



Data trends
of education personnel
in Wisconsin public schools

A 3D bar chart with alternating light blue and light green bars of varying heights, set against a light orange base. The chart is partially obscured by the large text.

Supply & Demand 2006



Wisconsin Educator Supply and Demand Project
Wisconsin Department of Public Instruction
Elizabeth Burmaster, Superintendent

Data Trends of Education Personnel in Wisconsin Public Schools, 2006

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

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

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

Steve Gilles, Consultant
Special Education Team, DPI

Ken Starkman, Education Consultant - Campus Liaison
Teacher Education, Professional Development and Licensing, DPI

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

John Sprangers, Director of Human Resources
Oshkosh Area School District

Project Assistants included:
Katie Tennessen, University of Wisconsin Oshkosh
Jennifer Morrissey, University of Wisconsin Oshkosh

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Executive Summary

- Program completer totals from Wisconsin's 32 educator training institutions decreased by 21.9% from 2003-2004 to 2004-2005. Program completer totals decreased in Elementary, Secondary, and Special Education.
- Attrition increased in General Education, from 6.87% in 2003-2004 to 10.81% in 2004-2005. In Special Education, attrition increased from 9.64% in 2003-2004 to 10.40% in 2004-2005.
- Attrition of first-year teachers was as follows: 14.0% attrition after the first year, 19.6% after the second year, 24.4% after the third year, 28.3% after the fourth year, and 32.0% after the fifth year. These figures appear to be considerably below national teacher attrition rates, which have been reported as high as 50% after five years.
- The average age of Wisconsin's teaching force was 42.0 years during the period from 1996 to 2006. The average age increased from 41.8 in 2002-2003 to 42.1 in 2005-2006.
- Estimated retirement data for teachers age 55 or more has remained fairly consistent at an average of 23.9%. With a gradual increase in the size of the teaching force projected over the next five years, the number of retirements is projected to increase gradually.
- Demographics of the state's teaching force by age group have remained consistent over the last 10 years. Slight increases have occurred for the age ranges 55-64 and 25-39, while a decrease has occurred in the age range 40-49.
- School district ratings of teacher supply based on identified vacancies indicated areas of lowest supply were Visually Impaired, Deaf/Hearing Impaired, and Speech/Language Pathologist. The next lowest were PT/OT, ESL/ Bilingual, Physics, Emotional Behavioral Disability, Library/Media, Reading Specialist, Drivers Education, Family/Consumer Education, Technology Education, School Social Worker, Foreign Language, and Agriculture.
- School district ratings of teacher supply based on identified vacancies indicated areas of greatest supply were English/Language Arts, Health Education, Principal, Early Childhood/Kindergarten, Physical Education, Social Studies, and Elementary Education.

- The number of emergency licenses issued in 2005-2006 decreased by 4.1% from the previous year, the third consecutive year emergency license totals decreased following a steady increase in emergency licenses since 1996-1997. Special Education certification areas made up 42.8% of the emergency license total.
- School districts, in response to an open-ended question about critical shortage areas, cited the following areas most often as critical shortage areas: Special Education, Mathematics, General Science, Technology Education, and Foreign Language.
- A survey of a sampling of program completers from teacher training institutions indicated that 73.5% of recent program completer respondents held full-time teaching positions in Wisconsin. Of individuals reportedly in full-time teaching positions in the state, 66.7% were in public schools and 6.8% in private schools.

Introduction

Wisconsin's public school enrollment, including pre-kindergarten through grade 12, increased by 1.73% between the 2004-2005 and 2005-2006 school years. Enrollment grew from 864,757 in 2004-2005 to 875,174. A cursory examination of enrollment data since 1971 will place the aforementioned enrollment data in context. Consistent annual enrollment decreases occurred from 1971-1972 (999,921) to 1984-85 (767,542). Gradual enrollment increases occurred from 1986-87 (772,363) to 1997-1998 (881,720). Public school enrollment remained fairly stable since 1996-1997, when enrollment was 879,149.

This is the 27th annual report of Data Trends of Education Personnel in Wisconsin Public Schools. The report serves two functions. One is compliance with the reporting requirements of the federal Individuals with Disabilities Education Act. The second is to provide information for prospective job-seekers, educational administrators, institutions of higher learning and educational policymakers in Wisconsin.

This report is organized into seven sections:

- (1) Wisconsin Teacher 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 Teacher Supply, includes an examination of teacher supply based on analysis of program completer data submitted by Wisconsin teacher training programs. The second section, School District Survey Data, includes analyses of supply and demand data collected through a survey of Wisconsin school districts. The third section, Emergency License Data, includes information pertaining to the number of emergency licensees hired and emergency

licenses issued from 1990-1991 to 2005-2006 as reported by Wisconsin school districts and the Wisconsin Department of Public Instruction (DPI). The fourth section, Critical Shortage Areas, includes information on school district projections of licensure areas that may face critical shortages in the next five years. The fifth section, State Budget Effects, contains written responses from school districts about effects the state budget difficulties may have on hiring and attrition/retirement. The sixth section, Program Completer Survey, reports job status of recent graduates of Wisconsin teacher training programs. The seventh section provides employment outlooks in selected licensure/subject areas. These outlooks are based on ratings of supply and demand data reported in this study.

Wisconsin Educator Supply

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

These totals are broken down into 31 teaching and administrative licensure areas. A program completer is defined as an individual who completed an education degree or program at a Wisconsin college or university between Sept. 1, 2004, and August 31, 2005, and is eligible to apply for a license to teach in a particular subject area at specific developmental levels or a specific position. Tables 1 and 2 include the total number of program completers across licensure areas for each educator training institution in Wisconsin. Tables 3 and 4 include the number of program completers who held previous licenses, while Tables 5 and 6 include the number that held no previous licenses. Alternative certification program completers are shown in Table 7.

Educator supply also is affected by attrition, including both educators that leave one teaching position to assume a position in another licensure area and educators that leave the teaching field entirely. These data are reported in Table 8. Another indicator of teacher supply is the number of emergency licenses issued by DPI. Emergency license data, reported in Tables 15 to 16, may indicate specific licensure areas in which school districts have difficulty finding appropriately licensed applicants.

Finally, the movement of prospective teachers into or out of the state affects teacher supply. Surveys of program completers have consistently indicated that approximately 10% of state program completers accept positions out of state. Due to challenges of surveying this population of individuals, it is reasonable to assume that this figure underestimates the proportion of prospective educators that leave the state .

Table 1

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

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 Totals	Private Totals	Alternative Totals	UW, Private & Alternative Grand Totals
Elementary Pk-8	103	56	110	131	182	127	21	60	76	100	76	26	139	1207	600	54	1861
Agriculture Education				4				6	21					31	0	2	33
Family & Consumer Education				1						7	14			22	0	0	22
Technology Education								13			70	1		84	4	1	89
Business Education													11	11	38	6	55
Marketing Education											21			21	0	0	21
English/Speech/Journalism	13	5	9	24	30	15	3	5	8	21		5	17	155	132	11	298
Reading Teacher/Specialist	11		6	7		24		2	5	11		8	9	83	95	0	178
Theatre					4									4	1	0	5
Foreign Language	11	6	7	15	5	5		10	4	8			5	76	37	14	127
ESL	2		3	4	1	2				4			6	22	11	1	34
Math	16	11	5	21	7	5	2	4	14	11	1	5	11	113	52	5	170
Driver Education											10			10	0	0	10
Music	17	5	9	15	17	6	1	3	4	8		3	12	100	33	3	136
Physical Education	10		67	9		13		12	19	22		8	19	179	26	2	207
Art Education	3	10	2	10	26	13	1		10		18	4	5	102	30	0	132
Science	8	4	13	18	26	11	2	8	15	17		7	5	134	68	12	214
Social Studies	31	14	15	23	21	22	2	12	23	23		14	20	220	136	3	359
Library Media	1		1	7	14							1	11	35	6	0	41
Health Education			13	3				1	2			2		21	3	0	24
Total Secondary/Specialized	123	55	150	161	151	116	11	76	125	132	134	58	131	1423	672	60	2155
Cog/Lrng/Emot. Dist./Cross Cat.	58		9	26	37	60		8		25	19	23	54	319	99	61	479
Deaf/Hard of Hearing					6									6	0	0	6
Early Childhood-Special Education	5				14	14				1	9	2	2	47	19	3	69
Speech/Language Pathology	11			34	20				2	13			12	92	21	0	113
Visual Disability															3	0	3
Total Special Education	74	0	9	60	77	74	0	8	2	39	28	25	68	464	142	64	670
School Social Worker				11	5									16	0	0	16
School Guidance Counselor				4	27	16		26	34		23	11	12	153	48	0	201
School Psychologist	10		21	4	14						15	3	20	87	0	0	87
Total Pupil Services	10	0	21	19	46	16	0	26	34	0	38	14	32	256	48	0	304
Superintendent					5							5		10	17	0	27
School Business Manager					1								2	3	0	0	3
Principal				6	34			12	6			15		73	262	0	335
Director of Instruction					3							2		5	17	0	22
Director of Special Ed/Pupil Serv.					6							3		9	11	0	20
Total Administrative	0	0	0	6	49	0	0	12	6	0	0	25	2	100	307	0	407
Grand Totals	310	111	290	377	505	333	32	182	243	271	276	148	372	3450	1769	178	5397

Source: UW System reports to DPI

Table 2
Private College Program Completers, Total

Assignment	Alverno College	Beloit College	Cardinal Stritch	Carroll College	Carthage College	Concordia University	Edgewood College	Lakeland College	Lawrence	Maranatha College	Marion College	Marquette University	Mount Mary College	Northland College	Ripon College	Silver Lake College	St. Norbert College	Viterbo	Wisconsin Lutheran	Totals Private	
Elementary Pk-8	25	7	116	50	32	52	31	22	0	19	79	4	6	11	16	20	48	39	23	600	
Agriculture Education																					0
Family & Consumer Education																					0
Technology Education																					4
Business Education						26	1	3		1	2	1	1								3
Marketing Education																					0
English/Spch/Jour	5	2	11	2	8	27	6	1	2	6		44	1		4		5	7	1		132
Reading	8		10		3	7							9			5		53			95
Theatre									1												1
Foreign Language		1	2	1	3	6	5	1	2			5	2		3		2	4			37
ESL							11														11
Math			3	1	5	10	3	2		7	2	7	1	1	3	2	2	1	2		52
Driver Education																					0
Music				3	2	1	1		10	3	1					1	6	5			33
Physical Education				7	4	7				2					6						26
Art Education	3	1	5	2		3	4		2		4		1			1	1	3			30
Science		2	5	5	4	26	3	1	3	1		6		1	2	2	3	4			68
Social Studies	2	1	6	6	14	42	11	2	2	2	4	20			4	5	8	5	2		136
Library Media			6																		6
Health Education				2											1						3
Total Secondary/Specialized	18	7	48	29	43	155	45	10	22	22	13	83	15	2	23	16	27	89	5	672	
Cog/Lrng/Emot. Dist./Cross Cat.			50		9		17			1						22					99
Deaf/Hard of Hearing																					0
Early Childhood-Special Education							10									9					19
Speech/Language Pathology												21									21
Visual Disability																3					3
Total Special Education	0	0	50	0	9	0	27	0	0	1	0	21	0	0	0	34	0	0	0	0	142
School Social Worker																					0
School Psychologist						14		20				14									48
School Counselor																					0
Total Pupil Services	0	0	0	0	0	14	0	20	0	0	0	14	0	0	0	0	0	0	0	0	48
Superintendent			5				12														17
School Business Manager																					0
Principal	10		123			12	7				69	5				2		34			262
Director of Instruction	6										8	2				1					17
Director of Special Ed/Pupil Serv.											8					3					11
Total Administrative	16	0	128	0	0	12	19	0	0	0	85	7	0	0	0	6	0	34	0	307	
Grand Totals	59	14	342	79	84	233	122	52	22	42	177	129	21	13	39	76	75	162	28	1769	

Source: Private college reports to DPI

Table 3

University of Wisconsin System Program Completers Without Previous Certification

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	Grand Totals
Elementary Pk-8	103	55	108	131	177	127	21	60	75	100	76	25	134	1192	573	1765
Agriculture				4				6	20					30	0	30
Family & Consumer Ed				1						7	14			22	0	22
Technology Education								13			70	1		84	1	85
Business Education													11	11	35	46
Marketing Education											20			20	0	20
English/Spch/Thea/Jour	13	5	9	24	30	15	3	5	8	20		3	16	151	125	276
Reading														0	0	0
Theatre					4									4	1	5
Foreign Language	8	5	7	15	5	5		10	4	6			3	68	33	101
ESL						2								2	0	2
Math	14	11	5	21	6	5	2	4	14	11		5	11	109	50	159
Driver Education											2			2	0	2
Music	16	5	9	15	16	6	1	3	4	8		2	12	97	31	128
Physical Education	9		67	9		13		12	19	22		7	19	177	26	203
Art Education	3	10	2	10	26	13	1		10		18	4	5	102	27	129
Science	7	4	13	18	19	11	2	8	14	16		7	5	124	63	187
Social Studies	31	14	15	23	21	21	2	11	23	23		13	18	215	131	346
Library Media															0	0
Health Education			11	2					2			2		17	0	17
Total Secondary/Specialized	101	54	138	142	127	91	11	72	118	113	124	44	100	1235	523	1758
Cog/Lrng/Emot. Dist./Cross Cat.	40			26	27	59				16	18	12	46	244	67	311
Deaf/Hard of Hearing					2									2	0	2
Early Childhood: EEN	5				10	14				1	4	1	1	36	19	55
Speech/Language Pathology				33	20				2	13			12	80	21	101
Visual Disability															2	2
Total Special Education	45	0	0	59	59	73	0	0	2	30	22	13	59	362	109	471
School Social Worker				11	5									16	0	16
School Psychologist				4	25	16		19	25		4	3	11	107	40	147
School Counselor			15	4	11						5	3	15	53	0	53
Total Pupil Services	0	0	15	19	41	16	0	19	25	0	9	6	26	176	40	216
Superintendent															0	0
School Business Manager													2	2	0	2
Principal															0	0
Director of Instruction															0	0
Director of Special Ed/Pupil Serv.															0	0
Total Administrative	0	0	0	0	0	0	0	0	0	0	0	0	2	2	0	2
Grand Totals	249	109	261	351	404	307	32	151	220	243	231	88	321	2967	1245	4212

Source: UW System reports to DPI

Table 4
Private College Program Completers Without Previous Certification

Assignment	Alverno	Beloit College	Cardinal Stritch	Carroll College	Carthage College	Concordia University	Edgewood College	Lakeland College	Lawrence	Maranatha College	Marion College	Marquette University	Mount Mary College	Northland College	Ripon College	Silver Lake College	St. Norbert College	Viterbo	Wisconsin Lutheran	Totals Private	
Elementary Pk-8	25	7	110	49	31	51	27	21		19	73	4	6	11	16	13	48	39	23	573	
Agriculture Education																					0
Family & Consumer Education																					0
Technology Education																		1			1
Business Education						26	1	3		1	2	1	1								35
Marketing Education																					0
English/Spch/Jour	3	2	11	2	8	26	6	1	2	6		43	1		4		5	4	1	125	
Reading																					0
Theatre									1												1
Foreign Language		1	1	1	3	6	4	1	2			5	2		3		2	2			33
ESL																					0
Math			3	1	5	10	3	1		7	2	7	1	1	3	2	2		2		50
Driver Education																					0
Music				3	1	1	1		10	3	1						6	5			31
Physical Education				7	4	7				2					6						26
Art Education	3	1	4	2		3	4		2		3		1				1	3			27
Science		2	5	4	4	26	3	1	3	1		6		1	1	2	3	1			63
Social Studies	2	1	6	6	14	42	11	2	2	2	4	20			4	4	8	1	2		131
Library Media																					0
Health Education																					0
Total Secondary/Specialized	8	7	30	26	39	147	33	9	22	22	12	82	6	2	21	8	27	17	5	523	
Cog/Lrng/Emot. Dist./Cross Cat.			35		9		10			1						12					67
Deaf/Hard of Hearing																					0
Early Childhood-Special Educatio							10									9					19
Speech/Language Pathology												21									21
Visual Disability																2					2
Total Special Education	0	0	35	0	9	0	20	0	0	1	0	21	0	0	0	23	0	0	0	0	109
School Social Worker																					0
School Psychologist						6		20				14									40
School Counselor																					0
Total Pupil Services	0	0	0	0	0	6	0	20	0	0	0	14	0	0	0	0	0	0	0	0	40
Superintendent																					0
School Business Manager																					0
Principal																					0
Director of Instruction																					0
Director of Special Ed/Pupil Serv.																					0
Total Administrative	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grand Totals	41	21	240	101	127	357	133	79	44	65	97	238	18	15	58	75	102	73	33	1245	

Source: Private college reports to DPI

Table 5

University of Wisconsin System Program Completers With Previous Certification

Assignment	UW-EauClaire	UW-Green Bay	UW-LaCrosse	UW-Madison	UW-Milwaukee	UW-Oshkosh	UW-Platteville	UW-River Falls	UW-Stevens Point	UW-Stout	UW-Superior	UW-Whitewater	UW System Totals	Private Totals	Grand Total
Elementary Pk-8	0	1	2	0	5	0	1	0	0	1	5	0	15	27	42
Agriculture Education								1					1	0	1
Family & Consumer Education													0	0	0
Technology Education													0	3	3
Business Education													0	3	3
Marketing Education									1				1	0	1
English/Speech/Journalism									1		2	1	4	7	11
Reading	11		6	7		24	2	5	11		8	9	83	95	178
Theatre													0	0	0
Foreign Language	3	1							2			2	8	4	12
ESL	2		3	4	1				4			6	20	11	31
Math	2				1					1			4	2	6
Driver Education										8			8	0	8
Music	1				1						1		3	2	5
Physical Education	1										1		2	0	2
Art Education													0	3	3
Science	1				7			1	1				10	5	15
Social Studies						1	1				1	2	5	5	10
Library Media	1		1	7	14						1	11	35	6	41
Health Education			2	1			1						4	3	7
Total Secondary/Specialized	22	1	12	19	24	25	4	7	19	10	14	31	188	149	337
Cog/Lrng/Emot. Dist./Cross Cat.	18		9		10	1	8		9	1	11	8	75	32	107
Deaf/Hard of Hearing					4								4	0	4
Early Childhood-Special Education					4					5	1	1	11	0	11
Speech/Language Pathology	11			1									12	0	12
Visual Disability													0	1	1
Total Special Education	29	0	9	1	18	1	8	0	9	6	12	9	102	33	135
School Social Worker													0	0	0
School Psychologist					2		7	9		19	8	1	46	8	54
School Counselor	10		6		3					10		5	34	0	34
Total Pupil Services	10	0	6	0	5	0	7	9	0	29	8	6	80	8	88
Superintendent					5						5		10	17	27
School Business Manager					1								1	0	1
Principal				6	34		12	6			15		73	262	335
Director of Instruction					3						2		5	17	22
Director of Special Ed/Pupil Serv					6						3		9	11	20
Total Administrative	0	0	0	6	49	0	12	6	0	0	25	0	98	307	405
Grand Totals	61	2	29	26	101	26	31	23	28	45	60	51	483	524	1007

Source: UW System reports to DPI

Table 6
Private College Program Completers With Previous Certification

Assignment	Alverno College	Beloit College	Cardinal Stritch	Carroll College	Carthage College	Concordia University	Edgewood College	Lakeland College	Lawrence	Maranatha College	Marion College	Marquette University	Mount Mary College	Northland College	Ripon College	Silver Lake College	St. Norbert College	Viterbo	Wisconsin Lutheran	Totals Private	
Elementary Pk-8	0	0	6	1	1	1	4	1	0	0	6	0	0	0	7	0	0	0	0	27	
Agriculture Education																					0
Family & Consumer Education																					0
Technology Education																					3
Business Education																					3
Marketing Education																					0
English/Spch/Jour	2					1						1				3					7
Reading	8		10		3	7							9		5	53					95
Theatre																					0
Foreign Language			1			1										2					4
ESL						11															11
Math								1								1					2
Driver Education																					0
Music					1										1						2
Physical Education																					0
Art Education			1								1				1						3
Science				1										1		3					5
Social Studies															1	4					5
Library Media			6																		6
Health Education				2										1							3
Total Secondary/Specialized	10	0	18	3	4	8	12	1	0	0	1	1	9	2	8	72	0	0	0	0	149
Cog/Lrng/Emot. Dist./Cross Cat.			15				7								10						32
Deaf/Hard of Hearing																					0
Early Childhood-Special Education																					0
Speech/Language Pathology																					0
Visual Disability															1						1
Total Special Education	0	0	15	0	0	0	7	0	0	0	0	0	0	0	11	0	0	0	0	0	33
School Social Worker																					0
School Psychologist						8															8
School Counselor																					0
Total Pupil Services	0	0	0	0	0	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8
Superintendent			5				12														17
School Business Manager																					0
Principal	10		123			12	7				69	5			2	34					262
Director of Instruction	6										8	2			1						17
Director of Special Ed/Pupil Serv.											8				3						11
Total Administrative	16	0	128	0	0	12	19	0	0	0	85	7	0	0	6	34	0	0	0	0	307
Grand Totals	26	0	167	4	5	29	42	2	0	0	92	8	9	2	32	106	0	0	0	0	524

Source: Private college reports to DPI

Table 7
Alternative Certification Program Completers

Assignment	Carthage College Accelerated (ACT)	Alverno College/Mount Mary College-Alternative	Cesa 1-PBL	Cesa 6-RITE	MTEC	NORDA	University of Wisconsin Platteville-Alternative	Totals Alternative
Elementary Pk-8	0	10	7	4	33	0	0	54
Agriculture Education						2		2
Family & Consumer Education								
Technology Education							1	1
Business Education			1		2	3		6
Marketing Education								
English/Spch/Jour	1				1	8	1	11
Reading								
Theatre								
Foreign Language	2		3	2		4	3	14
ESL					1			1
Math						5		5
Driver Education								
Music	2					1		3
Physical Education	1				1			2
Art Education								
Science	1			1	1	8	1	12
Social Studies	1					2		3
Library Media								
Health Education								
Total Secondary/Specialized	8	0	4	3	6	33	6	60
Cog/Lrng/Emot. Dist./Cross Cat.	9		10	7	22	13		61
Deaf/Hard of Hearing								
Early Childhood-Special Education						3		3
Speech/Language Pathology								
Visual Disability								
Total Special Education	9	0	10	7	22	16	0	64
Grand Totals	17	10	21	14	61	49	6	178

Source: Reports to DPI

Comparison of 2003-2004 and 2004-2005 data submitted by educator training institutions indicated a 21.9% decrease in the overall number of program completers from 6,911 to 5,397, respectively. Increases of about 23% occurred in each of the previous two years.

The 2004-2005 data include the number of program completers from 'traditional' licensure programs of Wisconsin public and private colleges and universities as well as the 178 completers reported by alternative licensure programs. This is the first year program completer data from alternative programs have been included in this report. As a result comparisons of the number of program completers with and without previous licensure between 2003-2004 and 2004-2005 do not include alternative program completers in that these data were not available. Comparisons between these two periods (excluding alternative program completers) indicate the number of program completers who did not hold a previous license decreased 19.6%, from 5,236 to 4,212, and the number of completers who held previous licensure decreased by 39.9%, from 1,675 to 1,007, respectively. It should be noted that unless otherwise indicated analyses include alternative program data.

Analyses of program completer data from 2003-2004 to 2004-2005 indicated considerable decrease in the number of program completers in several areas. Program completers in Elementary Education decreased by 16.3% (2,224 to 1,861) a licensure area of chronic oversupply. Similarly, the total number of program completers in Secondary Education decreased by 24.5%, from 2,846 to 2,155. Decreases occurred in Social Studies and Physical Education (licensure areas of chronic oversupply), as well as in Technology Education and Foreign Language (licensure areas of chronic undersupply).

Comparison of the total number of program completers in Special Education from 2003-2004 and 2004-2005 indicated a decrease of 6.2%, from 732 to 670. This decrease marks a two-year trend of decreases in a licensure area with severe and chronic teacher shortages. Analysis of Special Education program completers indicates a decrease of 17.5%, 581 to 479, in the area of Cross Categorical licensure, and an increase of 52.7%, from 74 to 113, in Speech and Language Pathology.

