
A REPORT ON THE FALL 2013
SUPPLY AND DEMAND SURVEY

JANUARY 2014

CENTER FOR EDUCATOR RECRUITMENT,
RETENTION, AND ADVANCEMENT

Introduction

Since 2001, the Center for Educator Recruitment, Retention, and Advancement (CERRA) has administered the annual Teacher/Administrator Supply and Demand Survey to South Carolina's public school districts and special schools. Once the information is submitted, CERRA compiles a statewide report summarizing data on teacher and administrator positions, hires, vacancies, and departures. 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.

When reporting allocated teacher positions, teachers and administrators hired, vacant positions, and teachers who leave, districts are asked to calculate totals 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.

Teacher Positions

Districts were asked to provide the number of allocated teacher positions for the 2013-2014 school year.¹ For the current school year, districts reported a total of 49,641.5 full-time and part-time teacher positions, a decrease of 754 FTEs from last year. A considerable amount of this decline can be explained by the absence this year of a Supply and Demand Survey from the Public Charter School District, who last reported 551 allocated positions.

Overall statewide, there was a slight decrease in the number of FTEs at all school levels. More than half of the districts, however, reported an increase in the number of allocated teacher positions that ranged from 0.25 FTEs to 168 FTEs. Regardless of changes in the number of elementary, middle, and high school positions that occurred this year, the proportions remained the same. Like last year, elementary positions accounted for just over half of all FTEs while middle and high school positions respectively made up 21% and 28% of the total.

Several core subjects consistently represent the largest majority of all allocated teacher positions in the state. Seventy-one percent of all teacher positions were attributable to six subject areas: early childhood/elementary (35%), special education (10%), English/language arts (7%), mathematics (7%), social studies (6%), and sciences (6%). These percentages have remained constant since the 2009-2010 school year when districts were first asked to submit this information.

Teachers Hired

The total number of FTEs filling vacancies in school districts this year was 5,797.7, an increase of just 58.2 FTEs compared to last year. Most characteristics of newly hired teachers, including total numbers, subject areas taught, school levels, source of hire, and race/gender, look very similar to data reported for the 2012-2013 school year.

¹ With the exception of Dillon 3, Spartanburg 6, and the South Carolina Public Charter School District, all public school districts completed a Supply and Demand Survey. The Department of Juvenile Justice also submitted a survey. Information from these 80 districts and specials schools is included in all data tables throughout the report.

Primary and elementary school teachers hired for the 2013-2014 school year explained 45% of the total number of FTEs filled in the state. Districts categorized two-thirds of these teachers as having early childhood or elementary certification who could be teaching any or all core subjects. As mirrored by the number of allocated positions discussed in the previous section of this report, the majority of newly hired middle and high schools teachers were concentrated in just a few subject areas including English/language arts, mathematics, sciences, and social studies. Across all school levels, special education teachers accounted for the greatest number of hires.

One-third of all FTEs filled this year were new graduates from teacher education programs in the state. This statistic is down a marginal amount from 36% last year. Just over 8% of the FTEs filled were new graduates from teacher education programs in another state. Teachers who transferred from one South Carolina district to another made up 27% of the FTEs filled this year. About 15% of the new hires transferred from another state.

This year, 7.5% of newly hired teachers in the state came through alternative certification programs. Most of these teachers were participants in the Program of Alternative Certification (PACE). According to data reported by districts, the number of FTEs filled by PACE teachers was 239.5, a 10% increase compared to the data submitted last year. While the total number of PACE teachers rose by only 22, those hired in middle schools increased by 42% or 32 teachers. Much of this growth was caused by an increase in the number of PACE teachers certified in middle level sciences and business education. On the contrary, significantly fewer high school PACE teachers were hired this year, with the largest reduction seen in mathematics teachers.

Additionally, 132 FTEs were filled this year by other alternative certification programs in South Carolina. The Teach For America program was responsible for supplying 118 FTEs, and 13 FTEs were filled by teachers who became certified through the American Board for Certification of Teacher Excellence (ABCTE). Two districts each reported filling a 0.5 FTE with a teacher who held an Adjunct Teaching Certificate.

