

The cost of the Santa Cruz New Teacher Project is \$3,443 (state) + \$2,500 from the New Teacher Project per teacher.

Additional information on the Santa Cruz program can be found at the National Conference on Teacher Quality: Exemplary Practices for Mentoring New Teachers website:
www.ed.gov/inits/teachers/exemplarypractices/d-1.html.

The full-time mentoring programs in the Charlotte-Mecklenburg Schools and Durham Public Schools are based on the Santa Cruz model.

The *Louisiana Teacher Assistance and Assessment Program* (LaTAAP), a state-mandated initiative, supports new teachers by providing them with a formal two-year program of mentoring and assessment for certification. At the beginning of the teacher's first year of experience in a Louisiana public school classroom, he/she is assigned a mentor or mentor support team by the building principal or school system. Mentors and new teachers have a minimum of 30 contact hours per year, meeting on a weekly basis. They are matched by grade level and by subject areas when possible. Legislation requires common planning time and collaboration between mentors and new teachers, but this is not always possible. Mentors give critical feedback after periodic observations and help new teachers create a professional development plan. During the second year, the new teacher is also assigned an assessment team consisting of the principal or principal designee and an assessor from outside the building. The beginning teacher submits a portfolio to the assessment team and each assessor observes once to collect data upon which to base the team's certification recommendation. The LaTAAP program includes specific teaching criteria and structured guidelines throughout the program to ensure a standardized process of mentoring and assessment. New teachers who completed the Louisiana Teacher Assessment Program consistently rated the assistance and support of their assessors, particularly experienced teachers, as one of the strongest parts of the program.

LaFIRST (Framework for Inducting, Retaining, and Supporting Teachers) is a separate, voluntary induction program also administered by the Louisiana Department of Education. It provides support in school districts or parishes that apply for and receive state grant money. The LaFIRST program's goal is to supplement and expand the activities of LaTAAP but not to replace it. Districts decide the structure of their own programs.

Tangipahoa is a poor, rural parish in Louisiana. Its LaFIRST program supplements the work of the LaTAAP mentors with four full-time and four half-time mentors who were hired in 2003–04 and trained to assist new teachers, including special education teachers. These mentors receive the LaTAAP Assessor and Mentor Trainings, Tangipahoa FIRST mentor training, and monthly follow-up training by the program coordinator. Each full-time mentor is assigned approximately 18 beginning teachers.

In all Tangipahoa FIRST training sessions, teachers are grouped together by grade and subject level to encourage ongoing interaction and networking. Through a program called FIRSTTech, Louisiana maintains a Blackboard website where it posts training materials and links to teacher resources. New teachers can use the site to participate in online discussions about teaching.

Tangipahoa reported 100% retention of certified teachers in 2002-03. They cite the strong administrative support at the school and district levels for the program as critical to its success.

The *South Carolina Mentoring and Induction Program* requires that all school systems present a written, detailed induction plan to the State Department of Education and receive approval prior by the State Board of Education prior to the implementation of the plan. Each school system must appoint a induction and mentoring coordinator to oversee development and implementation of the plan. Two specific objectives drive the program: 1) to provide a meaningful induction experience for beginning

teachers and 2) to provide professional support from qualified, trained and appropriately assigned mentors for these induction teachers as well as for annual-contract teachers who require diagnostic assistance or are scheduled for ADEPT formal evaluation. Plans are due on May 1 of each year. Continuing professional development is required of all mentors. Upon completion of advanced training, mentors enter a five-year cycle in which they must complete a minimum of 15 contact hours of professional development activities related to mentoring. Mentor training is based on the program developed by the New Teacher Center at the University of California Santa Cruz.

