



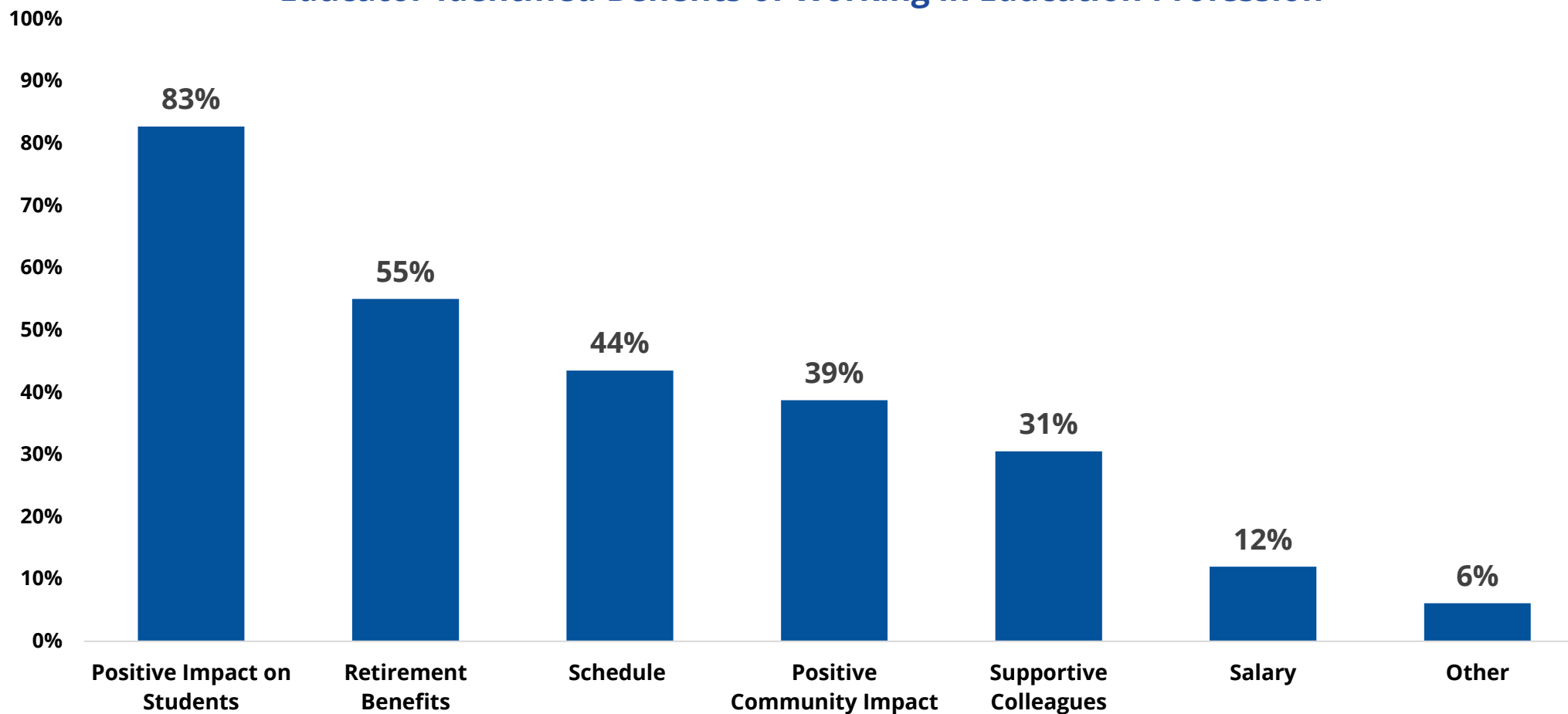
Impact of School Climate on Georgia Teacher Retention

