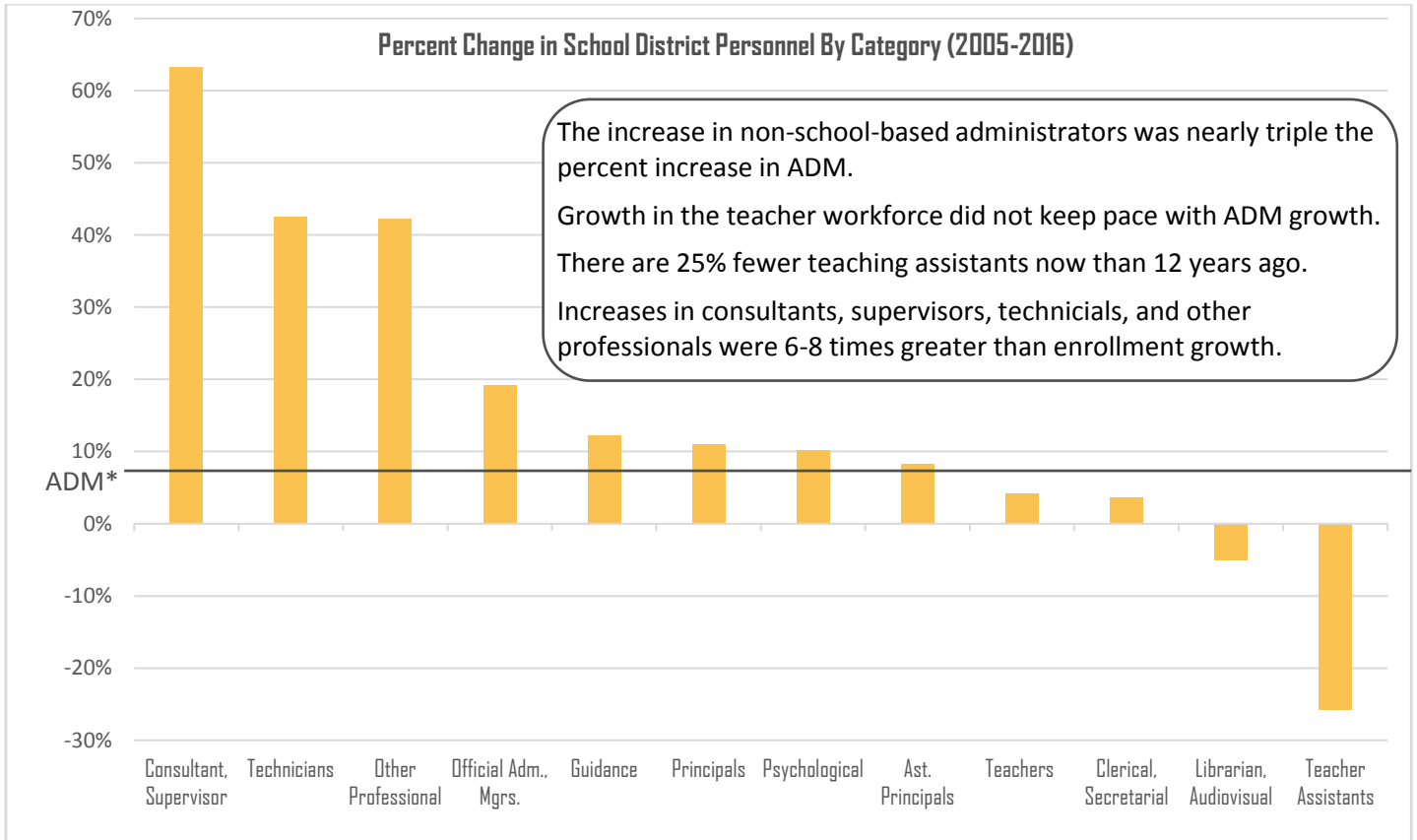
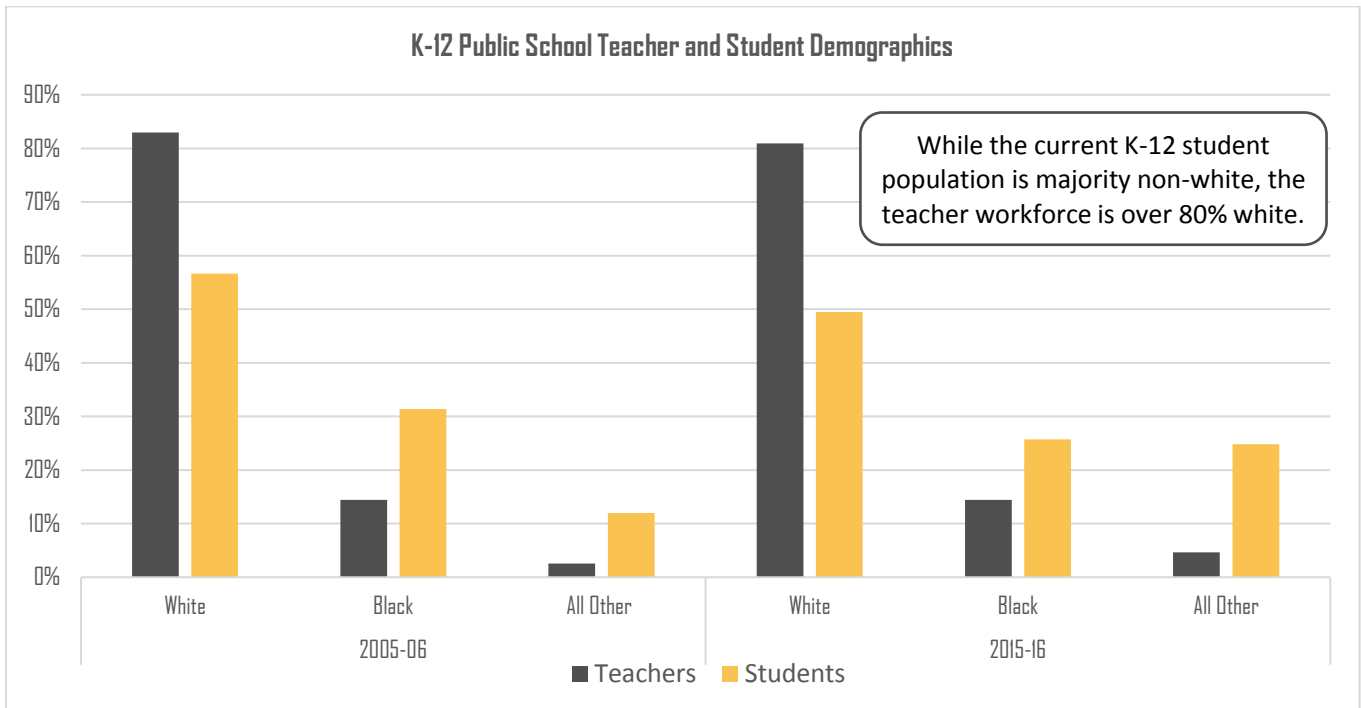


