



# Supply & Demand of Georgia Teachers 2007

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## **Demand and Supply of Georgia Teachers**

This report focuses on the factors that affect the level of demand for teachers in Georgia, and the supply of teachers into Georgia's Pre-Kindergarten through grade twelve (P-12) public education system.

### **Teacher Demand**

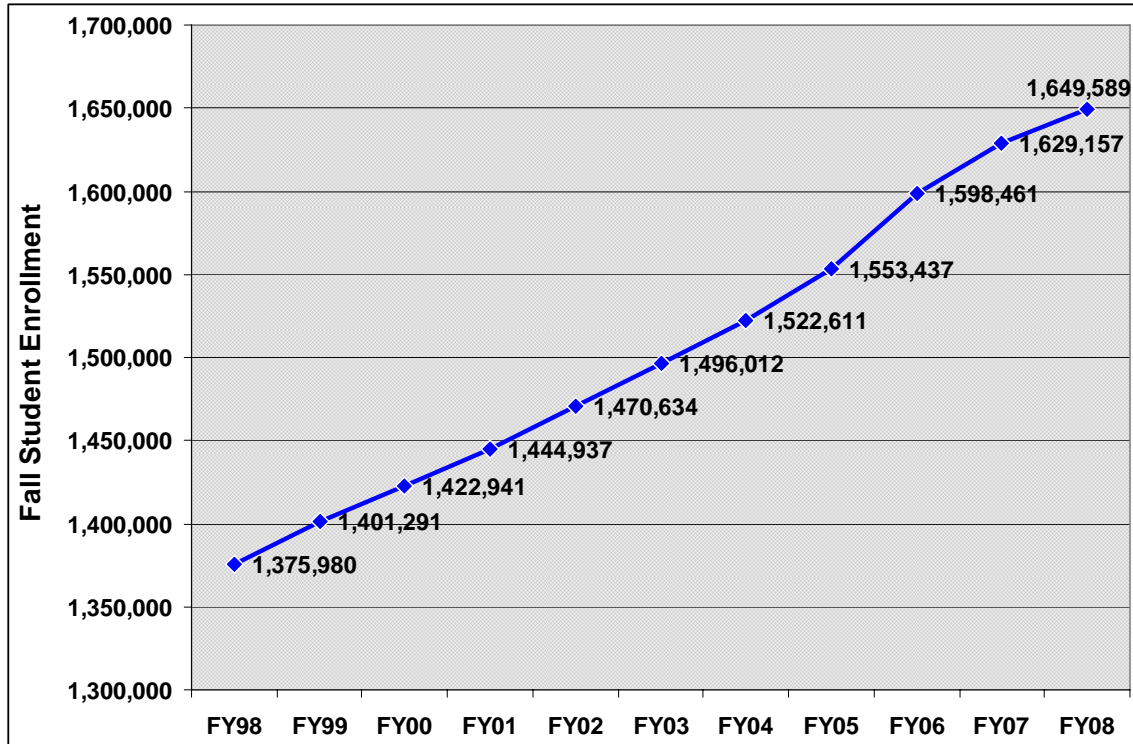
Teacher demand has two basic components: "Growth" demand, driven by the increase (or decrease) in student enrollment, and "Replacement" demand, which is determined by teachers leaving for a service or administrative education position, leaving the state for a teaching position elsewhere, or leaving the profession altogether. Student enrollment also drives teacher growth demand, increases or decreases in enrollment as well as changes in grade retention and dropout rates can vary across grades, gender and ethnicity, and can significantly affect teacher demand by level and by specialty.

Teacher supply also influences the demand for teachers. This includes the preparation of new teachers in Georgia and out-of-state colleges and universities, preparation of career changers in alternative route programs, and the migration of experienced teachers from other states, systems or schools. Policy events, such as changes in teacher-pupil ratios or teacher qualification and certification requirements, curriculum specification from the state Board of Education, student program factors such as the addition of testing requirements for grade promotion and graduation, and changes in Federal law also impact teacher demand

### ***Student Enrollment Characteristics and Enrollment Change***

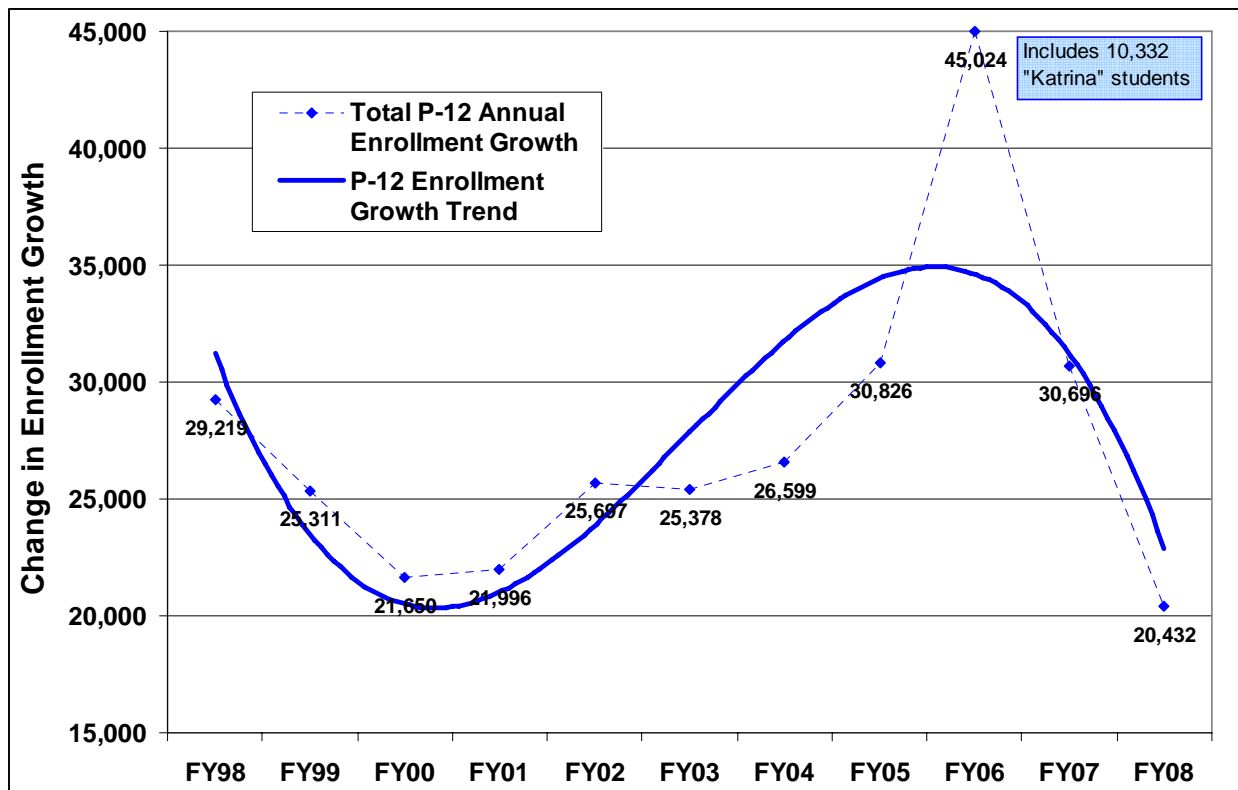
Georgia fall public school enrollment for the 2007-2008 school year was almost 1.65 million students statewide. The annual enrollment growth rate for the past ten years has averaged 1.8%, with a total growth over the period of just under 20%. Figure 1 shows the 1998-2008 enrollment growth of well over a quarter-million students.

**Figure 1. Annual Pre-Kindergarten through Grade 12 Public School Fall Enrollments, School Years 1998-2008**



Although the large numbers in Figure 1 appear to represent fairly consistent and stable growth, Figure 2 shows the substantial variation in annual PK-12 enrollment growth over the past decade. A growth peak likely occurred several years prior to FY98, and declined to below 22,000 in FY00. Growth has increased every year through FY06 and would have been almost 35,000 even without the addition of students from states affected by the hurricanes of that summer. Both FY07 and FY08 fall enrollments showed less growth than in several preceding years; history would suggest that this decline in growth will begin to shift yet again to an increase over the next several years. The pronounced “S” shape of the trend line demonstrates the cyclic nature of enrollment growth, one of the factors that make predicting the level of demand for additional teachers challenging.

