



2016 Georgia K-12 Teacher and Leader Workforce Report

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January 2017



THE GOVERNOR'S OFFICE OF
STUDENT ACHIEVEMENT

Executive Summary

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

Key findings include:

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

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

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

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

- *Teacher and Leader Production*

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

- *Teacher and Leader Mobility*

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

- *Teacher and Leader Retention*

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

- The retention rates for teachers and leaders with five or fewer years of experience were a few percentage points lower than the retention rates for all teachers and leaders.

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

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

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Table of Abbreviations

AEAH	Alliance of Education Agency Heads	CPI	Certified Personnel Information
CTAE	Career, Technical, and Agricultural Education	ELA	English Language Arts
EPP	Educator Preparation Program	ESOL	English to Speakers of Other Languages
GaDOE	Georgia Department of Education	GaPSC	Georgia Professional Standards Commission
GOSA	Governor’s Office of Student Achievement	PhD/EdD	Doctor of Philosophy or Education
RESA	Regional Education Service Agency	STEM	Science, Technology, Engineering, and Math
SWSS	Strategic Waivers School Systems	TRS	Teachers Retirement System of Georgia

Introduction

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

Current Status of the Workforce

During the 2015-2016 school year, Georgia’s public education workforce consisted of 110,059 teachers and 8,449 leaders employed in public schools.³

Table 1: Distribution of Teacher and Leaders

Teachers	110,059	92.9%
Leaders	8,449	7.1%
Total	118,508	100%

2015-2016 Teacher Workforce Characteristics

DEMOGRAPHICS⁴

During the 2015-2016 school year, 80% of the teacher workforce was female. The majority of teachers (60.6%) were white. Black teachers comprised the second largest share of teachers (20.2%). 9.2% of teachers were Hispanic, and 2.1% of

³ The Governor’s Office of Student Achievement (GOSA) used GaDOE Fall Certified Personnel Information (CPI) data to classify educators as teachers or leaders according to job code definitions provided by the AEAH working group for this report. Teachers excluded literacy coaches, preschool teachers, and adult education teachers. Leaders included principals, PreK directors, alternative school directors, assistant principals, instructional supervisors, community school directors/coordinators, CTAE directors, and CTAE directors (extended year). If an employee served at least part of the day in a leadership role, he/she was counted as a leader. Teachers were any employees serving at least part of the day as a teacher but not serving part of the day as a leader.

⁴ GOSA used GaPSC self-reported demographic data for this analysis.

teachers were of other races/ethnicities.⁵ Additionally, 26.5% of teachers were prepared out of state.⁶

Table 2: Distribution of Teacher Races/Ethnicities

Race/Ethnicity	Count	Percentage
American Indian	150	0.1
Asian	872	0.8
Black	22,248	20.2
Hispanic	10,155	9.2
Pacific Islander	58	0.1
Two or More	1,226	1.1
White	66,691	60.6
Unknown	8,659	7.9

CERTIFICATE ANALYSIS

Table 3: Distribution of Teacher Certificate Fields⁷

Certificate Field	Count ⁸	Percentage of Teachers Certified in Field
Early Childhood	51,582	46.9
Middle	33,928	30.8
Secondary English Language Arts	7,033	6.4
Secondary Math	5,875	5.3
Secondary Social Studies	6,681	6.1
Secondary Science	9,221	8.4
CTAE	6,280	5.7
PK-12 Fields ⁹	23,207	21.1
Foreign Language	2,985	2.7
Gifted	24,503	22.3
Special Education	25,497	23.2
ESOL	11,242	10.2
STEM	43,742	39.7

⁵ Other races/ethnicities include American Indian, Asian, Pacific Islander, and those reporting two or more races. GOSA combined these races/ethnicities due to their small sample sizes.

⁶ GaPSC provided GOSA with an indicator for individuals with some form of documentation that suggests that the educator was prepared outside of Georgia, but GOSA did not have data on the specific states of origin.

⁷ GOSA determined certificate field categories according to the teaching certificate categories listed on [GaPSC's website](#).

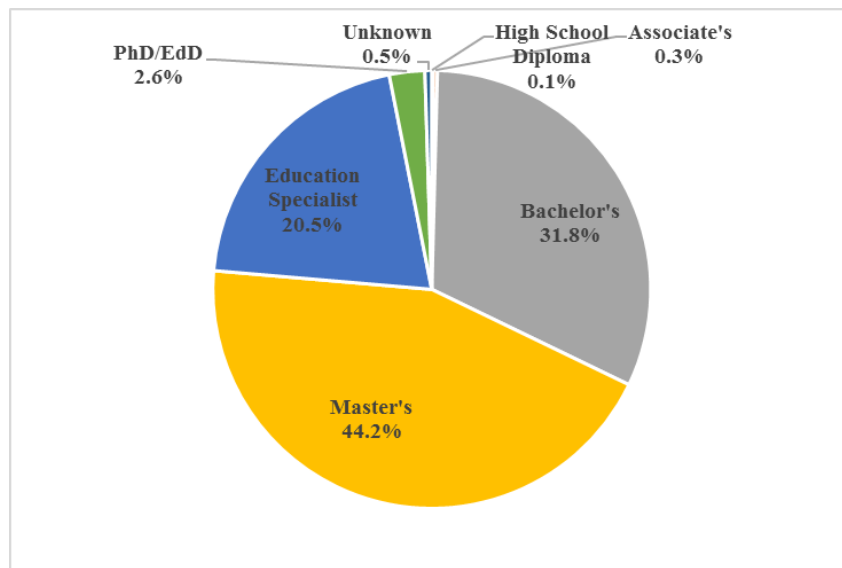
⁸ Teachers were double counted if they were certified in multiple fields, so counts will not add up to the total number of teachers and percentages will not add up to 100.

⁹ PK-12 fields include subjects such as physical education, health, the fine arts, etc.

Table 3 on the previous page examines the certificate fields held by teachers during the 2015-2016 school year.¹⁰ 46.9% of teachers were certified in elementary fields (grades PK-5). 30.8% of teachers were certified in middle grade fields (grades 4-8). 26.2% of teachers were certified in secondary fields (grades 6-12). Among the secondary fields, 8.4% of teachers were certified in a secondary science field, which was at least 2 percentage points greater than other secondary subjects. 23.2% of teachers were certified in special education fields, and 22.3% of teachers were certified in gifted fields. Additionally, about 40% of teachers were certified in a STEM (Science, Technology, Engineering, and Math) field.

Certificate levels are determined by the highest degree one has earned. During the 2015-2016 school year, 44.2% of teachers held a Master’s degree as their highest degree, and 31.8% of teachers held a Bachelor’s degree as their highest degree. Figure 1 shows the distribution of certificate levels for the 2015-2016 teacher workforce.¹¹

Figure 1: Distribution of Teacher Certificate Levels



¹⁰ GOSA used GaPSC certificate data to identify all valid certificates during the 2015-2016 school year, which was defined using GaPSC’s fiscal year dates—July 1, 2015 to June 30, 2016.

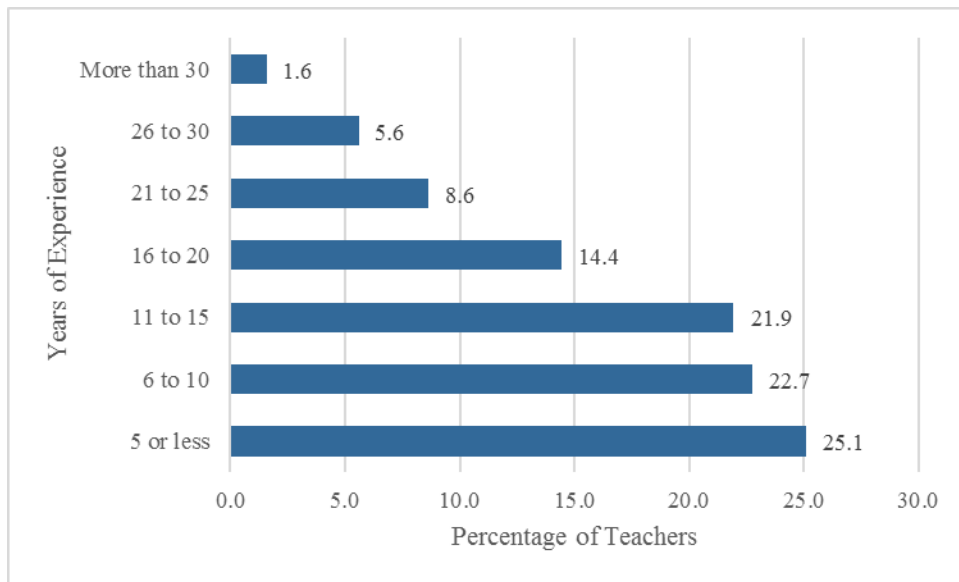
Educators in a charter system or Strategic Waivers School System (SWSS) may or may not be required to be certified depending on the terms of the charter or SWSS agreement.

¹¹ Teachers with no certificate level information were identified as “unknown.” Some of these teachers may not be required to hold a certificate if the school system has a waiver in its charter system or SWSS contract with the State Board of Education.

YEARS OF EXPERIENCE

GOSA defined years of experience as the number of years one has been working in the Georgia public education workforce.¹² A quarter (25.1%) of the 2015-2016 teacher workforce, which is the largest share of teachers, had five or fewer years of experience working in Georgia public education. 22.7% of teachers had 6 to 10 years of experience, and 21.9% of teachers had 11 to 15 years of experience. The median number of years of experience for the 2015-2016 teacher workforce was eleven years. Figure 2 shows the distribution of years of experience for all teachers.

Figure 2: Years of Experience for Teachers



DISTRICT AND SCHOOL ANALYSIS

A breakdown of teacher workforce characteristics, including demographics, certificates, and years of experience, by district is available [here](#). Additionally, [click here](#) for a breakdown of teacher workforce characteristics by school.¹³

GOSA used the breakdown of teacher workforce characteristics by school to compare workforce patterns between high poverty and low poverty schools.¹⁴ For

¹² Specifically, 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.

¹³ The files have been redacted to exclude n-sizes that are less than 10.

¹⁴ GOSA defined high poverty and low poverty schools by identifying the top and bottom quartile of schools using free lunch direct certification percentages. The bottom quartile cut off was 23% of

this analysis, GOSA summed the teacher counts for all schools in each category to determine overall teacher counts and percentages for high poverty schools and low poverty schools. GOSA then used a t-test of proportions to determine if the differences between high poverty and low poverty schools were statistically significant.¹⁵ In terms of demographics, the share of male teachers in low poverty schools (22.8%) was statistically significantly greater than the share of male teachers in high poverty schools (15.8%). However, this may be due to the fact that a larger share of high poverty schools were elementary schools—roughly 67% of high poverty schools were elementary schools compared to 47% of low poverty schools.¹⁶ The differences in the shares of black and white teachers between low and high poverty schools were also statistically significant. 43.2% of teachers in high poverty schools were black compared to only 8.1% of teachers in low poverty schools; in addition, only 37.3% of teachers in high poverty schools were white compared to 73% of teachers in low poverty schools.

Table 4: Demographics of Teachers in Low and High Poverty Schools

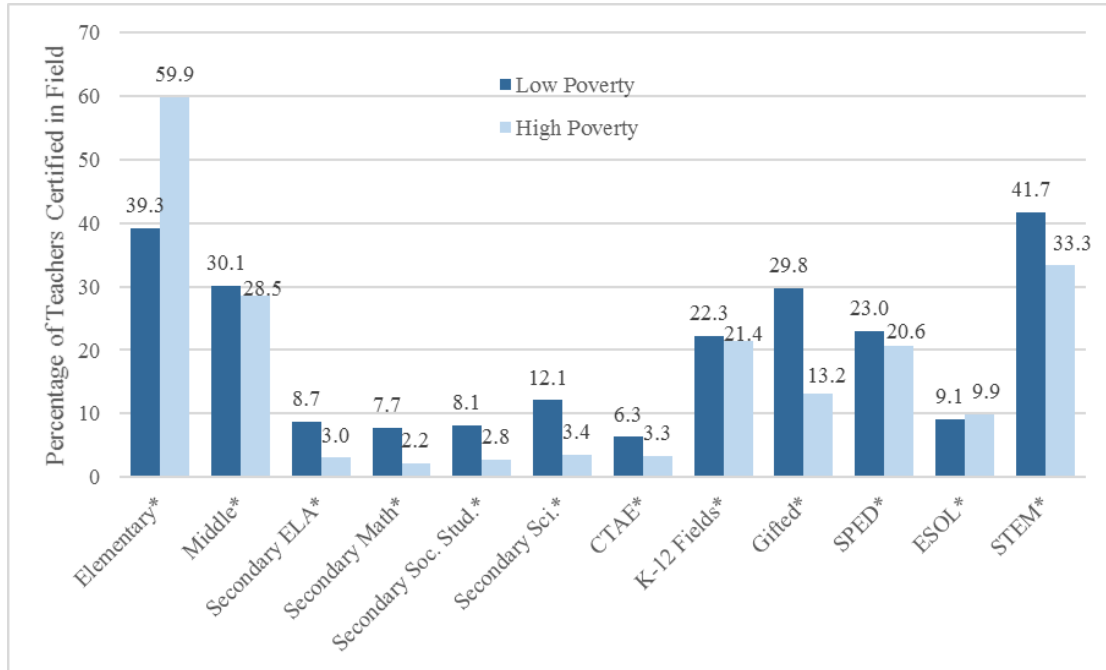
Subgroup	Percentage of Teachers in Low Poverty Schools	Percentage of Teachers in High Poverty Schools
Female	77.1	84.0
Male	22.8	15.8
American Indian	0.1	0.1
Asian	0.9	0.5
Black	8.1	43.2
Hispanic	9.0	9.7
Pacific Islander	0.0	0.1
Two or More	1.1	1.1
White	73.0	37.3

students directly certified, and the top quartile cut off was 51% of students directly certified. For more information on the use of direct certification percentages, see [GOSA's e-bulletin](#).