Of the teachers hired to fill vacant FTEs this year, approximately 20% are minorities and another 20% are males. Although these percentages continue to be somewhat higher than the proportion of male and minority teachers who make up the total teacher population in the state, they are not comparable to student demographics. According to the South Carolina Department of Education, 47% of students are categorized as minorities and 51% are males.

Vacant Teacher Positions

Districts reported 270.83 vacant FTEs at the beginning of the 2013-2014 school year. While this figure signifies a reduction of only 1.6 FTEs compared to last year, the numbers are dispersed quite differently among school levels and subject areas. The largest share (38%) of vacancies occurred in primary and elementary schools this year, with more than half falling in special education or early childhood/elementary certification. In 2012-2013, high schools had the most unfilled teacher positions, mostly due to vacancies in sciences, career and technology, English, and mathematics. This school year, however, districts reported fewer vacant positions in all but one (mathematics) of these particular high school subject areas.

Vacancies in middle schools made up the smallest portion (26%) of all unfilled positions, yet represented the largest spike in the overall number of vacancies. Specifically, the number of

vacant middle-level positions increased in the following academic areas: several core subjects (art, literacy, music, and Spanish), one non-core subject (English for Speakers of Other Languages-ESOL), one non-teaching area (media specialist), and special education.

Consistent with prior Supply and Demand Reports, vacancies in special education across all school levels constituted the largest share of unfilled FTEs in the state. One out of every five vacancies in South Carolina's public schools is in special education. Furthermore, 64% of all unfilled special education positions are concentrated in two geographic areas in the state: the Lowcountry and the Pee Dee regions. Districts in these two regions also were responsible for more than 55% of statewide vacancies in all subject areas, yet they make up only 36% of all teacher positions in the state.

Teachers Leaving

A total of 5,003.5 FTEs were held by teachers who did not return to their classrooms for the current school year. This figure represents 10% of all allocated teacher positions (minus vacancies) reported for the 2012-2013 school year. Although the number of FTEs held by teachers who did not return this year indicates a 9% increase (420 FTEs), the percentage of teachers who fell into each category of "reason for leaving" was nearly the same. In addition, several categories were added to the survey to make clearer distinctions among the reasons for leaving and to cut down on responses of "other" with no further explanation.

The majority (78%) of teachers who did not return for the current school year fell into four categories: 1) retirement (22.8%), which includes first-time retirees, TERI period ending, and retirees not rehired; 2) teaching position in another South Carolina district (22.4%); 3) personal choice (21.9%), which includes staying home with children, choosing not to work, no reason given, etc.; and 4) moved out of area (10.5%), which includes spouse relocation, military assignment, etc.

In addition to the large number of teachers who remained in the profession but transferred to another district, just over 1% left to teach in a private school, college, or university in South Carolina. While these teachers may no longer work in a public school district, it is reassuring to know that they have remained committed to education in our state. Only about 3% of teachers who did not return for the 2013-2014 school year actually changed professions, and another 4% of teachers were terminated for cause or their letters of agreement were not renewed.

Almost 70% of teachers who did not return to their classrooms this year had more than five years of teaching experience. Of the remaining teachers with five years or less, 11% left during or at the end of their first year, mostly due to personal choice, teaching position in another South Carolina district, moved out of the area, or termination. The same was true last year as 11.5% of teachers who did not return left after only one year in the classroom.

Administrators

The number of newly hired administrators increased by 40% for the current school year, resulting in approximately 600 FTEs being filled by newly hired administrators in public school districts. The significant rise in the number of new hires reported is most likely attributable to directions added to the survey clarifying that districts should include all certified employees in

non-teaching positions in this category. For example, curriculum coordinators, instructional coaches, and technology specialists should be counted as administrators rather than teachers. The number of vacant administrator positions remained relatively steady at 58.5 compared to 57 reported last year.

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 South Carolina public school districts and special schools who choose to send recruiters to the Expo. While at the Expo, recruiters have the opportunity to provide information to prospective employees, conduct interviews, and in some cases, offer employment contracts. In 2010, the Expo was conducted as a virtual event due to declining school budgets and a subsequent impact on districts' need and ability to take part in the event. The in-person Expo was reinstated in 2011, and since then, Expos have been limited to applicants seeking positions in critical need subject areas. Thirty-three districts participated in the 2013 Expo, which was attended by 336 candidates.

