

State Human Capital Alliance

DIAGNOSTIC REPORT – SOUTH CAROLINA

Site Visit: March 9 and 10, 2017

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Additional USHCA Site-Visit Representative: Darlene Merry

I. Overview of Report Development

The State Human Capital Alliance (Alliance), launched early in 2017, is working with eight states across the country to address state-level talent management challenges that directly impact the ability of districts to manage talent in their schools. To that end, the Alliance identified four areas where support from states would benefit districts:

- Removing Barriers to Expanding the Teacher Pipeline
- Influencing Teacher Preparation Providers
- Utilizing Data to Drive Human Capital Improvement
- Expanding District Level Human Capital Capacity

The Alliance will hold two convenings for the eight states, and will also provide technical assistance to support implementation of practices and tools matched to state needs. To focus the technical assistance, the Alliance began its engagement with a two-day visit to South Carolina on March 9 and 10, 2017. This visit focused on understanding current state work in the four areas listed above through a series of conversations and a review of documents. These conversations were organized by the state itself, and included individuals both inside and outside the agency working specifically in these areas. (Please see Appendix A for a complete agenda that shows those interviewed on each topic and lists the documents reviewed during the site visit).

After these meetings, the Alliance team prepared this report with the goal of providing useful feedback to all stakeholders regarding the state human capital management system. The work of human capital in South Carolina is shared by a variety of agencies, and a comprehensive system will likely involve alignment of various agencies. The report is not meant to discuss all aspects of the system but, at a high level, to highlight trends and make targeted suggestions focused on the Alliance's four areas of work.

I. Overall Observations and Perceptions

Background

In the 2015-2016 school year, South Carolina served 738,657 students in Pre-K through 12th grade in its public schools. The number of Pre-K through 12th grade students in the state is growing; a recent March 2017 report shows an increase in student enrollment to 760,500. The student body is 52% white, 34% African American and 9% Hispanic. These students are served by 51,768 full-time and part-time teachers (reported at the start of the 2016-2017 school year), which was a decrease of approximately 577 FTEs from

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the previous year. Just under 20% of teachers are male and 17.45% of teachers report as non-white. The average teacher salary is \$48,769.

With a significant population of students who are high-need, whether because of income, geography, or other special needs, the state has a strong commitment to provide equitable access to effective schools and teachers. The “Equitable Access to Excellent Educators” report lays out a comprehensive approach to strengthening the state’s workforce by addressing inexperienced, out-of-field and unqualified teachers, teacher turnover and teacher salaries that are not competitive. This equity report and further work with districts across the state are driving the state’s ESSA plans. Unique funding streams, a court mandate, and the politics of the state all play a significant role in the decision-making about the programs the State Department of Education can provide and who benefits from those programs.

South Carolina is loosely organized into regions (some created by state law, some by entities under state law, and some by voluntary consortia). Concerns about teacher recruitment and retention spread across the state’s 88 districts. At the beginning of the 2016-2017 school year 481 positions were vacant, a number that has been increasing in recent years. Over 20% of the unfilled positions were in special education. The state is worried about an identified gap between the number of candidates/applicants for teaching positions and the number of new teachers needed, presently and projected into the future. As one official noted, the state anticipates needing 5000+ new teachers each year, yet in-state teacher preparation programs (TPPs) are predicted to produce about 2000 annually. The number of teachers not returning to teach at the start of a subsequent school year has been steadily rising since 2012. About 40% of non-returning teachers last year had 5 or fewer years of teaching experience.

In South Carolina, as well as the other Alliance states, leaders facing supply and demand data such as those in the paragraph above recognize that human capital management cannot begin with recruitment into vacancies but must originate with pipeline strategies that broaden the pool of potential teaching candidates. As we discuss recruitment challenges below, we are primarily focused on the importance of expanding the pool of potential teaching candidates to meet current and future needs. In South Carolina, the pipeline includes 30 teacher preparation providers and several alternative certification programs. The number of newly hired teachers for the 2016-2017 school year was 6935, an increase in hiring from the previous year. An increasing number of hires are coming from out-of-state (15% are current teachers in other states; 6% are new out-of-state TPP graduates). About 8% came through an alternative certification program, most from the well-established Program of Alternative Certification (PACE). Teach for America and the American Board for Certification of Teacher Excellence (ABCTE) contributed about 2% of the new hires.

The Superintendent of the State Department of Education (SCDE) is elected every 4 years. The Superintendent works with the State Board of Education which has a significant legislatively prescribed role in certification, standards, and curriculum. In addition, in 1985 the Commission on Higher Education established the Center for Educator Recruitment, Retention & Advancement (CERRA). CERRA manages recruitment programs, studies supply & demand, and manages retention and advancement programs that



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support teachers in the state. They partner closely with the SCDE to build the pipeline of teachers needed in the state.

The South Carolina Association of School Administrators also plays a significant role in professional development of principals as well as HR professionals in the state. They host a series of roundtables throughout the year for various administrative groups, and ask the SCDE and CERRA to attend and present at those roundtables. The SCDE, CERRA, and SCASA have a close relationship which allows for clear communication and sharing of information, and the Executive Director of CERRA serves on the Executive Committee of SCASA's Personnel Division.

Main Strengths

A culture of service and growth: The South Carolina Department of Education (SCDE) is undergoing a transformation from an accountability and compliance orientation to a culture of service, empowerment and growth. Superintendent Molly Spearman's Chief of Staff, Betsy Carpentier, has been distributing toy wands to SCDE staff, telling them to "Go forth and make change happen." The leadership of the SCDE wants to empower department leads to serve students and be active problem-solvers.

This culture of service was evident throughout the site visit. SCDE staff members regularly spoke of working with a customer (district employee, teacher applicant, teacher) to accomplish an end goal through persistence, creativity and a deep knowledge of the law, as well as their flexibilities. Trying to resolve problems was coupled with the standard of doing what's best for students, or, more specifically "How can I advance the goal of having every student graduate meeting the Profile of the SC Graduate?" The staff exemplified a willingness to help districts hire the teachers they need, keep the teachers that are doing well, and make the pipeline as wide as possible.

The SCDE Chief Strategy Officer, Jennifer Morrison, who is the State Alliance project lead, is positioned to build cross-divisional and cross-agency support. She is dynamic, committed to continuous growth, and transforming the department to a cross-functional, high-performing team. Strategic planning, aligned goals and execution accountability were all evident in her approach to achieving progress. Under her leadership, the SCDE focuses not only on district staff development but also on their own development. Personalized learning workgroups, leadership coaching and micro-credentialing opportunities are all supporting a culture of continuous growth within the SCDE.

Influencing and Organizing: Being a relatively small state allows the SCDE to have opportunities to address all the districts in one place. SCDE and CERRA staff can present at Superintendent Roundtables held by SCASA. They can work with all HR directors in the districts. CERRA is able to use its supply and demand data to paint a picture for stakeholders about what is happening in the state and draw on specific stories and examples to illustrate the data. Because of this, the SCDE is well-positioned to approach its work as an influencer and organizer, not just a regulator.

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Strong programs and policies: Throughout the site visit, we heard about a number of strong programs and policies which do excellent work and - if streamlined and organized – could help create a coherent human capital strategy in the state from recruitment, including broadening the pipeline, to deployment and retention. Examples of these programs and policies include:

- A relatively streamlined licensure process, complemented by the interstate agreement which is implemented with only a few procedural safe-guards.
- The state evaluation system which is aligned to certification steps to ensure that only those teachers who meet a minimum performance standard can advance.
- TAP and other turnaround programs provide differentiated support to a subset of schools in order to recruit and retain strong teachers.
- The alternative certification program, positioned to broaden the potential educator pipeline.
- School Leadership programs that equip school leaders to effectively develop and support teachers.
- Approval mechanism for TPPs to create and run unique or small programs as needed
- Aligned and thorough mentoring and induction efforts throughout the state, including training for mentors
- Strong “grow your own programs” like Teacher Cadets and Teacher Fellows administered by CERRA.

Main Areas of Improvement

Proactive and strategic pipeline development: The teacher shortage requires more proactive and strategic pipeline development. Building stronger feedback loops to TPPs is needed, something that will receive attention via the NTEP partnership currently underway. The teacher shortage sits on top of a challenging “within state” distribution and recruitment issue as it relates to isolated rural areas that face generational poverty. Recruiting teachers to these districts is extremely difficult; these districts would welcome new teachers to fill vacancies in order to benefit from the influx of new ideas. The value proposition for working in these isolated areas is hard to make but attention and resources need to be channeled to this issue.

Improve program evaluation: There was a recognized need to have better program evaluation to support strategic and resource allocation decisions. There are four pipeline pathways and various retention strategies in the state, but at the present time the outcome data necessary to make “leverage” decisions are not yet available. Making progress in this area will sharpen the ability to work strategically.

Alignment on coherent plan aligned to the theory of action: The SCDE has a mix of individual programs and policies which are elements of a strong human capital strategy, but they are not yet part of a coherent plan that aligns with the SCDE’s theory of action. A focus on creating a strategy and clearing barriers will allow SCDE to make progress on its goal to recruit and retain effective teachers and school leaders. We will discuss this later in the report in more detail.

II. Key Lever 1 – Utilizing Data to Drive Human Capital Improvement

Summary of Strengths



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The state has access to significant, meaningful data streams. Through CERRA, the state has access to regular reporting on teacher supply and demand, as opposed to states that produce such reports irregularly due to lack of steady funding/capacity. Also, the state has mechanisms for regular feedback. Districts will often do exit interviews with teachers to understand retention issues, and the state administers an annual teacher survey as part of the accountability system. The school report cards include responses to three survey questions that focus on learning environment, the social and physical environment at each school and home/school relations. The Teacher Preparation Providers (TPPs) survey novice teachers for the purpose of program improvement.

The SCDE has good longitudinal data on teacher turnover rates by district that have been used to identify the districts that qualify for funding to be used for recruitment and retention strategies. (See the rural recruitment initiative described below).

The state collects teacher attendance data; however the data does not show much differentiation. Most districts report about a 95% attendance rate, so it is unclear whether the reporting is influenced by the way the data is entered locally or whether there is a consistency that reflects some state-wide employment practices.

Summary of Areas of Improvement

The SCDE self-identified issues with data collection and use, including both an infrastructure issue (not having a comprehensive data warehouse) and an issue with districts not reporting data that is needed (e.g. ADEPT data). These challenges with data can hurt the SCDE's ability to use its data effectively to influence stakeholders or develop targeted programming.

The SCDE can identify any additional data they require, and then begin to analyze the data in order to set integrated benchmarks and goals to measure human capital progress. Further, they then can work to develop the feedback loop with which to share the data provided to districts and TPPs and use the data to make programmatic and policy decisions.

Possible Promising / Best Practice Tools or Strategies this State Could Share

In the fall of 2016 the SCDE collaborated with the Southeast Comprehensive Center to develop a survey intended to learn more about what would convince teacher candidates to work in rural, high poverty and high minority areas. The survey invited open-ended responses to questions about teacher placements, barriers to working with certain districts and placements in diverse classrooms. The responses to these prompts, while anecdotal, are powerful and begin to get at some of the motivations and barriers in this segment of the teacher placement pipeline.

III. Key Lever 2 – Removing Barriers to Expanding a Teacher Quality Pipeline

Summary of Strengths

CERRA offers and/or oversees a variety of programs to recruit into the profession.

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- ProTeam exposes middle school students to teaching as a career at an early age.
- Teacher Cadet Program for 11th and 12th graders (its curriculum has been used in 33 other states) is designed to increase interest in the teaching profession and allows for accumulation of college credit towards an education major.
- Teaching Fellows Program, with rigorous entry requirements, supports students in TPPs and provides a forgivable college loan if the candidate teaches four years in the state. This program has an 85% completion rate and is a strong model for replication.
- Loan forgiveness is available in critical geographic and subject shortage areas, and expansion to all teaching areas is being explored.

Data tracking issues preclude any assessment of the actual impact of some of these programs, but anecdotally, they have strong results.

The SCDE is also using some creative strategies to build the pipeline. For example, one initiative is encouraging the return of retirees via a letter of agreement that removes the requirement of annual evaluation. The state offers some alternative certification routes, and districts offer additional ones. Reciprocity is granted to individuals coming in from other states as well.

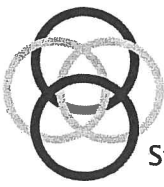
Summary of Areas of Improvement

The SCDE has created a service culture to support the teaching pipeline, and the state has a broad array of recruitment and retention programs and incentives available. Unfortunately, it is challenging to overcome salaries that are not competitive and numerous regions within the state do not offer lifestyle amenities typically sought by professionals. In the face of these challenges that are most difficult in certain regions, a strategy that differentiates the opportunities and employment provisions by region may be necessary. This work will require a strong alignment of TPPs, the SCDE, CERRA and others. Looking to other sectors such as the military and the medical profession who have developed unique recruitment strategies for challenging assignments in under-served or riskier areas might be useful. CERRA launched a Veterans to Teachers initiative in early 2017.

Further, the state has many initiatives in these areas that would be better leveraged as one coherent human capital strategy. By doing so, the state can open up a conversation about where else they could expand the pipeline. We would recommend reviewing the agency strategic plan, identifying key areas where human capital issues play a role and then using that to develop a set of priority areas in human capital.

Possible Promising / Best Practice Tools or Strategies this State Could Share

South Carolina has nurtured the Montessori certification and school model, and now has the most Montessori-certified teachers in the country. This niche is likely an attraction for candidates as well as experienced teachers wanting to work in a Montessori program.



South Carolina has a certificate for virtual teaching. With the national teacher shortage becoming a critical focus, the approaches to virtual learning need to come into the mainstream so understanding more about this certification could be instructive to others. It requires 3 specified courses and 2 elective courses.

As noted above, the Teaching Fellows program, with rigorous entry requirements, supports students in TPPs and provides a forgivable college loan if the candidate teaches four years in the state. This program has an 85% completion rate and is a strong model for replication. Likewise, the teacher loan program is a successful forgivable loan program that is set to be expanded and that also could be replicated.

IV. Key Lever 3 – Influencing Teacher Preparation Providers

Summary of Strengths

South Carolina has 30 teacher preparation providers and 270 programs. The SCDE is working closely with NTEP to think about ways to best influence these providers. The state has moved to a new accreditation agency and the SCDE has a strong staff member working with the TPPs on the requirements for this transition. Public policy requires that students in TPPs experience diverse settings, and the TPPs seem to have an understanding of the varying needs of schools throughout the state.

Non-traditional teacher education programs and alternative certification programs have promise:

- USC offers an online program for career changers, Palmetto College.
- PACE is the state-run alternative certification program and has had success in attracting teacher candidates.
- Greenville County is offering an alternative teacher certification for math and science alternative candidates.
- Teach for America is in some of the districts that were a part of the *Abbeville* equity lawsuit and other high poverty districts.
- ABCTE is another alternative program for a small group of teachers.
- Teachers of Tomorrow is has approached SC as another alternative certification program.

Summary of Areas of Improvement

The trend line in TTP enrollment is worrisome; in 2011-2012 there were 7464 students enrolled state-wide, in 2012-2013 there were 5844 and in 2013-2014 there were 4962 (although this is the last “official” data provided, a review of more recent enrollment data allowed SCDE representatives to conclude that the trend line has continued downward). Additionally, the supply/demand “match” by subject area is not aligned. The College of Charleston, a major TPP in the state, reportedly does not have a single mathematics education student in their pipeline currently. A disproportionate number of vacancies state-wide are special education positions. Continuing to bring TPPs into both short and long term strategic planning, and using data to drive decision-making, is necessary. To the degree “grow your own” approaches are increasing, district leaders must also become an integral partner in strategic conversations. The state should take a step back and consider the varying pipelines for entry into the pool – not just up from middle



and high school but also through alternative means – and work with TPPs and other service providers to find ways to build those programs.

Possible Promising / Best Practice Tools or Strategies this State Could Share

The Commissioner on Higher Education recently wrote a letter to college presidents across the state urging colleges to permit representatives of the education schools to speak with students who are undecided about their major, advocating for the pursuit of an education degree. This approach has been discussed in other states so this practice should be watched and nurtured to see whether it is fruitful.

The SCDE is exploring carefully a productive way to develop a “consumer guide” to higher education teaching programs. There is sensitivity to the Dean’s Alliance and the importance of maintaining that relationship so the planning in this area is thoughtful, yet purposeful.

In support of the goal of increasing the diversity of the teaching workforce, South Carolina is home to the “Call Me Mister” program, now in numerous other states. This program recruits and supports African American males to teach in early childhood and elementary positions. Claflin University, through a Commission on Higher Education grant, also just launched Project Pipeline Repair, focused on male and minority recruitment into the teaching profession.

V. Key Lever 4 – Expanding District-Level Human Capital Capacity

Summary of Lever

The Rural Recruitment initiative in South Carolina originates in public policy that directs CERRA to continue to support districts experiencing over 11% average annual teacher turnover by administering up to 9.7 million in funding for recruitment and retention incentives. Twenty-eight districts are eligible to be funded in 2016-2017. Available incentives eligible for funding include:

- Teacher Cadet – For expansion of this high school teaching pipeline program.
- PACE – Covers costs associated with the alternative certification program for those with non-education college degrees.
- Tuition Reimbursement – Pays for coursework for individuals who want to become certified, add other certification areas, or develop needed teaching skills.
- Certification Exams – Fees and assistance for district employees seeking to become certified.
- Non-traditional Teacher Preparation Initiatives – Funds to support rural districts and TPPs with the development of non-traditional and alternative certification programs that meet the needs of district employees who do not have college degrees.

In addition to the incentives listed above, there are funded options for retention (ex: paying stipends, loan forgiveness, mentoring) and general recruitment enhancements.



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Over 5 million dollars has been distributed to districts since July 1, 2016 and another 3 million is allocated for loan forgiveness. No money has been distributed to TPPs for the development of non-traditional teacher preparation programs, but several such programs are known to be in the planning stage.

The SCDE recently completed a survey of districts asking for their thoughts on the best incentives for recruitment and retention. This survey is a strong indication of the state's willingness to make programmatic decisions based on district needs.

Summary of Areas for Improvement

SCDE has a significant opportunity for doing deeper work with districts and building capacity through the partnership with SCASA. Using time with districts for analysis of data and planning, professional development, and collective idea generation will allow for deeper feedback loops and strengthening of skills. The State Alliance could be well-positioned to work with SCDE to identify key areas of district training to provide, or to map out a calendar of professional development and provide a set of resources that are tailored to South Carolina's specific needs.

Possible Promising / Best Practice Tools or Strategies this State Could Share

The TAP program is a human capital management program found in 11 South Carolina districts and 46 schools, all of which voted to bring the program to their school. The program's priority is increasing retention by providing strong and meaningful support to teachers working in priority schools; the average poverty level of schools with TAP is 86%. There is one instructional coach for every 15 teachers, funded by the Teacher Leadership grant.

VI. Other Areas Reviewed

Organization and Service Delivery Model to Districts

The SCDE has an extensive engagement infrastructure with district leaders, both mandated novice support programs and leadership development opportunities for school and district leaders. There are also roundtables for professional learning and information dissemination. Superintendent roundtables meet monthly. District Human Resources representatives meet quarterly and receive various legal and compliance updates. There are also summer professional learning conferences.

Teacher Effectiveness Measures

The name of the South Carolina teacher evaluation system reveals its intended purpose: Assisting, Developing and Evaluating Professional Teaching (ADEPT). The system was first launched by legislative action in 1998 and has been revised based on recommendations for improvement on several occasions since its inception. While South Carolina had an ESEA waiver, value-added measures are produced by a vendor, but there currently is discretion at the district level as to their use, the data only covers statewide tested grades/subjects, leaving the data to be useful only in relation to more aggregate review. Student learning objectives are used state-wide as the measure for student growth. Licensure is contingent on meeting the performance standard set by the ADEPT system and, in general, failure to meet that standard

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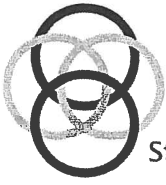
in two evaluation cycles revokes licensure. The system recognizes the importance of growth for new teachers, providing additional support and feedback in an induction phase. Teachers who are identified as struggling receive intensive support through the system as well.

VII. Recommendations for SCDE's Consideration

- 1) **Use the extensive data that are available to do an in depth analysis of the specific policies and practices that hinder districts.** For example, the state is doing a survey of all data requests that they make to the districts to better understand and streamline their requests. Similar analyses may be helpful – for example, walking through the process of becoming a certified teacher to determine where teachers can come up against roadblocks or areas of confusion. We understand that a platform for data analysis is in process. In the meantime, we'd encourage SCDE to pick a few metrics that are most important to monitor and develop a strategy for doing so.
- 2) **Tell a story with the data to create urgency for change and partner with districts.** CERRA is using the supply and demand data to push TPPs to do more to recruit – to the point that the head of the Commission on Higher Ed sent a letter to all university presidents asking them to take on the challenge. Used in this way, the supply/demand data tells a real story. The SCDE can think about other strong data points to tell similar stories, as well as work with districts to help them tell stories about their data that may lead to real change at the district level – whether that be through increased partnerships with TPPs, businesses, community leaders, etc.
- 3) **Prioritize the problems that arise from this data analysis, and then creatively problem solve those challenges with districts.** As the SCDE becomes more familiar with the story the data is telling them, they will be better positioned to narrow in on the challenges they face. There is clarity about the issues facing the state and districts, data are available, and many initiatives are already in place, however, prioritization and cohesiveness of efforts needs to be addressed. We'd encourage SCDE to spend time listing the barriers districts face in recruitment and retention and using that list to prioritize some next steps for change. (A new proviso does set up a study committee to look at these issues).
- 4) **Evaluate the effectiveness of the many programs run by the SCDE to ensure effectiveness at the district level.** There are a number of programs that take significant staff time and have great stories of success. We'd encourage the SCDE to build feedback loops to evaluate the effectiveness of programs, to consistently hear from district leaders, and to regularly provide feedback to district leaders and program leads on the effectiveness of their programs.

VIII. Initial Recommendation of 1-2 Priority Areas to Focus on in the State HC Alliance

SCDE representatives wanted to reflect on the site visit before shaping the specific area(s) of focus, but there was energy around **Lever 4 – Building district-level human capital capacity**. The State Alliance could



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support SCDE in developing a “human capital strategic workbook” that would be used by districts to engage in a facilitated process to:

1. **Analyze** their data (such as supply/demand reports) through guiding questions and analysis tools,
2. **Diagnose** the human capital challenges and opportunities they face as a district,
3. **Build** awareness of human capital strategies and available resources,
4. **Develop** a human capital annual strategic action plan for their district,
5. **Receive** differentiated support if needed to insure that districts without human capital capacity and/or expertise are prioritized and supported.

We are eager to discuss this further and create a strong plan to support SCDE and their districts to advance progress towards their human capital goals.

IX. Concluding Thoughts

The USHCA is appreciative of South Carolina and the other seven states willing to join the initial State Alliance cohort. It is hoped that the work we do together is helpful to the efforts of the SCDE and, in doing this work together, adds to the collective body of strategies that can advance the goal of insuring equitable access to effective teaching for all children.

