

SOUTH CAROLINA ANNUAL EDUCATOR SUPPLY & DEMAND REPORT (2019-20 School Year)

DECEMBER 2019



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

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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 or the profession altogether, and the number of teaching positions still vacant after the school year begins. A total of 82 SC public school districts and centers submitted a survey for the 2019-20 school year: 77 traditional school districts, one charter school district, and four independent career and technology education (CATE) centers. A thorough analysis of all survey data was conducted to generate the results found in this report. Below are key findings for the 2019-20 school year:

- Districts reported fewer teacher departures, new hires, and vacant teaching positions.
- 6,650 teachers (in FTEs) left their position during or at the end of the 2018-19 school year; this is a 9% decrease compared to the number of teachers who left during or at the end of the 2017-18 school year. Significantly fewer retirements help explain this reduction.
- Why teachers leave: 40% of teachers who left did so for “personal/family” reasons as reported by districts; 28% of departures were recorded as “reason not given by teacher” or “district does not collect this information.”
- Where teachers go: 25% of teachers who left reportedly went to teach in another SC public school district; 6.5% left to teach in another state or country; and 5% left to work in or pursue another career field.
- 36% of all teachers who left had five or fewer years of experience in a SC public school classroom, and 13% had only one year (or less) of SC teaching experience. The percentages reported last year were 35% and 13%, respectively.
- 28% of first-year teachers hired for 2018-19 did not return to the same position in 2019-20. Most of them left for “personal/family” reasons as reported by districts. This percentage is down from 34% last year.
- The number of SC students who graduated with a Bachelor’s degree and teacher certification eligibility during 2018-19 (1,752) is up by 79 graduates from the previous academic year (1,673). This is the first annual increase since 2013-14.
- The proportion of newly hired teachers who are recent graduates of an in-state teacher education program has been steady at 23-24% the past two years, increasing from 21% in 2017-18. This group made up nearly one-third of new hires in 2013-14.
- International visiting teachers accounted for 5% of all new hires. In 2015-16, a total of 430 international teachers worked in SC public schools; this number rose to 1,018 in 2018-19.
- Districts reported 555.5 vacant teaching positions, an 11% decrease compared to vacancies reported last year. These vacancies are in addition to the 6,709 vacancies already filled by newly hired teachers prior to the beginning of the current school year.
- 36 SC districts were eligible to participate in the state’s FY19 Rural Recruitment Initiative; 28 of these districts reported staffing improvements, with fewer teachers leaving and/or fewer vacant teaching positions.

I. Introduction

Since 2001, CERRA has administered the SC Annual Educator Supply and Demand Survey to all public school districts in the state. The number of districts has changed over the years with several consolidations and the addition of two charter school districts. Currently, there are 79 traditional public school districts and two public charter school districts in South Carolina. Data from 77 traditional districts are included in this report, leaving two districts that did not submit a survey this year. One charter school district, the Charter Institute at Erskine, also completed a survey. In addition to these districts, CERRA identified eight CATE centers that serve multiple districts and/or function independently from the district in which the center resides. While most CATE centers in the state operate within a school district and their information is already accounted for in district surveys, that is not the case with these eight centers. Four of the centers completed a separate survey, bringing the total number of respondents to 82 for the 2019-20 school year.

The main purpose of this survey is to collect data on SC 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 thank the district representatives who complete this survey each year. Their collaboration enables the completion of this important 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 2019-20 School Year

South Carolina school districts¹ reported just over 53,000 full-time and part-time certified teaching positions (in FTEs) allocated for the 2019-20 school year. Compared to 2018-19 data, this is a very small increase of less than 1%. Minimal increases occurred among most subjects and certification areas, while only a few areas, such as CATE, gifted and talented, and speech language pathology, had a slight decrease in the number of teaching positions.

Although the actual number of allocated positions may fluctuate each year, the ratios across school levels and subject areas remain constant. Positions in primary/elementary schools consistently account for half of all certified teaching positions in the state. Middle level and secondary positions annually make up around 22% and 28% of the total, respectively.

In addition, teachers with early childhood/elementary² certification routinely represent about one-third of all positions in the state. The second largest group is special education, with 10% of all teaching positions falling into this category. English/language arts (7%), mathematics (7%), social studies (6%), and sciences (6%) collectively account for approximately one-quarter of all teaching positions in the state. Another 11% of positions are allocated for guidance, physical education, and music at all school levels.

