

SOUTH CAROLINA ANNUAL EDUCATOR SUPPLY & DEMAND REPORT (2018-19 School Year)

JANUARY 2019



**Center for Educator Recruitment,
Retention, & Advancement**

Table of Contents

Executive Summary 1

I. Introduction 2

II. Teaching Positions Allocated for the 2018-19 School Year..... 2

III. Teachers Hired for the 2018-19 School Year..... 3

IV. Teachers Who Left Their Positions During/At the End of the 2017-18 School Year 4

V. Vacant Teaching Positions at the Beginning of the 2018-19 School Year 5

VI. Rural Recruitment Initiative..... 6

VII. Administrators: Hires and Vacancies for the 2018-19 School Year 6

VIII. 2018 SC Teacher Expo 6

IX. Conclusion 7

Data Tables for the 2018-19 School Year:

Table 1A. Allocated Teaching Positions 8

Table 2A. Teachers Hired 9

Table 2B. Teacher Preparation Program or Source of New Hires 10

Table 2C. Male and Minority Teachers Hired 10

Table 3A. First-Year Alternative Certification Program Participants Hired 11

Table 4A. Teachers Who Left Their Positions 12

Table 4B. Teachers With or Obtaining Alternative Certification Who Left Their Positions..... 13

Table 5A. Vacant Teaching Positions 14

Table 6A. Administrators: Hires and Vacancies 15

Tables 7A & 7B. SC Teacher Expo..... 15

Executive Summary

At the beginning of each school year, the Center for Educator Recruitment, Retention, and Advancement (CERRA) administers the South Carolina (SC) Annual Educator Supply and Demand Survey to collect information on rates of public school teachers entering the profession, those leaving their classrooms, and the number of vacant teaching positions. A total of 85 entities submitted a complete Supply and Demand Survey for the 2018-19 school year: 80 public school districts, four independent career and technology education (CATE) centers, and the Charter Institute at Erskine. This report provides results, both in narrative and table formats, of the data analysis that was conducted for all surveys. The survey and subsequent report continue to serve as a useful tool in highlighting the state's need to produce, recruit, and retain more teachers.

Below are keying findings of the study for the 2018-19 school year:

- Districts reported an increase in the number of teaching positions, teachers/administrators hired, teacher vacancies, and teacher departures.
- The number of SC students who completed a teacher education program has declined by 32% since 2012-13. The number of hires who graduated from an in-state teacher preparation program increased for the first time since 2013-14, accounting for 24% of all new hires.
- Districts are hiring more teachers from other countries. This year, they hired nearly 400 international teachers; in 2013, roughly 100 were hired.
- Approximately 7,300 teachers left their positions during or at the end of the 2017-18 school year; this is an increase of nearly 10% compared to the number of teachers who left during or at the end of the 2016-17 school year. Twenty-seven percent of these teachers reportedly went to teach in another SC public school district, leaving more than 5,300 teachers who are no longer teaching in any SC public school.
- 35% of all teachers who left had five or fewer years of experience in a SC public school classroom, and 13% had been teaching in SC no more than one year. The percentages reported last year were 38% and 13%, respectively.
- 48% of all teachers (excluding retirees) who left had five or fewer years of experience in a SC public school classroom, and 17% had been teaching in SC no more than one year. [Retired teachers represented 26% of all departures compared to 20% last year. Because of this increase and the fact that retirees have significantly more classroom experience than non-retired teachers, they were removed from this particular set of calculations.]
- 25% of first-year teachers hired for the 2017-18 school year left their positions during or at the end of that school year and are no longer teaching in any SC public school. This percentage was 22% last year.
- Districts reported 621 vacant teaching positions. This is a 16% increase compared to vacancies reported at the beginning of the 2017-18 school year and a 29% increase compared to 2016-17. These vacancies are in addition to the 7,600 vacancies caused primarily by teacher departures that had been filled by districts prior to the start of the 2018-19 school year.
- 30 SC districts were eligible to participate in the state's Rural Recruitment Initiative during the 2017-18 school year, FY18 Proviso 1A.59. All 30 districts requested funds for teacher recruitment and/or retention incentives during FY18; 17 of them reported fewer teachers leaving and/or fewer vacant teacher positions compared to the previous year.

I. Introduction

Since 2001, the Center for Educator Recruitment, Retention, and Advancement (CERRA) has administered the SC Annual Educator Supply and Demand Survey to all public school districts in the state. The majority of CATE centers in the state operate within a public school district and their information is accounted for in the surveys submitted by districts. This year, for the first time, the survey also was sent to eight career and technology education (CATE) centers that serve multiple districts and/or function independently from the district in which the center resides. Additionally, a survey was administered to the Charter Institute at Erskine, a newly established public charter school sponsor in South Carolina. A total of 85 entities submitted a complete Supply and Demand Survey for the 2018-19 school year: 80 of the 82 public school districts, four of the eight independent CATE centers, and the Charter Institute at Erskine.