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Appendix: Agenda

State Human Capital Alliance South Carolina Diagnostic Review Agenda | March 9-10, 2017

Thursday, March 9

Participants: Kris Joannes, Jen Morrison, Jane Turner, Sherry Schneider, Darlene Prevatt, Katie Smith, Latoya Dixon, Dennis Dotterer, Cathy Hazelwood

Other Invitees: Betsy Carpentier, Karla Hawkins, Sheila Quinn, Mary Hipp

9 a.m.-12 p.m.

Session Focus	Times, Participants, and Data
What data are you collecting, and what is it revealing about distribution? (e.g. Supply and demand of teachers; availability and use of teacher performance data; equitable teacher distribution; retention; teacher attendance; sharing HC information)	<u>Interview 1, 9-10 a.m.</u> Jane Turner, CERRA • Supply/demand data • Retirements vs EPP output • Data on high vs. low need district/school applicants • Retention/turnover data <u>Interview 2, 10-11 a.m.</u> Sherry Schneider, SCDE Darlene Prevatt, SCDE • Emergency certs by subject area • Non-HQT rates and distribution <u>Interview 3, 11-12 p.m.</u> Katie Smith, SCDE • Teacher attendance rates • Equity Plan data

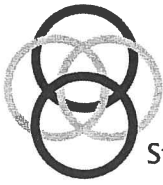
12-1 p.m. | LUNCH PROVIDED

ALL MARCH 9 PARTICIPANTS INVITED (RSVP NEEDED)

Session Focus	Times, Participants, and Data
Discussion of the national and state policy climate - what is going on that influences, positively or negatively, the goals for strategic human capital management at the state and/or district level, specifically with regard to the morning and afternoon areas of focus?	<u>Interview 4, 12-1 p.m.</u> Kris Joannes, SCDE • State laws or regulations directly impacting human capital at the district level (teacher evaluation, teacher dismissal, etc.)

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1-3:30 p.m.

Session Focus	Times, Participants, and Data
How do licensure processes and compensation policies support an environment conducive to productive recruiting? (e.g. Entry level licensure; renewals; reciprocity; performance-based compensation; incentivizing teaching in high-need schools and subjects)	<u>Interview 5, 1-2 p.m.</u> Sherry Schneider, SCDE • Certification requirements for entry, renewal, and out-of-state teachers. <u>Interview 6, 2-3 p.m.</u> Jane Turner, CERRA Latoya Dixon, SCDE Dennis Dotterer, SC TAP • Any documentation on programs to incentivize teaching in high-need schools. <u>Interview 7, 3-3:30 p.m.</u> Cathy Hazelwood, SCDE • Compensation: Salary scales and differentiated compensation materials

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Friday, March 10

Participants: Kris Joannes, Jen Morrison, Rachel Burns, Laura Covington, Tria Grant, Beth Phibbs and/or Hannah Pittman, Bruce Moseley, Cynthia Hearn, Sherry Schneider, Karen Cook
Other Invitees: Betsy Carpentier, Karla Hawkins, Sheila Quinn, Mary Hipp

9-11 a.m.

Session Focus	Times, Participants, and Data
What strategies are being pursued to increase the supply of teachers? (e.g. Approving multiple teacher preparation pathways; influencing teacher supply; increasing diversity; feedback to TPPs; sharing outcomes of TPPs)	<u>Interview 1, 9-10 a.m.</u> Rachel Burns, SCDE Laura Covington, SCDE - Data on teacher preparation providers (for traditional, alternative, online, etc.) <u>Interview 2, 10-11 a.m.</u> Rachel Burns, SCDE Tria Grant, SCDE - EPP diversity, performance of graduates

11 a.m.-12 p.m. | LUNCH PROVIDED
ALL MARCH 10 PARTICIPANTS INVITED (RSVP NEEDED)

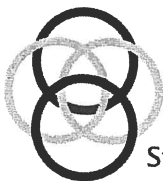
Session Focus	Times, Participants, and Data
Discussion of the national and state policy climate - what is going on that influences, positively or negatively, the goals for strategic human capital management at the state and/or district level, specifically with regard to the morning and afternoon areas of focus?	

12-3:30 p.m.

Session Focus	Times, Participants, and Data
How are you/can you expand district-level human capital capacity?	<u>Interview 3, 12-1 p.m.</u> Beth Phibbs, SCASA Hannah Pittman, SCASA Bruce Moseley, SCDE

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	• Documentation on how agencies currently support districts in human capital <u>Interview 4, 1-2 p.m.</u> Cynthia Hearn, SCDE • Data from and provided to districts, including district satisfaction surveys <u>Interview 5, 2-3 p.m.</u> Kris Joannes, SCDE • Statewide teacher performance data
Concluding discussion and next steps: What is a possible area of focus where support would be most impactful? What does that support look like?	<u>Discussion, 3-3:30 p.m.</u> SHCA/NSCEE team: Karen Cook, SCDE Bruce Mosely, SCDE Sherry Schneider, SCDE Jen Morrison, SCDE Kris Joannes, SCDE Jane Turner, CERRA

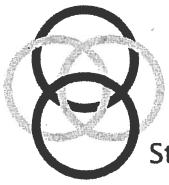
Documents Reviewed

The documents reviewed during and after the March 9 and 10, 2017 South Carolina site visit include, but are not limited to:

South Carolina 2015-2016 School/District Level Teacher Attendance Survey
 South Carolina Potential Equity Gaps, 2013-2014
 Learning environment in Plaintiff and Non-Plaintiff Districts
 South Carolina IHE Survey Results (AIR)
 Teacher Supply Study Report, 2016
 Supply and Demand Survey, January 2017
 Title II Report on Teacher Preparation, 2015
 Turnover Rates by District
 Alternative Teacher Certification Programs
 Permits by Subject Area
 Permits by District
 SCASA Website
 Recruitment & Retention Survey Results
 Teacher Loan Report
 Rural Recruitment Update

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Class Enrollment Lists

SCDE AAR

SCDE Central Data System Request

DRAFT

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Key Data from CERRA's Supply and Demand Reports 2014-15 to 2016-17

School year	Number of certified teachers who did not return to their same teaching position	Number of certified teachers who did not return to any teaching position*	Number of graduates who completed a SC teacher education program (data obtained from CHE)*	Number of certified teachers who did not return to their same position after five or fewer years teaching	Number of certified teachers who did not return to their same position after one year or less of teaching	Number of certified teachers who did not return to any teaching position* after one year or less of teaching
2014-2015	5,277.7	4,108.1	2,219 (2013-14)	1,796.5	667.7	529.7
2015-2016	5,352.2	4,074.3	1,954 (2014-15)	2,087.4	748.5	579.6
2016-2017	6,482.2	4,842.1	1,898 (2015-16)	2,465.4	777.8	616.2

*Refers to teaching positions in any SC public school district.

+Includes students who graduated with a Bachelor's degree eligible for teacher certification.

Note: Full reports can be accessed at <https://www.cerra.org/supply-and-demand.html>.



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SOUTH CAROLINA TEACHER TURNOVER RATES, BY DISTRICT

District	Teacher Turnover Rate				
	2015-16	2014-15	2013-14	2012-13	2011-12
Abbeville ✕	5.9	7.8	8.2	10.8	8.7
Aiken	9.5	9.3	8.2	8.0	8.6
Allendale ✕	23.6	20.8	24.4	24.5	24.6
Anderson 1	8.1	7.7	7.0	7.0	7.1
Anderson 2	8.8	9.3	7.4	8.6	7.2
Anderson 3	11.7	10.6	9.1	8.0	6.3
Anderson 4	13.7	15.1	14.2	11.4	10.6
Anderson 5	9.7	9.6	8.8	8.7	7.4
Bamberg 1	9.5	7.3	6.1	7.3	8.9
Bamberg 2	19.0	19.2	21.8	21.0	20.6
Barnwell 19	21.5	18.1	14.6	12.1	11.0
Barnwell 29	17.0	14.4	14.2	13.4	10.7
Barnwell 45	15.7	11.7	10.0	8.5	12.1
Beaufort	12.2	12.1	11.7	12.1	11.4
Berkeley	10.2	10.9	10.9	10.8	9.2
Calhoun	5.9	6.9	8.3	10.3	9.3
Charleston ✕	11.4	11.4	10.7	10.7	10.4
Cherokee	7.6	7.2	7.6	7.1	7.2
Chester	12.2	10.5	9.1	8.4	9.7
Chesterfield	10.0	8.7	8.2	8.8	8.8
Clarendon 1	29.0	27.4	21.8	15.0	16.3
Clarendon 2	14.8	13.6	12.2	12.7	13.1
Clarendon 3	9.4	7.4	9.2	10.3	9.8
Colleton	11.3	11.4	10.3	9.2	9.4
Darlington	12.7	11.0	10.3	10.2	10.1
Dillon 3	10.1	10.7	11.3	11.7	8.1
Dillon 4	9.9	11.2	11.8	14.4	10.9
Dorchester 2 ✕	11.2	11.0	10.5	9.6	9.5
Dorchester 4 ✕	12.4	10.9	11.5	12.2	13.0
Edgefield	14.1	15.6	13.4	12.5	10.5
Fairfield	19.5	19.1	14.8	14.1	12.2
Florence 1	8.5	7.6	6.7	6.1	5.5
Florence 2	10.1	11.5	10.2	12.4	8.9
Florence 3	18.7	16.0	13.2	12.2	12.0
Florence 4	23.4	23.9	24.0	25.2	24.9
Florence 5	8.7	9.9	8.7	9.1	7.1
Georgetown	9.6	9.9	10.1	9.6	8.5
Greenville ✕	8.3	8.3	8.0	8.0	7.2
Greenwood 50	11.3	10.9	9.2	8.9	7.9
Greenwood 51	10.8	10.3	10.0	8.8	8.0
Greenwood 52	7.5	9.2	6.2	3.7	2.4

District	Teacher Turnover Rates				
	2015-16	2014-15	2013-14	2012-13	2011-12
Hampton 1	14.6	14.1	14.2	11.3	7.3
Hampton 2	X 33.8	33.8	30.3	28.4	24.5
Horry	7.0	7.0	6.3	6.1	5.7
Jasper	X 23.0	23.8	23.9	21.7	17.7
Kershaw	9.2	8.4	6.8	6.8	7.3
Lancaster	8.7	8.5	7.3	8.5	9.4
Laurens 55	9.8	8.8	8.5	8.1	8.0
Laurens 56	11.6	11.0	9.9	9.5	9.0
Lee	X 23.4	25.7	22.3	26.4	24.0
Lexington 1	8.0	8.1	8.1	7.0	6.5
Lexington 2	10.5	10.5	9.8	8.7	9.1
Lexington 3	8.7	9.9	9.2	7.9	6.3
Lexington 4	15.2	13.6	12.3	11.9	11.2
Lexington 5	9.9	9.1	7.5	7.8	8.4
Marion	14.5	16.0	12.8	12.2	N/A
Marlboro	11.4	16.9	11.9	11.5	11.7
McCormick	X 20.9	11.8	28.4	26.5	26.6
Newberry	12.6	12.2	10.2	9.1	8.8
Oconee	7.0	7.1	6.8	6.6	6.7
Orangeburg 3	14.9	14.5	13.4	13.9	11.6
Orangeburg 4	11.8	12.4	12.5	13.0	10.7
Orangeburg 5	16.7	15.3	15.2	15.7	14.0
Pickens	10.3	8.9	7.6	7.1	8.0
Richland 1	13.6	12.9	11.4	10.8	10.0
Richland 2	11.7	11.2	10.8	9.9	8.7
Saluda	15.1	14.5	14.2	10.7	8.3
Spartanburg 1	11.8	10.6	8.5	6.9	5.0
Spartanburg 2	9.4	9.2	9.0	9.1	7.6
Spartanburg 3	9.3	8.6	9.9	9.8	9.5
Spartanburg 4	10.2	8.3	6.7	4.9	6.7
Spartanburg 5	8.8	8.0	6.9	5.5	4.6
Spartanburg 6	9.1	8.4	8.2	8.7	7.9
Spartanburg 7	10.9	9.9	9.0	8.1	7.5
Sumter	12.4	12.4	11.9	10.9	10.7
Union	11.2	10.3	8.6	8.2	8.5
Williamsburg	20.2	16.0	13.4	13.5	13.7
York 1	10.5	11.3	7.5	6.5	5.2
York 2	7.1	6.6	4.7	7.0	6.4
York 3	9.3	8.9	9.0	8.4	7.2
York 4	6.6	7.1	6.7	6.4	5.2
SC Public Charter	17.7	16.8	18.6	17.2	21.8

Source: SC Department of Education, 2012-2016 Report Cards

May 2016

Teacher Supply Study Report

FY16 Legislative Proviso 1A.78

Dr. Jennifer Garrett
SC Center for Educator Recruitment, Retention, & Advancement

Dr. Erica Von Nessen
SC Commission on Higher Education

FY16 Proviso 1A. 78. Teacher Supply Study

With funds appropriated to the Center for Educator Recruitment, Retention, and Advancement (CERRA), in concert with the Commission on Higher Education, the Department of Education, and the Education Oversight Committee, CERRA shall initiate and conduct a study to identify and project the number of additional teachers needed annually in public school classrooms for grades K5 through 12, for school years beginning 2017 through 2027. The purpose of the study shall be to: (1) provide specific data and projections on the number of teachers expected to be needed as compared to the number available, by Subject Areas Taught as indicated in CERRA's annual Supply and Demand Report, and with a focus on critical need subject areas; (2) determine whether, individually and collectively, teaching programs at applicable institutions of higher learning in South Carolina have the capacity and infrastructure to fulfill projected needs in item (1); and (3) provide data for general use in estimating the fiscal impact of any new or revised programs being considered to incent more talented individuals to enter teacher training programs and more highly qualified teachers to remain in the profession for longer periods of time.

Introduction

For several years, data from CERRA's *Supply and Demand Survey Reports* have indicated that South Carolina is experiencing a teacher shortage in certain subject and geographic areas. More teachers are leaving the classroom, causing more vacancies and more new hires to fill those positions. The number of teachers leaving each year is significantly higher than the number of students graduating from South Carolina institutions each year who are eligible for teacher certification. Although teacher vacancies are reported in public school districts throughout the state, there are regions within the state that face more serious hiring challenges. These affected areas often are located in more rural areas of the state and have high levels of poverty. Additionally, districts continue to report a constant need for teachers in several subject areas including special education, mathematics, and sciences. In response to these trends, FY16 Proviso 1A.78 was passed directing a study be conducted that projects the number of additional teachers needed annually in public school classrooms for grades K5 through 12, for school years 2016-17 through 2027-28. This report summarizes the results of that study.

In conjunction with the hiring, vacancy, and departure data gathered from CERRA's Supply and Demand Surveys, this report uses information from multiple sources: student program completion data from the Commission on Higher Education, student enrollment data from the South Carolina Department of Education, birth rates from the South Carolina Department of Health and Environmental Control, and population projections from the South Carolina Revenue and Fiscal Affairs Office. The end result will be projecting the number of additional teachers needed annually in public school classrooms for grades K5 through 12 for school years 2016-17 through 2027-28. Before this can occur, projections about teacher demand and teacher supply must be made for these years. Several techniques were used to estimate the number of teachers needed (demand) in each subject area through the year 2028 versus the number of teachers who will be available (supply) during this same period of time.

Projected Teacher Supply and Demand

A full description of this report's methodology can be found in Appendix 1. Projections of teacher supply and demand were made for academic years 2016-17, 2021-22, and 2027-28. The following series of tables (Tables 1, 2, and 3) show the projected supply and demand of teachers by subject area for the three specified school years: 2016-17, 2021-22, and 2027-28. Areas with projected significant teacher shortages are highlighted in each table. Subject areas included in the "all other" category in Tables 1, 2, and 3 that follow are those for which there is no undergraduate initial teacher certification program offered by a public or independent college/university in South Carolina. As a result, no student program completion data are available for these subject areas. For example, guidance is a subject area that is offered only at the graduate level in this state, and those who pursue this degree may or may not choose to obtain South Carolina Board of Education certification and seek employment in public schools. Thus, it is not possible to determine how many program completers will be available to work in South Carolina public schools. Another example of a subject area with no undergraduate initial teacher certification program is literacy, which is either an add-on or endorsement certification to an existing teaching certificate. A complete list of the subject areas is available in Appendix 1, Table 3.

Table 1: Projected Supply and Demand of Teachers, 2016-17

Subject	2016-17 Projected Teacher Demand	2016-17 Projected Teacher Supply	Projected Teacher Surplus or Shortage
Agriculture	108	115	7
Art	1,186	1,166	-20
Business/Marketing/ Computer Technology	906	896	-10
Dance & Theater	264	268	4
Early Childhood/Elementary	18,346	18,591	245
English/Language Arts	3,665	3,785	120
Family & Consumer Sciences	139	155	16
Health	202	245	43
Industrial Technology	84	82	-2
Mathematics	3,606	3,530	-76
Music	1,595	1,595	0
Physical Education	1,817	1,953	136
Sciences	3,076	2,987	-89
Social Studies	3,123	3,049	-74
Special Education	5,295	5,179	-116
French	187	206	19
German	52	52	0
Spanish	812	789	-23
All Other ¹	7,942	7,600	-342
TOTAL	52,405	52,243	-164

¹The subjects with the largest number of projected teaching positions included in this category are guidance, media, speech language, literacy, gifted and talented, and English for Speakers of Other Languages (ESOL). Other subject areas in this category include career and technology, driver's education, school psychology, American Sign Language, Chinese, and Latin.

Table 2: Projected Supply and Demand of Teachers, 2021-22

Subject	2021-22 Projected Teacher Demand	2021-22 Projected Teacher Supply	Projected Teacher Surplus or Shortage
Agriculture	113	152	39
Art	1,202	1,140	-62
Business/Marketing/Computer Technology	961	860	-101
Dance & Theater	275	309	34
Early Childhood/Elementary	17,676	20,311	2,635
English/Language Arts	3,906	4,544	638
Family & Consumer Sciences	147	247	100
Health	211	462	251
Industrial Technology	89	82	-7
Mathematics	3,843	3,384	-459
Music	1,635	1,718	83
Physical Education	1,859	2,671	812
Sciences	3,278	2,725	-553
Social Studies	3,327	2,837	-490
Special Education	5,396	5,058	-339
French	197	308	111
German	54	53	-1
Spanish	850	727	-123
All Other ²	8,069	6,389	-1,680
TOTAL	53,088	53,976	888

²The subjects with the largest number of projected teaching positions included in this category are guidance, media, speech language, literacy, gifted and talented, and English for Speakers of Other Languages (ESOL). Other subject areas in this category include career and technology, driver's education, school psychology, American Sign Language, Chinese, and Latin.

Table 3: Projected Supply and Demand of Teachers, 2027-28

Subject	2027-28 Projected Teacher Demand	2027-28 Projected Teacher Supply	Projected Teacher Surplus or Shortage
Agriculture	110	197	87
Art	1,213	1,110	-104
Business/Marketing/Computer Technology	934	817	-117
Dance & Theater	272	357	85
Early Childhood/Elementary	18,533	22,375	3,842
English/Language Arts	3,796	5,455	1,659
Family & Consumer Sciences	143	356	213
Health	208	722	514
Industrial Technology	86	81	-5
Mathematics	3,735	3,208	-527
Music	1,636	1,866	230
Physical Education	1,861	3,533	1,672
Sciences	3,185	2,411	-774
Social Studies	3,233	2,583	-650
Special Education	5,422	4,911	-511
French	192	431	239
German	53	54	1
Spanish	834	653	-182
All Other ³	8,124	4,937	-3,187
TOTAL	53,570	56,057	2,487

³The subjects with the largest number of projected teaching positions included in this category are guidance, media, speech language, literacy, gifted and talented, and English for Speakers of Other Languages (ESOL). Other subject areas in this category include career and technology, driver's education, school psychology, American Sign Language, Chinese, and Latin.

As shown in Tables 1, 2, and 3 above, there are seven core subject areas that are projected to experience a teacher shortage. These seven subject areas are listed in Table 4. Also included in this table are estimates of the cumulative teacher shortages that South Carolina is likely to experience if there are no changes in current patterns of hiring or completions of in-state teacher education programs. Looking at mathematics, in particular, in order to eliminate the projected teacher shortage by 2021-22, the state will need to produce approximately 459 new math teachers. This number rises to 527 in the 2027-28 school year. These figures incorporate new hires available, teachers leaving, and new demand for teachers from the increasing student count. The projected shortages in Table 4 assume that hiring patterns remain constant. Actual vacancies may be minimized by increasing the number of new hires from alternate sources or by hiring a larger number of graduates from in-state teacher education programs.

Table 4: Projected Teacher Shortages, 2016-17 through 2027-28

Subject	Projected Teacher Shortage, 2016-17	Projected Teacher Shortage, 2021-22	Projected Teacher Shortage, 2027-28
Art	20	62	104
Business/Marketing/Computer Technology	10	101	117
Mathematics	76	459	527
Sciences	89	553	774
Social Studies	74	490	650
Special Education	116	339	511
Spanish	23	123	182

A majority of newly hired teachers are graduates of a teacher education program in a South Carolina public or independent college/university. Because teacher education students have to complete a full four-year program, an immediate increase in new enrollment into this hiring source will not likely result in a significant impact on the teaching pool until at least the year 2020-21. This realization helps to explain the sizeable jump in projected teacher shortages from the year 2016-17 to 2021-22. It is unlikely that school districts will be able to fill these vacancies quickly enough to meet the estimated short-term demand.

Teacher Education Program Capacity and Infrastructure

Once the subject areas with projected teacher shortages were identified, a survey was sent to the deans of teacher education programs in 30 South Carolina public and independent colleges/universities. The purpose of the survey was to determine whether these institutions have the capacity and infrastructure to fulfill the projected teacher needs. The survey can be found in Appendix 2.

For approved teacher education programs in the shortage areas, deans were asked how many more students, if any, they could accommodate (per year) with little to no difficulty. All respondents indicated that their institution could accommodate at least one to ten additional education students in each of their approved programs. There are far more mathematics, sciences, social studies, and special education programs in the state than art, business/marketing/computer technology, and Spanish. These smaller programs, particularly the latter two, may prove to be more difficult to expand due to limited number of established programs in the state. The larger programs, however, all appear to have the capacity to expand to a significant extent. Specifically, a majority of the institutions that offer mathematics, sciences, social studies, and special education each have the ability to possibly expand by more than 20 students each year.

Deans were asked to identify the greatest barrier to increasing the number of teacher candidates enrolled in the programs at their institutions. Student interest was, by far, the most frequently cited barrier. Some respondents expanded on this by noting that students who were interested in the critical need subject areas, such as math and science, often majored in these subjects rather than in teacher education in that subject. According to the deans, these students presumably wanted to pursue more lucrative career opportunities. Others stated that students were not interested due to the lack of financial assistance offered to support them through a teacher education program.

Deans also were asked to identify resources needed to increase the number of teacher candidates enrolled in the programs at their institutions. Again, student interest and financial assistance were cited, but the need for additional faculty also was identified by respondents. Along with the need for more qualified education faculty to support course delivery to additional students, more clinical placement locations will have to be secured as well as faculty to supervise students at these locations.

