THE GEORGIA EDUCATOR WORKFORCE 2002

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

Division for Educator Workforce Research and Development

Georgia Professional Standards Commission
STATUS REPORT 2002

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

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EXECUTIVE SUMMARY

The Status Report 2002 presents a profile of Georgia’s educator workforce. Unlike its three predecessors, the Status Report 2002 is a combined report on the profile of both the teaching and non-teaching educator workforce in Georgia. Like the previous reports, the current report provides an evaluation and projections of their supply and demand. The major highlights of this report are summarized below under two main sections: (I.) Georgia’s Teaching Workforce and (II.) Administrative and Student Services Personnel.

I. GEORGIA’S TEACHING WORKFORCE

Demography of Georgia’s Educator Workforce

- In FY02, the teaching workforce grew by 5% to 99,470 from 94,689 in FY01. This surpassed the projected size by more than 2,000 teachers. If the current growth continues, Georgia will employ more than 115,000 teachers in FY07 and more than 136,000 teachers in FY12.
- In FY02, Georgia hired 13,084 new teachers, 8,303 of whom replaced teachers who exited the classroom and 4,781 towards meeting teacher demand engendered by student enrollment growth, reductions in class size, and new programs.
- Georgia expanded its Early Intervention Program (EIP) into all the elementary grades (K-5) to help ensure that no child is left behind. In FY02, Georgia employed 4,518 EIP teachers.
- The teaching workforce remains 82% female and 78% White.
- The average age of the teaching workforce remains 41.5 years. Nevertheless, probably due to the slowing of the economy, the number of teachers over the age of 55 is increasing (n=9,386) and the number with more than 25 years of experience rose to 10,991. In fact, 188 retired teachers came back to teach in FY02.
- Metro RESA remains the largest employer of teachers in FY02 with 36.2% of all teachers and 42.6% of newly hired teachers.
- Half (50.3%) of the teaching workforce have a graduate level certificate (Masters, Education Specialist or Doctorate).
- In FY02, Georgia employed 423 National Board certified teachers, ranking Georgia 7th in the U.S. with regard to the number of nationally certified teachers. Over 1,000 (1,152) candidates are awaiting their results to be released in December 2002.
- Out-of-field teaching at the High School level has slightly worsened in four core subject areas, especially in Social Science (6.1%), English (5.6%), and Mathematics (5.5%). Some RESAs are more plagued by the out-of-field problem than others: First District (10.1% in Social Science), Heart of Georgia (15.4% in English), and Oconee (12.5% in Math and 13.3% in Social Science).

Teacher Demand

- In FY02, 1,470,634 Pre-K-12 students were enrolled in Georgia public schools, 4,318 more than was projected for FY02. High live birth rates,
migration into Georgia, class size reduction mandates, and attrition have continued to affect teacher demand.

- Live birth increases and population migration into Georgia from 1997 through 2001 are beginning to be felt in the public school system as the children enroll in Pre-K and, especially, in Kindergarten classrooms.
- Eight northern RESAs experienced student enrollment growth while the southern RESAs experienced enrollment decline. The RESAs that experienced growth are Griffin, Metro, Middle Georgia, North Georgia, Northeast Georgia, Northwest Georgia, Pioneer, and West Georgia. The RESAs that experienced enrollment declines are Central Savannah, Chattahoochee-Flint, Coastal Plains, First District, Heart of Georgia, Oconee, Okefenokee, and Southwest Georgia.
- Student enrollment became more diversified than ever with the Hispanic student enrollment growing by 17%, or nearly 11,000 students, from FY01 to FY02 and more than doubling between FY98 to FY02. The Asian and American Indian student populations, which grew considerably from FY01 to FY02, stood at 8.3% and 4.6%, respectively, in FY02.
- The White student enrollment has been declining since FY99 and is currently at 52.57%.
- The attrition rate of teachers declined from 9.4% in FY00 to 8.8% (8,303 teachers) in FY01, possibly due to the slowing economy.

Teacher Supply

- Retention remains the major supply source of teachers, accounting for more than 90% of each year’s teaching workforce.
- New teacher hires are supplied from various sources: Georgia colleges of education, returning teachers, out-of-state teachers, and alternative preparation programs.
- In FY02, 13,084 new teachers were hired into Georgia classrooms.
- Of the total new teacher hires, 32.5% came from outside Georgia, surpassing the PSC target of 30% for FY03.
- New teacher production from teacher preparation programs in Georgia public and private colleges continued to decline from 3,784 in FY01 to 3,388 in FY02, a 10% decline. Possibly because of economic conditions and aggressive marketing and recruitment measures by the PSC, the FY01 student teacher pool yielded more employed teachers (2,725 or 72% of 3,784) than the previous year's cohort (2,525 or 62% of 4,090).
- Georgia teacher preparation programs supplied 21.9% of the new teacher hires in FY02.
- Returning teachers accounted for 21.1%.
- Alternative preparation programs contributed 17.7% to the total, an increase of 7% from FY01. This reflects the boost from the GATAPP program and existing alternative programs.

II. ADMINISTRATIVE AND STUDENT SERVICES PERSONNEL

Demography of Georgia’s Administrative Personnel
The administrative personnel workforce grew by 2.4% to 7,475 in FY02. This accounts for 6.4% of Georgia's 116,292 public school FY02 educators.

In FY02, 2,048 Principals were employed, a 1.9% increase over FY01. The number of male Principals declined from 938 in FY01 to 919 in FY02.

In FY02, 2,631 Assistant Principals were employed, up from 2,472 in FY01 (representing a 6.4% increase).

Both Principals and Assistant Principals are predominantly female (55.1% and 54.6%, respectively).

RESA Directors, Superintendents, and Athletic Directors remain predominantly White males, while Special Education and Curriculum Directors are predominantly White and female. Technology and Vocational Education Directors are more diversified with regard to gender.

Vocational Education and Pre-Kindergarten Directors declined from FY01 to FY02. These personnel categories need to be strengthened at this time to ensure that no child is left behind. The numbers of Pre-Kindergarten (20) and Vocational Education (157) Directors indicate that some school systems do not have any.

Demography of Georgia’s Student Services Personnel

In FY02, 9,347 student services personnel were employed, an increase of 6.3% from FY01.

Student services personnel are typically female, White, graduate degree holders, younger than administrative personnel, and do not last as long as administrative groups do in the workforce.

Student services personnel need to be more ethnically diverse, especially with the rapid increase in the enrollment of Hispanic students.

Demand of Georgia Administrative and Student Services Workforce

Administrative Personnel Demand

The attrition rate among Principals remains high at more than 15% in FY01. The attrition rate for Assistant Principals is even higher at 19.95% in FY01.

The age and experience of Principals and Assistant Principals suggest that all are not leaving due to retirement. Many are understandably lost due to promotion.

Mobility remains low among the administrative personnel (1-4%).

In terms of percentage, Southwest Georgia, Griffin, Chattahoochee-Flint, and Middle Georgia RESAs have some of the highest attrition rates among Principals and Assistant Principals.

If the growth rate continues, 8,559 administrators will be needed in FY07 and 10,047 in FY12.

Student Services Personnel

Overall, attrition among student services personnel continues to fluctuate, reaching its lowest rate of 9.37% in FY01.
• The Speech and Language Pathology personnel group continues to have a high turnover. This personnel group accounted for 21.1% of all student services personnel attrition in FY01 and 25.6% of new hires in FY02.
• Attrition is also very high among Media Specialists and very low among School Psychologists and Social Workers.
• If the current rate of demand continues, 11,709 student services personnel will be needed in FY07 and more than 15,000 in FY12.

Supply of Georgia Administrative and Student Services Workforce

Administrative Supply

• Most administrative positions are filled from within the Georgia public school system. As with the teaching force, more than 90% are retained from year to year and most of the remainder are filled by promotions from other personnel categories.
• Only about 1-3% of administrators tend to be hired from outside the public school system. A downside to this is that teachers are often promoted out of the classroom into these administrative positions.

Student Services Personnel

• More than 90% of Georgia student services personnel are retained from year to year, except for Speech and Language Pathologists, Media Specialists, and Elementary Grades Counselors, where only 80-85% are retained.
• A large percentage (37.64%) of the new student services personnel are employed in the Metro RESA, as are administrators and teachers.

CONCLUSIONS AND RECOMMENDATIONS

• Although Georgia’s live birth rate is slowing, the impact of the increases from 1997-2002 will be felt for 3-5 more years in enrollment increases.
• Class size reduction is still being phased in and its impact on teacher demand will continue for 2-3 more years.
• Teacher demand engendered by student enrollment growth (which is influenced by live birth increases and migration into the state) and class size reduction will continue to be felt for the next 3-5 years.
• The number of new teachers produced by traditional Georgia teacher preparation programs continues to decline. It is hoped that this trend will be reversed as teaching begins to enjoy a competitive advantage over careers that had previously lured prospective teachers away. GATAPP teachers made a significant impact on the alternatively prepared hiring pool.
• Georgia has developed and is implementing various concurrent strategies for meeting the ever-rising demand for teachers. These include an aggressive marketing and recruitment plan; additional alternative preparation programs, notably, GATAPP; HOPE scholarship for teachers and paraprofessionals; the Troops-to-Teachers program which facilitates entry into teaching for retiring military personnel; and revision of the certification process to standardize qualifications and utilization of paraprofessional personnel.
• Out-of-field teaching at the high school level worsened in FY02. Some of this problem emanated from misassignment of otherwise well qualified and certified teachers into areas they were not certified. Some method of verification and enforcement of appropriate utilization of certified personnel should be developed and implemented.

• Retention remains the largest single supply source of educator personnel in Georgia. Thus, attention needs to be focused on retention strategies to ensure that those recruited stay. This is especially true for new teachers who leave at continuing high rates (more than 30% within the first five years).

• Vocational education programs need to be strengthened. Currently, Vocational Education teachers make up nearly 3% of the teaching workforce and less than 2.5% of the educator workforce. Enrollment continuation ratios indicate that 12-20% of Georgia high school students drop out each year. With skeletal Vocational Education programs, many students drop out ill equipped to go into any careers. Therefore, it is critical if no child is to be left behind to provide the non-college bound students the ability to contribute to and prosper in society.
SECTION I:
GEORGIA’S TEACHERS
Chapter 1:  
A Profile of Georgia’s Teaching Workforce

Introduction

The 2002 Status Report of Georgia’s Educator Workforce is the third report of its kind. Previous reports were published in 2000 and 2001. Section I focuses on certified teachers in Pre-Kindergarten through twelfth grade (Pre-K-12) in Georgia’s public elementary, middle, and high schools during the 2001-2002 (FY02) school year. Section II focuses on the administrative and student services personnel. Data on all certified Georgia educators used for this report were derived from a variety of sources: the Certified Personnel Information Report (CPI) generated by the Georgia Department of Education (GDOE); the Professional Standards Commission (PSC) certification records; student teacher information (Capstone); the GDOE student enrollment and Full-time Equivalency (FTE) reports; the Georgia Teacher Retirement System (TRS); and the Georgia Department of Human Resources (DHR).

Data on Georgia’s educators are reported in two count formats: FTE and Personnel counts. The FTE count shows full and part-day teaching assignments, with portions of the workday signified by decimal fractions. The Personnel count shows each individual with a Georgia teaching certificate that holds a teaching position. This count is shown in whole numbers. Both methods of reporting are important and are identified when used in this report. The statistics derived from the analyses performed for this report are pointers for the planning, development, and assessment of Georgia’s schools and certified personnel workforce.

Demographic Characteristics

Workforce Size

Georgia’s educator workforce has increased by 15.6% since FY98 (see Figure 1.1), with a proportionate growth of 15.3% in the number of teaching positions. In FY02, Georgia’s public school educator workforce numbered 116,292, of this 99,470 (85.5%) were teachers. When compared to the previous year, Georgia’s educator workforce increased 5%. This was the largest one-year increase for the educator workforce.

1 The CPI provides data on certified public school teachers and administrators who are employed in Georgia’s school systems.
Figure 1.1. Georgia’s Educator & Teacher Workforce, FY98-FY02
(Source: EWRAD/PSC, 2002)

In FY02, Georgia hired 13,084 new teachers, nearly 63.5% (8,303) of the newly hired teachers replaced teachers who left the FY01 workforce or did not return to any Georgia public school classroom for the FY02 school year. The 63.5% replacement percentage represents a drop from the 72.7% replacement percentage reported for FY00-FY01. The remaining 36.5% were hired to accommodate teacher demand caused by factors such as student enrollment growth (see Figure 1.2).

Figure 1.2. Georgia’s Educator Workforce and New Teacher Hires, FY02
(Source: EWRAD/PSC, 2002)

*Note: 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.*
RESA Workforce Counts

Sixteen Regional Education Service Agencies (RESAs) serve Georgia’s school systems (see Figure 1.3). These RESAs provide their member school systems with a variety of training and educational services, including personnel hiring assistance. RESAs are defined by geographical boundaries, not by population. Consequently, teacher populations in the RESAs are not evenly distributed. Among Georgia’s 16 RESAs, Metro RESA employed the highest number of teachers in FY02 at 36,057 (36.2%). Additionally, in FY02, Metro RESA hired the highest number of new teachers in Georgia at 5,570 (42.6% of the total hired in FY02). This is shown in Table 1.1. As illustrated in Table 1.1, both the teacher workforce and the number of newly hired teachers increased from FY01 to FY02 in the Metro RESA. In FY02, the Georgia teaching workforce grew by five percent while the Metro RESA grew by 6.5%. In fact, the total teacher workforce increased for every RESA from FY01 to FY02 except one, Southwest Georgia RESA, which saw a decrease of 14 persons (-.3%) in its total teacher workforce. However, Southwest Georgia RESA did see an increase of 26.8% in the number of newly hired teachers from FY01 to FY02. The only RESA to see a smaller number of newly hired teachers from FY01 to FY02 was Coastal Plains RESA, with a 13.1% decrease from 259 to 225.

Figure 1.3 Distribution of Public School Teachers by RESA
Table 1.1. Georgia’s Teacher Count by RESA, FY01 and FY02

<table>
<thead>
<tr>
<th>RESA</th>
<th>FY01 Total Teacher Force</th>
<th>FY01 # New Teacher Hires</th>
<th>FY01 % New Teacher Hires</th>
<th>FY01 # New Teacher Hires as % of Total Teacher Force</th>
<th>FY02 Total Teacher Force</th>
<th>FY02 # New Teacher Hires</th>
<th>FY02 % New Teacher Hires</th>
<th>FY02 # New Teacher Hires as % of Total Teacher Force</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Savannah</td>
<td>4,949</td>
<td>520</td>
<td>4.40</td>
<td>10.51</td>
<td>5,122</td>
<td>551</td>
<td>4.21</td>
<td>10.76</td>
</tr>
<tr>
<td>Chattahoochee</td>
<td>3,647</td>
<td>319</td>
<td>2.70</td>
<td>8.75</td>
<td>3,721</td>
<td>417</td>
<td>3.19</td>
<td>11.21</td>
</tr>
<tr>
<td>Coastal Plains</td>
<td>2,841</td>
<td>259</td>
<td>2.19</td>
<td>9.12</td>
<td>2,886</td>
<td>225</td>
<td>1.72</td>
<td>7.80</td>
</tr>
<tr>
<td>First District</td>
<td>7,982</td>
<td>967</td>
<td>8.18</td>
<td>12.11</td>
<td>8,335</td>
<td>1,124</td>
<td>8.59</td>
<td>13.49</td>
</tr>
<tr>
<td>Griffin</td>
<td>5,081</td>
<td>616</td>
<td>5.21</td>
<td>12.12</td>
<td>5,380</td>
<td>650</td>
<td>4.97</td>
<td>12.08</td>
</tr>
<tr>
<td>Heart of Georgia</td>
<td>1,648</td>
<td>118</td>
<td>1.00</td>
<td>7.16</td>
<td>1,668</td>
<td>123</td>
<td>0.94</td>
<td>7.37</td>
</tr>
<tr>
<td>Metro</td>
<td>33,870</td>
<td>4,990</td>
<td>42.23</td>
<td>14.73</td>
<td>36,057</td>
<td>5,570</td>
<td>42.57</td>
<td>15.45</td>
</tr>
<tr>
<td>Middle Georgia</td>
<td>4,014</td>
<td>423</td>
<td>3.58</td>
<td>10.54</td>
<td>4,107</td>
<td>439</td>
<td>3.36</td>
<td>10.69</td>
</tr>
<tr>
<td>North Georgia</td>
<td>3,886</td>
<td>527</td>
<td>4.46</td>
<td>13.56</td>
<td>4,140</td>
<td>538</td>
<td>4.11</td>
<td>13.00</td>
</tr>
<tr>
<td>Northeast Georgia</td>
<td>4,163</td>
<td>492</td>
<td>4.16</td>
<td>11.82</td>
<td>4,417</td>
<td>625</td>
<td>4.78</td>
<td>14.15</td>
</tr>
<tr>
<td>Northwest Georgia</td>
<td>6,325</td>
<td>889</td>
<td>7.52</td>
<td>14.06</td>
<td>6,719</td>
<td>925</td>
<td>7.07</td>
<td>13.77</td>
</tr>
<tr>
<td>Oconee</td>
<td>1,316</td>
<td>126</td>
<td>1.07</td>
<td>9.57</td>
<td>1,342</td>
<td>134</td>
<td>1.02</td>
<td>9.99</td>
</tr>
<tr>
<td>Okefenokee</td>
<td>1,902</td>
<td>164</td>
<td>1.39</td>
<td>8.62</td>
<td>1,932</td>
<td>171</td>
<td>1.31</td>
<td>8.85</td>
</tr>
<tr>
<td>Pioneer</td>
<td>5,015</td>
<td>648</td>
<td>5.48</td>
<td>12.92</td>
<td>5,374</td>
<td>690</td>
<td>5.27</td>
<td>12.84</td>
</tr>
<tr>
<td>Southwest Georgia</td>
<td>4,460</td>
<td>314</td>
<td>2.66</td>
<td>7.04</td>
<td>4,446</td>
<td>398</td>
<td>3.04</td>
<td>8.95</td>
</tr>
<tr>
<td>West Georgia</td>
<td>3,590</td>
<td>445</td>
<td>3.77</td>
<td>12.40</td>
<td>3,824</td>
<td>504</td>
<td>3.85</td>
<td>13.18</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>94,689</strong></td>
<td><strong>11,817</strong></td>
<td>100.00</td>
<td>12.48</td>
<td><strong>99,470</strong></td>
<td><strong>13,084</strong></td>
<td>100.00</td>
<td>13.15</td>
</tr>
</tbody>
</table>

Source: EWRADPSC, 2002

**Teaching Positions**

Table 1.2 shows the FTE counts of Georgia’s Pre-K-12 teachers by grade level for FY99 through FY02. The teacher FTE count has steadily increased (11.3%) through the years from 88629.4 in FY99 to 98656.8 in FY02. Early Intervention Program (EIP) teachers are included in this table. Note, however, that grade level specific data for this group is available only for FY02. These grade level groupings into EIP-K, EIP-Grades 1-3, and EIP-Grades 4-5 represent an improvement in data collection techniques when compared to FY01 when all EIP teachers were grouped together as “EIP teachers” without level indications. According to the table, the FTE count decreased for the following grade levels from FY01 to FY02: Kindergarten (-2.7%), 1st Grade (-4.3%), 2nd Grade (-0.6%), and Other Elementary (-11.2%). This decrease in the FTE counts might be attributed to the appearance of the EIP grade level categories. A total of 4,518 EIP teachers in Grades K-5 performed the duties that required 4,713 full-time teachers. This suggests that this category will be hiring more teachers in the near future.
The percentage of high school teachers (Grades 9-12) has continued to fluctuate, with the largest change occurring between FY01 and FY02. Specifically, the percentage of high school teachers declined from 19.5% in FY01 to 17.8% in FY02. The second largest group was Special Education teachers accounting for 12.6%. This group also showed a decline from 13.1% in FY01 to 12.6% in FY02. Lastly, the number and percentage of Vocational Education teachers relative to Georgia’s total teaching force have remained consistently low since FY99. In fact, this number dropped from 2829.1 in FY01 to 2784.3 in FY02, a 1.6 percentage decrease. This steady decrease requires some attention. Georgia has a very high dropout rate in high school. For these students, and even many others that complete high school, this level marks the end of their formal education. This student group needs to be provided skills in various areas of vocational education to enable entry into the workforce. It may be possible that dropout rates will be reduced if vocational education programs are strengthened to provide non-college bound students alternatives to college-prep
programs. Various vocational education options might be a good reason to remain in school.

Appendix 6 presents the FTE count of educators by personnel categories by RESA from FY97 to FY02.

Change in Teaching Position

Increases in the FTE counts of Pre-K-12 teaching positions from FY99 to FY02 are seen across most grades, with the exception of Kindergarten and Grade 1 (See Table 1.3). However, declines in these two grade levels appear to be artificial and a function of the reclassification of some of these positions into EIP teaching positions since FY01. Special Education positions continue to increase at a rapid pace when compared to other categories during the four-year period, with an increase of nearly 1,802.3 teaching positions and a percentage growth of 16.9% from FY99 to FY02.

<table>
<thead>
<tr>
<th>Teaching Position</th>
<th>FY99 FTE</th>
<th>FY00 FTE</th>
<th>% Change FY99-FY00</th>
<th>FY01 FTE</th>
<th>% Change FY00-FY01</th>
<th>FY02 FTE</th>
<th>% Change FY01-FY02</th>
<th>% Change FY99-FY02</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Kindergarten</td>
<td>1295.1</td>
<td>1324.3</td>
<td>2.3</td>
<td>1325.8</td>
<td>0.1</td>
<td>1354.8</td>
<td>2.2</td>
<td>4.6</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>5494.3</td>
<td>5575.5</td>
<td>1.5</td>
<td>5308.3</td>
<td>-4.8</td>
<td>5424.8</td>
<td>2.2</td>
<td>-1.3</td>
</tr>
<tr>
<td>EIP-K</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>1015.5</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Grade 1</td>
<td>5748.4</td>
<td>5977.4</td>
<td>4.0</td>
<td>5682.2</td>
<td>-4.9</td>
<td>5720.0</td>
<td>0.7</td>
<td>-0.5</td>
</tr>
<tr>
<td>Grade 2</td>
<td>5307.4</td>
<td>5549.2</td>
<td>4.6</td>
<td>5433.5</td>
<td>-2.1</td>
<td>5513.6</td>
<td>1.5</td>
<td>3.9</td>
</tr>
<tr>
<td>Grade 3</td>
<td>5192.7</td>
<td>5406.2</td>
<td>4.1</td>
<td>5318.7</td>
<td>-1.6</td>
<td>5474.8</td>
<td>2.9</td>
<td>5.4</td>
</tr>
<tr>
<td>EIP-Grade 1 - 3</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>2763.8</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Grade 4</td>
<td>4759.6</td>
<td>4917.7</td>
<td>3.3</td>
<td>5047.1</td>
<td>2.6</td>
<td>5003.7</td>
<td>-0.9</td>
<td>5.1</td>
</tr>
<tr>
<td>Grade 5</td>
<td>4502.8</td>
<td>4700.7</td>
<td>4.4</td>
<td>4872.3</td>
<td>3.7</td>
<td>4843.1</td>
<td>-0.6</td>
<td>7.6</td>
</tr>
<tr>
<td>EIP-Grade 4 - 5</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>933.6</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>EIP Teacher</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>2974.1</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Grade 6</td>
<td>3632.4</td>
<td>3613.4</td>
<td>-0.5</td>
<td>3750.1</td>
<td>3.8</td>
<td>3861.5</td>
<td>3.0</td>
<td>6.3</td>
</tr>
<tr>
<td>Grade 7</td>
<td>3320.7</td>
<td>3409.5</td>
<td>2.7</td>
<td>3545.6</td>
<td>4.0</td>
<td>3687.4</td>
<td>4.0</td>
<td>11.0</td>
</tr>
<tr>
<td>Grade 8</td>
<td>3102.7</td>
<td>3178.1</td>
<td>2.4</td>
<td>3334.7</td>
<td>4.9</td>
<td>3414.3</td>
<td>2.4</td>
<td>10.0</td>
</tr>
<tr>
<td>High School</td>
<td>16479.1</td>
<td>16779.</td>
<td>1.8</td>
<td>17055.8</td>
<td>1.6</td>
<td>17522.6</td>
<td>2.7</td>
<td>6.3</td>
</tr>
<tr>
<td>Vocational Education</td>
<td>2695.6</td>
<td>2767.8</td>
<td>2.7</td>
<td>2829.1</td>
<td>2.2</td>
<td>2784.3</td>
<td>-1.6</td>
<td>3.3</td>
</tr>
<tr>
<td>Instructional Specialist</td>
<td>4756.7</td>
<td>4711.4</td>
<td>-1.0</td>
<td>4856.6</td>
<td>3.1</td>
<td>5304.8</td>
<td>3.7</td>
<td>5.8</td>
</tr>
<tr>
<td>Special Education</td>
<td>10647.</td>
<td>11120.</td>
<td>4.4</td>
<td>11610.3</td>
<td>4.4</td>
<td>12449.3</td>
<td>7.2</td>
<td>16.9</td>
</tr>
<tr>
<td>Other Elementary</td>
<td>5398.4</td>
<td>5408.3</td>
<td>0.2</td>
<td>4499.7</td>
<td>-16.8</td>
<td>3997.4</td>
<td>-11.2</td>
<td>-26.0</td>
</tr>
<tr>
<td>Other Middle</td>
<td>5830.9</td>
<td>6256.8</td>
<td>7.3</td>
<td>6305.5</td>
<td>0.8</td>
<td>6517.1</td>
<td>3.4</td>
<td>11.8</td>
</tr>
<tr>
<td>Other</td>
<td>465.7</td>
<td>580.4</td>
<td>24.6</td>
<td>636.0</td>
<td>9.6</td>
<td>1342.2</td>
<td>111.1</td>
<td>188.2</td>
</tr>
</tbody>
</table>

TOTAL 88629.4 91275.7 NA 94385.3 NA 98656.8 NA NA

Source: EWRAD/PSC, GDOE, 2002
Data derived from CPI reports for fiscal years 1999 through 2002. FTE count represents employees in positions that require certification, who were classified in a teaching position, and who were not terminated during the fiscal year.
Gender

Consistent with previous reports, the number of female teachers far outpaces that of male teachers (see Figure 1.4). There was, however, an increase in the percentage of males from 17.5% in FY99 to 17.9% in FY02. This represents an increase of 2,243 male teachers over the four-year time period, and an increase of 1,149 male teachers from FY01 to FY02.

