

2020–2021

SOUTH CAROLINA TEACHER LOAN PROGRAM

Annual Report for FY2019–20



**SC EDUCATION
OVERSIGHT COMMITTEE**

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Annual Report on the South Carolina Teacher Loan Program for Fiscal Year 2019-20

May 17, 2021

The Teacher Quality Act of 2000 directs the Education Oversight Committee (EOC) to conduct an annual review of the South Carolina Teacher Loan Program and to report its findings and recommendations to the South Carolina General Assembly. Pursuant to Section 59-26-20(j) of the South Carolina Code of Laws, the annual report documenting the program in Fiscal Year 2019-20 follows. Reports from prior years can be found on the EOC website at www.eoc.sc.gov.

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Acknowledgements

The Education Oversight Committee (EOC) staff expresses its appreciation to the following organizations who provided data and data analysis for this report:

South Carolina Commission on Higher Education

South Carolina Student Loan Corporation

South Carolina Department of Education

Center for Educator Recruitment, Retention, and Advancement (CERRA) at Winthrop University

I. Summary of Findings

Historical data on the Teacher Loan Program (TLP) can be found on the EOC website at www.eoc.sc.gov.

Finding 1:

TLP applicants and recipients decreased slightly in 2019-20. Of the 250 applications that were denied, the most prevalent reason for denial (38.8 percent) was the failure of the applicant to meet the academic grade point criteria. Sixty-two (62) applications to TLP were denied due to inadequate funds (see Table 5).

Finding 2:

In 2019-20, 10 percent of all funds allocated for TLP were expended on administration, a 3.6 percent increase from 2018-19. According to communication with the South Carolina Student Loan Corporation, this increase is due to additional costs associated with using an external service provider. (see Table 1).

Finding 3:

Historically, applicants to the TLP have been predominantly white and/or female. In 2019-20, eighty (80) percent of all applicants were female and 79 percent were white. These demographic trends within TLP are consistent with those observed in national and South Carolina teacher workforce profiles (see Tables 7 and 8).

Finding 4:

The TLP met the goals that the percentage of African American applicants to the TLP should mirror the percentage of African Americans in the South Carolina teaching force. The percentage of African American applicants to the South Carolina Teacher Loan Program increased slightly in 2019-20. This representation (14.7 percent) is well above the 7 percent African American representation in the national teacher workforce, and it nearly mirrors the 15 percent of African American educators in the South Carolina teacher workforce (see Table 7).

Finding 5:

The percentage of African American TLP recipients did not mirror the percentage of African Americans in the South Carolina teaching force. The percentage of African American recipients of the TLP was 13 percent. African American teachers comprise 15 percent of the South Carolina teacher workforce (see Table 13).

Finding 6:

The TLP almost met the goal that the percentage of male applicants to the TLP should mirror the percentage of males in the South Carolina teaching force. The percentage of male TLP applicants was 18 percent in 2019-20. Male applicant representation was similar to the 19 percent of males in the South Carolina educator workforce, but it falls below the 24 percent of males in the national educator workforce (see Table 8).

Finding 7:

The percentage of male TLP recipients did not mirror the percentage of males in the South Carolina teaching force. The percentage of male TLP recipients was 13 percent in 2019-20. Male teachers in South Carolina are 19 percent of the teacher workforce (see Table 13).

Finding 8:

The number of loan recipients at historically African American institutions decreased from a high of 13 in 2016-17 to only 4 in 2019-20 (see Table 17). Future TLP reports should provide information regarding reasons for significantly lower number of applicants from HBCUs, to include student enrollment in teacher education programs and access to information about the South Carolina Teacher Loan Program.

Finding 9:

The number of SC students who graduated with a Bachelor's degree and teacher certification eligibility declined from the previous year. Only 24 percent of new hires are recent graduates of an in-state teacher preparation program. The total number of newly hired SC teachers for the 2020-21 school year was 6,308, a decrease of approximately 400 teachers (6%) compared to data from 2019-20. (see Tables 22 and 23).

Finding 10:

About 700 certified positions were still vacant at the beginning of the 2020-21 school year. This is a 26% increase compared to 2019-20, even though school districts reported fewer teacher departures overall (Table 2).

II. Overview of the South Carolina Teacher Loan Program

The South Carolina Teacher Loan Program encourages talented and qualified residents to enter the teaching profession.

Freshmen and sophomores may borrow up to \$2,500 per year. Juniors, seniors, and graduate students may borrow up to \$5,000 per year. Career Changers may borrow up to \$15,000 per year and up to an aggregate maximum of \$60,000.

To be eligible for a South Carolina Teacher Loan, a student must be enrolled in a program of teacher education or have expressed an intent to enroll in such a program.

Entering freshmen must have been ranked in the top 40% of their high school graduating class and have an SAT/ACT score equal to or greater than the South Carolina average for the year of the high school graduation. Currently, the average SAT score is 1058, and the average ACT score is 18.

Enrolled undergraduate students, including second term freshman, must have a grade point average of at least 2.75 and must have passed the Praxis Core. Students with an SAT score of 1100 or greater or an ACT score of 22 or greater are exempt from the Praxis requirement.

South Carolina Teacher loan recipients may have their loan canceled at a rate of 20% per year of teaching in critical subject areas or critical geographic locations in South Carolina. Students who teach in both a critical subject area and a critical geographic area may have their loan canceled at a rate of 33% per year.

Funding of the SC Teacher Loan Program

In 2003, the Education Improvement Act (EIA) and Improvement Mechanisms Subcommittee of the Education Oversight Committee requested that staff develop goals and objectives for the Teacher Loan Program. An advisory committee was formed with representatives from CERRA, SC Student Loan Corporation, the Division of Educator Quality and Leadership at the State Department of Education, and the Commission on Higher Education. After review of the data, the advisory committee recommended the following three goals and objectives for the Teacher Loan Program (TLP):

- The percentage of African American applicants and recipients of the TLP should mirror the percentage of African Americans in the South Carolina teaching force.
- The percentage of male applicants and recipients of the TLP should mirror the percentage of males in the South Carolina teaching force.
- Eighty percent of the individuals receiving loans each year under the TLP should enter the South Carolina teaching force.

With revenues from the EIA Trust Fund, the General Assembly appropriates monies to support the Teacher Loan Program. Section 59-26-20 codified the Teacher Loan Program (see Appendix A). Table 1 documents the amounts appropriated and expended over the past 10 fiscal years. **In 2019-20, 10 percent of all funds allocated for TLP were expended on administration, a 3.6 percent increase from 2018-19.** According to communication with the South Carolina Student Loan Corporation, this increase is due to additional costs associated with using an external service provider.

The Revolving Loan Fund includes monies collected by the South Carolina Student Loan Corporation from individuals who do not qualify for cancellation. Historically, monies in the Revolving Loan Fund have been utilized to augment funding for TLP loan applications.

In Fiscal Year (FY) 2019-20, the total expenditures and administrative costs to the TLP equaled EIA appropriation, loans, and administrative costs. The total amount of monies loaned in 2019-20 was \$4,679,409.

Table 1
SC Teacher Loan Program: Revenues and Loans from 2010-2020

Year	EIA Appropriation	Revolving Funds from Repayments	Total Dollars Available	Administrative Costs	% of Total Dollars Spent on Administration	Amount Loaned
2010-11	\$4,000,722	\$1,000,000	\$5,000,722	\$345,757	6.9	\$4,654,965
2011-12	\$4,000,722	\$1,000,000	\$5,000,722	\$359,201	7.2	\$4,641,521
2012-13	\$4,000,722	\$1,000,000	\$5,000,722	\$351,958	7.0	\$5,648,764
2013-14	\$5,089,881	\$0	\$5,089,881	\$329,971	6.2	\$4,517,984
2014-15	\$5,089,881	\$0	\$5,089,881	\$317,145	6.2	\$4,594,799
2015-16	\$5,089,881	\$0	\$5,089,881	\$319,450	6.2	\$4,460,184
2016-17	\$5,089,881	\$0	\$5,089,881	\$326,460	6.4	\$4,540,310
2017-18	\$5,089,881	\$0	\$5,089,881	\$720,420	14.2	\$4,369,461
2018-19	\$5,089,881	\$0	\$5,089,881	\$325,000	6.4	\$4,764,461
2019-20	\$5,089,881	\$0	\$5,089,881	\$512,000	10.0	\$4,679,409

Source: South Carolina Student Loan Corporation

South Carolina Teacher Loan Forgiveness Options

The South Carolina Teacher Loan Program allows borrowers to have portions of their loan indebtedness forgiven by teaching in certain critical geographic and subject areas. The State Board of Education (SBE) is responsible for determining areas of critical need: “Areas of critical need shall include both rural areas and areas of teacher certification and shall be defined annually for that purpose by the State Board of Education.”¹ Beginning in the fall of 1984, the SBE defined the certification and geographic areas considered critical and subsequently those teaching assignments eligible for cancellation. Only two subject areas, mathematics, and science, were designated critical during the early years of the programs, but teacher shortages in subsequent years expanded the number of certification areas.

To assist in the determination of critical subject areas, the South Carolina Center for Educator Recruitment, Retention and Advancement (CERRA) conducts a Supply and Demand Survey of all regular school districts, the South Carolina Public Charter School District, Palmetto Unified, the Department of Juvenile Justice, and the South Carolina School for the Deaf and the Blind. CERRA publishes an annual report documenting the number of teacher positions, teachers hired, teachers leaving, and vacant teacher positions. The survey results are provided to the South Carolina Department of Education (SCDE).

Table 2 shows the number of certified, vacant positions reported to CERRA for the beginning of 2020-21 school year. South Carolina districts reported 614.5 certified teaching positions still vacant at the beginning of the 2020-21 school year. This number signifies an increase of 64 positions compared to data reported for 2019-20. There were an additional 84.40 vacant certified, service positions. More vacant positions were seen across all school levels. Fields with the largest increase in vacancies included literacy, mathematics, business/marketing/computer technology, and art. Districts were asked to include interventionists with literacy and mathematics positions, thus providing an explanation for the increase in these categories. Special education typically represents most vacancies each year.

About 700 certified positions were still vacant at the beginning of the 2020-21 school year. This is a 26% increase compared to 2019-20, even though school districts reported fewer teacher departures overall (Table 2).

¹ Section 59-26-20(j) accessed at:

https://www.scstatehouse.gov/query.php?search=DOC&searchtext=Teacher%20Loan%20Program&category=CODEOFLAWS&conid=8504971&result_pos=0&keyval=17837&numrows=10

Table 2
Certified Teaching Positions Vacant at the Beginning of the 2020-21 School Year.

Teaching Field	Number of Vacant Teaching Positions, By School Level			
	Primary/ Elementary	Middle	High	Total
Agriculture		0.5	1	1.5
Art	21.84	7.33	9.33	38.5
Business/Marketing/Computer Technology	2	9	4	15
Career & Technology Education (CTE work-based certification)		1	23	24
Computer Science		0	1	1
Dance	1.5	0	1	2.5
Driver Education			1	1
Early Childhood/Elementary (any or all core subjects)	93			93
English for Speakers of Other Languages (ESOL)	8	4.5	1	13.5
English/Language Arts		18.5	20.5	39
Family & Consumer Science		0	0	0
Gifted & Talented	3.84	2.33	1.33	7.5
Health	0	1	0.5	1.5
Industrial Technology		0	0	0
Literacy (teacher or interventionist)	18.5	3	1	22.5
Mathematics (teacher or interventionist)	4.5	28.5	47	80
Montessori	3	1	0	4
Music	9.34	9.08	6.08	24.5
Physical Education	8	4	4.5	16.5
Sciences – Natural (biology, chemistry, physics, etc.)		22.5	27	49.5
Social Studies/Sciences (economics, history, psychology, etc.)		11.5	8	19.5
Special Education	46	30.5	45	121.5
STEM/STEAM/PLTW	0	2.25	1.25	3.5
Theater	0	0.5	2.5	3
World Languages	9.8	2.7	18	30.5
Other	0	0	1.5	1.5
Total Vacant Teaching Positions	229.32	159.69	225.49	614.5
Number of Vacant Service Field Positions				
School Librarian				26.50
School Counselor				12.50
School Psychologist				13.00
Speech Language Pathologist				32.40
Total Vacant Service Positions				84.40
Total Vacant Positions				698.90

Table 3 shows the top ten critical need subject areas since 2016-17 for primary/elementary, middle, and high schools as also reported by CERRA. The certification areas with the highest vacancies and the content areas identified as critical needs are aligned.

Table 3
Critical Need Subject Areas by School Year

	2016-17	2017-18	2018-19	2019-20	2020-21
1	Special Education	Special Education – All Areas	Secondary Mathematics, Secondary Sciences (Biology, Chemistry, Physics, and Science), Secondary English	Secondary Mathematics, Secondary Sciences, Secondary English	Secondary Mathematics
2	Early Childhood/Elementary	Secondary Areas (Mathematics, Sciences, English) Media Specialist	Media Specialist	Media Specialist	Secondary Sciences
3	Mathematics (middle and high)	Speech Language	Special Education (all areas)	Special Education	Media Specialist
4	Sciences	All Middle Level Areas (Language Arts, Mathematics, Science, Social Studies)	Spanish, French, Latin, German, English as a second language, Chinese	Spanish, French, Latin, German	Special Education
5	English/Language Arts	Arts	Family & Consumer Science (Home Economics)	Family & Consumer Science (Home Economics)	Foreign Languages-Spanish, French, Latin, German
6	Speech Language Therapist	Career and Technology	Business/Marketing/Computer Technology	Business/Marketing/Computer Technology	Family & Consumer Science (Home Economics)
7	Media Specialist	Business/Marketing/Computer Technology	Theatre	Theatre	Art, Dance, Music
8	Art	Family Consumer Science	Middle Level Social Studies, Math, Language Arts, Science	Middle Level Social Studies, Math, Language Arts, Science	Industrial Technology
9	Music	Literacy	Art, Dance, Music	Art, Dance, Music	Business/Marketing/Computer Technology
10	Foreign Languages-Spanish, French, Latin, German	Health	Health	Health	Elementary Ed / Early Childhood

The criteria used in designating critical geographic schools have evolved over time. The SBE has considered multiple factors, including degree of wealth, distance from shopping and entertainment centers, and faculty turnover. For the 2000-01 school year, the SBE adopted the criteria established for the federally funded Perkins Loan Program as the criteria for determining critical need schools. The Perkins Loan Program used student participation rates in the federal free and reduced-price lunch program to determine schools eligible for loan forgiveness and included special schools, alternative schools, and correctional centers. Section 59-26-20(j) was amended in 2006 to redefine geographic critical need schools to be: (1) schools with an absolute rating of Below Average or At-Risk/Unsatisfactory; (2) schools with an average teacher turnover rate for the past three years of 20 percent or higher; or (3) schools with a poverty index of 70 percent or higher.

