		and so so		License Types								
LEA Name	Percent Retained from 02-03 to 03-04	2003-04 Tchrs	NBPTS	Continuing	Initial	Temporary Permit	Provisional	Lateral Entry	SB 1124	Emergency Permit	VIF	No .
Durham Public	80.3	2,238	109	66.26%	17.38%	1.61%	4.92%	7.51%	0.40%	1.52%	0.09%	0.31%
Edgecombe	82.8	511	34	70.06%	13.89%	2.74%	5.09%	7.83%	0.39%	0.00%	0.00%	0.00%
Forsyth	87.4	3,636	174	75.66%	11.96%	0.88%	3.82%	5.47%	0.36%	0.96%	0.11%	0.77%
Franklin	78.6	518	11	59.85%	13.90%	2.51%	5.98%	15.25%	2.51%	0.00%	0.00%	0.00%
Gaston	87.8	1,973	103	74.91%	12.67%	2.08%	4.21%	5.17%	0.15%	0.05%	0.56%	0.20%
Gates	89.6	155	6	83.23%	7.74%	1.29%	4.52%	3.23%	0.00%	0.00%	0.00%	0.00%
Graham	93.3	93	10	84.95%	10.75%	0.00%	2.15%	0.00%	1.08%	1.08%	0.00%	0.00%
Granville	82.5	551	13	70.24%	15.25%	2.18%	3.63%	7.26%	0.73%	0.73%	0.00%	0.00%
Greene	81.1	236	10	67.80%	21.19%	0.42%	5.08%	5.08%	0.00%	0.42%	0.00%	0.00%
Guilford	83.6	4,591	267	68.61%	14.86%	2.66%	4.31%	7.28%	0.30%	0.54%	1.22%	0.22%
Halifax	81.5	377	7	64.46%	4.51%	1.33%	3.71%	21.75%	0.27%	3.98%	0.00%	0.00%
Roanoke Rapids City	93.3	199	24	86.43%	9.05%	0.50%	1.51%	2.51%	0.00%	0.00%	0.00%	0.00%
Weldon City	70.1	87	1	55.17%	5.75%	1.15%	4.60%	22.99%	8.05%	2.30%	0.00%	0.00%
Harnett	82.0	1,117	34	67.23%	15.76%	1.07%	4.03%	9.94%	0.00%	0.27%	1.43%	0.27%
Haywood	86.4	545	49	76.15%	17.25%	0.37%	4.04%	2.20%	0.00%	0.00%	0.00%	0.00%
Henderson	88.6	807	79	80.17%	13.88%	0.50%	3.22%	1.49%	0.00%	0.50%	0.00%	0.25%
Hertford	81.1	256	4	66.02%	9.77%	3.91%	2.34%	14.45%	3.52%	0.00%	0.00%	0.00%
Hoke	73.5	400	4	63.50%	15.00%	5.75%	4.50%	9.00%	0.00%	0.25%	2.00%	0.00%
Hyde	82.2	72	4	75.00%	9.72%	2.78%	5.56%	1.39%	0.00%	5.56%	0.00%	0.00%
Iredell-Statesville	86.1	1,232	77	71.75%	15.58%	1.22%	4.79%	4.95%	0.00%	0.89%	0.57%	0.24%
Mooresville City	88.3	276	28	82.25%	8.33%	0.36%	4.71%	3.62%	0.72%	0.00%	0.00%	0.00%
Jackson	82.0	269	20	75.84%	15.99%	1.49%	4.46%	1.86%	0.00%	0.00%	0.00%	0.37%
Johnston	84.0	1,806	101	69.16%	15.78%	2.93%	4.15%	6.92%	0.00%	0.11%	0.89%	0.06%
Jones	86.0	115	14	73.04%	14.78%	0.00%	1.74%	10.43%	0.00%	0.00%	0.00%	0.00%
Lee	83.6	586	37	74.06%	12.29%	3.75%	2.90%	6.14%	0.17%	0.00%	0.51%	0.17%
Lenoir	85.7	703	31	72.40%	11.95%	1.28%	4.84%	8.11%	0.00%	1.14%	0.28%	0.00%
Lincoln	86.6	735	61	75.51%	15.24%	0.27%	3.81%	4.35%	0.00%	0.68%	0.14%	0.00%
Macon	90.5	298	18	78.86%	10.40%	0.67%	4.03%	5.03%	0.67%	0.00%	0.00%	0.34%
Madison	78.5	188	2	68.09%	16.49%	2.66%	6.38%	4.26%	0.00%	1.06%	0.00%	1.06%
Martin	86.1	337	5	78.34%	9.50%	0.89%	3.26%	6.23%	0.30%	1.48%	0.00%	0.00%
McDowell	88.3	438	35	71.00%	16.44%	1.37%	5.25%	5.25%	0.30%	0.68%	0.00%	0.00%
Charlotte-Mecklenburg	82.4	7,622	585	64.41%	20.39%	2.40%	3.49%	7.64%	0.00%		0.00%	0.00%
Mitchell	92.0	164	7	76.83%	14.63%			1.83%			0.42%	0.21%
Montgomery	80.4	315	21	67.62%	13.02%	3.17%		7.30%			2.54%	0.00%
Moore	85.1	797	51	75.28%	13.02%			4.27%			0.00%	0.00%
Nash	85.0	1,221	58	73.30%	11.30%			7.04%			0.00%	0.41%
New Hanover	85.9	1,426	138	76.58%	16.20%			2.95%			0.33%	0.41%
Northampton	76.2	232										0.00%
			103	62.07%	7.33%			14.66%			0.43%	
Onslow	85.8	1,349	103	71.76%	16.98%			5.11%			0.00%	0.00%
Orange	81.9	494	59	81.58%	15.79%	0.20%	0.81%	1.62%	0.00%	0.00%	0.00%	0.00%

	License Types Percent											
LEA Name	Retained from 02-03 to 03-04	2003-04 Tchrs	NBPTS	Continuing	initlai	Temporary Permit	Provisional	Lateral Entry	SB 1124	Emergency Permit	VIF	No License
Chapel Hill-Carborro City	83.3	849	135	73.73%	18.37%	3.18%	1.88%	1.53%	0.00%	0.00%	0.94%	0.35%
Pamlico	87.3	146	13	78.77%	8.22%	2.74%	4.79%	4.11%	0.68%	0.68%	0.00%	0.00%
Pasquotank	82.1	410	30	72.93%	15.37%	3.90%	2.44%	4.15%	0.73%	0.00%	0.24%	0.24%
Pender	80.2	474	47	69.20%	23.84%	0.42%	3.16%	3.38%	0.00%	0.00%	0.00%	0.00%
Perquimans	92.8	125	19	85.60%	9.60%	0.00%	4.80%	0.00%	0.00%	0.00%	0.00%	0.00%
Person	86.5	398	24	70.35%	16.83%	2.26%	3.77%	6.28%	0.00%	0.50%	0.00%	0.00%
Pitt	86.0	1,519	140	76.50%	11.65%	1.84%	4.28%	4.61%	0.59%	0.00%	0.46%	0.07%
Polk	88.4	203	22	73.40%	19.70%	0.00%	3.45%	3.45%	0.00%	0.00%	0.00%	0.00%
Randolph	85.4	1,186	88	70.49%	12.14%	1.85%	4.47%	7.67%	0.00%	2.28%	1.01%	0.08%
Asheboro City	86.8	304	19	74.67%	12.83%	2.96%	1.97%	6.91%	0.00%	0.00%	0.33%	0.33%
Richmond	87.7	558	16	72.58%	8.42%	1.25%	6.27%	8.60%	0.00%	2.51%	0.36%	0.00%
Robeson -	87.1	1,500	51	70.00%	14.60%	3.00%	1.73%	9.53%	0.00%	0.00%	1.13%	0.00%
Rockingham	88.5	977	101	78.40%	10.03%	1.54%	4.09%	5.32%	0.00%	0.10%	0.41%	0.10%
Rowan	87.6	1,369	97	75.68%	12.78%	1.61%	4.82%	3.94%	0.07%	0.44%	0.44%	0.22%
Rutherford	85.3	643	34	80.09%	11.51%	0.16%	3.73%	4.35%	0.00%	0.16%	0.00%	0.00%
Sampson	84.3	533	20	68.29%	16.51%	0.56%	3.38%	10.13%	0.56%	0.19%	0.38%	0.00%
Clinton City	88.6	196	12	78.57%	10.71%	0.00%	3.57%	5.10%	0.51%	1.02%	0.00%	0.51%
Scotland	83.3	538	31	70.63%	10.59%	1.30%	4.83%	10.04%	0.00%	2.23%	0.19%	0.19%
Stanly	89.0	678	78	75.22%	13.57%	0.15%	4.72%	5.75%	0.00%	0.44%	0.00%	0.15%
Stokes	87.7	522	27	71.26%	15.71%	1.34%	4.02%	6.13%	0.19%	0.57%	0.57%	0.19%
Surry	85.3	593	36	73.19%	14.67%	0.34%	7.42%	4.38%	0.00%	0.00%	0.00%	0.00%
Elkin City	89.5	86	7	86.05%	10.47%	0.00%	1.16%	1.16%	0.00%	0.00%	0.00%	1.16%
Mt. Airy City	86.2	136	4	73.53%	12.50%	2.21%	7.35%	4.41%	0.00%	0.00%	0.00%	0.00%
Swain	89.0	145	11	71.72%	21.38%	0.00%	4.83%	2.07%	0.00%	0.00%	0.00%	0.00%
Transylvania	89.3	270	19	82.59%	11.11%	0.00%	5.19%	0.74%	0.37%	0.00%	0.00%	0.00%
Tyrrell	76.3	59	2	77.97%	11.86%	0.00%	3.39%	3.39%	0.00%	3.39%	0.00%	0.00%
Union	85.1	1,769	130	66.37%	17.18%	2.43%	4.97%	5.60%	0.90%	1.24%	0.57%	0.73%
Vance	78.1	566	18	57.95%	13.07%	3.18%	4.24%	18.20%	0.53%	2.83%	0.00%	0.00%
Wake	85.7	7,361	634	72.99%	17.84%	2.08%	3.38%	3.11%	0.01%	0.39%	0.16%	0.03%
Warren	81.7	212	8	56.60%	8.96%	2.36%	3.77%	25.00%	0.00%	2.36%	0.94%	0.00%
Washington	87.0	175	6	79.43%	8.00%	0.57%	4.57%	6.86%	0.00%	0.00%	0.57%	0.00%
Watauga	87.7	376	27	76.60%	13.30%	0.53%	7.18%	2.13%	0.00%	0.00%	0.00%	0.27%
Wayne	85.7	1,301	92	74.17%	12.14%	0.92%		8.15%	4457-4441	0.15%	0.15%	0.08%
Wilkes	86.1	681	29	77.68%	13.95%	1.03%		1.76%	0.00%	0.88%	0.00%	0.00%
Wilson	84.9	818	41	76.53%	11.98%	0.73%	4.03%	6.23%	0.12%	0.24%	0.00%	0.12%
Yadkin	90.4	372	16	77.42%	11.56%	0.81%		6.45%	0.00%	1.61%	0.00%	0.27%
Yancey	90.9	181	21	82.32%	9.94%	0.55%		2.21%		0.55%	0.00%	0.00%
Totals:		90,709	6,097	72.28%	14.80%	1.69%	3.94%	5.93%	0.23%	0.59%	0.37%	0.16%

### Years of Experience

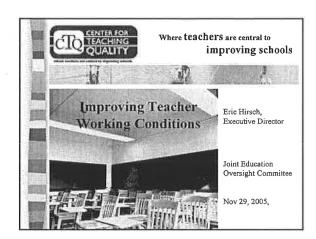
LEA Name	0-3 Yrs	Ехр	4-10 Yrs	Exp	10+ Yrs Exp		
Alamance-Burlington	446	30.30%	389	26.43%	637	43.27%	
Alexander	88	25.58%	96	27.91%	160	46.51%	
Alleghany	15	12.30%	31	25.41%	76	62.30%	
Anson	77	25.50%	60	19.87%	165	54.64%	
Ashe	33	13.69%	59	24.48%	149	61.83%	
Avery	25	13.02%	43	22.40%	124	64.58%	
Beaufort	78	14.72%	145	27.36%	307	57.92%	
Bertie	49	20.68%	55	23.21%	133	56.12%	
Bladen	65	16.80%	105	27.13%	217	56.07%	
Brunswick	136	18.48%	205	27.85%	395	53.67%	
Buncombe	262	16.38%	385	24.06%	953	59.56%	
Asheville City	56	17.78%	96	30.48%	163	51.75%	
Burke	255	24.29%	309	29.43%	486	46.29%	
Cabarrus	355	24.23%	457	31.19%	653	44.57%	
Kannapolis City	118	35.22%	99	29.55%	118	35.22%	
Caldwell	167	19.69%	225	26.53%	456	53.77%	
Camden	14	14.14%	33	33.33%	52	52.53%	
Carteret	85	13.20%	159	24.69%	400	62.11%	
Caswell	35	14.89%	44	18.72%	156	66.38%	
Catawba	190	18.16%	289	27.63%	567	54.21%	
Hickory City	68	22.15%	81	26.38%	158	51.47%	
Newton-Conover City	62	27.43%	55	24.34%	109	48.23%	
Chatham	126	24.75%	126	24.75%	257	50.49%	
Cherokee	52	18.98%	71	25.91%	151	55.11%	
Chowan	29	16.11%	48	26.67%	103	57.22%	
Clay	9	9.09%	22	22.22%	68	68.69%	
Cleveland	172	25.37%	149	21.98%	357	52.65%	
Kings Mtn. Dist.	55	18.52%	96	32.32%	146	49.16%	
Shelby City	48	19.92%	69	28.63%	124	51.45%	
Columbus	59	12.50%	110	23.31%	303	64.19%	
Whiteville City	20	10.20%	50	25.51%	126	64.29%	
Craven	185	18.71%	256	25.88%	548	55.41%	
Cumberland	1,028	28.83%	952	26.70%	1,586	44.489	
Currituck	47	18.58%	87	34.39%	119	47.049	
Dare	58	15.55%	103	27.61%	212	56.84%	
Davidson	225	18.40%	335	27.39%	663	54.21%	
Lexington City	88	37.93%	52	22.41%	92	39.66%	
Thomasville City	44	23.78%	54	29.19%	87	47.03%	
Davie	81	19.95%	109	26.85%	216	53.20%	
Duplin	141	23.15%	161	26.44%	307	50.41%	

### Years of Experience

LEA Name	0-3 Yrs		4-10 Yrs		10+ Yrs Exp		
Durham Public	553	24.71%	666	29.76%	1,019	45.53%	
Edgecombe	114	22.31%	123	24.07%	274	53.62%	
Forsyth	733	20.16%	972	26.73%	1,931	53.11%	
Franklin	159	30.69%	147	28.38%	212	40.93%	
Gaston	390	19.77%	494	25.04%	1,089	55.20%	
Gates	18	11.61%	42	27.10%	95	61.29%	
Graham	10	10.75%	25	26.88%	58	62.37%	
Granville	135	24.50%	141	25.59%	275	49.91%	
Greene	65	27.54%	49	20.76%	122	51.69%	
Guilford	1,216	26.49%	1,197	26.07%	2,178	47.44%	
Halifax	102	27.06%	78	20.69%	197	52.25%	
Roanoke Rapids City	21	10.55%	57	28.64%	121	60.80%	
Weldon City	24	27.59%	24	27.59%	39	44.83%	
Harnett	335	29.99%	288	25.78%	494	44.23%	
Haywood	109	20.00%	129	23.67%	307	56.33%	
Henderson	135	16.73%	197	24.41%	475	58.86%	
Hertford	58	22.66%	74	28.91%	124	48.44%	
Hoke	121	30.25%	98	24.50%	181	45.25%	
Hyde	12	16.67%	21	29.17%	39	54.17%	
Iredell-Statesville	302	24.51%	311	25.24%	619	50.24%	
Mooresville City	42	15.22%	80	28.99%	154	55.80%	
Jackson	57	21.19%	59	21.93%	153	56.88%	
Johnston	474	26.25%	541	29.96%	791	43.80%	
Jones	23	20.00%	27	23.48%	65	56.52%	
Lee	119	20.31%	153	26.11%	314	53.58%	
Lenoir	153	21.76%	158	22.48%	392	55.76%	
Lincoln	154	20.95%	. 223	30.34%	358	48.71%	
Macon	54	18.12%	74	24.83%	170	57.05%	
Madison	45	23.94%	51	27.13%	92	48.94%	
Martin	63	18.69%	67	19.88%	207	61.42%	
McDowell	105	23.97%	111	25.34%	222	50.68%	
Charlotte-Mecklenburg	2,301	30.19%	2,343	30.74%	2,978	39.07%	
Mitchell	31	18.90%	40	24.39%	93	56.71%	
Montgomery	82	26.03%	78	24.76%	155	49.21%	
Moore	143	17.94%	229	28.73%	425	53.32%	
Nash	203	16.63%	324	26.54%	694	56.84%	
New Hanover	292	20.48%	405	28.40%	729	51.12%	
Northampton	62	26.72%	47	20.26%	123	53.02%	
Onslow	335	24.83%	398	29.50%	616	45.66%	
Orange	106	21.46%	133	26.92%	255	51.62%	

### Years of Experience

LEA Name	0-3 Yrs	Ехр	4-10 Yrs	Ехр	10+ Yrs Exp	
Chapel Hill-Carborro City	219	25.80%	218	25.68%	412	48.53%
Pamlico	21	14.38%	40	27.40%	85	58.22%
Pasquotank	87	21.22%	113	27.56%	210	51.229
Pender	139	29.32%	138	29.11%	197	41.56%
Perquimans	13	10.40%	46	36.80%	66	52.80%
Person	97	24.37%	104	26.13%	197	49.50%
Pitt	334	21.99%	406	26.73%	779	51.28%
Polk	47	23.15%	55	27.09%	101	49.75%
Randolph	300	25.30%	303	25.55%	583	49.16%
Asheboro City	72	23.68%	74	24.34%	158	51.97%
Richmond	107	19.18%	134	24.01%	317	56.819
Robeson	388	25.87%	325	21.67%	787	52.479
Rockingham	168	17.20%	252	25.79%	557	57.019
Rowan	283	20.67%	373	27.25%	713	52.08%
Rutherford	106	16.49%	143	22.24%	394	61.289
Sampson	137	25.70%	142	26.64%	254	47.65%
Clinton City	33	16.84%	46	23.47%	117	59.69%
Scotland	124	23.05%	154	28.62%	260	48.33%
Stanly	138	20.35%	207	30.53%	333	49.129
Stokes	114	21.84%	153	29.31%	255	48.85%
Surry	147	24.79%	141	23.78%	305	51.439
Elkin City	9	10.47%	20	23.26%	57	66.289
Mt. Airy City	29	21.32%	42	30.88%	65	47.79%
Swain	28	19.31%	35	24.14%	82	56.55%
Transylvania	30	11.11%	92	34.07%	148	54.819
Tyrrell	12	20.34%	13	22.03%	34	57.63%
Union	454	25.66%	528	29.85%	787	44.499
Vance	173	30.57%	151	26.68%	242	42.769
Wake	1,713	23.27%	2,225	30.23%	3,423	46.50%
Warren	68	32.08%	50	23.58%	94	44.349
Washington	30	17.14%	40	22.86%	105	60.009
Watauga	64	17.02%	84	22.34%	228	60.649
Wayne	243	18.68%	400	30.75%	658	50.589
Wilkes	133	19.53%	180	26.43%	368	54.049
Wilson	152	18.58%	202	24.69%	464	56.729
Yadkin	81	21.77%	106	28.49%	185	49.739
Yancey	29	16.02%	41	22.65%	111	61.33%
Totals:	20,924	23.07%	24,720	27.25%	45,065	49.68%

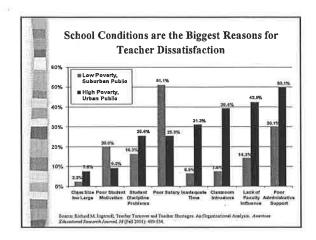


### Impetus for NC TWC Initiative: Retention

- Avg. NC turnover: 12.95% (04-05) = need for approx. 10,000 teachers annually
- Additional need due to class size reduction initiatives and enrollment growth (about 1,600)
- NC one of 10 states that get more than 40% of its teachers from out-of-state
- More than half of NC teachers prepared in NC no longer in the classroom within 5 years (under 40% of lateral entry teachers)
- Exponential growth in lateral entry (250% increase over the past 7 years) while number in teacher preparation programs decline

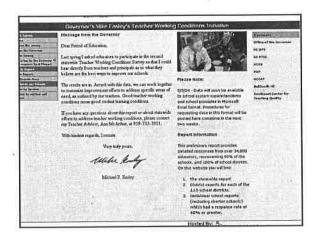
### Teacher Retention: An Essential Issue

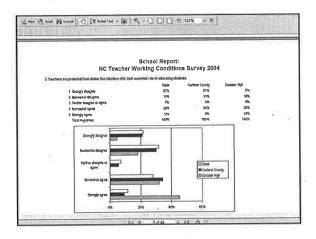
- Teacher turnover (those who leave the field and those who change jobs) nationally is 15.7%, higher than non-teaching occupations (11%)
- Consistent turnover in schools leads to instability that can have a direct effect on the ability of students learning, the building of trust within a school community, etc.
- Turnover is costly conservative models cost out at approximately \$11,000 or more for each recruit leaving in the first few years of teaching

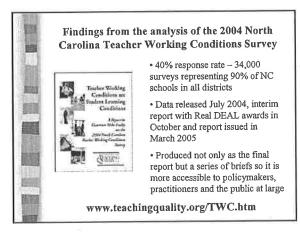


## Need for TWC Initiative NCES data from a random sample of teachers across country – not enough from NC to paint a true picture of the status of our state Each community is different – with different resources, having embraced different reforms, and with different concerns and priorities Need customized data from the voice of those who matter most to that particular community – their individual teaching corps that they are trying to retain

# NC TWC: History of the Initiative Has been administered two times (2002 and 2004 after pilot in 2001) and based on NC teacher working conditions standards: • Time • Empowerment • Professional Development • Leadership • Facilities & resources



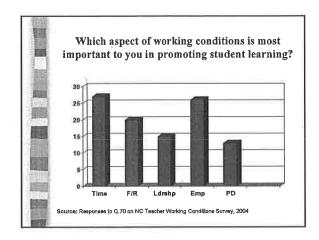


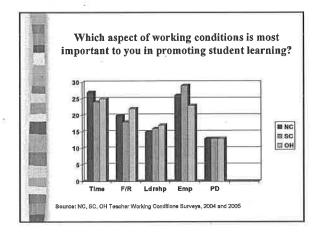


"While I'd love to be paid more, no amount of money could make me teach if these conditions [effective school leaders, professional flexibility and a culture of
collaboration] are not present in the schools where I work."
- Member of the Teacher Leaders Network

# What Was Discovered about Teacher Working Conditions in North Carolina 1. Teacher working conditions are important predictors of student achievement 2. Working conditions make a difference in teacher retention 3. Teacher perceptions of working conditions reflect actual school conditions 4. Leadership is critical to improving working conditions, but principals and teachers perceive these conditions very differently 5. Teachers, regardless of their background and experience view working conditions similarly 6. Many aspects of working conditions have "ripple effects"

# Finding One: Teachers' working conditions are important predictors of student achievement





"If I am allowed to utilize my teaching expertise—to draw from what I know will engage and stimulate my students—then students will achieve at levels no one could dream of. If I am hampered...then I can't do what I do best."

