

# 2016 Georgia K-12 Teacher and Leader Workforce Report

January 30, 2017



# Summary of AEAH Working Group

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## January 2016

In January 2016, the Alliance of Education Agency Heads (AEAHA), which is made up of each state education agency's leader, called a working group of staff from each agency to gain a complete understanding of Georgia teacher and leader production, retention, and effectiveness.

## May 2016

The group submitted its proposed plan to the AEAHA.

- A key piece of the plan was for GOSA to create an annual report on the status of the Georgia teacher and leader workforce, which this report fulfills.

# Key Areas of the Report

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- Workforce Status
  - *Demographics, Certificate Levels, and Years of Experience*
- Production
- Mobility
- Retention
- Retirement

*Report provides a one-year snapshot in 2015-2016, not a longitudinal history of trends.*

**Data Sources:** GaPSC, GaDOE, and Teachers Retirement System of Georgia

# 2015-2016 Educator Workforce Status

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**189,468**

**valid certificate  
holders**

**110,059**

**teachers  
employed**

**8,449**

**leaders  
employed**

- Many certificate holders work in other education roles.
- 13% of all current certificate holders were not working in public education as of October 2015.

**5,908**

**new teachers  
employed**

**2,316**

**rehired teachers\***

\*Rehired teachers are those who returned after at least one year of absence.

# 2015-2016 Certificate Holder Statistics

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**79%**

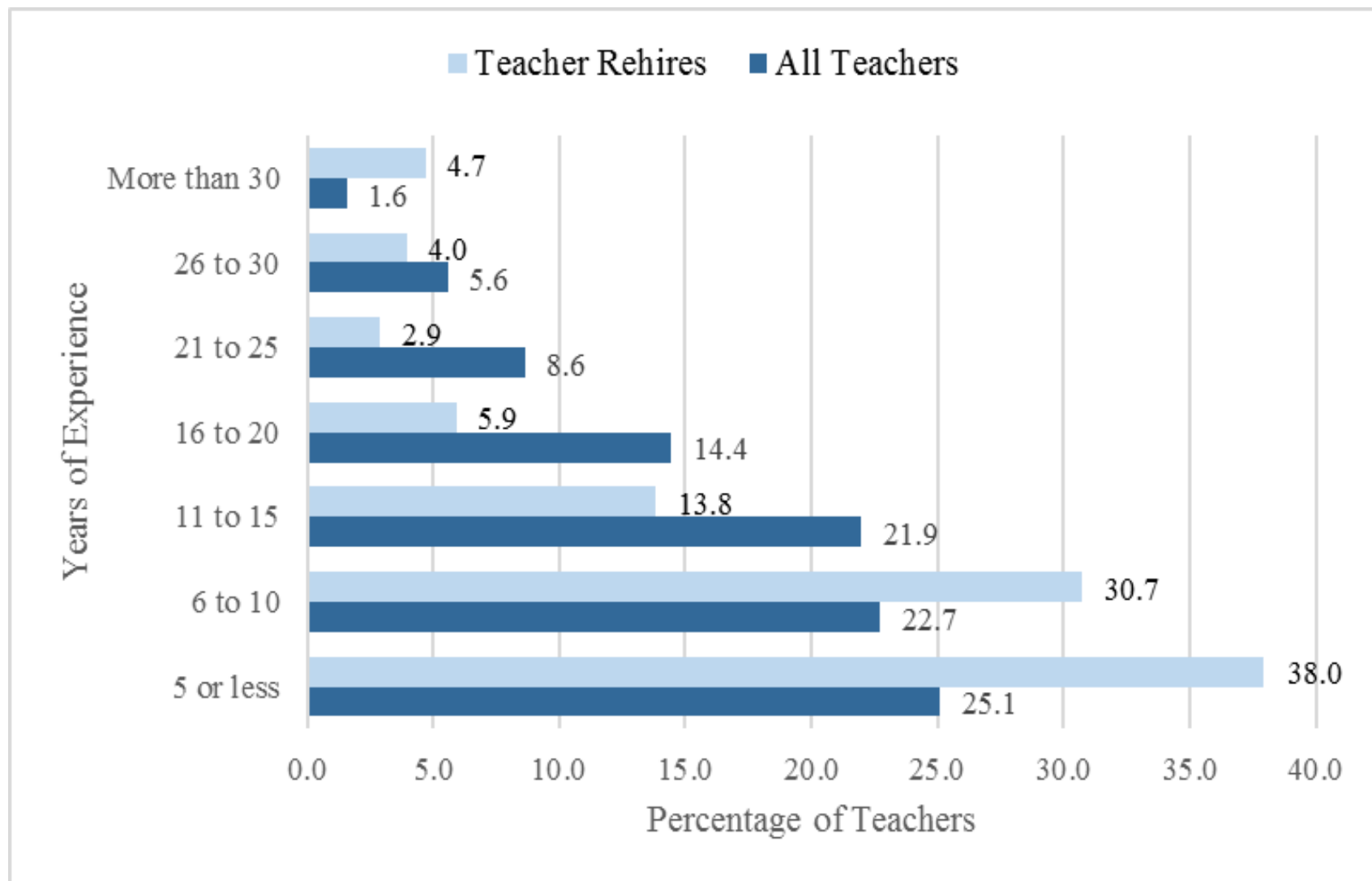
of educators with **renewable certificates** were employed as a teacher or leader

