
TEACHERS

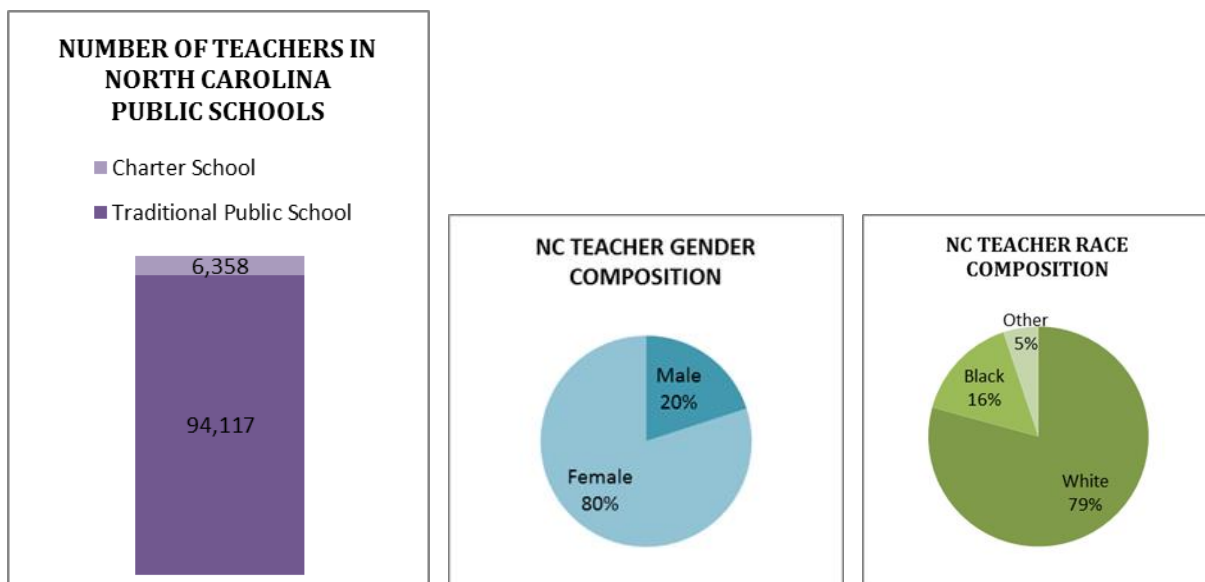
KEY ISSUES

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 retaining 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 FORCE 2017-18¹



The teaching workforce in North Carolina looks very different than the students whom they are teaching. As seen in the charts above, 80% of North Carolina's teachers are female, compared to a fairly consistent 50% male/50% female student population. Additionally, almost 80% of North Carolina's teachers are white, compared to a 47.9% white student population.

¹ Number of Teachers, Gender and Race (2017-18) – NC DPI Statistical Profile Table 16. Available at <http://www.ncpublicschools.org/fbs/resources/data/>.

