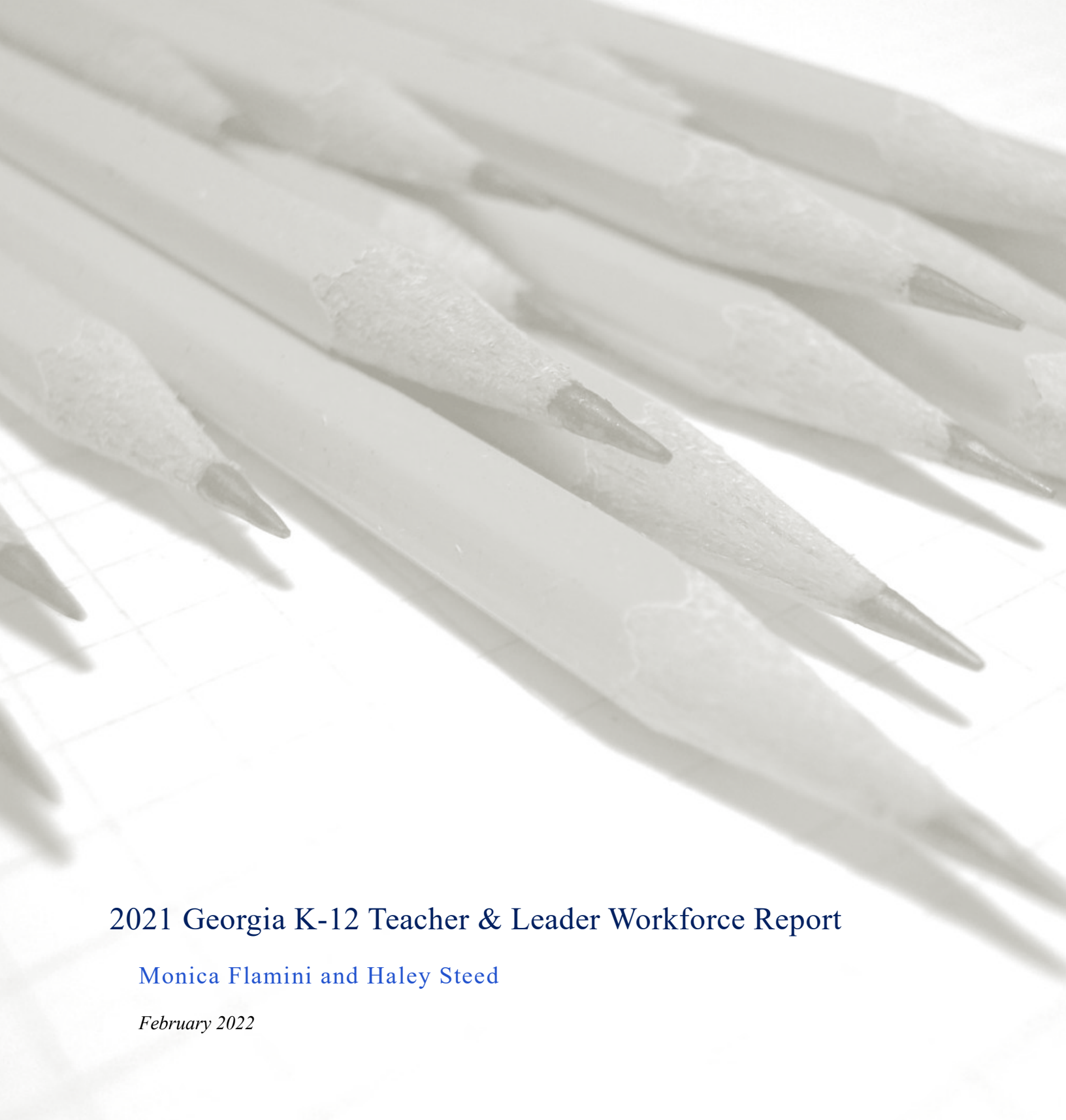

2021 Georgia K-12 Teacher & Leader Workforce Report

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February 2022

Governor's Office of
Student Achievement

Executive Summary

The Georgia K-12 Teacher and Leader Workforce Report, released in accordance with OCGA §20-14-27(a)(4), provides a comprehensive snapshot of Georgia's current educational workforce. It incorporates data from multiple sources including Georgia's Academic and Workforce Analysis and Research Data System (GA-AWARDS), the Georgia Professional Standards Commission (GaPSC), the Georgia Department of Education (GaDOE), and the Teachers Retirement System of Georgia (TRS). This report analyzes the current state of the workforce as well as production, retention and retirement patterns for K-12 teachers and leaders during the 2020-2021 school year.

In December 2020, the Governor's Office of Student Achievement (GOSA) released a report analyzing similar patterns for the 2019-2020 school year. GOSA has revised the topics and methodology for the Georgia K-12 Teacher and Leader Workforce Report over time to better meet the needs of educational stakeholders and partners. Previous reports may not be directly comparable to the calculations included here. For questions concerning comparability of reports from prior years, please contact GOSA's Policy and Research team.

The K-12 Teacher and Leader Workforce Report focuses on two distinct groups of Georgia educators: teachers and school-level leaders. For both groups, discussion is provided regarding currently practicing educators, educators preparing to practice, and potential educators who are eligible for the workforce but who are not employed by a Georgia public school.

Key Findings

Current Status of the Georgia K-12 Education Workforce

- During the 2020-2021 school year, Georgia's public education workforce consisted of 122,466 teachers and 9,009 leaders.
- The percentage of Black leaders (38.7%) was larger than the percentage of Black teachers (26.5%).
- The percentage of Hispanic leaders (1.7%) was lower than the percentage of Hispanic teachers (2.6%).
- The percentage of White leaders (57.8%) was lower than the share of White teachers (67.8%).
- Regarding teachers, 43.5% percent held a master's degree as their highest earned degree, while 34.8% held a bachelor's degree, and 18.6% held an education specialist degree.
- During the 2020-2021 school year, 4,585 teachers (3.7%) were identified as holding provisional or other certificate types. Chattahoochee-Flint RESA had the highest percentage of non-certified teachers at 7.2%.
- Regarding school leaders, 25.2% percent held a master's degree as their highest earned degree, while 51.7% of leaders held an education specialist degree as their highest earned degree, and 17.6% held a doctoral degree (Ph.D. or Ed.D.).
- In the teacher workforce, 42.4% had 10 or fewer years of experience working in Georgia public education, and 32.7% of teachers had 11 to 20 years of experience.
- The largest percentage of leaders (41.8%) had between 21 and 30 years of experience working in Georgia public education. The second highest percentage of leaders (40.1%) had between 11 and 20 years of experience. The percentage of leaders with 10 or fewer years of experience in Georgia public education was 11.2%.

- Roughly 38.7% of leaders had five or fewer years of experience as a leader, and 26.6% of leaders had six to 10 years of experience as a leader.
- High-poverty schools had significantly larger shares of Black teachers (44.4%) and leaders (58.5%) than low-poverty schools, which had 13.9% Black teachers and 22.2% Black leaders in the 2020-2021 school year.
- Low and high-poverty schools had similar distributions of degree attainment for school leaders.
- In the 2020-2021 school year, 5,034 teachers were new, accounting for 4.1% of the overall teacher workforce. In the same school year, 2,107 leaders were new, accounting for 21.1% of the overall leader workforce.
- New teachers were more racially/ethnically diverse than the overall teacher workforce. Of new teachers, 35.5% identified as Black, compared to 26.5% of teachers in the overall workforce; 4.5% of new teachers identified as Hispanic, compared to 2.6% of teachers in the overall workforce.
- Regarding new teachers, 25.1% in 2020-2021 were prepared out of state, compared to 19.7% of the overall teacher workforce.

Teacher and Leader Production

- During the 2020-2021 school year, 32,372 candidates were enrolled in traditional teacher preparation programs, and 6,403 candidates were enrolled in nontraditional teacher preparation programs.
- During the 2020-2021 school year, 6,570 candidates were enrolled in traditional leader preparation programs.
- During the 2020-2021 school year, 95.7% of candidates in nontraditional teacher preparation programs were employed as teachers while still enrolled, compared to 53% of candidates in traditional teacher preparation programs.
- Regarding candidates who completed a nontraditional teacher preparation program within the previous year, 99.4% were employed as teachers during the 2020-2021 school year, compared to 80.5% of candidates who completed a traditional teacher preparation program.
- Regarding candidates who completed a traditional leader preparation program within the previous year, 46% were employed as leaders during the 2020-2021 school year.

Teacher Retention and Mobility

- At the state level, 91.9% of teachers from the 2019-2020 school year returned for the 2020-2021 school year.
- 1,509 teachers from the 2019-2020 school year left the workforce before the 2020-2021 school year. The number of new teachers for the 2020-2021 school year, at 5,034, is approximately three times the number of non-returning teachers.
- At the district level, teacher retention rates showed the most variation in the Southwest region of the state, with Randolph County showing the lowest retention rate in the state at 61.7%.
- On average, teacher retention rates between high- and low-poverty schools were not significantly different.
- World Language had the lowest teacher retention rate among identified content areas at 77.3%, while English Language Arts had the highest retention rate at 84.4%.

- Between the 2019-2020 and 2020-2021 school years, 3.7% of teachers moved from one Georgia public school district to a different Georgia public school district.
- On average, inter-district mobility rates for high-poverty districts were significantly higher than those for low-poverty districts.

Teacher and Leader Retirement

- Of teachers, leaders, and staff members in the Teacher Retirement System of Georgia (TRS), 74.1% were active members for 2020-2021. Of these active members, 45.8% were vested, meaning they have at least 10 years of service credit.
- Of active teachers, leaders and staff members 6.4% were eligible to receive full retirement benefits, and 4.7% were eligible for a reduced retirement benefit.

Table of Contents

Table of Figures

Table of Tables

Table of Abbreviations

CPI	Certified/Classified Personnel Information
CTAE	Career, Technical and Agricultural Education
FTE	Full-Time-Equivalent
EPP	Educator Preparation Program
GA-AWARDS	Georgia's Academic and Workforce Analysis and Research Data System
GaDOE	Georgia Department of Education
GaPSC	Georgia Professional Standards Commission
GOSA	Governor's Office of Student Achievement
Ph.D./Ed.D.	Doctor of Philosophy/Doctor of Education
RESA	Regional Education Service Agency
STEM	Science, Technology, Engineering and Math
TRS	Teacher's Retirement System of Georgia
QBE	Quality Basic Education

Introduction

The Georgia K-12 Teacher and Leader Workforce Report provides a comprehensive snapshot of Georgia's current educational workforce. In accordance with OCGA §20-14-27(a)(4), this report provides information relevant to a variety of audiences interested in the characteristics and patterns of Georgia's educational workforce. It incorporates data from multiple sources including Georgia's Academic and Workforce Analysis and Research Data System (GA-AWARDS), the Georgia Professional Standards Commission (GaPSC), the Georgia Department of Education (GaDOE), and the Teachers Retirement System of Georgia (TRS). This report analyzes the current state of the workforce as well as production, retention and retirement patterns for K-12 teachers and leaders during the 2020-2021 school year. The purpose of this report is to provide empirical information on the characteristics of Georgia's public education workforce. This report may discuss equity implications raised by the findings but does not propose policy solutions to these issues. However, the information in this report could be used to inform sustainability plans for schools and districts, recruitment needs for traditional and nontraditional educational preparation programs, and funding implications for educational stakeholders.

In December 2020, the Governor's Office of Student Achievement (GOSA) released an executive summary analyzing similar patterns for the 2019-2020 school year. GOSA also released an addendum to the report in June 2021 that provides a snapshot of teacher placement and retention. GOSA has revised the topics and methodology for the Georgia K-12 Teacher and Leader Workforce Report over time to better meet the needs of its educational stakeholders and partners. Because of these changes, previous reports may not be directly comparable to the calculations included here. For questions concerning comparability of reports from prior years, please contact GOSA's Policy and Research team.

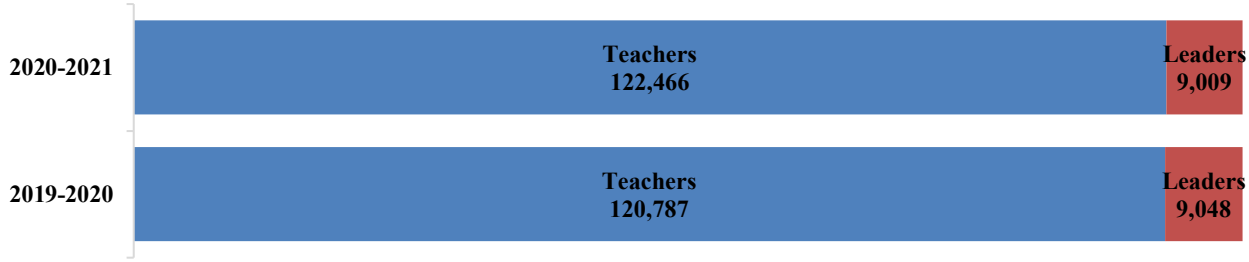
The K-12 Teacher and Leader Workforce Report focuses on two distinct groups of Georgia educators: teachers and school-level leaders. For both groups, discussion is provided regarding currently practicing educators, educators preparing to practice, and potential educators who are eligible for the workforce but who are not employed by a Georgia public school. For the purposes of this report, an educational leader serves for at least some portion of the day in one of the following positions: principal; PreK director; alternative school director; assistant principal; instructional supervisor; community school director or coordinator; or Career, Technical and Agricultural Education (CTAE) director.[1] If an educator is counted as a leader, he or she is not also counted as a teacher even though he or she may be in the classroom for some portion of the school day.

