

SOUTH CAROLINA ANNUAL EDUCATOR SUPPLY & DEMAND REPORT (2020-21 School Year)

DECEMBER 2020



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

Table of Contents

Executive Summary 1

I. Introduction 2

II. Teaching/Service Positions Allocated for the 2020-21 School Year 2

III. Teachers from 2019-20 Who Did Not Return to Teach in the Same District in 2020-21 3

IV. Teachers Hired for the 2020-21 School Year 4

V. Vacant Teaching/Service Positions at the Beginning of the 2020-21 School Year 5

VI. Administrators: Hires and Vacancies for the 2020-21 School Year 5

VII. Rural Recruitment Initiative 5-6

VIII. Conclusion 6

Data Tables for the 2020-21 School Year:

Table 1A. Allocated Positions: Teaching Fields 7

Table 1B. Allocated Positions: Service Fields 8

Table 2A. Teacher Departures: Departure Reasons 8

Table 2B. Teacher Departures: Employment Status After Departure 9

Table 2C. Teacher Departures: Alternative Certification Programs 9

Table 3A. New Hires: Teaching Fields 10-11

Table 3B. New Hires: Service Fields 10-11

Table 3C. Teacher Preparation Program or Source of New Hires 11

Table 3D. Male and Non-White Teachers Hired 11

Table 4. First-Year Alternative Certification Program Participants Hired 12

Table 5A. Vacant Positions: Teaching Fields 13

Table 5B. Vacant Positions: Service Fields 14

Table 6. Administrators: Hires and Vacancies 14

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 teachers entering the profession, those leaving their classrooms or the profession altogether, and positions that remain vacant. A total of 89 SC public school districts, centers, and state agencies submitted a survey for the 2020-21 school year. Below are some key findings from the survey:

- Districts¹ reported fewer departures overall.
 - Approximately 6,000 teachers² from 2019-20 did not return to a teaching/service position in the same district in 2020-21; this is a 10% decrease compared to the number of departures reported last year.
 - Departure reasons: 32% left for personal/family reasons; 18% retired; and nearly 30% did not provide a reason or the district did not collect the information.
 - Employment status after departure: 22% are teaching in another SC public school district; 6% are working in/pursing another career; 5% are teaching outside of SC; and 27% are no longer employed. This information is unknown for 35% of departures.
- Districts reported a larger proportion of early-career teacher departures.
 - 42% of all teachers who left had five or fewer years of SC teaching experience; 16% had only one year (or less). These percentages are up from 36% and 13% last year.
 - 36% of first-year teachers hired for 2019-20 did not return to a teaching/service position in the same district in 2020-21. This percentage is up from 28% last year.
- Districts reported more vacant teaching/service positions.
 - About 700 teaching/service positions were still vacant at the beginning of the 2020-21 school year; this is a 26% increase compared to last year.
- Districts reported fewer new hires.
 - The number of SC students who graduated with a Bachelor's degree and teacher certification eligibility during 2019-20 was almost 1,700, a small decline of 55 graduates from the previous year.
 - 24% of new hires are recent graduates from a SC teacher education program. This percentage has been consistent at 23-24% since 2018-19, and increased from 21% in 2017-18. In-state graduates made up nearly one-third of new hires in 2013-14.
 - International visiting teachers accounted for less than 1% of all new hires, compared to more than 5% the past two years.

¹ "Districts" include all SC public school districts, career and technology education (CTE) centers, and state agencies that submitted a 2020-21 survey.

² "Teachers" include certified educators in classroom-based positions and other certified educators in school-based service positions who provide instruction and support directly to students and other professionals. These other educators include school librarians, school counselors, school psychologists, and speech language pathologists.

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 charter school districts. Currently, there are 79 traditional public school districts and two public charter school districts in South Carolina. Data from 78 traditional districts are included in this report, leaving only one district that did not submit a survey this year. Both charter school districts, the SC Public Charter School District and the Charter Institute at Erskine, also completed a survey. In addition, CERRA identified eight career and technology education (CTE) centers that serve multiple districts and/or function independently from the district in which the center resides. Most CTE centers in the state operate within a school district and their information is already accounted for in district surveys. Seven of the centers completed a separate survey. Finally, data also were collected from two state agencies that employ certified teachers, the SC Departments of Juvenile Justice and Corrections, bringing the total number of respondents to 89 for the 2020-21 school year.

