

TEACHERS

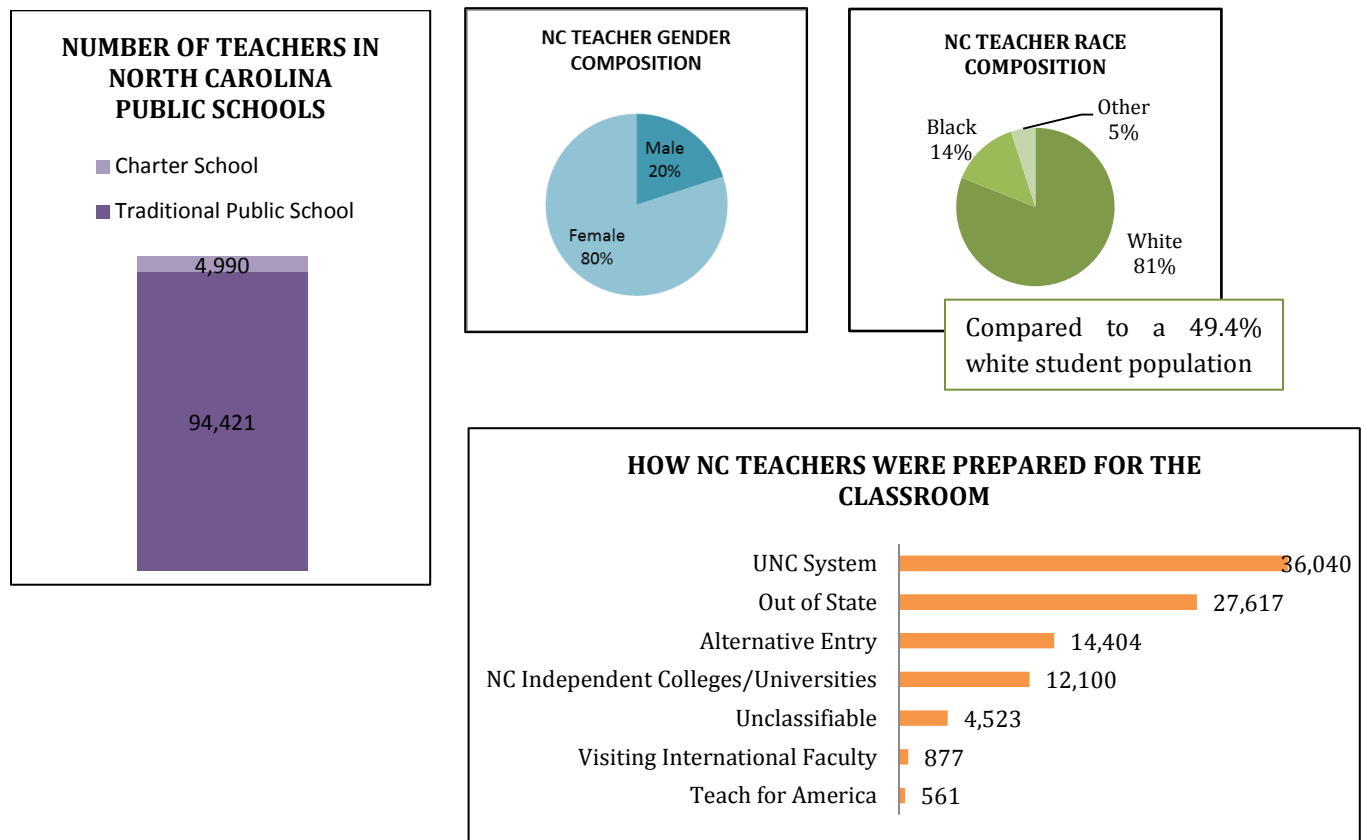
KEY ISSUES

Teachers have the largest influence of any school-based factor on student outcomes.

Recruiting and retaining quality teachers for North Carolina’s classrooms is a top priority. Many teachers are approaching retirement; fewer young people are choosing teaching as a profession; and it is becoming increasingly difficult to recruit teachers for hard-to-staff subjects (e.g., math, science, special education) and to teach in high-need schools. Schools in rural areas and high-poverty urban areas have had a particularly difficult time attracting and keeping teachers.

Teacher pay is an essential component of North Carolina’s ability to keep the best teachers, but we continue to rank below most other states, in the Southeast and nationally, on this crucial measure. Opportunities for career growth and professional development are also important for keeping teachers in the classrooms.

QUICK LOOK: DEMOGRAPHICS OF THE TEACHER WORK FORCE¹



¹ Number of Teachers, Gender and Race (2015-16) – NC DPI 2015-16 Statistical Profile Table 16.

Available at <http://www.ncpublicschools.org/fbs/resources/data/>.

Teacher Preparation Data (2013-14) -Staffing North Carolina’s Classrooms. Available at https://publicpolicy.unc.edu/files/2015/07/Staffing_North-Carolinas_Classrooms_Evidence-Connecting_Teacher-Preparation_to_Teacher-Outcomes_April-2016.pdf.