Overall, South Carolina colleges and universities with teacher education programs have the willingness and ability to accommodate more teacher candidates in several subject areas that are projected to have teacher shortages. According to the deans, however, there is a lack of student interest in entering the teaching profession, particularly in these core areas: sciences, social studies, mathematics, and special education. Unfortunately, these areas are the ones with the greatest need for teachers and are projected to have the most significant teacher shortages over the next decade.

Some respondents from institutions with Teaching Fellows Programs indicated that they would like to expand that program in order to recruit more students into the education program.⁴ Some also mentioned the desire to build their college partnership with local high schools that offer the Teacher Cadet Program. These statewide programs recruit high-achieving students into the teaching profession. The Teaching Fellows Program also has proven to positively impact teacher retention. More than half of the deans who responded are employed by institutions that have a Teaching Fellows Program, and two-thirds of the institutions serve as College Partners to high schools that offer the Teacher Cadet Program.

South Carolina does not produce a sufficient number of teachers through the state's teacher education programs to fill current and anticipated vacant positions. Graduates from in-state teacher education programs are the largest source of newly hired teachers each year. Other new hires include international teachers and those from another state, and teachers from alternative certification programs like South Carolina's Program of Alternative Certification (PACE). These sources combined, however, may not generate a supply of teachers large enough to meet the current or projected demand for teachers based on student enrollment.

Data for Use in Estimating the Fiscal Impact of Recruitment and Retention Programs

Many sources of data can be used to estimate the fiscal impact of new or revised programs being considered to incentivize more individuals into teacher education programs and, once in the classroom, encourage them to remain in the profession for longer periods of time. Annual information from districts such as the number of allocated teaching positions, number of new hires, number of vacancies, and number of teachers leaving their classrooms would all be necessary data factors when considering the fiscal impact of teacher recruitment and retention efforts. All of this information can be found in CERRA's annual Supply and Demand Reports. *The Report on the Fall 2015 Supply and Demand Survey* can be found in Appendix 3.

⁴ It should be noted that expansion of the Teacher Fellows Program at the state level would result in a larger number of awards being made, as opposed to an increase in the size of the cohort at any particular institution. Cohort size is within the purview of the institution.

Appendix 1: Methodology

Projecting Teacher Demand

Several sources of data were obtained and analyzed to project the number of teachers needed annually in South Carolina public schools. First, estimates were made concerning the number of students who would be enrolled in these schools each year through 2027-28.

Public School Student Enrollment Estimates

In order to project the number of teachers that will be needed annually from 2016-17 through 2027-28, the number of students enrolled during these years first had to be calculated. The student enrollment projections were made using three sources of data: current student enrollment data, current birth rates, and population projections.

Current Student Enrollment

The first source of data used to project public school enrollment is current public school enrollment. This information was obtained from the South Carolina Department of Education's 2015-16 45-Day Active Student Headcount. For those students currently enrolled in 5-year-old Kindergarten (K5) through 11th grade, it is possible to estimate the number who will likely move to the next higher grade in the following year using historical trends. These trends in student movement between grades, from 2005-06 through 2014-15, were averaged and a "survival" probability was calculated for each grade. This cohort survival analysis allowed projections to be made through the year 2027-28 for the grades available. Students currently enrolled in K5 in 2015-16 would be expected to be enrolled in grade 12 in the 2027-28 school year.

Current Birth Rates

The second source of data used to project public school enrollment is current birth rates. This information was obtained from the South Carolina Department of Health and Environmental Control. A similar cohort survival analysis was conducted using birth rates from 2001-2010 and the number of students enrolled in K5 five years later. Trends in the birth to K5 movement of these children were averaged, and a survival rate was calculated. This rate was applied to the birth rates from 2011-2014 to project the number of these children likely to start K5 five years later and progress through each grade. Children born in the year 2011 are likely to start K5 in the 2016-17 school year while those born in 2014 are likely to start in the 2019-2020 school year.

Population Projections

The third and final source of data used to predict public school enrollment is population projections. This information was obtained from the South Carolina Revenue and Fiscal Affairs Office. For some of the later years and earliest grades, potential students have not yet been born. The state's population projections for 2015-2025 were relied on to produce the estimated number of students likely to start K5 in 2020-21 and so on. For the year 2020-21, those students would likely have been born in the year 2015. Population estimates for 2015 are provided for children aged 0 to 4 years. Dividing their estimate by five produces a projected number of births during 2015. Once the survival rate calculated for the birth to K5 movement was applied to the projected number of 2015 births, the result was a projected number of K5 students five years later in 2020-21. A similar analysis was done with the population projections for 2020 and 2025.

Public School Enrollment Projections

The total number of students likely to be enrolled in South Carolina public schools during the years 2016-17 through 2027-28 was calculated by combining the estimates that were produced using current student enrollment data, current birth rates, and population projections. These student enrollment projections are shown, by grade and school year, in Table 1.

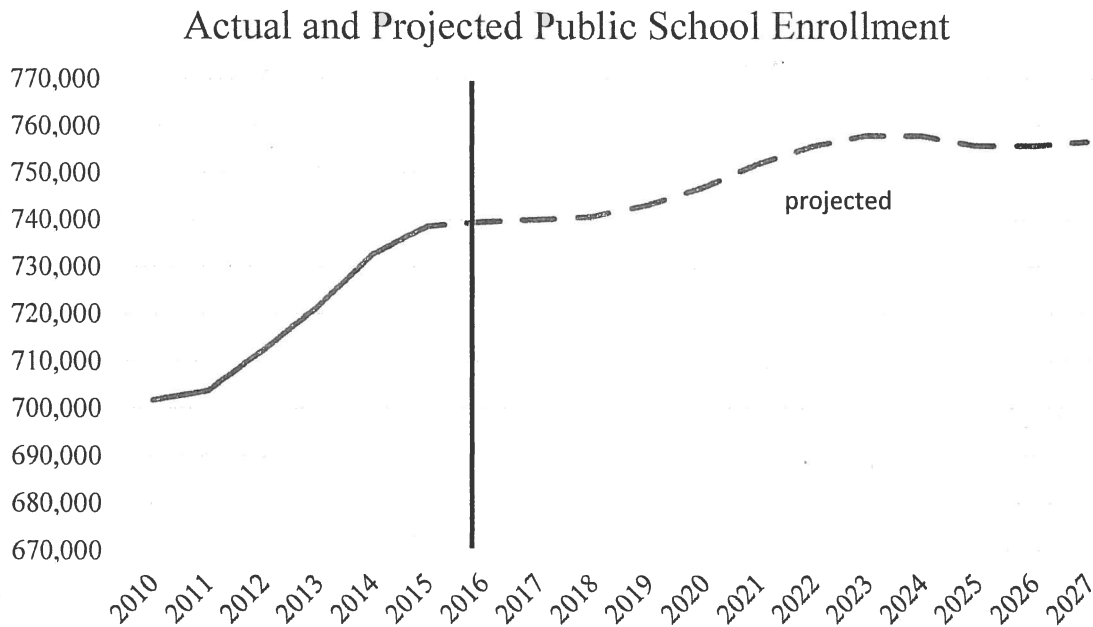
Table 1: Projection of Public School Enrollment by Grade, 2016-17 through 2027-28

School Year	K5-5 th Grades	6 th -8 th Grades	9 th -12 th Grades	Total
2015-16 ¹	350,271	168,149	220,237	738,657
2016-17	350,510	169,588	219,421	739,519
2017-18	348,491	173,365	218,182	740,037
2018-19	343,227	179,500	217,928	740,655
2019-20	338,940	184,388	219,792	743,120
2020-21	336,331	186,777	223,656	746,765
2021-22	337,719	183,445	230,706	751,871
2022-23	340,620	178,757	236,250	755,627
2023-24	343,746	174,233	239,929	757,908
2024-25	347,240	172,120	238,567	757,927
2025-26	349,879	172,406	233,493	755,778
2026-27	352,615	174,287	228,894	755,796
2027-28	354,081	177,885	224,621	756,587

¹Numbers for 2015-16 indicate actual student enrollment; numbers for all other years are projections based on historical cohort survival.

Birth rates peaked in 2008 just before the most recent recession. As a result of the recession, the number of live births in South Carolina steadily declined over the next five years. This decline accounts for the leveling off of student enrollment between 2014 and 2018. The number of live births in 2014, which is the most recent year provided by the South Carolina Department of Health and Environmental Control, grew by nearly 900 compared to data from 2013. Birth rates are expected to continue to recover as the economy expands, and thus student enrollment is projected to climb through 2027-28. A visual depiction of these projections is displayed in Figure 1.

Figure 1: Actual and Projected Public School Enrollment, 2016-17 through 2027-28



Once public school enrollment estimates were determined for each school year through 2027-28, the number of teachers needed to meet student enrollment demand during these years could be projected. To do this, the current number of teachers had to be considered; because the proviso called for data and projections on the number of teachers expected to be needed by “subject areas taught,” the current distribution of teachers was examined by subject area.

Current Distribution of Teachers by Subject Area

CERRA administers a Supply and Demand Survey to public school districts each year to gather information on the number of certified teaching positions allocated in district budgets by subject area taught. The 2015-16 distribution of certified teaching positions is shown in Table 2. Assuming that the distribution of teachers, as reported in the Survey, remains constant among these subject areas over the next decade, it is possible to project the number of certified teachers that will be needed for each subject area based on the number of projected students from Table 1. For example, for every one student enrolled in a South Carolina primary/elementary school, there will be a need for 0.052 teachers with an Early Childhood and/or Elementary certification ($18,333.47 / 350,271 = 0.05234$). *[18,333.47 is the number of Early Childhood/Elementary positions allocated in district budgets in 2015-16, and 350,271 is the number of students enrolled in primary/elementary schools in 2015-16.]*

Thus, if there were 336,331 students projected to be in primary/elementary schools five years from now in 2020-21 (see Table 1), we would expect a need for 17,604 teachers with an Early Childhood/Elementary certification ($0.05234 * 336,331$). These calculations were performed for each subject and each grade level grouping to determine the demand for teachers through the 2027-28 school year. Table 3 displays the projected demand for teachers over the next 12 years.

Table 2: Certified Teaching Positions Allocated in District Budgets, 2015-16

Subject Area Taught	Number of Certified Teaching Positions			
	Primary/Elementary	Middle	High	Total
Agriculture		5.75	102.25	108.00
Art	604.50	263.11	317.13	1,184.74
Business/Marketing/Computer Technology		281.14	624.64	905.78
Career & Technology		103.50	859.75	963.25
Dance	32.30	39.80	38.50	110.60
Driver's Education			67.39	67.39
Early Childhood/Elementary	18,333.47			18,333.47
Engineering		6.25	34.75	41.00
English for Speakers of Other Languages (ESOL)	349.20	117.62	100.47	567.29
English/Language Arts		1,737.42	1,919.65	3,657.07
Family & Consumer Sciences		29.00	109.90	138.90
Gifted & Talented	404.97	167.71	93.78	666.46
Guidance	739.75	501.96	755.01	1,996.72
Health	33.25	65.05	103.52	201.82
Industrial Technology		26.00	57.50	83.50
Literacy	650.07	105.25	37.00	792.32
Mathematics		1,690.19	1,908.65	3,598.84
Media Specialist	618.19	234.96	243.00	1,096.15
Music	650.72	493.99	447.12	1,591.83
Physical Education	742.26	455.18	617.31	1,814.75
School Psychologist	292.12	104.73	101.20	498.05
Sciences		1,426.85	1,643.13	3,069.98
Social Studies		1,420.65	1,696.40	3,117.05
Special Education	2,404.90	1,339.99	1,542.40	5,287.29
Speech Language Therapist	725.78	136.72	85.74	948.24
Theater	22.50	49.58	80.75	152.83
World Languages				
American Sign Language	5.00	4.00	3.00	12.00
Chinese	28.17	7.75	9.58	45.50
French	14.80	43.50	128.82	187.12
German	6.00	9.75	36.25	52.00
Japanese	0.00	0.00	0.00	0.00
Latin	0.00	9.00	22.45	31.45
Russian	0.00	0.00	0.00	0.00
Spanish	100.20	155.20	557.23	812.63
Other	0.00	154.55	97.25	251.80
TOTAL	26,758.15	11,179.90	14,406.77	52,344.82
Student Enrollment	350,271	168,149	220,237	738,657

Table 3: Projection of Certified Teaching Positions by Subject Area, 2016-17 through 2027-28

Subject Area Taught	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Agriculture	108	107	107	108	110	113	116	117	117	114	112	110
Art	1,186	1,187	1,187	1,190	1,195	1,202	1,208	1,211	1,212	1,210	1,211	1,213
Business/Marketing/Computer Technology	906	909	918	931	947	961	969	971	965	951	940	934
Career & Technology	961	958	961	972	988	1,014	1,032	1,044	1,037	1,018	1,001	986
Dance	111	111	112	113	114	115	115	115	114	114	114	114
Driver's Education	67	67	67	67	68	71	72	73	73	71	70	69
Early Childhood/Elementary	18,346	18,240	17,965	17,740	17,604	17,676	17,828	17,992	18,175	18,313	18,456	18,533
English for Speakers of Other Languages (ESOL)	568	568	567	567	568	570	572	574	575	576	578	580
English/Language Arts	3,665	3,693	3,754	3,821	3,879	3,906	3,906	3,892	3,858	3,817	3,796	3,796
Family & Consumer Sciences	139	139	140	141	144	147	149	150	149	146	144	143
Gifted & Talented	668	669	669	669	670	672	673	673	675	676	679	682
Guidance	1,999	2,001	2,008	2,020	2,035	2,052	2,063	2,069	2,065	2,054	2,050	2,049
Health	202	203	204	207	209	211	213	213	212	210	208	208
Industrial Technology	84	84	85	86	87	89	89	90	89	88	87	86
Literacy	794	792	786	781	779	780	784	787	792	796	802	806
Mathematics	3,606	3,633	3,693	3,758	3,816	3,843	3,844	3,831	3,798	3,757	3,736	3,735
Media Specialist	1,098	1,098	1,097	1,098	1,101	1,107	1,112	1,115	1,117	1,116	1,118	1,121
Music	1,595	1,600	1,607	1,618	1,628	1,635	1,638	1,638	1,635	1,631	1,632	1,636
Physical Education	1,817	1,819	1,824	1,833	1,845	1,859	1,868	1,873	1,870	1,863	1,861	1,861
School Psychologist	499	499	498	499	500	502	504	505	506	506	508	509
Sciences	3,076	3,099	3,149	3,204	3,254	3,278	3,279	3,269	3,240	3,205	3,187	3,185
Social Studies	3,123	3,145	3,195	3,251	3,301	3,327	3,330	3,320	3,292	3,255	3,236	3,233
Special Education	5,295	5,302	5,313	5,336	5,364	5,396	5,418	5,429	5,426	5,411	5,413	5,422
Speech Language Therapist	950	948	942	938	936	939	943	947	952	956	961	966
Theater	153	154	155	157	159	160	161	161	161	159	158	158
World Languages												
American Sign Language	12	12	12	12	12	12	12	12	12	12	12	12
Chinese	46	46	45	45	45	46	46	46	46	46	46	46
French	187	187	188	191	193	197	199	200	199	196	194	192
German	52	52	52	53	53	54	55	55	55	54	54	53
Japanese	0	0	0	0	0	0	0	0	0	0	0	0
Latin	31	32	32	32	33	33	34	34	34	33	33	32
Russian	0	0	0	0	0	0	0	0	0	0	0	0
Spanish	812	812	815	823	834	850	860	866	862	850	841	834
Other	253	256	261	267	270	270	269	266	264	261	262	263
TOTAL	52,405	52,421	52,410	52,530	52,742	53,088	53,360	53,539	53,576	53,465	53,498	53,570
Student Enrollment	739,519	740,037	740,655	743,120	746,765	751,871	755,627	757,908	757,927	755,778	755,796	756,587

Projecting Teacher Supply

Once the number of teachers expected to be needed through 2027-28 was calculated, the number of teachers expected to be available during these years could be projected. To do this, several variables had to be considered: current supply of teachers in public schools, average number of new teachers available each year, and the average number of teachers who leave their teaching positions each year.

Current Teacher Supply

CERRA's Report on the Fall 2015 Supply and Demand Survey provides information on both the number of certified teaching positions allocated in district budgets by subject area and the number of vacancies in each subject area. These two pieces of information were used to estimate the current supply of teachers (number of positions – number of vacancies) in South Carolina's public schools. For example, in 2015-16 there were 108 positions for agriculture teachers in South Carolina, and there was one vacancy in this subject area reported by a public school district. Thus, there is a current supply of 107 (108 – 1) agriculture teachers.

From this 2015-16 number, projections were made for each subsequent year through 2027-28 by adding an estimated number of new teachers who might be available in each year and subtracting teachers who might be expected to leave the teaching pool each year.

Newly Hired Teachers

There are a limited number of sources from which teachers are newly hired in South Carolina public schools. According to CERRA's Supply and Demand Survey results over the last five years, most teachers newly hired to a district are graduates from a South Carolina teacher education program. Other sources include graduates from out-of-state teacher education programs, alternative certification programs such as the Program of Alternative Certification for Educators (PACE) and the American Board for the Certification of Teacher Excellence (ABCTE), international teachers, and teachers hired directly from another South Carolina public school district or special school. Since this report focuses on the entire state, it does not include teachers who move from one South Carolina district to another. Table 4 presents the number of certified teachers who were newly hired in the state over the last five years and the source from which they were hired.

Table 4: Sources of Newly Hired Teachers

Source	2011-12	2012-13	2013-14	2014-15	2015-16
Teacher Education Program (In-State)	1,452.25	2061.00	1,882.60	1,947.13	1,883.70
Teacher Education Program (Out-of-State)	332.00	507.40	483.60	392.00	446.20
PACE	128.50	209.20	245.00	259.50	303.20
ABCTE	28.00	23.20	13.00	17.00	32.00
Teach for America		81.00	118.00	106.00	63.00
Adjunct Teaching License	0.00	1.00	1.00	3.00	3.00
Newly Certified Career & Technology Teacher			58.50	54.37	70.00
Retired SC Teacher, Returned to Teaching	144.10				
Inactive SC Teacher, Returned to Teaching	142.37	202.10	218.97	215.97	220.62
Teacher from a College/University or Private School in SC			112.75	121.00	199.00
Teacher from Another State	666.60	779.00	855.10	1,028.11	977.60
Teacher from Outside the US	104.50	110.00	102.00	133.00	186.00
Other	143.20	151.00	121.40	72.00	154.80
Total	3,141.52	4,124.90	4,211.94	4,349.10	4,539.12
Total Excluding In-State Graduates	1,689.27	2,063.90	2,329.34	2,401.97	2,655.42
<i>Average Excluding In-State Graduates</i>			2,227.98		

Using the average distribution of certified teaching positions reported in the Supply and Demand Surveys from 2011-12 through 2015-16, it is possible to allocate the new 2,227.98 teachers per year to each of the subject areas. For example, there were an average of 101.2 agriculture teaching positions which represented 0.2 percent of all teaching positions. Applying the 0.2 percent to the new 2,227.98 teachers yields 4.5 new agriculture teachers available per year. Similar calculations were completed for each subject area to determine the number of new teachers that would be available each school year. These numbers do not include graduates coming from South Carolina teacher education programs; they were derived using a different method, which is described in the next two paragraphs.

The Commission on Higher Education (CHE) maintains detailed information about the number of graduates from South Carolina teacher education programs who are eligible for initial certification each year. A majority of these graduates are receiving a Bachelor's degree, while a much smaller portion are receiving a Master's degree. A portion of students graduating may not enter the profession because they do not pass certification, chose to work in a different occupation, chose to teach at a private school, chose to leave the state, etc. Therefore, the number of new graduates who would be available to teach the next year had to be reduced accordingly. Five years of graduation information (2010-11 through 2014-15) was used to determine the average number of new graduates per year that would be available to fill teaching positions in the state's public schools.

For example, an average of 13.4 students graduated from a South Carolina teacher education program related to agriculture. Assuming that 80 percent (number of SC graduates hired / number of SC graduates eligible for teacher certification) of these individuals would be available to teach in South Carolina public schools in the next year, that would equate to 10.7 new teachers being added to the supply of agricultural teachers. Similar calculations were completed for each subject area (as provided by the CHE) to determine the number of in-state graduates that would be available to teach each school year.

Loss of Teachers

Each year, the state loses an average of nearly 3,850 teachers for a variety of reasons including retirement, change of profession, termination, return to school for advanced degree, personal choice, etc. The three most common reasons cited for teachers not returning to their positions are personal choice, retirement², and taking a teaching position in another South Carolina public school district or special school. Since this report focuses on the entire state, it does not include teachers who move from one South Carolina district to another. Table 5 presents the number of teachers, over the last five years, who did not return to their teaching positions.

Table 5: Teachers who Left Their Positions

School Year	"Leavers"
2011-12	3,663.00
2012-13	3,503.00
2013-14	3,880.50
2014-15	4,108.10
2015-16	4,074.30
<i>Average</i>	<i>3,845.78</i>

² Following the final year of the phase-out of the Teacher and Employee Retention Incentive (TERI) Program on June 30, 2018, it is possible that a greater number of teachers will retire each year.

Detailed information about the distribution of “leavers” among subject areas was not available for this study, so the distribution of certified teaching positions over the last five school years was used as a best approximation. For example, it was previously determined that an average of 0.2 percent of all teaching positions were in agriculture. Applying the 0.2 percent to the 3,845.78 average leavers results in an expected loss of 7.7 agriculture teachers per year in South Carolina public schools. Similar calculations were completed for each subject area to determine the number of teachers expected to leave their positions each year.

Projected Supply of Teachers

Using the current supply of teachers from the 2015-16 Supply and Demand Survey, the average number of new teachers available each year, and the average number of teachers who leave their positions each year, it is possible to project the supply of teachers for the next school year. Continuing with the prior example, Table 6 displays these numbers.

Table 6: Projected Supply of Agriculture Teachers, 2016-17

Agriculture	Count
2015-16 Positions	108.0
2015-16 Vacancies	-1.0
Average New Graduates	+10.7
Average Other New Hires	+4.5
Average Leavers	-7.7
2016-17 Supply	~114.5

This analysis was repeated for each subject area through each of the remaining years to determine a projected number of teachers available through 2027-28. The results of this analysis are presented in the report for the years 2016-17, 2021-22, and 2027-28. In addition to the projected number of teachers available, this information will be compared to the estimated demand for teachers previously displayed in Table 3 of Appendix 1.

Appendix 2: Survey Sent to South Carolina Education Deans

Teacher Supply Study

Assuming that the number of students graduating from South Carolina's teacher education program remains fairly constant, data suggest that our state will experience persistent shortages of teachers in public schools in the following areas:

- *Art
- *Business, Marketing, or Computer Technology
- *Mathematics
- *Sciences
- *Social Studies
- *Special Education
- *Spanish

Please answer the following questions as accurately as possible.

1. Name of Institution

2. Name of person completing this survey

First

Last

3. Does your institution currently have an approved teacher education program in the following areas?

	Yes	No
Art		
Business, Marketing, or Computer Technology		
Mathematics		
Sciences		
Social Studies		
Special Education		
Spanish		

4. For each program, how many more students could your institution accommodate (per year) with little to no difficulty?

	0 additional students	1 – 10 additional students	11 – 20 additional students	21+ additional students	My institution does not offer this program
Art					
Business, Marketing, or Computer Technology					
Mathematics					
Sciences					
Social Studies					
Special Education					
Spanish					

5. What resources are needed to increase the number of teacher candidates in any of these programs at your institution?
6. What do you consider to be the greatest barrier to increasing the number of teacher candidates in any of these programs at your institution?
7. Is there anything you wish to share concerning your institution's ability to maintain the current level of teacher education graduates?