General Trends in Staffing, Demographics, and Compensation



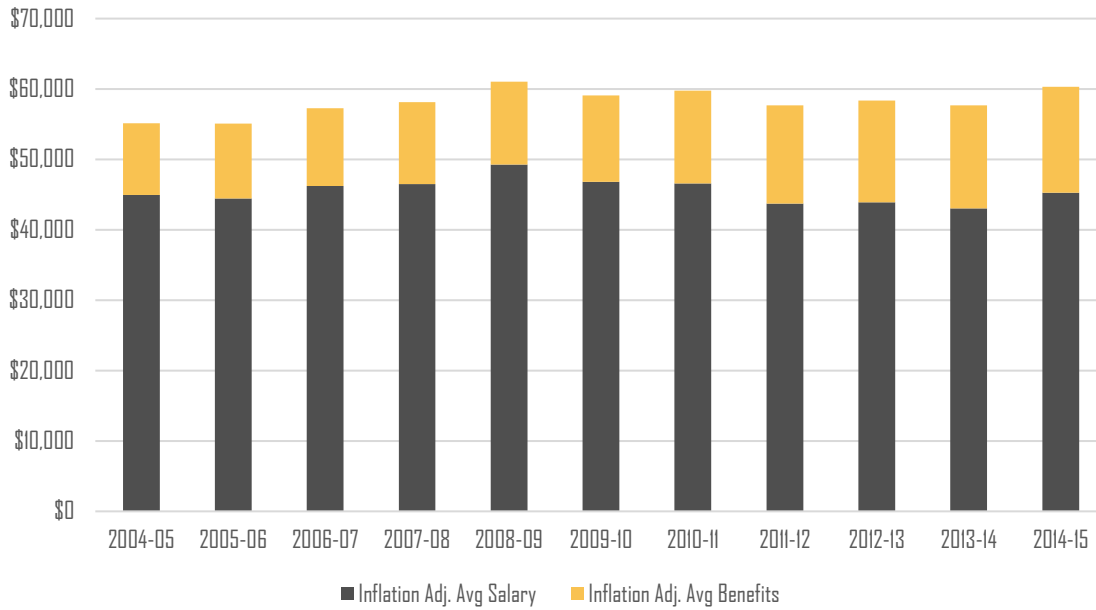
*Student average daily membership (ADM) increased by 7.5% over the same time period.

Source: [NC DPI Statistical Profile Table 16](#)



Source: NC DPI Statistical Profile – [Table 10](#), [Table 16](#), and [Table 16B](#)

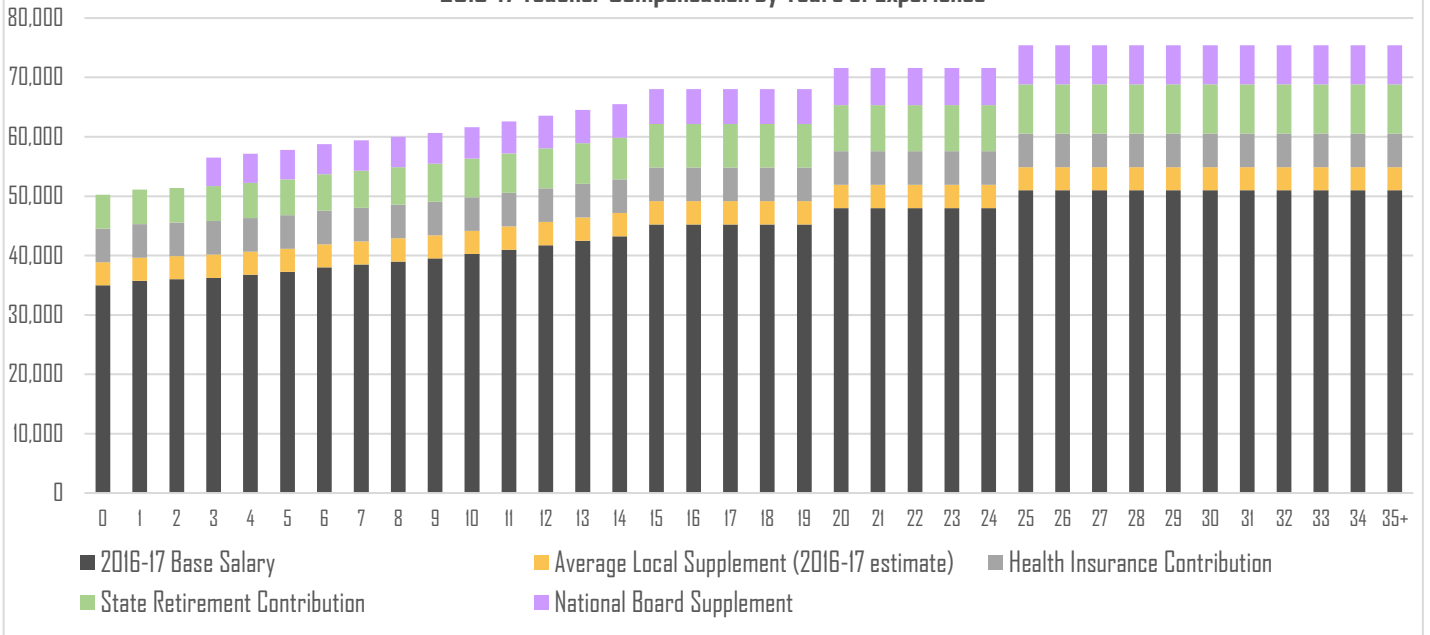
School District Personnel Compensation Trends (2014-15 dollars)



Current compensation is at a 10-year inflation-adjusted peak. Salaries gained little ground while benefit costs increased by nearly 50%.