PUBLIC SCHOOL FULL-TIME PERSONNEL SUMMARY 2015-16

	<i>State</i>	<i>Federal</i>	<i>Local</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>White</i>	<i>Black</i>	<i>Other</i>
Official Admin, Managers	952	146	816	1,914	818	1,096	1,491	377	46
Principals	2,403	0	38	2,441	976	1,465	1,800	578	63
Assistant Principals, Nonteaching	2,019	7	827	2,853	1,062	1,791	1,878	877	98
Total Administrators	5,374	153	1,681	7,208	2,856	4,352	5,169	1,832	207
Elementary Teachers	43,893	3,585	2,917	50,395	5,426	44,969	42,030	6,194	2,171
Secondary Teachers	25,560	586	1,824	27,970	10,167	17,803	21,887	4,679	1,404
Other Teachers	12,892	2,153	1,011	16,056	3,649	12,407	12,609	2,660	787
Total Teachers	82,345	6,324	5,752	94,421	19,242	75,179	76,526	13,533	4,362
Guidance	3,498	46	378	3,922	500	3,422	2,700	1,071	151
Psychological	603	84	39	726	87	639	638	60	28
Librarian, Audiovisual	2,038	6	168	2,212	145	2,067	1,976	167	69
Consultant, Supervisor	693	438	423	1,554	245	1,309	1,238	270	46
Other Professional	3,968	646	2,230	6,844	1,002	5,842	5,011	1,475	358
Total Professionals	10,800	1,220	3,238	15,258	1,979	13,279	11,563	3,043	652
Teacher Assistants	14,618	4,131	2,299	21,048	2,504	18,544	12,554	7,296	1,198
Technicians	519	147	1,045	1,711	954	757	1,082	538	91
Clerical, Secretarial	5,474	262	4,549	10,285	405	9,880	7,345	2,361	579
Service Workers	11,638	335	7,718	19,691	6,708	12,983	8,963	9,376	1,352
Skilled Crafts	965	19	2,063	3,047	2,825	222	2,380	560	107
Laborers, Unskilled	346	23	324	693	349	344	334	321	38
Total Other	33,560	4,917	17,998	56,475	13,745	42,730	32,658	20,452	3,365
TOTAL	132,079	12,614	28,669	173,362	37,822	135,540	125,916	38,860	8,586

Source: NC DPI 2015-16 Statistical Profile Table 16. Note: This chart does not include Charter/Regional Schools personnel.

SUPPLY AND DEMAND FOR TEACHERS

A growing number of quality teachers will be needed in North Carolina over the coming years. Driving the demand for new teachers are three major factors:

- 1) **Growing Student Population:** North Carolina's student population is growing and changing. Urban areas are growing in population annually and an estimated 20,000 students are expected to be added to the North Carolina school system every year.
- 2) **Retiring Educators:** A large number of baby boomers are approaching retirement age. As an entire generation of teachers prepares for retirement, North Carolina faces a teacher shortage predicament.
- 3) **Teacher Turnover:** 14,255 teachers left their school in 2014-15, either to retire, move to a different LEA or state, or change professions. The high level of teacher turnover requires a great deal of yearly recruitment and places a heavy financial burden on districts as they recruit and train new teachers.²

² NC DPI 2014-2015 State of the Teaching Profession in North Carolina. Available at <http://www.ncpublicschools.org/docs/educatoreffectiveness/surveys/leaving/2014-15turnoverreport.pdf>.

While teacher supply shortages affect the state as a whole, some regions face dilemmas that are unique to their circumstances. In large, populous counties like Wake or Mecklenburg, the largest challenge may be recruiting additional teachers to fill classrooms for a growing student population. In slow growing counties, it may be combating high retirement rates of long-term faculty members. Data on teaching in North Carolina shows us that virtually all counties face the problem of finding qualified educators to teach specialized subjects including:

- ✓ mathematics
- ✓ science
- ✓ special education
- ✓ limited English proficiency

The schools facing the greatest challenges are those in rural areas, those with low teacher salary supplements, and those that serve high numbers of disadvantaged young people. Not surprisingly, teachers tend to gravitate toward schools that offer an attractive quality of life, higher pay, or the opportunity to work with motivated students. Conversely, teachers are more likely to leave school systems that offer fewer financial or other rewards, and those that serve more challenging student populations.

In addition to teachers leaving the classroom, enrollment in the UNC system’s College of Education has declined dramatically over the last few years. This crucial tributary flowing into the state’s teacher pipeline produces more than a third of all North Carolina teachers, and researchers have found that these teachers outperform those prepared through other channels.

CHANGE IN EDUCATION DEGREE ENROLLMENT (2010-13)

UNC SYSTEM PROGRAM	ENROLLMENT CHANGE (# OF STUDENTS)	ENROLLMENT CHANGE (%)
Appalachian State	-641	-16.9%
East Carolina	-328	-9.6%
Elizabeth City State	-241	-36.8%
Fayetteville State	-218	-28.5%
N.C. A&T	-201	-15.9%
N.C. State	-376	-20.7%
UNC-Asheville	-39	-39.8%
UNC-Chapel Hill	-164	-29.1%
UNC-Charlotte	-403	-12.8%
UNC-Greensboro	-481	-20.1%
UNC-Pembroke	-443	-29.0%
UNC-Wilmington	-31	-3.4%
Western Carolina	-330	-17.0%
Winston-Salem State	-237	-39.4%

Source: Browder, C. (2014, August 15). "Fewer NC students seeking teaching degrees." WRAL.com.

