



# THE GEORGIA EDUCATOR WORKFORCE 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

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November 2006





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

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## **A REPORT OF THE SUPPLY, DEMAND, AND UTILIZATION OF TEACHERS, ADMINISTRATIVE, AND STUDENT SERVICES PERSONNEL IN GEORGIA PUBLIC SCHOOLS**

**November 2006**

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## **EXECUTIVE SUMMARY**

The 2006 Status Report summarizes the profiles of Georgia educators and highlights trends and factors that affect educator workforce demand and supply.

### **Educator Workforce Growth**

- Georgia's total educator workforce rose to 129,032, an increase of 3.2% from the 124,979 in FY05. Teacher workforce comprises 85.4% of the total educator workforce; administrative personnel, 6.6% and student services personnel, 8.1%.
- The teacher workforce grew 3% from 106,934 in FY05 to 110,135 in FY06; administrative personnel rose 6% to 8,470 while the student service personnel count grew 3.6% to 10,427.
- The single highest growth in the student services personnel group was among school social workers with an increase of 9.1%, followed by high school counselors at 7.5% growth. Within the administrative group, the highest percentage increase was among instructional supervisors (21.1%).
- 12,949 new teachers were hired in FY06, a 10.7% increase over last year's 11,697 new hires. Almost 10,000 (9,748) of the new hires replaced the number lost to attrition from the classroom while 3,201 were hired to meet the student growth demand.

### **Teaching Workforce**

#### **Age and Experience**

- The average age of teachers continues to rise reaching 42.1 years in FY06, up from 42.0 years in FY05. The average experience was 12.4 years, a slight decline from FY05 (12.5 years).
- Although the change in the average age is imperceptible, the decline from 28.5% in FY05 to 23.2% in FY06 in the number of teachers with 0-4 years experience and the rise in the percentage of teachers in 5-14 and over 30 years experience groups is unmistakable. This phenomenon might be partly a function of older new teachers coming into Georgia as returning teacher, veteran teachers coming from out-of-state and retired teachers returning to work.
- As was noted in FY05, the import of hiring generally older new teachers is that the usual 25 to 30 year teaching career expectation may be coming to an end, giving way to shorter careers and the need for more frequent workforce turnover/replacements, along with the attendant costs.



## **Teachers' Gender and Ethnicity**

- The teacher workforce remains predominantly female (81.1%) and White (76.6%). However, the number and proportion of male and minority teachers continues to climb, reaching 18.9% and 23.4%, respectively, in FY06.
- In FY06, teachers of Hispanic origin and ESOL teachers increased rapidly to 1,159 and 1,548, respectively, in response to the needs of limited-English proficiency student population.

## **Education and Certification Levels of Teachers**

- The percentage of teachers who hold graduate degrees continued to rise, 56.7% in FY06, up from 55% in FY05.
- The number of NBCTs in Georgia public school systems crossed the 2,000 mark reaching 2,008 in FY06, with 86.8% teaching.
- More than 14% (14.7%) of the NBCTs taught in schools designated as Needs Improvement compared to 18.6% of all teachers. More importantly, NBCTs taught in 44.7% (156 schools) of the 349 Georgia schools designated as Needs Improvement in FY06.

## **Out-of-Field Teaching in Core Subjects in High School**

- There was considerable increase in FY06 in out-of-field teaching in all of the high school core subject areas. Specifically, in FY05, out-of-field teaching ranged from a low of 2.4% in Social Science to a high of 4.0% in English. In contrast, in FY06, the range was from a low of 5.5% in Science to a high of 6.9% in Mathematics in FY06.
- With high student retention and reduced drop-out rate in high school and ever-rising teacher attrition rate, as explicated in Chapter 2, it is not surprising that there was an increase in out-of-field teaching. While this helps staff Georgia classrooms, it neither facilitates student achievement nor the achievement of the NCLB goals.

## **Sources of New Teachers**

- Georgia still depends on out-of-state sources for more than one-quarter (28.2% in FY06) of its new teacher needs.
- An increasingly higher proportion of new teacher hires is prepared through alternative routes (22% in FY06, up from 19.5 in FY05). On the other hand, the proportion from four-year traditional routes decreased from 24.1% in FY05 to 23.5% in FY06.

- The number of non-renewable certificates and waivers requested by school systems to fill vacancies rose again in FY06 to 12,008, though at a lower rate than between FY04 (6151) and FY05 (11,672). Forty-eight percent (47.9%) of these certificates were issued in Special Education alone, followed by a distant 19.7% in Middle grades and more than 2% in each of the core subject areas. Both prospective teachers and preparation institutions need to integrate such information on greatest areas of need into their career and program planning.
- The following colleges are the leading preparers of new teachers. Their proportion of the FY05 completers is shown in parenthesis: 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%).
- While many institutions increased the number of completers they prepared or started new programs in FY05 compared to FY04, some actually produced considerably fewer completers. A sustained increase in teacher production, especially through the traditional routes, would significantly help to address the ever-growing need for teachers and also to reduce Georgia's dependence on out-of-state sources.
- The states from which most of Georgia's out-of-state teachers come include Florida, Alabama, Tennessee, New York, South Carolina, Minnesota, North Carolina, Ohio, Louisiana, and California. As each of these states succeeds in keeping more of its teachers in their own schools, Georgia will have to devise and implement new strategies to produce a greater proportion of its annual new teacher hires.
- The PSC continues to collaborate with and encourage school systems with hard-to-staff schools to participate in federally funded and other programs to attract, recruit, hire and retain teachers in high-need subject and geographical areas. Such programs include the Transition to Teaching (Reach to Teach) and Georgia Teaching Force programs, Troops to Teachers and Spouse to Teachers, etc. State funded programs include Georgia Teacher Alternative Preparation Program (GATAPP). Each program targets areas of need such as Mathematics, Science and Special Education teachers, as well as male, minority and other underrepresented populations in the educator workforce.
- Seventy paraprofessionals converted their certificates into clear renewable teaching certificates and teachers of record in FY06. The 27,011 paraprofessionals in Georgia public schools remain a rich potential source for classroom teachers.

## **Teacher Shortage/Recruitment**

- TeachGeorgia.org remains the market place where prospective teachers and prospective employers meet. In FY06, 25,866 new users registered on TeachGeorgia.org, 6,422 jobs were posted and 105,413 applications were received.
- 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 from FY07.

## **Teacher Demand**

- Factors that affect teacher demand in Georgia remain unabated in FY06. These include student enrollment growth (45,024 or 2.9%); student retention especially in Pre-Kindergarten; grade 9 (19,624), and grade 10 (10,161) and reduction in high school drop-out rate. Others include rising teacher attrition, legislative policies affecting class sizes, and minimum teacher qualifications.
- High school grades student enrollment (2.7%) and concomitant teacher demands are growing faster than at the elementary (1.6%) and middle school (1.9%) levels.
- Attrition of Black teachers with zero experience has fallen from 21.4% in FY02 to 10.4% in FY05, uncharacteristically lower than the attrition for their White counterparts (10.8% in FY05).
- Based on past rates of student enrollment growth, teacher attrition and policy requirements, it is estimated that Georgia public schools will have 1.9 million students by the fall of FY12 school year, requiring more than 132,000 teachers—compared to just under 1.6 million students and 110,135 teachers in FY06.

## **Administrative and Student Services Personnel**

- Georgia's administrative personnel count rose 6.2% over FY05 and crossed the 8,000 mark to 8,470 in FY06. Largest increases were seen among the assistant principal (190) and the instructional supervisor (175) groups. The assistant principal count surpassed the 3,000 mark at 3,126, while the number of principals rose to 2,149.
- The mean age and experience of principals has continued to decline since FY03, suggesting that younger and less experienced individuals are filling the positions of current and new principalships. As the percentage of principals within the 31-40 year range rose to 17.2%, the proportion that is 51 years and older declined from 53.4% in FY02 to 50% in FY06.

- As is the case with principals, the mean age and experience of assistant principals are also declining: from 46.0 and 18.9 year in FY02 to 45.6 and 18.3, respectively, in FY06.
- More than two-thirds (69.4% or 512) of newly hired assistant principals were classroom teachers in Georgia the previous year. The effect of the newly instituted Master Teacher certificate on the supply of assistant principals, if any, will be examined and reported in next year's status report.
- Student services personnel also rose by 3.6% to 10,427 in FY06. The greatest increase was 9.1% among social workers, perhaps in response to increased needs in diverse and growing student population.
- Attrition among non-teaching personnel remains in double digits, above 15% among the administrative personnel group and above 11% in the student services personnel group.
- Interestingly, most of the student services personnel that leave their positions leave the Georgia public school employment altogether; 70.2% left their public school positions after FY05. Conversely, only 22% of assistant principals and 53.6% of FY05 principals left the public school employment. Similarly, more new student services personnel (56.7%) tend to be hired from outside the public school system than their administrative personnel counterparts (7-10%).
- It is projected that administrative personnel will reach the 10,000 mark by FY11 while the student services personnel group will be over 12,500.

**SECTION 1:  
GEORGIA TEACHERS**

# Chapter 1: Georgia's Educator Workforce

## Introduction

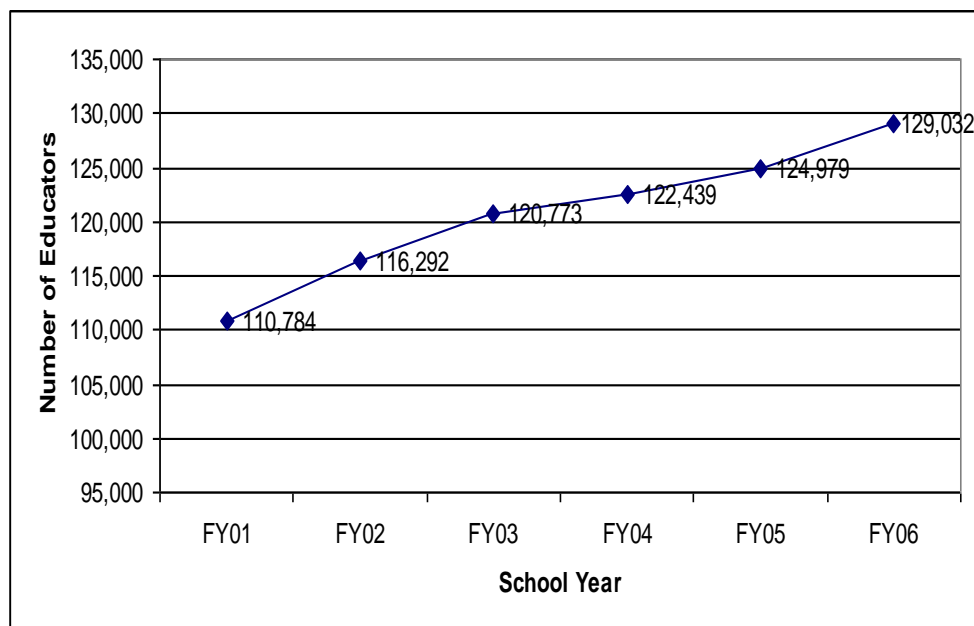
The *Status Report* is published annually by the Division for Educator Workforce Recruitment, Research and Development (EWRRAD) in the Georgia Professional Standards Commission (PSC). The report presents trend data, demography, demand and supply, attrition and projections for Georgia educators. The 2006 *Status Report* continues the presentation of data on teachers, administrators, and student services personnel in Georgia's Pre-Kindergarten through twelfth grade (P-12) for the 2005-2006 school year.

Data used in preparing this report include: 1) Certified Personnel Information (CPI) collected by the Georgia Department of Education (GADOE), 2) PSC certification records, 3) Title II Educator program completer data, 4) GADOE student enrollment reports, 5) Georgia Department of Human Resources Live Birth data, 6) PSC's Highly Qualified Educator Database, 8) Georgia Teacher Retirement System (TRS) and 9) K-12 Educator Vacancy Reporting System (VRS) data from the PSC.

## Georgia's Educator Workforce

Georgia's FY06 total educator workforce rose to 129,032, an increase of 3.2% from the 124,979 reported in FY05. This growth rate is the highest recorded in three years. See Figure 1.1 and Table 1.1.

**Figure 1.1. Georgia's Educator Workforce, FY01-FY06**  
(Source: EWRRAD/PSC, 2006)



**Table 1.1. Georgia's Educator Workforce, FY01-FY06**

Category	FY01	FY02	FY03	FY04	FY05	FY06
<b>Educator Workforce</b>	110,784	116,292	120,773	122,439	124,979	129,032
Annual # Change in Educator Workforce from Previous Year	3,776	5,508	4,481	1,666	2,540	4,053
Annual % Change in Educator Workforce from Previous Year	3.5%	5.0%	3.9%	1.4%	2.1%	3.2%

Data Source: CPI, 2006

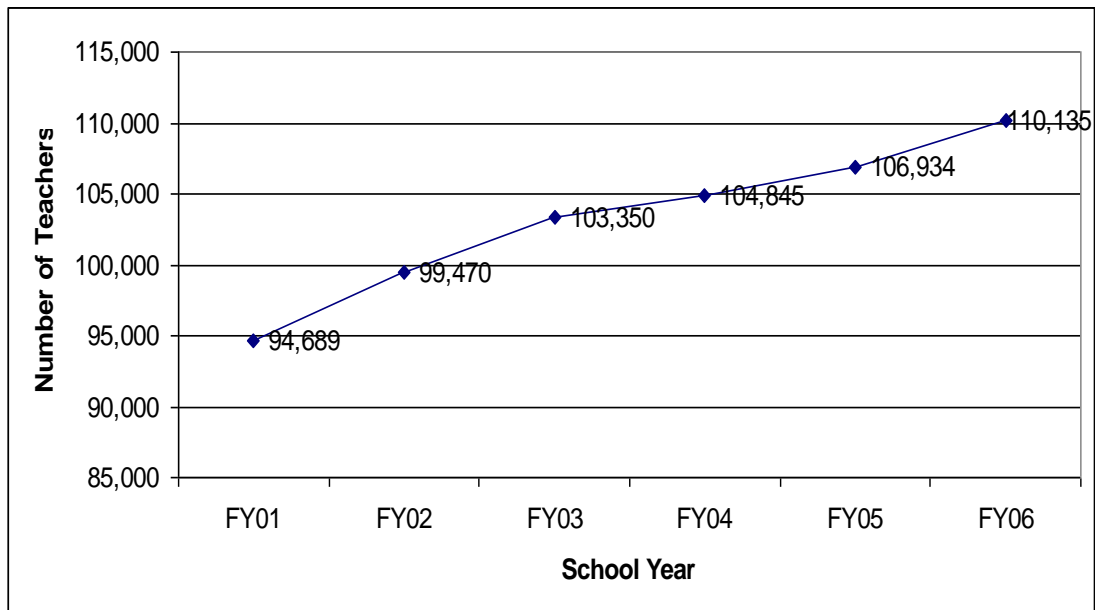
## A Profile of the Georgia Teaching Workforce

### *Demographic Characteristics*

Teachers represent 85.4% of the FY06 educator workforce. Georgia's total teacher workforce rose to 110,135, increasing 3.0% from the 106,934 reported in FY05. See Figure 1.2 and Table 1.2.

**Figure 1.2. Georgia's Teacher Workforce, FY01-FY06**

(Source: EWRRAD/PSC, 2006)



**Table 1.2. Georgia's Teacher Workforce, FY01-FY06**

Category	FY01	FY02	FY03	FY04	FY05	FY06
<b>Teacher Workforce</b>	94,689	99,470	103,350	104,845	106,934	110,135
Annual # Change in Teacher Workforce from Previous Year	3,222	4,781	3,880	1,495	2,089	3,201
Annual % Change in Teacher Workforce from Previous Year	3.5%	5.1%	3.9%	1.5%	2.0%	3.0%
Teachers as a % of the Educator Workforce	85.5%	85.5%	85.6%	85.6%	85.6%	85.4%

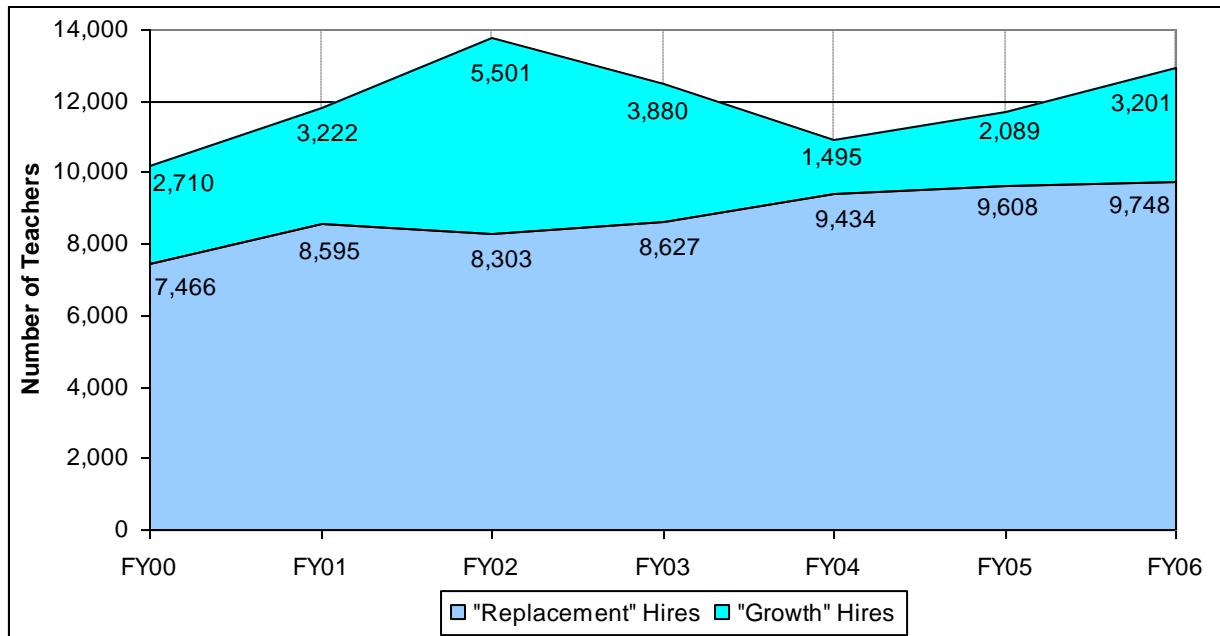
Data Source: CPI, 2006

The number of new teachers hired into Georgia public classrooms increased for the second consecutive year. The number of new teachers hired in FY06 was 12,949, an increase of 10.7% from the number hired in FY05 (11,697).

Figure 1.3 and Table 1.3 compare the teachers hired to replace the ones who leave and teachers hired to meet enrollment growth and changing policies. The number of teachers hired to replace those who left ("replacement teachers") has been increasing each year, having grown from 7,466 in FY00 to 9,748 in FY06. The percentage that replacement hires comprise of the total hires has decreased from 86.3% in FY04 to 75.3% in FY06 simply because economic and policy conditions depressed hiring for growth several years ago, and those conditions have changed. While the change in replacement hires is relatively consistent, ranging from -3.4% in FY02 to 15.1% in FY01, the change from year to year in the number of teachers hired to expand the teaching force is highly variable, ranging from a high of 70.7% in FY02 to a low of -61.5% in FY04, even though the growth of the student body has been extremely consistent, and slightly exponential, over the years. The effect of student enrollment on teacher demand is discussed in Chapter 2.

**Figure 1.3. Newly Hired Teachers and Replacement Teachers, FY00-FY06**

(Source: EWRRAD/PSC, 2006)





**Table 1.3. Newly Hired Teachers and Replacement Teachers, FY00-FY06**

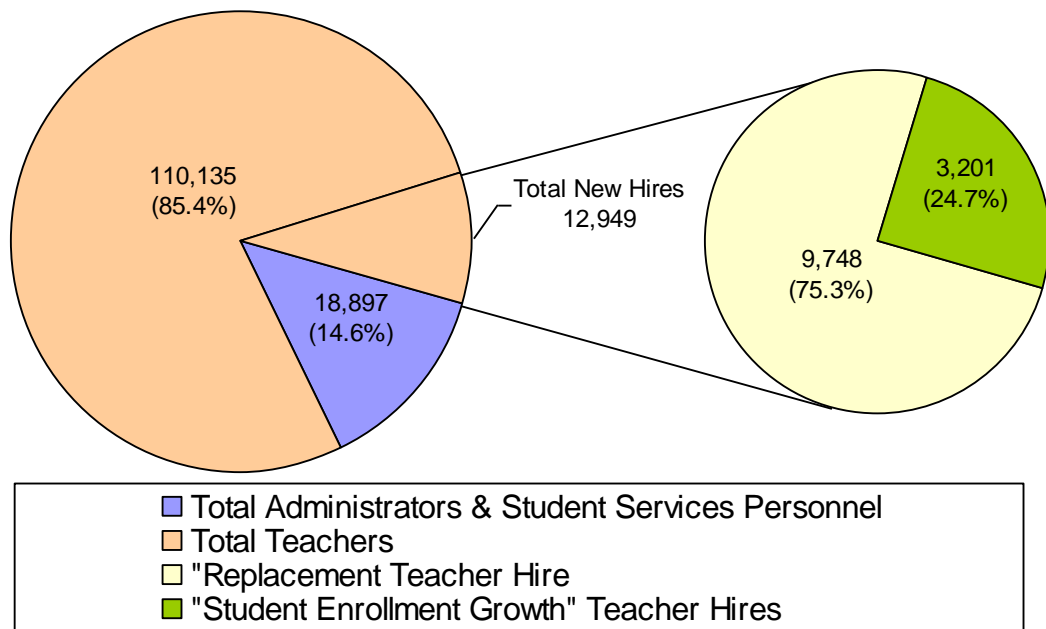
Category	FY00	FY01	FY02	FY03	FY04	FY05	FY06
<b>Total # of New Teachers Hired</b>	10,176	11,817	13,804	12,507	10,929	11,697	12,949
Annual Change in Total # of Teachers Hired		1,641	1,267	-577	-1578	768	1252
Annual % Change in Total # of Teachers Hired		16.1	10.7	-4.4	-12.6	7.0	10.7
<b>Total # of "Growth" Teachers Hired</b>	2,710	3,222	5,501	3,880	1,495	2,089	3,201
Annual Change in # of Growth Hires		512	2,279	-1,601	-2,385	594	1,112
Annual % Change in # of Growth Hires		18.9	70.7	-29.5	-61.5	39.7	53.2
Growth Hires as % of Total New Hires	26.6	27.3	39.9	31.0	13.7	17.9	24.7
<b>Total # of "Replacement" Teachers Hired</b>	7,466	8,595	8,303	8,627	9,434	9,608	9,748
Annual Change in # of "Replacement" Hires		1,129	-292	324	807	174	140
Annual % Change in "Replacement" Hires		15.1	-3.4	3.9	9.4	1.8	1.5
"Replacement" Hires as % of Total New Hires	73.4	72.7	63.5	69.0	86.3	82.1	75.3

Data Source: CPI, 2006

In Figure 1.4, the larger chart shows the entire FY06 Georgia educator workforce divided into teachers and administrative and student services personnel. The extracted slice from the Total Teachers portion represents new teacher hires. New teacher hires are then divided into replacement and student enrollment growth hires. The 12,949 new teacher hires represent 11.8% of the teacher workforce of 110,135.

**Figure 1.4. Georgia's Educator Workforce and New Teacher Hires, FY06**

(Source: EWRRAD/PSC, 2006)



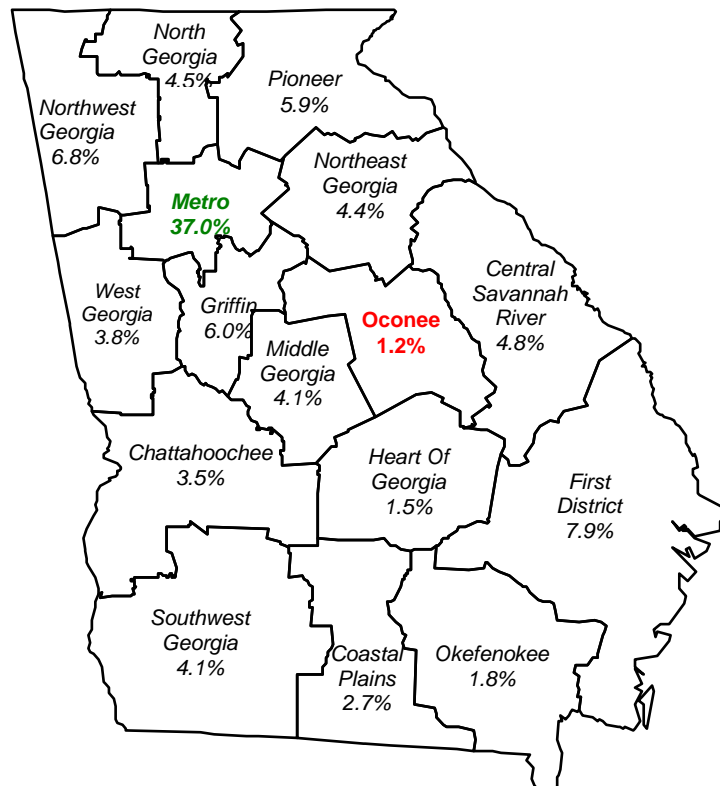
## Regional Education Service Agencies (RESA) Workforce Counts

Regional Education Service Agencies (RESAs) provide support to school systems by: 1) Assisting school systems in hiring school personnel, 2) Providing curriculum support, and 3) Providing training and other educational services to educators, students and parents. Figure 1.5, displays on a map of Georgia, the 16 RESAs that serve all Georgia public school systems, as well as the percentage of teachers hired by the school systems in each RESA service area in FY06.

Metro RESA school systems employed the greatest number of teachers in FY06 (37% or 40,789), while the Oconee RESA accounted for the smallest percentage of teachers (1.2% or 1,343). Although Metro RESA systems hired the largest percentage of teachers, they did not have the highest percentage change in the number of teachers from FY05-FY06. The largest increases were noted in North Georgia RESA (6.3%), followed by Pioneer RESA (6.2%) and Griffin RESA (5.5%). The Central Savannah RESA service area was the only one that lost teachers in FY06, experiencing a decrease of 0.3% from FY05. See Table 1.4.

**Figure 1.5. Distribution of Public School Teachers by RESA, FY06**

(Source: EWRRAD/PSC, 2006)



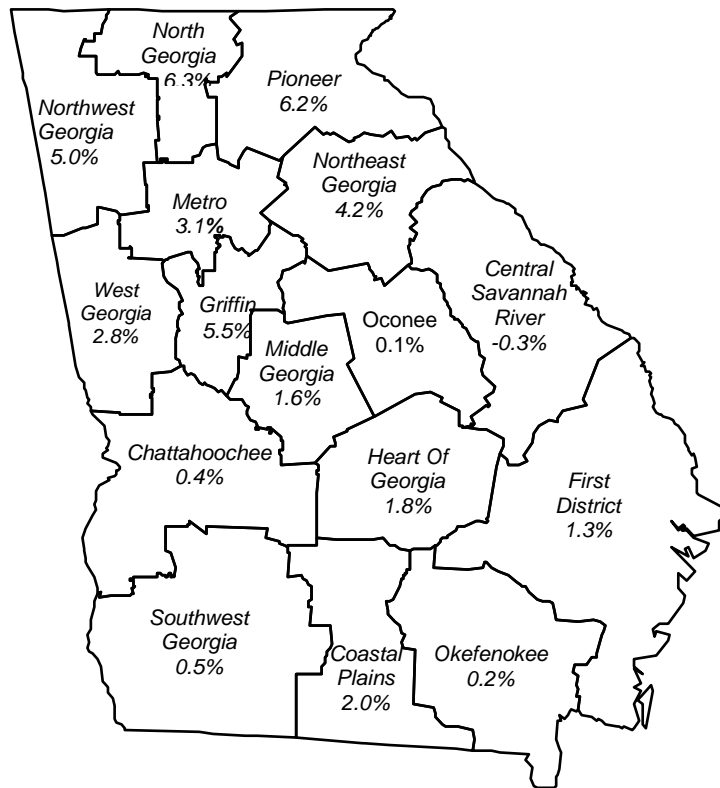
**Table 1.4. Georgia's Teacher Count by RESA, FY04-FY06**

	<b>FY04 Total Teacher Force</b>	<b>FY05 Total Teacher Force</b>	<b>FY06 Total Teacher Force</b>	<b>RESA as % of FY06 Teacher Workforce</b>	<b>% Change from FY05- FY06</b>	<b>% Student Enrollment Change from FY05- FY06</b>
Central Savannah	5,227	5,287	5,269	4.8	-0.3	0.9
Chattahoochee	3,873	3,829	3,846	3.5	0.4	0.9
Coastal Plains	2,873	2,865	2,921	2.7	2.0	-0.1
First District	8,455	8,570	8,681	7.9	1.3	0.4
Griffin	6,028	6,262	6,607	6.0	5.5	5.4
Heart of Georgia	1,663	1,661	1,691	1.5	1.8	0.3
Metro	38,607	39,564	40,789	37.0	3.1	4.0
Middle Georgia	4,246	4,402	4,473	4.1	1.6	1.3
North Georgia	4,555	4,649	4,940	4.5	6.3	4.5
Northeast Georgia	4,586	4,700	4,899	4.4	4.2	3.4
Northwest Georgia	6,967	7,133	7,490	6.8	5.0	3.1
Oconee	1,330	1,342	1,343	1.2	0.1	-0.1
Okefenokee	1,981	1,999	2,002	1.8	0.2	0.7
Pioneer	5,895	6,137	6,516	5.9	6.2	4.4
Southwest Georgia	4,494	4,507	4,528	4.1	0.5	0.4
West Georgia	4,065	4,027	4,140	3.8	2.8	3.0
<b>Total</b>	<b>104,845</b>	<b>106,934</b>	<b>110,135</b>	<b>100</b>	<b>3.0</b>	<b>2.9</b>

Data Source: CPI, 2006

Northwest, North and Pioneer RESAs, all in northern Georgia, experienced the highest percentage gain in the number of teachers in FY06, ranging from 4.2% in Northeast Georgia to 6.3% in North Georgia. Much of the increase in staffing was in response to changes in student enrollment, as can be seen from the last column, which provides the percent enrollment growth. Only Central Savannah RESA showed a decline in the percentage of teachers from FY05-FY06, although Oconee and Coastal Plains RESA experienced declines in student enrollment.

**Figure 1.6. FY05-FY06 Percentage Change in the Number of Georgia's Public School Teachers by RESA**  
 (Source: EWRRAD/PSC, 2006)



**Teaching Positions**

Two methods are utilized in counting the teaching workforce. It is essential to distinguish these two methods when comparing the size of the workforce assigned to specific jobs or collection of jobs. The two methods are:

- a. Full-time Equivalency (FTE): This refers to the number of educators working full-time needed to perform a job or jobs. When using the FTE count, segments of the workday are represented by decimals or fractions. Appendix A1 shows the FTE count of Georgia educators by personnel categories and RESA from FY03-FY06).
- b. Personnel Counts: This count shows all employed personnel in positions that require certificates. Personnel in the educator workforce can be employed on a full- or part-time basis.

The FTE count of teachers increased by 2.9% from 105,521.8 in FY05 to 108,611.8 in FY06. Consistent with previous years' FTE counts, elementary grades accounted for 40.5% of the teacher workforce and comprised the largest group in FY06. Middle grades and high school each accounted for 17.2% of the teacher FTE count. The FTE count of teachers by grade levels and selected fields are shown in Table 1.5. All categories of EIP teachers declined in FY06. A plausible explanation is that most have been reassigned as regular classroom teachers.

**Table 1.5. FTE Count by Personnel Categories, FY03–FY06**

	FTE Count FY03	% FY03 Work-force	FTE Count FY04	% FY04 Work-force	FTE Count FY05	% FY05 Work-force	FTE Count FY06	% FY06 Work-force	FY05-FY06 Change
Pre-Kindergarten	1,373.8	1.3	1,416.6	1.4	1,491.2	1.4	1536.4	1.41	3.0
Kindergarten	5,654.6	5.5	6,107.0	5.9	6,198.5	5.9	6545.9	6.0	5.6
EIP-K	1,219.1	1.2	839.2	0.8	806.6	0.8	732.3	0.7	-9.2
1 <sup>st</sup> Grade	5,892.6	5.8	6,015.3	5.8	6,004.2	5.7	6323.4	5.8	5.3
2 <sup>nd</sup> Grade	5,681.3	5.5	5,740.2	5.5	5,735.9	5.4	6061.6	5.6	5.7
3 <sup>rd</sup> Grade	5,680.8	5.5	5,771.0	5.6	5,694.5	5.4	5962.4	5.5	4.7
EIP-Grades 1-3	2,980.3	2.9	2,982.9	2.9	2,608.9	2.5	2498.3	2.3	-4.2
4 <sup>th</sup> Grade	4,959.4	4.8	4,958.5	4.8	4,793.9	4.5	4938.1	4.6	3.0
5 <sup>th</sup> Grade	4,884.2	4.8	4,903.8	4.8	4,737.6	4.5	4891.0	4.5	3.2
EIP-Grades 4-5	1,034.8	1	1,083.9	1.1	1,215.2	1.2	1155.1	1.1	-4.9
6 <sup>th</sup> Grade	3,502.7	3.4	3,599.6	3.5	3,841.3	3.6	3751.0	3.5	-2.4
7 <sup>th</sup> Grade	3,426.8	3.3	3,544.6	3.4	3,657.5	3.5	3678.9	3.4	0.6
8 <sup>th</sup> Grade	3,224.2	3.1	3,417.2	3.3	3,582.7	3.4	3659.5	3.4	2.1
9th - 12th Grades (High School)	17,790.2	17.4	17,775.8	17.2	17,933.6	17.0	18,710.9	17.2	4.3
ESOL Teachers	730.8	0.7	1,262.5	1.2	1,447.9	1.4	1548.5	1.4	6.9
Vocational Education	2,974.3	2.9	3,119.7	3	3,300.8	3.1	3398.1	3.1	2.9
K-12 Instructional Specialist	5,069.4	4.9	5,505.8	5.3	5,543.3	5.3	5763.4	5.3	4.0
K-12 Special Education	13,098.3	12.8	13,739.1	13.3	14,449.5	13.7	15099.6	14.0	4.5
Other Elementary*	4,078.2	4	3,215.1	3.1	3,707.5	3.5	3146.1	3.0	-15.1
Other Middle Grades**	7,833.8	7.6	7,364.8	7.1	7,243.0	6.9	7502.9	6.9	3.6
Other Teachers***	1,359.3	1.3	1,179.2	1.1	1,528.2	1.4	1708.4	1.6	11.8
<b>Total</b>	<b>102,448.9</b>	<b>100</b>	<b>103,541.8</b>	<b>100</b>	<b>105,521.8</b>	<b>100</b>	<b>108,611.8</b>	<b>100</b>	<b>2.9</b>

Data Source: FTE data, GADOE 2006

\*Other Elementary includes teachers who teach across elementary grades such as Gifted Elementary teachers.

\*\*Other Middle includes teachers who teach across the middle grades such as Crossroads teachers.

\*\*\*Other Teachers” includes Military Science Teacher, Extended Year Teacher, In-School Suspension (ISS) Teacher, Hospital/Homebound Instructor, Adult Education Teacher, Other Instructional Provider, and 20 Day – Extended Day/Extended Year QBE Funded, TAPP Teacher, and Literacy Coach.

**Change in Teaching Positions**

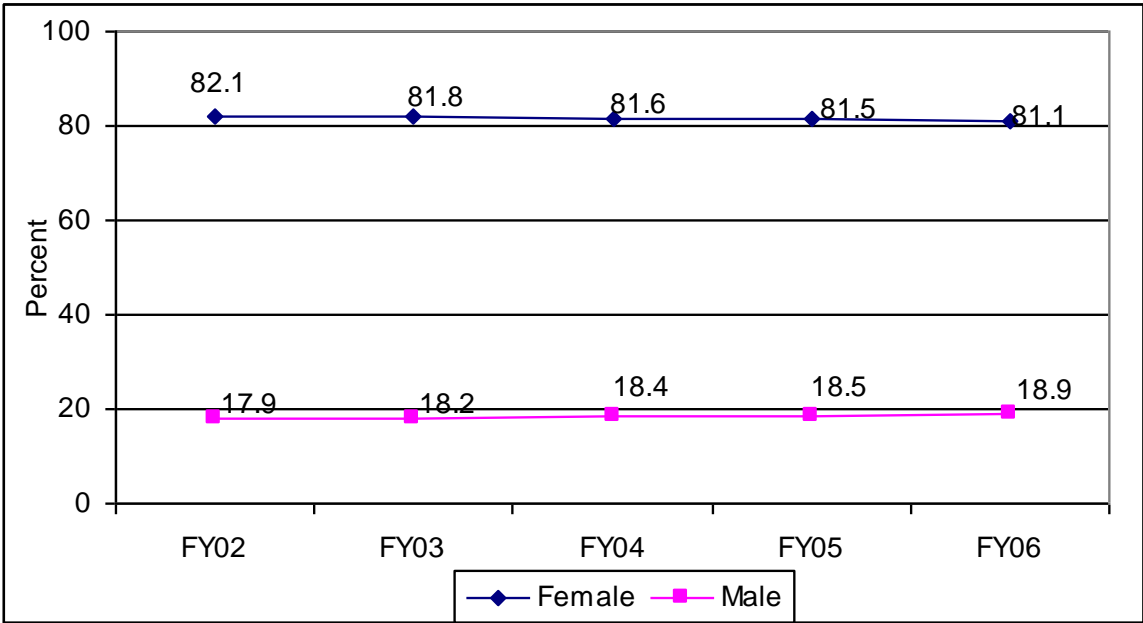
Elementary grades teachers continue to account for the largest group in the teacher workforce. In FY06, middle grades and high school each accounted for 17.2% of the teacher workforce: this was not the case in previous years as middle grades teachers had accounted for a slightly higher percentage than high school teachers. A likely explanation for the increase in high school teacher hiring is that while grade retention rates have generally increased in recent years, dropout rates have also been decreasing. Both of these factors serve to increase enrollment. Discussion of student enrollment as it affects teacher staffing can be found in Chapter 2.

The largest increases occurred in the Other Teacher category (11.8%), followed by ESOL teachers (6.9%). In contrast to last years' FTE count; there was a decrease (15.1%) in the Other Elementary category. In FY05, this category had witnessed a 15.3% increase from FY04. Other Elementary is comprised of teacher of gifted students and K-5 Combination teachers who teach more than one grade. Other Middle includes 6-8 Combination, middle grades alternative school, middle grades exploratory, and middle grades gifted teachers.

**Gender**

The percentage of female teachers in Georgia has declined annually as the percentage of male teachers continues to gradually increase. In FY06, the percentage of female teachers decreased from 81.5% in FY05 to 81.1%. The number of male teachers grew by 984, increasing their percentage from 18.5% in FY05 to 18.9%. See Figure 1.7.

**Figure 1.7. Demographic Profile by Gender, FY02-FY06**  
(Source: EWRRAD/PSC, 2006)

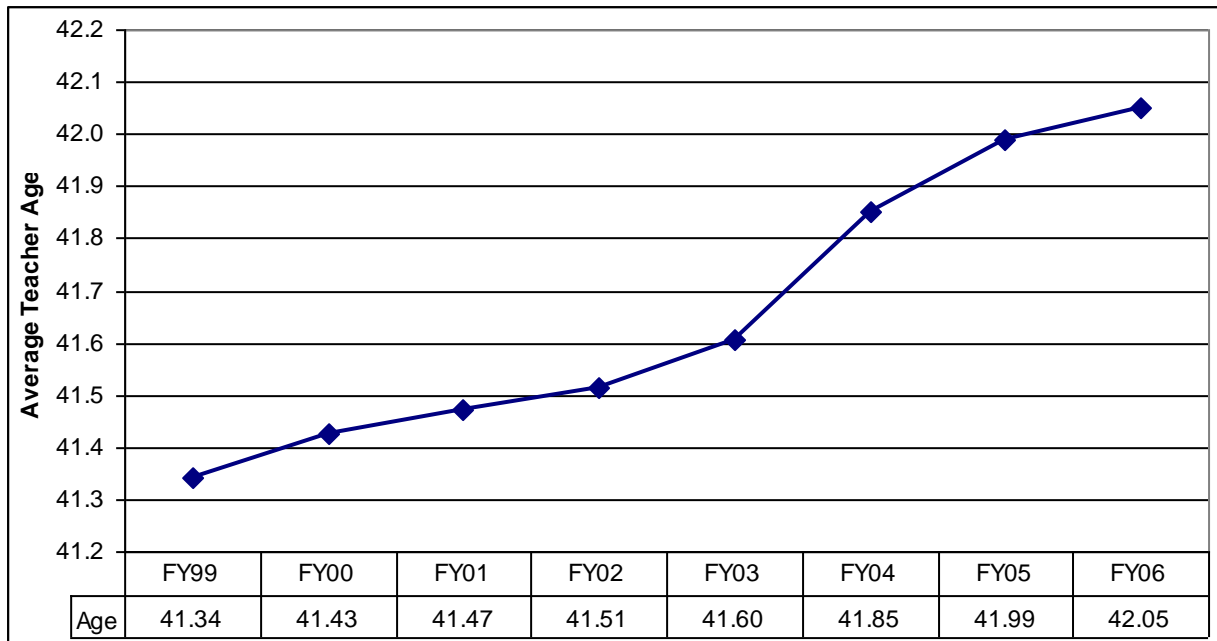


## Age and Experience

As shown in Figure 1.8, the average teacher age has risen persistently over the past years, from 41.3 years in FY99 to 42.1 years in FY06. At the same time, average experience, while variable, shown in Figure 1.9, has decreased from 12.5 years in FY99 to 12.4 years in FY06. The correspondence of average experience to the variations in the number of teachers hired each year (shown above in Figure 1.3) is quite high; during high hiring years the average experience was lower; during “lean” years the experience rose.

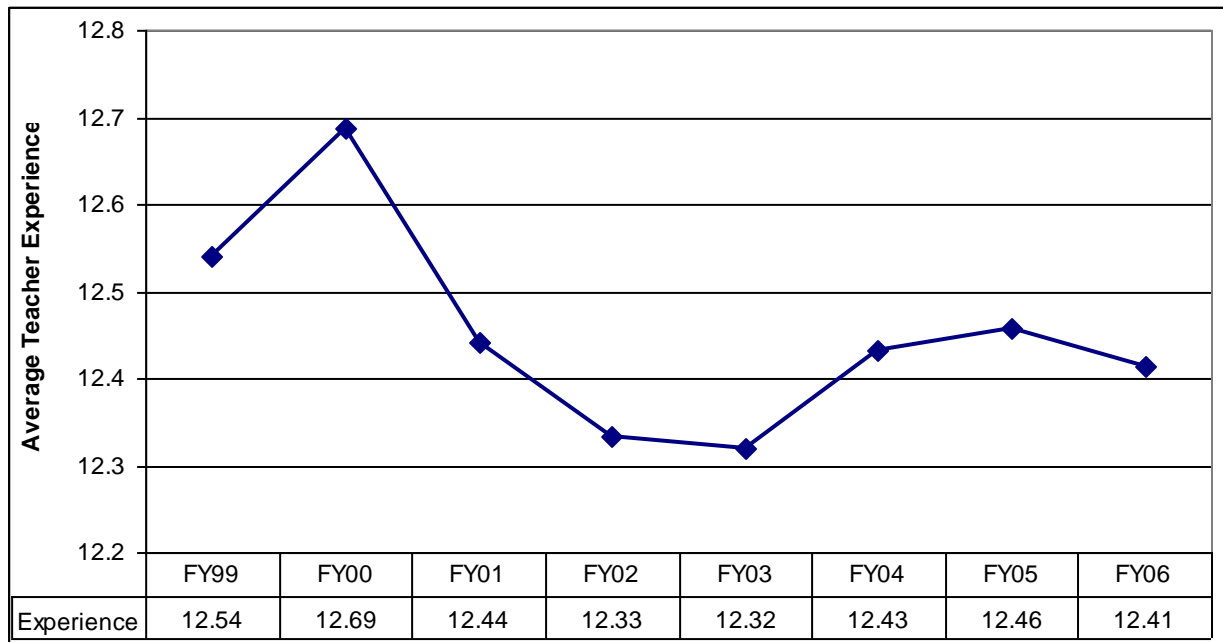
**Figure 1.8. Average Age of Georgia Teachers, FY99-FY06**

(Source: CPI, FY99-06)



**Figure 1.9. Average Experience of Georgia Teachers, FY99-FY06**

(Source: CPI, FY99-06)

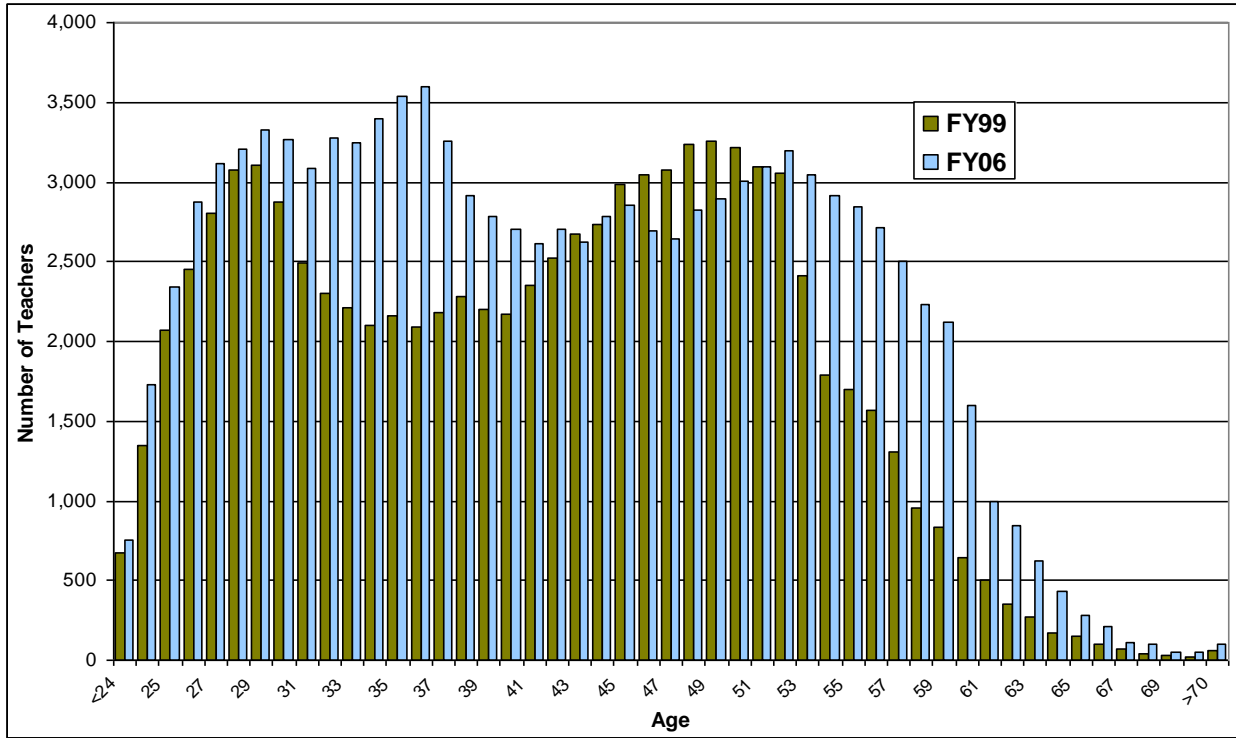


The increasing age of teachers could be in part due to a tendency for a greater proportion of teachers staying longer in the profession, and perhaps in part to the supply pool of new teachers becoming older. Figure 1.10 compares the FY99 and FY06 distribution of teacher ages, showing, among other things, that there is a pronounced bimodal 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 that year. The distribution in FY06 appears to have shifted substantially, with those modes at ages 36 and 52, respectively. Clearly, the teacher workforce as a whole is older than it was eight years ago. There does appear to be a third group of younger teachers, with a modal age of 29 in FY06.

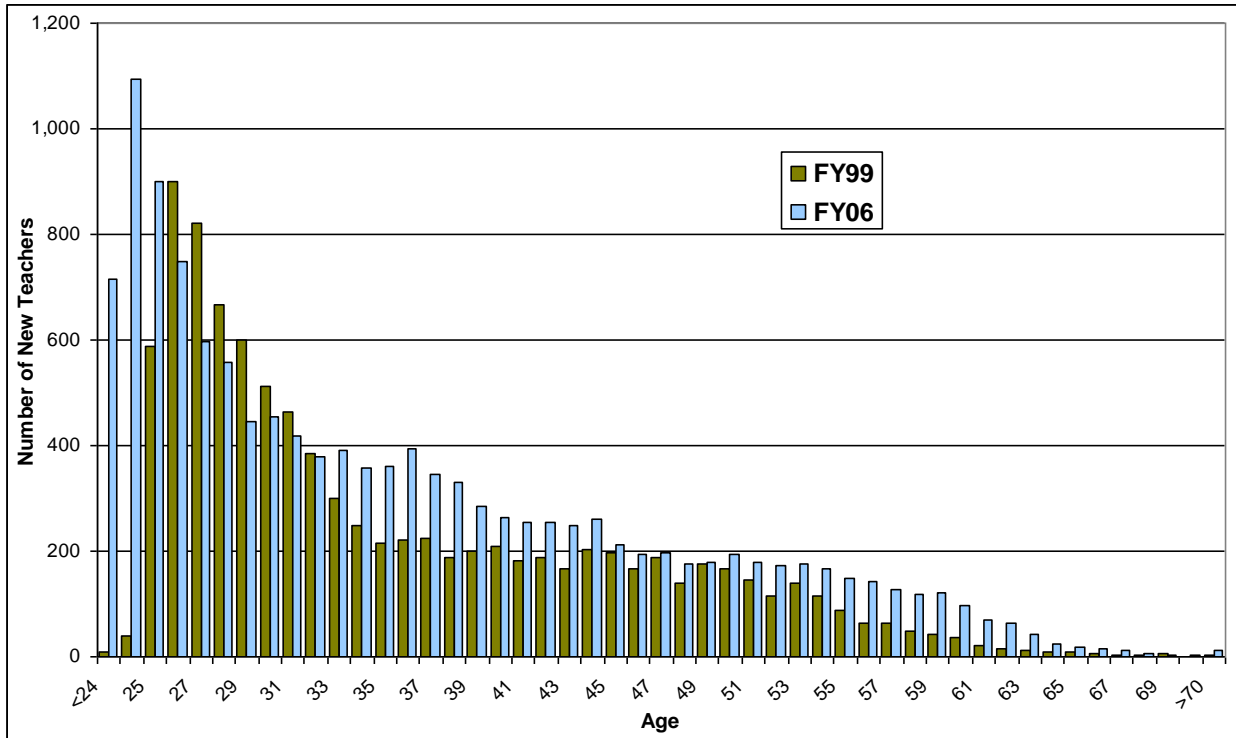
As noted above, some of this aging may be a function of the change in age characteristics of the new teachers being hired. Figure 1.11 compares the ages of new teachers hired in FY99 and FY06. The number of teachers hired at ages 26 and younger is substantially greater in FY06 than in FY99, and, generally speaking, there are more teachers of ages 33 and older, including a substantial number in their 50's and 60's. The changes in age for the group as a whole, as well as for new teachers, are consistent in the intervening years (not shown), suggesting convincingly that the teacher force will continue to age, and that the characteristics of new teacher hires consists of both a very large increase the youngest as well as persistent increases in the numbers of older teachers, perhaps both due to experienced teachers migrating from other states as well as to the efforts of the alternative preparation programs to bring in teachers from other professions.



**Figure 1.10. Age Distribution of All Georgia Teachers, FY99 and FY06**  
 (Source: CPI, FY99 and FY06)



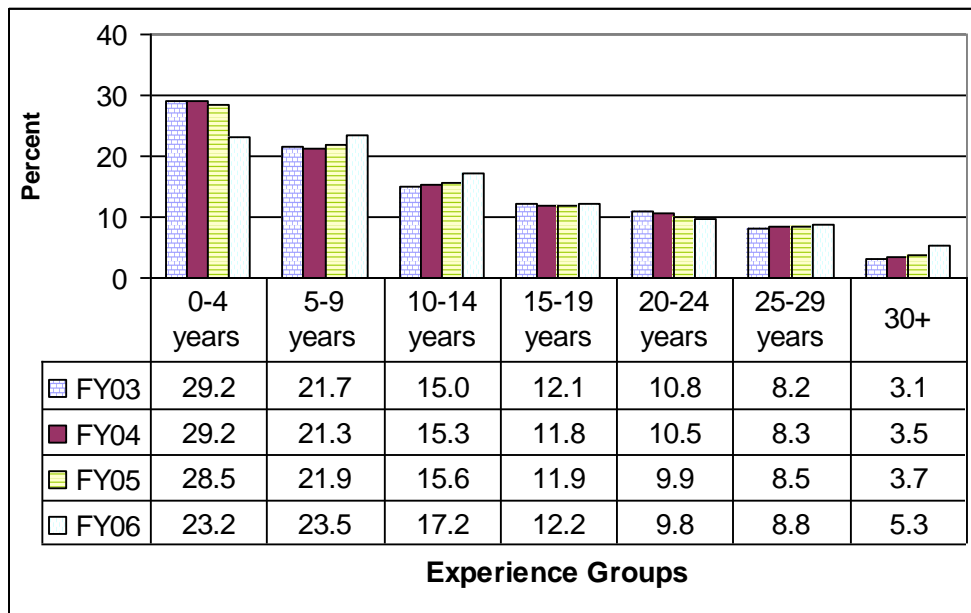
**Figure 1.11. Age Distribution of New Georgia Teachers, FY99 and FY06**  
 (Source: CPI, FY99 and FY06)



Teacher experience in FY06 ranged from zero to sixty-four years; the average teacher experience dropped to 12.4 years from 12.5 years in FY05. The percentage of teachers reported as having zero experience increased to 7.2% (7,962) in FY06, from 6.6% (7,068) in FY05. Contrary to previous years, newer teachers (0-4 years experience) did not account for the largest group of teachers in FY06. The percentage with 0-4 years experience declined from 28.5% in FY05 to 23.2% in FY06. The percentage of teachers with more than 30 years of teaching experience continues to rise annually, rising to 5.3% in FY06. See Figure 1.12 and Table 1.6.

**Figure 1.12. Teacher Experience Groups, FY03-FY06**

(Source: EWRRAD/PSC, 2006)

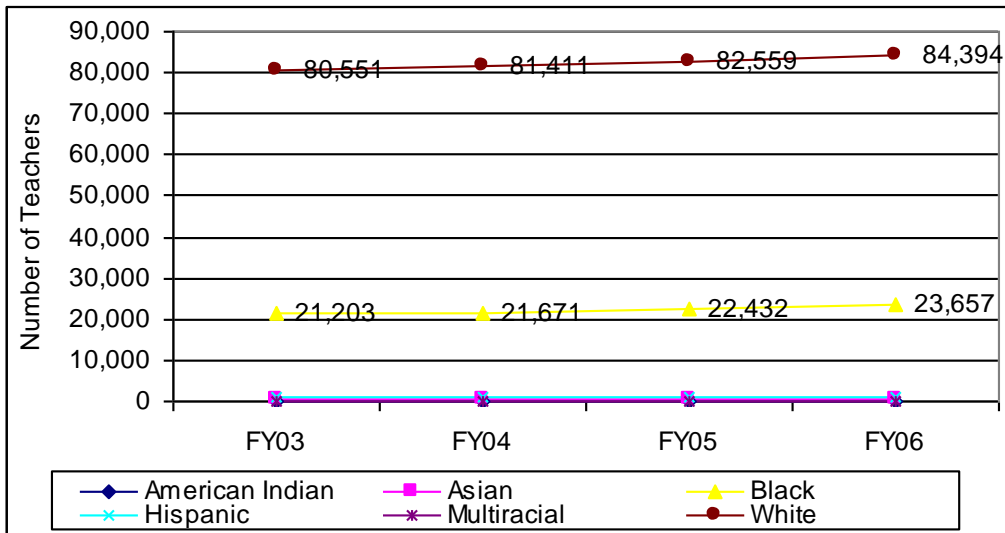


### ***Ethnicity***

The majority of Georgia teachers are White (76.6%). Although Whites are most prevalent in the teaching workforce, the percentage of White teachers continues to gradually decline each year as the proportion of Black teachers increases. Black teachers comprised 21.5% of the teaching workforce in FY06, increasing from 21.0% in FY05. Figure 1.13 and Figure 1.14 show the ethnic distribution of Georgia teachers from FY03 to FY06. There was an 8.1% decline in the number of Multiracial teachers from FY05 (198) to FY06 (182).

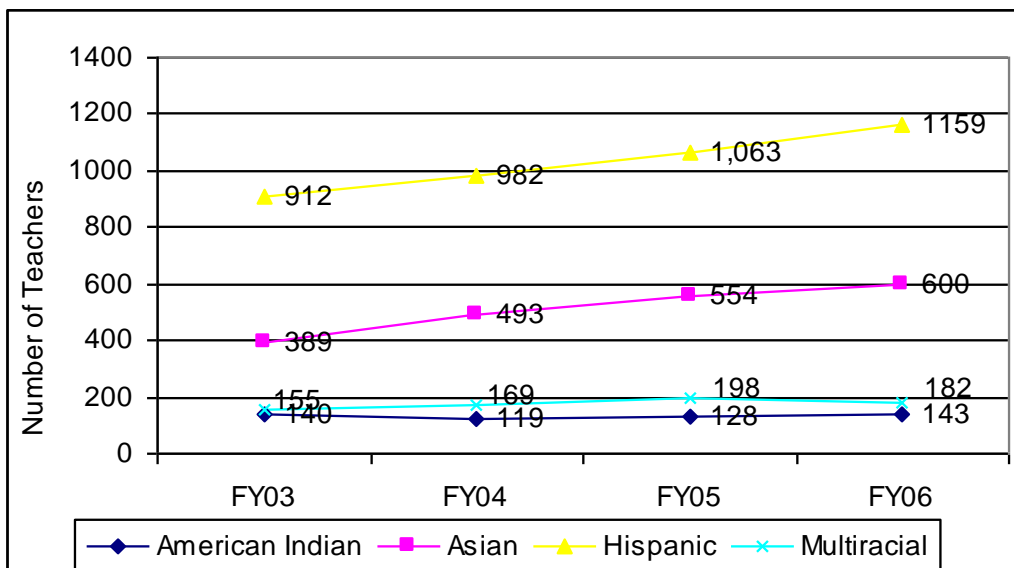
**Figure 1.13. Teacher Ethnicity – All Ethnicities, FY04-FY06**

(Source: EWRRAD/PSC, 2006)



**Figure 1.14 Teacher Ethnicity – Ethnicities Other Than Black & White, FY04-FY06**

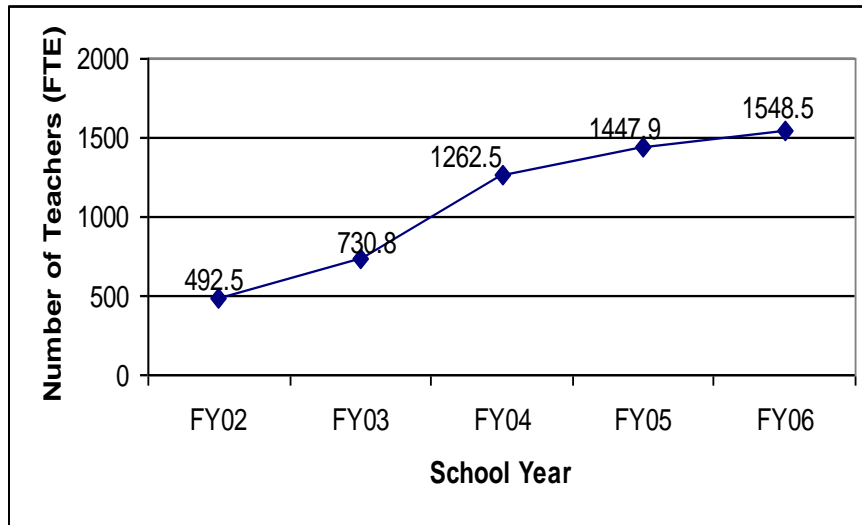
(Source: EWRRAD/PSC, 2006)



The number and percentage of Hispanic teachers rose from 1,063 in FY05 to 1,159 in FY06. The number and proportion of Hispanic teachers is small compared to the rapidly growing enrollment of Hispanic students in Georgia public classrooms. While Hispanic teachers number 1,159, they account for only 1.1% of the entire FY06 teacher workforce. Hispanic students account for 8.4% (135,010) of the FY06 Georgia public schools student population (See Chapter 2). To meet the needs of the growing number of immigrant students moving into Georgia, the state continues to hire more ESOL teachers. The number of ESOL teachers increased by 7% from 1447.9 FTE in FY05 to 1548.5 FTE in FY06, and by over 200% (214.4%) from 492.5 FTE reported in FY02. See Figure 1.15.

**Figure 1.15. ESOL Teachers, FY02-FY06**

(Source: EWRRAD/PSC, 2006)

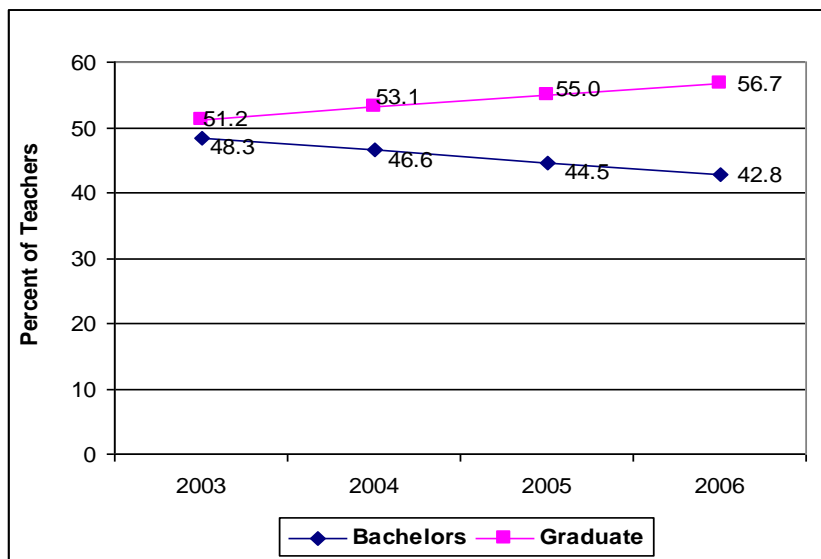


**Certification Level**

An educator’s certification level is determined by his/her highest academic degree. The number of teachers in Georgia with Bachelors degree has decreased annually since FY02 while those holding graduate (Masters, Education Specialist and Doctorate) have been on the increase. See Figure 1.16. This suggests that either more teachers are returning to school to obtain higher degrees or more new teachers with advanced degrees are hired into the Georgia public classrooms. The number of teachers holding high school diploma rose 10% from FY05. Vocational education teachers numbered 3,398 (3.1%) in FY06. Of these, 88 (2.6%) individuals held high school diplomas. See Table 1.6 for the certification level of teachers from FY03 to FY06.

**Figure 1.16. Georgia Teacher Certification Levels, FY03-FY06**

(Source: EWRRAD/PSC, 2006)



**Table 1.6. Demographic Summary of the Teaching Workforce in Georgia, FY03-FY06**

Characteristics	FY03		FY04		FY05		FY06	
	#	%	#	%	#	%	#	%
<b>Gender</b>								
Female	84,581	81.8	85,603	81.6	87,110	81.5	89,327	81.1
Male	18,769	18.2	19,242	18.4	19,824	18.5	20,808	18.9
Total	103,350	100	104,845	100	106,934	100	110,135	100.0
<b>Age Groups</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
20 and under	2	0.0	1	0.0	1	0.0	4	0.0
21-30	20,466	19.8	19,962	19	19,921	18.6	20,610	18.7
31-40	28,370	27.5	29,396	28	30,549	28.6	31,804	28.9
41-50	28,153	27.2	27,706	26.4	27,522	25.7	27,629	25.1
51-60	23,725	23	24,704	23.6	25,480	23.8	26,267	23.8
61+	2,631	2.6	3,072	2.9	3,452	3.2	3,807	3.5
Not Defined	3	0	4	0	9	0	14	0.0
Total	103,350	100	104,845	100	106,934	100	110,135	100
<b>Ethnic Groups</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
American Indian	140	0.1	119	0.1	128	0.1	143	0.1
Asian	389	0.4	493	0.5	554	0.5	600	0.5
Black	21,203	20.5	21,671	20.7	22,432	21	23,657	21.5
Hispanic	912	0.9	982	0.9	1,063	1.0	1,159	1.1
Multiracial	155	0.2	169	0.2	198	0.2	182	0.2
White	80,551	77.9	81,411	77.6	82,559	77.2	84,394	76.6
Total	103,350	100	104,845	100	106,934	100	110,135	100
<b>Experience</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
0-4 years	30,188	29.2	30,581	29.2	30,445	28.5	25,572	23.2
5-9 years	22,469	21.7	22,369	21.3	23,414	21.9	25,866	23.5
10-14 years	15,459	15	16,029	15.3	16,718	15.6	18,924	17.2
15-19 years	12,514	12.1	12,410	11.8	12,684	11.9	13,436	12.2
20-24 years	11,114	10.8	11,030	10.5	10,597	9.9	10,822	9.8
25-29 years	8,446	8.2	8,754	8.3	9,091	8.5	9,679	8.8
30+	3,160	3.1	3,672	3.5	3,985	3.7	5,836	5.3
Total	103,350	100	104,845	100	106,934	100	110,135	100.0
<b>Certification</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
High School <sup>a</sup>	132	0.1	119	0.1	140	0.1	154	0.1
Associate <sup>b</sup>	311	0.3	296	0.3	318	0.3	315	0.3
Bachelor's	49,943	48.3	48,806	46.6	47,625	44.5	47,159	42.8
Master's	42,186	40.8	43,664	41.6	45,700	42.7	48,065	43.6
Specialist	9,792	9.5	10,873	10.4	11,926	11.2	13,124	11.9
Doctorate	986	1	1,087	1	1,225	1.1	1,318	1.2
Total	103,350	100	104,845	100	106,934	100	110,135	100

Data Source: CPI, 2006

Data derived from CPI reports for fiscal years 2003 through 2006.

<sup>a</sup> Level 1 Vocational Certificate, 3-year Non-renewable. Requires 90-quarter hours to upgrade to level 2 Vocational Certificate.

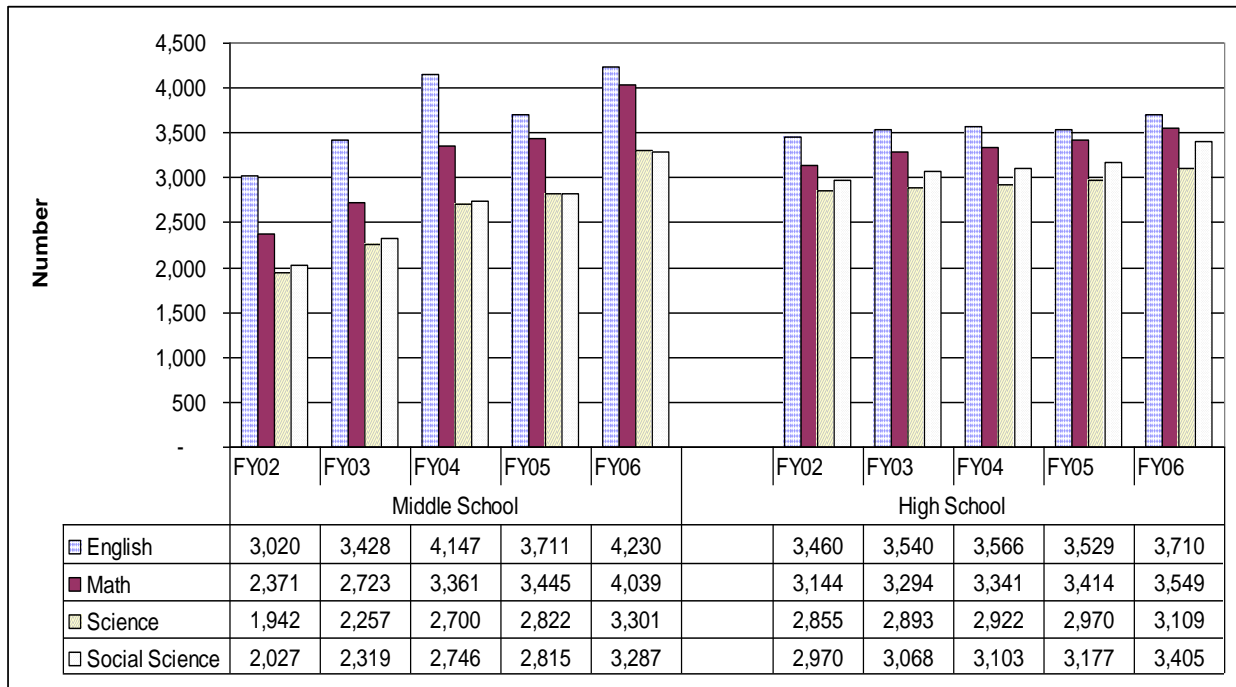
<sup>b</sup> Level 2 Vocational Certificate, Renewable. Requires 10-quarter hours every 5 years to renew.

## Core Subject Area

The number of teachers assigned to teach the four core middle grades subject areas of English, Mathematics, Science and Social Science increased by 16.1% in FY06 after a decrease in FY05 from FY04. Increases were noted in all four core subject areas in middle grades, with the highest increase occurring in Mathematics (17.2%).

Increases were also seen in the four core subjects taught in high school, with the largest increase occurring in Social Science (7.2%). In addition, increases were noted in Special Education, Vocational Education and Instructional Specialists. Figure 1.17 and Table 1.7 present the number of teachers teaching the four core subject areas in both middle and high school.

**Figure 1.17. Georgia Middle Grades and High School Teachers in Core Subject Areas, FY02-FY06**  
(Source: EWRRAD/PSC, 2006)



**Table 1.7. Georgia Teacher Workforce by Grade Level and Personnel Category, FY02-FY06**

Personnel Category	FY02	FY03	FY04	FY05	FY06	% Change from FY02-FY06	% Change from FY05-FY06
<b>Middle Grades</b>							
English	3,020	3,428	4,147	3,711	4,230	40.1	14.0
Mathematics	2,371	2,723	3,361	3,445	4,039	70.4	17.2
Science	1,942	2,257	2,700	2,822	3,301	70.0	17.0
Social Science	2,027	2,319	2,746	2,815	3,287	62.2	16.8
Total	9,360	10,727	12,954	12,793	14,857	58.7	16.1
<b>High School</b>							
English	3,460	3,540	3,566	3,529	3,710	7.2	5.1
Mathematics	3,144	3,294	3,341	3,414	3,549	12.9	4.0
Science	2,855	2,893	2,922	2,970	3,109	8.9	4.7
Social Science	2,970	3,068	3,103	3,177	3,405	14.6	7.2
Total	12,429	12,795	12,932	13,090	13,773	10.8	5.2
<b>Special Education</b>							
Total	12,602	13,283	13,927	14,677	15,296	21.4	4.2
<b>Vocational Education</b>							
Total	2,874	3,082	3,094	3,293	3,398	18.2	3.2
<b>Instructional Specialist</b>							
Total	5,123	5,166	5,609	5,638	5,873	14.6	4.2

Data Source: CPI, 2006

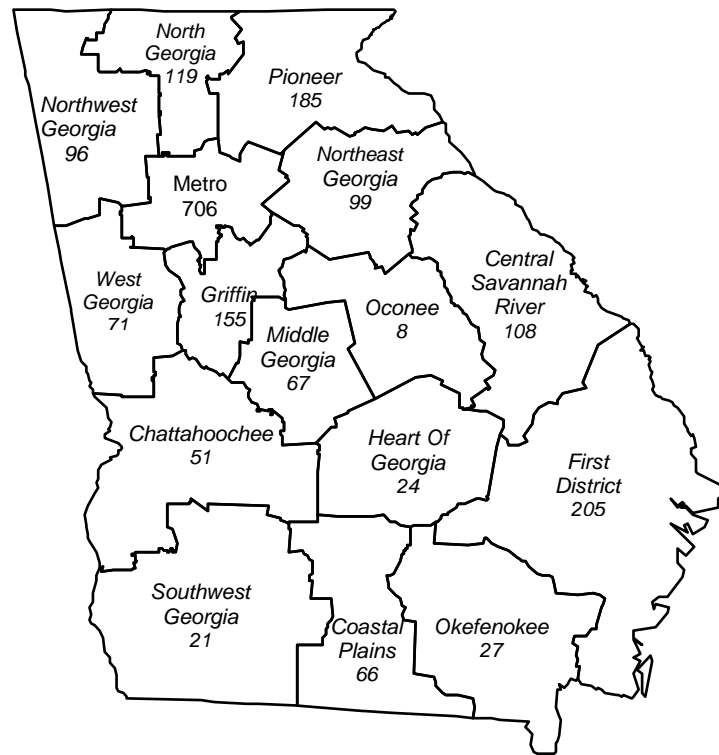
Note that numbers reflect number of personnel whose major or only assignment is teaching.

### National Board for Professional Teaching Standards (NBPTS) Certification

The number of all National Board Certified Teachers (NBCTs) in Georgia increased to 2,194 in FY06. Of these, 186 were not employed in any Georgia's public school system, leaving a total of 2,008 (91.5%) NBCTs in Georgia public schools. This was an increase of 17.6% from FY04 (1,708), a lower percentage increase from FY04 to FY05 (33.9%). Most NBCTs in Georgia public schools (86.8%) were employed as teachers in FY06, while 7.1% were employed in student services and 6.1% as administrative personnel.

Figure 1.18 shows the distribution of NBCTs employed in Georgia public schools in FY06. The school systems served by Metro RESA remain the leading employers of Georgia NBCTs, with a total of 706 NBCTs that account for 35.2% of all the NBCTs in Georgia public schools. Metro RESA was followed by First District (10.2%) and Pioneer (9.2%) RESAs. All RESAs experienced increases in the number of NBCTs with the exception of Oconee RESA that had a decrease of 11.1% from FY05 to FY06. The largest increases were seen in Okefenokee (51.0%), and Coastal Plains (34.7%).

**Figure 1.18. Distribution of NBCTS by RESA, FY06**  
 (Source: EWRRAD/PSC, 2006)



### ***NBCTs in Georgia High Need Schools***

Georgia's National Board Certified Teachers Program was moved to the PSC in August of 2000 with the goal to attain 1000 NBCTs by 2003. That goal has since been met and exceeded. The number of NBCTs in Georgia has increased on an annual basis, growing from 112 in FY00 to 2,194 in FY06. The PSC distributes prepayment of a portion of the certification fees to eligible teachers using federal funds designated for candidates to NBPTS. In addition to the requirement to successfully complete The Knowledgeable Teacher pre-candidate course, the educator must teach in a school that has been on the Georgia Department of Education's (GADOE) "Needs Improvement" list for one or more consecutive years in order to qualify for eligibility to apply for state or state managed assistance with a portion of the participation fees. Senate Bill 34 ([http://www.legis.state.ga.us/legis/2005\\_06/versions/sb34\\_SB\\_34\\_HCSFA\\_16.htm](http://www.legis.state.ga.us/legis/2005_06/versions/sb34_SB_34_HCSFA_16.htm)) changed the conditions for eligibility for NBCT program incentives in FY05. Further changes in the Georgia Department of Education practice for payment of the 10% of state base salary incentive were announced in a May 9, 2006.

One-third (34.1%) of Georgia NBCTs were employed in Title1<sup>1</sup> schools in FY06, an increase from the 30.8% reported in FY05. Fifteen percent (14.7%) of the NBCTs were

<sup>1</sup> Title I is a part of the No Child Left Behind Act of 2001 (NCLB). This act provides federal funds through the Georgia Department of Education to local educational agencies (LEAs) and public schools with high numbers of percentages of children from poor families to help ensure that all children meet challenging State academic achievement standards (Georgia Department of Education (GADOE), 2005).



employed in schools that were classified as “Needs Improvement” (NI) as classified by the Georgia Department of Education (GADOE). See Table 1.8.

**Table 1.8. NBCTs in Schools on Need Improvement List, FY06**

Years in Need Improvement List	Personnel Groups			
	Teaching	Student Services	Administrative	Total
0	1,424	105	68	1,597
1	142	7	9	158
2 or More	120	7	10	137
Unspecified	57	24	35	116
<b>Total NBCTs in Schools in FY06</b>	<b>1,743</b>	<b>143</b>	<b>122</b>	<b>2,008</b>
Total in Need Improvement Schools (1 or more years on the list)	262	14	19	295
Percent of NBCTs in Need Improvement Schools	15.0	9.8	15.6	14.7

Data Source: EWRRAD/PSC, 2006

In November of 2005, an additional 328 public school educators achieved NBCT status from a candidate pool of over 600. The NBPTS announced that Georgia was the first state to have a majority of its candidates from minority ethnicity. This increase in the number of minority candidates was a result of the PSC’s efforts to increase participation in the NBPTS process by more minorities, in smaller school systems and in Need Improvement Schools statewide. Further data released by the NBPTS indicate that Georgia had the lowest candidate attrition rate in the U.S. The strategy for involving educators in the Fall strategic initiative include an invitation to principals and teachers from eligible schools to participate in a 3-day seminar about the process and which included The Knowledgeable Teacher course. In FY06, over 200 educators completed the required Knowledgeable Teacher course in anticipation of establishing eligibility to apply for a candidate scholarship from the federal funds to the NBPTS.

### ***Demographic Characteristics of National Board Certified Teachers***

The demographic makeup of NBCTs employed in Georgia classrooms is predominantly Whites (91.9%) and female (99.1%), even higher than the percentage of Whites and females in the overall teaching workforce. In FY06, over three-quarters (86.6%) of NBCTs were teaching in the classroom. The average age of Georgia NBCTs in FY06 was 46.6 years, while their average years of experience was 18.1 years. These were increases from the 46.1 years average age and 17.5 years of experience reported in FY05. The average age and experience of Georgia NBCTs is higher than reported for all Georgia teachers in FY06, the overall average age and experience are 42.1 years 12.4 years, respectively.

### **Grade Level Placements of NBCTs**

Almost half (47.7%) of Georgia NBCTs in FY06 were teaching in the elementary grades, an increase from the 30.2% reported in FY05, followed by high school (28.7%) and middle grades (20.0%). Table 1.9 shows the distribution of Georgia NBCTs by personnel category and grade level, while Table 1.10 shows the content areas of NBCTs who teach in Middle and high school.

**Table 1.9. NBCTs Distributed by Personnel Category/Grade Level, FY06\***

<b>Teachers</b>	<b>#</b>	<b>%</b>
Pre-Kindergarten	9	0.4
Elementary Grades	649	29.6
Middle Grades	364	16.6
High School	405	18.5
Literacy Coach	32	1.5
Special Education Teacher	134	6.1
Vocational Education Teacher	42	1.9
ESOL Teacher	21	1.0
Other Teachers	5	0.2
Instructional Supervisor	82	3.7
<b>Total</b>	<b>1,743</b>	<b>79.4</b>
<b>Student Services</b>	<b>#</b>	<b>%</b>
Elementary Counselor	5	0.2
Middle Grades Counselor	3	0.1
High School Counselor	1	0.0
Media Specialist	90	4.1
Speech & Language Pathologist	3	0.1
Other Student Services Personnel	41	1.9
<b>Total</b>	<b>143</b>	<b>6.5</b>
<b>Administrative Personnel</b>	<b>#</b>	<b>%</b>
Assistant Principal	51	2.3
Principal	9	0.4
Other Administrative Personnel	62	2.8
<b>Total</b>	<b>122</b>	<b>5.6</b>
<b>Total NBCTs in the School Systems</b>	<b>2,008</b>	<b>91.5</b>
<b>Not in Public School System</b>	<b>186</b>	<b>8.5</b>
<b>Georgia's NBCTs</b>	<b>2,194</b>	<b>100.0</b>

Data Source: EWRRAD/PSC, 2006  
\*FY06 Employment

**Table 1.10. Middle and High School NBCT Teachers Distributed by Content Area, FY06**

<b>Content Area</b>	<b>Middle Grades</b>	<b>High School</b>
Chorus	0	2
Drama Arts	1	1
Education	0	2
Elementary	11	0
English Language Reading	14	2
English	96	105
ESOL	0	1
Language - French	1	7
Language - Latin	0	3
Language - Spanish	1	15
Life Science	41	29
Mathematics	65	79
Remedial Mathematics	1	0
Music	2	4
Physical Science	50	60
Physical Education	6	5
Professional/Career Preparation	2	0
Science	4	0
Social Science	54	67
Personal, Interpersonal & Social Skills	2	1
Agricultural Science & Technology	1	0
Business Administration	1	1
Computer & Other Information	3	2
Health & Medical Occupations	0	0
Home Economics	1	0
Visual Arts	5	19
Technology Education	2	0
<b>Total</b>	<b>364</b>	<b>405</b>

Data Source: CPI, 2006

### **Full- and Part-time Teachers**

In Georgia, a teacher's employment status is determined to be "full-time" if he/she spends 95 percent of his/her time teaching students. School systems, on the other hand, may hire personnel on a part-time basis to teach in schools or subject areas that have small enrollment or are singleton of course offerings, etc. Some teachers choose to teach part-time or job-share in large enrollment subjects, fields or grade levels. In FY06, most of Georgia teachers (96.3%) were employed full-time: this was a slight increase from the 96.2% reported in FY05. The number of teaching assignments held by a teacher decreased from 12 in FY05 to 8 in FY06. The number and percentage of teachers who are assigned to only one full-time position continues to decline annually, decreasing from 80.8% in FY04 to 80.1% in FY05, and 80.1% in FY05 to 75.5% in FY06.

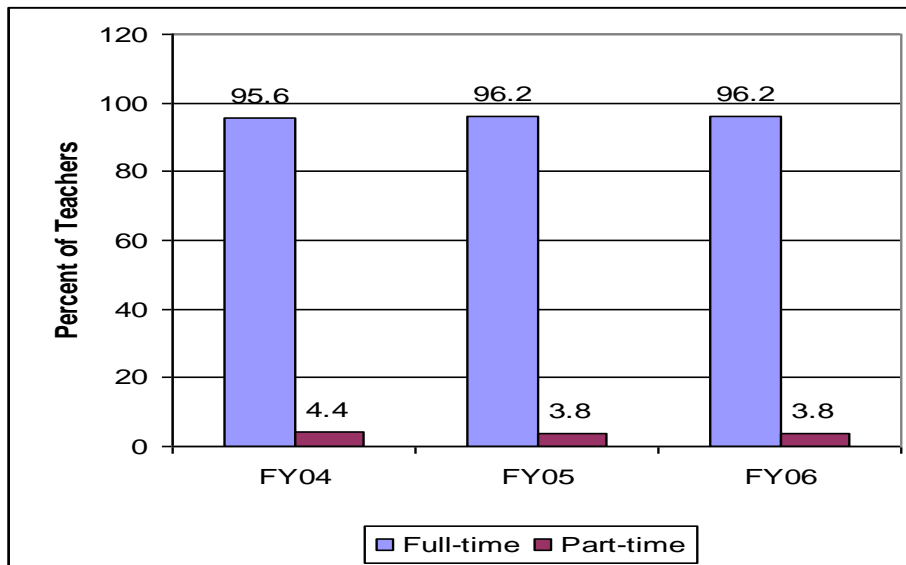
**Table 1.11 Full/Part-time Teaching Status, FY04-FY06**

Teaching Status	Number of Positions Held											% of total	% With more than one teaching assignment
	1	2	3	4	5	6	7	8	10	12	Total		
<b>FY04</b>													
Full-time	84,973	11,831	2,239	683	408	305	3	1	1	0	100,444	95.6	14.7
Part-time	4,016	506	80	16	3	6	0	0	0	0	4,627	4.4	0.6
Total	88,989	12,337	2,319	699	411	311	3	1	1	0	105,071*	100	15.3
<b>FY05</b>													
Full-time	85,774	12,772	2,754	795	444	476	3	3	2	1	103,024	96.2	16.1
Part-time	3,585	388	66	17	4	4	0	0	0	0	4,064	3.8	0.4
Total	89,359	13,160	2,820	812	448	480	3	3	2	1	107,088	100	16.6
<b>FY06</b>													
Full-time	83,198	14,732	3,791	1,559	2,382	437	11	4	0	0	106,114	96.2	20.8
Part-time	3,539	473	92	29	19	3	0	0	0	0	4,155	3.8	0.6
Total	86,737	15,205	3,883	1588	2401	440	11	4	0	0	110,269	100	21.4

Data Source: CPI, 2006

\*Total number includes personnel whose primary assignments are teaching positions.

**Figure 1.19. Full/Part-time Teaching Status, FY04-FY06**  
(Source: EWRRAD/PSC, 2006)

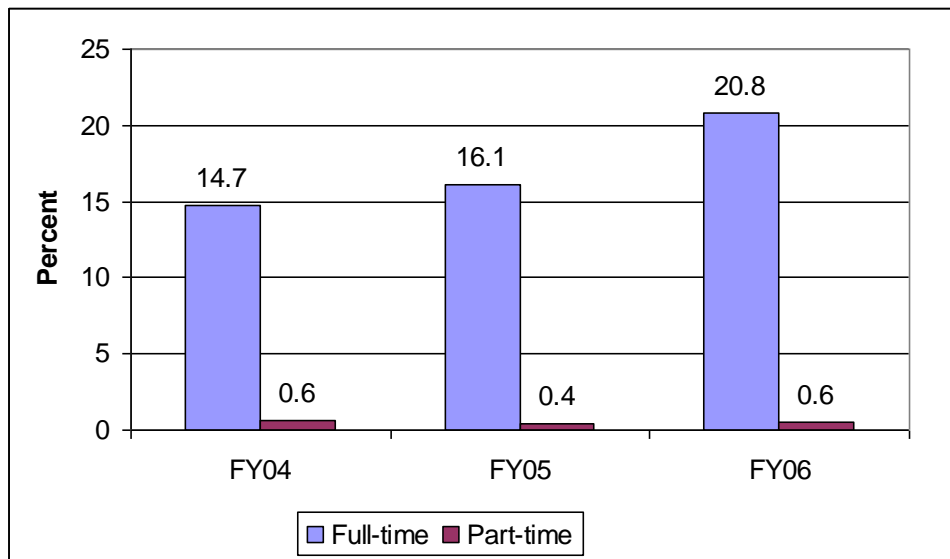


Although full-time teachers as a percentage of total teachers were virtually identical at 96.2% in FY05 and FY06, the number of full-time teachers in the teaching workforce increased by 3.0%, increasing from 103,024 in FY05 to 106,114 in FY06.

The percentage of full-time teachers in Georgia who are assigned to more than one job also continues to increase annually. In FY06, the percentage of full-time teachers doing more than one job increased to 20.8% from 16.1% in FY05. This was a 32.8% increase from FY05, and a 48.1% increase from FY04. See Figure 1.20. The increasing rate of assignment of teachers to more than one responsibility raises multiple questions concerning supply, skills utilization and the qualifications of teachers serving in all multiple assignments.

**Figure 1.20. Percentage of Teachers with More than One Teaching Assignment, FY04-FY06**

(Source: EWRRAD/PSC, 2006)



### Out-of-Field Teaching

#### *Out-of-Field Teaching in Georgia's High Schools*

Out-of-field teaching in Georgia increased in all four core subjects taught in high school. In FY06, out-of-field teaching was greatest in Mathematics at 6.9%, up from 3.4% reported in FY05. To illustrate the issue, some of the certificates held by teachers assigned to high school Mathematics include Middle Grades (17.0%), Middle Grades Language Mathematics (14.2%), Middle Grades Social Science (10.0%), and Middle Grades Language Arts (7.2%). See Table 1.12 for a complete example of out-of-field certificates of teachers who taught high school mathematics in FY06. Also See Table B1.1 in Appendix B for the types of certificates held by teachers who taught out-of-field in FY06 in all core subjects of Mathematics, Science, English and Social Science.