NC DPI Statistical Profile – [Table 16](#) and [Table 22](#)

2016-17 Teacher Compensation by Years of Experience



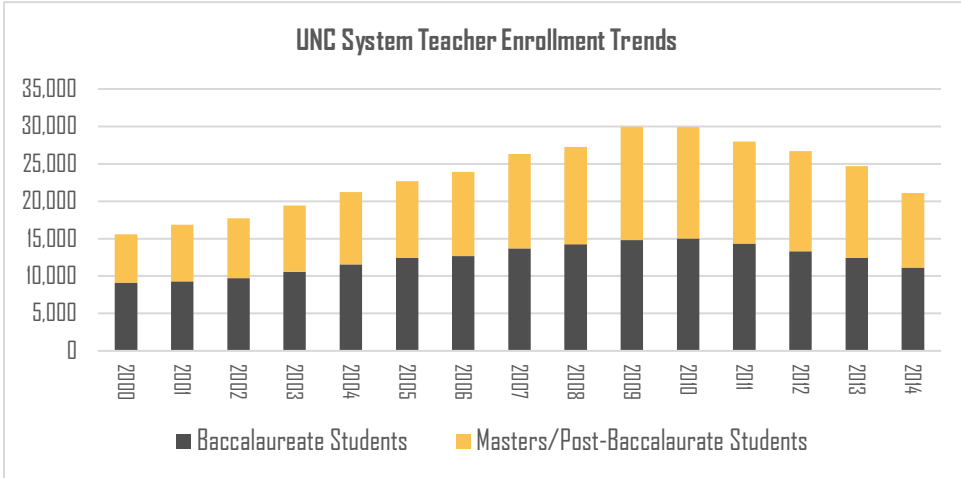
Source: [NCGA 2016 Appropriations Act](#)

In 2015, 21% of NC K-12 teachers were National Board certified, more than any other state.

In 2015-17, 7 of NC's 115 traditional school districts did not provide any local salary supplement. Supplements in the remaining 108 districts ranged from <5% to 25% of base pay.

The graph does not include differentiated pay (e.g., Project LIFT supplements, 3rd grade reading teacher performance bonuses, etc.)

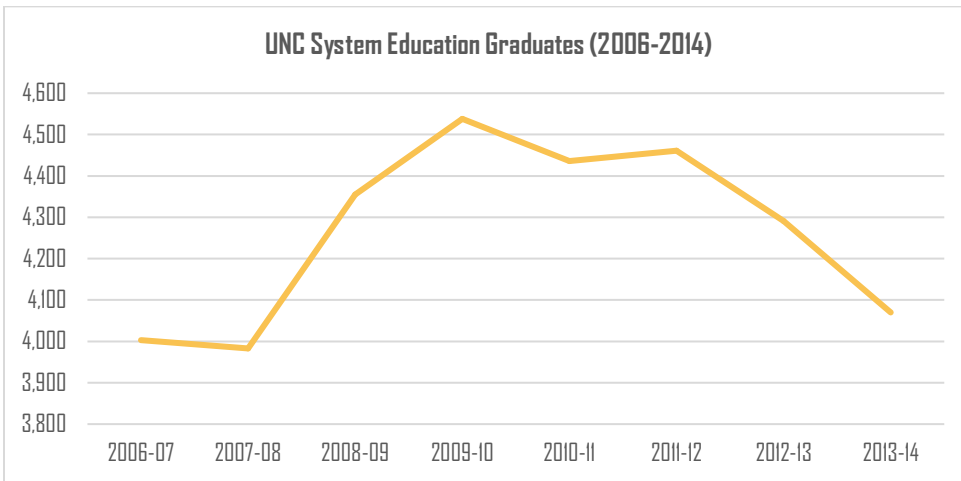
Trends in Teacher Recruitment



Enrollment in the UNC system schools of education nearly doubled from 2000 to 2010 and has steadily declined since then.

*Fall enrollment headcounts for baccalaureate and post-baccalaureate education and teaching certification students.

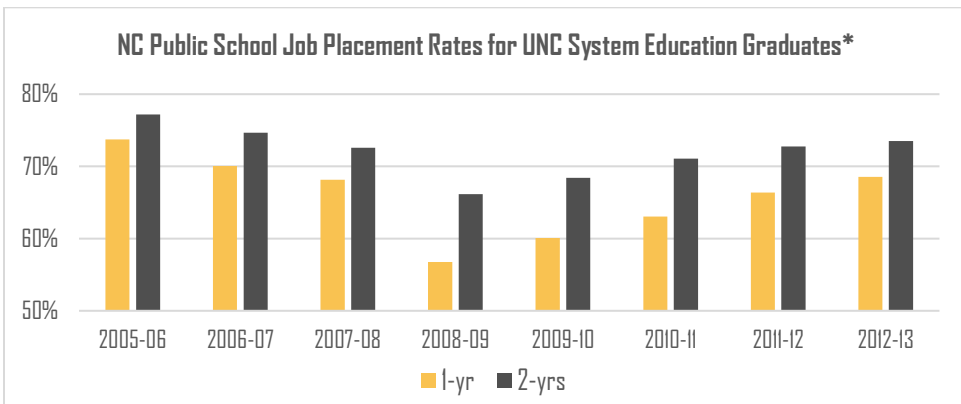
Source: [UNC System Enrollment Reports](#)



The number of education graduates in the UNC system spiked from 2006 to 2010 and subsequently returned to baseline levels.

Note: "Graduates" (also referred to as Teacher Productivity) is defined as UNC System initially licensed teacher education graduates and alternative licensure completers.

