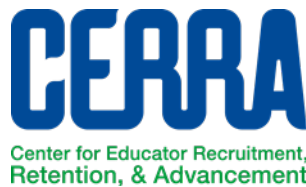


# **SOUTH CAROLINA ANNUAL EDUCATOR SUPPLY & DEMAND REPORT**

**JANUARY 2018**



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## Executive Summary

At the beginning of each school year, CERRA administers the South Carolina Annual Educator Supply and Demand Survey to all 82 public school districts in the state. The main purpose of this survey is to collect information on rates of certified teachers entering the profession, those leaving their classrooms, and the number of vacant teaching positions. This report provides results, both in narrative and table formats, of the data analysis that was conducted once all surveys were submitted to CERRA.

Below are keying findings of the study for the 2017-18 school year:

- Districts reported a small increase in the number of teaching positions, teachers/administrators hired, teacher/administrator vacancies, and teacher departures.
- The number of hires coming from an in-state teacher preparation program has dropped by 25% over the past five years. The number of SC students graduating with a Bachelor's degree eligible for teacher certification dropped by 30% in just four years.
- Districts are hiring more teachers who complete alternative certification programs and more out-of-state and international teachers.
- Districts reported 550 teaching positions that were still vacant at the beginning of the school year; this is a 16% increase compared to vacancies reported at the beginning of the 2016-17 school year. In addition to these vacancies are the 7,300 vacancies and new positions already filled prior to the start of the school year.
- A total of 6,705 FTEs were held by teachers who left their positions during or at the end of the 2016-17 school year. More than one-quarter of these teachers reportedly went to teach in another SC public school district, leaving about 4,900 teachers who are no longer teaching in any SC public school district.
- Of the teachers who left, including those who went to teach in another SC district, 38% had five or fewer years of classroom experience and 12% had been teaching no more than one year. Excluding teachers who changed districts, 35% had five or fewer years of experience and 12% had only one year or less. A small improvement can be seen when these percentages are compared to those reported last year, which were 37% and 13%, respectively.
- Twenty-two percent of first-year teachers hired for the 2016-17 school year left their positions during or at the end of that school year and are no longer teaching in any SC public school district.
- Fourteen of the 28 SC districts eligible to participate in the state's Rural Recruitment Initiative during the 2016-17 school year, FY17 Proviso 1A.64, reported improved retention rates.

The South Carolina Annual Educator Supply and Demand Survey and subsequent report continue to serve as a useful tool in highlighting the state's need to produce, recruit, and retain more teachers. Data from the report are used to inform numerous legislative, regulatory, and policy decisions related to teacher recruitment and retention in South Carolina.

## I. Introduction

Since 2001, the Center for Educator Recruitment, Retention, and Advancement (CERRA) has administered the South Carolina Annual Educator Supply and Demand Survey to all public school districts in the state. The main purpose of this survey is to collect data on rates of teachers entering the profession, those leaving their classrooms, and the number of vacant teaching positions. Similar data also are obtained regarding school- and district-level administrators. Once responses are submitted, the data are analyzed and summarized in a comprehensive statewide report. Data from the report are used to inform numerous legislative, regulatory, and policy decisions at the state level. CERRA would like to sincerely thank the district representatives who complete this survey each year. Their collaboration facilitates the completion of this very important and complex process.

Note: When completing the survey, districts are asked to report positions in full-time equivalents (FTEs), based on 1.0 for full-time positions and 0.5, 0.75, etc. for part-time positions. For example, if one full-time and three half-time Spanish teachers are hired, the district would report a total of 2.5 FTEs filled rather than four teachers hired.

## II. Teaching Positions Allocated for the 2017-18 School Year

Districts<sup>1</sup> reported more than 53,000 full-time and part-time certified teaching positions allocated for the 2017-18 school year. Compared to 2016-17<sup>2</sup> data, this is an increase of nearly 4% or almost 1,900 positions. One partial explanation for this increase is that two additional districts responded to the survey this year. These districts collectively added only about 250 teaching positions to the total.

The same six certification areas continue to represent approximately 70% of all allocated teaching positions. These areas include early childhood/elementary<sup>3</sup> (34%), special education (10%), English/language arts (7%), mathematics (7%), sciences (6%), and social studies (6%). The distribution of positions reported at each school level (elementary, middle, and high) has remained consistent over previous years. Elementary positions account for a little more than half of all FTEs, while middle and high school positions respectively make up 21% and 28% of the total.

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<sup>1</sup> All public school districts completed a Supply and Demand Survey this year. Information from the 82 districts is included in all data tables throughout the report.

