

State of the Teaching Profession

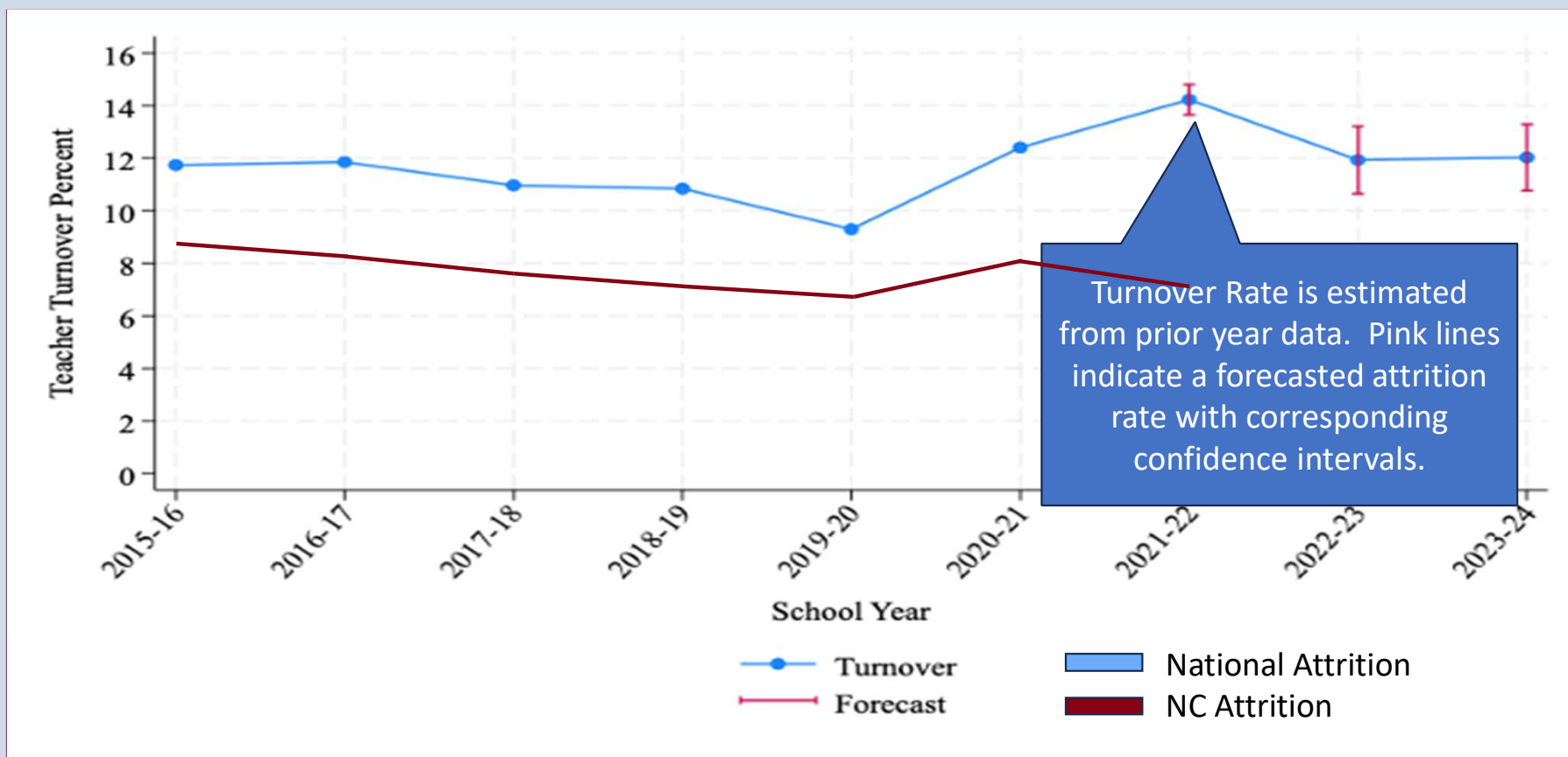
April 2024 State Board of Education Meeting