Districts were asked to report the number of teachers hired as a result of the 2013 Teacher Expo. A total of 54 teachers who attended the Expo, 20 more than last year, were hired for the 2013-2014 school year; 19 of these hires are minority teachers and 12 are males. Over the past decade, more than 1,030 teachers, including approximately 330 males and 320 minorities, have been hired as a result of their participation in the Expo.

Conclusion

Much of the data examined in this report is, in many aspects, similar to what was submitted by districts last year. Particularly, the numbers of vacant positions and newly hired teachers have not changed much in two years. Although this conclusion could be interpreted as a positive trend, several issues of concern still remain in our state.

An average of 5,200 South Carolina public school teachers leave the classroom each year, including nearly 1,200 who retire from the profession. The average number of teachers leaving annually constitutes more than 10% of the state's total teacher population. It also creates a substantial discrepancy when compared to the less than 2,200 students, on average, who graduate from South Carolina teacher education programs each year. Additionally, retirements are going to occur regardless of school climate, job satisfaction, or any other factor that may cause a teacher to leave a district or the profession altogether.

Another area of concern related to high turnover rates is the percentage of teachers who leave soon after entering the profession. Of those who leave, 31% do so in the first five years of their career and 11% after just one year or less in the classroom. Not only do these statistics negatively impact student learning, they also create a financial burden on districts forced to recruit, hire, and induct new teachers on a more frequent basis.

Year after year, districts have difficulty filling vacant teacher positions in the same subject areas: special education (across all school levels), and mathematics and sciences in both middle and high schools. Over the last three school years, unfilled positions in these three critical need areas have explained anywhere from 34% up to 46% of all statewide teacher vacancies. Another

notable trend is the unexpected demand for teachers with early childhood or elementary certification. This demand could increase as a result of current discussions about expanding early childhood programs in public schools. Vacant teacher positions also are being consistently reported at a disproportionate rate, regardless of subject or certification, by districts in two geographic areas known as the Pee Dee and Lowcountry regions of South Carolina.

In this final section of the Supply and Demand Report, many conclusions have been drawn about the state of public education in South Carolina. Most significant is the number of students graduating from teacher education programs in the state as compared to the number of teachers needed to fill vacancies. Also of significance is the excessive number of beginning teachers who leave after their first year in the classroom. These findings clearly address the need to support and maintain strong recruitment and retention efforts across the state, to include providing consistent, tailored support for beginning teachers. The goal of such efforts is to ensure that there are enough qualified teacher candidates to adequately fill the supply and demand gap.

Table 1A includes the number of allocated teacher positions for the 2013-14 school year. Allocated teacher positions refer to all teacher slots funded in the districts' 2013-14 budgets.

Table 1A Subject Area Taught	Number of Teacher Positions			
	Primary/ Elementary	Middle	High	Total
Agriculture		3	98.5	101.5
Art	597.75	264.6	319.2	1,181.55
Business & Marketing Technology		169	549.53	718.53
Career & Technology (all Work-Based Certification areas)		99.2	885.26	984.46
Computer Programming		46	37.5	83.5
Dance	20.3	34.5	31	85.8
Driver's Education			73.84	73.84
Early Childhood / Elementary (any or all core subjects)	17,218.18			17,218.18
English for Speakers of Other Languages (ESOL)	270.05	91.17	86.24	447.46
English / Language Arts		1,760.72	1,869.84	3,630.56
Family & Consumer Sciences		43.5	103.22	146.72
Gifted & Talented	343.87	129.69	82.67	556.23
Guidance	693.7	486.55	697.14	1,877.39
Health	51.6	57.7	89.03	198.33
Industrial Technology		29.5	35.8	65.3
Literacy	449.65	94.71	50	594.36
Mathematics		1,638.6	1,844.76	3,483.36
Media Specialist	610.6	263.5	281.1	1,155.2
Music	641.88	459.86	385.43	1,487.17
Physical Education	691.45	450.78	605.34	1,747.57
School Psychologist	251.19	97.66	90.94	439.79
Sciences		1,406.07	1,565.73	2971.8
Social Studies		1,363.58	1,647.24	3,010.82
Special Education (by certification area)				
Blind & Visually Impaired	17.94	9.36	15.36	42.66
Deaf & Hard of Hearing	59.61	17.21	23.01	99.83
Early Childhood	237.4			237.4
Emotional Disabilities	146.3	108.95	125.45	380.7
Learning Disabilities	909.78	628.78	782.83	2,321.39
Mental Disabilities	264.8	158.5	187.75	611.05
Multicategorical	342.3	201.4	209.9	753.6
Severe Disabilities	130.9	72.4	97.2	300.5
Other Special Education	94.8	30.95	73.2	198.95
Speech Language Therapist	686.65	104.65	68.6	859.9
Theater	20	48.5	67.74	136.24
World Languages				
American Sign Language (ASL)	0	0	1	1
Chinese	10.8	6.5	9.3	26.6
French	20	38.03	136.23	194.26
German	5	9.15	37.15	51.3
Japanese	0	0	2	2
Latin	0	9	19.75	28.75
Russian	0	0	1.8	1.8
Spanish	93.5	147.2	490.28	730.98
Other	175.91	79.91	147.35	403.17
TOTAL	25,055.9	10,660.4	13,925.2	49,641.5

