

EXECUTIVE SUMMARY

Title: Proposed Standards for the Evaluation of School Psychologists

Type of Executive Summary:

- Consent
- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy #TCP-C-006
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other _____

Presenter(s): Ms. Teresa A. Smith (K-12 Student Support Services Consultant, Division of K-12 Curriculum, Instruction & Technology)

Description:

In June 2007, the State Board of Education approved new standards for the evaluation of teachers. In December 2008, the Board approved new standards for the evaluation of school counselors and school social workers. New standards for the evaluation of school psychologists, aligned with the new teacher standards, have been developed and are presented for discussion this month. When approved by the Board, the new standards will be the basis of the new evaluation instrument for school psychologists, which are aligned with the new instruments that have been developed by McREL.

Resources:

School psychology will be included in the next round of development and validation of new instruments.

Input Process:

Ad hoc committees were convened to draft the new standards. The draft standards were widely vetted including distribution through the professional associations, NC Principal and Assistant Principals Association, university training programs, student support services directors, exceptional children directors, and the NCDPI student support services listserv. They were posted on DPI website and shared with the NC School Boards Association. In addition, the draft standards were vetted with the NC Professional Teaching Standards Commission.

Stakeholders:

Timeline For Action:

The proposed standards were presented for discussion last month and are presented for action this month. Upon SBE approval, work on the development and validation of a new instrument will begin.

Recommendations:

It is recommended that the State Board of Education approve the proposed standards for the evaluation of school psychologists. It is also recommended that the job description be used as professional standards support document.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____

- Audio Requirements (computer or other, except for PA system which is provided)

Specify: _____

Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: _____ Seconded By: _____
Vote: Yes _____ No _____ Abstain _____
Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Linda Jones (807-3355)

School Psychologist

Student Services Job Description

In compliance with federal laws, NC Public Schools administers all state-operated educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate and allowed by law. Inquiries or complaints should be directed to:

Dr. Rebecca Garland
Associate State Supt./Chief Academic Officer
Academic Services and Instructional Support
6368 Mail Service Center
Raleigh, NC 27699-6368
Telephone (919) 807-3200
Fax (919) 807-4065

School Psychologist Job Description

Process

Representatives from school districts, institutions of higher education, professional organizations and the Department of Public Instruction collaboratively prepared the 2009 School Psychologist Job Description. Department staff acknowledges with deep appreciation and gratitude the contributions of the following advisory committee members:

| Name | Position | Organization |
|----------------------|--|--|
| Ms. Laurie Bober | President and School Psychologist | NC School Psychology Association and Guilford County Schools |
| Ms. Kathy Boyd | Senior Staff Attorney | NC School Boards Association |
| Mr. Joe Bunch | Director of Intervention Services/School Psychologist | Perquimans County Schools |
| Dr. Jim Deni | School Psychology Trainer and Past President | Appalachian State University and NC School Psychology Association |
| Ms. Wendy Fitch | Lead, School Psychologist | Cleveland County Schools |
| Ms. Doris Glass | School Psychologist | Charlotte-Mecklenburg Schools |
| Ms. Sarah Greene | Past President and School Psychologist | NC School Psychology Association and Wake County Public Schools |
| Ms. Linda Haigh | School Psychologist and Member | Charlotte-Mecklenburg Schools North Carolina School Psychology Association |
| Dr. Caroline Hexdall | Exceptional Children School Psychology Consultant and Center for Development and Learning at UNC-CH (Effective July 1, 2008) | NC Department of Public Instruction and Clinical Scientist and Licensed Psychologist |
| Dr. Jenny Hiemenz | Exceptional Children School Psychology Consultant and Center for Development and Learning at UNC-CH | NC Department of Public Instruction and Clinical Scientist and Licensed Psychologist |
| Dr. Steve Knotek | School Psychology Trainer | University of North Carolina-Chapel Hill |
| Mrs. Cecelia Lee | School Psychologist | Rockingham County Schools |

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|---------------------------|--|--|
| Ms. Gail McIntosh | Lead, School Psychologist | Pitt County Schools |
| Ms. Carolyn McKinney | Executive Director | NC Professional Teaching Standards Commission |
| Mr. Bob McLean | Lead, School Psychologist | Buncombe County Schools |
| Mr. Evan Myers | NCPAPA Past President and Principal | NC Principals and Assistant Principals Association and Davidson County Schools |
| Dr. Lynne Myers | Lead, School Psychologist | Wake County Public Schools |
| Mr. Joe Parry-Hill | Personnel Analyst | NC Department of Public Instruction |
| Dr. Don Phipps | Director, Student Services | Cumberland County Schools |
| Dr. Charles Rudy | School Psychologist | Alleghany Public Schools |
| Dr. Ann Schulte | School Psychology Trainer | North Carolina State University |
| Mr. Larry Simmons | Section Chief, School Personnel Support | NC Department of Public Instruction |
| Ms. Teresa A. Smith | K-12 Student Support Services Consultant | NC Department of Public Instruction |
| Ms. Laura Snyder | Section Chief, Program Improvement Development | NC Department of Public Instruction |
| Dr. Corliss Thompson-Drew | Lead, School Psychologist | Winston-Salem Forsyth Schools |
| Ms. Mabel Tyberg | School Psychologist | Orange County Public Schools |

| | | |
|---------------------|---|-------------------------------------|
| Dr. Lori Unruh | School Psychology Trainer | Western Carolina University |
| Ms. Wendy Vavrousek | Director, Exception Children | Franklin County Schools |
| Dr. Christy Walcott | School Psychology Trainer | East Carolina University |
| Ms. Mary Watson | Director of Exceptional Children | NC Department of Public Instruction |
| Ms. Karen West | Director, Student Services | Guilford County Schools |
| Mr. Tom Winton | Section Chief, Instructional Support & Related Services Exceptional Children Division | NC Department of Public Instruction |

Additional input was gathered via feedback from distribution of the proposed school psychologist job description draft at meetings, via e-mail listservs to school personnel, through posting the job description on the DPI School Psychology web page, and via a zoomerang survey.

Purpose and Background

This document is intended for use by North Carolina schools and local education agencies that employ school psychologists. The 2009 North Carolina School Psychologist Job Description represents a revision of the 1987 North Carolina School Psychologist Job Description. In developing the 2009 job description, a variety of documents and relevant state policies and statutes were consulted, including the State Board of Education’s Mission and Goals, State Board of Education Policies TCP-C-003 and TCP-C-006, State General Statutes 115C-333 and 115C-335, North Carolina Standards for the Preparation of School Psychologists, current North Carolina educational staff job descriptions and the draft of the *North Carolina Professional Standards for School Psychology*, the National Association of School Psychologists’ *Professional Conduct Manual*, *National Association of School Psychologists Guidelines for the Provision of School Psychological Services*, *National Association of School Psychologists’ Standards for Training and Placement Programs in School Psychology*, *National Association of School Psychologists’ Standards for the Credentialing of School Psychologists*, *National School Psychology Certification System*, and *School Psychology: A Blueprint for Training and Practice III*.

Role of the School Psychologist

School psychologists are often the only school-based mental health professionals trained in child psychology, learning and development, school organization, and classroom learning environments. School psychologists develop primary, secondary, and tertiary prevention programs in such areas as dropout prevention, bullying, school violence, and school safety. They have specialized training in psychological assessment, crisis response, individual and group counseling, school-based consultation, and research.

In North Carolina, school psychologists are trained at the specialist-level or doctoral level. Specialist-level programs consist of a minimum of three (3) years of full-time study that includes at least 60 graduate semester hours in addition to 1,200 clock hours of supervised internship in the public schools. Doctoral programs in school psychology consist of a minimum of four (4) years of full-time study and a minimum of 90-semester hours of graduate study, including a 1,500 clock hour internship in schools and other settings.

School psychologists are specially trained to work with students, families, and educators by meeting both educational and mental health needs in schools. They assist teachers, parents, and students in understanding, preventing, and addressing learning, behavioral, developmental, and emotional difficulties. This job description aligns with the *North Carolina Professional School Psychology Standards* and supports the implementation of comprehensive school psychology services in the public schools of North Carolina.

**SCHOOL PSYCHOLOGIST
STUDENT SERVICES
JOB DESCRIPTION**

- POSITION:** School Psychologist
- REPORTS TO:** Superintendent; Associate or Assistant Superintendent; Director; Exceptional Children’s Director; Building Level Administrator; Level II or Level III School Psychologists.
- PURPOSE:** School psychologists help students succeed academically, socially, and emotionally. They collaborate with educators, administrators, families, and other mental health professionals to create safe, healthy, and supportive learning environments for all students and strengthen connections between home and school.

DUTIES AND RESPONSIBILITIES

I. FOUNDATIONS OF SCHOOL PSYCHOLOGY

School Psychologist:

Professional Legal, Ethical, and Professional Practice

- Practice in ways that meet all appropriate ethical, professional, and legal standards.
- Understand and apply federal, state, and local policies and regulations in the delivery of school psychological services.
- Maintain confidentiality of student records and information.
- Use technology in ways that are consistent with ethical and responsible professional practice.

Student Diversity in Development and Learning

- Recognize issues of diversity that affect routine interactions with other people and organizations.
- Modify or adapt routine practice to effectively meet these diverse needs.
- Demonstrate sensitivity and skills needed to work with families, students, and staff from diverse cultures and backgrounds.

Information Technology

- Establish and maintain expertise in using technology such as data management, report writing, web pages, literature reviews, and data analysis.
- Use spreadsheets or other software programs to organize and graphically display data and monitor progress when appropriate for use at the system, building, and individual student level.

Research and Program Evaluation

- Evaluate and synthesize a cumulative body of research findings as a foundation for effective service delivery.
- Collect, analyze, and interpret program evaluation data in applied settings.
- Evaluate the effectiveness of school-based intervention plans.

School Systems Organizational Change, Policy Development, and School Climate

- Understand the organization of schools and systems change to provide leadership in developing and implementing early intervention and prevention programs.
- Demonstrate knowledge and leadership when assisting in the development of school policy that impacts student learning and safety.
- Demonstrate knowledge of school and classroom climates and use such knowledge to assist in developing school improvement plans and classroom interventions.

II. PROFESSIONAL PRACTICE COMPETENCIES

School Psychologist:

Home/School/Community Collaboration

- Use empirically supported strategies to design, implement, and evaluate effective policies.
- Employ practices that promote home, school, and community partnerships and enhance learning and mental health goals for students.
- Identify diverse cultural issues, situations, and other factors that influence family, school, and community interactions and address such issues when developing and providing services.

Enhancement of Student Wellness, Social Skills, and Life Competencies

- Demonstrate knowledge regarding the social, affective, and adaptive domains of child development.
- Identify and apply sound principles of behavior change within these domains to assist in designing and implementing prevention and intervention programs.

Enhancement of Student Cognitive and Academic Skills

- Help schools develop challenging, but achievable, cognitive and academic goals for all students.
- Collaborate with others to develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, needs, and develop interventions to achieve these goals.
- Implement appropriate and alternative ways to monitor and assess the effectiveness of interventions and individual student progress toward goals.
- Assess students' cognitive abilities using a variety of instruments and techniques that are appropriate for the individual student.

Systems-Based Service Delivery

- Provide leadership in developing a safe, caring, and inviting school with a sense of community where contributions of all persons are valued, where there are high expectations of excellence for all students, and where home-school-agency partnerships are valued.

Data-Based Decision Making and Accountability

- Demonstrate expertise in collecting, managing, and interpreting various types of individual and group data.
- Apply sound principles of data-based decision making to all aspects of practice (e.g., designing interventions, monitoring student progress, consulting with school administrators, and disseminating intervention research findings within the school setting).

Consultation and Collaboration

- Demonstrate strong interpersonal skills and the ability to work, communicate, and collaborate effectively with teachers, other school staff, and families as part of a team within the school setting.
- Ensure that students and families know about community services and programs and assist them in accessing these, as appropriate.

Prevention, Early Intervention, and Crisis Management

- Participate in planning and implementing prevention programs to address the social and affective needs of students (e.g., programs to address bullying, school violence, and school safety).
- Have knowledge of universal screening, as well as early reading and math literacy.
- Participate in designing prevention and intervention methods to address programs that influence student learning.

Group and Individual Counseling Techniques

- Provide direct services to individuals or groups of students (e.g., counseling, crisis interventions, mentoring, and individual safety plans, when appropriate).
- Consult and confer with teachers, staff, and families about strategies to facilitate the social and affective adjustment of students.

Promoting Safe and Effective Learning Environments

- Participate in planning and/or implementation of school or system-level crisis response.
- Identify resources and coordinate services with other professionals and/or agencies to address students' behavioral, affective, or social needs.

NORTH CAROLINA PROFESSIONAL SCHOOL PSYCHOLOGY STANDARDS

Every public school student will graduate from high school globally competitive for work and postsecondary education and prepared for life in the 21st Century.

Mission of the North Carolina State Board of Education, August 2006

Vision for School Psychology

The demands of twenty-first century education dictate new roles for school psychologists. School psychologists provide a wide variety of services that help students succeed academically, socially, and emotionally. In collaboration with educators, parents/guardians, and other mental health professionals' school psychologists strive not only to create safe, healthy, and supportive learning environments for all students but also strengthen connections between home and school. Utilizing leadership, advocacy, and collaboration, school psychologists promote overall academic success by providing services that enhance the student, school, home, and community partnerships and alleviate barriers to learning.

In order to deliver a comprehensive school psychology program, school psychologists will understand and demonstrate competency in the following areas:

- Home/School/Community Collaboration
- Prevention, Early Intervention, and Crisis Management
- School Systems Organizational Change, Policy Development, and Climate
- Consultation and Collaboration
- Student Diversity in Development and Learning
- Systems-Based Service Delivery
- Enhancement of Student Cognitive and Academic Skills
- Enhancement of Student Wellness, Social Skills, and Life Competencies
- Promoting Safe and Effective Learning Environments
- Group and Individual Counseling Techniques
- Data-Based Decision Making, Accountability, and Problem-Solving
- Research and Program Evaluation
- Legal, Ethical, and Professional Practice
- Information Technology

Intended Purpose of the Standards

The North Carolina School Psychology Standards serve as a guide for school psychologists as they continue to improve their effectiveness. Therefore, it is imperative for the school psychologist to provide services as part of a comprehensive, multi-disciplinary team with complimentary knowledge, skills, and experiences.

The school psychology standards will:

- guide the development of the skills and knowledge germane to the school psychology profession in the twenty-first century,
- provide the focus for schools and districts as they employ, support, monitor, and evaluate their school psychologists, and
- assist higher education programs in aligning the content and requirements of school psychology education curricula with expectations for practice.

Organization of the Standards

Standard: The Standard identifies the broad category of the school psychologist’s knowledge and skills.

Summary: The Summary provides explicit descriptions of the Standard’s content.

Practices: The Practices define the various tasks undertaken to demonstrate the Standard. The list of practices is not meant to be exhaustive.

Artifacts: The Artifacts provide examples of what the school psychologist might include as evidence in meeting the Standards.

These Standards are intended for use by North Carolina schools and local education agencies that employ school psychologists. In developing these standards, the following were considered: the State Board of Education’s Mission and Goals; State Board of Education Policies QP-C-003 and QP-C-006; State General Statutes 115C-333 and 115C-335; North Carolina Standards for the Preparation of School Psychologists; the National Association of School Psychologists’ *Professional Conduct Manual; Standards for Training and Field Placements Programs in School Psychology*; and *School Psychology: A Blueprint for Training and Practice III*.

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| STANDARD 1: SCHOOL PSYCHOLOGISTS DEMONSTRATE LEADERSHIP |
|--|

School psychologists demonstrate leadership by promoting and enhancing the overall academic mission by providing services that strengthen the student, school, home, and community partnerships and alleviate barriers to learning in the twenty-first century. School psychologists contribute significantly to the development of a healthy, safe, caring, and supportive learning environment by advancing awareness and understanding of the social, emotional, psychological, and academic needs of students. School psychologists understand the influences of school, family, community, and cultural differences on academic achievement. School psychologists are knowledgeable of relevant laws and policies and improve the school psychology profession by demonstrating high ethical standards and following the codes of ethics set out for the profession. School psychologists demonstrate leadership by participating in school and district-level activities and committees to address system-level issues.

School Psychologists demonstrate leadership in the schools.

School psychologists work collaboratively with all school personnel to create a safe, positive learning community and assist in facilitating problem solving. School psychologists provide leadership and collaborate with other school personnel to provide effective school psychological services. School psychologists analyze and use local, state, and national data to assist in the development of prevention and intervention programs. Such programs assist in the development of School Improvement Plan (SIP) goals and strategies that enhance student learning and contribute to safe schools. School psychologists assist student learning by working collaboratively with school personnel to design, implement, and evaluate the effectiveness of core instruction and evidence-based interventions. They demonstrate expertise in collecting, managing, and interpreting various types of individual and group data. School psychologists assist in the planning of professional development opportunities for parents, teachers, administrators, and the community to improve student academic outcomes. School psychologists assist in promoting safe and effective learning environments. School psychologists collaborate with their colleagues to hire, mentor, and support other school psychologists, thereby improving the effectiveness of student support services in the schools.

- Work collaboratively with all school personnel to create a safe, positive learning community
- Assist in facilitating problem-solving
- Provide leadership and collaborate with other school personnel to provide effective school psychological services
- Analyze and use local, state, and national data to assist in the development of prevention and intervention programs
- Assist in the development of School Improvement Plan (SIP) goals and strategies that enhance student learning and contribute to safe schools
- Assist student learning by working collaboratively with school personnel to design, implement, and evaluate the effectiveness of core instruction and evidence-based interventions
- Demonstrate expertise in collecting, managing, and interpreting various types of individual and group data
- Assist in the planning of professional development opportunities for parents, teachers, administrators, and the community to improve student academic outcomes
- Assist in promoting safe and effective learning environments
- Collaborate with colleagues to hire, mentor, and support other school psychologists

School Psychologists enhance the school psychology profession.

School psychologists strive to enhance the school psychology profession. School psychologists actively participate in and advocate for decision-making structures in education and government that utilizes the expertise of school psychologists. School psychologists communicate the goals of the school psychological services to stakeholders. School psychologists maintain current and appropriate resources for students, parents, school, home, and community. School psychologists promote professional growth and collaborate with their colleagues, professional associations, and school psychology training programs to improve the profession.

- Enhance the school psychology profession
- Participate in and advocate for decision-making structures in education and government that utilizes the expertise of school psychologists
- Communicate the goals of the school psychological services to stakeholders
- Maintain current and appropriate resources for students, parents, school, home, and community
- Promote professional growth and collaborate with colleagues, professional associations, and school psychology training programs to improve the profession

School Psychologists advocate for students, families, schools, and communities.

School psychologists advocate for positive change in policies and practices affecting student learning. School psychologists share individual, classroom, building, and system data with administrators to promote school improvement and student outcomes. School psychologists support the School Improvement Plan (SIP) and student academic success through developing and utilizing internal and external partnerships and resources. School psychologists use data to monitor, evaluate, and adjust evidence-based interventions for students with behavioral, academic, affective, or social needs. School psychologists collaborate with other educators in implementing initiatives to alleviate the educational and mental health needs of students to improve student learning and to create safe learning environments. School psychologists provide direct services to individuals and groups of students to improve student learning. School psychologists promote family involvement in the educational process.

- Advocate for positive change in policies and practices affecting student learning
- Share individual, classroom, building, and system data with administrators to promote school improvement and improved student outcomes
- Support the School Improvement Plan (SIP) and student academic success through developing and utilizing internal and external partnerships and resources
- Use data to monitor, evaluate, and adjust evidence-based interventions for students with behavioral, academic, affective, or social needs
- Collaborate with other educators in implementing initiatives to alleviate the educational and mental health needs of students to improve student learning and to create safe learning environments
- Provide direct services to individuals and groups of students to improve student learning
- Promote family involvement in the educational process

School Psychologists demonstrate high ethical standards.

School psychologists practice in ways that meet all appropriate ethical, professional, and legal standards. School psychologists demonstrate ethical principles, including honesty, integrity, fair treatment, and respect for others. School psychologists maintain confidentiality with student records and information. They recognize the limits of their expertise when providing student support services and utilize other resources as necessary. School psychologists deliver services consistent with the ethical principles and professional standards set forth by the National Association of School Psychologists (NASP) (<http://nasponline.org/standards/ethics.aspx>), and/or American Psychological Association (APA) (<http://www.apa.org/ethics>), the Code of Ethics for

North Carolina Educators (effective June 1, 1997), and the Standards for Professional Conduct adopted April 1, 1998 (<http://www.ncptsc.org>).

- Meet all appropriate ethical, professional, and legal standards
- Demonstrate ethical principles, including honesty, integrity, fair treatment, and respect for others
- Maintain confidentiality with student records and information
- Recognize limits of expertise when providing student support services and utilize other resources as necessary
- Deliver services consistent with ethical principles and professional standards set forth by the National Association of School Psychologists (NASP), and/or American Psychological Association (APA), the Code of Ethics for North Carolina Educators, and the Standards for Professional Conduct

STANDARD 2: SCHOOL PSYCHOLOGISTS PROMOTE A RESPECTFUL ENVIRONMENT FOR DIVERSE POPULATIONS

School psychologists promote a safe, positive, and respectful learning environment in which individual differences are valued. School psychologists demonstrate sensitivity and skills needed to work with families, students, and staff from diverse cultures and backgrounds. They incorporate information about student backgrounds when designing interventions, conducting assessments, and providing consultation. School psychologists use knowledge of language development, including knowledge of second language acquisition, when evaluating and working with students of diverse language backgrounds. School psychologists collect and analyze local, state, and national data to assist in designing, implementing, and evaluating programs that reduce school violence and improve school safety. School psychologists promote fairness and social justice in educational programs and services. They utilize a problem-solving framework when addressing the needs of diverse populations.

