



# STATUS REPORT: THE GEORGIA EDUCATOR WORKFORCE 2006 EXECUTIVE SUMMARY

**STATUS REPORT 2006**

November 2006

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

**Division for Educator Workforce  
Recruitment, Research and  
Development**

Georgia Professional Standards Commission



## ACKNOWLEDGEMENTS

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## Overview

After several years of decreases in hiring, growth of Georgia's educator workforce kept pace for a second year with the growth of student enrollment.

According to the National Center for Education Statistics, Georgia's public school enrollment is 9<sup>th</sup> largest in the country, and is also the 9<sup>th</sup> fastest growing in the country. The rate of growth is far greater than that of the nation and all other southern states except Florida and Texas, resulting in continued high demand for new teachers in the state.

Georgia's dependence on teachers trained in other states declined sharply from 46% in FY03 to an average of about 28% for the past three years. Neighboring states are supporting multi-million dollar initiatives to reduce the size of their classes, creating major demands for a greater supply of new teachers, and an increased need to reduce teacher attrition. Georgia's continued dependence for more than one-fourth of its new teacher positions on out-of-state teachers will intensify teacher demand as other states become determined to compete for their own as well as Georgia's limited teacher supply.

Many of Georgia's teacher preparation institutions have made progress expanding their traditional teacher production in recent years, even though their proportionate supply of actual new teachers into the classroom did not keep up with expanding student enrollment this past year. Production of teachers from all approved alternative preparation providers has continued to expand. Alternative preparation programs

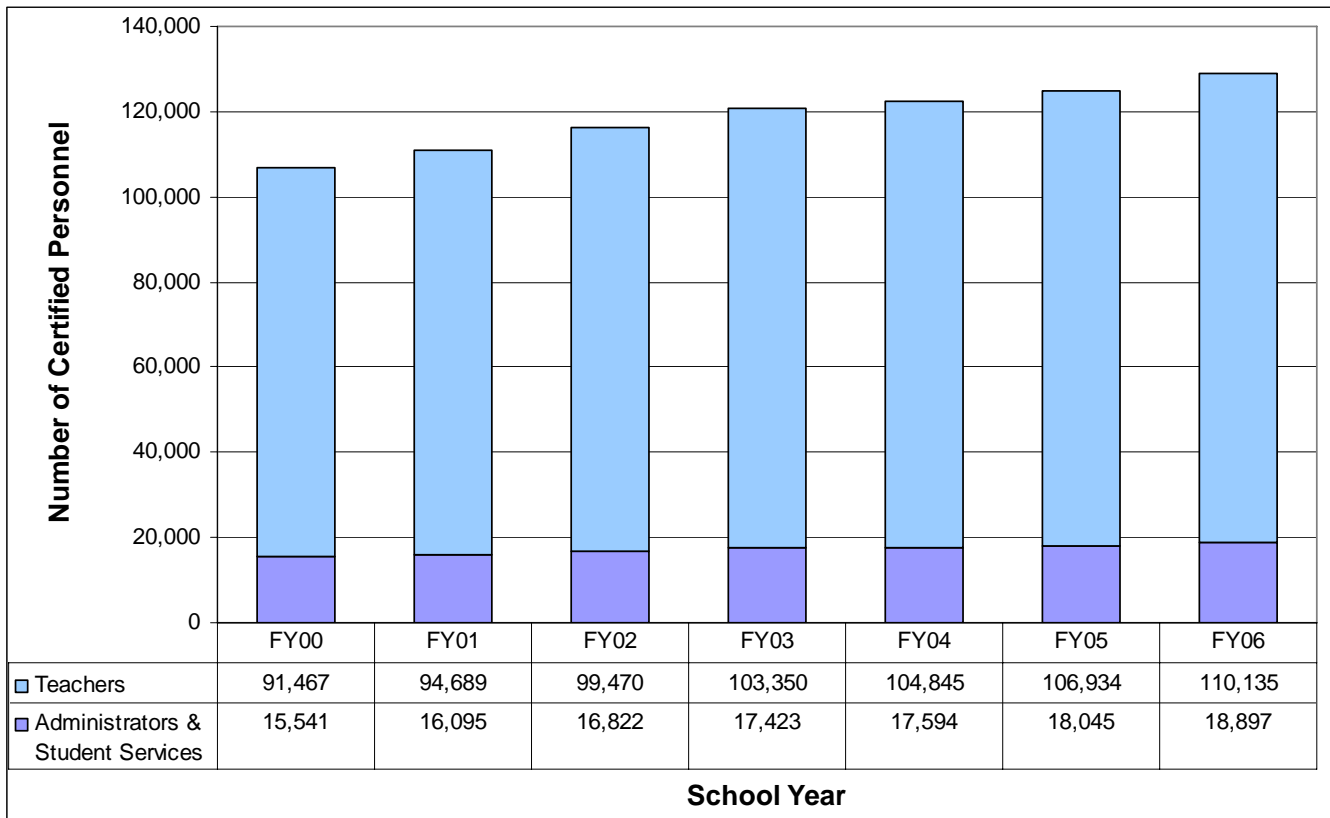
typically bring individuals with experience in other careers to the classroom. The proportion of new teachers hired from the combination of Georgia traditional and alternative route providers has increased from 30% in FY03 to more than 45% in FY06.

Most school administrators begin their careers as teachers. Last year more than 70% of all new principals were promoted from Georgia assistant principalships, and almost 70% of new assistant principals were promoted from Georgia classrooms. The position of Instructional Supervisor began increasing in frequency in FY04 and expanded more than 21% last year to more than a thousand positions. This position appears to have become another viable career ladder option for classroom teachers.

The number of National Board Certified Teachers (NBCTs) in Georgia public school systems was 2,008 in FY06, with 86.8% teaching in classrooms. Almost 15% of all NBCTs taught in 45% (156) of the 349 Georgia schools designated as Needs Improvement in FY06.

Non-renewable certificates and waivers requested by school systems to fill vacancies rose again in FY06 to 12,008. Almost 48% of these certificates were issued in Special Education alone, followed by 20% in middle grades and at least 2% in each of the core subject areas.