North Carolina Department of
PUBLIC INSTRUCTION

North Carolina Attrition and Vacancy Data

National Teacher Attrition Forecast

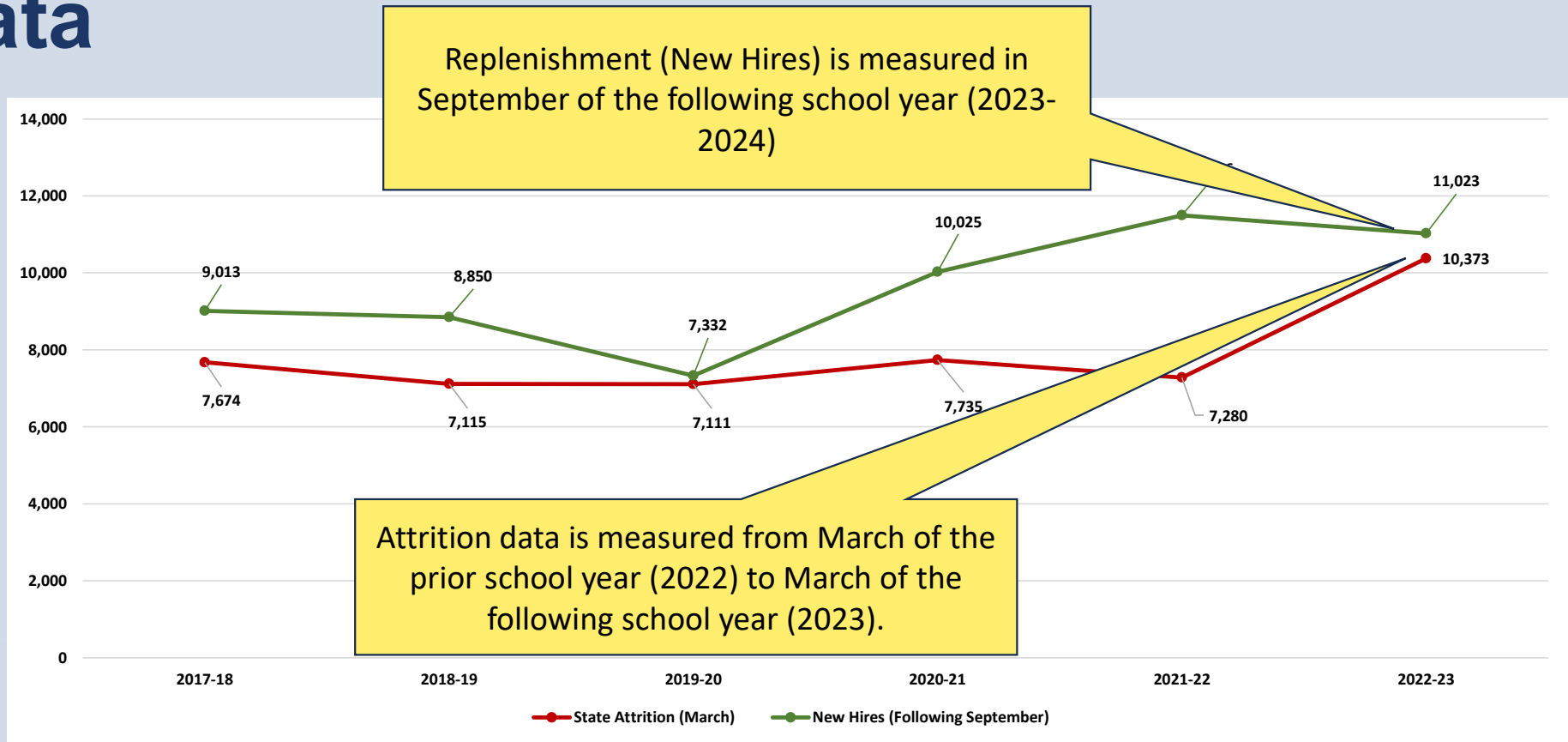


Nguyen, T. D., Lam, C. B., & Bruno, P. (2022). *Is there a national teacher shortage? A systematic examination of reports of teacher shortages in the United States*. (EdWorkingPaper: 22-631). Annenberg Institute at Brown University. <https://doi.org/10.26300/76eq-hj32>