Current Status of the Workforce

Based on data from annual Certified/Classified Personnel Information (CPI) reports, the teacher workforce grew slightly between the 2019-2020 and 2020-2021 school years, while the leader workforce decreased slightly. During the 2020-2021 school year, Georgia's public education workforce consisted of 122,466 teachers and 9,009 school-level leaders, as shown in Figure 1 below. Compared to the previous school year, there were 1,679 more teachers and 39 fewer leaders in 2020-2021. During that same period, Georgia's public school student population decreased slightly from 1,769,621 to 1,729,966.[2]

[1] The annual CPI report classifies educators as teachers or leaders according to job code definitions.
[2] Student population data are based on GaDOE's Full-Time-Equivalent (FTE) reports for October 2019 and 2020.

Figure 1: Distribution of 2020-2021 Teachers and Leaders



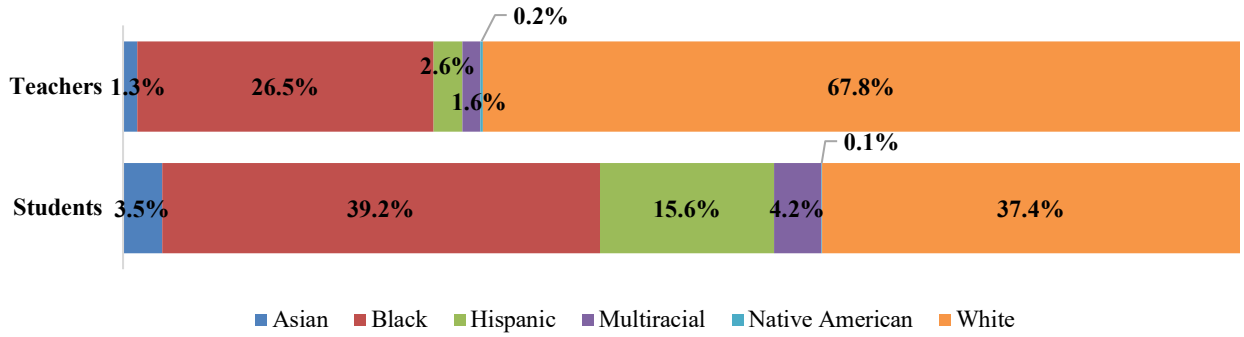
Source: CPI 2020-2021, CPI 2019-2020
Note. Teachers are those designated as PK-12 teachers. Leaders are those designated as administrators in a school for some portion of the school day.

Teacher Workforce Characteristics

Demographic Characteristics

Figure 2 below shows the races/ethnicities of the student and teacher populations of Georgia public schools for 2020-2021. The 2020-2021 teacher workforce is disproportionately White compared to the student population. Compared to the student population, Hispanic teachers are the most underrepresented in the workforce. There are six times as many Hispanic students as teachers. Asian teachers make up 1.3% of teachers, while Asian students make up 3.5% of the overall student population. To the extent that the benefits of racial/ethnic congruency extend to the relationship between teachers and students, this finding presents important equity implications, as Hispanic and Asian students are the fastest growing demographics in Georgia's overall public-school population.[3]

Figure 2: Race/Ethnicity of 2020-2021 Teachers and Students



Source: CPI 2020-2021 (Teachers), GOSA Enrollment by Subgroup Program 2020-2021 (Students)[4]
Note. Teacher percentages were calculated using the total teachers for which race/ethnicity was reported in the CPI report.

The 2020-2021 teacher workforce, as reported in the CPI data, was disproportionately female compared to the student population; 79.5% of the teacher workforce was female compared to 49% of the student population. This has been a consistent trend in Georgia's teacher population.

[3] Student race/ethnicity data can be found in the document "Enrollment by Subgroup Programs" on GOSA's Downloadable Data webpage.
[4] Enrollment by Subgroup Program data are available on GOSA's Downloadable Data webpage. This dataset is based on Full-Time-Equivalent (FTE) enrollment counts for school systems and schools disaggregated by subgroups.

Certificate Field

The Georgia Professional Standards Commission (GaPSC) requires teachers to be certified by field to be considered fully qualified to teach in a Georgia public school.[5] These fields typically include a content or specialty area and a grade band that signifies appropriate preparation for classroom practice. Certificate fields range in specificity based on the developmental level of children to be served and the scope of the content to be presented within a given field. For example, a teaching candidate who wishes to teach high school science might seek certification for grades 6-12 biology, but an elementary candidate would only require certification in early childhood instruction.

Georgia educators can also earn endorsements that signify additional teaching qualifications. Certificate fields differ from endorsements in that certificate fields are typically more specific and can be limited by content (as the example above demonstrates). Endorsements are typically intended to enhance primary certifications. For example, a teacher who holds a certificate in middle grades mathematics might also hold a gifted endorsement. In this case, the teacher would be qualified to provide instruction in both general and gifted segments of middle school mathematics. Table 1 below shows a list of currently valid certifications held by teachers during the 2020-2021 school year. This table includes the certificate types that GOSA has traditionally analyzed but is not exhaustive of the full range of certificate options.

Table 1: Certificate Fields and Endorsements of 2020-2021 Teachers

	Number of Teachers	% of Teachers
CTAE	7,873	6.4%
Early Childhood	64,380	52.6%
ESOL	19,876	16.2%
Foreign Language	3,662	3.0%
Gifted	37,173	30.4%
Middle	40,496	33.1%
PK-12 Fields	23,378	19.1%
Secondary Education	32,332	26.4%
Special Education	37,902	30.9%
STEM	54,633	44.6%

Source: GaPSC

Note. The total number of non-obsolete certificates is 832,545. Percentages are calculated using the total number of teachers reported in the CPI. Percentages exceed 100% as a teacher may concurrently hold multiple certificates, such as Middle Grades Math and Middle Grades Science in the field of Middle Grades.

The most common certificate field is Early Childhood, with 52.6% of teachers holding a valid Early Childhood certification, followed by STEM, with 44.6% of teachers holding a valid STEM (Science, Technology, Engineering and Math) certification. Foreign language is the least common of the presented certificate fields, with 3.0% of teachers holding a valid Foreign Language certification. CTAE (Career, Technical and Agricultural Education) is also a less common certificate field, with 6.4% of teachers holding a valid CTAE certification.

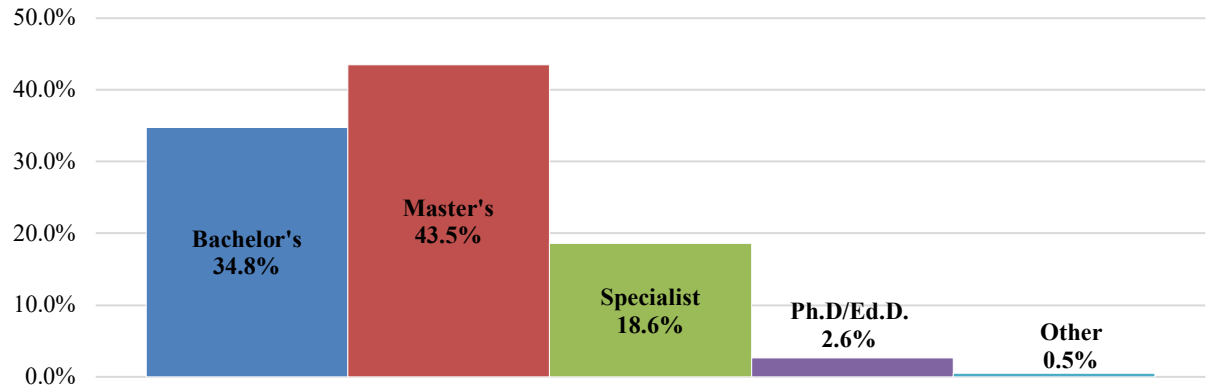
[5] For more information on GaPSC certification rules, see the Georgia Educator Certification Rule 505-2-.01. A full listing of certificate fields recognized by GaPSC can be found on the GaPSC website.

The total count of certificate holders by grade band does not show where specific content shortages may exist, and a deeper look at the distribution of middle and secondary certifications by content area would reveal potential shortages that may be impacting districts' ability to offer a full spectrum of courses.

In addition to certificate fields, teachers are also categorized by their degree level. Degree levels are determined by the highest degree an educator has earned in a field directly related to a certificate field. Degree levels are significant because they denote the level of preparation that a teacher has beyond the minimum requirements for a given field. Additionally, degree levels are directly tied to teacher salary on the Georgia State Salary Schedule; a higher degree level places a teacher at a higher base salary on the schedule. Moving from 1 degree level to the next typically equates to an increase of approximately $5,000 in a teacher's base salary.

Figure 3 below shows the distribution of degree levels for the 2020-2021 teacher workforce. During the 2020-2021 school year, 43.5% of teachers held a master's degree as their highest level of certification, a slight increase from 43.1% in the 2019-2020 school year. In the 2020-2021 school year, 34.8% of teachers held a bachelor's degree as their highest degree, a slight decrease from 35.7% in the 2019-2020 school year.

Figure 3: Degree Levels of 2020-2021 Teachers



Source: CPI 2020-2021
Note. Percentages are calculated using the total number of teachers for whom degree-level data were reported in the CPI.

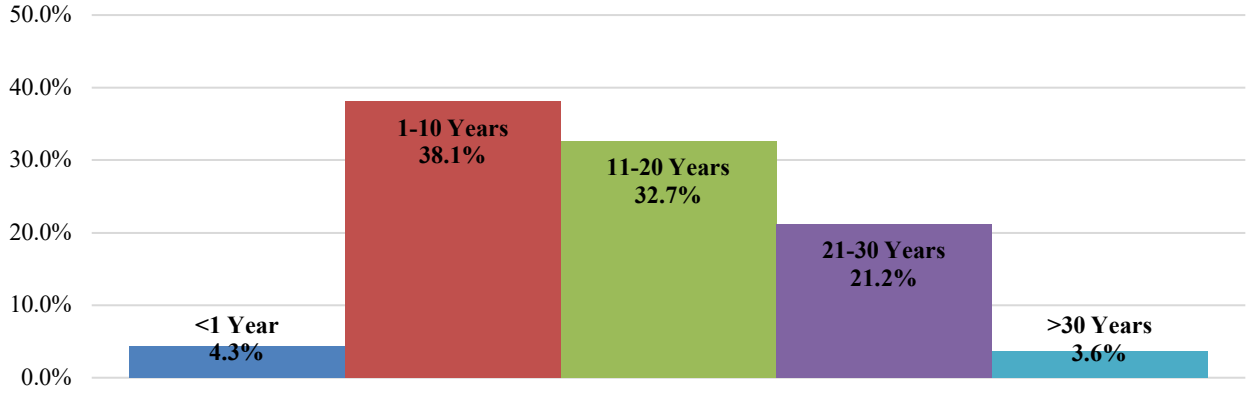
Experience Level

For the purposes of this report, years of experience is defined as the number of years a teacher has been employed in the Georgia public education workforce.[6] As shown in Figure 4 below, 42.4% of the 2019-2020 teacher workforce had 10 or fewer years of experience.

As with degree level, an educator's years of experience are directly related to the Georgia State Salary Schedule; as years of service increase, a teacher's base salary also increases. This trend continues until a teacher reaches 21 years of service. After 21 years, teachers do not receive additional salary step increases, which may explain the lower percentage of teachers with 21-30 years of experience (21.2%) and over 30 years of experience (3.6%). These patterns suggest that at the point at which no additional advances are available through the salary schedule, teachers begin to look for alternate means of advancement, and one potential avenue for this is to move into a leadership position.

[6] GaPSC provided GOSA with data on years of experience as defined by the number of years a person has been present in CPI since 1986, which is the earliest GaPSC can account for with CPI data. The data do not reflect years of experience that teachers may have acquired in other states.

Figure 4: Experience Levels of 2020-2021 Teachers



Source: CPI 2020-2021
Note. Percentages are calculated using the total number of teachers for whom experience level data were available.

There are also funding implications related to the training and experience of Georgia's teacher workforce. The combination of degree level and years of service determines a single educator's base salary, but the aggregation of these data determines the amount of funding a district receives from the state for training and experience. This factor is built directly into the Quality Basic Education (QBE) funding formula, so as the experience and degree levels of the workforce increase or decrease, so does the state's overall funding responsibility.[7]

District and School Analysis

This section provides an analysis of teacher workforce characteristics by school poverty level.[8] For the purposes of this report, high- and low-poverty schools are identified using the median school-level direct certification rate, which was 36.6% for 2020-2021. Schools below the median are considered low-poverty schools, and schools above the median are considered high-poverty schools. The aggregated teacher counts for all schools in each category were used to determine overall percentages for high-poverty schools and low-poverty schools. Then, a t-test of proportions was used to determine if the differences between high-poverty schools and low-poverty schools were statistically significant.

A statistically significant difference is one that cannot be attributed to random factors and suggests that there is a pattern in the difference shown. Although differences always exist among schools, those differences could be within the range typically expected between any schools. However, when a statistically significant difference exists between populations, those differences suggest larger patterns or trends.[9]

There are significant differences in the racial/ethnic demographics of teachers between high- and low-poverty schools. As shown in Table 2 and Figure 5 below, there are significantly more Black teachers in high-poverty schools on average than in low-poverty schools. Conversely, there are significantly more White teachers in low-poverty schools on average than in high-poverty schools. High-poverty schools had significantly fewer Asian teachers than low-poverty schools. Conversely, low-poverty schools had significantly more Hispanic and multiracial teachers on average. Figure 6 and Figure 7 below show the

[7] State funding for Georgia's public schools is based on a comprehensive funding formula prescribed in the Quality Basic Education Act of 1985.
[8] For more information on the use of direct certification as a measure of student poverty, see GOSA's Direct Certification webpage.
[9] For the purposes of this report, $p < 0.05$ for statistical significance.

