

STATUS REPORT: THE GEORGIA EDUCATOR WORKFORCE 2003

**A Report of the Supply, Demand, and Utilization of Teachers,
Administrators, and Student Services Personnel in Georgia
Public Schools**

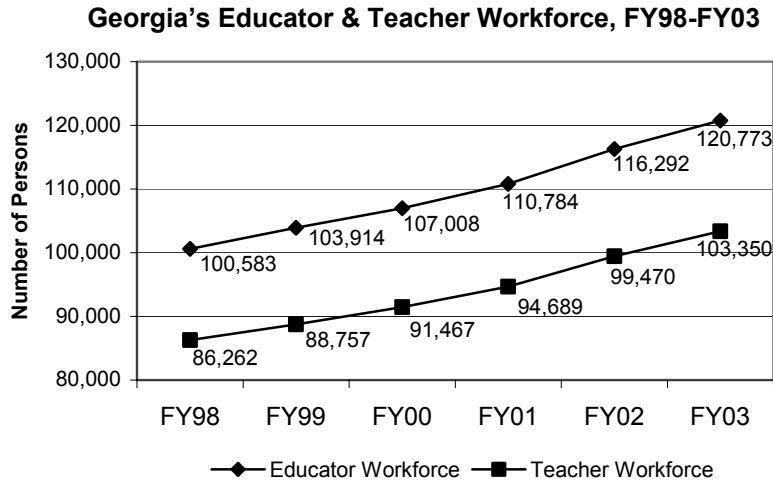


**Educator Workforce Research and Development Division
Georgia Professional Standards Commission
November 2003**

The *Status Report: The Georgia Educator Workforce 2003* is a product of the Educator Workforce Research and Development Division (EWRAD) of the Georgia Professional Standards Commission (PSC). Cynthia Stephens, EWRAD Director, Comfort Afolabi, Winifred Nweke, and Endya Stewart contributed to the creation of this report. The full report, the *Status Report: The Georgia Educator Workforce 2003. A Report of the Supply, Demand, and Utilization of Teachers, Administrators, and Student Services Personnel in Georgia Public Schools*, may be found at www.gapsc.com under Workforce: Data/Research Publications.

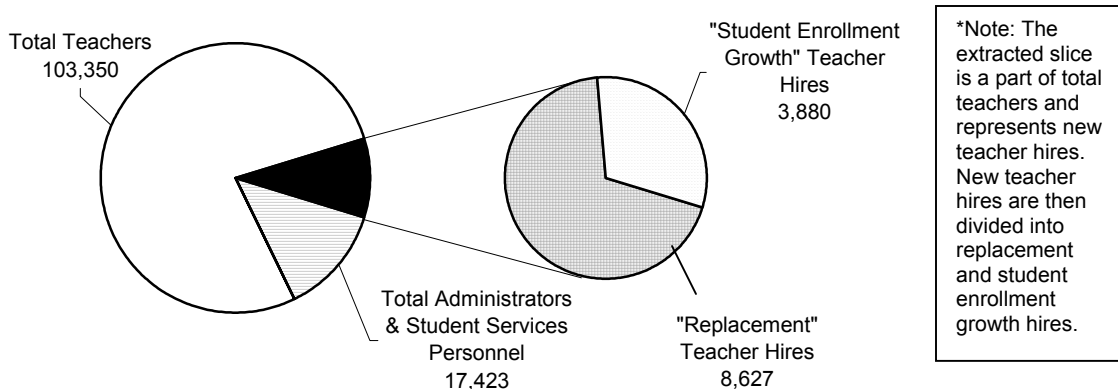
A Profile of Georgia's Teacher Workforce

In FY03, Georgia's total Pre-K-12 (P-12) public school educator workforce numbered 120,773, an increase of 3.85% from 116,292 in FY02. Georgia's teacher workforce increased 3.90% from 99,470 in FY02 to 103,350 in FY03. From FY98 to FY03, the educator workforce increased 20.07% and the teacher workforce increased 19.81%. Teacher demand projections based on the State Board of Education's (SBOE) funding and maximum class size allowances show an increased need for teachers at nearly every grade level for FY04, FY08, and FY13.