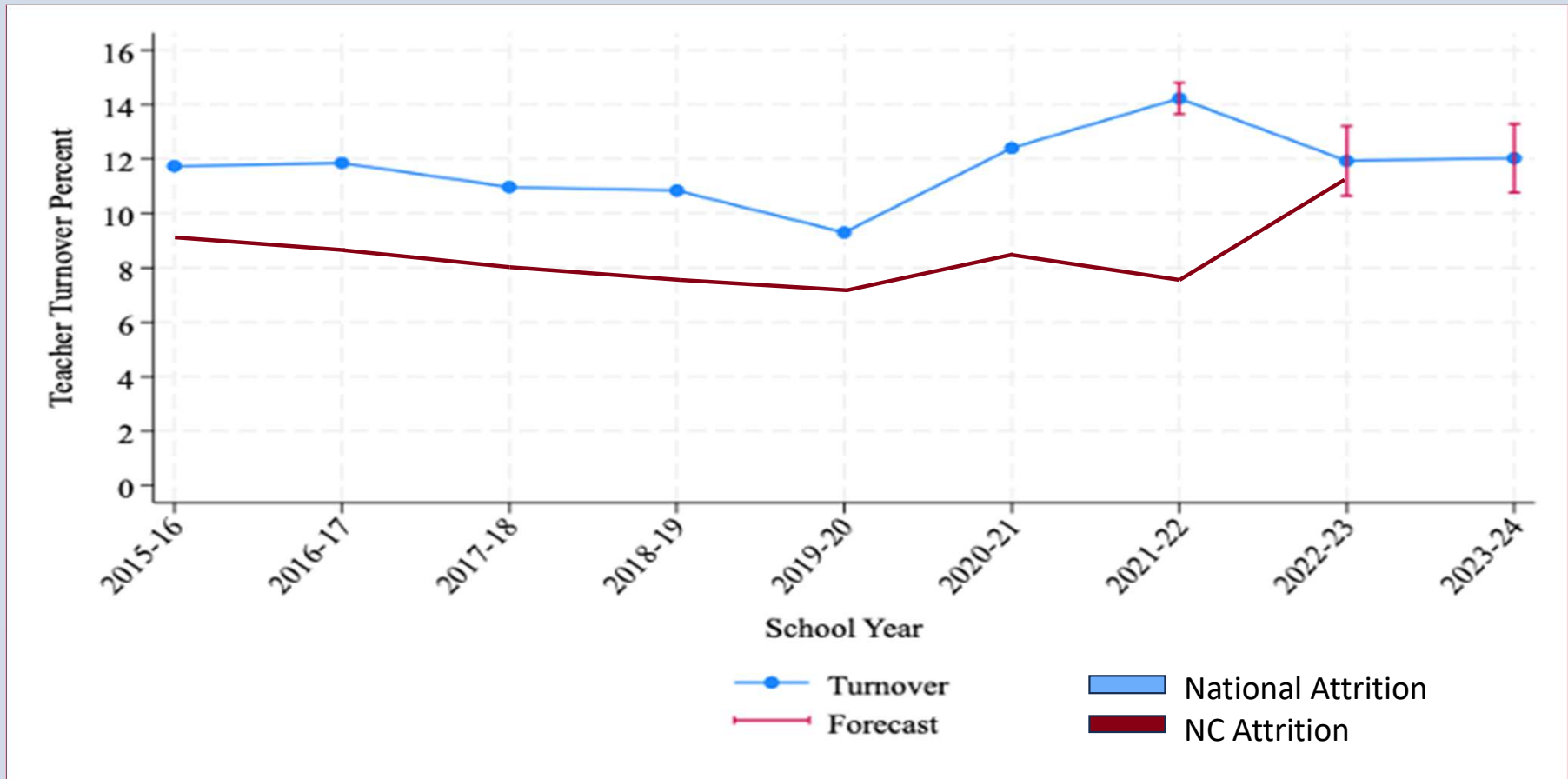
North Carolina Teacher Attrition and Vacancy Data

Reporting Year	State Attrition Number	State Attrition Rate	New Hires (September of following School Year)	State Replenishment Rate	State Vacancy Rate
2017-2018	7,674	8.1%	9,013	117.4%	1.5%
2018-2019	7,115	7.5%	8,850	124.4%	3.2%
2019-2020	7,111	7.5%	7,332	101.3%	1.7%
2020-2021	7,735	8.2%	10,025	129.6%	3.4%
2021-2022	7,280	7.8%	11,496	157.9%	5.9%*
2022-2023	10,373	11.5%	11,023	106.3%	6.4%*
Average	7,881	8.43%	9,623	122.8%	3.68%