Figure 1.4. Demographic Profile by Gender, FY98-FY02
(Source: EWRAD/PSC, 2002)

Age

The average age of Georgia teachers in FY02 was 41.5 years. This remains consistent with the FY01 average age of 41.5 years (see Table 1.4).

Table 1.4. Average Age of All Teachers

<table>
<thead>
<tr>
<th>Year</th>
<th>Mean Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY98</td>
<td>41.3</td>
</tr>
<tr>
<td>FY99</td>
<td>41.3</td>
</tr>
<tr>
<td>FY00</td>
<td>41.4</td>
</tr>
<tr>
<td>FY01</td>
<td>41.5</td>
</tr>
<tr>
<td>FY02</td>
<td>41.5</td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, GDOE, 2002

The percentage of teachers within the 41 to 50 age group continues to decline, dropping from 32.8% in FY99 to 28.4% in FY02. Meanwhile, the percentage of Georgia teachers within the 51 to 60 age group continues to increase, from 19.5% in FY99 to 22.5% in FY02. An increase is also seen in the number of teachers ages 61 and over, from 2.0% in FY99 to 2.2% in FY02. These numbers not only indicate the graying of the teacher workforce, they reflect the impact of
the economic downturn in FY01. Older teachers are staying longer and some are in fact returning from retirement, this is buttressed by the presence of 188 newly hired teachers who were in the 61 and above age group. This phenomenon of older teachers returning or staying longer may solve today’s teacher needs, but might create attrition problems when these teachers decide to retire (see Table 1.5).

Table 1.5. Demographic Profile of the Teaching Force in Georgia, FY99–FY02

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>FY99</th>
<th>FY00</th>
<th>FY01</th>
<th>FY02</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>73,181</td>
<td>75,308</td>
<td>78,019</td>
<td>81,651</td>
</tr>
<tr>
<td>Male</td>
<td>15,576</td>
<td>16,159</td>
<td>16,670</td>
<td>17,819</td>
</tr>
<tr>
<td>TOTAL</td>
<td>88,757</td>
<td>91,476</td>
<td>94,689</td>
<td>99,470</td>
</tr>
<tr>
<td><strong>Age Groups</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 and under</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>21-30</td>
<td>18,382</td>
<td>18,734</td>
<td>19,170</td>
<td>20,013</td>
</tr>
<tr>
<td>31-40</td>
<td>22,186</td>
<td>23,387</td>
<td>24,799</td>
<td>26,644</td>
</tr>
<tr>
<td>41-50</td>
<td>29,081</td>
<td>28,544</td>
<td>28,260</td>
<td>28,207</td>
</tr>
<tr>
<td>51-60</td>
<td>17,350</td>
<td>19,041</td>
<td>20,548</td>
<td>22,394</td>
</tr>
<tr>
<td>61+</td>
<td>1,754</td>
<td>1,759</td>
<td>1,920</td>
<td>2,205</td>
</tr>
<tr>
<td>Not Defined</td>
<td>4</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>TOTAL</td>
<td>88,757</td>
<td>91,476</td>
<td>94,689</td>
<td>99,470</td>
</tr>
<tr>
<td><strong>Ethnic Groups</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>195</td>
<td>0.2</td>
<td>131</td>
<td>0.1</td>
</tr>
<tr>
<td>Asian</td>
<td>228</td>
<td>0.3</td>
<td>294</td>
<td>0.3</td>
</tr>
<tr>
<td>Black</td>
<td>17,808</td>
<td>20.1</td>
<td>19,159</td>
<td>20.2</td>
</tr>
<tr>
<td>Hispanic</td>
<td>548</td>
<td>0.6</td>
<td>710</td>
<td>0.8</td>
</tr>
<tr>
<td>Multiracial</td>
<td>56</td>
<td>0.1</td>
<td>75</td>
<td>0.1</td>
</tr>
<tr>
<td>White</td>
<td>69,922</td>
<td>78.8</td>
<td>74,320</td>
<td>78.5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>88,757</td>
<td>100</td>
<td>94,689</td>
<td>100</td>
</tr>
<tr>
<td><strong>Experience</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-5 years</td>
<td>24,801</td>
<td>27.9</td>
<td>26,790</td>
<td>28.3</td>
</tr>
<tr>
<td>6-10 years</td>
<td>17,992</td>
<td>20.3</td>
<td>19,885</td>
<td>21.0</td>
</tr>
<tr>
<td>11-15 years</td>
<td>13,541</td>
<td>15.3</td>
<td>15,426</td>
<td>15.3</td>
</tr>
<tr>
<td>16-20 years</td>
<td>12,653</td>
<td>14.3</td>
<td>12,289</td>
<td>13.0</td>
</tr>
<tr>
<td>21-25 years</td>
<td>10,785</td>
<td>12.2</td>
<td>11,330</td>
<td>12.0</td>
</tr>
<tr>
<td>26-30 years</td>
<td>9,851</td>
<td>7.7</td>
<td>7,577</td>
<td>8.0</td>
</tr>
<tr>
<td>31+</td>
<td>2,134</td>
<td>2.4</td>
<td>2,292</td>
<td>2.4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>88,757</td>
<td>100</td>
<td>94,689</td>
<td>100</td>
</tr>
<tr>
<td><strong>Certification</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School a</td>
<td>135</td>
<td>0.2</td>
<td>136</td>
<td>0.1</td>
</tr>
<tr>
<td>Associate's b</td>
<td>278</td>
<td>0.3</td>
<td>312</td>
<td>0.3</td>
</tr>
<tr>
<td>Bachelor's</td>
<td>43,521</td>
<td>49.0</td>
<td>46,321</td>
<td>49.3</td>
</tr>
<tr>
<td>Master's</td>
<td>36,492</td>
<td>41.1</td>
<td>38,554</td>
<td>40.7</td>
</tr>
<tr>
<td>Specialist's</td>
<td>7,602</td>
<td>8.6</td>
<td>8,537</td>
<td>9.0</td>
</tr>
<tr>
<td>Doctoral</td>
<td>675</td>
<td>0.8</td>
<td>829</td>
<td>0.9</td>
</tr>
<tr>
<td>Not Defined</td>
<td>54</td>
<td>0.1</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>TOTAL</td>
<td>88,757</td>
<td>100</td>
<td>94,689</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: EWNAD/PSC, 2002

Data derived from CPI reports for fiscal years 1999 through 2002. Totals vary because of availability of data.

a Level 1 Vocational Certificate, 3-year Non-renewable. Requires 90-quarter hours to upgrade to Level 2 Vocational Certificate.

b Level 2 Vocational Certificate, Renewable. Requires 10-quarter hours every 5 years to renew.
**Ethnicity**

As reported in previous years, over three-quarters (78%) of Georgia’s teaching force is White (see Figure 1.5). The number of Black teachers continues to soar, increasing by 1,324 (6.9%) from FY01 to FY02. This gain, however, represents only a slight increase in the proportion of Black teachers in the workforce, from 20.1% in FY99 to 20.6% in FY02. The numbers of American Indian, Asian, Hispanic, and Multiracial teachers also saw considerable growth from FY01 to FY02 as shown in Table 1.6.

<table>
<thead>
<tr>
<th>Race</th>
<th>FY01</th>
<th>FY02</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>131</td>
<td>135</td>
</tr>
<tr>
<td>Asian</td>
<td>294</td>
<td>354</td>
</tr>
<tr>
<td>Hispanic</td>
<td>710</td>
<td>818</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>75</td>
<td>94</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>1,210</td>
<td>1,401</td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002

The percentage of Hispanic teachers remains a concern considering the rapid growth in Hispanic student enrollment. Hispanic students represent 5.5% of all students, while Hispanic teachers comprise only 0.8% of the overall teaching force.

**Experience**

The average years of experience of Georgia teachers was 12.3 years in FY02, despite the fact that 11 percent of the total teacher workforce in FY02 had over 25 years of teaching experience. The average experience represents no
change from the 12.4 years reported in the 2001 Status Report. The years of experience for FY02 teachers ranged from 0-60 years. The proportion of teachers with 0-5 years of teaching experience has consistently remained higher than other categories from FY99 to FY02. As Figure 1.6 shows, the drop between the 0-5 and 10-14 years of experience groups suggests a high rate of attrition within the first 5 years of employment. The percentages of teachers with 11-15, 16-20, and 21-25 years of experience have continued to fluctuate since FY99. This corresponds to the good economic period in Georgia when teachers left teaching prior to retirement for other jobs or to start businesses.

**Certification Level**

A teacher’s certificate level is determined by the Georgia Professional Standards Commission (PSC), and is based on PSC rule 505-2-.10. The designation is determined by evaluating applicants’ post-secondary, post-baccalaureate, and/or higher education transcripts and other official evidence of teacher preparation. Table 1.7 shows the distribution of the certification levels of Georgia teachers in FY02.

**Table 1.7. Certification Level of Georgia Teachers, FY02**

<table>
<thead>
<tr>
<th>Level</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>138</td>
<td>0.1</td>
</tr>
<tr>
<td>Associate</td>
<td>322</td>
<td>0.3</td>
</tr>
<tr>
<td>Bachelor's</td>
<td>48,970</td>
<td>49.2</td>
</tr>
<tr>
<td>Master's</td>
<td>40,118</td>
<td>40.3</td>
</tr>
<tr>
<td>Specialist's</td>
<td>9,036</td>
<td>9.1</td>
</tr>
<tr>
<td>Doctorate</td>
<td>886</td>
<td>0.9</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>99,470</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002

(Source: EWRAD/PSC, 2002)
Almost half (49%) of Georgia’s teachers possess certification at the Bachelor’s level. This has remained consistent over five years (see Figure 1.7). The second highest level was the Master’s level. An average of 41% of the teacher workforce attained certification at the Master’s level from FY98 to FY02.

**Figure 1.7. Certification Level of Georgia Teachers, FY98-FY02**

(Source: EWRAD/PSC, 2002)

National Board for Professional Teaching Standards (NBPTS) Certification

National Board teacher certification is one step in the process to achieve the goal of placing a highly qualified teacher in every Georgia classroom by 2006. Georgia announced it’s first three National Board certified teachers in 1994. As of November 2001, there were a total of 423 National Board certified teachers in the state. In FY02, over 1,150 teachers applied for National Board certification. Figure 1.8 shows the dramatic increase in the number of applicants for National Board certification. With regards to ethnicity, the majority of the applicants for National Board certification are White (see Table 1.8). However, 259 (22%) of the 2002-2003 applicants are Black, representing a significant increase in non-White teachers who aspire to be National Board certified.

**Figure 1.8. Total Number of National Board Applicants, FY99-FY02**

(Source: EWRAD/PSC, 2002)
Table 1.8. Total Number of National Board Applicants By Ethnicity, FY99-FY02

<table>
<thead>
<tr>
<th>Year</th>
<th>White</th>
<th>Non-White</th>
<th>Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY99</td>
<td>42</td>
<td>7</td>
<td>0</td>
<td>49</td>
</tr>
<tr>
<td>FY00</td>
<td>72</td>
<td>24</td>
<td>0</td>
<td>96</td>
</tr>
<tr>
<td>FY01</td>
<td>533</td>
<td>98</td>
<td>4</td>
<td>631</td>
</tr>
<tr>
<td>FY02</td>
<td>951</td>
<td>201</td>
<td>91,152</td>
<td>1,152</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,598</td>
<td>317</td>
<td>131,928</td>
<td>1,928</td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002

Table 1.9 and Figure 1.9 show the pass rates of applicants for National Board certification from FY99-FY01. According to the data presented, the overall pass rate for all candidates steadily increased from FY99 to FY01. However, the pass rate for White applicants dropped in FY00 and rose in FY01.

Table 1.9. Pass Rates of National Board Applicants, FY99-FY01

<table>
<thead>
<tr>
<th>School Year</th>
<th>Ethnicity</th>
<th>FY99</th>
<th>FY00</th>
<th>FY01</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Certified</td>
<td>Certified</td>
<td>Certified</td>
<td>Certified</td>
</tr>
<tr>
<td></td>
<td>Not Certified</td>
<td>Not Certified</td>
<td>Not Certified</td>
<td>Not Certified</td>
</tr>
<tr>
<td>White</td>
<td>27</td>
<td>42</td>
<td>292</td>
<td>67</td>
</tr>
<tr>
<td>Non-White</td>
<td>1</td>
<td>6</td>
<td>16</td>
<td>33</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>28</td>
<td>48</td>
<td>309</td>
<td>101</td>
</tr>
<tr>
<td>Pass Rate</td>
<td>64.29</td>
<td>60.00</td>
<td>81.34</td>
<td>50.00</td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002
Demographic Characteristics of National Board Certified Teachers

An overwhelming majority (93.8%) of National Board certified teachers are White, and 88.6% are female. Almost half (48%) have Master's degrees, while 36.5% have Education Specialist certificates. Forty-two percent of National Board certified teachers fall in the 41-50 age group, while 27.9% have 11-15 years of teaching experience.

Subject Area

Table 1.10 presents the distribution and change in distribution by grade level of Georgia teachers for the four core subject areas from FY98 to FY02. Overall, the percentage of Middle Grades teachers in the four core subject areas increased by 21.2%, with a large increase in the Science category (46.1%), from FY01 to FY02 (see Figure 1.10). This might be a function of the PSC’s policy of specifying concentrations in the four core subject areas.
Table 1.10. Georgia Teacher Workforce by Grade Level and Personnel Category,
FY98-FY01

<table>
<thead>
<tr>
<th>Personnel Category</th>
<th>FY98</th>
<th>FY99</th>
<th>FY00</th>
<th>FY01</th>
<th>FY02</th>
<th>% Change FY01-FY02</th>
<th>4-Year Average Change (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>2,093</td>
<td>2,194</td>
<td>2,245</td>
<td>2,702</td>
<td>3,020</td>
<td>11.8</td>
<td>11.1</td>
</tr>
<tr>
<td>Math</td>
<td>1,634</td>
<td>1,699</td>
<td>1,751</td>
<td>2,040</td>
<td>2,371</td>
<td>16.2</td>
<td>11.3</td>
</tr>
<tr>
<td>Science</td>
<td>1,261</td>
<td>1,344</td>
<td>1,396</td>
<td>1,942</td>
<td>2,073</td>
<td>46.1</td>
<td>13.5</td>
</tr>
<tr>
<td>Social Science</td>
<td>1,416</td>
<td>1,461</td>
<td>1,511</td>
<td>2,073</td>
<td>2,027</td>
<td>22.6</td>
<td>10.8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>6,404</td>
<td>6,698</td>
<td>6,903</td>
<td>7,724</td>
<td>9,360</td>
<td>21.2</td>
<td>11.5</td>
</tr>
<tr>
<td>High School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>3,277</td>
<td>3,385</td>
<td>3,409</td>
<td>3,350</td>
<td>3,460</td>
<td>3.3</td>
<td>1.4</td>
</tr>
<tr>
<td>Math</td>
<td>2,821</td>
<td>2,944</td>
<td>2,994</td>
<td>3,016</td>
<td>3,144</td>
<td>4.2</td>
<td>2.9</td>
</tr>
<tr>
<td>Science</td>
<td>2,618</td>
<td>2,703</td>
<td>2,688</td>
<td>2,746</td>
<td>2,855</td>
<td>4.0</td>
<td>2.3</td>
</tr>
<tr>
<td>Social Science</td>
<td>2,625</td>
<td>2,706</td>
<td>2,778</td>
<td>2,831</td>
<td>2,970</td>
<td>4.9</td>
<td>3.3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>11,341</td>
<td>11,738</td>
<td>11,869</td>
<td>11,943</td>
<td>12,429</td>
<td>4.1</td>
<td>2.4</td>
</tr>
<tr>
<td>Special Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>10,206</td>
<td>10,678</td>
<td>11,153</td>
<td>11,698</td>
<td>12,602</td>
<td>7.7</td>
<td>5.9</td>
</tr>
<tr>
<td>Vocational Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>2,742</td>
<td>2,831</td>
<td>2,902</td>
<td>2,898</td>
<td>2,874</td>
<td>-0.8</td>
<td>1.2</td>
</tr>
<tr>
<td>Instructional Specialist</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>4,606</td>
<td>4,800</td>
<td>4,755</td>
<td>4,951</td>
<td>5,123</td>
<td>3.5</td>
<td>2.8</td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002

Figure 1.10. Georgia Middle Grades Teacher Workforce by Personnel Category,
FY98-FY02
(Source: EWRAD/PSC, 2002)
**Full- and Part-time Teachers**

Part-time teaching is a means for hiring qualified teachers to teach subject areas or in schools that have small enrollments. It is an effective budgeting approach in dealing with teacher shortages, and should be monitored yearly as an indicator of shortages.

For the 2002 Status Report, a teacher is classified as full-time if s/he spends 95 percent of their time teaching. Table 1.11 shows the distribution of FY02 teachers by full- or part-time status and the number of positions held. Only a small percentage (2.9%) of Georgia teachers work on a part-time basis.

### Table 1.11. Full/Part-time Teaching Status, FY02

<table>
<thead>
<tr>
<th>Teaching Status</th>
<th>Number of Positions Held</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Full-time Status</td>
<td>85,054</td>
</tr>
<tr>
<td>Part-time Status</td>
<td>2,577</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>87,631</strong></td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC 2002; CPI, 2002

*Total Numbers includes personnel whose main assignments are non-teaching positions.

**Out-of-Field Teaching**

The problem of out-of-field teaching is a recurrent one and has become even more critical with the 2002 No Child Left Behind (NCLB) Act. As Ingersoll (2002) correctly pointed out, the problem sometimes emanates from the misuse or misassignment of otherwise well qualified and certified teachers in areas that they are not certified. From this perspective, school districts can help greatly by assigning teachers where they are prepared and can be the most effective instructors.

In Georgia, the generalist Middle Grades (5-8) certificate had, until recently, provided a legal cover for school districts that assigned teachers to content areas that were not their strongest suit. However, since FY00 when the PSC began to indicate areas of subject concentration on the certificates of middle grades teachers, it has become easy for school districts to know exactly the areas such teachers should be assigned. This process of converting the generalist middle grade certificate to one with listed concentrations is still in progress in the PSC. The process requires analyzing the transcripts of veteran teachers as they apply for renewal and assigning two concentration areas to match subject areas where they have at least 20-quarter hours of approved preparation. Until all current general middle grade certificates are converted, we are aware that out-of-field teaching in the middle grades will remain a problem.

The PSC instituted a Math and Science professional development program as a component of the 1999 Title II Teacher Quality Enhancement grant to help math and science teachers at the middle grades level take additional content courses.
at no cost. The purpose of this program is to strengthen teachers’ backgrounds in these subjects.

**Out-of-Field Teaching in Georgia’s High Schools**

The following section details out-of-field teaching in the four core subjects (English, Mathematics, Science and Social Science) at the high school (grades 9-12) level. Table 1.12 shows that, in FY02, 3-6% of Georgia’s public high school teachers in the core subject areas teach outside their certified subject area for any part of the day.

### Table 1.12. Out-of-field Teaching in Core Subjects in Grades 9-12, FY02

<table>
<thead>
<tr>
<th>Subject Field</th>
<th>Number Teaching Subject</th>
<th># Certified in Subject Field</th>
<th>% Of Total Teachers in Grades 9-12</th>
<th># Who Taught Outside Their Certification Field</th>
<th>% Of Total Teachers in Grades 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>3,626</td>
<td>3,422</td>
<td>94.4</td>
<td>204</td>
<td>5.6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3,252</td>
<td>3,073</td>
<td>94.5</td>
<td>179</td>
<td>5.5</td>
</tr>
<tr>
<td>Science</td>
<td>2,928</td>
<td>2,829</td>
<td>96.6</td>
<td>99</td>
<td>3.4</td>
</tr>
<tr>
<td>Social Science</td>
<td>3,073</td>
<td>2,886</td>
<td>93.9</td>
<td>187</td>
<td>6.1*</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>12,879</strong></td>
<td><strong>12,210</strong></td>
<td><strong>NA</strong></td>
<td><strong>669</strong></td>
<td><strong>NA</strong></td>
</tr>
</tbody>
</table>

Source: CPI and CIS files. EWRAD/PSC, 2002

*Number certified in Social Science includes 36 certified in Political Science (29), Geography (1), Economics (5), and Social Science Concentration (1).

Moreover, Figure 1.11 shows that in FY02 only 3.4% of Science teachers, 5.5% of Mathematics teachers, 5.6% of English teachers, and 6.1% of Social Science teachers taught any subject in Georgia public high schools outside their certification field. As in previous years, the highest rates of misassignment are in English and Social Science.

**Figure 1.11. Percentage of Out-of-field Teachers in Core Subject Areas in FY02**

(Source: EWRAD/PSC, 2002)
Table 1.13 shows the number of high school teachers between FY99 and FY02 who taught in the four core subject areas. It also shows the number and percentage of those teachers certified and not certified to teach in the fields to which they were assigned.

Out-of-field teaching for the four core subjects rose in FY02, continuing the pattern over the past four years. A higher percentage of English (5.6%) and Social Science (6.1%) teachers taught out-of-field compared to teachers who taught Mathematics (5.5%) and Science (3.4%). The percentages of Math and Science out-of-field teachers, however, increased in FY02 (see Table 1.13). This is a cause for concern considering that since FY98 the percentage of teachers teaching out-of-field in Math and Science has continued to decline until this year.

Table 1.13. Out-of-field Teaching in Core Subjects For Grades 9-12, FY99 – FY02

<table>
<thead>
<tr>
<th>Subject Field</th>
<th>Total Teachers in Grades 9-12</th>
<th># Certified in Subject Field</th>
<th>% Of Total Teachers in Grades 9-12</th>
<th># Who Taught Outside Their Certification Field</th>
<th>% Of Total Teachers in Grades 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY99</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>3,370</td>
<td>3,160</td>
<td>93.8</td>
<td>210</td>
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<td>Mathematics</td>
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<td>2,790</td>
<td>95.1</td>
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</tr>
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<td>2,697</td>
<td>2,564</td>
<td>95.1</td>
<td>133</td>
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</tr>
<tr>
<td>Social Science</td>
<td>2,697</td>
<td>2,542</td>
<td>94.3</td>
<td>155</td>
<td>5.7</td>
</tr>
<tr>
<td><strong>TOTAL 1</strong></td>
<td><strong>8,764</strong></td>
<td><strong>8,266</strong></td>
<td><strong>N/A</strong></td>
<td><strong>498</strong></td>
<td><strong>N/A</strong></td>
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<tr>
<td>FY00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>3,573</td>
<td>3,329</td>
<td>93.2</td>
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<td>2,709</td>
<td>93.4</td>
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<td><strong>9,224</strong></td>
<td><strong>8,690</strong></td>
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<td><strong>534</strong></td>
<td><strong>N/A</strong></td>
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<td>FY01</td>
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<tr>
<td>English</td>
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<td>2,677</td>
<td>97.5</td>
<td>69</td>
<td>2.5</td>
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<tr>
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<td>2,687</td>
<td>95.7</td>
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<td><strong>11,920</strong></td>
<td><strong>11,436</strong></td>
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<td><strong>484</strong></td>
<td><strong>N/A</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>3,626</td>
<td>3,422</td>
<td>94.4</td>
<td>204</td>
<td>5.6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3,252</td>
<td>3,073</td>
<td>94.5</td>
<td>179</td>
<td>5.5</td>
</tr>
<tr>
<td>Science</td>
<td>2,928</td>
<td>2,829</td>
<td>96.6</td>
<td>99</td>
<td>3.4</td>
</tr>
<tr>
<td>Social Science</td>
<td>3,073</td>
<td>2,886</td>
<td>93.9</td>
<td>187</td>
<td>6.1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>12,879</strong></td>
<td><strong>12,210</strong></td>
<td><strong>N/A</strong></td>
<td><strong>669</strong></td>
<td><strong>N/A</strong></td>
</tr>
</tbody>
</table>

Source: CPI and CIS files EWRAD/PSC, 2002.
NA – Not Applicable

Out-of-field teaching in Georgia high schools was disaggregated by RESA to show out-of-field teachers as a percentage of the total teachers in each core subject area (See Table 1.14). The highest occurrence of out-of-field teaching in English occurred in Heart of Georgia RESA (15.4%). Although the percentage of out-of-field Math teachers in Oconee RESA dropped from 14.3% in FY01 to
12.5% in FY02, Oconee RESA recorded the highest occurrence of out-of-field teaching in Math for FY02. Oconee RESA also had the highest incidence of out-of-field teaching in Social Science (13.3%). Pioneer RESA appears to have the lowest incidence of out-of-field teaching overall.