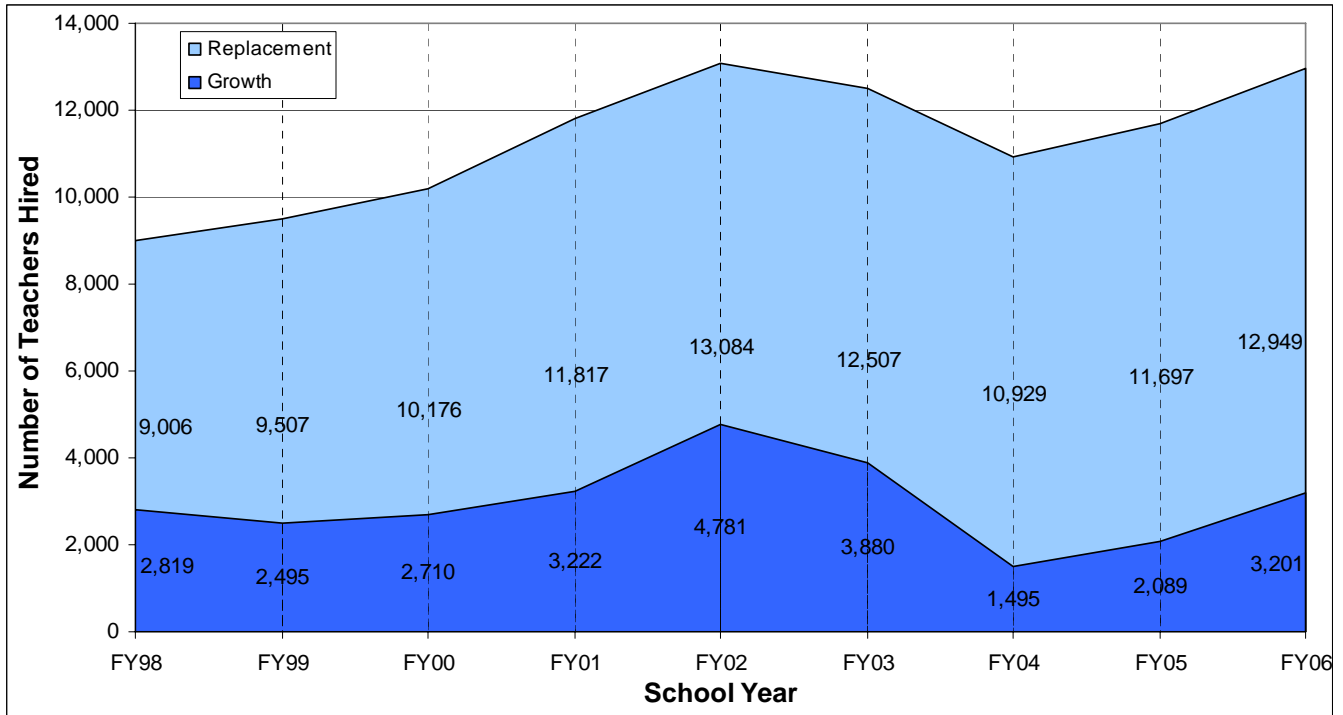
## Growth of Georgia's Educator Workforce



Georgia's educator workforce – teachers, administrators, and student services professionals – grew 3.2% this past year to 129,032, slightly exceeding the student enrollment growth of 2.9%. Teachers comprise 85.4% of the total certified workforce, this past year numbering 110,135.

This year's 3% growth in the teacher workforce was substantially greater than the two previous years' 1.4% and 2.0%, perhaps suggesting a return to the 3-5% annual increases seen in the first four years of the decade. Expansion of the teacher workforce must be at a rate greater than the growth of student enrollment which now exceeds 2% per year, in order to meet the staffing requirements of state class size policy in Kindergarten through grade twelve.

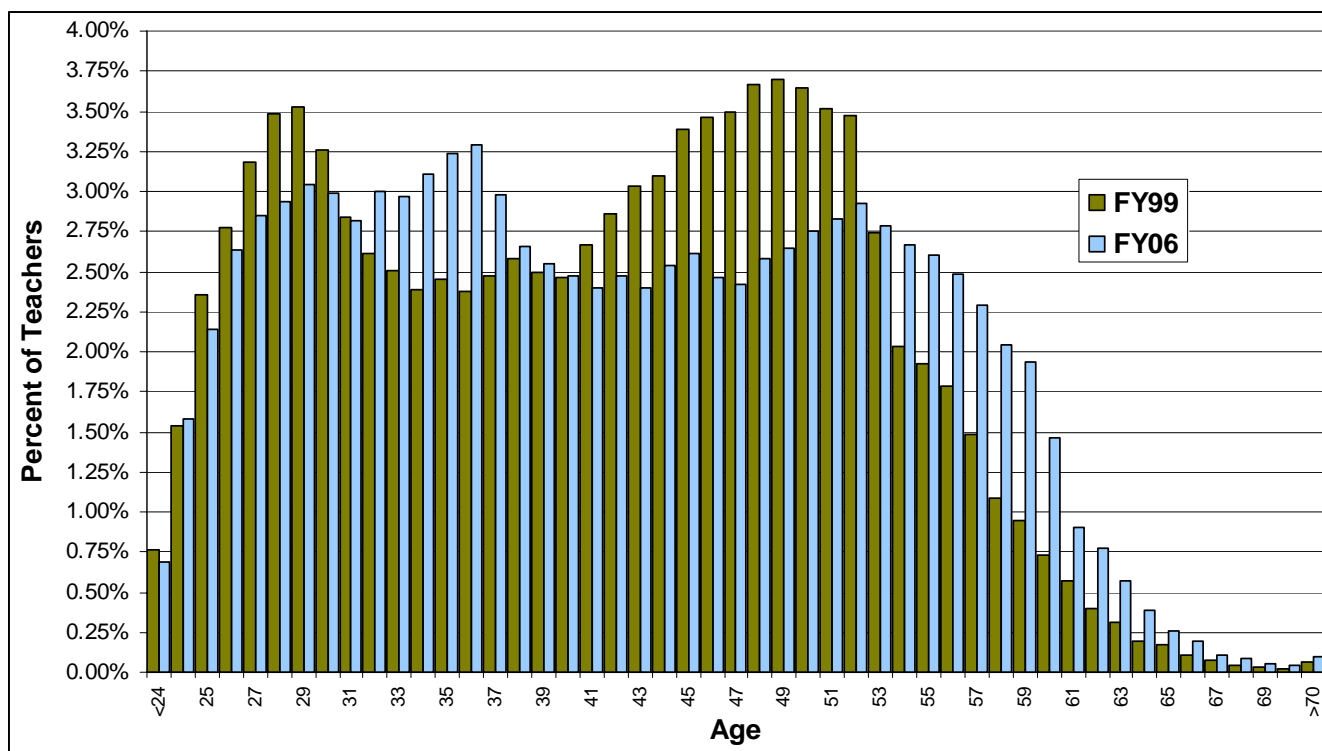
## Growth and Replacement Teacher Hiring



A total of 12,949 new teachers were hired into Georgia classrooms for FY06. Teachers hired to meet growing enrollment numbered 3,201; the remaining 9,748 were hired to replace those leaving the teacher workforce.