¹When the term "districts" is used, this refers to all districts and CATE centers that submitted a survey for the 2019-20 school year.

²Early 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 certifications when completing this survey.

III. Teachers Who Left Their Position During/At the End of the 2018-19 School Year

Districts often report that teachers leave their positions to teach in another SC district. While teachers do move from one district to another, this is typically not the actual reason for the departure. In an attempt to further disaggregate the data and begin to better understand why teachers are leaving, the departure question was modified in the 2019-20 Supply and Demand Survey. It was split into two separate questions to determine: 1) why teachers leave and 2) where they go after they leave. Because of this new format, data comparisons will look slightly different from those found in prior reports.

The number of SC teacher departures declined this year by more than 9% or 689.5 FTEs. A total of 6,650 teachers (in FTEs) left their position during or at the end of the 2018-19 school year. This figure was 7,340 last year, the largest it has been since the Supply and Demand Survey was first administered to districts in 2001. A significant decrease in the number of retirements explains the majority of this reduction. Of the teachers who left in 2018-19, 18% retired; of those who left in 2017-18, 26% retired. It is likely that the June 2018 conclusion of the Teacher and Employee Retention Incentive (TERI) program led to the considerable increase in retirements that occurred throughout the 2017-18 school year.

Another interesting difference in the data this year is the increase in teachers leaving for “personal/family” reasons, such as staying home with children, caring for parents, moving out of the area, and taking a teaching job closer to home. This particular category made up 40% of teachers who left during or at the end of the 2018-19 school year and only 17% from the previous year. Dividing the departure question into two sections is likely the reason for such a variation in responses. Many districts use resignation letters and exit surveys to determine reasons for departures, relying on teachers to provide this information. Some teachers are candid with their feedback, while others may feel reluctant to provide honest responses. They often indicate their departure is due to personal reasons when, in fact, the reasons may be more related to job dissatisfaction.

In the 2018-19 survey, district representatives wrote in departure reasons such as “unknown” or “no reason given” when appropriate. In the 2019-20 survey, “reason not given by teacher” was presented as its own category, along with “district does not collect this information.” These two categories combined contained 28% of all teacher departures reported this year and only about 7% last year. Districts did not have the opportunity to select “teaching position in another SC district” as a reason for leaving, and, therefore, had to choose another option. In many cases, when a teacher does not provide a reason for leaving or there are no protocols in place to collect the information, districts are often still able to indicate if an employee went to teach in another SC school district or even another state.

One-quarter of teachers who left their position during or at the end of the 2018-19 school year, regardless of any reasons given, reportedly went to teach in another SC public school district, charter school, or special school. Comparatively, this group made up 27% of all teacher departures from the 2017-18 school year. Although districts reported that fewer overall departures occurred in 2018-19 compared to the previous school year, the number of teachers (in FTEs) who went to teach in another state or country increased from 281 (3.8%) to 433.5 (6.5%) during that time. For both school years, around 5% of teachers who left chose to work in or pursue another career field.

For each departure reported, districts were asked to specify the total number of years spent teaching in any South Carolina district. Thirty-six percent of the teachers who left during or at the end of 2018-19 had five or fewer years of experience in a SC public school classroom. This percentage was about the same for departures that happened during or at the end of 2017-18. In both of these school years, 13% of those who left had only one year (or less) of teaching experience in the state. A closer look at first-year teachers revealed some improvement in classroom retention. Of the first-year teachers hired for the 2018-19 school year, 28% did not return to the same position in 2019-20. While this percentage remains high, it is down from 34% last year.

The third and final question related to departures asks for the number of teachers who were in the process of completing an alternative certification program before leaving the district. This particular group made up roughly 3% of the 6,650 teachers who left their position. At least three districts, including two large ones, either did not answer the question or indicated that the information being requested was not available. In all likelihood, the number of teachers in this category is actually higher than the 189 reported.

IV. Teachers Hired for the 2019-20 School Year

The total number of newly hired SC teachers (in FTEs) for the 2019-20 school year was 6,709, a decrease of 12% and nearly 900 FTEs compared to data from last year. Most districts reported fewer hires, with ten small districts cutting their number of hires by 40% or more. Twenty-five of the responding districts did report an increase in the number of new hires this year, but they averaged only seven additional FTEs. A decrease in the number of newly hired teachers correlates with the decline in teacher departures, which was addressed in Section III of the report. With fewer teachers leaving, it is logical that not as many teachers would need to be hired to fill those vacant spots created by departures.

