

Data trends of  
education  
personnel  
in Wisconsin  
public schools

# Supply & Demand 2008



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Data Trends of Education Personnel in Wisconsin Public Schools, 2008

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## Table of Contents

LIST OF TABLES AND FIGURES.....	4
EXECUTIVE SUMMARY .....	6
INTRODUCTION.....	7
WISCONSIN EDUCATOR SUPPLY .....	9
Attrition.....	24
SCHOOL DISTRICT SURVEY .....	26
Ratio of Applicants to Vacancies.....	26
Supply Rating.....	28
STATE BUDGET EFFECTS.....	32
Hiring .....	32
Attrition/Retirement.....	33
EMERGENCY LICENSES.....	34
CRITICAL SHORTAGE AREAS.....	39
SURVEY OF PROGRAM COMPLETERS .....	41
EMPLOYMENT OUTLOOK ACROSS LICENSURE AREAS .....	46
Elementary Education.....	50
Early Childhood / Kindergarten.....	50
Elementary.....	50
Middle / High School.....	51
Biology .....	51
Chemistry .....	51
Earth Science.....	52
Physics.....	52
General Science .....	53
Mathematics .....	53
English/Speech/Theater/Journalism.....	54
Social Studies.....	54
Specialized .....	55
ELL/ESL/Bilingual .....	55
Library/Media .....	55
Reading Specialist.....	56

School Counselor .....	56
School Nurse.....	57
School Psychologist.....	57
School Social Worker .....	58
Special Fields .....	59
Agriculture .....	59
Art.....	59
Business Education .....	60
Drivers Education .....	60
Family and Consumer Education.....	61
Foreign Language .....	61
Health Education .....	62
Music.....	62
Physical Education.....	63
Technology Education.....	63
Special Education .....	64
Cognitive Disabilities.....	64
Cross Categorical .....	64
Deaf/Hearing Impairment.....	65
Early Childhood Special Education.....	65
Emotional Behavioral Disability .....	66
Learning Disabilities.....	66
Speech/Language Pathologist.....	67
Vision Impairment.....	67
Physical Therapist/Occupational Therapist.....	68
Administrators.....	69
Curriculum Director .....	69
Director of Special Education.....	69
Principal.....	70
Superintendent.....	70
Appendix A. School District Survey .....	71
Appendix B. Districts Responding and Not Responding to Survey.....	75
Appendix C. State Budget Effects on Hiring .....	79
Appendix D. State Budget Effects on Attrition and Retirement .....	87
Appendix E. Program Completer Survey .....	93

## 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 1989-2007.....	24
12. Ratio of Applicants to Vacancies for 2006-2007 .....	27
13. Average Supply Rating Across Licensure Areas for 2006-2007.....	29
14. Emergency License Totals for 2007-2008.....	35
15. Number of Initial and Renewal Emergency Licenses .....	36
16. Critical Shortage Areas .....	40
17. Employment Status of 2006-2007 Program Completers.....	43
18. Employment Status of 2005-2006 Program Completers.....	43
19. Employment Status of 2004-2005 Program Completers.....	44
20. Employment Status of 2003-2004 Program Completers.....	44
21. Employment Status of 2002-2003 Program Completers.....	45
22. Categories and Criteria for Employment Outlook .....	48

23 Summary of Employment Outlook Statistics..... 49

Figures

1. Program Completers by Major Categories..... 23

2. Field Attrition Rates, 1989-200 ..... 25

3. Number of Initial and Renewal Emergency Licenses ..... 37

# Executive Summary

- Overall totals of program completers from Wisconsin's educator training institutions decreased from 2005-2006 to 2006-2007 by 2.9%. Similarly, the number of program completers from the University of Wisconsin (UW) system for the two school years decreased by 1.1%, whereas total college completers in education related fields decreased by 7.3%. In contrast, program completers from alternative licensure programs increased by 6.3%.
- Program completer totals across most licensure categories changed slightly from 2005-2006 to 2006-2007. Elementary Education decreased 1%; Secondary/Specialized Education decreased 3.9%; Special Education decreased 0.3%; Administrative programs increased 1.3%.
- Licensure areas categorized as supply below average include Drivers Education, Deaf/Hearing Impaired, Visually Impaired, and PT/OT. Licensure areas categorized as areas of supply well above average include: Early Childhood/Kindergarten, Elementary, Social Studies, Health Education, Physical Education, and Principal.
- The total number of emergency licenses issued was approximately equivalent in 2007-2008 school year to the total issued in 2006-2007.
- School districts most frequently cited the following licensure areas as areas of critical shortage: Special Education, Mathematics, General Science, Technology Education, and Foreign Language.
- Survey data indicated 66.9% of recent program completer respondents held full-time teaching positions in Wisconsin. Of those employed full time, 60.0% taught in public schools and 6.9% in private schools. In addition, 15.6% of survey respondents were employed full time and out of state. Surveys indicated that 2.5% of respondents were employed as part-time teachers and 12.5% were employed as substitute teachers. The percentage of respondents not teaching was 32.5%.

# Introduction

Wisconsin public school enrollment, including pre-kindergarten through grade 12, decreased by 2,067 (0.23%) students between 2006-2007 and 2007-2008 school years. Student enrollment was 876,700 and 874,633 respectively. Public school enrollment has remained relatively stable since 1996-1997, when enrollment was 879,149. Similarly, during the same period there continues to be a higher percentage of male students (51.5%) enrolled than female students (48.5%). An analysis of 2007-2008 public school enrollment across racial/ethnic group identification indicated the following percentages: 76.9% White, 10.4% Black, 7.6% Hispanic, 3.6% Asian, and 1.5% American Indian. In comparison, analysis of 1996-1997 enrollment indicated 82.6% White, 9.6% Black, 3.5% Hispanic, 2.9% Asian, and 1.4% American Indian. The percentage of students eligible for subsidized lunch has increased from the 2000-2001 to 2007-2008 school year 24.1% to 32.2% respectively. The percentage of students reported as English proficient has decreased from 97.1% in 1998-1999 to 94.6% in 2007-2008.

Data indicate that during the 2006-2007 school year there were 103,189 full-time equivalent individuals employed in Wisconsin public schools. Of the total 3,648 were categorized as administration, 31,798 aides/support/other and 67,743 licensed staff. Comparative 1996-1997 data indicate 101,403 full time equivalents with 3,382 categorized as administration, 33,695 aides/support/other, and 64,326 licensed staff.

This is the 29th 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 important and timely information to 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 2006-2007 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, 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

A variety of data sources are used in this section. Information regarding the number of new educators completing licensure programs is primarily derived from annual reports from Wisconsin's 13 public and 19 private educator training institutions, as well as eight alternative licensure programs submitted to Department of Public Instruction (DPI). These data include total number of program completers, as well as the number of program completers with and without a previous education license. Program completer totals for the eight approved alternative licensure programs in Wisconsin are reported for the third time this year.

Totals are broken down into 38 teaching, pupil services, and administrative licensure areas. Several recent changes should be noted. Elementary education changes reflect Wisconsin's new educator licensure categories under Wisconsin Administrative Code PI 34. In Elementary Education, 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). For the second year, Foreign Language includes two categories -- Spanish and All Other Foreign Languages. In the Administrative licensure area, categories were added last year for Reading Specialist and Instructional Technology Coordinator.

A program completer is defined as an individual that completed an education degree or program at a Wisconsin college, university, or approved alternative program between Sept. 1, 2006, and August 31, 2007, and is eligible to apply for a license to teach in a particular subject area, at specific developmental levels or in 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 without previous licenses, whereas, Tables 7, 8, and 9 include the number who held previous licenses. This is the third 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 profession entirely. These data are reported in Table 11. Another indicator of educator supply is the number of emergency licenses issued by DPI. Emergency license data 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 2006-2007 program completers indicated that 15.6% of state program completers accepted full-time 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-Strout	UW-Superior	UW-Whitewater	Totals UW	Totals Private	Grand Total UW and Private	Totals Alternative	Grand Total	
Early Childhood (birth-age 8)		17			72	1	6		6	28	51		1	182	32	214	1	215	
Early Childhood to Middle Childhood (birth-age 11)			40	86		43		64	20		5	19	16	293	184	477	2	479	
Middle childhood to Early Adolescence (age 6-13)	104	64	64	41	100	82	5	10	63	101		24	91	749	411	1160	29	1189	
<b>Total Elementary Education</b>	<b>104</b>	<b>81</b>	<b>104</b>	<b>127</b>	<b>172</b>	<b>126</b>	<b>11</b>	<b>74</b>	<b>89</b>	<b>129</b>	<b>56</b>	<b>43</b>	<b>108</b>	<b>1224</b>	<b>627</b>	<b>1851</b>	<b>32</b>	<b>1883</b>	
Agriculture				1				5	9					15	0	15	1	16	
Family & Consumer Ed				2						11	21			34	0	34	1	35	
Technology Education								12			58			70	1	71	6	77	
Business Education											3	15		18	21	39	4	43	
Marketing Education											10		1	11	0	11	4	15	
English/Speech/Journalism	19	12	12	13	15	19	10	9	13	22		5	24	173	103	276	2	278	
Theater					6								1	7	3	10	0	10	
Reading Teacher	8					30		3	2	5		3	4	55	112	167	0	167	
Spanish							1							1	7	8	0	8	
All other Foreign Language	7	5	7	15	13	8		1	2	5			9	72	31	103	6	109	
ESL		5			4	8		5	3	15			11	51	18	69	8	77	
Math	6	2	9	15	11	14	3	10	15	13			2	10	110	51	161	5	166
Driver Education											6		5	11	0	11	0	11	
Music	20	5	7	12	14	3	1	5	5	13		4	17	106	43	149	2	151	
Physical Education	7		59	10		24		21	6	13		7	17	164	26	190	0	190	
Art Education	8	5	3	10	24	9		1	4		11	3	9	87	27	114	6	120	
Science	9	7	8	16	22	33		2	15	19		3	4	138	46	184	21	205	
Social Studies	33	12	15	15	40	5	8	10	15	20		8	15	196	119	315	2	317	
Library Media	8			3	11	16						2	5	45	13	58	0	58	
Health Education			8						4	15	11	1	2	41	2	43	0	43	
<b>Total Secondary/Specialized</b>	<b>125</b>	<b>53</b>	<b>128</b>	<b>112</b>	<b>160</b>	<b>169</b>	<b>23</b>	<b>84</b>	<b>93</b>	<b>151</b>	<b>120</b>	<b>38</b>	<b>149</b>	<b>1405</b>	<b>623</b>	<b>2028</b>	<b>68</b>	<b>2096</b>	
Cog/Lrng/Emot. Dist.	41		3	33	31	46		11	1	29	18	22	44	279	79	358	114	472	
Deaf/Hard of Hearing					5									5	0	5	0	5	
Early Childhood: EEN	13				16	8					3		21	61	13	74	3	77	
Speech/Language Pathology	35			24	18				3	14			9	103	26	129	0	129	
Visual Disability														1	1	2	0	2	
<b>Total Special Education</b>	<b>89</b>	<b>0</b>	<b>3</b>	<b>57</b>	<b>70</b>	<b>54</b>	<b>0</b>	<b>11</b>	<b>4</b>	<b>43</b>	<b>21</b>	<b>22</b>	<b>74</b>	<b>448</b>	<b>119</b>	<b>567</b>	<b>117</b>	<b>684</b>	
School Social Worker				9	3									12	0	12	0	12	
School Psychologist			10	1	6				4		8		9	38	0	38	0	38	
School Counselor				4	16	16		14	29		26	14	12	131	72	203	0	203	
<b>Total Pupil Services</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>14</b>	<b>25</b>	<b>16</b>	<b>0</b>	<b>14</b>	<b>33</b>	<b>0</b>	<b>34</b>	<b>14</b>	<b>21</b>	<b>181</b>	<b>72</b>	<b>253</b>	<b>0</b>	<b>253</b>	
Superintendent				8	3							6		17	27	44	5	49	
School Business Manager												1	14	15	1	16	0	16	
Principal				25	24			19	6			17		91	258	349	6	355	
Director of Instruction				9	4							2		15	13	28	0	28	
Director of Special Ed				1	6							7		14	9	23	7	30	
Reading Specialist	6		3	20	1	3		1	1		1	7	2	45	17	62	0	62	
Instructional Technology Coordinator														6	6	12	0	12	
<b>Total Administrative</b>	<b>6</b>	<b>0</b>	<b>3</b>	<b>63</b>	<b>38</b>	<b>3</b>	<b>0</b>	<b>20</b>	<b>7</b>	<b>0</b>	<b>1</b>	<b>40</b>	<b>16</b>	<b>197</b>	<b>331</b>	<b>528</b>	<b>18</b>	<b>546</b>	
<b>Grand Totals</b>	<b>324</b>	<b>134</b>	<b>248</b>	<b>373</b>	<b>465</b>	<b>368</b>	<b>34</b>	<b>203</b>	<b>226</b>	<b>323</b>	<b>232</b>	<b>157</b>	<b>368</b>	<b>3455</b>	<b>1772</b>	<b>5227</b>	<b>235</b>	<b>5462</b>	

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	Carroll University	Carthage College	Concordia University	Edgewood College	Lakeland College	Lawrence	Maranatha College	Marion University	Marquette University	Mount Mary College	Northland College	Ripon College	Silver Lake College	St. Norbert College	Viterbo	Wisconsin Lutheran	Totals Private
Early Childhood (birth-age 8)			1			8	1			1			8			3	10			32
Early Childhood to Middle Childhood (birth-age 11)	17		65	27			1	7		5	13				6	2	22	8	11	184
Middle childhood to Early Adolescence (age 6-13)	15	4	35	34	35	41	42	20		7	74	34	1	11	9	22	20		7	411
Total Elementary Education	32	4	101	61	35	49	44	27	0	12	88	34	9	11	15	27	42	18	18	627
Agriculture																				
Family & Consumer Ed																				
Technology Education																			1	1
Business Education						14	2	1			1		2						1	21
Marketing Education																				
English/Speech/Journalism	15	1	9	1	4	24	12		4	1		18	4		1	6	3			103
Theater					1					1		1								3
Reading Teacher	6		65	2	1	29										3		6		112
Spanish												7								7
All other Foreign Language		1	1		3	11	6	1	2			2			1				3	31
ESL		1	2				7	7	1											18
Math	4		5	3	2	15	2		1	4	1	6			1	1	4	2		51
Driver Education																				
Music				2	2	1	1	2	14	1	1		1		2	3	8	2	3	43
Physical Education				2	11	6				1				2	4					26
Art Education	4		3	2		4	2		1		4	1	1			4		1		27
Science	1	1	2	2	1	15	7	3	1			6	1	3	1	1	1		1	46
Social Studies	6		13	5	9	19	19	2	5	6	4	13		1	2		6	6	3	119
Library Media			13																	13
Health Education															2					2
Total Secondary/Specialized	36	4	113	19	34	138	58	16	29	14	11	53	8	5	16	18	22	22	7	623
Cog/Lmg/Emot. Dist.			28		13		25									13				79
Deaf/Hard of Hearing																				
Early Childhood: EEN							11									2				13
Speech/Language Pathology												26								26
Visual Disability																1				1
Total Special Education	0	0	28	0	13	0	36	0	0	0	0	26	0	0	0	16	0	0	0	119
School Social Worker																				
School Psychologist																				
School Counselor						28		33				11								72
Total Pupil Services	0	0	0	0	0	28	0	33	0	0	0	11	0	0	0	0	0	0	0	72
Superintendent			9				12				6									27
School Business Manager											1									1
Principal	10		69		1	10	13				91	9			6		49			258
Director of Instruction	3		1								8	1								13
Director of Special Ed							1				8									9
Reading Specialist	8		4			2													3	17
Instructional Technology Coordinator			5				1													6
Total Administrative	21	0	88	0	1	12	27	0	0	0	114	10	0	0	0	6	0	52	0	331
Grand Totals	89	8	330	80	83	227	165	76	29	26	213	134	17	16	31	67	64	92	25	1772