**Margaret Ciccarelli, Director of Legislative Services
Claire Suggs, Senior Policy Consultant**



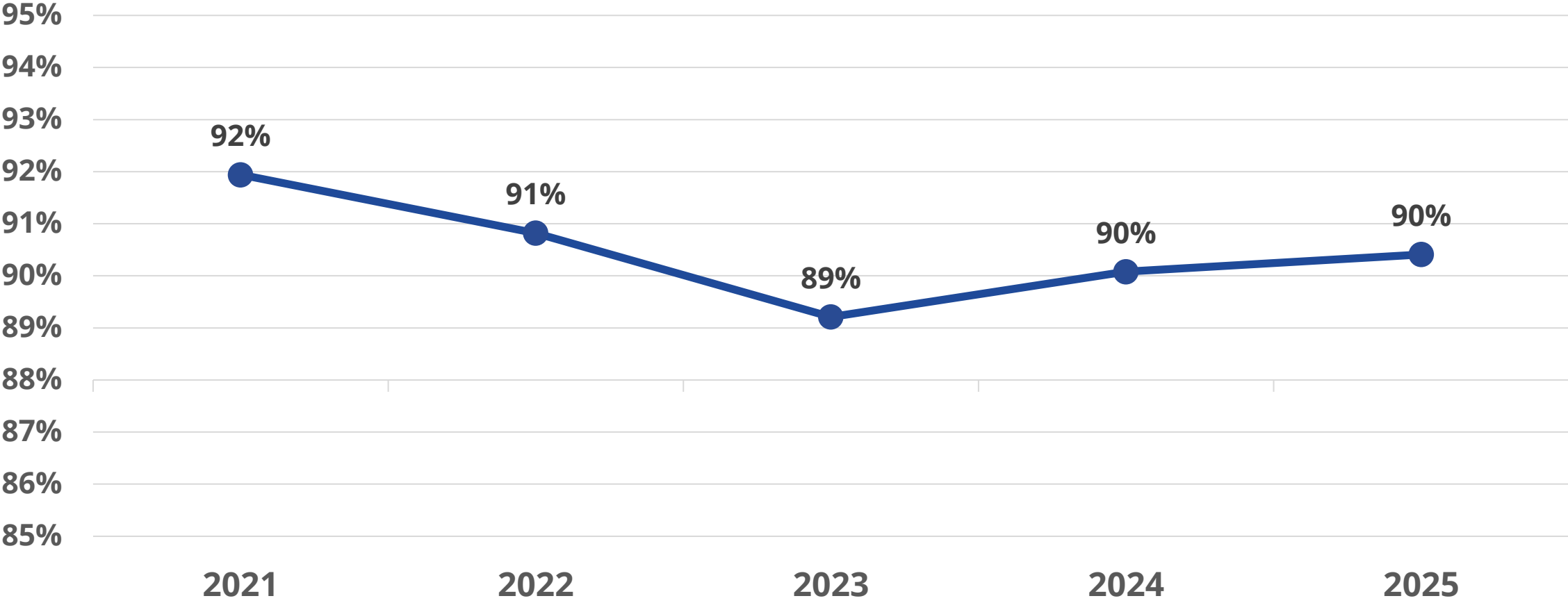
Appeal of Teaching

Educator-Identified Benefits of Working in Education Profession



Teacher Retention in Georgia

Teacher Retention Rates 2021-25



(Source: Georgia Department of Education, Georgia Insights: Educator Pipeline-Teachers)

Teacher Attrition in Georgia

- In 2025, about **77%** of Georgia teacher attrition was due to resignations
- **13%** was due to retirements
- **10%** was due to contract nonrenewal, transfers to other positions, or other reasons