PUBLIC SCHOOL FULL-TIME PERSONNEL SUMMARY 2017-18

	State	Federal	Local	Total	Male	Female	White	Black	Other
Official Admin, Managers	898	133	914	1,945	817	1,121	1,508	393	44
Principals	2,401	4	46	2,451	950	1,483	1,777	603	71
Assistant Principals, Nonteaching	2,044	9	841	2,894	1,012	1,844	1,869	926	99
Total Administrators	5,343	146	1,801	7,290	2,779	4,448	5,154	1,922	214
Elementary Teachers	45,525	3,187	3,102	51,814	5,610	44,903	41,900	7,243	2,671
Secondary Teachers	23,849	498	1,591	25,938	9,365	15,962	20,358	4,247	1,333
Other Teachers	12,980	2,023	1,362	16,365	3,584	12,346	12,593	2,892	880
Total Teachers	82,354	5,708	6,055	94,117	18,559	73,211	74,851	14,382	4,884
Guidance	3,461	58	463	3,982	486	3,448	2,668	1,159	155
Psychological	617	113	60	790	91	685	667	87	36
Librarian, Audiovisual	1,951	3	245	2,199	144	2,040	1,957	169	73
Consultant, Supervisor	757	457	446	1,660	248	1,393	1,290	320	50
Other Professional	4,010	664	2,265	6,939	967	5,809	5,008	1,531	400
Total Professionals	10,796	1,295	3,479	15,570	1,936	13,375	11,590	3,266	714
Teacher Assistants	15,050	4,008	2,463	21,521	2,544	18,280	12,666	7,437	1,418
Technicians	510	156	1,130	1,796	967	786	1,109	585	102
Clerical, Secretarial	6,134	247	3,812	10,193	367	9,433	7,125	2,400	668
Service Workers	11,986	282	7,162	19,430	6,382	12,296	8,809	9,124	1,497
Skilled Crafts	964	0	2,100	3,064	2,793	218	2,410	549	105
Laborers, Unskilled	290	23	304	617	309	295	303	285	29
Total Other	34,934	4,716	16,971	56,621	13,362	41,308	32,422	20,380	3,819
TOTAL	133,427	11,865	28,306	173,598	36,636	132,342	124,017	39,950	9,631

Source: NC DPI 2017-18 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:** 8,249 teachers left their schools in 2016-17. 3,687 left 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

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 school regions 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 Colleges 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 channels outside the UNC System.

Change in Education Degree Enrollment (2010-2017)		
UNC System Program	Enrollment Change (Number of Students)	Enrollment Change (Percentage)
Appalachian State	-916	-32.59%
Elizabeth City State University	-233	-64.72%
East Carolina University	-528	-17.40%
Fayetteville State	-376	-56.54%
North Carolina A & T	-339	-32.91%
North Carolina Central University	-73	-13.98%
North Carolina State University	-212	-14.60%
UNC-Chapel Hill	-323	-57.37%
UNC-Asheville	5	5.15%
UNC-Charlotte	-809	-30.25%
UNC-Greensboro	-432	-27.02%
UNC-Pembroke	-324	-28.75%
UNC-Wilmington	123	14.64%
Western Carolina University	-468	-31.20%
Winston-Salem State	-255	-67.46%

² NC DPI 2016-17 State of the Teaching Profession in North Carolina. Available at <http://www.ncpublicschools.org/docs/district-humanresources/surveys/leaving/2016-17-state-teaching-profession.pdf>

TEACHER TURNOVER

The overall North Carolina teacher attrition rate, which includes teachers leaving their jobs as well as the “teacher mobility rate,” or teachers leaving one LEA for another, increased slightly last year (2016-17), to 13.45%. That’s up from 13% in 2015-16.

Below is a list of the reasons teachers left the school system in 2016-17.

Reason for Leaving School System (2016-2017)	Percentage of teachers leaving for this reason	Number of teachers leaving for this reason
Total: Turnover for personal reasons	53.6%	4,421
Resigned due to family responsibilities/childcare	7.3%	606
Resigned to continue education/ sabbatical	2.9%	239
Resigned due to family relocation	12.3%	1,018
Resigned to teach in another state	9.3%	767
Dissatisfied with teaching	1.7%	140
Resigned due to career change	10.6%	871
Resigned due to health/disability	2.1%	174
Retired with reduced benefits	6.2%	510
Re-employed retired teacher resigned	1.2%	96
Total: Turnover initiated by LEA	7.8%	646
Dismissed	0.3%	21
Non-renewal (probationary contract ended)	1.5%	125
Interim contract ended/not rehired	3.1%	257
Resigned in lieu of dismissal	1.3%	111
Resigned in lieu of non-renewal	0.7%	55
Did not obtain or maintain license	0.9%	77
Total: Turnover beyond control of LEA	23.3%	1,922
Reduction in force	0.2%	16
Retired with full benefits	18.7%	1,539
Deceased	0.8%	65
Resigned due to movement required by Military Orders	1.4%	112
End of VIF term	1.2%	99
End of Teach for America term	1.1%	91
Total: Turnover by other reasons	15.3%	1,260
Resigned for other reasons	3.7%	305
Resigned for unknown reasons	11.16%	955
Totals	100%	8,249

Source: NC DPI 2016-2017 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 main 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.

