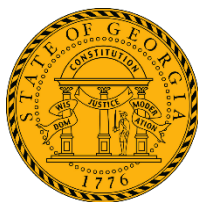




2020 Georgia K-12 Teacher Retention Addendum

GOSA Policy, Research, and Evaluations

June 2021



**Governor's Office of
Student Achievement**

Executive Summary

This document serves as an addendum to GOSA's *2019-2020 Teacher and Leader Workforce Report* and provides a snapshot of the placement and retention of teachers in Georgia's K-12 public education system following their completion of a Georgia preparation program. Most of the data utilized in the report originated with Georgia Professional Standards Commission (GaPSC) and was requested and provided through the Georgia Academic and Workforce Analysis and Research Data System (GA·AWARDS) data system. Data from the Georgia Department of Education (GaDOE), Education Demographic and Geographic Estimates (EDGE) and the National Center for Education Statistics (NCES) was also utilized to provide demographic and other subgroup characteristics.

While the *2019-2020 Teacher and Leader Workforce Report* focused on both teachers and leaders in Georgia's K-12 education workforce, this addendum focuses solely on the placement and retention of teachers within a defined period after joining Georgia's K-12 public school system workforce. The primary goal of this addendum is to provide context for how teachers are entering Georgia's educator pipeline and the patterns of retention within that pipeline.

Within this addendum, teachers are defined as individuals employed by a Georgia K-12 public school with job codes between 80 and 200.¹ Teachers are considered new if they are in their first year of employment in a Georgia public school system. Please note that the data included in this addendum relates only to teachers in Georgia public K-12 schools. They do not account for teachers in Georgia's K-12 private schools or those employed in states outside of Georgia. All GaPSC approved preparation programs were included in this analysis, including both public and private institutions. However, because the focus of this publication is Georgia's public K-12 teacher workforce, placement and retention patterns are only evaluated for that group in public schools. This addendum does not account for placement patterns into private K-12 schools or any out-of-state schools. The information presented here is not intended to provide or suggest any evaluation of the quality of preparation programs.

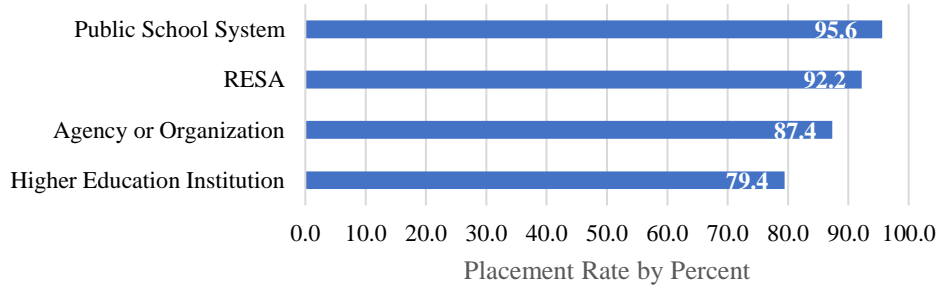
This executive summary provides an overview of the addendum's findings in the form of charts and figures presented in the body of the addendum.

¹ The annual CPI report classifies educators as teachers according to job code definitions. Those codes can be found [here](#).

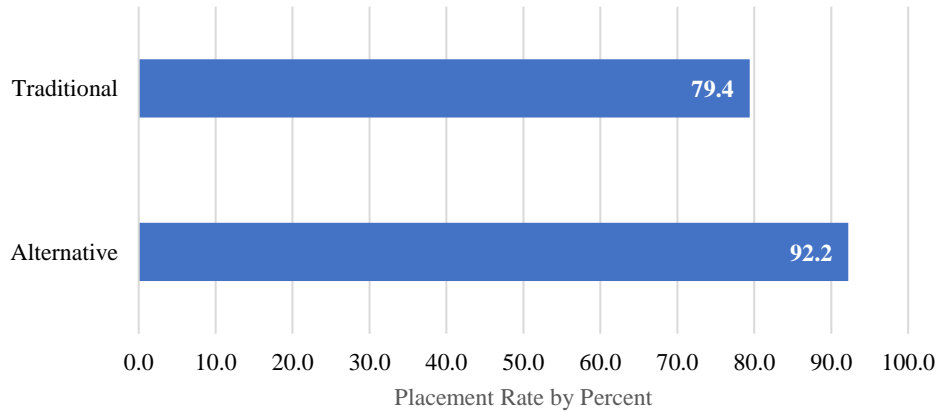


Placement Rate of Teachers in Georgia Public Schools by Preparation Program

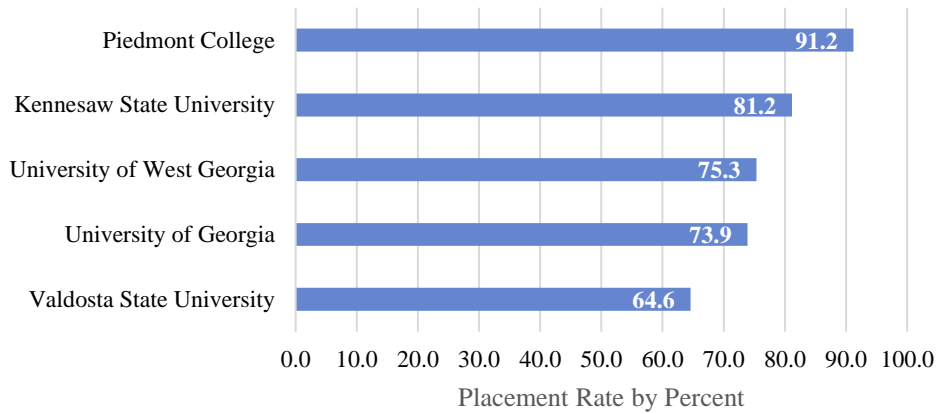
**Placement Rate by Preparation Program Type
in Georgia Public Schools**



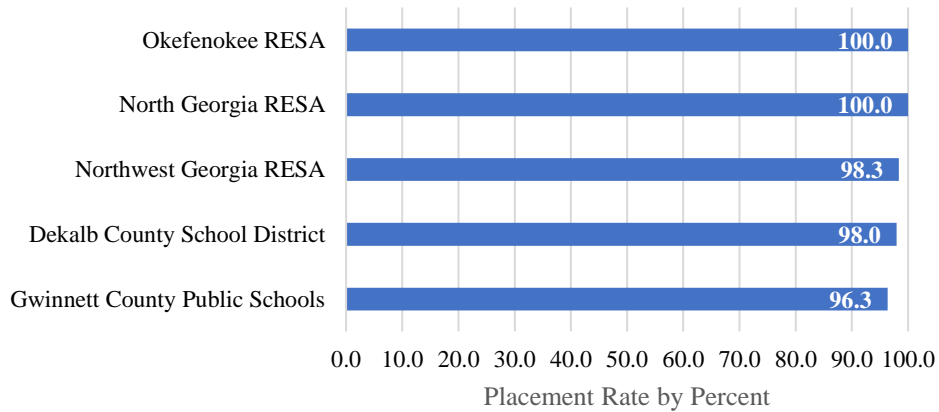
**Placement Rate by Traditional vs. Alternative
Program Providers in Georgia Public Schools**



Placement Rate of Five Largest Preparation Programs in Georgia Public Schools

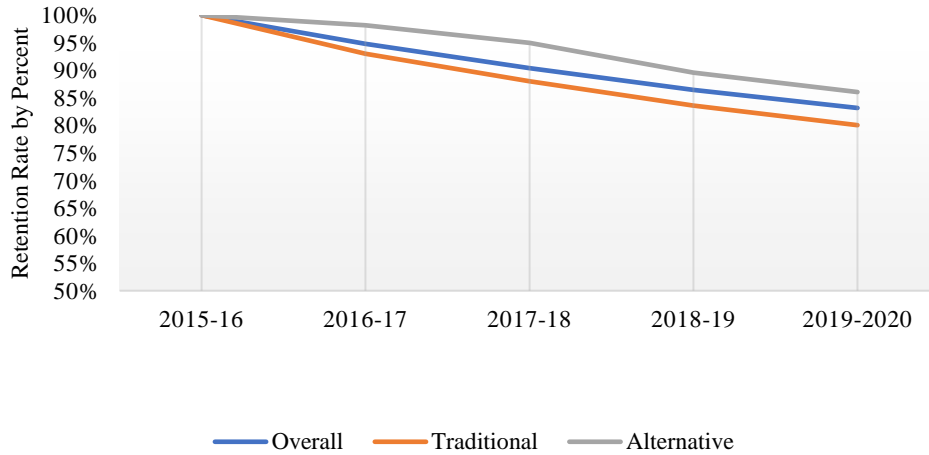


Programs with Five Highest Placement Rates in Georgia Public Schools

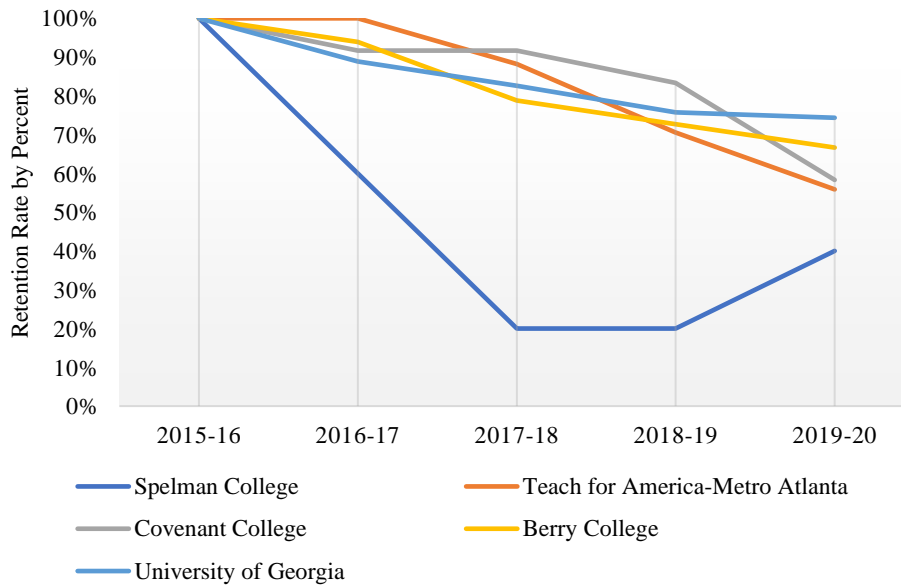


Retention Rate Trends in Georgia Public Schools by Preparation Program

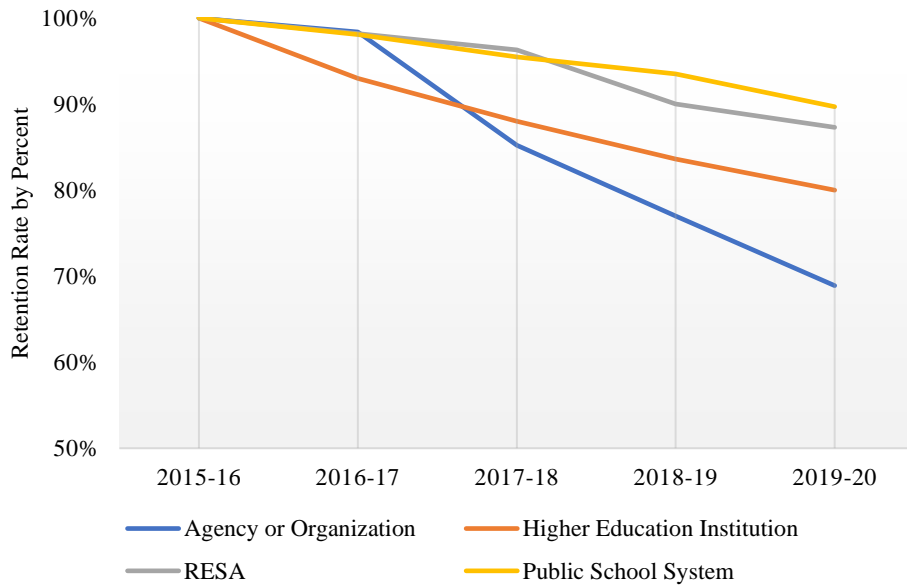
**Retention Rates by
Traditional vs. Alternative Program Providers
in Georgia Public Schools**



**Preparation Programs with Five Lowest
Fifth-Year Retention Rates
in Georgia Public Schools**

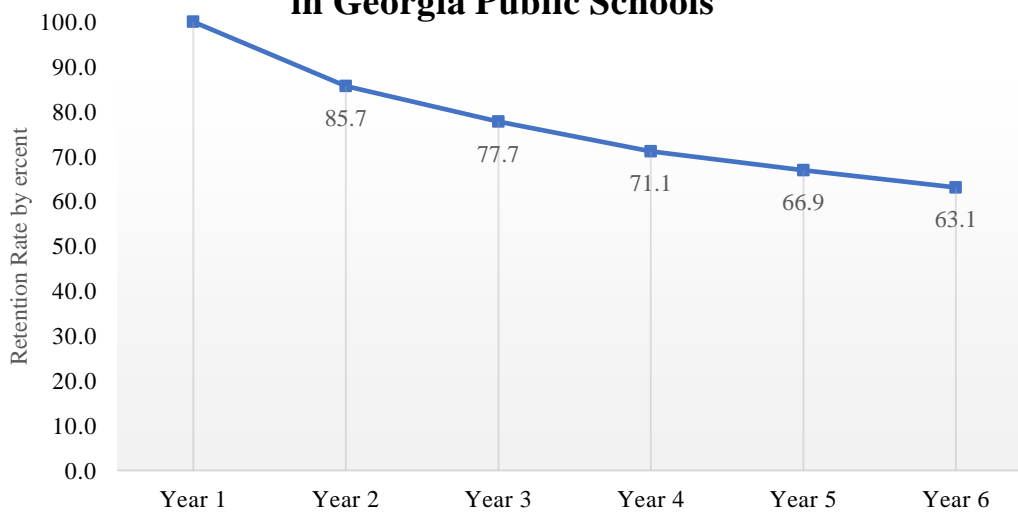


Retention Rates by Program Provider Type in Georgia Public Schools

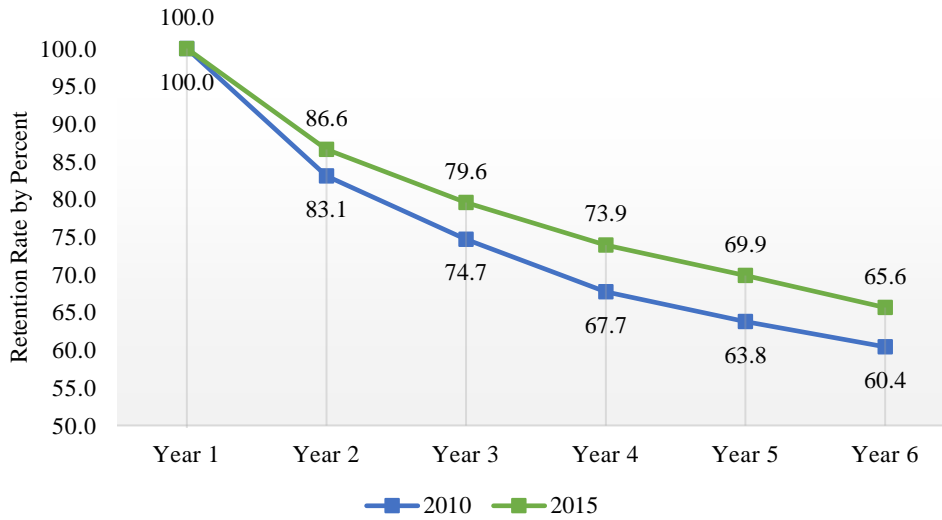


State Retention Trends of New Teachers in Georgia Public Schools

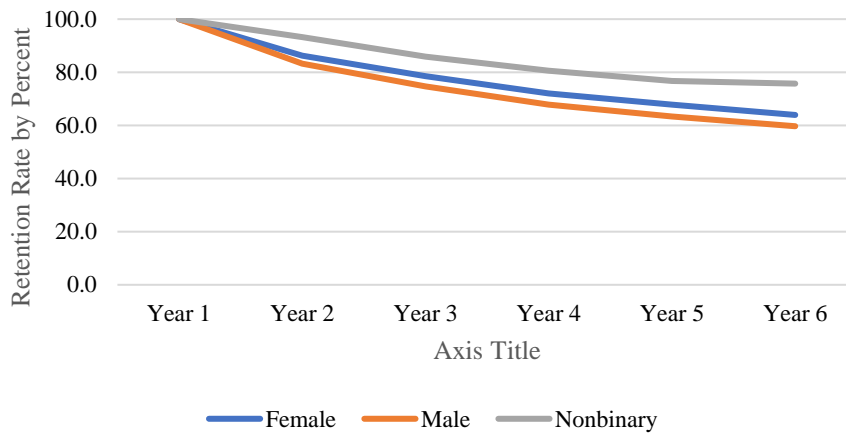
Retention of New Teachers from Starting Year in Georgia Public Schools



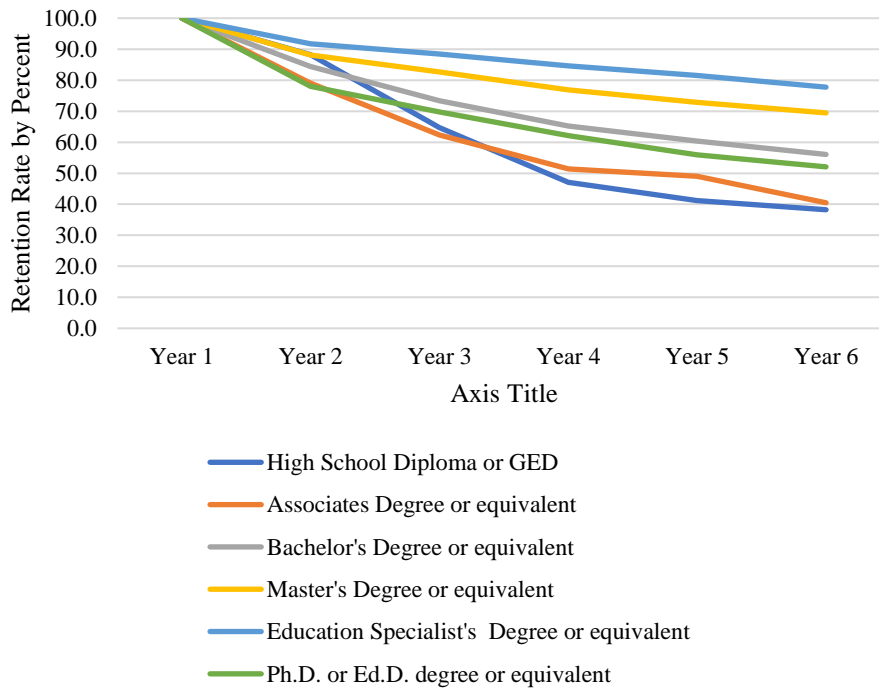
Retention of New Teachers by Starting Year in Georgia Public Schools