North Carolina Attrition and Replenishment Data



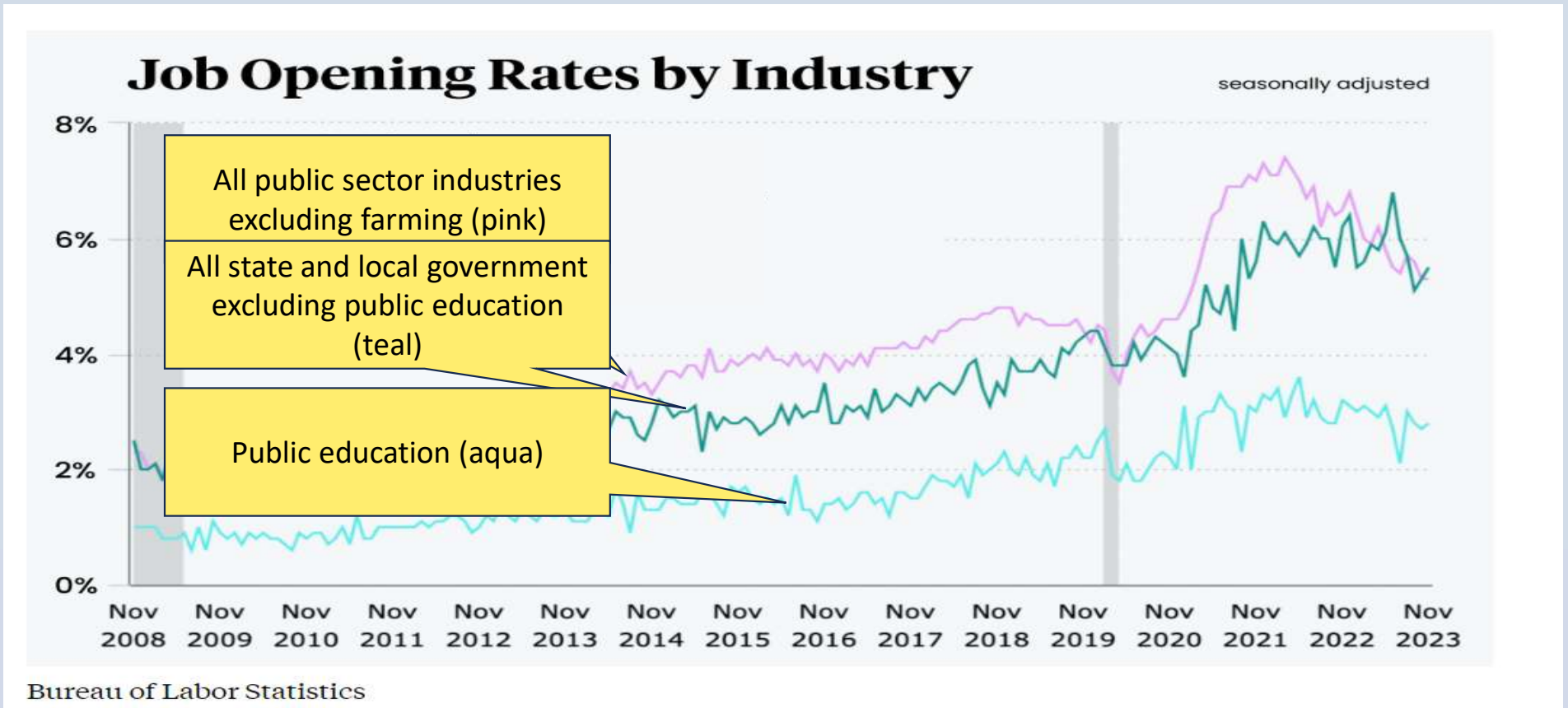
National Teacher Attrition Forecast



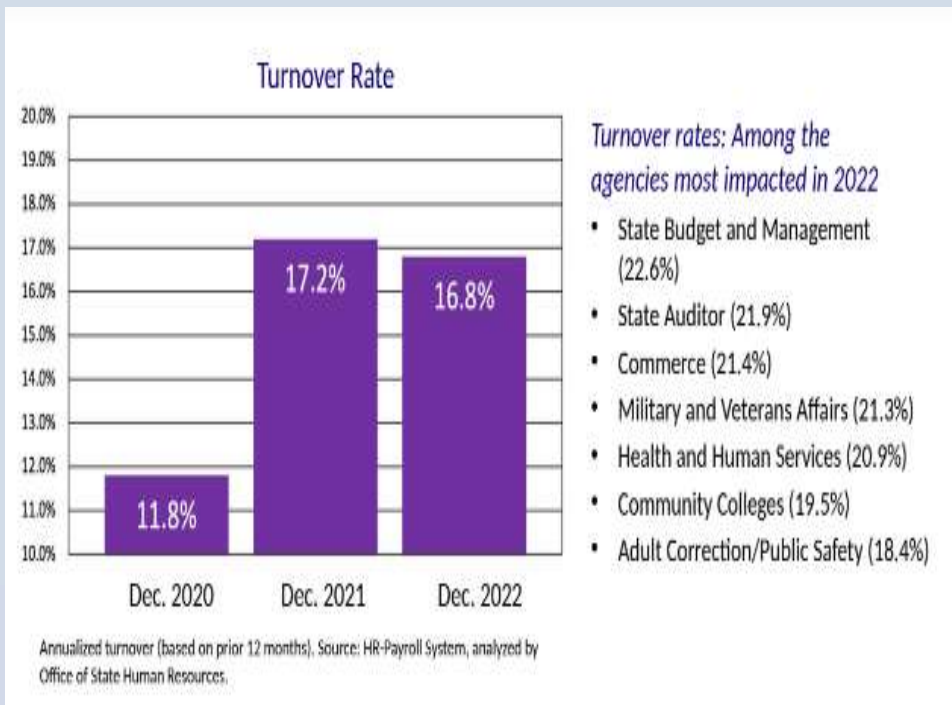
Nguyen, T. D., Lam, C. B., & Bruno, P. (2022). *Is there a national teacher shortage? A systematic examination of reports of teacher shortages in the United States*. *Education Policy Analysis Archives*, 30(1), 1-22. <https://doi.org/10.26300/76c9-hj32>