The *Texas Beginning Educator Support System* is a statewide program begun in 1999 with a pilot serving 988 teachers. It is now in place in every region of Texas through way of partnerships. In some districts, TxBESS complements existing support programs, in others, it helps to improve them. TxBESS serves a great percentage of teachers in economically challenged areas. The local district is responsible for teacher orientation and a minimum of five days of release time for new teachers and mentors. Mentors observe in the classroom at least twice each semester with follow-up conferences. Teachers are trained in district policies, school and community needs, student assessments, instructional strategies, curriculum assistance and use of instruction media. A formative assessment used for the professional development of new teachers is the TxBESS Activity Profile (TAP) aligned with the Examination for the Certification of Educators in Texas (ExCET). Collaboration with faculty from teacher preparation programs has led to greater alignment between state standards and teacher preparation goals.

Impact studies found that program participation improved retention of beginning teachers, especially in minority groups and high school teachers for each of their first three years on the job. Since 1999, more than 10,000 beginning teachers in over 300 school districts have been supported by TxBESS. After the first year of the program, 89.1% of participants returned for a second year while 81.2% of non-participants returned. After the second year, 82.7% of participants remained, while only 74.3% of non-participants did so. After the third year, the percentages were 75.7% for remaining participants and 67.6% for non-participants. In addition, mentors reported important benefits to their own professional development after participation in TxBESS.

The *Toledo Plan*, adopted in 1981, was the first "peer review" established for the induction and evaluation of teachers in the United States. It came about after a decade of negotiations between the district and the Toledo Federation of Teachers (TFT). The Toledo Plan is a district-wide requirement, lasting two semesters, for all first-year teachers and for experienced teachers who are new to teaching in Toledo. In it, mentees, called interns, are evaluated frequently by mentors, called consultants. The consultants must write six or seven formal reports per participant, per semester. The plan has two parts: the intern component and the intervention component. Interns are recommended or not for employment at the end of the year by the consultant to the Intern Board of Review. Intern consultants make classroom observations two to three times a month and then meet to discuss the results. Consultants are released full-time from teaching responsibilities, but interns and veteran participants are not. Veteran teachers considered to be struggling by the principal or by the teacher's union must participate in the intervention component. Veterans who do not improve often choose retirement or resignation rather than the lengthy intervention process. Others may not have their contracts renewed. About two-thirds of interventions and assistance fail to improve instructional practice, but the number of interventions is slowing declining.

Between the establishment of the Toledo Plan in 1981 and the 2000-01 school years, 3,025 teachers were placed in the intern program. Of these teachers, approximately 8.5 percent did not have their contracts renewed for a second year. In spite of the fact that one of Toledo's most important goals was/is to remove ineffective teachers from district schools, a Harvard study found higher teacher retention rates in Toledo than in other comparison Ohio districts. The plan has been copied by school districts in California, Indiana, Michigan, Minnesota and New York as well as by other districts in Ohio. In the year 2001, the Toledo Plan received the "Innovations in American Government Award, sponsored by the John F. Kennedy School of Government at Harvard University and the Council for Excellence in Government.

The National Governor's Association Center for Best Practices Issue Brief on Mentoring and Supporting New Teachers (January 9, 2002) reports that using the Toledo Plan model, Columbus, Ohio retained 98 percent of its first year teachers. It also reports that a short time ago, Seattle lost half of its new teachers every five years. After implementing an induction program based on the Toledo model, the retention rate rose to more than 90 percent. And finally, Rochester, New York's teacher turnover rate decreased by 70 percent when the city started an induction program modeled after the one in Toledo.

The *Center for the Support of Beginning Teachers (CSBT)* is housed in the College of Education and Allied Professions at *Western Carolina University*. Established in 2005 by Western's Board of Trustees, the Center is designed to provide support to Western North Carolina school systems in their efforts to prevent beginning teachers from experiencing "career burnout" and leaving the profession.

Support options for new teachers, mentors and principals are tailored to the region - developed by the Center in collaboration with Western's School-University Teacher Education Partnership (SUTEP) and Beginning Teacher Coordinators from the region. Program components build on the successes of past grant-funded initiatives as well as recommendations from beginning teacher, mentor, and principal focus group and online surveys.