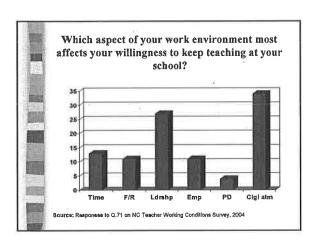
- Member, Teacher Leaders Network

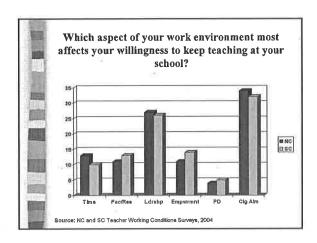
## Working Conditions and AYP Leadership was the single greatest predictor of AYP status at the middle school level, more so than school size and teacher retention. For every one point increase on the TWC survey, MS were almost 6.7 times more likely to have made Schools were 4 times more likely to make AYP for every one point increase on the TWC on professional development For every one point increase on the survey in the facilities and resource domain avg., schools were 2.8 times more likely to make AYP **Working Conditions and ABC Growth** ■ Professional development was by far the greatest predictor of ABC status at the middle school level, more so than school size, teacher retention or AYP status. Middle schools were more than 12.4 times more likely to move up one growth expectation category (not met to met, or met to exceed) for every one point increase on the PD domain average Working Conditions and ABC Performance Leadership was a powerful predictor of whether a school was included in one of the top school designation categories (at least 80 percent of students at grade level) for high schools. High schools were 48 times more likely to be included in one of the top designations for every one point increase on the TWC domain average Schools were over 10 times more likely to be in one of the top designations for every one point increase on the TWC survey in the area of professional development

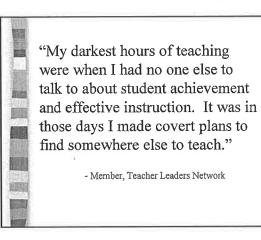
Schools were 3 times more likely to be in one of the top designation categories for every point increase in

facilities and resources

# Finding Two: Working conditions make a difference in teacher retention







# Working Conditions and Teacher Retention Empowerment was statistically significant in explaining retention at the high school level Professional development was significant for elementary and high schools School designation category, school size and percentage of students on free and reduced lunch all are significant predictors of teacher retention. Percentage not fully licensed most highly correlated with retention rates

## Perceptions of Working Conditions are Reflective of Actual School Conditions

# Connections Between Perception and Realities Relationship between teachers' perception of time and amount of planning time are significantly related and those who spent more time outside of the school day were more negative Teachers who agree that they have a role in deciding how the school budget is spent had higher ratings for emp. and leadership Those voting for members of the SIT had better perceptions of working conditions, particularly emp and Idrshp and indicate SIT was a more effective aspect of leadership

## Finding Four:

Leadership is critical to improving working conditions, but principals and teachers perceive these conditions very differently



## Teachers Have Concerns About Critical Issues that Principals do not Acknowledge

- Statistically significant different mean responses on every question in the TWC survey between teachers and principals
- If school and district leaders do not perceive that there are issues related to working conditions, it should not be surprising that there has been little impetus to improve them at the local, state and national levels

Working Condition Demails Countries	Toucher	Pilit
Q.3: Teachers are protected from duties that interfere with their essential role of educating students	2.72	3,8
Q.10: The school leadership makes a sustained effort to address teacher concerns about the use of time in my school	3 18	4,3
Q.40: Teachers are centrally Involved in decision making about important education issues	3,28	4, 38
Q.57: Teachers in my school have time to plan with their colleagues during the school day	2.94	4.14
Q.71: Overall, my school is a good place to work and learn	4.02	4,5
Time Domain Average	2.89	3.84
Empowerment Domain Average	3.12	4.0
Leadership Domain Average	3.73	4.4
Professional Development Domain Average	3.74	4.2
Facilities and Resources Domain Average	3.68	4.2

## Finding Five:

Teachers, regardless of their background and experience, view working conditions similarly



## Finding Six:

Many aspects of working conditions have "ripple effects"



### Time

- 1. Teachers are not satisfied with the amount of time they receive
  - It appears that teachers attribute the time dilemma to teaching load and non-instructional duties
  - Teachers are solving the time dilemma by working on school-related activities outside of the school day

### Time Spent Outside of the Regular School Day on School-Related Activities per Week

	School-related activities involving student interaction	Other school- related activities
None	28%	1%
Less than 3 Hours	38%	15%
3-5 Hours	16%	26%
5-10 Hours	9%	31%
More than 10 Hours	9%	27%

### **Empowerment**

- While a majority of teachers (58%) agree that they are centrally involved in decision making, very few teachers strongly agree with the statement, indicating a limit to the sphere of influence that teachers have in decision making
- Only one-third indicate that they have a role in hiring teachers
- 40% play a role in deciding how the budget is spent
- 53% agree that they assist in determining the content of PD
- 59% establishing and implementing student discipline policy

	Empowerment
2.	The areas where teachers indicate wide agreement in the empowerment section of the survey have more to do with leadership than empowering teachers
	<ul> <li>More than ¾ say they are trusted to make sound decisions about instruction</li> </ul>
	- 2/3 say there is an atmosphere of trust and mutual respect
	<ul> <li>83% believe that an effort is made in their school to empower teachers, parents and other members of the community</li> </ul>
3.	When teachers agreed with statements indicating empowerment, they did not strongly agree

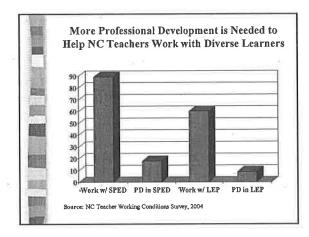
# Facilities and Resources 1. Teachers are consistently positive about the facilities and resources available 2. Teachers are more likely to strongly agree that their resources are sufficient, and less likely to strongly disagree than in other working conditions areas 3. Teachers in districts participating in the DSSF pilots are more likely to have negative perceptions about F&R issues

# Leadership 1. Leadership is rated highly, particularly on issues related to communicating policies, expectations and standards for evaluation and instruction - Less successful related to time and shielding from duties than in F&R and PD 2. Leadership is at the heart of teacher working conditions - When creating working conditions domains, 27 questions most explained by leadership

## Professional Development 1. Teachers are generally satisfied with the professional development they receive 2. Teachers need more professional development, particularly in helping diverse learners meet high standards 3. Teachers often do not play a role in selecting the professional development opportunities available to them

Professional Development in NC: Percentage of Teachers Reporting 10+ Hours Over the Past 2 Years						
PD Offerings	Elem (PK/K-5)	Middle (6-8)	High (9-12			
Special Ed	14.7	18.5	18.4			
Special Ed - Gifted	9.5	11.2	6.7			
LEP	9.7	. 8,6	7.6			
Closing the Achievement Gap	24.1	25,0	22.7			
Your Content Area	39.2	50.1	52.4			
Methods of Teaching	36.7	37.6	41.5			
Student Assessment	31.5	19.8	21.0			
Classroom Mgt Techniques	19.2	22.9	24.1			
Reading Strategies	68.2	57.4	20.5			

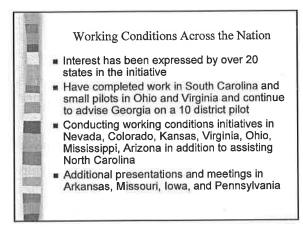
Professi	onal Developme	ent in NC
PD for 10+ Hours Over Past 2 Years	% Thought it Provided Successful Instructional Strategies	% Thought it Useful in Efforts to Improve Student Achievement
Special Education	77.0	72.5
Special Ed ~ Gifted	74.7	68.6
LEP	65.4	62,3
Closing the Ach. Gap	58:3	54.8
Your Content Area	79.2	74.3
Methods of Teaching	74.6	69,3
Student Assessment	69.2	64,1
Classroom Management	72.5	64.7
Reading Strategies	82.3	78.9

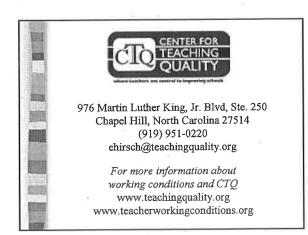


## State Level Actions 1. Provide state funding for the design, dissemination, and analysis of the Working Conditions Survey every other year 2. Provide assistance to school and district communities to ensure that they know about access, understand and use the data to improve teacher working conditions 3. Document and disseminate successful strategies to reform working conditions and ensure resources are made available for schools and districts to improve 4. Invest in what matters most for improving teacher working conditions — high quality leaders who can empower teachers in decision making about instruction and create learning communities that help all students succeed 5. Consider reforms that directly address teachers' greatest concerns about their working conditions

## Use of TWC Data About convening faculty conversations and engaging in school and district improvement planning processes While perceptual data matters, it should be triangulated with other measures Approaches need to be integrated with other policies and programs that enhance teaching quality locally

## Resources for Assistance: Local Districts 6 regional meetings in DSSF districts with Teacher Academy and training for over 100 from 60 districts on using data Regional meeting for 30 districts with ECU PEP work with new principals Teacher Working Conditions Toolkit at www.teacherworkingconditions.org NC Network and School Improvement Planning and other organizational interest NCPTSC online cases Many stories similar to Wilson County to be documented (CTQ has worked with Iredell-Statesville, Wake, Durham, etc.)







## TEACHER RECRUITMENT AND RETENTION Governor Michael F. Easley

"We want to be the best place to teach and learn in America. That means providing good working conditions, competitive salaries and high standards for both teachers and students."

> Governor Mike Easley 10-25-2005

## Research shows reasons why teachers leave the profession:

## Salary Work

## **Working Conditions**

- 1. Time to do their jobs well
- 2. Leadership that supports them
- 3. Empowerment
- 4. Professional development
- 5. Facilities and resources

## **2005 Policy Actions**

### SB 622

Establishes TWC survey as permanent part of budget;

includes survey every other year, associated research and findings at both statewide and school level; establishes an advisory board to oversee implementation and dissemination of findings to school level; provides funding to NCNetwork for SIT plans on TWC

<u>Evaluation of school principals</u>- revise standards to include accountability of teacher retention, teacher support, and school climate

Revise MSA standards (Masters in School Administration) to focus on providing positive school climate, teacher support, and teacher retention

## 2005 Policy Actions

(cont'd)

Planning time for teachers- special provision requiring a study of best practices of schools providing 5 hours of planning per week for teachers- report due Dec. 31st 2005

Requires all new principals to complete the Principals
Executive Program (PEP) - focusing on TWC; provides
\$150K

<u>Leandro districts:</u> provides continuation 2M\$ of custom professional development to DSSF schools/ districts based on TWC survey and ABC scores

## **2005 Policy Actions**

(cont'd)

Expansion of Learn and Earn and New Schools Project (Governor's 21st Century High Schools) - at the core of the design of these new high schools is the foundation of school cultures that promote positive working conditions and student achievement through relevant academic experiences

<u>DSSF and Low Wealth Funds</u>- \$42.5M that can be targeted for teacher recruitment, retention, and support

**2+2 Teacher Education Partnership** between the UNC and Community College systems to train teachers in geographic areas where they are needed most

## The Plan To Raise Teacher Salaries

- <u>Above</u> the national average within four years (\$52,266)
- Substantially increases the competitiveness of North Carolina's beginning teacher salary
- Provides for an increase of \$750 for teachers on an annualized basis this year, effective in the November paycheck

## The Plan To Raise Teacher Salaries

- This permanent increase is in addition to the average 2.24 percent increase already provided in the 2005-06 budget
- There will be additional average annual increases of <u>5 percent</u> for the following three years
- This increase will significantly increase pay for new teachers. Future raises may be provided as flatrate, percentage increases or some combination of both to meet the state's goal.
- •Examination for future years of differentiated pay for Hard-to-Staff schools and math, science, and special education

## **How Much Does This Cost?**

- Costs an additional \$150 million per year
- \$150 million does NOT include step

## Can We Afford This?

- Long-term average growth indicates 'yes'
- Assumes average growth in other items
- Accounts for other education investments

### **TEACHER PAY PLAN**

## Governor Michael F. Easley

## Senate President Pro Tempore Basnight and House Speaker Black

### **Executive Summary**

The 2005-06 enacted state budget directs the Governor, in consultation with the Speaker of the House and the Senate President Pro Tempore, to address pay disparity between teachers in North Carolina and the rest of the nation. A four-year plan has been developed that will place North Carolina average teacher salary above the national average by the 2008-09 school year and make North Carolina's beginning salary much more competitive in the region and across the nation. Teachers will receive an annualized permanent \$750 salary increase this year beginning in the November paycheck. This increase is in addition to the 2.24 percent raise included in the budget. In each of the following three years, they will receive an average 5 percent increase resulting in an average salary of \$52,266 in 2008-09. The enacted budget provided \$85 million that supports the \$750 increase.

## TEACHER PAY PLAN Governor Michael F. Easley Senate President Pro Tempore Basnight and House Speaker Black

### **Background**

North Carolina's vitality in the global, knowledge-based economy of the twenty-first century requires a superior system of K-12 public schools. To ensure high quality educational opportunities for all children, North Carolina has implemented a strategic approach of high standards, targeted investments, and accountability for resources and results.

Since the early 1990s, North Carolina has been acknowledged as having one of the strongest systems of standards and accountability in the nation. Over that time, the state has seen significant gains in achievement on both state and national assessments. The recent National Assessment of Educational Progress results showed that North Carolina made the greatest increases in mathematics since the inception of the NAEP exams in the early 1990s.

Despite difficult budget times since 2001, the state refused to accept the status quo or to slow its commitment to investing in public education. Instead, North Carolina embarked on a new wave of research-based investments and new accountability for state funding to spur further gains in academic achievement for all students. This has led to, among other things, the following efforts:

- Launching and expanding the *More at Four* Prekindergarten Program for at-risk four year-olds
- Reducing class size ratios in grades K-3
- Investing significant funds in the Low Wealth and Disadvantaged Students Supplemental Funds to provide resources to improve student performance and teacher recruitment and retention
- Imposing new levels of accountability with greater requirements on existing funds for at-risk students and with "turnaround teams" for low-performing high schools
- Developing one of the nation's most aggressive high school reform strategies and committing to creating by 2008-09 seventy-five *Learn and Earn* high schools on community college and university campuses, in addition to 100 new economic development-themed high schools with support from the Gates Foundation
- Establishing a new revenue stream for public education with the NC Education Lottery and directing its proceeds to support prekindergarten for at-risk four year-olds, smaller classes in grades K-3, school construction needs, and need-based college scholarships
- Expanding the "2+2" teacher education partnerships between university and community colleges and teacher scholarships for shortage areas
- Creating the first-in-the-nation Teacher Working Conditions Survey to identify areas of focus to improve teacher effectiveness and retention

### **Teacher Pay Makes a Difference**

As North Carolina continues its efforts to improve education, it must keep in the forefront its commitment to providing every child with a high quality, effective teacher. The recruitment and retention of effective teachers is one of the most important strategies for any state to ensure strong schools and increased academic achievement. Authoritative analysis by noted researchers such as Sanders, Ferguson, and Hanushek have demonstrated the link between teacher quality and student achievement.

To attract and retain the teachers we need and want in our classrooms, improving teacher pay and working conditions must be our top priorities. North Carolina has already put in place a teacher working conditions initiative that has become a national model for states. Further, we took steps in the last legislative session to ensure that effort continues and we receive information from teachers about what they need to improve their effectiveness in the classroom.

The state has also taken steps to provide pay incentives for teachers and increase overall compensation for teachers in low-wealth school districts and hard-to-staff schools. In the last legislative session, the state provided \$20 million for 80 low wealth counties and \$22.5 million for 16 districts through the Disadvantaged Students Supplemental Fund (DSSF) with the intent of providing additional resources for attracting and retaining teachers in these schools and school districts.

North Carolina has made tremendous progress since 1996 when the state ranked 43<sup>rd</sup> in the nation in teacher pay. Georgia and North Carolina led the nation, respectively, in growth in average annual salary between 1994 and 2004. Today, the state ranks 23<sup>rd</sup> in pay according to the American Federation of Teachers and 27<sup>th</sup> according to the National Education Association.

Beginning teacher salary plays a crucial role in recruiting quality teachers to this state. North Carolina is less competitive in this area than in overall teacher pay. The \$750 increase in the first year of this plan helps beginning teacher salary as \$750 is a greater percentage of beginning salaries than of those of more experienced teachers. North Carolina's beginning teachers earned \$27,572 in 2004, a ranking of 38<sup>th</sup> compared to other states.<sup>2</sup> The national average was \$31,704. When adjusted for North Carolina's lower cost of living, North Carolina's beginning teacher average salary increases to \$29,489. Furthermore, raising beginning teacher salaries is important for recruitment and retention in school districts such as Hoke, Halifax, Charlotte-Mecklenburg and other counties with large numbers of disadvantaged children because of their high percentage of teachers with fewer than three years of experience.

Fifteen states ranked above North Carolina in beginning teacher salary, yet reported lower overall average teacher salaries. North Carolina must become more competitive in beginning salary in order to recruit the most qualified teaching candidates from out-of-state and to prevent newly licensed graduates of in-state institutions from moving to other states.

Ibid.

<sup>&</sup>lt;sup>1</sup> Survey and Analysis of Teacher Salary Trends 2004, American Federation of Teachers.

## Beginning and All Teacher Salaries 2004

	7.5		
	United States	North Carolina	Rank
Beginning Teachers	\$31,704	\$27,572	38
All Teachers Average	\$46,597	\$43,211	23

Source: Survey and Analysis of Teacher Salary Trends 2004, American Federation of Teachers.

### The Plan to Increase Teacher Pay

The 2005-06 enacted state budget directs the Governor to develop a plan, in consultation with the Speaker of the House and Senate President Pro Tempore, for addressing pay disparity between North Carolina and the rest of the nation. The four-year plan presented here will move North Carolina beyond the national average and dramatically improve the competitiveness of our starting teacher salary.

Under this plan, North Carolina's teachers will earn an average salary of \$52,266, placing them above the average salary across the nation by 2008-09. To achieve this goal, teachers will receive an average 4.24 percent salary increase this year. In addition to the average 2.24 percent increase already provided in the 2005-06 enacted budget, teachers and school-based administrators will receive an annualized \$750 permanent salary increase at an annual cost of \$85 million, provided in the 2005-06 enacted budget. The raise will begin in teachers' November paychecks. The flat dollar approach ensures all teachers receive a significant pay increase, while investing more in teachers at the beginning of North Carolina's salary schedule than an across-the-board percentage increase would do. This provides an initial necessary step to increase dramatically the competitiveness of our starting teacher salary.

## Moving North Carolina Above the National Average Teacher Salary in Four Years

Year	US Average Teacher Salary	NC Average Teacher Salary
1995-96	\$37,642	\$30,411
1996-97	\$38,477	\$31,167
1997-98	\$39,351	\$33,129
1998-99	\$40,544	\$36,883
1999-2000	\$41,807	\$39,404
2000-01	\$43,395	\$41,496
2001-02	\$44,660	\$42,680
2002-03	\$45,776	\$42,411
2003-04	\$46,752	\$43,211
2004-05	\$47,750	\$43,313
2005-06	\$48,963	\$45,149
2006-07	\$50,020	\$47,406
2007-08	\$51,115	\$49,777
2008-09	\$52,206	\$52,266

Source: NC historical and US historical and projected figures provided by NCAE and based upon NEA figures.

<sup>&</sup>lt;sup>3</sup> The North Carolina Association of Educators (NCAE) projects that the average national teacher salary will be \$52,206 in 2008-09.

An additional increase of 5 percent on average for all teachers will be needed in each of the following three years to exceed the projected national average. The table on the previous page shows the projected average U.S. and state earnings for each of the four years of the plan.

When adjusted for the lower cost of living (COL) in North Carolina than the nation as a whole, North Carolina average teacher salaries will be above the national average by 2006-07 and almost \$4,000 above the national average adjusted by cost of living by 2008-09, as shown below.