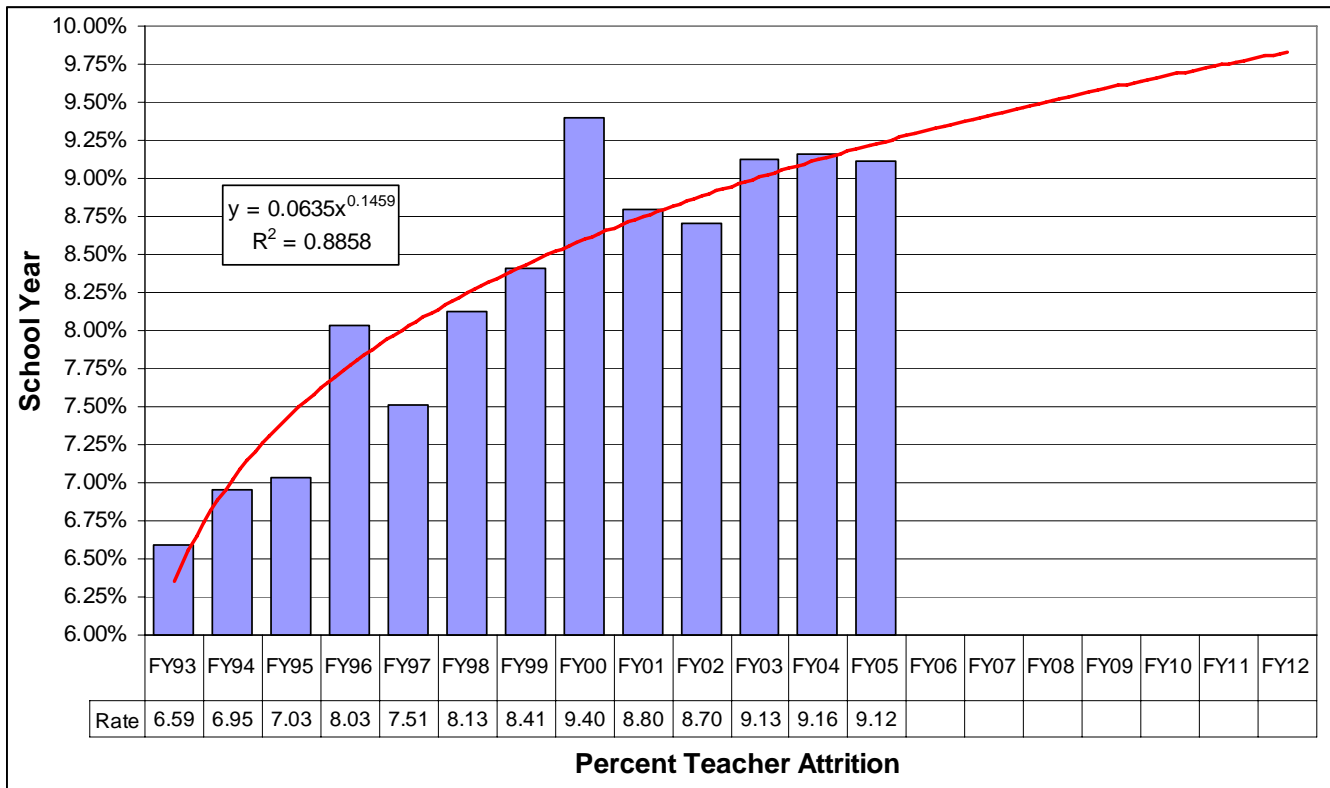
Most of the variability in new teacher hiring from year to year is a function of hiring for growth. The recent FY02 peak hiring year with 4,781 teacher “growth hires” was followed by decreases to 3,880 in FY03 and 1,495 in FY04, likely due to postponements of legislated class size requirements. Neither FY04 nor FY05 hiring kept pace with Georgia student enrollment growth. The expansion of the teacher workforce by 3,201 in FY06 very slightly exceeded student enrollment increases.

## Aging of the Teacher Workforce



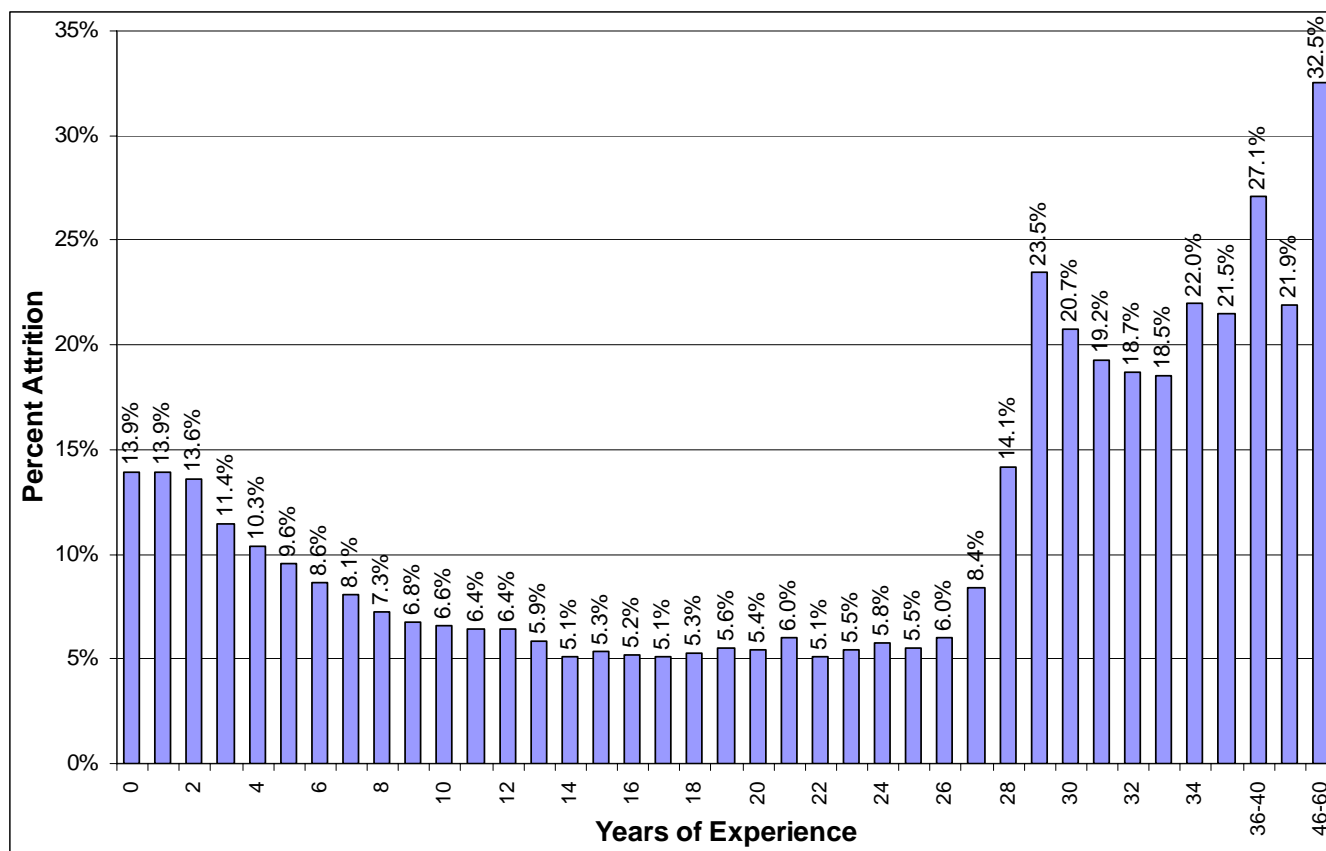
The above graph compares the FY99 and FY06 distributions of teacher ages. It shows that even though the increase in overall average teacher age from 41.3 to 42.1 years seems minimal, there are now many more teachers over the age of 50 (19,104 in FY99 versus 30,073 in FY06). It seems unavoidable that an increasing proportion of teachers will be leaving the classroom because of this increasing age of the workforce, requiring greater rates of replacement each year over the next ten to fifteen years. The graph also shows that there is a pronounced bimodal (two group) distribution of age within the teacher ranks, the younger with a modal age of 29 in FY99, and an older group with a modal age of 49 in that same year. The distribution in FY06 has shifted substantially, with the two modes occurring at ages 36 and 52, respectively.