School Psychologists promote an environment in which each student has positive nurturing relationships with caring adults.

School psychologists encourage an environment that is inviting, respectful, supportive, inclusive, and flexible. School psychologists provide developmentally appropriate and prevention-oriented strategies to nurture students' relationships with caring adults. School psychologists advocate for student and family involvement in the educational process at all levels. School psychologists consider relevant individual differences (e.g., developmental level, cultural background, and area of disability) when selecting assessment procedures and when recommending educational services or interventions. School psychologists demonstrate sensitivity to issues related to disproportionality of minority populations in special education. They use knowledge of school climate to assist school personnel in assessing, analyzing, designing, implementing, and evaluating interventions that lead to positive and respectful learning environments for all students.

- Provide developmentally-appropriate and prevention-oriented strategies that nurture students' relationships with caring adults
- Advocate for student and family involvement in the educational process at all levels
- Consider relevant individual differences when selecting assessment procedures and when recommending educational services or interventions
- Demonstrate sensitivity to issues related to disproportionality of minority populations in special education
- Use knowledge of school climate to assist school personnel in assessing, analyzing, designing, implementing, and evaluating interventions that lead to positive and respectful learning environments for all students

School Psychologists use a global perspective to embrace diversity in the school, home, and community.

School psychologists recognize issues of diversity that affect their interactions with other people and organizations. School psychologists demonstrate their knowledge of diverse cultures and their role in shaping global issues. School psychologists recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. School psychologists strive to understand how a student's culture and background may influence his or her school performance. School psychologists provide professional development opportunities on the topic of diversity for parents, teachers, administrators, and the community. School psychologists demonstrate sensitivity and skills needed to work with families, students, and staff from diverse cultures and background. School psychologists modify or adapt their practices in order to effectively meet diverse needs.

- Recognize issues of diversity that affect their interactions with other people and organizations
- Demonstrate their knowledge of diverse cultures and their role in shaping global issues
- Recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality
- Understand how a student's culture and background may influence his or her school performance
- Provide professional development opportunities on the topic of diversity for parents, teachers, administrators, and the community
- Demonstrate sensitivity and skills needed to work with families, students, and staff from diverse cultures and background
- Modify or adapt their practices in order to effectively meet diverse needs

School Psychologists support high expectations for all students.

School psychologists maintain high expectations, including graduation from high school, for students of all backgrounds. School psychologists appreciate differences and value the contributions of each student in the learning environment by building positive, appropriate relationships. School psychologists assist students, individually and in groups, in developing social, affective, and adaptive skills. School psychologists understand learning and instruction and use such knowledge to assist school personnel in developing evidence-based interventions

that support and encourage high expectations for all students. They understand the importance of early reading and math literacy in supporting high expectations for all students and promoting high school graduation rates. School psychologists assist school personnel in the assessment, analysis, design, implementation, and evaluation of prevention and intervention programs to promote effective early reading and math literacy skills for all students.

- Maintain high expectations for all students
- Appreciate differences and value the contributions of each student in the learning environment by building positive, appropriate relationships
- Assist students, individually and in groups, in developing social, affective, and adaptive skills
- Understand learning and instruction and use such knowledge to assist school personnel in developing evidence-based interventions that support and encourage high expectations for all students
- Understand the importance of early reading and math literacy in supporting high expectations for all students and promoting high school graduation rates
- Assist school personnel in the assessment, analysis, design, implementation, and evaluation of prevention and intervention programs to promote effective early reading and math literacy skills for all students

School Psychologists provide services that benefit students with unique needs.

School psychologists collaborate with administrators, teachers, and a range of specialists to help meet the unique needs of all students. School psychologists are knowledgeable about and skillful in using a problem-solving process to identify various assessment measures regarding academic achievement, cognitive, behavioral, affective, social, and adaptive functioning. They use data from multiple sources to develop evidence-based interventions for students whose specific behavioral, affective, or social needs have an impact on their own learning. School psychologists use data to monitor, evaluate, and adjust interventions for students with behavioral, affective, or social needs. School psychologists understand the physical and mental health conditions of children and adolescents. They provide leadership and participate in collecting needs assessment data to identify service gaps in meeting the social, affective, and developmental needs of children. School psychologists provide counseling to individuals or groups of students as appropriate. School psychologists demonstrate sensitivity to issues related to disproportionality of minority populations in special education.

- Collaborate with administrators, teachers, and a range of specialists to help meet the unique needs of all students
- Are knowledgeable about and skillful in using a problem-solving process to identify various assessment measures regarding academic achievement, cognitive, behavioral, affective, social, and adaptive functioning
- Use data from multiple sources to develop evidence-based interventions for students whose specific behavioral, affective, or social needs have an impact on their own learning
- Use data to monitor, evaluate, and adjust interventions for students with behavioral, affective, or social needs
- Understand the physical and mental health conditions of children and adolescents

- Provide leadership and participate in collecting needs assessment data to identify service gaps in meeting the social, affective, and developmental needs of children
- Provide counseling to individuals or groups of students as appropriate
- Demonstrate sensitivity to issues related to disproportionality of minority populations in special education

School Psychologists work collaboratively with students and families.

School psychologists recognize that educating students is a shared responsibility involving the students, schools, families, and communities. School psychologists improve communication and collaboration among the student, school, home, and community in order to promote trust and understanding and build partnerships among the student, school, home, and community. School psychologists use a problem-solving process to seek solutions to barriers that inhibit effective family and community involvement in the students’ education. School psychologists participate in planning and implementing prevention programs to address the social and affective needs of students, including school or system-level crisis response.

- Recognize that educating students is a shared responsibility involving the students, schools, families, and communities
- Improve communication and collaboration among the student, school, home, and community
- Promote trust and understanding and build partnerships among the student, school, home, and community
- Use a problem-solving process to seek solutions to barriers that inhibit effective family and community involvement in the students’ education
- Participate in planning and implementing prevention programs to address the social and affective needs of students

STANDARD 3: SCHOOL PSYCHOLOGISTS USE THEIR KNOWLEDGE OF THE SCHOOL ENVIRONMENT, CHILD DEVELOPMENT, AND CURRICULUM AND INSTRUCTION TO IMPROVE STUDENT ACHIEVEMENT

School psychologists align their services to support the *North Carolina Standard Course of Study* and best practices. School psychologists incorporate information about students’ ethnic, racial, language, cultural, or socio-economic backgrounds when providing consultations, conducting evaluations, and designing interventions. School psychologists demonstrate knowledge of learning, child development, language development, curricula, and instruction in the development of evidence-based academic interventions. School psychologists have knowledge of universal screening, early reading and math literacy. They participate in designing prevention and intervention methods to address problems that impact student learning. School psychologists assist teachers and administrators in collecting and analyzing data to effectively design and implement programs that influence learning and behavior. School psychologists participate in the implementation and evaluation of programs that promote safe schools and

communities. School psychologists participate in the development of school improvement plans to improve the school climate, student learning, and instruction.

School Psychologists deliver comprehensive services unique to their specialty area.

School psychologists possess a rich and deep understanding of students, schools, families, and communities. School psychologists utilize skills such as assessment, consultation, counseling, and collaboration to create and provide developmentally-appropriate and targeted interventions to meet the identified needs of students, schools, families, and communities. School psychologists support and encourage student and family involvement. School psychologists provide and interpret information about relevant research findings to school personnel, parents, and the public. School psychologists assist in the development, implementation, and evaluation of school-wide or system-wide early screenings, programs, and interventions based on needs assessments and other relevant data.

- Understand students, schools, families, and communities
- Utilize assessment, consultation, counseling, and collaboration skills to create and provide developmentally-appropriate and targeted interventions to meet the identified needs of students, schools, families, and communities
- Support and encourage student and family involvement
- Provide and interpret information about relevant research findings to school personnel, parents, and the public
- Assist in development, implementation, and evaluation of school-wide or system-wide early screenings, programs, and interventions based on needs assessments and other relevant data

School Psychologists recognize the relationship between the school environment, curriculum and instruction, and the impact on the student learner.

School psychologists understand the link between school psychological services and the *North Carolina Standard Course of Study*. School psychologists understand the implications of demographic and socio-economic factors that influence student achievement. School psychologists communicate and collaborate effectively with teachers, other staff members, and families as part of a problem-solving team within the school setting. School psychologists communicate and collaborate effectively with community professionals and agencies (e.g., local physicians and mental health care providers) regarding student and school-related issues and identify appropriate resources, facilitate access to services, and coordinate services as appropriate. School psychologists understand the way the relationship between school and classroom environment and curriculum and instruction can affect student learning. They use a problem-solving process to design, implement, and evaluate evidence-based intervention to improve student learning. They assist school staff in collecting and analyzing progress monitoring data to evaluate instruction and interventions.

- Understand the link between school psychological services and the *North Carolina Standard Course of Study*
- Understand the implications of demographic and socioeconomic factors that influence

student achievement

- Communicate and collaborate effectively with teachers, other staff members, and families as part of a problem-solving team within the school setting
- Communicate and collaborate effectively with community professionals and agencies regarding student and school-related issues and identify appropriate resources, facilitate access to services, and coordinate services as appropriate
- Understand the way the relationship between the school and classroom environment and curriculum and instruction can affect student learning
- Use a problem-solving process to design, implement, and evaluate evidence-based interventions to improve student learning
- Assist school staff in collecting and analyzing progress monitoring data to evaluate instruction and interventions

School Psychologists facilitate student acquisition of twenty-first century skills.

School psychologists are knowledgeable about the social, affective, and adaptive domains of child development. School psychologists identify and apply sound principles of behavior change within the social, affective, and adaptive domains in order to help design and implement prevention and intervention programs. School psychologists incorporate twenty-first century life skills deliberately, strategically, and broadly into their services. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, interpersonal skills, self-direction, and social responsibility. School psychologists help students understand the relationship between the *North Carolina Standard Course of Study* and twenty-first century content, which includes global awareness, financial, economic, business and entrepreneurial literacy, civic literacy, and health and wellness awareness. School psychologists facilitate student understanding of twenty-first century content relevant to academic, social, affective, and adaptive success. They collaborate with administrators to address school and/or system needs and priorities.

- Are knowledgeable about the social, affective, and adaptive domains of child development
- Identify and apply sound principles of behavior change within the social, affective, and adaptive domains in order to help design and implement prevention and intervention programs
- Incorporate twenty-first century life skills deliberately, strategically, and broadly into their services
- Understand the relationship between the *North Carolina Standard Course of Study* and twenty-first century content, which includes: global awareness, financial, economic, business and entrepreneurial literacy, civic literacy, and health and wellness awareness
- Facilitate student understanding of twenty-first century content relevant to academic, social, affective, and adaptive success
- Collaborate with administrators to address school and/or system needs and priorities

School Psychologists develop comprehensive school psychological services that are relevant to all students.

School psychologists use data to develop comprehensive psychological services that are relevant to all students. They consult and confer with teachers, staff, and families about strategies to facilitate the social, emotional, and affective adjustment of all students. School psychologists participate in the planning and implementation of prevention and intervention programs to address the social and affective needs of all students. They incorporate into their programs the life and leadership skills students need to be successful in the twenty-first century. School psychologists use findings from intervention research when designing educational or mental health intervention programs for students.

- Use data to develop comprehensive psychological services that are relevant to all students
- Consult and confer with teachers, staff, and families about strategies to facilitate the social, emotional, and affective adjustment of all students
- Participate in the planning and implementation of prevention and intervention programs to address the social and affective needs of all students
- Incorporate into their programs the life and leadership skills students need to be successful in the twenty-first century
- Use findings from intervention research when designing educational or mental health intervention programs for students

STANDARD 4: SCHOOL PSYCHOLOGISTS SUPPORT STUDENT LEARNING THROUGH THE USE OF A SYSTEMATIC PROBLEM-SOLVING APPROACH

School psychologists understand how social, emotional, psychological, and environmental factors influence students' academic performance and achievement. School psychologists use a problem-solving process to assist in early identification of student learning problems. They use an ecological perspective to assess students' cognitive and academic performance using a variety of instruments and techniques. School psychologists assist school staff in the collection of universal screening data and progress monitoring data. This data is then used to adjust academic instruction and interventions.

School Psychologists use a variety of strength-based methods.

School psychologists help schools develop challenging, but achievable, cognitive and academic goals for all students. School psychologists collaborate and consult with education stakeholders to develop appropriate cognitive and academic goals for students with different abilities, strengths, needs, and interventions to achieve these goals through involvement in problem-solving teams or in school-wide screening efforts. When working with teachers, administrators, and families school psychologists utilize a strength-based approach that influences learning and behavior. School psychologists also use a strength-based approach when selecting assessment instruments to identify learning and behavior problems.

- Develop challenging, but achievable, cognitive and academic goals for all students
- Collaborate and consult with education stakeholders to develop appropriate cognitive and academic goals for students with different abilities, strengths, needs, and interventions to achieve these goals through involvement in problem-solving teams or in school-wide screening efforts
- Utilize a strength-based approach that influences learning and behavior
- Use a strength-based approach when selecting assessment instruments to identify learning and behavior problems

School Psychologists help students develop critical thinking and problem solving skills.

School psychologists address issues that interfere with students' ability to problem solve and think critically. School psychologists are knowledgeable about and skillful in the use of various evaluative techniques (e.g., behavioral observations, functional behavioral assessments, student, parent, and staff interviews, and threat assessments) regarding behavioral, affective, social, and adaptive functioning. School psychologists assist students in developing skills necessary to communicate effectively, synthesize knowledge, think creatively, and make informed decisions through direct services to individuals or groups of students (e.g., counseling, crisis intervention, mentoring, and individual safety plans as appropriate). School psychologists use a broad array of assessment procedures within a problem-solving model consistent with prevailing professional standards.

- Address issues that interfere with students' ability to problem solve and think critically
- Are knowledgeable about and skillful in the use of various evaluative techniques regarding behavioral, affective, social, and adaptive functioning
- Assist students in developing skills necessary to communicate effectively, synthesize knowledge, think creatively, and make informed decisions through direct services to individuals or groups of students
- Use a broad array of assessment procedures within a problem-solving model consistent with prevailing professional standards

School Psychologists support students as they develop leadership qualities.

School psychologists help students strengthen interpersonal and intrapersonal skills, improve communication skills, understand cultural differences, and develop leadership skills. School psychologists use a strength-based approach to help students identify their interests, talents, and abilities. School psychologists assist students in finding service learning projects and opportunities to develop leadership skills in their home, school, and community.

- Help students strengthen interpersonal and intrapersonal skills, improve communication skills, understand cultural differences, and develop leadership skills
- Use a strength-based approach to help students identify their interests, talents, and abilities
- Assist students in finding service learning projects and opportunities to develop leadership skills in their home, school, and community

School Psychologists possess effective communication skills.

School psychologists employ perceptive listening skills and are able to communicate effectively with students, school staff, families, and communities even when language is a barrier. School psychologists demonstrate effective written and oral communication skills. School psychologists write effective and practical assessment reports of student evaluations that adequately address referral question(s) and provide useful recommendations for teachers.

- Employ perceptive listening skills
- Communicate effectively with students, families, school staff, and communities even when language is a barrier
- Demonstrate effective written and oral communication skills
- Write effective and practical assessment reports of student evaluations that adequately address the referral question(s) and provide useful recommendations for teachers

STANDARD 5: SCHOOL PSYCHOLOGISTS REFLECT ON THEIR PRACTICE

School psychologists demonstrate accountability for managing and delivering comprehensive school psychology services that strengthen home, school, and community partnerships in support of student learning. School psychologists analyze formal and informal data to evaluate the effectiveness of service delivery. School psychologists adapt their practice based on current and relevant research findings and data to best meet the needs of students, families, schools, and communities. School psychologists utilize collaborative relationships with colleagues, families, and communities to reflect upon and improve their practice.

School Psychologists analyze the impact of the school psychological services on student learning.

School psychologists think systemically and critically about the impact of comprehensive school psychological services on student social, emotional, psychological, and academic success. School psychologists collect and analyze student data to plan and evaluate the effectiveness of service delivery. Based on current and relevant research findings and data, school psychologists' adapt their practices to best meet the needs of students, schools, families, and communities, thus improving their practice.

- Think systemically and critically about the impact of comprehensive school psychological services on student social, emotional, psychological and academic success
- Collect and analyze student data to plan and evaluate the effectiveness of service delivery
- Based on current and relevant research findings and data, school psychologists' adapt their practices to best meet the needs of students, schools, families, and communities, thus improving their practice

School Psychologists link professional growth to their professional goals.

School psychologists continually participate in high quality professional development specific to school psychological practice. School psychologists also understand a global view of educational practices, including twenty-first century skills and knowledge aligned with the State Board of Education's priorities and initiatives. School psychologists join and/or participate in local, state, and national professional organizations to expand areas of expertise and stay current with professional standards of practice.

- Participate in high quality professional development specific to school psychological practice
- Understand a global view of educational practices including twenty-first century skills and knowledge aligned with the State Board of Education's priorities and initiatives
- Join and/or participate in local, state, and national professional organizations to expand areas of expertise and stay current with professional standards of practice

School Psychologists function effectively in a complex, dynamic environment.

School psychologists understand that change is constant; therefore, they actively investigate and consider new ideas that support students' social, emotional, psychological, and academic successes. School psychologists demonstrate familiarity with current research in psychology and education and incorporate this knowledge in instructional planning and consultation. School psychologists use findings from scientifically based intervention research when designing educational, mental health, or treatment programs for children. School psychologists adapt their practice based on current research findings and data to best meet the needs of all students.

- Actively investigate and consider new ideas that support students' social, emotional, psychological, and academic successes
- Demonstrate familiarity with current research in psychology and education and incorporate this knowledge in instructional planning and consultation
- Use findings from scientifically-based intervention research when designing educational, mental health, or treatment programs for children
- Adapt practice based on current research findings and data to best meet the needs of all students

Special appreciation is extended to the committee members listed below who assisted in the preparation of the Standards.

| Name | Position | Organization |
|----------------------|--|--|
| Ms. Laurie Bober | President and School Psychologist | NC School Psychology Association and Guilford County Schools |
| Ms. Kathy Boyd | Senior Staff Attorney | NC School Boards Association |
| Mr. Joe Bunch | Director of Intervention Services/School Psychologist | Perquimans County Schools |
| Dr. Jim Deni | School Psychology Trainer and Past President | Appalachian State University and NC School Psychology Association |
| Ms. Wendy Fitch | Lead, School Psychologist | Cleveland County Schools |
| Ms. Doris Glass | School Psychologist | Charlotte-Mecklenburg Schools |
| Ms. Sarah Greene | Past President and School Psychologist | NC School Psychology Association and Wake County Public Schools |
| Ms. Linda Haigh | School Psychologist and Member | Charlotte-Mecklenburg Schools and NC School Psychology Association |
| Dr. Caroline Hexdall | Exceptional Children School Psychology Consultant and Center for Development and Learning at UNC-CH (Effective July 1, 2008) | NC Department of Public Instruction and Clinical Scientist and Licensed Psychologist |
| Dr. Jenny Hiemenz | Exceptional Children School Psychology Consultant and Center for Development and Learning at UNC-CH | NC Department of Public Instruction and Clinical Scientist and Licensed Psychologist |
| Dr. Steve Knotek | School Psychology Trainer | University of North Carolina-Chapel Hill |
| Mrs. Cecelia Lee | School Psychologist | Rockingham County Schools |

| | | |
|---------------------------|--|--|
| Ms. Gail McIntosh | Lead, School Psychologist | Pitt County Schools |
| Ms. Carolyn McKinney | Executive Director | NC Professional Teaching Standards Commission |
| Mr. Bob McLean | Lead, School Psychologist | Buncombe County Schools |
| Mr. Evan Myers | NCPAPA Past President and Principal | NC Principals and Assistant Principals Association and Davidson County Schools |
| Dr. Lynne Myers | Lead, School Psychologist | Wake County Public Schools |
| Mr. Joe Parry-Hill | Personnel Analyst | NC Department of Public Instruction |
| Dr. Don Phipps | Director, Student Services | Cumberland County Schools |
| Dr. Charles Rudy | School Psychologist | Alleghany Public Schools |
| Dr. Ann Schulte | School Psychology Trainer | North Carolina State University |
| Mr. Larry Simmons | Section Chief, School Personnel Support | North Carolina Department of Public Instruction |
| Ms. Teresa A. Smith | K-12 Student Support Services Consultant | NC Department of Public Instruction |
| Ms. Laura Snyder | Section Chief, Program Improvement Development | NC Department of Public Instruction |
| Dr. Corliss Thompson-Drew | Lead, School Psychologist | Winston-Salem Forsyth Schools |
| Ms. Mabel Tyberg | School Psychologist | Orange County Public Schools |

| | | |
|---------------------|---|-------------------------------------|
| Dr. Lori Unruh | School Psychology Trainer | Western Carolina University |
| Ms. Wendy Vavrousek | Director, Exceptional Children | Franklin County Schools |
| Dr. Christy Walcott | School Psychology Trainer | East Carolina University |
| Ms. Mary Watson | Director of Exceptional Children | NC Department of Public Instruction |
| Ms. Karen West | Director, Student Services | Guilford County Schools |
| Mr. Tom Winton | Section Chief, Instructional Support & Related Services Exceptional Children Division | NC Department of Public Instruction |

EXECUTIVE SUMMARY

Title: 2009 IHE Performance Reports

Type of Executive Summary:

- Consent
- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute #115C-296(b1)
- SBE Policy #QP-B-008
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other _____

Presenter(s): Kathy Sullivan (Senior Policy Advisor, NC Education Cabinet)

Description:

GS 115C-296(b1) requires an annual performance report on undergraduate and graduate teacher education programs. The IHE Performance Reports for the 2008-09 school year will be distributed at the Board meeting. Separate reports will be issued for undergraduate programs, master’s level programs, and school administration programs. Upon approval, the IHE Performance Reports will be forwarded to the Joint Legislative Education Oversight Committee.