Table 1.14. High School Out-of-Field Percentages by RESA, FY02

<table>
<thead>
<tr>
<th>RESA</th>
<th>English Out-of-Field Percentage</th>
<th>Math Out-of-Field Percentage</th>
<th>Science Out-of-Field Percentage</th>
<th>Social Science Out-of-Field Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Savannah</td>
<td>3.1</td>
<td>4.0</td>
<td>3.2</td>
<td>4.0</td>
</tr>
<tr>
<td>Chattahoochee</td>
<td>7.0</td>
<td>3.8</td>
<td>5.0</td>
<td>3.8</td>
</tr>
<tr>
<td>Coastal Plains</td>
<td>3.5</td>
<td>5.2</td>
<td>1.2</td>
<td>2.4</td>
</tr>
<tr>
<td>First District</td>
<td>3.6</td>
<td>6.0</td>
<td>2.0</td>
<td>10.1</td>
</tr>
<tr>
<td>Griffin</td>
<td>4.8</td>
<td>2.5</td>
<td>1.6</td>
<td>5.5</td>
</tr>
<tr>
<td>Heart of Georgia</td>
<td>15.4</td>
<td>9.0</td>
<td>3.6</td>
<td>7.1</td>
</tr>
<tr>
<td>Metro</td>
<td>4.3</td>
<td>4.3</td>
<td>2.7</td>
<td>5.1</td>
</tr>
<tr>
<td>Middle Georgia</td>
<td>5.7</td>
<td>4.2</td>
<td>5.9</td>
<td>7.4</td>
</tr>
<tr>
<td>North Georgia</td>
<td>2.1</td>
<td>2.5</td>
<td>5.9</td>
<td>3.4</td>
</tr>
<tr>
<td>Northeast Georgia</td>
<td>5.1</td>
<td>5.9</td>
<td>1.5</td>
<td>6.8</td>
</tr>
<tr>
<td>Northwest Georgia</td>
<td>7.7</td>
<td>7.8</td>
<td>3.9</td>
<td>5.9</td>
</tr>
<tr>
<td>Oconee</td>
<td>5.1</td>
<td>12.5</td>
<td>2.5</td>
<td>13.3</td>
</tr>
<tr>
<td>Okefenokee</td>
<td>9.1</td>
<td>1.4</td>
<td>3.1</td>
<td>5.0</td>
</tr>
<tr>
<td>Pioneer</td>
<td>3.4</td>
<td>2.5</td>
<td>0.6</td>
<td>4.7</td>
</tr>
<tr>
<td>Southwest Georgia</td>
<td>4.1</td>
<td>8.7</td>
<td>3.4</td>
<td>7.4</td>
</tr>
<tr>
<td>West Georgia</td>
<td>8.7</td>
<td>7.4</td>
<td>3.1</td>
<td>3.8</td>
</tr>
</tbody>
</table>

Source: CPI and CIS files. EWRAD/PSC, 2002

*Out-of-field percentages calculated based on educators teaching each core subject.
Chapter 2: Teacher Demand in Georgia

Introduction

Teacher demand (i.e., the need for new/additional and/or replacement teachers) is primarily influenced by three factors:

1. Student Enrollment: Growth in the student population and changing demographics of the population due to live birth rates and/or migration into the state.
2. Education Policy: Growth or decline in the teaching force due to new and/or revised legislation.
3. Attrition: Decline in the teaching force due to retirement or other forms of exit from the teaching force.

Chapter 2 details these three factors and presents the resulting effects on Georgia’s teaching force.

Student Enrollment Demand

Demographic Characteristics of Georgia’s Students

Gender

Student enrollment data from FY02 show that males represent a larger percentage of the student population than females (51.20% vs. 48.80%). At nearly every grade level, males outnumber females, the exceptions being grade levels 11 and 12 (see Table 2.1).

Table 2.1. Student Enrollment by Gender and Grade Level, FY02

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Male</th>
<th>% State Total</th>
<th>Female</th>
<th>% State Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K</td>
<td>17,807</td>
<td>1.21</td>
<td>15,503</td>
<td>1.05</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>57,773</td>
<td>3.93</td>
<td>53,400</td>
<td>3.63</td>
</tr>
<tr>
<td>1st Grade</td>
<td>59,160</td>
<td>4.02</td>
<td>55,304</td>
<td>3.76</td>
</tr>
<tr>
<td>2nd Grade</td>
<td>58,587</td>
<td>3.98</td>
<td>55,324</td>
<td>3.76</td>
</tr>
<tr>
<td>3rd Grade</td>
<td>59,885</td>
<td>4.07</td>
<td>57,029</td>
<td>3.88</td>
</tr>
<tr>
<td>4th Grade</td>
<td>59,488</td>
<td>4.04</td>
<td>57,398</td>
<td>3.90</td>
</tr>
<tr>
<td>5th Grade</td>
<td>60,877</td>
<td>4.14</td>
<td>57,486</td>
<td>3.91</td>
</tr>
<tr>
<td>6th Grade</td>
<td>62,332</td>
<td>4.24</td>
<td>58,820</td>
<td>4.00</td>
</tr>
<tr>
<td>7th Grade</td>
<td>60,001</td>
<td>4.08</td>
<td>56,876</td>
<td>3.88</td>
</tr>
<tr>
<td>8th Grade</td>
<td>57,316</td>
<td>3.90</td>
<td>54,829</td>
<td>3.73</td>
</tr>
<tr>
<td>9th Grade</td>
<td>67,489</td>
<td>4.59</td>
<td>61,245</td>
<td>4.16</td>
</tr>
<tr>
<td>10th Grade</td>
<td>52,049</td>
<td>3.54</td>
<td>50,541</td>
<td>3.44</td>
</tr>
<tr>
<td>11th Grade</td>
<td>43,440</td>
<td>2.95</td>
<td>44,861</td>
<td>3.05</td>
</tr>
<tr>
<td>12th Grade</td>
<td>36,762</td>
<td>2.50</td>
<td>39,052</td>
<td>2.65</td>
</tr>
<tr>
<td>TOTAL Pre-K-12th Grades</td>
<td>752,966</td>
<td>51.20</td>
<td>717,668</td>
<td>48.80</td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002-1
*State Total Student Enrollments=1,470,634
Ethnicity

With regard to the ethnic composition of Georgia’s student population, White students comprise the majority at 52.57% (see Table 2.2). The second largest group is Blacks (37.91%), followed by Hispanics (5.46%), Asians (2.36%), Multiracial (1.53%), and American Indians (0.17%).

Table 2.2. Student Ethnic Composition, FY02

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Number Of Students</th>
<th>% Of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>2,437</td>
<td>0.17</td>
</tr>
<tr>
<td>Asian</td>
<td>34,738</td>
<td>2.36</td>
</tr>
<tr>
<td>Black</td>
<td>557,488</td>
<td>37.91</td>
</tr>
<tr>
<td>Hispanic</td>
<td>80,336</td>
<td>5.46</td>
</tr>
<tr>
<td>White</td>
<td>773,183</td>
<td>52.57</td>
</tr>
<tr>
<td>Multiracial</td>
<td>22,452</td>
<td>1.53</td>
</tr>
<tr>
<td><strong>TOTAL Students</strong></td>
<td><strong>1,470,634</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002; GDOE Student FTE Report 2002-1

Student Enrollment Counts

Student enrollment data provided by the Georgia Department of Education (GDOE) revealed that the state’s total student enrollment increased by 6.88% from FY98 to FY02. In fact, the student population increased at nearly all grade levels during this time period, the exceptions being grade levels 1 and 2 (see Table 2.3).

Table 2.3. Student Enrollment by Grade Level, FY98-FY12

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>FY98</th>
<th>FY99</th>
<th>FY00</th>
<th>FY01</th>
<th>FY02</th>
<th>% Change FY98-FY02</th>
<th>FY03</th>
<th>FY07</th>
<th>FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K</td>
<td>29,357</td>
<td>30,779</td>
<td>31,362</td>
<td>32,248</td>
<td>33,310</td>
<td>13.46</td>
<td>34,381</td>
<td>40,403</td>
<td>52,268</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>111,081</td>
<td>112,287</td>
<td>110,375</td>
<td>110,960</td>
<td>111,173</td>
<td>0.08</td>
<td>119,886</td>
<td>138,803</td>
<td>178,292</td>
</tr>
<tr>
<td>Grade 1</td>
<td>115,462</td>
<td>114,855</td>
<td>115,614</td>
<td>114,049</td>
<td>114,464</td>
<td>-0.86</td>
<td>113,997</td>
<td>134,878</td>
<td>173,407</td>
</tr>
<tr>
<td>Grade 2</td>
<td>114,559</td>
<td>114,454</td>
<td>113,966</td>
<td>114,939</td>
<td>113,911</td>
<td>-0.57</td>
<td>113,821</td>
<td>131,948</td>
<td>163,725</td>
</tr>
<tr>
<td>Grade 3</td>
<td>110,023</td>
<td>112,226</td>
<td>116,529</td>
<td>116,678</td>
<td>116,886</td>
<td>8.20</td>
<td>118,135</td>
<td>124,821</td>
<td>151,401</td>
</tr>
<tr>
<td>Grade 4</td>
<td>106,114</td>
<td>109,053</td>
<td>113,362</td>
<td>117,973</td>
<td>118,363</td>
<td>11.54</td>
<td>118,173</td>
<td>117,023</td>
<td>146,107</td>
</tr>
<tr>
<td>Grade 5</td>
<td>666,734</td>
<td>678,370</td>
<td>685,324</td>
<td>690,290</td>
<td>691,711</td>
<td>3.75</td>
<td>699,124</td>
<td>773,976</td>
<td>970,243</td>
</tr>
<tr>
<td>Grade 6</td>
<td>106,131</td>
<td>108,517</td>
<td>111,616</td>
<td>110,072</td>
<td>111,173</td>
<td>14.15</td>
<td>121,107</td>
<td>120,227</td>
<td>140,619</td>
</tr>
<tr>
<td>Grade 7</td>
<td>105,222</td>
<td>106,857</td>
<td>109,144</td>
<td>112,249</td>
<td>116,877</td>
<td>11.08</td>
<td>121,833</td>
<td>120,999</td>
<td>140,157</td>
</tr>
<tr>
<td>Grade 8</td>
<td>103,107</td>
<td>104,863</td>
<td>106,696</td>
<td>109,124</td>
<td>112,145</td>
<td>8.77</td>
<td>116,625</td>
<td>122,627</td>
<td>133,732</td>
</tr>
<tr>
<td>Middle Total</td>
<td>314,460</td>
<td>320,237</td>
<td>327,456</td>
<td>337,445</td>
<td>350,174</td>
<td>11.36</td>
<td>359,565</td>
<td>363,853</td>
<td>414,508</td>
</tr>
<tr>
<td>Grade 9</td>
<td>121,511</td>
<td>123,055</td>
<td>125,420</td>
<td>126,793</td>
<td>128,734</td>
<td>5.94</td>
<td>133,384</td>
<td>144,308</td>
<td>154,105</td>
</tr>
<tr>
<td>Grade 10</td>
<td>94,881</td>
<td>95,755</td>
<td>98,035</td>
<td>99,934</td>
<td>102,590</td>
<td>8.12</td>
<td>103,098</td>
<td>115,757</td>
<td>114,446</td>
</tr>
<tr>
<td>Grade 11</td>
<td>79,682</td>
<td>81,968</td>
<td>82,986</td>
<td>85,910</td>
<td>88,301</td>
<td>10.82</td>
<td>90,275</td>
<td>101,899</td>
<td>101,121</td>
</tr>
<tr>
<td>Grade 12</td>
<td>69,355</td>
<td>71,127</td>
<td>72,358</td>
<td>72,317</td>
<td>75,814</td>
<td>9.31</td>
<td>77,924</td>
<td>86,266</td>
<td>89,309</td>
</tr>
<tr>
<td>Grades 9-12</td>
<td>365,429</td>
<td>371,905</td>
<td>378,799</td>
<td>384,954</td>
<td>395,439</td>
<td>8.21</td>
<td>404,681</td>
<td>448,230</td>
<td>458,981</td>
</tr>
<tr>
<td><strong>TOTAL Enrollment</strong></td>
<td><strong>1,375,980</strong></td>
<td><strong>1,401,291</strong></td>
<td><strong>1,422,941</strong></td>
<td><strong>1,444,937</strong></td>
<td><strong>1,470,634</strong></td>
<td><strong>6.88</strong></td>
<td><strong>1,497,751</strong></td>
<td><strong>1,626,462</strong></td>
<td><strong>1,896,000</strong></td>
</tr>
</tbody>
</table>

Source: GDOE, FTE Student Count 2002-1
Change in Student Enrollment, FY98-FY02

Georgia’s student enrollment has changed dramatically from FY98 to FY02. The total student enrollment for Grades Pre-K through 12 has increased by over 90,000—an increase of over 45,000 in both the male and female populations (see Table 2.4).

The ethnic composition of Georgia’s students has also witnessed change during this time period. Almost all ethnic groups experienced growth, the exception being the White student population that declined by 3,728 students (-0.48%) from FY98 to FY02. Moreover, highly significant growth occurred in the Hispanic and Multiracial student population. In fact, the Hispanic student population more than doubled (+100.45%), and the multiracial student population closely followed at +88.59% from FY98 to FY02.

It is this increase in student enrollment that raises teacher demand in Georgia. Additionally, the increase in the diversity of the student population has implications not only for the number of teachers needed, but also for the composition of teachers. Thereby, increased numbers of varied types of teachers are required to adequately staff the state’s Pre-K through 12 classrooms and to provide specialized instruction (e.g., ESL, ESOL, etc.) to diverse students.

Student Enrollment by RESA

Both growth and decline of student enrollment in Georgia’s 16 Regional Education Service Agencies (RESAs) were experienced from FY98 to FY02 (see Table 2.5). Eight of the RESAs saw growth in their student enrollment (i.e., Griffin, Metro, Middle Georgia, North Georgia, Northeast Georgia, Northwest Georgia, Pioneer, and West Georgia RESAs). The remaining eight RESAs saw declines in their student enrollment (i.e., Central Savannah, Chattahoochee-Flint, Coastal Plains, First District, Heart of Georgia, Oconee, Okefenokee, and Southwest Georgia RESAs). Note that significant increases in student enrollment occurred in RESAs located in the northern half of the state; whereas decreases in student enrollment were primarily found in the RESAs located in the southern half of the state.
Table 2.4. Change in Pre-K-12 Student Enrollment by Gender and Ethnicity, FY98 - FY02

<table>
<thead>
<tr>
<th>Demographic Characteristic</th>
<th>FY98</th>
<th>FY99</th>
<th>% Change FY98- FY99</th>
<th># Change FY98- FY99</th>
<th>FY00</th>
<th>% Change FY99- FY00</th>
<th># Change FY99- FY00</th>
<th>FY01</th>
<th>% Change FY00- FY01</th>
<th># Change FY00- FY01</th>
<th>FY02</th>
<th>% Change FY01- FY02</th>
<th># Change FY01- FY02</th>
<th>% Change FY98- FY02</th>
<th># Change FY98- FY02</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Male</td>
<td>704,216</td>
<td>717,529</td>
<td>+1.9</td>
<td>+13,313</td>
<td>728,270</td>
<td>+1.5</td>
<td>+10,741</td>
<td>739,618</td>
<td>+1.6</td>
<td>+11,348</td>
<td>752,966</td>
<td>+1.8</td>
<td>+13,348</td>
<td>+6.92</td>
<td>48,750</td>
</tr>
<tr>
<td>Female</td>
<td>671,764</td>
<td>683,809</td>
<td>+1.8</td>
<td>+12,045</td>
<td>694,393</td>
<td>+1.5</td>
<td>+10,584</td>
<td>705,319</td>
<td>+1.6</td>
<td>+10,926</td>
<td>717,668</td>
<td>+1.8</td>
<td>+12,349</td>
<td>+6.83</td>
<td>45,904</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,375,980</td>
<td>1,401,338</td>
<td>+1.8</td>
<td>+25,358</td>
<td>1,422,663</td>
<td>+1.5</td>
<td>+21,325</td>
<td>1,444,937</td>
<td>+1.6</td>
<td>+22,274</td>
<td>1,470,634</td>
<td>+1.8</td>
<td>+25,697</td>
<td>+6.88</td>
<td>94,654</td>
</tr>
<tr>
<td>Ethnicity</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>1,844</td>
<td>1,898</td>
<td>+2.9</td>
<td>+54</td>
<td>2,182</td>
<td>+15.0</td>
<td>+284</td>
<td>2,330</td>
<td>+6.8</td>
<td>+148</td>
<td>2,437</td>
<td>+4.6</td>
<td>+107</td>
<td>+32.16</td>
<td>593</td>
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<td>27,679</td>
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<td>+2,172</td>
<td>30,029</td>
<td>+8.5</td>
<td>+2,350</td>
<td>32,077</td>
<td>+6.8</td>
<td>+2,048</td>
<td>34,738</td>
<td>+8.3</td>
<td>+2,661</td>
<td>+36.19</td>
<td>9,231</td>
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<tr>
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<td>531,323</td>
<td>+2.2</td>
<td>+11,588</td>
<td>540,757</td>
<td>+1.8</td>
<td>+9,434</td>
<td>548,408</td>
<td>+1.4</td>
<td>+7,651</td>
<td>557,488</td>
<td>+1.7</td>
<td>+9,080</td>
<td>+7.26</td>
<td>37,753</td>
</tr>
<tr>
<td>Hispanic</td>
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<td>47,047</td>
<td>+17.4</td>
<td>+6,969</td>
<td>56,478</td>
<td>+20.0</td>
<td>+9,431</td>
<td>68,438</td>
<td>+21.2</td>
<td>+11,960</td>
<td>80,336</td>
<td>+17.4</td>
<td>+11,898</td>
<td>+100.45</td>
<td>40,258</td>
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<tr>
<td>White</td>
<td>776,911</td>
<td>779,062</td>
<td>+0.3</td>
<td>+2,151</td>
<td>776,560</td>
<td>-0.3</td>
<td>-2,502</td>
<td>773,895</td>
<td>-0.3</td>
<td>-2,665</td>
<td>773,183</td>
<td>-0.1</td>
<td>-712</td>
<td>-0.48</td>
<td>-3,728</td>
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<td>Multiracial</td>
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<td>+16.2</td>
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<td>19,789</td>
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<td>+3,132</td>
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<td>+13.5</td>
<td>+2,663</td>
<td>+88.59</td>
<td>10,547</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,375,980</td>
<td>1,401,338</td>
<td>+1.8</td>
<td>+25,358</td>
<td>1,422,663</td>
<td>+1.5</td>
<td>+21,325</td>
<td>1,444,937</td>
<td>+1.6</td>
<td>+22,274</td>
<td>1,470,634</td>
<td>+1.8</td>
<td>+25,697</td>
<td>+6.88</td>
<td>94,654</td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, GDOE Student FTE, 2002-1
### Table 2.5. Student Enrollment by RESA, FY98-FY02

<table>
<thead>
<tr>
<th>RESA</th>
<th>FY98</th>
<th>FY99</th>
<th>FY00</th>
<th>FY01</th>
<th>FY02</th>
<th>% Change FY98-FY02</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Savannah</td>
<td>80,670</td>
<td>80,252</td>
<td>79,794</td>
<td>78,836</td>
<td>78,393</td>
<td>-2.82</td>
</tr>
<tr>
<td>Chattahoochee-Flint</td>
<td>57,633</td>
<td>57,577</td>
<td>57,047</td>
<td>56,496</td>
<td>56,191</td>
<td>-2.50</td>
</tr>
<tr>
<td>Coastal Plains</td>
<td>42,559</td>
<td>42,296</td>
<td>42,330</td>
<td>42,184</td>
<td>41,904</td>
<td>-1.54</td>
</tr>
<tr>
<td>First District</td>
<td>121,612</td>
<td>122,249</td>
<td>121,657</td>
<td>121,328</td>
<td>121,181</td>
<td>-0.35</td>
</tr>
<tr>
<td>Griffin</td>
<td>71,147</td>
<td>73,666</td>
<td>75,837</td>
<td>78,781</td>
<td>82,489</td>
<td>+15.94</td>
</tr>
<tr>
<td>Heart of Georgia</td>
<td>23,851</td>
<td>23,700</td>
<td>23,593</td>
<td>23,544</td>
<td>23,412</td>
<td>-1.84</td>
</tr>
<tr>
<td>Metro</td>
<td>480,196</td>
<td>494,823</td>
<td>507,770</td>
<td>518,748</td>
<td>531,073</td>
<td>+10.59</td>
</tr>
<tr>
<td>Middle Georgia</td>
<td>61,948</td>
<td>62,559</td>
<td>62,745</td>
<td>62,876</td>
<td>63,323</td>
<td>+2.22</td>
</tr>
<tr>
<td>North Georgia</td>
<td>54,966</td>
<td>56,797</td>
<td>58,428</td>
<td>60,551</td>
<td>62,620</td>
<td>+13.92</td>
</tr>
<tr>
<td>Northeast Georgia</td>
<td>57,002</td>
<td>57,832</td>
<td>58,933</td>
<td>60,461</td>
<td>61,645</td>
<td>+8.14</td>
</tr>
<tr>
<td>Northwest Georgia</td>
<td>88,460</td>
<td>90,425</td>
<td>92,425</td>
<td>95,403</td>
<td>98,091</td>
<td>+10.89</td>
</tr>
<tr>
<td>Oconee</td>
<td>20,094</td>
<td>19,978</td>
<td>19,997</td>
<td>19,732</td>
<td>19,613</td>
<td>-2.39</td>
</tr>
<tr>
<td>Okefenokee</td>
<td>27,617</td>
<td>27,466</td>
<td>27,383</td>
<td>27,460</td>
<td>27,496</td>
<td>-0.44</td>
</tr>
<tr>
<td>Pioneer</td>
<td>67,481</td>
<td>70,349</td>
<td>73,364</td>
<td>76,227</td>
<td>79,844</td>
<td>+18.32</td>
</tr>
<tr>
<td>Southwest Georgia</td>
<td>69,372</td>
<td>68,836</td>
<td>68,123</td>
<td>67,532</td>
<td>66,983</td>
<td>-3.44</td>
</tr>
<tr>
<td>West Georgia</td>
<td>51,372</td>
<td>52,486</td>
<td>53,515</td>
<td>54,778</td>
<td>56,376</td>
<td>+9.74</td>
</tr>
<tr>
<td><strong>Statewide TOTAL</strong></td>
<td>1,375,980</td>
<td>1,401,291</td>
<td>1,422,941</td>
<td>1,444,937</td>
<td>1,470,634</td>
<td>+6.88</td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002

### Factors Affecting Student Enrollment Growth

Student enrollment in Georgia’s Pre-K through 12th grade classrooms is affected by a number of factors. Two of these factors, however, are population migration and the live birth rate. Changes in these factors directly impact the number of students enrolled in Georgia’s school systems and the number of teachers needed to adequately staff classrooms.

According to recent census figures, from 1990 to 2000, Georgia’s population increased 26.4% (from 6,478,149 to 8,186,453, a change of +1,708,304 residents). A recent report by the Georgia State Data and Research Center highlighted the following trends in Georgia’s population from 1990 to 2000:

- Growth in Georgia’s population has resulted from both domestic (i.e., migration from other states within the U.S.) and foreign migration.
- Natural increase (i.e., live births) accounts for less than one half of Georgia’s population growth.
- The highest levels of growth occurred in the metropolitan Atlanta area (39%), followed by the central and northeast Georgia mountain counties (over 20%).

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• Over sixty-nine percent (69.18% or 110 of 159) of Georgia’s counties saw population increases of at least 10 percent.
• Over five percent (5.03% or 8) of Georgia’s counties decreased in population from 1990 to 2000. Six of the eight were in Southwest Georgia.
• Georgia’s ethnic population changed significantly:
  o The Black population increased 34.5% (from 1,746,000 to 2,349,000).
  o The Hispanic population increased 302.8% (from 108,000 to 435,000).
  o The Asian population doubled to 176,000.

Population Migration

Data compiled by the Appalachian Regional Commission (ARC), show that Georgia’s population increased by 796,511 from 1990 to 1999 due to migration. This net amount includes domestic migration \((n=665,418)\), international migration \((n=105,839)\), and federal movement (i.e., migration of military and civilian employees and their dependents in and out of the U.S.; \(n=25,254\)).

Taking into account the data prepared by the Georgia State Data and Research Center and the Appalachian Regional Commission, it becomes clear that population migration affects student enrollment and, as a result, the demand for teachers. Families, with school-aged children, migrating into Georgia from various places, directly impact the state’s education system.

Live Births

According to data from the Georgia Department of Human Resources (DHR), the state’s live birth rate increased 18.53% (from 112,606 to 133,468) from FY90 to FY01, although decreases in the birth rate occurred over a number of years during this period (see Figure 2.1). The number of live births has increased every year since FY94, with significant increases of 4,000 or more births every year between FY96 and FY00. Live births continued to increase from FY00 to FY01, though the pattern of substantial increase appears to have slowed, with only 1,182 children born in Georgia in FY01.
Similar to the live birth implications reported in the Status Report-2001, it should be noted that the children born in FY99 will start to impact Pre-K class enrollment in FY04 at the age of 5. As is illustrated in Figure 2.1, the live birth rate is beginning to slow down. Nevertheless, the impact of the rapid rise in the late nineties will be felt in Georgia’s schools for the next four to five years. Thus, the number of teachers needed to accommodate these students as they progress through grades Pre-K through 12 will need to increase.

**Education Policy**

Policy designed to improve student academic achievement often directly impacts teacher demand. For example, national legislation set forth by the No Child Left Behind (NCLB) Act requires a qualified teacher in the classroom of every public school student. This mandate has created a hiring frenzy by school districts to adequately staff their classrooms in order to comply with the law.

Another education policy initiative is the Georgia State Board of Education Rule 160-5-1-.08. Starting in FY02 and continuing through FY04, this rule phases in a lower maximum class size. Class size reduction, sans student enrollment increases, implies a need for more teachers. Class size reduction plus student enrollment increases imply a critical need for even more teachers.

**Student Enrollment Projections**

Grades Pre-K through 12 student enrollment projections for FY07 and FY12 are presented in Table 2.3. These projections are based on a decade of enrollment statistics provided by the Georgia Department of Education (GDOE) and the
average progression rate from one grade to another. As seen in Table 2.3, Pre-K through 12th grade enrollment is projected to significantly increase by both FY07 and FY12. And, as mentioned in previous sections, population migration and the live birth rate will have a direct impact on these numbers. As the population and the number of live births continue to increase, so, too, does the enrollment of students in Georgia’s education system.

