

# State of the Teaching Profession and School Administrator Report

North Carolina General Statutes 115C-299.5, 115C-12(22), and 115C-289.2

April 2025 State Board of Education Meeting



North Carolina Department of  
**PUBLIC INSTRUCTION**

# Definitions

- School district – a public-school unit that is governed by a local board of education. Pursuant to law, attrition and mobility are only measured for school districts.
- Attrition – separation of employment from a school district with no subsequent employment in any North Carolina public-school unit.
- Mobility – separation from employment from a school district with subsequent employment in a different North Carolina public-school unit. Mobility does not contribute to the State’s attrition rate.
- Local Education Agency (LEA or district) attrition – the combined effect of attrition and mobility measured at the district level.
- Vacancy – a teaching position that is not filled by an educator with a qualifying license.
- Teacher – a school employee who holds a North Carolina educator license and is coded as a “teacher” in the State’s payroll system.

# Methodology and Considerations

- NC General Statute 115C-299.5 (b) requires the State Board of Education to collect information on teacher attrition and vacancies from “each local board of education”. Charter, laboratory, and residential schools are not included in this data collection as they are not governed by a local board of education.
- NCDPI uses the March 2023 payroll file to determine the base population of teachers. We compare that payroll record to the March 2024 payroll record and flag (as attrition) those teachers who were present in the base file but do not appear in the March 2024 record. NCDPI further checks September 2024 payroll records to ensure that the teacher did not return to service the following school year (if so, recoded to mobility). NCDPI captures all funding sources in the analysis (e.g., state, federal, local).
- To avoid capturing rehired retirees and interim teachers, NCDPI restricts the base population to those who have a full-time equivalency (FTE) of 0.7 or greater.
- Changes in position (e.g., teacher to administrator) is never counted as state attrition. If the change in position occurs within the same school district, it is considered neither attrition from teaching nor mobility. If the change in position includes employment in a different public-school unit, then it is coded as mobility.

# Methodology and Considerations

- From the LEA perspective, the difference between attrition and mobility is immaterial – an employee has left their employment and must be replaced. LEA Attrition (as measured in the report) is the combined effect of state attrition and mobility for each school district.
- Vacancy is strictly defined by statute (see slide 13) and may differ from an intuitive understanding of the term. NCDPI disaggregates vacancies to provide more nuanced information to the reader.
- Per statute, vacancies are reported on the 40<sup>th</sup> instructional day. NCDPI also collects information on vacancies on the 1<sup>st</sup> instructional day to provide a better understanding of the constant change in measuring this variable. Vacancies, and the associated grades and subjects in which they occur, are reported by the school district and cannot be verified by NCDPI's licensure and payroll data.
- Attrition data are reported based on March 2023 to March 2024 payroll records. Vacancies are measured on the 40<sup>th</sup> instructional day in the 2024-2025 school year.

# Summary of Key Findings

- The North Carolina teacher attrition rate has declined this year to 9.88%.
- NC local districts continue to hire new teachers at a rate that exceeds attrition rates.
- Teacher attrition is not uniform across years of experience. Early- and late-career teachers show higher rates of attrition relative to mid-career teachers.
- How teachers enter the profession, in terms of license and pathway, has shifted over the years.

# Summary of Key Findings

- The alternative pathway to licensure shows a decrease in educators in route to Residency Licensure. This phenomenon may be linked to identifying beginning teachers for targeted support.
- Vacancy rates in North Carolina public school districts show an increase over the prior year.
- Disaggregation of vacancy rates provides important context to understanding how many NC classrooms are vacant, filled by long-term substitutes, or temporarily licensed educators.