**52%**

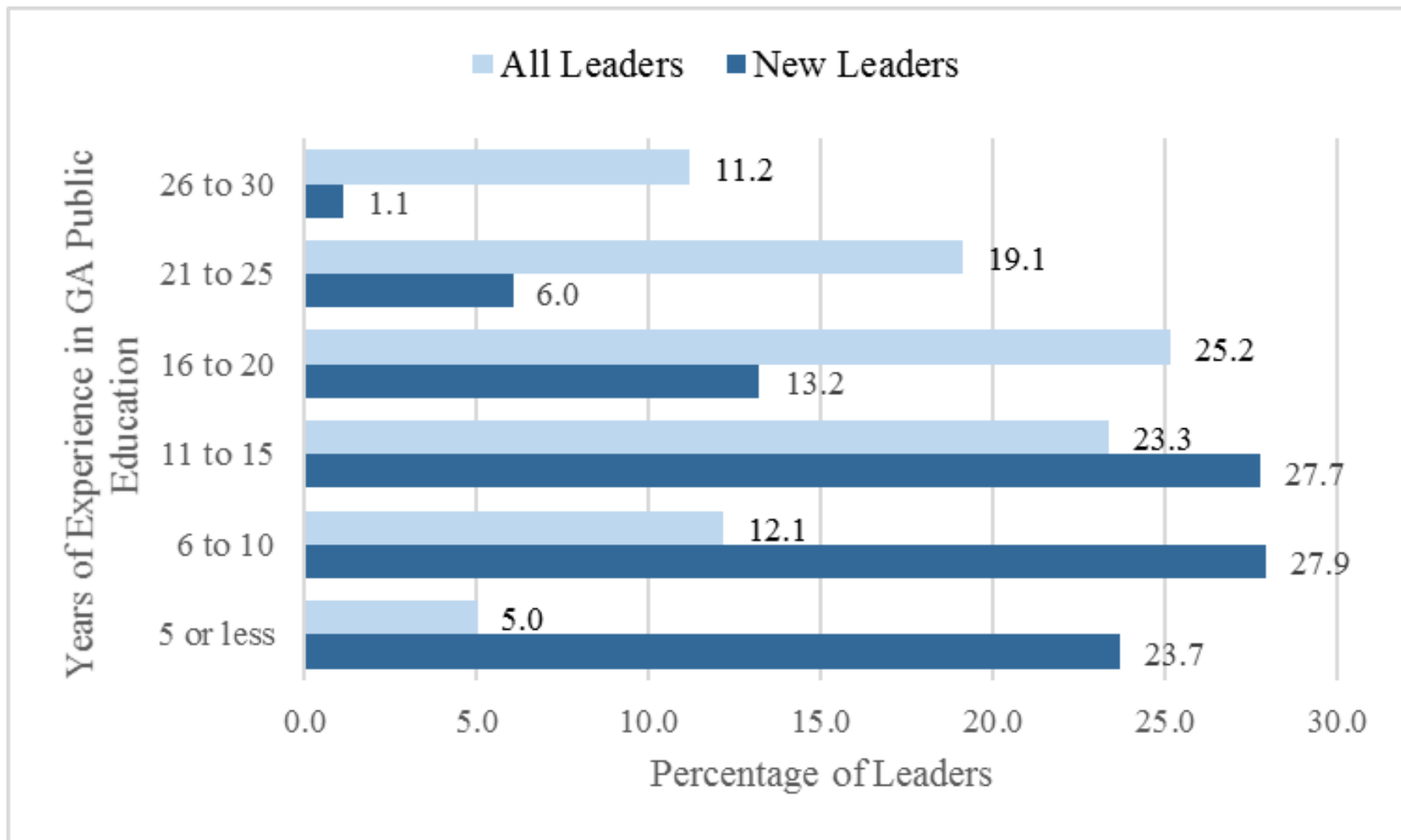
of educators with **non-renewable certificates** were employed as a teacher or leader

- Across all races/ethnicities, about 60% of valid certificate holders were employed as a teacher or leader.