Contextualizing Attrition and Vacancy Data

National Public Sector and Education Vacancy



Contextualizing the Data – Attrition from North Carolina State Agencies

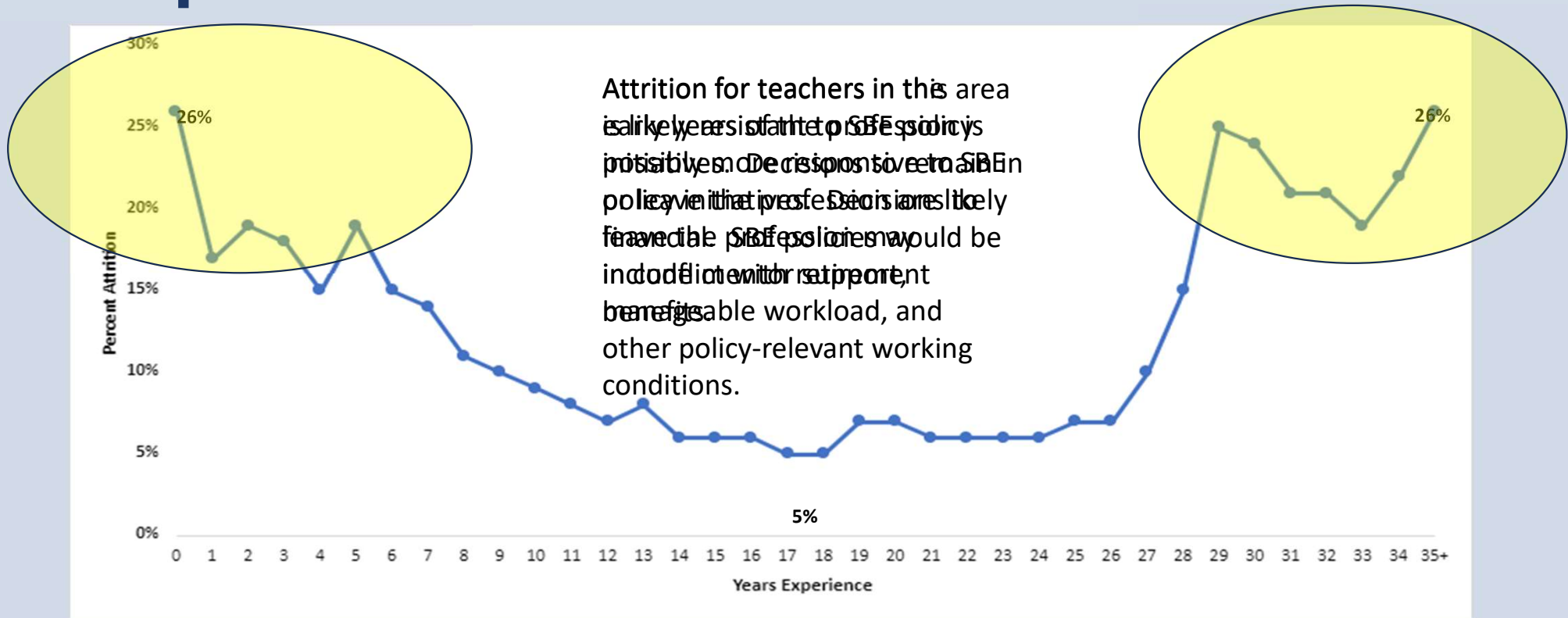


Health Care

Job Title	Total Positions	Turnover Rate	Vacancy Rate
Registered Nurse	1,202	30.3%	48.3%
Health Care Technician I	3,843	35.3%	37.4%
Health Care Technician II	629	22.1%	26.3%
Licensed Practical Nurse	558	26.8%	42.5%

Attrition and Teacher Experience

NC Teacher Attrition by Teaching Experience



License Routes of NC Newly Hired Teachers

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%

Contribution of Traditional Route has decreased since 2017-18

Contribution of Alternative Route has increased by 23.3% since 2017-18