Source: Private college reports to DPI

Table 3

Alternative Program Completers

Assignment	Cesa 1 PBL	Cesa 6 RITE	Cesa 7 TDC	MTEC	Norda	PAVE	UEFP	UW-Platteville Alternative	Totals Alternative
Early Childhood (birth-age 8)				1					1
Early Childhood to Middle Childhood (birth-age 11)				2					2
Middle childhood to Early Adolescence (age 6-13)	3		1	9			16		29
Total Elementary Education	3	0	1	12	0	0	16	0	32
Agriculture					1				1
Family & Consumer Ed					1				1
Technology Education	1	2		1	1			1	6
Business Education	2				2				4
Marketing Education					4				4
English/Speech/Journalism			1					1	2
Theater									0
Reading Teacher									0
Spanish									0
All other Foreign Language					6				6
ESL			7		1				8
Math	1				4				5
Driver Education									0
Music					2				2
Physical Education									0
Art Education					6				6
Science	2	1			18				21
Social Studies					2				2
Library Media									0
Health Education									0
Total Secondary/Specialized	6	3	8	1	48	0	0	2	68
Cog/Lrng/Emot. Dist.	13	4	2	47	48				114
Deaf/Hard of Hearing									0
Early Childhood: EEN				3					3
Speech/Language Pathology									0
Visual Disability									0
Total Special Education	13	4	2	50	48	0	0	0	117
Superintendent					5				5
School Business Manager									0
Principal					5	1			6
Director of Instruction									0
Director of Special Ed					7				7
Reading Specialist									0
Instructional Technology Coordinator									0
Total Administrative	0	0	0	0	17	1	0	0	18
Grand Totals	22	7	11	63	113	1	16	2	235

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)		17			72	1	6			27	48		1	172	28	1	201
Early Childhood to Middle Childhood (birth-age 11)			40	86		43	64	20		1	18	15		287	174	2	463
Middle Childhood to Early Adolescence (age 6-13)	104	64	63	41	99	82	5	10	60	100		24	91	743	395	27	1165
Total Elementary	104	81	103	127	171	126	11	74	80	127	49	42	107	1202	597	30	1829
Agriculture Education				1				5	8					14	0	1	15
Family & Consumer Education				2						11	21			34	0	1	35
Technology Education								10			56			66	1	5	72
Business Education											3		14	17	20	3	40
Marketing Education											10		1	11	0	0	11
English/Speech/Journalism	16	12	12	13	15	19	10	9	13	20		5	24	168	97	4	269
Theater				4									1	5	3	0	8
Reading Teacher						30								30	7	0	37
Spanish							1							1	7	0	8
Foreign Language	7	4	7	15	10	8		1	2	5			7	66	27	5	98
ESL		5				8			3	1				17	7	1	25
Math	6	2	9	15	8	14	3	10	15	13		2	10	107	47	5	159
Driver Education															0	0	0
Music	19	5	7	12	14	3	1	4	5	13		4	15	102	40	2	144
Physical Education	7		58	10		24		21	6	13		7	17	163	26	0	189
Art Education	8	5	3	10	24	9		1	4		11	3	9	87	26	6	119
Science	9	7	8	16	18	33		1	10	19		3	3	127	45	20	192
Social Studies	33	12	14	15	34	5	8	10	13	19		8	14	185	119	2	306
Library Media													3	3	0	0	3
Health Education			5						1				2	8	0	0	8
Total Secondary/Specialized	105	52	123	109	127	153	23	72	80	114	101	32	120	1211	472	55	1738
Cog/Lrng/Emot. Dist./Cross Cat.	36			31	17	46				22	11		39	202	33	79	314
Deaf/Hard of Hearing					4									4	0	0	4
Early Childhood-Special Education	9				7	8					1		20	45	13	2	60
Speech/Language Pathology	35			24	17				3	14			9	102	26	0	128
Visual Disability															0	0	0
Total Special Education	80	0	0	55	45	54	0	0	3	36	12	0	68	353	72	81	506
School Social Worker				9	3									12	0	0	12
School Psychologist			10	1	6				4		7		7	35	0	0	35
School Counselor				4	12	16		12	23		22	7	8	104	43	0	147
Total Pupil Services	0	0	10	14	21	16	0	12	27	0	29	7	15	151	43	0	194
Superintendent														0	0	0	0
School Business Manager				9	3									12	0	0	12
Principal														0	0	0	0
Director of Instruction														0	0	0	0
Director of Special Ed/Pupil Serv.														0	0	0	0
Reading Specialist														0	0	0	0
Instructional Technology Coordinator														0	1	0	1
Total Administration	0	0	0	9	3	0	0	0	0	0	0	0	0	12	1	0	13
Totals	289	133	236	314	367	349	34	158	190	277	191	81	310	2929	1185	166	4280

Source: UW System reports to DPI

Table 5

Private College Program Completers Without Previous Licensure

Assignment	Averno	Beloit College	Cardinal Stritch	Carroll University	Carthage College	Concordia University	Edgewood College	Lakeland College	Lawrence	Mariantha College	Marion University	Marquette University	Mount Mary College	Northland College	Ripon College	Silver Lake College	St. Norbert College	Viterbo	Wisconsin Lutheran	Totals Private	
Early Childhood (birth-age 8)						7					1	7						10		28	
Early Childhood to Middle Childhood (birth-age 11)	14		60	27			1	6		5	13				6	1	22	8	11	174	
Middle Childhood to Early Adolescence (age 6-13)	15	4	33	33	35	41	41	17		7	66	34		11	9	22	20		7	395	
Total Elementary	29	4	93	60	35	48	42	23	0	12	80	34	7	11	15	26	42	18	18	597	
Agriculture Education																				0	
Family & Consumer Education																				0	
Technology Education																		1		1	
Business Education						14	2				1		2						1	20	
Marketing Education																				0	
English/Speech/Journalism	10	1	9	1	4	24	12		3	1		18	4		1	6	3			97	
Theater					1					1		1								3	
Reading Teacher						1													6	7	
Spanish												7								7	
Foreign Language		1	1		2	11	3	1	2						1				3	27	
ESL		1						5	1											7	
Math	3		4	3	2	15	2		1	4	1	6						4	2	47	
Driver Education																				0	
Music				2	2	1		2	13	1	1		1		2	2	8	2	3	40	
Physical Education				2	11	6				1				2	4					26	
Art Education	4		2	2		4	2		1		4		1	1					1	26	
Science	1	1	2	2	1	15	6	3	1			6	1	3	1	1			1	45	
Social Studies	6		13	5	9	19	19	2	5	6	4	13		1	2			6	6	3	119
Library Media																				0	
Health Education																				0	
Total Secondary/Specialized	24	4	31	17	32	110	46	13	27	14	11	53	8	5	13	13	22	22	7	472	
Cog/Lrng/Emot. Dist./Cross Cat.			2		10		13													33	
Deaf/Hard of Hearing																				0	
Early Childhood-Special Education							11													13	
Speech/Language Pathology												26								26	
Visual Disability																				0	
Total Special Education	0	0	2	0	10	0	24	0	0	0	0	26	0	0	0	10	0	0	0	72	
School Social Worker																				0	
School Psychologist																				0	
School Counselor						14		18				11								43	
Total Pupil Services	0	0	0	0	0	14	0	18	0	0	0	11	0	0	0	0	0	0	0	43	
Superintendent																				0	
School Business Manager																				0	
Principal																				0	
Director of Instruction																				0	
Director of Special Ed/Pupil Serv.																				0	
Reading Specialist																				0	
Instructional Technology Coordinator							0													0	
Total Administration	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Totals	53	8	126	77	77	172	112	54	27	26	91	124	15	16	28	49	64	40	25	1184	

Source: Private college reports to DPI

Table 6

Alternative Program Completers Without Previous Licensure

Assignment	CESA 1 PBL	CESA 6 RITE	CESA 7	MTEC	NORDA	PAVE	UWEPF	UW-Platteville Alternative	Totals Alternative
Early Childhood (birth-age 8)				1					1
Early Childhood to Middle Childhood (birth-age 11)				2					2
Middle Childhood to Early Adolescence (age 6-13)	2	1	8				16		27
Total Elementary	2	0	1	11	0	0	16	0	30
Agriculture Education					1				1
Family & Consumer Education					1				1
Technology Education		2	1	1				1	5
Business Education	1				2				3
Marketing Education									0
English/Speech/Journalism			1		3				4
Theater									0
Reading Teacher									0
Spanish									0
Foreign Language					5				5
ESL					1				1
Math	1				4				5
Driver Education									0
Music					2				2
Physical Education									0
Art Education					6				6
Science	2	1			17				20
Social Studies					2				2
Library Media									0
Health Education									0
Total Secondary/Specialized	4	3	1	1	45	0	0	1	55
Cog/Lrng/Emot. Dist./Cross Cat.	8	4		38	29				79
Deaf/Hard of Hearing									0
Early Childhood-Special Education				2					2
Speech/Language Pathology									0
Visual Disability									0
Total Special Education	8	4	0	40	29	0	0	0	81
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									0
Director of Instruction									0
Director of Special Ed/Pupil Serv.									0
Reading Specialist									0
Instructional Technology Coordinator									0
Total Administration	0	0	0	0	0	0	0	0	0
Totals	6	3	2	12	45	0	16	1	166

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)									6	1	3			10	4	0	14
Early Childhood to Middle Childhood (birth-age 11)											4	1	1	6	10	0	16
Middle Childhood to Early Adolescence (age 6-13)			1		1				3	1				6	16	2	24
Total Elementary	0	0	1	0	1	0	0	0	9	2	7	1	1	22	30	2	54
Agriculture Education								1						1	0	0	1
Family & Consumer Education														0	0	0	0
Technology Education							2				2			4	1	1	6
Business Education													1	1	0	1	2
Marketing Education														0	0	0	0
English/Speech/Journalism	3									2				5	6	2	13
Theater					2									2	0	0	2
Reading Teacher	8							3	2	5		3	4	25	105	0	130
Spanish														0	0	0	0
Foreign Language		1			3								2	6	4	1	11
ESL					4			5		14			11	34	11	7	52
Math					3									3	4	0	7
Driver Education											6		5	11	0	0	11
Music	1							1					2	4	3	0	7
Physical Education			1											1	0	0	1
Art Education					4			1	5				1	11	1	0	12
Science			1		6			2	1				1	11	1	1	13
Social Studies														0	0	0	0
Library Media	8			3	11	16						2	2	42	13	0	55
Health Education			3						3	15	11	1		33	2	0	35
Total Secondary/Specialized	20	1	5	3	33	16	0	12	13	37	19	6	29	194	151	13	358
Cog/Lrng/Emot. Dist./Cross Cat.	5		3	2	14			11	1	7	7	22	5	77	46	35	158
Deaf/Hard of Hearing					1									1	0	0	1
Early Childhood-Special Education	4				9						2		1	16	0	1	17
Speech/Language Pathology					1									1	0	0	1
Visual Disability														0	1	0	1
Total Special Education	9	0	3	2	25	0	0	11	1	7	9	22	6	95	47	36	178
School Social Worker														0	0	0	0
School Psychologist											1		2	3	0	0	3
School Counselor					4			2	6		4	7	4	27	29	0	56
Total Pupil Services	0	0	0	0	4	0	0	2	6	0	5	7	6	30	29	0	59
Superintendent				8	3							6		17	27	5	49
School Business Manager												1	2	3	1	0	4
Principal				25	24			19	6			17		91	258	6	355
Director of Instruction				9	4							2		15	13	0	28
Director of Special Ed/Pupil Serv.				1	6							7		14	9	7	30
Reading Specialist	6		3	20	1	3		1	1		1	7	2	45	17	0	62
Instructional Technology Coordinator														5	0	0	5
Total Administration	6	0	3	63	38	3	0	20	7	0	1	40	4	185	330	18	533
Totals	35	1	12	68	101	19	0	45	36	46	41	76	46	526	587	69	1182

Source: UW System reports to DPI

Table 8

Private College Program Completers With Previous Licensure

Assignment	Alverno College	Bellet College	Cardinal Stritch	Carroll University	Carthage College	Concordia University	Edgewood College	Lakeland College	Lawrence	Maranatha College	Marion University	Marquette University	Mount Mary College	Northland College	Ripon College	Silver Lake College	St. Norbert College	Viterbo	Wisconsin Lutheran	Totals Private	
Early Childhood (birth-age 8)			1			1	1						1								4
Early Childhood to Middle Childhood (birth-age 11)	3		5				1									1					10
Middle Childhood to Early Adolescence (age 6-13)			2	1			1	3			8		1								16
Total Elementary	3	0	8	1	0	1	2	4	0	0	8	0	2	0	0	1	0	0	0	0	30
Agriculture Education																					0
Family & Consumer Education																					0
Technology Education								1													1
Business Education																					0
Marketing Education																					0
English/Speech/Journalism	5								1												6
Theater																					0
Reading Teacher	6		65	2	1	28										3					105
Spanish																					0
Foreign Language					1		3														4
ESL			2				7	2													11
Math	1		1												1	1					4
Driver Education																					0
Music							1		1							1					3
Physical Education																					0
Art Education			1																		1
Science							1														1
Social Studies																					0
Library Media			13																		13
Health Education																2					2
Total Secondary/Specialized																					0
Cog/Lrng/Emot. Dist./Cross Cat.			26		3		12									5					46
Deaf/Hard of Hearing																					0
Early Childhood-Special Education																					0
Speech/Language Pathology																					0
Visual Disability																1					1
Total Special Education	12	0	108	2	5	28	24	3	2	0	0	0	0	0	3	11	0	0	0	0	198
School Social Worker																					0
School Psychologist																					0
School Counselor						14		15													29
Total Pupil Services	0	0	0	0	0	14	0	15	0	0	0	0	0	0	0	0	0	0	0	0	29
Superintendent			9				12				6										27
School Business Manager											1										1
Principal	10		69		1	10	13				91	9				6		49			258
Director of Instruction	3		1								8	1									13
Director of Special Ed/Pupil Serv.							1				8										9
Reading Specialist	8		4			2														3	17
Instructional Technology Coordinator				6																	6
Total Administrative	21	0	89	0	1	12	26	0	0	0	114	10	0	0	0	6	0	52	0	0	331
Grand Totals	36	0	205	3	6	55	52	22	2	0	122	10	2	0	3	18	0	52	0	0	588

Source: Private college reports to DPI

Table 9

Alternative Licensure Program Completers With Previous Licensure

Assignment	CESA 1 PBL	CESA 6-RITE	Cesa 7	MTEC	NORDA	PAVE	UEFP	UW-Platteville Alternative	Totals Private
Early Childhood (birth-age 8)									0
Early Childhood to Middle Childhood (birth-age 11)									0
Middle Childhood to Early Adolescence (age 6-11)	1			1					2
Total Elementary	1	0	0	1	0	0	0	0	2
Agriculture Education									0
Family & Consumer Education									0
Technology Education		1							1
Business Education	1								1
Marketing Education									0
English/Speech/Journalism					1			1	2
Theater									0
Reading Teacher									0
Spanish									0
Foreign Language					1				1
ESL			7						7
Math									0
Driver Education									0
Music									0
Physical Education									0
Art Education									0
Science					1				1
Social Studies									0
Library Media									0
Health Education									0
Total Secondary/Specialized	1	1	7	0	3	0	0	1	13
Cog/Lrng/Emot. Dist./Cross Cat.	5		2	9	19				35
Deaf/Hard of Hearing									0
Early Childhood-Special Education				1					1
Speech/Language Pathology									0
Visual Disability									0
Total Special Education	5	0	2	10	19	0	0	0	36
Superintendent					5				5
School Business Manager									0
Principal					5	1			6
Director of Instruction									0
Director of Special Ed/Pupil Serv.					7				7
Reading Specialist									0
Instructional Technology Coordinator									0
Total Administrative	0	0	0	0	17	1	0	0	18
Grand Totals	7	1	9	11	39	1	0	1	69

Source: Reports to DPI

During the 2006-2007 school year there was an overall decrease in the number of individuals completing licensure programs from the previous year. Comparison of 2005-2006 and 2006-2007 data submitted by educator training institutions indicated a 3.0% decrease in the overall number of program completers, from 5,625 to 5,462, respectively. Further analyses of these data indicate the total number of completers from University of Wisconsin (UW) system decreased from 3,492 to 3,455 (-1.1%); Private college completers decreased from 1,912 to 1,772 (-7.3%); Alternative program completers increased from 221 to 235 (6.3%).