Most of the hiring reduction for 2019-20 occurred in primary/elementary schools. In particular, districts hired approximately 420 fewer teachers who hold early childhood/elementary certification. Also in primary/elementary schools, there was a substantial drop in the number of newly hired art, physical education, and special education teachers, as well as guidance counselors. In 2018-19, teachers hired to fill positions in primary/elementary schools made up almost half of all new hires in the state. For the current school year, that percentage fell to 46%. The number of teachers hired in SC middle and high schools also was smaller this year, mostly in the areas of physical education, guidance, sciences, social studies, and language arts.

Even with fewer teachers hired overall this year, the majority of these new hires teach in the same certification/subject areas as reported in prior years: early childhood/elementary (33%), special education (11%), English/language arts (9%), mathematics (9%), sciences (7%), and social studies (6.5%). Another 9% of new hires are music teachers, physical education teachers, and guidance counselors, each accounting for about 3% of the total. Each year, as anticipated, these hiring percentages continue to resemble those explaining the subject area breakdown of allocated teaching positions in the state (as discussed in Section II).

Information was collected on the preparation programs or sources from which SC teachers were hired for the 2019-20 school year. Overall, 40% of all hires are new to the teaching profession compared to 41% last year. Twenty-three percent of newly hired teachers are recent graduates from a SC teacher education program, a minor drop from 24% in 2018-19, but a slight increase from 21% in 2017-18. Until last year, this percentage had decreased annually since 2013-14 when it was reported at 32.5%. During a similar time period, from 2013-14 to 2017-18, the number of SC students preparing to become teachers also was declining each year. Simply put, districts were hiring a smaller number of in-state graduates because fewer were available.

The most recent data from the state's Commission on Higher Education (CHE), however, revealed a small increase in the number of graduates. Specifically, the number of students who graduated from SC public and private institutions with a Bachelor's degree and teacher certification eligibility during 2018-19 (1,752) is up by 79 graduates from the previous academic year (1,673). This is the first annual increase since 2013-14. For 2018-19, CHE also was able to provide the number of students who completed a Master's level initial educator preparation program at a SC public institution, which is 418 students. This number was 498 in 2017-18. Data at this level are not available for private institutions.

Thirty-one percent of all new hires for 2019-20 came from another SC public school district, charter school, or special school. The same percentage also was reported for the two previous school years. Twenty percent of new hires for the current school year are teachers from another state, including those who are recent graduates from an out-of-state teacher education program. This particular group made up 23% of hires during 2018-19. The number of international visiting teachers hired for 2019-20 dropped by nearly 50 teachers compared to last year, but accounted for 5% of all hires in both school years. According to the SC Department of Education (SCDE), a total of 430 international teachers were employed in SC public schools during 2015-16; this number grew to over 1,000 teachers in 2018-19.

Additionally, 9% (622) of all new hires for the 2019-20 school year are first-year participants in an alternative certification program or they recently completed a CATE work-based certification program in South Carolina. Compared to last year, fewer teachers were hired from these pathways overall, but several alternative certification programs saw an increase in their number of participants.

South Carolina's Program of Alternative Certification for Educators (PACE), by far, produces the largest number of alternatively certified teachers in the state each year. Although the first-year PACE numbers are down slightly for 2019-20, this group accounts for 5-6% of all newly hired teachers each school year. In November, after district surveys were submitted, CERRA obtained more detailed data from SCDE that identifies the specific subject areas in which program participants are certified and the type of school in which they teach. This information is presented in Table 4.

For the 2019-20 school year, 20% of all new hires in the state are males and 23% are non-white teachers. These percentages for the 2018-19 school year were 18% and 22%, respectively.

V. Vacant Teaching Positions at the Beginning of the 2019-20 School Year

South Carolina districts reported 555.5 teaching positions (in FTEs) still vacant at the beginning of the 2019-20 school year. Compared to last year, this number signifies an 11% decrease and is comparable to the number of vacancies reported for the 2017-18 school year. Such a decline is expected when considering that fewer teacher departures took place during or at the end of the 2018-19 school year, therefore, causing a drop in the number of vacant positions to be filled this year.