The main purpose of this survey is to collect data on rates of public school teachers entering the profession, those leaving their classrooms, and the number of positions still vacant at the beginning of each school year. Similar data also are obtained related to 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 regarding teacher recruitment and retention in South Carolina. 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 2018-19 School Year

Districts¹ reported approximately 52,600 full-time and part-time certified teaching positions allocated for the 2018-19 school year. Compared to 2017-18 data, this is a small decrease of just 1% or 530 total positions. One partial explanation for this decrease is that two districts did not complete a survey this year, whereas all districts did so last year. These two districts collectively added about 1,170 teaching positions to the total last year. Conversely, five additional entities were accounted for in the totals this year as the Charter Institute at Erskine and certain CATE centers were asked to submit a survey. Jointly, they reported just over 500 teaching positions for the current school year. The survey data from these five entities, combined with the absence of two district surveys, resulted in similar totals for the 2017-18 and 2018-19 school years.

The same six certification/subject areas continue to represent 70% of all allocated teaching positions in the state. These areas include early childhood/elementary² (33%), special education (10%), English/language arts (7%), mathematics (7%), sciences (6%), and social studies (6%). The distribution of teaching positions reported in other subject areas has remained consistent over previous years, just as the percentage of positions in each school level (elementary, middle, and high) has held constant. Elementary positions continue to account for half of all FTEs, while middle and high school positions respectively make up 22% and 28% of the total.

¹ When the term "districts" is used, this refers to all entities that submitted a complete survey for the 2018-19 school year.

² 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 2018-19 School Year

The total number of FTEs filled by newly hired teachers for the 2018-19 school year was 7,600, an increase of 4% or nearly 300 FTEs compared to data from last year. However, when the lists of district survey respondents from both years are taken into account, the difference is actually more than 500 FTEs. Data obtained from four CATE centers and the Charter Institute at Erskine yielded 123 newly hired teachers for the current school year. While the additional data explain part of the increase, the lack of surveys from two school districts this year must be considered as well. Based on 2017-18 data, these two districts hired more than 350 teachers. Assuming each district would have reported similar data, the total number of teachers hired this year may have been closer to 7,950 FTEs.

Approximately three-quarters of all new hires are those employed to teach the same six certification/subject areas identified in the previous section as making up most of the state's allocated teaching positions: early childhood/elementary (35%), special education (11%), English/language arts (8%), mathematics (7.5%), sciences (7%), and social studies (6%). Another 10% of new hires are physical education teachers (4%), guidance counselors (3%), and music teachers (3%). Along with similarities among subject areas, the percentages of teaching positions and new hires reported in each school level also are alike. Teachers hired for elementary schools account for 49% of all new hires, while 24% were hired to teach in middle schools and 26% were hired for high schools. Comparatively, the percentages of teaching positions in each school level are 50% (elementary), 22% (middle), and 28% (high).

Districts also were asked to identify the preparation program or source of each newly hired teacher. Overall, 41% of all hires are new to the teaching profession, and 59% are new to the district but not the profession. Twenty-four percent of teachers hired for the 2018-19 school year are recent graduates of a SC teacher education program. This percentage, which has been on a steady decline since 2013-14, is up from 21% last year. The actual number of students completing an in-state teacher education program, however, continues to decrease each year. The most recent data obtained from the SC Commission on Higher Education indicate that 1,642 students graduated with a Bachelor's degree eligible for teacher certification during the 2017-18 academic year. Although this number is down from the prior year by only 2.5% or roughly 40 completions, it has dropped by 32% and nearly 800 completions since 2012-13.

Thirty-one percent of all new hires for 2018-19 are teachers from another SC public school district, charter school, or special school. The same percentage was reported last year as well. Beginning in 2015, the largest number of newly hired teachers came from another SC district or school each year. Up until then, however, more new hires were recent graduates of in-state teacher education programs than any other hiring source. Sixteen percent of new hires for the current school year are teachers from another state, 7.5% are recent graduates from teacher preparation programs in other states, and 5% are teachers from another country. Each year since 2013, the number of international teachers hired has increased, shifting from about 100 to nearly 400 this year.

Additionally, 8.5% of all new hires for the 2018-19 school year are participating in one of several alternative certification pathways offered in South Carolina. Data reported by districts at the beginning of the school year confirmed nearly 650 FTEs filled by first-year, alternative certification program participants. For the 2017-18 school year, 9% (667 FTEs) of newly hired teachers were participating in an alternative certification program. In December 2018, CERRA obtained more detailed data from the SC Department of Education that identifies the specific subject areas in which program participants become certified. This information is presented in Table 3A.

For the 2018-19 school year, 18% of all newly hired public school teachers in the state are males. This percentage was 20% for the 2017-18 school year. Twenty-two of new hires for the current school year are minority teachers, whereas 20% were reported as minorities last year.