**Figure 2. Annual Change in Georgia Public School Fall Enrollments, School Years 1998-2008**

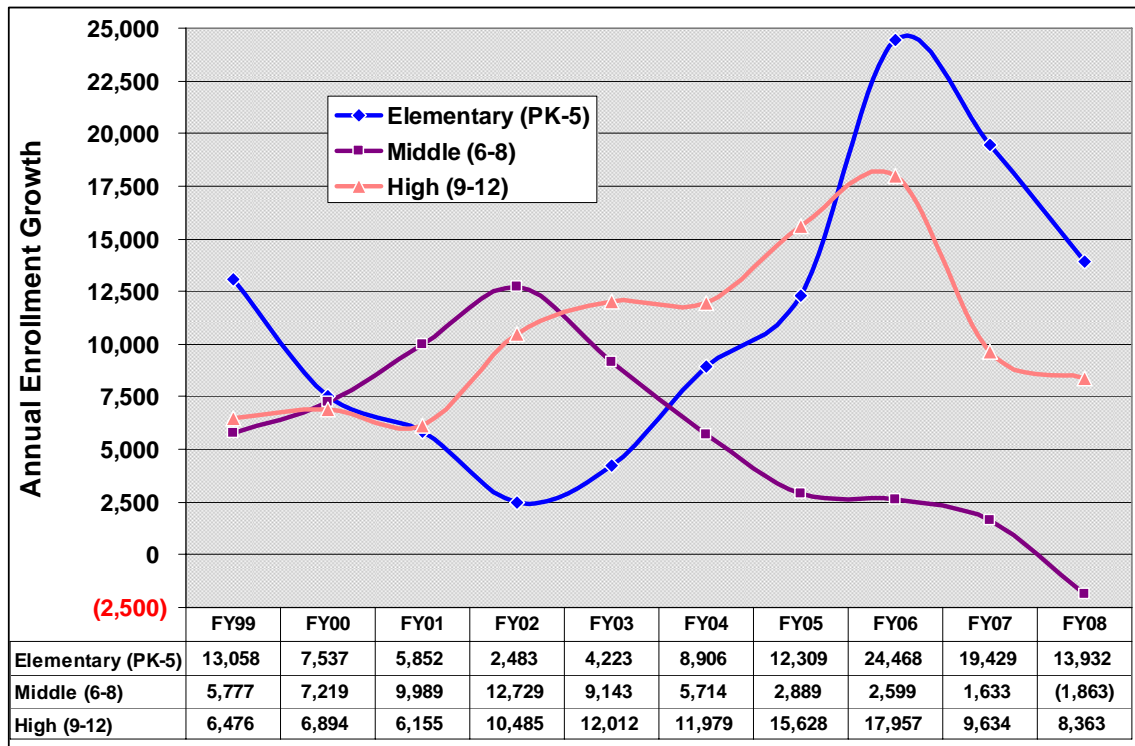


Overall, high school grade enrollment has increased at a substantially higher rate (2.6%) than elementary and middle school (1.5% and 1.7%, respectively) over the past ten years. However, a look at the year-to-year changes in enrollment growth at each level in Figure 3 suggests just how difficult it can be to predict annual teacher hiring demands at the school system and school level. The lines in Figure 3 have been smoothed to make the differences easier to see. In 1999 the enrollment increases from 1998 were about 13,000 students at the elementary level and roughly 6,000 each for the middle and high schools. A few years later in 2002, the elementary school increase

was only about 2,500 students, yet the middle and high schools saw increases of almost 13,000 and 10,500, respectively.

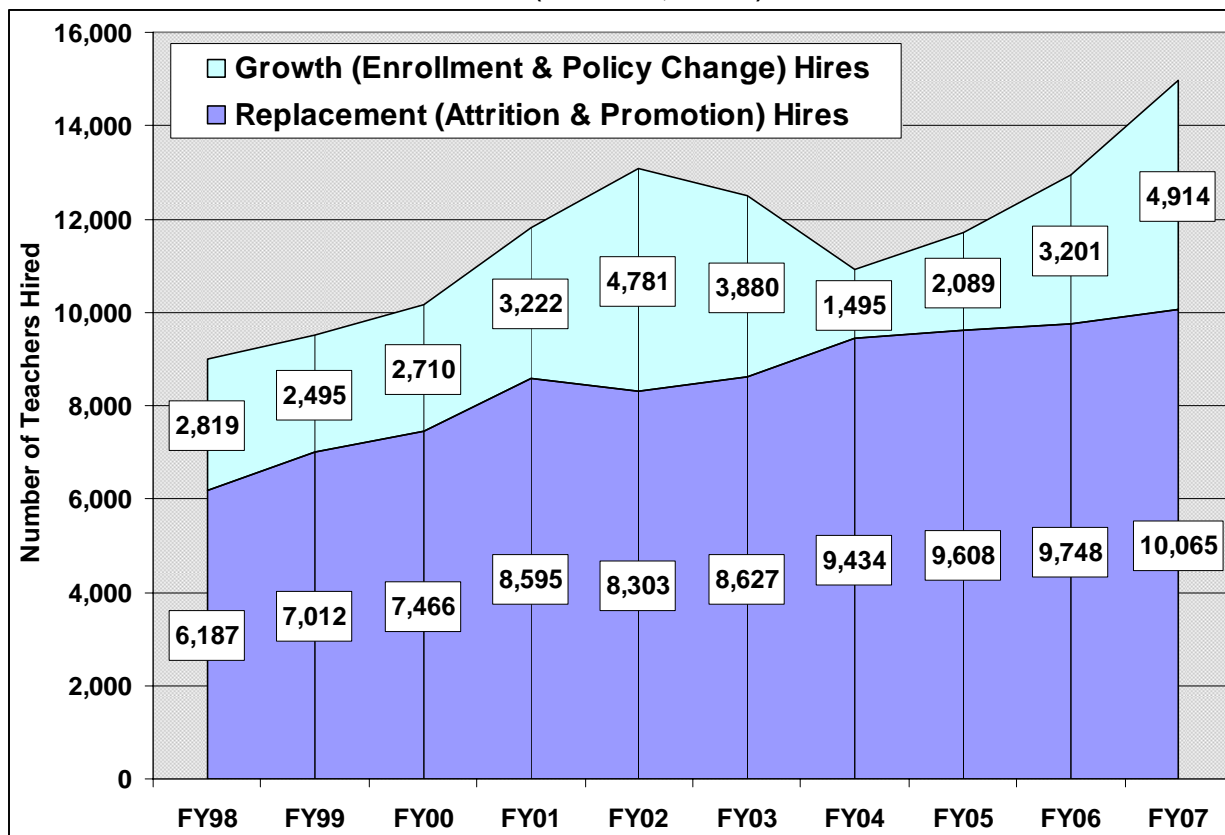
While the strong elementary enrollment growth of the late 1990's would expectably pass on to middle school – and middle school growth on to high school -- the pattern since the 2002 school year does not reflect such an assumption. Middle school growth has gotten smaller each year since 2002 and enrollment actually declined by almost 2,000 students statewide this past year, in spite of elementary and high school enrollment growth through the 2006 school year. The 2006 school year saw the influx of more than 10,000 students from hurricane victim families, with about half of those enrolling in the elementary schools and roughly one-quarter each in the middle and high schools. Middle school enrollment continued to decline. High school growth would have remained virtually unchanged. Elementary school enrollment growth would still have increased by almost 20,000 students. Although the amount of enrollment growth has decreased at all levels since 2006, elementary and high school growth is still greater than it was in 1999.

**Figure 3. Annual Change in Elementary, Middle and High School Fall Enrollments, School Years 1998-2008**



Increasing student enrollment and changes in policy, such as changing class size requirements, place a demand for additional teachers to staff Georgia's public school classrooms. Figure 4 shows teacher hiring patterns from FY98 through FY07 using the spring Certified Personnel Information (CPI). School years 2003 and 2004 (FY03 and FY04) saw a sharp decrease in the total number of hires, perhaps in part enabled by the legislated relaxation of class size standards. This was followed by increases in FY05 and FY06, perhaps beginning a readjustment to the pressures of continuing enrollment growth statewide. The increase in the number of teachers needed to replace those who leave teaching or are promoted to non-teaching positions has been relatively stable over the years. There is substantial variation in the number of teachers hired in response to enrollment growth and policy changes. The substantial decrease in growth hires in FY04 was likely due to state policy flexibility in enforcing class size limits, but may also have been affected by economic conditions. The rapid hiring increase in FY06 and FY07 are likely due both to the impact of hurricane-related influx as well as continuing changes in class size policy.

