

Teacher Quality:

Recruitment And Retention



Teacher Salaries in NC

[Since 1990-91, teacher salaries have increased an average of 56.5%.]

- **Starting Salary** **\$25,250**
- **With 5 yrs. experience** **\$30,360**
- **With 10 yrs. experience** **\$34,120**
- **With 29+ yrs. experience** **\$45,380**
- **Master's Degree** **+ 10% at each step**
- **Natl. Bd. Cert.** **+ 12% for ten yrs.**

**2002-03 Teacher Salary Schedule, Bachelor's Degree ("A" License),
Effective Upon Ratification of Budget Bill Fall '02*



Teacher Salaries in NC

Raise Teacher Salaries 1% = \$34m

NC's average salary \$41,167

*Up to 21st in the nation from 29th
National average is 17th*

National Average \$43,335

NC is 95% of national average



*2002-03 Teacher Salary Schedule,
Bachelor's Degree ("A" License),
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Budget Bill Fall '02*

NC Teacher Profile

'01-02: 83,907 classroom teachers-
(73,290 state, 4,387 federal, 6,230 local)

'01-02: 11,007 instructional support personnel-
(8,596 state, 624 federal, 1,787 local)

“the average NC Teacher”-

white (84%)

female (80%)

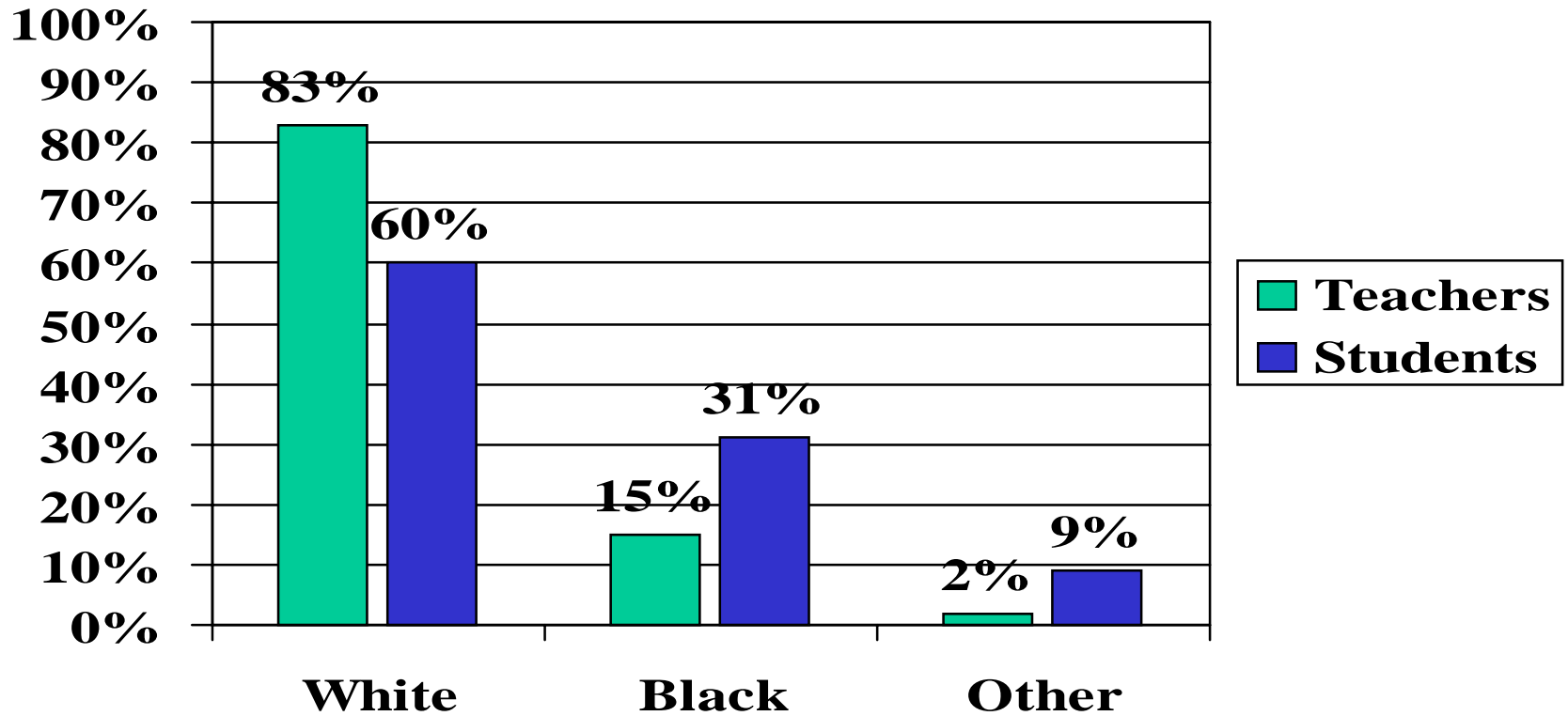
age 42

with just over 13 years of
experience

Broken service due to child-care



NC Teacher/Student Profile