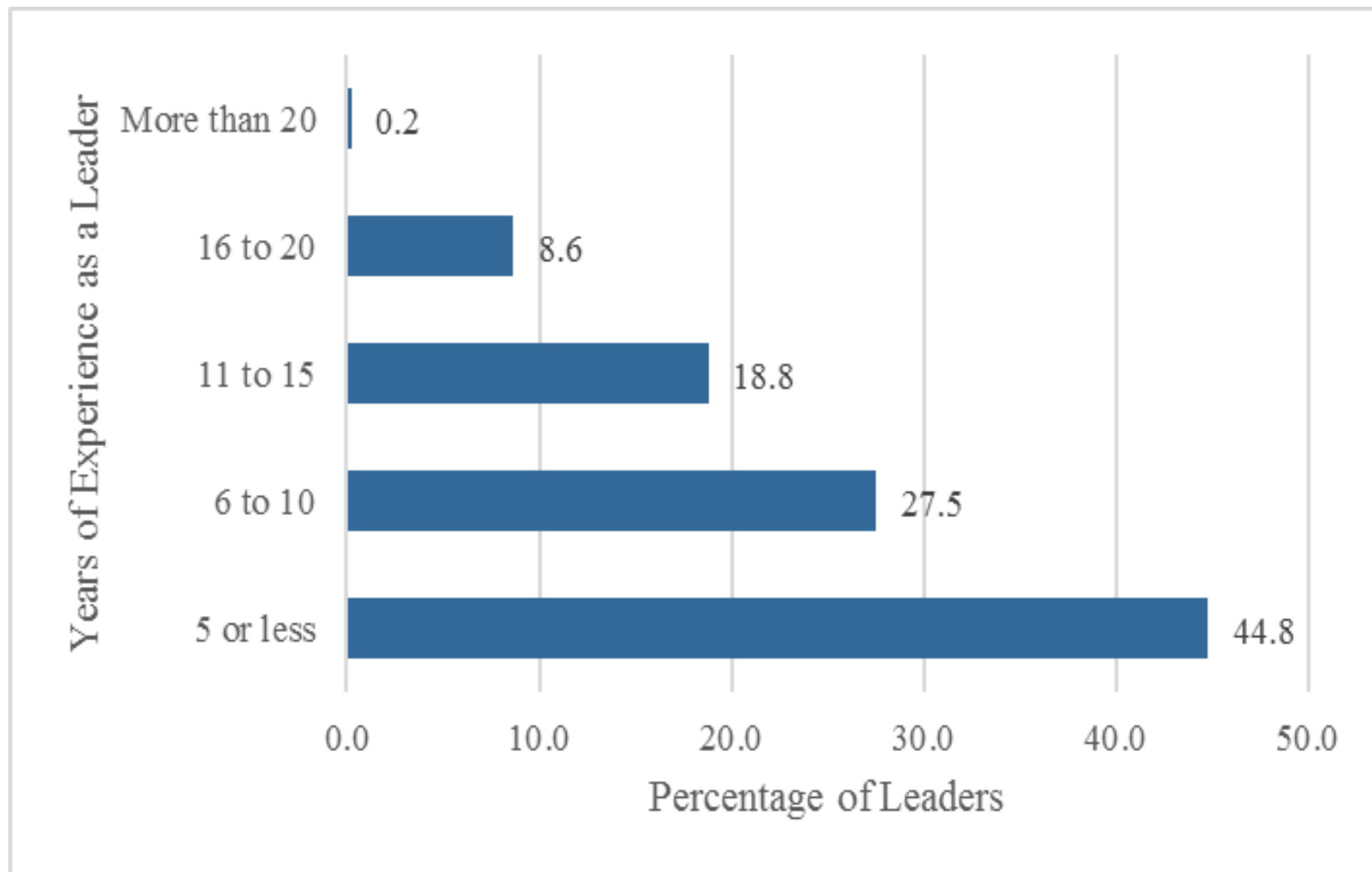
# 2015-2016 Teacher Years of Experience



# 2015-2016 Leader Years of Experience in Education



# 2015-2016 Leader Years of Experience as a Leader





# Comparisons between High and Low Poverty Schools

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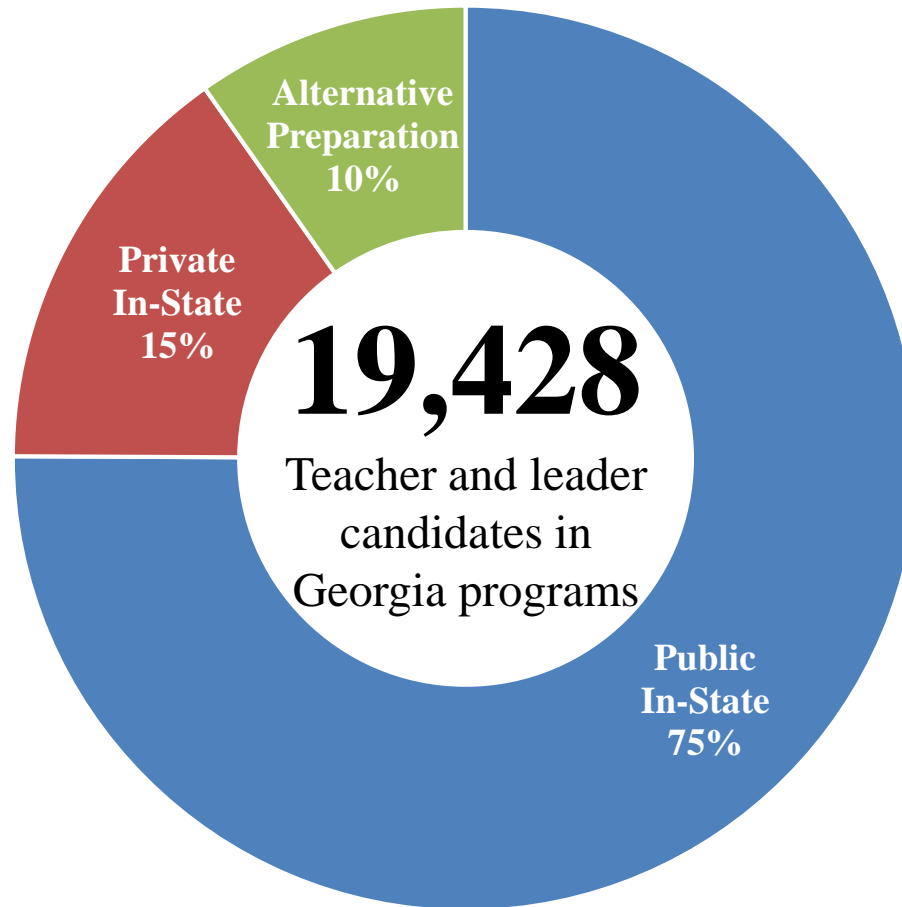
Relative to low poverty schools, high poverty schools had:

- A greater percentage of female teachers and leaders,
- Significantly larger percentages of black teachers and leaders,
- A greater percentage of teachers with less than five years of experience or more than 25 years of experience,
- Less than half as many teachers with gifted certification, and
- Fewer teachers and leaders prepared out of state.

\*GOSA defined high poverty and low poverty schools by identifying the top and bottom quartile of schools using free lunch direct certification percentages.

# Teacher and Leader Production

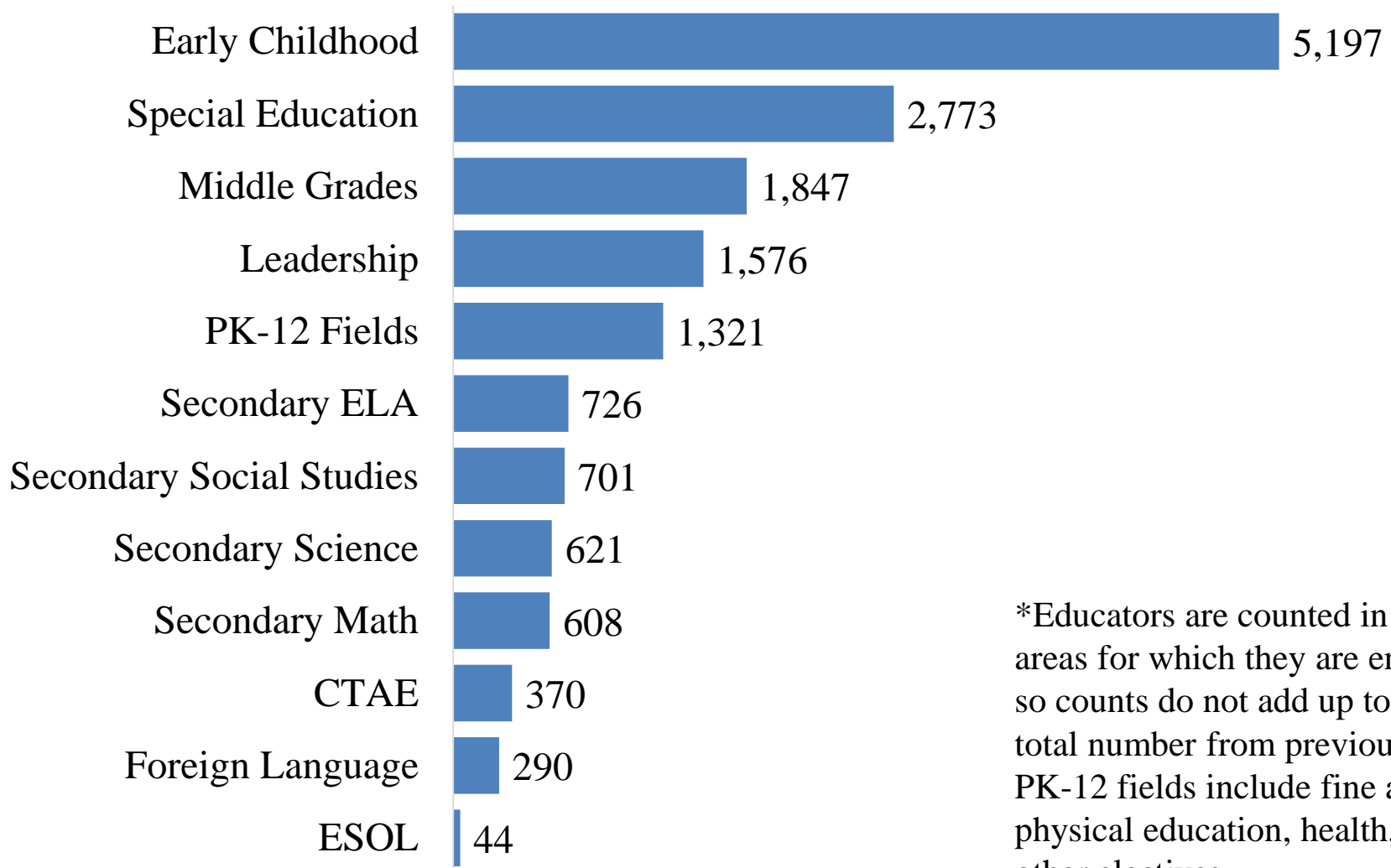
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In 2015-2016, 32% of new teachers and 36% of new leaders were prepared out of state. The state does not have out-of-state preparation program enrollment data.