- **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 coursework 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 (prior to 2016) and 1700 (after March 2016, onward), or a total ACT score of 24 plus a GPA requirement
 - Five years of experience in work considered relevant by the employing LEA³

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.

³ NC DPI, Qualifying for a Lateral Entry License.
Available at <http://www.ncpublicschools.org/docs/licensure/lateralentry.pdf>.

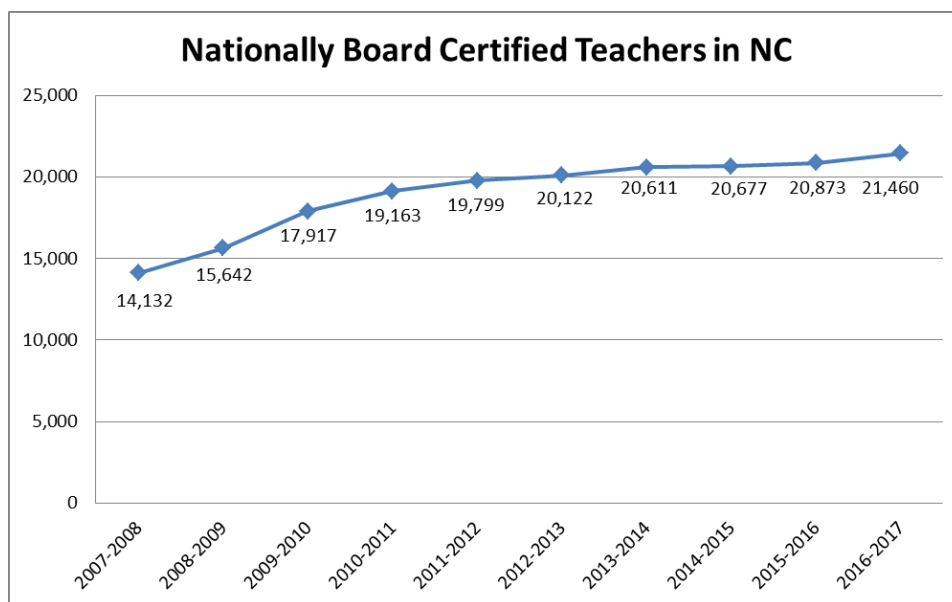
The option for lateral entry into teaching has become a way to recruit teachers for specific content areas or into regions of greatest need. Some wishing to enter teaching laterally, however, are confronted with rules and regulations that could require them to go back to college for a year or more of 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 in the nation.⁴ In 2016-17 North Carolina had 21,460 nationally board certified teachers. Moreover, Wake County is the number one district in the country for nationally board certified teachers in the United States with 2,631 certified teachers.⁵



⁴ NCPTS. Available at <https://www.nbpts.org/in-your-state/in-your-state/nc/>.

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

To support teachers working towards national board certification, the state of North Carolina offers a loan of \$1,900 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 2017-18, approximately 160 corps members teach at every grade level across 12 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 210 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.

⁶ NC DPI, National Board Certification.

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

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

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. 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.