Another issue related to student enrollment projections is the student enrollment continuation ratio. The “student enrollment continuation ratio” is the rate at which students progress from grade to grade from one year to the next. Table 2.6 presents the grade-to-grade average continuation ratios. These ratios are based on enrollment data from FY92 through FY02.

Table 2.6. Student Enrollment Continuation Ratios

<table>
<thead>
<tr>
<th>Grade</th>
<th>Continuation Ratio (From Previous Grade)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K</td>
<td>0.271796</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>3.599102</td>
</tr>
<tr>
<td>Grade 1</td>
<td>1.025403</td>
</tr>
<tr>
<td>Grade 2</td>
<td>0.994386</td>
</tr>
<tr>
<td>Grade 3</td>
<td>1.010545</td>
</tr>
<tr>
<td>Grade 4</td>
<td>1.010448</td>
</tr>
<tr>
<td>Grade 5</td>
<td>1.01101</td>
</tr>
<tr>
<td>Grade 6</td>
<td>1.02318</td>
</tr>
<tr>
<td>Grade 7</td>
<td>1.005622</td>
</tr>
<tr>
<td>Grade 8</td>
<td>0.997841</td>
</tr>
<tr>
<td>Grade 9</td>
<td>1.189392</td>
</tr>
<tr>
<td>Grade 10</td>
<td>0.800862</td>
</tr>
<tr>
<td>Grade 11</td>
<td>0.879956</td>
</tr>
<tr>
<td>Grade 12</td>
<td>0.882482</td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002

To understand these ratios, consider the following example. In FY02, there are 128,734 Grade 9 students in Georgia’s public education system. The continuation ratio into Grade 10 is 0.800862. Therefore, it is projected that 103,098 Grade 9 students will be in Grade 10 in FY03.

Teacher Demand

Teacher Demand Based on Student Enrollment

Increasing student enrollments in Georgia’s school systems creates a demand for additional teachers to staff the classrooms. This demand is called ‘growth demand.’ In addition to the growth demand, education policies (e.g., reduced class size and teacher quality initiatives) may serve to increase the demand for teachers. Such policy-initiated demand is captured within growth demand. Table 2.7 shows teacher hiring patterns from FY98 through FY02. Included within the
table are the number of teaching positions, the number of new teachers hired, the number of teachers hired to fill growth demand, and growth hires as a percentage of the number of newly hired teachers. From FY98 to FY02, over 25% of teachers hired annually were hired due to growth demand.

Table 2.7. Teacher Hiring for ‘Growth’ Demand, FY98-FY02

<table>
<thead>
<tr>
<th>Year</th>
<th># Teaching Positions</th>
<th># Teachers Hired</th>
<th># Teachers Hired to Fill ‘Growth’ Demand</th>
<th>‘Growth’ Hires as % of Teachers Hired</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY98</td>
<td>86,262</td>
<td>9,006</td>
<td>2,819</td>
<td>31.30%</td>
</tr>
<tr>
<td>FY99</td>
<td>88,757</td>
<td>9,507</td>
<td>2,495</td>
<td>26.24%</td>
</tr>
<tr>
<td>FY00</td>
<td>91,467</td>
<td>10,176</td>
<td>2,710</td>
<td>26.63%</td>
</tr>
<tr>
<td>FY01</td>
<td>94,689</td>
<td>11,817</td>
<td>3,222</td>
<td>27.27%</td>
</tr>
<tr>
<td>FY02</td>
<td>99,470</td>
<td>13,084</td>
<td>4,781</td>
<td>36.54%</td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC Education Workforce Demand Model, 2002

Historical analyses and future projections based on student enrollment counts, live birth counts, growth demand estimates, census records, etc. can be used to inform the long-range teacher workforce planning process for state and local education agencies. Analyses of such information sources serve to alert planners of potential enrollment increases. Appendix 5 presents projections of student enrollment and teacher demand by RESA.

**Teacher Demand Based on Student Enrollment and Reduced Class Size**

Computations based on class size regulations specified by the state Board of Education [160-5-1-.08 Class Size] and projected student enrollments yield projected teacher demand for FY03, FY07, and FY12. Table 2.8 presents the number of teachers based on funded and maximum class size for these years. There is a significant difference between the number of teachers needed when based on either funding class size or maximum class size projections. A midpoint of demand has been calculated for FY03, FY07, and FY12. It is expected that the actual employment counts for these grade levels will be somewhere near the midpoint of the two categories presented for each year. Specifically, a total of about 104069.8 FTE teachers will be needed in FY03, 115310.3 in FY07, and 136002.1 in FY12.
<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Projected Student Enrollments</th>
<th>Funding Class Size</th>
<th>Max. Class Size FY03</th>
<th>Max. Class Size FY04-FY12</th>
<th>Teachers Funded</th>
<th>Teachers Based on Max. Class Size FY03</th>
<th>Teachers Funded</th>
<th>Teachers Based on Max. Class Size FY04-FY12</th>
<th>Teachers Based on Max. Class Size FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K*</td>
<td>34381</td>
<td>40403</td>
<td>52268</td>
<td>10</td>
<td>10</td>
<td>3438.1</td>
<td>3438.1</td>
<td>4040.3</td>
<td>5226.8</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>119886</td>
<td>138803</td>
<td>178292</td>
<td>15</td>
<td>19</td>
<td>7992.4</td>
<td>6309.8</td>
<td>9253.5</td>
<td>7711.3</td>
</tr>
<tr>
<td>Grade 1</td>
<td>113997</td>
<td>133878</td>
<td>173407</td>
<td>17</td>
<td>22</td>
<td>6705.7</td>
<td>5181.7</td>
<td>7875.2</td>
<td>6375.1</td>
</tr>
<tr>
<td>Grade 2</td>
<td>113821</td>
<td>131948</td>
<td>163725</td>
<td>17</td>
<td>22</td>
<td>6695.4</td>
<td>5173.7</td>
<td>7761.6</td>
<td>6283.2</td>
</tr>
<tr>
<td>Grade 3</td>
<td>115112</td>
<td>127503</td>
<td>157311</td>
<td>17</td>
<td>22</td>
<td>6771.3</td>
<td>5232.4</td>
<td>7500.2</td>
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<tr>
<td>Grade 4</td>
<td>118135</td>
<td>124821</td>
<td>151401</td>
<td>23</td>
<td>30</td>
<td>5136.3</td>
<td>3937.8</td>
<td>5427.0</td>
<td>4457.9</td>
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<tr>
<td>Grade 5</td>
<td>118173</td>
<td>117023</td>
<td>146107</td>
<td>23</td>
<td>30</td>
<td>5138.9</td>
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</tr>
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<td>970243</td>
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<td></td>
<td>38439.1</td>
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<td>35078.5</td>
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<tr>
<td>Grade 6</td>
<td>121107</td>
<td>120227</td>
<td>140619</td>
<td>23</td>
<td>30</td>
<td>5265.5</td>
<td>4036.9</td>
<td>5227.3</td>
<td>4293.8</td>
</tr>
<tr>
<td>Grade 7</td>
<td>121833</td>
<td>120999</td>
<td>140157</td>
<td>23</td>
<td>30</td>
<td>5297.1</td>
<td>4061.1</td>
<td>5260.8</td>
<td>4321.4</td>
</tr>
<tr>
<td>Grade 8</td>
<td>116625</td>
<td>122627</td>
<td>133732</td>
<td>23</td>
<td>30</td>
<td>5070.7</td>
<td>3887.5</td>
<td>5331.6</td>
<td>4379.5</td>
</tr>
<tr>
<td>Middle Total</td>
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<td>414508</td>
<td></td>
<td></td>
<td>15633.3</td>
<td>11985.5</td>
<td>15819.7</td>
<td>12994.7</td>
</tr>
<tr>
<td>Grade 9</td>
<td>133834</td>
<td>144308</td>
<td>154105</td>
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<td>4446.1</td>
<td>6274.3</td>
<td>5153.9</td>
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<td>Grade 10</td>
<td>103098</td>
<td>115757</td>
<td>114446</td>
<td>23</td>
<td>30</td>
<td>4482.5</td>
<td>3436.6</td>
<td>5032.9</td>
<td>4134.2</td>
</tr>
<tr>
<td>Grade 11</td>
<td>90275</td>
<td>101899</td>
<td>101121</td>
<td>23</td>
<td>30</td>
<td>3925.0</td>
<td>3009.2</td>
<td>4430.4</td>
<td>3469.3</td>
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<tr>
<td>Grade 12</td>
<td>77924</td>
<td>86266</td>
<td>89309</td>
<td>23</td>
<td>30</td>
<td>3388.0</td>
<td>2597.5</td>
<td>3750.7</td>
<td>3080.9</td>
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<td>9-12 Total</td>
<td>404681</td>
<td>448230</td>
<td>458981</td>
<td></td>
<td></td>
<td>17594.8</td>
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<td>16008.2</td>
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<tr>
<td>TOTAL</td>
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<td>1626462</td>
<td>1896000</td>
<td></td>
<td></td>
<td>75105.3</td>
<td>58687.5</td>
<td>82253.8</td>
<td>68121.7</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Total Enrollment Ratios**</th>
<th>Total Enrollment-Ratios</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K*</td>
<td>123.7424</td>
<td>12103.8</td>
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<td>Kindergarten</td>
<td>109.4761</td>
<td>1095.1</td>
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<td>Grade 1</td>
<td>124.9327</td>
<td>1267.9</td>
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<td>Grade 2</td>
<td>274.49</td>
<td>3148.3</td>
</tr>
<tr>
<td>Grade 3</td>
<td>251.9805</td>
<td>959.8</td>
</tr>
<tr>
<td>Grade 4</td>
<td>152.3277</td>
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<td>Grade 5</td>
<td>53.23261</td>
<td>6835.2</td>
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<tr>
<td>Instructional Specialists (P-12)</td>
<td>297.8203</td>
<td>5461.2</td>
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<td>Other Teachers (P-12)</td>
<td>1570.245</td>
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<tr>
<td>Vocational Ed. Teachers (P-12)</td>
<td>216.9209</td>
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<tr>
<td>TOTAL</td>
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<td>115301.3</td>
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</tbody>
</table>

Source: EWRAD/PSC, 2002

*For “Projected Student Enrollment”: The yield rate for Pre-K is the average proportion of live births four years earlier than enrollments in Pre-K of a given year. (This average yield was computed based on live birth counts from 1995 to 1998 and the corresponding Pre-K counts from 1999 through 2002.)

**The three-year average ratio is used in projections because of the instability of numbers in FY98 and FY99.
Projected Teacher Demand by Subject

Projected demand for teachers in four core subject areas (i.e., English, Math, Science, and Social Science) is presented in Table 2.9 with actual FTE counts for these subject areas from FY98 to FY02. These are conservative estimates because further reductions in class size from FY02 through FY04 may lead to the need for more teachers. Most of the subject and personnel categories presented in the table experienced an increase from FY01 to FY02. However, decreases were seen in the FTE counts of Pre-K-5 Math, Science, and Social Science Teachers from FY01 to FY02. Also, a decrease was seen in the Social Science ‘Other’ category from FY01 to FY02.

Table 2.9. Teacher FTE Counts and Projections by Subject and Personnel Categories, FY98-FY12

<table>
<thead>
<tr>
<th>Subject</th>
<th>FTE Counts FY98</th>
<th>FTE Counts FY99</th>
<th>FTE Counts FY00</th>
<th>FTE Counts FY01</th>
<th>FTE Counts FY02</th>
<th>Projections FY03</th>
<th>Projections FY07</th>
<th>Projections FY12</th>
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<tr>
<td>English</td>
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<td></td>
<td></td>
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<td></td>
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<tr>
<td>Pre-K-5</td>
<td>289.99</td>
<td>290.25</td>
<td>256.25</td>
<td>413.72</td>
<td>418.54</td>
<td>419.5</td>
<td>463.4</td>
<td>589.7</td>
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<td>Middle Grades</td>
<td>2157.54</td>
<td>2236.71</td>
<td>2316.05</td>
<td>2795.8</td>
<td>3167.99</td>
<td>3110</td>
<td>3147.1</td>
<td>3585.2</td>
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<tr>
<td>High School</td>
<td>3219.49</td>
<td>3342.68</td>
<td>3363.21</td>
<td>3356.29</td>
<td>3395.88</td>
<td>3501.6</td>
<td>3878.4</td>
<td>3971.4</td>
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<tr>
<td>Other</td>
<td>33.64</td>
<td>33.33</td>
<td>45.41</td>
<td>72.22</td>
<td>93.13</td>
<td>83.7</td>
<td>90.9</td>
<td>105.9</td>
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<td>TOTAL</td>
<td>5700.66</td>
<td>5902.96</td>
<td>5980.92</td>
<td>6638.03</td>
<td>7075.55</td>
<td>7114.8</td>
<td>7579.8</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Pre-K-5</td>
<td>158.46</td>
<td>149.51</td>
<td>132.12</td>
<td>160.98</td>
<td>171.4</td>
<td>189.4</td>
<td>241</td>
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<td>Middle Grades</td>
<td>1570.95</td>
<td>1649.01</td>
<td>1679.31</td>
<td>1972.01</td>
<td>2279.72</td>
<td>2214.6</td>
<td>2241</td>
<td>2553</td>
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<td>High School</td>
<td>2787.05</td>
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<td>2956.13</td>
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<td>3102.308</td>
<td>3179</td>
<td>3521</td>
<td>3605.5</td>
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<td>30.70</td>
<td>28.15</td>
<td>40.74</td>
<td>32.94</td>
<td>52.9528</td>
<td>41.8</td>
<td>45.4</td>
<td>52.9</td>
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<tr>
<td>TOTAL</td>
<td>4547.16</td>
<td>4737.10</td>
<td>4808.30</td>
<td>5213.13</td>
<td>5595.96</td>
<td>5606.8</td>
<td>5996.9</td>
<td>6452.4</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Pre-K-5</td>
<td>32.09</td>
<td>31.70</td>
<td>19.20</td>
<td>49.61</td>
<td>48.29004</td>
<td>49.3</td>
<td>54.5</td>
<td>69.4</td>
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<td>1268.12</td>
<td>1328.76</td>
<td>1583.95</td>
<td>1849.74</td>
<td>1787.3</td>
<td>1808.6</td>
<td>2060.4</td>
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<tr>
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<td>2592.99</td>
<td>2674.44</td>
<td>2659.93</td>
<td>2740.9</td>
<td>2814.78</td>
<td>2881</td>
<td>3191</td>
<td>3267.5</td>
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<td>Other</td>
<td>25.78</td>
<td>18.36</td>
<td>21.85</td>
<td>26.03</td>
<td>35.73</td>
<td>31</td>
<td>33.6</td>
<td>39.2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3863.42</td>
<td>3992.61</td>
<td>4029.75</td>
<td>4400.49</td>
<td>4748.53</td>
<td>4748.6</td>
<td>5087.7</td>
<td>5436.5</td>
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<td>Social Science</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-K-5</td>
<td>23.63</td>
<td>23.92</td>
<td>21.36</td>
<td>45.60</td>
<td>44.55</td>
<td>45.4</td>
<td>50.2</td>
<td>63.9</td>
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<tr>
<td>Middle Grades</td>
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<td>1541.42</td>
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<td>2008.02</td>
<td>1915.6</td>
<td>1938.4</td>
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<td>2798.03</td>
<td>2909.79</td>
<td>2959.5</td>
<td>3278</td>
<td>3356.6</td>
</tr>
<tr>
<td>Other</td>
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<td>34.36</td>
<td>40.13</td>
<td>43.54</td>
<td>25.88</td>
<td>33.3</td>
<td>36.1</td>
<td>42.1</td>
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<tr>
<td>TOTAL</td>
<td>4089.47</td>
<td>4225.29</td>
<td>4332.25</td>
<td>4565.78</td>
<td>4988.24</td>
<td>4953.8</td>
<td>5302.7</td>
<td>5670.9</td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002

Attrition

A third factor affecting the demand for teachers is attrition. Teacher attrition is defined as the number of teachers who exit the classroom. Specifically, teacher attrition refers to those individuals who appear in the Certified Personnel Information Report (CPI) as teachers for a given year and are not found in the
CPI file or have been offered non-teaching positions the following year. Figure 2.2 illustrates the fluctuating manner of teacher attrition in Georgia from FY92 to FY01. Notice the increase in teacher attrition from FY97 to FY00, and the decrease from FY00 to FY01.

**Figure 2.2. Overall Annual Teacher Attrition Rates, FY92-FY01**

(Source: EWRAD/PSC, 2002)

Attrition can occur at the local, system, and state levels. When teachers are lost to a school or system due to promotions or position changes, or relocation, attrition occurs. These forms of attrition are defined as follows:

- **Promotion or Position Change** (also referred to as Reassignment) refers to a job change resulting in a non-teaching classification. In the subsequent year after a promotion or position change, the individual will continue to be reported on the CPI but typically in an administrative or student services position.
- **Relocation** (also referred to as Mobility) refers to changing school systems. A teacher relocates when the school system of employment in one year's CPI is not the same as the subsequent year.

These different forms of attrition, in particular attrition relative to promotion or position change, produce demand that is referred to as ‘replacement demand.’ Replacement demand is also created when teachers exit the teaching force.

Table 2.10 shows, from FY98 through FY02, the number of teaching positions, the number of teachers hired, the number of teachers hired to fill replacement demand, and replacement hires as a percentage of the number of teachers hired. During this period, well over 60% of teachers hired were hired due to replacement demand. Notice, the decline in the number of “replacement hires” from FY01 to FY02. This decline follows the decline in teacher attrition from FY01 to FY02. It stands to reason that as decreasing numbers of teachers exit the teaching force, smaller numbers are needed to replace them.
Table 2.10. Teacher Hiring for ‘Replacement’ Demand, FY98-FY02

<table>
<thead>
<tr>
<th>Year</th>
<th># Teaching Positions</th>
<th># Teachers Hired</th>
<th># Teachers Hired to Fill ‘Replacement’ Demand</th>
<th>‘Replacement’ Hires as % of Teachers Hired</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY98</td>
<td>86,262</td>
<td>9,006</td>
<td>6,187</td>
<td>68.70</td>
</tr>
<tr>
<td>FY99</td>
<td>88,757</td>
<td>9,507</td>
<td>7,012</td>
<td>73.76</td>
</tr>
<tr>
<td>FY00</td>
<td>91,467</td>
<td>10,176</td>
<td>7,466</td>
<td>73.37</td>
</tr>
<tr>
<td>FY01</td>
<td>94,689</td>
<td>11,817</td>
<td>8,595</td>
<td>72.73</td>
</tr>
<tr>
<td>FY02</td>
<td>99,470</td>
<td>13,084</td>
<td>8,303</td>
<td>63.46</td>
</tr>
</tbody>
</table>

Source: PSC Education Workforce Demand Model

Attrition Due to Promotions or Position Changes (Reassignments)

Promotions and position changes (reassignments) of teachers from the classroom into non-teaching positions create vacancies, thereby leading to the demand for additional classroom teachers. Table 2.11 shows that, from FY01 to FY02, 1,234 teachers assumed non-teaching positions due to promotion or position change. This number is slightly higher (i.e., 41 persons) than the FY00 to FY01 total.

It is important to note the previous positions of the teachers who were promoted or reassigned to non-teaching positions. Of the 1,234 teachers promoted or reassigned to non-teaching positions in FY02, 27.96% (n=345) were Pre-K through Grade 5 teachers (this includes ‘other elementary teachers’); 22.04% (n=272) were Grades 6-8 teachers (this includes ‘other middle grades teachers’); 16.45% (n=203) were high school teachers; and 20.99% (n=259) were Special Education teachers.

The teachers who were promoted or changed positions from FY01 to FY02 varied in their years of experience. Table 2.12 shows the years of experience of the FY01 promoted or reassigned teachers. The mean experience level for teachers promoted out of the classroom is 13.31 years.
Table 2.11. Teacher Attrition Due to Promotions or Position Changes (Reassignments)

<table>
<thead>
<tr>
<th>FY01 Personnel Categories</th>
<th>FY02 Personnel Categories of Former Teachers in Non-Teaching Positions</th>
<th>TOTAL</th>
</tr>
</thead>
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<tr>
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<td>Asst. Principal</td>
<td>Elem. Counselor</td>
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<tr>
<td>EIP* Teachers</td>
<td>18</td>
<td>3</td>
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<tr>
<td>Grade 1 Teachers</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Grade 2 Teachers</td>
<td>16</td>
<td>3</td>
</tr>
<tr>
<td>Grade 3 Teachers</td>
<td>14</td>
<td>3</td>
</tr>
<tr>
<td>Grade 4 Teachers</td>
<td>15</td>
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<td>Grade 5 Teachers</td>
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</tr>
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<td>Grade 7 Teachers</td>
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</tr>
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<td>Grade 8 Teachers</td>
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<tr>
<td>High School Teachers</td>
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<td>3</td>
</tr>
<tr>
<td>Instructional Specialists</td>
<td>22</td>
<td>3</td>
</tr>
<tr>
<td>Kindergarten Teachers</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>Other Elementary Teachers</td>
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<td>5</td>
</tr>
<tr>
<td>Other Middle Grades Teachers</td>
<td>57</td>
<td>2</td>
</tr>
<tr>
<td>Other Teachers</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>Pre-K Teachers</td>
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<td>2</td>
</tr>
<tr>
<td>Special Education Teachers</td>
<td>40</td>
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<tr>
<td>Vocational Education Teachers</td>
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</tr>
<tr>
<td>TOTAL</td>
<td>468</td>
<td>51</td>
</tr>
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</table>

Source: EWRAD/PSC, 2002
*EIP=Early Intervention Program
Table 2.12. Experience of FY01 Promoted or Reassigned Teachers

<table>
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<th>Years Experience</th>
<th>Frequency</th>
<th>Percent</th>
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<tr>
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<td>14</td>
<td>1.13</td>
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<tr>
<td>2</td>
<td>14</td>
<td>1.13</td>
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<td>55</td>
<td>4.46</td>
</tr>
<tr>
<td>20</td>
<td>37</td>
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<td>34</td>
<td>2.76</td>
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<td>2.51</td>
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<tr>
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<td>1.54</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1,234</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002
Attrition Due to Relocation (Mobility)

The relocation or movement of teachers from school to school, system to system, or region to region is a routine occurrence in Georgia’s education system. In fact, when examining data available for all Georgia educators from FY87 to FY01, an average of 2.95% of the total number of educators relocated in a subsequent year (see Table 2.13).

Table 2.13. Inter-System Relocations by Year, All Educators, FY87-FY01

<table>
<thead>
<tr>
<th>Year</th>
<th>Previous Year #</th>
<th>Relocation #</th>
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Source: EWRAD/PSC, 2002

Inter-System Mobility of Teachers

Teacher relocation or mobility can occur from system to system. From FY01 to FY02, 4,312 teachers relocated to a different system. This represents 4.99% of the total FY02 teaching force (n=86,386). Table 2.14 presents a summary of the number of teachers who relocated to a different system from FY01 to FY02. Table 2.15 presents a detailed look at the mobility of teachers between systems from FY01 to FY02. As the table shows, Atlanta City schools lost the largest number of teachers at 162, and Gwinnett County schools gained the most at 173 teachers. In fact, the larger numbers of gains and losses were located in northern Georgia, especially in systems surrounding the metropolitan Atlanta area.

Table 2.14. System Mobility of Teachers between FY01 and FY02-Summary

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Source: EWRAD/PSC, 2002
Table 2.15. System Mobility of Teachers Between FY01 and FY02

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Table 2.15. System Mobility of Teachers Between FY01 and FY02, continued

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Table 2.15. System Mobility of Teachers Between FY01 and FY02, continued

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Table 2.15. System Mobility of Teachers Between FY01 and FY02, continued

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<td>9</td>
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<td>11</td>
</tr>
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<td>Taylor</td>
<td>5</td>
<td>0.12</td>
<td>4</td>
</tr>
<tr>
<td>Telfair</td>
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<td>0.14</td>
<td>1</td>
</tr>
<tr>
<td>Terrell</td>
<td>7</td>
<td>0.16</td>
<td>4</td>
</tr>
<tr>
<td>Thomas</td>
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<td>0.35</td>
<td>18</td>
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<td>12</td>
</tr>
<tr>
<td>Tift</td>
<td>25</td>
<td>0.58</td>
<td>27</td>
</tr>
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<td>Toombs</td>
<td>13</td>
<td>0.30</td>
<td>12</td>
</tr>
<tr>
<td>Towns</td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Treutlen</td>
<td>4</td>
<td>0.09</td>
<td>7</td>
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<tr>
<td>Trion City</td>
<td>2</td>
<td>0.05</td>
<td>2</td>
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<td>Troup</td>
<td>28</td>
<td>0.65</td>
<td>26</td>
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<td>0.14</td>
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<td>Twiggs</td>
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<td>0.23</td>
<td>6</td>
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<tr>
<td>Union</td>
<td>19</td>
<td>0.44</td>
<td>8</td>
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<tr>
<td>Upson</td>
<td>15</td>
<td>0.35</td>
<td>8</td>
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<td>17</td>
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Table 2.15. System Mobility of Teachers Between FY01 and FY02, continued

<table>
<thead>
<tr>
<th>System</th>
<th>No Longer in System in FY02</th>
<th>Moved into System in FY02</th>
<th>Net Gain/Loss</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
</tr>
<tr>
<td>Vidalia City</td>
<td>6</td>
<td>0.14</td>
<td>5</td>
</tr>
<tr>
<td>Walker</td>
<td>22</td>
<td>0.51</td>
<td>16</td>
</tr>
<tr>
<td>Walton</td>
<td>67</td>
<td>1.55</td>
<td>56</td>
</tr>
<tr>
<td>Ware</td>
<td>19</td>
<td>0.44</td>
<td>11</td>
</tr>
<tr>
<td>Warren</td>
<td>4</td>
<td>0.09</td>
<td>5</td>
</tr>
<tr>
<td>Washington</td>
<td>15</td>
<td>0.35</td>
<td>6</td>
</tr>
<tr>
<td>Wayne</td>
<td>16</td>
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<td>15</td>
</tr>
<tr>
<td>Webster</td>
<td>2</td>
<td>0.05</td>
<td>1</td>
</tr>
<tr>
<td>Wheeler</td>
<td>4</td>
<td>0.09</td>
<td>7</td>
</tr>
<tr>
<td>White</td>
<td>9</td>
<td>0.21</td>
<td>15</td>
</tr>
<tr>
<td>Whitfield</td>
<td>28</td>
<td>0.65</td>
<td>31</td>
</tr>
<tr>
<td>Wilcox</td>
<td>5</td>
<td>0.12</td>
<td>7</td>
</tr>
<tr>
<td>Wilkes</td>
<td>11</td>
<td>0.26</td>
<td>6</td>
</tr>
<tr>
<td>Wilkinson</td>
<td>9</td>
<td>0.21</td>
<td>4</td>
</tr>
<tr>
<td>Worth</td>
<td>19</td>
<td>0.44</td>
<td>11</td>
</tr>
<tr>
<td>Unspecified</td>
<td>44</td>
<td>1.02</td>
<td>45</td>
</tr>
<tr>
<td>TOTAL</td>
<td>4,312</td>
<td>100</td>
<td>4,312</td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002

**RESA Mobility of Teachers**

Teacher mobility also occurs between regions (or RESAs). From FY01 to FY02, 2,227 teachers relocated to a different RESA. This represents 2.58% of the total FY02 teaching force (n=86,386). Table 2.16 presents a summary of the teachers who relocated to a different RESA from FY01 to FY02. Table 2.17 presents a summary of the net gain or loss of teachers from each RESA from FY01 to FY02. And, Table 2.18 presents a detailed look at the net gain or loss of teachers from each RESA from FY01 to FY02. As Tables 2.17 and 2.18 show, Pioneer RESA gained the largest number of teachers at 82, and Southwest Georgia RESA lost the largest number of teachers at 40.