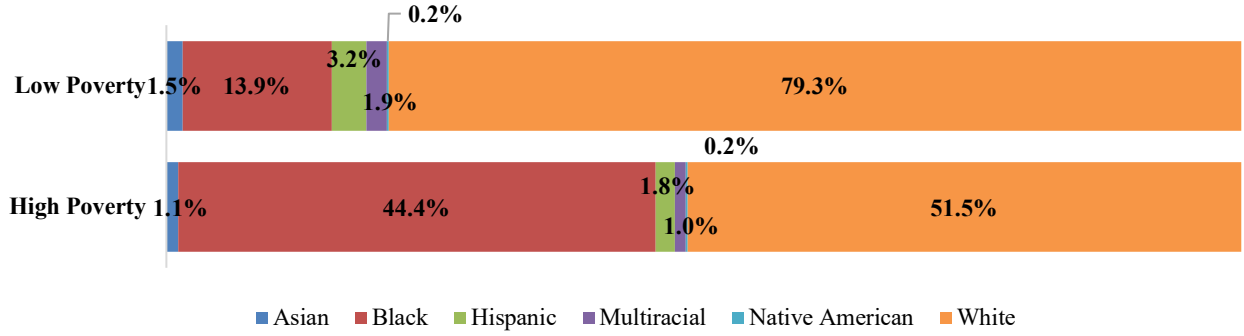
proportionality of the teacher workforce in low and high-poverty schools compared to the student population in those schools.

Table 2: T-Test Results of 2020-2021 Teacher Race/Ethnicity by School Poverty Level

Teacher Race/Ethnicity	**School Poverty Level**	**Mean (%)**	***P*-Value**
Asian	Low Poverty	1.5	0.00***
	High Poverty	1.0	
Black	Low Poverty	13.3	0.00***
	High Poverty	44.8	
Hispanic	Low Poverty	2.8	0.00***
	High Poverty	1.6	
Multiracial	Low Poverty	2.4	0.00***
	High Poverty	1.0	
White	Low Poverty	79.9	0.00***
	High Poverty	51.6	

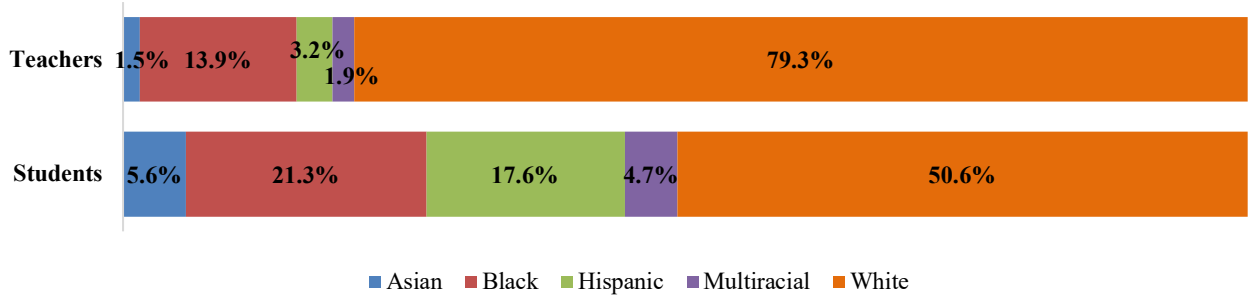
Source: CPI 2020-2021 (Teacher Race/Ethnicity), Direct Certification Data (Student Poverty Level)
Note. Poverty level is identified using the median percentage of direct certification rates. For low-poverty schools, n=1,143. For high-poverty schools, n=1,133.
*** denotes statistical significance at $\propto = 0.00$.

Figure 5: Race/Ethnicity of 2020-2021 Teachers in Low Versus High-Poverty Schools



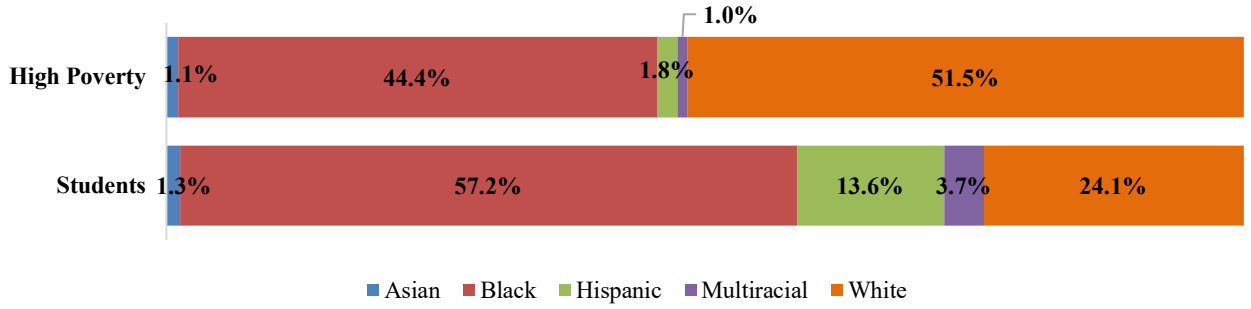
Source: CPI 2020-2021 (Teacher Race/Ethnicity), GOSA Direct Certification Data (Student Poverty Level)

Figure 6: Race/Ethnicity of 2020-2021 Students Versus Teachers in Low-Poverty Schools



Source: CPI 2020-2021 (Teacher Race/Ethnicity), GOSA Enrollment by Subgroup Programs (Student Race/Ethnicity), Direct Certification Data (Student Poverty Level)

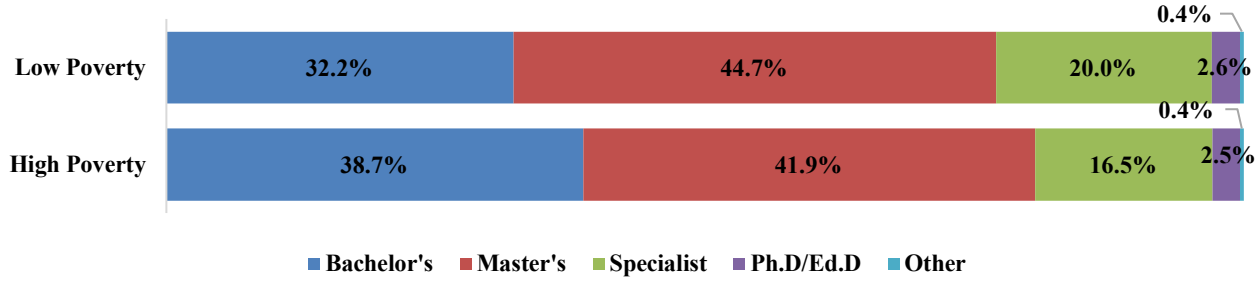
Figure 7: Race/Ethnicity of Students Versus Teachers in High-Poverty Schools



Source: CPI 2020-2021 (Teacher Race/Ethnicity), GOSA Enrollment by Subgroup Programs (Student Race/Ethnicity), Direct Certification Data (Student Poverty Level)

There are also significant average differences in teacher degree levels between high- and low-poverty schools. As shown in Figure 8 and Table 3 below, there are significantly more teachers with bachelor's degrees on average in high-poverty schools compared to low-poverty schools. There are significantly more teachers with master's and specialist degrees on average in low-poverty schools compared to high-poverty schools. Taken together, these statistics suggest that teachers with higher-level credentials are sorting into lower poverty schools. To the extent that credentials are indicative of teacher quality, this finding raises equity implications around students' access to highly qualified teachers.

Figure 8: Degree Levels of 2020-2021 Teachers in Low Versus High-Poverty Schools



Source: CPI 2020-2021 (Teacher Degree Levels), Direct Certification Data (Student Poverty Level)
Note. Percentages are calculated using the number of the teachers for whom degree-level data were available in schools for which poverty data were available.

Table 3: T-Test Results of 2020-2021 Teacher Degree Levels by School Poverty Level

Teacher Degree Level	School Poverty Level	Mean (%)	*P*-Value
Bachelor's	Low Poverty	32.8	0.00***
	High Poverty	39.3	
Master's	Low Poverty	44.3	0.00***
	High Poverty	41.5	
Specialist	Low Poverty	20.2	0.00***
	High Poverty	16.5	
Ph.D/Ed.D	Low Poverty	2.3	0.70
	High Poverty	2.4	
Other	Low Poverty	0.4	0.7
	High Poverty	0.3	

Source: CPI 2020-2021 (Teacher Degree Levels), Direct Certification Data (Student Poverty Level)
Note. Poverty level is identified using the median percentage of direct certification rates. For low-poverty schools, n=1,143. For high-poverty schools, n=1,133.
* denotes statistical significance at $\propto = 0.10$.
** denotes statistical significance at $\propto = 0.05$.
*** denotes statistical significance at $\propto = 0.00$.

There are also significant differences in the experience levels of teachers between high- and low-poverty schools. As shown in Figure 9 and Table 4 below, there are significantly more teachers with 10 or fewer years of experience on average in high-poverty schools compared to low-poverty schools. Conversely, there are significantly more teachers with 11 to 30 years of experience in low-poverty schools on average compared to high-poverty schools. Taken together, these statistics suggest that teachers with more years of experience are sorting into lower poverty schools. To the extent that years of experience is indicative of teacher quality, this finding raises equity implications around students' access to highly qualified teachers.

Figure 9: Experience Levels of 2020-2021 Teachers in Low versus High-Poverty Schools

Source: CPI 2020-2021 (Teacher Degree Levels), Direct Certification Data (Student Poverty Level)
Note. Percentages are calculated using the number of the teachers for whom experience level data were available in schools for which poverty data were available.

Table 4: T-Test Results of 2020-2021 Teacher Experience Levels by School Poverty Level

Teacher Experience Level	School Poverty Level	Mean (%)	*P*-Value
<1 Year	Low Poverty	3.6	0.00***
	High Poverty	5.5	
1-10 Years	Low Poverty	35.0	0.00***
	High Poverty	42.6	
11-20 Years	Low Poverty	35.0	0.00***
	High Poverty	28.8	
21-30 Years	Low Poverty	23.0	0.00***
	High Poverty	19.6	
>30 Years	Low Poverty	3.6	0.39
	High Poverty	3.8	

Source: CPI 2020-2021 (Teacher Experience Levels), Direct Certification Data (Student Poverty Level)
Note. Poverty level is identified using the median percentage of direct certification rates. For low-poverty schools, n=1,143. For high-poverty schools, n=1,133.
*** denotes statistical significance at $\propto = 0.00$.

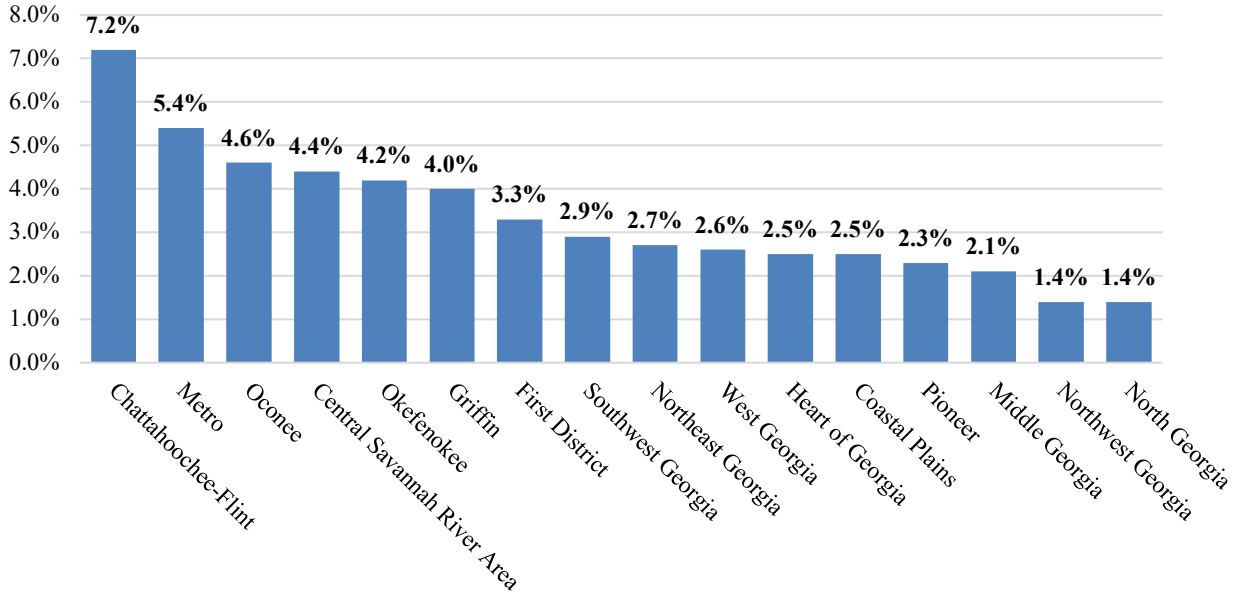
Distribution of Non-Certified Teachers

This section analyzes the distribution of non-certified teachers across the state. Each year, school districts are required to report the number of provisionally and otherwise certified staff in teaching positions. These designations usually indicate that the teacher in the classroom is not fully certified based on GaPSC guidelines to teach the courses to which he or she is assigned. This may include teachers who are experienced in a specific content area, but do not hold education qualifications. For example, a teacher who holds a bachelor's degree in biology may be employed to teach grades 6-12 biology but may not hold a degree in education. Therefore, there is wide variance in what classifies a teacher as non-certified.