Appendix 3: 2015 Supply and Demand Report

**A REPORT ON THE FALL 2015
SUPPLY AND DEMAND SURVEY**

JANUARY 2016

**CENTER FOR EDUCATOR RECRUITMENT,
RETENTION, & ADVANCEMENT**

Introduction

Since 2001, the Center for Educator Recruitment, Retention, and Advancement (CERRA) has administered the annual Supply and Demand Survey to South Carolina's public school districts. Once the information is submitted, CERRA compiles a statewide report summarizing data on certified teacher and administrator positions, hires, vacancies, and departures. CERRA would like to sincerely thank the district representatives who complete this survey each year. Their collaboration facilitates the completion of this very important and complex process.

When 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.

Certified Teaching Positions

Districts were asked to provide the number of allocated teaching positions for the 2015-16 school year.¹ For the current school year, districts reported a total of 52,344.82 full-time and part-time certified teaching positions, an increase of 1,268.2 FTEs from last year. Most of this increase can be explained by newly created teaching positions in several certification areas, including early childhood/elementary, special education, and speech language therapy. Other areas of increase that are noteworthy include business and marketing technology, middle and secondary level music, and literacy positions in elementary and middle schools.

Overall statewide, there was an increase in the number of FTEs at all school levels and among many certification areas. Despite this overall growth, districts reported a decrease in more than one-third of all areas. The most significant decrease occurred in art across all school levels, but predominantly in middle schools. Decreases in English/language arts positions were reported at the middle and secondary levels, as well as a decline in gifted and talented positions in elementary and middle schools. Last year, an increase in the number of teaching positions occurred in all three of these certification areas.

Since the 2009-10 school year when districts were first asked to submit this kind of information, the same certification areas have consistently represented the largest share of allocated teaching positions in the state. These six areas make up 71% of all certified teaching positions: early childhood/elementary (35%), special education (10%), English/language arts (7%), mathematics (7%), social studies (6%), and sciences (6%). Another 15% of all reported positions are made up of guidance counselors; physical education, music, and art teachers; and media specialists.

The proportions of positions reported at each school level also have remained steady over time. Similar to last year, primary/elementary positions accounted for just over half of all FTEs, while middle and high school positions respectively made up 21% and 28% of the total.

¹ With the exception of Dillon 3, Spartanburg 4, and Spartanburg 6, all public school districts completed a Supply and Demand Survey. Information from these 79 districts is included in all data tables throughout the report.

Certified Teachers Hired

The total number of FTEs filled by newly hired certified teachers in school districts this year was 6,555.1, an increase of 337.2 FTEs from last year. Much of this increase is due to the 180.86 FTEs filled by newly hired high school teachers, specifically those who teach special education, English, social studies, career and technology subjects, sciences, and art. Last year, the largest increase in the number of teachers hired occurred in primary and/or elementary schools, mainly attributable to teachers with an early childhood/elementary certification, and those teaching art, literacy, and physical education. This year, the number of art and literacy teachers newly hired in primary and/or elementary schools actually decreased and the number of physical education teachers hired in these schools remained about the same.

Similar to last year's report, primary/elementary school teachers hired for the 2015-16 school year represented 47% of the total number of FTEs filled in the state. Teachers hired in middle and high schools accounted for 24% and 29% of the total, respectively. The majority of newly hired teachers were concentrated in the same certification areas as those reported in the previous section as making up the largest portion of allocated teaching positions. These include early childhood/elementary, special education, English/language arts, mathematics, sciences, and social studies. Following these larger categories of teachers are guidance counselors and those hired to teach physical education and music at all school levels.

This year, 28.8% (1,883.7) of the FTEs filled by newly hired teachers were graduates from a South Carolina teacher education program, and 6.8% (446.2) were filled by graduates from teacher education programs in other states. The in-state graduate numbers are down 3.3%, while the out-of-state graduate numbers are up nearly 14%. These statistics suggest that districts are beginning to increase, whether by necessity or not, their candidate pool by searching outside the state to fill vacant teaching positions. Teachers who transferred directly from another South Carolina school district made up 30.7% of all FTEs filled this year. Although these teachers are still employed in the state, their departures leave vacancies for many districts. About 15% of the newly hired teachers transferred from a teaching position in another state. This percentage declined from approximately 17% last year.

Just over 7% of newly hired teachers in the state came through alternative certification programs. Most of these teachers were participants in the Program of Alternative Certification (PACE). According to data reported by districts at the beginning of the school year, the number of FTEs filled by first-year PACE teachers was 303.2. However, in November 2015, CERRA obtained updated data from the South Carolina Department of Education (SCDE) that included second-semester participants. This addition brought the total number of first-year PACE teachers to 356 for the 2015-16 school year. This total signifies an increase of 31 PACE participants compared to the 325 reported by the SCDE last year. Substantial increases occurred this year mostly in the number of PACE teachers becoming certified in secondary areas, including business/marketing/computer technology, biology, social studies (significant increase in middle level as well), and English. Small declines of newly hired PACE teachers occurred in several certification areas, but secondary science saw the most considerable decrease.

In November 2015, the SCDE also provided data on the number of teachers hired through two other alternative certification programs, Teacher For America (TFA) and the American Board for Certification of Teacher Excellence (ABCTE). An additional 113 teachers were hired this year through these two programs – 62 through TFA and 51 through ABCTE.

Approximately 20% of the teachers hired this year are male. While this percentage has remained consistent over the years, the percentage of minority teachers hired decreased from 20% last year to 17% this year. According to the South Carolina Department of Education, 18.8% of the state's 2014-15 public school teachers were identified as male and 17.2% as a non-white race.

Vacant Teaching Positions

Districts reported 448.97 vacant teaching positions at the beginning of the 2015-16 school year. This figure indicates a 33% increase in vacancies compared to last year and a 66% increase compared to the 2013-14 school year. Most of this increase is a result of more vacant positions being reported in primary and/or elementary schools, particularly among positions that require early childhood/elementary certification. Other areas of substantial increase in primary/elementary school vacancies include special education, literacy, and music. Districts also reported more vacancies in middle level mathematics, middle level and secondary social studies, and English. Across all school levels, the total number of vacancies in speech language therapy more than doubled this year. Despite the overall increase, considerably fewer vacancies were reported this year in two high school certification areas: career and technology subjects, as well as business/marketing/computer technology. In middle schools, fewer vacancies were reported in gifted and talented positions. Last year, however, districts reported an increase in vacancies among all three of these certification areas.

This year, nearly 20% of all vacant teaching positions were those that require early childhood/elementary certification. This certification area constituted the largest portion of all unfilled FTEs in the state. Compared to last year, only 14% of statewide vacancies fell in this category. Special education vacancies in all school levels made up the second largest share (18.6%) of unfilled teaching positions in the state. These areas, in conjunction with middle level and secondary mathematics and sciences, consistently represent about half (53.5% in this case) of all vacant teaching positions in South Carolina.

Certain geographic areas of South Carolina are known for having schools with high teacher turnover rates, elevated levels of poverty, low student performance, and sometimes all of the above. Large concentrations of these types of schools are located in regions of the state known as the Pee Dee, Savannah River, and Lowcountry. Combined, the vacancies reported in these three regions make up nearly two-thirds of all vacant teaching positions in the state, yet they account for less than half of all teaching positions in the state. It should be noted that several large school districts are located in these regions, and they often are responsible for high numbers of vacancies merely because of their size. More often than not, however, a number of districts in these regions that report a significant number of vacancies also have high levels of poverty and teacher turnover.

To assist in the recruitment and retention of teachers in school districts like the ones described above, a Rural Teacher Recruiting Incentive has been initiated in South Carolina. Twenty rural, underserved districts that have experienced excessive turnover of teachers are now part of this incentive program and will be the focus of targeted recruitment and retention efforts. With the

exception of two districts located in the Midlands region, the districts identified are positioned in the Pee Dee, Savannah River, and Lowcountry regions of the state. In addition to having disproportionate rates of teacher turnover, each of the 20 districts also have some of the highest poverty levels in the state. The average poverty index for these school districts is 90%, whereas the average of all South Carolina districts is 74.5%. Although other districts in the state often struggle with some of the same issues, the state's focus on these 20 districts is vital for students.

Teachers Leaving

A total of 5,352.2 FTEs were held by certified teachers who did not return to their teaching positions for the current school year. Compared to last year's report, this figure represents an increase of only 1.4% (or 74.5 FTEs), but the numbers have been on a constant rise since 2012. Based on the number of allocated positions reported for the 2014-15 school year, 10.5% of those FTEs were held by teachers who did not return to their teaching positions this year.

The proportions of teachers who fell into each "reason for leaving" category were very similar to what districts reported last year. Nearly one-quarter of these teachers took a teaching position in another South Carolina public school district or special school. For the state, this may not be considered turnover, but for those districts who are constantly losing teachers to bordering and/or preferred districts, the impact can be detrimental. According to districts, 23% of teachers who left did so because of "personal choice." This category includes staying home with children, resignation, no reason given, etc. The third category reported most frequently was retirement. Twenty percent of teachers who left their positions either retired for the first time, their TERI period ended, or they were retirees not rehired by the district.

Each year, these three categories (teaching position in another South Carolina district or special school, personal choice, and retirement) make up about two-thirds of all teachers who leave their teaching positions. Eleven percent of these teachers who left last year did so because of a spouse relocation, military reassignment, or some other reason that caused them to move out of the area. Just over 4% were terminated or their contracts/letters of agreement were not renewed (for cause), and 3.5% took a teaching position in another state or country. These smaller statistics are identical to what districts reported last year.

Sixty-one percent of the teachers who did not return to their teaching positions this year had more than five years of teaching experience. Therefore, the remaining 39% of teachers who left did so during the first five years of their careers. This statistic rose from 34% last year. Fourteen percent of all departures occurred during or at the end of the teachers' first year in the classroom, mostly due to personal choice, teaching position in another South Carolina district or special school, termination or contract/letter of agreement non-renewal (for cause), or relocation. A similar trend occurred last year, with 13% of departures happening after only one year or less of teaching experience. Among these exiting teachers are those with an alternative teaching certificate. This group with alternative certification accounted for 3.5% of all teachers who did not return to their teaching positions this year and can be categorized as follows: 21% left due to personal choice; 16.7% took a teaching position in another South Carolina district or special school; 12.4% moved out of the area; and 11.3% changed professions. A total of 14% (26 teachers) left after only two years in the classroom because they were affiliated with Teach For America.

Certified Administrators

At the beginning of the 2015-16 school year, districts reported a total of 341.8 FTEs that were filled by newly hired administrators. In this section, the term “administrator” refers to all employees in certified, non-teaching positions. Last year, more than 450 FTEs were filled by newly hired administrators, indicating a 25% decrease in hires for the current school year. Much of this decline can be explained by substantially fewer (-106) “other school-level administrators” being hired. This category includes positions such as instructional coaches and technology specialists. Districts also reported fewer principals hired at all school levels. In terms of vacancies, 34.5 vacant administrator positions were reported, which is a reduction of 10.5 compared to last year.

Teacher Expo

The Teacher Expo is a statewide teacher recruitment fair designed to facilitate connections between in-state and out-of-state job seekers and the South Carolina public school districts and special schools who choose to send recruiters to the Expo. In 2010, the Expo was conducted as a virtual event due to declining school budgets and a subsequent impact on districts’ need and ability to take part in the event. The 2011, 2012, 2013, and 2014 Expos were limited to applicants seeking positions in critical need subject areas. Because of vacancies occurring in recent years in more than just critical need subject areas, the Expo held in May 2015 was open to applicants seeking positions in any subject area. Forty-two districts participated in the 2015 Expo, which was attended by 345 candidates.

Districts were asked to report the number of teachers hired as a result of the 2015 Teacher Expo. A total of 44 teachers who attended the Expo were hired for the 2015-16 school year; 11 of these hires are males and 19 are minority teachers. In the past 13 years, more than 1,100 teachers, including approximately 350 males and 360 minority teachers, have been hired as a result of their participation in the Expo.

Conclusion

According to the results from this year’s survey, the gap between teacher supply and teacher demand continues to widen. More teachers are leaving, causing more vacancies and more new hires to fill those positions. This cycle negatively impacts our state in numerous ways. If teachers are constantly leaving their positions, regardless of the reason, districts will be forced to continually use dwindling resources (time and money) to ensure that every vacancy is filled with an appropriately prepared and inducted teacher. Additionally, teacher morale and instructional consistency are impacted when there is little or no stability among school personnel. Students also are affected as they often form relationships with teachers that are crucial to their academic and personal growth.

The growing number of teachers leaving their schools and districts is a major concern in South Carolina. This number continues to rise each year, as does the percentage of teachers leaving early in their careers. More than 5,300 teachers did not return to their teaching positions this year. This total includes approximately 1,280 FTEs held by teachers who went to teach in another district or special school in the state and a little more than 1,060 who retired from the profession. Departures are problematic on their own, but this issue is exacerbated when compared to the number of graduates eligible for teacher certification. Over the last five years, on average, 2,180 graduates

completed a South Carolina teacher education program. Adding to this dilemma is the escalating number of teachers who leave their positions so early into their careers. Of the teachers who did not return at the beginning of the 2015-16 school year, 39% left in the first five years and 14% left after just one year or less in the classroom. This occurrence has, unfortunately, become a trend as these figures rose from 34% and 13% last year and grew even more from two years ago.

Statewide, districts reported a 33% increase in the number of vacant teaching positions compared to last year and a 66% increase compared to the 2013-14 school year. Many South Carolina districts continue to have difficulty filling vacancies in special education at all school levels, and mathematics and sciences in middle and high schools. This year, more vacancies occurred in social studies and English as well. Additionally, districts are citing a growing number of vacancies in primary and/or elementary schools. One explanation for this is the fact that positions requiring early childhood/elementary certification account for 35% of all teaching positions in the state. This percentage is, by far, the single largest among all certification areas. Another related basis for this trend is the total number of primary/elementary teaching positions. This category represents over half of all teaching positions in the state. Based on numbers alone, it is understandable that a sizeable amount of vacancies exist in our primary and/or elementary schools.

Some districts, regardless of certification area, struggle to hire and retain teachers due to their geographic location in the state. As discussed in a previous section, these districts are predominantly located in three regions of the state: Pee Dee, Savannah River, and Lowcountry. Also located in these regions are most of the 20 districts that have been identified through the Rural Teacher Recruiting Incentive as having excessive teacher turnover. This initiative will offer incentives to recruit into the profession, incentives to recruit into South Carolina vacancies, and teacher retention incentives. One possible incentive is tuition reimbursement for certain certified teachers to either add on a critical need subject area (i.e., special education, math, science, etc.) or pursue graduate coursework in understanding children in poverty. Teachers who add on a critical need subject area will help address the ongoing challenges to fill vacancies in these areas. Teachers who pursue graduate coursework in poverty will learn tools and strategies to more effectively relate to and provide instruction to the students in their classes. In either case, teachers are more likely to have a greater degree of job satisfaction and remain in their positions for a longer period of time.

It is anticipated that a combination of efforts like tuition reimbursements, as well as several others proposed in the incentive program, will improve teacher recruitment and retention in these underserved schools that so often have the most challenging circumstances. Focusing on these specific districts is one promising way to enhance some of the schools in our state. With so much attention on these areas, and for good reasons, it also should be mentioned that there are many other schools with similar issues that are not located in one of the identified districts. If South Carolina continues to see similar supply and demand trends among teachers (in a nutshell: fewer teachers graduating and more teachers leaving), it is possible that a statewide teacher shortage is on the horizon.

Table 1A includes the number of certified teaching positions allocated in district budgets for the 2015-16 school year.

Table 1A Subject Area Taught	Number of Certified Teaching Positions			
	Primary/ Elementary	Middle	High	Total
Agriculture		5.75	102.25	108.0
Art	604.5	263.11	317.13	1,184.74
Business/Marketing/Computer Technology		249.89	581.39	831.28
Career & Technology (all Work-Based Certification areas)		103.5	859.75	963.25
Computer Programming		31.25	43.25	74.5
Dance	32.3	39.8	38.5	110.6
Driver's Education			67.39	67.39
Early Childhood/Elementary (any or all core subjects)	18,333.47			18,333.47
Engineering		6.25	34.75	41.0
English for Speakers of Other Languages (ESOL)	349.2	117.62	100.47	567.29
English/Language Arts		1,737.42	1,919.65	3,657.07
Family & Consumer Sciences		29.0	109.9	138.9
Gifted & Talented	404.97	167.71	93.78	666.46
Guidance	739.75	501.96	755.01	1,996.72
Health	33.25	65.05	103.52	201.82
Industrial Technology		26.0	57.5	83.5
Literacy	650.07	105.25	37.0	792.32
Mathematics		1,690.19	1,908.65	3,598.84
Media Specialist	618.19	234.96	243.0	1,096.15
Music	650.72	493.99	447.12	1,591.83
Physical Education	742.26	455.18	617.31	1,814.75
School Psychologist (includes contracted FTEs)	292.12	104.73	101.2	498.05
Sciences		1,426.85	1,643.13	3,069.98
Social Studies		1,420.65	1,696.4	3,117.05
Special Education	2,404.9	1,339.99	1,542.4	5,287.29
Speech Language Therapist (includes contracted FTEs)	725.78	136.72	85.74	948.24
Theater	22.5	49.58	80.75	152.83
World Languages				
American Sign Language (ASL)	5.0	4.0	3.0	12.0
Chinese	28.17	7.75	9.58	45.5
French	14.8	43.5	128.82	187.12
German	6.0	9.75	36.25	52.0
Japanese	0.0	0.0	0.0	0.0
Latin	0.0	9.0	22.45	31.45
Russian	0.0	0.0	0.0	0.0
Spanish	100.2	155.2	557.23	812.63
Other	0.0	148.3	62.5	210.8
TOTAL	26,758.15	11,179.9	14,406.77	52,344.82

Table 2A includes the number of FTEs filled by newly hired certified teachers for the 2015-16 school year.

Table 2A Subject Area Taught	Number of FTEs Filled by Newly Hired Certified Teachers			
	Primary/ Elementary	Middle	High	Total
Agriculture		1.0	10.0	11.0
Art	66.0	30.75	42.25	139.0
Business/Marketing/Computer Technology		43.0	70.5	113.5
Career & Technology (all Work-Based Certification areas)		4.5	109.5	114.0
Computer Programming		0.0	2.0	2.0
Dance	6.0	9.5	5.5	21.0
Driver's Education			1.95	1.95
Early Childhood/Elementary (any or all core subjects)	2,140.3			2,140.3
Engineering		0.0	3.0	3.0
English for Speakers of Other Languages (ESOL)	33.8	19.5	13.5	66.8
English/Language Arts		278.8	255.0	533.8
Family & Consumer Sciences		2.0	13.0	15.0
Gifted & Talented	14.55	2.75	0.0	17.3
Guidance	77.67	52.97	81.39	212.03
Health	1.0	6.3	11.0	18.3
Industrial Technology		1.0	2.0	3.0
Literacy	31.5	2.0	0.0	33.5
Mathematics		251.0	291.8	542.8
Media Specialist (includes contracted FTEs)	48.0	17.0	10.5	75.5
Music	72.85	78.8	48.67	200.32
Physical Education	72.85	73.0	71.85	217.7
School Psychologist	49.5	12.6	19.05	81.15
Sciences		220.0	235.5	455.5
Social Studies		186.0	226.5	412.5
Special Education	336.25	211.5	230.25	778.0
Speech Language Therapist (includes contracted FTEs)	90.9	12.75	12.25	115.9
Theater	3.5	4.5	13.0	21.0
World Languages				
American Sign Language (ASL)	0.0	1.0	0.0	1.0
Chinese	4.0	4.0	1.0	9.0
French	2.0	5.5	9.5	17.0
German	1.0	2.0	4.0	7.0
Japanese	0.0	0.0	0.0	0.0
Latin	0.0	1.0	2.0	3.0
Russian	0.0	0.0	0.0	0.0
Spanish	20.5	38.25	101.0	159.75
Other	0.0	5.5	7.0	12.5
TOTAL	3,072.17	1,578.47	1,904.46	6,555.1

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

Table 2B Source	Number of FTEs Filled by Newly Hired Certified Teachers
Teacher Education Program Graduate – In State	1,883.7
Teacher Education Program Graduate – Out of State	446.2
PACE	303.2
ABCTE	32.0
Teach For America	63.0
Adjunct Teaching Certificate	3.0
Newly Certified Career and Technology Teacher	70.0
Inactive South Carolina Teacher, Returned to Teaching	220.62
Teacher Coming Directly from Another South Carolina School District	2,012.97
Teacher from a College/University or Private School in South Carolina	199.0
Teacher from Another State	977.6
Teacher from Outside the United States	186.0
Other	154.8
TOTAL	6,552.09

Note: The totals in Tables 2A and 2B should match; however, three districts reported numbers that were not equal. Consequently, there is a discrepancy of 3.01 FTEs.

Table 2C includes the number of FTEs filled by newly hired male and minority teachers for the 2015-16 school year.

Table 2C	Number of FTEs Filled by Newly Hired Certified Teachers
Male Teachers	1,321.0
Minority Teachers	1,132.32

Table 3A includes the number of first-year PACE participants hired for the 2015-16 school year. This information was obtained from the South Carolina Department of Education.

Table 3A Certification Area	Number of First-Year PACE Participants			
	Primary/ Elementary	Middle	High	Total
Agriculture	0	0	1	1
Art	12	2	4	18
Biology	0	0	9	9
Business/Marketing/Computer Technology	0	28	49	77
Chemistry	0	0	2	2
Chinese	3	0	1	4
Dance	1	3	1	5
English	0	0	14	14
Family & Consumer Science	0	2	1	3
French	1	1	0	2
German	1	0	1	2
Health	0	1	1	2
History	0	0	4	4
Latin	0	0	2	2
Mathematics	0	0	8	8
Media Specialist	5	0	1	6
Middle Level Language Arts	0	23	0	23
Middle Level Mathematics	0	9	0	9
Middle Level Science	0	24	0	24
Middle Level Social Studies	0	28	0	28
Music Education - Choral	2	2	1	5
Music Education - Instrumental	5	3	0	8
Physical Education	3	4	5	12
Science	0	0	18	18
Social Studies	0	0	12	12
Special Education - Emotional Disabilities	13	7	3	23
Spanish	5	6	18	29
Theater	0	2	4	6
TOTAL	51	145	160	356

Table 4A includes the number of certified teaching positions reported as vacant at the beginning of the 2015-16 school year.