Table 2.16. RESA Mobility of Teachers Between FY01 and FY02-Summary

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stayed</td>
<td>84,159</td>
<td>97.42</td>
</tr>
<tr>
<td>Moved</td>
<td>2,227</td>
<td>2.58</td>
</tr>
<tr>
<td>TOTAL</td>
<td>86,386</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002
Table 2.17. RESA Net Gain/Loss of Teachers from FY01 to FY02

<table>
<thead>
<tr>
<th>RESA</th>
<th>Gain/Loss</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Savannah</td>
<td>-5</td>
</tr>
<tr>
<td>Chattahoochee</td>
<td>-32</td>
</tr>
<tr>
<td>Coastal Plains</td>
<td>-1</td>
</tr>
<tr>
<td>First District</td>
<td>-12</td>
</tr>
<tr>
<td>Griffin</td>
<td>+73</td>
</tr>
<tr>
<td>Heart of Georgia</td>
<td>-17</td>
</tr>
<tr>
<td>Metro</td>
<td>-17</td>
</tr>
<tr>
<td>Middle Georgia</td>
<td>+8</td>
</tr>
<tr>
<td>Northeast Georgia</td>
<td>-28</td>
</tr>
<tr>
<td>North Georgia</td>
<td>+16</td>
</tr>
<tr>
<td>Northwest Georgia</td>
<td>+20</td>
</tr>
<tr>
<td>Oconee</td>
<td>-17</td>
</tr>
<tr>
<td>Okefenokee</td>
<td>-29</td>
</tr>
<tr>
<td>Pioneer</td>
<td>+82</td>
</tr>
<tr>
<td>Southwest Georgia</td>
<td>-40</td>
</tr>
<tr>
<td>West Georgia</td>
<td>-1</td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002

Notice in Table 2.17 that significant gains in the number of teachers were seen in RESAs located in the northern half of the state; whereas large losses in the number of teachers were found in the RESAs located in the southern half. This pattern is similar to that observed with the distribution of Georgia’s student population in the 16 RESAs. As discussed with Table 2.5, increases in student enrollment occurred in the RESAs located in the northern half of the state, and decreases occurred in the RESAs located in the southern half.

Demographic Characteristics of Teachers Who Exited the Teaching Force

According to Table 2.19, 81.15% of FY01 teachers who exited the teaching force were female; 77.45% were White; 27.10% were in the 21-30 age group; 36.60% had 0-5 years experience; and 48.45% held a certificate at the Bachelor's level. Additional data provided in the table illustrates the varied demographics of the teachers no longer in Georgia’s educational system.
Table 2.18. RESA to RESA Net Gain/Loss of Teachers from FY01 to FY02

<table>
<thead>
<tr>
<th>RESA FY01</th>
<th>RESA FY02</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Central Savannah</td>
<td>Chattahoochee</td>
</tr>
<tr>
<td>Central Savannah</td>
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<td>16</td>
</tr>
<tr>
<td>Chattahoochee</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>Coastal Plains</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>First District</td>
<td>20</td>
<td>36</td>
</tr>
<tr>
<td>Griffin</td>
<td>6</td>
<td>28</td>
</tr>
<tr>
<td>Heart of Georgia</td>
<td>8</td>
<td>66</td>
</tr>
<tr>
<td>Metro</td>
<td>9</td>
<td>146</td>
</tr>
<tr>
<td>Middle Georgia</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>Northeast Georgia</td>
<td>13</td>
<td>17</td>
</tr>
<tr>
<td>North Georgia</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Northwest Georgia</td>
<td>1</td>
<td>28</td>
</tr>
<tr>
<td>Oconee</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Okefenokee</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Pioneer</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Southwest Georgia</td>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td>West Georgia</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>TOTAL</td>
<td>85</td>
<td>140</td>
</tr>
</tbody>
</table>

FY02 Net Gain/Loss: -5 -32 -1 -12 73 -17 -17 8 -28 16 20 -17 -29 82 -40 -1
Source: EWRAD/PSC, 2002
Table 2.19. Demographic Profile of FY01 Teachers That Are No Longer Teaching in Georgia’s Public School System

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>#</th>
<th>%</th>
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<tr>
<td><strong>Gender</strong></td>
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<tr>
<td>Female</td>
<td>6,738</td>
<td>81.15</td>
</tr>
<tr>
<td>Male</td>
<td>1,565</td>
<td>18.85</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>8,303</td>
<td>100.00</td>
</tr>
<tr>
<td><strong>Ethnic Groups</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>11</td>
<td>0.13</td>
</tr>
<tr>
<td>Asian</td>
<td>48</td>
<td>0.58</td>
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<tr>
<td>Black</td>
<td>1,709</td>
<td>20.58</td>
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<tr>
<td>Hispanic</td>
<td>95</td>
<td>1.14</td>
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<tr>
<td>Multiracial</td>
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<td>0.11</td>
</tr>
<tr>
<td>White</td>
<td>6,431</td>
<td>77.45</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>8,303</td>
<td>100.00</td>
</tr>
<tr>
<td><strong>Age Groups</strong></td>
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<td></td>
</tr>
<tr>
<td>20 and under</td>
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<tr>
<td>21-30</td>
<td>2,250</td>
<td>27.10</td>
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<tr>
<td>31-40</td>
<td>2,065</td>
<td>24.87</td>
</tr>
<tr>
<td>41-50</td>
<td>1,453</td>
<td>17.50</td>
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<tr>
<td>51-60</td>
<td>2,056</td>
<td>24.76</td>
</tr>
<tr>
<td>61+</td>
<td>479</td>
<td>5.77</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>8,303</td>
<td>100.00</td>
</tr>
<tr>
<td><strong>Experience</strong></td>
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<td></td>
</tr>
<tr>
<td>0-5 years</td>
<td>3,039</td>
<td>36.60</td>
</tr>
<tr>
<td>6-10 years</td>
<td>1,633</td>
<td>19.67</td>
</tr>
<tr>
<td>11-15 years</td>
<td>931</td>
<td>11.21</td>
</tr>
<tr>
<td>16-20 years</td>
<td>646</td>
<td>7.78</td>
</tr>
<tr>
<td>21-25 years</td>
<td>580</td>
<td>6.98</td>
</tr>
<tr>
<td>26-30 years</td>
<td>945</td>
<td>11.38</td>
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<tr>
<td>31+</td>
<td>529</td>
<td>6.37</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
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<td>100.00</td>
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<tr>
<td><strong>Certificate Level</strong></td>
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<tr>
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<td>0.49</td>
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<tr>
<td>Bachelors</td>
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<tr>
<td>Masters</td>
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<td>Ed. Specialist</td>
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<tr>
<td>Doctorate</td>
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<td>1.36</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
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<td>100.00</td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002
Of the 8,303 FY01 teachers who exited Georgia’s teaching force, 5,752 teachers (69.28%) held a Teaching (T) certificate. The second highest certificate type was Performance-based Teaching (PBT) at 651 (7.84%), followed by Life Teaching (DT) at 524 (6.31%) (see Table 2.20). Teachers with Life Teaching (DT) certificates have long years of experience and are at or beyond the minimum retirement requirement.

Table 2.20. Teacher Attrition by Certificate Type, FY01

<table>
<thead>
<tr>
<th>Certificate Type</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership (L)</td>
<td>32</td>
<td>0.39</td>
</tr>
<tr>
<td>Permit (P)</td>
<td>45</td>
<td>0.54</td>
</tr>
<tr>
<td>Service (S)</td>
<td>73</td>
<td>0.88</td>
</tr>
<tr>
<td>Teaching (T)</td>
<td>5,752</td>
<td>69.28</td>
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<tr>
<td>Provisional Teaching (BT)</td>
<td>338</td>
<td>4.07</td>
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<tr>
<td>Conditional Service (CS)</td>
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<td>0.04</td>
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<tr>
<td>Conditional Teacher (CT)</td>
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<td>4.60</td>
</tr>
<tr>
<td>Life Leadership (DL)</td>
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<td>0.01</td>
</tr>
<tr>
<td>Life Service (DS)</td>
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<td>0.02</td>
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<tr>
<td>Life Teaching (DT)</td>
<td>524</td>
<td>6.31</td>
</tr>
<tr>
<td>Emergency Teaching (ET)</td>
<td>163</td>
<td>1.96</td>
</tr>
<tr>
<td>Nonrenewable Service (NS)</td>
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<td>0.04</td>
</tr>
<tr>
<td>Special Professional Teaching (XT)</td>
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<td>0.37</td>
</tr>
<tr>
<td>Probationary Service (PAS)</td>
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<td>0.01</td>
</tr>
<tr>
<td>Probationary Teaching (PAT)</td>
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<td>3.56</td>
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<td>Performance-based Service (PBS)</td>
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<td>0.06</td>
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<tr>
<td>Performance-Based Teaching (PBT)</td>
<td>651</td>
<td>7.84</td>
</tr>
<tr>
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<td>0.01</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>8,303</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002

Table 2.21 shows the subject taught by FY01 teachers who exited the teaching force and the attrition rate per subject area. A large number of FY01 teachers who exited the teaching force were teaching in the Elementary subject area (3,484). Large numbers of teachers also left from the following subject areas: English (722); Middle (705); Math (463); and Social Science (378).
Table 2.21. Teacher Attrition by Subject Taught, FY01

<table>
<thead>
<tr>
<th>Subject Taught in FY01</th>
<th>Total # Teachers</th>
<th>Total Attrition</th>
<th>Attrition Rate per Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Regular Education</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African &amp; Semitic Languages</td>
<td>2</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Asian Language</td>
<td>12</td>
<td>2</td>
<td>16.67</td>
</tr>
<tr>
<td>Chorus</td>
<td>267</td>
<td>31</td>
<td>11.61</td>
</tr>
<tr>
<td>Dance</td>
<td>14</td>
<td>2</td>
<td>14.29</td>
</tr>
<tr>
<td>Drama Arts</td>
<td>169</td>
<td>16</td>
<td>9.47</td>
</tr>
<tr>
<td>Education</td>
<td>192</td>
<td>28</td>
<td>14.58</td>
</tr>
<tr>
<td>Elementary</td>
<td>41,942</td>
<td>3,484</td>
<td>8.31</td>
</tr>
<tr>
<td>English</td>
<td>6,874</td>
<td>722</td>
<td>10.50</td>
</tr>
<tr>
<td>ESOL</td>
<td>587</td>
<td>52</td>
<td>8.86</td>
</tr>
<tr>
<td>Gifted</td>
<td>1,069</td>
<td>77</td>
<td>7.20</td>
</tr>
<tr>
<td>German &amp; Other Related Languages</td>
<td>181</td>
<td>30</td>
<td>16.57</td>
</tr>
<tr>
<td>Health</td>
<td>753</td>
<td>62</td>
<td>8.23</td>
</tr>
<tr>
<td>High School (9-12) Miscellaneous</td>
<td>1,885</td>
<td>174</td>
<td>9.23</td>
</tr>
<tr>
<td>Humanities</td>
<td>9</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Life Science</td>
<td>1,822</td>
<td>156</td>
<td>8.56</td>
</tr>
<tr>
<td>Math</td>
<td>5,369</td>
<td>463</td>
<td>8.62</td>
</tr>
<tr>
<td>Middle</td>
<td>7,561</td>
<td>705</td>
<td>9.32</td>
</tr>
<tr>
<td>Military Science</td>
<td>4</td>
<td>1</td>
<td>25.00</td>
</tr>
<tr>
<td>Music</td>
<td>2,283</td>
<td>183</td>
<td>8.02</td>
</tr>
<tr>
<td>P-12 Miscellaneous</td>
<td>3,154</td>
<td>307</td>
<td>9.73</td>
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<tr>
<td>Physical Education</td>
<td>3,851</td>
<td>245</td>
<td>6.36</td>
</tr>
<tr>
<td>Physical Science</td>
<td>2,345</td>
<td>222</td>
<td>9.47</td>
</tr>
<tr>
<td>Romance Languages</td>
<td>1,471</td>
<td>178</td>
<td>12.10</td>
</tr>
<tr>
<td>American Sign Language</td>
<td>45</td>
<td>7</td>
<td>15.56</td>
</tr>
<tr>
<td>Science</td>
<td>385</td>
<td>22</td>
<td>5.71</td>
</tr>
<tr>
<td>Social Science</td>
<td>4,633</td>
<td>378</td>
<td>8.16</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>1,355</td>
<td>112</td>
<td>8.27</td>
</tr>
<tr>
<td><strong>Vocational Education</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agricultural Business</td>
<td>173</td>
<td>11</td>
<td>6.36</td>
</tr>
<tr>
<td>Agricultural Sciences &amp; Technology</td>
<td>150</td>
<td>9</td>
<td>6.00</td>
</tr>
<tr>
<td>Business Administration</td>
<td>712</td>
<td>74</td>
<td>10.39</td>
</tr>
<tr>
<td>Business Management</td>
<td>349</td>
<td>43</td>
<td>12.32</td>
</tr>
<tr>
<td>Communication Technologies</td>
<td>73</td>
<td>6</td>
<td>8.22</td>
</tr>
<tr>
<td>Computer &amp; Other Related Areas</td>
<td>286</td>
<td>26</td>
<td>9.09</td>
</tr>
<tr>
<td>Conservation &amp; Natural Resources</td>
<td>11</td>
<td>2</td>
<td>18.18</td>
</tr>
<tr>
<td>Construction Technology</td>
<td>137</td>
<td>16</td>
<td>11.68</td>
</tr>
<tr>
<td>Home Economics</td>
<td>701</td>
<td>63</td>
<td>8.99</td>
</tr>
<tr>
<td>Manufacturing Science</td>
<td>8</td>
<td>2</td>
<td>25.00</td>
</tr>
<tr>
<td>Mechanical Occupations</td>
<td>301</td>
<td>40</td>
<td>13.29</td>
</tr>
<tr>
<td>Marketing &amp; Distribution</td>
<td>95</td>
<td>10</td>
<td>10.53</td>
</tr>
<tr>
<td>Education &amp; Career Exploration</td>
<td>311</td>
<td>29</td>
<td>9.32</td>
</tr>
<tr>
<td>Personal, Interpersonal, &amp; Social Skills</td>
<td>1,293</td>
<td>91</td>
<td>7.04</td>
</tr>
<tr>
<td>Precision Production Occupations</td>
<td>129</td>
<td>14</td>
<td>10.85</td>
</tr>
<tr>
<td>Protective Services</td>
<td>15</td>
<td>1</td>
<td>6.67</td>
</tr>
<tr>
<td>Professional/Career Preparation</td>
<td>217</td>
<td>30</td>
<td>13.82</td>
</tr>
<tr>
<td>Personal Services Occupations</td>
<td>80</td>
<td>11</td>
<td>13.75</td>
</tr>
<tr>
<td>Technology Education</td>
<td>619</td>
<td>70</td>
<td>11.31</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>92</td>
<td>8</td>
<td>8.70</td>
</tr>
<tr>
<td>Unspecified*</td>
<td>703</td>
<td>88</td>
<td>12.52</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>94,689</td>
<td>8,303</td>
<td>8.77</td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002
*Unspecified: Subject Code was not specified.
According to data presented in Table 2.22, over 40% of FY01 teachers who exited the teaching force taught in Grades Pre-K through 5. This is higher than the FY00 amount of 39.14%. The high attrition rate seen in this personnel category was followed by large rates of attrition among High School Teachers (19.54%), Middle Grades Teachers (17.96%), and Special Education Teachers (13.43%). However, when the number of teachers that left is considered as a percent of the total number of teachers per category, the highest attrition is recorded among Vocational Education teachers. This is critical given that there are less than 3,000 Vocational Education teachers in the system to begin with.

### Table 2.22. Personnel Categories of Teachers Who Exited the Classroom, FY01

<table>
<thead>
<tr>
<th>Personnel Categories</th>
<th>FY01 Category Count</th>
<th>FY01 Attrition</th>
<th>Attrition Rate per Category</th>
<th>% Of Total Attrition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Kindergarten Teacher</td>
<td>1,325</td>
<td>71</td>
<td>5.36</td>
<td>0.86</td>
</tr>
<tr>
<td>Kindergarten Teacher</td>
<td>5,338</td>
<td>363</td>
<td>6.80</td>
<td>4.37</td>
</tr>
<tr>
<td>Grades K-5 Combination Teacher</td>
<td>2,912</td>
<td>261</td>
<td>8.96</td>
<td>3.14</td>
</tr>
<tr>
<td>Grade 1 Teacher</td>
<td>5,710</td>
<td>433</td>
<td>7.58</td>
<td>5.21</td>
</tr>
<tr>
<td>Grade 2 Teacher</td>
<td>5,472</td>
<td>428</td>
<td>7.82</td>
<td>5.15</td>
</tr>
<tr>
<td>Grade 3 Teacher</td>
<td>5,346</td>
<td>470</td>
<td>8.79</td>
<td>5.66</td>
</tr>
<tr>
<td>Grade 4 Teacher</td>
<td>5,053</td>
<td>449</td>
<td>8.89</td>
<td>5.41</td>
</tr>
<tr>
<td>Grade 5 Teacher</td>
<td>4,883</td>
<td>388</td>
<td>7.95</td>
<td>4.67</td>
</tr>
<tr>
<td>Other Elementary Grades Teachers</td>
<td>4,642</td>
<td>484</td>
<td>10.43</td>
<td>5.83</td>
</tr>
<tr>
<td>Pre-K-5 Subtotal</td>
<td>40,681</td>
<td>3,347</td>
<td>8.23</td>
<td>40.31</td>
</tr>
<tr>
<td>Grade 6 Teacher</td>
<td>3,742</td>
<td>290</td>
<td>7.75</td>
<td>3.49</td>
</tr>
<tr>
<td>Grade 7 Teacher</td>
<td>3,539</td>
<td>328</td>
<td>9.27</td>
<td>3.95</td>
</tr>
<tr>
<td>Grade 8 Teacher</td>
<td>3,336</td>
<td>285</td>
<td>8.54</td>
<td>3.43</td>
</tr>
<tr>
<td>Other Middle Grades Teachers</td>
<td>6,305</td>
<td>588</td>
<td>9.33</td>
<td>7.08</td>
</tr>
<tr>
<td>Middle Grades Subtotal</td>
<td>16,922</td>
<td>1,491</td>
<td>8.81</td>
<td>17.96</td>
</tr>
<tr>
<td>High School Teachers</td>
<td>16,938</td>
<td>1,622</td>
<td>9.58</td>
<td>19.54</td>
</tr>
<tr>
<td>Instructional Specialists</td>
<td>4,951</td>
<td>347</td>
<td>7.01</td>
<td>4.18</td>
</tr>
<tr>
<td>Other Teachers</td>
<td>601</td>
<td>76</td>
<td>12.65</td>
<td>0.92</td>
</tr>
<tr>
<td>Special Education Teachers</td>
<td>11,698</td>
<td>1,115</td>
<td>9.53</td>
<td>13.43</td>
</tr>
<tr>
<td>Vocational Education Teachers</td>
<td>2,898</td>
<td>305</td>
<td>10.52</td>
<td>3.67</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>94,689</strong></td>
<td><strong>8,303</strong></td>
<td><strong>8.77</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002

### Attrition by RESA

When examining FY01 teacher attrition across Georgia’s 16 RESAs, it is seen that Metro RESA witnessed the largest loss of FY01 teachers at 3,366 or 40.54% of the total teacher attrition (see Table 2.23). This accounts for 3.55% of total teachers in FY01. Other large attrition percentages relative to total teacher attrition and total number of teachers, respectively, were found in First District (9.14%; 9.51%), Northwest Georgia (6.64%; 8.71%), Griffin (5.11%; 8.34%), and Pioneer (4.97%; 8.24%) RESAs.
Table 2.23. Teacher Attrition by RESA, FY01

<table>
<thead>
<tr>
<th>RESA</th>
<th>Total Teachers</th>
<th>Attrition Count</th>
<th>Attrition as % of RESA Total</th>
<th>Attrition as % of Total Attrition</th>
<th>Attrition as % of Total Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Savannah River</td>
<td>4,949</td>
<td>373</td>
<td>7.54</td>
<td>4.49</td>
<td>0.39</td>
</tr>
<tr>
<td>Chattahoochee-Flint</td>
<td>3,647</td>
<td>311</td>
<td>8.53</td>
<td>3.75</td>
<td>0.33</td>
</tr>
<tr>
<td>Coastal Plains</td>
<td>2,841</td>
<td>179</td>
<td>6.30</td>
<td>2.16</td>
<td>0.19</td>
</tr>
<tr>
<td>First District</td>
<td>7,982</td>
<td>759</td>
<td>9.51</td>
<td>9.14</td>
<td>0.80</td>
</tr>
<tr>
<td>Griffin</td>
<td>5,081</td>
<td>424</td>
<td>8.34</td>
<td>5.11</td>
<td>0.45</td>
</tr>
<tr>
<td>Heart of Georgia</td>
<td>1,648</td>
<td>86</td>
<td>5.22</td>
<td>1.04</td>
<td>0.09</td>
</tr>
<tr>
<td>Metro</td>
<td>33,870</td>
<td>3,366</td>
<td>9.94</td>
<td>40.54</td>
<td>3.55</td>
</tr>
<tr>
<td>Middle Georgia</td>
<td>4,014</td>
<td>354</td>
<td>8.82</td>
<td>4.26</td>
<td>0.37</td>
</tr>
<tr>
<td>North Georgia</td>
<td>3,886</td>
<td>300</td>
<td>7.72</td>
<td>3.61</td>
<td>0.32</td>
</tr>
<tr>
<td>Northeast Georgia</td>
<td>4,163</td>
<td>343</td>
<td>8.24</td>
<td>4.13</td>
<td>0.36</td>
</tr>
<tr>
<td>Northwest Georgia</td>
<td>6,325</td>
<td>551</td>
<td>8.71</td>
<td>6.64</td>
<td>0.58</td>
</tr>
<tr>
<td>Oconee</td>
<td>1,316</td>
<td>91</td>
<td>6.91</td>
<td>1.10</td>
<td>0.10</td>
</tr>
<tr>
<td>Okefenokee</td>
<td>1,902</td>
<td>112</td>
<td>5.89</td>
<td>1.35</td>
<td>0.12</td>
</tr>
<tr>
<td>Pioneer</td>
<td>5,015</td>
<td>413</td>
<td>8.24</td>
<td>4.97</td>
<td>0.44</td>
</tr>
<tr>
<td>Southwest Georgia</td>
<td>4,460</td>
<td>372</td>
<td>8.34</td>
<td>4.48</td>
<td>0.39</td>
</tr>
<tr>
<td>West Georgia</td>
<td>3,590</td>
<td>269</td>
<td>7.49</td>
<td>3.24</td>
<td>0.28</td>
</tr>
<tr>
<td>TOTAL</td>
<td>94,689</td>
<td>8,303</td>
<td>8.77</td>
<td>100.00</td>
<td>8.77</td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002

Attrition in OEA Identified Poverty Schools

Using the definition of poverty provided by the Office of Education Accountability (i.e., ‘high poverty’ is equivalent to 40% or more of students in free and reduced lunch programs; ‘low poverty’ is equivalent to less than 40% in such programs), teacher attrition was distributed among the resulting poverty classes. As presented in Table 2.24, the majority of FY01 teachers who exited the teaching force were located in high poverty schools (51.92%). Forty-three percent of FY01 teachers who exited the teaching force were found in low poverty schools.