Source: [UNC Teacher Quality Dashboard](#)

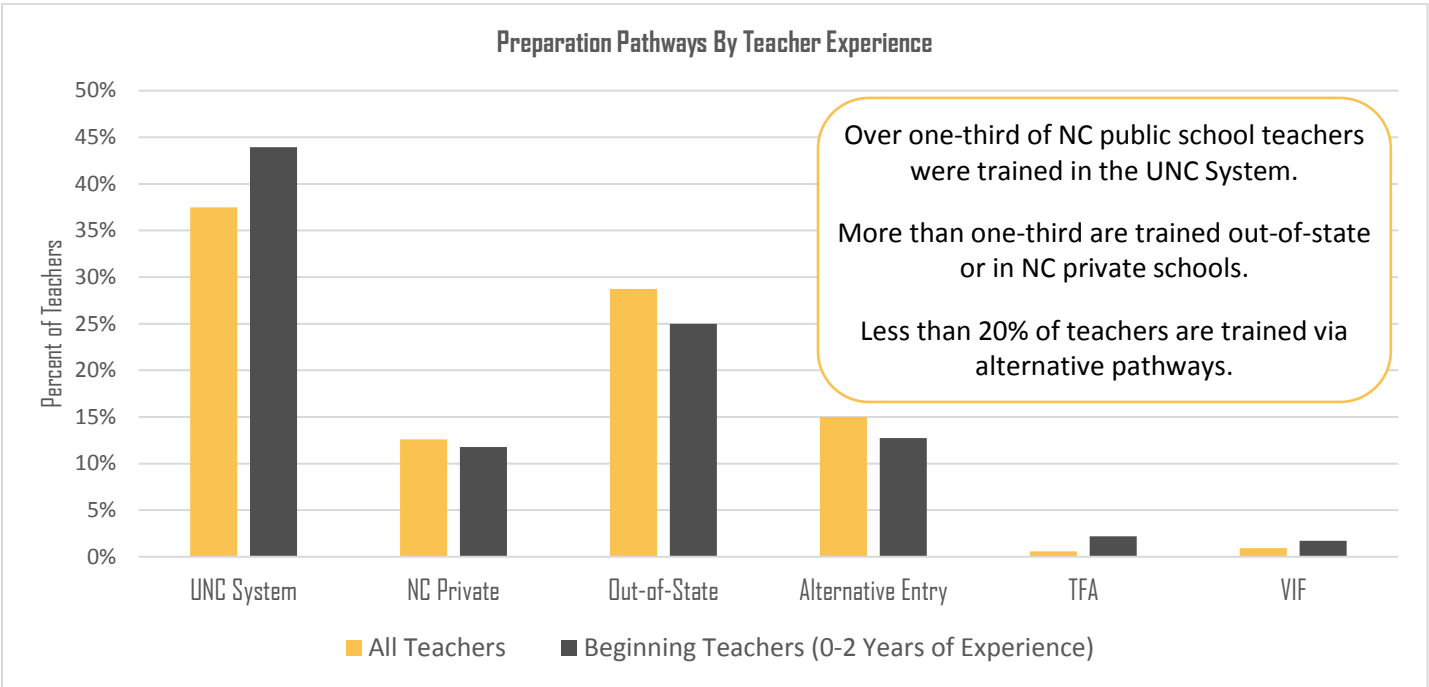


NC public school job placement rates declined, with an increasing pool of newly licensed teachers, and subsequently increased as the number of UNC system education graduates declined.

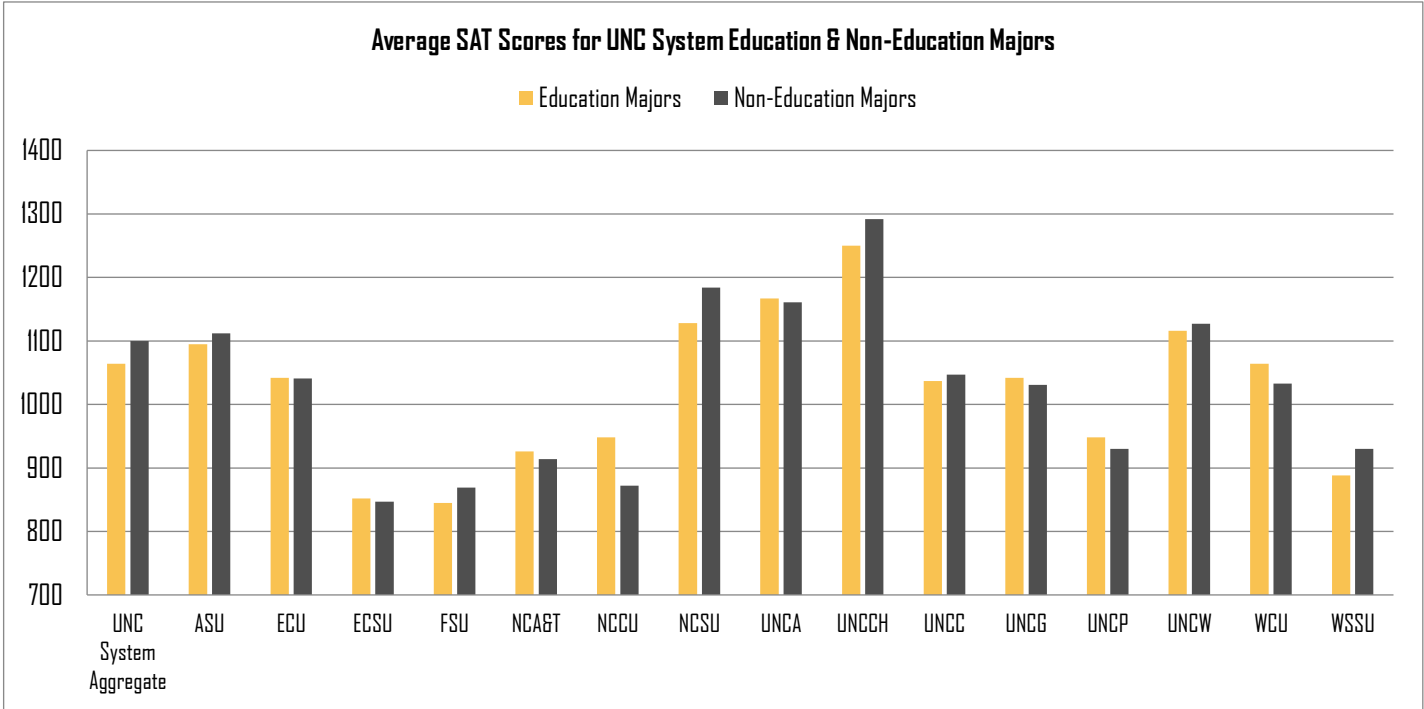
Over 1 in 4 UNC system education majors do not teach in NC public schools within 2 years of graduation.

