



# **2017 Georgia K-12 Teacher and Leader Workforce Report Executive Summary**

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THE GOVERNOR'S OFFICE OF  
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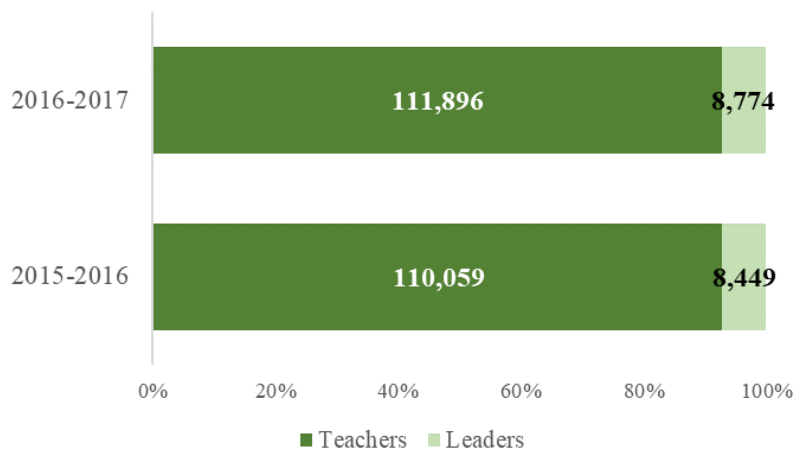
## Executive Summary

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Created at the request of the Alliance of Education Agency Heads (AEAH), the Georgia K-12 Teacher and Leader Workforce Report provides a snapshot of the current K-12 teacher and leader workforce. It incorporates data from the [GA-AWARDS](#) data system and the Teachers Retirement System of Georgia (TRS).<sup>1</sup> This report analyzes workforce, production, retention, and retirement patterns for K-12 teachers and leaders during the 2016-2017 school year. In January 2017, GOSA released a similar [report](#) analyzing the same patterns for the 2015-2016 school year. Unless otherwise noted, the patterns are similar for the two academic years.

Key findings include:

- *Current Status of the Workforce*



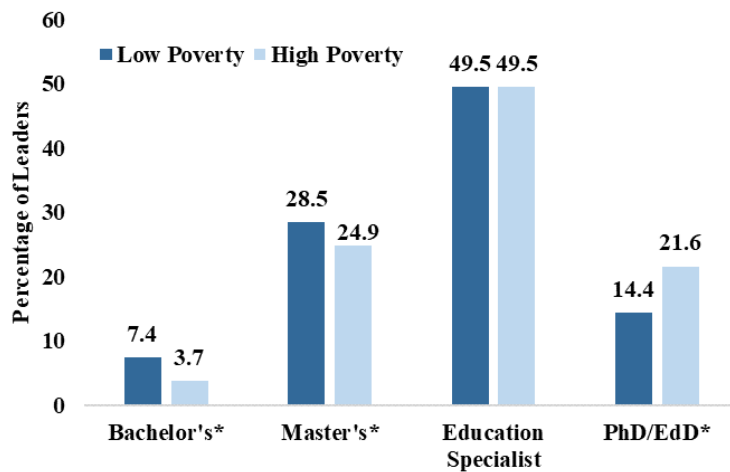
- During the 2016-2017 school year, Georgia’s public education workforce consisted of 111,896 teachers and 8,774 leaders, an increase of 2% and 4% respectively from the previous year.<sup>2</sup>
- The majority (approximately 60%) of the teacher and leader workforce was white.
- The share of black leaders (34%) was larger than the share of black teachers (21%).

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<sup>1</sup> In addition to GA-AWARDS data, the Georgia Professional Standards Commission (GaPSC) provided GOSA with years of experience data for all public educators as of 1986.

<sup>2</sup> Leaders included principals, PreK directors, alternative school directors, assistant principals, instructional supervisors, community school directors/coordinators, CTAE directors, and CTAE directors (extended year). If an employee served at least part of the day in a leadership role, he/she was counted as a leader.