**Table 1.12. Certificates (not Teachers) held by High School Teachers Who Taught Out-of-Field in High School Mathematics, FY06**

<b>Field Name</b>	<b>Frequency</b>	<b>Percent</b>
Behavioral Science (6-12)	4	0.8
Biology (6-12)	4	0.8
Business Education (6-12)	8	1.6
Chemistry (6-12)	3	0.6
Cosmetology	1	0.2
Data Collection	9	1.8
Director: Special Education	2	0.4
Early Childhood Education (P-5)	19	3.8
Economics (6-12)	4	0.8
Educational Leadership (P-12)	18	3.6
English (6-12)	2	0.4
ESOL Endorsement	2	0.4
Family And Consumer Sciences Education (6-12)	1	0.2
Geography (6-12)	4	0.8
Gifted - Language Arts Concentration	1	0.2
Gifted - Mathematics Concentration	1	0.2
Gifted - Reading Concentration	1	0.2
Gifted - Science Concentration	1	0.2
Gifted - Social Science Concentration	3	0.6
Gifted (P-12) Consultative	3	0.6
Gifted In-Field	11	2.2
Graphic Arts	1	0.2
Health & Physical Education (P-12)	9	1.8
History (6-12)	5	1.0
Instructional Supervision	1	0.2
Media Specialist (P-12)	1	0.2
Middle Grades (4-8) - Language Arts	36	7.2
Middle Grades (4-8) - Math	71	14.2
Middle Grades (4-8) - Reading	3	0.6
Middle Grades (4-8) - Science	27	5.4
Middle Grades (4-8) - Social Science	50	10.0
Middle Grades (4-8)	85	17.0
Paraprofessional Educator	4	0.8
Physics (6-12)	1	0.2
Political Science (6-12)	4	0.8
Reading Endorsement	1	0.2
Reading Specialist (P-12)	1	0.2
Safety And Driver Education	1	0.2
School Counseling (P-12)	2	0.4
Science (6-12)	12	2.4
Special Education Adapted Curriculum (P-12) Consultative	2	0.4
Special Education Behavior Disorders (P-12) Consultative	5	1.0
Special Education General Curriculum (P-12) Consultative	13	2.6
Special Education Language Arts Cognitive Level (P-5, 4-8)	7	1.4
Special Education Language Arts Cognitive Level (P-5, 4-8, 6	2	0.4
Special Education Learning Disabilities (P-12) Consultative	5	1.0

**Table 1.12. Certificates (not Teachers) held by High School Teachers Who Taught Out-of-Field in High School Mathematics, FY06 (Continued)**

Special Education Math Cognitive Level (P-5)	1	0.2
Special Education Math Cognitive Level (P-5, 4-8)	8	1.6
Special Education Math Cognitive Level (P-5, 4-8, 6-12)	1	0.2
Special Education Reading Cognitive Level (P-5)	1	0.2
Special Education Reading Cognitive Level (P-5, 4-8)	1	0.2
Special Education Science Cognitive Level (P-5)	1	0.2
Special Education Science Cognitive Level (P-5, 4-8)	7	1.4
Special Education Social Science Cognitive Level (P-5, 4-8)	12	2.4
Special Education Social Science Cognitive Level (P-5, 4-8,	4	0.8
Teacher Support Specialist	10	2.0
Technology Education (6-12)	1	0.2
Trade & Industrial Education (6-12)	1	0.2
<b>Total</b>	<b>499</b>	<b>100</b>

Data Source: CPI and CIS, 2006

Although the highest incidence of out-of-field teaching was in Mathematics, the largest increase from FY05 to FY06 was seen in Social Science, where the number of teachers who taught outside their certification field increased 150% from 80 to 200. The smallest increase was in English, increasing 58.5% from 147 in FY05 to 233 in FY06. Table 1.13 presents five years of data on out-of-field teaching in Georgia. Out-of-field teaching declined in all four core subject areas from FY04 to FY05 (See Figure 1.21). The FY06 increases may have an effect on Adequate Yearly Progress ratings as Georgia attempts to meet the No Child Left Behind (NCLB) Act, which requires the elimination of out-of-field teaching.

**Table 1.13 Five-Year View of Out-of-Field Teaching in High School Core Subjects, FY02-FY06**

Subject	Total Teachers in the Subject Grades in 9-12	# Certified in Subject	% Of Total Teachers in the Subject Grades 9-12	# Who Taught Outside Their Certification Field	% Of Teachers in the Subject Grades 9-12
<b>FY02</b>					
English	3,626	3,422	94.4	204	5.6
Mathematics	3,252	3,073	94.5	179	5.5
Science	2,928	2,829	96.6	99	3.4
Social Science	3,073	2,886	93.9	187	6.1
<b>FY03</b>					
English	3,710	3,479	93.8	231	6.2
Mathematics	3,394	3,164	93.2	268	7.9
Science	2,945	2,945	100	0.0	0.0
Social Science	3,168	3,027	95.5	141	4.5
<b>FY04</b>					
English	3,766	3,255	93.5	244	6.5
Mathematics	3,439	3,279	95.3	160	4.7
Science	3,020	2,941	97.4	79	2.6
Social Science	3,222	3,105	96.4	117	3.6

**Table 1.13 Five-Year View of Out-of-Field Teaching in High School Core Subjects, FY02-FY06 (Continued)**

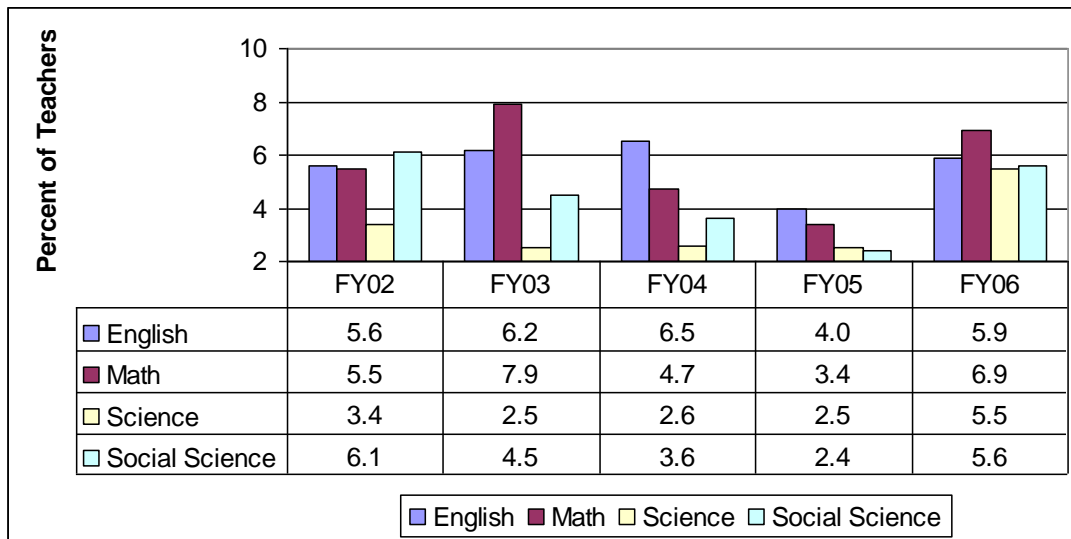
FY05					
English	3,709	3,562	96.0	147	4.0
Mathematics	3,510	3,392	96.6	118	3.4
Science	3,072	2,994	97.5	78	2.5
Social Science	3,307	3,227	97.6	80	2.4
FY06					
English	3,922	3,689	94.1	233	5.9
Math	3,685	3,429	93.1	256	6.9
Science	3,233	3,054	94.5	179	5.5
Social Science	3,546	3,346	94.4	200	5.6

Data Source: CPI and CIS, 2006

Number Certified in Social Science includes Social Science, History, Political Science, Economics, Geography and Sociology; Number Certified in Science includes Biology, Chemistry, Physics, Earth & Space Science, and Science. Note that numbers include personnel whose major assignment is not teaching.

**Figure 1.21. Percentage of Out-of-Field Teachers in the Core Subject Areas, FY02-FY06**

(Source: EWRRAD/PSC, 2006)



Out-of-field teaching was disaggregated by RESA to show geographic areas with high incidences of out-of-field teaching or to determine areas that witnessed improvements from the previous year (See Table 1.15).

The highest occurrences of out-of-field teaching in English were seen in North Georgia (12.0%), followed by Okefenokee (10.9%), First District (8.3%) and Heart of Georgia (7.9%). Heart of Georgia, which had the highest incidence of out-of-field teaching in English for three consecutive years, saw a decline in out-of-field teaching in FY06, dropping to 7.9%. The lowest occurrence of out-of-field teaching in English was in Griffin RESA (0.8%). Four RESAs showed a decline in out-of-field teaching in English from FY05 to FY06, they are: Heart of Georgia, Griffin, Oconee and Southwest Georgia RESAs.



In FY06, out-of-field teaching in Mathematics was highest in Heart of Georgia (17.5%), increasing from 5.9% reported in FY05, followed by Oconee (16.7%), Middle Georgia (15.2%) and Southwest (11.8%) RESAs. The lowest occurrence of out-of-field teaching in Mathematics was in North Georgia RESA (3.7%). Only Okefenokee and West Georgia RESAs experienced decreases in out-of-field teaching in Mathematics from FY05 to FY06. Okefenokee recorded the highest occurrence of out-of-field teaching in Mathematics in FY05, but witnessed a decline in FY06.

Out-of-field teaching in Science was most prevalent in Middle Georgia (13.1%), followed by Southwest Georgia (10.7%), Oconee (10.0%) and Okefenokee (8.5%) RESAs. Out-of-field teaching in Science in Oconee RESA increased from zero percent in FY05 to 10.0% in FY06. The lowest occurrence of out-of-field teaching in Science was in Northwest RESA (2.5%). Only two RESAs witnessed declines in out-of-field teaching in Science from FY05 to FY06. They are: Okefenokee and First District RESAs.

In FY06, the highest occurrences of out-of-field teaching in Social Science were in Southwest Georgia (13.3%), followed by Okefenokee (12.7%), Pioneer (10.2%) and First District (7.7%). Out-of-field teaching in Social Science increased from zero percent in FY05 to 12.7% in FY06. The lowest occurrence of out-of-field teaching in Social Science was in North Georgia RESA (1.8%). Only Northwest Georgia and North Georgia RESAs witnessed declines in out-of-field teaching in Social Science from FY05 to FY06.

Although Metro RESA (with the highest number of teachers) demonstrated increases in out-of-field teaching in all the four core subject areas, out-of-field teaching in Metro RESA still remains below the state average in all four core subject areas. See Table 1.14.

The above cited out-of-field data indicate a critical problem in Georgia for maintaining both zero out-of-field teaching and a highly qualified teaching workforce from year to year.

**Table 1.14 High School Out-of-Field Teaching as Percentage of Total Number of Teachers in RESA, FY05-FY06**

RESA	English		Mathematics		Science		Social Science	
	Out-of-Field % FY05	Out-of-Field % FY06	Out-of-Field % FY05	Out-of-Field % FY06	Out-of-Field % FY05	Out-of-Field % FY06	Out-of-Field % FY05	Out-of-Field % FY06
Central Savannah	1.9	5.1	2.7	7.7	1.2	5.1	3.5	7.5
Chattahoochee	4.7	6.7	5.8	7.8	4.0	8.3	2.4	5.5
Coastal Plains	2.1	5.0	2.3	7.1	3.8	5.8	1.3	2.4
First District	6.7	8.3	5.8	6.0	6.5	6.4	2.3	7.7
Griffin	2.3	0.8	3.3	4.8	2.0	2.8	2.3	4.0
Heart of Georgia	9.8	7.9	5.9	17.5	6.3	6.3	2.0	3.8
Metro	3.3	5.3	2.2	5.9	0.9	5.1	2.2	4.7
Middle Georgia	4.4	7.5	3.3	15.2	3.1	13.1	2.1	7.1
North Georgia	6.5	12.0	0.7	3.7	2.9	4.0	2.0	1.8
Northeast Georgia	4.3	5.2	2.5	8.2	1.6	3.0	2.1	3.1
Northwest Georgia	4.2	6.9	1.8	5.2	1.6	2.5	3.3	2.3
Oconee	6.5	4.9	6.3	16.7	0.0	10.0	4.9	7.3
Okefenokee	4.5	10.9	10.2	9.7	10.0	8.5	0.0	12.7
Pioneer	1.6	5.5	3.5	5.4	1.2	2.7	2.1	10.2
Southwest Georgia	5.8	5.4	6.6	11.8	5.9	10.7	3.0	13.3
West Georgia	3.3	5.0	5.6	5.4	5.1	7.1	3.6	5.3

Data Source: CPI and CIS files.

\*Out-of-field percentages calculated based on educators teaching each core subject.

### Summary

Georgia's total educator workforce continues to increase annually, increasing to 129,032 in FY06. In contrast, the number of new hires which is more variable and has been increasing since FY05, rose by 10.7% in FY06 over the previous year.

The average age of Georgia teachers continues to rise reaching 42.1 years in FY06 as the average experience is decreasing. This is partly a function of the veteran teachers hired from out-of-state and older individuals entering the teaching profession as a second career though alternative preparation programs.

Out-of-field teaching increased in each of the four core subject areas from FY05 to FY06 at a time when the deadline for having a highly qualified teacher in every classroom nears. School systems are fully aware of the consequences of out-of-field teaching under NCLB; dramatic rises in out-of-field teaching may have been beyond systems' control given issues of teacher demand, production, supply and attrition.

## **Chapter 2: Teacher Demand in Georgia**

### **Introduction**

This chapter examines how different factors affect the level of demand for teachers in Georgia's Pre-Kindergarten through grade twelve (P-12) public education system.

Teacher demand has two basic components: "Growth" demand, driven by the increase (or decrease) in student enrollment, and "replacement" demand, which is driven 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 drives teacher growth demand. For this reason, Chapter 2 thoroughly examines student enrollment factors and changes in them. Factors include not only increases or decreases in enrollment, but also changes in grade retention and dropout rates. These changes can vary across grades, gender and ethnicity, and they can significantly affect teacher demand by level and by specialty. State and federal enrollment projections show a continuing increase in Georgia's P-12 public elementary and secondary school enrollment through the 2011-2012 (FY12) school year.

Teacher replacement demand is driven by the rate at which teachers leave, termed "attrition", which at the statewide level includes leaving the state for another, leaving teaching for another career, being reassigned voluntarily or involuntarily or promoted to a non-teaching position, and/or retirement. Demand is also influenced by teacher supply, including the production of new teachers in Georgia and by out-of-state colleges and universities and alternative routes, the migration of experienced teachers from other states, systems or schools, and the entry of individuals from other careers into teaching.

Teacher demand is also affected by 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, such as the reauthorization of Title I, known as the No Child Left Behind Act of 2001 (NCLB) which, among many other requirements, specifies that schools have a "highly qualified" (HQ) teacher in each classroom.

NCLB is the most recent reauthorization of the Elementary and Secondary Education Act of 1965. NCLB requires that all teachers meet the following statutory definition of "highly qualified", or "HQ": (1) the teacher holds at least a bachelor's degree, (2) the teacher is certified by the state, and (3) the teacher has demonstrated core subject area competency, usually by passing a content knowledge test. Core academic areas include English, reading and language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. All teachers who are newly hired to work in Title I schools after the start of the 2002-2003 school year (FY03) must meet the NCLB-HQ requirements. By the end of school year 2005-2006 (FY06), the law requires *all* teachers of academic subjects in public schools, and not just those in Title I schools or paid with Title I funds, to meet these requirements if school systems

receive Title I funds. School districts must use at least 5% of their Title I funds for professional development to help teachers become highly qualified, according to the federal definition.

The 2006 Georgia legislature passed Georgia House Bill 1358 to amend Article 182 of Chapter 2 of Title 20 of the Official Code of Georgia Annotated, to adjust program weights and set maximum class sizes for certain academic classes. While the previous law set maximum averages for classes system-wide, the new law sets maximum class sizes which no specified class may exceed.

## **Student Enrollment**

This section studies some of the factors affecting student enrollment and its impact on the need for teachers. Student enrollment information reported here is drawn from the Georgia Department of Education (DOE) October Full-Time-Equivalent data collection known as "FTE1". The fall rather than spring collection of the FTE data is used, as the fall counts are more appropriate for predicting teacher-need trends. Additional information has been drawn from the United States Census and the National Center for Educational Statistics (NCES).

### ***Factors Affecting Student Enrollment Growth***

Georgia's public school student enrollment is projected to continue its increase. There are many factors that affect such increases. One factor is the birth rate. From 1996 through 2000, the Georgia birth rate increased by over 4,000 per annum. These children have now entered the school system, and the resultant surge in student enrollment will continue to be felt as the students progress through the grades. A tempering of the increase in birth rate was observed in 2001, and 2002 realized an actual decrease in rate. In 2003 the number of births rebounded by over 2,500 to 135,831 and by more than 2,700 in 2004 to 138,561. These increases began to affect Pre-Kindergarten classrooms in the fall of this school year (FY07). If the increase in births continues it will further intensify the demand for early childhood and elementary teachers.

Another factor impacting student enrollment is population migration. According to U.S. Census figures, by 2030 Georgia is projected to have a school-age (ages 5-17) of more than 2.22 million, up from the 2000 Census figure of 1.57 million.<sup>2</sup> At the Census Georgia had 2.96% of the country's school-age population and is projected to have 3.62% by 2030. These figures may underestimate Georgia's actual realized increases. The U.S. Census office projected a school-age increase from actual Census (2000) to 2006 to be 7.53%, while Georgia's actual 2000-2006 enrollment increase was 12.09%. While these percentages are not directly comparable (Georgia enrollment includes Pre-Kindergarten and retained students over age 17, yet does not count dropouts age 17 and under or students enrolled in private school), they suggest that Georgia school enrollment will increase far more rapidly than projected by the Census projection.

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<sup>2</sup> Source: 2005 U. S. Census projections

## Student Enrollment Characteristics and Enrollment Change

Figure 2.1 shows Georgia's overall Pre-Kindergarten through Twelfth Grade (P-12) public school student enrollment from the 1994-1995 school year (FY95) through FY06. The FY06 public school enrollment almost reached 1.6 million statewide. The average enrollment growth rate for Georgia public schools for these twelve years is 2.1%, with a total growth over the period of 25.8%. The slight "S" shape of the curve indicates that more rapid growth occurred in the late '90's. Growth slowed during the early part of the new decade, and has increased again in recent years. The FY06 growth rate was 2.9%, and would have exceeded 2.2% even without the 10,332 students reported to have been enrolled in the fall of the FY06 school year as a result of hurricane Katrina.

**Figure 2.1. Total Georgia P-12 Public School Student Enrollment, FY95-FY06 School Years**

(Source: FTE1, FY95-06)

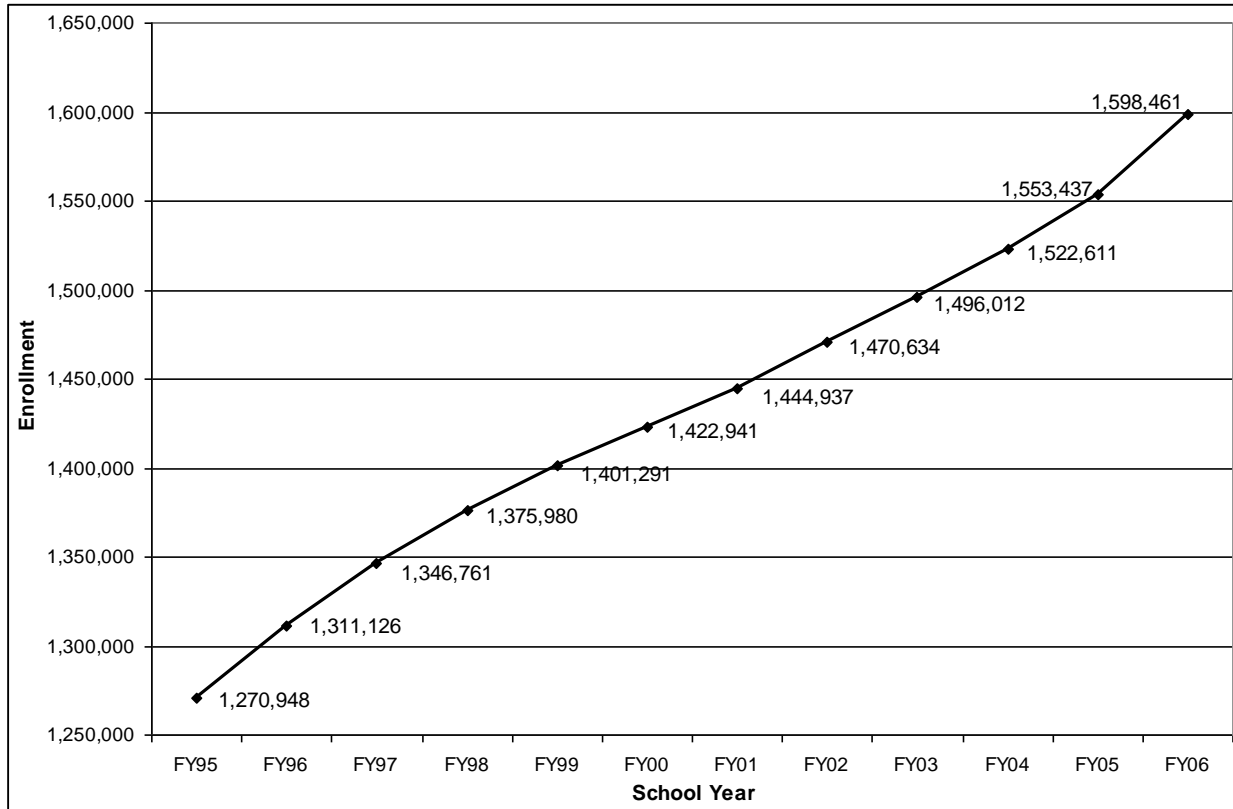


Figure 2.2 provides a more striking representation of enrollment growth, showing the annual change in the amount of growth each year. The FY96 school year saw a 40,000 student enrollment increase from FY95, but the annual increases dropped yearly through FY00. After several years of relatively stable growth in FY03 and FY04, FY05 saw a growth increase of more than 30,000 students, and FY06 enrollment growth soared by more than 14,000 over the FY05 rate to a total growth of 45,000 students more than the previous year. Of those FY06 students, 10,332 were reported to be the Fall 2005 remainder of the influx of families from neighboring states as a function of hurricane Katrina. For consistency the PSC uses the initial enrollment for the year (i.e., FTE1 collected in the fall of the school year). Katrina enrollment was reported to have dropped to slightly over 7,715 by the spring state enrollment data collection.

**Figure 2.2. Georgia P-12 Public School Student Enrollment Increase, FY96-FY06**  
 (Source: FTE1, FY95-06)

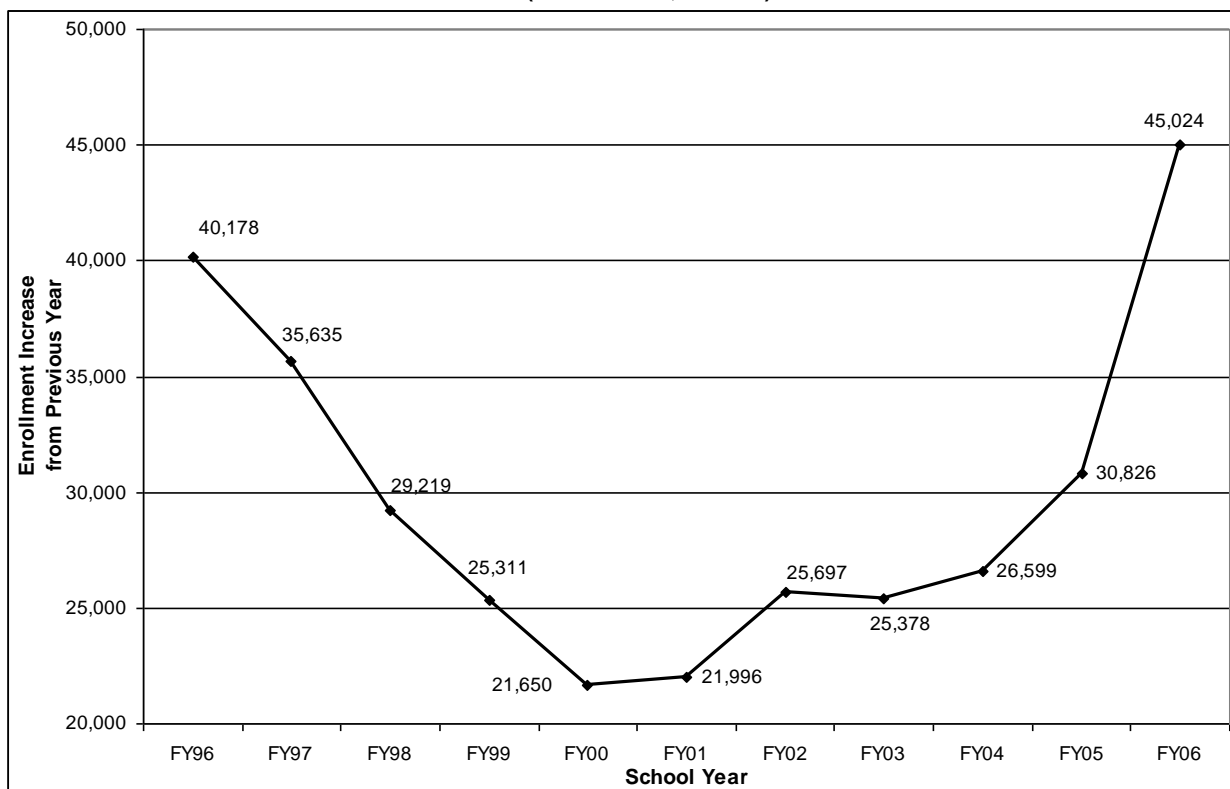


Figure 2.3 shows the total student enrollment for each grade from FY95 through FY06. Recent years' data show very rapid increases in K-3 enrollments that necessarily will raise the demand for elementary teachers. Middle and high school enrollment increases have been consistently exponential: each year's increases are generally larger than the previous year's, unavoidably producing a greater demand for teachers. The rise in 9<sup>th</sup> grade enrollment is in part a function of the higher "retention (failure) rate" (students do not earn sufficient credit in 9<sup>th</sup> grade to qualify as 10<sup>th</sup> graders). The decrease in 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade enrollment each year is a function of both grade retention and dropout.

**Figure 2.3. Annual Numerical Change from Previous Year in Student Enrollment by Grade Level, FY95-FY06**

(Source: FTE1, FY95-06)

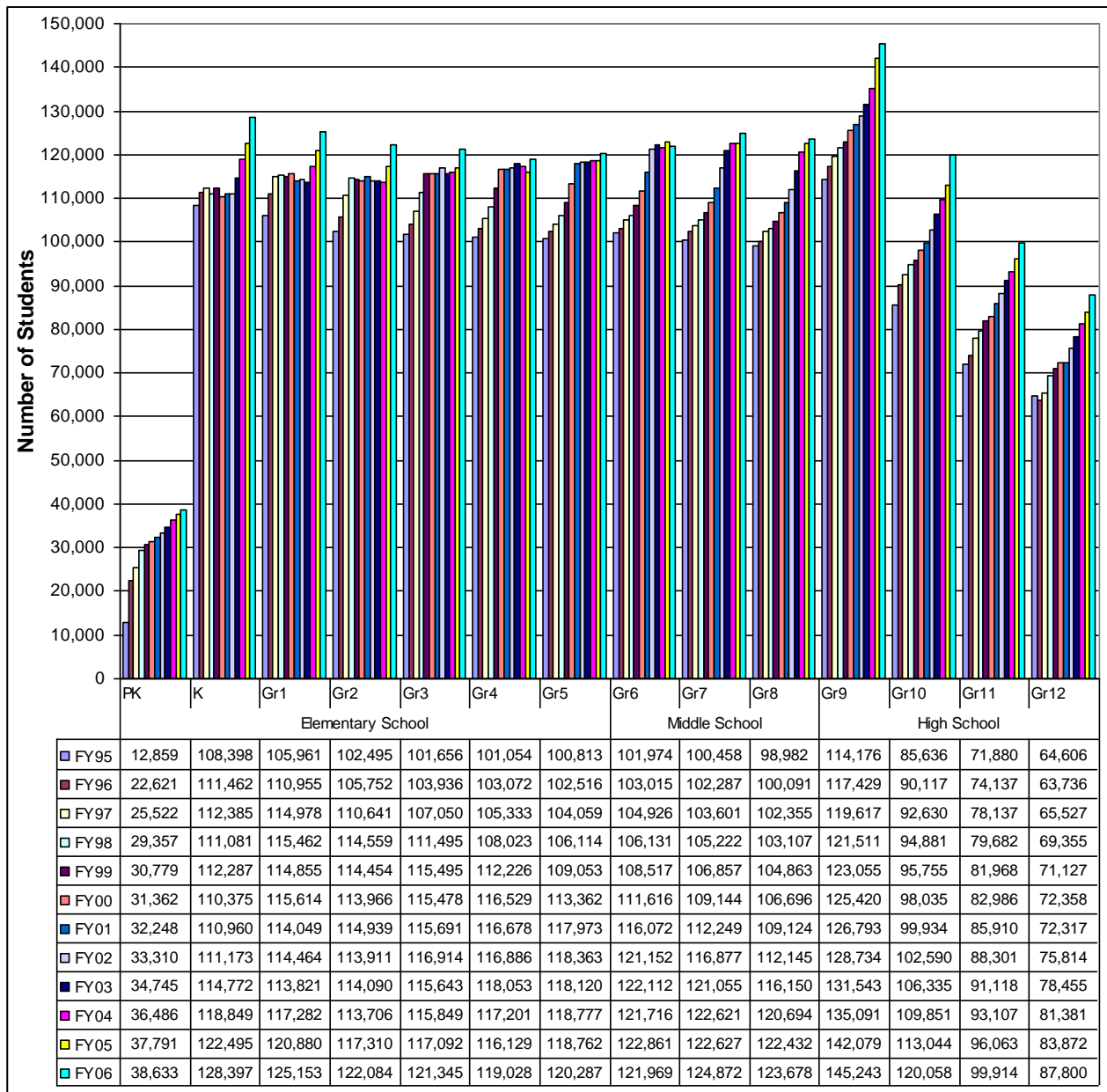


Table 2.1 summarizes the data in Figure 2.3 to compare Pre-Kindergarten, elementary, middle and high school. High school grade enrollment is increasing at a higher rate than elementary and middle school, averaging 2.7% per year compared to 1.6% for elementary and 1.9% for middle school. The total high school enrollment growth since FY95 has been almost double that of the elementary grades, although elementary enrollment remains much larger. The growth of elementary school was calculated excluding the much higher growth rate of Pre-Kindergarten. Pre-Kindergarten is funded by state lottery funds, enrollment is voluntary, and children attend a wide range of non-public school programs. Public school Pre-Kindergarten growth has been almost six times the rate of the rest of public school enrollment.

**Table 2.1. Annual Pre-Kindergarten, Elementary, Middle and High School Enrollments and Average and Total Percent Change, FY95-FY06**

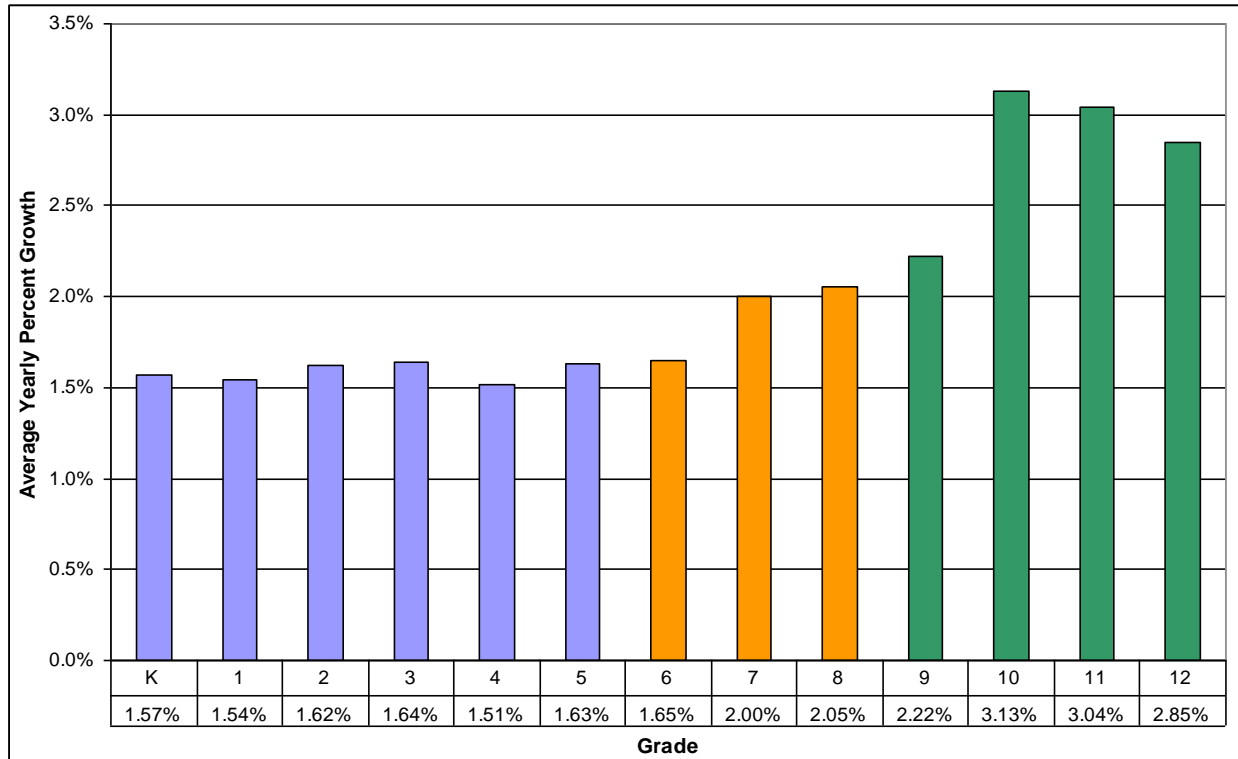
School Year	Pre-Kindergarten	Elementary Total (K-5)	Middle School Total	High School Total
FY95	12,859	620,377	301,414	336,298
FY96	22,621	637,693	305,393	345,419
FY97	25,522	654,446	310,882	355,911
FY98	29,357	666,734	314,460	365,429
FY99	30,779	678,370	320,237	371,905
FY00	31,362	685,324	327,456	378,799
FY01	32,248	690,290	337,445	384,954
FY02	33,310	691,711	350,174	395,439
FY03	34,745	694,499	359,317	407,451
FY04	36,486	701,664	365,031	419,430
FY05	37,791	712,668	367,920	435,058
FY06	38,633	736,294	370,519	453,015
<b>Average Change</b>	12.0%	1.6%	1.9%	2.7%
<b>Total Change</b>	200.4%	18.7%	22.9%	34.7%

Data Source: FTE1, FY95-06



Figure 2.4 graphically summarizes the differential growth in enrollment-by-grade, shown in Figure 2.3. Average increases in enrollment are relatively stable across the elementary grades. Grade six enrollment increases are more similar to the elementary grades, while grade 7 and 8 enrollments have increased substantially more. Grade 9 enrollment increases are more similar to grades 7 and 8. The remaining three high school grade enrollments have increased much more rapidly than any other grades.

**Figure 2.4. Average Yearly Percent Growth of Georgia Public School Grades K-12, FY95-FY06**  
 (Source: FTE1, FY95-06)



## **Student Gender and Ethnicity Characteristics and Enrollment Change**

Figure 2.5 shows Georgia public school enrollment counts by gender and ethnicity. The enrollment increases for males and females are about equal. Enrollment changes among racial/ethnic categories are more variable. Black and Hispanic enrollments have increased the most, while White enrollment has been decreasing slightly since FY99. Asian enrollment has more than doubled, and Multiracial enrollment has multiplied more than sevenfold.

**Figure 2.5. Georgia Public School Total Student Enrollment by Gender and Ethnicity, FY95-FY06**  
(Source: FTE1, FY95-06)

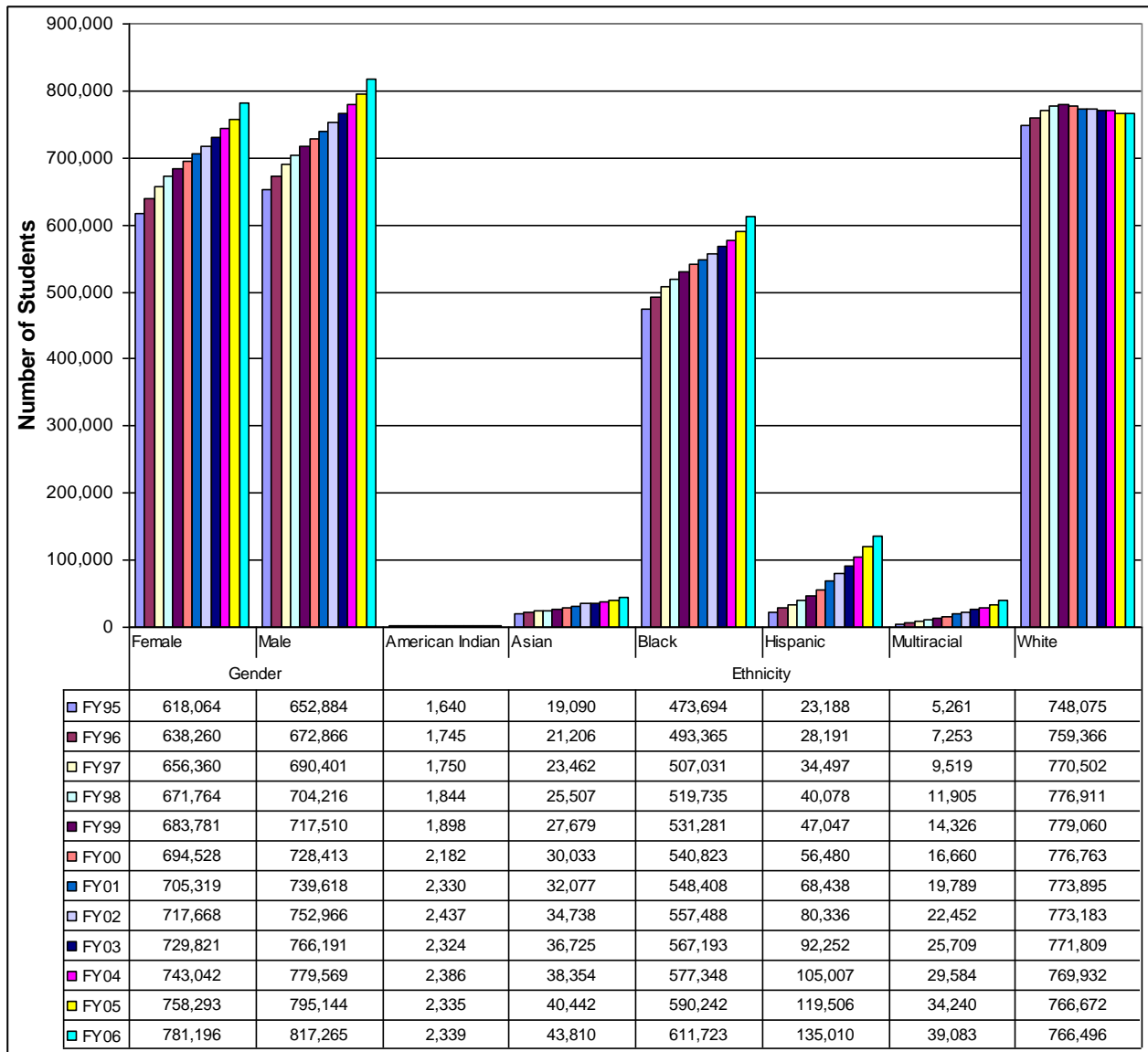


Figure 2.6 shows the percentage of total enrollment of each gender and ethnic group. Over the past twelve years, the proportion of males in the student body continues to be slightly larger, but has decreased slightly. The enrollment percentage of Black students has increased slightly; that growth has kept pace with overall enrollment growth. The percentage of Hispanic enrollment has increased most, while the proportion of enrolled White students has decreased sharply.

**Figure 2.6. Georgia Public School Percentage of Total Enrollment by Gender and Ethnicity, FY95-FY06**  
(Source: FTE1, FY95-06)

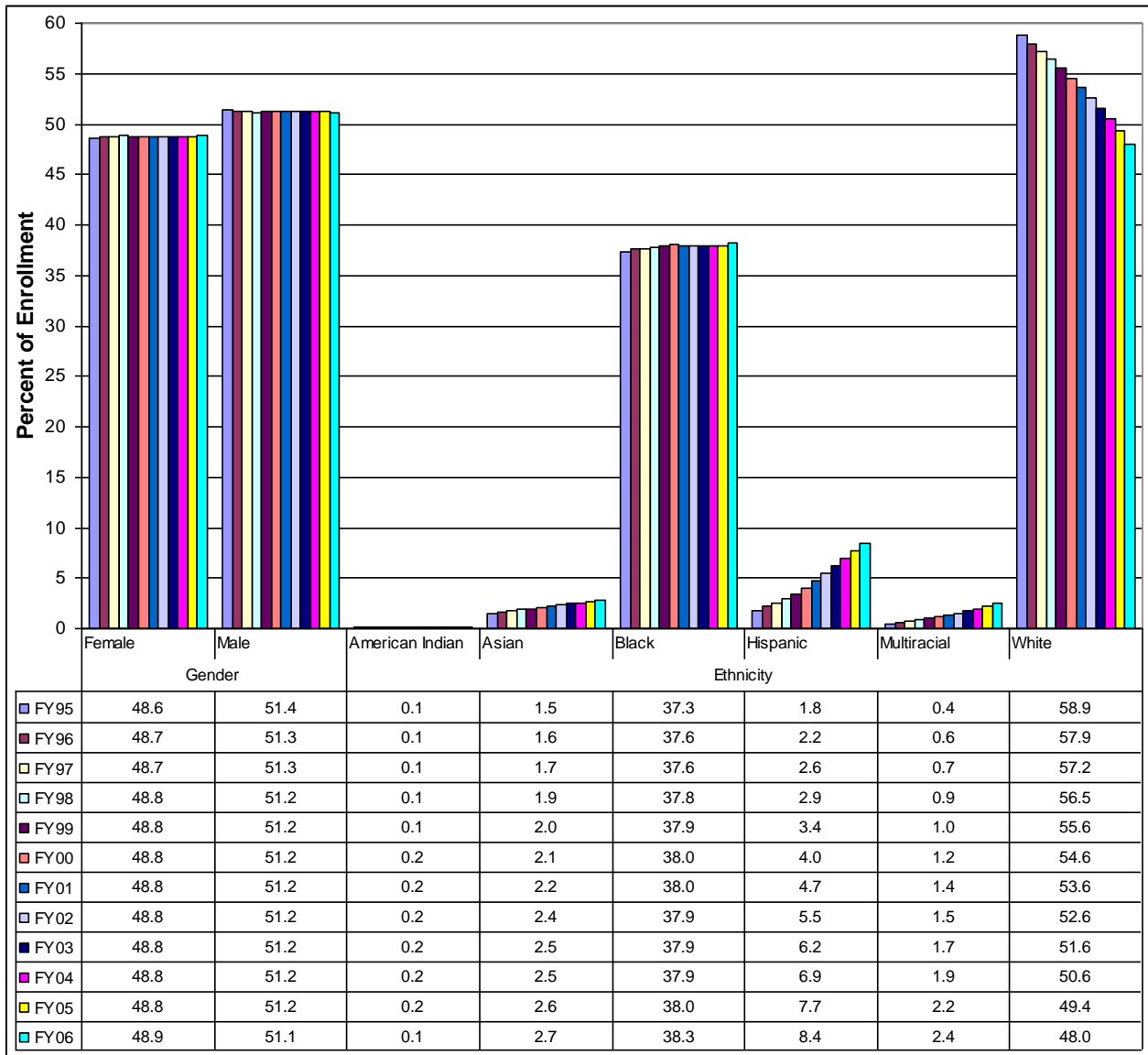


Figure 2.7 displays the cumulative change in enrollment by ethnicity for each school year since FY95, *i.e.*, the FY96 point represents the enrollment change from FY95 to FY96. Since FY95, Black enrollment had increased by just over 138,000, and Hispanic enrollment has increased almost 112,000. Multiracial and Asian enrollments have increased since FY05 by almost 34,000 and 25,000, respectively. White enrollment growth – and White enrollment -- peaked in FY99 and has consistently declined since. Impact from hurricane Katrina appears to have mostly affected White and Black enrollments, as indicated by the sharper increase in Black enrollment, and the arrest of the White enrollment decline for FY06. Regardless of the impact of Katrina, the Black, Hispanic, Multiracial and Asian enrollments should continue to significantly rise, while White enrollments may continue to decrease.

**Figure 2.7. Cumulative Enrollment Growth by Ethnicity, FY96-FY06**  
(Source: FTE1, FY95-06)

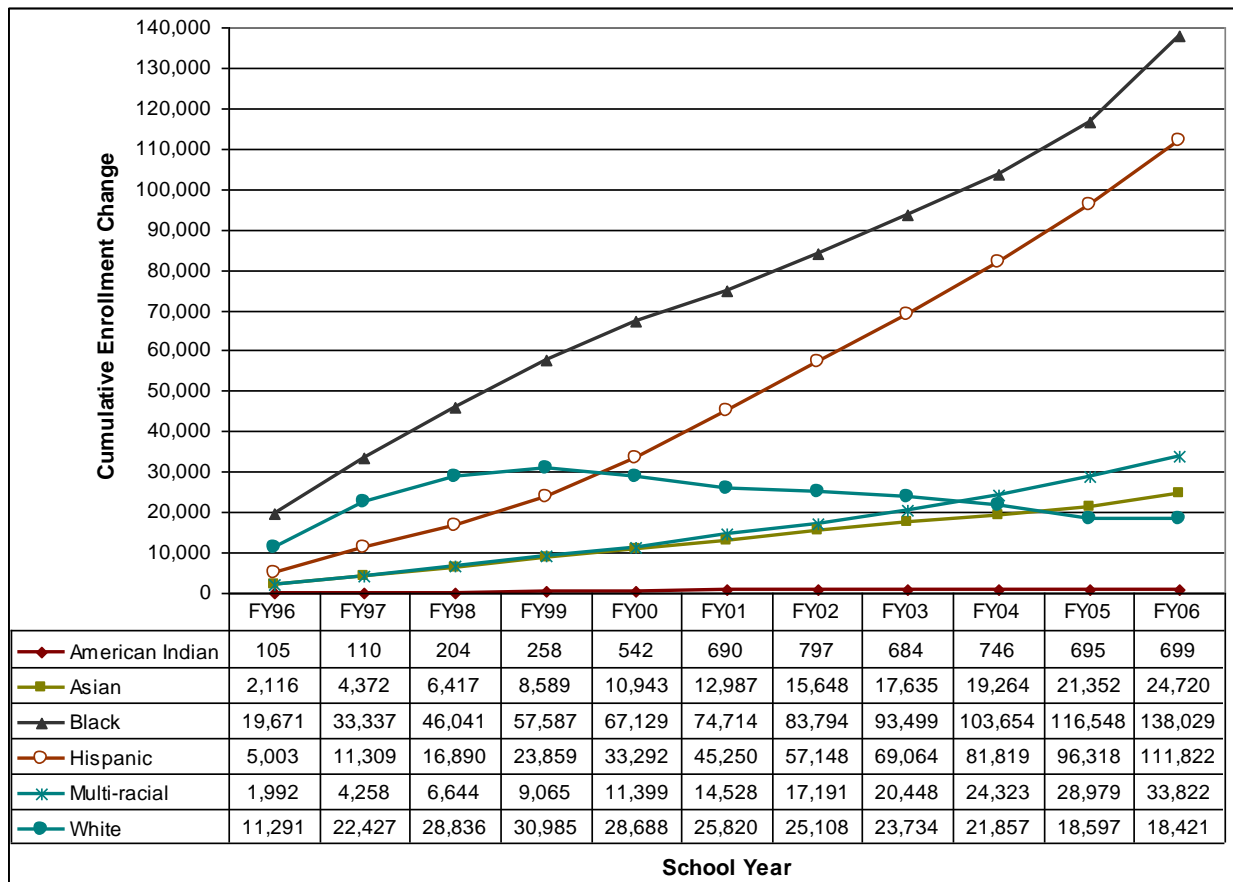
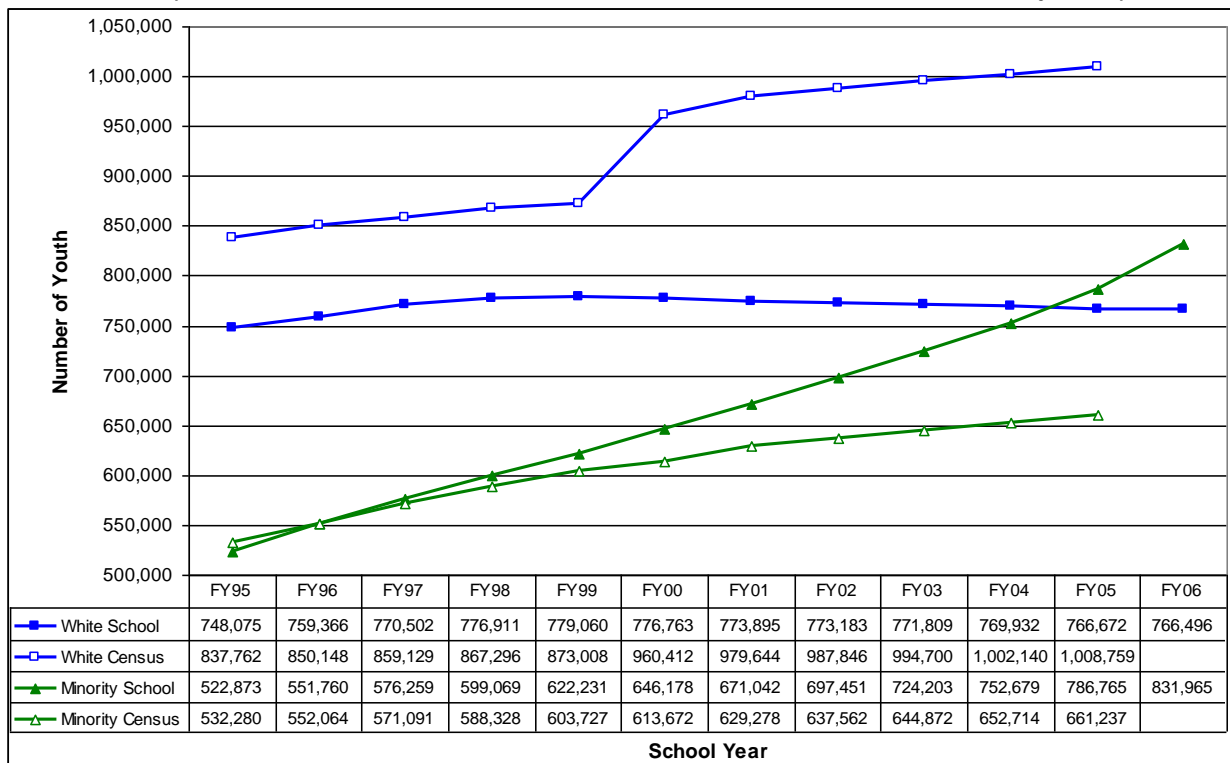


Figure 2.8 compares the Georgia public school enrollment of White and all minority students together to the most recent U. S Census annual Georgia intercensal estimates for school age White and minority children (ages 5-17). The FY00 Census points are the actual 2000 Census counts. The 1995 through 1999 Census estimates for White youth may have been low, as suggested by the large increase in that population measured in the 2000 Census. Census Bureau race and ethnicity projections for 2006 were not available as of this printing. The school age White census estimates compared to actual public school enrollment suggests that the proportion of Georgia White school age students in public schools is decreasing. Minority enrollment, however, has exceeded the Census estimates since FY98. This anomaly may lend support to research suggesting that census counts have underestimated the size of the undocumented immigrant population. Because Georgia does not monitor private and home school enrollment, it is not clear how much of the White student enrollment difference is a function of movement to those education options. The ratio of FY05 white student enrollment to census projection in the table below is .76, which would suggest that almost one in four white students are, for whatever reason, not in public schools. The FY05 ratio for all minorities together is 1.19, which can only mean that perhaps one in five minority youth actually enrolled in state public schools were not projected by census estimates of Georgia population.

**Figure 2.8. Comparison of White and Minority Georgia U.S. Census Estimates of School Age Population (5-17) and Public School Enrollment, FY95-FY06**

(Source: FTE1, FY95-06; United States Census 2000 and 2001-2005 Estimates and Projections)



## ***Student Retention in Grade and Dropout and Enrollment Change***

Some of the variation in enrollment among grades shown above can be explained by student retention practices and student dropout rates. Figures 2.9 and 2.10 show reported retention and dropout rates statewide, respectively, for FY00-06. They are discussed together because decades of research have shown a very strong relationship between retention and dropping out; the former greatly increases the probability of the latter while having little or no positive effect on student achievement. Both practices have direct bearing on teacher demand, depending on how frequently students spend one or more additional years in school, what grades experience the most retention, and in which grades students drop out.

Student grade retention rates are the percentage of retainees in a grade of the sum of the retainees plus the unretained enrollees in the subsequent grade of the same year, who would be their grade peers had they not been retained. For example, the number of retainees in grade five is divided by that number plus the number of unretained students enrolled in the grade six. Pre-Kindergarten retention is estimated by the percentage of retainees in Pre-Kindergarten total enrollment for the year. Grade 12 retention is estimated by the percentage of retainees compared to the sum of the retainees plus graduates from their cohort. Dropout rates are reported in the fall FTE for the previous year, hence are reporting here for FY99-05.

Figure 2.9 shows a stark increase in grade retention for Pre-Kindergarten in FY05 and FY06. What had been a rate of well under 1% the previous year has jumped to more than 7%; in FY04 only 208 students were retained in Pre-Kindergarten, but in FY05 and FY06 2,640 and 2,716 were reported as retained. Kindergarten and first grade retention are much higher than for the other elementary grades. However, while Kindergarten retention appears to be on the increase, there appears to be a trend toward decrease in retention for grades one and two. Grade 3 has also shown a rise in retention rate, most likely a function of the recently instituted requirement to pass a minimum competency test to advance to grade four.

Student grade retention increases substantially in middle school, with roughly 3,000 retentions per grade being held back for an extra year. That rate increases dramatically in the 9<sup>th</sup> grade. High school students are not “retained,” *per se*; they fail to accumulate enough credits to qualify as being in the next grade the following year. “Retention” in 9<sup>th</sup> grade means that a student continued to be registered as a 9<sup>th</sup> grader because insufficient credits were earned to qualify for 10<sup>th</sup> grade status. For readers’ convenience, in this report this event in a high school grade is referred to as “retention” even though it is a quite different outcome than the administrative decision to retain a student in elementary or middle school. Ninth grade retentions are more than six times the middle school rate, with a very large increase from fewer than 15,000 to more than 19,000 students between FY04 and FY05. The rate continued in FY06 with more than 19,500 students being retained (the rate decreased slightly because of increased overall enrollment). Both grades 10 and 12 also show substantial if less dramatic increases in grade retention rates, while grade 11 seems to continue the downward trend that appeared to have begun earlier in the decade. The balance of research suggests rather strongly that retention and dropout are highly related, although some

literature argues that the relationship is due in part to schools not implementing different approaches for students who did not benefit from the first years' instructional approach. Nevertheless, it seems likely that future years' dropout data will begin to reflect the past two years' retention rate increases. It is possible that the grade 12 retention rate increase could be a positive outcome if those students stay in school an extra semester or year to graduate.

**Figure 2.9. Yearly Percentage Retention in Georgia P-12 Public School Student Enrollment by Grade, FY00-FY06**  
(Source: FTE1, FY99-06)

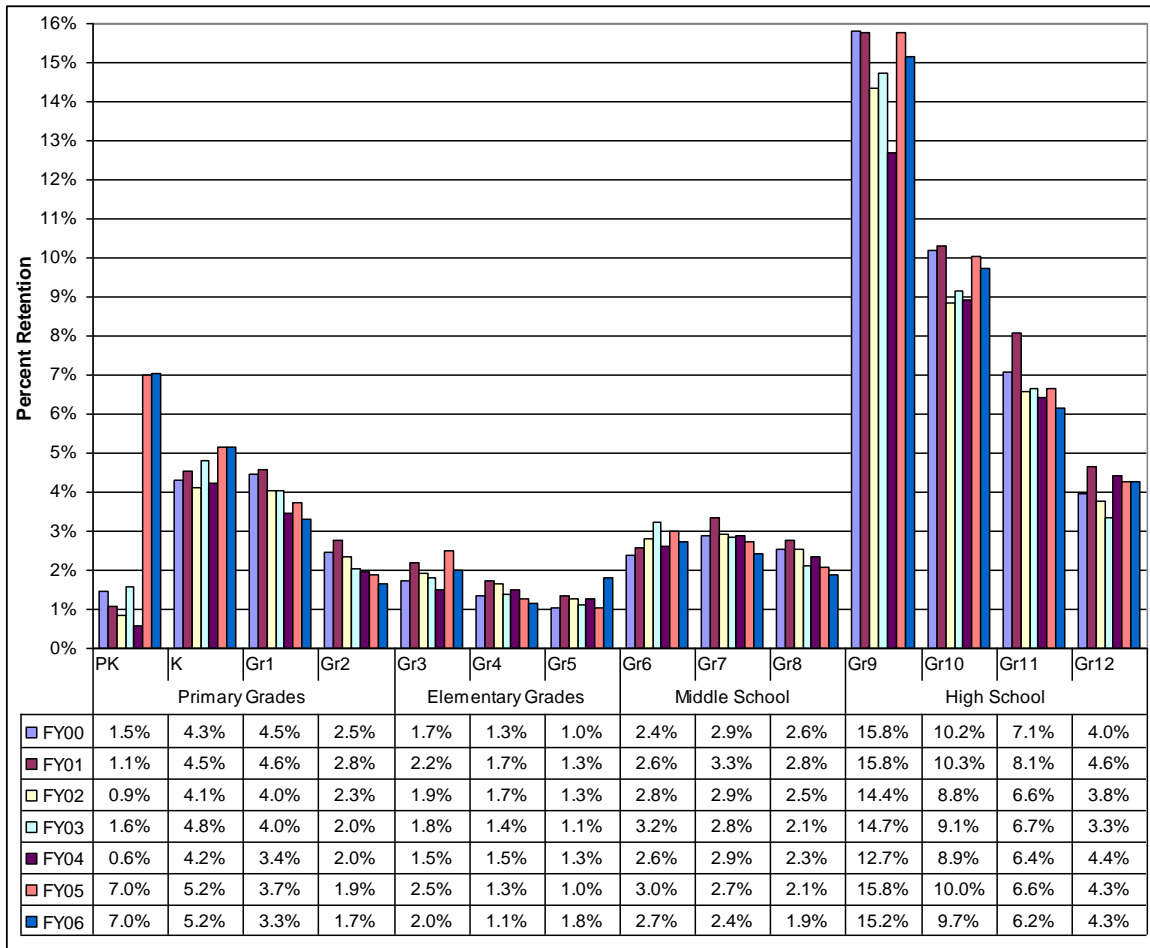
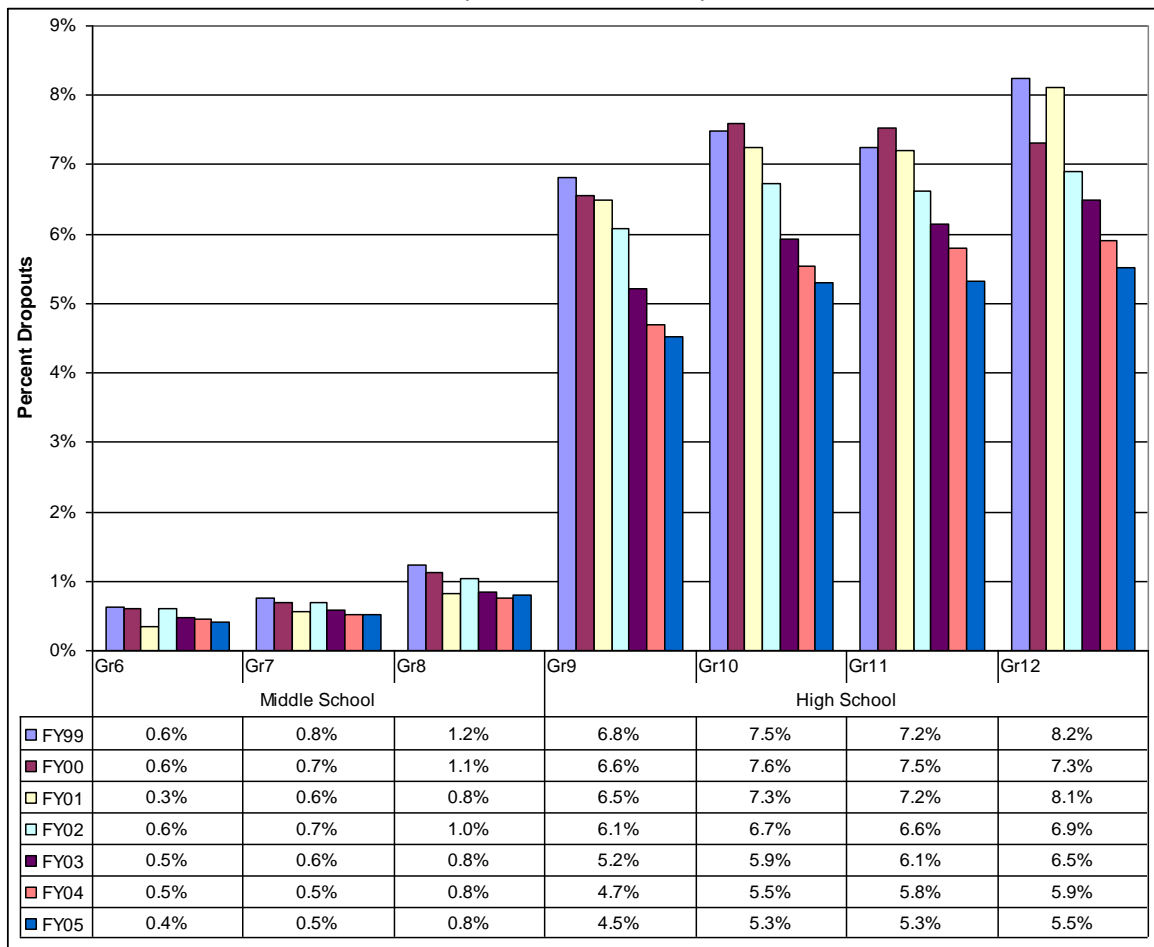


Figure 2.10 shows reported dropout rates for grades 6-12.<sup>3</sup> Although there has been a recent increase in retention rates in some grades, the general trend of decreasing grade retention would suggest that dropout should decrease, and in fact the trend toward substantially decreasing dropout rates is persistent. High school dropout rates have decreased markedly, from an average of 8.2% per grade per year in FY99 (total inferred four-year rate: 32.8%) to 5.2% in FY05 (total inferred four year rate: 20.8%). As noted above, there is a strong relationship between retention and dropout; if the increase in retention rate continues, Georgia should most likely see an increase in the high school dropout rate in future years. Both increased retention and decreased dropout increase enrollment and hence teacher demand. If schools manage to continue to decrease dropout rate in spite of increased student retention, teacher demand will accelerate even more rapidly than in past years.

**Figure 2.10. Yearly Percentage Dropout in Georgia P-12 Public School Student Enrollment in Grades Six Through Twelve, FY99-FY05**

(Source: FTE1, FY99-06)



<sup>3</sup> Although there are some losses which are counted as dropout in earlier grades, all states require students of elementary school age to attend school. The data for elementary students reported as dropout can be considered primarily as failures of the parents to report the transfer of their child to another school. If the reason for a student's failure to continue in a particular school is not known, that event must be recorded as "dropout."



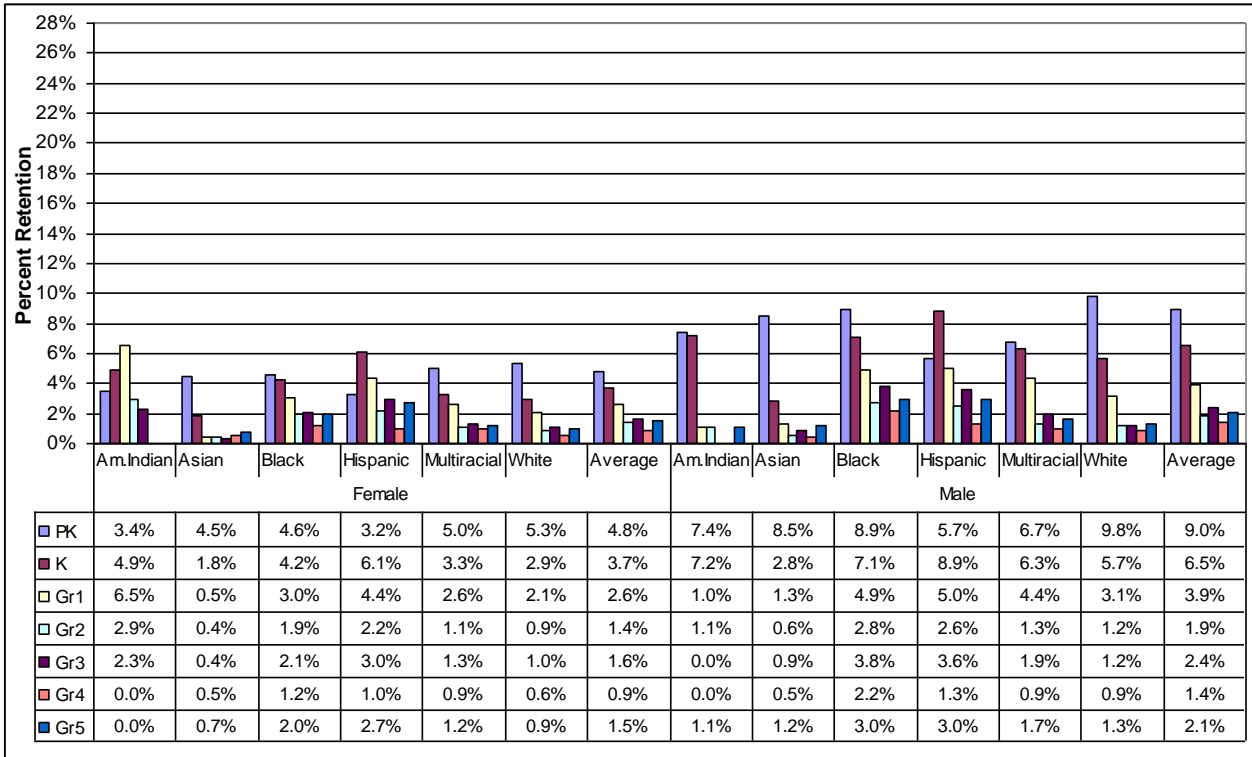
### ***Gender and Ethnicity Differences in Retention and Dropout***

Figures 2.11 and 2.12 show FY06 retention by gender and ethnicity for the elementary (2.11), and middle and secondary (2.12) grades to provide an understanding of the differential impact of retention practices on gender and ethnicity. Previous years' data (not listed) have shown consistently that boys are retained at greater rates than girls, and that in general both increased this year in the primary and high school grades. Retention rates for Black, Hispanic and Multiracial Pre-Kindergarten students are actually slightly lower than for Asian and White students in the primary grades. The radical increase in Pre-Kindergarten retention change appears to have affected all students; the rates for gender and ethnicity groups changed about equally.

While Pre-kindergarten retention averaged 7.0%, it is almost twice as high for males (9.0%) as females (4.8%). This relative pattern holds regardless of grade or overall retention rate. As seen above, retention rates rise again in middle school, and as shown in Figure 2.12 are particularly high for Black male students, in grades six and seven. Rates rise again in high school, with an overall average of 15.2% in grade nine. Black and Hispanic male student retention reached 24.6% and 27.1% at that grade, respectively. In the senior year, Black male retention declines to 7.0%, but 12.0% of the few Hispanic males, still in school by grade 12 (2,014 statewide), are retained again.

These data suggest that as the Hispanic population continues to grow at a rapid rate, and Hispanic students become a larger proportion of the Georgia student body, this same rate of retention will begin to affect teacher demand. Teachers will be needed to address second language needs and to staff the additional classrooms required for increasing numbers of retentions who will, assuming retention rates continue or increase, be the result of the rapidly increasing proportion of Hispanic students.

**Figure 2.11. Retention Rates for Elementary Students by Gender and Ethnicity, FY06**  
(Source: FTE 1, FY05-06)



**Figure 2.12. Retention Rates for Middle and High School Students by Gender and Ethnicity, FY06**  
(Source: FTE1, FY05-06)

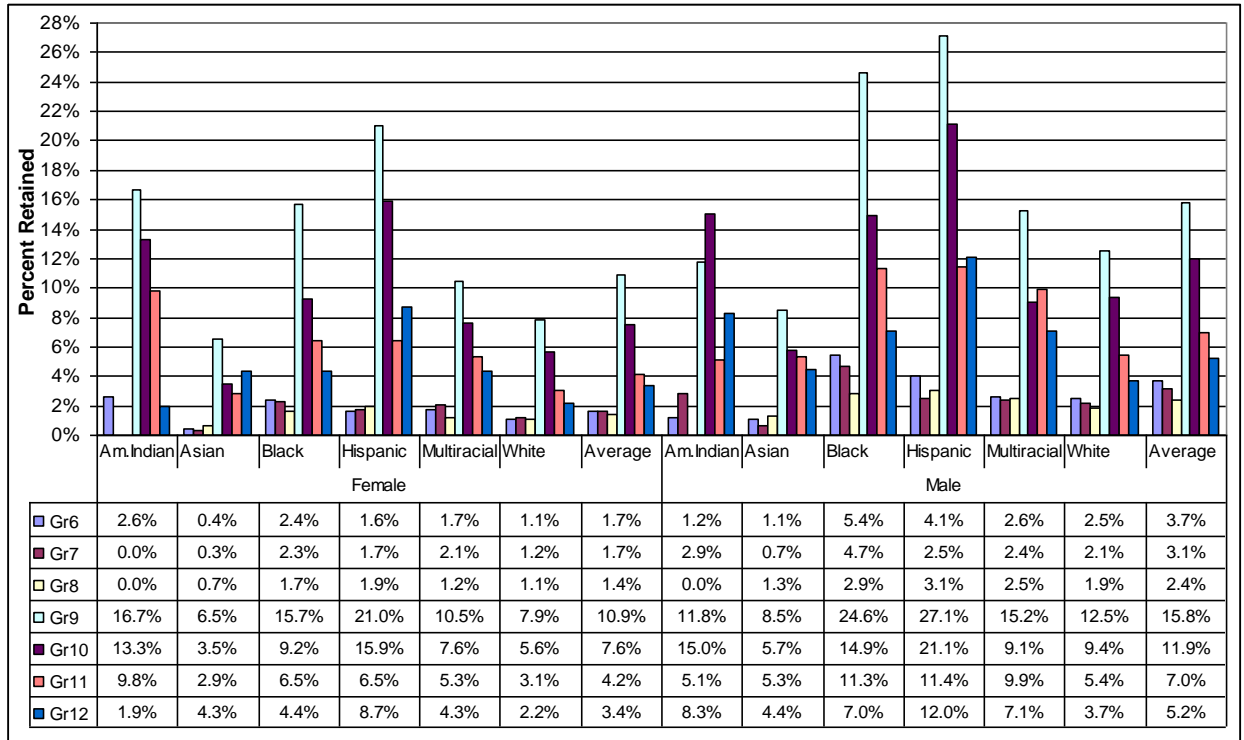
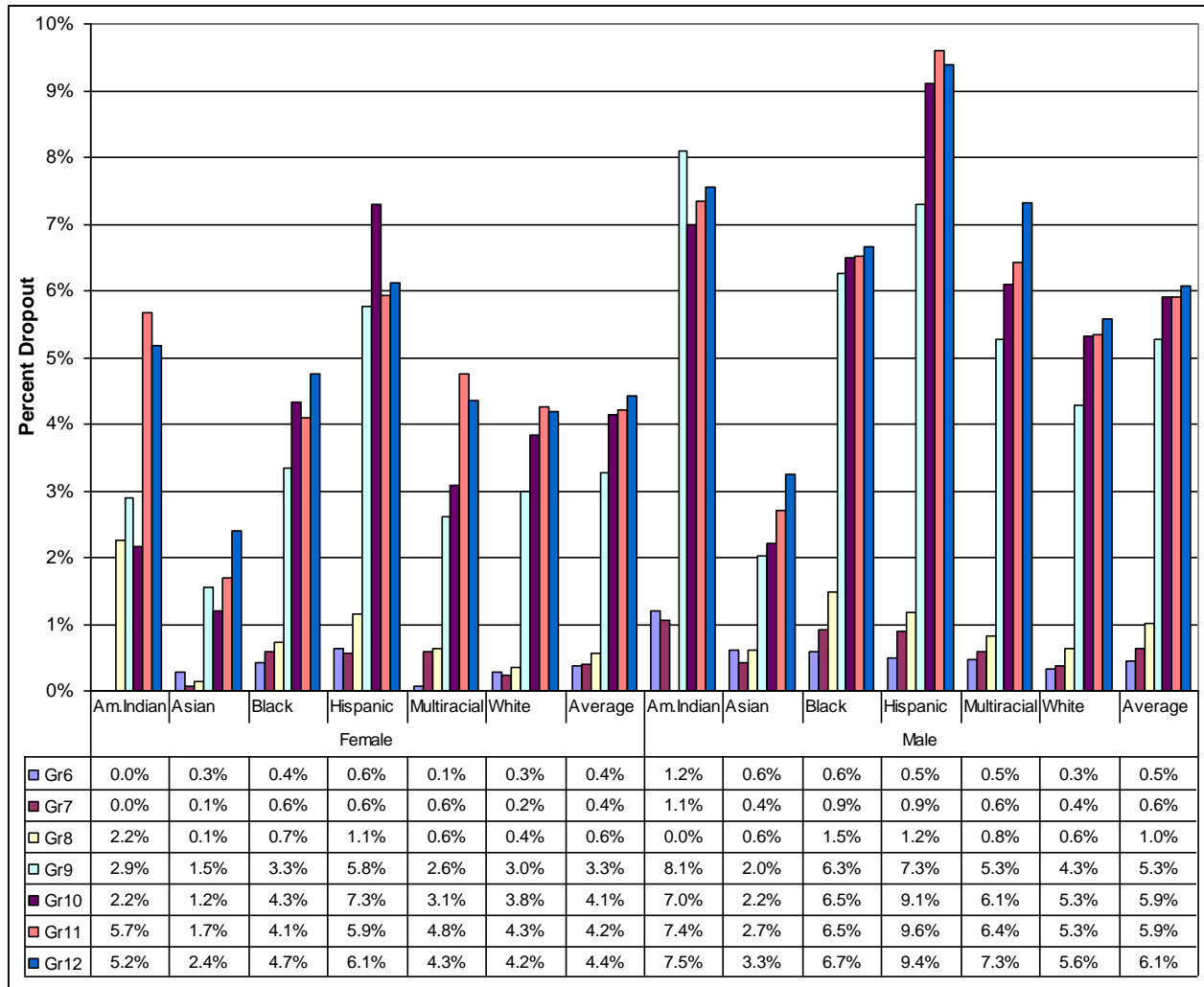


Figure 2.13 reports dropout rates for middle and high school by gender and ethnicity. Dropout rates in Pre-Kindergarten through grade five are almost entirely of the category “Unknown” and hence are not shown here; there were no apparent differences among these student categories in the early grades. Because of state school attendance laws, these children are likely in school somewhere even though their disposition was not determined. Dropout rates begin to increase in middle school but are pronounced in high school, for males more so than females and particularly for minorities.

The highest 9<sup>th</sup> grade dropout rate is shown by Hispanic males at 7.3%, and continues at over 9% for each remaining high school year. Black males drop out at higher rates than females in grades 10 through 12, averaging about 6.5% for those three years. Asian dropout rates are lowest, reaching almost 3.3% for males but only 2.4% for female students in grade 12. The overall high school dropout rate averages 3.9% for females and 5.7% for males per year.

**Figure 2.13. Dropout Rates for Middle and High School Students by Gender and Ethnicity, FY06**  
(Source: FTE 1, FY05-06)



## ***Student Enrollment by Regional Educational Service Agency (RESA)***

The sixteen Regional Educational Service Agencies (RESAs) were established to provide shared services to local school systems. Each RESA serves from six to seventeen school systems. RESAs are service organizations, not management units with school system oversight authority. Reference to RESAs in this chapter serves as geographic reference as well as in the attempt to provide information to the RESA service structure. Table 2.2 provides the student enrollment counts and FY05 percentage of state enrollment, respectively, for all the school systems served together by each of these RESAs.

Metro RESA systems continue to have by far the largest percentage (36.8%) of the state's students. First District RESA systems are a distant second with 7.8% of the state's students. Oconee RESA comprises the smallest proportion of the state's enrollment (1.2%), which has decreased every year since FY00.

**Table 2.2. FY00-FY06 Enrollment by RESA and FY06 Percent of State Enrollment**

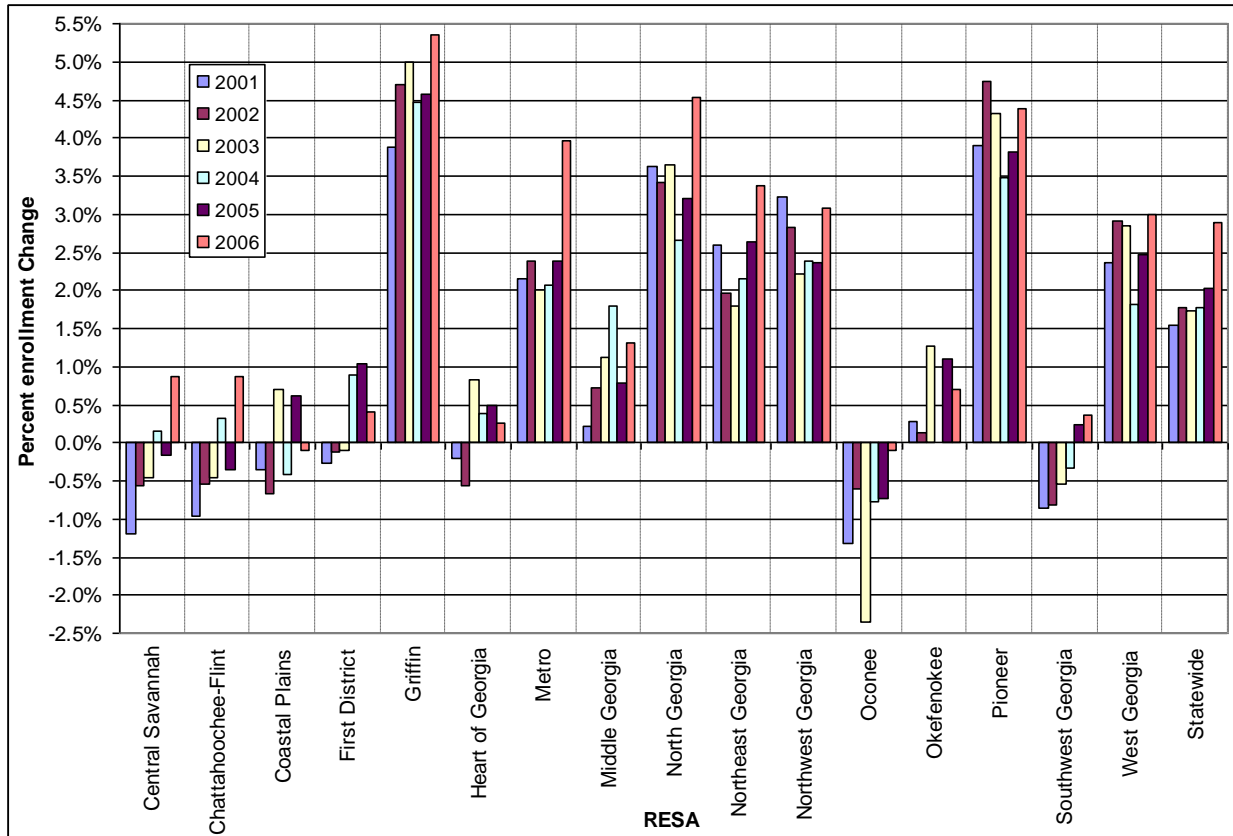
<b>RESA</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2006 Percent of State Enrollment</b>
Central Savannah	79,794	78,836	78,393	78,037	78,164	78,044	78,724	4.9%
Chattahoochee-Flint	57,047	56,496	56,191	55,930	56,111	55,918	56,406	3.5%
Coastal Plains	42,330	42,184	41,904	42,195	42,017	42,280	42,241	2.6%
First District	121,657	121,328	121,181	121,048	122,127	123,391	123,894	7.8%
Griffin	75,837	78,781	82,489	86,603	90,474	94,606	99,671	6.2%
Heart of Georgia	23,593	23,544	23,412	23,606	23,697	23,813	23,875	1.5%
Metro	507,770	518,748	531,073	541,731	552,942	566,092	588,513	36.8%
Middle Georgia	62,745	62,876	63,323	64,029	65,180	65,691	66,551	4.2%
North Georgia	58,428	60,551	62,620	64,909	66,641	68,773	71,889	4.5%
Northeast Georgia	58,933	60,461	61,645	62,751	64,098	65,790	68,015	4.3%
Northwest Georgia	92,425	95,403	98,091	100,267	102,667	105,094	108,339	6.8%
Oconee	19,997	19,732	19,613	19,150	19,000	18,861	18,842	1.2%
Okefenokee	27,383	27,460	27,496	27,845	27,845	28,152	28,350	1.8%
Pioneer	73,364	76,227	79,844	83,302	86,208	89,505	93,438	5.8%
Southwest Georgia	68,123	67,532	66,983	66,626	66,404	66,558	66,793	4.2%
West Georgia	53,515	54,778	56,376	57,983	59,036	60,491	62,299	3.9%
State Schools						378	621	0.0%
Statewide	1,422,941	1,444,937	1,470,634	1,496,012	1,522,611	1,553,437	1,598,461	

Data Source: FTE1, FY00-06

Figure 2.14 graphically presents the annual percentage change in enrollment by RESA. The statewide changes are provided in the last set of columns for comparison. Every RESA except Coastal Plains and Oconee posted enrollment gains from FY05 to FY06, and the enrollment losses in those two RESAs were smaller than in previous years. Griffin has consistently been had the most enrollment increase in the state, followed closely by Pioneer. Both Metro and North Georgia RESAs realized greater changes in

enrollment increase than from previous years. Table 2.3 provides the percentages for Figure 2.14.

**Figure 2.14. Annual Percent Enrollment Change since FY01 by RESA**  
(Source: FTE1, FY00-06)



**Table 2.3. FY01-FY06 Annual Percent Change in Enrollment by RESA**

RESA	2001	2002	2003	2004	2005	2006	Average
Central Savannah	-1.20%	-0.56%	-0.45%	0.16%	-0.15%	0.87%	-0.22%
Chattahoochee-Flint	-0.97%	-0.54%	-0.46%	0.32%	-0.34%	0.87%	-0.19%
Coastal Plains	-0.34%	-0.66%	0.69%	-0.42%	0.63%	-0.09%	-0.04%
First District	-0.27%	-0.12%	-0.11%	0.89%	1.03%	0.41%	0.31%
Griffin	3.88%	4.71%	4.99%	4.47%	4.57%	5.35%	5.24%
Heart of Georgia	-0.21%	-0.56%	0.83%	0.39%	0.49%	0.26%	0.20%
Metro	2.16%	2.38%	2.01%	2.07%	2.38%	3.96%	2.65%
Middle Georgia	0.21%	0.71%	1.11%	1.80%	0.78%	1.31%	1.01%
North Georgia	3.63%	3.42%	3.66%	2.67%	3.20%	4.53%	3.84%
Northeast Georgia	2.59%	1.96%	1.79%	2.15%	2.64%	3.38%	2.57%
Northwest Georgia	3.22%	2.82%	2.22%	2.39%	2.36%	3.09%	2.87%
Oconee	-1.33%	-0.60%	-2.36%	-0.78%	-0.73%	-0.10%	-0.96%
Okefenokee	0.28%	0.13%	1.27%	0.00%	1.10%	0.70%	0.59%
Pioneer	3.90%	4.75%	4.33%	3.49%	3.82%	4.39%	4.56%
Southwest Georgia	-0.87%	-0.81%	-0.53%	-0.33%	0.23%	0.35%	-0.33%
West Georgia	2.36%	2.92%	2.85%	1.82%	2.46%	2.99%	2.74%
Statewide	1.55%	1.78%	1.73%	1.78%	2.02%	2.90%	2.06%

Data Source: FTE1, FY00-06

## Teacher Demand

### *Teacher Demand Based on Student Enrollment*

Increasing student enrollment places a demand for additional teachers to staff Georgia's P-12 classrooms. This demand, driven by student enrollment gains, is termed "growth" demand. Table 2.4 shows teacher hiring patterns from FY98 to FY06. In all but the most recent three of the nine years, more than 25% of teachers hired were "growth" hires. FY03 and FY04 saw a sharp decrease in hires, perhaps in part enabled by the legislated relaxation of class size standards. This was followed in FY05 and FY06 by increases, perhaps beginning a readjustment to the pressures of continuing enrollment growth statewide. The last column of Table 2.4 demonstrates that there is substantial variation in the number of teachers hired in response to enrollment growth. Even though enrollment increases have been quite consistent over the years, the increases in the number of new teachers hired has been substantially more variable. The very large 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. This section is provided to emphasize that actual hiring of new teachers from year to year varies quite dramatically for the entire state. Hiring demand for school systems can vary even more widely.

**Table 2.4. Teacher Hiring for 'Growth' Demand, FY98-FY06**

Year	# Teaching Positions	# New Teachers Hired	# Teachers Hired to Fill 'Growth' Demand	'Growth' Hires as % of New Teachers Hired
FY98	86,262	9,006	2,819	31.3%
FY99	88,757	9,507	2,495	26.2%
FY00	91,467	10,176	2,710	26.6%
FY01	94,689	11,817	3,222	27.3%
FY02	99,470	13,084	4,781	36.5%
FY03	103,350	12,507	3,880	31.0%
FY04	104,845	10,929	1,495	13.7%
FY05	106,934	11,697	2,089	17.9%
FY06	110,135	12,949	3,201	24.7%

Data Source: CPI, FY98-06

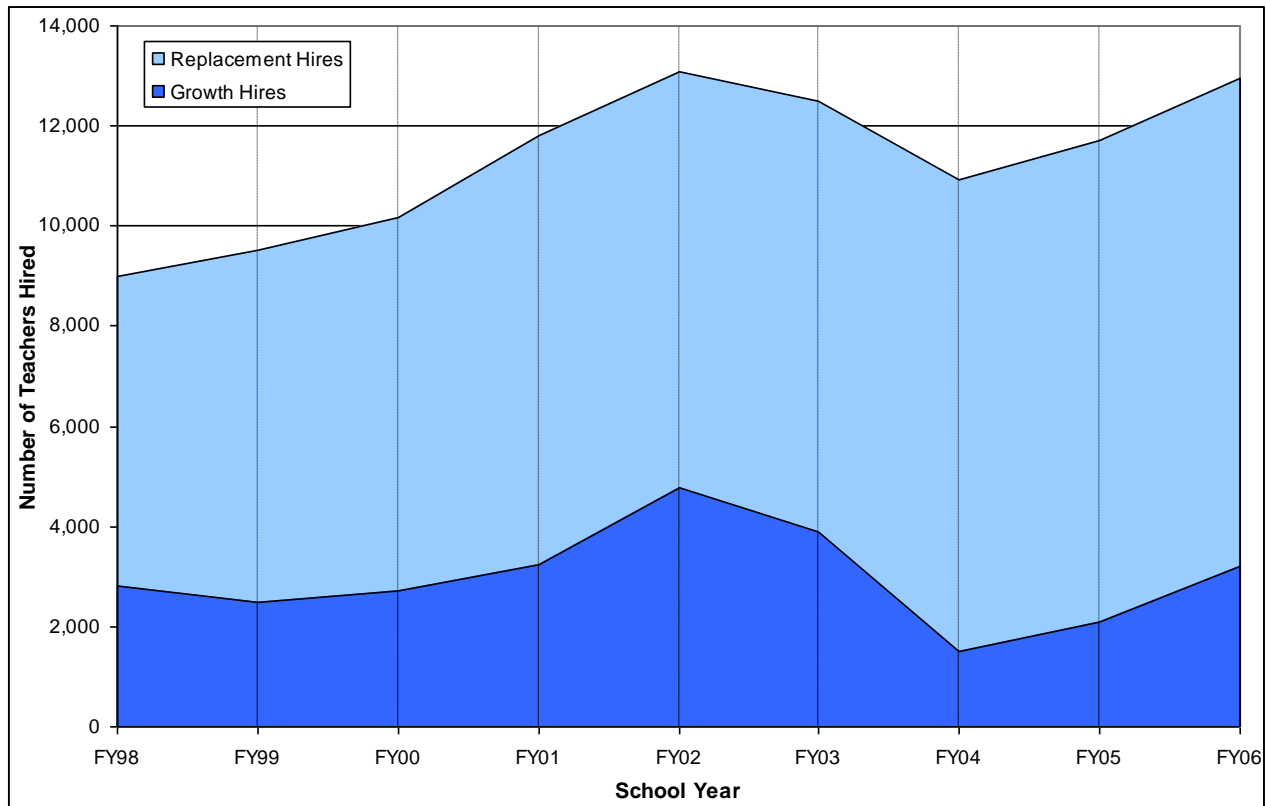
Table 2.5 and Figure 2.15 compare columns three and four of Table 2.4, showing the total number of teachers hired each year, which is the sum of the number of “growth hires” – the number of teachers needed to meet the demands of increased enrollment – and the number of “replacement hires”, or those needed to replace the teachers who left the profession. The graph primarily shows that the variation in the total number of teachers hired is a function of the number of teachers hired for growth: the two lines on the graph follow each other closely. The gap between the two lines consistently widens, which shows the ever increasing attrition rate of teachers in Georgia.