Contribution of Out-of-State Route has decreased 25.6% since 2017-18

Contribution of International Route has increased by 148.2% since 2017-18

License Types for Newly Hired Educators*

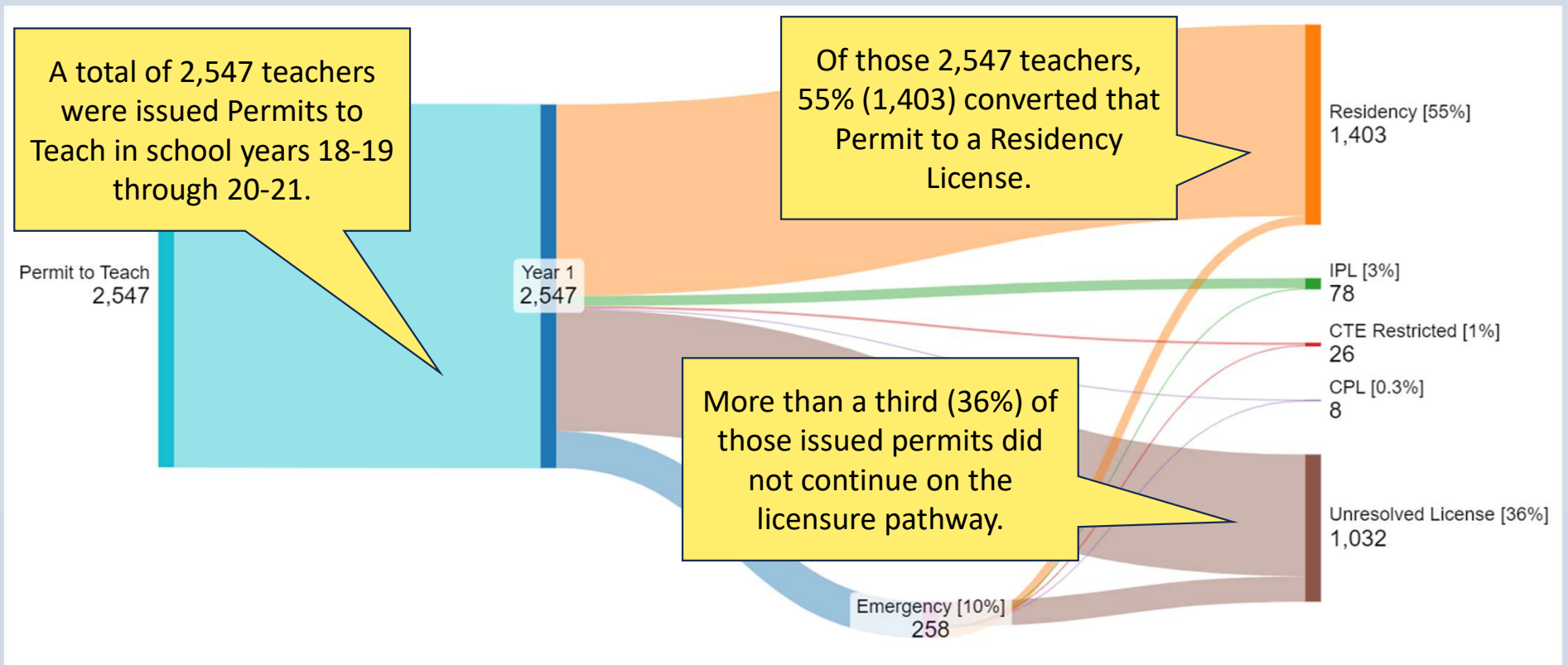
School Year	CPL	Experienced teacher with the prior substantial preparation (new hires, but decreased)	Teachers who have completed the traditional route to licensure (preparation embedded in undergraduate degree and student teaching)	Emergency	Residency
2017-18	19.72%		represents about 1/3 of the state's new teacher hires.		0.37%
2018-19	20.48%	40.08%	8.64%	8.04%	
2019-20	20.51%			9.34%	
2020-21	18.72%			10.24%	
2021-22	17.29%			10.88%	14.65%
2022-23	12.53%	33.17%	0.14%	10.70%	21.36%
					11.66%
					9.80%