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# 2015-2016 Teacher/Leader Candidate Enrollment by Program Area



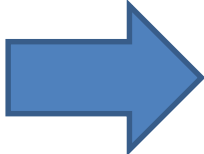
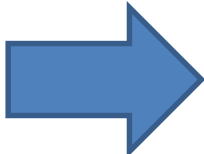
\*Educators are counted in all areas for which they are enrolled, so counts do not add up to the total number from previous slide. PK-12 fields include fine arts, physical education, health, and other electives.

# 2014-2015 Teacher Program Completer Placement

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**Number of  
2014-2015  
Completers**

**Percentage Employed  
as Teachers by October  
2015**

<b>Traditional</b>	<b>4,092</b>		<b>65.7%</b>
<b>Alternative</b>	<b>538</b>		<b>84.9%</b>

# 2014-2015 Leader Program Completer Placement

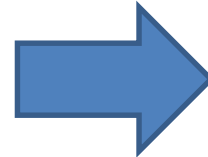
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**Number of  
2014-2015  
Completers**

**Percentage Employed  
as Leaders by October  
2015**

**Traditional**

**201**



**42.3%**

# 2015-2016 Teacher Mobility

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# 9.2%

**of teachers moved schools  
from the prior year\***

- Half moved within district, and half moved between districts.
- Teachers with less experience are more likely to move.
  - *70% of teachers who moved between districts had 10 or fewer years of experience. 59% of within district moves had 10 or fewer year of experience.*
- High poverty schools had more than double the mobility rate of low poverty schools (14.3% to 6.3%)

\*Measured between March 2015 and October 2015 CPI counts.

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# 2015-2016 Leader Mobility

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# 10.0%

**of leaders moved schools  
from the prior year\***

- Most moved between schools within district rather than between districts.
- Leaders with less experience were more likely to move.
- High poverty schools had nearly twice the mobility rate as low poverty schools (14.1% to 8.3%).

\*Measured between March 2015 and October 2015 CPI counts.

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# 2015-2016 Teacher Retention

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# 90.8%

**stayed in teaching from  
spring 2015 to fall 2015**

- Retention did not vary significantly by race/ethnicity, gender, or certificate field.
- Retention of teachers with 5 or fewer years of experience was only slightly lower (88.6%).
- Northwest and southeast Georgia tended to have higher retention than other areas of the state (maps available in report).
- High poverty schools retained fewer teachers than low poverty schools (74.5% to 84.6%)



# 2015-2016 Leader Retention

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# 86.2%

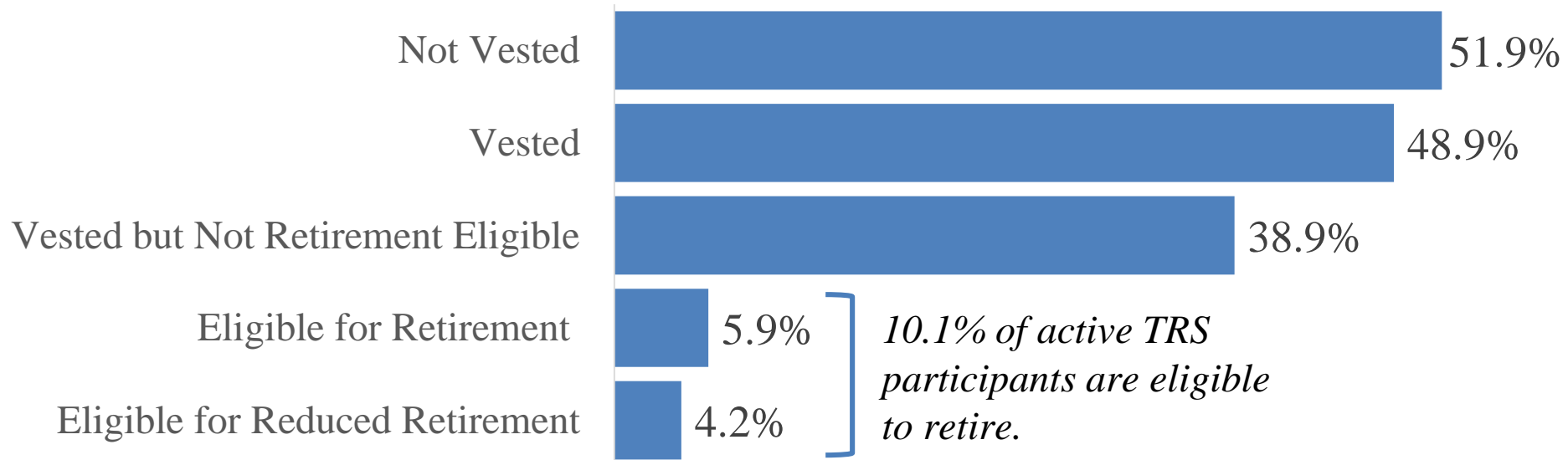
**stayed in leadership from  
spring 2015 to fall 2015**

- 83.1% of leaders with 5 or fewer years of experience were retained.
- Retention was lower in high poverty schools than low poverty schools (71.4% to 80.4%)

# 2015-2016 Teacher/Leader/Staff Retirement

# 198,992

Active Members of the Teachers Retirement System of Georgia as of June 30, 2016\*



\*TRS does not differentiate between types of employees, so these figures include all staff members who participate in the retirement program. Active members have contributed at least once in the last four years.