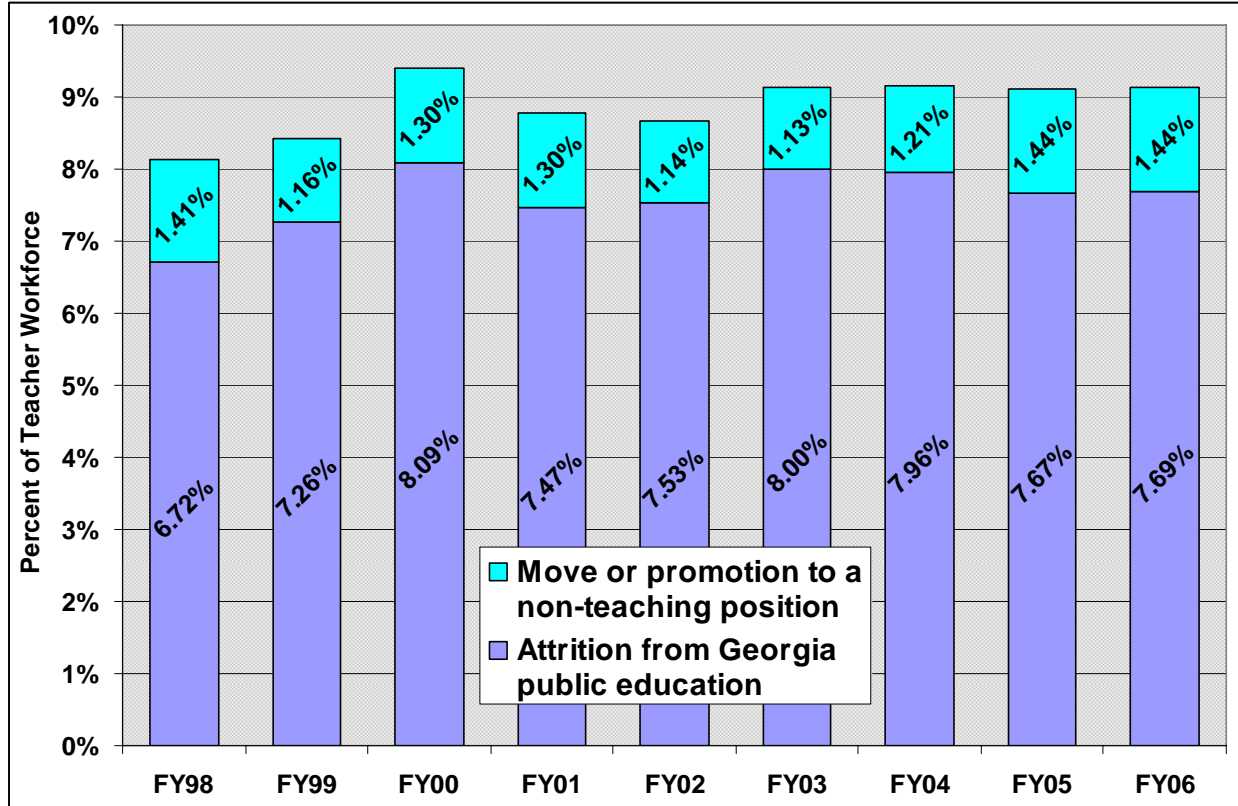
**Figure 4. Comparison of Growth and Replacement Teacher Hires, School Years 1998-2007**  
(Source: CPI, FY98-07)



### Teacher Demand through Attrition and Promotion

Gross attrition is defined as teacher loss from the classroom through promotion, position change, relocation, retirement, or leaving teaching for other employment. Figure 5 shows the percentage of teachers who (a) are found to be in a non-classroom position the following year or (b) are not teaching in a Georgia public school. Teacher attrition from Georgia public schools rose to an all-time high of 8.09% in the 2000 school year, but may be slowly declining: the past two years' attrition has stayed below 7.7%. The decline in the attrition rate over the previous three years may have been influenced by increased efforts to retain newer teachers through induction and mentoring programs. Of the 1,591 teachers in FY06 who took a non-teaching position in FY07, 712 of them (44.8%) were in student services positions. 472 (29.7%) were promoted to assistant principal, while 223 (14.0%) became instructional supervisors.

**Figure 5. Annual Teacher Attrition and Promotion Rates, School Years 1998-2006**  
(Source: CPI, FY98-07)



## **Teacher Promotion or Reassignment**

Changes in teaching position may be due to promotion, compulsory or voluntary reassignment, and in some cases a change in the percentage of time an educator spends in two or more positions. Table 1 shows that more than a tenth of attrition from the classroom each year is from promotions to positions of school leadership and student services. About a third of all promotions are to the position of assistant principal. The recently added Graduation Coach position in schools accounted for almost 8% of all promotions in the 2007 school year.

**Table 1. Teacher Promotion to Non-Teaching Positions, FY02-FY06**

Categories	FY02 Teachers in FY03		FY03 Teachers in FY04		FY04 Teachers in FY05		FY05 Teachers in FY06		FY06 Teachers in FY07	
	Number Promotions from Teaching Assignment FY02	Percent of all Promotions	Number Promotions from Teaching Assignment FY03	Percent of all Promotions	Number Promotions from Teaching Assignment FY04	Percent of all Promotions	Number Promotions from Teaching Assignment FY05	Percent of all Promotions	Number Promotions from Teaching Assignment FY06	Percent of all Promotions
Assistant Principal	353	31.0%	361	31.0%	437	34.6%	512	33.2%	472	29.7%
Instructional Supervisor	103	9.1%	112	9.6%	155	12.3%	241	15.6%	223	14.0%
School Improvement Specialist	1	0.1%	73	6.3%	44	3.5%	61	4.0%	48	3.0%
Other Administrator	130	11.4%	93	8.0%	100	7.9%	144	9.3%	212	13.3%
Graduation Coach									127	8.0%
Media Specialist	91	8.0%	146	12.5%	124	9.8%	107	6.9%	124	7.8%
Teacher Support Specialist	138	12.1%	66	5.7%	96	7.6%	98	6.4%	118	7.4%
Other Student Services	322	28.3%	313	26.9%	308	24.4%	378	24.5%	267	16.8%
<b>Total Promotions</b>	<b>1,138</b>		<b>1,164</b>		<b>1,264</b>		<b>1,541</b>		<b>1,591</b>	
Promotions % of Workforce		1.1%		1.1%		1.2%		1.4%		1.4%
Net Attrition Loss	7,489		8,270		8,344		8,207		8,474	
Net Attrition % of Workforce		7.5%		8.0%		8.0%		7.7%		7.7%
Total Replacement Demand	8,627		9,434		9,608		9,748		10,065	
Total Demand % of Workforce		8.7%		9.1%		9.2%		9.1%		9.1%
Total Workforce	99,470		103,350		104,845		106,934		110,135	

Data Source: CPI, FY02-07

## **Demographic Characteristics of Teachers Who Exited the Teaching Force**

Table 2 shows the characteristics of teachers employed by Georgia public schools in a previous year but who were not reported the following year for the past nine years. This includes teachers who were reassigned or promoted to a position other than classroom teaching. There is a striking consistency in the attrition across years for the different subgroups; for instance, men show a persistently higher attrition rate than women. Black teachers showed slightly higher attrition rates than White teachers for several years with the largest difference being in 2003, but since then their attrition rate has declined to that of White teachers. Teachers 41-50 years of age have by far the lowest attrition rate; as would be expected, older teachers (those at least 51 years of age in Table 2) tend to retire. Newer teachers with less experience show a relatively high rate of attrition, but that rate has attenuated three points since 2001.

**Table 2. Overall Rates of Teachers Who Did Not Return to Teaching Positions in Georgia's Public School Systems the Following Year, School Years 1998-2006**

	School Year								
<b>Gender</b>	<b>FY98</b>	<b>FY99</b>	<b>FY00</b>	<b>FY01</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04</b>	<b>FY05</b>	<b>FY06</b>
Female	8.0%	8.3%	9.2%	8.6%	8.5%	9.0%	9.0%	9.0%	9.0%
Male	8.6%	9.1%	10.5%	9.4%	9.5%	9.8%	9.9%	9.8%	9.8%
<b>Ethnicity</b>									
American Indian	6.4%	10.3%	9.8%	8.4%	11.1%	13.6%	6.7%	7.8%	9.1%
Asian	9.3%	12.3%	13.4%	16.3%	13.3%	12.3%	13.4%	15.2%	10.8%
Black	8.1%	8.4%	9.5%	8.9%	9.5%	10.2%	9.6%	9.6%	9.1%
Hispanic	14.0%	13.7%	13.8%	13.4%	12.8%	11.7%	12.2%	11.8%	10.9%
Multiracial	5.0%	17.9%	17.9%	12.0%	11.7%	18.1%	10.7%	13.6%	16.5%
White	8.1%	8.4%	9.3%	8.7%	8.4%	8.8%	9.0%	8.9%	9.1%
<b>Age</b>									
30 or less	11.1%	11.7%	12.8%	11.7%	11.6%	12.6%	11.8%	10.8%	11.1%
31-40	8.0%	7.8%	8.9%	8.3%	7.8%	8.4%	8.4%	8.4%	8.3%
41-50	4.7%	4.5%	5.0%	5.1%	5.0%	5.1%	5.1%	5.5%	5.7%
51-60	9.2%	9.9%	11.3%	10.0%	10.1%	10.2%	10.5%	10.5%	10.0%
61 and above	28.4%	31.2%	30.2%	24.9%	25.1%	23.3%	24.8%	24.3%	23.5%
<b>Experience</b>	<b>FY98</b>	<b>FY99</b>	<b>FY00</b>	<b>FY01</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04</b>	<b>FY05</b>	<b>FY06</b>
0-4	10.8%	11.2%	12.6%	13.9%	12.6%	13.5%	12.0%	10.9%	10.9%
5-9	8.7%	8.6%	9.6%	7.6%	7.7%	8.4%	7.4%	8.1%	8.9%
10-14	6.3%	6.1%	6.8%	6.1%	5.5%	6.0%	6.0%	6.5%	7.0%
15-19	5.2%	4.9%	5.2%	5.1%	5.1%	4.9%	5.3%	5.7%	5.6%
20-24	4.3%	4.8%	4.9%	5.1%	5.2%	5.1%	5.8%	6.2%	6.2%
25-29	8.9%	9.7%	11.2%	10.7%	10.4%	10.4%	14.2%	14.1%	11.5%
30 and above	22.9%	24.7%	26.6%	16.5%	21.0%	20.6%	21.1%	20.1%	19.1%
<b>Average Attrition</b>	<b>8.1%</b>	<b>8.4%</b>	<b>9.4%</b>	<b>8.8%</b>	<b>8.7%</b>	<b>9.1%</b>	<b>9.2%</b>	<b>9.1%</b>	<b>9.1%</b>

Data Source: CPI, FY00-06

## New Teacher Attrition

### Demographic Characteristics of New Teacher Hires Who Left the Teaching Force

Table 3 shows attrition figures for all new teacher hires, regardless of experience. Attrition of new teachers continues to decline, and has decreased by more than 3 percentage points since FY03. Although attrition rates among new teachers continue to decline, new male teachers consistently leave teaching at a higher rate than women.