Note: Data represents the percentage of initially-prepared teachers who have secured teaching positions in NC public schools within one or two years. The data represent the percentage of graduates in a cohort.

Source: [UNC Teacher Quality Dashboard](#)



Source: [UNC Teacher Quality Dashboard](#)



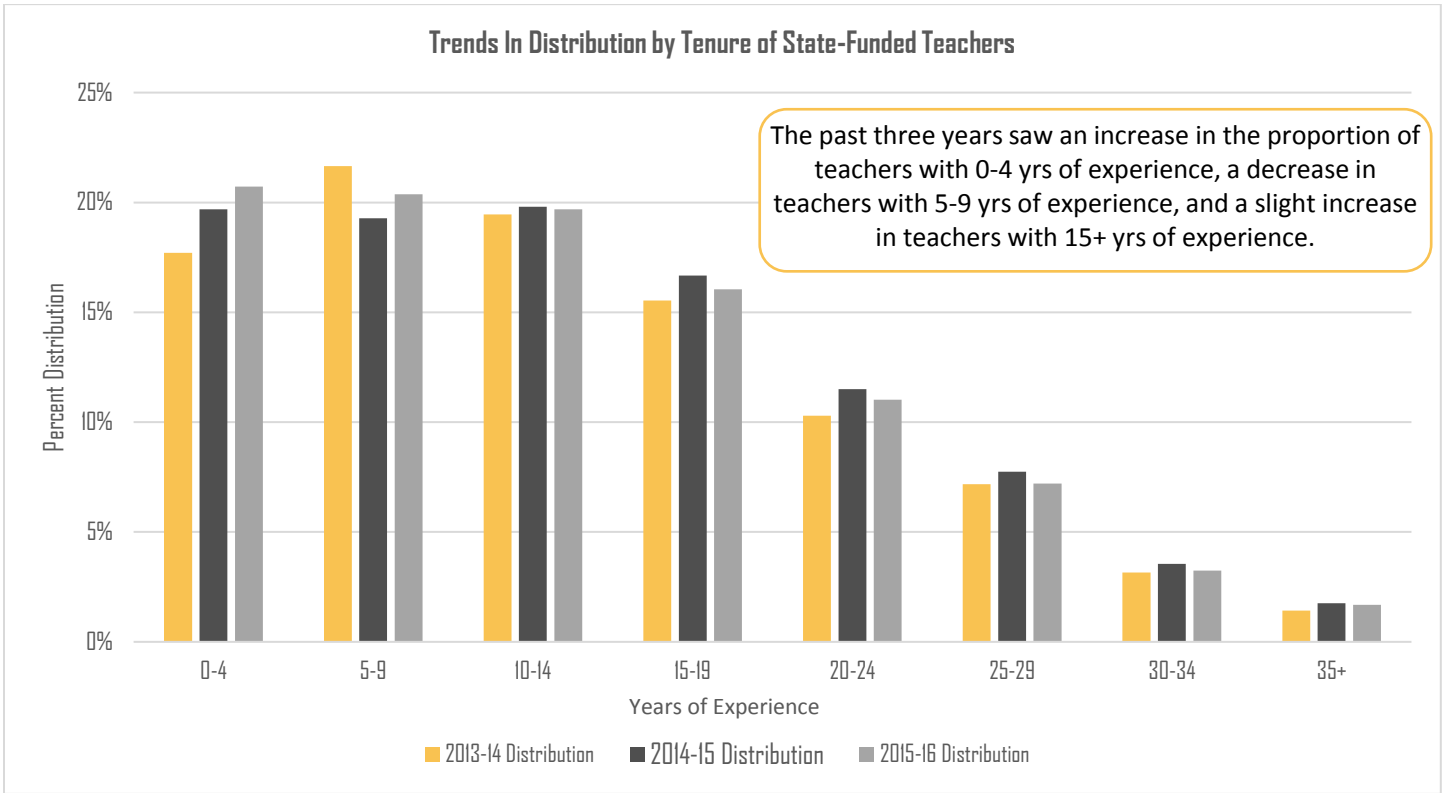
Source: [UNC Teacher Quality Dashboard](#)

The comparability of average SAT scores varies by institution.

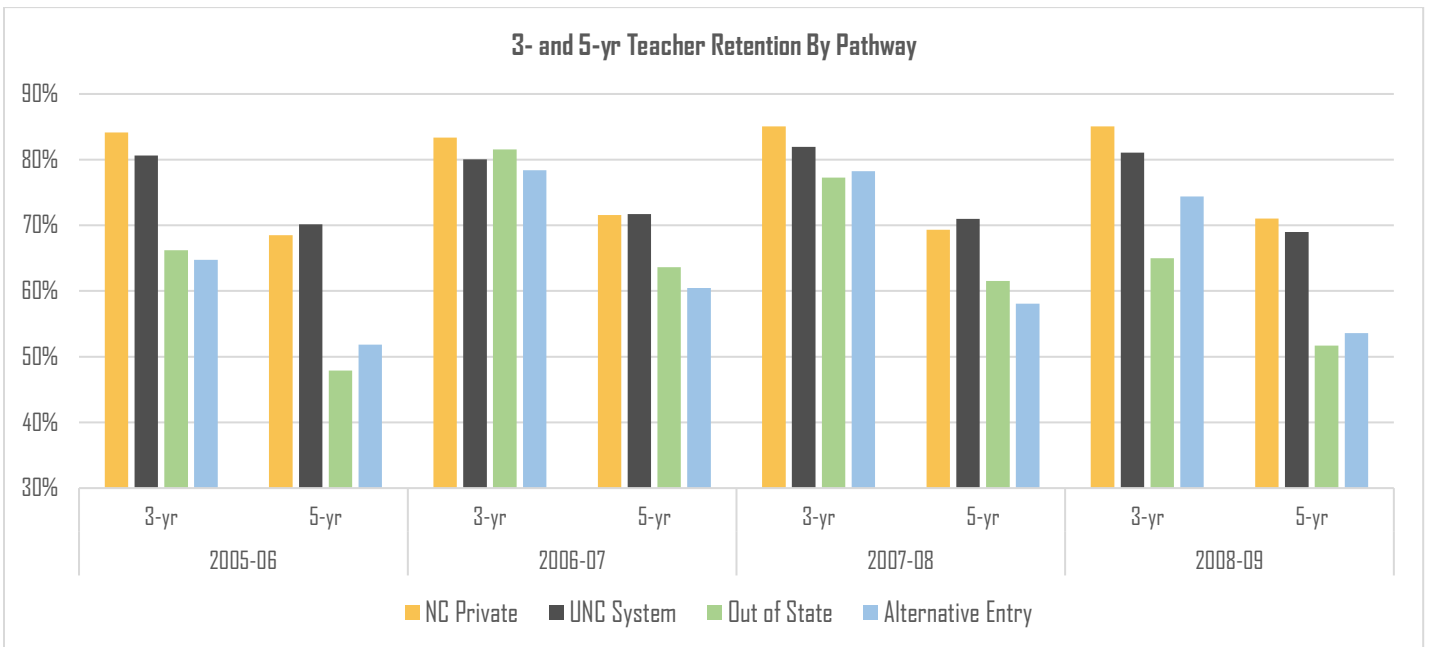
Gaps between institutions outweigh gaps between education and non-education majors.