Analyses of the number of program completers reported by UW System institutions and private colleges from 2003-2004 to 2004-2005 indicated a decrease of 22.5% (from 4,446 to 3,450) for UW System universities and a decrease of 28.2% (from 2,465 to 1,769) for private colleges. All UW System institutions indicated decreases in program completers, while all private colleges indicated decreases in program completers except Maranatha, Marian, and Wisconsin Lutheran colleges.

Although speculative, the decrease in program completers may be more a reflection of a surge of individuals completing programs last year in anticipation of implementation of Wisconsin Administrative Code PI34 requirements than a decrease reflective of a lack of interest in educational careers. That is, individuals accelerated their programs in order to complete their programs before new requirements went into place.

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

- An individual who completes a program may or may not apply for a teaching license. For example, individuals may choose to continue their education, take time for travel, or 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 teachers.

- 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 teachers 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 teacher training institutions with the number in surrounding states, Wisconsin may be expected to be a net exporter of teachers. Worth noting is the fact that that several Wisconsin teacher training programs are near the Minnesota, Iowa, or Illinois borders.

- An individual may complete one or more programs and be eligible for a license in each area. In these cases, teacher training institutions report the individual as one program completer even though the individual is eligible for and may obtain two or more licenses. This is done to

minimize double-counting individuals. Institutions normally report these individuals in the category in which they are most likely to find employment; therefore, there is a degree of judgment in how program completer totals are reported. For example, a student may complete a dual program in elementary and special education and would therefore be eligible to apply for a license in two areas, but would only be listed as a special education or elementary education program completer.

While use of program completer data has limitations, it can be useful in identifying general trends. Moreover, the use of data from multiple sources such as those included in this report may offer a more complete picture of supply and demand of educational personnel. Program completers by major categories from 1980-1981 to 2004-2005 are shown in Table 8 and Figure 1.

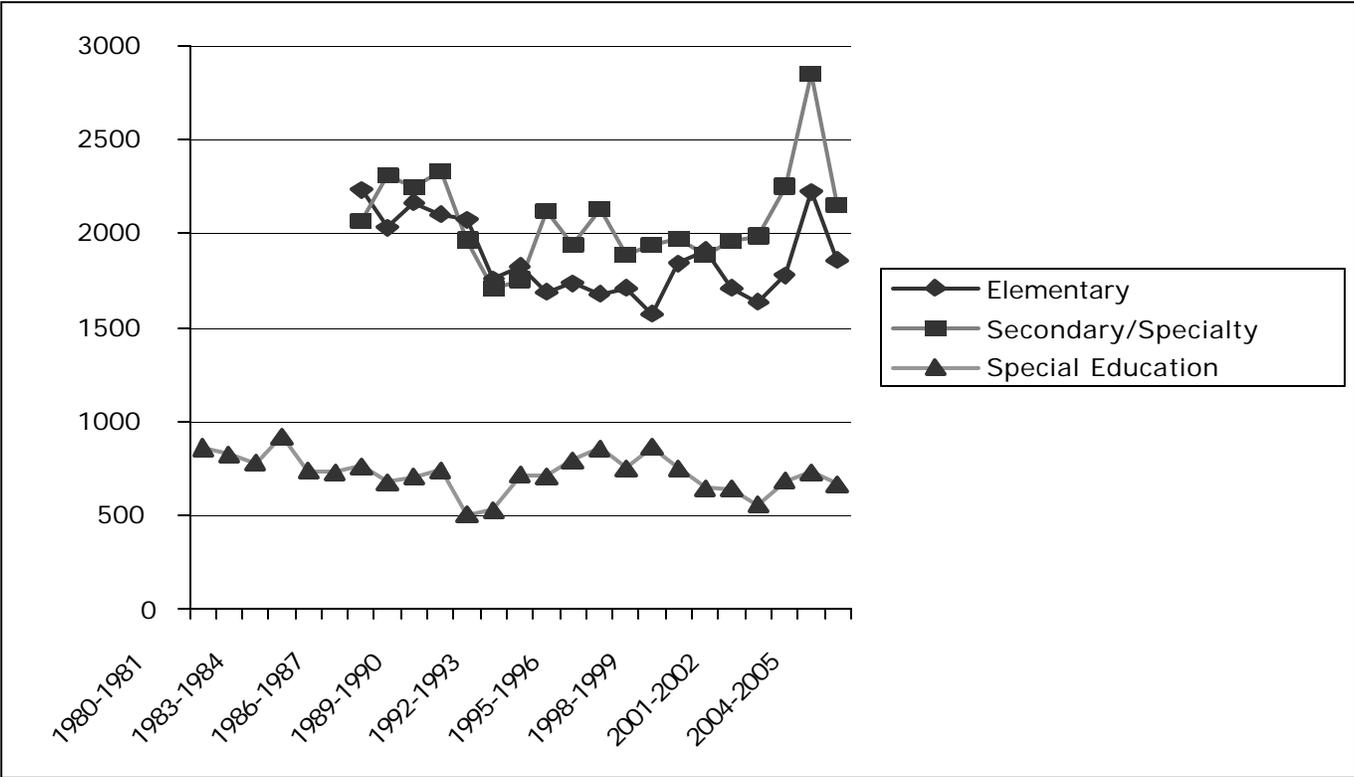
Table 8

Program Completers by Major Categories from 1980-81 to 2004-2005

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

Source: UW System and private college reports to DPI

Figure 1
Program Completers by Major Categories from 1980-81 to 2004-2005



Source: UW System and private college reports to DPI

Attrition

Comparisons of attrition and program completer data may provide a relatively accurate indication of net loss or gain in educational personnel annually as well as longitudinally. Simply, are there more or fewer individuals leaving the profession than entering it? Attrition data are provided by school districts annually to DPI. Attrition rates are shown in Tables 9 and Figure 2.

Attrition rates for 2004-2005 (those who were teachers in 2004-2005 but were no longer teaching in 2005-2006) increased by approximately 2% in general education (from 8.87% to 10.81% and 0.8% in special education (from 9.64% to 10.40%) compared with the previous year.

The average attrition rates from 1989-1990 to 2004-2005 were 8.31% in general education and 10.19% in special education. Historically (1989-1990 through 1998-1999) special education attrition rates were significantly higher than general education attrition rates. Beginning in 1999-2000, attrition rates for special education and general education have been comparable.

Attrition data include individuals who have left the educational profession as well as those who have transferred to other positions in education. For example, an individual may leave special education and take a general education position. Similarly, an individual may leave a teaching position and accept an administrative position.

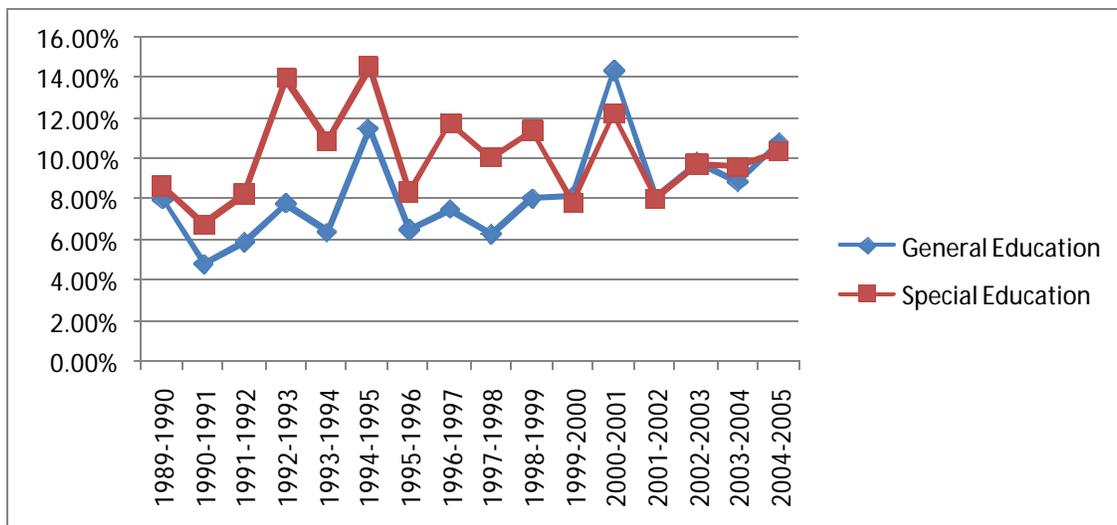
Historically, more individuals transfer from special education to general education than vice versa. Data indicate continuation of the trend with 61 transfers from general education to special education and 160 transfers from special education to general education. This accounts for a net loss of 99 teachers in special education. The 99 net transfers from special education to general education accounted for 11.7% of overall special education attrition.

Table 9
Field Attrition Rates 1989-2005

School Year	General Education	Special Education
1989-1990	8.00%	8.70%
1990-1991	4.80%	6.80%
1991-1992	5.90%	8.30%
1992-1993	7.80%	14.00%
1993-1994	6.40%	10.90%
1994-1995	11.50%	14.60%
1995-1996	6.50%	8.40%
1996-1997	7.50%	11.80%
1997-1998	6.30%	10.10%
1998-1999	8.05%	11.43%
1999-2000	8.19%	7.87%
2000-2001	14.36%	12.27%
2001-2002	8.05%	8.04%
2002-2003	9.87%	9.76%
2003-2004	8.87%	9.64%
2004-2005	10.81%	10.40%

Source: Figures school officials reported to DPI

Figure 2
Chart of Field Attrition Rates , 1989-2005



Source: Figures school officials reported to DPI

Attrition Rates of Teachers Over First Five Years of Employment

This year's report calculated the attrition rate of new teachers over their first five years of employment who entered the teaching field between 1996-97 and 2000-2001. These data are shown in Table 10. Average cumulative attrition rates were 14.0% after the first year, 19.6% after the second year, 24.4% after the third year, 28.3% after the fourth year, and 32.0% after the fifth year. These figures appear to be considerably below national teacher attrition rates, which have been reported as high as 50% after five years.

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

Figures generally were consistent from year to year. They range from 12.7% to 14.8% for attrition after the first year of teaching, 17.7% to 21.1% after the second year, 22.1% to 26.2% after the third year, 26.0% to 29.6% after the fourth year, and 30.0 to 32.8 after the fifth year.

In more recent years, attrition rates after the first year of teaching have shown a slight increase over the 14.0% average noted above. Attrition after the first year of teaching was 14.9% between 2000-2001 and 2001-2002. It was 13.7% between 2001-2002 and 2002-2003, 14.3% between 2002-2003 and 2003-2004, 16.3% between 2003-2004 and 2004-2005, and 14.3% between 2004-2005 and 2005-2006.

Table 10
Attrition Rates of Teachers Over First Five Years of Employment

Year entering teaching	First year attrition	Second year cumulative attrition	Third year cumulative attrition	Fourth year cumulative attrition	Fifth year cumulative attrition
1997-97	14.8%	19.8%	24.3%	28.5%	32.7%
1997-98	14.0%	19.7%	24.6%	28.7%	32.3%
1998-99	13.7%	19.7%	24.5%	28.7%	32.3%
1999-00	12.7%	17.7%	22.1%	26.0%	30.0%
2000-2001	14.9%	21.1%	26.2%	29.6%	32.3%
Average	14.0%	19.6%	24.4%	28.3%	32.0%

Source: Figures school officials reported to DPI.

Average Age of Teaching Force

Table 11 indicates the average age of Wisconsin teachers has remained relatively steady over the last 10 years with a range of 41.8 years of age to 42.1, a difference of 0.3 years. The average age is 42.0 over the 1996-2006 period. The trend since 2001-2002 has indicated a slight increase in average age.

Table 11
Average age of Wisconsin teachers

1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
42.1	42.1	42.0	42.0	42.0	41.8	41.9	41.9	42.0	42.1

Source: Figures school officials reported to DPI.

Teacher Retirement

From school years 1996-97 through 2005-2006, 13,938 teachers ages 55 or more retired. Annual number of teacher retirements had a low figure of 1,050 from 1996-97 to 1997-98 and a high figure of 1,889 from 2004-05 to 2005-06. Data indicated the annual percentage of the teachers ages 55 or more who retired over the past 10 year period ranged from 18.7% to 28.8%. Average annual percentage of estimated retirements for this age group was 23.9%.

The above data are estimates because school districts do not report retirement rates to DPI. These data are estimated by comparing the number of teachers age 55 or more with a greater than half-time position to the number still teaching in a greater than half time position in the subsequent year. For instance, in 1996-97, there were 4,700 teachers age 55 or more with greater than half-time teaching positions. In the subsequent year, 1997-98, there were 3,650 teachers age 55 or more with greater than half-time teaching positions. As a result it was estimated that 1,050 teachers of this age group, or 22.3%, retired.

Limitations to these data include the assumption that no new hires were made from this age group during the period, losses from this age group may include deaths, dismissals, and those leaving positions with insufficient years to qualify for retirement.

Table 12

Estimated retirements of teachers age 55 or more

Year	96-97 to 97-98	97-98 to 98-99	98-99 to 99-00	99-00 to 00-01	00-01 to 01-02	01-02 to 02-03	02-03 to 03-04	03-04 to 04-05	04-05 to 05-06	Average
Number of retirees	1,050	1,119	1,157	1,506	1,579	1,490	1,434	1,320	1,889	1,394
Percentage	22.3	22.9	23.0	28.0	28.8	25.9	21.3	18.7	24.0	23.9

Source: Data school officials reported to DPI

Projected Retirements

Using data from Table 12, projections were made for retirements for the next 5 years.

Projections are based on the fact that the percentage of retirements has remained relatively stable over the last 10 years at approximately 24% of the teacher workforce 55 years of age and older. It should be noted that the raw number of retirements increased over the 10 year period covered in Table 12. This is because the overall number of teachers increased by 9.5% between 1996-97 and 2005-06. Five year projections, therefore, assume a continuation of a pattern in which there is a stable retirement rate and an increasing number of teachers retiring each year.

Projecting retirements is always difficult because of the numerous factors that can affect retirements. These projections also should be treated with caution since they are not based on actual retirement numbers.

Table 13

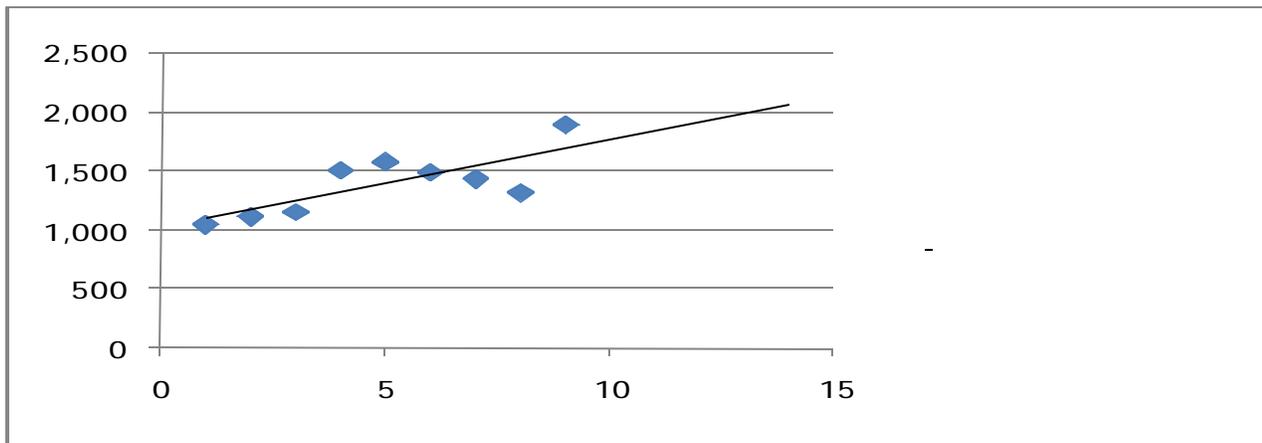
Projected retirements through 2010-11

Year	2006-07	2007-08	2008-09	2009-10	2010-11
Projected retirements	1,768	1,843	1,918	1,993	2,068

Source: Data school officials reported to DPI

Figure 3

Projected retirements through 2010-11



Source: Figures school officials reported to DPI.

Demographic Characteristics of Teaching Force

To obtain a more complete picture of the demographics of Wisconsin teachers, teachers were divided into 5-year age groups as a percentage over each of the last 10 years. In general, the age composition of the Wisconsin teaching force has remained fairly stable. A slight increase has occurred in the percentage of teachers ages 55-64 in recent years. This may be due to the fact that school districts reported that some teachers delayed retirement in the wake of state budget cuts affecting education. A slight decrease has occurred in teachers ages 40-49 over this 10-year period. Offsetting that has been a slight increase in the percentage of teachers ages 25-39.

Table 14
Demographic characteristics of Wisconsin teachers

Age	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06
65 or more	0.4%	0.3%	0.3%	0.2%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%
60-64	1.8%	1.8%	1.8%	1.6%	1.5%	1.5%	1.8%	1.9%	2.3%	2.3%
55-59	7.1%	7.5%	7.8%	8.0%	8.0%	8.3%	9.6%	10.2%	11.3%	11.9%
50-54	16.0%	17.4%	18.2%	19.1%	20.0%	20.2%	19.5%	18.8%	17.8%	16.9%
45-49	21.7%	20.6%	19.3%	17.9%	16.8%	15.4%	14.3%	16.3%	13.2%	12.9%
40-44	15.2%	14.0%	13.1%	12.7%	12.1%	12.0%	11.8%	12.0%	12.1%	12.6%
35-39	11.0%	10.8%	10.9%	11.3%	11.6%	12.2%	12.4%	13.1%	13.3%	13.8%
30-34	11.9%	12.4%	12.9%	13.1%	13.5%	13.8%	13.5%	13.6%	13.5%	13.3%
25-29	12.4%	12.6%	12.7%	12.9%	12.9%	12.9%	13.0%	12.5%	13.2%	13.2%
20-24	2.5%	2.6%	2.9%	3.2%	3.4%	3.6%	3.5%	1.2%	2.9%	2.8%

Source: Figures school officials reported to DPI.

School District Survey

Annual surveys seeking information related to teacher supply and demand were mailed to administrators of all Wisconsin public school districts and Cooperative Educational Service Agencies (CESAs) in the winter of the 2005-2006 school year. Survey materials included these items: (a) cover letter, (b) instructions, and (c) survey form.

The survey requested the following information:

1. 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.

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

Surveys were sent to all school districts and CESAs in the state. A second mailing and phone contacts followed to districts that did not respond. A total of 328 of the 430 contacted responded (76.3%).

Ratio of Applicants to Vacancies

Another measure of teacher supply and demand is applicants per vacancy.

Licensure/subject areas with higher numbers of applicants per vacancy are more likely to be in oversupply, whereas areas with fewer applicants per vacancy are more likely to be in undersupply. School districts listed the number of vacancies and applicants in 48 licensure/subject areas for the 2005-2006 school year. The ratio was calculated by dividing the number of applicants by the number of vacancies. Data are shown in Table 15.

Table 15
Ratio of Applicants to Vacancies for 2005-2006

Licensure/Subject Areas	Total Vacancies	Total Applicants	Ratio of Applicants to Vacancies
Visually Impaired	2.5	4	1.60
PT/OT	27.6	81	2.93
Deaf/Hearing Impaired	11.5	38	3.30
Drivers Ed	2.5	9	3.60
Speech/Language Path	79.8	362	4.54
ESL/Bilingual	137.9	722	5.24
Reading Specialist	101	551	5.46
Physics	17	96	5.65
Family/Consumer Ed	49.8	290	5.82
School Nurse	17	113	6.65
Library/Media	48.5	328	6.76
School Social Worker	15	111	7.40
Emotional Behavioral Disability	91.5	764	8.35
Superintendent	15	129	8.60
Director of Special Ed	15.5	138	8.90
Technology Ed	76	711	9.36
Agriculture	21.5	203	9.44
Foreign Language	122.2	1174	9.61
School Psychologist	42.1	416	9.88
Learning Disability	98	1071	10.93
Cross Categorical	152	1689	11.11
Cognitive Disability	68	777	11.43
Music	135.8	1687	12.42
Business Ed	55.5	693	12.49
Early Childhood/Kindergarten	31.5	427	13.56
Chemistry	36	538	14.94
Earth Science	15.5	293	18.90
Curriculum Director	15	301	20.07
Mathematics	142.3	3029	21.29
Health Ed	25	583	23.32
General Science	84.5	1990	23.55
Biology	41.5	1063	25.61
Art	64.5	1732	26.85
Eng/Spch/Thea/Jour	169.5	5096.5	30.07
School Counselor	82.2	2503	30.45
Physical Ed	101	3285	32.52
Early Childhood Special Ed	179.6	6224	34.65
Principal	101	3664	36.28
Elementary	632.1	30337	47.99
Social Studies	127.1	7731.5	60.83

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 0.89 between the two data sets. Further analyses indicated comparable ranges of applicant to vacancy ratios for 2004-2005 and 2005-2006 school years. The range of applicant to vacancy ratios was comparable across licensure/subject areas for 2005-2006 compared to 2004-2005 with ranges from .67 to 58.46 and 1.60 to 60.83 respectively.

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 for the state. 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 teacher supply in various certification areas, respondents rated teacher supply for licensure/subject areas in which the district had at least one vacancy for 2005-2006. 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 16Average Supply Rating Across Licensure/Subject Areas for 2005-2006

Licensure/Subject Area	State Average Rating of Supply
Visually Impaired	1.00
Deaf/Hearing Impaired	1.27
Speech/Language Pathology	1.37
PT/OT	1.48
ESL/Bilingual	1.49
Physics	1.56
Emotional Beh. Disability	1.56
Library/Media	1.59
Reading Specialist	1.65
Drivers Ed	1.67
Fam/Consumer Ed.	1.67
Technology Ed.	1.70
School Social Worker	1.70
Foreign Language	1.71
Agriculture	1.76
School Psychologist	1.84
School Nurse	1.87
Chemistry	1.89
Cross Categorical	1.90
Cognitive Disability	1.94
Learning Disability	1.98
Business Ed	2.03
Early Child Special Ed	2.09
Director of Special Ed	2.13
Music	2.17
Earth Science	2.19
Superintendent	2.27
Biology	2.53
Mathematics	2.62
Curriculum Director	2.75
Art	2.80
General Science	2.86
Sch. Counselor	2.93
Eng/Spch/Thea/Jour	3.03
Health Ed.	3.06
Principal	3.13
Early Childhood/Kindergarten	3.21
Physical Ed	3.50
Social Studies	3.99
Elementary	4.21

Source: Written survey of public school district officials

Supply ratings ranged from 1.00 to 4.21 on the 5-point scale. The overall mean supply rating was 2.20, compared to the previous year's mean of 2.26. The comparison suggests that district officials may perceive a nominal decrease in teacher supply. Moreover, ratings indicate respondents believe there is generally a slight shortage in teacher supply relative to demand.

Mean supply ratings of individual licensure areas were compared to the overall mean of 2.20 and then categorized. Licensure area means within 0.5 standard deviations of the overall mean were categorized as Average. Supply ratings of 0.5 to 1 standard deviation below the overall mean were categorized as areas of Supply Below Average. Supply ratings of more than 1 standard deviation below the mean were categorized as areas of Supply Well Below Average. Conversely, supply ratings of 0.5 to 1 standard deviations above the mean were categorized as areas of Supply Above Average, and those more than 1 standard deviation above the mean were categorized as areas of Supply Well Above Average.

Numerous licensure areas were categorized as Supply Below Average. Areas of Supply Below Average had mean ratings from 1.45 to 1.825. These areas were PT/OT, ESL/ Bilingual, Physics, Emotional Behavioral Disability, Library/Media, Reading Specialist, Drivers Education, Family/Consumer Education, Technology Education, School Social Worker, Foreign Language, and Agriculture.

Licensure areas with Supply Well Below Average had mean ratings below 1.45. Areas with Supply Well Below Average included: Visually Impaired, Deaf/Hearing Impaired, and Speech/Language Pathologist.

Licensure areas categorized as Average Supply had mean ratings of 1.825 to 2.575. These areas included: School Psychologist, School Nurse, Chemistry, Cross Categorical Special Education, Cognitive Disabilities, Learning Disabilities, Business Ed., Early Childhood Special Education, Director of Special Education, Music, Earth Science, Superintendent, and Biology.

Numerous licensure areas were categorized as areas of Supply Above Average. Areas of Supply Above Average had mean ratings of 2.575 to 2.95. These areas included Mathematics,

Curriculum Director, Art, General Science, and School Counselor. Several licensure areas were categorized as areas of Supply Well Above Average. The mean supply ratings for these areas were 2.95 and above. These certification areas included: English/Language Arts, Health Education, Principal, Early Childhood/Kindergarten, Physical Education, Social Studies, and Elementary Education.