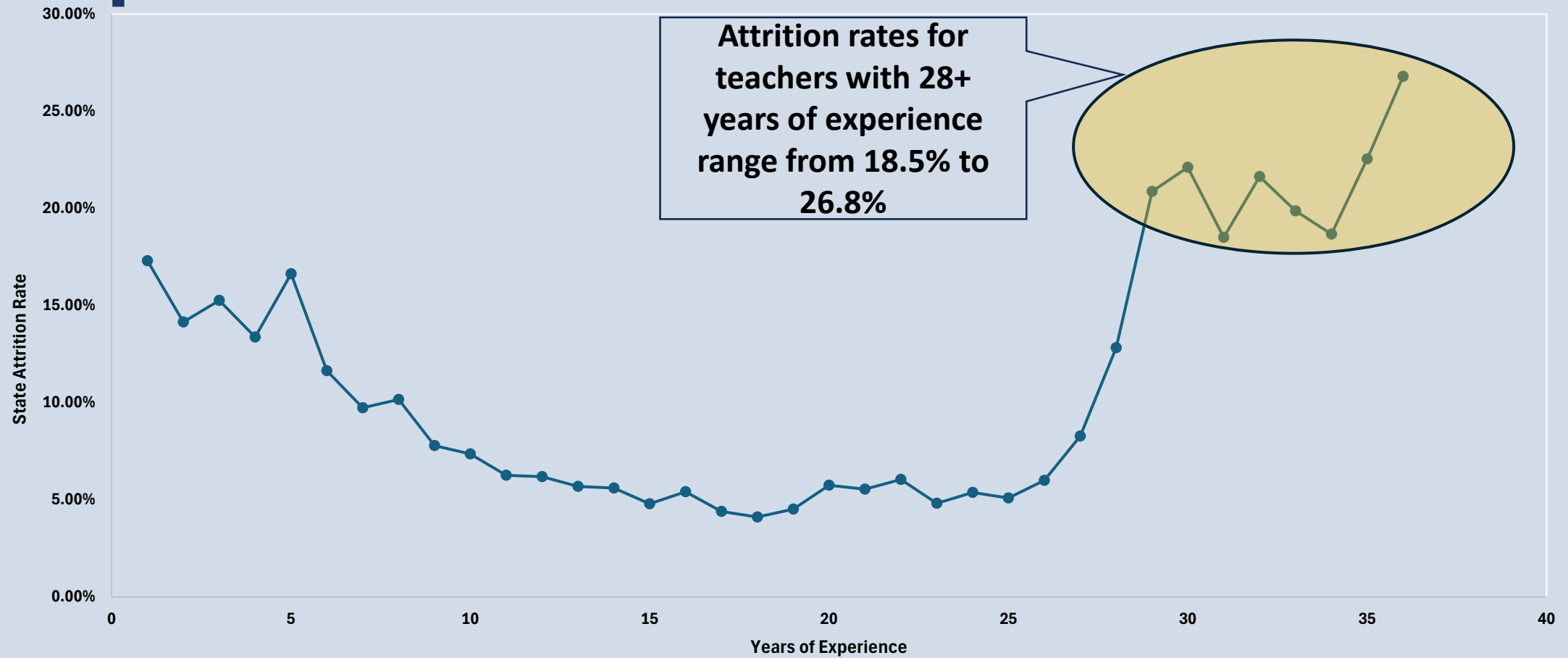
# Teacher Attrition Information

# Summary of Key Measures

Reporting Year	State Attrition Number	State Attrition Rate	State Mobility Rate	New Hires (September of following School Year)	State Replenishment Rate
2017-2018	7,674	8.1%	4.4%	9,013	117.4%
2018-2019	7,115	7.5%	4.5%	8,850	124.4%
2019-2020	7,111	7.5%	4.9%	7,332	101.3%
2020-2021	7,735	8.2%	3.2%	10,025	129.6%
2021-2022	7,280	7.8%	3.3%	11,496	157.9%
2022-2023	10,373	11.5%	5.3%	11,023	106.3%
2023-2024	8,886	9.88%	4.9%	11,591	130.44%
<b>Average</b>	<b>8,025</b>	<b>8.64%</b>	<b>4.4%</b>	<b>9,904</b>	<b>123.91%</b>

