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State Board of Education
Department of Public Instruction

Report to the North Carolina General Assembly

2015-2016 State of the Teaching Profession in North Carolina

General Statute § 115C-12(22)

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2015-2016

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 last year based on feedback from the NC Department of Public Instruction 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 North Carolina Department of Public Instruction (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 the 2015-2016 report cannot be compared to prior year reports in a meaningful way. Differences in employment trends between the 2015-2016 report and 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 turnover 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 2015 moved to a charter school in March 2016 (identified as mobility in state-level reporting). Charter schools do not report attrition data to the 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-238.29F(e)(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 **28 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

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.

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 2015-2016 is 9.04%.
2. There were 95,549 teachers employed in NC between March 2015 and March 2016. Of these teachers, 8,636 are no longer employed in NC public schools (including those not teaching in public charter schools).
3. Teachers with fewer than three years of teaching experience are considered Beginning Teachers in NC. During the period between March 2015 and March 2016, there were 17,618 Beginning Teachers (BTs) employed statewide and 2,252 were reported as attrition. The attrition rate for Beginning Teachers in NC is 12.78%, substantially higher than the attrition rate for those not classified as a Beginning Teacher ($6,384/71,547 \approx 8.19\%$).
4. 4,308 Lateral Entry (LE) Teachers were employed, and, of those, 673 (15.62%) were no longer employed in NC public schools in March 2016. A total of 728 teachers were employed in North Carolina as Visiting International Faculty (VIF) teachers, and 134 (18.41%) of those teachers left employment with NC public schools; a total of 449 Teach for America (TFA) Teachers were employed in March 2015, and 147 (32.74%) were no longer employed in NC public schools in March 2016. (see Table 1)
5. The majority (53.3%) of teachers who left employment in NC public schools cited "Personal Reasons" for their decision to depart. Retirement with full benefits and family relocation were the largest individual reasons (19.8% and 12.6%, respectively) cited for teachers' decision to leave employment in NC public schools. (see Table 2)
6. On average, teachers who leave employment with the state have lower teaching effectiveness (as measured by EVAAS index scores) than their counterparts who remain employed in NC public schools. This relationship holds true when departing teachers are compared with remaining teachers in terms of years of teaching experience. (see Table 3 and Chart 2)
7. The probability that a teacher will leave the teaching profession in North Carolina is substantially higher when a teacher receives a less than proficient rating on the evaluation instrument (NCEES). EVAAS index ratings have a weaker relationship with attrition than evaluation ratings. (See Table 4 and Chart 2)
8. 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, 4.36% of the state's teaching force changed employment during the measurement period. The combined effect, or LEA-attrition rate for the state is 13.40% (9.04% state attrition rate + 4.36% mobility rate). There is a wide range of LEA-attrition rates across the state. (See Table 8)
9. Some LEAs are able to 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 9.
10. With 100 of the 115 LEAs (86.96%) reporting, the five hardest license areas to fill are: Math (9-12 and Middle Grades), Exceptional Children – General Curriculum, and Science (9-12 and Middle Grades).

State Attrition Rates for NC Teachers

All 115 LEAs reported their district-level employment data this year. The calculations show that out of the 95,549 teachers employed during the 2014-2015 school year, 8,636 teachers were reported as attrition (i.e., no longer working in a North Carolina public school), resulting in an overall state attrition rate of 9.04%. Generally, teachers are remaining in the classroom in North Carolina.

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 56% higher for beginning teachers than for their more experienced counterparts (12.78% BT vs. 8.19% for non-BTs). The attrition rates for these teacher subgroups are presented in Table 1.

Teachers who enter the teaching profession on a lateral entry license are a subgroup of the teaching population whose attrition rates differ dramatically from the general population of licensed, experienced teachers. While there are many lateral entry teachers who are classified as a BT, there is a substantial number of lateral entry teachers who do not enter the profession as BTs (i.e., the lateral entry teacher is awarded greater than three years of teaching experience at licensure). Of the 4,308 lateral entry teachers who were employed in NC public schools in March 2015, 673 of them were not employed in NC public schools in March 2016, resulting in a state attrition rate of 15.62%. The state attrition rate for non-lateral entry teachers was 8.73%. Lateral entry teachers have, on average, a 79% higher rate of attrition than their non-lateral entry counterparts. As more and more teachers enter the profession through the lateral entry program, the higher-than-average attrition rates among this population of teachers warrants deeper investigation into the root causes of this phenomenon.

Other subgroups of the teaching population of interest are Visiting International Faculty (VIF) and Teach for America (TFA) teachers. A total of 728 VIF teachers were employed in NC in March 2015, and 134 of those (18.41%) were not employed in NC public schools in March 2016. Of the 449 TFA teachers in NC in March 2015, 147 (32.74%) did not remain in employment in March 2016. These two subgroups of teachers do have a unique employment situation among NC teachers. In general, VIF and TFA teachers commit to a three-year or two-year contract, respectively, with NC school systems. While some teachers from these two groups do remain in education after the term of their initial contract, including attrition rates for those in the third year of their contract in March 2015 may skew the attrition rates higher. If one restricts the analysis to VIF and TFA teachers who did not cite the end of their contract term as their reason for leaving employment, VIF teachers have a 10.22% attrition rate and TFA teachers have a 15.91% attrition rate.

Table 1: State Attrition Rates by Teacher Category 2015-2016

CATEGORY OF TEACHERS		Total Number of Teachers in Category 2015-2016	Number of Teachers Leaving Employment in NC public schools	% Attrition in Category 2015-2016
Experienced, Licensed Teachers		71,547	6,384	8.19%
Beginning Teachers*		15,366	2,252	12.78%
Teach for America Teachers	All	449	147	32.74%
	Before Contract Term	352	56	15.91%
VIF Teachers	All	728	134	18.41%
	Before Contract Term	646	66	10.22%
Lateral Entry Teachers		3,635	673	15.62%

***Note: Beginning Teachers, VIF, TFA, and Lateral Entry teachers may be included in multiple categories.**

Reason Codes for Teacher Attrition

There are 28 reasons LEAs use to code their attrition data. For purposes of this report, the self-reported reasons teachers leave have been categorized into five summary categories: Remained In Education, Personal Reasons, Initiated by LEA, Beyond LEA Control, Other Reasons. Some teachers reported in their exit interview that they intended to remain in education but move to a different LEA (either in a teaching or non-teaching role). Despite that assertion, some of these teachers were not employed in an NC public school in March 2016. These teachers contribute to the state attrition rate, but the original, self-reported reason code is retained. As reflected in Table 2, teachers reported "personal reasons" as the main reason (53.3%) for their decision to leave the profession this year (2015-2016). Of those citing personal reasons for leaving employment as an NC public school teacher, the most common reason for leaving was relocation of the family (23.7% of teachers leaving for personal reasons). Approximately one-fifth (19.8%), or 1,710 teachers, of the state's teaching force left employment with NC public schools due to retirement with full benefits. Retirement with full benefits represents the largest, individual reason for leaving employment with NC public schools from March 2015 to March 2016.

While the state may not be able to develop policy to address some of the reasons teachers supplied under the Personal Reasons category (e.g., health issues, family relocation, etc.), there are two reasons that might have root causes that could be addressed through policy. Nearly one in ten teachers (9.6%) who left employment with NC public schools indicated that they intended to teach in another state. Over half of these departing teachers (54.7%) were in their first five years of teaching; additionally, this group of teachers has the highest attrition rate among the state's teaching force.

The second, policy-relevant reason that teachers gave for leaving NC public schools was a desire to pursue a different career. Again, approximately half the teachers (48.2%) who cited this reason for leaving employment in the state's public schools were in the first five years of teaching. The data displayed in Chart 1 indicate that there is a precipitous decline in teacher attrition due to these two reasons after the fifth year of teaching. This attrition among beginning teachers could be attributable to differences in how younger generations view careers – younger professionals may be more fluid in how they approach their professional lives than later generations.

The state did target early-career teachers for salary increases in 2015. The fact that these teachers leave the teaching profession at higher rates than their more experienced counterparts is well documented, and increasing the salaries of beginning teachers could very well stem the high rates of attrition from the profession. It would be prudent, however, for the state to monitor the effect of this salary increase on early-career teachers' decisions to remain employed in NC public schools. If attrition rates among this group of teachers do not respond to the increased salary, the state could benefit from probing deeper into these teachers' motivations for pursuing their teaching careers in other states or leaving the profession altogether.

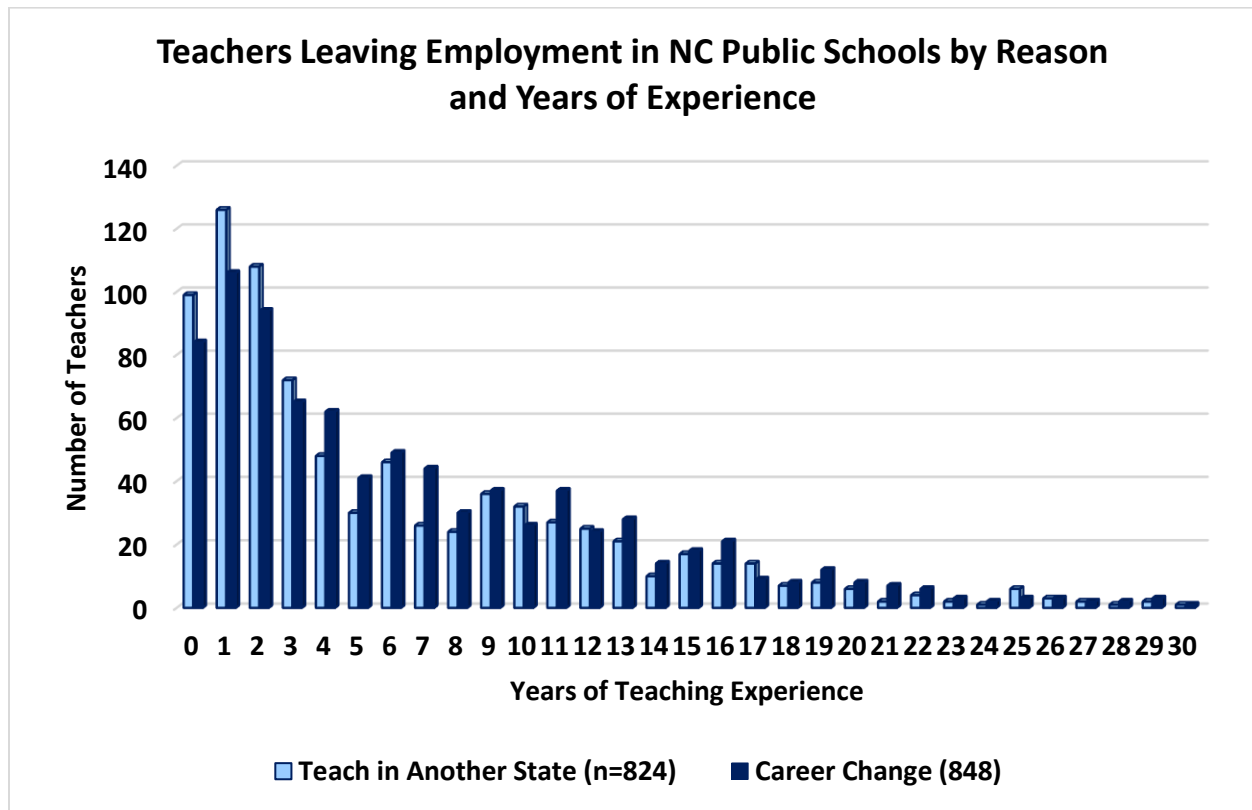
A complete list of reason codes for attrition from the state can be found in Appendix A. The percentage of reasons code cited by departing teachers by LEA can be found in Appendix B.