Table 4 documents the 1,366 schools that were classified as critical need schools in South Carolina for 2019-20. Prior years are not reported because the calculation of critical geographic need schools changed, and schools received ratings for the first time in three years in 2018.

**Table 4
Critical Geographic Need Schools in 2019-20**

Year	Cancellation Year	Number of Qualifying Schools by Type					
		Total Number of Schools	Career Technology Education Centers	Primary	Elementary	Middle	High
2019-20	2021-22	1,366	40	50	641	307	268
		Number of Qualifying Schools by Criterion					
		Absolute Rating		Teacher Turnover		Poverty Index	
		398		753		387	

Source: SC Department of Education, April 2020.

Note: Under “Type of School,” some schools may be designated in more than one category.

III. Applications to the Teacher Loan Program (TLP)

Applications to the TLP decreased by 27, and the number of approved applications decreased by 52 in 2019-20. Of the 250 applications that were denied, the most prevalent reason for denial (38.8 percent) was the failure of the applicant to meet the academic grade point criteria. Twenty-one TLP applications were cancelled at the request of the school or the borrower. Sixty-two (62) applications to TLP were denied due to inadequate funds (see Table 5).

Table 5
Status of Applicants of Teacher Loan Program

Year	Total Applied*	Approved	Cancelled	Denied	Reason for Denial				
					Academic Reason	Credit Problem	Inadequate Funds	No EEE Praxis	Other **
2010-11	1,717	1,114	97	506	89	4	308	72	33
2011-12	1,471	1,086	81	304	116	1	80	62	45
2012-13	1,472	1,112	85	275	134	1	37	64	39
2013-14	1,462	1,109	73	280	143	0	0	74	54
2014-15	1,448	1,130	66	252	144	1	3	67	37
2015-16	1,396	1,128	44	224	117	4	4	50	49
2016-17	1,401	1,166	31	204	101	0	0	62	41
2017-18	1,399	1,132	38	229	83	0	68	52	26
2018-19	1,453	1,207	40	206	89	0	14	59	44
2019-20	1,426	1,155	21	250	97	0	62	50	41

Source: Commission on Higher Education

*This is a duplicated count of individuals because the same individuals may apply for loans in multiple years.

**"Other" reasons include (1) not a SC resident, (2) enrollment less than half time, (3) ineligible critical area, (4) not seeking initial certification, (5) received the maximum annual and/or cumulative loan and (6) application in process.

Description of Applicants

The South Carolina Teacher Education Advancement Consortium through Higher Education Research (SC-TEACHER) published a “Profile of the South Carolina Teacher Workforce for 2018-19” in September 2020. This report investigated the demographics of the educator workforce in South Carolina and compared South Carolina’s educator profile to that of educators throughout the United States. According to this report, South Carolina’s teacher workforce has more Black teachers, fewer Hispanic teachers, and more female teachers as compared to the national educator workforce.

Table 6
Profile of the Educator Workforce in South Carolina and Nationally

Teacher Workforce	Gender		Ethnicity			
	Female	Male	African American	Hispanic	White	All Other
	%	%	%	%	%	%
South Carolina	81	19	15	2	79	4
National	76	24	7	9	79	5

Source: SC-TEACHER

Tables 7 and 8 illustrate trends in the distribution of applicants to the South Carolina Teacher Loan Program by race/ethnicity and gender. **Historically, applicants to the TLP have been predominantly white and/or female. In 2019-20, eighty (80) percent of all applicants were female and 79 percent were white.** These demographics trends within TLP are consistent with those observed in national and South Carolina teacher workforce profiles.

Table 7 shows the percentage of African American applicants to the South Carolina Teacher Loan Program increased slightly in 2019-20, to 14.7 percent from 13.7 percent. This representation is well above the 7 percent African American representation in the national teacher workforce, and it nearly mirrors the 15 percent of African American educators in the South Carolina teacher workforce. As a result, **the TLP met the goals that the percentage of African American applicants to the TLP should mirror the percentage of African Americans in the South Carolina teaching force.**

Similarly, Table 8 details the percentage of male applicants was 18 percent, a slight increase from 17.2 percent in 2018-19. Male applicant representation was similar to the 19 percent of males currently in the South Carolina educator workforce, but it falls below the 24 percent of males in the national educator workforce. Thus, **the TLP almost met the goal that the percentage of male applicants to the TLP should mirror the percentage of males in the South Carolina teaching force.**

Table 7
Applicants to the Teacher Loan Program by Race/Ethnicity

Year	# Applications	Ethnicity							
		African American		Other		White		Unknown	
		#	%	#	%	#	%	#	%
2010-11	1,717	228	13.0	35	2.0	1,373	80.0	81	5.0
2011-12	1,471	215	15.0	20	1.0	1,171	80.0	65	4.0
2012-13	1,472	242	16.0	23	2.0	1,149	78.0	58	4.0
2013-14	1,462	248	17.0	20	1.0	1,147	79.0	47	3.0
2014-15	1,448	234	16.0	24	2.0	1,149	79.0	41	3.0
2015-16	1,396	230	16.5	35	2.5	1,086	77.8	45	3.2
2016-17	1,401	141	11.8	30	2.5	996	83.5	26	2.2
2017-18	1,399	183	13.1	35	2.5	1,136	81.2	45	3.2
2018-19	1,453	199	13.7	38	2.6	1,184	81.5	32	2.2
2019-20	1,426	210	14.7	40	2.8	1,128	79.1	48	3.4

Source: SC Student Loan Corporation

Table 8
Applicants to the Teacher Loan Program by Gender

Year	# Applications	Male	%	Female	%	Unknown	%
2010-11	1,717	316	18.4	1,324	77.1	77	4.5
2011-12	1,471	281	19.1	1,122	76.3	68	4.6
2012-13	1,472	244	16.6	1,168	79.3	60	4.1
2013-14	1,462	248	17.0	1,179	80.6	35	2.4
2014-15	1,448	262	18.0	1,155	79.8	31	2.1
2015-16	1,396	265	19.0	1,102	78.9	29	2.1
2016-17	1,401	254	18.1	1,114	79.5	33	2.4
2017-18	1,399	233	16.7	1,125	80.4	41	2.9
2018-19	1,453	250	17.2	1,187	81.7	16	1.1
2019-20	1,426	258	18.0	1,145	80.3	23	1.6

Source: SC Student Loan Corporation

One approach to increase the supply of highly qualified teachers is school-to-college partnerships that introduce K-12 students to teaching as a career. In South Carolina the Teacher Cadet Program, which is coordinated by the Center for Educator Recruitment, Retention, and Advancement (CERRA) at Winthrop University, has impacted the educator applicant pool. As reported by CERRA, the mission of the Teacher Cadet Program "is to encourage academically talented or capable students who possess

exemplary interpersonal and leadership skills to consider teaching as a career. An important secondary goal of the program is to develop future community leaders who will become civic advocates of public education."² Teacher Cadets must have at least a 3.0 average in a college preparatory curriculum, be recommended in writing by five teachers, and submit an essay on why they want to participate in the class. Table 9 (below) provides detailed information about the distribution of applicants to the Teacher Loan Program by the Teacher Cadet Program. In 2019-20, the number of Teacher Cadet applicants increased by 1 for a total of 716. Teacher Cadets represented 50.2 percent of the total distribution of TLP loans awarded.

Table 9
Teacher Loan Program Applicants from Teacher Cadet Program

Year	Total Number of Applicants	Teacher Cadets	%	Not Teacher Cadets	%	Unknown	%
2010-11	1,717	662	39.0	1,024	60.0	31	2.0
2011-12	1,471	601	41.0	830	56.0	40	3.0
2012-13	1,472	556	38.0	871	59.0	45	3.0
2013-14	1,462	597	41.0	843	58.0	22	2.0
2014-15	1,448	615	43.0	808	56.0	25	2.0
2015-16	1,396	600	43.0	769	55.1	27	1.9
2016-17	1,401	621	44.3	775	55.3	5	0.4
2017-18	1,399	666	47.6	723	51.7	10	.7
2018-19	1,453	715	49.2	726	50.0	12	0.8
2019-20	1,426	716	50.2	703	49.3	7	0.5

Source: SC Commission on Higher Education

Table 10 displays the number of TLP applicants by academic level. In 2019-20, the number of freshman applicants decreased by 1.3 percent while the number of continuing undergraduate applicants increased by 3.7 percent. The percent of first semester graduate students decreased by 1.0 percent in 2019-20, while the percent of continuing graduate student decreased by 2 percent. The total number of TLP applications decreased by 27, to 1,426 in 2019-20 from 1,453 applicants in 2018-19.

² CERRA Website, April 2019. Accessed at: <https://www.teachercadets.com/>.

Table 10
Teacher Loan Program Applicants by Academic Level

Year	Number Applied	Academic Level Status									
		Freshman		Continuing Undergrad		1 st Semester Graduate		Continuing Graduate		Unknown	
		#	%	#	%	#	%	#	%	#	%
2009-10	2,228	404	18.0	1,370	61.0	204	9.0	207	9.0	43	2.0
2010-11	1,717	230	13.0	1,136	66.0	140	8.0	195	11.0	16	1.0
2011-12	1,471	246	17.0	961	65.0	112	8.0	140	10.0	12	1.0
2012-13	1,472	230	16.0	992	67.0	98	7.0	131	9.0	21	1.0
2013-14	1,462	263	18.0	974	67.0	96	7.0	113	8.0	16	1.0
2014-15	1,448	271	19.0	949	66.0	101	7.0	108	8.0	19	1.0
2015-16	1,396	245	17.6	919	65.8	103	7.4	107	7.7	22	1.6
2016-17	1,401	243	17.3	942	67.2	98	7.0	117	8.4	1	0.1
2017-18	1,399	327	23.4	894	63.9	130	9.3	48	3.4	0	0
2018-19	1,453	292	20.1	972	66.9	80	5.5	108	7.4	1	0.1
2019-20	1,426	267	18.7	999	70.1	79	5.5	79	5.5	2	0.1

Source: Commission on Higher Education

IV. Recipients of a South Carolina Teacher Loan

Table 5 indicated that of the 1,426 TLP applications received in 2019-20, 1,155 (80 percent) received a Teacher Loan. Table 11 details the funding distribution of TLP loan recipients over time by academic level. A significant majority of the 1,155 recipients, about 89 percent, of the loan recipients were undergraduate students. Of the undergraduate recipients, about 70 percent were juniors or seniors in 2019-20. In the past ten years, the data show there is an annual decline in TLP loan recipients between freshman and sophomore years. There are two primary reasons sophomores may no longer qualify for the loan: their GPA is below a 2.5 and/or they have not passed the Praxis I test or met the higher ACT/SAT score required for TLP qualification. No data exist on how many of the applicants were rejected for not having passed Praxis or how many had simply not taken the exam.

Table 11
Distribution of Recipients of the Teacher Loan Program by Academic Level Status

	Freshmen	Sophomores	Juniors	Seniors	5 th Year Undergrads	1 st year Graduates	2 nd Year Graduates	3+ Year Graduates
2010-11	126	120	254	379	43	107	62	23
2011-12	191	109	292	312	22	122	37	1
2012-13	173	138	270	345	22	118	43	3
2013-14	191	138	279	341	17	111	30	2
2014-15	199	134	256	373	17	117	31	3
2015-16	177	165	248	369	10	122	33	4
2016-17	189	148	280	360	11	135	40	3
2017-18	236	154	255	338	21	94	32	2
2018-19	230	170	299	344	14	101	47	2
2019-20	201	166	296	350	18	76	50	1
2019-20 Total								1,155

Source: South Carolina Commission on Higher Education

Table 12 compares the academic status of TLP applicants to TLP recipients in 2019-20. In general, the academic level of applicants reflects the academic level of recipients, with undergraduates representing about 86.5 percent of both applicants and recipients, and graduate students representing 10.4 percent.

Table 12
Comparisons by Academic Level of Applicants and Recipients, 2019-20

	Undergraduate		Graduate		Unknown		Total
	#	%	#	%	#	%	#
Applicants	1,266	88.80%	158	11.10%	2	0.10%	1,426
Recipients	1,027	88.90%	128	11.10%	0	0.00%	1,155

Source: SC Teacher Loan Program

Teacher Loan Program Recipients and the Profile of South Carolina Educators

Data files from South Carolina Student Loan Corporation and South Carolina Department of Education were merged and analyzed to provide more information about current South Carolina public school employees who received teacher loans. Like the applicants, the TLP recipients who were employed in South Carolina’s public schools were majority white and female. These educators served in a variety of positions in 2019-20 in South Carolina Public Schools (see Tables 14 and 15).

South Carolina and national percentages for gender and ethnicity are included for reference and review of progress toward 2004 Student Loan Program goals.

The percentage of African American TLP recipients did not mirror the percentage of African Americans in the South Carolina teaching force. The percentage of African American recipients of the TLP was 13 percent. African American teachers comprise 15 percent of the South Carolina teacher workforce (see Table 13).

Similarly, **the percentage of male TLP recipients did not mirror the percentage of males in the South Carolina teaching force.** The percentage of male TLP recipients was 13 percent in 2019-20. Male teachers in South Carolina are 19 percent of the teacher workforce (see Table 13).

