

2022 Georgia K-12 Teacher & Leader Workforce Report

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**Governor's Office of
Student Achievement**



Executive Summary

The 2021-2022 Georgia K-12 Teacher and Leader Workforce Report, released by the Governor's Office of Student Achievement (GOSA) in accordance with OCGA §20-14-27(a)(4), provides a comprehensive snapshot of Georgia's current education workforce. The report 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 2021-2022 school year. This report is intended to inform policymakers, educators, researchers, and the public about the state of Georgia's K-12 workforce.

The K-12 Teacher and Leader Workforce Report focuses on two distinct groups of Georgia educators: teachers and school-level leaders. 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; pre-K director; alternative school director; assistant principal; instructional supervisor; community school director or coordinator; or Career, Technical and Agricultural Education (CTAE) director. 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.

Every year, GOSA seeks to improve data quality and methodology, as well as to explore new ways to analyze and display data. Therefore, the 2021-2022 report may not be directly comparable to reports from previous years. For questions concerning comparability with reports from prior years, please contact GOSA's Policy and Research team.

This executive summary highlights major findings and takeaways. For more details, please refer to the full report.

Key Findings

- ***Teacher & Leader Characteristics.*** During the 2021-2022 school year, there were 123,684 teachers and 9,128 leaders in the K-12 workforce. The majority of teachers and leaders are White (67.3% & 57.1%, respectively). Roughly two-thirds of all teachers and the vast majority of leaders (90%) have an advanced degree. The majority of teachers have 1-20 years of experience (69%), while the majority of leaders have 11-30 years of total experience (82.6%) and 2-10 years of leadership experience (61.2%).
- ***New Teacher Characteristics.*** Among all teachers in the workforce, 5.5% were new teachers, representing a 1.2 percentage point increase compared to the 2020-2021 school year. 56.3% of new teachers are White, and 55.3% of new teachers have bachelor's degrees.

- *Teacher & Leader Preparation.* A total of 3,785 individuals completed initial certifications through traditional teacher preparation programs in 2020-2021, and 78.5% were employed in GA public schools during 2021-2022. Additionally, 1,122 individuals completed initial certifications through alternative teacher preparation programs, and 90.8% were employed in GA public schools during 2021-2022. A total of 885 individuals completed initial certifications through traditional leader preparation programs in 2020-2021, and 28.8% were employed as leaders in GA public schools during 2021-2022. Additionally, 121 individuals completed initial certifications through alternative leader preparation programs, and 43.0% were employed as leaders in GA public schools during 2021-2022.
- *Teacher Retention & Mobility.* Overall, districts retained 86.3% of teachers on average during the 2021-2022 school year, and district retention rates ranged from 65.8% to 95.6%. Teacher retention was significantly ($p < 0.01$) and negatively ($r = -0.52$) correlated with districts' direct certification (DC) rates.
- *Teacher & Leader Retirement.* A total of 214,453 TRS members were active during 2021-2022. Among the active members, 44.2% were vested, and 7.4% were eligible for retirement in 2021-2022, representing an increase of 1 percentage point from last year. Additionally, 4.7% of active members were eligible for early retirement with reduced benefits.
- *Teacher Sorting by School Poverty.* On average, schools with higher rates of DC students included more Black teachers, less experienced teachers, and smaller proportions of teachers with advanced degrees than schools with lower rates of DC students. Georgia's teacher sorting patterns during the 2021-2022 school year were largely representative of those observed nationally and underscore important equity-based considerations related to lower-income students' access to high-quality teachers.

Table of Abbreviations

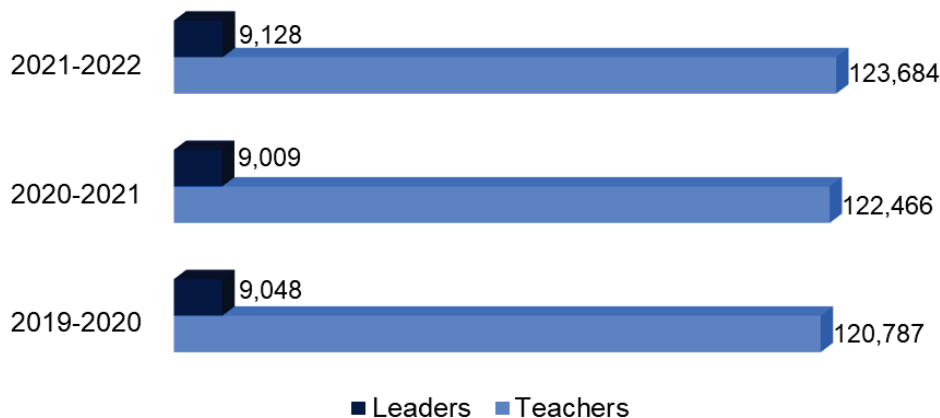
CPI	Certified/Classified Personnel Information
CTAE	Career, Technical, and Agricultural Education
DC	Directly Certified
ELA	English Language Arts
EPP	Educator Preparation Program
ESSA	Every Student Succeeds Act
ESOL	English to Speakers of Other Languages
FTE	Full-Time Equivalent
GA-AWARDS	Georgia's Academic and Workforce Analysis and Research Data System
GaDOE	Georgia Department of Education
GaPSC	Georgia Professional Standards Commission
GaTAPP	Georgia Teacher Academy for Preparation and Pedagogy
GOSA	Governor's Office of Student Achievement
IPEDS	Integrated Postsecondary Education Data System
K-12; P-12	Kindergarten through 12 th Grade; Pre-Kindergarten through 12 th Grade
NCES	National Center for Education Statistics
RESA	Regional Education Service Agency
SNAP	Supplemental Nutrition Assistance Program
SPED	Special Education
TANF	Temporary Assistance for Needy Families
TRS	Teacher's Retirement System of Georgia

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2021-2022 Teacher & Leader Characteristics

Figure 1: Counts of Teachers and Leaders



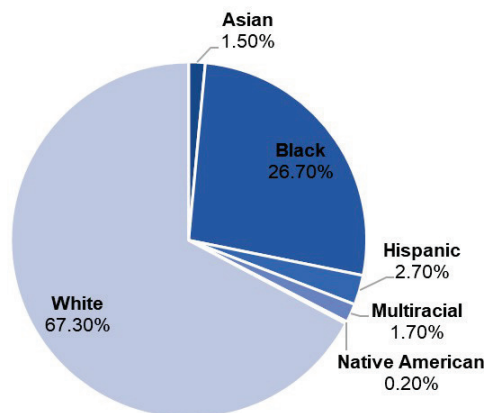
K-12 TEACHER & LEADER WORKFORCE COUNTS SHOW SLIGHT INCREASE

During the 2021-2022 school year, there were 123,684 teachers and 9,128 leaders in the K-12 workforce.