Resources:

No additional resources are needed.

Input Process:

Data was provided by the IHEs and from DPI licensure records. The State Evaluation Committee on Teacher Education assessed involvement with the public schools.

Stakeholders:

IHEs

Timeline For Action:

Action on first reading is requested. Upon approval, the IHE Performance Reports will be forwarded to the Joint Legislative Education Oversight Committee.

Recommendations:

It is requested that the State Board of Education approve the IHE Performance Reports so that they may be forwarded to the Joint Legislative Education Oversight Committee.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____
- Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____
- Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: _____

Seconded By: _____

Vote: Yes _____ No _____ Abstain _____
Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: _____

*Person responsible for SBE agenda materials and SBE policy updates: Katie Cornetto (807-3406)

EXECUTIVE SUMMARY

Title: Annual Report on the Reasons Teachers Leave (Teacher Turnover Report)

Type of Executive Summary:

- Consent
- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute #115C-12(22)
- SBE Policy # _____
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other _____

Presenter(s): Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support)

Description:

GS 115C-12(22) requires the State Board of Education to monitor and compile an annual report on the decisions of teachers who leave the teaching profession. To this end, LEAs are asked to complete an annual report on the reasons teachers leave their systems. The report for the 2008-09 school year is attached.

Resources:

N/A

Input Process:

LEAs submitted the information contained in the turnover report.

Stakeholders:

LEAs

Timeline For Action:

The turnover report was presented for discussion last month and is presented for action this month.

Recommendations:

It is recommended that the Board approve the report.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____
- Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____
- Document Camera (for transparencies or paper documents – white paper preferred)

| | |
|----------------------------------|-------------------------------|
| Motion By: _____ | Seconded By: _____ |
| Vote: Yes _____ No _____ | Abstain _____ |
| Approved _____ Disapproved _____ | Postponed _____ Revised _____ |

*Person responsible for SBE agenda materials and SBE policy updates: Linda Jones (807-3355)

TEACHER TURNOVER REPORT

Annual Report on the Reasons Teachers Leave

2008-2009

Prepared by:

Public Schools of North Carolina
Department of Public Instruction
Center for Recruitment and Retention
Talent Management and Development
September 2009

TEACHER TURNOVER REPORT

2008-2009

G. S. 115C-12(22) requires the State Board of Education to monitor and compile an annual report on the decisions of teachers to leave the teaching profession. To this end, LEAs are asked to complete a survey on an annual basis. The survey for the 2008-2009 school year asked LEAs to report the total number of teachers employed in the system between March 2008 and March 2009, the total number of teachers leaving the system, the number of teachers with tenure who were leaving, and the reason given by teachers for leaving. The results of the surveys are summarized in the following pages.

Teacher Turnover Reporting Data 2008-2009

LEA level turnover for the 2009 School Report Card is calculated based on the individuals employed in the LEA as teachers in March 2008, but not employed in the LEA as teachers in March 2009, as reflected in the DPI Licensure/Salary database. LEA turnover does not include teachers who moved from one school to another school in the LEA. Personnel administrators were provided a list of individuals employed as teachers in the LEA in March 2008, but not employed in the LEA as teachers in March 2009, and asked to provide summative data on the reasons these teachers left teaching. The numbers of teachers leaving when totaled, should equal the total number of teachers on the list provided to the LEA personnel administrator. This change brings consistency to the turnover numbers that are being reported.

Appendix A provides information as to how teacher turnover was determined for 2008-2009. This is the same procedure used for the State Report Card.

Survey Instruments Used

Copies of the survey used and clarifying examples are contained in Appendix B. As before, LEAs were asked to identify up to five teaching areas in which they found the greatest difficulty in hiring appropriately licensed teachers. Their responses have been summarized and are included in this report.

Turnover

The 2008-2009 State turnover average is **8.86%**. While this percentage is less than the system level turnover rate, this percentage is reflective of those who are no longer in the public schools of North Carolina. (See Appendix A for further information.)

The 115 school systems reported that 12,595 teachers of the 98,985 teachers employed during the 2008-2009 school year left their systems for a **system level turnover rate of 12.72%**. This represents a decrease in the turnover rate (13.85%) reported for the 2007-08 school year. This figure includes Visiting International Faculty (VIF) who are required to return to their home countries after three years. VIF teachers accounted for 209 teachers who left and removal of this category would reflect a system level turnover rate of 12.51%.

Of the 12,595 teachers reported leaving, 4,478 (35.55%) had tenure. During the 2007-08 school year 33.96% of the teachers who left had tenure, during the 2006-07 school year, 32.58% of the teachers who left teaching had tenure, and during the 2005-06 school year 30.77% of the teachers who left had tenure.

Turnover rates ranged from a high of 25.69% in Jones County to a low of 0.75% in Camden County. A listing of turnover by systems is included in Appendix C. Appendix D contains a listing of turnover reported by local systems for the last five years.

Reasons for Leaving

The table that follows details the reasons for teachers leaving as reported by their school systems. They are ranked in descending order. Appendix E summarizes the reasons given for teachers leaving across the past five years. Appendix F provides an analysis of turnover using the categories: Remained/Remaining in Education, Turnover that Might be Reduced, Turnover Initiated by the LEA, and Turnover Beyond Control.

Teacher Turnover and Teacher Working Conditions

Appendix G provides information that relates to the Teacher Working Conditions for the ten (10) LEAs with the highest percentage of teacher turnover compared to the ten (10) LEAs with the lowest percentage of teacher turnover.

**Reasons for Leaving As Reported By the LEAs
(2008-2009)**

| Reason | % of teachers leaving for this reason | Number leaving for this reason |
|---|--|---------------------------------------|
| Resigned to teach elsewhere To teach in another NC LEA (75.46%) To teach in another state (17.95%) To teach in a NC non-public/private school (3.97%) To teach in a NC Charter School (2.62%) | 21.81% | 2747 |
| Retired With full benefits (88.71%) With reduced benefits (11.29%) | 16.03% | 2019 |
| Resigned—Family Relocation | 11.73% | 1478 |
| Resigned—Other reasons or reason unknown Other reasons (76.52%) Unknown reasons (23.48%) | 11.60% | 1461 |
| Stayed in LEA but in Non-Teaching position | 7.07% | 891 |
| Resigned—Family responsibility/child care | 4.45% | 694 |
| Interim contract ended – not rehired | 5.28% | 665 |
| Re-employed retired teacher resigned | 3.63% | 457 |
| Resigned—Career Change | 2.98% | 375 |
| Resigned—To continue education/sabbatical | 2.58% | 325 |
| Resigned—Because of health/disability | 1.67% | 210 |
| Resigned—End of VIF Term | 1.66% | 209 |
| Did not obtain or maintain license | 1.49% | 188 |
| Resigned—In lieu of dismissal | 1.34% | 169 |
| Resigned—Dissatisfied with teaching | 1.90% | 166 |
| Non-Renewal (Probationary contract ended) | 1.13% | 153 |
| Moved to a non-teaching position in education in another LEA/Agency | .82% | 103 |
| Resigned—Moving due to Military Orders | .68% | 86 |
| Resigned—End of Teach for America Term | .64% | 81 |
| Deceased | .48% | 61 |
| Reduction in Force | .32% | 40 |
| Dismissed | .13% | 17 |
| Totals | 100% | 12,595 |

**Most Difficult Areas of Licensure
for which to find Licensed Teachers**

| 2006-2007 | | 2007-2008 | | 2008-2009 | |
|--|--------------------------|--|--------------------------|--|--------------------------|
| Number of LEAs Reporting to Question = 113 | | Number of LEAs Reporting to Question = 111 | | Number of LEAs Reporting to Question = 108 | |
| License Area | # Identifying | License Area | # Identifying | License Area | # Identifying |
| 9-12 Mathematics | 87 | 9-12 Mathematics | 88 | 9-12 Mathematics | 93 |
| 9-12 Science | 67 | 9-12 Science | 69 | 9-12 Science | 68 |
| Sp. Ed.: General Curriculum | 64 | Sp. Ed.: General Curriculum | 58 | Sp. Ed.: General Curriculum | 62 |
| 6-9 Mathematics | 54 | 6-9 Mathematics | 49 | 6-9 Mathematics | 54 |
| 6-9 Science | 46 | 6-9 Science | 40 | 6-9 Science | 42 |
| Sp Ed.: Adapted Curriculum | 38 | Sp Ed.: Adapted Curriculum | 28 | Sp Ed.: Adapted Curriculum | 42 |
| Second Languages | 33 | ESL | 25 | Second Languages | 23 |
| Severely/Profoundly Disabled | 22 | Second Languages | 24 | ESL | 20 |
| ESL | 20 | EC (Separate areas not indicated) | 18 | 6-9 Language Arts | 13 |
| Mental Disabilities | 19 | 9-12 English | 14 | Family/Consumer Sciences 6-12 | 12 |
| Cross Categorical | 18 | Family/Consumer Sciences 6-12 | 13 | Speech Language Pathologist | 9 |
| Speech Language Pathologist | 13 | Speech Language Pathologist | 11 | 6-9 Social Studies | 9 |
| 9-12 English | 12 | 6-9 Language Arts | 10 | Severely/Profoundly Disabled | 8 |

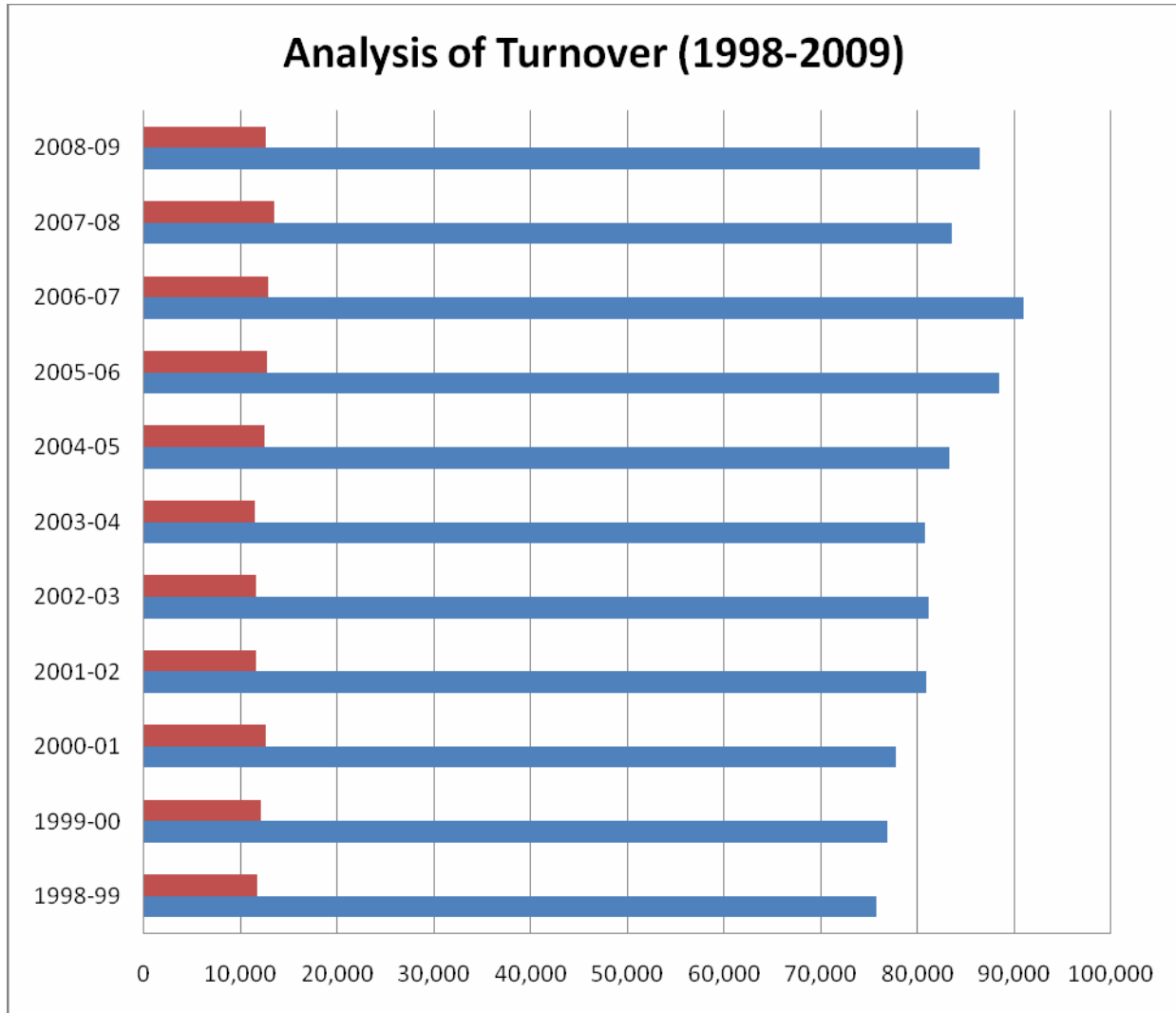
| 2006-2007 | | 2007-2008 | | 2008-2009 | |
|--|----------------------|--|----------------------|--|----------------------|
| Number of LEAs Reporting to Question = 113 | | Number of LEAs Reporting to Question = 111 | | Number of LEAs Reporting to Question = 108 | |
| License Area | # Identifying | License Area | # Identifying | License Area | # Identifying |
| 6-9 Language Arts | 12 | Cross Categorical | 9 | 9-12 English | 7 |
| Media Coordinator | 10 | Counselor | 8 | Counselor | 6 |
| Counselor | 9 | Media Coordinator | 7 | Cross Categorical | 5 |
| Family/Consumer Sciences 6-12 | 7 | Elementary Education | 6 | Mental Disabilities | 5 |
| Birth-Kindergarten | 6 | Behavioral/Emotional Disabilities | 6 | Behavioral/Emotional Disabilities | 5 |
| Elementary Education | 6 | Mental Disabilities | 6 | Learning Disabilities | 5 |
| | | | | | |
| | | | | | |
| | | | | | |

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

² Spanish was the Second Language most often identified.

Analysis of Turnover (System Level)

The chart that follows depicts teacher turnover relative to teacher retention since the 1998-99 school year.



- This year, 2008-2009, the system level turnover is 12.72% which is down from the 13.85% reported for 2007-2008.
- The top five reasons for teachers leaving for 2008-09 are as follows:
 1. To teach elsewhere*
 2. Retired
 3. Family Relocation
 4. Other/Unknown Reasons
 5. Stayed in the LEA in a non-teaching position
- The national teacher turnover rate is 16.8%. (National Commission on Teaching and America's Future)

*While this reason indicates a loss to the local system, it does not represent a loss to the State.

Categories of Reasons why Teachers Leave the Profession

Remained/Remaining in Education

(includes individuals resigning to teach in another NC LEA or charter school and individuals who moved to non-teaching positions in education)

Turnover that Might be Reduced

(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, and individuals who resigned for unknown and other reasons)

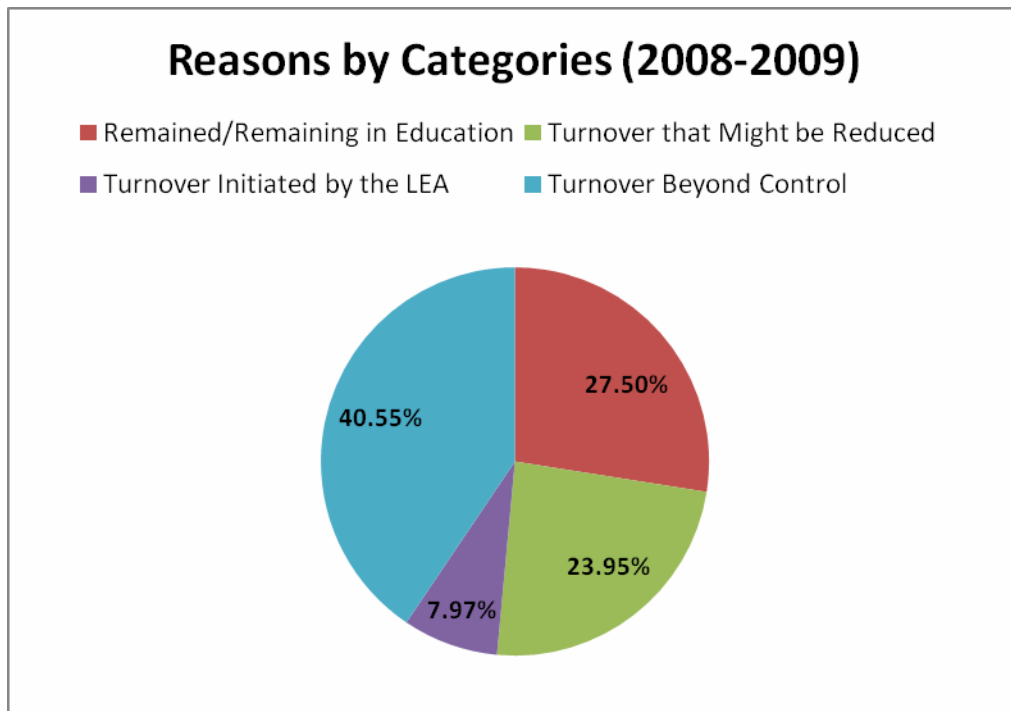
Turnover Initiated by the LEA

(includes individuals who were non-renewed, dismissed, or resigned in lieu of dismissal)

Turnover Beyond Control

(includes individuals who retired with full benefits, individuals who resigned for health reasons, individuals who resigned due to family responsibilities and/or childcare, and individuals who resigned due to family relocation)

As reflected in the chart that follows, 27.50% of those teachers reported as leaving *remained in education*; 7.97% of the reported turnover was *initiated by the LEA*; 40.55% of the turnover was for *reasons beyond control*; and 23.98% of the reported turnover *might be reduced*.



The results of the North Carolina Teacher Working Conditions Survey, conducted by the Office of the Governor in conjunction with the North Carolina Professional Teaching Standards Commission and the North Carolina Association of Educators, provide information that can help address *Turnover that Might be Reduced*. The survey provides state, district, and school level data on teacher perceptions of empowerment, facilities and resources, leadership, professional development, and time.



Appendix A

**How Teacher Turnover is Determined for the
Teacher Turnover Report and the State Report Card**



How Teacher Turnover is Determined for the State Report Card

1. For the 2009 State Report Card (SRC), teacher turnover is based upon employed March 2008 'classroom teachers' and their employment status in March 2009. Payroll data is used for the determination.
2. '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.
3. Classroom teachers employed in March 2008 are determined using March 2008 payroll and the criteria in step #2.
4. Once the roster from step #3 is determined, the SSN's of the classroom teachers are queried against all certified employee budget codes in March 2009 payroll data. If the SSN is not found to be employed in the same LEA in March 2009 as they were in March 2008, they are classified as turnover at the LEA level.
5. A couple of the reasons why the system level turnover rate is higher than the State average turnover rate:
 - In the change of tying the LEA turnover report sent from the LEAs to the State Report Card turnover, more LEAs reviewed the rosters of teacher turnover.
 - Those on approved leave were excluded from turnover.

Appendix B
Survey Instrument

LEA:

Individual Submitting Report: _____

Total Number of Teachers Employed in LEA: _____

Total Number of Teachers Leaving March 2008 - March 2009: _____

Number of teachers leaving who were tenured in your LEA: _____

Teacher Turnover Percent: _____

Give the number of teachers who left teaching or left your LEA from March 2008-March 2009 for each of the reasons below.

(Where more than one reason applies, choose the one which best describes the reason the teacher is leaving.)

| |
|---|
| Moved to a non teaching position in the LEA (75) |
| Retired with full benefits (66) |
| Retired with reduced benefits (68) |
| Re-employed Retired Teacher Resigned (73) |
| Dismissed (50) |
| Did not obtain or maintain license (56) |
| Interim contract ended*-Not rehired (54) |
| Non-renewed-Probationary Contract ended (53) |
| Reduction in Force (51) |
| Moved to a non-teaching position in education in another LEA or Agency (59) |
| Resigned-In lieu of dismissal (55) |
| Resigned-To teach in another NC public school system (58) |
| Resigned-To teach in a NC Charter School (70) |
| Resigned-To teach in a NC non-public/private school (71) |
| Resigned-To teach in another state (62) |
| Resigned-End of VIF Term (74) |
| Resigned-End of Teach for America Term (77) |
| Resigned-Dissatisfied with teaching (63) |
| Resigned-Career Change (72) |
| Resigned-Family Responsibility/Child care (57) |
| Resigned-Family relocation (61) |
| Resigned-To continue education/Take a sabbatical (60) |
| Resigned-Because of health/Disability (64) |
| Resigned-Moving Due to Military Orders (76) |
| Resigned-Reason unknown (69) |
| Resigned-Other Reasons (65) |
| Deceased (67) |
| Total |

List up to five teaching areas in which you are having the greatest difficulty hiring appropriately licensed teachers.