## Patterns of Teacher Attrition



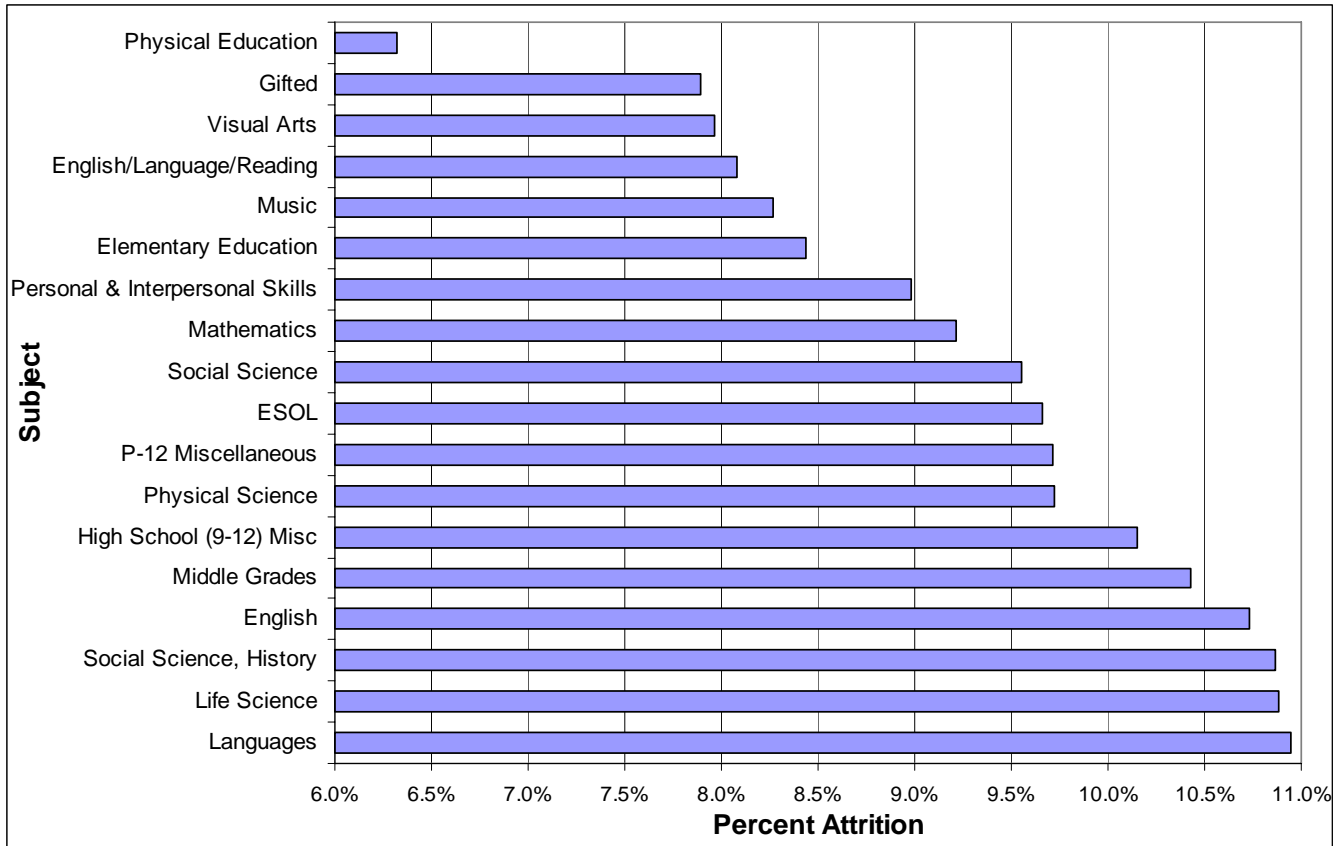
Teacher attrition decreased from an all-time high of 9.4% in FY00 to 8.7% in FY02, but has stayed in a narrow range between 9.1 - 9.2% since FY03. The long term trend since FY93, shown as a curvilinear line of best fit, suggests that increases in the rate of teacher attrition could continue over time, and may reach 9.8% by FY12. The attenuation of the attrition rate during the most recent three years may have been influenced by greater efforts to retain new teachers through induction and mentoring programs, economic factors affecting employment, and efforts to ensure more satisfactory placement of teachers. The average age of new teachers has been increasing, which could suggest a general increase in maturity, enabling new teachers to be more prone to stay in teaching during the most difficult 3-7 years for a novice educator.