Compared to the 2020-2021 school year, the teacher workforce increased by approximately 1%, and the leader workforce increased by 1.3%. Similarly, the 2021-2022 student population increased by 0.6% relative to the 2020-2021 school year.

Source: GaDOE CPI Data, GaDOE October FTE

Figure 2: Race/Ethnicity of 2021-2022 Teachers



RACIAL DIVERSITY AMONG EDUCATORS INCREASES SLIGHTLY IN 2021-2022 (Fig. 2)

Racial demographic data from the 2021-2022 school year indicate a slight increase in the proportion of non-White teachers relative to the previous school year. IPEDS data (Integrated Postsecondary Education Data System) also show the number of graduates with education-related degrees from Georgia's Historically Black Colleges and Universities increased during the 2021-2022 relative to the previous year.

TEACHER DEGREE LEVELS REMAIN SIMILARLY DISTRIBUTED TO PREVIOUS SCHOOL YEAR (Fig. 3)

Relative to the 2020-2021 school year, the proportion of teachers with bachelor's and master's degrees decreased by 0.1 percentage point during the 2021-2022 school year. The proportion of specialist degrees increased by 0.2 percentage point and doctoral degrees remained the same.

Figure 3: Degree Levels of 2021-2022 Teachers

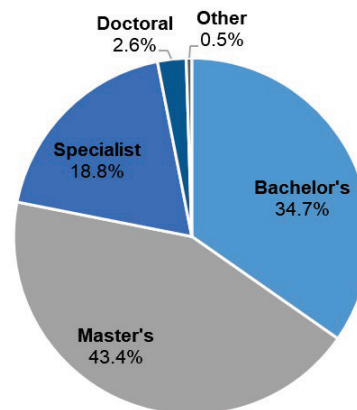
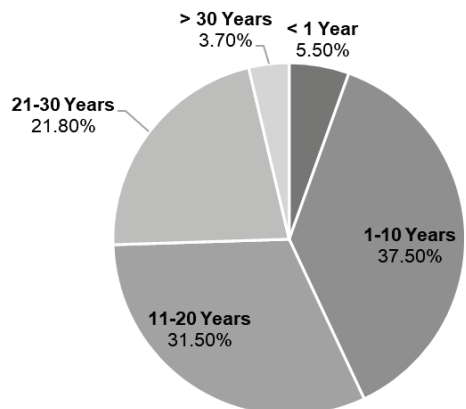


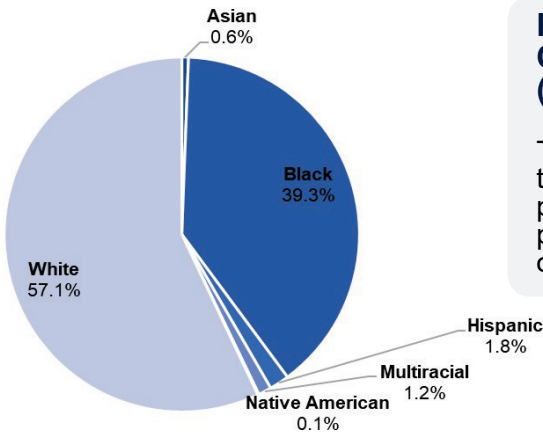
Figure 4: Years Experience of 2021-2022 Teachers



MORE NEW TEACHERS PRESENT IN 2021-2022 (Fig. 4)

During the 2020-2021 school year, 4.3% of the K-12 teacher workforce had less than 1 year of experience. The 2021-2022 school year shows a 1.2 percentage point increase in the proportion of new teachers. Conversely, the proportion of teachers with 1 to 10 years and 11 to 20 years' experience decreased slightly relative to the 2020-2021 school year.

Figure 5: Race/Ethnicity of 2021-2022 Leaders



PROPORTION OF BLACK LEADERS EXCEEDS THAT OF BLACK TEACHERS IN 2021-2022 SCHOOL YEAR (Fig. 5)

The proportion of Black leaders is 13 percentage point greater than that of Black teachers in the 2021-2022 school year. While the proportion of Asian and Hispanic leaders grew slightly from the previous school year, Asian and Hispanic leaders represent only 3% of the leader workforce in the 2021-2022 school year.

SPECIALIST AND DOCTORAL DEGREES AMONG LEADERS DECREASE IN THE 2021-2022 SCHOOL YEAR (Fig. 6)

There was a decrease in the proportion of leaders with specialist and doctoral degrees in the 2021-2022 school year. The proportion of leaders with master's degrees increased by 1.3 percentage point relative to the 2020-2021 school year. These trends diverge from those observed among teachers in the same school year.

Figure 6: Degree Levels of 2021-2022 Leaders

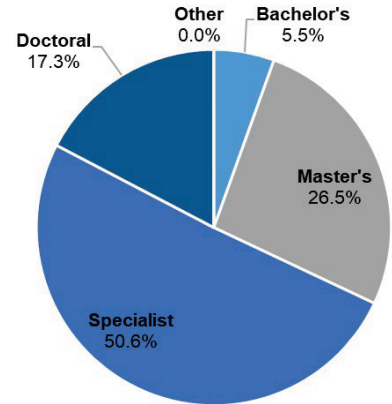
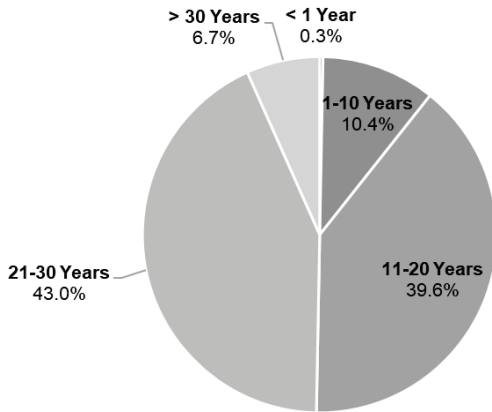


Figure 7: Years Experience of 2021-2022 Leaders



MAJORITY OF LEADERS CONTINUE TO HAVE 21 TO 30 YEARS OF EXPERIENCE IN EDUCATION (Fig. 7)

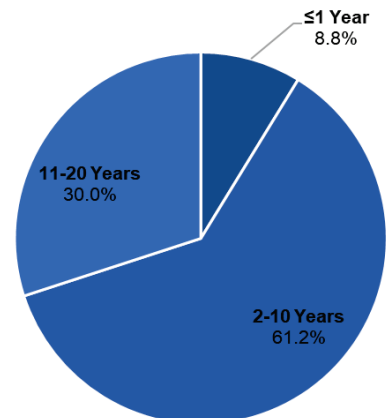
There was an increase in the proportion of leaders with 21 to 30 years of experience in education during the 2021-2022 school year. Similar to last year, the majority of leaders continued to have 21 to 30 years of experience, with 11 to 20 years of experience continuing to be the second largest proportion.