Teacher supply ratings across licensure areas have shown consistency in recent years. Elementary Education, Physical Education, and Social Studies continue to have the highest 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, Foreign Language, and Agriculture 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 the difficulties in finding teachers in smaller, rural districts mirror those of large districts such as Milwaukee, 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 18% 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.

Emergency Licenses

Emergency license data provide an avenue to examine supply and demand of educational personnel across licensure/subject areas. It is reasonable to believe the number of emergency licenses issued indicates the number of positions school districts could not fill with a person certified in that licensure/subject area. Thus, trends in emergency license data may reflect the extent to which teacher 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. In particular, large urban districts and remote rural districts may need to hire more emergency licensees than other school districts.

There are two types of emergency licenses. One is for individuals who hold certification in a specific licensure/subject area but will be employed in a position that requires certification in a different area. A second type of emergency license is for individuals with bachelor's degrees who do not have a teaching certification. Table 17 includes total emergency licenses in both categories issued for the 2005-2006 school year. Recent trends for the number of emergency licenses are displayed in Table 18.

Table 17

Emergency License Totals, 2005-2006

License Categories	1-Year Special Licenses (Teaching out-of-area)			1-Year Permits (Bachelor Degree but no Certification)			Grand Total
	New	Renewal	Total	New	Renewal	Total	
Elementary Ed PreK-8	57	29	86	56	38	94	180
Elementary Bilingual Ed Prek-8	32	38	70	15	9	24	94
Total Elementary Education	89	67	156	71	47	118	274
Agriculture	2	0	2	0	0	0	2
Family/Consumer Education	7	3	10	2	2	4	14
Technology Education	4	7	11	7	14	21	32
Business Education	6	6	12	4	7	11	23
Marketing Education	2	1	3	1	0	1	4
English/Jour./Speech/Theater	15	8	23	8	5	13	36
Reading	49	35	84	2	2	4	88
Foreign Language	21	14	35	33	13	46	81
ESL	54	55	109	10	5	15	124
Secondary Bilingual Education	31	31	62	26	17	43	105
Math/Computer Science	14	8	22	15	12	27	49
Driver Education	11	3	14	0	0	0	14
Music K-12	11	5	16	13	0	13	29
Physical Education	5	2	7	5	1	6	13
Health	15	5	20	5	1	6	26
Art K-12	4	1	5	3	1	4	9
Science	42	13	55	11	14	25	80
Social Studies	15	5	20	4	2	6	26
Library Media	18	8	26	4	6	10	36
Total Secondary/Specialized	326	210	536	153	102	255	791
Cross Categorical	108	75	183	109	95	204	387
Hearing	2	2	4	4	2	6	10
Cognitive Disability	15	19	34	7	8	15	49
Early Childhood Sp. Education	30	16	46	11	14	25	71
Learning Disability	34	40	74	4	16	20	94
Speech/Language Pathology	1	1	2	4	3	7	9
Visual Disability	4	3	7	1	1	2	9
Emotional Behavioral Disability	53	66	119	25	38	63	182
Total Special Education	247	222	469	165	177	342	811
Pupil Services							
School Counselor	1	3	4	6	1	7	11
Social Worker	0	0	0	4	2	6	6
School Psychologist	0	1	1	3	0	3	4
Total Related Services	1	4	5	13	3	16	21
Grand Total	663	503	1166	402	329	731	1897

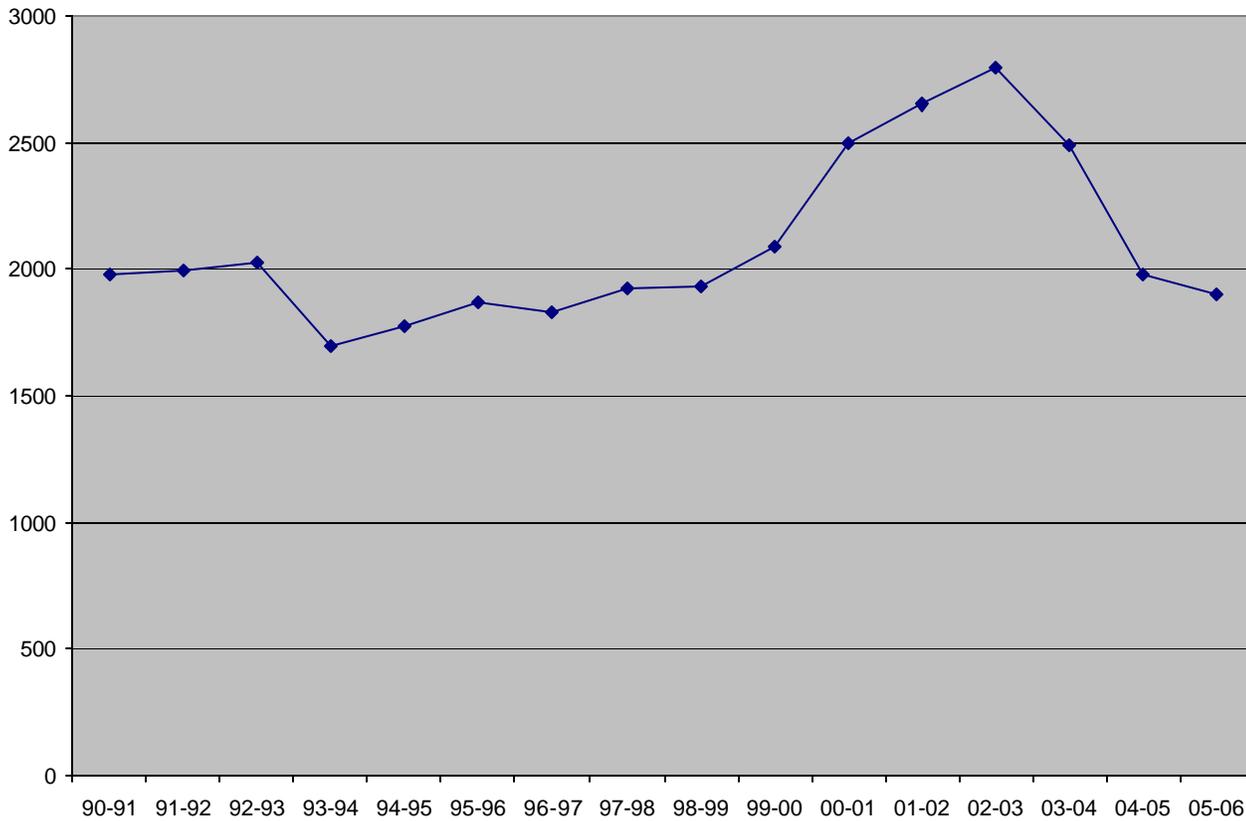
Source: Teacher Licensing Team, Wisconsin Department of Public Instruction

Table 18
Number of Initial and Renewal Emergency Licenses Issued From 1990-2006

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

Source: Teacher Licensing Team, Wisconsin Department of Public Instruction

Figure 4
Number of Initial and Renewal Emergency Licenses Issued From 1990-2006



Source: Teacher Licensing Team, Wisconsin Department of Public Instruction

The 2005-2006 school year marked the third 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 4.1%, from 1,978 in 2004-2005 to 1,897 in 2005-2006.

For 2005-2006, increases in emergency license totals occurred in Elementary/Early Childhood and Elementary Bilingual. Decreases were greatest in the areas of Specialized Personnel (-37.9%), Middle/High school (-28.7%), Special Education (-28.7%), and Special Fields (-27.9%).

Limitations exist with these data. One, emergency license data do not indicate whether individuals were hired for full-time or part-time positions. For example, an individual licensed in Chemistry may teach five sections of Chemistry in a school district, but may obtain an emergency

license to teach one section of Biology. Two, a school district may not be able to hire a licensed individual due to the specific terms of employment offered rather than a lack of qualified personnel. For example, licensed individuals may not be interested in positions that are part-time, are itinerant, or are low paying. As a result, the district may have to hire an emergency licensed individual.

Critical Shortage Areas

The survey mailed to all school districts included the following open-ended question: “Given projections of vacancies over the next five years, which subject/licensure areas do you anticipate will be most problematic for your district to hire qualified personnel?” A total of 254 school districts of the districts that returned surveys responded to the question. Results are shown in Table 20. Results include frequency, the number of respondents that identified each subject/licensure area as most problematic, and percentage of districts including each area. Rankings of subject/licensure areas from most to least frequently cited are similar to those indicated in the supply rating and applicant to vacancy ratio results. Overall, critical shortage areas most frequently cited were General Special Education, Mathematics, General Science, Technology Education, and Foreign Language.

Table 19
Critical Shortage Areas

Licensure/Subject Area	Frequency	Percent
General Special Ed	136	41.7%
Mathematics	115	35.2%
General Science	108	33.1%
Technology Education	76	23.3%
Foreign Language	53	16.2%
ESL/Bilingual	30	9.2%
Physics	24	7.3%
Chemistry	23	7.0%
Family/Consumer Ed	20	6.1%
Music	19	5.8%
Speech Language Pathologist	18	5.5%
Business Ed	17	5.2%
Administration General	15	4.6%
Emotional Behavior Disability	13	3.9%
Library Media	12	3.6%
Eng/Spch/Thea/Jour	10	3.0%
vocational	10	3.0%
Agriculture	8	2.4%
Cognitive Disability	8	2.4%
PT/OT	8	2.4%
*Area and level not specified	7	2.1%
Reading Specialist	7	2.1%
Biology	6	1.8%
Art	6	1.8%
School Counselor	6	1.8%
School Psychologist	6	1.8%
Learning Disability	4	1.2%
Superintendent	4	1.2%
Early Child Kindergarten	3	0.9%
Cross Categorical	3	0.9%
Deaf/Hearing Impaired	3	0.9%
Alternative ed	3	0.9%
Elementary	2	0.6%
Health Ed	2	0.6%
Physical Education	2	0.6%
Early Childhood Special Ed	2	0.6%
Director of Special Ed	2	0.6%
School Principal	2	0.6%
Earth Science	1	0.3%
Drivers Ed	1	0.3%
School Nurse	1	0.3%
Curriculum Director	1	0.3%
Social Studies	No Data	
Visually Impaired	No Data	
School Social Worker	No Data	

Source: Written survey of public school district officials

State Budget Effects

Hiring

The first question concerning the state budget was “Have the state budget difficulties affected hiring practices for the upcoming school year?” A total of 92 districts responded to this question (the overall survey was completed by 326 of 426 school districts, but not all responded to the narrative questions). 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 two categories:

1. Severe Effect

56 districts or 60.9% were included in this category.

Effects included anticipated teacher layoffs and program cuts. Districts in this category indicated they expected elimination of positions, not filling vacancies, and/or institution of hiring freezes. Many districts indicated that greater consideration could be given to hiring new teachers with less experience to reduce costs.

2. Moderate Effect

36 districts or 39.1% were included in this category.

Effects included a hiring freeze, delayed hiring, and selective hiring. Districts in this category also expected that they might be more selective in hiring, in that, only essential vacancies would be filled.

Attrition/Retirement

The second question concerning the state budget was “Have the state budget difficulties had an affect on staff attrition/retirement in your district?” A total of 103 districts responded to this question. Responses were compiled and included in Appendix E.

Responses were organized into four categories:

1. No effects/effects cannot be discerned at this time
15 districts or 14.6% were included in this category.
2. Teachers are reluctant to leave/retire due to factors other than state budget difficulties
28 districts or 27.2% were included in this category.
3. Increased teacher exodus/retirements because of pay cuts and uncertainty of future benefits
29 districts or 28.2% were included in this category.
4. Laying off or not filling as a result of state budget difficulties/elimination of positions
31 districts or 30.1% were included in this category.

Survey of Program Completers

The purposes of this report component were twofold. First, data provides a more complete picture of career paths followed by educational personnel than previously obtained. Second, data may provide insight into various dynamics of supply and demand. This is the seventh consecutive year a survey of program completers was conducted. Surveys were mailed to program completers from Wisconsin teacher training institutions. Lists of program completers for the 2004-2005 academic year were obtained from DPI. Fifteen percent of program completers were randomly selected from lists provided. In addition to 2004-2005 program completers, individuals surveyed in the previous four years received follow-up surveys to examine their current job status.

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

- Completed an initial licensing program between Dec. 2004 and August 2005.
- Completed a program at a four-year institution in the University of Wisconsin system or a four-year private college in the state.

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

Surveys of 2004-2005 program completers were completed and returned by 52% of those surveyed. Return rates have decreased in recent years. This may be due to lower employment rates. It is reasonable to expect individuals in educational positions are more likely to return surveys than those without positions. If a valid assumption, actual employment rates may be lower than those indicated by survey returns.

Surveys indicated that 73.5% of recent program completer respondents held full-time teaching positions in Wisconsin. Of individuals reportedly in full-time teaching positions in the

state, 66.7% were in public schools and 6.8% in private schools. Slightly less than 4% of respondents indicated that they were employed out of state in full-time teaching positions. Surveys indicated that 19.0% of respondents were employed as part-time or substitute teachers, 7.6% and 11.4% respectively. The percentage of respondents not teaching was 3.8%.

A comparison of 2004-2005 program completer respondents to 2003-2004 respondents indicated a similar percentage reporting full-time employment status. Respondents employed full-time at public state schools decreased slightly from 69.6% in 2003-2004 to 66.7% in 2004-2005. The percentage of respondents that reported their status as employed full-time in a private in-state school increased from 4.3% in 2003-2004 to 6.8% in 2004-2005. Those reporting their status as full time, out of state teachers decreased from 7.8% to 3.8% for the respective years. Continued analyses indicated total part-time teachers increased from 7.0% to 7.6%, substitute teachers increased from 8.7% to 11.4%, and those not teaching, from 2.6% to 3.8% from 2003-2004 to 2004-2005 respectively.

Limitations should be noted in these survey data reported. First, program completer lists were not provided by all teacher training institutions in Wisconsin. Second, 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. Third, there are obvious challenges to finding, contacting, and obtaining responses from individuals employed out of state. Fourth, repeated requests for survey responses over time may result in decreased response rates and biases.

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

Table 20

Employment Status of 2004-2005 Program Completers by Percentage

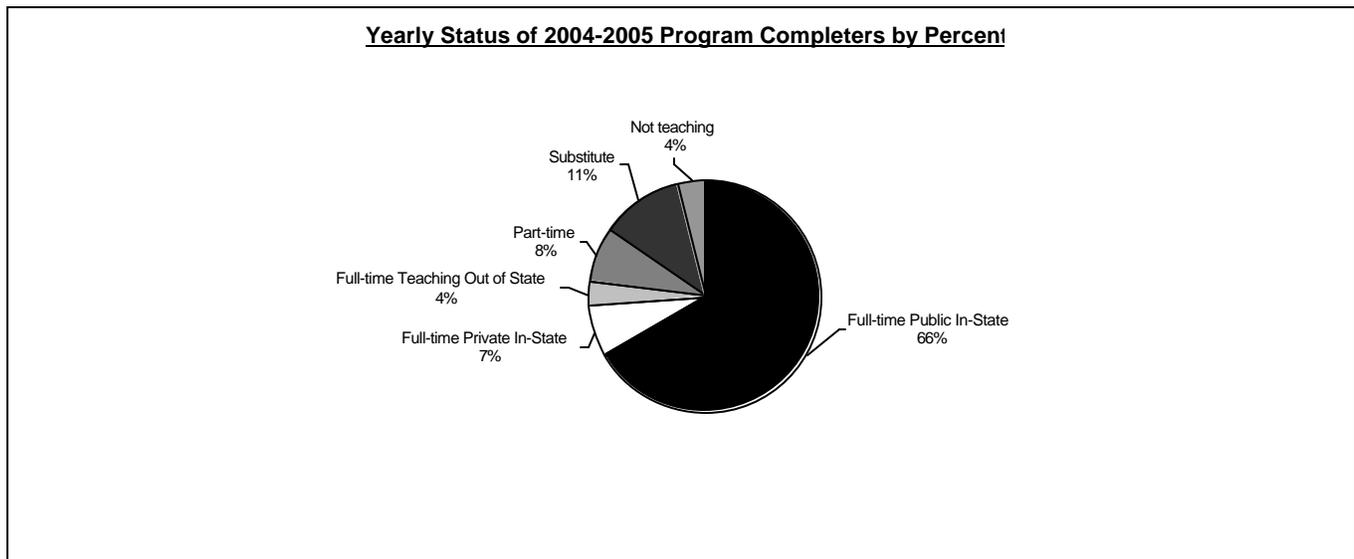
	Full-time Public In-State	Full-time Private In-State	Full-time Teaching Out of State	Part-time	Substitute	Not teaching	Total
Elementary	19	2	3	3	3	2	32
Secondary	25	6	1	2	8	3	45
Special Ed	12	0	0	0	1	0	13
Dual	0	0	0	0	0	0	0
Administrator	5	0	0	1	0	0	6
Specialized K-12	27	1	1	4	3	0	36
Total	88	9	5	10	15	5	132
Percent	66.7%	6.8%	3.8%	7.6%	11.4%	3.8%	100.0%

(Return rate= 132/254, 52.0%)

Source: Written survey of program completers

Figure 6

Employment Status of 2004-2005 Program Completers by Percentage



Source: Written survey of program completers

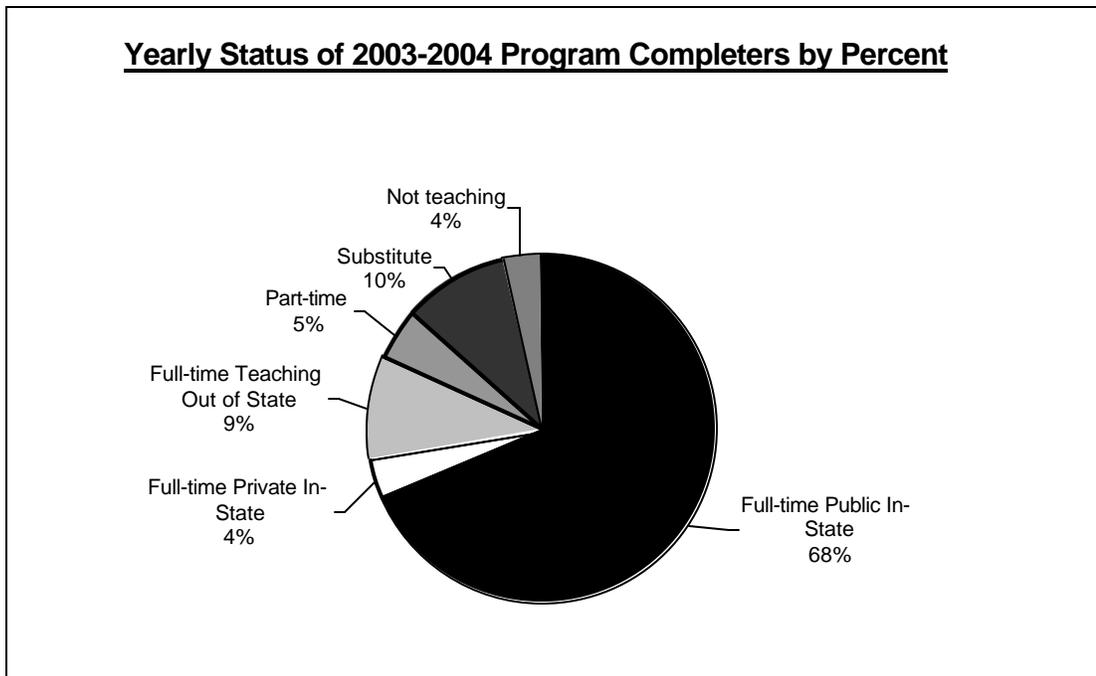
Table 21
Employment Status of 2003-2004 Program Completers by Percentage

	Full-time Public In-State	Full-time Private In-State	Full-time Teaching Out of State	Part-time	Substitute	Not teaching	Total
Elementary	16	1	1	1	2	1	22
Secondary	13	0	2	3	2	1	21
Special Ed	12	0	2	0	0	0	14
Dual	0	0	0	0	0	0	0
Administrator	9	1	0	0	0	0	10
Specialized K-12	7	1	3	0	4	1	16
Total	57	3	8	4	8	3	83
Percent	68.7%	3.6%	9.6%	4.8%	9.6%	3.6%	100.0%
One Year Earlier	69.6%	4.3%	7.8%	7.0%	8.7%	2.6%	100.0%

(return rate= 83/210, 39.5%)

Source: Written survey of program completers

Figure 7
Employment Status of 2003-2004 Program Completers by Percentage



Source: Written survey of program completers

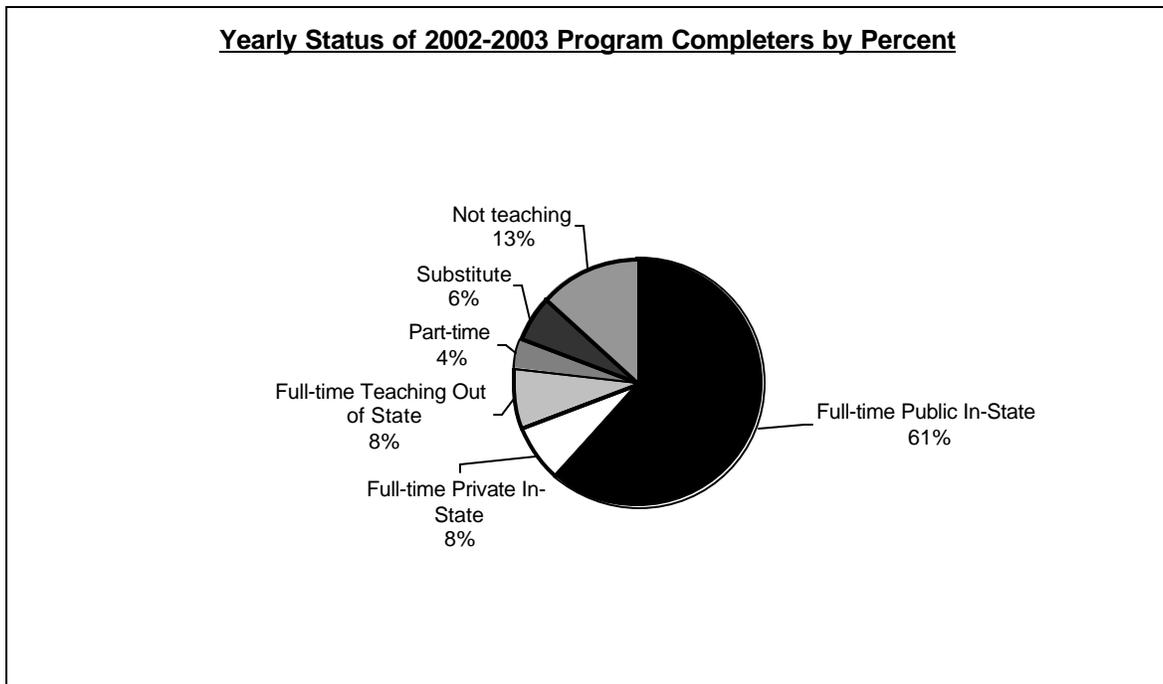
Table 22
Employment Status of 2002-2003 Program Completers by Percentage

	Full-time Public In-State	Full-time Private In-State	Full-time Teaching Out of State	Part-time	Substitute	Not teaching	Total
Elementary	7	2	2	1	1	3	16
Secondary	9	1	1	0	0	1	12
Special Ed	10	0	0	0	0	0	10
Dual	0	0	0	0	0	0	0
Specialized K-12	6	1	1	1	2	3	14
Administrator	0	0	0	0	0	0	0
Total	32	4	4	2	3	7	52
Percent	61.5%	7.7%	7.7%	3.8%	5.8%	13.5%	100.0%
One year earlier	55.8%	3.8%	9.6%	7.7%	13.5%	9.6%	100.0%
Two years earlier	59.3%	4.1%	2.8%	3.4%	11.7%	18.6%	100.0%

(return rate= 52/172, 30.2%)