Factors Teachers Perceive Affect Retention



Unsupportive leadership



Student behavior



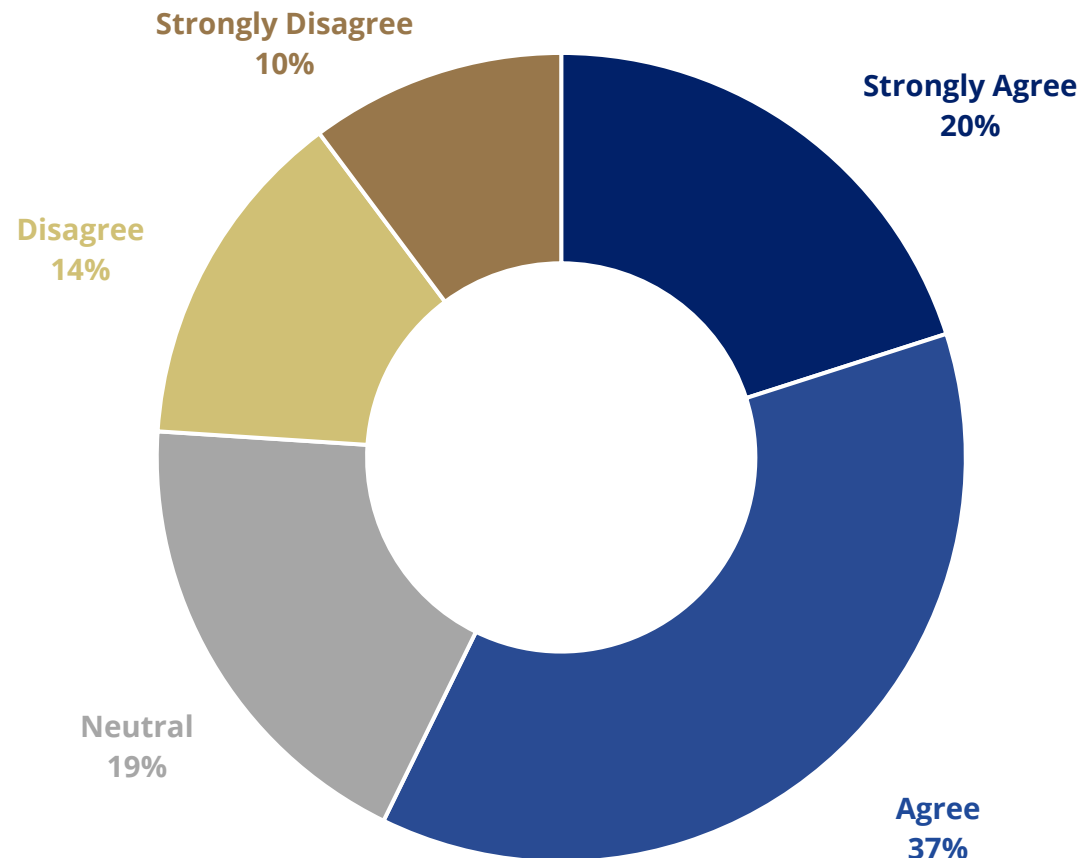
Unmanageable workload



Financial strain

Unsupportive Leadership

**Teacher Agreement that
their School Administrators
are Supportive**

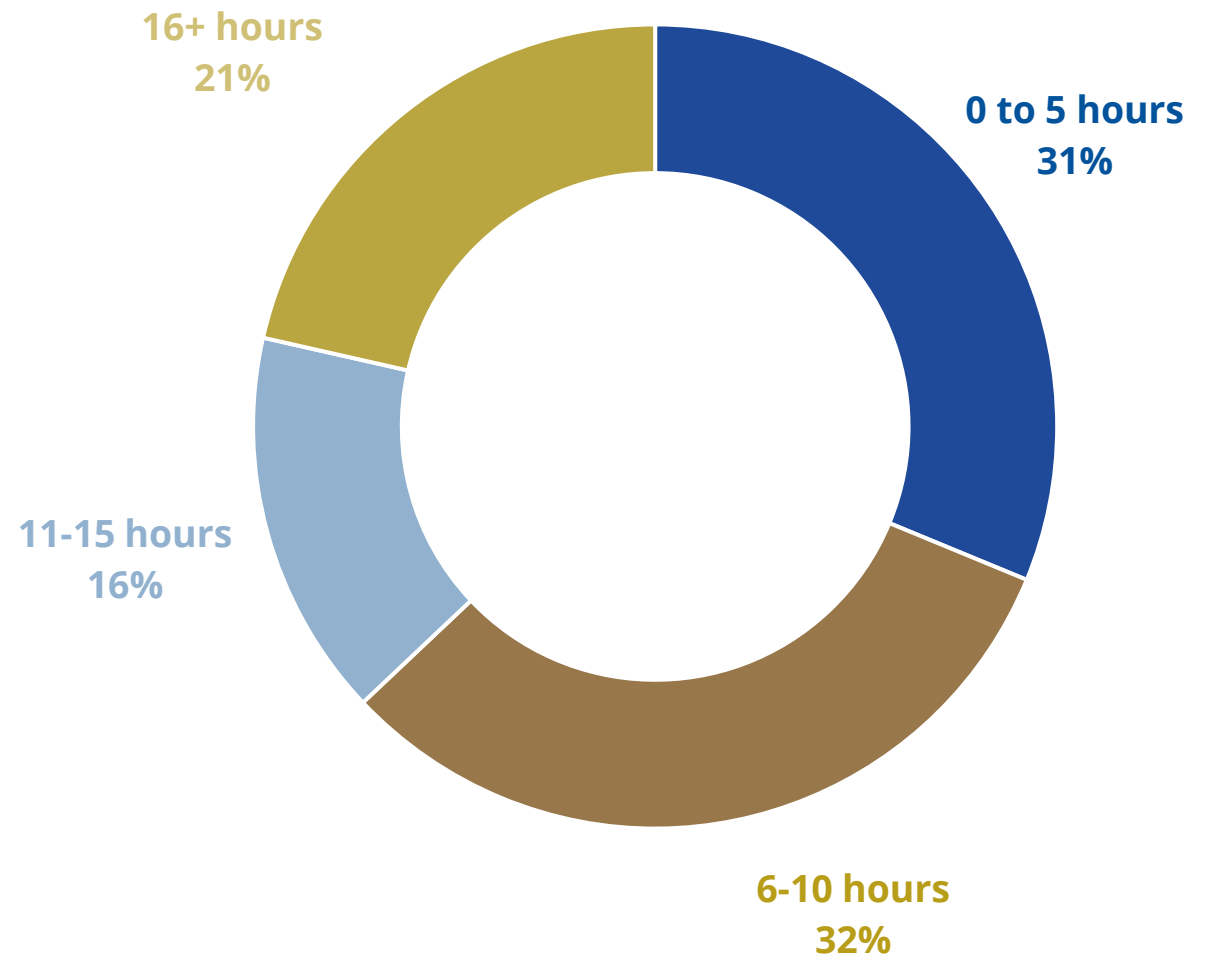


Student Behavior

- **53%** of teachers say **disruptive student behavior** is a major problem in their school
- **8%** of educators report being purposefully **injured by a student** in the past five years
- Lack of **administrator support** and **accountability from parents** is a frequent frustration