During the 2020-2021 school year, 4,585 teachers in Georgia's public schools were identified as holding provisional or other certificate types.[10] Regionally, there is variation in the numbers of non-certified teachers hired by districts. GOSA examined the percentage of total non-certified teachers by Regional Education Service Agency (RESA) regions to determine regional variation in employment of non-certified teachers. As shown in Figure 10 below, Chattahoochee-Flint RESA had the highest rate of employment of non-certified teachers; 7.2% of teachers in Chattahoochee-Flint RESA hold provisional or other certificate types. North Georgia and Northwest Georgia RESA had the lowest rates of employment of non-certified teachers at 1.4% each.

[10] Some certificates designated as "other" may be for content areas requiring a non-education, professional degree and may not necessarily indicate a lack of qualification for teaching a course.

Figure 10: Distribution of Non-Certified Teachers by RESA Region



Source: CPI 2020-2021

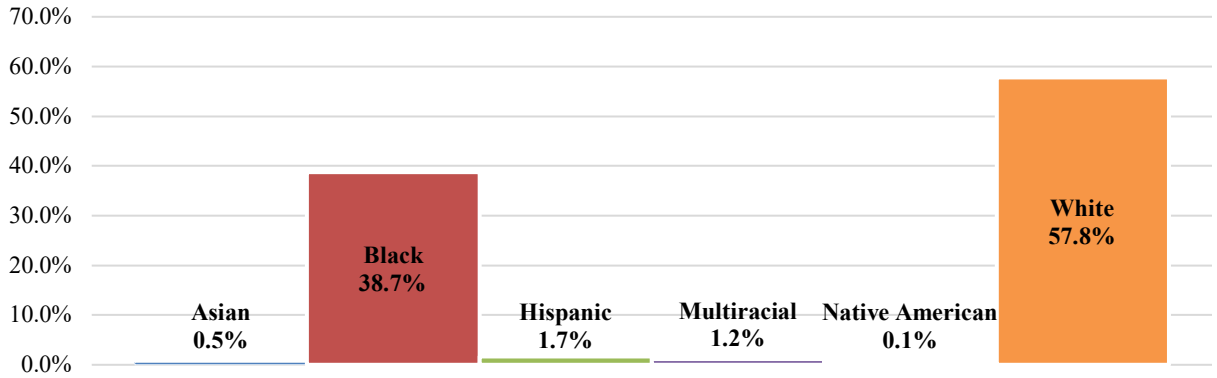
Leader Workforce Characteristics

For the purposes of this report, an educational leader is defined by role using annual CPI job code classifications. This categorization includes principals, Pre-K directors, alternative school directors, assistant principals, instructional supervisors, community school directors/coordinators, or CTAE directors. For the purposes of this report, if an employee served at least part of the day in a leadership role, they were counted as a leader.

Demographic Characteristics

The 2020-2021 distribution of Georgia's educational leader population by race/ethnicity is shown in Figure 11 below. The majority of the leader workforce is White at 57.8%; this is lower than the share of White teachers at 67.8%. The share of Black leaders at 38.7% is higher than the share of Black teachers at 26.5%. Hispanic leaders make up only 1.7% of leaders, while Hispanic students make up 15.6% of the overall student population. Asian leaders make up 0.5% of leaders, while Asian students make up 3.5% of the overall student population. To the extent that the benefits of racial/ethnic congruency extend to the relationship between leaders and students, this finding presents important equity implications, as Hispanic and Asian students are the fastest growing demographics in Georgia's overall public school population.

Figure 11: Race/Ethnicity of 2020-2021 Leaders



Source: CPI 2020-2021
Note. Percentages are calculated using the number of the leaders for whom race/ethnicity data were available in the CPI report.

Similar to the teacher workforce, the leader workforce, as reported in the CPI data, is disproportionately female compared to the student population. The 2020-2021 leader workforce was 67.4% female, compared to 49% of the student population and 79.5% of the teacher workforce. This disproportionality warrants further study given the high percentage of women in the teacher workforce and the demographic patterns that exist in the transition from teacher to leader near the 21st year of service.

Certificate Field

To serve in most leadership positions, an educator is required to hold certifications beyond those of a classroom teacher. Leadership certificate fields for Georgia educators include two tiers for school leaders.[11] A Tier I leadership certificate is required as an entry-level certification for leaders serving below the principal level in a school or as a district leader who does not supervise principals. A Tier II leadership certificate is considered an advanced leadership credential, and leaders with this designation can serve as a principal at the school level or in a position that supervises principals at the district level. As presented earlier, the total number of educational leaders during the 2020-2021 school year was 9,982.

In addition to their leadership certification, many leaders continue to hold certificates in teaching fields. These fields reveal the background from which school and district leaders come to these positions. An analysis of the teaching certificates held by leaders reveals that 79.5% of leaders hold a valid STEM certification, and 79.2% hold a valid Early Childhood certification. The larger relative number of leaders holding early childhood certificates is not surprising considering the relatively larger number of elementary schools in Georgia.[12] With each elementary school generally having at least one funded principal position, there would be a larger number of elementary leaders relative to leaders at other grade levels.

[11] The leadership certificates include educational leadership Tiers I and II and other certificates associated with the CPI job titles for leaders such as instructional supervision, director of CTAE, or director of special education. The remaining certificate fields are the same as those held by teachers. Educators in a charter system or Strategic Waivers School System (SWSS) may or may not be required to be certified depending on the terms of the charter or SWSS agreement.
[12] In the 2020-2021 school year, there were 1,328 elementary schools (PK-5), 480 middle schools (6-8), 484 high schools (9-12), and 14 K-12 schools (PK-12 or K-12). Source: https://oraapp.doe.k12.ga.us/ows-bin/owa/fte_pack_school_count.display_count

Table 5: Certificate Fields of 2020-2021 Leaders

	Number of Leaders	Percentage of Leaders
CTAE	1,255	13.9%
Early Childhood	7,134	79.2%
ESOL	1,725	19.1%
Foreign Language	300	3.3%
Gifted	4,320	48.0%
Middle	6,306	70.0%
PK-12 Fields	2,673	29.7%
Secondary Education	4,497	49.9%
Special Education	3,745	41.6%
STEM	7,164	79.5%

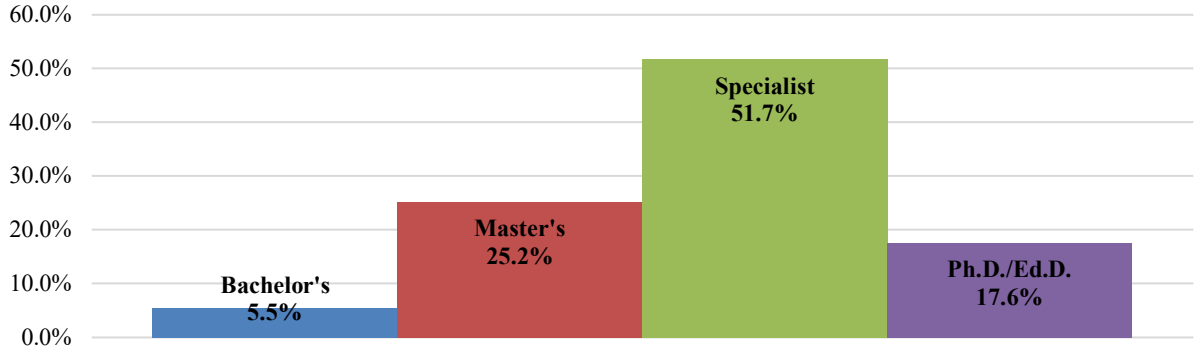
Source: GaPSC

Note. The total number of non-obsolete certificates is 111,941. Percentages are calculated using the total number of leaders reported in the CPI. Percentages exceed 100% as a leader may concurrently hold multiple certificates.

Although non-degree options are available for leader certification, Tier I or Tier II leadership certifications are most frequently linked to University Preparation Programs. Typically, a Tier I leadership certificate is obtained in conjunction with the completion of a master's degree, and Tier II with a specialist or doctoral degree.

Figure 12 below provides a breakdown of the distribution of highest degree attained by school leaders in 2020-2021. Over half of all leaders (51.7%) held an education specialist degree as their highest earned degree. Additionally, 17.6% of leaders held a doctoral degree (Ph.D. or Ed.D.) as their highest earned degree, and 25.2% of leaders held a master's degree as their highest earned degree.

Figure 12: Degree Levels of 2020-2021 Leaders



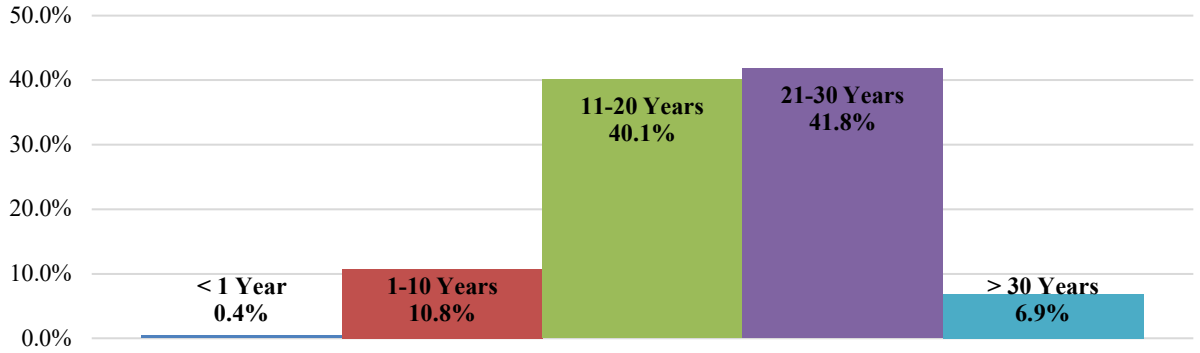
Source: CPI 2020-2021

Note. Percentages are calculated using the total number of the leaders for whom degree-level data were available in the CPI report.

Experience Level

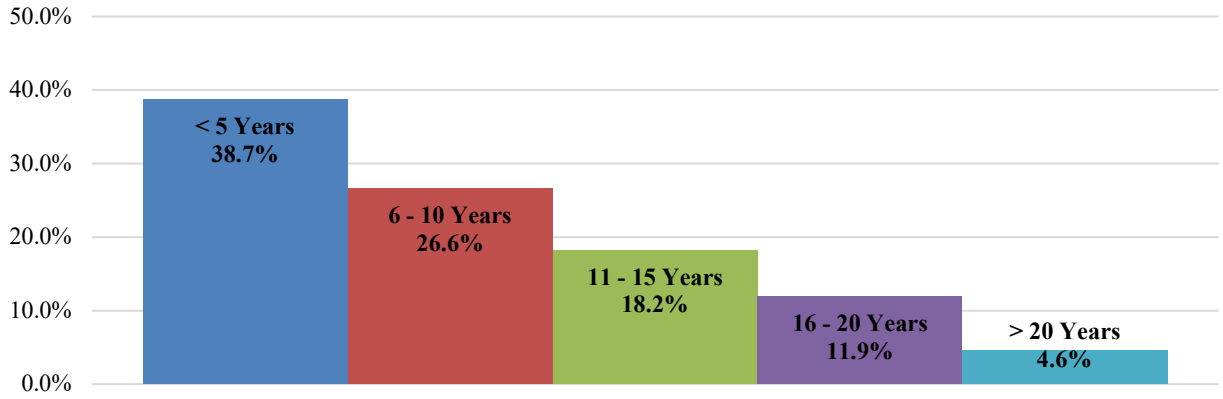
Figure 13 below displays the years of experience in Georgia public education for leaders. The largest share of leaders had between 21 and 30 years of experience (41.8%), and only 11.2% of leaders had 10 or fewer years of experience. However, when analyzing years of experience specifically as a leader, as shown in Figure 14 below, the patterns are different. Leaders with five or fewer years of experience comprised 38.7%, and 26.6% had between six and 10 years of experience as a leader.[13] Although leaders have more general experience working in Georgia public education, the majority of leaders have fewer than 10 years of experience serving as a leader. Future research concerning the transition from teacher to leader should be explored to better understand the teacher to leader pipeline.

Figure 13: Overall Experience Levels of 2020-2021 Leaders



Source: CPI 2020-2021
Note. Percentages are calculated using the total number of the leaders for whom experience level data were available in the CPI report.

Figure 14: Leader Experience Levels of 2020-2021 Leaders



Source: GaPSC
Note. Percentages are calculated using the total number of the leaders for whom demographic and certification field data were available in the GaPSC data.

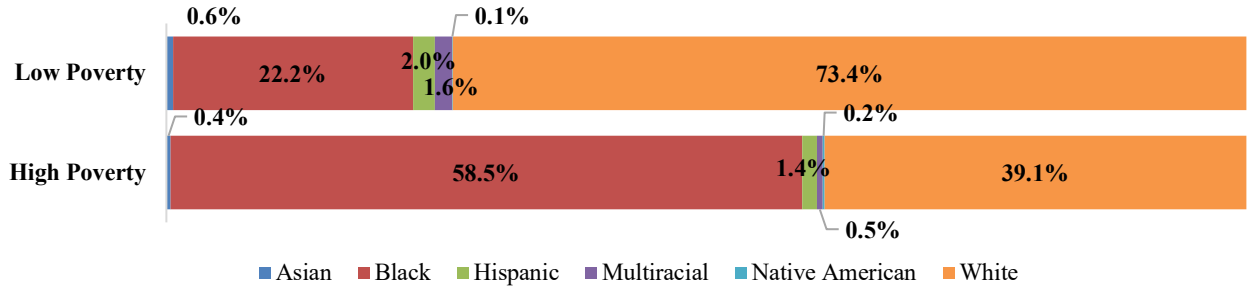
[13] To analyze years of experience as a leader, GOSA used data provided by GaPSC on the total number of years an employee served as a leader as defined by CPI job code. The data do not reflect years of experience that leaders may have acquired in another state.