#### **Projected Teacher Salaries 2009**

	United States	North Carolina	Rank
All Teachers Average	\$52,206	\$52,266	TBD
Adjusted for Cost of Living	\$52,206	\$56,200	TBD

Note: 93% factor used to adjust for cost of living

#### **Guiding Principles for the Four-Year Plan**

Three principles will guide the implementation of the 5 percent average increases in teacher salary over the next three budget years. The Office of the Governor, General Assembly, and State Board of Education will continue to work on specific details to administer each year's increase in a way that most effectively achieves the state's goals.

- 1. The average teacher salary in North Carolina will move beyond the national average.
- 2. The starting teacher salary in North Carolina will become competitive regionally and nationally.
- 3. The state's salary schedule will continue to be based on standards and incentives for knowledge and skills.

#### **Funding Teacher Salaries**

Governor Easley's four-year plan to exceed the national average teacher salary requires an average annual increase of \$150 million in state funds over that time period, in addition to support for step increases. The enacted 2005-06 budget provides \$85 million in recurring funds to address pay disparity beginning in 2005-06. The enacted 2006-07 budget has over \$530 million in availability. Major expenses that grow quickly, including K-12 enrollment growth, Medicaid, and debt service, have already been funded. This availability provides enough room for funding for the traditional step increase and the \$150 million needed to support progress toward the national average.

In 2007-08 and 2008-09, the best estimate of economic growth is between 5.2 percent and 5.4 percent. State revenues generally grow about the same rate as the economy. This level of support is sufficient to fund average historic levels of spending growth and the teacher pay initiative.

**PRESENTATION** 

Joint Legislative Education Oversight Committee Eddie Davis, III, President, North Carolina Association of Educators November 29, 2005

#### Recruiting and Retaining Teachers for North Carolina's Public Schools

Research shows us that the most important single ingredient in a child's education is to have a competent, caring, qualified teacher. You heard a great deal this morning about the teacher shortage facing North Carolina's public schools. If we are serious about making our public schools second to none in the nation, then we have to combat this shortage now. The continuing need for an adequate supply of teachers in North Carolina is driven by two major forces:

- The increasing student-age population for our state, and
- The necessity to be competitive with other states and with employers in the private sector.

Historically, we have had a challenge of attracting young people to the profession. The seriousness of this challenge has intensified in recent decades; however, career opportunities are now much more open for women and minorities. Consider, for example, two recruitment programs in North Carolina: the Prospective Teachers Scholarship Loan program, which has been in existence for more than 40 years, providing scholarship loans to young people preparing to become teachers; and, more recently, the North Carolina Teaching Fellows program created to attract the "best and the brightest" to the profession. These programs have been good recruitment tools, but apparently have not had a major impact on the retention side. NCAE, with the support of the General Assembly, created in 1999 the North Carolina Teacher Cadet program to generate a greater interest in teaching as a career choice among high school students. It is too early to measure the real impact of the Cadet program, but we suspect the teacher retention challenge is certainly of a dimension that will not be adequately served by any of these initiatives. Retention is as critical to solving the teacher shortage problem as is recruitment.

The gravity of the current situation is clearly reflected in three documents you have before you:

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- The projection of *New Teachers Needed in North Carolina*, 2004-2010, compiled by the Office of the President, University of North Carolina.
- Projected Teachers Needed: 2004-05 through 2014-15 compiled by the North Carolina Department of Public Instruction.
- The 1998 Supply--Demand Study—Teachers, also compiled by the North Carolina Department of Public Instruction.

The question that is before us today and the one captured in the legislation authorizing the School Employee Salary Study is how do we make the teaching profession more attractive to young people making career decisions as well as older adults contemplating career changes. Most of us who have been in the classroom probably have engaged in dialogue with high school students regarding career possibilities. I would attest that the reason most often cited when the promising young people expressed career interests in pursuits other than teaching was the issue of compensation. Linked with compensation are the issues of status and respect. In our society, we closely connect compensation with respect.

The Division of Human Resource Management at DPI has convened forums of distinguished teachers over the last few years as a result of funding made available by the General Assembly for the sole purpose of advising the State Board of Education on the issue of teacher recruitment and retention. In 2001, this Forum of some 500 distinguished teachers identified salary and working conditions as the two most negative factors in the recruitment and retention of teachers in our classrooms.

NCAE would certainly contend that with any profession, the most important issues we have to tackle to make teaching attractive are compensation (salary and benefits) and working conditions, which after all are our students' *learning conditions*. Eric Hirsch shared with you this morning some of the findings of the Governor's Teachers Working Conditions Survey.

NCAE believes that the results from Teachers Working Conditions Survey should be a major driving force at both the local and state level if we are going to make all schools the vibrant learning institutions that we want them to be for students as well as for the individuals who staff them. The findings should be used to shape public policy resulting in improved

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working conditions and school climate. NCAE would like to see all schools fully participate in the survey so that school leaders can be serous about making improvements.

Today, however, I want to focus primarily on revamping the way we pay teachers in North Carolina.

Let me call your attention to several pieces of information in your folders that support the statements I have made here:

- Percentage of Public School Teachers Who Left Teaching Profession for Better Salary or Benefits. This is a national snapshot from the 2000-01 <u>Teacher Attrition and Mobility</u> <u>Study</u>. The graph reflects the importance of the compensation factor in the retention of teachers based on the number of years spent in the profession.
- Also, from the same study, the next page provides information on other factors influencing the reasons teachers chose to leave the profession. Of particular interest, of course, are the data reflecting the number of young teachers who opted for other careers. Again, we have to consider how we make teaching more competitive with other career options.
- The next graph, *Top Three Changes That Would Keep Teachers in the Profession*, from <u>The American Teacher</u>, <u>2001</u> study dramatically reflects the importance of the compensation issue as well as two key ingredients of working conditions: class size and administrative support.
- The next sheet brings it closer to home for us. The two graphs, *Experience of Teachers Leaving* and *Age of Teachers Leaving*, from a 2004 DPI study reflect the phenomenal attrition rate of those new to the profession.

If, as a profession, we are going to be competitive, we have to examine what level of compensation other comparable professions demand in the market place. The next chart in your folder, *Comparison of Teacher Pay to Other Professions*, 2003-04, gives a glimpse at that type of information for both the nation as a whole and for North Carolina. Please note the various sources of data at the bottom of the page NCAE Research used to compile the chart.

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One additional chart that is helpful here is the *Salary Survey: A Study of 2004-05 Beginning Offers*, from the National Association of Colleges and Employers. As you can see, the beginning salary for teachers in North Carolina of \$26,260 does not fare well in comparison.

Now, the next several charts and graphs I want to share with you give a glimpse as to how North Carolina stacks up against other states, with a particular eye on the southeastern part of the United States:

- Average Teacher Salary Comparison. These charts show how the average teacher's salary in North Carolina compares with the rest of the nation. Note the middle graph in particular, which shows how the average salary for teachers in North Carolina moved from 43<sup>rd</sup> in the nation in 1995-96 to a high of 19<sup>th</sup> in 2001-02, and since that time has fallen to 27<sup>th</sup> in the nation. On the flip side of that page, please find the Average Teacher Salary Rankings, 2004-2005 for all states.
- The next page shows Trends in Average Teacher Salaries, United States and North Carolina, 1993-94 through 2004-2005. The chart at the top shows the percentage increases over the time span. Please note in particular the graph on the bottom half of the page, Average Salaries in Five Southeastern States. This graph reveals how well Georgia and Virginia are addressing the salary issue in comparison to North Carolina. It also reveals that North Carolina will fall behind South Carolina and Tennessee in average salaries if we do not become serious about the issue of teacher compensation.

We've been talking about <u>average</u> salaries for a while now, so let's turn our attention to the <u>average beginning</u> teacher's salary. Keep in mind North Carolina's average beginning teacher salary for a fully certified individual with a bachelor's degree is \$26,260, as a result of the recent action by the Governor. According to the American Federation of Teachers (yellow sheet), North Carolina ranks 39<sup>th</sup> in the nation in <u>average beginning</u> teachers' salary.

Keep in mind, when we talk about *average* salaries, all sources of salary for the teacher are used in the calculations—state salary, local supplement, ABC monies, National Board Certification pay, etc.—to get the average.

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On the flip side of the yellow sheet, please find a comparison of the <u>Average and Average Beginning Teacher Salary Rankings in the Southeast.</u> Although North Carolina ranks 3<sup>rd</sup> in <u>average</u> salaries in the southeast, we rank only 10<sup>th</sup> out of the 12 southeastern states in <u>average beginning</u> salary.

The next two graphs present this information even more dramatically and more colorfully, I might add:

- Average Teacher Salary in the Southeast, 2004, 2005, and
- Average Beginning Teacher Salary in the Southeast, 2003-04.

Before I move on, I want to point out the next chart, North Carolina Teacher Turnover Rates by School District Compared with Minimum and Maximum Salary Supplements, 2004-2005. This chart will give you an idea of the different levels of supplements paid by the individual local school districts. It also reveals that although salary is not the only key retention tool, it is an important one. By and large, the systems with the larger local teacher supplements experience the least turnover. There are glaring exceptions to this statement, but nevertheless I think this is information worth considering. And, keep in mind, the issue of working conditions is critical to this conversation as well.

Let's do a little history now. Behind the lavender title sheet, *A History of Statewide Teacher Salary Schedules, 1928-31 through 2006-06,* you will find several pieces of information that should be helpful as you undertake the task before you:

- A copy of the 2005-06 *Salary Schedule* for those with a bachelor's degree and those with a master's degree (flip side).
- A review of North Carolina Legislative Salary Increases for Teachers in comparison to the Consumer Price Index.
- A review of the number of steps on the salary schedule, *A History of Statewide Monthly Salaries for North Carolina Classroom Teachers with Bachelor's Degree.* When I started teaching in 1971, for example, there were 13 steps on the schedule. After the schedules were frozen in the early 1980's, we began to shift away from that schedule.
- The 1988-89 Salary Conversion Table (green sheet) shows how we began to shift away from the 13-step schedule as a result of the "bunching up" effect caused by the early salary freeze.

• The 1989-90 Salary Schedule (flip side of green sheet) shows the inauguration of the elongated, 30-step salary schedule. This is the model by which we operate up until the present day. Thus, by the time an individual reaches the top of the schedule, he or she is eligible for retirement and his potential lifetime earnings have been greatly reduced from the earlier 13-step salary schedule.

I want to now discuss approaches to reform in North Carolina, which gets to the very heart of your work. That reform has to consider the issues we have already raised: how to create an attractive salary schedule for those who are making career decisions, and what ingredients in salary reform would be most productive in retaining top quality teachers and other employees.

The next sheet, *Educator Salary Reform in North Carolina*, presents 5 key priorities that NCAE believes should guide your work here:

- 1. Raise the beginning teacher salary.
- 2. Reduce the number of steps on the schedule. Employees should reach maximum as soon as possible.
- 3. Establish as many training/education columns as possible with uniform differentials. (In other words, the difference between each step should be the same, and the difference between the columns should be the same.)
- 4. Continue to reward service to the state via longevity salary supplements. Encourage those eligible to retire to remain active in the profession by implementing increased longevity increments beginning with 30 years of service. (Longevity appropriately rewards "service to the state" while the schedule recognizes education, experience, and accomplishments.)
- 5. Develop and implement reasonable state salary schedules for classified personnel (non-licensed personnel) in the public schools. Those schedules should have an appropriate "linkage" with the teacher salary schedule.

The number of steps on the current salary schedule is certainly a deterrent to making the profession attractive. Young people certainly are not tantalized by a schedule that offers a beginning salary of just over \$26,000 and after 30 years, and earning a Master's degree in the process, does not

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even result in doubling of the person's salary. In addition, lifetime career earnings have been greatly reduced from the old 13-step salary schedule that was once in place.

For purposes of comparison, I want you to look at the next chart, *Comparison of Selected Southeast States*. Again, you see North Carolina lagging behind the region.

What would NCAE's recommendations look like? On the next page, you will find a *Model 15-Step Teacher Salary Schedule* incorporating the first three priorities we have presented:

- We increased the beginning salary to \$35,000.
- We reduced the number of steps to 15.
- We established uniform differentials: 4% between each step; 12% for a Master's degree (currently it is 10%); and 12% for National Board Certification.

The schedule has several advantages over the current 30-step salary schedule:

- It makes the entry level to the teaching professing much more attractive.
- It does not take an individual an entire career to reach the top, thus making teaching a much more attractive career option.
- It significantly increases the potential lifetime earnings of individuals.
- It provides uniform avenues for advancement on the schedule.

We would want to add to the schedule an expanded longevity pay system that would continue to recognize "service to the state." Currently, longevity increases stop with 25 years of service. NCAE suggests adding to that schedule at 30 years of service and beyond. In that way, individuals who are eligible for retirement would be encouraged to remain with very tangible incentives: increased pay and enhanced retirement benefits.

If you were to consider this approach to salary, there would have to be some reasonable transition plan implemented so that all currently practicing teachers would be treated in a just manner.

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I appreciate very much the opportunity to share this information with you today. NCAE stands ready to work with you in any we can to advance the cause of public education in North Carolina. The final piece of information I want to leave with you is an article that appeared in the November 28, 2005 issue of Newsweek, The Wages of Teaching. The author, Anna Quindlen, is commenting on Frank McCourt's latest book, Teacher Man. Quindlen shares her own insights about the profession. She makes two key points:

- There are no easy fixes, such as paying a few teachers a lot more, and neglecting the rest; and,
- Teachers should have the most powerful advocates in the world, not their Associations or unions, but we the people, their former students.

Thank you.

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#### PRESENTATION TO THE

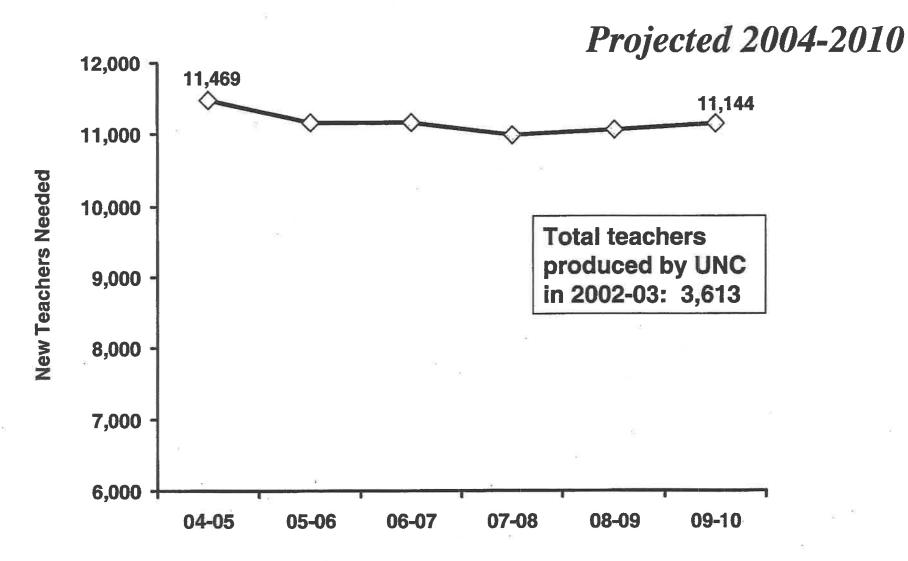
# JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE

November 29, 2005

# EDDIE DAVIS, PRESIDENT NORTH CAROLINA ASSOCIATION OF EDUCATORS



### New Teachers Needed in North Carolina



Source: UNC Office of the President, Academic Planning and University-School Programs, 2004

#### Projected Teachers Needed: 2004-05 through 2014-15

ĺ	Final Average Daily Membership Total Teachers		otal Teachers	Ratio	
Year	Actual	Projected by DPI	Actual	Projected by OP	S-T
1998-99	1,221,746		78,627		15.54
1999-00	1,237,794		80,390	v E	15.40
2000-01	1,253,507		82,158		15.26
2001-02	1,271,995		83,907		15.16
2002-03	1,289,594		85,557		15.07
2003-04*		1,307,537		87,461	14.95
2004-05		1,325,024	1	89,348	14.83
2005-06		1,345,420	*	90,723	14.83
2006-07		1,363,660	1	91,953	14.83
2007-08		1,377,156	1 1	92,863	14.83
2008-09		1,390,346	1 1	93,752	14.83
2009-10		1,403,292		94,625	14.83
2010-11		1,421,081**	7 [	95,824	14.83
2011-12		1,439,097	1	97,040	14.83
2012-13		1,456,340	1	98,270	14.83
2013-14		1,475,815	1	99,515	14.83
2014-15		1,494,524		100,777	14.83

<sup>\*</sup> Based on average drop in student-teacher ratio between 1998-99 and 2002-03; assumes state decrease in class size for K-3 is completed in 04-05

#### Total New Teachers Needed in North Carolina by Year

School	Teachers Projected	Increase over Previous	Turnover Replace Number (3)	Total New Positions (4)	Number Change LEA in NC (5)	Total New Teachers Needed	Rate (6)
<b>Year</b> 2004-05	in NC (1) 89,347	Year (2) 1,887	11,344	13,230	1,762	11,469	0.1297
2004-05	90,722	1,375	11,588	12,963	1,800	11,164	0.1297
2006-07	91,952	1,230	11,767	12,996	1,827	11,169	0.1297
2007-08	92,862	910	11,926	12,836	1,852	10,984	0.1297
2008-09	93,751	889	12,044	12,934	1,870	11,063	0.1297
2009-10	94,624	873	12,160	13,033	1,888	11,144	0.1297
2010-11	95,824	1,199	12,273	13,472	1,906	11,566	0.1297
2011-12	97,040	1,216	12,428	13,644	1,930	11,714	0.1297
2012-13	98,270	1,230	12,586	13,816	1,955	11,861	0.1297
2013-14	99,515	1,246	12,746	13,992	1,979	12,012	0.1297
2014-15	100,777	1,262	12,907	14,169	2,004	12,165	0.1297

<sup>(1)</sup> From Projection Model.

- (2) Addition of teachers needed to maintain the Student-Teacher Ratio.
- (3) Derived by multiplying projected teachers from previous year by turnover rate.
- (4) Sum of increased need and turnover replacements.
- (5) Number of teachers included in the turnover numbers who migrate to another LEA in NC.
- (6) Rate is the percent of failure to retain: based on five-year average turnover rate (12.97%) in NC from 2003-04 Teacher Turnover Report.

<sup>\*\*</sup> Extends DPI projections by average percent increase in students 1998-99 through 2009-10.

#### 1998 SUPPLY-DEMAND STUDY - TEACHERS

#### Number of additional teachers needed due to turnover:

Year 1, 1997-98	8,540
Year 2, 1998-99	8,888
Year 3, 1999-2000	9,070
Year 4, 2000-01	9,253
Year 5, 2001-02	9,438
Years 1-5:	45,189
Year 6, 2002-03	9,626
Year 7, 2003-04	9,816
Year 8, 2004-05	10,007
Year 9, 2005-06	10,201
Year 10, 2006-07	10,398
Years 6-10	50,048
Total Need, Decade:	95,237

## PERCENTAGE OF PUBLIC SCHOOL TEACHERS WHO LEFT TEACHING PROFESSION FOR BETTER SALARY OR BENEFITS

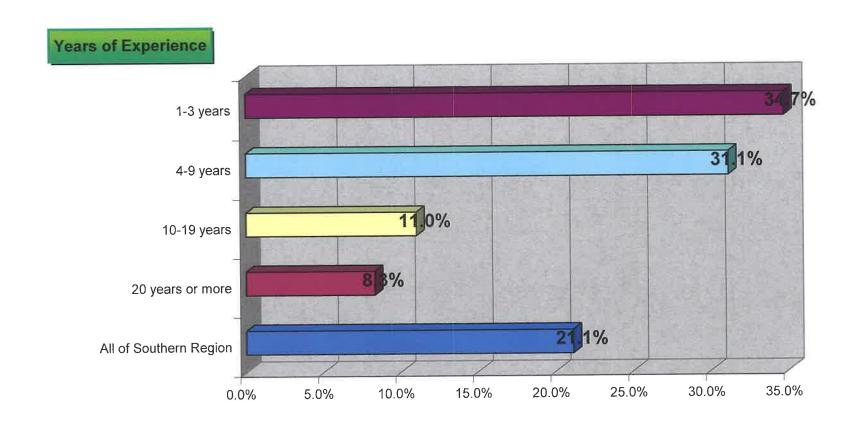


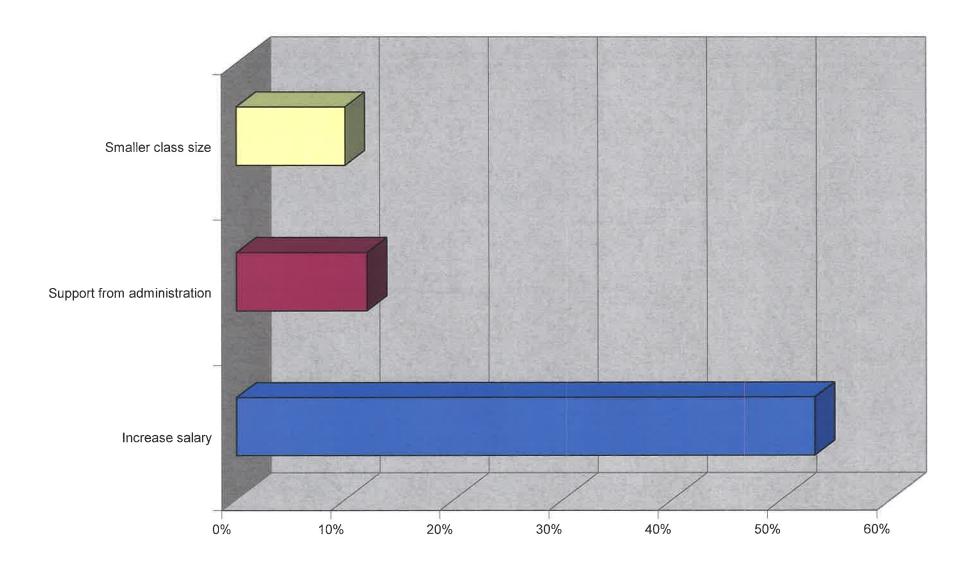
Table 7. Percentage of public and private school teacher leavers who rated various reasons as very important or extremely important in their decision to leave the teaching profession, by selected school and teacher characteristics: 2000–01