# Questions?

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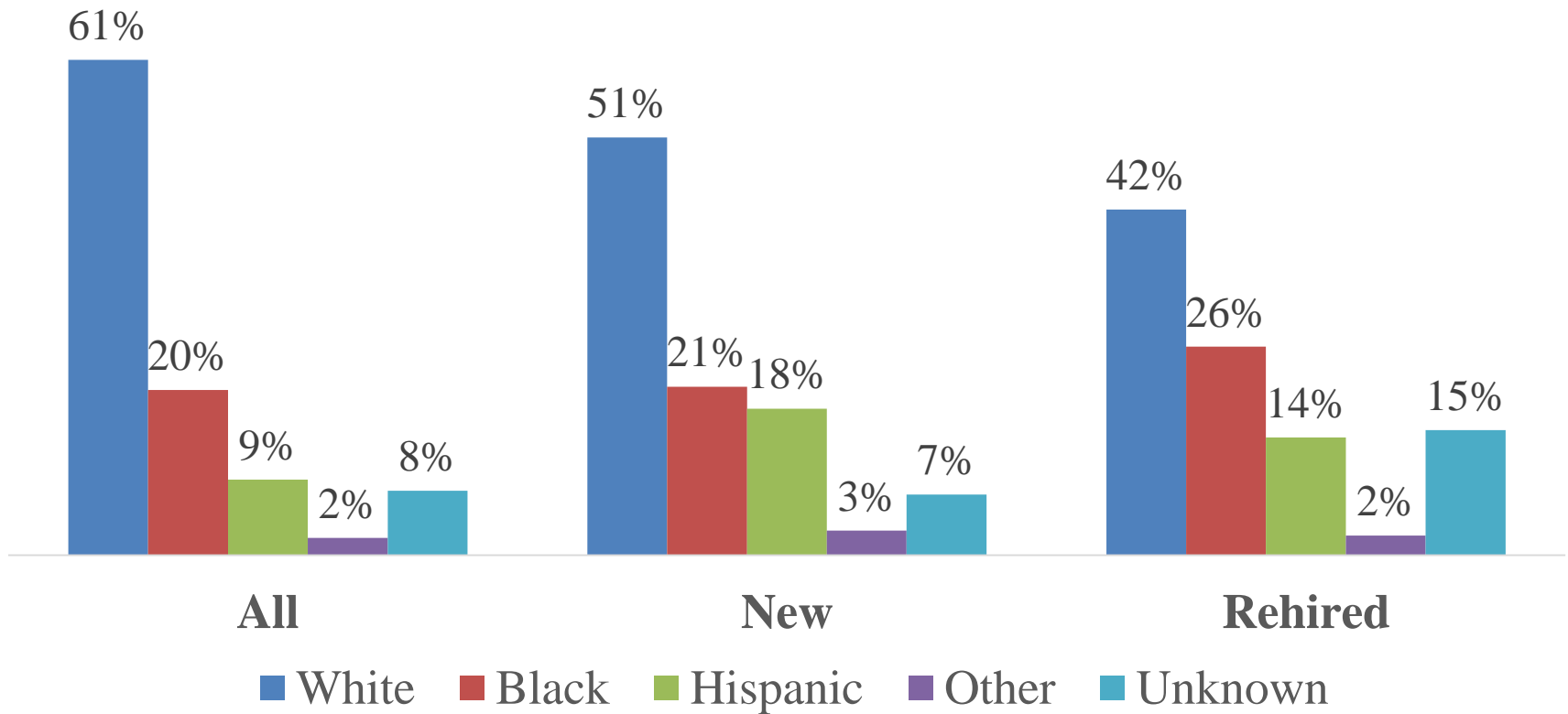
**The full report, along with school- and district-level downloadable data files, is available on GOSA's Research Page:**

**<http://gosa.georgia.gov/research>**

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# Supplementary Charts/Information on Teacher/Leader Characteristics