Over twelve thousand (12,507) new teachers were hired into Georgia classrooms in FY03, a decrease of 4.4% from the 13,084 hired in FY02. Of the 12,507 new teachers hired in FY03, 8,627 (68.9%) replaced teachers who did not return to any Georgia public classroom in FY03. This represents an increase of 3.9% from the 8,303 reported in FY02.

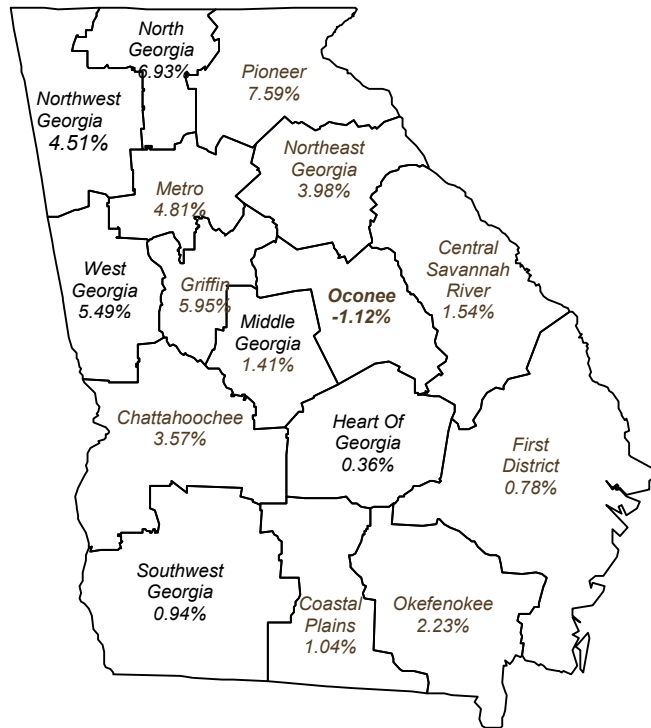
Georgia's Educator Workforce and New Teacher Hires, FY03



At the RESA level, Metro RESA, the state's largest employer of teachers, employed 36.6% of the total P-12 public school teachers and 42.31% of new teacher hires in FY03. Growth occurred in every RESA except Oconee where the total teacher workforce decreased 1.1%. In particular, increases of over 5% occurred in Pioneer (7.59%), North

Georgia (6.93%), Griffin (5.95%), and West Georgia (5.49%) RESAs. These percentages may lead one to ask, “What occurred in these RESAs that resulted in an increase or decrease?” One answer might be population migration to other counties, RESAs, and/or states. For example, Oconee RESA is surrounded by North Georgia, Central Savannah, Heart of Georgia, Middle Georgia, and Griffin RESAs. While Oconee RESA experienced a decline in its teacher population, its neighboring RESAs (e.g., North Georgia, Griffin, etc.) experienced increases. The exodus of teachers from school systems is an issue that requires investigation.

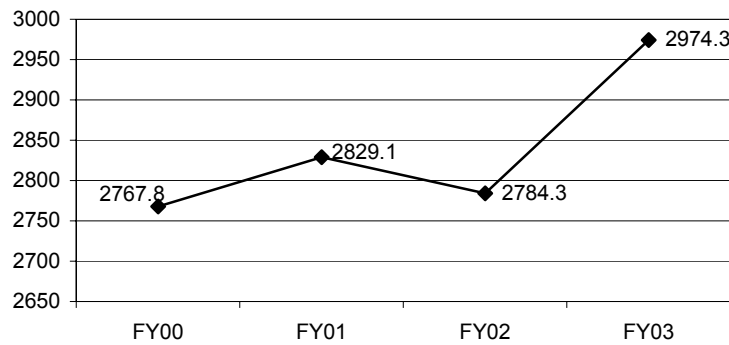
Percentage Change in Georgia’s Public School Teachers by RESA, FY02-FY03