In aggregate, the average SAT score is higher among non-education majors.

Trends in Teacher Retention

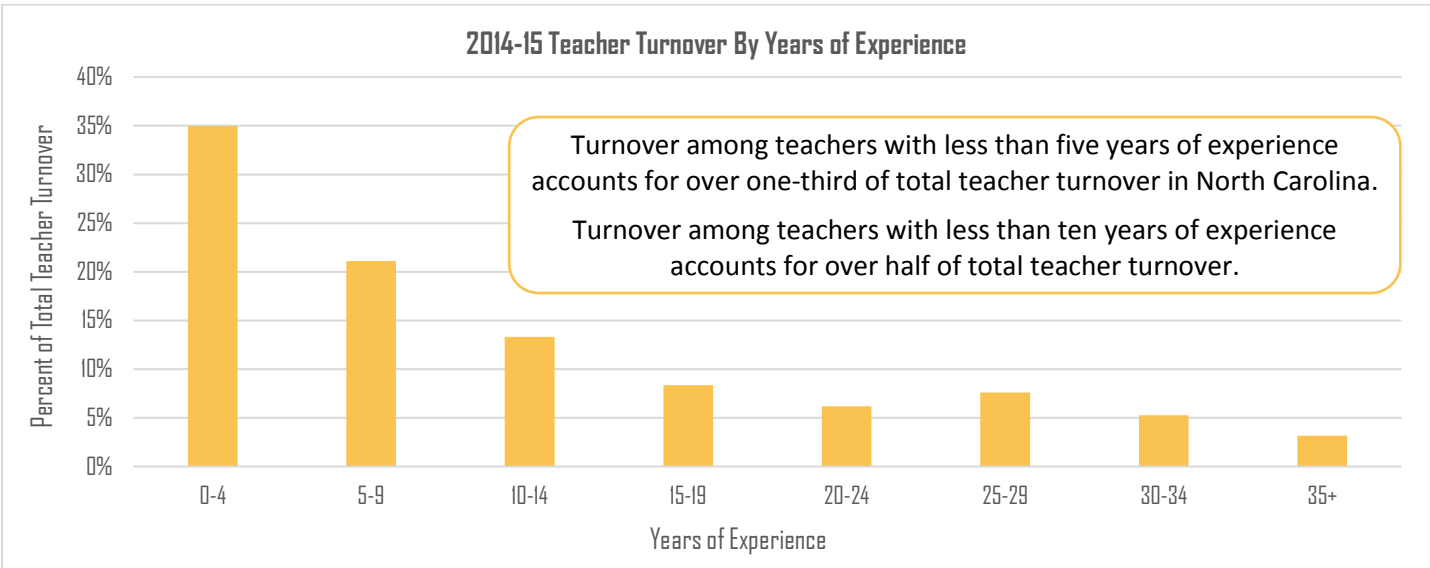


Source: NC DPI – [Highlights of the NC Public School Budget](#)