MAJORITY OF LEADERS HAVE TEN OR LESS YEARS OF EXPERIENCE IN LEADERSHIP POSITIONS (Fig. 8)

On average, leaders had approximately eight years of leadership experience in the 2021-2022 school year. There were higher proportions of new leaders (8.8%) relative to new teachers (5.5%), and there were no leaders with more than 16 years of leadership experience.

Leaders with 11-20 years of leadership experience were less likely to be in leadership positions in schools with the highest DC rates during the 2021-2022 school year. There is a negative and significant ($p < 0.01$) association between leadership experience and schools' DC rates. A similar association also exists between teacher experience and schools' DC rates in 2021-2022.

Figure 8: Years Leadership Experience of 2021-2022 Leaders



Source: GA-AWARDS Employment Data

2021-2022 New Teacher Characteristics

New teachers comprised approximately 5.5% of the overall teacher workforce in the 2021-2022 school year, showing a 1.4 percentage point increase in the proportion of new teachers from last year's workforce.

Compared to the overall teacher workforce demographics, the 2021-2022 new teachers were more likely to be non-White and hold Bachelor's degrees. New teachers' certifications were similarly concentrated among Elementary Education and Special Education.

Table 1: Certification Fields of 2021-2022 New Teachers

Certification Fields	# New Teachers	% New Teachers
Elementary Education	2,497	31.8%
Special Education	1,997	25.5%
Mathematics (4-8)	389	5.0%
English Language Arts (6-12)	380	4.8%
Social Studies (6-12)	375	4.8%
Social Studies (4-8)	373	4.8%
English Language Arts (4-8)	360	4.6%
Arts (P-12)	354	4.5%
Science (4-8)	309	3.9%
Science (6-12)	287	3.7%
Health/Physical Education (P-12)	266	3.4%
Mathematics (6-12)	234	3.0%
Foreign Languages (P-12)	153	2.0%
ESOL (P-12)	135	1.7%
Career, Technical & Agricultural	125	1.6%
Business Education	73	0.9%
Agricultural Education	54	0.7%
Reading (4-8)	48	0.6%
Early Childhood Education (Birth-K)	39	0.5%
Engineering & Technology	21	0.3%
Reading (P-12)	21	0.3%
Family & Consumer Science	15	0.2%
Computer Science (P-12)	14	0.2%
Gifted Education	2	0.0%

Source: GA-AWARDS, Education Certification Details Data

Note: New teacher is defined as a certified teacher with 0 years of teaching experience reported in CPI data. Certification fields as reported in this 2021-2022 report are not the same as reported in previous reports. Percentages exceed 100% as a new teacher can hold more than one certificate.

Table 2: Districts with the Highest % New Teachers in 2021-2022

Districts	% of New Teachers
Dooly County	33.6%
Macon County	27.7%
Jackson County	18.9%
Baker County	15.7%
Dublin City	15.5%
Lanier County	15.5%
Turner County	15.0%
Bibb County	14.7%
Meriwether County	13.8%

Source: GA-AWARDS

Note: Districts above represent the top 5%.

Figure 9: Race/Ethnicity of 2021-2022 New Teachers

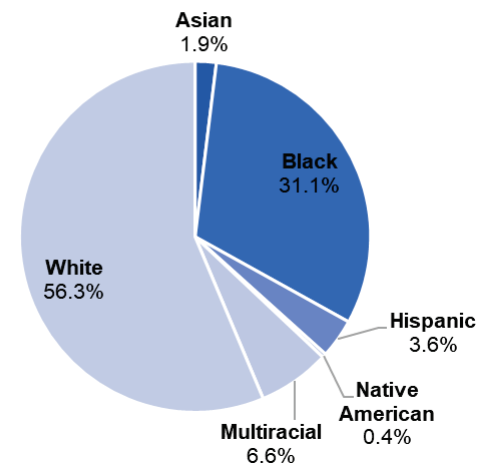
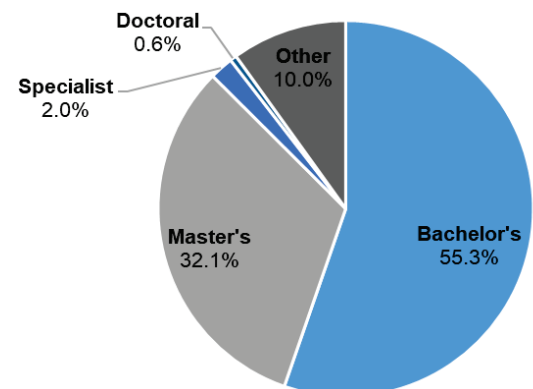


Figure 10: Degree Levels of 2021-2022 New Teachers



2021-2022 Teacher & Leader Certifications

In the 2021-2022 school year, the most common certification fields among educators were Elementary Education (47.7%) and Special Education (21.1%).

ESSA (Every Student Succeeds Act) in-field teachers are defined as having a certificate or licensure in the subject and grade level band assigned OR meet the following GaPSC requirements: 1) degree in the subject area assigned, OR 2) coursework in subject area assigned, OR 3) a passing score on a subject/content area test.

Out-of-field teaching occurred most frequently in science courses at the middle and high school levels. Students in Georgia's city schools were among the most likely to be in a course taught by an out-of-field educator.

Table 3: Certification Fields of 2021-2022 Educators

Certification Fields	# of Educators	% of Educators
Elementary Education	113,882	47.7%
Special Education	50,446	21.1%
Social Studies (4-8)	36,131	15.1%
English Language Arts (4-8)	31,369	13.1%
Mathematics (4-8)	22,458	9.4%
Science (4-8)	19,487	8.2%
Social Studies (6-12)	19,444	8.1%
English Language Arts (6-12)	18,933	7.9%
Health/Physical Education (P-12)	15,580	6.5%
Science (6-12)	13,394	5.6%
Mathematics (6-12)	12,784	5.4%
Arts (P-12)	11,486	4.8%
Reading (4-8)	8,848	3.7%
Foreign Languages (P-12)	6,750	2.8%
Business Education	6,040	2.5%
ESOL (P-12)	5,809	2.4%
Career, Technical & Agricultural	4,614	1.9%
Reading (P-12)	4,484	1.9%
Family & Consumer Science	3,714	1.6%
Middle Grades (4-8)	2,030	0.9%
Engineering & Technology	2,002	0.8%
Agriculture Education	1,668	0.7%
Gifted Education	1,211	0.5%
Early Childhood Education (Birth-K)	950	0.4%
Computer Science (P-12)	460	0.2%

Source: GA-AWARDS, Education Certification Details Data

Note. Certification fields as reported in this 2021-2022 report are not the same as reported in previous reports. Educator certification fields can include certifications held by both leaders and teachers. Percentages exceed 100% as an educator can hold more than one certificate.