¹⁵ GOSA defined statistically significant as $p < 0.05$.

¹⁶ Since GOSA could not access 2015-2016 enrollment information while compiling the report, GOSA identified school grade clusters using 2014-2015 enrollment data.

Figure 3: Certificate Fields of Teachers in Low and High Poverty Schools¹⁷

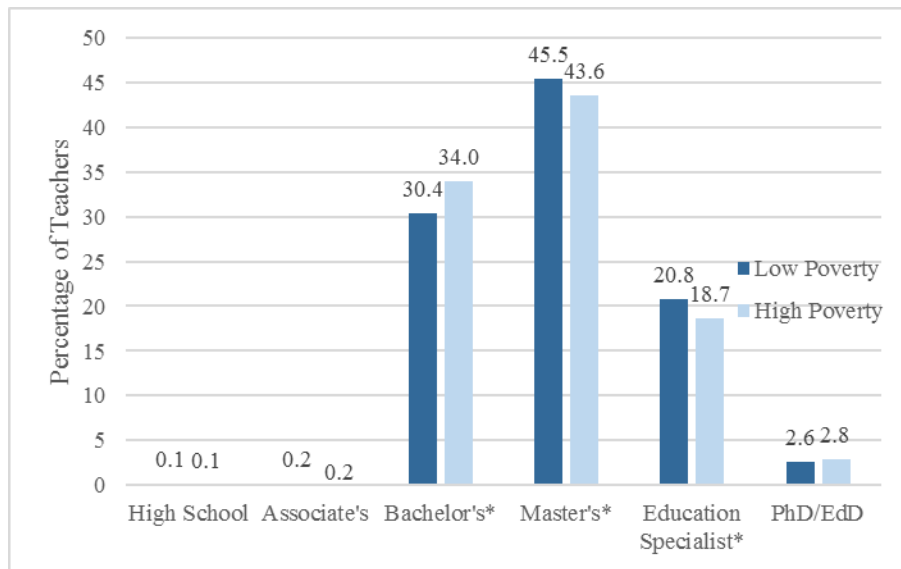


When analyzing certificate fields held by teachers, a larger share of teachers in high poverty schools were certified in elementary grades, while a larger share of teachers in low poverty schools were certified in secondary subjects; however, this is also likely due to differences in the distributions of elementary, middle, and high schools between low poverty and high poverty schools. The proportion of teachers with gifted certification in low poverty schools (29.8%) was more than double the share of gifted certified teachers in high poverty schools (13.2%). Additionally, the share of teachers certified in STEM subjects was about 8 percentage points higher in low poverty schools (41.7%) than high poverty schools (33.3%). The share of teachers certified in special education was also somewhat higher in low poverty schools (23%) than high poverty schools (20.6%). On the other hand, the proportion of teachers with ESOL certification was slightly higher (about one percentage point) in high poverty schools than low poverty schools. Figure 3 compares the percentage of teachers certified in each field category in high poverty and low poverty schools.

¹⁷ An asterisk denotes a statistically significant difference in percentages using a t-test of proportions ($p < 0.05$).

In terms of certificate level, high poverty schools had a statistically significantly smaller share of teachers with Master’s degrees as their highest earned degree (43.6% compared to 45.5% in low poverty schools). Additionally, high poverty schools had a statistically significantly larger share of teachers with Bachelor’s degrees as their highest earned degree (34% compared to 30.4% in low poverty schools). Thus, more teachers in low poverty schools had higher certificate levels compared to teachers in high poverty schools.

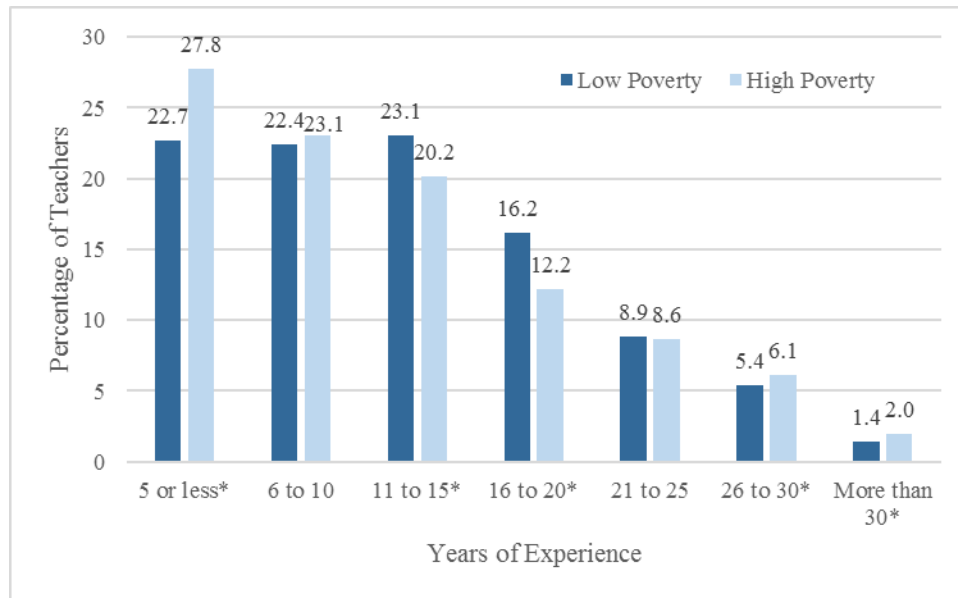
Figure 4: Certificate Levels of Teachers in Low and High Poverty Schools¹⁸



¹⁸ An asterisk denotes a statistically significant difference in percentages using a t-test of proportions ($p < 0.05$).

When analyzing years of experience, the share of teachers with five or fewer years of experience was about five percentage points larger in high poverty schools than low poverty schools. Additionally, the share of teachers with eleven to twenty years of experience was slightly lower in high poverty schools than low poverty schools. However, though the share of teachers with twenty-six or more years of experience was small, this proportion of teachers was slightly larger in high poverty schools. Thus, high poverty schools had a larger share of teachers with very little experience or a lot of experience.

Figure 5: Years of Experience of Teachers in Low and High Poverty Schools¹⁹



Finally, a statistically significantly larger share of teachers in low poverty schools were prepared out of state—29.4% compared to 24.9% in high poverty schools.

¹⁹ An asterisk denotes a statistically significant difference in percentages using a t-test of proportions ($p < 0.05$).

2015-2016 Leader Workforce Characteristics

DEMOGRAPHICS

In contrast to the teacher workforce, only 68% of the leader workforce were female. The percentage of leaders who were male (31.8%) was much higher than the percentage of teachers who were male (20.3%).

The majority of the leader workforce was also white (56.9%). However, the share of leaders who were black was larger than the share of black teachers; 34.2% of leaders were black compared to 20.2% of teachers. On the other hand, the percentage of Hispanic leaders (4.4%) was lower than the percentage of Hispanic teachers (9.2%).

Table 5: Distribution of Leader Races/Ethnicities²⁰

Race/Ethnicity	Count	Percentage
American Indian	13	0.2
Asian	39	0.5
Black	2,893	34.2
Hispanic	372	4.4
Two or More	104	1.2
White	4,808	56.9
Unknown	218	2.6

Additionally, 30.6% of leaders were prepared out of state, which is larger than the share of teachers who were prepared out of state (26.5%).

CERTIFICATE ANALYSIS

Table 6 on the following page examines the certificate fields held by leaders.²¹ 81.7% of leaders held leadership certificates during the 2015-2016 school year. Many leaders also held certificates in multiple other teaching fields. When analyzing the teaching certificates held by leaders, 37.6% of leaders held a

²⁰ Pacific Islanders were excluded because n < 10.

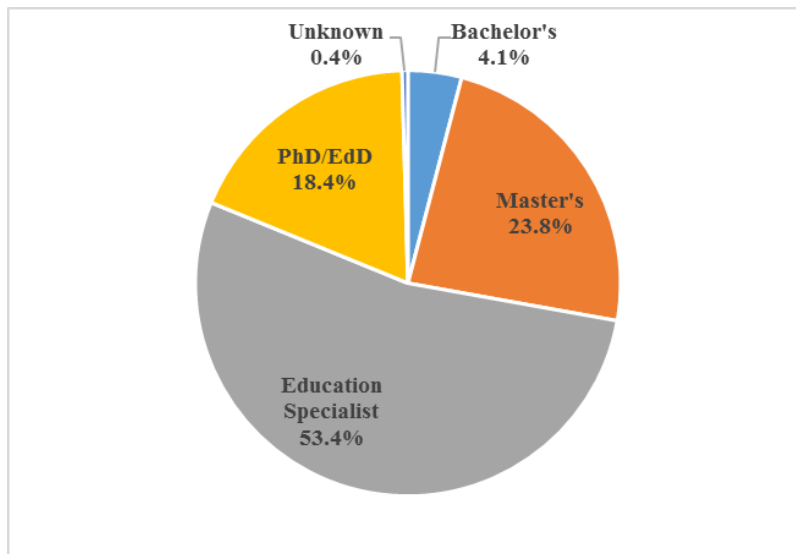
²¹ The leadership certificates include educational leadership tiers I and II certificates and other certificates associated with the CPI job titles for leaders such as instructional supervision and director of CTAE or special education. The remaining certificate fields are the same types of certificates 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.

certificate in a STEM subject. 18% of leaders were gifted certified, and about 15% of leaders held a certificate in special education.

Table 6: Distribution of Leader Certificate Fields

Certificate Field	Count ²²	Percentage of Leaders Certified in Field
Leadership	6,899	81.7
Early Childhood	3,189	37.7
Middle	3,160	37.4
Secondary English Language Arts	602	7.1
Secondary Math	435	5.1
Secondary Social Studies	692	8.2
Secondary Science	1,048	12.4
CTAE	541	6.4
PK-12 Fields	1,557	18.4
Foreign Language	129	1.5
Gifted	1,520	18.0
Special Education	1,241	14.7
ESOL	543	6.4
STEM	3,179	37.6

Figure 6: Distribution of Leader Certificate Levels



Over half of all leaders (53.3%) held an Education Specialist degree as their highest earned degree. Additionally, 18.4% of leaders held a PhD/EdD as their highest

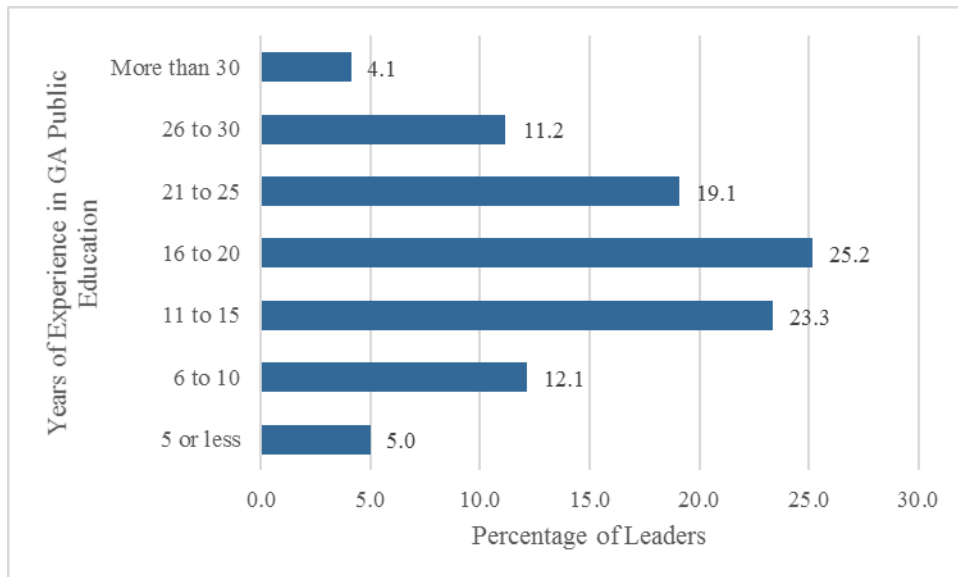
²² Leaders were double counted if they were certified in multiple fields, so counts will not add up to the total number of leaders and percentages will not add up to 100.

earned degree, and 23.8% of leaders held a Master’s degree as their highest earned degree. All leaders had a certificate level above a high school diploma. Figure 6 displays the distribution of certificate levels for all leaders.²³

YEARS OF EXPERIENCE

In general, leaders had more total years of experience in the Georgia public education workforce than teachers. The largest share of leaders had between 16 to 20 years of experience (25.2%), and only 5% of leaders had less than 5 years of experience. The median total number of years of experience for leaders was seventeen years.