**Table 2.5. Comparison of Growth and Replacement Teacher Hires, FY98-FY06**

	FY98	FY99	FY00	FY01	FY02	FY03	FY04	FY05	FY06
<b>Total Positions</b>	86,262	88,757	91,467	94,689	99,470	103,350	104,845	106,934	110,135
<b>Growth</b>	2,819	2,495	2,710	3,222	4,781	3,880	1,495	2,089	3,201
<b>Growth % of Total</b>	3.3%	2.8%	3.0%	3.4%	4.8%	3.8%	1.4%	2.0%	2.9%
<b>Replacement</b>	6,187	7,012	7,466	8,595	8,303	8,627	9,434	9,608	9,748
<b>Replacement % of Total</b>	7.2%	7.9%	8.2%	9.1%	8.3%	8.3%	9.0%	9.0%	8.9%
<b>Total Hires</b>	9,006	9,507	10,176	11,817	13,084	12,507	10,929	11,697	12,949
<b>Total Hires % of Total Positions</b>	10.4%	10.7%	11.1%	12.5%	13.2%	12.1%	10.4%	10.9%	11.8%

Data Source: CPI, FY98-06

**Figure 2.15. Comparison of Growth and Replacement Teacher Hires, FY98-FY06**  
(Source: CPI, FY98-06)

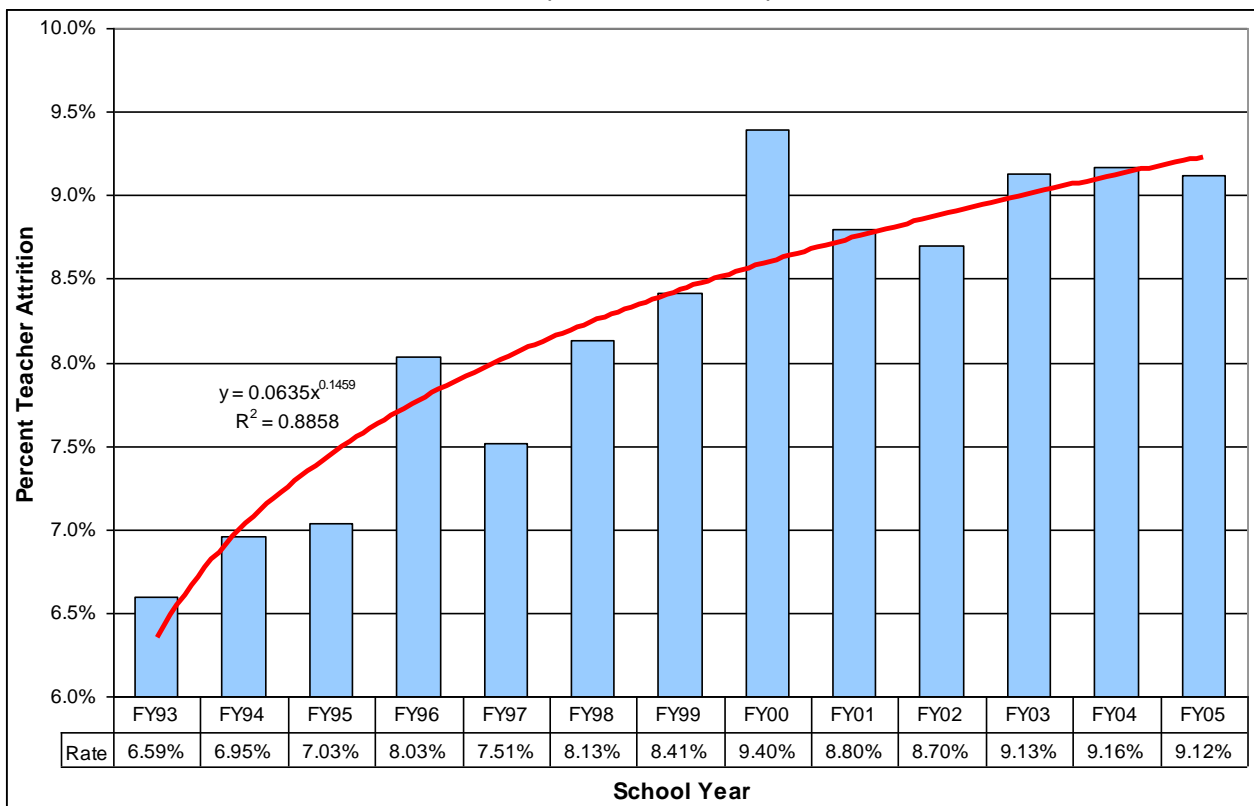


## Teacher Attrition

Figure 2.16 shows individuals who appear in the Certified Personnel Information Report (CPI) as teachers for a given year, but who are not listed as teachers in the CPI the following year. Gross attrition is defined as teacher loss from the classroom through promotion, position change, relocation, retirement, or leaving teaching for other employment. Teacher attrition decreased from an all-time high of 9.4% in FY00 down to 8.7% in FY02, but has stayed above 9.1% since FY03. The two-year decrease may have been a function of a greater percentage of teachers remaining in their jobs or not retiring as early as they might have in a stronger economic climate. As was suggested in last year's Status Report, the decreases may have been temporary; the long term trend since FY93, shown as a curvilinear line of best fit, would strongly suggest that teacher attrition will continue to increase over time. The attenuation of attrition rate across the last three years may have been influenced by increased efforts to retain newer teachers through induction and mentoring programs, or by the slight increases in age of newer teachers.

**Figure 2.16 Overall Annual Teacher Attrition Rates, FY93-FY05**

(Source: CPI, FY93-06)





**Attrition Due to Promotions, Position Changes, or Relocation**

Attrition due to promotions, position changes, relocation, or leaving the workforce produces demand that is referred to as “replacement” demand, shown in Table 2.6. The number of teachers hired to fill replacement demand increased from 63.5% of all newly-hired teachers in FY02 to more than 86% in FY04. Much of this increase was a function of the previously discussed rule changes affecting class size, which reduced the demand for new teachers to address enrollment growth, and therefore the growth-replacement ratio of new hires. FY05 and FY06 show a decrease in replacement demand.

**Table 2.6. Teacher Hiring for ‘Replacement’ Demand, FY98-FY06**

Year	Total # Teachers	# Teachers Hired	# Teachers Hired to Fill ‘Replacement’ Demand	‘Replacement’ Hires as Percent of Teachers Hired
FY98	86,262	9,006	6,187	68.7%
FY99	88,757	9,507	7,012	73.8%
FY00	91,467	10,176	7,466	73.4%
FY01	94,689	11,817	8,595	72.7%
FY02	99,470	13,084	8,303	63.5%
FY03	103,350	12,507	8,627	69.0%
FY04	104,845	10,929	9,434	86.3%
FY05	106,934	11,697	9,608	82.1%
FY06	110,135	12,949	9,748	75.3%

Data Source: CPI, FY98-06

Promotion, position change or reassignment that results in a non-teaching classification is a component of teacher attrition, as it still requires the replacement of a classroom teacher. In the subsequent year after a promotion or position change, an individual will continue to be reported on the CPI but in an administrative or student services position.

In FY06, 15.8% of attrition from teaching positions was due promotion or reassignment. This was well above the 10.8% recorded in FY05. Table 2.7 shows that 1,541 teachers assumed non-teaching positions in FY06. Of these, 444 (28.8%) were Elementary teachers; 308 (20.0%) were Middle School teachers; 307 (19.9%) were High School teachers; and 280 (18.2%) were Special Education teachers.

**Table 2.7. FY06 Teacher Attrition Due to Promotions or Position Changes (Reassignments)**

FY05 Personnel Categories	FY06 Personnel Categories of FY05 Teachers in Non-Teaching Positions													
	Administrative Positions				Student Services Positions									
	Principal	Assistant Principal	Other Administrator	Administrator Subtotal	Elementary Counselor	Middle Grades Counselor	High School Counselor	School Psychologist	School Social Worker	Speech & Language Pathologist	Media Specialist	Other Student Services	Student Services Subtotal	TOTAL
<b>Primary/Elementary</b>														
Pre-K Teachers	0	0	1	1	1	0	0	0	0	0	1	0	2	3
Kindergarten Teachers	0	6	6	12	1	0	0	0	0	0	2	5	8	20
Grade 1 Teachers	1	12	10	23	2	0	0	0	0	0	10	7	19	42
Grade 2 Teachers	0	8	13	21	6	3	0	0	0	0	12	8	29	50
Grade 3 Teachers	1	13	10	24	4	0	1	0	0	0	10	8	23	47
Grade 4 Teachers	0	16	16	32	6	3	1	0	0	0	10	12	32	64
Grade 5 Teachers	1	28	23	52	5	2	0	0	0	2	5	8	22	74
Other Elementary Teachers	1	21	23	45	5	0	1	0	0	0	4	13	23	68
EIP Teachers Kindergarten	0	2	0	2	0	0	0	0	0	0	1	1	2	4
EIP Teachers Grades 1-3	0	15	11	26	4	2	0	0	0	1	2	9	18	44
EIP Teachers Grades 4-5	0	10	11	21	0	0	0	0	0	0	4	3	7	28
Primary/Elementary Subtotal	4	131	124	259	34	10	3	0	0	3	61	74	185	444
<b>Middle</b>														
Grade 6 Teachers	0	20	9	29	1	7	0	0	0	0	6	3	17	46
Grade 7 Teachers	0	21	13	34	0	6	1	0	0	0	3	11	21	55
Grade 8 Teachers	3	28	19	50	2	7	1	0	0	0	8	13	31	81
Other Middle Grades Teachers	3	47	22	72	0	8	4	1	1	0	9	31	54	126
Middle Subtotal	6	116	63	185	3	28	6	1	1	0	26	58	123	308
<b>High</b>														
High School Teachers	6	155	76	237	4	4	23	0	0	0	11	28	70	307
<b>Other (No specific grade)</b>														
ESOL Teachers	1	2	4	7	0	1	1	0	0	0	3	2	7	14
Instructional Specialists	1	17	7	25	4	1	0	0	0	1	1	2	9	34
Literacy Coach	1	12	24	37	1	0	0	0	0	0	0	1	2	39
Other Teachers	2	15	33	50	0	1	3	0	0	0	0	5	9	59
Special Education Teachers	0	49	60	109	10	3	8	0	8	44	2	96	171	280
TAPP Teachers	0	0	1	1	0	0	0	0	0	0	0	0	0	1
Vocational Education Teachers	0	15	33	48	0	0	2	0	0	0	3	2	7	55
Other Subtotal	5	110	162	277	15	6	14	0	8	45	9	108	205	482
<b>TOTAL</b>	<b>21</b>	<b>512</b>	<b>425</b>	<b>958</b>	<b>56</b>	<b>48</b>	<b>46</b>	<b>1</b>	<b>9</b>	<b>48</b>	<b>107</b>	<b>268</b>	<b>583</b>	<b>1,541</b>

Data Source: CPI FY05-06

## **Attrition Due to Teacher Mobility**

### **System and RESA Mobility**

Well over 4,000 teachers moved from one system to another between FY05 and FY06. This represents 4.1% of the total FY06 teaching force retained from FY05. This component of attrition has increased substantially now for two years, from 3.2% in FY04. Table 2.8 presents a summary of inter-system teacher mobility from FY02 to FY03 through from FY05 to FY06.

There are many issues that affect teacher attrition and mobility. For example, while working conditions may affect teachers' interest in changing jobs, some school systems' enrollment is growing rapidly, requiring more teachers, while the population in other systems is declining, requiring fewer teachers. Another factor affecting attrition and mobility is promotion. Teachers also leave for family and relocation reasons. Some teachers choose to seek and are hired into administrative or student services positions. Even though these individuals may stay at a school or within a system, their position, assuming at least zero if not positive growth, must still be filled with another teacher.

**Table 2.8. Inter-System Mobility of Teachers from FY02 to FY06 – Summary**

Year	Disposition								
	Total Retained in Georgia		Retained in Same System		Left Georgia Classrooms		Moved to Different System		Total Teacher Workforce
	#	%	#	%	#	%	#	%	#
<b>FY02 to FY03</b>	90,843	91.3%	86,870	87.3%	8,627	8.7%	3,973	4.0%	99,470
<b>FY03 to FY04</b>	93,916	90.9%	90,628	87.7%	9,434	9.1%	3,288	3.2%	103,350
<b>FY04 to FY05</b>	95,237	90.8%	91,519	87.3%	9,608	9.2%	3,718	3.5%	104,845
<b>FY05 to FY06</b>	97,186	90.9%	92,848	86.8%	9,748	9.1%	4,338	4.1%	106,934

Data Source: CPI, FY02-06

### **RESA Mobility**

Table 2.9 shows mobility of teachers among regions of the state as defined by RESA service areas. From FY05 to FY06, 2,240 teachers moved to a system served by a different RESA. This represents 2.1% of the total FY05 workforce.

**Table 2.9. Inter-RESA Mobility of Teachers from FY02 to FY06 – Summary**

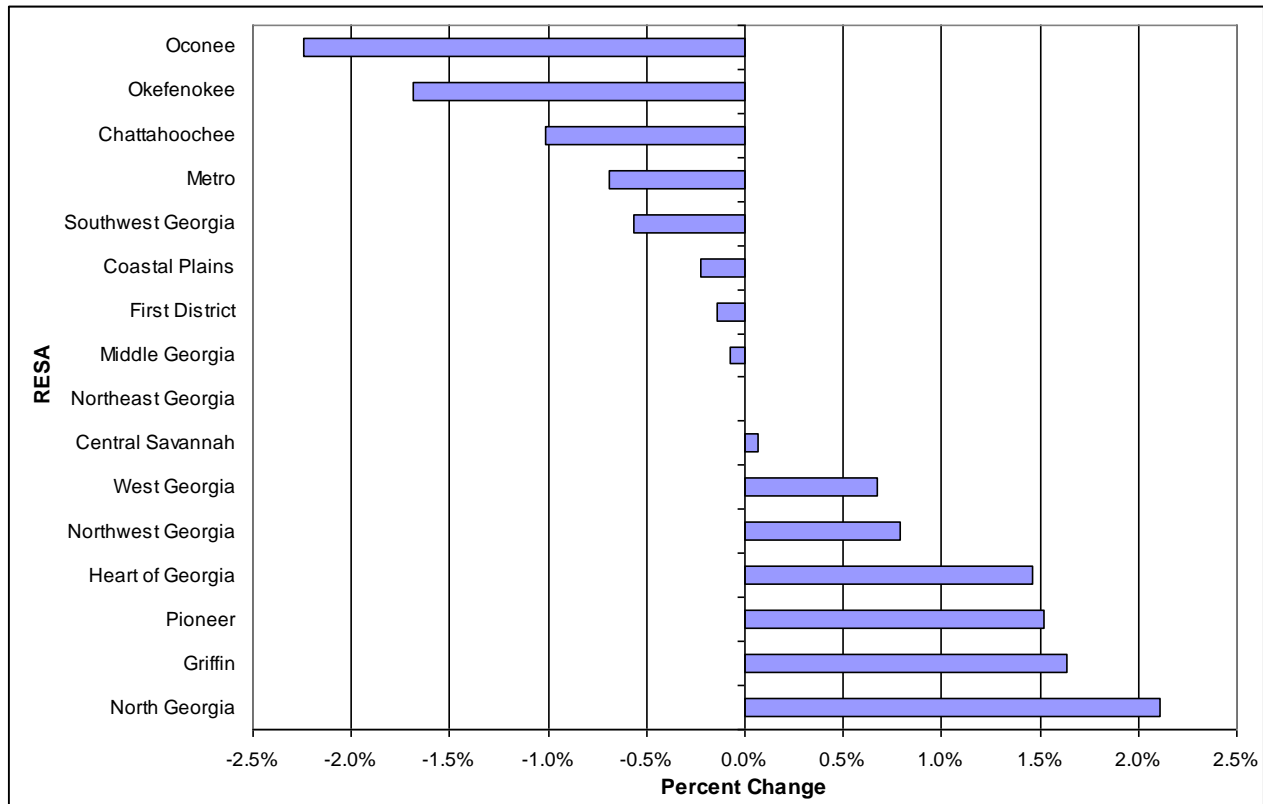
Year	Disposition								
	Total retained in Georgia		Retained in same RESA		Left Georgia classrooms		Moved to different RESA		Total Teacher Workforce
	#	%	#	%	#	%	#	%	#
<b>FY02 to FY03</b>	90,844	91.3%	88,758	89.2%	8,626	8.7%	2,085	2.1%	99,470
<b>FY03 to FY04</b>	93,917	90.9%	92,089	89.1%	9,433	9.1%	1,827	1.8%	103,350
<b>FY04 to FY05</b>	95,237	90.8%	93,212	88.9%	9,608	9.2%	2,025	1.9%	104,845
<b>FY05 to FY06</b>	97,186	90.9%	94,946	88.8%	9,748	9.1%	2,240	2.1%	106,934

Data Source: CPI, FY02-06

Figure 2.17 shows the percent change in teacher staffing due to mobility across RESAs. The school systems of Oconee RESA lost more than 2% of their teachers to other RESAs between FY05 and FY06, while those in the North Georgia RESA gained more than 2% from other RESAs. While the systems of Metro RESA lost the most teachers to other RESAs, it was only seven-tenths of a percent (0.7%) of their total workforce, a much lower relative loss than experienced by some other RESAs. The data table also includes the previous year's data, which shows that there is substantial volatility to this indicator.

**Figure 2.17. Net Gain or Loss in Workforce due to Teacher Mobility to or from RESAs between FY05 and FY06**

(Source: CPI, FY05-06)



	Oconee	Okefenokee	Chattahoochee	Metro	Southwest Georgia	Coastal Plains	First District	Middle Georgia	Northeast Georgia	Central Savannah	West Georgia	Northwest Georgia	Heart of Georgia	Pioneer	Griffin	North Georgia
2006	-2.24%	-1.68%	-1.01%	-0.69%	-0.56%	-0.23%	-0.14%	-0.08%	0.00%	0.06%	0.67%	0.79%	1.46%	1.52%	1.64%	2.11%
2005	-1.06%	-1.35%	-1.22%	-0.35%	0.34%	-0.82%	0.13%	0.93%	0.22%	-0.46%	-1.19%	0.28%	-0.06%	0.90%	2.16%	0.57%

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

Table 2.10 shows the characteristics of teachers employed by Georgia public schools in a previous year but who were not reported the following year. For example, the last column shows attrition percentages for the FY05 teacher workforce as a whole. The 9,748 teachers who were employed as teachers in FY05 did not appear as teachers in Georgia public schools in FY06. Just over 7,800 of them were female, which constituted 7.3% of the total workforce.

The most striking factor notable from the table is the consistency of attrition across years for the different subgroups, except for several age groups. Both the 31-40 and 51-60 age groups show persistent rise in attrition rate. The reasons for the rising departure rate of both groups require further research, but it is likely the oldest group's attrition primarily reflects retirement. The experience data in the next section likely do not reflect the retirement factor simply because many older teachers did not begin their teaching careers in Georgia, or did not start teaching until later in their careers.

**Table 2.10. Demographic Profile of FY01-FY05 Teachers Who Did Not Return to Teaching Positions in Georgia's Public School Systems the Following Year**

Demographic Characteristic	Teacher Attrition									
	FY01		FY02		FY03		FY04		FY05	
	#	% of All	#	% of All	#	% of All	#	% of All	#	% of All
<b>Gender</b>										
Female	6,738	7.1%	6,929	7.0%	7,591	7.3%	7,698	7.3%	7,806	7.3%
Male	1,565	1.7%	1,698	1.7%	1,843	1.8%	1,910	1.8%	1,942	1.8%
<b>Ethnicity</b>										
American Indian	11	0.0%	15	0.0%	19	0.0%	8	0.0%	10	0.0%
Asian	48	0.1%	47	0.0%	48	0.0%	66	0.1%	84	0.1%
Black	1,709	1.8%	1,950	2.0%	2,158	2.1%	2,089	2.0%	2,146	2.0%
Hispanic	95	0.1%	105	0.1%	107	0.1%	120	0.1%	125	0.1%
Multiracial	9	0.0%	11	0.0%	28	0.0%	18	0.0%	27	0.0%
White	6,431	6.8%	6,499	6.5%	7,074	6.8%	7,307	7.0%	7,356	6.9%
<b>Age Group</b>										
20 and under	0	0.0%	2	0.0%	1	0.0%	0	0.0%		0.0%
21-30	2,250	2.4%	2,329	2.3%	2,568	2.5%	2,353	2.2%	2,155	2.0%
31-40	2,065	2.2%	2,074	2.1%	2,393	2.3%	2,481	2.4%	2,579	2.4%
41-50	1,453	1.5%	1,400	1.4%	1,427	1.4%	1,410	1.3%	1,507	1.4%
51-60	2,056	2.2%	2,269	2.3%	2,431	2.4%	2,601	2.5%	2,668	2.5%
61 and above	479	0.5%	553	0.6%	614	0.6%	763	0.7%	839	0.8%
<b>Experience</b>										
0-4	3,039	3.2%	2,994	3.0%	3,328	3.2%	3,684	3.5%	3,309	3.1%
5-9	1,633	1.7%	1,766	1.8%	2,012	1.9%	1,646	1.6%	1,887	1.8%
10-14	931	1.0%	863	0.9%	1,005	1.0%	964	0.9%	1,094	1.0%
15-19	646	0.7%	643	0.6%	642	0.6%	662	0.6%	721	0.7%
20-24	580	0.6%	606	0.6%	567	0.5%	635	0.6%	658	0.6%
25-29	945	1.0%	953	1.0%	956	0.9%	1,243	1.2%	1,279	1.2%
30 and above	529	0.6%	802	0.8%	924	0.9%	774	0.7%	800	0.7%
Total Attrition	8,303	8.8%	8,627	8.7%	9,434	9.1%	9,608	9.2%	9,748	9.1%
Total Teachers	94,689		99,470		103,350		104,845		106,934	

Data Source: CPI, FY00-06

Figure 2.18 provides another view of attrition by experience, using the years of experience average attrition over the four years FY02 through FY05. A higher proportion of teachers leave teaching in Georgia, as well as elsewhere according to the research, in the early years of experience: teachers with fewer than three years' experience leave at a rate of almost 14% a year, and the rate for those with three through seven years' experience still have an average attrition rate of almost 10%. Those teachers remaining with eight through 13 years' experience are more likely to stay, having an average attrition rate of 6-7%. It is not until teachers reach 14 through 26 years' experience does their annual attrition stabilize at about a 5-6% chance of leaving in any given year. Beginning with the 27<sup>th</sup> year, the probability of an individual leaving teaching rises quickly. Research has reported that the first three years are the critical period for teachers in deciding whether or not to continue in the career. However these data suggest that while there is a slight "break point" beginning with the third year of teaching (as reported in the CPI), the loss rate per year from the profession doesn't actually begin to attenuate until the eighth year of teaching.

**Figure 2.18. Average Attrition by Reported Years of Experience, FY02-FY05**

(Source: CPI, FY02-06)

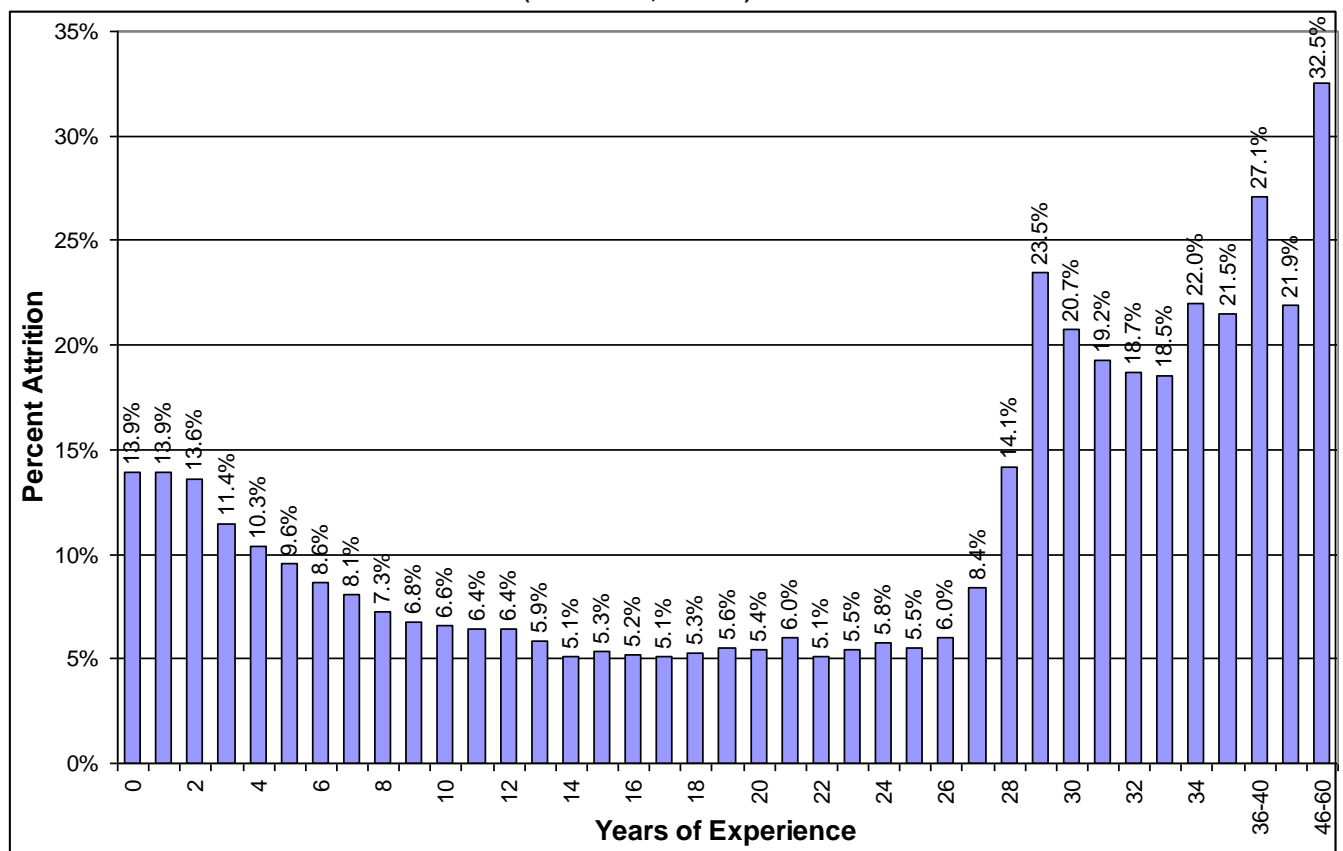
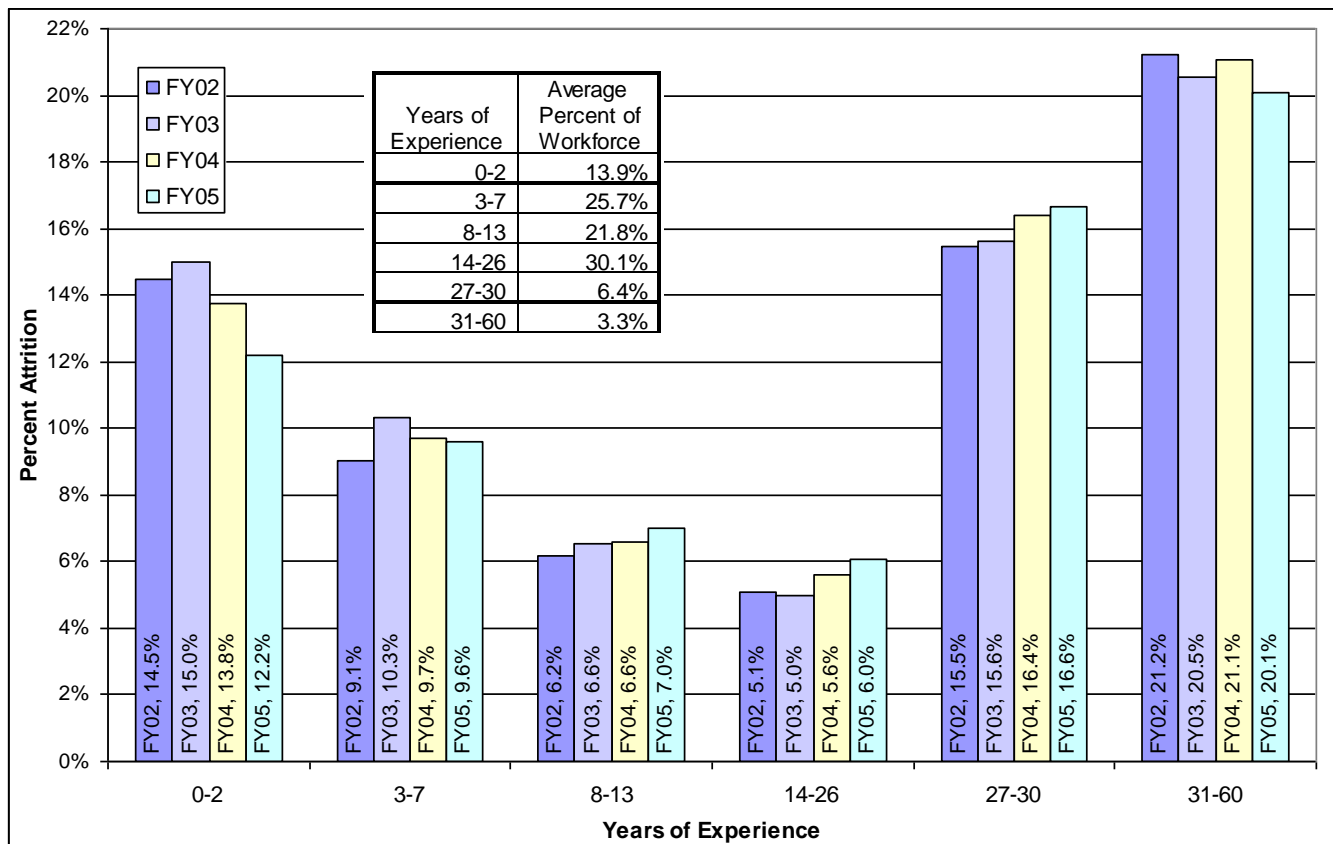


Figure 2.19 reviews the data from the previous table by year and aggregated using six experience groups: those with 0-2, 3-7, 8-13, 14-26, 27-30, and 31 or more years of experience teaching in Georgia. Each subgroup with a certain number of years experience has a relatively similar attrition rate as the other subgroups in a particular “experience group.” Much attention has been given to reducing the attrition of new teachers, and if these data are an indication, attrition has been decreasing for at least the most recent two years for teachers with less than three years’ experience, from 15.0% in FY03 to 12.2% in FY05. Attrition for the next group, those with 3-7 years experience, has also decreased slightly in the same period from 10.3% to 9.6%. The group represents more than one fourth of the teaching force. However, the more experienced teachers, those with 8-13 and 14-26 years experience, respectively, show consistently increasing attrition rates. Teachers with 8-13 years’ experience increased attrition from 6.2% to 7.0% since the first year in FY02, and the largest group of teachers, those with 14-26 years’ experience, increased attrition from 5.1% to 6% over the four years, with a slight dip to 5.0% in FY03. If these trends continue, it would appear that efforts to reduce attrition might also well be directed toward the state’s more experienced teachers, particularly those in the 8-13 and 14-26 groups, in order to attenuate their increasing rates of attrition and attendant replacement demand among veteran teachers.

**Figure 2.19. Annual Teacher Attrition by Experience Groups, FY02-FY05**  
(Source: CPI, FY02-06)



Note: Percentages within the bars represent attrition rates within experience groups by year from FY02-FY05.

### ***Teacher Attrition by Certificate Type***

Table 2.11 shows teacher attrition by the type of certificate held for FY02 through FY05. Certificate types are grouped by Teaching, Leadership, Service and Technical. The six groups with the greatest number of certificates are listed first in order of frequency in FY05. The table reports the percent attrition within the group so that the rates may be compared between groups rather than as a percentage of the total teacher pool.

Those holding the Teaching (T) certificate comprised 78.4% of the teacher force; their attrition rate was the second lowest at 8.6% in FY05. The lowest attrition of any group was for those teachers with the Performance-Based (PBT) certificate; this group comprised 11.2% of the workforce. The remaining four certificates with more than 1,000 teachers all have attrition rates exceeding twelve percent. The Life (DT) certificate holders had an FY05 attrition rate of more than 25%, but much of this group's attrition may be due to retirement.

Attrition is on the rise for those teachers with Teaching and Performance-Based certificates. The Nonrenewable (NT) certificate is relatively new, so it is difficult to make inferences about the group. Attrition for the much smaller Intern (IT) group has been variable; the attrition rate for the Life certificate holders has been rising slightly, perhaps as more of them near retirement age. The remaining certificates comprise less than 6% of all attrition.



**Table 2.11. Teacher Attrition Rates Within Certificate Type, FY02-FY05**

Certificate Type	FY02			FY03			FY04			FY05		
	Attrition	# of Teachers with Certificate	Attrition Rate of Teachers with Certificate	Attrition	# of Teachers with Certificate	Attrition Rate of Teachers with Certificate	Attrition	# of Teachers with Certificate	Attrition Rate of Teachers with Certificate	Attrition	# of Teachers with Certificate	Attrition Rate of Teachers with Certificate
<b>Teaching</b>												
Clear Renewable Teaching (T)	5,707	74,366	7.7%	6,333	78,023	8.1%	6,933	81,274	8.5%	7,198	83,584	8.6%
Performance-Based (PBT)	539	12,805	4.2%	514	12,551	4.1%	556	12,348	4.5%	612	12,017	5.1%
Nonrenewable (NT)	3	14	21.4%	1	22	4.5%	43	358	12.0%	558	4,125	13.5%
Provisional (BT)	520	2,943	17.7%	599	3,362	17.8%	609	3,522	17.3%	372	2,214	16.8%
Intern (IT)	56	408	13.7%	148	938	15.8%	170	1,095	15.5%	158	1,238	12.8%
Life (DT)	435	1,901	22.9%	381	1,624	23.5%	341	1,362	25.0%	281	1,112	25.3%
Probationary (PAT)	282	2,340	12.1%	326	2,260	14.4%	233	1,715	13.6%	77	505	15.2%
Conditional (CT)	542	2,066	26.2%	424	1,655	25.6%	214	811	26.4%	8	18	44.4%
Permit (P)	60	385	15.6%	68	452	15.0%	66	448	14.7%	71	522	13.6%
Emergency (ET)	209	833	25.1%	193	765	25.2%	81	375	21.6%	2	13	15.4%
Exchange (XT)	64	206	31.1%	114	270	42.2%	112	267	41.9%	148	277	53.4%
Waiver Permit (WP)										1	1	100.0%
Waiver Provisional (WBT)				75	184	40.8%	44	113	38.9%	39	72	54.2%
Waiver Conditional (WCT)				23	58	39.7%	24	46	52.2%			
Waiver Probationary (WPT)				16	47	34.0%	9	45	20.0%			
Waiver Emergency (WET)				11	21	52.4%	3	8	37.5%			
Waiver TAPP Provisional (WIT)				10	27	37.0%	3	7	42.9%			
Waiver (WT)							0	2	0.0%	27	61	44.3%
Special Provisional (XBT)	0	1	0.0%									
<b>Leadership</b>												
Leadership (L)	45	251	17.9%	35	274	12.8%	67	316	21.2%	47	315	14.9%
Life (DL)	1	9	11.1%	4	12	33.3%	2	6	33.3%	2	7	28.6%
Nonrenewable (NL)							1	1	100.0%			
Waiver GA TAPP Provisional (WIL)				0	1	0.0%						
Conditional (CL)				0	1	0.0%						
Probationary (PAL)	0	1	0.0%									
<b>Student Services</b>												
Service (S)	69	689	10.0%	135	735	18.4%	80	665	12.0%	115	666	17.3%
Performance-Based (PBS)	5	24	20.8%	6	25	24.0%	4	20	20.0%	8	21	38.1%
Life (DS)	2	15	13.3%	7	21	33.3%	4	16	25.0%	3	14	21.4%
Nonrenewable (NS)	2	11	18.2%	5	11	45.5%	5	11	45.5%	6	26	23.1%
Conditional (CS)	0	4	0.0%	0	2	0.0%	2	3	66.7%			
Emergency (ES)	1	6	16.7%	1	3	33.3%	1	2	50.0%			
Provisional (BS)	1	5	20.0%	3	4	75.0%	0	1	0.0%	1	2	50.0%
Waiver Non-Renewable (WNS)				1	1	100.0%	1	1	100.0%			
Probationary (PAS)	1	2	50.0%				0	1	0.0%			
Waiver Provisional (WBS)				1	1	100.0%						
<b>Technical Specialist</b>												
Technical (V)							0	3	0.0%		25	0.0%
Nonrenewable (NV)										1	5	20.0%
Provisional (BV)							0	2	0.0%	13	89	14.6%
Waiver Provisional (WBV)							0	1	0.0%		5	0.0%
Unspecified	83	185	44.9%									
<b>Total</b>	<b>8,627</b>	<b>99,470</b>	<b>8.7%</b>	<b>9,434</b>	<b>103,350</b>	<b>9.1%</b>	<b>9,608</b>	<b>104,845</b>	<b>9.2%</b>	<b>9,748</b>	<b>106,934</b>	<b>9.1%</b>

Data Source: CPI, FY02-06

Note: Attrition percentages are reported within certificate by size of the certificate category within group: Attrition within Teaching (T), for example, has increased from 7.7% to 8.6% from FY02 to FY05.

### ***Teacher Attrition by Subject Taught***

Table 2.12 shows the attrition of FY02 through FY05 teachers by subject taught, in alphabetical order. Except for categories with small numbers of teachers (e.g., 10 or fewer), which are subject to large variations, most subject group attrition ranged from about 6 to 11% in FY04. The attrition of Elementary Education teachers is slightly lower than average at 8.7% of that group. Because it is by far the largest group in this table, it comprises over 40% of FY05 attrition.

In subject groups with over 1,000 teachers, English, Foreign Language, High School Miscellaneous (all other subjects not listed), Life Science, Middle Grades and History had attrition rates at least a percentage point above average. As of the FY07 school year, the Middle Grades certification is to be replaced by middle school subject certifications.

**Table 2.12. Teacher Attrition by Subject Taught, FY02-FY05**

Subject Taught	FY02			FY03			FY04			FY05		
	Attrition	# Teachers in Subject	Percent Attrition by Subject	Attrition	# Teachers in Subject	Percent Attrition by Subject	Attrition	# Teachers in Subject	Percent Attrition by Subject	Attrition	# Teachers in Subject	Percent Attrition by Subject
<b>Regular Education</b>												
Chorus	27	277	9.7%	26	327	8.0%	33	354	9.3%	30	361	8.3%
Dance	2	17	11.8%	7	21	33.3%	2	24	8.3%	5	30	16.7%
Drama/Arts	18	175	10.3%	23	205	11.2%	27	242	11.2%	33	274	12.0%
Education	17	208	8.2%	18	159	11.3%	9	89	10.1%	8	97	8.2%
<b>Elementary Education</b>	<b>3,619</b>	<b>43,881</b>	<b>8.2%</b>	<b>3,975</b>	<b>45,535</b>	<b>8.7%</b>	<b>3,953</b>	<b>45,564</b>	<b>8.7%</b>	<b>3,867</b>	<b>45,812</b>	<b>8.4%</b>
English/Language/Reading										76	941	8.1%
<b>English</b>	<b>730</b>	<b>7,413</b>	<b>9.8%</b>	<b>833</b>	<b>8,267</b>	<b>10.1%</b>	<b>943</b>	<b>8,942</b>	<b>10.5%</b>	<b>889</b>	<b>8,284</b>	<b>10.7%</b>
ESOL	73	815	9.0%	79	987	8.0%	111	1,265	8.8%	133	1,377	9.7%
Languages	205	1,843	11.1%	258	2,043	12.6%	226	2,008	11.3%	226	2,065	10.9%
Gifted	88	1,138	7.7%	93	1,230	7.6%	111	1,204	9.2%	82	1,039	7.9%
Health	63	805	7.8%	76	779	9.8%	54	761	7.1%	65	684	9.5%
High School (9-12)												
Miscellaneous	179	2,075	8.6%	243	2,315	10.5%	249	2,646	9.4%	289	2,847	10.2%
Humanities	0	2	0.0%	0	3	0.0%		1	0.0%		9	0.0%
Life Science	189	1,953	9.7%	203	2,207	9.2%	233	2,423	9.6%	258	2,370	10.9%
Mathematics	533	5,888	9.1%	630	6,501	9.7%	707	7,285	9.7%	682	7,405	9.2%
Mathematics Remedial										27	251	10.8%
<b>Middle Grades</b>	<b>707</b>	<b>7,096</b>	<b>10.0%</b>	<b>677</b>	<b>6,550</b>	<b>10.3%</b>	<b>486</b>	<b>4,720</b>	<b>10.3%</b>	<b>509</b>	<b>4,879</b>	<b>10.4%</b>
Military Science	0	6	0.0%	6	12	50.0%	4	9	44.4%	25	119	21.0%
Music	190	2,394	7.9%	209	2,434	8.6%	216	2,436	8.9%	203	2,455	8.3%
P-12 Miscellaneous	253	2,956	8.6%	263	2,941	8.9%	261	2,893	9.0%	307	3,160	9.7%
Personal & Interpersonal Skills	115	1,423	8.1%	144	1,536	9.4%	157	1,583	9.9%	146	1,626	9.0%
Physical Education	271	4,113	6.6%	253	4,193	6.0%	295	4,302	6.9%	274	4,334	6.3%
Physical Science	253	2,705	9.4%	271	2,858	9.5%	315	3,172	9.9%	273	2,809	9.7%
Physical Science, Chemistry										36	252	14.3%
Physical Science, Earth										28	255	11.0%
Physical Science, Physics										14	108	13.0%
Professional Career Preparation	26	204	12.7%	16	108	14.8%	24	202	11.9%	14	107	13.1%
Science	14	311	4.5%	21	351	6.0%	27	347	7.8%	23	346	6.6%
Social Science	468	5,192	9.0%	531	5,680	9.3%	576	6,184	9.3%	450	4,712	9.6%
Social Science, Economics										19	149	12.8%
Social Science, Geography										21	245	8.6%
Social Science, Government										17	185	9.2%
Social Science, History										109	1,003	10.9%
Visual Arts	104	1,510	6.9%	124	1,606	7.7%	135	1,626	8.3%	132	1,658	8.0%
<b>Subtotal, Regular Education</b>	<b>8,144</b>	<b>94,400</b>	<b>8.6%</b>	<b>8,979</b>	<b>98,848</b>	<b>9.1%</b>	<b>9,154</b>	<b>100,282</b>	<b>9.1%</b>	<b>9,270</b>	<b>102,248</b>	<b>9.1%</b>

Data Source: CPI, FY02-06

Note: Attrition percentages are reported within subject: Attrition within Elementary Education, for example, has increased slightly from 8.2% to 8.4% from FY02 to FY05. Special Education is not included as it is not a "subject taught."

**Table 2.12. Teacher Attrition by Subject Taught, FY02-FY05 (Continued)**

Subject Taught	FY02			FY03			FY04			FY05		
	Attrition FY02	# Teachers in Subject	Percent Attrition by Subject	Attrition FY03	# Teachers in Subject	Percent Attrition by Subject	Attrition FY04	# Teachers in Subject	Percent Attrition by Subject	Attrition FY05	# Teachers in Subject	Percent Attrition by Subject
<b>Vocational Education (Technical/Career)</b>												
Agriculture/Business	14	181	7.7%	16	190	8.4%	19	181	10.5%	17	192	8.9%
Agricultural Sciences & Technology	12	143	8.4%	15	139	10.8%	14	148	9.5%	12	169	7.1%
Business Administration	53	729	7.3%	70	806	8.7%	73	850	8.6%	80	853	9.4%
Business Management	24	368	6.5%	38	386	9.8%	34	380	8.9%	45	423	10.6%
Communication Technologies	11	94	11.7%	8	73	11.0%	6	58	10.3%	8	69	11.6%
Computer & Other Related Areas	26	281	9.3%	32	320	10.0%	38	343	11.1%	40	373	10.7%
Conservation & Natural Resources	0	8	0.0%	1	12	8.3%	2	14	14.3%	1	9	11.1%
Construction Technology	10	133	7.5%	13	142	9.2%	13	134	9.7%	12	139	8.6%
Education & Career Exploration	24	295	8.1%	25	283	8.8%	27	260	10.4%	24	244	9.8%
Health & Medical Occupations	0	0	0.0%	10	63	15.9%	12	96	12.5%	17	129	13.2%
Home Economics	64	701	9.1%	71	720	9.9%	68	748	9.1%	62	747	8.3%
Manufacturing Science	0	8	0.0%	1	6	16.7%		7	0.0%	1	7	14.3%
Marketing & Distribution	15	97	15.5%	7	97	7.2%	15	106	14.2%	17	114	14.9%
Mechanical Occupations	30	290	10.3%	31	296	10.5%	37	282	13.1%	31	264	11.7%
Personal Services Occupations	9	86	10.5%	6	77	7.8%	3	63	4.8%	5	69	7.2%
Precision Production Occupations	14	127	11.0%	26	155	16.8%	15	150	10.0%	15	145	10.3%
Protective Services	4	25	16.0%	5	27	18.5%	5	28	17.9%	7	31	22.6%
Technology Education	63	632	10.0%	68	623	10.9%	61	640	9.5%	75	641	11.7%
<b>Subtotal, Vocational Education</b>	<b>373</b>	<b>4,198</b>	<b>8.9%</b>	<b>443</b>	<b>4,415</b>	<b>10.0%</b>	<b>442</b>	<b>4,488</b>	<b>9.8%</b>	<b>469</b>	<b>4,618</b>	<b>10.2%</b>
Not Applicable	9	81	11.1%	12	87	13.8%	12	75	16.0%	9	68	13.2%
Unspecified	101	791	12.8%									
<b>Total</b>	<b>8,627</b>	<b>99,470</b>	<b>8.7%</b>	<b>9,434</b>	<b>103,350</b>	<b>9.1%</b>	<b>9,608</b>	<b>104,845</b>	<b>9.2%</b>	<b>9,748</b>	<b>106,934</b>	<b>9.1%</b>

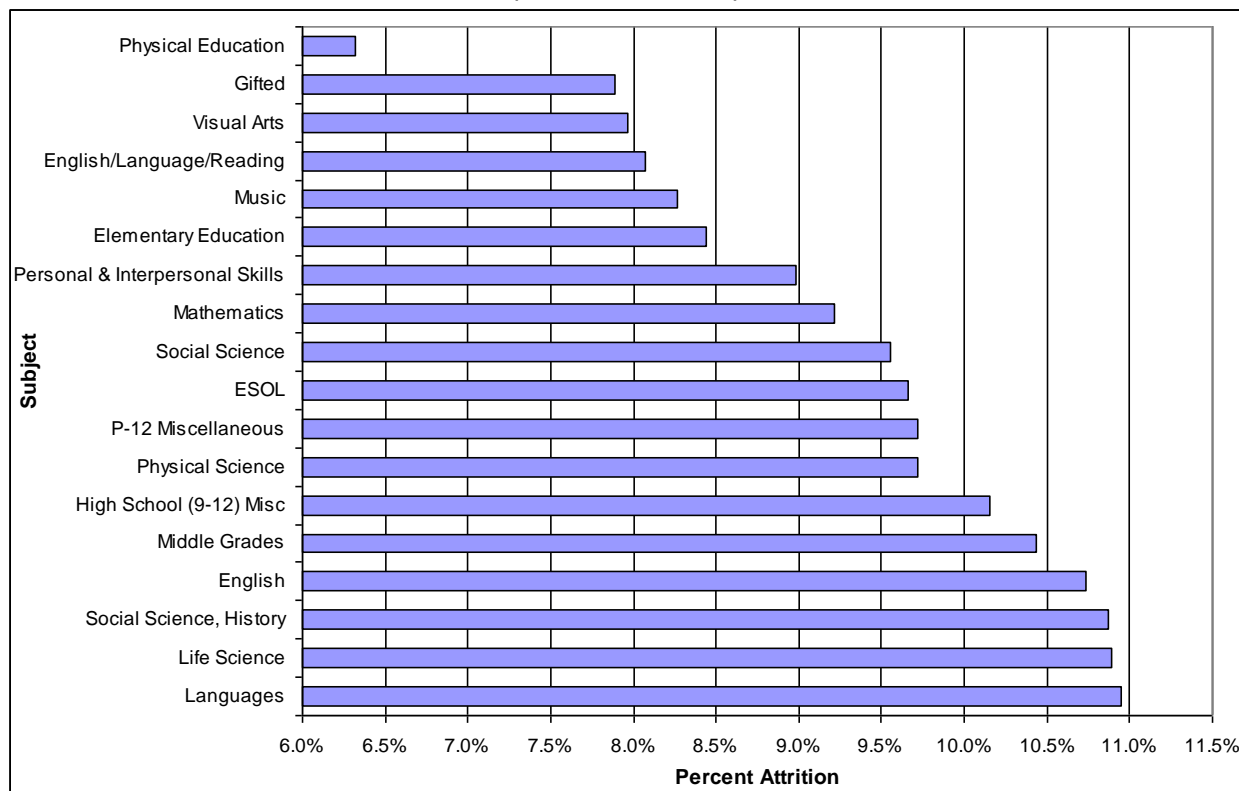
Data Source: CPI, FY02-06

Note: Attrition percentages are reported within subject: Attrition within Agribusiness, for example, has increased from 7.7% to 8.9% from FY02 to FY05. Special Education is not included as it is not a "subject taught."

Figure 2.20 displays the FY05 attrition rates for the subject groups in Table 2.12 with more than 900 teachers statewide. Physical Education teachers have by far the lowest attrition at 6.3%, while teachers of English, Social Science-History, Life Science and Foreign Language all have attrition rates in excess of 10.5%. English teachers comprise by far the largest 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.

**Figure 2.20. Teacher Attrition by Subject Taught Ranked by Attrition, Subjects with More than 900 Teachers Statewide, FY05**

(Source: CPI, FY05-06)



***Teacher Attrition by Personnel Category***

Table 2.13 shows teacher attrition by personnel categories for FY02 through FY05. Attrition is lower in the elementary grades than in middle and high school and for the past three years has remained relatively stable. Middle grades teacher attrition rose at a lesser degree last year than in the previous year. High school saw a substantial rise in teacher attrition this past year for a two year increase from 9.3% to 10.4%.

**Table 2.13. Teacher Attrition by Personnel Category, FY02-FY05**

Personnel Category	FY02			FY03			FY04			FY05		
	Attrition	# Teachers in Category	Attrition as % of Category	Attrition	# Teachers in Category	Attrition as % of Category	Attrition	# Teachers in Category	Attrition as % of Category	Attrition	# Teachers in Category	Attrition as % of Category
<b>EIP</b>												
EIP K Teacher	60	982	6.1%	93	1,186	7.8%	96	886	10.8%	84	842	10.0%
EIP 1-3 Teacher	235	2,684	8.8%	308	2,957	10.4%	332	3,150	10.5%	274	2,775	9.9%
EIP 4-5 Teacher	87	852	10.2%	96	966	9.9%	127	1,145	11.1%	134	1,276	10.5%
<b>EIP (K-5) Subtotal</b>	<b>382</b>	<b>4518</b>	<b>8.5%</b>	<b>497</b>	<b>5109</b>	<b>9.7%</b>	<b>555</b>	<b>5181</b>	<b>10.7%</b>	<b>492</b>	<b>4893</b>	<b>10.1%</b>
<b>Elementary</b>												
Pre-K Teacher	94	1,355	6.9%	118	1,376	8.6%	112	1,419	7.9%	109	1,493	7.3%
K Teacher	353	5,479	6.4%	389	5,746	6.8%	410	6,138	6.7%	407	6,224	6.5%
Grade 1 Teacher	426	5,800	7.3%	471	5,975	7.9%	474	6,043	7.8%	448	6,029	7.4%
Grade 2 Teacher	451	5,576	8.1%	504	5,759	8.8%	454	5,763	7.9%	450	5,764	7.8%
Grade 3 Teacher	446	5,551	8.0%	493	5,762	8.6%	506	5,792	8.7%	427	5,713	7.5%
Grade 4 Teacher	418	5,077	8.2%	449	5,056	8.9%	411	4,992	8.2%	413	4,820	8.6%
Grade 5 Teacher	427	4,920	8.7%	417	4,968	8.4%	453	4,935	9.2%	419	4,766	8.8%
Other Elementary Teachers	427	4,144	10.3%	405	4,241	9.5%	347	3,357	10.3%	382	3,858	9.9%
<b>Elementary (K-5) Subtotal</b>	<b>3,042</b>	<b>37,902</b>	<b>8.0%</b>	<b>3,246</b>	<b>38,883</b>	<b>8.3%</b>	<b>3,167</b>	<b>38,439</b>	<b>8.2%</b>	<b>3,055</b>	<b>38,667</b>	<b>7.9%</b>
<b>Middle</b>												
Grade 6 Teacher	330	3,866	8.5%	316	3,512	9.0%	313	3,611	8.7%	341	3,850	8.9%
Grade 7 Teacher	350	3,685	9.5%	306	3,440	8.9%	342	3,557	9.6%	325	3,673	8.8%
Grade 8 Teacher	282	3,441	8.2%	297	3,273	9.1%	304	3,427	8.9%	362	3,591	10.1%
Other Middle Grades Teachers	644	6,552	9.8%	810	7,858	10.3%	792	7,462	10.6%	713	7,341	9.7%
<b>Middle Grades (6-8) Subtotal</b>	<b>1606</b>	<b>17,544</b>	<b>9.2%</b>	<b>1,729</b>	<b>18,083</b>	<b>9.6%</b>	<b>1,751</b>	<b>18,057</b>	<b>9.7%</b>	<b>1,741</b>	<b>18,455</b>	<b>9.4%</b>
<b>High</b>												
<b>High School Teacher</b>	<b>1,638</b>	<b>17,569</b>	<b>9.3%</b>	<b>1,659</b>	<b>17,896</b>	<b>9.3%</b>	<b>1,784</b>	<b>18,010</b>	<b>9.9%</b>	<b>1,889</b>	<b>18,219</b>	<b>10.4%</b>
<b>Other</b>												
ESOL Teacher	54	509	10.6%	68	763	8.9%	111	1,308	8.5%	148	1,503	9.8%
Extra Day Teacher				0	3	0.0%						
Instructional Specialist	338	5,123	6.6%	371	5,166	7.2%	407	5,609	7.3%	397	5,638	7.0%
Literacy Coach	9	50	18.0%	14	120	11.7%	41	251	16.3%	56	414	13.5%
Other Teacher	85	615	13.8%	120	736	16.3%	94	690	13.6%	153	853	17.9%
Special Education Teachers	1,192	12,602	9.5%	1,369	13,283	10.3%	1,336	13,927	9.6%	1,452	14,677	9.9%
GA TAPP Teachers*	25	164	15.2%	47	226	20.8%	49	279	17.6%	49	322	15.2%
Vocational Education Teachers	256	2,874	8.9%	314	3,082	10.2%	313	3,094	10.1%	316	3,293	9.6%
<b>Total</b>	<b>8,627</b>	<b>99,470</b>	<b>8.7%</b>	<b>9,434</b>	<b>103,350</b>	<b>9.1%</b>	<b>9,608</b>	<b>104,845</b>	<b>9.2%</b>	<b>9,748</b>	<b>106,934</b>	<b>9.1%</b>

Data Source: CPI, FY02-06

\* This category represents only those teachers coded in the CPI as GATAPP, and does not include all teachers from that program

## **Teacher Attrition Due to Promotion or Reassignment**

Almost all school leaders (superintendents, principals, assistant principals, instructional specialists, etc.) start as teachers. Table 2.14 shows teacher position change information for FY02 through FY05. These changes may be due to promotion, compulsory or voluntary reassignment, or in some cases a change in the percentage of time an educator spends in two or more positions. Although just over 1% of the teacher workforce is “lost” due to promotion or reassignment out of the classroom, more than a tenth of attrition from the teacher workforce 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 position of Instructional Supervisor has been an expanding promotion opportunity for teachers, accounting for less than 10% of all promotions in FY03 to more than 15% in FY06.

**Table 2.14. Teacher Attrition by Change to Other Personnel Categories, FY02-FY05**

Categories	FY02 Teachers in FY03			FY03 Teachers in FY04			FY04 Teachers in FY05			FY05 Teachers in FY06		
	Attrition from Teaching Assignment FY02	Percent of all Attrition	Percent of Teachers Promoted/Reassigned	Attrition from Teaching Assignment FY03	Percent of all Attrition	Percent of Teachers Promoted/Reassigned	Attrition from Teaching Assignment FY04	Percent of all Attrition	Percent of Teachers Promoted/Reassigned	Attrition from Teaching Assignment FY04	Percent of all Attrition	Percent of Teachers Promoted/Reassigned
Not in GA Public Schools	7,489	86.8%		8,270	87.7%		8,344	86.8%		8,207	84.2%	
Assistant Principal	353	4.1%	31.0%	361	3.8%	31.0%	437	4.5%	34.6%	512	5.3%	33.2%
Instructional Supervisor	103	1.2%	9.1%	112	1.2%	9.6%	155	1.6%	12.3%	241	2.5%	15.6%
School Improvement Specialist	1	0.0%	0.1%	73	0.8%	6.3%	44	0.5%	3.5%	61	0.6%	4.0%
Elementary Counselor	47	0.5%	4.1%	43	0.5%	3.7%	48	0.5%	3.8%	56	0.6%	3.6%
High School Counselor	31	0.4%	2.7%	29	0.3%	2.5%	32	0.3%	2.5%	46	0.5%	3.0%
Middle Grades Counselor	26	0.3%	2.3%	34	0.4%	2.9%	34	0.4%	2.7%	48	0.5%	3.1%
Media Specialist	91	1.1%	8.0%	146	1.5%	12.5%	124	1.3%	9.8%	107	1.1%	6.9%
Other Administrators	119	1.4%	10.5%	87	0.9%	7.5%	84	0.9%	6.6%	123	1.3%	8.0%
Other Student Services	317	3.7%	27.9%	193	2.0%	16.6%	255	2.7%	20.2%	268	2.7%	17.4%
Principal	11	0.1%	1.0%	6	0.1%	0.5%	16	0.2%	1.3%	21	0.2%	1.4%
School Psychologist	6	0.1%	0.5%	7	0.1%	0.6%	6	0.1%	0.5%	1	0.0%	0.1%
School Social Worker	7	0.1%	0.6%	7	0.1%	0.6%	7	0.1%	0.6%	9	0.1%	0.6%
Speech & Language Pathologist	26	0.3%	2.3%	66	0.7%	5.7%	22	0.2%	1.7%	48	0.5%	3.1%
<b>Total Attrition</b>	<b>8,627</b>			<b>9,434</b>			<b>9,608</b>			<b>9,748</b>		
<b>Total Attrition due to Promotion</b>	<b>1,138</b>	<b>13.2%</b>		<b>1,164</b>	<b>12.3%</b>		<b>1,264</b>	<b>13.2%</b>		<b>1,541</b>	<b>15.8%</b>	
<b>Overall Promotion Rate</b>			<b>1.1%</b>			<b>1.1%</b>			<b>1.2%</b>			<b>1.4%</b>

Data Source: CPI, FY02-06

### **Teacher Attrition by RESA**

Table 2.15 presents FY02 through FY05 teacher attrition by RESA. The systems served by Metro RESA have by far the largest student body and teacher workforce in the state, so their numerical attrition is far larger than other systems grouped by their service RESA. First District saw the highest attrition rates in the state this past year at 10.2%. Metro's attrition rate declined for the second year to 9.9%, while First District's rate rose for a second year. The lowest attrition rates were seen by systems served by the Okefenokee RESA, which serves relatively sparsely populated systems that have altogether a total of 2,000 teachers.

**Table 2.15. Teacher Attrition by RESA, FY02-FY05**

RESA	FY02			FY03			FY04			FY05		
	Total RESA Teachers	Attrition	Percent RESA Attrition	Total FY03 Teachers	Attrition	Percent RESA Attrition	Total FY04 Teachers	Attrition	Percent RESA Attrition	Total FY05 Teachers	Attrition	Percent RESA Attrition
Central Savannah	5,122	393	7.7%	5,201	399	7.7%	5,227	399	7.6%	5,287	507	9.6%
Chattahoochee	3,721	307	8.3%	3,854	340	8.8%	3,873	361	9.3%	3,829	344	9.0%
Coastal Plains	2,886	188	6.5%	2,916	223	7.6%	2,873	200	7.0%	2,865	215	7.5%
First District	8,335	772	9.3%	8,400	784	9.3%	8,455	843	10.0%	8,570	871	10.2%
Griffin	5,380	416	7.7%	5,700	464	8.1%	6,028	528	8.8%	6,262	492	7.9%
Heart of Georgia	1,668	114	6.8%	1,674	89	5.3%	1,663	112	6.7%	1,661	107	6.4%
Metro	36,057	3,515	9.7%	37,792	3,981	10.5%	38,607	3,962	10.3%	39,564	3,926	9.9%
Middle Georgia	4,107	351	8.5%	4,165	333	8.0%	4,246	365	8.6%	4,402	430	9.8%
North Georgia	4,140	335	8.1%	4,427	325	7.3%	4,555	374	8.2%	4,649	329	7.1%
Northeast Georgia	4,417	367	8.3%	4,593	411	8.9%	4,586	413	9.0%	4,700	431	9.2%
Northwest Georgia	6,719	587	8.7%	7,022	657	9.4%	6,967	609	8.7%	7,133	618	8.7%
Oconee	1,342	119	8.9%	1,327	108	8.1%	1,330	106	8.0%	1,342	111	8.3%
Okefenokee	1,932	125	6.5%	1,975	157	7.9%	1,981	130	6.6%	1,999	125	6.3%
Pioneer	5,374	382	7.1%	5,782	448	7.7%	5,895	449	7.6%	6,137	510	8.3%
Southwest Georgia	4,446	343	7.7%	4,488	336	7.5%	4,494	381	8.5%	4,507	392	8.7%
West Georgia	3,824	313	8.2%	4,034	379	9.4%	4,065	376	9.2%	4,027	340	8.4%
<b>Total</b>	<b>99,470</b>	<b>8,627</b>	<b>8.7%</b>	<b>103,350</b>	<b>9,434</b>	<b>9.1%</b>	<b>104,845</b>	<b>9,608</b>	<b>9.2%</b>	<b>106,934</b>	<b>9,748</b>	<b>9.1%</b>

Data Source: CPI, FY02-06



**Attrition in Department of Education Identified Poverty Schools**

Table 2.16 shows that the rate of teacher attrition in High Poverty and Non-Classified schools is somewhat higher than for Medium and Low Poverty schools. The rate for High Poverty Schools increased from FY04 to FY05, from 10.1% to 10.4%. All other categories decreased slightly in contrast to their slight increases in the previous year. Research suggests that High Poverty schools tend to have younger, less experienced teachers; these teachers are, as indicated by data provided in this report as well as other research, more likely to leave teaching than teachers with more experience.

**Table 2.16. Teacher Attrition by Poverty Level of School, FY03-FY04**

	Total FY03 Teachers	FY03 Teacher Attrition	Attrition as % of Total in Category	Total FY04 Teachers	FY04 Teacher Attrition	Attrition as % of Total in Category	Total FY05 Teachers	FY05 Teacher Attrition	Attrition as % of Total in Category
High Poverty Schools	11,808	1,274	10.8%	12,051	1,223	10.1%	21,689	2,256	10.4%
Medium Poverty Schools	74,114	6,595	8.9%	78,374	7,044	9.0%	51,407	4,507	8.8%
Low Poverty Schools	15,190	1,320	8.7%	12,170	1,080	8.9%	31,744	2,756	8.7%
Non-Classified Schools*	2,143	238	11.1%	2,250	261	11.6%	2,094	229	10.9%
Undefined**	95	7	7.4%						
Total	103,350	9,434	9.1%	104,845	9,608	9.2%	106,934	9,748	9.1%

Data Source: CPI, FY03-06

\*Non-classified schools: Alternative Schools, Specialty Schools, RESA schools

\*\* "Undefined" assigned to schools whose total free and reduced count is greater than total enrollment.

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

Table 2.17 shows attrition figures for all new teacher hires, regardless of experience. Of these teachers, the overall rate of attrition has decreased by more than 3 percentage points since FY02. Ethnic groups, except for Black and White, are too small for making firm conclusions, although all of the small groups realize higher attrition rates than the two larger groups. The attrition rate of the Black ethnic group has continued to decrease substantially, from 21.4% in FY02 to only 12.3% in FY05, and is now lower than White new teacher attrition, which has also been consistently decreasing. Men consistently leave teaching at a higher rate than women, although both groups' attrition continues to drop. Age and experience data in this instance do not show the traditional high attrition rates of young and inexperienced individuals; the "under 30" group in fact shows the lowest attrition rate of all, as does the 0-5 years experience group. New teachers who are older or who have extensive prior teaching experience show higher rates of attrition. As will be noted in Chapter 3, and as would be expected, older returning teachers with more than 25 years experience are less likely to continue teaching for many years.

In general, the attrition rate for new teachers has been decreasing, as has the rate noted earlier for teachers with 0-2 years' experience. This change in attrition has perhaps been partially affected by the greater attention paid to helping new teachers through induction and mentoring programs in the schools.

**Table 2.17. New Teacher Hire Attrition by Demographics, FY02-FY05**

Demographic	FY02			FY03			FY04			FY05		
	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	24	3	12.5%	32	5	15.6%	9	2	22.2%	16	3	18.8%
Asian	113	20	17.7%	87	18	20.7%	144	28	19.4%	114	33	28.9%
Black	3,049	652	21.4%	2,665	520	19.5%	2,607	392	15.0%	2,807	345	12.3%
Hispanic	201	49	24.4%	194	25	12.9%	175	32	18.3%	187	41	21.9%
Multi-Racial	26	7	26.9%	59	15	25.4%	41	8	19.5%	48	8	16.7%
White	9,671	1,494	15.4%	9,470	1,477	15.6%	7,953	1,184	14.9%	8,525	1,181	13.9%
<b>Gender</b>												
Female	10,368	1,689	16.3%	9,848	1,571	16.0%	8,624	1,250	14.5%	9,170	1,209	13.2%
Male	2,716	534	19.7%	2,659	489	18.4%	2,305	396	17.2%	2,527	402	15.9%
<b>Age</b>												
Less than 30	5,934	946	15.9%	5,651	847	15.0%	4,911	623	12.7%	5,105	595	11.7%
31-40	3,386	568	16.8%	3,264	499	15.3%	2,825	427	15.1%	3,207	442	13.8%
41-50	2,226	366	16.4%	2,048	338	16.5%	1,765	271	15.4%	1,920	271	14.1%
51-60	1,348	284	21.1%	1,338	300	22.4%	1,220	254	20.8%	1,235	227	18.4%
61 thru Oldest	190	59	31.1%	205	76	37.1%	206	71	34.5%	224	76	33.9%
No CPI Data				1			2			6		
<b>Experience</b>												
0-5	9,720	1,690	17.4%	9,379	1,495	15.9%	8,185	1,148	14.0%	8,769	1,086	12.4%
6-10	1,483	233	15.7%	1,341	210	15.7%	1,107	163	14.7%	1,283	203	15.8%
11-15	774	106	13.7%	683	110	16.1%	615	103	16.7%	618	90	14.6%
16-20	447	79	17.7%	394	69	17.5%	338	58	17.2%	311	61	19.6%
21-25	275	42	15.3%	263	49	18.6%	241	46	19.1%	256	48	18.8%
26-30	207	47	22.7%	278	76	27.3%	269	78	29.0%	291	77	26.5%
31 and Higher	178	26	14.6%	169	51	30.2%	174	50	28.7%	169	46	27.2%
<b>Total</b>	<b>13,084</b>	<b>2,223</b>	<b>17.0%</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>

Data Source: CPI, FY02-06

Figure 2.21 provides a visual comparison of the last year's data provided in Table 2.17. New teachers comprising the American Indian, Asian, Hispanic and Multiracial ethnic categories are very small, and can be subject to very large variation; their attrition rates may not be representative over time. This will also be the case for the groups of teachers with greater experience. These “new teachers” with extensive experience are Georgia teachers returning to service after one or more years’ absence from the profession.

**Figure 2.21. New Teacher Hire Attrition by Demographics, FY05**  
 (Source: CPI, FY05-06)

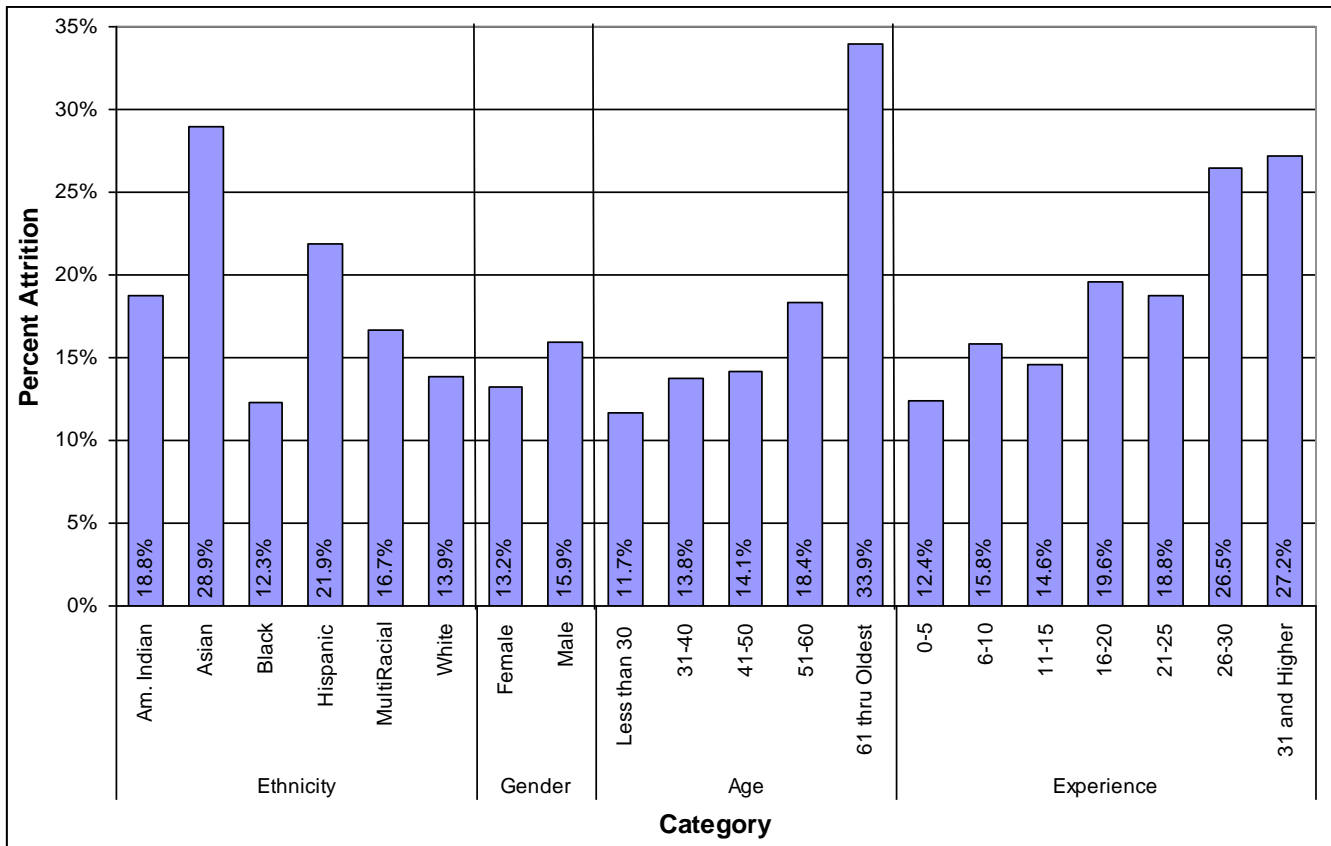


Table 2.18 presents by certificate type FY02 through FY05 new teacher hires that exited the teaching workforce. Only two of these certificate groups, Teaching and Non-Renewable Teaching category, and to a lesser extent Performance-Based Teacher, are of sufficient size to be considered large enough to exhibit stable characteristics. Nonrenewable Teaching includes all current NT certificate holders as well as past nonrenewable certificate types no longer issued. This grouping of teachers includes those who returned to teaching after an absence of one or more years, and already held awarded certificates.

**Table 2.18. New Teacher Hire Attrition by Certificate Type, FY02-FY05**

Certificate Category	FY02			FY03			FY04			FY05		
	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
Teaching	6,733	844	12.5%	6,664	845	12.7%	6,469	805	12.4%	6,761	782	11.6%
Nonrenewable Teaching	5,648	1,201	21.3%	5,243	1,075	20.5%	3,909	725	18.5%	4,367	709	16.2%
Performance Based Teaching	286	39	13.6%	278	36	12.9%	287	37	12.9%	255	36	14.1%
Life Teaching	130	32	24.6%	163	55	33.7%	127	40	31.5%	84	23	27.4%
Leadership	27	8	29.6%	32	11	34.4%	38	19	50.0%	36	12	33.3%
Nonrenewable Leadership				1		0.0%	1	1	100.0%			
Life Leadership										2	1	50.0%
Service	72	19	26.4%	112	32	28.6%	79	13	16.5%	82	29	35.4%
Nonrenewable Service	14	3	21.4%	10	4	40.0%	12	6	50.0%	20	4	20.0%
Performance Based Service	1		0.0%	4	2	50.0%	3		0.0%	4	3	75.0%
Life Service										1		0.0%
Technical Specialist										5		0.0%
Provisional Tech Specialist										78	11	14.1%
Nonrenewable Tech Specialist							1		0.0%	2	1	50.0%
Technician							1		0.0%			
No CPI Data	173	77	44.5%				2		0.0%			
<b>Total</b>	<b>13,084</b>	<b>2,223</b>	<b>17.0%</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>

Data Source: CPI, FY02-06

Figure 2.22 provides a comparison of one year attrition for the six most common certificates held by new teachers in FY05, which comprise 95.2% of all certificates held. Holders of Teaching and Non-Renewable Teaching certificates by themselves constitute 81.5% of all new teachers. The two lowest attrition categories are Teaching and Intern Teaching, but the latter is a new category this past year. Not only does the Teaching certificate otherwise show the lowest attrition, its attrition rate has been decreasing since FY03.

**Figure 2.22. New Teacher Hire Attrition of Most Common Certificate Types, FY05**  
(Source: CPI, FY05-06)

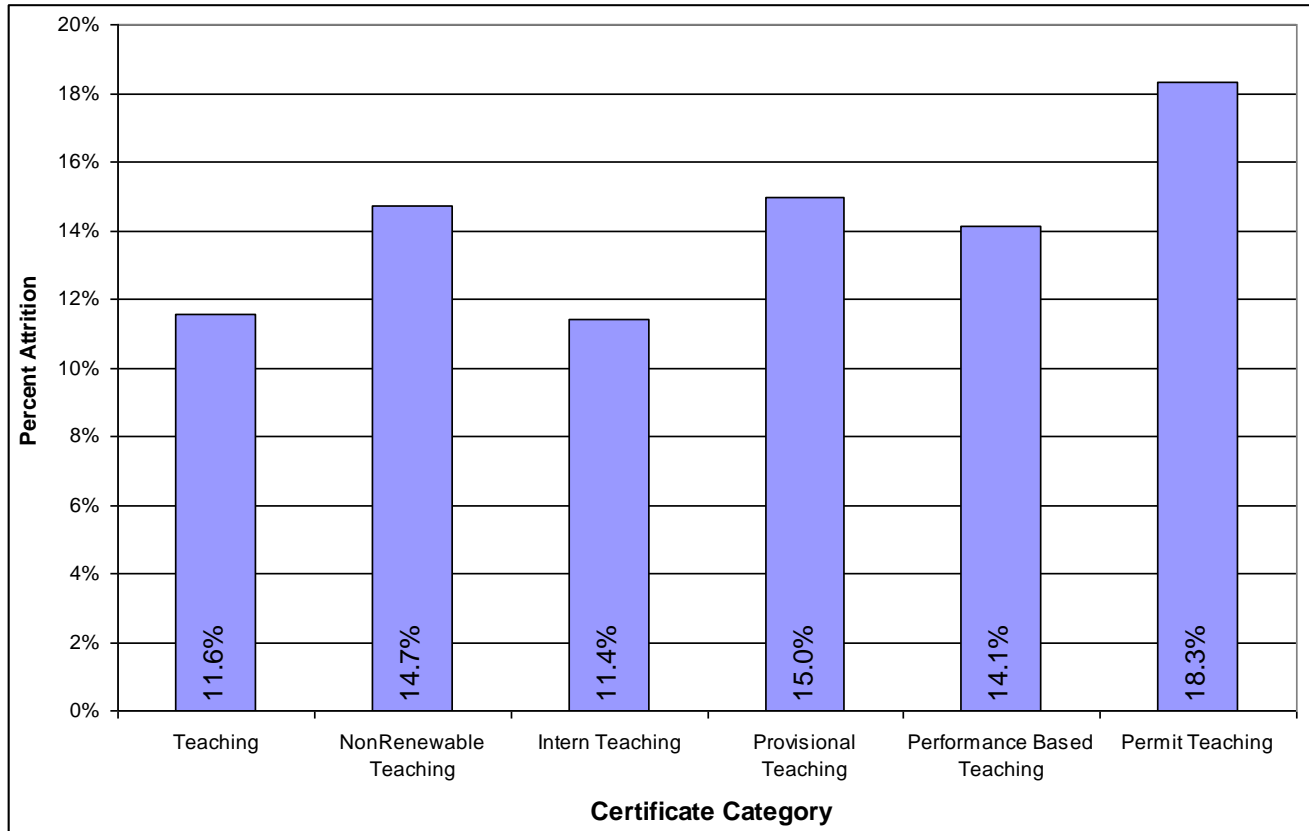


Table 2.19 shows the attrition of new teachers by subject taught. Of the 1,611 new teacher hires who exited the teaching force after FY05, Foreign Language teachers showed the highest attrition rate at 19.9%. The large Elementary Education subject group experienced the lowest attrition rates, 12.0%. Figure 2.23 shows the attrition rates for FY05 from Table 2.19.

**Table 2.19. New Teacher Hire Attrition by Subject Taught, FY02-FY05**

Subject Category	FY02			FY03			FY04			FY05		
	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
Arts/Music	545	89	16.3%	492	88	17.9%	445	60	13.5%	507	81	16.0%
Career Education	450	79	17.6%	461	87	18.9%	451	81	18.0%	503	92	18.3%
Elementary Education	5,576	877	15.7%	5,511	848	15.4%	4,711	631	13.4%	4,612	555	12.0%
English	1,026	184	17.9%	1,093	197	18.0%	997	174	17.5%	1,083	141	13.0%
ESOL	109	23	21.1%	105	18	17.1%	105	18	17.1%	114	17	14.9%
Foreign Language	332	80	24.1%	281	50	17.8%	240	49	20.4%	276	55	19.9%
Health/PE	469	88	18.8%	394	53	13.5%	313	46	14.7%	371	45	12.1%
High School Miscellaneous	364	64	17.6%	348	60	17.2%	374	46	12.3%	406	64	15.8%
Interpersonal Skills	211	33	15.6%	196	35	17.9%	210	30	14.3%	237	36	15.2%
Mathematics	797	157	19.7%	879	153	17.4%	835	132	15.8%	983	136	13.8%
Middle School	1,055	193	18.3%	925	163	17.6%	626	100	16.0%	641	93	14.5%
Other	124	23	18.5%	97	25	25.8%	71	14	19.7%	177	34	19.2%
P-12 Various	456	58	12.7%	377	54	14.3%	370	50	13.5%	391	49	12.5%
Science	691	132	19.1%	694	116	16.7%	636	115	18.1%	744	124	16.7%
Social Studies	654	98	15.0%	651	112	17.2%	545	100	18.3%	652	89	13.7%
No CPI Data	225	45	20.0%	3	1							
<b>Total</b>	<b>13,084</b>	<b>2,223</b>	<b>17.0%</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>

Data Source: CPI, FY02-06

**Figure 2.23. New Teacher Hire Attrition by Subject Taught, Ranked by Attrition Rate, FY05**

(Source: CPI, FY05-06)

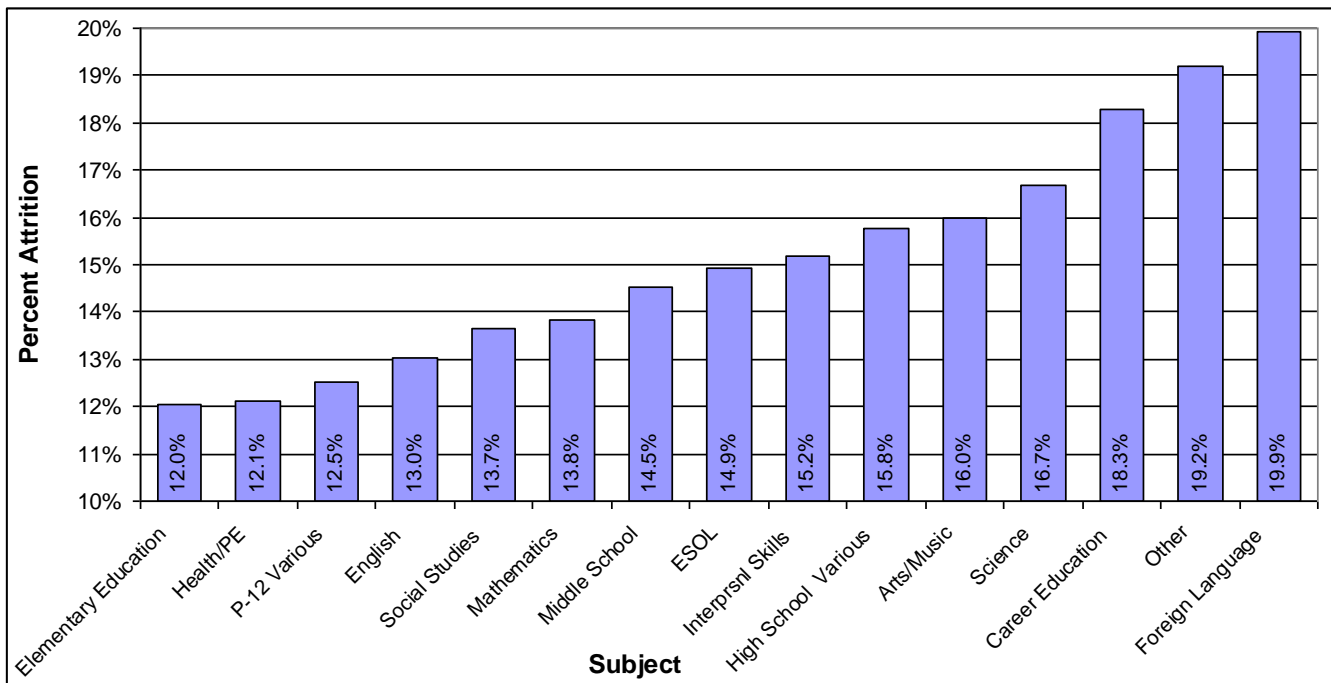


Table 2.20 shows attrition rates by personnel categories. New elementary teachers as a whole continue to have the lowest attrition rate compared to middle and high school teachers, although middle school new teacher attrition decreased more than elementary. High school new teacher attrition continues to decrease, but less so than for the other two levels. New Special Education teacher attrition increased by more than a percentage point to 14.6% in FY05

**Table 2.20. New Teacher Hire Attrition by Personnel Categories, FY02-FY05**

Personnel Category	FY02			FY03			FY04			FY05		
	New Hires Total	New Hire Attrition	Attrition as % of New Hires	New Hires Total	New Hire Attrition	Attrition as % of New Hires	New Hires Total	New Hire Attrition	Attrition as % of New Hires	New Hires Total	New Hire Attrition	Attrition as % of New Hires
<b>Elementary Teachers</b>												
EIP Kindergarten	118	13	11.0%	103	12	11.7%	61	13	21.3%	54	9	16.7%
EIP Grades 1-3	370	62	16.8%	284	61	21.5%	318	60	18.9%	187	28	15.0%
EIP Grades 4-5	140	28	20.0%	134	25	18.7%	104	18	17.3%	116	8	6.9%
Pre-Kindergarten	144	18	12.5%	161	18	11.2%	157	33	21.0%	184	17	9.2%
Kindergarten	558	75	13.4%	560	70	12.5%	558	57	10.2%	525	54	10.3%
Grade 1	717	92	12.8%	789	111	14.1%	678	84	12.4%	638	64	10.0%
Grade 2	646	86	13.3%	684	103	15.1%	527	57	10.8%	486	52	10.7%
Grade 3	774	101	13.0%	785	96	12.2%	576	60	10.4%	606	64	10.6%
Grade 4	700	122	17.4%	616	102	16.6%	476	55	11.6%	507	52	10.3%
Grade 5	587	104	17.7%	548	89	16.2%	456	66	14.5%	464	55	11.9%
Other Elementary <sup>1</sup>	466	96	20.6%	424	83	19.6%	340	68	20.0%	357	69	19.3%
Elementary (K-5) Subtotal	<b>5,220</b>	<b>797</b>	<b>15.3%</b>	<b>5,088</b>	<b>770</b>	<b>15.1%</b>	<b>4,251</b>	<b>571</b>	<b>13.4%</b>	<b>4,124</b>	<b>472</b>	<b>11.4%</b>
<b>Middle Grades</b>												
Grade 6	472	94	19.9%	417	58	13.9%	359	37	10.3%	381	33	8.7%
Grade 7	488	94	19.3%	465	66	14.2%	390	64	16.4%	407	44	10.8%
Grade 8	383	56	14.6%	364	71	19.5%	319	53	16.6%	396	56	14.1%
Other Middle Grades <sup>1</sup>	1,068	207	19.4%	1,007	177	17.6%	805	147	18.3%	857	131	15.3%
Middle Grades (6-8) Subtotal	<b>2,411</b>	<b>451</b>	<b>18.7%</b>	<b>2,253</b>	<b>372</b>	<b>16.5%</b>	<b>1,873</b>	<b>301</b>	<b>16.1%</b>	<b>2,041</b>	<b>264</b>	<b>12.9%</b>
<b>High School (9-12)</b>	<b>2,182</b>	<b>413</b>	<b>18.9%</b>	<b>1,995</b>	<b>365</b>	<b>18.3%</b>	<b>1,745</b>	<b>319</b>	<b>18.3%</b>	<b>2,078</b>	<b>343</b>	<b>16.5%</b>
<b>Other</b>												
ESOL	112	18	16.1%	116	22	19.0%	108	17	15.7%	126	19	15.1%
Extra Day				1	0							
Instructional Specialist	474	72	15.2%	458	68	14.8%	414	56	13.5%	474	54	11.4%
Literacy Coach	8	3	37.5%	19	2	10.5%	55	13	23.6%	35	10	28.6%
Other	90	34	37.8%	90	29	32.2%	81	24	29.6%	200	51	25.5%
Special Education	2,157	364	16.9%	2,056	341	16.6%	2,019	271	13.4%	2,099	307	14.6%
GA TAPP <sup>2</sup>	161	25	15.5%	118	30	25.4%	106	22	20.8%	180	27	15.0%
Vocational Education	269	46	17.1%	313	61	19.5%	277	52	18.8%	340	64	18.8%
<b>Total</b>	<b>13,084</b>	<b>2,223</b>	<b>17.0%</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>

Data Source: CPI, FY02-06

<sup>1</sup>"Other" Elementary and middle grades teachers are those who teach students in more than one grade.