Teaching Experience of Current Force

<i>Years</i>	<i>%</i>	<i>Years</i>	<i>%</i>
0-4	27.35%	15-19	11.89%
5-9	16.74%	20-24	13.44%
10-14	13%	25-29	12.14%
		30+	5.4%

- 54% are K-8 teachers
- 46% secondary & instructional support personnel
- 26% have a master's degree
- 3,668 have National Board Certification
(20% of the US total of over 16,000)

Supply & Demand...a Crisis Looms

Teacher & instructional support personnel in NC grew from 56,000 in 1980-81 to 86,815 in 2001-02.

Student enrollment is increasing over 20,000 new students each year and will continue to increase for next 10 years; NC will need 90,000 new teachers in the next decade.

Over 2,000 teachers retired in 2000 (64% full benefits, 36% reduced benefits) ...4,688 could retire this year.

And nearly 5,000 will leave for reasons other than retirement.

12,610 teachers left their position in 2000-01 under "all reasons." The turnover rate in 2000-01 was 13.96%

11,533 teachers left in 2001-02 -- a turnover rate of 12.49%

Teacher Attrition in NC

North Carolina and national attrition trends are similar:

- 17% leave by the end of 1 year
- 30% leave by the end of 3 years
- 36% leave by the end of 5 years
- 51% leave by the end of 12 years

Turnover Snapshot in NC:

1998 – 12.3%

1999 - 13.4%

2000 - 13.59%

2001 - 12.49%

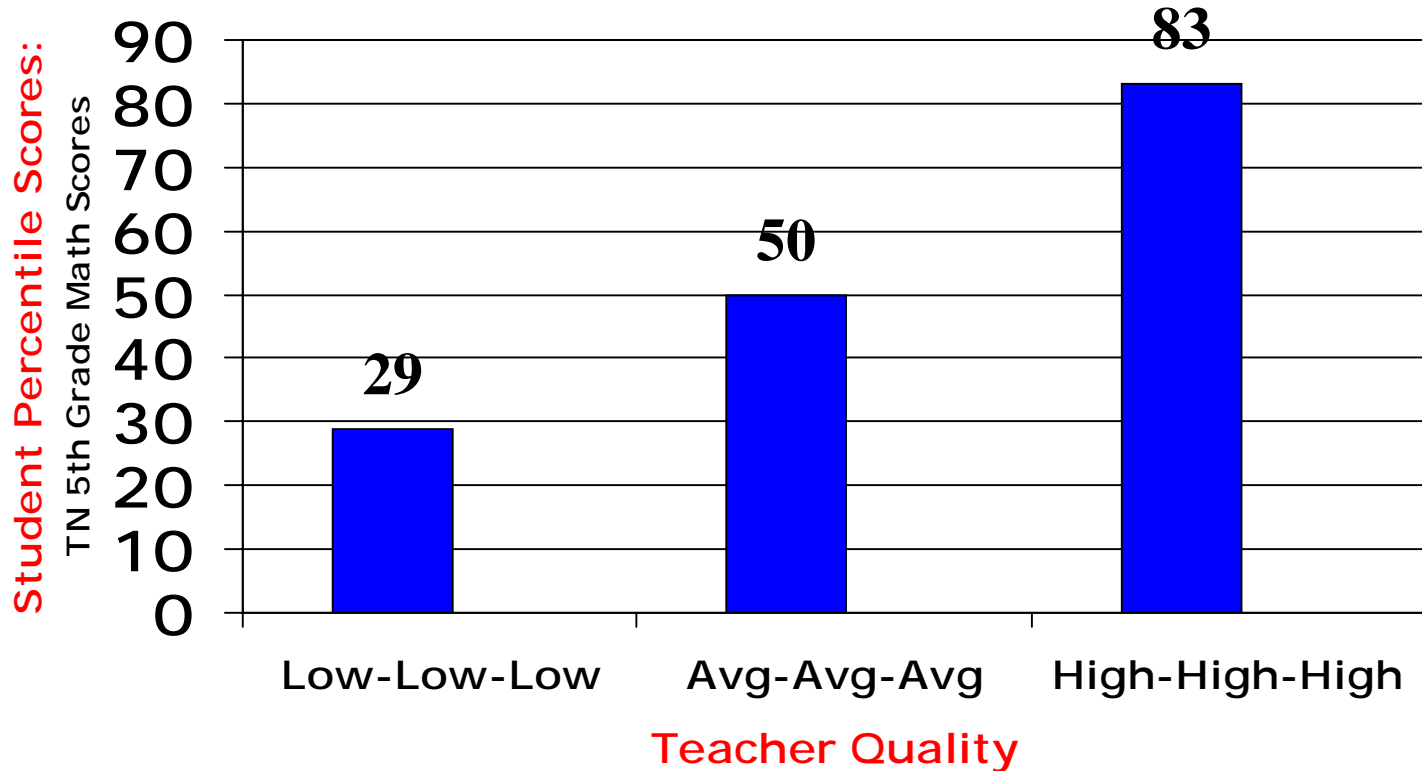
'01: Highest turnover: Weldon City - 31.36%

Lowest Turnover: Yancey Co. - 3.21%

'02: Highest turnover: Hertford Co. - 30.57%

Lowest Turnover: Yancey Co. - 2.63%

Cumulative Effects of Teaching "Little Evidence of Compensatory Effects"