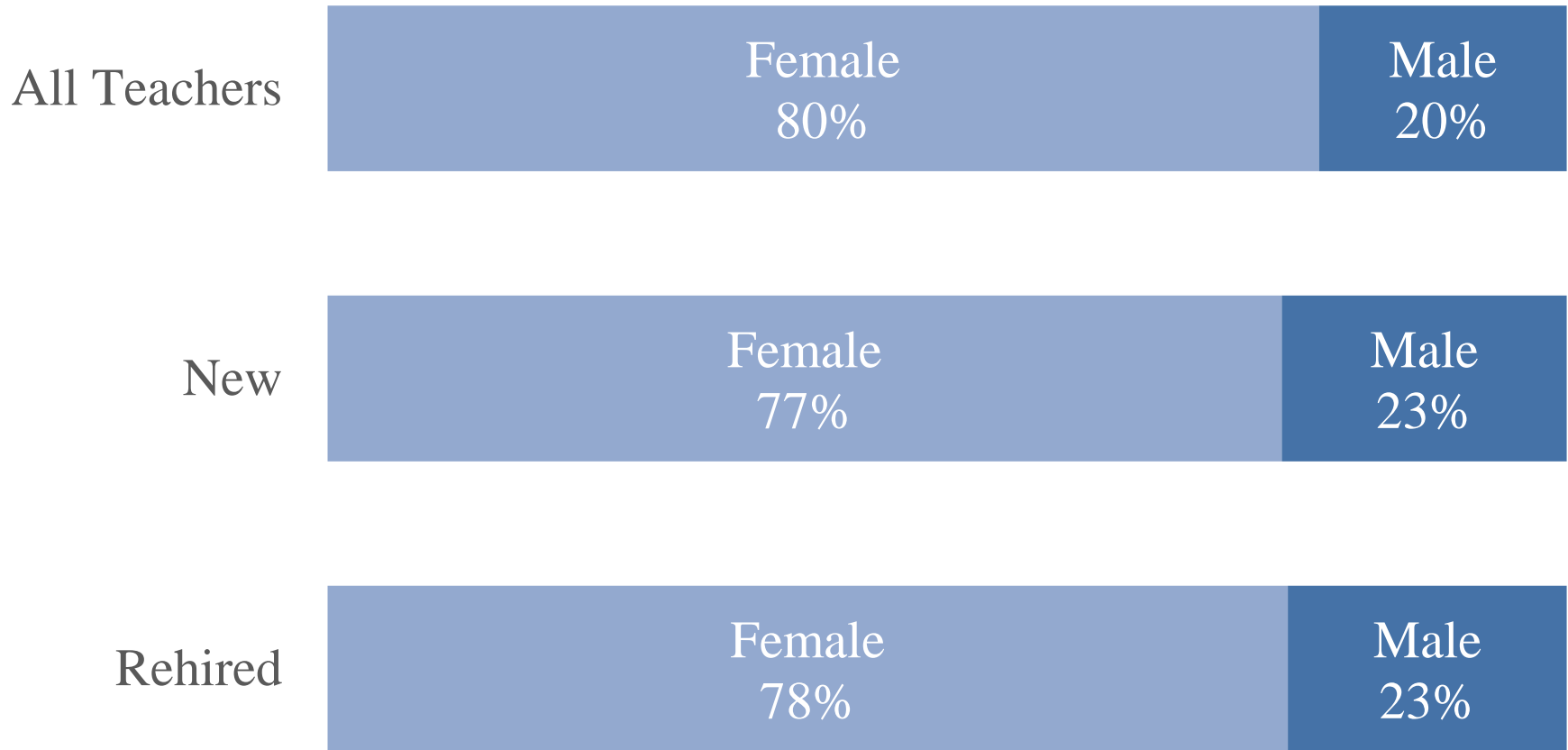
# 2015-2016 Teacher Demographics



\*Other includes American Indian, Asian, Pacific Islander, and Two or More Races.

# 2015-2016 Teacher Demographics

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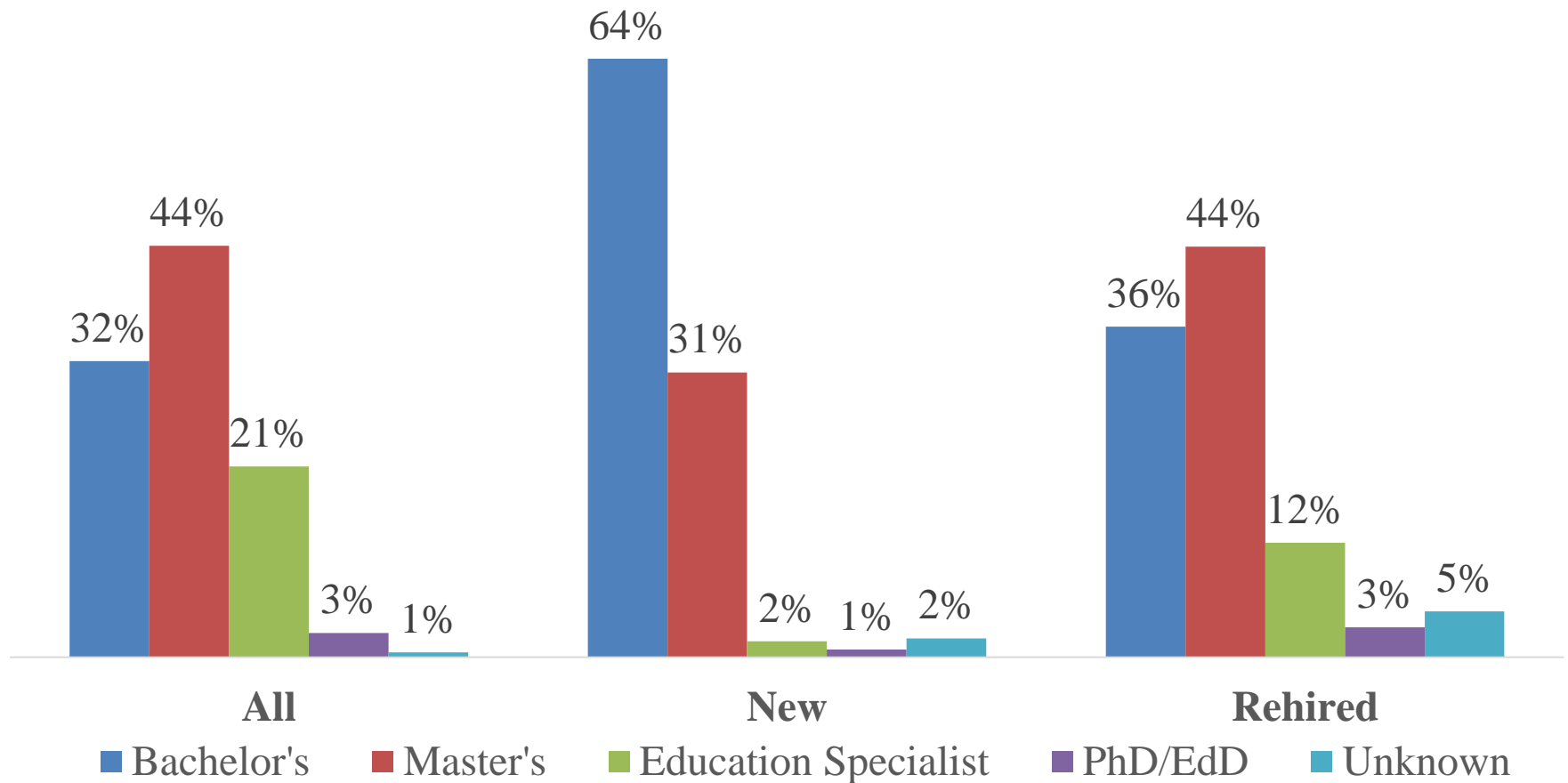


# 2015-2016 Teacher Certificate Areas

<b>Certificate Field</b>	<b>Percentage of All Teachers Certified</b>	<b>Percentage of New Teachers Certified</b>
Early Childhood	46.9	38.8
Middle	30.8	17.6
Secondary English Language Arts	6.4	7.0
Secondary Math	5.3	5.6
Secondary Social Studies	6.1	6.2
Secondary Science	8.4	6.9
CTAE	5.7	5.0
PK-12 Fields	21.1	16.7
Foreign Language	2.7	3.1
Gifted	22.3	2.7
Special Education	23.2	19.7
ESOL	10.2	8.1
STEM	39.7	30.2