<sup>2</sup>Other GATAPP teachers are distributed among other categories.



Table 2.21 presents FY02-FY05 new teacher hire attrition by RESA service area. The systems comprising First District continue to have the highest average attrition rate of new hires at 18.2%, but those systems also continued to lower their overall attrition rate for new teachers. The relatively small groups of systems serviced by the Coastal Plains, North Georgia and Oconee RESAs all substantially lowered their attrition rates to below 10%.

**Table 2.21. New Teacher Hire Attrition by RESA, FY02-FY05**

RESA	FY02			FY03			FY04			FY05		
	New Hires Total	New Hire Attrition	Attrition as % New Hires	New Hires Total	New Hire Attrition	Attrition as % New Hires	New Hires Total	New Hire Attrition	Attrition as % New Hires	New Hires Total	New Hire Attrition	Attrition as % New Hires
Central Savannah	551	79	14.3%	492	68	13.8%	434	52	12.0%	481	76	15.8%
Chattahoochee	417	75	18.0%	465	88	18.9%	397	65	16.4%	360	63	17.5%
Coastal Plains	225	27	12.0%	223	36	16.1%	185	30	16.2%	214	19	8.9%
First District	1,124	223	19.8%	863	170	19.7%	840	155	18.5%	930	169	18.2%
Griffin	650	82	12.6%	671	94	14.0%	639	84	13.1%	643	68	10.6%
Heart of Georgia	123	13	10.6%	109	14	12.8%	91	16	17.6%	111	13	11.7%
Metro	5,570	1,041	18.7%	5,292	904	17.1%	4,927	747	15.2%	5,039	685	13.6%
Middle Georgia	439	81	18.5%	407	56	13.8%	402	57	14.2%	485	74	15.3%
North Georgia	538	76	14.1%	590	88	14.9%	422	61	14.5%	444	40	9.0%
Northeast Georgia	625	101	16.2%	575	91	15.8%	432	60	13.9%	518	84	16.2%
Northwest Georgia	925	134	14.5%	892	147	16.5%	585	93	15.9%	757	87	11.5%
Oconee	134	18	13.4%	141	25	17.7%	135	20	14.8%	131	12	9.2%
Okefenokee	171	21	12.3%	176	28	15.9%	155	20	12.9%	173	18	10.4%
Pioneer	690	90	13.0%	707	92	13.0%	514	70	13.6%	642	90	14.0%
Southwest Georgia	398	69	17.3%	395	71	18.0%	359	56	15.6%	380	58	15.3%
West Georgia	504	93	18.5%	509	88	17.3%	412	60	14.6%	372	51	13.7%
Other										17	4	23.5%
<b>Total</b>	<b>13,084</b>	<b>2,223</b>	<b>17.0%</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>

Data Source: CPI, FY02-06

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

Table 2.22 summarizes the 1-, 3-, and 5-year attrition rates of new teachers with no prior experience from FY90 to FY06. The proportion of teachers who left after one year on the job has decreased three percentage points from 16% to 13%, while both the three-year and five-year rates showed an increase – for three years in the three-year rate, but only one year for the five-year rate. The three year rate would appear to be more variable than the one and five year rates. Georgia has seen the one-year rate fluctuate 7 percentage points, from 17% in FY90 down to 10% in FY97; it almost returned to the 15-year old rate at 16% in FY02. The five-year rate has varied six percentage points since FY95, and has gone a substantial way toward returning to the FY97 high of 36%. Three-year attrition has varied twelve percentage points, and is now highest since FY90, at 33%. The five year attrition rate has returned to the former 1992 high of 36% for those teachers who began in FY01. 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.

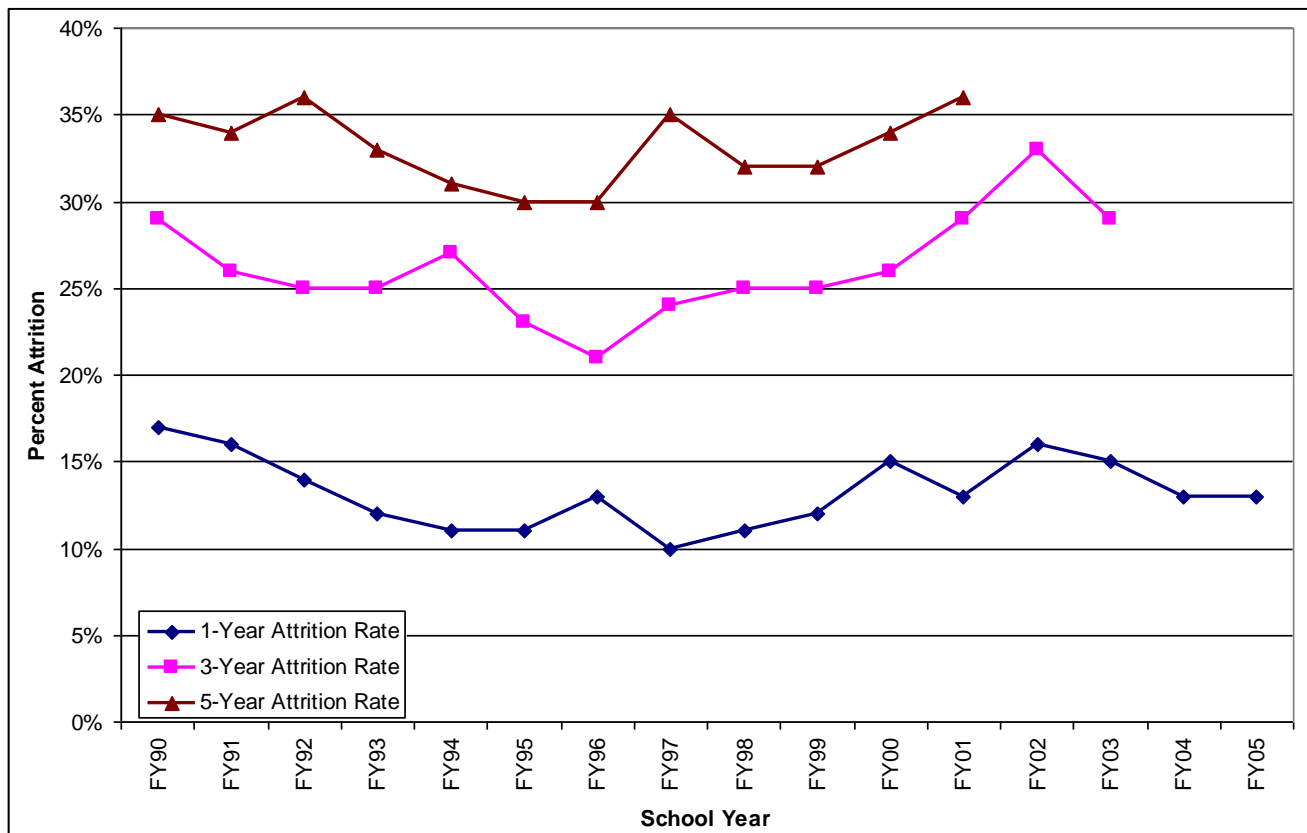
**Table 2.22. Attrition Summary for New Teachers with Zero Experience, FY90–FY05**

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%		
FY03	5,657	FY04	15%	FY06	29%		
FY04	5,671	FY05	13%				
FY05	5,777	FY06	13%				

Data Source: CPI, FY90-FY06

Figure 2.24 shows Table 2.22 data comparing the cumulative one-, three- and five-year attrition rates from each base year's group of teachers. All three rates showed a relatively consistent decline for the first six or seven years. While the one-year rate has remained relatively stable compared to the other two rates over these displayed fifteen years, averaging just over 13%, the three-year rate shows a persistent and substantial increase in attrition rate of 12%, from 21% in FY96 to 33% in FY02, although it dropped in FY03. These groups' five-year attrition rate also shows a general increasing trend since FY96. If they continue, the three- and five-year trends suggest an increasing difficulty in retaining experienced teachers. These most recent data show a continued trend toward lower or at least attenuated attrition at the one-year rate, and for the first time a drop in attrition at three years. If the attrition rate reductions continue at the one and three year points, perhaps the trend will reach the five-year level and begin to affect long-term retention of teachers.

**Figure 2.24. One-, Three-, and Five-Year Attrition Rates of New Teachers with Zero Experience, FY90-FY05**  
(Source: CPI, FY90-06)



***Demographic Characteristics of New Teacher Hires With Zero Experience Who Exited the Teaching Force after One Year***

Table 2.23 reports the one-year attrition of zero experience new teacher hires by ethnicity, gender and age for the past four years. Men depart teaching at a higher rate than do women, although male teacher attrition has dropped substantially in the last three years, from 19.5% down to 13.6%. Attrition among zero experience new Black teachers is now actually lower at 10.4% than for White teachers at 10.8%, a marked improvement from the Black attrition rate of 21.4% just three years before. Males and minorities are categories Georgia is actively trying to recruit; the attrition decreases are promising for both groups. The rates of attrition for Black and male teachers who came to teaching through the alternative preparation GATAPP program, which is designed specifically to increase the presence of low representation groups, are lower than groups from many other entry channels. The other ethnic group representations for zero-experience new hires are very small, predictably variable because of their small size.

Zero experience new hires under 31 years of age show the lowest attrition rate, contrary to other data representing younger teachers. Older groupings show higher attrition rates, although the differences are minimal except for the oldest group. The “61 through highest” group may be most likely to retire after brief exposure to or reentry into teaching, but the group is also very small and subject to more variability.

Figure 2.25 graphically depicts attrition rates for each group within each demographic category by year. Attrition has been consistently decreasing for first-year teachers with zero experience, in all subgroups within demographic categories, with the exception of very small groups, which are subject to greater variation.

**Table 2.23. One-Year Attrition of New Teacher Hires with Zero Experience by Demographics, FY02-FY05**

Demographic	FY02			FY03			FY04			FY05		
	Zero Exp New Hires	Zero Exp New Hire Attrition	Attrition as % of Category	Zero Exp New Hires	Zero Exp New Hire Attrition	Attrition as % of Category	Zero Exp New Hires	Zero Exp New Hire Attrition	Attrition as % of Category	Zero Exp New Hires	Zero Exp New Hire Attrition	Attrition as % of Category
<b>Gender</b>												
Female	5,326	794	14.9%	4,508	654	14.5%	4,490	578	12.9%	4,785	509	10.6%
Male	1,328	259	19.5%	1,149	196	17.1%	1,181	186	15.7%	1,313	178	13.6%
<b>Ethnicity</b>												
American Indian	13	1	7.7%	18	3	16.7%	2		0.0%	10	1	10.0%
Asian	67	10	14.9%	32	5	15.6%	108	25	23.1%	78	27	34.6%
Black	1,683	360	21.4%	1,113	216	19.4%	1,213	166	13.7%	1,254	130	10.4%
Hispanic	100	19	19.0%	81	9	11.1%	93	19	20.4%	91	21	23.1%
Multiracial	9	4	44.4%	23	7	30.4%	25	4	16.0%	25	6	24.0%
White	4,782	659	13.8%	4,390	610	13.9%	4,230	550	13.0%	4,640	502	10.8%
<b>Age</b>												
LT 31	4140	631	15.2%	3673	528	14.4%	3,690	450	12.2%	3,834	398	10.4%
31-40	1431	229	16.0%	1174	167	14.2%	1,121	171	15.3%	1,318	159	12.1%
41-50	753	113	15.0%	593	99	16.7%	607	91	15.0%	698	77	11.0%
51-60	293	67	22.9%	199	48	24.1%	231	44	19.0%	223	45	20.2%
61 thru Highest	37	13	35.1%	18	8	44.4%	21	8	38.1%	21	8	38.1%
Missing Data							1			4		
Total	6654	1053	15.8%	5657	850	15.0%	5,671	764	13.5%	6,098	687	11.3%

Data Source: CPI, FY02-06

**Figure 2.25. One-Year Attrition of New Teacher Hires with Zero Experience by Demographics, FY02-FY05**

(Source: CPI, FY05-06)

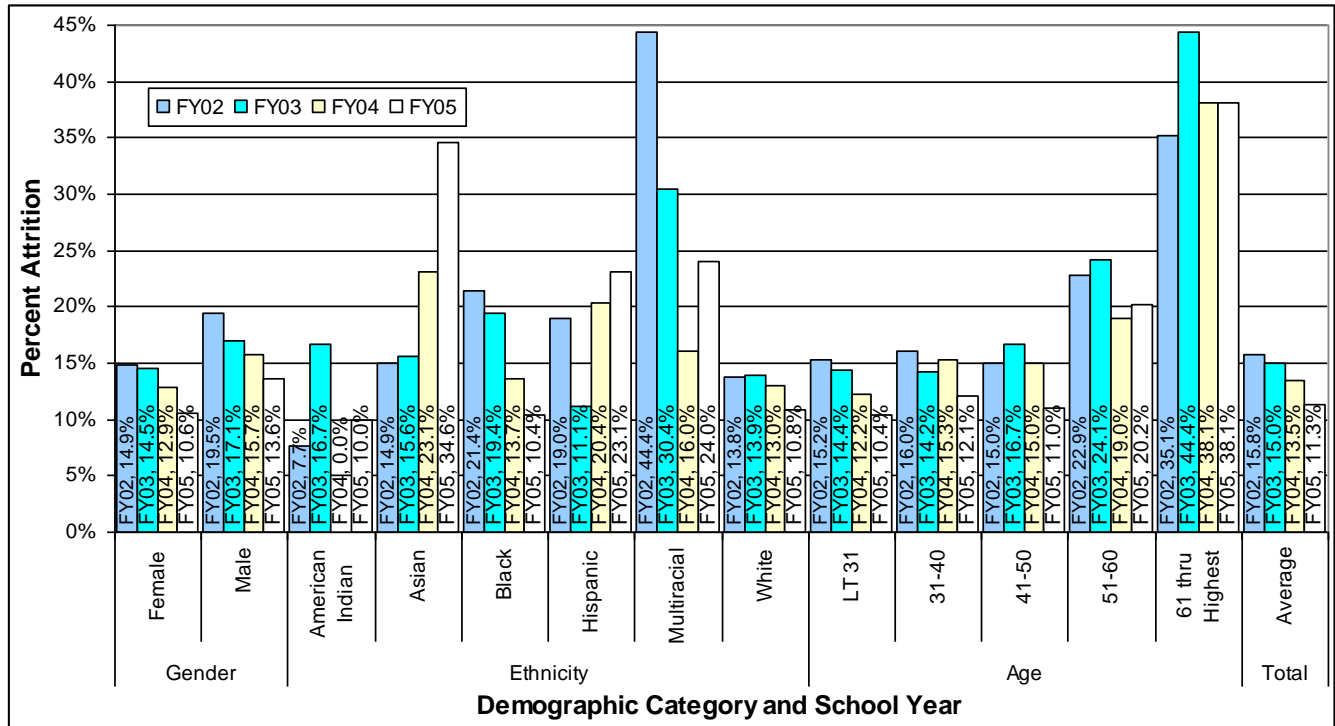


Table 2.24 shows the attrition of first-year teachers with no experience by the different certificates. The table is ordered by the incidence of zero experience new hires in FY05. Most certificate attrition rates were relatively stable over the three years FY02-FY05. The exception was the Exchange Teacher (XT) certificate; its variability is likely to have more to do with the time frames for the XT program; teachers must return eventually to their country of origin. Nonrenewable Teaching, a new certification, replaces other 'temporary' certificates; its attrition rate may continue to be consistent with the other certificates of this type no longer issued. Consistently high attrition rates are seen for the Conditional Teaching (CT) certificate; while a distant third, it was one of the most frequently awarded certificates until all non-regular certificates were replaced by the Non-Renewable (NT) certificate. Conditional (CT) certificates are issued to teachers who come to Georgia with a certificate from another state and with a need to complete special Georgia or other requirements prior to holding a Clear Renewable Teaching (T) certificate.

Teaching certificate holders, by far the largest group at 3,373 individuals, continue to reduce their attrition rate, which has now reached 7.9%.

**Table 2.24. One-Year Attrition of New Zero Experience Teachers by Certificate Type, FY02-FY05**

Certificate Type of Newly Hired Teachers With Zero Experience	FY02			FY03			FY04			FY05		
	Zero Experience New Hires	Zero Experience New Hire Attrition	Zero Experience New Hire Attrition Percent	Zero Experience New Hires	Zero Experience New Hire Attrition	Zero Experience New Hire Attrition Percent	Zero Experience New Hires	Zero Experience New Hire Attrition	Zero Experience New Hire Attrition Percent	Zero Experience New Hires	Zero Experience New Hire Attrition	Zero Experience New Hire Attrition Percent
Teaching (T)	3,458	387	11.2%	3,063	324	10.6%	3,189	314	9.8%	3,373	267	7.9%
Nonrenewable Teaching (NT)							133	16	12.0%	1,519	201	13.2%
Intern (GATAPP)(IT)	307	41	13.4%	386	57	14.8%	351	53	15.1%	518	49	9.5%
Provisional Teaching (BT)	1,288	220	17.1%	984	142	14.4%	1,049	147	14.0%	385	51	13.2%
Exchange Teaching (XT)	130	31	23.8%	36	15	41.7%	110	29	26.4%	93	64	68.8%
Permit (P)	94	18	19.1%	55	12	21.8%	71	16	22.5%	78	15	19.2%
Waiver Provisional Teaching (WBT)				105	36	34.3%	39	17	43.6%	35	15	42.9%
Provisional Technical Specialist (BV)										32	2	6.3%
Waiver Teaching (WT)							1	0	0.0%	24	11	45.8%
Service (S)	21	3	14.3%	16	1	6.3%	14	2	14.3%	21	8	38.1%
Performance-Based Teaching (PBT)	11		0.0%	11	3	27.3%	15	3	20.0%	6		0.0%
Probationary Teaching (PAT)	236	33	14.0%	200	41	20.5%	210	33	15.7%	3	1	33.3%
Nonrenewable Service (NS)	1	1	100.0%				2	1	50.0%	3	1	33.3%
Leadership (L)										3	1	33.3%
Life Teaching (DT)	13	2	15.4%	4	1	25.0%	6	3	50.0%	2		0.0%
Emergency Teaching (ET)	145	29	20.0%	143	41	28.7%	73	17	23.3%	1		0.0%
Provisional Service (BS)	1	1	100.0%							1	1	100.0%
Nonrenewable Technical Specialist (NV)										1		0.0%
Conditional Teaching (CT)	787	219	27.8%	634	174	27.4%	403	111	27.5%			
Waiver GATAPP Provisional Teaching (WIT)				8	1	12.5%	2	0	0.0%			
Conditional Service (CS)	1	0	0.0%	2	0	0.0%	1	1	100.0%			
Waiver Nonrenewable Service (WNS)				1	1	100.0%	1	1	100.0%			
Waiver Probationary Teaching (WPT)				5	1	20.0%	1	0	0.0%			
Emergency Service (ES)	2	0	0.0%									
Special Provisional (FY98)(XBT)	1		0.0%									
Unspecified	158	68	43.0%									
<b>Total</b>	<b>6,654</b>	<b>1,053</b>	<b>15.8%</b>	<b>5,657</b>	<b>850</b>	<b>15.0%</b>	<b>5,671</b>	<b>764</b>	<b>13.5%</b>	<b>6,098</b>	<b>687</b>	<b>11.3%</b>

Data Source: CPI, FY02-06

Table 2.25 shows the attrition of zero experience new teacher hires aggregated to the RESA service areas. As has been noted, overall zero experience new teacher attrition decreased substantially from 15.8% to 11.3% in three years. Several of the smaller RESA service system groups show very low attrition rates for these teachers. The systems of the Chattahoochee RESA again showed the highest attrition rate for zero experience new hires, increasing its hiring for this group to 159. The systems of Metro RESA continue to show one of the higher attrition rates this past year, but have also continued to produce consistent and substantial reductions in attrition rate.

**Table 2.25. One-year Attrition of New Zero Experience Teacher Hires by RESA, FY02-FY05**

RESA	FY02			FY03			FY04			FY05		
	Zero Experience New Hires	Zero Experience New Hire Attrition	Zero Experience New Hire Attrition %	Zero Experience New Hires	Zero Experience New Hire Attrition	Zero Experience New Hire Attrition %	Zero Experience New Hires	Zero Experience New Hire Attrition	Zero Experience New Hire Attrition %	Zero Experience New Hires	Zero Experience New Hire Attrition	Zero Experience New Hire Attrition %
Central Savannah	158	21	13.3%	155	23	14.8%	113	3	2.7%	121	9	7.4%
Chattahoochee	217	33	15.2%	224	33	14.7%	91	17	18.7%	159	28	17.6%
Coastal Plains	142	9	6.3%	104	13	12.5%	108	13	12.0%	122	11	9.0%
First District	667	116	17.4%	438	71	16.2%	424	59	13.9%	483	60	12.4%
Griffin	352	44	12.5%	382	54	14.1%	344	42	12.2%	372	39	10.5%
Heart of Georgia	69	4	5.8%	59	8	13.6%	50	5	10.0%	69	3	4.3%
Metro	2,689	501	18.6%	2,017	351	17.4%	2,761	403	14.6%	2,693	351	13.0%
Middle Georgia	264	34	12.9%	222	20	9.0%	171	18	10.5%	293	27	9.2%
North Georgia	283	34	12.0%	278	36	12.9%	232	30	12.9%	212	16	7.5%
Northeast Georgia	374	56	15.0%	356	55	15.4%	275	34	12.4%	319	42	13.2%
Northwest Georgia	459	61	13.3%	448	63	14.1%	338	43	12.7%	450	33	7.3%
Oconee	71	6	8.5%	84	12	14.3%	88	12	13.6%	77	6	7.8%
Okefenokee	121	14	11.6%	114	14	12.3%	104	13	12.5%	121	10	8.3%
Pioneer	308	37	12.0%	325	38	11.7%	210	26	12.4%	230	15	6.5%
Southwest Georgia	199	29	14.6%	156	18	11.5%	125	18	14.4%	156	13	8.3%
West Georgia	281	54	19.2%	295	41	13.9%	237	28	11.8%	216	21	9.7%
Other										5	3	
<b>Total</b>	<b>6,654</b>	<b>1,053</b>	<b>15.8%</b>	<b>5,657</b>	<b>850</b>	<b>15.0%</b>	<b>5,671</b>	<b>764</b>	<b>13.5%</b>	<b>6,098</b>	<b>687</b>	<b>11.3%</b>

Data Source: CPI, FY02-06



## Projecting Teacher Demand

### ***A New Regression Approach: Projected State Teaching Workforce Through 2012***

A new procedure to predict future teacher demand for Georgia was developed by fitting curvilinear regression models to available student enrollment from FY95 to the present and projecting enrollment from those data through 2012. These data were then compared to the average overall teacher staffing for the most recent five years to create a simple overall student teacher ratio, and calculating the teacher staffing needs on the basis of the student projections for Pre-Kindergarten through twelfth grade.

Student enrollment has continued to rise slightly more each year so that growth fits a slightly exponential function. The best fit curvilinear regression model was the Gaussian function, which takes the form  $b_1 * (1 - b_3 * \exp(-b_2 * \text{Year} **2))$ . Figure 2.26 shows student enrollment in thousands (1,500=1,500,000) and the Gaussian regression enrollment projection as well as 95% confidence intervals (CI) for future years. The confidence intervals may be interpreted very much like the standard errors reported on a national survey; enrollment probably will be very close to the projection, and it is very unlikely that the projection will be above or below the confidence interval limits. A comparison of the actual and regression model prediction FY95-FY06 shows the extremely close fit of the Gaussian regression model. The *r square*, and indication of the fit of the model, was 0.978, with a perfect fit being 1.000.

The FY06 FTE1 reported additional enrollment from Katrina evacuees was subtracted from actual FY06 enrollment in order to calculate the projections; the sudden enrollment increase due to the evacuees would have artificially inflated the 2007-2012 projection. The FY06 FTE3 data reported 7,715 Katrina evacuee students still enrolled in Georgia schools in the spring of 2006; this figure was added as a constant to the Fall FY07 through FY12 projections. Although attrition of Katrina students will likely continue, and using the spring Katrina enrollment figure will slightly overestimate enrollment, it was considered to be a better estimate than projecting the enrollment decline of 10,332 to 7,715 to the fall of FY07.

**Figure 2.26. Georgia P-12 Public School Enrollment 1998-2006 and Enrollment Projections, 2007-2012**  
(Source: FTE1, FY95-06)

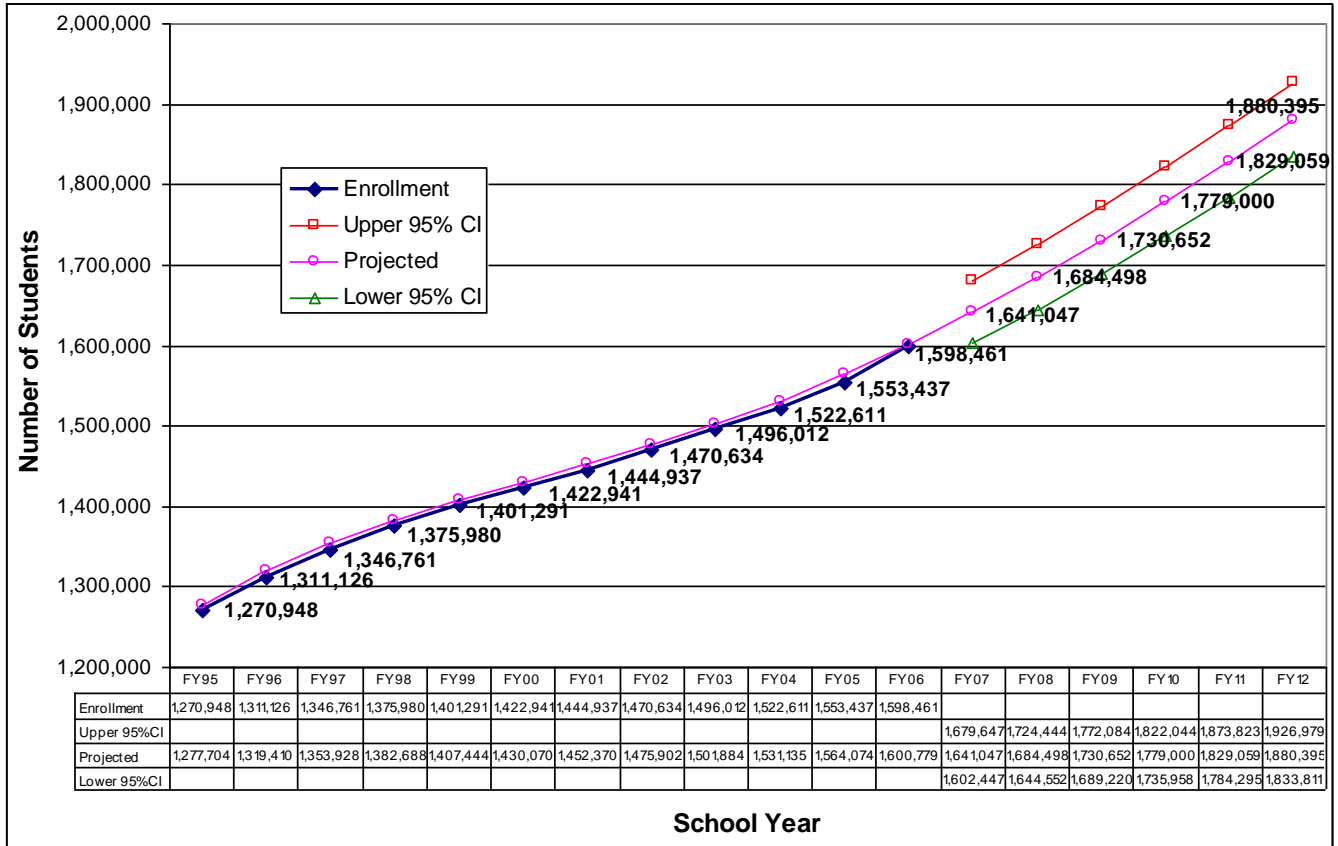


Figure 2.27 shows the FY98 through FY06 actual teacher staffing, and 2007 through 2012 projected staffing needs based on the student enrollment regression function. These staffing estimates, as mentioned above, have allowed for Katrina enrollment and attrition. The impact of the 2006 class size limit law also has been factored into the projections using Professional Standards Commission class size estimation model described elsewhere in this report.

These projections estimate teacher staffing *needs* based on enrollment and the historic average teacher-student ratio and cannot predict the impact on staffing changes of varying economic conditions, changes in policy or law, or teacher shortages that would preclude full staffing.

Teacher staffing projections are derived from student enrollment projections described above, dividing an enrollment projection by a five year gross student-teacher ratio. This gross student-teacher ratio is calculated by dividing a school year's state total FTE-1 fall student enrollment by the total state reported CPI teacher staffing. These gross ratios do not represent any actual *classroom* ratio, as it includes *all* teachers, including part-time and special education. These estimates could be built upon the teacher FTE

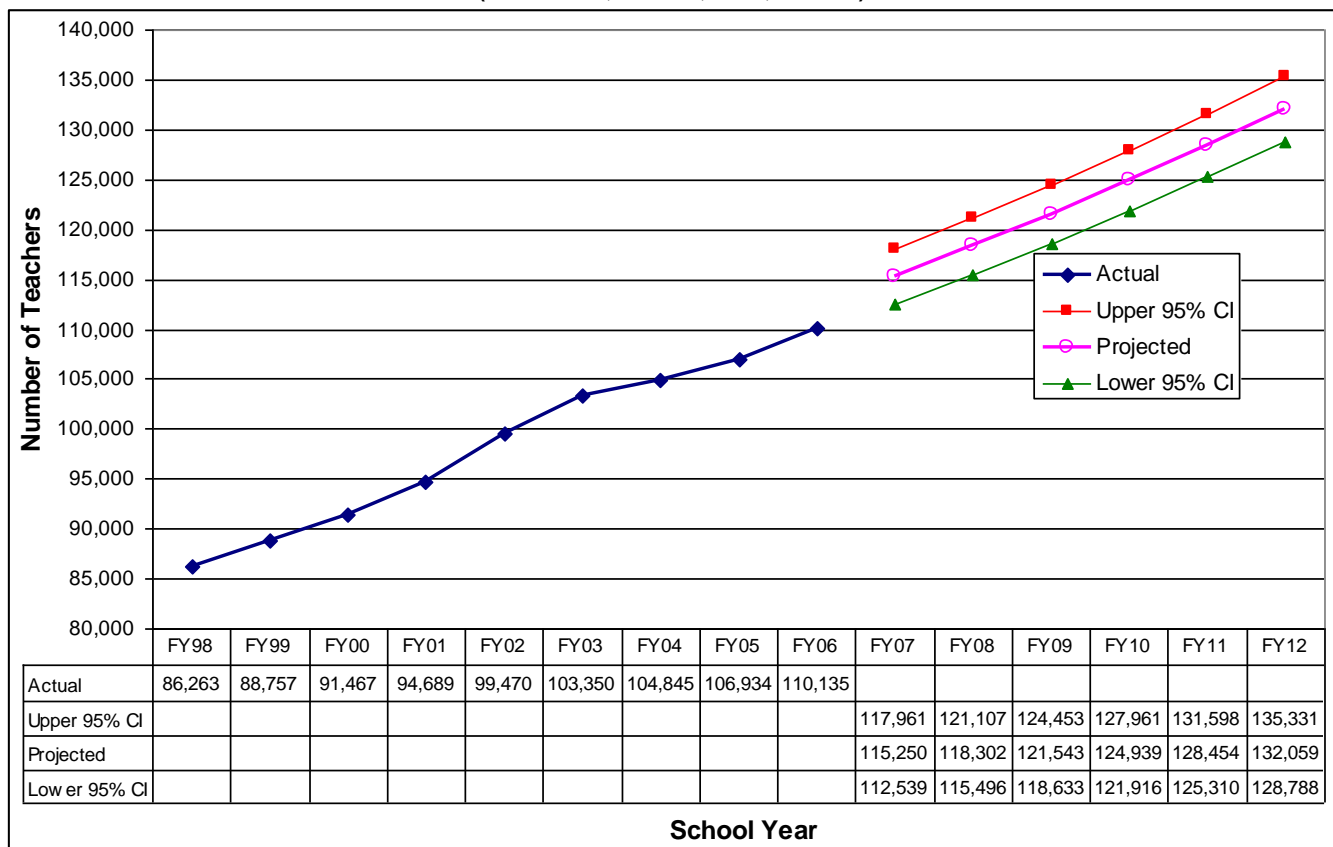
representing only the equivalent ‘full-time’ number of teachers projected, but that would underestimate the actual number of individual teachers needed to fulfill all duties.

The number of teachers needed to meet class size limits set by Section 20-2-182 of the Georgia Code, as passed by the 2006 legislature, was estimated by the PSC’s funding/maximum class size comparison method. Calculation with this model indicated a need for an additional 2,556 teachers over FY06 for the fall of the FY07 school year. This estimate was factored as a proportion of each successive year’s enrollment; each year’s larger enrollment would require a larger number of teachers to meet the requirements of the law.

As was discussed in the student enrollment projection, the upper and lower confidence intervals (CI) should be interpreted very much like the standard errors provided with all responsible national survey data: the actual number of teachers needed will likely be close to the projection, and it is very unlikely that the actual number needed will be above or below the confidence limits.

**Figure 2.27. Georgia P-12 Public School Teacher Staffing 1998-2006 and Staffing Forecast, 2007-2012**

(Source: CPI, FY98-06; FTE1, FY95-06)



## Funding and Maximum Class Size Approach: Projected State Teaching Workforce Through 2015

### *Student Enrollment Continuation Ratios*

The student enrollment continuation ratio is the rate at which students progress from one grade to the next from year to year. Table 2.26 presents the grade-to-grade continuation ratios based on student enrollment data from FY92 through FY06. These data are used in the following funding/maximum class size teacher demand projection method discussed below.

**Table 2.26. Student Enrollment Continuation Ratios**

Grade	Continuation Ratio (From Previous Grade)
Pre-Kindergarten**	0.2781
Kindergarten – Grade 1	3.4345
Grade 1 – Grade 2	1.1296
Grade 2 – Grade 3	0.9976
Grade 3 – Grade 4	1.0164
Grade 4 – Grade 5	1.0101
Grade 5 – Grade 6	1.0130
Grade 6 – Grade 7	1.0264
Grade 7 – Grade 8	1.0061
Grade 8 – Grade 9	0.9986
Grade 9 – Grade 10	1.1822
Grade 10 – Grade 11	0.8209
Grade 11 – Grade 12	0.8804

Data Source: FTE1, FY92-06

\* Twelve-year average based on FY95-FY06 data

\*\* Continuation ratio from corresponding live birth.

These ratios are interpreted as follows: In the fall of FY06, there were 123,678 grade 8 students in Georgia's public school system. The average continuation ratio into grade 9 calculated over the last twelve years is 1.1822. Once this continuation ratio is applied to the total number of grade 8 students, it is projected that 146,212 students would be in grade 9 in FY07. Grade 9 figures tend to be higher than grade 8 figures primarily because of the previously discussed substantial rates of failure of grade 9 students to acquire sufficient credits, postponing their entry into grade 10. Some of the increase may also be a function of the entrance to public schools by private school and home schooling students.

Table 2.27 presents the projected teacher demand for FY07 through FY11 based on projected student enrollment using continuation ratios, and funding and maximum class size allowances for these years. There is a considerable difference between the numbers of teachers needed when based on either funding or maximum class size. Consequently, a midpoint of demand has been calculated for these years. It is expected that the actual employment counts will be near the midpoint of the two categories presented for each year. This approach predicts that 117,176 teachers will be needed in FY07, growing to 128,514 in FY11. This method produces slightly higher staffing estimates but lower staffing rates of growth than the student enrollment Gaussian regression model reported above. The Gaussian method was dependent upon the funding/maximum class size calculation for the initial staffing increase estimate to meet the 2006 class size limit law.

**Table 2.27. Projected Teacher Demand Based on Class Size and Projected Student Enrollment, FY07-FY11**

	Actual	Projected Student Enrollment (2007-2011)					Fund- ing Class Size	Max Class Size FY07	Max Class Size FY08- 15	Teach- ers Funded	Teach- ers Based on Max Class Size	Teach- ers Funded	Teach- ers Based on Max Class Size	Teach- ers Funded	Teach- ers Based on Max Class Size	Teach- ers Funded	Teach- ers Based on Max Class Size	Teach- ers Funded	Teach- ers Based on Max Class Size											
		FY06	FY07	FY08	FY09	FY10														FY11	FY07		FY08		FY09		FY10		FY11	
		<b>Pre-kindergarten*</b>	<b>38,650</b>	<b>37,069</b>	<b>37,778</b>	<b>38,537</b>														<b>38,863</b>	<b>40,133</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>3,707</b>	<b>3,707</b>	<b>3,778</b>	<b>3,778</b>	<b>3,854</b>	<b>3,854</b>
Kindergarten	128,410	132,743	127,313	129,748	132,355	133,474	15	18	18	8,850	7,375	8,488	7,073	8,650	7,208	8,824	7,353	8,898	7,415											
Grade 1	125,171	145,047	149,941	143,808	146,558	149,503	17	21	21	8,532	6,907	8,820	7,140	8,459	6,848	8,621	6,979	8,794	7,119											
Grade 2	122,100	124,871	144,700	149,582	143,464	146,207	17	21	21	7,345	5,946	8,512	6,890	8,799	7,123	8,439	6,832	8,600	6,962											
Grade 3	121,361	124,107	126,923	147,078	152,041	145,822	17	21	21	7,300	5,910	7,466	6,044	8,652	7,004	8,944	7,240	8,578	6,944											
Grade 4	119,045	122,588	125,361	128,206	148,565	153,578	23	28	28	5,330	4,378	5,450	4,477	5,574	4,579	6,459	5,306	6,677	5,485											
Grade 5	120,314	120,587	124,176	126,985	129,867	150,489	23	28	28	5,243	4,307	5,399	4,435	5,521	4,535	5,646	4,638	6,543	5,375											
<b>Elementary (K-5)</b>	<b>736,401</b>	<b>769,943</b>	<b>798,414</b>	<b>825,407</b>	<b>852,850</b>	<b>879,073</b>				<b>42,600</b>	<b>34,823</b>	<b>44,135</b>	<b>36,059</b>	<b>45,655</b>	<b>37,297</b>	<b>46,933</b>	<b>38,348</b>	<b>48,090</b>	<b>39,300</b>											
Grade 6	122,003	123,493	123,773	127,457	130,340	133,298	23	28	28	5,369	4,410	5,381	4,420	5,542	4,552	5,667	4,655	5,796	4,761											
Grade 7	124,901	122,750	124,249	124,530	128,237	131,138	23	28	28	5,337	4,384	5,402	4,437	5,414	4,448	5,576	4,580	5,702	4,684											
Grade 8	123,731	124,727	122,579	124,076	124,357	128,058	23	28	28	5,423	4,455	5,330	4,378	5,395	4,431	5,407	4,441	5,568	4,574											
<b>Middle School</b>	<b>370,635</b>	<b>370,970</b>	<b>370,601</b>	<b>376,063</b>	<b>382,934</b>	<b>392,494</b>				<b>16,129</b>	<b>13,249</b>	<b>16,113</b>	<b>13,235</b>	<b>16,351</b>	<b>13,431</b>	<b>16,650</b>	<b>13,676</b>	<b>17,066</b>	<b>14,019</b>											
Grade 9	145,278	146,272	147,449	144,910	146,680	147,012	23	32	28	6,360	4,571	6,411	5,266	6,300	5,175	6,377	5,239	6,392	5,250											
Grade 10	120,124	119,252	120,068	121,034	118,950	120,402	23	32	28	5,185	3,727	5,220	4,288	5,262	4,323	5,172	4,248	5,235	4,300											
Grade 11	99,945	105,755	104,987	105,706	106,556	104,722	23	32	28	4,598	3,305	4,565	3,750	4,596	3,775	4,633	3,806	4,553	3,740											
Grade 12	87,840	89,537	94,742	94,054	94,698	95,460	23	32	28	3,893	2,798	4,119	3,384	4,089	3,359	4,117	3,382	4,150	3,409											
<b>High School</b>	<b>453,187</b>	<b>460,816</b>	<b>467,246</b>	<b>465,704</b>	<b>466,884</b>	<b>467,596</b>	<b>23</b>	<b>32</b>	<b>28</b>	<b>20,035</b>	<b>14,401</b>	<b>20,315</b>	<b>16,687</b>	<b>20,248</b>	<b>16,632</b>	<b>20,299</b>	<b>16,674</b>	<b>20,330</b>	<b>16,700</b>											
<b>P-12 Total</b>	<b>1,598,873</b>	<b>1,638,798</b>	<b>1,674,039</b>	<b>1,705,711</b>	<b>1,741,531</b>	<b>1,779,296</b>				<b>82,472</b>	<b>66,180</b>	<b>84,341</b>	<b>69,760</b>	<b>86,107</b>	<b>71,214</b>	<b>87,768</b>	<b>72,585</b>	<b>89,499</b>	<b>74,031</b>											
	Enrollment-Teacher Ratios**																													
Special Ed. (P-12)				111.2432						14,732	14,732	15,048	15,048	15,333	15,333	15,655	15,655	15,995	15,995											
EIPK	(Ratio to K)			140.7458						943	943	905	905	922	922	940	940	948	948											
EIP1-3	(Ratio to Gr1-3)			127.9367						3,080	3,080	3,295	3,295	3,443	3,443	3,455	3,455	3,451	3,451											
EIP4-5	(Ratio to Gr4-5)			219.5977						1,107	1,107	1,136	1,136	1,162	1,162	1,268	1,268	1,385	1,385											
Other Elementary	( Ratio to GrK-5)			197.8052						3,892	3,892	4,036	4,036	4,173	4,173	4,312	4,312	4,444	4,444											
Other Middle	(Ratio to Gr6-8)			49.68617						7,466	7,466	7,459	7,459	7,569	7,569	7,707	7,707	7,899	7,899											
Instructional Specialists (P-12)				284.1092						5,768	5,768	5,892	5,892	6,004	6,004	6,130	6,130	6,263	6,263											
Other Teachers (P-12)				1583.503						1,035	1,035	1,057	1,057	1,077	1,077	1,100	1,100	1,124	1,124											
Vocational Edu. Trs (P-12)				491.7652						3,332	3,332	3,404	3,404	3,469	3,469	3,541	3,541	3,618	3,618											
ESOL (P-12)				1096.729						1,494	1,494	1,526	1,526	1,555	1,555	1,588	1,588	1,622	1,622											
										<b>125,322</b>	<b>109,029</b>	<b>128,100</b>	<b>113,518</b>	<b>130,813</b>	<b>115,921</b>	<b>133,464</b>	<b>118,281</b>	<b>136,248</b>	<b>120,780</b>											
<b>Mid-Point Teacher Demand Projections</b>										<b>117,176</b>		<b>120,809</b>		<b>123,367</b>		<b>125,872</b>		<b>128,514</b>												

Data Source: CPI, FY02-06; FTE1, FY02-06; Georgia Division of Human Resources Department of Public Health

\*For Pre-kindergarten, enrollment projections are based on the average yield rate derived from average proportions of live birth of a given year to the corresponding Pre-K enrollment cohort. The average yield was computed based on live birth counts from 1998 to 2002 and the corresponding Pre-K counts from 2002 to 2006.

\*\* Five-year average ratios (FY02-FY06)

## Teacher Demand Model: Projection of Teacher Need through 2010

Table 2.28 concludes this chapter by presenting a teacher demand model which encompasses projected and actual teaching positions, projected and actual teacher attrition, projected and actual growth in teaching positions, projected teachers required, and actual teachers hired in Georgia's P-12 public school system from 1988 to 2012. This method produced staffing estimates slightly greater than the other two methods.

**Table 2.28. Teacher Demand Model, 2006\***

Year	Projected Teaching Positions	Actual Teaching Positions	Projected Teacher Attrition	Actual Teacher Attrition	Projected New Teachers Required	Actual New Teachers Hired
1988	62,964	62,835	5,711	5,459	7,073	7,468
1989	64,935	64,967	5,285	5,546	7,120	7,591
1990	66,989	67,394	5,029	5,218	7,203	7,973
1991	69,126	69,467	4,925	5,031	7,321	7,169
1992	71,346	70,945	4,955	4,727	7,475	6,352
1993	73,648	73,591	5,104	4,853	7,666	7,222
1994	76,034	76,047	5,352	5,288	7,892	7,198
1995	78,502	78,815	5,684	5,543	8,153	7,912
1996	81,053	81,354	6,082	7,470	8,451	7,951
1997	83,687	82,338	6,529	5,233	8,784	8,454
1998	86,404	86,262	7,008	7,012	9,154	9,158
1999	89,203	88,757	7,501	7,466	9,559	9,507
2000	92,086	91,467	7,991	8,595	10,000	10,176
2001	95,051	94,689	8,461	8,303	10,476	11,817
2002	98,099	99,470	8,894	8,627	10,989	13,084
2003	101,230	103,350	9,273	9,434	11,537	12,507
2004	104,444	104,845	9,580	9,608	12,122	10,929
2005	107,741	106,934	9,798	9,748	12,742	11,697
2006	111,120	110,135	9,910		13,397	12,949
2007	114,583		9,899		14,089	
2008	118,128		9,748		14,817	
2009	121,756		9,439		15,580	
2010	125,467		8,955		16,379	
2011	129,260		8,279		17,214	
2012	133,137		7,394		18,085	

Data Source: CPI, FY88-06

\*Based entirely on quadratic regression analyses of teacher staffing using 1988-2005 data.

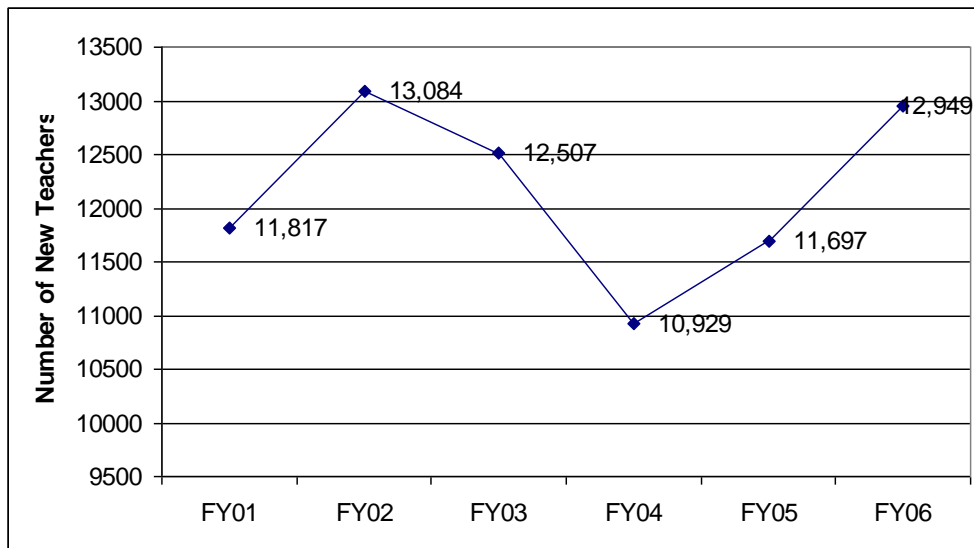
# CHAPTER 3: Georgia Teacher Supply

## Introduction

This chapter focuses on the various sources of new teachers, shows demographic data on newly hired teachers and provides information on the variety of programs implemented to ensure a better supply of teachers into Georgia public classrooms.

In FY06, a total of 12,949 new teachers were hired into Georgia public classrooms. This represents a 10.7% increase from the 11,697 new teachers hired in FY05. The number of newly hired teachers has increased more than 18% for the second year in a row.

**Figure 3.1. Number of Newly Hired Teachers, FY01-FY06**  
(Source: EWRRAD/PSC, 2006)



## New Teacher Hires

The following section highlights the demographic characteristics of newly hired teachers. Other information in this section includes subject areas, job positions and the geographic distribution of all newly hired teachers in FY06.

### *Demographics of New Teacher Hires*

The proportion of female new hires declined to 77.5% in FY06 from 78.4% in FY05. On the other hand, the percentage of male new hires increased from 21.6% in FY05 to 22.5% in FY06. This suggests that programs like Transition to Teaching, GATAPP and Troops-to-Teachers that target males and minorities seem to be making an impact in increasing the number of male teachers in Georgia public classrooms. See Table 3.1.



In FY06, Whites comprised 70.8% of new teacher hires. This was a decrease in the percentage of White new hires from the 72.9% reported in FY05. The percentage of Black new hires continues to increase annually, rising from 24% in FY05 to 25.9% in FY06. There were practically no changes in the percentage of American Indian, Asian, Hispanic and Multi-racial teachers hired from FY05 to FY06. See Table 3.1. Each of these minority groups remained below 2% all new teacher hires.

The average age of newly hired Georgia teachers continues to increase annually. In FY06, the average age of newly hired teachers was 35.7 years; this was a slight increase from 35.4 years reported in FY05. The modal (most frequently reported) age of newly hired teachers remained 24 years, this has been the modal entry age of new teachers into Georgia public schools since FY04. The ages of new teachers in FY06 ranged from 20 years to 78 years. As in previous years, the largest proportion (42.5%) of new teachers was in the 21 to 30 age group. It is important to note, though, that that percentage continues to decline annually, falling from 44.9% in FY04 to 42.5 in FY06. The number and percentage of new hires in the 41-50, 51-60, and 61 and older age groups increased from FY05 to FY06, confirming that Georgia is hiring older teachers into the public classrooms, and explaining the increase in the mean age of new teachers in FY06. Table 3.1 shows that the percentage of new hires aged 41 and above increased from FY05 to FY06.

The mean experience of newly hired teachers in FY06 was 4.4 years; this was not much different from the 4.3 years reported in FY05. The modal years of experience was zero. The years of experience for new teachers in FY06 ranged from zero to 43 years. Mirroring previous years, over half (57.2%) of the new teachers hired in FY06 were reported as having zero experience, an increase from the 52.1% reported in FY05. Over seventy percent (70.6%, n=9,136) were in the zero to four years experience group, a decline from 75.0% in FY05. See Table 3.1. The percentage of new teachers with more than 30 years experience increased from 1.4% (n=169) in FY05 to 2.6% (333) in FY06.

**Table 3.1. Demographic Profile of New Teacher Hires, FY05-FY06**

Demographic Characteristic	FY05		FY06	
	Number Hired	Percent of Total New Hires	Number Hired	Percent of Total New Hires
<b>Gender</b>				
Female	9,170	78.4	10,033	77.5
Male	2,527	21.6	2,916	22.5
<b>Ethnicity</b>				
American Indian	16	0.1	24	0.2
Asian	114	1.0	131	1.0
Black	2,807	24.0	3,354	25.9
Hispanic	187	1.6	216	1.7
Multi-racial	48	0.4	55	0.4
White	8,525	72.9	9,169	70.8
<b>Age Group</b>				
20 and below	NA	NA	4	0.0
21-30	5,105	43.6	5,508	42.5
31-40	3,207	27.4	3,530	27.3
41-50	1,920	16.4	2,177	16.8
51-60	1,235	10.6	1,451	11.2
61 and Above	224	1.9	272	2.1
<b>Experience Group</b>				
0-4 Years	8,769	75.0	9,136	70.6
5-9 Years	1,283	11.0	1,700	13.1
10-14 Years	618	5.3	808	6.2
15-19 Years	311	2.7	478	3.7
20-24 Years	256	2.2	279	2.2
25-29 Years	291	2.5	215	1.7
30 and above	169	1.4	333	2.6

Data Source: EWRRAD/PSC, 2006

Further analysis shows that a total of 548 (4.2%) of the newly hired teachers in FY06 possessed 25 years or more teaching experience. Among these 548, the mean experience was 30.2 years, while their average age was 57.4 years. This indicates that some of these newly hired teachers will be eligible for retirement in a few years, and that while they may help to fill immediate teacher demand, these teachers cannot be depended upon as a long-range and/or continuous solution to meeting the need for teachers in Georgia.

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

Two-thirds (66.2%) of the new teachers in FY06, were certified at the baccalaureate level. This was identical percentage of new teacher hires at the baccalaureate level reported in FY05, although the number increased from 7,749 in FY05 to 8,574 in FY06. Table 3.2 shows the certificate level of newly hired teachers in FY05 and FY06.

**Table 3.2. Certification Level of Newly Hired Teachers, FY05-FY06**

Educational Attainment	FY05		FY06	
	Frequency	Percent	Frequency	Percent
High School	62	0.5	49	0.4
Associate	54	0.5	36	0.3
Bachelors	7,749	66.2	8,574	66.2
Masters	3,251	27.8	3,688	28.5
Education Specialist	451	3.9	473	3.7
Doctorate	130	1.1	129	1.0
Total	11,697	100	12,949	100

Data Source: EWRRAD/PSC, 2006

The percentage of new teachers hired with a Master's degree increased from 27.8% in FY05 to 28.5% in FY06. A factor that may be contributing to the increase in the number and percentage of newly hired teachers with Master's degrees is the increasing number of career changers and alternatively prepared teachers hired into Georgia public classrooms.

Table 3.3 shows the types of certificates held by newly teacher hired in FY06. The percentage of newly hired teachers with Non-Renewable (NT) certificates declined from 23.7% in FY05 to 20.2% in FY06, while the percentage of newly hired fully certified teachers increased from 57.8% in FY05 to 61.1% in FY06.

**Table 3.3. New Teacher Hires Distributed by Certificate, FY06**

Certificate	Type	Frequency	Percent
Leadership	L	40	0.3
Permit	P	158	1.2
Service	S	45	0.3
Teaching	T	7,907	61.1
Technical Specialist	V	8	0.1
Provisional Teaching	BT	808	6.2
Provisional Technical Specialist	BV	64	0.5
Life Leadership	DL	1	0.0
Service Professional Life	DS	5	0.0
Life Teacher Professional	DT	97	0.7
Intern	IT	760	5.9
Nonrenewable Leadership	NL	1	0.0
Nonrenewable Permit	NP	2	0.0
Nonrenewable Service	NS	6	0.0
Nonrenewable Teaching	NT	2,612	20.2
Nonrenewable Teaching Technical Specialist	NV	3	0.0
Waiver Teaching Certificate	WT	32	0.2
International Exchange Teacher	XT	63	0.5
Probationary Teaching	PAT	2	0.0
Performance-based Teaching	PBT	287	2.2
Waiver Provisional Teaching	WBT	43	0.3
Waiver Provisional Technical Specialist	WBV	1	0.0
Waiver Intern	WIT	1	0.0

**Table 3.3. New Teacher Hires Distributed by Certificate, FY06 (Continued)**

<b>Certificate</b>	<b>Type</b>	<b>Frequency</b>	<b>Percent</b>
Waiver Nonrenewable Teaching	WNT	3	0.0
<b>Total</b>		<b>12,949</b>	<b>100.0</b>

Data Source: EWRRAD/PSC, 2006

Interestingly, the number of provisional teaching (BT) certificates significantly rose from 481 (4.1%) in FY05 to 808 (6.2%) in FY06. Since BT is a discontinued certificate, the increase may suggest that some teachers who received BT certificates stopped out before converting to full renewable certificates, or that those whose BT certificates expired are returning to obtain a two-year extension.

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

Similar to previous years, elementary grades teachers comprised the largest percentage of new teachers in FY06, accounting for 39.9% (5,169) of all new hires in FY06. This was a 31.2% increase from the 3,940 new elementary grades teachers hired in FY05. This may be partly explained by the additional or increased demand for teachers engendered by the Katrina influx of students (more than 10,000). There was a decline in the percentage of new teacher hires for middle grades from 17.4% in FY05 to 16.7% in FY06, while the percentage of new teachers for high school increased from 17.8% in FY05 to 18.8% in FY06. Interesting and for the first time, the percentage of new hires in high school exceeded that of new hires in the middle grades. Actually, more new teachers were hired for high school than for either middle grades or special education, which was unusual in a review of data over time.

There was a decrease in the number of Vocational Education newly hired teachers from 340 in FY05 to 322 in FY06. Table 3.5 shows the distribution of newly hired teachers in FY06 by personnel category and grade level.

**Table 3.4. New Teacher Hires Distributed by Personnel Category/Grade Level, FY05 & FY06**

Grade Level/Personnel Category	FY05		FY06	
	Frequency	Percent	Frequency	Percent
Pre-Kindergarten	184	1.6	184	1.4
Kindergarten	525	4.5	676	5.2
EIPK	54	0.5	59	0.5
Grade 1	638	5.5	739	5.7
Grade 2	486	4.2	654	5.1
Grade 3	606	5.2	694	5.4
EIP1-3	187	1.6	185	1.4
Grade 4	507	4.3	573	4.4
Grade 5	464	4.0	554	4.3
EIP4-5	116	1.0	130	1.0
Other Elementary	357	3.1	314	2.4
<b>Total K-5</b>	<b>3,940</b>	<b>33.7</b>	<b>5,169</b>	<b>39.9</b>
Grade 6	381	3.3	386	3.0
Grade 7	407	3.5	472	3.6
Grade 8	396	3.4	397	3.1
Other Middle	857	7.3	905	7.0
<b>Total Middle Grades</b>	<b>2,041</b>	<b>17.4</b>	<b>2,160</b>	<b>16.7</b>
<b>Total High School (9-12)</b>	<b>2,078</b>	<b>17.8</b>	<b>2,438</b>	<b>18.8</b>
Instructional Specialist	474	4.1	585	4.5
Literacy Coach	35	0.3	34	0.3
Special Education Teachers	2,099	17.9	2,206	17.0
GATAPP Teachers	180	1.5	119	0.9
ESOL Teachers	126	1.1	137	1.1
Vocational Education Teachers	340	2.9	322	2.5
Other Teachers	200	1.7	186	1.4
<b>Total New Teacher Hires</b>	<b>11,697</b>	<b>100</b>	<b>12,949</b>	<b>100</b>

Data Source: EWRRAD/PSC, 2006

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

The highest percentage of FY06 newly hired teachers were in elementary grades (4,885 or 37.7%); a 5.9% increase from the 4,612 hired in FY05; reversing a downward trend that started in FY03. The next highest percentage of newly hired teachers was in English (1,480 or 11.4%), reversing a downward trend in the number of English teachers hired since FY04.

The highest percentage increase from FY05 to FY06 new teachers was among teachers hired in English and Reading (136.6%), Program of Education and Career (125%), and Science (122.6%). There were considerable increases in the number of newly hired teachers in the four core subject areas of English (50.7%), Mathematics (29.2%), Social Science (50.5%), Physical Science (20.8%), and Science (122.6%). The reductions from FY05 to FY06 in the number of Middle grades new hires (98.6%), and among teachers assigned to High school Miscellaneous (98.8%) appears to be due to reclassification of previous generalist certificates held by middle and some high

school teachers. Table 3.5 shows the distribution of new teachers in FY06 by subject taught.

**Table 3.5. New Teacher Hires Distributed by Subject Taught, FY05-FY06**

Subject Matter		FY05		FY06		Percent Change
		#	%	#	%	
Regular Education Subjects	Asian Language	1	0	2	0.0	100.0
	Chorus	38	0.3	41	0.3	7.9
	Dance	7	0.1	6	0.0	-14.3
	Drama Arts	33	0.3	45	0.3	36.4
	Education	18	0.2	24	0.2	33.3
	Elementary	4,612	39.4	4,885	37.7	5.9
	English & Reading	101	0.9	239	1.8	136.6
	English	982	8.4	1480	11.4	50.7
	ESOL	114	1	125	1.0	9.6
	Gifted	29	0.2	0	0	-100.0
	Health	54	0.5	99	0.8	83.3
	High School (9-12) Miscellaneous	406	3.5	5	0.0	-98.8
	Humanities	2	0	1	0.0	-50.0
	Language -French	53	0.5	57	0.4	7.5
	Language - Greek	2	0	0	0	-100.0
	Language - German	5	0	9	0.1	80.0
	Language - Latin	8	0.1	6	0.0	-25.0
	Language - Modern	2	0	1	0.0	-50.0
	Language - Russian	0	0	1	0.0	NA
	Language - Spanish	205	1.8	269	2.1	31.2
	Life Science	271	2.3	380	2.9	40.2
	Mathematics	954	8.2	1233	9.5	29.2
	Remedial Mathematic	29	0.2	52	0.4	79.3
	Middle Grades	641	5.5	9	0.1	-98.6
	Military Science	114	1	98	0.8	-14.0
	Music	258	2.2	280	2.2	8.5
	P-12 Miscellaneous	391	3.3	0	0	-100.0
	Physical Education	317	2.7	391	3.0	23.3
	Physical Science	442	3.8	534	4.2	20.8
	Professional/Career Preparation	10	0.1	17	0.1	70.0
Science	31	0.3	69	0.5	122.6	
Social Science	650	5.6	978	7.6	50.5	
Visual Arts	171	1.5	195	1.5	14.0	
Special Education Subjects	American Sign Language	0	0	2	0	NA
	Personal, Interpersonal & Social Skills	237	2	215	1.7	-9.3
Vocational Subjects	Agricultural Business	32	0.3	17	0.1	-46.9
	Agricultural Sciences & Technology	19	0.2	22	0.2	15.8
	Business Administration	89	0.8	95	0.7	6.7
	Business Management	51	0.4	58	0.4	13.7
	Communication Technology	5	0	9	0.1	80.0

**Table 3.5. New Teacher Hires Distributed by Subject Taught, FY05-FY06 (Continued)**

Subject Matter	FY05		FY06		Percent Change
	#	%	#	%	
Computer & Other Information	43	0.4	44	0.3	2.3
Construction Technology	15	0.01	19	0.1	26.7
Health & Medical Occupations	30	0.3	35	0.3	16.7
Home Economics	76	0.6	82	0.6	7.9
Manufacturing Science	0	0	1	0.0	NA
Mechanical Occupations	25	0.2	13	0.1	-48.0
Marketing & Distribution	11	0.1	14	0.1	27.3
Program of Education & Career	12	0.1	27	0.2	125.0
Precision Production Occupations	15	0.1	9	0.1	-40.0
Protective Services	9	0.1	9	0.1	0.0
Personal Services Occupations	9	0.1	5	0.0	-44.4
Technology Education	62	0.5	64	0.5	3.2
Not Applicable (Code 999)	6	0.1	12	0.1	100.0
Not Defined	0	0	666	5.1	NA
<b>Total</b>	<b>11,697</b>	<b>100</b>	<b>12,949</b>	<b>100</b>	<b>10.7</b>

Data Source: EWRRAD/PSC, 2006

There was a 9.3% decrease from FY05 to FY06 in the number of new teachers hired into special education. Decreases were also noted in the number of teachers hired into some Vocational subject areas from FY05 to FY06; these include: Agricultural Business (46.9%), Mechanical Occupations (48%), Precision Production Occupations (40%), and Personal Services Occupations (44.4%). However, some of the Vocational Education areas posted some increase, for example, in Program of Education & Career, Home Economics, and Health and Medical Occupations.

### ***New Teacher Hires By RESA***

Metro RESA remains the leading employer of new teachers in Georgia, with 41.7% (5,394) of all newly hired teachers in FY06, followed by First District and Northwest Georgia RESAs with 7.7% and 7.1%, respectively. Although Metro RESA hired the largest percentage of new teachers in FY06, the percentage of new teachers hired by Metro RESA declined from 43.1% in FY05 to 41.7% in FY06. All Georgia RESAs experienced an increase in the number of new teachers hired from FY05 to FY06, with the exception of Okefenokee RESA, whose number declined by 8.1%.

The number of RESAs for which new teachers comprised 10% or more of the entire teaching workforce rose from 7 in FY05 to 11 in FY06. The RESAs were: Chattahoochee, First District, Griffin, Metro, Middle Georgia, North Georgia, Northeast Georgia, Northwest Georgia, Oconee, Pioneer and West Georgia RESAs. Table 3.6 shows the distribution of FY06 newly hired teachers by RESA.

**Table 3.6 New Teacher Hires by RESA, FY06**

<b>RESA</b>	<b>Frequency</b>	<b>Percent</b>	<b>As Percent of Teachers in RESA</b>
Central Savannah	486	3.8	9.2
Chattahoochee	396	3.1	10.3
Coastal Plains	277	2.1	9.5
First District	993	7.7	11.4
Griffin	741	5.7	11.2
Heart of Georgia	114	0.9	6.7
Metro	5,394	41.7	13.2
Middle Georgia	504	3.9	11.3
North Georgia	527	4.1	10.7
Northeast Georgia	630	4.9	12.9
Northwest Georgia	923	7.1	12.3
Oconee	139	1.1	10.3
Okefenokee	159	1.2	7.9
Pioneer	802	6.2	12.3
Southwest Georgia	436	3.4	9.6
West Georgia	428	3.3	10.3
<b>Total</b>	<b>12,949</b>	<b>100</b>	<b>11.8</b>

Data Source: EWRRAD/PSC, 2006

### ***New Teacher Hires in Georgia's High Schools***

The following section discusses the hiring patterns for new teachers in the four core subject areas taught in Georgia high schools.

Of the 2,438 new teachers hires who taught high school in FY06, a total of 1,819 (74.6%, or three-quarters) taught in the four core subject areas of Mathematics, Science, Social Science, and English. The geographic distribution of these new teachers in the core areas by RESA is shown in Table 3.7.

Tables 3.7 – 3.10 present a comparison of new teacher hires in FY05 and FY06 and facilitate an analysis of the differential hiring patterns within RESAs and subject areas that are not obvious in state totals.



**Table 3.7. Distribution of Newly Hired High School Teachers in the Four Core Subjects by RESA, FY06**

RESA	English		Mathematics		Sciences		Social Science	
	#	%	#	%	#	%	#	%
Central Savannah	24	4.7	16	3.5	27	6.3	12	2.8
Chattahoochee	11	2.2	12	2.6	12	2.8	14	3.3
Coastal Plains	14	2.7	10	2.2	5	1.2	7	1.6
First District	48	9.4	39	8.6	29	6.7	41	9.6
Griffin	32	6.3	36	7.9	33	7.7	23	5.4
Heart of Georgia	1	0.2	9	2.0	3	0.7	5	1.2
Metro	197	38.6	175	38.6	183	42.6	174	40.9
Middle Georgia	22	4.3	21	4.6	15	3.5	19	4.5
North Georgia	24	4.7	21	4.6	14	3.3	23	5.4
Northeast Georgia	21	4.1	22	4.9	16	3.7	21	4.9
Northwest Georgia	33	6.5	29	6.4	26	6.0	19	4.5
Oconee	4	0.8	5	1.1	3	0.7	4	0.9
Okefenokee	9	1.8	7	1.5	7	1.6	9	2.1
Pioneer	27	5.3	21	4.6	22	5.1	24	5.6
Southwest Georgia	12	2.3	14	3.1	16	3.7	16	3.8
West Georgia	32	6.3	16	3.5	19	4.4	14	3.3
<b>Total</b>	<b>511</b>	<b>100</b>	<b>453</b>	<b>100</b>	<b>430</b>	<b>100</b>	<b>425</b>	<b>100</b>

Data Source: EWRRAD/PSC, 2006

In FY06, newly hired high school English teachers made up 13% of all Georgia high school English teachers (See Table 3.8). New teachers in English accounted for 10% or more of the English teachers in 12 of the 16 (75%) Georgia RESAs. This was an increase from the 8 out of 16 reported in FY05. New teachers in English actually accounted for 20% of all high school English teachers in West Georgia RESA. Three RESAs (Oconee, Okefenokee and Southwest Georgia) showed declines in the total number of English teachers from FY05 to FY06. Table 3.8 shows the percentage of new teachers in English relative to all high school English teachers by RESA.

The increase in the number of high school English teachers is encouraging, given the downward trend that was seen in FY05 when the number of English teachers declined by 57. It is evident though, that Georgia needs to continue to hire more English teachers, considering the fact that out-of-field teaching in English rose to 5.9% in FY06 from 4% in FY05. To a cursory observer, it would appear curious that out-of-field teaching in English was at its lowest point at 4% the same year that the number of English teachers in high school declined. However, this underscores the fact that actual demand is not equivalent to the number hired, i.e. filled demand.

Although there was an increase in the number of high school English teachers, it is worthy to note that over half of the new high school English teachers were hired to replace the teachers who left after FY05. For instance, Metro RESA hired a total of 197 new high school English teachers, but had a net gain of only 85 teachers to meet growth demand. This shows that 112 new teachers replaced teachers who left. Similarly, Central Savannah hired a total of 24 teachers, but recorded a net gain of only

three, meaning that 21 of the 24 (87.5%) new teachers were hired to replace those who left.

**Table 3.8. New English Teachers as a Percentage of All High School English Teachers by RESA, FY05-FY06**

RESA	FY05			FY06			Net Change in Total High School English Teachers from FY05 to FY06
	All High School English Teachers	New High School English Teachers	% of All High School English Teachers	All High School English Teachers	New High School English Teachers	% of All High School English Teachers	
	#	#		#	#		
Central Savannah	211	22	10.4	214	24	11.2	3
Chattahoochee	148	17	11.5	150	11	7.3	2
Coastal Plains	96	2	2.1	101	14	13.9	5
First District	299	34	11.4	303	48	15.8	4
Griffin	218	23	10.6	245	32	13.1	27
Heart of Georgia	61	5	8.2	63	1	1.6	2
Metro	1,323	179	13.5	1408	197	14.0	85
Middle Georgia	160	20	12.5	173	22	12.7	13
North Georgia	170	20	11.8	192	24	12.5	22
Northeast Georgia	161	19	11.8	173	21	12.1	12
Northwest Georgia	236	26	11	247	33	13.4	11
Oconee	46	2	4.3	41	4	9.8	-5
Okefenokee	67	10	14.9	64	9	14.1	-3
Pioneer	191	25	13.1	220	27	12.3	29
Southwest Georgia	172	18	10.5	167	12	7.2	-5
West Georgia	150	16	10.7	161	32	19.9	11
<b>Total</b>	<b>3,709</b>	<b>438</b>	<b>11.8</b>	<b>3,922</b>	<b>511</b>	<b>13.0</b>	<b>213</b>

Data Source: EWRRAD/PSC, 2006

In FY06, newly hired high school Mathematics teachers accounted for 12.3% of all Georgia high school Mathematics teachers. This was a minimal decrease from the 12.5% reported in FY05. Newly hired Mathematics teachers accounted for 10% or more of the total high school Mathematics teachers in 12 of the 16 (75%) Georgia RESAs. All Georgia RESAs saw increases in the number of total high school Mathematics teachers from FY05 to FY06. The overall increase in the number of high school Mathematics teachers from FY05 to FY06 was 5.0% (175).

Table 3.9 shows the new high school Mathematics teachers as percentages of total high school Mathematics teachers by RESA in FY06, the net change and how these numbers compare to those reported in FY05. Overall, 61.4% of new high school Mathematics teachers were hired to replace the teachers who left after FY05.

**Table 3.9. New Mathematics Teachers as a Percentage of All High School Mathematics Teachers by RESA, FY05-FY06**

RESA	FY05			FY06			Net Change in Total High School Mathematics Teachers from FY05 to FY06
	All High School Mathematics Teachers	New High School Mathematics Teachers	% of All High School Mathematics Teachers	All High School Mathematics Teachers	New High School Mathematics Teachers	% of All High School Mathematics Teachers	
	#	#		#	#		
Central Savannah	183	17	9.3	183	16	8.7	0
Chattahoochee	139	12	8.6	141	12	8.5	2
Coastal Plains	87	9	10.3	98	10	10.2	11
First District	280	35	12.5	283	39	13.8	3
Griffin	211	19	9	231	36	15.6	20
Heart of Georgia	51	7	13.7	57	9	15.8	6
Metro	1,297	184	14.2	1351	175	13.0	54
Middle Georgia	153	31	20.3	158	21	13.3	5
North Georgia	140	15	10.7	162	21	13.0	22
Northeast Georgia	163	21	12.9	170	22	12.9	7
Northwest Georgia	219	22	10	230	29	12.6	11
Oconee	32	5	15.6	36	5	13.9	4
Okefenokee	59	9	15.3	62	7	11.3	3
Pioneer	202	21	10.4	223	21	9.4	21
Southwest Georgia	151	14	9.3	153	14	9.2	2
West Georgia	143	19	13.3	147	16	10.9	4
<b>Total</b>	<b>3,510</b>	<b>440</b>	<b>12.5</b>	<b>3,685</b>	<b>453</b>	<b>12.3</b>	<b>175</b>

Data Source: EWRRAD/PSC, 2006

Newly hired high school Science teachers accounted for 13.3% of all High school Science teachers in FY06, increasing from 11.3% reported in FY05. Eleven of the sixteen Georgia RESAs had new high school Science teachers accounting for 10% or more of the high school Science teachers, a decrease from the 11 reported in FY05. See Table 3.10.

Three RESAs (Chattahoochee, Okefenokee, and Southwest Georgia) experienced declines in the total number of high school Science teachers from FY05 to FY06. The number of high school Science teachers increased by 5.2% (160) from FY05 to FY06. Overall, 62.8% of new Science teachers were hired to replace high school Science teachers who left after FY05.

**Table 3.10. Newly Hired Science Teachers as a Percentage of All High School Science Teachers by RESA, FY05-FY06**

RESA	FY05			FY06			Net Change in Total High School Science Teachers from FY05 to FY06
	All High School Science Teachers	New High School Science Teachers	% of All High School Science Teachers	All High School Science Teachers	New High School Science Teachers	% of All High School Science Teachers	
	#	#		#	#		
Central Savannah	172	13	7.6	176	27	15.3	4
Chattahoochee	124	18	14.5	121	12	9.9	-3
Coastal Plains	79	9	11.4	86	5	5.8	7
First District	247	29	11.7	251	29	11.6	4
Griffin	201	21	10.4	214	33	15.4	13
Heart of Georgia	48	3	6.3	48	3	6.3	0
Metro	1,093	119	10.9	1170	183	15.6	77
Middle Georgia	130	18	13.8	137	15	10.9	7
North Georgia	138	21	15.2	151	14	9.3	13
Northeast Georgia	128	17	13.3	133	16	12.0	5
Northwest Georgia	192	23	12	204	26	12.7	12
Oconee	36	5	13.9	40	3	7.5	4
Okefenokee	60	5	8.3	59	7	11.9	-1
Pioneer	170	17	10	185	22	11.9	15
Southwest Georgia	136	16	11.8	131	16	12.2	-5
West Georgia	117	14	12	127	19	15.0	10
<b>Total</b>	<b>3,073</b>	<b>348</b>	<b>11.3</b>	<b>3,233</b>	<b>430</b>	<b>13.3</b>	<b>160</b>

Data Source: EWRRAD/PSC, 2006

In FY06, newly hired high school Social Science teachers comprised 12% of all Georgia high school Social Science teachers compared to 9.2% in FY04. New high school Social Science teachers accounted for 10% or more of all high school Social Science teachers in 11 of the 16 RESAs, a significant increase from the 4 out of 16 reported in FY04 and FY05 (Table 3.11). All Georgia RESAs witnessed increases in the number of high school Social Science teachers from FY05 to FY06. Overall, there was an increase in the total number of high school Social Science teachers from FY05 to FY06 by 239 new hires.

Forty-four percent (43.8%) of the new hires in high school Social Science were hired to replace those who left after FY05.

**Table 3.11. New Social Science Teachers as a Percentage of All High School Social Science Teachers by RESA, FY05-FY06**

RESA	FY05			FY06			Net Change in Total High School Social Science Teachers from FY05 to FY06
	All High School Social Science Teachers	New High School Social Science Teachers	% of Total High School Social Science Teachers	All High School Social Science Teachers	New High School Social Science Teachers	% of High School Total Teachers	
	#	#		#	#		
Central Savannah	172	13	7.6	174	12	6.9	2
Chattahoochee	127	11	8.7	127	14	11.0	0
Coastal Plains	78	2	2.6	84	7	8.3	6
First District	265	25	9.4	274	41	15.0	9
Griffin	214	22	10.3	226	23	10.2	12
Heart of Georgia	50	3	6	52	5	9.6	2
Metro	1,195	114	9.5	1291	174	13.5	96
Middle Georgia	140	19	13.6	154	19	12.3	14
North Georgia	150	11	7.3	168	23	13.7	18
Northeast Georgia	146	19	13	159	21	13.2	13
Northwest Georgia	211	20	9.5	218	19	8.7	7
Oconee	41	7	17.1	41	4	9.8	0
Okefenokee	56	5	8.9	63	9	14.3	7
Pioneer	189	13	6.9	215	24	11.2	26
Southwest Georgia	134	10	7.5	150	16	10.7	16
West Georgia	139	11	7.9	150	14	9.3	11
<b>Total</b>	<b>3,307</b>	<b>304</b>	<b>9.2</b>	<b>3,546</b>	<b>425</b>	<b>12.0</b>	<b>239</b>

Data Source: EWRRAD/PSC, 2006

***Geographical Distribution of Newly Hired High School Teachers***

As expected and similar to previous years, Metro RESA hired the highest number of newly hired high school teachers with 39.8% or 971, earning Metro RESA a net increase of 148 new hires for high school. Metro RESA was followed at a distance by First District RESA in which a total on 220 new high school teachers were hired in FY06, for a net increase of 52 from FY05 to FY06. Griffin, Pioneer and West Georgia each also showed greater than 20% increases in the number of high school teachers in FY06.

**Table 3.12. Distribution of All Newly Hired High School Teachers by RESA (All Subjects), FY05-FY06**

RESA	FY05		FY06		FY05- FY06 Net Change
	#	%	#	%	
Central Savannah	87	4.2	106	4.3	19
Chattahoochee	73	3.5	75	3.1	2
Coastal Plains	35	1.7	43	1.8	8
First District	168	8.1	220	9.0	52
Griffin	113	5.4	152	6.2	39
Heart of Georgia	27	1.3	25	1.0	-2
Metro	823	39.6	971	39.8	148
Middle Georgia	109	5.2	104	4.3	-5
North Georgia	83	4	101	4.1	18
Northeast Georgia	93	4.5	105	4.3	12
Northwest Georgia	133	6.4	147	6.0	14
Oconee	24	1.2	22	0.9	-2
Okefenokee	42	2	45	1.8	3
Pioneer	112	5.4	140	5.7	28
Southwest Georgia	77	3.7	80	3.3	3
West Georgia	79	3.8	102	4.2	23
<b>Total</b>	<b>2,078</b>	<b>100</b>	<b>2438</b>	<b>100</b>	<b>360</b>

Data Source: EWRRAD/PSC, 2006

### Sources of Teacher Supply

#### *Teacher Retention*

The retention of teachers from one year to the next continues to be the major contributor of teachers to the classroom. In FY06, the large majority (90.9%) of Georgia teachers returned to the classroom after the FY05 school year. The percentage of teachers retained from year-to-year in Georgia consistently remains above 90%. Figure 3.2 shows teacher retention rates from FY01 to FY06.

**Figure 3.2. Percentage of Teachers Retained from Previous Year, FY01-FY06**

(Source: EWRRAD/PSC, 2006)

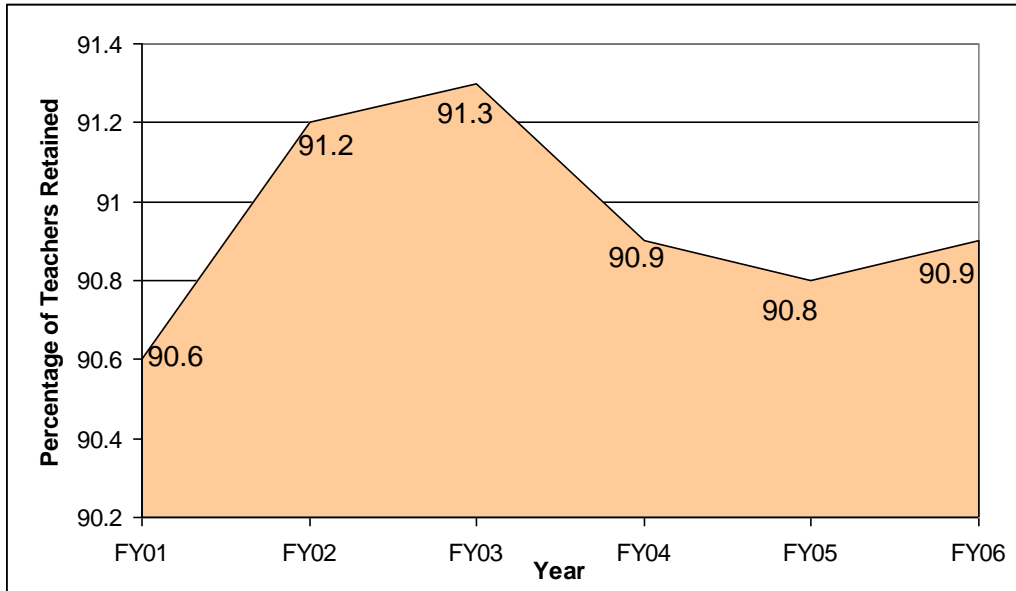


Table 3.13 shows the FTE count for teachers retained in their positions from FY03 to FY06. Decreases were experienced in the FTE count of retained teachers in the following: Grades 2-5, EIPK, EIP1-3 and other middle grades. The largest increase in the percentage of teachers retained from FY05 to FY06 was seen among the Literacy coaches (67.7%).

**Table 3.13. FTE Count for Teacher Retention, FY03-FY06**

	FY03 Retention	FY04 Retention	FY05 Retention	FY06 Retention
<b>Pre-K</b>	1213.6	1261.5	1306.0	1381.0
Kindergarten	5100.1	5554.5	5704.2	5796.1
Grade 1	5113.1	5346.1	5549.9	5555.7
Grade 2	5003.8	5220.2	5293.6	5285.0
Grade 3	4902.4	5201.9	5275.3	5264.7
Grade 4	4350.4	4488.9	4556	4377.4
Grade 5	4345.2	4456.9	4462.3	4316.6
EIPK	1124.2	785.2	752.7	730.3
EIP1-3	2710.4	2709.4	2685.1	2360.8
EIP4-5	905.3	992.5	971	1092.0
Other Elementary	3683.6	2904.2	2896.4	3353.3
<b>Elementary Total (K-5)</b>	<b>37238.6</b>	<b>37659.7</b>	<b>38146.5</b>	<b>38131.8</b>
Grade 6	3087.9	3247.6	3292	3507.7
Grade 7	2961.6	3164.6	3211.1	3338.8
Grade 8	2863	3106.8	3120.7	3230.4
Other Middle	6839.8	6590.2	6606.4	6545.9
<b>Middle Total</b>	<b>15752.1</b>	<b>16109.2</b>	<b>16230.2</b>	<b>16622.8</b>

**Table 3.13. FTE Count for Teacher Retention, FY03-FY06 (Continued)**

	FY03 Retention	FY04 Retention	FY05 Retention	FY06 Retention
<b>Grade 9-12 Total</b>	15830.2	16187.2	16154.1	16222.5
Special Education Teachers	11078.2	11788	12459.5	13058.0
Instructional Specialist	4625.7	5132	5140.1	5176.8
Vocational Education Teachers	2672.5	2857.6	2820.4	3008.5
ESOL Teachers	626.4	1163.6	1160.3	1308.7
Literacy Coach	102	194.8	206.5	346.3
Other Teachers	997.4	754.8	795.7	947.1
<b>Total</b>	90136.7	93108.4	94419.2	96203.5

Data Source: EWRRAD/PSC, 2006

### ***New Teachers***

In FY06, new teachers accounted for 11.8% of the overall teacher workforce, an increase from the 10.9% reported in FY05. Various sources supply teachers into Georgia public classrooms. These include:

- Georgia higher education institutions' program completers
- Teachers certified through alternative and provisional routes
- Out-of-state and outside the United States teachers seeking employment in the Georgia public school system
- Teachers returning to the teaching workforce after one or more years out of service
- Teachers who delayed entry into the teaching workforce after initial preparation
- Reassignments from other positions.

The distribution of teachers from various sources of supply is shown in Table 3.14. The largest single source of new teachers into FY06 Georgia public classrooms was from out-of-state sources (28.2%), a 1.1% increase from the 27.1% reported in FY05. The second largest source was from Georgia's educator preparation institutions (23.5%), a slight decline from the 24.1% reported in FY05. Returning teachers accounted for 20.9% of the newly hired teachers in FY06, 2.4% (309) of which were retired individuals. The percentage of new teachers hired from alternative certification and provisional routes accounted for 22.0% of the FY06 new teachers, a 2.5% increase in percentage from the 19.5% in FY05. See Figure 3.3.



**Table 3.14. Sources of New Teacher Hires in Georgia, FY05-FY06**

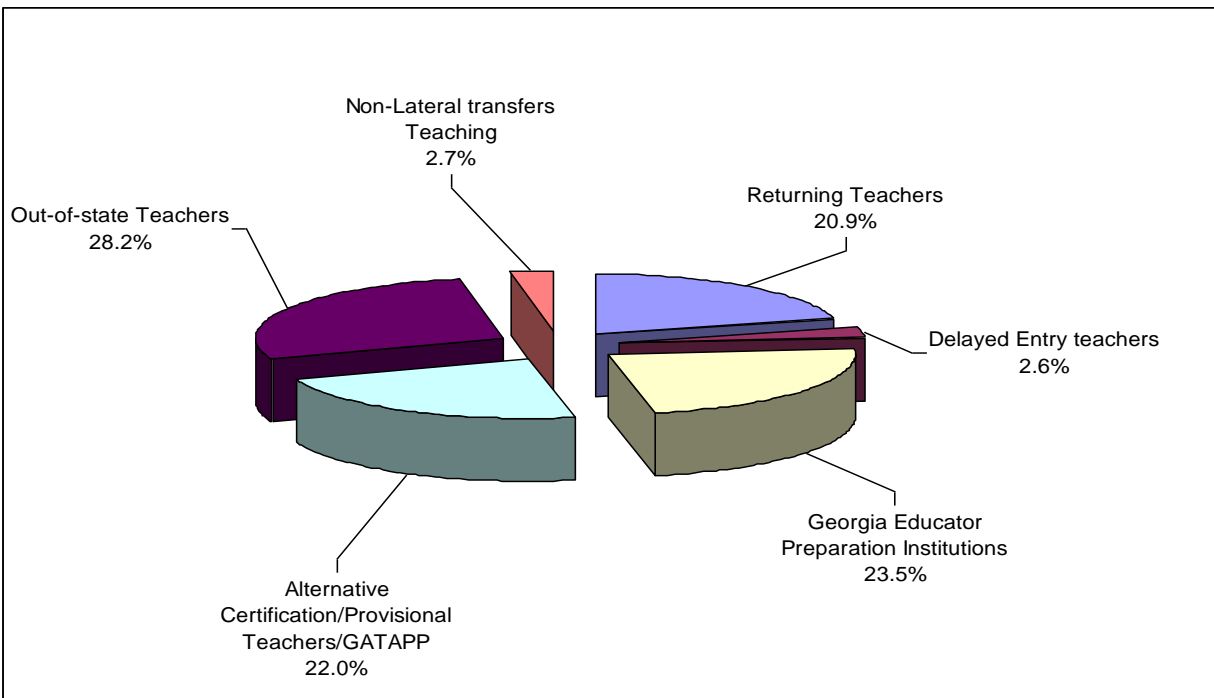
Source	Academic Year FY05	Academic Year FY06
Returning Teachers	21.0	20.9
Delayed Entry teachers	2.5	2.6
Georgia Educator Preparation Institutions	24.1	23.5
Alternative Certification/Provisional Teachers/GATAPP	19.5	22.0
Out-of-state Teachers	27.1	28.3
Non-Lateral transfers Teaching	3.4	2.7
Other Sources	2.4	0.0
<b>State Total</b>	<b>100</b>	<b>100</b>

Data Source: CPI and CSI

<sup>a</sup> Out-of-state Teachers: Teachers who are prepared and/or certified outside of Georgia or the United States.

**Figure 3.3. Sources of Newly Hired Teachers, FY06**

(Source: EWRRAD/PSC, 2006)



It is important to note that almost half (45.5%) of the newly hired teachers in FY06 were from Georgia's prime approved production sources – Georgia educator preparation institutions and the Georgia alternative preparation programs. The percentage of teachers from these two sources continues to steadily increase annually. This is a welcome increase, as it seems that Georgia is increasingly growing its own teachers to address the challenge of meeting the escalating demand for teachers. Induction and mentoring efforts should be focused on these teachers in an effort to increase retention.

