace specialists who assist our academic teachers: i.e. remedial math, etc."

"Yes. Hard to keep music part time."

"We consolidate positions and seek personnel with multiple licensures"

"Our hiring practices have not yet been affected."

"Health care costs and cost of salaries force us to look at beginners vs. some experience."

"We are unable to hire unless staff relocates, retires, dies"

"Decent salaries for new people."

"We are forced to use vacancies to cut. We either absorb the position or hire part time when possible."

"Cannot guarantee jobs due to revenue cap and declining enrollment."

"We haven't been affected yet, but will be as our fund balance becomes depleted."

"We won't be hiring any new staff, but we will be laying off one teacher."

"With declining enrollment we face lay off issues each year. New money does not make up for the additional testing and unfounded mandates."

"We may need to fill one or two vacancies by internal transfer rather than with new hires."

"We have greatly reduced our fine arts, gifted and talented, class size reduction, and support staff, administrative positions."

"Not necessarily so, salaries and benefits have increased by 4%."

"We are required to hire the inexperienced candidates."

"Hasn't yet, but we will have some non-teaching cuts."

"Revenue controls how restricted our hiring."

"Because of an operational referendum passed in 2004, the School District of La Crosse should be ok for 07-08."

"Have not affected us."

"Under the state budget, revenue limits continue to force school districts to make reductions in both programs and staff in order to have a balanced budget. Only through a successful referendum to exceed the revenue limits was our district able to maintain existing programs and staff for the 2006-2007 school year."

"Hiring perhaps less experienced teachers rather than ones that have worked in any particular area and have experience, as less experienced teachers are lower on the salary scale."

"No affect. Fortunately we have seen a steady increase in students."

"Eliminated need to hire due to budget cutting."

"Revenue cap has combined with declining enrollment to make program maintenance difficult."

"Tight budgets are probably hindering us from looking at experienced people who would need to be paid more."

"We are looking for staff with multiple licensures to address program needs across content areas and levels. Many positions are not being filled due to attrition and budget constraints."

"Postings are for the exact amount of teaching time needed. In certain teaching areas it is difficult to attract quality candidates if the position is listed at less than 1.0 FTE."

"Yes, need at risk teacher, but money"

"The budget difficulties do not affect the hiring practice itself. What it affects is what programs become expendable at the expense of student opportunities."

"Caused class sizes to increase."

"Small schools need to stay competitive with large district's pay scales."

"Because we are continuing to cut back on staff due to declining enrollment, we are going to find it increasingly difficult to find teachers with multiple licensures that will allow us to continue offering the programming we currently offer."

"No. People are not retiring due to the cost of health care."

"We will not fill positions of non-special fields. Attrition is the only way we can handle open positions-we just do not fill them! We move other people around."

"Over loaded schedules due to budget reductions cause good teachers to make other choices."

"Restructuring to reduce staff partially due to budget constraints."

"Financially not able to fill some positions."

"We are very tight with money. We must be very conservative with replacing retirees or resignations."

"Revenue limit keeps salaries low-hard to adjust."

"It has not to date, but will in the future. Rather than being able to hire the best, we will gravitate to cost becoming the priority."

"Made it impossible for us to look at candidates with more than 3/4 years of experience."

"We have been forced to hire near the bottom of the salary scale and therefore passing up seasoned candidates."

"It is more complicated now. Not sure if have the money to pay out."

"Declining enrollment districts have to reduce budgets, and with the various factors of health insurance, QEO and salary schedules impacting the finances of a district. The answer to the question posed is yes. We are raising class sizes and attempting to reduce staff by attrition."

"UW-O's multi-categorical licensing is a concern of mine. Your teachers may be licensed in multiple areas, but their level of expertise in any one area has not been very strong. At least not in the candidates that we've been seeing."

"We can no longer staff our elective areas as we would like (art, music, PE). Class sizes have increased as we are not hiring to fill attrition vacancies."

"We are not replacing some positions."

"We are hiring fewer people, making class sizes larger."

"Reduction through retirement. Number of teaching staff has dropped."

"Budget difficulties have led us to slightly increase class sizes rather than hire additional staff and to consider distance learning options."

"District generally utilizes staff that's already employed if certification is applicable and attempts to shift staff for coverage before posting."

"We need to put some money on salary???? - Help!"

"We cut back 8 positions but didn't have attrition to cover the reduction resulting in some layoffs. This however, was due to declining enrollment. Class size has not increased."

"We will be in a hiring freeze mode."

"We are not able to offer salaries competitive with surrounding states."

"Timing of state budget causes us to hold back or delay the posting of some positions until more certainty has been established."

