

**GENERAL ASSEMBLY OF NORTH CAROLINA  
SESSION 2015**

**SENATE BILL 333  
RATIFIED BILL**

AN ACT TO REQUIRE THAT THE STATE BOARD OF EDUCATION INCLUDE  
SPECIFIC DATA IN ITS ANNUAL REPORT ON THE TEACHING PROFESSION.

The General Assembly of North Carolina enacts:

**SECTION 1.** G.S. 115C-12(22) reads as rewritten:

"(22) ~~Duty to Monitor the Decisions of Teachers to Leave the Teaching Profession.—~~State of the Teaching Profession in North Carolina. — The State Board of Education shall monitor and compile an annual report on the state of the teaching profession in North Carolina that includes data on the decisions of teachers to leave the teaching profession. The State Board shall adopt standard procedures for each local board of education to use in requesting the information from teachers who are not continuing to work as teachers in the local school administrative unit and shall require each local board of education to report the information to the State Board in a standard format adopted by the State Board.

a. The annual teacher transition report shall include data on the following:

1. The number of teachers who left the profession without remaining in the field of education and the reasons for teachers leaving the profession.
2. The number of teachers who left their employment to teach in other states.
3. The number of teachers who left their employment to work in another school in North Carolina, including nonpublic schools and charter schools.
4. The number of teachers who left a classroom position for another type of educational position.
5. The number of teachers who left employment in hard-to-staff schools. A hard-to-staff school shall be any school identified as low-performing, as provided in G.S. 115C-105.37.
6. The number of teachers who left employment in hard-to-staff subject areas. A hard-to-staff subject area is either of the following:
  - I. As defined by the United States Department of Education.
  - II. A subject area that has resulted in a long-term vacancy of 16 months or more at a particular school in a local school administrative unit.

b. The annual teacher transition report by the State Board of Education shall disaggregate the data included in sub-subdivision a. of this subdivision by teacher effectiveness status at a statewide level. The report shall not disaggregate data on teacher effectiveness status at a local school administrative unit level.

1. Notwithstanding Article 21A of this Chapter, local school administrative units shall provide to the State Board of Education for the purposes of this report any North Carolina



- Educator Evaluation System (NCEES) effectiveness status assigned to teachers who left employment.
2. The State Board of Education shall not report disaggregated data that reveals confidential information in a teacher's personnel file, as defined by Article 21A of this Chapter, such as making the effectiveness status personally identifiable to an individual teacher."

**SECTION 2.** This act is effective when it becomes law and applies beginning with the annual report compiled in 2017 using data from the 2016-2017 school year. Beginning in 2016, the annual report compiled as required by G.S. 115C-12(22) shall be titled "State of the Teaching Profession in North Carolina."

In the General Assembly read three times and ratified this the 24<sup>th</sup> day of June, 2015.

s/ Daniel J. Forest  
President of the Senate

s/ Tim Moore  
Speaker of the House of Representatives

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Pat McCrory  
Governor

Approved \_\_\_\_\_m. this \_\_\_\_\_ day of \_\_\_\_\_, 2015