Expanded recruitment efforts need to be directed to teachers who have stopped out from teaching or teachers, who have delayed going into the teaching profession. These

sources continue to contribute to the supply of teachers into Georgia public classrooms. A combination of these two sources supplied 23.5% of new teachers in FY05 and FY06, an increase from 22.5% reported in FY04.

### **Teacher Supply Issues - Targeting Supply**

Demand projections present the total estimate of teachers or personnel needed in a subject area, system, school year, and/or RESA. This information is useful to: 1) Prospective teacher candidates who need to be aware of hiring demand (subject area or geographic area) that may most easily convert into employment after graduation; 2) Teacher preparation institutions in Georgia in planning for changes in teacher demand; and 3) Schools and school systems that are planning to meet workforce needs.

Monitoring the number of special requests for non-regular certificates from school systems enables the PSC to collect informing data. These certificates are requested and issued on the assumption that fully certified teachers are not available for hire in the subject and/or in the school system requesting the non-regular certificate. The number of requests for certificates from the employer is an indication of the amount of need and is designated "Implied shortage." When positions remain vacant for lengths of time, these areas are considered critical shortage areas (Georgia Student Finance Commission (GSFC), 2006).

### ***Critical Shortage Areas***

The Georgia Student Finance Commission (GSFC) annually compiles and publishes a list of critical shortage fields. Through FY06 the list has been generated based on the subject areas in which school systems posted 5% vacancies the preceding year based on an annual survey. From FY07 forward the GSFC will use real time vacancy data collected from all school systems by the PSC. The new Vacancy Reporting System (VRS) is discussed in the next section. This critical fields list is used in awarding forgivable HOPE (Helping Outstanding Students Excel) teacher scholarships to individuals who chose to pursue an education degree in a selected critical/subject area.

For the 2005-2006 school year, the following critical shortage fields were identified by the GSFC:

- Business Education (grades 7-12)
- Education for Exceptional Children (grades P-12): Behavior Disorders, Hearing Impaired, Interrelated Special Education, Learning Disabilities, Mental Retardation, Orthopedically Impaired, Visually Impaired
- English Education (grades 7-12)
- Foreign Language Education (grades P-12): French, Spanish
- Health Occupations (grades 7-12)
- Mathematics Education (grades 7-12)
- Middle Grades Education (grades 4-8) with a primary concentration in: Mathematics, Science, Mathematics and Science

- Science Education (grades 7-12): Broad Field Science, Biology, Chemistry, Earth/Space, Physics
- Trade and Industrial Education (grades 7-12)

### ***Certified Vacancy Reporting System (VRS)***

The Vacancy Reporting System (VRS) is designed to help the PSC and school systems track actual vacancies over the course of a school year. It was developed over three years of work in a PSC Human Resources Task Force and Georgia Association of School Personnel Administrators (GASPA) collaboration.

For the purposes of reporting, a certified vacancy is defined as: Any state, local, or federally allocated certified position that is unfilled, filled by a substitute teacher, filled by a teacher under a waiver, or filled by a teacher who is not considered highly qualified. A position is considered a vacancy if a teacher is not teaching in a position for which they are certified and contracted to teach and if they are not teaching in-field. A vacancy does not include anticipated vacancies or positions filled by substitutes who are working for contracted employees during a leave period.

School systems are requested to report vacancies on the 30<sup>th</sup>, 90<sup>th</sup> and 180<sup>th</sup> days of the school calendar. The PSC will begin including reports from the VRS in the future Status Reports. The VRS will collect and report days 10, 30, 90 and 180, beginning in Fall FY07 for the FY08 school year.

### ***Implied Shortage Areas***

On a yearly basis the PSC tracks shortage areas based on the number of non-regular certificates issued to school systems. Non-regular certificates are any besides those deemed "Clear Renewable". Non-regular certificates are typically issued by the PSC at the request of the employing school system in order to fill need areas. Non-regular certificates issued in FY06 were: Provisional, Intern, Non-renewable, Probationary, and Waiver certificates. The total number of non-regular certificates increased to 12,008 in FY06, this was an increase of 2.9% from FY05 when a total of 11,672 non-regular certificates were issued. The highest number of non-regular certificates was in Special Education (47.9% or n=5,748), followed by Middle Grades (19.7% or n=2,361). The number of Special Education non-renewable certificates rose sharply (174%) from FY05. Similarly, the number of middle grades certificates rose by 70.8% in the same period. Table 3.15 shows the top 20 areas for which non-regular certificates were issued in FY06. Table C1.1 in Appendix C shows the distribution of all non-regular certificates by certificate type and subject area.

**Table 3.15. Top 20 Subject Areas for Non-Regular Certificates issued in FY06**

Field	Frequency	Percent
Special Education	5,748	47.9
Middle Grades	2,361	19.7
Early Childhood Education (P-5)	741	6.2
Gifted In-Field	542	4.5
English (6-12)	274	2.3
Mathematics (6-12)	254	2.1
Science (6-12)	197	1.6
History (6-12)	194	1.6
Behavioral Science (6-12)	179	1.5
Economics (6-12)	179	1.5
Political Science (6-12)	179	1.5
Geography (6-12)	177	1.5
Health & Physical Education (P-12)	118	1.0
Spanish (P-12)	113	0.9
Business Education (6-12)	112	0.9
Biology (6-12)	81	0.7
ESOL (P-12)	79	0.6
Music (P-12)	79	0.7
Art (P-12)	52	0.4
Technology Education (6-12)	31	0.3

Data Source: CPI, 2006

The large number of non-renewable certificates in Special Education suggests that either growth demand in the number of Special Education children is out-stripping production or attrition is faster than production/hiring. A closer examination of data indicates that production is especially low (n=259) compared to the 5,748 new Special Education teachers needed in FY06. The EWRRAD Research staff in the PSC intends to study factors of the demand, production and growth for the special education teacher group.

***Implied Shortages by RESA***

Table 3.16 shows the distribution of individuals holding non-regular certificates in certified positions by RESA in FY06. The highest number (5,877 or 48.9%) of non-regular certificates were requested by school systems in Metro RESA.

**Table 3.16. Distribution of Permits, Provisional, and Probationary Certificates by RESA, FY06**

	Provisional	Intern	Non-Renewable	Probationary	Waiver	Total
Central Savannah	3	179	227	0	14	423
Chattahoochee	0	59	198	0	0	257
Coastal Plains	1	5	189	0	0	195
First District	1	131	698	0	2	832
Griffin	1	99	566	5	3	674
Heart of Georgia	0	33	107	0	0	140
Metro	11	560	5,292	12	2	5,877
Middle Georgia	0	174	328	0	2	504
North Georgia	0	4	290	0	0	294
Northeast Georgia	0	22	373	3	0	398
Northwest Georgia	1	152	685	5	6	849
Oconee	0	92	93	0	3	188
Okefenokee	0	3	180	0	0	183
Pioneer	0	0	438	6	1	445
Southwest Georgia	0	30	376	1	4	411
West Georgia	0	16	322	0	0	338
<b>Total</b>	<b>18</b>	<b>1,559</b>	<b>10,362</b>	<b>32</b>	<b>37</b>	<b>12,008</b>

Data Source: CPI, 2005

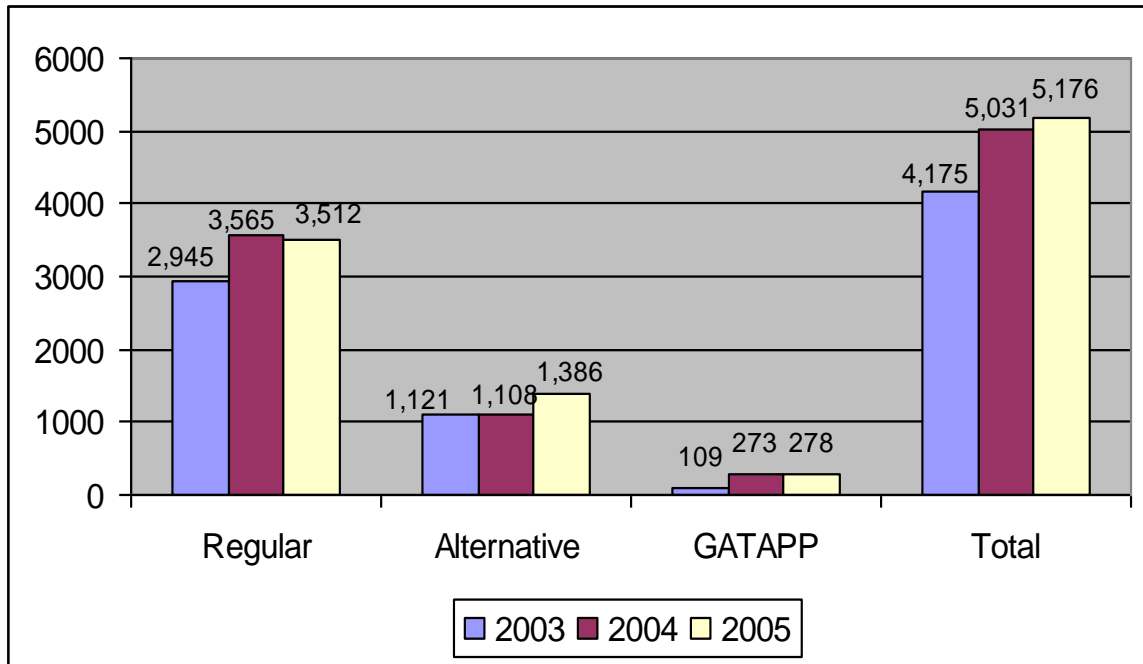
### Newly Prepared Georgia Teachers

Teacher preparation programs in institutions of higher education (IHE) and other institutions *i.e.*, RESAs in Georgia, provide data regarding the number of individuals who complete the necessary requirements for teacher certificates in Georgia. For the purpose of this report, these individuals are referred to as “completers”<sup>4</sup>. The annual number of completers has continued to gradually increase in response to the need for more teachers in Georgia. In 2005, the number of completers increased to 5,176, a slight increase by 2.9% from the 5,031 reported in 2004, and a 24% increase from the number reported in 2003.

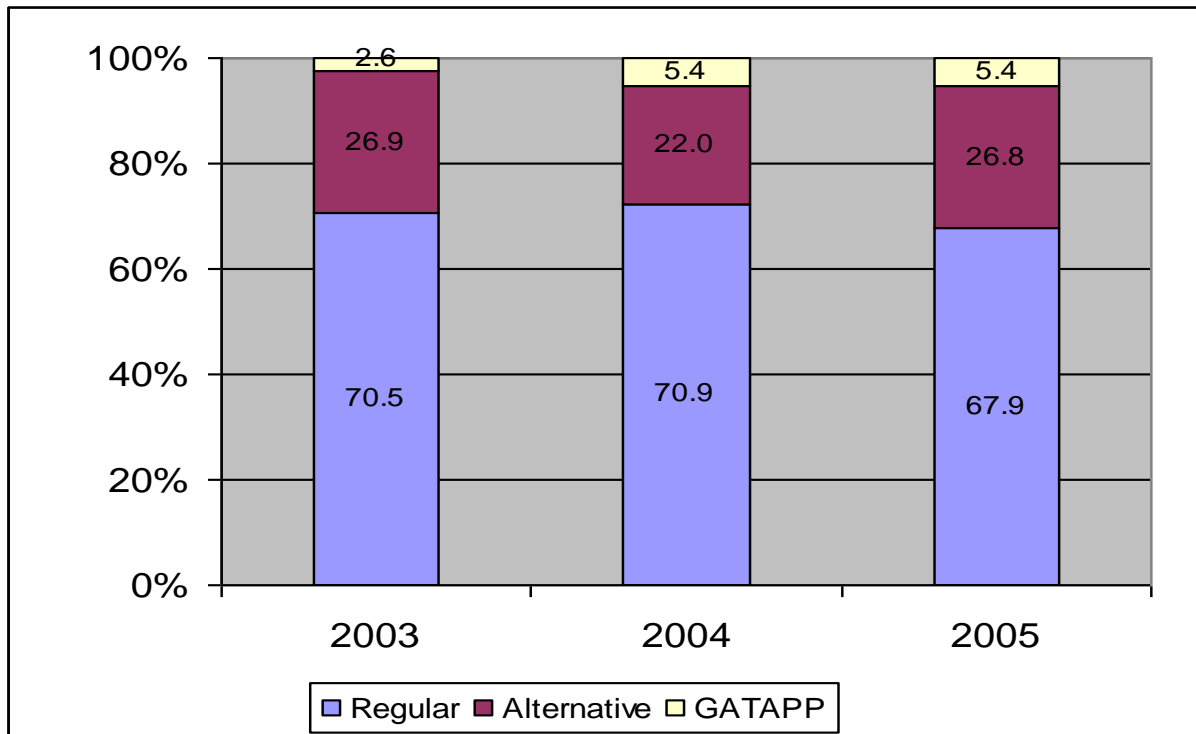
Although over two-thirds (67.9% or n=3,512) of 2005 completers were prepared through the regular teacher education programs, the number and percentage prepared through these programs declined from those reported in 2004 (70.9%, or n=3,565). This is especially true for Georgia State University that declined from 519 to 269 traditional-route completers. On the other hand, the number and percentage of completers prepared through the alternative certification route increased from FY05 (22.0% or n=1,108) to 2005 (26.8% or n=1,386). Similarly, the number of completers prepared through GATAPP slightly increased to 278 in 2005 from 273, accounting for the same percentage of the total completers in both 2004 and 2005 (5.4%). This is shown in Figures 3.4 and 3.5.

<sup>4</sup> Completers comprise: 1) Never before certified baccalaureate, 2) Never before certified post-baccalaureate, 3) Currently certified and upgrading and, 4) Currently certified and adding field.

**Figure 3.4. Production by Programs and Total Completers, FY03-FY05**  
 (Source: EWRRAD/PSC, 2006)



**Figure 3.5. Completers by Program Type, FY03-FY05**  
 (Source: EWRRAD/PSC, 2006)



### **Top Seven Educator Producing Institutions/Colleges, FY06**

The seven institutions producing the most completers from traditional and alternative route programs in FY05 were:

1. University of Georgia – 13.6% or 705
2. University of West Georgia – 8.9% or 463
3. Valdosta State University – 8.6% or 445
4. Georgia State University – 8.6% or 443
5. Kennesaw State University – 7.2% or 372
6. Georgia Southern University – 6.9% or 359
7. Mercer University – 6.3% or 328

Table 3.17 shows completers from Georgia public and private colleges and institutions and RESA preparation programs. Decreases in the number of all completers from 2004 were seen in the following institutions: Armstrong Atlantic State University (37.8%), Atlanta Christian College (22.2%), Brewton-Parker College (27.3%), Clark Atlanta University (4.0%), Columbus State University (10.1%), Emmanuel College (5.9%), Georgia State University (38.2%), Griffin RESA (78.6%), LaGrange College (34.0%), Metro RESA (62.7%), Middle Georgia RESA (17.1%), North East Georgia RESA (92.9%), Oglethorpe University (29.0%), Paine College (71.4%), Shorter College (21.8%), Thomas College (21.8%), and Thomas College (17.8%). The largest increases from 2004 to 2005 were seen in the following: Agnes Scott College (100%), and Georgia Southern University (43.6%).

Table C1.2 in Appendix C provides the total number of traditional and alternative program completers by institution as well as percentage change from 2004 to 2005. Table 3.17 shows the distribution of completers in 2005 by the various Georgia institutions.

**Table 3.17. New Educator Production by College, FY05**

College	Preparation Route			Total	% of Total
	Regular	Alternative	GATAPP		
Agnes Scott College	5	15	0	20	0.4
Albany State University	62	10	1	73	1.4
Armstrong Atlantic State University	54	50	16	120	2.3
Atlanta Christian College	7	0	0	7	0.1
Augusta State University	91	7	0	98	1.9
Berry College	62	13	0	75	1.4
Brenau University	73	41	0	114	2.2
Brewton-Parker College	42	0	14	56	1.1
Clark Atlanta University	45	52	0	97	1.9
Clayton College and State University	32	0	0	32	0.6
Clayton County	0	0	43	43	0.8
Columbus State University	102	26	14	142	2.7

**Table 3.17. New Educator Production by College, FY05 (Continued)**

College	Preparation Route			Total	% of Total
	Regular	Alternative	GATAPP		
Covenant College	22	0	0	22	0.4
DeKalb County	0	0	36	36	0.7
Emmanuel College	32	0	0	32	0.6
Emory University	22	0	0	22	0.4
Fort Valley State University	33	3	0	36	0.7
Georgia College and State University	106	65	0	171	3.3
Georgia Southern University	359	0	0	359	6.9
Georgia Southwestern State University	94	11	0	105	2.0
Georgia State University	269	156	18	443	8.6
Griffin RESA	0	0	6	6	0.1
Heart of Georgia RESA	0	0	12	12	0.2
Kennesaw State University	372	0	0	372	7.2
LaGrange College	13	22	0	35	0.7
Mercer University	173	151	4	328	6.3
Metro RESA	0	0	22	22	0.4
Middle Georgia RESA	0	0	29	29	0.6
North Georgia College and State University	135	97	0	232	4.5
Northeast Georgia RESA	0	0	1	1	0.0
Northwest Georgia RESA	0	0	19	19	0.4
Oconee RESA	0	0	13	13	0.3
Oglethorpe University	21	1	0	22	0.4
Paine College	4	0	0	4	0.1
Piedmont College	84	108	0	192	3.7
Shorter College	38	5	0	43	0.8
Spelman College	23	0	0	23	0.4
Thomas University	35	2	0	37	0.7
Toccoa Falls College	22	0	0	22	0.4
University of Georgia	404	301	0	705	13.6
University of West Georgia	275	188	0	463	8.9
Valdosta State University	389	56	0	445	8.6
Wesleyan College	12	6	6	24	0.5
West Georgia RESA	0	0	24	24	0.5
<b>Total</b>	<b>3512</b>	<b>1386</b>	<b>278</b>	<b>5176</b>	<b>100.0</b>

Data Source: PSC Title II Completer Data, 2006

It is notable that although the total number of completers prepared through the traditional preparation programs declined in 2005, some colleges reported high increases in the number of completers prepared via the traditional route. For instance, Albany State University and Georgia Southern University both recorded increases of 63.2% in the number of completers from their regular programs from 2004 to 2005.

A total of 2,578 (68.9%) of the FY05 new completers were employed in Georgia public school systems in FY06. This percentage continues to rise annually, increasing from 67.6% in FY04. Table 3.18 shows the top twenty hiring school systems for FY05 completers.



**Table 3.18. Top Twenty FY06 Hiring Systems for FY05 Completers**

School System	# Of Newly Hired FY05 Completers	School System	# Of Newly Hired FY05 Completers
Gwinnett County	365	Cherokee County	77
Cobb County	193	Bibb County	69
DeKalb County	185	Newton County	69
Fulton County	169	Forsyth County	67
Clayton County	157	Chatham County	65
Atlanta City	97	Houston County	63
Paulding County	97	Muscogee County	63
Douglas County	82	Coweta County	56
Hall County	82	Bartow County	54
Henry County	82	Tift County	50

Data Source: CPI, 2006

***Educator Production by Field***

As in previous years, Early Childhood Education was the most popular field among completers. In FY05, 1,804 (34.9%) of the completers were prepared in Early Childhood Education, followed by Middle grades (599 or 11.6%), and Interrelated Special Education (249 or 4.8%).

**Table 3.19. Most Common Fields of FY04 and FY05 Completers**

Subject	FY04 Completers	% of Total	FY05 Completers	% of Total	# of Newly Hired Teachers in Corresponding Subjects in FY06***
Early Childhood Education	1,632	32.5	1,804	34.9	NA
Middle Grades Education	452	9.0	599	11.6	NA
Interrelated Special Education*	259	5.1	249	4.8	NA
<b>Social Studies Education**</b>	<b>253</b>	<b>5.0</b>	<b>208</b>	<b>4.0</b>	<b>978</b>
<b>Math Education</b>	<b>241</b>	<b>4.8</b>	<b>244</b>	<b>4.7</b>	<b>1,233</b>
<b>English Education</b>	<b>219</b>	<b>4.4</b>	<b>202</b>	<b>3.9</b>	<b>1,480</b>
Education Leadership	188	3.7	158	3.1	NA
Health & Physical Education	146	2.9	169	3.3	391
Music Education	100	2.0	116	2.2	280
Business Education	95	1.9	103	2.0	NA
<b>Science</b>	<b>146</b>	<b>2.9</b>	<b>93</b>	<b>19.0</b>	<b>983</b>

Data Source: CPI, 2005 and 2006

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

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

\*\*\*See Table 3.5

NA- Not applicable, i.e. not a subject area.

**Certification and Employment Yield of Teachers**

The certification and employment yield of teachers represent the proportion of new completers who become certified (certification yield) and are then employed (employment yield) in Georgia’s P-12 schools the following year after completion at an IHE or other program provider. As in previous years, the majority (92.7% or 4,797) of the FY05 completers were certified to teach in Georgia public classrooms by the end of FY06. It is important to note that 1,434 of these 4,797 (29.9% of the FY05 completers) held prior Georgia or other teaching certificates; leaving 3,363 newly minted teachers who have never been certified or employed as teachers anywhere. A total of 79 of the newly minted and 111 formerly certified FY05 completers were employed in non-teaching positions in Georgia public schools in FY06.

Table 3.20 shows FY05 completers by certification status, CPI personnel category and field of preparation. The annual teacher employment yield is a function of the number of completers who gain employment in Georgia’s public classrooms. Of the 3,742 completers who were new additions to the educator workforce, a total of 2,577 (68.9%) teaching in FY06 held first-issue certificates. This is shown in Figure 3.6. The FY06 teacher yield (68.9%) is a slight increase from the teacher yield reported for the state in FY05 (67.6%).

**Table 3.20. FY05 Completers by Certification Status, Field of Preparation and CPI Personnel Category in FY06**

Certification Status in FY06	Preparation Field Group	CPI Personnel Employment Category, FY06			
		Not in FY06 CPI	Non-Teaching	Teaching	Total
Certified Prior to FY05	Administration	6	60	88	154
	Service	12	40	23	75
	Teaching	158	11	1,036	1,205
	Unspecified		0	0	0
<b>Subtotal - Prior to Certification</b>		<b>176</b>	<b>111</b>	<b>1,147</b>	<b>1,434</b>
Certified from FY05	Administration	1	0	1	2
	Service	52	78	7	137
	Teaching	654	1	2,569	3,224
	Unspecified				0
<b>Subtotal - Newly Certified</b>		<b>707</b>	<b>79</b>	<b>2,577</b>	<b>3,363</b>
<b>Total prior and new certified by FY06</b>		<b>883</b>	<b>190</b>	<b>3,724</b>	<b>4,797</b>
Not Yet Certified	Administration	6			6
	Service	23			23
	Teaching	348			348
	Unspecified	2			2
<b>Subtotal - Not Yet Certified</b>		<b>379</b>			<b>379</b>

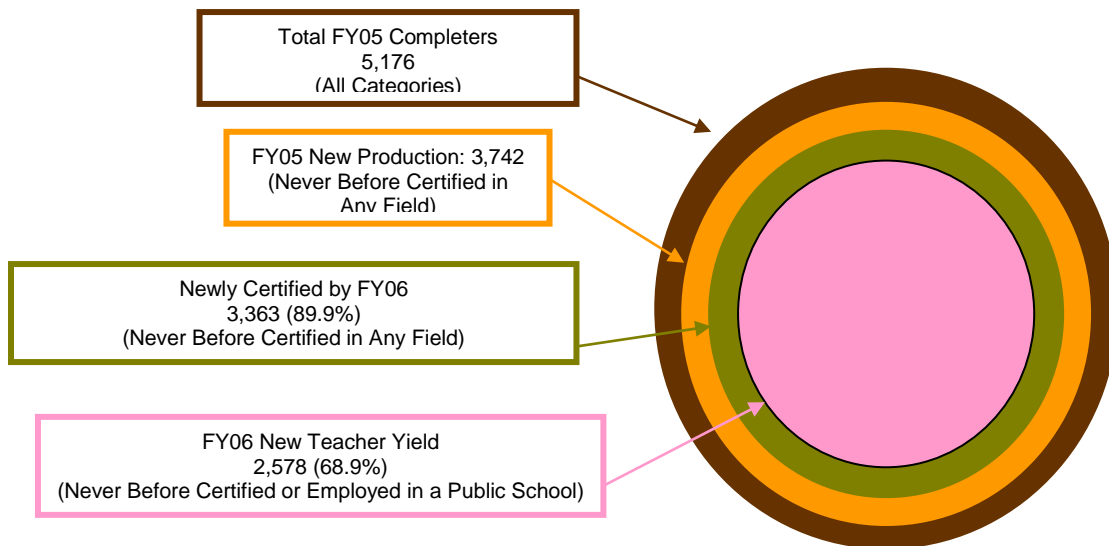
**Table 3.20. FY05 Completers by Certification Status, Field of Preparation and CPI Personnel Category in FY06 (Continued)**

Certification Status in FY06	Preparation Field Group	CPI Personnel Employment Category, FY06			
		Not in FY06 CPI	Non-Teaching	Teaching	Total
<b>Overall Total</b>		<b>1,262</b>	<b>190</b>	<b>3,724</b>	<b>5,176</b>
Total New Production		1,086	79	2,577	3,742
Total Newly Certified		707	79	2,577	3,363
Percent New Teacher Yield				68.9	

Data Source: CPI, 2006

**Figure 3.6. FY05 Georgia Completers Teacher Yield\***

Source: EWRRAD/PSC, 2006



\* Note: Figure is not drawn to scale

### Teacher Recruitment/Marketing Initiatives

In the bid to ensure that every Georgia public school student is taught by a highly qualified teacher as mandated by the No Child Left Behind Act of 2001 (NCLB), the PSC continues to assist Georgia school systems in attracting, recruiting and retaining teachers to the classroom. The PSC has also engaged Superintendents, Human Resources personnel, building administrators and teachers in series of taskforce meetings to examine factors that lead to difficulties in staffing schools, developing a state-wide definition of hard-to-staff and developing strategies for combating inadequacies in staffing.

Targeted staffing programs have been introduced to help achieve the goal of NCLB. These programs are briefly discussed below.

### ***Reach to Teach in Georgia (RTT)***

The purpose of Reach to Teach (RTT) in Georgia, a U.S. Department of Education (USDOE) Transition to Teaching (TTT) Program, is to improve teacher quality in Georgia's public school system, resulting in increased student achievement. RTT in Georgia is in its fourth year of implementation, the number of participating school systems increased to 24 in Year Four with the addition of Atlanta Public Schools, Crisp County, Dublin City, and Muscogee County

The addition of 143 new participants increased total participation in the project's to 480 targeted teachers since the grant was awarded in 2002. Four comprehensive surveys were administered, each with an emphasis on qualitative data. Some of the results included:

- A total of 122 of the 342 participating completed the annual Teacher Survey, for a return rate of 35%. They reported GATAPP as the primary route taken to obtain clear renewable certification.
- Respondents (81% to 91%) rated RTT activities in support of certification goals and in support of classroom performance (respectively) to be primarily effective to critical.
- Overall reported participation rates in RTTA activities in Year Four are substantially higher than those reported in Year Three.
- Participants made 194 positive to highly positive comments about the support they received from RTT.

The RTT Program has continued to make good progress toward establishing a corps of highly qualified target teachers in high-need LEAs and schools. RTT is continuing to progress toward full staffing with highly qualified teachers who are in the process of being certified through alternative pathways and teach science, math and special education. The active participants in Year Four of the program are Year Two, Year Three, and Year Four enrollees. Forty-nine of these (from years 2-3) have achieved clear renewable certificates

The RTT Program continues to make good progress toward extending and enriching teacher skills and knowledge through a systematic preparation and continuing support program (the RTTA) for targeted teachers in high-need LEAs and schools. Participation by RTT teachers, particularly in virtual activities that can be accessed on a self-set schedule, has increased.

### ***TeachGeorgia***

TeachGeorgia is the statewide program to recruit highly qualified teachers for Georgia's public schools. TeachGeorgia identifies and implements educator recruitment practices, increases the pool of highly qualified candidates, and serves as a clearinghouse for applicants and teaching, leadership, and service job postings in Georgia.

TeachGeorgia.org, the official Georgia recruitment application and job posting web site, continues to effectively serve Georgia's public schools and teacher candidates. TeachGeorgia.org is integrated into the Professional Standards Commission's (PSC) enterprise data system. The enterprise data system enables PSC databases, such as the Certification Information System, which hold information regarding an individual's certification eligibility, ethics, and educator preparation status to interface with TeachGeorgia.org and facilitate the hiring process for Georgia's schools. School systems can verify electronically an applicant's employability in real-time, a process that used to take days if not weeks. This data system enables TeachGeorgia.org to better serve the needs of Georgia's schools by providing faster and more accurate evaluation of candidates' qualifications and employability leading to placing and, hopefully, retaining highly qualified teachers in the classroom. In FY06, 25,886 new applicants utilized TeachGeorgia.org. (See TeachGeorgia.org for additional information).

The Georgia Teacher Recruitment Collaborative (GTRC) continues to provide a valuable partnership between Georgia's colleges, universities, public schools, Metro Regional Educational Service Agency (MRESA), and the Professional Standards Commission to leverage the state's existing resources in order to increase the attendance of Georgia school systems at on-campus education career days and to attract out-of-state educators to these same regional and statewide events. In FY06, TeachGeorgia and the GTRC conducted Georgia Teacher Recruitment Fairs at Athens, Atlanta, Augusta, Carrollton, Clarkston, College Park, Kennesaw, Savannah, Statesboro and Valdosta. In addition to attracting out-of-state teachers, these events serve as excellent opportunities for former teachers who are seeking to return to the classroom.

In addition to the Kennesaw State University (KSU) graduating educators, the GTRC's 2006 Georgia Teacher Recruitment Fairs @ Kennesaw and the University of Georgia attracted non-KSU educators to the event to meet with participating Georgia school systems. At the GTRC's 2006 Georgia Teacher Recruitment Fair at Athens, in partnership with the University of Georgia (UGA), non-UGA educators attended the event along with graduating educators from UGA. The 2006 Georgia Teacher Recruitment Fair at Metro Atlanta, conducted in partnership with MRESA, attracted over 1,400 educators to meet with Georgia school representatives. A total of 3,917 teacher candidates attended the 2006 GTRC events across the state.

In support of Georgia's colleges of education and their student teacher cohorts, TeachGeorgia has conducted on-campus visits with presentations in FY06. TeachGeorgia met with student teacher cohorts and college of education faculty to promote and reinforce the need for teachers in Georgia and the utilization of TeachGeorgia and TeachGeorgia.org as resources. In FY06, 48.2% of Georgia's FY05 "completers" had registered with TeachGeorgia compared to 42.3% in FY05 and 33.9% in FY04.

TeachGeorgia continues to serve and expand its external role as a conduit to attract career switching individuals into the classroom via alternative preparation routes. In FY06, TeachGeorgia, in collaboration with the Georgia Department of Labor, has

initiated Career Transition Outreach activities to include conducting 43 TeachGeorgia Information Sessions at more than 30 locations across Georgia with over 1,000 aspiring educator attendees. In these sessions, TeachGeorgia provided information on such topics as alternative preparation routes, teacher supply and demand, critical shortage fields, the HOPE Teacher Loan, etc. Many of the TeachGeorgia Information Sessions included collaborative presentations by Georgia Teacher Alternative Preparation Program (GATAPP) training providers, college of education representatives, and local school system Human Resources representatives.

Additionally in FY06, TeachGeorgia participated in general, non-education employment recruitment events to market the teaching profession to recent college graduates and career professionals. Given Georgia's growing demand for highly qualified teachers, the marketing of the teaching profession to non-education degreed professionals will continue to be a critical component in the recruitment of teachers for Georgia's public schools for the foreseeable future.

### ***TeachGeorgia.org***

TeachGeorgia.org is the official recruiting web site for educators in Georgia. It is designed to facilitate the hiring process in Georgia's K-12 public schools. School system administrators have the ability to post their vacancies on TeachGeorgia.org. Job applicants can then search for and apply directly to these positions using a web based profile which acts as their resume. TeachGeorgia.org also contains information about upcoming job fairs, information sessions about the teaching profession, and links to other important resources.

TeachGeorgia.org continues to add a large number of new users each year. From July 1, 2005 to June 30, 2005, 25,886 new users registered with TeachGeorgia.org. Over 6,422 jobs were posted on TeachGeorgia.org and 105,413 applications were received. Applicants came from a supply pool of Georgia certified teachers, out of state certified teachers, and career transitioners. The top five school systems that posted on TeachGeorgia.org were Fayette County Schools, Clayton County Schools, Savannah-Chatham County Schools, Henry County Schools, and Bartow County Schools. In FY06 8,413 TeachGeorgia.org registrants were from out of state.

Table 3.21 shows the top 10 states that out-of-state registrants were coming from to pursue employment opportunities in Georgia.

**Table 3.21. Top 10 States from which Out-of-State Teachers Come, FY06**

<b>State</b>	<b>Number of Registrants</b>
Florida	1,860
Alabama	883
Tennessee	654
New York	574
South Carolina	407
Minnesota	398
North Carolina	355
Ohio	333
Louisiana	282
California	255

Data Source: CPI, 2006

During the course of FY06, the TeachGeorgia.org website was enhanced. The project is designed to be more user-friendly, real-time and interactive. Registrants can now register online for job fairs and information sessions. The site also provides expanded resources on teaching in Georgia. The updated version of TeachGeorgia.org became available the fall of 2006. TeachGeorgia.org is the state's primary staffing resource for school systems.

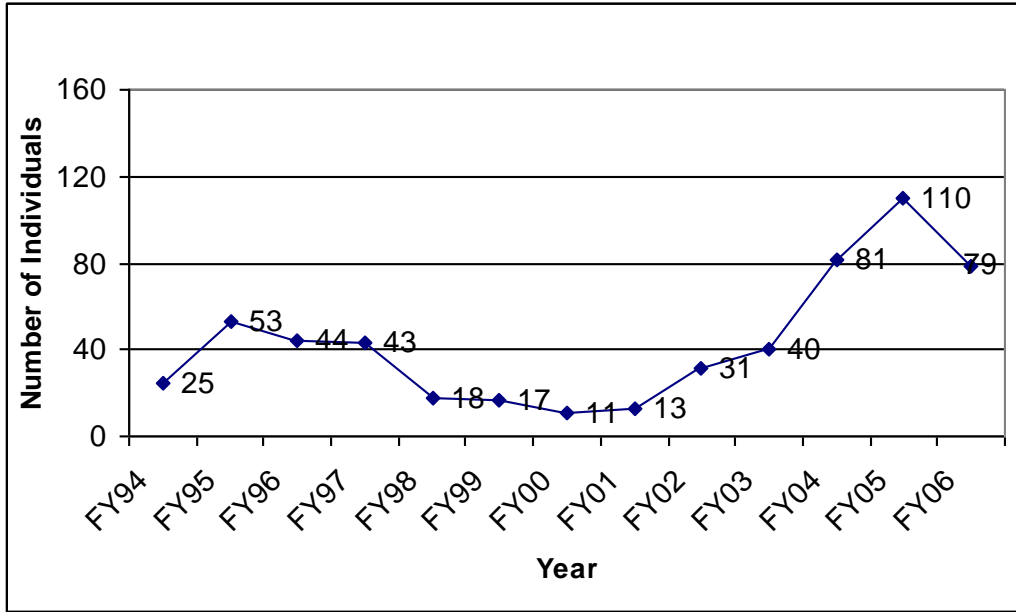
### ***Troops-to-Teachers***

The prime objective of the Georgia Troops to Teachers (TTT) program is to recruit candidates who served in the United States Armed Forces or who are currently serving in Reserves and National Guard units and are seeking to become teachers in Georgia public schools.

In FY06, 79 teachers were hired in Georgia via the TTT Program. In addition, 205 new TTT candidates registered with the program and picked Georgia as their 1st choice for the state they most wanted to teach in. These individuals are now eligible to participate in TTT and to receive a \$5000.00 stipend to offset the cost for certification. The 79 TTT teachers hired into FY06 Georgia public classrooms was a 39.2% decrease from the 110 TTT teachers hired in FY05. See Figure 3.7.

**Figure 3.7. Number of Individuals Recruited Through Troops-to-Teachers, FY94-FY06**

(Data Source: CPI, 2006)



In addition to the above, Georgia TTT received a grant from the National Troops to Teachers Office to work with the Oconee RESA to develop online certification test preparation courses. Several courses are now available. Once complete, the program will allow military personnel to begin initial preparation for testing towards Georgia teacher certification from any where in the world. The training opportunity will dramatically improve the Troops program statewide, by making the certification process much more accessible.

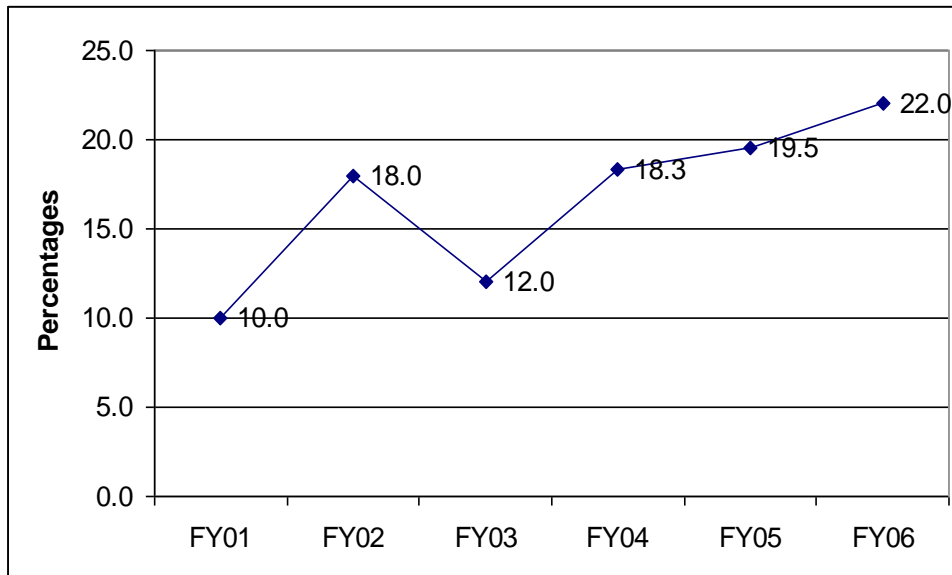


### **Alternative Preparation**

Alternatively prepared teachers are an increasingly vital source of teachers into Georgia public classrooms. The number and percentage of new hires that are prepared via these alternative preparation routes has risen annually since FY03. See Figure 3.8. In FY06, a total of 2,853 (22.0%) alternatively prepared teachers were hired into Georgia public P-12 classrooms, an increase of 25% from FY05 (2,283) and a 43% increase from FY04 (1,995).

**Figure 3.8. Alternative Route Teachers as a Percentage of Newly Hired Teachers, FY01-FY06**

(Source: EWRRAD/PSC, 2006)



### **Georgia Teacher Alternative Preparation Program**

The GATAPP program is a standards-based alternative teacher preparation program approved for IHEs, RESAs and school systems by the Georgia Professional Standards Commission in FY01. The approved programs prepare individuals who hold bachelors or higher non-education degree for clear renewable certification.

The number of GATAPP participants in Georgia public schools continues to increase annually. As of FY06, there were a total of 2,781 GATAPP participants in Georgia. Of these 2,781, a total of 2,295 (82.5%) were teachers of record in Georgia public schools. This is an increase by 21.3% from the 1,892 (62.2%) reported in FY05. The remainder of the GATAPP participants (486) may be employed in other non-teaching positions such as paraprofessionals or other positions and are in the process of converting to teachers of record.

Male teachers accounted for 30% (688) of all GATAPP teachers in FY06, this is impressive given that male teachers represent only 18.9% of the entire educator workforce. Black GATAPP teachers accounted for almost one-quarter (24.7% or 566)

and Hispanics accounted for 2.8% (65) of all GATAPP teachers in FY06. This is a result of targeted recruitment of minority and male teachers into GATAPP programs. Table 3.22 shows the total number of GATAPP participants in Georgia by their certificate category from FY02 to FY06.

**Table 3.22. Number of GATAPP Candidates, FY01-FY06**

Cohort Year	Not in Certification file by FY06	Clear Renewable	Intern	Nonrenewable	Waiver	Total
2001-2002	7	438	1	2	0	448
2002-2003	3	461	2	5	0	471
2003-2004	30	384	4	5	2	425
2004-2005	163	336	69	3	2	573
2005-2006	40	135	662	27	0	864
Total	243	1754	738	42	4	2,781

Data Source: CPI, 2006

A total of 454 (19.8%) GATAPP teachers teach in elementary grades, a decline from the 474 (25.1%) reported in FY05. High school mathematics accounted for 15.7% (360) while high school science and English accounted for 14.1% (323) and 10.4% (238), respectively. GATAPP teachers are found mostly in the core subject areas, not surprising considering that these individuals converted to teaching after a career that may have been content specific.

As in FY05, DeKalb County hired the highest number of GATAPP teachers with 304 (13.2%), followed by Clayton (8.0% or 183) and Atlanta City (7.1% or 162). See Table 3.24. It is worthy to note that larger school systems such as Cobb, Gwinnett and Fulton hire fewer numbers of GATAPP teachers. However, the number of GATAPP teachers hired by these larger school systems continues to increase annually. See Table 3.23.

**Table 3.23. Top Twenty Hiring Systems for GATAPP Teachers, FY06**

School System	# Of Newly Hired Completers	School System	# Of Newly Hired Completers
DeKalb	304	Spalding	53
Clayton	183	Paulding	49
Atlanta City	162	Gwinnett	47
Richmond	161	Jefferson	40
Chatham	146	Bartow	38
Bibb	123	Doughty	35
Fulton	68	Muscogee	33
Henry	68	Baldwin	29
Houston	58	Columbia	28
Cobb	57	Douglas	25

Data Source: Title II Completer Data, CPI, 2006

Table 3.24 presents the GATAPP providers from FY04 to FY06, and shows that some program providers have had no new intakes in recent years. For instance, Chattahoochee-Flint RESA, Fort Valley State University/Middle Georgia RESA, Mercer

Atlanta and North Georgia College & State University have not had any new intakes for three consecutive years. This indicator is worrisome considering the discrepancy between teacher production and new teacher demand in Georgia.

**Table 3.24. GATAPP Providers, FY04-FY06**

<b>TAPP Program Name</b>	<b>FY04</b>	<b>FY05</b>	<b>FY06</b>
Agnes Scott College	NA	34	21
Albany State University	15	8	23
Armstrong Atlantic State University	21	76	73
Atlanta Public Schools	5	0	12
Brewton-Parker College/Heart of Georgia	1	0	0
Chattahoochee-Flint RESA	0	0	0
Clayton County	55	66	70
Columbus State University	18	11	5
CSRA RESA/ Augusta State University	54	77	101
DeKalb County	25	52	94
Fort Valley State University/Middle Georgia RESA	0	0	0
Georgia Southern University	6	9	14
Georgia State University	80	24	16
Griffin RESA	32	33	60
Heart of Georgia RESA - Eastman	13	22	51
Mercer Atlanta	0	0	0
Metro RESA	23	24	98
Middle Georgia RESA	19	65	81
North Georgia College & State University	0	0	0
Northeast Georgia RESA	10	8	13
Northwest Georgia RESA - Rome	19	34	71
Oconee RESA/Georgia College & State University	10	17	46
Wesleyan - Bibb County	7	11	14
West Georgia RESA - Grantville	12	2	1

Data Source: CPI, 2006

NA: Not a provider

### ***Paraprofessionals/Teacher Aides***

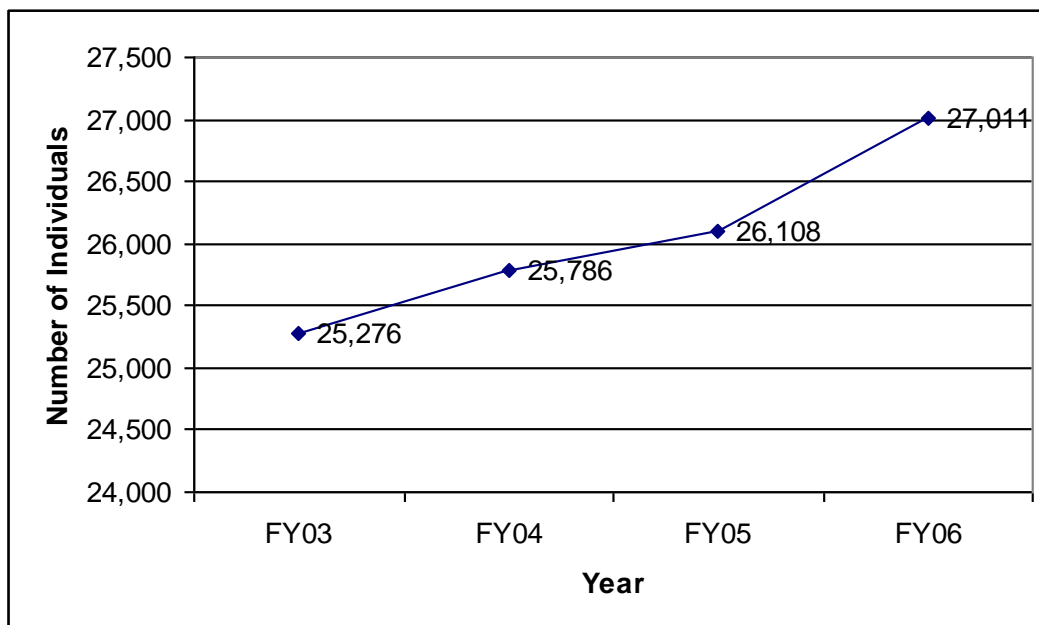
Paraprofessionals are employed to assist teachers of record in classrooms and to help reduce the student-teacher ratio to lower levels at reduced costs. Some potential teachers accept paraprofessional positions as a means of obtaining positions in the schools; they ultimately move into the classroom as teachers of record. Paraprofessionals are a rich source of new teachers in Georgia. In FY06, a total of 70 individuals who were paraprofessionals in FY05 became fully certified to teach in Georgia.

In FY06, the total number of paraprofessionals in Georgia rose to 27,011, a 3.2% increase from the 26,108 reported in FY05.

Figure 3.9 shows the number of paraprofessionals employed in Georgia P-12 public classrooms from FY03 to FY06.

**Figure 3.9. Total Georgia Paraprofessionals, FY03-FY06**

(Source: CPI, 2006)



The majority of Georgia's paraprofessionals in FY06 are female, accounting for 93.4% in FY06. Whites accounted for 62.3%, while Blacks comprised 34.6% of the total paraprofessionals in FY05. Hispanic paraprofessionals accounted for (1.9%, n= 523), this number is a 12.2% increase from the 466 reported in FY05.

The job categories of paraprofessionals in FY06 are shown in Table 3.25. Half (49.6%) were Paraprofessionals/Teacher Aides, while the second highest category was the Special Education Paraprofessional/Teacher Aide, accounting for 38.8% of the group.

**Table 3.25. Distribution of Paraprofessionals by Job Title, FY06**

Job	#	%
Counselor Paraprofessional	41	0.2
Library/Media Support Paraprofessional	986	3.7
Pre-K Paraprofessional	1493	5.5
Paraprofessional/Teacher Aide	13,405	49.6
Special Education Paraprofessional/Teacher Aide	10,488	38.8
Psycho-Educational Paraprofessional	598	2.2
<b>Total</b>	<b>27,011</b>	<b>100</b>

Data Source: CPI, 2006

## **Summary**

The number of new hires to the Georgia public school system continues to increase annually as student enrollment grows and teacher attrition continues to increase. The percentage of teachers hired from out-of-state increased in FY06. Taken together, the in-state sources of supply of new teacher hires from traditional and alternative preparation programs and from returning teachers (66.4%) out-strip the supply of teachers from out-of-state (28.3%). The state must be able to continue to rely on its in-state teacher supply rather than depending heavily on outside sources of teacher supply that are more competitive and less reliable.

The number of non-renewable certificates issued increased from FY05 to FY06, with the highest number issued in special education (47.9%).

## SUMMARY OF SECTION I: GEORGIA'S TEACHERS

### Georgia's Teaching Workforce

- Georgia's total educator workforce rose to 129,032, an increase of 3.2% from the 124,979 in FY05. The teacher count grew 3% from 106,934 to 110,135. The administrative personnel rose 6% to 8,470 while the student service personnel count grew 3.6% to 10,427. The single highest growth in the student services personnel group was among social workers with an increase of 9.1%, followed by High school counselors at 7.5% growth. Within the administrative group, the highest percentage increase was among the instructional supervisors (21.1%).
- 12,949 new teachers were hired in FY06, a 10.7% increase over last year's 11,697 new hires. 9,748 of the new hires replaced the number lost to attrition from the classroom, while 3,201 were hired to meet the growth demand.
- The average age of teachers remained at approximately 42 (42.1) in FY06. The average experience was 12.4 years, a slight decline from FY05 (12.5 years). While the change in the average age is imperceptible, the decline in the number of teachers with 0-4 years of experience from 28.5% in FY05 to 23.2% in FY06 and the rise in the percentage of teachers in 5-14 and over 30 years experience groups is unmistakable. This phenomenon might be partly the function of older new teachers coming into as Georgia returning teacher, veteran teachers coming from out-of-state and retired teachers returning to work. As was noted in FY05, the importance of hiring generally older new teachers is that the usual 25 to 30 year teaching career expectation may be coming to an end, giving way to shorter teaching careers and exacerbating the need for more frequent workforce turnover/replacements, along with the attendant costs and training.
- The number and proportion of male and minority teachers continued their arduous climb, reaching 18.9% and 23.4%, respectively, in FY06. The teacher workforce, remains predominantly female (81.1%) and White (76.6%).
- The number of ESOL teachers continued to rise at a slower pace at 6.9%, compared to the FY04 jump of 14.7%, despite the very fast rate of increase of non-English speaking students.
- The Georgia educator workforce remains highly educated with more than half (56.7%) holding graduate degrees in FY06. The literature does not show a linear relationship between teachers' holding advanced degrees with student achievement, especially where the advanced degrees are not necessarily in teachers' content areas.
- 2,008 NBCTs were employed in Georgia public schools in FY06 with 1,743 or 86.8% as teachers, 6.1% as administrative personnel and 7.1% as student services personnel.

- 14.7 % of all NBCTs were employed in Needs Improvement schools compared to 18.6% of all teachers. Target efforts are underway in the Professional Standards Commission to increase the number of NBCTs in Needs Improvement schools by restricting state sponsorship for the certificate to teachers teaching in such schools and by workshops for a selected group of teachers in Needs Improvement schools. In FY06, only 349 (16.6%) of Georgia schools were classified as needing improvement and NBCTs are employed in 156 (44.7%) of them.
- In FY06, out of field teaching rose in all four core subject areas, reaching 5.9% in English, 6.9% in Mathematics, 5.5% in Science and 5.6% in Social Science, rather than continuing its two-year decline as the NCLB deadline for highly qualified teacher in every classroom approaches. Reasons for out-of-field teaching typically include inadequate supply and inequitable distribution of highly qualified teachers. The annual swings from very low to high out-of-field teaching may also be a function of teacher mobility and attrition.

### **Teacher Demand in Georgia**

- Georgia public school enrollment increased by 2.9% in the fall of the 2005-2006 (FY06) school year to 1,598,461 students. Some of the increase of 45,024 students was the 10,332 students reported to have come to Georgia due to Hurricane Katrina. However, the growth rate would still have been 2.2% without that influx, higher than last year's 2.0%. If the average classroom had 28 students, this increase would have required 1,608 more teachers – and classrooms -- than the previous year. New limits in state law now require that many classrooms must not exceed 28 students; the increased enrollments likely required even more teachers under this law.
- Since FY95 the average annual growth of high school enrollment (2.7%) has been higher than K-5 elementary (1.6%) and middle school (1.9%). Pre-Kindergarten enrollment has tripled since FY95, from 12,859 to 38,633.
- After having averaged slightly over 1% since FY00, retention of public school pre-Kindergarten students rose to 7% for both FY05 and FY06. At the required classroom size of ten students, increased retention alone entailed the addition of up to 250 early childhood certified teachers in public school programs statewide, depending on the distribution of retained students and number of students in existing classrooms.
- A substantially greater proportion of high school students in 9th and 10th grades in FY04 and FY05 failed to earn sufficient credit to advance to the next grade the following year. While 14,735 9<sup>th</sup> grade and 8,617 10<sup>th</sup> students were retained in FY04, these numbers had increased to 19,279 and 10,068, respectively, in FY05. Another 19,624 and 10,161 students were retained in grades 9 and 10 in FY06. At a maximum of 28 students per classroom, this increase in retention just in

these two grades in FY05 and FY06 entailed the addition of at least 230 teachers.

- Dropout rates have changed to a smaller degree than student retention, and are less variable, but the decreases in dropout do have impact on teacher demand. The total high school dropout rate has declined from 7.4% in FY99 to 5.1% in FY05, an average of slightly more than 0.3% per year. In FY99 27,358 students were reported to have dropped out; in FY05 that number had dropped to 22,150, while enrollment increased from 371,905 to 435,058 during those years. At 28 students per classroom, this success keeping students in school entailed the addition of as many as 186 more teachers.
- In FY06 the school year ended with 110,135 teachers. A total of 12,949 new teachers were hired; 3,201 were for the 2.9% student enrollment growth, and 9,748 replaced teachers who left the Georgia public schools or were promoted or transferred to non-teaching positions.
- Since FY93, annual overall teacher attrition has risen from 6.6% to 9.1%. Of subjects with the largest groups of teachers, English teachers(10.7%, 889), life science teachers (10.9%, 258) and foreign language teachers (10.9%, 226) left at the greatest rates. Elementary teachers, by far the largest group at almost 46,000 in FY05, had one of the lowest attrition rates at 8.4%. However, that schools hired 3,867 new elementary teachers for FY06. Mathematics and science teacher attrition was typically in the 9% range.
- Teachers left schools defined as High Poverty at a substantially higher rate (10.4%) than Medium and Low Poverty schools (8.8% and 8.7%).
- Based on past live birth and student enrollment growth rates, it is estimated that Georgia public schools will have almost 1.9 million students by the fall of the FY12 school year, requiring more than 132,000 teachers – compared to just under 1.6 million students and 110,135 teachers in FY06.

### **Georgia Teacher Supply**

- Teachers coming from out-of-state remain the highest source of new teacher hires (28.2%, in FY06). This source actually gained some ground against in-state sources. New teacher hires prepared by Georgia public and private colleges of education accounted for 23.5% of FY06 new teacher hires, a decline from 24.1% in FY05. The third highest contributor was the Alternative Preparation route, including GATAPP at 22%, for an overall 2.5% increase over FY05. If the trend continues, especially as new or expanded approved alternative preparation programs are established in RESAs, school systems, and higher education, teachers from alternative preparation routes will surpass the traditional programs in the supply of new teachers in Georgia. Another important source of new teacher hires is the Returning Teacher group (20.9% in FY06). These are



teachers who “stopped-out” for a while after teaching for one or more years in Georgia.

- Though the yield of new teachers from both public and private teacher preparation programs increased in FY06 to 68.9% of new production, up from 67.6% in FY05, demand still outstrips the production. For example, 197 individuals completed English Education program in FY05, while 1,480 English teachers were hired into Georgia classrooms in FY06. Similarly, 1,233 Mathematics teachers were hired when only 244 completed Mathematics program the preceding year. The need was probably more than the number actually hired, hence the rise in out-of-field teaching and the increase in the number of non-renewable certificates requested by the systems in FY06.
- A total of 12,008 non-renewable certificates were issued in FY06, an increase from 11,672 in FY05. These certificates, issued at the request of the hiring systems, imply shortage that the systems could not fill with teachers holding clear renewable certificates, hence referred to as Implied Shortage. Almost half of the waiver requests (47.9%) were in special education, 19.7% in Middle grades and more than 2% in each of the core subject areas.
- The FY05 producers of prospective new teacher were: 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%). While many institutions increased the number of prospective new teachers (completers) they prepared or started new programs in FY05 compared to FY04, some actually produced considerably fewer completers. A sustained increase in teacher production, especially through the traditional routes, would help to address the ever increasing demand for teachers and also to reduce Georgia’s dependence on out-of-state sources.
- The states from which most of Georgia’s out-of-state teachers come include Florida, Alabama, Tennessee, New York, South Carolina, Minnesota, North Carolina, Ohio, Louisiana, and California. As each of these states succeeds in keeping more of its teachers in their own schools, Georgia will have to develop and implement new and successful strategies to produce a greater proportion of its new teacher hires from within the state including accessing teacher candidates from a broader set of sources.
- The PSC continues to collaborate with and encourage school systems that have hard-to-staff schools to participate in federally funded programs to attract, recruit, hire and retain teachers in high-need subject and geographical areas. Such programs include the Transition to Teaching (Reach to Teach), Troops to Teachers, and Spouse to Teachers programs. State funded programs include Georgia Teacher Alternative Preparation Program (GATAPP). Each program

targets areas of need such as Mathematics, Science and Special Education teachers, as well as males, minority and other underrepresented populations.

- An increasing number of paraprofessionals worked in Georgia's classrooms annually, 27,011 in FY06. Paraprofessionals ease teacher demand by helping systems meet class size requirements in addition to assisting with classroom duties. Many paraprofessionals also convert to clear renewable certificates and become part of the teacher workforce. In FY06, 70 of the FY05 group attained clear renewable teaching certificates and became teachers of record.

**SECTION II:  
GEORGIA'S ADMINISTRATIVE AND STUDENT SERVICES  
PERSONNEL**

## Chapter 4 A Profile of Georgia's Non-Teaching Educator Workforce

### Administrative and Student Services Personnel

#### Introduction

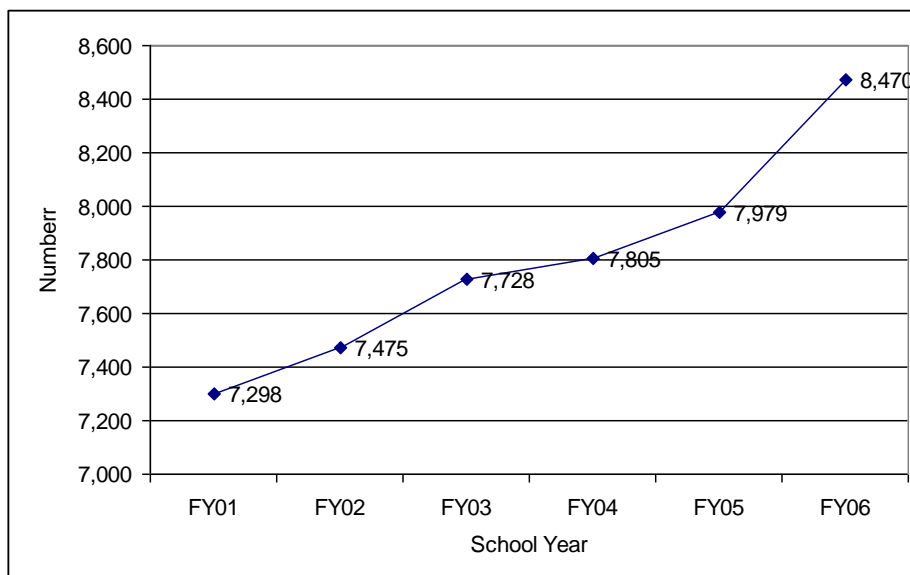
The following section profiles Georgia's non-teaching workforce in P-12 public schools. These include the personnel who provide leadership (administrative) and support services (student services) to both teachers and students, their services in turn impact instruction and student learning. The demographic characteristics of Georgia's non-teaching educator workforce are presented in this chapter.

#### Demographic Characteristics

##### Administrative Personnel

The FY06 Georgia administrative workforce increased to 8,470, representing a 6.2% increase from the 7,979 reported in FY05. This percentage increase is substantial compared to previous years' growth rates of between one and three percent. See Table 4.1. Most of that overall increase is accounted for by the 21.1% (175) rise in the instructional supervisor group and 6.5% (190) growth among assistant principals. Data are not available to determine reasons for an increase of 175 compared to increases of less than 50 in prior years for the group of instructional supervisors.

**Figure 4.1. Total Administrative Personnel, FY02-FY06**  
(Source: EWRRAD/PSC, 2006)



Decreases were seen in the number of RESA Directors (3), Superintendents (3), Technology Directors (1), and Athletic Directors (4) from FY05 to FY06. The number of

Athletic Directors has declined every year since FY03, dropping from 58 in FY03 to 39 in FY06. See Table 4.1.

Although the percentage of White administrators has continued to decline since FY99, Georgia's administrative workforce remains predominantly White (68.9%) and female (64.1%).

**Table 4.1. Administrative Personnel in Georgia, FY02-FY06**

Category	FY02	FY03	FY04	FY05	FY06
RESA Director	16	16	16	16	13
Superintendent	184	181	180	180	177
Assistant Superintendent	227	242	235	234	241
Principal	2,048	2,071	2,072	2,125	2,149
Assistant Principal	2,631	2,822	2,863	2,936	3,126
Human Resources Director	55	54	51	53	58
Curriculum Director	223	221	198	212	232
Technology Director	57	54	56	60	59
Special Education Director	159	170	175	171	171
Vocational Education Director	157	164	177	150	157
Instructional Supervisor	815	767	804	830	1,005
Kindergarten Director	2	1	1	1	1
Pre-Kindergarten Director	20	24	26	30	31
Athletic Director	41	58	49	43	39
Other Administrators	840	883	902	938	1,011
<b>Total</b>	<b>7,475</b>	<b>7,728</b>	<b>7,805</b>	<b>7,979</b>	<b>8,470</b>
<b>Year-to-Year Growth Rate</b>	<b>2.4</b>	<b>3.4</b>	<b>1</b>	<b>2.2</b>	<b>6.2</b>

Data Source: EWRRAD/PSC, 2006

The following section provides demographic characteristics of each administrative personnel group and discusses trends.

### **RESA Directors**

The number of RESA directors dropped from 16 in FY05 to 13 in FY06. This was the lowest number of RESA directors the state has had since FY01. Some RESAs, such as the Metro RESA, did not have a RESA director in FY06. The average age of RESA directors continued to increase annually, rising to 56.6 years in FY06 from 56.1 years in FY05. Their average experience declined to 28.3 years in FY06 from 28.6 years in FY05. In FY06, 84.6% of RESA directors were reported as being 51 years or older, while 76.9% were reported as having 25 years or more experience. This shows that a high percentage of individuals in this group may be eligible for retirement in the near future. Table D1.2 and D1.3 in Appendix D shows the age and experience grouped distribution of Georgia administrative personnel in FY06. In FY06, there were seven

male and six female RESA directors; while the majority (92.3%) of RESA directors were White.

### **Superintendents**

In FY06, the number of superintendents declined from 180 to 177. This decline in number indicates that some school systems had a superintendent vacancy. Superintendents' average age in FY06 was 54.7 years, while their average experience was 28.1 years. In FY06, 76.8% of superintendents were reported as being 51 years or older, while 79.1% were reported as having 25 years or more experience. This shows that a high percentage of individuals in this group may also be eligible for retirement in the very near future.

In FY06, most superintendents were White (85.9%), male (71.8%), and held either an Education Specialist (49.2%) or a Doctorate degree (44.6%). Although males account for almost three-quarters (71.8%) of the superintendents, the number and percentage of female superintendents has continued to steadily increase since FY02, reaching 50 in FY06. The number of Black superintendents declined in FY06 to 24 (13.6%) from 29 (16.1%) in FY05. There was one American Indian Superintendent in FY06.

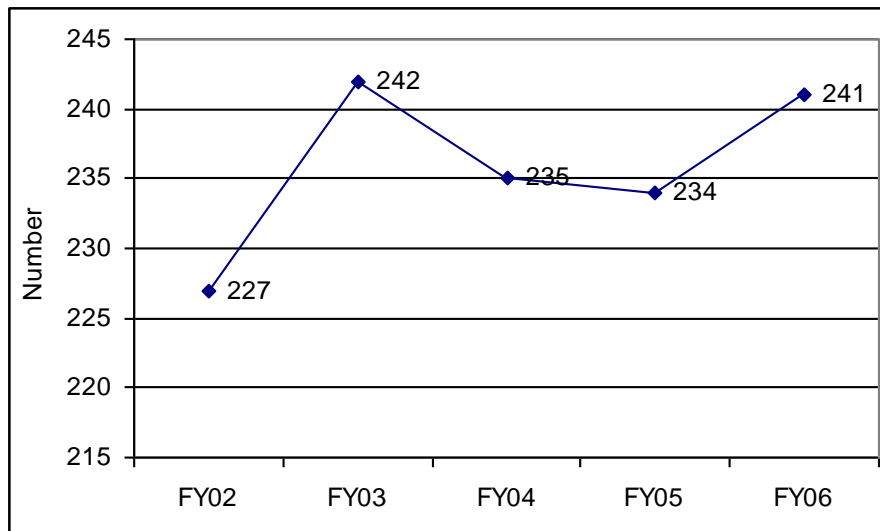
## Assistant Superintendents

In FY06, the number of assistant superintendents increased to 241, an increase of 3% from 234 reported in FY05. Table 4.2 shows the number of assistant superintendents from FY02 to FY06. The mean age of assistant superintendents in FY06 was 53.6 years, while the mean experience was 27.1 years. Over 70% of assistant superintendents in FY06 were reported as having either over 25 years experience or as being 51 years or older.

Of the 180 school systems, a total of 52 systems were reported as having one assistant superintendent, 35 systems had two, 12 systems had three, while 13 were reported as having four or more.

**Figure 4.2. Assistant Superintendents, FY02-FY06**

(Source: EWRRAD/PSC, 2006)

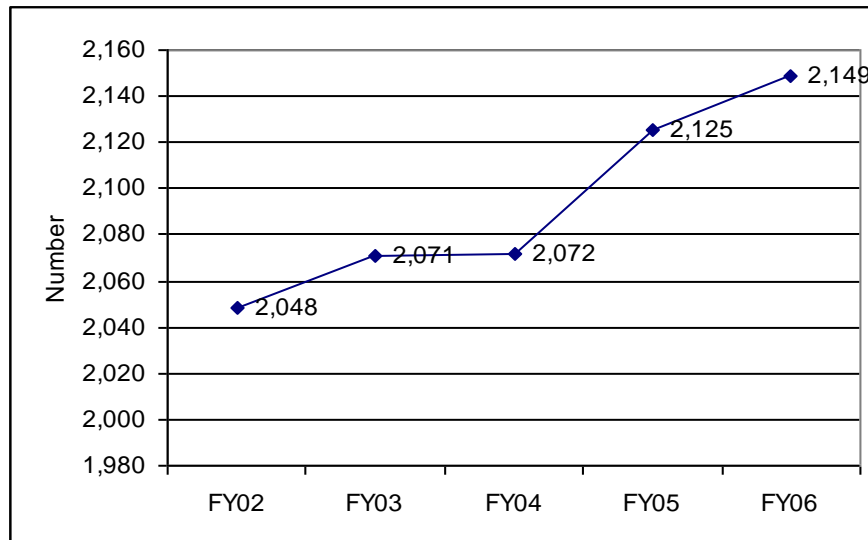


The gender distribution of assistant superintendents in FY06 was almost evenly split, with females accounting for 51.1% and males accounting for 49.0%. Whites accounted for almost three-quarters (74.3%) of the assistant superintendents in FY06. The number of Black assistant superintendents increased from 55 in FY05 to 60 in FY06.

## Principals

In FY06, school systems reported 2,149 principals, an increase by 24 from the 2125 principals reported in FY05. Figure 4.3 shows the continuing rise in the number of principals from FY02 to FY06

**Figure 4.3. Principals, FY02-FY06**  
(Source: EWRRAD/PSC, 2006)



The mean age of Georgia principals in FY06 was 49.4 years, while their average experience was 22.8 years. These were both declines from the 49.5 and 23.0 years reported, respectively, for FY05. The mean age of Georgia principals has declined since FY03, suggesting that younger individuals are being hired into the ranks of school principals or that older principals are leaving faster than in previous years. The range of experience was from zero to 48 years of experience.

The number and percentage of principals in the 31-40 years age group have increased since FY02, reaching 17.2% in FY06. Conversely, the percentage of principals in the 51 and older age groups has continued to decline, falling from 53.4% in FY02 to 50.0% in FY06.

Similarly, the percentage of principals with 25 and over years of experience has declined since FY04, decreasing from 50.0% in FY04 to 46.1% in FY06. See Figure 4.5.

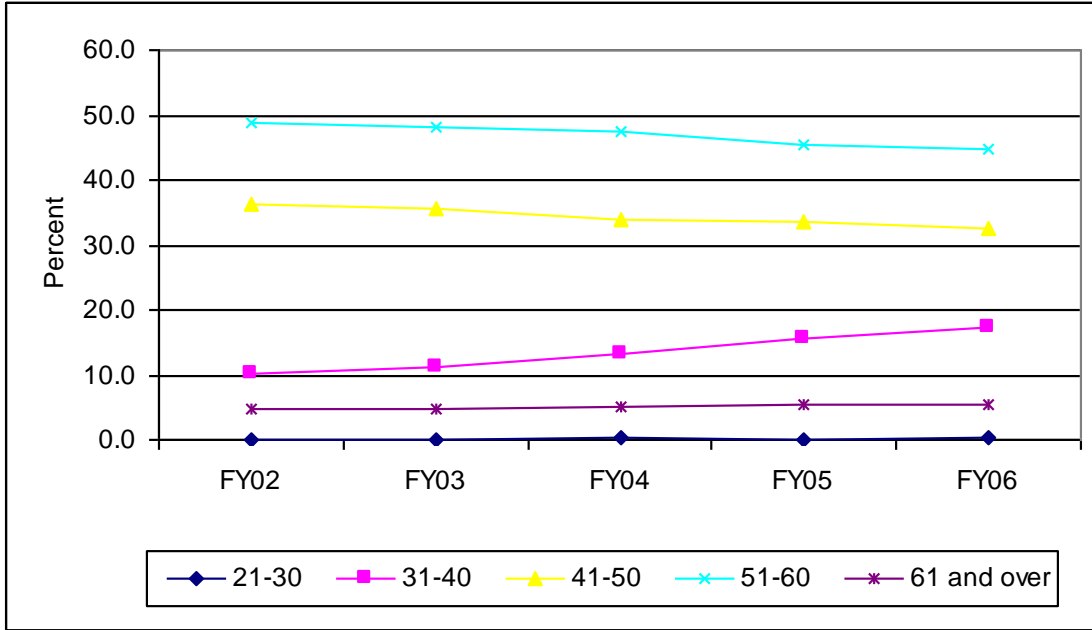
The most prominent increase in principals by age group from FY02 through FY06 has been in the 31-40 year old group. The older age groups of 41-50 and 51-60 have declined. Further examination and analysis are needed to provide data for deciphering policy implications of the current trends. The 61 and over age group is also increasing gradually. These may be older and/or retired administrators returning to the workforce or it may just be a large number of baby-boomers reaching 60 and above. Either way



and given their age and experience, principals in this age group would probably remain in the workforce for only 5-10 years more.

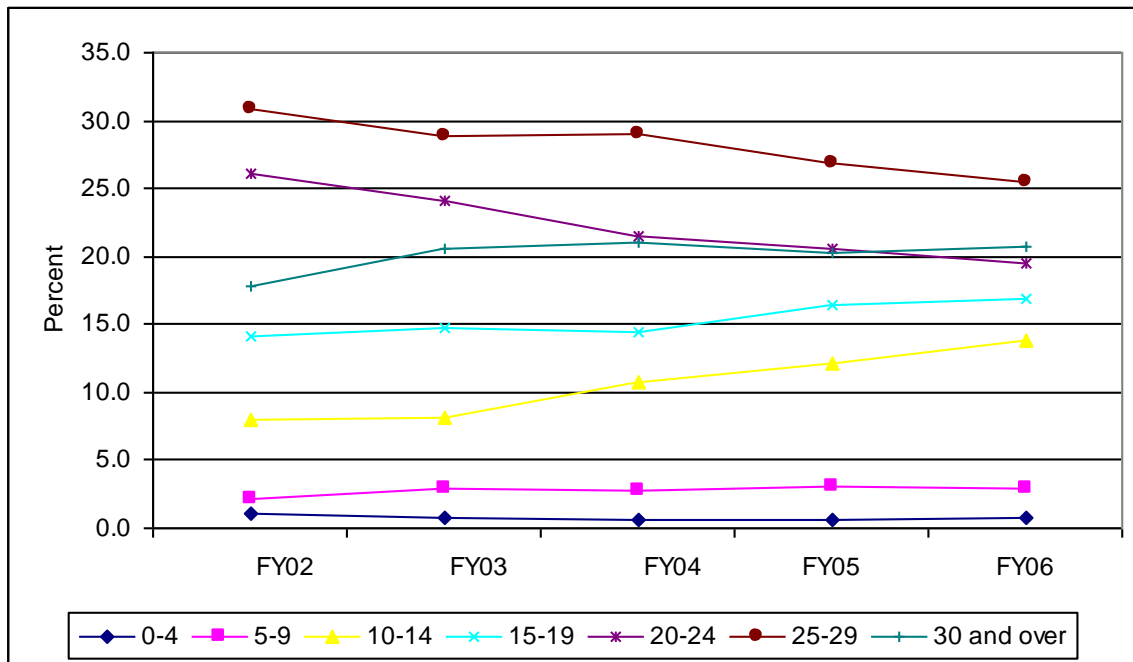
**Figure 4.4. Age Group Trends for Principals, FY02-FY06**

(Source: EWRRAD/PSC, 2006)



**Figure 4.5. Experience Group Trends for Principals, FY02-FY06**

(Source: EWRRAD/PSC, 2006)



**Table 4.2. Age and Experience Groups of Principals, FY02-FY06**

	FY02		FY03		FY04		FY05		FY06	
Age	#	%	#	%	#	%	#	%	#	%
21-30	3	0.1	3	0.1	4	0.2	3	0.1	5	0.2
31-40	210	10.3	231	11.2	275	13.3	333	15.7	370	17.2
41-50	741	36.2	738	35.6	700	33.8	711	33.5	700	32.6
51-60	997	48.7	1,000	48.3	986	47.6	962	45.3	960	44.7
61 and over	97	4.7	99	4.8	107	5.2	116	5.5	112	5.3
	2,048	100	2,071	100	2,072	100	2,125	100	2,149	100
<b>% 51 years and older</b>		<b>53.4</b>		<b>53.1</b>		<b>52.8</b>		<b>50.7</b>		<b>50.0</b>
	FY02		FY03		FY04		FY05		FY06	
Experience	#	%	#	%	#	%	#	%	#	%
0-4	21	1	16	0.8	13	0.6	13	0.6	16	0.7
5-9	43	2.1	59	2.8	58	2.8	65	3.1	63	2.9
10-14	165	8.1	169	8.2	222	10.7	259	12.2	298	13.9
15-19	288	14.1	305	14.7	299	14.4	349	16.4	364	16.9
20-24	534	26.1	499	24.1	444	21.4	437	20.6	418	19.5
25-29	633	30.9	597	28.8	600	29.0	572	26.9	546	25.4
30 and over	364	17.8	426	20.6	436	21.0	430	20.2	444	20.7
	2,048	100	2,071	100	2,072	100	2,125	100	2,149	100
<b>% 25 years and over</b>		<b>48.7</b>		<b>49.4</b>		<b>50</b>		<b>47.2</b>		<b>46.1</b>

Data Source: EWRRAD/PSC, 2006

Table 4.3 shows the number and percentages of principals by gender and ethnicity from FY02 to FY06.

While women accounted for 57.4% of Georgia principals in FY06, it is notable that the number and percentage of male principals finally stopped decreasing after a four year decline. Although the percentage of White principals declined from FY05 to FY06, the actual number of White principals increased. On the other hand, the number and percentage of Black principals has increased annually since FY02. The number of Hispanic principals increased by 1 from FY05 to FY06, while the number of Asian principals increased to 3 in FY06 from 1 in FY05. See Table 4.3. Over half (59.2%) of the principals were certified at the Education Specialist level.

**Table 4.3. Gender and Ethnic Distribution of Principals, FY02-FY06**

Characteristics	FY02		FY03		FY04		FY05		FY06	
	#	%	#	%	#	%	#	%	#	%
<b>Gender</b>										
Male	919	44.9	916	44.2	914	44.1	902	42.4	915	42.6
Female	1,129	55.1	1,155	55.8	1,158	55.9	1,223	57.6	1,234	57.4
Total	2,048	100	2,071	100	2,072	100	2,125	100	2,149	100
<b>Ethnic Groups</b>										
American Indian	10	0.5	8	0.4	1	0	1	0	0	0
Asian	1	0	2	0.1	2	0.1	1	0	3	0.1
Black	571	27.9	595	28.7	605	29.2	626	29.5	646	30.1
Hispanic	6	0.3	6	0.3	5	0.2	7	0.3	8	0.4
Multiracial	1	0	1	0	1	0	1	0	0	0.0
White	1,459	71.2	1,459	70.4	1,458	70.4	1,489	70.1	1,492	69.4
Total	2,048	100	2,071	100	2,072	100	2,125	100	2,149	100

Data Source: EWRRAD/PSC, 2006

Table 4.4 shows there were more female principals in the elementary schools, almost a balanced split in the number of male and female principals at the middle grades and a preponderance of males at the high school level.

**Table 4.4. FY06 Principals Distributed by Gender and School Level**

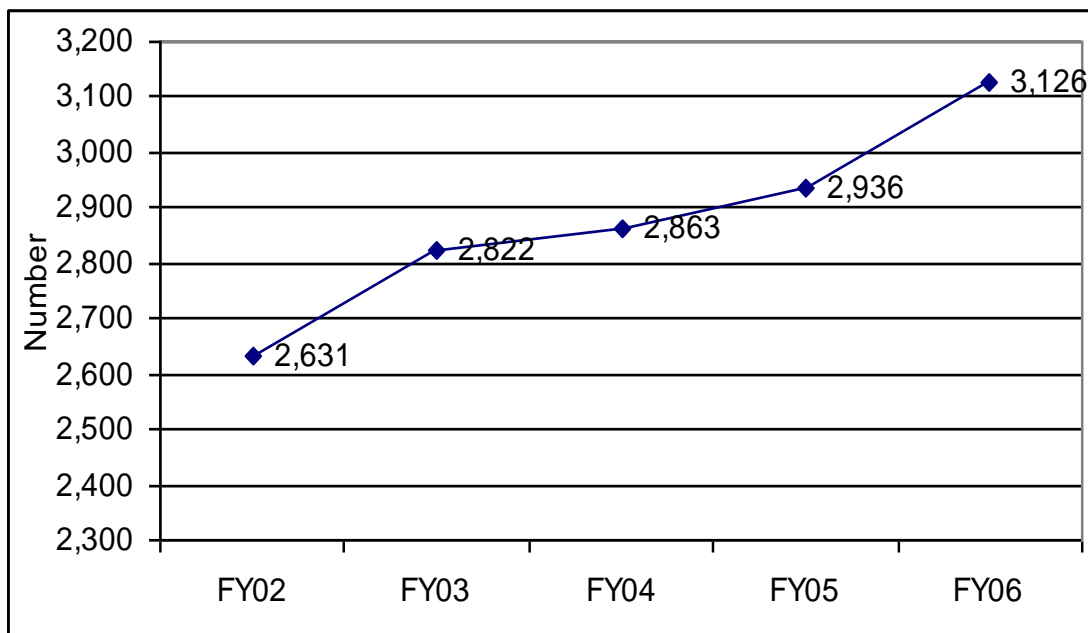
Gender	Facility Type					Total
	Not Classified	Elementary	Middle	High School	K-12	
Female	26	907	200	97	4	1,234
Male	33	360	236	282	4	915
Total	59	1,267	436	379	8	2,149

Data Source: EWRRAD/PSC, 2006

## Assistant Principals

There were 3,126 assistant principals in Georgia public schools in FY06, a 6.5% increase from the 2,936 reported in FY05. Figure 4.6 shows the number of assistant principals from FY02 to FY06.

**Figure 4.6. Assistant Principals, FY02-FY06**  
(Source: EWRRAD/PSC, 2006)

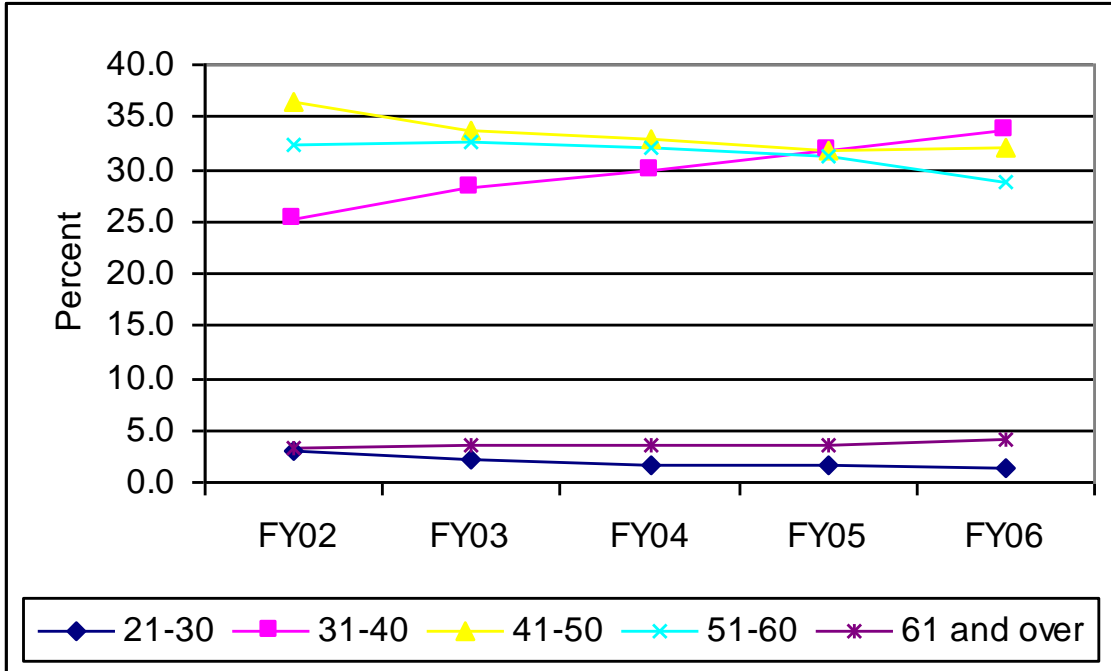


The mean age of assistant principals in FY06 was 45.6 years with an average experience of 18.3 years. Assistant principals are on the average, the youngest of the administrative personnel groups. The position is the entry-level position into school administration. The percentage of assistant principals in the 31-40 age group has increased annually since FY02, while the percentage of assistant principals in the 41-50 years age group declined from FY02 to FY05, but increased in FY06. The proportion of assistant principals over 51 years old has declined annually since FY03. See Table 4.5.

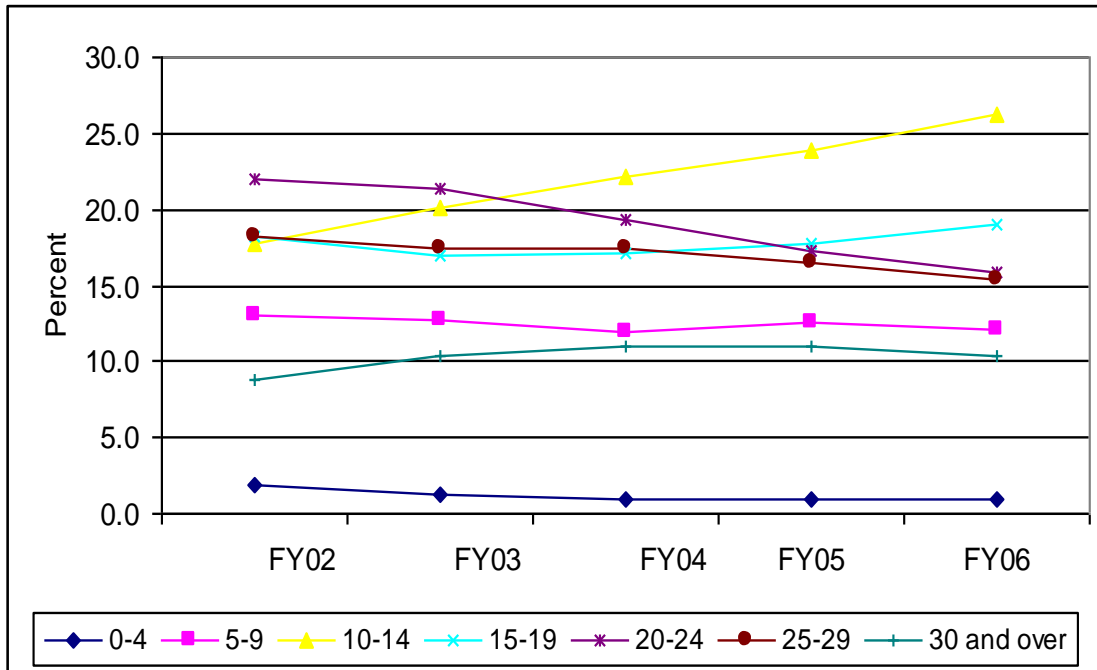
With regard to experience, the percentage of assistant principals with 10-14 years experience has increased since FY02, while the percentage of assistant principals in the 20-24 experience group has declined since FY04. See Figure 4.8.

Overall, the percentage of assistant principals with 25 years or more experience was 25.8% while the percentage of assistant principals reported as being 51 years or older in FY06 was 32.8%. Both statistics suggest that assistant principals are getting younger.

**Figure 4.7. Age Group Trends for Assistant Principals, FY02-FY06**  
 (Source: EWRRAD/PSC, 2006)



**Figure 4.8. Experience Group Trends for Assistant Principals, FY02-FY06**  
 (Source: EWRRAD/PSC, 2006)



**Table 4.5. Age and Experience Groups of Assistant Principals, FY02-FY06**

Age	FY02		FY03		FY04		FY05		FY06	
	#	%	#	%	#	%	#	%	#	%
21-30	76	2.9	58	2.1	50	1.7	50	1.7	47	1.5
31-40	666	25.3	799	28.3	857	29.9	935	31.8	1,054	33.7
41-50	958	36.4	948	33.6	938	32.8	932	31.7	999	32.0
51-60	847	32.2	919	32.6	915	32.0	918	31.3	900	28.8
61 and over	84	3.2	98	3.5	103	3.6	101	3.4	126	4.0
	2,631	100	2,822	100	2,863	100	2,936	100	3,126	100
<b>% 51 years and older</b>		<b>35.4</b>		<b>36.0</b>		<b>35.6</b>		<b>34.7</b>		<b>32.8</b>
Experience	FY02		FY03		FY04		FY05		FY06	
	#	%	#	%	#	%	#	%	#	%
0-4	48	1.8	34	1.2	29	1.0	29	1.0	31	1.0
5-9	344	13.1	361	12.8	341	11.9	367	12.5	380	12.2
10-14	468	17.8	567	20.1	634	22.1	701	23.9	820	26.2
15-19	480	18.2	477	16.9	491	17.1	523	17.8	592	18.9
20-24	580	22.0	601	21.3	555	19.4	506	17.2	498	15.9
25-29	481	18.3	490	17.4	499	17.4	486	16.6	479	15.3
30 and over	230	8.7	292	10.3	314	11.0	324	11.0	326	10.4
	2,631	100	2,822	100	2,863	100	2,936	100	3,126	100
<b>% 25 years and older</b>		<b>27.0</b>		<b>27.7</b>		<b>28.4</b>		<b>27.6</b>		<b>25.8</b>

Data Source: EWRRAD/PSC, 2006

Most assistant principals in FY06 were White (64.2%) and female (59.7%), and certified at the Education Specialist level (54.7%). The number of Black assistant principals increased by 65 from FY05 to FY06. There was a loss of two Hispanic assistant principals from FY05 to FY06. Table 4.6 shows the number and percentages of assistant principals by gender and ethnicity from FY02 to FY06.