Overall there was 1% increase in program completers without previous licensure in 2006-2007 compared to 2005-2006. Program completers without previous licensure increased from 4,239 to 4,280 respectively. However, the number of UW system completers without previous licensure decreased from 3,008 to 2,929 (-2.6%), while the number college program completers without previous licensure from private colleges increased from 1,052 to 1,185 (12.6%). Program completers without previous licensure from alternative programs decreased from 129 to 166 (-7.3%).

From 2005-2006 to 2006-2007 the total number of program completers with previous licensure decreased from 1,389 to 1,182 (-15.4%) respectively. The number of UW system completers with previous licensure increased from 526 to 484 (8.7%), whereas the number of private college completers with previous licensure decreased from 860 to 587 (-31.70%). During the same period, the number of program completers without previous licensure who participated in alternative programs increased from 69 to 166 .

Comparisons of 2005-2006 and 2006-2007 program completer data across licensure categories suggest relatively slight changes. For example, the number of program completers in Elementary Education decreased from 1,901 to 1,883 (-1%); Secondary/Specialized completers decreased from 2,181 to 2,096 (-3.9%); Special Education program completers decreased from 686 to 684 (-0.3%); Administrative program completers increased from 539 to 546 (1.3%).

Licensure categories with the greatest increases in total number of program completers from 2005-2006 to 2006-2007 included: Director of Instruction from 12 to 28 (133.3%); Health Education from 27 to 43 (59.3%); Superintendent from 35 to 49 (40%); English/Speech/Journalism from 228 to 278 (21.9%); and Cross Categorical Special Education from 448 to 472 (5.4%).

Specific licensure areas with the greatest decreases in total number of program completer totals for the same years included: School Psychologist from 70 to 38 (-45.7%); Agriculture Education from 26 to 16 (-38.5%); School Social Worker from 49 to 32 (-34.7%); Reading Teacher from 241 to 167 (-30.7%); Early Childhood Special Education from 108 to 77 (-28.7%); Early Childhood (birth-age 8) from 263 to 215 (-18.3%); Art Education from 143 to 120 (-16.1%); Science

from 241 to 205 (-14.9%); All Other Foreign Language (not including Spanish) from 125 to 109 (-12.8%); Physical Education from 213 to 190 (-10.8%); and Principal from 388 to 355 (-8.5%).

The accuracy of this data may be affected by a number of factors, as a single measure of educator supply program completer data has numerous limitations. These limitations may include the following:

- 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 as an 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 2006-2007 are shown in Table 10 and Figure 1.

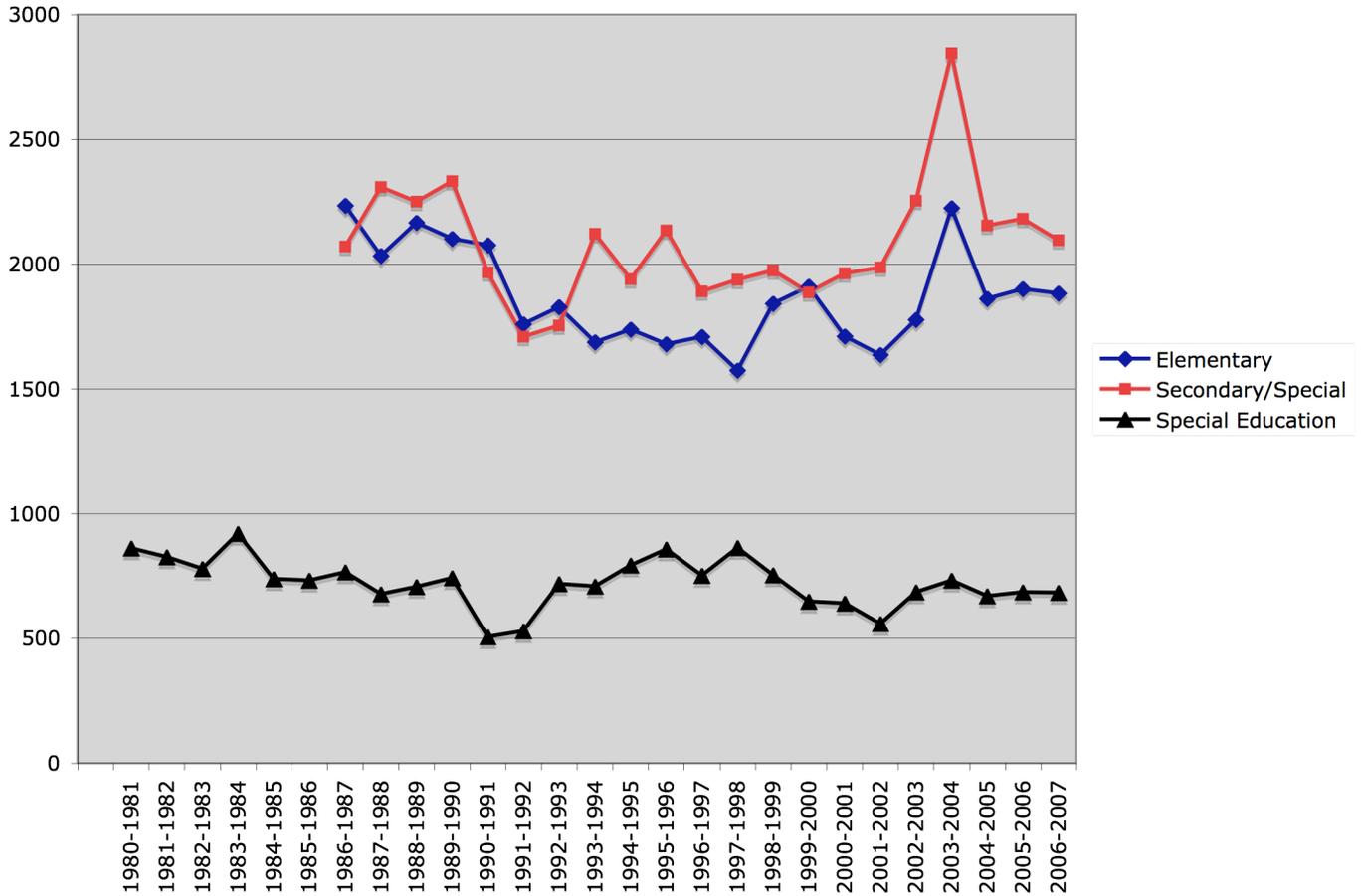
Table 10

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
2006-2007	1883	2096	684

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 11 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 2006-2007 was less than previous years. Districts reported 24 transfers from general education to special education positions and 42 transfers from special education to general education positions.

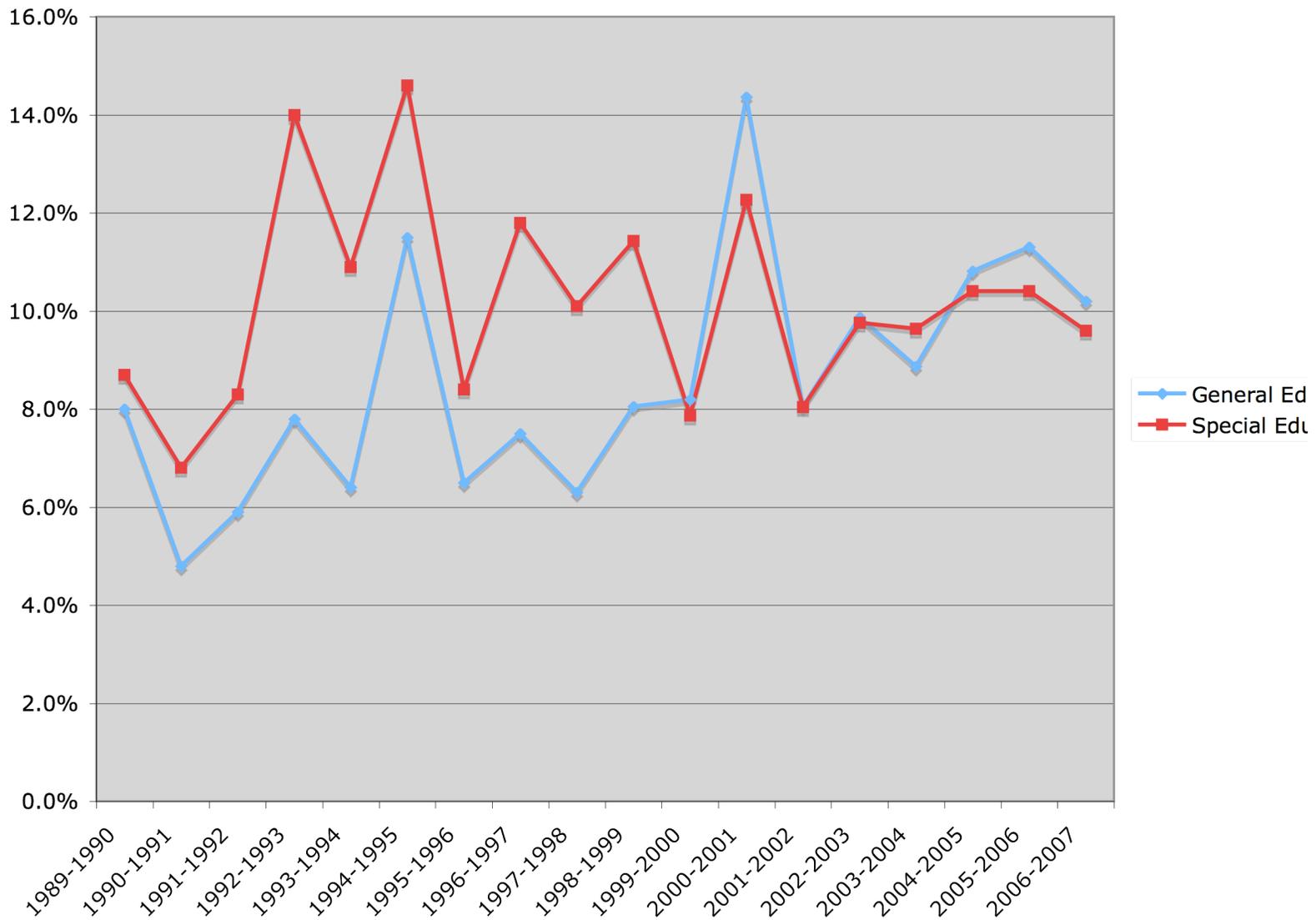
Table 11

### Field Attrition Rates, 1989-2007

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%
2006-2007	10.2%	9.6%

Source: Figures school officials reported to DPI.

Figure 2  
Field Attrition Rates, 1989-2007



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 2008. 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 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

A useful measure of educator supply and demand is applicants per vacancy. Licensure/subject areas with higher numbers of applicants per vacancy are more likely to reflect an oversupply, whereas areas with fewer applicants per vacancy are more likely to reflect an 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 12

Table 12

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. Correlation between these two measures was 0.89 the previous year (2005-2006). The range of applicants to vacancy increased from 1.60 to 60.83 applicants to vacancy for 2005-2006 to 1.47 to 67.43 for 2006-2007. 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	Slight	Supply Normal	Slight	Extreme
Shortage	Shortage	to Demand	Oversupply	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 13 includes a complete listing of average ratings across licensure/subject areas.

Table 13

Average Supply Rating Across Licensure Areas for 2006-2007

<b>Licensure/Subject Area</b>	<b>State Average Rating of Supply</b>
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 deviation 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 deviation 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 “How 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 educators 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 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 effect 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.

Effects included t; no effect so far, but expected in the future; and

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

27 districts or 29.7% were included in this category.

Effects include health insurance costs causing delayed retirements, staff putting off retirement, and less movement due to fear of loss of tenure/time in district.

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

19 districts or 23.2% were included in this category.

Effects included so staff members retiring in order to avoid layoffs for other staff, leaving for higher pay, retiring to protect current benefits, retiring to take advantage of early retirement benefits that may not ext in the future, and retiring because of additional job pressure.

### 4. Laying Off or Not Filling Positions

26 districts or 27.7% were included in this category.

Effects including districts using attrition to reduce staff size, and using increased class sizes and dropping programs to reduce staff.

# Emergency Licenses

Emergency license data provide an opportunity 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 14 includes total emergency licenses in both categories issued for the 2006-2007 school year. Table 15 includes the number of newly issued emergency licenses and renewal of previously issued licenses from 1990-1991 through 2006-2007 school years. Table 15 data are graphically displayed in Figure 3.

Table 14  
Emergency License Totals for 2007-2008

License Categories	1-Year Special Licenses (teaching out-of-area)			1-Year Permits (Bachelor Degree but no Certification)		
	New	Renewal	Total	New	Renewal	Grand Total
Early Childhood (birth-age 8)	32	12	44	14	7	65
Early Childhood to Middle Childhood (birth-age 11)	1	1	2	3	1	6
Middle Childhood to Early Adolescence (age 6-13)	13	13	26	22	14	62
Elementary Bilingual Ed Prek-8	55	60	115	29	27	171
Total Elementary Education	101	86	187	68	49	304
Secondary / Specialized						
Agriculture	2	0	2	1	0	3
Family/Consumer Ed.	16	5	21	6	1	28
Technology Education	9	4	13	4	11	28
Business Education	4	3	7	6	6	19
Marketing Education	4	0	4	1	0	5
Eng./Jour./Sp./LA	9	4	13	11	2	26
Theater	1	0	1	4	1	6
Reading	73	23	96	2	0	98
Foreign Language	22	9	31	28	8	67
ESL	60	45	105	9	8	122
Secondary Bilingual Education	11	17	28	0	0	28
Math/Comp. Sci.	15	7	22	18	7	47
Driver Education	2	1	3	0	0	3
Music K-12	16	10	26	7	6	39
Physical Education	5	2	7	1	1	9
Health	10	8	18	2	0	20
Art K-12	3	1	4	3	7	14
Science	44	23	67	30	5	102
Social Studies	12	3	15	0	1	16
Library Media	33	20	53	4	3	60
Total Secondary/Middle	351	185	536	137	67	740
Special Education						
Cross Categorical	122	83	205	135	79	419
Hearing	1	2	3	3	1	7
Cognitive Disability	11	12	23	6	3	32
Early Child Sp. Ed.	35	14	49	10	5	64
Learning Disability	29	15	44	6	3	53
Speech/Language Path.	0	1	1	8	3	12
Visual Disability	5	4	9	0	2	11
Emot. Behv. Dis.	33	30	63	18	9	90
Total Special Education	236	161	397	186	105	688
Pupil Services						
School Counselor	3	2	5	5	1	11
Social Worker	2	0	2	8	3	13
School Psychologist	1	1	2	1	3	6
Total Related Services	6	3	9	14	7	30
Grand Total	694	435	1129	405	228	1762