<u>a_</u>							Public				
School or teacher characteristic	Changed residence	Pregnancy/ child rearing	Health	Retirement	Better salary or benefits		To take courses to prove career opportunities within or outside the field of education	School received little support from the community	Dissatisfied with job description or responsibilities	with changes in job description or	Did not feel prepared to implement or did not agree with new reform measures
Total	11,0	16.5	10.5	29.1	19.0	20.6	14.7	6.4	13.1	11.0	8.5
Teaching experience	,,,,										
1–3 years	20.8	19.1	5.2	1.9	34.7	33.5	37.7	11.7	21.3	8.6	14.7
4–9 years	12.2	30.5	15.5	0.7	31,1	42.5	20.5	5.5	12.0	8.2	4.6
10–19 years	15.3	26.4	4.3	13.8	11.0	9.1	7.1	3.2	15.5	16.0	4.9
20 years or more	2.6	1.0	14.0	69.1	8.3	7.6	3.7	6.0	8.1	10.8	9.7
Age											
Less than 40 years	15.2	34.8	9.2	0.6	28.6	32.8	25.9	7.2	11.5	5.5	7.0
40–49 years	11.2	8.4	7.5	12.8	28.4	20.7	11.8		14.0	11.4	9.3
50 years or more	6.3	0.4	13.5	68.0	4.0	7.3	4.0	6.0	14.5	16.6	9.8
Sex											
Male	10.1	3.0	4.2	28.8	34.8		23.8		14.5	8.3	
Female	11.3	20.8	12.6		14.0	13.7	11.8	6.7	12.7	11.8	7.4
Race/ethnicity											
White, non-Hispanic	10.6	18.3	11.5	27.7	17.4	21.7	14.9		14.1	11.0	
American Indian and Asiar	1 <sup>1</sup> 3.8	8.6	10.4	22.5	12.8		11.3		12.2		
Black, non-Hispanic	2.3	1.6	5.7		43.9		5.4				
Hispanic	31.2	8.7	2.3	25.7	13.4	15.5	25.2	0.9	8.0	14.5	18.7
Main assignment field											
Arts and music	18.1	12.2	22.5	25.4	15.8	35.5	20.6				
English/language arts	14.4	16.0	6.4	37.2			8.8				
General elementary	9.1	27.0	10.0				18.3				
Mathematics	33.2		8.7				20.7				
Science	2.4						7.5				
Social studies	1.0						9.2 10.9				
Special education	3.7		3.5				12.9				
Other	10.9	8.9	10.2	37.5	22	/ 21.0	12.3	, 10.0	, 13.1		
Teaching status					40.	. 407	17.	1 6.4	12.7	10.5	8.
Full-time	10.7						13.1 26.4				
Part-time	13.1	19.9	5.7	7 20.3	25.0	0 27.3	20.4	1 0.0	10.2		, ,,
Region					40	20.0	0.4	1 8.5	5 11.2	13.3	3 9.
Northeast	14.2						9.° 9.9				
Midwest	7.3						9.: 15.:				
South	11.3						23.				
West	11.7	23.3	10.3	24.0	) 13.	0 20.3	25.0	,			
Community type				0 74.5	. 11	7 21.3	27.:	3 9.3	3 14,1	10.	7 11.
Central city	5.8										
Urban fringe/large town	12.8 12.7										
Rural/small town	12.7	13.0	1 12.	/ 50	, 22.	,	101				
School level		74.6	. 10	ח זני	2 16.	6 20.8	18.	0 5.9	9 14.4	1 10.	9 6
Elementary	9.4										
Secondary	13.4 14.5										
Combined	14.5	) 9.5	, ,,	1 10		2510					
School enrollment				4 47.	7 32.	1 35.8	29.	7 4.	4 7.5	9 6.	9 4
Less than 200 students	8.0										
200–349 students	15.2										
350–499 students	11.0										
500–749 students	13.5										
750 students or more	8.5	. ۱۴.۵	, 14,	۰ کار،	, 20.	.5 15.5	10.		-		
Minority enrollment	46.		14	3 28.	5 18.	7 28.8	14,	7 4.	3 9.	8 8.	0 9
Less than 10 percent	13.8										
10–34 percent	12.0 8.2										

See footnotes at end of table.

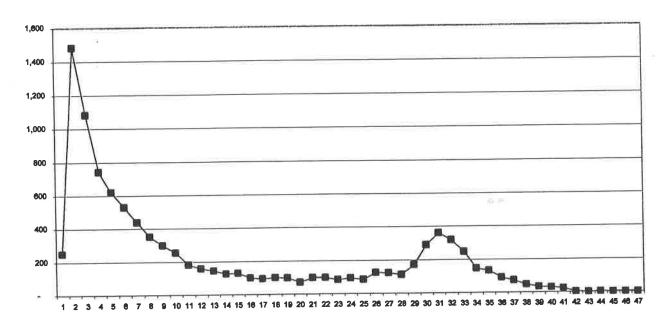
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#### TOP THREE CHANGES THAT WOULD KEEP TEACHERS IN PROFESSION

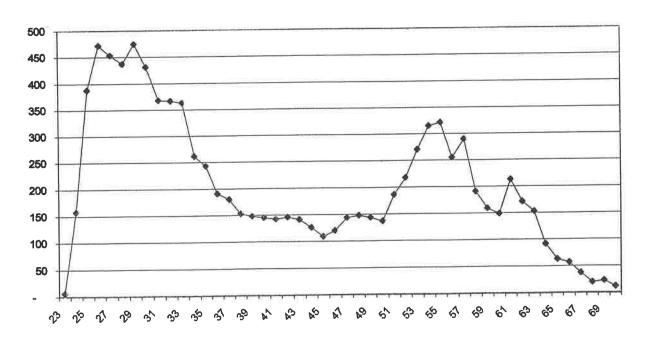


Source: The American Teacher, 2001

#### **Experience of Teachers Leaving**



#### Age of Teachers Leaving



#### **COMPARISON OF TEACHER PAY TO OTHER PROFESSIONS, 2003-04**

Profession	2004 Average National Salary	2004 Average NC Salary
Full Professor	\$94,606	\$94,800*
Buyer	\$64,813	\$38,273
Accountant	\$56,102	\$52,343
Attorney	\$89,989	\$74,411
Engineer	\$78,023	\$53,734
Computer Systems Analyst	\$73,269	\$52,593
Assistant Professor	\$49,795	\$61,900*
Teacher	\$46,597	\$43,211*

<sup>\*</sup> Salaries paid at NC State University, AAUP Faculty Salary Survey, 2004-05

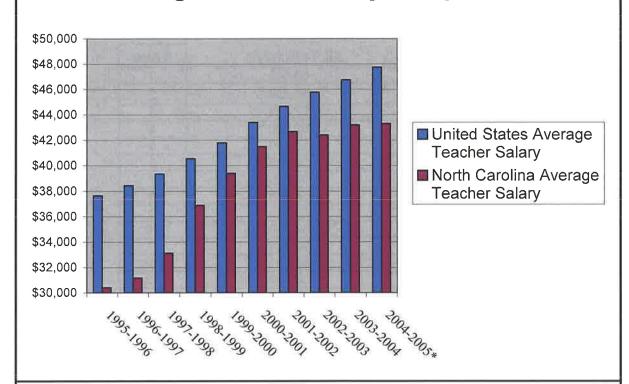
**Sources**: National Survey of Professional, Administrative, Technical and Clerical Pay. U.S. Department of Labor. National Compensation Survey. U.S. Department of Labor. American Association of University Professors, Academie. American Federation of Teachers, annual survey of state departments of education. Rankings of the States, National Education Association, 2004.

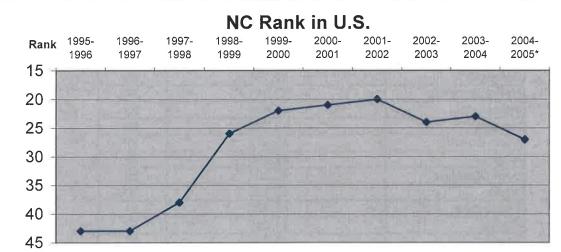
# Salary Survey A Study of 2004-2005 Beginning Offers

Employer Type	Average Starting Salary Offer
Educational Services	\$31,064
Accounting Services	\$43,581
Engineering Services	\$47,031
Consulting Services	\$46,494
Financial Services	\$41,175
Retail/Wholesale Trade	\$35,885
Aerospace	\$52,250
Government (Federal)	\$39,193
Building, Developing, General Contracting	\$43,259
Computer & Electronic Products Manufacturing	\$50,994

Source: National Association of Colleges and Employers

## **Average Teacher Salary Comparison**





	United States Average	North Carolina Average Teacher	
Year	Teacher Salary	Salary	NC Rank in U.S.
1995-1996	\$37,642	\$30,411	43
1996-1997	\$38,433	\$31,167	43
1997-1998	\$39,350	\$33,129	38
1998-1999	\$40,544	\$36,883	26
1999-2000	\$41,807	\$39,404	22
2000-2001	\$43,395	\$41,496	21
2001-2002	\$44,660	\$42,680	20
2002-2003	\$45,776	\$42,411	24
2003-2004	\$46,752	\$43,211	23
2004-2005*	\$47,750	\$43,313	27

**NOTE**: The calculation of the average teacher salary includes base pay, ABC monies, NBC increment, local supplements, and all other sources of compensation for teachers.

\*Estimate

Source: NEA Rankings of the States 2004 and Estimates of School Statistics 2005



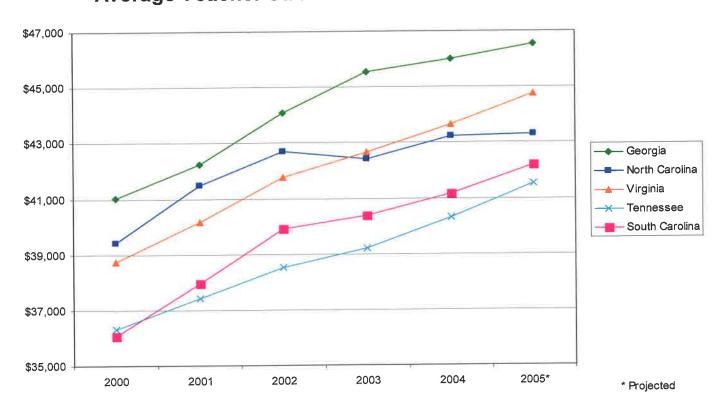
## AVERAGE TEACHER SALARY RANKINGS, 2004-2005 (Preliminary Estimates)

	Average Salary		
State Name	All Teachers	Rank	
Connecticut	58,688	11	
District of Columbia	58,456 *	2	
California	57,876 *	3	
New Jersey	56,600 *	4	
New York	56,200	5	
Michigan	55,693 *	6	
Illinois	55,629	7	
Massachusetts	54,596 *	8	
Rhode Island	53,473 *	9	
Pennsylvania	52,700	10	
Alaska	52,424	11	
Maryland	52,331	12	
Delaware	50,869	13	
Oregon	50,790 *	14	
Ohio	48,692 *	15	
United States	47,750		
Minnesota	46,906	16	
Indiana	46,851 *	17	
Georgia	46,526	18	
Washington	45,712	19	
Virginia	44,763 *	20	
Vermont	44,535	21	
Hawaii	44,273	22	
Colorado	44,161	23	
New Hampshire	43,941	24	
Wisconsin	43,466 *	25	
Nevada	43,394	26	
North Carolina	43,313	27	
Arizona	42,905 *	28	
South Carolina	42,207 *	29	
Idaho	42,122 *	30	
Tennessee	41,527	31	
Florida	41,081	32	
Texas	41,009	33	
Kentucky	41,002	34	
Maine	40,940	35	
Arkansas	40,495 *	36	
Wyoming	40,392	37	
lowa	40,347	38	
Utah	39,965 *	39	
Nebraska	39,456	40	
New Mexico	39,328	41	
Kansas	39,190	42	
Missouri	38,971 *	43	
Louisiana	38,880 *	44	
Alabama	38,863 *	45	
Montana	38,485 *	46	
West Virginia	38,360	47	
Oklahoma	37,141	48	
Mississippi	36,590 *	49	
North Dakota	36,449	50	
South Dakota	34,040	51	

# TRENDS IN AVERAGE TEACHER SALARIES UNITED STATES AND NORTH CAROLINA 1993-94 THROUGH 2004-05

	AVERAGE SALARIES		N.C. R	ANKINGS	PERCENTAGE INCREASES		
	U.S.	N.C.	NATION	SOUTHEAST	U.S.	N.C.	
1993-1994	\$35,737	\$29,728	38	7	2.02%	1.41%	
1994-1995	\$36,675	\$30,793	40	8	2.62%	3.58%	
1995-1996	\$37,642	\$30,411	43	9	2.64%	-1.24%	
1996-1997	\$38,443	\$31,167	43	9	2.13%	2.49%	
1997-1998	\$39,350	\$33,129	38	8	2.36%	6.30%	
1998-1999	\$40,544	\$36,883	26	3	3.03%	11.33%	
1999-2000	\$41,807	\$39,404	22	2	3.12%	6.84%	
2000-2001	\$43,395	\$41,496	21	2	3.80%	5.31%	
2001-2002	\$44,660	\$42,680	20	2	2.92%	2.85%	
2002-2003	\$45,776	\$42,411	24	3	2.50%	-0.63%	
2003-2004	\$46,752	\$43,211	23	3	2.13%	1.89%	
2004-2005*	\$47,750	\$43,313	27	3	2.13%	0.24%	

Average Teacher Salaries in Five Southeastern States



#### Sources:

Rankings of the States, 1982-83 through 2003-04 Rankings and Estimates, Update, June, 2005, National Education Association Data provided to NEA by State Departments of Education nationwide.

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### **AVERAGE BEGINNING TEACHER SALARY RANKINGS, 2003-2004**

	Average Beginning		
State Name	Teacher Salaries	Rank	
Alaska	40,027	11	
District of Columbia	38,566	2	
Hawaii	37,615	3	
New Jersey	37,061 *	4	
New York	36,400	5	
California	35,135	6	
Georgia	35,116	7	
Illinois	35,114	8	
Delaware	34,566	9	
Connecticut	34,462	10	
Michigan	34,377 *	11	
Pennsylvania	34,140	12	
Massachusetts	34,041 *	13	
Maryland	33,760	14	
Oregon	33,396	15	
Rhode Island	32,902 *	16	
Texas	32,741	17	
Virginia	32,437 *	18	
New Mexico	31,920	19	
United States	31,704	10	
Colorado	31,296	20	
	30,973	21	
Alabama	30,772	22	
Minnesota	30,696	23	
Florida	30,449	24	
Tennessee	30,159	25	
Washington	29,784	26	
Indiana	29,655	27	
Louisiana	29,473	28	
Oklahoma	28,938	29	
Missouri		30	
Wyoming	28,900	31	
Ohio	28,692 28,530	32	
Kansas			
Nebraska	28,527	33	
Kentucky	28,416	35	
Arizona	28,236		
Mississippi	28,106	36	
Nevada	27,942	37	
South Carolina	27,883	38	
North Carolina	27,572	39	
New Hampshire	27,367	40	
lowa	26,967	41	
West Virginia	26,692	42	
Utah	26,130 *	43	
Arkansas	26,129	44	
Idaho	25,908	45	
Maine	25,901	46	
Vermont	25,819 *	47	
South Dakota	25,504	48	
North Dakota	24,108	49	
Montana	24,032	50	
Wisconsin	23,952	51	

<sup>\*</sup> Source: American Federation of Teachers, Annual Survey of State Departments of Education, 2003-04

<sup>\*\*</sup> AFT Estimate

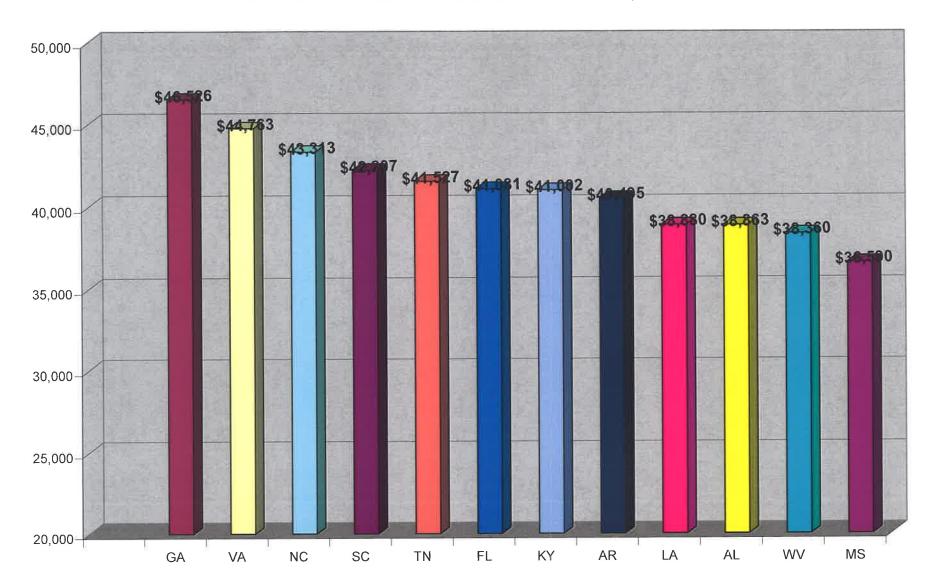
# AVERAGE AND AVERAGE BEGINNING TEACHER SALARY RANKINGS IN THE SOUTHEAST

State	Average Salary, 2004-05*	Rank	Average Beginning Salary, 2003-04**	Rank
Georgia	\$46,526	1	\$35,116	_ 1
Virginia	\$44,763	2	\$32,437	2
North Carolina	\$43,313	3	\$27,562	10
South Carolina	\$42,207	4	\$27,883	9
Tennessee	\$41,527	5	\$30,449	5
Florida	\$41,081	6	\$30,969	4
Kentucky	\$41,002	7	\$28,416	7
Arkansas	\$40,495	8	\$26,129	12
Louisiana	\$38,880	9	\$29,655	6
Alabama	\$38,863	10	\$30,973	- 3
West Virginia	\$38,360	11	\$26,692	11
Mississippi	\$36,590	12	\$28,106	8

<sup>\*</sup> Source: NEA Rankings of the States 2004 and Estimates of School Statistics 2005

<sup>\*\*</sup> Source: American Federation of Teachers, Annual Survey of State Departments of Education, 2003-04

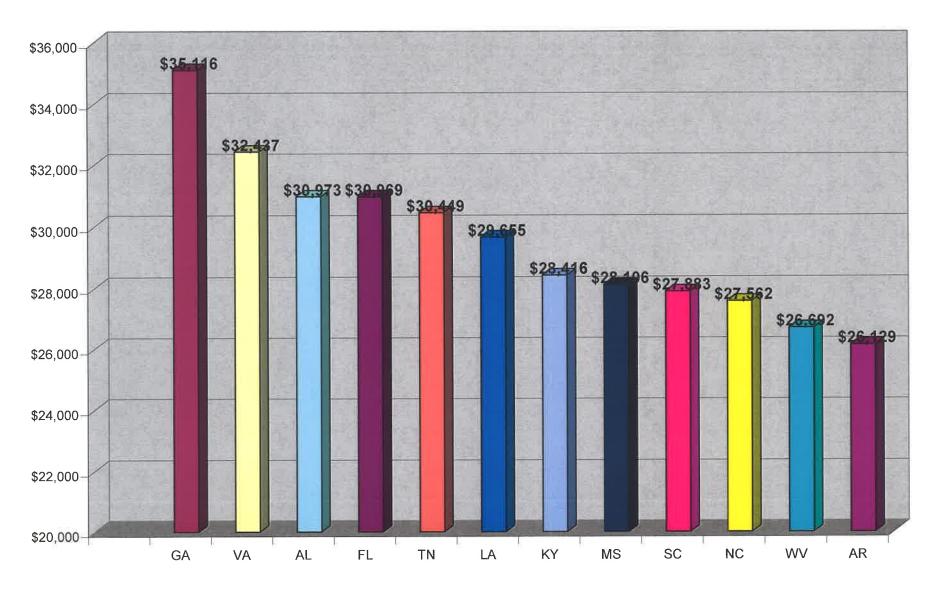
### **AVERAGE TEACHER SALARY IN SOUTHEAST, 2004-05\***



<sup>\*</sup> Source: NEA Rankings of the States 2004 and Estimates of School Statistics 2005

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### **AVERAGE BEGINNING TEACHER SALARY IN SOUTHEAST, 2003-04\*\***



<sup>\*</sup> Source: American Federation of Teachers, Annual Survey of State Departments of Education, 2003-04

## NORTH CAROLINA TEACHER TURNOVER RATES BY SCHOOL DISTRICT COMPARED WITH MINIMUM AND MAXIMUM SALARY SUPPLEMENTS 2004-2005