<sup>2</sup> In previous years, school psychologists were categorized as teachers and, thus, included in survey questions related to teachers. This year and moving forward, they were/will be considered to hold non-teaching positions and removed from questions related to teachers. Therefore, some totals from 2016-17 are recounted as slightly smaller in this report when compared to 2017-18 data.

<sup>3</sup> Early childhood and elementary certification areas are not separated due to the overlap in grade spans for the two areas. Teachers may hold both certifications, and it is difficult for districts to distinguish between the two areas when completing this survey.

### III. Teachers Hired for the 2017-18 School Year

The total number of FTEs filled by newly hired teachers for the 2017-18 school year was just over 7,300, an increase of almost 7% compared to data from the 2016-17 school year. With the exception of industrial technology, literacy, physical education, social studies, and world languages, more teachers were hired across all subject areas for 2017-18 compared to the prior school year. In particular, more high school teachers were hired, mostly in special education, sciences, career and technology, and guidance. Overall, high school teachers account for 30% of all teachers hired for 2017-18, compared to 27% for 2016-17.

As reported in previous years, approximately three-quarters of all new hires are those teaching in the following certification areas: early childhood/elementary, special education, English/language arts, mathematics, sciences, and social studies. These same areas also make up the largest portion of allocated teaching positions in the state. Another 10% of new hires are guidance counselors, music teachers, and physical education teachers across all grade levels.

Twenty-one percent of teachers hired for the 2017-18 school year are recent graduates of a SC teacher education program. Although the total number of teachers hired in SC has grown over the past five years, the number of hires coming from an in-state teacher preparation program has dropped by 25% during this time. Also decreasing is the number of SC students graduating each year with a Bachelor's degree eligible for teacher certification. According to data from the SC Commission on Higher Education, less than 1,700 graduates completed a SC teacher education program during the 2016-17 academic year. In 2012-13, this number was just over 2,400, representing a 30% reduction in completions over a four-year period.

South Carolina College of Education deans are aware of the decrease in their number of program completers. When surveyed in 2016, deans confirmed their capacity to accommodate more education students, but attributed the decline to a lack of student interest in pursuing teaching as a career. The decline is particularly evident in areas with the greatest need for teachers, including sciences, mathematics, special education, and social studies.

Thirty-one percent of the 2017-18 new hires are teachers from another SC public school district. Seventeen percent are teachers from another state, 5% are teachers from another country, and 7% are recent graduates from teacher education programs in other states. The number of teachers hired from another state or country, including those who are recent out-of-state graduates, was slightly lower last year.

Additionally, districts are hiring more teachers from alternative certification programs. For the 2017-18 school year, 9% of newly hired teachers in the state are participating in an alternative certification program; most are participants in PACE, the Program of Alternative Certification for Educators. Data reported by districts at the beginning of the school year confirmed 435.5 FTEs filled by first-year PACE teachers. In November 2017, CERRA obtained more recent data from the SC Department of Education (SCDE) that included second-semester PACE participants. The number of PACE teachers hired fell to 413 due to resignations and program participants not completing the pre-service requirements.

There was a small decrease in the percentage of male and minority teachers hired for the 2017-18 school year. Twenty percent of all newly hired teachers in the state are males, and 20% are minorities. Last year, 21% were males and 22% were reported as minorities.

#### **IV. Vacant Teaching Positions at the Beginning of the 2017-18 School Year**

At the beginning of the 2017-18 school year, districts reported 550 vacant teaching positions in SC public school districts. This number signifies a 16% increase compared to vacancies reported at the beginning of the 2016-17 school year. It is important to note that the 550 vacancies are in addition to the vacancies and new positions filled prior to the start of the 2017-18 school year. The total number of openings already filled is over 7,300, based on the number of new hires reported in the previous section.

In recent years, special education vacancies have always made up the largest share (more than 20%) of unfilled teaching positions in the state. This year, about the same number of vacancies are in special education positions, but the proportion dropped to less than 18%. The percentage of vacant teaching positions requiring early childhood or elementary certification rose to 23%, compared to 19% last year.

Districts reported more vacant teaching positions in most subject areas for the 2017-18 school year. Areas with substantial increases include middle level language arts, middle level and secondary social studies, and music across all school levels. Conversely, there were fewer vacancies among a small group of subject areas. The most significant decrease in the number of vacant teaching positions occurred in mathematics, particularly in high schools.