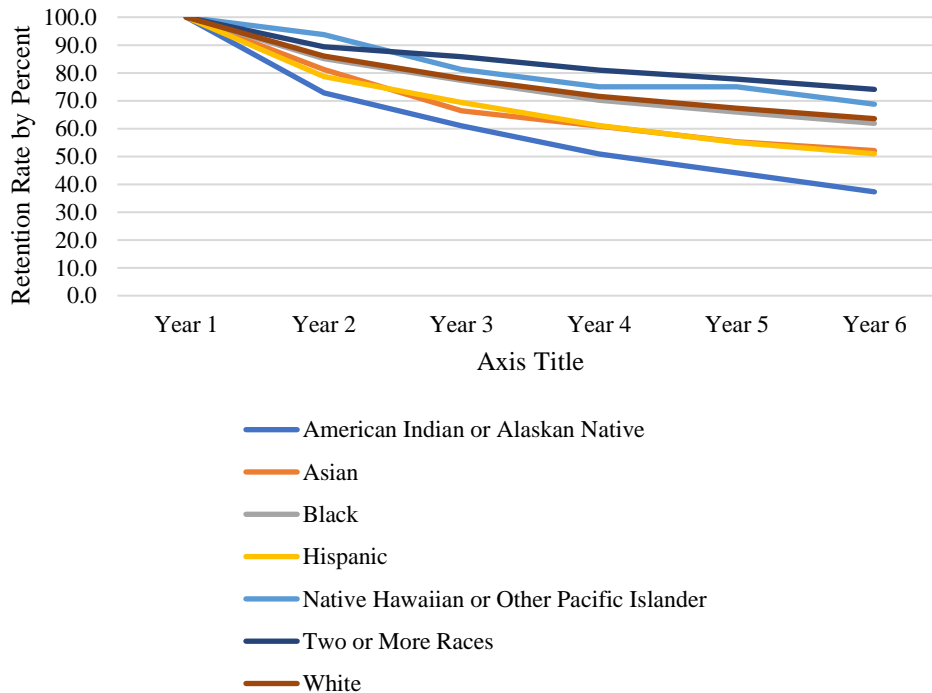
Retention of New Teachers by Gender (2010-2015) in Georgia Public Schools



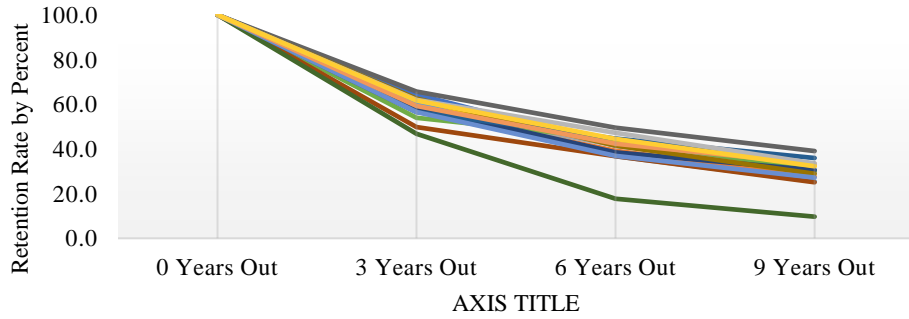
Retention of New Teachers by Credential Level (2010-2015) in Georgia Public Schools



Retention of New Teachers by Race/Ethnicity (2010-2015) in Georgia Public Schools



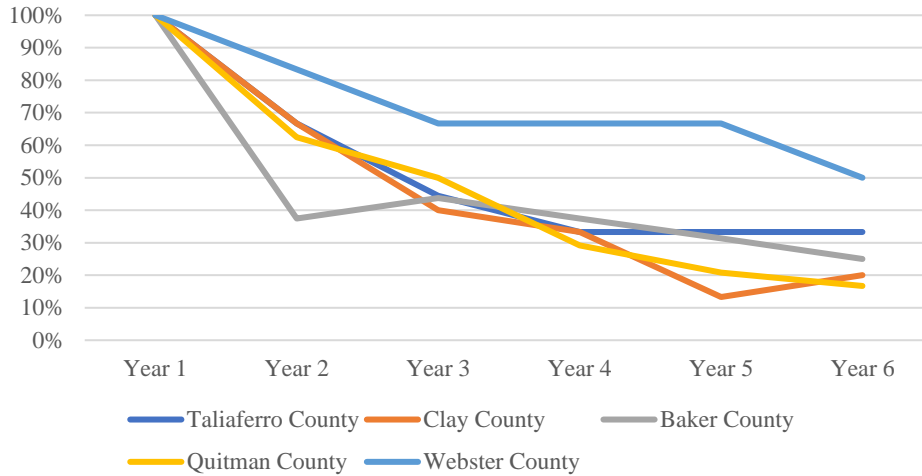
Retention of New Teachers (2009-2010) by RESA in Georgia Public Schools



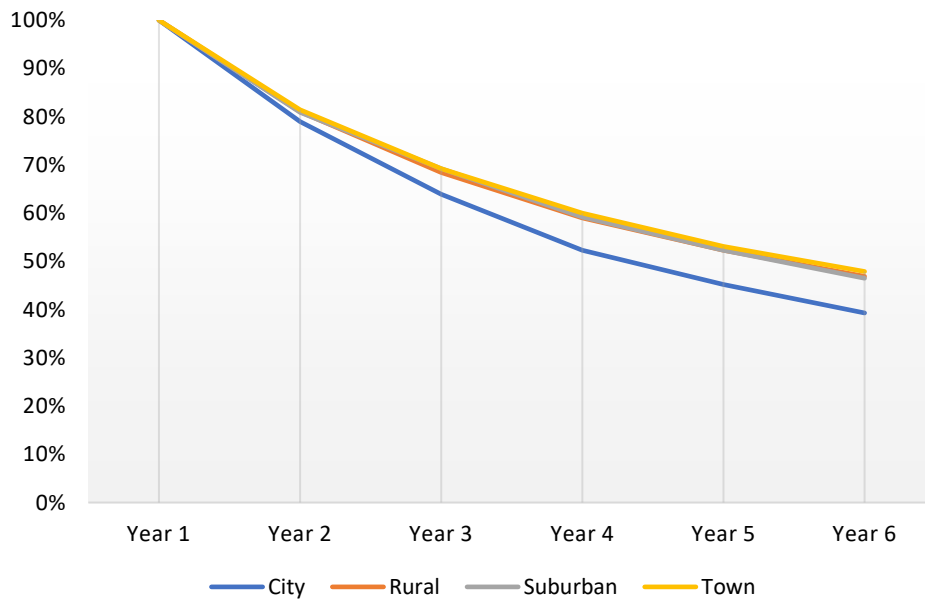
- | | |
|-------------------------------|----------------------------|
| — Central Savannah River RESA | — Chattahoochee-Flint RESA |
| — Coastal Plains RESA | — First District RESA |
| — Griffin RESA | — Heart of Georgia RESA |
| — Metro RESA | — Middle Georgia RESA |
| — North Georgia RESA | — Northeast Georgia RESA |
| — Northwest Georgia RESA | — Oconee RESA |
| — Okefenokee RESA | — Pioneer RESA |
| — Southwest Georgia RESA | — West Georgia RESA |



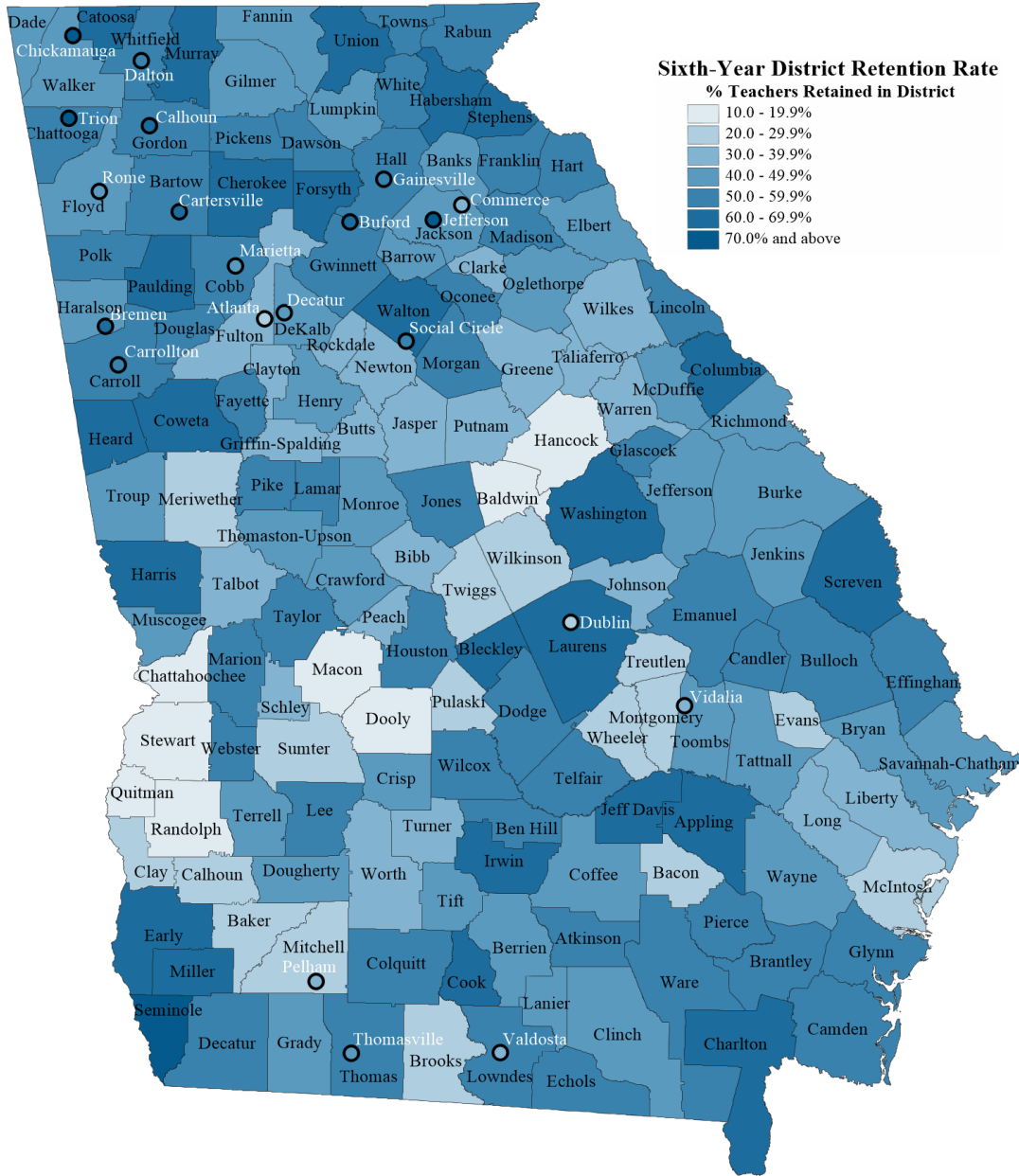
Teacher Retention in Five Smallest Districts



District Level Retention of Teachers by Population Denisty



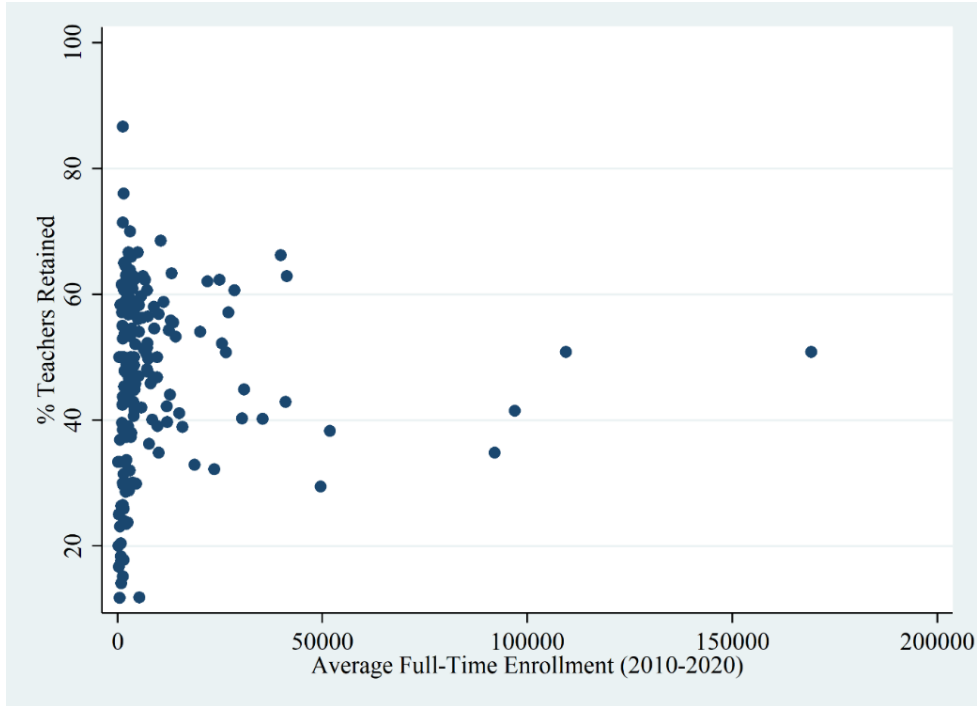
Map of Sixth-Year District Retention in Georgia Public Schools²



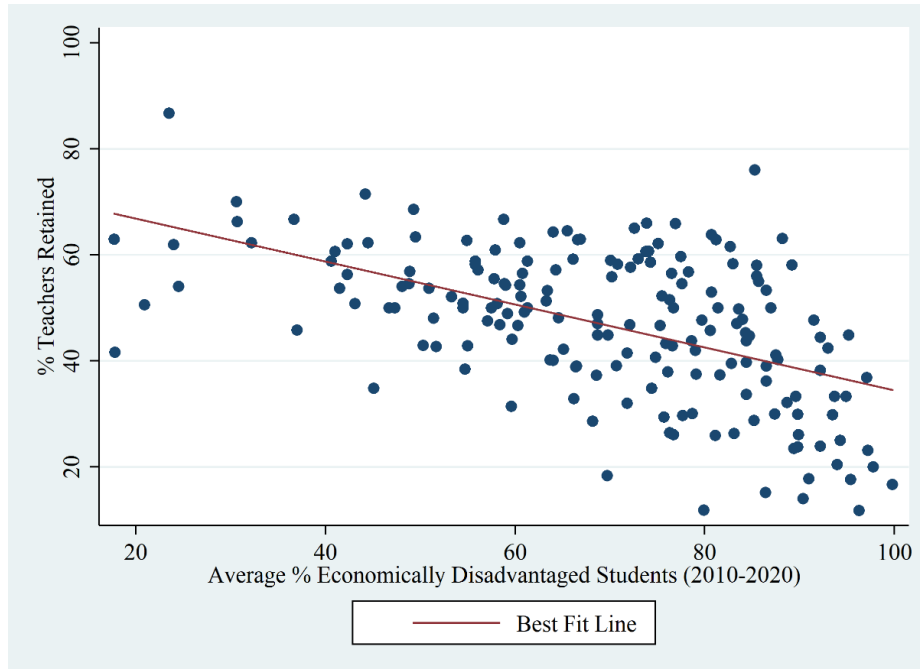
² County district names are in black while city districts are in white.