Source: Written survey of program completers

Figure 8
Employment Status of 2002-2003 Program Completers by Percentage



Source: Written survey of program completers

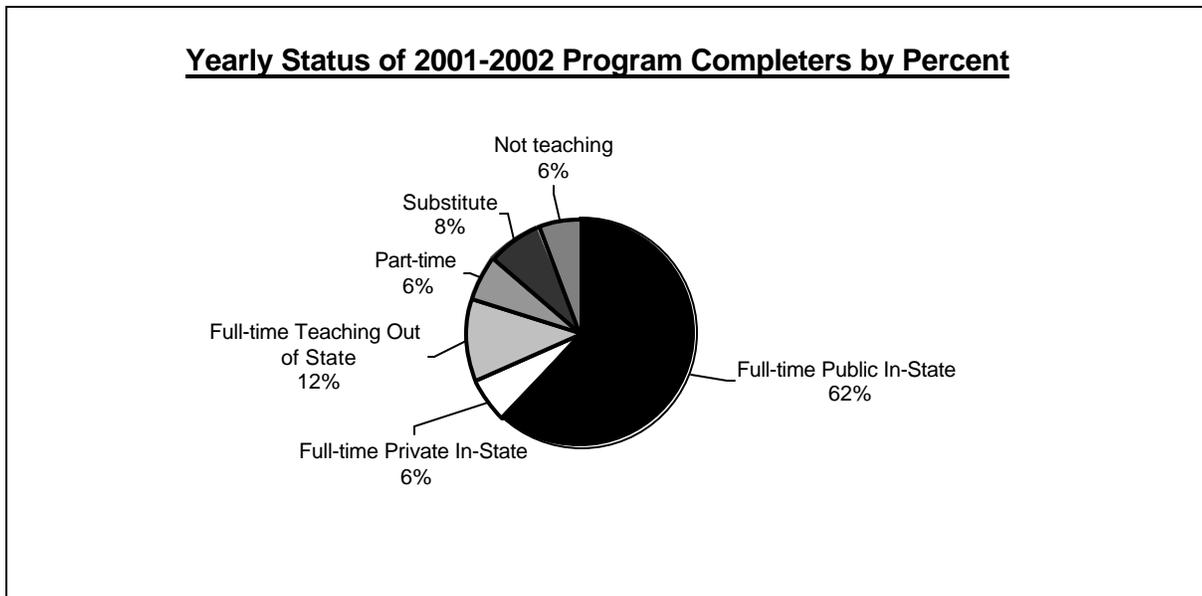
Table 23
Followup Survey of Employment Status of 2001-2002 Program Completers

	Full-time Public In-State	Full-time Private In-State	Full-time Teaching Out of State	Part-time	Substitute	Not teaching	Total
Elementary	10	1	0	1	4	2	18
Secondary	9	1	2	0	0	0	12
Special Ed	6	1	1	0	0	0	8
Dual	0	0	0	0	0	0	0
Administrator	0	0	0	0	0	0	0
Specialized K-12	6	0	3	2	0	1	12
Total	31	3	6	3	4	3	50
Percent	62.0%	6.0%	12.0%	6.0%	8.0%	6.0%	100.0%
One year earlier	62.5%	6.3%	8.3%	4.2%	12.5%	6.3%	100.0%
Two years earlier	70.2%	0.0%	4.3%	6.4%	8.5%	10.6%	100.0%
Three years earlier	68.6%	5.7%	5.7%	4.3%	5.7%	10.0%	100.0%

(return rate= 50/130, 38.5%)

Source: Written survey of program completers

Figure 9
Followup Survey of Employment Status of 2001-2002 Program Completers



Source: Written survey of program completers

Table 24

Followup Survey of Employment Status of 2000-2001 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	1	1	13
Secondary	10	1	1	0	0	1	13
Special Ed	7	0	0	1	0	0	8
Dual	0	0	0	0	0	0	0
Administrator	1	0	0	0	0	0	1
Specialized K-12	7	0	1	2	0	0	10
Total	34	1	3	4	1	2	45
Percent	75.6%	2.2%	6.7%	8.9%	2.2%	4.4%	100.0%
One year earlier	69.8%	2.3%	4.7%	4.7%	2.3%	16.3%	100.0%
Two years earlier	71.4%	2.9%	2.9%	5.7%	5.7%	11.4%	100.0%
Three years earlier	68.6%	5.7%	5.7%	4.3%	5.7%	10.0%	100.0%
Four years earlier	70.2%	6.9%	7.6%	6.1%	2.3%	6.9%	100.0%

(return rate= 45/84, 53.6%)

Source: Written survey of program completers

Figure 10

Followup Survey of Employment Status of 2000-2001 Program Completers

Source: Written survey of program completers

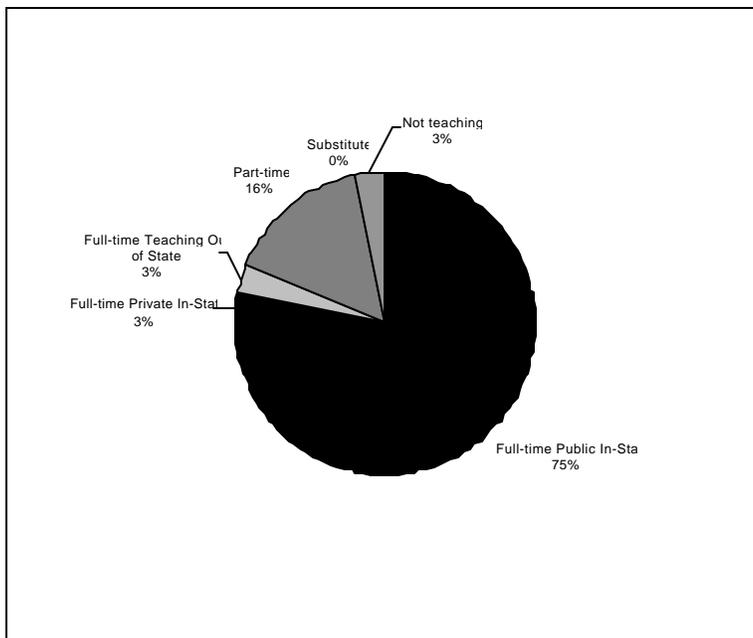
Table 25
Followup Survey of Employment Status of 1999-2000 Program Completers

	Full-time Public In-State	Full-time Private In-State	Full-time Teaching Out of State	Part-time	Substitute	Not teaching	Total
Elementary	6	0	0	1	0	0	7
Secondary	6	1	0	1	0	0	8
Special Ed	4	0	0	1	0	1	6
Administrators	0	0	0	0	0	0	0
Dual	0	0	0	0	0	0	0
Specialized K-12	8	0	1	2	0	0	11
Total	24	1	1	5	0	1	32
Percent	75.0%	3.1%	3.1%	15.6%	0.0%	3.1%	100.0%
One year earlier	76.7%	6.7%	3.3%	6.7%	0.0%	6.7%	100.0%
Two years earlier	73.0%	2.1%	10.4%	8.3%	2.1%	4.2%	100.1%
Three years earlier	67.4%	4.2%	13.7%	5.2%	2.1%	7.4%	100.0%
Four years earlier	62.4%	5.4%	14.1%	3.4%	4.7%	10.0%	100.0%

(return rate = 32/67, 47.8%)

Source: Written survey of program completers

Figure 11`
Followup Survey of Employment Status of 1999-2000 Program Completers



Source: Written survey of program completers

Table 26

Followup Survey of Employment Status of 1998-1999 Program Completers

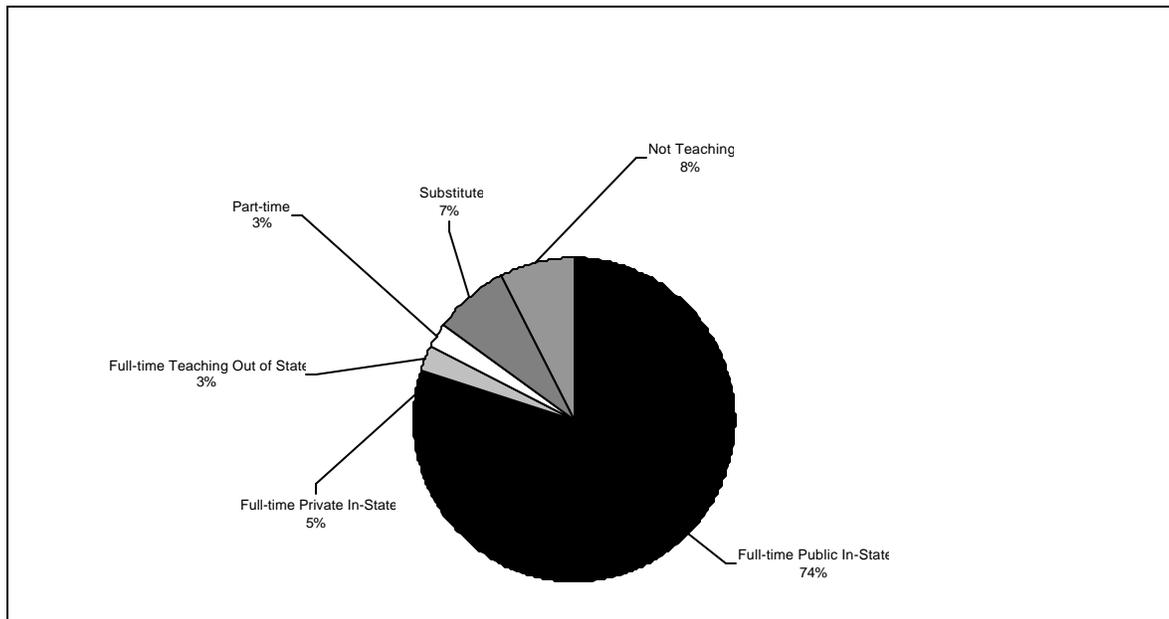
	Full-time Public In-State	Full-time Private In-State	Full-time Teaching Out of State	Part-time	Substitute	Not Teaching	Total
Elementary	13	2	0	0	1	1	17
Secondary	8	0	1	0	0	1	10
Special ed.	5	0	0	0	0	0	5
Dual	0	0	0	0	1	1	2
Administrators	0	0	0	0	0	0	0
Specialized K-12	4	0	0	1	1	0	6
Total	30	2	1	1	3	3	40
Percent	75.0%	5.0%	2.5%	2.5%	7.5%	7.5%	100%
One year earlier	76.3%	5.3%	10.5%	0.0%	5.3%	2.6%	100%
Two years earlier	79%	4%	8%	2%	4%	2%	100%
Three years earlier	77%	4%	8%	5%	1%	5%	100%
Four years earlier	74%	2%	11%	7%	2%	3%	99%
Five years earlier	61%	5%	12%	8%	10%	5%	101%

(return rate = 40/64, 62.5%)

Source: Written survey of program completers

Figure 12

Followup Survey of Employment Status of 1998-1999 Program Completers



Source: Written survey of program completers

Employment Outlook Across Selected License/Subject Areas

Ratings of employment outlook across selected license/subject areas are included in this section. Ratings are based on rating of supply data provided by Wisconsin school districts. Rating of supply was chosen as the determinant of outlook for several reasons. One, the correlation between ratings of supply and ratio of applicants to vacancies was 0.85 this year. In other words, the two measures yield very similar results. A correlation of 1.0 would indicate a perfect correspondence between the two measures. Two, the ratio of applicants to vacancies is a less desirable measure because it may inflate the supply of available teachers, 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 teacher candidates. Four, rating of supply provides a quantitative approach to rating employment outlooks.

It is acknowledged that rating of supply is not a perfect measure and has several limitations as described in a preceding section of this report. The following procedure was used to determine employment outlooks. First, the overall mean was calculated (2.1395) for ratings of supply. Second, the standard deviation was calculated for the data set (1.011). Third, an initial interval of 0.5 standard deviations above and below the mean was established. Supply ratings within this interval were rated as "average employment outlook." Additional intervals were established in 0.5 standard deviation increments and assigned an employment outlook category. Fourth, supply ratings (criteria) were used to assign licensure/subject areas to employment outlook categories. Thus, "outlook well above average" means individuals in these licensure/subject 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 28 is a listing of categories, criteria, and licensure/subject areas. Because no single measure is a perfect indicator of employment outlook across licensure/subject 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 2004-2005 positions as reported by school districts to DPI. In general, these measures appear to be congruent across license/subject areas

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

Table 27
Categories and Criteria for Employment Outlook

Category	Criteria	Licensure/Subject Areas
Supply Well Below Average	Below 1.45	Visually Impaired, Deaf/Hearing Impaired, Speech/Language Pathologist
Supply Below Average	1.45-1.825	PT/OT, ESL/ Bilingual, Physics, Emotional Behavioral Disability, Library/Media, Reading Specialist, Drivers Education, Family/Consumer Education, Technology Education, School Social Worker, Foreign Language, Agriculture
Supply Average	1.825-2.575	Driver's Education, Library/Media, Family/Consumer Education, Cognitive Disability, Director of Special Education, Foreign Language, Cross Categorical, Technology Education, School Psychologist, School Nurse, School Social Work, Earth Science, Agriculture, Superintendent, Mathematics, Curriculum Director, Learning Disability, Business Education, Music
Supply Above Average	2.575-2.95	Biology, Health Education, English/Speech/Theater/Journalism, General Science, Principal
Supply Well Above Average	2.95 and above	School Counselor, Art, Early Childhood/Kindergarten, Physical Education, Social Studies, Elementary

Source: School district supply ratings

Table 28
Summary of Employment Outlook Statistics

Area	Average Rating of Supply	Ratio of Applicants to Vacancies	Number of Emergency Licenses
Elementary			
Early Child/Kindergarten	3.21	13.56	180
Elementary	4.21	47.99	
Mid/High School			
Biology	2.53	25.61	80
Chemistry	1.89	14.94	
Earth Science	2.19	18.90	
Physics	1.56	5.65	
General Science	2.86	23.55	
Mathematics	2.62	21.29	
Eng/Spch/Thea/Jour	3.03	30.07	
Social Studies	3.99	60.83	
Special Fields			
Agriculture	1.76	9.44	2
Art	2.80	26.85	9
Business Ed	2.03	12.49	23
Drivers Ed	1.67	3.60	14
Fam/Consum Ed.	1.67	5.82	14
Foreign Language	1.71	9.61	81
Health Ed.	3.06	23.32	26
Music	2.17	12.42	29
Phys. Ed.	3.50	32.52	13
Technology Ed.	1.70	9.36	32
Special Education			
Cognitive Disability	1.94	11.43	49
Cross Categorical	1.90	11.11	387
Deaf/Hear Impair.	1.27	3.30	10
Early Child Spec. Ed.	2.09	34.65	71
Emotional Beh. Dis.	1.56	8.35	182
Learning Disability	1.98	10.93	94
Speech/Lang. Path	1.37	4.54	9
Visually Imp.	1.00	1.60	9
PT/OT	1.48	2.93	N/A
Specialized Personnel			
ESL/Bilingual	1.49	5.24	124
Library/Media	1.59	6.76	36
Reading Specialist	1.65	5.46	88
Sch. Counselor	2.93	30.45	11
Sch. Nurse	1.87	6.65	N/A
Sch. Psychologist.	1.84	9.88	4
Sch. Social Work	1.70	7.40	6
Administrators			
Curriculum Director	2.75	20.07	N/A
Dir. of Spec. Ed.	2.13	8.90	N/A
Principal	3.13	36.28	N/A
Superintendent	2.27	8.60	N/A

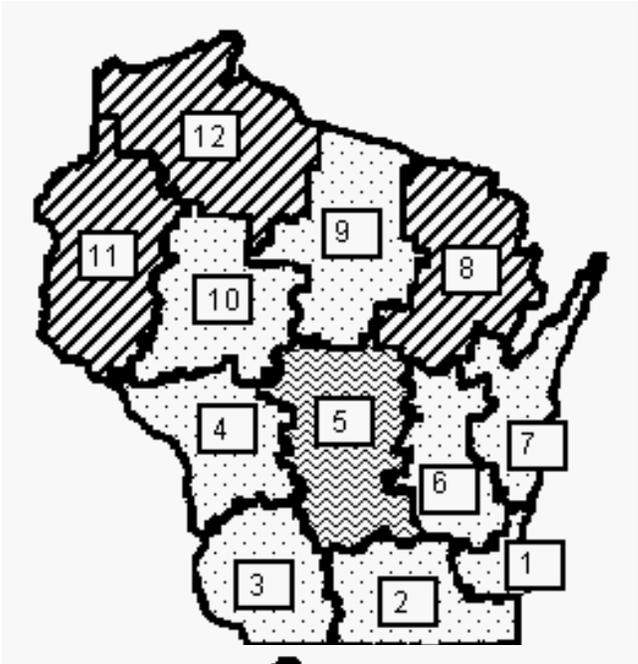
Sources: Written survey of public school district officials, Wisconsin DPI

Elementary

Early Childhood/Kindergarten

Outlook: Well Below Average

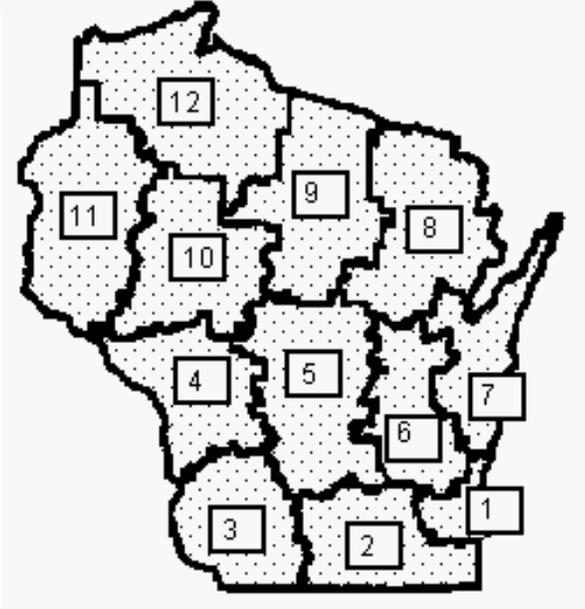
- School district supply rating was in the well above average range.
- Ratio of applicants to vacancies was 13.56.
- Number of emergency hires school districts reported to DPI was 180 (Elementary and Early Childhood).



Elementary

Outlook: Well Below Average

- School district supply rating was in the well above average range.
- Ratio of applicants to vacancies was 47.99.
- Number of emergency hires school districts reported to DPI was 180 (Elementary and Early Childhood).



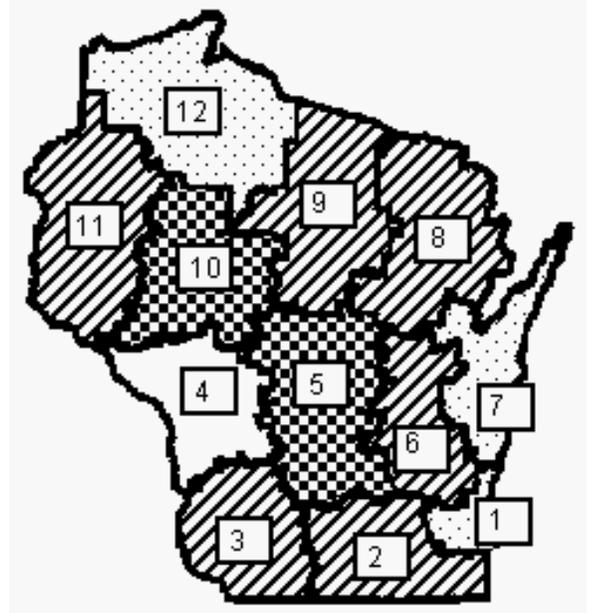
Key		Supply Well Below Average
		Supply Below Average
		Supply Average
		Supply Above Average
		Supply Well Above Average
		No Vacancies Reported

Middle/High School

Biology

Outlook: Average

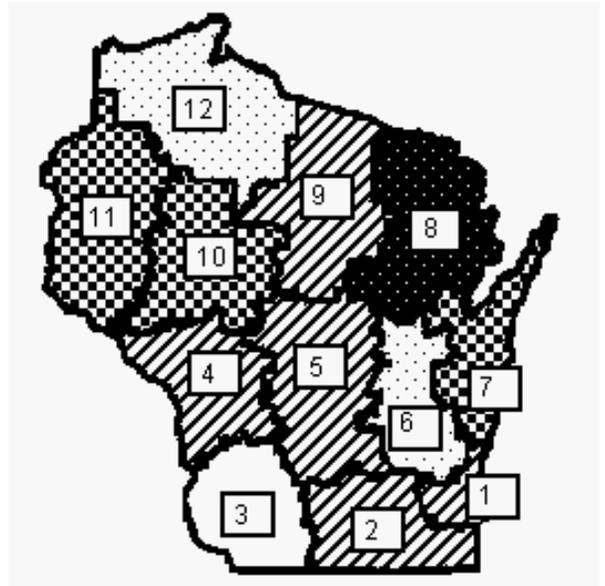
- School district supply rating was in the average range.
- Ratio of applicants to vacancies was 25.61
- Number of emergency hires school districts reported to DPI was 80 (All science areas).



Chemistry

Outlook: Average

- School district supply rating was in the average range.
- Ratio of applicants to vacancies was 14.94.
- Number of emergency hires school districts reported to DPI was 80 (All science areas).

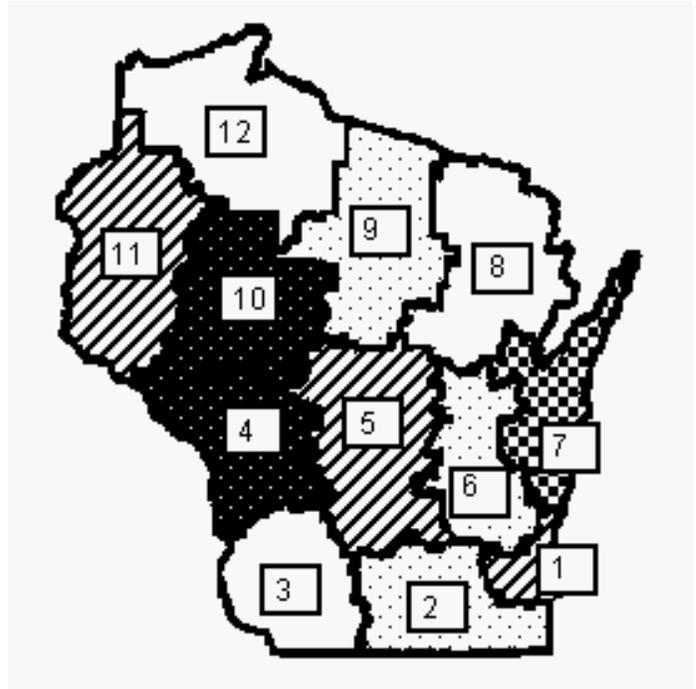


Key	
	Supply Well Below Average
	Supply Below Average
	Supply Average
	Supply Above Average
	Supply Well Above Average
	No Vacancies Reported

Earth Science

Outlook: Average

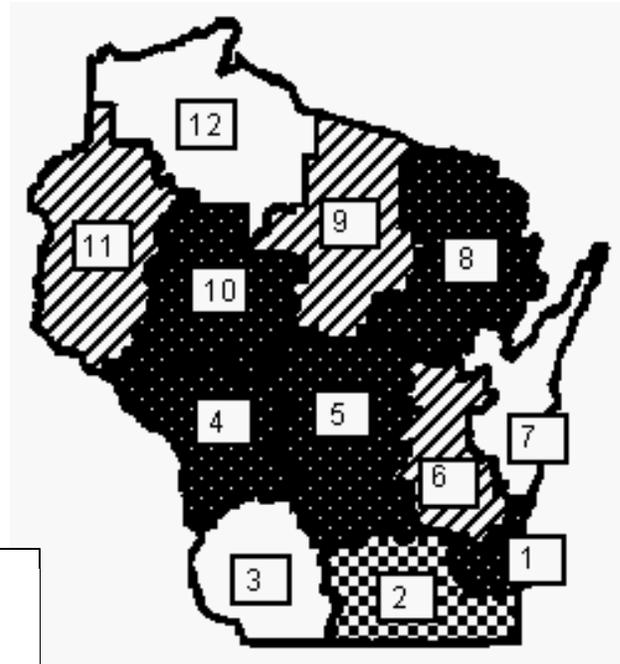
- School district supply rating was in the average range.
- Ratio of applicants to vacancies was 18.90.
- Number of emergency hires school districts reported to DPI was 80 (All science areas).



Physics

Outlook: Above Average

- School district supply rating was in the below average range.
- Ratio of applicants to vacancies was 5.65.
- Number of emergency hires school districts reported to DPI was 80 (All science areas).

