



THE GEORGIA TEACHING FORCE 2001

STATUS REPORT 2001

October, 2001

A Report of the Supply, Demand, and
Utilization of Pre-Kindergarten – Twelfth
Grade Teachers in Georgia Public Schools

**Division for Educator Workforce
Research and Development**

Georgia Professional Standards Commission





**Division for Educator Workforce
Research and Development**

STATUS REPORT 2001

**A REPORT OF THE SUPPLY, DEMAND, AND UTILIZATION OF
PRE-KINDERGARTEN – TWELFTH GRADE TEACHERS IN
GEORGIA PUBLIC SCHOOLS**

October, 2001

Copyright © 2001 by the Division for Educator Workforce Research and Development

TABLE OF CONTENTS

LIST OF TABLES	IV
LIST OF FIGURES	VI
ACKNOWLEDGEMENTS	VII
EXECUTIVE SUMMARY	VIII
CHAPTER 1: PROFILE OF GEORGIA’S TEACHING WORKFORCE	
Introduction	1
Demographic Summary	1
<u>Workforce Size</u>	1
<u>Gender and Ethnicity</u>	2
<u>Age and Experience</u>	4
<u>Certification Level</u>	6
<u>Subject Areas</u>	7
<u>RESA Workforce Counts</u>	9
<u>Out-of-Field Teaching in Georgia’s High Schools</u>	10
<u>Out-of-field Teaching in Georgia’s Middle Schools</u>	11
CHAPTER 2: TEACHER DEMAND IN GEORGIA	
Introduction	13
Student Enrollment Demand	13
<u>Student Enrollment Counts</u>	13
<i>Student Enrollment Ethnicity Profile and Demand Implications</i>	14
<i>Student Enrollment by RESA</i>	14
<u>Reasons for the Growth in Student Enrollment</u>	15
<i>Population Migration</i>	15
<i>Live Births</i>	16
<i>Student Enrollment Projections</i>	17

Policy Change in Class Size	19
<u>Teacher Demand Based on Student Enrollment and Reduced Class Size</u>	19
<u>Teacher Demand by Subject</u>	21
Attrition	22
<u>Attrition in Georgia and the United States</u>	22
<u>The Attrition Cycle: An Overview</u>	23
<i>Teachers that Leave</i>	24
<i>Attrition Due to Promotions and Reassignments</i>	24
<i>Teacher Mobility and Intersystem Relocations</i>	24
<i>Attrition Due to Retirement</i>	27
<i>Retirement Attrition Counts by Selected Job Categories</i>	27
<i>Retirement Counts by RESA</i>	28
<u>Attrition of New Teachers</u>	29
<u>Attrition by Teaching Category</u>	30
<u>Age of Exiting Teachers in FY00</u>	31
<u>Experience Level of Exiting Teachers in FY00</u>	32
<u>Attrition by RESA</u>	32
<i>The Highest Teacher Attrition Rates by RESA in FY00</i>	33
<u>Economic Factors</u>	34

CHAPTER 3: GEORGIA TEACHER SUPPLY

Introduction	35
Teacher Shortages	35
<u>Implied Shortages by Field</u>	36
<u>Implied Shortages by RESA</u>	37
Sources of Teachers Supply	38
<u>Retention</u>	39
<u>Newly Prepared Georgia Teachers</u>	39
<i>Student Teacher Production by Field</i>	40
<i>Student Teacher Production by Institution</i>	41
<u>Alternative Preparation</u>	43
<u>New Teacher Hires</u>	44
<i>Subject Areas for Newly Hired Teachers</i>	44
<i>New Teacher Grade Level Placements</i>	46
<i>Demographics of New Teacher Hires</i>	46
<i>Certification Levels of New Teacher Hires</i>	47
<u>Out-of-State Teachers</u>	47
<u>Teacher Supply in Georgia's High Schools</u>	48
<i>Recent Student Teacher Production in High School Core Academic Subjects</i>	48
<i>Geographical Distribution of Newly Hired High School Teachers</i>	49
<u>Supply Forecast Issues</u>	53