- The share of Hispanic leaders (5%) was lower than the share of Hispanic teachers (10%).
- Forty-four percent 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. 27% of teachers had five or fewer years of experience, while 23% of teachers had eleven to fifteen years of experience.
- The majority of leaders had ten or fewer years of experience working as a leader. The percentage of leaders with five or fewer years of experience (41%) was four percentage points lower than in 2015-2016, but the percentage of leaders with more than ten years of experience was greater (34% in 2016-2017 compared to 28% in 2015-2016).
- 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.<sup>3</sup>



- Low poverty schools had more leaders with Bachelor’s and Master’s degrees as their highest earned degree, whereas high poverty schools had more leaders with a PhD/EdD as their highest earned degree.
- Sixty-seven percent of all current certificate holders during the 2016-2017 school year were employed as a teacher or leader, and 7% of all current certificate holders were not employed in the Georgia public education workforce at all.
- 6,233 teachers (6% of all teachers) were new teachers in 2016-2017, and 2,473 teachers (2%) returned to teaching after a break in service.

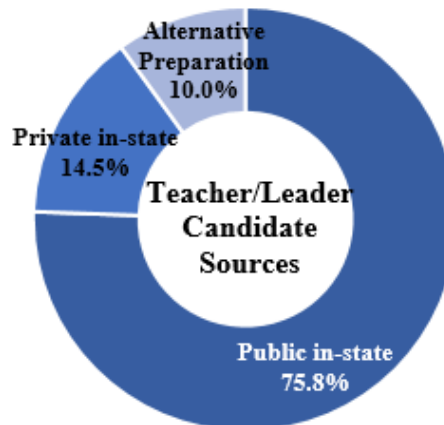
<sup>3</sup> High and low poverty schools are identified using the top and bottom quartile of schools using free lunch direct certification percentages. The bottom quartile cut off was 23% of students directly certified, and the top quartile cut off was 51% of students directly certified. For more information on the use of direct certification percentages, see [GOSA’s e-bulletin](#).

- 1,175 leaders (13%) were new leaders in 2016-2017, and 28 leaders (0.3%) 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.

Race/Ethnicity	Percentage of All Teachers	Percentage of New Teachers
American Indian	0.1	0.2
Asian	0.9	1.4
Black	20.8	22.1
Hispanic	10.1	16.9
Two or More	1.2	1.7
White	60.0	52.6
Unknown	6.9	5.1

- *Teacher and Leader Production*

- During the 2016-2017 school year, 20,842 teacher and leader candidates were enrolled in Georgia preparation programs.



- Seventy-six percent of teacher and leader candidates were enrolled in public in-state programs, 14.5% were enrolled in private in-state programs, and 10% were enrolled in alternative preparation programs.
- During 2016-2017, 10% of candidates enrolled in traditional education preparation programs were employed as teachers while in the program.
- Seventy-two percent of completers in traditional educator preparation programs in 2015-2016 were employed as teachers as of October 2016. 88% of completers in alternative preparation programs in 2015-2016 were employed as of October 2016.

- Forty percent of completers in leader preparation programs in 2015-2016 were employed as leaders as of October 2016.
- *Teacher and Leader Mobility*
  - Between 2015-2016 and 2016-2017, 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 2015-2016 and 2016-2017, 4% of teachers and 7% of leaders changed schools within a district.
  - High poverty schools had more teachers and leaders changing schools from 2015-2016 to 2016-2017 than low poverty schools.
- *Teacher and Leader Retention*
  - 90.6% of teachers and leaders remained in their respective roles from 2015-2016 to 2016-2017.
  - High poverty schools do not retain as many teachers and leaders as low poverty schools.
  - The retention rate for teachers with five or fewer years of experience was three percentage points lower than the retention rate for all teachers.
  - The retention rate for leaders with five or fewer years of experience was eleven percentage points lower than the retention rate for all leaders, and nine percentage points lower than the retention rate in 2015-2016.
- *Teacher and Leader Retirement*
  - As of 2016-2017, 80% of Teachers Retirement System (TRS) members classified as teachers, leaders, and staff were active members.<sup>4</sup>
  - Ten percent 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.
  - Fifty-one percent of all active teacher/leader/staff TRS members had fewer than ten years of service credit.

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<sup>4</sup> Active members have made at least one contribution to TRS in the past four years.