District and School Analysis

This section provides an analysis of leader workforce characteristics by school poverty level. The aggregated leader counts for all schools in each category were used to determine overall percentages for high-poverty schools and low-poverty schools. Then, a t-test of proportions was used to determine if the differences between high-poverty and low-poverty schools were statistically significant.

There were statistically significant differences in the racial/ethnic demographics of leaders in high-poverty schools and low-poverty schools. As shown in Figure 15 and Table 6 below, high-poverty schools have significantly more Black leaders on average than low-poverty schools. Conversely, low-poverty schools have significantly more White leaders on average than high-poverty schools. Additionally, low-poverty schools have significantly more Asian, Hispanic, and multiracial leaders on average than high-poverty schools.

Figure 15: Race/Ethnicity of 2020-2021 Leaders in Low versus High-Poverty Schools



Source: CPI 2020-2021 (Leader Race/Ethnicity), Direct Certification Data (Student Poverty Level)
Note. Percentages are calculated using the number of the leaders for whom race/ethnicity data were available in schools for which poverty data were available.

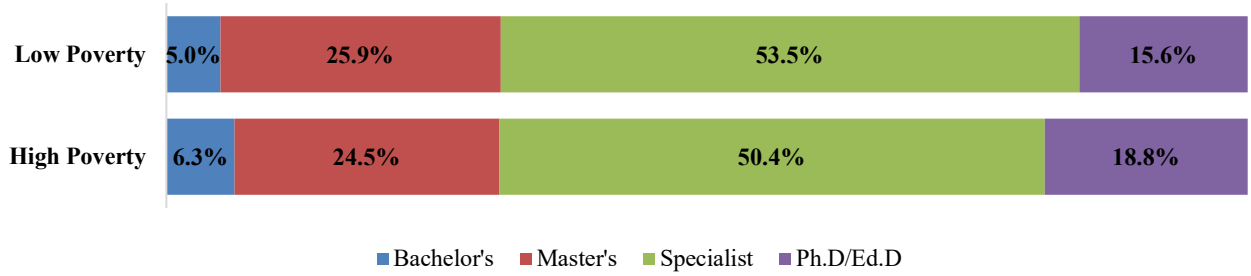
Table 6: T-Test Results of 2020-2021 Leader Race/Ethnicity by School Poverty Level

Leader Race/Ethnicity	**School Poverty Level**	**Mean (%)**	***P*-Value**
Asian	Low Poverty	0.5	0.01**
	High Poverty	0.2	
Black	Low Poverty	20.8	0.00***
	High Poverty	55.5	
Hispanic	Low Poverty	1.9	0.01**
	High Poverty	1.0	
Multiracial	Low Poverty	2.3	0.00***
	High Poverty	0.5	
White	Low Poverty	74.5	0.00***
	High Poverty	42.8	

Source: CPI 2020-2021 (Leader Race/Ethnicity), Direct Certification Data (Student Poverty Level)
Note. Poverty level is identified using the median percentage of direct certification rates. For low-poverty schools, n=1,141. For high-poverty schools, n=1,132.
** denotes statistical significance at $\propto = 0.05$.
*** denotes statistical significance at $\propto = 0.00$.

The comparison of degree levels for leaders in high-poverty schools and low-poverty schools revealed different patterns than the teacher workforce comparison, as shown in Figure 16 below. Low-poverty schools have significantly more leaders with master's and specialist degrees on average than high-poverty schools. Conversely, there are significantly more leaders with Ph.D./Ed.D. in high-poverty schools on average than in low-poverty schools.

Figure 16: Degree Levels of 2020-2021 Leaders in Low versus High-Poverty Schools



Source: CPI 2020-2021 (Leader Degree Level), Direct Certification Data (Student Poverty Level)
Note. Percentages are calculated using the number of the leaders for whom degree level data were available in schools for which poverty data were available.

Table 7: T-Test Results of 2020-2021 Leader Degree Levels by School Poverty Level

Leader Degree Level	**School Poverty Level**	**Mean (%)**	***P*-Value**
Bachelor's	Low Poverty	2.6	0.82
	High Poverty	2.6	
Master's	Low Poverty	21.5	0.02**
	High Poverty	19.2	
Specialist	Low Poverty	59.5	0.05**
	High Poverty	56.9	
Ph.D/Ed.D	Low Poverty	16.4	0.00***
	High Poverty	21.1	
Other	Low Poverty	0.0	0.34
	High Poverty	0.1	

Source: CPI 2020-2021 (Leader Degree Levels), Direct Certification Data (Student Poverty Level)
Note. Poverty level is identified using the median percentage of direct certification rates. For low-poverty schools, n=1,138. For high-poverty schools, n=1,135.
** denotes statistical significance at $\propto = 0.05$.
*** denotes statistical significance at $\propto = 0.00$.

Comparison of Current Workforce to All Certificate Holders

Not all individuals holding a valid certificate were employed during the 2020-2021 school year. The following section presents analysis of all valid certificate holders who were eligible to be a teacher or leader during the 2020-2021 school year, regardless of their employment. GOSA defined all current certificate holders for the 2020-2021 school year as anyone with a valid certificate between July 1, 2020, and June 30,

2021. As such, there were 150,150 individuals holding valid teaching certificates and 20,119 individuals holding valid leader certificates during the 2020-2021 school year.[14]

Table 8 below presents certification fields commonly held by valid certificate holders eligible to teach or lead during the 2020-2021 school year. Of those eligible to teach, 43.1% held a valid Early Childhood certification and 29.6% hold a valid STEM certification. Of those eligible to lead, 50.0% hold a valid STEM certification and 38.6% hold a valid Middle certification.

Table 8: Percentage of Valid Certificate Holders by Field

	% Eligible to Teach	% Eligible to Lead
CTAE	4.8%	6.7%
Early Childhood	43.1%	38.6%
ESOL	13.2%	11.2%
Foreign Language	2.3%	1.6%
Gifted	24.7%	26.5%
Middle	27.0%	36.2%
Pk-12 Fields	15.5%	15.7%
Secondary Education	25.2%	26.1%
Special Education	6.4%	23.5%
STEM	29.6%	50.0%

Source: GaPSC
Note. Percentages are calculated using the total number of teachers or leaders holding a non-obsolete certificate.

New Teacher Characteristics

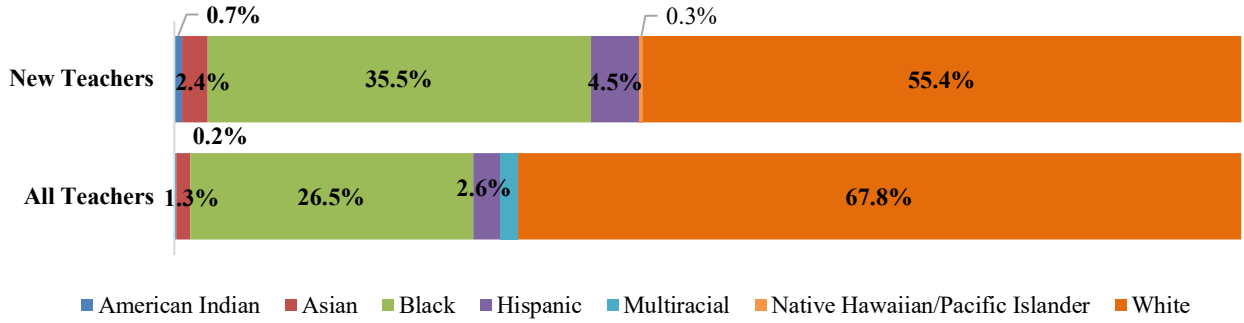
During the 2020-2021 school year, 5,034 teachers were new hires to the teacher workforce, which represented 4.1% of the entire teacher workforce.[15] This was 1,199 fewer new teachers than the 2019-2020 school year, when new teachers made up 5.6% of the teacher workforce. The data show that 1,509 teachers from the 2019-2020 school year did not return to the teacher workforce for the 2020-2021 school year. In other words, the number of new teachers for the 2020-2021 school year is approximately three times the number of teachers who did not return to the teacher workforce.

Demographic Characteristics

The new teacher workforce showed different demographic patterns from the overall teacher population. As shown in Figure 17 below, White teachers represent a smaller share of new teachers than the overall teacher workforce, while Black, Hispanic, and Asian teachers represent a larger share of new teachers than teachers overall. The new teacher workforce for 2020-2021 is more aligned with the demographics of the student population than the overall teacher workforce. This finding is similar to the 2019-2020 data, and if this trend continues, the demographic composition of Georgia's teacher workforce will become increasingly similar to that of its student population.

[14] The total number of valid certificate holders includes those with certificates in fields that do not necessarily correspond specifically to a teacher or leader job code definition (e.g., service personnel).
[15] New teacher hires were defined as teachers whose initial year present in CPI data was 2020 or 2021.

Figure 17: Race/Ethnicity of 2020-2021 New Teachers



Source: GaPSC (New Teachers), CPI 2020-2021 (All Teachers)
Note. Percentages are calculated using the total number of new teachers.

The gender breakdown of new teachers, as reported in GaPSC data, is also different from the gender breakdown of the overall teacher workforce. While 79.5% of the overall teacher workforce is female, 69.8% of new teachers are female. This shows a greater share of male teachers in the new teacher workforce at 28.2% than in the overall teacher workforce.

Of new teachers for the 2020-2021 school year, 25.1% were prepared out of state, compared to 19.7% for the overall teacher workforce. This shows an increase of 5.4 percentage points compared to the 2019-2020 school year, when 19.7% of new teachers were prepared out of state.

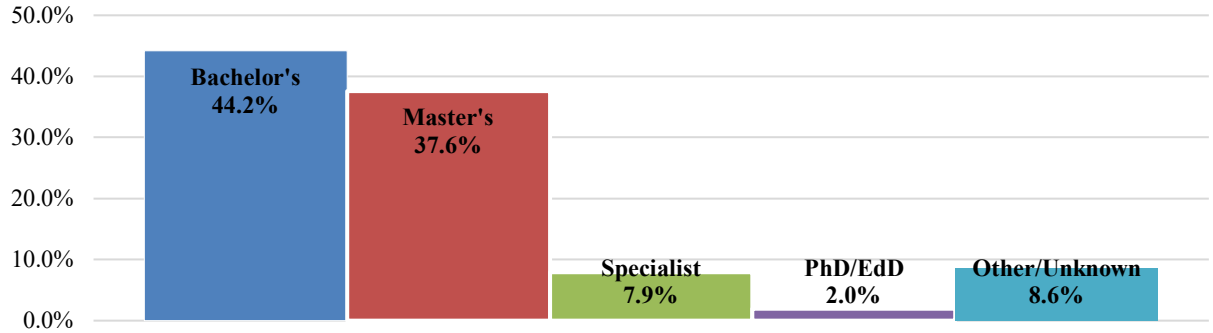
Certificate Fields
Table 9 below shows the certificate fields of the overall teacher workforce compared with new teachers for 2020-2021. The new teacher workforce shows a higher percentage of teachers with certifications in Middle and Secondary Education and a lower percentage of teachers with an Early Childhood certification. As shown in Figure 18 below, 44.2% of new teachers held a bachelor's degree as their highest earned degree, compared to 34.8% of the overall teacher workforce.

Table 9: Certificate Fields of 2020-2021 New Teachers

	% New Teachers	% All Teachers
CTAE	4.6%	6.4%
Early Childhood	17.1%	52.5%
ESOL	7.8%	16.2%
Foreign Language	3.4%	3.0%
Gifted	16.2%	30.3%
Middle	44.8%	33.0%
Pk-12 Fields	13.3%	19.1%
Secondary Education	29.8%	26.4%
Special Education	18.8%	30.9%
STEM	41.7%	44.5%

Source: GaPSC (New Teachers), CPI (All Teachers)
Note. Percentages are calculated using the total number of new teachers as reported in the GaPSC data or the total number of teachers reported in the CPI.

Figure 18: Degree Levels of 2020-2021 New Teachers



Source: GaPSC
Note. Percentages are calculated using the total number of new teachers as reported in the GaPSC data.