Districts are allowed about one month to complete the survey as it is extremely comprehensive. Once responses are submitted, the data are analyzed and summarized in a 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/Service Positions Allocated for the 2020-21 School Year

South Carolina school districts reported 55,660 full-time and part-time certified teaching/service positions allocated for the 2020-21 school year. Compared to 2019-20 data, this is a small increase of about 5% or 2,600 positions. Districts presumably created new positions to staff the virtual schools and academies established in response to COVID-19.

One notable difference in this year's survey is the separation of teaching fields and service fields. Teaching fields include certification/subject areas taught by certified classroom teachers, and service fields refer to instructional and support services provided directly to students and other school professionals by certified educators. These include school librarians, school counselors, school psychologists, and speech language pathologists.

Although the actual number of allocated classroom positions may fluctuate each year, the ratios across school levels and teaching fields 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. Across all grade spans, certified educators in service fields represent 9% of all positions in the state; nearly half of the service positions are allocated for school counselors.

Classroom teachers certified in the following fields make up approximately three-quarters of all teaching positions in the state: elementary/early childhood (35%), special education (11%), mathematics (8%), English/language arts (8%), social studies (7%), and sciences (7%).

III. Teachers From 2019-20 Who Did Not Return to Teach in the Same District in 2020-21

CERRA collects departure data by asking districts to provide reasons why teachers left and information related to their employment status after leaving the district. The number of SC teacher departures declined this year by nearly 10% (~650 teachers). Approximately 6,000 teachers from 2019-20 did not return to a teaching/service position in the same district the following school year. This figure was 6,650 last year, and more than 7,300 two years ago. Similar to last year, retirements made up 18% of all departures. This category includes first-time retirees, as well as active retirees who were not rehired, chose not to return, or previously retired from another state. Teachers who previously retired from another state help explain the retirees reported as having five or fewer years of SC teaching experience.

According to district survey responses, nearly one-third of all teachers who left indicated “personal/family” as their departure reason. This category includes teachers who, for example, chose to stay home with children or care for a loved one, relocated to another area, or took a teaching job closer to home. Only about 3% of departure reasons were classified as job dissatisfaction (inadequate salary, perceived lack of administrative support, excessive workload, etc.). However, based on district feedback and other sources of anecdotal evidence, it is believed that teachers often are reluctant to provide an honest reason for leaving if it is more job-related. Therefore, in some cases, teachers may indicate a personal or family-related reason for their resignation to avoid any potential conflict with supervisors.

A category was added to the survey this year to capture departures that occurred due to COVID-19 reasons. Surprisingly, less than 2% of teachers who left reported a resignation related to the pandemic. It is likely that some districts did not add this category to their exit surveys, and therefore, teachers did not indicate a COVID-related departure. Feedback from personnel directors suggests that, in some cases, teachers may have selected a personal/family reason for leaving when the resignation was actually a result of COVID-related health concerns or daycare/school closures that left teachers with limited or no childcare options. Eighteen percent of the teachers from 2019-20 reported as leaving their position did not offer the district a reason for their departure. Additionally, representatives from eight districts indicated that they do not collect this type of information, accounting for 11% of all teacher departures. Combined, nearly 30% of all departure reasons are unknown.

For each departure reported, districts were asked about the teachers’ employment status after leaving. Twenty-two percent of teachers from 2019-20 who left their position went to teach in another SC public school district, charter school, or special school the following school year. Twenty-seven percent are no longer employed, specifically indicating retirement, staying home with children, and health-related issues. Employment plans are unknown for 35% of all departures, either because teachers did not provide this information or districts did not collect it. About 5% of teachers who left are now teaching in another state or country, and 6% are working in or pursuing a different career field. Finally, the remaining 5% of departures were reported primarily as working in a non-teaching education position, teaching in a SC private school or college/university, or international teachers returning to their home country.

Although the number of departures decreased overall, early-career resignations were more prevalent this year. Specifically, 42% of teachers from 2019-20 who left their position had five or fewer years of experience in a SC public school classroom compared to 36% from 2018-19. Sixteen percent of teachers had only one year (or less) of teaching experience in the state; last year, 13% fell into this category. The same trend occurred among first-year teachers hired for 2019-20 with 36% not returning to a teaching/service position in the same district in 2020-21. This percentage is up from 28% last year.

Finally, personnel directors were asked to provide 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 nearly 6,000 teachers who left their position.