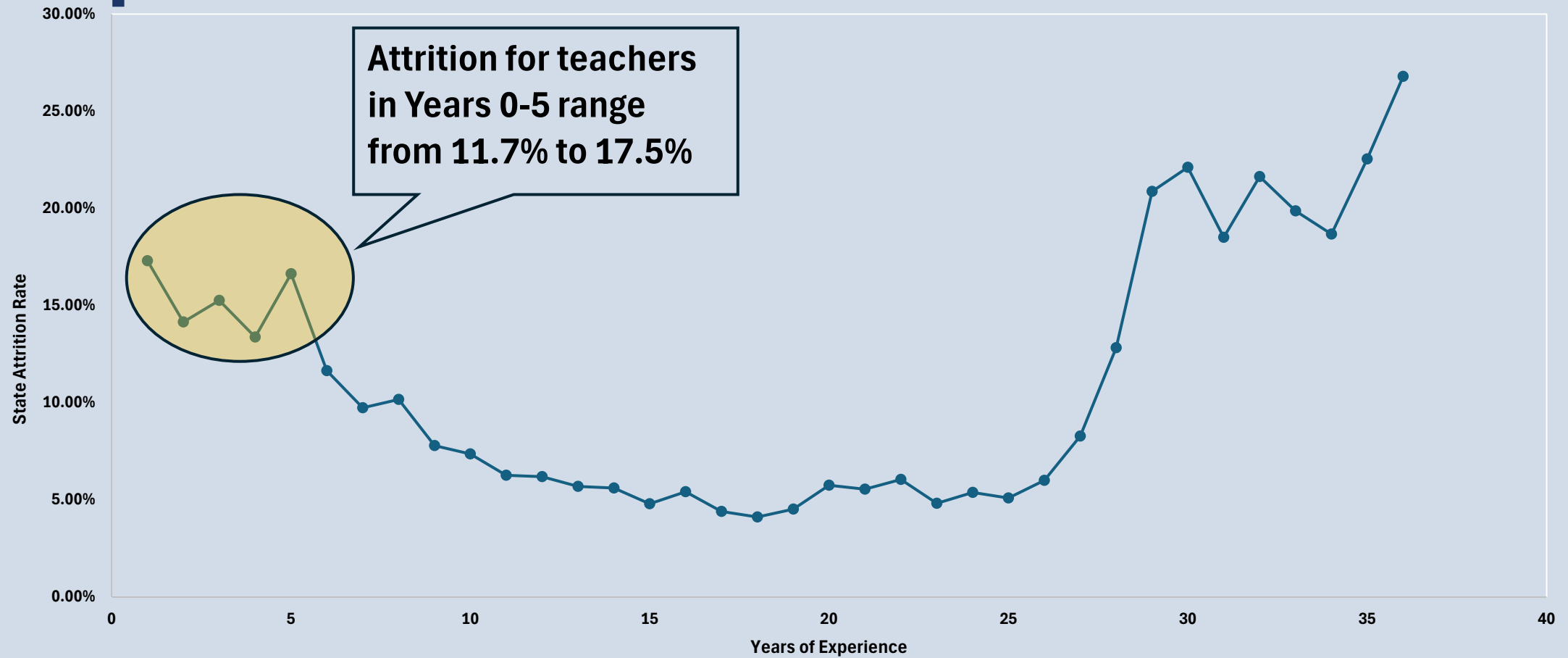
Source: NCDPI Payroll Records

# NC Teacher Attrition by Teaching Experience



Source: NCDPI Licensure and Payroll Data

# NC Teacher Attrition by Teaching Experience



Source: NCDPI Licensure and Payroll Data

# License Routes of NC Newly Hired Teachers

License Route						
Year	Traditional	Alternative /Residency	Out-of-State	CTE	International	Other
2017-18	30.98%	35.93%	26.52%	1.95%	4.15%	0.47%
2018-19	32.09%	34.40%	25.37%	1.74%	6.03%	0.36%
2019-20	35.57%	33.54%	26.53%	1.97%	2.03%	0.36%
2020-21	31.57%	36.47%	24.96%	1.79%	4.92%	0.30%
2021-22	26.66%	40.52%	21.43%	1.98%	9.17%	0.23%
2022-23	23.44%	44.31%	19.75%	1.95%	10.30%	0.24%
2023-24	24.84%	42.96%	19.76%	2.41%	8.84%	1.19%

\*Newly Hired is defined as an educator who has not been employed as a licensed educator in the prior three school years. Source: NCDPI Licensure Data