**Table 2: State Attrition Reasons by Categories
2015-2016**

For purposes of this report, the 28 self-reported reasons teachers provide to their LEAs are combined into five (5) summary categories below. The five (5) summary categories include the 28 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	2015-2016	
	Number	Percentage of Total Attrition
Overall State Attrition	8,636	
Remained in Education	662	7.6%
Resigned to teach in another NC LEA (58)	185	2.1%
Moved to a non-teaching position in education (59 & 75)	254	2.9%
Resigned to teach in an NC Charter School (70)	36	0.4%
Resigned to teach in an NC non-public/ private school (71)	187	2.2%
Personal Reasons	4,605	53.3%
Resigned due to family responsibilities/ childcare (57)	627	7.3%
Resigned to continue education/sabbatical (60)	247	2.9%
Resigned due to family relocation (61)	1090	12.6%
Resigned to teach in another state (62)	828	9.6%
Dissatisfied with teaching (63)	138	1.6%
Resigned due to career change (72)	853	9.9%
Resigned due to health/disability (64)	172	2.0%
Retired with reduced benefits (68)	534	6.2%
Re-employed retired teacher resigned (73)	116	1.3%
Initiated by LEA	703	8.1%
Dismissed (50)	19	0.2%
Non-renewal (probationary contract ended) (53)	128	1.5%
Interim contract ended--not rehired (54)	334	3.9%
Resigned in lieu of dismissal (55)	116	1.3%
Resigned in lieu of non-renewal (78)	43	0.5%
Did not obtain or maintain license (56)	63	0.7%
Beyond Control of LEA	2,038	23.6%
Reduction in Force (51)	8	0.1%
Retired with full benefits (66)	1710	19.8%
Deceased (67)	43	0.5%
End of Term (VIF) (74)	71	0.8%
End of Term (TFA) (77)	97	1.1%
Resigned due to movement required by Military Orders (76)	109	1.3%
Other Reasons	628	7.3%
Resigned for other reasons (65)	416	4.8%
Resigned for unknown reasons (69)	212	2.5%
	8,636	100.0%

Chart 1



State Attrition and Student Growth

In order to appreciate fully the impact of teacher attrition on the state, it is important to understand the relative effectiveness of the instruction of those who leave employment in NC public schools and those who remain. For the purposes of this report, teaching effectiveness is defined as the average EVAAS index score over a three-year period; and all available EVAAS scores within a three-year period (2012-13, 2013-14, and 2014-15 school years) are averaged. Where a teacher has fewer than three years of EVAAS data, the average among all available EVAAS index scores is used. Teachers without any EVAAS scores are excluded from this analysis. The EVAAS index score is a standardized measure of a teacher's impact on student achievement relative to the average NC teacher's impact in a particular grade/subject. Teachers with EVAAS index scores of zero are considered to have teaching effectiveness that is consistent with that of the hypothetical "average" NC teacher. For teachers with an EVAAS index score of 2.0 or greater, the state is confident that their instructional effectiveness exceeds that of the average NC teacher. For teachers with an EVAAS index score of less than -2.0, the state is confident that their instructional effectiveness is less than that of the average NC teacher.

On average, teachers who left employment in NC public schools had lower EVAAS index scores than those teachers who remained in employment during the measurement period. The average EVAAS index score for teachers who remained employed in NC public schools was 0.14 ($N=58,134$, $SD=2.58$); the average EVAAS index score for teachers who did not remain employed in NC public schools was -0.33 ($N=5,043$, $SD=2.67$). The difference in EVAAS index scores (0.47) between these two groups is statistically significant ($t=12.13$, $p<0.001$).

While it is important to know that teachers who leave employment in NC public schools have, on average, lower EVAAS index scores, this analysis could mask important differences in teaching effectiveness for early-career versus more experienced teachers. By comparing the EVAAS index scores of departing and remaining teachers at differing levels of experience, one can determine whether the general trend holds true at various levels of teaching experience. In order to test this assumption, teachers were placed into five-year bands according to their years of experience (0-30 years). The EVAAS index scores of teachers who remained in employment were compared to teachers who left employment within the same band of experience. Table 3 contains data for the differences in EVAAS index scores for teachers who remained in NC public schools and those who left employment during the measurement period. From the display in Chart 2, one can discern that teachers who remain employed in NC public schools have higher EVAAS index scores, on average, than their counterparts with similar teaching experience who leave employment with NC public schools.

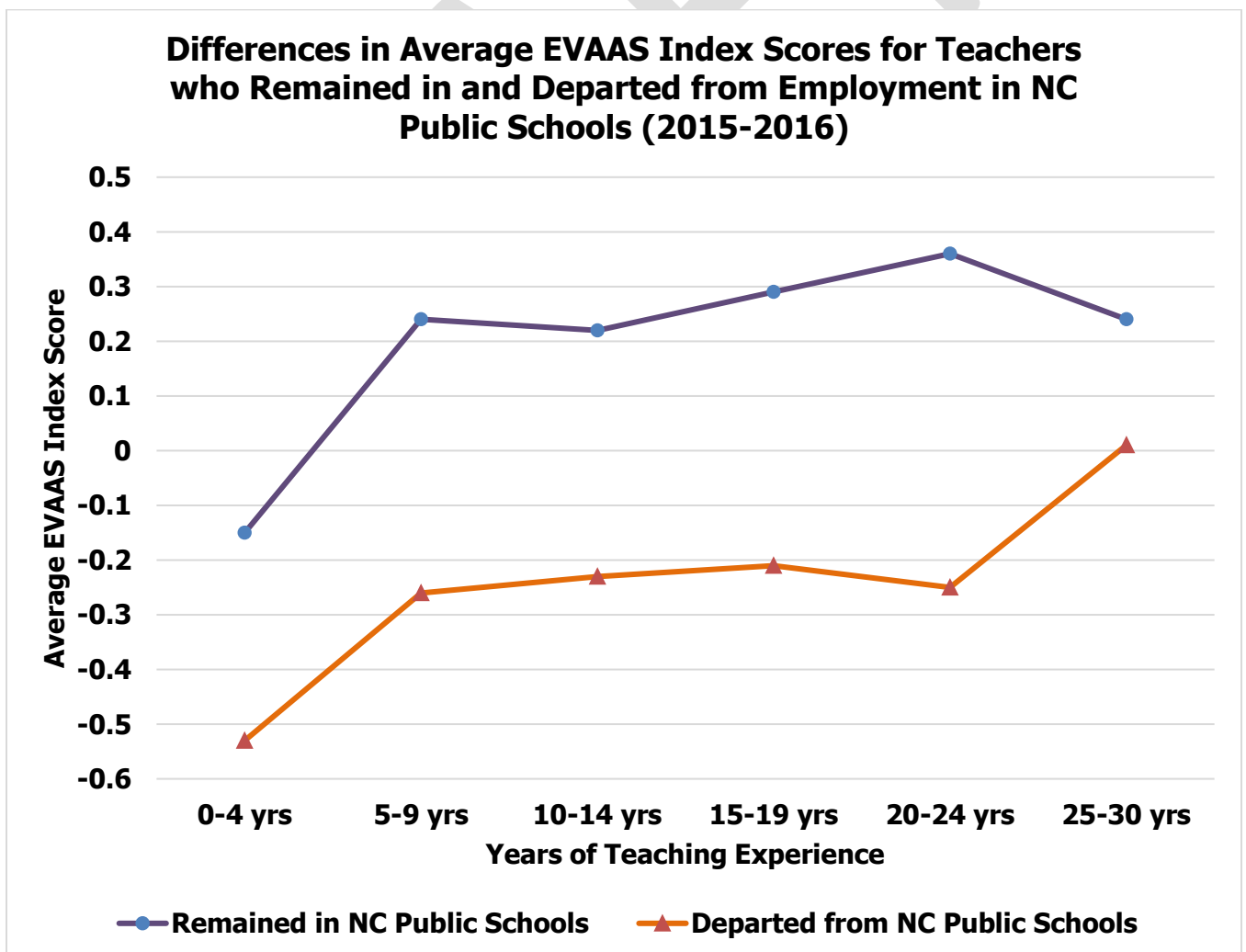
While this analysis confirms that teachers who departed from employment in NC public schools have lower EVAAS ratings than those who remained employed, one should not infer a causal relationship between EVAAS index scores and teacher attrition. While dissatisfaction with EVAAS or the teacher evaluation process might have played a part in teachers' decisions to leave NC public schools, no teacher expressly identified either measure as a reason for departing. Furthermore, the averages for each experience band contain many teachers with EVAAS ratings well in excess of 2.0. Many teachers with tremendous impact on student achievement elect to leave employment with NC public schools. It is in the best interest of the state and LEAs to identify these teachers with positive impact on student achievement and find ways to encourage them to remain employed in NC public schools.