Table 4A Subject Area Taught	Number of Certified Vacant Teaching Positions			
	Primary/ Elementary	Middle	High	Total
Agriculture		0.0	1.0	1.0
Art	8.0	3.5	2.0	13.5
Business/Marketing/Computer Technology		3.0	0.0	3.0
Career & Technology (all Work-Based Certification areas)		0.0	9.5	9.5
Computer Programming		0.0	0.0	0.0
Dance	0.0	0.5	1.17	1.67
Driver's Education			0.0	0.0
Early Childhood/Elementary (any or all core subjects)	87.0			87.0
Engineering		0.0	1.0	1.0
English for Speakers of Other Languages (ESOL)	5.0	2.25	1.25	8.5
English/Language Arts		10.5	13.25	23.75
Family & Consumer Sciences		1.0	1.0	2.0
Gifted & Talented	0.0	0.0	0.0	0.0
Guidance	2.0	2.2	2.75	6.95
Health	0.0	0.25	0.25	0.5
Industrial Technology		1.0	0.0	1.0
Literacy	15.75	2.0	0.0	17.75
Mathematics		20.5	18.7	39.2
Media Specialist (includes contracted FTEs)	12.0	3.0	4.55	19.55
Music	13.5	6.0	2.0	21.5
Physical Education	0.5	3.75	1.25	5.5
School Psychologist	3.94	0.78	0.78	5.5
Sciences		15.5	15.0	30.5
Social Studies		12.5	13.5	26.0
Special Education	32.5	22.75	28.25	83.5
Speech Language Therapist (includes contracted FTEs)	16.0	5.0	5.0	26.0
Theater	0.6	0.0	1.0	1.6
World Languages				
American Sign Language (ASL)	0.0	0.0	0.0	0.0
Chinese	0.0	0.0	0.0	0.0
French	0.0	0.0	2.0	2.0
German	0.0	0.0	0.0	0.0
Japanese	0.0	0.0	0.0	0.0
Latin	0.0	0.0	0.0	0.0
Russian	0.0	0.0	0.0	0.0
Spanish	1.0	3.0	7.0	11.0
Other	0.0	0.0	0.0	0.0
TOTAL	197.79	118.98	132.2	448.97

Table 5A includes the number of FTEs held by certified teachers who did not return to their teaching positions for the 2015-16 school year.

Table 5A	Number of FTEs Held by Certified Teachers Who Left Their Teaching Positions									
Reason for Leaving	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 retirees not rehired)	0.0	0.0	549.4	0.0	0.0	223.0	0.0	0.0	289.0	1,061.4
Changed profession	15.8	27.2	48.5	5.0	23.0	19.0	16.0	27.0	42.0	223.5
Teaching position in another SC school district/special school	86.1	171.5	289.0	31.5	104.5	165.0	51.34	136.0	243.0	1,277.9
Teaching position in a college/university or private school in SC	6.0	9.0	12.0	1.0	5.0	3.0	1.0	2.0	16.0	55.0
Teaching position in another state/country	13.0	38.0	49.0	12.0	27.0	31.0	11.0	26.0	26.0	233.0
Other administrator/education position in the same district	1.0	3.0	39.0	1.0	1.0	28.0	2.0	2.0	24.0	101.0
Other administrator/education position in another SC school district or SC education entity	2.0	6.0	17.0	0.0	3.0	15.0	1.0	2.0	25.0	71.0
Other administrator/education position in another state/country	0.0	1.0	1.25	0.0	0.0	0.25	0.0	0.0	7.5	10.0
Reduction in force (RIF)/ Program or grant conclusion	0.0	0.0	2.0	1.0	0.0	1.0	0.5	1.0	3.0	8.5
Did not qualify for state certification	5.5	3.0	2.0	4.5	6.0	3.0	7.0	5.0	3.0	39.0
Termination or contract/letter of agreement non-renewal, for cause	58.84	19.0	24.0	33.0	16.0	19.0	32.8	6.0	21.0	229.6
International teacher returned to country of origin	4.0	4.5	2.0	0.0	11.5	5.0	4.0	13.0	6.0	50.0
Returned to school to obtain advanced degree	4.0	5.0	5.0	4.0	7.0	2.0	3.0	11.0	1.0	42.0
Moved out of area (includes spouse relocation, military assignment, etc.)	47.0	112.0	134.0	30.0	52.0	61.0	37.0	57.81	71.0	601.8
Death/Disability/Illness (includes self, caring for sick child, caring for sick or aging parent, etc.)	10.0	5.0	29.0	3.0	7.0	20.0	7.0	10.0	24.0	115.0
Personal choice (includes staying home with children, resignation, no reason given, etc.)	83.2	168.1	318.2	55.5	89.8	152.3	57.0	89.0	194.25	1,207.4
Other	0.0	5.0	0.0	0.0	8.0	0.0	0.0	13.0	0.0	26.0
Total	336.4	577.3	1,521.4	181.5	360.8	747.6	230.6	400.8	995.8	5,352.2
TOTAL	2,435.1			1,289.9			1,627.2			5,352.2

Table 5B includes the number of FTEs held by teachers with alternative certification who did not return to their teaching positions for the 2015-16 school year. These teachers are a subset of those included in question 5A.

Reason for Leaving	Number of FTEs Held by Teachers with Alternative Certification Who Left Their Teaching Positions			
	Total Years of Teaching Experience			
	≤1	2-5	>5	Total
Retirement (includes first-time retirees, TERI period ended, and retirees not rehired)	0.0	0.0	2.0	2.0
Changed profession	8.0	10.0	3.0	21.0
Teaching position in another SC school district/special school	16.0	14.0	1.0	31.0
Teaching position in a college/university or private school in SC	0.0	2.0	1.0	3.0
Teaching position in another state/country	1.0	3.0	0.0	4.0
Other administrator/education position in the same district	0.0	0.0	0.0	0.0
Other administrator/education position in another SC school district or SC education entity	0.0	1.0	1.0	2.0
Other administrator/education position in another state/country	0.0	0.0	1.0	1.0
Reduction in force (RIF)/ Program or grant conclusion	0.5	0.0	0.0	0.5
Did not qualify for state certification	9.0	2.0	0.0	11.0
Termination or contract/letter of agreement non-renewal, for cause	8.0	1.0	0.0	9.0
International teacher returned to country of origin	1.0	6.0	0.0	7.0
Returned to school to obtain advanced degree	1.0	2.0	0.0	3.0
Moved out of area (includes spouse relocation, military assignment, etc.)	13.0	9.0	1.0	23.0
Death/Disability/Illness (includes self, caring for sick child, caring for sick or aging parent, etc.)	2.0	1.0	0.0	3.0
Personal choice (includes staying home with children, resignation, no reason given, etc.)	17.0	19.0	3.0	39.0
Other	0.0	26.0	0.0	26.0
TOTAL	76.5	96.0	13.0	185.5

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 2015-16 school year.

Table 6A Type of Administrator	Number of FTEs Filled by Newly Hired Certified Administrators	Number of Certified, Vacant Administrator Positions
District Superintendent	11.0	3.0
District Assistant/Associate Superintendent	13.0	1.0
Other District-Level Administrator (i.e., director or coordinator position)	64.5	9.0
Primary/Elementary School Principal	36.5	2.0
Primary/Elementary School Assistant Principal	63.5	3.0
Middle School Principal	13.5	0.0
Middle School Assistant Principal	27.5	1.0
High School Principal	17.0	0.0
High School Assistant Principal	43.0	4.0
Other School-Level Administrator (i.e., coach or specialist position)	52.3	11.5
TOTAL	341.8	34.5

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

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

Table 7A	Yes	No	Undecided	No answer
Did you participate in the Expo held on May 29 th , 2015?	41	35	-----	3
Are you planning to attend next year's Expo?	43	7	26	3

Table 7B	Number of Teachers Hired as a Result of the Teacher Expo
Male Teachers	11
Minority Teachers	19
TOTAL	44



A REPORT ON THE FALL 2016
SUPPLY AND DEMAND SURVEY

JANUARY 2017

CENTER FOR EDUCATOR RECRUITMENT,
RETENTION, & ADVANCEMENT

Introduction

Since 2001, the Center for Educator Recruitment, Retention, and Advancement (CERRA) has administered the annual Supply and Demand Survey to South Carolina's public school districts. Once the responses are submitted, CERRA compiles a statewide report summarizing data on certified teacher and administrator positions, hires, vacancies, and departures. CERRA would like to sincerely thank the district representatives who complete this survey each year. Their collaboration facilitates the completion of this very important and complex process.

When 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.

Certified Teaching Positions

Districts¹ reported a total of 51,768.25 full-time and part-time certified teaching positions for the 2016-17 school year. Compared to 2015-16 data, this is a slight decrease of 576.57 positions. Most of this decrease is attributable to fewer FTEs in several certification areas, including special education, speech language therapy, and literacy. Other areas with fewer teaching positions include social studies, media, and guidance.

Despite this overall reduction in allocated teaching positions, districts reported an increase in exactly half of all certification areas. The most significant increase occurred in English/language arts and career and technology subjects. Increases in mathematics positions were reported, as well as art positions in middle and high schools.

Each year, regardless of increases or decreases among FTEs, the same certification areas consistently represent the largest share of allocated teaching positions in the state. These six areas make up 71% of all certified teaching positions: early childhood/elementary (35.5%), special education (9.2%), English/language arts (7.5%), mathematics (7.3%), sciences (5.9%), and social studies (5.8%). Another 10% of all reported positions are made up of guidance counselors, physical education teachers, and music teachers.

The distribution of positions reported at each school level also have remained steady over time. Similar to previous school years, primary/elementary positions accounted for just over half of all FTEs, while middle and high school positions respectively made up 21% and 28% of the total.

Certified Teachers Hired

The total number of FTEs filled by newly hired certified teachers for the 2016-17 school year was 6,934.55, an increase of 379.45 FTEs or nearly 6% compared to the 2015-16 school year. Much of this increase is due to a larger number of newly hired primary/elementary school teachers, specifically those who hold early childhood and/or elementary certification. In 2015-16, a significant increase occurred in the number of newly hired high school teachers. In particular, the

¹ With the exception of Dillon 3 and Hampton 1, all public school districts completed a Supply and Demand Survey. Information from these 80 districts is included in all data tables throughout the report.

number of special education teachers hired in high schools increased by 25%. In 2016-17, however, there was a 16% drop in the number of secondary special education teachers hired and a small decrease in the total number of all secondary teachers hired in South Carolina public schools.

Primary/elementary school teachers hired for the 2016-17 school year represented 49% of the total number of FTEs filled in the state. This figure was slightly smaller at 47% for the 2015-16 school year. High school teachers hired for the 2016-17 school year accounted for 27% of all teachers hired, compared to 29% in 2015-16. Teachers hired in middle schools made up 24% of the total in the 2015-16 and 2016-17 school years. Three-quarters of all newly hired teachers were concentrated in the following certification areas: early childhood/ elementary, special education, English/language arts, mathematics, sciences, and social studies. These same areas also represent the largest portion of allocated teaching positions in the state.

Approximately one-quarter of the FTEs filled by newly hired teachers for the 2016-17 school year were graduates from a SC teacher education program. This percentage is down from 29% in 2015-16 and 31% in 2014-15. Just over 6% of the FTEs filled by newly hired teachers were graduates from teacher education programs in other states. One-third of all FTEs filled for the 2016-17 school year were teachers who transferred directly from another SC school district. Teachers in this same category made up 31% of new hires for the 2015-16 school year. Roughly 15% of all newly hired teachers transferred from a teaching position in another state.

Nearly 8% of newly hired teachers in the state came through alternative certification programs. Most of these teachers were participants in the Program of Alternative Certification for Educators (PACE). Data reported by districts at the beginning of 2016-17 school year confirmed 358 FTEs filled by first-year PACE teachers. In November 2016, CERRA obtained more recent data from the SC Department of Education (SCDE) that included second-semester PACE participants. This update raised the total number of first-year PACE teachers hired to 369, an increase of just 13 teachers compared to the 356 who were hired for the 2015-16 school year. The most substantial increase occurred among high school PACE teachers hired in business/marketing/computer technology and special education (emotional disabilities).

The percentages of male and minority teachers hired have increased for the 2016-17 school year. Twenty-one percent of newly hired teachers are males, and 22% are minorities. Compared to 2015-16, these statistics rose from 20% and 17%, respectively. According to the SCDE, 19% of the state's 2015-16 public school teachers were identified as male and 17.5% as a non-white race.

Vacant Teaching Positions

At the beginning of the 2016-17 school year, districts reported 481.24 vacant teaching positions in South Carolina public school classrooms. This number is up by about 32 vacancies compared to those reported for the 2015-16 school year. Although this increase does not signify a major statewide impact, considerably more vacant teaching positions were reported in several certification areas. In high schools, vacancies reported in mathematics were on the rise, and across all school levels, more vacant positions occurred in special education and gifted and talented areas. In fact, no gifted and talented vacancies were reported for the 2015-16 school year, yet there were 11.5 reported for the 2016-17 school year. Despite the overall increase, fewer vacancies were recorded in several areas; the most notable were social studies and literacy.

In 2016-17, special education vacancies made up more than 20% of all unfilled teaching positions in the state. Just over 19% of all vacant positions require early childhood/elementary certification. Mathematics vacancies accounted for 11% of all vacant positions in 2016-17, compared to less than 9% in 2015-16. Vacancies in sciences, English/language arts, and speech language therapy represented another 17% of all vacant teaching positions in the state.

In addition to these certification areas with high levels of teacher demand, there also are certain geographic areas of the state that often need more teachers. Fifty-four percent of all reported teacher vacancies in the state are concentrated in two regions, the Pee Dee² and the Lowcountry³. Both regions have districts that experience excessive teacher turnover as well as high levels of poverty. These issues are usually correlated and can be more severe in the rural, disadvantaged parts of the state. Another region that experiences these same difficulties is Savannah River⁴. While it is not as populated as the other two regions in terms of total number of teachers and students, many Savannah River districts struggle to attract and keep quality teachers.

Teachers Leaving

A total of 6,482.2 FTEs were held by certified teachers who did not return to their teaching positions for the 2016-17 school year. This figure represents a 21% increase compared to the number of teachers who did not return for the 2015-16 school year. Of all certified teachers reported in South Carolina districts for the 2015-16 school year, 12.5% did not return to the same teaching position for the 2016-17 school year. This percentage rose from 10.5% who did not return for the 2015-16 school year.

The proportion of teachers in each “reason for leaving” category was very similar to what districts reported for the 2015-16 school year. Each year, roughly two-thirds of all teachers who leave do so for one of three reasons: teaching position in another SC district or special school, personal choice, or retirement. Of the teachers who did not return for the 2016-17 school year, one-quarter took a teaching position in another SC district or special school. A departure like this may not be considered statewide turnover, but the negative impact can be extreme for districts that consistently lose teachers to more preferred districts. Twenty-three percent of teachers who left did so because of a personal choice, which could include reasons such as staying home with children or no reason given. Eighteen percent either retired for the first time, their Teacher and Employee Retention Incentive (TERI) period ended, or they were retirees not rehired by the district.

Nearly 12% of teachers who left their positions moved out of the area because of a spouse relocation, military reassignment, or some other reason. Just over 5% changed professions altogether, another 5% took a teaching position out of the state or country, and 4% were terminated or their contracts/letters of agreement were not renewed for misconduct or poor performance.

² The Pee Dee region contains the following school districts: Clarendon 1, 2, & 3, Darlington, Dillon 3 & 4, Florence 1, 2, 3, 4, & 5, Georgetown, Horry, Lee, Marion, Marlboro, Sumter, and Williamsburg.

³ The Lowcountry region contains the following school districts: Beaufort, Berkeley, Charleston, Colleton, Dorchester 2 & 4, Hampton 1 & 2, and Jasper.

⁴ The Savannah River region contains the following school districts: Abbeville, Aiken, Allendale, Bamberg 1 & 2, Barnwell 19, 29, & 45, Calhoun, Edgefield, Greenwood 50, 51, & 52, Laurens 55 & 56, McCormick, Newberry, Orangeburg 3, 4, & 5, and Saluda.

Among all of the teachers who left their positions are the 209 who obtained their teaching certificate through an alternative pathway (PACE, ACBTE, Teach For America, etc.). This group accounted for 3.2% of all teachers who did not return to their teaching positions for the 2016-17 school year.

Thirty-eight percent of teachers who did not return to their teaching positions for the 2016-17 school year had five or fewer years of classroom experience. Furthermore, 12% percent of all departures occurred during or at the end of the teachers' first year in the classroom. These statistics include teachers who took a teaching job in another SC school district or special school and reveal a slight improvement compared to data from 2015-16 (38% v. 39%, 12% v. 14%). Another way to examine these departure data is to consider only first-year, newly hired teachers rather than all newly hired teachers. Of the first-year teachers hired for the 2015-16 school year, 28% did not return to the same position the following year; 22% neither returned to the same position nor moved to a teaching position in any other SC public school district.

Certified Administrators

In this section, the term "administrator" refers to all employees in certified, non-teaching positions.⁵ Districts reported 434.6 FTEs that were filled by newly hired administrators for the 2016-17 school year. This number indicates a 27% increase compared to the 2015-16 school year. Most of this increase occurred due a larger proportion of other school-level administrators being hired. Districts reported 52.5 vacant administrator positions at the beginning of the 2016-17 school year, which is an increase of 18 vacancies compared to numbers reported for the 2015-16 school year. Unfilled principal slots in middle and high schools contributed to this occurrence, as did vacancies in other school-level administrator positions.

Teacher Expo

The Teacher Expo is a statewide teacher recruitment fair designed to facilitate connections between in-state and out-of-state job seekers and the South Carolina public school districts and special schools who choose to send recruiters to the Expo. The most recent Expo was held in May 2016 and was open to applicants seeking positions in any certification area. Fifty-one districts participated in the Expo, which was attended by 296 candidates.

Districts were asked to report the number of teachers hired as a result of the 2016 Teacher Expo. A total of 91 teachers who attended the Expo were hired for the 2016-17 school year. This total is more than double the number of Expo hires reported for the 2015-16 school year. Of those Expo participants hired for the current school year, 27 are males and 32 are minority teachers.

Conclusion

The growing number of teachers leaving their classrooms each year continues to impact South Carolina's public schools. Nearly 6,500 teachers did not return to their teaching positions for the 2016-17 school year. This total is a 21% increase compared to the 5,352 departures reported for

⁵ Certified administrator positions are categorized in the survey as follows: district superintendent; assistant superintendent; other district-level administrator (i.e., director or coordinator position); elementary, middle, and high school principal/assistant principal; other school-level administrator (i.e., coach or specialist position).

the 2015-16 school year. The main reasons teachers are leaving include accepting a teaching position in another SC school district or special school, personal choice (staying home with children, no reason given, etc.), and retirement from the profession. Regardless of a teacher's reason for leaving, districts must work to fill the vacancy.

Finding new teachers can be difficult for many districts, particularly with the state's ongoing trend of more teachers leaving, more vacancies to fill, and fewer SC graduates eligible for teacher certification each year. During the 2015-16 academic year, 1,898 students completed a SC teacher education program. Just three years ago in 2012-13, this number was 2,447. Because of this decline, districts are looking to other sources, such as alternative certification programs and teachers from other states or countries, to meet their hiring needs.

Also affecting the state's teacher supply and demand issues are teachers who leave early in their careers. Of the teachers who did not return for the 2016-17 school year, 38% left within their first five years of teaching and 12% left after just one year or less in the classroom. These statistics include teachers who took a teaching job in another SC school district or special school. They show a small improvement compared to data from 2015-16, yet remain too high. When looking at first-year, newly hired teachers rather than all newly hired teachers, two more troubling statistics are produced. Twenty-eight percent of the first-year teachers hired for the 2015-16 school year did not return to the same position the following year, and 22% neither returned to the same position nor moved to a teaching position in any other SC public school district.

Beginning in the 2015-16 school year, districts with high teacher turnover rates became part of the state's Rural Teacher Recruiting Initiative. The twenty eligible districts⁶ could request funds to implement a number of teacher recruitment and retention incentives. Among other incentives, the funds requested by districts were most frequently utilized for PACE-related fees, mentor support, and critical subject salary stipends. Since fund disbursement for the Rural Teacher Recruiting Initiative only began in the spring of 2016, no actual effectiveness data are available at this time. It is worth noting that all but three of the twenty identified districts are located in the Pee Dee, Savannah River, and Lowcountry regions of the state. In addition to having high teacher turnover, many of these districts also have extreme poverty levels. The average poverty index for these school districts is 81%, while the average of all SC districts is 68%.

Improvements in these high turnover, high poverty districts are anticipated as more recruitment and retention incentives are implemented. Hopefully, by the 2017-18 school year, these districts will begin to see fewer vacancies in certification areas like special education, mathematics, and sciences and more teachers staying in their classrooms for longer periods of time. Evidence gathered from these districts can be used to help guide efforts in providing incentives that will benefit other districts in the state.

⁶ The 20 eligible districts are Allendale, Bamberg 2, Barnwell 19 & 29, Clarendon 1, Dillon 4, Dorchester 4, Fairfield, Florence 3 & 4, Hampton 2, Jasper, Lee, Lexington 4, Marion, Marlboro, McCormick, Orangeburg 4 & 5, and Williamsburg.

Table 1A includes the number of certified teaching positions allocated in district budgets for the 2016-17 school year.

Table 1A Subject Area Taught	Number of Certified Teaching Positions			
	Primary/ Elementary	Middle	High	Total
Agriculture		9.5	100.27	109.77
Art	584.64	282.36	394.65	1,261.65
Business & Marketing Technology		225.18	589.49	814.67
CATE (Career & Technology subjects)		125.55	957.68	1,083.23
Computer Science		51.15	38.15	89.3
Dance	35.5	46.75	34.58	116.83
Driver's Education			72.71	72.71
Early Childhood/Elementary (any or all core subjects)	18,367.74			18,367.74
Engineering		16.0	44.33	60.33
English for Speakers of Other Languages (ESOL)	359.18	124.18	110.06	593.42
English/Language Arts		1,837.88	2,038.71	3,876.59
Family & Consumer Sciences		24.0	95.75	119.75
Gifted & Talented	476.51	108.0	94.19	678.7
Guidance	714.1	482.97	722.69	1,919.76
Health	8.61	82.11	109.1	199.82
Industrial Technology		22.0	45.03	67.03
Literacy	539.61	112.17	37.95	689.73
Mathematics		1,771.59	1,986.16	3,757.75
Media Specialist	588.68	206.83	206.93	1,002.44
Music	643.9	491.05	437.68	1,572.63
Physical Education	729.16	408.76	617.84	1,755.76
School Psychologist (includes contracted FTEs)	281.22	102.16	123.26	506.64
Sciences		1,387.69	1,641.57	3,029.26
Social Studies		1,374.76	1,632.75	3,007.51
Special Education	2,217.41	1,206.42	1,339.12	4,762.95
Speech Language Therapist (includes contracted FTEs)	639.38	97.51	49.01	785.9
Theater	25.5	47.85	84.14	157.49
World Languages				
American Sign Language (ASL)	9.0	3.5	0.5	13.0
Chinese	26.66	11.59	12.24	50.49
French	16.66	41.34	126.65	184.65
German	7.0	8.5	34.0	49.5
Japanese	0.0	0.0	1.0	1.0
Latin	0.0	9.0	18.75	27.75
Russian	0.0	0.0	0.0	0.0
Spanish	111.3	154.62	526.78	792.7
Other	15.2	107.48	67.1	189.78
TOTAL	26,396.97	10,980.46	14,390.82	51,768.25

Table 2A includes the number of FTEs filled by newly hired certified teachers for the 2016-17 school year.