## Teacher Attrition by Years of Experience



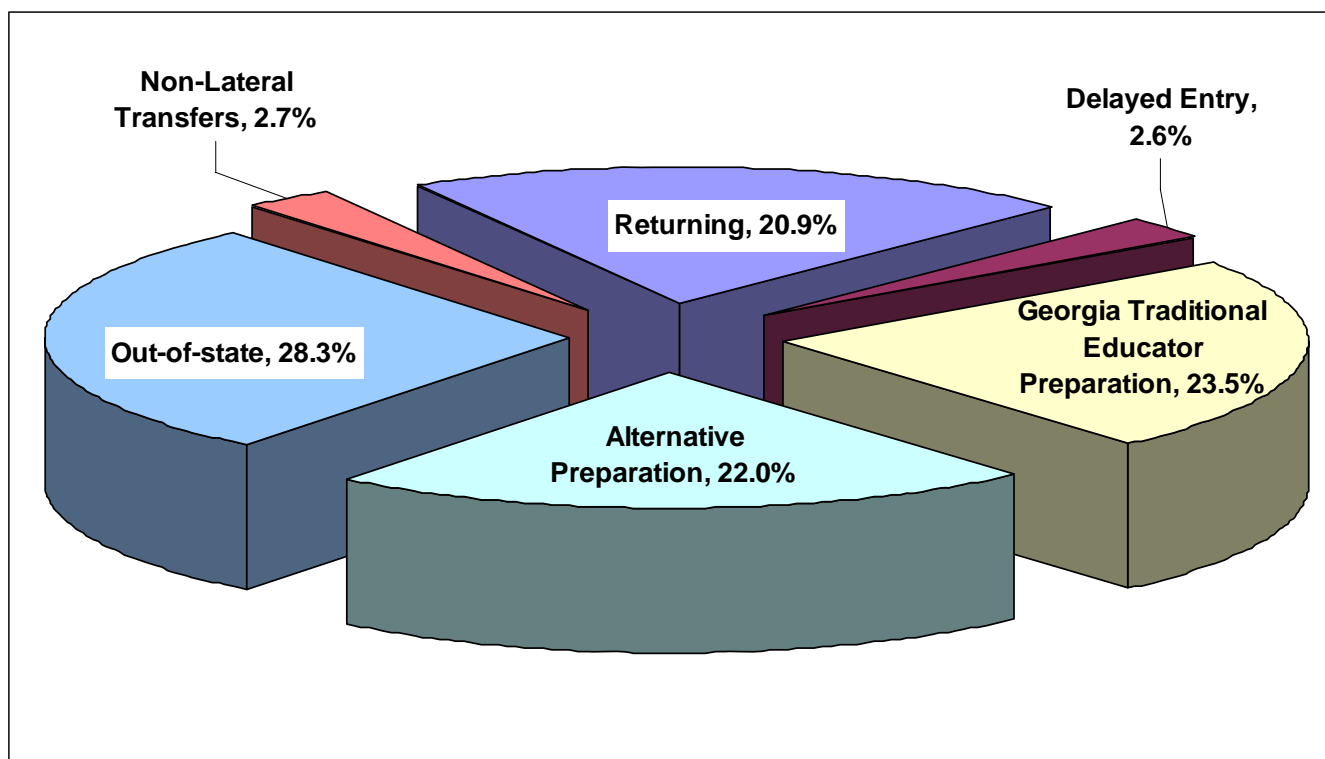
The above chart provides the FY01-FY05 four-year average rate of attrition by each year of experience. Some research has reported that the first three years are a critical period for teachers in deciding whether or not to continue in the career. While these data support this contention, they also suggest that the annual loss rate from the profession does not actually begin to attenuate until the eighth year of teaching. It is not until teachers reach 14 through 26 years' experience does their attrition stabilize at about a 5-6% chance of leaving in any given year. Support mechanisms for both new and experienced teachers may help reduce the high attrition rates evident through the twelfth year of teaching.

## Teacher Attrition by Subject Taught



Attrition rates shown are from FY05 for categories of subjects with the most teachers. Physical Education teachers have the lowest attrition at 6.3%. Teachers of English, History, Life Science and Foreign Language all have attrition rates in excess of 10.5%. English teachers comprise by far the largest group of these four categories, and showed a loss of almost 900 of more than 8,000 teachers, or 10.7% of the English faculty statewide.

## Sources of New Teachers

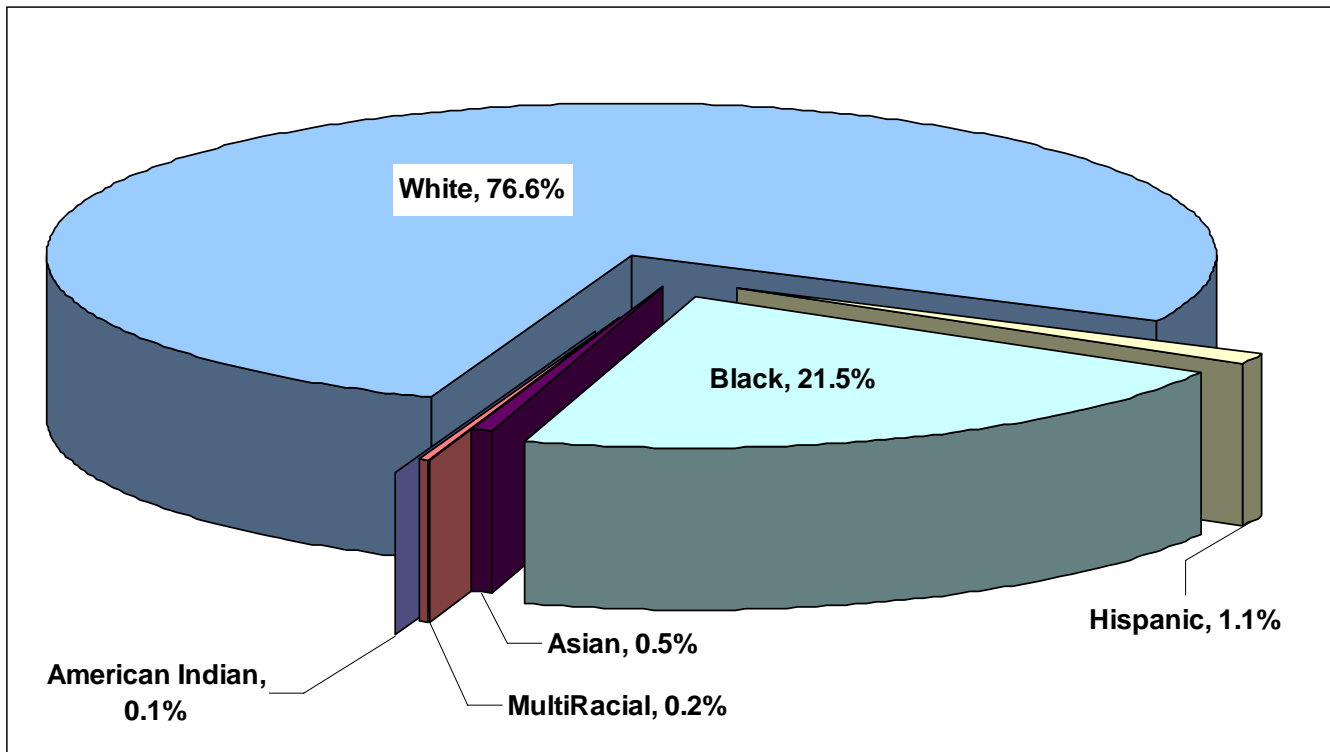


Georgia continues to depend on out-of-state sources for more than one-fourth of its new teachers.