**Table 4.6. Gender and Ethnic Distribution of Assistant Principals, FY02-FY06**

Characteristics	FY02		FY03		FY04		FY05		FY06	
	#	%	#	%	#	%	#	%	#	%
<b>Gender</b>										
Male	1,080	41	1,127	39.9	1,148	40.1	1,190	40.5	1,259	40.3
Female	1,551	59	1,695	60.1	1,715	59.9	1,746	59.5	1,867	59.7
Total	2,631	100	2,822	100	2,863	100	2,936	100	3,126	100
<b>Ethnic Groups</b>										
American Indian	13	0.5	10	0.4	5	0.2	5	0.2	4	0.1
Asian	3	0.1	3	0.1	3	0.1	3	0.1	4	0.1
Black	833	31.7	944	33.5	975	34.1	1,032	35.1	1,097	35.1
Hispanic	14	0.5	14	0.5	15	0.5	16	0.5	14	0.4
Multiracial	1	0	2	0.1	2	0.1	2	0.1	1	0.0
White	1,767	67.2	1,849	65.5	1,863	65.1	1,878	64.0	2,006	64.2
Total	2,631	100	2,822	100	2,863	100	2,936	100	3,126	100

Data Source: EWRRAD/PSC, 2006

A similar pattern exists among assistant principals with regards to gender and school level distribution. Table 4.7 shows there were more female principals in the elementary

schools as in the case among principals. There are more female assistant principals in the middle grades, in contrast to the distribution of principals where there were more slightly more males than females in the middle grades. There were also more male assistant principals in assigned to high schools as in the case of principals.

**Table 4.7. FY06 Assistant Principals Distributed by Gender and School Level**

Gender	Facility Type					Total
	Not Classified	Elementary	Middle	High School	K-12	
Female	13	966	449	438	1	1,867
Male	17	274	373	593	2	1,259
Total	30	1,240	822	1031	3	3,126

Data Source: EWRRAD/PSC, 2006

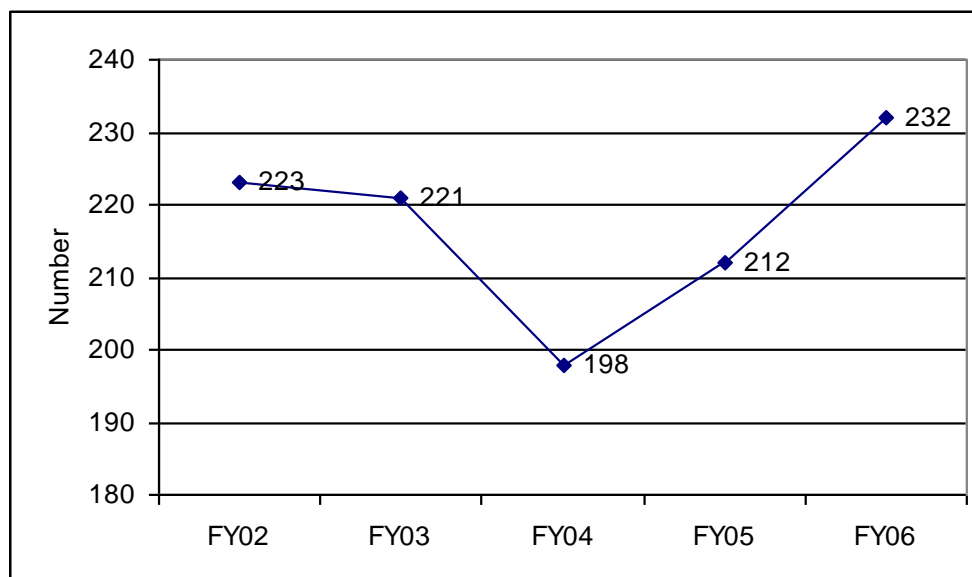
### Curriculum Directors

The number of curriculum directors increased by 9.4% from FY05 (212) to FY06 (232). While the majority of school systems were reported as having one or two curriculum directors, larger school systems hired high numbers of curriculum directors. For instance, Atlanta City hired 11, Clayton and Cobb each hired 13, Fulton hired 15 and Gwinnett hired 16 in FY06. Figure 4.9 shows the number of curriculum directors from FY02 to FY06.

The mean age of curriculum directors in FY06 was 51.9 years, while their average experience was 24.7 years. These were both slight decreases from the 52.0 and 24.9 years reported, respectively, for FY05. In FY06, over half (59.1%) of the curriculum directors had 25 years or more experience, while 61.2% were reported as being 51 years or older.

**Figure 4.9. Curriculum Directors, FY02-FY06**

(Source: EWRRAD/PSC, 2006)



In FY06, most curriculum directors were White (79.3%) and female (75.0%). The percentage of Black curriculum directors has increased by 24.3% since FY03. The percentage of female curriculum directors has declined annually since FY03, while that of males has increased. Table 4.8 shows the number and percentages of curriculum directors by gender and ethnicity from FY02 to FY06.

**Table 4.8. Gender and Ethnic Distribution of Curriculum Directors, FY02-FY06**

Characteristics	FY02		FY03		FY04		FY05		FY06	
	#	%	#	%	#	%	#	%	#	%
<b>Gender</b>										
Male	59	26.5	47	21.3	44	22.2	49	23.1	58	25.0
Female	164	73.5	174	78.7	154	77.8	163	76.9	174	75.0
Total	223	100	221	100	198	100	212	100	232	100
<b>Ethnic Groups</b>										
Asian	0	0	1	0.5	1	0.5	1	0.5	1	0.4
Black	38	17	37	16.7	30	15.2	35	16.5	46	19.8
Hispanic	2	0.9	1	0.5	1	0.5	1	0.5	1	0.4
White	183	82.1	182	82.4	166	83.8	175	82.5	184	79.3
Total	223	100	221	100	198	100	212	100	232	100

Data Source: EWRRAD/PSC, 2006

### Technology Directors

The number of technology directors continues to fluctuate. In FY06, this number declined to 59 from 60 in FY05, after increasing from 54 in FY04. Their mean age was 48.4 years up from 48.3 in FY05, while experience was 20.3 years down from 20.4 in FY05.



Table 4.9 shows the number and percentages of technology directors by gender and ethnicity from FY02 to FY06. Consistent with previous years, the vast majority of technology directors in FY06 were White (96.6%). The number of female technology directors has increased since FY03, rising from 19 in FY03 to 28 in FY06 while the number of males continued to fluctuate, increasing in some years and decreasing in others. If this trend continues, the number of females may reach or even surpass that of men in a few years.

**Table 4.9. Gender and Ethnic Distribution of Technology Directors, FY02-FY06**

Characteristics	FY02		FY03		FY04		FY05		FY06	
	#	%	#	%	#	%	#	%	#	%
<b>Gender</b>										
Male	35	61.4	35	64.8	34	60.7	36	60.0	31	52.5
Female	22	38.6	19	35.2	22	39.3	24	40.0	28	47.5
Total	57	100	54	100	56	100	60	100	59	100
<b>Ethnic Groups</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
Asian	0	0	0	0	0	0	1	1.7	1	1.7
Black	3	5.3	2	3.7	2	3.6	3	5	1	1.7
Hispanic	1	1.8	1	1.9	0	0	0	0	0	0.0
White	53	93	51	94.4	54	96.4	56	93.3	57	96.6
Total	57	100	54	100	56	100	60	100	59	100

Data Source: EWRRAD/PSC, 2006

### Special Education Directors

The number of special education directors in Georgia remained the same at 171 as in FY05. Of the 180 school systems in Georgia, 129 reported having one special education director, 13 reported having two, while three systems reported having three or more directors. The average age of special education directors in FY06 was 50.4 years, while their average experience was 23.0 years. Figure 4.10 shows the number of special education directors from FY02 to FY06.

**Figure 4.10. Special Education Directors, FY02-FY06**  
(Source: EWRRAD/PSC, 2006)

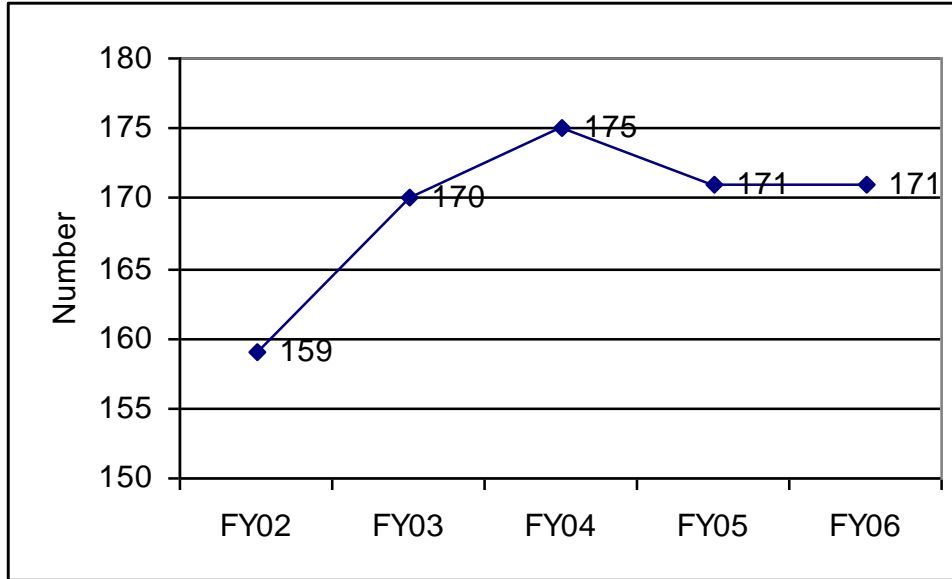


Table 4.10 shows the number and percentages of special education directors by gender and ethnicity from FY02 to FY06. Most special education directors in FY06 were White (83.0%) and female (86.0%). The percentage of Black special education directors increased from 23 in FY05 to 26 in FY06, while the percentage of Whites fell from FY05 to FY06.

**Table 4.10. Gender and Ethnic Distribution of Special Education Directors, FY02-FY06**

Characteristics	FY02		FY03		FY04		FY05		FY06	
	#	%	#	%	#	%	#	%	#	%
<b>Gender</b>										
Male	25	15.7	24	14.1	26	14.9	23	13.5	24	14.0
Female	134	84.3	146	85.9	149	85.1	148	86.5	147	86.0
Total	159	100	170	100	175	100	171	100	171	100
<b>Ethnic Groups</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
Asian	1	0.6	1	0.6	1	0.6	0	0.0	1	0.6
Black	18	11.4	20	11.8	23	13.1	23	13.5	26	15.2
Hispanic	0	0	0	0.0	1	0.6	1	0.6	2	1.2
White	139	88	149	87.6	150	85.7	147	86.0	142	83.0
Total	158	100	170	100	175	100	171	100	171	100

Data Source: EWRRAD/PSC, 2006

### Vocational Education Directors

The number of vocational education directors increased to 157 in FY06, after declining to 150 in FY05, from a four-year high of 177 in FY04. Figure 4.11 shows the number of vocational education directors from FY02 to FY06. The average age of vocational education directors remained the same as in FY05 at 50.6 years, while their average experience declined from the 23.2 years reported in FY05 to 23.0 years in FY06.

**Figure 4.11. Vocational Education Directors, FY02-FY06**

(Source: EWRRAD/PSC, 2006)

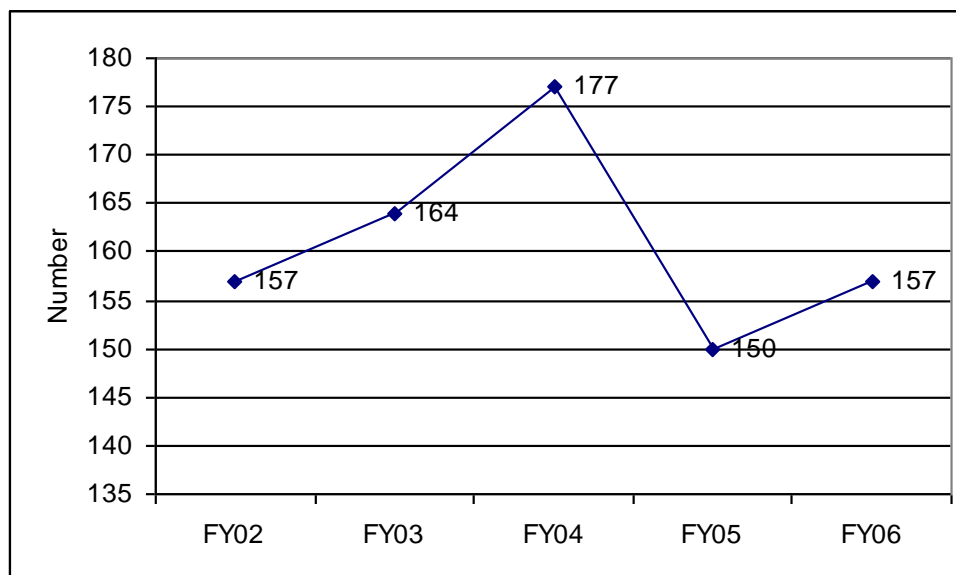


Table 4.11 shows the number and percentages of vocational education directors by gender and ethnicity from FY02 to FY06. Although Whites accounted for three-quarters (75.2%) of vocational education directors in FY06, their percentage has continued to decline since FY04, while the number and percent of Black vocational education directors have risen to 39 or 24.8% in FY06.

**Table 4.11. Gender and Ethnic Distribution of Vocational Education Directors, FY02-FY06**

Characteristics	FY02		FY03		FY04		FY05		FY06	
	#	%	#	%	#	%	#	%	#	%
<b>Gender</b>										
Male	88	56.1	91	55.5	87	49.2	76	50.7	72	45.9
Female	69	43.9	73	44.5	90	50.8	74	49.3	85	54.1
Total	157	100	164	100	177	100	150	100	157	100
<b>Ethnic Groups</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
Asian	1	0.6	1	0.6	1	0.6	0	0	0	0.0
Black	30	19.1	31	18.9	33	18.6	33	22.0	39	24.8
White	126	80.3	132	80.5	143	80.8	117	78.0	118	75.2
Total	157	100	164	100	177	100	150	100	157	100

Data Source: EWRRAD/PSC, 2006

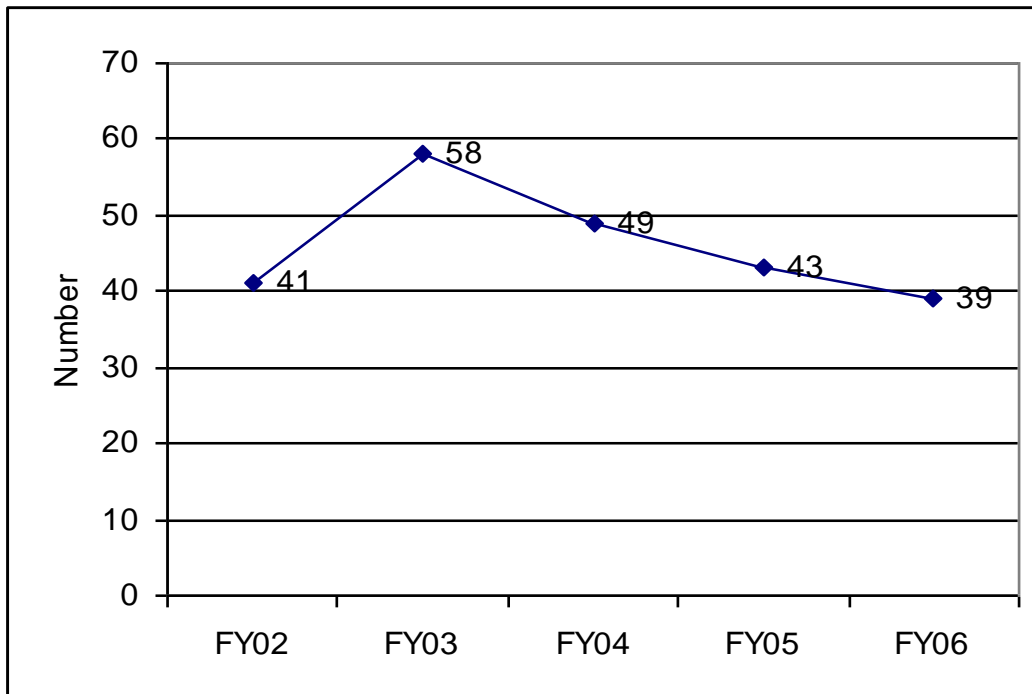
### Athletic Directors

In FY06, the number of athletic directors declined to 39, a 9.3% decline from the 43 reported in FY05. The number of athletic directors has been decreasing since FY03. Athletic directors were reported by 30 schools systems, a decline from 34 that reported in FY05. Of these school systems, 28 reported having one athletic director, while one school system reported three and one reported eight athletic directors.

Figure 4.12 shows the number of athletic directors from FY02 to FY06. Their average age was 47.8 years, while their average experience was 21.2 years. Both their average age and experience declined from FY05 when 49.2 years and 22.6 years were respectively reported. This personnel group is the second youngest among all the administrative personnel after assistant principals. The vast majority of athletic directors were male (92.3%) and White (84.6%) in FY06.

**Figure 4.12. Athletic Directors, FY02-FY06**

(Source: EWRRAD/PSC, 2006)

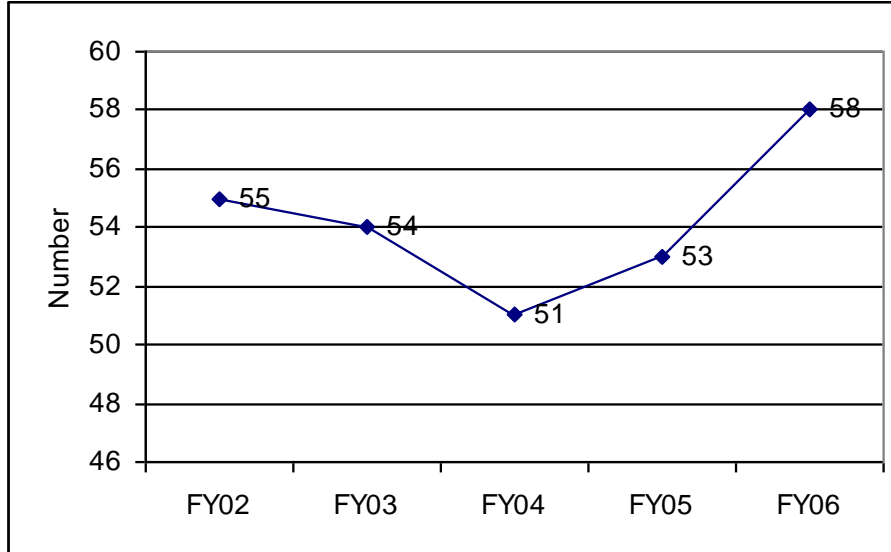


### Human Resources Directors

The number of human resources directors increased to 58 in FY06 from 53 in FY05. The mean age of human resources directors in FY06 was 52.7 years, while their mean experience was 24.4 years. The average experience of this personnel group continues to drop, declining from 26.9 years in FY04 to 24.4 years in FY06. Similarly, their average age also declined from FY05 (53.5 years) to FY06 (52.7 years).

Figure 4.13 shows the number of human resources directors from FY02 to FY06.

**Figure 4.13. Human Resources Directors, FY02-FY06**  
(Source: EWRRAD/PSC, 2006)



As in previous years, the typical human resources director was White (82.8%) and certified at the Education Specialist level (67.2%). The number of male human resources directors remained the same as in FY05 at 25, while the number of female human resources director rose to 33 after declining for two years, widening the gap between the numbers of male and female Human Resources directors that were on a convergence course prior to this year.

**Table 4.12. Gender and Ethnic Distribution of Human Resources Directors, FY02-FY06**

Characteristics	FY02		FY03		FY04		FY05		FY06	
	#	%	#	%	#	%	#	%	#	%
<b>Gender</b>										
Female	30	54.5	36	66.7	29	56.9	28	52.8	33	56.9
Male	25	45.5	18	33.3	22	43.1	25	47.2	25	43.1
Total	55	100	54	100	51	100	53	100	58	100
<b>Ethnic Groups</b>										
Black	13	23.6	11	20.4	9	17.6	8	15.1	10	17.2
White	42	76.4	43	79.6	42	82.4	45	84.9	48	82.8
Total	55	100	54	100	51	100	53	100	58	100

Data Source: EWRRAD/PSC, 2006

## Instructional Supervisors

The number of instructional supervisors increased to 1,005 in FY06, this was a 21.1% increase from the 830 reported in FY05. The increase among this personnel group marks the largest increase among all administrative personnel in FY06. Their mean age was 48.6 years and the average experience was 21.0 years. Average age declined from the 49.4 years and experience from 21.3 years reported in FY05.

Figure 4.14 shows the number of instructional supervisors in Georgia public schools from FY02 to FY06.

**Figure 4.14. Instructional Supervisors, FY02-FY06**  
(Source: EWRRAD/PSC, 2006)

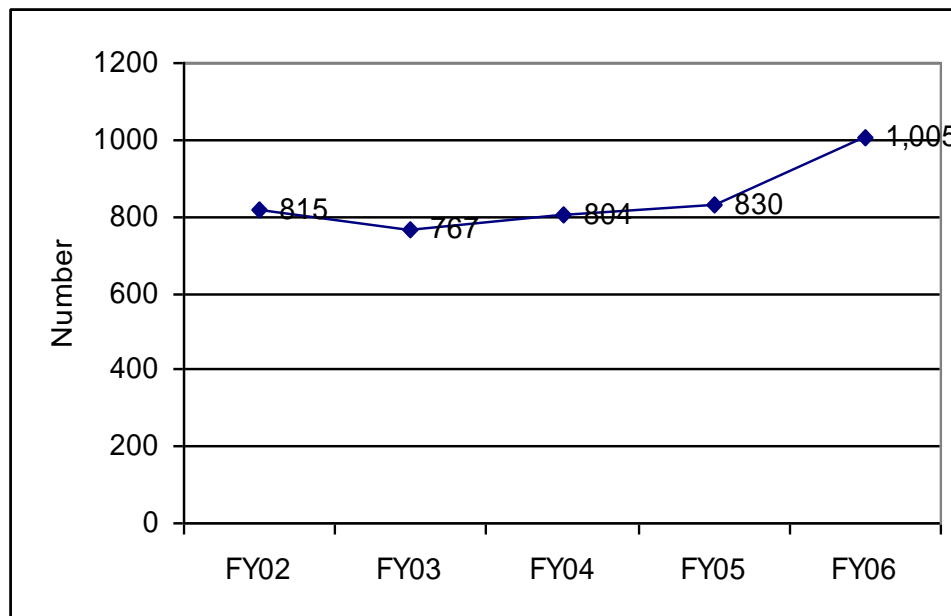


Table 4.13 shows the number and percentages of instructional supervisors by gender and ethnicity from FY02 to FY06. In FY06, the typical instructional supervisor was female (87.0%), White (67.1%) and certified at the Education Specialist level (44.8%).

Although the number of instructional supervisors increased in FY06, decreases were seen among American Indian and Asian instructional supervisors. The number of White and Black instructional supervisors increased from FY05 to FY06.

**Table 4.13. Gender and Ethnic Distribution of Instructional Supervisors, FY02-FY06**

Characteristics	FY02		FY03		FY04		FY05		FY06	
	#	%	#	%	#	%	#	%	#	%
<b>Gender</b>										
Male	130	16	114	14.9	115	14.3	110	13.3	131	13.0
Female	685	84	653	85.1	689	85.7	720	86.7	874	87.0
Total	815	100	767	100	804	100	830	100	1,005	100.0
<b>Ethnic Groups</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
American Indian	5	0.6	5	0.7	4	0.5	3	0.4	1	0.1
Asian	1	0.1	0	0	0	0	1	0.1	0	0.0
Black	288	35.3	234	30.5	245	30.5	271	32.7	326	32.4
Hispanic	3	0.4	4	0.5	4	0.5	4	0.5	4	0.4
White	518	63.6	524	68.3	551	68.5	551	66.4	674	67.1
Total	815	100	767	100	804	100	830	100	1,005	100

Data Source: EWRRAD/PSC, 2006

### Pre-Kindergarten Directors

The number of Pre-Kindergarten directors has increased annually for the fourth consecutive year. In FY06, the number of Pre-Kindergarten directors was 31. This gradual increase is likely in response to the increasing Pre-Kindergarten enrollment in Georgia, as reported in Chapter 2. The average age of Pre-Kindergarten directors in FY06 was 55.3 years, while their average experience was 25.7 years. The average age and experience of Pre-Kindergarten directors continue to rise annually, increasing from 53.3 and 24.7 years, respectively, as reported in FY05.

In FY06 most Pre-Kindergarten directors were White (64.5%) and certified at the Education Specialist level (64.5%), and mostly female (96.8%). As in FY05, there was one male Pre-Kindergarten director in FY06.

### Kindergarten Directors

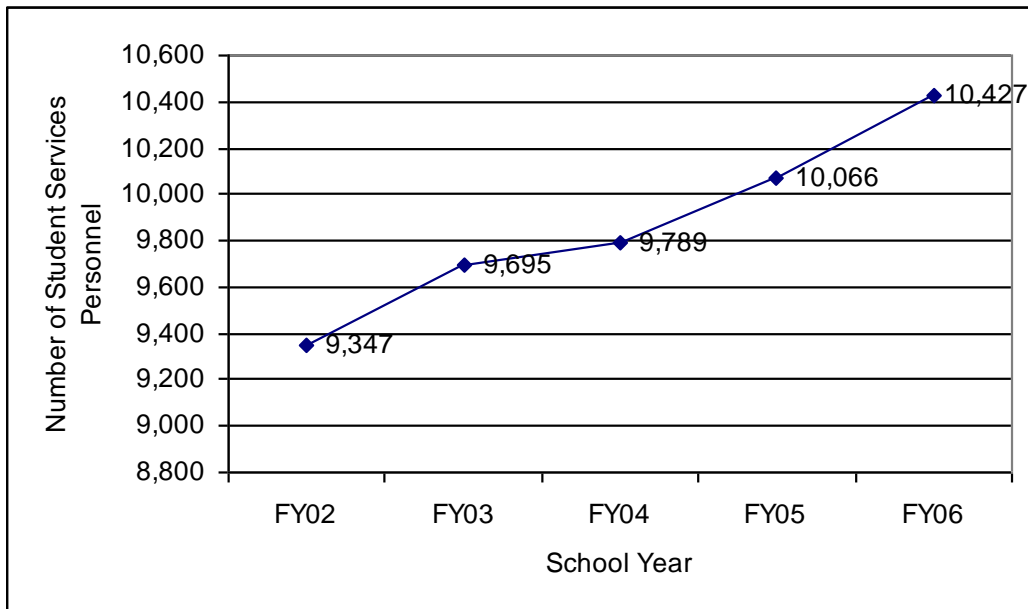
In FY06, as in previous years, there was only one Kindergarten director. Kindergarten classes are in elementary schools and most do not require a separate administrator in addition to an early childhood administrator.

## Student Services Personnel

The number of student services personnel in Georgia public schools in FY06 rose to 10,427, an increase of 3.6% from the 10,066 reported in FY05. Figure 4.15 shows the number of student services personnel from FY02 to FY06. Increases were witnessed in all student services personnel categories, with the largest increases seen among school social workers (9.1%), followed by high school counselors (7.5%). The smallest increases were seen among media specialists (1.0%) and elementary grades counselors (1.3%).

**Figure 4.15. Total Student Services Personnel, FY02-FY06**

(Source: EWRRAD/PSC, 2006)



**Table 4.14. Student Services Personnel in Georgia, FY02-FY06**

Category	FY02	FY03	FY04	FY05	FY06
Elementary Grades Counselor	1,371	1,444	1,435	1,454	1,473
High School Counselor	981	1,021	1,033	1,060	1,140
Middle Grades Counselor	967	961	968	1,005	1,034
Media Specialists	2,137	2,159	2,190	2,232	2,254
Other Student Services	1,235	1,418	1,411	1,489	1,542
School Psychologists	630	658	679	701	716
School Social Workers	483	497	503	529	577
Speech & Language Pathologists	1,543	1,537	1,570	1,596	1,691
<b>Total</b>	<b>9,347</b>	<b>9,695</b>	<b>9,789</b>	<b>10,066</b>	<b>10,427</b>
<b>Year-to-Year Growth Rate</b>	<b>6.3</b>	<b>3.7</b>	<b>1</b>	<b>2.8</b>	<b>3.6</b>

Data Source: EWRRAD/PSC, 2006

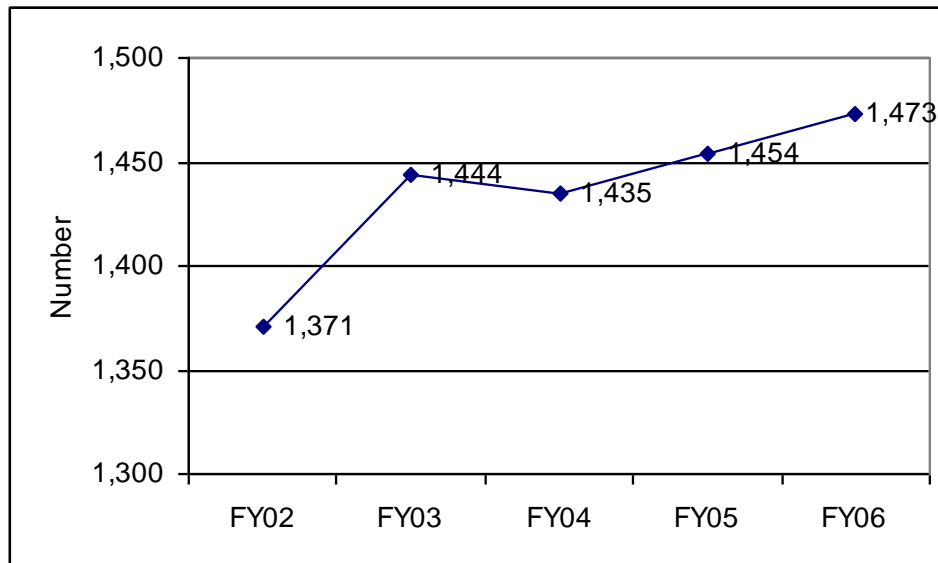
The following section provides demographic characteristics of each student services personnel group and discusses trends.



## Elementary Grades Counselors

The number of elementary grades counselors in the state increased to 1,473 in FY06, an increase of 1.3% from the 1,454 reported in FY05. The mean age of elementary grades counselors in FY06 was 45.3 years, while their mean experience was 15.2 years. Figure 4.16 shows the number of elementary counselors from FY02 to FY06.

**Figure 4.16. Elementary Grades Counselors, FY02-FY06**  
(Source: EWRRAD/PSC, 2006)



Consistent with previous years, the typical elementary grades counselor was White (70.3%), female (92.6%) and certified at the Master's degree level (59.8%). The number of male elementary grades counselors has continued to decline annually since FY04, decreasing from 130 in FY04 to 109 in FY06. A special effort and/or program may be needed to stem the decline and to target the recruitment of male counselors at the elementary school level. Table 4.15 shows the number and percentages of elementary counselors by gender and ethnicity from FY02 to FY06.

**Table 4.15. Gender and Ethnic Distribution of Elementary Grades Counselors, FY02-FY06**

Characteristics	FY02		FY03		FY04		FY05		FY06	
	#	%	#	%	#	%	#	%	#	%
<b>Gender</b>										
Male	117	8.5	129	8.9	130	10	113	8.4	109	7.4
Female	1,254	91.5	1,315	91.1	1,305	90.9	1,341	92.2	1,364	92.6
Total	1,371	100	1,444	100	1,435	100	1,454	100	1,473	100.0
<b>Ethnic Groups</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
American Indian	0	0	0	0	1	0.1	1	0.1	1	0.1
Asian	1	0.1	3	0.2	3	0.2	5	0.3	5	0.3
Black	401	29.2	425	29.4	429	29.9	412	28.3	423	28.7
Hispanic	3	0.2	5	0.3	3	0.2	5	0.3	8	0.5
Multiracial		0	1	0.1	2	0.1	1	0.1	0	0.0
White	966	70.5	1,010	69.9	997	69.5	1,030	70.8	1,036	70.3
Total	1,371	100	1,444	100	1,435	100	1,454	100	1,473	100

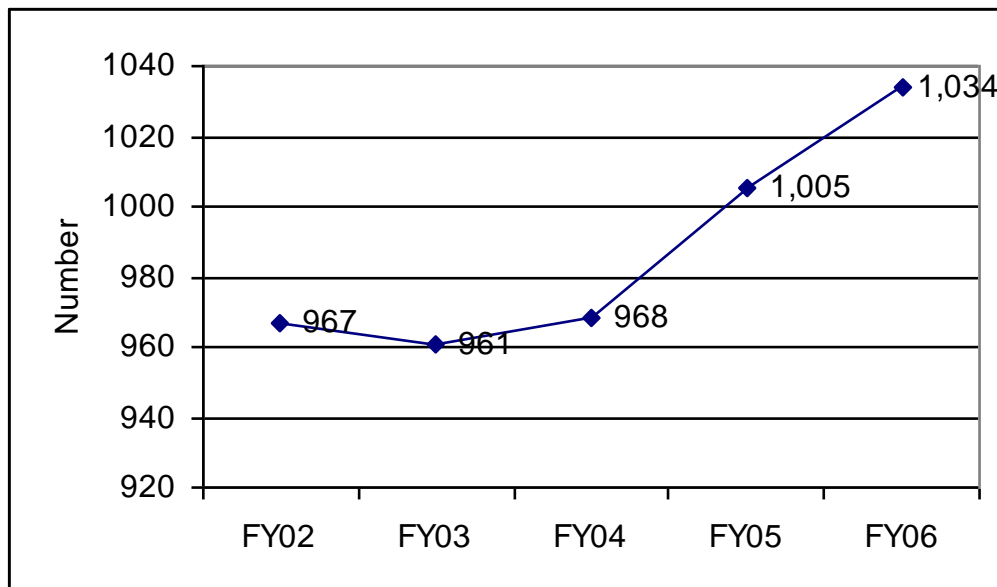
Data Source: EWRRAD/PSC, 2006

### Middle Grades Counselors

Figure 4.17 shows the number of middle grades counselors from FY02 to FY05. In FY06, there were a total of 1,034 middle grades counselors in the Georgia public school systems. This was a 2.9% increase from the 1,005 reported in FY05. The mean age of middle grades counselors in FY06 was 44.8 years, down from 45.4 in FY05. Similarly, their average experience, 14.8 years in FY06, was down from 15.3 in FY05.

**Figure 4.17. Middle Grades Counselors, FY02-FY06**

(Source: EWRRAD/PSC, 2006)



The typical middle grades counselor is White (60.1%) and female (85.7%) and is certified at the Master's degree level (62.4%). The downward trend in the number of male middle grades counselors since FY02 was reversed in FY06 when their number rose by six counselors to 148. While the proportion of male counselors at the Middle School level is a low 14.3%, this is an improvement on the proportion at the elementary level (7.4%). The number of Hispanic middle grades counselors remained the same (four) since FY02, while the number of Black middle grades counselors has continued to rise, 406 (39.3%) in FY06.

**Table 4.16. Gender and Ethnic Distribution of Middle Grades Counselors, FY02-FY06**

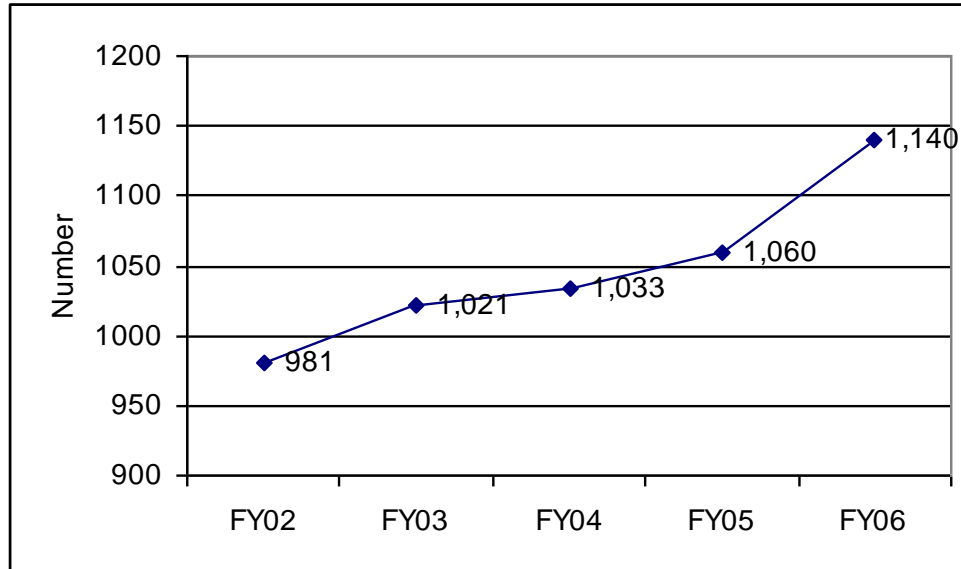
Characteristics	FY02		FY03		FY04		FY05		FY06	
	#	%	#	%	#	%	#	%	#	%
<b>Gender</b>										
Male	153	15.8	151	15.7	149	15.4	142	14.1	148	14.3
Female	814	84.2	810	84.3	819	84.6	863	85.9	886	85.7
Total	967	100	961	100	968	100	1,005	100	1,034	100.0
<b>Ethnic Groups</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
American Indian	0	0	0	0	0	0	2	0.2	0	0.0
Asian	0	0	0	0	1	0.1	0	0	1	0.1
Black	320	33.1	327	34.0	344	35.5	382	38.0	406	39.3
Hispanic	3	0.3	4	0.4	4	0.4	4	0.4	4	0.4
Multiracial	1	0.1	0	0	0	0	1	0.1	2	0.2
White	643	66.5	630	65.6	619	63.9	616	61.3	621	60.1
Total	967	100	961	100	968	100	1,005	100	1,034	100

Data Source: EWRRAD/PSC, 2006

### High School Counselors

In FY06, the number of Georgia high school counselors rose to 1,140, increasing by 7.5% from the 1,060 reported in FY05. The number and proportion of male counselors appears to be directly related to school level. More males (19.6%) serve as counselors at the high school level than at the lower levels. Figure 4.18 shows the number of Georgia high school counselors from FY02 to FY06. Their mean age in FY06 was 46.3 years while their average experience was 16.5 years.

**Figure 4.18. High School Counselors, FY02-FY06**  
(Source: EWRRAD/PSC, 2006)



The typical high school counselor was White (64.2%), female (80.4%) and certified at the Master's level (57.6%). The number of Hispanic high school counselors in the state remained at six as in FY05. Table 4.17 shows the gender and ethnic distribution of high school counselors from FY02 to FY06.

**Table 4.17. Gender and Ethnic Distribution of High School Counselors, FY02-FY06**

Characteristics	FY02		FY03		FY04		FY05		FY06	
	#	%	#	%	#	%	#	%	#	%
<b>Gender</b>										
Male	206	21	213	20.9	212	20.5	213	20.1	224	19.6
Female	775	79	808	79.1	821	79.5	847	79.9	916	80.4
Total	981	100	1,021	100	1,033	100	1,060	100	1,140	100
<b>Ethnic Groups</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
American Indian	0	0	0	0	1	0.1	1	0.1	0	0.0
Asian	0	0	0	0	0	0	0	0	1	0.1
Black	303	30.9	316	31	319	30.9	353	33.3	400	35.1
Hispanic	4	0.4	4	0.4	5	0.5	6	0.6	6	0.5
Multiracial	2	0.2	2	0.2	3	0.3	2	0.2	1	0.1
White	672	68.5	699	68.5	705	68.2	698	65.8	732	64.2
Total	981	100	1,021	100	1,033	100	1,060	100	1,140	100

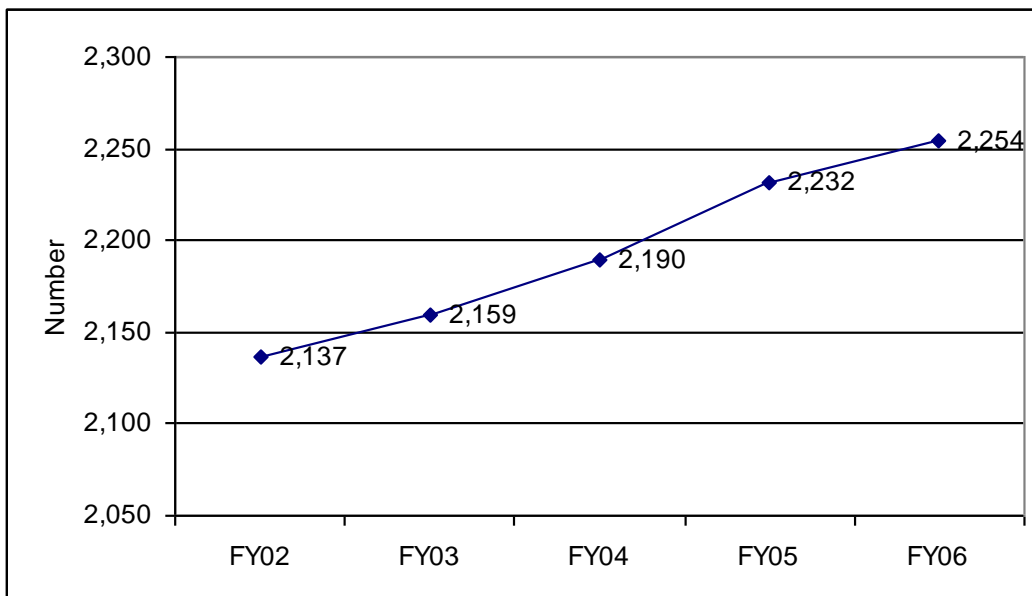
Data Source: EWRRAD/PSC, 2006

### Media Specialists

Figure 4.19 shows the number of media specialists in Georgia public school systems from FY02 to FY06. This personnel category increased by only one percent from FY05 (2,232) to FY06 (2,254). Their average age in FY06 was 49 years, while their average experience was 18.3 years.

**Figure 4.19. Media Specialists, FY02-FY06**

(Source: EWRRAD/PSC, 2006)



The number and percentages of media specialists in the state by gender and ethnicity for FY02 to FY06 are shown in Table 4.18. The majority of media specialists in FY06 were White (86.6%) and female (93.5%). Most were certified at the Master's level (62.4%).

**Table 4.18. Gender and Ethnic Distribution of Media Specialists, FY02-FY06**

Characteristics	FY02		FY03		FY04		FY05		FY06	
	#	%	#	%	#	%	#	%	#	%
<b>Gender</b>										
Male	126	5.9	133	6.2	136	6.2	147	6.6	146	6.5
Female	2,011	94.1	2,026	93.8	2,054	93.8	2,085	93.4	2,108	93.5
Total	2,137	100	2,159	100	2,190	100	2,232	100	2,254	100
<b>Ethnic Groups</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
American Indian	0	0	3	0.1	4	0.2	3	0.1	3	0.1
Asian	5	0.2	3	0.1	2	0.1	4	0.2	5	0.2
Black	270	12.6	276	12.8	276	12.6	286	12.8	282	12.5
Hispanic	3	0.1	2	0.1	3	0.1	4	0.2	5	0.2
Multiracial	2	0.1	4	0.2	4	0.2	5	0.2	6	0.3
White	1,857	86.9	1,871	86.7	1,901	86.8	1,930	86.5	1,953	86.6
Total	2,137	100	2,159	100	2,190	100	2,232	100	2,254	100

Data Source: EWRRAD/PSC, 2006

### ***Speech and Language Pathologists***

In FY06, the number of speech and language pathologists increased to 1,691 increasing by 6.0% from the 1,596 reported in FY05. Figure 4.20 shows the number of speech and language pathologists in the state from FY02 to FY06. Speech and

language pathologists are the youngest personnel category among the student services personnel group with an average age of 41.6 years and average experience of 12.7 years.

**Figure 4.20. Speech & Language Pathologists, FY02-FY06**

(Source: EWRRAD/PSC, 2006)

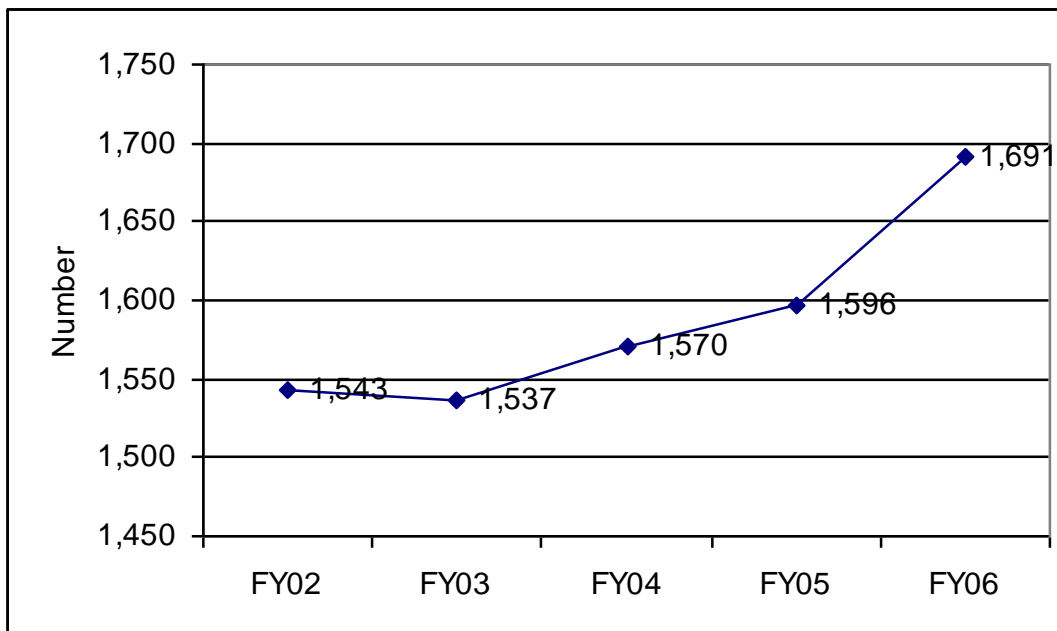


Table 4.19 shows the number and percentages of speech and language pathologists by gender and ethnicity from FY02 to FY06. The typical speech and language pathologist is White (83%), female (97%), and certified at the Master’s level (83.4%).

**Table 4.19. Gender and Ethnic Distribution of Speech & Language Pathologists, FY02-FY06**

Characteristics	FY02		FY03		FY04		FY05		FY06	
	#	%	#	%	#	%	#	%	#	%
<b>Gender</b>										
Male	47	3.0	51	3.3	53	3.4	48	3.0	50	3.0
Female	1,496	97.0	1,486	96.7	1,517	96.6	1,548	97.0	1,641	97.0
Total	1,543	100	1,537	100	1,570	100	1,596	100	1,691	100
<b>Ethnic Groups</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
American Indian	2	0.1	0	0	0	0	1	0.1	1	0.1
Asian	1	0.1	2	0.2	0	0	1	0.1	3	0.2
Black	254	19.9	243	19	258	19.8	253	19	274	16.2
Hispanic	9	0.7	9	0.7	5	0.4	6	0.4	9	0.5
Multiracial	1	0.1	2	0.2	1	0.1	0	0	1	0.1
White	1,276	100	1,281	100	1,306	100	1,335	100	1,403	83.0
Total	1,543	121	1,537	120	1,570	120	1,596	120	1,691	100

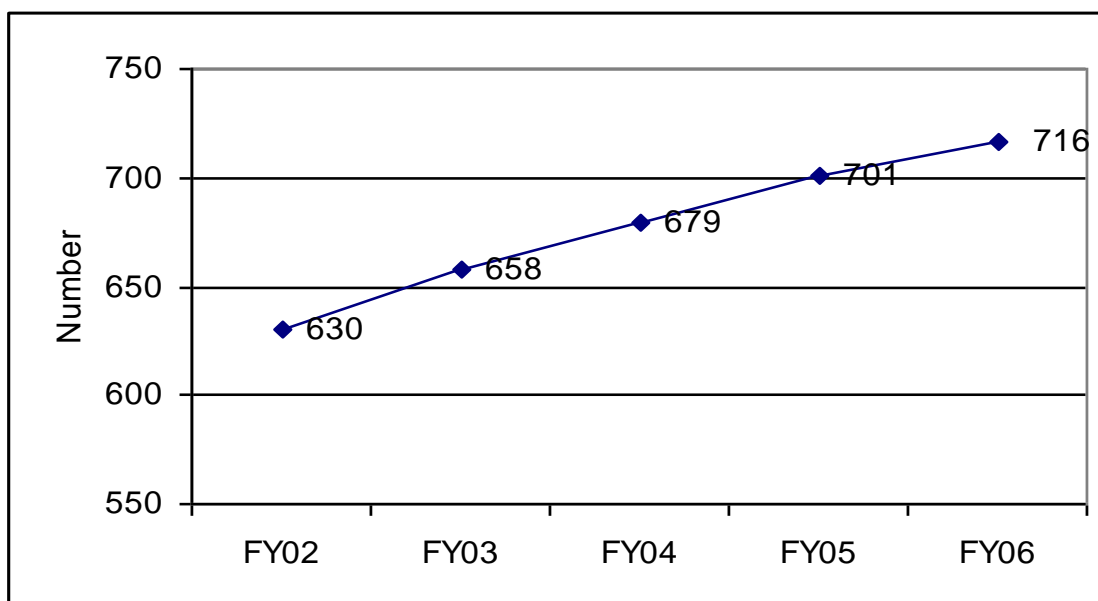
Data Source: EWRRAD/PSC, 2006

## School Psychologists

In FY06, the number of school psychologists in the state's public school systems rose to 716, an increase of 2.1% from the 701 reported in FY05. Figure 4.21 shows the number of School Psychologists from FY02 to FY06. Their average age in FY06 was 44 years, while their average experience was 13.9 years.

**Figure 4.21. School Psychologists, FY02-FY06**

(Source: EWRRAD/PSC, 2006)



The typical school psychologist in FY06 was White (80.9%), female (83%) and certified at the Education Specialist level (75.1%). Table 4.20 shows the number and percentages of school psychologists by gender and ethnicity.

**Table 4.20. Gender and Ethnic Distribution of School Psychologists, FY02-FY06**

Characteristics	FY02		FY03		FY04		FY05		FY06	
	#	%	#	%	#	%	#	%	#	%
<b>Gender</b>										
Male	124	19.7	130	19.8	125	18.4	121	17.3	122	17.0
Female	506	80.3	528	80.2	554	81.6	580	82.7	594	83.0
Total	630	100	658	100	679	100	701	100	716	100
<b>Ethnic Groups</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
American Indian	1	0.2	1	0.2	1	0.1	1	0.1	0	0.0
Asian	4	0.6	5	0.8	4	0.6	5	0.7	6	0.8
Black	79	12.5	85	12.9	90	13.3	113	16.1	121	16.9
Hispanic	5	0.8	7	1.1	9	1.3	7	1	8	1.1
Multiracial	1	0.2	1	0.2	1	0.1	0	0	2	0.3
White	540	85.7	559	85	574	84.5	575	82	579	80.9
Total	630	100	658	100	679	100	701	100	716	100

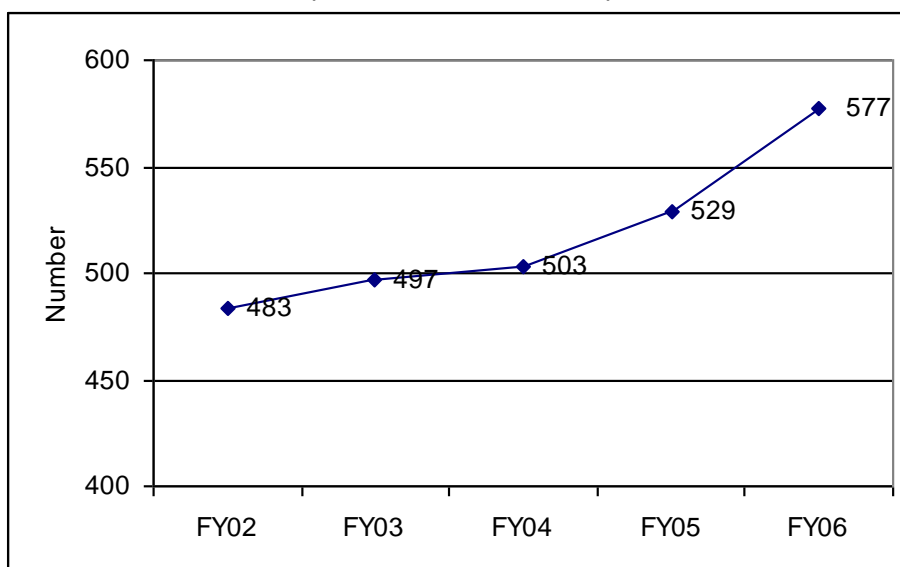
Data Source: EWRRAD/PSC, 2006

## School Social Workers

School social workers grew by 9.1% from 529 in FY05 to 577 in FY06, a considerable rise compared to imperceptible annual increases between FY02 and FY04. Their average age in FY06 was 44.2 years while their average experience was 13.3 years. Figure 4.22 shows the number of school social workers from FY02 to FY06.

**Figure 4.22. School Social Workers, FY02-FY06**

(Source: EWRRAD/PSC, 2006)



In the school social worker personnel category, there is an almost even split in racial distribution, with Whites accounting for 52.3% and Blacks accounting for 45.4%. The number of Hispanic school social workers increased from 9 in FY05 to 12 in FY06. Table 4.21 shows the number and percentages of school social worker by gender and ethnicity from FY02 to FY06.

**Table 4.21. Gender and Ethnic Distribution of School Social Workers, FY02-FY06**

Characteristics	FY02		FY03		FY04		FY05		FY06	
	#	%	#	%	#	%	#	%	#	%
<b>Gender</b>										
Male	92	19	89	17.9	94	18.7	102	19.3	108	18.7
Female	391	80.95	408	82.1	409	81.3	427	80.7	469	81.3
Total	483	100	497	100	503	100	529	100	577	100
<b>Ethnic Groups</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
American Indian	1	0.2	1	0.2	1	0.2	1	0.2	0	0.0
Asian	1	0.2	0	0	0	0	0	0	0	0.0
Black	202	41.8	210	42.3	209	41.6	231	43.7	262	45.4
Hispanic	6	1.2	7	1.4	7	1.4	9	1.7	12	2.1
Multiracial	0	0	0	0	1	0.2	0	0	1	0.2
White	273	56.5	279	56.1	285	56.7	288	54.4	302	52.3
Total	483	100	497	100	503	100	529	100	577	100

Data Source: EWRRAD/PSC, 2006



## Summary

The majority of administrative personnel and student services personnel in the Georgia public school systems are White and female, although the number of male and minority administrative personnel continues to increase. However, it is pertinent that recruitment efforts for a more diverse educator workforce expand beyond the realms of the teacher workforce to those of the administrative and student services personnel groups. Recruitment efforts should be channeled towards attracting Hispanic and/or Spanish speaking and other ethnic and language diverse student services personnel, considering the growth rate among the Hispanic/Latino, in particular, and the entire non-English speaking student population in Georgia Pre-Kindergarten to 12<sup>th</sup> grade. Similar targeted efforts may be required to raise the number of male counselors at the elementary and especially at the middle grades levels where male students are undergoing developmental changes.

Tables D1.1 to D1.12 in Appendix D present more detailed demographic information on Georgia's FY06 administrative and student services workforce. Personnel categories are also presented by RESA and school systems in some of the tables in the appendix.

## Chapter 5: Demand for Administrative and Student Services Personnel

### Attrition of Administrative Personnel

Attrition continues to be more prevalent among administrative personnel than among teachers. Attrition among principals and assistant principals merit separate examination and analysis and will be discussed separately.

#### *Attrition of Principals*

Attrition continues to be a critical factor in the demand for principals. A total of 323 principals left their positions after FY05, a slight decrease from the 329 reported in FY04. This translates into an attrition rate of 15.0%, a decrease from 15.9% reported for FY04. Attrition among principals has remained consistently higher than among teachers since before FY02. See Figure 5.1.

The mean experience of principals who left after FY05 was 25.3 years, a decrease from the 26.3 years reported for FY04. The range of experience was from zero to 40 years compared to 3 to 44 years, the previous year. Their mean age was 52.0 years, and ranged from 30 to 70 years.

**Figure 5.1. Comparing Attrition Between Principals and Teachers, FY02-FY05**  
(Source: EWRRAD/PSC, 2006)

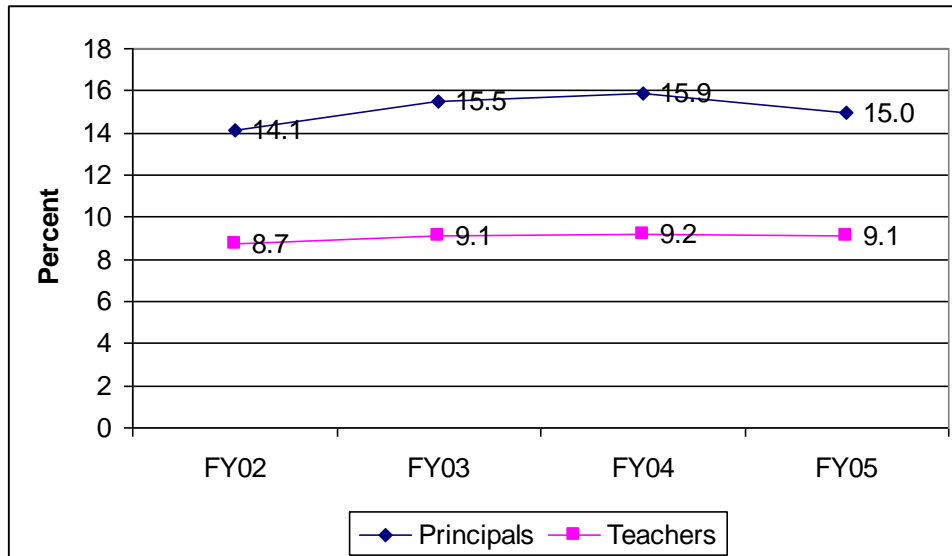


Table 5.1 shows the age and experience of principals who left from FY02 to FY05.

**Table 5.1. Experience and Age of Principals Who Left Their Positions, FY02-FY05**

<b>Experience</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04</b>	<b>FY05</b>
Number	289	321	329	323
Minimum	0	4	3	0
Maximum	43	43	44	40
Mean	25.5	25.5	26.3	25.3
Standard Deviation	7.9	6.7	7.0	7.9
<b>Age</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04</b>	<b>FY05</b>
Number	289	321	329	323
Minimum	33	28	30	30
Maximum	76	69	69	70
Mean	52.9	52.9	52.7	52.0
Standard Deviation	6.6	6.7	6.9	7.9

Data Source: CPI, 2006

Sixty-one percent of the principals who left their positions had 25 or more years of experience, while almost two-thirds (65.6%) were 51 years or older. This suggests that most of the principals who left might have left as result of retirement eligibility due to age or experience. See Tables 5.2 and 5.3.

**Table 5.2. Experience Groups of Principals Who Left Their Positions, FY02-FY05**

<b>Experience Groups</b>	<b>FY02</b>		<b>FY03</b>		<b>FY04</b>		<b>FY05</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
0-4 years	7	2.4	3	.9	1	0.3	3	0.9
5-9 years	5	1.7	6	1.9	10	3	10	3.1
10-14 years	17	5.9	16	5.0	20	6.1	25	7.7
15-19 years	30	10.4	30	9.3	28	8.5	31	9.6
20-24 years	43	14.9	55	17.1	63	19.1	57	17.6
25-29 years	98	33.9	122	38.0	120	36.5	87	26.9
30 and above	89	30.8	89	27.7	87	26.4	110	34.1
<b>Total</b>	<b>289</b>	<b>100</b>	<b>321</b>	<b>100</b>	<b>329</b>	<b>100</b>	<b>323</b>	<b>100</b>
<b>Principal Total</b>	<b>2,048</b>		<b>2,071</b>		<b>2,072</b>		<b>2,149</b>	
<b>% Attrition</b>	<b>14.10%</b>		<b>15.50%</b>		<b>15.90%</b>		<b>15.03%</b>	

Data Source: CPI, 2006

**Table 5.3. Age Group of Principals Who Left Their Positions, FY02-FY05**

Age Groups	FY02		FY03		FY04		FY05	
	#	%	#	%	#	%	#	%
21-30	0	0.0	1	0.3	1	0.3	1	0.3
31-40	16	5.6	23	7.2	21	6.4	33	10.2
41-50	59	20.4	62	19.3	66	20.1	77	23.8
51-60	185	64.0	202	62.9	207	62.9	179	55.4
61 and Higher	29	10.0	33	10.4	34	10.3	33	10.2
<b>Total</b>	<b>289</b>	<b>100</b>	<b>321</b>	<b>100</b>	<b>329</b>	<b>100</b>	<b>323</b>	<b>100</b>

Data Source: CPI, 2006

A total of 177 principals who left their positions in FY05 were 51 years or older and had 25 or more years of experience. This is an attrition of 21.4% of all FY05 principals who were of similar age and experience demographics. This percentage has declined for the second year in a row, declining from 23.9% in FY03. The total number of principals within this age and experience group also has been declining. This may suggest that either the principals are retiring sooner or that younger principals are being hired. See Table 5.4.

**Table 5.4. Attrition of Principals 51 Years or Older and 25 or More Years Experience, FY02-FY06**

Category	Years				
	FY02	FY03	FY04	FY05	FY06
All Principals	2,048	2,071	2,072	2,125	2,149
# Age 51+ and Experience 25+ Years	827	852	857	826	815
% 51+ yrs & 25+ Experience	40.4	41.1	41.4	38.9	37.9
Attrition from Group	173	204	201	177	
% Attrition from Group	20.9	23.9	23.5	21.4	

Data Source: CPI, 2006

Over half (173, 53.6%) of the principals who left their positions exited the Georgia public school system. The remaining 150 individuals stayed in the Georgia public school system in other positions such as teaching (19), assistant superintendent (24), instructional supervisor (24), and others. See Table 5.5. Some principals who left their positions accepted what might appear to be a demotion from the principalship. This phenomenon needs to be investigated further to understand factors that lead to such changes.

**Table 5.5. FY06 Jobs of FY05 Principals**

	Frequency	Percent
Teachers	19	5.9
Student Services	3	0.9
Assistant Principal	20	6.2
Assistant Superintendent	24	7.4
Curriculum Director	14	4.3
Human Resources Director	5	1.5
Instructional Supervisor	24	7.4
Other Administrative Personnel	27	8.4
Special Education Director	3	0.9
Superintendent	10	3.1
Technology Director	1	0.3
<b>Out of Georgia</b>	<b>173</b>	<b>53.6</b>
<b>Total</b>	<b>323</b>	<b>100.0</b>

Data Source: CPI, 2006

Over seventy percent (72.3% or 125) of principals who left were 51 years and older and over half (57.2 or 99) possessed 25 years or more experience. See Table 5.6

**Table 5.6. FY05 Principals that Left Georgia Public Schools Distributed by Age and Experience Groups, FY06**

Experience Group	Age Groups					Total
	21-30	31-40	41-50	51-60	61 and above	
0-4	0	0	1	2	0	3
5-9	0	5	2	0	0	7
10-14	1	5	1	0	0	7
15-19	0	2	1	2	0	5
20-24	0	0	10	9	3	22
25-29	0	0	4	40	5	49
30 and above	0	0	0	59	21	80
Total	1	12	19	112	29	173

Data Source: CPI, 2006

Of the 323 principals who left in FY05, 221 (68.4%) were White, while 99 (30.7%) were Black. There was an increase in the number and percentage of Black principals who left from FY04 (87) to FY05 (99). See Table 5.7. Over half (55.7%) were female, while 44.3% (143) were male. This is contrary to what occurred in FY04, when slightly more than half (51.1%) of those who left were male.

**Table 5.7. Ethnicity of Principals Who Left Their Positions, FY01-FY05**

Ethnicity	FY01		FY02		FY03		FY04		FY05	
	#	%	#	%	#	%	#	%	#	%
American Indian	2	0.6	2	0.7	2	0.6	0	0	1	0.3
White	222	71.4	215	74.4	221	68.9	241	73.3	221	68.4
Hispanic	0	0	1	0.4	3	0.9	0	0	2	0.6
Black	87	28	71	24.6	95	29.6	87	26.4	99	30.7
Asian	0	0	0	0	0	0	1	0.3	0	0.0
Total Attrition	311	100	289	100	321	100	329	100	323	100
Principal Total	2,010		2,048		2,071		2,072		2,149	
Attrition as % of Principal Total	15.5		14.1		15.5		15.9		15.0	

Data Source: CPI, 2006

In FY06, most (96.1% or 2,066) of every year's set (FY02-FY06) of principals remained in the same school system as in the previous year, meaning that each year's group of principals comes mostly from within its home school systems. Only 32 (1.5%) of FY06 principals were hired from outside the Georgia public school system, while 51 (2.4%) were hired from another Georgia school system. See Table 5.8.

**Table 5.8. Principals in Current Year Distributed by Source and Mobility, FY02-FY06**

Principals	FY02		FY03		FY04		FY05		FY06	
	#	%	#	%	#	%	#	%	#	%
Stayers*	1,945	94.7	1,993	96.2	1,986	95.9	2,025	95.3	2,066	96.1
New hires from outside of Georgia	32	1.6	31	1.5	34	1.6	35	1.7	32	1.5
Movers	71	3.5	47	2.3	52	2.5	65	3.1	51	2.4
<b>Total</b>	<b>2,048</b>	<b>100</b>	<b>2,071</b>	<b>100</b>	<b>2,072</b>	<b>100</b>	<b>2,125</b>	<b>100</b>	<b>2,149</b>	<b>100</b>

Data Source: CPI, 2006

\* Includes non-principals promoted into principalship in FY06 and FY05.

The principal personnel group is a very stable group. Of the 1,802 principals retained from FY05, the majority (99.2% or 1,788) remained in the same system as they were in FY05. This is an increase from FY05 (98.6%). Only 14 (0.8%) moved to another school system in Georgia. Table 5.9 shows the system mobility of individuals who were employed as principals in FY05 and remained principals in FY06.

**Table 5.9. Principals' Mobility Among Systems, FY03-FY06**

Principals	FY03		FY04		FY05		FY06	
	#	%	#	%	#	%	#	%
Stayed	1,745	99.2	1,724	98.5	1,718	98.6	1,788	99.2
Moved	14	0.8	26	1.5	25	1.4	14	0.8
<b>Retained</b>	<b>1,759</b>	<b>100</b>	<b>1,750</b>	<b>100</b>	<b>1,743</b>	<b>100</b>	<b>1,802</b>	<b>100</b>
New Principals	312		322		382		347	
<b>Total</b>	<b>2,071</b>		<b>2,072</b>		<b>2,125</b>		<b>2,149</b>	

Data Source: CPI, 2006

Table 5.10 shows that FY05 principals did not move across RESAs. This shows that although a small number of principals moved across systems in FY06, mobility across RESA was virtually non-existent.

**Table 5.10. Principals' Mobility Among RESAs, FY03-FY06**

Principals	FY03		FY04		FY05		FY06	
	#	%	#	%	#	%	#	%
Principal Retention in RESA from Previous Year	1,747	99.3	1,733	99	1,725	99	1,802	100
Moved to a New RESA	12	0.7	17	1.0	18	1.0	0	0
<b>Total Retained</b>	<b>1,759</b>	<b>100</b>	<b>1,750</b>	<b>100</b>	<b>1,743</b>	<b>100</b>	<b>1,802</b>	<b>100</b>

Data Source: CPI, 2006

Loss from Metro RESA accounted for 28.2% (91) of all the principal loss in FY05. However, this does not mean that Metro RESA experienced the highest proportional loss. Further analysis on the percentage of attrition relative to the total number of principals in each RESA revealed that Metro RESA had recorded a 13.7% loss of the total number of principals in the RESA. Only four RESAs – North Georgia (10.3%), Middle Georgia (8.9%), Okefenokee, (8.7%) and West Georgia (7.5%) experienced lower proportional principal losses than Metro RESA. The highest losses were recorded in Oconee (39.3%) and Heart of Georgia (22.0%) RESAs.

Significant increases in principal loss from FY05 to FY06 were seen in First District (93.8%), Griffin (76.9%), and Oconee (57.1%). Loss in Griffin RESA rose from 11.8 % in FY03 and FY04 to 19.3% in FY05. See Table 5.11.

**Table 5.11. Principal Attrition by RESA as a Proportion of the Number of Principals in the RESA, FY02-FY05**

RESA	FY02 Loss		FY03 Loss		FY04 Loss		FY05 Loss	
	# Lost	% of total Principals	# Lost	% of total Principals	# Lost	% of total Principals	# Lost	% of total Principals
Central Savannah	21	16.4	16	12.7	18	14.3	20	15.7
Chattahoochee	17	17.2	16	16.2	13	13.3	17	16.7
Coastal Plains	11	18.9	13	22.8	9	15.8	8	14.0
First District	18	10.1	22	12.4	16	8.9	31	16.8
Griffin	14	13.5	13	11.8	13	11.8	23	19.3
Heart of Georgia	5	11.9	9	20.9	8	19.5	9	22.0
Metro	85	14.1	90	14.5	97	15.5	91	13.7
Middle Georgia	15	14.7	17	16.4	20	20.2	9	8.9
North Georgia	10	12.4	11	13.1	18	21.7	9	10.3
Northeast Georgia	18	17.5	17	16.4	16	15.4	15	13.9
Northwest Georgia	24	15.8	18	11.8	29	18.8	27	16.8
Oconee	9	24.3	7	19.4	7	21.9	11	39.3
Okefenokee	6	12.3	10	20.8	9	19.1	4	8.7
Pioneer	18	14.9	26	21.5	25	19.8	23	18.0
Southwest Georgia	10	9.7	17	16.8	16	15.7	19	18.6
West Georgia	8	9.3	19	21.6	15	16.9	7	7.5
<b>Total</b>	<b>289</b>	<b>14.1</b>	<b>321</b>	<b>15.5</b>	<b>329</b>	<b>15.9</b>	<b>323</b>	<b>15.0</b>

Data Source: CPI, 2006

A follow-up investigation will hopefully shed more light on why two adjacent RESAs, Oconee and Heart of Georgia lose their principals in such great numbers. Stability in school leadership is important for consistent academic progress.

### ***Attrition of Assistant Principals***

Attrition among assistant principals declined in FY05, dipping to 18.7% after rising to 20.7 in FY04. The number of assistant principals who left their positions declined by 8.2% to 548 in FY05 from 593 reported the previous year. Although attrition among assistant principals slowed in FY05, attrition rates still remain highest among this personnel group when compared to those of principals (15.0) and teachers (9.1%). This may be a function of the promotions from this group into the ranks of principalship.

The mean age of assistant principals who left after FY05 was 46.2 years, while their average experience was 19.3 years. These were both declines from the average age (47.1 years) and experience (20.2 years) reported the previous year. The maximum age among those who left also declined from 73 years in FY04 to 65 in FY05. Similarly, the maximum experience declined from 69 to 38 from the previous year. See Table 5.12.



**Table 5.12. Experience and Age of Assistant Principals Who Left Their Positions, FY02-FY05**

<b>Experience</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04</b>	<b>FY05</b>
Number	439	531	593	548
Minimum	0	0	3	0
Maximum	43	45	49	38
Mean	19.7	20.2	20.2	19.3
Standard Deviation	8.3	8.6	8.6	8.4
<b>Age</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04</b>	<b>FY05</b>
Number	439	531	593	548
Minimum	27	28	27	29
Maximum	69	71	73	65
Mean	46.7	47.2	47.1	46.2
Standard Deviation	8.9	9.3	9.1	9.1

Data Source: CPI, 2006

The number of assistant principals who left from the 31-40 years age group increased from 166 (28.0%) in FY04 to 179 (32.7) in FY05. There were noted declines in the number who left from the 51-60 and above 60 age groups. See Table 5.13.

**Table 5.13. Age Groups of Assistant Principals Who Left Their Positions, FY02-FY05**

<b>Age Groups</b>	<b>FY02</b>		<b>FY03</b>		<b>FY04</b>		<b>FY05</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
21-30 years	13	3.0	7	1.3	7	1.2	8	1.5
31-40 years	100	22.8	143	26.9	166	28.0	179	32.7
41-50 years	160	36.5	151	28.4	173	29.2	145	26.5
51-60 years	149	34.0	190	35.8	211	35.6	195	35.6
61 and over	17	3.9	40	7.5	36	6.1	21	3.8
<b>Total Attrition</b>	<b>439</b>	<b>100</b>	<b>531</b>	<b>100</b>	<b>593</b>	<b>100</b>	<b>548</b>	<b>100</b>
<b>Assistant Principal Total</b>	<b>2,631</b>		<b>2,822</b>		<b>2,863</b>		<b>2,936</b>	
<b>% Attrition</b>	<b>16.7%</b>		<b>18.8%</b>		<b>20.7%</b>		<b>18.7%</b>	

Data Source: CPI, 2006

Of the 548 assistant principals who left, 26.5% (145) had 25 or more years of experience. See Table 5.14. This was a decline from the 30.7% (182) reported the previous year from this age group, suggesting that many of the assistant principals who leave do not do so due to retirement, but rather for other reasons.

**Table 5.14. Experience Levels of Assistant Principals Who Left Their Positions, FY02-FY05**

Experience Groups	FY02		FY03		FY04		FY05	
	#	%	#	%	#	%	#	%
0-4 years	3	.7	9	1.7	6	1	14	2.6
5-9 years	56	12.8	87	16.4	85	14.3	74	13.5
10-14 years	78	17.8	92	17.3	119	20.1	123	22.4
15-19 years	79	18.0	72	13.6	88	14.8	92	16.8
20-24 years	92	21.0	91	17.1	113	19.1	100	18.2
25-29 years	74	16.9	127	23.9	113	19.1	82	15.0
30 and over	57	13.0	53	10.0	69	11.6	63	11.5
<b>Total</b>	<b>439</b>	<b>100</b>	<b>531</b>	<b>100</b>	<b>593</b>	<b>100</b>	<b>548</b>	<b>100</b>

Data Source: CPI, 2006

In FY05, a total of 146 assistant principals who left were 51 years or older and had 25 or more years of experience; the probability of leaving for assistant principals with similar demographics is 22.1%. This information may be beneficial for personnel planning with regards to the hiring and replacement of assistant principals.

**Table 5.15. Attrition of Assistant Principal 51 Years or Older and 25 or More Years Experience, FY02-FY06**

Category	Years				
	FY02	FY03	FY04	FY05	FY06
All Assistant Principals	2,631	2,822	2,863	2,936	3,126
# Age 51+ and Experience 25+ Years	579	653	664	662	654
% 51+ yrs & 25+ Experience	22	23.1	23.2	22.5	20.9
Attrition from Group	116	177	176	146	
% Attrition from Group	20	27.1	26.5	22.1	

Data Source: CPI, 2006

Of the 548 assistant principals who left that position after FY05, only 126 (23.0%) actually left the Georgia public school system. This was a decline from the 165 (27.8%) reported for FY04. The remaining 422 individuals made lateral transfers in FY06 to other job functions. More than half (59.5% or 251) of those who left became principals, while 17.1% (72) became teachers. See Table 5.16.

**Table 5.16. FY05 Jobs of Assistant Principals in FY06**

Category	Frequency	Percent
Teachers	72	17.1
Assistant Superintendent	2	0.5
Athletic Director	2	0.5
Curriculum Director	5	1.2
Student Services	12	2.8
Instructional Supervisor	27	6.4
Other Administrators	33	7.8
Pre-K Director	1	0.2
Principals	251	59.5
Special Education Director	4	0.9
Superintendent	1	0.2
Vocational Director	12	2.8
<b>Total in Georgia</b>	<b>422</b>	<b>100</b>
Out of Georgia	126	
<b>Total Attrition</b>	<b>548</b>	

Data Source: CPI, 2006

A total of 362 (66.1%) assistant principals who left after FY05 were White, a decline from 415 (70%) reported in FY04. Conversely, the number and percentage of Black assistant principals who left increased to 181 (33.0%) in FY05. See Table 5.17.

**Table 5.17. Ethnicity of Assistant Principals Who Left Their Positions, FY02-FY05**

Ethnicity	FY02		FY03		FY04		FY05	
	#	%	#	%	#	%	#	%
American Indian	0	0.0	0	0.0	0	0.0	1	0.2
Asian	1	0.2	0	0.0	0	0.0	1	0.2
Black	115	26.2	170	32	176	29.7	181	33.0
Hispanic	0	0	2	0.4	2	0.3	3	0.5
Multiracial	0	0.0	1	0.2	0	0.0	0	0.0
White	323	73.6	358	67.4	415	70	362	66.1
<b>Total</b>	<b>439</b>	<b>100</b>	<b>531</b>	<b>100</b>	<b>593</b>	<b>100</b>	<b>548</b>	<b>100</b>

Data Source: CPI, 2006

Most assistant principals are hired from within their systems year after year. In FY06, 93.9% were retained from FY05 or promoted from within. Less than five percent (4.3%) of the total 3,126 assistant principals moved from another school system while only 1.9% were new hires from outside Georgia public school systems in FY06. The percentage of assistant principals who originate from within the same system of the prior year's employment has consistently stayed above 90% since FY02. See Table 5.18.

**Table 5.18. Assistant Principals in Current Year Distributed by Source and Mobility Among Systems, FY02-FY06**

Assistant Principals	FY02		FY03		FY04		FY05		FY06	
	#	%	#	%	#	%	#	%	#	%
Stayers*	2,408	91.5	2,629	93.2	2,701	94.3	2,745	93.5	2,934	93.9
New Hires	55	2.1	65	2.3	57	2	57	1.9	58	1.9
Movers	168	6.4	128	4.5	105	3.7	134	4.6	134	4.3
<b>Total</b>	<b>2,631</b>	<b>100</b>	<b>2,822</b>	<b>100</b>	<b>2,863</b>	<b>100</b>	<b>2,936</b>	<b>100</b>	<b>3,126</b>	<b>100</b>

Data Source: CPI, 2006

\* Includes individuals newly promoted to assistant principal positions.

Mobility across RESA remains minimal at 2.5% in FY06. A total of 2,992 (97.5%) remained in the same RESA in which they were employed in FY05. See Table 5.19.

**Table 5.19. Assistant Principals' Mobility Among RESAs, FY02-FY06**

Assistant Principals	FY02		FY03		FY04		FY05		FY06	
	#	%	#	%	#	%	#	%	#	%
Remained in RESA from Previous Year	1,920	98.6	2,174	99.2	2,806	100	2,807	97.5	2,992	97.5
Moved to a New RESA	27	1.4	18	0.8	0	0	72	2.5	76	2.5
<b>Total Retained</b>	<b>1,947</b>	<b>100</b>	<b>2,192</b>	<b>100</b>	<b>2,806</b>	<b>100</b>	<b>2,879</b>	<b>100</b>	<b>3,068</b>	<b>100</b>

Data Source: CPI, 2006

Metro RESA lost the highest number (193) of assistant principals in FY06, accounting for 35.2% of the total FY05 assistant principal attrition. However, if the number of those who left is considered as a proportion of the total number of assistant principals in the RESA, Metro RESA actually had an attrition rate of 16.3%. This percentage (16.3%) is less than the state average (18.7%) attrition rate among assistant principals and less than the attrition rate for 12 of the other RESAs. Coastal Plains incurred the lowest loss proportionally (11.4%) from FY05, a decrease from the 18.6% reported for FY04.

Seven out of the sixteen RESAs (43.8%) incurred assistant principal losses greater than 20% in FY05. These are: Chattahoochee (22.2%), First District (23.8%), Griffin (21.4%), Heart of Georgia (35.9%), Northwest Georgia (23.1%), Okefenokee (30.0%), and Southwest Georgia (23.7%), RESAs. See Table 5.20. This indicates that in some

of these RESAs, at least one in every five assistant principals in FY05 needed to be replaced in FY06.

**Table 5.20. Assistant Principal Attrition by RESA as a Proportion of the Number of Assistant Principals in the RESA, FY02-FY05**

RESA	FY02		FY03		FY04		FY05	
	#	%	#	%	#	%	#	%
Central Savannah	21	18.8	27	24.1	22	20.4	22	19.6
Chattahoochee	14	14.9	18	19	21	20.8	22	22.2
Coastal Plains	14	15.4	20	23	16	18.6	10	11.4
First District	33	15.9	41	19.4	46	21.8	51	23.8
Griffin	29	19.2	23	14.1	31	18.7	37	21.4
Heart of Georgia	9	25.7	7	24.1	8	23.5	14	35.9
Metro	140	13.8	199	17.7	213	18.2	193	16.3
Middle Georgia	24	26.1	23	21.1	27	26	21	16.3
North Georgia	21	19.8	15	13.9	27	24.3	21	18.3
Northeast Georgia	25	21	28	22.2	22	17.9	19	14.5
Northwest Georgia	28	16.3	28	15.5	50	26.9	45	23.1
Oconee	17	50	8	22.2	8	21.6	6	18.2
Okefenokee	4	11.8	11	26.2	9	20.9	12	30.0
Pioneer	22	16.1	33	21	40	25.8	26	16.8
Southwest Georgia	23	19.3	21	17.2	24	20.5	27	23.7
West Georgia	15	13.5	29	24.8	29	26.4	22	19.5
<b>Total</b>	<b>439</b>	<b>16.7</b>	<b>531</b>	<b>18.8</b>	<b>593</b>	<b>20.7</b>	<b>548</b>	<b>18.7</b>

Data Source: CPI, 2006

### ***Attrition of Other Administrative Personnel***

This section highlights attrition among other administrative personnel besides principals and assistant principals. These personnel groups are examined together because of their small group sizes. A total of 516 individuals left after FY05 from these personnel groups. The largest loss (168, or 32.6%) was from among the instructional supervisor personnel group. It is worthy to note that although the largest loss occurred among this group, the number lost is actually a decline from the previous year (FY04; 208, or 36.4%). See Table 5.21.

**Table 5.21. Attrition of Administrative Personnel Other Than Principals and Assistant Principals, FY02-FY05**

Category	FY02		FY03		FY04		FY05	
	#	%	#	%	#	%	#	%
Assistant Superintendent	28	5.5	35	6.1	37	6.5	41	7.9
Athletic Director	5	1	19	3.3	17	3	13	2.5
Curriculum Director	25	4.9	39	6.8	29	5.1	21	4.1
Human Resources Director	6	1.2	9	1.6	10	1.7	10	1.9
Instructional Supervisor	214	42	156	27.1	208	36.4	168	32.6
Other Administrators	146	28.7	212	36.9	155	27.1	160	31.0
Pre-Kindergarten Director	3	0.6	4	0.7	3	0.5	4	0.8
RESA Director	3	0.6	3	0.5	1	0.2	1	0.2
Special Education Director	14	2.8	25	4.4	18	3.1	22	4.3
Superintendent	26	5.1	37	6.4	26	4.5	32	6.2

**Table 5.21. Attrition of Administrative Personnel Other Than Principals and Assistant Principals, FY02-FY05 (Continued)**

Category	FY02		FY03		FY04		FY05	
	#	%	#	%	#	%	#	%
Technology Director	8	1.6	6	1	9	1.6	9	1.7
Vocational Education Director	31	6.1	30	5.2	59	10.3	35	6.8
<b>Total</b>	<b>509</b>	<b>100</b>	<b>575</b>	<b>100</b>	<b>572</b>	<b>100</b>	<b>516</b>	<b>100</b>

Data Source : CPI, 2006

Over half (56.8%, 293) of the other administrative personnel who left their positions after FY05 left the Georgia public school system, while 223 (43.2%) stayed in Georgia public schools, but in new positions in FY06. For instance, 66 of those who remained became assistant principals, 36 became principals, and 71 had major assignments as teachers. See Table 5.22.

**Table 5.22. Following Year Classification of Other Administrators Who Left Their Positions, FY02-FY05**

Following Year Classification	FY02	FY03	FY04	FY05
	Other Admin.	Other Admin.	Other Admin.	Other Admin.
Assistant Principal	142	78	95	66
Elementary Grades Teacher	7	22	28	18
Elementary Grades Counselor	1	1	0	4
High School Counselor	4	2	0	4
High School Teacher	10	18	22	13
Instructional Specialist	0	4	2	1
Kindergarten Teacher	1	1	0	0
Literacy Coach	0	3	5	9
Media Specialist	0	4	3	2
Middle Grades Counselor	1	1	1	1
Middle Grades Teacher	13	14	21	16
Other Student Services Staff	18	20	17	27
Other Teacher	8	4	4	6
Pre-Kindergarten Teacher	1	1	1	3
Principal	53	47	59	36
School Psychologist	1	1	2	1
School Social Worker	3	2	3	1
Special Education Teacher	4	10	9	11
Speech & Language Pathology	0	3	1	0
ESOL Teacher	0	0	0	1
Vocational Education Teacher	4	9	10	3
Not in Georgia System	238	330	289	293
<b>Total Attrition</b>	<b>509</b>	<b>575</b>	<b>572</b>	<b>516</b>
Attrition as % of Other Admin.	18.2	20.28	19.9	17.7
Still in Georgia	271	245	283	223
Same School System	239	189	237	169
Still in GA as % of Attrition	53.2	42.61	49.5	43.2

Data Source: CPI, 2006

### Attrition of Student Services Personnel

Attrition and mobility patterns among FY05 student services personnel are discussed in this section. A total of 1,113 student services personnel left their positions in FY05, yielding an attrition rate of 11.1%. This attrition rate is lower than those reported for principals (15.0%) and assistant principals (18.7%), but higher than teacher attrition (9.1%). Attrition remains highest among the “Other student services staff”, accounting for 30.5% of the loss among the student service personnel group; an increase from the percentage reported for FY04. The next highest percentage was reported among media specialists (16.7%), followed by speech and language pathologists (12.9%). See Table 5.23.

**Table 5.23. Categories of Student Services Personnel Who Left Their Position in the Workforce, FY02-FY05**

Category	FY02		FY03		FY04		FY05	
	#	%	#	%	#	%	#	%
Elementary Grades Counselor	99	9.8	128	10.9	112	11.1	135	12.1
High School Counselor	90	8.9	112	9.6	98	9.7	98	8.8
Middle Grades Counselor	83	8.2	79	6.8	84	8.3	104	9.3
Media Specialist	181	17.8	198	16.9	178	17.7	186	16.7
Other Student Services Staff*	246	24.2	342	29.3	278	27.6	340	30.5
School Psychologist	49	4.8	53	4.5	63	6.3	58	5.2
School Social Worker	35	3.5	49	4.2	33	3.3	48	4.3
Speech & Language Pathologist	232	22.9	209	17.9	160	15.9	144	12.9
<b>Total</b>	1,015	100	1,170	100	1,006	100	1,113	100
All Student Services Personnel	9,347		9,789		10,060		10,066	
Attrition %	10.9		12.0		10.3		11.1	

Data Source: CPI, 2006

\* Other Student Services Staff include various individuals whose job entails assisting and facilitating the instructional process, e.g technology specialist, special education specialist, teacher support specialist, etc.

Table 5.24 shows the following year job categories or placement of student services personnel who left their positions after FY05. A total of 332 (29.8%) of those individuals leaving student services positions accepted administrative or teaching jobs in Georgia school systems. Among these 332 individuals, 82 became assistant principals, 7 became principals, 63 were classified as “other administrators” while 163 took up assignments as teachers.

**Table 5.24. Classifications of Student Services Personnel Position Leavers the Following Year, FY02-FY05**

<b>Following-Year Classification</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04</b>	<b>FY05</b>
Assistant Principal	42	49	49	82
Elementary Grades Teacher	39	80	51	51
ESOL Teachers	0	0	3	6
High School Teacher	21	33	25	21
Instructional Specialist	5	33	7	4
Kindergarten Teacher	9	8	0	6
Literacy Coach	0	0	10	13
Middle Grades Teacher	25	10	21	17
Assistant Superintendent	2	3	1	0
Athletic Director	0	0	1	0
Curriculum Director	4	2	4	3
Human Resources Director	0	1	1	0
Instructional Supervisor	21	22	22	23
Other Administrative Personnel*	24	22	26	26
Pre-Kindergarten Director	2	0	2	0
Special Education Director	6	11	8	6
Superintendent	1	0	0	0
Technology Director	7	4	6	3
Vocational Education Director	1	0	0	2
Other Teachers**	14	14	8	6
Pre-Kindergarten Teacher	0	1	5	2
Principal	10	6	9	7
Special Education Teacher	120	88	59	53
Vocational Education Teacher	4	4	3	1
Total Still in Georgia	357	391	321	332
Not in Georgia Public School System	658	779	685	781
<b>Total</b>	<b>1,015</b>	<b>1,170</b>	<b>1,006</b>	<b>1,113</b>

Data Source: CPI, 2006

\* Other Administrative Personnel include Information Services Personnel, Transportation Director, Finance & Business Service Manager, and Adult Education Director

\*\* Other Teachers include Military Science Teacher, Extended Day Teacher, Extended Year Teacher, and Other Instructional Provider.