Scatterplot of Teacher Retention by District Size in Georgia Public Schools



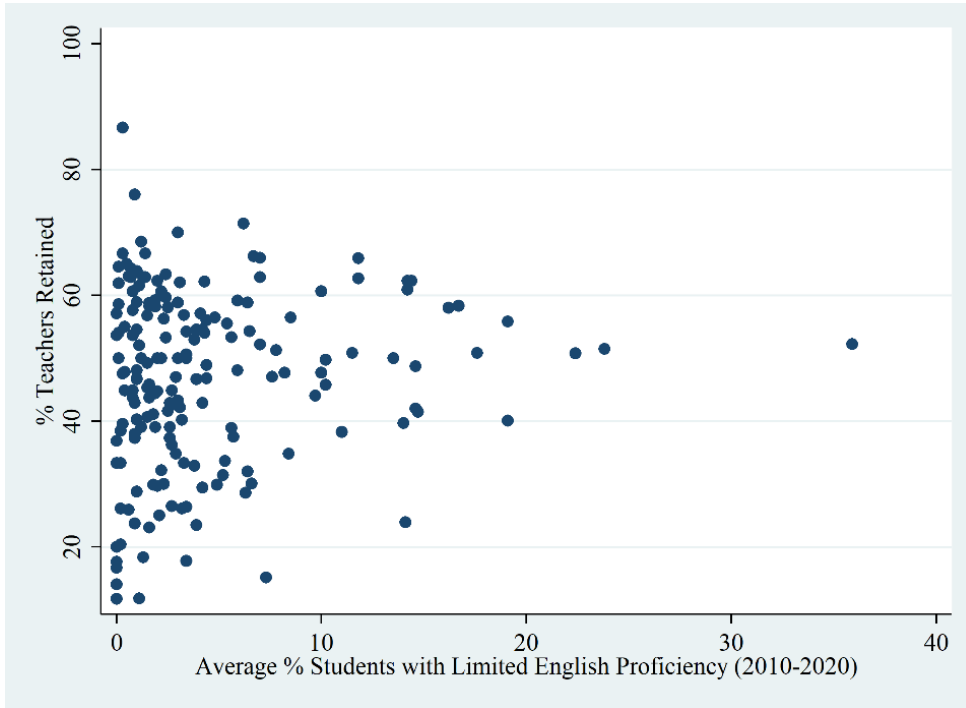
Scatterplot of Teacher Retention by Poverty Level³ in Georgia Public Schools



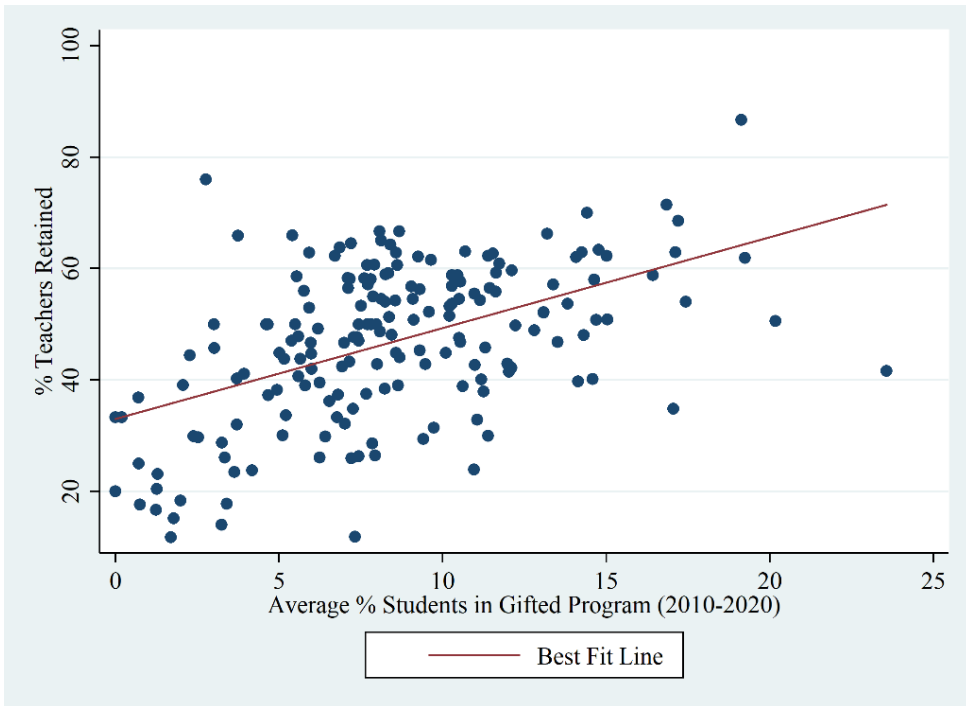
³ Poverty level was identified by using percentage of students enrolled in the federal free and reduced lunch program. GOSA typically uses Direct Certification as a measure of student poverty, but this data is not available for years prior to 2014.



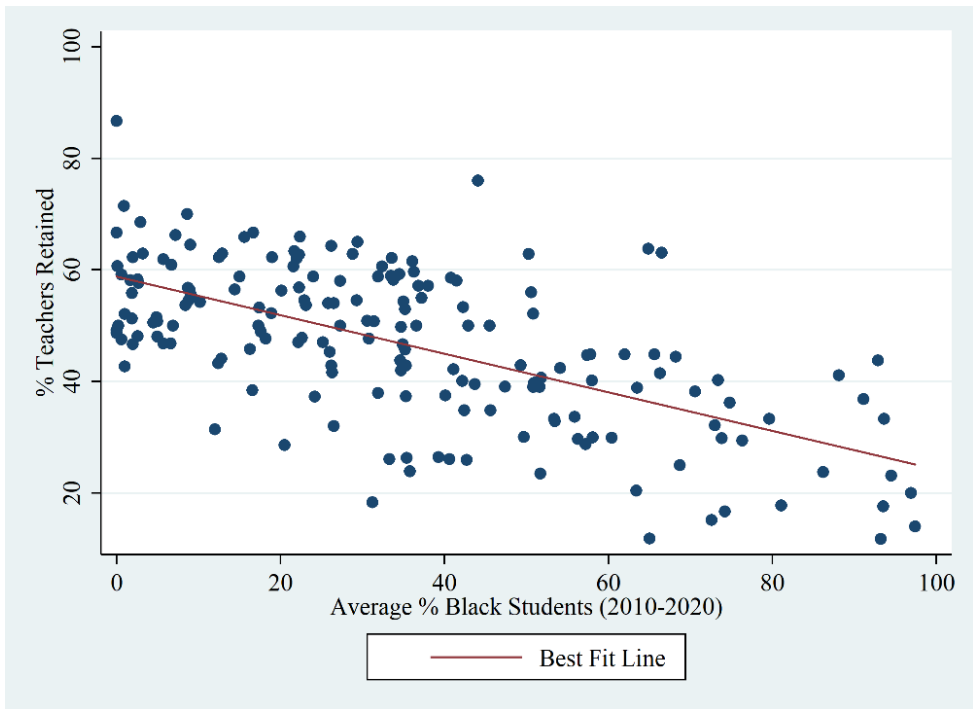
Scatterplot of Teacher Retention by Students with Limited English Proficiency in Georgia Public Schools



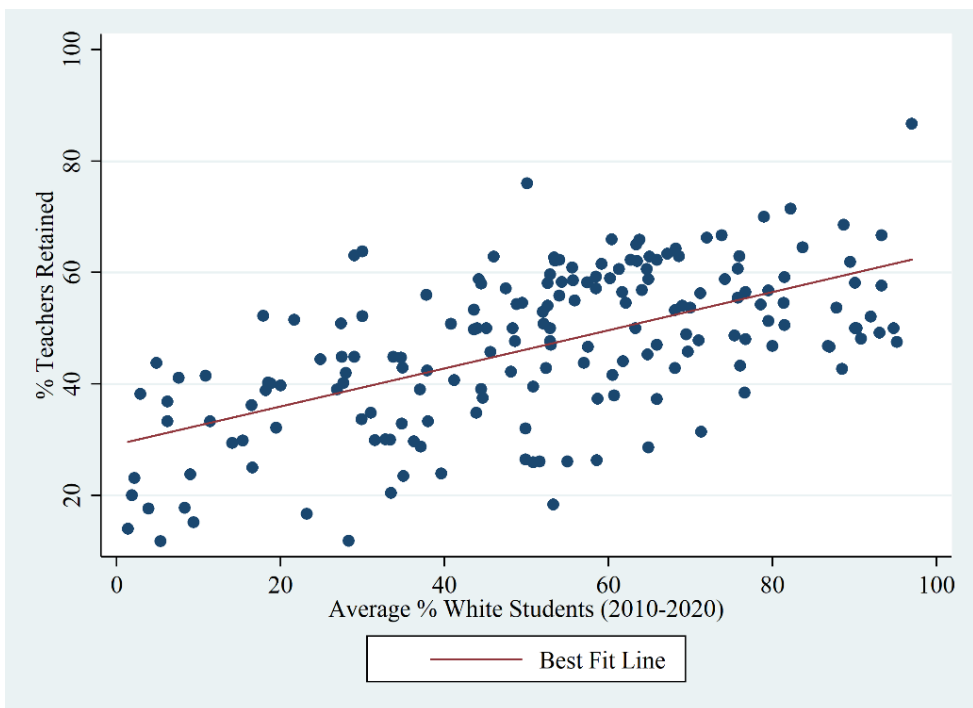
Scatterplot of Teacher Retention by Students in Gifted Program in Georgia Public Schools



Scatterplot of Teacher Retention by Percentage of Black Students in Georgia Public Schools



Scatterplot of Teacher Retention by Percentage of White Students in Georgia Public Schools



Scatterplot of Teacher Retention by Percentage of Hispanic Students in Georgia Public Schools

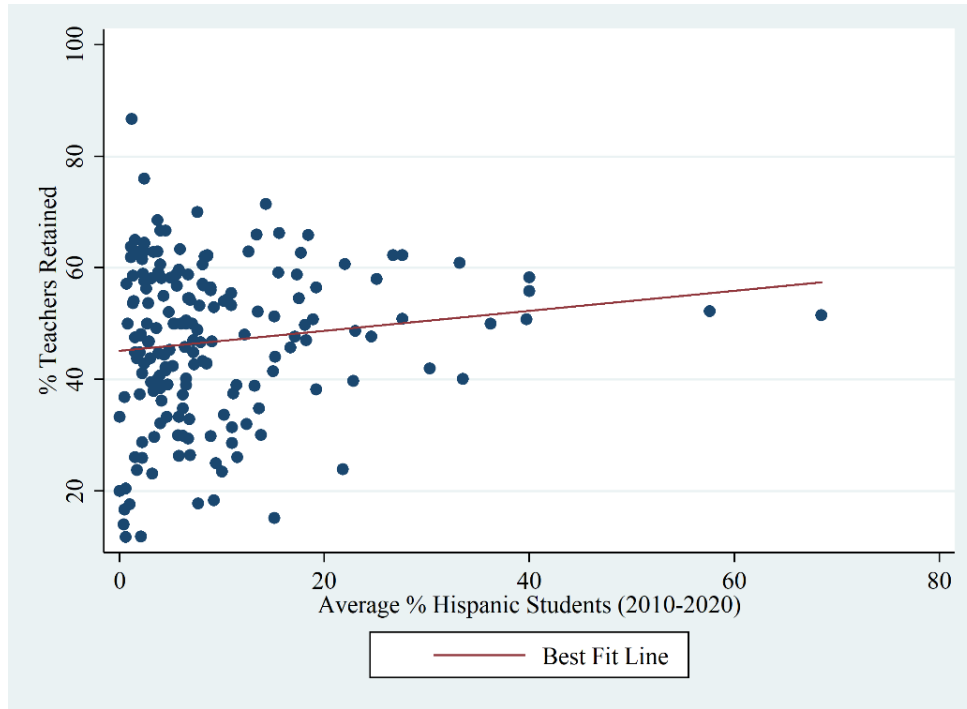


Table of Contents

EXECUTIVE SUMMARY	II
<i>PLACEMENT RATE OF TEACHERS IN GEORGIA BY PREPARATION PROGRAM</i>	<i>III</i>
<i>RETENTION RATE TRENDS IN GEORGIA BY PREPARATION PROGRAM</i>	<i>V</i>
<i>STATE RETENTION TRENDS OF NEW TEACHERS IN GEORGIA</i>	<i>VI</i>
<i>RETENTION PATTERNS AND TRENDS BETWEEN DISTRICTS IN GEORGIA</i>	<i>X</i>
TABLE OF FIGURES AND TABLES	XVII
TABLE OF ABBREVIATIONS	XIX
INTRODUCTION	20
DEFINITIONS AND METHODOLOGY	20
PLACEMENT RATE OF TEACHERS IN GEORGIA BY PREPARATION PROGRAM ..	21
RETENTION RATE TRENDS IN GEORGIA BY PREPARATION PROGRAM.....	26
STATE RETENTION TRENDS OF NEW TEACHERS IN GEORGIA	30
RETENTION PATTERNS AND TRENDS BETWEEN DISTRICTS IN GEORGIA	36
CONCLUSION AND FUTURE CONSIDERATIONS.....	47
APPENDIX A: PREPARATION PROGRAM PLACEMENT IN GEORGIA K-12 PUBLIC SCHOOLS	48
APPENDIX B: PREPARATION PROGRAM RETENTION OF TEACHERS IN GEORGIA K-12 PUBLIC SCHOOLS	52
APPENDIX C: RETENTION OF NEW TEACHERS IN GEORGIA K-12 PUBLIC SCHOOLS BY START DATE.....	57
APPENDIX D: RETENTION OF TEACHERS IN GEORGIA K-12 PUBLIC SCHOOLS BY SCHOOL DISTRICT.....	57



Table of Figures and Tables

Figure 1: Placement Rates by Preparation Program Type	22
Figure 2: Placement Rates by Traditional vs. Alternative Programs	23
Figure 3: Placement Rates of Five Largest Preparation Programs	24
Figure 4: Programs with Five Highest Placement Rates	24
Figure 5: Programs with Five Lowest Placement Rates	25
Figure 6: Retention Rates by Traditional vs. Alternative Program Providers ..	26
Figure 7: Retention Rates by Program Provider Type	27
Figure 8: Programs with Five Lowest Fifth-Year Retention Rates	28
Figure 9: Retention Rates for Programs with the Most Graduates for 2015-2016 Cohort	29
Figure 10: Retention of New Teachers from Start Date	30
Figure 11: Retention of New Teachers by Start Date	31
Figure 12: Retention of New Teachers by Gender (2010 – 2015)	32
Figure 13: Retention of New Teachers by Race/Ethnicity (2010-2015)	33
Figure 14: Retention of New Teachers by Credential Level (2010-2015)	35
Figure 15: Retention of Teachers in Five Largest Districts	37
Figure 16: Retention of Teachers in Five Smallest Districts	38
Figure 17: Retention of New 2009-2010 Teachers by RESA	40
Figure 18: District Level Retention of Teachers by Population Density	41
Figure 19: Map of Sixth-Year District Retention	42
Figure 20: Scatterplot of Teacher Retention by District Size	43
Figure 21: Scatterplot of Teacher Retention by Poverty Level	44
Figure 22: Scatterplot of Teacher Retention by Students with Limited English Proficiency	44
Figure 23: Scatterplot of Teacher Retention by Students in Gifted Program ...	45
Figure 24: Scatterplot of Teacher Retention by Percentage of Black Students	45
Figure 25: Scatterplot of Teacher Retention by Percentage of White Students	46
Figure 26: Scatterplot of Teacher Retention by Percentage of Hispanic Students	46
Table 1: Placement Rate by Preparation Program Type	22
Table 2: Placement Rate by Traditional vs Alternative Program Providers	23
Table 3: Retention Rates by Traditional vs Alternative Program Providers	26
Table 4: Retention Rates by Program Provider Type	27
Table 5: Programs with Five Lowest Fifth-Year Retention Rates	27
Table 6: Retention Rate for Programs with the Most Graduates for 2015-2016 Cohort	29
Table 7: Retention of New Teachers by Start Date	31
Table 8: Retention of New Teachers by Gender (2010 – 2015)	32
Table 9: Retention of New Teachers by Race/Ethnicity (2010 – 2015)	33
Table 10: Retention of New Teachers by Credential Level (2010-2015)	34
Table 11: Systems with the Highest and Lowest Teacher Retention	36
Table 12: Retention of Teachers in Five Largest Districts	37



Table 13: *Retention of New 2010 Teachers in Five Smallest Districts* 38
Table 14: *Retention of New 2009-2010 Teachers by RESA* 39
Table 15: *District Level Retention of Teachers by Population Density* 40



Table of Abbreviations

FTE	Full-Time Equivalent	GA AWARDS	Georgia Academic and Workforce Analysis and Research Data System
GaDOE	Georgia Department of Education	GOSA	Governor's Office of Student Achievement
IHE	Institution of Higher Education	GaPSC	Professional Standards Commission
RESA	Regional Education Service Agency	USG	University System of Georgia



Introduction

The placement of teachers and the retention or attrition of those teachers has a significant impact on the quality of Georgia's public K-12 teacher workforce and its students' success. Because of this, it is necessary to analyze these topics as they relate to a teacher's career and the overall health of the teacher workforce in Georgia. This addendum to *GOSA's 2019-2020 Teacher and Leader Workforce Report* serves to answer the following questions on placement and retention of teachers in Georgia's K-12 public school system by utilizing preparation and employment data provided through GA·AWARDS.

- What is the placement rate of teachers in Georgia K-12 public schools by preparation program within three years of completion?
- What is the retention rate of teachers in Georgia public schools by preparation program?
- What is the retention rate of new teachers in Georgia public schools after one, three and five years?
- Are there patterns in retention rates among Georgia's public school districts? Are there trends over time in movement between Georgia's public school districts?

Definitions and Methodology

This addendum analyzes the placement and retention of teachers in Georgia's K-12 public schools using data obtained through Georgia's Academic and Workforce Analysis and Research Data System (GA·AWARDS). GA·AWARDS is the state of Georgia's Pre-K through workforce (P20W) longitudinal data system. The data obtained through GA·AWARDS for this analysis consists of certification and employment data from Georgia's Professional Standards Commission (GaPSC) for school years 2009-2010 through 2019-2020. This data was subdivided into cohorts organized by teachers' starting dates to better analyze placement and retention rates. Subgroup data was derived using data from the Georgia Department of Education (GaDOE), and geographic data from Education Demographic and Geographic Estimates (EDGE). Data from the National Center for Education Statistics (NCES) were utilized as well.

For this report, teachers are defined as individuals employed by a Georgia K-12 public school with job codes between 80 and 200.⁴ Please note that this addendum does not include data for K-12 private schools in Georgia or for out-of-state schools. For this reason, preparation programs which place high numbers of graduates in private or out-of-state schools may show low placement rates in this analysis.

Placement is defined as having occurred when an individual has graduated from a teacher preparation program and is then employed as a teacher in a Georgia K-12 public school. Placement rate is calculated by dividing the total number of graduates placed in a Georgia K-12 public school by the total number of a program's graduates multiplied by 100.

⁴ The annual CPI report classifies educators as teachers according to job code definitions. Those codes can be found [here](#).

Retention is defined as having occurred when a teacher who began teaching in a Georgia public school is still present in the state's public school workforce in a subsequent year. The retention rate is calculated by dividing the number of teachers retained by the total number of teachers in the starting cohort year multiplied by 100. This does not account for a small number of teachers who leave a district and return to the same district by the specific year in question. For example, a teacher starting in DeKalb in the 2016 school year who left the district for the 2017 and 2018 school years but returned in the 2019 school year would be counted as retained in DeKalb's fourth year retention rate for 2019.

Traditional preparation programs are those offered by four-year colleges and universities in the University System of Georgia (USG) at a variety of levels including bachelor's, master's or higher degrees.⁵

Alternative preparation programs are defined as post-baccalaureate programs designed for those who have not prepared as teachers in a traditional preparation program. There are 30 GaPSC-approved Non-Traditional/Alternative Educator Preparation Providers in the state of Georgia. These programs are offered by RESAs, school systems, technical colleges, and Georgia-based nonprofits to provide alternative pathways to teaching.⁶

Many preparation programs produce small numbers of teachers but because of the significance of those programs to their districts of placement, all preparation programs were included in this analysis. When the total number of students is below 10, that is noted in the text. Also, programs producing fewer than 10 teachers are included in the appendix, but the number is listed as being fewer than 10.