A rising proportion of new teachers are prepared through alternative routes, reaching 22% in FY06, up 2.5% from FY05. The proportion of traditionally prepared new teachers supplied by Georgia colleges decreased slightly from 24.1% in FY05 to 23.5% in FY06.

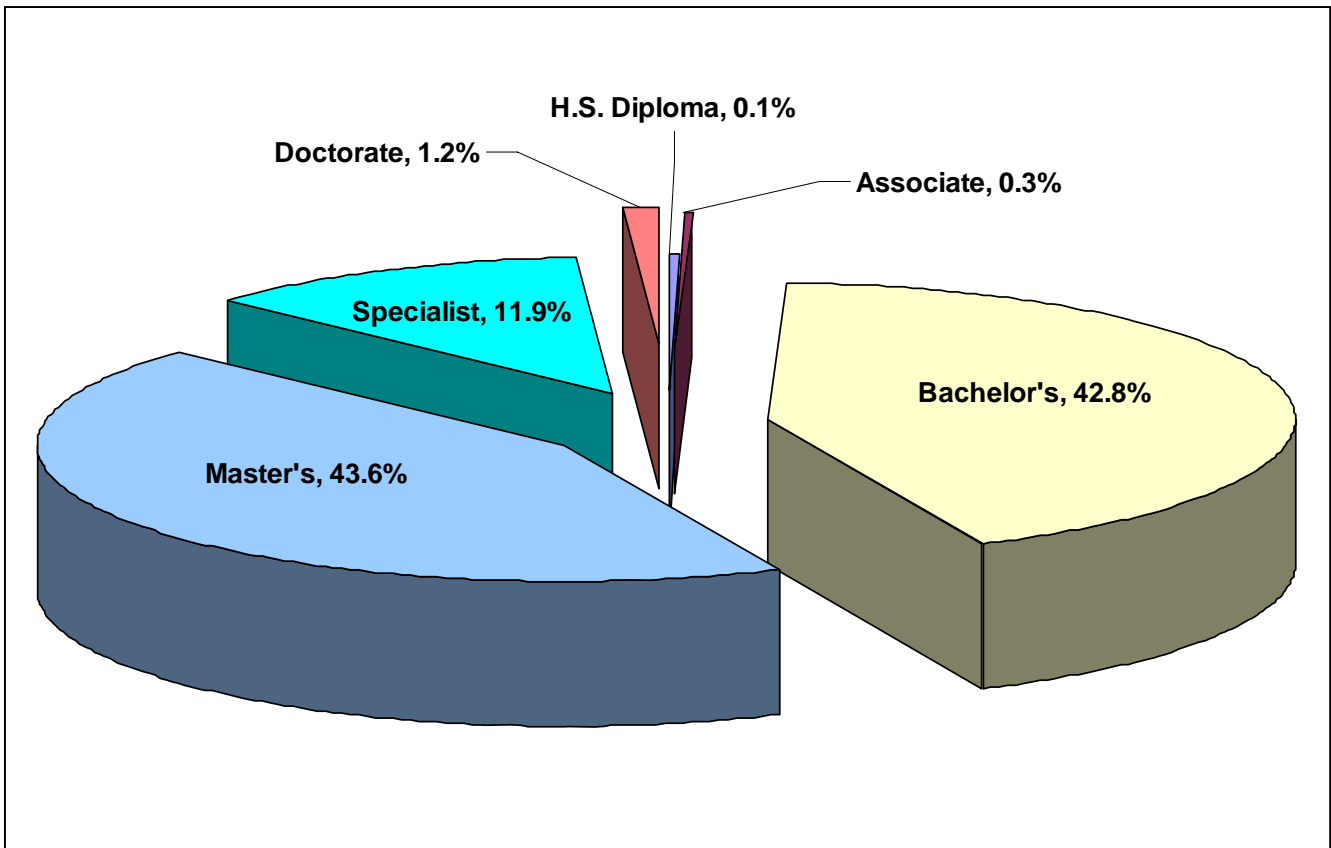
Seven colleges contribute approximately 60% of traditionally prepared new teachers: University of Georgia (13.6%), University of West Georgia (8.9%), Valdosta State University (8.6%), Georgia State University (8.6%), Kennesaw State University (7.2%), Georgia Southern University (6.9%) and Mercer University (6.3%).

## Racial Composition of the Teacher Workforce



Minority representation in the educator workforce does not reflect the demographics of student enrollment. The proportion of African-American teachers does continue to increase, from 20.2% in FY00 to 21.5% in FY06. African-American administrators made greater gains, comprising more than 30% of that group. Teachers of the other ethnic categories (American Indian, Asian, Hispanic and Multiracial) are only a small portion of the workforce, at a combined 1.9% of the teacher cadre and 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, personnel administrators will continue to be challenged to improve ethnic balance for a prepared and highly qualified workforce on par with that of the public school student body.