SCHOOL DISTRIC Alamance-Burlington	TNAME	MININ SUPPLE	IUM MENT	MAXI	MUM	TEACHER	
Alexander		\$1,27	70	SUPPLI	EMENT	TEACHER TU	RNOV
Alleghany		\$1,52		\$3,012		RATE (%)	
Anson		\$200		\$3,6		19.71	
Ashe		\$381		\$20		9.21	
Avery		\$300		\$92		12.40	
Beaufort Bertie		\$763		\$300		12.00	
		\$700	$\rightarrow$	\$1,63		7.21	
Bladen		\$763		\$850		11.27	
Brunswick		\$1,017		\$1,94	0	13.27	
Buncombe		\$1,500	$\rightarrow$	\$2,060		16.35	
Asheville City		\$646	-	\$2,900		12.26	
Burke		\$2,146	$\rightarrow$	\$6,334		9.45	
Cabarrus		\$1,017		\$5,032		9.95	al7.
Kannapolis City		\$1,512		\$2,251		16.47	
Caldwell		\$1.512		\$2,678		12.44	
Camden		\$1,510 \$775		\$2,610		12.21	
Carteret				\$3,015		13.40	
Caswell		\$950		\$1,200		6.73	$\overline{}$
Catawba		\$1,335		\$3,587		4.31	$\neg$
Hickory City		\$500		\$2,860	_	9.25	$\neg$
Newton C		\$1,779		\$5,155		11.81	
Newton Conover City Chatham		\$1,779		\$3,940		11.70	
Cherokee		\$1,809		\$3,702		15.79	$\rightarrow$
Edont		\$1,950		\$4,508		10.96	-
Edenton-Chowan Clay	-	\$0		\$0		15.12	-
Clayet	-	\$508		\$1,139		6.71	$\overline{}$
Cleveland	_	\$0		\$0		17.09	$\rightarrow$
Columbus		\$915		\$1,730		3.96	$\dashv$
Whiteville City	-	\$407		\$921		7.97	$\dashv$
New Bern-Craven	+	\$763		\$1,636		10.69	$\dashv$
Cumberland		\$1,500				12.77	$\rightarrow$
Currituck		\$2,161		\$1,500 \$5,400		13.55	
Dare	1 9	31,051		\$5,408 \$3,448		12.64	-
Davidson	- \$	1,162	1	\$2,148		6.13	_
Lexington City	\$	1,486		3,167		13.11	4
Thomasville City		2,161	1	3,500		10.93	1
Davie		2,000		5,262		16.54	4
Duplin		,271		2,780		23.16	4
Durham	\$1	,800		2,814		12.50	1
dgecombe	\$3	,050		,800		12.88	1
orsyth	\$2,	192		,400		17.54	1
ranklin	\$2,	610		,500		23.28	F
aston		800		,180		9.43	
ates	\$1,3			800		22.18	
aham	\$5			337		14.66	
anville	\$(			50		8.81	
eene	\$1,5	25	\$			5.94	
ilford	\$1,0	00	\$3,6				
	\$2,6	10	\$1,0			8.91 7.35	
		10	\$8,9				

Prepared by NCAE/GR

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## A HISTORY OF STATEWIDE

# TEACHER SALARY SCHEDULES

1928-31 THROUGH 2005-06

## RUMBIATE BOYROTEIH A

# YRALIAR REHDARY

BORDOS HOUGHT FRANCE

#### 2005-2006 BACHELOR'S DEGREE CERTIFIED TEACHER SALARY SCHEDULE Effective 5th pay period 2005-06

		Bachelor's Teacher					
Years of	Monthly	12 Monthly	Annual Salary				
	· ·	•					
Exp	<u>Salary</u>	Installments	(10 months)				
0	\$2,626	\$2,188.33	\$26,260				
1	\$2,668	\$2,223.33	\$26,680				
2	\$2,712	\$2,260.00	\$27,120				
3	\$2,868	\$2,390.00	\$28,680				
4	\$3,008	\$2,506.67	\$30,080				
5	\$3,142	\$2,618.33	\$31,420				
6	\$3,271	\$2,725.83	\$32,710				
7	\$3,375	\$2,812.50	\$33,750				
8	\$3,423	\$2,852.50	\$34,230				
9	\$3,472	\$2,893.33	\$34,720				
10	\$3,522	\$2,935.00	\$35,220				
11	\$3,571	\$2,975.83	\$35,710				
12	\$3,622	\$3,018.33	\$36,220				
13	\$3,673	\$3,060.83	\$36,730				
14	\$3,726	\$3,105.00	\$37,260				
15	\$3,780	\$3,150.00	\$37,800				
16	\$3,835	\$3,195.83	\$38,350				
17	\$3,890	\$3,241.67	\$38,900				
18	\$3,949	\$3,290.83	\$39,490				
19	\$4,007	\$3,339.17	\$40,070				
20	\$4,065	\$3,387.50	\$40,650				
21	\$4,127	\$3,439.17	\$41,270				
22	\$4,188	\$3,490.00	\$41,880				
23	\$4,254	\$3,545.00	\$42,540				
24	\$4,318	\$3,598.33	\$43,180				
25	\$4,383	\$3,652.50	\$43,830				
26	\$4,449	\$3,707.50	\$44,490				
27	\$4,517	\$3,764.17	\$45,170				
28	\$4,588	\$3,823.33	\$45,880				
29	\$4,659	\$3,882.50	\$46,590				
30+	\$4,659	\$3,882.50	\$46,590				

Monthly         12 Monthly         Annual Salary           Salary         Installments         (10 months)           N/A         N/A         N/A           \$3,369         \$32,120         \$33,690           \$3,5190         \$33,690         \$35,5190           \$3,664         \$3,053.33         \$36,640           \$3,780         \$3,150.00         \$37,800           \$3,849         \$3,240.83         \$38,890           \$3,849.00         \$3,383	Bachelor	's w/ NBPTS C	Certification
N/A         N/A         N/A           N/A         N/A         N/A           N/A         N/A         N/A           \$3,212         \$2,676.67         \$32,120           \$3,369         \$2,807.50         \$33,690           \$3,519         \$2,932.50         \$35,190           \$3,664         \$3,053.33         \$36,640           \$3,780         \$3,150.00         \$37,800           \$3,834         \$3,195.00         \$38,340           \$3,889         \$3,240.83         \$38,890           \$3,945         \$3,287.50         \$39,450           \$4,000         \$3,333.33         \$40,000           \$4,057         \$3,380.83         \$40,570           \$4,114         \$3,428.33         \$41,140           \$4,173         \$3,477.50         \$41,730           \$4,234         \$3,528.33         \$42,340           \$4,295         \$3,579.17         \$42,950           \$4,357         \$3,630.83         \$44,295           \$4,423         \$3,685.83         \$44,230           \$4,488         \$3,740.00         \$44,880           \$4,553         \$3,794.17         \$45,530           \$4,622         \$3,851.67         \$46,910	Monthly	12 Monthly	Annual Salary
N/A         N/A         N/A         N/A           N/A         N/A         N/A         N/A           \$3,212         \$2,676.67         \$32,120           \$3,369         \$2,807.50         \$33,690           \$3,519         \$2,932.50         \$35,190           \$3,664         \$3,053.33         \$36,640           \$3,780         \$3,150.00         \$37,800           \$3,834         \$3,195.00         \$38,340           \$3,889         \$3,240.83         \$38,890           \$3,945         \$3,287.50         \$39,450           \$4,000         \$3,333.33         \$40,000           \$4,057         \$3,380.83         \$40,570           \$4,114         \$3,428.33         \$41,140           \$4,173         \$3,477.50         \$41,730           \$4,234         \$3,528.33         \$42,340           \$4,295         \$3,579.17         \$42,950           \$4,357         \$3,630.83         \$43,570           \$4,488         \$3,740.00         \$44,880           \$4,488         \$3,794.17         \$45,530           \$4,622         \$3,851.67         \$46,220           \$4,691         \$3,909.17         \$46,910           \$4,836	<u>Salary</u>	Installments	(10 months)
N/A         N/A         N/A           \$3,212         \$2,676.67         \$32,120           \$3,369         \$2,807.50         \$33,690           \$3,519         \$2,932.50         \$35,190           \$3,664         \$3,053.33         \$36,640           \$3,780         \$3,150.00         \$37,800           \$3,834         \$3,195.00         \$38,340           \$3,889         \$3,240.83         \$38,890           \$3,945         \$3,287.50         \$39,450           \$4,000         \$3,333.33         \$40,000           \$4,057         \$3,380.83         \$40,570           \$4,114         \$3,428.33         \$41,140           \$4,234         \$3,528.33         \$42,340           \$4,234         \$3,528.33         \$42,340           \$4,295         \$3,579.17         \$42,950           \$4,357         \$3,630.83         \$43,570           \$4,423         \$3,685.83         \$44,230           \$4,488         \$3,740.00         \$44,880           \$4,553         \$3,794.17         \$45,530           \$4,622         \$3,851.67         \$46,220           \$4,691         \$3,909.17         \$46,910           \$4,836         \$4,030.00	N/A	N/A	N/A
\$3,212       \$2,676.67       \$32,120         \$3,369       \$2,807.50       \$33,690         \$3,519       \$2,932.50       \$35,190         \$3,664       \$3,053.33       \$36,640         \$3,780       \$3,150.00       \$37,800         \$3,834       \$3,195.00       \$38,340         \$3,889       \$3,240.83       \$38,890         \$3,945       \$3,287.50       \$39,450         \$4,000       \$3,333.33       \$40,000         \$4,057       \$3,380.83       \$40,570         \$4,114       \$3,428.33       \$41,140         \$4,173       \$3,477.50       \$41,730         \$4,234       \$3,528.33       \$42,340         \$4,295       \$3,579.17       \$42,950         \$4,357       \$3,630.83       \$43,570         \$4,423       \$3,685.83       \$44,230         \$4,488       \$3,740.00       \$44,880         \$4,553       \$3,794.17       \$45,530         \$4,691       \$3,909.17       \$46,910         \$4,764       \$3,970.00       \$47,640         \$4,836       \$4,090.83       \$49,090         \$4,983       \$4,152.50       \$49,830         \$5,059       \$4,215.83       \$50,590 <td>N/A</td> <td>N/A</td> <td>N/A</td>	N/A	N/A	N/A
\$3,369 \$2,807.50 \$33,690 \$3,519 \$2,932.50 \$35,190 \$3,664 \$3,053.33 \$36,640 \$3,780 \$3,150.00 \$37,800 \$3,834 \$3,195.00 \$38,340 \$3,889 \$3,240.83 \$38,890 \$3,945 \$3,287.50 \$39,450 \$4,000 \$3,333.33 \$40,000 \$4,057 \$3,380.83 \$40,570 \$4,114 \$3,428.33 \$41,140 \$4,173 \$3,477.50 \$41,730 \$4,234 \$3,528.33 \$42,340 \$4,295 \$3,579.17 \$42,950 \$4,357 \$3,630.83 \$43,570 \$4,423 \$3,685.83 \$44,230 \$4,423 \$3,685.83 \$44,230 \$4,488 \$3,740.00 \$44,880 \$4,553 \$3,794.17 \$45,530 \$4,622 \$3,851.67 \$46,220 \$4,691 \$3,909.17 \$46,910 \$4,764 \$3,970.00 \$47,640 \$4,836 \$4,030.00 \$48,360 \$4,909 \$4,090.83 \$49,090 \$4,983 \$4,152.50 \$49,830 \$5,059 \$4,215.83 \$50,590 \$5,139 \$4,282.50 \$51,390 \$5,218 \$4,348.33 \$52,180	N/A	N/A	N/A
\$3,519 \$2,932.50 \$35,190 \$3,664 \$3,053.33 \$36,640 \$3,780 \$3,150.00 \$37,800 \$3,834 \$3,195.00 \$38,340 \$3,889 \$3,240.83 \$38,890 \$3,945 \$3,287.50 \$39,450 \$4,000 \$3,333.33 \$40,000 \$4,057 \$3,380.83 \$40,570 \$4,114 \$3,428.33 \$41,140 \$4,173 \$3,477.50 \$41,730 \$4,234 \$3,528.33 \$42,340 \$4,295 \$3,579.17 \$42,950 \$4,357 \$3,630.83 \$43,570 \$4,423 \$3,685.83 \$44,230 \$4,488 \$3,740.00 \$44,880 \$4,553 \$3,794.17 \$45,530 \$4,622 \$3,851.67 \$46,220 \$4,691 \$3,909.17 \$46,910 \$4,764 \$3,970.00 \$47,640 \$4,836 \$4,030.00 \$48,360 \$4,909 \$4,090.83 \$49,090 \$4,983 \$4,152.50 \$49,830 \$5,059 \$4,215.83 \$50,590 \$5,139 \$4,282.50 \$51,390 \$5,218 \$4,348.33 \$52,180	\$3,212	\$2,676.67	\$32,120
\$3,664 \$3,053.33 \$36,640 \$3,7800 \$37,800 \$33,834 \$3,195.00 \$38,340 \$3,889 \$3,240.83 \$38,890 \$3,945 \$3,287.50 \$39,450 \$4,000 \$3,333.33 \$40,000 \$4,057 \$3,380.83 \$40,570 \$4,114 \$3,428.33 \$41,140 \$4,173 \$3,477.50 \$41,730 \$4,234 \$3,528.33 \$42,340 \$4,234 \$3,528.33 \$42,340 \$4,295 \$3,579.17 \$42,950 \$4,357 \$3,630.83 \$43,570 \$4,488 \$3,740.00 \$44,880 \$4,553 \$3,794.17 \$45,530 \$44,622 \$3,851.67 \$46,910 \$4,764 \$3,970.00 \$47,640 \$4,836 \$4,000 \$44,836 \$4,000 \$44,836 \$4,000 \$44,836 \$4,000 \$44,836 \$4,000 \$44,836 \$4,000 \$47,640 \$4,836 \$4,000 \$44,830 \$44,000 \$44,830 \$44,000 \$44,	\$3,369	\$2,807.50	\$33,690
\$3,780 \$3,150.00 \$37,800 \$38,340 \$3,834 \$3,195.00 \$38,340 \$3,889 \$3,240.83 \$38,890 \$3,945 \$3,287.50 \$39,450 \$4,000 \$3,333.33 \$40,000 \$4,057 \$3,380.83 \$40,570 \$4,114 \$3,428.33 \$41,140 \$4,173 \$3,477.50 \$41,730 \$42,295 \$3,579.17 \$42,950 \$4,295 \$3,579.17 \$42,950 \$44,423 \$3,685.83 \$44,230 \$44,488 \$3,740.00 \$44,880 \$4,553 \$3,794.17 \$45,530 \$44,622 \$3,851.67 \$46,220 \$4,691 \$3,909.17 \$46,910 \$44,764 \$3,970.00 \$47,640 \$4,836 \$4,030.00 \$44,836 \$4,909 \$4,090.83 \$49,090 \$4,983 \$4,152.50 \$49,830 \$5,059 \$4,215.83 \$50,590 \$5,139 \$4,282.50 \$51,390 \$5,218 \$4,348.33 \$52,180	\$3,519	\$2,932.50	\$35,190
\$3,834 \$3,195.00 \$38,340 \$3,889 \$3,240.83 \$38,890 \$3,945 \$3,287.50 \$39,450 \$4,000 \$3,333.33 \$40,000 \$4,057 \$3,380.83 \$40,570 \$4,114 \$3,428.33 \$41,140 \$4,173 \$3,477.50 \$41,730 \$4,234 \$3,528.33 \$42,340 \$4,295 \$3,579.17 \$42,950 \$4,357 \$3,630.83 \$43,570 \$4,423 \$3,685.83 \$44,230 \$4,488 \$3,740.00 \$44,880 \$4,553 \$3,794.17 \$45,530 \$44,691 \$3,909.17 \$46,910 \$4,764 \$3,970.00 \$47,640 \$4,836 \$4,000 \$44,860 \$4,909 \$4,090.83 \$49,090 \$4,983 \$4,152.50 \$49,830 \$5,059 \$4,215.83 \$50,590 \$5,139 \$4,282.50 \$51,390 \$55,218 \$4,348.33 \$52,180	\$3,664	\$3,053.33	\$36,640
\$3,889 \$3,240.83 \$38,890 \$3,9450 \$4,000 \$3,333.33 \$40,000 \$4,057 \$3,380.83 \$41,140 \$4,173 \$3,477.50 \$41,730 \$4,234 \$3,528.33 \$42,340 \$4,295 \$3,579.17 \$42,950 \$44,423 \$3,685.83 \$44,230 \$4,488 \$3,740.00 \$44,880 \$4,553 \$3,794.17 \$45,530 \$44,691 \$3,909.17 \$46,910 \$4,764 \$3,970.00 \$47,640 \$4,836 \$4,000 \$44,836 \$4,000 \$44,836 \$4,000 \$44,836 \$4,622 \$3,851.67 \$46,220 \$4,691 \$3,909.17 \$46,910 \$47,640 \$4,836 \$4,000 \$44,830 \$44,000 \$44,836 \$4,000 \$44,000	\$3,780	\$3,150.00	\$37,800
\$3,945 \$3,287.50 \$39,450 \$4,000 \$4,000 \$3,333.33 \$40,000 \$4,114 \$3,428.33 \$41,140 \$4,173 \$3,477.50 \$41,730 \$4,234 \$3,528.33 \$42,340 \$4,295 \$3,579.17 \$42,950 \$4,357 \$3,630.83 \$44,230 \$4,423 \$3,685.83 \$44,230 \$4,423 \$3,685.83 \$44,230 \$4,488 \$3,740.00 \$44,880 \$4,553 \$3,794.17 \$45,530 \$4,622 \$3,851.67 \$46,220 \$4,691 \$3,909.17 \$46,910 \$4,764 \$3,970.00 \$47,640 \$4,836 \$4,030.00 \$48,360 \$4,909 \$4,090.83 \$49,090 \$4,983 \$4,152.50 \$49,830 \$5,059 \$4,215.83 \$50,590 \$5,139 \$4,282.50 \$51,390 \$5,218 \$4,348.33 \$52,180	\$3,834	\$3,195.00	\$38,340
\$4,000 \$3,333.33 \$40,000 \$4,0570 \$3,380.83 \$40,570 \$4,114 \$3,428.33 \$41,140 \$4,173 \$3,477.50 \$41,730 \$42,295 \$3,579.17 \$42,950 \$4,357 \$3,685.83 \$44,230 \$44,423 \$3,685.83 \$44,230 \$44,488 \$3,740.00 \$44,880 \$4,553 \$3,794.17 \$45,530 \$44,622 \$3,851.67 \$46,220 \$4,691 \$3,909.17 \$46,910 \$44,764 \$3,970.00 \$47,640 \$4,836 \$4,030.00 \$48,360 \$4,909 \$4,090.83 \$49,090 \$4,983 \$4,152.50 \$49,830 \$5,059 \$4,215.83 \$50,590 \$5,139 \$4,282.50 \$51,390 \$5,218 \$4,348.33 \$52,180	\$3,889	\$3,240.83	\$38,890
\$4,057 \$3,380.83 \$40,570 \$4,114 \$3,428.33 \$41,140 \$4,173 \$3,477.50 \$41,730 \$4,234 \$3,528.33 \$42,340 \$4,295 \$3,579.17 \$42,950 \$4,357 \$3,630.83 \$43,570 \$4,423 \$3,685.83 \$44,230 \$4,488 \$3,740.00 \$44,880 \$4,553 \$3,794.17 \$45,530 \$4,622 \$3,851.67 \$46,220 \$4,691 \$3,909.17 \$46,910 \$4,764 \$3,970.00 \$44,860 \$4,969 \$4,090.83 \$49,090 \$4,983 \$49,090 \$4,983 \$49,090 \$5,059 \$4,215.83 \$50,590 \$5,139 \$4,282.50 \$51,390 \$5,218 \$4,348.33 \$52,180	\$3,945	\$3,287.50	\$39,450
\$4,057 \$3,380.83 \$40,570 \$4,114 \$3,428.33 \$41,140 \$4,173 \$3,477.50 \$41,730 \$4,234 \$3,528.33 \$42,340 \$4,295 \$3,579.17 \$42,950 \$4,357 \$3,630.83 \$43,570 \$4,423 \$3,685.83 \$44,230 \$4,488 \$3,740.00 \$44,880 \$4,553 \$3,794.17 \$45,530 \$4,622 \$3,851.67 \$46,220 \$4,691 \$3,909.17 \$46,910 \$4,764 \$3,970.00 \$44,860 \$4,969 \$4,090.83 \$49,090 \$4,983 \$49,090 \$4,983 \$49,090 \$5,059 \$4,215.83 \$50,590 \$5,139 \$4,282.50 \$51,390 \$5,218 \$4,348.33 \$52,180	\$4,000	\$3,333.33	\$40,000
\$4,114 \$3,428.33 \$41,140 \$4,173 \$3,477.50 \$41,730 \$4,234 \$3,528.33 \$42,340 \$4,295 \$3,579.17 \$42,950 \$4,357 \$3,630.83 \$43,570 \$4,423 \$3,685.83 \$44,230 \$4,488 \$3,740.00 \$44,880 \$4,553 \$3,794.17 \$45,530 \$4,622 \$3,851.67 \$46,220 \$4,691 \$3,909.17 \$46,910 \$4,764 \$3,970.00 \$47,640 \$4,836 \$4,030.00 \$48,360 \$4,909 \$4,090.83 \$49,090 \$4,983 \$4,152.50 \$49,830 \$5,059 \$4,215.83 \$50,590 \$5,139 \$4,282.50 \$51,390 \$5,218 \$4,348.33 \$52,180		<del></del>	\$40,570
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NOTE: "NBPTS" stands for National Board for Professional Teacher Standards.