Table 2A includes the number of FTEs filled by newly hired teachers for the 2013-14 school year.

Table 2A Subject Area Taught	Number of FTEs Filled by Newly Hired Teachers			
	Primary/ Elementary	Middle	High	Total
Agriculture		0	15	15
Art	43.3	34	30.51	107.81
Business & Marketing Technology		25.5	82	107.5
Career & Technology (all Work-Based Certification areas)		9	85.8	94.8
Computer Programming		4	3	7
Dance	0	9.5	5.5	15
Driver's Education			5.5	5.5
Early Childhood / Elementary (any or all core subjects)	1,720.6			1,720.6
English for Speakers of Other Languages (ESOL)	25.5	14	13.5	53
English / Language Arts		277.5	236.67	514.17
Family & Consumer Sciences		1	8	9
Gifted & Talented	24.6	1	0	25.6
Guidance	65	44.5	75	184.5
Health	0	3.5	7	10.5
Industrial Technology		3	3	6
Literacy	31.5	14	3	48.5
Mathematics		231	239.5	470.5
Media Specialist	64.5	22	17	103.5
Music	66.6	68.7	59.3	194.6
Physical Education	51.3	39.8	94.45	185.55
School Psychologist	52.25	14.6	11.45	78.3
Sciences		199.5	230.7	430.2
Social Studies		196.5	192	388.5
Special Education (by certification area)				
Blind & Visually Impaired	3	1	0	4
Deaf & Hard of Hearing	8.4	2.3	2.5	13.2
Early Childhood	47			47
Emotional Disabilities	18	13	14.2	45.2
Learning Disabilities	93.5	100	69.8	263.3
Mental Disabilities	32	21.5	20.7	74.2
Multicategorical	73.5	40.5	51	165
Severe Disabilities	10	4	3	17
Other Special Education	17.5	10.25	7.85	35.6
Speech Language Therapist	90.5	4.5	4.4	99.4
Theater	0	6	9	15
World Languages				
American Sign Language (ASL)	0	0	0	0
Chinese	3	5	4	12
French	5	11	15.25	31.25
German	0	3	8	11
Japanese	0	0	0	0
Latin	0	2	3	5
Russian	0	0	0	0
Spanish	29	26.25	85.75	141
Other	14.4	11	17.5	42.9
TOTAL	2,590.0	1,473.9	1,733.8	5,797.7

Table 2B includes the source of FTEs filled by newly hired teachers for the 2013-14 school year.

Source	Number of FTEs Filled by Newly Hired Teachers
New Teacher Education Program Graduate – In State	1,882.6
New Teacher Education Program Graduate – Out of State	483.6
PACE	245
ABCTE	13
Teach For America	118
Adjunct Teaching Certificate (as defined by State Board of Education Regulation 43-62)	1
Newly Certified Career and Technology Teacher	58.5
Inactive South Carolina Teacher, Returned to Teaching	218.97
Teacher from Another South Carolina District	1,585.76
Teacher from a College/University or Private School in South Carolina	112.75
Teacher from Another State	855.1
Teacher from Outside the United States	102
Other	121.4
TOTAL	5,797.7

Table 2C includes the number of FTEs filled by minority and male teachers for the 2013-14 school year.