Table 4: Ratio of Out-of-Field Courses to In-Field Courses

Math 1:9	Science 1:8
ELA 1:11	Social Studies 1:9

Source: GaDOE In-Field Data

Note. In-field educators are defined as having a CPI course code that is related to their reported certification field.

Table 5: % of Out-of-Field Courses by Subject & Grade Level 2021-2022

	Math	Science
Elementary	5.5%	6.2%
Middle	12.3%	16.3%
High	17.1%	19.2%
Elementary/Middle	11.8%	12.6%
Middle/High	17.5%	20.0%
Elementary/Middle/High	16.0%	15.9%
	ELA	Social Studies
Elementary	5.0%	5.3%
Middle	16.1%	12.1%
High	16.4%	17.2%
Elementary/Middle	12.9%	13.0%
Middle/High	18.5%	17.5%
Elementary/Middle/High	16.0%	14.4%

Source: GaDOE In-Field Data and GA AWARDS Enrollment by Grade Level Data

Note. In-field educators are defined as having a CPI course code that is related to their reported certification field.

Table 6: Ratio of Out-of-Field Courses to In-Field Courses by School Urbanicity

City 1:5	Suburb 1:10
Town 1:8	Rural 1:10

Source: GaDOE In-Field Data and NCES Common Core of Data

Note. In-field educators are defined as having a CPI course code that is related to their reported certification field.

2021-2022 Teacher & Leader Preparation

Tables 7 and 8 present the number of educator preparation program (EPP) candidates who completed their program with initial teacher or leader qualifications during the 2020-2021 school year. They are eligible to be employed as teachers and leaders during the 2021-2022 school year.

Table 9 presents trend data on teacher EPP completion.

EPP data are disaggregated by educator type (leader or teacher) and provider type (alternative or traditional).

Table 7: Higher Number of EPP Completers of 2020-2021 School Year

Educator Type; Provider Type	EPP Institutions	# Educators Produced
Teacher; Traditional	University of Georgia	436
	Kennesaw State University	393
	Georgia State University	374
	Georgia Southern University	345
	University of West Georgia	327
Teacher; Alternative	Griffin RESA	97
	Metro RESA	97
	Northwest Georgia RESA	63
	Gwinnett County Public Schools	59
	Oconee RESA	52
Leader; Traditional	University of West Georgia	279
	Kennesaw State University	112
	Georgia College and State University	71
	Columbus State University	69
	Georgia Southern University	56
Leader; Alternative	Metro RESA	58
	Southwest Georgia RESA	17
	Middle Georgia RESA	16
	Pioneer RESA	9

Source: GA-AWARDS, 2020-2021 Program Participant Data
 Note. The source data do not include Georgia educators enrolled in EPPs out-of-state. The EPP completers included in this sample are receiving initial certifications only, wherein initial certification means obtaining a GaPSC certificate to teach or lead for the first time.

Table 8: 2021-2022 Employment Status of 2020-2021 EPP Completers

Educator Type; Provider Type	# Total	# Employed in Certificate Position	% Emp.*
Teacher; Alternative	1,122	1,019	90.82%
Teacher; Traditional	3,785	2,972	78.5%
Leader; Alternative	121	52	42.98%
Leader; Traditional	885	255	28.81%

Source: GA-AWARDS, 2021-2022 Educator Employment Data and 2020-2021 Program Participant Data

*Emp. is an abbreviation for employment. An educator is identified as employed if their unique ID is present in the Educator Employment Data. A leader is identified as an employed leader if they are both present in and identified as a leader in the Educator Employment Data.

**Completed EPP in the 2020-2021 school year.

INITIAL EMPLOYMENT IN SCHOOLS IS HIGHER AMONG ALTERNATIVE EPP COMPLETERS

Teacher and leader candidates in alternative EPPs are often already employed during their preparation, and as such, may continue in their existing roles upon completion of the EPP (Table 8).

RESAs primarily operate alternative EPPs, and GaTAPP is Georgia's only alternative route to initial teacher certification. GaTAPP programs only offer certificates and are not designated as degree-granting programs (eg. bachelor's or master's).

Table 9: Teacher EPP Completer Totals 2016-2017 to 2020-2021

Educator Type; Provider Type	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Teacher; Alternative	515	552	715	700	1,122
Teacher; Traditional	3,491	3,351	3,503	3,737	3,785
Total	4,006	3,904	4,218	4,437	4,907

Source: GA-AWARDS, 2016-2021 Program Participant Data
 Note. See Note in Table 7.

2021-2022 Teacher Retention & Mobility

The average teacher retention rate across Georgia's school districts was 86.3% during the 2021-2022 school year, and district retention rates ranged from 65.8% to 95.6%.

Districts with higher than state-level average teacher retention rates (> 86.35) tended to have lower DC rates (41.6%) relative to districts with lower than state-level average teacher retention rates. In other words, lower poverty districts experienced less teacher attrition on average during the 2021-2022 school year.

Additionally, Tables 13 and 14 display the top five districts with the highest teacher attrition and inter-district mobility in 2021-2022. Figure 12 maps the teacher retention rates across all districts.

Table 10: Top Five Districts with Highest Teacher Retention 2021-2022

District	% Teach. Retention	# Total Students Enrolled	% DC
Glascok	95.6%	585	24.2%
Pike	95.2%	3,498	16.4%
Pierce	94.2%	3,566	28.5%
Telfair	94.0%	1,606	48.3%
Jenkins	93.7%	1,166	43.3%

Source: GaDOE Teacher Mobility Data
 Note: A teacher is identified as retained in the 2021-2022 school year if they were present in both October 2020 and October 2021.