Approximately 20% of all vacant teaching positions reported at the beginning of the 2019-20 school year were in special education. This subject area, which typically represents the largest majority of vacancies each year, accounted for 17% last year. Several other certification/subject areas combined made up nearly half of all vacant positions. These include early childhood/elementary (14%), mathematics (11%), English/language arts (8%), sciences (8%), and speech language therapy (7%). While the overall number of vacancies decreased this year, minimal increases occurred among ten subject areas. The three areas with the most notable changes, albeit small, were speech language therapy mainly in primary/elementary schools, career and technology education (CATE) predominantly at the secondary level, and English for speakers of other languages (ESOL) across all school levels.

Larger school districts, based on size alone, are often responsible for a significant portion of the state's vacant teaching positions. However, in South Carolina, this is not always the case. For example, the three largest districts in the state account for 21% of all teaching positions but only 6.5% of vacancies reported at the beginning of the 2019-20 school year. Additionally, 50% of all teaching vacancies this year were reported by just nine districts; these same districts make up only 21% of all allocated positions in the state. The size of these districts varies widely (267-2,096.5 FTEs), as does the number of vacancies reported by each (17-55.5 FTEs).

Vacancies also can be clustered in certain geographic areas of the state. Districts located in two regions, the Lowcountry and the Pee Dee areas, employ roughly one-third of South Carolina's public school teaching population, yet half of the vacancies stem from schools found in these particular areas. As expected, high rates of teacher attrition are evident in many of the districts in these regions. In fact, of the 31 districts located in the Lowcountry and Pee Dee regions, 18 are considered to have excessive teacher turnover and are currently eligible to receive recruitment and retention incentive funds through a statewide initiative to be discussed in the next section.

It is important to note that the teaching vacancies discussed in this section refer to positions that are still vacant after the start of the school year. This does not include the vacancies that were filled leading up to that time. As such, the 555.5 vacancies reported by districts are in addition to the 6,709 vacancies already filled by newly hired teachers prior to the beginning of the 2019-20 school year. Some of these hires became necessary in response to new teaching positions being created for the current school year, but most teachers were hired as a result of departures from the previous year.

VI. Administrators: Hires and Vacancies for the 2019-20 School Year

In addition to classroom teachers, district representatives are asked each year to provide information about administrators. In the Supply and Demand Survey, the term "administrators" refers to all employees in certified, non-teaching positions, not just those in supervisory roles. These include superintendents, district-level directors or coordinators, principals, and school-level administrators, such as psychologists, instructional coaches, and occupational/physical therapists. Districts reported 536 newly hired administrators and 57.5 vacant administrator positions (both in FTEs) for the 2019-20 school year. These figures are very similar to those reported in 2018-19. Twenty-eight percent of all new hires for 2019-20 were school-based administrators (school psychologist, reading/math coach, curriculum specialist, occupational/physical therapist, etc.), and half of all vacancies fell into this category as well.

VII. Rural Recruitment Initiative

Under FY20 Proviso 1A.54, Rural Teacher Recruiting Incentive (Rural Recruitment Initiative), CERRA was charged with the responsibility to continue the efforts begun under the initial FY16 Proviso. These efforts consisted of developing incentives to recruit and retain classroom teachers in rural and underserved districts that have experienced excessive teacher turnover. Through the Rural Recruitment Initiative, eligible districts in the state can request funds to implement teacher recruitment and retention incentives in their schools. Incentive funds were first dispersed in spring 2016, and the proviso has been renewed each year through the present with some substantive amendments.

To be eligible for funds in FY20, districts must have a five-year average teacher turnover rate of more than eleven percent, as reported in the district's five most recent District Report Cards. In addition to turnover rates, eligible districts also may not be one of the fifteen wealthiest districts, based on their index of tax-paying ability. For the 2019-20 school year (FY20), 35 public school districts in the state are eligible to apply for funds through the Rural Recruitment Initiative. However, effectiveness data for these districts will not be available until next year, so this section of the report will focus on the 36³ districts that were eligible for funds during the 2018-19 school year (FY19).

³The 36 eligible districts were Allendale; Anderson 4; Bamberg 2; Barnwell 19, 29, & 45; Beaufort; Charleston, Clarendon 1 & 2; Darlington; Dillon 3 & 4; Dorchester 4; Edgefield; Fairfield; Florence 2, 3, & 4; Hampton 1 & 2; Jasper; Lee; Lexington 4; Marion; Marlboro; McCormick; Newberry; Orangeburg 3, 4, & 5; Richland 1 & 2; Saluda; Sumter; and Williamsburg.