Table 3: Differences in Average EVAAS Index Scores for Teachers who Remained in and Departed from Employment in NC Public Schools (N=63,177) 2015-2016

Years of Teaching Experience	Remain		Depart		Difference (Remain - Depart)
	N	Index	N	Index	
0-4 Years	16,057	-0.15	2,093	-0.53	0.38***
5-9 Years	11,545	0.24	800	-0.26	0.49***
10-14 Years	10,878	0.22	528	-0.23	0.45***
15-19 Years	8,834	0.29	362	-0.21	0.50***
20-24 Years	5,823	0.36	286	-0.25	0.61***
25-30 Years	3,547	0.24	555	0.01	0.23*

* indicates statistical significance at the $p < 0.05$ level, *** indicates statistical significance at the $p < 0.001$ level

Chart 2



State Attrition and Teacher Evaluation

Although EVAAS index scores are one way to measure the instructional effectiveness of teachers, the state also has a robust observational system for measuring teacher effectiveness. The North Carolina Educator Effectiveness System (NCEES) provides feedback to teachers on five standards of practice: Leadership, Classroom Environment, Content Knowledge, Pedagogy, and Reflective Practices. These five standards are designed to provide a holistic view of what makes an effective teacher. These standards are not indexed, or averaged, into one overall rating, but are reported independently in an effort to provide teachers with specific information on where their relative strengths and weaknesses lie. This report shall examine the relationship between a teacher's decision to leave or remain employed in NC public schools in relation to his or her rating on NCEES. Given that teachers' ratings on these five standards are highly correlated with one another, this report shall focus on the pedagogy standard and how it relates to teachers' decisions to depart from, or remain employed in, NC public schools.

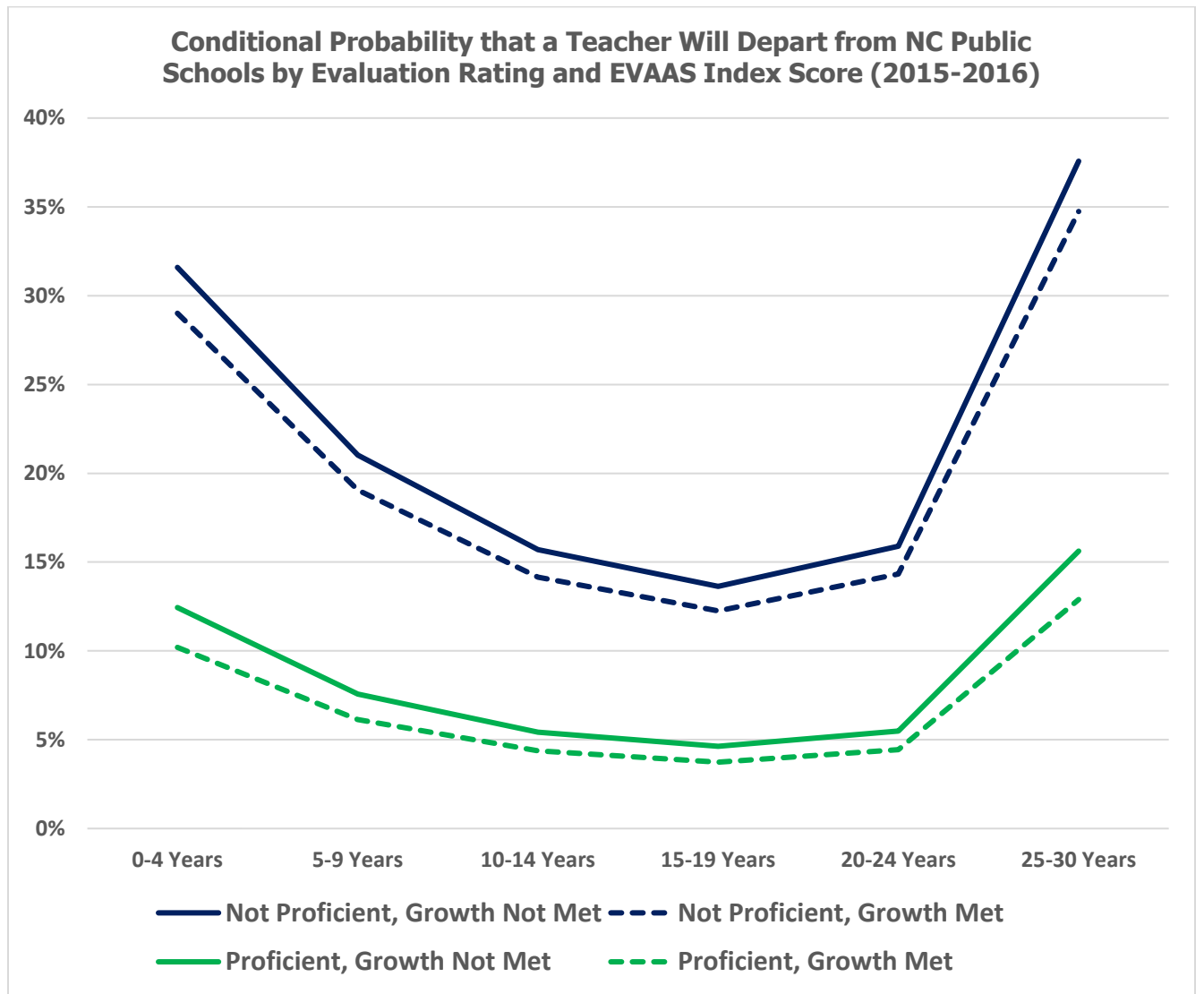
There are 61,314 teachers in the state of North Carolina who received both a rating on the Pedagogy Standard in NCEES and an EVAAS index score. For this analysis, the probability that a teacher will leave employment with NC public schools is estimated conditional on whether the teacher was rated at the proficient level, or higher, in pedagogy and whether the teacher met, or exceeded, growth on the EVAAS index score. In Table 4, one can see the probabilities that a teacher will leave employment conditional on his or her evaluation rating and EVAAS index score. From these data, one can conclude that the overall probability of leaving NC public schools is greatest for teachers at the beginning and end of the 30-year range of experience. Additionally, there are relatively few teachers across the state who receive an evaluation rating below proficient on the pedagogy standard (or any of the other four standards). Although the occurrence of a rating below proficient is not common, when it does occur, it appears to have a strong relationship with a teacher's decision to leave employment in NC public schools. The relationship between evaluation ratings and attrition does not appear to be strongly related to whether the teacher met, or did not meet, expected growth on the EVAAS index score. If one looks at early-career teachers (0-4 years of experience), the probability that a teacher in this range of experience will leave employment with NC public schools is approximately 2.5 times greater (31.6% vs. 12.4%) if he or she receives a rating of below proficient on the pedagogy standard, regardless of his or her EVAAS performance. A similar trend can be observed for teachers with 25 to 30 years of teaching experience, but the numbers of teachers who receive a non-proficient rating in this band of experience is small and the result should be considered with caution. Chart 2 provides a graphical representation of these conditional probabilities across all levels of teaching experience.

The relationship between evaluation ratings and teacher attrition poses a potential problem for LEAs and school-based administrators. One of the articulated goals of NCEES is to promote continuous improvement among NC teachers, but there is evidence to suggest possible unintended consequences to providing feedback for growth to teachers. Although causality cannot be attributed to the relationship between evaluation ratings and teacher attrition, it seems possible that teachers may interpret a rating of less than proficient as a signal to leave employment in NC public schools. Obviously there are times when it is necessary for a supervisor to provide feedback for improvement to an employee; having administrators rate all teachers as proficient in order to reduce attrition rates is not a viable option. The relationship between evaluation and teacher attrition is certainly worth more thorough examination. Research into this area may yield insight into how administrators can encourage teachers to grow and improve their practice while simultaneously encouraging the teachers to remain employed in their school, district, and state.

Table 4: Estimated Probability of a Teacher Leaving NC Public Schools Conditional on Evaluation Rating and EVAAS Index Score (N=61,314) 2015-2016

Years of Experience	At Least Proficient on Teacher Evaluation?	Met EVAAS Growth?	Number of Teachers	Probability of Attrition
0-4 Years	No	No	313	31.6%
0-4 Years	No	Yes	545	29.0%
0-4 Years	Yes	No	3221	12.4%
0-4 Years	Yes	Yes	14071	10.2%
5-9 Years	No	No	53	21.0%
5-9 Years	No	Yes	73	19.1%
5-9 Years	Yes	No	1714	7.6%
5-9 Years	Yes	Yes	10505	6.1%
10-14 Years	No	No	47	15.7%
10-14 Years	No	Yes	65	14.1%
10-14 Years	Yes	No	1593	5.4%
10-14 Years	Yes	Yes	9701	4.4%
15-19 Years	No	No	38	13.6%
15-19 Years	No	Yes	40	12.3%
15-19 Years	Yes	No	1246	4.6%
15-19 Years	Yes	Yes	7872	3.7%
20-24 Years	No	No	19	15.9%
20-24 Years	No	Yes	28	14.3%
20-24 Years	Yes	No	896	5.5%
20-24 Years	Yes	Yes	5172	4.4%
25-30 Years	No	No	17	37.6%
25-30 Years	No	Yes	17	34.7%
25-30 Years	Yes	No	668	15.6%
25-30 Years	Yes	Yes	3400	12.9%

Chart 3



State Attrition by Region and LEA

The overall state attrition rate is a function of teachers leaving employment in NC public schools from the local employing agencies (LEAs). Certain LEAs may be more vulnerable to teacher attrition for a variety of reasons (e.g., proximity to neighboring states, proximity to or distance from a major urban center, employment opportunities outside of the education sector, etc.). These and other factors may create a differential effect on teacher attrition from NC public schools. In Table 5, the data show the contribution of the eight educational regions (and the Regional School) of North Carolina to the overall state attrition rate. These data indicate that, in general, regions in the western part of the state have lower teacher attrition rates than their eastern counterparts. The Northwest Region has the lowest attrition rate (6.35%) for teachers in the state; the Sandhills Region has the highest rate (10.99%) among the state's regions. The Regional School does have a higher attrition rate than the Sandhills Region, but it is a small school and is only included here to account for all the teachers leaving employment in NC public schools.

**Table 5: Contribution to the State Attrition Rate by Region (N=95,549)
2015-2016**

Region Name	Total Number of Teachers	Number of Teachers	
		Leaving Employment in NC Public Schools	Attrition Rate by Region
Regional School	9	2	22.22%
North Central	22,975	2,087	9.08%
Northeast	5,156	531	10.30%
Northwest	5,812	369	6.35%
Piedmont Triad	16,294	1,322	8.11%
Sandhills	9,307	1,023	10.99%
Southeast	9,039	921	10.19%
Southwest	21,146	1,898	8.98%
Western	5,811	483	8.31%
State Totals	95,549	8,636	9.04%

While a state-wide attrition rate of 9.04% may be in line with attrition rates experienced by other professions, the state-wide attrition rate is not informative in terms of the effects of teacher attrition on individual LEAs. Data on the five LEAs with the highest and lowest attrition rates in the state are presented in Table 6. The LEAs with the highest teacher attrition rates are Northampton County, Halifax County, Hoke County, Weldon City, and Bertie County Schools. The attrition rate for these LEAs is highly variable and substantially greater than the overall state attrition rate. The attrition rate for Northampton County Schools (21.23%) is approximately 135% greater than the overall state attrition rate. Bertie County Schools, with the lowest attrition rate of the five LEAs (14.71%), has a 63% higher attrition rate than the state as a whole.

