



# STATUS REPORT: THE GEORGIA EDUCATOR WORKFORCE 2005 EXECUTIVE SUMMARY

**STATUS REPORT 2005**

November 2005

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

**Division for Educator Workforce  
Research and Development**

Georgia Professional Standards Commission



Georgia's educator workforce appears to have begun rebounding from the effects of economic conditions that increased the student/teacher ratio statewide, keeping pace this past year with the growth of student enrollment.

Georgia's public school enrollment is the 12<sup>th</sup> fastest growing in the country. Georgia enrollment is growing far faster than that of the nation, and is growing faster than any other southern state, providing Georgia with high new teacher need.

Georgia public and private colleges and universities have been making substantial progress in expanding their teacher production to meet the needs of the state. The number of students who completed the requirements from both traditional and alternative preparation routes to apply for teacher certification increased by 20.5% in FY05.

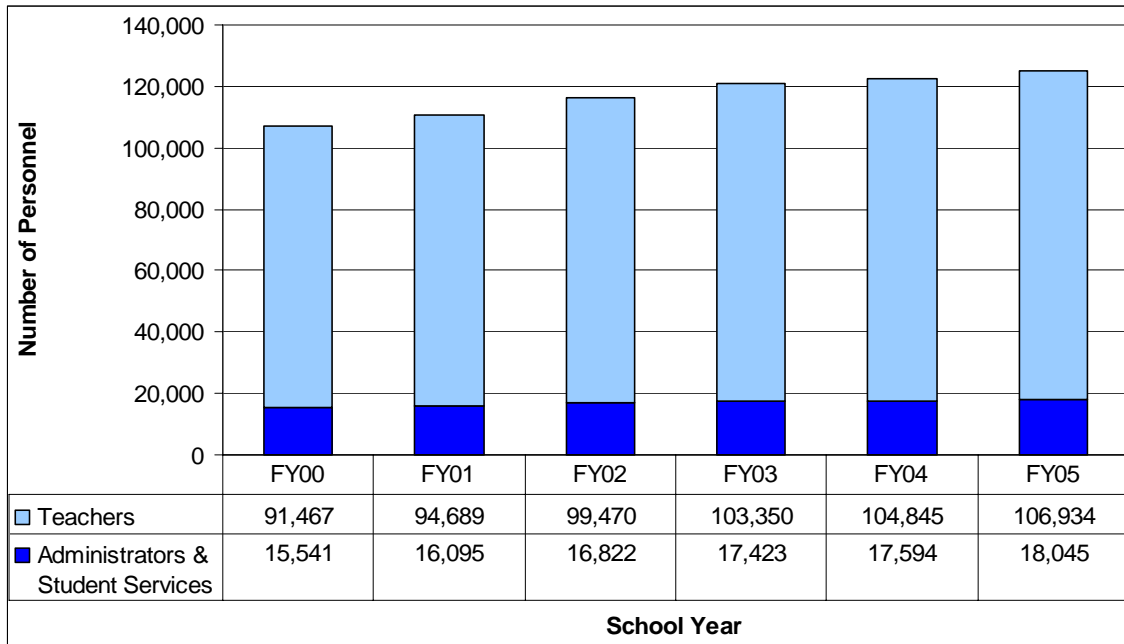
Administrators 50 years of age or more and with 25 years or more experience make up more than 20% of the administrative workforce. These individuals are much more likely to retire in the near future, increasing the demand for administrators, who typically come from the teacher cadre.

The great majority of school administrators start their education careers in the classroom. Last year, 65.6% of

all new assistant principals were teachers the previous year

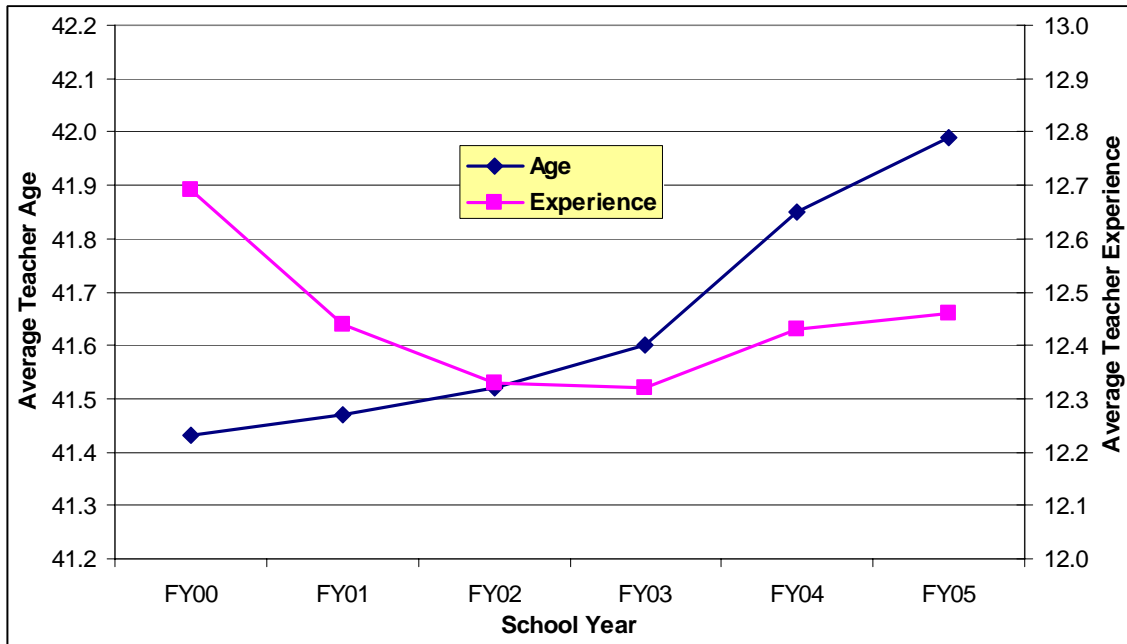
Recent changes in state law created the Master Teacher Program, which will provide teachers an avenue for advancement while still remaining in the classroom. This avenue for advancement may affect the numbers of teachers who formerly would seek advancement through the pursuit or acceptance of administrative or student services positions.