All of the 36 eligible districts requested funds for teacher recruitment and/or retention incentives during FY19. Based on the 2019-20 Supply and Demand Survey data, 28 of these districts reported fewer teachers leaving their position and/or fewer vacant teaching positions compared to the previous year. It should be pointed out that three of the 36 rural districts consolidated into one for FY20, and one district did not submit a survey for the 2018-19 or 2019-20 school years.

A further breakdown of data showed that 23 rural districts experienced fewer teacher departures overall, and 17 districts had fewer first-year teachers leaving their position. In addition, 20 districts reported a smaller number of departures among early-career teachers with two to five years of experience. Seventeen districts indicated fewer teaching positions still vacant at the beginning of the 2019-20 school year, and ten districts reported no vacancies during this time. Finally, 12 rural districts had fewer teacher departures and vacancies this year, whereas only five districts were identified as such last year.

VIII. Conclusion

Each year since 2011-12, the number of departures among SC teachers has grown anywhere from 1% to 21%, averaging an annual increase of 8%. The numbers of vacant teaching positions and new hires also rose during this time, which is to be expected as a result of the increase in departures. This year, however, the data imply small gains due to teacher recruitment and retention efforts statewide. For the 2019-20 school year, district representatives reported fewer teachers leaving, and as a result, a decrease in the numbers of vacancies and new hires. One factor that led to fewer teachers leaving their position was the drastic reduction in retirements. Numbers reported for the 2018-19 school year were unusually high, most likely due to the June 2018 conclusion of the TERI program.

Another indicator of improvement is the increase among SC graduates who are eligible for teacher certification. This number has steadily declined for many years, but based on 2018-19 completion data, it is up by almost 5%. While this is not a substantial jump, it hopefully will be the start of a positive trend. Because so many teachers leave the classroom each year, it is critical that the pipeline of education majors stay adequately populated. Equally as important is the need to keep early-career teachers in the profession. Retention among first-year teachers improved this year compared to last year, but the rate at which they are leaving is still too high for districts to sufficiently address on a yearly basis.

One of the most beneficial realizations that emerged from survey data is that departure reasons are often unknown due to teachers not providing the information or districts not collecting it. This was the case for approximately 1,860 of the 6,650 teachers who did not return for the 2019-20 school year. It also became evident that a considerable number of teachers (40%) state personal/family reasons for leaving. In many situations, this is accurate. However, it is likely that teachers are not always forthcoming with their reasons for leaving, especially if related to school administration and/or poor working conditions. CERRA has begun working with districts to better understand the protocols used to determine reasons for teacher departures, and will continue to explore and identify effective strategies already in place.

South Carolina, like many other states in the nation, faces an annual teacher shortage. For years, the state's teacher supply and demand picture has been the same: more teacher departures, more vacant positions, more teachers hired to fill vacancies, and not enough students enrolled in teacher preparation programs. Although there is evidence to suggest potential improvement for the first time in many years, it is important to keep in mind that this observation was derived using only two years of data. More importantly, the number of teachers who leave the classroom each year remains extremely high. For that and many other reasons, continued support for educators and their profession is essential in this state.

Table 1 includes the number of certified teaching positions (in FTEs) allocated in district budgets for the 2019-20 school year. Numbers include filled and vacant positions.

Table 1 Subject Area Taught	Number of Certified Teaching Positions, by School Level			
	Primary/ Elementary	Middle	High	Total
Agriculture		13.17	112.83	126.00
Art	631.20	265.15	360.66	1,257.01
Business/Marketing/Computer Technology	75.70	319.50	640.98	1,036.18
Career & Technology Education (CATE work-based certification)		80.50	1,085.48	1,165.98
Dance	32.75	50.20	49.05	132.00
Driver's Education			58.50	58.50
Early Childhood/Elementary (any or all core subjects)	17,807.00			17,807.00
English for Speakers of Other Languages (ESOL)	444.84	166.32	160.68	771.84
English/Language Arts		1,867.26	1,916.26	3,783.52
Family & Consumer Sciences		18.50	95.25	113.75
Gifted & Talented	393.43	55.69	29.35	478.47
Guidance Counselor	791.35	567.45	798.95	2,157.75
Health	5.25	81.95	143.20	230.40
Industrial Technology		30.50	32.00	62.50
Literacy	654.65	92.20	22.50	769.35
Mathematics		1,800.98	1,941.81	3,742.79
Media Specialist	626.39	250.48	239.33	1,116.20
Montessori	322.25	40.00		362.25
Music	703.51	519.77	458.52	1,681.80
Physical Education	802.76	459.24	659.98	1,921.98
Sciences		1,497.17	1,753.68	3,250.85
Social Studies		1,490.38	1,765.10	3,255.48
Special Education	2,579.89	1,324.08	1,531.22	5,435.19
Speech Language Therapist (includes contracted FTEs)	746.00	101.34	67.09	914.43
Theater	22.50	59.95	92.72	175.17
World Languages				
American Sign Language (ASL)	1.00	1.00	0.00	2.00
Chinese	21.00	6.50	15.00	42.50
French	17.80	37.20	117.28	172.28
German	8.00	9.50	37.50	55.00
Japanese	0.00	0.00	0.00	0.00
Latin	0.00	9.00	24.50	33.50
Russian	0.00	0.00	0.00	0.00
Spanish	115.70	168.25	590.05	874.00
Other	7.50	31.60	55.90	95.00
TOTAL	26,810.47	11,414.81	14,855.37	53,080.65