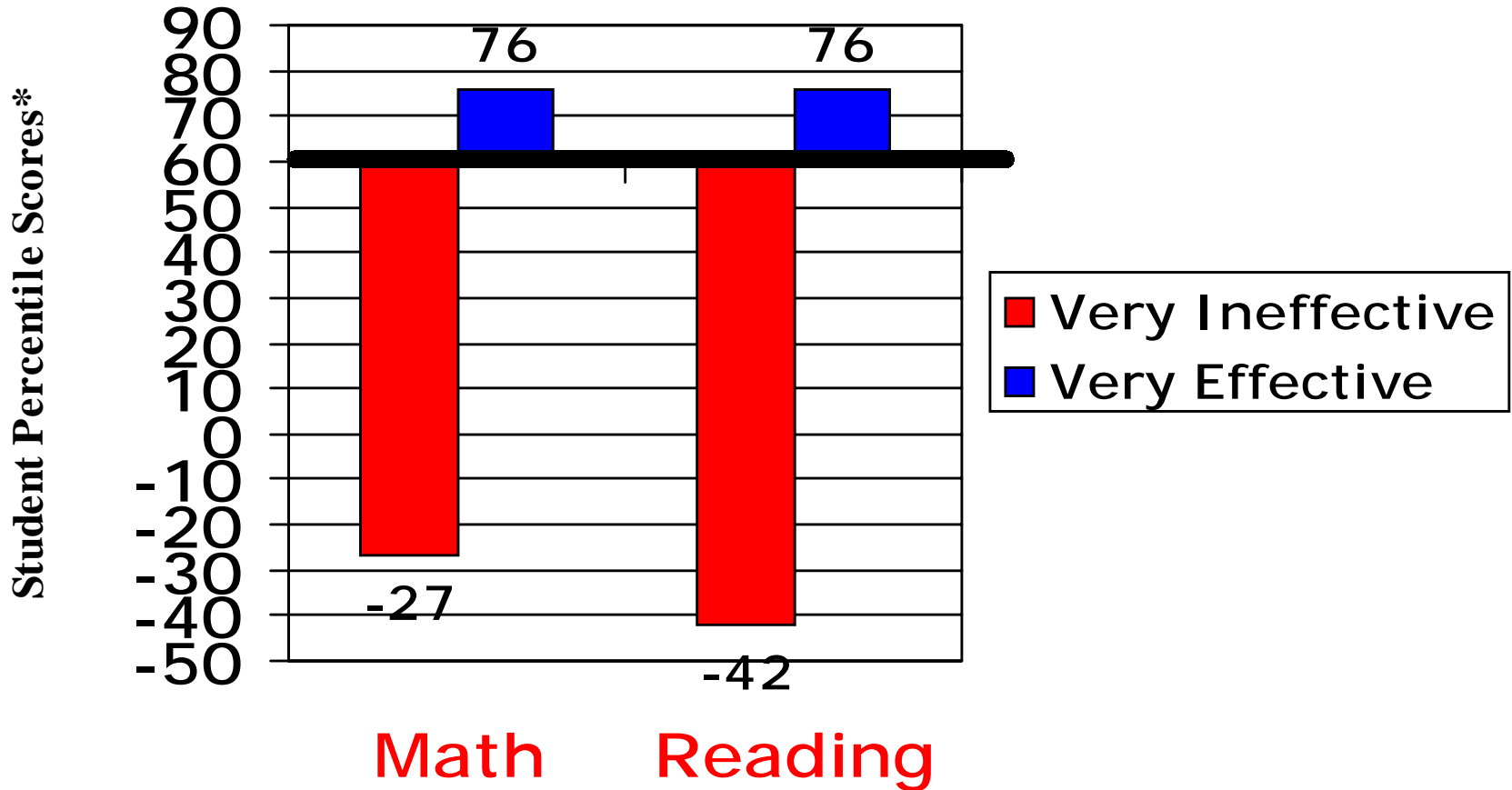


NC Institute for Educational Policymakers

Source: Sanders & Rivers, "Cumulative Effects of Teachers on Future Student Academic Achievement: (1996)



Cumulative Effects of Teaching "Little Evidence of Compensatory Effects"



NC Institute for Educational Policymakers



* Beginning percentile=60 5th Grade Math & 6th Grade Reading scores: Dallas, TX
Source: Jordan, Mendro, and Weerasinghe, "Teacher Effects on Longitudinal Student Achievement" (1997)

Dilemma for Policymakers: *Quantity Versus Quality*

Teacher recruitment is a high priority, as classrooms must have teachers:

Shortages are statewide, urban and rural and in every content;

ABCs plan producing “teacher flight” in low-performing schools;

Many low-wealth counties have no or very low supplements;

Areas of shortage include special education, math, science, Limited English Proficiency, and PRE-K.

Excellent Schools Act mandated higher standards for preparation and licensure for NC trained teachers.

NC has very high PRAXIS passing scores and rigorous initial licensure program (currently under review due to legislative action);

Lateral entry and alternative entry licenses a “two-edged sword.”

In March 2001, over 13,000 teachers held “other” licenses; a morale problem.

The Quality Issue... Sobering Thoughts to Ponder

As of March 2001:

823 emergency permits to practice

4,337 lateral entry licenses

4,380 provisional licenses

67 temporary permits

677 alternative entry

9,674

not fully certified

What Are They Teaching?