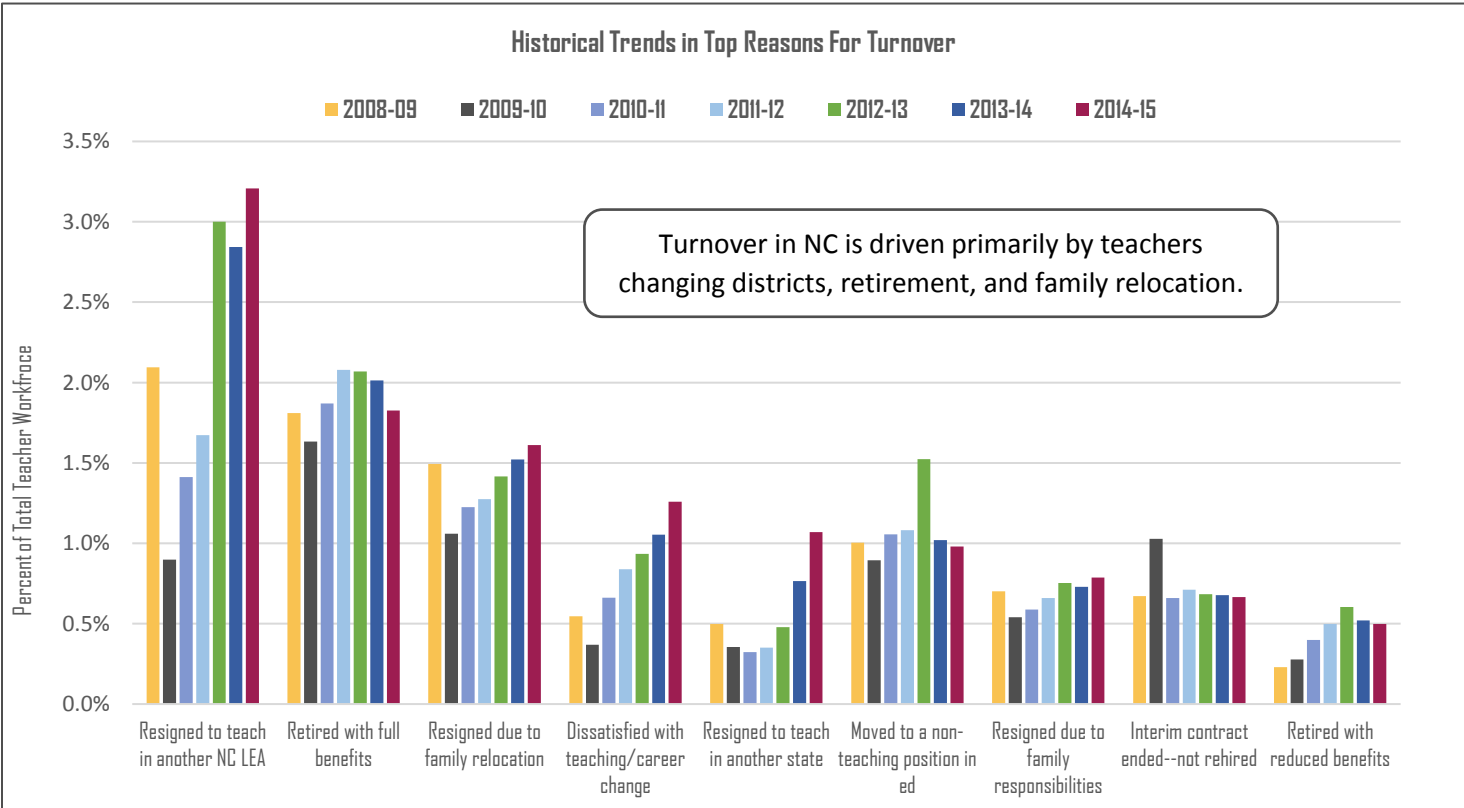


Source: [UNC Teacher Quality Dashboard](#)

Teachers trained by the UNC system & NC private schools have the highest retention rates.



Source: NC DPI



Source: [NC DPI Turnover Reports 2008-2014](#)

Teacher Working Conditions Survey Data

- In the 2016 TWC survey, 81% of current NC public school teachers intend to continue teaching in their current school and 89% intend to continue teaching in North Carolina in 2017.
- School leadership is the strongest factor impacting teachers' willingness to continue teaching at their current school.

Source: [2016 Teacher Working Conditions Survey](#)

Incentivizing Positions in the Highest-need Areas/Positions

Numbers of Courses and Students Taught by Mathematics and Science Teachers who are Non-licensed, Provisionally Licensed or Fully Licensed in their Discipline (2010-2011)

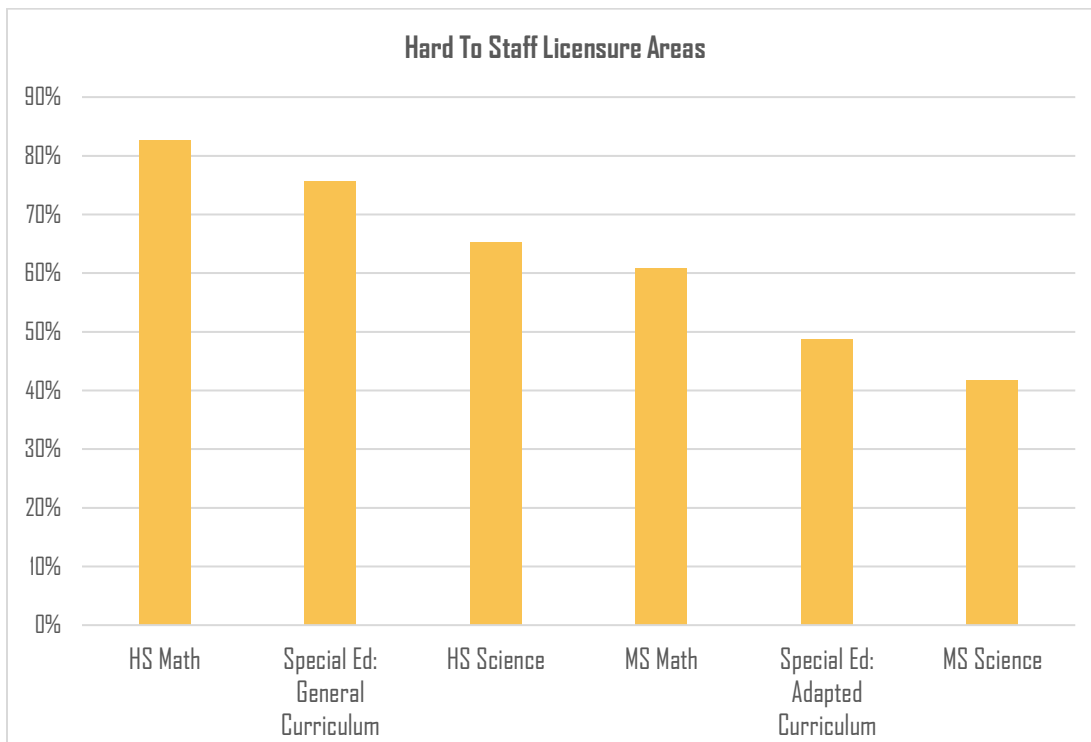
		Non-licensed	Provisionally Licensed	Fully Licensed
Mathematics (Middle Grades)				
Courses	19,658	38.29%	10.14%	50.43%
Students	319,514	30.36%	11.33%	57.56%
Mathematics (High School)				
Courses	31,329	32.40%	9.81%	51.21%
Students	372,988	15.90%	11.66%	65.68%
Science (Middle Grades)				
Courses	16,799	37.87%	12.89%	48.03%
Students	319,250	31.69%	13.90%	53.27%
Science (High School)				
Courses	25,049	32.79%	19.01%	45.88%
Students	335,443	16.47%	23.06%	57.37%

Source: NC Department of Public Instruction data, analyzed by the Carolina Institute for Public Policy