Teacher Placement Rates in Georgia Public Schools by Preparation Program

GOSA examined trends in the placement rate of new teachers in Georgia K-12 public schools within three years of graduating from a teacher preparation program. Teachers graduating from preparation programs in 2015, 2016, 2017 were examined to determine if they were placed in a Georgia school within three years of graduation. These cohorts were selected because GaPSC began collecting data on preparation programs in 2015 while 2017 is the most recent year allowing examination of at least three years of data after graduation. This section considers trends in placement rates by specific preparation programs as well as preparation program type. Placement rates were analyzed and are presented here to help establish patterns in movement between preparation programs and Georgia's public schools. This analysis is not intended to evaluate the quality of preparation programs. Rather, it is intended solely to provide context for potential geographic teacher shortages and programs that may be targeted for increased recruitment.

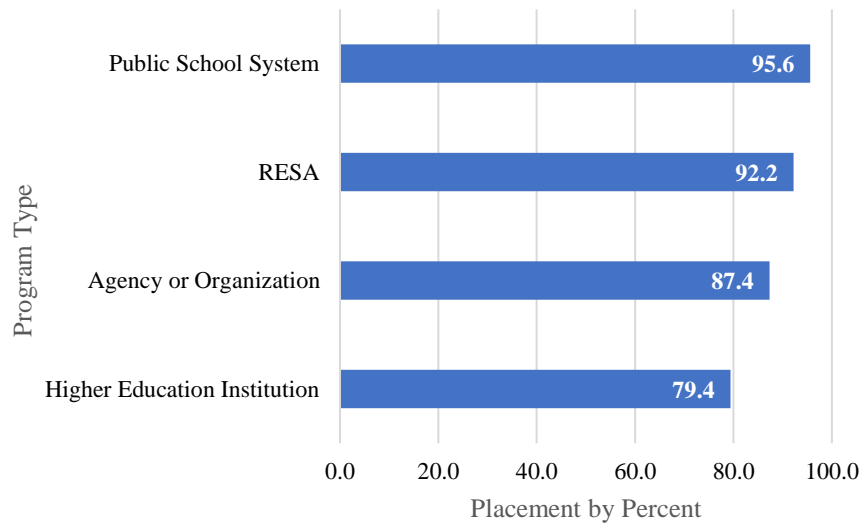
⁵ [Traditional Preparation description on GaPSC Website](#)

⁶ [Alternative Preparation description on GaPSC Website](#)

Table 1: Placement Rate by Preparation Program Type in a Georgia Public School

Provider Type	2015-2017 Graduates Placed Within 3 Years	Total Number of Graduates for 2015 – 2017	Placement Rate
Agency or Organization	228	261	87.4%
Institution of Higher Education	10,552	13,288	79.4%
RESA	820	889	92.2%
Public School System	349	365	95.6%

Figure 1: Placement Rate by Preparation Program Type in a Georgia Public School

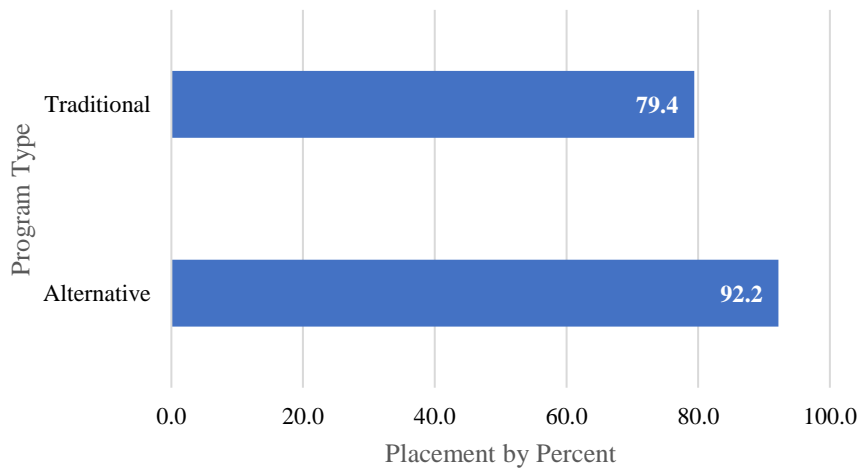


- Public school systems and RESAs show the highest placement rates. These rates may be higher because both entities typically offer a direct line of employment from a preparation program. In contrast, IHEs produce program completers who are more likely to disperse across the state, get a job in another state, or seek employment in a Georgia private school.

Table 2: Placement by Traditional vs Alternative Program Providers Rate in a Georgia Public School

Provider Type	2015-2017 Graduates Placed Within 3 Years	Total Number of Graduates for 2015 - 2017	Placement Rate
Alternative	1397	1515	92.2%
Traditional	10552	13288	79.4%

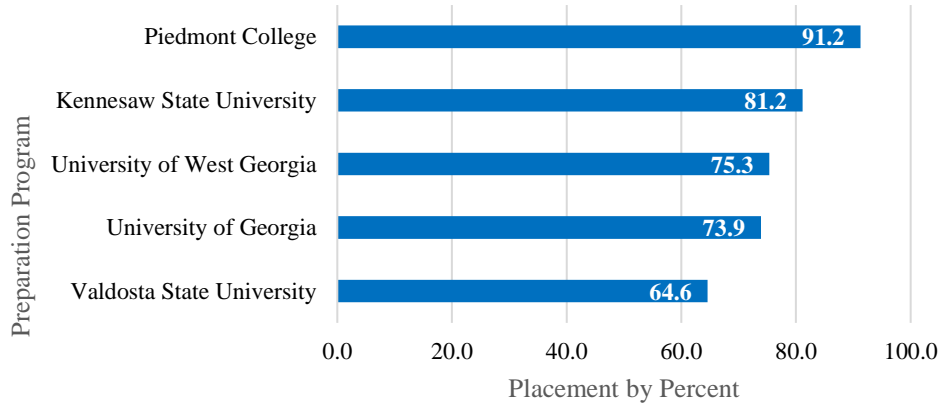
Figure 2: Placement Rate by Traditional vs. Alternative Programs in a Georgia Public School



- When alternative programs are aggregated, they have a placement rate of 92.2% compared to 79.4% for traditional programs offered by IHEs. This difference may be due in part to the requirement that teachers be employed in a Georgia K-12 school to participate in an alternative preparation program.

Figure 3, below, depicts the teacher placement rates for the five largest traditional preparation programs in the state of Georgia. These data only reflect placement in a Georgia K-12 public school; they do not include teachers who become employed in Georgia private schools or in out-of-state schools. These data are presented to illustrate placement patterns and are not intended to be used as a measure of program quality.

Figure 3: Placement Rate in a Georgia Public School of Five Largest Preparation Programs⁷

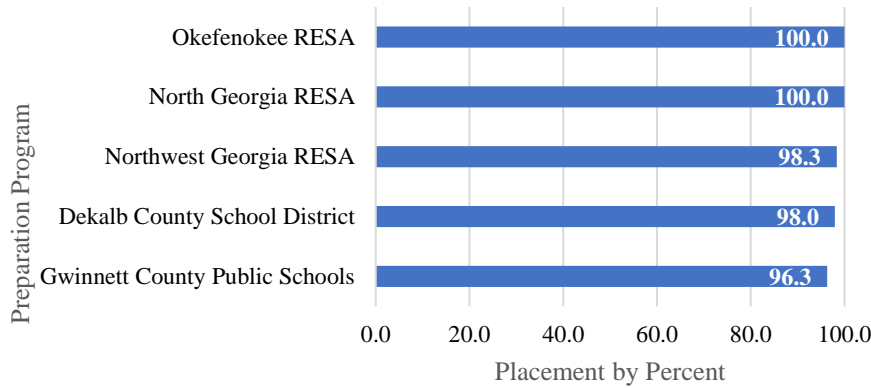


- The overall placement rate for 2015-2017 graduates is 80.7%
- The five largest programs in the state, with graduates ranging from 992 to 1545 graduates, have placement rates below the overall state placement rate.
- The largest preparation program in the state, Kennesaw State University, has a placement rate of 81.2%.
- The highest placement rate among the five largest preparation programs is Piedmont College at 91.2%

Figures 4 and 5, below, depict the preparation programs – both traditional and alternative – with the highest and lowest placement rates in Georgia public schools. These data are provided to demonstrate placement patterns and are not intended to be an indicator of program quality.

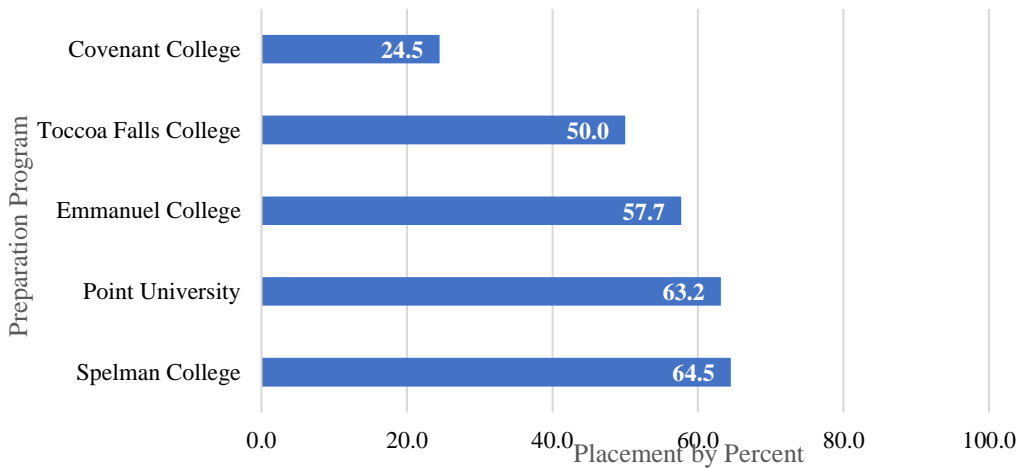
⁷ Placement rates for all preparation programs are available as Appendix A.

Figure 4: Programs with Five Highest Placement Rates in a Georgia Public School



- Two programs in the state, Okefenokee RESA and North Georgia RESA, had placement rates of 100%.
- Each the five programs with the highest placement rates are above the overall state rate of 80.7%.
- All programs with the highest placement rates are alternative preparation programs.

Figure 5: Programs with Five Lowest Placement Rates in a Georgia Public School⁸



- Each of the five programs with the lowest placement rates are from traditional programs.

⁸ Our analysis of the preparation programs with the lowest placement rates does not account for potential geographical or contextual factors these programs may face. These issues include but are not limited to the program’s proximity to a state border, having a significant out of state student population, or the likelihood that students may seek employment in private rather than public schools.

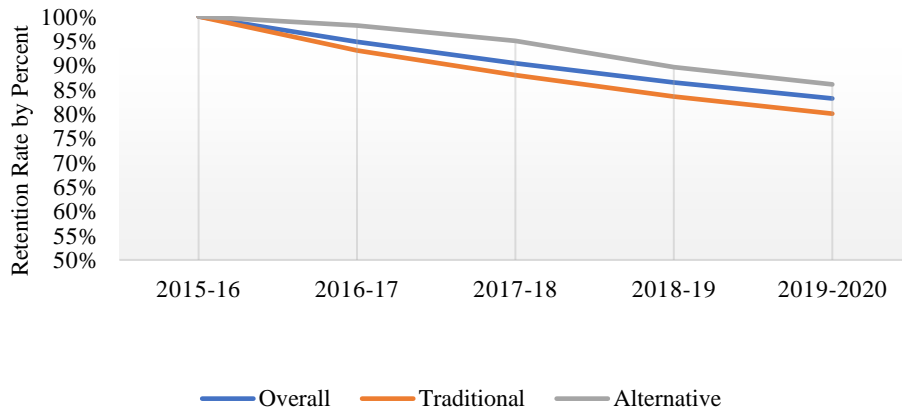
Retention Rate Trends in Georgia Public Schools by Preparation Program

GOSA examined trends in the retention rates of new teachers up to five years after placement in a Georgia public school. Teachers placed in the 2015-2016 school year were examined to determine if they were retained throughout the following five years. For district level analyses, if an individual became a new teacher in the 2015-2016 academic year and was shown as still teaching in the same district in the 2016-2017 year that teacher is considered retained. This cohort was selected because GaPSC began collecting data on preparation programs in 2015, which is also the most recent year allowing us to examine at least five years of data after placement. This section considers trends in retention rates by specific preparation programs as well as preparation program type.

Table 3: Retention Rates by Traditional vs Alternative Program Providers in a Georgia Public School

	Total in Cohort	2016-17 (Year 2)	2017-18 (Year 3)	2018-19 (Year 4)	2019-20 (Year 5)
Overall	4,173	94.8%	90.4%	86.4%	83.2%
Traditional	3,578	93.0%	88.0%	83.6%	80.0%
Alternative	595	98.2%	95.0%	89.6%	86.1%

Figure 6: Retention Rates by Traditional vs. Alternative Program Providers in a Georgia Public School



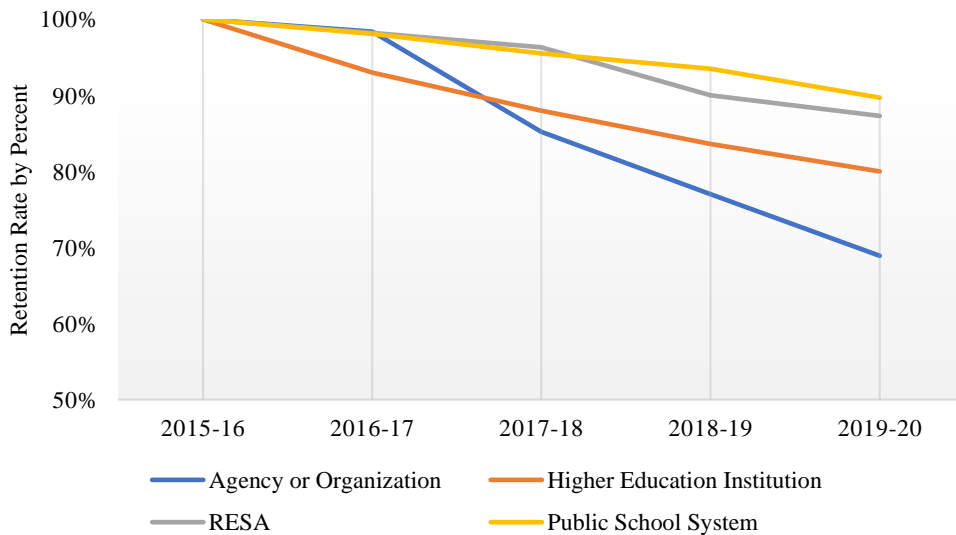
- The overall fifth-year retention rate for this cohort was 83.2%.
- The fifth-year retention rate for traditional programs (80%) was lower than the overall fifth-year rate of 83.2%.
- The fifth-year retention rate for alternative programs was higher than the overall fifth-year rate at 86.1%.

The tables and figures that follow address teacher retention rates over a five-year period for all types of preparation programs. There is significant variation in size among and within preparation types, and a complete list of preparation programs and the number of graduates they produced is provided in Appendix B.

Table 4: Retention Rates by Program Provider Type in a Georgia Public School

Program Provider Type	Total in Cohort	2016-17 (Year 2)	2017-18 (Year 3)	2018-19 (Year 4)	2019-20 (Year 5)
Agency or Organization	61	98.4%	85.2%	77.0%	68.9%
Institution of Higher Education	3,578	93.0%	88.0%	83.6%	80.0%
RESA	379	98.2%	96.3%	90.0%	87.3%
Public School System	155	98.1%	95.5%	93.5%	89.7%

Figure 7: Retention Rates in a Georgia Public School by Program Provider Type

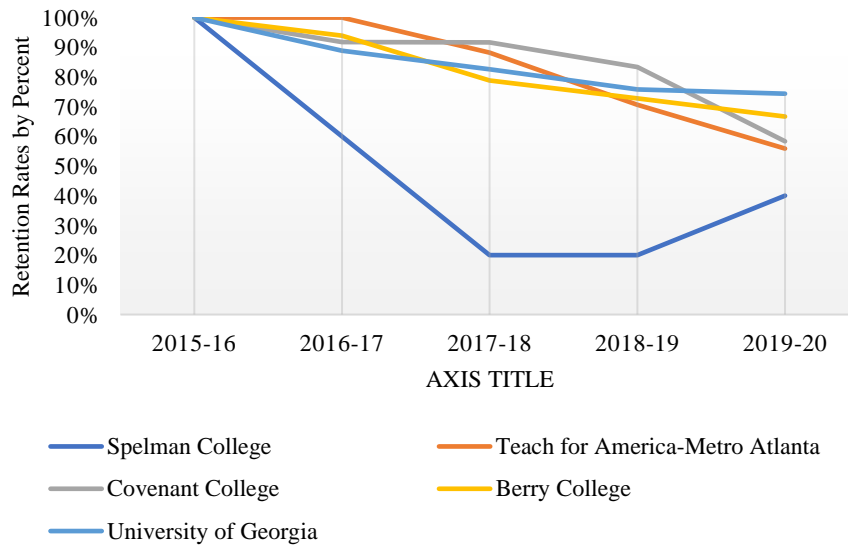


- The highest fifth-year retention rate was seen in programs offered through public school systems at 89.7%.
- The lowest fifth-year retention rate was seen in programs offered by agencies or organizations at 68.9%.
- Five preparation programs had fifth-year retention rates of 100%. Those programs are Toccoa Falls College, Point University, Pioneer RESA, Central Savannah River Area RESA, and Paine College. This retention rate may have been influenced by the relatively small numbers of graduates produced by some of these programs. For a complete list of these numbers, see Appendix B.