Top Ten teaching areas in which special licenses issued:

- 1 elementary (K-6)
- 2 learning disabled
- 3 6-9 (all content areas)
- 4 9-12 English
- 5 mentally disabled
- 6 behaviorally/
emotionally disabled
- 7 cross categorical
- 8 business education
- 9 9-12 mathematics
- 10 9-12 social studies



Teacher Preparation at NC Colleges & Universities

47 colleges & universities have approved teacher preparation programs

1998-99	3,358 student teachers
1999-00	3,389 student teachers

BUT.....

Only 2/3rds of student teachers were employed in NC schools the year after they graduated.

1998-99 cohort -only 63% employed

1999-00 cohort -only 66% employed

No Child Left Behind Act: Issues & Implications for Teacher Quality in NC

“Highly Qualified Teachers” applies to any public school teacher in a core academic subject supported by Title I Funds.



Effective first day of school in
2002-03.

Will apply to ALL teachers in the
core subjects by 2005-06.

No Child Left Behind Act: Issues & Implications for Teacher Quality in NC

Core subjects areas include:

English/Language Arts

Reading

Mathematics

Sciences

Foreign Languages

Social Sciences

The Arts

*Note: Vocational Ed. Courses are exempt
unless the class counts as meeting
requirement in one of the core subjects.*

Highly Qualified Teachers: Employment Criteria

Must hold at least a bachelor's degree and either:

1. Gained full State Licensure, or
2. Passed State licensing exam, and
3. Hold a license to teach in the State

Additional requirements exist depending on the grade level.

It appears alternative routes to licensing will meet the requirements.

Must be making adequate progress toward full certification/licensing

System must develop a plan to ensure that all teachers in systems receiving Title I funds must be increasing the number of Highly Qualified Teachers

Teacher Quality Parent Notification Required by No Child Left Behind Act

Requires that school systems notify parents of teachers (and teacher assistants) that do not meet the “highly qualified” requirements.



Language in the letter must be “parent friendly”.

NC DPI is working on draft letter guidelines for LEAs to follow.

Teacher Quality Parent Notification Required by No Child Left Behind Act

Parent's Right to Know

Requires LEAs to notify parents annually of their right to request information on the professional qualifications of their child's teachers:

1. Licensing for grade level & subject
2. Emergency or provisional status
3. B.A. major and graduate degrees
4. Paraprofessionals and qualifications

Requires LEAs to notify parents if students have a teacher for 4 weeks that is not "highly qualified."

ABCs Designations As of the 2001-02 School Year

Schools of Excellence: 90-100% of students' scores at or above Achievement Level III (grade level), school making Expected or High Growth

Schools of Distinction: schools must meet Expected Growth or better (90% do now).

Schools of Progress: schools meet expected growth and at least 60% of students' scores at or above Achievement Level III (but does not qualify as a School of Distinction).

ABCs Designations As of the 2001-02 School Year

No Recognition: 60-100% of students' scores at or above Achievement Level III, school making less than Expected Growth

Priority Schools: schools that have 50%-59% of students at level III or above (whether or not making expected growth), and schools with less than 50% at or above level II and making Expected Growth or better.

Low-Performing Schools: schools that do not make Expected Growth and have a performance composite of less than 50%. In 2004-05, less than 60% of students at level III.

ABCs Report for 2001-02

- 2001-02 was the 6th year that K-8 schools participated in the ABCs program, and the 5th year for high schools.
- More than 43% of NC school are Schools of Excellence or Schools of Distinction.
(227 Schools of Excellence and 336 Schools of Distinction)
- The number of low-performing schools declined from 31 in 2000-01 to 18 in 2000-02.
- Achievement gap between White and Black students narrowed in 2001-02. 52% of Black students scored at or above grade level in reading and math in 2000-01. In 2001-02 that number is up to 56% at grade level.
- Over 72,000 certified personnel and over 19,000 teacher assistants get bonuses this year of approximately \$101 million.