Vacant teaching positions often are concentrated not only in certain subject areas, but also in specific geographical areas in the state. One particular region, the Pee Dee region, consists of 18 school districts that account for roughly 17% of all teaching positions in South Carolina. The districts in this region, however, represent almost one-third of all vacant teaching positions reported at the beginning of the 2017-18 school year. Many of the districts in the Pee Dee, as well as districts in other regions of the state, have high rates of teacher turnover and extreme levels of poverty.

## V. Teachers Who Left Their Positions During/At the End of the 2016-17 School Year

A total of 6,705 FTEs were held by teachers who left their positions during or at the end of the 2016-17 school year. This figure indicates a small increase of 3% (223 FTEs) compared to the number of teachers who left during or at the end of the 2015-16 school year. One explanation for this rise in departures is the fact that all 82 school districts submitted a survey this year, thereby increasing overall numbers. The two districts that did not respond last year are small, however, and the data they reported for 2017-18 had a minimal impact.

More than one-quarter of teachers who left their position during or at the end of the 2016-17 school year reportedly went to teach in another SC public school district. Although these educators are still working in a SC classroom, their departures still create vacancies in the districts from which they left.

Twenty-three percent of teachers who left did so because of a “personal” choice, which includes reasons such as staying home with children or resigning with no reason given. Teachers who gave no specific reason often reportedly felt frustrated, overwhelmed, unsupported, or even unprepared to be in a classroom. Districts are being encouraged to obtain more information from departing teachers, and the 2018-19 survey will further delineate the “personal choice” reason.

Twenty percent of teachers who left their positions during or at the end of the 2016-17 school year either retired for the first time, were retirees not rehired by the district, or their Teacher and Employee Retention Incentive (TERI) period ended. Eleven percent of teachers who left moved out of the area because of a spouse relocation, military reassignment, or some other reason. Less than 5% changed professions altogether, close to 4% were terminated or their contracts/letters of agreement were not renewed, and 3.5% took a teaching position in another state or country.

Included in the group of teachers who left their positions are those who obtained their teaching certificate through an alternative pathway (PACE, American Board, Teach For America, etc.). This group makes up 4% of all teachers who left their positions during or at the end of the 2016-17 school year; of the 270 alternatively certified teachers who left, 30% took a teaching job in another SC public school district, 22% made a personal choice to leave, 12% were terminated or their contracts/letters of agreement were not renewed; and 10% changed professions.

Of all the teachers who left their positions during or at the end of the 2016-17 school year, 38% had five or fewer years of classroom experience and 12% had been teaching no more than one year. These percentages include teachers who took a teaching job in another SC school district and are identical to percentages reported for teachers who left their positions during or at the end of the 2015-16 school year.

When SC teachers who changed districts are removed from the total number of teachers who left their positions during or at the end of the 2016-17 school year, 35% had five or fewer years of classroom experience and 12% had only one year or less. A small improvement can be seen when these percentages are compared to those reported last year, which were 37% and 13%, respectively.

Teacher departure data also can be examined by looking only at first-year teachers rather than all teachers newly hired in districts. Of the first-year teachers hired for the 2016-17 school year, 30% did not return to the same position in 2017-18; 22% neither returned to the same position nor took a teaching position in any other SC public school district. Simply put, 22% of first-year teachers hired for 2016-17 are no longer teaching in any SC public school district. These statistics are comparable to those reported last year.

## VI. Rural Recruitment Initiative

One initiative that aims to address some of the state's teacher recruitment and retention issues is the Rural Recruitment Initiative (RRI), current FY18 Proviso 1A.59. Through this initiative, which began in the spring of 2016, eligible districts in South Carolina can request funds to implement teacher recruitment and retention incentives in their schools. Eligibility is based solely on teacher turnover rates, meaning that the list of eligible districts can change each year. For the 2016-17 school year, 28 of 82 public school districts<sup>4</sup> in the state were eligible to apply for funds through the RRI.

Because 2016-17 was the first full year of implementation, very little effectiveness data are available at this point. However, the survey data do show that of the 24 districts that requested funds for retention incentives during 2016-17, ten reported fewer teachers leaving their positions. Five of the ten districts had fewer departures from teachers with no more than five years of classroom experience. The data also indicate that nine of the 24 districts that requested funds for retention incentives had fewer teachers leave to teach in another SC district. Seven of the nine districts reported fewer of this specific type of departure from teachers who have been in the classroom for five years or less.