**Table 3. New Teacher Hire Attrition by Demographics, FY03-FY06**

Demographic	FY03			FY04			FY05			FY06		
	Total Number New Hires	New Hire Attrition	Percent Attrition in Category	Total Number New Hires	New Hire Attrition	Percent Attrition in Category	Total Number New Hires	New Hire Attrition	Percent Attrition in Category	Total Number New Hires	New Hire Attrition	Percent Attrition in Category
<b>Ethnicity</b>												
American Indian	32	5	15.6%	9	2	22.2%	16	3	18.8%	24	1	4.2%
Asian	87	18	20.7%	144	28	19.4%	114	33	28.9%	131	16	12.2%
Black	2,665	520	19.5%	2,607	392	15.0%	2,807	345	12.3%	3,354	414	12.3%
Hispanic	194	25	12.9%	175	32	18.3%	187	41	21.9%	216	36	16.7%
Multi-Racial	59	15	25.4%	41	8	19.5%	48	8	16.7%	55	14	25.5%
White	9,470	1,477	15.6%	7,953	1,184	14.9%	8,525	1,181	13.9%	9,169	1,236	13.5%
<b>Gender</b>												
Female	9,848	1,571	16.0%	8,624	1,250	14.5%	9,170	1,209	13.2%	10,033	1,267	12.6%
Male	2,659	489	18.4%	2,305	396	17.2%	2,527	402	15.9%	2,916	450	15.4%
<b>Age</b>												
Less than 30	5,651	847	15.0%	4,911	623	12.7%	5,105	595	11.7%	5,512	662	12.0%
31-40	3,264	499	15.3%	2,825	427	15.1%	3,207	442	13.8%	3,530	426	12.1%
41-50	2,048	338	16.5%	1,765	271	15.4%	1,920	271	14.1%	2,177	274	12.6%
51-60	1,338	300	22.4%	1,220	254	20.8%	1,235	227	18.4%	1,451	263	18.1%
61 thru Oldest	205	76	37.1%	206	71	34.5%	224	76	33.9%	272	91	33.5%
No CPI Data	1			2			6			7		
<b>Experience</b>												
0-5	9,379	1,495	15.9%	8,185	1,148	14.0%	8,769	1,086	12.4%	9,136	1,047	11.5%
6-10	1,341	210	15.7%	1,107	163	14.7%	1,283	203	15.8%	1,700	287	16.9%
11-15	683	110	16.1%	615	103	16.7%	618	90	14.6%	808	133	16.5%
16-20	394	69	17.5%	338	58	17.2%	311	61	19.6%	478	67	14.0%
21-25	263	49	18.6%	241	46	19.1%	256	48	18.8%	279	54	19.4%
26-30	278	76	27.3%	269	78	29.0%	291	77	26.5%	215	48	22.3%
31 and Higher	169	51	30.2%	174	50	28.7%	169	46	27.2%	333	81	24.3%
<b>Total</b>	<b>12,507</b>	<b>2,060</b>	<b>16.5%</b>	<b>10,929</b>	<b>1,646</b>	<b>15.1%</b>	<b>11,697</b>	<b>1,611</b>	<b>13.8%</b>	<b>12,949</b>	<b>1,717</b>	<b>13.3%</b>

Data Source: CPI, FY03-06

### **Attrition of New Teachers with Zero Experience**

Table 4 summarizes the 1-, 3-, and 5-year attrition rates of new teachers with zero experience from FY90 to FY06. The proportion of teachers who left after one year decreased six percentage points from 17% to 11%. The one-year rate seems to be less variable than the three- and five-year rates. The three- and five-year attrition rates among new teachers with zero experience has fluctuated by 12 and 11 percentage points compared to 7 percentage points for the one year attrition rates among new teachers with zero experience. The rise in longer-term attrition suggests that teacher retention efforts may need to go beyond initial new teacher preparation efforts such as induction and mentoring to include better support throughout the teaching career.

**Table 4. Attrition Summary for New Teachers with Zero Experience, FY90–FY06**

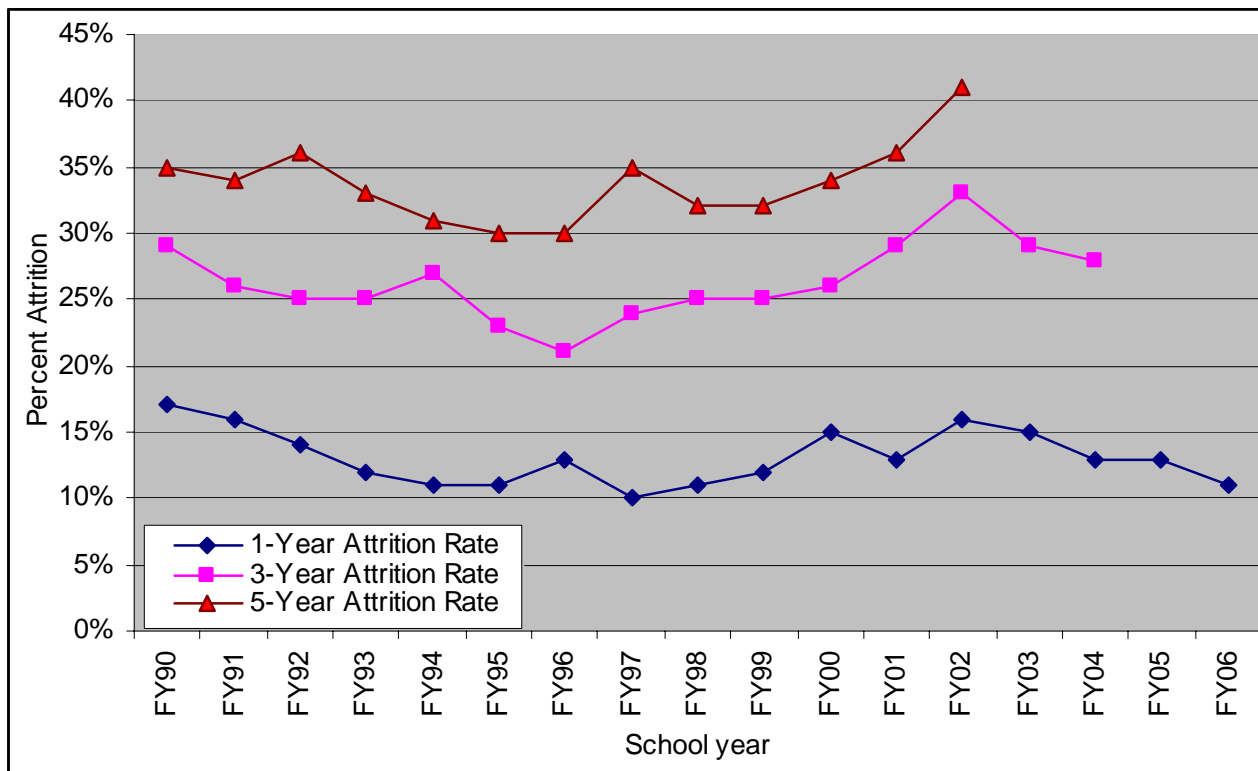
Base Year	Base Count	1-Year Attrition		3-Year Attrition		5-Year Attrition	
		Comparison Year	1-Year Attrition Rate	Comparison Year	3-Year Attrition Rate	Comparison Year	5-Year Attrition Rate
FY90	4,455	FY91	17%	FY93	29%	FY95	35%
FY91	4,080	FY92	16%	FY94	26%	FY96	34%
FY92	3,855	FY93	14%	FY95	25%	FY97	36%
FY93	4,636	FY94	12%	FY96	25%	FY98	33%
FY94	4,669	FY95	11%	FY97	27%	FY99	31%
FY95	5,139	FY96	11%	FY98	23%	FY00	30%
FY96	5,226	FY97	13%	FY99	21%	FY01	30%
FY97	4,675	FY98	10%	FY00	24%	FY02	35%
FY98	4,956	FY99	11%	FY01	25%	FY03	32%
FY99	4,961	FY00	12%	FY02	25%	FY04	32%
FY00	5,057	FY01	15%	FY03	26%	FY05	34%
FY01	5,777	FY02	13%	FY04	29%	FY06	36%
FY02	6,654	FY03	16%	FY05	33%	FY07	41%
FY03	5,657	FY04	15%	FY06	29%		
FY04	5,671	FY05	13%	FY07	28%		
FY05	5,777	FY06	13%				
FY06	6,829	FY07	11%				

Data Source: CPI, FY90-FY07

Figure 6 shows the one-, three- and five-year attrition rates from each base year's group of teachers from FY90 to FY06. The one-year rate has remained relatively stable compared to the other two rates over these displayed sixteen years. The three-year rate has declined for the second consecutive year, while the five-year attrition rate has shown an increasing trend since FY96.

