PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

Report to the North Carolina General Assembly

2022-2023 State of the Teaching Profession in North Carolina

General Statute **115C-299.5; S.L. 2017-189, sec. 5(b)&(c)**

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2022-2023
Annual Report on the State of the Teaching Profession in North Carolina

Overview of the Annual Report

GS §115C-12(22) requires the State Board of Education to include specific data in its annual report on the teaching profession.

Attrition data within this report are summarized in multiple ways: by individual local education agencies (LEA) and by the new State Board of Education (SBE) Districts. Improvements were made to this report after the 2015-2016 report based on feedback from the NC Department of Public Instruction (NCDPI) and the State Board of Education. The five summary categories were realigned to better represent the reasons teachers have self-reported their change in employment. Additionally, the NCDPI has eliminated the use of the term "Turnover" from this report and will use, and define, the terms "attrition" and "mobility" to describe changes in teacher employment status. For the purposes of this report, the following definitions apply:

Attrition: a reduction in the number of employees that occurs when employees leave an employing unit. Attrition can be measured at the state or LEA level.

Mobility: the relocation of an employee from one LEA/charter school to another within the state of North Carolina. For the purposes of this report, mobility only exists at the state level; employee mobility across LEAs/charter schools is considered to be attrition for the employing unit from which the employee departs.

Given the change in how NCDPI is defining employment trends in this report, results from reports after the 2015-2016 school year cannot be compared to prior year reports in a meaningful way. Differences in employment trends between the 2015-2016 and later reports and reports from prior years are not comparable and should not be attributed to any programs or policies implemented in prior years.

Data Collection Procedures

Every Local Education Agency (LEA) reports teacher attrition to the state yearly. These data are used in calculations to satisfy state legislation as well as the NC School Report Card (SRC). Calculations are based on a snapshot of employment for classroom teachers employed in the LEA as reflected in the DPI payroll database. Classroom Teachers are determined by Purpose Codes beginning with 51, 52, or 53 and Object Codes 121, 123, 124, or 128. Purpose and Object Codes are part of the payroll budget code. To determine attrition, the teacher's Unique Identifier (UID) is queried against all employee budget codes in the previous year's payroll data file. If a teacher's UID is not found to be employed in the state in March of the current year as they were in March of the previous, the teacher is classified as attrition at the state level. If a teacher's UID is found to be employed in the state in March of the current year but in a different LEA from the prior year, that teacher is classified as attrition at the LEA level, but mobility at the state level. Teachers who remain in the same LEA but move from an instructional to non-instructional role within the measurement period do not contribute to the attrition or mobility rate at the state or local level.

The Financial and Business Services Division at the Department of Public Instruction provides each LEA a list of individuals employed as teachers within the March date range, and they are asked to provide summary data on the reasons teachers leave the profession. These reasons are self-reported by teachers to LEA personnel during exit interviews, surveys, and/or factual information from their human resources database.

Charter school data are not reflected in this report except where teachers in an LEA in March 2022 moved to a charter school in March 2023 (identified as mobility in state-level reporting). Charter schools do not report attrition data to the

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State as teachers employed by NC charters are at-will employees and only 50% of their staffs are required to hold teacher licenses, according to GS §115C-218.90(a)(1).

This report does not include teachers who moved from one school to another school within the LEA or teachers who are on approved leave; they continue as active and current employees. This report does not include information regarding local vacancies or any statewide salary/cost analysis.

There are **23 reasons** LEAs use to code their attrition data. For purposes of this report, those self-reported reasons are combined into **five (5) summary categories**. The five (5) summary categories were established to organize the data, to make comparisons of the data, and to find relationships among the data to better understand the reasons why teachers leave the profession. The categories are as follows:

1) Teachers who left the LEA but remained in education
2) Teachers who left the LEA for personal reasons
3) Teachers who were terminated by the LEA
4) Teachers who left the LEA for reasons beyond the LEA's control
5) Teachers who left the LEA for other reasons not listed above

From the perspective of the LEAs, all 5 summary categories represent attrition (loss of an employee from the LEA). From the perspective of the state, however, only summary categories 2-5 represent attrition from the state. Summary category 1, "Remained In Education" represents mobility within the State of North Carolina. The summary category, "Remained In Education" is excluded from the analysis on state attrition, but is analyzed in the section related to teacher mobility in the state.