TEACHER TURNOVER

The total turnover of teachers across North Carolina was higher in 2014-15 than it had been in any other year. Annual teacher turnover data shows that out of the 96,081 teachers employed during the 2014-2015 school

year, 14,255 teachers left their LEAs, resulting in an overall state attrition rate of 14.84%, up from the 2013-14 rate of 14.12%.³

Below is a list of the reasons teachers left the school system in 2014-15.

Reason for Leaving School System (2014-2015)	Percentage of teachers leaving for this reason	Number of teachers leaving for this reason
Total: Turnover but remained in education	32.99%	4,492
Resigned to teach in another NC LEA	22.62%	3,082
Move to non-teaching position in education	6.91%	941
Resigned to teach in NC Charter School	1.89%	258
Resigned to teach in an NC non-public/private school	1.54%	211
Total: Turnover for personal reasons	41.72%	5,681
Resigned due to family responsibilities/childcare	5.55%	757
Resigned to continue education/ sabbatical	2.10%	286
Resigned due to family relocation	11.36%	1,547
Resigned to teach in another state	7.54%	1,028
Dissatisfied with teaching/career change	8.87%	1,209
Resigned due to health/disability	1.43%	195
Retired with reduced benefits	3.51%	479
Re-employed retired teacher resigned	1.32%	180
Total: Turnover initiated by LEA	7.21%	982
Dismissed	0.12%	17
Non-renewal (probationary contract ended)	0.89%	121
Interim contract ended/not rehired	4.70%	640
Resigned in lieu of dismissal	1.10%	151
Resigned in lieu of non-renewal	0.04%	6
Did not obtain or maintain license	0.35%	47
Total: Turnover beyond control	16.34%	2,226
Reduction in force	0.09%	13
Retired with full benefits	12.89%	1,755
Deceased	0.38%	52
Resigned due to movement required by Military Orders	0.93%	126
End of VIF term	0.48%	66
End of Teach for America term	0.84%	114
Total: Turnover by other reasons	7.16%	975
Resigned for other reasons	5.35%	729
Resigned for unknown reasons	1.79%	245
Totals	100%	14,255

Source: NC DPI 2014-2015 State of the Teaching Profession in North Carolina.

³ NC DPI 2014-2015 State of the Teaching Profession in North Carolina.

2014-2015 TEACHER TURNOVER (AS REPORTED BY LEAS)

LEA	Total Teachers	Teachers Leaving	Teachers Leaving with Tenure	Turnover Percentage
Alamance	1,507	231	166	15.33
Alexander	338	29	22	8.58
Alleghany	121	114	9	11.57
Anson	232	39	27	16.81
Ashe	237	22	18	9.28
Asheboro City	356	49	33	13.78
Asheville City	327	56	36	17.13
Avery	164	10	7	6.10
Beaufort	500	66	50	13.20
Bertie	185	57	34	30.81
Bladen	334	65	51	19.46
Brunswick	805	120	94	14.91
Buncombe	1,672	217	163	12.98
Burke	847	79	78	9.33
Cabarrus	1,895	264	206	13.93
Caldwell	838	63	52	7.52
Camden	125	14	8	11.20
Carteret	650	85	66	13.08
Caswell	195	33	20	16.49
Catawba	1,050	124	105	11.81
Chapel Hill-Carrboro	942	175	133	18.58
Charlotte-Mecklenburg	8,609	1,420	858	16.49
Chatham	588	75	57	12.76
Cherokee	256	24	17	9.38
Clay	99	11	9	11.11
Cleveland	1,115	144	117	12.91
Clinton City	210	35	26	16.67
Columbus	397	68	50	17.13
Craven	948	167	115	17.62
Cumberland	3,650	641	483	17.56
Currituck	254	32	24	12.91
Dare	396	39	31	9.85
Davidson	1,204	112	86	9.30
Davie	436	57	42	13.07
Duplin	643	92	62	14.31
Durham	2,389	488	326	20.43
Edenton-Chowan	164	34	25	20.73
Edgecombe	394	95	65	24.11