## College Degrees Earned by Teachers

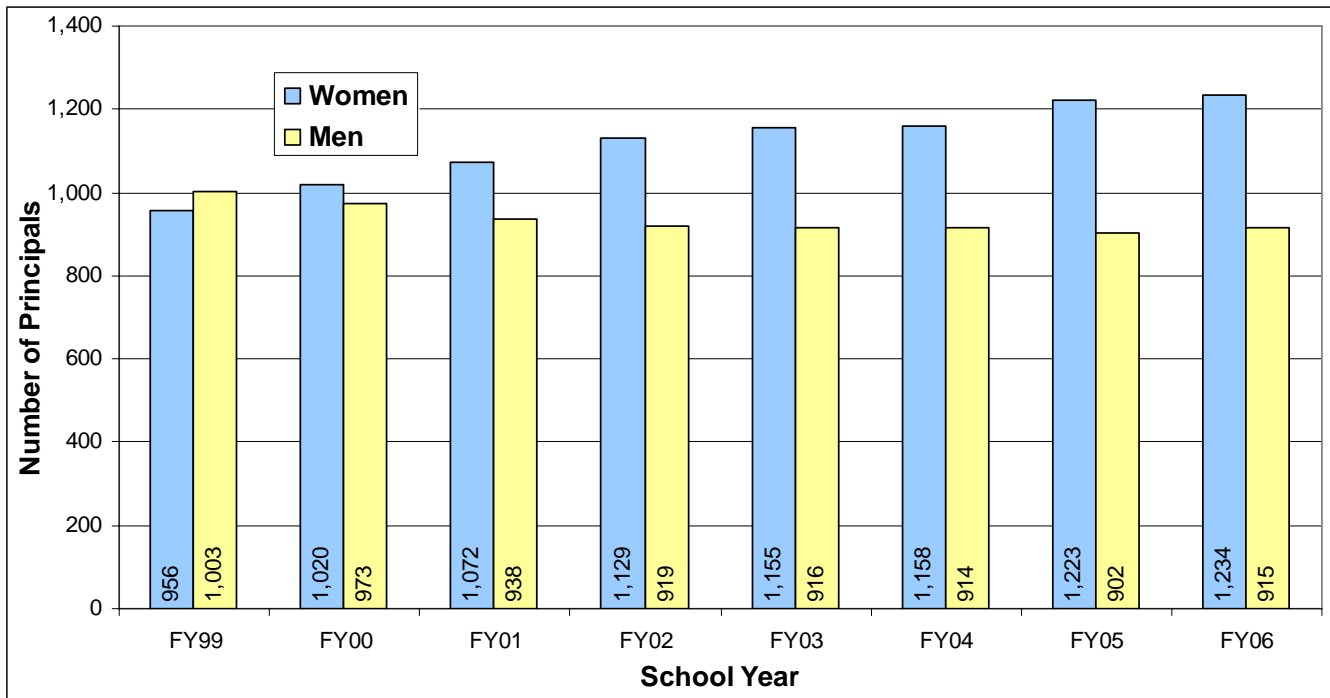


Since FY00 the proportion of teachers with graduate degree certifications rose slightly more than 6% from 50.7% to 56.8%.

Some of the increase in graduate level certification is due to an increase in the proportion of advanced degrees held by new teachers coming to the educator workforce, now for the first time up just over 3% to 33.1%.

Some of the advanced degrees will have been awarded to teachers seeking promotion to administrative posts and other non-teaching positions in education.

## Gender Composition of the School Principal Workforce



Most public school principals in Georgia are now women. As seen above, the ratio of men to women reversed in FY00; prior to that year men were in the majority in the principalship. Except in FY04, the proportion of women in the position has been increasing steadily.

Gender	Facility Type					Total
	Not Classified	Elementary	Middle	High School	K-12	
Women	44.1%	71.6%	45.9%	25.6%	50.0%	57.4%
Men	55.9%	28.4%	54.1%	74.4%	50.0%	42.6%

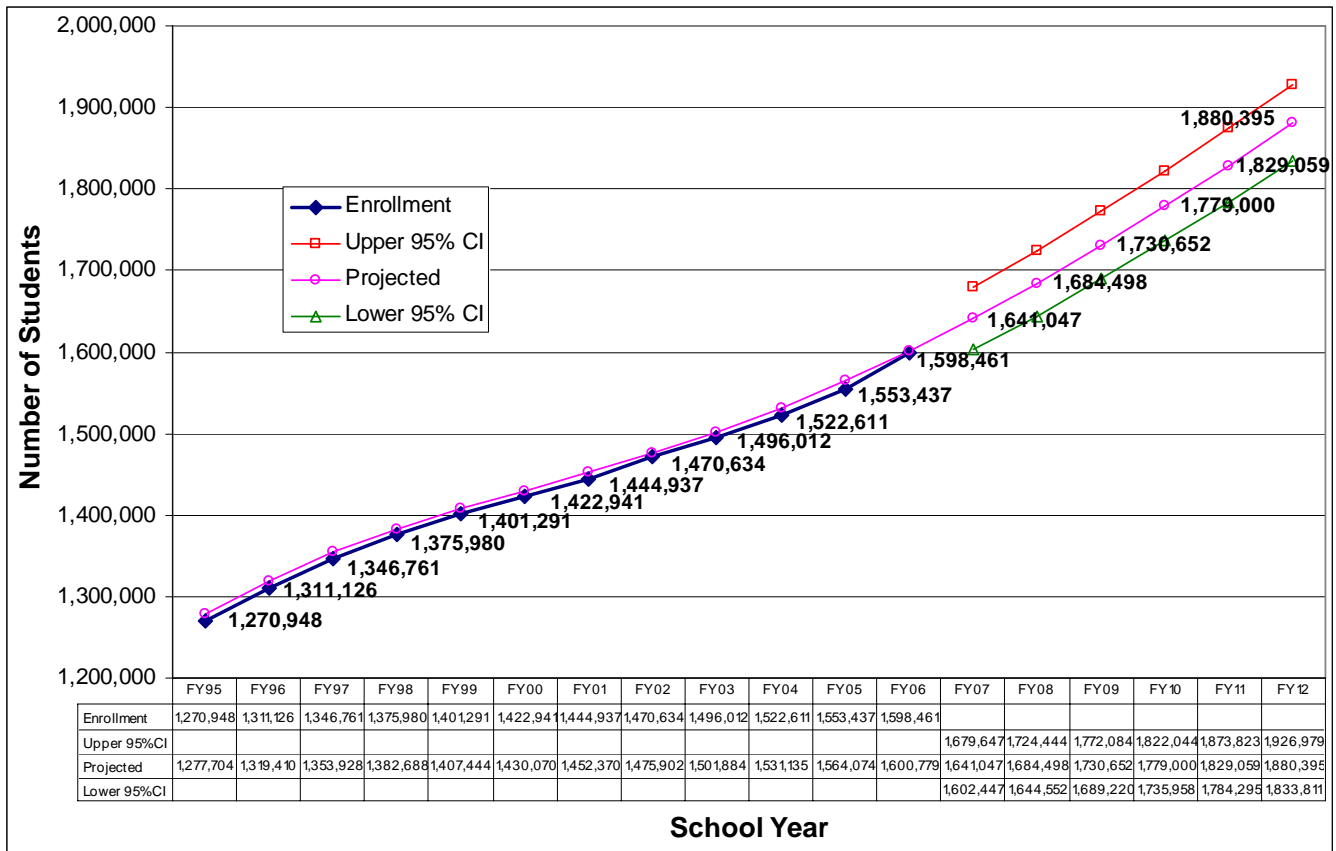
While women hold the majority of these positions overall, there are substantial differences among the three major school levels: women hold more than seven of every ten elementary principalships, but hold only one in four of high school principalships. Middle schools have become relatively evenly divided between the genders.