# License Types:

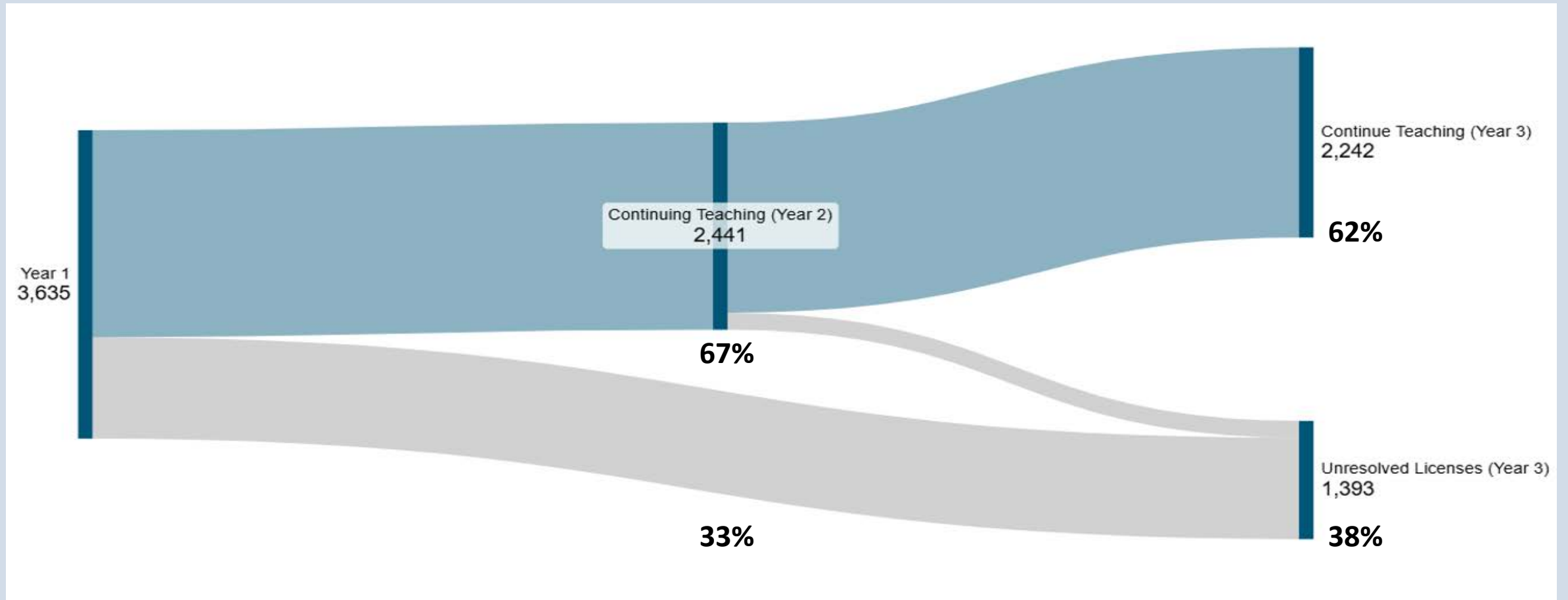
- **Continuing Professional License (CPL)** – a five-year, renewable license issued to an individual who has at least three years of teaching experience and completed all State Board of Education requirements for licensure.
- **Initial Professional License (IPL)** – a three-year, non-renewable license issued to an individual who has completed an approved preparation program, completed clinical internship requirements, but who has not completed three years of teaching and/or completed all testing requirements of the State Board of Education.
- **Residency License (RL)** – a one-year license (renewable twice) issued to an individual who holds, at a minimum, a bachelor's degree and is employed by a NC public-school unit **and** is enrolled in a State Board of Education-approved educator preparation program. An individual must have completed at least 24 credit hours in the subject area of the license or passed the State Board of Education-required licensure content exam to qualify for this license.
  - **Emergency License (EL)** – a one-year, non-renewable license issued to an individual who holds a bachelor's degree but does not qualify for a Residency License. An individual must have completed at least 18 credit hours in the subject area of the license to qualify for this license.
  - **Permit to Teach (PtT)** – a one-year, non-renewable license issued to an individual who hold a bachelor's degree but does not qualify for an Emergency License (less than 18 credit hours complete in the subject area of the license).