CHAPTER 4: CONCLUSIONS & RECOMMENDATIONS

Conclusions	54
Recommendations	55

APPENDICES

Chapter 1: Appendix Items

57

Chapter 2: Appendix Items

104

Chapter 3: Appendix Items

217

INDEX

263

LIST OF TABLES

Table 1.1. Demographic Profile by Gender of Georgia Teachers, FY01	3
Table 1.2. Demographic Profile by Ethnicity of Georgia Teachers, FY01	3
Table 1.3. Average Age of All Teachers	4
Table 1.4. Certification Level of FY01 Teachers	6
Table 1.5. Georgia Teacher Workforce by Grade Level and Personnel Category, FY97-FY01	7
Table 1.6. Count of Teachers by RESA, FY01	10
Table 1.7. Out-of-Field Teaching in Georgia High Schools, FY01	10
Table 1.8. High School Out-of-Field Percentages by RESA	11
Table 1.9. Out-of-Field Teaching in Georgia Middle Schools, FY01	12
Table 2.1. Student Enrollment Counts by Grade Level, FY97-FY11	14
Table 2.2. Student Enrollment by RESA, FY97-FY01	15
Table 2.3. Student Enrollment Continuation Ratios	18
Table 2.4. Student Enrollment Continuation Ratios by RESA	18
Table 2.5. Projected Teacher Demand Based on Reduced Class Size and Projected Enrollment, FY02-FY11	20
Table 2.6. Teacher Demand Model, 2001	21
Table 2.7. Teacher FTE Counts and Projected Demand by Subject, FY97-FY11	22
Table 2.8. School Systems with High Rates of Attrition Due to Relocations	25
Table 2.9. Attrition Among Larger School Systems	26
Table 2.10. Low- and High-Performing Schools' Teacher Turnover Comparisons	26
Table 2.11. Retirement Attrition Summary by Teaching Category, FY98-FY00	27
Table 2.12. Retirement Proportions and Overall Workforce Category Proportions, FY00	28
Table 2.13. Retirement Counts by RESA, FY98-FY00	28
Table 2.14. Attrition Summary for New Teachers with Zero Experience, FY89-FY00	29
Table 2.15. Comparison of Three-Year Attrition between Graduates of Traditional Teacher Preparation Programs and New Teachers with Provisional Certificates, FY98 to FY01	30
Table 2.16. Attrition Summary by Job Category for All High School Teachers	30
Table 2.17. Personnel Categories of Teachers Who Exited the Classroom, FY00	31
Table 2.18. Attrition by RESA, FY00	33
Table 2.19. Overall Teacher Annual Attrition Rates FY91-FY00	34
Table 3.1 Overall Teacher Annual Attrition Rates, FY91-FY00	35
Table 3.3. Permit, Provisional, and Probationary Certification by Selected Areas, FY97-FY11	37
Table 3.4. Distribution of Permits, Provisional, and Probationary Certificates by RESA, FY01	38
Table 3.5. Teacher Retention and Projections (Numbers are FTE Counts)	39
Table 3.6. Student Teachers By Field, FY98-FY01	41
Table 3.7. Student Teacher Production In Georgia Colleges and Universities,	

FY98-FY01	42
Table 3.8. New Teacher Hires by RESA, FY01	44
Table 3.9. New Teacher Hires Distributed by Subject Taught, FY01	45
Table 3.10. New Teacher Hires Distributed by Personnel Category/Grade Level, FY01	46
Table 3.11. Demographic Profile of New Hires and the Total Georgia Workforce, FY01	47
Table 3.12. Certification Levels of Newly Hired Teachers	47
Table 3.13. Sources of Supply for Specific High School Teaching Fields	48
Table 3.14. Production of Core Content Teachers from Georgia Teacher Preparation Programs	49
Table 3.15. Distribution of All Newly Hired High School Teachers by RESA (All Subjects), FY01	49
Table 3.16. Distribution of Newly Hired High School Teachers in the Four Core Areas by RESA, FY01	50
Table 3.17. New English Teachers as Percentage of All English Teachers by RESA, FY01	51
Table 3.18. New Mathematics Teachers as Percentage of All Mathematics Teachers by RESA, FY01	51
Table 3.19. New Science Teachers as Percentage of All Science Teachers by RESA, FY01	52
Table 3.20. New Social Science Teachers as Proportion of All Social Science Teachers by RESA, FY01	52