Demographically, Georgia’s teaching workforce is still overwhelmingly female (81.8%). However, the percentage of male teachers increased 16.2%, from 16,159 in FY00 to 18,769 in FY03. This increase is encouraging because over one-half of Georgia’s student population is male and male teachers are needed to serve as role models. The increase in male teachers is possibly due to targeted recruitment and preparation programs such as Troops-to-Teachers and the Georgia Teacher Alternative Preparation Program (GATAPP). Furthermore, Georgia’s teaching workforce is 77.9% White. The White teacher population increased 15.2% from 69,222 in FY99 to 80,551 in FY03; however, their percentage of the total teacher workforce decreased from a 5-year high of 78.8% in FY99 to its current level of 77.9%. This suggests that the teacher workforce is becoming increasingly more diverse. For example, the Hispanic teacher population increased 66.42%, from 548 in FY99 to 912 in FY03. This is a welcome increase in light of the growing Hispanic student population. Also, although the number of Hispanic teachers continues to increase, efforts to recruit more Hispanic teachers into Georgia’s schools must continue. The average age of teachers in FY03 was 41.6 years and the average experience was 12.3 years. More than 11,000 teachers (11,017) were older than 55 years and as many as 11,605 teachers had more than 25 years of experience. Many of them will be retiring soon and will need to be replaced.

With regard to the teaching positions/personnel categories of Georgia’s teachers in FY03, elementary grades (K-5, including EIP) teachers accounted for the largest amount at 41.1%, followed by middle grades 6-8 (17.6%), then high school grades 9-12 (17.4%). According to the FTE count of teaching positions from FY02 to FY03, the number of Vocational Education teachers increased 6.8% after a 1.6% decline from FY01 to FY02. This increase is encouraging because Vocational Education subjects offer an alternative to non-college bound students; and, thereby, serve to reduce Georgia’s school dropout rate. Furthermore, the highest increase in raw numbers from FY02 to FY03 occurred in the “Other Middle” category (a 1316.7 increase) although the number of teachers in grade levels 6-8 declined. This apparent increase in the Other Middle category appears to be the result of grade 6-8 teachers being reclassified into Other Middle.

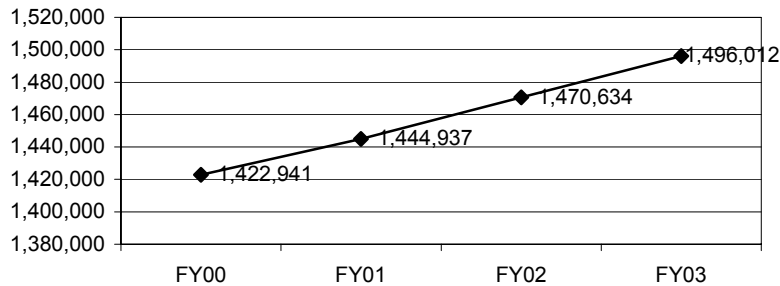
FTE Count for Vocational Education Teachers, FY00-FY03



Teacher Demand in Georgia

Teacher demand in Georgia is influenced by the overall student enrollment in the public schools, the enrollment of limited English-proficient students, the attrition of teachers (including attrition due to retirement), and educational policies. Georgia’s total P-12 student population increased 1.73% (or an additional 25,378 students) from FY02 to FY03.

Total P-12 Public School Student Enrollment in Georgia, FY00-FY03

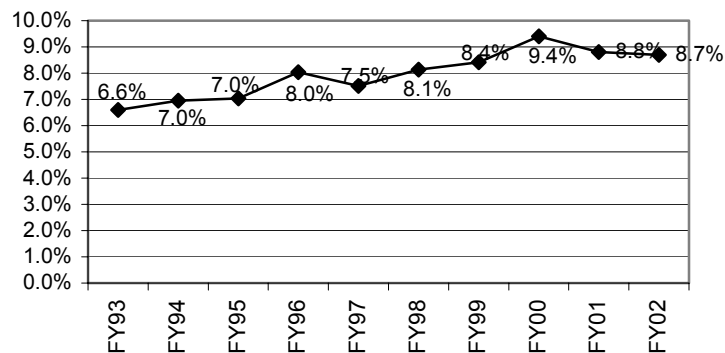


Of these students, 51.22% are male and 48.78% are female. Males continue to outnumber females at every grade level except grades 11 and 12. Also, 51.59% are White, 37.91% are Black, and 6.17% are Hispanic. Shifts in the population demographics show that the White student enrollment decreased 0.6% from FY00 to FY03. This decrease may possibly be due to population migration, birth rate shifts, preference of private or home schooling as a result of concern over Georgia's placement on national tests and evaluations. Also, the Hispanic student population increased 63.3% from FY00 to FY03, the largest percent increase among ethnic groups. Lastly, student enrollment by RESA shows a decline in Central Savannah, Chattahoochee-Flint, First District, and Oconee RESAs from FY02 to FY03. It is possible that students and their families migrated to counties in the surrounding RESAs where increases occurred.