"Less revenue received from the state budget directly impacts our ability to retain staff for the coming year, along with hiring replacements due to attrition"

"We will be considering reduction in staff due to budget shortfall (c) \$500,000 deficit."

"Reduction in special education and ELL funding of staff has put a burden on funding regular education staff. These are two populations with increasing numbers of students where these are mandated programs with less reimbursement."

"Will lead to some staff reductions-layoffs."

"We are going to be cutting positions, so hiring will be minimal."

"Eliminating three teaching positions. Eliminating one administrative position. Eliminating one support staff position."

"Cut from full to part time"

"Very negative effect on hiring practices. We attempt to cover positions from within and increase class sizes when we want to hire additional teachers."

"Revenue caps are a major factor due to declining enrollments."

"We have no vacancies except administration."

"Reduced staff by two."

"We seem to be holding our own at the present time but that could change as early as next year."

"Combined Grades."

"We have had to put more students in one class than we would like."

"Revenue caps do not allow us to levy."

"We are not replacing staff who retire or move."

"For us to staff some areas of our district with new teachers (elementary) we need to reduce high school positions with larger class sizes. This is due to declining enrollment in the district, tight budgets, and a demand on our resources. We had to make significant reductions in all budget areas including staffing to offset hiring in "high need" areas."

"Pass a referendum"

"Little to no impact."

"It appears that fewer candidates are available for teaching jobs in rural northern Wisconsin. I'm not sure what role the budget plays in that fact. Perhaps fewer people see public education teaching as a personal career goal."

"We have larger class sizes"

"We will continue to absorb retirements and have staff on lay-off."

"Using attrition as a means of cost savings"

"Currently not hiring."

"Frankly, we look for the lowest cost employee. Fortunately, we have found excellent candidates and been able to attract them."

"We hire teachers with very little to no experience as we can not afford to hire teachers that have very much experience or many credits beyond a masters degree."

"Low pay scale and benefits does not attract applicants."

"This is not a problem at this point, and I don't anticipate it to be for next year."

"Limited budget, which limits salary increases."

"Caused cutback in positions."

"Reduction in full time teachers/partial contracts."

"Annual event. Cut positions."

"Not enough flexibility in hiring qualified candidates due to limits on salary for new staff."

"We automatically consider not replacing or re-replacing at less than 100%."

"We will have to avoid hiring people with experience and masters degrees"

"Yes, due to less aid our salary schedule is lower and that affects hiring."

"Drastic cuts will be made in the 2007-2008 school year unless we pass our referendum in April."

"Four out of five replacements have previous teaching experience, which means it costs us more, but it is worth it."

"Experienced teacher are given only 2 years of teaching experience on the salary schedule"

"Our salary schedule is too low to attract anyone"

"We continue to cut the position of everyone who is retiring"
"We are ok for now"
"Very challenging"
"The have necessitated staff cuts so we have less staff"
"We are not replacing retirements. Not that we don't need the position, just that we continue to cut the budget"
"We are reducing staff at all levels."
"We have been experiencing student growth, no difficulties here, but everywhere around us."
"We have a difficult time adding staff."
"We have had to hire first year teachers because we can't afford experienced teachers."
"We have enrollment growth. Finances are ok."
" I am not sure it has affected hiring practices."
We have been cutting positions and not hiring replacements as teachers retire."
"We have been cutting staff at a rate of 1-2 each year for 4 years."
"We are not replacing essential personnel and reducing services."
"We do not anticipate any retirements nor resignments but may be forced to eliminate programs because of the need to reduce staff because of a projected budget deficit. A referendum is scheduled for April."
"I have not had to hire. I only lay off at this time. In the next 5 years I will have retirements."
"Cutting positions not adding, could get worse"
"The budget has forced partial contracts which has made recruitment and retention extremely difficult."
"School is reducing staff/ programs-Not adding
"More likely to not fill positions"

Appendix D

Written responses to the question, "Have the state budget difficulties had an effect on staff attrition/retirement in you district?"