**Figure 6. One-, Three-, and Five-Year Attrition Rates of New Teachers with Zero Experience, FY90-FY06**

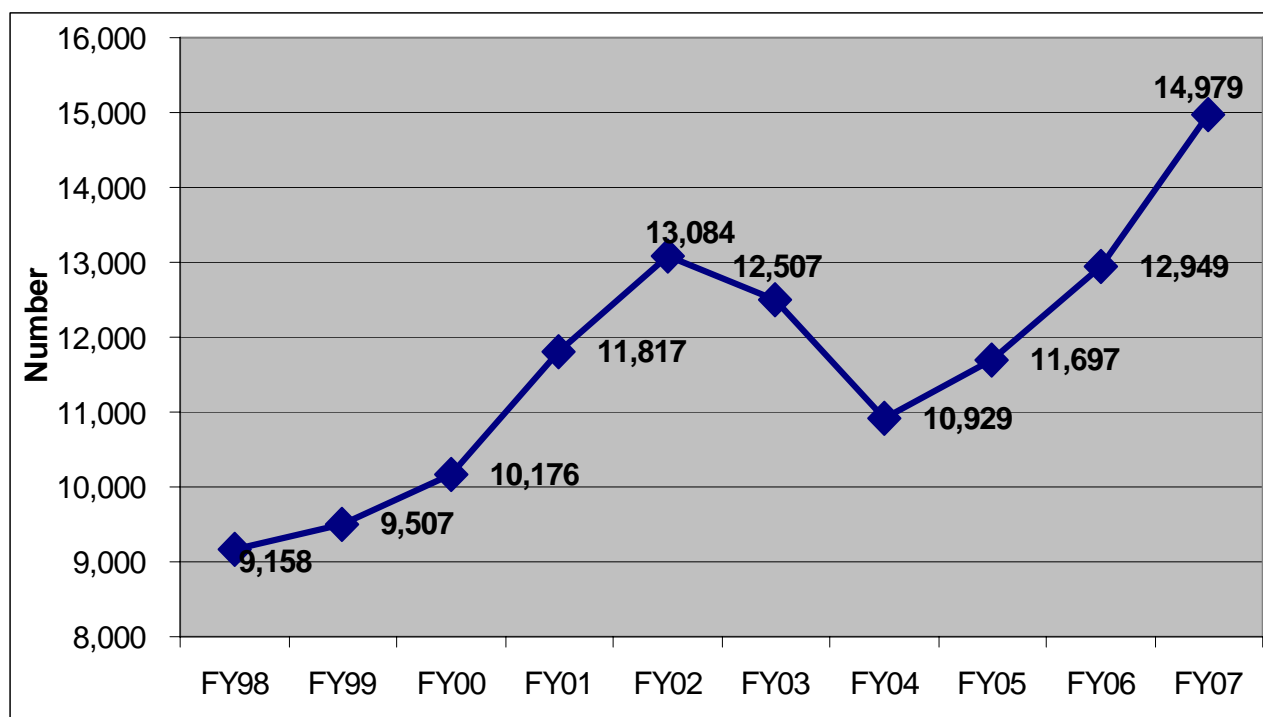
(Source: CPI, FY90-06)



## Georgia Teacher Supply

The number of new hires has maintained an upward trend since FY04. In FY07, a total of 14,979 new teachers were hired into Georgia public classrooms, increasing by 15.7% (n=2,030) from the 12,949 reported in FY06. See Figure 7.

**Figure 7. Number of Newly Hired Teachers, FY02-FY07**  
(Source: PSC, 2007)



New teachers hired in FY07 accounted for 13.0% of the overall FY07 teacher workforce. The percentage of new teachers has fluctuated through the years, and ranged from a low of 10.4% in FY04 to a high of 13.2% in FY02.

### ***Demographics of New Teacher Hires***

The percentage of Black new hires continues to increase, rising to 26.7% FY07, while the proportion of White teachers relative to the total number of new hires continues to decline, declining to 69.7% in FY07. Female new teacher hires accounted for 79.3% of the total new hires in FY07. Although, the percentage of male new hires declined in FY07, the number of male new hires increased from 2,916 in FY06 to 3,105 in FY07.

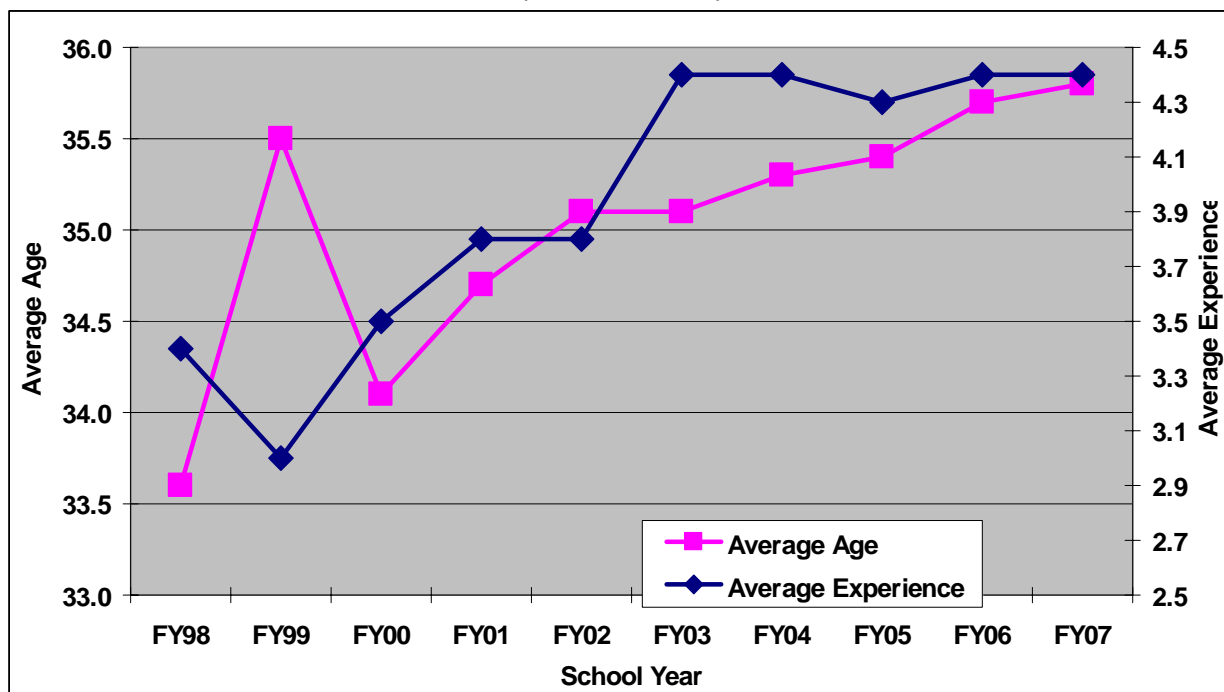
The average age of newly hired teachers increased slightly from 35.7 to 35.8 years, continuing the slight but consistent upward trend in their average age of new hires that began in FY01. The modal age of new teachers in Georgia has remained at 24 years since FY00. Ages of newly hired teachers ranged from 20 years to 78 years in FY06. As in other years, the largest proportion (41.7%) of new teachers was in the 21 to 30 age group. Nevertheless, that proportion continues to decrease.

A total of 2,205 (14.7%) of the FY07 new hires were 50 years and above. Of these, 480 (21.8%) were reported as having zero experience. This suggests that school systems are hiring older teachers and helps explain the increase in the average age of new teachers in Georgia.

The average experience of new teachers remained unchanged from the previous year at 4.4 years. This suggests that older individuals (either through alternative preparation routes or from out-of-state) with more teaching experience are being hired as new teachers. A total of 633 (4.2%) of the FY07 new hires were reported as having 25 years or more teaching experience. Among these 633, the average age was 57.9 years, while their average experience was 30.1 years. This suggests that some of the newly hired teachers might be leaving the classroom in a few years. Hiring older teachers will help meet short-term demand, but may do little to contribute to a long-term solution to staffing Georgia public school classrooms.

Figure 8 shows the average age and experience of new teacher hires. The left axis represents the average age while the right one represents average experience.