Figure 7: Total Years of Experience for Leaders

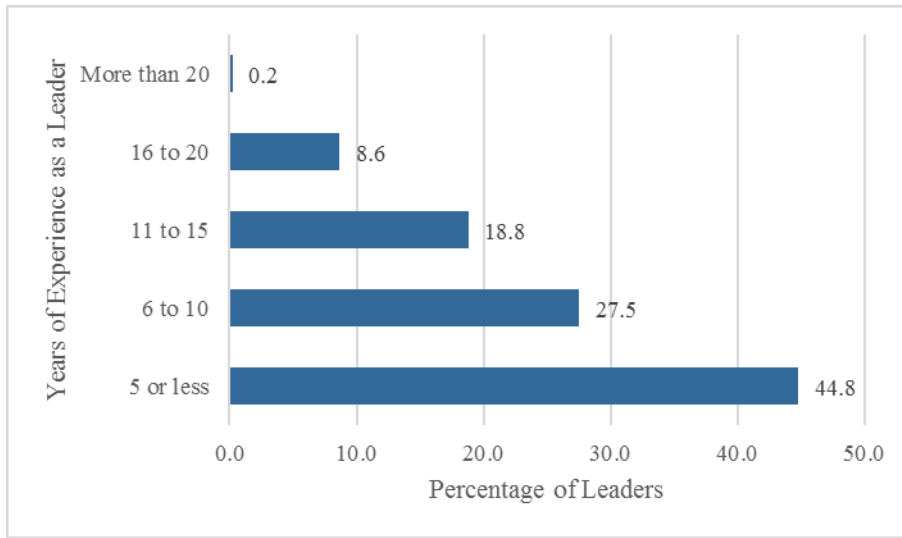


However, when analyzing years of experience as a leader specifically, the patterns are quite different.²⁴ About 45% of leaders had five or fewer years of experience, compared to about 25% of teachers with five or less years of experience. More than a quarter of leaders (27.5%) had between 6 to 10 years of experience. Leaders had a median of five years teaching and six years serving as a leader. Thus, although leaders have more experience working in Georgia public education in any role, the majority of leaders have less than ten years of experience serving as a leader.

²³ The n-size for Associate’s degrees was too small to report. Leaders with no certificate level information were identified as “unknown.” Some of these leaders may not be required to hold a certificate if the school system has a waiver in its charter system or SWSS contract with the State Board of Education.

²⁴ GOSA used data provided by GaPSC on the total number of years an employee served as a leader as defined by CPI job code to analyze years of experience as a leader.

Figure 8: Years of Experience as a Leader



DISTRICT AND SCHOOL ANALYSIS

A breakdown of leader workforce characteristics, including demographics, certificates, and years of experience, by district is available [here](#).

The percentage of female leaders was statistically significantly greater in high poverty schools (71.3%) than in low poverty schools (66.6%). Similar to the teacher workforce, there were statistically significant differences in the percentages of black and white leaders in high and low poverty schools. 65.8% of leaders in high poverty schools were black compared to only 15.3% of leaders in low poverty schools. Furthermore, only 26.1% of leaders in high poverty schools were white compared to 74.8% of teachers in low poverty schools.

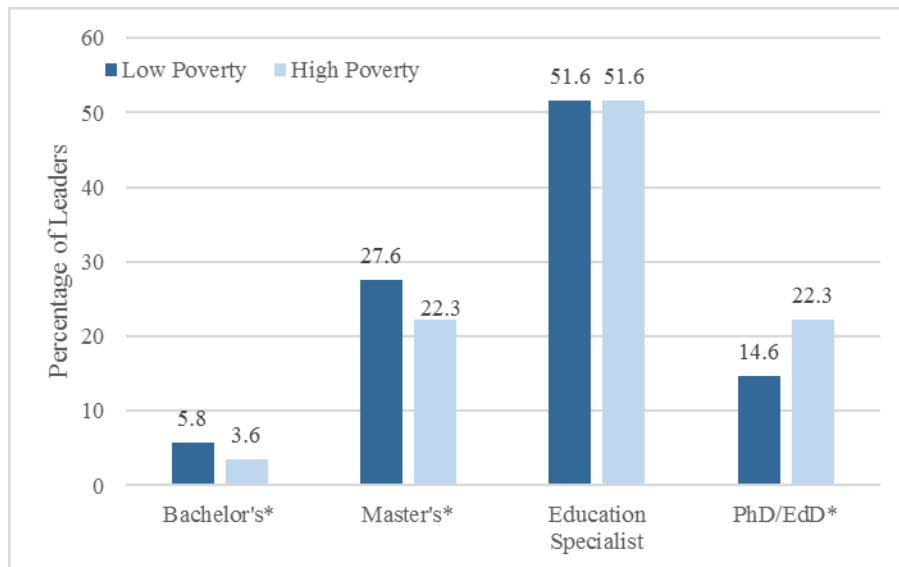
Table 7: Demographics of Leaders in Low and High Poverty Schools²⁵

Subgroup	Percentage of Leaders in Low Poverty Schools	Percentage of Leaders in High Poverty Schools
Female	66.6	71.3
Male	33.3	28.5
Black	15.3	65.8
Hispanic	4.8	3.8
Two or More	1.7	1.3
White	74.8	26.1

²⁵ Excluded races/ethnicities had n-sizes too small to report.

The comparison of certificate levels for leaders in high poverty and low poverty schools revealed different patterns than the teacher workforce comparison. When analyzing the leader workforce in high poverty and low poverty schools, the share of leaders with Bachelor’s and Master’s degrees as the highest earned degree was larger in low poverty schools than high poverty schools (5.8% compared to 3.6%, and 27.6% compared to 22.3%, respectively). The percentage of leaders with an Education Specialist degree as the highest earned degree was the same in low poverty and high poverty schools (51.6%). However, the percentage of leaders with a PhD/EdD as their highest earned degree was statistically significantly greater in high poverty schools than low poverty schools; 22.3% of leaders in high poverty schools held PhD/EdDs as their highest degree compared to only 14.6% in low poverty schools.

Figure 9: Certificate Levels of Leaders in Low and High Poverty Schools²⁶



No statistically significant differences exist between low and high poverty schools in the levels of years of experience working in Georgia public education or serving as a leader. However, similar to the teacher workforce, a statistically significantly larger share of leaders in low poverty schools were prepared out of state (34.1%) compared to leaders in high poverty schools (29.6%).

²⁶ An asterisk denotes a statistically significant difference in percentages using a t-test of proportions ($p < 0.05$).

Comparison of Current Workforce to All Certificate Holders

The report compares the current teacher and leader workforce to all current certificate holders in order to analyze the percentage of all certificate holders that were actually employed as teachers or leaders during the 2015-2016 school year. GOSA defined all current certificate holders for the 2015-2016 school year as anyone with a valid certificate between July 1, 2015 to June 30, 2016.²⁷ As such, there were 189,468 valid certificate holders during the 2015-2016 school year.²⁸

Table 8: Percentage of Certificate Holders Employed as Teacher or Leader²⁹

	Count of All Certificate Holders	Percentage of All Certificate Holders
Employed as Teacher	109,855	58.0%
Employed as Leader	8,432	4.5%
Employed as Teacher or Leader	118,287	62.5%

Table 8 shows the percentages of all certificate holders employed as either a teacher or leader. 62.5% of all current certificate holders were employed as either a teacher or a leader during the 2015-2016 school year. 13.4% of all current certificate holders were not employed in the Georgia public education workforce at all during the 2015-2016 school year.³⁰

DEMOGRAPHICS

Males have a higher percentage of certificate holders who are employed as teachers or leaders than females. 71.9% of male certificate holders were employed as a teacher or leader compared to 60.6% of female certificate holders. However, there were more than four times as many female certificate holders as male certificate holders.

²⁷ GOSA chose these dates because they align with GaPSC’s fiscal year.

²⁸ 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).

²⁹ A small number of teachers and leaders identified using CPI data did not match to the certificate data provided by GaPSC, likely due to reporting errors or educators not being certified under conditions of a district’s charter system or SWSS contract. Thus, GOSA used the total number of teachers or leaders identified in CPI data who matched to GaPSC certificate data to calculate these percentages.

³⁰ GOSA determined this percentage by calculating the number of current certificate holders who were not present in the Fall 2016 CPI data.

White certificate holders had slightly higher shares of certificate holders who were employed as a teacher or leader when compared to other races/ethnicities. 65.7% of white certificate holders were employed as a teacher or leader. Among all other races, approximately 60% of certificate holders were employed as a teacher or leader during the 2015-2016 school year.

Table 9: Distribution of Employed Certificate Holders' Races/Ethnicities

Race/Ethnicity	Percentage of Certificate Holders Employed as Teacher/Leader
American Indian	60.4
Asian	59.4
Black	59.4
Hispanic	59.7
Pacific Islander	63.8
Two or More	61.1
White	65.7

CERTIFICATE ANALYSIS

Table 10: Percentage of Certificate Holders Employed by Certificate Field

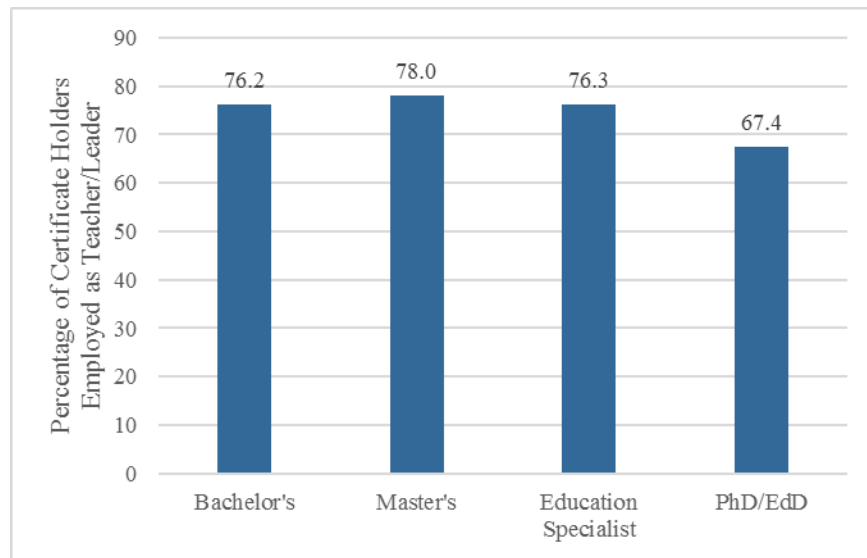
Certificate Field	Percentage Employed as Teacher	Percentage Employed as Leader	Percentage Employed as Teacher or Leader
Early Childhood	75.9	4.7	80.6
Middle	75.5	7.0	82.5
Secondary English Language Arts	75.2	6.4	81.6
Secondary Math	79.2	5.9	85.0
Secondary Social Studies	76.5	7.9	84.5
Secondary Science	76.5	8.7	85.2
CTAE	75.1	6.5	81.5
PK-12 Fields	78.5	5.3	83.7
Foreign Language	81.0	3.5	84.5
Gifted	84.6	5.2	89.8
Special Education	76.7	3.7	80.4
ESOL	80.7	3.9	84.6
STEM	77.3	5.6	82.9
Leadership	39.0	34.3	73.3
Other Fields ³¹	57.9	5.0	62.9

³¹ Other fields include service fields that do not align with the job code definitions used for identifying teachers and leaders (see footnote 1).

The certificate field with the highest percentage of certificate holders employed as a teacher or leader was gifted certification; about 90% of all gifted certificate holders were employed as a teacher or leader. However, only 80% of special education certificate holders were employed as a teacher or leader. Approximately 85% of ESOL certificate holders were employed as a teacher or leader. Additionally, 82.9% of those holding certificates in a STEM subject were employed as a teacher or leader. Among the secondary fields, about 85% of secondary math, science, and social studies certificate holders were employed as a teacher or leader, which was slightly higher the percentage of secondary English language arts certificate holders who were employed (81.6%). Only 73.3% of leadership certificate holders were employed, with 34.3% of leadership certificate holders employed as a leader and 39% employed as a teacher.

Figure 10 below shows the percentage of certificate holders employed as a teacher or leader by certificate level.³² Certificate holders with a Master’s degree as their highest earned degree were the largest share of certificate holders employed as a teacher or leader (78%). Only 67.4% of certificate holders with PhD/EdDs as the highest degree earned were employed as a teacher or leader; of these certificate holders, 43.9% were employed as teachers and 23.6% were employed as leaders.

Figure 10: Percentage of Certificate Holders Employed as Teacher/Leader by Certificate Level



Under GaPSC’s certification system, educators can hold different types of certificates, each with their own conditions. Certificates are classified into two main categories—renewable and non-renewable. Non-renewable certificates are valid

³² Certificate holders with a high school diploma or Associate’s degree comprised less than one percent of all certificate holders, so they were excluded from the analysis.

for only one to five years depending on the certificate type.³³ 79% of renewable certificate holders were employed as teachers or leaders during the 2015-2016 school year, and 52.3% of non-renewable certificate holders were employed as teachers or leaders. Waiver certificates are included under the non-renewable category. Waiver certificates are unique in that they are issued at the request of an employer to educators who have not satisfied all certification requirements and are thus only valid for one year. 68.3% of all waiver certificate holders were employed as a teacher or leader during the 2015-2016 school year.

2015-2016 Teacher New Hire Characteristics

During the 2015-2016 school year, 5,908 teachers were new hires to the teacher workforce, which represented 5.4% of the entire teacher workforce.³⁴

DEMOGRAPHICS

The gender breakdown of new teachers was similar to the gender distribution of the overall teacher workforce. 77.1% of new teachers were female.

Hispanic teachers comprised a larger share of new teachers than the entire teacher workforce during the 2015-2016 school year; 17.9% of new teachers were Hispanic compared to only 9.2% of the entire teacher workforce. In contrast, white teachers comprised a slightly smaller share of new teachers than the entire teacher workforce, as 51.1% of new teachers were white compared to 60.6% of the entire teacher workforce. The percentage of new teachers who were black was similar to the overall share of black teachers in the workforce.

Table 11: Distribution of New Teachers' Races/Ethnicities

Race/Ethnicity	Percentage of All Teachers	Percentage of New Teachers
Asian	0.8	1.5
Black	20.2	20.6
Hispanic	9.2	17.9
Two or More	1.1	1.5
White	60.6	51.1
Unknown	7.9	7.4

³³ For more information on the different types of certificates and GaPSC's tiered certification system, visit [GaPSC's website](#). GOSA classified certificate types into renewable and non-renewable according to [GaPSC's classification rules](#).