IV. Teachers Hired for the 2020-21 School Year

The total number of newly hired SC teachers for the 2020-21 school year was 6,308, a decrease of 6% and approximately 400 teachers compared to data from last year. This reduction occurred in all school levels and throughout most teaching/service fields. In areas like special education where more teachers were hired for the current school year, the increase was minimal. Similar to the breakdown of allocated positions in the state, about 75% of all new hires teach in the following fields: early childhood/elementary, special education, English/language arts, mathematics, sciences, and social studies. Approximately 7% of all new hires are certified educators who provide instructional/support services outside the classroom.

Districts also submitted information on the preparation programs or sources from which SC teachers were hired for the 2020-21 school year. Overall, 44% of all hires are new to the profession compared to 40% last year. Twenty-four percent of new hires are recent graduates from a SC teacher education program. In the three previous school years (2019-20, 2018-19, and 2017-18), in-state graduates respectively made up 23%, 24%, and 21% of all new hires. In an ideal scenario, this percentage would be higher, but the number of SC students preparing to become teachers has been declining mostly each year requiring districts to hire teachers from other programs and sources.

Data from the state's Commission on Higher Education (CHE) did reveal, for the first time since 2013-14, an increase in the number of students graduating from SC public and private institutions during 2018-19 with a Bachelor's degree eligible for teacher certification. The upswing was temporary as the 2019-20 data indicated another small dip in the number of graduates, falling from 1,752 to 1,697 students. CHE also provides the number of students who completed a Master's level initial educator preparation program at a SC public institution, which was 370 students for the 2019-20 academic year. Data from 2019-20 are the most recent available, signifying the fewest number of graduates in at least six years. CERRA was able to obtain data as far back as 2014-15.

Twenty-nine percent of all new hires for 2020-21 came from another SC public school district, charter school, or special school. This percentage was 31% for the two previous school years. Out-of-state teachers, both veterans and recent graduates from teacher preparation programs, contributed 23% to the population of new hires in 2020-21. The number of international visiting teachers hired for 2020-21 accounted for only 1% of all hires and dropped significantly by nearly 300 teachers compared to last year. This group made up over 5% of hires in 2018-19 and 2019-20. According to data from the SC Department of Education (SCDE), the number of international teachers employed in SC schools was at its peak in 2019-20 with 1,150 teachers, falling slightly to 1,028 this year.

Additionally, 10% (648) of all new hires for the 2020-21 school year are first-year participants in an alternative certification program or they recently completed a CTE work-based certification program in South Carolina. Although fewer teachers were hired in the state this year compared to last year, more were hired from these particular pathways overall. One explanation for this increase is the addition of at least two college/university-based alternative certification programs, Alternative Pathways for Educator Certification (APEC) and Carolina Collaborative for Alternative Preparation (CarolinaCAP). Some of the programs, conversely, had fewer first-year participants in 2020-21, including the Program of Alternative Certification for Educators (PACE). Districts reported 336 new PACE hires for 2020-21, compared to 378 in 2019-20. In November, however, CERRA obtained more recent data from the SCDE indicating a small increase in first-year PACE participants during this time (431 in 2020-21; 415 in 2019-20).

For the 2020-21 school year, 19% of all new hires in the state are males and 21% are non-white teachers. Both of these percentages dropped from the 2019-20 school year when 20% of newly hired teachers were males and 23% were reported as non-white.

V. Vacant Teaching/Service Positions at the Beginning of the 2020-21 School Year

South Carolina districts reported 699 certified teaching/service positions still vacant at the beginning of the 2020-21 school year. This number signifies a 26% increase (~143 positions) compared to data reported for 2019-20 and a 12.5% jump (~78 positions) from 2018-19. More vacant positions were seen across all school levels and in most certification/subject areas. Fields with the largest spike in vacancies included literacy, mathematics, business/marketing/computer technology, and art. Districts were asked to include interventionists with literacy and mathematics positions, thus providing an explanation for the increase in these categories.

Special education typically represents the largest majority of vacancies each year. The 2020-21 school year is no different as 20% of all vacant teaching positions were in this field. Other certification/subject areas that consistently make up a significant portion of vacant positions include early childhood/elementary, mathematics, and sciences. In addition, English/language arts and social studies often are grouped with these areas; however, this year, they were among only five other teaching fields where fewer vacancies were reported. Service fields represented 12% of all vacant positions in the state.