## Growth of Georgia's Educator Workforce



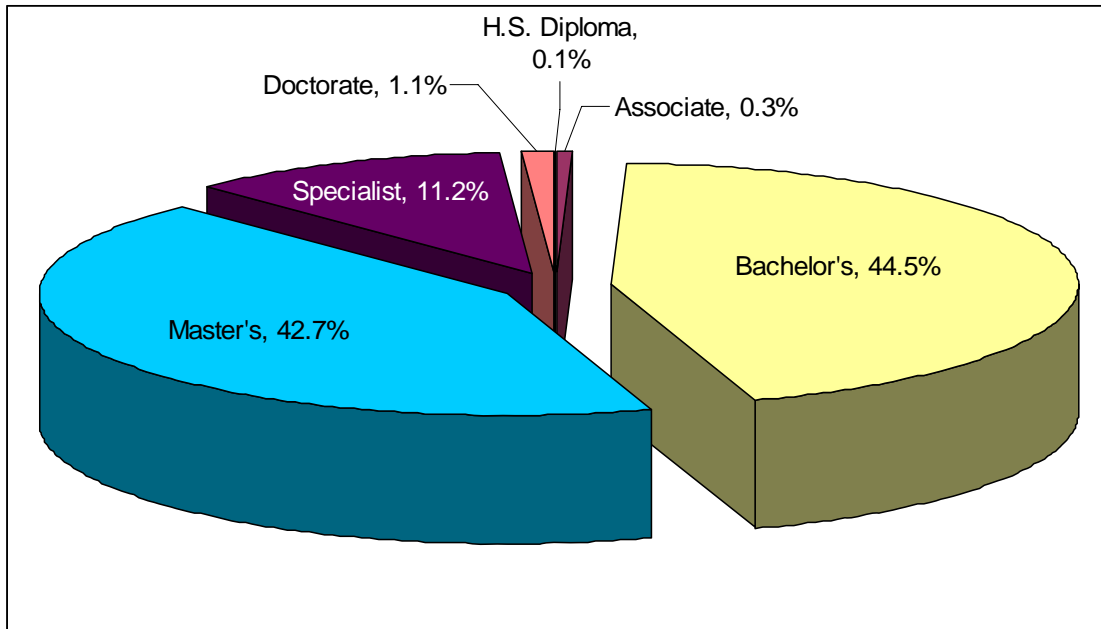
Georgia's educator workforce – teachers, administrators, and student services professionals – grew 2.1% this past year to 124,979, slightly exceeding the student enrollment growth of 2%, after having fallen behind enrollment growth the previous year. Teachers continue to comprise 85.9% of the total workforce, this past year numbering 106,934. This year's growth, while greater than the previous year's 1.4%, was still substantially lower than the 3-5% annual increases seen in the first four years of the decade. A total of 11,697 new teachers were hired into Georgia classrooms for FY05. Teachers hired to meet growing enrollment numbered 2,089; the remaining 9,608 were hired to replace those leaving the workforce.

## Teacher Age and Experience



The average age of teachers has been increasing over the years, yet Georgia experience had been decreasing and only has increased in the last two years. The age increase from FY00 to FY05 was due to a decrease in the proportions of teachers in their twenties and forties, and an increase in the proportions of those in their thirties and fifties. Most of these teachers are those who stayed in the profession and are simply growing older, but many are older individuals coming into the profession through the various alternative routes available, such as Troops to Teachers and the Georgia Teacher Alternative Preparation Program (GATAPP).

## College Degrees Earned by Teachers

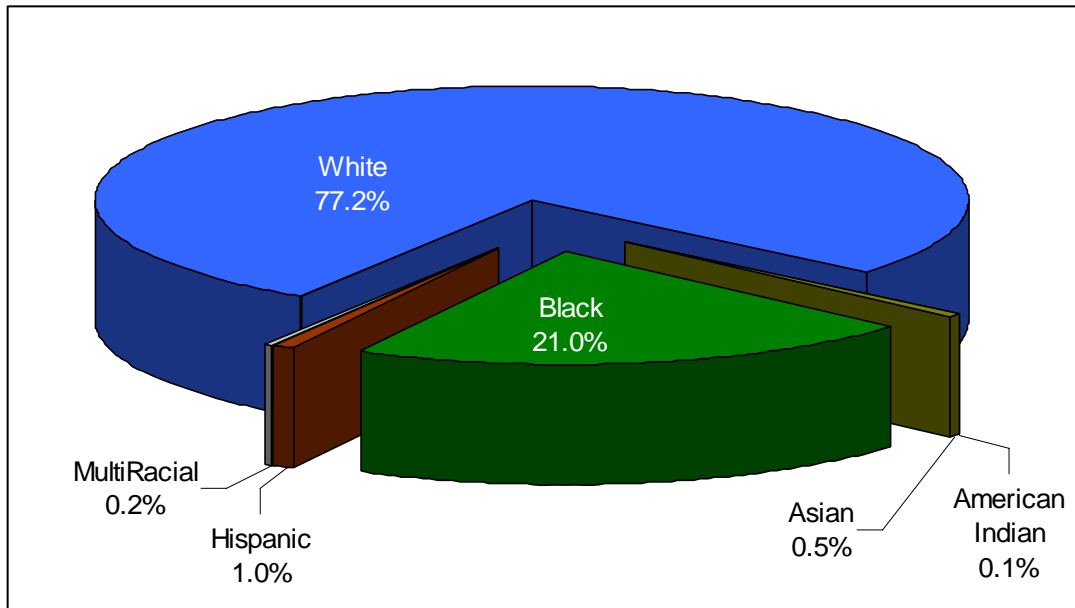


Since FY00 the proportion of those with graduate degree certifications rose slightly more than 4% from 50.7% to 55.0%.

Not all of the increase is due to continuing teachers earning advanced degrees. Slightly fewer teachers who leave the classroom, than those who stay, tend to have advanced degrees, and more newly hired teachers now have advanced degrees, up almost 3% to 32.8%. These factors increase the proportion of the teacher workforce having graduate degrees.