- "Some leave for higher pay. A few retire as soon as possible to avoid a potential loss in benefits."
"Teachers may be choosing to retire sooner rather than allowing colleagues to be laid off as a result of budget cuts."
"Reduction in force lent to consolidation of specialist positions such as librarian/ media specialist, gifted and talented resource teachers. This lent to specialists returning to classroom positions forcing least senior staff to find employment elsewhere. The percentage of those educators who decide to retire, as compared to those who qualify, seems to have decreased as potential retirees choose to remain in the district beyond their qualifying date."
"Some staff may retire to protect current benefits."
"No. People are hanging on to jobs. The great void of teachers state which has not hit our district."
"The state's structural budget flaw has caused districts to eliminate programs and services and demands and pressure to existing staff resulting in early retirement applications and making the profession less desirable to prospective educators."
"We have lost people to other districts due to their compensation package because of the revenue caps."
"Stayed with in average past five years, 20-30 teachers."
"Central administrative positions."
"We have not replaced a number of positions due to attrition, the need to consolidate the classes and save the money."
"Some staff have left the profession due to low salaries and some have taken early retirement due to small salary increases over the last several year."
"Yes. Reductions with staff."
"We will continue to not be able to fill all positions, but will raise our class sizes and drop programs."
"Yes, as I said 6 currently are looking to leave and we have several staff looking into retirement early due exclusively to budget issues."
"Yes, we need to hire inexperienced teachers to replace veteran staff. This will have a negative impact on the school's test results."
"Not so far, but it is coming"
"In 05-06 we have had several teachers retire to take advantage of early retirement benefits before their benefits are no longer in their collective bargaining agreement."
"Yes because of health insurance."
"Yes, it is the revenue cap and declining enrollment that is the issue."
"Fewer people are retiring early due to health insurance costs."
"Yes, state budget difficulties have caused some problems but not as much as the continuous rising cost of health insurance!"
"We have utilized attrition/retirement to downsize staff."
"Staff seem to be putting off retirement and working till age 65 or leaving after 2-3 years experience."
"Attrition- when staff leave or retire we may not fill the position."
"Because of revenue caps and even though we had an operational referendum, we often do not replace retired or resigned individuals."
"Just health insurance costs. I have several staff who would retire if health insurance was affordable."

"As the revenue limits continue to force school districts to reduce their programs, it becomes a factor in individuals looking at their future in education."

"We will clearly have to change our early retirement provisions."

"Less movement due to fear of loss of tenure/time in district. Health insurance costs causing people not to retire."

"Within the next five years retirement may be an issue this district will need to be concerned about."

"Yes, we have a number of teachers that have chosen to work beyond their retirement age of 57. They feel they need to work until national economy is improved (Social Security stability)."

"Yes, people are retiring as soon as possible to ensure post-retirement benefits and also because of increased work loads due to staff decreases."

"Yes, we are laying off staff."

"The rising cost of insurance more so than the state budget is causing staff not to retire."

"The collective bargaining agreement negotiated benefits will have more of an impact on attrition/retirement plans than the state budget difficulties. We anticipate numerous retirements within the next two years due to the expiration of the CBA in June 2009."

"No. People are not retiring due to the cost of health care."

"Yes. Failed referendum in April 07. We will continue to lay off staff or not fill positions of retirees. Budgets are very tight for our declining enrollment district."

"Yes they have."

"Health insurance costs have delayed retirements."

"When someone retires we do not replace them if possible."

"No, more related to health care."

"Yes. We continue to reduce-retirements have increased."

"Replacements for retirees have been hired near the bottom of the salary scale when possible."

"We had teachers retire early because they thought they would lose retirement benefits."

"Yes- it will have more of an impact for 07-08."

"Yes, to stay within budget."

"Early retirement benefits have adversely affected our ability to manage local budgets. The cost of health care is killing us. Our retirement liability (unfunded) will approach \$1 million for the coming year."

"Health insurance is a greater issue for retirement."

"People are staying longer- primarily due to health insurance."

"No. Health insurance has. People eligible for retirement are working longer for family coverage"

"We are a long term declining enrollment district and we have no elbow room left."

"Staff members are working well into their 60's."

"We have reduced FTE's through attrition due to budget shortfalls."

"QEO- Two edged sword- encourages veteran staff to stay in profession- discourages younger staff to continue in profession."

"Try not to replace retirees due to revenue cap issues."

"We have staff members who feel pressured to retire early so that younger colleagues with families are not placed on layoff status."

"The greatest impact on the attrition /retirement is the increasing cost of health care."

"Yes, a full time teacher resigned her position this school year to accept a part time position in MI; reason was job security and salary/benefit level."

"Yes, lost good teachers due to low base salary and district inability to keep pace with other districts."

"We can't afford to hire anyone."

"Slow attrition rate due to minimal costs. "

"Not filling all of the positions created by retirements."

"Teachers are staying due mostly to OPEB than because of the budget. But then, because we can't increase OPEB benefits because of the budget teachers are staying well past 57."

"Less people are retiring due to health insurance costs."

"The revenue caps do not allow our district to keep up with the cost of health insurance. This creates a situation where health insurance eliminates any savings from early retirement."

"Yes, every position that vacate is reviewed to see if we can go without so that we can save the money. Teachers are working well past 55 because of high insurance rates."

"Pass a referendum"

"Yes, we find current staff delaying retirement due to health insurance coverage."

"Yes we have reduced administration to very low levels. Staff have less prep time as they take on more so we don't fill our positions from which people have retired."