In the 2017 long session of the General Assembly, legislators voted to enact a new version of the Teaching Fellows Program. The first cohort of the new Teaching Fellows Program will begin their program in the fall of 2018. However, this iteration looks significantly different than its original inception from the 1980s:

Original Teaching Fellows Program	New Teaching Fellows Program
Operated by the Public School Forum of North Carolina	Operated by the University of North Carolina System
Open to any candidate entering any field of K-12 education	Open to any candidate willing to teach in a STEM (Science, Technology, Engineering, Math) or Special Education field.
Offered through 17 universities: <ul style="list-style-type: none"> a. University of North Carolina at <ul style="list-style-type: none"> i. Greensboro ii. Asheville iii. Charlotte iv. Pembroke 	Offered through 5 universities, beginning in 2018-19: <ul style="list-style-type: none"> a. North Carolina State University b. Meredith College c. University of North Carolina at Chapel Hill d. Elon University

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

<ul style="list-style-type: none"> v. Wilmington vi. Chapel Hill b. Other State Universities <ul style="list-style-type: none"> i. North Carolina State University ii. North Carolina Central University iii. East Carolina University iv. North Carolina A&T University v. Western Carolina University vi. Appalachian State University c. Elon University d. Meredith College e. Campbell University f. Queens University g. Lenoir-Rhyne College 	<ul style="list-style-type: none"> e. University of North Carolina at Charlotte
<p>Participants must commit to teaching for 4 years, post-degree in a North Carolina public school, or repay the cost of the fellowship program.</p>	<p>Participants must to commit to teaching in a STEM field for 4 years in a low-performing NC school, 8 years in a school not identified as low-performing, or repay the forgivable loan in cash + interest.</p>

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.

TEACHER CONTRACTS AND TEACHER 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 could 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. In 2003-04, North Carolina ranked 22nd in the nation for average public teacher salary. Unfortunately, North Carolina still fell short of the national average and has slipped even more since the 2008 recession. 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.¹⁰ In 2017-18, North Carolina is estimated to rank 37th with an average public school teacher salary of \$50,861, more than \$9,600 below the national average.¹¹ North Carolina ranked 8th out of 12 states in the Southeast in 2016-17.

When considering cross-state comparisons, it is important to remember that a number of factors influence 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 traditional public school teacher in NC. Teachers may move up the schedule based on a combination of their years of experience, education level, and National Board Certification.¹² 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 2018-19 budget passed by the NC General Assembly maintains beginning teacher pay at \$35,000, but recalibrated the step bands beginning in Year 2, where each year until year 15 has a \$1,000 increase. Beginning at year 15 base pay is \$50,000 and has no additional increase in pay until Year 25, where it caps out at \$52,000. Those teachers with advanced and Master's degrees also see a similar trend of an increase each year from years 3-14, stagnation from years 15-23, and a cap at year 24.

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 continued to be eligible for the pay supplement.

¹⁰ 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.

¹¹ National Education Association, Rankings of the States 2017 and Estimates of School Statistics 2018. Available at <http://www.nea.org/assets/docs/180413-Rankings And Estimates Report 2018.pdf>.

¹² A complete salary schedule can be viewed at <http://www.ncpublicschools.org/docs/fbs/finance/salary/schedules/2018-19schedules.pdf>.

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

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 2017-18, four LEAs offered no additional supplement (Bertie, Clay, Graham, and Swain). The average local salary supplement in the state is \$4,337.

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.

2018-2019 SALARIES FOR TEACHERS WITH BACHELOR’S DEGREES

Years of Experience	Annual Salary	Annual Salary with National Board Certification
0	35,000	N/A
1	36,000	N/A
2	37,000	N/A
3	38,000	42,560
4	39,000	43,680
5	40,000	44,800
6	41,000	45,920
7	42,000	47,040
8	43,000	48,160
9	44,000	49,280
10	45,000	50,400
11	46,000	51,520
12	47,000	52,640
13	48,000	53,760
14	49,000	54,880
15-24	50,000	56,000
25+	52,000	58,240

Source: NC DPI, Fiscal Year 2018 – 2019 North Carolina Public School Salary Schedules

2018-2019 SALARIES FOR TEACHERS WITH MASTER’S DEGREES

Years of Experience	Annual Salary	Annual Salary with National Board Certification
0	38,500	N/A
1	39,600	N/A
2	40,700	N/A
3	41,800	46,360
4	42,900	47,580
5	44,000	48,800
6	45,100	50,020
7	46,200	51,240
8	47,300	52,460
9	48,400	53,680
10	49,500	54,900
11	50,600	56,120
12	51,700	57,340
13	52,800	58,560
14	53,900	59,780
15-24	55,000	61,000
25+	57,200	63,440

Source: NC DPI, Fiscal Year 2018 – 2019 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 2017-18 school year.