Note: Teachers on approved leave and teachers who moved from one school to another school within the LEA are not captured in the state report at this time. Calculations include Visiting International Faculty (VIF) teachers who are required to return to their home countries after three years, Teach for America (TFA) teachers who are high-achieving recent college graduates and professionals enlisted to teach for at least two years in designated high-need communities, and teachers receiving financial assistance through the Troops to Teachers Program who agree to teach in their position for at least three years.

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State of the Teaching Profession in North Carolina

Key Findings

1. Generally, North Carolina teachers are remaining in the classroom. The overall state attrition rate for 2022-2023 is 11.45%. A 3.67 percentage point increase from 7.78% in the 2021-22 analysis and a 3.25 percentage point increase from 8.20% in the 2020-21 analysis.
2. There were 90,638 teachers employed in NC between March 2022 and March 2023. Of these teachers, 10,376 are no longer employed in NC public schools (or public charter schools). The attrition and employment numbers for school year 2021-22 were 7,298/93,822 and 7,736/94,342 for 2020-21.
3. Teachers with fewer than three years of teaching experience are considered Beginning Teachers in NC. Between March 2022 and March 2023, there were 10,104 Beginning Teachers (BTs) employed statewide and 1,526 were reported as attrition. The attrition rate for Beginning Teachers in NC is 15.10%, higher than the attrition rate for those not classified as a Beginning Teacher (8,850/80,534≈ 10.99%).
4. 11,136 Residency Licensed, (RL) teachers were employed in March 2022, and, of those, 941 (8.45%) were no longer employed in NC public schools in March 2023. A total of 1,893 teachers were employed in North Carolina as Visiting International Faculty (VIF) teachers, and 319 (16.85%) of those teachers left employment with NC public schools.
5. A plurality of teachers (48.01%) who left employment in NC public schools cited "Personal Reasons" for their decision to depart. "Resigned due to a career change" and "Retired with full benefits" were the largest individual reasons (17.18% and 13.05%, respectively) cited for teachers' decision to leave employment in NC public schools. (see Table 2)
6. LEAs experience attrition as the combined effect of teacher attrition from the state and mobility of teachers from one LEA to another LEA/charter school. On average, 5.33% of the state's teaching force changed employment during the measurement period. The average effect of the LEA-attrition rate for the state is 16.78% (11.45% state attrition rate + 5.33% mobility rate). There is a wide range of LEA-attrition rates across the state. (See Table 6)
7. Some LEAs can recapture their losses due to teacher attrition by capitalizing on teacher mobility. The rate at which LEAs are able to attract transferring teachers to their system is defined as the "recoupment rate". The LEAs with the highest and lowest recoupment rates are listed in Table 7.
8. Hard to Staff subject areas are determined by teacher vacancy reports submitted by the LEAs. For elementary schools, core subject teaching positions exhibit the highest vacancy totals. In middle schools (6-8) and in high schools (9-12) LEAs have the highest vacancies Exception Children Teachers with mathematics Career and Technical Education (CTE) having the second most vacancies for middle and high schools respectively (See Tables 9 and 10).

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Key Definitions

Attrition: an educator employed as of March in one school year and no longer working in a North Carolina public school in March of the following school year. Educators who leave classroom teaching to pursue other, licensed roles (e.g., administrator, or instructional support) in a North Carolina public school **do not** count as attrition, but that movement is captured by the employing LEA in the reason codes for exiting teachers. Teachers who leave service in a local education agency (LEA) and obtain in another type of public-school unit (PSU) (i.e., charter school, lab school, or residential school) are not counted in attrition numbers for the State.