## VII. Administrators: Hires and Vacancies for the 2017-18 School Year

For the 2017-18 school year, districts reported 478.5 FTEs that were filled by newly hired administrators.<sup>5</sup> This number signifies a 10% increase compared to the number of administrators hired for the 2016-17 school year. Districts also had 65 vacant administrator positions at the beginning of the 2017-18 school year, which is an increase of 12 vacancies compared to number reported at the beginning of the 2016-17 school year. This small rise in the number of administrators hired and the number of vacant administrator positions is primarily the result of school psychology being newly categorized as a non-teaching position in the Supply and Demand Survey.

## VIII. 2017 Teacher Expo

The Teacher Expo is a statewide teacher recruitment fair designed to facilitate connections between in-state and out-of-state job seekers and the SC public school districts and special schools who choose to send recruiters to the Expo. The most recent Expo was held in May 2017 and was attended by 52 districts hoping to fill vacancies and 295 candidates seeking employment as teachers in South Carolina. Districts were asked to report the number of teachers hired as a result of the 2017 Teacher Expo. A total of 85 teachers who attended the Expo were hired for the 2017-18 school year; of these, 21 are males and 28 are minority teachers.<sup>6</sup>

<sup>4</sup> The 28 eligible districts were Allendale; Anderson 4; Bamberg 2; Barnwell 19 & 29; Beaufort; Clarendon 1&2; Dillon 4; Dorchester 4; Edgefield; Fairfield; Florence 2,3, & 4; Hampton 2; Jasper; Lee; Lexington 4; Marion; Marlboro; McCormick; Orangeburg 3,4, & 5; Saluda; Sumter; and Williamsburg.

<sup>5</sup> Administrators refer to all employees in certified, non-teaching positions and are reported in the following categories: district superintendent/assistant superintendent; other district-level administrator (i.e., director or coordinator position); elementary, middle, and high school principal/assistant principal; other school-level administrator (i.e., school psychologist, coach, or specialist position).

<sup>6</sup> The number of teachers hired as a result of the 2017 Expo are likely much higher than what was reported as several districts, including two very large ones, did not provide data related to this survey question.



## IX. Conclusion

The supply and demand data submitted for the 2017-18 school year suggest that South Carolina's public education system continues to operate in a teacher shortage. Compared to 2016-17, districts reported increases in the number of teaching positions, teachers hired, vacancies, and teacher departures. Typically, an increase in one area yields an increase in the others; more teachers leaving results in more vacancies and more new hires to fill the vacancies. Not every district in the state struggles with this cycle of turnover, but many do. Twenty-eight of the 82 public school districts in the state have five-year average teacher turnover rates of more than 11% and are participating in the Rural Recruitment Initiative (RRI).

The number of teachers who left their positions during or at the end of the 2016-17 school year rose by about 200 teachers. Considering the 53,000 teaching positions allocated in SC district budgets for the 2017-18 school year, this increase does not seem significant. However, when combined with the fact that this number has risen each year for the past six years and that there are thousands of early-career teachers leaving annually, the impact becomes much more substantial. One statistic truly highlights this trend of teachers leaving so early in their careers: 22%. Of the first-year teachers hired for the 2016-17 school year, 22% left their positions during or at the end of that school year and are no longer teaching in any SC public school district.

In addition to teachers leaving their positions, South Carolina still faces the challenge of fewer students completing in-state teacher preparation programs. Data from the Commission on Higher Education reveal a considerable decline in the number of teachers being produced in SC colleges and universities. In just four years, the number of SC students graduating with a Bachelor's degree eligible for teacher certification fell by 30%. This decrease in the number of graduates is directly affecting the sources from which districts are hiring new teachers. Since 2012-13, the number of hires coming from a SC teacher education program has dropped by 25%.

Because SC colleges and universities are not producing enough teachers to fill current vacancies, school districts are hiring more teachers from other states and countries and from alternative certification programs. While out-of-state teachers and some alternatively certified teachers are permanent hires, international teachers normally are not since most are required to return to their home country after three years. With initiatives like the RRI and other statewide programs and proposals, SC school districts should continue to see positive results from their recruitment and retention efforts.

Table 1A includes the number of certified teaching positions allocated in district budgets for the 2017-18 school year.