³⁴ New teacher hires were defined as teachers whose initial year present in CPI data was 2016.

Furthermore, 31.6% of new teachers were prepared out of state, which is 5 percentage points higher than the share of all teachers who were prepared outside of Georgia.

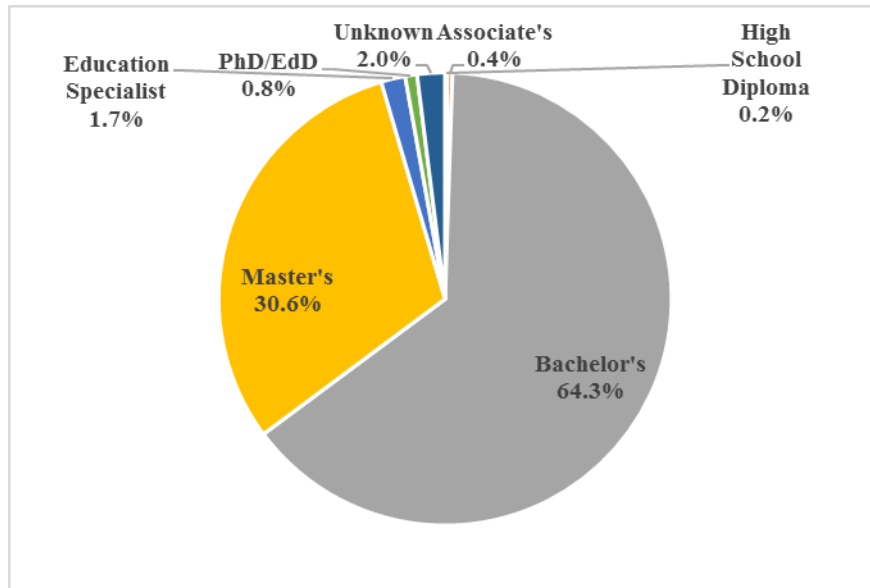
CERTIFICATE ANALYSIS

The percentages of new teachers with gifted, special education, or ESOL certification were lower than the percentages for all teachers. Only 2.7% of new teachers held gifted certification. Nevertheless, 19.6% of new teachers were certified in special education, and 8.1% of new teachers were certified in ESOL. Although the percentage of new teachers certified in elementary or middle grades was lower than the percentage of all teachers, the percentage of new teachers certified in secondary fields was similar to the percentage of all teachers. Additionally, 30.2% of new teachers were certified in a STEM subject.

Table 12: Distribution of New Teachers' Certificate Fields

Certificate Field	Percentage of All Teachers Certified	Percentage of New Teachers Certified
Early Childhood	46.9	38.8
Middle	30.8	17.6
Secondary English Language Arts	6.4	7.0
Secondary Math	5.3	5.6
Secondary Social Studies	6.1	6.2
Secondary Science	8.4	6.9
CTAE	5.7	5.0
PK-12 Fields	21.1	16.7
Foreign Language	2.7	3.1
Gifted	22.3	2.7
Special Education	23.2	19.7
ESOL	10.2	8.1
STEM	39.7	30.2

Figure 11: Distribution of New Teachers' Certificate Levels³⁵



Unlike the overall teacher workforce, the majority of new teachers in 2015-2016 held a Bachelor's degree as their highest degree earned (64.3%), which is double the proportion of all teachers with a Bachelor's degree as their highest degree earned (31.8%). Additionally, 30.6% of new teachers held a Master's degree as their highest degree earned, compared to 44.2% of all teachers with a Master's degree as their highest earned degree.³⁶

The sample sizes for the breakdown of new teacher workforce characteristics disaggregated by school and district were too small to report.

³⁵ Teachers with no certificate level information were identified as "unknown." Some of these teachers may not be required to hold a certificate if the school system has a waiver in its charter system or SWSS contract with the State Board of Education.

³⁶ Many new teachers are likely Master of Arts in Teaching (MAT) completers, whereas many of the 44.2% of all teachers with a Master's degree are likely veteran teachers with a Master of Education (M. Ed.) degree.

2015-2016 New Leader Hire Characteristics

During the 2015-2016 school year, 1,060 leaders were new leader hires, or educators serving as leaders for the first time, representing 12.5% of the entire leader workforce.³⁷

DEMOGRAPHICS

Females comprised a larger share of new leaders than the entire leader workforce. 74.8% of new leaders were female compared to 68% of all leaders.

Additionally, compared to the entire leader workforce, new leaders had a slightly larger share of Hispanic leaders and leaders of other races/ethnicities.³⁸ 7.7% of new leaders were Hispanic compared to 4.4% of all leaders, and 3.3% of new leaders were of other races/ethnicities compared to 1.9% of all leaders. The white share of new leaders was slightly lower than the share of all leaders; 48.2% of new leaders were white compared to 56.9% of all leaders.

Table 13: Distribution of New Leaders' Races/Ethnicities³⁹

Race/Ethnicity	Percentage of All Leaders	Percentage of New Leaders
Black	34.2	32.8
Hispanic	4.4	7.7
Other	1.9	3.3
White	56.9	48.2
Unknown	2.6	8.0

Similar to new teachers, a larger share of new leaders also came prepared from out of state (36.3%) when compared to the entire leader workforce (30.6%).

CERTIFICATE ANALYSIS

Approximately half (50.6%) of new leaders held a leadership certificate, which is much lower than the percentage for all leaders. However, the shares of new leaders with gifted, special education, and ESOL certification were greater than the shares of all leaders. 27.4% of new leaders were gifted certified compared to 18% of all

³⁷ New leader hires were defined as leaders whose initial year in CPI data as a leader, which was identified by GaPSC using job codes, was 2016.

³⁸ Other races/ethnicities include American Indian, Asian, Pacific Islander, and those reporting two or more races. GOSA combined these races/ethnicities for analysis due to small sample sizes.

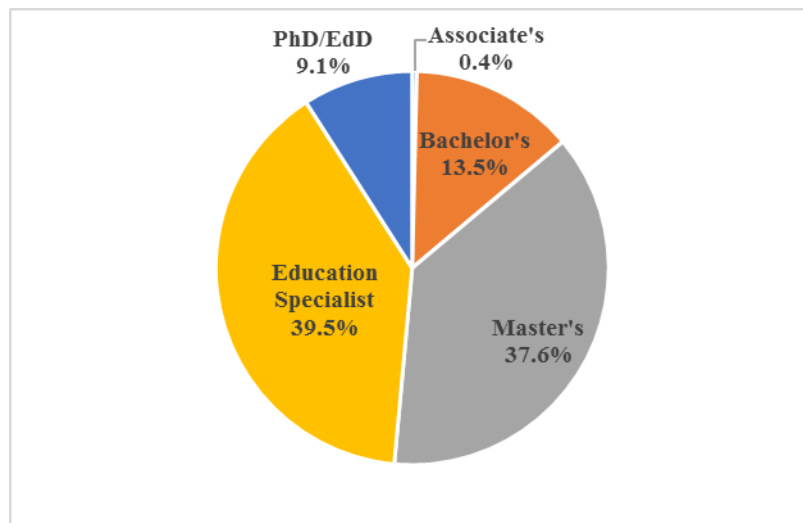
³⁹ Some races/ethnicities were not reported because n < 10.

leaders. 20.3% of new leaders were certified in special education compared to 14.7% of all leaders. 11.4% of new leaders held ESOL certification compared to 6.4% of all leaders. Finally, the percentage of new leaders certified in a STEM subject (42.1%) was also greater than the percentage of all leaders (37.6%).

Table 14: Distribution of New Leaders' Certificate Fields

Certificate Field	Percentage of All Leaders Certified	Percentage of New Leaders Certified
Leadership	81.7	50.6
Early Childhood	37.7	38.4
Middle	37.4	38.5
Secondary English Language Arts	7.1	8.7
Secondary Math	5.1	6.7
Secondary Social Studies	8.2	8.3
Secondary Science	12.4	10.7
CTAE	6.4	7.3
PK-12 Fields	18.4	18.7
Foreign Language	1.5	2.5
Gifted	18.0	27.4
Special Education	14.7	20.3
ESOL	6.4	11.4
STEM	37.6	42.1

Figure 11: Distribution of New Leaders' Certificate Levels



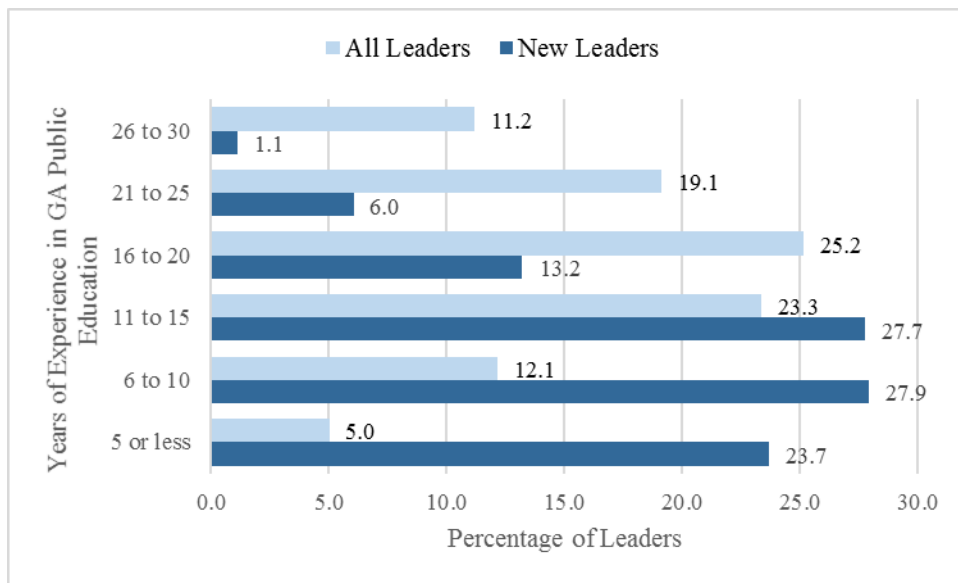
When compared to the overall leader workforce, the majority of new leaders held either a Bachelor's or Master's degree as their highest earned degree (51.1%), whereas the majority (53.3%) of the leader workforce held an Education Specialist

as their highest earned degree. However, 39.5% of new leaders still held an Education Specialist degree as their highest earned degree. 9.1% of new leaders held a PhD/EdD as their highest earned degree, which was half the proportion of the entire leader workforce with a PhD/EdD (18.4%).

YEARS OF EXPERIENCE

When comparing the experience levels of new leaders to the entire leader workforce, new leaders did not have as much experience working in Georgia public education. 23.7% of new leaders had 5 or fewer years of experience in Georgia public education, compared to only 5.1% of all leaders. Over half of new leaders had ten or fewer years of experience, whereas almost half of all leaders (48.5%) had between eleven to twenty years of experience. The median number of years of experience for new leaders was 10 years compared to 17 years for the entire leader workforce.

Figure 12: Years of Experience for New Leaders⁴⁰



⁴⁰ The more than thirty years of experience band was excluded because the n-size for new leaders was too small to report.

2015-2016 Teacher Rehire Characteristics

The report also examines teacher and leader rehires, or educators who returned to the classroom in 2015-2016 after at least one year of absence during the previous school year.⁴¹ During the 2015-2016 school year, 2,316 teachers were rehires, which represented 2.1% of the entire teacher workforce.

DEMOGRAPHICS

The distribution of male and female teacher rehires was similar to the gender distribution of the overall teacher workforce. 77.5% of teacher rehires were female.

Similar to new teachers, Hispanic teachers comprised a larger share of teacher rehires than the overall teacher workforce as well. 14.4% of teacher rehires were Hispanic compared to 9.2% of all teachers. The share of teacher rehires who were black was also larger than the share of all teachers; 25.5% of teacher rehires were black compared to 20.2% of all teachers. Additionally, only 42.3% of teacher rehires were white compared to 60.6% of all teachers. However, 15.3% of teacher rehires did not have any race/ethnicity data available for this report.

Table 15: Distribution of Teacher Rehires’ Races/Ethnicities⁴²

Race/Ethnicity	Percentage of All Teachers	Percentage of Teacher Rehires
Asian	0.8	1.0
Black	20.2	25.5
Hispanic	9.2	14.4
Two or More	1.1	1.4
White	60.6	42.3
Unknown	7.9	15.3

Finally, 32.9% of teacher rehires originally received teacher preparation outside of Georgia, which is greater than the percentage of all teachers who received teacher preparation outside of Georgia (26.5%).

⁴¹ GOSA defined teacher rehires as teachers who were not present in 2014-2015 CPI data at all, but were present in Fall 2016 CPI data as a teacher.

⁴² American Indian and Pacific Islander were excluded because n < 10.