Table 13
Teacher Loan Recipients in SC Schools by Gender and Ethnicity

Gender	SLP Loan Number	SLP Loan Percent	South Carolina Teacher Workforce	National Teacher Workforce
Male	1,168	13.4%	19%	24%
Female	7,522	86.1%	81%	76%
Unknown	50	0.6%	*	*
Total	8,740		*	*
Ethnicity	SLP Loan Number	SLP Loan Percent	South Carolina Teacher Workforce	National Teacher Workforce
African American	1,157	13.2%	15.2%	7%
White	7,365	84.3%	78.7%	79%
Asian	28	0.3%	1.5%	2%
Hispanic	64	0.7%	1.8%	9%
American Indian	8	0.1%	.2%	1%
Unknown	118	1.4%	2.6%	NA
Total	8,740			

Source: SC Commission on Higher Education, SC-TEACHER

Table 14
Loan Recipients Employed in SC Public Schools as of 2018-19 by Position

Position Code	Description	Number
1	Principal	209
2	Assistant Principal, Co-principal	325
3	Special Education (Itinerant)	24
4	Prekindergarten (Child Development)	193
5	Kindergarten	353
6	Special Education (Self-Contained)	417
7	Special Education (Resource)	519
8	Classroom Teacher	5,260
9	Retired Teachers	13
10	Library Media Specialist	354
11	Guidance Counselor	176
12	Other Professional Instruction-Oriented	163
13	Director, Career & Technology Education Ctr.	6
14	Assistant Director, Career & Technology Education	4
15	Coordinator, Job Placement	2
16	Director, Adult Education	5
17	Speech Therapist	171
19	Temporary Instruction-Oriented Personnel	2
20	Director, Finance/Business	1
22	Bookkeeper	1
23	Career Specialist	10
27	Technology/IT Personnel	9

Position Code	Description	Number
28	Director, Personnel	10
29	Other Personnel Positions	5
31	Director, Alternative Program/School	0
33	Director, Technology	5
34	Director, Transportation	5
35	Coordinator, Federal Projects	8
36	School Nurse	2
37	Occupational/Physical Therapist	1
38	Orientation/Mobility Instructor	1
40	Social Worker	1
41	Director, Student Services	4
43	Other Professional Noninstructional Staff	30
44	Teacher Specialist	7
45	Principal Specialist	1
46	Purchased-Service Teacher	5
47	Director, Athletics	6
48	Assistant Superintendent, Noninstructional	7
49	Assistant Superintendent, Instruction	6
50	District Superintendent	6
52	Area Superintendent	0
53	Director, Instruction	9

Position Code	Description	Number
54	Supervisor, Elementary Education	2
55	Supervisor, Secondary Education	2
58	Director, Special Services	9
60	Coordinator, AP/G&T	3
62	Coordinator, Fine Arts	3
65	Coordinator, English	4
66	Coordinator, Reading	2
68	Coordinator, Health/Science Technology	1
72	Coordinator, Mathematics	5
74	Coordinator, Science	1
75	Educational Evaluator	2
76	Coordinator, Social Studies	1
78	Coordinator, Special Education	16
81	Coordinator, Guidance	4
82	Coordinator, Early Childhood Education	1
Grand Total		

Position Code	Description	Number
83	Coordinator, Parenting/Family Literacy	1
84	Coordinator, Elementary Education	4
85	Psychologist	16
86	Support Personnel	11
87	Reading Coach	119
88	Vacant	17
89	Title I Instructional Paraprofessional	1
90	Library Aide	1
91	Child Development Aide	3
92	Kindergarten Aide	7
93	Special Education Aide	16
94	Instructional Aide	21
97	Instructional Coach	73
98	Adult Education Teacher	7
99	Other District Office Staff	49
		8,740

Table 15
Loan Recipients Employed in SC Public Schools in 2018-19 by Primary Certification Area

Code	Certification Subject	Number Certified Teachers	Code	Certification Subject	Number Certified Teachers
1	Elementary	3,597	16	Physics	3
2	Special Education-Generic Special Education*	122	20	Social Studies	218
3	Speech-Language Therapist	162	21	History	6
4	English	443	29	Industrial Technology Education	6
5	French	35	30	Agriculture	13
6	Latin	2	35	Family and Consumer Science	12
7	Spanish	81	47	Business Education*	37
8	German	4	49	Advanced Fine Arts	1
10	Mathematics	520	50	Art	151
11	General Mathematics*	2	51	Music Education--Choral	65
12	Science	177	53	Music Education--Voice	3
13	General Science*	11	54	Music Education--Instrumental	113
14	Biology	53	57	Speech and Drama	1
15	Chemistry	13	58	Dance	12
60	Media Specialist	118	2B	Special Education-Education of the Blind and Visually Impaired	8
63	Driver Training	8	2C	Special Education-Trainable Mentally Disabled*	4
64	Health	1	2D	Special Education-Education of Deaf and Hard of Hearing	4
67	Physical Education	144	2E	Special Education-Emotional Disabilities	130
70	Superintendent	3	2G	Special Education-Learning Disabilities	233
71	Elementary Principal*	74	2H	Special Education-Intellectual Disabilities	38
72	Secondary Principal*	2	2I	Special Education-Multi- categorical	163
78	School Psychologist III	1	2J	Special Education-Severe Disabilities	1
80	Reading Teacher*	6	2K	Special Education-Early Childhood Ed.	25

Code	Certification Subject	Number Certified Teachers	Code	Certification Subject	Number Certified Teachers
84	School Psychologist II	5	4B	Business and Marketing Technology	22
85	Early Childhood	1,036	4C	Online Teaching	4
86	Guidance Elementary	50	5A	English as a Second Language	11
89	Guidance Secondary	14	5C	Theater	8
1A	Middle School Language Arts*	2	5E	Literacy Coach	4
1B	Middle School Mathematics*	3	5G	Literacy Teacher	22
1C	Middle School Science*	2	7B	Elementary Principal Tier I	70
1D	Middle School Social Studies*	4	7C	Secondary Principal Tier I	2
1E	Middle-Level Language Arts	175	8B	Montessori-Early Childhood Education	1
1F	Middle-Level Mathematics	174	AC	Health Science Technology, previously Health Occupations	2
1G	Middle-Level Science	70	AV	Electricity	1
1H	Middle-Level Social Studies	151	BF	Small Engine Repair	1
2A	Special Education-Educable Mentally Disabled*	80		Unknown/Not Reported	229
Grand Total					8,740

Teacher Loan Program Recipients Experience in University / College

TLP recipients attended 29 of the 57 South Carolina universities and colleges with physical campuses in South Carolina as described by SC Commission on Higher Education. Table 16 shows the number of TLP recipients attending South Carolina public and private institutions. Of the 1,155 TLP recipients, approximately 49 percent or 570 attended the following four institutions: USC-Columbia, Winthrop University, Anderson University and Clemson University.

Table 16
Teacher Loan Recipients by Institution of Higher Education, 2019-20

Institution	Number of Recipients	Institution	Number of Recipients
ANDERSON UNIVERSITY	129	FURMAN UNIVERSITY	7
APPALACHIAN STATE UNIVERSITY	1	LIMESTONE COLLEGE	6
CHARLESTON SOUTHERN UNIVERSITY	24	NEWBERRY COLLEGE	10
CITADEL, THE MILITARY COLLEGE	8	NORTH GREENVILLE UNIVERSITY	42
CLAFLIN UNIVERSITY	2	PRESBYTERIAN COLLEGE	4
CLEMSON UNIVERSITY	104	SOUTH CAROLINA STATE UNIVERSITY	2
COASTAL CAROLINA UNIVERSITY	38	SOUTHERN WESLEYAN UNIVERSITY	18
COKER COLLEGE	11	USC - Aiken	29
COLLEGE OF CHARLESTON	64	USC - Beaufort	11
COLUMBIA COLLEGE	21	USC - Lancaster	1
COLUMBIA INTERNATIONAL UNIVERSITY	1	USC - Upstate	91
CONVERSE COLLEGE	25	USC - Columbia	191
ERSKINE COLLEGE	6	WINTHROP UNIVERSITY	146
FRANCIS MARION UNIVERSITY	62	WOFFORD COLLEGE	3
TOTAL			1,155*

Source: SC Teacher Loan Program *Out of State Students - 21

The number of loan recipients at historically African American institutions decreased from a high of 13 in 2016-17 to only 4 in 2019-20 (see Table 17). Future TLP reports should provide information regarding reasons for significantly lower number of applicants from identified minority institutions, to include student enrollment in teacher education programs and access to information about the South Carolina Teacher Loan Program.

Table 17
Teacher Loans to Students Attending Historically African American Institutions

Institution	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15
Benedict College	0	0	0	1	0	0
Clafin University	2	2	0	2	0	0
Morris College	0	0	0	0	0	0
S.C. State University	2	3	1	10	7	7
TOTAL:	4	5	1	13	7	7

Source: SC Teacher Loan Program

Recipients of the Teacher Loan Program Receiving Other State Scholarships

Recipients of the Teacher Loan Program also receive other state scholarships provided by the General Assembly to assist students in attending institutions of higher learning in South Carolina. The other scholarship programs include the Palmetto Fellows Program, the Legislative Incentive for Future Excellence (LIFE) Scholarships, and the HOPE Scholarships. The Palmetto Fellows Program, LIFE, and HOPE award scholarships to students based on academic achievement but are not directed specifically to teacher recruitment.

Table 18 shows the number of Teacher Loan recipients who also participated in the HOPE, LIFE, or Palmetto Fellows programs and who were later employed by public schools for the last ten years. There were 4,401 2018-19 loan recipients who were also LIFE, Palmetto Fellows or HOPE Scholarships recipients and employed in public schools in South Carolina, representing a 9.3 percent increase from the prior year. The number has more than doubled since 2009-10.

Table 18
Loan Recipients serving in South Carolina schools
who received LIFE, Palmetto, Fellows and HOPE Scholarships

Fiscal Year	LIFE	Palmetto Fellows	HOPE	Total
2009-10	1,932	116	67	2,115
2010-11	2,097	145	93	2,335
2011-12	2,331	171	110	2,612
2012-13	2,582	188	125	2,895
2013-14	2,796	211	147	3,154
2014-15	2,980	232	165	3,377
2015-16	3,208	265	194	3,667
2016-17	3,285	262	202	3,749
2017-18	3,583	292	230	4,105
2018-19	3,835	302	264	4,401
2019-20	4,061	321	293	4,675

Source: SC Commission on Higher Education

Policymakers also questioned how the state’s scholarship programs generally impact the number of students pursuing a teaching career in the state. Table 19 shows the total number of scholarship recipients each year. It includes a duplicated count across years.

Table 19
Comparison of Scholarship Recipients and Education Majors, Fall 2019

Scholarship	Number of Education Majors	Number of Scholarships	Percent
HOPE	402	3,529	11.4
LIFE	3,422	41,492	8.2
Palmetto Fellows	536	9,116	5.9
Total	4,360	54,137	8.1

Source: SC Commission on Higher Education

Of these individuals receiving scholarships in the fall of 2019, about 8.1 percent of scholarship recipients had declared education as their intended major (Tables 19 and 20). There is a downward trend in the percentage of these talented students initially declaring education as a major. With the policy goal on improving the quality of teachers in classrooms, this data should be continuously monitored.

Table 20
Student Percentage Receiving Scholarships
for Fall Term and Declaring Education Major

Fall	LIFE	Palmetto Fellows	HOPE	Total
2009	11.1	6.5	14.4	10.6
2010	11.0	6.7	12.7	10.5
2011	10.2	6.3	9.9	9.6
2012	9.6	6.0	13.2	9.3
2013	9.3	5.9	12.5	9.0
2014	9.3	5.7	11.1	8.9
2015	9.2	5.6	11.2	8.8
2016	9.1	6.0	11.5	8.8
2017	8.6	5.9	11.1	8.4
2018	8.3	6.2	10.4	8.1
2019	8.2	5.9	11.4	8.1

Source: SC Commission on Higher Education

Teaching Fellows

In 1999, the SC General Assembly funded the Teaching Fellows Program for South Carolina due to the shortage of teachers in the state. The mission of the South Carolina Teaching Fellows Program is to recruit talented high school seniors into the teaching profession and help them develop leadership qualities. Each year, the program provides Fellowships for up to 200 high school seniors who have exhibited high academic achievement, a history of service to their school and community, and a desire to teach in South Carolina. Teaching Fellows participate in advanced enrichment programs at Teaching Fellows Institutions, have additional professional development opportunities, and are involved with communities and businesses throughout the state. They receive up to \$24,000 in fellowship funds (up to \$6,000 a year for four years) while they complete a degree leading to teacher licensure. The fellowship provides up to \$5,700 for tuition and board and \$300 for specific enrichment programs administered by CERRA. All Teaching Fellows awards are contingent upon funding from the S.C. General Assembly.

A Teaching Fellow agrees to teach in a South Carolina public school one year for every year he or she receives the Fellowship. Each Fellow signs a promissory note that requires payment of the scholarship should they decide not to teach. In addition to being an award instead of a loan, the Teaching Fellows Program differs from the Teacher Loan Program in that recipients are not required to commit to teaching in a critical need subject or geographic area to receive the award.

Minority Recruitment

In the 1990s, several states, including members of the Southern Regional Education Board (SREB), implemented policies to attract and retain minorities into the teaching force. South Carolina specifically implemented minority teacher recruitment programs at Benedict College and South Carolina State University.

In 2019-20, the South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) at South Carolina State University was appropriated EIA revenues by proviso in the amount of \$339,482. SC-PRRMT promotes “teaching as a career choice by publicizing the many career opportunities and benefits in the field of education in the State of South Carolina. The mission of the Program is to increase the pool of teachers in the State by making education accessible to non-traditional students (teacher assistants, career path changers, and technical college transfer students) and by providing an academic support system to help students meet entry, retention, and exit program requirements.” The program “also administers an EIA Forgivable Loan Program and participates in state, regional, and national teacher recruitment initiatives

The Call Me MISTER (Mentoring, Instructing, Students, Toward, Effective, Role Models) has a strong history in South Carolina. During FY 2019-20, the Call Me Mister Program received \$500,000 in EIA. African American men make up 2 percent of the teachers in the U.S. In South Carolina, the Call Me MISTER® program works to increase the pool of available teachers from more diverse backgrounds, particularly among the lowest-performing elementary schools. Ninety percent of students in the Call Me MISTER program come from South Carolina public schools — and 85 percent of graduates are still teaching in them, often in Title 1 schools. Thirty-six Call Me MISTER graduates have left the classroom to become administrators. Of the 278 MISTERS who have graduated from the program in South Carolina, 42 have been named Teachers of the Year by their schools. The program started as a single program at Clemson University and is now at 25 participating institutions in nine states

Repayment or Cancellation Status

South Carolina Student Loan Corporation reports that as of June 30, 2020, 20,032 teacher loans have been issued. Of these, 2,319 recipients (11 percent) have never been eligible for cancellation and are repaying their loans. Two hundred and forty-five (245) recipients previously taught, but are not currently teaching and, 1,073 recipients are presently teaching and having their loans cancelled. The following table is a comprehensive list of the status of all borrowers:

Table 21
TLP Recipients as of June 30, 2020

Status	Number of Borrowers	Percent of Borrowers
Never eligible for cancellation and are repaying loan	2,319	11.6%
Previously taught but not currently teaching	245	1%
Teaching and having loans cancelled	1,073	5%
Have loans paid out through monthly payments, loan consolidation or partial cancellation	9,329	46%
Loan discharged due to death, disability, or bankruptcy	145	0.7%
In Default	91	0.4%
Loans cancelled 100% by fulfilling teaching requirement	6,830	34%
TOTAL	20,032	98.3%*

Source: South Carolina Student Loan Corporation

*There is a duplicated count across years.

There have been 16,395 recipients to have their loans satisfied. Of these, 9,329 satisfied their loans through regular monthly payments, loan consolidations, or through partial cancellations (i.e., taught less than 5 years in a critical geographic or subject area). In addition, the loans for 60 borrowers were repaid through the filing of a death claim; 5 through bankruptcy; 80 through disability; and 91 borrowers have had default claims filed. Six thousand eight hundred and thirty (6,830 or 41 percent) SC Teacher Loan recipients had their loans cancelled by fulfilling their teaching requirement in a geographic or critical subject area.