# 2005-2006 MASTER'S DEGREE CERTIFIED TEACHER SALARY SCHEDULE Effective 5th pay period 2005-06

	Master's Teacher						
Years of	Monthly	12 Monthly	Annual Salary				
Exp	Salary	Installments	(10 months)				
0	\$2,889	\$2,407.50	\$28,890				
1	\$2,935	\$2,445.83	\$29,350				
2	\$2,983	\$2,485.83	\$29,830				
3	\$3,155	\$2,629.17	\$31,550				
4	\$3,309	\$2,757.50	\$33,090				
5	\$3,456	\$2,880.00	\$34,560				
6	\$3,598	\$2,998.33	\$35,980				
7	\$3,713	\$3,094.17	\$37,130				
8	\$3,765	\$3,137.50	\$37,650				
9	\$3,819	\$3,182.50	\$38,190				
10	\$3,874	\$3,228.33	\$38,740				
11	\$3,928	\$3,273.33	\$39,280				
12	\$3,984	\$3,320.00	\$39,840				
13	\$4,040	\$3,366.67	\$40,400				
14	\$4,099	\$3,415.83	\$40,990				
15	\$4,158	\$3,465.00	\$41,580				
16	\$4,219	\$3,515.83	\$42,190				
17	\$4,279	\$3,565.83	\$42,790				
18	\$4,344	\$3,620.00	\$43,440				
19	\$4,408	\$3,673.33	\$44,080				
20	\$4,472	\$3,726.67	\$44,720				
21	\$4,540	\$3,783.33	\$45,400				
22	\$4,607	\$3,839.17	\$46,070				
23	\$4,679	\$3,899.17	\$46,790				
24	\$4,750	\$3,958.33	\$47,500				
25	\$4,821	\$4,017.50	\$48,210				
26	\$4,894	\$4,078.33	\$48,940				
27	\$4,969	\$4,140.83	\$49,690				
28	\$5,047	\$4,205.83	\$50,470				
29	\$5,125	\$4,270.83	\$51,250				
30+	\$5,125	\$4,270.83	\$51,250				

Master	's w/NBPTS Ce	rtification
Monthly	12 Monthly	Annual Salary
Salary	Installments	•
Salary	mstamments	(10 months)
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
\$3,534	\$2,945.00	\$35,340
\$3,706	\$3,088.33	\$37,060
\$3,871	\$3,225.83	\$38,710
\$4,030	\$3,358.33	\$40,300
\$4,159	\$3,465.83	\$41,590
\$4,217	\$3,514.17	\$42,170
\$4,277	\$3,564.17	\$42,770
\$4,339	\$3,615.83	\$43,390
\$4,399	\$3,665.83	\$43,990
\$4,462	\$3,718.33	\$44,620
\$4,525	\$3,770.83	\$45,250
\$4,591	\$3,825.83	\$45,910
\$4,657	\$3,880.83	\$46,570
\$4,725	\$3,937.50	\$47,250
\$4,792	\$3,993.33	\$47,920
\$4,865	\$4,054.17	\$48,650
\$4,937	\$4,114.17	\$49,370
\$5,009	\$4,174.17	\$50,090
\$5,085	\$4,237.50	\$50,850
\$5,160	\$4,300.00	\$51,600
\$5,240	\$4,366.67	\$52,400
\$5,320	\$4,433.33	\$53,200
\$5,400	\$4,500.00	\$54,000
\$5,481	\$4,567.50	\$54,810
\$5,565	\$4,637.50	\$55,650
\$5,653	\$4,710.83	\$56,530
\$5,740	\$4,783.33	\$57,400
\$5,740	\$4,783.33	\$57,400

NOTE: "NBPTS" stands for National Board for Professional Teacher Standards.

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<b>Effective Date</b>	Log	islative Increases	<b>Consumer Price</b>	Comments
of Increase	Legislative incicases		Index	Comments
	Across the Board	Automatic Step Increase		
July 1, 1980	10%	2.4% plus 6.3%	12.50%	Salary schedule changed to grade and step. Procedures assured no one a cut in converting 13 pay levels into 6 steps. All teachers and assistant principals received 2.4% increase. In addition, in conversion process, they received 0 to 6.3%.
July 1, 1981	0%	1 step	8.90%	All teachers and assistant principals received a 1 step increase if they worked 6 months or more in 1980-81. The 1980-81 salary schedule was used until January 1, 1982.
January 1, 1982	5%	None		Across the board increase effective January 1, 1982, for second half of the 1981-82 school year. Total salary steps allowable in range increase to 8.
July 1, 1982	0%	None	3.80%	Grade/steps and salaries were frozen.
July 1, 1983	5%	None	3.80%	Grade/steps were frozen. Across the board salary increase of 5% was granted.
July 1, 1984	14.80%	None	3.90%	Salary schedule changed from grade and step to pay level. Change had no effect on salaries. Automatic step increases remained frozen.
July 1, 1985	0%	1 or 2 pay levels	3.80%	Freeze on step increases removed. Those with one year of experience received a 1 pay level increase; those with 2 or more years of experience received a 2 pay level increase. Legislation added 1 pay level to the range for a total of 10.
July 1, 1986	6.50%	None	1.10%	Across the board increase of 6.5% was granted. Step increases were not allowed.
July 1, 1987	5%	None	4.40%	Across the board increase of 5% was granted. Step increases were not allowed.
July 1, 1988	4.50%	None	4.40%	Across the board increase of 4.5% was granted. Reconversion for earning masters degree made permanent.
July 1, 1989	6%	None	4.60%	Salary schedule for teachers changed from promotional to years of experience. The number of salary steps were increased to thirty, with an overall average increase to the teacher salary schedule of 6%. Teachers were placed on the new salary schedule in accordance with the years of experience. Assistant principals were changed to the administrator classification. Assistant principals became subject to Administrative increases and were placed on the Administrative Salary Schedule effective July 1, 1989.
July 1, 1990	6%	1 Step	5.40%	This is the second year of a three year phase in for the thirty step schedule. Separate salary schedules were created for the psychologist classification.
July 1, 1991	None	None	3.20%	No step increase or across the board increase was legislated.
July 1, 1992	None	Average 2%	3.10%	Legislated increase was based on teachers experience. Teachers salary schedule was restructured to reflect a perfect 2% increase between each experience step.
July 1, 1993	1%	2%	2.60%	Total salary increase of 3%. Across the board 1% and 2% experience step. No bonus legislated.

Effective Date	Leg	gislative Increases	Consumer Price	Comments
of Increase	Across the Board	Automatic Step Increase	Index	
	, 2011.11			Teachers who hold a non-educational mater's degree are eligible to be paid on "G" scale upon approval by licensure. Advanced and doctorate degrees in any teaching or student services area no longer need approval from Licensure (assigned automatically).
				Teachers who hold an "SG" license and an "A" license are compensated on the "G" teacher's salary schedule.
July 1, 1994	3% 5% 3%	2% (less than 3 years) 2% (Between 3 and 29 years) 2% (30+ years)	2.90%	The 30th step placed on the scale for teachers but not funded. Psychologists are paid on one scale plus \$126 for advanced and \$253 for doctorate. Although, provisionally, licensed psychologists are still paid on the "G" teacher's schedule. Program areas are no longer required for special teaching assignments.  The National Board for Professional Teachers Standards (NBPTS) exam fee and 3 days of leave are paid for applicants. Teachers who become nationally certified may be eligible for a 4% salary bonus.
July 1, 1995	0%	2% (less than 3 years) 4% (3 years) 2% (Between 4 and 28 years) 0% (29+ years)	2.70%	Teacher schedules are identical to the schedules used during the 1994-95 school year. Teachers with 29+ years receive a one time fixed dollar amount bonus paid in the third pay period. Psychologist schedule is the same as the 1994-95 school year which governs a legislative increase of 2%. Psychologists with 29+ years received a one time fixed dollar amount bonus paid in the third pay period.
3rd Pay Period of 1996-97	3.50%	2.0% (going to 1 or 2 years) 4.0% (going to 3 years) 2.0% (going to 4 thru 29 years) 0.0% (30+ years)	2.70%	Raise is effective for all teachers at the beginning of their ten month contract, including year round and block schedule schools. Any pay for the first and second pay period that is not part of the teacher's ten month contract is based on 1995-96 pay schedules and 1995-96 years of experience. Experience for 1995-96 is given at the beginning of the ten month contract.  Beginning in the 3rd pay period, Speech-Language Pathologists with a master's degree or higher in Speech-Language Pathology are moved from the teacher's scales to the Psychologist scale. Those with a bachelor's degree are paid on the teacher's bachelor's salary schedule.  A one time bonus was granted for those teachers and speech-language pathologists with 30+ years of experience, after given credit for 1995-96, for being at the top of the pay scale.
July 1, 1997	Average of 7.5%	Increases varied from 3.8% at 29+ years of experience to 9.6% at 4 years of experience.	1.90%	For individual educators, salaries increased by approximately 7.5%.
July 1, 1998	Average of 7.5%	Increases varied from 4.4% at 29+ years of experience to 10.9% at 3 years of experience.	1.70%	The 2nd year of the Excellent Schools Act was implemented. For individual educators, salaries increased by approximately 7.7%.

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Effective Date of Increase	Leg	gislative Increases	Consumer Price Index	Comments
	Across the Board	Automatic Step Increase		
July 1, 1999	Average of 7.5%	Increases varied from 4.78% at 30+ years of experience to 11.4% at 3 years of experience.	2.90%	The 3rd year of the Excellent Schools Act was implemented. For individual educators, salaries increased by approximately 7.5%. Teachers and student services personnel also earned a \$1500 bonus for being in a school that achieved higher than expected improvemens in student performance. A \$750 bonus was received by the same people for being in a school that met the expected improvements in student performance.
July 1, 2000	Average of 6.5%	Increases varied from 2.53% to 13.8%.	2.2% (through 9/00)	The 4th year of the Excellent Schools Act was implemented. For individual educators, salaries increased by approximately 6.5%. Overall, increases were higher for Master's level teachers than for Bachelor's level.  Teachers and student services personnel also earned a \$1500 bonus for being in a school that achieved higher than expected improvemens in student performance. A \$750 bonus was received by the same people for being in a school that met the expected improvements in student performance.
July 1, 2001	Average of 2.86%	range increase 2.43 to 6.92%	1.60%	Salary schedule was increased by 1% at each step.  Teachers and student services personnel also earned a \$1500 bonus for being in a school that achieved higher than expected improvemens in student performance. A \$750 bonus was received by the same people for being in a school that met the expected improvements in student perormance.
July 1, 2002	Average 1.84%		2.20%	Teachers and instructional suppport received a step increase for a year of experience earned. No change to the salary schedules. Teachers and instructional support at the top of the salary schedule received 10 days annual leave.  Teachers and student services personnel also earned a \$1500 bonus for being in a school that achieved higher than expected improvemens in student performance. A \$750 bonus was received by the same people for being in a school that met the expected improvements in student performance.
July 1, 2003	Average of 1.81%		1.40%	Teachers and instructional suppport received a step increase for a year of experience earned. No change to the salary schedules. Teachers and instructional support at the top of the salary schedule received a one time bonus of 1.6%. Teachers and student services personnel also earned a \$1500 bonus for being in a school that achieved higher than expected improvemens in student performance. A \$750 bonus was received by the same people for being in a school that met the expected improvements in student performance.

Effective Date of Increase	Legi	slative Increases	Consumer Price Index	Comments		
	Across the Board	Automatic Step Increase				
July 1, 2004	Average of 2.5%	range increase 2.1% to 6.6%	3.30%	Teachers and instructional suppport received a step increase for a year of experience earned. Salary schedules were increased by 0.67% per step. Teachers and instructional support at the top of the salary schedule received a one time bonus of 1.58%.		
July 1, 2005	Average of 2.24%	range increase 1.78% to 6.28%		Teachers and student services personnel also earned a \$1500 bonus for being in a school that achieved higher than expected improvemens in student performance. A \$750 bonus was received by the same people for being in a school that met the expected improvements in student performance.  Teachers and instructional support received a step increase for a year of experience earned. Salary schedules were increased by 0.35% per step. Teachers and instructional support at the top of the salary schedule received a one time bonus of 1.58%.		
November 1, 2005	\$75 per month	.e		Teachers and student services personnel also earned a \$1500 bonus for being in a school that achieved higher than expected improvemens in student performance. A \$750 bonus was received by the same people for being in a school that met the expected improvements in student performance.		

## A History of Statewide Monthly Salaries for North Carolina Classroom Teachers with Bachelor's Degrees

4 = 9 *													
Step 192	8-81 1931-3	3 1933-35	1935-36	1936-37	1937-39	1939-41	1941-42	1942-43	1943-45	1945-46	1946-47	1947-48	1948-49
0 \$ 1 2 3 4 5 6 7 8 9 10	00 \$ 9 105	00 \$ 70 95 73 99 75 08 78	\$ 84 87 90 93 96	\$ 88 91 94 97 100 103 106 110 113	\$ 96 100 103 107 110 113 117 120 124	\$ 96 100 103 107 110 115 119 122 127	\$ 96 100 103 107 110 115 119 122 127 133	\$ 111 115 118 121 125 137 141 145 151 156	\$ 111 122 125 128 132 137 141 145 151 156	\$ 138 141 144 148 152 156 160 165 170 175 180	\$ 165 168 171 175 179 186 190 195 200 208 213	\$ 180 184 188 193 198 203 209 215 221 227 234 241	\$ 216 221 226 232 238 244 251 258 265 272 281 289
Step 19	49-50 1950-	51 1951-53	1953-55	1955-57	1957-59	1959-60	1960-61	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67
0) \$ 1 2 3 4 5 6 7 8 9 10 11 12	244 \$ 2 252 2 259 2 267 2 275 2 283 2 291 300 309 318 327	45 \$ 245 252 259 259 267 267 267 275 275 283 283 292 292 301 302 311 312 322 323 333 334 345 345	312 322 333 344 356 368	\$ 270 278 285 294 303 312 322 333 344 356 368 380	\$ 311 321 331 341 351 362 373 384 395 406 417 428 439	\$ 322 332 342 352 363 374 385 396 407 418 429 441 453	\$ 337 348 358 369 380 392 404 415 427 438 450 462 475	\$ 390 402 414 426 439 452 465 478 491 505 519 534 549	\$ 390 402 414 426 439 452 -465 478 491 505 519 534 549	\$ 405 417 429 441 454 467 480 493 506 520 534 549 564	\$ 415 427 439 451 464 477 490 503 516 530 544 559 574	\$ 436 448 461 474 487 501 515 528 542 557 571 587 603	\$ 457 470 483 496 510 525 539 553 568 583 598 615 631
Step 19	)67- <u>6</u> 8 1968	-69 1969-70	1970-71	1971-72	1972-73	1973-74	1974-76	1976-77	1977-78	1978-79	1979-80	1980-81*	
0 \$ 1 2 3 4 5 6 7 8 9 10 11 12 13	517 531 546 561 578 593 608 625 641 658 677	\$ 600 564 580 580 595 657 612 676 630 695 647 714 733 682 752 770 7718 790 738 809 757 828	822 843 864 885	\$ 687 709 731 753 775 797 819 841 863 885 907 929 951	\$ 720 743 766 789 812 835 858 881 904 927 950 973 996	\$ 756 780 804 828 853 877 901 925 948 973 998 1,021 1,046 1,071	\$ 813 839 864 890 917 943 969 994 1,019 1,046 1,073 1,098 1,124 1,151	\$ 876 903 929 956 984 1,011 1,038 1,064 1,090 1,118 1,146 1,172 1,199 1,227	\$ 933 962 989 1,018 1,048 1,077 1,105 1,133 1,161 1,191 1,220 1,248 1,277 1,307	\$ 989 1,020 1,048 1,079 1,111 1,142 1,171 1,201 1,231 1,262 1,293 1,323 1,354 1,385	\$1,038 1,071 1,100 1,133 1,167 1,199 1,230 1,261 1,293 1,325 1,358 1,389 1,422 1,454	\$1,239 1,239 1,295 1,295 1,355 1,355 1,419 1,485 1,485 1,551 1,551 1,623 1,623	Over

Step	1980-81*	1981-82	1981-825	1982-83°	1983-84	1984-85	1985-86	1986-87	1987-88
0	\$1,239	\$1,239	\$1,301	\$1,301	\$1,366	\$1,568	\$1,568	\$1,670	\$1,754
1 +	1,239	1,295	1,360	1,360	1,428	1,639	1,639	1,746	1,833
2	1,239	1,355	1,423	1,423	1,494	1,715	1,715	1,826	1,917
3	1,295	1,419	1,490	1,490	1,565	1,797	1,797	1,914	2,010
4	1,295	1,485	1,559	1,559	1,637	1,879	1,879	2,001	2,101
5	1,355	1,551	1,629	1,629	1,710	1.963	1,963	2,091	2,196
6	1,355	1,623	1,704	1,704	1,789	2,054	2,054	2,188	2,297
7	1,419	1,701	1,786	1,786	1,875	2,153	2,153	2,293	2,408
8 9	1,485						2,259	2,406	2,526
	1,485						2,366	2,520	2,646
10	1,551								,
11	1,551			- ×					
12	1,623								
13	1,623								

- \* New salary schedule began which compressed 13 steps into six. In 1981-82 all teachers received an automatic annual increment.
- <sup>8</sup> A freeze on increments in 1982-83 stopped all movement up the schedule by teachers. In 1985-86 teachers with more than two years of experience were moved up two steps and those with one year of experience were moved up one step.
- <sup>5</sup> The salary schedule was changed in mid-year when a five percent across-the-board increase was granted.

#### Length of Teachers' Annual Employment

- 1928-29 Teachers employed for exact school term, which varied. Some units at constitutional minimum of 6 months; others were 7, 8, and a few 9 months.
- 1933-34 General Assembly established statewide, uniform school term of 8 months.
- 1941-42 Master's degree schedule began.
- 1943-44 School term increased to 180 days (9 months).
- 1959-60 Teachers' employment extended to 183 days. Term for pupils remained 180 days.
- 1961-62 Teachers' term became 185 days (91/4 months).
- 1972-73 Teachers' term upped to 187 days (9.35 months).
- 1973-74 Ten calendar months (200 work days) term began for teachers. School term for pupils still 180 days.

#### NORTH CAROLINA STATE BOARD OF EDUCATION 1988-89 SALARY CONVERSION TABLE CLASSROOM AND VOCATIONAL EDUCATION TEACHER (Effective July 1, 1988)

(1)	(2)	(3) (4) (5)
CERTIFICAT (Note		SCHED/ MONTHLY ANNUAL PAY SALARY 10 MO.
A, V, VA, PV or PVA		LEVEL (Notes SALARY 2 & 3)
	21&UP	0-32 B \$3,043 \$30,430
	20 19	0-31 B 2,902 29,020
20&UP	(1 <u>9</u> ) 17	0-30 B 2,765 27,650
19 (B)	(1) 15	0-29 B 2,640 26,400
17	14 13	0-28 B 2,516 25,160
15	12	0-27 B 2,400 24,000
14 13	(11) 10 9 8	0-26 B 2,295 22,950
12	7 6 5	0-25 B 2,196 21,960
9 9 P	4	0-24 B 2,100 21,000
7 6 5	3 2 1 0	0-23 B 2,003 20,030
4		0-22 B 1,915 19,150
3 2 1 0		0-21 B 1,833 18,330

NOTES:

To convert personnel on this schedule, use current years of experience on certificate.

<sup>2.</sup> ADD \$126 per month for an advanced certificate - 6 year degree - in area of assignment or subject taught(AB).

ADD \$253 per month for an advanced certificate and an earned doctorate's degree in area of assignment or subject taught(D6).

DATE PREPARED: August 1989 Page C.1-2 of 8

# NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION 1989-90 SALARY SCHEDULE "G" CLASSROOM AND VOCATIONAL EDUCATION TEACHERS (Effective July 1, 1989)

(1) (2) (3)

MONTHLY SALARY BY CERTIFICATE
(NOTES 1 AND 2)

10 MONTH SALARY BY CERTIFICATE

	**********	
LEVEL\	VALUE	2017000000
YEARS OF	G or VG	G or VG
EXPERIENCE	CERTIFICATE	CERTIFICATE
0	\$2,059	\$20,590
1	2,134	21,340
2	2,152	21,520
3	2,170	21,700
4	2,188	21,880
5	2,267	22,670
6	2,346	23,460
7	2,366	23,660
7 8	2,386	23,860
9	2,468	24,680
10	2,489	24.890
11	2,510	25,100
12	2,531	25,310
13	2,619	26,190
14	2,714	27,140
15	2,736	27,360
16	2,837	28,370
17	2,861	28,610
18	2,963	29,630
19	2,988	29,880
20	3,099	30,990
21	3,124	31,240
22	3,239	32,390
23	3,265	32,650
24	3,293	32,930
25	3,321	33,210
26	3,349	33,490
27	3,378	33,780
28	3,408	34,080
29+	3,438	34,380

#### NOTES:

- 1. For daily rates refer to page D-12.
- 2. If the monthly salary related to placement on this schedule according to years of experience is less than the 1988-89 salary, see special provision B.1 on page B-2.

## **Educator Salary Reform in North Carolina**

#### NCAE's Priorities

- 1. Raise the beginning teacher salary.
- 2. Reduce the number of steps on the schedule. Employees should reach maximum as soon as possible.
- 3. Establish as many training/education columns as possible with uniform differentials.
- 4. Continue to reward service to the state via longevity salary supplements. Encourage those eligible to retire to remain active in the profession by implementing increased longevity increments beginning with 30 years of service.
- 5. Develop and implement reasonable state salary schedules for classified personnel (educational support personnel) in the public schools. Those schedules should have an appropriate "linkage" with the teacher salary schedule.

## COMPARISON OF SELECTED SOUTHEAST STATES

State	Number/Average Number of Steps in Salary Schedule
Georgia	14
North Carolina	30
South Carolina	22
Tennessee	20
Virginia	28*

<sup>\*</sup> Average number of steps; varies by local.