LOCAL AVERAGE TEACHER SALARY SUPPLEMENT IN 2017-2018

School System	Supplement	School System	Supplement	School System	Supplement
Alamance-Burlington	4,647	Forsyth County	3,727	Orange County	6,274
Alexander County	2,797	Franklin County	3,117	Pamlico County	2,539
Alleghany County	200	Gaston County	2,826	Pasquotank County	1,749
Anson County	1,117	Gates County	550	Pender County	2,805
Ashe County	500	Graham County	-	Perquimans County	1,301
Asheboro City	3,335	Granville County	4,306	Person County	4,506
Asheville City	4,397	Greene County	1,000	Pitt County	2,262
Avery County	1,416	Guilford County	4,764	Polk County	2,131
Beaufort County	1,659	Halifax County	1,928	Randolph County	3,037
Bertie County	-	Harnett County	2,273	Richmond County	1,303
Bladen County	1,833	Haywood County	2,466	Roanoke Rapids	2,344
Brunswick County	2,879	Henderson County	3,885	Robeson County	2,728
Buncombe County	5,276	Hertford County	1,352	Rockingham County	2,279
Burke County	2,229	Hickory City	3,249	Rowan-Salisbury	2,831
Cabarrus County	3,140	Hoke County	2,506	Rutherford County	1,157
Caldwell County	1,743	Hyde County	664	Sampson County	3,200
Camden County	1,603	Iredell-Statesville City	2,853	Scotland County	1,875
Carteret County	2,703	Jackson County	941	Stanly County	2,169
Caswell County	1,161	Johnston County	4,993	Stokes County	1,530
Catawba County	3,755	Jones County	2,500	Surry County	1,388
Chapel Hill-Carrboro	7,904	Kannapolis City	2,656	Swain County	-
Charlotte-Mecklenburg	7,159	Lee County	4,390	Thomasville City	2,872

Chatham County	5,057	Lenoir County	2,000	Transylvania County	3,757
Cherokee County	1,000	Lexington City	3,810	Tyrrell County	998
Clay County	-	Lincoln County	2,894	Union County	4,524
Cleveland County	1,884	Macon County	972	Vance County	2,618
Clinton City	4,278	Madison County	300	Wake County	8,649
Columbus County	2,247	Martin County	1,199	Warren County	1,845
Craven County	3,243	McDowell County	1,343	Washington County	600
Cumberland County	3,523	Mitchell County	108	Watauga County	2,355
Currituck County	3,736	Montgomery County	1,545	Wayne County	2,962
Dare County	4,218	Moore County	3,647	Weldon City	625
Davidson County	2,828	Mooresville City	3,142	Whiteville City	2,361
Davie County	2,540	Mt. Airy City	1,482	Wilkes County	2,260
Duplin County	3,216	Nash-Rocky Mount	4,657	Wilson County	3,726
Durham County	6,931	New Hanover County	3,976	Yadkin County	2,679
Edenton-Chowan	1,827	Newton-Conover City	3,086	Yancey County	300
Edgecombe County	3,079	Northampton County	1,231	STATE AVERAGE	4,337
Elkin City	2,352	Onslow County	4,305		

Source: NC DPI Statistical Profile, Table 20: 2017-18 Selected Statistics of Local Salary Supplements. Available at <http://apps.schools.nc.gov/ords/f?p=145:25::NO::...>