**Figure 8. Average Age and Experience of New Teacher Hires, FY98-FY07**  
(Source: PSC, 2007)



***Certification Level and Certificate Code of New Teacher Hires***

The percentage of newly hired teachers employed at the baccalaureate level increased slightly from 66.2% in FY06 to 66.4% in FY07. A total of 4,954 newly hired teachers in FY07 possessed advanced (Master’s, Education Specialist and Doctorate) degrees. Over 80% of the 4,954 (86.2%) held Master’s degrees. The percentage of newly hired

teachers with advanced degrees has risen gradually through the years, growing from 26.4% in FY99 to a high of 33.2% in FY06.

The percentage of newly hired teachers with clear renewable teaching certificates (T) declined from 61.1% in FY06 to 57.8% in FY07. Conversely, the percentage of newly hired teachers with nonrenewable teaching (NT) certificates increased from 20.2% in FY06 to 26.6% in FY07. Five percent (5.5%) of the new hires held Intern certificates, while 4.3% held Provisional teaching certificates.

### ***Grade Level Placements of New Teacher Hires***

As in previous years, elementary grades teachers accounted for the largest percentage of those newly hired, increasing from 35.4% (4,578) in FY06 to 38.5% (5,767) in FY07, an increase of 26%. The percentage of new middle grades teachers increased to 17.3% (2,584) in FY07 from the 16.7% (2,160) reported in FY06, reversing a shift that was seen in FY06 when the percentage of new middle grades teachers hired declined from the previous year FY05 (17.4%). In contrast, the percentage of new hires in high school declined in FY07 to 18.3% from the 18.8% reported in FY06.

### ***Newly Hired Teachers by Subject Areas Taught***

The highest percentage of newly hired teachers in FY07 were employed in the elementary grades (40.8% or 6,117), an increase of 25.2% from 4,885 (37.7%) reported in FY06. The next highest percentage of newly hired teachers taught English (10.2% or 1,524), followed by Mathematics teachers (9.2% or 1,373). Increases were noted in the core subject areas of Science (21.7%), Mathematics (11.4%), Social Science (4.3), and English (3.0%) from FY06 to FY07. Although increases were seen in the number of newly hired teachers in the four core subject areas from FY06 to FY07, these percentage increases were lower than those seen from FY05 to FY06. For instance, the percentage change from FY06 to FY07 for the number of teachers hired to teach English was 3.0% compared to 50.7% from FY05 to FY06, while for Science was 21.7% compared to 122.6%.

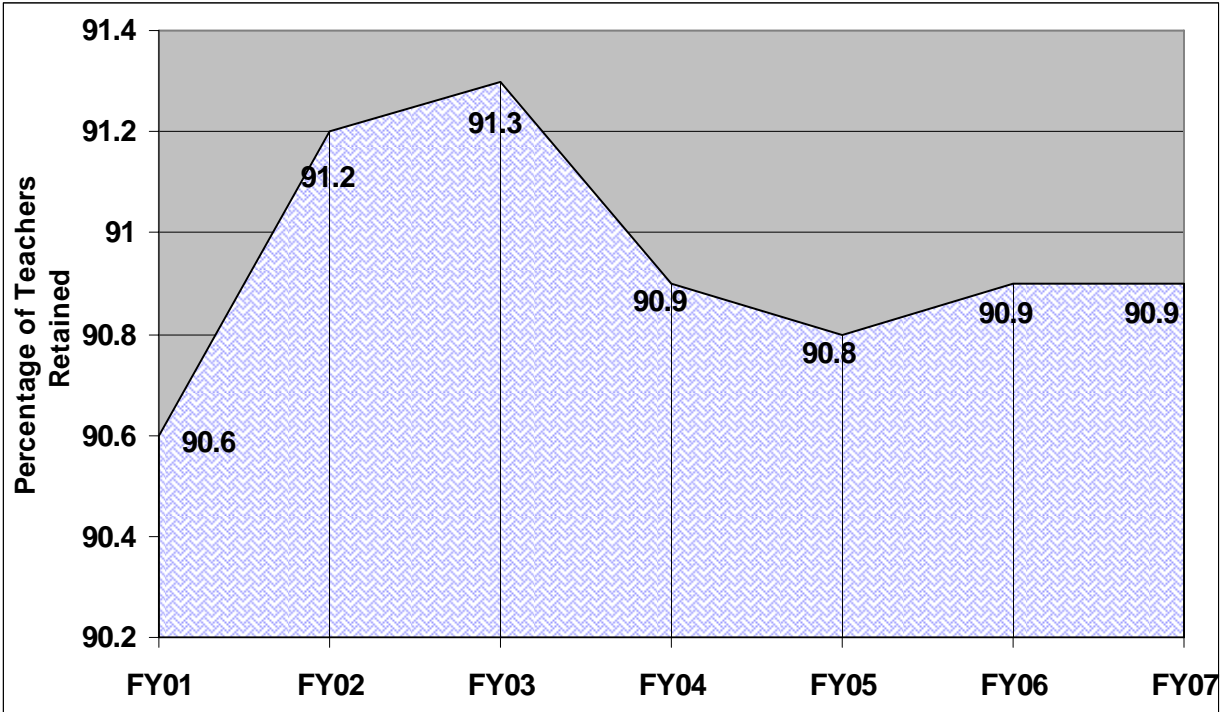
## Sources of Teacher Supply

### Teacher Retention

More than 90% of the teachers in any year return to the classroom the following fall. The percentage of retained teachers for the past seven years is shown in Figure 9.

**Figure 9. Annual Teacher Retention, FY01-FY07**

(Source: PSC, 2007)



Out-of-state teachers accounted for the largest source (28.5%) of newly hired teachers in FY07, followed by Georgia's educator preparation institutions (25.7%). The third largest source of new teacher hires are the various Georgia Alternative Certification routes (22.5%). The percentage of new teachers from out-of-state and alternative route sources continues to rise annually, as shown in Table 5.

**Table 5. Sources of New Teacher Hires in Georgia, FY04 - FY07**

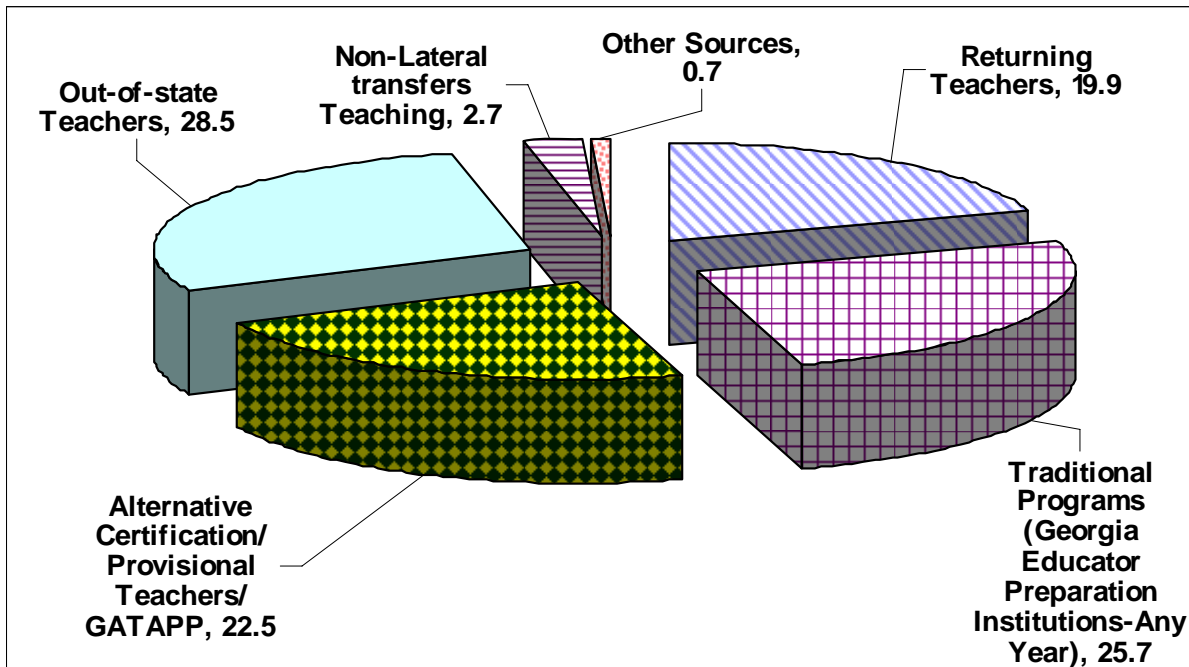
Source	Academic Year FY04		Academic Year FY05		Academic Year FY06		Academic Year FY07	
	#	%	#	%	#	%	#	%
Returning Teachers	2,464	22.5	2,462	21.0	2,708	20.9	2,983	19.9
Traditional Programs (Georgia Educator Preparation Institutions - Any Year)	1,960	17.9	3,111	26.6	3,377	26.1	3,843	25.7
Alternative Certification/Provisional Teachers/GATAPP	2,009	18.4	2,525	21.6	2,853	22.0	3,374	22.5
Out-of-state Teachers	3,441	31.5	3,201	27.4	3,659	28.3	4,273	28.5
Non-Lateral transfers Teaching	431	3.9	398	3.4	352	2.7	406	2.7
Other Sources	624	5.7	0	0.0	0	0.0	100	0.7
<b>State Total</b>	<b>10,929</b>	<b>100</b>	<b>11,697</b>	<b>100</b>	<b>12,949</b>	<b>100</b>	<b>14,979</b>	<b>100</b>

Data Source: CPI

Georgia is increasingly producing its own teachers and rising to the challenge of meeting the escalating demand for teachers, as almost half (48.2%) of the newly hired teachers in FY07 were from Georgia prime production sources – Georgia educator preparation institutions and the Georgia alternative preparation programs. Georgia public and private colleges have been responsible in whole or in part for the development of almost 30% of the Georgia TAPP candidates. Figure 10 shows the sources of new teachers in Georgia public classrooms in FY07.