# License Types for Newly Hired Educators\*

School Year	Continuing Professional License	Initial Professional License	Total Alternative	Licenses That Comprise the Alternate Route		
				Permit to Teach	Emergency	Residency
2017-18	19.72%	39.93%	2.42%	0.69%	1.69%	0.37%
2018-19	20.48%	40.08%	22.63%	8.04%	4.88%	9.71%
2019-20	20.51%	44.93%	29.81%	9.34%	4.39%	16.08%
2020-21	18.72%	40.51%	33.62%	10.24%	9.72%	13.66%
2021-22	17.29%	33.87%	37.19%	10.88%	14.65%	11.66%
2022-23	12.53%	33.17%	41.86%	10.70%	21.36%	9.80%
2023-24	10.45%	37.26%	40.88%	5.87%	28.03%	6.98%

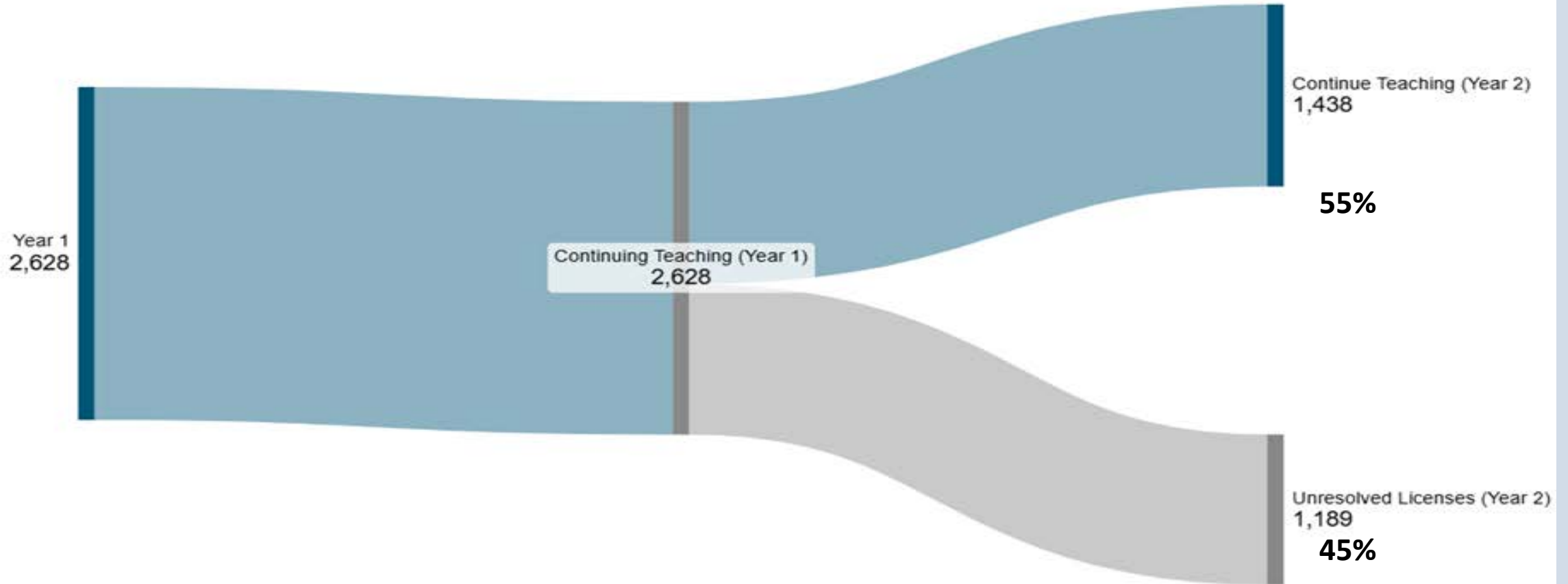
\*Newly Hired is defined as an educator who has not been employed as a licensed educator in the prior three school years. Source: NCDPI Licensure Data

# Permit to Teach and Continued Employment (2018-19 to 2023-24)



Source: NCDPI Licensure and Payroll Data

# Emergency License and Continued Employment (2018-19 to 2023-24)



Source: NCDPI Licensure and Payroll Data

# Teacher Vacancy Information

# NC GS 115C-299.5

Teacher Vacancy. - A teaching position that a local board of education is unable to fill with a teacher licensed in that subject area, including a position that meets any of the following criteria:

- a. Is not filled by a teacher licensed in that subject area, including a position that meets any of the following criteria:
  1. Continuing Professional License
  2. Initial Professional License
  3. Lifetime License
  4. Limited License
  5. Residency License
- b. Is not filled by a licensed teacher in a permanent assignment.
- c. Is filled by a substitute teacher or interim teacher
- d. Is filled by a teacher with (i) and emergency license or (ii) another permit or license not included in sub-subdivision a. of this subdivision.