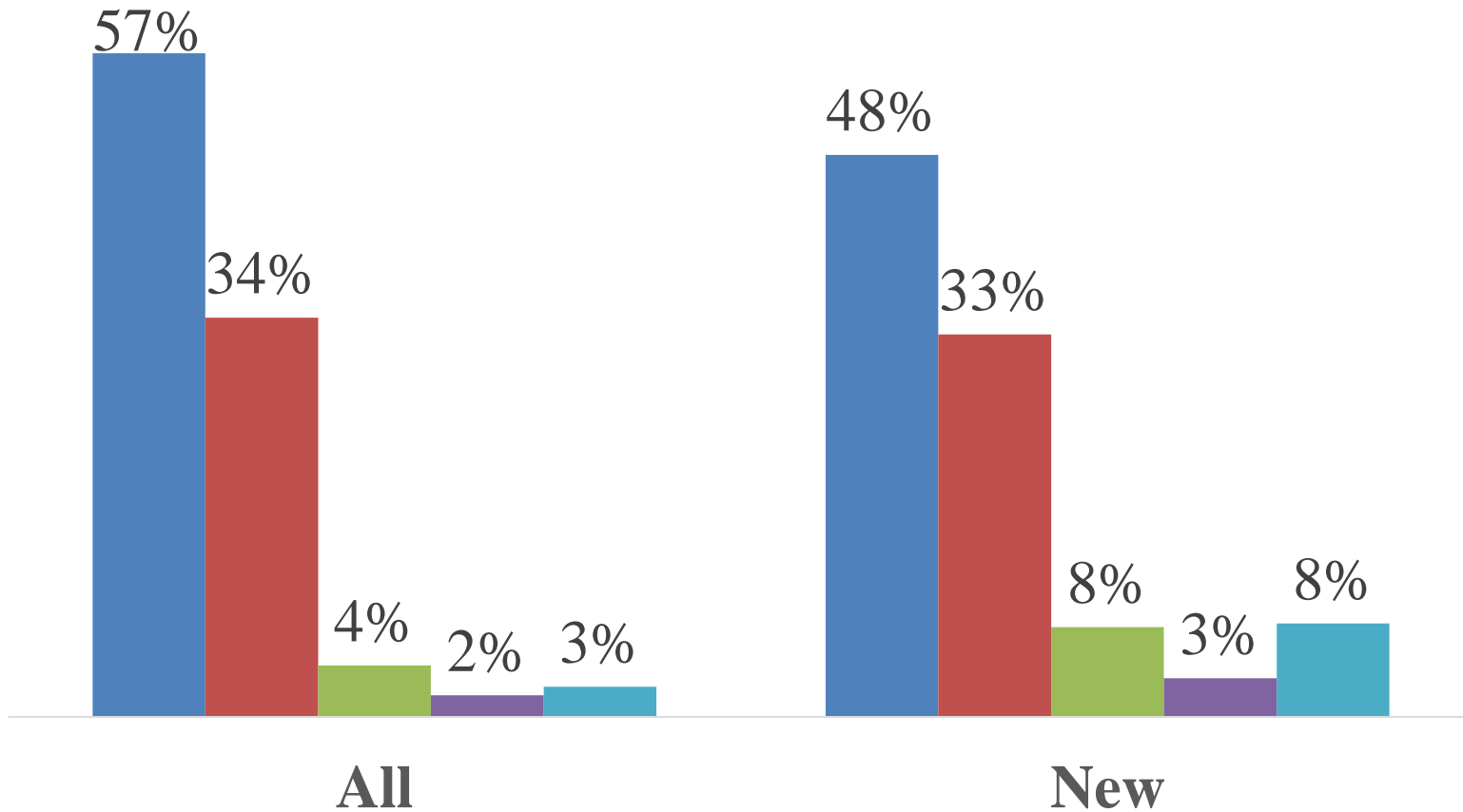
\*Teachers are counted in all areas of certification, so counts do not add up to the total number of teachers and percentages do not add up to 100. PK-12 fields include fine arts, physical education, health, and other electives.