Mobility: an educator employed in one LEA as of March in one school year who transfers to another PSU as of March in the following school year. In this report, mobility does not capture the movement of an educator who moves between schools in the same LEA.

LEA Attrition: the combined effect of state attrition and mobility for a given LEA. This metric indicates the total number/percentage of teachers who left the LEA during the measurement window, regardless of whether they left employment in NC public schools (attrition) or moved from the LEA to another PSU (mobility).

Recoupment: a measure of the percentage of the LEA attrition that a district is able to replace from experienced educators who have left employment with another LEA. This metric is intended to indicate how well a district is able to attract experienced educators (who have moved from another LEA) to their teaching force. Greater percentages of recoupment indicate that an LEA will need to hire fewer new, inexperienced teachers to replace those teachers lost in the prior school year.

Vacancy: a teaching position in an LEA that is not filled by an educator who holds a qualifying license. North Carolina state statute identifies a qualifying license as a continuing professional license (CPL), intial professional license (IPL), residency license (RL), or a limited license. Teachers holding provisional licenses (who work most of their day in the provisionally licensed area) or temporary licenses (permit to teach or emergency license) are not considered to be filling a vacancy. Additionally, rehired retirees (regardless of license status) are not considered to be filling a vacancy due to the limited work hours and/or limited duration that they can work (and not jeopardize their retirement status).

Beginning Teacher: a teacher who is the first three years of teaching, either in North Carolina public schools or other entity. For the purposes of this report, beginning teachers are identified by North Carolina LEAs in their reporting to the State. LEAs report the teachers that are enrolled in their Beginning Teacher Support Programs (BTSP).

State Attrition Rates for NC Teachers

All 115 operational LEAs reported their district-level employment data for the 2022-2023 reporting period. The calculations show that out of the 90,638 teachers employed during the 2022-2023 school year, 10,376 teachers were reported as attrition (i.e., no longer teaching in a North Carolina public school in the 2022-23 school year), resulting in an overall state attrition rate of 11.45%.

The state attrition rates for certain subgroups of teachers differ from those of experienced, licensed teachers. The state attrition rate for Beginning Teachers (fewer than three years of teaching experience) is approximately 41.3% higher for beginning teachers than for their more experienced counterparts (15.10% BT vs. 10.69% for non-BTs). Beginning Teachers account for approximately 14.71% of all teachers who separate from employment in NC public schools while accounting for 11.15% of the teaching population. The attrition rates for these teacher subgroups are presented in Table 1.

Teachers who enter the teaching profession on a lateral entry license, or the recently created residency license, are another subgroup of the teaching population whose attrition rates differ dramatically from the general population of licensed, experienced teachers.

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Table 1: State Attrition Rates by Teacher Category 2022-2023

CATEGORY OF TEACHERS		Total Number of Teachers in Category 2022-2023	% Attrition in Category 2022-2023
Experienced, Licensed Teachers		80,534	10.99%
Beginning Teachers[1]		10,104	15.10%
IF Teachers	All	1,893	16.85%
	Before Contract Term	297	15.69%
Residency Licensed Teachers		11,136	8.45%

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[1] *Note: Beginning Teachers, VIF, TFA, and Residency Licensed teachers may be included in multiple categories.

Table 2: State Attrition Reasons by Categories
2022-2023

For purposes of this report, the 23 self-reported reasons teachers provide to their LEAs are combined into four (4) summary categories below. The four (4) summary categories include the 23 self-reported reasons for leaving. The categories were established to organize the data, to make comparisons of the data, and to find relationships among the data to better understand the reasons teachers leave the profession.