Table 2A includes the number of certified teachers (in FTEs) who left their position during or at the end of the 2018-19 school year. This table focuses on reasons for teacher departures and years of teaching experience in South Carolina.

Table 2A	Total years of teaching experience in any SC public school district, charter school, or special school at the time of departure			
	Why Did Teachers Leave?	≤ 1 year	2–5 years	> 5 years
Retirement (includes first-time retirees and active retirees who were not rehired, chose not to return, or previously retired from another state)	2.00	4.00	940.00	1,190.00*
Reduction in force (RIF) or program/grant conclusion	3.00	2.00	6.00	11.00
Did not qualify for state certification	26.00	10.00	9.00	45.00
Termination or non-renewal of contract/letter of agreement	88.35	43.00	87.70	253.05*
International visiting teacher returned to country of origin and/or work visa expired	8.50	40.00	55.50	104.00
Returned to school to obtain advanced degree	21.00	24.00	15.00	63.00*
Death or disability/illness	17.00	17.00	64.00	103.00*
Job dissatisfaction (salary, lack of administrative support, workload, etc.)	27.00	49.00	86.00	162.00
Personal/Family – not related to job dissatisfaction (staying home with children, caring for parents, relocation, military, teaching job closer to home, etc.)	402.00	776.00	1,391.25	2,665.25*
Reason not given by teacher	182.50	314.00	588.00	1,088.50*
Other reason	37.00	60.00	93.00	190.00
District does not collect this information	66.00	148.00	411.00	775.00*
TOTAL	880.35	1,487.00	3,746.45	6,649.80*

*Representatives from two districts were not able to provide years of teaching experience for their departures. Therefore, the numbers (with asterisks) in the total column do not equal the corresponding row totals. For example, 63 teachers returned to school to obtain advanced degrees. However, classroom experience data are available only for 60 (21+24+15) of these teachers.

Note: Most of the 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.

Table 2B includes the number of certified teachers (in FTEs) who left their position during or at the end of the 2018-19 school year, and obtained other employment. Departures not included in this table are those who are no longer working (retirees, stay-at-home moms, health-related, etc.) and instances where the teacher did not provide employment information or the district does not collect it.

Table 2B	Number of teachers who left during/at the end of 2018-19 and obtained other employment
Where Did Teachers Go After They Left?	
To teach in another SC public school district, charter school, or special school	1,670.20
To teach in a SC college/university or private school	53.00
To teach in another state or country	433.50
To work in a non-teaching education position in SC	92.00
To work in a non-teaching education position outside of SC	22.00
To work in/pursue another career field	337.00
Other reason	3.00
TOTAL	2,610.70

Table 2C includes the number of teachers who were in the process of completing an alternative certification program at the time of their departure.

Table 2C	Number of teachers who were completing an alternative certification program when they left
	189

Table 3A includes the number of newly hired certified teachers (in FTEs) for the 2019-20 school year.