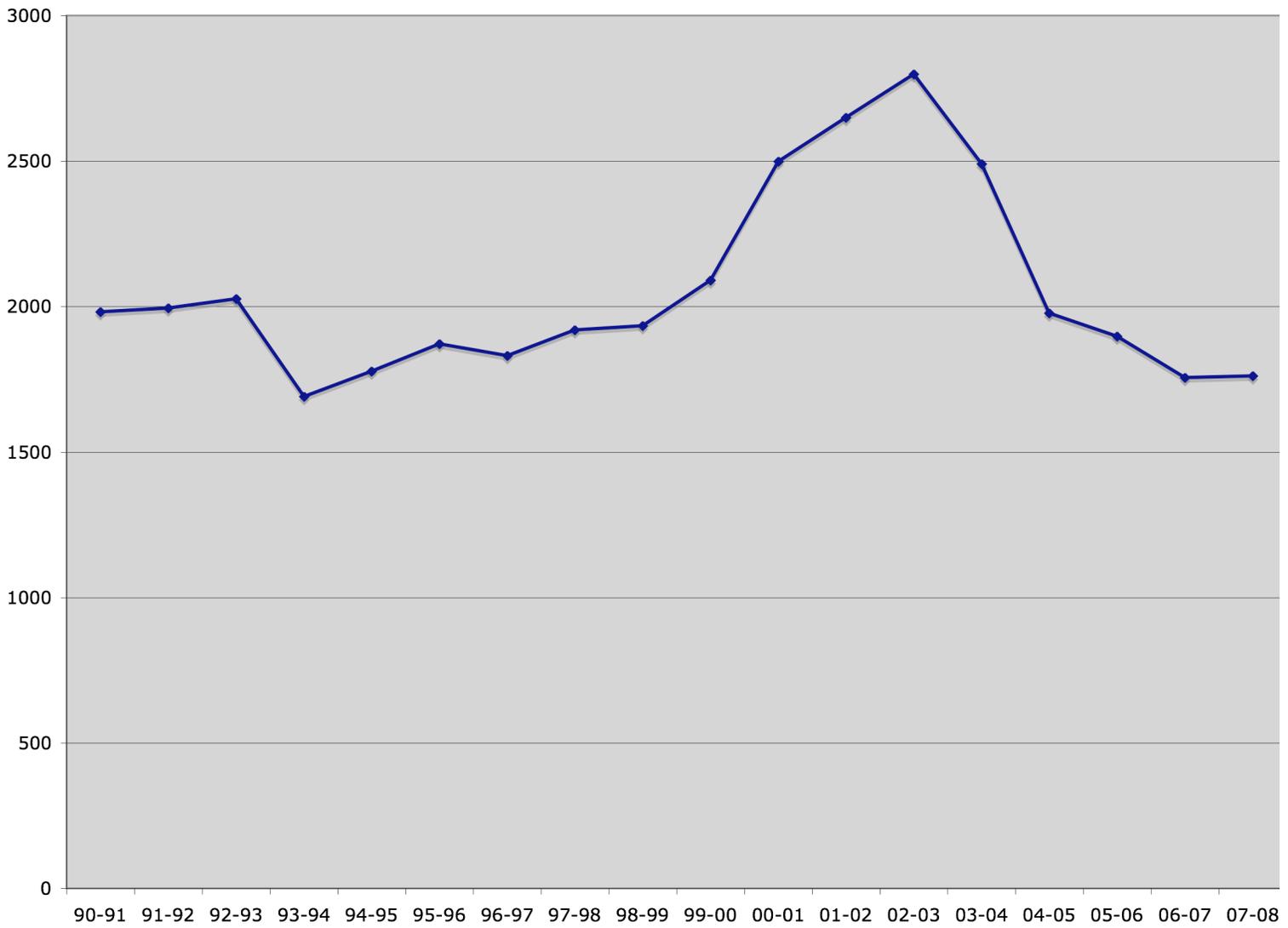
Source: Teacher Licensing Team, Wisconsin Department of Public Instruction

Table 15  
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	07-08
Elementary/Early Childhood	100	102	104	95	109	123	110	110	126	132	267	223	262	107	137	180	141	133
Elementary Bilingual Education PreK-8 (new category in 2003-2004)														154	199	94	184	171
<b>Elementary Total</b>	<b>100</b>	<b>102</b>	<b>104</b>	<b>95</b>	<b>109</b>	<b>123</b>	<b>110</b>	<b>110</b>	<b>126</b>	<b>132</b>	<b>267</b>	<b>223</b>	<b>262</b>	<b>261</b>	<b>336</b>	<b>274</b>	<b>325</b>	<b>304</b>
<b>Middle/High School</b>																		
Science	48	49	65	69	71	63	78	83	89	84	119	118	151	100	75	80	93	102
English/Journalism/Speech/Theater	24	24	16	22	25	30	37	44	51	64	59	64	58	67	51	36	30	26
Math/Computer Science	30	32	29	26	29	37	36	44	43	69	94	85	90	73	53	49	46	47
Social Studies	56	48	57	41	38	31	38	42	29	35	36	29	47	27	41	26	17	16
<b>Middle/High School Total</b>	<b>158</b>	<b>153</b>	<b>167</b>	<b>158</b>	<b>163</b>	<b>161</b>	<b>189</b>	<b>213</b>	<b>212</b>	<b>252</b>	<b>308</b>	<b>296</b>	<b>346</b>	<b>267</b>	<b>220</b>	<b>191</b>	<b>186</b>	<b>171</b>
Art (K-12)	11	11	14	7	7	11	11	12	14	8	11	11	9	14	8	9	16	14
Business Education	2	4	9	4	5	4	5	12	30	36	29	40	44	42	32	23	14	19
Family/Consumer Education	16	5	17	23	12	3	6	9	9	15	9	17	15	16	16	14	12	28
Foreign Language	51	47	64	61	52	44	58	78	76	78	88	99	96	109	83	81	64	67
Marketing Education	3	1	2	4	1	2	2	3	4	4	4	2	4	2	2	4	5	5
Music (K-12)	30	29	23	21	30	16	30	34	52	56	61	75	62	52	23	29	43	39
Physical Education	8	8	5	10	9	9	10	11	11	18	13	17	15	12	10	13	11	9
Technology Education	9	10	11	11	23	27	42	55	45	69	74	60	71	49	38	32	25	28
<b>Special Fields Total</b>	<b>131</b>	<b>117</b>	<b>147</b>	<b>144</b>	<b>141</b>	<b>119</b>	<b>168</b>	<b>218</b>	<b>245</b>	<b>295</b>	<b>292</b>	<b>329</b>	<b>324</b>	<b>298</b>	<b>215</b>	<b>207</b>	<b>190</b>	<b>209</b>
ESL	88	78	79	59	64	63	60	72	98	102	100	145	143	107	104	124	116	122
Bilingual Education	55	87	91	N/A	86	85	83	91	67	86	137	150	162	96	48	105	40	28
Driver/Safety Education	20	19	21	22	12	31	36	41	35	28	30	29	28	17	13	14	13	3
Health	29	23	23	15	23	18	19	21	16	22	27	28	29	29	21	26	26	20
Library Media	30	37	32	26	24	28	39	52	54	64	90	92	84	57	26	36	40	60
Reading	154	163	173	162	154	136	125	159	148	136	151	133	133	94	97	88	67	98
School Counselor	50	42	40	35	41	52	50	54	51	57	17	30	19	16	12	11	9	11
Social Worker	18	7	8	N/A	11	12	5	9	10	8	6	8	5	12	5	6	3	13
School Psychologist	0	0	2	N/A	12	10	7	2	3	4	6	5	2	3	2	4	4	6
<b>Specialized Personnel Total</b>	<b>444</b>	<b>456</b>	<b>469</b>	<b>319</b>	<b>427</b>	<b>435</b>	<b>424</b>	<b>501</b>	<b>482</b>	<b>507</b>	<b>564</b>	<b>620</b>	<b>605</b>	<b>431</b>	<b>328</b>	<b>414</b>	<b>318</b>	<b>361</b>
Cross Categorical												69	144	195	358	387	431	419
Hearing	1	2	4	3	4	6	3	2	9	10	7	3	10	15	11	10	10	7
Cognitive Disability	78	76	84	89	98	110	104	123	143	126	169	159	160	178	72	49	44	32
Early Childhood Special Education	75	91	102	80	62	63	58	43	47	51	64	57	71	60	81	71	60	64
Learning Disability	354	338	354	252	224	245	225	243	250	278	373	418	387	341	128	94	55	53
Speech/Language Pathologist	41	39	30	27	37	53	56	58	42	39	25	23	20	19	16	9	10	12
Visual Disability	5	2	4	2	1	5	8	5	5	7	0	3	8	12	9	9	8	11
Emotional Behavioral Disability	595	619	561	521	511	551	486	404	373	394	430	449	452	413	204	182	113	90
<b>Total Special Education</b>	<b>1149</b>	<b>1167</b>	<b>1139</b>	<b>974</b>	<b>937</b>	<b>1033</b>	<b>940</b>	<b>878</b>	<b>869</b>	<b>905</b>	<b>1068</b>	<b>1112</b>	<b>1252</b>	<b>1233</b>	<b>879</b>	<b>811</b>	<b>731</b>	<b>688</b>
<b>Total Emergency Licenses</b>	<b>1982</b>	<b>1995</b>	<b>2026</b>	<b>1690</b>	<b>1777</b>	<b>1871</b>	<b>1831</b>	<b>1920</b>	<b>1934</b>	<b>2091</b>	<b>2499</b>	<b>2649</b>	<b>2798</b>	<b>2490</b>	<b>1978</b>	<b>1897</b>	<b>1756</b>	<b>1762</b>

Source: Teacher Licensing Team, Wisconsin Department of Public Instruction

Figure 3  
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%), Special Education (-28.7%), Middle/High School (-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 licensed individuals than other school districts.

As with all data sets, limitations exist to the data used in this section of the report. One limitation is that 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 to fill these less desirable positions.

## 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. Overall, critical shortage areas most frequently cited were Special Education, Mathematics, General Science, Technology Education, and Foreign Language.

Table 16

Critical Shortage Areas

<b>Licensure/Subject Areas</b>	<b>Frequency</b>	<b>Percentage</b>
General Special Ed	91	35.41%
Mathematics	91	35.41%
General Science	66	25.68%
Technology Education	54	21.01%
Foreign Language	46	17.90%
Physics	26	10.12%
Music	24	9.34%
Family/Consumer Ed	21	8.17%
Chemistry	19	7.39%
Library Media	18	7.00%
ESL/Bilingual	17	6.61%
Speech Language Pathologist	16	6.23%
Business Ed	14	5.45%
Emotional Behavior Disability	13	5.06%
Administration General	12	4.67%
Eng/Spch/Thea/Jour	11	4.28%
Cross Categorical	8	3.11%
PT/OT	7	2.72%
Superintendent	7	2.72%
Cognitive Disability	6	2.33%
Reading Specialist	6	2.33%
Agriculture	5	1.95%
Deaf/Hearing Impaired	5	1.95%
Director of Special Ed	5	1.95%
School Principal	5	1.95%
Earth science	5	1.95%
Biology	4	1.56%
School Psychologist	4	1.56%
*Area and level not specified	3	1.17%
Art	3	1.17%
School Counselor	3	1.17%
Learning Disability	3	1.17%
Early Childhood Special ed	3	1.17%
Vocational	2	0.78%
Early Child Kindergarten	2	0.78%
School nurse	2	0.78%
Curriculum Director	2	0.78%
Visually Impaired	2	0.78%
Elementary	1	0.39%
Physical Education	1	0.39%
Social Studies	1	0.39%
Alternative Ed	No Data	-
Health Ed	No Data	-
Drivers Ed	No Data	-
School Social Worker	No Data	-

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 2006-2007 academic year. Fifteen percent of program completers were randomly selected from lists provided. In addition to 2006-2007 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. 2006 and August 2007
- 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 indicated that 66.9% of recent program completer respondents held full-time teaching positions in Wisconsin. Of individuals reportedly in full-time teaching positions in the state, 60.0% were in public schools and 6.9% were in private schools. Respondents who indicated that they were employed out of state in full-time teaching positions made up 15.6% of respondents. Surveys indicated that 2.5% of respondents were employed as part-time teachers and 12.5% were employed as substitute teachers. The percentage of respondents not teaching was 32.5%. See tables 17 – 21 for a breakdown of employment status by category and to compare data from the 2002-2003 through the 2006-2007 academic years.

Limitations should be noted regarding the survey data reported above. 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.

Surveys of 2006-2007 program completers were returned by 40.2% 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.

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 17

Employment Status of 2006-2007 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	21	3	9	0	7	2	42
Secondary	24	4	6	1	8	1	44
Special Ed	20	2	1	1	1	0	25
Dual	7	0	1	0	1	0	9
Administrator	0	0	0	0	0	0	0
Specialized K-12	24	2	8	2	3	1	40
<b>Total</b>	<b>96</b>	<b>11</b>	<b>25</b>	<b>4</b>	<b>20</b>	<b>4</b>	<b>160</b>
<b>Percent</b>	<b>60.0%</b>	<b>6.9%</b>	<b>15.6%</b>	<b>2.5%</b>	<b>12.5%</b>	<b>2.5%</b>	<b>100.0%</b>

(return rate= 160/398, 40.2% )

Source: Written survey of program completers

Table 18

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	20	5	5	0	6	4	40
Secondary	16	7	8	0	2	2	35
Special Ed	12	0	0	0	0	0	12
Dual	4	1	3	0	0	0	8
Administrator	0	0	0	0	0	0	0
Specialized K-12	19	0	3	2	1	1	26
<b>Total</b>	<b>71</b>	<b>13</b>	<b>19</b>	<b>2</b>	<b>9</b>	<b>7</b>	<b>121</b>
<b>Percent</b>	<b>58.7%</b>	<b>10.7%</b>	<b>15.7%</b>	<b>1.7%</b>	<b>7.4%</b>	<b>5.8%</b>	<b>100.0%</b>
One Year Earlier	43.6%	9.1%	13.3%	10.3%	20.0%	3.6%	100.0%

(return rate= 121/368, 32.9% )

Source: Written survey of program completers

Table 19

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	13	2	1	1	2	1	20
Secondary	13	4	1	2	2	4	26
Special Ed	9	0	0	1	0	0	10
Dual	2	1	0	0	0	0	3
Administrator	9	0	0	0	0	0	9
Specialized K-12	20	1	1	3	0	1	26
<b>Total</b>	<b>66</b>	<b>8</b>	<b>3</b>	<b>7</b>	<b>4</b>	<b>6</b>	<b>94</b>
<b>Percent</b>	<b>70.2%</b>	<b>8.5%</b>	<b>3.2%</b>	<b>7.4%</b>	<b>4.3%</b>	<b>6.4%</b>	<b>100.0%</b>
One Year Earlier	66.1%	9.2%	8.3%	3.7%	7.3%	5.5%	100.0%
Two Years Earlier	66.7%	6.8%	3.8%	7.6%	11.4%	3.8%	100.0%

(return rate= 94/242, 39% )

Source: Written survey of program completers

Table 20

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	11	1	1	2	1	2	18
Secondary	6	0	1	2	0	0	9
Special Ed	10	0	0	0	0	0	10
Dual	8	0	0	0	0	0	8
Administrator	7	1	0	0	0	0	8
Specialized K-12	7	0	3	1	3	1	15
<b>Total</b>	<b>49</b>	<b>2</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>68</b>
<b>Percent</b>	<b>72.1%</b>	<b>2.9%</b>	<b>7.4%</b>	<b>7.4%</b>	<b>5.9%</b>	<b>4.4%</b>	<b>100.0%</b>
One Year Earlier	61.8%	5.3%	6.6%	7.9%	13.2%	5.3%	100.0%
Two Years Earlier	59.0%	2.4%	6.0%	6.0%	4.8%	3.6%	89.5%
Three Years Earlier	69.6%	4.3%	7.8%	7.0%	8.7%	2.6%	100.0%

(return rate= 68/190, 35.8% )

Source: Written survey of program completers

Table 21

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	0	1	1	0	0	11
Secondary	4	1	1	1	1	1	9
Special Ed	4	1	0	0	0	0	5
Dual	1	0	0	1	0	0	2
Specialized K-12	9	0	1	1	0	4	15
Administrator	0	0	0	0	0	0	0
<b>Total</b>	<b>27</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>5</b>	<b>42</b>
<b>Percent</b>	64.3%	4.8%	7.1%	9.5%	2.4%	11.9%	100.0%
One year earlier	50.0%	13.2%	15.8%	7.9%	7.9%	5.3%	100.0%
Two years earlier	61.5%	7.7%	7.7%	3.8%	5.8%	13.5%	100.0%
Three years earlier	55.8%	3.8%	9.6%	7.7%	13.5%	9.6%	100.0%
Four years earlier	59.3%	4.1%	2.8%	3.4%	11.7%	18.6%	100.0%