It is always worth pointing out that the 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 already filled with new hires leading up to that time. Some of these hires presumably became necessary in response to new teaching/service positions being created, particularly this school year with so many virtual options made available to families. With that being said, most teachers were hired for the 2020-21 school year as a result of departures from the previous year. Although fewer departures were reported this year, it is no surprise, considering the circumstances spawned by the pandemic, that districts have had (and continue to have) more difficulty filling school-level vacancies than in previous years.

VI. Administrators: Hires and Vacancies for the 2020-21 School Year

In addition to classroom teachers and educators who provide direct instruction and support outside the classroom, district representatives were asked 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 district-level administrators (superintendents, directors, etc.), school-based administrators (principals and assistant principals), and school-based, non-teaching positions (reading/literacy coaches, curriculum specialists, etc.).

Districts reported 581.5 newly hired administrators and 75.75 vacant administrator positions for the 2020-21 school year. These figures are slightly higher than those reported in 2019-20, mainly due to districts hiring more principals and assistant principals this year and an increase in vacancies among district-level administrators and certified non-teaching positions in schools.

VII. Rural Recruitment Initiative

Under the Rural Recruitment Initiative (RRI) FY21 Proviso, CERRA was charged with the responsibility to continue 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. To be eligible for funds in FY21, districts must have met two criteria: 1) a five-year average teacher turnover rate of more than eleven percent, as reported in the district’s five most recent District Report Cards; and 2) not identified as one of the fifteen wealthiest districts, based on their index of tax-paying ability.

For the 2020-21 school year (FY21), 43 public school districts in the state are eligible to apply for funds through the RRI. However, effectiveness data for these districts will not be available until next year, so this section of the report will focus on the 35³ districts that were eligible for funds during the 2019-20 school year (FY20). All but one of the 35 eligible districts requested funds for teacher recruitment and/or retention incentives during FY20. Based on the 2020-21 Supply and Demand Survey data, 29 of these districts reported some improvement compared to the previous year – fewer teachers leaving, fewer positions still vacant after the school year started, or both. It should be noted that one of the eligible districts did not submit a survey for the 2020-21 school year.

Further data analysis showed that 27 rural districts experienced fewer teacher departures overall. In particular, 24 districts had fewer early-career teachers leaving with no more than five years of SC teaching experience; 17 of these districts reported a decrease in the number of first-year departures specifically. Only nine districts, compared to 17 in 2019-20, indicated fewer teaching/service positions still vacant at the beginning of the current school year. Such a decline could be expected considering the statewide increase in vacancies reported this year.

VIII. Conclusion

As reported last year, the 2019-20 Supply and Demand Report hinted at some improvement in teacher recruitment and retention across the state. Districts reported fewer departures and fewer positions still vacant at the beginning of the school year. More SC students also had graduated with teacher certification eligibility; this was the first such increase in many years. Under normal circumstances, the hope would be for these trends to continue into 2020-21.

Although this did not occur, some good news did present itself in 2020-21 with districts reporting a decrease in teacher departures and, thus, a decrease in the number of new teachers needed to fill the vacancies created by those departures. Based on these data points, it typically would be anticipated that fewer positions were vacant at the start of the current school year. This was not the case, however, as the number of vacancies increased significantly compared to 2019-20, suggesting that districts faced more challenges when attempting to fill positions this year.

When the pandemic first hit in the spring of 2020, many teachers may have already signed their contracts for 2020-21 before experiencing the pandemic's full and growing impact. Additionally, with districts creating more virtual opportunities for students, many teachers were moved into new virtual settings and districts would not report these moves as departures. Those moves could, however, create vacancies in schools where face-to-face instruction is continuing. Finally, it is highly possible the compounding effects of the pandemic led to more teacher departures after districts submitted their Supply and Demand Survey. CERRA plans to survey districts in early 2021 to further assess the impact of COVID-19.

³The 35 eligible districts were Allendale; Anderson 3 and 4; Bamberg 2; Barnwell 19, 29, & 45; Chester; Clarendon 1 & 2; Colleton; Darlington; Dillon 3 & 4; Dorchester 4; Edgefield; Fairfield; Florence 2, 3, & 4; Greenwood 51; Hampton 1 & 2; Jasper; Laurens 55; Lee; Lexington 4; Marion; Marlboro; McCormick; Newberry; Orangeburg; Saluda; Sumter; and Williamsburg.

Table 1A includes the number of certified teaching positions allocated in district budgets for the 2020-21 school year. Numbers include filled and vacant positions.