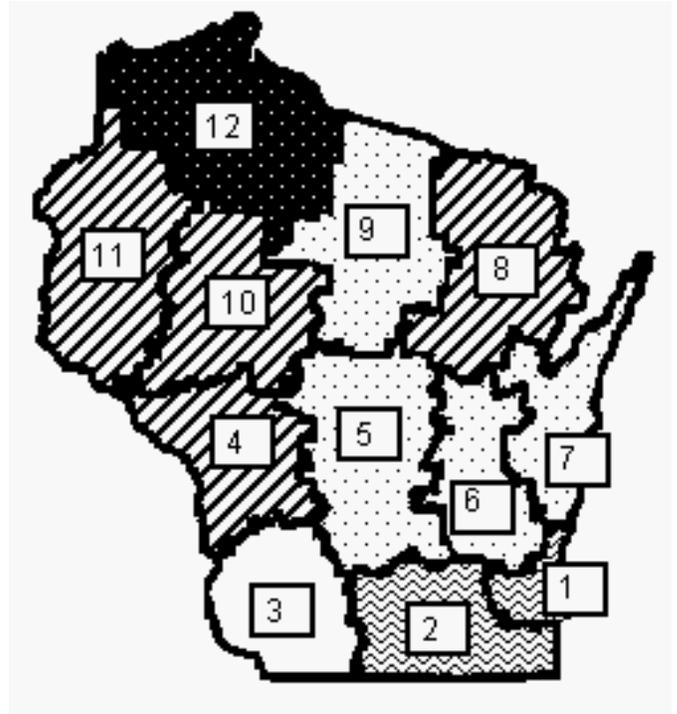


Key		Supply Well Below Average
		Supply Below Average
		Supply Average
		Supply Above Average
		Supply Well Above Average
		No Vacancies Reported

General Science

Outlook: Below Average

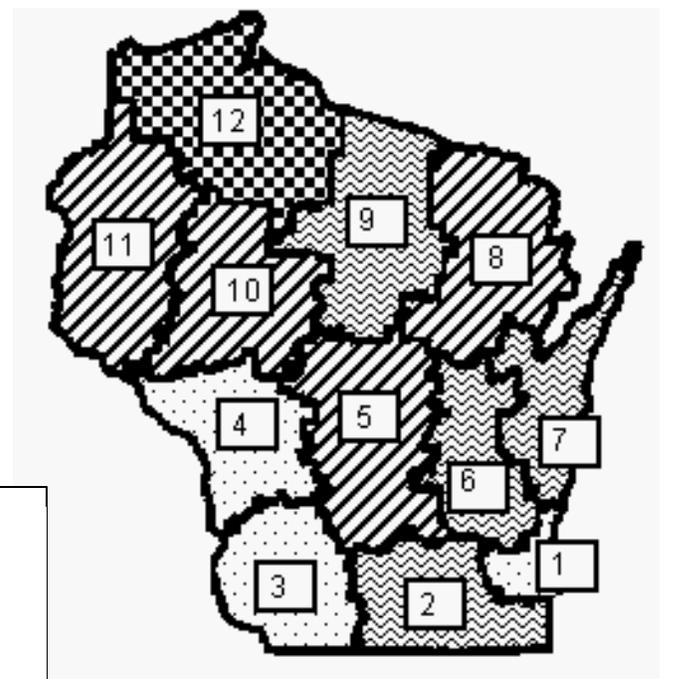
- School district supply rating was in the above average range.
- Ratio of applicants to vacancies was 23.55.
- Number of emergency hires school districts reported to DPI was 80 (All science areas).



Mathematics

Outlook: Below Average

- School district supply rating was in the above average range.
- Ratio of applicants to vacancies was 21.29.
- Number of emergency hires school districts reported to DPI was 49.

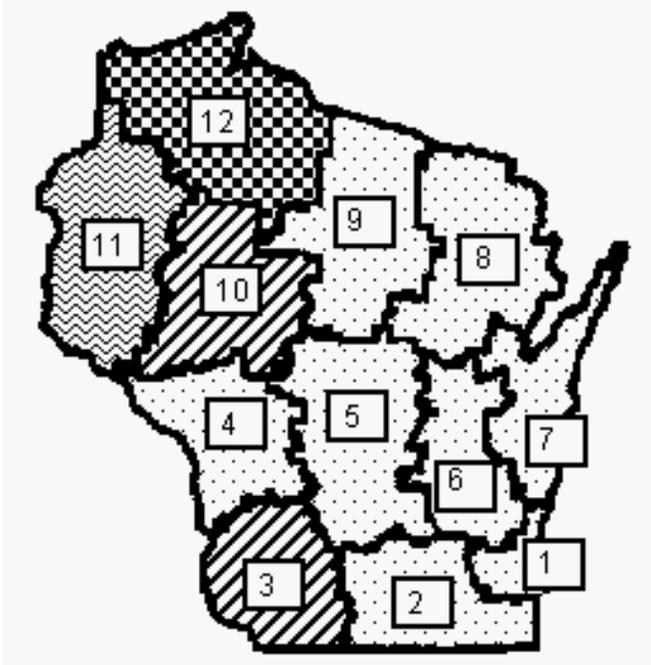


Key		Supply Well Below Average
		Supply Below Average
		Supply Average
		Supply Above Average
		Supply Well Above Average
		No Vacancies Reported

Eng/Speech/Theater/Journalism

Outlook: Well Below Average

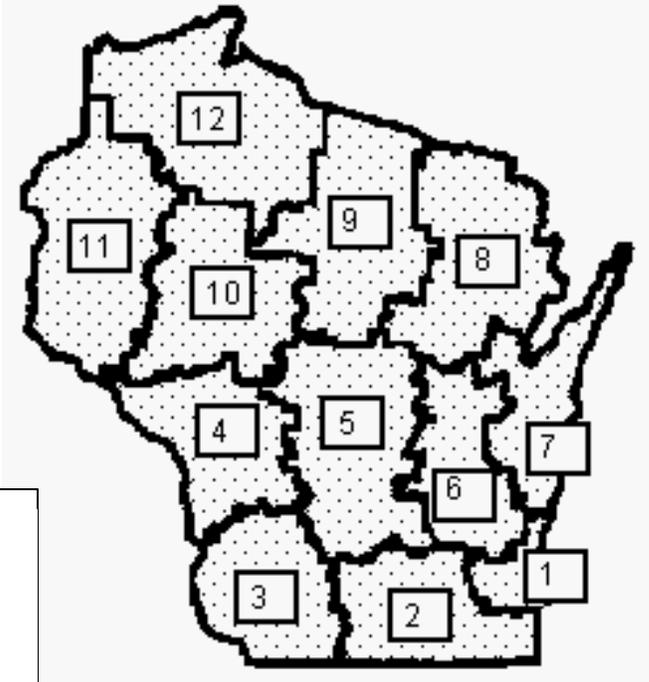
- School district supply rating was in the well above average range.
- Ratio of applicants to vacancies was 30.07.
- Number of emergency hires school districts reported to DPI was 36.



Social Studies

Outlook: Well Below Average

- School district supply rating was in the well above average range.
- Ratio of applicants to vacancies was 60.83.
- Number of emergency hires school districts reported to DPI was 26.



Key

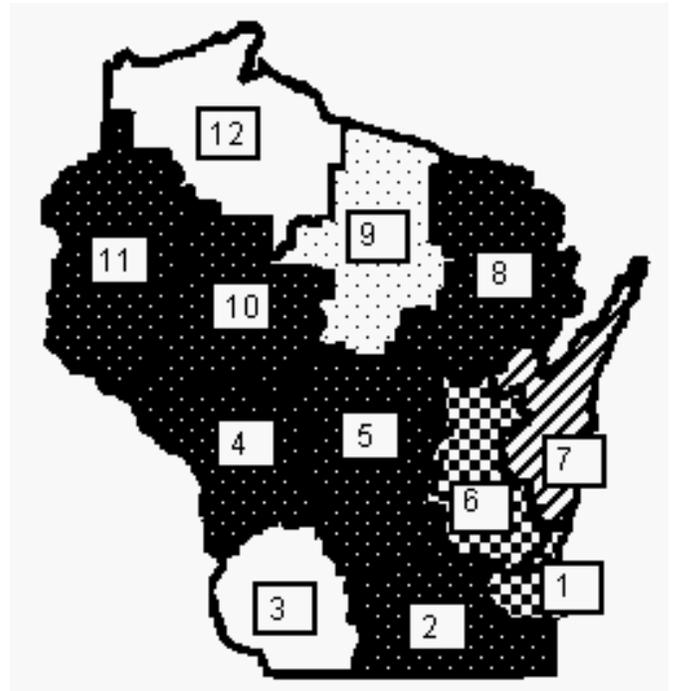
	Supply Well Below Average
	Supply Below Average
	Supply Average
	Supply Above Average
	Supply Well Above Average
	No Vacancies Reported

Specialized

ELL/ESL/Bilingual

Outlook: Above Average

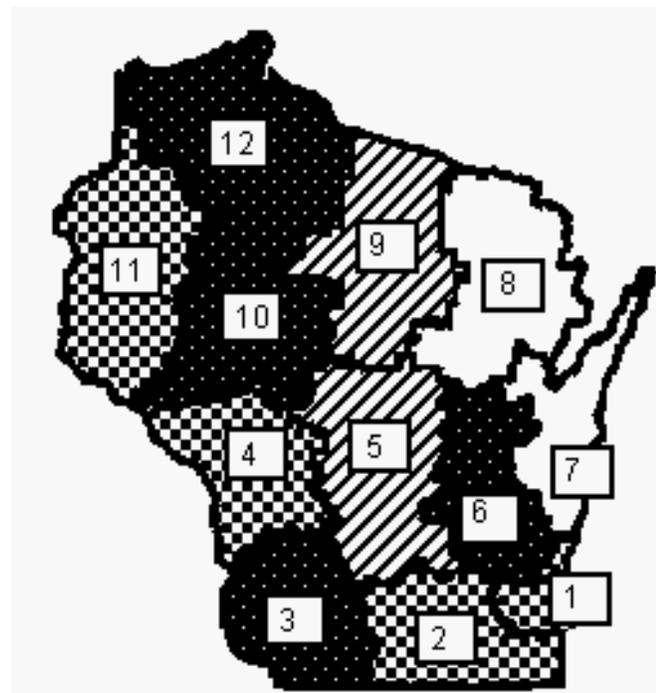
- School district supply rating was in the below average range.
- Ratio of applicants to vacancies was 5.24.
- Number of emergency hires school districts reported to DPI was 124.



Library Media

Outlook: Above Average

- School district supply rating was in the below average range.
- Ratio of applicants to vacancies was 6.76.
- Number of emergency hires school districts reported to DPI was 36.

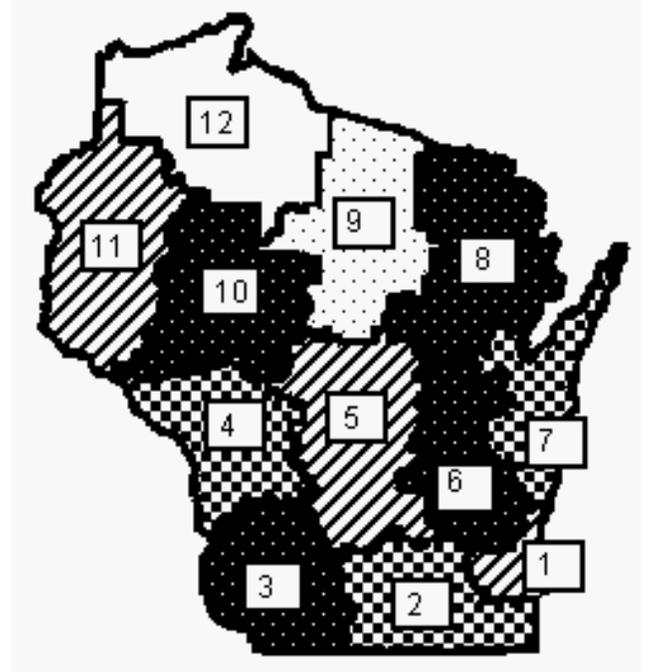


Key	
	Supply Well Below Average
	Supply Below Average
	Supply Average
	Supply Above Average
	Supply Well Above Average
	No Vacancies Reported

Reading Specialist

Outlook: Above Average

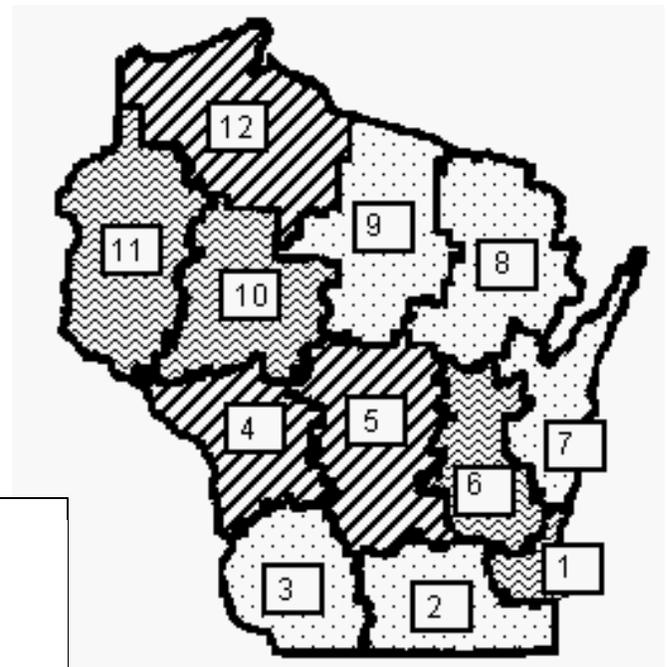
- School district supply rating was in the below average range.
- Ratio of applicants to vacancies was 5.46.
- Number of emergency hires school districts reported to DPI was 88.



School Counselor

Outlook: Below Average

- School district supply rating was in the above average range.
- Ratio of applicants to vacancies was 30.45.
- Number of emergency hires school districts reported to DPI was 11.

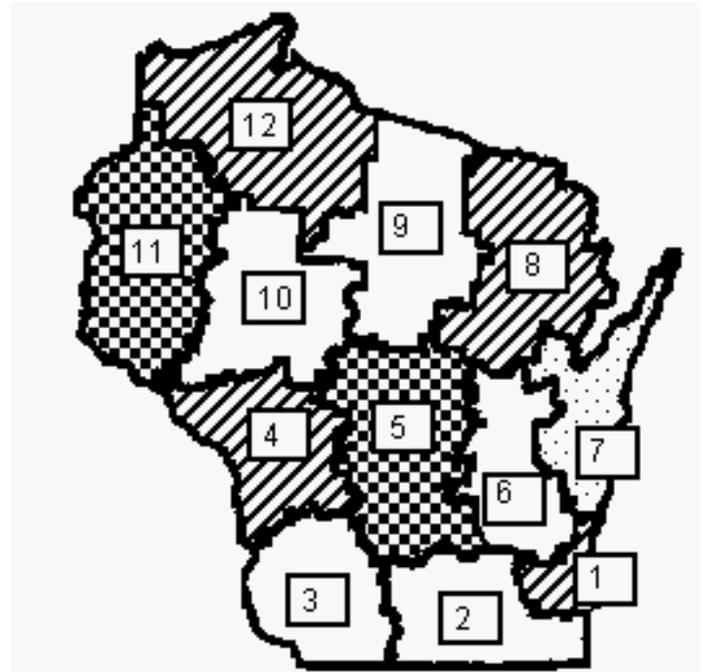


Key	
	Supply Well Below Average
	Supply Below Average
	Supply Average
	Supply Above Average
	Supply Well Above Average
	No Vacancies Reported

School Nurse

Outlook: Average

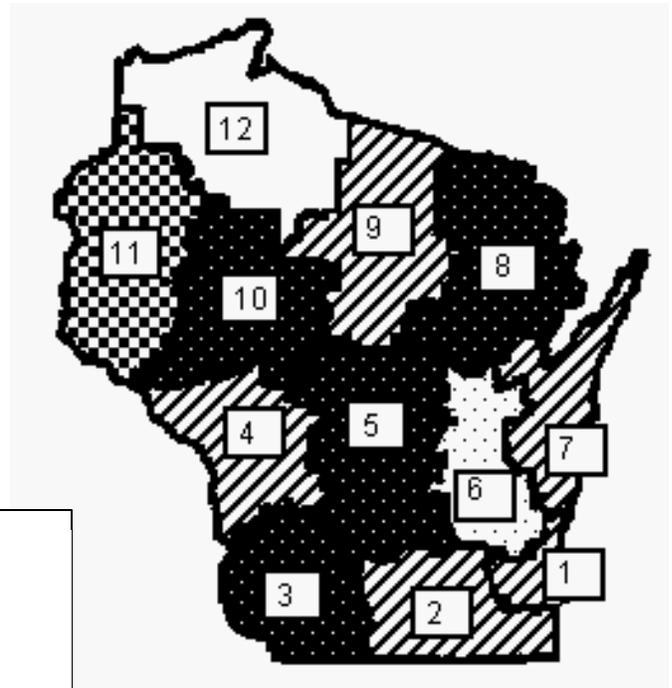
- School district supply rating was in the average range.
- Ratio of applicants to vacancies was 6.65.



School Psychologist

Outlook: Average

- School district supply rating was in the average range.
- Ratio of applicants to vacancies was 9.88.
- Number of emergency hires school districts reported to DPI was 4.

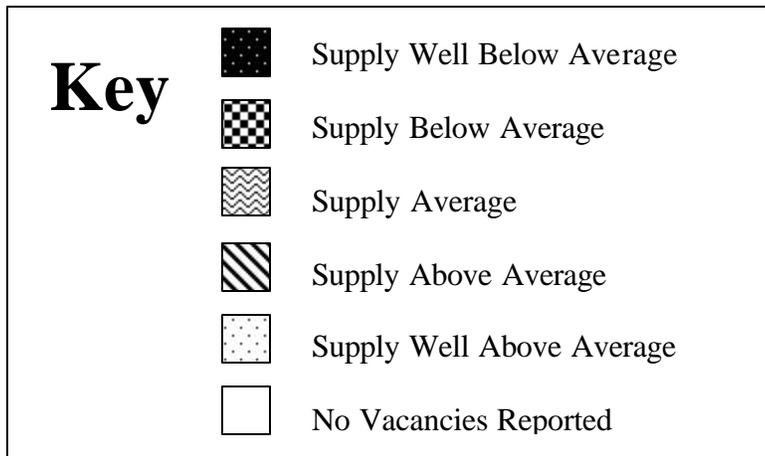
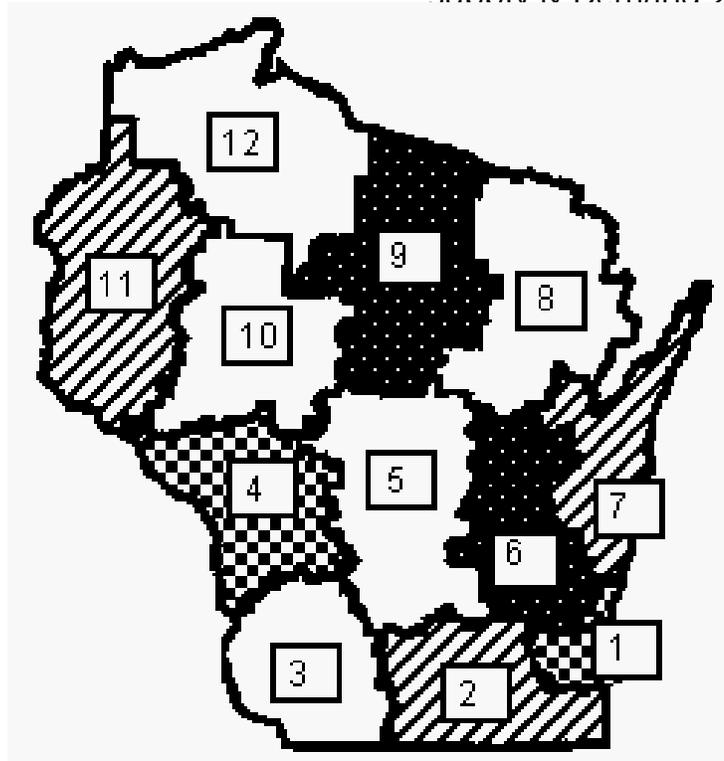


Key	
	Supply Well Below Average
	Supply Below Average
	Supply Average
	Supply Above Average
	Supply Well Above Average
	No Vacancies Reported

School Social Worker

Outlook: Above Average

- School district supply rating was in the below average range.
- Ratio of applicants to vacancies was 7.40.
- Number of emergency hires school districts reported to DPI was 6.

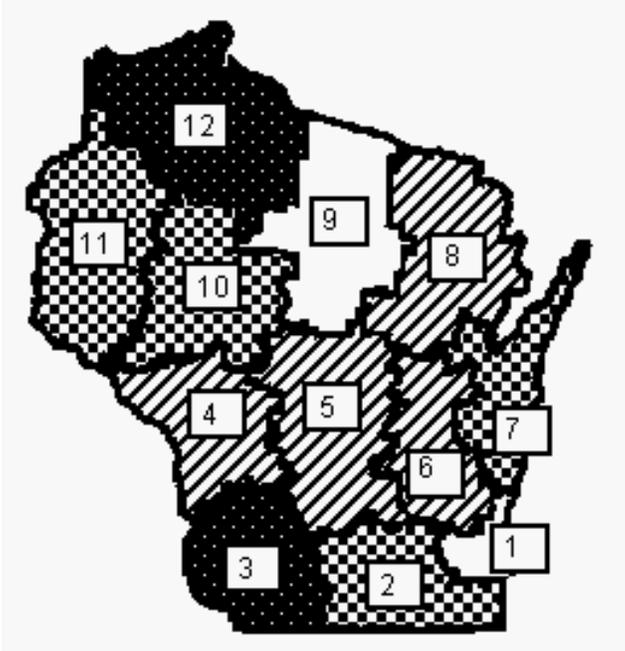


Special Fields

Agriculture

Outlook: Above Average

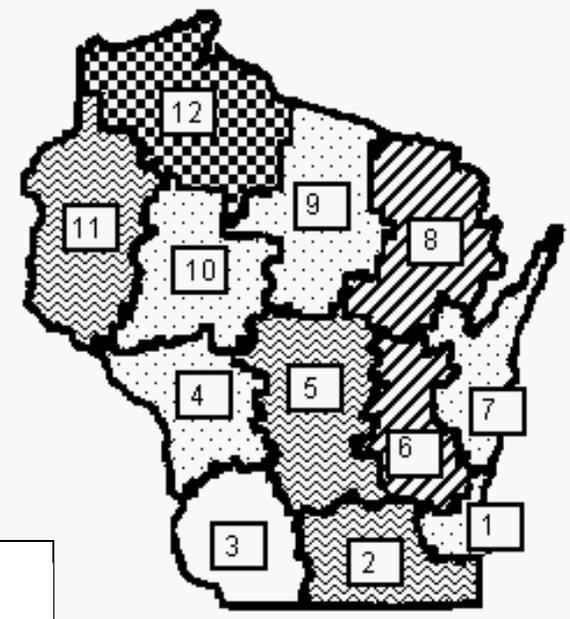
- School district supply rating was in the below average range.
- Ratio of applicants to vacancies was 9.44.
- Number of emergency hires school districts reported to DPI was 2.



Art

Outlook: Below Average

- School district supply rating was in the above average range.
- Ratio of applicants to vacancies was 26.85.
- Number of emergency hires school districts reported to DPI was 9.

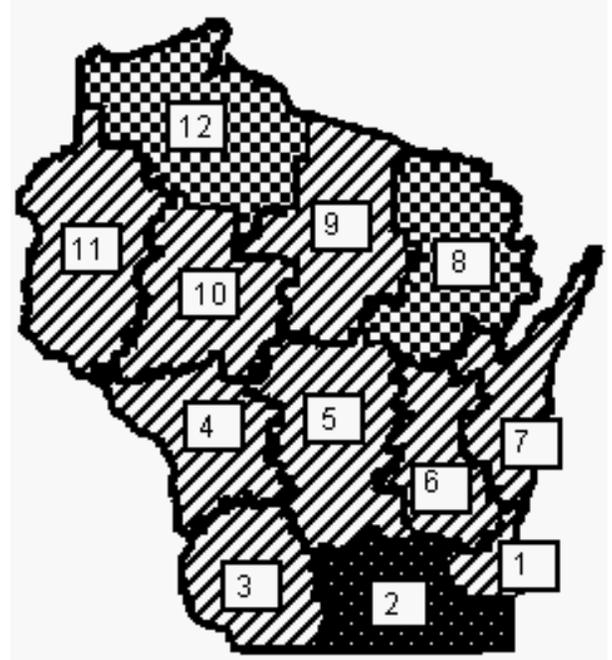


Key		Supply Well Below Average
		Supply Below Average
		Supply Average
		Supply Above Average
		Supply Well Above Average
		No Vacancies Reported

Business Education

Outlook: Average

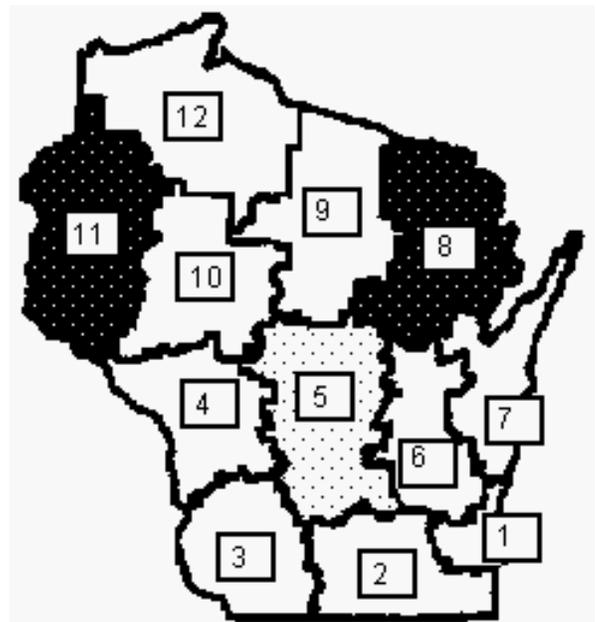
- School district supply rating was in the average range.
- Ratio of applicants to vacancies was 12.49.
- Number of emergency hires school districts reported to DPI was 23.