(return rate= 42 / 148, 28.4% )

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 the ratings 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 deviation 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 22 is a listing of categories, criteria, and licensure areas. Because no single measure is a perfect indicator of employment outlook across licensure areas, Table 23 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 licences 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 22  
Categories and Criteria for Employment Outlook

<b>Category</b>	<b>Criteria</b>	<b>Licensure Areas</b>
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 23  
Summary of Employment Outlook Statistics

Area	Average Rating of Supply	Ratio of Applicants to Vacancies	Number of Emergency Licenses
<b>Elementary</b>			
Early Child/Kindergarten	3.48	52.21	325
Elementary	4.30	67.43	
<b>Mid/High School</b>			
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	
<b>Special Fields</b>			
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
<b>Special Education</b>			
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
<b>Specialized Personnel</b>			
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
<b>Administrators</b>			
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

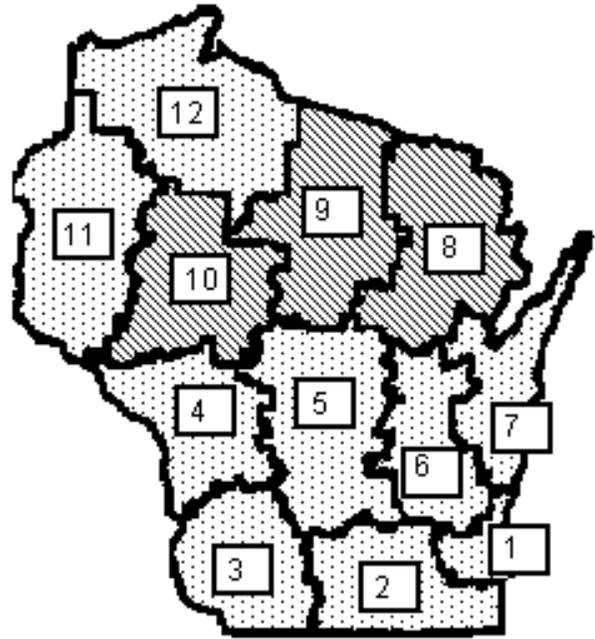
# Elementary

## 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).

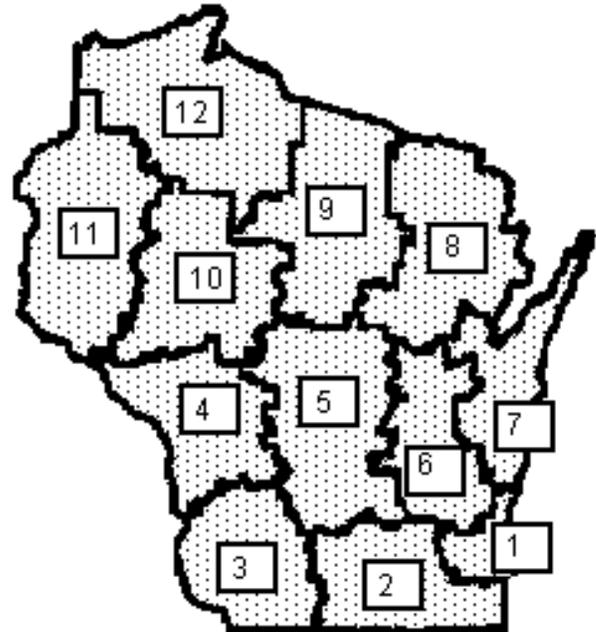


## Elementary

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

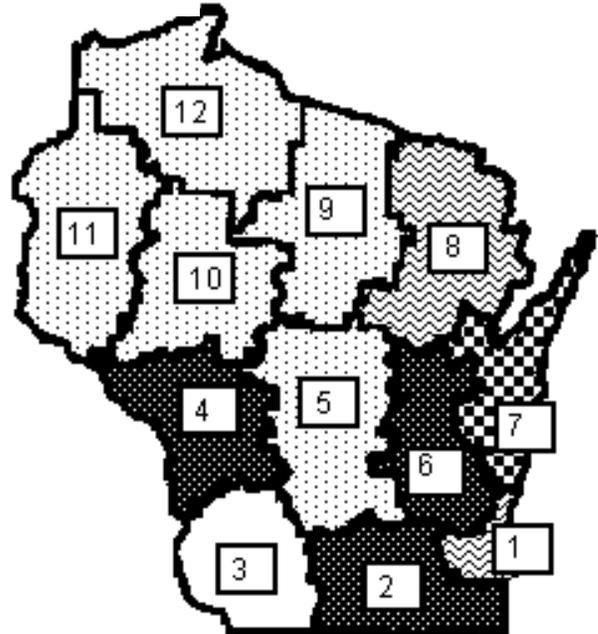
# Middle/High School

## Biology

Outlook: Average

Ratio of applicants to vacancies was 24.23.

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

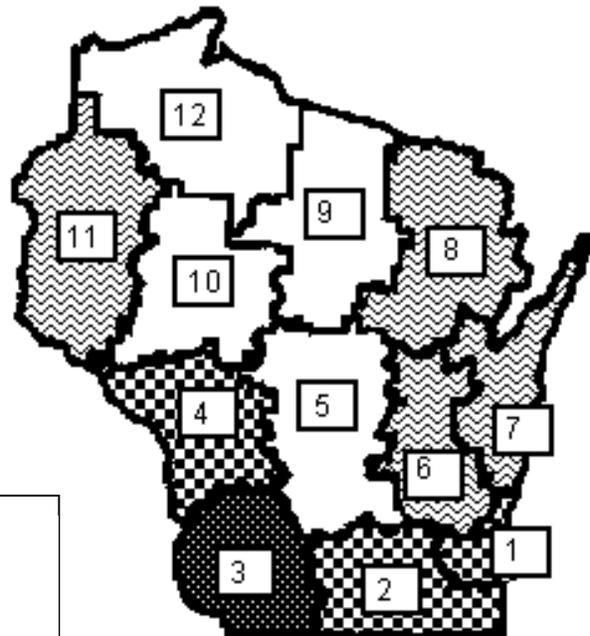


## Chemistry

Outlook: Average

Ratio of applicants to vacancies was 14.98.

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



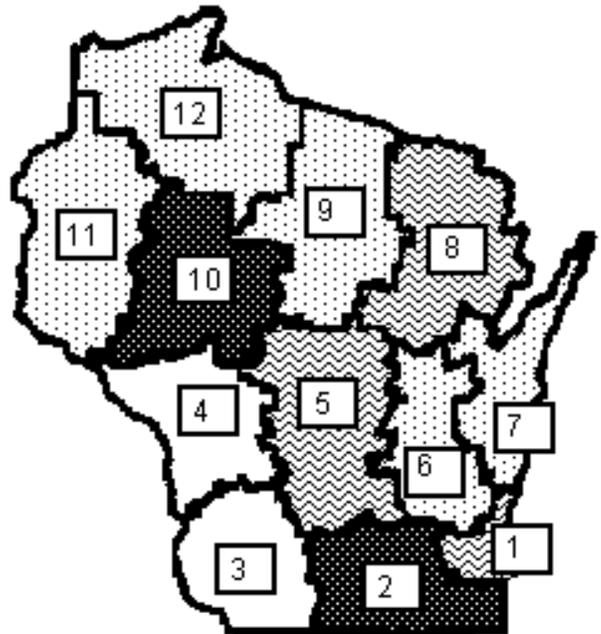
Key	
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	Supply Below Average
	Supply Average
	Supply above Average
	Supply Well Above Average
	No vacancies reported

Earth Science

Outlook: Average

Ratio of applicants to vacancies was 14.06.

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

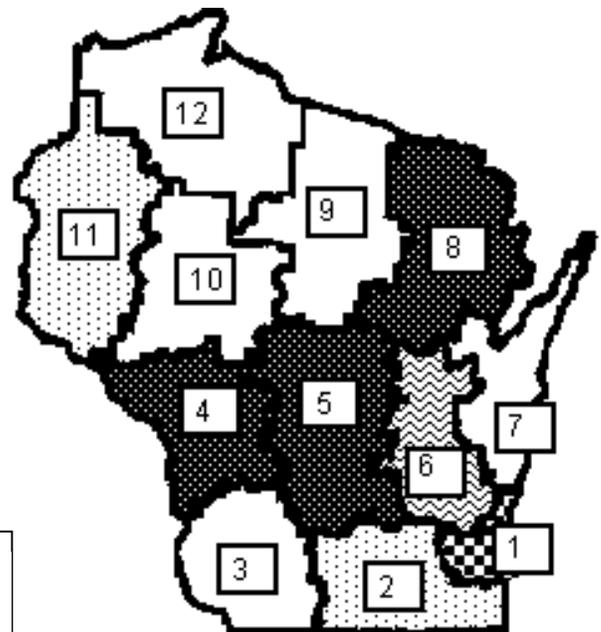


Physics

Outlook: Below Average

Ratio of applicants to vacancies was 6.34

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



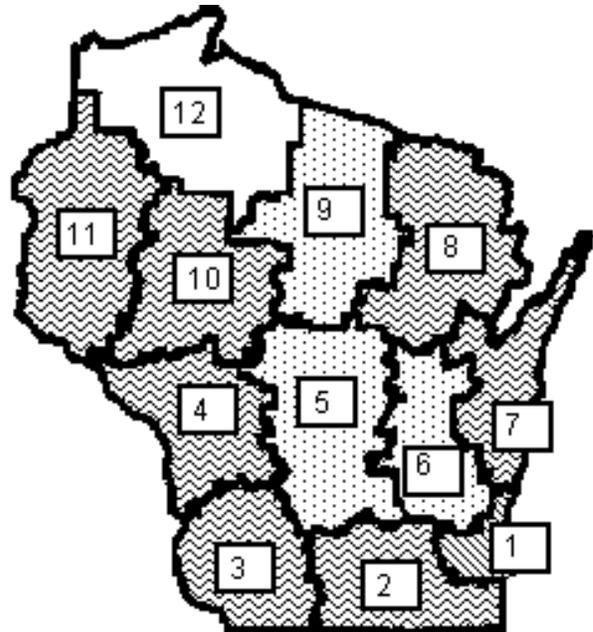
Key	
	Supply Well Below Average
	Supply Below Average
	Supply Average
	Supply above Average
	Supply Well Above Average
	No vacancies reported

General Science

Outlook: Average

Ratio of applicants to vacancies was 26.60.

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

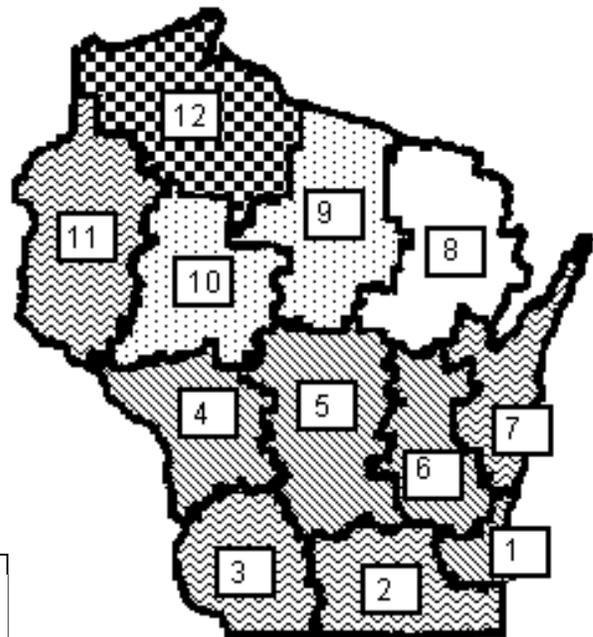


Mathematics

Outlook: Average

Ratio of applicants to vacancies was 24.22.

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



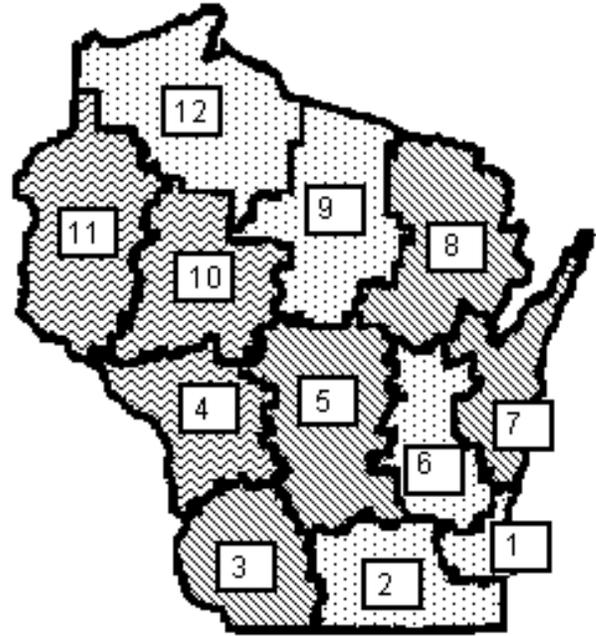
Key	
	Supply Well Below Average
	Supply Below Average
	Supply Average
	Supply above Average
	Supply Well Above Average
	No vacancies reported

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.

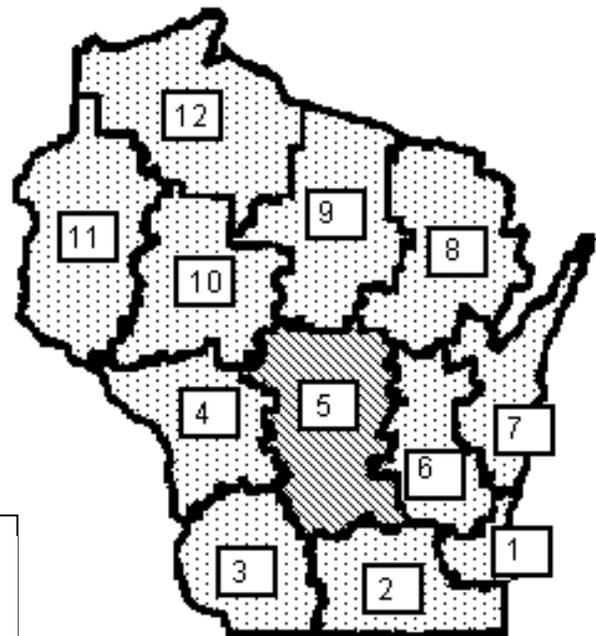


Social Studies

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

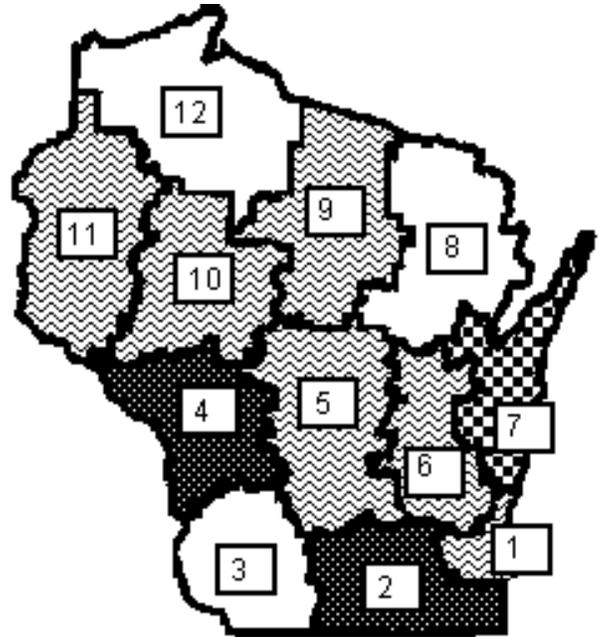
# Specialized

## ELL/ESL/Bilingual

Outlook: Average

Ratio of applicants to vacancies was 12.52.