IV. Teachers Who Left Their Positions During/At the End of the 2017-18 School Year

A total of 7,340 FTEs were held by teachers who left their positions during or at the end of the 2017-18 school year. This figure indicates an increase of nearly 10% (635 FTEs) compared to the number of teachers who left during or at the end of the 2016-17 school year. Although the first-time survey respondents contributed approximately 77 of these FTEs, the extra data do not fully explain the rise in departures. The two districts that did not submit a survey for the current school year reported 219 teachers not returning for the 2017-18 school year. Had they responded this year, the difference likely would have been even greater, therefore further confirming that more and more SC school teachers are continuing to leave their positions each year.

Twenty-seven percent of teachers who left their positions during or at the end of the 2017-18 school year reportedly went to teach in another SC public school district. While these teachers remained in SC classrooms, their departures resulted in vacancies that, in most cases, had to be filled by the districts that experienced the turnover. Twenty-six percent either retired for the first time, were active retirees who were not rehired by the district or chose not to return, or their Teacher and Employee Retention Incentive (TERI) period ended. Teachers in this group represented only 20% of departures last year. The increase may be related to the June 2018 conclusion of the TERI program.

Twenty percent of teachers who left did so because of a personal choice. More specifically, 17% reported family-related reasons (home with children, caring for parents, spouse relocation, etc.) and 3% indicated job-related reasons (salary, administration, lack of preparation, etc.). It is important to point out that some districts do not ascertain why teachers are leaving or that teachers may be reluctant to respond to the inquiries. In these cases, districts will simply report the reason for leaving as unknown. Eleven districts identified teachers who left for unknown reasons, and this accounted for less than 7% of all departures occurring during or at the end of the 2017-18 school year.

Included in the group of teachers not returning to their positions for the 2018-19 school year are those who districts reported as being enrolled in or completing an alternative certification program. This group makes up only 3% of SC public school teachers who left their positions, compared to 4% in 2017-18.

In addition to reasons for leaving, districts also are asked to report the years of experience each teacher has in a SC public school district prior to his/her departure. Thirty-five percent of the teachers who did not return to the same position in 2018-19 had five or fewer years of experience in a SC public school classroom. This percentage is slightly lower than the one reported last year (38%), most likely due to an increase in the number of retiring teachers with more than five years of classroom experience. Furthermore, 13% who left had no more than one year of teaching experience in the state; 12% fell into this category last year.

Retired teachers represent a fairly large portion of all departures each year, particularly for the 2018-19 school year. Because of the increase in retirements this year and the fact that retirees have significantly more years of classroom experience than non-retired teachers, they were removed from the following calculations to establish more accurate departure rates. Thus, it was determined that 48% of teachers who left their positions had five or fewer years of experience in a SC public school classroom, and 17% had no more than one year. Excluding this particular group of teachers has a clear impact on the rates in which early-career teachers are leaving their positions.

To further disaggregate the departure data, first-year teachers were examined independently. According to district surveys from the past two school years, 34% of the first-year teachers hired for 2017-18 did not return to the same position in 2018-19; 25% are no longer teaching in any SC public school. These percentages are higher than those from last year, which were 30% and 22%, respectively.

V. Vacant Teaching Positions at the Beginning of the 2018-19 School Year

South Carolina districts reported 621 vacant teaching positions at the beginning of the 2018-19 school year. This number suggests a 13% increase compared to vacancies reported at the beginning of the 2017-18 school year and a 29% increase compared to 2016-17. Significantly more vacancies were reported at the secondary level this year, especially in the sciences, physical education, English, and mathematics. In 2017-18, science vacancies in middle and high schools represented 3.5% of all unfilled teaching positions; in 2018-19, that percentage rose to 7.2%. Similarly, vacant teaching positions in physical education (in all school levels) made up 1.7% of the statewide vacancies reported last year, but grew to 4.4% this year.

Exactly one-third of all vacant teaching positions reported at the beginning of the 2018-19 school year were in the special education (17%) and early childhood/elementary certification areas (16%). Last year, these areas combined made up 40% of all vacancies, with early childhood/elementary holding the largest proportion at 23%. Nearly another third of all unfilled positions was attributable to mathematics (10%), English/ language arts (9%), sciences (7%), and social studies (5%).

Certain groups of districts can often be responsible for an excessively large portion of the state's vacant positions. South Carolina's Pee Dee region, for example, accounted for nearly 30% of all teacher vacancies reported at the beginning of the 2018-19 school year, but makes up only 16% of the state's total number of teaching positions. Conversely, districts in the Upstate region represent more than one-quarter of all teaching positions, yet less than 7% of teacher vacancies in the state. The Midlands region is the largest area with 28% of the state's teaching positions and 28% of the state's vacancies. Districts in the Lowcountry region reported 20% of all vacancies and 18% of all teaching positions. Finally, the Savannah River region consists of districts with 13% of the state's teacher vacancies and 11% of its teaching positions.