Conversely, the LEAs with the five lowest attrition rates – Yadkin, Surry, Martin, Stanly, and Avery County Schools – have teacher attrition rates that are roughly half that of the state attrition rate. Furthermore, the attrition rates for these five districts are roughly within one percentage point of one another. Although there are a myriad of factors specific to each of these ten LEAs that may affect their attrition rates, it would benefit all LEAs for the state to explore what factors might be contributing to the low attrition rates of these five districts. If there are programs, processes, or organizational structures present in these five LEAs, that can be replicated (with similar effect) in other LEAs across the state, there might opportunities to lower the state's attrition rate even further.

It is important to note that these attrition rates for the LEAs are based solely on teachers who leave employment in NC public schools. Mobility rates, which also have an impact on the instructional capacity of LEAs, will be analyzed in the following section.

**Table 6: Five Highest and Lowest LEAs in State Attrition Rates
2015-2016**

LEA Name	Total Number of Teachers	Number of Teachers Leaving Employment in NC Public Schools	Attrition Rate by Region
Highest Attrition Rates			
Northampton County Schools	146	31	21.23%
Halifax County Schools	217	39	17.97%
Hoke County Schools	562	93	16.55%
Weldon City Schools	77	12	15.58%
Bertie County Schools	170	25	14.71%
Lowest Attrition Rates			
Yadkin County Schools	379	18	4.75%
Surry County Schools	545	25	4.59%
Martin County Schools	250	10	4.00%
Stanly County Schools	601	24	3.99%
Avery County Schools	171	6	3.51%

Teacher Mobility

Up to this point, this report has focused on teachers who have left the teaching profession in North Carolina public schools. The 115 LEAs across the state must not only contend with the impact of teachers leaving state employment, but also the loss of teachers due to teachers changing employment from one LEA to another LEA or charter school. During the measurement period from March 2015 to March 2016, on average, 4.36% (4,163 teachers) of North Carolina's teaching force changed employment from one LEA to another LEA or NC public charter school. The combined effect of teacher attrition from public school employment and the mobility of teachers across LEAs results in the LEA attrition rate¹. This section of the report will focus on how LEAs differ in terms of their mobility and overall attrition rates and whether there are informative trends in how teachers move from one LEA to another.

In Table 7, the five LEAs with the highest overall mobility rates and the five LEAs with the lowest overall mobility rates are displayed. Thomasville City Schools reported the highest percentage of teachers moving to another LEA or charter school during the measurement period. Thomasville City Schools' percentage of 17.05% is almost four times the state average mobility rate. Similar to the attrition rates, the mobility rates of these five districts are large (relative to the average) and variable (range of 5.41 percentage points). Halifax County Schools and Northampton County Schools are the only two LEAs that are in the top five districts in state attrition and mobility rates.

The five districts with the lowest mobility rates in the state have mobility rates that range from 0 to 32 percent of the state average. Additionally, these five LEAs have very similar rates of mobility and differ in their rates by approximately one percentage point. No LEA appeared on both lists of lowest state attrition and mobility rates. Clay County Schools stands out for having had no teachers leave the system to pursue employment elsewhere in the state. As suggested earlier in this report, it may be beneficial for the state to examine these districts more closely to determine what policy-relevant factors may be contributing to these low mobility rates.

**Table 7: Five Highest and Lowest Mobility Rates for LEAs
2015-2016**

LEA Name	Total Number of Teachers	Number of Teachers Leaving LEA	LEA Mobility Rate
Highest Mobility Rates			
Thomasville City Schools	171	29	17.54%
Halifax County Schools	217	37	17.05%
Lexington City Schools	212	31	14.62%
Tyrrell County Schools	48	7	14.58%
Northampton County Schools	146	17	11.64%
Lowest Mobility Rates			
Carteret County Schools	640	9	1.41%
Mitchell County Schools	147	2	1.36%
Dare County Schools	385	5	1.30%
Cherokee County Schools	258	2	0.78%
Clay County Schools	98	0	0.00%

¹ Teachers who reported that they were leaving employment with NC public schools but appeared in payroll records in March 2016 were not included in state-level attrition rates. If these teachers appeared in the payroll records of a different LEA/charter school in March 2016, they factor into the original LEA's mobility rate. If the teacher appeared in the payroll records of the same LEA in March 2016 (regardless of role), they do not factor in the LEA's mobility rate.

Overall Attrition from the LEAs

The combined effect of attrition from the state and mobility from the LEA results in the overall LEA attrition rate – the percentage of instructional capacity an LEA loses during the measurement period of March 2015 to March 2016. The state average for the LEA attrition rate is 13.40%: 9.04% for attrition from the state and 4.36% for average mobility rate. The ten LEAs that demonstrate the five highest and five lowest LEA attrition rates are displayed in Table 8.

From the data contained in Table 8, one can see that Halifax County Schools and Northampton County Schools experienced the greatest percentage of loss to their teaching force during the measurement period. These LEAs lost approximately one of every three teachers employed in the system during the measurement period. Lexington City Schools, which has the lowest LEA attrition rate of the high attrition rate group, lost, on average, approximately one in four of its teachers from March 2015 to March 2016. The high rates of attrition among these five LEAs undoubtedly creates challenges for the LEAs to maintain consistency in instructional services for their students.

Four of the five LEAs with the lowest overall attrition rates are from the western part of the state. Ashe County Schools is the only LEA in the list that was not represented in either of the lists for lowest rates of state attrition or mobility. These five LEAs have overall attrition rates that range from 39% to 57% of the average LEA attrition rate for the entire state. Avery County Schools, in particular, appears to be well protected against losing teachers either to another state or to other NC LEAs. Other data sources relevant to teacher satisfaction (e.g., the NC Teacher Working Conditions Survey) might hold valuable information for our understanding of how these five districts are able to retain their teachers at rates that are much higher than the state average.

**Table 8: Five Highest and Lowest Total Attrition Rates for LEAs
2015-2016**

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							
Halifax County Schools	217	37	17.05%	38	17.51%	76	35.02%
Northampton County Schools	146	31	21.23%	17	11.64%	48	32.88%
Thomasville City Schools	171	20	11.70%	29	16.96%	49	28.65%
Lexington City Schools	212	23	10.85%	31	14.62%	54	25.47%
Hoke County Schools	562	93	16.55%	50	8.90%	143	25.44%
Lowest LEA Attrition							
Yadkin County Schools	379	18	4.75%	11	2.90%	29	7.65%
Ashe County Schools	237	13	5.49%	4	1.69%	19	7.17%
Mitchell County Schools	147	8	5.44%	2	1.36%	10	6.80%
Surry County Schools	545	25	4.59%	11	2.02%	36	6.61%
Avery County Schools	171	6	3.51%	3	1.75%	9	5.26%

LEA Recoupment Rate

Although teacher mobility can present challenges to LEAs in staffing their schools and maintaining instructional consistency, the movement of teachers across the state can benefit some LEAs. LEAs may benefit from teacher mobility by being able to replace departing teachers with other teachers who have experience with NC curricula, assessment practices, and other state policies and procedures. In order to appreciate the net effect of teacher mobility on the LEAs, one must understand how well LEAs are able to capitalize on teacher mobility to replenish their teaching forces. In this report, the rate at which LEAs are able to attract teachers who are changing employment within the state and offset their own losses is referred to as the LEA recoupment rate. The recoupment rate is the number of mobile teachers who appear on an LEA's payroll in March 2016 divided by the total number of teachers who left that LEA during the measurement period.

From the data in Table 9, one can observe the recoupment rates of the LEAs with the five highest, and lowest, teacher recoupment rates during the period from March 2015 to March 2016. Elkin City Schools enjoyed the highest rate of replacing their departing teachers with teachers who have teaching experience in North Carolina (75%). Many of the LEAs in the top five of teacher recoupment rates had relatively small numbers of departing teachers, so it might be easier for these LEAs to achieve higher recoupment rates than larger LEAs. One notable exception to this trend is Lincoln County Schools. Lincoln County Schools was able to replace 44 of its 68 teachers who departed the LEA during the measurement period, for an overall recoupment rate of 64.71%. How this moderate-sized LEA was able to replace its teacher losses with experienced NC teachers may be a fruitful area of inquiry.

Low rates of teacher recoupment pose challenges for LEAs. If an LEA is unable to leverage teacher mobility within the state to offset their own losses, the LEA must hire teachers that are either new to the profession or new to teaching in North Carolina. Initially, both groups of teachers – new to the profession and new to teaching in NC – are, on average, less effective than teachers with experience in North Carolina. LEAs with low recoupment rates will generally have to invest more resources and support for these teachers without previous experience in North Carolina. Of the five LEAs with the lowest rates of recoupment, Madison County Schools was not able to replace any of its departing teachers with teachers who had prior experience in NC. Halifax County Schools had the third lowest recoupment rate among LEAs (6.58%). Halifax County Schools' recoupment rate is doubly problematic given that it is the only LEA that had one of the highest LEA-attrition rates in the state combined with one of the lowest recoupment rates. The state may need to recognize, and support, LEAs like Halifax County Schools that have high attrition rates and low rates of teacher recoupment.

A complete list of LEAs with their attrition, mobility, and recoupment rates can be found in Appendix C.

**Table 9: Five Highest and Lowest Total Recoupment Rates for LEAs
2015-2016**

LEA Name	Number of Departing Teachers	LEA Attrition Rate	Teachers Employed from other LEAs	Recoupment Rate
Highest Recoupment Rates				
Elkin City Schools	8	9.20%	6	75.00%
Tyrrell County Schools	10	20.83%	7	70.00%
Lincoln County Schools	68	8.75%	44	64.71%
Whiteville City Schools	20	12.27%	12	60.00%
Newton Conover City Schools	36	17.06%	20	55.56%
Lowest Recoupment Rates				
Bertie County Schools	37	21.76%	4	10.81%
Rutherford County Schools	57	10.25%	4	7.02%
Halifax County Schools	76	35.02%	5	6.58%
Weldon City Schools	17	22.08%	1	5.88%
Madison County Schools	19	10.00%	0	0.00%

LEA Attrition Data for Low-Performing Districts

One of the requirements of this report is to examine the rates of attrition and mobility for the LEAs that were identified as low performing in the 2015-2016 school year. There were nine LEAs identified as low performing in the 2015-2016 school year: Anson County, Kannapolis City, Martin County, Nash-Rocky Mount, Northampton County, Public Schools of Robeson County, Thomasville City, Warren County, Washington County, and Wilson County. The attrition, mobility, and recoupment rates for these nine LEAs are presented in Table 10.