V. Status of Educator Pipeline

According to the U.S. Department of Education, teacher preparation programs – including both traditional and alternative certification programs – currently produce enough teachers to meet total classroom demand across the country.³ However, South Carolina school districts have long voiced concerns about the difficulty staffing classrooms.

It is important to recognize that teacher labor markets are not national. Teachers are not necessarily looking to move across state lines to a better job market. Instead, most teachers seek employment in a school near where they were trained and hold certification. In addition, aggregate numbers of teachers often mask the severity of subject area shortages and declines in enrollment in regional teacher preparation programs. To put regional teacher shortages in context, it is essential to have localized data.

South Carolina has the benefit of two excellent recent reports focusing on South Carolina specific data as it relates to the educator pipeline and the overall profile of the South Carolina educator workforce. Each of these reports was relied upon for the creation of this TLP report.

Since 2001, CERRA has produced the Annual Educator Supply & Demand Report. This annual report seeks to collect information on South Carolina teachers entering the profession, those leaving their classrooms or the profession altogether, and positions that remain vacant. In December 2020, CERRA published its report for the 2020-21 school year (see Appendix D). The 2020-21 Annual Educator Supply & Demand Report found fewer teacher departures overall but a larger proportion of early-career departures and more overall vacancies due to fewer new hires. CERRA provided a mid-year update to this report in February 2021 finding an additional 677 teacher departures but 165 fewer vacancies since the initial district reports for the Supply & Demand report.

Alarming, the CERRA report found that **the number of SC students who graduated with a Bachelor's degree and teacher certification eligibility declined from the previous year. Only 24 percent of new hires are recent graduates of an in-state teacher preparation program.** The total number of newly hired SC teachers for the 2020-21 school year was 6,308, a decrease of approximately 400 teachers (6%) compared to data from 2019-20.

³ William J. Hussar and Tabitha M. Bailey, Projections of Education Statistics to 2027: Forty-sixth Edition (U.S. Department of Education, National Center for Education Statistics, 2019)

Table 22
Key Data from CERRA Supply and Demand Survey Reports 2015-2020

School year	2015-16	2016-17	2017-18	2018-19	2019-20
Certified teachers who did not return to any teaching position	4,074	4,842	7,340	6,650	6,000
Graduates who completed a SC teacher education program	1,793	1,720	1,684	1,752	1,700
Certified teachers who did not return after five or fewer years of teaching	2,807	2,465	2,564	2,394	2,520
Certified teachers who did not return after one year or less of teaching	579	616	585	864	960

Table 23
Sources of Teacher Hires from CERRA Supply and Demand Survey Reports 2015-2020

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
New Graduates from Teacher Education Programs in SC	32%	29%	24.7%	21.0%	21.6%	22.8%	24%
Transferred from one district, charter school or special school in SC to another district	27%	31%	33.5%	30.9%	31%	30.7%	29%
Hired from another state	15%	15%	15.3%	16.9%	16%	13.0%	23%
Alternative Certification Programs	6%	5%	6.2%	7.4%	8.5%	5.6%	10%
From Outside US	2%	3%	3.7%	4.8%	5%	0.8%	1%
Other Teachers	6%	2%	4.9%	7.1%		4.3%	

The South Carolina Teacher Education Advancement Consortium through Higher Education Research (SC-TEACHER) is a more recent addition and was commissioned to ascertain, through comprehensive research, the impact of teacher education recruitment, preparation, and retention activities on teacher effectiveness in South Carolina. In September 2020, SC-TEACHER published a “Profile of the South Carolina Teacher Workforce for 2018-19” (see Appendix E).

This report looked at the overall educator workforce in South Carolina and found that compared nationally, South Carolina has more Black teachers, fewer Hispanic teachers, more female teachers, more teachers with advanced degrees, and lower average teacher salary. Rural schools in South Carolina tend to have teachers with lower performance on the assessment portion of the state teaching evaluation, fewer National Board-certified teachers, and more Black and international teachers than urban schools. Moreover, higher poverty schools in South Carolina tend to have more teachers with a master’s degree or higher, more teachers scoring “met” on ADEPT, more Black teachers, fewer White teachers, lower teacher salary, more international teachers, and fewer National Board certified teachers than lower poverty schools.

States have the responsibility to work with teachers and other stakeholders to improve the reality and the perception of the education workforce. Over the past several decades, expectations have dramatically changed what it means to teach.

The South Carolina Teacher Loan Program was highlighted by the board of directors of the Council of Chief State School Officers (CCSSO) as a strategy recommended for states to support the development of educator pipelines. In all, the CCSSO report identified six strategies for possible implementation by states to recruit, prepare and support teachers: ⁴

1. **Elevate the Teaching Profession:** address the negative public perception of teaching as a career through marketing and communications campaign.
2. **Make Teaching a Financially Appealing Career:** take action to alleviate financial pressures on teachers
3. **Expand Pathways to Enter Teaching:** interest high school students and classroom aides to become teachers, appeal to veterans of the armed services, make it easier for teachers to move from state to state and transfer their licenses.
4. **Bring More Diversity to the Teaching Workforce:** establish “grow your own” programs to prepare individuals who are from the local community, or even already working in the school, to become classroom teachers; and create residencies.
5. **Set Reasonable Expectations for Retaining Teachers:** align policies with the career expectations of today’s workforce.
6. **Use Data to Target Strategies Where Shortages Exist:** analyze data to determine where the need is most critical, examining subjects and grades taught, and expertise needed with specific students.

⁴ https://ccsso.org/sites/default/files/2018_03/Strategies%20for%20Building%20Teacher%20Pipelines.pdf

7.

Appendix A: Teacher Loan Fund Program

SECTION 59-26-20. Duties of State Board of Education and Commission on Higher Education.

The State Board of Education, through the State Department of Education, and the Commission on Higher Education shall:

(a) develop and implement a plan for the continuous evaluation and upgrading of standards for program approval of undergraduate and graduate education training programs of colleges and universities in this State.

(b) adopt policies and procedures which result in visiting teams with a balanced composition of teachers, administrators, and higher education faculties.

(c) establish program approval procedures which shall assure that all members of visiting teams which review and approve undergraduate and graduate education programs have attended training programs in program approval procedures within two years prior to service on such teams.

(d) render advice and aid to departments and colleges of education concerning their curricula, program approval standards, and results on the examinations provided for in this chapter.

(e) adopt program approval standards so that all colleges and universities in this State that offer undergraduate degrees in education shall require that students successfully complete the basic skills examination that is developed in compliance with this chapter before final admittance into the undergraduate teacher education program. These program approval standards shall include, but not be limited to, the following:

(1) A student initially may take the basic skills examination during his first or second year in college.

(2) Students may be allowed to take the examination no more than four times.

(3) If a student has not passed the examination, he may not be conditionally admitted to a teacher education program after December 1, 1996. After December 1, 1996, any person who has failed to achieve a passing score on all sections of the examination after two attempts may retake for a third time any test section not passed in the manner allowed by this section. The person shall first complete a remedial or developmental course from a post-secondary institution in the subject area of any test section not passed and provide satisfactory evidence of completion of this required remedial or developmental course to the State Superintendent of Education. A third administration of the examination then may be given to this person. If the person fails to pass the examination after the third attempt, after a period of three years, he may take the examination, or any sections not passed for a fourth time under the same terms and conditions provided by this section of persons desiring to take the examination for a third time.

Provided, that in addition to the above approval standards, beginning in 1984-85, additional and upgraded approval standards must be developed, in consultation with the Commission on Higher Education, and promulgated by the State Board of Education for these teacher education programs.

(f) administer the basic skills examination provided for in this section three times a year.

(g) report the results of the examination to the colleges, universities, and student in such form that he will be provided specific information about his strengths and weaknesses and given consultation to assist in improving his performance.

(h) adopt program approval standards so that all colleges and universities in this State that offer undergraduate degrees in education shall require that students pursuing courses leading to teacher certification successfully complete one semester of student teaching and other field experiences and teacher development techniques directly related to practical classroom situations.

(i) adopt program approval standards whereby each student teacher must be evaluated and assisted by a representative or representatives of the college or university in which the student teacher is enrolled. Evaluation and assistance processes shall be locally developed or selected by colleges or universities in accordance with State Board of Education regulations. Processes shall evaluate and assist student teachers based on the criteria for teaching effectiveness developed in accordance with this chapter. All college and university representatives who are involved in the evaluation and assistance process shall receive appropriate training as defined by State Board of Education regulations. The college or university in which the student teacher is enrolled shall make available assistance, training, and counseling to the student teacher to overcome any identified deficiencies.

(j) the Commission on Higher Education, in consultation with the State Department of Education and the staff of the South Carolina Student Loan Corporation, shall develop a loan program in which talented and qualified state residents may be provided loans to attend public or private colleges and universities for the sole purpose and intent of becoming certified teachers employed in the State in areas of critical need. Areas of critical need shall include both geographic areas and areas of teacher certification and must be defined annually for that purpose by the State Board of Education. The definitions used in the federal Perkins Loan Program shall serve as the basis for defining "critical geographical areas", which shall include special schools, alternative schools, and correctional centers as identified by the State Board of Education. The recipient of a loan is entitled to have up to one hundred percent of the amount of the loan plus the interest canceled if he becomes certified and teaches in an area of critical need. Should the area of critical need in which the loan recipient is teaching be reclassified during the time of cancellation, the cancellation shall continue as though the critical need area had not changed. Additionally, beginning with the 2000-2001 school year, a teacher with a teacher loan through the South Carolina Student Loan Corporation shall qualify, if the teacher is teaching in an area newly designated as a critical needs area (geographic or subject, or both). Previous loan payments will not be reimbursed. The Department of Education and the local school district are responsible for annual distribution of the critical needs list. It is the responsibility of the teacher to request loan cancellation through service in a critical needs area to the Student Loan Corporation by November first.

Beginning July 1, 2000, the loan must be canceled at the rate of twenty percent or three thousand dollars, whichever is greater, of the total principal amount of the loan plus interest on the unpaid balance for each complete year of teaching service in either an academic critical need area or in a geographic need area. The loan must be canceled at the rate of thirty-three and one-third percent, or five thousand dollars, whichever is greater, of the total principal amount of the loan plus interest on the unpaid balance for each complete year of teaching service in both an

academic critical need area and a geographic need area. Beginning July 1, 2000, all loan recipients teaching in the public schools of South Carolina but not in an academic or geographic critical need area are to be charged an interest rate below that charged to loan recipients who do not teach in South Carolina.

Additional loans to assist with college and living expenses must be made available for talented and qualified state residents attending public or private colleges and universities in this State for the sole purpose and intent of changing careers to become certified teachers employed in the State in areas of critical need. These loan funds also may be used for the cost of participation in the critical needs certification program pursuant to Section 59-26-30(A)(8). Such loans must be cancelled under the same conditions and at the same rates as other critical need loans.

In case of failure to make a scheduled repayment of an installment, failure to apply for cancellation of deferment of the loan on time, or noncompliance by a borrower with the intent of the loan, the entire unpaid indebtedness including accrued interest, at the option of the commission, shall become immediately due and payable. The recipient shall execute the necessary legal documents to reflect his obligation and the terms and conditions of the loan. The loan program, if implemented, pursuant to the South Carolina Education Improvement Act, is to be administered by the South Carolina Student Loan Corporation. Funds generated from repayments to the loan program must be retained in a separate account and utilized as a revolving account for the purpose that the funds were originally appropriated. Appropriations for loans and administrative costs incurred by the corporation are to be provided in annual amounts, recommended by the Commission on Higher Education, to the State Treasurer for use by the corporation. The Education Oversight Committee shall review the loan program annually and report to the General Assembly.

Notwithstanding another provision of this item:

(1) For a student seeking loan forgiveness pursuant to the Teacher Loan Program after July 1, 2004, "critical geographic area" is defined as a school that:

(a) has an absolute rating of below average or unsatisfactory.

(b) has an average teacher turnover rate for the past three years that is twenty percent or higher; or

(c) meets the poverty index criteria at the seventy percent level or higher.

(2) After July 1, 2004, a student shall have his loan forgiven based on those schools or districts designated as critical geographic areas at the time of employment.

(3) The definition of critical geographic area must not change for a student who has a loan, or who is in the process of having a loan forgiven before July 1, 2004.

(k) for special education in vision, adopt program approval standards for initial certification and amend the approved program of specific course requirements for adding certification so that students receive appropriate training and can demonstrate competence in reading and writing braille.

(l) adopt program approval standards so that students who are pursuing a program in a college or university in this State which leads to certification as instructional or administrative personnel shall complete successfully training and teacher development experiences in teaching higher order thinking skills.

(m) adopt program approval standards so that programs in a college or university in this State which lead to certification as administrative personnel must include training in methods of making school improvement councils an active and effective force in improving schools.

(n) the Commission on Higher Education in consultation with the State Department of Education and the staff of the South Carolina Student Loan Corporation, shall develop a Governor's Teaching Scholarship Loan Program to provide talented and qualified state residents loans not to exceed five thousand dollars a year to attend public or private colleges and universities for the purpose of becoming certified teachers employed in the public schools of this State. The recipient of a loan is entitled to have up to one hundred percent of the amount of the loan plus the interest on the loan canceled if he becomes certified and teaches in the public schools of this State for at least five years. The loan is canceled at the rate of twenty percent of the total principal amount of the loan plus interest on the unpaid balance for each complete year of teaching service in a public school. However, beginning July 1, 1990, the loan is canceled at the rate of thirty-three and one-third percent of the total principal amount of the loan plus interest on the unpaid balance for each complete year of teaching service in both an academic critical need area and a geographic need area as defined annually by the State Board of Education. In case of failure to make a scheduled repayment of any installment, failure to apply for cancellation or deferment of the loan on time, or noncompliance by a borrower with the purpose of the loan, the entire unpaid indebtedness plus interest is, at the option of the commission, immediately due and payable. The recipient shall execute the necessary legal documents to reflect his obligation and the terms and conditions of the loan. The loan program must be administered by the South Carolina Student Loan Corporation. Funds generated from repayments to the loan program must be retained in a separate account and utilized as a revolving account for the purpose of making additional loans. Appropriations for loans and administrative costs must come from the Education Improvement Act of 1984 Fund, on the recommendation of the Commission on Higher Education to the State Treasurer, for use by the corporation. The Education Oversight Committee shall review this scholarship loan program annually and report its findings and recommendations to the General Assembly. For purposes of this item, a 'talented and qualified state resident' includes freshmen students who graduate in the top ten percentile of their high school class, or who receive a combined verbal plus mathematics Scholastic Aptitude Test score of at least eleven hundred and enrolled students who have completed one year (two semesters or the equivalent) of collegiate work and who have earned a cumulative grade point average of at least 3.5 on a 4.0 scale. To remain eligible for the loan while in college, the student must maintain at least a 3.0 grade point average on a 4.0 scale.