Beginning teachers want and need a variety of supports - emotional, procedural, technical and instructional and no one person can provide all these supports. CSBT induction activities include face-to-face meetings complemented and enhanced by an electronic network developed for beginning teachers; ongoing professional development for mentors; and opportunities for principals to focus on their role in new teacher development. The Center provides a comprehensive approach that includes support, practice, feedback, and evaluation collaboratively delivered by the school systems and university.

Professional Development

Beginning Teacher Induction Symposium The Induction Symposium brings together first year teachers from WNC school systems to Western's campus. Held in August, the symposium satisfies two of three professional development days required of new teachers.

Mentor Training – Western's mentor training follows the state-approved 30 hour program which includes outside assignments in addition to the 3 days on campus. The program places an emphasis on learning and applying the North Carolina Mentor Program Standards that foster the professional growth of new teachers. Training in the NC Teacher Appraisal Instrument, Individual Growth Plan, and licensure requirements are included.

Advanced Mentor Training (for those who have completed the 30-hour program) provides an opportunity for mentors to reflect on the mentoring process, improve communication and coaching skills, and identify strategies to move beginning teachers toward standards-based practice. The two-day training also includes a review of NC beginning teacher requirements.

E-mentor Training An opportunity for mentors and Western's faculty to use communications technology as a platform for coaching and establishing learning communities for beginning teachers. Participants learn strategies for creating "practice-centered conversations" online to stimulate reflection and foster collaboration among new teachers, mentors, and faculty members.

Principals may participate in professional development opportunities focusing on beginning teacher support. Faculty in the Department of Educational Leadership and Foundations at Western, along with principals from the region facilitate the workshop. Session topics include:

- Beginning teachers: What do they need from their principals?

- Growing our own: How can we support and retain good teachers?
- Making it work: Strategies for providing the best support to beginning teachers!

CSBT Online Network

Participating beginning teachers use the CSBT Online Network Portal to share with colleagues both within their school system and across the region. Features of the site include:

- Professional learning communities – online collaborative teams where beginning teachers working in similar settings can come together virtually to discuss concerns and seek coaching and guidance from their peers, mentors, and university faculty.
- Weblogs – space where new teachers can reflect on their own experiences and developing expertise as well as compare and comment on the experiences of others.
- Resources – annotated list of websites, sample lesson plans, and classroom management tips

Research and Evaluation

Online surveys for beginning teachers, mentors, and principals, developed at the request of Beginning Teacher Coordinators, evaluate the effects of induction programs on teacher retention and inform future professional development. Scaled and open-ended questions are included and responses are analyzed in conjunction with retention data made available through NCDPI. Comparisons of perceptions among new teachers, mentors, and principals are made on common survey items.

Evaluation data are used by CSBT to sponsor and conduct research to determine the effects of induction and alternative entry programs on teacher retention and new teacher development. Research projects in progress:

- Effects of online support on retention
- Principal support
- NC TEACH retention
- Joint research project with McGill University

From the Center for Teaching Quality

The Center for Teaching Quality (*Teaching Quality Across the Nation: Best Practices and Policies, June 2006*) cites seven ways in which school systems can better support new teachers. These are:

- Schedule release time for both mentors and novice teachers to ensure they have frequent and consistent opportunities for common planning and observation.
- Consider allowing expert teachers full-release from teaching duties for several years to work as full-time mentors.
- Maintain low ratios of mentors to novice teachers and pair them appropriately. Novice teachers need building-level curriculum support from a mentor on the same grade level and in the same subject areas.
- Assign new teachers appropriately. Give new teachers reduced teaching loads and lower numbers of special needs students.
- Hire new teachers earlier in the hiring process, and provide sufficient time and resources for novice teachers to begin their professional careers.

- Create and coordinate a district wide network of new teachers.
 - Collaborate with university education programs to provide ongoing, consistent training to new teachers. Employ university faculty as school-based advisors.
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Recommendations

It is recommended that:

1. Funding be provided for a full-time mentoring program at a ratio one mentor teacher per 15 beginning teachers.
 2. Funding be provided for a full-time Beginning Teacher Support Program Coordinator (Initial Licensure Program Coordinator) for each LEA.
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Rationale for Recommendations

In the past several years, the State Board has convened several ad hoc committees to consider issues related to teacher recruitment and retention. Two of these committees made recommendations related to mentoring beginning teachers.