(PLEASE INCLUDE THE LICENSURE CODE FOR EACH AREA)

**ANNUAL REPORT ON THE REASONS TEACHERS LEAVE THE PROFESSION
(CLARIFICATION OF REPORTING CATEGORIES)**

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

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

Retired with reduced benefits

- Teachers retiring after age 50 with reduced benefits
- Teachers retiring with less than full benefits

Re-employed Retired Teacher Resigned

- Teacher who had retired, was re-employed and subsequently resigns

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

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

Interim Contract – Not Rehired (*Report only for interim contracts of 6 months or more*)

- 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

Non-Renewed – Probationary Contract Ended

- Probationary teachers whose contract is not renewed after the end of the year

Reduction in Force

- Teachers not rehired due to loss of enrollment, funding, or programming
- Teachers covered under local "RIF" policies

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

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

Resigned to teach in another NC public school system

- Teachers leaving LEA to accept a teaching position in another NC system
- Teachers obtaining another teaching job on their own initiative (as opposed to spouse relocation)

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)

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)

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

Resigned – End of VIF Term

- Teachers whose cultural visas have expired and are no longer eligible to be employed in North Carolina

Resigned – End of Teach for America Term**Resigned – Dissatisfied with teaching**

- Teachers resigning due to dissatisfaction with teaching

Resigned – Career Change

- Teachers resigning to pursue another employment opportunity
- Teachers resigning to pursue interests outside teaching

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

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
- Teachers resigning due to military transfer or relocation

Resigned – To continue education/Take a sabbatical

- Teachers resigning to return to school
- Teachers resigning to pursue an educational leave of absence

Resigned – Because of health/disability

- Teachers resigning due to personal disability or health related issues

Resigned – Moving Due to Military Orders

- Teachers resigning due to being moved under military orders

Resigned – Reason unknown

- Teachers resigning; however, there is no information on why

Resigned – Other reason(s)

- Teachers resigning or leaving teaching for reasons not listed on the survey

(For example: Job abandonment, arrest, criminal activity, failing a criminal history check, activation of military reserve, dislocation due to flood, fire, or other disaster, etc.)

Deceased

- Teachers who die while in active service in a NC public school

Appendix C
2008-09 System Level Teacher Turnover

**2008-2009 Teacher Turnover
(as reported by LEAs)**

| LEA Code | Region | LEA | Total Teachers | Teachers Leaving | Turnover Percentage | Leaving with Tenure |
|-----------------|---------------|-----------------------|-----------------------|-------------------------|----------------------------|----------------------------|
| 10 | C | Alamance-Burlington | 1522 | 210 | 13.80% | 77 |
| 20 | NW | Alexander | 351 | 25 | 7.12% | 13 |
| 30 | NW | Alleghany | 132 | 16 | 12.12% | 0 |
| 40 | SW | Anson | 293 | 50 | 17.06% | 20 |
| 50 | NW | Ashe | 255 | 20 | 7.84% | 15 |
| 60 | NW | Avery | 187 | 22 | 11.76% | 12 |
| 70 | NE | Beaufort | 525 | 67 | 12.76% | 27 |
| 80 | NE | Bertie | 208 | 34 | 16.35% | 7 |
| 90 | SC | Bladen | 376 | 43 | 11.44% | 19 |
| 100 | SE | Brunswick | 777 | 95 | 12.23% | 22 |
| 110 | W | Buncombe | 1682 | 173 | 10.29% | 34 |
| 111 | W | Asheville City | 329 | 38 | 11.55% | 17 |
| 120 | NW | Burke | 1065 | 102 | 9.58% | 47 |
| 130 | SW | Cabarrus | 1846 | 178 | 9.64% | 96 |
| 132 | SW | Kannapolis | 387 | 54 | 13.95% | 15 |
| 140 | NW | Caldwell | 892 | 102 | 11.43% | 40 |
| 150 | NE | Camden | 134 | 1 | 0.75% | 1 |
| 160 | SE | Carteret | 660 | 75 | 11.36% | 15 |
| 170 | C | Caswell | 228 | 33 | 14.47% | 18 |
| 180 | NW | Catawba | 1136 | 118 | 10.39% | 65 |
| 181 | NW | Hickory Public | 310 | 43 | 13.87% | 16 |
| 182 | NW | Newton Conover | 217 | 29 | 13.36% | 8 |
| 190 | C | Chatham | 584 | 89 | 15.24% | 32 |
| 200 | W | Cherokee | 287 | 26 | 9.06% | 17 |
| 210 | NE | Edenton-Chowan | 189 | 31 | 16.40% | 14 |
| 220 | W | Clay | 106 | 8 | 7.55% | 7 |
| 230 | SW | Cleveland | 1202 | 110 | 9.15% | 67 |
| 240 | SC | Columbus | 459 | 59 | 12.85% | 25 |
| 241 | SC | Whiteville City | 177 | 28 | 15.82% | 16 |
| 250 | SE | Craven | 1005 | 141 | 14.03% | 58 |
| 260 | SC | Cumberland | 3759 | 589 | 15.67% | 159 |
| 270 | NE | Currituck | 270 | 22 | 8.15% | 11 |
| 280 | NE | Dare | 395 | 32 | 8.10% | 16 |
| 290 | C | Davidson | 1259 | 119 | 9.45% | 60 |
| 291 | C | Lexington City | 236 | 40 | 16.95% | 18 |
| 292 | C | Thomasville City | 191 | 43 | 22.51% | 14 |
| 300 | NW | Davie | 450 | 46 | 10.22% | 20 |
| 310 | SE | Duplin | 611 | 73 | 11.95% | 33 |
| 320 | NC | Durham | 2326 | 395 | 16.98% | 120 |
| 330 | NC | Edgecombe | 474 | 83 | 17.51% | 16 |
| 340 | C | Forsyth-Winston Salem | 3970 | 426 | 10.73% | 167 |
| 350 | NC | Franklin | 574 | 77 | 13.41% | 20 |
| 360 | SW | Gaston | 2066 | 260 | 12.58% | 57 |
| 370 | NE | Gates | 157 | 17 | 10.83% | 8 |

| LEA Code | Region | LEA | Total Teachers | Teachers Leaving | Turnover Percentage | Leaving with Tenure |
|-----------------|---------------|---------------------------|-----------------------|-------------------------|----------------------------|----------------------------|
| 380 | W | Graham | 88 | 11 | 12.50% | 7 |
| 390 | NC | Granville | 573 | 74 | 12.91% | 29 |
| 400 | SE | Greene | 227 | 24 | 10.57% | 8 |
| 410 | C | Guilford | 5010 | 645 | 12.87% | 196 |
| 420 | NC | Halifax | 318 | 65 | 20.44% | 16 |
| 421 | NC | Roanoke Rapids City | 197 | 21 | 10.66% | 11 |
| 422 | NC | Weldon City | 77 | 16 | 20.78% | 2 |
| 430 | SC | Harnett | 1279 | 210 | 16.42% | 49 |
| 440 | W | Haywood | 559 | 44 | 7.87% | 17 |
| 450 | W | Henderson | 916 | 97 | 10.59% | 54 |
| 460 | NE | Hertford | 250 | 43 | 17.20% | 11 |
| 470 | SC | Hoke | 514 | 112 | 21.79% | 34 |
| 480 | NE | Hyde | 73 | 12 | 16.44% | 5 |
| 490 | NW | Iredell-Statesville | 1417 | 175 | 12.35% | 52 |
| 491 | NW | Mooreville Graded | 358 | 41 | 11.45% | 9 |
| 500 | W | Jackson | 270 | 46 | 17.04% | 10 |
| 510 | NC | Johnston | 2110 | 262 | 12.42% | 48 |
| 520 | SE | Jones | 109 | 28 | 25.69% | 7 |
| 530 | SC | Lee | 618 | 94 | 15.21% | 33 |
| 540 | SE | Lenoir | 681 | 123 | 18.06% | 37 |
| 550 | SW | Lincoln | 814 | 89 | 10.93% | 45 |
| 560 | W | Macon | 324 | 50 | 15.43% | 23 |
| 570 | W | Madison | 193 | 27 | 13.99% | 7 |
| 580 | NE | Martin | 311 | 45 | 14.47% | 20 |
| 590 | W | McDowell | 458 | 45 | 9.83% | 10 |
| 600 | SW | Charlotte-Mecklenburg | 8996 | 1194 | 13.27% | 312 |
| 610 | W | Mitchell | 163 | 12 | 7.36% | 9 |
| 620 | SC | Montgomery | 328 | 48 | 14.63% | 15 |
| 630 | SC | Moore | 817 | 88 | 10.77% | 42 |
| 640 | NC | Nash-Rocky Mount | 1164 | 155 | 13.32% | 66 |
| 650 | SE | New Hanover | 1612 | 163 | 10.11% | 82 |
| 660 | NC | Northampton | 228 | 53 | 23.25% | 8 |
| 670 | SE | Onslow | 1513 | 229 | 15.14% | 72 |
| 680 | C | Orange | 529 | 83 | 15.69% | 37 |
| 681 | C | Chapel Hill-Carrboro | 894 | 106 | 11.86% | 34 |
| 690 | SE | Pamlico | 132 | 26 | 19.70% | 17 |
| 700 | NE | Pasquotank-Elizabeth City | 465 | 69 | 14.84% | 25 |
| 710 | SE | Pender | 536 | 70 | 13.06% | 26 |
| 720 | NE | Perquimans | 129 | 17 | 13.18% | 5 |
| 730 | C | Person | 406 | 79 | 19.46% | 40 |
| 740 | NE | Pitt | 1683 | 241 | 14.32% | 102 |
| 750 | W | Polk | 196 | 15 | 7.65% | 5 |
| 760 | C | Randolph | 1253 | 137 | 10.93% | 62 |
| 761 | C | Asheboro City | 324 | 59 | 18.21% | 25 |
| 770 | SC | Richmond | 571 | 97 | 16.99% | 63 |
| 780 | SC | Robeson | 1580 | 243 | 15.38% | 40 |
| 790 | C | Rockingham | 986 | 88 | 8.92% | 45 |
| 800 | NW | Rowan-Salisbury | 1450 | 199 | 13.72% | 93 |

| LEA Code | Region | LEA | Total Teachers | Teachers Leaving | Turnover Percentage | Leaving with Tenure |
|-----------------|---------------|-----------------|-----------------------|-------------------------|----------------------------|----------------------------|
| 810 | W | Rutherford | 648 | 49 | 7.56% | 28 |
| 820 | SE | Sampson | 550 | 63 | 11.45% | 24 |
| 821 | SE | Clinton City | 220 | 37 | 16.82% | 16 |
| 830 | SC | Scotland | 544 | 85 | 15.63% | 33 |
| 840 | SW | Stanly | 707 | 84 | 11.88% | 37 |
| 850 | C | Stokes | 501 | 60 | 11.98% | 27 |
| 860 | NW | Surry | 616 | 67 | 10.88% | 31 |
| 861 | NW | Elkin | 96 | 9 | 9.38% | 3 |
| 862 | NW | Mount Airy City | 133 | 15 | 11.28% | 6 |
| 870 | W | Swain | 150 | 18 | 12.00% | 5 |
| 880 | W | Transylvania | 273 | 27 | 9.89% | 11 |
| 890 | NE | Tyrrell | 54 | 9 | 16.67% | 3 |
| 900 | SW | Union | 2491 | 338 | 13.57% | 132 |
| 910 | NC | Vance | 572 | 113 | 19.76% | 33 |
| 920 | NC | Wake | 9319 | 1036 | 11.12% | 338 |
| 930 | NC | Warren | 195 | 37 | 18.97% | 9 |
| 940 | NE | Washington | 170 | 16 | 9.41% | 9 |
| 950 | NW | Watauga | 363 | 27 | 7.44% | 6 |
| 960 | SE | Wayne | 1359 | 149 | 10.96% | 96 |
| 970 | NW | Wilkes | 662 | 77 | 11.63% | 39 |
| 980 | NC | Wilson | 812 | 109 | 13.42% | 57 |
| 990 | NW | Yadkin | 407 | 37 | 9.09% | 23 |
| 995 | W | Yancey | 185 | 21 | 11.35% | 8 |

**2008-2009 Teacher Turnover
(in descending order)**

| LEA Code | LEA | Turnover Percentage |
|-----------------|---------------------------|----------------------------|
| 520 | Jones | 25.69% |
| 660 | Northampton | 23.25% |
| 292 | Thomasville City | 22.51% |
| 470 | Hoke | 21.79% |
| 422 | Weldon City | 20.78% |
| 420 | Halifax | 20.44% |
| 910 | Vance | 19.76% |
| 690 | Pamlico | 19.70% |
| 730 | Person | 19.46% |
| 930 | Warren | 18.97% |
| 761 | Asheboro City | 18.21% |
| 540 | Lenoir | 18.06% |
| 330 | Edgecombe | 17.51% |
| 460 | Hertford | 17.20% |
| 40 | Anson | 17.06% |
| 500 | Jackson | 17.04% |
| 770 | Richmond | 16.99% |
| 320 | Durham | 16.98% |
| 291 | Lexington City | 16.95% |
| 821 | Clinton City | 16.82% |
| 890 | Tyrrell | 16.67% |
| 480 | Hyde | 16.44% |
| 430 | Harnett | 16.42% |
| 210 | Edenton-Chowan | 16.40% |
| 80 | Bertie | 16.35% |
| 241 | Whiteville City | 15.82% |
| 680 | Orange | 15.69% |
| 260 | Cumberland | 15.67% |
| 830 | Scotland | 15.63% |
| 560 | Macon | 15.43% |
| 780 | Robeson | 15.38% |
| 190 | Chatham | 15.24% |
| 530 | Lee | 15.21% |
| 670 | Onslow | 15.14% |
| 700 | Pasquotank-Elizabeth City | 14.84% |
| 620 | Montgomery | 14.63% |
| 170 | Caswell | 14.47% |
| 580 | Martin | 14.47% |
| 740 | Pitt | 14.32% |
| 250 | Craven | 14.03% |
| 570 | Madison | 13.99% |
| 132 | Kannapolis | 13.95% |
| 181 | Hickory Public | 13.87% |
| 10 | Alamance-Burlington | 13.80% |
| 800 | Rowan-Salisbury | 13.72% |
| 900 | Union | 13.57% |
| 980 | Wilson | 13.42% |
| 350 | Franklin | 13.41% |
| 182 | Newton Conover | 13.36% |

| LEA Code | LEA | Turnover Percentage |
|-----------------|-----------------------|----------------------------|
| 640 | Nash-Rocky Mount | 13.32% |
| 600 | Charlotte-Mecklenburg | 13.27% |
| 720 | Perquimans | 13.18% |
| 710 | Pender | 13.06% |
| 390 | Granville | 12.91% |
| 410 | Guilford | 12.87% |
| 240 | Columbus | 12.85% |
| 70 | Beaufort | 12.76% |
| 360 | Gaston | 12.58% |
| 380 | Graham | 12.50% |
| 510 | Johnston | 12.42% |
| 490 | Iredell-Statesville | 12.35% |
| 100 | Brunswick | 12.23% |
| 30 | Alleghany | 12.12% |
| 870 | Swain | 12.00% |
| 850 | Stokes | 11.98% |
| 310 | Duplin | 11.95% |
| 840 | Stanly | 11.88% |
| 681 | Chapel Hill-Carrboro | 11.86% |
| 60 | Avery | 11.76% |
| 970 | Wilkes | 11.63% |
| 111 | Asheville City | 11.55% |
| 491 | Mooreville Graded | 11.45% |
| 820 | Sampson | 11.45% |
| 90 | Bladen | 11.44% |
| 140 | Caldwell | 11.43% |
| 160 | Carteret | 11.36% |
| 995 | Yancey | 11.35% |
| 862 | Mount Airy City | 11.28% |
| 920 | Wake | 11.12% |
| 960 | Wayne | 10.96% |
| 550 | Lincoln | 10.93% |
| 760 | Randolph | 10.93% |
| 860 | Surry | 10.88% |
| 370 | Gates | 10.83% |
| 630 | Moore | 10.77% |
| 340 | Forsyth-Winston Salem | 10.73% |
| 421 | Roanoke Rapids City | 10.66% |
| 450 | Henderson | 10.59% |
| 400 | Greene | 10.57% |
| 180 | Catawba | 10.39% |
| 110 | Buncombe | 10.29% |
| 300 | Davie | 10.22% |
| 650 | New Hanover | 10.11% |
| 880 | Transylvania | 9.89% |
| 590 | McDowell | 9.83% |
| 130 | Cabarrus | 9.64% |
| 120 | Burke | 9.58% |
| 290 | Davidson | 9.45% |
| 940 | Washington | 9.41% |
| 861 | Elkin | 9.38% |

| LEA Code | LEA | Turnover Percentage |
|-----------------|------------|----------------------------|
| 230 | Cleveland | 9.15% |
| 990 | Yadkin | 9.09% |
| 200 | Cherokee | 9.06% |
| 790 | Rockingham | 8.92% |
| 270 | Currituck | 8.15% |
| 280 | Dare | 8.10% |
| 440 | Haywood | 7.87% |
| 50 | Ashe | 7.84% |
| 750 | Polk | 7.65% |
| 810 | Rutherford | 7.56% |
| 220 | Clay | 7.55% |
| 950 | Watauga | 7.44% |
| 610 | Mitchell | 7.36% |
| 20 | Alexander | 7.12% |
| 150 | Camden | 0.75% |

Appendix D

Five-Year Average System Level Teacher Turnover

**Five-Year Average System Level Teacher Turnover
2004-05 through 2008-09**

| LEA Code | LEA Name | Turnover 2004-05 | Turnover 2005-06 | Turnover 2006-07 | Turnover 2007-08 | Turnover 2008-09 | Five Year Average |
|-----------------|---------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|--------------------------|
| 10 | Alamance-Burlington | 19.71% | 17.26% | 16.13% | 15.17% | 13.80% | 16.41% |
| 20 | Alexander County | 9.21% | 9.05% | 8.54% | 5.71% | 7.12% | 7.93% |
| 30 | Alleghany County | 12.40% | 9.03% | 10.07% | 14.50% | 12.12% | 11.62% |
| 40 | Anson County | 12.00% | 18.58% | 20.96% | 20.89% | 17.06% | 17.90% |
| 50 | Ashe County | 7.21% | 12.40% | 3.53% | 5.12% | 7.84% | 7.22% |
| 60 | Avery County | 11.27% | 14.23% | 9.35% | 10.31% | 11.76% | 11.38% |
| 70 | Beaufort County | 13.27% | 11.63% | 14.76% | 15.25% | 12.76% | 13.53% |
| 80 | Bertie County | 16.35% | 25.79% | 17.90% | 21.86% | 16.35% | 19.65% |
| 90 | Bladen County | 12.26% | 10.64% | 14.36% | 11.32% | 11.44% | 12.00% |
| 100 | Brunswick County | 9.45% | 13.17% | 11.52% | 13.36% | 12.23% | 11.95% |
| 110 | Buncombe County | 9.95% | 10.89% | 11.22% | 11.01% | 10.29% | 10.67% |
| 111 | Asheville City | 16.47% | 16.34% | 8.53% | 17.91% | 11.55% | 14.16% |
| 120 | Burke County | 12.44% | 12.04% | 9.67% | 9.43% | 9.58% | 10.63% |
| 130 | Cabarrus County | 12.21% | 9.74% | 8.82% | 10.82% | 9.64% | 10.25% |
| 132 | Kannapolis City | 13.40% | 13.16% | 10.80% | 13.94% | 13.95% | 13.05% |
| 140 | Caldwell County | 6.73% | 9.62% | 8.74% | 9.68% | 11.43% | 9.24% |
| 150 | Camden County | 4.31% | 6.92% | 6.94% | 7.58% | 0.75% | 5.30% |
| 160 | Carteret County | 9.25% | 9.10% | 9.53% | 11.50% | 11.36% | 10.15% |
| 170 | Caswell County | 11.81% | 10.63% | 10.93% | 13.42% | 14.47% | 12.25% |
| 180 | Catawba County | 11.70% | 11.14% | 8.64% | 12.86% | 10.39% | 10.95% |
| 181 | Hickory City | 15.79% | 10.93% | 15.87% | 19.68% | 13.87% | 15.23% |
| 182 | Newton-Conover City | 10.96% | 15.69% | 14.11% | 19.35% | 13.36% | 14.69% |
| 190 | Chatham County | 15.12% | 12.81% | 12.41% | 10.97% | 15.24% | 13.31% |
| 200 | Cherokee County | 6.71% | 8.10% | 7.86% | 10.49% | 9.06% | 8.44% |
| 210 | Edenton-Chowan | 17.09% | 19.00% | 12.50% | 13.26% | 16.40% | 15.65% |
| 220 | Clay County | 3.96% | 10.00% | 5.00% | 7.84% | 7.55% | 6.87% |
| 230 | Cleveland County | 7.97% | 8.79% | 8.02% | 9.23% | 9.15% | 8.63% |
| 240 | Columbus County | 10.69% | 13.57% | 12.43% | 12.71% | 12.85% | 12.45% |
| 241 | Whiteville City | 12.77% | 9.84% | 9.68% | 9.73% | 15.82% | 11.57% |
| 250 | Craven County | 13.55% | 13.36% | 11.16% | 16.04% | 14.03% | 13.63% |
| 260 | Cumberland County | 12.64% | 13.25% | 13.78% | 17.54% | 15.67% | 14.58% |
| 270 | Currituck County | 6.13% | 6.41% | 7.69% | 12.86% | 8.15% | 8.25% |
| 280 | Dare County | 13.11% | 11.90% | 9.55% | 6.88% | 8.10% | 9.91% |
| 290 | Davidson County | 10.93% | 10.48% | 9.93% | 11.08% | 9.45% | 10.37% |
| 291 | Lexington City | 16.54% | 19.10% | 21.74% | 20.27% | 16.95% | 18.92% |
| 292 | Thomasville City | 23.16% | 19.10% | 20.79% | 23.66% | 22.51% | 21.84% |
| 300 | Davie County | 12.50% | 12.82% | 13.43% | 13.56% | 10.22% | 12.51% |
| 310 | Duplin County | 12.88% | 11.91% | 16.08% | 17.41% | 11.95% | 14.05% |
| 320 | Durham County | 17.54% | 19.20% | 16.70% | 17.38% | 16.98% | 17.56% |
| 330 | Edgecombe County | 23.28% | 17.80% | 24.06% | 26.35% | 17.51% | 21.80% |
| 340 | Forsyth County | 9.43% | 9.43% | 10.12% | 12.10% | 10.73% | 10.36% |
| 350 | Franklin County | 22.18% | 19.45% | 13.74% | 14.78% | 13.41% | 16.71% |
| 360 | Gaston County | 14.66% | 9.57% | 9.55% | 14.06% | 12.58% | 12.08% |
| 370 | Gates County | 8.81% | 8.00% | 9.74% | 11.11% | 10.83% | 9.70% |
| 380 | Graham County | 5.94% | 10.91% | 13.27% | 4.55% | 12.50% | 9.43% |