Elizabeth City-Pasquotank	389	68	51	17.48
Elkin City	88	7	6	7.95
Franklin	579	106	72	18.31
Gaston	1,906	247	190	12.96
Gates	131	12	8	9.16
Graham	87	5	5	5.75
Granville	503	105	71	20.87
Greene	223	49	31	21.97
Guilford	4,984	745	534	14.95
Halifax	227	68	40	29.96
Harnett	1,370	266	158	19.42
Haywood	522	60	44	11.49
Henderson	921	121	98	13.14
Hertford	218	41	27	18.81
Hickory City	299	64	44	21.40
Hoke	549	142	80	25.87
Hyde	62	14	11	22.58
Iredell-Statesville	1,300	191	155	14.69
Jackson	250	37	22	14.80
Johnston	2,292	321	230	14.01
Jones	100	17	58	18.59
Kannapolis City	382	71	58	18.59
Lee	636	118	66	18.55
Lenoir	581	75	48	12.91
Lexington City	219	54	36	24.66
Lincoln	789	81	68	10.27
Macon	324	47	39	14.51
Madison	191	16	9	8.38
Martin	259	25	23	9.65
McDowell	439	48	34	10.93
Mitchell	148	16	16	10.81
Montgomery	283	39	24	13.78
Moore	833	144	114	17.29
Mooresville Graded	354	42	34	11.86
Mount Airy City	120	17	17	14.17
Nash-Rocky	947	174	128	18.37
New Hanover	1,686	212	178	12.57
Newton Conover	205	37	28	18.05
Northampton	155	52	28	33.55
Onslow	1,589	246	163	15.48
Orange	559	90	71	16.10
Pamlico	104	17	7	16.35

Pender	531	78	60	14.66
Perquimans	121	25	14	20.66
Person	311	62	42	19.94
Pitt	1,638	286	196	17.47
Polk	189	22	21	11.64
Randolph	1,193	153	116	12.82
Richmond	497	97	59	19.52
Roanoke Rapids	190	28	23	14.74
Robeson	1,505	273	160	18.14
Rockingham	881	93	71	10.56
Rowan- Salisbury	1,300	183	144	14.08
Rutherford	556	51	37	9.17
Sampson	570	61	42	10.70
Scotland	432	82	56	18.98
Stanly	607	71	62	11.70
Stokes	471	57	46	12.10
Surry	543	52	46	9.58
Swain	139	16	13	11.51
Thomasville City	168	36	23	21.43
Transylvania	273	44	40	16.12
Tyrrell	49	5	4	10.20
Union	2,567	401	312	15.62
Vance	486	92	69	18.93
Wake	10,144	1,355	1,057	13.36
Warren	163	49	28	30.06
Washington	113	35	29	30.97
Watauga	355	52	35	14.65
Wayne	1,218	142	106	11.66
Weldon City	74	13	4	17.57
Whiteville City	163	19	17	11.66
Wilkes	631	63	39	9.98
Wilson	747	124	88	16.60
Winston-Salem/Forsyth	3,826	472	364	12.34
Yadkin	377	33	30	8.75
Yancey	171	10	8	5.85

Source: NC DPI 2014-2015 State of the Teaching Profession in North Carolina.

TEACHER LICENSING & STANDARDS

All professional employees of public schools must hold a professional educator's license, issued by NC DPI, for the subject or grade level they teach or for the professional education assignment they hold. NC DPI offers three variations of the professional educator's license, listed below.

- **Standard Professional 1 (SP1) Professional Educator's Licenses** are intended for teachers with 0-2 years of teaching experience, and are valid for three years. To be issued a SP1 Professional Educator's License, an individual must have:
 - completed a state approved teacher education program from a regionally accredited college or university, or
 - completed another state's approved alternative route to licensure, met the federal requirements to be designated as "Highly Qualified," and earned a bachelor's degree from a regionally accredited college.
 - Praxis II Testing - for middle grades (6-9), secondary (9-12), K-12 (except Exceptional Children: General Curriculum) license areas.
 - Pearson Test for North Carolina: Foundations of Reading and General Curriculum (effective October 1, 2014) - for Elementary Education and Exceptional Children: General Curriculum licenses only.

- **Standard Professional 2 (SP2) Professional Educator's Licenses** are intended for teachers with 3 or more years of teaching experience, and are valid for five years. Teachers who are fully licensed and "Highly Qualified" in another state who have three or more years of teaching experience in another state AND who meet NC State Board of Education approved licensure exam requirements OR have National Board Certification are issued the SP2 Professional Educator's license.

- **Lateral Entry Licenses** are intended for individuals who did not follow a traditional teaching preparation path but who wish to enter teaching, either straight out of college or as mid-career professionals. To qualify for a lateral entry license, individuals must hold a Bachelor's Degree from a regionally accredited college or university and meet two other criteria from a list of qualifications. These criteria include:
 - Relevant degree or 24 Semester Hours of course work in core area
 - Minimum college GPA requirement
 - Passing score on the NC State Board of Education approved licensure exams
 - Passing scores on Core Academic Skills for Educators, or a total SAT score of 1100, or a total ACT score of 24 plus a GPA requirement
 - Five years of experience in work considered relevant by the employing LEA⁴

LICENSURE ISSUES

The topic of teacher licensure reveals a tension between keeping up with high demand for new teachers while maintaining high teaching standards for those entering the profession.

In recent years North Carolina has boasted one of the highest passing rates in the nation for the PRAXIS exam, the most demanding exit examination now available for college students and mid-career professionals entering the teaching profession. The high standards held for North Carolina teachers have resulted in fewer college seniors qualifying for the initial teacher license. Therefore, the increasing demand for teachers has resulted in heightened pressure for less stringent licensure standards.

The option for lateral entry into teaching has become a way to recruit teachers for specific content areas or into regions of greatest need. Some wishing to enter teaching laterally, however, are confronted with rules and

⁴ NC DPI, Qualifying for a Lateral Entry License. Available at <http://www.ncpublicschools.org/docs/licensure/lateralentry.pdf>.