Many schools and districts in the state face constant teacher turnover. While one or two regions may contain districts with the highest turnover rates, retention issues exist in various geographic pockets all across the state. To this point, of the 36 high-turnover districts currently eligible to receive incentive funds through South Carolina's Rural Recruitment Initiative³: 13 are located in the Pee Dee, 12 in Savannah River, 6 in the Lowcountry, 4 in the Midlands, and 1 in the Upstate. A majority of these districts are concentrated in two regions of the state; however, even in districts that are not eligible for incentive funds, there are high-need schools that struggle with teacher recruitment and retention every year.

At this point in the school year, districts may have filled some of the reported vacancies. Many districts also absorb vacancies during the year for a number of reasons and through a variety of means. Regardless, the vacancies districts report at the beginning of each school year are in addition to the vacancies filled prior to the start of the school year. In other words, the 621 vacancies reported are in addition to the 7,600 openings that were caused primarily by departures and identified in surveys as newly hired teachers for the 2018-19 school year. It also should be noted that while most of these new hires occurred as a result of teachers leaving their positions during or at the end of the 2017-18 school year, some were due to the new teaching positions being created for the current school year.

³ Only districts with a five-year average teacher turnover rate of greater than 11% are eligible to receive funds through the Rural Recruitment Initiative. More information is provided in the next section of this report.

VI. Rural Recruitment Initiative

The Rural Recruitment Initiative (RRI), current FY19 Proviso 1A.55, began in the spring of 2016 and aims to address some of South Carolina's teacher recruitment and retention issues. Through this initiative, eligible districts in the state can request funds to implement teacher recruitment and retention incentives in their schools. Since eligibility is based solely on average teacher turnover rates, the list of eligible districts changes each year. For the 2018-19 school year, 36 of 82 public school districts in the state are eligible to apply for funds through the RRI. Effectiveness data for these districts will not be available until next year, so this section of the report will focus on the 30 districts⁴ that were eligible for funds during the 2017-18 school year (FY18).

Of the 30 eligible districts, all requested funds for teacher recruitment and/or retention incentives during FY18. After examining the 2018-19 Supply and Demand survey data, it was determined that 17 of the 30 districts reported fewer teachers leaving and/or fewer vacant teacher positions compared to the previous year. More specifically, ten districts reported a smaller number of teachers leaving and 12 districts indicated less vacancies. Of the ten districts, three experienced more than a 20% reduction in the number of teachers leaving; one was more than a 60% difference. Of the 12 districts, one went from 52 vacant teacher positions at the beginning of the 2017-18 school year down to 29 vacancies at the beginning of the 2018-19 school year, and another went from 11 to zero vacancies in that same time period. Five districts had fewer numbers of teacher departures and teacher vacancies. While some of the participating districts have yet to see any major improvements, the number of districts that are positively impacted by the RRI incentives is growing each year. An external program evaluation of the RRI's effectiveness is scheduled to be conducted during the spring of 2019.

VII. Administrators: Hires and Vacancies for the 2018-19 School Year

Districts reported 545 FTEs that were filled by newly hired administrators⁵ for the 2018-19 school year. Compared to 2017-18, this is an increase of 14%, primarily due to more elementary principals and high school principals and assistant principals being hired this year. Districts also identified 55 vacant administrator positions at the beginning of the 2018-19 school year, which is a decrease of 10 vacancies compared to the number reported last year. One group of administrators affected by fewer vacancies is district superintendents. At the beginning of the 2017-18 school year, there were seven vacant superintendent and assistant/associate superintendent slots; this year, there were only three.

VIII. 2018 SC Teacher Expo

The SC 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 2018. The event was attended by 53 districts and special schools looking to fill vacancies and 233 candidates seeking a teaching position in South Carolina. Districts were asked to provide the number of teachers hired as a result of their participation in the 2018 Expo. A total of 78 teachers who attended the Expo were hired for the 2018-19 school year; of these, 27 are minority teachers and 17 are males. In the past 15 years, approximately 1,400 teachers have been hired from the Expo. These numbers are likely much higher than what is reported each year as several districts, including a very large one, typically do not provide this information.

⁴ The 30 eligible districts were Allendale; Anderson 4; Bamberg 2; Barnwell 19, 29, & 45; Beaufort; Clarendon 1 & 2; Dillon 4; Dorchester 4; Edgefield; Fairfield; Florence 3 & 4; Hampton 1 & 2; Jasper; Lee; Lexington 4; Marion; Marlboro; McCormick; Orangeburg 3,4, & 5; Richland 1; Saluda; Sumter; and Williamsburg.

