

METHODOLOGY

The Missouri Department of Elementary and Secondary Education uses teacher qualification to identify the designated areas of critical shortage.

- Unqualified teachers by content area were compiled.
- Unqualified teachers by content area were determined by comparing the number of unqualified teachers to the total FTE count for each content area.
- Shortage areas were defined as those content areas within the state that had an unqualified teacher(s) or the position was left vacant due to the absence of qualified candidates.

DATA WAS SUPPLIED FROM

- School districts in Missouri through the Missouri Student Information System (MOSIS) educator core data, educator school, educator vacancy, and course assignment collections
- Department of Elementary and Secondary Education's Educator Certification System

DATA INCLUDED

- Unqualified teacher FTE by content area (statewide) – less-than-fully qualified personnel or left vacant

ASSURANCES

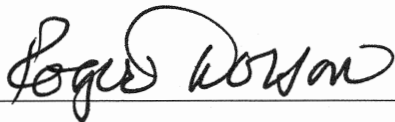
- Written objective standards were used in determining the proposed teacher shortage areas
- Chief State School Officer's staff consulted with private non-profit school officers within the state
- 2017-2018 and 2018-2019 data were used to determine the proposed teacher shortage areas
- Chief State School Officer will provide an annual list of designated teacher shortage areas to all Chief Administrative Officers of the affected schools in Missouri

CONTACT PERSON

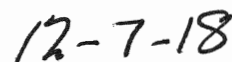
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CHIEF STATE SCHOOL OFFICER

Dr. Roger Dorson
Interim Commissioner
Missouri Department of Elementary and Secondary Education



Signature



Date

- I. Name of State:**
a. Missouri
- II. Applicable School Year:**
a. Designations are for 2019-2020; data used were from the 2017-2018 & 2018-2019 academic year
- III. Date Prepared:**
a. December 1, 2018
- IV. Total of all the FTE teaching positions within the state from 2017-2018 academic year: 70,548**
a. The number of unqualified or vacant FTE by content area throughout the state that represents 5.0% of the total FTE is 3,523.
- V. Shortage areas are listed by content area in order from most severe to least, as determined by MOSIS data:**
- a. **Five percent of total FTE**
- | | |
|------------------------------------------|-----------------------------------------|
| 1. Elementary Education 1-6 | 22. Art K-12 |
| 2. Mild/Mod Cross Categorical K-12 | 23. Earth Science 9-12 |
| 3. Early Childhood Special Education B-3 | 24. Music – Instrumental K-12 |
| 4. Early Childhood Education B-3 | 25. Unified Science: Earth Science 9-12 |
| 5. General Science 5-9 | 26. Unified Science: Physics 9-12 |
| 6. Mathematics 5-9 | 27. Business Education 9-12 |
| 7. Language Arts 5-9 | 28. Spanish K-12 |
| 8. Family and Consumer Science K-12 | 29. Physics 9-12 |
| 9. English 9-12 | 30. Health K-12 |
| 10. Mathematics 9-12 | 31. Gifted Education K-12 |
| 11. Physical Education K-12 | 32. Business Education 5-9 |
| 12. Unified Science: Biology 9-12 | 33. Speech and Theatre 9-12 |
| 13. Social Science 5-9 | 34. Speech and Theatre 5-9 |
| 14. Unified Science: Chemistry 9-12 | 35. Technology and Engineering 9-12 |
| 15. Special Reading K-12 | 36. Agricultural Education 9-12 |
| 16. Chemistry 9-12 | 37. Technology and Engineering 5-9 |
| 17. Social Science 9-12 | 38. Marketing 9-12 |
| 18. General Science 9-12 | 39. Agricultural Education 5-9 |
| 19. Biology 9-12 | 40. Journalism 9-12 |
| 20. Music – Vocal K-12 | 41. French K-12 |
| 21. English Language Learners K-12 | 42. Chinese K-12 |
| | 43. German K-12 |
| | 44. Dance K-12 |
| | 45. Latin K-12 |

VI. Shortage areas are listed by content for the state in order from most severe to least, as determined by MOSIS data and represents 5.0% of the total FTE in the state:

Subject Area	FTE Unqualified	Shortage Indicator by Total FTE
ELEMENTARY EDUCATION (1-6)	386.79	0.55
MILD/MOD CROSS CATEGORICAL (K-12)	371.50	0.53
EARLY CHILDHOOD SPECIAL EDUCATION (B-3)	269.07	0.38
EARLY CHILDHOOD EDUCATION (B-3)	236.11	0.33
GENERAL SCIENCE (5-9)	132.12	0.19
MATHEMATICS (5-9)	127.87	0.18
LANGUAGE ARTS (5-9)	110.49	0.16
FAMILY AND CONSUMER SCIENCE (K-12)	97.77	0.14
ENGLISH (9-12)	88.08	0.12
MATHEMATICS (9-12)	87.60	0.12
PHYSICAL EDUCATION (K-12)	86.51	0.12
UNIFIED SCIENCE: BIOLOGY (9-12)	85.51	0.12
SOCIAL SCIENCE (5-9)	84.26	0.12
UNIFIED SCIENCE: CHEMISTRY (9-12)	78.64	0.11
SPECIAL READING (K-12)	74.02	0.10
CHEMISTRY (9-12)	71.35	0.10
SOCIAL SCIENCE (9-12)	70.05	0.10
GENERAL SCIENCE (9-12)	68.75	0.10
BIOLOGY (9-12)	67.79	0.10
MUSIC – VOCAL (K-12)	67.77	0.10
ENGLISH LANGUAGE LEARNERS (K-12)	65.62	0.09
ART (K-12)	63.89	0.09
EARTH SCIENCE (9-12)	63.09	0.09
MUSIC – INSTRUMENTAL (K-12)	59.59	0.08
UNIFIED SCIENCE: EARTH SCIENCE (9-12)	55.36	0.08
UNIFIED SCIENCE: PHYSICS (9-12)	55.24	0.08
BUSINESS EDUCATION (9-12)	53.57	0.08
SPANISH (K-12)	49.52	0.07
PHYSICS (9-12)	47.96	0.07
HEALTH (K-12)	45.45	0.06
GIFTED EDUCATION (K-12)	41.90	0.06
BUSINESS EDUCATION (5-9)	30.60	0.04
SPEECH AND THEATRE (9-12)	28.72	0.04
SPEECH AND THEATRE (5-9)	22.06	0.03

VI. Shortage areas are listed by content for the state in order from most severe to least, as determined by MOSIS data and represents 5.0% of the total FTE in the state: (CONTINUED)

Subject Area	FTE Unqualified	Shortage Indicator by Total FTE
TECHNOLOGY AND ENGINEERING (9-12)	14.41	0.02
AGRICULTURAL EDUCATION (9-12)	12.93	0.02
TECHNOLOGY AND ENGINEERING (5-9)	11.82	0.02
MARKETING (9-12)	10.19	0.01
AGRICULTURAL EDUCATION (5-9)	9.87	0.01
JOURNALISM (9-12)	9.60	0.01
FRENCH (K-12)	7.01	0.01
CHINESE (K-12)	6.09	0.01
GERMAN (K-12)	4.94	0.01
DANCE (K-12)	3.83	0.01
LATIN (K-12)	3.64	0.01
Above content areas represent 5.0% of total FTE		