The data from these nine LEAs show that there was great variability in the LEA-attrition rates. Northampton County Schools and Thomasville City Schools had LEA-attrition rates that were well above the state average of 13.40%. On the other hand, Martin County Schools and the Public Schools of Robeson County saw teacher departure rates that were less than the state average. Nash-Rocky Mount Schools had an LEA-attrition rate that was consistent with the state average.

These nine LEAs do not appear to exhibit a recoupment rate that is markedly different from other LEAs across the state. Four LEAs showed a recoupment rate that exceeded the state average of 30.57% - Kannapolis City Schools, Nash-Rocky Mount Schools, Thomasville City Schools, and Wilson County Schools. Northampton County Schools stands out as an LEA that experienced relatively high rates of departing teachers, but enjoyed a fairly low rate of return from teacher mobility across the state.

There does not appear to be a strong association between teacher attrition, mobility, and recoupment rates and designation as a low-performing district. With the exception of Northampton County Schools, these districts do not demonstrate a consistent departure from state averages on the three measures of teacher attrition, mobility, and recoupment. Given that the identification as a low-performing district was not publicized until October of 2016 (after the end of the measurement window), it might be that the rates of teacher departure will not be affected until the end of the 2016-2017 school year. It might prove beneficial to examine teacher departure rates for these nine LEAs in next year's report on teacher attrition. If we see substantial changes in the teacher departure rates for these LEAs in the 2017 report, then it might be an indication that LEA-attrition rates do not contribute to lower proficiency rates, but that identification as a low-performing school results in higher attrition rates in the designated LEAs.

Table 10: Attrition, Mobility, and Recoupment Rates for LEAs Identified as Low Performing 2015-2016

Row Labels	Total Number of Employees	Attrition	State Attrition Rate	Mobility	Mobility Rate	Total Number Departed	LEA Attrition Rate	Recoup	Recoup Rate
Anson County Schools	234	18	7.69%	16	6.84%	34	14.53%	8	23.53%
Kannapolis City Schools	376	28	7.45%	29	7.71%	57	15.16%	22	38.60%
Martin County Schools	250	10	4.00%	12	4.80%	22	8.80%	5	22.73%
Nash-Rocky Mount Schools	928	66	7.11%	59	6.36%	125	13.47%	48	38.40%
Northampton County Schools	146	31	21.23%	17	11.64%	48	32.88%	8	16.67%
Public Schools of Robeson County	1,503	105	6.99%	66	4.39%	171	11.38%	36	21.05%
Thomasville City Schools	171	20	11.70%	29	16.96%	49	28.65%	19	38.78%
Warren County Schools	164	24	14.63%	7	4.27%	31	18.90%	5	16.13%
Washington County Schools	105	10	9.52%	5	4.76%	15	14.29%	3	20.00%
Wilson County Schools	755	63	8.34%	51	6.75%	114	15.10%	38	33.33%

Most Difficult to Staff License Areas

As part of the survey on teacher attrition from the state, the LEAs were asked to identify the five license areas that proved to be the most difficult to fill in the 2015-2016 school year. One hundred of the 115 LEAs across the state responded to this survey question and the results are presented in Table 11. Because the data for this question was collected in a manner consistent with previous years, we present the results for the two previous school years with the 2015-2016 school year data.

The results from the 2015-2016 school year show that there has been little change in what license areas the LEAs have the most difficulty in recruiting teachers. The only change in the list from the previous year is the appearance of Middle Grades Science replacing EC: Adapted Curriculum in the fifth position. Recruiting teaching candidates in high school mathematics remains at the top of the list for the third consecutive year. General curriculum for exceptional children remains a dire need for the state's LEAs, but the remainder of the top five categories demonstrates the difficulty LEAs have in recruiting math and science teachers at the middle and high school levels.

The state's institutions of higher education (IHEs) have independently confirmed the precipitous decline in students seeking teacher certification in mathematics and science. The state might benefit greatly from its continued relationship with IHEs to explore possible approaches to increasing the number of students who pursue teacher certification in the areas of mathematics and science.

A complete list of the difficult to staff license areas for the past three years can be found in Appendix D.

**Table 11: Top 5 Most Difficult to Staff License Areas as Reported by LEAs
2015-2016**

2013-2014		2014-2015		2015-2016	
Number of LEAs Reporting to Question = 115		Number of LEAs Reporting to Question = 115		Number of LEAs Reporting to Question = 100	
License Area	# Identifying	License Area	# Identifying	License Area	# Identifying
9-12 Math	100	9-12 Math	95	9-12 Math	90
9-12 Science	86	EC: General Curriculum	87	EC: General Curriculum	76
EC: General Curriculum	82	9-12 Science	74	9-12 Science	74
M.G. Math	65	M.G. Math	70	M.G. Math	68
EC: Adapted Curriculum	56	EC: Adapted Curriculum	56	M.G. Science	58

Conclusions and Next Steps

In general, teachers in North Carolina continue to remain teaching in the state and their respective LEAs. While the state attrition rate of 9.04% 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 science. 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 preliminary 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.

Appendices

Appendix A: Self-Reported Reasons for Leaving

1) Teachers who left the LEA but remained in education (Includes individuals resigning to teach in another NC LEA or charter school and individuals who moved to non-teaching positions in education)	
58	Resigned to teach in another NC public school system
	Teachers leaving LEA to accept a teaching position in another NC system
	Teachers leaving LEA to accept a teaching position in a NC Charter School
	Teachers obtaining another teaching job on their own initiative (as opposed to spouse relocation)
59	Moved to a non-teaching position in education in another LEA or Agency
	Teachers moved to counselor, media coordinator, or non-teaching duties in another LEA or Agency
	Teachers moved to administrative positions (school-based) in another LEA or Agency
	Teachers moved to supervisory, director, or coordinator positions in another LEA or Agency
	Teachers accepted non-teaching support or administrative positions in another LEA or Agency
70	Resigned to teach in a NC charter school
	Teachers leaving LEA to accept a teaching position in a NC Charter School
	Teachers obtaining another teaching job on their own initiative (as opposed to spouse relocation)
71	Resigned to teach in a NC non-public/private school
	Teachers leaving LEA to accept a teaching position in a NC non-public/private school
	Teachers obtaining another teaching job on their own initiative (as opposed to spouse relocation)
75	Moved to a non-teaching position in the LEA
	Teachers moved to counselor, media coordinator, or non-teaching duties in current LEA of employment
	Teachers moved to administrative positions (school-based) in current LEA of employment
	Teachers moved to supervisory, director, or coordinator positions in current LEA of employment
	Teachers accepted non-teaching support or administrative positions in current LEA of employment
2) Teachers who left for personal reasons (Includes individuals retiring with reduced benefits, individuals resigning to teach in a non-public school in NC, individuals resigning to teach in another state, individuals dissatisfied with teaching, individuals seeking a career change)	
57	Resigned – Family responsibility/Child care
	Teachers resigning for maternity/family leave
	Teachers resigning to care for ill parents or members of the immediate family
	Teachers resigning to care for family business or personal needs
60	Resigned – To continue education/Take a sabbatical
	Teachers resigning to return to school
	Teachers resigning to pursue an educational leave of absence
61	Resigned – Family relocation
	Teachers resigning due to spouse's relocation
	Teachers resigning as a result of marriage and relocation
	Teachers resigning due to family relocation
62	Resigned – To teach in another state
	Teachers leaving NC to teach in a public school in another state
	Teachers leaving NC to teach in a private school in another state
63	Resigned – Dissatisfied with teaching
	Teachers resigning due to dissatisfaction with teaching
64	Resigned – Health/disability
	Teachers resigning due to personal disability or health related issues
68	Retired with reduced benefits
	Teachers retiring after age 50 with reduced benefits
	Teachers retiring with less than full benefits
72	Resigned – Career Change
	Teachers resigning to pursue another employment opportunity

	Teachers resigning to pursue interests outside teaching
73	Re-employed Retired Teacher Resigned
	Teacher who had retired, was re-employed and subsequently resigns
3)	Teachers whose departure was initiated by the LEA (Includes individuals who were non-renewed, dismissed, or resigned in lieu of dismissal)
50	Dismissed
	Teachers demoted or dismissed under GS 115C-325(h)
	Probationary teachers dismissed during the school year under GS 115C-325(m)
	Teachers dismissed under GS 115C-325 (Below standard ratings)
	Teachers reported to the dismissed teacher list
	Teachers dismissed and the ruling upheld by case manager
53	Non-Renewed – Probationary Contract Ended
	Probationary teachers whose contract is not renewed after the end of the year
54	Interim Contract – Not Rehired (<i>Report only for interim contracts of 6 months or more</i>)
	Interim teachers not rehired under retirement cap
	Teachers not rehired under a term contract with specific employment dates
	Teachers not rehired due to return of a permanent teacher from a leave of absence
55	Resigned in lieu of dismissal
	Teachers resigned to avoid placement on dismissed teacher list
	Teachers resigned rather than go through full dismissal hearing
	Teachers resigned during an active investigation regarding performance/behavior as a professional educator
56	Did not obtain or maintain license
	Teachers not renewed due to failure to fulfill lateral entry requirements
	Teachers not renewed due to failure to earn 15 renewal credits
	Teachers failed to meet Praxis or provisional license requirements
	Teachers let license expire
	Teachers' license was revoked
78	Resigned In Lieu of Non-Renewal
4)	Teachers who left for reasons beyond LEA control (Includes individuals who retired with full benefits, individuals who resigned for health reasons, individuals who resigned due to family responsibilities and/or childcare, death, and individuals who resigned due to family relocation)
51	Reduction in Force
	Teachers not rehired due to loss of enrollment, funding, or programming
	Teachers covered under local "RIF" policies
66	Retired with full benefits
	Teachers age 60 with 25 years of creditable service
	Teachers with 30 years of creditable service
	Teachers age 65 with at least 5 years of creditable service
	Teachers retiring with full/unreduced retirement benefits
67	Deceased
	Teachers who die while in active service in a NC public school
74	Resigned – End of Visiting International Faculty (VIF) Term
	Teachers whose cultural visas have expired and are no longer eligible to be employed in North Carolina
76	Resigned – Moving Due to Military Orders
	Teachers resigning due to being moved under military orders
77	Resigned – End of Teach for America (TFA) Term
5)	Teachers who left for other reasons (Includes teachers resigning or leaving teaching for reasons not listed or those who resigned for unknown and other reasons)
65	Resigned – Other reasons
	Teachers resigning or leaving teaching for reasons not listed on the survey
	Please specify (text box): _____
69	Resigned – Reasons unknown
	Teachers resigning; however, there is no information on reason