⁵ Administrators refer to all employees in certified, non-teaching positions and are reported in the following categories: district (assistant) superintendent; other district-level administrator; elementary, middle, and high school (assistant) principal; and other school-level administrator.

IX. Conclusion

The number of SC teachers who leave the classroom has grown each year since 2011-12. In fact, this number has risen by 73%. Approximately 7,300 teachers left their positions during or at the end of the 2017-18 school year. Twenty-seven percent of these teachers reportedly went to teach in another SC public school district, leaving more than 5,300 teachers who are no longer teaching in any SC public school. Retirements increased as well, going from 20% last year to 26% this year, potentially due to the June 2018 conclusion of the TERI program.

Because of the increase in retirements and the fact that retired teachers have more years of experience than teachers who leave for other reasons, they were taken out of consideration when calculating departure rates. Excluding retired teachers, 48% of the teachers who left their positions had five or fewer years of classroom experience in South Carolina, and 17% had only one year or less. When retirements are considered, these percentages drop to 35% and 13%, respectively. Regardless of how the data are examined, it can be concluded that too many early-career (and veteran) teachers leave the classroom each year. First-year teachers, in particular, are leaving at an alarming rate. According to district surveys from the past two school years, 25% of the first-year teachers hired for 2017-18 are no longer teaching in any SC public school.

With more teachers leaving each year, districts also are reporting greater numbers of positions still being vacant at the beginning of each school year. For the 2018-19 school year, districts reported 621 teacher vacancies. It should be noted, however, that these vacancies are in addition to the thousands of vacancies caused primarily by teacher departures that had been filled by districts prior to the start of the 2018-19 school year.

For the 2018-19 school year, districts hired about 7,600 teachers to fill openings resulting from either departures or new positions being created. Twenty-four percent of the new hires are recent graduates of a SC teacher education program. Although this percentage is up slightly from last year, the number of students who complete an in-state teacher preparation program continues to decrease each year. Data from the SC Commission on Higher Education indicate that just under 1,650 students graduated with a Bachelor's degree eligible for teacher certification during the 2017-18 academic year. Since 2012-13, this number has dropped by 32% and nearly 800 completions.

There is a growing disparity between the rate at which teachers are entering the profession and the rate at which they are leaving it. Thus, districts are compelled to rely on alternative programs and services. Some of these programs, such as the Program of Alternative Certification for Educators (PACE) and the Career and Technology Education Work-Based Certification program (CATE), ultimately result in qualified, permanent hires for districts. Others, like the various services that place international teachers in schools, provide only temporary recruitment solutions.

Through statewide programs, like the Rural Recruitment Initiative (RRI), SC districts are seeing more positive results from their teacher recruitment and retention efforts. More than half of the eligible districts that requested RRI funds to implement recruitment and/or retention incentives during 2017-18 reported fewer teachers leaving and/or fewer vacancies compared to the previous year. These improvements may seem small and localized for now, but the hope is that with additional years of implementation and necessary enhancements as needs change, the impact will be more consequential in the state's underserved districts and schools.

Table 1A includes the number of certified teaching positions allocated in district budgets for the 2018-19 school year.

Table 1A Subject Area Taught	Number of Certified, Teaching Positions			
	Primary/ Elementary	Middle	High	Total
Agriculture		9.50	118.50	128.00
Art	624.31	260.57	365.24	1,250.13
Business/Marketing/Computer Technology	57.82	326.10	633.53	1,017.45
CATE (Career & Technology subjects)		114.89	1,190.57	1,305.46
Dance	35.00	44.00	37.63	116.63
Driver's Education			60.75	60.75
Early Childhood/Elementary (any or all core subjects)	17,517.74			17,517.74
English for Speakers of Other Languages (ESOL)	383.79	149.88	122.64	656.31
English/Language Arts		1,806.84	1,957.95	3,764.79
Family & Consumer Science		22.50	79.50	102.00
Gifted & Talented	452.63	64.58	32.01	549.22
Guidance Counselor	777.18	557.73	795.39	2,130.30
Health	4.00	54.25	103.65	161.90
Industrial Technology		32.00	41.50	73.50
Literacy	602.55	97.60	68.50	768.65
Mathematics		1,799.59	1,920.85	3,720.43
Media Specialist	627.34	242.58	237.83	1,107.75
Montessori	316.00	34.00		350.00
Music	652.29	520.22	463.71	1,636.23
Physical Education	790.10	492.00	643.82	1,925.92
Sciences		1,517.48	1,718.41	3,235.89
Social Studies		1,483.74	1,734.31	3,218.05
Special Education	2,527.95	1,303.60	1,547.50	5,379.05
Speech Language Therapist (includes contracted FTEs)	763.08	124.66	95.76	983.50
Theater	25.00	55.25	91.75	172.00
World Languages				
American Sign Language (ASL)	0.00	0.00	1.00	1.00
Chinese	20.00	8.00	10.50	38.50
French	12.80	38.70	123.26	174.76
German	7.00	10.00	31.83	48.83
Japanese	0.00	0.00	0.00	0.00
Latin	1.00	7.50	18.00	26.50
Russian	0.00	0.00	0.00	0.00
Spanish	101.00	170.00	592.52	863.52
Other	59.00	31.08	41.38	131.46
TOTAL	26,357.59	11,378.84	14,879.78	52,616.20

Table 2A includes the number of FTEs filled by newly hired certified teachers for the 2018-19 school year.