New Leader Characteristics

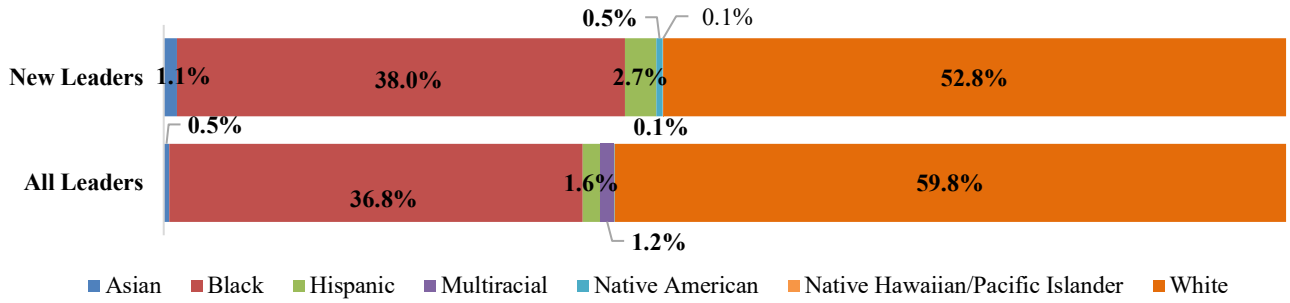
During the 2020-2021 school year, 2,107 leaders were new leader hires or educators serving as leaders for the first time, representing 21.1% of the entire leader workforce.[16] This finding reveals that almost a quarter of Georgia's school leaders were in their first year of practice as a leader. Training and support of this group will be critical, particularly in chronically low performing schools and districts, if Georgia is to continue to see improved outcomes for students across Georgia.[17]

[16] New leader hires were defined as leaders whose initial year in CPI data as a leader was 2020 or 2021.
[17] For more information on the correlation between leader preparation and student outcomes, see Grissom (2021) et al.'s "How Principals Affect Students and Schools."

Demographic Characteristics

Figure 19 below shows the races/ethnicities of new leaders for 2020-2021. Compared to the entire leader workforce, White leaders comprised a slightly smaller portion of the new leader workforce, while American Indian, Asian, Black, and Hispanic leaders all made up slightly larger shares. A greater proportion of new leaders identify as female compared to the overall leader workforce; 74.9% of new leaders identify as female compared to 68.2% of the overall leader workforce.

Figure 19: Races/Ethnicity of 2020-2021 New Leaders



Source: GaPSC (New Leaders), CPI 2020-2021 (All Leaders)
Note. Percentages are calculated using the total number of new leaders as reported in the GaPSC data or the total number of leaders reported in the CPI. Data for Multiracial were not available for new leaders, while data for Native Hawaiian/Pacific Islander were not available for all leaders.

Certificate Fields

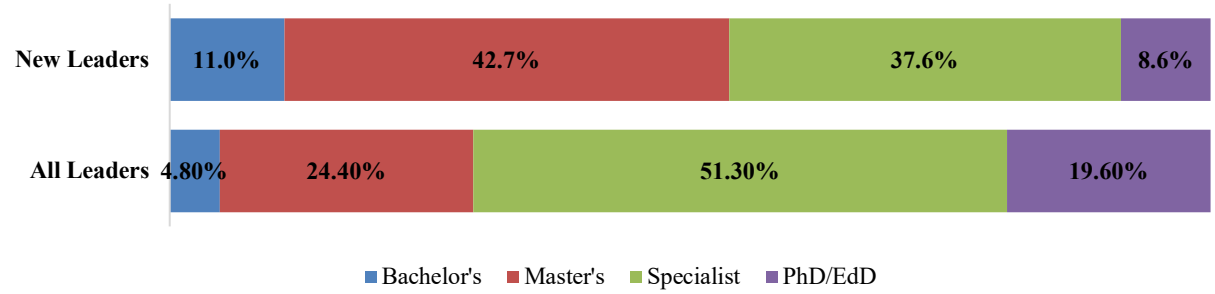
Slightly more than half (53.7%) of new leaders held a leadership certificate. The overall leader workforce data suggest that the majority of school leaders obtain their leadership certificate while they are employed as a school leader. This finding means that at the time that they start their first leadership position, many leaders do not hold a Tier I or Tier II certification. In general, a smaller percentage of the new leader workforce held certifications in each area than the overall leader workforce, as shown in Table below.

Table 10: Certificate Fields of 2020-2021 New Leaders

	% New Leaders	% All Leaders
CTAE	6.1%	12.6%
Early Childhood	40.7%	71.5%
ESOL	12.9%	17.3%
Foreign Language	1.6%	3.0%
Gifted	27.2%	43.3%
Middle	29.8%	63.2%
PK-12 Fields	14.1%	26.8%
Secondary Education	24.0%	45.1%
Special Education	24.1%	37.5%
STEM	37.9%	71.8%

Source: GaPSC
Note. Percentages are calculated using the total number of new leaders as reported in the GaPSC data or the total number of leaders reported in the CPI.

Figure 20: Degree Levels of 2020-2021 New Leaders



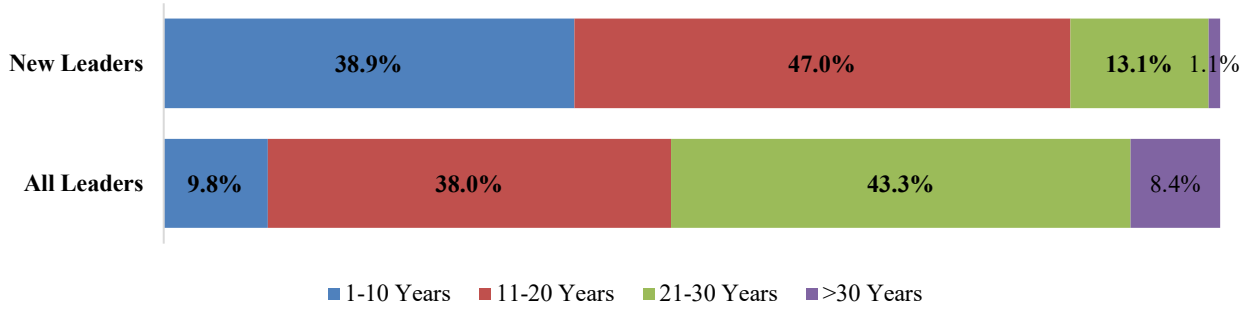
Source: GaPSC (New Leaders), CPI 2020-2021 (All Leaders)
Note. Percentages are calculated using the total number of new leaders as reported in the GaPSC data or the total number of leaders for whom degree-level data were available in the CPI report.

As shown in
Figure 20 above, a greater portion of the new leader workforce held a master's degree as their highest degree earned when compared to the overall leader workforce; 42.7% of new leaders held a master's degree, while 24.4% of overall leaders held a master's degree. Conversely, smaller portions of new leaders held specialist or doctoral degrees as their highest degree earned when compared to the overall leader workforce.

Experience Level

When compared to the experience levels of the overall leader workforce, new leaders typically have fewer years of experience in Georgia public education. As shown in Figure 21 below, 38.9% of new leaders have 10 or fewer years of experience, compared to 9.8% of overall leaders. Conversely, 14.2% of new leaders have over 20 years of experience, compared to 51.7% of overall leaders.

Figure 21: Overall Experience Levels of 2020-2021 New Leaders



Source: GaPSC (New Leaders), CPI 2020-2021 (All Leaders)
Note. Percentages are calculated using the total number of new leaders as reported in the GaPSC data or the total number of leaders for whom experience level data were available in the CPI report.

Teacher and Leader Production

This section of the report examines employment patterns for the 2020-2021 school year of those who recently completed or were still enrolled in teacher and leader preparation programs. Data used for this section come from GaPSC educator preparation program (EPP) participants.

Georgia has two types of EPPs available to teacher candidates: traditional and nontraditional. Traditional EPPs are typically offered through colleges of education. These teaching candidate programs are considered traditional because they represent the most common way that teachers have historically been trained as educators.

Nontraditional preparation programs offer an avenue for preparation that does not require a degree in an education field. Frequently, teacher candidates in these programs are career-changers who already hold a bachelor's degree in a related content field. For example, someone who holds a bachelor's degree in biology and is interested in teaching grades 6-12 biology would be a candidate for a nontraditional EPP. Participation in a nontraditional EPP would allow the candidate to earn a teaching certificate in grades 6-12 biology without having to complete a second bachelor's degree in education.

Employment Patterns of Teacher and Leader Candidates and Graduates

Table below shows employment rates for teacher candidates and completers from traditional EPPs. For those still enrolled in an EPP during the 2020-2021 school year, 53.0% were employed in a Georgia public school during the 2020-2021 school year.[18] This report considers candidates and completers to be employed if they are present in the CPI data with an initial CPI year. For those who completed a traditional EPP within the year leading up the 2020-2021 school year (from Sept. 1, 2019, through Aug. 31, 2020), 80.5% were employed during the 2020-2021 school year.[19]

Historic patterns in completion rates and initial CPI occurrences suggest that there is typically a lag of one to three years between an individual's completion of an EPP and entry into the Georgia public school teacher workforce. Reasons for this lag may include EPP graduates entering advanced degree programs, seeking out-of-state employment, or seeking employment in Georgia private schools. This lag may also be associated with hiring schedules, with many programs ending after districts have already completed their hiring process for the upcoming school year.[20]

Table 11: Employment Status of Traditional Preparation Program Teacher Candidates

	Number of Teaching Candidates	Number Present in CPI in 2020-2021	% Present in CPI in 2020-2021
2020-2021 Still Enrolled	32,372	17,164	53.0%
2019-2020 Completers	3,778	3,040	80.5%

Source: GaPSC

Note. GaPSC classified programs into teaching, leadership, or service programs in the participant data. GOSA used the teaching program indicator to identify EPP teaching candidates. A candidate is considered to be present in the CPI if they have an initial CPI year in the GaPSC demographic data. Completers are defined as those who have a program completion between 09/01/2019 and 08/31/2020.

Table 12 below shows employment rates for teacher candidates and completers from nontraditional EPPs. For those still enrolled in an EPP during the 2020-2021 school year, 95.7% were employed in a Georgia public school during the 2020-2021 school year. For those who completed a nontraditional EPP within the year leading up the 2020-2021 school year (from Sept. 1, 2019, through Aug. 31, 2020), 99.4% were employed during the 2020-2021 school year. Candidates in nontraditional EPPs are often already employed

[18] Because of the way that CPI data is collected and reported, the type of certified role candidates held cannot be verified.

[19] These dates reflect the Title II calendar used by higher education institutions.

[20] For more discussion on this topic and longitudinal trends see GOSA's *2020 Workforce Retention Addendum*.

during their teacher preparation, and as such, may continue in their existing roles upon completion. Considering that the initial placement percentages are higher for non-traditionally prepared teacher candidates, the retention patterns between traditional and nontraditional programs may provide additional insight into the teacher workforce.[21]

Table 12: Employment Status of Nontraditional Preparation Program Teacher Candidates

	Number of Teaching Candidates	Number Present in CPI in 2020-2021	% Present in CPI in 2020-2021
2020-2021 Still Enrolled	6,403	6,129	95.7%
2019-2020 Completers	727	723	99.4%

Source: GaPSC
Note. GaPSC classified programs into teaching, leadership, or service programs in the participant data. GOSA used the teaching program indicator to identify EPP teaching candidates. A candidate is considered to be present in the CPI if they have an initial CPI year in the GaPSC demographic data. Completers are defined as those who have a program completion between 09/01/2019 and 08/31/2020.

Table 13 below shows employment rates for leader candidates and completers from traditional EPPs. For those still enrolled in an EPP during the 2020-2021 school year, 43.7% were employed as a leader in a Georgia public school during the 2020-2021 school year.[22] For those who completed a traditional EPP within the year leading up the 2020-2021 school year (from Sept. 1, 2019, through Aug. 31, 2020), 46.0% were employed as a leader during the 2020-2021 school year.

Table 13: Employment Status of Traditional Educator Preparation Program Leader Candidates

	Number of Leadership Candidates	Number Employed as Leaders in 2020-2021	% Employed as Leaders in 2020-2021
2020-2021 Still Enrolled	6,570	2,872	43.7%
2019-2020 Completers	868	399	46.0%

Source: GaPSC
Note. GaPSC classified programs into teaching, leadership, or service programs in the participant data. GOSA used the leadership program indicator to identify EPP teaching candidates. A candidate is considered to be employed if they have an initial CPI year as a leader in the GaPSC demographic data. Completers are defined as those who have a program completion between 09/01/2019 and 08/31/2020.

Table 14 below shows employment rates for leader candidates and completers from nontraditional EPPs. For those still enrolled in an EPP during the 2020-2021 school year, 62.8% were employed as a leader in a Georgia public school during the 2020-2021 school year.[23] For those who completed a nontraditional EPP within the year leading up the 2020-2021 school year (from Sept. 1, 2019, through Aug. 31, 2020), 73.6% were employed as a leader during the 2020-2021 school year.

[21] For more analysis of the relationship between teacher preparation and retention, see GOSA's 2020 Workforce Retention Addendum
[22] Leader candidates and completers are considered to be employed as a leader if they have an initial CPI year as a leader in the CPI data. The initial CPI year as a leader includes all leader job codes present in the CPI, so these employees can be verified to have specifically held a leadership role.
[23] Leader candidates and completers are considered to be employed as a leader if they have an initial CPI year as a leader in the CPI data. The initial CPI year as a leader includes all leader job codes present in the CPI, so these employees can be verified to have specifically held a leadership role.

Table 14: Employment Status of Nontraditional Educator Preparation Program Leader Candidates

	Number of Leadership Candidates	Number Employed as Leaders in 2020-2021	% Employed as Leaders in 2020-2021
2020-2021 Still Enrolled	519	326	62.8%
2019-2020 Completers	91	67	73.6%

Source: GaPSC

Note. GaPSC classified programs into teaching, leadership, or service programs in the participant data. GOSA used the leadership program indicator to identify EPP teaching candidates. A candidate is considered to be employed if they have an initial CPI year as a leader in the GaPSC demographic data. Completers are defined as those who have a program completion between 09/01/2019 and 08/31/2020.