Table 1A Teaching Field	Number of Teaching Positions, by School Level			
	Primary/ Elementary	Middle	High	Total
Agriculture		13.25	123.75	137.00
Art	658.77	283.61	381.22	1,323.60
Business/Marketing/Computer Technology	60.90	291.75	660.25	1,012.90
Career & Technology Education (CTE work-based certification)		58.50	1,055.99	1,114.49
Computer Science		4.50	67.50	72.00
Dance	34.53	49.53	51.59	135.65
Driver Education			64.50	64.50
Early Childhood/Elementary (any or all core subjects)	17,732.84			17,732.84
English for Speakers of Other Languages (ESOL)	471.56	180.72	202.87	855.15
English/Language Arts		1,930.58	2,014.59	3,945.17
Family & Consumer Science		18.50	195.25	213.75
Gifted & Talented	361.43	59.63	12.91	433.97
Health	13.75	53.20	133.70	200.65
Industrial Technology		22.00	31.00	53.00
Literacy (teacher or interventionist)	865.14	123.00	40.00	1,028.14
Mathematics (teacher or interventionist)	96.92	1,928.43	2,034.09	4,059.44
Montessori	320.00	44.00	0.00	364.00
Music	684.21	510.78	449.04	1,644.03
Physical Education	833.08	518.40	691.03	2,042.51
Sciences – Natural (biology, chemistry, physics, etc.)		1,636.35	1,766.71	3,403.06
Social Studies/Sciences (economics, history, psychology, etc.)		1,575.05	1,858.53	3,433.58
Special Education	2,695.43	1,436.15	1,624.37	5,755.95
STEM/STEAM/PLTW	91.50	133.90	63.66	289.06
Theater	21.50	61.00	87.25	169.75
World Languages	165.50	240.70	786.86	1,193.06
Other	9.00	16.00	28.00	53.00
Total	25,116.06	11,189.53	14,424.66	50,730.25

Table 1B includes the number of certified school-based positions allocated in each service field below for the 2020-21 school year.

Table 1B	Number of Service Positions
Service Field	
School Librarian	1,143.75
School Counselor	2,278.50
School Psychologist	562.65
Speech Language Pathologist	873.73
Other	71.10
Total	4,929.73

TOTAL Allocated Positions in 2020-21 (1A Total + 1B Total)	55,659.98
---	------------------

Table 2A includes the number of certified teachers from 2019-20 who did not return to a teaching/service position in the same district for the 2020-21 school year.

Table 2A	Total years of teaching experience in any SC public school at the time of departure			
	Reason for Departure	≤ 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)	15.00	13.00	1,076.70	1,104.70
Reduction in force (RIF) or program/grant conclusion	4.00	2.00	12.00	18.00
Did not qualify for state certification	26.50	11.00	6.00	43.50
Termination or non-renewal of contract/letter of agreement	63.40	57.60	81.00	202.00
International visiting teacher returned to country of origin and/or work visa expired	7.00	42.00	51.00	100.00
Returned to school to obtain advanced degree	10.00	20.00	6.50	36.50
COVID-19-related reason	8.00	20.00	70.50	98.50
Personal health issues – not related to COVID-19	28.00	28.00	76.30	132.30
Personal/Family – not related to personal health or COVID-19 (staying home with children, illness in family, relocation, military, teaching job closer to home, etc.)	311.40	620.30	997.70	1,929.40
Job dissatisfaction (salary, lack of administrative support, workload, etc.)	41.30	73.40	59.00	173.70
Promotion/advancement within education	5.50	15.00	52.00	72.50
To work in/pursue another career field	56.00	119.10	135.00	310.10
Reason not given by teacher	233.50	348.00	523.00	1,104.50
Other reason	4.00	2.00	15.00	21.00
District does not collect this information	160.00	206.00	283.00	649.00
Total	973.60	1,577.40	3,444.700	5,995.70

Table 2B includes the number of departures from Table 2A, according to teachers' employment status after leaving a teaching/service position in the district.

Table 2B	
Employment Status After Departure	Number of Departures
Teaching in another SC public school district	1,345.60
Teaching in a SC college/university or private school	50.00
Teaching outside of SC	276.00
Working in a non-teaching education position in SC	113.00
Working in a non-teaching education position outside of SC	30.00
Working in/pursuing another career field	351.10
No longer employed (retired, stay-at-home mom/dad, health-related, etc.)	1,599.90
Information not given by teacher	1,384.10
District does not collect this information	720.00
Other	126.00
Total	5,995.70

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	
Alternative Certification Program	Number of Departures
PACE	140.50
American Board	12.00
Teachers of Tomorrow	11.00
District- or college/university-based program (APEC, CarolinaCAP, GATE, TeachCharleston, etc.)	9.00
Total	172.50

Table 3A includes the number of newly hired certified teachers for the 2020-21 school year.