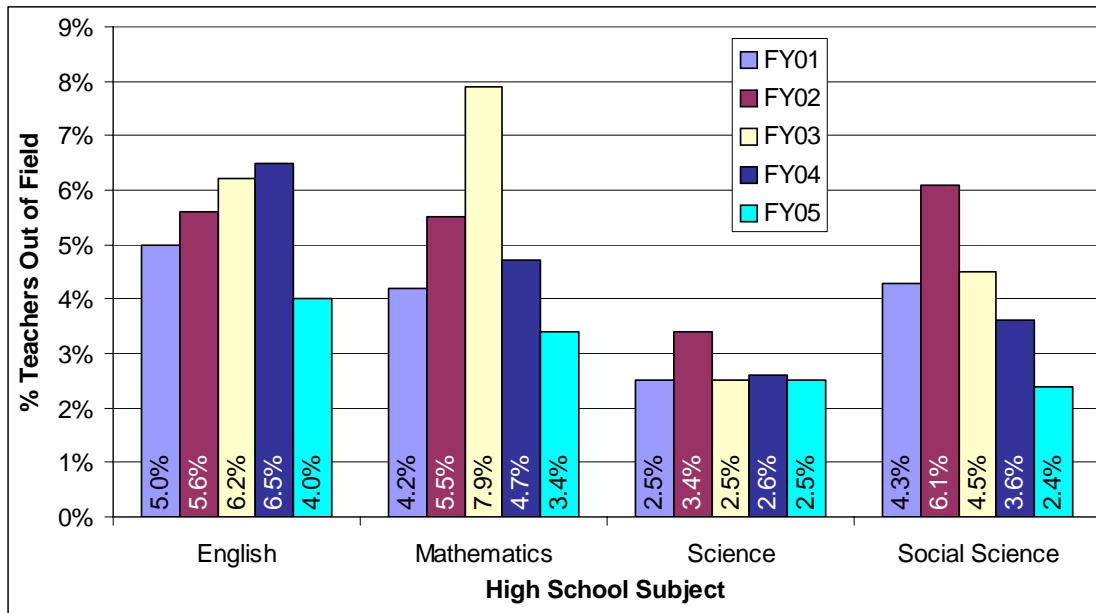
The great majority of school administrators started as teachers; for most -- 65.6% last year -- a teacher's first administrative post is as an assistant principal. Last year, 68.8% of all new principals came from the training ground of assistant principal; 84.3% were drawn from some school administrative position, and the great majority of those started their careers as teachers.

## Ethnic Makeup of Teacher Workforce



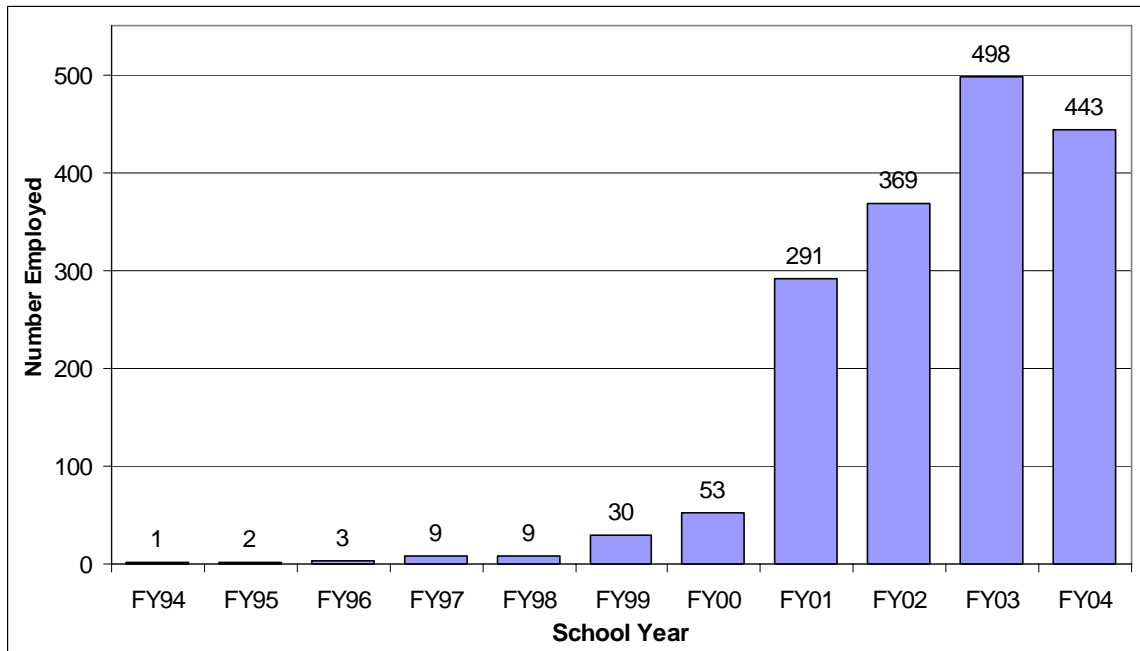
Minority representation in the educator workforce has not caught up with student enrollment. The proportion of African-American teachers increased only slightly in the new decade, from 20.2% to 21.0%. African-American administrators made much greater gains, from 24.9% in FY00 to 30.0% last year. Teachers of other minorities are only a small portion of the workforce, having reached 1.8% of the teacher cadre but less than 1% of either the administrative or student services workforce. As long as African-American and Hispanic high school and college graduation rates remain low it will be very difficult indeed for the schools to attain an ethnic balance in the workforce on par with that of the student body. Asian students rarely choose careers as educators; while this group comprises 2.6% of the student body, it makes up only one-half of one percent of teachers and three-tenths of a percent of administrators and student services staff.