Teacher Attrition

The teacher attrition rate decreased from 8.8% in FY01 to 8.7% in FY02, a probable result of a greater proportion of teachers remaining in their jobs longer or not retiring as early as they would in a better economy. For example, the number of Georgia public school teachers ages 61 and over increased 19.3% from FY02. This increase might be due to individuals delaying retirement or a reaction to economic conditions. Of the 8,627 FY02 teachers who no longer teaching in Georgia public schools: 80.32% are female; 75.33% are White; 22.6% are Black; 1.22% are Hispanic; 27% are ages 21-30; 34.7% have 0-4 years experience, and 51.13% held a certificate at the Bachelor's level. These demographics are troubling because the large percentages in the 21-30 and 31-40 age groups suggest that retirement is not a factor for the departure of these individuals. Also, many of the high rates of attrition occurred in the Foreign Language, Fine Arts, and Vocational Education subject areas which tend to have a high number of Permits, XT, BT, and other non-regular certificates. A longer lasting arrangement for teacher supply in these areas need be sought in order to avoid possible misassignment of teachers to these areas. Alternatively, more time should be allowed to teachers to complete the requirements for a full-renewable certificate.

Overall Annual Teacher Attrition Rates, FY93-FY02



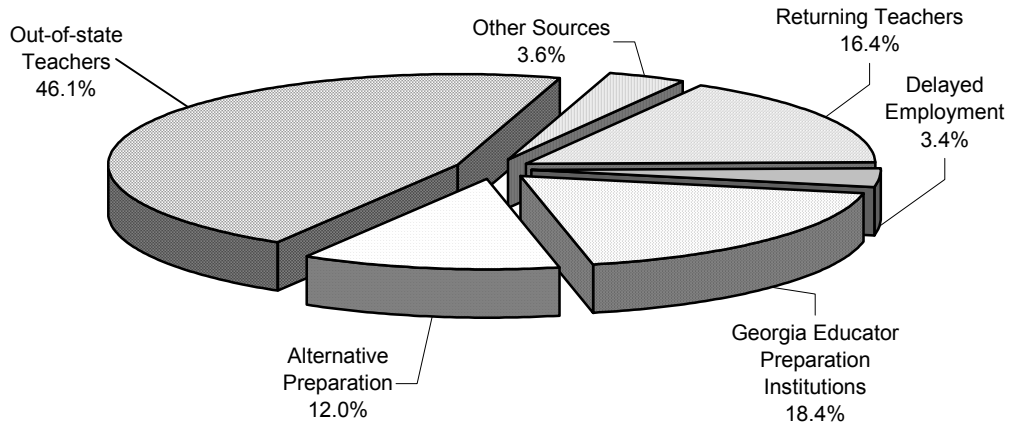
Regarding attrition among new teacher hires, of the 2,223 FY02 new teacher hires that exited the teaching force, 67.12% were White and 29.33% were Black; 39.45% taught Elementary Education, 8.28% English, 7.06% Math, 8.68% Middle Grades, and 4.41% Social Science; 35.85% were Elementary Grades teachers, 20.29% were Middle Grades

(6-8) teachers, 18.58% were High School teachers, and 16.37% were Special Education teachers.

Teacher Supply in Georgia

Teacher retention continues to be the chief source of supply of teachers into Georgia classrooms. In FY03, Georgia retained 91.3% of its teachers from FY02. New teachers are supplied into Georgia's public school P-12 classrooms through five main sources: returning teachers, delayed entry teachers, educator preparation graduates, out-of-state teachers, and provisional/alternative route teachers. In FY03, 46.1% of the 12,507 new teacher hires in Georgia were from out of state; 18.4% were graduates from public and private Georgia educator preparation institutions; 16.4% were returning teachers; 12.0% were provisional/alternative route teachers; and 3.4% were delayed entry teachers.