Table 5.25 shows the job classification of student services personnel who took other positions in FY06. For example, among the 82 individuals who became assistant principals in FY06, 16 were elementary grades counselors, 45 were other student services personnel, 9 were middle grades counselors, 6 were media specialists, and 6 were high school counselors. See Table 5.25.



**Table 5.25. Personnel Classifications of FY05 Leavers by FY06 Workforce Classifications**

Personnel Category in FY06	Personnel categories in FY05								Total
	Elementary Grades Counselor	High School Counselor	Middle Grades Counselor	Media Specialist	Other Student Services	School Psychologist	School Social Worker	Speech & Language Pathologist	
Assistant Principal	16	6	9	6	45	0	0	0	82
EIP Grades 1-3	1	0	0	1	9	0	0	0	11
EIP Grades 4-5	1	0	0	0	6	0	0	0	7
EIP-Kindergarten	0	0	0	0	1	0	0	0	1
ESOL Teacher	0	0	0	0	5	0	0	1	6
Grade 1	1	0	0	1	2	0	0	0	4
Grade 2	0	0	0	1	1	0	0	0	2
Grade 3	0	0	0	0	0	0	1	0	1
Grade 4	0	1	0	5	2	0	0	0	8
Grade 5	0	0	0	3	3	0	0	0	6
Grade 6	0	0	1	0	0	0	0	0	1
Grade 7	0	1	1	1	1	0	0	0	4
Grade 8	0	0	1	0	2	0	0	0	3
High School	2	5	1	3	10	0	0	0	21
Instructional Supervisor	0	0	2	0	1	0	0	1	4
Kindergarten	2	0	0	1	1	1	0	1	6
Literacy Coach	0	0	0	1	12	0	0	0	13
Other Administrative Personnel	1	5	1	0	51	2	2	1	63
Other Elementary	0	0	1	3	7	0	0	0	11
Other Middle	1	0	0	0	8	0	0	0	9
Other Teachers	1	1	0	0	3	0	1	0	6
Pre-K	0	0	0	1	1	0	0	0	2
Principal	1	0	0	0	5	0	1	0	7
Special Education Teacher	3	1	2	3	33	1	0	10	53
Vocational Education Teacher	0	0	0	1	0	0	0	0	1
Not in Georgia Public School System	105	78	85	155	131	54	43	130	781
<b>Total</b>	<b>135</b>	<b>98</b>	<b>104</b>	<b>186</b>	<b>340</b>	<b>58</b>	<b>48</b>	<b>144</b>	<b>1,113</b>

Data Source: CPI, 2006

FY06 job classifications of student services personnel who left the Georgia public system after FY05 are shown in Table 5.26. Media specialists accounted for the largest percentage (19.8%) of those who left, followed by other student services (16.8%), and speech and language pathologists (16.6%).

**Table 5.26. Personnel Classifications of Student Services Personnel Who Left the Georgia Workforce, FY02-FY05**

Category	FY02		FY03		FY04		FY05	
	#	%	#	%	#	%	#	%
Elementary Grades Counselor	82	12.5	104	13.4	83	12.1	105	13.4
High School Counselor	67	10.2	90	11.6	66	9.6	78	10.0
Middle Grades Counselor	66	10.0	66	8.5	68	9.9	85	10.9
Media Specialist	146	22.2	167	21.5	157	22.9	155	19.8
Other Student Services Personnel	88	13.4	113	14.5	90	13.1	131	16.8
School Psychologist	42	6.4	48	6.2	58	8.5	54	6.9
School Social Worker	22	3.3	31	4.0	30	4.4	43	5.5
Speech & Language Pathologist	145	22.0	160	20.5	133	19.4	130	16.6
<b>Total</b>	<b>658</b>	<b>100</b>	<b>779</b>	<b>100</b>	<b>685</b>	<b>100</b>	<b>781</b>	<b>100</b>

Data Source: CPI, 2006

### **Projections of the Demand for Administrative and Student Services Personnel**

Student enrollment counts and learning needs, as well as the Georgia Department of Education (GDOE) and the Southern Association of Colleges and Schools (SACS) rules and standards, determine the number of administrative and student services personnel needed in Georgia public school systems from year-to-year.

Need for these personnel groups is projected annually by the Professional Standards Commission based on growth patterns from previous years. Table 5.27 shows projections for administrative and student services personnel for FY07, FY09, FY10 and FY11. These projections are determined using the average growth from FY01 to FY06.

The largest increases among the administrative personnel group from FY02 to FY06 were seen among Pre-Kindergarten directors (29.2%), assistant principals (26.5%), other administrative personnel (25.6%) and instructional supervisors (16.6%). Decreases were seen among athletic directors (31.6%), RESA directors (18.8%), vocational education directors (1.3%), and superintendents (1.2%). Projections show that decreases are anticipated in the number of athletic directors, perhaps the result of an increase in vacancies.

Increases were experienced among all student services personnel categories from FY02 to FY06. The largest increases were seen among other student services (47.4%), school social workers (28.5%), school psychologists (22.8%), and high school counselors (23.0%). Projections show that increases are expected among all the student services personnel categories through FY11.

**Table 5.27. Projections for Administrative and Student Services Personnel,  
FY01-FY11**

	Actual (FY01-FY06)						5-yr Average Growth	Projections (FY07-FY11)				
	FY01	FY02	FY03	FY04	FY05	FY06		FY07	FY08	FY09	FY10	FY11
<b>Administrative Personnel</b>												
RESA Director*	16	16	16	16	16	13	0.963	13	12	12	11	11
Superintendent*	179	184	181	180	180	177	0.998	177	176	176	176	175
Assistant Superintendent	216	227	242	235	234	241	1.023	246	252	258	264	270
Principal	2,010	2,048	2,071	2,072	2,125	2,149	1.013	2,178	2,207	2,237	2,267	2,298
Assistant Principal	2,472	2,631	2,822	2,863	2,936	3,126	1.048	3,277	3,435	3,602	3,776	3,958
Human Resources Director	58	55	54	51	53	58	1.002	58	58	58	58	58
Curriculum Director	219	223	221	198	212	232	1.014	235	239	242	245	249
Technology Director	55	57	54	56	60	59	1.015	60	61	62	63	64
Special Ed Director	165	159	170	175	171	171	1.008	172	174	175	176	178
Vocational Ed Director	159	157	164	177	150	157	1.001	157	157	158	158	158
Instructional Supervisor	862	815	767	804	830	1,005	1.036	1,041	1,078	1,116	1,156	1,197
Kindergarten Director	1	2	1	1	1	1	1.100	1	1	1	1	2
Pre-Kindergarten Director	24	20	24	26	30	31	1.061	33	35	37	39	42
Athletic Director	57	41	58	49	43	39	0.953	37	35	34	32	31
Other Administrative Staff	805	840	883	902	938	1,011	1.047	1,058	1,108	1,160	1,214	1,271
<b>Total</b>	<b>7,298</b>	<b>7,475</b>	<b>7,728</b>	<b>7,805</b>	<b>7,979</b>	<b>8,470</b>		<b>8,744</b>	<b>9,029</b>	<b>9,326</b>	<b>9,636</b>	<b>9,960</b>
<b>Student Services Personnel</b>												
Elementary Counselor	1,297	1,371	1,444	1,435	1,454	1,473	1.026	1,511	1,551	1,591	1,633	1,675
High School Counselor	927	981	1,021	1,033	1,060	1,140	1.042	1,188	1,239	1,292	1,346	1,404
Middle Counselor	926	967	961	968	1,005	1,034	1.022	1,057	1,081	1,105	1,130	1,156
Media Specialist	2,092	2,137	2,159	2,190	2,232	2,254	1.015	2,288	2,322	2,357	2,393	2,429
Speech & Language Pathologist	1,477	1,543	1,537	1,570	1,489	1,691	1.029	1,740	1,791	1,844	1,898	1,953
School Psychologist	583	630	658	679	701	716	1.042	746	778	810	845	880
School Social Work	449	483	497	503	529	577	1.052	607	638	671	706	743
Other Student Services Personnel	1,046	1,235	1,418	1,411	1,596	1,542	1.084	1,672	1,813	1,965	2,131	2,311
<b>Total</b>	<b>8,797</b>	<b>9,347</b>	<b>9,695</b>	<b>9,789</b>	<b>10,066</b>	<b>10,427</b>		<b>10,810</b>	<b>11,213</b>	<b>11,637</b>	<b>12,082</b>	<b>12,550</b>

Data Source: CPI, 2006

\* The numbers for RESA Directors and Superintendent are affected by unfilled vacancies. Hopefully, positions will be filled and the numbers will not continue to decline as the projections suggest.

## Chapter 6: Supply of Administrative and Student Services Personnel

### Supply of Administrative Personnel

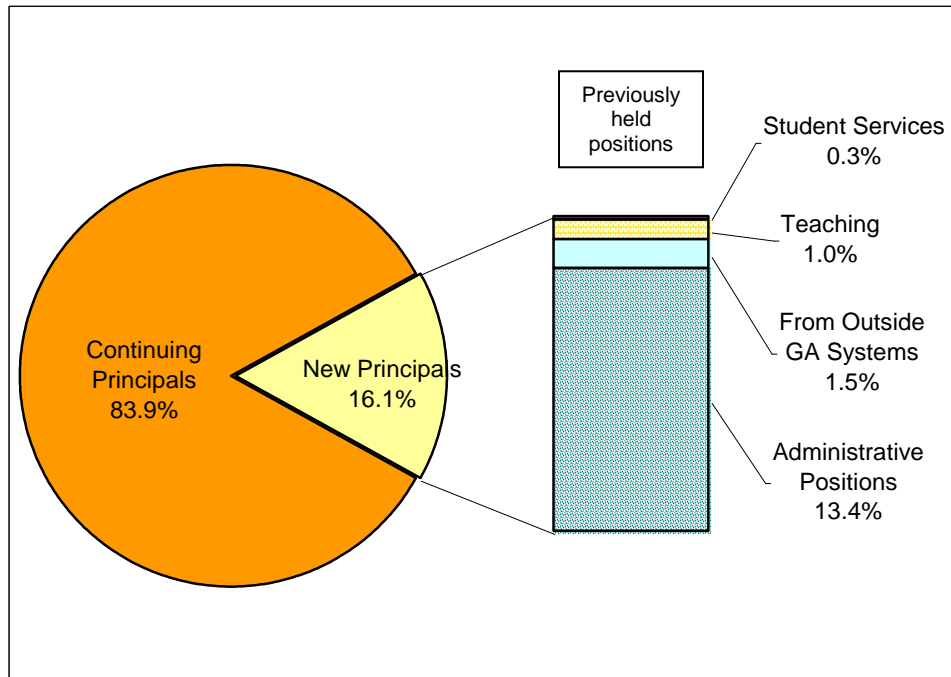
#### *Principals*

Retention is the primary source of principals for Georgia public schools. In FY06, a total of 1,802 (83.9%) principals were also principals in FY05. The percentage of principals retained increased from the previous year (82.0%), reversing a downward trend that began in FY03. Contrary to F04, the number and percentage of new principals declined in FY06 to 347 (16.1%), also reversing an upward trend in the number and percentage of new hires. Individuals from other administrative positions accounted for the largest percentage (13.4%) of new principals in FY06, a decline from 15.2 the previous year.

Figure 6.1 and Table 6.1 provide information on the stability of Georgia principals, and the sources of new principals hired to meet the demand for principals due to student enrollment/new schools and principal attrition. Table 6.1 shows the composition of Georgia principals from FY02 to FY06.

**Figure 6.1. Composition of FY06 School Principal Workforce**

(Source: EWRRAD/PSC, 2006)



**Table 6.1. Composition of School Principal Workforce, FY02-FY06**

Preceding Year Position	FY02		FY03		FY04		FY05		FY06	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total	#	% of Total
Administrative Personnel	297	14.5	260	12.6	276	13.3	322	15.2	287	13.4
Teachers	18	0.9	11	0.5	7	0.3	16	0.8	21	1.0
Student Services Personnel	2	0.1	10	0.5	5	0.2	9	0.4	7	0.3
New Hires from Out of GA Public Schools	32	1.6	31	1.5	34	1.6	35	1.6	32	1.5
<b>New Principals</b>	<b>349</b>	<b>17</b>	<b>312</b>	<b>15.1</b>	<b>322</b>	<b>15.5</b>	<b>382</b>	<b>18.0</b>	<b>347</b>	<b>16.1</b>
<b>Continuing Principals</b>	<b>1,699</b>	<b>83</b>	<b>1,759</b>	<b>84.9</b>	<b>1,750</b>	<b>84.5</b>	<b>1,743</b>	<b>82.0</b>	<b>1,802</b>	<b>83.9</b>
<b>Total Principals</b>	<b>2,048</b>	<b>100</b>	<b>2,071</b>	<b>100</b>	<b>2,072</b>	<b>100</b>	<b>2,125</b>	<b>100</b>	<b>2,149</b>	<b>100</b>

Data Source: EWRRAD/PSC, 2006

Assistant principals continue to be the primary source of new principals. In FY06, as seen in Table 6.2, a total of 251 assistant principals were promoted to the principalship. Instructional supervisors account for the second highest (16 or 4.6%) source of new principals in FY06. Overall, individuals transferring from various administrative positions accounted for 82.7% of all new principals in FY06. Individuals promoted from teaching positions accounted for 6.1%, while 2.0% came from the student services personnel group. The percentage of new hires from the administrative personnel group decreased, while that from teachers rose from FY05 to FY06. The number of new principals hired from outside Georgia public schools remained the same in FY06 as in FY05 (9.2%). See Table 6.2.

**Table 6.2. Previous Positions of New Principals, FY02-FY06**

Preceding Year Position	Number and Percent of Personnel New to Principalship									
	FY02		FY03		FY04		FY05		FY06	
	#	% of New	#	% of New	#	% of New	#	% of New	#	% of New
<b>Administrative Personnel</b>										
Assistant Principal	241	69.1	207	66.3	229	71.1	263	68.8	251	72.3
Instructional Supervisor	0	0	0	0	20	6.2	27	7.1	16	4.6
Assistant Superintendent	0	0	3	1	5	1.6	6	1.6	1	0.3
Vocational Education Director	0	0	0	0	4	1.2	7	1.8	10	2.9
Superintendent	0	0	1	0.3	2	0.6	0	0	1	0.3
Curriculum Director	0	0	0	0	2	0.6	3	0.8	1	0.3
Human Resources Director	0	0	0	0	1	0.3	1	0.3	0	0.0
Special Education Director	0	0	0	0	1	0.3	2	0.5	0	0.0
Athletic Director	0	0	0	0	1	0.3	0	0	0	0.0
Pre-K Director	0	0	0	0	1	0.3	1	0.3	2	0.6
RESA Director	0	0	0	0	0	0	0	0	0	0.0
Other Administrative Personnel	56	16	49	15.7	10	3.1	12	3.1	5	1.4
<b>Administrative Group Subtotal</b>	<b>297</b>	<b>85.1</b>	<b>260</b>	<b>83.3</b>	<b>276</b>	<b>85.7</b>	<b>322</b>	<b>84.3</b>	<b>287</b>	<b>82.7</b>
<b>Teachers</b>										
Pre-Kindergarten Teacher	0	0	0	0	0	0	0	0	0	0.0
Kindergarten Teacher	1	0.3	0	0	0	0	0	0	0	0.0
Elementary Grades Teacher	6	1.7	1	0.3	3	0.9	3	0.8	4	1.2
Middle Grades Teacher	6	1.7	4	1.3	2	0.6	6	1.6	6	1.7
High School Teacher	2	0.6	2	0.6	1	0.3	0	0	6	1.7
Special Education Teacher	3	0.9	0	0	0	0	1	0.3	0	0.0
Media Specialist	0	0	0	0	1	0.3	0	0	0	0.0
Vocational Education Teacher	0	0	0	0	0	0	0	0	0	0.0
Other Teachers	0	0	4	1.3	0	0	6	1.6	5	1.4
<b>Teachers Subtotal</b>	<b>18</b>	<b>5.2</b>	<b>11</b>	<b>3.5</b>	<b>7</b>	<b>2.2</b>	<b>16</b>	<b>4.3</b>	<b>21</b>	<b>6.1</b>
<b>Student Services</b>										
Elementary Grades Counselor	0	0	0	0	1	0.3	1	0.3	1	0.3
Middle Grades Counselor	0	0	1	0.3	0	0	2	0.5	0	0.0
High School Counselor	1	0.3	1	0.3	0	0	0	0	0	0.0
School Social Worker	0	0	0	0	1	0.3	1	0.3	1	0.3
Other Student Services	1	0.3	8	2.6	3	0.9	5	1.3	5	1.4
<b>Student Services Subtotal</b>	<b>2</b>	<b>0.6</b>	<b>10</b>	<b>3.2</b>	<b>5</b>	<b>1.6</b>	<b>9</b>	<b>2.4</b>	<b>7</b>	<b>2.0</b>
New Principals From Outside GA Public School System	32	9.2	31	9.9	34	10.6	35	9.2	32	9.2
	<b>#</b>	<b>% of All</b>	<b>#</b>	<b>% of All</b>	<b>#</b>	<b>% of All</b>	<b>#</b>	<b>% of All</b>	<b>#</b>	<b>% of All</b>
<b>Total New Principals</b>	<b>349</b>	<b>100</b>	<b>312</b>	<b>100</b>	<b>322</b>	<b>100</b>	<b>382</b>	<b>100</b>	<b>347</b>	<b>100</b>

Data Source: EWRRAD/PSC, 2006

## Assistant Principals

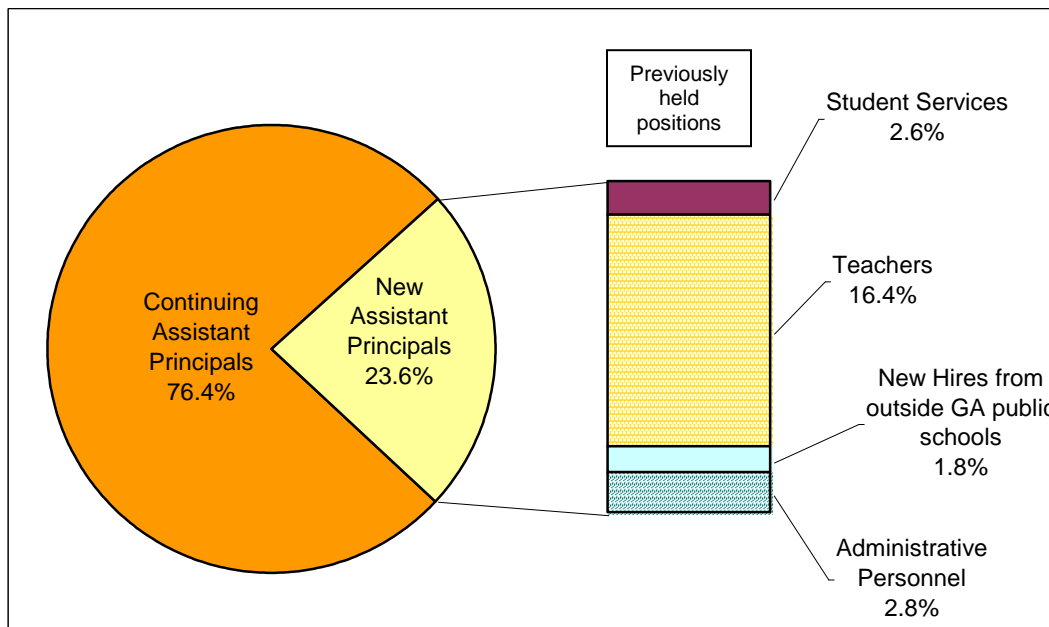
Figure 6.2 and Table 6.3 provide information on the stability of Georgia assistant principals, the make-up of FY06 assistant principal workforce, and the sources of new assistant principals.

Retention was also the primary source of assistant principals in FY06, accounting for 76.4% (2,388). The second highest source of assistant principals was from the teacher workforce (16.4%, or 512); this percentage was an increase from the percentage hired from this source in FY05. The supply of assistant principals from the teacher workforce further exacerbates attrition rates of teachers from the classroom.

In FY05, only 1.8% (58) assistant principals were hired from outside of Georgia public schools.

**Figure 6.2. Composition of FY06 School Assistant Principal Workforce**

Source: EWRRAD/PSC, 2006



**Table 6.3. Composition of School Assistant Principal Workforce, FY02-FY06**

Preceding Year Position	FY02		FY03		FY04		FY05		FY06	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total	#	% of Total
Administrators	128	4.9	170	6	105	3.7	123	4.2	86	2.8
Teachers	470	17.9	354	12.5	362	12.6	437	14.9	512	16.3
Student Services Personnel	31	1.2	41	1.5	48	1.7	49	1.7	82	2.6
New Hires from Out of public schools	55	2.1	65	2.3	57	2	57	1.9	58	1.8
<b>New Assistant Principals</b>	<b>684</b>	<b>26</b>	<b>630</b>	<b>22.3</b>	<b>572</b>	<b>20</b>	<b>666</b>	<b>22.7</b>	<b>738</b>	<b>23.6</b>
<b>Continuing Assistant Principals</b>	<b>1,947</b>	<b>74</b>	<b>2192</b>	<b>77.7</b>	<b>2,291</b>	<b>80</b>	<b>2,270</b>	<b>77.3</b>	<b>2,388</b>	<b>76.4</b>
<b>Total Assistant Principals</b>	<b>2,631</b>	<b>100</b>	<b>2,822</b>	<b>100</b>	<b>2,863</b>	<b>100</b>	<b>2,936</b>	<b>100</b>	<b>3,126</b>	<b>100</b>

Data Source: EWRRAD/PSC, 2006

Table 6.4 shows the previous positions of assistant principals for the past five years. Over two-thirds 512 (69.4%) of the new assistant principals in FY06 were promoted from teacher ranks. The percentage of assistant principals hired from the ranks of teachers has continued to rise since FY04 after a decline in FY03. Hopefully, the institution of the Master Teacher program, which provides another career path option for teachers other than promotion to assistant principalship, will help remedy this phenomenon and help keep more teachers in the classroom.

Administrative personnel who transferred or were promoted to the assistant principalship accounted for 11.7%, a significant decrease from the 18.5% hired from this personnel group in FY05. Instructional supervisors and principals accounted for 4.5% and 2.7% respectively, of new assistant principals. This may partly explain the high attrition rates seen among instructional supervisors. For instance, FY05 instructional supervisors accounted for 32.6% of the total attrition of administrative personnel other than principals and assistant principals.



**Table 6.4. Previous Positions of Assistant Principals, FY02-FY06**

Preceding Year Position	Number and Percent of Personnel New to Assistant Principalship									
	FY02		FY03		FY04		FY05		FY06	
	#	% of New	#	% of New	#	% of New	#	% of New	#	% of New
<b>Administrative Personnel</b>										
Principal	25	3.7	28	4.4	27	4.7	28	4.2	20	2.7
Assistant Superintendent	0	0	0	0	1	0.2	3	0.5	1	0.1
Superintendent	0	0	0	0	1	0.2	0	0	1	0.1
Athletic Director	0	0	0	0	2	0.3	2	0.3	1	0.1
Curriculum Director	0	0	0	0	1	0.2	1	0.2	2	0.3
Instructional Supervisor	0	0	0	0	22	3.8	49	7.4	33	4.5
Pre-Kindergarten Director	0	0	0	0	0	0	0	0	1	0.1
Vocational Education Director	0	0	0	0	13	2.3	25	3.8	14	1.9
Other Administrative Personnel	103	15.1	142	22.5	38	6.6	15	2.3	13	1.8
<b>Administrative Group Subtotal</b>	<b>128</b>	<b>18.7</b>	<b>170</b>	<b>27</b>	<b>105</b>	<b>18.4</b>	<b>123</b>	<b>18.5</b>	<b>86</b>	<b>11.7</b>
<b>Teachers</b>										
Pre-K Teacher	3	0.4	0	0	0	0	0	0	0	0.0
Kindergarten Teacher	11	1.6	6	1	10	1.7	0	0	8	1.1
Elementary Grades Teacher	126	18.4	77	12.2	92	16.1	132	19.8	123	16.7
Middle Grades Teacher	121	17.7	81	12.9	104	18.2	117	17.6	116	15.7
High School Teacher	115	16.8	107	17	86	15	98	14.7	155	21.0
Literacy Coach	0	0	0	0	0	0	0	0	12	1.6
Speech & Language Pathologist	2	0.3	1	0.2	0	0	0	0	0	0.0
Instructional Specialist	22	3.2	22	3.5	14	2.4	18	2.7	17	2.3
Media Specialist	0	0	0	0	1	0.2	0	0	0	0.0
Special Education Teacher	40	5.8	39	6.2	28	4.9	37	5.6	49	6.6
Vocational Education Teacher	20	2.9	12	1.9	13	2.3	12	1.8	15	2.0
Other Teachers	10	1.5	9	1.4	14	2.4	23	3.5	17	2.3
<b>Teachers Subtotal</b>	<b>470</b>	<b>68.7</b>	<b>354</b>	<b>56.2</b>	<b>362</b>	<b>63.3</b>	<b>437</b>	<b>65.6</b>	<b>512</b>	<b>69.4</b>
<b>Student Services</b>										
Elementary Grades Counselor	9	1.3	7	1.1	6	1	7	1.1	16	2.2
Middle Grades Counselor	4	0.6	6	1	4	0.7	7	1.1	9	1.2
High School Counselor	9	1.3	9	1.4	7	1.2	11	1.7	6	0.8
School Psychologist	0	0	0	0	0	0	0	0	0	0.0
Media Specialist	0	0	0	0	0	0	1	0.2	6	0.8
School Social Worker	0	0	2	0.3	4	0.7	0	0	0	0.0
Speech & Language Pathologist	0	0	0	0	0	0	2	0.3	0	0.0
Other Student Services	9	1.3	17	2.7	27	4.7	21	3.2	45	6.1
<b>Student Services Subtotal</b>	<b>31</b>	<b>4.5</b>	<b>41</b>	<b>6.5</b>	<b>48</b>	<b>8.4</b>	<b>49</b>	<b>7.4</b>	<b>82</b>	<b>11.1</b>
New Assistant Principals From Outside GA Public Schools	55	8	65	10.3	57	10	57	8.6	58	7.9
	#	% of All	#	% of All	#	% of All	#	% of All	#	% of All
Total New Assistant Principals	684	26	630	22.3	572	20	666	22.7	738	23.6
Total Retained Assistant Principals	1,947	74	2,192	77.7	2,291	80	2,270	77.3	2,388	76.4
<b>Total</b>	<b>2,631</b>	<b>100</b>	<b>2,822</b>	<b>100</b>	<b>2,863</b>	<b>100</b>	<b>2,936</b>	<b>100</b>	<b>3,126</b>	<b>100</b>

Data Source: EWRRAD/PSC, 2006

### **Other Administrative Personnel**

Most (92.8% or 2,964) of the administrative personnel in positions other than principals and assistant principals remained in the same system in FY06. Although the retention rate among other administrative personnel has remained consistently high, at between 92-94% since FY02, this percentage declined in FY06 for the second consecutive year. The number and percentage of other administrative personnel who changed positions increased to 121 (3.8%) from 95 (3.3%) the previous year. See Table 6.5.

**Table 6.5. Mobility Among Other Administrative Personnel, FY02-FY06**

Other Administration	FY02		FY03		FY04		FY05		FY06	
	#	%	#	%	#	%	#	%	#	%
Remained in System	2,595	92.8	2,639	93.1	2,697	94	2,718	93.1	2,964	92.8
New Hires	95	3.4	110	3.9	104	3.6	105	3.6	110	3.4
Changed position	106	3.8	86	3	69	2.4	95	3.3	121	3.8
<b>Total</b>	<b>2,796</b>	<b>100</b>	<b>2,835</b>	<b>100</b>	<b>2,870</b>	<b>100</b>	<b>2,918</b>	<b>100</b>	<b>3,195</b>	<b>100</b>

Data Source: EWRRAD/PSC, 2006

There were a total of 110 administrative hires from outside of Georgia public school systems other than principals and assistant principals in FY05, an increase by 5 from FY04. These new hires accounted for 3.4% of all administrative personnel, a decline from 3.6% in the previous year. See Table 6.6. The largest increases in the number of new hires from FY04 to FY05 were seen among curriculum directors (6), superintendents (7).

**Table 6.6. New Administrative Hires Other Than Principal and Assistant Principal, FY02-FY06**

Category	FY02	FY03	FY04	FY05	FY06
Assistant Superintendent	6	10	10	6	8
Athletic Director	4	4	2	1	0
Curriculum Director	9	4	6	1	7
Human Resources Director	0	2	0	2	1
Instructional Supervisor	15	39	28	32	30
Other Administrators	45	39	34	44	45
Pre-Kindergarten Director	0	1	0	2	1
Kindergarten Director	1	0	0	0	0
RESA Director	1	1	0	1	0
Special Education Director	2	2	6	4	1
Superintendent	8	5	11	6	13
Technology Director	2	1	3	5	1
Vocational Education Director	2	2	4	1	3
<b>Total</b>	<b>95</b>	<b>110</b>	<b>104</b>	<b>105</b>	<b>110</b>
<b>New Hires as % of All Administrative Personnel</b>	<b>3.4</b>	<b>3.9</b>	<b>3.6</b>	<b>3.6</b>	<b>3.4</b>
Total Administrative Personnel*	2,796	2,835	2,870	2,918	3,195

Data Source: EWRRAD/PSC, 2006

\*Total Administrative Personnel other than Principals and Assistant Principals

Although Metro RESA accounted for the highest percentage of new hires other than principals and assistant principals in FY06 (31.8%), this was a decline in the number and percentage of new hires in the RESA. The second highest number of new hires other than principals and assistant principals was in First District (12.7%), followed by Northwest Georgia (9.1%) RESAs. Table 6.7 presents the distribution by RESA of new administrative hires other than principals and assistant principals from FY02 to FY06. The largest increases in the number of new hires other than principals and assistant principals from FY05 to FY06 were seen on Chattahoochee, First District, Northwest Georgia, and Pioneer RESA.

**Table 6.7. New Administrative Hires Other Than Principal and Assistant Principal By RESA, FY02-FY06**

RESA	FY02		FY03		FY04		FY05		FY06	
	#	%	#	%	#	%	#	%	#	%
Central Savannah	3	3.2	3	2.7	5	4.8	3	2.9	3	2.7
Chattahoochee	4	4.2	3	2.7	5	4.8	3	2.9	8	7.3
Coastal Plains	3	3.2	2	1.8	2	1.9	0	0	0	0
First District	20	21.1	5	4.6	8	7.7	8	7.6	14	12.7
Griffin	1	1.1	0	0	2	1.9	5	4.8	4	3.6
Heart of Georgia	1	1.1	1	0.9	1	1	4	3.8	2	1.8
Metro	38	40.0	59	53.6	37.0	35.6	42	40.0	35	31.8
Middle Georgia	0	0	3	2.7	3	2.9	5	4.8	7	6.4
North Georgia	1	1.1	1	0.9	3	2.9	4	3.8	4	3.6
Northeast Georgia	3	3.2	7	6.4	9	8.7	5	4.8	3	2.7
Northwest Georgia	6	6.3	5	4.6	6	5.8	5	4.8	10	9.1
Oconee	3	3.2	3	2.7	1	1	3	2.9	1	0.9
Okefenokee	1	1.1	2	1.8	2	1.9	2	1.9	1	0.9
Pioneer	4	4.2	6	5.5	7	6.7	2	1.9	9	8.2
Southwest Georgia	4	4.2	5	4.6	7	6.7	8	7.6	2	1.8
West Georgia	3	3.2	5	4.6	6	5.8	6	5.7	7	6.4
<b>Total</b>	<b>95</b>	<b>100</b>	<b>110</b>	<b>100</b>	<b>104</b>	<b>100</b>	<b>105</b>	<b>100</b>	<b>110</b>	<b>100</b>

Data Source: EWRRAD/PSC, 2006

### Supply of Student Services Personnel

Retention of student services personnel remains above 80%, as is seen in Table 6.8. Retention accounted for 85.9% (8,953) of student services personnel in FY06. New hires, including individuals from the teaching or administrative personnel groups, comprised the remaining 14.1%.

As seen in Table 6.8, new student services personnel in Georgia public schools are hired from various sources. Administrative personnel accounted for 3.7%, while teachers accounted for 39.6% of all new student services personnel in FY06. The percentage of new hires from the administrative and teaching personnel groups declined from FY05 to FY06.

**Table 6.8. Previous Jobs of Student Services Personnel, FY02-FY06**

Preceding Year Position	FY02	FY03	FY04	FY05	FY06
<b>Administrative Personnel</b>					
Principal	5	11	9	4	3
Assistant Principal	13	12	17	18	12
Assistant Superintendent	0	1	0	1	1
Other Administrative Personnel	62	27	34	26	39
<b>Administrative Personnel Subtotal</b>	<b>80</b>	<b>51</b>	<b>60</b>	<b>49</b>	<b>55</b>
<b>Administrative personnel % of New Student Services Hires</b>	<b>5.6</b>	<b>3.7</b>	<b>4.7</b>	<b>3.8</b>	<b>3.7</b>
<b>Teachers</b>					
Pre-Kindergarten Teacher	0	4	7	4	2
Kindergarten Teacher	9	13	11	7	8
Elementary Grades Teacher	184	182	144	142	148
ESOL Teacher	0	0	1	5	7
Middle Grades Teacher	97	91	73	99	123
High School Teacher	43	66	53	54	70
EIP Teacher	0	0	31	31	27
Instructional Specialist	14	6	13	16	9
Literacy Coach	0	0	0	2	2
Special Education Teacher	169	160	180	152	171
TAPP Teacher	0	0	2	1	0
Vocational Education Teacher	13	16	5	10	7
Other Teachers	2	13	5	5	9
<b>Teachers Subtotal</b>	<b>531</b>	<b>551</b>	<b>525</b>	<b>528</b>	<b>583</b>
<b>Teacher % of Student Services Hires</b>	<b>37</b>	<b>40.4</b>	<b>41.5</b>	<b>41.2</b>	<b>39.6</b>
<b>Teachers &amp; Administrative Personnel Subtotal</b>	<b>611</b>	<b>602</b>	<b>585</b>	<b>577</b>	<b>638</b>
<b>Prior School Experience as % of Student Services Hires</b>	<b>42.6</b>	<b>44.2</b>	<b>46.3</b>	<b>45.0</b>	<b>43.3</b>
<b>New Hires with No GA Public School Experience</b>	<b>824</b>	<b>761</b>	<b>679</b>	<b>706</b>	<b>836</b>
<b>New Hires % of Student Services Hires</b>	<b>57.4</b>	<b>55.8</b>	<b>53.7</b>	<b>55.0</b>	<b>56.7</b>
<b>Total Hires</b>	<b>1,435</b>	<b>1,363</b>	<b>1,264</b>	<b>1,283</b>	<b>1474</b>
<b>Total Hires Percent of Total</b>	<b>15.3</b>	<b>14.1</b>	<b>12.9</b>	<b>12.7</b>	<b>14.1</b>
<b>Student Services</b>					
Elementary Grades Counselor	1,195	1,272	1,316	1,323	1319
Middle Grades Counselor	857	884	882	884	901
High School Counselor	837	891	909	935	962
School Psychologist	540	581	605	616	643
School Social Worker	424	448	448	470	481
Speech & Language Pathologist	1,292	1,311	1,328	1,410	1452
Media Specialist	1,940	1,956	1,961	2,012	2046
Other Student Services	836	989	1,076	1,133	1149
<b>Student Services Subtotal</b>	<b>7,921</b>	<b>8,332</b>	<b>8,525</b>	<b>8,783</b>	<b>8,953</b>
<b>Student Services Percent of Total</b>	<b>84.7</b>	<b>85.9</b>	<b>87.1</b>	<b>87.3</b>	<b>85.9</b>
<b>Total</b>	<b>9,356</b>	<b>9,695</b>	<b>9,789</b>	<b>10,066</b>	<b>10,427</b>

Data Source: EWRRAD/PSC, 2006

Consistent with previous years, nearly one-quarter (23.8%) of new student services personnel hired from outside the Georgia public school system were speech and language pathologists. See Table 6.9. Considerable numbers of new hires were seen among elementary grades counselors (14.1%), high school counselors (12.3%), and media specialists (11.6%).

Increases were noted in the number of new hires for all student services categories from FY05 to FY06. The largest increases were, however, noted among school social workers (57.8%), high school counselors (32.1%), and speech and language pathologists (14.4%). The 57.7% rise in the number of social workers is higher than the total growth from FY02 through FY05. The increase in the number of new hires among speech and language pathologists reversed a downward trend among this personnel group. See Table 6.9.

**Table 6.9. New Student Services Hires by Category, FY02-FY06**

Category	FY02		FY03		FY04		FY05		FY06	
	#	%	#	%	#	%	#	%	#	%
Elementary Grades Counselor	131	15.9	113	14.9	86	12.7	103	14.6	118	14.1
Middle Grades Counselor	102	12.4	72	9.5	59	8.7	74	10.5	82	9.8
High School Counselor	80	9.7	85	11.2	64	9.4	78	11.5	103	12.3
School Psychologist	73	8.9	61	8	66	9.7	67	9.5	71	8.5
School Social Worker	44	5.3	40	5.3	47	6.9	52	7.4	82	9.8
Speech & Language Pathologist	211	25.6	203	26.7	179	26.4	174	24.6	199	23.8
Media Specialist	100	12.1	108	14.2	83	12.2	91	12.9	97	11.6
Other Student Services	83	10.1	79	10.4	95	14	67	9.5	84	10.0
<b>Total</b>	<b>824</b>	<b>100</b>	<b>761</b>	<b>100</b>	<b>679</b>	<b>100</b>	<b>706</b>	<b>100</b>	<b>836</b>	<b>100</b>

Data Source: EWRRAD/PSC, 2006

Metro RESA hired the highest percentage (42.1%) of new student services hires from outside the Georgia public school system in FY06. First District, Griffin, Northeast Georgia, and Pioneer RESAs each accounted for over 5% of new student services hires in FY06. In terms of change in proportion to all student service personnel in each RESA, Northwest RESA doubled its FY05 total (42) in FY06 (84) for a 100% increase. This was followed by a 75% rise in Pioneer, 45.6% in Northeast RESA. The Metro RESA had only a 22.6% increase. In contrast to these gains, Oconee RESA lost 44.4% of its student service personnel between FY05 and FY06.

**Table 6.10. New Student Services Hires by RESA, FY02-FY06**

RESA	FY02		FY03		FY04		FY05		FY06	
	#	%	#	%	#	%	#	%	#	%
Central Savannah	35	4.3	28	3.7	37	5.4	36	5.1	29	3.5
Chattahoochee	17	2.1	21	2.8	29	4.3	16	2.3	23	2.8
Coastal Plains	15	1.8	18	2.4	10	1.5	13	1.8	9	1.1
First District	50	6.1	51	6.7	53	7.8	53	7.5	63	7.5
Griffin	57	6.9	50	6.6	37	5.4	45	6.4	46	5.5
Heart of Georgia	12	1.5	8	1.1	3	0.4	9	1.3	7	0.8
Metro	348	42.2	330	43.4	273	40.2	287	40.7	352	42.1
Middle Georgia	30	3.6	17	2.2	19	2.8	29	4.1	25	3.0
North Georgia	26	3.2	33	4.3	36	5.3	43	6.1	37	4.4
Northeast Georgia	48	5.8	40	5.3	30	4.4	33	4.7	48	5.7
Northwest Georgia	58	7	49	6.4	37	5.4	42	5.9	84	10.0
Oconee	12	1.5	3	0.4	7	1	9	1.3	5	0.6
Okefenokee	17	2.1	9	1.2	11	1.6	7	1	6	0.7
Pioneer	45	5.5	52	6.8	39	5.7	28	4	49	5.9
Southwest Georgia	24	2.9	23	3	24	3.5	35	5	28	3.3
West Georgia	30	3.6	29	3.8	34	5	21	3	25	3.0
<b>Total</b>	<b>824</b>	<b>100</b>	<b>761</b>	<b>100</b>	<b>679</b>	<b>100</b>	<b>706</b>	<b>100</b>	<b>836</b>	<b>100</b>

Data Source: EWRRAD/PSC, 2006

In summary, over 80% of principals and over 75% of assistant principals are retained from year-to-year. This points to the fact that school systems will need to replace between 20 to 25% of these personnel groups annually. Most replacements for these positions are from within the school systems from other administrative personnel groups, teachers and student services personnel, further worsening attrition from these other personnel groups.

## **Summary of Section II: Georgia's Administrative and Student Services Personnel**

### **A Profile of the Administrative Personnel**

- Georgia's administrative personnel crossed the 8000 mark with a 6.2% rise from FY05 to 8,470 in FY06.
- Large increases in the assistant principal (190) and instructional supervisor (175) ranks accounted for much of the increase in the administrative personnel group. Nevertheless, some administrative groups declined in their numbers as follows: RESA Directors (3), Superintendents (3) Athletic Directors (4). The decline may have been a factor of unfilled vacancies
- The number of principals continued to rise in FY06 (2,149), but at a slower pace than the previous year. The mean age and experience of principals has continued to decline since FY03. This indicates that younger individuals are filling the positions of current and new principalships. As the percentage of principals within the 31-40 year range rose to 17.2%, the proportion that is 51 years and older declined from 53.4% in FY02 to 50% in FY06.
- Assistant principals crossed the 3,000 mark in FY06 (3,126). Like the principal group, the proportion of assistant principals 51 years and older is declining while 31-40 year group continues to rise. Similarly, the FY06 average age and experience of assistant principals continue to decline to 45.6 and 18.3, respectively, in FY06.
- With regard to demographics, administrative personnel remain typically White, ranging from 64.2% among assistant principals to 96.6% among Technology directors. Gender proportions vary more widely, ranging from 7.7% females among Athletic directors to 96.8% females among Pre-K directors.

### **A Profile of Student Services Personnel**

- The student services personnel count rose by 3.6% to 10,427 in FY06, with individual group increases ranging from 1.0% among media specialists to 9.1% among social workers. The rise in the social worker group may have been a response to demographic and other needs indicators.
- Student services personnel remain largely female, ranging from 80.4% among High school Counselors to 97% among Speech and Language Pathologist and predominantly White (from 52.3% among Social Workers to 86.6% among media specialists). Hispanic representation rose especially among Speech and Language Pathologists, elementary school counselors and social workers.

## Demand for Administrative and Student Services Personnel

- Attrition among administrative personnel remains at or above 15%.
- Three hundred and twenty-three (323 or 15%) of FY05 principals did not return to their positions in FY06. About half of these (53.6%) left Georgia public school system.
- More than 65% of the principals that left their positions were 51 years or older, while 61% had 25 or more years of experience.
- Over half (53.6%) of the principals who left their positions exited the Georgia public school system altogether. The remaining 150 individuals stayed in the Georgia public school system in other positions such as teaching (19), assistant superintendent (24), instructional supervisor (24), and others.
- The number of principals that are 51 years old or higher, and who also have 25 or more years of experience, have been declining from 852 (41.4%) in FY04 to 815 (37.9%) in FY06. This may suggest that either principals are retiring early or that younger, and less experienced principals are being hired to replace older principals that leave. What are the ramifications for either scenario?
- As in previous years, very few principals were hired from outside of the public school system, 32 in FY06. Furthermore, only 51 principals were hired from another school system in Georgia. Thus, the principal workforce tends to be very stable, except perhaps in Heart of Georgia and Oconee RESAs which lost 22% and 39.3% of their FY05 principals.
- Promotion to the principal position remains the major cause of attrition among assistant principals: Of the 548 that left their positions after FY05, 251 (59.5%) became principals. Another 171 made lateral transfer to other positions in the public school system, while 126 left the public school system altogether.
- Only 1.9% of 3,126 FY06 assistant principals were hired from outside of the public school system, while 4.3% moved from one system to another.
- Despite the overall stability of assistant principals statewide, a few RESAs (e.g. Heart of Georgia and Okefenokee) experience fairly high turnover of this personnel group, losing them partly to promotions and partly to other systems.
- Overall, the demand for administrative personnel is projected to continue to rise reaching almost 10,000 (9,960) in FY11, with most of that increase accounted for by the increase in the assistant principals and instructional supervisor groups.



### **Demand for Student Services Personnel**

- The attrition rate for student services personnel continued to fluctuate in FY05 at 11.1% (i.e. 1,113 individuals) from 10.3% in FY04 and 12.0% in FY03.
- The highest number of leavers came from media specialist (16.7%), speech and language pathologists (12.9%) and elementary school counselors (12.1%).
- More than seventy percent (70.2%) of those who left their positions left Georgia public school system, while the rest remained in Georgia in other jobs such as principals, assistant principals, and other administrators and teachers.
- If the past and current patterns of demand for student services continue, it is projected that the numbers will rise by 20% from 10,427 in FY06 to over 12,500 by FY11.

### **Supply of Administrative Personnel**

- Most FY06 principals (83.9%) were retained from FY05, a higher retention rate than the 82% reported for the previous year.
- Of the 16.1% new principals, 13.4% previously held administrative positions in the public school systems. Thus, 82.7% of the 347 new principals hired in FY06 were formerly either assistant principals (72.3%) or held other administrative positions (10.4%) in the state in FY05. Former teachers contributed 6.1%, while student services personnel contributed 2.0% of the new principals. Only 9.2% were filled by out-of-state candidates.
- Retention accounted for 76.4% (2,388) of the FY06 assistant principals. Former teachers provided 16.4% (512) of FY06 assistant principals, 2.8% and 2.6% were contributed by administrative personnel and student services personnel, respectively. As with principals, only a small proportion (1.8%) of assistant principal positions were filled from outside of Georgia.
- From another viewpoint, 69.4% of new assistant principals are hired from the teacher workforce, 11.7% from other administrative personnel and 11.1% from student services personnel. Hopefully, with the institution of the Master teacher career path, more teachers can climb the career ladder and still remain in the classroom. The impact of the master teacher certificate on teacher retention will be investigated as data become available.
- Most (96.6%) of the administrative personnel other than principals and assistant principals also remained in their positions in FY06, though 3.8% of them moved from one system to another.

### **Supply of Student Services Personnel**

- A majority (8,953 or 85.9% in FY06) of student services personnel remain in the workforce from one year to the next. In the last five years, 15% or less of each year's cohort of student service personnel needed to be replaced.
- A larger proportion (56.7% or 836 in FY06) of new student services personnel tend to be hired from outside Georgia public school systems than are new principals (9.2%) and assistant principals (7.9%).
- Teachers contribute a sizeable portion of newly student services personnel to the tune of 583 or 39.6% in FY06. The remaining 3.7% are filled from administrative positions.
- More than 23% of the new hires in student services personnel were in speech and language pathology. Though only 9.8% were social workers, this group saw the highest increase of 30 for a total of 82 new employees over 52 hired in FY05.

## Chapter 7

### Policy Issues

- The average age of Georgia teachers continued to rise, 42.1 years in FY06 up from 42.0 years in FY05, while the average experience declined, 12.4 years, a slight decline from FY05 (12.5 years). Although the change in the average age is imperceptible, the decline from 28.5% in FY05 to 23.2% in FY06 in the number of teachers with 0-4 years experience and the rise in the percentage of teachers in 5-14 and over 30 years experience groups is unmistakable. This phenomenon might be partly a function of older new teachers coming into Georgia as returning teacher, veteran teachers coming from out-of-state and retired teachers returning to work. As was noted in FY05, the import of hiring generally older new teachers is that the usual 25 to 30 year teaching career expectation may be coming to an end, giving way to shorter careers and the need for more frequent workforce turnover/replacements, along with the attendant costs.
- Fifty-seven percent (56.7%) of Georgia's teachers in FY06 held a graduate degree and were certified and remunerated accordingly. Further investigation will be conducted regarding how equitability distributed across the state is the incidence of advanced degrees, whether these educators are working in the field of their advanced degrees, and whether or how the cost of advanced degrees impacts the ability of rural/poorer school systems to hire and retain highly educated teachers.
- Out-of-field teaching in high school core subjects remains a perennial problem. It may be necessary to find a proactive way to monitor and enforce compliance with NCLB's highly qualified requirement.
- Georgia public school enrollment increased 2.9% in the fall of the 2005-2006 (FY06) school year to 1,598,461 students. Even without the surge in enrollment from Hurricane Katrina, enrollment growth would have been 34,692 or 2.2%, which would be the highest rate of increase since FY98. While the PSC has devoted a great deal of effort toward projecting teacher demand on the basis of enrollment growth, a thorough research into a broad spectrum methodology taking into account birth rate, immigration, economic changes, such as represented by housing starts and business starts and closings, may help produce more comprehensive demand estimates. The PSC will undertake this broader projection approach in the FY07 report.
- Growth in student enrollment has not been linear. Not only does overall P-12 annual growth have sine wave characteristics, patterns of enrollment across grades demonstrate such characteristics, such that "waves" of increasing and decreasing enrollment "flow" through the grades. In addition, since FY95 the average annual growth of high school enrollment (2.7%) has been higher than K-5 elementary (1.6%) and middle school (1.9%). Pre-Kindergarten enrollment has tripled since FY95, from 12,859 to 38,633. Deriving a statistical model to fit these

variabilities will help the PSC to more accurately project the variability in subsets of teacher demand in the coming years.

- After having averaged slightly over 1% since FY00, retention of public school Pre-Kindergarten students rose to 7% for both FY05 and FY06 – a 1200% increase. 9<sup>th</sup> and 10<sup>th</sup> grade student retention grew 28% in two years. In addition to increased retention, high schools have also recorded substantial decreases in dropout: the number of dropouts summed across the four grades annually has dropped 19% over the last eight years. Modeling these trends and cyclic variations in student events will help improve teacher demand projections.
- Since FY93, the annual overall teacher attrition has risen from 6.6% to 9.1%. Of subjects with the largest numbers of teachers, English (10.7%, 889), life science (10.9%, 258) and foreign language teachers (10.9%, 226) left at the greatest rates. Elementary teachers by far constitute the largest group at almost 46,000 in FY05, and had one of the lowest attrition rates at 8.4%. However, that still meant the hiring of 3,867 new teachers for FY06. Attrition *rate* has been extremely variable, but the actual numbers of teachers leaving has been slightly less so, which is an artifact in the extreme variability in staffing growth. Utilizing the numbers of teachers leaving their specialties, we may be able to better predict not future attrition. The PSC will build a long-term model of teacher supply using the history of the various teacher supply channels to project the potential for and severity of shortages in the specialties.
- In FY05, teachers left schools defined as High Poverty at a substantially higher rate (10.4%) than Medium and Low Poverty schools (8.8% and 8.7%). The variability among districts and RESA service areas is also substantial. The teacher demand model discussed above could be applied to the regional or district level. While the larger districts have developed their own models or hire for profit demographic firms to project enrollment (and hence teacher) demand, an application of the model or models suggested above could be applied to the benefit of the many smaller districts that do not have the resources to either develop or contract for their own staffing projection.
- The number of requested non-renewable certificates rose by 2.9% to 12,008 in FY06. Forty-eight percent (47.9%) of these were in Special Education alone. This phenomenon requires an in-depth evaluation to ensure that granting the request for these types of certificates adheres to the purpose of requiring that even special education students be included in the NCLB highly qualified requirements.
- An increasingly larger proportion of Georgia's new teachers are being prepared through the alternative preparation programs. Many of these programs are run by Georgia colleges of education while others are run by RESAs and school systems. Alternative programs have been described as more flexible and less expensive for the adult teacher candidates. Some prospective employers are still hesitant to hire teachers prepared via these routes. What are the implications of this trend for teacher supply for Georgia's classrooms? The results of the study being conducted by the Teacher Preparation Division of the PSC will help allay

fears and concerns regarding the differential quality and effectiveness of teachers prepared through various routes. The results will be published in 2007.

- The mean age and experience of principals and assistant principals have been declining since FY02, suggesting that younger and less experienced individuals are being hired into principal and assistant principal positions. The phenomenon and any possible ramifications will be examined.
- The effect of the newly instituted Master Teacher certificate on the career path of teachers will be examined and reported in next year's Status Report 2007. Specifically, the question raised is whether teachers will prefer to obtain Master Teacher certificates and remain in the classroom as Coaches or become administrators instead? In FY06, more than two-thirds (69.4% or 512) of newly hired assistant principals were classroom teachers in Georgia the previous year. How would these career options available to teachers affect teacher attrition?

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## **APPENDICES**

**APPENDIX A**

**FTE COUNTS OF EDUCATORS BY STATE, RESA AND  
PERSONNEL CATEGORIES, FY02-FY06**



**Table A1.1. FTE Count of Georgia Educators by Personnel Categories, FY02-  
FY06**

<b>Personnel Categories</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04</b>	<b>FY05</b>	<b>FY06</b>
Pre-Kindergarten	1354.8	1373.8	1415	1491.2	1536.4
Kindergarten	5424.8	5654.6	6040.6	6198.5	6545.9
EIP K	1015.5	1219.1	911.2	806.6	732.3
ESOL	492.5	730.8	1258.5	1447.9	1548.5
Grade 1	5720.1	5892.6	5965.2	6004.2	6323.4
Grade 2	5513.6	5681.3	5668	5735.9	6061.6
Grade 3	5474.8	5680.8	5696.5	5694.5	5962.4
EIP 1-3	2763.8	2980.3	3114.1	2608.9	2498.3
Grade 4	5003.7	4959.4	4889.7	4793.9	4938.1
Grade 5	4843.1	4884.2	4838.8	4737.6	4891.0
EIP	NA	NA	NA		
EIP 4-5	933.6	1034.8	1185	1215.2	1155.1
Other Elementary	3997.4	4078.2	3213.9	3707.5	3146.1
<b>Elementary Total</b>	<b>41182.9</b>	<b>42796.2</b>	<b>44196.4</b>	<b>44441.8</b>	<b>43802.7</b>
Grade 6	3861.5	3502.7	3587.2	3841.3	3751.0
Grade 7	3687.4	3426.8	3551.2	3657.5	3678.9
Grade 8	3414.3	3224.2	3388.8	3582.7	3659.5
Other Middle	6517.2	7833.8	7463.9	7243.0	7502.9
<b>Middle Total</b>	<b>17480.4</b>	<b>17987.5</b>	<b>17991</b>	<b>18324.4</b>	<b>18592.2</b>
High School (9-12) Total	17522.6	17790.2	17867.3	17933.6	18710.9
Vocational Education	2784.3	2974.3	2974.8	3300.8	3398.1
Special Education	12449.3	13098.3	13719.7	14449.5	15099.6
Instructional Specialist	5034.8	5069.4	5476.7	5543.3	5763.4
Literacy Coach	49.1	120.1	250.5	397.5	534.2
Other Teachers	637.3	1015.6	789.1	809.6	869.9
GATAPP Teachers	163.4	223.7	276.5	321.0	304.3
<b>Subtotal (All Teachers)</b>	<b>98658.8</b>	<b>102448.8</b>	<b>103542</b>	<b>105521.6</b>	<b>108611.8</b>
Elementary Counselors	1339.4	1390.3	1386.1	1411.9	1429.6
Middle Counselors	945.3	938.8	950.7	980.0	1013.0
High School Counselors	963.8	997.9	1009.2	1043.4	1116.2
Media Specialist	2114.8	2138.2	2157.6	2197.1	2217.3
School Psychologist	607.8	626.1	643.5	668.7	680.4
School Social Worker	474.3	484.4	487.9	511.7	558.4
Speech & Language Pathology	1498.9	1492.2	1507.4	1541.8	1609.8
Other Student Services	1352.9	1514.7	1497.6	1550.6	1597.5
<b>Subtotal (Administration)</b>	<b>7469</b>	<b>9582.6</b>	<b>9640.1</b>	<b>9905.2</b>	<b>10222.1</b>
Principal	2044.2	2067.9	2070	2129.0	2149.5
Assistant Principals	2610.9	2798.1	2819.2	2925.6	3099.6
Other Administrators	2813.9	2815.1	2857.7	2933.2	3189.9
<b>Subtotal (Student Services)</b>	<b>9297.2</b>	<b>7681.1</b>	<b>7746.9</b>	<b>7987.8</b>	<b>8439.0</b>
<b>Workforce Total</b>	<b>115425</b>	<b>119712.6</b>	<b>120929</b>	<b>123414.7</b>	<b>127272.9</b>

**Table A1.2. FTE Count of Central Savannah RESA Educators By Personnel Categories, FY02-FY06**

<b>Personnel Categories</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04</b>	<b>FY05</b>	<b>FY06</b>
Pre-Kindergarten	103	103	114	115.0	116.0
Kindergarten	244.8	243.8	271.3	276.5	291.5
EIP K	37.1	37.3	49.7	40.0	37.0
ESOL	5.5	4.5	5.4	4.6	6.6
Grade 1	275.8	272.3	270.6	279.5	288.0
Grade 2	269.2	277	260.3	288.0	288.5
Grade 3	268.6	268.1	279.1	289.0	285.5
EIP 1-3	233.9	228.8	190.8	144.5	134.0
Grade 4	290.9	282.8	253.5	262.0	246.0
Grade 5	272	269.6	250.6	254.0	254.0
EIP	NA	NA	NA	40.0	
EIP 4-5	42.6	56.6	90.5	76.7	73.5
Other Elementary	67	67.7	57.8	49.9	50.1
<b>Elementary Total</b>	<b>2007.3</b>	<b>2008.3</b>	<b>2093.5</b>	<b>2119.6</b>	<b>1954.6</b>
Grade 6	241.5	245.5	254.9	257.0	248.1
Grade 7	245.7	243.6	249.4	256.0	243.0
Grade 8	229.3	245.5	247	243.0	236.5
Other Middle	184.1	190.2	179.9	175.0	172.6
<b>Middle Total</b>	<b>900.6</b>	<b>924.9</b>	<b>931.2</b>	<b>931.0</b>	<b>900.2</b>
High School (9-12)	984.1	960.1	994.7	975.8	977.5
Vocational Education	185.3	173.8	152.9	194.4	193.1
Special Education	562.7	582.5	603.1	608.7	615.2
Instructional Specialist	298.5	308	313.4	313.9	312.7
Literacy Coach	NA	3	11	31.8	33.3
Other Teachers	35.7	69.8	46.8	42.4	64.8
GATAPP Teachers	23	31.1	33.2	53.6	47.5
<b>Subtotal (All Teachers)</b>	<b>5100.1</b>	<b>5136</b>	<b>5179.8</b>	<b>5271.2</b>	<b>5214.9</b>
Elementary Counselors	71.8	74.1	70.4	71.5	74.0
Middle Counselors	39.9	37.6	41.6	42.0	42.0
High School Counselors	59.1	57.8	59.8	58.5	58.0
Media Specialist	126.5	122.8	122.2	126.8	129.0
School Psychologist	31.3	30	29.6	31.1	28.6
School Social Worker	26.9	24.7	23.7	25.2	25.4
Speech & Language Pathology	48.6	47.1	46.6	49.7	50.6
Other Student Services	56.3	59.9	82.7	81.7	82.5
<b>Subtotal (Student Services)</b>	<b>460.3</b>	<b>454</b>	<b>476.6</b>	<b>486.4</b>	<b>490.1</b>
Principal	128.4	126.3	126.4	127.1	127.2
Assistant Principals	111.7	110.6	108	112.6	118.2
Other Administrators	147.8	141.2	149.4	157.2	149.2
<b>Subtotal (Administration)</b>	<b>387.9</b>	<b>378</b>	<b>383.8</b>	<b>396.9</b>	<b>394.6</b>
<b>Workforce Total</b>	<b>5948.3</b>	<b>5996.6</b>	<b>6040.2</b>	<b>6154.4</b>	<b>6099.6</b>

**Table A1.3. FTE Count of Chattahoochee RESA Educators By Personnel Categories, FY02-FY06**

<b>Personnel Categories</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04</b>	<b>FY05</b>	<b>FY06</b>
Pre-Kindergarten	103	98.9	98	103.0	100.0
Kindergarten	204.3	208.81	223.8	216.0	217.0
EIP K	44.8	46.69	39.1	33.0	31.5
ESOL	12	14.96	14.6	15.0	15.0
Grade 1	208.1	209.54	213	215.0	213.0
Grade 2	205.4	204.26	209.7	214.0	209.4
Grade 3	207.4	207.93	212.1	211.5	217.5
EIP 1-3	103.3	106.73	97.3	95.1	68.0
Grade 4	184.4	182.16	179.7	166.5	181.5
Grade 5	185.4	179.05	177.5	159.3	168.2
EIP 4-5	49.8	64.89	67.4	55.0	31.5
Other Elementary	94.3	107.76	127.7	109.5	99.7
<b>Elementary Total</b>	<b>1499</b>	<b>1532.8</b>	<b>1659.9</b>	<b>1592.8</b>	<b>1452.2</b>
Grade 6	81.1	66.02	65.6	65.2	71.2
Grade 7	68.8	62.77	63.5	61.5	66.5
Grade 8	80.8	67.94	74.1	73.1	72.1
Other Middle	454.7	502.78	495.7	501.2	485.6
<b>Middle Total</b>	<b>685.3</b>	<b>699.5</b>	<b>698.9</b>	<b>701.0</b>	<b>695.4</b>
High School (9-12)	694.2	669.33	706.4	693.7	699.7
Vocational Education	105.4	147.6	128.9	132.1	147.4
Special Education	425.8	435.86	459.8	468.6	480.3
Instructional Specialist	163.8	154.52	140	151.1	153.1
Literacy Coach	5	12.9	15	19.0	37.5
Other Teachers	18.1	53.92	25.7	20.5	18.3
GATAPP Teachers	12	14.1	18	30.0	16.0
<b>Subtotal (All Teachers)</b>	<b>3711.6</b>	<b>3819.4</b>	<b>3852.6</b>	<b>3808.7</b>	<b>3799.9</b>
Elementary Counselors	55.8	55.03	53.6	56.1	55.5
Middle Counselors	34.9	33.55	33.2	30.8	32.0
High School Counselors	47.1	50	50.4	53.2	53.2
Media Specialist	96.5	98.95	94.7	96.3	99.0
School Psychologist	29.8	27.93	29.9	27.8	26.7
School Social Worker	11.5	11	11	11.0	9.0
Speech & Language Pathology	49.6	48.06	51.5	49.2	51.7
Other Student Services	56.1	58.92	58.4	55.4	63.0
<b>Subtotal (Student Services)</b>	<b>381.3</b>	<b>383.4</b>	<b>382.7</b>	<b>379.8</b>	<b>390.0</b>
Principal	98.5	98.49	98	100.0	102.0
Assistant Principals	93.3	93.48	97.9	99.0	94.6
Other Administrators	119.9	121.54	114.2	112.3	115.0
<b>Subtotal (Administration)</b>	<b>311.7</b>	<b>313.5</b>	<b>310.1</b>	<b>311.3</b>	<b>311.6</b>
<b>Workforce Total</b>	<b>4404.6</b>	<b>4516.4</b>	<b>4545.4</b>	<b>4499.8</b>	<b>4501.4</b>

**Table 1 A1.4. FTE Count of Coastal Plains RESA Educators by Personnel Categories, FY02-FY06**

<b>Personnel Categories</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04</b>	<b>FY05</b>	<b>FY06</b>
Pre-Kindergarten	61	58.6	62	63.0	68.0
Kindergarten	156.9	156	156	149.0	167.5
EIP K	52.6	52.7	41.6	62.5	51.5
ESOL	9.8	13.9	16.3	19.3	19.1
Grade 1	174.6	167.5	180.7	152.5	165.5
Grade 2	156	159.9	146.5	152.0	155.0
Grade 3	155.3	153.9	158.5	148.0	156.0
EIP 1-3	121.9	119.6	124.1	134.0	114.3
Grade 4	132.7	133.1	134.3	118.5	123.0
Grade 5	126.3	125.5	129.2	114.4	121.4
EIP 4-5	53.2	59.1	49.2	62.0	66.0
Other Elementary	68	55	50.2	49.5	49.6
<b>Elementary Total</b>	<b>1207.3</b>	<b>1196.3</b>	<b>1248.6</b>	<b>1224.7</b>	<b>1188.8</b>
Grade 6	138.4	135.1	136.1	131.0	123.0
Grade 7	137.7	138.9	131.8	126.2	133.4
Grade 8	125.7	133.5	130.8	131.3	137.4
Other Middle	96.9	90	86.4	81.5	87.1
<b>Middle Total</b>	<b>498.7</b>	<b>497.6</b>	<b>485.1</b>	<b>470.0</b>	<b>480.9</b>
High School (9-12)	479.2	485.9	480.1	468.9	477.3
Vocational Education	135.5	134.9	123.3	130.7	129.0
Special Education	318.9	328.7	339.6	349.6	363.9
Instructional Specialist	152.7	163.1	153.1	160.2	152.0
Literacy Coach	NA	5	6	18.5	18.5
Other Teachers	19.7	20.8	18.3	18.0	18.0
GATAPP Teachers	3	2	NA		
<b>Subtotal (All Teachers)</b>	<b>2876</b>	<b>2892.8</b>	<b>2854.1</b>	<b>2840.6</b>	<b>2896.5</b>
Elementary Counselors	37.9	35.7	36.7	36.0	37.0
Middle Counselors	19.3	19.3	19	18.0	18.0
High School Counselors	32.2	31.7	29.7	29.0	29.0
Media Specialist	62	60.7	58.9	55.4	57.6
School Psychologist	19	19.9	20	17.1	18.0
School Social Worker	18.3	19.3	18.4	18.7	18.1
Speech & Language Pathology	55.5	59.6	63	66.3	66.0
Other Student Services	33.8	40.5	37	38.5	38.5
<b>Subtotal (Student Services)</b>	<b>278.2</b>	<b>286.8</b>	<b>282.8</b>	<b>278.9</b>	<b>282.1</b>
Principal	57.9	57	57	57.0	57.0
Assistant Principals	90.1	85.3	81.9	87.1	89.9
Other Administrators	110.5	114.9	118.4	107.8	108.3
<b>Subtotal (Administration)</b>	<b>258.6</b>	<b>257.3</b>	<b>257.3</b>	<b>251.8</b>	<b>255.2</b>
<b>Workforce Total</b>	<b>3412.8</b>	<b>3436.9</b>	<b>3394.2</b>	<b>3371.4</b>	<b>3433.8</b>

**Table A1.5. FTE Count of First District RESA Educators By Personnel Categories, FY02-FY06**

<b>Personnel Categories</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04</b>	<b>FY05</b>	<b>FY06</b>
Pre-Kindergarten	177.2	186.2	199.5	220.8	224.0
Kindergarten	341.7	388	485.7	497.3	506.6
EIP K	221.9	194	129.6	121.7	103.2
ESOL	17.9	26.9	32.4	45.6	44.6
Grade 1	396.5	406.5	452.8	336.9	502.1
Grade 2	411.4	410.6	424.1	317.0	477.7
Grade 3	399.6	395	430.9	320.0	446.7
EIP 1-3	487.5	463.5	337.4	254.5	268.1
Grade 4	410.8	400.1	392.2	277.1	374.9
Grade 5	423.9	407.1	379.2	265.9	381.3
EIP 4-5	96.8	126.8	161	158.3	131.3
Other Elementary	345.2	274.5	242.6	873.3	180.4
<b>Elementary Total</b>	<b>3553</b>	<b>3492.9</b>	<b>3667.5</b>	<b>3688.4</b>	<b>3416.9</b>
Grade 6	268.8	273.6	361.7	435.8	431.0
Grade 7	268.3	265.6	362.3	383.0	401.1
Grade 8	265.7	265.9	351.9	382.0	389.5
Other Middle	554.5	605	332.2	313.7	309.2
<b>Middle Total</b>	<b>1357.4</b>	<b>1410.1</b>	<b>1408.1</b>	<b>1514.5</b>	<b>1530.9</b>
High School (9-12)	1449.1	1442.1	1409.1	1403.0	1439.7
Vocational Education	223.2	235.1	290.7	302.7	311.7
Special Education	1010.1	1004.5	1013	1056.6	1081.5
Instructional Specialist	439	460.4	465	413.8	432.2
Literacy Coach	6	13	24.7	31.5	46.0
Other Teachers	89.2	90.1	71	84.3	137.8
GATAPP Teachers	7	16.7	14	8.0	9.0
<b>Subtotal (All Teachers)</b>	<b>8311.1</b>	<b>8351.1</b>	<b>8362.9</b>	<b>8502.8</b>	<b>8629.5</b>
Elementary Counselors	118.1	115.5	110.7	115.8	115.8
Middle Counselors	68.2	68	70.6	70.5	75.2
High School Counselors	78.3	77.1	77.8	77.6	81.8
Media Specialist	185.9	183.4	184.9	185.9	186.4
School Psychologist	47.6	48.4	50	51.9	54.5
School Social Worker	40	39.1	38.4	40.4	36.0
Speech & Language Pathology	328.7	137.5	144.2	159.7	157.5
Other Student Services	76.7	102.1	102.5	126.5	124.2
<b>Subtotal (Student Services)</b>	<b>744.7</b>	<b>771</b>	<b>779</b>	<b>828.3</b>	<b>831.4</b>
Principal	178	178.2	179.2	185.3	184.2
Assistant Principals	210.5	209.2	205.7	218.3	230.5
Other Administrators	236.3	255.8	258.7	296.8	327.8
<b>Subtotal (Administration)</b>	<b>624.8</b>	<b>643.1</b>	<b>643.6</b>	<b>700.5</b>	<b>742.4</b>
<b>Workforce Total</b>	<b>9680.5</b>	<b>9765.3</b>	<b>9785.5</b>	<b>10031.6</b>	<b>10203.3</b>

**Table A1.6. FTE Count of Griffin RESA Educators by Personnel Categories, FY02-  
FY06**

<b>Personnel Categories</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04</b>	<b>FY05</b>	<b>FY06</b>
Pre-Kindergarten	52	54.9	57	59.0	64.0
Kindergarten	283.2	310.29	326.1	340.2	366.2
EIP K	50	50.85	46.2	43.1	39.5
ESOL	26.5	29.39	32.5	37.2	39.3
Grade 1	244	265.43	281.7	292.7	312.4
Grade 2	260.5	265.47	270.8	297.3	305.2
Grade 3	272	277.99	278.6	278.2	310.1
EIP 1-3	116.8	119.72	141.1	106.9	124.9
Grade 4	234.8	247.02	248.3	246.8	253.2
Grade 5	239.9	243.62	263.1	264.8	266.8
EIP 4-5	39.3	49.89	65.3	63.2	58.2
Other Elementary	354.9	354.32	360.5	395.5	436.1
<b>Elementary Total</b>	<b>2121.7</b>	<b>2214</b>	<b>2371.1</b>	<b>2425.1</b>	<b>2511.9</b>
Grade 6	221.5	226.56	279.5	301.7	299.7
Grade 7	217.2	235.89	285.4	298.2	308.0
Grade 8	219.8	223.07	265.9	281.2	307.7
Other Middle	361.8	380.02	320.8	325.6	308.1
<b>Middle Total</b>	<b>1020.3</b>	<b>1065.5</b>	<b>1151.6</b>	<b>1206.6</b>	<b>1223.5</b>
High School (9-12)	976.1	1024.58	1088.7	1123.0	1202.1
Vocational Education	149.1	144.45	148.3	171.7	178.0
Special Education	681.7	723.44	815.1	890.2	928.8
Instructional Specialist	278.3	278.55	281.6	277.8	299.6
Literacy Coach	NA	1	3	8.0	10.0
Other Teachers	38.3	61.73	68.9	52.9	60.8
GATAPP Teachers	18.9	37.67	20.9	28.0	23.0
<b>Subtotal (All Teachers)</b>	<b>5336.4</b>	<b>5605.8</b>	<b>5949.2</b>	<b>6183.2</b>	<b>6501.8</b>
Elementary Counselors	69.9	74.18	78.5	79.1	85.3
Middle Counselors	46	45.75	49.8	54.0	55.7
High School Counselors	61.5	63.5	62.3	65.8	69.3
Media Specialist	115	115	123	131.1	130.6
School Psychologist	34.8	37.85	39.9	39.4	42.0
School Social Worker	27	27.5	24.5	26.0	29.0
Speech & Language Pathology	94.5	97.33	105.8	112.0	114.6
Other Student Services	37.6	59.59	62.9	66.6	70.0
<b>Subtotal (Student Services)</b>	<b>486.3</b>	<b>520.7</b>	<b>546.7</b>	<b>574.1</b>	<b>596.5</b>
Principal	104.5	110	110	115.0	119.0
Assistant Principals	152	163.5	165.3	173.2	187.9
Other Administrators	146.1	138.3	136.2	133.2	152.1
<b>Subtotal (Administration)</b>	<b>402.6</b>	<b>411.8</b>	<b>411.5</b>	<b>421.4</b>	<b>459.0</b>
<b>Workforce Total</b>	<b>6225.3</b>	<b>6538.3</b>	<b>6907.4</b>	<b>7178.7</b>	<b>7557.3</b>

**Table A1.7. FTE Count of Heart of Georgia RESA Educators By Personnel Categories, FY02-FY06**

<b>Personnel Categories</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04</b>	<b>FY05</b>	<b>FY06</b>
Pre-Kindergarten	54	53.5	53	57.5	59.8
Kindergarten	95.1	90.5	92.3	92.6	100.0
EIP K	14.7	19.3	21.5	16.0	16.0
ESOL	1.4	0.7	3	2.5	3.0
Grade 1	100.3	101.4	91.2	99.2	93.0
Grade 2	95.8	98.4	93.3	89.3	94.0
Grade 3	98.5	96.7	82.6	82.8	90.0
EIP 1-3	36.1	39.3	46.5	39.2	35.9
Grade 4	81.1	80.9	75.8	78.2	76.0
Grade 5	84.5	78.5	78	76.3	85.0
EIP 4-5	20	23.8	20.9	25.0	16.0
Other Elementary	53	35.9	44.2	36.5	37.0
<b>Elementary Total</b>	<b>680.5</b>	<b>665.4</b>	<b>702.4</b>	<b>695.0</b>	<b>645.9</b>
Grade 6	72.8	81.8	80	79.6	76.7
Grade 7	60.6	64.9	72.9	69.9	75.0
Grade 8	65.6	65.9	75.5	77.2	68.5
Other Middle	110.8	91.1	79.8	76.1	80.5
<b>Middle Total</b>	<b>309.8</b>	<b>303.7</b>	<b>308.2</b>	<b>302.8</b>	<b>300.7</b>
High School (9-12)	295.7	308.3	293.6	280.4	289.5
Vocational Education	52.8	54.4	61	69.3	66.2
Special Education	182	193.9	192	211.2	221.6
Instructional Specialist	68	70	71.4	72.1	73.8
Literacy Coach	NA	3	5	2.0	5.0
Other Teachers	15.2	19.5	11	10.6	8.0
GATAPP Teachers	3	2.5	6.6	3.0	6.0
<b>Subtotal (All Teachers)</b>	<b>1660.9</b>	<b>1674.1</b>	<b>1651.3</b>	<b>1646.5</b>	<b>1676.4</b>
Elementary Counselors	22.5	22.7	19.8	20.0	18.7
Middle Counselors	15.7	15.3	14	13.2	13.0
High School Counselors	14	14.5	13.5	15.5	14.5
Media Specialist	35.1	35.6	32.6	34.7	34.7
School Psychologist	11.5	10.5	10	13.5	12.5
School Social Worker	10.1	7.2	7.2	6.9	8.1
Speech & Language Pathology	22	24.4	21.5	21.6	23.4
Other Student Services	18.8	16.6	17.8	16.0	15.9
<b>Subtotal (Student Services)</b>	<b>149.8</b>	<b>146.8</b>	<b>136.4</b>	<b>141.3</b>	<b>140.7</b>
Principal	42	43	41.5	39.5	41.0
Assistant Principals	34.6	30.3	32.7	38.4	43.1
Other Administrators	67.3	70.5	62.6	60.7	72.3
<b>Subtotal (Administration)</b>	<b>143.9</b>	<b>143.8</b>	<b>136.8</b>	<b>138.6</b>	<b>156.4</b>
<b>Workforce Total</b>	<b>1954.5</b>	<b>1964.7</b>	<b>1924.5</b>	<b>1926.4</b>	<b>1973.6</b>

**Table A1.8. FTE Count of Metro RESA Educators By Personnel Categories, FY02-FY06**

<b>Personnel Categories</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04</b>	<b>FY05</b>	<b>FY06</b>
Pre-Kindergarten	218	217	236	246.4	244.2
Kindergarten	2077.2	2159.7	2271.6	2342.4	2464.2
EIP K	145.9	354.5	203.1	168.6	183.1
ESOL	174.8	327.5	786.7	914.0	969.0
Grade 1	2217.1	2275.2	2221.2	2284.2	2347.3
Grade 2	2068.5	2154.3	2128.2	2186.0	2258.8
Grade 3	2060.3	2178.1	2145.1	2207.2	2266.8
EIP 1-3	581.2	734.9	1129.8	930.8	878.5
Grade 4	1852.9	1850	1856.6	1838.4	1848.3
Grade 5	1742.4	1811.6	1817.3	1816.8	1794.6
EIP 4-5	142.9	106.8	174.6	284.3	324.8
Other Elementary	1787.6	1913	1215.7	1139.0	1190.7
<b>Elementary Total</b>	<b>14850.7</b>	<b>15865.7</b>	<b>16186</b>	<b>16357.9</b>	<b>16526.1</b>
Grade 6	1262.6	888.2	824.9	974.8	887.5
Grade7	1217.5	907.8	853.7	917.6	849.6
Grade 8	1019.1	771.3	707.7	846.2	828.0
Other Middle	2922.5	4023.5	4034.8	3901.6	4158.8
<b>Middle Total</b>	<b>6421.7</b>	<b>6590.8</b>	<b>6421.1</b>	<b>6640.2</b>	<b>6723.9</b>
High School (9-12)	6460.9	6581.8	6509.2	6447.0	6723.8
Vocational Education	711.9	736.5	729.8	873.5	942.7
Special Education	4711.5	5011	5330.5	5669.6	5907.8
Instructional Specialist	2011.4	1972.5	2372.9	2412.2	2486.5
Literacy Coach	16.5	19.3	78	88.7	127.7
Other Teachers	142.6	324.3	216.1	243.0	258.5
GATAPP Teachers	8	20.7	104.3	142.3	154.5
<b>Subtotal (All Teachers)</b>	<b>35553.1</b>	<b>37339.6</b>	<b>37948</b>	<b>38874.4</b>	<b>40095.6</b>
Elementary Counselors	477.4	509	515	511.7	518.2
Middle Counselors	442.9	443	444.5	468.7	477.6
High School Counselors	322.3	334.7	343.8	360.0	398.3
Media Specialist	665.1	675	691.7	706.6	717.5
School Psychologist	203.7	207.6	222.9	235.5	237.2
School Social Worker	200.3	205.3	210.3	219.2	256.2
Speech & Language Pathology	538.7	490.5	493.1	490.2	536.5
Other Student Services	655.3	729.8	715.5	770.1	782.0
<b>Subtotal (Student Services)</b>	<b>3505.6</b>	<b>3595</b>	<b>3636.9</b>	<b>3762.1</b>	<b>3923.5</b>
Principal	603.5	618.8	624.3	651.4	664.1
Assistant Principals	1001	1110.7	1153.8	1167.0	1241.9
Other Administrators	868.8	819.6	829.5	874.5	973.4
<b>Subtotal (Administration)</b>	<b>2473.2</b>	<b>2549.2</b>	<b>2607.6</b>	<b>2692.9</b>	<b>2879.4</b>
<b>Workforce Total</b>	<b>41531.9</b>	<b>43483.8</b>	<b>44192.4</b>	<b>45329.3</b>	<b>46898.5</b>



**Table A1.9. FTE Count of Middle Georgia RESA Educators By Personnel Categories, FY02-FY06**

<b>Personnel Categories</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04</b>	<b>FY05</b>	<b>FY06</b>
Pre-Kindergarten	78	78.9	79	87.0	89.0
Kindergarten	236	246.8	247	255.0	272.0
EIP K	21.1	15.4	16.1	10.9	10.4
ESOL	8.7	7.2	15.3	22.4	27.3
Grade 1	259.3	268	268	266.0	273.0
Grade 2	261.2	263.3	267.5	262.0	269.6
Grade 3	242.1	253.3	263.3	269.0	257.0
EIP 1-3	54.1	54.9	45.7	50.5	64.5
Grade 4	213.8	217.5	214.9	219.0	222.4
Grade 5	215.8	216.3	222.8	214.0	223.5
EIP 4-5	35.7	29.9	26.6	26.9	31.9
Other Elementary	111.5	110.5	87.3	83.1	93.5
<b>Elementary Total</b>	<b>1659.2</b>	<b>1683</b>	<b>1753.4</b>	<b>1765.9</b>	<b>1745.1</b>
Grade 6	209	198.9	196.1	203.0	211.9
Grade 7	181.3	190.3	190.8	201.0	209.7
Grade 8	167.5	164.9	183.5	199.5	210.5
Other Middle	146.1	158.6	169.3	144.8	136.1
<b>Middle Total</b>	<b>703.9</b>	<b>712.7</b>	<b>739.7</b>	<b>748.3</b>	<b>768.3</b>
High School (9-12)	714.7	716.3	722.9	776.0	780.5
Vocational Education	121.3	134.2	136.4	151.7	148.3
Special Education	517.8	528.9	532.5	553.6	581.5
Instructional Specialist	225	214	209.3	223.5	236.9
Literacy Coach	NA	8	12	26.7	20.3
Other Teachers	29.3	33.3	60.5	82.7	19.5
GATAPP Teachers	32	19.7	13.9	10.0	11.0
<b>Subtotal (All Teachers)</b>	<b>4081.1</b>	<b>4129.1</b>	<b>4180.5</b>	<b>4338.2</b>	<b>4400.3</b>
Elementary Counselors	64.8	62.3	61.7	62.4	60.8
Middle Counselors	28.5	29.5	30.7	34.1	35.7
High School Counselors	43.5	44.5	44.1	48.5	48.5
Media Specialist	103.4	103.7	101	105.0	104.0
School Psychologist	24.6	25.6	24.9	27.4	28.5
School Social Worker	13	12	12	19.0	21.0
Speech & Language Pathology	72.3	76	74.6	72.0	71.6
Other Student Services	62.6	75.1	68.1	52.8	59.0
<b>Subtotal (Student Services)</b>	<b>412.6</b>	<b>428.7</b>	<b>417</b>	<b>421.1</b>	<b>428.9</b>
Principal	101.7	103.7	98.9	103.0	101.0
Assistant Principals	88.2	108.6	103.6	130.8	138.9
Other Administrators	128.1	125.7	122.4	108.2	157.2
<b>Subtotal (Administration)</b>	<b>318</b>	<b>337.9</b>	<b>324.9</b>	<b>341.9</b>	<b>397.1</b>
<b>Workforce Total</b>	<b>4811.8</b>	<b>4895.7</b>	<b>4922.5</b>	<b>5101.2</b>	<b>5226.3</b>

**Table A1.10. FTE Count of North Georgia RESA Educators By Personnel Categories, FY02-FY06**

<b>Personnel Categories</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04</b>	<b>FY05</b>	<b>FY06</b>
Pre-Kindergarten	26	31	32	31.0	37.0
Kindergarten	248.9	279.7	301.6	316.5	331.5
EIP K	23.5	24.9	26.6	21.0	21.0
ESOL	59.4	82	91.4	99.9	108.5
Grade 1	238.5	271.6	271.5	298.5	306.5
Grade 2	232.6	256	243.7	275.4	290.9
Grade 3	227.6	268.5	245.2	278.5	281.0
EIP 1-3	91.8	86.4	132.4	106.0	87.7
Grade 4	199.8	205.3	200.4	212.6	209.5
Grade 5	192.3	200.5	192.1	207.0	212.0
EIP 4-5	103.5	59.5	58.6	40.8	47.1
Other Elementary	139.7	148.8	124.7	93.0	140.1
<b>Elementary Total</b>	<b>1757.5</b>	<b>1883</b>	<b>1920.2</b>	<b>1980.1</b>	<b>2035.8</b>
Grade 6	187.9	196.6	189.5	194.5	203.5
Grade 7	166.5	162.1	161.6	192.0	200.4
Grade 8	158.4	162.3	167.5	195.5	202.7
Other Middle	215.2	244.6	318.7	206.9	232.0
<b>Middle Total</b>	<b>728</b>	<b>765.6</b>	<b>837.3</b>	<b>788.8</b>	<b>838.7</b>
High School (9-12)	714.8	751.3	800.3	788.8	838.6
Vocational Education	135.1	149.2	122	123.5	141.7
Special Education	518.5	548.9	569.1	593.4	630.1
Instructional Specialist	215.7	223.7	214.5	218.1	225.6
Literacy Coach	NA	1	1	21.0	28.0
Other Teachers	14.6	28.5	24.5	30.4	42.4
GATAPP Teachers	NA	NA	NA		0.3
<b>Subtotal (All Teachers)</b>	<b>4110.1</b>	<b>4382.2</b>	<b>4488.9</b>	<b>4544.2</b>	<b>4818.1</b>
Elementary Counselors	58.7	62.9	61.9	64.5	67.5
Middle Counselors	26	26	28.3	30.0	31.5
High School Counselors	37	39.5	40.6	42.5	49.6
Media Specialist	87.5	90.5	92.1	91.5	96.5
School Psychologist	28.2	28.6	28	28.8	30.1
School Social Worker	12.8	12.9	13.9	16.9	17.1
Speech & Language Pathology	57.1	58.6	64.7	68.5	66.6
Other Student Services	49.9	59	58.7	56.7	61.9
<b>Subtotal (Student Services)</b>	<b>357.1</b>	<b>377.9</b>	<b>388.2</b>	<b>399.4</b>	<b>420.7</b>
Principal	81	84	83	84.0	87.5
Assistant Principals	107.3	111.4	111.8	116.5	124.1
Other Administrators	92.7	102.7	104.7	102.5	106.5
<b>Subtotal (Administration)</b>	<b>281</b>	<b>298.1</b>	<b>299.5</b>	<b>302.9</b>	<b>318.0</b>
<b>Workforce Total</b>	<b>4748.2</b>	<b>5058.2</b>	<b>5176.6</b>	<b>5246.5</b>	<b>5556.9</b>

**Table A1.11. FTE Count of Northeast Georgia RESA Educators By Personnel Categories, FY02-FY06**

<b>Personnel Categories</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04</b>	<b>FY05</b>	<b>FY06</b>
Pre-Kindergarten	70	73.9	73	75.0	77.0
Kindergarten	233.7	237.8	253.8	277.5	300.5
EIP K	64.5	75.2	58.3	34.7	28.7
ESOL	23.9	35.9	42.6	45.8	52.7
Grade 1	242.5	244.1	260.3	271.0	283.5
Grade 2	245.9	243.7	239.7	255.0	265.0
Grade 3	237.4	242.8	246.9	248.0	260.0
EIP 1-3	131.4	152.7	110.1	108.3	99.4
Grade 4	215.1	207.6	208.2	207.5	215.5
Grade 5	202.1	211.4	205.6	211.5	222.0
EIP 4-5	51	76.1	70.2	75.4	65.4
Other Elementary	186.2	153.6	146.1	171.4	133.2
<b>Elementary Total</b>	<b>1833.6</b>	<b>1880.9</b>	<b>1914.7</b>	<b>1981.0</b>	<b>1925.9</b>
Grade 6	188.4	187.8	187.8	200.0	200.2
Grade 7	173.3	176.8	191.8	197.7	206.1
Grade 8	160.1	180	196.9	197.7	204.5
Other Middle	211.2	204.2	181.2	189.3	182.8
<b>Middle Total</b>	<b>732.9</b>	<b>748.9</b>	<b>757.7</b>	<b>784.7</b>	<b>793.7</b>
High School (9-12)	714.7	715.3	735.6	765.7	828.0
Vocational Education	148.4	167.7	170.7	180.6	165.0
Special Education	640.6	668	676	695.4	725.7
Instructional Specialist	178.1	200.4	200.2	145.9	213.3
Literacy Coach	3.5	5.3	7.5	22.5	30.0
Other Teachers	26.5	40.8	26.7	18.7	31.6
GATAPP Teachers	2	12.7	2	6.0	6.0
<b>Subtotal (All Teachers)</b>	<b>4350.3</b>	<b>4513.8</b>	<b>4491.2</b>	<b>4600.4</b>	<b>4796.3</b>
Elementary Counselors	55.1	59.6	56	55.7	55.0
Middle Counselors	28.4	28	32.5	33.0	37.0
High School Counselors	41.5	48.1	44.8	47.6	47.7
Media Specialist	103	105	106	110.0	110.0
School Psychologist	36	36.9	36	38.1	38.7
School Social Worker	25.3	26.5	26.4	25.6	26.1
Speech & Language Pathology	63.9	64.3	69.2	68.1	78.2
Other Student Services	50.1	45.6	53.5	48.9	57.6
<b>Subtotal (Student Services)</b>	<b>403.3</b>	<b>413.9</b>	<b>424.2</b>	<b>427.0</b>	<b>450.3</b>
Principal	101.4	103.4	104	108.9	107.6
Assistant Principals	116.2	124.5	122	130.1	137.9
Other Administrators	149.3	163.1	180.8	172.8	176.2
<b>Subtotal (Administration)</b>	<b>366.9</b>	<b>391</b>	<b>406.8</b>	<b>411.8</b>	<b>421.7</b>
<b>Workforce Total</b>	<b>5120.5</b>	<b>5318.8</b>	<b>5322.2</b>	<b>5439.2</b>	<b>5668.3</b>