Table 1A Certification Area Taught	Number of Certified Teaching Positions			
	Primary/ Elementary	Middle	High	Total
Agriculture		7.5	102.0	<b>109.5</b>
Art	666.59	263.49	371.72	<b>1,301.8</b>
Business/Marketing/Computer Technology	42.54	286.03	649.36	<b>977.93</b>
CATE (Career & Technology subjects)		134.14	1,000.67	<b>1,134.81</b>
Dance	39.5	42.45	43.38	<b>125.33</b>
Driver's Education			67.22	<b>67.22</b>
Early Childhood/Elementary (any or all core subjects)	18,101.41			<b>18,101.41</b>
English for Speakers of Other Languages (ESOL)	358.58	127.96	119.14	<b>605.68</b>
English/Language Arts		1,871.48	2,025.43	<b>3,896.91</b>
Family & Consumer Science		20.0	89.0	<b>109.0</b>
Gifted & Talented	410.64	46.59	17.77	<b>475.0</b>
Guidance Counselor	773.24	546.93	797.67	<b>2,117.84</b>
Health	6.25	68.24	126.85	<b>201.34</b>
Industrial Technology		29.0	46.0	<b>75.0</b>
Literacy	615.25	90.31	28.84	<b>734.4</b>
Mathematics		1,778.59	2,028.09	<b>3,806.68</b>
Media Specialist	631.61	240.74	236.66	<b>1,109.01</b>
Montessori	239.0			<b>239.0</b>
Music	641.59	476.96	423.63	<b>1,542.18</b>
Physical Education	811.91	459.92	613.98	<b>1,885.81</b>
Sciences		1,517.8	1,748.91	<b>3,266.71</b>
Social Studies		1,493.5	1,813.05	<b>3,306.55</b>
Special Education	2,572.6	1,288.75	1,513.53	<b>5,374.88</b>
Speech Language Therapist (includes contracted FTEs)	820.59	107.52	84.29	<b>1,012.4</b>
Theater	26.0	56.3	102.01	<b>184.31</b>
World Languages				
American Sign Language (ASL)	1.0	1.5	0.5	<b>3.0</b>
Chinese	42.0	11.0	8.83	<b>61.83</b>
French	16.8	42.4	122.69	<b>181.89</b>
German	7.5	9.4	35.5	<b>52.4</b>
Japanese	0.0	0.0	0.0	<b>0.0</b>
Latin	1.0	7.5	19.85	<b>28.35</b>
Russian	0.0	0.0	1.0	<b>1.0</b>
Spanish	125.3	161.4	597.04	<b>883.74</b>
Other	43.9	55.5	73.55	<b>172.95</b>
<b>TOTAL</b>	<b>26,994.8</b>	<b>11,242.9</b>	<b>14,908.16</b>	<b>53,145.86</b>

**Table 2A includes the number of FTEs filled by newly hired certified teachers for the 2017-18 school year.**

<b>Table 2A</b>	<b>Number of FTEs Filled by Newly Hired Certified Teachers</b>			
<b>Certification Area Taught</b>	<b>Primary/ Elementary</b>	<b>Middle</b>	<b>High</b>	<b>Total</b>
<b>Agriculture</b>		5.5	18.5	<b>24</b>
<b>Art</b>	87.0	52.16	43.2	<b>182.36</b>
<b>Business/Marketing/Computer Technology</b>	7.5	42.0	90.0	<b>139.5</b>
<b>CATE (Career &amp; Technology subjects)</b>		6.0	132.5	<b>138.5</b>
<b>Dance</b>	6.0	10.5	8.75	<b>25.25</b>
<b>Driver's Education</b>			10.0	<b>10.0</b>
<b>Early Childhood/Elementary (any or all core subjects)</b>	2,371.7			<b>2371.7</b>
<b>English for Speakers of Other Languages (ESOL)</b>	31.39	29.48	14.73	<b>75.6</b>
<b>English/Language Arts</b>		323.5	303.0	<b>626.5</b>
<b>Family &amp; Consumer Science</b>		3.0	17.0	<b>20.0</b>
<b>Gifted &amp; Talented</b>	18.33	0.33	0.34	<b>19.0</b>
<b>Guidance Counselor</b>	78.9	56.4	102.0	<b>237.3</b>
<b>Health</b>	2.0	4.5	11.5	<b>18.0</b>
<b>Industrial Technology</b>		0.0	2.0	<b>2.0</b>
<b>Literacy</b>	19.0	10.0	4.0	<b>33.0</b>
<b>Mathematics</b>		288.0	297.0	<b>585.0</b>
<b>Media Specialist</b>	59.5	26.0	10.5	<b>96.0</b>
<b>Montessori</b>	26.0			<b>26.0</b>
<b>Music</b>	88.7	86.15	61.45	<b>236.3</b>
<b>Physical Education</b>	91.0	56.25	76.75	<b>224.0</b>
<b>Sciences</b>		250.5	292.5	<b>543.0</b>
<b>Social Studies</b>		228.0	237.0	<b>465.0</b>
<b>Special Education</b>	340.0	214.6	249.6	<b>804.2</b>
<b>Speech Language Therapist (includes contracted FTEs)</b>	103.9	17.4	10.2	<b>131.5</b>
<b>Theater</b>	2.0	8.0	16.0	<b>26.0</b>
<b>World Languages</b>				<b>0.0</b>
<b>American Sign Language (ASL)</b>	0.0	1.0	0.0	<b>1.0</b>
<b>Chinese</b>	11.5	2.5	2.0	<b>16.0</b>
<b>French</b>	5.5	13.5	13.0	<b>32.0</b>
<b>German</b>	1.0	2.0	6.0	<b>9.0</b>
<b>Japanese</b>	0.0	0.0	0.0	<b>0.0</b>
<b>Latin</b>	0.0	2.0	2.0	<b>4.0</b>
<b>Russian</b>	0.0	0.0	0.0	<b>0.0</b>
<b>Spanish</b>	16.0	39.0	121.5	<b>176.5</b>
<b>Other</b>	7.0	1.0	5.0	<b>13.0</b>
<b>TOTAL</b>	<b>3,373.92</b>	<b>1,779.27</b>	<b>2,158.02</b>	<b>7,311.21</b>