Sources of Newly Hired Teachers, FY03

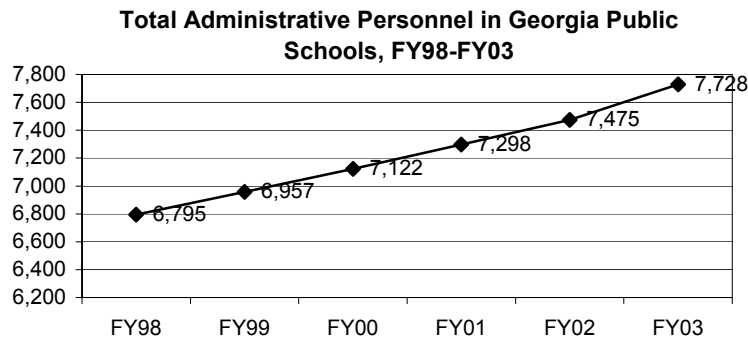


Statewide initiatives to market teaching in Georgia and to recruit teachers continue to grow. These initiatives include the Reach to Teach in Georgia federal grant program, TeachGeorgia.org, Georgia Troops-to-Teachers, the HOPE scholarship for teachers, and alternative preparation routes such as the Georgia Teacher Alternative Preparation Program. Also, Paraprofessionals/Teacher Aides offer a potential source for teachers. The number of Paraprofessionals/Teacher Aides in Georgia increased from 24,882 in FY02 to 25,276 in FY03, an increase of 1.6%. Demographically, this personnel group is predominantly female (94.5%) and White (64.2%). Following the trend from FY02, the number of Hispanic Paraprofessionals/Teacher Aides continued to increase (an 8.75% increase).

A Profile of Georgia's Administrative and Student Services Workforce

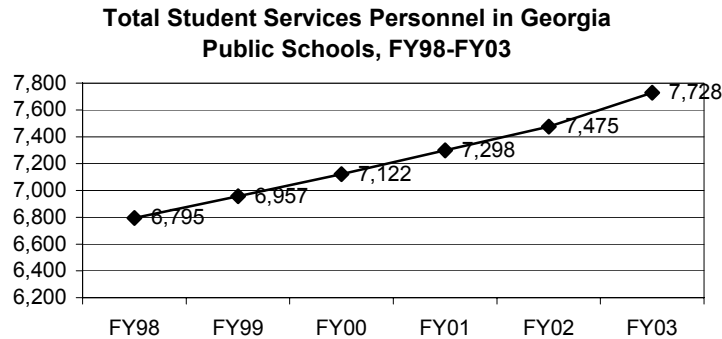
Administrative Personnel

In FY03, Georgia's administrative workforce numbered 7,728, a 3.38% increase from 7,475 in FY02. Of the 7,728 individuals, 2,071 were Principals and 2,822 were Assistant Principals. The typical Principal or Assistant Principal remains a White female, though these personnel categories are increasingly becoming more ethnically diverse. The typical Superintendent and Assistant Superintendent are White and male, although the number of females and Blacks has risen in the last five years. RESA Directors and Athletic Directors remain predominantly White males, while Special Education, Curriculum, and Human Resources Directors are predominantly White females. Technology and Vocational Education Directors remain diversified with regard to gender.



Student Services Personnel

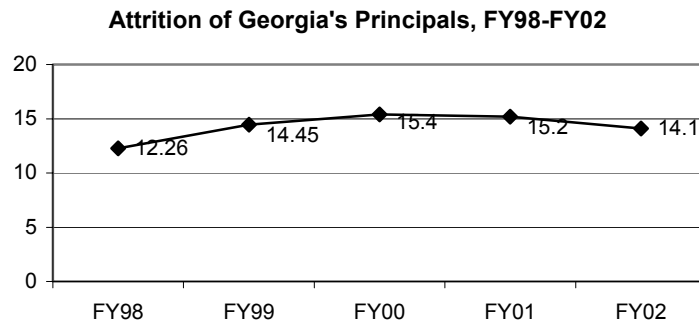
In FY03, 9,695 student services personnel were employed in Georgia's public school system, a 3.72% increase from 9,347 in FY02. Every personnel category increased except Middle Grades Counselors and Speech and Language Pathologists. Of note is the 25% increase in numbers of Hispanic Elementary Grades Counselors. Efforts should be continued to increase the number of minority Counselors at the elementary grades level as these grade levels continue to diversify. Student services personnel remain typically female and White. Social Work personnel are the most ethnically diversified.