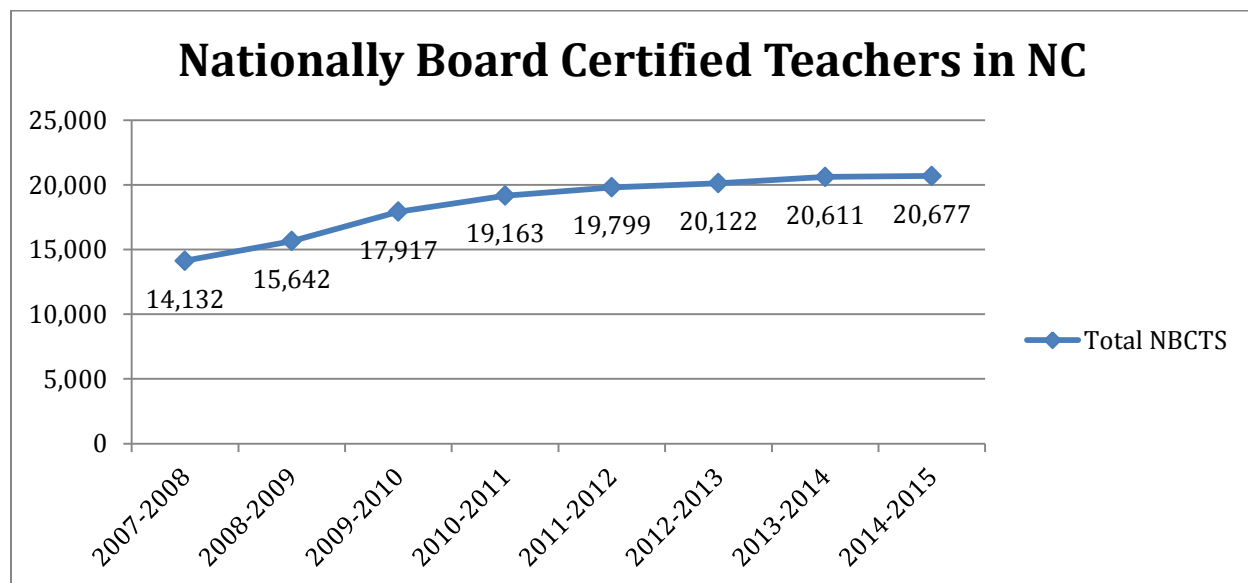
regulations that could require them to go back to college for a year or more of additional work before being able to enter teaching. In some cases, especially in areas of shortage such as mathematics and science, college graduates are allowed to enter the classroom while they are taking additional courses in education. Given the relatively low salaries of teachers as compared to other professions for college graduates, few people have the motivation to return to college for a year in order to secure a teaching job. To combat this issue, some programs have created specific pipelines to make the lateral entry process smoother and more appealing, particularly for college graduates.

Policymakers confronted with the maze of rules and regulations governing teaching quickly discover that there is no consensus in the education community as to what would represent adequate minimum preparation for someone coming into the field. Issues of contention include essential coursework as well as how to effectively balance hours of classroom experience with traditional college-level coursework.

NATIONAL BOARD CERTIFICATION

National Board Certification is a concept advanced by the Carnegie Commission. The commission sought ways to elevate the level of teaching and to establish a high, national standard that would recognize the nation's best teachers. To gain national certification, teachers must prepare a detailed portfolio illustrating their work. Panels of teachers then scrutinize and review their teaching skills and portfolios to determine each teacher's effectiveness in the classroom.

Pay incentives have been incorporated by North Carolina and other states to encourage more teachers to undergo the process of national board certification. Since 2013 and continuing today, North Carolina has by far the largest number of nationally board certified teachers (NBCTS) in the nation.⁵ In 2014-15 North Carolina had 20,677 National Board Certified Teachers. Moreover, Wake County is the number one district for National Board Certified teachers in the United States.



Source: NC DPI, National Board Certification.

⁵ NC DPI, National Board Certification. Available at <http://www.nbpts.org/>.

To support teachers working towards national board certification, the state of North Carolina offers a loan of \$1900 to cover the assessment fee to eligible teachers. Teachers repay the loan over three years. North Carolina provides every eligible initial candidate three days of paid professional leave.

Candidates are eligible for the state loan program if they:

- are paid entirely from state funds
- have completed three full years in North Carolina Public Schools (This includes DOC, DHHS, Office of Juvenile Justice, and public charter schools)
- hold a valid, clear, continuing North Carolina teaching license
- have not previously received State Funds for participating in the NBPTS assessment. (If a candidate received funding, withdrew from the process and fulfilled the repayment obligation, she/he can be funded again), and
- engage in direct classroom instruction, library/media work, or school counseling 70% of the time over the course of the academic year.⁶

ADDITIONAL PATHWAYS TO TEACHING AND LATERAL ENTRY PROGRAMS

In recent decades, national and statewide programs have been developed to supplement traditional paths for teacher preparation and recruitment. Below is an overview of programs that are recruiting and preparing individuals for teaching in North Carolina.