**Table 2B includes the preparation program or source of the new hires reported in 2A.**

<b>Table 2B</b>	<b>Number of FTEs Filled by Newly Hired Certified Teachers</b>
<b>Preparation Program or Source</b>	
Teacher education program graduate – In state	1,537.4
Teacher education program graduate – Out of state	528.66
PACE	435.5
American Board	46.0
Teach For America	60.0
Adjunct Teaching Certificate	0.0
Newly certified CATE teacher	106.5
South Carolina teacher who returned to teaching after a gap in service of more than a year	289.25
Teacher from another South Carolina public school district, charter school, or special school	2,259.3
Teacher from a South Carolina college/university or private school	324.6
Teacher from another state	1,234.5
Teacher from another country	348.0
Private contractual service	52.0
Other	89.5
<b>TOTAL</b>	<b>7,311.21</b>

**Table 2C includes the number of FTEs filled by newly hired male and minority teachers for the 2017-18 school year.**

<b>Table 2C</b>	<b>Number of FTEs Filled by Newly Hired Certified Teachers</b>
Male teachers	1,501.9
Minority teachers	1,466.0

Table 3A includes the number of first-year PACE participants hired for the 2017-18 school year. This information was obtained from the South Carolina Department of Education.

Table 3A Approved Subject Area	Number of First-Year PACE Participants			
	Primary/ Elementary	Middle	High	Total
Agriculture	0	2	0	2
Art	4	4	4	12
Biology - Secondary	0	1	9	10
Business/Marketing/Computer Technology	0	33	41	74
Chemistry - Secondary	0	0	4	4
Dance	1	1	1	3
English - Secondary	0	1	17	18
English for Speakers of Other Languages (ESOL)	0	0	2	2
Family & Consumer Science	0	0	0	0
Health	1	0	1	2
History	0	0	0	0
Industrial Technology	0	0	0	0
Mathematics - Secondary	0	0	9	9
Media Specialist	6	3	1	10
Middle Level Language Arts	0	24	0	24
Middle Level Mathematics	0	13	0	13
Middle Level Science	0	22	0	22
Middle Level Social Studies	0	34	0	34
Music Education - Choral	3	1	3	7
Music Education - Instrumental	7	3	2	12
Physical Education	6	3	7	16
Physics - Secondary	0	0	1	1
Science - Secondary	0	2	18	20
Social Studies - Secondary	0	4	8	12
Special Education - Emotional Disabilities	34	10	12	56
Theater	1	2	2	5
World Languages - French	0	3	0	3
World Languages - German	0	1	4	5
World Languages - Latin	0	2	1	3
World Languages - Mandarin Chinese	1	1	0	2
World Languages - Spanish	6	7	19	32
<b>TOTAL</b>	<b>70</b>	<b>177</b>	<b>166</b>	<b>413</b>

Table 4A includes the number of certified teaching positions reported as vacant at the beginning of the 2017-18 school year.