Appendix B:
2019-20
SC Teacher Loan Advisory Committee

1A.6. (SDE-EIA: CHE/Teacher Recruitment) Of the funds appropriated in Part IA, Section 1, VIII.F. for the Teacher Recruitment Program, the South Carolina Commission on Higher Education shall distribute a total of ninety-two percent to the Center for Educator Recruitment, Retention, and Advancement (CERRA-South Carolina) for a state teacher recruitment program, of which at least seventy-eight percent must be used for the Teaching Fellows Program specifically to provide scholarships for future teachers, and of which twenty-two percent must be used for other aspects of the state teacher recruitment program, including the Teacher Cadet Program and \$166,302 which must be used for specific programs to recruit minority teachers: and shall distribute eight percent to South Carolina State University to be used only for the operation of a minority teacher recruitment program and therefore shall not be used for the operation of their established general education programs. Working with districts with an absolute rating of At-Risk or Below Average, CERRA will provide shared initiatives to recruit and retain teachers to schools in these districts. CERRA will report annually by October first to the Education Oversight Committee and the Department of Education on the success of the recruitment and retention efforts in these schools. The South Carolina Commission on Higher Education shall ensure that all funds are used to promote teacher recruitment on a statewide basis, shall ensure the continued coordination of efforts among the three teacher recruitment projects, shall review the use of funds and shall have prior program and budget approval. The South Carolina State University program, in consultation with the Commission on Higher Education, shall extend beyond the geographic area it currently serves. Annually, the Commission on Higher Education shall evaluate the effectiveness of each of the teacher recruitment projects and shall report its findings and its program and budget recommendations to the House and Senate Education Committees, the State Board of Education and the Education Oversight Committee by October first annually, in a format agreed upon by the Education Oversight Committee and the Department of Education.

With the funds appropriated CERRA shall also appoint and maintain the South Carolina Teacher Loan Advisory Committee. The Committee shall be composed of one member representing each of the following: (1) Commission on Higher Education; (2) State Board of Education; (3) Education Oversight Committee; (4) Center for Educator Recruitment, Retention, and Advancement; (5) South Carolina Student Loan Corporation; (6) South Carolina Association of Student Financial Aid Administrators; (7) a local school district human resources officer; (8) a public higher education institution with an approved teacher education program; and (9) a private higher education institution with an approved teacher education program. The members of the committee representing the public and private higher education institutions shall rotate among those institutions and shall serve a two-year term on the committee. The committee must be staffed by CERRA, and shall meet at least twice annually. The committee's responsibilities are limited to: (1) establishing goals for the Teacher Loan Program; (2) facilitating communication among the cooperating agencies; (3) advocating for program participants; and (4) recommending policies and procedures necessary to promote and maintain the program.

Appendix C: Rural Recruitment Initiative

Under FY20 Proviso 1A.54 — Rural Teacher Recruiting Incentive, CERRA was charged with the responsibility to continue the efforts begun under the initial Rural Proviso, FY16 Proviso 1A.73. These efforts consisted of developing incentives to recruit and retain classroom teachers in rural and underserved districts that have experienced excessive turnover of teachers. Districts eligible to participate during FY20 met two criteria: 1) an average teacher turnover rate greater than 11%, as reported on the district's five most recent Report Cards and 2) not identified as one of the top 15 wealthiest districts in the state, based on the index of taxpaying ability. Thirty-five districts were determined to be eligible to request incentive funds.

Under the FY16 Rural Proviso, and in collaboration with the Governor's Office, the SC Department of Education, the Education Oversight Committee, and rural district representatives, CERRA developed a list of recommended recruitment and retention incentives. For subsequent years, these incentives were fine-tuned and expanded, to include additional incentives specifically delineated in the FY20 Proviso. Incentives included alternative certification fees; critical subject salary supplements; mentor supplements; graduate coursework and professional development costs; undergraduate loan forgiveness; and others. As required by the Proviso, an FY20 Proviso Status Report was submitted to the Governor's Office, the SC Senate, and the SC House of Representatives in July 2020.

For the 2020-21 school year (FY21), 43 public school districts in the state are eligible to apply for funds through the RRI. However, effectiveness data for these districts will not be available until next year, so this section of the report will focus on the 35 districts that were eligible for funds during the 2019-20 school year (FY20). All but one of the 35 eligible districts requested funds for teacher recruitment and/or retention incentives during FY20. Based on the 2020-21 Supply and Demand Survey data, 29 of these districts reported some improvement compared to the previous year – fewer teachers leaving, fewer positions still vacant after the school year started, or both. It should be noted that one of the eligible districts did not submit a survey for the 2020-21 school year. Further data analysis showed that 27 rural districts experienced fewer teacher departures overall. 24 districts had fewer early-career teachers leaving with no more than five years of SC teaching experience; 17 of these districts reported a decrease in the number of first-year departures specifically. Only nine districts, compared to 17 in 2019-20, indicated fewer teaching/service positions still vacant at the beginning of the current school year. Such a decline could be expected considering the statewide increase in vacancies reported this year.

Table 24
Rural Teacher Recruiting Initiative Funding during FY 2015-FY 2020

Fiscal Year	Proviso	Amount Allocated
2015-16	1A.73	\$1,500,000
2016-17	1A.64	\$9,748,392
2017-18	1A.59	\$12,974,900
2018-19	1A.59	\$9,748,392
2019-20	1A.59	\$ 7,597,392

Proviso 1A.59 continued during FY 2019-20 within CERRA to recruit and retain classroom educators in rural and underserved districts experiencing excessive turnover of classroom teachers on an annual basis. (Table 20) For the FY20 Proviso, the same amount was appropriated, but \$2,150,000 was diverted to programs at the University of South Carolina and State University. Thirty-five districts were determined to be eligible, as shown in Table 21.

Table 25
Districts Eligible for Rural Teacher Recruiting Initiative FY 2019-20

Allendale	Dillon 3	Laurens 55
Anderson 3	Dillon 4	Lee
Anderson 4	Dorchester 4	Lexington 4
Bamberg 2	Edgefield	Marion
Barnwell 19	Fairfield	Marlboro
Barnwell 29	Florence 2	McCormick
Barnwell 45	Florence 3	Newberry
Chester	Florence 4	Orangeburg
Clarendon 1	Greenwood 51	Saluda
Clarendon 2	Hampton 1	Sumter
Colleton	Hampton 2	Williamsburg
Darlington	Jasper	

Source: CERRA, 2020

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

DECEMBER 2020



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Executive Summary

At the beginning of each school year, the Center for Educator Recruitment, Retention, and Advancement (CERRA) administers the South Carolina (SC) Annual Educator Supply and Demand Survey to collect information on teachers entering the profession, those leaving their classrooms or the profession altogether, and positions that remain vacant. A total of 89 SC public school districts, centers, and state agencies submitted a survey for the 2020-21 school year. Below are some key findings from the survey:

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

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

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

I. Introduction

Since 2001, CERRA has administered the SC Annual Educator Supply and Demand Survey to all public school districts in the state. The number of districts has changed over the years with several consolidations and the addition of charter school districts. Currently, there are 79 traditional public school districts and two public charter school districts in South Carolina. Data from 78 traditional districts are included in this report, leaving only one district that did not submit a survey this year. Both charter school districts, the SC Public Charter School District and the Charter Institute at Erskine, also completed a survey. In addition, CERRA identified eight career and technology education (CTE) centers that serve multiple districts and/or function independently from the district in which the center resides. Most CTE centers in the state operate within a school district and their information is already accounted for in district surveys. Seven of the centers completed a separate survey. Finally, data also were collected from two state agencies that employ certified teachers, the SC Departments of Juvenile Justice and Corrections, bringing the total number of respondents to 89 for the 2020-21 school year.

Districts are allowed about one month to complete the survey as it is extremely comprehensive. Once responses are submitted, the data are analyzed and summarized in a statewide report. Data from the report are used to inform numerous legislative, regulatory, and policy decisions regarding teacher recruitment and retention in South Carolina. CERRA would like to thank the district representatives who complete this survey each year. Their collaboration enables the completion of this important process.

Note: When completing the survey, districts are asked to report positions in full-time equivalents (FTEs), based on 1.0 for full-time positions and 0.5, 0.75, etc. for part-time positions. For example, if one full-time and three half-time Spanish teachers are hired, the district would report a total of 2.5 FTEs filled rather than four teachers hired.

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

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

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

Although the actual number of allocated classroom positions may fluctuate each year, the ratios across school levels and teaching fields remain constant. Positions in primary/elementary schools consistently account for half of all certified teaching positions in the state. Middle level and secondary positions annually make up around 22% and 28% of the total, respectively. Across all grade spans, certified educators in service fields represent 9% of all positions in the state; nearly half of the service positions are allocated for school counselors.

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

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

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

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

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

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

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

Finally, personnel directors were asked to provide the number of teachers who were in the process of completing an alternative certification program before leaving the district. This particular group made up roughly 3% of the nearly 6,000 teachers who left their position.

IV. Teachers Hired for the 2020-21 School Year

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

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

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

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

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

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

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

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

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

It is always worth pointing out that the vacancies discussed in this section refer to positions that are still vacant after the start of the school year. This does not include the vacancies that were already filled with new hires leading up to that time. Some of these hires presumably became necessary in response to new teaching/service positions being created, particularly this school year with so many virtual options made available to families. With that being said, most teachers were hired for the 2020-21 school year as a result of departures from the previous year. Although fewer departures were reported this year, it is no surprise, considering the circumstances spawned by the pandemic, that districts have had (and continue to have) more difficulty filling school-level vacancies than in previous years.

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

In addition to classroom teachers and educators who provide direct instruction and support outside the classroom, district representatives were asked to provide information about administrators. In the Supply and Demand Survey, the term “administrators” refers to all employees in certified, non-teaching positions, not just those in supervisory roles. These include district-level administrators (superintendents, directors, etc.), school-based administrators (principals and assistant principals), and school-based, non-teaching positions (reading/literacy coaches, curriculum specialists, etc.).

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

VII. Rural Recruitment Initiative

Under the Rural Recruitment Initiative (RRI) FY21 Proviso, CERRA was charged with the responsibility to continue efforts begun under the initial FY16 Proviso. These efforts consisted of developing incentives to recruit and retain classroom teachers in rural and underserved districts that have experienced excessive teacher turnover. To be eligible for funds in FY21, districts must have met two criteria: 1) a five-year average teacher turnover rate of more than eleven percent, as reported in the district’s five most recent District Report Cards; and 2) not identified as one of the fifteen wealthiest districts, based on their index of tax-paying ability.

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

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

VIII. Conclusion

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

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

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

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

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

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

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

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

TOTAL Allocated Positions in 2020-21 (1A Total + 1B Total)	55,659.98
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Table 2A includes the number of certified teachers from 2019-20 who did not return to a teaching/service position in the same district for the 2020-21 school year.

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

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

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

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

Table 2C	Number of Departures
Alternative Certification Program	
PACE	140.50
American Board	12.00
Teachers of Tomorrow	11.00
District- or college/university-based program (APEC, CarolinaCAP, GATE, TeachCharleston, etc.)	9.00
Total	172.50

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

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

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

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

TOTAL New Hires for 2020-21 (3A Total + 3B Total)	6,307.60
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Table 3C includes the preparation program or source for each new hire reported in Tables 3A and 3B.

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

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

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

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

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

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

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

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

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

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

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

TOTAL Vacant Positions in 2020-21 (5A Total + 5B Total)	698.90
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Table 6 includes the number of newly hired administrators for the 2020-21 school year. Also included are administrator positions reported as vacant at the beginning of the 2020-21 school year.

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

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

Report Prepared By:

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

February 2021: Supply & Demand Update

In an effort to obtain more up-to-date information from school districts, CERRA recently contacted personnel directors to inquire about the number of additional teacher departures since they submitted a Supply and Demand Survey and the number of positions currently vacant in their schools. Below is a table that summarizes the data collected from districts at two different points during the 2020-21 school year.

This is the first time CERRA has conducted a mid-year Supply and Demand follow-up with districts. Therefore, no comparison data are available making it difficult to draw meaningful conclusions at this point. In February, districts reported an additional 677 teacher departures since completing their survey (most submitted in October). Some of these teachers went to another South Carolina school district, while others left the profession altogether. Districts also reported 515 vacant teacher positions, a decrease compared to the 680 vacancies from October. The decrease indicates that some of the vacancies have been filled since October, but new vacancies also are being created as teachers continue to resign.

Teacher* Supply & Demand Data	Data from 80 of 81 SC public school districts (as of October 2020)	Data from 79 of 81 SC public school districts (as of February 2021)
Teacher Departures	5,987	677 (additional)
Vacant Teacher Positions	680	515

**Teacher refers to certified classroom-based educators, as well as other certified educators who provide instructional/support services directly to students outside the classroom (school counselors, librarians, psychologists, and speech language pathologists).*



PROFILE OF THE SOUTH CAROLINA TEACHER WORKFORCE FOR 2018-2019

WORKING PAPER SERIES II:
WHAT WE KNOW ABOUT THE SOUTH CAROLINA
TEACHER WORKFORCE

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ABSTRACT

The United States is facing a national crisis in education with K-12 teacher shortages. The same is true for the state of South Carolina. To fully address teacher shortages, it is important to have a firm handle on the current landscape of the teacher workforce. Such datasets exist at the national level; however, until recently, there was no South Carolina-centric database. The South Carolina Teacher Education Advancement Consortium through Higher Education Research (SC-TEACHER) Center was commissioned to ascertain, through comprehensive research, the impact of teacher education recruitment, preparation, and retention activities on teacher effectiveness in South Carolina. The center is developing a South Carolina-centric longitudinal data system to contribute to an understanding of statewide issues of teacher turnover, while reconciling innovative efforts from across the state to better assess the impact those efforts are having in addressing teacher recruitment and retention. In this paper, we share findings from a study that was conducted to define the landscape of the South Carolina K-12 teacher workforce. The study examined key demographics of the teachers as well as the geographic context of the schools in which they teach and the socioeconomic context comparing various teacher demographics by the poverty level in which the schools were situated. Compared to national data, South Carolina had more Black teachers, fewer Hispanic teachers, more female teachers, more teachers with advanced degrees, and lower average teacher salary. However, the percentage of teachers of color in South Carolina is under representative of the student population suggesting the need for a focus on diversity in recruitment efforts for teacher preparation programs. Considering differences between schools in rural and urban locations of the state, rural schools tend to have teachers with more teaching experience, lower teacher performance on the assessment portion of the state teaching evaluation, and employment of more international teachers than urban schools. Comparing higher and lower poverty schools in the state, higher poverty schools tend to have more Black teachers, fewer White teachers, lower teacher salary, more international teachers, and fewer National Board-certified teachers than higher poverty schools.