**Appendix B: State Attrition Percentages by Reasons Categories for LEAs
2015-2016**

LEA Code	LEA Name	Total Teachers	Teachers Leaving	Remained in Education	%	Personal Reasons	%	Initiated by LEA	%	Beyond Control of LEA	%	Other Reasons	%
010	Alamance-Burlington Schools	1503	117	7	5.98%	56	47.86%	14	11.97%	26	22.22%	14	11.97%
020	Alexander County Schools	332	19	1	5.26%	8	42.11%	0	0.00%	7	36.84%	3	15.79%
030	Alleghany County Schools	120	10	1	10.00%	3	30.00%	0	0.00%	6	60.00%	0	0.00%
040	Anson County Schools	234	18	0	0.00%	13	72.22%	0	0.00%	4	22.22%	1	5.56%
050	Ashe County Schools	237	13	1	7.69%	5	38.46%	1	7.69%	6	46.15%	0	0.00%
761	Asheboro City Schools	344	31	5	16.13%	14	45.16%	0	0.00%	10	32.26%	2	6.45%
111	Asheville City Schools	331	29	3	10.34%	23	79.31%	0	0.00%	3	10.34%	0	0.00%
060	Avery County Schools	171	6	0	0.00%	2	33.33%	1	16.67%	3	50.00%	0	0.00%
070	Beaufort County Schools	500	61	3	4.92%	32	52.46%	1	1.64%	25	40.98%	0	0.00%
080	Bertie County Schools	170	25	2	8.00%	13	52.00%	3	12.00%	7	28.00%	0	0.00%
090	Bladen County Schools	319	27	1	3.70%	8	29.63%	0	0.00%	13	48.15%	5	18.52%
100	Brunswick County Schools	806	92	3	3.26%	54	58.70%	9	9.78%	20	21.74%	6	6.52%
110	Buncombe County Schools	1660	144	10	6.94%	70	48.61%	4	2.78%	46	31.94%	14	9.72%
120	Burke County Schools	801	51	7	13.73%	25	49.02%	4	7.84%	15	29.41%	0	0.00%
130	Cabarrus County Schools	1925	151	4	2.65%	111	73.51%	12	7.95%	21	13.91%	3	1.99%
140	Caldwell County Schools	842	43	1	2.33%	27	62.79%	2	4.65%	13	30.23%	0	0.00%
150	Camden County Schools	128	11	0	0.00%	4	36.36%	0	0.00%	7	63.64%	0	0.00%
160	Carteret County Public Schools	640	80	4	5.00%	39	48.75%	4	5.00%	27	33.75%	6	7.50%
170	Caswell County Schools	193	20	1	5.00%	4	20.00%	3	15.00%	10	50.00%	2	10.00%
180	Catawba County Schools	1056	59	2	3.39%	29	49.15%	9	15.25%	19	32.20%	0	0.00%
681	Chapel Hill-Carrboro City Schools	928	94	4	4.26%	54	57.45%	9	9.57%	20	21.28%	7	7.45%
600	Charlotte-Mecklenburg Schools	8684	911	40	4.39%	547	60.04%	103	11.31%	185	20.31%	36	3.95%
190	Chatham County Schools	604	66	4	6.06%	45	68.18%	3	4.55%	8	12.12%	6	9.09%
200	Cherokee County Schools	258	21	2	9.52%	8	38.10%	1	4.76%	9	42.86%	1	4.76%
220	Clay County Schools	98	11	2	18.18%	8	72.73%	0	0.00%	1	9.09%	0	0.00%
230	Cleveland County Schools	1091	72	15	20.83%	34	47.22%	1	1.39%	13	18.06%	9	12.50%
821	Clinton City Schools	204	24	1	4.17%	13	54.17%	2	8.33%	7	29.17%	1	4.17%
240	Columbus County Schools	399	33	2	6.06%	19	57.58%	2	6.06%	4	12.12%	6	18.18%

LEA Code	LEA Name	Total Teachers	Teachers Leaving	Remained in Education	%	Personal Reasons	%	Initiated by LEA	%	Beyond Control of LEA	%	Other Reasons	%
250	Craven County Schools	952	105	4	3.81%	31	29.52%	4	3.81%	37	35.24%	29	27.62%
260	Cumberland County Schools	3561	455	31	6.81%	222	48.79%	70	15.38%	107	23.52%	25	5.49%
270	Currituck County Schools	253	18	0	0.00%	7	38.89%	2	11.11%	6	33.33%	3	16.67%
280	Dare County Schools	385	34	0	0.00%	19	55.88%	1	2.94%	14	41.18%	0	0.00%
290	Davidson County Schools	1199	73	5	6.85%	33	45.21%	8	10.96%	26	35.62%	1	1.37%
300	Davie County Schools	435	39	1	2.56%	21	53.85%	1	2.56%	16	41.03%	0	0.00%
310	Duplin County Schools	634	56	5	8.93%	28	50.00%	6	10.71%	16	28.57%	1	1.79%
320	Durham Public Schools	2433	274	22	8.03%	167	60.95%	18	6.57%	34	12.41%	33	12.04%
210	Edenton-Chowan Schools	151	12	1	8.33%	7	58.33%	0	0.00%	3	25.00%	1	8.33%
330	Edgecombe County Public Schools	396	49	2	4.08%	20	40.82%	7	14.29%	12	24.49%	8	16.33%
700	Elizabeth City-Pasquotank Public Schools	390	35	1	2.86%	24	68.57%	3	8.57%	7	20.00%	0	0.00%
861	Elkin City Schools	87	5	1	20.00%	3	60.00%	0	0.00%	1	20.00%	0	0.00%
350	Franklin County Schools	579	45	8	17.78%	27	60.00%	1	2.22%	9	20.00%	0	0.00%
360	Gaston County Schools	1936	157	20	12.74%	100	63.69%	13	8.28%	24	15.29%	0	0.00%
370	Gates County Schools	136	16	0	0.00%	3	18.75%	1	6.25%	9	56.25%	3	18.75%
380	Graham County Schools	91	8	2	25.00%	2	25.00%	0	0.00%	4	50.00%	0	0.00%
390	Granville County Schools	487	44	3	6.82%	33	75.00%	3	6.82%	5	11.36%	0	0.00%
400	Greene County Schools	213	14	3	21.43%	6	42.86%	1	7.14%	1	7.14%	3	21.43%
410	Guilford County Schools	4898	438	49	11.19%	232	52.97%	34	7.76%	76	17.35%	47	10.73%
420	Halifax County Schools	217	39	0	0.00%	11	28.21%	7	17.95%	10	25.64%	11	28.21%
430	Harnett County Schools	1265	111	8	7.21%	70	63.06%	6	5.41%	23	20.72%	4	3.60%
440	Haywood County Schools	532	37	1	2.70%	22	59.46%	3	8.11%	10	27.03%	1	2.70%
450	Henderson County Schools	917	84	16	19.05%	46	54.76%	2	2.38%	16	19.05%	4	4.76%
460	Hertford County Schools	204	29	4	13.79%	15	51.72%	3	10.34%	6	20.69%	1	3.45%
181	Hickory City Schools	288	27	0	0.00%	17	62.96%	1	3.70%	9	33.33%	0	0.00%
470	Hoke County Schools	562	93	5	5.38%	45	48.39%	2	2.15%	12	12.90%	29	31.18%
480	Hyde County Schools	58	5	0	0.00%	2	40.00%	0	0.00%	3	60.00%	0	0.00%
490	Iredell-Statesville Schools	1289	102	16	15.69%	45	44.12%	6	5.88%	34	33.33%	1	0.98%
500	Jackson County Schools	250	26	0	0.00%	18	69.23%	3	11.54%	5	19.23%	0	0.00%
510	Johnston County Schools	2262	155	5	3.23%	87	56.13%	2	1.29%	31	20.00%	30	19.35%

LEA Code	LEA Name	Total Teachers	Teachers Leaving	Remained in Education	%	Personal Reasons	%	Initiated by LEA	%	Beyond Control of LEA	%	Other Reasons	%
520	Jones County Schools	93	6	0	0.00%	3	50.00%	0	0.00%	3	50.00%	0	0.00%
132	Kannapolis City Schools	376	28	2	7.14%	17	60.71%	2	7.14%	7	25.00%	0	0.00%
530	Lee County Schools	641	76	4	5.26%	38	50.00%	6	7.89%	19	25.00%	9	11.84%
540	Lenoir County Public Schools	590	48	4	8.33%	28	58.33%	1	2.08%	15	31.25%	0	0.00%
291	Lexington City Schools	212	23	4	17.39%	10	43.48%	1	4.35%	1	4.35%	7	30.43%
550	Lincoln County Schools	777	49	3	6.12%	25	51.02%	0	0.00%	13	26.53%	8	16.33%
560	Macon County Schools	318	21	0	0.00%	8	38.10%	3	14.29%	6	28.57%	4	19.05%
570	Madison County Schools	190	11	0	0.00%	4	36.36%	0	0.00%	4	36.36%	3	27.27%
580	Martin County Schools	250	10	1	10.00%	3	30.00%	0	0.00%	6	60.00%	0	0.00%
590	McDowell County Schools	432	27	2	7.41%	12	44.44%	2	7.41%	9	33.33%	2	7.41%
610	Mitchell County Schools	147	8	0	0.00%	5	62.50%	0	0.00%	3	37.50%	0	0.00%
620	Montgomery County Schools	287	34	7	20.59%	19	55.88%	0	0.00%	8	23.53%	0	0.00%
630	Moore County Schools	821	86	10	11.63%	48	55.81%	5	5.81%	17	19.77%	6	6.98%
491	Mooreville Graded School District	365	31	1	3.23%	13	41.94%	1	3.23%	10	32.26%	6	19.35%
862	Mount Airy City Schools	120	11	1	9.09%	3	27.27%	3	27.27%	4	36.36%	0	0.00%
640	Nash-Rocky Mount Schools	928	66	7	10.61%	35	53.03%	0	0.00%	13	19.70%	11	16.67%
650	New Hanover County Schools	1650	154	24	15.58%	72	46.75%	9	5.84%	37	24.03%	12	7.79%
182	Newton Conover City Schools	211	17	1	5.88%	9	52.94%	2	11.76%	4	23.53%	1	5.88%
660	Northampton County Schools	146	31	1	3.23%	9	29.03%	4	12.90%	16	51.61%	1	3.23%
670	Onslow County Schools	1577	198	10	5.05%	104	52.53%	8	4.04%	72	36.36%	4	2.02%
680	Orange County Schools	553	52	4	7.69%	24	46.15%	2	3.85%	18	34.62%	4	7.69%
690	Pamlico County Schools	105	6	0	0.00%	4	66.67%	1	16.67%	0	0.00%	1	16.67%
710	Pender County Schools	557	60	2	3.33%	39	65.00%	3	5.00%	15	25.00%	1	1.67%
720	Perquimans County Schools	125	8	1	12.50%	3	37.50%	0	0.00%	2	25.00%	2	25.00%
730	Person County Schools	300	24	0	0.00%	16	66.67%	1	4.17%	5	20.83%	2	8.33%
740	Pitt County Schools	1624	159	29	18.24%	94	59.12%	4	2.52%	25	15.72%	7	4.40%
750	Polk County Schools	193	21	5	23.81%	7	33.33%	0	0.00%	9	42.86%	0	0.00%
780	Public Schools of Robeson County	1503	105	7	6.67%	46	43.81%	6	5.71%	46	43.81%	0	0.00%
760	Randolph County Schools	1142	90	7	7.78%	53	58.89%	1	1.11%	23	25.56%	6	6.67%
770	Richmond County Schools	498	59	2	3.39%	26	44.07%	6	10.17%	15	25.42%	10	16.95%