The recommendations of the Select Committee on Lateral Entry, co-chaired by SBE member, Mr. Wayne McDevitt and President of Bell South North Carolina, Ms. Krista Tillman, included the recommendation that:

The State Board should seek funding from the General Assembly to provide full-time mentors for all teachers with three or fewer years of teaching experience, but particularly lateral entry teachers. A ratio of 1 full-time mentor per 15 beginning teachers should be requested.

The recommendations of the Task Force on Teacher Retention, chaired by SBE Vice Chairman, Dr. Jane Norwood, included the recommendations that:

At a minimum, the State Board of Education should seek reinstatement of funding for mentors for all beginning teachers for their first three years of teaching. Additionally, the State Board of Education should seek funding for a full-time mentor program at a ratio of 1 mentor per 15 beginning teachers. All beginning teachers, regardless of funding source, should be included in the allotment. While local systems should have the flexibility to design mentoring programs that best meet their needs, the State Board should establish guidelines for local systems to receive funding for the full-time mentoring programs.

The State Board of Education should seek funding for a full-time Initial Licensure Program Coordinator at the LEA level.

As reflected in The National Governor's Association Center for Best Practices Issue Brief on Mentoring and Supporting New Teachers (January 9, 2002) "mentoring and release time are often cited as two of the most critical components of an induction program" (p.4). Citing the NEA Foundation for the Improvement of Education, Creating a Teacher Mentoring Program (Washington, DC; NEA Foundation for the Improvement of Education, 1999), the NGA Issue Brief indicates that data from the National

Center for Education Statistics strongly suggest that the benefit of mentoring is linked to the amount of time that a mentor and beginning teacher work together. Only 26% of beginning teachers who work with their mentor "a few times a year" report substantial improvements in their professional skills; in contrast, 88 percent of those who work with mentors at least once a week believe the relationship has major benefits. This supports the feedback that has been received from BT Coordinators, personnel administrators, mentor teachers, beginning teachers, and school administrators in North Carolina when asked how the mentoring program can be improved. To improve the quality of North Carolina's mentoring program, beginning teachers and their mentors need time to work together; beginning teachers need time to observe master teachers; school administrators need time to observe and provide assistance to beginning teachers. The program also needs to be appropriately funded.

The National Governor's Association Center for Best Practices has indicated that "a simple formula for estimating the cost of replacing an individual teacher is 25 percent to 35 percent of annual salary plus benefit costs." It also has suggested that "funding teacher induction programs at a level of up to \$5000 per teacher (in 1990 dollars) is more cost-effective than paying for programs to replace teachers who have left."

Attachment A
Retention of New Hires

Number of Teachers Employed for the First Time in NC

1995/96 – 2006/07

| Type of Teacher (School Year) | 1995-96 | 1996-97 | 1997-98 | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 |
|---|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Beginning Teacher/No Experience | 4,201 | 4,815 | 5,097 | 4,915 | 4,177 | 3,007 | 3,628 | 3,507 | 4,278 | 4,938 | 5,056 | 4,811 |
| Lateral Entry Teacher | 833 | 1,079 | 1,372 | 1,186 | 1,800 | 1,799 | 2,023 | 2,112 | 2,079 | 2,106 | 2,006 | 1,971 |
| Emergency Permit Teacher | NA | NA | 13 | 500 | 578 | 805 | 943 | 527 | 501 | 402 | 290 | 28 |
| First Year in NC/But Has Experience (Teaching or Non-Teaching) | 1,909 | 2,180 | 3,053 | 3,456 | 4,051 | 4,804 | 3,411 | 2,634 | 2,458 | 2,551 | 2,829 | 3,033 |
| Total Employed as First Time NC Teachers | 6,943 | 8,074 | 9,535 | 10,057 | 10,606 | 10,415 | 10,005 | 8,780 | 9,316 | 9,997 | 10,181 | 9,843 |