Table 4A Certification Area Taught	Number of Certified, Vacant Teaching Positions			
	Primary/ Elementary	Middle	High	Total
Agriculture		0.0	0.0	0.0
Art	15.6	4.0	2.0	21.6
Business/Marketing/Computer Technology	1.0	5.0	1.0	7.0
CATE (Career & Technology subjects)		1.5	9.5	11.0
Dance	2.0	1.0	0.0	3.0
Driver's Education			1.0	1.0
Early Childhood/Elementary (any or all core subjects)	123.75			123.75
English for Speakers of Other Languages (ESOL)	6.83	3.88	0.59	11.3
English/Language Arts		27.9	19.5	47.4
Family & Consumer Science		2.0	3.0	5.0
Gifted & Talented	2.0	0.0	0.0	2.0
Guidance	1.0	1.5	4.5	7.0
Health	1.5	0.0	1.0	2.5
Industrial Technology		1.0	2.0	3.0
Literacy	3.0	1.0	1.0	5.0
Mathematics		20.9	33.5	54.4
Media Specialist	13.5	2.5	2.0	18.0
Montessori	1.0			1.0
Music	13.9	9.75	7.75	31.4
Physical Education	4.5	0.0	5.0	9.5
Sciences		9.0	10.0	19.0
Social Studies		9.5	14.5	24.0
Special Education	35.35	32.0	29.0	96.35
Speech Language Therapist (includes contracted FTEs)	17.8	3.7	3.5	25.0
Theater	0.0	1.0	1.5	2.5
World Languages				0.0
American Sign Language (ASL)	0.0	0.0	0.0	0.0
Chinese	0.0	0.0	0.0	0.0
French	1.0	0.0	2.0	3.0
German	1.0	0.0	0.5	1.5
Japanese	0.0	0.0	0.0	0.0
Latin	0.0	0.0	0.0	0.0
Russian	0.0	0.0	0.0	0.0
Spanish	2.3	3.5	6.5	12.3
Other	0.0	1.0	0.0	1.0
<b>TOTAL</b>	<b>247.03</b>	<b>141.63</b>	<b>160.84</b>	<b>549.5</b>

Table 5A includes the number of FTEs held by certified teachers who did not return to their teaching positions for the 2017-18 school year.

Reason for Leaving	Number of FTEs Held by Certified Teachers Who Did Not Return in 2017-18									TOTAL
	Primary/Elementary			Middle			High			
	Total years of teaching experience			Total years of teaching experience			Total years of teaching experience			
	≤ 1	2 - 5	> 5	≤ 1	2 - 5	> 5	≤ 1	2 - 5	> 5	
Retirement (includes first-time retirees, TERI period ended, and retirees not rehired)	1.0	7.0	654.0	0.0	3.0	274.5	2.0	5.0	392.92	1,339.42
Changed profession	25.0	48.0	65.0	7.0	30.0	30.0	13.0	36.5	56.0	310.5
Teaching position in another SC public school district, charter school, or special school	116.0	294.5	378.5	45.0	163.0	260.5	57.0	157.0	319.5	1,791.0
Teaching position in a SC college/university or private	2.0	14.0	27.0	1.0	3.0	8.0	1.0	7.0	15.0	78.0
Teaching position in another state/country	18.0	36.5	37.0	7.0	21.0	15.0	12.0	30.5	54.0	231.0
Non-teaching position in the same district	3.0	5.0	30.0	0.0	2.0	11.0	1.0	1.0	28.0	81.0
Non-teaching position in another SC school district or SC education entity	2.0	2.0	18.0	0.0	6.0	6.0	1.0	3.0	20.5	58.5
Non-teaching position in another state/country	0.0	4.0	3.0	0.0	0.0	1.0	0.0	2.0	2.0	12.0
Reduction in force (RIF)/ Program or grant conclusion	0.0	0.0	0.0	0.0	0.0	1.0	0.0	0.0	0.0	1.0
Did not qualify for state certification	6.0	2.0	4.0	4.0	1.0	0.0	4.0	6.0	2.0	29.0
Termination or contract/letter of agreement non-renewal	40.25	26.5	39.0	16.25	15.0	24.0	26.0	13.0	39.5	239.5
International teacher returned to country of origin	1.0	7.0	6.0	0.0	5.0	2.5	2.0	23.0	12.5	59.0
Returned to school to obtain advanced degree	1.0	8.0	8.0	5.0	10.0	4.0	5.0	9.0	4.5	54.5
Moved out of area (includes spouse relocation, military assignment, etc.)	59.5	121.0	159.1	31.5	58.5	86.0	29.0	64.0	105.9	714.5
Death/disability/illness (includes self, caring for sick child, caring for sick or aging parent, etc.)	8.0	8.0	39.8	8.0	12.0	27.0	5.0	8.0	26.0	141.8
Personal choice (includes staying home with children, resignation, no reason given, etc.)	125.0	225.0	358.25	55.0	140.0	193.0	57.5	118.25	291.25	1,563.25
Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	1.0
<b>Total</b>	407.75	808.5	1,826.65	179.75	469.5	943.5	215.5	483.25	1,370.57	<b>6,704.97</b>
<b>TOTAL</b>	<b>3,042.9</b>			<b>1,592.75</b>			<b>2,069.32</b>			