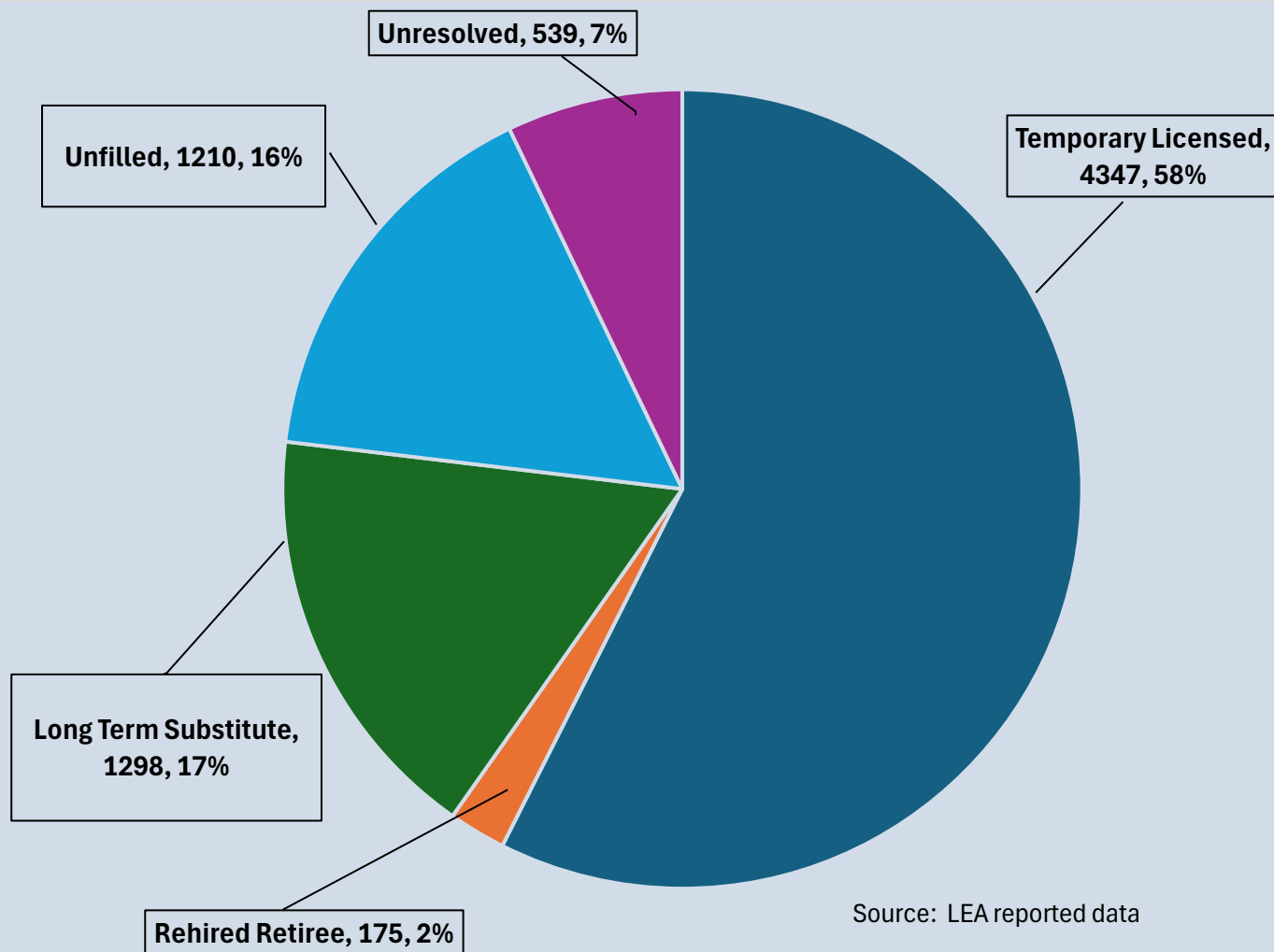
# Vacancy Rates Over Time

- The statutory change in measuring vacancies means that vacancy rates are not comparable from year to year (specifically from 2021-22 to earlier years).