| Cohort Year | Cohort | Number | % After 1 Year | % After 2 Years | % After 3 Years | % After 4 Years | % After 5 Years | % After 6 Years | % After 7 Years | % After 8 Years | % After 9 Years | % After 10 Years | % After 11 Years |
|-------------|--|--------|----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|------------------|
| 1995-96 | First Time Teachers in NC with Experience Credit | 1,909 | 78.4% | 65.4% | 58.9% | 53.5% | 50.4% | 47.5% | 45.8% | 42.6% | 41.4% | 41.2% | 39.2% |
| | First year teachers with No Experience Credit | 4,201 | 83.7% | 75% | 65.9% | 60.6% | 56.2% | 53.4% | 51.2% | 48.8% | 47.8% | 47.1% | 46.9% |
| | Lateral Entry teachers | 833 | 62.5% | 47.5% | 40% | 36% | 31.7% | 30.4% | 29.8% | 29.4% | 28.3% | 28.7% | 28.5% |
| 1996-97 | First Time Teachers in NC with Experience Credit | 2,180 | 72.8% | 61.5% | 54.5% | 50.0% | 46.6% | 44.4% | 41.2% | 39.5% | 38.3% | 36.5% | NA |
| | First year teachers with No Experience Credit | 4,815 | 82.3% | 71.7% | 64.1% | 57.9% | 54.0% | 51.5% | 48.2% | 46.6% | 45.7% | 45.1% | NA |
| | Lateral Entry teachers | 1,079 | 65% | 50.8% | 45.8% | 39.7% | 37.5% | 35.1% | 34.2% | 33.4% | 33.1% | 33.8% | NA |
| 1997-98 | First Time Teachers in NC with Experience Credit | 3,053 | 65.7% | 54.4% | 47.9% | 42.8% | 38.2% | 35.6% | 33.8% | 32.7% | 31.6% | NA | NA |
| | First year teachers with No Experience Credit | 5,097 | 80.8% | 69.3% | 59.7% | 55.2% | 52.5% | 48.5% | 47% | 45.3% | 44.8% | NA | NA |
| | Lateral Entry teachers | 1,372 | 71.2% | 56% | 46.6% | 41.7% | 39.7% | 37.6% | 36.8% | 36.9% | 35.7% | NA | NA |
| 1998-99 | First Time Teachers in NC with Experience Credit | 3,456 | 66.8% | 53.2% | 46.1% | 41.5% | 38.2% | 35.8% | 34.8% | 33.4% | NA | NA | NA |
| | First year teachers with No Experience Credit | 4,915 | 80.5% | 67.9% | 60.2% | 56.1% | 51.9% | 49.5% | 47.4% | 46.0% | NA | NA | NA |
| | Lateral Entry teachers | 1,186 | 74.4% | 53% | 43.7% | 40.6% | 37.4% | 37% | 36.8% | 35.6% | NA | NA | NA |
| 1999-00 | First Time Teachers in NC with Experience Credit | 4,051 | 67.1% | 54.9% | 46.3% | 42.3% | 39.8% | 38.5% | 36.8% | NA | NA | NA | NA |
| | First year teachers with No Experience Credit | 4,177 | 80% | 67.9% | 61.7% | 56.3% | 53.5% | 50.9% | 48.9% | NA | NA | NA | NA |
| | Lateral Entry teachers | 1,800 | 74.6% | 54.3% | 46.4% | 43.4% | 40.9% | 40.7% | 40.2% | NA | NA | NA | NA |
| 2000-01 | First Time Teachers in NC with Experience Credit | 4,804 | 68% | 55.7% | 47.4% | 45.6% | 43.3% | 40.9% | NA | NA | NA | NA | NA |
| | First year teachers with No Experience Credit | 3,007 | 82.3% | 72.1% | 64.5% | 59% | 56.2% | 52.9% | NA | NA | NA | NA | NA |
| | Lateral Entry teachers | 1,799 | 74.4% | 53.5% | 49.7% | 47.6% | 45.1% | 43.4% | NA | NA | NA | NA | NA |