Reasons for Attrition	2022-2023		2021-2022	
Overall State Attrition	**10,376**		**7,298**	
	Number	**Percentage of Total Attrition**	**Number**	**Percentage of Total Attrition**
Personal Reasons	**4,981**	**48.00%**	**3,103**	**42.5%**
Resigned due to family responsibilities/ childcare (57)	709	6.83%	465	6.4%
Resigned to continue education/sabbatical (60)	200	1.93%	154	2.1%
Resigned due to family relocation (61)	684	6.60%	581	8.0%
Resigned to teach in another state (62)	480	4.63%	507	7.0%
Dissatisfied with teaching (63)	292	2.82%	80	1.1%
Resigned due to career change (72)	1,783	17.17%	784	10.7%
Resigned due to health/disability (64)	242	2.33%	116	1.6%
Retired with reduced benefits (68)	591	5.70%	360	4.9%
Re-employed retired teacher resigned (73)	0	0%	56	0.8%
Initiated by LEA	**614**	**5.91%**	**393**	**5.4%**
Dismissed (50)	20	0.19%	6	0.08%
Non-renewal (probationary contract ended) (53)	131	1.26%	134	1.84%
Interim contract ended--not rehired (54)	336	3.23%	164	2.25%
Resigned in lieu of dismissal (55)	35	0.34%	18	0.25%
Resigned in lieu of non-renewal (78)	9	0.09%	12	0.16%
Did not obtain or maintain license (56)	83	0.80%	59	0.81%
Beyond Control of LEA	**1,547**	**14.93%**	**1,369**	**18.8%**
Reduction in Force (51)	0	0	2	0.03%
Retired with full benefits (66)	1,354	13.07%	1,114	15.3%
Deceased (67)	64	0.62%	37	0.5%
End of Term (VIF) (74)	22	0.21%	110	1.5%
End of Term (TFA) (77)	2	0.02%	12	0.2%
Resigned due to movement required by Military Orders (76)	105	1.01%	94	1.3%
Other Reasons	**3,234**	**31.16%**	**2,433**	**33.4%**
Resigned for other reasons (65)	898	8.65%	1,276	17.5%
Resigned for unknown reasons (69)	2,336	22.51%	1,157	15.9%
	10,376		**7,298**	

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Data related to reasons for teachers leaving the state with disaggregation's by district and year can be found on the State of the Teaching Profession Dashboard. These analyses can be found at https://go.ncdpi.gov/bcdjz or scan this QR code:

State Attrition and Student Growth (Dash Board)

The relationship between EVAAS growth of teachers who leave, and remain in, service to North Carolina public schools can be found on the State of the Teaching Profession Dashboard. This specific analysis can be found at https://go.ncdpi.gov/bcdjz or scan this QR code:

State Attrition by Region and LEA

Table 3: Contribution to the State Attrition Rate by Region (n=90,638) 2022-2023

Region Name	Total Number of Teachers	Number of Teachers Leaving Employment in NC Public Schools	Attrition Rate by Region
North Central	22,468	2,769	12.32%
Northeast	4,586	460	10.03%
Northwest	5,276	443	8.40%
Piedmont Triad	14,933	1,544	10.34%
Sandhills	8,460	1,063	12.58%
Southeast	8,718	991	11.38%
Southwest	20,660	2,506	12.13%
Western	5,537	600	10.84%
State Totals	**90,638**	**10,376**	**11.45%**

Table 4: Five Highest and Lowest LEAs in State Attrition Rates 2022-2023

LEA Name	Total Number of Teachers	Number of Teachers Leaving Employment in NC Public Schools	State Attrition Rate by LEA
Highest Attrition Rates			
Halifax County Schools	142	26	18.31%
Asheville City Schools	319	57	17.87%
Cumberland County Schools	3,335	511	15.32%

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Granville County Schools	412	62	15.05%
Pamlico County Schools	89	13	14.61%
Lowest Attrition Rates			
Yancey County Schools	143	6	4.2%
Alexander County Schools	308	14	4.55%
Camden County Schools	133	7	5.26%
Clinton City Schools	190	10	5.26%
Haywood County Schools	465	27	5.81%

Data related to teacher attrition, mobility, and recoupment rates for all North Carolina school districts can be found on the State of the Teaching Profession Dashboard. These analyses can be found at https://go.ncdpi.gov/bcdjz or scan this QR code:

Teacher Mobility

Table 5: Five Highest and Lowest LEA Mobility Rates 2022-2023

LEA Name	Total Number of Teachers	Number of Teachers Leaving LEA	LEA Mobility Rate
Highest Mobility Rates			
Weldon City Schools	46	8	17.39%
Lexington City Schools	191	32	16.75%
Jones County Schools	79	13	16.46%
Tyrrell County Schools	46	7	15.22%
Thomasville City Schools	134	19	14.18%
Lowest Mobility Rates			
Graham County Schools	90	0	0
Camden County Schools	133	1	0.75%
Clay County Schools	91	1	1.1%
Dare County Schools	394	6	1.52%
Watauga County Schools	388	9	2.32%

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Table 6: Five Highest and Lowest Total Attrition Rates for LEAs
2022-23

LEA Name	Total Number of Teachers	Number of Teachers Leaving State Employment	State Attrition Rate for LEA	Number of Teachers Leaving LEA	LEA Mobility Rate	Total Number of Teachers Departing from the LEA	Total Attrition Rate from LEA
Highest LEA Attrition							
Asheville City Schools	319	57	17.87%	41	12.85%	98	30.72%
Halifax County Schools	142	26	18.31%	16	11.27%	42	29.58%
Weldon City Schools	46	5	10.87%	8	17.39%	13	28.26%
Granville County Schools	412	62	15.05%	49	11.89%	111	26.94%
Thomasville City Schools	134	17	12.69%	19	14.18%	36	26.87%
Lowest LEA Attrition							
Camden County Schools	133	7	5.26%	1	0.75%	8	6.02%
Yancey County Schools	143	6	4.2%	5	3.5%	11	7.69%
Roanoke Rapids City Schools	172	13	7.56%	4	2.33%	17	9.88%
Mitchell County Schools	131	9	6.87%	4	3.05%	13	9.92%
Carteret County Public Schools	578	41	7.09%	17	2.94%	58	10.03%

Data related to teacher attrition, mobility, and recoupment rates for all North Carolina school districts can be found on the State of the Teaching Profession Dashboard. These analyses can be found at https://go.ncdpi.gov/bcdjz or scan this QR code:

Five Highest and Lowest Total Recoupment Rates for LEAs

Data related to teacher attrition, mobility, and recoupment rates for all North Carolina school districts can be found on the State of the Teaching Profession Dashboard. These analyses can be found at https://go.ncdpi.gov/bcdjz or scan this QR code:

LEA Attrition Data for Low-Performing Districts can be found in the attrition, mobility, and recoupment dashboard. These analyses can be found at https://go.ncdpi.gov/bcdjz or scan this QR code:

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Most Difficult to Staff License Areas

To ensure that all LEAs reported their data in a consistent manner, it was necessary to create a teacher vacancy definition. For this report's purposes, NCDPI used the statutory definition of teacher vacancy. An instructional position (or a portion thereof) for which there is not an appropriately licensed teacher who is eligible for permanent employment. Instructional positions that are filled with long-term substitutes, retired teachers, provisionally licensed teachers, and temporarily licensed teachers would be counted as vacant by the LEA, because these employees are not lasting solutions to the vacancy issue and are only stop-gap measures (in most cases) employed by the LEA until a full-time, permanent, fully licensed teacher can be found. Because of the Department's approach to defining teacher vacancy, one should not assume that positions listed as vacant lack a teacher, but that the position is being covered by the best possible interim teacher until the LEA can realize a more appropriate solution.

For the 2022-23 school year, LEAs across North Carolina reported 93,875 teaching positions in North Carolina. LEAs were asked to report the number of teaching vacancies on both the first and the 40th instructional day of the 2022-23 school year. Across the state there were 6,150 (6.6%) instructional vacancies on the first day of the school year and 6,006 (6.5%) vacancies on the 40th instructional day. In many cases, the positions reported as vacant on the first instructional day were different from those reported as vacancies on the 40th instructional day. This suggests that teacher vacancy is a continual issue that LEAs must contend with throughout the school year.