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

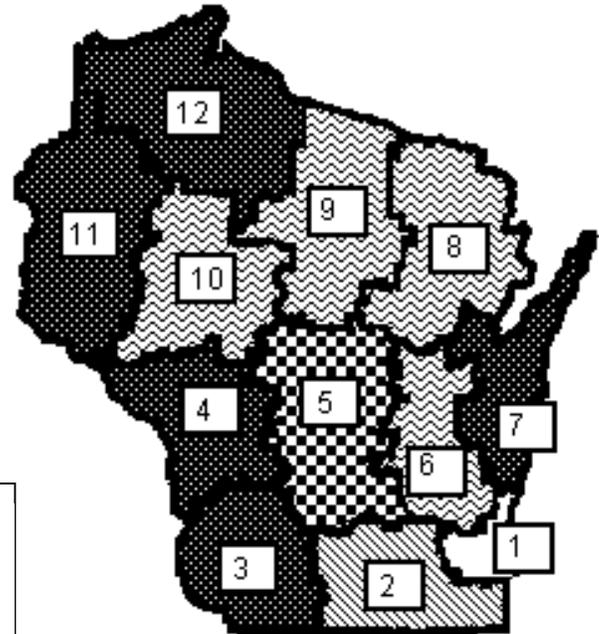


## Library Media

Outlook: Average

Ratio of applicants to vacancies was 10.67.

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



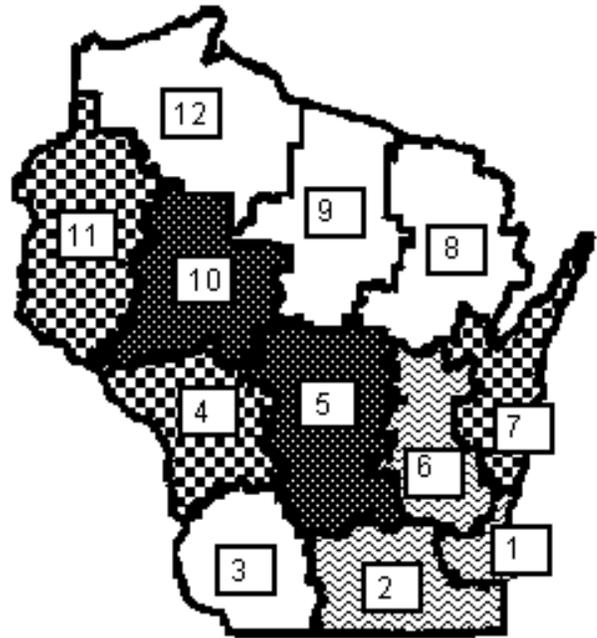
Key	
	Supply Well Below Average
	Supply Below Average
	Supply Average
	Supply above Average
	Supply Well Above Average
	No vacancies reported

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).

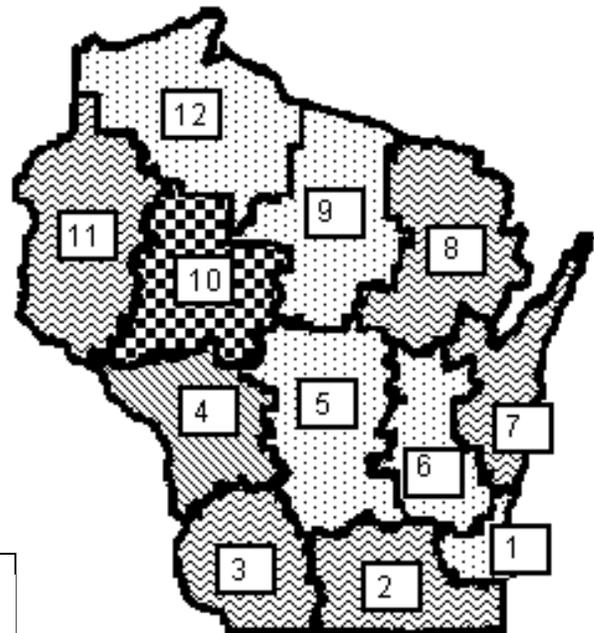


School Counselor

Outlook: Above Average

Ratio of applicants to vacancies was 31.02.

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



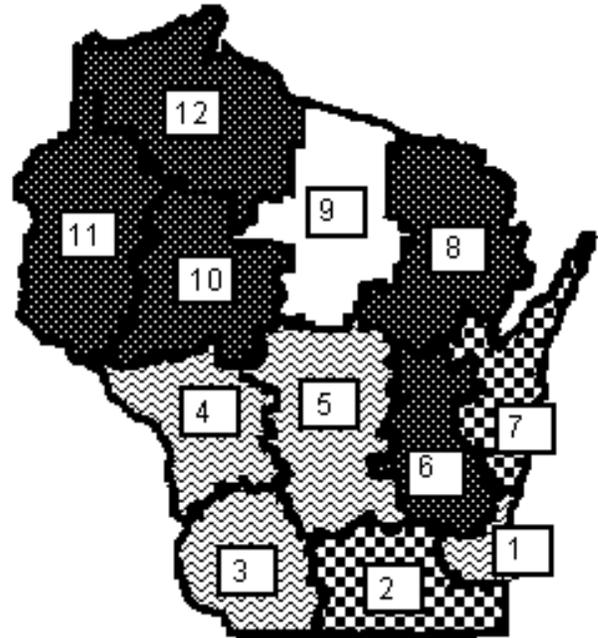
Key	
	Supply Well Below Average
	Supply Below Average
	Supply Average
	Supply above Average
	Supply Well Above Average
	No vacancies reported

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.

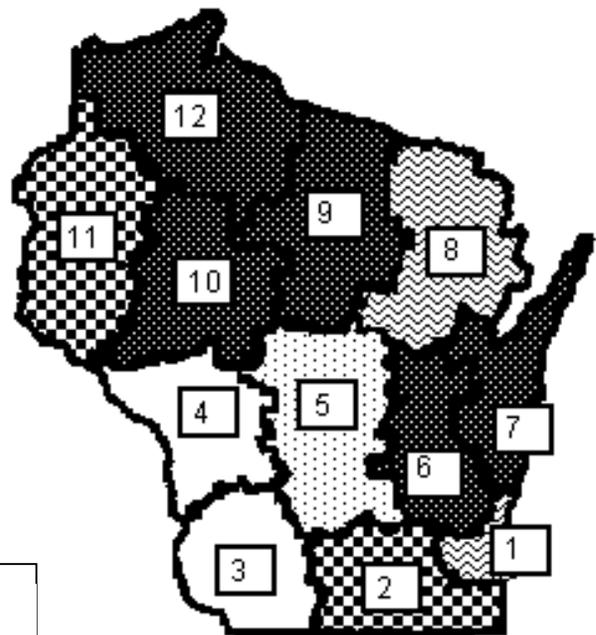


School Psychologist

Outlook: Average

Ratio of applicants to vacancies was 8.50.

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



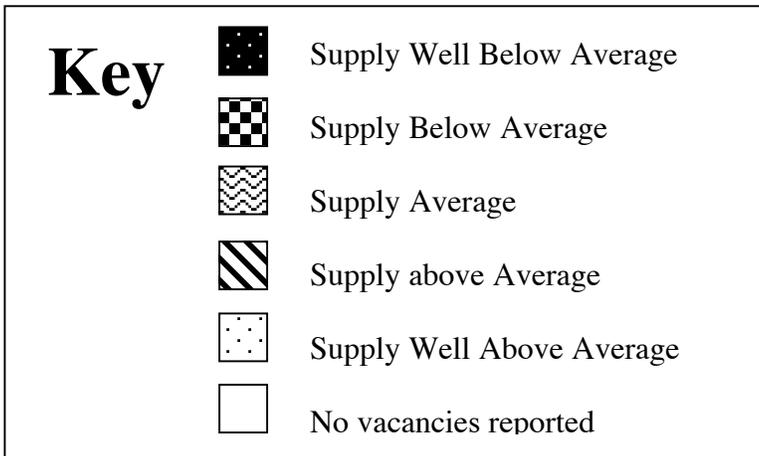
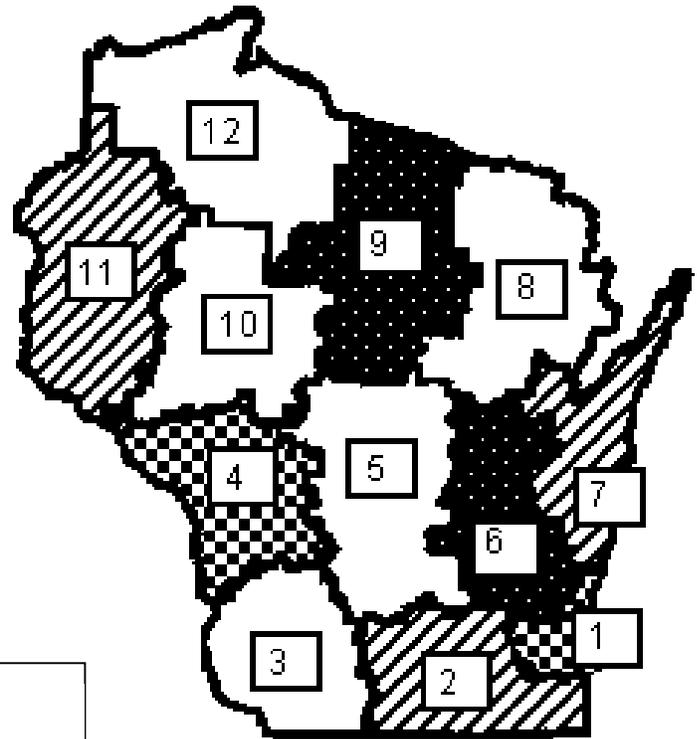
Key	
	Supply Well Below Average
	Supply Below Average
	Supply Average
	Supply above Average
	Supply Well Above Average
	No vacancies reported

School Social Worker

Outlook: Average

Ratio of applicants to vacancies was 13.41.

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

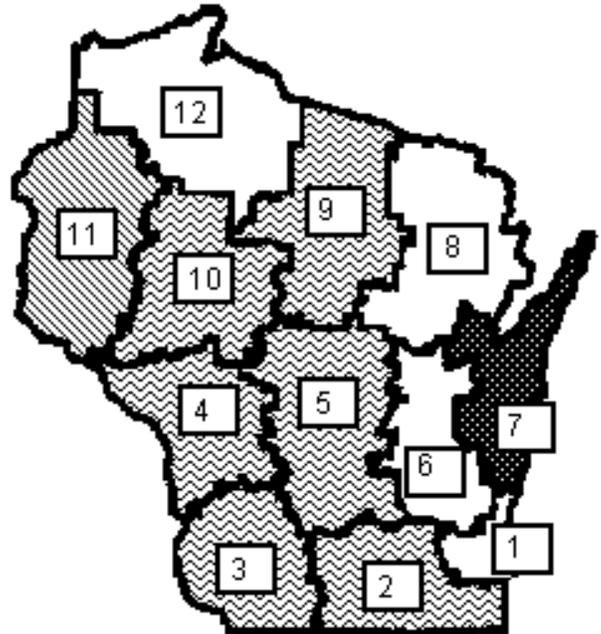


# Special Fields

## Agriculture

Outlook: Above Average

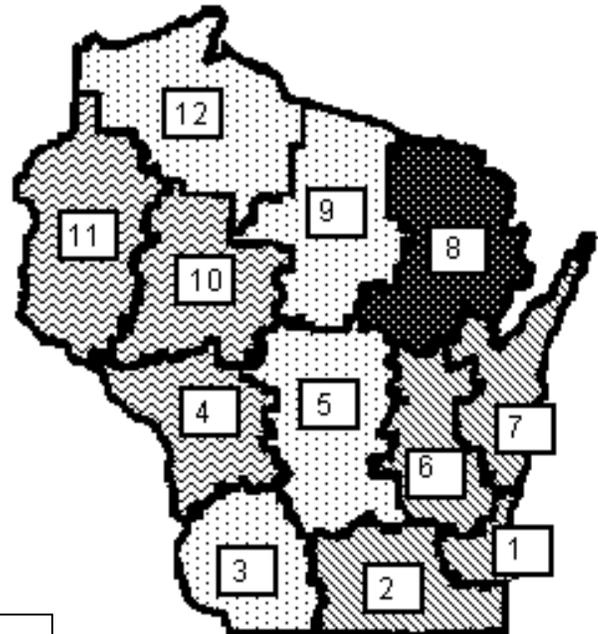
- School district supply rating was in the below average range.
- Ratio of applicants to vacancies was 1.47.
- Number of emergency hires school districts reported to DPI was 2.



## 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

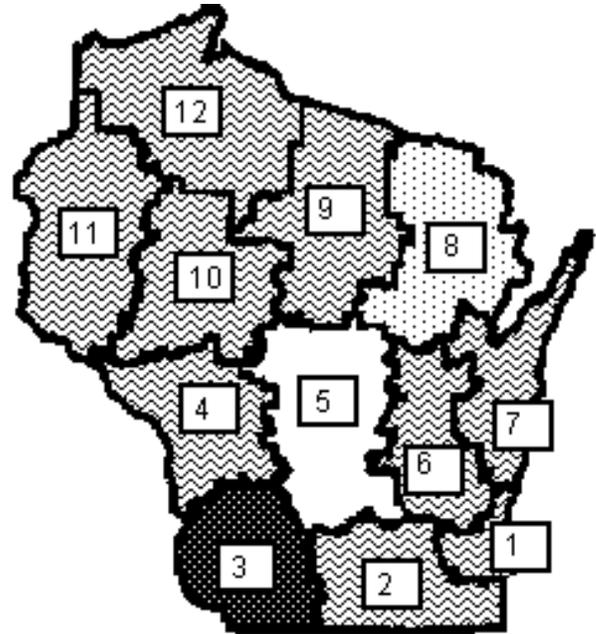
-  Supply Well Below Average
-  Supply Below Average
-  Supply Average
-  Supply above Average
-  Supply Well Above Average
-  No vacancies reported

Business Education

Outlook: Average

Ratio of applicants to vacancies was 12.59.

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

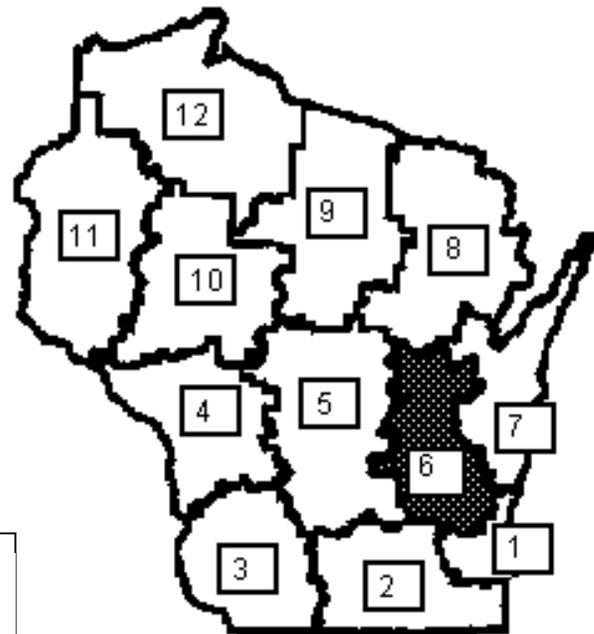


Drivers Education

Outlook: Well Below Average

Ratio of applicants to vacancies was 5.00.

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



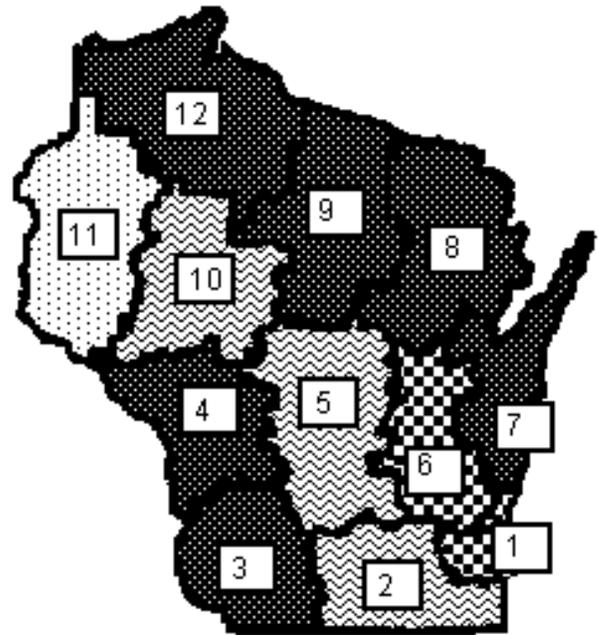
Key	
	Supply Well Below Average
	Supply Below Average
	Supply Average
	Supply above Average
	Supply Well Above Average
	No vacancies reported

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.