INTRODUCTION

Our nation is facing an educational crisis with teacher shortages for K-12. The state of South Carolina is no exception to the teacher shortage crisis. Teacher shortages at the national and state levels leave many students taught by underqualified and ill-prepared candidates, placing their education at risk. Many view teacher shortages as primarily a recruitment challenge, as fewer individuals are expressing interest in the teaching profession (CERRA, 2018); however, roughly 67% of teacher vacancies exist due to teachers leaving the profession prior to retirement (Carver-Thomas & Darling-Hammond, 2017). Like other southern states, South Carolina's teacher turnover rates are higher than other areas of the U.S. In fact, the Center for Educator Recruitment, Retention, and Advancement (CERRA) 2017–2018 Supply and Demand Report provides compelling evidence of South Carolina's expanding teacher shortage crisis. The trend is clear. Fewer candidates are graduating from South Carolina's teacher education programs, while concurrently, a growing number of teachers are leaving the classroom during/at the end of the first year, and during/within the first five years of teaching (CERRA, 2018). Given the growing exodus from the profession, it is clear we cannot simply recruit teachers to fill the increasing number of vacancies without simultaneously “plugging the leaking dam” by understanding and addressing root causes of teacher turnover.

Based on the need to simultaneously increase teacher recruitment while dramatically improving retention in South Carolina, the South Carolina Teacher Education Advancement Consortium through Higher Education Research (SC-TEACHER) Center, housed in the College of Education at the University of South Carolina, was established to develop a centralized database for South Carolina-centric teacher data. Thus, the goal of SC-TEACHER is to understand, through comprehensive research, the impact of teacher education recruitment, preparation, and retention activities on teacher effectiveness as determined by the South Carolina Teaching Standards 4.0 rubric assessment and longevity in South Carolina. The center is developing a South Carolina-centric longitudinal data system to contribute to an understanding of statewide issues of teacher turnover, while reconciling innovative efforts from across the state to better understand the impact those efforts are having in addressing teacher recruitment and retention. To this end, the center's ongoing work focuses on investigating unique features of South Carolina's teacher shortage, as well as exploring novel teacher preparation programs and practices (e.g., embedded/immersed methods courses, extended student teaching, residency programs, ongoing professional development, and instructional coaching for early career teachers) that may serve to address systemic issues of teacher retention.

One of the first steps necessary in gaining an understanding of the teacher shortage in South Carolina was to identify the landscape of the teacher workforce in the state. To accomplish this goal, we gathered and analyzed South Carolina-centric data. Thus, the primary focus of this current study was to identify the demographics of K-12 teachers in South Carolina. The SC-TEACHER project team obtained data on South Carolina certified staff from the South Carolina Department of Education. A variety of information on educator backgrounds and experiences were available. This report summarizes information on key variables for the South Carolina teacher workforce from the 2018-2019 school year. Only certified staff employed in teaching positions for which data could be merged between files received were included in the analysis. The variables are organized into four main areas: personal demographics, information on teacher preparation, teaching experience, and teacher evaluation results.

Descriptive Background Demographics

Demographic variables available in the South Carolina teacher data files include gender and race/ethnicity. The majority of teachers in the United States are female, particularly in elementary grades. Some research suggests differences exist in expectations of male and female students by teacher gender. Research suggests that male students who lack male role models may benefit from having male teachers. Regarding the impact of teachers' gender on students' learning outcomes, literature revealed different findings. Some studies (e.g., Winters et al., 2013) found that having a female teacher had a positive impact on the learning outcomes of female students, while other studies (e.g., Ehrenberg et al., 1995) found no relationship between having a female teacher and female students' learning outcomes. Antecol et al. (2015) used data from a randomized experiment and found that having a female teacher was related to lower math scores of female students at primary schools in disadvantaged neighborhoods. However, these researchers did not find any associations between having a female teacher and male students' test scores (Antecol et al., 2015).

Literature suggests that a match between the race and ethnicity of teachers and students leads to better student outcomes, particularly in high-poverty schools with significant at-risk student populations (e.g., Ogbu, 1992). There are at least theoretical rationales that are commonly cited on why racially matched teacher role models have positive educational benefits for students of color. First, students of color benefit from seeing role models of their race in positions of authority (Villegas & Lucas, 2004). Second, teachers of color are more likely to have high expectations of students of color (Ferguson, 2003), who tend to be more sensitive to teacher expectations than middle-class White students (McKown & Weinstein, 2002). Third, as teachers tend to draw on their own cultural contexts when selecting instructional strategies and interpreting student behavior, disparities in disciplinary actions of students of color may be reduced by having teachers from diverse backgrounds.

Information on Teacher Preparation

The 2018 Census confirmed that American schools are serving an increasing number of students, and the National Center for Educational Statistics (2013) indicated that student enrollments are projected to rise. In this way, teacher shortages will increase the demand for teachers who have the necessary skills to create healthy student learning environments. Teacher preparation programs enable teachers to learn sophisticated abilities to improve academic outcomes for students. Research shows that the quality of the teacher is the most critical factor. Teachers influence students' academic outcomes (e.g., Goldhaber, 2002), and the effect of having a high-quality teacher can be profound. For example, Hanushek (2004) shows that a student with a very high-quality teacher will achieve a learning gain of 1.5 grade-level equivalents. There are fierce debates about how to provide high-quality trainings to teachers. Some researchers state that easing entry into teaching is necessary to attract strong candidates (U.S. Department of Education, 2002). However, other researchers say that investing in high-quality teacher preparation will better serve our nation's students (National Commission on Teaching and America's Future, 2006). Although researchers agree that teacher quality is an essential factor, there is limited research about the relationship between specific teacher credentials and teacher quality. Most researchers agree that there is no robust research basis for understanding how to best prepare teachers. In this paper, we consider several variables associated with teacher preparation in the database for South Carolina teachers. These include whether the teachers were prepared through an alternative certification route, have an international teaching certificate, have National Board certification, and completed a post-baccalaureate degree.

Post-Baccalaureate Degree

Previous studies show mixed findings of the effect of an advanced degree on student achievement. The advanced degree includes a master's or a doctoral degree. Ferguson and Ladd (2006) indicate the positive impact of an advanced educational level on elementary and middle students' performance. Goldhaber and Brewer (2008) suggest that advanced degrees' general measures are not related to high school students' achievement. However, in different subjects, subject-specific advanced degrees were found to impact student test scores positively in those subjects. Rowan, Chiang, and Miller (2010) further document the importance of subject-specific advanced degrees for high school students. Their study includes whether the teachers had majored in the same subject in undergraduate and graduate school. The results showed that teachers holding both a bachelor and a master's degree in the same subject area taught were the most beneficial for students' achievement. However, some studies (e.g., Eberts & Stone, 2014; Rowan, Correnti, & Miller, 2012) find either no discernable effect or even a negative effect of teachers holding advanced degrees on elementary student achievement.

Alternative Certification

According to the U.S. Department of Education (2003), alternative certification could increase teachers' quantity and quality. Alternative certification is sufficient to produce qualified teachers because candidates participate in intense sessions after a full day teaching, and each candidate can get help from two supervisors (Ovando & Trube, 2000). Teachers with alternative certification often tend to be employed in schools with more significant minority and economically disadvantaged students (Fuller & Alexander, 2003). Supporters point out that alternative certification is appropriate for nontraditional candidates, who are typically older and have non-education degrees and non-teaching experiences (Dill & Stafford-Johnson, 2002). There is limited research about alternative certification. Some studies compare alternative certification with traditional teacher education. The Thomas B. Fordham Foundation (1999) views that alternative certification training is superior to conventional university-based teacher education because the conventional teacher education requires many courses unrelated to classroom teaching. However, some research indicates that alternative certification reduces the amount of preparation, and research continues to document that the less preparation teachers have, the less students achieve (Boyd, Grossman, Lankford, Loeb, & Wyckoff, 2005).

International Teacher Certification

In partnership with the South Carolina Department of Education (SCDE), school districts in South Carolina are able to host international teachers who provide students with programs that are linguistically and culturally rich to better prepare them for future success in their personal, academic, and professional lives. The SCDE is a designated sponsor of an Exchange Visitor Program by the U.S. Department of State and sponsors teachers from other countries to teach in South Carolina through the International Visiting Teachers Program. Teachers are certified under the International certificate, which is a short-term certificate for teachers from other countries. These teachers come to the U.S. on a J-1 Visa program and are able to stay for up to three years. This program is used by some districts as a means to address teacher shortages.

National Board Certification

The National Board for Professional Teaching Standards® (NBPTS) was founded on the idea that the attributes that make experienced teachers useful can be identified and evaluated (Goldhaber, 2002). Research suggests that NBPTS holders represent a significantly higher teaching ability than do standard state-level license holders. There is a strong correlation between an applicant's performance on standardized tests and NBPTS certification (Goldhaber et al., 2004). Some studies find a positive connection between NBPTS certification status and student outcomes (Vandervoort et al., 2004) However, each above study suffers from serious data shortcomings. Bond et al. is based on a sample of 31 NBCTs, and the Vandervoort et al. study contains only 35 NBCTs. Besides, no study includes statistical adjustments for differences in student demographics. Because of the absence of rigorous quantitative studies on NBPTS, policymakers could not judge the relative costs and benefits of the NBPTS program, even though the program may improve student learning ability.

Teaching Experience

Experience variables include the number of years of teaching and salary. Years of experience of teachers in the United States were obtained from the 2020 report of the National Center for Education Statistics (NCES). Based on the data for the 2017-2018 school year, about 9% of the teachers had less than 3 years of teaching experience, 28% had between 3 and 9 years of experience, 40% had between 10 and 20 years of experience, and 23% had more than 20 years of experience. In addition, teachers' average base salaries were associated with their educational attainment. In the 2017-2018 school year, the average salary was \$49,900 for the teachers with a bachelor's degree, \$63,100 for those with a master's degree, \$66,500 for those with an education specialist degree or certificate, and \$69,500 for those with a doctoral degree (NCES, 2020).

Teacher Evaluation System in South Carolina

We used the South Carolina Department of Education website for the information about teacher evaluation. Evaluation variables include results of classroom observations and Student Learning Outcomes (SLO) evaluation processes. The South Carolina Teaching Standards (SCTS) 4.0 is the primary evaluation model for classroom-based teachers. The SCTS 4.0 rubric is based on the performance standards designed and validated by the National Institute for Excellence in Teaching (NIET). The SCTS 4.0 includes four domains: instruction, planning, environment, and professionalism. There are 12 indicators of instruction, three indicators of planning, four indicators of environment, and four indicators of professionalism. Each indicator is rated using a 4-point scale (1 - Unsatisfactory; 2 - Needs Improvement; 3 - Proficient; 4 - Exemplary).

The SLOs, a measure of teachers' contributions to student learning, is used as an artifact to support teachers' ratings based on the SCTS indicators. The SLOs evaluation rubric has four performance levels ranging from 1 (Unsatisfactory) to 4 (Exemplary). For example, if a teacher sets up rigorous goals for students, uses appropriate assessments to monitor student progress, strategically revises instruction, and between 90% and 100% of his/her students meet their growth targets, the teacher obtains 4 points (Exemplary). If a teacher inconsistently uses assessments, fails to monitor progress or adjust instruction based on progress monitoring data, and 0% - 50% of students meet their growth targets, this teacher obtains 1 point (Unsatisfactory). Teachers' SLOs scores are used as a modifier for the teacher's overall evaluation ratings. If a teacher earns an SLO score of 4 points, there will be an increase of 0.25 points in the teacher's overall evaluation rating. If a teacher earns an SLO score of 1 point, there will be a decrease of 0.25 points in the teacher's overall evaluation rating. If a teacher obtains an SLO score of 2 or 3 points, there will be no change on the teacher's overall evaluation ratings. If a teacher fails to complete the SLOs, the teacher will score 1 point on SLOs.

Teachers' overall rating is based on a 4-point composite score scale. A teacher obtains a performance level of "Unsatisfactory" with a composite score of 1.24 points or below. A teacher obtains a performance level of "Needs Improvement" with a composite score ranging between 1.25 and 2.25 points. A teacher obtains a performance level of "Proficient" with a composite score ranging between 2.26 and 3.75 points. A teacher obtains a performance level of "Exemplary" with a composite score of 3.76 or above. The final evaluation results have two categories: "Not Met" (Ratings of "Unsatisfactory" or "Needs Improvement") and "Met" (Ratings of "Proficient" or "Exemplary").

Key Comparisons among South Carolina Teacher Demographics

A purpose of the SC-TEACHER project is to provide data specific to the South Carolina teaching population. In addition, there is interest in comparing how the teacher workforce in South Carolina compares to that of the United States. The NCES collects and prepares summaries of teacher characteristics and trends. The NCES reports include national results on some teacher demographic and preparation variables that were also available in our South Carolina data so that comparisons may be made.

Geographic Context: Rural and Urban Comparisons

South Carolina includes a mix of rural and urban areas. Thus, we were interested in comparing teacher variables by schools in rural and urban areas of the state. South Carolina is composed of a mix of rural and urban school districts. In fact, 40% of our South Carolina students are educated in schools in the rural context. The NCES (2006) defines "rural" by three subtypes (fringe, distant, and remote) that differentiate rural locations based on the distance and size of the nearest urban area. These criteria assume that families served by a rural school located from a town of 10,000 are likely to have different opportunities and resources than families served by a rural school located 10 miles from an urban core with a population of 100,000. South Carolina has 298 schools designated as rural fringe, which means these schools are 5 miles or fewer from an urban area of at least 50,000 and 2.5 miles or fewer from an urban area of no more than 50,000. South Carolina has 203 schools labeled as rural distant, meaning these schools are no more than 25 miles from an urban area of at least 50,000 and no more than 10 miles from an urban area of no more than 50,000. Lastly, South Carolina has seven schools identified as rural remote, implying these schools are more than 25 miles from an urban area of at least 50,000 and more than 10 miles from an urban area of no more than 50,000. Regardless of rural subtype, schools in these communities tend to be smaller, with a national average enrollment of only 353 students, which translates to fewer teachers per grade level and fewer specialized personnel at the school level (Barton, 2012). Previous literature shows that in addition to limited resources and often poorer communities, teachers serving rural students tend to earn less than their counterparts in cities, suburbs, and towns. The average annual salary for rural teachers is \$44,000, compared to \$49,600 for all public school teachers (Coopersmith, 2009). Consequently, teachers in rural schools are less likely to have advanced degrees. In fact, Coopersmith (2009) showed that the number of teachers in rural public schools who have a master's degree or higher is 10.6 percentage points below the number for suburban schools. With a relatively high percentage of our state's students being educated in rural schools (40%), we deemed it important to compare teacher variables by schools in rural and urban areas of the state.