Figure 11: Lower Teacher Retention in Higher Poverty Districts

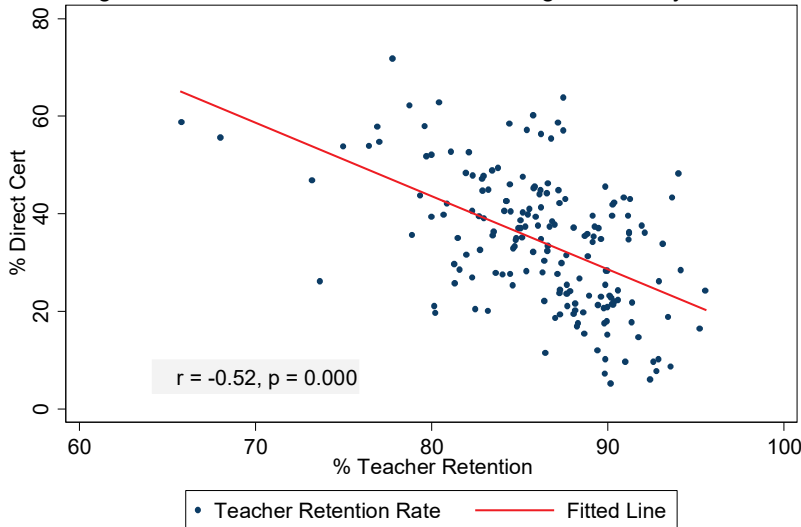


Figure 11 (left) shows there was a significant ($p < .01$) and negative ($r = -0.52$) correlation between the percent of teachers retained in a district, and the percent of directly certified students in a district during the 2021-2022 school year. In other words, higher rates of direct certification were associated with lower rates of teacher retention in Georgia's school districts.

Tables 11 and 12 (below) indicate K-12 math teachers (44.3%) and SPED social studies teachers (33.1%) were among the least retained teachers on average in Georgia. Elementary CTAE teachers (50.5%) and elementary SPED CTAE teachers (24.4%) were among the least retained elementary teachers on average in Georgia.

Table 11: Avg. Teacher Retention Rate by Course Content Areas 2021-2022

Course Content Area	% Avg. Teacher Retention (K-12)	% Avg. Teacher Retention (Elementary)
CTAE	52.5%	50.5%
ELA	50.6%	61.9%
Fine Arts	60.4%	66.7%
Health/Phys. Ed.	56.0%	70.0%
Mathematics	44.3%	62.0%
Science	47.6%	61.2%
Social Studies	47.6%	61.9%
World Languages	58.4%	61.0%

Source: GaDOE Teacher Retention and Attrition at Course Level
 Note: Retained teachers are in the same course across the previous year and current year's student class files.

Table 12: Avg. SPED* Teacher Retention Rate by Course Content Areas 2021-2022

Course Content Area	% Avg. SPED Teacher Retention (K-12)	% Avg. SPED Teacher Retention (Elementary)
CTAE	38.6%	24.4%
ELA	44.1%	46.6%
Fine Arts	38.0%	46.3%
Health/Phys. Ed.	36.3%	44.7%
Mathematics	35.5%	47.5%
Science	37.7%	43.4%
Social Studies	33.1%	48.0%
World Languages	55.8%	Too Few Courses

Source: GaDOE Teacher Retention and Attrition at Course Level
 Note: Retained teachers are in the same course across the previous year and current year's student class files. *SPED denotes special education.

Table 13: Top Five Districts with Highest Teacher Attrition 2021-2022

District	% Teach. Attrition	# Total Students Enrolled	% DC
Calhoun	34.2%	470	58.8%
Baker	32.0%	305	55.6%
Brooks	26.8%	2,114	46.8%
Chattahoochee	26.3%	956	26.2%
Quitman	25.0%	267	53.8%

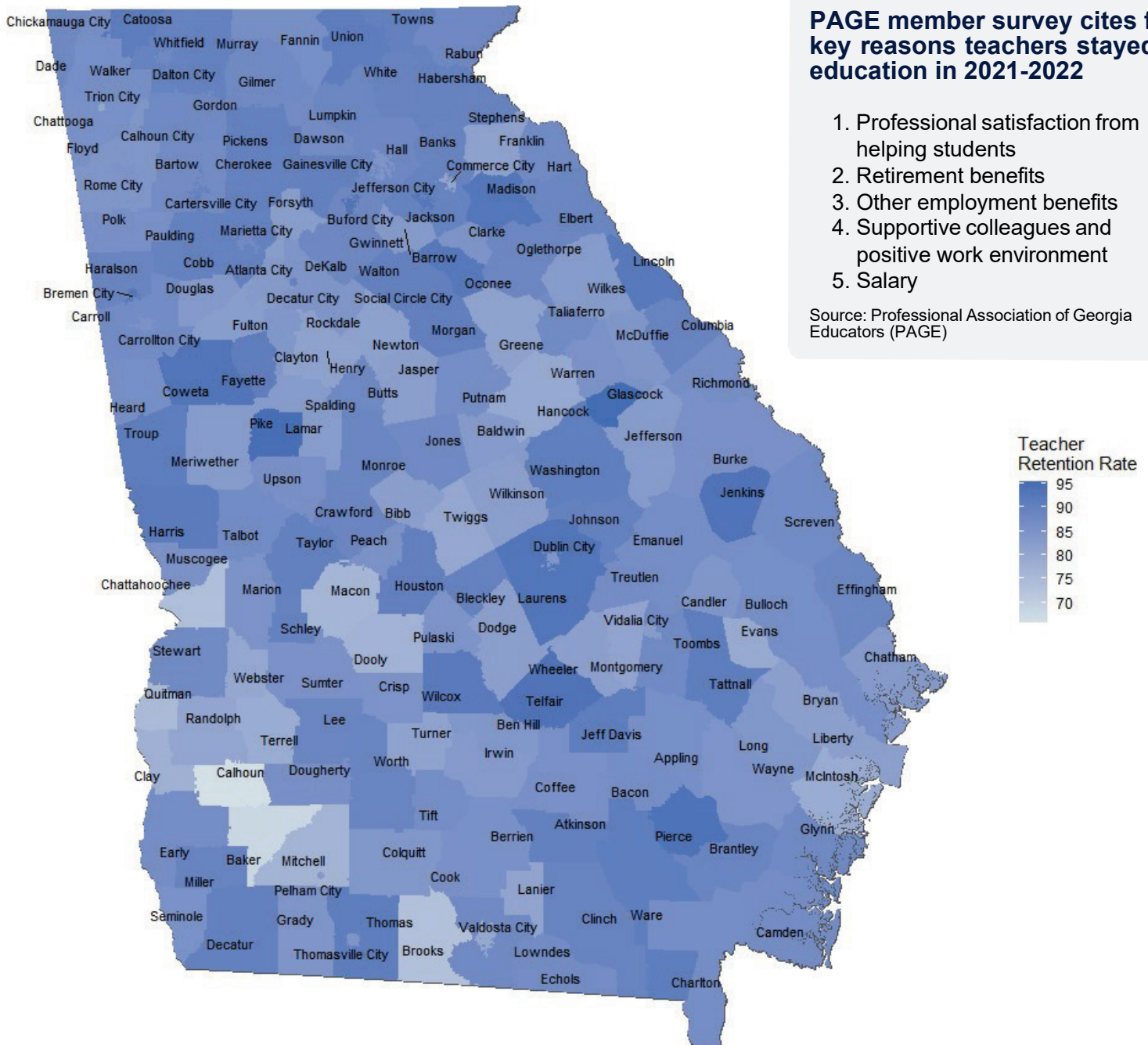
Source: GaDOE Teacher Mobility Data
 Note: Attrition is determined by CPI termination codes. Code 0 indicates a teacher is retained, and attrition is indicated by a code greater than 0. Attrition rate is calculated by 100 - retention rate.