Teacher Mobility & Retention

This portion of the report analyzes patterns in teacher retention and mobility across school districts. The following analysis looks at teacher mobility across school districts (inter-district mobility). Inter-district mobility is defined as whether a teacher or leader changed school districts from the 2019-2020 school year to the 2020-2021 school year. Intra-district mobility, the movement of teachers and leaders within a district, is not examined in this report because of the variability of policies and procedures regarding staff placement among districts.

Teacher Retention

Teacher retention patterns are important for assessing the stability of the educator workforce in Georgia. This section analyzes teacher retention between the 2019-2020 and 2020-2021 school years. Teachers were considered retained if they were present in the data as a teacher in a Georgia public school in both October 2019 and October 2020; this metric is analyzed at the state, district and school levels. Data are only available for Georgia public schools; therefore, a teacher who moves to a private school is not considered retained even though they may still be working as a teacher in the state.

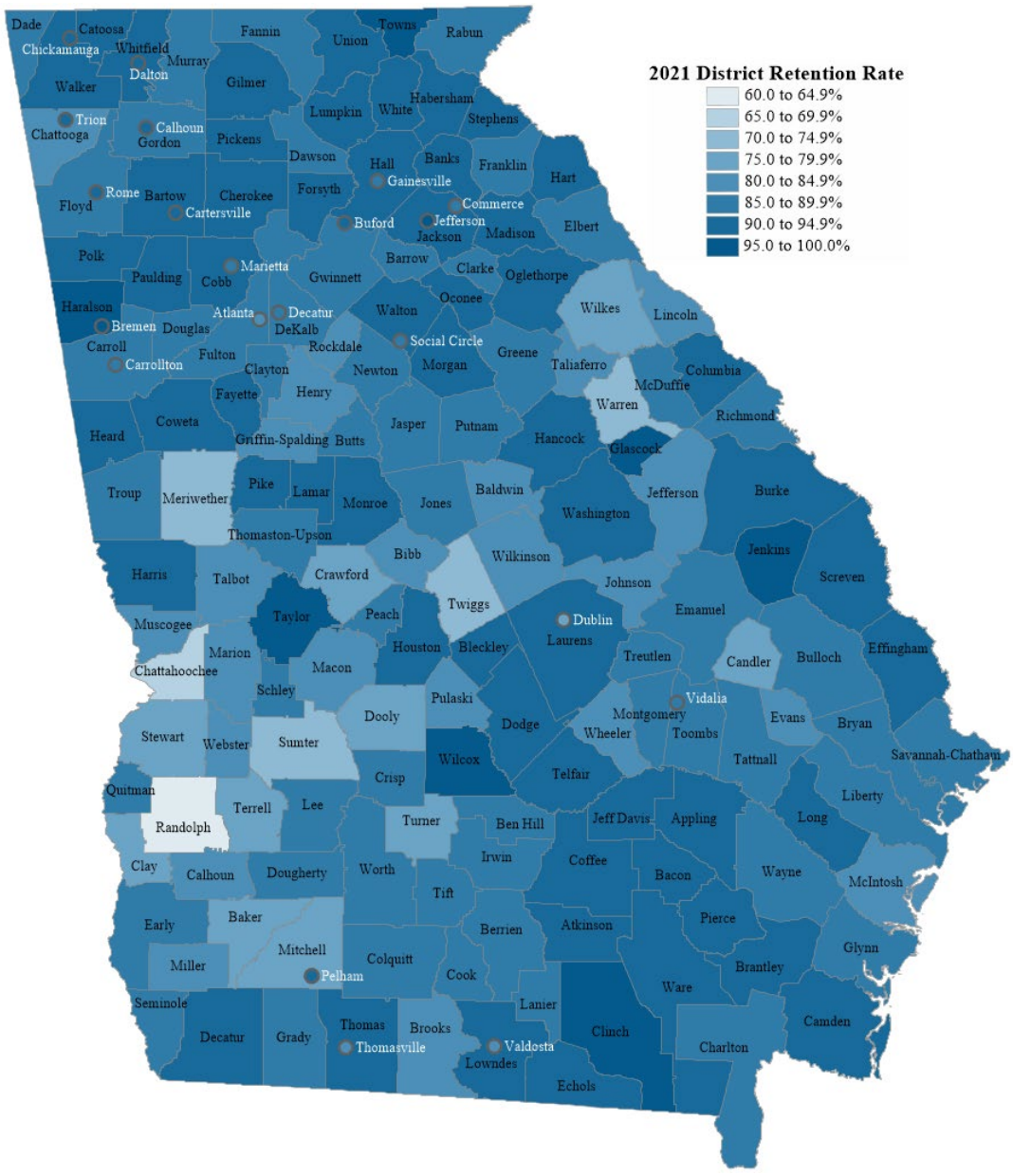
Of the 118,295 teachers present for GaDOE's October 2019 Full-Time-Equivalent (FTE) count, 108,766 were present in the October 2020 FTE count. Therefore, between the 2019-2020 and 2020-2021 school years, 91.9% of teachers were retained as a teacher in a Georgia public school. This state-level retention rate shows an increase of 1.1 percentage points from the previous year.

To analyze retention patterns in high-poverty schools and low-poverty schools, GOSA averaged the retention rates for high-poverty schools and low-poverty schools for comparison. The average retention rate in high-poverty schools was 81.7%, and the average retention rate in low-poverty schools was 82.5%. Analysis of this difference showed that it was not statistically significant.

Figure 22 below displays a map of district retention rates between the 2019-2020 and 2020-2021 school years (for a full list of district-level retention rates, see

Appendix A: 2021 District-Level Teacher Retention Rates).[24] Southwest Georgia demonstrates the most variation in retention rates compared to other regions of the state. Glascock County had the highest retention rate with 100% retention. Randolph County had a retention rate of 61.7%, which was the lowest teacher retention rate in the state. Future research should explore the extent to which retention patterns are associated with other factors such as district size and geography.

Figure 22: 2021 District-Level Teacher Retention Map



Source: GaDOE
Note. County districts are labeled in black, and city districts are labeled in white.

[24] State charter schools, while considered individual school districts, were treated as school-level data and were not included in the district analysis.

Table 15 below shows the retention rate for common content areas between the 2019-2020 and 2020-2021 school years. Of the content areas shown, English Language Arts had the highest retention at 84.4%, and World Language had the lowest at 77.3%.

Table 15: 2021 Teacher Retention Rate by Content Area

	2021 Teacher Retention Rate
CTAE	80.1%
English Language Arts	84.4%
Fine Arts	81.3%
Health/Physical Education	79.4%
Mathematics	84.3%
Science	81.7%
Social Studies	81.1%
World Language	77.3%

Source: GaDOE

GOSA also analyzed the number of teachers who moved to a non-teaching role in their district or state charter school between the 2019-2020 and 2020-2021 school years.[25] Of total teachers in the state, 1.1% (1,339) moved to a non-teaching role.

Inter-District Mobility

The overall 2020-2021 teacher inter-district mobility rate in Georgia was 3.7%. This means that 4,260 teachers who were employed in a Georgia public school system in 2019-2020 accepted positions in a different Georgia public school system in 2020-2021.[26] This mobility rate is determined by examining the number of teachers employed in 2019-2020 who were employed in a different district in 2020-2021.[27] This mobility rate is calculated differently from previous reports. Some prior reports used termination code data reported by districts to calculate mobility, but districts may not always be informed of a teacher's employment plans upon resignation; therefore, termination codes may not always accurately reflect whether a teacher has accepted a position in another district.

Figure 23 on the following page displays a map of teacher inter-district mobility rates for each school district in Georgia (for a full list of district-level retention rates, see Appendix B: 2021 Inter-District Teacher Mobility Rates). Of the 180 school districts in the state, five had no inter-district mobility between the 2019-2020 and 2020-2021 school years, including Chickamauga City, Glascock County, Taliaferro County, Towns County and Wilcox County. Twelve districts had mobility rates of 10.0% or greater, with Randolph County presenting the highest mobility rate of 29.8%.

GOSA compared the average mobility rates of high- and low-poverty districts. The average mobility rate in high-poverty districts, those with poverty rates above the median level, was 6.0%, and the average mobility rate in low-poverty districts was 3.3%. Analysis showed that this difference was statistically significant.

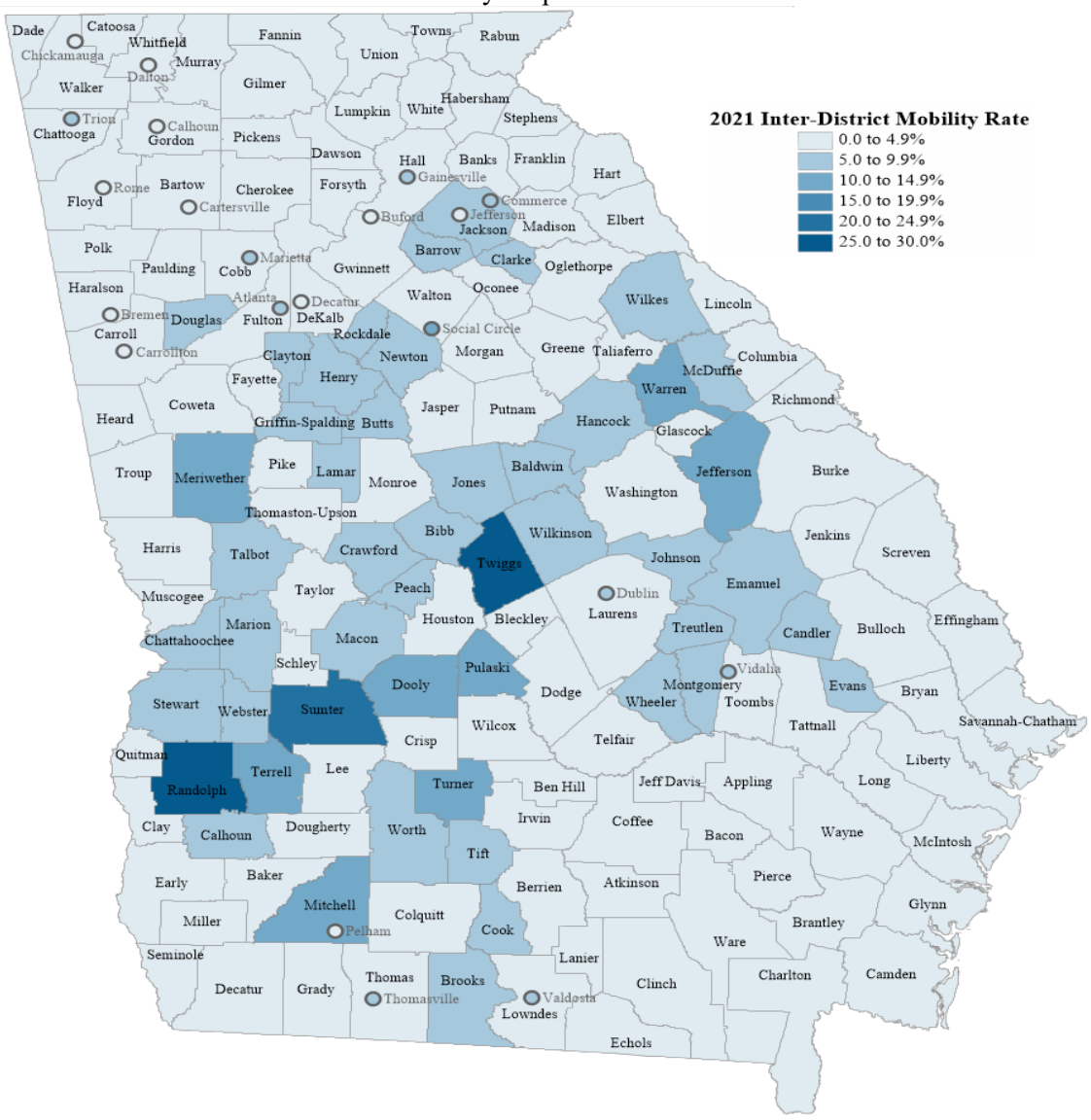
[25] A non-teaching role is defined as no longer having a job code from 80 to 199 in CPI data.
[26] State charter schools, while considered individual school districts, were treated as school-level data and were not included in the district analysis.
[27] Teachers were defined as having a job code from 80 to 199 in CPI data.

Table 16: T-Test Results of 2020-2021 Inter-District Teacher Mobility by School Poverty Level

District Poverty Level	Mean (%)	*P*-Value
Low Poverty	3.3	
High Poverty	6.0	0.00***

Source: GaDOE (Teacher Mobility), Direct Certification Data (Student Poverty Level)
Note. Poverty level is identified using the median percentage of direct certification rates. For low-poverty districts, n=91. For high-poverty districts, n=89.
*** denotes statistical significance at $\propto = 0.00$

Figure 23: 2021 Inter-District Teacher Mobility Map



Source: GaDOE
Note. County districts are labeled in black, and city districts are labeled in gray.

Teacher and Leader Retirement

To examine educator retirement patterns, this section examines available data provided by the Teacher Retirement System of Georgia (TRS). TRS serves all employees committed to education in Georgia, so it includes members outside of the K-12 teacher and leader workforce.[28] Thus, TRS does not use the same job code definitions for teachers and leaders as GaDOE or GaPSC. TRS provided GOSA with information on all employees classified under GaDOE for the 2020-2021 school year as of the end of the state fiscal year (June 30, 2021). Rather than focusing only on teachers and leaders, the following analysis includes all "GaDOE members" in TRS.[29] For the purposes of this report, these members are referred to as teachers/leaders/staff. During the 2020-2021 school year, 284,093 members of TRS were classified as teachers/leaders/staff.