Table 2.24. Teacher Attrition by Poverty Level of School, FY01

<table>
<thead>
<tr>
<th>OEA Identified Poverty Class</th>
<th># Teachers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers in Non-Classified Schools*</td>
<td>422</td>
<td>5.08</td>
</tr>
<tr>
<td>Teachers in High Poverty Schools</td>
<td>4,311</td>
<td>51.92</td>
</tr>
<tr>
<td>(40% or more of students in free &amp; reduced lunch program)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers in Low Poverty Schools</td>
<td>3,570</td>
<td>43.00</td>
</tr>
<tr>
<td>(Less than 40% of students in free &amp; reduced lunch program)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL ATTIRION</td>
<td>8,303</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002

*Non-classified schools=Alternative Schools, Specialty Schools, RESA schools
Attrition of New Teachers

Examining attrition, especially among new and recent teacher hires, is important when analyzing factors that directly affect why teachers leave. To an extent, such an analysis can provide some measurement of the effectiveness of selection and preparation processes, work environment, support, mentor and induction programs, etc. that are created to recruit, prepare, and retain teachers in Georgia’s classrooms. Additionally, results obtained from studying the attrition of new and recent hires provide information regarding the number of new teachers needed annually. With an acknowledgement that attrition is an inevitable occurrence, it becomes important to emphasize the importance of mentoring and induction programs, as well as the critical nature of administrative and parental support as factors in teacher retention. Such programs and strategies are tools that help develop and retain bright new teachers with novice classroom experience.

Table 2.25 summarizes the 1-, 3-, and 5-year attrition rates for new teachers with zero experience from FY89 to FY01. As the figures show, the percentage of teachers who leave the teaching force grows from year one to five. Also, the data show that the rates of attrition at years 1, 3, and 5 have fluctuated little during this time period, but remain high.

Table 2.25. Attrition Summary for New Teachers with Zero Experience, FY89 – FY01

<table>
<thead>
<tr>
<th>Base Year</th>
<th>Base Count</th>
<th>1-Year Attrition</th>
<th>3-Year Attrition</th>
<th>5-Year Attrition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Comparison Year</td>
<td>1-Year Attrition Rate</td>
<td>Comparison Year</td>
</tr>
<tr>
<td>FY89</td>
<td>3,786</td>
<td>FY90</td>
<td>17%</td>
<td>FY92</td>
</tr>
<tr>
<td>FY90</td>
<td>4,455</td>
<td>FY91</td>
<td>17%</td>
<td>FY93</td>
</tr>
<tr>
<td>FY91</td>
<td>4,080</td>
<td>FY92</td>
<td>16%</td>
<td>FY94</td>
</tr>
<tr>
<td>FY92</td>
<td>3,855</td>
<td>FY93</td>
<td>14%</td>
<td>FY95</td>
</tr>
<tr>
<td>FY93</td>
<td>4,636</td>
<td>FY94</td>
<td>12%</td>
<td>FY96</td>
</tr>
<tr>
<td>FY94</td>
<td>4,669</td>
<td>FY95</td>
<td>11%</td>
<td>FY97</td>
</tr>
<tr>
<td>FY95</td>
<td>5,139</td>
<td>FY96</td>
<td>11%</td>
<td>FY98</td>
</tr>
<tr>
<td>FY96</td>
<td>5,226</td>
<td>FY97</td>
<td>13%</td>
<td>FY99</td>
</tr>
<tr>
<td>FY97</td>
<td>4,313</td>
<td>FY98</td>
<td>11%</td>
<td>FY00</td>
</tr>
<tr>
<td>FY98</td>
<td>4,515</td>
<td>FY99</td>
<td>12%</td>
<td>FY01</td>
</tr>
<tr>
<td>FY99</td>
<td>4,961</td>
<td>FY00</td>
<td>12%</td>
<td>FY02</td>
</tr>
<tr>
<td>FY00</td>
<td>5,057</td>
<td>FY01</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>FY01</td>
<td>5,777</td>
<td>FY02</td>
<td>13%</td>
<td></td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002
Demographic Characteristics of FY01 New Teacher Hires Who Exited the Teaching Force

Of the 763 FY01 new teacher hires who exited the workforce, the majority were either White (74.05%) or Black (22.28%). Smaller numbers of exiting teachers were seen among Hispanic, Asian, American Indian, and Multiracial teachers (see Table 2.26).

Table 2.26. FY01 New Teacher Hire Attrition by Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>3</td>
<td>0.39</td>
</tr>
<tr>
<td>Asian</td>
<td>5</td>
<td>0.66</td>
</tr>
<tr>
<td>Black</td>
<td>170</td>
<td>22.28</td>
</tr>
<tr>
<td>Hispanic</td>
<td>17</td>
<td>2.23</td>
</tr>
<tr>
<td>Multiracial</td>
<td>3</td>
<td>0.39</td>
</tr>
<tr>
<td>White</td>
<td>565</td>
<td>74.05</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>763</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002

Nearly half (45.48%) of the FY01 new teacher hires who exited the teaching force held Teaching (T) certificates (see Table 2.27). Large percentages were also seen among individuals who held Conditional Teaching (CT) certificates (18.74%) and Provisional Teaching (BT) certificates (16.91%). When compared to the total number of new teacher hires in the selected certificate categories, new teacher hire attrition is put into perspective. For example, new teacher hires with Teaching (T) certificates represent nearly 60% of this group; yet, those with Teaching certificates that exited the workforce represent a small number of this total.

Table 2.27. FY01 New Teacher Hire Attrition by Certificate Type

<table>
<thead>
<tr>
<th>Certificate Type</th>
<th>New Teacher Hire Attrition (#)</th>
<th>% Of Total New Teacher Hire Attrition</th>
<th>Total Number Of New Teacher Hires in Selected Categories</th>
<th>% Of Total New Teacher Hires</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permit (P)</td>
<td>18</td>
<td>2.36</td>
<td>125</td>
<td>1.06</td>
</tr>
<tr>
<td>Service (S)</td>
<td>3</td>
<td>0.39</td>
<td>111</td>
<td>0.94</td>
</tr>
<tr>
<td>Teaching (T)</td>
<td>347</td>
<td>45.48</td>
<td>7,082</td>
<td>59.93</td>
</tr>
<tr>
<td>Provisional Teaching (BT)</td>
<td>129</td>
<td>16.91</td>
<td>1,206</td>
<td>10.21</td>
</tr>
<tr>
<td>Conditional Teaching (CT)</td>
<td>143</td>
<td>18.74</td>
<td>1,401</td>
<td>11.86</td>
</tr>
<tr>
<td>Life Teaching (DT)</td>
<td>4</td>
<td>0.52</td>
<td>91</td>
<td>0.77</td>
</tr>
<tr>
<td>Emergency Teaching (ET)</td>
<td>40</td>
<td>5.24</td>
<td>650</td>
<td>5.50</td>
</tr>
<tr>
<td>Special Professional Teaching (XT)</td>
<td>30</td>
<td>3.93</td>
<td>95</td>
<td>0.80</td>
</tr>
<tr>
<td>Probationary Teaching (PAT)</td>
<td>47</td>
<td>6.16</td>
<td>671</td>
<td>5.68</td>
</tr>
<tr>
<td>Performance-based Teaching (PBT)</td>
<td>2</td>
<td>0.26</td>
<td>336</td>
<td>2.84</td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002
An analysis of the subject taught by FY01 new teacher hires who left the teaching force shows that over 40% were in the Elementary Subject area (see Table 2.28). Large attrition percentages are also found in the following subject areas: Middle (9.83%); English (8.91%); Math (5.50%); and Social Science (4.46%).

<table>
<thead>
<tr>
<th>Subject</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Specified</td>
<td>15</td>
<td>1.97</td>
</tr>
<tr>
<td>Chorus</td>
<td>3</td>
<td>0.39</td>
</tr>
<tr>
<td>Dance</td>
<td>1</td>
<td>0.13</td>
</tr>
<tr>
<td>Drama Arts</td>
<td>4</td>
<td>0.52</td>
</tr>
<tr>
<td>Education</td>
<td>2</td>
<td>0.26</td>
</tr>
<tr>
<td>Elementary</td>
<td>320</td>
<td>41.94</td>
</tr>
<tr>
<td>English</td>
<td>68</td>
<td>8.91</td>
</tr>
<tr>
<td>ESOL</td>
<td>4</td>
<td>0.52</td>
</tr>
<tr>
<td>Gifted</td>
<td>3</td>
<td>0.39</td>
</tr>
<tr>
<td>German &amp; Other Related Languages</td>
<td>8</td>
<td>1.05</td>
</tr>
<tr>
<td>Health</td>
<td>4</td>
<td>0.52</td>
</tr>
<tr>
<td>High School (9-12) Miscellaneous</td>
<td>12</td>
<td>1.57</td>
</tr>
<tr>
<td>Life Science</td>
<td>15</td>
<td>1.97</td>
</tr>
<tr>
<td>Math</td>
<td>42</td>
<td>5.50</td>
</tr>
<tr>
<td>Middle</td>
<td>75</td>
<td>9.83</td>
</tr>
<tr>
<td>Music</td>
<td>11</td>
<td>1.44</td>
</tr>
<tr>
<td>P-12 Miscellaneous</td>
<td>25</td>
<td>3.28</td>
</tr>
<tr>
<td>Physical Education</td>
<td>23</td>
<td>3.01</td>
</tr>
<tr>
<td>Physical Science</td>
<td>26</td>
<td>3.41</td>
</tr>
<tr>
<td>Professional Career Preparation</td>
<td>2</td>
<td>0.26</td>
</tr>
<tr>
<td>Romance Language</td>
<td>29</td>
<td>3.80</td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
<td>0.26</td>
</tr>
<tr>
<td>Social Science</td>
<td>34</td>
<td>4.46</td>
</tr>
<tr>
<td>Personal, Interpersonal, &amp; Social Skills</td>
<td>7</td>
<td>0.92</td>
</tr>
<tr>
<td>Agricultural Business</td>
<td>1</td>
<td>0.13</td>
</tr>
<tr>
<td>Business Administration</td>
<td>2</td>
<td>0.26</td>
</tr>
<tr>
<td>Business Management</td>
<td>1</td>
<td>0.13</td>
</tr>
<tr>
<td>Construction Technology</td>
<td>2</td>
<td>0.26</td>
</tr>
<tr>
<td>Home Economics</td>
<td>5</td>
<td>0.66</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>6</td>
<td>0.79</td>
</tr>
<tr>
<td>Mechanical Occupations</td>
<td>3</td>
<td>0.39</td>
</tr>
<tr>
<td>Education &amp; Career Exploration</td>
<td>2</td>
<td>0.26</td>
</tr>
<tr>
<td>Personal Services Occupations</td>
<td>1</td>
<td>0.13</td>
</tr>
<tr>
<td>Technology Education</td>
<td>5</td>
<td>0.66</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>763</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002

As with the attrition rates found in the total teacher population, the attrition of FY01 new teacher hires was highest in Metro RESA at 40.63% (see Table 2.29). Significant percentages of FY01 new teacher hire attrition were also seen in First District (11.27%), Northwest Georgia (6.95%), Pioneer (6.82%), and Griffin (4.85%) RESAs.
Table 2.29. FY01 New Teacher Hire Attrition by RESA

<table>
<thead>
<tr>
<th>RESA</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Savannah</td>
<td>18</td>
<td>2.36</td>
</tr>
<tr>
<td>Chattahoochee</td>
<td>24</td>
<td>3.15</td>
</tr>
<tr>
<td>Coastal Plains</td>
<td>18</td>
<td>2.36</td>
</tr>
<tr>
<td>First District</td>
<td>86</td>
<td>11.27</td>
</tr>
<tr>
<td>Griffin</td>
<td>37</td>
<td>4.85</td>
</tr>
<tr>
<td>Heart of Georgia</td>
<td>6</td>
<td>0.79</td>
</tr>
<tr>
<td>Metro</td>
<td>310</td>
<td>40.63</td>
</tr>
<tr>
<td>Middle Georgia</td>
<td>33</td>
<td>4.33</td>
</tr>
<tr>
<td>North Georgia</td>
<td>27</td>
<td>3.54</td>
</tr>
<tr>
<td>Northeast Georgia</td>
<td>33</td>
<td>4.33</td>
</tr>
<tr>
<td>Northwest Georgia</td>
<td>53</td>
<td>6.95</td>
</tr>
<tr>
<td>Oconee</td>
<td>15</td>
<td>1.97</td>
</tr>
<tr>
<td>Okefenokee</td>
<td>10</td>
<td>1.31</td>
</tr>
<tr>
<td>Pioneer</td>
<td>52</td>
<td>6.82</td>
</tr>
<tr>
<td>Southwest Georgia</td>
<td>18</td>
<td>2.36</td>
</tr>
<tr>
<td>West Georgia</td>
<td>23</td>
<td>3.01</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>763</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002

With regard to personnel categories, the attrition of FY01 new teacher hires was highest among Elementary Grades Teachers (36.04%) (see Table 2.30). A more detailed analysis of this group of exiting teachers is provided in the following section. Other personnel categories in which there were high or significant attrition rates include: High School Teachers (22.41%); Middle Grades Teachers (19.13%); and Special Education Teachers (12.06%).

Table 2.30. FY01 New Teacher Hire Attrition by Personnel Categories

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>EIP Teacher</td>
<td>31</td>
<td>4.06</td>
</tr>
<tr>
<td>Pre-Kindergarten Teacher</td>
<td>13</td>
<td>1.70</td>
</tr>
<tr>
<td>Kindergarten Teacher</td>
<td>35</td>
<td>4.59</td>
</tr>
<tr>
<td>Grade 1 Teacher</td>
<td>44</td>
<td>5.77</td>
</tr>
<tr>
<td>Grade 2 Teacher</td>
<td>30</td>
<td>3.93</td>
</tr>
<tr>
<td>Grade 3 Teacher</td>
<td>47</td>
<td>6.16</td>
</tr>
<tr>
<td>Grade 4 Teacher</td>
<td>42</td>
<td>5.50</td>
</tr>
<tr>
<td>Grade 5 Teacher</td>
<td>32</td>
<td>4.19</td>
</tr>
<tr>
<td>Other Elementary Teacher</td>
<td>45</td>
<td>5.90</td>
</tr>
<tr>
<td><strong>Elementary Grades (K-5) Total</strong></td>
<td><strong>275</strong></td>
<td><strong>36.04</strong></td>
</tr>
<tr>
<td>Grade 6 Teacher</td>
<td>31</td>
<td>4.06</td>
</tr>
<tr>
<td>Grade 7 Teacher</td>
<td>31</td>
<td>4.06</td>
</tr>
<tr>
<td>Grade 8 Teacher</td>
<td>21</td>
<td>2.75</td>
</tr>
<tr>
<td>Other Middle Teacher</td>
<td>63</td>
<td>8.26</td>
</tr>
<tr>
<td><strong>Middle Grades Total</strong></td>
<td><strong>146</strong></td>
<td><strong>19.13</strong></td>
</tr>
<tr>
<td>High School Teacher</td>
<td>171</td>
<td>22.41</td>
</tr>
<tr>
<td>Instructional Specialist</td>
<td>17</td>
<td>2.23</td>
</tr>
<tr>
<td>Special Education Teacher</td>
<td>92</td>
<td>12.06</td>
</tr>
<tr>
<td>Vocational Education Teacher</td>
<td>15</td>
<td>1.97</td>
</tr>
<tr>
<td>Other Teacher</td>
<td>3</td>
<td>0.39</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>763</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002
Table 2.31 and Figure 2.3 present a summary by grade level of FY01 new teacher hires that exited the teaching force. As mentioned with Table 2.30, High School teachers left the teaching force in greater numbers than did teachers in Elementary or Middle Grades. This is not surprising given that most of the provisionally certified teachers tend to be High School teachers; and the former, as shown in Table 2.27, tend to have one of the highest levels of attrition.

### Table 2.31. FY01 New Teacher Hire Attrition by Grade Level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Total # of Teachers</th>
<th>Attrition #</th>
<th>Attrition Rate per Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Grades (Pre-K-5, EIP, &amp; Other Elementary Teachers)</td>
<td>2,302</td>
<td>319</td>
<td>13.86</td>
</tr>
<tr>
<td>Middle Grades (Grades 6-8 &amp; Other Middle Teachers)</td>
<td>1,020</td>
<td>146</td>
<td>14.31</td>
</tr>
<tr>
<td>High School</td>
<td>1,030</td>
<td>171</td>
<td>16.60</td>
</tr>
<tr>
<td>TOTAL</td>
<td>4,352</td>
<td>636</td>
<td>14.61</td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002

### Figure 2.3. Comparison of FY01 New Teacher Hire Attrition by Grade Level

(Source: EWRAD/PSC, 2002)

Lastly, tabulation by grade level for all new teachers with zero experience shows that the five-year attrition rate continues to increase for Elementary Grades, Middle Grades, High School, and Vocational Education teachers (see Table 2.32). Although declines were seen in the five-year attrition rates for Kindergarten and Special Education teachers, the percentages remain alarmingly high.
Table 2.32. Five-year Attrition Tabulation by Grade Level for All New Teachers with Zero Experience

<table>
<thead>
<tr>
<th>Base Year</th>
<th>Kindergarten</th>
<th>Elementary Grades (1-5)</th>
<th>Middle Grades (6-8)</th>
<th>High School (9-12)</th>
<th>Vocational Education (6-12)</th>
<th>Special Education (Pre-K-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY92 to FY97</td>
<td>21%</td>
<td>29%</td>
<td>31%</td>
<td>43%</td>
<td>35%</td>
<td>37%</td>
</tr>
<tr>
<td>FY93 to FY98</td>
<td>22%</td>
<td>29%</td>
<td>29%</td>
<td>42%</td>
<td>45%</td>
<td>36%</td>
</tr>
<tr>
<td>FY94 to FY99</td>
<td>24%</td>
<td>30%</td>
<td>27%</td>
<td>38%</td>
<td>35%</td>
<td>35%</td>
</tr>
<tr>
<td>FY95 to FY00</td>
<td>24%</td>
<td>28%</td>
<td>25%</td>
<td>39%</td>
<td>27%</td>
<td>32%</td>
</tr>
<tr>
<td>FY96 to FY01</td>
<td>27%</td>
<td>30%</td>
<td>28%</td>
<td>39%</td>
<td>39%</td>
<td>39%</td>
</tr>
<tr>
<td>FY97 to FY02</td>
<td>26%</td>
<td>31%</td>
<td>30%</td>
<td>41%</td>
<td>41%</td>
<td>36%</td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, GDOE CPI, 2002

Attrition of New Teachers by Type of Preparation Program

Table 2.33 presents a comparison of attrition rates of graduates of traditional teacher preparation programs and new teachers with provisional teaching certificates. From FY99 to FY00, the number of new teacher hires with provisional certification increased from 508 to 1,216. The number of graduates from traditional teacher preparation programs decreased and then increased during this same period. Furthermore, during this time period, new teacher hires with provisional certificates exited the teaching force at an increasing rate and at a rate greater than that of graduates of traditional teacher preparation programs. The attrition rate of graduates of traditional teacher preparation programs increased over the years.

Table 2.33. A Comparison of Attrition Rates of Traditionally Prepared and Provisionally Certified Teachers, FY99-FY01

<table>
<thead>
<tr>
<th>Hired In...</th>
<th>Provisional Certificate (BT)</th>
<th>All Georgia Teacher Preparation Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Newly Hired</td>
<td>Still Employed in FY02</td>
</tr>
<tr>
<td>FY99</td>
<td>508</td>
<td>326</td>
</tr>
<tr>
<td>FY00</td>
<td>697</td>
<td>507</td>
</tr>
<tr>
<td>FY01</td>
<td>1,216</td>
<td>1,023</td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002

Attrition of New High School Teachers with Zero Experience

As mentioned in the preceding section, 171 FY01 new teacher hires that exited the teaching force were High School Teachers. Of these 171 persons, 40.35% held a Teaching (T) certificate and 29.25% held a Provisional Teaching (BT) certificate (see Table 2.34).
Table 2.34. Attrition of New FY01 High School Teachers with Zero Experience by Certificate Type

<table>
<thead>
<tr>
<th>Certificate Type</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permit (P)</td>
<td>8</td>
<td>4.68</td>
</tr>
<tr>
<td>Teaching (T)</td>
<td>69</td>
<td>40.35</td>
</tr>
<tr>
<td>Provisional Teaching (BT)</td>
<td>50</td>
<td>29.24</td>
</tr>
<tr>
<td>Conditional Teaching (CT)</td>
<td>29</td>
<td>16.96</td>
</tr>
<tr>
<td>Life Teaching (DT)</td>
<td>1</td>
<td>0.58</td>
</tr>
<tr>
<td>Emergency Teaching (ET)</td>
<td>5</td>
<td>2.92</td>
</tr>
<tr>
<td>Special Professional Teaching (XT)</td>
<td>3</td>
<td>1.75</td>
</tr>
<tr>
<td>Probationary Teaching (PAT)</td>
<td>6</td>
<td>3.51</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>171</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002

As Table 2.35 shows, the majority of the new FY01 High School teachers who exited the teaching force were located in Metro RESA (39.77%). Significant numbers of exiting teachers were also found in First District (8.19%), Middle Georgia (8.19%), Northwest Georgia (7.60%), and Griffin (7.02%) RESAs.

Table 2.35. Attrition of New FY01 High School Teachers with Zero Experience by RESA

<table>
<thead>
<tr>
<th>RESA</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Savannah</td>
<td>5</td>
<td>2.92</td>
</tr>
<tr>
<td>Chattahoochee</td>
<td>6</td>
<td>3.51</td>
</tr>
<tr>
<td>Coastal Plains</td>
<td>2</td>
<td>1.17</td>
</tr>
<tr>
<td>First District</td>
<td>14</td>
<td>8.19</td>
</tr>
<tr>
<td>Griffin</td>
<td>12</td>
<td>7.02</td>
</tr>
<tr>
<td>Heart of Georgia</td>
<td>4</td>
<td>2.34</td>
</tr>
<tr>
<td>Metro</td>
<td>68</td>
<td>39.77</td>
</tr>
<tr>
<td>Middle Georgia</td>
<td>14</td>
<td>8.19</td>
</tr>
<tr>
<td>North Georgia</td>
<td>8</td>
<td>4.68</td>
</tr>
<tr>
<td>Northeast Georgia</td>
<td>3</td>
<td>1.75</td>
</tr>
<tr>
<td>Northwest Georgia</td>
<td>13</td>
<td>7.60</td>
</tr>
<tr>
<td>Oconee</td>
<td>5</td>
<td>2.92</td>
</tr>
<tr>
<td>Okefenokee</td>
<td>2</td>
<td>1.17</td>
</tr>
<tr>
<td>Pioneer</td>
<td>7</td>
<td>4.09</td>
</tr>
<tr>
<td>Southwest Georgia</td>
<td>5</td>
<td>2.92</td>
</tr>
<tr>
<td>West Georgia</td>
<td>3</td>
<td>1.75</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>171</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, GDOE, 2002

An examination of subjects taught by the new FY01 High School teachers who exited the teaching force shows that large percentages taught in the following subject areas: English (19.30%), Science-Life and Physical (19.30%), Math (15.20%), Social Science (13.45%), and Romance Languages (12.28%) (see Table 2.36).
### Table 2.36. Attrition of New FY01 High School Teachers with Zero Experience by Subject Taught

<table>
<thead>
<tr>
<th>Subject Taught in FY01</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unidentified</td>
<td>3</td>
<td>1.75</td>
</tr>
<tr>
<td>Chorus</td>
<td>2</td>
<td>1.17</td>
</tr>
<tr>
<td>Dance</td>
<td>1</td>
<td>0.58</td>
</tr>
<tr>
<td>Drama Arts</td>
<td>2</td>
<td>1.17</td>
</tr>
<tr>
<td>English</td>
<td>33</td>
<td>19.30</td>
</tr>
<tr>
<td>Gifted</td>
<td>1</td>
<td>0.58</td>
</tr>
<tr>
<td>German &amp; Other Related Languages</td>
<td>6</td>
<td>3.51</td>
</tr>
<tr>
<td>Health</td>
<td>2</td>
<td>1.17</td>
</tr>
<tr>
<td>High School (9-12) Miscellaneous</td>
<td>1</td>
<td>0.58</td>
</tr>
<tr>
<td>Life Science</td>
<td>10</td>
<td>5.85</td>
</tr>
<tr>
<td>Math</td>
<td>26</td>
<td>15.20</td>
</tr>
<tr>
<td>Music</td>
<td>4</td>
<td>2.34</td>
</tr>
<tr>
<td>Physical Education</td>
<td>6</td>
<td>3.51</td>
</tr>
<tr>
<td>Physical Science</td>
<td>23</td>
<td>13.45</td>
</tr>
<tr>
<td>Romance Languages</td>
<td>21</td>
<td>12.28</td>
</tr>
<tr>
<td>Social Science</td>
<td>23</td>
<td>13.45</td>
</tr>
<tr>
<td>Construction Technology</td>
<td>1</td>
<td>0.58</td>
</tr>
<tr>
<td>Home Economics</td>
<td>1</td>
<td>0.58</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>2</td>
<td>1.17</td>
</tr>
<tr>
<td>Mechanical Occupations</td>
<td>2</td>
<td>1.17</td>
</tr>
<tr>
<td>Technology Education</td>
<td>1</td>
<td>0.58</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>171</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, GDOE, 2002

### Attrition Due to Retirement

Teacher retirement is a factor that impacts attrition, and, in turn, affects teacher demand. A number of teachers who exit the teaching force do so due to retirement. Figure 2.4 depicts the increasing number of teachers leaving the teaching force due to retirement. Increasing numbers of graying baby boomers in the teaching force are having an immediate influence on Georgia’s education system.
Retirement Attrition by Subject Area

The retirement of teachers from the teaching force in FY01 was hardest felt in the Elementary subject area. Over 700 teachers who retired taught in that area (see Table 2.37). Significant numbers of retirees were also found in the following subject areas: English (192), Middle (130), Math (101), and Social Science (98).