LEA Code	LEA Name	Total Teachers	Teachers Leaving	Remained in Education	%	Personal Reasons	%	Initiated by LEA	%	Beyond Control of LEA	%	Other Reasons	%
421	Roanoke Rapids City Schools	189	13	1	7.69%	5	38.46%	0	0.00%	5	38.46%	2	15.38%
790	Rockingham County Schools	844	56	2	3.57%	35	62.50%	5	8.93%	12	21.43%	2	3.57%
800	Rowan-Salisbury Schools	1272	125	14	11.20%	70	56.00%	8	6.40%	22	17.60%	11	8.80%
810	Rutherford County Schools	556	36	1	2.78%	16	44.44%	1	2.78%	16	44.44%	2	5.56%
820	Sampson County Schools	561	39	4	10.26%	22	56.41%	2	5.13%	10	25.64%	1	2.56%
830	Scotland County Schools	429	56	9	16.07%	25	44.64%	4	7.14%	18	32.14%	0	0.00%
840	Stanly County Schools	601	24	4	16.67%	10	41.67%	1	4.17%	7	29.17%	2	8.33%
850	Stokes County Schools	464	34	4	11.76%	12	35.29%	3	8.82%	14	41.18%	1	2.94%
860	Surry County Schools	545	25	2	8.00%	12	48.00%	0	0.00%	9	36.00%	2	8.00%
870	Swain County Schools	145	11	1	9.09%	5	45.45%	1	9.09%	4	36.36%	0	0.00%
292	Thomasville City Schools	171	20	2	10.00%	7	35.00%	1	5.00%	5	25.00%	5	25.00%
880	Transylvania County Schools	272	23	0	0.00%	12	52.17%	4	17.39%	7	30.43%	0	0.00%
890	Tyrrell County Schools	48	3	0	0.00%	2	66.67%	0	0.00%	1	33.33%	0	0.00%
900	Union County Public Schools	2596	230	19	8.26%	144	62.61%	23	10.00%	27	11.74%	17	7.39%
910	Vance County Schools	496	52	4	7.69%	22	42.31%	2	3.85%	13	25.00%	11	21.15%
920	Wake County Schools	10184	892	62	6.95%	466	52.24%	133	14.91%	159	17.83%	72	8.07%
930	Warren County Schools	164	24	1	4.17%	5	20.83%	3	12.50%	14	58.33%	1	4.17%
940	Washington County Schools	105	10	0	0.00%	10	100.00%	0	0.00%	0	0.00%	0	0.00%
950	Watauga County Schools	360	37	0	0.00%	14	37.84%	7	18.92%	12	32.43%	4	10.81%
960	Wayne County Public Schools	1222	102	11	10.78%	35	34.31%	3	2.94%	40	39.22%	13	12.75%
422	Weldon City Schools	77	12	0	0.00%	3	25.00%	0	0.00%	8	66.67%	1	8.33%
241	Whiteville City Schools	163	12	1	8.33%	5	41.67%	1	8.33%	4	33.33%	1	8.33%
970	Wilkes County Schools	643	41	8	19.51%	20	48.78%	0	0.00%	11	26.83%	2	4.88%
980	Wilson County Schools	755	63	4	6.35%	31	49.21%	4	6.35%	12	19.05%	12	19.05%
340	Winston-Salem/Forsyth Schools	3758	322	26	8.07%	193	59.94%	27	8.39%	74	22.98%	2	0.62%
990	Yadkin County Schools	379	18	1	5.56%	11	61.11%	3	16.67%	3	16.67%	0	0.00%
995	Yancey County Schools	172	11	1	9.09%	5	45.45%	0	0.00%	5	45.45%	0	0.00%
	State Totals/Averages	95549	8634 ²	660	7.64%	4605	53.34%	703	8.14%	2038	23.60%	628	7.27%

² The Northeast Regional School does not appear in this table due to the fact that the school had only two departing teachers. This accounts for the slight difference in state totals and averages from Table 2.

Appendix C: State Attrition, Mobility, and Recoupment Rates for LEAs 2015-2016

LEA Name	Total Number of Employees	Total State Attrition	State Attrition Rate	Total Mobility	Mobility Rate	Number Departed from LEA	LEA Attrition Rate	Number of Teachers Recouped	Recoupment Rate
Alamance-Burlington Schools	1,503	117	7.78%	61	4.06%	178	11.84%	80	44.94%
Alexander County Schools	332	19	5.72%	18	5.42%	37	11.14%	17	45.95%
Alleghany County Schools	120	10	8.33%	4	3.33%	14	11.67%	4	28.57%
Anson County Schools	234	18	7.69%	16	6.84%	34	14.53%	8	23.53%
Ashe County Schools	237	13	5.49%	4	1.69%	17	7.17%	5	29.41%
Asheboro City Schools	344	31	9.01%	25	7.27%	56	16.28%	11	19.64%
Asheville City Schools	331	29	8.76%	17	5.14%	46	13.90%	12	26.09%
Avery County Schools	171	6	3.51%	3	1.75%	9	5.26%	2	22.22%
Beaufort County Schools	500	61	12.20%	30	6.00%	91	18.20%	23	25.27%
Bertie County Schools	170	25	14.71%	12	7.06%	37	21.76%	4	10.81%
Bladen County Schools	319	27	8.46%	24	7.52%	51	15.99%	15	29.41%
Brunswick County Schools	806	92	11.41%	39	4.84%	131	16.25%	46	35.11%
Buncombe County Schools	1,660	144	8.67%	35	2.11%	179	10.78%	57	31.84%
Burke County Schools	801	51	6.37%	17	2.12%	68	8.49%	31	45.59%
Cabarrus County Schools	1,925	151	7.84%	85	4.42%	236	12.26%	100	42.37%
Caldwell County Schools	842	43	5.11%	25	2.97%	68	8.08%	30	44.12%
Camden County Schools	128	11	8.59%	3	2.34%	14	10.94%	5	35.71%
Carteret County Public Schools	640	80	12.50%	9	1.41%	89	13.91%	29	32.58%
Caswell County Schools	193	20	10.36%	10	5.18%	30	15.54%	10	33.33%
Catawba County Schools	1,056	59	5.59%	42	3.98%	101	9.56%	43	42.57%
Chapel Hill-Carrboro City Schools	928	94	10.13%	38	4.09%	132	14.22%	58	43.94%
Charlotte-Mecklenburg Schools	8,684	911	10.49%	253	2.91%	1,164	13.40%	272	23.37%
Chatham County Schools	604	66	10.93%	31	5.13%	97	16.06%	34	35.05%
Cherokee County Schools	258	21	8.14%	2	0.78%	23	8.91%	4	17.39%
Clay County Schools	98	11	11.22%	0	0.00%	11	11.22%	2	18.18%
Cleveland County Schools	1,091	72	6.60%	39	3.57%	111	10.17%	30	27.03%
Clinton City Schools	204	24	11.76%	11	5.39%	35	17.16%	12	34.29%
Columbus County Schools	399	33	8.27%	35	8.77%	68	17.04%	17	25.00%
Craven County Schools	952	105	11.03%	46	4.83%	151	15.86%	31	20.53%

LEA Name	Total Number of Employees	Total State Attrition	State Attrition Rate	Total Mobility	Mobility Rate	Number Departed from LEA	LEA Attrition Rate	Number of Teachers Recouped	Recoupment Rate
Cumberland County Schools	3,561	455	12.78%	161	4.52%	616	17.30%	89	14.45%
Currituck County Schools	253	18	7.11%	8	3.16%	26	10.28%	8	30.77%
Dare County Schools	385	34	8.83%	5	1.30%	39	10.13%	12	30.77%
Davidson County Schools	1,199	73	6.09%	42	3.50%	115	9.59%	60	52.17%
Davie County Schools	435	39	8.97%	12	2.76%	51	11.72%	12	23.53%
Duplin County Schools	634	56	8.83%	38	5.99%	94	14.83%	35	37.23%
Durham Public Schools	2,433	274	11.26%	174	7.15%	448	18.41%	117	26.12%
Edenton-Chowan Schools	151	12	7.95%	13	8.61%	25	16.56%	11	44.00%
Edgecombe County Public Schools	396	49	12.37%	37	9.34%	86	21.72%	25	29.07%
Elizabeth City-Pasquotank Public Schools	390	35	8.97%	10	2.56%	45	11.54%	14	31.11%
Elkin City Schools	87	5	5.75%	3	3.45%	8	9.20%	6	75.00%
Franklin County Schools	579	45	7.77%	52	8.98%	97	16.75%	42	43.30%
Gaston County Schools	1,936	157	8.11%	76	3.93%	233	12.04%	37	15.88%
Gates County Schools	136	16	11.76%	8	5.88%	24	17.65%	7	29.17%
Graham County Schools	91	8	8.79%	3	3.30%	11	12.09%	3	27.27%
Granville County Schools	487	44	9.03%	34	6.98%	78	16.02%	21	26.92%
Greene County Schools	213	14	6.57%	20	9.39%	34	15.96%	18	52.94%
Guilford County Schools	4,898	438	8.94%	243	4.96%	681	13.90%	129	18.94%
Halifax County Schools	217	39	17.97%	37	17.05%	76	35.02%	5	6.58%
Harnett County Schools	1,265	111	8.77%	107	8.46%	218	17.23%	52	23.85%
Haywood County Schools	532	37	6.95%	21	3.95%	58	10.90%	14	24.14%
Henderson County Schools	917	84	9.16%	27	2.94%	111	12.10%	32	28.83%
Hertford County Schools	204	29	14.22%	10	4.90%	39	19.12%	13	33.33%
Hickory City Schools	288	27	9.38%	14	4.86%	41	14.24%	16	39.02%
Hoke County Schools	562	93	16.55%	50	8.90%	143	25.44%	50	34.97%
Hyde County Schools	58	5	8.62%	1	1.72%	6	10.34%	2	33.33%
Iredell-Statesville Schools	1,289	102	7.91%	54	4.19%	156	12.10%	25	16.03%
Jackson County Public Schools	250	26	10.40%	15	6.00%	41	16.40%	7	17.07%
Johnston County Schools	2,262	155	6.85%	87	3.85%	242	10.70%	67	27.69%
Jones County Schools	93	6	6.45%	6	6.45%	12	12.90%	3	25.00%
Kannapolis City Schools	376	28	7.45%	29	7.71%	57	15.16%	22	38.60%
Lee County Schools	641	76	11.86%	48	7.49%	124	19.34%	35	28.23%