## High School Out-of-Field Teaching



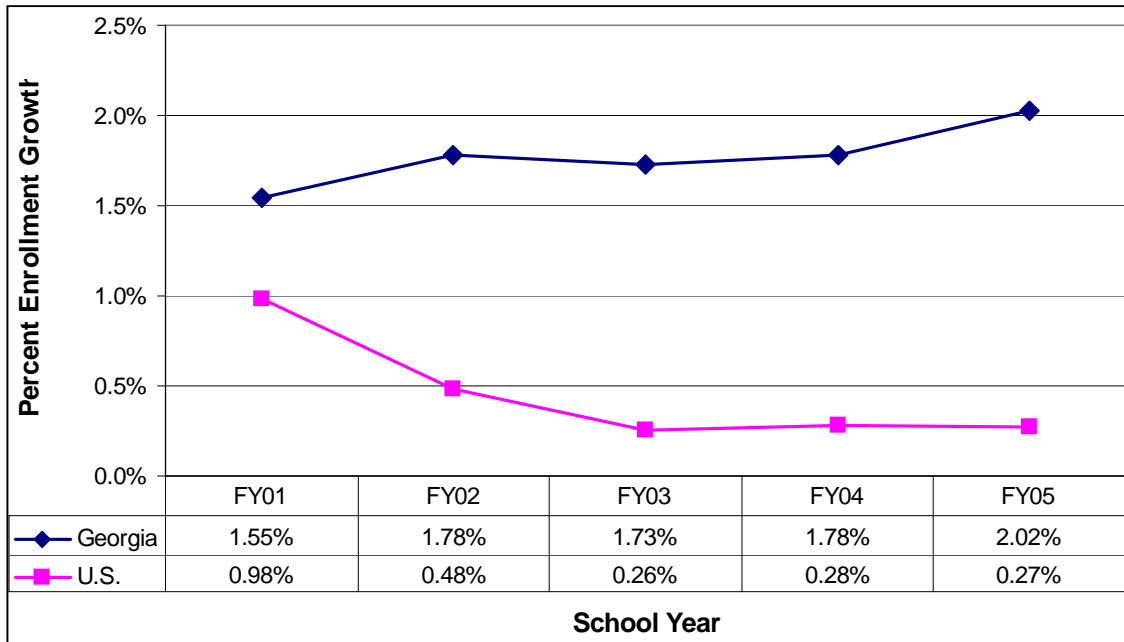
After rising in the first part of the decade, out-of-field teaching in high school declined in FY05 for all core subject areas, likely a result of the No Child Left Behind Act requirement to have a “highly qualified teacher” in every classroom. English had the highest percentage of out-of-field teachers last year (4.0%), but dropped the most (2.5%) after seeing increases in previous years. Mathematics had the highest incidence of out-of-field teaching in FY03 at almost 8%.

## National Board Certified Teachers



Four hundred forty-three teachers who received National Board of Professional Teaching Standards certification in FY04 were employed in Georgia school systems in FY05, slightly fewer than the FY03 cohort. Altogether, there were 1,708 National Board Certified Teachers (NBCTs) in Georgia school systems in FY05. Almost 90% of NBCTs in Georgia were employed as teachers last year.

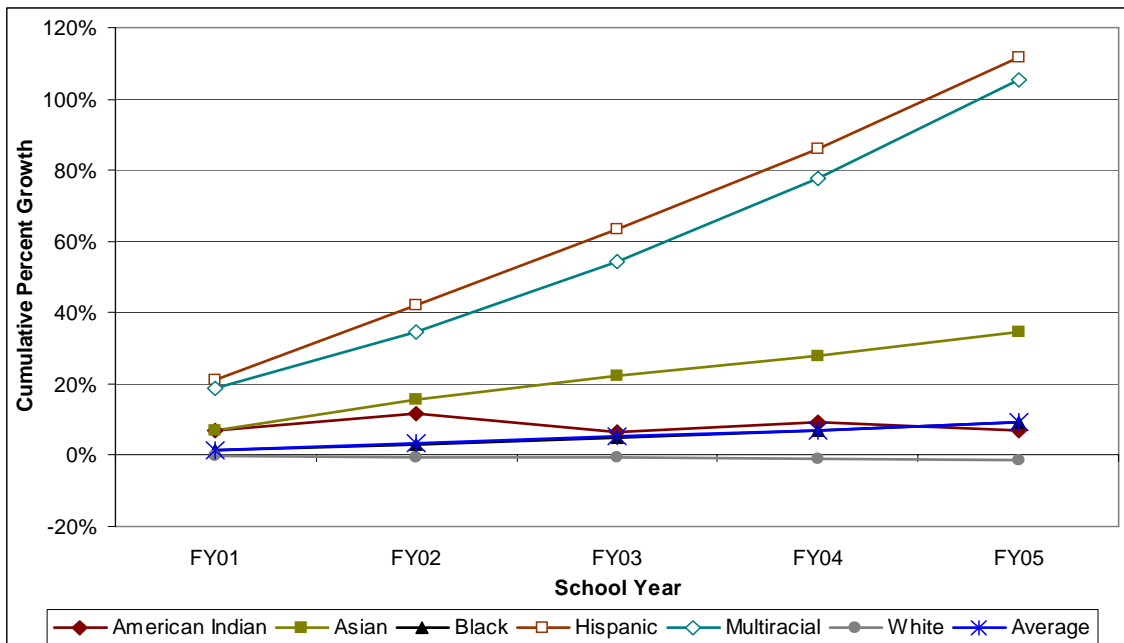
## Comparison of Georgia and National Enrollment Growth.



Student enrollment is the primary factor influencing the size of the teacher workforce. Georgia public school enrollment continues to grow at a rate far beyond that of the nation as a whole; overall enrollment grew 7.5% this decade to almost 1,553.5 million in FY05. Enrollment growth increased to more than 2% per year, while enrollment growth for the country has slowed from almost 1% in FY01 down to about  $\frac{1}{4}$  of 1% for the last three years.

Many factors influence changes in enrollment, the most important of which are birth rate and population migration. Georgia births increased from 1996 to 2000 by about 4,000 per year to more than 132,000, but then decreased for two years. The latest data (2003) showed almost 136,000 births. Most of these children will enter the public schools. Georgia will also continue to have more people come to the state than leave. According to the Census projections, Georgia will be the ninth most populous state in the nation by 2025.