LIST OF FIGURES

Figure 1.1. Total Georgia Workforce, FY97-FY01	2
Figure 1.2. Georgia's Educator Workforce and New Teacher Hires, FY01	2
Figure 1.3. Demographic Profile by Gender of the Teaching Force in Georgia, FY97-FY01	3
Figure 1.4. Demographic Profile by Ethnicity of the Teaching Force in Georgia, FY97-FY01	4
Figure 1.5. Teacher Age, FY01	5
Figure 1.6. Georgia Teachers' Experience, FY01	5
Figure 1.7. Certification Level of Georgia Teachers, FY97-FY01	6
Figure 1.8. Georgia Middle Grades Teacher Workforce by Personnel Category, FY97-FY01	8
Figure 1.9. RESA Boundaries	9
Figure 2.1. Georgia Live Birth Counts, FY95-FY99	16
Figure 2.2. Overall Annual Teacher Attrition Rates, FY91-FY00	24
Figure 2.3. Attrition by Teacher Age, FY00	31
Figure 2.4. Attrition by Teacher Experience, FY00	32
Figure 2.5. Teacher Attrition by RESA, FY00	33
Figure 2.6. Manufacturing Employment and Teacher Attrition	34
Figure 3.1. Sources of Newly Hired Teachers, FY01	38
Figure 3.2. Newly Prepared Georgia Teachers	40
Figure 3.3 Georgia Student Teacher Production, FY97-FY01	40
Figure 3.4. Alternative Route Teachers as a Percentage of All Newly Hired Teachers	43

ACKNOWLEDGEMENTS

The Status Report of the Teaching Force in Georgia –2001 is an annual product of the Division for Educator Workforce Research and Development* (EWRAD) in the Georgia Professional Standards Commission (PSC). Appreciation is given to the division's professionals who collaboratively produced the 2001 description of Georgia's current and projected teacher workforce.

Cynthia E. Stephens	Director EWRAD
Thomas R. Hall, Ph.D.	Director of Special Projects PSC
Endya Stewart, Ph.D.	Senior Research Associate EWRAD
Winifred Nweke, Ph.D.	Coordinator for Research EWRAD
Peter Mather, Ph.D.	Research and Evaluation Coordinator EWRAD
Commaleta Singleton	Data Assistant EWRAD

Gratitude is also expressed to professionals in the Andrew Young School of Policy Studies Fiscal Research Program at Georgia State University, the Georgia Department of Education (GDOE), Georgia Department of Labor (GDOL), Georgia Teacher Retirement System (TRS), and the PSC Certification and Educator Preparation Divisions. These agencies granted EWRAD access to the multiple sources of information and data tabulated to compile the Status Report–2001.

F. D. Toth, Ph.D.
Executive Secretary
Georgia Professional Standards Commission

Cynthia E. Stephens
Director
Division for Educator Workforce Research and Development

**The Division for Educator Workforce Research and Development is a division of the Georgia Professional Standards Commission and is the supply and demand component of Georgia's P-16 Title II Teacher Quality Plan.*

EXECUTIVE SUMMARY

The Status Report-2001 presents a profile of Georgia's teaching workforce with regards to workforce demographics, teacher demand, and teacher supply. This is the second such endeavor undertaken by the Division for Educator Workforce Research and Development (EWRAD), a division of the Georgia Professional Standards Commission (PSC). The second report is different from the first in that it also presents future projections of demand and supply of teachers in Georgia from FY02 to FY11.

The following summary of the Status Report-2001 highlights key points found in the report.

DEMOGRAPHIC SUMMARY

- In FY01 Georgia's public educator workforce numbered 110,784 with 94,689 teachers. The educator workforce has been growing annually at a rate of about 3% since FY97. If current growth trends continue, Georgia will employ over 108,000 teachers in FY06 and over 125,000 in FY11.
- In FY01, Georgia hired 11,817 teachers, 8,595 to replace teachers who exited from the FY00 workforce and 3,222 to accommodate growth of student enrollment and other demand increases.
- Georgia's teaching workforce is 82% female and 78% white.
- Retirement counts increased annually from FY98 through FY00, and the increasing trend is likely to continue for at least 5 more years. Over 8,000 of the FY01 educators were over 55 years old, and nearly 10,000 had over 25 years of experience.
- Over half of Georgia's teachers have a Master's degree or above.
- The metropolitan Atlanta area (Metro RESA) employs 36% of all Georgia's teachers and 42% of the new hires, and it continues to grow. It also has the highest attrition rate; one of every nine Metro RESA teachers exited the workforce in FY00.
- Over 95% of all high school teachers teach in their field of certification. However, there are insufficient numbers of middle grades teachers with mathematics and science concentrations. Data collected for the Status Report-2001 suggest that over 20% of middle grades mathematics and science teachers do not have a concentration in the subject they teach.
- A few regional differences were reported in the out-of-field data. Oconee RESA had over 14% of math teachers out-of-field; North Georgia RESA had 8.9% of English teachers out-of-field, First District RESA had 8.8% of social science teachers out-of-field, and Okefenokee RESA had 8.7% of English teachers out-of-field.