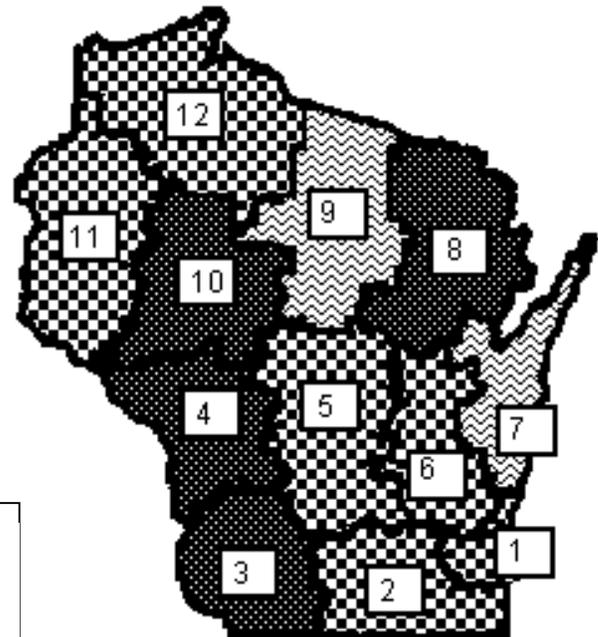


Foreign Language

Outlook: Below Average

Ratio of applicants to vacancies was 9.51.

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



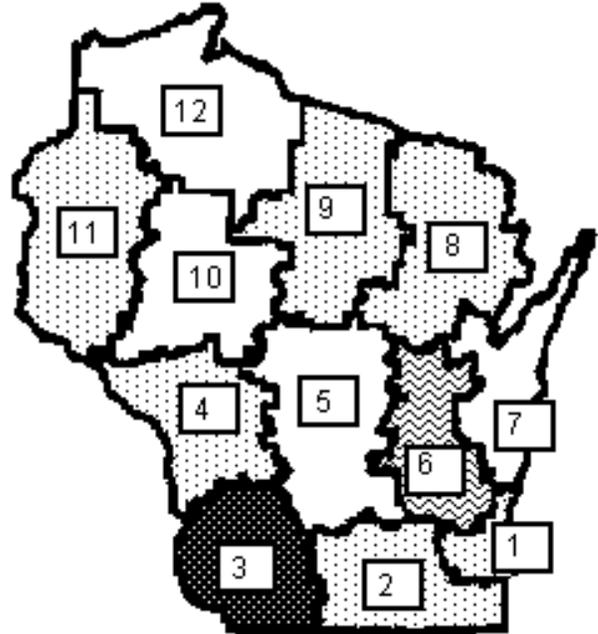
Key	
	Supply Well Below Average
	Supply Below Average
	Supply Average
	Supply above Average
	Supply Well Above Average
	No vacancies reported

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.

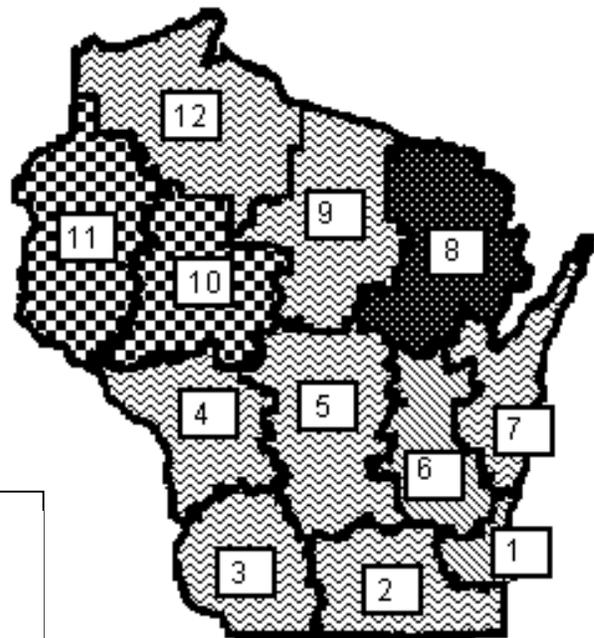


Music

Outlook: Average

Ratio of applicants to vacancies was 15.34.

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



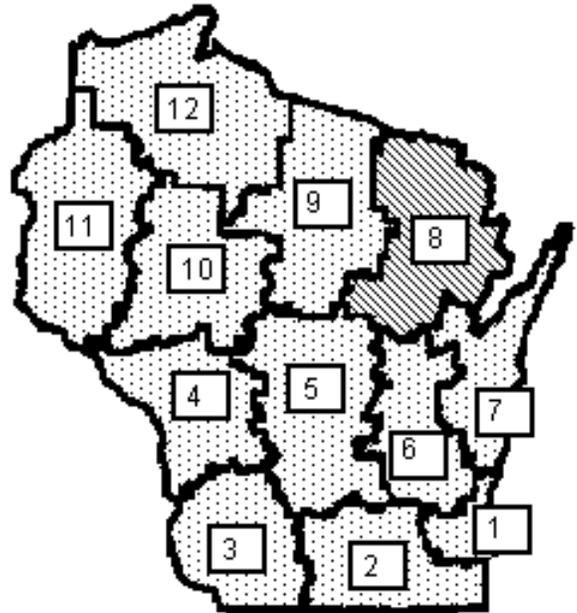
Key	
	Supply Well Below Average
	Supply Below Average
	Supply Average
	Supply above Average
	Supply Well Above Average
	No vacancies reported

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.

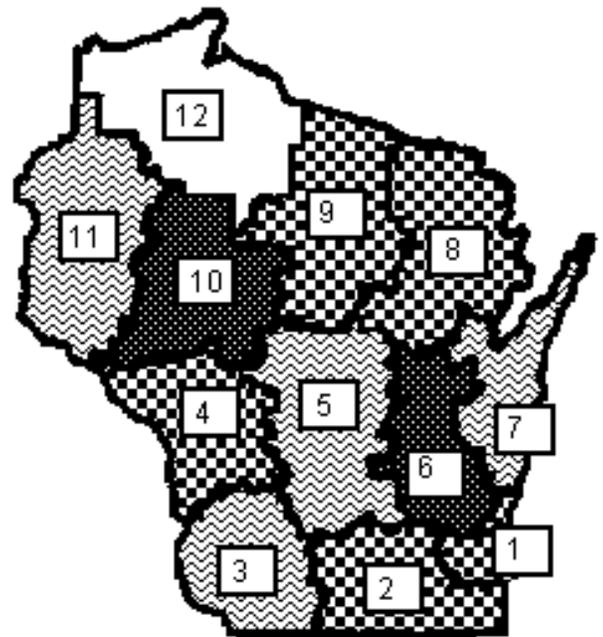


Technology Education

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

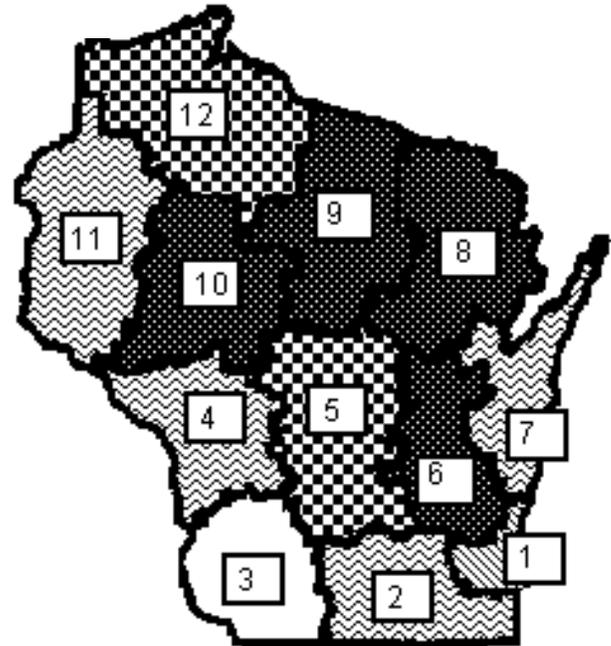
# Special Education

## Cognitive Disabilities

Outlook: Below Average

Ratio of applicants to vacancies was 12.98.

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

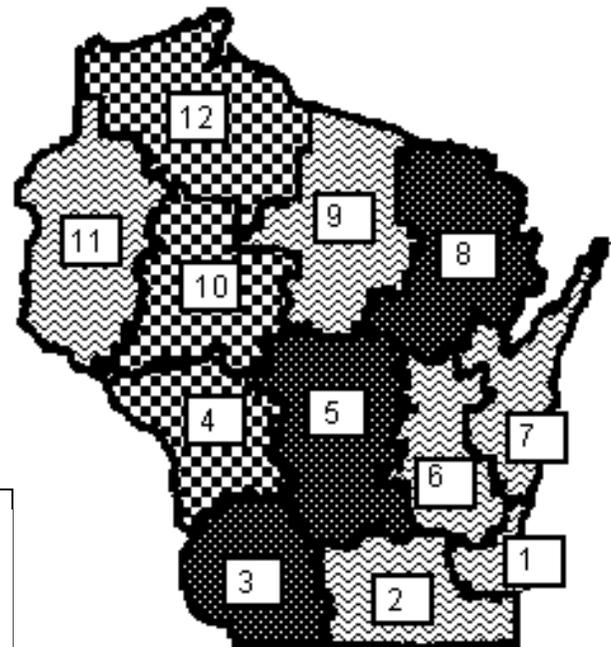


## Cross Categorical

Outlook: Average

Ratio of applicants to vacancies was 14.17.

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



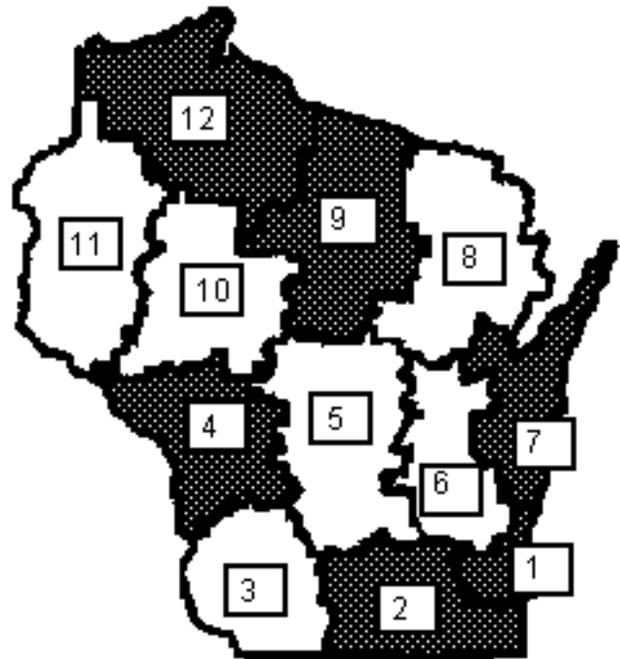
Key	
	Supply Well Below Average
	Supply Below Average
	Supply Average
	Supply above Average
	Supply Well Above Average
	No vacancies reported

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.

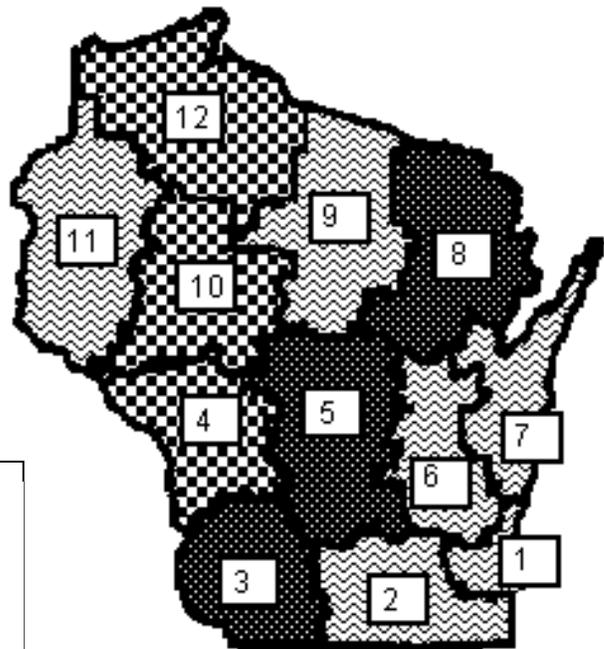


Early Childhood Special Education

Outlook: Below Average

Ratio of applicants to vacancies was 16.37.

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



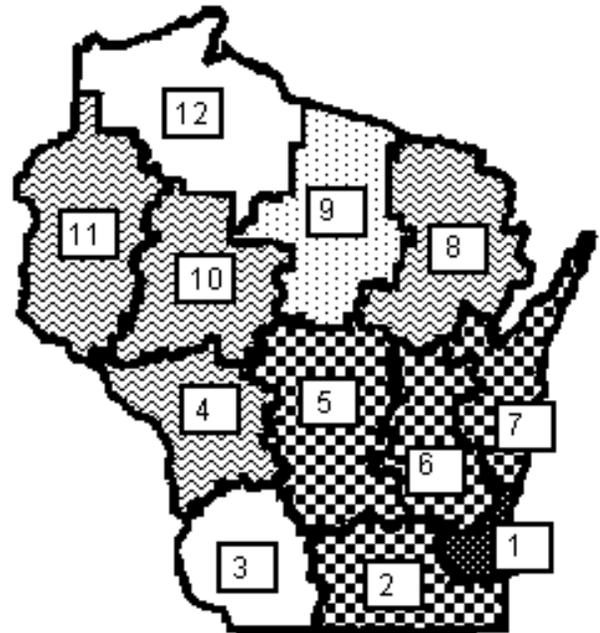
Key	
	Supply Well Below Average
	Supply Below Average
	Supply Average
	Supply above Average
	Supply Well Above Average
	No vacancies reported

Emotional Behavioral Disability

Outlook: Average

Ratio of applicants to vacancies was 15.21.

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

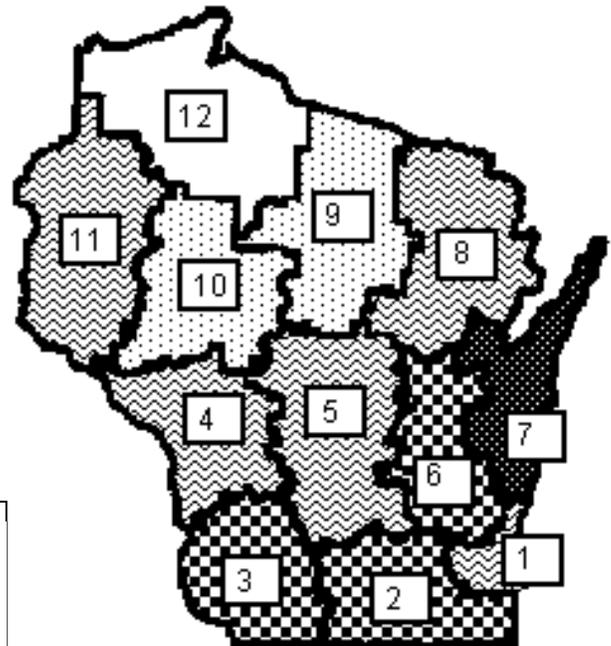


Learning Disabilities

Outlook: Average

Ratio of applicants to vacancies was 14.83.