Driver's Education

Outlook: Above Average

- School district supply rating was in the below average range.
- Ratio of applicants to vacancies was 3.60.
- Number of emergency hires school districts reported to DPI was 14.

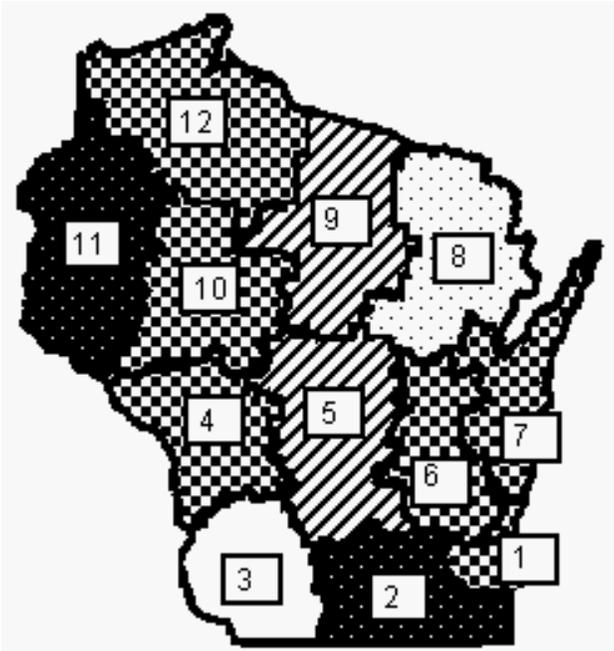


Key		Supply Well Below Average
		Supply Below Average
		Supply Average
		Supply Above Average
		Supply Well Above Average
		No Vacancies Reported

Family and Consumer Education

Outlook: Above Average

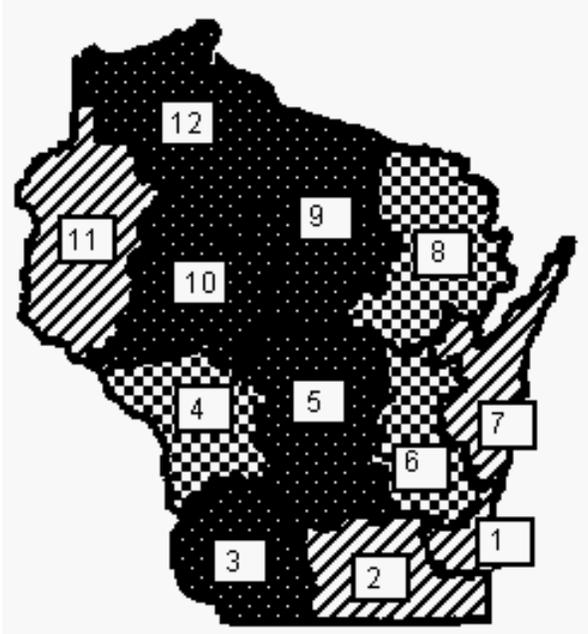
- School district supply rating was in the below average range.
- Ratio of applicants to vacancies was 5.82.
- Number of emergency hires school districts reported to DPI was 14.



Foreign Language

Outlook: Above average

- School district supply rating was in the below average range.
- Ratio of applicants to vacancies was 9.61.
- Number of emergency hires school districts reported to DPI was 81.



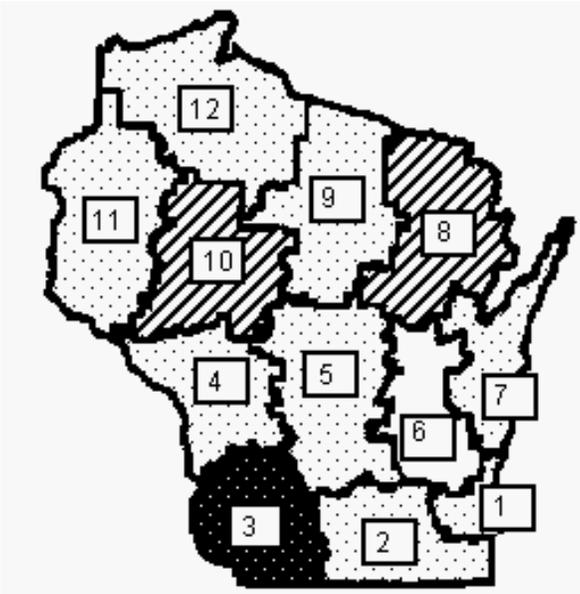
Key

-  Supply Well Below Average
-  Supply Below Average
-  Supply Average
-  Supply Above Average
-  Supply Well Above Average
-  No Vacancies Reported

Health Education

Outlook: Well Below Average

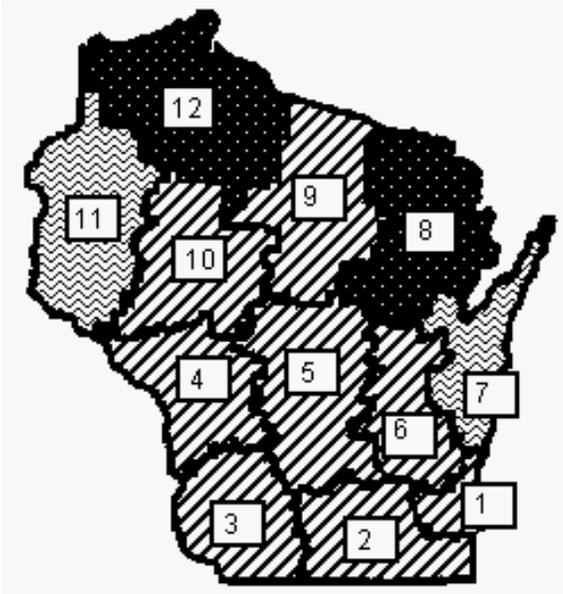
- School district supply rating was in the well above average range.
- Ratio of applicants to vacancies was 23.32.
- Number of emergency hires school districts reported to DPI was 26.



Music

Outlook: Average

- School district supply rating was in the average range.
- Ratio of applicants to vacancies was 12.42.
- Number of emergency hires school districts reported to DPI was 29.

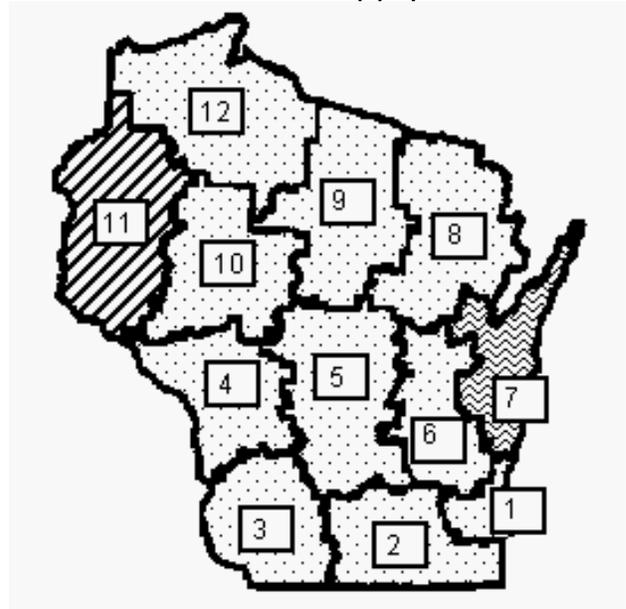


Key		Supply Well Below Average
		Supply Below Average
		Supply Average
		Supply Above Average
		Supply Well Above Average
		No Vacancies Reported

Physical Education

Outlook: Well Below Average

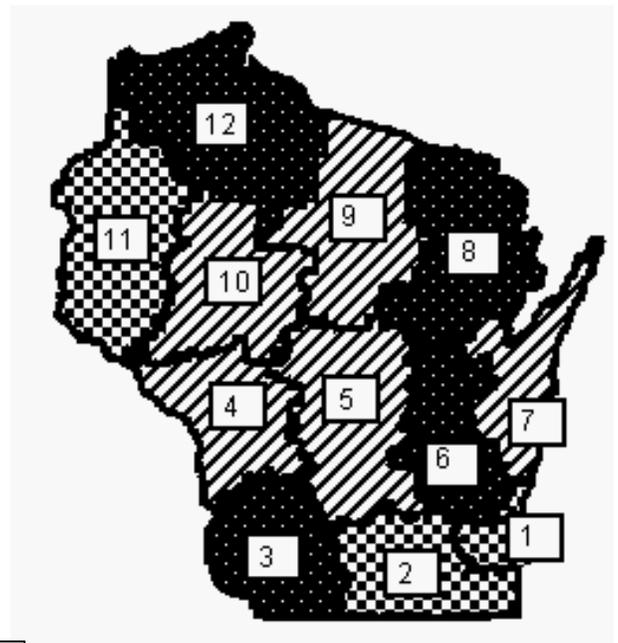
- School district supply rating was in the well above average range.
- Ratio of applicants to vacancies was 32.52.
- Number of emergency hires school districts reported to DPI was 13.



Technology Education

Outlook: Above Average

- School district supply rating was in the below average range.
- Ratio of applicants to vacancies was 9.36.
- Number of emergency hires school districts reported to DPI was 32.



Key		Supply Well Below Average
		Supply Below Average
		Supply Average
		Supply Above Average
		Supply Well Above Average
		No Vacancies Reported

Special Education

Cognitive Disabilities

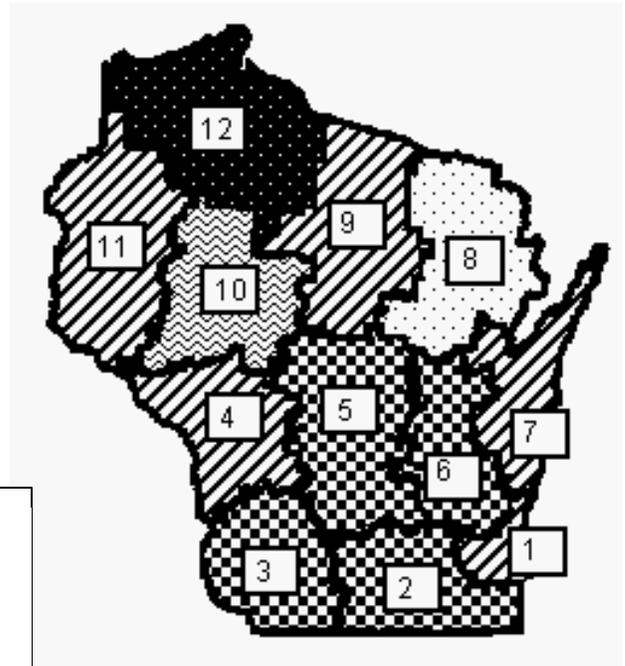
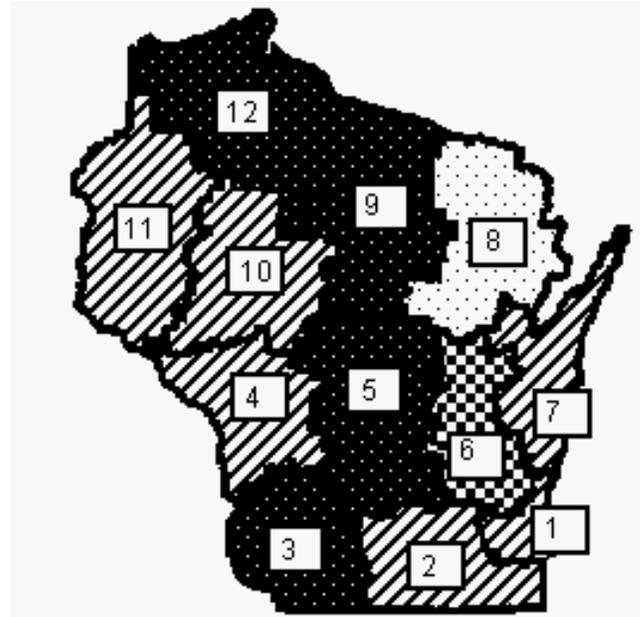
Outlook: Average

- School district supply rating was in the average range.
- Ratio of applicants to vacancies was 11.43.
- Number of emergency hires school districts reported to DPI was 49.

Cross Categorical

Outlook: Average

- School district supply rating was in the average range.
- Ratio of applicants to vacancies was 11.11.
- Number of emergency hires school districts reported to DPI was 387.

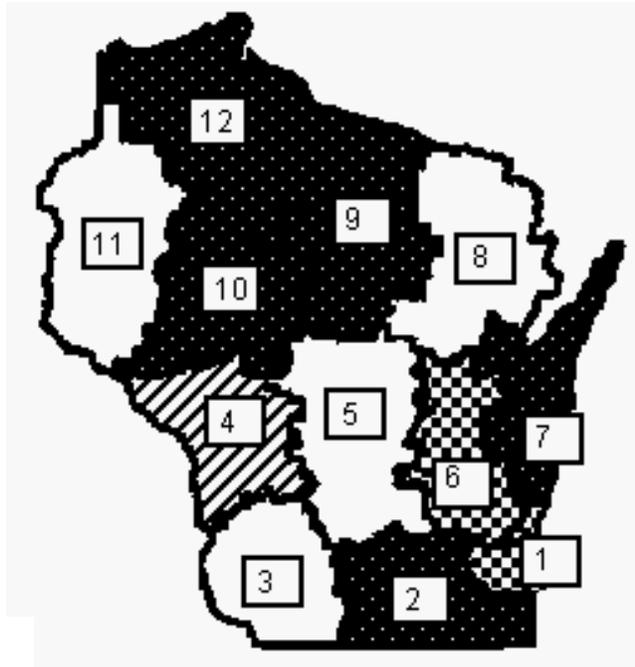


Key	
	Supply Well Below Average
	Supply Below Average
	Supply Average
	Supply Above Average
	Supply Well Above Average
	No Vacancies Reported

Deaf/Hearing Impairment

Outlook: Well Above Average

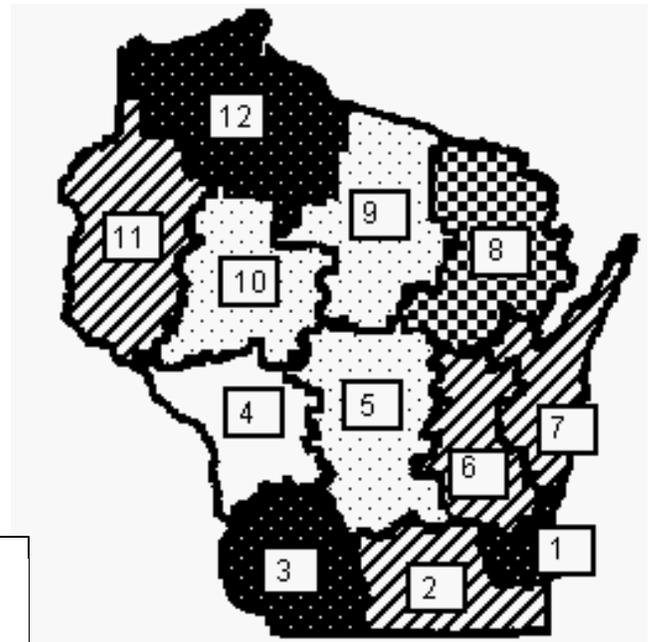
- School district supply rating was in the well below average range.
- Ratio of applicants to vacancies was 3.30.
- Number of emergency hires school districts reported to DPI was 10.



Early Childhood/Special Education

Outlook: Average

- School district supply rating was in the average range.
- Ratio of applicants to vacancies was 34.65.
- Number of emergency hires school districts reported to DPI was 71.

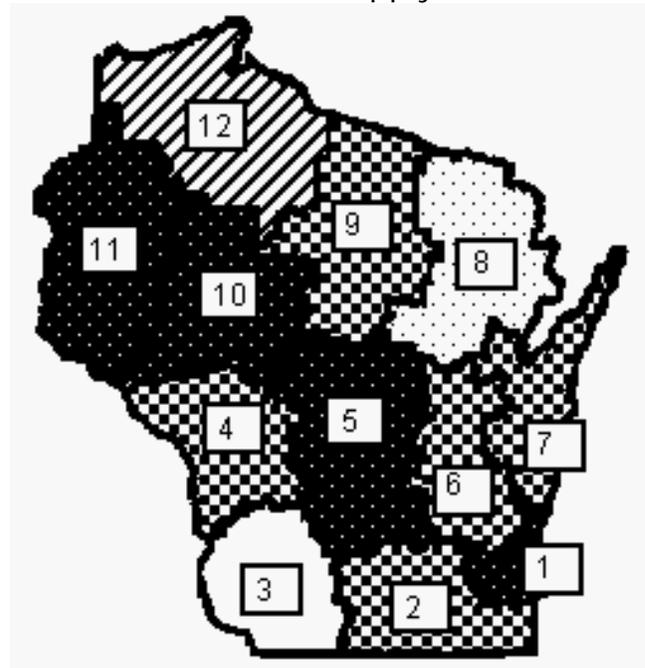


Key		Supply Well Below Average
		Supply Below Average
		Supply Average
		Supply Above Average
		Supply Well Above Average
		No Vacancies Reported

Emotional Behavioral Disability

Outlook: Above Average

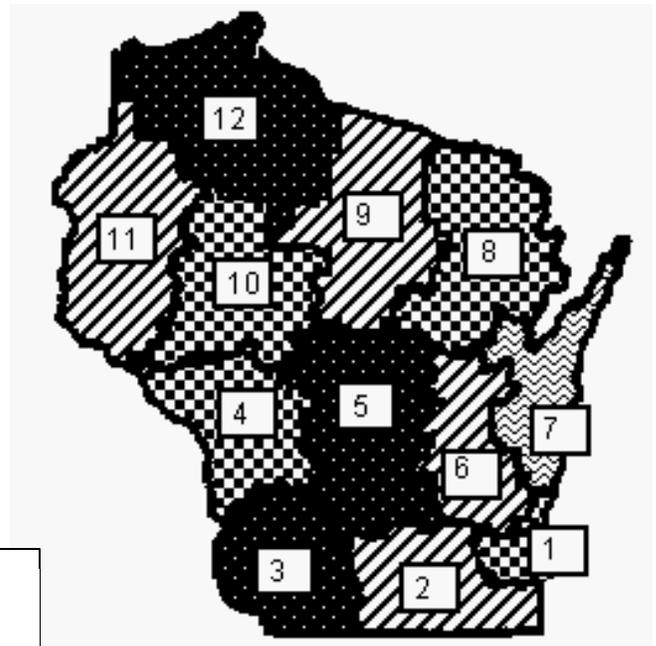
- School district supply rating was in the below average range.
- Ratio of applicants to vacancies was 8.35.
- Number of emergency hires school districts reported to DPI was 182.



Learning Disabilities

Outlook: Average

- School district supply rating was in the average range.
- Ratio of applicants to vacancies was 10.93.
- Number of emergency hires school districts reported to DPI was 94.



Key	
	Supply Well Below Average
	Supply Below Average
	Supply Average
	Supply Above Average
	Supply Well Above Average
	No Vacancies Reported

Speech/Language Pathologist

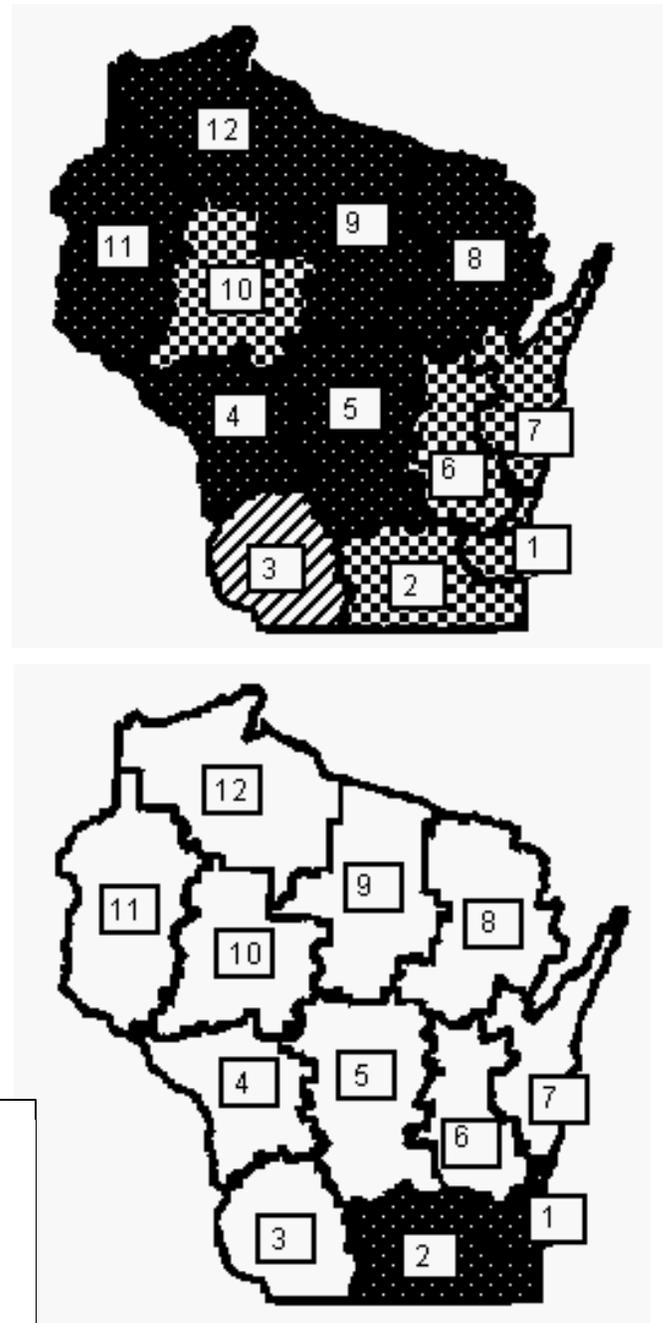
Outlook: Well Above Average

- School district supply rating was in the well below average range.
- Ratio of applicants to vacancies was 4.54.
- Number of emergency hires school districts reported to DPI was 9.

Visual Impairment

Outlook: Well Above Average

- School district supply rating was in the well below average range.
- Ratio of applicants to vacancies was 1.60
- Number of emergency hires school districts reported to DPI was 9.

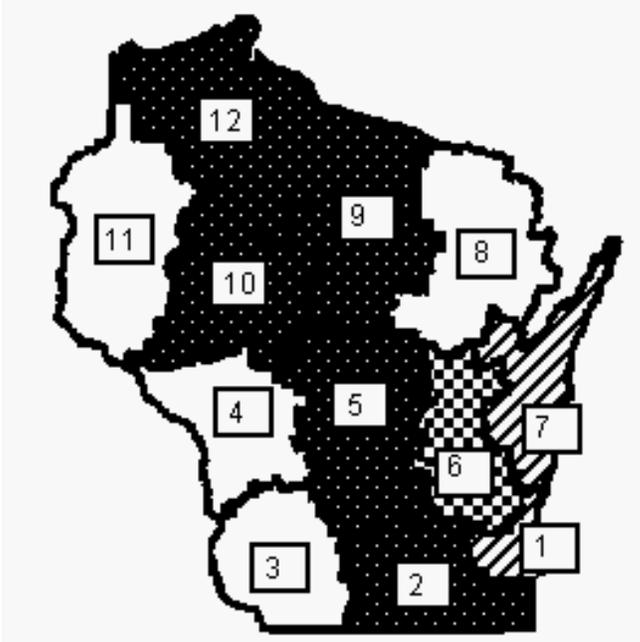


Key

	Supply Well Below Average
	Supply Below Average
	Supply Average
	Supply Above Average
	Supply Well Above Average
	No Vacancies Reported

Physical Therapist / Occupational Therapist

- Outlook: Above Average
- School district supply rating was in the below average range.
- Ratio of applicants to vacancies was 2.93.