*2010-11 is the most recent available data

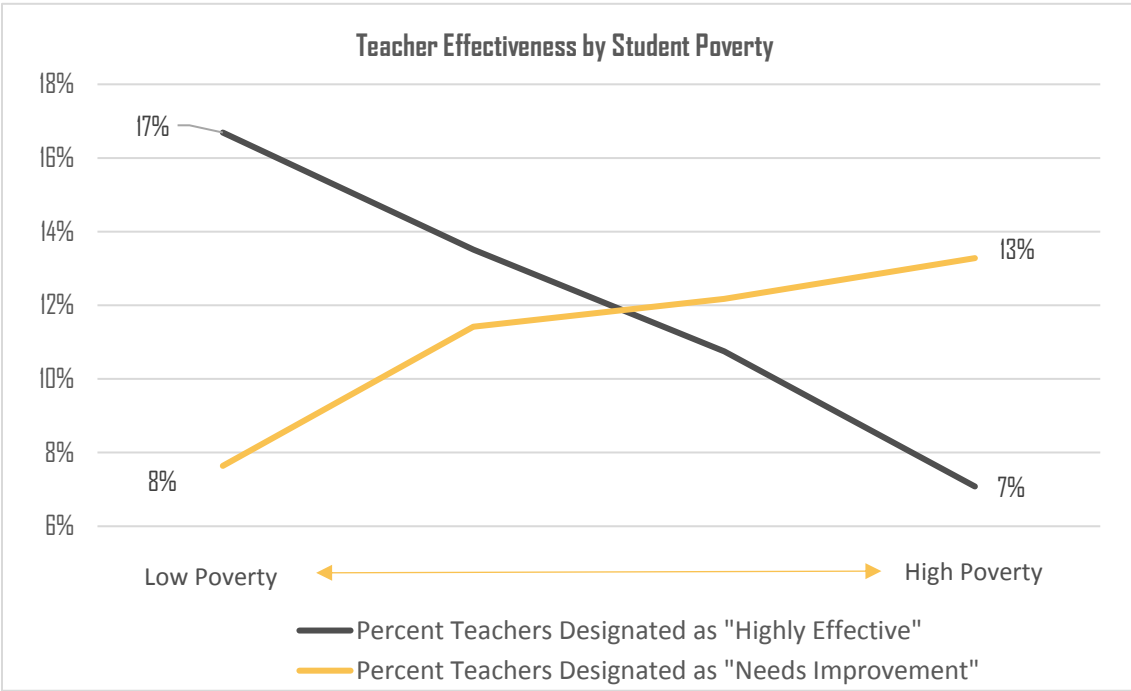
Source: <https://www.ncstemcenter.org/wp-content/uploads/2014/03/NCSTEMScorecard.pdf>, page 91

In 2010-11 (the most recently available data), less than half of students in middle and high school math and science classes were taught by fully licensed teachers.



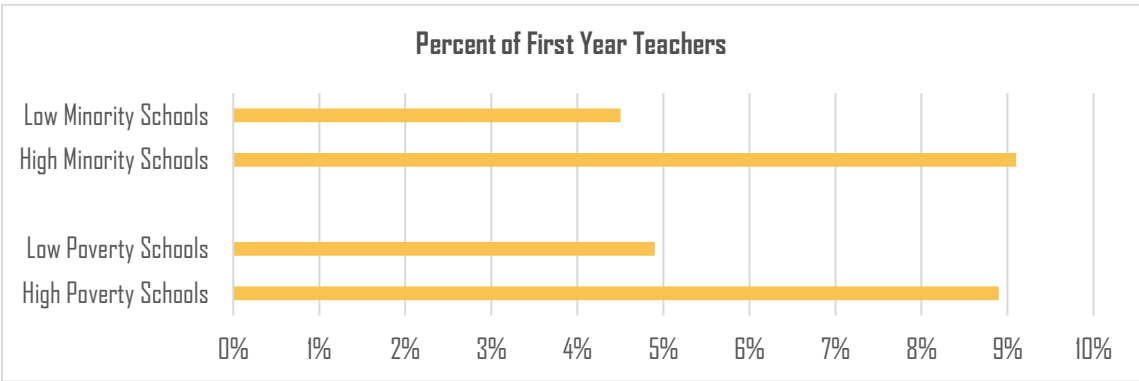
Source: [NC DPI Teacher Turnover Reports](#)

In 2013-14 and 2014-15, over half of NC LEAs reported difficulty staffing fully licensed teachers in MS and HS math, HS science, and special education.



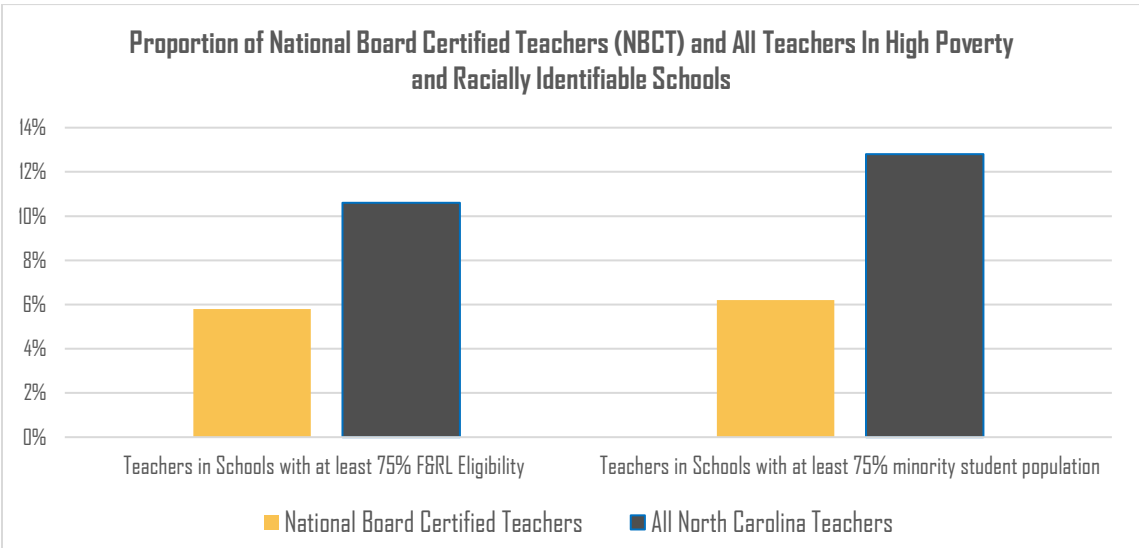
Schools with the highest proportion of economically disadvantaged students have disproportionately fewer highly effective teachers and more teachers rated as needing improvement.

Source: [NC Equity Plan](#)



Economically disadvantaged and non-white students are taught disproportionately by first year teachers.

Source: [NC Equity Plan](#)



Economically disadvantaged students and minority students lack equitable access to National Board Certified Teachers.

Source: [Sharing the Wealth: National Board Certified Teachers and the Students Who Need Them Most](#)