Socioeconomic Context: Poverty Levels of Comparison

South Carolina has a relatively high poverty rate compared to other states. Within the state, there are variations of high and low poverty areas. Thus, we were interested in comparing teacher variables by high and low poverty schools. It is well established that poverty has devastating impact on students' educational opportunity and outcomes. Low-income students' ability to climb the economic ladder might be jeopardized due to lack of opportunities for development (Snellman, Silva, Frederick, & Putnam, 2015). Poverty has a major effect on school choice and school quality for students, and families of low socioeconomic status (SES) have limited choices of schools (Nishimura & Raut, 2007). Giancola and Kahlenberg (2016) indicated that it was more difficult for high-achieving, low-income students to be admitted to selective institutions than others (Giancola & Kahlenberg, 2016). Specifically, low-income students who had similar test scores were more likely to attend two-year colleges (Hoxby & Avery, 2012) in comparison with wealthy students who tended to attend the more prestigious four-year institutions (Reardon, Baker, & Klasik, 2012). Studies found an association between poverty and students' academic performance, and low-income students tended to perform poorly on various academic measures (Olszewski-Kubilius, Steenbergen-Hu, Thomson, & Rosen, 2018). Fram, Miller-Cribbs, and Van Horn (2007) found that on average, children in high-minority and high-poverty schools had lower test scores. Similarly, Perry and McConney (2010) investigated secondary school students' reading, mathematics, and science achievement; and they found that school SES had significant impact on students' academic performance. In addition to the impact of poverty on school choice and student academic performance, poverty was also found to be associated with other school performance indicators. School poverty level influenced teachers' decisions to stay or leave the school. Teachers were more likely to leave schools that had high poverty populations (Smith & Ingersoll, 2004), and teacher turnover rates in Title I schools were nearly 50% greater than those in non-Title I schools (Carver-Thomas & Darling-Hammond, 2019). In addition, studies also found that high-poverty schools face more challenges in hiring teachers (Garcia & Weiss, 2019), and teachers who stayed in high-poverty schools were less qualified than those in low-poverty schools (Garcia & Weiss, 2019).

Research Questions

This paper addresses the following research questions:

- What are characteristics of the South Carolina teaching population considering personal demographics, teacher preparation and experience, and teacher evaluation results? How do these characteristics compare with teachers nationally for available variables?
- How do teacher characteristics (personal demographics, teacher preparation and experience, and teacher evaluation results) compare between rural and urban schools in South Carolina?
- How do teacher characteristics (personal demographics, teacher preparation and experience, and teacher evaluation results) compare between relatively high and low poverty schools in South Carolina?

DATA SOURCES AND METHODS

Data Sources

Files obtained include two files from the Professional Certified Staff (PCS) system: Staff and Positions. The PCS Staff file includes data on demographics, certification, education, experience, and salary for certified staff members employed in South Carolina. Identifiers provided in the PCS Staff file include certificate number and educator names. The PCS Positions file includes data on employment location and position for certified staff members in South Carolina. Only the certificate number is included as an identifier in the PCS Positions file. A file with summary information on educators' performance evaluations was also provided. Information on ADEPT and Student Learning Objectives (SLOs) for the 2018-2019 school year was included in this file. Identifiers provided in the evaluation file include certificate number and educator names.

The South Carolina school report card for 2018-2019 indicates that there were 52,733 teachers employed in state schools. The PCS Staff file included 84,268 records. After removing duplicate records, there were 42,035 unique educators in the file. Of these, 9,771 did not have a valid certificate number. After merging with the positions file using certificate number, there were 32,264 educators in the file. We selected educators who held teaching positions in 2018-2019, which included 25,568 teachers. Therefore, our analysis includes about half of the number of teachers reported on the school report card for the given year.

The latest national summary of teachers characteristics and trends from NCES is available from the 2017-2018 school year (<https://nces.ed.gov/fastfacts/display.asp?id=28>). We used available data from this source that were comparable with available data from the South Carolina sample of teachers.

Methods

Values of demographic variables for the South Carolina sample were calculated and compared to the comparable data from national figures. For all categorical variables, the percentages of teachers with the trait of interest were computed by the school where they worked in the 2018-2019 school year. For experience and salary, the mean was computed for teachers by their school in 2018-2019. Analysis was conducted by location (rural or urban) and poverty level. The schools were divided in half based on the poverty index from 2019 to form a group of high poverty schools and a group of low poverty schools.

Data Analyses

Separate analyses were conducted for urban/rural and high/low poverty halves. Independent two-sample t-tests for each variable were conducted between the two groups of interest using alpha of .05 to determine whether differences were statistically significant. Cohen's d was computed as an effect size measure to assess practical significance of differences. According to Cohen (1988), values of 0.2 are considered small, 0.5 are considered medium, and values of 0.8 are considered large.

RESULTS

Teaching positions included special education (itinerant, self-contained, and resource), pre-kindergarten, kindergarten, classroom, retired, and purchased-service teacher. The majority (81%) were classroom teachers. A total of 11% were special education teachers, 7% were pre-kindergarten or kindergarten teachers, close to 1% were retired teachers, and 0.1% were purchased-service teachers.

Table 1. Teaching Positions for SC Teachers in the 2018-2019 School Year

Teaching Position	Frequency	Percent
Pre-kindergarten (Child Development)	570	2.2
Kindergarten	1,227	4.8
Special Education (Itinerant)	75	0.3
Special Education (Self-Contained)	1,259	4.9
Special Education (Resource)	1,482	5.8
Classroom Teacher	20,692	80.9
Retired Teacher	231	0.9
Purchased-Services Teacher	32	0.1

Descriptive Background Demographics

Teacher Population

We compared the teacher population in South Carolina and the United States (Table 2). Data on the teacher population in the United States were from the NCES (2020). The majority (79%) of South Carolina teachers in the 2018-2019 school year were White and 15% were Black/African American. Relatively small percentages of teachers were Hispanic, Asian, and American Indian; and slightly more than 2% of teachers' race/ethnicity was unknown. In comparison with national data, South Carolina had a higher percentage of Black/African American teachers (15% vs 7%), a lower percentage of Hispanic teachers (2% vs 9%), and the same percentage of White teachers (79% for both). Considering gender, 81% of South Carolina teachers were female and 19% were male in the 2018-2019 school year. Nationally, 76% of teachers were female with South Carolina having 5% more female teachers. Examining race/ethnicity and gender in combination, 64% of South Carolina teachers were White females, 15% were White males, 12% were Black/African American females, and 3% were Black/African American males in the 2018-2019 school year. Regarding teachers' academic degree, a higher percentage of South Carolina teachers (63%) had a postbaccalaureate degree (i.e., master's, education specialist, or doctorate degree) in comparison with the national data (58%).

Table 2. Comparison of National and State Demographic Variables (%)

Demographic Variable		SC Data (2018-2019)	National Data (2017-2018)
Gender	Female	81	76
	Male	19	24
Race/Ethnicity	White	78.7	79
	Black/African American	15.2	7
	Hispanic/Latino	1.8	9
	Asian	1.5	2
	American Indian/Alaska Native	0.2	1
	Unknown	2.6	NA
	Two or more races	NA	2
	Pacific Islander	NA	<1
Degree	Postbaccalaureate	63	58
	Not Postbaccalaureate	37	42

Student Population

Comparing with the high percentage of White teachers nationwide, student population was more diverse. The NCES (2020) reported that among the 50.7 million students enrolled in public elementary and secondary schools in fall 2017, 24.1 million (47.5%) were White, 7.7 million (15.2%) were Black, 13.6 million (26.8%) were Hispanic, 2.8 million (5.5%) were Asian/Pacific Islander, and about 2.5 million (4.9%) were of two or more races or American Indian/Alaska Native. The state of South Carolina has its unique student population. According to the 45-day headcount of PK-12 in 2019-2020 school year, there were 787,069 actively enrolled students. Among them, about 50% were White, 33% were Black, 11% were Hispanic or Latino, 2% were Asian, and 5% were of two or more races, or American Indian/Alaska Native or Pacific Islanders (South Carolina Department of Education, 2020). Comparing student demographics in the U.S. and South Carolina, it appears that South Carolina has a much larger percentage of Black students.

Teacher Preparation

The majority (81%) of teachers had a professional certificate and about 12% had an initial certificate. About 2.7% were certified to teach through alternative certification programs, and about 2% had international teaching certificates. About 8% of South Carolina teachers in the 2018-2019 school year had National Board certification.

Education Level

Most teachers in South Carolina schools in the 2018-2019 school year had a post-baccalaureate degree (63%). Nationally, this figure was 58% in 2017-2018, according to NCES. Considering where South Carolina teachers completed their education, 67% of teachers earned their bachelor's degrees in South Carolina, 55% of teachers with master's degrees earned the degree in South Carolina, and 33% of teachers with doctorate degrees earned the degree in South Carolina.

Table 3. Certificate Class/Education Attainment of SC Teachers in the 2018-2019 School Year

Description	Frequency	Percent
Bachelor's	7,614	29.8
Bachelor's Plus 18	1,930	7.6
Master's	11,584	45.3
Master's Plus 30	3,950	15.5
Doctorate	479	1.9

Total years of teaching experience for South Carolina teachers in the 2018-2019 school year ranged from 0 to 55 with a median of 11, mean of 12.9, and standard deviation of 9.7 years.

Total salary for South Carolina teachers in the 2018-2019 school year ranged from \$0 to \$185,190 with a median of \$48,857, mean of \$49,193, and standard deviation of \$12,466.

Teacher Evaluation Results

The analysis of South Carolina teacher evaluation data was focused on different evaluation models, evaluation of teachers with different types of contracts, evaluation forms, SLOs evaluation ratings, final evaluation ratings, and decision making based on evaluation results. Regarding the evaluation models, almost all (99%) of a total of 24,899 teachers were evaluated using Expanded ADEPT (SCTS). A very small percentage (1%) of teachers were evaluated using 2006 ADEPT, SAFE-T, and other locally developed models.

The teacher evaluation system was implemented based on teachers with different types of contracts. Teachers who have met the formal evaluation criteria set by the State Board of Education, the requirements for annual-contract teachers set by the local board of trustees, and the requirements established by the State Board of Education for the professional teaching certificate are at the continuing-contract level. The majority (77%) of teachers were at the continuing-contract level. Teachers who have satisfied their induction requirements may be employed under an annual contract, and 12% of the teachers were at the annual contract level. Teachers who possess a valid South Carolina pre-professional teaching certificate may be employed under an induction contract for up to three years, and 8% of the teachers were induction teachers. Teachers who are eligible for an induction or an annual contract but who are hired on a date that would cause their period of employment to be less than 152 days during the school year may be employed under a letter of agreement, and 2% of teachers were in this category (South Carolina Department of Education, 2018).

Table 4. Evaluation Based on Contract Type and Forms of Evaluation

Evaluation	Type	N	%
Contract Type	Continuing Contract	19,162	76.96
	Annual Contract	3,057	12.28
	Induction Contract	2,020	8.11
	Letter of Agreement	521	2.09
	No Contract Level	139	0.56
	Total	24,899	100
Evaluation Form	Goals-based Evaluations (GBE)	17,508	70.32
	Formative	5,158	20.72
	Summative	2,204	8.85
	No Evaluation	29	0.12
	Total	24,899	100

In teacher evaluation, different forms of evaluation are adopted. Goals-based evaluation (GBE) is the most widely used evaluation form. GBE is an informal evaluation process designed for teachers at the Annual and Continuing contract levels who have successfully completed the summative evaluation, and 70.32% of the teachers were evaluated using the GBE. Formative evaluations are designed to promote professional growth and reflection, and 20.72% of the teachers were evaluated using formative evaluations. Summative evaluations are high-stakes accountability measures that are used to measure and report learning outcomes, and inform certificate advancement, contract status, and contract renewal; and 8.85% of the teachers were evaluated using summative evaluations.

South Carolina teachers' final ratings are based on the SCTS and the SLOs. The analysis of the SLOs scores of 21,122 teachers revealed that 37.46% of the teachers were rated as "Exemplary," 55.77% as "Proficient," 5.33% as "Needs Improvement," and 1.44% as "Unsatisfactory." Teachers' overall ratings were based on a composite score of SCTS and SLOs. The analysis results indicated that the majority (96.37%) of teachers were in the "Met" category, 1.17% were "Not Met," and 2.46% were in the category of "Incomplete." A teacher who is employed under an induction, annual, or continuing contract and who is absent for more than 20 percent of the days in the district's SBE-approved annual evaluation cycle may, at the recommendation of the district superintendent, have his or her ADEPT results reported to the SCDE as "Incomplete."

Table 5. Teacher Evaluation Ratings

Evaluation	Ratings	N	%
SLO Evaluations	Exemplary	7,912	37.46
	Proficient	11,779	55.77
	Needs Improvement	1,126	5.33
	Unsatisfactory	305	1.44
	Total	21,122	100
Final Evaluations	Met	23,733	96.37
	Not Met	288	1.17
	Incomplete	607	2.46
	Total	24,628	100

Teachers' evaluation ratings are used to inform employment. An analysis of 24,745 teachers' hiring status based on evaluations revealed that 90.24% of the teachers were rehired, 6.94% resigned, 1.42% retired, 0.51% were not rehired, and fewer than 1% were in the other hire status.

Comparison by the Geographic Context

We examined the variables for differences by schools located in rural and urban areas of South Carolina. Rural schools had a greater percentage of Black/African American teachers and a lower percentage of White teachers than urban schools where both differences were statistically significant with small effects. There was no statistically significant difference in the percentage of female teachers between rural and urban schools.

The percentage of teachers with international teaching certificates was statistically significantly greater for rural than urban schools with a small to medium effect. In addition, the percentage of teachers with National Board certification was statistically significantly greater for rural than urban schools with a small effect. There were no statistically significant differences in the percentage of teachers prepared through an alternative certification program or the percentage of teachers with a post-baccalaureate degree between rural and urban schools.

The mean years of experience for teachers was statistically significantly greater for rural than urban schools with a medium effect. The average salary for teachers was statistically significantly lower for rural schools than urban schools with a small effect.

Teachers in rural and urban schools performed similarly on the ADEPT teacher evaluation with no statistically significant differences between the percentage who "Met" standards overall or the percentage receiving ratings of "Exemplary" or "Proficient" for the SLO portion. There was a statistically significant difference in the percentage of teachers receiving "Exemplary" ratings on the SLO portion where rural schools had a lower percentage than urban schools with a small to medium effect.