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chorus</td>
<td>6</td>
<td>0.34</td>
</tr>
<tr>
<td>Drama Arts</td>
<td>3</td>
<td>0.17</td>
</tr>
<tr>
<td>Education</td>
<td>2</td>
<td>0.11</td>
</tr>
<tr>
<td>Elementary</td>
<td>721</td>
<td>40.37</td>
</tr>
<tr>
<td>English</td>
<td>192</td>
<td>10.75</td>
</tr>
<tr>
<td>ESOL</td>
<td>11</td>
<td>0.62</td>
</tr>
<tr>
<td>Gifted</td>
<td>22</td>
<td>1.23</td>
</tr>
<tr>
<td>German &amp; Other Related Languages</td>
<td>4</td>
<td>0.22</td>
</tr>
<tr>
<td>Health</td>
<td>19</td>
<td>1.06</td>
</tr>
<tr>
<td>High School (9-12) Miscellaneous</td>
<td>39</td>
<td>2.18</td>
</tr>
<tr>
<td>Life Science</td>
<td>29</td>
<td>1.62</td>
</tr>
<tr>
<td>Math</td>
<td>101</td>
<td>5.66</td>
</tr>
<tr>
<td>Middle</td>
<td>130</td>
<td>7.28</td>
</tr>
<tr>
<td>Music</td>
<td>36</td>
<td>2.02</td>
</tr>
<tr>
<td>P-12 Miscellaneous</td>
<td>35</td>
<td>1.96</td>
</tr>
<tr>
<td>Physical Education</td>
<td>57</td>
<td>3.19</td>
</tr>
<tr>
<td>Physical Science</td>
<td>49</td>
<td>2.74</td>
</tr>
<tr>
<td>Romance Languages</td>
<td>23</td>
<td>1.29</td>
</tr>
<tr>
<td>Science</td>
<td>9</td>
<td>0.50</td>
</tr>
<tr>
<td>Social Science</td>
<td>98</td>
<td>5.49</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>21</td>
<td>1.18</td>
</tr>
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</table>
Table 2.37. Retirement Attrition by Subject Area, FY01, continued

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agricultural Business</td>
<td>5</td>
<td>0.28</td>
</tr>
<tr>
<td>Agricultural Sciences &amp; Technology</td>
<td>4</td>
<td>0.22</td>
</tr>
<tr>
<td>Business Administration</td>
<td>26</td>
<td>1.46</td>
</tr>
<tr>
<td>Business Management</td>
<td>19</td>
<td>1.06</td>
</tr>
<tr>
<td>Communications Technology</td>
<td>1</td>
<td>0.06</td>
</tr>
<tr>
<td>Computer &amp; Other Information Sciences</td>
<td>9</td>
<td>0.50</td>
</tr>
<tr>
<td>Conservation Technology</td>
<td>6</td>
<td>0.34</td>
</tr>
<tr>
<td>Home Economics</td>
<td>19</td>
<td>1.06</td>
</tr>
<tr>
<td>Mechanical Occupations</td>
<td>16</td>
<td>0.90</td>
</tr>
<tr>
<td>Marketing &amp; Distribution</td>
<td>4</td>
<td>0.22</td>
</tr>
<tr>
<td>Personal, Interpersonal &amp; Social Skills</td>
<td>17</td>
<td>0.95</td>
</tr>
<tr>
<td>Pr. Of Education &amp; Career Exploration</td>
<td>4</td>
<td>0.22</td>
</tr>
<tr>
<td>Precision Production Occupations</td>
<td>4</td>
<td>0.22</td>
</tr>
<tr>
<td>Personal Services</td>
<td>5</td>
<td>0.28</td>
</tr>
<tr>
<td>Professional/Career Preparation</td>
<td>9</td>
<td>0.50</td>
</tr>
<tr>
<td>Technical Education</td>
<td>16</td>
<td>0.90</td>
</tr>
<tr>
<td>Others</td>
<td>15</td>
<td>0.84</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1,786</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002; Teachers' Retirement System (TRS), 2002

Retirement Attrition by Personnel Category

As Table 2.38 shows, a large number of retirees worked in Grades Pre-K-5. In fact, a total of 678 teachers taught in and retired from these grade levels. This represents 37.96% of total retirement attrition. Also, large percentages of teachers who retired from the teaching force in FY01 taught in the Middle Grades/Grades 6-8 (17.08%) and High School (21.78%).

Table 2.38. Retirement Attrition by Personnel Category, FY01

<table>
<thead>
<tr>
<th>Personnel Category</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>EIP Teachers</td>
<td>66</td>
<td>3.70</td>
</tr>
<tr>
<td>Pre-K Teachers</td>
<td>9</td>
<td>0.50</td>
</tr>
<tr>
<td>Kindergarten Teachers</td>
<td>75</td>
<td>4.20</td>
</tr>
<tr>
<td>Grade 1 Teachers</td>
<td>70</td>
<td>3.92</td>
</tr>
<tr>
<td>Grade 2 Teachers</td>
<td>112</td>
<td>6.27</td>
</tr>
<tr>
<td>Grade 3 Teachers</td>
<td>108</td>
<td>6.05</td>
</tr>
<tr>
<td>Grade 4 Teachers</td>
<td>97</td>
<td>5.43</td>
</tr>
<tr>
<td>Grade 5 Teachers</td>
<td>81</td>
<td>4.54</td>
</tr>
<tr>
<td>Other Elementary Teachers</td>
<td>126</td>
<td>7.05</td>
</tr>
<tr>
<td>Grade 6 Teachers</td>
<td>66</td>
<td>3.70</td>
</tr>
<tr>
<td>Grade 7 Teachers</td>
<td>70</td>
<td>3.92</td>
</tr>
<tr>
<td>Grade 8 Teachers</td>
<td>61</td>
<td>3.42</td>
</tr>
<tr>
<td>Other Middle Grades Teachers</td>
<td>108</td>
<td>6.05</td>
</tr>
<tr>
<td>High School Teachers</td>
<td>389</td>
<td>21.78</td>
</tr>
<tr>
<td>Instructional Specialists</td>
<td>89</td>
<td>4.98</td>
</tr>
<tr>
<td>Other Teachers</td>
<td>27</td>
<td>1.51</td>
</tr>
<tr>
<td>Special Education Teachers</td>
<td>119</td>
<td>6.66</td>
</tr>
<tr>
<td>Vocational Education Teachers</td>
<td>113</td>
<td>6.33</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1,786</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002; TRS, 2002
Retirement Attrition by RESA

Across Georgia’s RESAs, retirement counts have fluctuated from FY98 to FY01 (see Table 2.39). While the year-to-year changes in these counts have, for the most part, remained relatively small, a large increase is seen in the retirement attrition count of Southwest Georgia RESA from FY00 to FY01. In fact, the count in Southwest Georgia RESA increased 107.58%.

Table 2.39. Retirement Attrition by RESA, FY98-FY01

<table>
<thead>
<tr>
<th>RESA</th>
<th>FY98</th>
<th>FY99</th>
<th>FY00</th>
<th>FY01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Savannah</td>
<td>76</td>
<td>99</td>
<td>101</td>
<td>99</td>
</tr>
<tr>
<td>Chattahoochee</td>
<td>68</td>
<td>79</td>
<td>99</td>
<td>91</td>
</tr>
<tr>
<td>Coastal Plains</td>
<td>44</td>
<td>55</td>
<td>44</td>
<td>46</td>
</tr>
<tr>
<td>First District</td>
<td>137</td>
<td>149</td>
<td>154</td>
<td>140</td>
</tr>
<tr>
<td>Griffin</td>
<td>59</td>
<td>78</td>
<td>77</td>
<td>87</td>
</tr>
<tr>
<td>Heart of Georgia</td>
<td>41</td>
<td>38</td>
<td>40</td>
<td>39</td>
</tr>
<tr>
<td>Metro</td>
<td>600</td>
<td>585</td>
<td>597</td>
<td>556</td>
</tr>
<tr>
<td>Middle Georgia</td>
<td>59</td>
<td>93</td>
<td>101</td>
<td>106</td>
</tr>
<tr>
<td>North Georgia</td>
<td>45</td>
<td>62</td>
<td>68</td>
<td>65</td>
</tr>
<tr>
<td>Northeast Georgia</td>
<td>48</td>
<td>83</td>
<td>74</td>
<td>67</td>
</tr>
<tr>
<td>Northwest Georgia</td>
<td>93</td>
<td>127</td>
<td>120</td>
<td>139</td>
</tr>
<tr>
<td>Oconee</td>
<td>18</td>
<td>21</td>
<td>31</td>
<td>28</td>
</tr>
<tr>
<td>Okefenokee</td>
<td>29</td>
<td>33</td>
<td>33</td>
<td>32</td>
</tr>
<tr>
<td>Pioneer</td>
<td>59</td>
<td>104</td>
<td>100</td>
<td>97</td>
</tr>
<tr>
<td>Southwest Georgia</td>
<td>72</td>
<td>90</td>
<td>66</td>
<td>137</td>
</tr>
<tr>
<td>West Georgia</td>
<td>57</td>
<td>82</td>
<td>68</td>
<td>57</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1,505</strong></td>
<td><strong>1,778</strong></td>
<td><strong>1,773</strong></td>
<td><strong>1,786</strong></td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002; TRS, 2002

Projected Teacher Demand

As this chapter has shown, student enrollment, education-related policies, and attrition affect the demand for teachers in Georgia’s public schools systems. Table 2.40 presents 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. As can be seen, the actual numbers are significantly close to the projected numbers. Notice the increasing numbers in the actual growth in teaching positions and the actual teachers hired columns. This growth could be attributed to student enrollment growth or education-related policies, such as class size regulation.
Table 2.40. Teacher Demand Model, 2002*

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Teaching Positions</th>
<th>Actual Teaching Positions</th>
<th>Projected Teacher Attrition</th>
<th>Actual Teacher Attrition</th>
<th>Projected Growth in Teaching Positions</th>
<th>Actual Growth in Teaching Positions</th>
<th>Projected Teachers Required</th>
<th>Actual Teachers Hired</th>
</tr>
</thead>
<tbody>
<tr>
<td>1988</td>
<td>62,712</td>
<td>62,825</td>
<td>5,487</td>
<td>5,459</td>
<td>1,845</td>
<td>2,404</td>
<td>7,914</td>
<td>7,468</td>
</tr>
<tr>
<td>1989</td>
<td>65,030</td>
<td>64,967</td>
<td>5,274</td>
<td>5,546</td>
<td>1,953</td>
<td>2,142</td>
<td>7,519</td>
<td>7,591</td>
</tr>
<tr>
<td>1990</td>
<td>67,262</td>
<td>67,394</td>
<td>5,140</td>
<td>5,218</td>
<td>2,061</td>
<td>2,427</td>
<td>7,237</td>
<td>7,973</td>
</tr>
<tr>
<td>1991</td>
<td>69,440</td>
<td>69,467</td>
<td>5,083</td>
<td>5,031</td>
<td>2,170</td>
<td>2,073</td>
<td>7,069</td>
<td>7,169</td>
</tr>
<tr>
<td>1992</td>
<td>71,596</td>
<td>70,945</td>
<td>5,104</td>
<td>4,727</td>
<td>2,278</td>
<td>1,478</td>
<td>7,015</td>
<td>6,352</td>
</tr>
<tr>
<td>1993</td>
<td>73,761</td>
<td>73,591</td>
<td>5,202</td>
<td>4,853</td>
<td>2,386</td>
<td>2,646</td>
<td>7,076</td>
<td>7,222</td>
</tr>
<tr>
<td>1994</td>
<td>75,968</td>
<td>76,047</td>
<td>5,377</td>
<td>5,288</td>
<td>2,495</td>
<td>2,456</td>
<td>7,250</td>
<td>7,198</td>
</tr>
<tr>
<td>1995</td>
<td>78,248</td>
<td>78,815</td>
<td>5,631</td>
<td>5,543</td>
<td>2,603</td>
<td>2,768</td>
<td>7,538</td>
<td>7,912</td>
</tr>
<tr>
<td>1996</td>
<td>80,633</td>
<td>81,354</td>
<td>5,962</td>
<td>6,536</td>
<td>2,711</td>
<td>2,539</td>
<td>7,940</td>
<td>7,951</td>
</tr>
<tr>
<td>1997</td>
<td>83,154</td>
<td>83,443</td>
<td>6,370</td>
<td>6,187</td>
<td>2,820</td>
<td>2,089</td>
<td>8,457</td>
<td>8,548</td>
</tr>
<tr>
<td>1998</td>
<td>85,844</td>
<td>86,262</td>
<td>6,856</td>
<td>7,012</td>
<td>2,928</td>
<td>2,819</td>
<td>9,087</td>
<td>9,006</td>
</tr>
<tr>
<td>1999</td>
<td>88,734</td>
<td>88,757</td>
<td>7,419</td>
<td>7,466</td>
<td>3,036</td>
<td>2,495</td>
<td>9,831</td>
<td>9,507</td>
</tr>
<tr>
<td>2000</td>
<td>91,855</td>
<td>91,467</td>
<td>8,061</td>
<td>8,595</td>
<td>3,145</td>
<td>2,710</td>
<td>10,689</td>
<td>10,176</td>
</tr>
<tr>
<td>2001</td>
<td>95,240</td>
<td>94,689</td>
<td>8,779</td>
<td>8,303</td>
<td>3,253</td>
<td>3,222</td>
<td>11,662</td>
<td>11,817</td>
</tr>
<tr>
<td>2002</td>
<td>98,921</td>
<td>99,470</td>
<td>9,575</td>
<td>9,575</td>
<td>3,361</td>
<td>4,781</td>
<td>12,748</td>
<td>13,084</td>
</tr>
<tr>
<td>2003</td>
<td>102,928</td>
<td>10,449</td>
<td>3,470</td>
<td>13,948</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td>107,294</td>
<td>11,401</td>
<td>3,578</td>
<td>15,262</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>112,051</td>
<td>12,430</td>
<td>3,686</td>
<td>16,690</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>117,230</td>
<td>13,536</td>
<td>3,795</td>
<td>18,232</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>122,863</td>
<td>14,720</td>
<td>3,903</td>
<td>19,888</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>2008</td>
<td>128,982</td>
<td>15,982</td>
<td>4,011</td>
<td>21,659</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>135,618</td>
<td>17,321</td>
<td>4,120</td>
<td>23,543</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>142,804</td>
<td>18,738</td>
<td>4,228</td>
<td>25,541</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>150,570</td>
<td>20,232</td>
<td>4,336</td>
<td>27,653</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>158,950</td>
<td>21,804</td>
<td>4,445</td>
<td>29,879</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>167,973</td>
<td>23,453</td>
<td>4,553</td>
<td>32,219</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002
*Based totally on Regression analyses using 1988-2002 data.
Chapter 3:
Georgia Teacher Supply

Introduction

The Georgia teaching force is supplied from a variety of sources. However, teacher retention from previous years is the substantial means by which the state meets the demand for teachers. Retention rates increased in FY02 to 91.2% from 90.3% in FY01. It is worthy to note that teacher retention rates in Georgia have stood at nearly 90% since 1986 when the PSC first examined the CPI.

Sources of Teacher Supply

Teachers in Georgia come from five main sources:

1. Teachers returning to the teacher workforce after a brief absence (i.e., returning teachers).
2. Teachers who did not go into the workforce immediately after initial preparation and/or certification (i.e., delayed employment).
3. New teachers graduating the previous year from educator preparation programs in Georgia’s institutions of higher education.
4. Alternative certification/Provisional certificate holders.
5. Out-of-state teachers seeking employment in Georgia.

A total of 8,303 FY01 teachers did not return to Georgia classrooms in FY02, accounting for 8.8% of the teacher workforce. This was a drop in the attrition rate from 9.4% in FY01. Table 3.1 shows the attrition rates since FY97.

Table 3.1. Overall Annual Attrition Rates, FY97-FY01

<table>
<thead>
<tr>
<th></th>
<th>FY97</th>
<th>FY98</th>
<th>FY99</th>
<th>FY00</th>
<th>FY01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate</td>
<td>7.5%</td>
<td>8.1%</td>
<td>8.4%</td>
<td>9.4%</td>
<td>8.8%</td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002

Georgia’s total certified Pre-K-12 teaching force numbered 99,470 teachers in FY02, including 13,084 newly hired teachers. More than sixty-three percent (63.5%, n=8,303) of the newly hired teachers were hired to replace the teachers who left the classrooms. This 63.5% of replacement new hires is a 10% decrease from FY01 of teachers needed to fill vacant positions.

Retention

Table 3.2 shows the number of teachers in FY01 who remained in Georgia classrooms in FY02. The table also shows that there has been an increase in the number of teachers retained in the elementary, middle, and high school grade levels. Projections for FY03, FY07, and FY12 show expected increases in the numbers of teachers retained. Caution: the FY02 drop in overall teacher
attrition is a likely one-year factor of a slow economy and should not be construed as a positive trend in retention.

Table 3.2. FY01 & FY02 Teacher Retention and Projections

<table>
<thead>
<tr>
<th>Level &amp; Type</th>
<th>FY01 Retention</th>
<th>FY02 Retention</th>
<th>FY03</th>
<th>FY07</th>
<th>FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K</td>
<td>1131.3</td>
<td>1211.5</td>
<td>1248.4</td>
<td>1407.5</td>
<td>1635.1</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>4675.4</td>
<td>4868.5</td>
<td>4863.6</td>
<td>4844.4</td>
<td>4820.5</td>
</tr>
<tr>
<td>EIP - Kindergarten</td>
<td>N/A</td>
<td>905.2</td>
<td>905.2</td>
<td>905.2</td>
<td>905.2</td>
</tr>
<tr>
<td>Grade 1</td>
<td>4940.3</td>
<td>5013.3</td>
<td>5002.0</td>
<td>4957.1</td>
<td>4901.5</td>
</tr>
<tr>
<td>Grade 2</td>
<td>4752.7</td>
<td>4868.9</td>
<td>4892.1</td>
<td>4985.8</td>
<td>5105.6</td>
</tr>
<tr>
<td>Grade 3</td>
<td>4606.2</td>
<td>4711.5</td>
<td>4760.5</td>
<td>4961.7</td>
<td>5225.2</td>
</tr>
<tr>
<td>EIP- Grades 1-3</td>
<td>N/A</td>
<td>2397.5</td>
<td>2397.5</td>
<td>2397.5</td>
<td>2397.5</td>
</tr>
<tr>
<td>Grade 4</td>
<td>4427.0</td>
<td>4311.8</td>
<td>4380.7</td>
<td>4667.5</td>
<td>5052.4</td>
</tr>
<tr>
<td>Grade 5</td>
<td>4300.9</td>
<td>4263.8</td>
<td>4361.6</td>
<td>4775.7</td>
<td>5349.1</td>
</tr>
<tr>
<td>EIP- Grades 4-5</td>
<td>N/A</td>
<td>792.5</td>
<td>792.5</td>
<td>792.5</td>
<td>792.5</td>
</tr>
<tr>
<td>Other Elementary</td>
<td>3906.1</td>
<td>3552.6</td>
<td>3334.6</td>
<td>2588.3</td>
<td>1885.7</td>
</tr>
<tr>
<td>Early Intervention Program Teacher</td>
<td>2481.1</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Elementary Total (K-5)</td>
<td>34089.7</td>
<td>35685.6</td>
<td>35690.3</td>
<td>35875.7</td>
<td>36435.2</td>
</tr>
<tr>
<td>Grade 6</td>
<td>3317.5</td>
<td>3391.4</td>
<td>3445.1</td>
<td>3668.4</td>
<td>3968.0</td>
</tr>
<tr>
<td>Grade 7</td>
<td>3109.7</td>
<td>3195.6</td>
<td>3249.9</td>
<td>3476.7</td>
<td>3782.6</td>
</tr>
<tr>
<td>Grade 8</td>
<td>3030.6</td>
<td>3034.6</td>
<td>3102.6</td>
<td>3390.1</td>
<td>3787.3</td>
</tr>
<tr>
<td>Other Middle</td>
<td>5482.9</td>
<td>5457.9</td>
<td>5527.6</td>
<td>5815.4</td>
<td>6196.3</td>
</tr>
<tr>
<td>Middle Total</td>
<td>14940.7</td>
<td>15079.5</td>
<td>15325.2</td>
<td>16350.7</td>
<td>17734.3</td>
</tr>
<tr>
<td>Grades 9-12 Total</td>
<td>14979.1</td>
<td>15377.9</td>
<td>15669.3</td>
<td>16891.3</td>
<td>18553.6</td>
</tr>
<tr>
<td>Special Education Teachers</td>
<td>9865.0</td>
<td>10320.3</td>
<td>10771.3</td>
<td>12781.1</td>
<td>15828.8</td>
</tr>
<tr>
<td>Instructional Specialist</td>
<td>4487.8</td>
<td>4750.5</td>
<td>4699.1</td>
<td>5251.1</td>
<td>6033.1</td>
</tr>
<tr>
<td>Vocational Education Teachers</td>
<td>2575.0</td>
<td>2523.5</td>
<td>2535.6</td>
<td>2584.6</td>
<td>2647.3</td>
</tr>
<tr>
<td>ESOL Teacher</td>
<td>N/A</td>
<td>389.3</td>
<td>389.3</td>
<td>389.3</td>
<td>389.3</td>
</tr>
<tr>
<td>Literacy Coach</td>
<td>N/A</td>
<td>40.6</td>
<td>40.6</td>
<td>40.6</td>
<td>40.6</td>
</tr>
<tr>
<td>Other Teachers</td>
<td>560.5</td>
<td>549.6</td>
<td>606.2</td>
<td>897.8</td>
<td>1466.8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>82629.1</td>
<td>85748.2</td>
<td>86975.4</td>
<td>92469.8</td>
<td>100764.3</td>
</tr>
</tbody>
</table>

Source: CPI, DOE/EWRAD/PSC, 2002

The number of teachers retained from year to year, though large, is not enough especially with the continued enrollment growth and attrition rates. The demand is, however, more accurate in some subject areas than others (e.g., shortage areas) as explained below.

Teacher Shortages

Teacher shortages occur in traditionally hard-to-staff subject and geographic areas. Subject areas are classified as shortage areas if the subject has a five percent or above vacancy rate reported in the current year’s CPI fall report database. The Georgia Student Finance Commission announced the 2002-2003 academic year critical shortage fields for graduate study (Source: www.gsfc.org).
Teachers who seek graduate or post-graduate degrees in these shortage fields are eligible for forgivable HOPE Teacher Scholarships. The fields are as follows:

- Business Education (Grades 7-12)
- Education of Exceptional Children (Grades P-12): Behavior Disorders, Hearing Impaired, Interrelated Special Education, Learning Disabilities, Mental Retardation, Orthopedically Impaired or Preschool Special Education (endorsement program only)
- English Education (Grades 7-12)
- Foreign Language Education (Grades P-12): French or Spanish
- Health Occupations (Grades 7-12)
- Industrial Arts/Technology Education (Grades 7-12)
- Mathematics Education (Grades 7-12)
- Middle Grades Education (Grades 4-8) with primary concentration in Math, Science, or Math and Science
- Science Education (Grades 7-12): Broad Field Science, Biology, Chemistry, Earth/Space, or Physics
- Trade and Industrial Education (Grades 7-12).

**Implied Shortages by Field**

Another way to identify shortage fields is by tracking the number of non-regular certificates that are issued during the year of study. Non-regular certificates are Permits, Provisional, and Probationary certificates. Table 3.3 shows the leading subject fields in which high counts of teachers received Permits (282), Provisional (2,146), and Probationary (2,712) certificates in FY02. These three types of certificates are issued when local school system Superintendents ascertain that certified and/or in field personnel are not available for hire. The highest numbers of such certificates were issued in Interrelated Special Education.
Table 3.3. Teacher Counts by Permit, Provisional Certificate, and Probationary Certificates, FY02

<table>
<thead>
<tr>
<th>Subject</th>
<th>Permits</th>
<th>Provisional</th>
<th>Probationary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>138</td>
<td>425</td>
<td>770</td>
</tr>
<tr>
<td>ESOL</td>
<td>58</td>
<td>269</td>
<td>673</td>
</tr>
<tr>
<td>French</td>
<td>30</td>
<td>211</td>
<td>321</td>
</tr>
<tr>
<td>Technology Education</td>
<td>6</td>
<td>197</td>
<td>131</td>
</tr>
<tr>
<td>Music</td>
<td>6</td>
<td>172</td>
<td>129</td>
</tr>
<tr>
<td>Drama</td>
<td>5</td>
<td>92</td>
<td>106</td>
</tr>
<tr>
<td>Japanese</td>
<td>6</td>
<td>92</td>
<td>92</td>
</tr>
<tr>
<td>Mental Retardation</td>
<td>79</td>
<td>88</td>
<td></td>
</tr>
<tr>
<td>Early Childhood</td>
<td>197</td>
<td>197</td>
<td>131</td>
</tr>
<tr>
<td>Middle Grades</td>
<td>269</td>
<td>269</td>
<td>269</td>
</tr>
<tr>
<td>Interrelated Spec. Ed.</td>
<td>425</td>
<td>425</td>
<td>425</td>
</tr>
<tr>
<td>English</td>
<td>172</td>
<td>172</td>
<td>172</td>
</tr>
<tr>
<td>Gifted</td>
<td>673</td>
<td>673</td>
<td>673</td>
</tr>
<tr>
<td>Social Science</td>
<td>131</td>
<td>131</td>
<td>131</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>129</td>
<td>129</td>
<td>129</td>
</tr>
<tr>
<td>Mathematics</td>
<td>106</td>
<td>106</td>
<td>106</td>
</tr>
<tr>
<td>Science</td>
<td>92</td>
<td>92</td>
<td>92</td>
</tr>
<tr>
<td>Business Education</td>
<td>129</td>
<td>129</td>
<td>129</td>
</tr>
<tr>
<td>Middle Grades</td>
<td>269</td>
<td>269</td>
<td>269</td>
</tr>
<tr>
<td>Interrelated Spec. Ed.</td>
<td>425</td>
<td>425</td>
<td>425</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>172</td>
<td>172</td>
<td>172</td>
</tr>
<tr>
<td>Gifted</td>
<td>673</td>
<td>673</td>
<td>673</td>
</tr>
<tr>
<td>Social Science</td>
<td>131</td>
<td>131</td>
<td>131</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>129</td>
<td>129</td>
<td>129</td>
</tr>
<tr>
<td>Gifted</td>
<td>673</td>
<td>673</td>
<td>673</td>
</tr>
<tr>
<td>Social Science</td>
<td>131</td>
<td>131</td>
<td>131</td>
</tr>
<tr>
<td>Middle Grades</td>
<td>129</td>
<td>129</td>
<td>129</td>
</tr>
<tr>
<td>Interrelated Spec. Ed.</td>
<td>425</td>
<td>425</td>
<td>425</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>172</td>
<td>172</td>
<td>172</td>
</tr>
<tr>
<td>Gifted</td>
<td>673</td>
<td>673</td>
<td>673</td>
</tr>
<tr>
<td>Social Science</td>
<td>131</td>
<td>131</td>
<td>131</td>
</tr>
</tbody>
</table>

Source: CPI, EWRAD/PSC, 2002

Table 3.4 summarizes the number of these certificates issued from FY98-FY02, with projections for FY03, FY04, and FY05 in the subject areas experiencing the most shortages. The projections suggest that if the supplies from other sources do not increase, there would be continued need for these types of certificates.