TEACH FOR AMERICA

Teach for America (TFA) recruits individuals with proven leadership abilities and strong academics to commit to two years of teaching in high-need school systems across the United States. The majority of TFA corps members are immediate college graduates. Individuals are trained in instructional methods and given hands-on teaching experience during an intensive Summer Institute the summer before their first fall as teachers. Throughout the two year commitment, TFA corps members are employees of the school system to which they are assigned but receive in-depth mentoring and support from TFA. TFA's mission is both to improve the quality of teachers in areas of highest need, and to invest in an upcoming generation of leaders that will go on to make a long-term impact on education in whatever field they choose.

TFA has been placing teachers in Eastern North Carolina since the organization's inception in 1990. In 2015-16, approximately 277 corps members teach at every grade level across 13 counties in eastern NC. Of the Eastern NC corps, 22 percent teach in elementary schools, 33 percent in middle schools, 32 percent in high schools, and 13 percent in special education.⁷ TFA has been working in Charlotte since 2004, and currently has 190 corps members teaching in 30 schools across the city. In Charlotte, 31 percent teach in high schools, 43 percent teach in middle schools, and 26 percent teach in elementary schools. These teachers reach almost 12,000 students in Charlotte-Mecklenburg.⁸ TFA corps members are showing substantial growth and results with their students in both of these regions.

New legislation in 2013 increased the amount of state funding going to TFA and directed TFA to expand on efforts to recruit, train, and support NC teachers, to expand programs aimed at recruiting NC residents for TFA, and to promote retention of teachers beyond the two year initial teaching commitment required by TFA.

⁶ NC DPI, National Board Certification.

⁷ Teach for America Eastern North Carolina. Available at <https://easternnorthcarolina.teachforamerica.org/>.

⁸ Teach For America Charlotte. Available at <https://charlotte.teachforamerica.org/>.

Since December 2014, TFA has submitted annual reports to the Joint Legislative Oversight Committee on their progress.⁹

NORTH CAROLINA TEACHING FELLOWS PROGRAM

Established in 1986, the North Carolina Teaching Fellows Program was one of the premier teacher recruitment and development programs in the nation. The program gave 500 scholarships per year to graduating high school seniors dedicated to teaching in North Carolina after their graduation from college. The Teaching Fellows Program was founded to change the face of the workforce in North Carolina – to make it more diverse, and to attract some of the state’s top students. The average Teaching Fellow graduated high school with a GPA of 4.0 or higher on a weighted scale and ranked in the top 10% of his or her class. Each year, approximately 20% of the program’s recipients were minorities and 30% were male. The program included a scholarship to one of 17 participating North Carolina colleges or universities, a discovery trip across the state to learn about North Carolina’s schools, and other development and enrichment programs. In exchange for the scholarship and program, Teaching Fellows committed to teaching in North Carolina for at least four years.

Between 1986 and 2011, the Teaching Fellows Program recruited nearly 11,000 of the best and brightest high school students to become teachers. Seventy percent of Teaching Fellows remained employed after four years, with 64 percent employed six years or more after completing their initial four-year teaching service requirement. During the 2013-2014 school year, 4,632 Teaching Fellows were employed in all 100 of North Carolina’s 100 counties.

Funding for the program expired in 2011, and the Teaching Fellows program was not restored in the 2012 NC General Assembly budget. The repeal became effective June 30, 2015 when the final class of Teaching Fellows graduated.

NORTH CAROLINA TEACHER CORPS

The North Carolina Teacher Corps (NCTC) was established in 2011 to recruit top graduates from North Carolina’s colleges and universities or mid-career professionals to teach in high-need regions or subjects (particularly math, science, and special education) in North Carolina schools. Like Teach for America, corps members must meet certain eligibility requirements, not already hold a teaching degree, and must commit to attend a summer training session and then teach for at least two years.

The program was first piloted through NC DPI through a Race to the Top grant, and was included in the Excellent Schools Act passed in June 2012. The first cohort of teachers was recruited in 2012 and began teaching in the 2012-2013 school year. Legislation by the state in 2013 moved the NC Teacher Corps program under the direction of Teach for America and funds were transferred to TFA to administer the program.

According to a March 2016 TFA report, there are currently 190 corps members who identify as part of the North Carolina Teaching Corps. One hundred and thirty two of them graduated from a North Carolina college or university and 123 of them are North Carolina natives. Characteristics of the North Carolina connected corps members include:

- The average GPA is 3.4
- 55 percent come from a low-income background

⁹ Joint Legislative Oversight Committee Reports Received. Available at <http://www.ncleg.net/gascripts/DocumentSites/browseDocSite.asp?nID=19&sFolderName=\Reports%20Received>.

- 53 percent are people of color
- 40 percent are teaching math or science
- 34 percent are the first in their families to graduate from college
- 2 percent served in the military¹⁰

TEACHER CONTRACTS AND TENURE

In North Carolina, teacher tenure, or “career status” of K-12 teachers, previously guaranteed due process protections (including notice of reasons for dismissal, a right to a hearing, and other job protections) to teachers who successfully completed four years of teaching. However, in 2013 the NC General Assembly eliminated the prospect of tenure for new teachers and those who had not yet received tenure. Teachers ineligible for career status are employed on one-, two-, or four-year contracts.