Table 2A Subject Area Taught	Number of FTEs Filled by Newly Hired, Certified Teachers			
	Primary/ Elementary	Middle	High	Total
Agriculture		4.50	23.50	28.00
Art	95.80	39.90	42.20	177.90
Business/Marketing/Computer Technology	4.50	43.00	77.50	125.00
CATE (Career & Technology subjects)		4.50	134.50	139.00
Dance	3.00	6.80	6.00	15.80
Driver's Education			4.75	4.75
Early Childhood/Elementary (any or all core subjects)	2,632.93			2,632.93
English for Speakers of Other Languages (ESOL)	34.75	27.68	20.57	83.00
English/Language Arts		369.50	263.00	632.50
Family & Consumer Science		2.00	10.00	12.00
Gifted & Talented	12.20	2.00	0.00	14.20
Guidance Counselor	87.95	61.35	105.60	254.90
Health	1.00	3.00	14.75	18.75
Industrial Technology		1.00	0.00	1.00
Literacy	18.50	8.50	0.50	27.50
Mathematics		287.00	279.25	566.25
Media Specialist	66.50	22.50	15.00	104.00
Montessori	43.00	2.00		45.00
Music	103.10	91.40	46.75	241.25
Physical Education	102.80	84.40	92.30	279.50
Sciences		257.50	247.50	505.00
Social Studies		239.50	237.00	476.50
Special Education	397.00	234.50	220.50	852.00
Speech Language Therapist (includes contracted FTEs)	100.65	15.70	4.00	120.35
Theater	6.00	8.00	16.50	30.50
World Languages				
American Sign Language (ASL)	0.00	0.00	0.00	0.00
Chinese	7.00	2.50	6.00	15.50
French	1.50	5.50	17.50	24.50
German	0.00	2.00	5.00	7.00
Japanese	0.00	0.00	0.00	0.00
Latin	0.00	0.00	3.00	3.00
Russian	0.00	0.00	0.00	0.00
Spanish	12.00	40.00	92.50	144.50
Other	6.00	3.50	8.00	17.50
TOTAL	3,736.18	1,869.73	1,993.67	7,599.58

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

Table 2B	Number of FTEs Filled by Newly Hired, Certified Teachers
Preparation Program or Source	
<u>Preparation Program</u> (new to profession)	
Teacher education program graduate – In state	1,832.66
Teacher education program graduate – Out of state	570.50
Teacher education program graduation - Online	83.00
PACE	408.40
CATE Program	111.00
American Board	24.00
Teachers of Tomorrow	24.00
District-based Alternative Certification Program (i.e., GATE or TeachCharleston)	23.00
Teach For America	53.00
Adjunct Teaching Certificate	0.00
Montessori Initial Certification	4.00
<u>Source</u> (new to district, not new to profession)	
Teacher who returned to teaching after a gap in service of more than one year and/or is serving as a substitute	353.55
Teacher coming directly from another SC public school district, charter school, or special school	2,318.65
Teacher from a SC college/university or private school	145.80
Teacher from another state	1,197.52
Teacher from another country	394.00
Private contractual service	46.50
Other	10.00
TOTAL	7,599.58

Table 2C includes the number of FTEs filled by newly hired male and minority teachers for the 2018-19 school year.

Table 2C	Number of FTEs Filled by Newly Hired, Certified Teachers
Male teachers	1,393.40
Minority teachers	1,685.80

Table 3A includes the number of first-year, alternative certification program participants who were hired for the 2018-19 school year. This information was obtained from the SC Department of Education. Alternative certification programs included in this table are PACE, American Board, Teach For America, Teachers of Tomorrow, GATE, and TeachCharleston.