Table 14: Top Five Districts with Highest Teacher Inter-District Mobility 2021-2022

District	% Teach. Inter-Dist. Mobility	# Total Students Enrolled	% DC
Brooks	14.4%	2,114	46.8%
Commerce City	15.5%	1,757	21.1%
Macon	16.2%	1,155	53.9%
Quitman	21.4%	267	53.8%
Baker	28.0%	305	55.6%

Source: GaDOE Teacher Mobility Data
 Note: Inter-district mobility is denoted with termination code 6 in CPI data, which represents acceptance of positions in other Georgia school systems. Schools may under-report code 6 since teachers do not always disclose resignation reasons.

Figure 12: District-Level Teacher Retention Map 2021-2022



2021-2022 Teacher & Leader Retirement

Table 15: Districts with the Highest % of Active Employees Ages 50+

District	# Active Employees Age 50+	# Active Employees	% Active Employees Age 50+
Taylor County Schools	86	210	41.0%
Terrell County Schools	90	225	40.0%
Baker County Schools	29	76	38.2%
Chickamauga City Schools	66	175	37.7%
Stewart County Schools	46	128	35.9%
Early County Schools	114	318	35.8%
Talbot County Schools	38	109	34.9%
Atkinson County Schools	93	267	34.8%
Fayette County Schools	1,176	3,436	34.2%
Calhoun County Schools	47	139	33.8%

Source: TRS, 2021-2022 Membership Data

Note. Active members of TRS are defined as those who have made at least one contribution to TRS in the past four years.

ACTIVE MEMBERS ELIGIBLE FOR RETIREMENT INCREASES BY ONE PERCENTAGE POINT IN 2021-2022 SCHOOL YEAR

The Teacher Retirement System (TRS) defines active members as having made at least one contribution to TRS in the past four years.

In the 2020-2021 school year, 6.4% of active members were eligible for retirement, and in the 2021-2022 school year, that number increased to 7.4%. Including active members eligible for reduced retirement benefits, 12.1% of active TRS members could potentially retire in the near future.

TRS members are vested when they have at least 10 years of service credit. TRS 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. TRS members are eligible for a reduced retirement benefit if they retire prior to age 60 with 25 to 29 years of service.

Note. These data include all GaDOE members of TRS and not only teachers and leaders.

Table 16: Status of All 2021-2022 Teacher/Leader/Staff TRS Members

	# of Teacher/Leader Staff Members	% of Teacher/Leader Staff Members
Active	214,453	73.4%
Vested	103,412	35.4%
Eligible for Retirement	18,560	6.4%
Eligible for Reduced Retirement Benefits	10,018	3.4%

Source: TRS, 2021-2022 Membership Data

Note. Percentages do not add up to 100% because members can be both active and vested or vested and eligible to retire.

Table 17: Status of Active 2021-2022 Teacher/Leader/Staff TRS Members

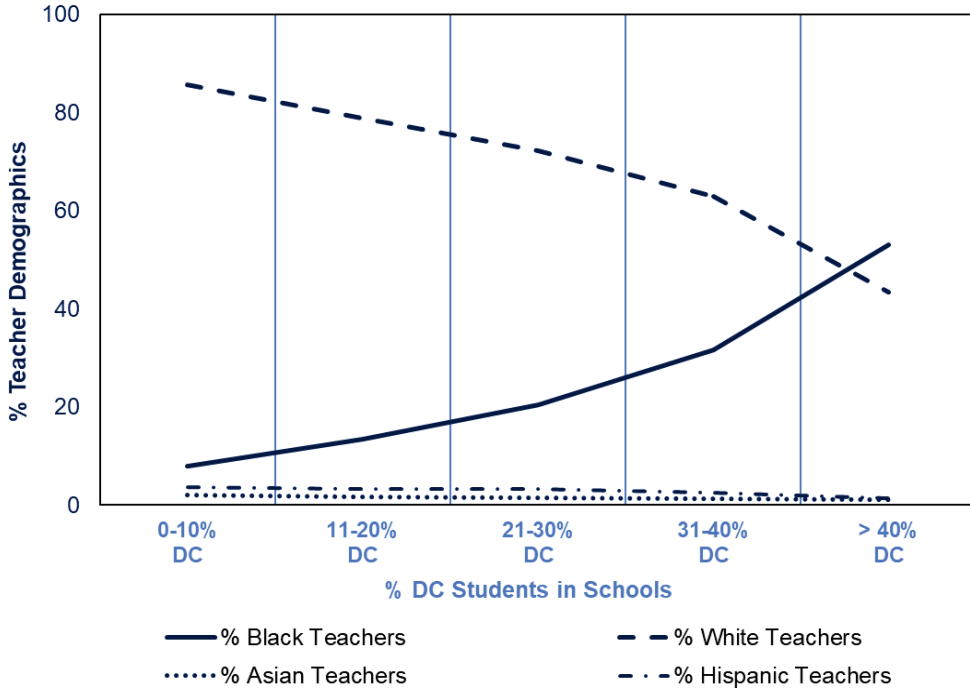
	# of Active Teacher/Leader Staff Members	% of Active Teacher/Leader Staff Members
Vested	94,823	44.2%
Not Vested	119,630	55.8%
Eligible for Retirement	15,802	7.4%
Eligible for Reduced Retirement Benefits	10,002	4.7%

Source: TRS, 2021-2022 Membership Data

Note. Percentages do not add up to 100% because members can be both active and vested or vested and eligible to retire.

2021-2022 Teacher Sorting by School Poverty

Figure 13: Race/Ethnicity of 2021-2022 Teachers by School Poverty Level



Source: GA AWARDS

Note. Poverty level is defined by schools' direct certification rates. Higher percentages of direct certification in schools indicate higher levels of student poverty.

HIGHER PROPORTION OF BLACK TEACHERS IN HIGH POVERTY SCHOOLS (Fig. 13)

Direct certification (DC) is used to measure poverty levels of students in Georgia. DC students are identified as homeless, unaccompanied youth, foster or migrant, and/or students living in a family unit receiving SNAP or TANF benefits.

During the 2021-2022 school year, schools with higher rates of DC students tended to include more Black teachers relative to schools with lower rates of DC students.