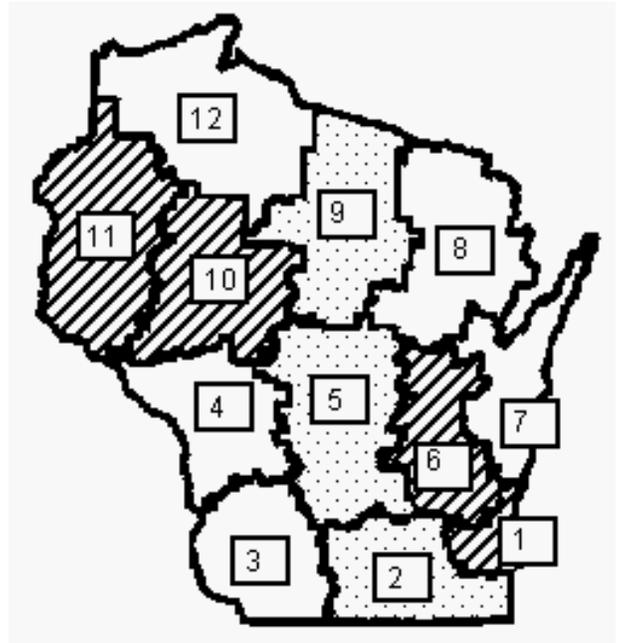
Key		Supply Well Below Average
		Supply Below Average
		Supply Average
		Supply Above Average
		Supply Well Above Average
		No Vacancies Reported

Administrators

Curriculum Director

Outlook: Below Average

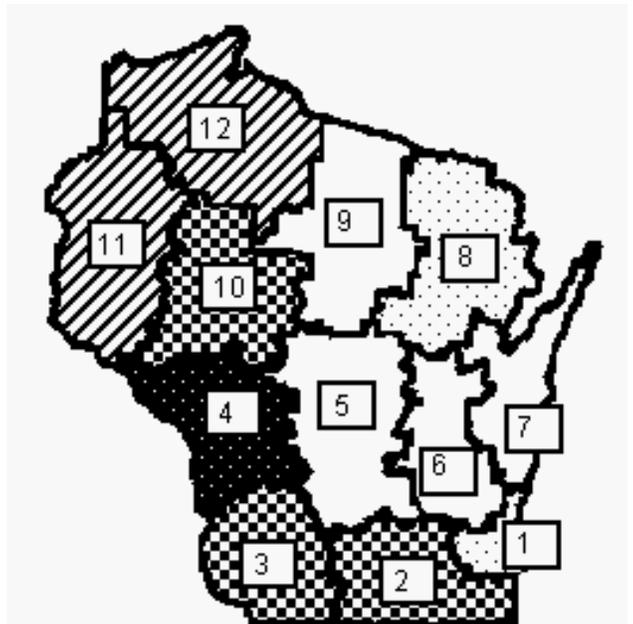
- School district supply rating was in the above average range.
- Ratio of applicants to vacancies was 20.07.



Director of Special Education

Outlook: Average

- School district supply rating was in the average range.
- Ratio of applicants to vacancies was 8.90.

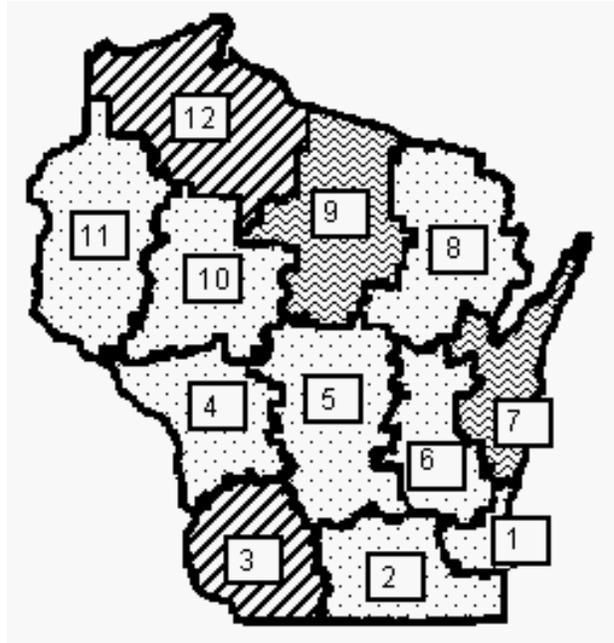


Key	
	Supply Well Below Average
	Supply Below Average
	Supply Average
	Supply Above Average
	Supply Well Above Average
	No Vacancies Reported

Principal

Outlook: Well Below Average

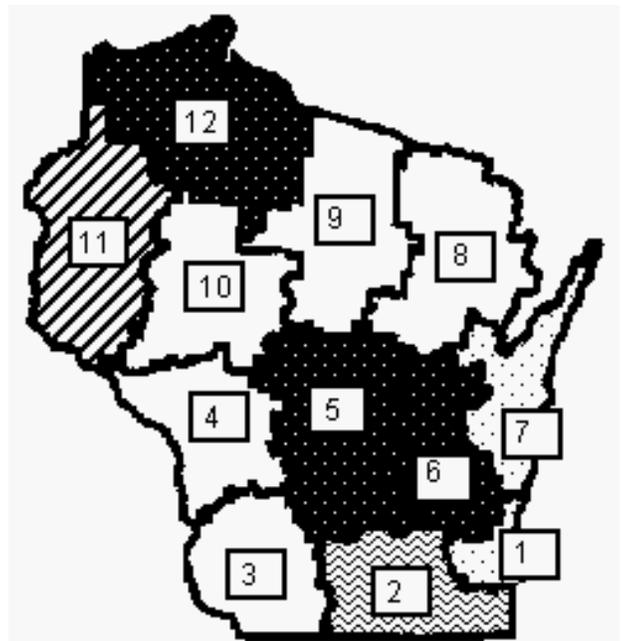
- School district supply rating was in the well above average range.
- Ratio of applicants to vacancies was 36.28.



Superintendent

Outlook: Average

- School district supply rating was in the average range.
- Ratio of applicants to vacancies was 8.60.



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 2004-2005 school year. Vacancies include newly created positions and those resulting from attrition. Do not include positions filled by lateral transfers within the district's teaching pool. For example, 5 elementary vacancies opened in June. One vacancy was filled by the transfer of one of the district's middle school math teachers. The middle school and elementary vacancies were filled through a combination of new hires from outside the district and the district's pool of substitute teachers. The district had 4 elementary vacancies and 1 middle/high school math vacancy for the purposes of this survey. If there were no vacancies in a licensure/subject area, leave corresponding cells blank. (See model below)
5. **(Column C)** Indicate the total number of applicants for the vacancies in each licensure/subject area. An applicant is any individual who meets the following criteria: (1) Is licensed or has applied for licensure in the specific licensure/subject area and appropriate grade level and (2) Has on file with the district: (a) cover letter, (b) resume, and (c) application. (To be considered an applicant an individual may have more than these three items on file but may not have less). For example, of 300 potential elementary applicants 225 are licensed in the appropriate subject field and grade level, and have submitted the three required items. The number of elementary applicants is 225 for the purposes of this survey. There were 20 applicants for a middle school math vacancy. (See model below)

MODEL

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

6. **(Column D)** Use the rating scale below to express your opinion on the teacher supply in each licensure/subject area. Base your rating on the number of applications you received for each licensure/subject area in relation to the vacancies in your district for the 2005 - 2006 school year. (See the example above)

Extreme

Slight

Supply Normal

Slight

Extreme

Shortage
1

Shortage
2

to Demand
3

Oversupply
4

Oversupply
5

Educator Supply and Demand Rating Scale for School District Analysis

Name of District

Administrator-

Phone Number-

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

Dir. of Spec. Ed.			
Principal			
Superintendent			

Please complete items on next page

Educator Supply and Demand Rating Scale for School District Analysis

No Child Left Behind

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

Critical Shortage

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

State Budget & Hiring

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

State Budget & Attrition

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

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

Appendix B

School Districts Who Responded to Survey

Abbotsford Sch Dist	Colfax Sch Dist	Green Lake Sch Dist
Adams-Friendship Area Sch Dist	Columbus Sch Dist	Greendale Sch Dist
Albany Sch Dist	Cornell Sch Dist	Greenfield Sch Dist
Algoma Sch Dist	Crandon Sch Dist	Greenwood Sch Dist
Alma Center Sch Dist	Crivitz Sch Dist	Hamilton Sch Dist
Alma Sch Dist	Cuba City Sch Dist	Hartford J1 Sch Dist
Almond-Bancroft Sch Dist	Cudahy Sch Dist	Hartford UHS Sch Dist
Altoona Sch Dist	Cumberland Sch Dist	Hayward Community Sch Dist
Amery Sch Dist	D C Everest Area Sch Dist	Hilbert Sch Dist
Antigo Sch Dist	Darlington Community Sch Dist	Hillsboro Sch Dist
Arcadia Sch Dist	De Forest Area Sch Dist	Horicon Sch Dist
Argyle Sch Dist	De Pere Sch Dist	Hortonville Sch Dist
Ashland Sch Dist	De Soto Area Sch Dist	Hudson Sch Dist
Ashwaubenon Sch Dist	Deerfield Community Sch Dist	Hustisford Sch Dist
Athens Sch Dist	Delavan-Darien Sch Dist	Iola-Scandinavia Sch Dist
Auburndale Sch Dist	Dover #1 Sch Dist	Ithaca Sch Dist
Augusta Sch Dist	Drummond Area Sch Dist	Janesville Sch Dist
Baldwin-Woodville Area Sch Dist	Durand Sch Dist	Johnson Creek Sch Dist
Bangor Sch Dist	East Troy Community Sch Dist	Juda Sch Dist
Baraboo Sch Dist	Eau Claire Area Sch Dist	Kaukauna Area Sch Dist
Barron Area Sch Dist	Edgerton Sch Dist	Kenosha Sch Dist
Beaver Dam Sch Dist	Eleva-Strum Sch Dist	Kettle Moraine Sch Dist
Beecher-Dunbar-Pembine Sch Dist	Elk Mound Area Sch Dist	Kewaskum Sch Dist
Belleville Sch Dist	Elkhart Lake-Glenbeulah Sch Dist	Kewaunee Sch Dist
Belmont Community Sch Dist	Elkhorn Area Sch Dist	Kickapoo Area Sch Dist
Beloit Turner Sch Dist	Ellsworth Community Sch Dist	Kimberly Area Sch Dist
Benton Sch Dist	Erin Sch Dist	Kohler Sch Dist
Big Foot UHS Sch Dist	Evansville Community Sch Dist	La Crosse Sch Dist
Birchwood Sch Dist	Fall Creek Sch Dist	La Farge Sch Dist
Black River Falls Sch Dist	Fall River Sch Dist	Lac du Flambeau #1 Sch Dist
Blair-Taylor Sch Dist	Fennimore Community Sch Dist	Ladysmith-Hawkins Sch Dist
Bonduel Sch Dist	Flambeau Sch Dist	Lake Holcombe Sch Dist
Boulder Junction J1 Sch Dist	Fond du Lac Sch Dist	Lake Mills Area Sch Dist
Boyceville Community Sch Dist	Fontana J8 Sch Dist	Lakeland UHS Sch Dist
Brillion Sch Dist	Fort Atkinson Sch Dist	Lancaster Community Sch Dist
Bristol #1 Sch Dist	Fox Point J2 Sch Dist	Laona Sch Dist
Brown Deer Sch Dist	Franklin Public Sch Dist	Lena Sch Dist
Bruce Sch Dist	Frederic Sch Dist	Linn J4 Sch Dist
Cadott Community Sch Dist	Freedom Area Sch Dist	Linn J6 Sch Dist
Cambridge Sch Dist	Friess Lake Sch Dist	Little Chute Area Sch Dist
Cameron Sch Dist	Geneva J4 Sch Dist	Lodi Sch Dist
Campbellsport Sch Dist	Germantown Sch Dist	Lomira Sch Dist
Cashton Sch Dist	Gibraltar Area Sch Dist	Loyal Sch Dist
Cassville Sch Dist	Gilman Sch Dist	Luck Sch Dist
Cedar Grove-Belgium Area Sch Dist	Gilmanton Sch Dist	Luxemburg-Casco Sch Dist
Cedarburg Sch Dist	Glendale-River Hills Sch Dist	Manawa Sch Dist
Central/Westosha UHS Sch Dist	Glenwood City Sch Dist	Manitowoc Sch Dist
Chippewa Falls Area Sch Dist	Glidden Sch Dist	Maple Dale-Indian Hill Sch Dist
Clear Lake Sch Dist	Grafton Sch Dist	Maple Sch Dist
Clintonville Sch Dist	Granton Area Sch Dist	Marathon City Sch Dist
Colby Sch Dist	Grantsburg Sch Dist	Marinette Sch Dist
Coleman Sch Dist	Green Bay Area Sch Dist	Marion Sch Dist

Markesan Sch Dist	Pepin Area Sch Dist	Stoughton Area Sch Dist
Marshall Sch Dist	Peshigo Sch Dist	Stratford Sch Dist
Mayville Sch Dist	Pewaukee Sch Dist	Sturgeon Bay Sch Dist
McFarland Sch Dist	Phelps Sch Dist	Sun Prairie Area Sch Dist
Medford Area Sch Dist	Pittsville Sch Dist	Superior Sch Dist
Mellen Sch Dist	Platteville Sch Dist	Suring Sch Dist
Melrose-Mindoro Sch Dist	Port Washington-Saukville Sch Dist	Thorp Sch Dist
Menasha Sch Dist	Portage Community Sch Dist	Three Lakes Sch Dist
Menominee Indian Sch Dist	Potosi Sch Dist	Tigerton Sch Dist
Menomonie Area Sch Dist	Prairie du Chien Area Sch Dist	Tomah Area Sch Dist
Mequon-Thiensville Sch Dist	Prairie Farm Sch Dist	Tomahawk Sch Dist
Merrill Area Sch Dist	Prentice Sch Dist	Tri-County Area Sch Dist
Merton Community Sch Dist	Prescott Sch Dist	Turtle Lake Sch Dist
Minocqua J1 Sch Dist	Princeton Sch Dist	Twin Lakes #4 Sch Dist
Mishicot Sch Dist	Pulaski Community Sch Dist	Two Rivers Sch Dist
Mondovi Sch Dist	Racine Sch Dist	Union Grove J1 Sch Dist
Monona Grove Sch Dist	Raymond #14 Sch Dist	Union Grove UHS Sch Dist
Monroe Sch Dist	Reedsville Sch Dist	Unity Sch Dist
Montello Sch Dist	Rhineland Sch Dist	Valders Area Sch Dist
Monticello Sch Dist	Rib Lake Sch Dist	Viroqua Area Sch Dist
Mosinee Sch Dist	Rice Lake Area Sch Dist	Wabeno Area Sch Dist
Mount Horeb Area Sch Dist	Richfield J1 Sch Dist	Walworth J1 Sch Dist
Muskego-Norway Sch Dist	Richland Sch Dist	Washburn Sch Dist
Necedah Area Sch Dist	Rio Community Sch Dist	Washington Sch Dist
Neenah Sch Dist	River Falls Sch Dist	Washington-Caldwell Sch Dist
Neillsville Sch Dist	River Ridge Sch Dist	Waterford Graded J1 Sch Dist
Nekoosa Sch Dist	River Valley Sch Dist	Waterford UHS Sch Dist
New Auburn Sch Dist	Riverdale Sch Dist	Waterloo Sch Dist
New Berlin Sch Dist	Rubicon J6 Sch Dist	Watertown Sch Dist
New Glarus Sch Dist	Saint Croix Central Sch Dist	Waukesha Sch Dist
New Lisbon Sch Dist	Saint Croix Falls Sch Dist	Waunakee Community Sch Dist
New London Sch Dist	Saint Francis Sch Dist	Wausau Sch Dist
Niagara Sch Dist	Salem Sch Dist	Wausaukee Sch Dist
North Cape Sch Dist	Sauk Prairie Sch Dist	Wautoma Area Sch Dist
North Crawford Sch Dist	Seneca Sch Dist	Wauwatosa Sch Dist
North Fond du Lac Sch Dist	Sevastopol Sch Dist	Webster Sch Dist
North Lake Sch Dist	Seymour Community Sch Dist	West Allis Sch Dist
Northern Ozaukee Sch Dist	Sharon J11 Sch Dist	West De Pere Sch Dist
Northland Pines Sch Dist	Shawano-Gresham Sch Dist	West Salem Sch Dist
Northwood Sch Dist	Sheboygan Area Sch Dist	Westby Area Sch Dist
Norwalk-Ontario-Wilton Sch Dist	Shell Lake Sch Dist	Westfield Sch Dist
Oakfield Sch Dist	Shiocton Sch Dist	Weston Sch Dist
Oconomowoc Area Sch Dist	Shullsburg Sch Dist	Weyauwega-Fremont Sch Dist
Oconto Falls Sch Dist	Siren Sch Dist	Weyerhaeuser Area Sch Dist
Oconto Sch Dist	Slinger Sch Dist	Wheatland J1 Sch Dist
Omro Sch Dist	Somerset Sch Dist	Whitefish Bay Sch Dist
Oostburg Sch Dist	South Milwaukee Sch Dist	Whitnall Sch Dist
Oregon Sch Dist	Southern Door County Sch Dist	Wild Rose Sch Dist
Osceola Sch Dist	Southwestern Wisconsin Sch Dist	Williams Bay Sch Dist
Oshkosh Area Sch Dist	Sparta Area Sch Dist	Wilmot UHS Sch Dist
Osseo-Fairchild Sch Dist	Spencer Sch Dist	Winneconne Community Sch Dist
Owen-Withee Sch Dist	Spoooner Area Sch Dist	Wisconsin Dells Sch Dist
Pardeeville Area Sch Dist	Spring Valley Sch Dist	Wisconsin Heights Sch Dist
Paris J1 Sch Dist	Stanley-Boyd Area Sch Dist	Wonewoc-Union Center Sch Dist
Park Falls Sch Dist	Stevens Point Area Sch Dist	Woodruff J1 Sch Dist
Parkview Sch Dist	Stockbridge Sch Dist	Yorkville J2 Sch Dist
Pecatonica Area Sch Dist	Stone Bank Sch Dist	

Appendix C

School Districts Who Did Not Respond to Survey

Appleton Area Sch Dist	Kiel Area Sch Dist	Swallow Sch Dist
Arrowhead UHS Sch Dist	Lake Country Sch Dist	Tomorrow River Sch Dist
Barneveld Sch Dist	Lake Geneva J1 Sch Dist	Trevor Grade Sch Dist
Bayfield Sch Dist	Lake Geneva-Genoa City UHS Sch Dist	Verona Area Sch Dist
Beloit Sch Dist		Waupaca Sch Dist
Berlin Area Sch Dist	Madison Metropolitan Sch Dist	Waupun Sch Dist
Black Hawk Sch Dist	Marshfield Sch Dist	Wauzeka-Steuben Sch Dist
Bloomer Sch Dist	Mauston Sch Dist	West Bend Sch Dist
Boscobel Area Sch Dist	Menomonee Falls Sch Dist	White Lake Sch Dist
Bowler Sch Dist	Mercer Sch Dist	Whitehall Sch Dist
Brighton #1 Sch Dist	Middleton-Cross Plains Sch Dist	Whitewater Sch Dist
Brodhead Sch Dist	Milton Sch Dist	Wilmot Grade Sch Dist
Burlington Area Sch Dist	Milwaukee Sch Dist	Winter Sch Dist
Butternut Sch Dist	Mineral Point Sch Dist	Wisconsin Rapids Sch Dist
Cambria-Friesland Sch Dist	Mukwonago Sch Dist	Wittenberg-Birnamwood Sch Dist
Chetek Sch Dist	Neosho J3 Sch Dist	Wrightstown Community Sch Dist
Chilton Sch Dist	New Holstein Sch Dist	
Clayton Sch Dist	New Richmond Sch Dist	
Clinton Community Sch Dist	Nicolet UHS Sch Dist	
Cochrane-Fountain City Sch Dist	Norris Sch Dist	
Denmark Sch Dist	Norway J7 Sch Dist	
Dodgeland Sch Dist	Oak Creek-Franklin Sch Dist	
Dodgeville Sch Dist	Onalaska Sch Dist	
Edgar Sch Dist	Palmyra-Eagle Area Sch Dist	
Elcho Sch Dist	Phillips Sch Dist	
Elmbrook Sch Dist	Plum City Sch Dist	
Elmwood Sch Dist	Plymouth Sch Dist	
Florence Sch Dist	Port Edwards Sch Dist	
Galesville-Ettrick-Trempealeau Sch Dist	Poynette Sch Dist	
Genoa City J2 Sch Dist	Randall J1 Sch Dist	
Gillett Sch Dist	Randolph Sch Dist	
Goodman-Armstrong Sch Dist	Random Lake Sch Dist	
Hartland-Lakeside J3 Sch Dist	Reedsburg Sch Dist	
Herman #22 Sch Dist	Richmond Sch Dist	
Highland Sch Dist	Ripon Sch Dist	
Holmen Sch Dist	Rosendale-Brandon Sch Dist	
Howards Grove Sch Dist	Rosholt Sch Dist	
Howard-Suamico Sch Dist	Royall Sch Dist	
Hurley Sch Dist	Sheboygan Falls Sch Dist	
Independence Sch Dist	Shorewood Sch Dist	
Iowa-Grant Sch Dist	Silver Lake J1 Sch Dist	
Jefferson Sch Dist	Solon Springs Sch Dist	
	South Shore Sch Dist	

Appendix D

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

"Our average staff member has 8.9 years experience, the lowest in southeast Wisconsin. Retirements and attrition have affected our transiency and hiring practices being forced to hire less experienced teachers."

"Not too much."

"Always look to fill positions with less senior teachers if applicants of equal qualifications."

"We have had to hire less experienced people to make our budget work - not always the best for the job."

"We have fewer positions open/reduced FTE."

"We do not replace as many teachers as we are consolidating or dropping programs/offerings and raising class sizes."

"There is never enough money."

"The budget is set for this year. Last year, hiring was held up and layoffs considered due to uncertainty regarding the budget."

"Every district has had to consolidate and restrict financial resources, resulting in hiring new teachers rather than veterans."

"It has not this year."

"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."

"Major impact. We no longer give credit for years of service which requires hire young inexperienced teachers. Can no longer compete for math/science people with business and industry."

"Caps and lay offs have filled the candidate pool."

"We reduce our staffing needs. It is becoming critical."

"We are mainly seeking teacher applicants with a bachelor degree and only a few years of experience."

"We will be replacing less staff from retirements."

"Because we know the per pupil amount for next year it hasn't (except that we're reducing our budget by approximately \$700,000 so obviously less positions open)."

"Yes-we have no vacancies".

"Affects number of quality candidates available, benefits, salaries and programs."

"Larger class sizes, combination grades, delay hiring."

"Take a second look at candidates with advanced degrees, experience, can we really afford them?"

"The district has to be very cautious not to over staff early in the budget process which can make it difficult to fill positions that are added due to enrollment increases."

"Minimally."

"We have increased class sizes."

"Making it extremely difficult to hire seasoned veteran teachers."

"Our class sizes are larger. We look at part teachers when possible."

"There has not been enough money to change the salary schedule and pay for insurance. We will not be able to attract the best."

"We are using every retirement opportunity to cut back in staff. However, many staff are hanging on as a result of economic conditions."

"Biannual budget may be a problem."

"We may not replace some positions."

"We do not add programs that require additional FTE."

"Few/no new vacancies projected."

"Yes we are looking at increased class sizes at the elementary and high school."

"I have reduced my staff from 52 to 42 in the last seven years."

"We will probably not hire staff with as much experience as in the past."

"We are not able to hire as many teachers as we would like to and are not able to offer the wages we need to in order to be competitive with other districts."

"At this point, no."

"State budgets have not caused us to look at only inexperienced teachers who cost less, but that has been a factor for many districts. For now, we can still go out and hire the best teacher, not the most economical."