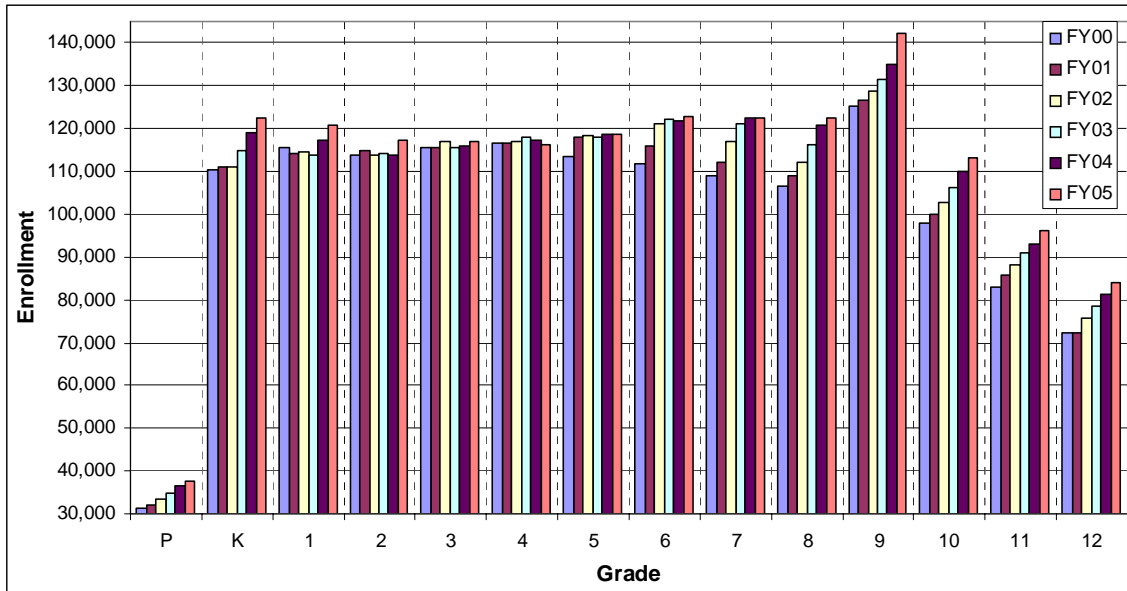
## Cumulative Percent Enrollment Change by Ethnic Group.



Above is shown the cumulative percent enrollment change to the present since FY01. Hispanic and Multiracial enrollments have more than doubled (more than 100%), while the increases of the other groups have been much smaller. White enrollment has decreased slightly.

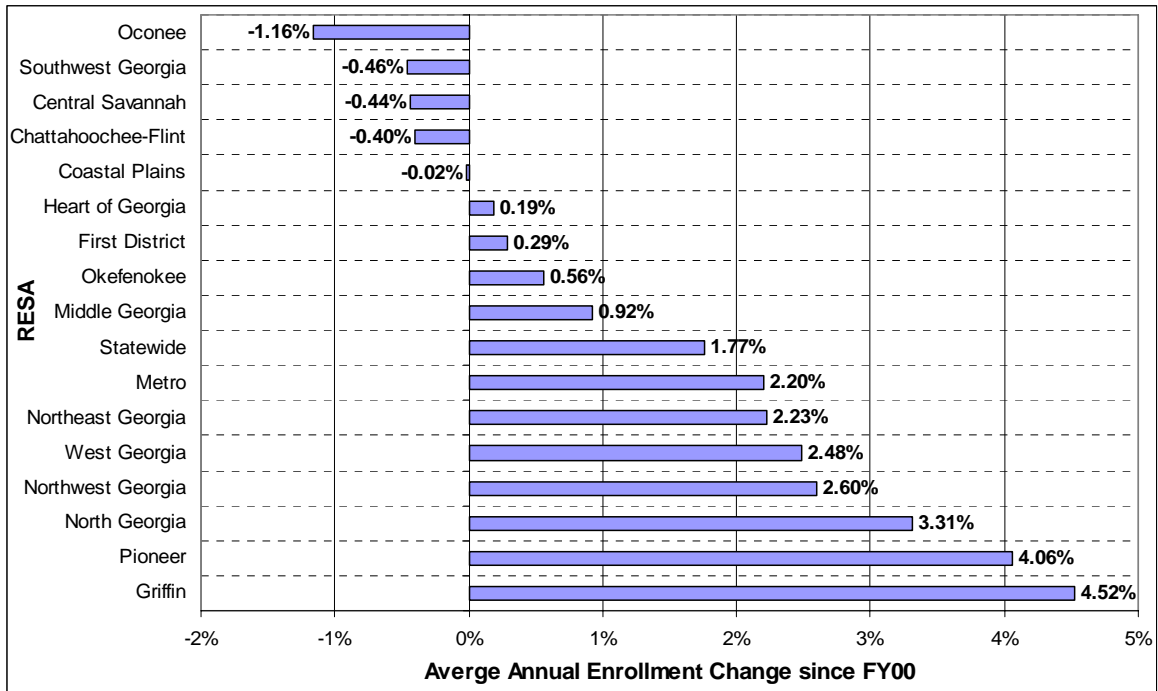
Hispanic enrollment increased from 4.0% in FY00 to 7.7% of the student body in FY05. Black enrollment mirrors the increases in the total enrollment; the percentage of Black students (about 38%) has remained unchanged. Asian and Multiracial enrollment has increased but they represent only 2.6% and 2.2% of the total enrollment, respectively. For the first time, White enrollment has dropped below 50% of total enrollment to 49.4% from 54.6% six years ago.