In other words, White teachers were less likely to teach in high poverty schools than Black teachers.

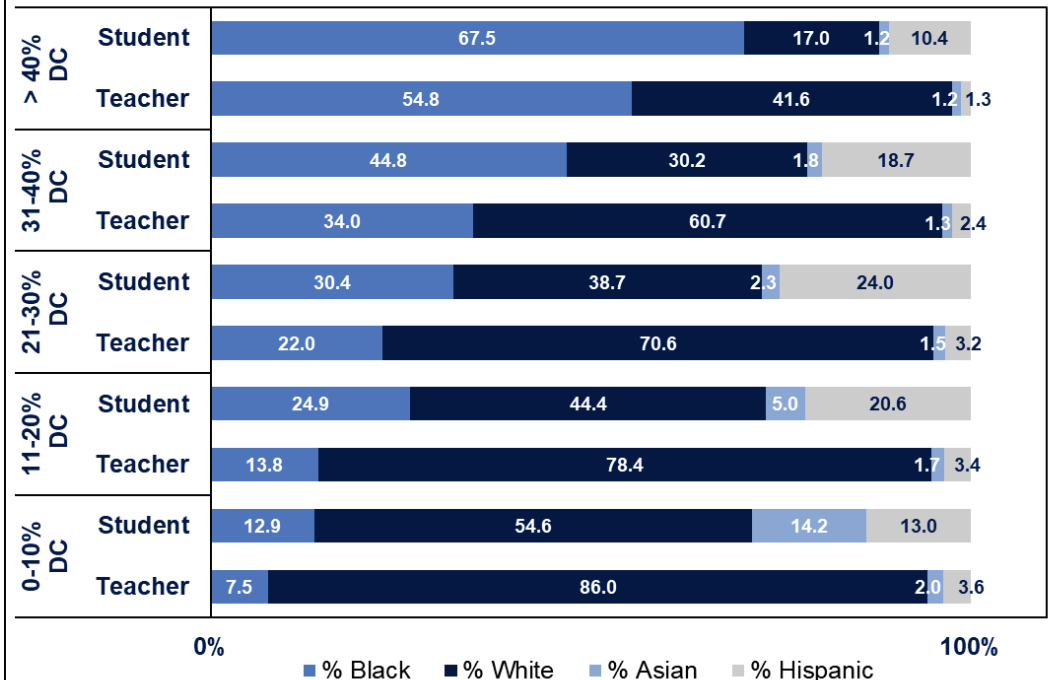
Figure 13 indicates the magnitude of the trend, with Black and White teachers showing approximately opposite school sorting tendencies by poverty level.

STUDENT POPULATION MORE RACIALLY DIVERSE THAN TEACHERS' ACROSS SCHOOL POVERTY LEVELS (Fig. 14)

During the 2021-2022 school year, schools with lower rates of DC students tended to have more White students and teachers relative to schools with higher rates of DC students.

Figure 14 highlights the disproportionality between Hispanic students and teachers, across all poverty levels. Considering that Hispanic students are among the fastest growing student populations in Georgia, this finding has important implications for recruiting and retaining Hispanic teachers.

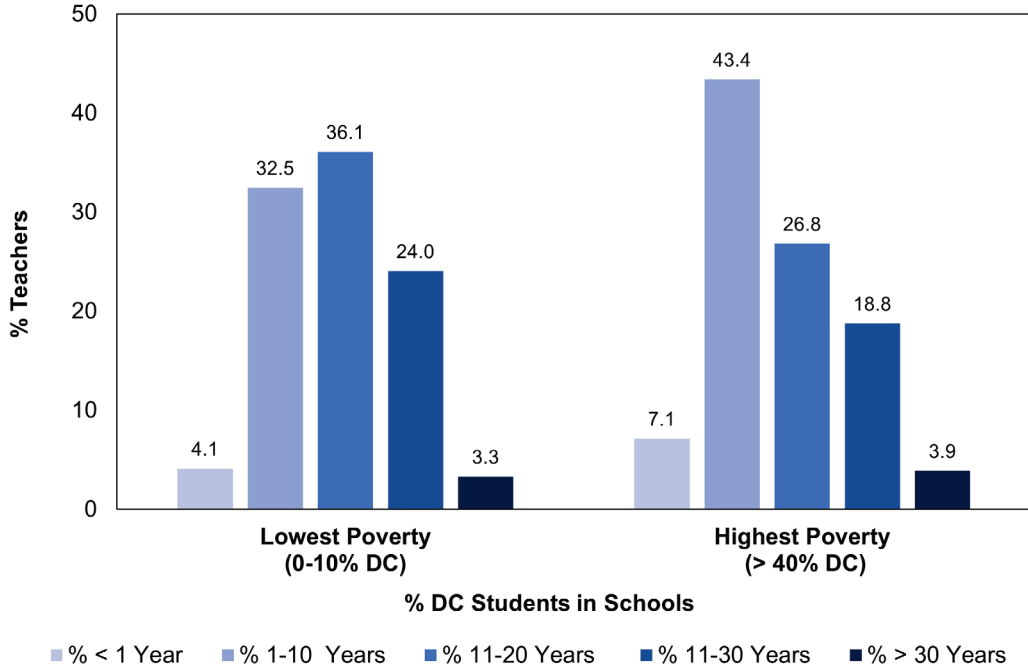
Figure 14: Race/Ethnicity of 2021-2022 Teachers and Students by Poverty Level



Source: GA AWARDS

Note. Poverty level is defined by schools' direct certification rates. Higher percentages of direct certification in schools indicate higher levels of student poverty.

Figure 15: Years Experience of 2021-2022 Teachers by School Poverty Level



TEACHERS IN HIGHEST DC SCHOOLS HAVE LESS YEARS OF TEACHING EXPERIENCE (Fig. 15)

Data indicate teachers with more years of experience tend to sort into lower poverty schools (0-10% DC). Higher poverty schools (>40% DC) included more new teachers, and teachers with 1-10 years of experience than lower poverty schools.

Georgia's teacher sorting patterns by school poverty levels and years' experience are representative of national trends.