Table 2C	Number of FTEs Filled by Newly Hired Teachers
Minority Teachers	1,176
Male Teachers	1,173

Table 3A includes the number of FTEs filled by 1st year PACE teachers for the 2013-14 school year.

Table 3A Subject Area Taught	Number of FTEs Filled by First-Year PACE Teachers			
	Primary/ Elementary	Middle	High	Total
Agriculture		0	2	2
Art	8	3	3	14
Business Education		20.5	35	55.5
Dance	0	2	0	2
English / Language Arts		14	15	29
Family & Consumer Sciences		0	0	0
Health	0	0	0	0
Industrial Technology		0	1	1
Mathematics		4	6	10
Media Specialist	5	2	1	8
Music	2	0	2	4
Physical Education	2	2	3	7
Sciences		25	28	53
Social Studies		20	4	24
Special Education: Emotional Disabilities	4	6	2	12
Theater	0	1	0	1
World Languages				
French	0	1	2	3
German	0	0	0	0
Latin	0	2	0	2
Mandarin Chinese	0	0	1	1
Spanish	1.5	6.5	3	11
TOTAL	22.5	109	108	239.5

Table 3B includes the number of FTEs filled by PACE teachers (by number of years in the program) for the 2013-2014 school year.

Table 3B	Number of FTEs Filled by PACE Teachers
2 nd Year PACE Teachers	189
3 rd Year PACE Teachers	108
4 th Year PACE Teachers	42
TOTAL PACE Teachers (including 1st year hires)	578.5

Table 4A includes the number of vacant teacher positions at the beginning of the 2013-14 school year.

Table 4A Subject Area Taught	Number of Vacant Teacher Positions			
	Primary/ Elementary	Middle	High	Total
Agriculture		0	1	1
Art	2	2	1	5
Business & Marketing Technology		1	1	2
Career & Technology (all Work-Based Certification areas)		0	7.33	7.33
Computer Programming		0	1	1
Dance	0	0	0	0
Driver's Education			0	0
Early Childhood / Elementary (any or all core subjects)	30			30
English for Speakers of Other Languages (ESOL)	2.5	4	3	9.5
English / Language Arts		9	4.5	13.5
Family & Consumer Sciences		0	1	1
Gifted & Talented	1	0	0	1
Guidance	3.5	2	0	5.5
Health	0	0	0	0
Industrial Technology		0	1	1
Literacy	1	0	0	1
Mathematics		8	19	27
Media Specialist	12.5	5	2	19.5
Music	8.4	3	2.75	14.15
Physical Education	2	0	1	3
School Psychologist	4	1	0	5
Sciences		7.5	13	20.5
Social Studies		7.5	6	13.5
Special Education (by certification area)				
Blind & Visually Impaired	0	0	0	0
Deaf & Hard of Hearing	1	0	0	1
Early Childhood	2			2
Emotional Disabilities	3	1	2.45	6.45
Learning Disabilities	7	5.5	10.4	22.9
Mental Disabilities	4	0	2	6
Multicategorical	5	3	6	14
Severe Disabilities	0	0	0	0
Other Special Education	1	1	0.4	2.4
Speech Language Therapist	7	0	0	7
Theater	0.6	1	1	2.6
World Languages				
American Sign Language (ASL)	0	0	0	0
Chinese	1	0	0	1
French	0	1	0	1
German	1	0	0	1
Japanese	0	0	0	0
Latin	0	0	0	0
Russian	0	0	0	0
Spanish	2.5	6	9.5	18
Other	1	2	1	4
TOTAL	103	70.5	97.33	270.83

Table 5A includes the number of FTEs held by teachers who did not return to their classrooms for the 2013-14 school year.