| LEA Code | LEA Name | Turnover 2004-05 | Turnover 2005-06 | Turnover 2006-07 | Turnover 2007-08 | Turnover 2008-09 | Five Year Average |
|-----------------|----------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|--------------------------|
| 390 | Granville County | 18.91% | 15.34% | 13.48% | 12.39% | 12.91% | 14.61% |
| 400 | Greene County | 17.35% | 14.34% | 14.80% | 13.96% | 10.57% | 14.20% |
| 410 | Guilford County | 11.81% | 13.60% | 13.33% | 15.70% | 12.87% | 13.46% |
| 420 | Halifax County | 14.52% | 17.60% | 17.75% | 20.18% | 20.44% | 18.10% |
| 421 | Roanoke Rapids City | 8.78% | 5.08% | 13.27% | 14.87% | 10.66% | 10.53% |
| 422 | Weldon City | 25.56% | 18.48% | 17.72% | 41.57% | 20.78% | 24.82% |
| 430 | Harnett County | 28.51% | 14.58% | 11.87% | 15.65% | 16.42% | 17.41% |
| 440 | Haywood County | 11.76% | 10.39% | 10.78% | 10.09% | 7.87% | 10.18% |
| 450 | Henderson County | 9.00% | 10.39% | 11.23% | 12.57% | 10.59% | 10.76% |
| 460 | Hertford County | 16.54% | 15.41% | 15.38% | 18.03% | 17.20% | 16.51% |
| 470 | Hoke County | 21.33% | 21.60% | 19.60% | 22.46% | 21.79% | 21.36% |
| 480 | Hyde County | 24.40% | 16.00% | 9.76% | 12.33% | 16.44% | 15.79% |
| 490 | Iredell-Statesville | 9.18% | 9.68% | 10.32% | 14.90% | 12.35% | 11.29% |
| 491 | Mooresville City | 13.74% | 10.85% | 10.89% | 12.08% | 11.45% | 11.80% |
| 500 | Jackson County | 18.46% | 14.59% | 22.09% | 15.53% | 17.04% | 17.54% |
| 510 | Johnston County | 14.42% | 16.65% | 15.23% | 14.69% | 12.42% | 14.68% |
| 520 | Jones County | 21.58% | 11.43% | 13.56% | 19.44% | 25.69% | 18.34% |
| 530 | Lee County | 15.03% | 17.99% | 15.93% | 13.42% | 15.21% | 15.52% |
| 540 | Lenoir County | 16.58% | 18.33% | 17.97% | 16.18% | 18.06% | 17.42% |
| 550 | Lincoln County | 10.68% | 10.46% | 9.33% | 10.34% | 10.93% | 10.35% |
| 560 | Macon County | 9.66% | 7.29% | 7.65% | 8.89% | 15.43% | 9.78% |
| 570 | Madison County | 6.25% | 9.91% | 9.91% | 11.76% | 13.99% | 10.36% |
| 580 | Martin County | 14.36% | 13.17% | 15.74% | 16.18% | 14.47% | 14.78% |
| 590 | McDowell County | 13.70% | 9.49% | 6.00% | 11.80% | 9.83% | 10.16% |
| 600 | Mecklenburg County | 15.51% | 15.07% | 15.82% | 14.57% | 13.27% | 14.85% |
| 610 | Mitchell County | 6.01% | 2.21% | 8.20% | 10.30% | 7.36% | 6.82% |
| 620 | Montgomery County | 6.35% | 9.39% | 11.33% | 17.46% | 14.63% | 11.83% |
| 630 | Moore County | 16.60% | 8.36% | 11.40% | 15.77% | 10.77% | 12.58% |
| 640 | Nash-Rocky Mount | 12.81% | 10.96% | 13.42% | 12.98% | 13.32% | 12.70% |
| 650 | New Hanover County | 14.41% | 14.25% | 14.10% | 12.98% | 10.11% | 13.17% |
| 660 | Northampton County | 15.41% | 12.71% | 8.23% | 22.88% | 23.25% | 16.50% |
| 670 | Onslow County | 13.39% | 15.25% | 14.32% | 16.49% | 15.14% | 14.92% |
| 680 | Orange County | 17.12% | 15.36% | 16.81% | 14.60% | 15.69% | 15.92% |
| 681 | Chapel Hill-Carrboro | 14.09% | 9.55% | 8.53% | 14.84% | 11.86% | 11.77% |
| 690 | Pamlico County | 15.63% | 23.68% | 13.04% | 18.52% | 19.70% | 18.11% |
| 700 | Pasquotank County | 24.12% | 18.53% | 11.35% | 15.25% | 14.84% | 16.82% |
| 710 | Pender County | 20.34% | 13.49% | 11.03% | 12.77% | 13.06% | 14.14% |
| 720 | Perquimans County | 11.33% | 15.17% | 19.31% | 16.94% | 13.18% | 15.19% |
| 730 | Person County | 13.06% | 14.37% | 13.08% | 17.45% | 19.46% | 15.48% |
| 740 | Pitt County | 10.68% | 12.43% | 10.18% | 15.55% | 14.32% | 12.63% |
| 750 | Polk County | 8.56% | 9.84% | 11.00% | 8.59% | 7.65% | 9.13% |
| 760 | Randolph County | 13.33% | 11.73% | 11.55% | 13.62% | 10.93% | 12.23% |
| 761 | Asheboro City | 10.18% | 16.29% | 12.98% | 14.72% | 18.21% | 14.48% |
| 770 | Richmond County | 7.55% | 8.23% | 9.38% | 11.71% | 16.99% | 10.77% |
| 780 | Robeson County | 10.26% | 12.92% | 10.58% | 12.36% | 15.38% | 12.30% |
| 790 | Rockingham County | 12.55% | 10.56% | 10.45% | 11.73% | 8.92% | 10.84% |
| 800 | Rowan-Salisbury | 10.90% | 12.05% | 11.53% | 13.52% | 13.72% | 12.34% |
| 810 | Rutherford County | 7.11% | 10.82% | 9.56% | 9.64% | 7.56% | 8.94% |

| LEA Code | LEA Name | Turnover 2004-05 | Turnover 2005-06 | Turnover 2006-07 | Turnover 2007-08 | Turnover 2008-09 | Five Year Average |
|-----------------|---------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|--------------------------|
| 820 | Sampson County | 15.69% | 12.32% | 12.33% | 16.18% | 11.45% | 13.59% |
| 821 | Clinton City | 9.77% | 15.17% | 12.83% | 15.32% | 16.82% | 13.98% |
| 830 | Scotland County | 9.58% | 9.12% | 16.07% | 19.82% | 15.63% | 14.04% |
| 840 | Stanly County | 12.07% | 10.15% | 7.35% | 11.03% | 11.88% | 10.50% |
| 850 | Stokes County | 12.43% | 15.14% | 10.78% | 13.56% | 11.98% | 12.78% |
| 860 | Surry County | 10.82% | 9.86% | 8.69% | 10.80% | 10.88% | 10.21% |
| 861 | Elkin City | 19.78% | 13.27% | 8.33% | 6.52% | 9.38% | 11.46% |
| 862 | Mount Airy City | 9.80% | 12.32% | 10.95% | 11.76% | 11.28% | 11.22% |
| 870 | Swain County | 10.39% | 11.39% | 15.10% | 15.89% | 12.00% | 12.95% |
| 880 | Transylvania County | 13.43% | 9.45% | 12.73% | 13.82% | 9.89% | 11.86% |
| 890 | Tyrrell County | 27.12% | 20.34% | 22.81% | 21.05% | 16.67% | 21.60% |
| 900 | Union County | 10.38% | 11.21% | 10.86% | 12.31% | 13.57% | 11.67% |
| 910 | Vance County | 18.09% | 23.49% | 26.23% | 20.60% | 19.76% | 21.63% |
| 920 | Wake County | 10.24% | 9.36% | 10.03% | 11.67% | 11.12% | 10.48% |
| 930 | Warren County | 18.67% | 18.23% | 15.12% | 19.90% | 18.97% | 18.18% |
| 940 | Washington County | 12.92% | 14.21% | 11.56% | 20.00% | 9.41% | 13.62% |
| 950 | Watauga County | 11.93% | 11.94% | 10.00% | 11.05% | 7.44% | 10.47% |
| 960 | Wayne County | 16.80% | 10.95% | 10.94% | 12.42% | 10.96% | 12.41% |
| 970 | Wilkes County | 10.53% | 12.52% | 11.37% | 13.11% | 11.63% | 11.83% |
| 980 | Wilson County | 15.05% | 11.10% | 16.80% | 16.65% | 13.42% | 14.60% |
| 990 | Yadkin County | 8.89% | 10.11% | 7.83% | 8.86% | 9.09% | 8.96% |
| 995 | Yancey County | 9.76% | 12.63% | 6.48% | 9.44% | 11.35% | 9.93% |

**Five Year Average System Level Teacher Turnover (2004-2009)
(in descending order)**

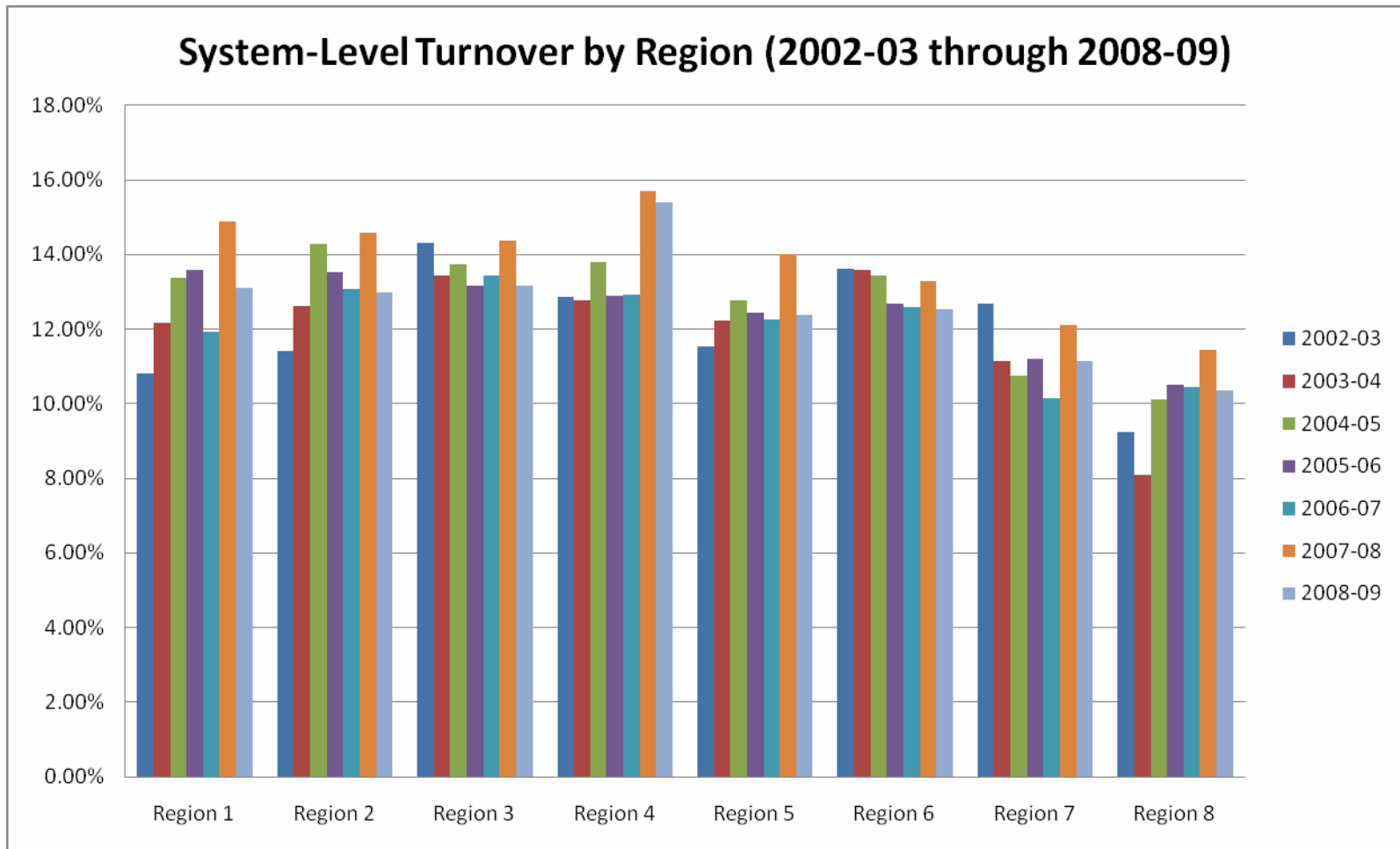
| LEA Code | System Name | Five Year Average |
|-----------------|---------------------|--------------------------|
| 422 | Weldon City | 24.82% |
| 292 | Thomasville City | 21.84% |
| 330 | Edgecombe County | 21.80% |
| 910 | Vance County | 21.63% |
| 890 | Tyrrell County | 21.60% |
| 470 | Hoke County | 21.36% |
| 80 | Bertie County | 19.65% |
| 291 | Lexington City | 18.92% |
| 520 | Jones County | 18.34% |
| 930 | Warren County | 18.18% |
| 690 | Pamlico County | 18.11% |
| 420 | Halifax County | 18.10% |
| 40 | Anson County | 17.90% |
| 320 | Durham County | 17.56% |
| 500 | Jackson County | 17.54% |
| 540 | Lenoir County | 17.42% |
| 430 | Harnett County | 17.41% |
| 700 | Pasquotank County | 16.82% |
| 350 | Franklin County | 16.71% |
| 460 | Hertford County | 16.51% |
| 660 | Northampton County | 16.50% |
| 10 | Alamance-Burlington | 16.41% |
| 680 | Orange County | 15.92% |
| 480 | Hyde County | 15.79% |
| 210 | Edenton-Chowan | 15.65% |
| 530 | Lee County | 15.52% |
| 730 | Person County | 15.48% |
| 181 | Hickory City | 15.23% |
| 720 | Perquimans County | 15.19% |
| 670 | Onslow County | 14.92% |
| 600 | Mecklenburg County | 14.85% |
| 580 | Martin County | 14.78% |
| 182 | Newton-Conover City | 14.69% |
| 510 | Johnston County | 14.68% |
| 390 | Granville County | 14.61% |
| 980 | Wilson County | 14.60% |
| 260 | Cumberland County | 14.58% |
| 761 | Asheboro City | 14.48% |
| 400 | Greene County | 14.20% |
| 111 | Asheville City | 14.16% |
| 710 | Pender County | 14.14% |
| 310 | Duplin County | 14.05% |
| 830 | Scotland County | 14.04% |
| 821 | Clinton City | 13.98% |

| LEA Code | System Name | Five Year Average |
|-----------------|----------------------|--------------------------|
| 250 | Craven County | 13.63% |
| 940 | Washington County | 13.62% |
| 820 | Sampson County | 13.59% |
| 70 | Beaufort County | 13.53% |
| 410 | Guilford County | 13.46% |
| 190 | Chatham County | 13.31% |
| 650 | New Hanover County | 13.17% |
| 132 | Kannapolis City | 13.05% |
| 870 | Swain County | 12.95% |
| 850 | Stokes County | 12.78% |
| 640 | Nash-Rocky Mount | 12.70% |
| 740 | Pitt County | 12.63% |
| 630 | Moore County | 12.58% |
| 300 | Davie County | 12.51% |
| 240 | Columbus County | 12.45% |
| 960 | Wayne County | 12.41% |
| 800 | Rowan-Salisbury | 12.34% |
| 780 | Robeson County | 12.30% |
| 170 | Caswell County | 12.25% |
| 760 | Randolph County | 12.23% |
| 360 | Gaston County | 12.08% |
| 90 | Bladen County | 12.00% |
| 100 | Brunswick County | 11.95% |
| 880 | Transylvania County | 11.86% |
| 970 | Wilkes County | 11.83% |
| 620 | Montgomery County | 11.83% |
| 491 | Mooreville City | 11.80% |
| 681 | Chapel Hill-Carrboro | 11.77% |
| 900 | Union County | 11.67% |
| 30 | Alleghany County | 11.62% |
| 241 | Whiteville City | 11.57% |
| 861 | Elkin City | 11.46% |
| 60 | Avery County | 11.38% |
| 490 | Iredell-Statesville | 11.29% |
| 862 | Mount Airy City | 11.22% |
| 180 | Catawba County | 10.95% |
| 790 | Rockingham County | 10.84% |
| 770 | Richmond County | 10.77% |
| 450 | Henderson County | 10.76% |
| 110 | Buncombe County | 10.67% |
| 120 | Burke County | 10.63% |
| 421 | Roanoke Rapids City | 10.53% |
| 840 | Stanly County | 10.50% |
| 920 | Wake County | 10.48% |
| 950 | Watauga County | 10.47% |
| 290 | Davidson County | 10.37% |
| 570 | Madison County | 10.36% |

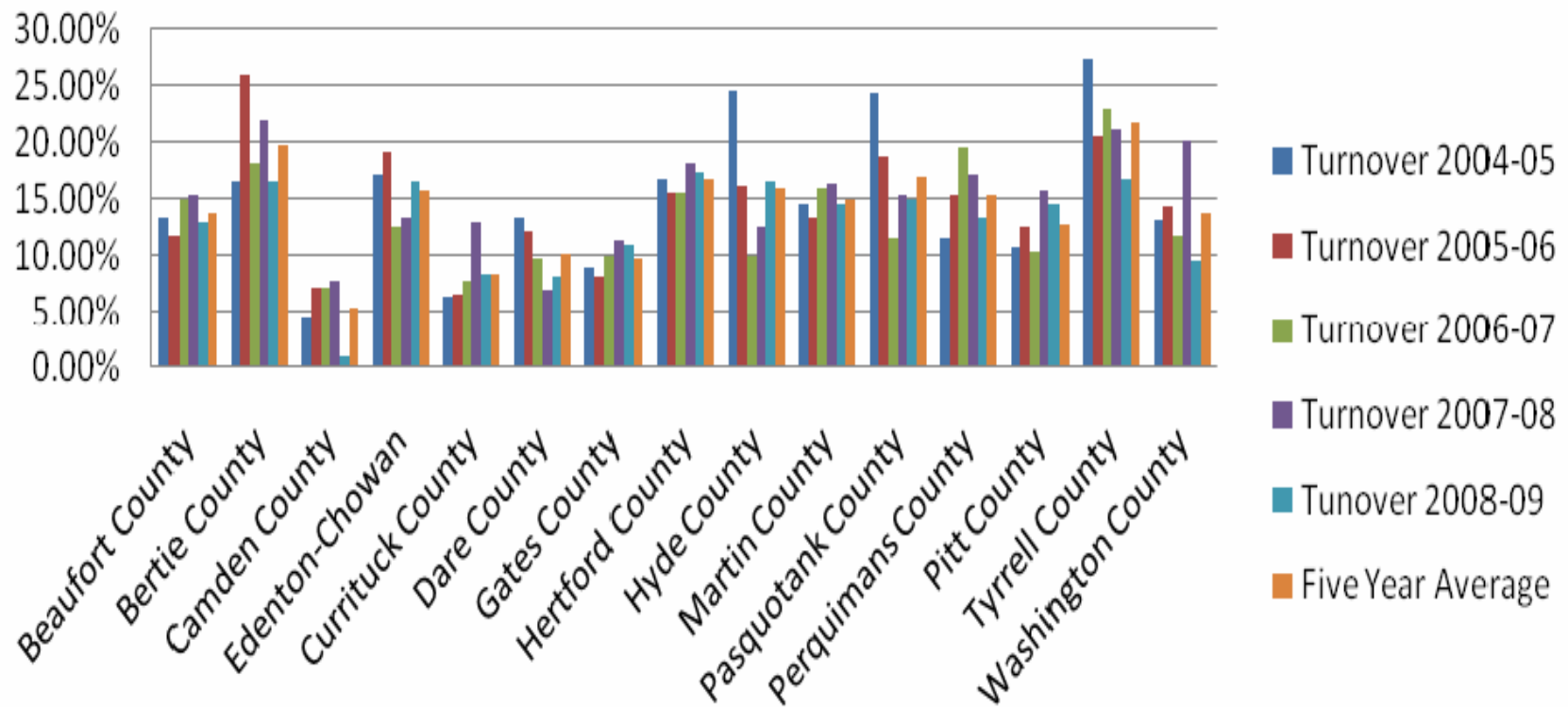
| LEA Code | System Name | Five Year Average |
|-----------------|--------------------|--------------------------|
| 340 | Forsyth County | 10.36% |
| 550 | Lincoln County | 10.35% |
| 130 | Cabarrus County | 10.25% |
| 860 | Surry County | 10.21% |
| 440 | Haywood County | 10.18% |
| 590 | McDowell County | 10.16% |
| 160 | Carteret County | 10.15% |
| 995 | Yancey County | 9.93% |
| 280 | Dare County | 9.91% |
| 560 | Macon County | 9.78% |
| 370 | Gates County | 9.70% |
| 380 | Graham County | 9.43% |
| 140 | Caldwell County | 9.24% |
| 750 | Polk County | 9.13% |
| 990 | Yadkin County | 8.96% |
| 810 | Rutherford County | 8.94% |
| 230 | Cleveland County | 8.63% |
| 200 | Cherokee County | 8.44% |
| 270 | Currituck County | 8.25% |
| 20 | Alexander County | 7.93% |
| 50 | Ashe County | 7.22% |
| 220 | Clay County | 6.87% |
| 610 | Mitchell County | 6.82% |
| 150 | Camden County | 5.30% |