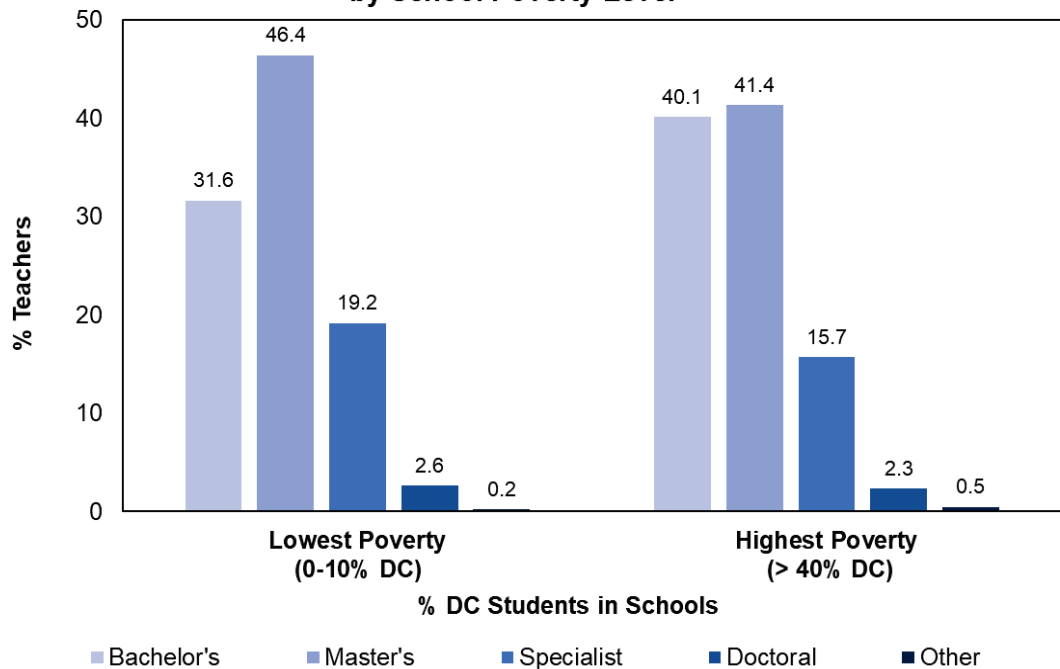
To the extent in which years of experience are indicative of teacher quality, such sorting patterns highlight the inequitable access students in poverty have to high quality teachers relative

TEACHERS IN HIGHEST DC SCHOOLS HAVE LESS ADVANCED DEGREES (Fig. 16)

Data indicate teachers with degrees beyond Bachelor's tend to sort into lower poverty schools (0-10% DC). Higher poverty schools (>40% DC) included more teachers with bachelor's degrees, and fewer teachers with doctoral degrees than lower poverty schools.

Georgia's teacher sorting patterns by school poverty levels and advanced degrees are representative of national trends. To the extent in which advanced degrees are indicative of teacher quality, such sorting patterns highlight the inequitable access students in poverty have to high quality teachers relative to their lower poverty peers.

Figure 16: Degree Levels of 2021-2022 Teachers by School Poverty Level



Teacher and Leader Characteristics

- Total counts (Figure 1), race/ethnicity (Figure 2, Figure 5), degree level (Figure 3, Figure 6), and years of experience (Figure 4, Figure 7) for teachers and leaders was all determined using CPI data reported by GaDOE and made publicly available on GOSA's website.
- Years of experience using CPI data refers to total number of years teachers or leaders had in education overall. The years of experience CPI reports does not necessarily correspond with years of experience as either a teacher in a teaching position or a leader in a leader position.
- To determine total years a leader had in a leadership position (Figure 8), GOSA defined leaders as individuals with a leader-administrator level of 1 (0 = not leader, 1 = leader). The leader sample only included individuals present in employment data with CPI years of experience as a leader.

New Teacher Characteristics

- New teachers are defined as having 0 years of experience in the Education Employment Details datafile sourced from GAAWARDS.
- The certified new teacher sample includes teachers with both obsolete and non-obsolete certifications. Obsolete certifications are defined as having an certification end date prior to the 2021-2022 school year.

Teacher and Leader Certifications

- In-field data is sourced from GaDOE. In-field educators are defined as having a CPI course code that is related to their reporting certification field.
- Certification buckets were determined in collaboration with GAAWARDS and GaPSC to include the most updated course codes offered in GA public schools within in each bucket.
- The total numbers of certifications by field include certifications held by teachers and leaders. The numbers reported reflect only non-obsolete certifications. Obsolete certifications are defined as having an certification end date prior to the 2021-2022 school year.

Teacher and Leader Preparation

- Traditional EPP completers (Tables 7-8) are defined as completing an in-state EPP program (and therefore obtaining a GaPSC certificate) between September 1, 2020 to August 31, 2021, and do not hold a previous teaching certification in another field¹.

¹ GaPSC EPP completer data includes initial certification completion by certification fields. For example, a person completing a traditional EPP for middle grades ELA in 2018 and middle grades social studies in 2019 is in the completer data twice (once in 2018 and once in 2019) and has two unique initial certifications. GOSA does not count the later completion year as initial certification, as initial certification is regarded as the first time an individual is certified to teach in Georgia regardless of their certification field.

Alternative EPP completers (Tables 7-8) are defined as completing an in-state EPP program (and therefore obtaining a GaPSC certificate) between September 1, 2020 to August 31, 2021, and do not hold a previous teaching certification in another field.

- GOSA considers a completer eligible to enter the educator workforce the school year after in which they complete an EPP program. School year 2020-2021 completers therefore are eligible to work in the 2021-2022 school year, which is the timeframe of this report².
- The EPP completers included in this sample (Tables 7-9) are receiving initial certifications only, wherein initial certification means obtaining a GaPSC certificate to teach or lead for the first time.
- Only “teacher” or “leader” certificate types are included in the sample³.
- EPP completers are considered employed in the 21-22 school year if their unique ID is present in Period 1 of the employment data sources from GA-AWARDS. RESAs primarily operate alternative EPPs, and GaTAPP is Georgia’s only alternative route to initial teacher certification. GaTAPP programs only offer certificates and are not designated as degree granting programs (eg. bachelor’s or master’s).
- Institutions of higher education primarily operate traditional EPPs and completers typically earn a degree (eg. bachelor’s or master’s) and a GaPSC certificate to teach or lead in Georgia K-12 schools upon completion of a traditional EPP.

Teacher Retention and Mobility

- CPI termination codes:

<u>Termination Code</u>	<u>Reason for Termination</u>
1	Retirement
2	Death
3	Family (Including Personal Illness)
4	Advanced Study
5	Nonrenewal of Contract (Including Dismissal)
6	Acceptance of position in other Georgia school system
7	Reduction in force
8	Failure to meet certification requirements
9	Resignation

² The Title II timeframe of EPPs within higher education institutions does not correspond with the traditional calendar year of K-12 schools.

³ EPP completers with certificate types designated as “service” are not included in the sample. GaPSC reports are education certificate types (teacher, leader, and service) to GA-AWARDS. For more information on programs included in each certificate type, visit

<https://www.gapsc.com/Commission/Rules/Current/EducatorPreparation/EdPrepRules.aspx>