Table 5: Programs with Five Lowest Fifth-Year Retention Rates in Georgia Public Schools

Institution Name	2016-17 (Year 2)	2017-18 (Year 3)	2018-19 (Year 4)	2019-20 (Year 5)
Spelman College	60.0%	20.0%	20.0%	40.0%
Teach for America-Metro Atlanta	100.0%	88.2%	70.6%	55.9%
Covenant College	91.7%	91.7%	83.3%	58.3%
Berry College	93.9%	78.8%	72.7%	66.7%
University of Georgia	88.9%	82.6%	75.8%	74.4%

Figure 8: Programs with Five Lowest Fifth-Year Retention Rates



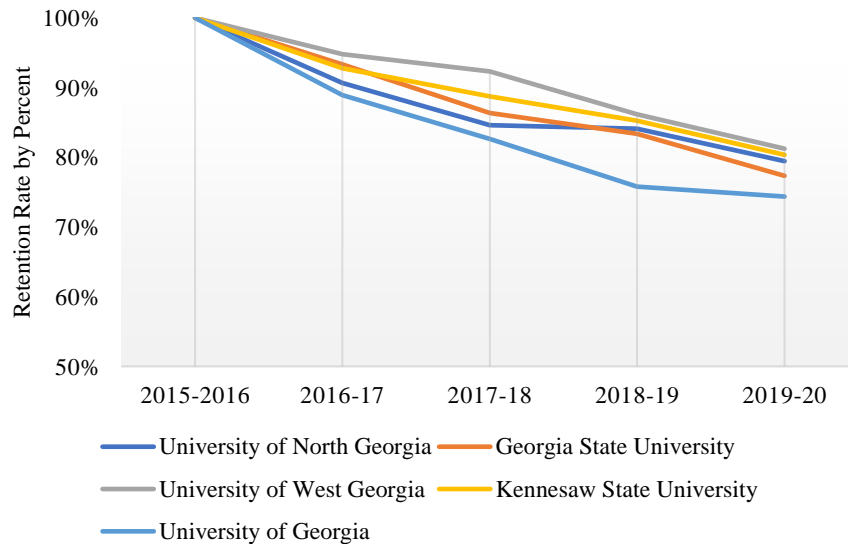
- Spelman College had the lowest fifth-year retention rate at 40.0%. This rate is 43.2 percentage points lower than the overall fifth year retention rate for this cohort.⁹

⁹ Our analysis of the preparation programs with the lowest placement rates does not account for potential geographical or contextual factors these programs may face. These issues include but are not limited to the program’s proximity to a state border, having a significant out of state student population, or the likelihood that students may seek employment in private rather than public schools.

Table 6: Retention rates for programs with the most graduates for 2015-2016 Cohort¹⁰ in Georgia Public Schools

Institution Name	Total in 2015-16 Cohort	2016-17 (Year 2)	2017-18 (Year 3)	2018-19 (Year 4)	2019-20 (Year 5)
University of North Georgia	214	90.7%	84.6%	84.1%	79.4%
Georgia State University	300	93.3%	86.3%	83.3%	77.3%
University of West Georgia	325	94.8%	92.3%	86.2%	81.2%
Kennesaw State University	346	92.8%	88.7%	85.3%	80.3%
University of Georgia	351	88.9%	82.6%	75.8%	74.4%

Figure 9: Retention rate for programs with the most graduates for 2015-2016 Cohort in Georgia Public Schools



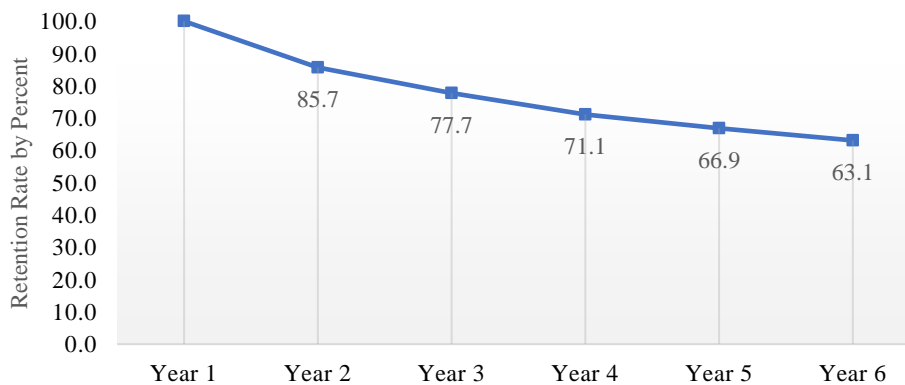
- The five providers with the highest number of graduates for the 2015–2016 cohort were the University of North Georgia, Georgia State University, the University of West Georgia, Kennesaw State University, and the University of Georgia.
- All five of these programs have fifth-year retention rates lower than the overall cohort rate of 83.2%.

¹⁰ Retention rates for all preparation programs are listed in Appendix B.

State Retention Trends of New Teachers in Georgia Public Schools

GOSA examined trends in the retention rates of new teachers up to five years after placement in a Georgia public school. Teachers starting between the 2009-2010 and 2014-2015 school years were examined to determine if they were retained through the five years following their start date. For this analysis, if an individual became a new teacher in the 2009-2010 academic year and was shown as still teaching in a subsequent year that teacher was considered retained for that year. This cohort was selected by examining GaPSC employment data starting in 2010, the first-year reliable data was available, through 2015, which is the most recent year allowing us to examine at least five years of data following a teacher’s starting date. This section considers trends in retention rates at the state level by teachers’ starting years, demographics, and educational credentials.¹¹

Figure 10: Retention of New Teachers in Georgia Public Schools by Starting Year



- The sharpest decrease in retention occurs between year one and year two with retention falling 14.3 percentage points. In between subsequent years the rate of decrease gradually diminishes from eight percentage points between years two and three to 3.8 percentage points between years five and six.
- After one year of teaching, 85.7% of teachers are still present in Georgia’s K-12 public school teacher workforce, representing a 14.3 percentage point decrease from year one to year two.
- After three years of teaching, 71.1% of teachers are still present in Georgia’s K-12 public school teacher workforce, representing a 28.9 percentage point decrease from year one to year four.
- After five years of teaching, 63.1% of teachers are still present in Georgia’s K-12 public school teacher workforce, representing a 36.9 percentage point decrease from year one to year six.

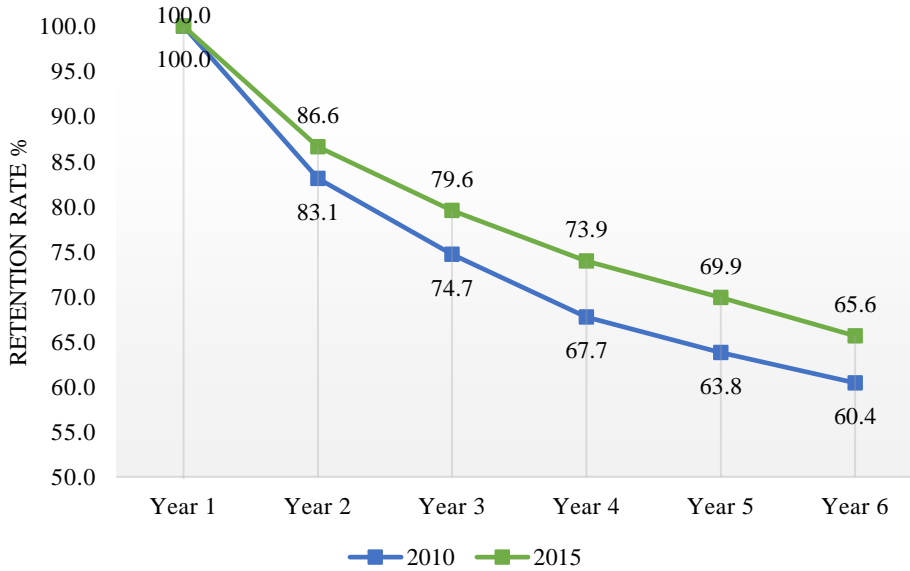
¹¹ Data source: GaPSC via GA AWARDS

Table 7: Retention of New Teachers by Starting Year in Georgia Public Schools

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total New Teachers
2010	100.0%	83.1%	74.7%	67.7%	63.8%	60.4%	5,789
2015	100.0%	86.6%	79.6%	73.9%	69.9%	65.6%	10,096

Note: For full table of retention rates between 2010 and 2015 see Appendix C.

Figure 11: Retention of New Teachers by Starting Year in Georgia Public Schools

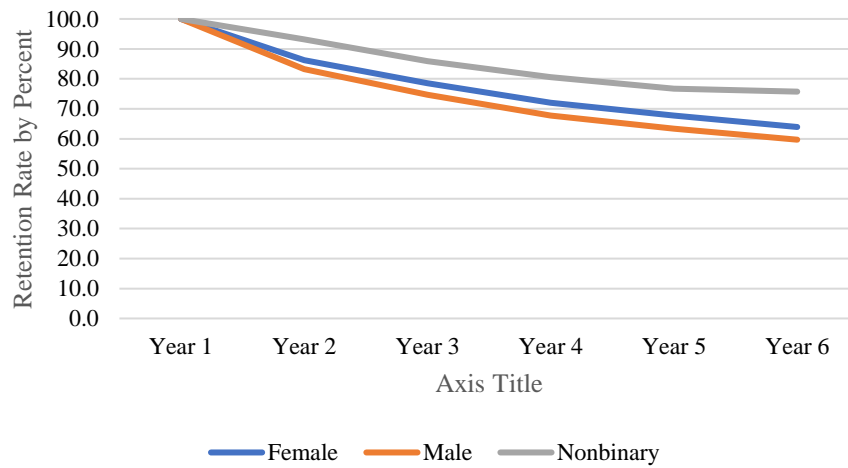


- Sixth-year retention has increased overall from 2010 starters to 2015 starters.
- Retention rates for each starter year largely follow the same patterns with a sharper decrease in year one and smaller decreases after each subsequent year.

Table 8: Retention of New Teachers by Gender (2010 - 2015) in Georgia Public Schools

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total New Teachers
Female	100.0%	86.3%	78.5%	72.0%	67.8%	63.9%	34482
Male	100.0%	83.2%	74.6%	67.8%	63.4%	59.7%	9448
Nonbinary	100.0%	93.2%	85.9%	80.6%	76.7%	75.7%	206

Figure 12: Retention of New Teachers in Georgia Public Schools by Gender (2010 - 2015)



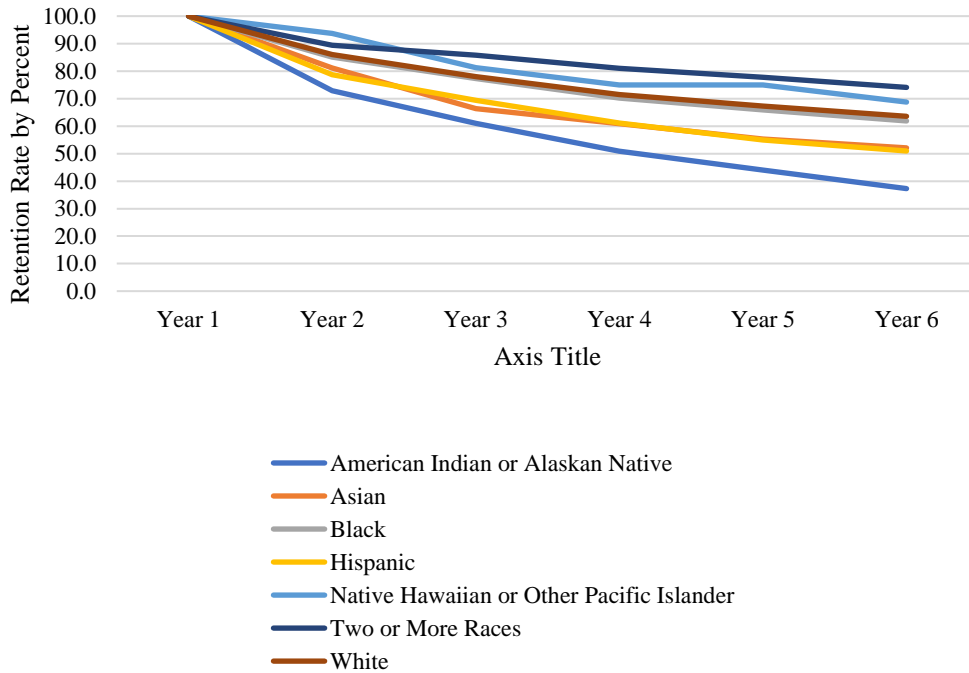
- Retention of female teachers is slightly higher than retention of male teachers.
- Retention of nonbinary teachers is the highest at 75.7%.¹²

¹² For the purposes of this study a teacher is considered nonbinary if they are listed as having identified themselves as both male and female genders in the GaPSC data used for this analysis.

Table 9: Retention of New Teachers by Race/Ethnicity (2010 - 2015)¹³ in Georgia Public Schools

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total New Teachers
American Indian or Alaskan Native	100.0%	72.9%	61.0%	50.8%	44.1%	37.3%	59
Asian	100.0%	81.2%	66.4%	60.8%	55.3%	52.1%	595
Black	100.0%	85.1%	77.4%	70.2%	66.0%	61.9%	11605
Hispanic	100.0%	78.7%	69.4%	61.1%	55.0%	51.0%	993
Native Hawaiian or Other Pacific Islander	100.0%	93.8%	81.3%	75.0%	75.0%	68.8%	16
Two or More Races	100.0%	89.4%	85.8%	81.0%	77.8%	74.1%	1794
White	100.0%	86.0%	78.0%	71.5%	67.3%	63.6%	29071

Figure 13: Retention of New Teachers by Race/Ethnicity (2010-2015) in Georgia Public Schools



¹³ “Other” was a category for race/ethnicity but was left out of the table and graphic as it only was only selected by three subjects. This group had a sixth-year retention rate of 0%

- Sixth-year retention was lowest¹⁴ for American Indian or Alaskan Native teachers at 37.3%.
- Sixth-year retention was highest for teachers identifying as two or more races at 74.1%.
- White teachers, the largest group overall, had a sixth-year retention rate of 63.6%.
- Black teachers, the second largest group overall, had a sixth-year retention rate of 61.9%.

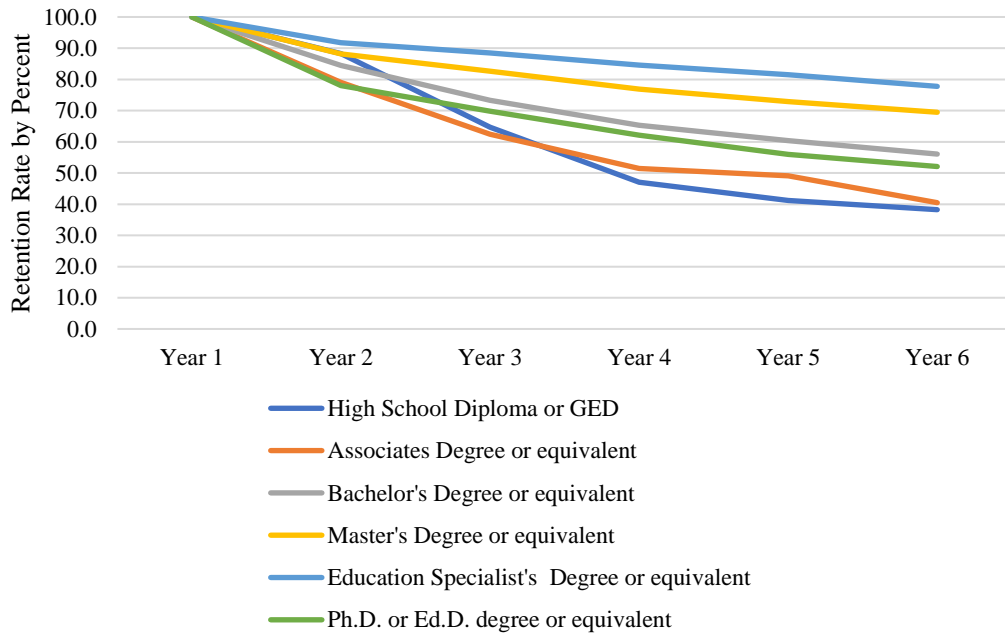
Table 10: Retention of New Teachers in Georgia Public Schools by Credential Level (2010-2015)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total New Teachers
High School Diploma or GED ¹⁵	100.0%	88.2%	64.7%	47.1%	41.2%	38.2%	68
Associate degree or equivalent	100.0%	79.0%	62.4%	51.4%	49.0%	40.5%	210
Bachelor's degree or equivalent	100.0%	84.4%	73.3%	65.3%	60.4%	56.1%	15612
Master's degree or equivalent	100.0%	88.2%	82.7%	76.9%	72.8%	69.5%	19520
Education Specialist's Degree or equivalent	100.0%	91.7%	88.5%	84.6%	81.5%	77.8%	5697
Ph.D. or Ed.D. degree or equivalent	100.0%	78.0%	69.8%	62.1%	55.9%	52.1%	824

¹⁴ Sixth-year retention was 0% for teachers identifying their race as other; however, this group only contains three teachers who started in the years 2010 – 2015 and is not included in the figure above.

¹⁵ Some teachers represented here may not be required to hold a certificate. In some cases, waivers may have been granted as part of a charter system or SWSS Contract with the State Board of Education, and some subjects such as CTAE do not require a traditional teaching certification or degree.

Figure 14: Retention of New Teachers by Credential Level (2010-2015)



- Sixth-year retention is highest for teachers with an education specialist's degree or its equivalent at 77.8%.



Retention Patterns and Trends Between Public School Districts in Georgia

Following the analysis of retention rates organized by teacher characteristics, GOSA examined retention rates by district characteristics. To present regional and geographic trends, districts are organized by their RESA, and the map below includes both county and city school districts organized by color coded sixth-year retention rates. New teachers with starting dates in 2010, 2013, and 2016 were examined. This teacher data and their retention was then examined based on its relationship to various district characteristics. These characteristics include population density, poverty levels, and traits of the student population. GaPSC employment data was once again used to identify new teachers while FTE data and National Center for Education Statistics data were used for the analysis of the above characteristics.