In Table 9, one can see the total number of vacancies in the state for selected subject areas by school type (elementary, middle, and high school). Elementary schools have the most vacancies in the selected subject areas, but that is expected given that there are far more elementary schools than middle or high schools.

Table 9: State-Wide Total Vacancies for Subjects by School Type

Subject Area	School Type	Number of Vacancies
Core (Math, ELA, Science, Social Studies)	K-5	1,387
Exceptional Children	K-5	549.39
Math	6-8	282.00
ELA	6-8	249.00
Science	6-8	246.00
Social Studies	6-8	202.50
Exceptional Children	6-8	324.67
Math	9-12	236.30
ELA	9-12	168.50

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Science	9-12	173.08
Social Studies	9-12	141.50
EC	9-12	329.12
CTE	9-12	257.50

Table 10:

LEAs with the Highest Teacher Vacancy Rates in North Carolina

LEA Name	Teacher Vacancy Rate (23-24)
Vance County Schools	31.3%
Rowan-Salisbury Schools	27.1%
Thomasville City Schools	23.8%
Hoke County Schools	20.6%
Nash County Public Schools	18.8%

LEAs with the Lowest Teacher Vacancy Rates in North Carolina

LEA Name	Teacher Vacancy Rate (23-24)
Tyrrell County Schools	0.0%
Graham County Schools	0.0%
Alleghany County Schools	0.0%
Mitchell County Schools	0.0%
Buncombe County Schools	0.1%

State and LEA Vacancy Data can be found in the State of the Teaching Profession Dashboard. These analyses can be found at https://go.ncdpi.gov/bcdjz or scan this QR code:

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Conclusions and Next Steps

In general, North Carolina teachers continue to remain teaching in the state and their respective LEAs, but the 2022-2023 report does indicate increases in both the attrition and mobility rates in North Carolina public schools. While the state attrition rate of 11.45% may be comparable with the attrition rates of other professions, this report has demonstrated that there is substantial variation in that rate across the 115 LEAs in the state. Additionally, analysis of the effectiveness of teachers who no longer remain employed in NC public schools shows that departing teachers are, on average, less effective than their counterparts who choose to remain employed in NC public schools. The question of whether the teachers that replace those teachers lost through attrition are as effective remains unanswered.

Teachers transferring between LEAs, while not representing a loss for the state, do have an impact on the instructional capacity of North Carolina's public-school systems. While some LEAs are able to capitalize on teacher mobility, others experience teacher mobility as another obstacle to maintaining a strong, experienced teaching force. Clearly, there are LEAs that are more effective than others at guarding against teacher attrition through mobility. Similarly, some LEAs are

able to replenish their diminished teaching force by attracting the state's mobile teachers to their schools. Research into these two phenomena could prove beneficial to the state in terms of reducing teacher mobility in LEAs that experience the highest rates of teacher mobility.

Finally, this report examined the license areas that were most difficult for LEAs to find teaching candidates. Surveys from a majority of the state's LEAs show that there is a dearth of teachers licensed in the areas of mathematics and elementary education. Finding teachers who are licensed in the area of Exceptional Children also continues to be a challenge for the state's LEAs.

The findings in this report are correlational and should, in no way, suggest a causal relationship between teacher attrition and other characteristics of teachers or LEAs. If any relationships borne out by the analyses in this report suggest a shift in policy or practice, it is advisable that the state conduct deeper, more thorough, research into the possible root causes of the reported relationships. Such research can only enhance our understanding of why, and under what circumstances, teachers decide to leave the teaching profession in North Carolina or move from one LEA to another.

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Appendices

Appendix A: Self-Reported Reasons for Leaving can be found on the State of the Teaching Profession Dashboard at **https://go.ncdpi.gov/bcdjz or scan this QR code:**

Appendix B: State Attrition Percentages by Reasons Categories for LEAs can be found on the State of the Teaching Profession Dashboard at **https://go.ncdpi.gov/bcdjz or scan this QR code:**

Appendix C: State Attrition, Mobility, and LEA Attrition for LEAs can be found at **https://go.ncdpi.gov/bcdjz or scan this QR code:**

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