# 2015-2016 Teacher Certification Degree Levels





# 2015-2016 Leader Demographics

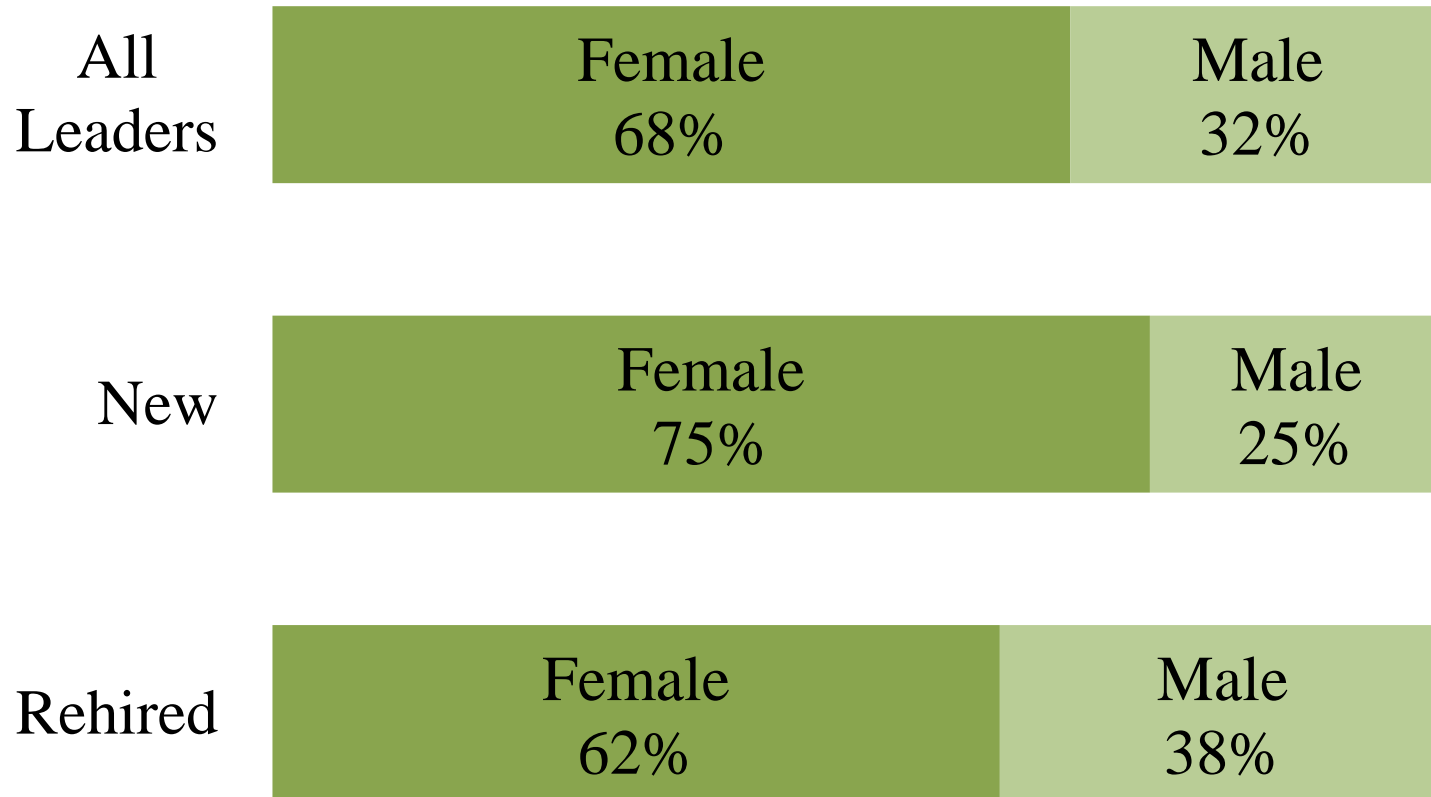


■ White ■ Black ■ Hispanic ■ Other ■ Unknown

\*Other includes American Indian, Asian, Pacific Islander, and Two or More Races. There were too few leader rehires to meaningfully report race/ethnicities.

# 2015-2016 Leader Demographics

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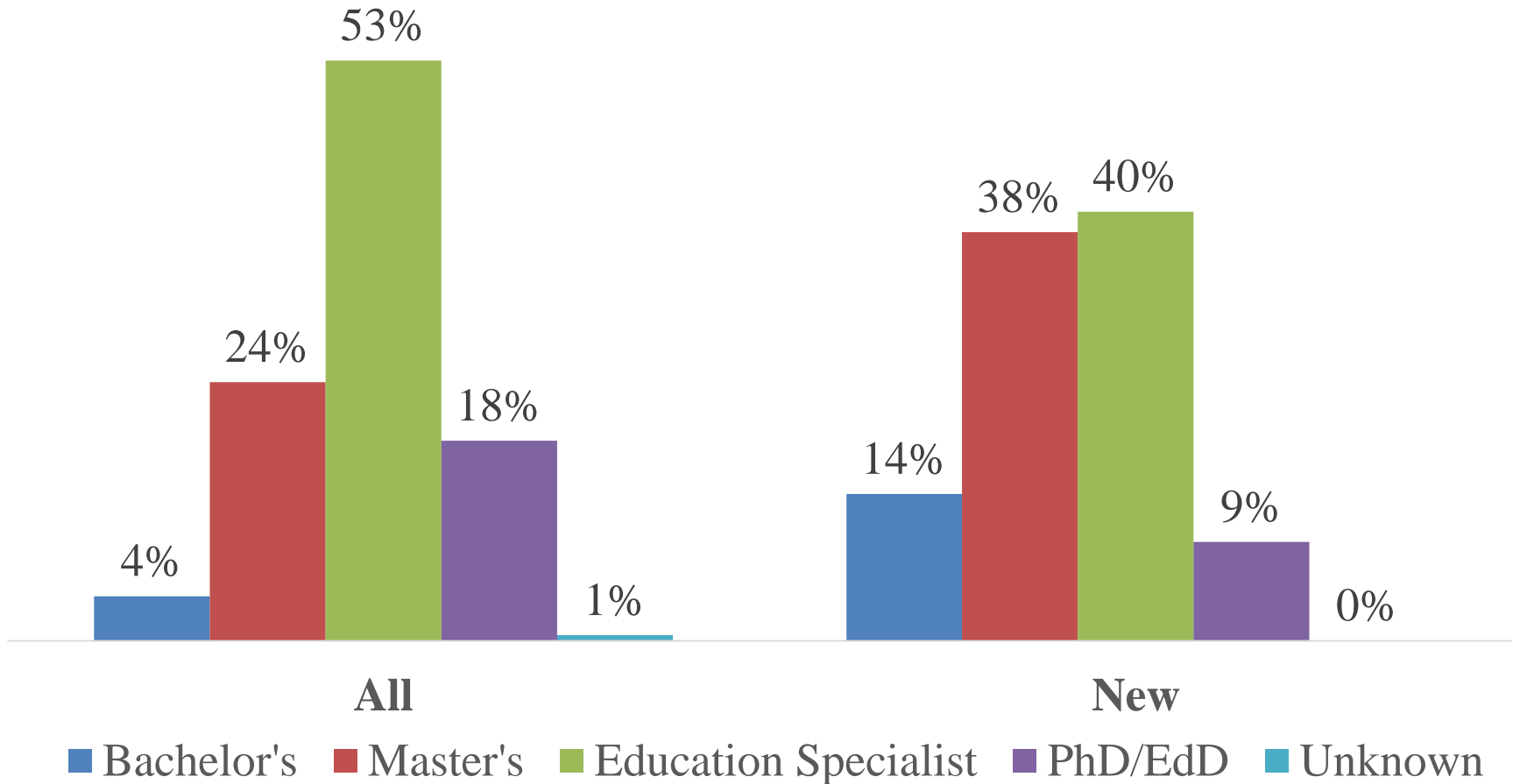
\*Other includes American Indian, Asian, Pacific Islander, and Two or More Races.

# 2015-2016 Leader Certificate Areas

Certificate Field	Percentage of All Leaders Certified	Percentage of New Leaders Certified
Leadership	81.7	50.6
Early Childhood	37.7	38.4
Middle	37.4	38.5
Secondary English Language Arts	7.1	8.7
Secondary Math	5.1	6.7
Secondary Social Studies	8.2	8.3
Secondary Science	12.4	10.7
CTAE	6.4	7.3
PK-12 Fields	18.4	18.7
Foreign Language	1.5	2.5
Gifted	18.0	27.4
Special Education	14.7	20.3
ESOL	6.4	11.4
STEM	37.6	42.1

\*Leaders are counted in all areas of certification, so counts do not add up to the total number of leaders and percentages do not add up to 100. PK-12 fields include fine arts, physical education, health, and other electives.

# 2015-2016 Leader Degree Levels



\*There were too few leader rehires to degree levels.