System Level Turnover by Region

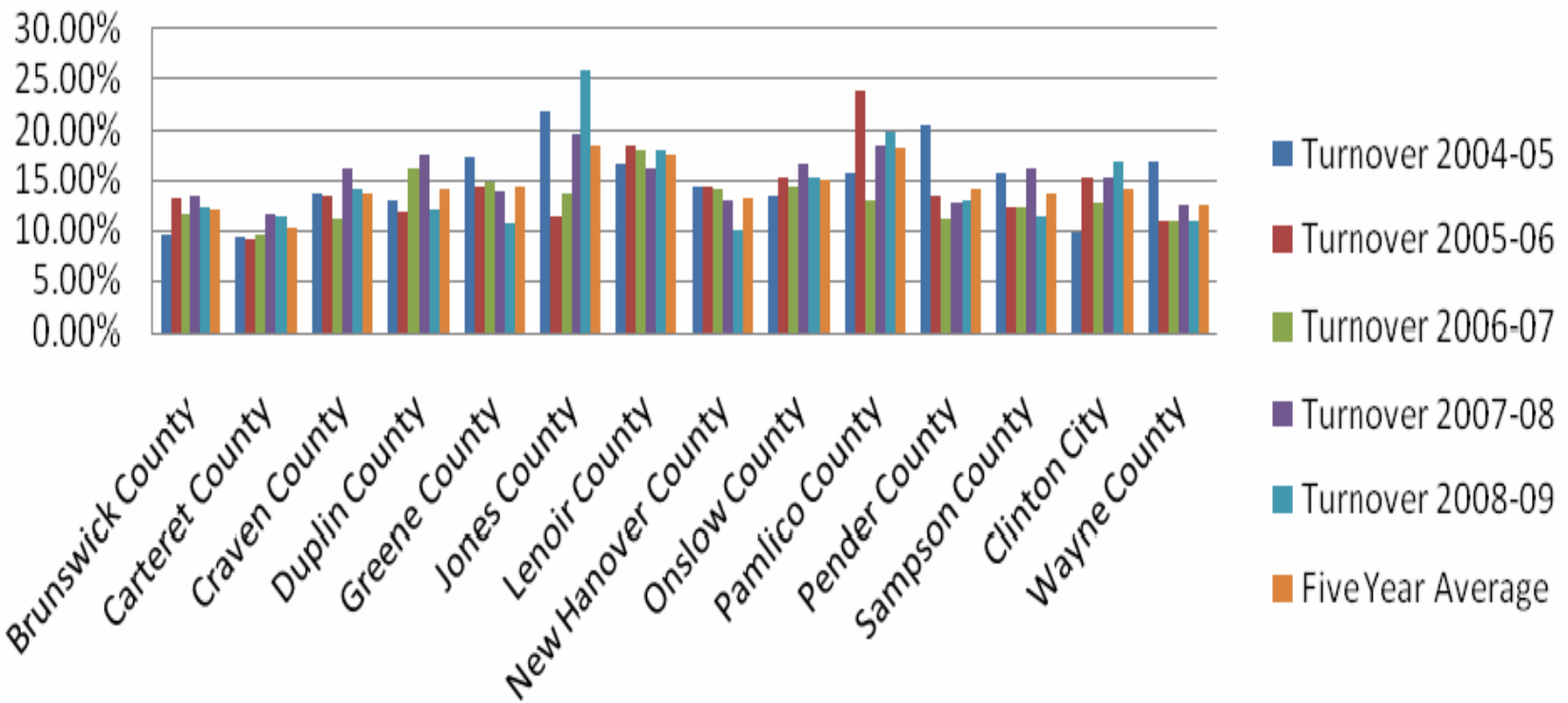
| REGION | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 |
|---------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Region 1 | 10.82% | 12.18% | 13.37% | 13.60% | 11.94% | 14.89% | 13.09% |
| Region 2 | 11.41% | 12.62% | 14.27% | 13.54% | 13.06% | 14.57% | 12.97% |
| Region 3 | 14.32% | 13.45% | 13.73% | 13.17% | 13.44% | 14.38% | 13.18% |
| Region 4 | 12.85% | 12.78% | 13.81% | 12.88% | 12.93% | 15.69% | 15.39% |
| Region 5 | 11.54% | 12.23% | 12.76% | 12.44% | 12.25% | 14.02% | 12.39% |
| Region 6 | 13.61% | 13.59% | 13.45% | 12.67% | 12.58% | 13.28% | 12.54% |
| Region 7 | 12.68% | 11.13% | 10.76% | 11.21% | 10.14% | 12.10% | 11.15% |
| Region 8 | 9.23% | 8.10% | 10.12% | 10.52% | 10.46% | 11.44% | 10.36% |



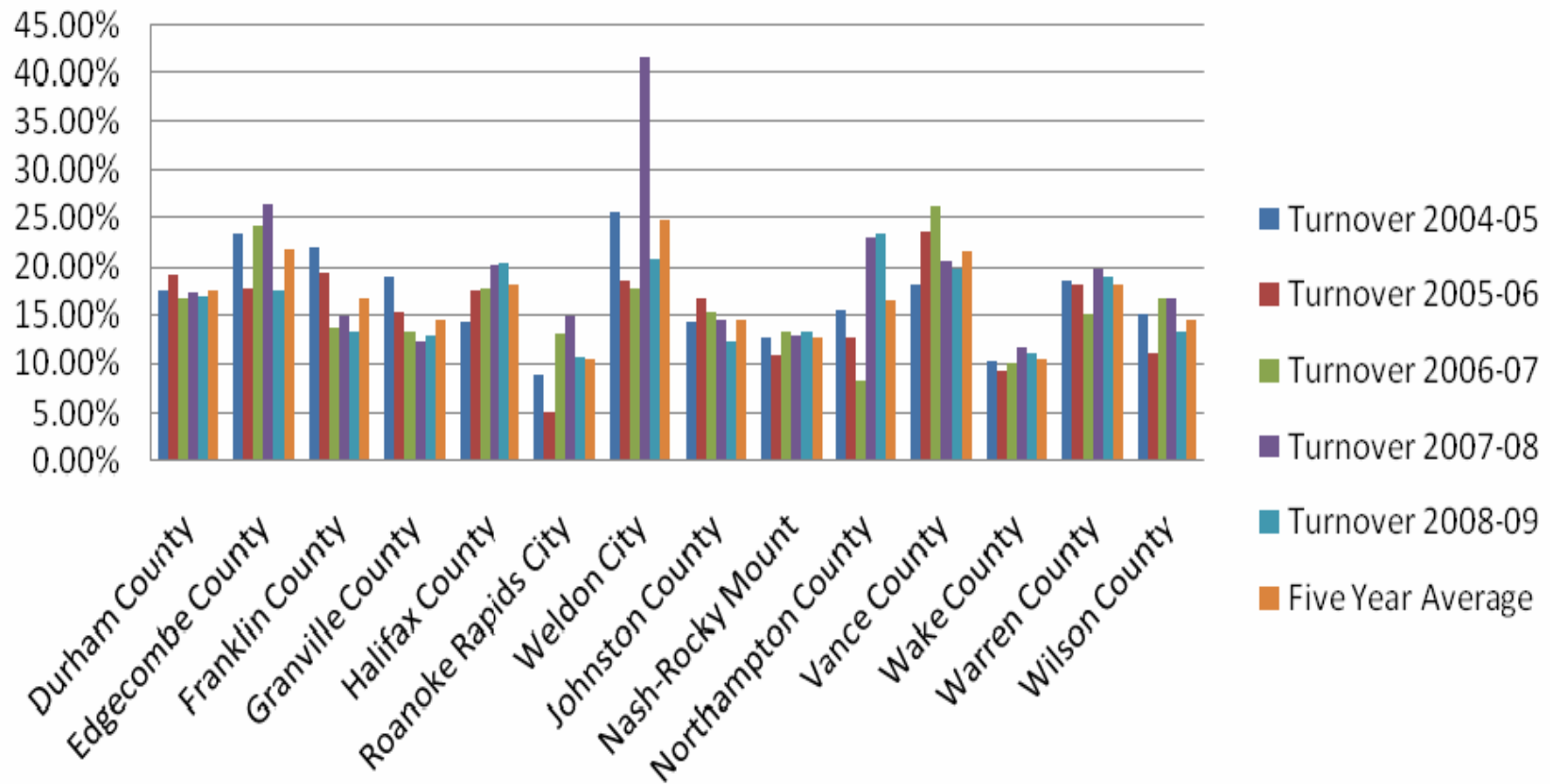
System-Level Turnover (2004-2009) Region 1



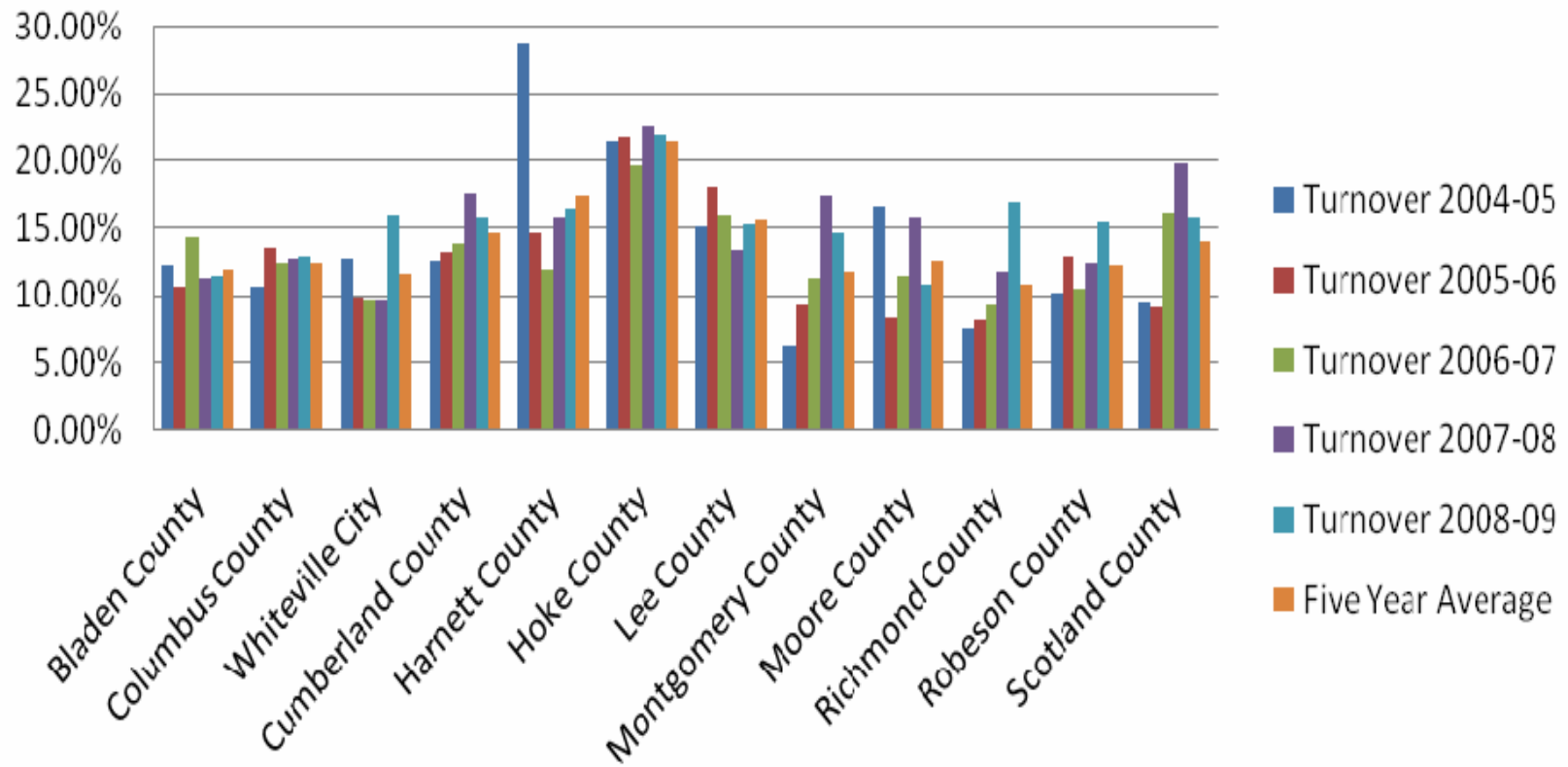
System-Level Turnover (2004-2009) Region 2



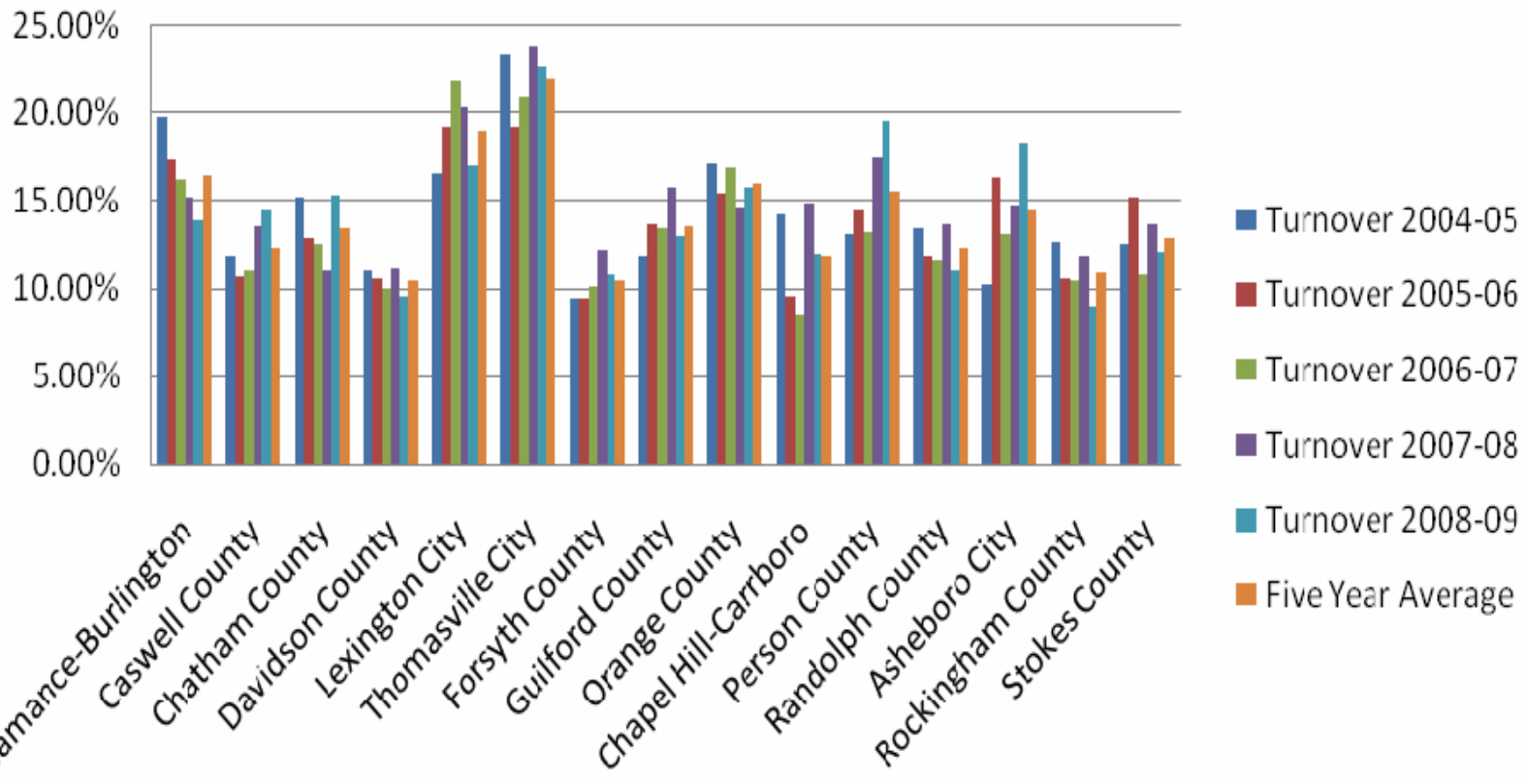
System-Level Turnover (2004-2009) Region 3



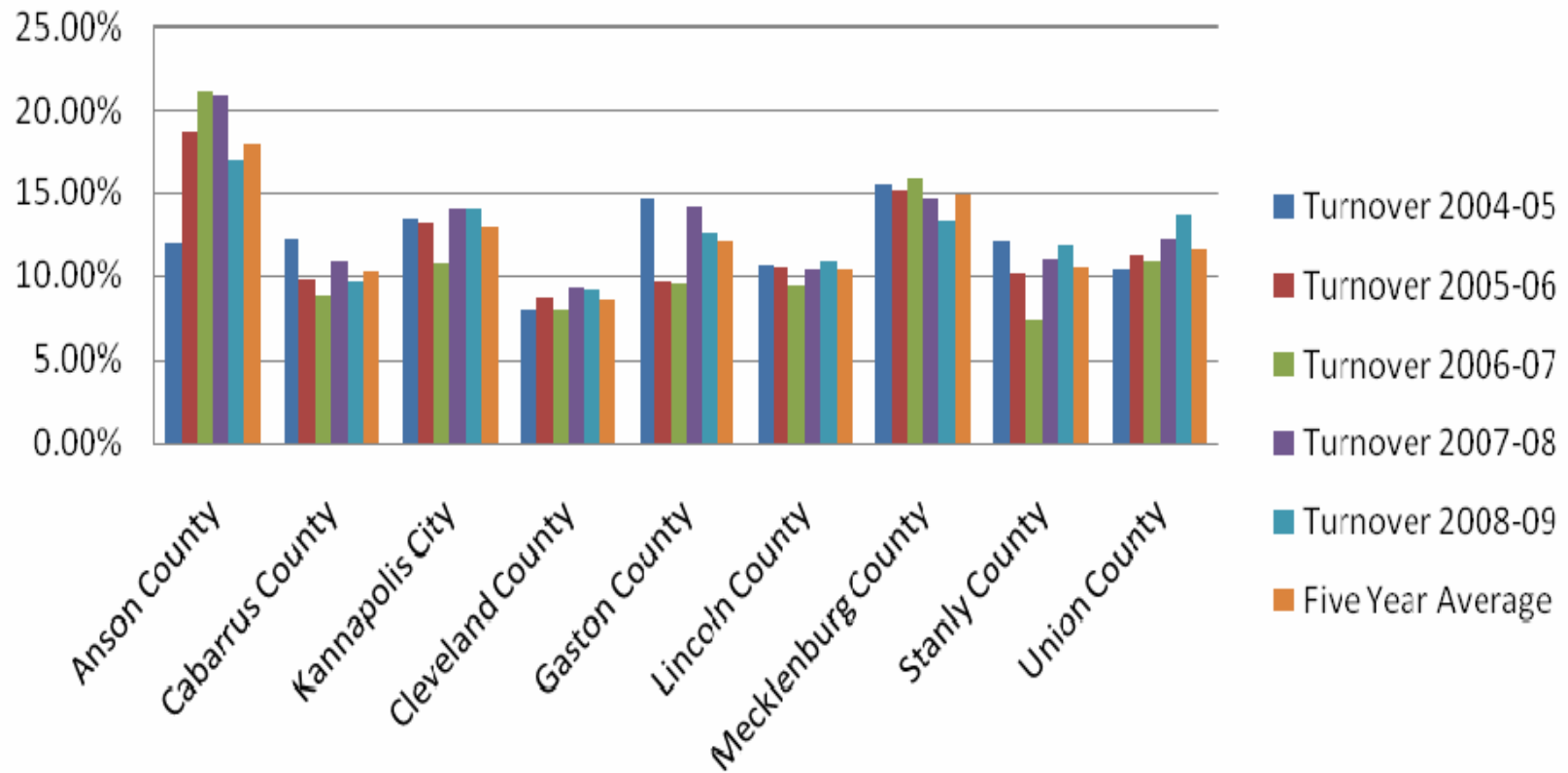
System-Level Turnover (2004-2009) Region 4