Table 3A Approved Subject Area	Number of First-Year, Alternative Certification Program Participants			
	Primary/ Elementary	Middle	High	Total
Agriculture	0	0	2	2
Art	16	3	5	24
Biology	0	0	14	14
Business/Marketing/Computer Technology	0	40	53	93
Chemistry	0	0	2	2
Chinese	0	0	1	1
Dance	0	4	2	6
Early Childhood	1	0	0	1
Elementary	8	0	0	8
English – Secondary	0	7	32	39
English for Speakers of Other Languages (ESOL)	0	0	1	1
Family & Consumer Science	0	2	1	3
French	1	1	2	4
German	0	0	2	2
History	0	0	2	2
Latin	0	0	1	1
Mathematics – Secondary	0	2	17	19
Media Specialist	7	0	1	8
Middle Level Language Arts	0	24	0	24
Middle Level Mathematics	0	20	0	20
Middle Level Science	0	35	0	35
Middle Level Social Studies	0	47	1	48
Music – Choral	0	2	2	4
Music – Instrumental	2	0	2	4
Music – Strings	1	0	1	2
Physical Education	7	4	12	23
Science – Secondary	0	3	25	28
Social Studies – Secondary	0	2	27	29
Spanish	5	11	17	33
Special Education – Emotional Disabilities	32	11	10	53
Special Education – Learning Disabilities	0	1	0	1
Special Education – Multi-categorical	8	1	2	11
Theater	0	0	5	5
TOTAL	88	220	242	550

Note: Some participants are certified in a middle level subject area, but are teaching in a high school; others are certified in a secondary level subject area but teaching in a middle school.

Table 4A includes the number of FTEs held by certified teachers who left their teaching positions during/at the end of the 2017-18 school year.

Reason for Leaving	Number of FTEs Held by Certified Teachers Who Left Their Positions									
	Primary/Elementary			Middle			High			TOTAL
	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 active retirees who were not rehired or chose not to return)	4.00	4.00	926.50	1.00	1.00	382.00	4.00	14.00	600.80	
Changed profession	23.00	49.50	81.50	21.00	19.50	31.00	23.00	52.00	44.00	344.50
Teaching position in another SC public school district, charter school, or special school	112.00	280.33	496.68	63.00	174.83	268.58	71.00	147.34	384.22	1,997.98
Teaching position in a SC college/university or private school	3.00	8.00	24.00	6.00	12.00	16.00	2.00	9.00	18.00	98.00
Teaching position in another state or country	12.00	44.00	56.00	12.00	30.00	31.00	19.00	33.00	44.00	281.00
Non-teaching position in the same district	1.00	3.00	30.00	1.00	5.00	9.00	1.00	5.00	19.00	74.00
Non-teaching position in another SC school district or SC education entity	1.00	2.00	11.00	0.00	2.00	10.00	0.00	1.00	12.50	39.50
Non-teaching position in another state or country	1.00	2.00	2.00	0.00	1.00	2.00	0.00	1.00	2.00	11.00
Reduction in force (RIF) or program/grant conclusion	1.00	0.00	1.20	1.00	3.00	2.00	0.00	2.00	7.00	17.20
Did not qualify for state certification	5.00	1.00	0.00	13.00	2.00	2.00	7.40	1.00	0.00	31.40
Termination or non-renewal of contract/letter of agreement	41.00	22.00	45.50	28.50	23.00	31.00	15.00	16.00	43.00	265.00
International teacher returned to country of origin and/or work visa expired	3.00	9.00	9.00	0.00	8.00	9.00	4.00	26.00	23.00	91.00
Returned to school to obtain advanced degree	7.00	14.40	6.00	4.00	5.00	4.00	2.00	14.50	8.00	64.90
Death or disability/illness	5.60	4.80	27.00	3.00	4.00	14.00	5.00	11.00	30.00	104.40
Personal: Family-related (staying home with children, caring for sick/aging parents, spouse relocation, military assignment, etc.)	139.50	231.30	301.94	61.00	96.60	137.50	59.50	98.20	154.00	1,279.54
Personal: Job-related (salary, administrative support, lack of preparation, general dissatisfaction, etc.)	19.00	24.60	49.40	11.20	11.50	23.00	13.00	26.00	29.90	207.60
Other or unknown reason	52.00	53.00	125.00	39.00	27.00	64.00	15.00	25.00	95.00	495.00
Total	430.10	752.93	2,192.72	264.70	425.43	1,036.08	240.90	482.04	1,514.42	7,339.32
TOTAL	3,375.75			1,726.21			2,237.36			

Note: Most retired teachers reported as having 5 or fewer years of teaching experience are those who retired from other states, were hired in SC, and then "retired" from SC after 1-5 years of teaching in the state. Others were alternatively certified teachers who taught 1-5 years in SC, and retired when they reached the appropriate ages.

Table 4B includes the number of FTEs held by teachers, who are enrolled in or have completed an alternative certification program, who left their positions during/at the end of the 2017-18 school year. These teachers are a subset of those included in question 4A.