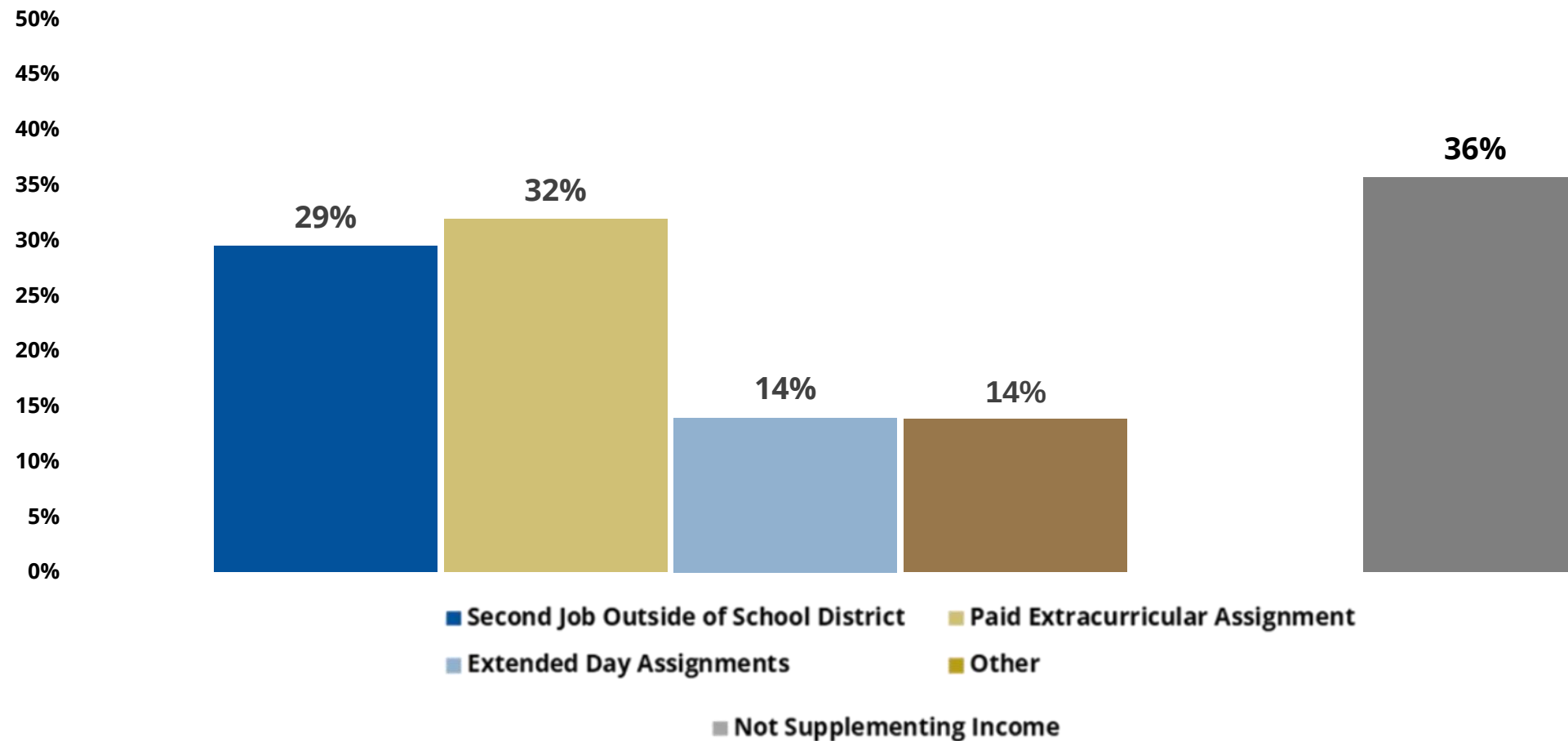
Unmanageable Workload

Average Number of Extra Hours
Teachers Work Per Week



Financial Strain

Percent of Teachers Supplementing Their Income



Special Education Teachers

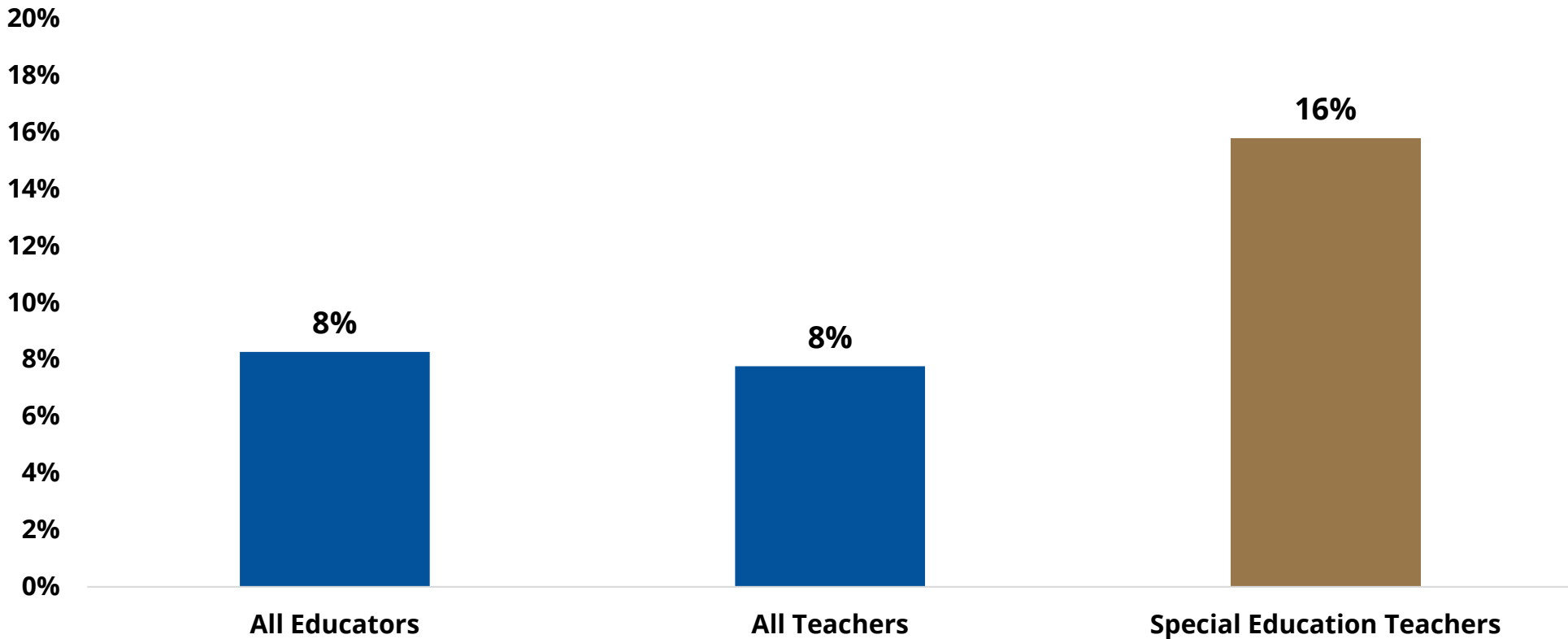
Among PAGE survey participants, about 35% of teachers who are certified in special education do not work in it.