The alternative route to licensure accounts for 41.9% of the new hires in 2023-24. This represents a 40.6% increase in this path to licensure since the sunset of Lateral Entry (2019-2020).

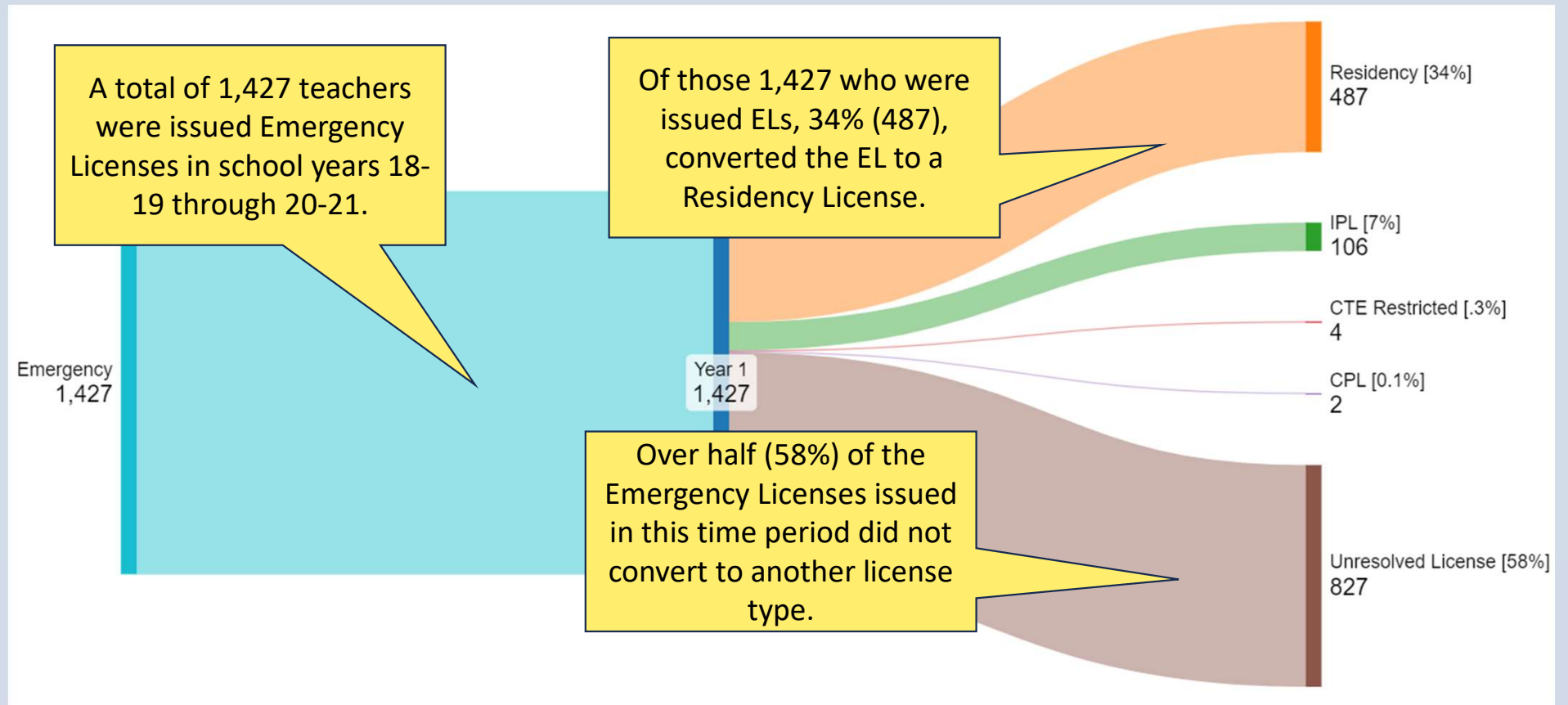
These three licenses articulate to form the "alternative" route to licensure. Educators can begin with any of the three licenses and progress left to right.