	* A	

# MODEL 15-STEP TEACHER SALARY SCHEDULE (2006-2007 MONTHLY AND ANNUAL SALARY)

Years of			NBF	PTS				NBI	PTS
Experience	"A" Te	achers	Certifi	cation		"M" Te	achers	Certifi	cation
	Monthly	Annual	Monthly	Annual		Monthly	Annual	Monthly	Annual
0	\$3,500	\$35,000	N/A	N/A		\$3,920	\$39,200	N/A	N/A
1	\$3,640	\$36,400	N/A	N/A		\$4,077	\$40,770	N/A	N/A
2	\$3,786	\$37,860	N/A	N/A		\$4,240	\$42,400	N/A	N/A_
3	\$3,937	\$39,370	\$4,409	\$44,090		\$4,409	\$44,090	\$4,939	\$49,390
4	\$4,095	\$40,950	\$4,586	\$45,860		\$4,586	\$45,860	\$5,136	\$51,360
5	\$4,258	\$42,580	\$4,769	\$47,690	\$3 E	\$4,769	\$47,690	\$5,342	\$53,420
6	\$4,429	\$44,290	\$4,960	\$49,600		\$4,960	\$49,600	\$5,555	\$55,550
7	\$4,606	\$46,060	\$5,158	\$51,580		\$5,158	\$51,580	\$5,777	\$57,770
8	\$4,790	\$47,900	\$5,365	\$53,650		\$5,365	\$53,650	\$6,009	\$60,090
9	\$4,982	\$49,820	\$5,579	\$55,790		\$5,579	\$55,790	\$6,249	\$62,490
10	\$5,181	\$51,810	\$5,803	\$58,030		\$5,803	\$58,030	\$6,499	\$64,990
11	\$5,388	\$53,880	\$6,035	\$60,350		\$6,035	\$60,350	\$6,759	\$67,590
12	\$5,604	\$56,040	\$6,276	\$62,760		\$6,276	\$62,760	\$7,029	\$70,290
13	\$5,828	\$58,280	\$6,527	\$65,270		\$6,527	\$65,270	\$7,310	\$73,100
14	\$6,061	\$60,610	\$6,788	\$67,880		\$6,788	\$67,880	\$7,603	\$76,030

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The Wages of Teaching

No school administrator should ever receive a percentage raise greater than the raise teachers get. Neither should state legislators.

By Anna Quindlen Newsweek

Nov. 28, 2005 issue - A couple of years ago I spent the day at an elementary school in New Jersey. It was a nice average school, a square and solid building with that patented classroom aroma of disinfectant and chalk, chock-full of reasonably well-behaved kids from middle-class families. I handled three classes, and by the time I staggered out the door I wanted to lie down for the rest of the day.

Teaching's the toughest job there is. In his new memoir, "Teacher Man," Frank McCourt recalls telling his students, "Teaching is harder than working on docks and warehouses." Not to mention writing a column. I can stare off into the middle distance with my chin in my hand any time. But you go mentally south for five minutes in front of a class of fifth graders, and you are sunk.

The average new teacher today makes just under \$30,000 a year, which may not look too bad for a twentysomething with no mortgage and no kids. But soon enough the newbies realize that they can make more money and not work anywhere near as hard elsewhere. After a lifetime of hearing the old legends about cushy hours and summer vacations, they figure out that early mornings are for students who need extra help, evenings are for test corrections and lesson plans, and weekends and summers are for second and even third jobs to try to pay the bills.

According to the Department of Education, one in every five teachers leaves after the first year, and almost twice as many leave within three. If any business had that rate of turnover, someone would do something smart and strategic to fix it. This isn't any business. It's the most important business around, the gardeners of the landscape of the human race.

Unfortunately, the current fashionable fixes for education take a page directly from the business playbook, and it's a terrible fit. Instead of simply acknowledging that starting salaries are woefully low and committing to increasing them and finding the money for reasonable recurring raises, pols have wasted decades obsessing about something called merit pay. It's a concept that works fine if you're making widgets, but kids aren't widgets, and good teaching isn't an assembly line.

McCourt's book is instructive. Early in his 30-year career, he's teaching at a vocational high school and realizes that his English students are never more inspired than when forging excuse notes from their parents. So McCourt assigns the class to write excuse notes, the results ranging "from a family epidemic of diarrhea to a

sixteen-wheeler truck crashing into the house." Pens fly with extravagant lies. You can almost feel the imaginations kick in.

The point about tying teaching salaries to widget standards is that it's hard to figure out a useful way to measure the merit of what a really good teacher does. You can imagine the principal who would see McCourt's gambit as the work of a gifted teacher, and just as easily imagine the one who would find it unseemly. Tying raises to pass rates is a flagrant invitation to inflate student achievement. Tying them to standardized tests makes rote regurgitation the centerpiece of schools. Both are blind to the merit of teachers who shoulder the challenging work of educating those less able, more troubled, from homes where there are no pencils, no books, even no parents. A teacher whose Advanced Placement class sends everyone on to top-tier colleges; a teacher whose remedial-reading class finally gets through to some, but not all, of a student group that is failing. There is merit in both.

The National Education Association has been pushing for a minimum starting salary of \$40,000 for all teachers. Why not? If these people can teach 6-year-olds to add and get adolescents to attend to algebra, surely we can do the math to get them a decent wage. Since the corporate world is the greatest, and richest, beneficiary of well-educated workers, maybe a national brain trust might be set up that would turn a tax on corporate profits into an endowment to raise teacher salaries. Maybe states and communities could also pass regulations with this simple proviso: no school administrator should ever receive a percentage raise greater than the raise teachers get. Neither should state legislators.

In recent years teacher salaries have grown, if they've grown at all, at a far slower rate than those of other professionals, often lagging behind inflation. Yet teachers should have the most powerful group of advocates in the nation: not their union, but we the people, their former students. I am a writer because of the encouragement of teachers. Surely most Americans must feel the same, that there were women and men who helped them levitate just a little above the commonplace expectations they had for themselves.

At the end of his book McCourt, who is preparing to leave teaching with the idea of living off his pension and maybe writing—and whose maiden effort, "Angela's Ashes," will win the Pulitzer—is giving advice to a young substitute. "You'll never know what you've done to, or for, the hundreds coming and going," he says. Yeah, but the hundreds know, the hundreds who are millions who are us. They made us. We owe them.

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## Teacher Recruitment and Retention in North Carolina

#### Dr. Ellen C. Greaves, J.D.

Executive Director
Professional Educators of North
Carolina

11/28/2005

30

#### Vision for Public Education in North Carolina

- That students in North Carolina receive a K-12 education second to none
- That every child in every classroom in North Carolina has a highly qualified, competent and caring teacher

11/28/2005

4

#### Goals

- Colleges and Universities in North Carolina are able to attract students into the teaching profession from among our brightest and best
- LEAs are able to compete for fully certified, highly qualified, caring teaching professionals from North Carolina and elsewhere in the U.S.
- Our best teachers remain in teaching until retirement

11/28/2005

3

#### Teaching in North Carolina 2005-2006

- Dr. Sullivan's data
- We lose 50% of our teachers within 5 years
- Hard to staff schools struggle with high teacher
  turnover rate
- Availability of math and science teachers is among toughest challenges for LEAs
- Our best high school students are discouraged from considering teaching at a young age
- ☐ As many as 40% of our current teachers are close to ninfectirement within the next 5 years

## The Teacher Shortage Is Not a New Situation for NC

- Reports over the last 15 (or more) years have identified a teacher shortage crisis
- Teacher Recruitment and Retention Task Force Report of 2005 acknowledged that most of the recommendations have been around for years; they just haven't been adopted as SBE policy or enacted as law

11/28/2005

## What Can We Do To Address and Rectify the Teacher Shortage?

- Adopt a plan to provide appropriate salary and benefits to attract and retain our best
- Create working conditions in every school that promote a rigorous, professional learning environment in which the teacher is a valued part of a team
- Fund K-12 education in a manner that permits program improvements and staffing at adequate levels

Addressing only one aspect (e.g., salary) will one hot be sufficient

#### Recommendations

Establish a salary study commission that is comprised of stakeholders and economists to identify what is necessary to attract our best students to the teaching profession and what is necessary to retain our best teachers in terms of salary and benefits. Then, enact their recommendations.

11/28/2005

#### Recommendations

Salary Study Commission (cont.)

- Compare beginning teacher salaries with those in surrounding states, with states with teacher surpluses, and professions competing with education for quality candidates
- Develop plan to increase beginning teacher salary to at least \$36,000 by 2009.
- Consider a new salary schedule (based on research)

11/28/200

#### Recommendations

Salary Study Commission (cont.)

- Pay those with relevant master's degrees the same as National Board Certified Teachers.
- Until adequate supply, consider adding 4-5 steps to the salary schedule to retain experienced teachers with more than 30 years

11/28/2005

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#### Recommendations

#### □ Address teacher working conditions

- Survey process needs improvement
  - Input from teachers actually in the classroom from more than one organization representing teachers at the planning stages
  - Survey needs to insure anonymity
  - Survey results need to be immediately available to LEAs in a format that allows local attention to be focused

11/28/2005

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#### Recommendations

### Address Teacher Working Conditions (cont.)

- Teachers, especially those at the elementary level, need planning time. HB 1151 needs to be enacted.
- Teachers need to be empowered as leaders at the building level. School Improvement Teams need to function as envisioned in the statute (G.S. Sect. 115C-105.27)
- As responsibilities and curricula are added to the teacher's workload, something needs to be taken off the plate and teachers need to receive professional development/skill development to enable them to assume the new responsibilities

11/28/200

11

#### Recommendations

Teacher Working Conditions (cont.)

- The bill (HB 1264) providing for flexibility in assignments of National Board Certified Teachers needs to be enacted.
- Pilot Teacher Advancement Program (TAP) or similar teacher leadership program that provides advancement opportunities for teachers.

11/26/2005

12

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#### Recommendations

#### ■ Increase the funding for K-12

class size reductions have not been fully implemented due to other cuts/budget reductions. Composition of classes (e.g., students with special needs) should be considered in determining class size Technology support (hardware, software and personnel) is not sufficient for 21st century learning requirements

11/28/2005

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#### Recommendations

#### Increase Funding for K-12 (cont.)

Teachers either do not have the resources to properly fulfill their responsibilities in the classroom or pay for instructional resources out of their own pockets (estimate: \$500 average). This hits new teachers the hardest.

11/28/2005

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#### Recommendations

#### Increase Funding for K-12 (cont.)

- Funding allotments for textbooks and instructional materials and supplies need to reflect current costs and teacher needs.
- Student economic levels factor in allotments
- Special funding to support collateral costs of new teaching positions, new classes, and new schools.

11/28/2005

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# Recommendations (concluded) Increase Funding for K-12 (cont.) a Continue to emphasize the need for improved principal training and evaluation in the area of teacher working conditions and retention. a Provide for more assistant principal positions to allow principals time to be instructional leaders (i.e., change formula). a Enhance funding for mentors for beginning teachers in their first three years of teaching.

		TV	
	9)		

# State Board of Education Joint Legislative Education Oversight Committee Room 150, Education Building November 29, 2005

C 20	D
5:30	Reception

6:00 Welcome

SBE Chairman Howard N. Lee Superintendent June Atkinson

6:10 Remarks, Co-Chairs of Ed Oversight Representative Doug Yongue Senator A.B. Swindell

6:20 Dinner & Discussion

SBE Legislative Priorities for 2006, Chairman Lee

Update on High School Reform, Deputy Superintendent Janice Davis

7:00 Deans' Panel on Select University Programs, Teacher Shortage Issues

Dr. Thomas James, Dean, UNC-CH School of Education

Dr. Cecilia Steppe-Jones, Dean, NCCU School of Education

Dr. Karen Nery, Dean, Campbell University School of Education

7:20 Response

Dr. Richard Thompson

Dr. Hope Williams

7:30 Concluding Remarks

Chairman Lee

7:40 Adjournment and Farewell



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Chairman

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Ms. Lizbeth Alfaro 2004-05 Teacher-of-the-Year (Catawba County Schools) Lyle Creek Elementary 1845 Edgewater Dr NW Conover, NC 28613 (W) 828-464-0299

Ms. Wendy Miller 2005-06 Teacher-of-the-Year (Craven County Schools)

James W. Smith Elementary 150 Koonce Town Road Cove City, NC 28523-9674 (W) 252-514-6349

Ms. Margaret Hyatt

2005 Wachovia Principal of the Year (Buncombe County Schools) Avery's Creek Elementary School 15 Park South Boulevard Arden, NC 28704 (W) 828-654-1810

Mr. William (Bill) McNeal Governor Appointee, 2004-05 NCASA

Superintendent of the Year Superintendent Advisor Wake County Schools 3600 Wake Forest Road P O Box 28041 Raleigh, NC 27611-8041 (W) 919-850-1612 Contact: Melanie Upton

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Southeast Raleigh High 2600 Rock Quarry Road Raleigh, NC 27610-5102

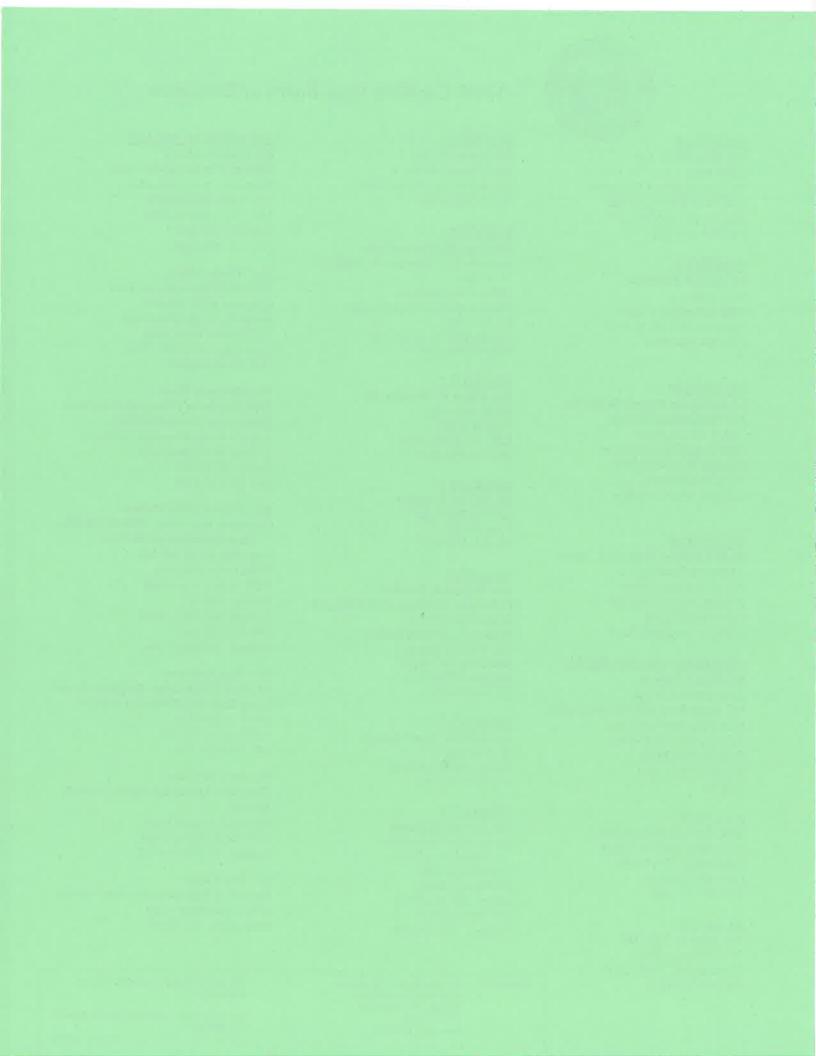
Mr. Ben Curtis Governor Appointee, Student Advisor 1201 Valleymede Road Greensboro, NC 27410

ISSUED BY:

NC State Board of Education 6302 Mail Service Center Raleigh, NC 27699-6302 919-807-3304 Fax – 919- 807-3198 Ms. Jane Worsham, Executive Director 919-807-3400

Ms. Betsy West, Assistant Executive Director 919-807-3405

Revised 11/22/05



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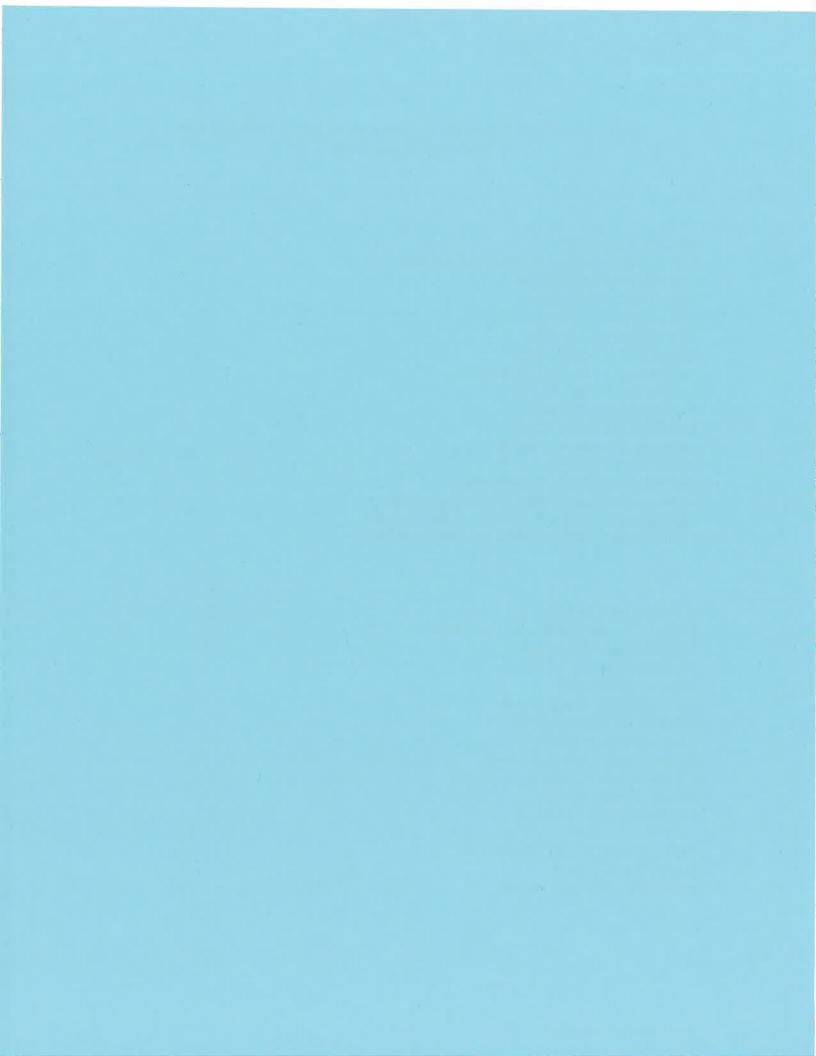
Senator Vernon Malone

Senator Martin L. Nesbitt Jr.