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|-------------|--|--------|----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|------------------|
| 2001-02 | First Time Teachers in NC with Experience Credit | 3,411 | 69.6% | 57.8% | 51% | 47.9% | 45.1% | NA | NA | NA | NA | NA | NA |
| | First year teachers with No Experience Credit | 3,628 | 80.6% | 66.6% | 57.3% | 53.5% | 50.7% | NA | NA | NA | NA | NA | NA |
| | Lateral Entry teachers | 2,023 | 76.1% | 57% | 48.7% | 47.6% | 44.7% | NA | NA | NA | NA | NA | NA |
| 2002-03 | First Time Teachers in NC with Experience Credit | 2,634 | 77.3% | 66% | 59.4% | 55.7% | NA | NA | NA | NA | NA | NA | NA |
| | First year teachers with No Experience Credit | 3,507 | 83.5% | 73.3% | 63.2% | 58.7% | NA | NA | NA | NA | NA | NA | NA |
| | Lateral Entry teachers | 2,112 | 78.4% | 59.2% | 53.7% | 50.3% | NA | NA | NA | NA | NA | NA | NA |
| 2003-04 | First Time Teachers in NC with Experience Credit | 2,458 | 80.6% | 69% | 62.4% | NA | NA | NA | NA | NA | NA | NA | NA |
| | First year teachers with No Experience Credit | 4,278 | 81.9% | 71.1% | 60.8% | NA | NA | NA | NA | NA | NA | NA | NA |
| | Lateral Entry teachers | 2,079 | 77.9% | 63.1% | 53.8% | NA | NA | NA | NA | NA | NA | NA | NA |
| 2004-05 | First Time Teachers in NC with Experience Credit | 2,551 | 80.1% | 69.0% | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| | First year teachers with No Experience Credit | 4,938 | 82.6% | 71.5% | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| | Lateral Entry teachers | 2,106 | 80.7% | 61.9% | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| 2005-06 | First Time Teachers in NC with Experience Credit | 2,829 | 81.2% | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| | First year teachers with No Experience Credit | 5,056 | 82.3% | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| | Lateral Entry teachers | 2,006 | 77.6% | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |

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| 1997-98 | First Time Teachers in NC with Experience Credit | 3,053 | 65.7% | 54.4% | 47.9% | 42.8% | 38.2% | 35.6% | 33.8% | 32.7% | 31.6% | NA | NA |
| 1998-99 | First Time Teachers in NC with Experience Credit | 3,456 | 66.8% | 53.2% | 46.1% | 41.5% | 38.2% | 35.8% | 34.8% | 33.4% | NA | NA | NA |
| 1999-00 | First Time Teachers in NC with Experience Credit | 4,051 | 67.1% | 54.9% | 46.3% | 42.3% | 39.8% | 38.5% | 36.8% | NA | NA | NA | NA |
| 2000-01 | First Time Teachers in NC with Experience Credit | 4,804 | 68.0% | 55.7% | 47.4% | 45.6% | 43.3% | 40.9% | NA | NA | NA | NA | NA |
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| 2002-03 | First Time Teachers in NC with Experience Credit | 2,634 | 77.3% | 66.0% | 59.4% | 55.7% | NA | NA | NA | NA | NA | NA | NA |
| 2003-04 | First Time Teachers in NC with Experience Credit | 2,458 | 80.6% | 69.0% | 62.4% | NA | NA | NA | NA | NA | NA | NA | NA |
| 2004-05 | First Time Teachers in NC with Experience Credit | 2,551 | 80.1% | 69.0% | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| 2005-06 | First Time Teachers in NC with Experience Credit | 2,829 | 81.2% | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| 2006-07 | First Time Teachers in NC with Experience Credit | 3,033 | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |

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| 1997-98 | First year teachers with No Experience Credit | 5,097 | 80.8% | 69.3% | 59.7% | 55.2% | 52.5% | 48.5% | 47% | 45.3% | 44.8% | NA | NA |
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| 1999-00 | First year teachers with No Experience Credit | 4,177 | 80% | 67.9% | 61.7% | 56.3% | 53.5% | 50.9% | 48.6% | NA | NA | NA | NA |
| 2000-01 | First year teachers with No Experience Credit | 3,007 | 82.3% | 72.1% | 64.5% | 59% | 56.2% | 52.9% | NA | NA | NA | NA | NA |
| 2001-02 | First year teachers with No Experience Credit | 3,628 | 80.6% | 66.6% | 57.3% | 53.5% | 50.7% | NA | NA | NA | NA | NA | NA |
| 2002-03 | First year teachers with No Experience Credit | 3,507 | 83.5% | 73.3% | 63.2% | 58.7% | NA | NA | NA | NA | NA | NA | NA |
| 2003-04 | First year teachers with No Experience Credit | 4,278 | 81.9% | 71.1% | 60.8% | NA | NA | NA | NA | NA | NA | NA | NA |
| 2004-05 | First year teachers with No Experience Credit | 4,938 | 82.6% | 71.5% | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| 2005-06 | First year teachers with No Experience Credit | 5,056 | 82.3% | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| 2006-07 | First year teachers with No Experience Credit | 4,811 | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |

| Cohort Year | Cohort | Number | % After 1 Year | % After 2 Years | % After 3 Years | % After 4 Years | % After 5 Years | % After 6 Years | % After 7 Years | % After 8 Years | % After 9 Years | % After 10 Years | % After 11 Years |
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| 1995-96 | Lateral Entry teachers | 833 | 62.5% | 47.5% | 40% | 36% | 31.7% | 30.4% | 29.8% | 29.4% | 28.3% | 28.7% | 28.5% |
| 1996-97 | Lateral Entry teachers | 1,079 | 65% | 50.8% | 45.8% | 39.7% | 37.5% | 35.1% | 34.2% | 33.4% | 33.1% | 33.8% | NA |
| 1997-98 | Lateral Entry teachers | 1,372 | 71.2% | 56% | 46.6% | 41.7% | 39.7% | 37.6% | 36.8% | 36.9% | 35.7% | NA | NA |
| 1998-99 | Lateral Entry teachers | 1,186 | 74.4% | 53% | 43.7% | 40.6% | 37.4% | 37% | 36.8% | 35.6% | NA | NA | NA |
| 1999-00 | Lateral Entry teachers | 1,800 | 74.6% | 54.3% | 46.4% | 43.4% | 40.9% | 40.7% | 40.2% | NA | NA | NA | NA |
| 2000-01 | Lateral Entry teachers | 1,799 | 74.4% | 53.5% | 49.7% | 47.6% | 45.1% | 43.4% | NA | NA | NA | NA | NA |
| 2001-02 | Lateral Entry teachers | 2,023 | 76.1% | 57% | 48.7% | 47.6% | 44.7% | NA | NA | NA | NA | NA | NA |
| 2002-03 | Lateral Entry teachers | 2,112 | 78.4% | 59.2% | 53.7% | 50.3% | NA | NA | NA | NA | NA | NA | NA |
| 2003-04 | Lateral Entry Teachers | 2,079 | 77.9% | 63.1% | 53.8% | NA | NA | NA | NA | NA | NA | NA | NA |
| 2004-05 | Lateral Entry Teachers | 2,106 | 80.7% | 61.9% | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| 2005-06 | Lateral Entry Teachers | 2,006 | 77.6% | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| 2006-07 | Lateral Entry Teachers | 1,971 | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |

Attachment B

2006-2007

**Beginning Teachers as Reported by the LEAs
Numbers and Reasons for Leaving
(State Totals)**

**2006-2007 State Totals
(Beginning Teachers as Reported by the LEAs)**

| | 1st Year | | | 2nd Year | | | 3rd Year | | |
|---|----------|-------|-------|----------|-------|-------|----------|-------|-------|
| | TE | LE | Total | TE | LE | Total | TE | LE | Total |
| Number of Beginning Teachers | 6,210 | 2,811 | 9,021 | 4,649 | 2,083 | 6,732 | 4,264 | 1,575 | 5,839 |
| Number of Beginning Teachers Not Returning to LEA | 995 | 677 | 1,662 | 693 | 458 | 1,151 | 657 | 284 | 941 |

| | | | | | | | | | | |
|--|---|-----|----|-----|-----|----|-----|-----|----|-----|
| Turnover Initiated by LEA | Non-renewal (probationary contract ended) | 29 | 50 | 79 | 17 | 33 | 50 | 14 | 25 | 39 |
| | Interim contract ended--not rehired | 33 | 43 | 76 | 12 | 15 | 27 | 12 | 6 | 18 |
| | Resigned in lieu of dismissal | 32 | 19 | 51 | 20 | 11 | 31 | 11 | 6 | 17 |
| | Dismissed | 2 | 4 | 6 | - | 1 | 1 | 1 | 1 | 2 |
| Turnover Beyond Control | Reduction in Force | 7 | 3 | 10 | 4 | 1 | 5 | 8 | 1 | 9 |
| | Resigned due to family responsibilities/childcare | 60 | 28 | 88 | 45 | 12 | 57 | 57 | 19 | 76 |
| | Resigned due to family relocation | 227 | 60 | 287 | 159 | 62 | 221 | 157 | 31 | 188 |
| | Resigned due to military orders | 18 | 6 | 24 | 17 | 3 | 20 | 10 | 4 | 14 |
| | Resigned due to health/disability | 29 | 18 | 47 | 10 | 4 | 14 | 8 | 5 | 13 |
| | Resigned to continue education | 30 | 44 | 74 | 33 | 25 | 58 | 38 | 19 | 57 |
| | Did not obtain or maintain license | 35 | 69 | 104 | 9 | 69 | 78 | 7 | 57 | 64 |
| | Deceased | 1 | 3 | 4 | - | - | - | 3 | - | 3 |
| Turnover that Might be Reduced at the LEA/State Level | Resigned to teach in another NC LEA | 162 | 86 | 248 | 142 | 54 | 196 | 132 | 46 | 178 |
| | Resigned to teach in a NC Charter School | 4 | 1 | 5 | - | - | - | 2 | 1 | 3 |
| | Resigned to teach in a NC non-public/private school | 5 | 4 | 9 | 5 | 2 | 7 | 13 | 2 | 15 |
| | Resigned to teach in another state | 93 | 18 | 111 | 55 | 20 | 75 | 43 | 6 | 49 |
| | Dissatisfied with teaching or career change | 49 | 99 | 148 | 48 | 45 | 93 | 29 | 15 | 44 |
| | Resigned for other reasons | 122 | 92 | 214 | 93 | 81 | 174 | 88 | 28 | 116 |
| | Resigned for unknown reasons | 36 | 18 | 54 | 10 | 14 | 24 | 7 | 3 | 10 |
| Other | Moved to a non-teaching position in education | 7 | 6 | 13 | 7 | 4 | 11 | 8 | 7 | 15 |
| | Other | 14 | 6 | 20 | 7 | 2 | 9 | 9 | 2 | 11 |

| | | | | | | | | | |
|----------------|-----|-----|-------|-----|-----|-------|-----|-----|-----|
| Totals: | 995 | 677 | 1,672 | 693 | 458 | 1,151 | 657 | 284 | 941 |
|----------------|-----|-----|-------|-----|-----|-------|-----|-----|-----|

| | | | | | | | | | |
|--------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| % Leaving | 16.02% | 24.08% | 18.42% | 14.91% | 21.99% | 17.10% | 15.41% | 18.03% | 16.12% |
| % Remaining | 83.98% | 75.92% | 81.58% | 85.09% | 78.01% | 82.90% | 84.59% | 81.97% | 83.88% |

Notes:
TE - Teacher Education LE - Lateral Entry