Table 4B	Number of FTEs Held by Teachers (with or obtaining alternative certification) Who Left Their Positions			
Reason for Leaving	Total years of teaching experience			Total
	≤1	2-5	>5	
Retirement (includes first-time retirees, TERI period ended, and active retirees who were not rehired or chose not to return)	0.00	2.00	24.00	26.00
Changed profession	21.00	9.00	1.00	31.00
Teaching position in another SC public school district, charter school, or special school	25.00	25.00	23.00	73.00
Teaching position in a SC college/university or private school	0.00	1.00	1.00	2.00
Teaching position in another state or country	1.00	6.00	3.00	10.00
Non-teaching position in the same district	0.00	1.00	0.00	1.00
Non-teaching position in another SC school district or SC education entity	0.00	0.00	0.00	0.00
Non-teaching position in another state or country	0.00	0.00	0.00	0.00
Reduction in force (RIF) or program/grant conclusion	0.00	1.00	1.00	2.00
Did not complete the alternative certification program in the required time frame	10.00	0.00	0.00	10.00
Termination or non-renewal of contract/letter of agreement	14.00	4.00	5.00	23.00
Returned to school to obtain advanced degree	0.00	2.50	1.00	3.50
Death or disability/illness	0.00	0.00	1.00	1.00
Personal: Family-related (staying home with children, caring for sick/aging parents, spouse relocation, military assignment, etc.)	16.00	12.00	5.00	33.00
Personal: Job-related (salary, administrative support, lack of preparation, general dissatisfaction, etc.)	3.00	0.00	0.00	3.00
Other or unknown reason	8.00	8.00	2.00	18.00
TOTAL	98.00	71.50	67.00	236.50

Table 5A includes the number of certified teaching positions reported as vacant at the beginning of the 2018-19 school year.

Table 5A Subject Area Taught	Number of Certified, Vacant Teaching Positions			
	Primary/ Elementary	Middle	High	Total
Agriculture		0.00	2.00	2.00
Art	14.33	8.58	4.09	27.00
Business/Marketing/Computer Technology	0.00	4.50	4.50	9.00
CATE (Career & Technology subjects)		3.00	11.50	14.50
Dance	1.00	0.00	1.50	2.50
Driver's Education			1.50	1.50
Early Childhood/Elementary (any or all core subjects)	99.00			99.00
English for Speakers of Other Languages (ESOL)	3.00	1.00	3.00	7.00
English/Language Arts		18.75	39.25	58.00
Family & Consumer Science		0.00	0.00	0.00
Gifted & Talented	2.00	0.00	0.00	2.00
Guidance	2.50	2.00	5.00	9.50
Health	0.50	1.50	3.50	5.50
Industrial Technology		0.00	1.00	1.00
Literacy	3.00	1.00	0.50	4.50
Mathematics		19.50	45.00	64.50
Media Specialist	14.50	4.00	1.50	20.00
Montessori	1.00	1.00		2.00
Music	12.33	7.33	7.59	27.25
Physical Education	8.50	3.50	15.25	27.25
Sciences		19.75	25.25	45.00
Social Studies		17.00	15.50	32.50
Special Education	47.50	31.50	26.00	105.00
Speech Language Therapist (includes contracted FTEs)	23.50	3.00	1.00	27.50
Theater	1.00	0.25	2.00	3.25
World Languages				
American Sign Language (ASL)	0.00	0.00	0.00	0.00
Chinese	0.00	0.00	0.00	0.00
French	0.00	1.00	2.00	3.00
German	0.00	0.00	0.00	0.00
Japanese	0.00	0.00	0.00	0.00
Latin	0.00	0.00	2.00	2.00
Russian	0.00	0.00	0.00	0.00
Spanish	4.00	2.00	12.00	18.00
Other	0.00	0.00	1.00	1.00
TOTAL	237.66	150.16	233.43	621.25

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 2018-19 school year.

Table 6A	Number of FTEs Filled by Newly Hired, Certified Administrators	Number of Certified, Vacant Administrator Positions
Type of Administrator		
District Superintendent	10.00	1.00
District Assistant/Associate Superintendent	8.00	2.00
Other District-Level Administrator (i.e., director or coordinator position)	54.00	17.00
Primary/Elementary School Principal	60.00	1.00
Primary/Elementary School Assistant Principal	71.50	1.00
Middle School Principal	18.50	0.00
Middle School Assistant Principal	51.50	3.00
High School Principal	28.00	0.00
High School Assistant Principal	75.00	5.00
Other School-Level Administrator (i.e., school psychologist, instructional coach/specialist, occupational/physical therapist)	168.05	24.45
TOTAL	544.55	54.45

Note: The term “administrator” includes all employees in certified, non-teaching positions.

Tables 7A and 7B include information about the SC Teacher Expo. Representatives from 52 of the 82 public school districts in the state, plus the Public Charter School Alliance, attended the 2018 Expo.

Table 7A	Yes	No	Undecided	No answer/ no survey
Are you planning to attend the 2019 Teacher Expo?	52	5	20	5

Table 7B	Number of Teachers Hired as a Result of the 2018 Teacher Expo
Male teachers	17
Minority teachers	27
TOTAL	78

Note: Several districts, including one very large one, did not report data related to Table 7B. Therefore, 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