Reporting Year	State Vacancy Rate
2017-2018	1.5%
2018-2019	3.2%
2019-2020	1.7%
2020-2021	3.4%
2021-2022	5.9%*
2022-2023	6.4%*
2023-2024	7.6%*
Average	4.2%

\*Indicates vacancy rates that include temporarily licensed educators per change in law.

# Disaggregated Vacancy Data



Source: LEA reported data

In 2021, state law redefined vacancies to include educators with temporary licenses or licensed educators in temporary positions (e.g., rehired retirees). If one only counts unlicensed employees (long-term substitutes, unfilled positions, and unresolved), the state vacancy rate would be 3.4%. If one only counts unfilled and unresolved positions, the State's vacancy rate would be 1.9%.

Teachers who hold a temporary license make up the vast majority of what is considered a vacancy in North Carolina public schools.

\*Note: Disaggregation results do not include 120 (1.5%) vacancies that were not coded by an LEA.

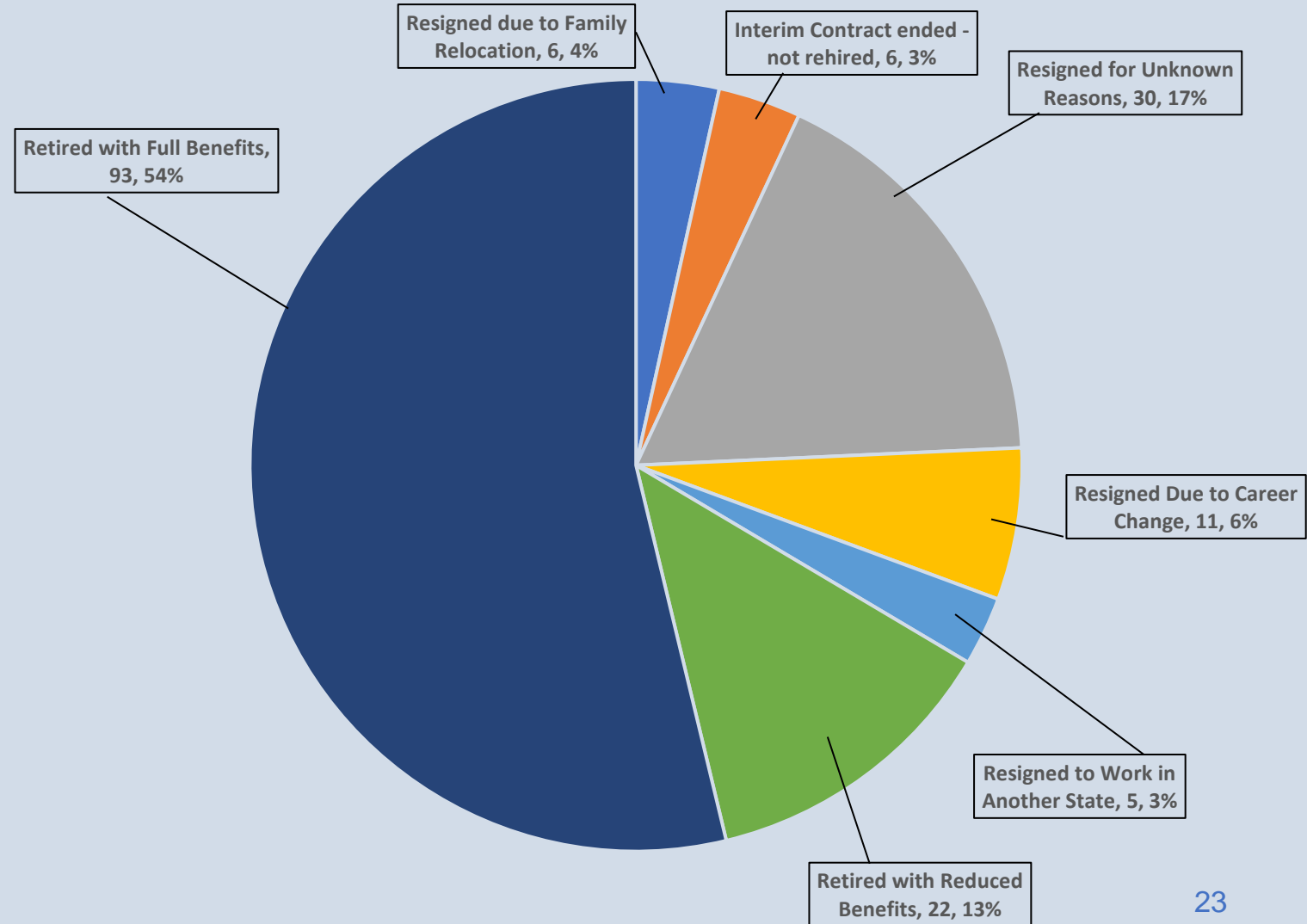
# State of the School Administrator Profession in North Carolina