## Student Enrollment in Georgia Public Schools by Grade, FY00-FY05.



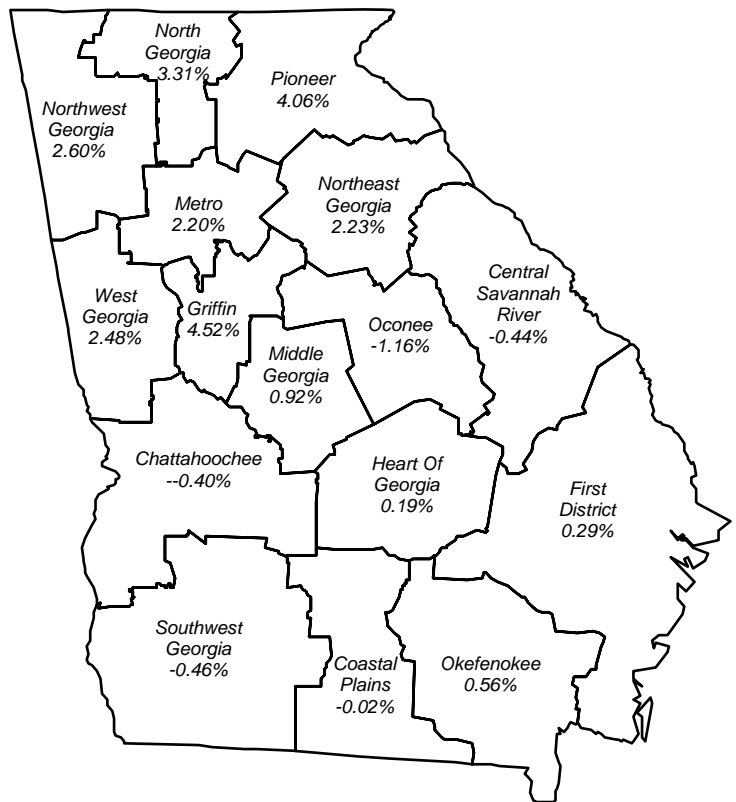
Enrollment growth has occurred more in certain grades than in others, which has very direct impact on the demand for new teachers. This graph shows the by grade enrollment changes since FY00. The voluntary Pre-Kindergarten program has gained in popularity, increasing by more than 20% over the past six years. Kindergarten enrollment increased 11%; the elementary grades (1-5) increased only 2.6%, middle school enrollments (grades 6-8) by 12.4%, and high school enrollment grew even more at 14.9%. Some of the increases in middle and high school enrollment have been due to welcome decreases in dropout. The jump in grade nine enrollment compared to grade eight is caused by retention rates in that grade; many students do not receive sufficient credit to move on to grade ten the first year in high school. The effects of dropout can be seen by comparing the grades 9-12 columns.

## Annual Enrollment Change by RESA

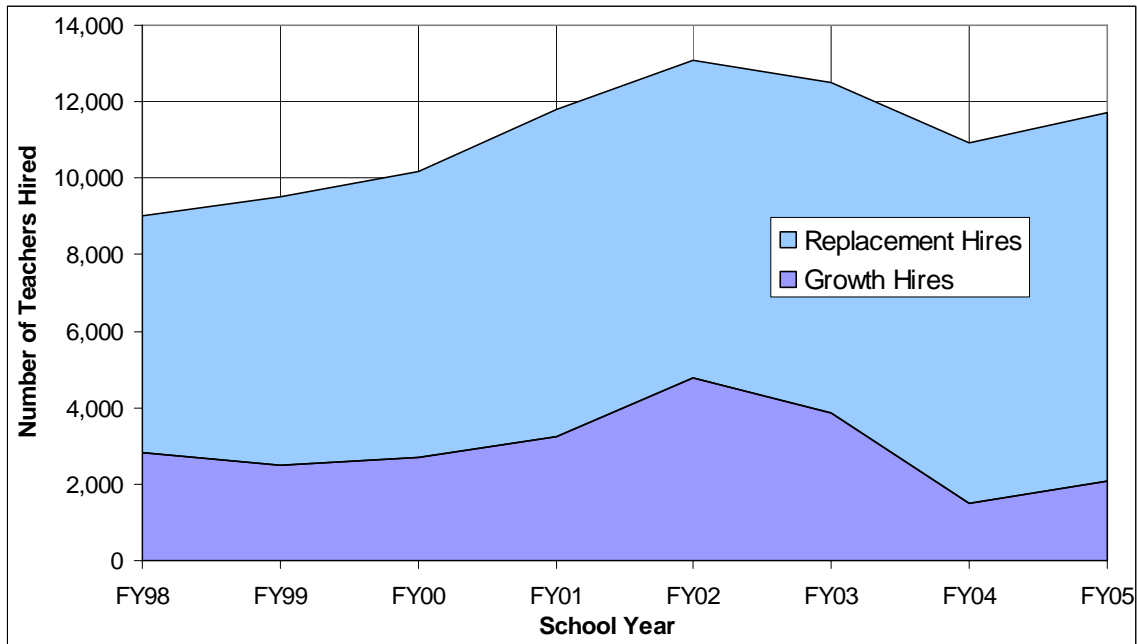


Different regions of the state have very different enrollment growth rates and, hence, different demand for new teachers. The above graph shows the average annual enrollment change this decade.

Compared to the state average of 1.77% growth per year, the systems of Griffin RESA, immediately south of Atlanta metropolitan area, gained an average of 4.52% each year, while the systems served by the Oconee RESA just to the east lost an average of 1.16% of their enrollment each year.



## Comparison of Growth and Replacement Teacher Hires

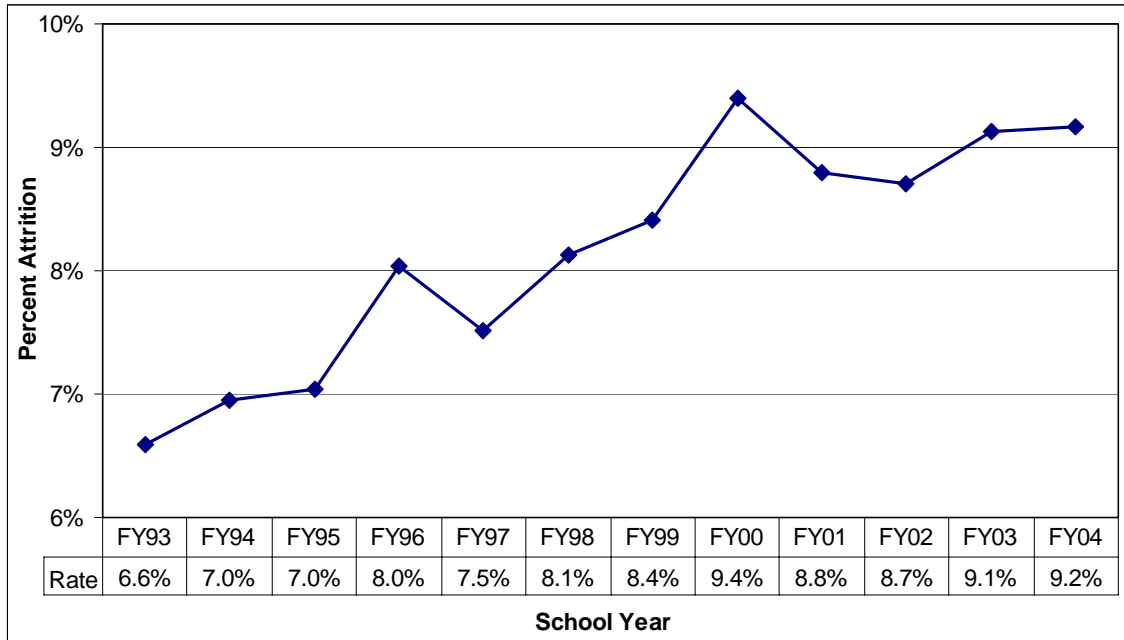


Teacher demand is affected not only by student enrollment growth but by state and federal law and policy, and the rates at which teachers leave the profession, referred to as attrition. In 2000 state legislation was passed to reduce class sizes, but economic conditions in recent years caused state government to postpone class size reduction.