Reasons for not teaching in or leaving special education:

- Data collection and reporting requirements
- Student behavior
- Inadequate staffing for special education classrooms
- Lack of understanding of special education teachers' needs and inadequate support from school leaders

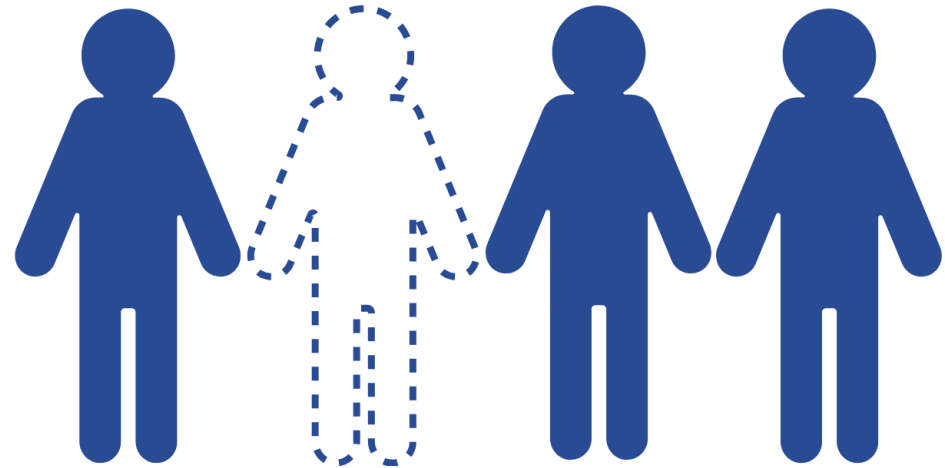
Special Education Teachers

Percent of Educators Reporting Injury by Students During Past Five Years



Special Education Teachers

More than **25%** of
Special Education Teachers
Expect to Leave the Field in
the Next Five Years.