System-Level Turnover (2004-2009) Region 5

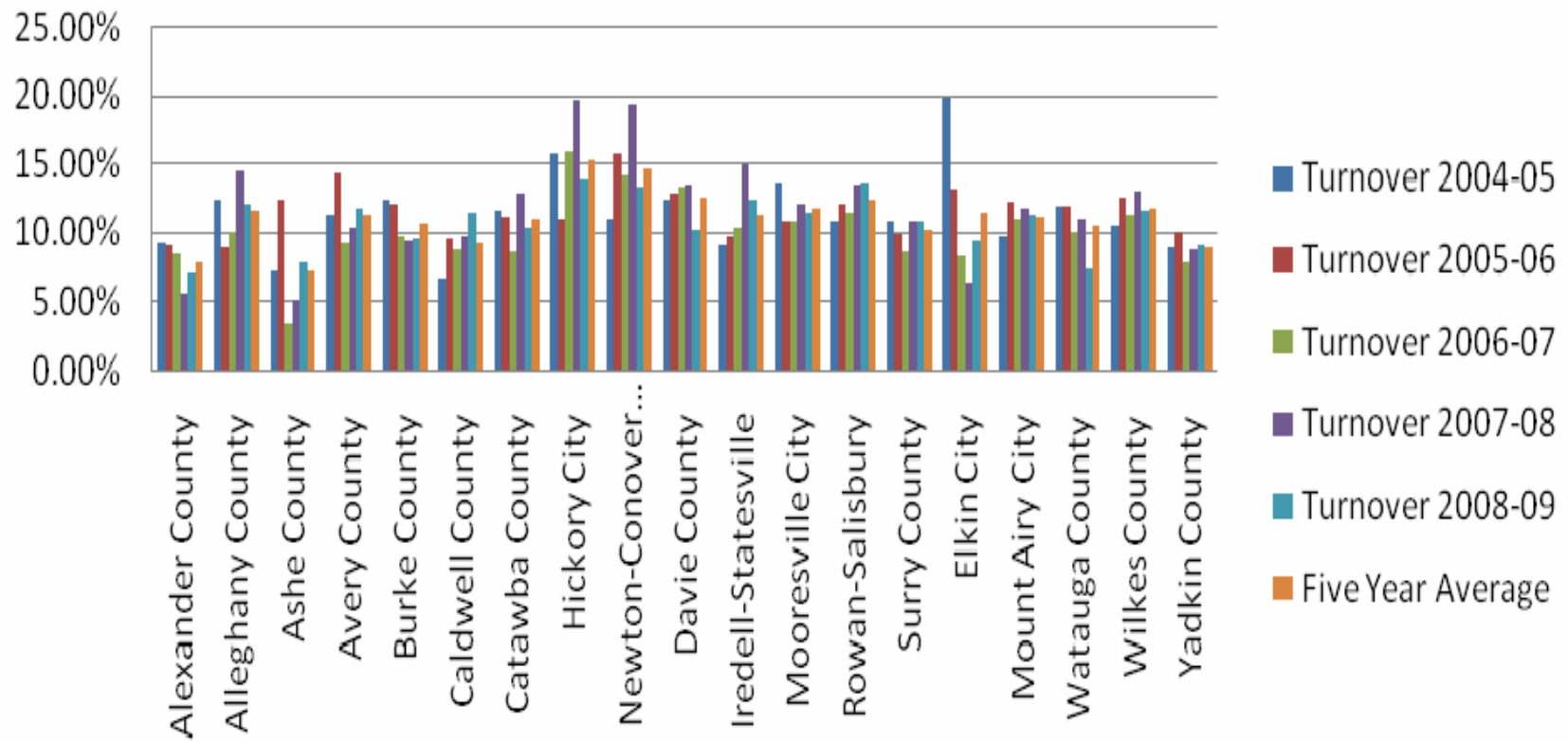


System-Level Turnover (2004-2009) Region 6

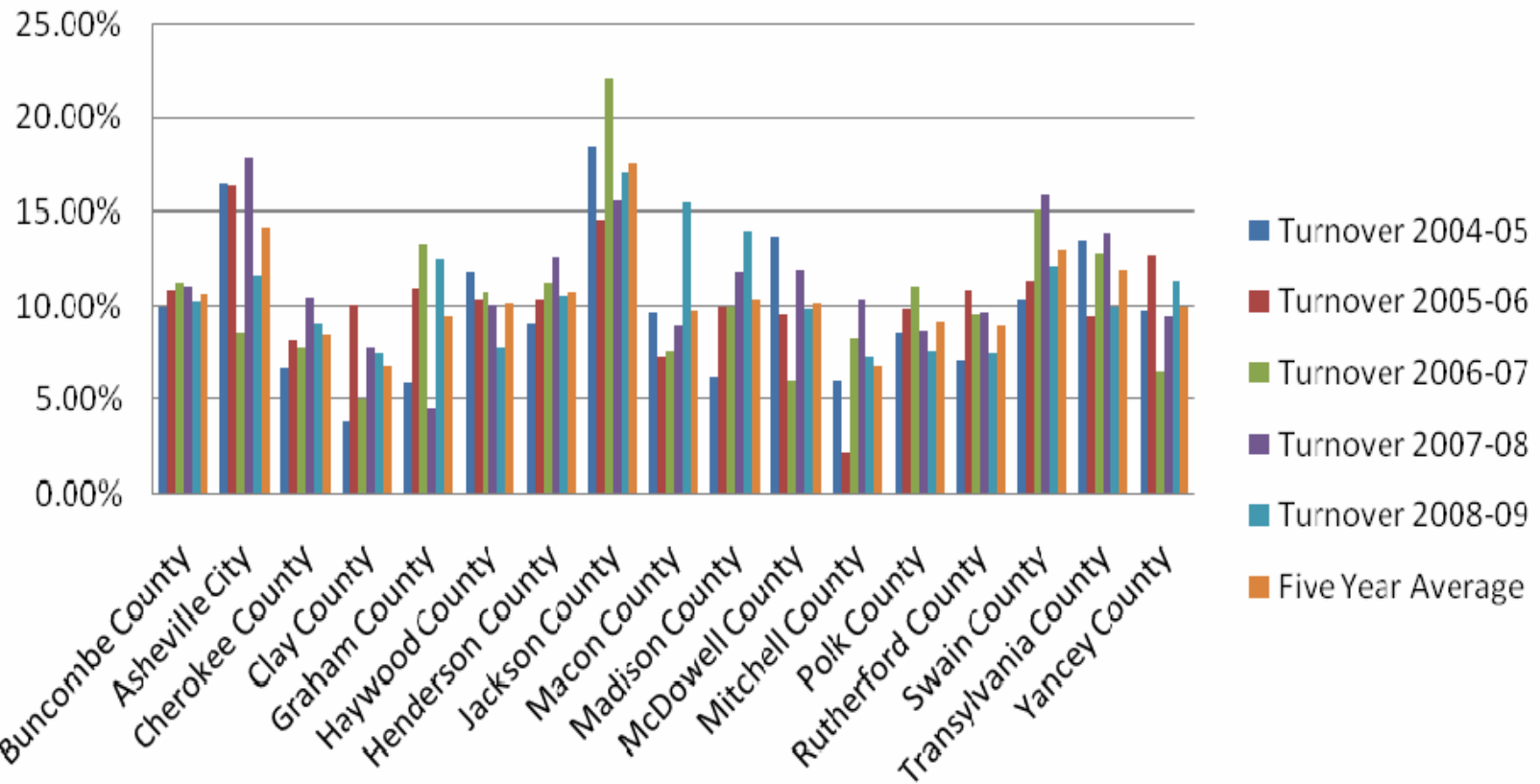


System-Level Turnover (2004-2009)

Region 7



System-Level Turnover (2004-2009) Region 8



Appendix E
Reasons for Turnover

**Reasons for Teacher Turnover
2004-2009**
(in descending rank order)

| RANK | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 |
|-------------|---|---|---|---|--|
| 1 | To teach elsewhere | To teach elsewhere | To teach elsewhere | To teach elsewhere | To teach elsewhere |
| 2 | Retired | Retired | Retired | Retired | Retired |
| 3 | Family Relocation | Family Relocation | Family Relocation | Family Relocation | Family Relocation |
| 4 | Other/Unknown Reasons | Other/Unknown Reasons | Other/Unknown Reasons | Other/Unknown Reasons | Other/Unknown Reasons |
| 5 | Family responsibilities/childcare | Family responsibilities/childcare | Family responsibilities/childcare | Family responsibilities/childcare | Stayed in LEA in a non-teaching position |
| 6 | Re-employed retired teacher resigned | Career Change | Career Change | Stayed in LEA in a non-teaching position | Family responsibilities/childcare |
| 7 | Career Change | Re-employed retired teacher resigned | Interim contract ended-not rehired | Interim contract ended-not rehired | Interim contract ended-not rehired |
| 8 | Dissatisfied with teaching | To continue education/ sabbatical | Re-employed retired teacher resigned | Re-employed retired teacher resigned | Re-employed retired teacher resigned |
| 9 | End of Contract | Didn't obtain/maintain license | To continue education/sabbatical | Career Change | Career Change |
| 10 | To continue education/sabbatical | Interim contract ended-not rehired | Health/Disability | To continue education/sabbatical | To continue education/sabbatical |
| 11 | Didn't obtain/maintain license | Dissatisfied with teaching | Dissatisfied with teaching | End of VIF term | Health/Disability |
| 12 | Health/Disability | Health/Disability | End of VIF term | Dissatisfied with teaching | End of VIF term |
| 13 | Non-Renewal (Probationary Contract ended) | Resigned in lieu of dismissal | Didn't obtain/maintain license | Resigned in lieu of dismissal | Didn't obtain/maintain license |
| 14 | Resigned in lieu of dismissal | End of VIF term | Resigned in lieu of dismissal | Didn't obtain/maintain license | Resigned in lieu of dismissal |
| 15 | End of VIF term | Non-Renewal (Probationary Contract ended) | Non-Renewal (Probationary Contract ended) | Non-Renewal (Probationary Contract ended) | Dissatisfied with teaching |

Appendix F
Analysis of Turnover

**Analysis of Turnover
2008-09**

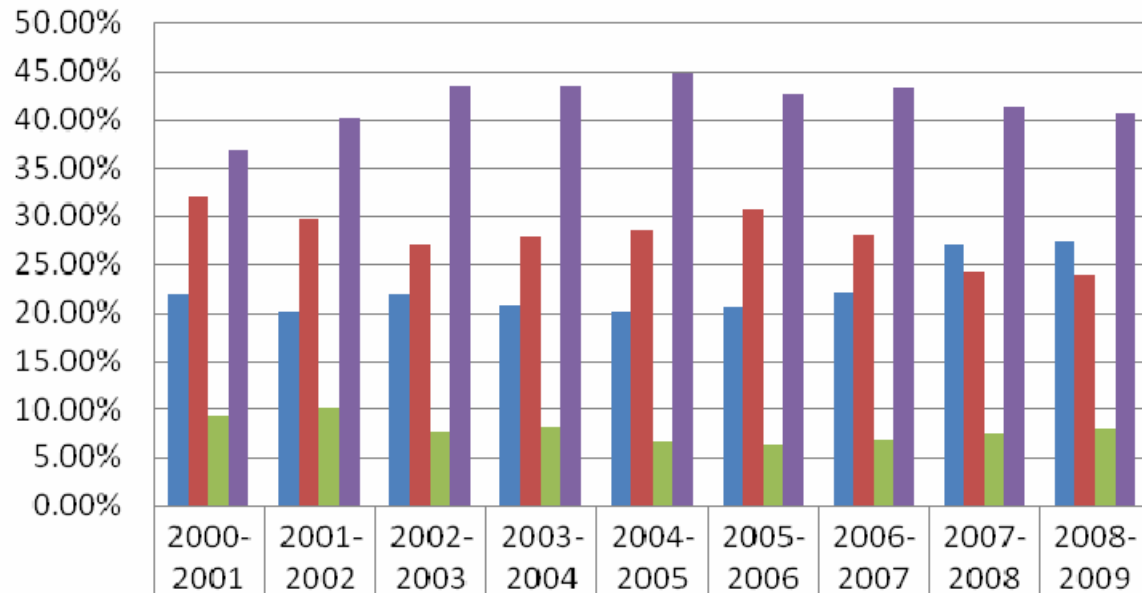
| Remained/ Remaining in Education | 3464 27.50% | Turnover that Might be Reduced | 3020 23.98% | Turnover Initiated by LEA | 1004 7.97% | Turnover Beyond Control | 5107 40.55% |
|---|----------------|---|----------------|---|---------------|---|----------------|
| Resigned to teach in another NC LEA | 2073 | Retired with reduced benefits | 228 | Non-Renewal (Probationary contract ended) | 153 | Reduction in Force | 40 |
| Resigned to teach in a NC Charter School | 72 | Resigned to teach in a NC non-public/private school | 109 | Interim contract ended-not rehired | 665 | Retired with full benefits | 1791 |
| Moved to a non-teaching position in education | 994 | Resigned to teach in another state | 493 | Resigned-In lieu of dismissal | 169 | Re-employed retired teacher resigned | 457 |
| Resigned-To continue education/ sabbatical | 325 | Resigned - Dissatisfied with teaching | 166 | Dismissed | 17 | Resigned - Family responsibility/child care | 694 |
| | | Resigned - Career Change | 375 | | | Resigned - Family Relocation | 1478 |
| | | Did not obtain or maintain license | 188 | | | Resigned - Because of health/disability | 210 |
| | | Resigned other reasons | 1118 | | | Resigned - Moved due to Military Orders | 86 |
| | | Resigned unknown reasons | 343 | | | Deceased | 61 |
| | | | | | | End of VIF Term | 209 |
| | | | | | | End of TFA Term | 81 |

Breakdown of Turnover by Category

| Remained/Remaining in Education | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 |
|---|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Resigned to teach in another NC LEA | 1701 | 1730 | 1921 | 1978 | 2201.5 | 2313 | 2073 |
| Resigned to teach in a NC Charter School | 29 | 42 | 35 | 32 | 58 | 67 | 72 |
| Moved to a non-teaching position in education | 396 | 255 | 198 | 241 | 226 | 929 | 994 |
| Resigned to continue education/sabbatical | 387 | 337 | 346 | 367 | 334 | 327 | 325 |
| | | | | | | | |
| Reasons that Might be Reduced | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 |
| Retired with reduced benefits | 185 | 213 | 217 | 251 | 304 | 242 | 228 |
| Resigned to teach in a NC non-public/private school | 83 | 66 | 73 | 104 | 95 | 111 | 109 |
| Resigned to teach in another state | 336 | 335 | 471 | 560 | 481.5 | 467 | 493 |
| Dissatisfied with teaching or career change | 600 | 651.5 | 929 | 1108 | 840 | 666 | 541 |
| Did not obtain or maintain license | 487 | 283 | 322 | 347 | 208 | 162 | 188 |
| Resigned for other reasons | 901 | 997 | 920 | 927 | 1020 | 1164 | 1118 |
| Resigned for unknown reasons | 529 | 614 | 603 | 607 | 628 | 431 | 343 |
| | | | | | | | |
| Reasons Initiated by LEA | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 |
| Non-renewal (probationary contract ended) | 361 | 277 | 201 | 173 | 127 | 142 | 153 |
| Interim contract ended--not rehired | 312 | 472 | 391 | 346 | 469.5 | 666 | 665 |
| Resigned in lieu of dismissal | 180 | 149 | 189 | 243 | 206 | 181 | 169 |
| Dismissed | 36 | 32 | 37 | 35 | 59 | 24 | 17 |
| | | | | | | | |

| Reasons Beyond Control | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 |
|---|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Reduction in Force | 32 | 24 | 19 | 7 | 34 | 37 | 40 |
| Retired with full benefits | 1807 | 1670 | 1815 | 1728 | 1802 | 1942 | 1791 |
| Re-employed retired teacher resigned | 442 | 438.5 | 567 | 377 | 426 | 459 | 457 |
| Resigned due to family responsibilities/ childcare | 740 | 777.3 | 818 | 879 | 855.5 | 802 | 694 |
| Resigned due to family relocation | 1644 | 1687.5 | 1794 | 1833 | 1705 | 1633 | 1478 |
| Resigned due to health/disability | 286 | 275 | 282 | 295 | 290 | 196 | 210 |
| Resigned due movement required by Military Orders | | | | | 72 | 60 | 86 |
| Deceased | 57 | 73 | 66 | 69 | 67 | 68 | 61 |
| End of VIF Term | | | 184 | 223 | 211 | 279 | 209 |
| End of TFA Term | | | | | 56 | 64 | 81 |

Categories of Reasons why Teachers Leave the Profession (2000-2009)



| | 2000-2001 | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 |
|-----------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| ■ Remained/Remaining in Education | 21.87% | 20.12% | 21.79% | 20.73% | 20.16% | 20.56% | 22.07% | 27.07% | 27.50% |
| ■ Turnover that Might be Reduced | 31.93% | 29.75% | 27.07% | 27.72% | 28.54% | 30.67% | 27.99% | 24.14% | 23.98% |
| ■ Turnover Initiated by the LEA | 9.30% | 10.09% | 7.70% | 8.16% | 6.60% | 6.26% | 6.74% | 7.54% | 7.97% |
| ■ Turnover Beyond Control | 36.87% | 40.04% | 43.43% | 43.38% | 44.72% | 42.50% | 43.19% | 41.24% | 40.55% |

**Numbers of Teachers Leaving
Category Analysis (2008-09)**

| LEA Code | LEA | Total Teachers | Teachers Leaving | Remained Remaining in Education | % | Reasons beyond control | % | Reasons that might be reduced | % | Reasons Initiated by the LEA | % |
|-----------------|---------------------|-----------------------|-------------------------|--|----------|-------------------------------|----------|--------------------------------------|----------|-------------------------------------|----------|
| 10 | Alamance-Burlington | 1522 | 210 | 68 | 32.38% | 80 | 38.10% | 58 | 27.62% | 4 | 1.90% |
| 20 | Alexander | 351 | 25 | 9 | 36.00% | 9 | 36.00% | 7 | 28.00% | 0 | 0.00% |
| 30 | Alleghany | 132 | 16 | 4 | 25.00% | 7 | 43.75% | 3 | 18.75% | 2 | 12.50% |
| 40 | Anson | 293 | 50 | 24 | 48.00% | 14 | 28.00% | 10 | 20.00% | 2 | 4.00% |
| 50 | Ashe | 255 | 20 | 4 | 20.00% | 9 | 45.00% | 5 | 25.00% | 2 | 10.00% |
| 60 | Avery | 187 | 22 | 7 | 31.82% | 11 | 50.00% | 3 | 13.64% | 1 | 4.55% |
| 70 | Beaufort | 525 | 67 | 21 | 31.34% | 28 | 41.79% | 6 | 8.96% | 12 | 17.91% |
| 80 | Bertie | 208 | 34 | 7 | 20.59% | 14 | 41.18% | 12 | 35.29% | 1 | 2.94% |
| 90 | Bladen | 376 | 43 | 10 | 23.26% | 21 | 48.84% | 9 | 20.93% | 3 | 6.98% |
| 100 | Brunswick | 777 | 95 | 36 | 37.89% | 34 | 35.79% | 15 | 15.79% | 10 | 10.53% |
| 110 | Buncombe | 1682 | 173 | 50 | 28.90% | 69 | 39.88% | 36 | 20.81% | 18 | 10.40% |
| 111 | Asheville City | 329 | 38 | 11 | 28.95% | 14 | 36.84% | 9 | 23.68% | 4 | 10.53% |
| 120 | Burke | 1065 | 102 | 36 | 35.29% | 56 | 54.90% | 6 | 5.88% | 4 | 3.92% |
| 130 | Cabarrus | 1846 | 178 | 60 | 33.71% | 58 | 32.58% | 53 | 29.78% | 7 | 3.93% |
| 132 | Kannapolis | 387 | 54 | 21 | 38.89% | 19 | 35.19% | 10 | 18.52% | 4 | 7.41% |
| 140 | Caldwell | 892 | 102 | 34 | 33.33% | 41 | 40.20% | 20 | 19.61% | 7 | 6.86% |
| 150 | Camden | 134 | 1 | 0 | 0.00% | 1 | 100.00% | 0 | 0.00% | 0 | 0.00% |
| 160 | Carteret | 660 | 75 | 2 | 2.67% | 51 | 68.00% | 22 | 29.33% | 0 | 0.00% |
| 170 | Caswell | 228 | 33 | 9 | 27.27% | 13 | 39.39% | 8 | 24.24% | 3 | 9.09% |
| 180 | Catawba | 1136 | 118 | 44 | 37.29% | 55 | 46.61% | 9 | 7.63% | 10 | 8.47% |
| 181 | Hickory Public | 310 | 43 | 19 | 44.19% | 15 | 34.88% | 3 | 6.98% | 6 | 13.95% |
| 182 | Newton Conover | 217 | 29 | 11 | 37.93% | 12 | 41.38% | 5 | 17.24% | 1 | 3.45% |
| 190 | Chatham | 584 | 89 | 27 | 30.34% | 36 | 40.45% | 26 | 29.21% | 0 | 0.00% |
| 200 | Cherokee | 287 | 26 | 9 | 34.62% | 13 | 50.00% | 4 | 15.38% | 0 | 0.00% |
| 210 | Edenton-Chowan | 189 | 31 | 8 | 25.81% | 16 | 51.61% | 4 | 12.90% | 3 | 9.68% |
| 220 | Clay | 106 | 8 | 5 | 62.50% | 3 | 37.50% | 0 | 0.00% | 0 | 0.00% |
| 230 | Cleveland | 1202 | 110 | 36 | 32.73% | 52 | 47.27% | 21 | 19.09% | 1 | 0.91% |
| 240 | Columbus | 459 | 59 | 13 | 22.03% | 33 | 55.93% | 12 | 20.34% | 1 | 1.69% |
| 241 | Whiteville City | 177 | 28 | 9 | 32.14% | 12 | 42.86% | 4 | 14.29% | 3 | 10.71% |
| 250 | Craven | 1005 | 141 | 44 | 31.21% | 47 | 33.33% | 34 | 24.11% | 16 | 11.35% |
| 260 | Cumberland | 3759 | 589 | 107 | 18.17% | 236 | 40.07% | 151 | 25.64% | 95 | 16.13% |