Table 2A	Number of FTEs Filled by Newly Hired Certified Teachers			
Subject Area Taught	Primary/ Elementary	Middle	High	Total
Agriculture		4.0	15.0	19.0
Art	82.4	37.95	34.4	154.75
Business & Marketing Technology		28.5	75.5	104.0
CATE (Career & Technology subjects)		8.0	101.0	109.0
Computer Science		7.0	6.0	13.0
Dance	5.5	5.5	1.25	12.25
Driver's Education			2.0	2.0
Early Childhood/Elementary (any or all core subjects)	2,368.5			2,368.5
Engineering		0.75	4.5	5.25
English for Speakers of Other Languages (ESOL)	32.0	14.75	19.55	66.3
English/Language Arts		309.0	262.5	571.5
Family & Consumer Sciences		2.0	10.25	12.25
Gifted & Talented	15.5	0.0	0.0	15.5
Guidance	60.5	38.5	67.0	166.0
Health	0.66	1.67	9.81	12.14
Industrial Technology		1.0	2.0	3.0
Literacy	32.25	8.0	1.0	41.25
Mathematics		291.0	270.5	561.5
Media Specialist	63.0	22.0	10.5	95.5
Music	84.1	77.5	50.0	211.6
Physical Education	71.21	70.42	84.03	225.66
School Psychologist (includes contracted FTEs)	44.63	23.21	20.16	88.0
Sciences		240.5	245.25	485.75
Social Studies		220.25	251.7	471.95
Special Education	367.5	184.5	193.0	745.0
Speech Language Therapist (includes contracted FTEs)	103.4	8.75	3.45	115.6
Theater	0.5	3.5	16.0	20.0
World Languages				
American Sign Language (ASL)	1.0	0.0	1.0	2.0
Chinese	16.0	2.0	2.0	20.0
French	3.0	7.5	12.75	23.25
German	1.0	0.0	5.0	6.0
Japanese	0.0	0.0	0.0	0.0
Latin	0.0	1.0	1.0	2.0
Russian	0.0	0.0	0.0	0.0
Spanish	24.8	41.5	113.25	179.55
Other	0.0	4.0	1.5	5.5
TOTAL	3,377.45	1,664.25	1,892.85	6,934.55

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

Table 2B	
Source	Number of FTEs Filled by Newly Hired Certified Teachers
Teacher Education Program Graduate – In State	1,706.15
Teacher Education Program Graduate – Out of State	444.3
PACE	358.0
ABCTE	28.0
Teach For America	47.0
Adjunct Teaching Certificate	1.2
Newly Certified Career and Technology Teacher	88.5
Inactive South Carolina Teacher, Returned to Teaching	359.5
Teacher Coming Directly from Another South Carolina School District	2,316.9
Teacher from a College/University or Private School in South Carolina	201.0
Teacher from Another State	1,056.75
Teacher from Outside the United States	259.0
Other	50.25
TOTAL	6,916.55

Note: The totals in Tables 2A and 2B should match; however, one district reported numbers that were not equal. Consequently, there is a discrepancy of 18.0 FTEs.

Table 2C includes the number of FTEs filled by newly hired male and minority teachers for the 2016-17 school year.

Table 2C	Number of FTEs Filled by Newly Hired Certified Teachers
Male Teachers	1,476.45
Minority Teachers	1,549.2

Table 3A includes the number of first-year PACE participants hired for the 2016-17 school year. This information was obtained from the South Carolina Department of Education.

Table 3A	Number of First-Year PACE Participants			
Certification Area	Primary/ Elementary	Middle	High	Total
Agriculture	0.0	0.0	2.0	2.0
Art	14.0	8.0	3.0	25.0
Biology	0.0	0.0	14.0	14.0
Business/Marketing/Computer Technology	0.0	22.0	61.0	83.0
Chemistry	0.0	0.0	4.0	4.0
Chinese	2.0	0.0	0.0	2.0
Dance	2.0	2.0	1.0	5.0
English	0.0	2.0	18.0	20.0
Family & Consumer Science	0.0	0.0	4.0	4.0
French	0.0	3.0	2.0	5.0
German	0.0	0.0	1.0	1.0
Health	0.0	0.0	0.0	0.0
History	0.0	0.0	3.0	3.0
Latin	0.0	0.0	0.0	0.0
Mathematics	0.0	0.0	10.0	10.0
Media Specialist	7.0	1.0	1.0	9.0
Middle Level Language Arts	0.0	14.0	0.0	14.0
Middle Level Mathematics	0.0	15.0	0.0	15.0
Middle Level Science	0.0	22.0	0.0	22.0
Middle Level Social Studies	0.0	26.0	0.0	26.0
Music Education - Choral	2.0	1.0	1.0	4.0
Music Education - Instrumental	0.0	2.0	3.0	5.0
Physical Education	4.0	3.0	8.0	15.0
Science	0.0	0.0	11.0	11.0
Social Studies	0.0	1.0	15.0	16.0
Special Education - Emotional Disabilities	12.0	3.0	11.0	26.0
Spanish	3.0	11.0	9.0	23.0
Theater	0.0	2.0	3.0	5.0
TOTAL	46.0	138.0	185.0	369.0

Table 4A includes the number of certified teaching positions reported as vacant at the beginning of the 2016-17 school year.

Table 4A	Number of Certified, Vacant Teaching Positions			
Subject Area Taught	Primary/ Elementary	Middle	High	Total
Agriculture		0.0	2.0	2.0
Art	12.0	4.0	1.5	17.5
Business & Marketing Technology		1.0	2.5	3.5
CATE (Career & Technology subjects)		2.0	12.67	14.67
Computer Science		1.0	0.0	1.0
Dance		3.0	0.0	0.17
Driver's Education			0.0	0.0
Early Childhood/Elementary (any or all core subjects)	91.8			91.8
Engineering		0.0	1.0	1.0
English for Speakers of Other Languages (ESOL)	6.0	1.0	0.75	7.75
English/Language Arts		10.5	17.0	27.5
Family & Consumer Sciences		0.0	1.0	1.0
Gifted & Talented	2.5	6.0	3.0	11.5
Guidance	2.2	0.0	3.5	5.7
Health	0.0	0.0	1.5	1.5
Industrial Technology		0.0	0.0	0.0
Literacy	5.0	1.0	0.0	6.0
Mathematics		20.5	32.5	53.0
Media Specialist	13.5	4.0	2.0	19.5
Music	9.5	6.0	1.5	17.0
Physical Education	2.5	1.0	1.25	4.75
School Psychologist (includes contracted FTEs)	4.24	1.88	2.88	9.0
Sciences		12.5	17.5	30.0
Social Studies		4.5	6.0	10.5
Special Education	36.73	30.83	29.34	96.9
Speech Language Therapist (includes contracted FTEs)	19.4	1.3	4.3	25.0
Theater	0.5	0.25	1.75	2.5
World Languages				
American Sign Language (ASL)	0.0	0.0	0.0	0.0
Chinese	0.0	0.0	0.0	0.0
French	0.0	0.0	0.0	0.0
German	0.0	0.0	0.0	0.0
Japanese	0.0	0.0	0.0	0.0
Latin	0.0	0.0	0.0	0.0
Russian	0.0	0.0	0.0	0.0
Spanish	3.0	1.0	11.5	15.5
Other	1.0	1.0	0.0	2.0
TOTAL	212.87	111.26	157.11	481.24

Table 5A includes the number of FTEs held by certified teachers who did not return to their teaching positions for the 2016-17 school year.

Table 5A	Number of FTEs Held by Certified Teachers Who Left Their Teaching Positions									
Reason for Leaving	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 retirees not rehired)	0.0	0.0	599.7	0.0	0.0	229.25	0.0	0.0	358.35	1,187.3
Changed profession	24.0	31.5	58.0	11.0	25.0	38.0	27.0	47.0	67.0	328.5
Teaching position in another SC school district/special school	80.0	285.9	417.5	42.0	125.3	229.1	39.6	116.3	304.4	1,640.1
Teaching position in a college/university or private school in SC	4.0	12.0	20.0	1.5	5.0	6.0	3.0	1.0	24.0	76.5
Teaching position in another state/country	19.0	60.0	59.0	9.0	33.0	39.0	11.0	36.0	43.0	309.0
Non-teaching position in the same district	1.0	4.0	24.0	0.0	2.0	14.5	0.0	0.0	13.5	59.0
Non-teaching position in another SC school district or SC education entity	1.0	2.0	10.0	0.0	1.0	7.0	0.0	1.0	28.0	50.0
Non-teaching position in another state/country	0.0	6.0	4.0	0.0	4.0	0.0	0.0	2.0	1.0	17.0
Reduction in force (RIF)/Program or grant conclusion	0.5	0.0	3.0	1.0	0.0	0.0	1.0	0.0	1.32	6.82
Did not qualify for state certification	8.0	4.0	3.0	8.0	6.0	0.0	6.0	3.0	9.0	47.0
Termination or contract/letter of agreement non-renewal, for cause	31.0	24.0	37.7	33.0	22.0	26.6	24.2	26.5	37.0	262.0
International teacher returned to country of origin	0.0	4.0	6.0	1.0	4.0	2.0	2.0	3.0	20.0	42.0
Returned to school to obtain advanced degree	4.0	7.0	4.0	3.0	8.0	3.0	3.0	15.0	4.0	51.0
Moved out of area (includes spouse relocation, military assignment, etc.)	72.0	143.6	159.8	37.0	61.5	74.0	20.0	64.5	116.0	748.4
Death/disability/illness (includes self, caring for sick child, caring for sick or aging parent, etc.)	6.0	11.0	44.0	2.0	5.0	30.0	6.0	5.0	29.0	138.0
Personal choice (includes staying home with children, resignation, no reason given, etc.)	112.5	232.5	395.42	51.0	117.0	185.75	66.5	104.0	216.89	1,481.6
Other	2.0	5.0	5.0	2.0	5.0	1.0	2.0	7.0	9.0	38.0
Total	365.0	832.5	1,850.1	201.5	423.8	885.2	211.3	431.3	1,281.5	6,482.2
TOTAL	3,047.6			1,510.5			1,924.1			6,482.2

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

Reason for Leaving	Number of FTEs Held by Teachers with Alternative Certification Who Left Their Teaching Positions			
	Total Years of Teaching Experience			
	≤1	2-5	>5	Total
Retirement (includes first-time retirees, TERI period ended, and retirees not rehired)	0.0	0.0	7.0	7.0
Changed profession	6.0	13.0	2.0	21.0
Teaching position in another SC school district/special school	10.0	24.0	7.0	41.0
Teaching position in a college/university or private school in SC	0.0	1.0	1.0	2.0
Teaching position in another state/country	1.0	9.0	2.0	12.0
Non-teaching position in the same district	0.0	0.0	0.0	0.0
Non-teaching position in another SC school district or SC education entity	1.0	0.0	0.0	1.0
Non-teaching position in another state/country	0.0	3.0	0.0	3.0
Reduction in force (RIF)/ Program or grant conclusion	0.0	0.0	0.0	0.0
Did not qualify for state certification	3.0	12.0	2.0	17.0
Termination or contract/letter of agreement non-renewal, for cause	13.0	6.0	0.0	19.0
International teacher returned to country of origin	0.0	2.0	2.0	4.0
Returned to school to obtain advanced degree	0.0	6.0	0.0	6.0
Moved out of area (includes spouse relocation, military assignment, etc.)	5.0	7.0	0.0	12.0
Death/disability/illness (includes self, caring for sick child, caring for sick or aging parent, etc.)	0.0	3.0	3.0	6.0
Personal choice (includes staying home with children, resignation, no reason given, etc.)	16.0	33.0	3.0	52.0
Other	0.0	6.0	0.0	6.0
TOTAL	55.0	125.0	29.0	209.0

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 2016-17 school year.

Table 6A	Number of FTEs Filled by Newly Hired Certified Administrators	Number of Certified, Vacant Administrator Positions
Type of Administrator		
District Superintendent	9.0	0.0
District Assistant/Associate Superintendent	6.0	2.0
Other District-Level Administrator (i.e., director or coordinator position)	74.0	11.5
Primary/Elementary School Principal	39.33	3.0
Primary/Elementary School Assistant Principal	53.5	4.0
Middle School Principal	28.83	2.0
Middle School Assistant Principal	33.5	1.5
High School Principal	24.84	4.0
High School Assistant Principal	54.0	6.5
Other School-Level Administrator (i.e., coach or specialist position)	111.6	18.0
TOTAL	434.6	52.5

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

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

Table 7A	Yes	No	Undecided	No answer
Did you participate in the Expo held on May 20 th , 2016?	45	34	-----	1
Are you planning to attend the 2017 Expo?	48	4	27	1

Table 7B	Number of Teachers Hired as a Result of the Teacher Expo
Male Teachers	27.0
Minority Teachers	32.0
TOTAL	91.0

Report Prepared By:

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CERRA

ANNUAL REPORT

2015-16

About CERRA

The Center for Educator Recruitment, Retention, & Advancement (CERRA), formerly the South Carolina Center for Teacher Recruitment (SCCTR), is the oldest and most established teacher recruitment program in the country. SCCTR was established through the Commission on Higher Education in December 1985, following passage of the Education Improvement Act, out of a concern about the teacher supply pool and the need for a centralized teacher recruitment effort. The organization changed its name in 2003 to better reflect the programs and services offered through the Center.

CERRA's agenda is a comprehensive one that supports a continuum of programs and services designed to recruit, retain, and advance qualified, caring, and competent teachers for the state of South Carolina. The Center's recruitment programs focus on middle and high school students, college students, and adults interested in changing careers. The Center's retention focus is on mentor training as well as loan forgiveness strategies. CERRA also works with groups of accomplished teachers through teacher leadership initiatives and programs such as National Board Certification®. The network of educators involved in our programs overlaps in powerful ways to increase the level of collaboration for recruitment, retention, and advancement of South Carolina educators.

Our Mission and Strategic Goals

The purpose of the Center for Educator Recruitment, Retention, & Advancement (CERRA) is to provide collaborative leadership in the recruitment, retention, and advancement of outstanding educators for all children in South Carolina.

To that end, the following strategic goals have been adopted and approved by the CERRA Board of Directors:

- 1) Provide data-driven programs and services that meet the state's current and future recruitment, retention, and advancement needs.
- 2) Maintain and expand CERRA's role as a leading repository and interpreter of data on educator recruitment, retention, and advancement.
- 3) Use innovative communication tools to promote CERRA's mission and the education profession.
- 4) Be a visible, credible advocate for the education profession.

From the Executive Director, Jane Turner

The 2015-16 school year marked the thirtieth anniversary of CERRA. In those thirty years, CERRA has grown and evolved in many significant ways. I believe I can speak for current and past CERRA Board of Director and staff members when I say that we are honored and proud to have in some way played a role in helping CERRA's programs and services become what they are today. Visit www.cerra.org to review *CERRA Spotlights*, which feature many of these individuals and their contributions.

How wonderful to celebrate the beginning of CERRA's thirtieth anniversary year with the Fall 2015 announcement that CERRA's inaugural program, Teacher Cadet, was named the winner of the prestigious Dick and Tunky Riley *WhatWorksSC* award for innovation and effectiveness in education programs! CERRA now has two programs that have received this honor. The Teaching Fellows program won the *WhatWorksSC* award in 2011.

As CERRA's thirtieth year progressed, interest and concern continued to grow over the data collected in recent years through CERRA's annual Supply and Demand Surveys. The decrease in the number of students completing SC teacher education programs and the rise in the number of vacancies in teaching positions reflects an alarming negative trend. Moreover, all too many of these vacancies are created by teachers who leave the profession within the first few years of teaching. In view of these data, and in line with CERRA's mission to provide collaborative leadership in the recruitment, retention, and advancement of SC educators, CERRA focused its efforts this year on implementation of the Rural Recruiting Incentive Proviso, introduction of the new Mentor Training program, growth of the Teacher Cadet Program, and expansion of the Teacher Loan Program.

Rural recruitment incentives launched included salary supplements for critical need teachers and mentors, PACE fee reimbursements, and development/expansion of Teacher Cadet sites. Efforts also were undertaken to expand incentives for FY17. Mentor and Mentor Trainer trainings were held state-wide and development of an update training for previously trained mentors was undertaken. Plans also were established to develop trainings for school administrators and teacher educators and to revise the state's Mentoring and Induction Guidelines. Staff efforts with Teacher Cadet sites in the rural districts, as well as state-wide and nationally, have resulted in an increased number of sites for the 2016-17 school year – to the extent that an additional instructor training session had to be added. CERRA staff continued their efforts with the SC Teachers Loan Advisory Committee; the Committee approved a plan to initiate full loan forgiveness for all teachers in rural districts beginning in the fall of 2016, and to extend this expanded forgiveness statewide in subsequent years.

CERRA's thirtieth year also brought exciting updates to CERRA's logos, taglines, colors, and formats. This "rebranding" effort was a huge undertaking, which will culminate with a redesign of the website to be launched in the fall of 2016.

During the fall of 2016, the Board of Directors will participate in a strategic planning process intended to examine CERRA's goals and strategies and guide CERRA through the next five years. Here's to many more years of continued growth and success!

ProTeam Program

Overview

ProTeam is a middle school recruitment program designed to encourage exemplary students in seventh and eighth grades to attend college and consider education as a viable career option. It specifically targets males and minority students in the top 40% of their class. To be accepted into a ProTeam class, students must obtain recommendations from three teachers and demonstrate potential for successful completion of high school and college.

History

The ProTeam Program was developed by CERRA and introduced to middle schools across the state in 1990. Once a very strong program, it dwindled as middle schools replaced junior high schools and scheduling the course grew to be more difficult. The Program gained momentum after the 2005 passage of the Education and Economic Development Act (EEDA). *DreamQuest*, the Program's curriculum, meshes with the EEDA requirement that all SC students be exposed to identified career clusters. Additionally, the standards outlined in the curriculum match the improvement framework of Making Middle Grades Work, an initiative of the Southern Regional Education Board. The 8th edition of *DreamQuest* was launched during the 2014-15 school year. The ProTeam Program has served nearly 17,000 SC students since its inception in 1990.

Effectiveness

During the 2015-16 school year, 973 students completed the ProTeam Program. This number represents a 55% increase in student completions compared to last year. Thirty-six percent of these students are non-white and 37% are males. The Program was offered in 26 SC middle schools. Five new sites and two reestablished sites have been added for the 2016-17 school year; of these schools, one is located in a district identified as having a high teacher turnover rate under the Rural Recruiting Incentive Proviso. Furthermore, the ProTeam curriculum has now been implemented in seven other states. CERRA's marketing efforts continue to focus on rural, underserved schools, and CERRA continues to analyze data to determine the long-term effectiveness of the ProTeam Program in attracting males and minorities into the education profession.

ProTeam Schools

The following middle/junior high schools (and districts) offered at least one section of the ProTeam course during the 2015-16 school year: Alcorn Middle (Richland 1), Alice Drive Middle (Sumter), Beck Academy Middle (Greenville), Black Water Middle (Horry), Carver-Edisto Middle (Orangeburg 4), Carvers Bay Middle (Georgetown), Chapin Middle (Lexington/Richland 5), Fairfield Middle (Fairfield), Florence Chapel Middle (Spartanburg 5), Georgetown Middle (Georgetown), Gilbert Middle (Lexington 1), Great Falls Middle (Chester), H.E. McCracken Middle (Beaufort), Hemingway Middle (Williamsburg), Hughes Academy of Science and Technology (Greenville), Kelly Mill Middle (Richland 2), Lewisville Middle (Chester), Ocean Bay Middle (Horry), Palmetto Middle (Anderson 1), Riverside Middle (Greenville), Rosemary Middle (Georgetown), South Middle (Lancaster), Sullivan Middle (York 3), Waccamaw Middle (Georgetown), Whittemore Park Middle (Horry), and Williston-Elko Middle (Barnwell 29).

Teacher Cadet Program

Overview

The Teacher Cadet Program encourages academically talented, high-achieving high school students with exemplary interpersonal and leadership skills to consider teaching as a career. A secondary goal is to develop future community leaders who will become advocates for public education. Participating schools are supported by a local teacher preparation institution, known as a College Partner, which provides an on-campus College Day, guest speakers, and other resources and experiences. Cadets may receive college IDs allowing access to campus services and activities, and earn transferable college credit hours upon successful completion of the course.

History

In 1975, Bonner Guidera, a teacher at Conway High School, began working with outstanding students who had an interest in teaching. Guidera and two fellow teachers later applied for a grant to expand their informal effort into a course available to high-achieving students. Although the grant proposal was not funded, the idea attracted the attention of Dr. Jim Rex, then dean of Winthrop University's College of Education, who established a task force to further explore the idea. From the work of the task force, SCCTR was founded and four high schools agreed to serve as Teacher Cadet pilot sites during the 1985-86 school year. By May 1986, 24 high schools had agreed to begin the program. The Teacher Cadet curriculum is now in its Tenth Edition, and more than 62,650 students have participated in the Teacher Cadet Program in its 30-year history.

Effectiveness

During the 2015-16 school year, 2,652 SC students completed the Teacher Cadet Program. Thirty-two percent of these students are non-white and 22% are males. The Program was offered in 70% of all public high schools, in 68 of the 82 SC public school districts. Additionally, the Program was offered in three career centers and one private high school for a total of 169 sites. Three new sites and 19 reestablished sites have been added for the 2016-17 school year; of these schools, six are located in districts identified as having a high teacher turnover rate under the Rural Recruiting Incentive Proviso. After completing the Teacher Cadet course, 39.4%% of Teacher Cadets chose teaching as the career they plan to pursue after college. Of these Cadets who now plan to teach, one out of every four was undecided or had planned to pursue a different career before taking the course. Seventy-four percent of the 866 students who applied for admission into the Teaching Fellows Program in 2015 were Teacher Cadets.

Schools in 37 other states have implemented the Teacher Cadet curriculum. Also available to Teacher Cadet sites and the 21 institutions that serve as College Partners, the Interactive Technology Hub provides access to information and resources such as demonstration lessons, "how to" educational videos, recruitment efficacy data, current education research and trends, and technology that allows for communication and collaboration among students and teachers across the United States.