Table 17: Status of All 2020-2021 Teacher/Leader/Staff TRS Members

	Number of Teacher/Leader/Staff Members	% of Teacher/Leader/Staff Members
Active	210,423	74.1%
Vested	104,373	36.7%
Eligible for Retirement	15,548	5.5%
Eligible for Reduced Retirement Benefit	9,977	3.5%

Source: TRS

Note. Percentages do not add up to 100% because members can be both active and vested, or vested and eligible to retire. Active members have made at least one contribution to TRS in the past four years. Members are vested when they have at least 10 years of service credit. Members are eligible for retirement if they are 60 years old and have at least 10 years of service credit, or if they have at least 25 years of service credit at any age. Members are eligible for a reduced retirement benefit if they retire prior to age 60 with 25 to 29 years of service.

Table above displays the distribution of active members, vested members, and members who are eligible for retirement for all teacher/leader/staff members of TRS. However, to gain a better understanding of potential retirement patterns, this report focuses on analyzing active members only, as shown in Table 18 below.

Of the 210,423 active teacher/leader/staff members in TRS in 2020-2021, 6.4% of active members were eligible for retirement, compared to 5.9% in 2019-2020. Additionally, 4.7% were eligible for a reduced retirement benefit, compared to 4.5% in 2019-2020. Thus, as of the 2020-2021 school year, 11.1% of active teacher/leader/staff members in TRS could potentially retire in the near future.

[28] TRS members include all employees of local boards of education, charter schools, universities and colleges, technical colleges, libraries, RESAs, the Board of Regents, and other associated state agencies

[29] Under TRS, "GaDOE employees" include teachers, leaders, clerical staff, aides, lunchroom workers, paraprofessionals, technical support, maintenance, etc.

Table18: Status of Active 2020-2021 Teacher/Leader/Staff TRS Members

	Number of Active Teacher/Leader/Staff Members	% of Active Teacher/Leader/Staff Members
Vested	96,424	45.8%
Not Vested	113,999	54.2%
Eligible for Retirement	13,464	6.4%
Eligible for Reduced Retirement Benefit	9,957	4.7%

Source: TRS

Note. Percentages do not add up to 100% because members can be both vested and eligible to retire. Members are vested when they have at least 10 years of service credit. Members are eligible for retirement if they are 60 years old and have at least 10 years of service credit, or if they have at least 25 years of service credit at any age. Members are eligible for a reduced retirement benefit if they retire prior to age 60 with 25 to 29 years of service.

As shown in Table 18 above, 45.8% of the 210,423 active TRS members were vested, indicating the accrual of at least 10 years of service credit. However, the majority of all active, vested members were not yet eligible for retirement. Additionally, of all active members, 54.2% were not yet vested.

Appendix A: 2021 District-Level Teacher Retention Rates

District Code	District Name	2021 Teacher Retention Rate
601	Appling County	92.2
602	Atkinson County	90.5
603	Bacon County	90.2
604	Baker County	78.6
605	Baldwin County	83
606	Banks County	91.8
607	Barrow County	86.3
608	Bartow County	90.5
609	Ben Hill County	87.5
610	Berrien County	88.5
611	Bibb County	82.6
612	Bleckley County	93.3
613	Brantley County	92.8
614	Brooks County	83.4
615	Bryan County	87.4
616	Bulloch County	89.9
617	Burke County	91.4
618	Butts County	87.6
619	Calhoun County	80
620	Camden County	90.3
621	Candler County	77.1
622	Carroll County	89.9
623	Catoosa County	93.3
624	Charlton County	89.5
625	Chatham County	85.8
626	Chattahoochee County	69.5
627	Chattooga County	81.4
628	Cherokee County	91.9
629	Clarke County	86.3
630	Clay County	76.2
631	Clayton County	87
632	Clinch County	95.7
633	Cobb County	91.7
634	Coffee County	92
635	Colquitt County	88.5
636	Columbia County	92.3
637	Cook County	87.4
638	Coweta County	93.2
639	Crawford County	79.7
640	Crisp County	88
641	Dade County	86.1
642	Dawson County	86.4
643	Decatur County	93.6
644	DeKalb County	89.3
645	Dodge County	92.1
646	Dooly County	75.7
647	Dougherty County	87.3

648	Douglas County	87.3
649	Early County	89.5
650	Echols County	91.4
651	Effingham County	91
652	Elbert County	89.9
653	Emanuel County	86.7
654	Evans County	81.3
655	Fannin County	89.6
656	Fayette County	92.3
657	Floyd County	89.7
658	Forsyth County	92.9
659	Franklin County	86.8
660	Fulton County	85.1
661	Gilmer County	92.8
662	Glascock County	100
663	Glynn County	88.7
664	Gordon County	89.7
665	Grady County	88.8
666	Greene County	86.9
667	Gwinnett County	88.7
668	Habersham County	92.2
669	Hall County	90.8
670	Hancock County	91.3
671	Haralson County	95.4
672	Harris County	91.5
673	Hart County	91.8
674	Heard County	91.8
675	Henry County	84.8
676	Houston County	91.8
677	Irwin County	87.9
678	Jackson County	90.2
679	Jasper County	86.6
680	Jeff Davis County	90.2
681	Jefferson County	80.7
682	Jenkins County	97.9
683	Johnson County	81.3
684	Jones County	85.3
685	Lamar County	90.8
686	Lanier County	85.9
687	Laurens County	92.2
688	Lee County	87.8
689	Liberty County	88.7
690	Lincoln County	84.5
691	Long County	92.6
692	Lowndes County	91.9
693	Lumpkin County	94.1
694	Macon County	81.8
695	Madison County	92.4
696	Marion County	81.7
697	McDuffie County	86.5

698	McIntosh County	83.7
699	Meriwether County	74.5
700	Miller County	83.6
701	Mitchell County	77.9
702	Monroe County	94.1
703	Montgomery County	89.7
704	Morgan County	92
705	Murray County	89.8
706	Muscogee County	84.8
707	Newton County	85.6
708	Oconee County	91.5
709	Oglethorpe County	91.4
710	Paulding County	91.9
711	Peach County	85.2
712	Pickens County	90.7
713	Pierce County	93
714	Pike County	92.3
715	Polk County	91.8
716	Pulaski County	84.9
717	Putnam County	89.9
718	Quitman County	85.7
719	Rabun County	89.4
720	Randolph County	61.7
721	Richmond County	85.6
722	Rockdale County	82.2
723	Schley County	89.4
724	Screven County	93.7
725	Seminole County	86.8
726	Spalding County	82.7
727	Stephens County	90.8
728	Stewart County	77.5
729	Sumter County	71.4
730	Talbot County	80.9
731	Taliaferro County	83.3
732	Tattnall County	89.1
733	Taylor County	95.1
734	Telfair County	92.4
735	Terrell County	78.6
736	Thomas County	90.8
737	Tift County	86.2
738	Toombs County	88
739	Towns County	96.3
740	Treutlen County	89
741	Troup County	89.5
742	Turner County	77.2
743	Twiggs County	71.2
744	Union County	91.1
745	Thomaston-Upson County	88.3
746	Walker County	90.7

747	Walton County	92.4
748	Ware County	91.2
749	Warren County	74.6
750	Washington County	91.3
751	Wayne County	88.8
752	Webster County	82.8
753	Wheeler County	84.9
754	White County	91.6
755	Whitfield County	92
756	Wilcox County	97.7
757	Wilkes County	79.6
758	Wilkinson County	81.4
759	Worth County	86.9
761	Atlanta Public Schools	84.2
763	Bremen City	95.1
764	Buford City	92.1
765	Calhoun City	94.2
766	Carrollton City	89.3
767	Cartersville City	92.7
769	Chickamauga City	91.7
771	Commerce City	87.3
772	Dalton City	90
773	Decatur City	89
774	Dublin City	78.1
776	Gainesville City	86.3
779	Jefferson City	95.3
781	Marietta City	87.9
784	Pelham City	91.2
785	Rome City	90.1
786	Social Circle City	87.5
789	Thomasville City	82.8
791	Trion City	91.5
792	Valdosta City	82.4
793	Vidalia City	86.6

Appendix B: 2021 Inter-District Teacher Mobility Rates

District Code	District Name	2021 Inter-District Mobility Rate
601	Appling County	1.6
602	Atkinson County	1.7
603	Bacon County	2.6
604	Baker County	3.6
605	Baldwin County	8.0
606	Banks County	3.8
607	Barrow County	6.9
608	Bartow County	1.6
609	Ben Hill County	2.7
610	Berrien County	3.4
611	Bibb County	5.7
612	Bleckley County	3.4
613	Brantley County	2.6
614	Brooks County	5.1
615	Bryan County	4.8
616	Bulloch County	3.0
617	Burke County	2.6
618	Butts County	7.1
619	Calhoun County	5.0
620	Camden County	1.9
621	Candler County	9.7
622	Carroll County	4.4
623	Catoosa County	0.9
624	Charlton County	1.8
625	Chatham County	2.9
626	Chattahoochee County	6.8
627	Chattooga County	4.1
628	Cherokee County	1.8
629	Clarke County	5.7
630	Clay County	4.8
631	Clayton County	6.1
632	Clinch County	1.1
633	Cobb County	1.7
634	Coffee County	1.9
635	Colquitt County	4.5
636	Columbia County	1.0
637	Cook County	5.9
638	Coweta County	1.8
639	Crawford County	9.7
640	Crisp County	4.6
641	Dade County	3.3
642	Dawson County	3.9
643	Decatur County	1.0
644	DeKalb County	2.5
645	Dodge County	0.9

646	Dooly County	11.4
647	Dougherty County	3.1
648	Douglas County	5.2
649	Early County	1.8
650	Echols County	3.4
651	Effingham County	2.0
652	Elbert County	3.8
653	Emanuel County	5.4
654	Evans County	7.8
655	Fannin County	0.9
656	Fayette County	1.8
657	Floyd County	2.3
658	Forsyth County	2.0
659	Franklin County	4.7
660	Fulton County	4.1
661	Gilmer County	1.8
662	Glascock County	0.0
663	Glynn County	3.1
664	Gordon County	3.7
665	Grady County	3.1
666	Greene County	5.0
667	Gwinnett County	3.4
668	Habersham County	1.6
669	Hall County	2.6
670	Hancock County	8.7
671	Haralson County	1.1
672	Harris County	1.5
673	Hart County	1.7
674	Heard County	2.7
675	Henry County	6.3
676	Houston County	2.3
677	Irwin County	4.0
678	Jackson County	5.3
679	Jasper County	3.8
680	Jeff Davis County	3.0
681	Jefferson County	10.2
682	Jenkins County	1.1
683	Johnson County	7.5
684	Jones County	6.9
685	Lamar County	5.8
686	Lanier County	5.0
687	Laurens County	1.6
688	Lee County	4.2
689	Liberty County	3.1
690	Lincoln County	2.4
691	Long County	2.6
692	Lowndes County	3.7
693	Lumpkin County	1.6
694	Macon County	7.8

695	Madison County	1.1
696	Marion County	7.3
697	McDuffie County	5.6
698	McIntosh County	3.3
699	Meriwether County	13.0
700	Miller County	4.9
701	Mitchell County	12.6
702	Monroe County	2.1
703	Montgomery County	5.9
704	Morgan County	3.4
705	Murray County	3.8
706	Muscogee County	2.5
707	Newton County	6.6
708	Oconee County	2.9
709	Oglethorpe County	3.1
710	Paulding County	2.0
711	Peach County	7.8
712	Pickens County	2.3
713	Pierce County	1.6
714	Pike County	1.4
715	Polk County	2.6
716	Pulaski County	11.6
717	Putnam County	4.8
718	Quitman County	3.6
719	Rabun County	1.8
720	Randolph County	29.8
721	Richmond County	2.6
722	Rockdale County	8.8
723	Schley County	3.2
724	Screven County	2.3
725	Seminole County	3.8
726	Spalding County	8.9
727	Stephens County	3.4
728	Stewart County	7.5
729	Sumter County	22.2
730	Talbot County	9.5
731	Taliaferro County	0.0
732	Tattnall County	4.2
733	Taylor County	3.0
734	Telfair County	1.7
735	Terrell County	11.9
736	Thomas County	2.7
737	Tift County	6.3
738	Toombs County	3.7
739	Towns County	0.0
740	Treutlen County	8.5
741	Troup County	3.0
742	Turner County	14.1
743	Twiggs County	25.0

744	Union County	0.5
745	Thomaston-Upson County	4.4
746	Walker County	2.4
747	Walton County	2.7
748	Ware County	3.2
749	Warren County	13.6
750	Washington County	4.1
751	Wayne County	3.9
752	Webster County	6.9
753	Wheeler County	8.2
754	White County	3.8
755	Whitfield County	2.1
756	Wilcox County	0.0
757	Wilkes County	8.7
758	Wilkinson County	8.1
759	Worth County	5.5
761	Atlanta Public Schools	5.6
763	Bremen City	1.4
764	Buford City	1.9
765	Calhoun City	2.7
766	Carrollton City	4.1
767	Cartersville City	2.5
769	Chickamauga City	0.0
771	Commerce City	5.1
772	Dalton City	3.3
773	Decatur City	3.0
774	Dublin City	6.3
776	Gainesville City	6.5
779	Jefferson City	1.2
781	Marietta City	5.6
784	Pelham City	3.5
785	Rome City	4.5
786	Social Circle City	10.0
789	Thomasville City	7.8
791	Trion City	5.3
792	Valdosta City	9.0
793	Vidalia City	7.8