Teachers in High Poverty Schools

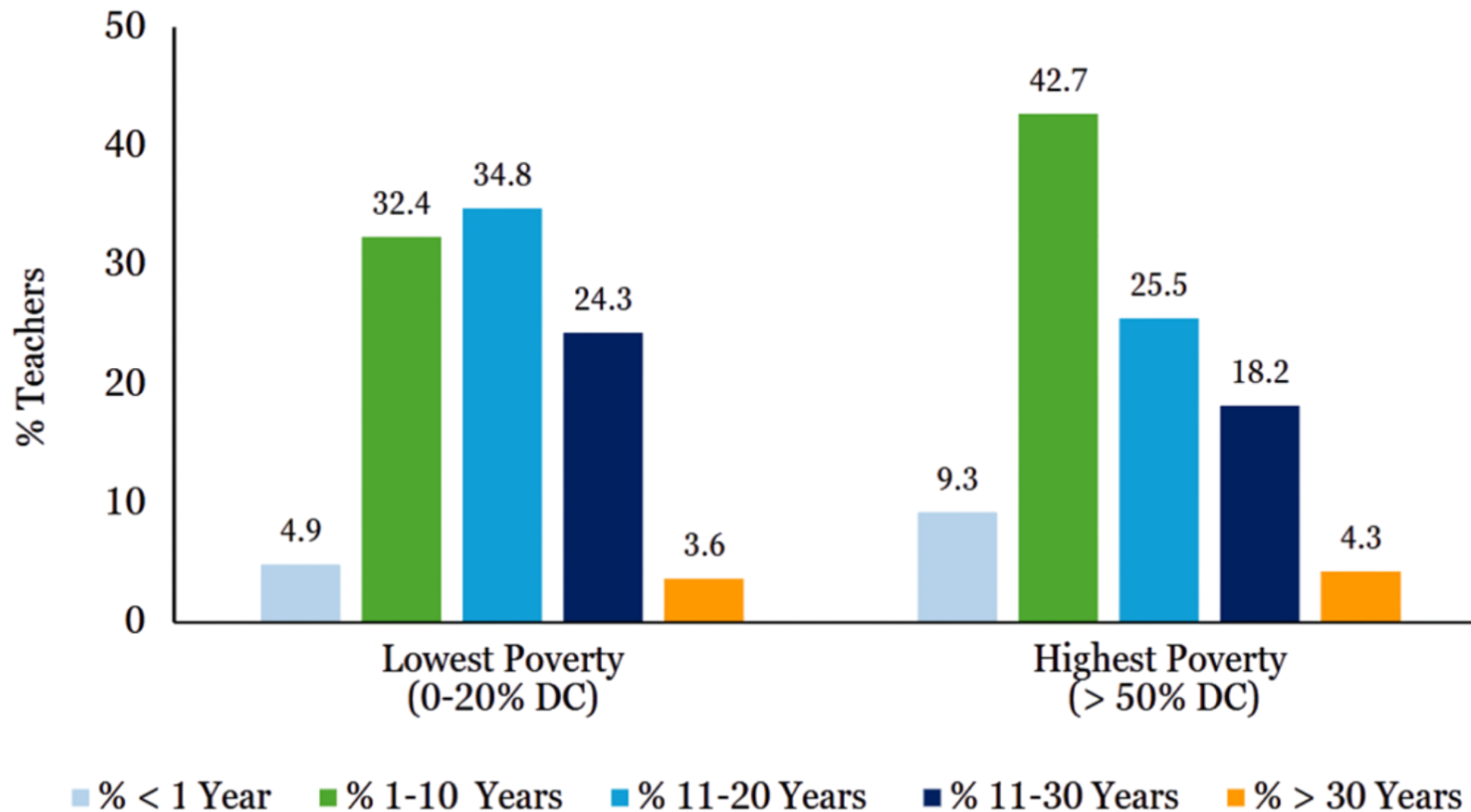
A Georgia State University study found schools whose students are eligible for the Promise Scholarship have:

- Higher teacher turnover
- More teachers new to the school
- More teachers with fewer years of experience in the schools



Teachers in High Poverty Schools

Figure 9: Teacher Experience by School Poverty Level, 2022-23



(Source: Governor's Office of Education and Workforce Strategy, 2023 Georgia K-12 Teacher & Leader Workforce Report)

Teachers in High Poverty Schools

Deal Center for Early Language & Literacy found that high poverty schools face additional challenges to improving literacy instruction including:

- Higher teacher turnover
- More teachers on provisional certificates



Recommendations



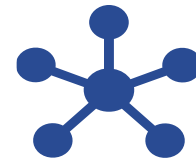
1. Reduce data collection and reporting burden on special education teachers and provide more support to address student behavior



2. Restore poverty weight and fund high-quality mentors for new teachers in high poverty schools



3. Adjust substitute teacher funding for inflation to reduce the loss of teacher planning periods



4. Integrate data collection on Georgia's educator workforce across state agencies and expand collection to include retention by school poverty, teacher experience, race, initial certification and other factors

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