Teacher Cadet College Partners and Affiliated High Schools

Anderson University

Crescent
Easley
Hillcrest
Mauldin
Palmetto^
Pendleton
Powdersville
Seneca
T.L. Hanna
Walhalla
West Oak
Westside
Wren

Charleston Southern University

Ashley Ridge
Berkeley^
Cane Bay^
Goose Creek
Hanahan
North Charleston
Pinewood Prep
R.B. Stall
Summerville

Clafin

Calhoun County
Cope Area Career Center
Orangeburg-Wilkinson^

Clemson University

Brashier Middle College
D.W. Daniel
J.L. Mann
Liberty

Coastal Carolina University

Academy for the Arts,
Science, & Technology
Andrews
Carolina Forest
Carvers Bay
Coastal Leadership
Academy
Conway^
Georgetown
Myrtle Beach
Socastee
St. James
Sumter^
Waccamaw

Coker College

Darlington
Lake View
McBee

College of Charleston

Baptist Hill
Burke
Charleston Charter School
for Math & Science
Charleston County School of
the Arts
Cross
Garrett Academy of
Technology
Timberland
West Ashley^

Columbia College

C.A. Johnson
Camden
Dutch Fork%
North Central
River Bluff^
Spring Hill
Swansea
White Knoll

Erskine College

Belton-Honea Path
Dixie
Woodmont

Francis Marion University

Crestwood
Dillon
East Clarendon
Hartsville
Hemingway
Kingstree
Lakewood
Marion
Marlboro County
Mayo High School for Math,
Science, & Technology
Mullins
South Florence
Timmonsville
West Florence
Wilson

Lander University

Abbeville
Calhoun Falls
G. Frank Russell Career
Center
Ninety Six

Limestone College

Blacksburg
Gaffney
Greer Middle College

Newberry College

Airport
Blythewood^
Brookland-Cayce
Chapin^
Columbia^
Eau Claire
Irmo
Lexington^
Lugoff-Elgin
Newberry
Richland Northeast
Ridge View
Spring Valley
W.J. Keenan
Westwood

North Greenville University

Berea
Blue Ridge
Eastside
Pickens^
Riverside
Travelers Rest
Wade Hampton (Greenville)^

Presbyterian College

Clinton
Greenville Senior High
Academy
Greer
Laurens District 55

The Citadel

Beaufort
James Island Charter^
Wando^

USC Aiken

Aiken
Fox Creek
Gilbert
Midland Valley
North Augusta^
Silver Bluff
South Aiken
Strom Thurmond
Wagener-Salley
Williston-Elko

USC Columbia

A.C. Flora
Dreher
Lower Richland
Richland One Middle College

USC Salkehatchie

Allendale-Fairfax
Bamberg-Ehrhardt
Barnwell
Battery Creek
Blackville-Hilda
Bluffton^
Colleton County
Denmark-Olar
Hilton Head Island^
Ridgeland-Hardeeville
Wade Hampton (Varnville)
Whale Branch Early College
Woodland

USC Upstate

Boiling Springs^
Broome
Chapman
Chesnee
Dorman^
James F. Byrnes
Landrum
Spartanburg

Winthrop University

Andrew Jackson
Buford
Central
Cheraw
Chester
Chesterfield
Clover^
Fairfield Central^
Fort Mill+
Great Falls
Indian Land
Lancaster
Lewisville
Nations Ford^
Northwestern^
Rock Hill%
South Pointe
Union County
York Comprehensive^
York Prep Academy

^ Denotes a school that
offers two sections of
Teacher Cadet.

% Denotes a school that
offers three sections of
Teacher Cadet.

+ Denotes a school that
offers four sections of
Teacher Cadet.

Teaching Fellows Program

Overview

The Teaching Fellows Program is designed to recruit high-achieving high school seniors into the education profession by providing up to \$6,000 in annual funding for their participation in a Fellows program at an approved teacher preparation institution. Each Teaching Fellows institution has a unique program that provides professional development opportunities above and beyond its regular teacher education program. The selection process for Teaching Fellows is rigorous, with an emphasis on academic accomplishment, a commitment to school and community involvement, and a demonstration of leadership skills. In addition to the online application and academic profile, students are required to provide three recommendations, sit for an interview conducted by a panel of three educators, and write an essay from an assigned prompt. Students who complete the Program must teach in a SC public school one year for each year they receive funding in order to qualify for loan forgiveness.

History

The Teaching Fellows Program, established in 1999, provides up to \$6,000 per year in fellowships for 200 students who are working to complete a degree leading to teacher certification. As a result of significant cuts in education funding beginning with the 2008-09 fiscal year, it was not possible to fund 200 Teaching Fellows each year at the \$6,000 per year level. In subsequent years, however, the number of Fellowships that could be awarded at the full \$6,000 level has been increased. For the 2015-16 academic year, 202 freshmen were awarded fellowships at the full \$6,000 level. Fourteen institutions of higher education hosted Teaching Fellows programs during the 2015-16 academic year.

Effectiveness

Seventy-seven percent (1,502) of Teaching Fellows from the 2000-2011 cohorts graduated from the Program, and 72% (1,079) were employed in 72 SC public school districts during the 2015-16 school year. Eighty-two percent (1,237) of Fellows graduates have either satisfied their loan through teaching service or are currently teaching for loan forgiveness in a SC public school. More than half (790) of all Fellows graduates have satisfied their loan through teaching service, and 30% (447) of all Fellows graduates are currently teaching for loan forgiveness. Of the 790 Teaching Fellows who are loan-satisfied, 80% are still employed in a public school district in the state.

Site evaluations are conducted at each Teaching Fellows Institution on a five-year cycle with mid-cycle audits occurring every two and a half years. The evaluations assure that all program requirements are being met and provide ongoing, relevant feedback to drive improvements in the overall quality of the program.

Teaching Fellows Institutions



Notes:

- Coastal Carolina University and the University of South Carolina Aiken were added as Teaching Fellows Institutions in March 2014 and began accepting Fellows in fall 2015.
- The final cohort members at Furman University and SC State University graduated in spring 2016.

Mentoring and Induction

Overview

CERRA conducts statewide and regional training for experienced teachers and administrators to become effective mentors to beginning teachers. CERRA also offers training for mentors who want to become mentor trainers. CERRA and the Newberry College RETAIN Center of Excellence cohost the annual SC New Teacher Induction Symposium, a professional development conference for beginning teachers.

History

In 2006, the State Board of Education adopted State Mentoring and Induction Guidelines and charged CERRA and the SC Department of Education (SCDE) to develop and provide mentor training for experienced teachers and administrators in the public school districts. As a result of this charge, CERRA, in collaboration with the SCDE and the individual SC school districts, developed and offered a three-day Initial Mentor Training.

In April 2013, CERRA administered surveys to more than 500 certified mentors and beginning teachers in nine SC public school districts to collect feedback on the initial mentor training. A dissertation was then written about the impact of the training, which included in-depth interviews with numerous mentors. Data collected from these surveys and interviews, combined with an extensive literature review, expert feedback, and years of anecdotal evidence, resulted in the joint decision between CERRA and the SCDE to redesign the mentor training.

The SC Mentor Training is now a two-day training that consists of nine modules, each with one to four sections containing detailed information about mentoring beginning teachers and activities that allow participants to apply new learning in preparation to serve as effective mentors. Significant additions to the training include instruction on the four-step mentoring cycle, specific guidance on writing Student Learning Objectives (SLOs), and an introduction to the Coaching Dialogue Protocol. Also included in the training are instructions on how to align a mentor's role to the beginning teacher's needs, prepare for and conduct classroom observations, analyze observation data, and provide effective feedback.

In September, 2015, a new mentor training was offered to more than 50 participants. Multiple trainings have since been offered statewide and by individual districts. In addition to a redesigned mentor training, a Mentor Trainer Training was developed and first offered in December, 2015. This training is intended for already-trained mentors who are interested in facilitating mentor trainings in their schools and districts. CERRA and the SCDE will continue to develop additional training opportunities for various groups of educators in South Carolina. It is anticipated that the following trainings will be developed during the 2016-17 school year: an online upgrade training for previously trained mentors; a training for school administrators; and a training for faculty who support pre-service teachers.

The SC New Teacher Induction Symposium is a two-day event designed to provide opportunities for beginning teachers to gather ideas and resources, network with other educators, and develop as teacher leaders. This year's event, held in June, 2016, marks the fourth annual Induction Symposium.

Effectiveness

Because a new mentor training was being developed during the 2015-16 school year, districts were encouraged not to hold any trainings during this time. Some districts did hold trainings out of necessity, but the numbers were inconsequential and not reported. Numbers reported from this point forward will include only those mentors and mentor trainers who completed new trainings. During the 2015-16 school year, 574 mentors were trained and 185 mentor trainers were trained under the new system.

Representatives from 41 school districts and educational institutions participated in the 2016 SC New Teacher Induction Symposium, which was attended by 109 novice teachers, district personnel, and presenters.



Teacher Forum

Overview

The SC Teacher Forum gives recognition to the State (STOY) and district (DTOY) teachers of the year and works to develop their leadership skills, provide them a voice in the education policy decision-making process, and encourage them to be advocates for their profession. SC school districts are asked to contribute a nominal fee to support membership of their DTOY in the State Teacher Forum. The STOY, who serves as a Teacher-In-Residence at CERRA, leads the State Teacher Forum and guides the DTOYs in their continued development of leadership skills.

History

Through the efforts of Terry Dozier, the 1985 South Carolina and National Teacher of the Year, CERRA established the SC Teacher Forum in 1986. It has since become a model for the National Teacher Forum. The State Teacher Forum provides a model that can be replicated on the local level by DTOYs. Among other activities, local Teacher Forums provide scholarships to prospective teachers, collaborate with business and community leaders to address educational issues, communicate with local legislative delegations, and sponsor teacher recognition and professional development activities. The State Teacher Forum Conference, as well as a State Teacher Forum Professional Development Meeting, are held each year for the DTOYs. In 2015-16, the SC Teacher Forum focused on the recognition and development of teacher leadership attributes and skills, advocacy, and knowledge of salient educational issues. Suzanne Koty, 2016 STOY, inspired the DTOYs to “shift the current” as they served as teacher leaders in their home districts.

Effectiveness

The State Teacher Forum Conference was held over three days in November, 2015. It was attended by 76 DTOYs and included speeches by Shanna Peebles, the 2015 National Teacher of the Year; Suzanne Koty; and State Superintendent of Education, Molly Spearman. Leadership opportunities were provided for the Veteran State Teachers of the Year, the 2015-16 Honor Roll Teachers (finalists for STOY), and other teacher leaders as these individuals were asked to create presentations to address the established needs of the DTOYs.

Additionally, the conference introduced the DTOYs to the Teacher Leadership Competencies. These competencies were published through a partnership with the National Board for Professional Teaching Standards™, the National Education Association, and the Center for Teaching Quality. They offer a continuum of teacher leadership attributes that can foster the advancement of student learning and the teaching profession. DTOYs were asked to self-assess their skills around the four pathways to leadership included in the competencies and establish specific goals for continued growth. The conference also offered sessions on advocacy, district teacher forums, Teach to Lead, and other topics.

The State Teacher Forum Professional Development Meeting was held in March, 2016. It was attended by 61 DTOYs, who were given an opportunity to provide feedback about the implementation of the Every Student Succeeds Act to a member of the US Department of Education (USDOE). Presentations made during the meeting included updates from the SC Department of Education, information about the Chinese Cultural and Education Exchange Program, a “listening session” with the USDOE, as well as leadership and advocacy sessions.

Overall, 81 DTOYs participated in the State Teacher Forum events held during the 2015-16 school year.

National Board Certification®

Overview

National Board Certification® (NBC), through the National Board for Professional Teaching Standards™ (NBPTS), is a voluntary process designed by teachers and other education stakeholders to recognize experienced teachers for the quality of their practice. CERRA recognizes NBC as both an individualized professional development and a teacher leadership opportunity.

History

Starting in 2000, CERRA was charged by the SC General Assembly with the administration of a loan program for teachers who pursued NBC. This state-funded loan was forgivable if NBC was achieved. CERRA was responsible for tracking loans as the candidates moved through the three-year National Board process. For the 2010-11 fiscal year, the General Assembly suspended the loan program, and it has not been reinstated. For a short time NBPTS provided financial assistance for candidates, but these programs also have been discontinued. Candidates have since been solely responsible for financing the NBC process. The 2013-14 fiscal year was the final year that CERRA was responsible for tracking the state-funded loans received prior to the elimination of that loan program.

CERRA also has developed an infrastructure of support for NBC awareness, the application process, and the retention of candidates. The infrastructure includes NBC liaisons in most school districts and three special schools, as well as a Toolkit to assist in providing intense, uniform assistance to candidates. Beginning in 2014-15, NBPTS initiated a total revision of the certification process. This revision included a reorganization of the previous ten entries into four components. Candidates were able to begin work on the first two components during 2014-15. Component 3 was released in late October 2015, and Component 4 will be available to candidates in 2016-17. These revisions necessitated an update to the Toolkit, the addition of a Frequently Asked Questions page on the website, and a restructure of the annual liaison meeting.

During the 2013-14 fiscal year, a small group of NBC teachers began working to create the SC National Board Network (SCNBN), which replaced the inactive Board Certification Network of SC Educators. The SCNBN was incorporated and will eventually function separately from CERRA. In 2015-16, the SCNBN created a Board of Directors, established a web and social media presence, and began offering National Board Renewal® workshops. Network goals include advocacy for NBC, candidate support, and teacher leadership initiatives.

Effectiveness

In November 2015, 84 SC teachers achieved NBC and 341 teachers renewed their NBC. The number of new NBC teachers is significantly lower due to the revisions of the NBC process and the inability for initial candidates to certify under the new system until fall 2017. According to NBPTS, South Carolina continues to rank third in the nation with a total of 8,863 NBC teachers. During the 2015-16 school year, 77 of the 82 public school districts, as well as the School for the Deaf and the Blind, the Department of Juvenile Justice, and the Department of Corrections, employed 6,045 NBC teachers. This total also includes NBC teachers employed in many career and technology centers in South Carolina.

Rural Recruitment Initiative

Overview

Under FY16 Proviso 1A.73 – Rural Teacher Recruiting Incentive, CERRA was charged with the responsibility to develop a program to recruit and retain classroom teachers in rural and underserved districts that have experienced excessive turnover of teachers. Districts eligible to participate were defined as those experiencing greater than twelve percent average annual teacher turnover, as reported on the district's five most recent State Report Cards. Twenty districts were determined to be eligible.

History

In collaboration with the Governor's Office, the SC Department of Education (SCDE), and the Education Oversight Committee, and with input from various stakeholders, CERRA developed a list of recommended recruitment and retention incentives. Incentives included Teacher Cadet start-up funds; alternative certification costs for current employees; critical subject salary supplements; mentor supplements; and a subscription to a national educator database, application, screening, and tracking system. As required by the Proviso, an Implementation Report was submitted to the Governor's Office, the SC Senate, and the SC House of Representatives in January 2016.

The legislature appropriated \$1,500,000 for implementation of FY16 Proviso 1A.73. The funds were disbursed to the SCDE and subsequently released to CERRA on January 12, 2016. Proviso 1A.73 states that appropriated funds "may be carried forward from prior fiscal years and used for the same purpose."

Effectiveness

Fund disbursement began in the spring of 2016. Of the 20 eligible districts, 16 requested funds, primarily for critical need subject salary supplements, PACE fees, and Teacher Cadet funds. A total of \$914,535.48 was disbursed. As implementation and funds disbursement did not begin until the spring of 2016, no actual effectiveness data are yet available.

Eligible Districts

Allendale County School District, Bamberg County School District 2, Barnwell County School District 19, Barnwell County School District 29, Clarendon County School District 1, Dillon County School District 4, Dorchester County School District 4, Fairfield County School District, Florence County School District 3, Florence County School District 4, Hampton County School District 2, Jasper County School District, Lee County School District, Lexington County School District 4, Marion County School District, Marlboro County School District, McCormick County School District, Orangeburg County School District 4, Orangeburg County School District Five, and Williamsburg County School District.

Online Educator Employment System

Overview

CERRA's Online Educator Employment System ("System") provides a centralized process for individuals to locate job vacancies in SC public school districts and special schools and to complete a standard employment application that can be submitted to any or all of these districts and schools. It also provides a process for public school districts and special schools to post vacancies and search the database of applicants to recruit individuals for vacant positions.

History

The job bank aspect of the System was originally launched in 1988. It was modified in 2012 to allow school districts and special schools direct access to post and take down vacancy listings themselves, so as to increase the accuracy and completeness of the postings. The online employment application was activated in October 1999. In March 2008, the application was redesigned and the certification application piece was added for the benefit of those individuals who also needed to apply for SC certification. In 2012, the certification application piece was eliminated after the SC Department of Education developed new online application procedures. A number of school districts also have established additional software platforms through which they may access online application data and interface the data with their own data management systems. Since 2012, the System has been continually refined to further automate certain aspects of the application process, such as the procedure by which applicants submit required documents.

Effectiveness

From July 1, 2015 through June 30, 2016, 18,415 applications were created or modified. A total of 13,830 of these applicants are SC residents. SC public school districts and a number of special schools post vacancies on the System's job bank each year. During the 2015-16 fiscal year, school districts and special schools in the state accessed the database of applicants more than 36,800 times.

Teacher Expo

Overview

The Teacher Expo is a statewide teacher recruitment fair designed to facilitate connections between in-state and out-of-state job seekers and the SC public school districts and special schools who choose to send recruiters to the Expo. While at the Expo, recruiters have the opportunity to provide information to prospective employees, conduct interviews, and in some cases, offer employment contracts.

History

The first Teacher Expo was held in 1988 and has been hosted annually since that time in various cities across the state, including Charleston, Columbia, and Rock Hill. It continues to be the only statewide teacher recruitment fair. Due to the decline in vacancies as a result of significant cuts in education funding, however, the 2010 Expo was conducted as a virtual event. The 2011, 2012, 2013, and 2014 Expos were limited to applicants seeking positions in critical need subject areas. Because of vacancies occurring in recent years in more than just the critical need subject areas, the Expos held in May 2015 and 2016 were open to applicants seeking positions in any subject area. Fifty-one districts participated in the 2016 Expo, which was attended by 296 candidates.

Effectiveness

In the past 13 years, approximately 1,100 teachers, including roughly 350 males and 360 minorities, have been hired as a result of their participation in the Teacher Expo. Forty-four attendees of the 2015 Expo were hired to fill existing vacancies in the state during the 2015-16 school year. The number of teachers hired from the 2016 Expo will be available later in the fall of 2016.



Research

Supply and Demand Survey

CERRA's Supply and Demand Survey collects data from SC public school districts on rates of teachers entering the profession, those leaving their classrooms, and the number of vacant teacher positions. In October, 2015, districts reported a total of 6,551.1 full-time equivalencies (FTEs) filled by newly hired teachers for the 2015-16 school year. During the same time, districts reported 449 vacant teaching positions. A total of 5,352.2 FTEs were held by teachers who did not return to their positions for the 2015-16 school year. Two-thirds of these teachers left for one of the following three reasons: teaching position in another SC district, personal choice (staying home with children, resignation, no reason given, etc.), or retirement. Of these teachers who left their positions, 39% did so in the first five years of their career and 14% did so after just one year or less in the classroom. Early departures continue to be an area of serious concern when compared to the declining number of students who complete a SC teacher education program each year. According to the Commission on Higher Education, 2,447 students graduated with a Bachelor's degree eligible for teacher certification in South Carolina during the 2012-13 school year. This number fell to 2,219 in 2013-14 and 1,954 in 2014-15. Previous reports are available on the CERRA website at www.cerra.org/research/overview.aspx.

Research Page

One of CERRA's goals is to be a leading repository and interpreter of data on educator recruitment, retention, and advancement in South Carolina. CERRA has addressed this goal in part by creating a research page on its website that contains data commonly requested by teachers, school administrators, colleges and universities, state and local education agencies, legislators, and the media. Some of the data are collected and produced by CERRA, while other information is gathered from partnering agencies and institutions, to the extent possible. Additional information is added to the website as it becomes available.

Program Evaluation

CERRA aims to improve the quality of each of its programs and services through consistent evaluation and modification. Annually, CERRA collects and analyzes data at various points throughout the year to determine the effectiveness of each program and service. This data analysis often results in modifications that lead to overall program improvement. Results from each program evaluation are disseminated through various reports and publications. CERRA is, thus, able to demonstrate how legislative funds are used to support our mission and programmatic goals. Additionally, CERRA normally publishes a report each spring that highlights a different program or service.

This year's special report was written in response to FY16 Proviso 1A.78 – Teacher Supply Study – which directed a study be conducted to project the number of additional teachers needed annually in SC public school classrooms for grades K5 through 12, for school years 2016-17 through 2027-28. In May, 2016, CERRA and the SC Commission on Higher Education released a report that summarizes the results of that study. Based on the number of teachers expected to be needed compared to the number expected to be available, seven core subject areas are projected to experience a teacher shortage: art, business/marketing/computer technology, mathematics, sciences, social studies, special education, and Spanish. The report also concluded that SC colleges and universities have the willingness and ability to accommodate more teacher candidates. According to the deans of the teacher education programs in these institutions, however, there is a lack of student interest in entering the teaching profession, particularly in the areas projected to have the most significant teacher shortages.

Communications and Technology

Overview

CERRA strives to use innovative communication tools to promote its mission and the education profession, as well as to be a visible, credible advocate for the education profession.

CERRA Website

The CERRA website, www.cerra.org, provides user-friendly information regarding the Center's programs and services. From July 1, 2015 to June 30, 2016, the CERRA website received 1,127,715 page views from 121,740 visitors. These visitors came from all 50 states and the District of Columbia, as well as 163 different countries/territories. Approximately 70% of the site's visitors view the site via a desktop computer. Mobile device users account for the other 30%. The Teacher Cadet website, www.teachercadets.com, received 108,107 page views from 19,953 visitors in 48 states and the District of Columbia, as well as 107 different countries/territories. Approximately 72% of the site's visitors view the site via a desktop computer. Mobile device users make up the other 28%.

Media Relations

The Coordinator of Communications and Technology serves as a liaison to state and local media outlets for purposes of promoting stories and good works of students and teachers participating in CERRA programs. Among other things, the annual release of the Supply and Demand Survey Report and information regarding the state's teacher shortage receive significant media attention.

Social Media

CERRA continues to utilize the free social media tools – Facebook, Twitter, and YouTube – to broadcast updates and information to individuals participating in its programs and members of the CERRA network. The three applications have a combined following of more than 8,700 people.

Podcast

CERRA releases a monthly podcast called *CenterPoint*. Each episode features an interview with an educational leader discussing current topics relevant to CERRA's mission. Recent interviews include National Teacher of the Year, Shanna Peeples, and CERRA's Board Chair, Dr. Scott Mercer. The podcasts can be found in iTunes and on our website.

E-blasts

CERRA continues to engage its network of educators through e-mail blasts intended to provide information about various opportunities to serve in leadership roles, to announce events and workshops, and to communicate pertinent and time-sensitive news regarding its programs and services.

College Financial Newsletter

The College Financial Newsletter is distributed during the fall and spring semesters to students, teachers, and school counselors throughout South Carolina. It also is available on the CERRA website. This Newsletter provides extensive information to assist students in finding scholarship information for college. In collaboration with the SC Student Loan Corporation, CERRA distributes a comprehensive financial aid brochure, *Financially-Speaking: Becoming a South Carolina Teacher*, which provides information on specific scholarship and loan programs available to students who aspire to teach in a SC public school.

Career Fair Resource Guide

The annual Education Career Fair Resource Guide provides information about career fairs hosted by colleges, universities, and consortia in South Carolina, the Southeast region, and across the nation. This guide is intended to assist districts in planning efforts to recruit quality teachers.