LEA Name	Total Number of Employees	Total State Attrition	State Attrition Rate	Total Mobility	Mobility Rate	Number Departed from LEA	LEA Attrition Rate	Number of Teachers Recouped	Recoupment Rate
Lenoir County Public Schools	590	48	8.14%	42	7.12%	90	15.25%	23	25.56%
Lexington City Schools	212	23	10.85%	31	14.62%	54	25.47%	14	25.93%
Lincoln County Schools	777	49	6.31%	19	2.45%	68	8.75%	44	64.71%
Macon County Schools	318	21	6.60%	5	1.57%	26	8.18%	3	11.54%
Madison County Schools	190	11	5.79%	8	4.21%	19	10.00%	0	0.00%
Martin County Schools	250	10	4.00%	12	4.80%	22	8.80%	5	22.73%
McDowell County Schools	432	27	6.25%	15	3.47%	42	9.72%	11	26.19%
Mitchell County Schools	147	8	5.44%	2	1.36%	10	6.80%	2	20.00%
Montgomery County Schools	287	34	11.85%	17	5.92%	51	17.77%	14	27.45%
Moore County Schools	821	86	10.48%	40	4.87%	126	15.35%	49	38.89%
Mooresville Graded School District	365	31	8.49%	12	3.29%	43	11.78%	22	51.16%
Mount Airy City Schools	120	11	9.17%	6	5.00%	17	14.17%	5	29.41%
Nash-Rocky Mount Schools	928	66	7.11%	59	6.36%	125	13.47%	48	38.40%
New Hanover County Schools	1,650	154	9.33%	47	2.85%	201	12.18%	85	42.29%
Newton Conover City Schools	211	17	8.06%	19	9.00%	36	17.06%	20	55.56%
Northampton County Schools	146	31	21.23%	17	11.64%	48	32.88%	8	16.67%
Northeast Regional School - Biotech/Agri	9	2	22.22%	0	0.00%	2	22.22%	0	0.00%
Onslow County Schools	1,577	198	12.56%	49	3.11%	247	15.66%	41	16.60%
Orange County Schools	553	52	9.40%	24	4.34%	76	13.74%	33	43.42%
Pamlico County Schools	105	6	5.71%	6	5.71%	12	11.43%	6	50.00%
Pender County Schools	557	60	10.77%	33	5.92%	93	16.70%	42	45.16%
Perquimans County Schools	125	8	6.40%	7	5.60%	15	12.00%	7	46.67%
Person County Schools	300	24	8.00%	16	5.33%	40	13.33%	5	12.50%
Pitt County Schools	1,624	159	9.79%	97	5.97%	256	15.76%	70	27.34%
Polk County Schools	193	21	10.88%	4	2.07%	25	12.95%	5	20.00%
Public Schools of Robeson County	1,503	105	6.99%	66	4.39%	171	11.38%	36	21.05%
Randolph County School System	1,142	90	7.88%	77	6.74%	167	14.62%	63	37.72%
Richmond County Schools	498	59	11.85%	30	6.02%	89	17.87%	17	19.10%
Roanoke Rapids City Schools	189	13	6.88%	6	3.17%	19	10.05%	4	21.05%
Rockingham County Schools	844	56	6.64%	42	4.98%	98	11.61%	24	24.49%
Rowan-Salisbury Schools	1,272	125	9.83%	56	4.40%	181	14.23%	62	34.25%
Rutherford County Schools	556	36	6.47%	21	3.78%	57	10.25%	4	7.02%

LEA Name	Total Number of Employees	Total State Attrition	State Attrition Rate	Total Mobility	Mobility Rate	Number Departed from LEA	LEA Attrition Rate	Number of Teachers Recouped	Recoupment Rate
Sampson County Schools	561	39	6.95%	27	4.81%	66	11.76%	21	31.82%
Scotland County Schools	429	56	13.05%	41	9.56%	97	22.61%	26	26.80%
Stanly County Schools	601	24	3.99%	32	5.32%	56	9.32%	14	25.00%
Stokes County Schools	464	34	7.33%	22	4.74%	56	12.07%	18	32.14%
Surry County Schools	545	25	4.59%	11	2.02%	36	6.61%	14	38.89%
Swain County Schools	145	11	7.59%	4	2.76%	15	10.34%	3	20.00%
Thomasville City Schools	171	20	11.70%	29	16.96%	49	28.65%	19	38.78%
Transylvania County Schools	272	23	8.46%	8	2.94%	31	11.40%	11	35.48%
Tyrrell County Schools	48	3	6.25%	7	14.58%	10	20.83%	7	70.00%
Union County Public Schools	2,596	230	8.86%	108	4.16%	338	13.02%	68	20.12%
Vance County Schools	496	52	10.48%	30	6.05%	82	16.53%	15	18.29%
Wake County Schools	10,184	892	8.76%	258	2.53%	1,150	11.29%	425	36.96%
Warren County Schools	164	24	14.63%	7	4.27%	31	18.90%	5	16.13%
Washington County Schools	105	10	9.52%	5	4.76%	15	14.29%	3	20.00%
Watauga County Schools	360	37	10.28%	9	2.50%	46	12.78%	19	41.30%
Wayne County Public Schools	1,222	102	8.35%	46	3.76%	148	12.11%	45	30.41%
Weldon City Schools	77	12	15.58%	5	6.49%	17	22.08%	1	5.88%
Whiteville City Schools	163	12	7.36%	8	4.91%	20	12.27%	12	60.00%
Wilkes County Schools	643	41	6.38%	34	5.29%	75	11.66%	14	18.67%
Wilson County Schools	755	63	8.34%	51	6.75%	114	15.10%	38	33.33%
Winston Salem/Forsyth County Schools	3,758	322	8.57%	142	3.78%	464	12.35%	135	29.09%
Yadkin County Schools	379	18	4.75%	11	2.90%	29	7.65%	14	48.28%
Yancey County Schools	172	11	6.40%	4	2.33%	15	8.72%	7	46.67%
State Totals/Averages	95,549	8,636	9.04%	4,163	4.36%	12,799	13.40%	3,687³	30.57%

³ The number of teachers recouped is different from the total number of teachers identified as mobile because some teachers move from LEAs to charter schools. These teachers do not contribute to the state attrition rate, nor do they contribute to the recoupment rate.

Appendix D : Most Difficult Licensure Areas to Staff 2015-2016

*This chart reflects the most difficult licensure areas to staff, as identified by the LEAs. The shaded area represents the top five areas reported for 2014-15. This information is reported yearly as North Carolina's teacher shortage areas for designation by the U.S. Department of Education (USED). Teacher shortage areas are reported to alert the nation where States and school districts are looking to potentially hire academic administrators, licensed teachers, and other educators and school faculty in specific disciplines/subject areas, grade levels, and/or geographic areas; **and** where recent graduates of Schools of Education and trained, experienced teaching professionals aiming to serve school districts with shortages can find (prospective) positions and fill the current voids in each State's and territory's Pre-Kindergarten through Grade 12 classrooms, in areas that match their certification credentials; as well as to inform Federal financial aid recipients on reducing, deferring, or nullifying/discharging/cancelling student loan payments and meet other specified (e.g., teaching) obligations.

2013-2014		2014-2015		2015-2016	
Number of LEAs Reporting to Question = 115		Number of LEAs Reporting to Question = 115		Number of LEAs Reporting to Question = 100	
License Area	# Identifying	License Area	# Identifying	License Area	# Identifying
9-12 Math	100	9-12 Math	95	Math (9-12)	90
9-12 Science	86	EC - General Curriculum	87	EC - General Curriculum	76
EC - General Curriculum	82	9-12 Science	74	Science (9-12)	74
6-9 M.G. Math	65	M.G. Math	70	MG-Math	68
EC - Adapted Curriculum	56	EC - Adapted Curriculum	56	MG-Science	58
6-9 M.G. Science	53	M.G. Science	48	EC - Adapted Curriculum	46
ESL	14	ESL	13	Elementary Education	18
K-12 Spanish	13	K-6 Elementary	10	English (9-12)	15
Health Occupations Education	13	English	8	MG-Language Arts	14
9-12 English	8	Health Occupations Education	8	Health Occupations - RN	11
9-12 Spanish	8	Technology Education	8	English As Second Language	10
Technology Education	8	Spanish	7	Spanish	10
Family and Consumer Sciences	7	Spanish	7	EC - BED	7
Business Education	5	Family and Consumer Sciences	7	Health Occupations - Allied Health	6
6-9 M.G. Language Arts	5	M.G. Language Arts	7	MG-Social Studies	6

6-9 M.G. Social Studies	5	Health Occupations Ed-Allied Health	6	EC - Cross Categorical	5
EC - Cross Categorical	5	Business Education	5	EC - Severely/Profoundly Disabled	5
Spec Ed: Academically Gifted	5	EC - Cross Categorical	5	Family and Consumer Sciences	5
				Technology Education	5

Notes: ¹ Above numbers include only those areas identified by 5 or more LEAs.