#### SENATE ADVISORY MEMBERS

Senator Katie Dorsett

Senator Richard Yates Stevens



	Bill Section	Assigned Responsibility	Action Required	Due Date in Statute (Noted If specific reporting date not included in legislation.)	SBE Dates
1.	High School Workforce Development Program SL 2004-124, Sec. 7.22 (HB 1414, the 2004 Budget Bill)	Janice Davis Elsie Leak Tony Habit	The SBE shall conduct an annual evaluation of this program. The evaluation shall include (i) an assessment of the overall impact of this program on student achievement, retention, and employability, (ii) an accounting of how funds and personnel resources were utilized and their impact on student achievement, retention, and employability, and (iii) recommendations for continuance and improvement of the program. The SBE shall report the results of this evaluation to OSBM, JLEOC, and the Fiscal Research Division, by September 15 of each year.	September 15, 2005 Annual Report	Aug. 05 Sept. 05
2.	IHE Performance Report SL 2000-67, Sec. 9.2(a) (HB 1840, the 2000 Budget Bill)	Kathy Sullivan	The SBE shall submit the performance report for the 1999-2000 school year to the JLEOC by December 15, 2000. Subsequent performance reports shall be submitted to the JLEOC on an annual basis by October 1.	October 1, 2005 Annual Report	Aug.05 Sept. 05
3.	ABCs Report SL 1997-18, Sec. 15(a) G.S. 115C-12(25)	Janice Davis Lou Fabrizio Elsie Leak	Beginning October 15, 1997, and annually thereafter, the SBE shall submit reports to the JLEOC regarding the continued implementation of Chapter 716 of the 1995 Session Laws, 1996 Regular Session. Each report shall include information regarding the composition and activity of assistance teams, schools that received incentive awards, schools identified as low-performing, school improvement plans found to significantly improve student performance, personnel actions taken in low-performing schools, and recommendations for additional legislation to improve student performance and increase local flexibility.	October 15, 2005 Annual Report	Sept. 05 Oct. 05

	Bill Section	Assigned Responsibility	Action Required	Due Date in Statute (Noted if specific reporting date not included in legislation.)	SBE Dates
4.	Flexibility for High School Innovation SL 2005-276, Sec. 7.33 (SB 622, the 2005 Budget Bill) See also First In America Innovative Education Initiatives Act SL 2003-277, Sec. 2 (SB 656)	Elsie Leak Ken Whitehurst Tim McDowell Richard Thompson	Directs the SBE and the applicable governing Boards to evaluate the success of students in programs approved under this Part and report beginning October 15, 2005, and annually thereafter, to the JLEOC on the evaluation of these programs.  If, by October 15, 2006, the Boards determine any or all of these programs have been successful, they are to jointly develop a prototype plan for similar programs that could be expanded across the State.	October 15, 2005 Annual Report	Sept. 05 Oct. 05
5.	Annual Report on Teachers Leaving the Profession G.S. 115C-12(12)	Kathy Sullivan	Duty to Monitor the Decisions of Teachers to Leave the Teaching Profession. – The State Board of Education shall monitor and compile an annual report on the decisions of teachers to leave the teaching profession.	Fall (October 15, per Robin Johnson) Annual Report	Sept. 05 Oct. 05
6.	Assistance with School Technology Needs SL 2005-276, Sec. 7.43 (SB 622, the 2005 Budget Bill)	Bob Bellamy Frances Bradburn	No later than October 31, 2005, DPI to hold regional workshops for LEAs to provide guidance in developing local school system technology plans that meet the criteria established in the State school technology plan, including the new components added under subsection (a) of Section 7.43.	October 31, 2005	No action required.
7.	Reports on the Expenditure of Supplemental Funds for Low- Wealth Counties SL 2005-276, Sec. 7.60 (SB 622, the 2005 Budget Bill)	Philip Price	LEAs to report to the SBE by August 31 of each year on the expenditure of supplemental funds for low-wealth counties and how these funds were used to implement specific improvement strategies of each LEA and its schools.  The SBE to report this information annually by October 31 to OSBM, JLEOC, and the Fiscal Research Division.	October 31, 2005 Annual Report	Sept. 05 Oct. 05

	Bill Section	Assigned Responsibility	Action Required	Due Date in Statute (Noted if specific reporting date not included in legislation.)	SBE Dates
8.	Report on Use of Funds in the At-Risk and Improving Student Accountability Allotments SL 2005-276, Sec. 7.61 (SB 622, the 2005 Budget Bill)	Philip Price	To remain eligible for funds appropriated for the At-Risk/Alternative Schools allotment and the Improving Student Accountability allotment, LEAs must submit a report to the SBE by October 31 of each year detailing the expenditure of the funds and the impact of these funds on student achievement.  The SBE shall report this information annually by October 31 to OSBM, JLECO, and the Fiscal Research Division.	October 31, 2005 Annual Report	Sept. 05 Oct. 05
9.	Students With Limited English Proficiency Head Count SL 2003-284, Sec. 7.15(b) (HB 397, the 2003 Budget Bill)	Elsie Leak	The Department of Public Instruction shall prepare a current head count of the number of students classified with limited English proficiency by December 1 of each year.	December 1, 2005 Annual Report	Friday Update Dec. 05
10.	1998 Governor's DWI Amendments SL 1998-182, Sec. 38 (SB 1336)	Philip Price Ben Matthews	DPI shall report to Education Oversight annually by December 1 the results of reports filed by LEAs on receipts from sale of seized vehicles.	December 1, 2005 Annual Report	Friday Update Dec. 05
11.		Eleanor Goettee	The Commission shall submit an annual report by December 1 of each year to the Joint Legislative Education Oversight Committee and the State Board of Education of its activities during the preceding year, together with any recommendations and findings regarding improvement of the teaching profession.	December 1, 2005 Annual Report	Oct. 05 Nov. 05

	Bill Section	Assigned Responsibility	Action Required	Due Date in Statute (Noted if specific reporting date not included in legislation.)	SBE Dates
12.	Evaluation of Initiatives to Assist High-Priority Schools SL 2003-284, Sec. 7.10(c) (HB 397, the 2003 Budget Bill) See also SL 2001-424, Sec. 29.6(d)	Priscilla Maynor Ken Gattis	\$500,000 for fiscal year 2004-2005 shall be used by the SBE to contract with an outside organization to evaluate the initiatives set forth in this section. The State Board of Education shall make a report to the Joint Legislative Education Oversight Committee regarding the results of this evaluation by December 1 of each year. The State Board of Education shall submit its recommendations for changes to these initiatives to the Committee at any time.	December 1, 2005 Annual Report	Oct. 05 Nov. 05
13.	Business & Education Technology Alliance (BETA) SL 2002-126, Sec. 7.27(f)(5) and (6) (SB 1115, the 2002 Budget Bill)	Bob Bellamy BETA	The BETA shall report annually to the State Board of Education on the progress of the Alliance's recommendations for education technology in the public schools on the first Friday in December. BETA shall also report annually to the Joint Legislative Education Oversight Committee in the General Assembly on the recommendations for education technology in the public schools on the first Friday in January. This report may contain a summary of recommendations for changes to any law, rule, and policy that would improve implementing education technology in the public schools.	December 2, 2005 to SBE  January 6, 2006 to Ed Oversight  Annual Reports	Nov. 05 Dec. 05
14.	Strengthen Littering Laws SL 2001-512, Sec. 11 (SB 1014)	Philip Price Ben Matthews	The State Board of Education shall report to the Joint Legislative Education Oversight Committee and the Environmental Review Commission by December 15 of the years 2003 through 2007, on the recycling efforts of the public schools in the State. These reports shall include information provided by local school administrative units on the number of public schools that have recycling programs and the types of recyclable materials that are collected.	December 15, 2005 Annual Report through 2007	Friday Update Dec. 05

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	Bill Section	Assigned Responsibility	Action Required	Due Date in Statute (Noted if specific reporting date not included in legislation.)	SBE Dates
15.	Children's Services Work Group Interim Report SL 2005-276, Sec. 10.25 (SB 622, the 2005 Budget Bill)	Chairman Lee Supt. Atkinson for Appointments to the Work Group Report: Youth Advocacy Section, Office of Administration Elsie Leak and Diann Irwin, DPI Contacts	Appointment of Children's Services Work Group: The Secretary of DHHS, the Secretary of DJJDP, the Chair of the SBE, the Superintendent of Public Instruction, and the Chief Justice of the North Carolina Supreme Court shall each designate at least one representative from among the programs, divisions, or departments under that administrator's control that provide services to children and youth to serve on the children's services work group. The Chair of the State Board of Education and the Superintendent of Public Instruction may make joint appointments. The work group shall meet at least monthly.  The work group shall submit its findings and recommendations (after approval by agency heads) to the Coordination of Children's Services Study Commission created under Section 4 of this act. The work group shall submit an interim report no later than December 15, 2005, and a final report no later than April 15, 2006.	December 15, 2005	Friday Update Dec. 05
16.	Credit for High School Courses Taken Out-of-State SB 1117, SL 2005-445	Elsie Leak Wandra Polk	Directs the SBE to review and revise the policies and practices related to students receiving credit for high school courses to ensure that all students, especially the highly mobile children of members of the armed forces, receive credit in the North Carolina public schools for comparable courses taken out-of-State. The SBE shall report the results of this review and any actions taken as a result of the study to modify its policies and practices to the JLEOC prior to December 15, 2005.	December 15, 2005	Nov. 05 Dec. 05

	Bill Section	Assigned Responsibility	Action Required	Due Date in Statute (Noted If specific reporting date not included in legislation.)	SBE Dates
17.	LEA Assistance Program SL2003-284, sec. 7.17 (HB 397, the 2003 Budget Bill)	Elsie Leak	The SBE shall report to the Office of State Budget and Management, the Fiscal Research Division, and the Joint Legislative Education Oversight Committee on the expenditure of these funds by May 15, 2004, and by December 15, 2005. The report shall contain: (i) the criteria for selecting LEAs and schools to receive assistance, (ii) measurable goals and objectives for the assistance program, (iii) an explanation of the assistance provided, (iv) findings from the assistance program, (v) actual expenditures by category, (vi) recommendations for the continuance of this program, and (vii) any other information the State Board deems necessary.	December 15, 2005	Nov. 05 Dec. 05
18.	Assist Local School Administrative Units on the Implementation of the No Child Left Behind Act SL 2003-419 (HB797)	Lou Fabrizio Elsie Leak	The SBE and the Dept. of Public Instruction shall report to the Joint Legislative Education Oversight Committee by June 15, 2004, and December 15, 2005, on the implementation of Section 1 of this act. The report shall include: (1) The number and location of schools meeting adequate yearly progress with the subgroups specified in the No Child Left Behind Act of 2001; (2) The assistance models developed for each subgroup; (3) Technical assistance provided to a local school administrative unit or a school; and (4) The need for additional resources to implement this act on a statewide basis.	December 15,2005	Nov. 05 Dec. 05

	Bill Section	Assigned Responsibility	Action Required	Due Date in Statute (Noted if specific reporting date not included in legislation.)	SBE Dates
19.	Collaboration Among Departments of Administration, Health And Human Services, Juvenile Justice and Delinquency Prevention, and Public Instruction on School-Based Child and Family Team Initiative SL 2005-276, Sec. 6.24 (SB 622, the 2005 Budget Bill)	Supt. Atkinson	Requires the North Carolina Child and Family Leadership Council (co-chaired by the Superintendent of Public Instruction and including the Chairman of the State Board of Education) to report semiannually, on January 1 and July 1, on progress made and goals achieved to the Office of the Governor, the Joint Appropriations Committees and Subcommittees on Education, Justice and Public Safety, and Health and Human Services, and the Fiscal Research Division of the Legislative Services Office.	January 1, 2006 Annual Report	Nov. 05 Dec. 05
20.	Long-Range Facility Plans G.S. 115C-521 (a)	Philip Price Ben Matthews	It shall be the duty of local boards of education to provide classroom facilities adequate to meet the requirements of G.S. 115C-47(10) and 115C-301. Local boards of education shall submit their long-range plans for meeting school facility needs to the State Board of Education by January 1, 1988, and every five years thereafter. In developing these plans, local boards of education shall consider the costs and feasibility of renovating old school buildings instead of replacing them.	January 1, 2006  (Note: Got off track with the 1996 State Bond. NCDPI did surveys two years in a row because GA questioned the validity of the one done on time. Schedule now is 2000, 2005, 2010 with reports to SBE in the following Jan which will always be the following yeareg 2001,2006, 2011)	Jan. 06 Feb. 06
21.	Study Ways to Reduce Dropout Rate SB 408, SL 2005-271	Elsie Leak Marvin Pittman	Directs the SBE to identify research-based methods to reduce the dropout rate and the number of suspended students, especially in high-poverty schools with diverse student populations. Directs the SBE to report its findings to the JLEOC by January 2006.	January, 2006	Nov. 05 Dec. 05

	Bill Section	Assigned Responsibility	Action Required	Due Date in Statute (Noted if specific reporting date not included in legislation.)	SBE Dates
22.	Planning Time for Teachers SL 2005-276, Sec. 7.30 (SB 622, the 2005 Budget Bill)	Eleanor Goettee, Professional Teaching Standards Commission	Directs the SBE to report on best practices from North Carolina schools for providing a minimum of five hours per week within the instructional day for planning, collaborating with colleagues and parents, and professional development, especially within elementary school schedules.  SBE to report findings to the Education Cabinet and to JLEOC by January 15, 2006.  SBE to disseminate this information about best practices to schools and school systems across the State.	January 15, 2006	Dec. 05 Jan. 06
23.	Learn and Earn High Schools SL 2005-276, Sec. 7.32 (SB 622, the 2005 Budget Bill)	Elsie Leak Carolyn White	Directs the SBE, in consultation with the State Board of Community Colleges and the UNC BOG to conduct an annual evaluation of the L&E program and specifies items to be covered in the evaluation. The SBE shall report the results of this evaluation to OSBM, JLEOC, and the Fiscal Research Division by January 15 of each fiscal year.	January 15, 2006 Annual Report	Dec. 05 Jan. 06
24.	Progress on First In America Innovative Education Initiatives SL 2003-277, Sec. 1(c) (SB 656)	Education Cabinet JB Buxton	The Education Cabinet shall report by January 15, 2004, and annually thereafter, to the Joint Legislative Education Oversight Committee on its activities under this section. The annual reports may include recommendations for statutory changes needed to support cooperative innovative initiatives, including programs approved under Part 9 of Article 16 of Chapter 115C of the General Statutes.	January 15, 2006 Annual Report	No SBE action required

	Bill Section	Assigned Responsibility	Action Required	Due Date in Statute (Noted If specific reporting date not included in legislation.)	SBE Dates
25.	More at Four Report SL 2005-276, Sec. 10.67 (SB 622, the 2005 Budget Bill)	Carolyn Cobb  Supt. Atkinson Elsie Leak	Requires DHHS, DPI, and the Task Force to submit a report by February 1, 2006, to the Joint Legislative Commission on Governmental Operations, the Joint Legislative Education Oversight Committee, the Senate Appropriations Committee on Health and Human Services, the House of Representatives Appropriations Subcommittee on Health and Human Services, and the Fiscal Research Division and lists items to be included in the report.	February 1, 2006	Dec. 05 Jan. 06
26.	Report on Disadvantaged Student Supplemental Funding (DSSF) SL 2005-276, Sec. 7.8 (SB 622, the 2005 Budget Bill)	Philip Price	Directs the SBE to evaluate and to report the results of the evaluation to OSBM, JLEOC, and the Fiscal Research Division by February 15, 2006, and by January 15 of each subsequent year.	February 15, 2006	Jan. 06 Feb. 06
27.	Study of School Transportation Consultant's Report SL 2005-276, Sec. 7.57 (SB 622, the 2005 Budget Bill)	Philip Price	Directs DPI to employ an outside consultant to study the current allotment formula for school transportation. The consultant shall report the results of the study to the SBE by March 1, 2006. The SBE shall submit a plan for the implementation of the consultant's report to the JLEOC by April 15, 2006.	March 1, 2006	Jan. 06 Feb. 06
28.	Study of Office of School Readiness SL 2005-276, Sec. 10.68 (SB 622, the 2005 Budget Bill)	Supt. Atkinson Elsie Leak	Directs DHHS, DPI, and the Office of the Governor to establish a study group to (1) develop a plan for creating an Office of School Readiness, (2) develop a recommendation for the structure of the state's prekindergarten and early childhood programs, and (3) report on the study by March 1, 2006.	March 1, 2006	Jan. 06 Feb. 06

	Bill Section	Assigned Responsibility	Action Required	Due Date in Statute (Noted if specific reporting date not included in legislation.)	SBE Dates
29.	Approval of Innovative High School Programs  First in America Innovative Education Initiatives Act SL 2003-277, Sec. 2 (d) (SB 656)	Elsie Leak	The State Board of Education and the State Board of Community Colleges shall approve two cooperative innovative high school programs in each of the State's economic development regions. The Boards may approve programs recommended by the joint advisory committee or may approve other programs that were not recommended. The State Boards shall approve all applications by March 15 of each year.	March 15, 2006	Feb. 06 Mar. 06
30.	Coordination of Children's Services Study Commission SL 2005-276, Sec. 10.25 (SB 622, the 2005 Budget Bill)	Elsie Leak Charlotte Hughes Marvin Pittman Mary Watson	Directs the Coordination of Children's Services Study Commission to study and recommend changes to improve collaboration and coordination among agencies that provide services to children, youth and families with multiple service needs. Annual report to be made to the House of Representatives Appropriations Subcommittee on Health and Human Services, the Senate Appropriations Committee on Health and Human Services, the Joint Legislative Oversight Committee on Mental Health, Developmental Disabilities, and Substance Abuse Services, and the Fiscal Research Division by April 1 each year.	April 1, 2006 Annual Report	Feb. 06 Mar. 06

	Bill Section	Assigned Responsibility	Action Required	Due Date in Statute (Noted if specific reporting date not included in legislation.)	SBE Dates
31.	Initial Report on Community College Program of Study for Lateral Entry Teachers HB 563	Kathy Sullivan	Directs SBE to set standards for a program of study for lateral entry teachers to complete the coursework necessary to earn a teaching certificate in community colleges.  Directs SBE and State Board of Community Colleges to jointly identify the community college courses and the teacher education program courses that are necessary and appropriate for inclusion in the community college program of study for lateral entry teachers.  Directs the SBE and the State Board of Community Colleges to submit annually to the JLEOC a report on the community college program of study for lateral entry teachers established under this act. The initial report is due no later than April 1, 2006.	April 1, 2006 Annual Report	Feb. 06 Mar. 06
32.	Study of School Transportation Implementation Plan SL 2005-276, Sec. 7.57 (SB 622, the 2005 Budget Bill)	Philip Price	Directs DPI to employ an outside consultant to study the current allotment formula for school transportation. The consultant shall report the results of the study to the SBE by March 1, 2006. The SBE shall submit a plan for the implementation of the consultant's report to the JLEOC by April 15, 2006.	April 15, 2006	Mar. 06 Apr. 06
33,	Children's Services Work Group Final Report SL 2005-276, Sec. 10.25 (SB 622, the 2005 Budget Bill)	Youth Advocacy Section, Office of Administration Elsie Leak and Diann Irwin, DPI Contacts	The Children's Services Work Group shall submit its findings and recommendations (after approval by agency heads) to the Coordination of Children's Services Study Commission created under Section 4 of this act. The work group shall submit an interim report no later than December 15, 2005, and a final report no later than April 15, 2006. (See also #15 on this list.)	April 15, 2006	Mar. 06 Apr. 06

	Bill Section	Assigned Responsibility	Action Required	Due Date in Statute (Noted if specific reporting date not included in legislation.)	SBE Dates
34.	Standards for Alternative Learning Programs SL 2005-446 (HB 1076)	Elsie Leak Marvin Pittman	Directs the SBE to adopt standards (not guidelines) for alternative learning programs.  As part of its evaluation of Alternative Learning Programs, the SBE shall evaluate its standards adopted under this subdivision and make any necessary changes to those standards based on strategies that have been proven successful in improving student achievement and shall report to the JLEOC by April 15, 2006 to determine if any changes are necessary to improve the implementation of successful alternative learning programs and alternative schools.	April 15, 2006	Mar. 06 Apr. 06
35.	Assistance with School Technology Needs SL 2005-276, Sec. 7.43 (SB 622, the 2005 Budget Bill)	Bob Bellamy Frances Bradburn	SBE to determine the total funds needed for the recurring total cost of ownership to implement, maintain, and upgrade technology infrastructures and instructional technology as specified in the revised local school system technology plans required under Section 7.43. SBE also to study and identify the types of resources needed to operate schools designed to meet the needs of twenty-first century learners and report the results of this study to the 2006 Regular Session of the 2005 General Assembly.	To the 2006 Regular Session of the 2005 General Assembly	Apr. 06 May 06
36.	Study of Developing Regional Education Networks SL 2005-276, Sec. 7.42 (SB 622, the 2005 Budget Bill)	Bob Bellamy	Directs the North Carolina Rural Economic Development Center and the e-NC Authority in collaboration with LEAs, the SBE, and others to study developing regional educational networks. The NC Rural Economic Development Center and the e-NC Authority to report the results of the study to the 2006 Regular Session of the 2005 General Assembly.	To the 2006 Regular Session of the 2005 General Assembly	Apr. 06 May 06

	Bill Section	Assigned Responsibility	Action Required	Due Date in Statute (Noted if specific reporting date not Included in legislation.)	SBE Dates
37.	Study Feasibility of DPI Liaison to Military Bases SL 2005-445 (SB 1117)	Kathy Sullivan	Directs DPI to study the feasibility of designating an employee to serve as its liaison to the military bases in North Carolina and report to the 2006 Regular Session of the 2005 General Assembly.	To the 2006 Regular Session of the 2005 General Assembly	Apr. 06 May 06
38.	Supplemental Funding in Low-Wealth Counties, Non-supplant Report SL 2005-276, Sec. 7.6(h) and (i) (SB 622, the 2005 Budget Bill)	Philip Price Paul LeSieur	A county in which a local school administrative unit receives funds under this section shall use the funds to supplement local current expense funds and shall not supplant local current expense funds. For the 2005-2007 fiscal biennium, the State Board of Education shall not allocate funds under this section to a county found to have used these funds to supplant local per student current expense funds.  The State Board of Education shall report to the Joint Legislative Education Oversight Committee prior to May 1, 2006, if it determines that counties have supplanted funds.	May 1, 2006	Friday Update May 06
39.	Small School System Supplemental Funding, Non- Supplant Report SL 2005-276, Sec. 7.7(e) (SB 622, the 2005 Budget Bill)	Philip Price Paul LeSieur	A county in which a local school administrative unit receives funds under this section shall use the funds to supplement local current expense funds and shall not supplant local current expense funds. For the 2005-2007 fiscal biennium, the State Board of Education shall not allocate funds under this section to a county found to have used these funds to supplant local per student current expense funds.  The State Board of Education shall report to the Joint Legislative Education Oversight Committee prior to May 1, 2006, if it determines that counties have supplanted funds.	May 1, 2006	Friday Update May 06

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	Bill Section	Assigned Responsibility	Action Required	Due Date in Statute (Noted if specific reporting date not included in legislation.)	SBE Dates
40.	Adjustments and Waivers to Class Size G.S. 115C-301(g)	Philip Price	Waivers and Allotment Adjustments. – Local boards of education shall report exceptions to the SBE as provided in G.S. 115C-47(10), and shall request allotment adjustments or waivers from the standards set out above. All allotment adjustments and waivers submitted under this provision shall be reported to the Director of the Budget and to the General Assembly by May 15 of each year.	May 15, 2006 Annual Report	Friday Update May 06
41.	LEA Assistance Program SL 2005-276, Sec. 7.24 (SB 622, the 2005 Budget Bill)	Elsie Leak	Of the funds appropriated to the State Public School Fund, the SBE shall use \$500,000 for the 2005-2006 FY and \$500,000 for the 2006-2007 FY to provide assistance to the State's low-performing Local School Administrative Units (LEAs) and to assist schools in meeting adequate yearly progress in each subgroup identified in the No Child Left Behind Act of 2001. The State Board of Education shall report to the Office of State Budget and Management, the Fiscal Research Division, and the Joint Legislative Education Oversight Committee on the expenditure of these funds by May 15, 2006, and by December 15, 2007. Specific items to be included in the reports are listed in the statute.	May 15, 2006	Apr. 06 May 06