*Newly Hired is defined as an educator who has not been employed as a licensed educators in the prior three school years.

Completion Data for Alternatively Licensed Teachers (Issued Permit to Teach in 2018-19, 2019-20, and 2020-21)



Completion Data for Alternatively Licensed Teachers (Issued Emergency License in 2018-19, 2019-20, and 2020-21)



Beginning vs. Experienced Teacher Attrition

	2022-23	2021-22
LEA Reported Beginning Teachers	10,104	13,169
BT Attrition Rate	15.1%	13.1%
LEA Reported Experienced Teachers	80,262	80,663
Exp Teacher Attrition Rate	10.69%	6.9%

Identifying Beginning Teachers

	2022-2023	2021-2022
LEA Reported Beginning Teachers	10,103	13,169
NCDPI Identification	13,534	15,621
Teacher Self-Report from Teacher Working Conditions Survey	N/A	14,387

LEAs report to NCDPI the number of teachers who are enrolled in their Beginning Teacher Support Programs (BTSP)

NCDPI used Licensure type and issuance to identify teachers who should be identified as Beginning Teachers. This analysis suggests that BTs are underreported and/or underserved 34% in 2022-23 and 18.6% in 2021-22.

Data from the 2021-22 TWC survey shows 14,387 teachers identified as BTs. Survey data indicates that 860 (6.0%) reported that they were not assigned a mentor and 2554 (17.8%) indicated that they received no additional support as a BT.

Defining Vacancy

Defining Vacancies

• Open Positions

- Reflected in vacancy data through the 2020-21 SY.
- Focuses on the number of positions without an adult.
- Once filled, position is no longer counted as vacant.
- Blind to whether the replacement is licensed or not.

• Permanent Positions

- Reflected vacancy data for SY 2021-22 and beyond.
- Focuses on having a fully qualified educator in a permanent position.
- If position is filled by educator with certain types of licenses, then vacancy persists.
- Rehired retirees (regardless of licensure status) do not count toward filling the vacancy.

Monitoring Capacity of Teaching Profession

- The statutory change in measuring vacancies means that vacancy rates are not comparable from year to year (specifically from 2021-22 to earlier years).
- Teachers who hold an emergency or permit to teach license are counted as vacancies.
- Rehired retirees and provisionally licensed teachers count as vacancies.
- Long-term subs and other unlicensed employees count as vacancies.
- Federal regulations allow NC to count any licensed teacher as qualified, but state statute requires us to identify them as vacancies.

Unpacking 2022-23 Vacancy Rates

Total Vacancy Count – 6,008

Minus Emergency Licenses
(1,685) – 4,323

Minus Permits to
Teacher (844) – 3,479

3.7%

Estimate of open position rate in NC LEAs (cf. to rates in 2020-2021 and prior).

Summary and Policy Implications

Summary of Main Findings

- The North Carolina teacher attrition rate has increased this year to 11.5%.
- NC public school units have been able to hire new teachers at a rate that exceeds attrition rates.
- Other public sectors, including NC State Government, have shown increases in attrition as well.
- Teacher attrition is not uniform across years of experience. Early- and late-career teachers show high 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 Main Findings

- The alternative pathway to licensure shows serious “leaks” on the route to Residency Licensure.
- Vacancy rates in North Carolina public schools shows an increase over the prior year.
- Changes in statute that define vacancies (2021) makes direct comparisons to prior years meaningless.
- Accounting for the statutory changes allows us to estimate the percentage of classrooms without a licensed educator.

Policy Implications

- The data presented in the State of the Teaching Profession Report and this presentation suggest that early-career teachers are not being supported enough, or in the most helpful ways.
- Policies related to beginning teacher support were developed at a time when the traditional route to licensure was the dominant pathway to teaching.
- NCDPI recommends a review of the Board's Beginning Teacher Support policy and program to find ways to better support teachers who are entering the profession from other professions and/or without formal pedagogical training.