The 2013 legislation also would have phased out career status for all other teachers, but in April 2016 the NC Supreme Court unanimously ruled that portion of the law unconstitutional, affirming that teachers who earned tenure before the 2013 law was passed can keep it.

TEACHER SALARIES

KEY SALARY ISSUES

School personnel pay is the single largest item in the state budget. Policymakers typically aim to set a salary level that assures the teaching profession’s competitiveness and attracts an adequate number of educators to meet the needs of classrooms across the state, while balancing other budget priorities.

Former Governor Jim Hunt put forward a plan to move North Carolina teachers to the national average in pay by the year 2000. That plan, incorporated into the Excellent Schools Act of 1997, resulted in teacher pay raises of over 20% in a four-year period. Unfortunately, North Carolina still fell short of the national average and has started to slip even more. The average teacher salary in North Carolina dropped 14.7 percent from 1999-2000 to 2012-13, more than any other state, while the average teacher salary across the nation decreased by just 1.3 percent over the same period.¹¹ In 2015-16, North Carolina ranked 41st with an average public school teacher salary of \$47,985, about \$10,000 less than the national average of \$58,064.¹² In 2003-04, North Carolina ranked 22nd in the nation for average public teacher salary. North Carolina currently ranks 9th out of 12 states in the Southeast – only Louisiana, Mississippi, and West Virginia are lower.

Rank	State	Change in avg. salary, 1999-2013
1	Wyoming	+24.2%
5	Louisiana	+13.6%
	D.C.	+10.2%
6	Maryland	+ 8.4%
23	Kentucky	+ 1.2%
	US AVERAGE	- 1.3%
34	Tennessee	- 2.7%
35	South Carolina	- 2.8%
36	West Virginia	- 3.0%
38	Mississippi	- 3.5%
43	Georgia	- 5.7%
44	Virginia	- 5.8%
46	Florida	- 6.5%
49	Indiana	- 10.0%
50	North Carolina	- 14.7%

When considering cross-state comparisons, it is important to remember that a number of factors influence

¹⁰ Teach for America, North Carolina Quarterly and Annual Legislative Report March 2016. Available at <http://www.ncleg.net/documentsites/committees/JLEOC/Reports%20Received/2016%20Reports%20Received/Teach%20For%20America%20Quarter%20Three%20Report%20March%202016.pdf>.

¹¹ National Center for Education Statistics. Table 211.60. Estimated average annual salary of teachers in public elementary and secondary schools, by state: Selected years, 1969-70 through 2012-13. Available at https://nces.ed.gov/programs/digest/d13/tables/dt13_211.60.asp.

¹² National Education Association, Rankings of the States 2015 and Estimates of School Statistics 2016. Available at <https://assets.documentcloud.org/documents/2831158/2016-NEA-Rankings-and-Estimates.pdf>.

teacher salary averages including cost of living and the influence of teacher unions. For example, some states address the issue of cost of living variation by pre-adjusting for cost of living variation across their state and allowing local school districts to make up differences through supplement allocation.

CURRENT TEACHER SALARY

There is a statewide teacher salary schedule that applies to every teacher in NC. Teachers may move up the schedule based on a combination of their years of experience, education level, and National Board Certification. A complete salary schedule can be viewed at <http://www.ncpublicschools.org/fbs/finance/salary>. The state's substantial contribution to school funding eases the financial burden of personnel costs on districts and helps equalize the abilities of low- and high-wealth districts to attract top teachers.

The 2015-16 budget passed by the NC General Assembly increased beginning teacher pay from \$33,000 to \$35,000, provided a one-time \$750 bonus for all teachers and administrators, and funded band increases for educators moving to higher bands on the new tiered salary schedule created in 2014.

In 2013 the General Assembly passed legislation removing salary supplements for advanced degrees. Teachers who were already receiving the supplement when the law was passed, and those who started advanced degree programs and completed at least one course by August 1, 2013 were eligible for the pay supplement.

A teacher who earns National Board Certification automatically receives an additional 12%.

After a base salary is set by the state, a teacher's salary is then augmented by local school system supplements. However, there is wide deviation among local salary supplements. In some school systems, teacher supplements are as little as \$100. In other systems, such as Chapel Hill-Carrboro, Wake County, Durham County and Charlotte-Mecklenburg, salary supplements are over \$6,000. In 2015-16, seven LEAs offered no additional supplement (Cherokee, Clay, Graham, Halifax, Madison, Swain and Weldon City). The average local salary supplement in the state is \$3,870.