## Teacher Demand

Factors that cause a need for more teachers in Georgia include student enrollment growth (averaging more than 2% per year), student retention (rising significantly in Pre-Kindergarten and 9<sup>th</sup> and 10<sup>th</sup> grades), and a promising ongoing reduction in high school drop-out rate. High school dropout rates have decreased markedly, from a total estimated four-year rate of 32.8% in FY99 to 20.8% in FY05. In no small part due to greater grade retention and lower dropout rates, high school enrollment is growing faster (2.7%) than elementary (1.6%) and middle grades (1.9%). An increase in the retention of students in the high school grades (9-12) requires an increase in the number of high school teachers to comply with state class size policy.

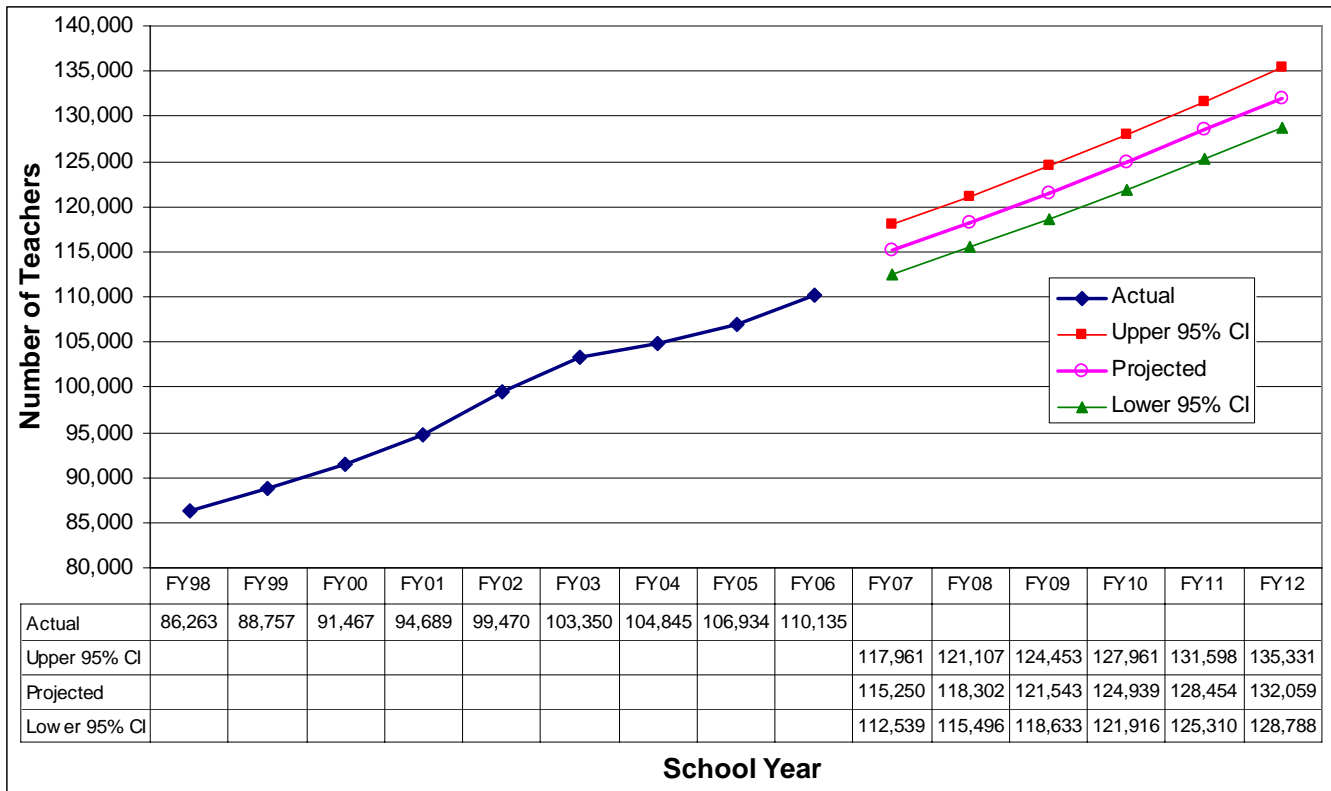
Other factors affecting demand include changes in teacher attrition and state and federal legislation that impact the type, qualifications and number of teachers needed by the school, content areas, and special fields.

## Student Enrollment Projections



Student enrollment is the primary factor influencing the size of the teacher workforce. A method to predict future teacher demand for Georgia was developed applying curvilinear regression models to past student enrollment. Student enrollment has continued to rise at a slightly greater rate each year since FY00, such that growth fits an exponential function. FY95-FY06 enrollment, and the best fit projection for FY07-FY12 student enrollment are shown above. The confidence intervals (CI) are interpreted much like the standard errors reported with surveys: enrollment will likely be close to the projection, and it is unlikely that actual enrollment will be above or below the confidence limits.

## Projected Teacher Workforce Growth



This graph shows FY98 through FY06 actual teacher staffing, and FY07 through FY12 projected staffing needs based on the best fit Gaussian curvilinear prediction of future student enrollment. Estimates were adjusted for Katrina enrollment and attrition and the 2006 class size legislation. According to these projections, the teacher workforce will need to grow from its FY06 level of 110,135 to 132,059 in FY12. If the present student-teacher ratios required by law are maintained, Georgia schools will need the addition of almost 22,000 teachers just to meet enrollment growth projections over the next six years. This growth projection does not include teachers needed to replace those who leave the classroom, which even at current rates of 9.1% attrition would exceed 67,000 teachers from FY07 through FY12.

## Teacher Recruitment

TeachGeorgia.org is the state's official educator recruitment and job posting web site, and remains the marketplace where prospective teachers and employers meet. In FY06, 25,866 new users registered on TeachGeorgia.org, 6,422 jobs were posted and 105,413 actual applications were processed.

TeachGeorgia.org now has a new feature that allows school systems to report at specified intervals how many vacancies they have in specific areas. This will provide more up-to-date data on staffing needs throughout the school year for better planning, starting in fall FY07.

### Administrative and Student Services Personnel

The student services workforce grew by 3.6% to 10,427 in FY06. The greatest increase was by social workers (9.1%), perhaps in response to evidenced needs in the increasingly diverse and growing student population.

Attrition remains above 15% among administrative personnel and above 11% for student services. More than 70% of departing student services personnel left Georgia public school employment altogether. Only 22% of departing FY05 assistant principals but almost 54% of departing principals left public school employment. As would be expected by virtue of their training, almost 57% of student services personnel are hired from outside the public school system, while only 7-10% of school administrators come from other than school backgrounds. By FY11 the administrative workforce is projected to grow to 10,000, and student services staffing will exceed 12,500.





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