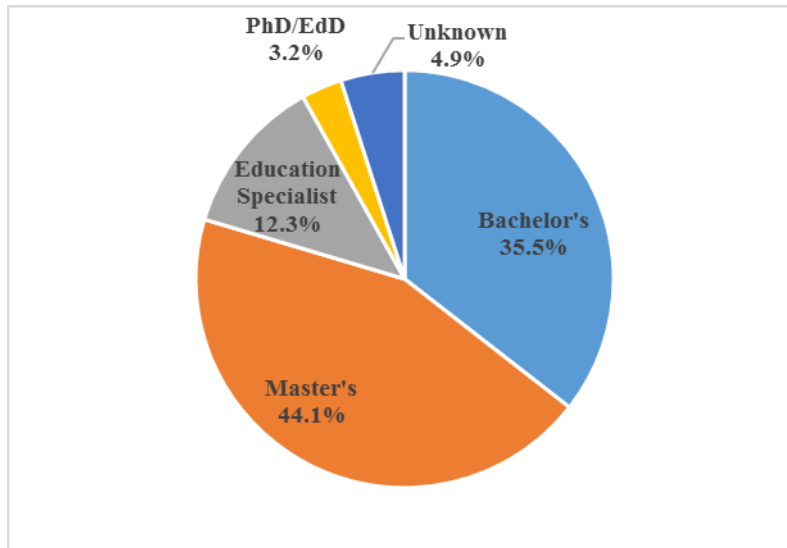
CERTIFICATE ANALYSIS

The percentage of teacher rehires certified in elementary grades (40.9%) was six percentage points lower than the percentage of all teachers; however, the percentages of teacher rehires certified in middle grades or secondary subjects were similar to the shares of all teachers. The percentage of teacher rehires who were gifted certified was less than half the percentage of all teachers who were gifted certified; only 10.4% of teacher rehires were gifted certified. The share of teacher rehires certified in ESOL was also slightly smaller when compared to all teachers. However, the percentage of teacher rehires certified in special education was slightly larger for teacher rehires than all teachers—26.4% of teacher rehires were certified in special education compared to 23.2% of all teachers.

Table 16: Distribution of Teacher Rehires' Certificate Fields

Certificate Field	Percentage of All Teachers Certified	Percentage of Teacher Rehires Certified
Early Childhood	46.9	40.9
Middle	30.8	30.6
Secondary English Language Arts	6.4	6.9
Secondary Math	5.3	5.3
Secondary Social Studies	6.1	6.5
Secondary Science	8.4	8.8
CTAE	5.7	6.1
PK-12 Fields	21.1	17.7
Foreign Language	2.7	3.3
Gifted	22.3	10.4
Special Education	23.2	26.4
ESOL	10.2	7.8
STEM	39.7	38.5

Figure 12: Distribution of Teacher Rehires' Certificate Levels



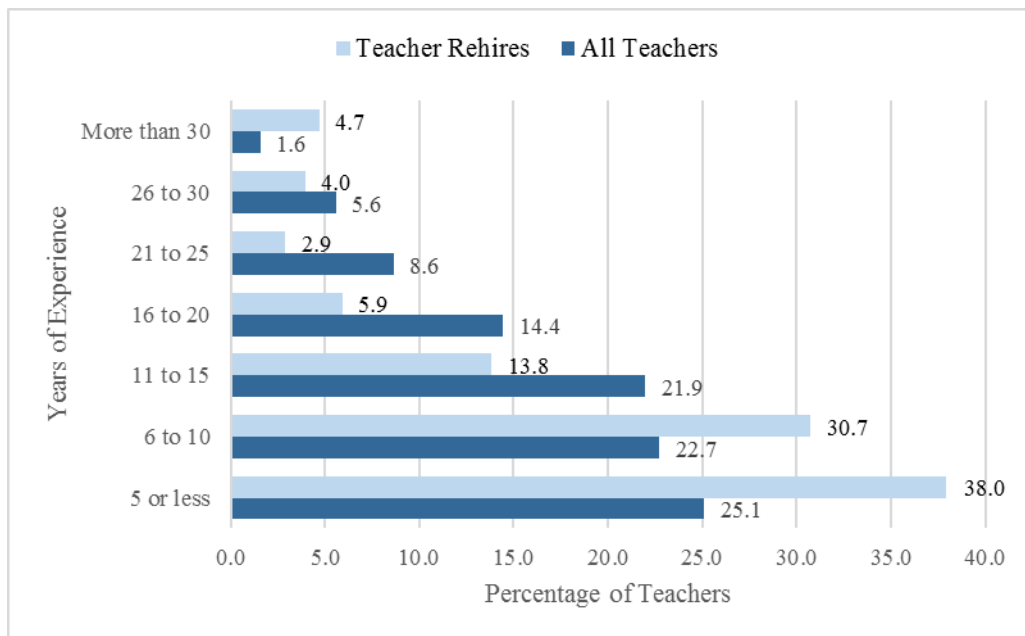
In terms of certificate level, 44.1% of teacher rehires held a Master's degree as their highest earned degree, which was the same proportion for all teachers. The percentage of teacher rehires with a Bachelor's degree as their highest earned degree was four percentage points greater than the share of all teachers. Only 12.3% of teacher rehires held an Education Specialist degree as their highest earned degree compared to 20.5% of all teachers. However, 3.2% of teacher rehires held a PhD/EdD, which was slightly greater than the share of all teachers (2.6%). Nevertheless, it is important to note that about 5% of teacher rehires did not have any reported certificate level information.⁴³

⁴³ Due to reporting errors, some teacher rehires identified using CPI data did not match to the certificate data provided by GaPSC which explains why this information is missing. Some of these teachers may not be required to hold a certificate if the school system has a waiver in its charter system or SWSS contract with the State Board of Education.

YEARS OF EXPERIENCE

When comparing the total number of years of experience in Georgia public education between teacher rehires and all teachers, a greater proportion of teacher rehires had ten or fewer years of experience. 68.7% of teacher rehires had ten or fewer years of experience, compared to 47.8% of all teachers. Thus, in general, teacher rehires had fewer years of experience than the entire teacher workforce. However, 4.7% of teacher rehires had more than thirty years of experience compared to only 1.6% of the entire teacher workforce, indicating that there are some teacher rehires with a lot of experience working in education who may have just taken a break.

Figure 13: Years of Experience for Teacher Rehires



2015-2016 Leader Rehire Characteristics

Out of 8,449 total leaders in 2015-2016, only 45 leaders were leader rehires, which represented 0.5% of all leaders.⁴⁴

DEMOGRAPHICS

The gender distribution of leader rehires was similar to the distribution of all leaders. 62.2% of leader rehires were female, which was slightly lower than the percentage of all leaders who were female (68%).

Given the small sample size of leader rehires, most leader rehire race/ethnicity subgroups were too small to report. Nevertheless, 37.8% of leader rehires were black, which was slightly larger than the share of all leaders who were black (34.2%). Additionally, only 44.4% of leader rehires were white, which was much smaller than the share of all leaders who were white (56.9%).

The percentage of leader rehires who were prepared out of state (28.9%) was just slightly lower than the percentage of all leaders prepared out of state (30.6%).

CERTIFICATE ANALYSIS

Due to the small sample size of leader rehires, it is difficult to draw any conclusions about any certificate field patterns for leader rehires. In general, the percentage of leader rehires certified in elementary, middle, and secondary grades was lower than the percentage of all leaders. However, 86.7% of leader rehires were certified in leadership, which was slightly higher than the percentage of all leaders.

Table 17: Distribution of Leader Rehires' Certificate Fields

Certificate Field	Percentage of All Leaders Certified	Percentage of Leader Rehires Certified
Leadership	81.7	86.7
Elementary	37.7	26.7
Middle	37.4	24.4
Secondary ⁴⁵	25.2	20.0
STEM	37.6	22.2

⁴⁴ GOSA defined leader rehires as leaders who were not present in 2014-2015 CPI data at all, were present in Fall 2016 CPI data as a leader, and whose initial CPI year as a leader was not 2016, indicating that 2015-2016 was not their first year serving as a leader.

⁴⁵ GOSA calculated the number of leaders and leader rehires certified in any secondary subject for a general secondary field category.

No leader rehires had below a Master's degree as their highest earned degree.⁴⁶ In general, the percentages of leader rehires holding a Master's, Education Specialist, or PhD/EdD as their highest earned degree were very similar to the percentages for all leaders. The largest share (48.9%) of leader rehires held an Education Specialist degree as their highest earned degree.

YEARS OF EXPERIENCE

Again, due to the small sample size of leader rehires, findings on patterns in years of experience for leader rehires are limited. Nevertheless, the largest share of leader rehires (26.7%) had between 26 and 30 years of experience working in Georgia public education, which is greater than the share of all leaders with that amount of experience (11.2%). The median number of years of experience as a leader for leader rehires was 8 years compared to 6 years for all leaders. Though these differences are minimal, these findings may indicate that some leader rehires have a lot of experience working in Georgia public education and are returning as a leader after a break.

⁴⁶ GOSA did not have certificate level data on four leader rehires.

Teacher and Leader Production

In addition to analyzing patterns of the current teacher and leader workforce during the 2015-2016 school year, this report also examines the teacher and leader pipeline to the workforce using GaPSC educator preparation program (EPP) participant data to identify patterns in teacher and leader production.⁴⁷

Employment Patterns of Teacher and Leader Candidates and Completers

Table 18: Educator Preparation Program Teacher Employment

Source		Count of EPP Teaching Candidates ⁴⁸	Number Employed as Teachers as of October 2015	Percentage Employed as Teachers as of October 2015 ⁴⁹
Traditional	2015-2016 Still Enrolled	8,695	563	6.5
	2015-2016 Completer	3,555	276	7.8
	2014-2015 Completer	4,092	2,689	65.7
Alternative	2015-2016 Still Enrolled	1,401	886	63.2
	2015-2016 Completer	405	387	95.6
	2014-2015 Completer	538	457	84.9

Table 18 shows the number of teachers who completed or were still enrolled in an educator preparation program in the current and previous year that were employed as teachers as of October 2015. 66% of teachers who completed a traditional preparation program in 2014-2015 were employed as teachers as of October 2015. Of the teaching candidates who were still enrolled or completed a traditional preparation program in 2015-2016, less than ten percent were employed as teachers.

Larger percentages of teachers who participated in alternative preparation programs were employed in October 2015. 85% of teachers who completed an alternative preparation program in 2014-2015 were employed as teachers. Most teacher

⁴⁷ The reporting period for program participant data collected by GaPSC follows the federal fiscal year (September 1, 2015 to August 31, 2016), so GaPSC did not receive finalized program participant data until mid-November. Thus, this report does not include all program participant data for all teachers and leaders employed during the 2015-2016 school year. GOSA will publish an addendum to this report with the updated data when available.

⁴⁸ GaPSC classified programs into teaching, leadership, or service programs in the participant data. GOSA used the teaching program indicator to identify EPP teaching candidates.

⁴⁹ Many alternative preparation programs such as the Georgia Teacher Academy for Preparation and Pedagogy (GaTAPP) require students to have a teaching job while enrolled, whereas many traditional programs include undergraduate students who are unable to be employed as a teacher while in the program. Due to overlapping reporting periods, certification candidates who initially enrolled in their programs after the October CPI data collection are not considered employed even though they may have been employed once they began the program.

candidates (96%) who completed an alternative preparation program during 2015-2016 were also employed as teachers in October 2015. Additionally, 63% of teacher candidates who were still enrolled in an alternative preparation during the 2015-2016 school year were simultaneously employed as teachers.

The percentage of leaders who were employed in October 2015 after completing a traditional preparation program in 2014-2015 was lower than the percentage for teachers.⁵⁰ Only 42% of leaders who completed a program in 2014-2015 were employed as leaders the following year. However, the percentages of leaders who were employed as leaders while enrolled or completing a program in 2015-2016 were greater than the percentages for teachers. 32% of leader candidates who completed a program in 2015-2016, and 22% of leader candidates still enrolled in a program were also employed as leaders in October 2015.

Table 19: Educator Preparation Program Leader Employment

	Source	Count of EPP Leadership Candidates	Number Employed as Leaders as of October 2015	Percentage Employed as Leaders as of October 2015
Traditional	2015-2016 Still Enrolled	1,259	278	22.1
	2015-2016 Completer	475	150	31.6
	2014-2015 Completer	201	85	42.3

⁵⁰ All leader candidates were enrolled in a traditional preparation program.

2015-2016 Teacher and Leader Candidate Enrollment

The report uses program participant data provided by GaPSC to examine patterns in teacher and leader candidate enrollment during the 2015-2016 school year. All participants who were enrolled in a program as of September 1, 2015 are included in this analysis.⁵¹

During the 2015-2016 school year, 19,428 teacher and leader candidates were enrolled in Georgia preparation programs. Of those enrolled, 75.3% were enrolled in a public in-state program, 15.2% were enrolled in a private in-state program, and 9.8% were enrolled in an alternative preparation program.⁵²

In terms of program area, the largest share of candidates (26.8%) were enrolled in elementary preparation programs. The second largest share (14.3%) of candidates were enrolled in special education programs. 8.1% of candidates were enrolled in a leadership preparation program. Table 20 displays the distribution of program area enrollment for all teacher and leader candidates during 2015-2016.

Table 20: Teacher/Leader Candidate Enrollment by Program Area

Program Area	Count ⁵³	Percentage of Candidates
Early Childhood	5,197	26.8
Middle	1,847	9.5
Secondary English Language Arts	726	3.7
Secondary Math	608	3.1
Secondary Social Studies	701	3.6
Secondary Science	621	3.2
CTAE	370	1.9
PK-12 Fields	1,321	6.8
Foreign Language	290	1.5
Special Education	2,773	14.3
ESOL	44	0.2
Leadership	1,576	8.1

⁵¹ As mentioned earlier, GOSA used September 1, 2015 because it aligns with the federal fiscal year that is used for reporting program participant data. Thus, participants who completed or withdrew from a program during the 2015-2016 school year after September 1, 2015 were still included in the enrollment analysis.

⁵² 63 candidates were enrolled in multiple programs of different types. GOSA included these candidates in the counts for public, private, and alternative programs.

⁵³ Candidates were double counted if they were enrolled in multiple program areas, so counts will not add up to the total number of candidates and percentages will not add up to 100.