**Figure 10. Sources of Newly Hired Teachers, FY07**

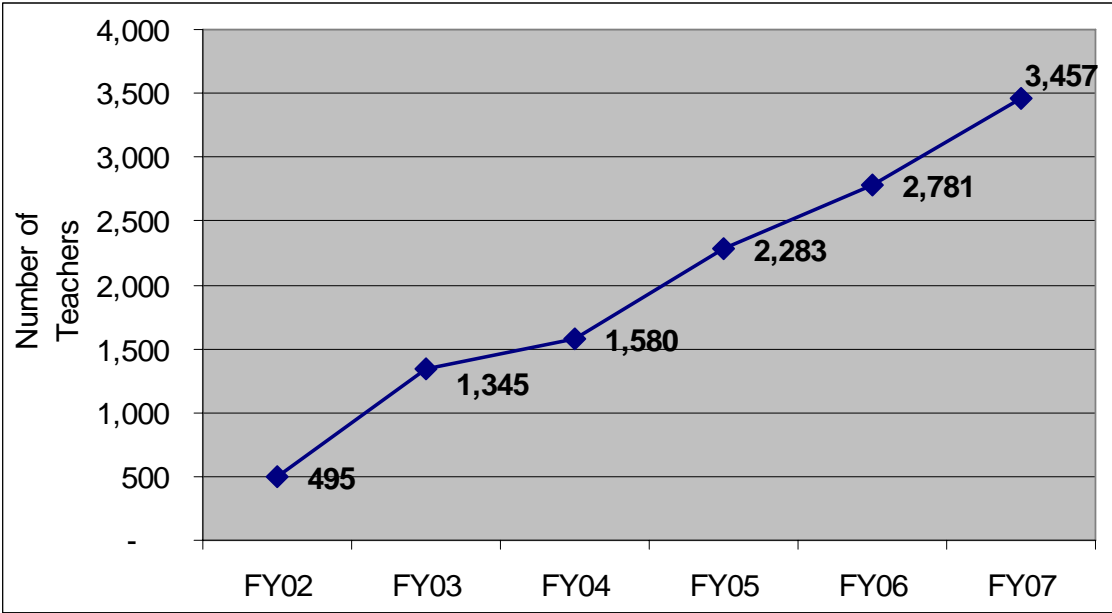
(Source: PSC, 2007)



**Georgia Teacher Alternative Preparation Program (GATAPP)**

The Georgia Teacher Alternative Preparation Program (GATAPP) is an alternative preparation program established by the PSC in FY01. The program provides preparation to fully certify and enter the teaching profession for individuals who hold Bachelor's or higher degrees in non-education fields. In FY07, there were a total of 3,503 GATAPP participants in Georgia public schools; an increase of 26.0% from 2,781 reported in FY06. Majority (98.7% or 3,457) of GATAPP participants were employed as teachers of record. Sixty-two percent of all TAPP candidates through the 2007 school year have been issued Clear Renewable certificates. Figure 11 shows the sustained upward trend in the number of GATAPP teachers in training in Georgia public classrooms.

**Figure 11. Number of GATAPP Teachers in the Classroom, FY02-FY07**  
(Source: PSC, 2007)



Although females account for 70% of GATAPP candidates in the classroom, the percentage of male teachers -- 30% - is helping to increase their proportion in the schools considering that males comprise only 19.1% of the total teacher workforce. The percentage of Black GATAPP teachers (45.6%, or 1,577) is also notable in comparison to the percentage of Black teachers (22.2%) in the overall teacher workforce. The percentage of Black GATAPP teachers rose from 24.7% in FY06 to 45.6% in FY07. This is a result of concerted recruitment efforts through GATAPP to recruit more minority and male teachers into Georgia classrooms.

GATAPP teachers teaching in the high school grades accounted for the largest percentage (26.0% or 899) in FY07, followed by special education teachers (24.1% or 832), middle grades (24.6% or 850) and elementary grades (20.5%, or 709).

### **Paraprofessionals/Teacher Aides**

Paraprofessionals also are a source of new teachers in Georgia; some individuals accept paraprofessional jobs in school systems as a first step to obtaining teacher-of-record positions in the schools in which they would like to teach. In FY07, a total of 786 individuals who were paraprofessionals in FY06 became teachers of record in Georgia the following year. Of these 786, 330 (42.0%) became special education teachers, while 258 (32.8%) became elementary grades teachers.

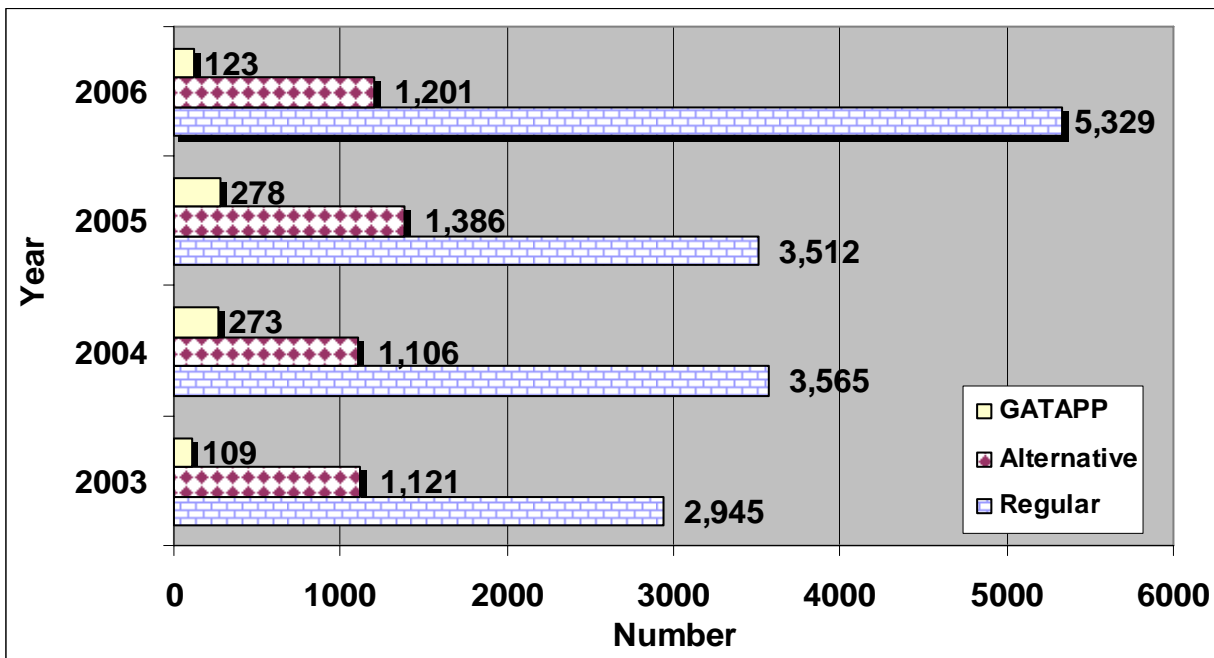
A total of 521 paraprofessionals held other clear renewable certificates in FY07. Of these, 504 (96.7%) held regular teaching certificates, which makes them eligible for employment as teachers of record in the classroom.

### **Newly Prepared Georgia Teachers – New Program Completers**

Georgia institutions of higher education (IHE) and other institutions (such as RESAs) provide data regarding the number of individuals who complete the necessary requirements for teacher certificates in Georgia. These individuals are referred to as “completers.” In 2006, the total number of completers reported was 6,653, increasing by 28.5% from the 5,176 reported in 2005. Over three-quarters (80.1% or 5,329) of the 2006 completers were from traditional teacher education programs, compared to 3,512 (67.9%) reported in 2005. The number of completers from the alternative routes dropped from 1,664 in 2005 to 1,324, a 20.4% decrease, as shown in Figure 12.

**Figure 12. Production by Program and Cohort, FY03-FY06**

(Source: PSC, 2007)



## Educator Production by Field

Completers in the field of Early Childhood Education accounted for the largest percentage (31.1% or 2,071) of the 2006 completers, followed at a distance by Middle Grades (12.5% or 830), and Interrelated Special Education (9.9% or 661). Table 6 shows the most common fields for 2006 completers and the number of new hires in selected subjects. The discrepancy between the number of completers in the state and those hired to teach core subjects suggests that Georgia supply is short of demand. Science and mathematics teachers appear to be in highest demand, with English teachers being a very close second.