TEACHER DEMAND IN GEORGIA

- Georgia's birth rates increased dramatically in FY97 over the FY96 level, and the increase repeated in FY98 and FY99. The increase in each of these years amounts to nearly 4,000 children a year, many of whom will be entering the public school system as kindergartners starting in FY02. These increases will impact teacher demand greatly in FY02 and, at the least, the following five years.
- According to the Appalachian Regional Commission, Georgia had a net population increase of 796,511 due to civilian and military family migration from 1990 through 1999. These relocating families bring both new school children and new teachers to Georgia.

- In five middle and south Georgia RESAs (i.e., Central Savannah, Chattahoochee, Heart of Georgia, Oconee, and Southwest Georgia) student enrollment has, however, declined between FY97 and FY01.
- Teacher attrition from the FY00 Georgia teaching workforce was 9.4%, the highest attrition rate in ten years. Although increasing retirement accounts for part of that attrition, the attrition rate is predicted to ease within the next two years because of the current declining economy.
- Annually, approximately 4% of Georgia's teachers relocate from one system to another. Teachers in low-performing schools are more likely to leave their school systems to relocate to other systems than are teachers in high-performing schools.
- This year's attrition rate of new teachers entering the workforce in FY00 increased to 15%, up from 11% for FY99 beginning teachers. However, one of every five high school teachers who began their teaching career in Georgia in FY00 left the workforce after their first year. Only about 25% of each year's attrition set can be counted on to return to teaching within the next three years, with minimal returns after the three-year mark
- A large number of high school teachers left their teaching positions after FY00 (1,824). This included 450 who retired and over 250 who were promoted out of the classroom to assume administrative or other non-teaching roles.

TEACHER SUPPLY

- In FY01, for the first time, Georgia hired more teachers from other states than teachers who were newly prepared in Georgia teacher preparation programs. Since FY97 student teacher production in Georgia colleges has dropped from 5,175 to 3,784, a decrease of over 25%. In order to meet the expected hiring needs in the future, annual teacher production from teacher education institutions needs to be boosted to 5,200 by FY06 and to 6,600 by FY11.
- Teaching fields where teachers were the most difficult to find in FY01 include Interrelated Special Education, Middle Grades, Gifted, Early Childhood, Behavior Disorders, Spanish, Math, English, Science, and ESOL.
- Teacher shortages appeared most acute in Metro, First District, and Northwest Georgia RESAs.
- In FY01, there was a marked increase in the percentage of new teachers who achieved certification through alternative routes; over 1,200 newly hired teachers, about 10% of all newly hired teachers, came to the classroom through alternate routes.
- To encourage even more new teachers to become certified through alternative routes, the Georgia Teacher Alternative Preparation Program (Georgia TAPP) began in the summer of 2001. Over 750 new teachers attended summer sessions and then were hired into teaching positions during the fall of the FY02 school year.
- Georgia English teacher production and demand are out of balance; 817 new English teachers were hired in FY01, the largest single teaching field after elementary and middle grades. However, there were only 185 student teachers in English in FY00. This imbalance will likely continue for a few years, because 799 of Georgia's English teachers were over 55 in FY01. Every RESA, except two, had over 10% of their high school English teachers over 55 years old.

CONCLUSIONS AND RECOMMENDATIONS

- Teacher demand generated by civilian and military family migration into Georgia will likely continue through the next several years as the popularity of metropolitan Atlanta and Georgia serve as a draw to the Southeast.

- Policy initiatives, along with current economic and political conditions will increase the demand for more teachers in the state.
- Staffing and professional development activities will require redefining as the ethnic diversity of Georgia's student enrollment continues to grow and create a demand for specialized teachers.
- Increased recruitment of prospective teachers, especially in some specific areas, must occur at Georgia's public and private teacher preparation institutions to reduce dependence on out-of-state supply to meet teacher demand needs. Some efforts are already underway in public and private teacher education institutions to boost their student teacher numbers. These efforts should be encouraged especially in shortage fields.
- Teacher attrition is costly to both the school systems and the state. The retention of teachers in Georgia schools should be an ongoing concern in the state.
- Teachers supplied from out-of-state sources and alternative routes (including the Georgia TAPP program) continue to be an important addition to Georgia's supply of teachers.
- Office automation procedures, electronic applications, and electronic submissions are conceivable methods by which to increase the speed and ease of the hiring process for both school systems and prospective employees and should be pursued vigorously.
- The allocation of staff development funds to promote professional certification of teachers who are teaching out-of-field may serve to lower this occurrence.
- New teacher hires require formal mentoring and induction programs to ensure their retention. This requires the allocation of funds for such programs.