



2016 Georgia K-12 Teacher and Leader Workforce Report Executive Summary

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Executive Summary

The Georgia K-12 Teacher and Leader Workforce Report provides a snapshot of the current K-12 teacher and leader workforce created at the request of the Alliance of Education Agency Heads (AEA). The report also examines teacher and leader production, retention, and retirement patterns. The report incorporates data from the Georgia Department of Education (GaDOE), the Georgia Professional Standards Commission (GaPSC), and the Teachers Retirement System of Georgia (TRS). The 2016 K-12 Teacher and Leader Workforce Report analyzes workforce, production, retention, and retirement patterns for K-12 teachers and leaders during the 2015-2016 school year.

Key findings include:

- *Current Status of the Workforce*
 - During the 2015-2016 school year, Georgia's public education workforce consisted of 110,059 teachers and 8,449 leaders.
 - The majority (approximately 60%) of the teacher and leader workforce was white.
 - The share of black leaders (34%) was larger than the share of black teachers (20%).
 - The share of Hispanic leaders (4.4%) was lower than the share of Hispanic teachers (9.2%).
 - 44% of teachers held a Master's degree as their highest earned degree, and 53% of leaders held an Education Specialist degree as their highest earned degree.
 - Almost half of the teacher workforce had ten or fewer years of experience working in Georgia public education. 25% of teachers had five or fewer years of experience. Additionally, 21.9% of teachers had eleven to fifteen years of experience.
 - The majority of leaders had ten or fewer years of experience working as a leader. 45% of all leaders had five or fewer years of experience as a leader, and 27.5% of leaders had between six to ten years of experience as a leader.
 - High poverty schools had significantly larger shares of black teachers and leaders and significantly smaller shares of white teachers and leaders compared to low poverty schools.¹
 - 62.5% of all current certificate holders during the 2015-2016 school year were employed as a teacher or leader, and 13.4% of all current

¹ GOSA defined high poverty and low poverty schools by identifying the top and bottom quartile of schools using free lunch direct certification percentages. The bottom quartile cut off was 23% of students directly certified, and the top quartile cut off was 51% of students directly certified. For more information on the use of direct certification percentages, see [GOSA's e-bulletin](#).

certificate holders were not employed in the Georgia public education workforce at all.

- 5,908 teachers (5.4% of all teachers) were new teachers in 2015-2016, and 2,316 teachers (2.1%) returned to teaching after a break in service.
- 1,060 leaders (12.5%) were new leaders in 2015-2016, and 45 leaders (0.5%) returned as a leader after a break in service.
- Hispanics comprised a larger share of new teachers and leaders when compared to the entire teacher and leader workforce.

- *Teacher and Leader Production*

- During the 2015-2016 school year, 19,428 teacher and leader candidates were enrolled in Georgia preparation programs.
- 75% of teacher and leader candidates were enrolled in public in-state programs, 15% were enrolled in private in-state programs, and 10% were enrolled in alternative preparation programs.
- During 2015-2016, less than 10% of students in traditional education preparation programs were employed as teachers while in the program.
- 66% of completers in traditional educator preparation programs in 2014-2015 were employed as teachers as of October 2015. 85% of completers in alternative preparation programs in 2014-2015 were employed as of October 2015.
- 42% of completers in leader preparation programs in 2014-2015 were employed as leaders as of October 2015.

- *Teacher and Leader Mobility*

- Between 2014-2015 and 2015-2016, 5% of teachers and 2% of leaders changed school districts.
- Approximately 40% of teachers and leaders who changed school districts had five or fewer years of experience working as a teacher or leader, respectively.
- Between 2014-2015 and 2015-2016, 5% of teachers and 8% of leaders changed schools within a district.
- High poverty schools had more teachers and leaders changing schools from 2014-2015 to 2015-2016 than low poverty schools.

- *Teacher and Leader Retention*

- 90.5% of teachers and leaders remained in their respective roles from 2014-2015 to 2015-2016.
- High poverty schools do not retain as many teachers and leaders as low poverty schools.

- The retention rates for teachers and leaders with five or fewer years of experience were a few percentage points lower than the retention rates for all teachers and leaders.
- *Teacher and Leader Retirement*
 - As of 2015-2016, 80% of all school and district teachers, leaders, and staff in TRS were active members.²
 - 10% of all active teacher/leader/staff TRS members were eligible for retirement or a reduced retirement benefit.
 - Almost 50% of all active teacher/leader/staff TRS members had at least ten years of service credit, but the majority of these members were not yet eligible for retirement.
 - 51% of all active teacher/leader/staff TRS members had fewer than ten years of service credit.

² Active members have made at least one contribution to TRS in the past four years.