| LEA Code | LEA | Total Teachers | Teachers Leaving | Remained Remaining in Education | % | Reasons beyond control | % | Reasons that might be reduced | % | Reasons Initiated by the LEA | % |
|----------|-----------------------|----------------|------------------|---------------------------------|--------|------------------------|--------|-------------------------------|--------|------------------------------|--------|
| 270 | Currituck | 270 | 22 | 3 | 13.64% | 9 | 40.91% | 5 | 22.73% | 5 | 22.73% |
| 280 | Dare | 395 | 32 | 4 | 12.50% | 12 | 37.50% | 12 | 37.50% | 4 | 12.50% |
| 290 | Davidson | 1259 | 119 | 48 | 40.34% | 38 | 31.93% | 26 | 21.85% | 7 | 5.88% |
| 291 | Lexington City | 236 | 40 | 17 | 42.50% | 15 | 37.50% | 8 | 20.00% | 0 | 0.00% |
| 292 | Thomasville City | 191 | 43 | 26 | 60.47% | 7 | 16.28% | 4 | 9.30% | 6 | 13.95% |
| 300 | Davie | 450 | 46 | 8 | 17.39% | 23 | 50.00% | 8 | 17.39% | 7 | 15.22% |
| 310 | Duplin | 611 | 73 | 33 | 45.21% | 29 | 39.73% | 11 | 15.07% | 0 | 0.00% |
| 320 | Durham | 2326 | 395 | 161 | 40.76% | 107 | 27.09% | 118 | 29.87% | 9 | 2.28% |
| 330 | Edgecombe | 474 | 83 | 29 | 34.94% | 29 | 34.94% | 15 | 18.07% | 10 | 12.05% |
| 340 | Forsyth-Winston Salem | 3970 | 426 | 116 | 27.23% | 207 | 48.59% | 93 | 21.83% | 10 | 2.35% |
| 350 | Franklin | 574 | 77 | 16 | 20.78% | 35 | 45.45% | 26 | 33.77% | 0 | 0.00% |
| 360 | Gaston | 2066 | 260 | 78 | 30.00% | 115 | 44.23% | 51 | 19.62% | 16 | 6.15% |
| 370 | Gates | 157 | 17 | 9 | 52.94% | 3 | 17.65% | 4 | 23.53% | 1 | 5.88% |
| 380 | Graham | 88 | 11 | 4 | 36.36% | 5 | 45.45% | 2 | 18.18% | 0 | 0.00% |
| 390 | Granville | 573 | 74 | 25 | 33.78% | 24 | 32.43% | 22 | 29.73% | 3 | 4.05% |
| 400 | Greene | 227 | 24 | 7 | 29.17% | 9 | 37.50% | 8 | 33.33% | 0 | 0.00% |
| 410 | Guilford | 5010 | 645 | 177 | 27.44% | 214 | 33.18% | 166 | 25.74% | 88 | 13.64% |
| 420 | Halifax | 318 | 65 | 14 | 21.54% | 36 | 55.38% | 9 | 13.85% | 6 | 9.23% |
| 421 | Roanoke Rapids City | 197 | 21 | 8 | 38.10% | 8 | 38.10% | 5 | 23.81% | 0 | 0.00% |
| 422 | Weldon City | 77 | 16 | 7 | 43.75% | 2 | 12.50% | 5 | 31.25% | 2 | 12.50% |
| 430 | Harnett | 1279 | 210 | 56 | 26.67% | 60 | 28.57% | 76 | 36.19% | 18 | 8.57% |
| 440 | Haywood | 559 | 44 | 13 | 29.55% | 14 | 31.82% | 9 | 20.45% | 8 | 18.18% |
| 450 | Henderson | 916 | 97 | 31 | 31.96% | 31 | 31.96% | 34 | 35.05% | 1 | 1.03% |
| 460 | Hertford | 250 | 43 | 13 | 30.23% | 19 | 44.19% | 11 | 25.58% | 0 | 0.00% |
| 470 | Hoke | 514 | 112 | 42 | 37.50% | 29 | 25.89% | 38 | 33.93% | 3 | 2.68% |
| 480 | Hyde | 73 | 12 | 2 | 16.67% | 8 | 66.67% | 1 | 8.33% | 1 | 8.33% |
| 490 | Iredell-Statesville | 1417 | 175 | 67 | 38.29% | 68 | 38.86% | 28 | 16.00% | 12 | 6.86% |
| 491 | Mooreville Graded | 358 | 41 | 19 | 46.34% | 12 | 29.27% | 6 | 14.63% | 4 | 9.76% |
| 500 | Jackson | 270 | 46 | 15 | 32.61% | 17 | 36.96% | 9 | 19.57% | 5 | 10.87% |
| 510 | Johnston | 2110 | 262 | 74 | 28.24% | 127 | 48.47% | 44 | 16.79% | 17 | 6.49% |
| 520 | Jones | 109 | 28 | 13 | 46.43% | 5 | 17.86% | 10 | 35.71% | 0 | 0.00% |
| 530 | Lee | 618 | 94 | 31 | 32.98% | 37 | 39.36% | 26 | 27.66% | 0 | 0.00% |

| LEA Code | LEA | Total Teachers | Teachers Leaving | Remained Remaining in Education | % | Reasons beyond control | % | Reasons that might be reduced | % | Reasons Initiated by the LEA | % |
|-----------------|---------------------------|-----------------------|-------------------------|--|----------|-------------------------------|----------|--------------------------------------|----------|-------------------------------------|----------|
| 540 | Lenoir | 681 | 123 | 36 | 29.27% | 65 | 52.85% | 16 | 13.01% | 6 | 4.88% |
| 550 | Lincoln | 814 | 89 | 16 | 17.98% | 48 | 53.93% | 23 | 25.84% | 2 | 2.25% |
| 560 | Macon | 324 | 50 | 3 | 6.00% | 24 | 48.00% | 15 | 30.00% | 8 | 16.00% |
| 570 | Madison | 193 | 27 | 5 | 18.52% | 14 | 51.85% | 3 | 11.11% | 5 | 18.52% |
| 580 | Martin | 311 | 45 | 21 | 46.67% | 21 | 46.67% | 3 | 6.67% | 0 | 0.00% |
| 590 | McDowell | 458 | 45 | 9 | 20.00% | 12 | 26.67% | 17 | 37.78% | 7 | 15.56% |
| 600 | Charlotte-Mecklenburg | 8996 | 1194 | 86 | 7.20% | 553 | 46.31% | 456 | 38.19% | 99 | 8.29% |
| 610 | Mitchell | 163 | 12 | | 0.00% | 6 | 50.00% | 3 | 25.00% | 3 | 25.00% |
| 620 | Montgomery | 328 | 48 | 19 | 39.58% | 12 | 25.00% | 12 | 25.00% | 5 | 10.42% |
| 630 | Moore | 817 | 88 | 28 | 31.82% | 30 | 34.09% | 22 | 25.00% | 8 | 9.09% |
| 640 | Nash-Rocky Mount | 1164 | 155 | 41 | 26.45% | 85 | 54.84% | 12 | 7.74% | 17 | 10.97% |
| 650 | New Hanover | 1612 | 163 | 41 | 25.15% | 56 | 34.36% | 49 | 30.06% | 17 | 10.43% |
| 660 | Northampton | 228 | 53 | 24 | 45.28% | 15 | 28.30% | 11 | 20.75% | 3 | 5.66% |
| 670 | Onslow | 1513 | 229 | 49 | 21.40% | 121 | 52.84% | 54 | 23.58% | 5 | 2.18% |
| 680 | Orange | 529 | 83 | 43 | 51.81% | 26 | 31.33% | 13 | 15.66% | 1 | 1.20% |
| 681 | Chapel Hill-Carrboro | 894 | 106 | 29 | 27.36% | 50 | 47.17% | 18 | 16.98% | 9 | 8.49% |
| 690 | Pamlico | 132 | 26 | 3 | 11.54% | 14 | 53.85% | 2 | 7.69% | 7 | 26.92% |
| 700 | Pasquotank-Elizabeth City | 465 | 69 | 6 | 8.70% | 35 | 50.72% | 24 | 34.78% | 4 | 5.80% |
| 710 | Pender | 536 | 70 | 26 | 37.14% | 27 | 38.57% | 17 | 24.29% | 0 | 0.00% |
| 720 | Perquimans | 129 | 17 | 5 | 29.41% | 7 | 41.18% | 3 | 17.65% | 2 | 11.76% |
| 730 | Person | 406 | 79 | 40 | 50.63% | 16 | 20.25% | 16 | 20.25% | 7 | 8.86% |
| 740 | Pitt | 1683 | 241 | 36 | 14.94% | 114 | 47.30% | 68 | 28.22% | 23 | 9.54% |
| 750 | Polk | 196 | 15 | 3 | 20.00% | 3 | 20.00% | 5 | 33.33% | 4 | 26.67% |
| 760 | Randolph | 1253 | 137 | 53 | 38.69% | 56 | 40.88% | 20 | 14.60% | 8 | 5.84% |
| 761 | Asheboro City | 324 | 59 | 28 | 47.46% | 22 | 37.29% | 9 | 15.25% | 0 | 0.00% |
| 770 | Richmond | 571 | 97 | 48 | 49.48% | 41 | 42.27% | 6 | 6.19% | 2 | 2.06% |
| 780 | Robeson | 1580 | 243 | 90 | 37.04% | 104 | 42.80% | 48 | 19.75% | 1 | 0.41% |
| 790 | Rockingham | 986 | 88 | 27 | 30.68% | 45 | 51.14% | 7 | 7.95% | 9 | 10.23% |
| 800 | Rowan-Salisbury | 1450 | 199 | 67 | 33.67% | 69 | 34.67% | 50 | 25.13% | 13 | 6.53% |
| 810 | Rutherford | 648 | 49 | 16 | 32.65% | 23 | 46.94% | 6 | 12.24% | 4 | 8.16% |
| 820 | Sampson | 550 | 63 | 31 | 49.21% | 24 | 38.10% | 7 | 11.11% | 1 | 1.59% |

| LEA Code | LEA | Total Teachers | Teachers Leaving | Remained Remaining in Education | % | Reasons beyond control | % | Reasons that might be reduced | % | Reasons Initiated by the LEA | % |
|----------|-----------------|----------------|------------------|---------------------------------|---------------|------------------------|---------------|-------------------------------|---------------|------------------------------|--------------|
| 821 | Clinton City | 220 | 37 | 18 | 48.65% | 12 | 32.43% | 2 | 5.41% | 5 | 13.51% |
| 830 | Scotland | 544 | 85 | 5 | 5.88% | 18 | 21.18% | 61 | 71.76% | 1 | 1.18% |
| 840 | Stanly | 707 | 84 | 32 | 38.10% | 41 | 48.81% | 9 | 10.71% | 2 | 2.38% |
| 850 | Stokes | 501 | 60 | 29 | 48.33% | 20 | 33.33% | 10 | 16.67% | 1 | 1.67% |
| 860 | Surry | 616 | 67 | 22 | 32.84% | 21 | 31.34% | 16 | 23.88% | 8 | 11.94% |
| 861 | Elkin | 96 | 9 | 3 | 33.33% | 4 | 44.44% | 2 | 22.22% | 0 | 0.00% |
| 862 | Mount Airy City | 133 | 15 | 2 | 13.33% | 9 | 60.00% | 1 | 6.67% | 3 | 20.00% |
| 870 | Swain | 150 | 18 | 6 | 33.33% | 5 | 27.78% | 4 | 22.22% | 3 | 16.67% |
| 880 | Transylvania | 273 | 27 | 10 | 37.04% | 12 | 44.44% | 2 | 7.41% | 3 | 11.11% |
| 890 | Tyrrell | 54 | 9 | 3 | 33.33% | 5 | 55.56% | 0 | 0.00% | 1 | 11.11% |
| 900 | Union | 2491 | 338 | 35 | 10.36% | 147 | 43.49% | 119 | 35.21% | 37 | 10.95% |
| 910 | Vance | 572 | 113 | 52 | 46.02% | 40 | 35.40% | 15 | 13.27% | 6 | 5.31% |
| 920 | Wake | 9319 | 1036 | 255 | 24.61% | 377 | 36.39% | 255 | 24.61% | 149 | 14.38% |
| 930 | Warren | 195 | 37 | 11 | 29.73% | 18 | 48.65% | 6 | 16.22% | 2 | 5.41% |
| 940 | Washington | 170 | 16 | 4 | 25.00% | 9 | 56.25% | 3 | 18.75% | 0 | 0.00% |
| 950 | Watauga | 363 | 27 | 12 | 44.44% | 9 | 33.33% | 4 | 14.81% | 2 | 7.41% |
| 960 | Wayne | 1359 | 149 | 48 | 32.21% | 76 | 51.01% | 22 | 14.77% | 3 | 2.01% |
| 970 | Wilkes | 662 | 77 | 17 | 22.08% | 37 | 48.05% | 7 | 9.09% | 16 | 20.78% |
| 980 | Wilson | 812 | 109 | 36 | 33.03% | 54 | 49.54% | 6 | 5.50% | 13 | 11.93% |
| 990 | Yadkin | 407 | 37 | 17 | 45.95% | 15 | 40.54% | 3 | 8.11% | 2 | 5.41% |
| 995 | Yancey | 185 | 21 | 7 | 33.33% | 7 | 33.33% | 3 | 14.29% | 4 | 19.05% |
| | | | | | | | | | | | |
| | TOTALS | 98,985 | 12,595 | 3464 | 27.50% | 5107 | 40.55% | 3020 | 23.98% | 1004 | 7.97% |



Appendix G

Teacher Turnover and Teacher Working Conditions



Teacher Working Conditions in 2009 High and Low Turnover Districts

by
Eric Hirsch and Andrew Sioberg, New Teacher Center

An examination of the highest and lowest turnover districts from 2009 reinforces what has already been documented in analyses of the 2008 North Carolina Teacher Working Conditions Survey: teacher attrition is a serious problem facing many districts – and improving working conditions are a potentially powerful lever to help address the issue. Evidence throughout the survey indicates that teachers with positive perceptions about their working conditions, particularly in the areas of leadership and decision-making, want to remain working in their current school.

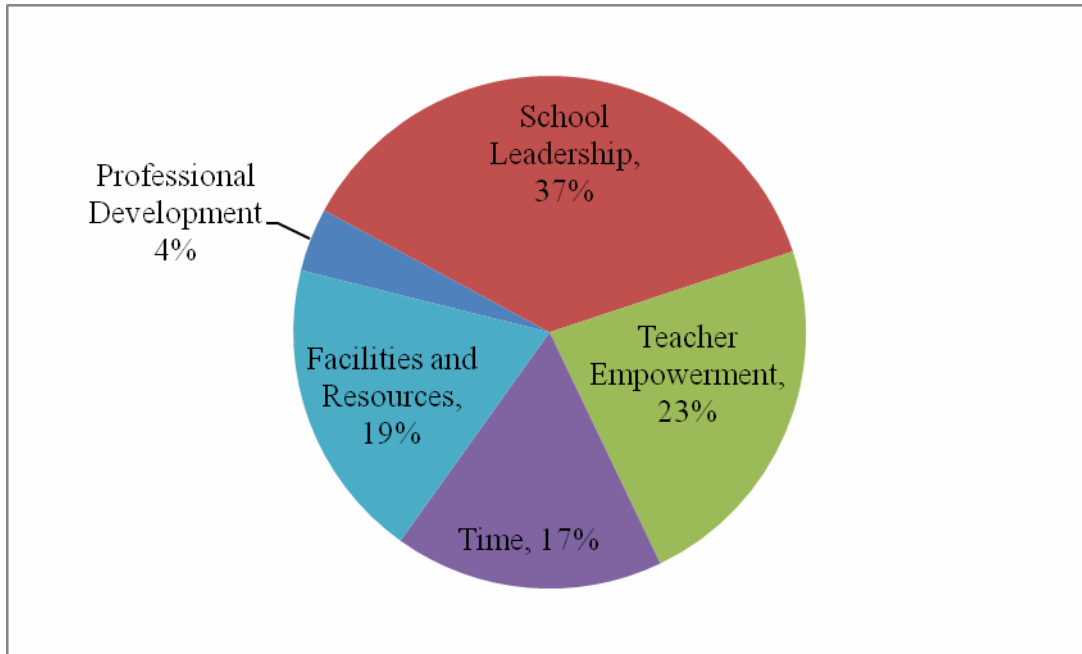
Analyses from the 2008 Teacher Working Conditions Survey discovered similar patterns to previous iterations of the survey and corroborated by other research, the presence of working conditions is strongly connected to the future employment plans of North Carolina teachers and actual attrition. Teachers in the lowest turnover schools are significantly more likely to note the presence of an atmosphere of trust and effective school leadership and effective School Improvement Teams. Consider the following

- Teachers who indicate that they want to remain teaching in their current school are almost three times more likely to report that the School Improvement Team is effective and almost twice as likely to report that teachers play at least a large role in school improvement planning. In looking at actual attrition, the greatest differences between the highest and lowest turnover schools at all levels is the overall perception of the school being a good place to work and learn, the effectiveness of the School Improvement Team, the presence of an atmosphere of trust and mutual respect, and the ability of leadership to shield teachers from disruption.
- Statistical models demonstrate that different working conditions are significant at different school levels in explaining teacher attrition.
 - At the elementary school level, school leadership was statistically significant in explaining school level turnover. Higher percentage of fully licensed teachers and the proportion of educators with advanced degrees were also significant.
 - At the middle school level, the role of teachers in making decision—from teaching and classroom to school wide practices—were significant in explaining teacher turnover. Teachers in lower turnover schools were significantly more likely to play a large role in making various decisions. Smaller middle schools, those with higher proportion of licensed teachers and those serving less diverse students were more likely to have lower turnover.
 - For high schools, those with higher rates of agreement in the area of facilities and resources were significantly more likely to have lower teacher attrition. The proportion of fully licensed teachers and school size were significant influences as well.

For detailed findings and discussion on the 2008 survey, please refer to the information located online at www.ncteachingconditions.org

On the 2008 North Carolina Teacher Working Conditions Survey, more than one-third (37 percent) of teachers indicate that school leadership is the most important working condition influencing their decision about where to work (Figure 1). About twice as many teachers selected school leadership as facilities, resources, and time. Approximately one-quarter (23 percent) of teachers report that empowerment is most important in deciding whether to remain working in their current school.

Figure 1
Working Conditions Perceived by Teachers as Most Important to Their Future Employment Plans



Differences in Teacher Working Conditions between High and Low Turnover Districts

An examination of the questions with the greatest differences between the highest ten and lowest ten turnover rate districts in North Carolina in 2009 corroborate teachers' views about the importance of school leadership (Table 1)¹.

- There are variations in perceptions in the sufficiency of resources across high and low turnover districts. For example, eight out of ten teachers (83 percent) in lowest turnover districts agree that they have sufficient access to office equipment and supplies compared to six out of ten (62 percent) teachers in high turnover districts.
- Educators in low turnover school districts (75 percent) are more likely to agree there is an atmosphere of trust and mutual respect within their school than those educators in schools with high turnovers (59 percent). The ability leadership to support teachers, specifically in teachers' efforts to maintain discipline and enforce rules of student conduct were significantly different across high and low turnover districts.
- About two-thirds of educators in low turnover school districts (66 percent) indicate that school leadership shields teachers from disruptions compared to about half (51 percent) in those with the highest turnover.

¹ Ten highest turnover districts: Jones, Northampton, Thomasville City, Hoke, Weldon City, Halifax, Vance, Pamlico, Person, Warren. Ten lowest turnover districts: Camden, Alexander, Mitchell, Watauga, Clay, Rutherford, Polk, Ashe, Haywood, Dare.

Table 1
Questions with the Greatest Differences between the Top Ten Highest and Lowest Turnover School Districts

| 2008 Teacher Working Conditions Survey Item | Percent Agreeing | | |
|--|--|--|------------|
| | Average Agreement for 10 Least Turnover LEAs in 2009 | Average Agreement for 10 Highest Turnover LEAs in 2009 | Difference |
| Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc. | 83 | 62 | 21 |
| Sufficient funds and resources are available to allow teachers to take advantage of professional development activities. | 62 | 42 | 20 |
| There is an atmosphere of trust and mutual respect within the school. | 75 | 59 | 16 |
| School leadership tries to minimize the amount of routine administrative paperwork required of teachers. | 66 | 51 | 15 |
| Teachers have sufficient access to appropriate instructional materials and resources. | 83 | 68 | 15 |
| The school leadership shields teachers from disruptions, allowing teachers to focus on educating students. | 74 | 61 | 13 |
| The school leadership support teachers' efforts to maintain discipline in the classroom. | 78 | 65 | 13 |
| The school leadership consistently supports teachers. | 78 | 66 | 12 |
| The school leadership consistently enforces rules for student conduct. | 69 | 57 | 12 |
| The faculty is committed to helping every student learn. | 91 | 80 | 11 |

Note: Table is organized by questions with the greatest differences between the top 10 highest and lowest turnover districts. Agreement includes those who “agree” or “strongly agree” to the question.

There are areas where working conditions appear similar across the sets of districts as well. About two thirds of teachers in both high and low performing districts agree that teachers are provided opportunities to learn from one another. About six in ten teachers in both groups acknowledged they have time available to collaborate with their colleagues. Both groups also reported the staff works in a school environment that is clean and well maintained.

These results should be viewed with some caution, as there is great variation in working conditions in schools within and across the school districts examined. Several schools in the highest turnover districts report have more positive conditions than schools those in the lowest. But even with these cautions, it appears that working conditions are important to retaining teachers across North Carolina school districts. Supportive school leaders with sufficient resources working in trusting environments are key ingredients to low teacher turnover within schools and districts.