Demand of Administrative and Student Services Personnel_____

Attrition of Administrative Personnel

The FY02 attrition rate of Principals was 14.11% and Assistant Principals was 16.69%. From FY01 to FY02, the number of Principals who left the Georgia public school system decreased 7.07%, and the number of Assistant Principals who left the Georgia public school system decreased 16.38%. Between these two categories, numerous individuals were in the 21-30 and 31-40 age groups. This suggests that retirement was not a factor in their departure and that inexperience might have been. Furthermore, when looking at FY02 Principal and Assistant Principal attrition as a proportion of the number of Principals or Assistant Principals in the RESA, Oconee RESA lost nearly one-fourth of its Principals (24.32%) and 50% of its Assistant Principals. This high rate of loss at the Assistant Principal level was probably exacerbated by promotion to the position of Principal. Lastly, the highest FY02 attrition rate of administrators other than Principals and Assistant Principals was 42.04% for Instructional Supervisors. Some of this loss, however, might be explained by the promotion of Instructional Supervisors to the position of Assistant Principal or Principal or loss of positions due to reduced funding for central office positions.



Attrition of Student Services Personnel

Attrition among student services personnel in the Georgia public school system rose to 10.86%, an increase of 15.87% from 876 in FY01 to 1,015 in FY02. Of the 1,015 individuals who left their positions after FY02, 64.83% left the Georgia public school system altogether. Speech and Language Pathologists accounted for 22.86% of the number of student services personnel lost in FY02, and 26.68% of student services personnel hires in FY03. The large percentage associated with the attrition of new hires in this category continues the concern over the high turnover among Speech and Language Pathologists. Lastly, more than one-third (35.17%) of attrition among student services personnel was due to job change to either teaching or administrative positions. The most stable student services groups remain School Psychologists and Social Workers.

Supply of Administrative and Student Services Personnel_____

Supply of Administrative Personnel

Supply sources for administrative personnel in Georgia's public school systems include retention from the previous year, promotion, and out-of-state hires. New Principals are hired from a variety of sources, such as teachers, counselors, and other administrative and student services positions typically from within the system. The largest source of supply of administrators each year remains retention. In FY03, retention accounted for 84.93% (1,759) of Principals. In FY03, the promotion of Assistant Principals accounted for 10.0% (207), and out-of-state hires accounted for 1.5% (31). For Assistant Principals, retention accounted for 77.68% (2,192), promotion from other administrative positions accounted for 5.03% (142), and out-of-state hires accounted for 2.30% (65). There is a downside to the promotion of individuals into the ranks of Principals and Assistant Principal – the promotion of teachers out of the classroom. According to the data, 11.73% of Assistant Principals and 0.53% of Principals were teachers in FY02. The promotion of teachers into these administrative roles takes them out of the classroom and contributes to the problem of teacher attrition.

Supply of Student Services Personnel

Student services personnel are hired from a variety of sources, such as teachers, administrators, and out-of-state. Retention remains the major source, accounting for 85.94% (8,332) of student services personnel in FY03. Out-of-state hires accounted for 7.85% of student services personnel. The percentage of out-of-state student services hires is higher than that of Principals and Assistant Principals possibly because student services personnel are more mobile due to their field of work (i.e., they are not promoted into positions, but must hold a field-specific degree). Lastly, of the 761 new student services hires in FY03, 26.68% were Speech and Language Pathologists.

Summary_____

Georgia continues to pursue multiple solutions to the problem of in-balance between supply and demand of qualified teachers in the classroom. Increased new teacher production, aggressive marketing of teaching through the Reach to Teach program, recruitment of teachers through the TeachGeorgia.org website, creative alternative preparation programs like the Georgia Teacher Alternative Preparation Program, and other programs such as Georgia Troops-to-Teachers and the HOPE Teacher Scholarship are some of the numerous ways through which Georgia seeks to place and keep a qualified teacher in every classroom by the year 2006.

Notes _____



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