Teacher and Leader Mobility

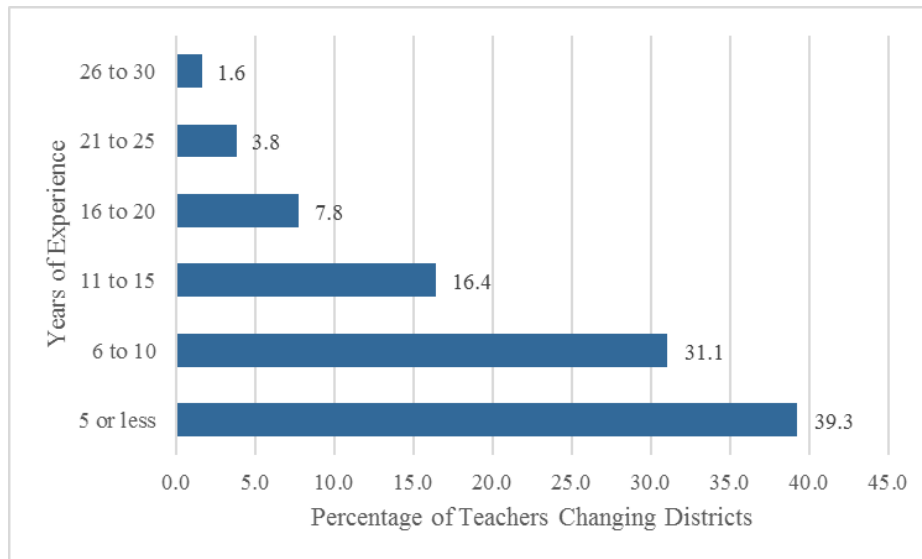
The report analyzes teacher and leader mobility across and within school districts to identify any potential patterns by examining whether a teacher or leader changed school districts or schools from the 2014-2015 school year to the 2015-2016 school year.⁵⁴ The following analysis looks at teacher and leader mobility across school districts (inter-district mobility) and within school districts (intra-district mobility).

Teacher Mobility

INTER-DISTRICT MOBILITY

The overall 2015-2016 teacher inter-district mobility rate in Georgia was 4.6%. 5,016 teachers moved school districts between 2014-2015 and 2015-2016. In terms of years of experience, the largest share (39.3%) of teachers who moved school districts had five or fewer years of experience.⁵⁵ About 70% of teachers who moved school districts had ten or fewer years of experience. Thus, less experienced teachers appear more likely to move school districts than more experienced teachers.

Figure 14: Years of Experience for Teachers Changing Districts



⁵⁴ GOSA used GaDOE CPI school and system code information to determine mobility rates. If a teacher or leader had a different system or school code from Spring 2015 CPI to Fall 2016 CPI, they were considered mobile. The mobility analysis does not include teachers or leaders who left or joined the workforce between 2014-2015 and 2015-2016.

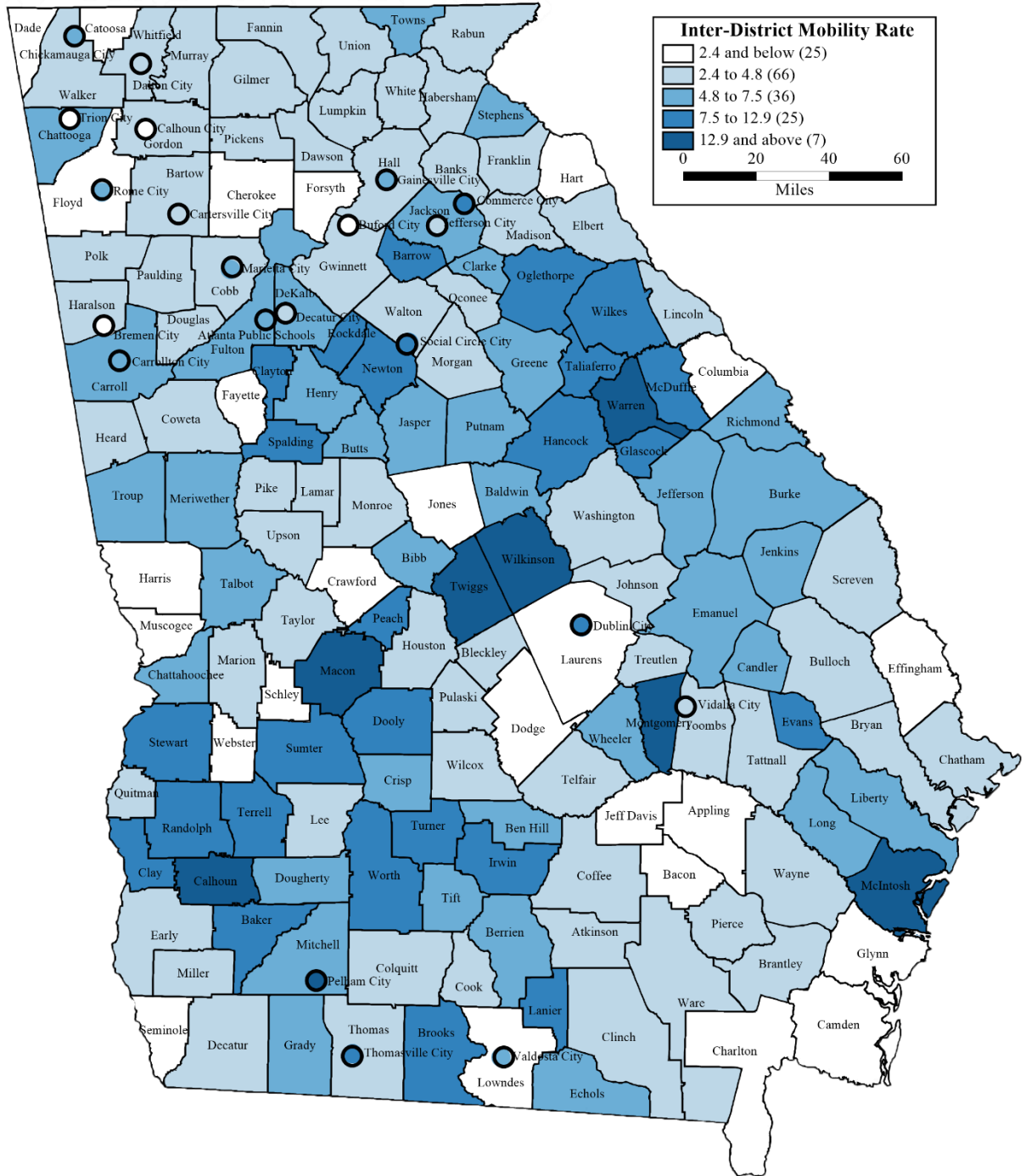
⁵⁵ For this analysis, years of experience refers to the number of years in CPI by the end of the 2014-2015 school year.

The map on the following page displays the teacher inter-district mobility rate for each school district in Georgia.⁵⁶ Macon County had the highest teacher inter-district mobility rate of 22.3%. Calhoun County had the second highest inter-district mobility rate at 17.5%. Although there are no clear geographic patterns, the inter-district mobility rate map suggests that districts across middle Georgia appear to have higher mobility rates than districts in the northernmost and southernmost regions of the state. Additionally, Charlton County, Crawford County, Webster County, and Trion City did not have any teachers who changed school districts between 2014-2015 and 2015-2016.⁵⁷

⁵⁶ GOSA calculated the mobility rate by dividing the number of teachers who moved out of the district in 2015-2016 by the total number of teachers in the district in Spring 2015.

⁵⁷ The inter-district mobility rate for these districts was zero, but this analysis does not account for teachers who left the workforce all together, so these districts do not necessarily have 100% retention. Please see the Teacher Retention section of the report for this analysis.

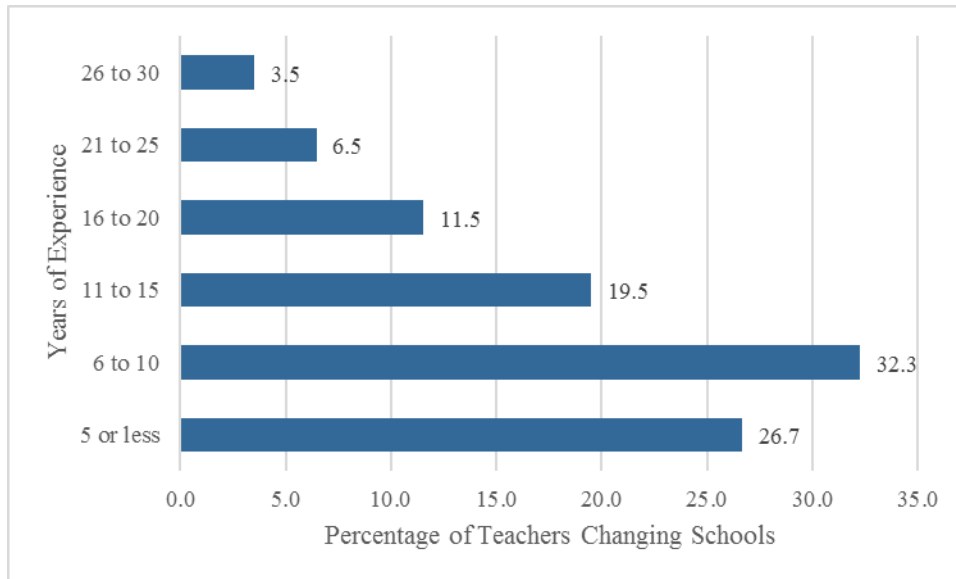
Figure 15: Teacher Inter-District Mobility Rate Map



INTRA-DISTRICT MOBILITY

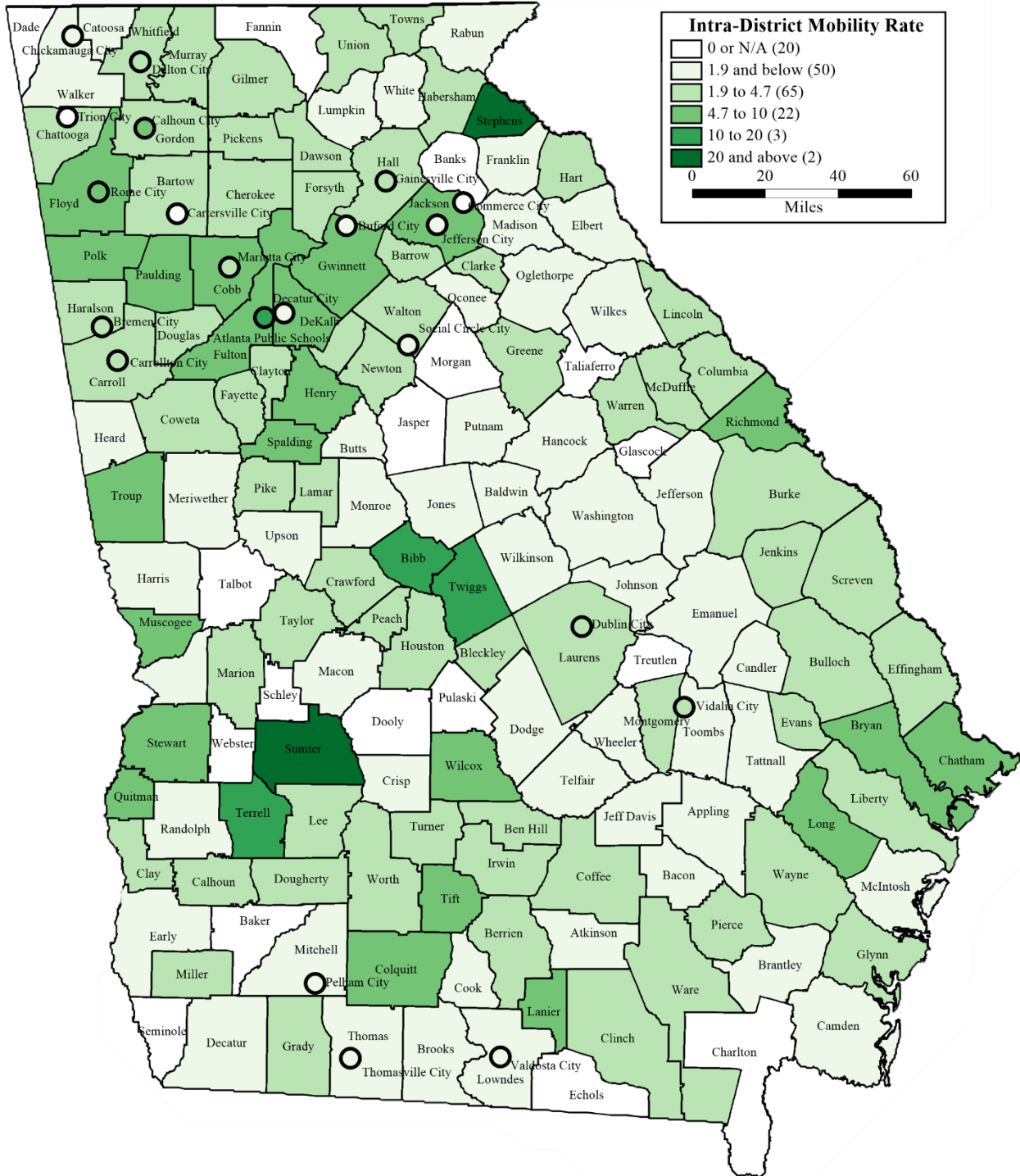
GOSA defined intra-district mobility as changing schools within the same district between 2014-2015 to 2015-2016. The overall intra-district mobility rate was essentially the same as the inter-district mobility rate at 4.6%. 5,023 teachers changed schools within the same school district from 2014-2015 to 2015-2016. The largest share of teachers moving within school districts (32.3%) was teachers with six to ten years of experience, which is different from the patterns of teachers moving across districts. Additionally, the percentages of teachers moving within districts with sixteen or more years of experience were slightly higher than the percentages for teachers moving across districts. In fact, the median number of years of experience for teachers moving within districts was 9 years compared to 7 years for teachers moving across districts. These data imply that more experienced teachers are moving within districts than across districts. However, 59% of teachers moving within districts still had ten or less years of experience.