Table 6. Summary Statistics, Inferential Tests, and Effect Sizes for Variables by Geographic Context

Variable	Rural Location			Urban Location			t-stat	p-value	Effect Size
	N	Mean	Std Dev	N	Mean	Std Dev			
% Black/African American Teachers	650	19.75	22.57	671	15.05	19.99	4.00	<.001	0.221
% White Teachers	650	71.68	27.74	671	76.31	25.26	-3.17	.002	0.175
% Female Teachers	650	79.95	21.87	671	81.55	20.62	-1.37	.172	0.075
% Teachers with Alternative Certification	650	2.63	5.19	671	2.37	4.36	0.98	.325	0.054
% International Teaching Certificate	650	3.31	8.57	671	1.26	4.19	5.50	<.001	0.305
% National Board Certified Teachers	650	6.07	8.15	671	7.55	8.96	-3.14	.002	0.173
% of Teachers with Master's Degree or Higher	650	61.38	19.18	671	59.3	20.94	1.88	.060	0.104
Mean Total Years of Experience	631	13.69	3.82	649	12.27	3.27	7.14	<.001	0.400
Mean Total Salary	631	47,966.49	4,668.11	649	49,072.16	4,815.29	-4.17	<.001	0.233
% who scored Met on ADEPT	650	94.89	18.86	671	94.48	20.68	0.38	.706	0.021
% who scored Exemplary or Proficient on SLO	650	87.31	24.34	671	85.14	29.32	1.47	.143	0.080
% who scored Exemplary on SLO	650	22.82	24.98	671	31.65	28.65	-5.98	<.001	0.328

Comparison by Poverty Level

Differences for all personal demographics of teachers between schools in relatively higher and lower poverty schools were statistically significant. Higher poverty schools had a greater percentage of Black/African American teachers and a lower percentage of White teachers than lower poverty schools with large effects. Higher poverty schools had a greater percentage of female teachers with a medium effect.

Considering teacher preparation variables, there were statistically significant differences between schools in relatively higher and lower poverty schools for all variables considered. Compared to lower poverty schools, higher poverty schools had greater percentages of teachers prepared through an alternative certification program (small effect), teachers with international teaching certificates (medium effect), and teachers with a post-baccalaureate degree (small effect). In addition, higher poverty schools had a lower percentage of teachers with National Board certification than lower poverty schools with a medium effect.

The mean years of experience was comparable between teachers from the higher and lower poverty schools and the difference was not statistically significant. Mean salary for teachers from the higher poverty schools was statistically significantly lower than that of teachers from the lower poverty schools with medium to large effects.

On the ADEPT evaluation, teachers from higher poverty schools had a greater percentage who “Met” expectations than teachers from lower poverty where the difference was statistically significant with a small effect. Considering the SLO portion of the evaluation, there was not a statistically significant difference in the percentage of teachers who were rated “Proficient” or “Exemplary” between the higher and lower poverty schools. However, the percentage of teachers who were rated “Exemplary” on the SLO portion was less for higher than lower poverty schools with statistical significance and a medium effect.

Table 7. Summary Statistics, Inferential Tests, and Effect Sizes for Variables by Poverty Halves

Variable	Upper Half			Lower Half			t-stat	p-value	Effect Size
	N	Mean	Std Dev	N	Mean	Std Dev			
% Black/African American Teachers	646	27.36	25.22	717	8.27	11.28	17.71	<.001	0.995
% White Teachers	646	66.45	27.57	717	80.74	23.84	-10.18	<.001	0.557
% Female Teachers	646	84.93	15.52	717	77.08	24.69	7.10	<.001	0.376
% Teachers with Alternative Certification	646	3.21	6.96	717	2.12	3.74	3.55	<.001	0.198
% International Teaching Certificate	646	4.02	9.16	717	0.8	3.45	8.41	<.001	0.475
% National Board Certified Teachers	646	4.75	7.77	717	8.47	8.95	-8.21	<.001	0.442
% of Teachers with Master's Degree or Higher	645	61.04	19.33	718	57.3	23.46	3.22	.001	0.173
Mean Total Years of Experience	645	12.77	3.99	676	12.97	3.42	-0.98	.329	0.054
Mean Total Salary	645	46,908.68	4,751	676	49,529.72	5,245.39	-9.53	<.001	0.523
% who scored Met on ADEPT	646	96.47	13.16	717	93.07	24.26	3.26	.001	0.172
% who scored Exemplary or Proficient on SLO	646	86.26	24.2	717	86.09	29.46	0.12	.907	0.006
% who scored Exemplary on SLO	646	21.99	23.98	717	31.76	29.34	-6.76	<.001	0.363

FINDINGS AND DISCUSSION

Findings for this study were derived from three data sources: two files from the Professional Certified Staff (PCS) system: Staff and Positions; the South Carolina school report card for 2018-2019; and the latest national summary of teacher characteristics and trends from NCES (2017-2018 school year). We focused the analyses on 12 variables: percentage of Black/African American teachers, percentage of White teachers, percentage of female teachers, percentage of teachers with alternative certification, percentage of teachers with an international teaching certificate, percentage of teachers with National Board certification, percentage of teachers with a master's degree or higher, mean number of years of teaching experience, mean total salary, percentage of teachers who scored "met" on ADEPT teaching evaluation review, percentage of teachers who scored "exemplary" or "proficient" on the SLO portion of their teaching evaluation, and percentage of teachers who scored "exemplary" on the SLO portion of their teaching evaluation. Of these, we were able to make state and national comparisons for teacher race/ethnicity, gender, degree attainment, and average salary.

Findings from this study were similar to national findings in that the percentage of White teachers were the same. However, differences were found for South Carolina from national findings in these areas: South Carolina had more Black teachers, fewer Hispanic teachers, more female teachers, more teachers with advanced degrees, and lower average teacher salary. Considering the 12 variables by geographic context, we found that schools in rural areas tend to have more Black teachers, fewer White teachers, more teachers with international certification, fewer National Board certified teachers, teachers with more years of experience, lower average teacher salary, and fewer scoring "Exemplary" on the SLO portion of the teaching evaluation compared to schools in urban areas. Considering the 12 variables by poverty rate, we found that schools with poverty indices in the upper half tend to have more Black teachers, fewer White teachers, more female teachers, more teachers certified through an alternative certification program, more teachers with international teaching certificates, fewer National Board certified teachers, more teachers with advanced degrees, lower average teacher salary, more teachers who scored "Met" on the ADEPT teaching evaluation, and fewer teachers who scored "Exemplary" on the SLO portion of the teaching evaluation.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

This study is the first of its kind to provide a profile of the South Carolina teacher workforce. With the commission of the SC-TEACHER Center, a South Carolina-centric database was developed. Thus, this newly developed database allowed for the variables identified in this study to be examined and presented. The database also will allow for subsequent variables and relationships of interest to the field of education to be examined and presented, all with South Carolina-centric data. There are several key demographics that are worth noting from these findings. First, South Carolina has more Black teachers compared to the nation. Further, more Black teachers work in rural than urban and in high poverty than low poverty schools. Student populations in rural and higher poverty schools tend to have more students of color. Thus, the diversity of teachers in these schools may have beneficial impacts on these students. However, the percentage of teachers of color in South Carolina is under representative of the student population suggesting the need for a focus on diversity in recruitment efforts for teacher preparation programs.

Considering differences between schools in rural and urban locations of the state, effect sizes were close to the medium range for mean years of teaching experience (rural greater than urban, $d=0.40$), percentage of teachers who scored “Exemplary” on the SLO portion of the teaching evaluation (rural less than urban, $d=0.33$), and percentage of international teachers (rural greater than urban, $d=0.31$). Comparing higher and lower poverty schools, effect sizes were medium to high for percentage of Black teachers (higher greater than lower, $d=1.00$), percentage of White teachers (higher less than lower, $d=0.56$), mean salary (higher less than lower, $d=0.52$), percentage of international teachers (higher greater than lower, $d=0.48$), and percentage of National Board certified teachers (higher less than lower, $d=0.44$).

Limitations and Recommendations

While this study provided a landmark milestone for South Carolina in identifying a profile of its teacher workforce, there were limitations. First, the data received from the SCDE represents about half the number of teachers reported by South Carolina. Data were provided in multiple files, and some files had missing teacher identification numbers and/or names. Future data collection should attempt to resolve issues of missing identification variables to ensure representation of the full population of South Carolina teachers. As such, South Carolina should capitalize on an opportunity to address unpacking both how a data system can support reliable numbers for the state and who is tasked with development, dissemination, and reporting such data upon which policy and practice decisions can be made. The sounder the data that are available, the sounder the decisions that can be made. SC-TEACHER is poised to lean into its mission to be that conduit for figuring out how to get more reliable data upon which to conduct further studies and assist policymakers and educators in making better informed decisions. Second, national data was from a different school year than the South Carolina data. National data was from the 2017-2018 school year, and South Carolina data was from the 2018-2019 school year. While we would not expect large differences from one school year to the next, using data from the same school year would improve validity of comparisons.

Given the growing presence of alternative certification programs in South Carolina, a more extensive examination of these programs is needed to determine their impact on student achievement, diversity of the teacher workforce, as well as addressing recruitment and retention challenges. Very few studies exist on the quality of an alternatively prepared teacher versus one that is traditionally prepared. While there are a number of characteristics of high-quality traditional teacher preparation programs (Thompson, Harbour, & White, 2019), relatively little is known about the characteristics of highly effective alternative certification programs in South Carolina. Beyond program effectiveness, the extent to which both traditional and alternative certification programs are successful in their efforts to recruit and prepare diverse teaching candidates is needed. A deeper examination of the extent to which South Carolina recruitment efforts specifically address the need for a diverse workforce is of value. Similar to certification pathways, a rigorous study of National Board certification and teacher effectiveness is needed. Given the significant number of National Board certified teachers in the state and continued discussion at a policy level of incentives for National Board certification, a deep investigation of its value in South Carolina may allow policymakers to make better informed decisions regarding incentives.

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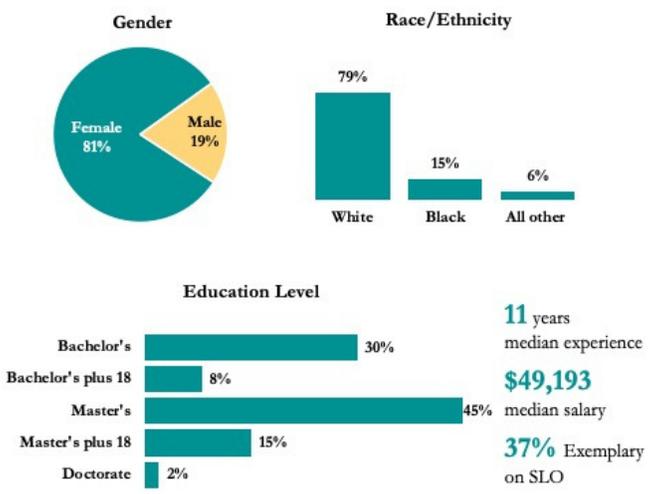
PROFILE OF THE SOUTH CAROLINA TEACHER WORKFORCE FOR 2018-2019

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University of South Carolina | September 2020



What are characteristics of the South Carolina teaching population? How do these characteristics compare nationally for available variables?

2018-2019 SC Teacher Workforce



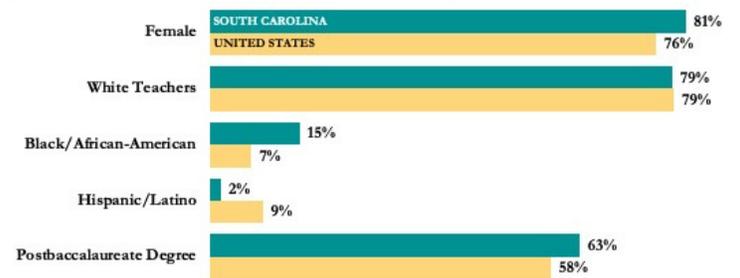
Key Finding #1

Most South Carolina teachers are female, White, and have earned a master's degree. The "middle most" (median) value for teaching experience is 11 years with a \$49,193 annual salary. 37% evaluated as Exemplary on Student Learning Objectives (SLO) measure.

Key Finding #2

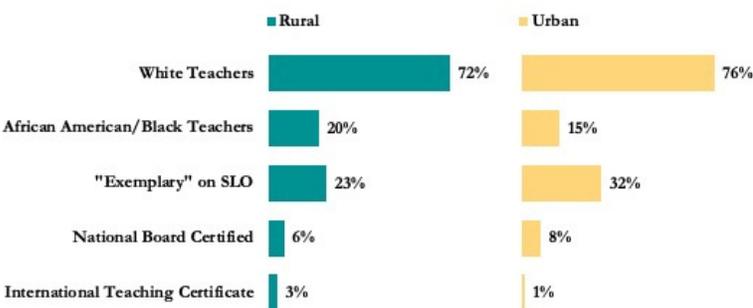
Compared nationally, South Carolina had more Black teachers, more female teachers, fewer Hispanic teachers, more teachers with advanced degrees, and lower average teacher salary.

Comparing South Carolina to the U.S.



How do teacher characteristics compare between rural and urban schools and between relatively high and low poverty schools in South Carolina?

Comparing Rural and Urban Schools in SC



Key Finding #3

Rural schools in SC tend to have teachers with lower performance on the assessment portion of the state teaching evaluation, fewer National Board certified teachers, and more Black and international teachers than urban schools.

Key Finding #4

Higher poverty schools in SC tend to have more teachers with a master's degree or higher, more teachers scoring "met" on ADEPT, more Black teachers, fewer White teachers, lower teacher salary, more international teachers, and fewer National Board certified teachers than lower poverty schools.

Comparing High to Low Poverty Areas in SC

	High Poverty	Low Poverty
Black/African-American Teachers	27%	8%
White Teachers	66%	81%
Female Teachers	85%	77%
International Teaching Certificate	4%	1%
National Board Certified Teachers	5%	8%
Teachers with Master's Degree or Higher	61%	57%
Scored "Met" on ADEPT	96%	93%
Scored "Exemplary" on SLO	22%	32%
Mean Total Salary	\$46,909	\$49,530

DISCUSSION AND RECOMMENDATIONS

- **Future data collection should attempt to resolve issues of missing identification variables to ensure representation of the full population of South Carolina teachers.**
- **National data were from a different school year from the South Carolina data. Using data from the same school year would improve the validity of comparisons.**
- **An extensive examination of alternative certification programs is needed to determine impacts on student achievement, diversity of the teacher workforce, and recruitment and retention challenges.**
- **A rigorous study of National Board for Professional Teaching Standards certification and teacher effectiveness is needed to allow policymakers to make better informed decisions regarding incentives.**

ABOUT SC-TEACHER

The South Carolina Teacher Education Advancement Consortium through Higher Education Research (SC-TEACHER) is funded by the Commission on Higher Education as a Center for Excellence. SC-TEACHER will examine the broad landscape of teacher recruitment, preparation, and retention practices in South Carolina—and build and deploy a state-centric, longitudinal database system to understand statewide issues and best practices for establishing protocols and to maintain a data infrastructure necessary to answer key questions posed by policymakers and practitioners. SC-TEACHER's work will inform Educator Preparation Programs, serve as an education research resource center, and provide evidence of effective teaching practices.