"At present, we have a hiring freeze. Administration and support staff will not receive a raise. We have a small staff with no retirements in sight. Salaries keep increasing without a healthy turnover."

"Revenue caps have forced a reduction in our teaching staff."

"No dollars to attract math/science or experienced staff. Can only afford beginners."

"Revenue caps and cost controls will hurt a lot."

"Cannot fill all the positions that are open. Have not been able to do this for the past two years."

"We anticipate laying off 1.5 positions."

"We must look carefully at each position to determine if we need to / can afford to replace staff who leave the district."

"Less hires due to reductions. Hiring at least pay scale/experience."

"We have lost 2 positions due to attrition - there is a critical shortage of funds!"

"We look for multiple certifications."

"We can not hire highly degreed candidates or those with many years of experience and stay under the revenue cap."

"After the budget, it may become more difficult, if not impossible."

"Considering layoffs instead of hires."

"It has had an extreme negative effect."

"Limited dollars."

"Growing district/growing budget."

"No effect."

"We are growing...no effect at this point."

"We are less likely to expand current 1/2 time positions to F/T with uncertainty of funding."

"Just the uncertainty of state dollars."

"Yes, larger class size."

"We have had to reduce our teaching by 4 FTE's. Results in larger class sizes and few offerings."

"Our budget is still in good shape so we haven't had to lay off or cut back. I think the fact that other districts have had layoffs impacts the candidate pool in a positive way."

"It has kept salaries low. Reduces number of candidates looking to work. Decline in enrollment also has hurt."

"Restricts hiring experiences in our district with candidates with more than 5 years...forcing increased class sizes, course reductions...movement to virtual schools and classes."

"Our salary schedule is very low compared to districts in our area. I have been in the district for 4 years and we have had to hire an instrumental teacher each year. The main reason for leaving is our low salary schedule."

"We will be cutting staff which may result in people leaving their positions."

"We have been reducing staff and faculty for five years. The budget requirements have greatly affected hiring."

"Puts us in a position that we cannot hire staff."

"All things being equal we'll hire the less expensive teacher."

"People who have options in career choices are choosing to avoid education. Districts who are feeling budget constraints cannot always hire experience."

"If we hadn't passed a referendum to exceed the revenue cap for 2005-08 we would have had to cut staff and programs."

"We keep cutting staff we may never hire back anyone other than through retirement."

"When possible, all effort is devoted to filling vacancies from within."

"We struggle in part-time staff. Budgets for cuts to part-time but attracting and retaining quality part time staff is very difficult."

"We are already so thin; little can be cut without it cutting a program."

"We continue to cut staff and our course offerings are beginning to hurt."

"No change."

"I am reluctant to plan for additional staff. I believe the chief problem is in meeting benefit obligations that grow faster than the state aids increase."

"We have used retirements to not fill vacancies. Few courses in art, music, computer, social studies and English."

"When people leave (retire/resign) we do not fill. What a great educational practice our state leaders have put upon us...lets get real in Madison!"

"We have cut or eliminated positions 4 out of the last 5 years."

"We may need to use existing personal."

"We have had to eliminate our FACE program and our drivers ed program. We have transitioned from 2 administrators to 1. We will also consolidate our music program from 2 teachers to 1."

"We are cutting staff."

"No effect."

"Have been forced to make cuts for past 3 years."

"Any time we have a vacancy, we look to see if we can get by without replacing the position."

"We are hiring only last year teachers where possible."

"It will affect us in next bi-fiscal cycle. Next year not replacing one position and other going from 100% to 50%."

"Unsure"

"Over the coming year, we do not expect difficulties. We are in the third year of a five year operating referendum and the state is in the second year of the bi-annual budget. Should a new operating referendum not be approved, or the state reduce its support of education, hiring would be virtually non-existent."

"Yes, we always need to keep one eye towards what the state is doing because education seems to be the power everyone likes to play with."

"None."

"Reductions have increased the number of available candidates."

"No effect foreseen."

"Revenue caps and resulting deficits have resulted in lay-offs and reassignments."

"We may consider not re-hiring for positions that are vacated as a result of attrition."

"We keep a trim staff. Little money for at risk and other programs."

"Many positions have been eliminated through attrition because of decreasing aid and district budgets. We are assigning more and more responsibilities to fewer administrators and fewer teaching staff."

"Hire less experienced teachers - save dollars."

"No support teachers."

"We will likely not replace at least one of our retirees."

"We have to increase class sizes due to reduced revenue. It is a domino effect, if the state has difficulty, so too does the district."

"Not knowing the budget until summer or later makes it difficult."

"We anticipate not replacing 6 to 8 retiring teachers. Up to \$1,000,000 short fall health insurance 17% increase bus fee up \$175,000, heating and electricity up 15% to 25%, down 26 students for January count plus increase in salaries for teachers."

"With budget cuts within district, we will trim staff and may have to reassign areas from within."

"No vacancies at this time. Will review and reorganize when necessary. Replacement is not automatic."

"On hold awaiting a referendum to exceed the revenue cap."

"Limits the districts ability to hire ad. At a competitive pay rate."

"A three year referendum to exceed revenue caps has helped to maintain staff."

"Almost stopped."

"We are not going to be able to replace a 5-6th grade teacher who will retire. Something must be done to help our small school or we will be another Florence in 5-10 years."

"We try and not replace staff, when possible or combine positions to do painless cuts."

"It is difficult to pay higher wages because of salary caps and this impacts on us."

"Teachers can expect an average wage increase per year of approximately 1.2 percent. The long term impact will be fewer positions and fewer highly qualified people for the vacancies. I require administrators to hire new staff with no more than 2 years experience."

"The state budget has caused the district to go to a 7 period day for middle school and high school in order to save money. This causes the district to layoff teachers for the next year."

"Yes, we are not going to add a .5 math teacher."

"I'm not sure if there are fewer students entering the profession of education as a result."

"Most retirements become attrition issues, we do not replace if possible."

- "Revenue caps pose a significant challenge to all districts; it's tough to negotiate salary schedules that keep us competitive."
- "Highly qualified now means cheapest."
- "Must hire teachers with minimal experience, offering part-time (no benefit) positions, eliminating programs and positions."
- "Clearly we are more concerned to hire rookies or people in lower salary range."
- "We will not be hiring except in too date unforeseen areas."
- "Force us to look at candidates with less experience and less education"
- "Basically, we fill only necessary positions and our paraprofessional staff has been greatly affected."
- "Limited number of needed staff to be hired."
- "It is more complicated now. Not sure if have the money to pay out."
- "As a district that is land lock with declining enrollment we are finding it difficult to compete with other districts in the Fox Valley who are growing. Our salaries are starting to fall behind the districts that surround us."
- "We are not hiring at this time."
- "Some positions we just can't refill."
- "Revenue limits have created great difficulties for the district. We are using fund balance as we discuss referendum. If the referendum does not pass within the next 2 years, we will dissolve. This limits the number of candidates."
- "We look for beginning teachers."
- "Due to budget deficits and constraints, our district would need to dip into fund balance if it became necessary for us to hire additional staff. Even with maintaining the same FTE for next year, we are experiencing a \$200,000 budget deficit. The need for additional staff, should we need them, would simply exasperate this problem."
- "We will either need to cut staff or go to the community for \$ support (referendum)."
- "We can no longer staff our elective areas as we would like. Class sizes have increased as we are not hiring to fill attrition vacancies."
- "No impact at this point, but if retirements occur we are likely to replace people at lower percentages or not at all as we have been doing."
- "Compensation is relatively lower; less job security, especially in a district like ours needing to press an operating referendum or face staff reductions."
- "We have cut numerous positions and programs. Without a successful referendum, more cuts will follow."
- "Pool of candidates not as skilled as 10-15 years ago."
- "Limited/curtailed."
- "Because of the state budgetary situation, we are strapped in terms of providing the staffing we need to more effectively meet the needs of the students."
- "Referendums for operations have communities devastated and staff is being cut in many districts."
- "Laying off, will hire best young and single person possible it need to hire due to resignations etc."
- "No real impact at present."
- "We are not replacing a special ed teacher who is leaving."

"Revenue limits penalize schools for hiring/maintaining the faculty needed to teach a proficiency-based curriculum."

"Larger class sizes."

"We will be laying off teachers."

"As special ed funds continue to decrease in support hiring for these positions becomes more of a problem."

"It allows some school to have more flexibility and options in their hiring than other districts that have more financial restrictions. Increased turnover."

"No."

"We are not in trouble because of low spending districts catch-up monies."

"We are constantly looking for efficiencies in operations in order to maintain class sizes and meet budget."

"All schools have tight budgets which hurts the total school programming and adding additional staff."

"Limited revenue, look at staff reductions, not additions."

"Staffing is more closely aligned with enrollment and student needs have become less of a factor."

"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 there are mandated programs with less reimbursement."

"No."

"Restricts amount of salary we can offer"

"Lack of new funds has severely affected starting teacher salaries which has made recruitment difficult."

"Due to the tighter budget, instead of replacing the retiring teacher, we are absorbing the position, and creating larger class sizes."

"We are forced to wait until the state budget is finalized before hiring some staff positions which slows down the recruitment process."

"We are facing a referendum vote in April that will decide whether or not we can fill our bus. Ed. Vacancy and whether or not we have to lay off teachers. The future of our school is affected by this."

"Read the papers, we border the Florence school district. We are land rich and student poor."

"Layoffs are likely due to budget issues."

"Due to budget constraints resulting from the revenue cap, our district may not be able to offer competitive salaries for beginning teachers."

"Having lawmakers haggling about the best ways to cut education resources and not knowing budget numbers until unrealistically late dates makes budgeting a task of developing the worst case scenario and operating on that premise rather than on what programs are great for students."

"Because of budgetary shortages we will not be filling any vacant positions."

"Layoffs are a reality."

"Problem is declining enrollment."

"No effect."

"We have had to reduce a few positions but if we get hit and funding is significantly reduced, it could be problematic."

"We are combining grades."

"We hire only first year teachers to save costs."

"We have less money and have to cut programs, staff and administration."

"We will eliminate positions of retiring teachers to fund other positions in ESEA."

"We look strongly at not replacing positions."

"Minimal."

"Due to cuts, we have decreased FTE's and filled needs from within."

"We are reducing approximately 6 positions, about 4.5 FTE."

"Yes."

"Possibly."

"Due to the lack of funding from the state, we have not hired to replace resignations and retirements."

"No."

"Tremendously, if enrollments increase we will not have enough money to hire. Class sizes continue to increase."

"We have fewer amounts of vacancies as a result of reducing positions because of budget reasons."

"We reduced teaching staff by 7. 4 by retirement and 3 by layoffs."

"We have been very cautious in filling some vacancies."

"We have not replaced all positions. Have had and will continue to have lay-offs."

"The state budget has not been as significant as passage of an operating referendum. The referendum has helped us to maintain staffing and thus hiring practices."

"Have reduced staff size."

"Due to budget constraints the district is not filling open vacancies. Rather we are gradually cutting back on instructional staff. Declining enrollment is also a factor."

"We plan to maintain our current staffing level."

"We are at the minimum for staffing."

"We are reducing the size of our staff."

"Hiring has continued to keep pace with vacancies, adjusted to meet targeted staffing levels."

"We have no new positions and in most cases even struggle to maintain current programs. Future young people entering the teaching field."

"It makes fiscal sense to hire 1st year candidates."

"We look for newer staff not people with years of experience as we can't afford to pay a higher salary."

"We have an art retirement which we may not be able to afford to replace."

"The state revenue caps restrict us greatly and with the uncontrolled increases in special education costs we continue to cut regular education staff in order to hire special education teachers."

"Minimal at this time as we have a growing district."

"The revenue cap is strangling this district - if our referendum to exceed the cap fails, we will need to layoff 20% of our current staff."

"We are putting more students in classes and have more part-time positions which are not attractive to most people looking for employment."

"We have cut positions and increased pupil to teacher ratio."

"We will not be filling some of the anticipated vacancies."

"High school - deficits."

"The budget is not going to affect hiring practices for us this year."

"Forced to cut positions in agriculture and elementary."

"Salaries for beginning teachers do not increase because of the budget and health insurance coverage."

"Because of declining enrollment and the budget crunch that is affecting schools of all sizes, we only hire if we absolutely have to."

"We won't be hiring anyone for the foreseeable future. We will be cutting FTE's by fractions."

"We had to cut staff each year for the past 5 years and will have to do so in the future, this may mean cutting programs."

"Layoffs of staff, no new hires, reduction of time."

"We have positions opening due to retirement that are not going to be filled because of lack of funds."

"We try not to replace any teacher leaving the district."

"We have had to cut positions and benefits..."

"Can't hire when we're cutting..."

"It forced us to propose a referendum to exceed the revenue limits. It passed or we would be looking at severe cuts in staffing. As it is, we are hoping to maintain present staffing levels, at least until the decline in enrollment levels off."

"Ha, Ha."

"If we have to start hiring teachers at less than FTE, we will not find the qualified teachers that other districts will hire."

"Our wages are lower, so teachers sometimes move on to higher payer jobs. They want higher standards for teachers but we don't get enough funding to pay them."

"Increasing class sizes."

"Insurance cost alone is exceeding revenue limits."

"We are doing all we can to meet our budget shortfall by not hiring positions, trying to meet the 400,000 shortfalls this year through attrition and still will be laying employees off. In essence, we are no longer hiring, just trying to make ends meet."

"We have lost 1550 of our state aid for 9 consecutive years due to property value increases."

"We try to find ways to fill or not fill positions as people retire."

"Less money to pay/more competition among schools/business."

"Low salaries and program cuts."

"None."

"We need to have an adequate and dependable source of funding to meet the soaring costs of energy and medical insurance."

"Changes in benefit compensations for new employees."

"We always hire the best. It will be harder to hire staff with many years experience in education."

"We will have to make cuts."

"Not enough money."

"Limited positions, cannot offer programs."

"Revenue caps impact local budgets, a big concern."

"We will be cutting teachers in 3-4 years."

"As it relates to the previous question, Pepin is facing declining enrollment and will not receive any additional revenue to work with. This means we are down sizing. This makes it that much more difficult to maintain staff with all the required certifications."

"All the time. Give us BA and O. This of course is sad."

"Revenue limits and declining enrollment continues to reduce revenue. This coupled with using fixed costs as well as increasing special education costs reduces resources previously used for personnel."

"Not replacing teachers and hiring teachers with less experience."

"Has caused curriculum expansion."

"Very negative. We need revenue limits removed."

"Most positions become vacant get considered for reduction or elimination."

"Accounting for the GASB45 liability may strain the local budget."

"We are doing no hiring - we are making cuts."

"Very much limited the replacement/hiring of new staff. Forced to look at other alternatives."

"Yes, we are cutting not hiring."

"Because our district is a high student poverty/low state aid district, we have had to make budget cuts for several years. As a result, our salary schedule has lagged behind many other districts in northern Wisconsin. This makes it more difficult to attract quality teachers especially in content areas that tend to have fewer applicants. We may be forced to look at combining at least two elementary grades under one teacher."

"Have not."

"A 2.1% increase in revenue coupled with salary/benefit increases plus exploding health care costs are strangling us."

"Less revenue equals cut backs and cap on effective spending."

"It has caused us to eliminate five positions for next year."

"The district is forced to layoff or not replace staff and we are cutting back programs. Very negative effect."

Appendix E

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

- "We have been fortunate to have a balance of reductions matching attrition so no layoffs have occurred."
"Some staff may retire to protect current benefits."
"People are returning ASAP so the retirement benefits paid by the district do not work."
"Hard to say, most people make decisions about retirement for personal reason and financial situations that are largely separate from state budget difficulties. We don't ask people why they are retiring and those who leave typically do so for reasons that have nothing to do with the state budget."
"Retirement seems to happen for folks based upon their readiness and any local bargaining agreement benefits. Attrition has occurred due to uncertainty in the face of potential layoffs. More last year than this due to state budget difficulties."
"We are no longer offering early retirement incentives due to increased health insurance costs and its effect on the district budget."
"We have cut over \$600,000 in each of the last 3+ years so new teachers are a little nervous. Has not affected retirement."
"Yes! Probably more at the secondary level. People are more mobile and choosing alternative careers to support family needs and personal goals. The baby boomers are leaving and it is creating an increasing burden on those left behind. The state needs to direct its attention to address this situation instead of penalizing all groups with their freezes."
"Created momentum for a retirement incentive program over a 4- year period."
"Not yet."
"I think people are at both ends of the spectrum. Some are leaving to ensure they have retirement benefits, others are staying because of the future uncertainty in budgets."
"We are not filling some of these positions; if we had adequate funding we would fill them."
"If it were not for attrition opportunities, we would not have been able to balance our budgets. After the attritions have been done, the only thing left is cutting programs and staff, which reduces opportunities for children and raises class size!"
"Yes, People retire and due to enrollment decreases, we must look at cutbacks in staff and programs."
"Yes, it is being strongly encouraged."
"Just an impact on the overall budget especially curriculum. I have a larger portion of my staff that has been here 18-20 years, but not ready for retirement."
"Not filling opening as a result of retirement."
"Due to budget cuts/personnel have left the district. Yes."
"Many are hanging on because of health insurance."
"Most of our retiree's positions haven't been filled in 7 years."
"Our staff has less interest in retirement due to the cost of health insurance."
"Many staff members have re-evaluated retirement based upon medical insurance and the associated rising costs."
"Salaries are low; retirements are being delayed because of the insurance costs."
"We have reduced positions and increased class size due to state budget limitations."
"We are hoping we have retirements that we can cover through transfers and not add more staff."
"Difficult to determine without statistical research."
"The state budget difficulties are part of the overall fiscal constraints placed on school districts. Over the past few years, we have had a large number of retirements, but this seems to be declining because some staff are

putting off retirement possibly for economic concerns. Again, a reduction in state support for public education will virtually eliminate new hirings and devastate instructional programs."

"The state budget and revenue caps make it difficult to raise salaries, especially in light of the increasing health care costs."

"Positions are considered for elimination in the wake of retirements."

"Not specifically, but it may be around the corner."

"We have cut a couple of teaching positions."

"We have a veteran staff and with increasing retirements, many positions are eliminated. It will be difficult to continue to attract high quality teachers to our district with closing schools, increasing class sizes and the financial condition of the district."

"Difficult to keep teachers after 2-3 years, better pay in neighboring districts. Also hard to provide retirement incentives."

"Teachers are not retiring as quickly. There is a lot of pressure put on older staff by their colleagues to retire, which discourages those people from retiring. No major effect to date; however, I believe people will be more hesitant to retire in the current climate."

"Insurance needs have kept staff - they retain their jobs to be sure to have insurance. We use natural attrition to 'play' with the budget in the elementary but that doesn't work in the high school when you need specific licensure for class offerings."

"Have seen very little turn over in the past 3 years."

"Our district did not have any teachers retire last year."

"Not on retirement decisions, but we try not to replace the staff member."

"Yes, we will not replace them if we can possibly juggle staff and do without. This truly affects the education of our future leaders."

"We expect a lot from our staff especially in areas of training and accountability. Staff is retiring earlier due to the increased expectations and demands."

"Money increases in retirement exceed money increases in wages, if working the biggest deterrent to retirement is health insurance costs. SDWD would be laying off staff if some were not retiring. Several staff has left education over the past 3 years because financial rewards are lacking."

"Due to the budget, teachers are not retiring as early as in past years. Young teachers are leaving the district due to the uncertainty of the budget."

"No, replacing all retirees."

"Actually increased insurance costs have kept some people on longer. Some staff reductions in the in time have led to difficulties."

"We have to find ways to reduce early retirement benefits yet we want experienced veterans to leave and make room."

"We had a large paraprofessional layoff for the 02-03 school year and positions changed drastically with the bulk of them being special education. There are also more part-time positions rather than full-time, which affect benefits. We are having a difficult time hiring and keeping paraprofessionals on staff."

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

"Yes, the talk of TABOR has done nothing for school finance reform. Questions on how to appropriately fund schools should be answered so we can continue to attract dedicated people to the profession of education."

"Very few are retiring when eligible."

"Due to the budget difficulties our district faces. We need to seriously consider not replacing certain individuals when they retire. This means increasing student to teacher ratios rather than replacing the teacher."

"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."

"Over the past four years several employees have retired, both professional and support staff, and they have not been replaced because of very tight budgets."

"Yes, some staff are retiring early and those positions aren't being filled."

"Does not seem to. We have several staff eligible that keeps working."

"Most people take advantage of the early retirement option (age 55). Some years we do not replace certain retirees due to declining enrollments."

"We have not had a retirement in 3 years. People are staying longer because of the benefits."

"We put in a special early retirement offer for this contract only to help with budget constraints."

"To date we have been fortunate in maintaining and filling vacancies."

"If health care continues to increase nobody will be able to retire early."

"Teachers seem to not be opting for early retirement due to escalating health insurance costs. Consequently, our district has one of the most experienced teaching staffs in the state which means our salary and benefit costs consume a greater portion of the budget as compared to there districts. Hence, the necessary budget cuts due to the revenue cap have a greater impact on our district."

"The largest effect on retirements is the rising cost of health care."

"Yes, state used to fund more and now those cut backs affect our local taxpayers."

"Teachers are working past retirement age of 57 and teachers are less likely to leave and give up seniority."

"Yes. Teachers are working longer and not looking at retirement as soon."

"Unfortunately, the state funding formula is inadequate to address our enrollment challenges making our district unable to replace some retirements which would ordinarily be replaced."

"Not yet."

"Unsure, we don't see as high of retirement as we probably should, but can't say which thing is holding them back. More than likely it is the high cost of health insurance, not the state budget."

"We have cut back on staff to stay within budget."

"Yes, can't exactly explain why though. Teachers are teaching longer. I believe it is rising costs of health care and losing retirement monies."

"Yes, layoffs."

"We definitely look for candidates with multiple certifications so that we can plan for attrition."

"We try not to replace retirements. I think health insurance issues are causing folks to work longer than normal."

"Absolutely! Teachers are staying longer as they can't afford health insurance and the district can not afford to increase this benefit."

"We always look at attrition as a way to reduce staff. We have eliminated 2.75 FTE's in two years to meet budget demands."

"We don't replace some positions if there is any way to cut it due to the budget constraints."

"Teachers haven't retired because of the cost of health insurance. A number of staff members who have retired have not been replaced."

"Yes, all teachers with the exception of one have retired, when they have reached age 57. When a regular education teacher retires, we don't replace that person and hire instead a special education teacher due to the uncontrolled costs of special education."

"Staff is staying longer due to the high cost of health care."

"Increase cost in health insurance has kept to greatest number of teachers retiring."

"Area districts with higher salaries continue to get higher. Their 3.8% (or 4.5 or 5 or higher) widens the gap. Yes, we lose some staff to higher paying districts."

"Because of budget shortfalls, teachers have been getting minimal (if any) raises. This might cause teachers to put off retirement. It is also very difficult for teachers to bargain for early retirement benefits, also possibly causing teachers to stay on the job longer."

"Due to state budgeting issues I have lost 12 professional staff and 12 associate staff."

"Yes, all retirements to this point in time have not been replaced. We have found ways not to keep the staff the same size because of budget constraints."

"No retirements, no new hires, reduction of staff."

"Yes, changing OPEB forces people out."

"Yes. Anyone who retires or resigns may not be replaced. If we had to, we might offer additional incentives to retire to people we did not have replace."

"It will next year."

"We have downsized through attrition when possible."

"Program cuts and teachers retiring earlier."

"Employees are working longer as they need the medical insurance to age 65."

"Attrition instead of layoffs due to reduction of personnel."

"Uncertainty is probably the biggest factor. With increased health care costs we do not see many potential retirements this year."

"We just don't rehire for retirement if at all possible."

"No, OPEB is motivating retirement."

"With declining enrollment, and budget cuts each year, we lose our best and brightest who leave for more stable employment in other districts."

"Our retirements help us."

"Yes, if close, they leave. Retirement not getting better. Maintain budget by attrition."

"No, I think retirements have been normal."

"Yes, we have had to become more creative on hirings or have been forced to drop programs."

"Duh."

"Nine of our 24 teachers will have retired at the end of the 04-05 and 05-06 school years."

"When a retirement occurs, we often just reduce staff."

"Staff will stay longer."

"Yes, we use attrition and don't re-hire for most positions."

"We have eliminated more than 40 positions over the past 6 years. Retirements have prevented layoffs."

"Yes, we cannot maintain programs or staff. Retirement has not been a factor, but the district has offered incentives for early retirement in place of layoffs."

Appendix F 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	School	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	School	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		

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?

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?