**Table A1.12. FTE Count of Northwest Georgia RESA Educators By Personnel Categories, FY02-FY06**

<b>Personnel Categories</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04</b>	<b>FY05</b>	<b>FY06</b>
Pre-Kindergarten	117.5	125	96	99.0	115.0
Kindergarten	358	369.95	395.8	396.0	414.0
EIP K	119.7	122.1	93.9	103.5	101.5
ESOL	36.4	41.56	45.4	52.7	55.5
Grade 1	366.9	377.11	402.2	413.0	418.3
Grade 2	365.8	366.98	383.5	389.1	406.1
Grade 3	356.9	359.36	380.7	377.6	389.0
EIP 1-3	298.6	316.26	260.2	230.5	233.0
Grade 4	317.1	309.47	307.5	321.1	319.0
Grade 5	321.5	322.86	315.2	310.5	329.0
EIP 4-5	104.5	135.47	130	114.2	112.6
Other Elementary	189.4	216.63	198.6	185.4	179.3
<b>Elementary Total</b>	<b>2834.7</b>	<b>2937.7</b>	<b>3008.9</b>	<b>2992.5</b>	<b>2957.2</b>
Grade 6	299.1	303.59	296.6	294.3	317.2
Grade 7	292.9	293.89	283.3	267.9	310.9
Grade 8	280.4	287.01	297.9	271.9	324.6
Other Middle	238.6	286.82	285.3	335.0	264.4
<b>Middle Total</b>	<b>1110.9</b>	<b>1171.3</b>	<b>1163.1</b>	<b>1169.0</b>	<b>1217.1</b>
High School (9-12)	1097.4	1105.03	1108.1	1141.5	1198.6
Vocational Education	217	243.86	244.1	254.2	270.2
Special Education	833.1	899.23	960.3	1029.2	1136.7
Instructional Specialist	371.9	370.07	341.5	389.5	403.2
Literacy Coach	1	10	20.5	39.0	57.1
Other Teachers	69.5	70.8	53.5	45.9	54.1
GATAPP Teachers	34	42.98	19.5	20.1	11.0
<b>Subtotal (All Teachers)</b>	<b>6686.8</b>	<b>6976</b>	<b>6919.6</b>	<b>7080.9</b>	<b>7420.1</b>
Elementary Counselors	89.8	91.79	93.3	103.5	101.2
Middle Counselors	52.3	52.8	51.6	54.8	55.7
High School Counselors	65.7	67.98	70.1	69.7	78.7
Media Specialist	151.6	157.57	161.7	161.3	162.5
School Psychologist	31.2	35.23	31.9	36.5	42.2
School Social Worker	17.5	21.47	20.4	21.9	26.1
Speech & Language Pathology	118.3	126.45	116.3	106.0	124.0
Other Student Services	80.8	82.97	67.9	55.0	64.8
<b>Subtotal (Student Services)</b>	<b>607.2</b>	<b>636.3</b>	<b>613.2</b>	<b>608.6</b>	<b>655.1</b>
Principal	152.1	152.05	153.5	156.8	160.8
Assistant Principals	172.4	182.69	184.2	195.3	208.4
Other Administrators	179.1	181.19	173.3	185.2	219.5
<b>Subtotal (Administration)</b>	<b>503.5</b>	<b>515.9</b>	<b>511</b>	<b>537.3</b>	<b>588.7</b>
<b>Workforce Total</b>	<b>7797.5</b>	<b>8128.2</b>	<b>8043.8</b>	<b>8226.8</b>	<b>8663.8</b>

**Table A1.13. FTE Count of Oconee RESA Educators By Personnel Categories, FY02-FY06**

<b>Personnel Categories</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04</b>	<b>FY05</b>	<b>FY06</b>
Pre-Kindergarten	20	24	30	31.0	29.0
Kindergarten	63.3	65.33	74.4	69.0	73.0
EIP K	25.7	22.67	11.7	12.0	11.5
ESOL	2	4	4.2	6.0	5.0
Grade 1	71.6	66.63	75.6	74.1	75.1
Grade 2	72	71	66.9	70.0	68.0
Grade 3	73.8	68.8	73.5	72.0	73.0
EIP 1-3	49.8	51.61	36.6	27.8	27.5
Grade 4	65.8	69.17	61.9	62.9	61.0
Grade 5	61	54.67	56.7	61.4	60.9
EIP 4-5	19	21	19.2	17.5	16.0
Other Elementary	41.4	41.61	41.4	36.5	29.5
<b>Elementary Total</b>	<b>545.4</b>	<b>536.5</b>	<b>552.2</b>	<b>540.3</b>	<b>500.5</b>
Grade 6	50.5	55.08	58	54.8	49.9
Grade 7	54.7	49.81	56	54.0	58.9
Grade 8	52.1	51.86	54.6	57.9	58.7
Other Middle	87	72.92	62.4	64.4	55.5
<b>Middle Total</b>	<b>244.4</b>	<b>229.7</b>	<b>231</b>	<b>231.1</b>	<b>223.0</b>
High School (9-12)	248.5	228.98	217.5	213.9	212.9
Vocational Education	32	50.92	55.6	54.5	54.6
Special Education	201.9	205.41	209.1	224.0	235.5
Instructional Specialist	40.9	37.85	38.3	42.6	41.5
Literacy Coach	NA	2	4.5	10.0	11.0
Other Teachers	5.7	8.4	10.6	12.5	16.9
GATAPP Teachers	4	5	5	3.0	8.0
<b>Subtotal (All Teachers)</b>	<b>1342.8</b>	<b>1328.7</b>	<b>1323.9</b>	<b>1331.8</b>	<b>1332.8</b>
Elementary Counselors	14.5	15.99	14	14.5	14.0
Middle Counselors	14	11	10	9.5	9.5
High School Counselors	10	10	10	12.6	14.2
Media Specialist	29.9	27.8	27.6	26.8	25.8
School Psychologist	7.9	7.13	6.6	7.6	7.1
School Social Worker	9	9	8.1	8.1	8.1
Nurse	12	9.5	9	9.0	9.5
Speech & Language Pathology	13.9	10.04	13.5	11.3	10.9
Other Student Services	<b>111.2</b>	<b>100.5</b>	<b>98.9</b>	<b>99.4</b>	<b>99.0</b>
<b>Subtotal (Student Services)</b>	<b>36.5</b>	<b>35.5</b>	<b>31</b>	<b>30.0</b>	<b>28.0</b>
Principal	34.4	35.63	35.3	34.0	37.5
Assistant Principals	54.4	49.79	51.9	52.7	52.5
Other Administrators	<b>125.3</b>	<b>120.9</b>	<b>118.1</b>	<b>116.7</b>	<b>118.0</b>
<b>Subtotal (Administration)</b>	<b>1579.3</b>	<b>1550.1</b>	<b>1540.8</b>	<b>1547.8</b>	<b>1549.8</b>
<b>Workforce Total</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04</b>	<b>FY05</b>	<b>FY06</b>

**Table A1.14. FTE Count of Okefenokee RESA Educators By Personnel Categories, FY02-FY06**

<b>Personnel Categories</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04</b>	<b>FY05</b>	<b>FY06</b>
<b>Pre-Kindergarten</b>	63	61	63	63.0	66.0
Kindergarten	105.3	93.7	81.8	87.0	109.0
EIP K	33.1	49.58	62.9	56.0	28.0
ESOL	7.9	8.16	11	12.5	15.0
Grade 1	116.7	101.5	102.5	107.1	127.7
Grade 2	106.9	95.7	91	86.0	113.0
Grade 3	103.1	98.3	94	91.7	102.0
EIP 1-3	92.1	121.89	132.8	128.0	67.6
Grade 4	103.7	79.3	67.5	84.0	95.0
Grade 5	97.8	79.2	67.7	81.0	93.0
EIP 4-5	25.2	70.8	91.7	61.0	30.4
Other Elementary	59.4	50.5	40.1	42.5	31.5
<b>Elementary Total</b>	<b>851.1</b>	<b>848.5</b>	<b>905.9</b>	<b>899.8</b>	<b>812.3</b>
Grade 6	86	83.5	87.1	90.0	86.0
Grade 7	70	84.2	86.8	84.5	84.5
Grade 8	81.4	79.8	83.6	89.0	89.6
Other Middle	94.4	94.7	71.5	75.2	71.9
<b>Middle Total</b>	<b>331.8</b>	<b>342.3</b>	<b>329</b>	<b>338.7</b>	<b>332.0</b>
High School (9-12)	308.2	313.1	311.5	305.5	318.5
Vocational Education	64	75.8	73.9	84.4	82.1
Special Education	224.1	232.7	242.1	239.0	239.3
Instructional Specialist	61.4	68.2	84.3	85.4	89.0
Literacy Coach	NA	9	16.3	18.5	29.0
Other Teachers	26.9	26.3	26.2	24.0	29.2
GATAPP Teachers	7.5	5	NA	NA	
<b>Subtotal (All Teachers)</b>	<b>1938</b>	<b>1981.9</b>	<b>1989.1</b>	<b>1995.3</b>	<b>1997.3</b>
Elementary Counselors	22.3	21.24	22.1	23.5	25.5
Middle Counselors	11.4	12.9	12.3	9.5	10.5
High School Counselors	19.5	18.6	17.3	16.7	18.0
Media Specialist	45	45	46	46.5	45.0
School Psychologist	13.5	12.5	12.8	12.8	12.8
School Social Worker	9	10	10.5	10.5	11.0
Speech & Language Pathology	36.5	38.8	40.9	40.8	36.4
Other Student Services	18.4	18.9	18.7	17.8	12.3
<b>Subtotal (Student Services)</b>	<b>175.6</b>	<b>177.8</b>	<b>180.5</b>	<b>178.0</b>	<b>171.5</b>
Principal	48.3	47.3	46.1	46.5	46.7
Assistant Principal	36.3	41.8	41.8	41.1	41.1
Other Administrators	75.1	82	85.5	87.1	79.5
<b>Subtotal (Administration)</b>	<b>159.7</b>	<b>171.1</b>	<b>173.4</b>	<b>174.7</b>	<b>167.3</b>
<b>Workforce Total</b>	<b>2273.4</b>	<b>2330.8</b>	<b>2343.1</b>	<b>2348.0</b>	<b>2336.1</b>

**Table A1.15. FTE Count of Pioneer RESA Educators By Personnel Categories, FY02-FY06**

<b>Personnel Categories</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04</b>	<b>FY05</b>	<b>FY06</b>
Pre-Kindergarten	0.0	2.0	4.0	8.0	12.9
Kindergarten	344.2	361.0	376.5	392.3	424.3
EIP K	61.5	55.1	29.0	14.5	9.5
ESOL	97.6	113.2	128.7	136.8	152.4
Grade 1	332.8	369.5	397.3	415.0	417.9
Grade 2	310.7	347.8	364.0	387.5	390.0
Grade 3	312.9	321.4	334.6	355.3	366.0
EIP 1-3	137.1	142.9	101.8	66.1	99.0
Grade 4	277.6	282.6	271.1	300.4	319.4
Grade 5	267.5	273.0	277.7	288.0	288.1
EIP 4-5	52.6	56.7	47.8	36.4	38.4
Other Elementary	244.2	276.9	238.7	194.7	204.3
<b>Elementary Total</b>	<b>2438.1</b>	<b>2600.0</b>	<b>2571.2</b>	<b>2594.9</b>	<b>2709.2</b>
Grade 6	188.0	184.2	193.2	193.1	188.4
Grade 7	177.5	187.5	191.2	195.1	171.6
Grade 8	178.1	190.4	193.8	190.0	186.0
Other Middle	411.8	445.8	452.4	458.2	523.2
<b>Middle Total</b>	<b>955.4</b>	<b>1007.9</b>	<b>1030.5</b>	<b>1036.4</b>	<b>1069.1</b>
High School (9-12)	923.0	1018.5	1044.8	1109.8	122.1
Vocational Education	202.1	215.6	207.7	236.4	223.4
Special Education	618.4	681.6	719.2	769.2	838.8
Instructional Specialist	196.1	207.0	225.9	280.6	299.5
Literacy Coach	6.5	15.8	14.1	21.5	28.0
Other Teachers	27.2	38.7	31.6	35.2	36.5
<b>Subtotal (All Teachers)</b>	<b>5366.8</b>	<b>5787.0</b>	<b>5845.0</b>	<b>6084.0</b>	<b>6438.5</b>
Elementary Counselors	68.4	73.9	78.6	83.5	86.4
Middle Counselors	46.7	46.2	44.7	45.2	45.2
High School Counselors	51.0	55.0	57.3	58.5	62.9
Media Specialist	109.9	114.6	117.4	119.7	123.7
School Psychologist	30.4	36.5	37.6	38.6	37.1
School Social Worker	23.0	24.5	23.5	25.5	27.0
Speech & Language Pathology	67.3	74.2	78.5	81.3	80.0
Other Student Services	49.4	59.3	58.4	61.9	67.4
<b>Subtotal (Student Services)</b>	<b>446.1</b>	<b>484.3</b>	<b>496.0</b>	<b>514.3</b>	<b>529.7</b>
Principal	122.0	120.5	126.5	129.5	129.4
Assistant Principals	134.3	151.6	149.5	152.6	168.8
Other Administrators	149.2	162.6	170.0	173.7	190.8
<b>Subtotal (Administration)</b>	<b>405.4</b>	<b>434.7</b>	<b>446.0</b>	<b>455.7</b>	<b>489.0</b>
<b>Workforce Total</b>	<b>6218.3</b>	<b>6706.0</b>	<b>6786.9</b>	<b>7054.0</b>	<b>7457.3</b>

**Table A1.16. FTE Count of Southwest Georgia RESA Educators By Personnel Categories, FY02-FY06**

<b>Personnel Categories</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04</b>	<b>FY05</b>	<b>FY06</b>
Pre-Kindergarten	110.1	108.4	116	128.0	127.0
Kindergarten	236.6	234.9	250.4	254.0	258.4
EIP K	59.7	61.4	53.5	47.6	46.0
ESOL	7.9	9.4	12.5	13.5	13.5
Grade 1	261.5	258.6	244.4	264.1	261.5
Grade 2	244.8	241.4	245.1	234.1	241.0
Grade 3	245.3	249.3	235.2	231.0	224.7
EIP 1-3	113.9	134.4	146.4	130.6	145.5
Grade 4	236.1	215.5	216.5	206.1	203.4
Grade 5	221.3	209.7	116	207.3	194.3
EIP 4-5	40.4	59.5	205.8	78.9	75.0
Other Elementary	121.9	131.1	73.9	72.2	87.0
<b>Elementary Total</b>	<b>1789.4</b>	<b>1805.1</b>	<b>1879.1</b>	<b>1867.3</b>	<b>1750.3</b>
Grade 6	199.9	202.5	210.7	201.3	190.7
Grade 7	188.5	193.4	196.7	188.2	185.0
Grade 8	177.6	177.7	198.4	183.4	181.5
Other Middle	253.3	249.4	195.5	204.6	239.1
<b>Middle Total</b>	<b>819.2</b>	<b>823</b>	<b>801.4</b>	<b>777.4</b>	<b>796.3</b>
High School (9-12)	777.8	749.2	739.1	742.3	749.9
Vocational Education	180.1	191.7	178.4	189.4	186.2
Special Education	511.1	542.1	543.1	558.2	562.3
Instructional Specialist	205.6	203.3	238.8	241.1	222.9
Literacy Coach	10.6	10.8	30	37.5	48.0
Other Teachers	31.3	38.4	49.8	47.3	33.8
GATAPP Teachers	2	3	10	6.0	6.0
<b>Subtotal (All Teachers)</b>	<b>4437.1</b>	<b>4475</b>	<b>4469.7</b>	<b>4466.5</b>	<b>4482.7</b>
Elementary Counselors	58.1	60.3	59.4	59.2	57.3
Middle Counselors	38.5	39.6	36.1	35.2	39.0
High School Counselors	41.7	43.3	46	44.2	47.3
Media Specialist	107.1	109.8	104.3	104.9	99.4
School Psychologist	32.5	32.9	32.1	30.9	32.2
School Social Worker	19.1	21.9	NA	21.8	24.3
Speech & Language Pathology	73.7	76.3	66	83.5	79.3
Other Student Services	60	60.7	51.8	54.0	54.1
<b>Subtotal (Student Services)</b>	<b>430.5</b>	<b>444.7</b>	<b>418.9</b>	<b>433.5</b>	<b>432.8</b>
Principal	102.4	101.7	101.6	103.0	101.5
Assistant Principals	117.2	122.6	117.2	116.7	126.5
Other Administrators	172.2	167.9	171.9	173.9	174.2
<b>Subtotal (Administration)</b>	<b>391.7</b>	<b>392.2</b>	<b>390.7</b>	<b>393.6</b>	<b>402.2</b>
<b>Workforce Total</b>	<b>5259.4</b>	<b>5311.9</b>	<b>5279.3</b>	<b>5293.6</b>	<b>5317.7</b>



**Table A1.17. FTE Count of West Georgia RESA Educators By Personnel Categories, FY02-FY06**

<b>Personnel Categories</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04</b>	<b>FY05</b>	<b>FY06</b>
Pre-Kindergarten	102	97.5	102.5	104.5	107.5
Kindergarten	195.8	208.3	232.4	237.2	250.2
EIP K	39.8	37.6	28.4	21.6	14.0
ESOL	1	11.5	16.5	20.1	22.1
Grade 1	214	237.7	232.1	235.4	238.7
Grade 2	207	225.5	233.9	233.2	229.3
Grade 3	214.3	241.4	236.3	234.7	237.2
EIP 1-3	114.4	106.8	81	56.3	50.7
Grade 4	187.3	197	201.4	193.0	189.9
Grade 5	189.5	201.7	200.4	205.3	196.9
EIP 4-5	57.3	38	38.2	39.6	37.1
Other Elementary	133.9	140.5	158.8	175.6	204.1
<b>Elementary Total</b>	<b>1554.3</b>	<b>1646</b>	<b>1761.8</b>	<b>1756.5</b>	<b>1670.2</b>
Grade 6	166	173.8	165.6	165.3	166.0
Grade 7	167.1	169.4	173.8	164.7	175.0
Grade 8	152.7	157	159.8	164.1	161.5
Other Middle	174.3	194	198.2	189.8	196.1
<b>Middle Total</b>	<b>660.1</b>	<b>694.2</b>	<b>697.3</b>	<b>683.9</b>	<b>698.6</b>
High School (9-12)	684.3	720.2	705.6	698.4	753.1
Vocational Education	121.2	118.5	151	151.7	158.5
Special Education	491.3	511.6	515.2	532.9	550.7
Instructional Specialist	128.7	137.9	126.5	115.6	121.6
Literacy Coach	NA	1	2	1.5	5.0
Other Teachers	47.7	64.2	47.9	41.4	39.8
GATAPP Teachers	7	10.5	29	11.1	6.0
<b>Subtotal (All Teachers)</b>	<b>3796.5</b>	<b>4001.6</b>	<b>4036.3</b>	<b>3992.9</b>	<b>4111.0</b>
Elementary Counselors	54.5	56	54.5	55.0	57.5
Middle Counselors	32.5	30.5	32	31.5	35.5
High School Counselors	39.4	41.7	41.8	43.8	45.3
Media Specialist	91.4	92.7	93.4	94.7	95.8
School Psychologist	26	28.6	31.4	31.8	32.3
School Social Worker	11.6	12.1	16.3	15.0	16.0
Speech & Language Pathology	59	63.6	62.5	63.9	64.1
Other Student Services	33.3	35.6	30.3	37.5	33.5
<b>Subtotal (Student Services)</b>	<b>347.7</b>	<b>360.8</b>	<b>362.1</b>	<b>373.2</b>	<b>379.8</b>
Principal	86	88	89	92.0	92.5
Assistant Principals	111.5	116.2	108.6	113.0	110.3
Other Administrators	117.3	118.3	128.2	134.9	135.6
<b>Subtotal (Administration)</b>	<b>314.7</b>	<b>322.5</b>	<b>325.8</b>	<b>339.9</b>	<b>338.4</b>
<b>Workforce Total</b>	<b>4458.9</b>	<b>4684.9</b>	<b>4724.2</b>	<b>4706.0</b>	<b>4829.3</b>

## **APPENDIX B**

### **CERTIFICATES HELD BY HIGH SCHOOL TEACHERS WHO TAUGHT OUT-OF-FIELD IN HIGH SCHOOL CORE SUBJECT AREAS, FY06**

**TABLE B1.1. CERTIFICATES HELD BY HIGH SCHOOL TEACHERS WHO TAUGHT OUT-OF-FIELD IN HIGH SCHOOL CORE SUBJECT AREAS, FY06**

Mathematics	English	Science	Social Science
Field Name	Field Name	Field Name	Field Name
Behavioral Science (6-12)	Art (P-12)	Agricultural Education (6-12)	Art (P-12)
Biology (6-12)	Behavioral Science (6-12)	Anthropology (6-12)	Associate Media Specialist (P-12)
Business Education (6-12)	Biology (6-12)	Behavioral Science (6-12)	Biology (6-12)
Chemistry (6-12)	Broadcast And Video Production	C. V. A. E.	Business Education (6-12)
Cosmetology	Business Education (6-12)	Data Collection	Chemistry (6-12)
Data Collection	C. V. A. E.	Director: Special Education	Data Collection
Director: Special Education	Chemistry (6-12)	Early Childhood Education (P-5)	Director: Special Education
Early Childhood Education (P-5)	Construction Cluster	Economics (6-12)	Diversified Cooperative Training
Economics (6-12)	Dance (P-12)	Educational Leadership (P-12)	Early Childhood Education (P-5)
Educational Leadership (P-12)	Data Collection	English (6-12)	Earth/Space Science (6-12)
English (6-12)	Director Of Technology/Career Education	ESOL Endorsement	Educational Leadership (P-12)
ESOL Endorsement	Director: Special Education	Geography (6-12)	English (6-12)
Family And Consumer Sciences Education (6-12)	Diversified Cooperative Training	Gifted In-Field	ESOL Endorsement
Geography (6-12)	Drama (P-12)	Health & Physical Education (P-12)	Family And Consumer Sciences Education (6-12)
Gifted - Language Arts Concentration	Early Childhood Education (P-5)	History (6-12)	Gifted - Language Arts Concentration
Gifted - Mathematics Concentration	Economics (6-12)	HSTE - Registered Nurse	Gifted - Social Science Concentration
Gifted - Reading Concentration	Educational Leadership (P-12)	Instructional Supervision	Gifted (P-12) Consultative
Gifted - Science Concentration	Elementary Grades (P-8)	Mathematics (6-12)	Gifted In-Field
Gifted - Social Science Concentration	ESOL (P-12)	Middle Grades (4-8) - Language Arts	Graphic Arts
Gifted (P-12) Consultative	ESOL Endorsement	Middle Grades (4-8) - Math	Health & Physical Education (P-12)
Gifted In-Field	Family And Consumer Sciences Education (6-12)	Middle Grades (4-8) - Reading	Marketing Education (6-12)
Graphic Arts	French (6-12)	Middle Grades (4-8) - Science	Mass Communications Cluster
Health & Physical Education (P-12)	French (P-12)	Middle Grades (4-8) - Social Science	Mathematics (6-12)

**TABLE B1.1. CERTIFICATES HELD BY HIGH SCHOOL TEACHERS WHO TAUGHT OUT-OF-FIELD IN HIGH SCHOOL CORE SUBJECT AREAS, FY06**

Mathematics	English	Science	Social Science
Field Name	Field Name	Field Name	Field Name
History (6-12)	Geography (6-12)	Middle Grades (4-8)	Media Specialist (P-12)
Instructional Supervision	Gifted - Language Arts Concentration	Paraprofessional Educator	Middle Grades (4-8) - Language Arts
Media Specialist (P-12)	Gifted - Mathematics Concentration	Political Science (6-12)	Middle Grades (4-8) - Math
Middle Grades (4-8) - Language Arts	Gifted - Science Concentration	Safety And Driver Education	Middle Grades (4-8) - Science
Middle Grades (4-8) - Math	Gifted - Social Science Concentration	School Counseling (P-12)	Middle Grades (4-8) - Social Science
Middle Grades (4-8) - Reading	Gifted (P-12) Consultative	Special Education Adapted Curriculum (P-12) Consultative	Middle Grades (4-8)
Middle Grades (4-8) - Science	Gifted In-Field	Special Education Behavior Disorders (P-12) Consultative	Paraprofessional Educator
Middle Grades (4-8) - Social Science	Health & Physical Education (P-12)	Special Education General Curriculum (P-12) Consultative	Public Safety
Middle Grades (4-8)	Health (P-12)	Special Education Language Arts Cognitive Level (P-5, 4-8)	Reading Specialist (P-12)
Paraprofessional Educator	History (6-12)	Special Education Learning Disabilities (P-12) Consultative	Related Vocational Instruction
Physics (6-12)	Instructional Supervision	Special Education Math Cognitive Level (P-5, 4-8)	Safety And Driver Education
Political Science (6-12)	Latin (6-12)	Special Education Science Cognitive Level (P-5, 4-8)	School Counseling (P-12)
Reading Endorsement	Latin (P-12)	Special Education Science Cognitive Level (P-5, 4-8, 6-12)	School Social Work (P-12)
Reading Specialist (P-12)	Mathematics (6-12)	Special Education Social Science Cognitive Level (P-5, 4-8)	Science (6-12)
Safety And Driver Education	Middle Grades (4-8) - Language Arts	Special Education Social Science Cognitive Level (P-5, 4-8,	Special Education Adapted Curriculum (P-12) Consultative
School Counseling (P-12)	Middle Grades (4-8) - Math	Teacher Support Specialist	Special Education Behavior Disorders (P-12) Consultative
Science (6-12)	Middle Grades (4-8) - Reading		Special Education General Curriculum (P-12) Consultative
Special Education Adapted Curriculum (P-12) Consultative	Middle Grades (4-8) - Science		Special Education Language Arts Cognitive Level (P-5)
Special Education Behavior Disorders (P-12) Consultative	Middle Grades (4-8) - Social Science		Special Education Language Arts Cognitive Level (P-5, 4-8)

**TABLE B1.1. CERTIFICATES HELD BY HIGH SCHOOL TEACHERS WHO TAUGHT OUT-OF-FIELD IN HIGH SCHOOL CORE SUBJECT AREAS, FY06**

Mathematics	English	Science	Social Science
Field Name	Field Name	Field Name	Field Name
Special Education General Curriculum (P-12) Consultative	Middle Grades (4-8)		Special Education Language Arts Cognitive Level (P-5, 4-8, 6)
Special Education Language Arts Cognitive Level (P-5, 4-8)	Music (P-12)		Special Education Learning Disabilities (P-12) Consultative
Special Education Language Arts Cognitive Level (P-5, 4-8, 6)	Paraprofessional Educator		Special Education Math Cognitive Level (P-5)
Special Education Learning Disabilities (P-12) Consultative	Physics (6-12)		Special Education Math Cognitive Level (P-5, 4-8)
Special Education Math Cognitive Level (P-5)	Political Science (6-12)		Special Education Reading Cognitive Level (P-5)
Special Education Math Cognitive Level (P-5, 4-8)	Reading (P-12)		Special Education Science Cognitive Level (P-5, 4-8)
Special Education Math Cognitive Level (P-5, 4-8, 6-12)	Reading Endorsement		Special Education Social Science Cognitive Level (P-5, 4-8)
Special Education Reading Cognitive Level (P-5)	Reading Specialist (P-12)		Special Education Social Science Cognitive Level (P-5, 4-8,
Special Education Reading Cognitive Level (P-5, 4-8)	Safety And Driver Education		Teacher Support Specialist
Special Education Science Cognitive Level (P-5)	School Counseling (P-12)		Trade & Industrial Education (6-12)
Special Education Science Cognitive Level (P-5, 4-8)	School Social Work (P-12)		
Special Education Social Science Cognitive Level (P-5, 4-8)	Science (6-12)		
Special Education Social Science Cognitive Level (P-5, 4-8,	Special Education Adapted Curriculum (P-12) Consultative		
Teacher Support Specialist	Special Education Behavior Disorders (P-12) Consultative		
Technology Education (6-12)	Special Education General Curriculum (P-12) Consultative		
Trade & Industrial Education (6-12)	Special Education Language Arts Cognitive Level (P-5)		
	Special Education Language Arts Cognitive Level (P-5, 4-8)		

**TABLE B1.1. CERTIFICATES HELD BY HIGH SCHOOL TEACHERS WHO TAUGHT OUT-OF-FIELD IN HIGH SCHOOL CORE SUBJECT AREAS, FY06**

Mathematics	English	Science	Social Science
Field Name	Field Name	Field Name	Field Name
	Special Education Language Arts Cognitive Level (P-5, 4-8, 6)		
	Special Education Learning Disabilities (P-12) Consultative		
	Special Education Math Cognitive Level (P-5)		
	Special Education Math Cognitive Level (P-5, 4-8)		
	Special Education Preschool (Ages 3-5) Endorsement		
	Special Education Reading Cognitive Level (P-5)		
	Special Education Reading Cognitive Level (P-5, 4-8, 6-12)		
	Special Education Science Cognitive Level (P-5)		
	Special Education Science Cognitive Level (P-5, 4-8)		
	Special Education Social Science Cognitive Level (P-5)		
	Special Education Social Science Cognitive Level (P-5, 4-8)		
	Special Education Social Science Cognitive Level (P-5, 4-8,		
	Spanish (6-12)		
	Spanish (P-12)		
	Speech & Language Pathology (P-12)		
	Speech (6-12)		
	Teacher Support Specialist		
	Technology Education (6-12)		
	Trade & Industrial Education (6-12)		

## **APPENDIX C**

### **FACTORS OF TEACHER SUPPLY**

**TABLE C.1.1. TEACHER & NON-TEACHER COUNTS BY TYPE OF CERTIFICATE (PERMIT, INTERN, NON-RENEWABLE, EXCHANGE AND WAIVER CERTIFICATES), FY06**

<b>Subject</b>	<b>Provisional</b>	<b>Intern</b>	<b>Non-Renewable</b>	<b>Probationary</b>	<b>Waiver</b>	<b>Total</b>
Agricultural Education (6-12)	0	0	14	0	0	14
Art (P-12)	0	7	45	0	0	52
Auto Mechanics	0	0	1	0	0	1
Automotive Service Technology	0	0	6	0	0	6
Behavioral Science (6-12)	0	24	155	0	0	179
Biology (6-12)	0	3	78	0	0	81
Broadcast And Video Production	0	0	5	0	0	5
Business Education (6-12)	0	25	87	0	0	112
C. V. A. E.	0	0	4	0	0	4
Chemistry (6-12)	0	1	15	0	0	16
Construction	0	0	11	0	0	11
Cosmetology	0	0	6	0	0	6
Dance (P-12)	0	0	1	0	0	1
Drafting Occupations Cluster	0	0	1	0	0	1
Drama (P-12)	0	0	21	0	0	21
Early Childhood Education (P-5)	0	113	626	0	2	741
Earth/Space Science (6-12)	0	0	4	0	0	4
Economics (6-12)	0	24	155	0	0	179
Educational Leadership (P-12)	0	0	25	0	0	25
Engineering Drawing And Design	0	0	1	0	0	1
English (6-12)	0	56	217	0	1	274
ESOL (P-12)	0	0	30	0	0	30
ESOL Endorsement	0	0	49	0	0	49
Family And Consumer Sciences Education (6-12)	0	2	18	0	0	20
French (6-12)	0	0	4	0	0	4
French (P-12)	0	1	13	0	0	14
Geography (6-12)	0	24	153	0	0	177



**TABLE C.1.1. TEACHER & NON-TEACHER COUNTS BY TYPE OF CERTIFICATE (PERMIT, INTERN, NON-RENEWABLE, EXCHANGE AND WAIVER CERTIFICATES), FY06**

Subject	Provisional	Intern	Non-Renewable	Probationary	Waiver	Total
German (6-12)	0	0	2	0	0	2
German (P-12)	0	0	3	0	0	3
Gifted (P-12) Consultative	0	0	1	0	0	1
Gifted In-Field	0	0	542	0	0	542
Graphic Communication	0	0	2	0	0	2
Health & Physical Education (P-12)	0	3	115	0	0	118
Health (P-12)	0	0	9	0	0	9
History (6-12)	0	25	169	0	0	194
HSTE - Laboratory Technologist	0	0	1	0	0	1
HSTE - Registered Nurse	0	0	22	0	0	22
IT / Network Systems	0	0	2	0	0	2
Japanese (P-12)	0	0	2	0	0	2
Latin (6-12)	0	0	3	0	0	3
Latin (P-12)	0	0	2	0	0	2
Manufacturing And Engineering Sciences	0	0	1	0	0	1
Marketing Education (6-12)	0	0	7	0	0	7
Mathematics (6-12)	0	103	151	0	0	254
Media Specialist (P-12)	0	0	9	0	0	9
Middle Grades (4-8)	0	162	692	0	3	857
Middle Grades (4-8) - Language Arts	0	41	354	0	1	396
Middle Grades (4-8) - Math	0	55	263	0	1	319
Middle Grades (4-8) - Reading	0	6	63	0	0	69
Middle Grades (4-8) - Science	0	63	200	0	1	264
Middle Grades (4-8) - Social Science	0	47	406	0	1	454
Middle Grades Endorsement	0	0	2	0	0	2
Music (P-12)	0	7	72	0	0	79
Physics (6-12)	0	4	11	0	0	15

**TABLE C.1.1. TEACHER & NON-TEACHER COUNTS BY TYPE OF CERTIFICATE (PERMIT, INTERN, NON-RENEWABLE, EXCHANGE AND WAIVER CERTIFICATES), FY06**

<b>Subject</b>	<b>Provisional</b>	<b>Intern</b>	<b>Non-Renewable</b>	<b>Probationary</b>	<b>Waiver</b>	<b>Total</b>
Political Science (6-12)	0	24	155	0	0	179
Professional Foods	0	0	4	0	0	4
Public Safety	0	0	11	0	0	11
Reading (P-12)	0	0	19	0	0	19
Reading Endorsement	0	0	3	0	0	3
Reading Endorsement (6-12)	0	0	1	0	0	1
Related Vocational Instruction	0	0	7	0	0	7
Safety And Driver Education	0	0	1	0	0	1
School Counseling (P-12)	0	0	9	0	0	9
School Psychology (P-12)	0	0	1	0	0	1
School Social Work (P-12)	0	0	2	0	0	2
Science (6-12)	0	81	116	0	0	197
Special Education Adapted Curriculum (P-12) Consultative	0	5	94	0	1	100
Special Education Behavior Disorders (P-12) Consultative	0	4	70	0	2	76
Special Education Deaf Ed (P-12) Consultative	0	0	16	0	0	16
Special Education General Curriculum (P-12) Consultative	3	232	1025	0	4	1,264
Special Education General Curriculum Consultative/Early Childhood Education (P-5)	0	5	22	0	0	27
Special Education Language Arts Cognitive Level (P-5)	0	1	129	3	0	133
Special Education Language Arts Cognitive Level (P-5, 4-8)	0	60	518	3	3	584
Special Education Language Arts Cognitive Level (P-5, 4-8, 6	1	7	112	0	0	120
Special Education Learning Disabilities (P-12) Consultative	0	1	55	0	1	57
Special Education Math Cognitive Level (P-5)	0	2	184	5	0	191
Special Education Math Cognitive Level (P-5, 4-8)	1	45	385	0	3	434
Special Education Math Cognitive Level (P-5, 4-8, 6-12)	0	4	41	0	0	45
Special Education Physical & Health Disabilities (P-12) Cons	0	0	16	0	0	16
Special Education Preschool (Ages 3-5) Endorsement	0	0	2	0	0	2

**TABLE C.1.1. TEACHER & NON-TEACHER COUNTS BY TYPE OF CERTIFICATE (PERMIT, INTERN, NON-RENEWABLE, EXCHANGE AND WAIVER CERTIFICATES), FY06**

<b>Subject</b>	<b>Provisional</b>	<b>Intern</b>	<b>Non-Renewable</b>	<b>Probationary</b>	<b>Waiver</b>	<b>Total</b>
Special Education Reading Cognitive Level (P-5)	0	4	230	5	0	239
Special Education Reading Cognitive Level (P-5, 4-8)	0	0	41	0	1	42
Special Education Reading Cognitive Level (P-5, 4-8, 6-12)	0	1	34	0	0	35
Special Education Science Cognitive Level (P-5)	0	2	199	3	0	204
Special Education Science Cognitive Level (P-5, 4-8)	1	44	376	3	3	427
Special Education Science Cognitive Level (P-5, 4-8, 6-12)	0	10	51	0	0	61
Special Education Social Science Cognitive Level (P-5)	0	2	78	1	0	81
Special Education Social Science Cognitive Level (P-5, 4-8)	7	141	959	7	5	1,119
Special Education Social Science Cognitive Level (P-5, 4-8,	5	60	397	2	2	466
Special Education Transition Specialist Endorsement	0	0	1	0	0	1
Special Education Visual Impairment (P-12) Consultative	0	0	6	0	0	6
Spanish (6-12)	0	4	21	0	0	25
Spanish (P-12)	0	19	68	0	1	88
Speech & Language Pathology (P-12)	0	0	11	0	0	11
Speech (6-12)	0	0	9	0	0	9
Teacher Support Specialist	0	0	1	0	0	1
Technology Education (6-12)	0	5	25	0	1	31
Telecommunications	0	0	1	0	0	1
Trade & Industrial Education (6-12)	0	0	2	0	0	2
Welding Technology	0	0	1	0	0	1
<b>Total</b>	<b>18</b>	<b>1,559</b>	<b>10,360</b>	<b>32</b>	<b>37</b>	<b>12,006</b>

**TABLE C1.2. TOTAL NUMBER OF COMPLETERS, FY04-FY05**

Name of Institution	FY04					FY05				Percent Change from FY04 to FY05
	Unspecified	Regular	Alternative	GATAPP	Total	Regular	Alternative	GATAPP	Total	
Agnes Scott College	0	7	3	0	10	5	15	0	20	100.0
Albany State University	0	38	17	2	57	62	10	1	73	28.1
Armstrong Atlantic State University	0	109	63	21	193	54	50	16	120	-37.8
Atlanta Christian College	0	9	0	0	9	7	0	0	7	-22.2
Augusta State University	0	96	2	0	98	91	7	0	98	0.0
Berry College	0	52	19	0	71	62	13	0	75	5.6
Brenau University	0	68	44	0	112	73	41	0	114	1.8
Brewton-Parker College	0	57	2	18	77	42	0	14	56	-27.3
Clark Atlanta University	0	42	59	0	101	45	52	0	97	-4.0
Clayton College & State University	0	29	0	0	29	32	0	0	32	10.3
Clayton County	NA	NA	NA	NA	NA	0	0	43	43	NA
Columbus State University	0	74	76	8	158	102	26	14	142	-10.1
Covenant College	0	20	1	0	21	22	0	0	22	4.8
DeKalb County	NA	NA	NA	NA	NA	0	0	36	36	NA
Emmanuel College	0	34	0	0	34	32	0	0	32	-5.9
Emory University	0	18	0	0	18	22	0	0	22	22.2
Fort Valley State University	0	27	2	0	29	33	3	0	36	24.1
Georgia College and State University	0	82	45	0	127	106	65	0	171	34.6
Georgia Southern University	0	220	21	9	250	359	0	0	359	43.6
Georgia Southwestern State University	0	76	18	0	94	94	11	0	105	11.7
Georgia State University	85	519	69	44	717	269	156	18	443	-38.2
Griffin RESA	0	0	0	28	28	0	0	6	6	-78.6

**TABLE C1.2. TOTAL NUMBER OF COMPLETERS, FY04-FY05**

Name of Institution	FY04					FY05				Percent Change from FY04 to FY05
	Unspecified	Regular	Alternative	GATAPP	Total	Regular	Alternative	GATAPP	Total	
Heart of Georgia RESA	NA	NA	NA	NA	NA	0	0	12	12	NA
Kennesaw State University	0	340	18	0	358	372	0	0	372	3.9
LaGrange College	0	28	25	0	53	13	22	0	35	-34.0
Mercer University	0	126	125	24	275	173	151	4	328	19.3
Metro RESA	0	0	0	59	59	0	0	22	22	-62.7
Middle Georgia RESA	0	0	0	35	35	0	0	29	29	-17.1
North Georgia College	0	152	76	4	232	135	97	0	232	0.0
North East Georgia RESA	0	0	0	14	14	0	0	1	1	-92.9
Northwest Georgia RESA	0	0	0	0	0	0	0	19	19	NA
Oconee RESA	0	0	0	0	0	0	0	13	13	NA
Oglethorpe University	0	26	5	0	31	21	1	0	22	-29.0
Paine College	0	14	0	0	14	4	0	0	4	-71.4
Piedmont College	0	63	110	0	173	84	108	0	192	11.0
Shorter College	0	53	2	0	55	38	5	0	43	-21.8
Spelman College	0	0	0	0	0	23	0	0	23	NA
Thomas College	0	45	0	0	45	35	2	0	37	-17.8
Toccoa Falls College	0	29	3	0	32	22	0	0	22	-31.3
University of Georgia	0	535	127	0	662	404	301	0	705	6.5
University of West Georgia	0	282	133	0	415	275	188	0	463	11.6
Valdosta State University	0	282	41	0	323	389	56	0	445	37.8
Wesleyan College	0	13	2	7	22	12	6	6	24	9.1
West Georgia RESA	NA	NA	NA	NA	NA	0	0	24	24	NA
<b>Total</b>	<b>85</b>	<b>3,565</b>	<b>1,108</b>	<b>273</b>	<b>5,031</b>	<b>3512</b>	<b>1,386</b>	<b>278</b>	<b>5,176</b>	<b>2.9</b>

## **APPENDIX D**

### **FY06 ADMINISTRATIVE AND STUDENT SERVICES PERSONNEL DEMOGRAPHY AND DISTRIBUTION**

**Table D1.1. Administrative Personnel in Georgia by Certification Code, FY06**

<b>CODE</b>	<b>Assistant Principal</b>	<b>Assistant Superintendent</b>	<b>Athletic Director</b>	<b>Curriculum Director</b>	<b>Human Resources Director</b>	<b>Instructional Supervisor</b>	<b>Kindergarten Director</b>	<b>Other Administrative Personnel</b>	<b>Pre-K Director</b>	<b>Principal</b>	<b>RESA Director</b>	<b>Special Education Director</b>	<b>Superintendent</b>	<b>Technology Director</b>	<b>Vocational Education Director</b>	<b>Total</b>
Leadership (L)	2,794	226	11	210	55	499	1	451	20	2,043	11	158	168	24	108	6,779
Permit (P)	0	0	0	0	0	2	0	1	0	0	0	0	0	0	0	3
Service (S)	19	2	0	3	0	41	0	186	2	12	0	1	0	6	2	274
Teaching (T)	217	4	20	12	1	349	0	271	4	57	0	8	0	19	37	999
Provisional Leadership (BL)	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Provisional Service (BS)	0	0	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Provisional Teaching (BT)	1	0	0	0	0	0	0	4	0	1	0	0	0	0	0	6
Life Leadership	7	7	0	2	0	13	0	10	1	8	2	2	6	0	2	60
Life Service	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	3
Life Teaching	1	0	2	1	2	8	0	15	1	4	0	0	0	0	0	34
Non-Renewable Leadership (NL)	47	1	0	2	0	7	0	5	0	12	0	1	3	0	2	80
Non-Renewable Service (NS)	0	0	0	0	0	1	0	5	0	0	0	0	0	0	0	6
Non-Renewable Teaching (NT)	1	0	0	0	0	4	0	3	0	0	0	0	0	0	0	8
Waiver Leadership (WL)	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Probationary Leadership (PAL)	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Probationary Teaching (PAT)	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Performance-based Teaching (PBT)	35	1	6	2	0	80	0	53	3	10	0	0	0	10	6	206
<b>Total</b>	<b>3,126</b>	<b>241</b>	<b>39</b>	<b>232</b>	<b>58</b>	<b>1,005</b>	<b>1</b>	<b>1,011</b>	<b>31</b>	<b>2,149</b>	<b>13</b>	<b>171</b>	<b>177</b>	<b>59</b>	<b>157</b>	<b>8,470</b>

**Table D1.2. Administrative Personnel in Georgia by Age Group, FY06**

Age Group	Assistant Principal	Assistant Superintendent	Athletic Director	Curriculum Director	Human Resources Director	Instructional Supervisor	Kindergarten Director	Other Administrative Personnel	Pre-K Director	Principal	RESA Director	Special Education Director	Superintendent	Technology Director	Vocational Education Director	Total
21-30 Years	47	1	0	1	0	18	0	13	0	5	0	0	0	0	2	87
31-40 years	1,054	11	12	21	1	215	0	174	0	370	0	24	5	9	18	1,914
41-50 Years	999	51	11	68	18	290	0	249	8	700	2	53	32	26	47	2,554
51-60 Years	900	147	13	117	33	416	1	500	18	960	7	85	120	21	78	3,416
61 and above	126	31	3	25	6	66	0	75	5	114	4	9	20	3	12	499
Total	3,126	241	39	232	58	1,005	1	1,011	31	2,149	13	171	177	59	157	8,470

**Table D1.3. Administrative Personnel in Georgia by Experience Group, FY06**

Experience Group	Assistant Principal	Assistant Superintendent	Athletic Director	Curriculum Director	Human Resources Director	Instructional Supervisor	Kindergarten Director	Other Administrative Personnel	Pre-K Director	Principal	RESA Director	Special Education Director	Superintendent	Technology Director	Vocational Education Director	Total
0-4 Years	31	4	1	1	1	20	0	38	0	16	1	2	2	1	0	118
5-9 Years	380	3	3	12	0	90	0	81	0	63	0	6	0	4	10	652
10-14 Years	820	6	8	15	6	163	0	143	4	298	0	19	2	11	20	1,515
15-19 Years	592	24	6	34	9	156	0	132	3	364	0	30	9	7	21	1,387
20-24 Years	498	31	7	33	10	178	0	177	6	418	2	33	28	15	32	1,468
25-29 Years	479	79	3	76	18	220	1	206	7	546	4	43	53	17	35	1,787
30 and above	326	94	11	61	14	178	0	234	11	444	6	38	83	4	39	1,543
Total	3,126	241	39	232	58	1,005	1	1,011	31	2,149	13	171	177	59	157	8,470



**Table D.1.4. Administrative Personnel in Georgia by RESA, FY06**

<b>RESA</b>	<b>Assistant Principal</b>	<b>Assistant Superintendent</b>	<b>Athletic Director</b>	<b>Curriculum Director</b>	<b>Human Resources Director</b>	<b>Instructional Supervisor</b>	<b>Kindergarten Director</b>	<b>Other Administrative Personnel</b>	<b>Pre-K Director</b>	<b>Principal</b>	<b>RESA Director</b>	<b>Special Education Director</b>	<b>Superintendent</b>	<b>Technology Director</b>	<b>Vocational Education Director</b>	<b>Total</b>
Central Savannah	119	18	2	10	5	46	0	35	1	127	1	9	12	1	12	398
Chattahoochee	94	12	3	10	1	26	0	33	2	102	0	8	14	1	9	315
Coastal Plains	90	10	2	8	3	18	0	36	3	57	1	10	11	4	5	258
First District	229	15	3	18	6	98	0	131	5	184	1	16	18	7	13	744
Griffin	187	14	1	10	5	53	0	30	1	119	1	7	7	6	10	451
Heart of Georgia	43	9	1	6	1	9	0	23	2	41	1	5	10	5	1	157
Metro	1,268	51	4	79	9	394	1	314	0	665	0	22	11	2	51	2,871
Middle Georgia	140	11	11	5	3	76	0	36	4	101	1	7	7	3	6	411
North Georgia	124	9	1	7	4	19	0	47	0	87	1	7	7	2	4	319
Northeast Georgia	138	24	1	10	2	41	0	60	2	108	1	14	13	4	7	425
Northwest Georgia	208	15	4	17	5	71	0	57	1	161	1	17	16	7	11	591
Oconee	36	3	0	4	0	14	0	16	1	28	1	5	6	1	1	116
Okefenokee	42	10	2	7	0	19	0	19	2	46	1	7	8	2	2	167
Pioneer	173	20	1	15	4	41	0	71	0	128	1	15	14	10	6	499
Southwest Georgia	125	8	1	18	5	39	0	50	7	102	1	16	16	4	11	403
West Georgia	110	12	2	8	5	41	0	53	0	93	0	6	7	0	8	345
<b>Total</b>	<b>3,126</b>	<b>241</b>	<b>39</b>	<b>232</b>	<b>58</b>	<b>1,005</b>	<b>1</b>	<b>1,011</b>	<b>31</b>	<b>2,149</b>	<b>13</b>	<b>171</b>	<b>177</b>	<b>59</b>	<b>157</b>	<b>8,470</b>

**Table D1.5. Administrative Personnel in Georgia by School System, FY06**

<b>SYSTEM</b>	<b>Assistant Principal</b>	<b>Assistant Superintendent</b>	<b>Athletic Director</b>	<b>Curriculum Director</b>	<b>Human Resources Director</b>	<b>Instructional Supervisor</b>	<b>Kindergarten Director</b>	<b>Other Administrative Personnel</b>	<b>Pre-K Director</b>	<b>Principal</b>	<b>RESA Director</b>	<b>Special Education Director</b>	<b>Superintendent</b>	<b>Technology Director</b>	<b>Vocational Education Director</b>	<b>Total</b>
Appling	5	1	0	1	0	1	0	3	0	6	0	1	1	0	1	20
Atkinson	1	0	0	1	0	0	0	1	0	3	0	1	1	0	0	8
Atlanta City	74	0	0	11	0	140	0	121	0	97	0	1	1	0	1	446
Bacon	3	0	0	2	0	1	0	1	0	4	0	1	1	0	0	13
Baker	0	0	0	0	0	1	0	0	0	1	0	0	1	0	0	3
Baldwin	12	0	0	2	0	4	0	2	1	6	0	1	1	0	1	30
Banks	4	1	0	0	0	0	0	2	0	5	0	1	1	0	0	14
Barrow	18	3	0	1	0	2	0	8	0	16	0	1	1	0	1	51
Bartow	28	0	0	2	0	8	0	5	1	19	0	0	1	1	0	65
Ben Hill	7	0	0	1	0	1	0	2	1	4	0	1	1	1	0	19
Berrien	5	1	0	0	1	3	0	1	0	5	0	0	1	0	1	18
Bibb	42	4	1	0	0	56	0	14	0	41	0	1	1	0	3	163
Bleckley	5	0	1	0	0	0	0	2	1	4	0	1	1	0	0	15
Brantley	6	1	0	0	0	0	0	3	1	6	0	1	1	0	0	19
Bremen City	2	0	0	1	0	0	0	0	0	3	0	1	1	1	0	9
Brooks	7	0	0	1	0	3	0	2	0	4	0	1	1	0	0	19
Bryan	12	1	0	0	0	5	0	5	0	9	0	1	1	0	0	34
Buford City	6	1	1	1	0	1	0	0	0	4	0	1	1	0	1	17
Bulloch	19	2	0	2	0	0	0	5	0	15	0	1	1	1	1	47
Burke	11	2	1	2	0	5	0	1	0	6	0	1	1	0	0	30
Butts	8	2	0	0	0	3	0	1	0	5	0	1	1	1	1	23
Calhoun City	6	1	0	0	0	2	0	4	0	4	0	2	1	0	0	20
Calhoun	1	0	0	1	0	0	0	0	1	2	0	0	1	0	0	6
Camden	25	0	0	3	1	0	0	9	0	13	0	1	1	0	2	55
Candler	3	0	0	1	0	0	0	1	0	4	0	1	1	1	0	12
Carrollton City	8	1	1	1	1	2	0	4	0	5	0	1	1	0	1	26
Carroll	29	1	0	2	1	14	0	3	0	22	0	1	1	0	1	75
Cartersville City	8	1	0	1	0	0	0	2	0	4	0	1	1	0	0	18
Catoosa	21	1	0	1	1	2	0	9	0	15	0	1	1	0	2	54
Charlton	4	1	0	0	0	0	0	1	0	4	0	1	1	0	1	13
Chatham	67	6	1	0	0	38	0	49	0	52	0	1	1	1	3	219
Chattahoochee	0	1	0	0	0	0	0	1	0	3	0	0	1	0	1	7
Chattooga	4	1	0	1	0	1	0	1	0	7	0	1	1	1	1	19
Chickamauga City	2	1	0	0	0	0	0	0	0	3	0	1	1	0	0	8
Cherokee	55	4	0	1	2	11	0	14	0	35	0	2	1	0	0	125
Clarke	24	1	0	2	1	16	0	15	1	21	0	1	1	0	1	84

**Table D1.5. Administrative Personnel in Georgia by School System, FY06 (Continued)**

<b>SYSTEM</b>	<b>Assistant Principal</b>	<b>Assistant Superintendent</b>	<b>Athletic Director</b>	<b>Curriculum Director</b>	<b>Human Resources Director</b>	<b>Instructional Supervisor</b>	<b>Kindergarten Director</b>	<b>Other Administrative Personnel</b>	<b>Pre-K Director</b>	<b>Principal</b>	<b>RESA Director</b>	<b>Special Education Director</b>	<b>Superintendent</b>	<b>Technology Director</b>	<b>Vocational Education Director</b>	<b>Total</b>
Clay	0	0	0	0	0	1	0	1	0	2	0	0	1	0	0	5
Clayton	88	9	1	13	2	28	0	18	0	56	0	8	1	0	9	233
Clinch	2	1	0	1	0	0	0	0	0	3	0	1	1	0	0	9
Cobb	212	15	0	13	1	46	0	28	0	113	0	1	1	1	19	450
Coffee	9	3	0	2	0	14	0	4	0	11	0	1	1	0	0	45
Colquitt	16	1	0	1	1	2	0	5	1	13	0	1	1	1	1	44
Columbia	42	3	0	3	1	0	0	3	0	28	0	1	1	0	1	83
Commerce City	2	2	0	0	0	0	0	1	0	3	0	1	1	0	0	10
Cook	5	1	0	2	0	0	0	1	1	4	0	1	1	1	0	17
Coweta	42	2	0	2	1	0	0	8	0	27	0	1	1	0	1	85
Crawford	4	1	0	0	0	1	0	0	0	3	0	1	1	0	0	11
Crisp	9	2	1	1	0	0	0	5	1	6	0	1	1	0	0	27
Dade	4	0	0	0	0	3	0	2	0	4	0	1	1	0	1	16
Dalton	12	1	1	0	0	2	0	4	0	8	0	1	1	0	1	31
Dawson	5	0	0	1	1	2	0	2	0	6	0	1	1	1	1	21
Decatur	11	3	0	0	0	1	0	3	2	9	0	1	1	0	1	32
Decatur City	4	3	0	0	0	4	0	2	0	6	0	1	1	0	0	21
DeKalb	263	15	1	7	0	69	0	69	0	139	0	4	1	0	2	570
Dodge	7	0	0	0	0	0	0	4	0	4	0	0	1	0	0	16
Dooly	3	2	0	1	0	1	0	2	0	3	0	0	1	0	0	13
Doughty	31	1	1	1	1	10	0	11	1	26	0	3	1	0	5	92
Douglas	40	1	0	3	1	14	0	15	0	30	0	1	1	1	3	110
Dublin City	7	0	0	1	1	1	0	2	0	5	0	1	1	1	0	20
Early	7	0	0	1	0	4	0	1	1	3	0	1	1	1	0	20
Echols	2	0	0	1	0	0	0	1	0	1	0	0	1	0	0	6
Effingham	17	0	0	1	1	12	0	12	2	12	0	1	1	0	1	60
Elbert	5	1	0	0	0	0	0	4	0	7	0	2	1	1	1	22
Emanuel	8	0	0	0	0	3	0	5	1	7	0	1	1	1	1	28
Evans	3	0	0	1	1	2	0	1	2	3	0	1	1	0	0	15
Fannin	7	1	0	2	0	0	0	3	0	5	0	0	1	1	0	20
Fayette	46	3	0	0	1	13	0	4	0	28	0	1	1	1	1	99
Floyd	31	5	0	3	0	0	0	3	0	20	0	2	1	1	2	68
Forsyth	46	1	0	1	1	15	0	15	0	24	0	1	1	3	1	109
Franklin	7	1	1	1	0	3	0	3	0	5	0	1	1	1	1	25
Fulton	157	1	0	15	4	21	1	24	0	84	0	2	1	0	1	311
Gainesville City	6	2	0	1	0	2	0	3	0	7	0	1	1	0	0	23
Gilmer	8	0	0	1	0	0	0	3	0	6	0	1	1	0	0	20

**Table D1.5. Administrative Personnel in Georgia by School System, FY06 (Continued)**

<b>SYSTEM</b>	<b>Assistant Principal</b>	<b>Assistant Superintendent</b>	<b>Athletic Director</b>	<b>Curriculum Director</b>	<b>Human Resources Director</b>	<b>Instructional Supervisor</b>	<b>Kindergarten Director</b>	<b>Other Administrative Personnel</b>	<b>Pre-K Director</b>	<b>Principal</b>	<b>RESA Director</b>	<b>Special Education Director</b>	<b>Superintendent</b>	<b>Technology Director</b>	<b>Vocational Education Director</b>	<b>Total</b>
Glascocok	0	0	0	1	0	0	0	0	0	1	0	0	1	0	0	3
Glynn	14	2	1	0	0	4	0	6	1	17	0	1	1	0	1	48
Gordon	8	1	0	0	1	7	0	5	0	9	0	2	1	1	1	36
Grady	7	0	0	3	0	6	0	3	0	8	0	2	1	0	1	31
Greene	5	0	0	0	0	2	0	5	1	4	0	1	1	0	0	19
Gwinnett	377	1	1	16	1	44	0	16	0	104	0	2	1	0	12	575
Habersham	10	0	0	2	1	0	0	3	0	14	0	1	1	1	0	33
Hall	52	5	0	2	0	11	0	23	0	33	0	2	1	0	0	129
Hancock	2	0	0	0	0	0	0	1	0	3	0	1	1	0	0	8
Haralson	7	0	0	1	0	0	0	2	0	6	0	1	1	1	0	19
Harris	9	2	0	0	1	1	0	3	0	6	0	0	1	0	1	24
Hart	8	1	0	1	0	1	0	1	0	6	0	1	1	0	0	20
Heard	4	2	0	0	0	0	0	1	0	5	0	1	1	0	0	14
Henry	59	2	0	1	2	27	0	3	0	37	0	0	1	1	5	138
Houston	65	4	8	3	0	6	0	10	2	34	0	2	1	1	1	137
Irwin	4	2	0	0	0	0	0	2	1	4	0	1	1	0	0	15
Jackson	16	4	0	1	1	6	0	2	0	11	0	1	1	1	1	45
Jasper	2	0	0	1	0	2	0	3	0	4	0	1	1	1	0	15
Jeff Davis	4	0	0	1	0	3	0	1	0	4	0	1	1	1	0	16
Jefferson	8	3	0	0	0	1	0	3	0	6	0	1	1	0	0	23
Jefferson City	3	1	0	0	0	3	0	0	0	3	0	1	1	0	0	12
Jenkins	3	0	0	1	1	0	0	1	0	3	0	1	1	0	0	11
Johnson	2	0	0	0	0	2	0	2	0	3	0	0	1	0	0	10
Jones	11	0	0	2	1	0	0	1	1	7	0	1	1	1	1	27
KidPeace	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Lamar	5	0	0	1	1	0	0	1	0	4	0	0	0	1	0	13
Lanier	3	1	0	0	0	0	0	1	0	3	0	1	1	0	0	10
Laurens	9	3	0	2	0	0	0	2	0	9	0	1	1	1	1	29
Lee	10	2	0	0	0	2	0	4	0	7	0	1	1	0	1	28
Liberty	20	1	0	2	1	12	0	7	0	14	0	1	1	0	1	60
Lincoln	3	1	1	1	0	0	0	0	0	3	0	0	1	0	0	10
Long	4	0	0	1	0	0	0	2	0	3	0	1	1	0	0	12
Lowndes	17	2	1	2	0	1	0	9	0	10	0	1	1	2	1	47
Lumpkin	7	1	0	1	1	1	0	3	0	4	0	1	1	1	0	21
Macon	7	1	0	0	0	0	0	3	0	3	0	1	1	0	0	16
Madison	10	2	1	2	0	0	0	1	0	7	0	0	1	0	1	25
Marietta City	17	3	0	0	0	9	0	4	0	11	0	0	1	0	1	46

**Table D1.5. Administrative Personnel in Georgia by School System, FY06 (Continued)**

<b>SYSTEM</b>	<b>Assistant Principal</b>	<b>Assistant Superintendent</b>	<b>Athletic Director</b>	<b>Curriculum Director</b>	<b>Human Resources Director</b>	<b>Instructional Supervisor</b>	<b>Kindergarten Director</b>	<b>Other Administrative Personnel</b>	<b>Pre-K Director</b>	<b>Principal</b>	<b>RESA Director</b>	<b>Special Education Director</b>	<b>Superintendent</b>	<b>Technology Director</b>	<b>Vocational Education Director</b>	<b>Total</b>
Marion	3	1	0	0	0	0	0	1	0	3	0	1	1	0	0	10
McDuffie	7	3	0	0	0	0	0	1	0	7	0	1	1	0	1	21
McIntosh	3	0	0	0	1	0	0	2	0	4	0	1	1	0	0	12
Meriwether	5	2	0	1	0	9	0	3	0	7	0	1	1	0	0	29
Miller	1	0	0	1	0	0	0	1	0	3	0	1	1	0	0	8
Mitchell	7	0	0	1	1	0	0	1	0	5	0	1	1	0	0	17
Monroe	9	1	0	0	1	0	0	2	0	6	0	1	1	0	0	21
Montgomery	3	1	0	1	0	0	0	0	0	3	0	1	1	0	0	10
Morgan	8	1	0	0	0	2	0	2	0	4	0	1	1	1	0	20
Murray	12	1	0	1	0	0	0	5	0	8	0	1	1	0	1	30
Muscogee	50	2	1	4	0	7	0	13	1	57	0	1	1	0	7	144
Newton	28	4	0	3	0	0	0	4	1	19	0	1	1	1	1	63
Oconee	14	4	0	2	0	4	0	3	0	9	0	1	1	0	0	38
Oglethorpe	4	0	0	1	0	0	0	2	0	4	0	1	1	0	0	13
Paulding	45	2	3	3	1	45	0	6	0	27	0	1	1	0	3	137
Peach	8	1	1	0	1	4	0	3	1	6	0	1	1	1	0	28
Pelham City	3	0	0	2	0	0	0	4	0	3	0	0	1	0	0	13
Pickens	7	0	0	1	1	0	0	3	0	6	0	1	1	0	0	20
Pierce	6	2	1	1	0	1	0	2	1	4	0	0	1	1	0	20
Pike	5	1	1	2	0	1	0	2	0	4	0	1	1	0	0	18
Polk	13	0	0	1	0	0	0	1	0	11	0	1	1	0	0	28
Pulaski	3	2	0	0	0	2	0	0	1	4	0	0	1	1	0	14
Putnam	7	2	0	0	0	1	0	2	0	3	0	1	1	0	0	17
Quitman	0	0	0	0	0	0	0	0	0	1	0	1	1	0	0	3
Rabun	3	2	0	0	0	0	0	1	0	5	0	1	1	1	1	15
Randolph	4	0	0	1	0	6	0	1	0	3	0	1	1	0	0	17
RESA	0	0	0	2	0	76	0	102	0	0	12	1	0	3	5	201
Richmond	33	4	0	1	3	31	0	18	0	58	0	1	1	0	9	159
Rockdale	30	2	0	0	0	11	0	5	0	21	0	1	1	0	2	73
Rome City	8	2	1	0	1	1	0	2	0	11	0	1	1	0	1	29
Schley	2	1	0	0	0	0	0	0	0	2	0	1	1	0	0	7
Screven	8	1	0	0	0	0	0	3	0	3	0	0	1	0	1	17
Seminole	3	0	0	1	0	2	0	2	0	1	0	1	1	0	0	11
Social Circle City	4	3	0	0	0	0	0	2	0	4	0	1	1	0	0	15
Spalding	27	2	0	2	1	5	0	8	0	17	0	1	1	0	1	65
Stephens	8	3	0	2	0	0	0	3	0	6	0	1	1	0	1	25
Stewart	0	0	0	1	0	2	0	0	0	3	0	0	1	0	0	7

**Table D1.5. Administrative Personnel in Georgia by School System, FY06 (Continued)**

<b>SYSTEM</b>	<b>Assistant Principal</b>	<b>Assistant Superintendent</b>	<b>Athletic Director</b>	<b>Curriculum Director</b>	<b>Human Resources Director</b>	<b>Instructional Supervisor</b>	<b>Kindergarten Director</b>	<b>Other Administrative Personnel</b>	<b>Pre-K Director</b>	<b>Principal</b>	<b>RESA Director</b>	<b>Special Education Director</b>	<b>Superintendent</b>	<b>Technology Director</b>	<b>Vocational Education Director</b>	<b>Total</b>
Sumter	12	0	1	0	1	1	0	3	0	9	0	1	1	1	0	30
Talbot	0	2	0	0	0	0	0	0	0	2	0	0	1	0	0	5
Taliaferro	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	2
Tattnall	4	1	0	1	1	0	0	2	0	8	0	1	1	1	0	20
Taylor	4	0	0	1	0	1	0	0	0	4	0	0	1	0	0	11
Telfair	3	0	0	1	0	0	0	2	0	3	0	0	1	0	0	10
Terrell	4	0	0	1	0	1	0	1	0	3	0	1	1	0	1	13
Thomas	10	0	0	1	1	2	0	8	0	6	0	1	1	1	0	31
Thomasville City	5	0	0	1	1	1	0	4	1	5	0	1	1	1	0	21
Tift	20	1	0	0	1	4	0	3	0	10	0	2	1	0	1	43
Toombs	8	0	0	1	0	1	0	2	0	5	0	1	1	0	1	20
Towns	3	0	0	0	0	0	0	0	0	4	0	1	1	1	0	10
Treutlen	2	2	0	0	0	2	0	1	0	2	0	0	1	0	0	10
Trion City	1	0	0	1	0	0	0	1	0	3	0	0	1	0	0	7
Troup	13	2	1	2	1	14	0	16	0	20	0	1	1	0	3	74
Turner	3	0	0	1	0	0	0	4	0	3	0	1	1	0	0	13
Twiggs	1	0	1	0	0	1	0	4	0	4	0	0	1	0	0	12
Union	5	2	0	0	0	0	0	1	0	4	0	0	1	0	1	14
Upson	9	0	0	1	0	1	0	2	0	5	0	2	1	1	1	23
Valdosta City	17	2	1	0	1	3	0	7	0	9	0	1	1	0	1	43
Vidalia City	4	0	0	1	0	4	0	3	0	4	0	0	1	0	1	18
Walker	20	0	0	2	1	0	0	5	0	15	0	1	1	1	0	46
Walton	25	2	0	1	0	0	0	10	0	15	0	1	1	1	1	57
Ware	11	2	1	0	0	0	0	4	0	11	0	1	1	1	1	33
Warren	2	2	0	0	0	0	0	0	0	3	0	1	1	0	0	9
Washington	9	1	0	0	0	1	0	3	0	6	1	0	0	0	0	21
Wayne	9	0	1	2	0	7	0	2	0	8	0	1	1	1	0	32
Webster	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	2
Wheeler	2	0	0	1	0	0	0	0	0	4	0	0	1	0	0	8
White	9	1	0	2	0	0	0	1	0	5	0	2	1	0	0	21
Whitfield	23	2	0	1	1	6	0	9	0	19	0	1	1	1	2	66
Wilcox	2	1	0	0	0	0	0	1	0	3	0	1	1	1	0	10
Wilkes	2	0	0	1	0	0	0	1	0	4	0	1	1	0	0	10
Wilkinson	2	0	0	1	0	0	0	1	0	3	0	1	1	0	0	9
Worth	9	1	0	2	0	0	0	2	0	7	0	1	1	0	1	24
<b>TOTAL</b>	<b>3126</b>	<b>241</b>	<b>39</b>	<b>232</b>	<b>58</b>	<b>1005</b>	<b>1</b>	<b>1011</b>	<b>31</b>	<b>2149</b>	<b>13</b>	<b>171</b>	<b>177</b>	<b>59</b>	<b>157</b>	<b>8470</b>

**Table D1.6. Administrative Personnel in Georgia by Ethnicity, FY06**

<b>Ethnicity</b>	<b>Assistant Principal</b>	<b>Assistant Superintendent</b>	<b>Athletic Director</b>	<b>Curriculum Director</b>	<b>Human Resources Director</b>	<b>Instructional Supervisor</b>	<b>Kindergarten Director</b>	<b>Other Administrative Personnel</b>	<b>Pre-Kindergarten Director</b>	<b>Principal</b>	<b>RESA Director</b>	<b>Special Education Director</b>	<b>Superintendent</b>	<b>Technology Director</b>	<b>Vocational Education Director</b>	<b>Total</b>
American Indian	4	0	0	0	0	1	0	0	0	0	0	0	1	0	0	6
Asian	4	0	0	1	0	0	0	2	0	3	0	1	0	1	0	12
Black	1,097	60	6	46	10	326	0	307	11	646	1	26	24	1	39	2,600
Hispanic	14	1	0	1	0	4	0	5	0	8	0	2	0	0	0	35
Multi-Racial	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	3
White	2,006	179	33	184	48	674	1	696	20	1,492	12	142	152	57	118	5,814
<b>Total</b>	<b>3,126</b>	<b>241</b>	<b>39</b>	<b>232</b>	<b>58</b>	<b>1,005</b>	<b>1</b>	<b>1,011</b>	<b>31</b>	<b>2,149</b>	<b>13</b>	<b>171</b>	<b>177</b>	<b>59</b>	<b>157</b>	<b>8,470</b>

**Table D1.7. Administrative Personnel in Georgia by Certification Level, FY06**

<b>Certification Level</b>	<b>Assistant Principal</b>	<b>Assistant Superintendent</b>	<b>Athletic Director</b>	<b>Curriculum Director</b>	<b>Human Resources Director</b>	<b>Instructional Supervisor</b>	<b>Kindergarten Director</b>	<b>Other Administrative Personnel</b>	<b>Pre-Kindergarten Director</b>	<b>Principal</b>	<b>RESA Director</b>	<b>Special Education Director</b>	<b>Superintendent</b>	<b>Technology Director</b>	<b>Vocational Education Director</b>	<b>Total</b>
High School	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Associates	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Bachelors	8	0	10	1	0	51	0	48	1	4	0	1	0	8	6	138
Masters	1,080	26	18	34	4	365	0	386	6	396	0	36	11	24	43	2,429
Specialist	1,709	135	11	131	39	450	1	445	20	1,272	6	102	87	24	83	4,515
Doctorate	329	80	0	66	15	139	0	128	4	477	7	32	79	3	25	1,384
<b>Total</b>	<b>3,126</b>	<b>241</b>	<b>39</b>	<b>232</b>	<b>58</b>	<b>1,005</b>	<b>1</b>	<b>1,011</b>	<b>31</b>	<b>2,149</b>	<b>13</b>	<b>171</b>	<b>177</b>	<b>59</b>	<b>157</b>	<b>8,470</b>

**Table D1.8. Student Services Personnel in Georgia by Certification Code, FY06**

<b>Code</b>	<b>Elementary Grades Counselor</b>	<b>High School Counselor</b>	<b>Middle Grades Counselor</b>	<b>Media Specialist</b>	<b>Other Student Services Personnel</b>	<b>School Psychologist</b>	<b>School Social Worker</b>	<b>Speech &amp; Language Pathologist</b>	<b>Total</b>
Leadership (L)	7	4	8	8	269	5	10	2	313
Permit (P)	0	0	0	0	2	0	0	0	2
Service (S)	1,349	1,009	935	1,959	236	661	515	1,592	8,256
Teaching (T)	53	47	39	129	820	10	15	19	1,132
Technical Specialist	0	0	0	0	1	0	0	0	1
Probationary Service (BS)	9	2	2	5	1	1	1	0	21
Probationary Teaching (BT)	4	2	2	1	3	0	1	2	15
Life Leadership (DL)	0	0	0	0	1	0	0	0	1
Life Service (DS)	11	24	6	14	3	1	8	3	70
Life Teaching (DT)	2	5	0	27	15	0	1	4	54
Intern (IT)	0	0	0	0	1	0	0	0	1
Nonrenewable Leadership (NL)	0	0	0	0	4	0	0	0	4
Nonrenewable Service (NS)	33	38	36	87	2	35	19	61	311
Nonrenewable Teaching (NT)	0	1	1	2	19	2	0	3	28
WS	1	1	0	0	0	0	1	3	6
Exchange (XT)	0	0	0	0	0	0	0	1	1
Probationary Service (PAS)	2	2	3	5	0	0	0	0	12
Probationary Teaching (PAT)	0	1	0	1	0	0	0	0	2
Performance- based Service (PBS)	0	0	0	0	0	0	0	1	1
Performance- based Teaching (PBT)	2	4	2	16	165	1	6	0	196
<b>TOTAL</b>	<b>1,473</b>	<b>1,140</b>	<b>1,034</b>	<b>2,254</b>	<b>1,542</b>	<b>716</b>	<b>577</b>	<b>1,691</b>	<b>10,427</b>



**Table D1.9. Student Services Personnel in Georgia by Age Group, FY06**

Age Groups	Elementary Grades Counselor	High School Counselor	Middle Grades Counselor	Media Specialist	Other Student Services Personnel	School Psychologist	School Social Worker	Speech & Language Pathologist	Total
21-30 years	123	82	89	73	42	72	53	302	836
31-40 years	452	322	338	444	370	243	193	534	2,896
41-50 years	328	250	231	572	508	161	140	411	2,601
51-60 years	486	398	311	970	538	206	155	396	3,460
60 and above	84	88	64	195	84	34	36	47	632
Total	1,473	1,140	1,033	2,254	1,542	716	577	1,690	10,425*

\* Age groups not reported for two individuals.

**Table D1.10. Student Services Personnel in Georgia by Experience, FY06**

Experience Groups	Elementary Grades Counselor	High School Counselor	Middle Grades Counselor	Media Specialist	Other Student Services Personnel	School Psychologist	School Social Worker	Speech & Language Pathologist	Total
0-4 years	198	150	161	171	103	141	114	307	1,345
5-9 years	310	221	234	293	195	148	124	484	2,009
10-14 years	264	171	178	403	284	120	110	284	1,814
15-19 years	211	161	132	356	275	82	88	194	1,499
20-24 years	172	130	109	357	264	97	51	210	1,390
25-29 years	172	149	117	389	265	89	57	152	1,390
30 and above	146	158	103	285	156	39	33	60	980
Total	1,473	1,140	1,034	2,254	1,542	716	577	1,691	10,427

**Table D1.11. Student Services Personnel in Georgia by RESA, FY06**

RESA	Elementary Grades Counselor	High School Counselor	Middle Grades Counselor	Media Specialist	Other Student Services Personnel	School Psychologist	School Social Worker	Speech & Language Pathologist	Total
Central Savannah	76	60	43	133	84	31	26	53	506
Chattahoochee	56	54	32	100	64	28	9	54	397
Coastal Plains	38	30	18	59	37	19	19	69	289
First District	118	82	75	189	122	56	38	165	845
Griffin	88	71	61	133	74	43	29	121	620
Heart of Georgia	20	15	13	34	17	13	9	24	145
Metro	528	406	484	731	719	250	263	567	3,948
Middle Georgia	64	51	37	105	57	31	21	73	439
North Georgia	72	48	31	98	70	33	16	72	440
Northeast Georgia	61	51	38	112	53	40	28	82	465
Northwest Georgia	104	79	58	165	71	44	29	130	680
Oconee	14	14	10	26	9	9	8	10	100
Okefenokee	26	18	11	45	13	13	11	38	175
Pioneer	91	66	49	127	71	38	29	88	559
Southwest Georgia	58	48	38	101	47	34	25	81	432
West Georgia	59	47	36	96	34	34	17	64	387
Total	1,473	1,140	1,034	2,254	1,542	716	577	1,691	10,427

**Table D1.12. Student Services Personnel in Georgia by System, FY06**

	Elementary Grades Counselor	High School Counselor	Middle Grades Counselor	Media Specialist	Other Student Services Personnel	School Psychologist	School Social Worker	Speech & Language Pathologist	Total
Appling	4	3	1	7	1	2	2	5	25
Atkinson	3	1	0	3	0	0	0	3	10
Atlanta City	44	42	32	94	54	23	34	46	369
Bacon	2	1	1	3	1	0	1	4	13
Baker	0	0	0	1	1	0	0	1	3
Baldwin	4	5	3	7	7	3	1	6	36
Banks	3	2	1	4	2	1	1	1	15
Barrow	10	8	4	16	5	5	2	13	63
Bartow	13	10	8	21	8	6	3	11	80
Ben Hill	4	2	2	4	3	1	1	3	20
Berrien	3	2	1	4	1	0	1	6	18
Bibb	29	21	13	41	19	12	17	29	181
Bleckley	2	2	1	4	3	1	0	2	15
Brantley	4	2	1	6	1	1	1	3	19
Bremen City	2	1	1	2	0	1	0	2	9
Brooks	2	2	1	4	4	1	1	3	18
Bryan	5	4	3	10	9	3	0	5	39
Buford City	2	2	1	4	0	1	1	3	14
Bulloch	9	7	5	17	3	5	1	10	57
Burke	3	4	5	6	0	2	0	3	23
Butts	2	2	2	5	0	2	1	6	20
Calhoun City	2	2	1	3	3	1	1	2	15
Calhoun	1	1	0	1	2	0	0	1	6
Camden	9	7	8	14	29	4	3	16	90
Candler	2	1	1	3	1	0	1	2	11
Carrollton City	2	4	3	4	1	2	1	5	22
Carroll	15	13	8	24	6	7	6	23	102
Cartersville City	4	3	2	5	3	2	2	6	27
Catoosa	10	9	6	18	5	5	6	13	72
Charlton	2	1	1	4	1	1	0	0	10
Chatham	41	21	23	54	35	14	14	49	251
Chattahoochee	1	1	0	1	1	0	0	0	4
Chattooga	3	2	1	7	2	1	1	4	21
Chickamauga City	1	1	1	2	0	0	1	0	6
Cherokee	37	23	13	37	22	17	2	39	190
Clarke	12	10	7	23	23	9	11	20	115
Clay	1	0	0	1	0	0	0	0	2
Clayton	48	43	28	61	11	19	30	29	269

**Table D1.12. Student Services Personnel in Georgia by System, FY06 (Continued)**

	Elementary Grades Counselor	High School Counselor	Middle Grades Counselor	Media Specialist	Other Student Services Personnel	School Psychologist	School Social Worker	Speech & Language Pathologist	Total
Clinch	0	1	1	3	0	1	1	3	10
Cobb	139	85	56	122	221	42	48	186	899
Coffee	7	5	3	11	5	4	3	12	50
Colquitt	8	5	5	15	11	4	7	12	67
Columbia	23	18	12	31	15	7	3	19	128
Commerce City	1	1	1	3	2	0	0	0	8
Cook	2	2	1	4	0	1	1	8	19
Coweta	20	13	11	28	16	12	3	0	103
Crawford	1	1	1	3	0	1	0	1	8
Crisp	4	3	2	7	2	2	1	4	25
Dade	3	2	1	4	3	0	1	4	18
Dalton	6	4	3	10	4	2	3	7	39
Dawson	3	2	2	5	1	2	2	2	19
Decatur	6	5	3	10	6	4	2	5	41
Decatur City	2	2	3	7	4	2	1	6	27
DeKalb	113	102	65	160	186	46	38	91	801
Dodge	3	2	2	4	1	2	1	2	17
Dooly	2	1	0	3	1	0	1	2	10
Dougherty	16	13	10	25	7	11	6	18	106
Douglas	21	13	13	35	34	9	11	39	175
Dublin City	3	2	1	5	3	2	2	5	23
Early	3	2	2	3	1	0	1	3	15
Echols	0	1	0	1	2	0	0	1	5
Effingham	7	6	7	14	1	6	0	22	63
Elbert	0	4	2	8	1	2	1	2	20
Emanuel	3	2	2	6	2	3	1	3	22
Evans	2	1	1	3	3	1	1	2	14
Fannin	3	1	1	5	0	2	1	4	17
Fayette	19	24	15	35	13	8	3	32	149
Floyd	12	10	4	19	7	5	3	20	80
Forsyth	29	18	14	23	35	8	7	44	178
Franklin	3	3	2	5	3	2	1	0	19
Fulton	0	0	195	91	130	49	52	81	598
Gainesville City	5	3	3	5	1	2	2	2	23
Gilmer	4	2	2	6	0	1	0	3	18
Glascok	0	1	0	1	0	0	0	0	2
Glynn	11	9	7	17	10	7	5	17	83
Gordon	6	4	3	10	5	3	1	9	41
Grady	4	3	3	8	0	2	2	5	27
Greene	2	2	2	4	0	2	1	1	14
Gwinnett	137	99	81	126	48	42	30	54	617

**Table D1.12. Student Services Personnel in Georgia by System, FY06 (Continued)**

	Elementary Grades Counselor	High School Counselor	Middle Grades Counselor	Media Specialist	Other Student Services Personnel	School Psychologist	School Social Worker	Speech & Language Pathologist	Total
Habersham	8	5	4	15	2	3	1	6	44
Hall	23	18	13	36	11	9	9	14	133
Hancock	1	1	1	2	0	0	1	0	6
Haralson	3	2	3	6	1	3	2	3	23
Harris	4	4	3	7	0	1	1	5	25
Hart	3	3	2	5	6	2	1	4	26
Heard	2	1	1	4	2	0	0	3	13
Henry	32	22	22	40	41	17	12	46	232
Houston	24	19	16	38	21	13	1	27	159
Irwin	1	2	1	2	2	1	0	4	13
Jackson	6	4	3	11	5	3	2	10	44
Jasper	2	1	1	3	0	1	1	0	9
Jeff Davis	2	2	1	4	0	0	1	4	14
Jefferson	3	2	2	6	3	1	1	1	19
Jefferson City	2	1	1	3	0	1	0	3	11
Jenkins	2	1	1	2	1	1	1	1	10
Johnson	1	1	0	2	0	1	0	0	5
Jones	2	3	2	8	6	2	1	5	29
Lamar	2	1	1	4	0	1	1	2	12
Lanier	1	1	1	2	0	1	1	4	11
Laurens	6	4	3	9	3	2	2	7	36
Lee	4	5	3	8	0	2	1	7	30
Liberty	8	7	7	15	22	4	4	11	78
Lincoln	0	1	1	2	0	1	1	1	7
Long	1	2	2	2	1	1	1	2	12
Lowndes	8	8	4	13	18	5	8	17	81
Lumpkin	3	2	2	4	3	2	1	4	21
Macon	2	2	1	4	1	0	1	2	13
Madison	5	2	4	8	4	3	1	8	35
Marietta City	11	5	3	11	3	4	4	19	60
Marion	1	1	1	3	1	0	0	2	9
McDuffie	4	3	3	7	5	2	2	4	30
McIntosh	2	1	1	3	1	1	1	2	12
Meriwether	2	3	2	7	3	3	1	7	28
Miller	0	0	1	2	1	0	0	1	5
Mitchell	2	2	1	4	0	2	1	4	16
Monroe	3	3	2	5	1	1	1	6	22
Montgomery	1	1	1	2	1	1	1	2	10
Morgan	3	3	2	4	2	1	1	2	18
Murray	6	5	4	11	8	2	4	1	41
Muscogee	34	37	23	61	46	20	5	32	258

**Table D1.12. Student Services Personnel in Georgia by System, FY06 (Continued)**

	Elementary Grades Counselor	High School Counselor	Middle Grades Counselor	Media Specialist	Other Student Services Personnel	School Psychologist	School Social Worker	Speech & Language Pathologist	Total
Newton	15	10	11	20	2	7	1	12	78
Oconee	7	7	3	10	2	3	2	8	42
Oglethorpe	2	1	1	4	2	1	1	4	16
Paulding	23	18	13	28	7	9	3	23	124
Peach	3	3	2	7	4	0	1	4	24
Pelham City	1	1	1	2	0	1	0	3	9
Pickens	5	3	2	6	9	2	1	5	33
Pierce	3	2	2	4	3	1	1	4	20
Pike	2	2	1	4	1	1	0	3	14
Polk	5	5	4	11	6	4	1	13	49
Pulaski	1	1	1	2	3	1	1	1	11
Putnam	3	2	1	3	0	1	1	2	13
Quitman	1	0	0	1	1	0	0	1	4
Rabun	2	2	1	5	1	1	1	2	15
Randolph	1	1	1	2	1	0	1	0	7
RESA	0	0	0	0	39	24	23	1	87
Richmond	33	26	16	66	50	14	17	19	241
Rockdale	11	13	7	20	28	8	5	13	105
Rome City	8	4	2	11	3	2	1	6	37
Schley	1	1	0	2	1	0	0	1	6
Screven	2	2	2	3	1	1	0	1	12
Seminole	2	1	1	2	2	0	0	2	10
Social Circle City	1	1	1	3	0	0	1	2	9
Spalding	13	7	6	19	6	5	9	16	81
Stephens	4	4	1	7	0	2	1	1	20
Stewart	1	1	0	2	1	0	0	1	6
Sumter	5	4	2	8	2	0	0	7	28
Talbot	0	1	0	1	3	0	0	0	5
Taliaferro	1	0	0	1	0	0	0	0	2
Tattnall	3	2	2	6	1	1	1	4	20
Taylor	2	1	1	3	2	0	0	2	11
Telfair	1	1	1	2	0	0	1	1	7
Terrell	1	1	2	3	0	0	1	2	10
Thomas	4	4	3	6	11	4	3	10	45
Thomasville City	2	2	1	5	5	2	0	4	21
Tift	9	4	2	13	2	4	4	9	47
Toombs	3	2	1	5	0	1	1	4	17
Towns	1	1	1	2	1	1	0	1	8
Treutlen	1	1	0	2	1	0	0	2	7
Trion City	0	1	1	2	0	1	0	0	5
Troup	14	9	8	22	5	8	2	21	89

**Table D1.12. Student Services Personnel in Georgia by System, FY06 (Continued)**

	Elementary Grades Counselor	High School Counselor	Middle Grades Counselor	Media Specialist	Other Student Services Personnel	School Psychologist	School Social Worker	Speech & Language Pathologist	Total
Turner	2	1	1	2	1	1	0	3	11
Twiggs	2	1	1	3	3	0	0	0	10
Union	2	0	1	5	1	0	0	2	11
Upson	3	3	3	6	8	2	1	4	30
Valdosta City	6	5	4	10	0	4	2	11	42
Vidalia City	2	2	1	4	0	1	0	2	12
Walker	9	5	7	16	9	0	3	14	63
Walton	10	7	7	15	3	8	2	9	61
Ware	5	5	2	11	1	4	3	9	40
Warren	1	1	0	2	1	0	0	0	5
Washington	2	3	3	7	1	2	1	1	20
Wayne	5	3	2	8	3	2	1	7	31
Webster	0	0	1	1	0	0	0	0	2
Wheeler	1	0	2	2	0	1	0	1	7
White	2	3	2	6	1	2	1	5	22
Whitfield	11	10	6	23	25	6	5	13	99
Wilcox	1	1	1	2	0	1	0	1	7
Wilkes	3	1	1	3	2	0	0	2	12
Wilkinson	1	1	1	2	1	1	0	1	8
Worth	4	3	2	6	0	2	1	3	21
Total	1,473	1,140	1,034	2,254	1,542	716	577	1,691	10,427

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