Table 3A Subject Area Taught	Number of Newly Hired Certified Teachers, by School Level			
	Primary/ Elementary	Middle	High	Total
Agriculture		6.00	14.00	20.00
Art	54.20	41.58	30.42	126.20
Business/Marketing/Computer Technology	2.50	41.75	71.75	116.00
Career & Technology Education (CATE work-based certification)		4.00	110.40	114.40
Dance	3.00	10.00	6.00	19.00
Driver's Education			5.75	5.75
Early Childhood/Elementary (any or all core subjects)	2,210.00			2,210.00
English for Speakers of Other Languages (ESOL)	30.00	22.20	23.50	75.70
English/Language Arts		338.83	278.92	617.75
Family & Consumer Sciences		3.00	11.00	14.00
Gifted & Talented	9.60	0.00	1.00	10.60
Guidance Counselor	63.00	42.00	73.75	178.75
Health	0.25	9.35	8.50	18.10
Industrial Technology		0.00	4.00	4.00
Literacy	25.40	4.00	2.50	31.90
Mathematics		330.52	281.58	612.10
Media Specialist	55.00	15.50	14.50	85.00
Montessori	32.00	4.00		36.00
Music	84.00	69.15	64.95	218.10
Physical Education	71.25	57.02	78.08	206.35
Sciences		238.92	212.23	451.15
Social Studies		236.75	199.75	436.50
Special Education	322.58	218.01	214.61	755.20
Speech Language Therapist (includes contracted FTEs)	93.94	25.33	12.58	131.85
Theater	4.50	15.00	11.25	30.75
World Languages				
American Sign Language (ASL)	0.00	0.00	0.00	0.00
Chinese	4.00	0.00	2.00	6.00
French	2.00	7.00	14.50	23.50
German	3.00	1.00	6.00	10.00
Japanese	0.00	0.00	0.00	0.00
Latin	0.00	0.00	1.00	1.00
Russian	0.00	0.00	0.00	0.00
Spanish	17.90	25.50	83.25	126.65
Other	2.00	8.00	6.90	16.90
TOTAL	3,090.12	1,774.41	1,844.67	6,709.20

Table 3B includes the preparation program or source for each new hire reported in Table 3A. Districts are asked to confirm that the total number of FTEs reported here equals the total number of FTEs in Table 3A.

Table 3B	Number of Newly Hired Certified Teachers
Preparation Program or Source	
<u>Preparation Program</u> (new to profession)	
Teacher education program graduate – In state	1,526.10
Teacher education program graduate – Out of state	461.50
Teacher education program graduation – Online	54.00
Career & Technology Education (CATE) Work-Based Certification Program	99.00
Program of Alternative Certification for Educators (PACE)	378.20
American Board alternative certification program (ABCTE)	31.00
Teach For America alternative certification program	41.00
Teachers of Tomorrow alternative certification program	37.00
District-based alternative certification program (i.e., GATE or TeachCharleston)	36.00
Montessori Initial Certification Program	8.00
Adjunct Certification Program	5.00
Advanced Fine Arts Certification Program	2.00
<u>Source</u> (not new to profession)	
Teacher who returned to teaching after a gap in service in SC of more than one year	288.65
Teacher who was hired after serving in your district as a substitute or in a non-teaching position	211.70
Teacher coming directly from another SC public school district, charter school, or special school	2,058.10
Teacher previously employed in a SC college/university or SC private school	168.70
Teacher from another state	869.10
International visiting teacher	348.00
Private contractual services (<u>excluding</u> international teacher placement services)	53.80
Other program or source	23.60
TOTAL	6,700.45*

*One district representative submitted a survey without completing this table. Therefore, the total in this table is not equal to the total in Table 3A as it should.

Table 3C includes the number of newly hired male and non-white teachers (in FTEs) for the 2019-20 school year.

Table 3C	Number of Newly Hired Male and Non-White Teachers
Male teachers	1,357.05
Non-white teachers	1,551.90

Table 4 includes the number of first-year alternative certification program participants who were hired for the 2019-20 school year. The following programs are included: PACE, American Board, Teach For America, Teachers of Tomorrow, GATE, and TeachCharleston.