Figure 16: Years of Experience for Teachers Changing Schools



The map on the following page shows the teacher intra-district mobility rates for each school district. The geographic patterns for intra-district mobility rates are different from the patterns for inter-district mobility rates. Stephens County had the highest teacher intra-district mobility rate as 30.4% of teachers changed schools within the district. Sumter County had the second highest teacher intra-district mobility rate at 22.4%, followed by Terrell County with 17.4%. Although some of the districts with higher intra-district mobility rates are also located in middle Georgia, the teacher intra-district mobility map shows that districts in metro Atlanta districts appear to have higher intra-district mobility rates than other regions of the state. Sixteen districts did not have any teachers moving within the district between 2014-2015 and 2015-2016.

Figure 17: Teacher Intra-District Mobility Rate Map⁵⁸



⁵⁸ Baker County, Glascock County, Talbot County, and Taliaferro County only have one school in the district so GOSA excluded them from the intra-district mobility analysis.

TEACHER MOBILITY IN HIGH POVERTY AND LOW POVERTY SCHOOLS

To analyze mobility patterns in high poverty and low poverty schools, GOSA calculated a mobility rate for each school and averaged the mobility rates for high poverty and low poverty schools for comparison.⁵⁹ The average mobility rate in high poverty schools was 14.7%, which was more than double the average mobility rate for low poverty schools (6.5%); using a two sample t-test, this difference is statistically significant ($p < 0.05$). Similarly, when analyzing the total counts of teachers who changed schools in high poverty and low poverty schools, 14.3% of teachers in high poverty schools changed schools from 2014-2015 to 2015-2016 compared to 6.3% of teachers in low poverty schools; this difference was also statistically significant using a t-test of proportions ($p < 0.05$). Thus, in 2015-2016, high poverty schools appeared to have more teachers changing schools between school years than low poverty schools.

⁵⁹ The school mobility rate was calculated by dividing the number of teachers who changed schools from 2014-2015 to 2015-2016 by the number of teachers in the school in 2014-2015.

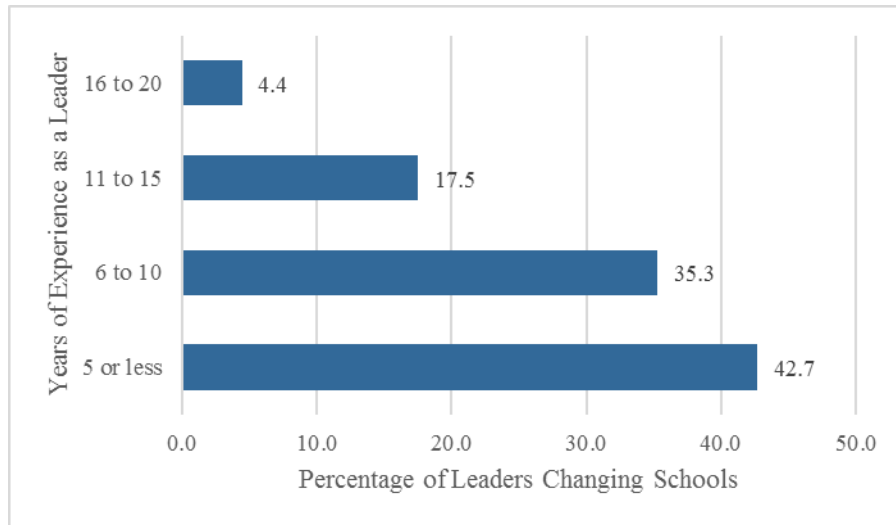
Leader Mobility

INTER-DISTRICT MOBILITY⁶⁰

The overall inter-district mobility rate for leaders was lower than the inter-district mobility rate for teachers; only 1.6% of leaders (128 leaders) moved school districts from 2014-2015 to 2015-2016. However, similar to teachers, of the leaders who did move school districts, a large share (45.3%) of those leaders had five or fewer years of experience as a leader.⁶¹ In fact, 77.3% of leaders who changed districts had ten or fewer years of experience as a leader. Thus, leaders with less experience as administrators also appeared more likely to move school districts than leaders with more experience. Due to small sample sizes, the report does not include an inter-district mobility map for leaders.

INTRA-DISTRICT MOBILITY

Figure 18: Years of Leader Experience for Leaders Changing Schools



The overall intra-district mobility rate for leaders was higher than the inter-district mobility rate and also higher than the intra-district mobility rate for teachers. 675 leaders, or 8.4% of all leaders, changed schools within districts from 2014-2015 to 2015-2016. Similar to the leader inter-district mobility patterns, 42.7% of leaders changing schools within districts had five or fewer years of experience as a leader,

⁶⁰ The n-sizes for leader inter-district mobility rates by district were too small to report so there is no map for this section.

⁶¹ There is no graph for these findings because the n-sizes for some of the experience bands were too small.

and 78% of these leaders had ten or fewer years of experience as a leader. Therefore, leaders who changed schools within the same district also appeared to have less experience as a leader.

Burke County had one of the highest leader intra-mobility rates with 40.7% of leaders changing schools between school years. Whitfield County and Richmond County both had around 25% of leaders who moved schools within the district. However, for many districts, the numbers of leaders and leaders who moved within the district were too small to include in this report, so the report does not include a leader intra-mobility rate map. Additionally, many districts did not have any leaders who changed schools between 2014-2015 and 2015-2016.

LEADER MOBILITY IN HIGH POVERTY AND LOW POVERTY SCHOOLS

The average leader mobility rate in high poverty schools was 15% compared to 8.7% of leaders changing schools in low poverty schools; using a two sample t-test, this difference is statistically significant ($p < 0.05$). However, it is important to note that the number of leaders in a single school is small, so school mobility rates for leaders have a wide range and many schools had zero leaders changing schools. Furthermore, when analyzing the total counts of leaders who changed schools in high poverty and low poverty schools, 14.1% of leaders in high poverty schools changed schools after the 2014-2015 school year compared to 8.3% of leaders in low poverty schools; this difference was also statistically significant using a t-test of proportions ($p < 0.05$). Therefore, similar to teachers, high poverty schools seemed to have more leaders who changed schools from 2014-2015 to 2015-2016 than low poverty schools.

Teacher and Leader Retention

Teacher and leader retention patterns are important for assessing the stability of the educator workforce in Georgia, which can have implications for student achievement. GOSA considered teachers and leaders retained if they were present in their respective roles in the spring of 2014-2015 and fall of 2015-2016.⁶² Table 21 below shows the overall retention rates for teachers and leaders. From 2014-2015 to 2015-2016, 90.5% of teachers and leaders remained in their respective role between school years. The leader retention rate was 4.6 percentage points lower than the retention rate for teachers. Additionally, 1,122 teachers (1% of teachers) became leaders from 2014-2015 to 2015-2016.

Table 21: Teacher and Leader Retention

	Spring 2014-2015 Count	Fall 2015-2016 Count	Retention Percentage
Teachers	109,327	99,317	90.8
Leaders	8,011	6,904	86.2
Total	117,338	106,221	90.5

Retention of Teachers

The following sections explore the demographic characteristics and certificate fields of all teachers who were retained from 2014-2015 to 2015-2016 to identify any patterns.

DEMOGRAPHICS

No significant teacher retention patterns by gender and race/ethnicity emerged. Approximately 91% of males and females were retained from 2014-2015 to 2015-2016.

Table 22 displays the retention percentages for each race/ethnicity subgroup. The retention percentage of Asian teachers was slightly lower than the percentages for all other races/ethnicities.

⁶² Teachers were retained if they were present in Spring 2015 CPI and Fall 2016 CPI as a teacher (defined by job code). Leaders were retained if they were present in Spring 2015 CPI and Fall 2016 CPI as a leader (defined by job code). All retention percentages use 2014-2015 counts as the denominator.

Table 22: Distribution of Retained Teachers' Races/Ethnicities

Race/Ethnicity	Retention Percentage
American Indian	89.1
Asian	86.5
Black	90.2
Hispanic	90.6
Pacific Islander	91.5
Two or More	90.6
White	91.5

CERTIFICATE ANALYSIS

After disaggregating teacher retention data by certificate field to examine the retention of teacher talent, similar to the demographic analysis, no significant teacher retention patterns emerged. Across all certificate field categories, roughly 90% of teachers certified in each field were retained from 2014-2015 to 2015-2016. Table 23 shows the retention percentages for select broad categories of certificate fields.

Table 23: Distribution of Retained Teachers' Certificate Fields

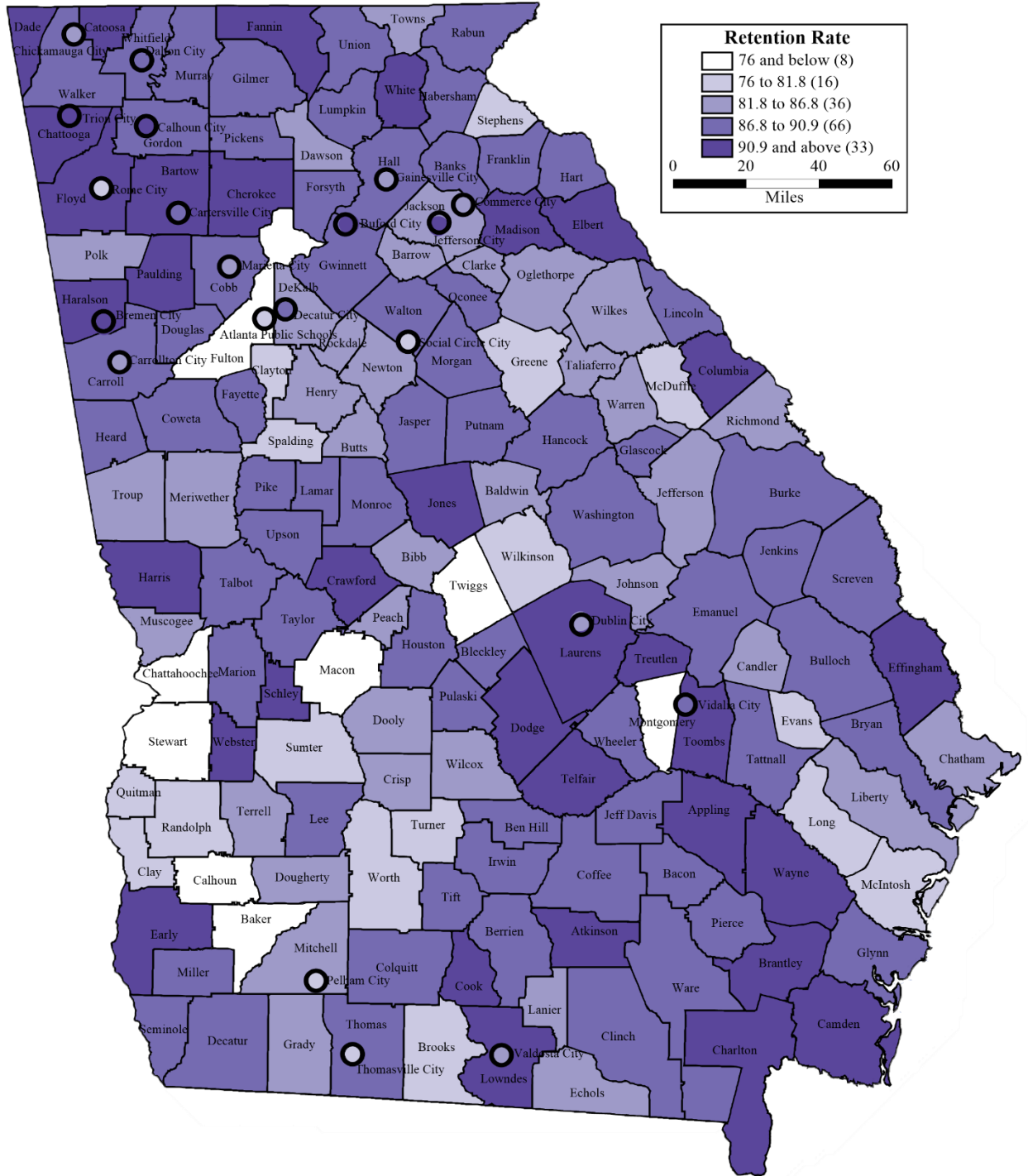
Certificate Field	Retention Percentage
Elementary	91.2
Middle	90.3
Secondary	90.1
Gifted	91.6
Special Education	91.2
ESOL	91.4

DISTRICT AND SCHOOL ANALYSIS

The map below displays district retention rates to identify any potential geographic patterns in teacher retention.⁶³ Northwest Georgia and southeast Georgia appear to have higher concentrations of school districts with high retention rates. Webster County, though a small school district, had 100% retention, and Dodge County retained 95.2% of teachers. Fulton County, one of the largest school districts, had one of the lowest teacher retention rates (71.8%).

⁶³ GOSA calculated district retention rates by dividing the number of teachers who remained teaching in the same district by the total number of teachers in the district in Spring 2015.

Figure 19: Teacher District Retention Rate Map



The average retention rate in high poverty schools was 74.5%, which was statistically significantly lower than the average retention rate in low poverty schools (84.6%; $p < 0.05$).⁶⁴ Thus, high poverty schools did not retain as many teachers as low poverty schools.