**Table 5B includes the number of FTEs held by teachers with alternative certification who did not return to their teaching positions for the 2016-17 school year. These teachers are a subset of those included in question 5A.**

Table 5B Reason for Leaving	Number of FTEs Held by Teachers with Alternative Certification Who Did Not Return in 2017-18			
	Total years of teaching experience			
	≤1	2-5	>5	Total
Retirement (includes first-time retirees, TERI period ended, and retirees not rehired)	0.0	0.0	7.0	<b>7.0</b>
Changed profession	7.0	18.0	1.0	<b>26.0</b>
Teaching position in another SC public school district, charter school, or special school	21.0	42.0	18.0	<b>81.0</b>
Teaching position in a college/university or private school in SC	0.0	1.0	1.0	<b>2.0</b>
Teaching position in another state/country	3.0	9.0	1.0	<b>13.0</b>
Non-teaching position in the same district	0.0	0.0	1.0	<b>1.0</b>
Non-teaching position in another SC school district or SC education entity	2.0	0.0	1.0	<b>3.0</b>
Non-teaching position in another state/country	0.0	1.0	0.0	<b>1.0</b>
Reduction in force (RIF)/Program or grant conclusion	0.0	0.0	0.0	<b>0.0</b>
Did not qualify for state certification	2.0	5.0	1.0	<b>8.0</b>
Termination or contract/letter of agreement non-renewal	17.0	7.0	9.0	<b>33.0</b>
International teacher returned to country of origin	0.0	5.0	2.0	<b>7.0</b>
Returned to school to obtain advanced degree	1.0	3.0	0.0	<b>4.0</b>
Moved out of area (includes spouse relocation, military assignment, etc.)	4.0	13.0	1.0	<b>18.0</b>
Death/disability/illness (includes self, caring for sick child, caring for sick or aging parent, etc.)	2.0	2.0	2.0	<b>6.0</b>
Personal choice (includes staying home with children, resignation, no reason given, etc.)	22.0	30.0	8.0	<b>60.0</b>
Other	0.0	0.0	0.0	<b>0.0</b>
<b>TOTAL</b>	<b>81.0</b>	<b>136.0</b>	<b>53.0</b>	<b>270.0</b>



**Table 6A includes the number of FTEs filled by newly hired certified administrators and certified administrator positions reported as vacant at the beginning of the 2017-18 school year.**

<b>Table 6A</b>	<b>Number of FTEs Filled by Newly Hired Certified Administrators</b>	<b>Number of Certified, Vacant Administrator Positions</b>
<b>Type of Administrator</b>		
District Superintendent	6.0	4.0
District Assistant/Associate Superintendent	3.0	3.0
Other District-Level Administrator (i.e., director or coordinator position)	53.5	13.0
Primary/Elementary School Principal	38.83	2.0
Primary/Elementary School Assistant Principal	72.5	3.0
Middle School Principal	20.83	1.0
Middle School Assistant Principal	46.5	4.0
High School Principal	17.84	1.0
High School Assistant Principal	62.5	4.0
Other School-Level Administrator (i.e., school psychologist, coach, or specialist position)	157.0	29.8
<b>TOTAL</b>	<b>478.5</b>	<b>64.8</b>

Note: In this table, the term “administrator” includes all employees in certified, non-teaching positions.

**Tables 7A and 7B include information about the South Carolina Teacher Expo.**

<b>Table 7A</b>	<b>Yes</b>	<b>No</b>	<b>Undecided</b>	<b>No answer</b>
Did you participate in the Expo held on May 19 <sup>th</sup> , 2017?	52	30	-----	0
Are you planning to attend the 2018 Expo?	50	3	28	1

<b>Table 7B</b>	<b>Number of Teachers Hired as a Result of the Teacher Expo</b>
Male teachers	21.0
Minority teachers	28.0
<b>TOTAL</b>	<b>85.0</b>

Note: Several districts, including two very large ones, did not report data related to Table 7B. As a result, the number of teachers hired as a result of the Expo is likely much higher than reported.

**Report Prepared By:**

Dr. Jennifer Garrett, Coordinator of Research & Program Evaluation, CERRA - SC