The figure above compares teachers who were hired in the state to replace teachers lost with those hired to respond to enrollment and class size requirements. Although the number of “replacement hires” is much greater, most of the yearly change in overall hiring matches almost exactly the smaller plot for “growth hires.” Growth hires increased substantially from FY00 to FY02 then dropped to the lowest rate in years by FY04 as class sizes rose much faster than enrollment suggesting that year to year changes in hiring are driven almost entirely by economics and policy; the increases and decreases in hiring do not generally reflect the roughly

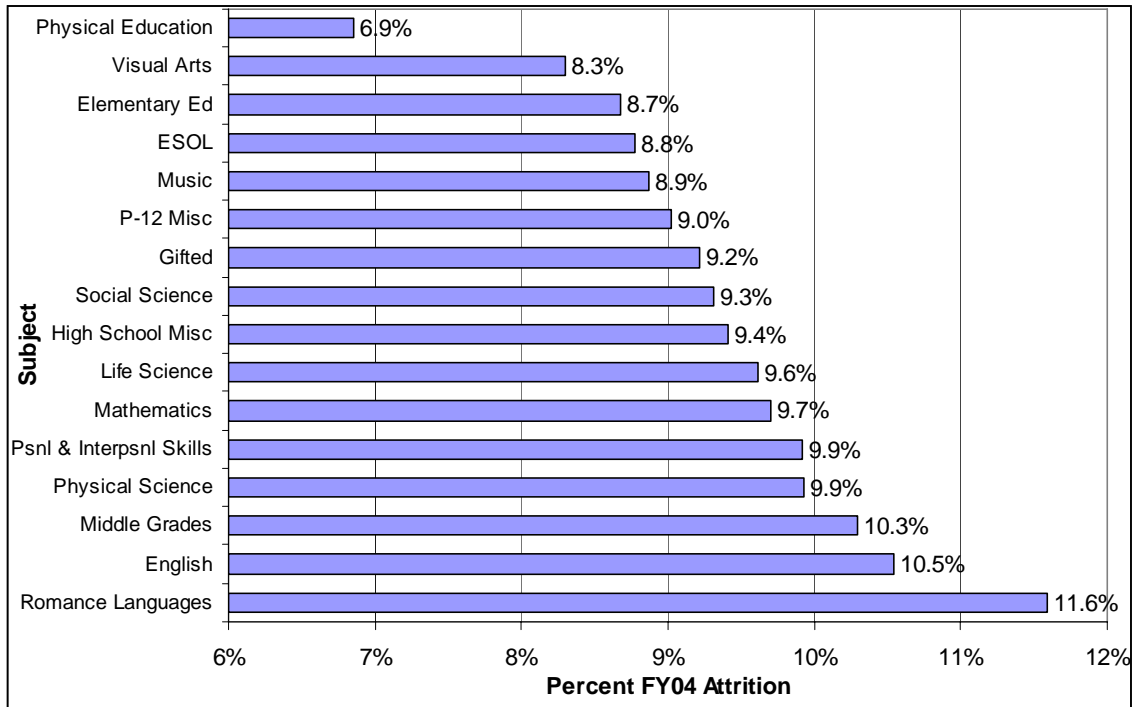
1.8% very consistent average annual student enrollment growth.

Overall Annual Teacher Attrition Rates, FY93-FY04.



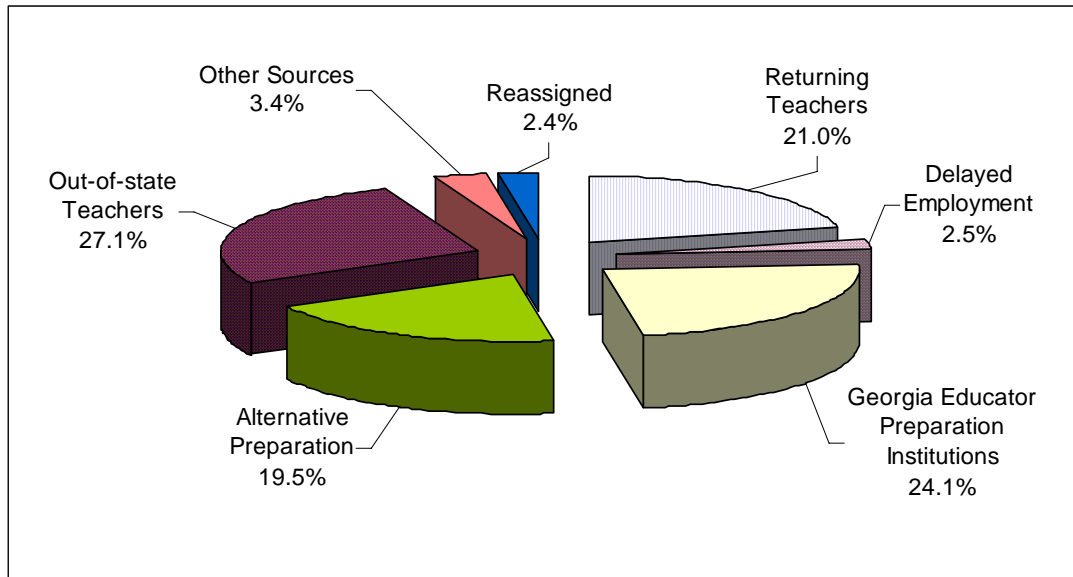
A close inspection of the graph on the previous page will show that the number of replacement hires has been increasing. The above figure plots Georgia’s overall teacher attrition rate since F93. Overall teacher attrition has risen somewhat consistently over the years; it was only 7% a decade ago in FY95, but reached 9.4% in the FY00 school year. The decrease in attrition in the following two years may have in part been the result of changing economic conditions, but in both FY04 and FY05 the attrition rate again rose, exceeded 9%. The trend for more than a decade would indicate that the attrition rate will continue to rise, further increasing the demand for new teachers to replace them.