Retention of Recently Hired Teachers

To explore whether newer teachers are remaining in the workforce over time, the report also analyzes retention of recently hired teachers, defined as teachers with five or fewer years of experience. For this analysis, GOSA looked at teachers with five or fewer years of experience as of the 2014-2015 school year who remained teaching in 2015-2016. The retention rate for recently hired teachers was slightly lower than the retention rate for all teachers; 88.6% of recently hired teachers were retained in 2015-2016 compared to 90.8% of all teachers.

DEMOGRAPHICS

Similar to all teachers, no differences existed between the retention rates of recently hired teachers by gender; approximately 89% of male and female recently hired teachers were retained in 2015-2016. However, there were some differences in retention percentages of recently hired teachers when disaggregated by race/ethnicity. The retention percentages for recently hired American Indian (61.1%) and Asian (73.3%) teachers were lower than the percentages for all other races/ethnicities, and the retention percentage for Pacific Islanders (95%) was slightly higher. However, it is important to note that the number of American Indian, Asian, and Pacific Islander teachers was smaller than the other races/ethnicities.

Table 24: Distribution of Retained Recently Hired Teachers' Races/Ethnicities

Race/Ethnicity	Retention Percentage
American Indian	61.1
Asian	73.3
Black	87.5
Hispanic	89.8
Pacific Islander	95.0
Two or More	84.7
White	88.4

⁶⁴ For this analysis, GOSA calculated a retention rate for each school and averaged the retention rates for high poverty and low poverty schools for comparison. The school retention rate was calculated by dividing the number of teachers who remained in the school from 2014-2015 to 2015-2016 by the number of teachers in the school in 2014-2015.

CERTIFICATE ANALYSIS

Similarly, the recently hired teacher retention percentages were relatively consistent when disaggregated by certificate field. Across all certificate fields, almost 90% of recently hired teachers certified in each field category were retained. In general, the retention percentage for recently hired teachers certified in secondary grades was slightly lower. Recently hired teachers certified in secondary math had the lowest retention percentage (83.2%). However, recently hired teachers certified in secondary social studies had the highest retention percentage (90.6%). Table 25 shows the retention percentages for recently hired teachers across certificate fields.

Table 25: Distribution of Retained Recently Hired Teachers' Certificate Fields

Certificate Field	Retention Percentage
Early Childhood	89.3
Middle	88.4
Secondary English Language Arts	87.0
Secondary Math	83.2
Secondary Science	86.6
Secondary Social Studies	90.6
Gifted	88.7
Special Education	89.9
ESOL	90.4

DISTRICT ANALYSIS

The map of district retention rates for recently hired teachers almost mirrored the map of district retention rates for all teachers (see Figure 19). Atkinson County, Charlton County, and Crawford County were among some of the districts with 100% retention of recently hired teachers. Macon County, Twiggs County, and Turner County were among some of the districts with the lowest retention rate (approximately 55%) of recently hired teacher. However, these districts also had relatively small sample sizes of recently hired teachers.

Retention of Leaders

The retention rate of all leaders was slightly lower than the retention rate of all teachers—86.2% of leaders in 2014-2015 remained leaders in 2015-2016.

DEMOGRAPHICS

The retention percentage for male leaders was greater than the retention percentage for female leaders; 89.2% of male leaders remained leaders compared to 84.8% of female leaders. In terms of race/ethnicity, the retention percentage was lower for Asian leaders (77.4%), Hispanic leaders (81.4%) and leaders reporting two or more races (80.7%). American Indian leaders had the highest retention percentage of 92.3%. However, again, the overall counts of leaders who were American Indian, Asian, and those reporting two or more races were quite low.

Table 26: Distribution of Retained Leaders’ Races/Ethnicities⁶⁵

Race/Ethnicity	Retention Percentage
American Indian	92.3
Asian	77.4
Black	87.0
Hispanic	81.4
Two or More	80.7
White	87.0

CERTIFICATE ANALYSIS

When disaggregated by certificate field, the retention percentages for leaders certified in elementary grades (83.2%) and special education (82.4%) were lower compared to other certificate field categories. Table 27 displays leader retention rates across certificate fields.

⁶⁵ Pacific Islander was excluded because the n-size was less than ten.

Table 27: Distribution of Retained Leaders' Certificate Fields

Certificate Field	Retention Percentage
Leadership	89.9
Early Childhood	83.2
Middle	86.6
Secondary	89.3
Gifted	88.1
Special Education	82.4
ESOL	86.2

DISTRICT ANALYSIS

Many smaller districts had 100% retention of all leaders from 2014-2015 to 2015-2016. However, many smaller districts also had low leader retention rates around 50%. Similar to teacher retention patterns, Fulton County had one of the lowest leader retention rates with only 62.5% of leaders remaining in the district.⁶⁶

When comparing leader retention rates in high and low poverty schools, the average leader retention rate in high poverty schools (71.4%) was statistically significantly lower than the average leader retention rate in high poverty schools (80.4%; $p < 0.05$). Additionally, when analyzing the total counts of leaders who were retained in high poverty and low poverty schools, 77.9% of leaders in low poverty schools remained in their schools, which was statistically significantly greater than the percentage of leaders who were retained in high poverty schools (69.8%; $p < 0.05$). This suggests that high poverty schools do not retain as many leaders as low poverty schools.

Retention of Recently Hired Leaders

GOSA analyzed leaders with five or fewer years of experience as a leader as of the 2014-2015 school year who remained a leader in 2015-2016. The retention rate for recently hired leaders was only slightly lower than the retention rate for all leaders. 83.1% of recently hired leaders remained leaders in 2015-2016, which was only 3 percentage points lower than the retention rate for all leaders.

DEMOGRAPHICS

Similar to all leaders, the retention rate for recently hired male leaders (89.7%) was higher than the retention rate for females (80.5%). Additionally, the retention

⁶⁶ Due to small sample sizes, the report does not include a map of leader retention rates by district.

percentages were also lower for recently hired Asian leaders (71.4%), Hispanic leaders (77%), and leaders reporting two or more races (72.1%), which mimics the pattern for all leaders. However, once again, leaders who were Asian or of two or more races comprised a small share of all recently hired leaders.

Table 28: Distribution of Retained Recently Hired Leaders' Races/Ethnicities

Race/Ethnicity	Retention Percentage
Asian	71.4
Black	83.9
Hispanic	77.0
Two or More	72.1
White	85.1

CERTIFICATE ANALYSIS

The certificate field retention patterns for recently hired leaders also mirror the patterns seen in certificate fields among all leaders. Recently hired leaders certified in elementary grades and special education had lower retention percentages when compared to other certificate fields. Table 29 shows the retention percentages for all recently hired leaders across certificate fields.

Table 29: Distribution of Retained Recently Hired Leaders' Certificate Fields

Certificate Field	Retention Percentage
Leadership	91.2
Early Childhood	78.6
Middle	83.6
Secondary	88.0
Gifted	88.0
Special Education	76.8
ESOL	84.7

DISTRICT ANALYSIS

The school district patterns in recently hired leader retention rates are similar to the district leader retention patterns for all leaders. Many small school districts had 100% retention of leaders while other small school districts had relatively low leader retention rates of 50%. Fulton County's recently hired leader retention rate was even lower than its overall leader retention rate; only 55.5% of recently hired leaders remained leaders in the district.

Teacher and Leader Retirement

In an effort to examine potential educator retirement patterns, the report examines available data provided by the Teacher Retirement System of Georgia (TRS). TRS serves all employees committed to education in Georgia, and its members are not limited to only teachers and leaders.⁶⁷ Thus, TRS does not use the same job code definitions for teachers and leaders as the GaDOE or GaPSC. In order to capture teacher and leader retirement data, TRS provided GOSA with information on all employees classified under the GaDOE for the 2015-2016 school year. Under TRS, “GaDOE employees” include teachers, leaders, clerical staff, aides, lunchroom workers, paraprofessionals, technical support, maintenance, etc. TRS provided GOSA with membership data as of the end of the 2015-2016 fiscal year (June 30, 2016). Thus, rather than focusing only on teachers and leaders, the following analysis includes all “GaDOE members” in TRS. For the purposes of this report, these members are referred to as teachers/leaders/staff. During the 2015-2016 school year, 248,190 members of TRS were classified as teachers/leaders/staff.

Table 30: Distribution of All Teacher/Leader/Staff TRS Members

Status	Count	Percentage of All Teacher/Leader/Staff Members
Active ⁶⁸	198,992	80.2%
Vested ⁶⁹	101,100	40.7%
Eligible for Retirement ⁷⁰	12,134	4.9%
Eligible for Reduced Retirement Benefit ⁷¹	8,332	3.4%

The 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 (see Table 31).

An active member of TRS is any member who has made at least one contribution in the past four years. Of the 198,992 active teacher/leader/staff members in TRS in 2015-2016, about 10% were eligible for retirement or a reduced retirement benefit. More specifically, about 6% of active members were eligible for retirement, and about 4% were eligible for a reduced retirement benefit. Thus, as of

⁶⁷ TRS members include all employees of local boards of education, charter schools, universities and colleges, technical colleges, libraries, RESAs, Board of Regents, and other associated state agencies.

⁶⁸ Active members have made at least one contribution to TRS in the past four years.

⁶⁹ Members are vested when they have at least ten years of service credit.

⁷⁰ Members are eligible for retirement if they are 60-years-old and have at least ten years of service credit, or if they have at least twenty-five years of service credit at any age.

⁷¹ Members are eligible for a reduced retirement benefit if they retire prior to age 60 with 25 to 29 years of service.

the 2015-2016 school year, 10% of active teacher/leader/staff members in TRS could potentially retire in the foreseeable future.

Table 31: Distribution of Active Teacher/Leader/Staff TRS Members

Status	Count	Percentage of All Active Teacher/Leader/Staff Members
Vested	97,382	48.9%
Vested but Not Eligible for Retirement	77,370	38.9%
Not Vested	101,610	51.1%
Eligible for Retirement	11,694	5.9%
Eligible for Reduced Retirement Benefit	8,318	4.2%

Almost half (48.9%) of all active members were vested, which means they had at least ten years of service credit. However, the majority of all active, vested members were not yet eligible for retirement; in other words, 38.9% of all active members were vested but not yet eligible for retirement. Additionally, 51.1% of all active members were not yet vested, which means they had fewer than ten years of service credit. Thus, as of 2015-2016, the majority of active teacher/leader/staff members in TRS did not yet have enough service credit to retire, and more than half of active teacher/leader/staff members had fewer than ten years of service credit.

Summary of Findings

The K-12 Teacher and Leader Workforce Report aims to inform the development and implementation of educator policies in Georgia. The report analyzes workforce, production, retention, and retirement patterns for K-12 teachers and leaders in Georgia during the 2015-2016 school year. The report uncovers insightful teacher and leader workforce, production, retention, and retirement patterns.

Key findings include:

- *Current Status of the Workforce*
 - During the 2015-2016 school year, Georgia's public education workforce consisted of 110,059 teachers and 8,449 leaders.
 - The majority (approximately 60%) of the teacher and leader workforce was white.
 - The share of black leaders (34%) was larger than the share of black teachers (20%).
 - The share of Hispanic leaders (4.4%) was lower than the share of Hispanic teachers (9.2%).
 - 44% of teachers held a Master's degree as their highest earned degree and 53% of leaders held an Education Specialist degree as their highest earned degree.
 - Almost half of the teacher workforce had ten or fewer years of experience working in Georgia public education. 25% of teachers had five or fewer years of experience. Additionally, 21.9% of teachers had eleven to fifteen years of experience.
 - The majority of all leaders had ten or fewer years of experience working as a leader. 45% of all leaders had five or fewer years of experience working as a leader, and 27.5% of leaders had between six to ten years of experience as a leader.
 - High poverty schools had significantly larger shares of black teachers and leaders and significantly smaller shares of white teachers and leaders compared to low poverty schools.
 - 62.5% of all current certificate holders during the 2015-2016 school year were employed as a teacher or leader, and 13.4% of all current certificate holders were not employed in the Georgia public education workforce at all.
 - 5,908 teachers (5.4% of all teachers) were new teachers in 2015-2016 and 2,316 teachers (2.1%) returned to teaching after a break in service.
 - 1,060 leaders (12.5%) were new leaders in 2015-2016 and 45 leaders (0.5%) returned as a leader after a break in service.
 - Hispanics comprised a larger share of new teachers and leaders when compared to the entire teacher and leader workforce.

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

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

- *Teacher and Leader Retention*
 - 90.5% of teachers and leaders remained in their respective roles from 2014-2015 to 2015-2016.
 - High poverty schools do not retain as many teachers and leaders as low poverty schools.
 - The retention rates for teachers and leaders with five or fewer years of experience were a few percentage points lower than the retention rates for all teachers and leaders.

- *Teacher and Leader Retirement*
 - As of 2015-2016, 80% of all teachers/leaders/staff in TRS were active members.⁷²

⁷² Active members have made at least one contribution to TRS in the past four years.

- 10% of all active teacher/leader/staff TRS members were eligible for retirement or a reduced retirement benefit.
- Almost 50% of all active teacher/leader/staff TRS members had at least ten years of service credit, but the majority of these members were not yet eligible for retirement.
- 51% of all active teacher/leader/staff TRS members had fewer than ten years of service credit.

Acknowledgements

This research was conducted at the request of the Georgia Alliance of Education Agency Heads with guidance from the Georgia Professional Standards Commission, the Georgia Department of Education, and the Teachers Retirement System of Georgia.