Table 11: Public School Systems with the Highest and Lowest Teacher Retention Rates

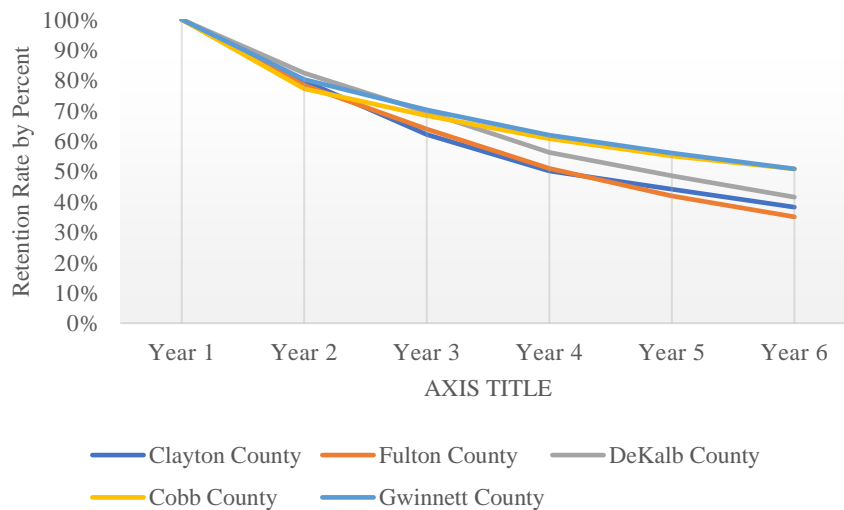
School System	Year 2	Year 3	Year 4	Year 5	Year 6
Stewart County	64.7%	44.1%	32.4%	20.6%	11.8%
Baldwin County	74.8%	48.0%	30.7%	20.5%	11.8%
Hancock County	71.9%	61.4%	40.4%	22.8%	14.0%
Dooly County	60.6%	36.4%	33.3%	27.3%	15.2%
Quitman County	62.5%	50.0%	29.2%	20.8%	16.7%
Catoosa County	88.3%	80.2%	77.2%	72.1%	68.5%
Jefferson City	90.0%	80.0%	80.0%	73.3%	70.0%
Trion City	90.5%	85.7%	81.0%	71.4%	71.4%
Seminole County	88.0%	76.0%	72.0%	72.0%	76.0%
Chickamauga City	100.0%	93.3%	86.7%	86.7%	86.7%

- District level teacher retention after five years of teaching (sixth-year retention) ranges from 11.8% to 86.7%.
- Stewart and Baldwin counties have the lowest district level teacher retention rate at 11.8%.
- Chickamauga City has the highest retention rate at 86.7%.
- Notably, three out of the five districts with the highest sixth-year retention rates are city districts. The average sixth-year retention rate for city districts is 50.2% compared to an average sixth-year retention rate for county districts of 46.4%.
- The five districts with the lowest retention rates have majority Black populations with 65.0% or above. These five districts also have high economically disadvantaged populations of 79.9% or above.
- The five districts with the highest retention rates have majority White populations. Seminole County had a White population of 50.1%, but all others had White populations of 79.0% or higher.

Table 12: Retention of Teachers in Five Largest Public School Districts

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Clayton County	100%	79.8%	62.1%	50.1%	44.1%	38.2%
Fulton County	100%	78.3%	63.9%	50.9%	41.9%	35.0%
DeKalb County	100%	82.4%	69.5%	56.2%	48.5%	41.5%
Cobb County	100%	77.2%	68.3%	60.8%	55.1%	50.8%
Gwinnett County	100%	80.2%	70.2%	61.9%	56.0%	50.8%

Figure 15: Retention of Teachers in Five Largest Public School Districts

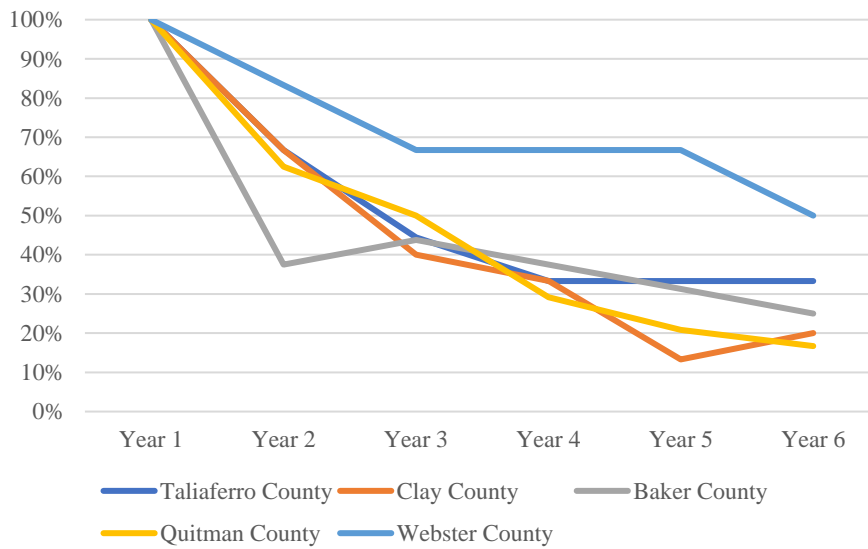


- In every year, retention rates in the five largest districts by student enrollment is lower than the state level retention rate. The sixth-year retention rates range from 34.8% to 50.8% compared to the state level of 63.1%.
- Of the five largest districts, Gwinnett County and Cobb County have the highest sixth-year retention rates.

Table 13: Retention of New 2010 Teachers in Five Smallest Public School Districts

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Taliaferro County	100%	66.7%	44.4%	33.3%	33.3%	33.3%
Clay County	100%	66.7%	40.0%	33.3%	13.3%	20.0%
Baker County	100%	37.5%	43.8%	37.5%	31.3%	25.0%
Quitman County	100%	62.5%	50.0%	29.2%	20.8%	16.7%
Webster County	100%	83.3%	66.7%	66.7%	66.7%	50.0%

Figure 16: Retention of Teachers in Five Smallest Public School Districts



- Retention in the five smallest districts by student enrollment is much more volatile than in larger districts.
- The sixth-year retention rate for these districts is lower than the state level at 63.1%.

Table 14: Retention of New 2009-2010 Teachers by RESA

RESA	3 Years Out	6 Years Out	9 Years Out
Central Savannah River RESA	64.3%	41.5%	30.7%
Chattahoochee-Flint RESA	57.7%	39.1%	27.7%
Coastal Plains RESA	58.0%	41.6%	29.4%
First District RESA	61.1%	43.3%	32.4%
Griffin RESA	60.3%	36.8%	25.5%
Heart of Georgia RESA	54.0%	44.4%	30.2%
Metro RESA	58.5%	38.4%	30.5%
Middle Georgia RESA	49.8%	36.8%	25.1%
North Georgia RESA	65.7%	49.5%	39.1%
Northeast Georgia RESA	62.5%	41.5%	28.9%
Northwest Georgia RESA	56.6%	44.7%	35.9%
Oconee RESA	46.8%	17.7%	9.7%
Okefenokee RESA	56.5%	37.0%	27.2%
Pioneer RESA	59.3%	42.3%	33.3%
Southwest Georgia RESA	61.9%	47.2%	33.5%
West Georgia RESA	61.6%	44.6%	32.2%

- The ninth-year retention rate for most RESAs is within five percentage points of the state level of 30%.
- Oconee RESA has a ninth-year retention rate of 9.7% which is 20.3 percentage points lower than the state average.
- North Georgia RESA has a ninth-year retention rate of 39.1% which is 9.1 percentage points higher than the state average.



Figure 17: Retention of New 2009-2010 Teachers by RESA

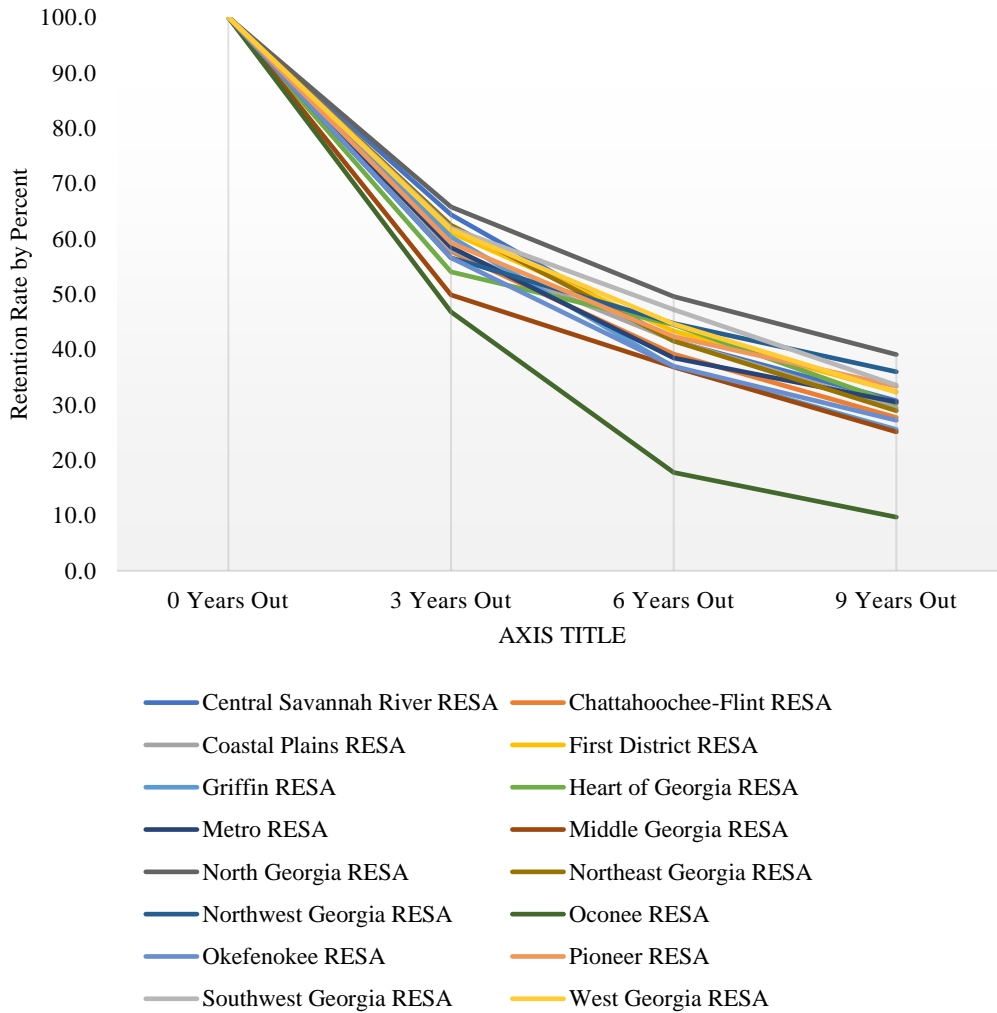


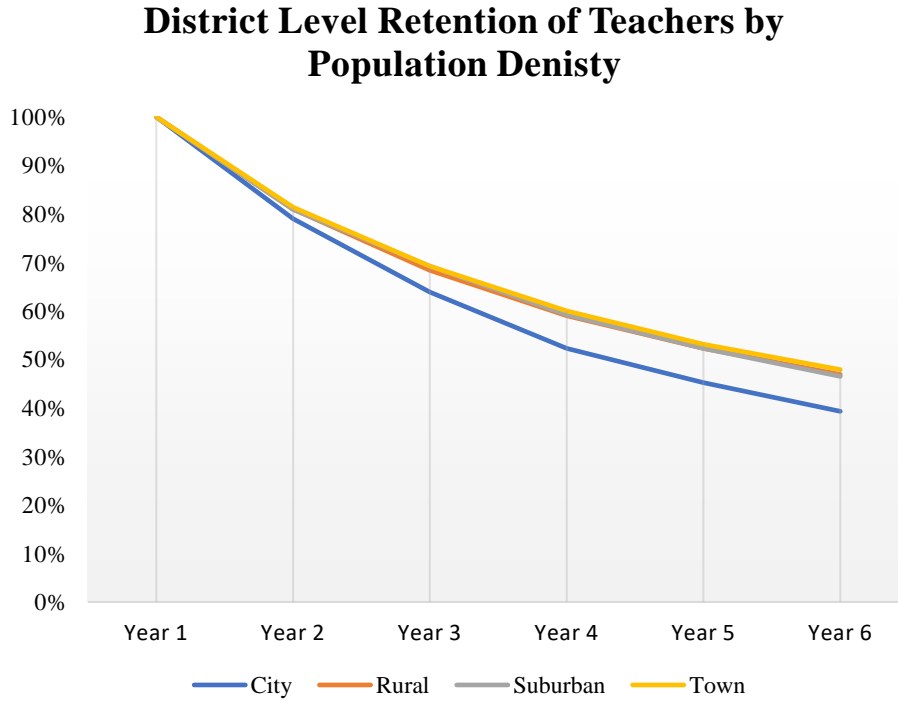
Table 15: District Level Retention of Teachers by Population Density

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
City	100%	79.0%	63.9%	52.3%	45.2%	39.3%
Rural	100%	81.0%	68.4%	59.0%	52.3%	46.9%
Suburban	100%	80.9%	69.2%	59.2%	52.3%	46.5%
Town	100%	81.4%	69.2%	60.0%	53.1%	47.9%

- Districts located in cities have the lowest sixth-year district level retention at 39.3%.¹⁶

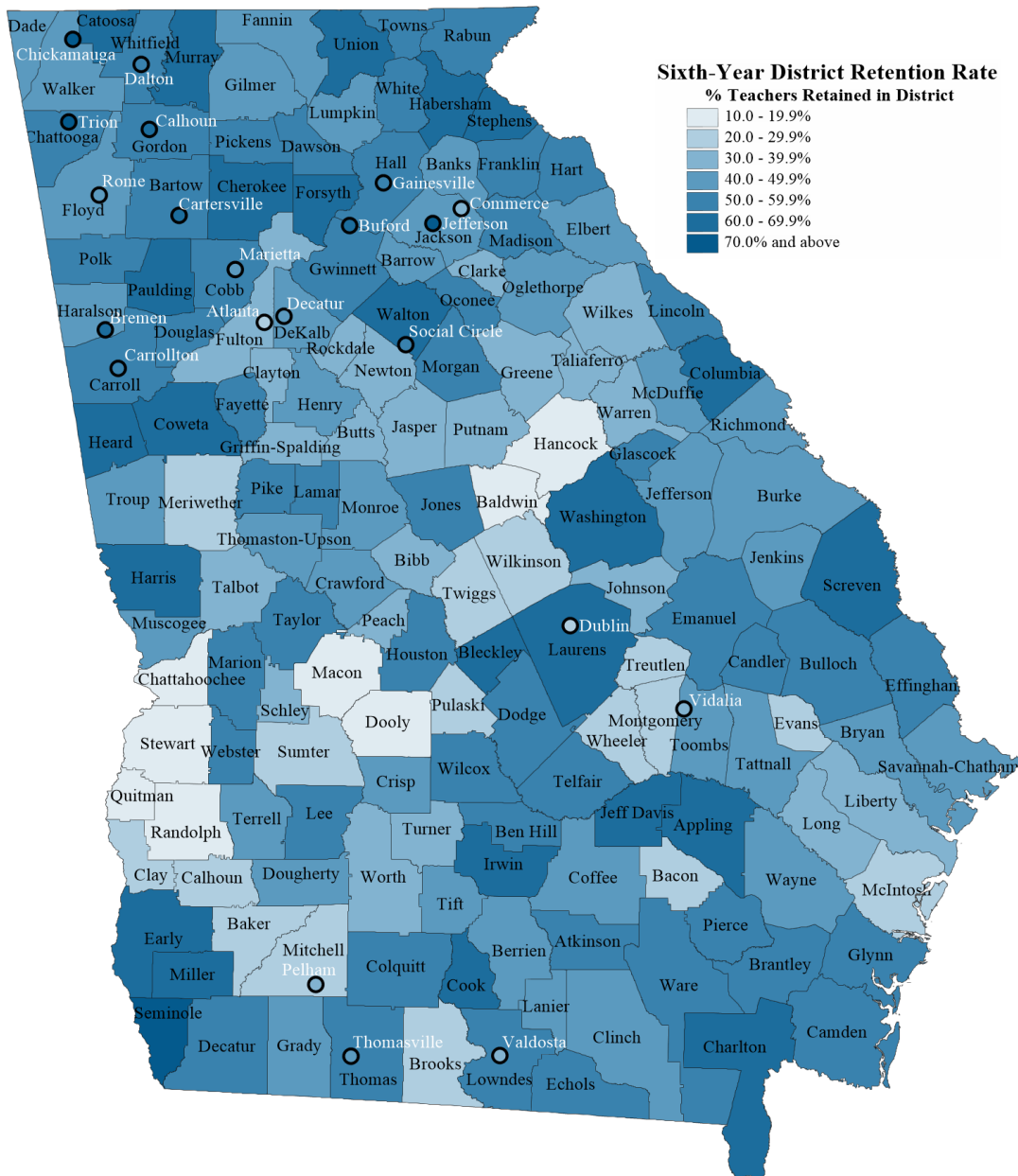
¹⁶ EDGE data from NCES. Follow this [link](#) for locale definitions.

Figure 18: District Level Retention of Teachers by Population Density



- There is a concentration of counties with low retention rates in the southwest area of the state, including Chattahoochee, Stewart, Quitman, and Randolph counties.
- Seven of the eight districts with retention rates below 20.0% have majority Black populations with 65.0% or above. Chattahoochee County, the other district with a retention rate below 20.0%, has a Black population of 31.2%.

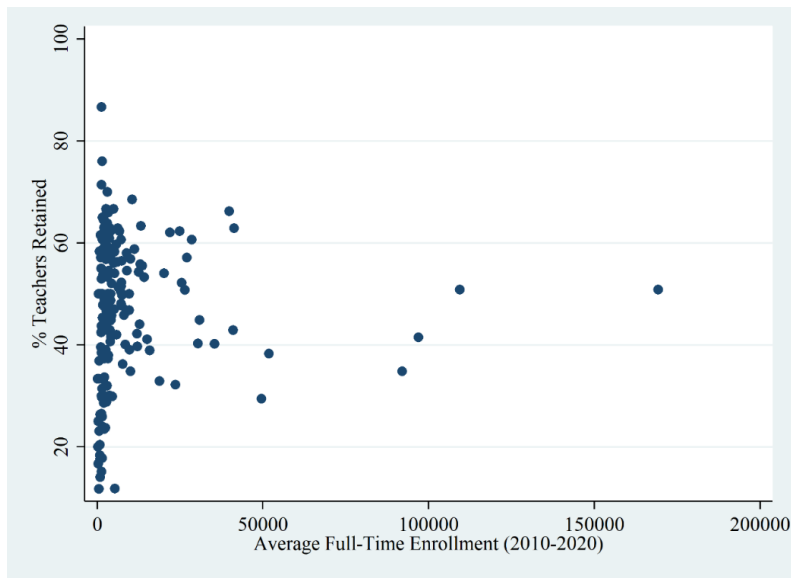
Figure 19: Map of Sixth-Year District Retention ¹⁷



¹⁷ County district names are in black while city districts are in white.