"Some have retired a year earlier than planned so that younger staff wouldn't be laid off."

"Early retirements have dropped dramatically as retirees can't afford the high cost of health insurance. This keeps high cost teachers on staff and increases our budget difficulties."

"Not at this time. We have had a pretty good number of open enrollment this year and have received a good number for next year."

"We have not rehired upon retirement."

"Not at this time. We are reducing staff. Retired teachers are not being replaced as a full FTE"

"Yes. Did not rehire three FTE's"

"Yes, some possible retiree's are not taking retirement because of limits to health insurance under spending caps."

"Yes we need to cut approximately \$100,000 from our budget. We will need to cut staff to make up the difference."

"No! Other than when teachers retire, we do not re-hire."

"Few support staff positions due to cuts-not all teacher vacancies filled."

"We are experiencing a shortage of teachers in those areas that have been calculated as a shortage."

"It has hurt quality because good people can make so much more outside of education."

"Teachers seem to be working longer (Probably not state budget problem)."

"We have had some enrollment increases that have helped us for now."

Yes. Those who are qualified for the Wisconsin Retirement system do not have the resources to purchase health insurance and the district does not have the resources to offer retirement benefits."

"Yes. We do not replace these staff unless absolutely necessary."

"Some staff maybe considering retirement early to avoid being cut back in time."

"Slight increase in retirements, Changes in health benefits coverage."

"I do not feel the problem has convinced people to retire, they are retiring when it is their time."

"Most teachers can't afford to retire unless they are between ages 57-60. Cost of early retirement programs far outweighs any possible savings."

"We have been cutting positions and not hiring replacements as teachers retire."

"We use this as an opportunity to reduce staff."

"We are not replacing essential personnel and reducing services."

"We may be forced to look at consolidation with a neighboring district which could eventually result in one community losing their school and having a massive nonrenewals between the two schools."

"People who retire have not been replaced. Some stay longer now because of benefits."

"Health care-working to an older age. And very little turnover"

"Yes. People leaving for full time employment in fear of the budget has been part of the retirement decision for some staff."

"I think staff are delaying decision to retire hoping for some sort of health care reform or district provided benefit."

"Staff assuming more and more responsibilities."

Appendix E

Program Completer Survey

1.) Are you currently employed with a school district?

A. Yes

B. No If no, reason being: _____

2.) What certification(s) do you hold?

Elementary	Middle/High	Special Fields	Special Education
Early Childhood/ Kinder	Agriculture	Cognitive Dis.	
Elementary	Biology Art	Emotional Dis.	
Other	Chemistry	Business Ed	Learning Dis.
Specialized	Earth Science	Family/Consumer Ed	Early Childhood: EEN
ESL/Bilingual	English/Language Arts	Music Cross Categorical	
Foreign Language	General Science	Phys. EdDeaf/Hearing Imp.	
Library/ Media	Journalism/Speech	Technology Ed	Visually Imp.
Reading Specialist	Mathematics	Other	Speech/Lang. Path.
Reading Teacher	Physics	Administrators	PT/OT
School Counselor	Social Studies	Curriculum Director	Other
School Nurse	Other	Director of Special Ed	
School Psychologist		Elementary Principal	
School Social		Middle School	
Worker		Principal	
Other		High School Principal	
		Superintendent	
		Other	

3.) What subject area(s) are you teaching?

Elementary	Middle/High	Special Fields	Special Education
Early Childhood/ Kinder	Agriculture	Cognitive Dis.	
Elementary	Biology Art	Emotional Dis.	
Other Chemistry	Business Ed	Learning Dis.	
Specialized	Earth Science	Family/Consumer Ed	Early Childhood: EEN
ESL/Bilingual	English/Language Arts	Music	Cross Categorical
Foreign Language	General Science	Phys. Ed	Deaf/Hearing Imp.
Library/ Media	Journalism/Speech	Technology Ed	Visually Imp.
Reading Specialist	Mathematics	Other	Speech/Lang. Path.
Reading Teacher	Physics	Administrators PT/OT	
School Counselor	Social Studies	Curriculum Director	Other
School Nurse	Other	Director of Special Ed	
School Psychologist		Elementary Principal	
School Social		Middle School	
Worker		Principal	
Other		School Principal	
		Superintendent	
		Other	

4.) What level(s) are you employed at?

A. Early Childhood/ Kindergarten/ Headstart/ Daycare

B. Grade 1 2 3 4 5 6 7 8 9 10 11 12

C. Administration

5.) Are you employed

A. Full-time B. Part-time C. Substitute

6.) Is the school:

A. Public/Charter B. Private

7.) Name of school where you are employed and the district it is in:

8.) Is the school in the state of Wisconsin?

A. Yes

B. No If no, in what state is the school?