Table 3A Teaching Field	Number of Newly Hired Teachers, by School Level			
	Primary/ Elementary	Middle	High	Total
Agriculture		0.00	14.00	14.00
Art	66.10	37.20	33.50	136.80
Business/Marketing/Computer Technology	6.00	37.00	97.50	140.50
Career & Technology Education (CTE work-based certification)		3.20	89.50	92.70
Computer Science		1.00	5.00	6.00
Dance	5.80	5.20	7.50	18.50
Driver Education			7.50	7.50
Early Childhood/Elementary (any or all core subjects)	2,004.80			2,004.80
English for Speakers of Other Languages (ESOL)	35.84	11.08	19.58	66.50
English/Language Arts		320.00	245.50	565.50
Family & Consumer Science		1.00	7.00	8.00
Gifted & Talented	11.10	0.10	0.20	11.40
Health	0.00	7.25	11.15	18.40
Industrial Technology		1.00	2.00	3.00
Literacy (teacher or interventionist)	32.00	10.50	5.00	47.50
Mathematics (teacher or interventionist)	11.60	257.30	241.80	510.70
Montessori	28.00	3.00	0.00	31.00
Music	93.10	77.00	51.50	221.60
Physical Education	89.30	51.95	57.35	198.60
Sciences – Natural (biology, chemistry, physics, etc.)		223.50	177.00	400.50
Social Studies/Sciences (economics, history, psychology, etc.)		210.50	177.00	387.50
Special Education	370.04	202.33	209.33	781.70
STEM/STEAM/PLTW	5.80	10.20	7.00	23.00
Theater	2.00	6.00	10.00	18.00
World Languages	18.60	30.40	91.50	140.50
Other	1.00	4.00	3.00	7.00
Total	2,781.08	1,510.71	1,570.41	5,862.20

Table 3B includes the number of new hires in each service field below for the 2020-21 school year.

Table 3B Service Field	Number of New Hires
School Librarian	68.00
School Counselor	189.50
School Psychologist	69.10
Speech Language Pathologist	104.80
Other	14.00
Total	445.40

TOTAL New Hires for 2020-21 (3A Total + 3B Total)	6,307.60
--	-----------------

Table 3C includes the preparation program or source for each new hire reported in Tables 3A and 3B.

Table 3C	Number of New Hires
Preparation Program or Source	
<u>Preparation Program (new to profession)</u>	
Teacher education program graduate – In state	1,490.00
Teacher education program graduate – Out of state	495.95
Teacher education program graduation – Online	61.00
Career & Technology Education (CTE) Work-Based Certification Program	74.00
PACE	336.00
American Board	31.00
Teach For America	35.00
Teachers of Tomorrow	82.00
District- or college/university-based alternative certification program (i.e., APEC, CarolinaCAP, GATE, TeachCharleston, etc.)	90.00
Montessori Initial Certification Program	3.00
Adjunct Certification Program	10.00
Advanced Fine Arts Certification Program	3.70
<u>Source (not new to profession)</u>	
Teacher who returned to teaching after a gap in service in SC of more than one year	256.35
Teacher who was hired after serving in your district as a substitute or in a non-teaching position	287.50
Teacher coming directly from another SC public school district	1,746.00
Teacher previously employed in a SC college/university or SC private school	80.00
Teacher from another state	914.00
International visiting teacher	59.00
Private contractual services (excluding international teacher placement services)	56.10
Other program or source	2.00
Total	6,112.60

*Three district representatives submitted surveys without completing this table (either just a portion or in its entirety). Therefore, the total in this table is not equal to the actual number of new hires (6,307.60) as reported above.

Table 3D includes the number of newly hired male and non-white teachers for the 2020-21 school year.

Table 3D	Number of New Hires
Male teachers	1,205.90
Non-white teachers	1,306.00

Table 4 includes the number of first-year alternative certification program participants who were hired for the 2020-21 school year. The following programs are included: PACE, American Board, Teach For America, Teachers of Tomorrow, APEC, CarolinaCAP, GATE, and TeachCharleston.