2015 - 2016 Funds¹ Expended

Budget Categories	Expenditures
Salaries & Fringes	1,002,209
Travel	85,251
Office Support/Printing	91,725
Board of Directors	2,420
ProTeam	9,195
Teacher Cadet	173,662
Teaching Fellows	4,894,468
Teacher Expo	9,822
National Board Certification	17,848
Teacher Forum	35,871
Mentoring and Induction	45,465
Rural Recruitment	1,019,482
TOTAL	7,387,418

¹Funding sources include Education Improvement Act, Rural Recruitment Proviso, SC Department of Education, Teaching Fellows collections, and revenues

Board of Directors

Dr. Audrey Allan
Hunter Street Elementary School

Ms. Rechel Anderson
Palmetto Middle

Dr. Cliff Barrineau
Midlands Technical College

Dr. Virginia Brown
USC Upstate - Sumter Campus

Dr. Chris Burkett
Columbia College

Dr. Don Clerico
Charleston Southern University

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Ms. Amanda Finley
Newberry High

Mr. Tony Folk
Dorchester District Four

Dr. Connie Graham
Kershaw County

Ms. Bernadette Hampton
The SCEA

Dr. Susan Henderson
Coker College

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SCABSE

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Colonial Life

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Winthrop University

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Ms. Debra Templin
Prosperity-Rikard Elementary School

Dr. Lee Vartanian
Lander University

Ms. Steph Wallace
Berkeley Elementary

Dr. Ray Wilson, Jr.
Retired

CERRA Staff

Jane Turner
Executive Director

Jenna Hallman
Assistant Director and Program Director for
Collegiate and Service Programs

Marcella Wine-Snyder
Program Director for Pre-Collegiate Programs

Dr. Jennifer Garrett
Coordinator of Research and Program
Development

Todd Scholl
Coordinator of Communications and Technology

Kimberly Pittman
Business Manager

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Program Facilitator for
Pre-Collegiate Programs (part-time)

Jean Burden
Program Facilitator for
Pre-Collegiate Programs (part-time)

Rona Neely
Program Facilitator for Pre-Collegiate Programs

Karen Pack
Program Facilitator for
Pre-Collegiate Programs (part-time)

Arthur Pinckney
Program Facilitator for Pre-Collegiate
Programs

Michael Fleming
Program Facilitator for
Collegiate Programs (part-time)

Suzanne Koty
2016 State Teacher of the Year

Katie Gibson
Program Specialist for Collegiate Programs

Carrie Hamiter
Program Specialist for Pre-Collegiate
Programs

Jan Patterson
Program Specialist for Service Programs





SOUTH CAROLINA Commission on Higher Education

Jeff Schilz
Interim President/Executive Director

The Commission on Higher Education, in conjunction with the South Carolina Department of Education, works to create a pipeline of high quality and efficacious teachers and educational programs primarily through program approval and evaluation. The ultimate goal is to ensure that teachers and principals are ready to enter the profession equipped with the knowledge and skills to prepare students for college-and career-readiness. We have collaborated on several initiatives to improve teacher education and ultimately raise student academic achievement.

Educator Retention and Recruitment Study Committee
Rutledge Conference Center
August 10, 2017
Dr. Falcia Hart Harvey

South Carolina Education Preparation Programs (EPP)**Number of Program Providers: 33****Public/Private**

Public: 12

Private: 18

Traditional/Alternative

Number of Traditional Programs: 30

Number of Alternative Programs (non-higher education): 3

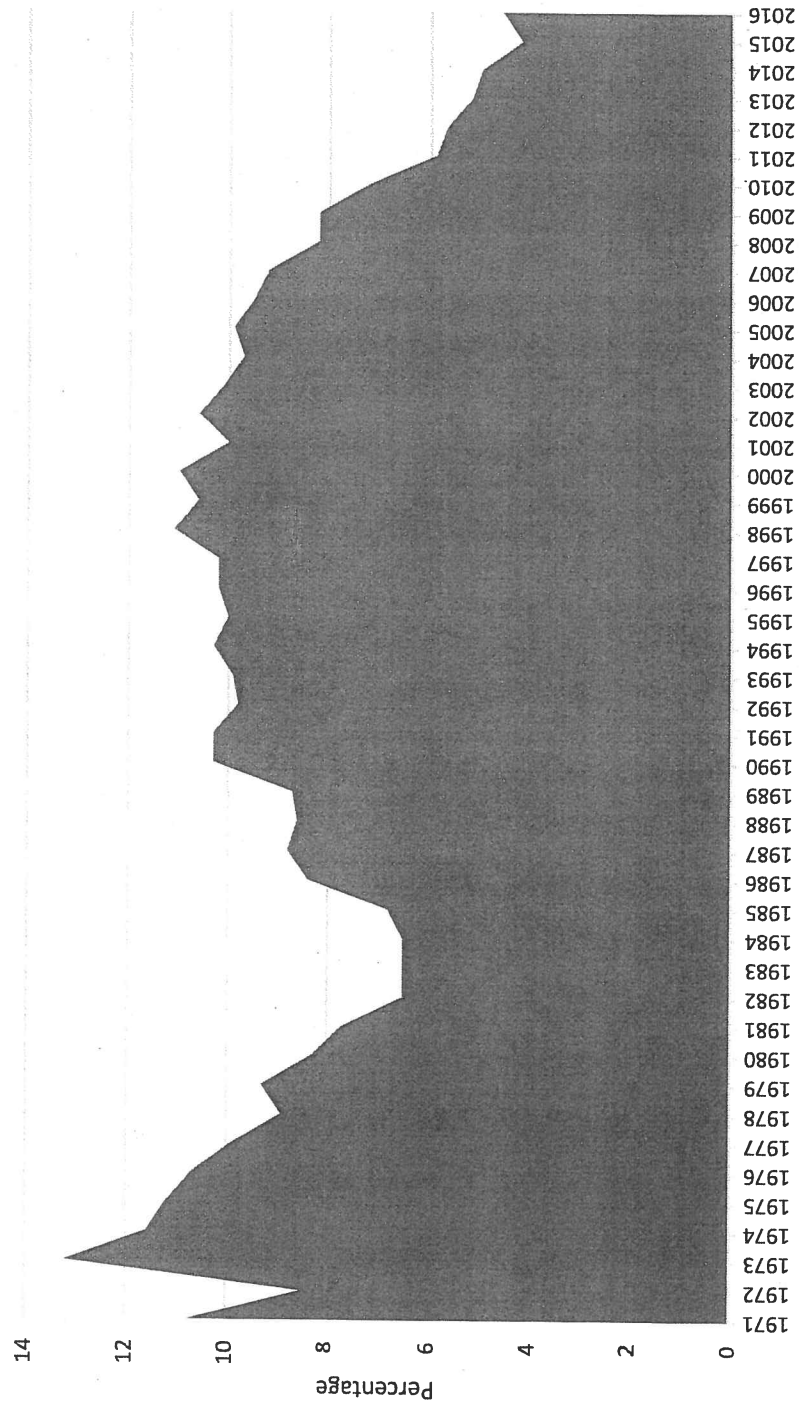
Number of Alternative Programs (higher education based): 0

Program	Traditional/Alternative	Public/Private
ABCTE	Alternative	
Anderson University	Traditional	Private
Benedict College	Traditional	Private
Bob Jones University	Traditional	Private
Charleston Southern University	Traditional	Private
Claflin University	Traditional	Private
Clemson University	Traditional	Public
Coastal Carolina University	Traditional	Public
Coker College	Traditional	Private
College of Charleston	Traditional	Public
Columbia College	Traditional	Private
Columbia International University	Traditional	Private
Converse College	Traditional	Private
Erskine College	Traditional	Private
Francis Marion University	Traditional	Public
Furman University	Traditional	Private
Lander University	Traditional	Public
Limestone College	Traditional	Private
Morris College	Traditional	Private
Newberry College	Traditional	Private
North Greenville University	Traditional	Private
Presbyterian College	Traditional	Private
Program of Alternative Certification for Educators	Alternative	
South Carolina State University	Traditional	Public
Southern Wesleyan University	Traditional	Private
Teach for America	Alternative	
The Citadel	Traditional	Public
USC-Aiken	Traditional	Public
USC-Beaufort	Traditional	Public
USC-Columbia	Traditional	Public
USC-Upstate	Traditional	Public
Winthrop University	Traditional	Public
Wofford College	Traditional	Private

Education as a Field of Study

University of California at Los Angeles
Cooperative Institutional Research Program
Annual Survey of College Freshmen

Probable Field of Study: Education



UCLA Higher Education Research Institute 2016 Survey of College Freshmen

Trends in Educator Preparation Program ENROLLMENT

National

Enrollment	2012-13	2013-14	2014-15
Traditional EPP	444,380	395,657	357,665
Alternative EPP (IHE)	25,096	26,345	26,112
Alternative EPP (non-IHE)	31,030	33,326	34,806
Total	500,506	455,328	418,583

Source: Title II Data, US Department of Education

South Carolina

Enrollment	2012-13	2013-14	2014-15
Traditional EPP	5631	5359	5255
Alternative EPP (IHE)	0	0	0
Alternative EPP (non-IHE)	726	707	1021
Total	6357	6066	6276

Source: Title II Data, US Department of Education

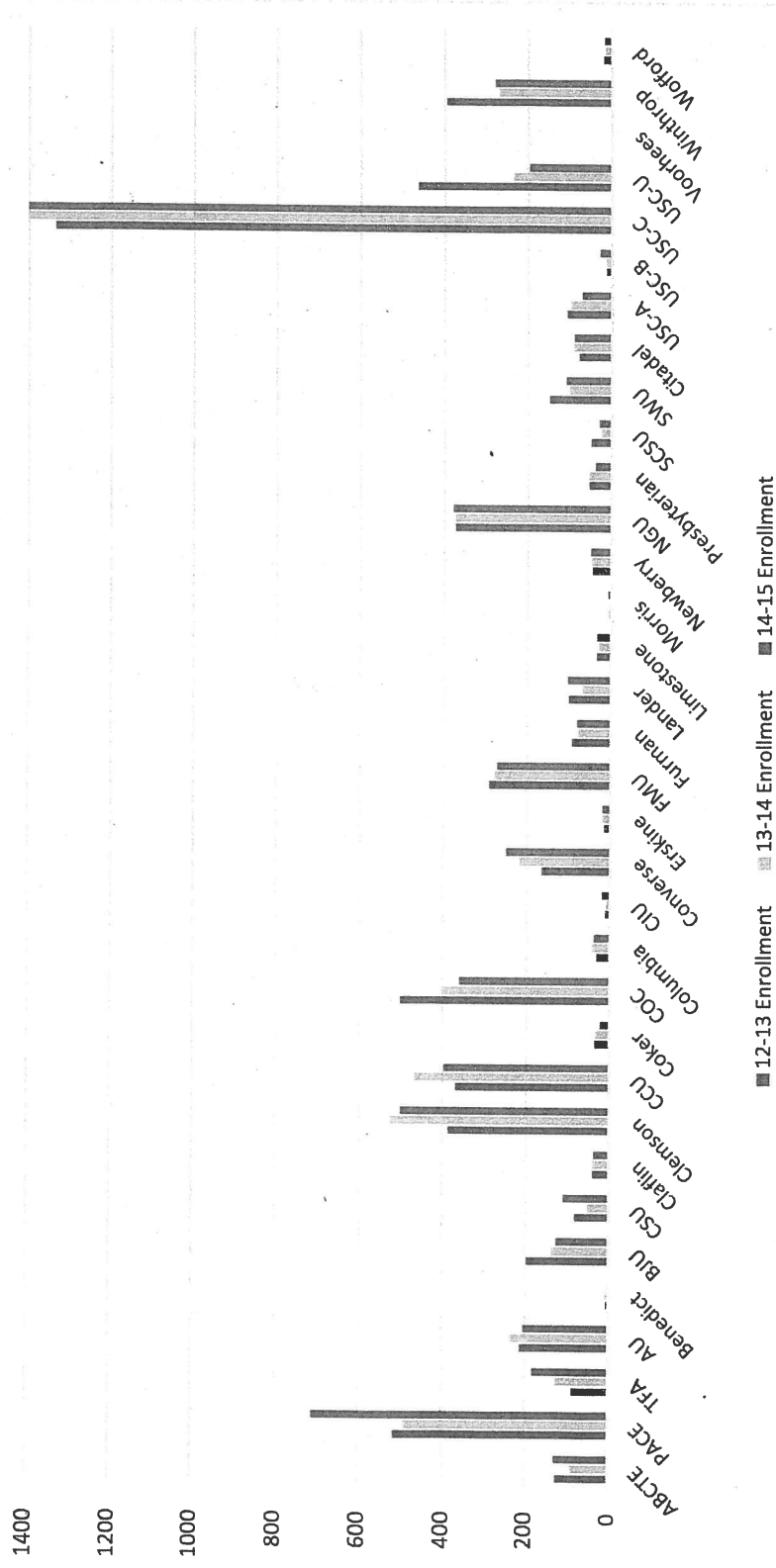
Enrollment by Gender and Race

Descriptor	2012-13	2013-14	2014-15
<i>Gender</i>			
Female	79.02%	78.66%	77.76%
Male	20.98%	21.34%	22.24%
<i>Race</i>			
American Indian or Alaska Native	0.34%	0.25%	0.34%
Asian	0.71%	0.56%	0.95%
Black or African American	15.93%	15.28%	15.38%
Pacific Islander	0.09%	0.19%	0.11%
White	78.97%	79.55%	78.65%
Two or More	1.43%	1.93%	2.06%
Hispanic/Latino	2.53%	2.24%	2.51%

Source: Title II Data, US Department of Education

Trends in Educator Preparation Program ENROLLMENT

SC EPP Enrollment 2012-2015



Source: Title II Data, US Department of Education

Trends in Educator Preparation Program ENROLLMENT

SC EPP Enrollment 2012-2015			
Program	12-13 Enrollment	13-14 Enrollment	14-15 Enrollment
ABCTE	125	89	129
PACE	515	491	710
TFA	86	127	182
AU	212	238	204
Benedict	5	7	3
BJU	197	136	125
CSU	81	50	108
Clafin	39	38	36
Clemson	387	525	499
CCU	369	468	397
Coker	34	32	22
COC	501	404	361
Columbia	31	42	39
CIU	10	9	19
Converse	163	217	250
Erskine	13	18	18
FMU	291	278	272
Furman	91	77	80
Lander	100	67	102
Limestone	32	26	32
Morris	4	3	6
Newberry	44	47	49
NGU	373	373	378
Presbyterian	53	54	38
SCSU	48	22	28
SWU	147	99	108
Citadel	77	88	88
USC-A	106	97	71
USC-B	11	12	27
USC-C	1336	1412	1403
USC-U	462	236	197
Voorhees	1	1	
Winthrop	395	270	279
Wofford	18	13	16
Total	5631	5359	5255

Trends in Educator Preparation Program COMPLETION

National

Completers	2012-13	2013-14	2014-15
Traditional EPP	163,014	149,130	139,256
Alternative EPP (IHE)	26,234	25,854	25,378
Alternative EPP (non-IHE)	30,702	36,444	40,030
Total	219,950	211,428	204,664

Source: Title II Data, US Department of Education

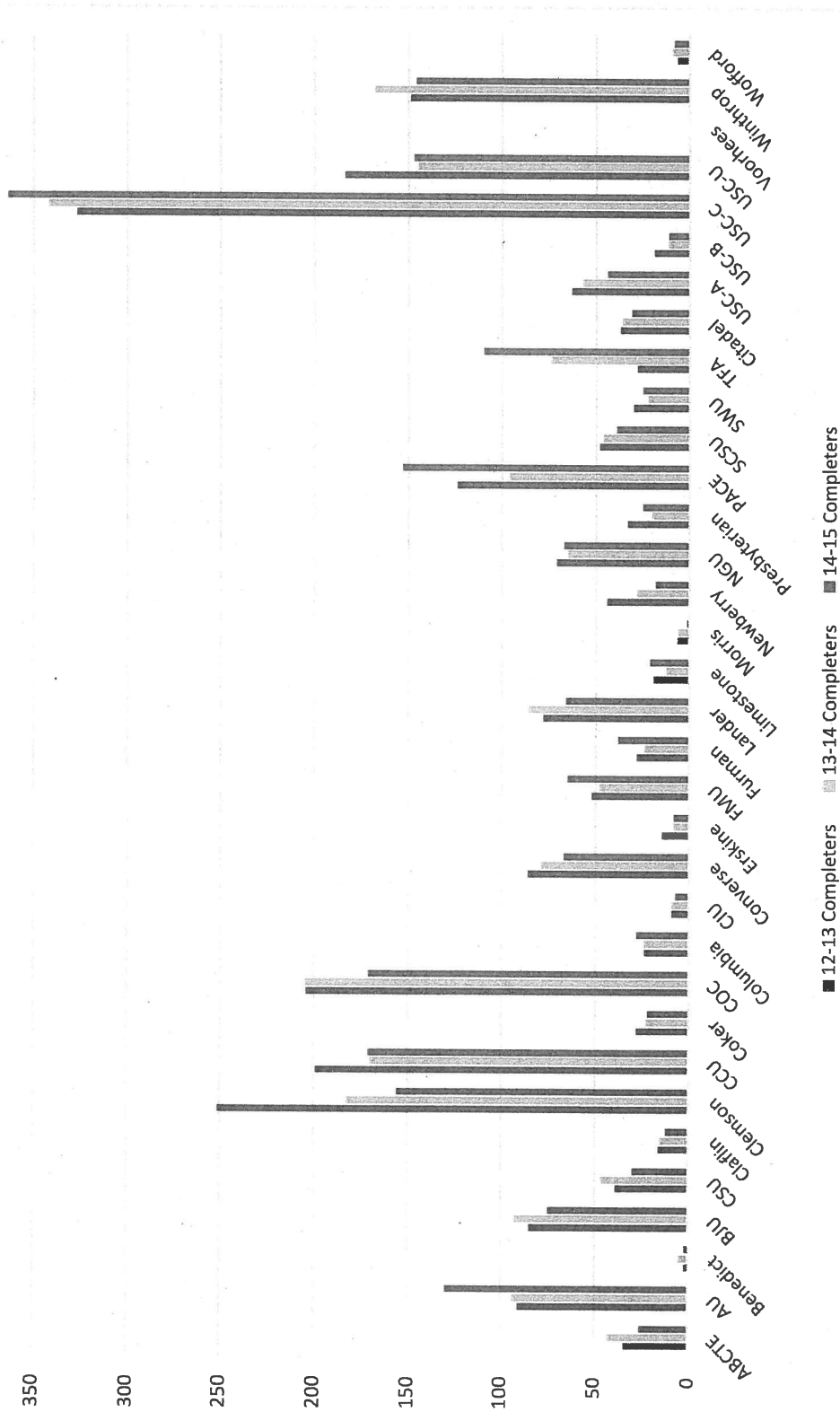
South Carolina

Completers	2012-13	2013-14	2014-15
Traditional EPP	2428	2293	2284
Alternative EPP (IHE)	0	0	0
Alternative EPP (non-IHE)	186	213	289
Total	2614	2506	2573

Source: Title II Data, US Department of Education

Trends in Educator Preparation Program COMPLETION

SC Program Completers 2012-2015

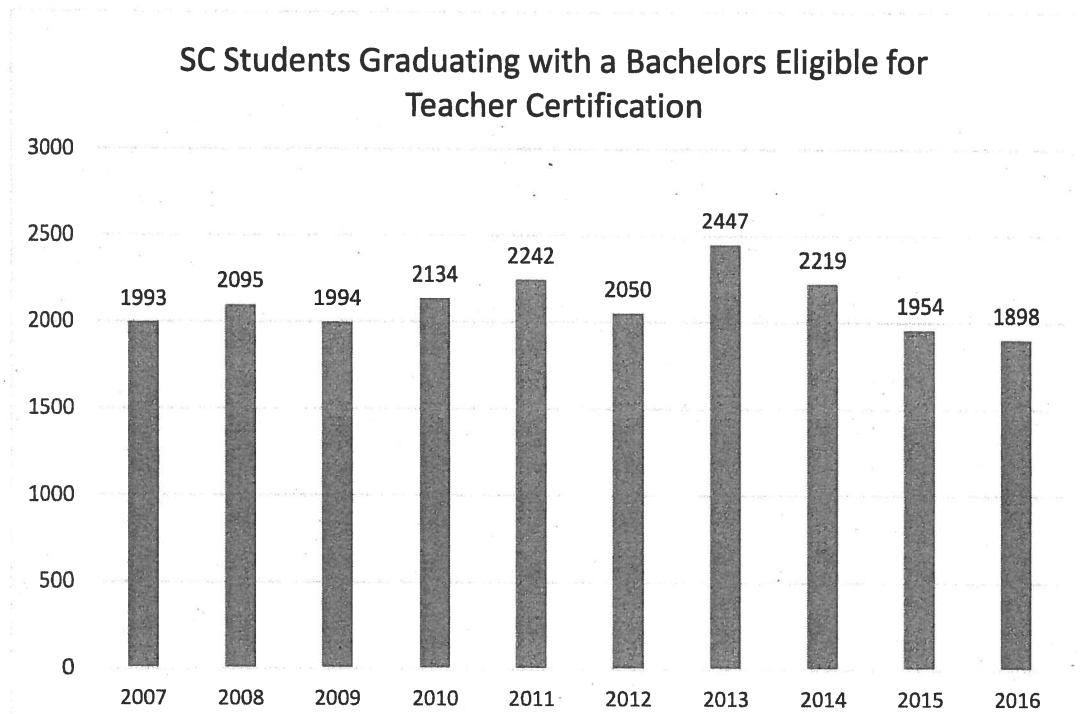


Source: Title II Data, US Department of Education

SC Program Completers 2012-2015			
Program	12-13 Completers	13-14 Completers	14-15 Completers
ABCTE	34	43	26
AU	91	94	130
Benedict	2	5	2
BJU	85	93	75
CSU	39	47	30
Claflin	16	15	12
Clemson	251	183	156
CCU	199	170	171
Coker	28	23	22
COC	204	205	171
Columbia	24	24	28
CIU	9	9	7
Converse	86	79	67
Erskine	14	8	8
FMU	52	48	65
Furman	28	24	38
Lander	78	86	66
Limestone	19	12	21
Morris	6	6	1
Newberry	44	28	18
NGU	71	65	67
Presbyterian	33	20	25
PACE	124	96	153
SCSU	48	46	39
SWU	30	22	25
TFA	28	74	110
Citadel	37	36	31
USC-A	63	57	44
USC-B	19	11	11
USC-C	327	342	364
USC-U	184	145	147
Voorhees	0	0	
Winthrop	149	168	146
Wofford	6	9	8
Total	2428	2293	2284

Source: Title II Data, US Department of Education

Trends in Educator Preparation Program Graduation



SC Commission on Higher Education Management Information System (CHEMIS)
Data Reported by Institutions

LOTTERY SCHOLARSHIPS

2015-16: 3087 students in programs seeking certification

2016-17: 3246 students in programs seeking certification

SC Hope Scholarship

- Up to \$2800/year
- Maximum of two terms
- Fall 2015: 285 students seeking certification received this scholarship
- Fall 2016: 332 students seeking certification received this scholarship

Life Scholarship

- Up to \$5,000/year
- Maximum of eight terms
- Fall 2015: 2,478 students seeking certification received this scholarship (83.8% retention)
- Fall 2016: 2,547 students seeking certification received this scholarship

Palmetto Fellow Scholarship

- Up to \$6700 for the first year; up to \$7500 for years two to four
- Maximum of eight terms
- Fall 2015: 324 students seeking certification received this scholarship (95.8% retention)
- Fall 2016: 367 students seeking certification received this scholarship