**Table 6. Most Common Fields of 2006 Completers**

<b>Subject</b>	<b>2006 Completers</b>	<b>% of Total</b>	<b># of Newly Hired Teachers in Core Subject in FY07***</b>	<b>Completers as Percent of Newly Hired Teachers</b>
Early Childhood Education	2,071	31.1	NA	NA
Middle Grades Education	830	12.5	NA	NA
Interrelated Special Education*	661	9.9	NA	NA
Educational Leadership	491	7.4	NA	NA
Social Studies Education**	321	4.8	1,020	31.5
English Education	274	4.1	1,524	18.0
Mathematics Education	203	3.1	1,373	14.8
School Counselor	200	3.0	NA	NA
Media Specialist	189	2.8	NA	NA
Health and Physical Education	175	2.6	NA	NA
Science	147	2.3	1,076	13.7
Reading	124	1.9	NA	NA
Music	116	1.8	NA	NA

Data Source: CPI, 2007

\*Interrelated Special Education includes Interrelated Special Education/Early Childhood Education

\*\*Includes History, Economics and Political Science.

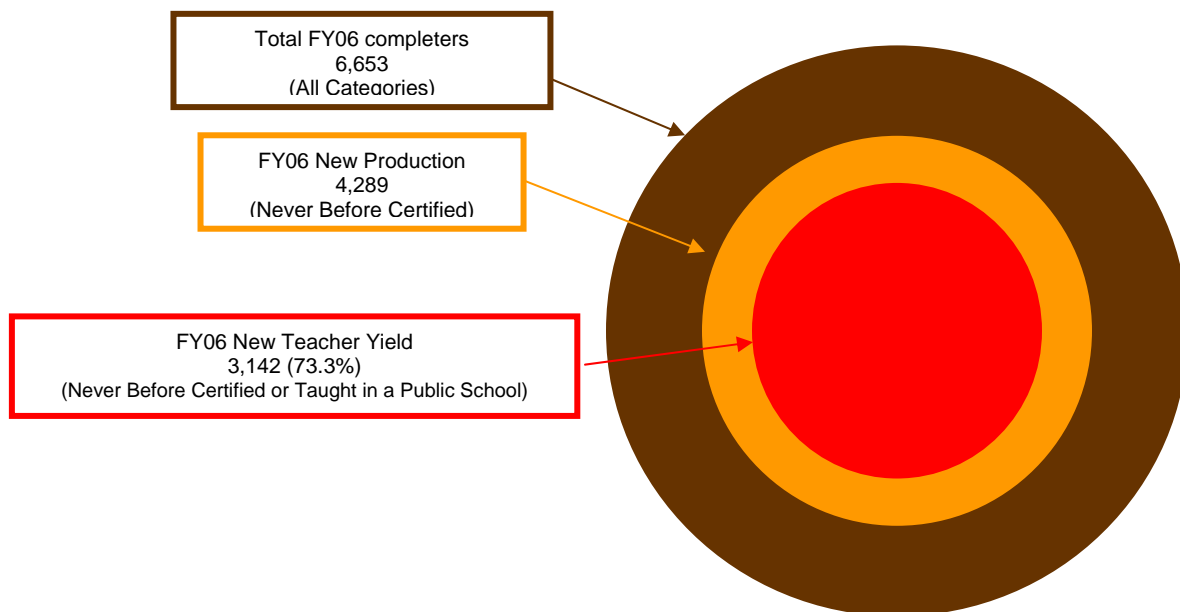
\*\*\*NA- Not applicable

## Teacher Yield

More than one-third (35.5% or 2,364) of the 2006 completers held prior Georgia or other teaching certificates. The remaining 64.5% (4,289) were newly minted teachers who have never been certified in Georgia. A total of 537 formerly certified 2006 completers and 26 newly minted completers were employed in non-teaching positions in FY07. Of the 4,289 newly minted completers, 3,142 (73.3%) were employed as teachers in Georgia public school systems in FY07. This percentage teacher yield is an increase from the 68.9% reported for 2005 completers in FY06, continuing a slight upward trend since FY04 when it was reported as 66.6%. The past year's yield is shown in Figure 13.

**Figure 13. FY06 Georgia Completers Teacher Yield\***

Source: PSC, 2007



\* Note: Figure is not drawn to scale

### ***Implied Shortage Areas – Non-Renewable Certificates***

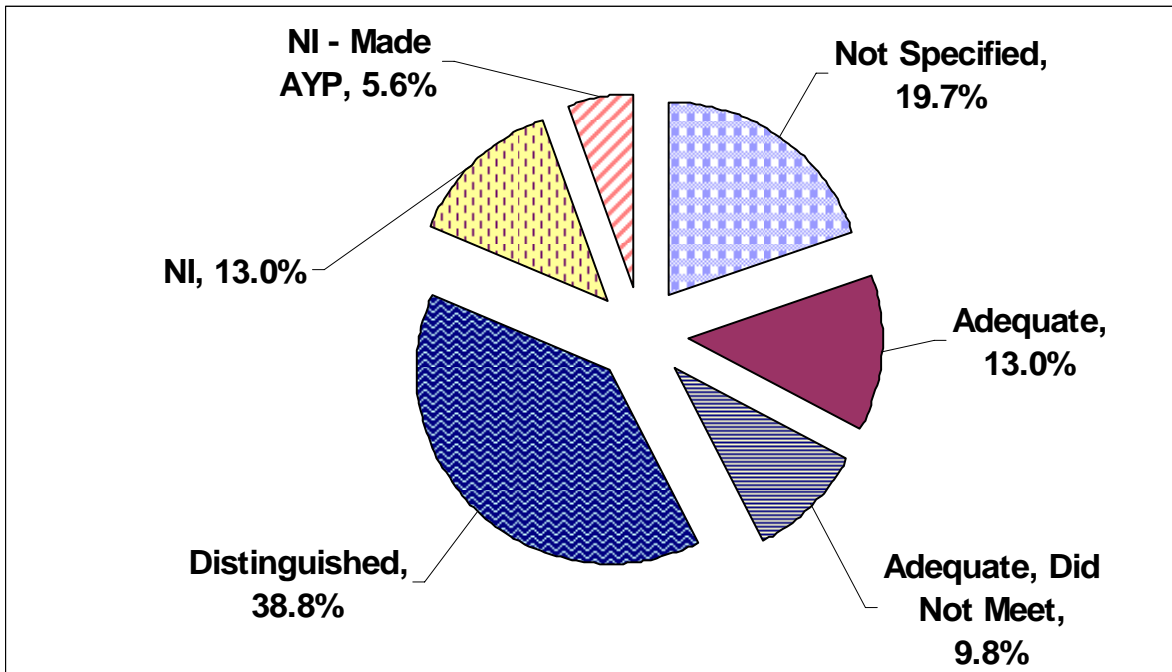
Non-renewable certificates are issued by the PSC at the request of employing school systems in order to fill high-need subject areas. These issues serve as a means of estimating shortage areas. Nonrenewable (NT), Intern (IT), Waiver (WT) and Exchange (XT) nonrenewable certificates were issued in FY07. In FY07, a total of 22,995 nonrenewable certificates were issued to Georgia school systems, an increase of 91.5% from the 12,008 reported in FY06. Many teachers hold multiple certificates; only 9,524 teachers were issued these 22,995 non-renewable certificates.

Figure 14 shows the distribution of nonrenewable certificates issued in FY07 by school status. Interestingly, schools that are on “Needs Improvement” did not request the highest percentage of nonrenewable certificates but rather schools that have made Adequate Yearly Progress or (AYP) for at least three years -- those referred to as

"Distinguished" schools. The chart also indicates that nonrenewable certificates are being requested by all types of schools/school systems.

**Figure 14. Nonrenewable Certificates Issued by School Status, FY07**

(Source: PSC, 2007)



The highest number of nonrenewable certificates were issued in Special Education (34.3%, or n=7,882), followed by Elementary Grades (22.1%, or n=5,077). Table 7 shows the top 10 areas for which nonrenewable certificates were issued in FY07.

**Table 7. Top 10 Subject Areas for Nonrenewable Certificates issued in FY07**

Field	Frequency	Percent
Special Education	7,882	34.3
Elementary	5,077	22.1
Mathematics (6-8)	843	3.7
Science (6-8)	704	3.1
English (6-8)	701	3.1
Social Science (6-8)	662	2.9
Social Science (9-12)	656	2.9
Mathematics (9-12)	496	2.2
Science (9-12)	426	1.9
English (9-12)	420	1.8

Data Source: CPI, 2007

## **Summary**

Teacher attrition from Georgia public classrooms remains slightly above nine percent including promotions and transfers out of the classroom. The number of new teacher hires has continued to maintain a steady increase since FY04, and accounted for 13% of the overall teacher workforce in FY07. Of the total new teachers hired in FY07, slightly over two-thirds (67.2%) were hired to replace teachers who left the classroom. The percentage of teachers produced by Georgia educator preparation institutions and the Georgia alternative preparation program increased to 48.2% in FY07.