Table 4 (data provided by SC Department of Education)	Number of First-Year Alternative Certification Program Participants, by School Level			
	Certification Area	Primary/ Elementary	Middle	High
Agriculture	0	0	2	2
Art	17	6	12	35
Biology	0	2	9	11
Business/Marketing/Computer Technology	1	27	51	79
Chemistry	0	0	1	1
Chinese	5	0	0	5
Computer Science	0	0	2	2
Dance	1	1	5	7
Early Childhood	16	0	0	16
Elementary	13	8	0	21
English	0	8	27	35
English for Speakers of Other Languages (ESOL)	0	2	3	5
French	0	2	5	7
German	0	0	1	1
Health	0	2	0	2
History	0	0	5	5
Mathematics	0	2	30	32
Media Specialist	5	1	1	7
Middle Level Language Arts	1	51	4	56
Middle Level Mathematics	0	27	2	29
Middle Level Science	0	55	3	58
Middle Level Social Studies	0	41	2	43
Music	4	5	6	15
Physical Education	7	9	8	24
Science	1	3	26	30
Social Studies	0	2	24	26
Spanish	5	8	15	28
Special Education: Emotional Disabilities	22	12	11	45
Special Education: Intellectual Disabilities	1	0	0	1
Special Education: Multi-categorical	4	3	11	18
Theater	0	5	4	9
Total	103	282	270	655

Notes: Some participants are certified in a field that is different from the grade level in which they teach (i.e., certified in middle level science, but teach science in a high school).

Table 5A includes the number of certified teaching positions reported as vacant at the beginning of the 2020-21 school year.

Table 5A Teaching Field	Number of Vacant Teaching Positions, By School Level			
	Primary/ Elementary	Middle	High	Total
Agriculture		0.50	1.00	1.50
Art	21.84	7.33	9.33	38.50
Business/Marketing/Computer Technology	2.00	9.00	4.00	15.00
Career & Technology Education (CTE work-based certification)		1.00	23.00	24.00
Computer Science		0.00	1.00	1.00
Dance	1.50	0.00	1.00	2.50
Driver Education			1.00	1.00
Early Childhood/Elementary (any or all core subjects)	93.00			93.00
English for Speakers of Other Languages (ESOL)	8.00	4.50	1.00	13.50
English/Language Arts		18.50	20.50	39.00
Family & Consumer Science		0.00	0.00	0.00
Gifted & Talented	3.84	2.33	1.33	7.50
Health	0.00	1.00	0.50	1.50
Industrial Technology		0.00	0.00	0.00
Literacy (teacher or interventionist)	18.50	3.00	1.00	22.50
Mathematics (teacher or interventionist)	4.50	28.50	47.00	80.00
Montessori	3.00	1.00	0.00	4.00
Music	9.34	9.08	6.08	24.50
Physical Education	8.00	4.00	4.50	16.50
Sciences – Natural (biology, chemistry, physics, etc.)		22.50	27.00	49.50
Social Studies/Sciences (economics, history, psychology, etc.)		11.50	8.00	19.50
Special Education	46.00	30.50	45.00	121.50
STEM/STEAM/PLTW	0.00	2.25	1.25	3.50
Theater	0.00	0.50	2.50	3.00
World Languages	9.80	2.70	18.00	30.50
Other	0.00	0.00	1.50	1.50
Total	229.32	159.69	225.49	614.50

Table 5B includes the number of certified school-based positions in each service field below reported as vacant at the beginning of the 2020-21 school year.

Table 5B	Number of Vacant Service Positions
Service Field	
School Librarian	26.50
School Counselor	12.50
School Psychologist	13.00
Speech Language Pathologist	32.40
Other	0.00
Total	84.40

TOTAL Vacant Positions in 2020-21 (5A Total + 5B Total)	698.90
--	---------------

Table 6 includes the number of newly hired administrators for the 2020-21 school year. Also included are administrator positions reported as vacant at the beginning of the 2020-21 school year.

Table 6	Number of New Hires	Number of Vacant Positions
Type of Administrator		
District-Based Administrators (superintendents, assistant superintendents, directors, coordinators, etc.)	111.00	27.50
School-Based Administrators (principals and assistant principals)	319.50	12.00
School-Based non-teaching positions (reading/literacy coaches, curriculum specialists, etc.)	151.00	36.25
Total	581.50	75.75

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

Report Prepared By:

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