# Key Questions in Legislation

- The number of principals who left the profession without remaining in the field of education.
- The number of principals who left their position for employment as a principal in another school in the State, including principals who left for employment within another local school administrative unit, a nonpublic school, or a charter school.
- The number of principals who left their position for another type of educational position and the type of educational position to which the principals moved.
- The number of principals who left their position in low-performing schools as defined in G.S. 115C-105.37.
- The number of principals who left their position in order to move to a low-performing school, as defined in G.S. 115C-105.37, and the impact of the principal recruitment supplement authorized in G.S. 115C-285.1 on the principal's decision to accept the position at the low-performing school.

# Principals Leaving Employment

- At the end of the 2022-23 school year, there were 2,498 principals employed in our 115 local education agencies.
- Of those 2,498 principals, 186 did not return to employment in North Carolina public schools.
- This equates to a 7.45% attrition rate for school principals.



# Principal Mobility

- There were 463 principals who left their schools at the end of the 2022-2023 school year and remained employed in the State in the following school year.
- There were 295 (11.8%) principals who left their schools at the end of the 2022-2023 school year and gained employment as a principal in a different school in the following school year.
- Of those 295, 241 (81.7%) remained employed as a principal in the same LEA.
- The remaining 54 (18.3%) remained employed as a principal but in a different public-school unit (PSU).
- Of those 54 moving to a different PSU, 6 (11.1%) moved to a charter school.

# Remained Employed and Current Position

Roles		
Assistant Principal	40	1.73%
Central Office	104	4.50%
Instructional Support	8	0.35%
Teacher	23	0.99%
Remained as a Principal	2,137	92.43%
	2,312	

Source: NCDPI Licensure and Payroll Data

# Where Principals of Low-Performing Schools Were the Following Year

Principals at Low-Performing Schools (n=607)	Number of Principals Who Left the Low-Performing School	Rate
Left the State	45	7.41%
Left the LEA, but remained employed in the State	35*	5.77%
Left the School, but remained in the same LEA	99*	16.31%
Remained at the Low-Performing School	428	70.51%

\*Of the 134 Principals who left the low-performing school but remained employed, 76 (56.72%) remained in the role of principal.

Source: NCDPI Licensure and Payroll Data

# Principal Movement to Low-Performing Schools

Movement to Low-Performing School	Number of Principals	Percentage
Total Movement	78	100%
Moved from Non-Low-Performing School	59	75.64%
Moved from a Different Low-Performing School	19	24.36%

# Summary of Findings

- The attrition rate for principals is 7.45% and two-thirds of those who leave employment are retiring.
- Principal mobility is 11.8% across the state with four out of five (81.7%) remaining in the same local education agency.
- The vast majority (92.4%) of principals remained employed as principals from 2023 to 2024. Advancement to Central Office constitutes 4.5% of principals leaving the role.
- More than two-thirds of principals in low-performing schools remained at the same school. There were 78 principals that moved to low-performing school in 2023-2024. Approximately 75% of these principals were in a non-low-performing school the prior school year.