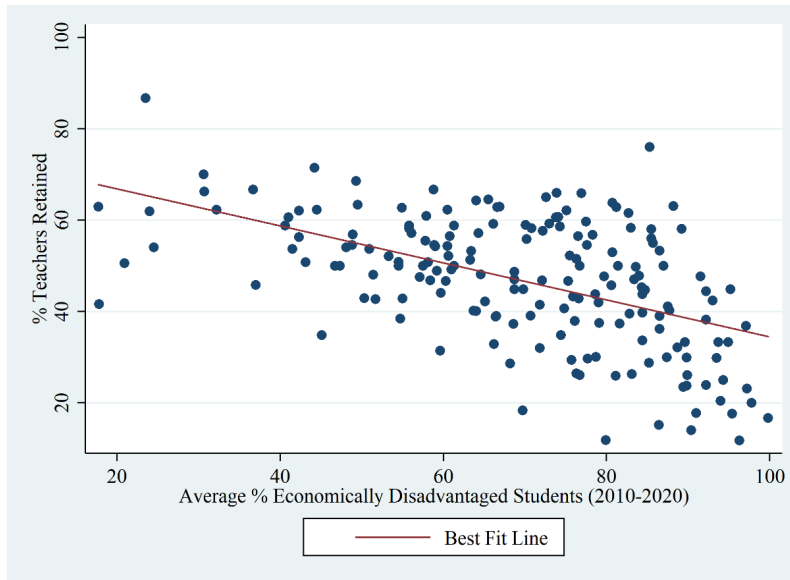
The scatterplots below are provided to demonstrate whether a correlation exists between school contexts or factors and teacher retention. For each plot, a statement characterizing the nature of the relationship between variables or factors is provided. If a positive correlation exists, when one variable or factor increases, the other decreases. In a negative correlation, when one increases, the other decreases. When a consistent pattern does not exist between variables, a statement will be provided explaining that there is not significant correlation between the identified variables.

Figure 20: Scatterplot of Teacher Retention by District Size



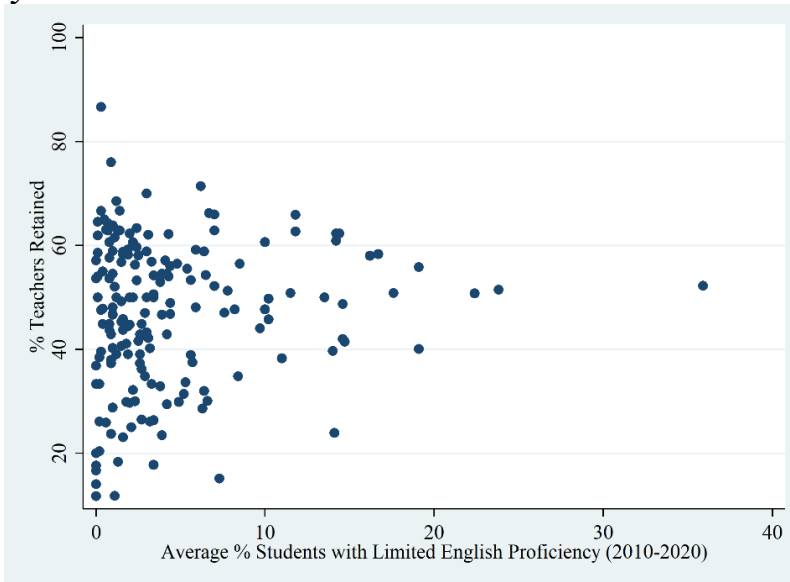
The scatterplot above shows that there is not a strong correlation between teacher retention and district size by enrollment.

Figure 21: Scatterplot of Teacher Retention by Poverty Level ¹⁸



The scatterplot above shows a slight negative correlation between teacher retention and a district's percentage of economically disadvantaged students.

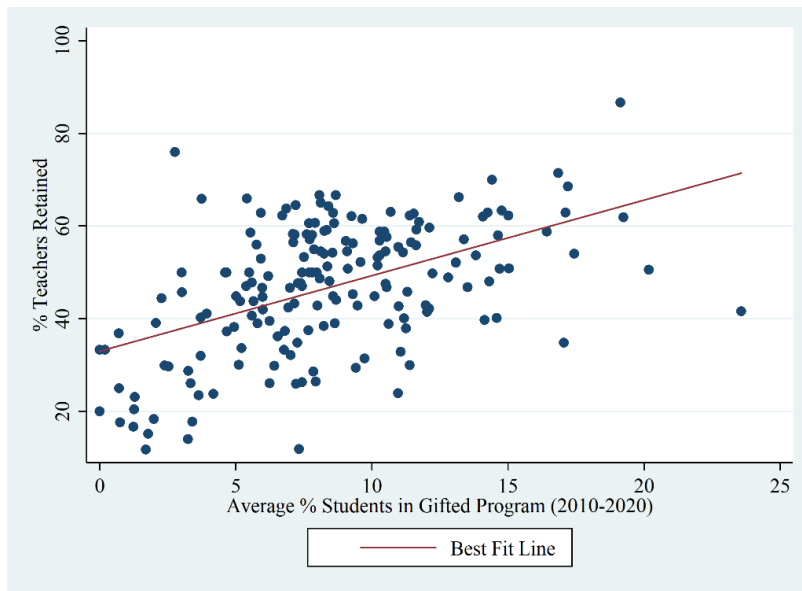
Figure 22: Scatterplot of Teacher Retention by Students with Limited English Proficiency



The scatterplot above shows that there is not a strong correlation between teacher retention and the percentage of students with limited English proficiency.

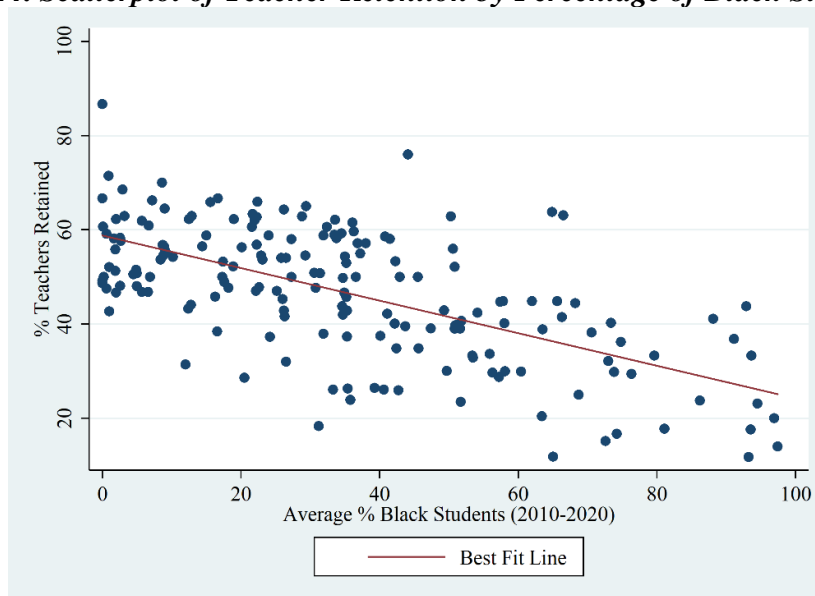
¹⁸ Poverty level was identified by using percent of students enrolled in the free and reduced lunch program. GOSA typically used Direct Certification as a measure of student poverty, but this data is not available for years prior to 2014.

Figure 23: Scatterplot of Teacher Retention by Students in Gifted Program



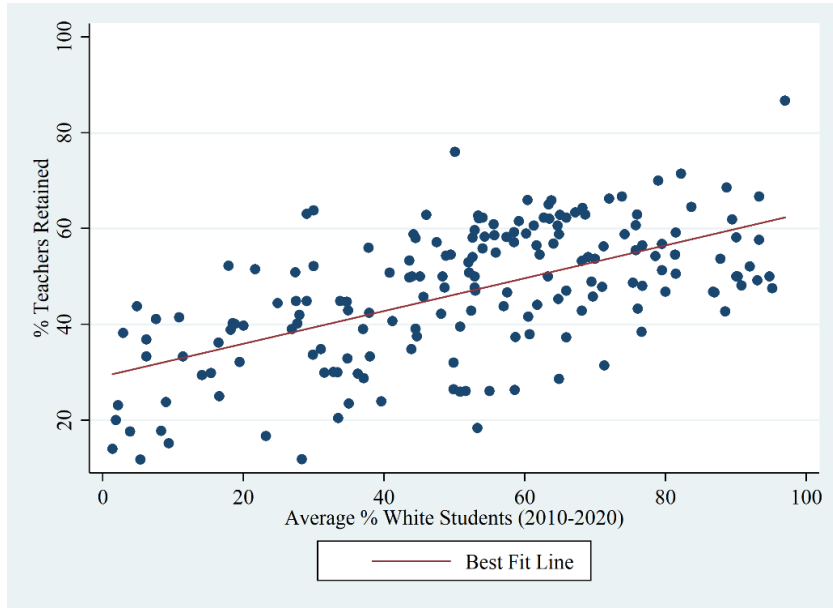
The scatterplot above shows a positive correlation between teacher retention and students enrolled in a gifted program.

Figure 24: Scatterplot of Teacher Retention by Percentage of Black Students



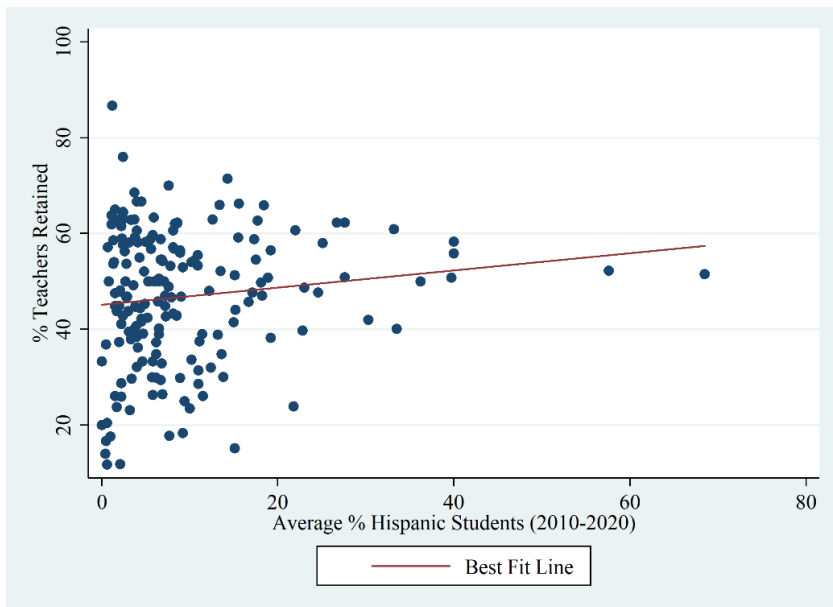
The scatterplot above shows that there is a strong negative correlation between teacher retention and a district's percentage of Black students. This is the only race/ethnicity category with a strong negative correlation to teacher retention.

Figure 25: Scatterplot of Teacher Retention by Percentage of White Students



The scatterplot above shows that there is a positive correlation between teacher retention and a district's percentage of white students.

Figure 26: Scatterplot of Teacher Retention by Percentage of Hispanic Students



The scatterplot below shows that there is a slight positive correlation between teacher retention and district's percentage of Hispanic students.

Note: There is a slight positive correlation between teacher retention and percentage of Asian students and percentage of students with two or more races. There is not a significant correlation between teacher retention and percentage of American Indian or Alaskan Native students.

Conclusion and Future Considerations

The goal of this research study was to answer the four stated research questions regarding teacher placement and retention in Georgia's K-12 public schools. While many questions were able to be successfully addressed, the patterns identified warrant additional study to establish any level of causality. This addendum alone is unable to address all the complexities of teacher placement and retention. Below are topics we feel merit further research in this area.

- At the district level, what is the percentage of Hispanic students compared to the percentage of Hispanic teachers and leaders? Previous research has shown a positive relationship between students having teachers of the same race/ethnicity. If the Hispanic student population is rising, what is the status of Hispanic teachers and leaders? What about other races?
- At the school level, what percentage of Black teachers are retained at schools with Black leadership compared to those without?
- What is the relationship between teacher retention and additional funding provided for students with disabilities?
- What is the relationship between gifted identification and teacher retention?
- Does stability in the teaching population lead to better identification of gifted students or does the perception of a gifted population affect teacher stability?
- Is there a relationship between the health of the economy and teacher retention? Do fewer teachers leave if the economy and job market are poor? What measures can we use to examine this (e.g., unemployment rates)?
- Is there a relationship between teacher retention and salary?
- What is the relationship between new teacher induction and mentoring and retention?



Appendix A: Preparation Program Placement in Georgia K-12 Public Schools

Preparation Program Provider	Program Provider Type	2015-2017 Graduates Placed Within 3 Years	Total Graduates for 2015-2017	Placement Rate
Albany State University	Institution of Higher Education	171	196	87.2
Armstrong State University	Institution of Higher Education	353	440	80.2
Augusta University	Institution of Higher Education	324	393	82.4
Berry College	Institution of Higher Education	114	163	69.9
Brenau University	Institution of Higher Education	81	106	76.4
Brewton-Parker College	Institution of Higher Education	23	24	95.8
Central Savannah River Area RESA	RESA	37	39	94.9
Clark Atlanta University	Institution of Higher Education	23	31	74.2
Clayton County Public Schools	Public School System	94	98	95.9
Clayton State University	Institution of Higher Education	91	101	90.1
College of Coastal Georgia	Institution of Higher Education	100	114	87.7
Columbus State University	Institution of Higher Education	372	448	83.0



2020 Georgia K-12 Teacher Retention Addendum

Covenant College	Institution of Higher Education	23	94	24.5
Dalton State College	Institution of Higher Education	180	210	85.7
DeKalb County School District	Public School System	48	49	98.0
Emmanuel College	Institution of Higher Education	30	52	57.7
First District RESA	RESA	46	49	93.9
Fort Valley State University	Institution of Higher Education	43	52	82.7
Fulton County Schools	Public School System	23	27	85.2
Georgia Charter Schools Association	Agency or Organization	50	59	84.7
Georgia College and State University	Institution of Higher Education	402	498	80.7
Georgia Gwinnett College	Institution of Higher Education	276	316	87.3
Georgia Southern University	Institution of Higher Education	695	852	81.6
Georgia Southwestern State University	Institution of Higher Education	190	216	88.0
Georgia State University	Institution of Higher Education	736	927	79.4
Georgia Teaching Fellows	Agency or Organization	72	79	91.1
Gordon State College	Institution of Higher Education	100	109	91.7
Griffin RESA	RESA	133	149	89.3



2020 Georgia K-12 Teacher Retention Addendum

Gwinnett County Public Schools	Public School System	184	191	96.3
Kennesaw State University	Institution of Higher Education	1254	1545	81.2
LaGrange College	Institution of Higher Education	87	96	90.6
Mercer University	Institution of Higher Education	397	487	81.5
Metro RESA	RESA	126	142	88.7
Middle Georgia RESA	RESA	145	152	95.4
Middle Georgia State University	Institution of Higher Education	122	133	91.7
North Georgia RESA	RESA	10	10	100.0
Northeast Georgia RESA	RESA	46	53	86.8
Northwest Georgia RESA	RESA	59	60	98.3
Oconee RESA	RESA	54	60	90.0
Okefenokee RESA	RESA	19	19	100.0
Paine College	Institution of Higher Education	Fewer than 10 were present.	Fewer than 10 were present.	66.7
Piedmont College	Institution of Higher Education	905	992	91.2
Pioneer RESA	RESA	20	23	87.0
Point University	Institution of Higher Education	12	19	63.2
Reinhardt University	Institution of Higher Education	119	144	82.6
Savannah State University	Institution of Higher Education	Fewer than 10 were present.	Fewer than 10 were present.	71.4



2020 Georgia K-12 Teacher Retention Addendum

Shorter University	Institution of Higher Education	47	64	73.4
Southwest Georgia RESA	RESA	88	93	94.6
Spelman College	Institution for Higher Education	20	31	64.5
Teach for America-Metro Atlanta	Agency or Organization	106	123	86.2
Technical College System of Georgia	Institution of Higher Education	25	30	83.3
Thomas University	Institution of Higher Education	51	57	89.5
Toccoa Falls College	Institution of Higher Education	24	48	50.0
Truett-McConnell University	Institution of Higher Education	29	38	76.3
University of Georgia	Institution of Higher Education	973	1317	73.9
University of North Georgia	Institution of Higher Education	576	689	83.6
University of West Georgia	Institution of Higher Education	874	1160	75.3
Valdosta State University	Institution of Higher Education	666	1031	64.6
Wesleyan College	Institution of Higher Education	Fewer than 10 were present.	13	69.2
West Georgia RESA	RESA	37	40	92.5
Young Harris College	Institution of Higher Education	26	39	66.7



Appendix B: Preparation Program Retention of Teachers in Georgia K-12 Public Schools

Preparation Program Provider	Provider Type	Total Number of Graduates in 2015-2016 Cohort	2016-2017 (2nd-Year Retention)	2017-2018 (3rd-Year Retention)	2018-2019 (4th-Year Retention)	2019-2020 (5th-Year Retention)
Albany State University	Institution of Higher Education	76	97.4	94.7	92.1	89.5
Armstrong State University	Institution of Higher Education	141	90.8	83.0	78.7	78.0
Augusta University	Institution of Higher Education	101	91.1	89.1	83.2	82.2
Berry College	Institution of Higher Education	33	93.9	78.8	72.7	66.7
Brenau University	Institution of Higher Education	43	88.4	88.4	86.0	86.0
Brewton-Parker College	Institution of Higher Education	13	100.0	100.0	100.0	92.3
Central Savannah River Area RESA	RESA	22	100.0	100.0	100.0	100.0
Clark Atlanta University	Institution of Higher Education	14	92.9	85.7	92.9	78.6
Clayton County Public Schools	Public School System	42	100.0	97.6	92.9	88.1
Clayton State University	Institution of Higher Education	38	100.0	97.4	84.2	81.6
College of Coastal Georgia	Institution of Higher Education	35	97.1	85.7	80.0	82.9