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



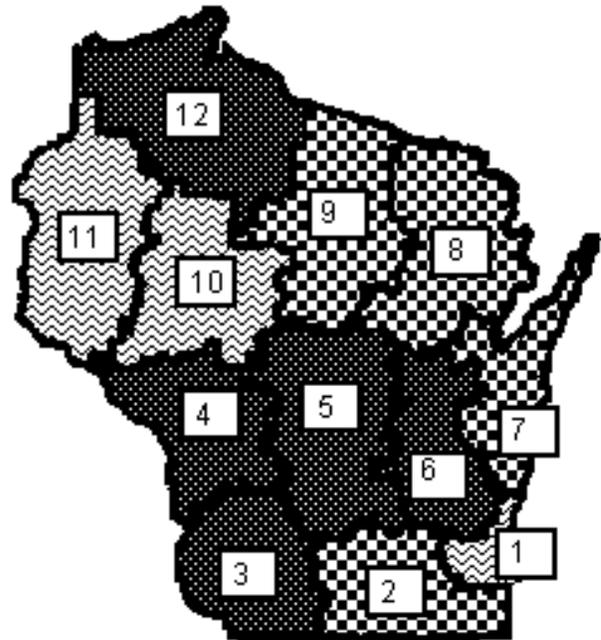
Key	
	Supply Well Below Average
	Supply Below Average
	Supply Average
	Supply above Average
	Supply Well Above Average
	No vacancies reported

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.

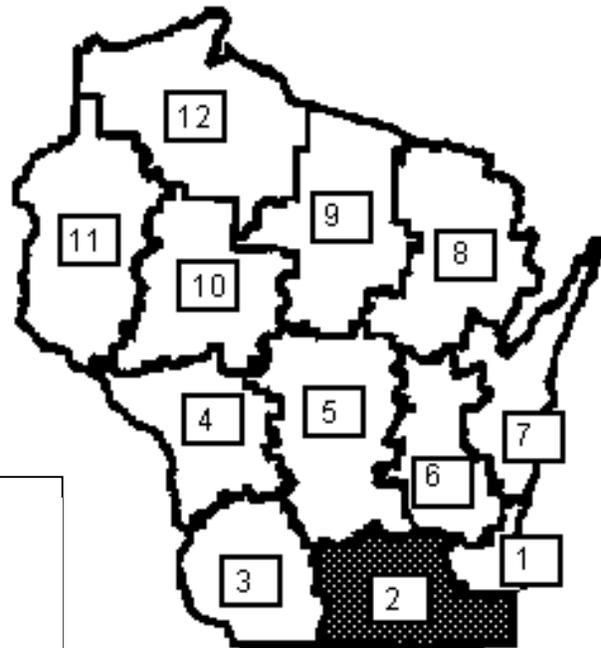


Vision Impairment

Outlook: Well Below Average

Ratio of applicants to vacancies was 3.00.

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



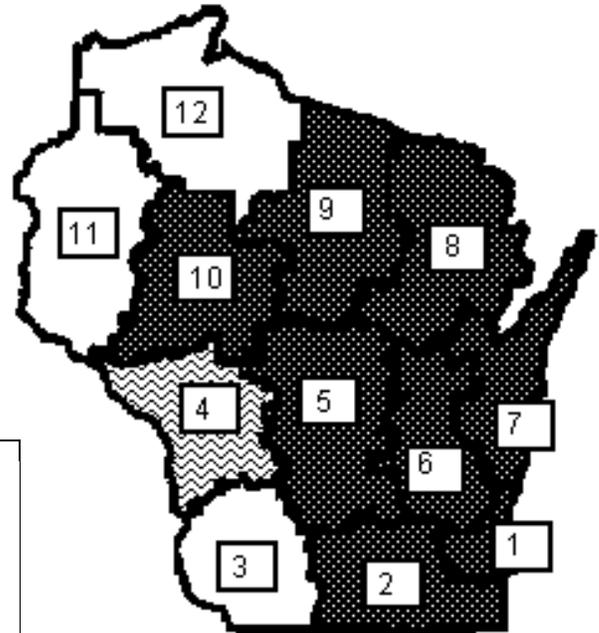
Key	
	Supply Well Below Average
	Supply Below Average
	Supply Average
	Supply above Average
	Supply Well Above Average
	No vacancies reported

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.



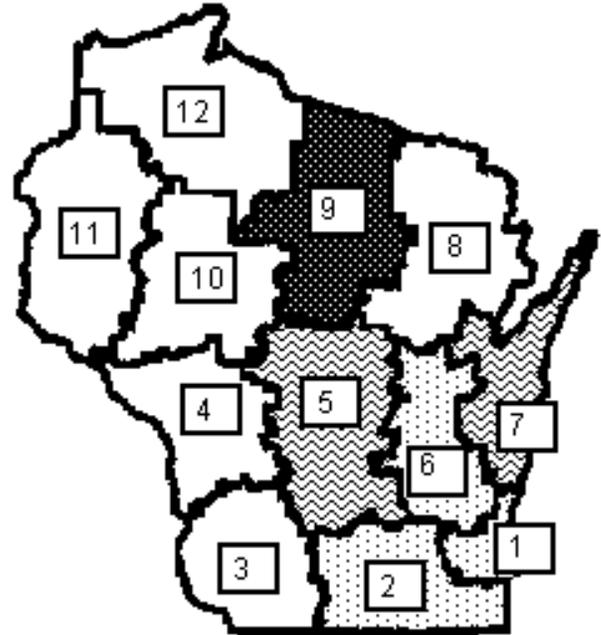
Key	
	Supply Well Below Average
	Supply Below Average
	Supply Average
	Supply above Average
	Supply Well Above Average
	No vacancies reported

# Administrators

## Curriculum Director

Outlook: Average

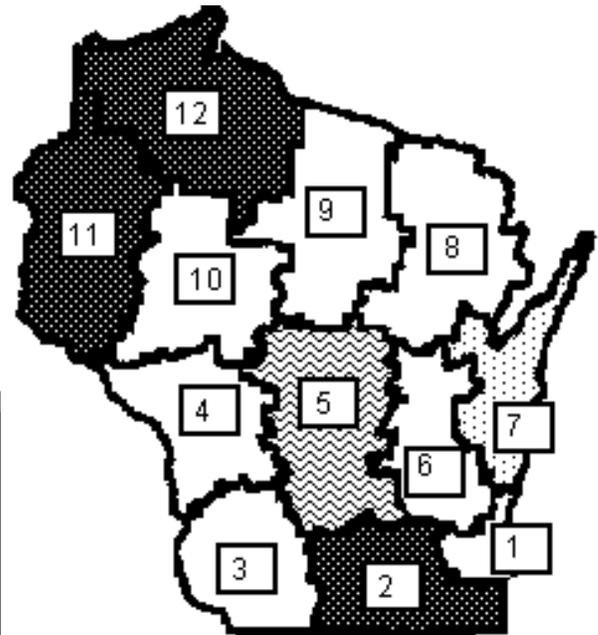
Ratio of applicants to vacancies was 18.44.



## Director of Special Education

Outlook: Average

Ratio of applicants to vacancies was 9.11.

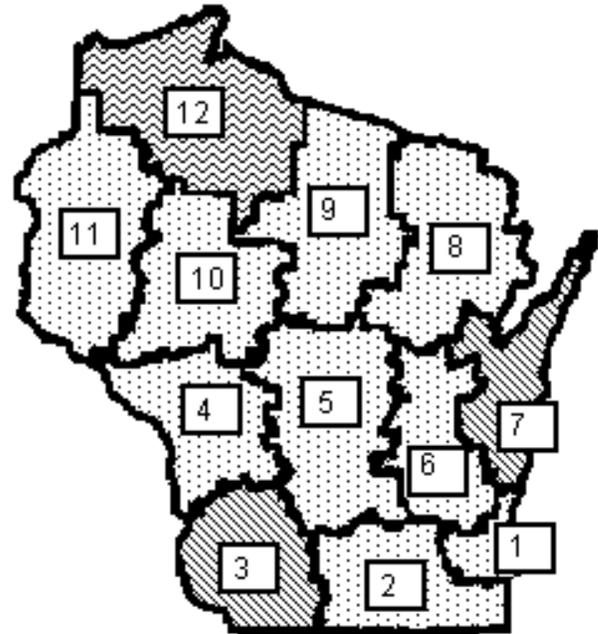


Key	
	Supply Well Below Average
	Supply Below Average
	Supply Average
	Supply above Average
	Supply Well Above Average
	No vacancies reported

Principal

Outlook: Well Above Average

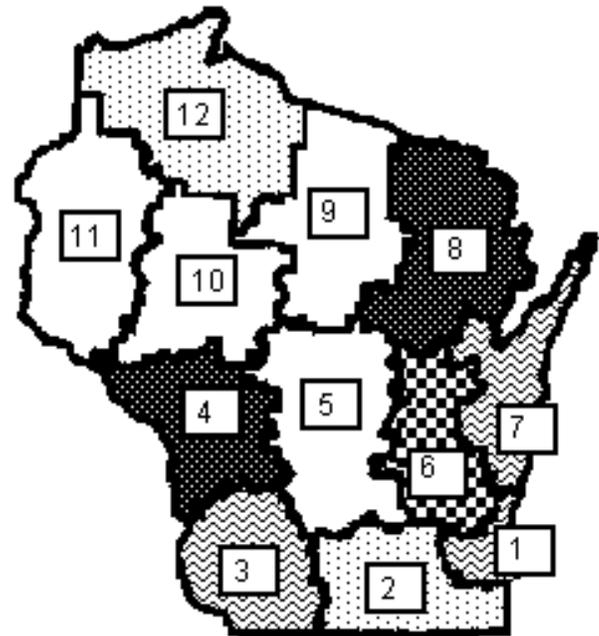
Ratio of applicants to vacancies was 35.67.



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 2007-2008 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**

<b>A</b> Licensure/Subject Areas	<b>B</b> Number of Vacancies	<b>C</b> Number of Applicants	<b>D</b> Rating of Supply
<b>Elementary</b>			
Early C/Kindergar			
Elementary	5	225	5
<b>Mid/High School</b>			
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 2007-2008 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- \_\_\_\_\_

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

ESL/Bilingual			
Library/Media			
Reading Specialist			
Sch. Counselor			
Sch. Nurse			
Sch. Psychologist.			
Sch. Social Work.			
<b>Administrators</b>			
Curriculum Dir.			
Dir. of Spec. Ed.			
Principal			
Superintendent			

**Please complete items on next page**

**Educator Supply and Demand Rating Scale for School District Analysis**

**Critical Shortages**

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?

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**Hiring**

In the next five years, what factors may affect hiring plans for your school district?

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**Hiring**

When hiring new teachers, would a candidate who has a master's degree be considered a positive or negative factor compared with an otherwise similar candidate with a bachelor's degree, and why?

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**Attrition**

In the next five years, what factors may affect attrition rates for your school district?

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**Retirement**

In the next five years, what factors may affect retirement rates for your school district?

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**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	Dodgeland 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	Spoooner 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	Shorewood Sch Dist	Linn J4 Sch Dist
Grafton Sch Dist	Whitefish Bay Sch Dist	Madison Metropolitan Sch Dist
Greendale Sch Dist	Albany Sch Dist	Middleton-Cross Plains Sch Dist
Hamilton Sch Dist	Beloit Turner Sch Dist	Milton Sch Dist
Hartland-Lakeside J3 Sch Dist	Brighton #1 Sch Dist	New Glarus Sch Dist
Kenosha Sch Dist	Brodhead Sch Dist	Norway J7 Sch Dist
Merton Community Sch Dist	Burlington Area Sch Dist	Oregon Sch Dist
Milwaukee Sch Dist	Clinton Community Sch Dist	Palmyra-Eagle Area Sch Dist
Mukwonago Sch Dist	Delavan-Darien Sch Dist	Silver Lake J1 Sch Dist
Nicolet UHS Sch Dist	Evansville Community Sch Dist	Stoughton Area Sch Dist
Norris Sch Dist	Fontana J8 Sch Dist	Trevor-Wilmot Consolidated Sch Dist
North Lake Sch Dist	Jefferson Sch Dist	Union Grove UHS Sch Dist
Oak Creek-Franklin Sch Dist	Lake Geneva J1 Sch Dist	Washington-Caldwell Sch Dist
Richmond Sch Dist	Lake Geneva-Genoa City UHS Sch Dist	Waterford Graded J1 Sch Dist

Waterloo Sch Dist	De Pere Sch Dist	Plum City Sch Dist
Watertown Sch Dist	Denmark Sch Dist	River Falls Sch Dist
Whitewater Sch Dist	Green Bay Area Sch Dist	Siren Sch Dist
Wisconsin Heights Sch Dist	Hilbert Sch Dist	Unity Sch Dist
Yorkville J2 Sch Dist	Howards Grove Sch Dist	Ashland Sch Dist
Barneveld Sch Dist	Kiel Area Sch Dist	Butternut Sch Dist
Benton Sch Dist	Kohler Sch Dist	Maple Sch Dist
Black Hawk Sch Dist	Luxemburg-Casco Sch Dist	Mellen Sch Dist
Boscobel Area Sch Dist	Manitowoc Sch Dist	Mercer Sch Dist
Ithaca Sch Dist	Mishicot Sch Dist	Solon Springs Sch Dist
Lancaster Community Sch Dist	New Holstein Sch Dist	South Shore Sch Dist
Mineral Point Sch Dist	Oostburg Sch Dist	
Pecatonica Area Sch Dist	Plymouth Sch Dist	
Seneca Sch Dist	Random Lake Sch Dist	
Shullsburg Sch Dist	Seymour Community Sch Dist	
Arcadia Sch Dist	Sheboygan Falls Sch Dist	
Bangor Sch Dist	Washington Sch Dist	
Black River Falls Sch Dist	Bowler Sch Dist	
Blair-Taylor Sch Dist	Marinette Sch Dist	
Cochrane-Fountain City Sch Dist	Peshtigo Sch Dist	
Galesville-Ettrick-Trempealeau Sch Dist	Suring Sch Dist	
Holmen Sch Dist	Tigerton Sch Dist	
Independence Sch Dist	Wabeno Area Sch Dist	
Sparta Area Sch Dist	White Lake Sch Dist	
Whitehall Sch Dist	Wittenberg-Birnamwood Sch Dist	
Cambria-Friesland Sch Dist	Antigo Sch Dist	
Iola-Scandinavia Sch Dist	D C Everest Area Sch Dist	
Lodi Sch Dist	Edgar Sch Dist	
Mauston Sch Dist	Elcho Sch Dist	
Necedah Area Sch Dist	Lakeland UHS Sch Dist	
Pardeeville Area Sch Dist	Rhineland Sch Dist	
Pittsville Sch Dist	Rib Lake Sch Dist	
Port Edwards Sch Dist	Woodruff J1 Sch Dist	
Portage Community Sch Dist	Bruce Sch Dist	
Poynette Sch Dist	Colby Sch Dist	
Rio Community Sch Dist	Eau Claire Area Sch Dist	
Sauk Prairie Sch Dist	Eleva-Strum Sch Dist	
Waupaca Sch Dist	Gilman Sch Dist	
Wisconsin Rapids Sch Dist	Greenwood Sch Dist	
Erin Sch Dist	Ladysmith-Hawkins Sch Dist	
Fond du Lac Sch Dist	Mondovi Sch Dist	
Hartford J1 Sch Dist	New Auburn Sch Dist	
Herman #22 Sch Dist	Osseo-Fairchild Sch Dist	
Hortonville Sch Dist	Stanley-Boyd Area Sch Dist	
Little Chute Area Sch Dist	Amery Sch Dist	
Markesan Sch Dist	Baldwin-Woodville Area Sch Dist	
Menasha Sch Dist	Boyceville Community Sch Dist	
Neosho J3 Sch Dist	Cameron Sch Dist	
North Fond du Lac Sch Dist	Durand Sch Dist	
Richfield J1 Sch Dist	Elmwood Sch Dist	
Ripon Sch Dist	Frederic Sch Dist	
Waupun Sch Dist	Hudson Sch Dist	
West Bend Sch Dist	New Richmond Sch Dist	
Chilton Sch Dist	Pepin Area 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."

"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 have 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 non-renewals 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. 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		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?