Reason for Leaving	Number of FTEs Held by Teachers who Left their Classrooms									TOTAL
	Primary / Elementary			Middle			High			
	Years of Teaching Experience			Years of Teaching Experience			Years of Teaching Experience			
	≤ 1	2 - 5	> 5	≤ 1	2 - 5	> 5	≤ 1	2 - 5	> 5	
Retirement (including first-time retirees, TERA period ended, and retirees not rehired)	0	0	533.5	0	0	261.5	0	0	343.5	1,138.5
Changed profession	4	21	49	4	14	10	12	24	32	170
Teaching position in another SC district	51	113	300.5	29	93	141.5	32	87	276	1,123
Teaching position in a college/university or private school in SC	3	3	15	0	6	15	0	2	15	59
Teaching position in another state/country	12	36	39	5	16	28.5	8	23	39.5	207
Other administrator/education position in the same district	0	3	35	0	1	19	0	1	14	73
Other administrator/education position in SC	1	2	24	0	5	15	1	4	15	67
Other administrator/education position in another state/country	0	8	3	0	1	1	0	0	4	17
Reduction in force (RIF)/ Program elimination	3	4	5	1	2	1	3	1	6	26
Did not qualify for SC certificate	0	0	4	7	0	3	9	9	1	33
Termination or contract/letter of agreement non-renewal, for cause	27	13	34	25	6	30	23	10	29	197
International teacher returned to country of origin	0	9	3	0	3	4	2	18	12	51
Returned to school to obtain advanced degree	6	5	6	2	5	4	7	12	8	55
Moved out of area (includes spouse relocation, military assignment, etc.)	42	80	121	19	48	69	26	41.5	78	524.5
Illness/Disability (includes self, caring for sick child, caring for sick or aging parent, etc.)	6	6	46.5	3	4	23	4	4	36.5	133
Personal choice (includes staying home with children, choosing not to work, no reason given, etc.)	62	113.5	352.5	45	73.5	150	55	64	181	1,096.5
Other	5	7	1	5	2	3	1	6	3	33
Total	222	423.5	1,572	145	279.5	778.5	183	306.5	1,093.5	5,003.5
TOTAL	2,217.5			1,203			1,583			5,003.5

Table 5B includes the number of FTEs held by PACE teachers who did not return to their classrooms for the 2013-14 school year. PACE teachers also are included in question 5A.

Table 5B	Number of FTEs Held by PACE Teachers who Left
Reason for Leaving	
Retirement (including first-time retirees, TERI period ended, and retirees not rehired)	0
Changed profession	15
Teaching position in another SC district	23
Teaching position in a college/ university or private school in SC	2
Teaching position in another state/country	0
Other administrator/education position in the same district	0
Other administrator/education position in SC	0
Other administrator/education position in another state/country	0
Reduction in force (RIF)/ Program elimination?	3
Did not qualify for SC certificate	11
Termination or contract/letter of agreement non-renewal, for cause	7
International teacher returned to country of origin	1
Returned to school to obtain advanced degree	2
Moved out of area (includes spouse relocation, military assignment, etc.)	4
Illness/Disability (includes self, caring for sick child, caring for sick or aging parent, etc.)	1
Personal choice (includes staying home with children, choosing not to work, no reason given, etc.	19
Other	0
TOTAL	88

Table 6A includes the number of FTEs filled by newly hired administrators and the vacant administrator positions for the 2013-14 school year.

Table 6A	Number of FTEs Filled by Administrators	Number of Vacant Administrator Positions
Type of Administrator		
District Superintendent	11	1
District Assistant Superintendent	13	1
Other District Level Administrator (i.e., director or coordinator level position)	120.7	37
Primary / Elementary School Principal	56	4
Primary / Elementary School Assistant Principal	73.5	2
Middle School Principal	33	2
Middle School Assistant Principal	51.75	1
High School Principal	17	1
High School Assistant Principal	64.25	4.5
Other School Level Administrator (i.e., instructional coach, technology specialist, computer lab coordinator, etc.)	127	5
Other	31	0
TOTAL	598.2	58.5

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

Table 7A	Yes	No	Undecided	No answer
Did you participate in the Expo held on May 24th, 2013?	37	43	-----	0
Are you planning to attend next year's Expo?	37	3	37	3

Table 7B	Number of Teachers Hired as a Result of the Expo
Minority Teachers	19
Male Teachers	12
Total Teachers	54

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