2020 Georgia K-12 Teacher Retention Addendum

Columbus State University	Institution of Higher Education	134	94.0	86.6	84.3	75.4
Covenant College	Institution of Higher Education	12	91.7	91.7	83.3	58.3
Dalton State College	Institution of Higher Education	66	98.5	90.9	87.9	83.3
DeKalb County School District	Public School System	19	100.0	100.0	100.0	94.7
Emmanuel College	Institution of Higher Education	Fewer than 10 were present.	85.7	85.7	85.7	85.7
First District RESA	RESA	26	100.0	100.0	96.2	80.8
Fort Valley State University	Institution of Higher Education	25	96.0	96.0	88.0	84.0
Fulton County Schools	Public School System	11	100.0	100.0	90.9	90.9
Georgia Charter Schools Association	Agency or Organization	27	96.3	81.5	85.2	85.2
Georgia College and State University	Institution of Higher Education	162	88.3	79.0	75.3	76.5
Georgia Gwinnett College	Institution of Higher Education	81	92.6	87.7	80.2	80.2
Georgia Southern University	Institution of Higher Education	198	97.0	92.4	87.4	83.3
Georgia Southwestern State University	Institution of Higher Education	74	90.5	89.2	86.5	86.5
Georgia State University	Institution of Higher Education	300	93.3	86.3	83.3	77.3

2020 Georgia K-12 Teacher Retention Addendum

Gordon State College	Institution of Higher Education	42	85.7	85.7	85.7	81.0
Griffin RESA	RESA	71	98.6	94.4	81.7	83.1
Gwinnett County Public Schools	Public School System	83	96.4	92.8	92.8	89.2
Kennesaw State University	Institution of Higher Education	346	92.8	88.7	85.3	80.3
LaGrange College	Institution of Higher Education	32	90.6	81.3	75.0	75.0
Mercer University	Institution of Higher Education	182	95.6	91.8	86.3	83.0
Metro RESA	RESA	51	98.0	94.1	88.2	86.3
Middle Georgia RESA	RESA	54	100.0	100.0	87.0	83.3
Middle Georgia State University	Institution of Higher Education	67	91.0	89.6	82.1	79.1
Northeast Georgia RESA	RESA	19	94.7	94.7	89.5	84.2
Northwest Georgia RESA	RESA	24	100.0	100.0	95.8	91.7
Oconee RESA	RESA	30	93.3	93.3	96.7	90.0
Okefenokee RESA	RESA	Fewer than 10 were present.	100.0	100.0	88.9	88.9
Paine College	Institution of Higher Education	Fewer than 10 were present.	100.0	100.0	100.0	100.0
Piedmont College	Institution of Higher Education	103	98.1	90.3	85.4	81.6
Pioneer RESA	RESA	12	100.0	100.0	100.0	100.0

2020 Georgia K-12 Teacher Retention Addendum

Point University	Institution of Higher Education	Fewer than 10 were present.	100.0	100.0	100.0	100.0
Reinhardt University	Institution of Higher Education	36	94.4	88.9	80.6	80.6
Shorter University	Institution of Higher Education	57	94.7	94.7	87.7	86.0
Southwest Georgia RESA	RESA	43	95.3	90.7	88.4	90.7
Spelman College	Institution of Higher Education	Fewer than 10 were present.	60.0	20.0	20.0	40.0
Teach for America-Metro Atlanta	Agency or Organization	34	100.0	88.2	70.6	55.9
Technical College System of Georgia	Institution of Higher Education	12	100.0	100.0	91.7	91.7
Thomas University	Institution of Higher Education	19	94.7	89.5	89.5	89.5
Toccoa Falls College	Institution of Higher Education	Fewer than 10 were present.	87.5	87.5	100.0	100.0
Truett-McConnell University	Institution of Higher Education	Fewer than 10 were present.	100.0	100.0	100.0	80.0
University of Georgia	Institution of Higher Education	351	88.9	82.6	75.8	74.4
University of North Georgia	Institution of Higher Education	214	90.7	84.6	84.1	79.4
University of West Georgia	Institution of Higher Education	325	94.8	92.3	86.2	81.2
Valdosta State University	Institution of Higher Education	201	94.5	91.0	87.6	82.1

2020 Georgia K-12 Teacher Retention Addendum

Wesleyan College	Institution of Higher Education	Fewer than 10 were present.	100.0	75.0	75.0	75.0
West Georgia RESA	RESA	18	100.0	100.0	94.4	88.9
Young Harris College	Institution of Higher Education	12	91.7	91.7	83.3	83.3



Appendix C: Retention of New Teachers in Georgia K-12 Public Schools by Start Date

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total New Teachers
2010	100.0	83.1	74.7	67.7	63.8	60.4	5789
2011	100.0	85.0	76.5	69.5	65.5	61.1	5859
2012	100.0	85.8	76.5	69.3	64.8	61.1	6910
2013	100.0	86.4	79.4	72.9	68.0	64.7	7093
2014	100.0	86.0	78.1	71.4	67.2	63.5	8389
2015	100.0	86.6	79.6	73.9	69.9	65.6	10096

Appendix D: Retention of Teachers in Georgia K-12 Public Schools by School District

School System	Year 2	Year 3	Year 4	Year 5	Year 6	Average Student Enrollment (2010-2020)
Appling County	85.1	76.6	74.5	66.0	66.0	3369
Atkinson County	70.6	61.8	52.9	50.0	50.0	1616
Atlanta Public Schools	77.6	57.7	44.6	35.8	29.4	49608
Bacon County	69.1	50.0	38.1	38.1	28.6	1964
Baker County	37.5	43.8	37.5	31.3	25.0	308
Baldwin County	74.8	48.0	30.7	20.5	11.8	5331
Banks County	81.7	73.3	63.3	51.7	46.7	2818
Barrow County	85.9	69.5	59.3	51.4	44.1	12853
Bartow County	83.5	77.6	68.1	61.8	55.5	13585
Ben Hill County	85.0	76.7	68.3	61.7	53.3	3092
Berrien County	78.4	68.0	60.8	50.5	43.3	3058
Bibb County	75.4	57.4	43.8	37.1	32.2	23623
Bleckley County	85.7	75.0	71.4	64.3	64.3	2332
Brantley County	86.4	76.3	72.9	62.7	57.6	3318
Bremen City	81.0	85.7	71.4	71.4	61.9	2087
Brooks County	82.8	65.6	46.9	31.3	23.4	2111
Bryan County	85.9	75.5	62.5	55.7	45.8	8127
Buford City	82.0	75.4	72.1	68.9	62.3	4024
Bulloch County	83.0	68.2	63.1	52.8	50.0	9649
Burke County	86.0	78.5	63.6	56.1	44.9	4125



2020 Georgia K-12 Teacher Retention Addendum

Butts County	77.0	60.9	50.6	43.7	37.9	3395
Calhoun City	84.8	73.9	73.9	67.4	60.9	3646
Calhoun County	61.5	41.0	33.3	28.2	23.1	618
Camden County	85.3	71.3	65.7	57.3	54.6	9017
Candler County	76.4	65.5	56.4	56.4	54.6	2008
Carroll County	80.9	68.6	63.8	59.0	53.2	14167
Carrollton City	84.3	78.4	64.7	62.8	58.8	4733
Cartersville City	81.4	74.6	72.9	67.8	62.7	4118
Catoosa County	88.3	80.2	77.2	72.1	68.5	10580
Charlton County	95.0	90.0	70.0	70.0	65.0	1616
Chatham County	77.0	63.0	53.5	46.2	40.2	35401
Chattahoochee County	76.7	55.0	35.0	26.7	18.3	864
Chattooga County	90.9	79.6	61.4	52.3	56.8	2700
Cherokee County	85.4	80.8	75.6	70.4	66.2	39825
Chickamauga City	100.0	93.3	86.7	86.7	86.7	1352
Clarke County	79.3	62.8	51.5	45.3	39.7	12134
Clay County	66.7	40.0	33.3	13.3	20.0	261
Clayton County	79.8	62.1	50.4	44.1	38.2	51817
Clinch County	87.5	53.1	50.0	46.9	43.8	1309
Cobb County	77.2	68.3	60.8	55.1	50.8	109398
Coffee County	74.1	64.4	57.5	51.7	47.7	7353
Colquitt County	82.6	72.2	65.6	62.3	58.0	8917
Columbia County	92.0	80.8	73.2	67.4	62.3	24946
Commerce City	74.3	65.7	65.7	45.7	31.4	1483
Cook County	86.5	81.1	81.1	73.0	62.2	3095
Coweta County	86.1	77.3	70.8	66.0	62.0	21933
Crawford County	82.6	69.6	56.5	52.2	47.8	1709
Crisp County	72.4	65.8	57.9	51.3	44.7	3938
Dade County	77.1	73.8	59.0	52.5	47.5	2134
Dalton City	89.8	74.9	65.9	56.3	51.5	7266
Dawson County	77.9	67.7	61.8	54.4	50.0	3421
Decatur City	82.7	69.2	56.2	49.2	41.6	4136
Decatur County	85.3	73.3	65.3	64.0	56.0	5092
DeKalb County	82.4	69.5	56.2	48.5	41.5	96888
Dodge County	79.6	70.4	70.4	63.0	59.3	3114
Dooly County	60.6	36.4	33.3	27.3	15.2	1288
Dougherty County	78.1	66.8	51.0	47.4	41.1	15034
Douglas County	83.8	74.4	65.1	59.0	52.2	25463
Dublin City	61.3	45.0	36.3	30.0	23.8	2469
Early County	82.6	78.3	69.6	65.2	63.0	2077
Echols County	79.2	70.8	70.8	70.8	58.3	771



2020 Georgia K-12 Teacher Retention Addendum

Effingham County	89.6	77.5	68.7	62.1	58.8	11244
Elbert County	81.0	66.7	54.8	52.4	42.9	2986
Emanuel County	81.0	67.9	57.1	52.4	50.0	4108
Evans County	74.6	49.3	38.8	26.9	23.9	1728
Fannin County	81.5	70.8	61.5	53.9	49.2	2969
Fayette County	89.6	78.2	66.8	58.7	54.0	20198
Floyd County	78.6	64.7	50.9	46.8	46.8	9696
Forsyth County	86.7	79.1	72.6	67.1	62.9	41345
Franklin County	78.0	67.8	61.0	57.6	54.2	3636
Fulton County	78.3	63.9	50.9	41.9	34.8	92049
Gainesville City	85.3	76.3	68.3	58.9	52.2	7337
Gilmer County	89.7	79.5	62.8	57.7	48.7	4109
Glascocock County	75.0	62.5	62.5	50.0	50.0	576
Glynn County	83.8	71.9	61.9	56.6	54.3	12535
Gordon County	86.1	74.1	63.9	57.6	51.3	6437
Grady County	80.9	67.0	54.3	50.0	45.7	4366
Greene County	69.2	57.0	42.1	36.5	33.6	2178
Gwinnett County	80.2	70.2	61.9	56.0	50.8	169271
Habersham County	86.8	79.0	70.2	64.0	62.3	6722
Hall County	81.3	70.7	63.5	56.2	50.8	26475
Hancock County	71.9	61.4	40.4	22.8	14.0	965
Haralson County	83.5	77.2	63.3	55.7	48.1	3378
Harris County	86.7	78.7	73.3	69.3	66.7	4958
Hart County	86.8	77.9	72.1	64.7	58.8	3398
Heard County	90.3	80.7	74.2	71.0	64.5	1954
Henry County	79.8	68.8	58.3	49.6	42.9	40987
Houston County	86.5	78.1	68.6	61.5	57.1	27097
Irwin County	87.9	78.8	66.7	63.6	60.6	1648
Jackson County	84.5	70.7	59.7	53.6	48.1	7213
Jasper County	71.2	55.9	45.8	44.1	37.3	2195
Jeff Davis County	90.9	81.8	72.7	70.5	65.9	2900
Jefferson City	90.0	80.0	80.0	73.3	70.0	3106
Jefferson County	87.5	75.0	54.2	45.8	44.4	2651
Jenkins County	75.8	72.7	54.6	48.5	42.4	1240
Johnson County	72.1	58.1	44.2	39.5	39.5	1113
Jones County	82.4	74.3	66.2	62.2	54.1	5234
Lamar County	85.7	73.2	67.9	60.7	58.9	2511
Lanier County	84.4	70.3	64.1	53.1	45.3	1658
Laurens County	82.5	73.2	69.1	66.0	62.9	6277
Lee County	82.2	70.4	67.4	61.5	56.3	6134
Liberty County	81.1	66.7	56.1	46.6	39.0	9735
Lincoln County	85.7	71.4	71.4	61.9	57.1	1129



2020 Georgia K-12 Teacher Retention Addendum

Long County	77.1	63.9	53.3	41.8	32.0	3020
Lowndes County	87.9	75.3	69.0	63.2	56.8	10110
Lumpkin County	79.3	61.0	48.8	45.1	42.7	3790
Macon County	75.6	53.3	35.6	24.4	17.8	1516
Madison County	90.6	85.9	77.7	68.2	56.5	4703
Marietta City	72.3	57.9	52.1	47.5	40.1	8526
Marion County	82.4	76.5	70.6	64.7	52.9	1327
McDuffie County	85.7	73.6	64.8	53.9	40.7	4012
McIntosh County	79.6	51.9	44.4	31.5	25.9	1506
Meriwether County	68.4	53.2	41.7	34.5	28.8	2815
Miller County	84.6	76.9	69.2	65.4	61.5	991
Mitchell County	79.2	63.6	54.6	39.0	29.9	2300
Monroe County	74.0	60.5	52.1	45.4	42.9	3827
Montgomery County	60.9	43.5	39.1	30.4	26.1	1225
Morgan County	95.5	79.6	68.2	56.8	50.0	3149
Murray County	88.5	81.2	68.9	63.9	60.7	7253
Muscogee County	81.8	68.7	57.6	50.3	44.8	30938
Newton County	77.5	60.5	50.0	39.5	32.9	18850
Oconee County	85.4	68.5	61.8	53.9	50.6	6999
Oglethorpe County	80.0	66.7	57.8	51.1	48.9	2195
Paulding County	82.6	76.3	68.2	64.2	60.6	28577
Peach County	75.6	52.9	44.7	38.2	30.1	3714
Pelham City	86.7	71.1	51.1	37.8	33.3	1407
Pickens County	79.2	72.9	68.8	58.3	52.1	4337
Pierce County	83.3	68.2	65.2	57.6	54.6	3509
Pike County	78.1	70.7	68.3	63.4	53.7	3327
Polk County	87.8	77.1	71.8	62.6	56.5	7388
Pulaski County	70.6	61.8	47.1	41.2	26.5	1325
Putnam County	79.6	60.2	53.4	42.1	37.5	2728
Quitman County	62.5	50.0	29.2	20.8	16.7	323
Rabun County	83.7	73.5	65.3	61.2	59.2	2195
Randolph County	61.8	32.4	23.5	14.7	17.7	938
Richmond County	78.5	66.4	56.5	48.4	40.3	30437
Rockdale County	82.7	68.0	58.0	48.9	38.9	15874
Rome City	78.5	65.2	53.0	48.1	42.0	5860
Schley County	69.2	53.9	46.2	46.2	38.5	1296
Screven County	85.7	74.3	71.4	65.7	62.9	2293
Seminole County	88.0	76.0	72.0	72.0	76.0	1525
Social Circle City	90.2	70.7	68.3	56.1	53.7	1664
Spalding County	74.6	59.6	50.5	41.8	34.8	10030
Stephens County	90.3	75.8	67.7	61.3	62.9	3915
Stewart County	64.7	44.1	32.4	20.6	11.8	484



2020 Georgia K-12 Teacher Retention Addendum

Sumter County	72.9	50.7	43.1	36.8	29.9	4560
Talbot County	73.3	60.0	40.0	33.3	33.3	504
Taliaferro County	66.7	44.4	33.3	33.3	33.3	176
Tattnall County	82.4	69.4	57.7	54.1	47.1	3497
Taylor County	89.7	72.4	62.1	55.2	58.6	1426
Telfair County	93.6	83.9	71.0	71.0	58.1	1633
Terrell County	84.4	68.8	65.6	56.3	43.8	1363
Thomas County	86.1	76.5	67.8	64.4	58.3	5275
Thomaston-Upson County	81.3	70.7	58.7	53.3	46.7	4198
Thomasville City	76.6	67.3	55.1	49.5	44.9	2785
Tift County	84.1	73.4	61.4	55.1	49.8	7508
Toombs County	78.5	63.1	52.3	47.7	47.7	2834
Towns County	81.8	68.2	50.0	50.0	50.0	1055
Treutlen County	82.6	52.2	39.1	34.8	26.1	1112
Trion City	90.5	85.7	81.0	71.4	71.4	1320
Troup County	77.8	63.8	53.8	47.5	42.2	12004
Turner County	62.5	50.0	37.5	27.5	30.0	1356
Twiggs County	69.4	42.9	26.5	22.5	20.4	852
Union County	83.3	79.2	72.9	70.8	66.7	2657
Valdosta City	78.2	61.5	47.1	40.9	36.2	7728
Vidalia City	75.0	64.1	57.8	46.9	39.1	2614
Walker County	77.4	61.5	50.2	49.4	46.8	8750
Walton County	91.3	80.8	73.3	68.3	63.4	13204
Ware County	84.5	74.4	67.4	62.8	59.7	5759
Warren County	84.2	52.6	42.1	36.8	36.8	639
Washington County	85.1	80.9	76.6	68.1	63.8	3054
Wayne County	82.1	66.7	59.8	53.0	47.0	5135
Webster County	83.3	66.7	66.7	66.7	50.0	393
Wheeler County	68.4	55.3	39.5	36.8	26.3	947
White County	81.8	70.9	63.6	58.2	58.2	3826
Whitfield County	87.5	76.5	66.3	61.2	55.8	12963
Wilcox County	90.0	80.0	60.0	55.0	55.0	1186
Wilkes County	75.6	58.5	51.2	48.8	39.0	1525
Wilkinson County	67.2	51.6	42.2	35.9	29.7	1423
Worth County	82.1	71.6	56.7	40.3	37.3	3240