Table 4 (data provided by SC Department of Education)	Number of First-Year Alternative Certification Program Participants, by School Level			
Approved Subject Area	Primary/ Elementary	Middle	High	Total
Agriculture	0	1	2	3
Art	12	7	9	28
Biology	0	1	25	26
Business/Marketing/Computer Technology	0	25	52	77
Chemistry	0	0	2	2
Computer Science	0	0	1	1
Dance	1	3	2	6
Early Childhood	2	0	0	2
Elementary	20	0	0	20
English	0	10	26	36
English for Speakers of Other Languages (ESOL)	2	1	1	4
Family & Consumer Sciences	0	0	1	1
French	0	1	0	1
German	1	0	3	4
Health	0	1	0	1
History	0	2	8	10
Mathematics	0	3	25	28
Media Specialist	3	0	0	3
Middle Level Language Arts	3	47	7	57
Middle Level Mathematics	0	26	9	35
Middle Level Science	0	45	6	51
Middle Level Social Studies	1	43	0	44
Music – Choral	0	1	0	1
Music – Instrumental	0	1	1	2
Music – Strings	0	0	2	2
Physical Education	13	6	7	26
Physics	0	0	1	1
Science	0	5	25	30
Social Studies	0	6	18	24
Spanish	1	12	10	23
Special Education: Emotional Disabilities	41	10	7	58
Special Education: Multi-categorical	3	2	1	6
Theater	0	2	1	3
TOTAL	102	245	237	584

Notes: Some participants are certified in a subject area level different than the school level in which they teach (i.e., certified in middle level science, but teach science in a high school).

Some participants hold dual certification and are, therefore, recorded in two different subject areas. The column totals (school level) are accurate and do not include duplicates, whereas the row totals (subject area) do include them to account for all certifications.

Table 5 includes the number of certified teaching positions (in FTEs) reported as vacant at the beginning of the 2019-20 school year.

Table 5 Subject Area Taught	Number of Certified Vacant Teaching Positions, By School Level			
	Primary/ Elementary	Middle	High	Total
Agriculture		1.00	2.00	3.00
Art	11.50	7.00	5.00	23.50
Business/Marketing/Computer Technology	1.00	0.00	2.00	3.00
Career & Technology Education (CATE work-based certification)		4.00	15.00	19.00
Dance	1.00	1.00	2.00	4.00
Driver's Education			0.00	0.00
Early Childhood/Elementary (any or all core subjects)	76.50			76.50
English for Speakers of Other Languages (ESOL)	4.00	2.00	4.50	10.50
English/Language Arts		20.00	24.00	44.00
Family & Consumer Sciences		0.00	0.00	0.00
Gifted & Talented	1.00	0.00	0.00	1.00
Guidance	1.50	0.50	4.00	6.00
Health	0.00	0.00	0.00	0.00
Industrial Technology		0.00	0.00	0.00
Literacy	3.50	1.50	0.00	5.00
Mathematics		22.00	38.50	60.50
Media Specialist	15.00	1.50	4.50	21.00
Montessori	1.00	1.00		2.00
Music	10.00	8.00	7.00	25.00
Physical Education	3.00	5.00	8.00	16.00
Sciences		16.00	27.00	43.00
Social Studies		12.00	16.00	28.00
Special Education	52.50	19.00	35.50	107.00
Speech Language Therapist (includes contracted FTEs)	29.50	4.50	2.00	36.00
Theater	0.00	1.00	0.50	1.50
World Languages				
American Sign Language (ASL)	0.00	0.00	0.00	0.00
Chinese	2.00	0.00	0.00	2.00
French	0.00	0.00	2.00	2.00
German	0.00	0.00	1.00	1.00
Japanese	0.00	0.00	0.00	0.00
Latin	0.00	0.00	0.00	0.00
Russian	0.00	0.00	0.00	0.00
Spanish	2.00	3.00	10.00	15.00
Other	0.00	0.00	0.00	0.00
TOTAL	215.00	130.00	210.50	555.50

Table 6 includes the number of newly hired certified administrators (in FTEs) for the 2019-20 school year. Also included are the certified administrator positions (in FTEs) reported as vacant at the beginning of the 2019-20 school year.

Table 6	Number of Newly Hired Certified Administrators	Number of Certified Administrator Positions Currently Vacant
Type of Administrator		
District Superintendent	11.00	0.00
District Assistant/Associate Superintendent	12.00	2.00
Other District-Level Administrator (i.e., director or coordinator position)	81.25	14.00
Primary/Elementary School Principal	30.25	2.50
Primary/Elementary School Assistant Principal	79.00	3.00
Middle School Principal	16.75	1.00
Middle School Assistant Principal	58.50	1.50
High School Principal	20.75	0.00
High School Assistant Principal	76.50	5.00
Other School-Level Administrator (i.e., school psychologist, instructional coach/specialist, occupational/physical therapist)	150.15	28.50
TOTAL	536.15	57.50

Note: The term "administrator" includes all employees in certified, non-teaching positions, not just those in supervisory roles.

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