## Teacher Attrition by Subject Taught Ranked by Attrition, Subjects with More Than 1,000 Teachers Statewide



Teachers of some subjects leave the profession at much higher rates than others. For example, physical education teachers had an annual attrition rate from FY04 of only 6.9%, while romance languages teachers left at a rate of 11.6%. More than one in ten English teachers left the profession in Georgia, which may be related to the higher out-of-field rate for English. Another area that appears to lose teachers at a high rate is middle school; their attrition rate was 10.3%.

## Sources of New Teachers



Newly hired teachers come from a wide range of sources; only about one-fourth of them (24.1%) come each year from Georgia's educator preparation colleges and universities. Slightly more of them (27.1%) come from other states to Georgia either as new or experienced teachers, while 21% were returning teachers. "Returning teachers" in the graph above are those who had taught previously in Georgia but had left teaching for one or more years before their return in FY05.

Georgia public and private colleges and universities have been making substantial progress in expanding their teacher production to meet the needs of the state. The number of students who completed the requirements from both traditional and alternative preparation routes to apply for teacher certification increased by 20.5% in FY05. The University of Georgia and Georgia State University doubled and quadrupled their completers that year, respectively,

helping Georgia reduce its dependence on outside sources for teachers.

### Critical Teacher Shortage Areas and Recruitment

The PSC identifies shortage areas based on the number of non-regular certificates issued at the request of school systems to meet staffing needs that could not be filled otherwise. The ten most frequently issued certificates provided:

- Special Education General Curriculum (2,097)
- Early Childhood Education (P-5) (1,420)
- Middle Grades (4-8) (1,382)
- Concentration - Social Science (807)
- Gifted In-Field (777)
- Concentration - Language Arts (704)
- Concentration – Mathematics (500)
- Concentration – Science (421)
- Mathematics (6-12) (400)
- English (6-12) (386)

The PSC operates a number of programs to attract, recruit and retain teachers to help it meet its responsibilities to the state of Georgia and to meet the NCLB requirements for a highly qualified teacher in every classroom. Reach to Teach, Troops to Teachers, Spouses to Teachers and the Georgia Teacher Alternative Preparation Program (GATAPP) have brought more than 2,500 teachers into the classroom. Many more have been certified or are in preparation.

TeachGeorgia.org, operated by the PSC, is the official internet recruitment resource tool for teachers and school systems in Georgia. More than 32,000 people registered on the website

to seek Georgia education employment in FY05 alone. Of the 11,697 new teachers hired that year, more than 40% had registered on the TeachGeorgia website.

### Prediction of Teacher Demand

One of the purposes for the collection and analysis of population, student and educator data is to be able to understand and predict future need for teachers. A relatively simple model of basic prediction involves the use of several primary variables – teacher retention, attraction (mobility of teachers from one school system to another), net attrition (teacher loss beyond expected mobility), and enrollment change. The model predicts that next year's statewide need for additional teachers will be 10.7% of this year's regular education teacher workforce and 13.8% of the special education workforce, calculated in Full-Time Equivalents. This analysis is available in the full report at the state, RESA and school system levels for both regular and special education teachers and provides numerical teacher hiring need estimates based on data up to FY05.

A longer term teacher demand projection utilizing curvilinear regression analysis is also used to predict replacement and new teacher workforce needs. This model predicts the need for 11,582 new teachers this year (FY06) and 11,012 new teachers the following year in FY07. Teacher demand will far exceed the above predictions if either smaller class size policy is enforced or if the trend continues for more students to remain in school longer and reach grade 12.

## Georgia's Administrators and Student Services Personnel

Georgia's administrative workforce grew by 2.2% to almost 8,000 this past year. The number of principals and assistant principals grew by 2.6% and 2.5%, respectively, to operate the schools being built in response to Georgia's expanding student enrollment.

Almost 16% of principals left their positions in FY04, but just over 9% did leave education in Georgia, and almost 7% were either promoted or reassigned to another education position in Georgia. The total attrition of assistant principals at first glance seems high at almost 21%, but about three-quarters of the attrition of assistant principals is due to promotion or reassignment. The position of assistant principal is considered the training ground for principal. More than two-thirds of all new principals each year come from the assistant rank, and fully 9.2% of the assistant principal workforce was promoted to principal in FY05. Another 5.8% of the assistants were promoted or reassigned to some other education position. Only 5.8% were actually lost from Georgia's educator workforce.

Administrators 50 years of age or more and with 25 years or more experience make up more than 20% of the administrative workforce. These individuals would appear to be more likely to retire in the near future, increasing the demand for administrators at a greater rate in the near future.

Administrative personnel total is projected to exceed 9,000 by FY10 and 10,300 by FY15.

Georgia's student services personnel grew by 2.8% from 9,789 in FY04 to 10,066 in FY05, with the greatest expansion of 5.2% among school social workers.

Of the 1,006 students services personnel who left their positions, over two-thirds (685 or 68.1%) left the Georgia public school system. The remainder of those who left (321 or 31.9%) accepted administrative or teaching positions within the Georgia public school systems. Annual Turnover remains highest among the speech and language pathologists and the media specialist groups.

Of the 1,283 newly hired student services personnel, 55% (706) were from outside Georgia public system. Of these 706, one quarter 24.6% (174) was speech and language pathologists. Most (91.9% or 160) of these newly hired speech and language pathologists replaced those that left after FY04.

New Student services are hired from a variety of sources, such as teachers, administrators and from outside Georgia public school system. Teachers made up 41.2% of new student services personnel hired in FY05.

Student services personnel tend to depend more on outside supply sources than administrative personnel for new hires, 55% in FY05 compared to less than 2% for administrative personnel.

Student services personnel total is projected to reach 12,200 by FY10 and 15,200 by FY15.



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