From 1996-97 until 2009-10, "ABCs" bonuses were paid to teachers working in schools that had exceeded their student performance goals. They were eligible to receive an additional \$1,500 as a reward for high student achievement, or \$750 for meeting goals. **ABC bonuses were last paid in 2008-09.**

2015-2016 SALARIES FOR TEACHERS WITH BACHELOR'S DEGREES

Years of Experience	Annual Salary	Annual Salary with National Board Certification
0-2	35,000	N/A
3-4	35,000	39,200
5-9	36,500	40,880
10-14	40,000	44,800
15-19	43,500	48,720
20-24	46,500	52,080
25-35+	50,000	56,000

Source: NC DPI, Fiscal Year 2015 – 2016 North Carolina Public School Salary Schedules

2015-2016 SALARIES FOR TEACHERS WITH MASTER'S DEGREES

Years of Experience	Annual Salary	Annual Salary with National Board Certification
0-2	38,500	N/A
3-4	38,500	42,700
5-9	40,150	44,530
10-14	44,000	44,800
15-19	47,850	53,070
20-24	51,150	56,730
25-35+	55,000	61,000

Source: NC DPI, Fiscal Year 2015 – 2016 North Carolina Public School Salary Schedules

TASK FORCE FOR TEACHER EFFECTIVENESS AND COMPENSATION

Legislation passed in 2013 established an 18-member NC Educator Effectiveness and Compensation Task Force to make recommendations on whether to create a statewide model of incentives to boost recruitment and retention of effective educators. In carrying out their work, the Task Force was required to take into account the following factors:

- Simplification of the current salary schedules.
- Use of incentive pay to recruit and retain educators to teach in areas of highest need.
- Methods for identifying effective teaching and its relationship to an alternative compensation system.
- Educator compensation reform in other states and NC pilot programs currently using alternative compensation.
- Barriers to implementation of alternative compensation systems.

The Task Force reported its findings to the NC General Assembly on April 15, 2014 and immediately dissolved after filing the report. The report can be viewed online at <http://www.ncleg.net/gascripts/DocumentSites/browseDocSite.asp?nID=255>

LOCAL SALARY SUPPLEMENTS

As mentioned earlier, many school districts in North Carolina add a salary supplement to the salary allotment provided by the state. Listed below are the average teacher salary supplements by district for the 2014-15 school year.

LOCAL AVERAGE TEACHER SALARY SUPPLEMENT IN 2015-16

School System	Supplement	School System	Supplement	School System	Supplement
Alamance-Burlington	4,201	Forsyth County	3,717	Orange County	5,200
Alexander County	2,588	Franklin County	3,216	Pamlico County	1,600
Alleghany County	200	Gaston County	2,418	Pasquotank County	1,678

Anson County	1,091	Gates County	550	Pender County	2,791
Ashe County	500	Graham County	-	Perquimans County	913
Asheboro City	2,767	Granville County	3,268	Person County	4,270
Asheville City	3,951	Greene County	1,000	Pitt County	1,884
Avery County	1,300	Guilford County	4,746	Polk County	2,721
Beaufort County	1,608	Halifax County	-	Randolph County	2,670
Bertie County	912	Harnett County	2,266	Richmond County	999
Bladen County	1,806	Haywood County	1,967	Roanoke Rapids	2,133
Brunswick County	2,763	Henderson County	3,705	Robeson County	2,349
Buncombe County	3,721	Hertford County	1,289	Rockingham County	2,301
Burke County	2,195	Hickory City	2,481	Rowan-Salisbury	2,267
Cabarrus County	3,053	Hoke County	2,705	Rutherford County	1,100
Caldwell County	1,751	Hyde County	653	Sampson County	3,080
Camden County	1,812	Iredell-Statesville City	2,575	Scotland County	1,961
Carteret County	2,635	Jackson County	2,497	Stanly County	1,913
Caswell County	821	Johnston County	3,854	Stokes County	1,593
Catawba County	3,787	Jones County	2,200	Surry County	1,258
Chapel Hill-Carrboro	6,315	Kannapolis City	2,511	Swain County	-
Charlotte-Mecklenburg	6,764	Lee County	3,288	Thomasville City	2,195
Chatham County	4,692	Lenoir County	1,700	Transylvania County	3,507
Cherokee County	-	Lexington City	3,621	Tyrrell County	1,000
Clay County	-	Lincoln County	2,904	Union County	3,953
Cleveland County	1,641	Macon County	744	Vance County	2,500
Clinton City	4,045	Madison County	-	Wake County	6,975
Columbus County	2,123	Martin County	1,200	Warren County	1,900
Craven County	2,300	McDowell County	927	Washington County	600
Cumberland County	3,523	Mitchell County	100	Watauga County	2,355
Currituck County	3,541	Montgomery County	1,514	Wayne County	2,715
Dare County	4,211	Moore County	3,657	Weldon City	-
Davidson County	2,670	Mooresville City	3,180	Whiteville City	1,923

Davie County	2,413	Mt. Airy City	1,452	Wilkes County	2,173
Duplin County	3,110	Nash-Rocky Mount	3,927	Wilson County	3,453
Durham County	6,790	New Hanover County	3,476	Yadkin County	2,423
Edenton-Chowan	1,299	Newton-Conover City	2,908	Yancey County	300
Edgecombe County	2,141	Northampton County	1,225	STATE AVERAGE	3,870
Elkin City	2,238	Onslow County	4,109		

Source: NC DPI Statistical Profile, Table 20: 2015-16 Selected Statistics of Local Salary Supplements. Available at <http://www.ncpublicschools.org/fbs/finance/salary/>.