Table 3.4. Demand Projections for Selected Areas Requiring High Numbers of Permit, Provisional, and Probationary Certificates

<table>
<thead>
<tr>
<th>Subject</th>
<th>FY98</th>
<th>FY99</th>
<th>FY00</th>
<th>FY01</th>
<th>FY02</th>
<th>FY03</th>
<th>FY04</th>
<th>FY05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle Grades</td>
<td>338</td>
<td>281</td>
<td>349</td>
<td>556</td>
<td>590</td>
<td>697</td>
<td>824</td>
<td>974</td>
</tr>
<tr>
<td>Behavior Disorder</td>
<td>186</td>
<td>198</td>
<td>202</td>
<td>205</td>
<td>269</td>
<td>297</td>
<td>324</td>
<td>361</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>73</td>
<td>52</td>
<td>69</td>
<td>231</td>
<td>326</td>
<td>554</td>
<td>942</td>
<td>1,600</td>
</tr>
<tr>
<td>Interrelated Special Ed.</td>
<td>697</td>
<td>787</td>
<td>930</td>
<td>998</td>
<td>1,195</td>
<td>1,369</td>
<td>1,568</td>
<td>1,795</td>
</tr>
<tr>
<td>English</td>
<td>49</td>
<td>70</td>
<td>90</td>
<td>131</td>
<td>278</td>
<td>437</td>
<td>688</td>
<td>1,082</td>
</tr>
<tr>
<td>Mathematics</td>
<td>76</td>
<td>90</td>
<td>110</td>
<td>155</td>
<td>184</td>
<td>230</td>
<td>288</td>
<td>360</td>
</tr>
<tr>
<td>Biology</td>
<td>72</td>
<td>38</td>
<td>40</td>
<td>74</td>
<td>55</td>
<td>57</td>
<td>60</td>
<td>62</td>
</tr>
<tr>
<td>Business Education</td>
<td>23</td>
<td>33</td>
<td>44</td>
<td>60</td>
<td>75</td>
<td>101</td>
<td>136</td>
<td>183</td>
</tr>
<tr>
<td>Science</td>
<td>69</td>
<td>53</td>
<td>102</td>
<td>111</td>
<td>180</td>
<td>243</td>
<td>328</td>
<td>443</td>
</tr>
<tr>
<td>Spanish</td>
<td>62</td>
<td>125</td>
<td>165</td>
<td>162</td>
<td>172</td>
<td>231</td>
<td>311</td>
<td>418</td>
</tr>
<tr>
<td>History</td>
<td>12</td>
<td>12</td>
<td>22</td>
<td>32</td>
<td>27</td>
<td>35</td>
<td>44</td>
<td>57</td>
</tr>
<tr>
<td>Chemistry</td>
<td>21</td>
<td>11</td>
<td>8</td>
<td>19</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Gifted</td>
<td>197</td>
<td>364</td>
<td>250</td>
<td>472</td>
<td>673</td>
<td>984</td>
<td>1,439</td>
<td>2,103</td>
</tr>
<tr>
<td>Mental Retardation</td>
<td>76</td>
<td>79</td>
<td>76</td>
<td>76</td>
<td>60</td>
<td>57</td>
<td>54</td>
<td>51</td>
</tr>
<tr>
<td>ESOL</td>
<td>21</td>
<td>49</td>
<td>69</td>
<td>107</td>
<td>72</td>
<td>107</td>
<td>160</td>
<td>239</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>38</td>
<td>36</td>
<td>30</td>
<td>36</td>
<td>28</td>
<td>26</td>
<td>25</td>
<td>23</td>
</tr>
<tr>
<td>French</td>
<td>3</td>
<td>11</td>
<td>22</td>
<td>32</td>
<td>30</td>
<td>33</td>
<td>36</td>
<td>40</td>
</tr>
</tbody>
</table>

Source: CPI, EWRAD/PSC, 2002
Implied Shortages by RESA

A total of 5,140 Permits, Provisional, and Probationary certificates were issued in FY02, comprising 5.2% of the FY02 teaching force. Table 3.5 shows the distribution of teachers who received Permits, Provisional, and Probationary certificates in FY02 by RESA. Over one-third (34.2%) of these certificates were issued to school systems in the Metro RESA.

Table 3.5. Distribution of Permits, Provisional, and Probationary Certificates by RESA, FY02

<table>
<thead>
<tr>
<th>RESA</th>
<th>Permit</th>
<th>Provisional</th>
<th>Probationary</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Savannah</td>
<td>6</td>
<td>141</td>
<td>69</td>
<td>216</td>
<td>4.2</td>
</tr>
<tr>
<td>Chattahoochee</td>
<td>4</td>
<td>43</td>
<td>48</td>
<td>95</td>
<td>1.8</td>
</tr>
<tr>
<td>Coastal Plains</td>
<td>1</td>
<td>34</td>
<td>36</td>
<td>71</td>
<td>1.4</td>
</tr>
<tr>
<td>First District</td>
<td>9</td>
<td>215</td>
<td>242</td>
<td>466</td>
<td>9.1</td>
</tr>
<tr>
<td>Griffin</td>
<td>4</td>
<td>108</td>
<td>119</td>
<td>231</td>
<td>4.5</td>
</tr>
<tr>
<td>Heart of Georgia</td>
<td>0</td>
<td>12</td>
<td>22</td>
<td>34</td>
<td>0.7</td>
</tr>
<tr>
<td>Metro</td>
<td>155</td>
<td>744</td>
<td>861</td>
<td>1,760</td>
<td>34.2</td>
</tr>
<tr>
<td>Middle Georgia</td>
<td>2</td>
<td>83</td>
<td>99</td>
<td>184</td>
<td>3.6</td>
</tr>
<tr>
<td>North Georgia</td>
<td>18</td>
<td>81</td>
<td>306</td>
<td>405</td>
<td>7.9</td>
</tr>
<tr>
<td>Northeast Georgia</td>
<td>9</td>
<td>138</td>
<td>169</td>
<td>316</td>
<td>6.1</td>
</tr>
<tr>
<td>Northwest Georgia</td>
<td>6</td>
<td>95</td>
<td>154</td>
<td>255</td>
<td>5.0</td>
</tr>
<tr>
<td>Oconee</td>
<td>1</td>
<td>23</td>
<td>33</td>
<td>57</td>
<td>1.1</td>
</tr>
<tr>
<td>Okefenokee</td>
<td>3</td>
<td>19</td>
<td>58</td>
<td>80</td>
<td>1.6</td>
</tr>
<tr>
<td>Pioneer</td>
<td>30</td>
<td>79</td>
<td>144</td>
<td>253</td>
<td>4.9</td>
</tr>
<tr>
<td>Southwest Georgia</td>
<td>3</td>
<td>43</td>
<td>62</td>
<td>108</td>
<td>2.1</td>
</tr>
<tr>
<td>West Georgia</td>
<td>5</td>
<td>58</td>
<td>119</td>
<td>182</td>
<td>3.5</td>
</tr>
<tr>
<td>Not in GA School System</td>
<td>26</td>
<td>230</td>
<td>171</td>
<td>427</td>
<td>8.3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>282</td>
<td>2146</td>
<td>2712</td>
<td>5140</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: CPI, EWRAD/PSC, 2002

Paraprofessionals/Teacher Aides

With teacher shortages in many systems and a decline in the number of newly prepared teachers from Georgia teacher preparation programs, it is difficult to find a sufficient number of certified teachers to meet teacher demand. However, by assigning a Paraprofessional/Teacher Aide to assist lead teachers in the classroom, this shortage issue can be temporarily offset. Paraprofessionals/Teacher Aides play an important role in the classroom and in the overall school workplace. Paraprofessionals/Teacher Aides in Georgia classrooms numbered 24,882 in FY02.

A Paraprofessional is an assistant to a professional teacher and performs non-instructional, guided instructional, tutoring and/or assistance assignments and tasks under the supervision of the teacher (GAPSC, 2002). The basic educational requirement for this personnel group has been a High School Diploma. However, some Paraprofessionals hold teaching certificates and
assume a Paraprofessional role for a variety of reasons. In FY02, a total of 322 Paraprofessionals, or 2.2% of the total Paraprofessional population, (a drop from the FY01 total of 544) held some type of teaching certification that qualified them to teach as regular teachers. This might be due to some Paraprofessionals getting regular teaching jobs.

In line with the provisions of the NCLB legislation, the PSC recently implemented a new system that eliminated the Teacher Aides personnel category. Under this implementation, Paraprofessionals are required to have two years of college education, possess an Associate degree, or pass a Georgia Paraprofessional Assessment test. All Paraprofessionals hired before January 8, 2002 are expected to meet this requirement by 2006. Those hired after January 8, 2002 and who do not meet the educational requirements must pass the Paraprofessional Assessment test. The PSC has initiated rule making for preparation standards and preparation for paraprofessionals. The standards and rules will be effective January 1, 2003, if adopted.

Demographics of Paraprofessionals/Teacher Aides

The CPI data from 1999 through 2002 indicate that Paraprofessionals/Teacher Aides are predominantly women (94.9%, 94.9%, 95.0%, and 94.9% in 1999, 2000, 2001, and 2002, respectively). The number of Paraprofessionals/Teacher Aides increased from 23,770 in 2001 to 24,882 in 2002. In 2001, White Paraprofessionals/Teacher Aides accounted for nearly two-thirds of the total personnel group (64.7%), followed by Blacks (32.9%). This pattern has remained consistent for four years. There has been an increase in the number of Hispanic Paraprofessionals from 322 in 2001 to 377 in 2002. These statistics show a gradual increase in the number of minorities among Paraprofessionals/Teacher Aides. Minority Paraprofessionals could be encouraged to seek additional education through incentive programs, such as the Promise II Scholarships, to become certified teachers. The years of experience among Paraprofessionals ranged from 0-26 years.

In FY02, the largest numbers of Paraprofessionals/Teacher Aides were employed in the Metro RESA (n=7,729), accounting for 31.1% of all the Paraprofessionals in Georgia. The second largest employer was First District RESA with 8.7% (n=2,172). The least number of Paraprofessionals were found in Oconee (1.72% or n=429) and Okefenokee RESAs (1.94% or n=483).

Teacher Recruitment/Marketing

Teacher Recruitment Initiatives

Having a qualified teacher in every classroom by the year 2006 is a goal of the state of Georgia. Achieving this goal involves completely eliminating out-of-field teaching, which means hiring teachers to teach the subjects they are certified to
teach. The hindrance is that traditional teacher preparation programs are not able to keep up with the demands for qualified teachers. As a result, the PSC and Georgia school systems are turning their recruitment efforts to non-traditional preparation routes to staff classrooms. These are discussed briefly below.

TeachGeorgia.org

TeachGeorgia, established in 1997, is a vital component of Georgia’s strategic plan to have a qualified teacher in every classroom. TeachGeorgia.org, a partnership between the PSC and Georgia’s public schools, is Georgia’s official teacher recruitment clearinghouse. TeachGeorgia.org is a powerful job website and search tool that gives candidates the ability to apply for jobs and gives system level users access to a statewide database of teaching, administrative, and student services personnel. TeachGeorgia also conducts job fairs to link job seekers and prospective employers. Between July 2001 and June 2002, twelve teacher job fairs were conducted in collaboration with various institutions and for alternatively prepared recruits, with 60,653 online applications submitted, and 4,576 jobs posted by Georgia schools on TeachGeorgia.org.

Troops-to-Teachers

The federal Troops-to-Teachers program was established in 1994 as a Department of Defense (DOD) initiative. The program is now a joint responsibility of the United States Department of Education (USDOE) and the DOD. The sole purpose of the Georgia Troops-to-Teachers program is to recruit candidates who have served in the nation’s Armed Forces and are seeking second careers in Georgia’s public schools as teachers. One of the three main objectives of the program is to help relieve teacher shortages, especially in math, science, special education, and other high needs subject areas. Another objective is to attract minority applicants to teaching. To date, a total of 214 teachers have been hired into Georgia classrooms through the Georgia Troops-to-Teachers program.

HOPE Scholarship for Teachers

The Georgia Student Finance Authority (GSFA) offers Teacher Scholarship Loans to Georgians to encourage them to enter into and stay in the teaching profession. Loans are offered to enable students to enroll in a teacher preparation program in a Georgia public or private institution. Upon completion of the college training, the student has to either: (1) repay the loan plus interest; or (2) teach elementary, middle, or high school in a Georgia public school for a designated number of years (up to a maximum of four years) in return for forgiveness of the loan (GSFA, 2002).

As of 2002, a total of 7,705 HOPE Teacher Scholarship recipients have graduated. Of this total, 6,456 recipients were employed in Georgia public school systems, 5,249 (68.1%) of whom as teachers.
While 6,407 graduate students completed their programs of study in Education, only 69% (n=4,421) of them were teaching in Georgia classrooms. Over 50% of the graduates repaying with cash are not teaching in Georgia (56.9% for graduate; and 76.1% for undergraduates).

These varied initiatives designed to attract, recruit and hire new teachers into the system are beginning to yield good results. The next section examines the resulting new teacher additions and the sources from which they are being hired.

**New Teacher Hires**

New teacher hires increased from 11,817 in FY01 to 13,084 in FY02. The number one source of FY02 new teacher hires was out-of-state hires (n=4,255). This accounts for 32.5% of total new teacher hires. Nearly twenty-two percent (21.9%, n=2,868) of the newly hired teachers were prepared through Georgia’s teacher education programs. Some hires were, in fact, student teachers as recently as FY02 (n=395). Most (n=2,178), however, were student teachers in FY01. The third largest source (n=2,768 or 21.1%) was from experienced Georgia teachers returning to the teacher workforce after a break in service. Alternative certification programs provided a total of 2,317 (17.7%) new teachers in FY02 (See Figure 3.1).

**Figure 3.1. Sources of Newly Hired Teachers, FY02**
(Source: CPI, EWRAD/PSC, 2002)
New Teacher Hires By RESA

Consistent with FY01 study results, Metro RESA hired the highest percentage of new teachers at 42.6%, an increase of four percent over FY01. The second highest number of new teacher hires was found in First District RESA, which hired 1,124 (8.6%) new teachers in FY02. Although the percentage of new teacher hires for Metro RESA was 42.6%, when the number of new teacher hires is viewed as a percentage of all teachers in that RESA, new hires account for only 15.5% of total teachers in Metro RESA. This percentage is comparable to that of other RESAs. Table 3.6 shows the distribution of new teacher hires by RESA.

Table 3.6. New Teacher Hires by RESA, FY02

<table>
<thead>
<tr>
<th>RESA</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Savannah</td>
<td>551</td>
<td>4.21</td>
</tr>
<tr>
<td>Chattahoochee</td>
<td>417</td>
<td>3.19</td>
</tr>
<tr>
<td>Coastal Plains</td>
<td>225</td>
<td>1.72</td>
</tr>
<tr>
<td>First District</td>
<td>1,124</td>
<td>8.59</td>
</tr>
<tr>
<td>Griffin</td>
<td>650</td>
<td>4.97</td>
</tr>
<tr>
<td>Heart of Georgia</td>
<td>123</td>
<td>0.94</td>
</tr>
<tr>
<td>Metro</td>
<td>5,570</td>
<td>42.57</td>
</tr>
<tr>
<td>Middle Georgia</td>
<td>439</td>
<td>3.36</td>
</tr>
<tr>
<td>Northeast Georgia</td>
<td>538</td>
<td>4.11</td>
</tr>
<tr>
<td>North Georgia</td>
<td>625</td>
<td>4.78</td>
</tr>
<tr>
<td>Northwest Georgia</td>
<td>925</td>
<td>7.07</td>
</tr>
<tr>
<td>Oconee</td>
<td>134</td>
<td>1.02</td>
</tr>
<tr>
<td>Okefenokee</td>
<td>171</td>
<td>1.31</td>
</tr>
<tr>
<td>Pioneer</td>
<td>690</td>
<td>5.27</td>
</tr>
<tr>
<td>Southwest Georgia</td>
<td>398</td>
<td>3.04</td>
</tr>
<tr>
<td>West Georgia</td>
<td>504</td>
<td>3.85</td>
</tr>
</tbody>
</table>
| **TOTAL**         | **13,084** | **100.00**

Source: CPI, EWRAD/PSC, 2002

Newly Hired Teachers by Subject Areas Taught

Newly hired teachers in the elementary grades accounted for 42% (n=5,576) of all new hires in FY02. This was, however, a drop from FY01, when elementary grades teachers constituted 47%. Middle grades teachers accounted for 8.1% (n=1,055) of new teachers. A look at new hires teaching the four core subjects (i.e., English, Math, Science, and Social Science) reveals that 1,026 new English teachers; 797 new Math teachers; 691 new Science teachers; and 654 new Social Science teachers were hired in FY02. This is shown in Table 3.7.
Table 3.7. New Teacher Hires Distributed by Subject Taught, FY02

<table>
<thead>
<tr>
<th>Subject Matter</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Regular Education Subjects</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian Language</td>
<td>1</td>
<td>0.01</td>
</tr>
<tr>
<td>Chorus</td>
<td>26</td>
<td>0.20</td>
</tr>
<tr>
<td>Dance</td>
<td>3</td>
<td>0.02</td>
</tr>
<tr>
<td>Drama Arts</td>
<td>33</td>
<td>0.25</td>
</tr>
<tr>
<td>Education</td>
<td>43</td>
<td>0.33</td>
</tr>
<tr>
<td>Elementary</td>
<td>5,576</td>
<td>42.62</td>
</tr>
<tr>
<td>English</td>
<td>1,026</td>
<td>7.84</td>
</tr>
<tr>
<td>ESOL</td>
<td>109</td>
<td>0.83</td>
</tr>
<tr>
<td>Gifted</td>
<td>45</td>
<td>0.34</td>
</tr>
<tr>
<td>German, Slavic &amp; Classical Language</td>
<td>23</td>
<td>0.18</td>
</tr>
<tr>
<td>Health</td>
<td>106</td>
<td>0.81</td>
</tr>
<tr>
<td>High School (9-12) Miscellaneous</td>
<td>364</td>
<td>2.78</td>
</tr>
<tr>
<td>Life Science</td>
<td>257</td>
<td>1.92</td>
</tr>
<tr>
<td>Mathematics</td>
<td>797</td>
<td>6.09</td>
</tr>
<tr>
<td>Middle Grades</td>
<td>1,055</td>
<td>8.06</td>
</tr>
<tr>
<td>Military Science</td>
<td>3</td>
<td>0.02</td>
</tr>
<tr>
<td>Music</td>
<td>300</td>
<td>2.29</td>
</tr>
<tr>
<td>P-12 Miscellaneous</td>
<td>456</td>
<td>3.49</td>
</tr>
<tr>
<td>Physical Education</td>
<td>363</td>
<td>2.77</td>
</tr>
<tr>
<td>Physical Science</td>
<td>356</td>
<td>2.95</td>
</tr>
<tr>
<td>Professional/Career Preparation</td>
<td>23</td>
<td>0.18</td>
</tr>
<tr>
<td>Romance Language</td>
<td>308</td>
<td>2.35</td>
</tr>
<tr>
<td>Science</td>
<td>18</td>
<td>0.14</td>
</tr>
<tr>
<td>Social Science</td>
<td>654</td>
<td>5.00</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>183</td>
<td>1.40</td>
</tr>
<tr>
<td><strong>Special Education Subjects</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Sign Language</td>
<td>5</td>
<td>0.04</td>
</tr>
<tr>
<td>Personal, Interpersonal &amp; Social Skills</td>
<td>211</td>
<td>1.61</td>
</tr>
<tr>
<td><strong>Vocational Subjects</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agricultural Business</td>
<td>13</td>
<td>0.10</td>
</tr>
<tr>
<td>Agricultural Sciences &amp; Technology</td>
<td>14</td>
<td>0.11</td>
</tr>
<tr>
<td>Business Administration</td>
<td>77</td>
<td>0.59</td>
</tr>
<tr>
<td>Business Management</td>
<td>45</td>
<td>0.34</td>
</tr>
<tr>
<td>Communication Technologies</td>
<td>24</td>
<td>0.18</td>
</tr>
<tr>
<td>Computer &amp; Other Information Sciences</td>
<td>30</td>
<td>0.23</td>
</tr>
<tr>
<td>Construction Technology</td>
<td>20</td>
<td>0.15</td>
</tr>
<tr>
<td>Home Economics</td>
<td>65</td>
<td>0.50</td>
</tr>
<tr>
<td>Manufacturing Science</td>
<td>1</td>
<td>0.01</td>
</tr>
<tr>
<td>Mechanical Occupations</td>
<td>24</td>
<td>0.18</td>
</tr>
<tr>
<td>Marketing &amp; Distribution</td>
<td>9</td>
<td>0.07</td>
</tr>
<tr>
<td>Pr. Of Ed &amp; Career Exploration</td>
<td>25</td>
<td>0.19</td>
</tr>
<tr>
<td>Precision Production Occupations</td>
<td>12</td>
<td>0.09</td>
</tr>
<tr>
<td>Protective Services</td>
<td>9</td>
<td>0.07</td>
</tr>
<tr>
<td>Personal Services Occupations</td>
<td>14</td>
<td>0.11</td>
</tr>
<tr>
<td>Technology Education</td>
<td>68</td>
<td>0.52</td>
</tr>
<tr>
<td><strong>Not Specified (No Codes)</strong></td>
<td>220</td>
<td>1.68</td>
</tr>
<tr>
<td><strong>Not Applicable (Code 999)</strong></td>
<td>10</td>
<td>0.08</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>13,084</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: CPI, EWRAD/PSC, 2002

**Grade Level Placements of New Teacher Hires**

Over 5,000 (40%) of the new teachers were hired in the elementary grades (K-5). This is more than double the number hired in the middle grades (n=2,411). Table 3.8 shows the grade level distribution of FY02 newly hired teachers.
### Table 3.8. New Teacher Hires Distributed by Personnel Category/Grade Level, FY02

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K</td>
<td>144</td>
<td>1.10</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>558</td>
<td>4.26</td>
</tr>
<tr>
<td>EIPK</td>
<td>118</td>
<td>0.90</td>
</tr>
<tr>
<td>Grade 1</td>
<td>717</td>
<td>5.48</td>
</tr>
<tr>
<td>Grade 2</td>
<td>646</td>
<td>4.94</td>
</tr>
<tr>
<td>Grade 3</td>
<td>774</td>
<td>5.92</td>
</tr>
<tr>
<td>EIP1-3</td>
<td>370</td>
<td>2.83</td>
</tr>
<tr>
<td>Grade 4</td>
<td>700</td>
<td>5.35</td>
</tr>
<tr>
<td>Grade 5</td>
<td>587</td>
<td>4.49</td>
</tr>
<tr>
<td>EIP 4-5</td>
<td>140</td>
<td>1.07</td>
</tr>
<tr>
<td>Other Elementary</td>
<td>466</td>
<td>3.56</td>
</tr>
<tr>
<td><strong>Total EIP</strong></td>
<td>628</td>
<td>4.79</td>
</tr>
<tr>
<td><strong>Elementary Total (K-5)</strong></td>
<td>5,076</td>
<td>39.90</td>
</tr>
<tr>
<td>Grade 6</td>
<td>472</td>
<td>3.61</td>
</tr>
<tr>
<td>Grade 7</td>
<td>488</td>
<td>3.73</td>
</tr>
<tr>
<td>Grade 8</td>
<td>383</td>
<td>2.93</td>
</tr>
<tr>
<td>Other Middle Grades Assignment</td>
<td>1,068</td>
<td>8.16</td>
</tr>
<tr>
<td><strong>Middle Grades Total</strong></td>
<td>2,411</td>
<td>18.43</td>
</tr>
<tr>
<td><strong>High School (9-12) Total</strong></td>
<td>2,182</td>
<td>16.68</td>
</tr>
<tr>
<td>Instructional Specialists</td>
<td>474</td>
<td>3.62</td>
</tr>
<tr>
<td>Special Education Teachers</td>
<td>2,157</td>
<td>16.49</td>
</tr>
<tr>
<td>Vocational Education Teachers</td>
<td>269</td>
<td>2.06</td>
</tr>
<tr>
<td>ESOL Teachers</td>
<td>112</td>
<td>0.86</td>
</tr>
<tr>
<td>Literacy Coach</td>
<td>8</td>
<td>0.06</td>
</tr>
<tr>
<td>GATAPP</td>
<td>161</td>
<td>1.23</td>
</tr>
<tr>
<td>Other Teachers</td>
<td>90</td>
<td>0.69</td>
</tr>
<tr>
<td><strong>TOTAL New Teacher Hires</strong></td>
<td>13,084</td>
<td>100</td>
</tr>
</tbody>
</table>

*Source: CPI, EWRAD/PSC, 2002*

### Demographics of New Teacher Hires

The majority of FY02 new teacher hires were female (79.2%). There was an increase in the percentage of new male teachers in FY02 to 20.8% from 18.7% in FY01. The mean age of new teacher hires in FY02 was 35 years and the modal age was 24 years. New hires were one year older on average than those in FY01. The teaching experience of these new teachers ranged from zero to 40 years. Half (50.8%) of the new teachers had zero years of teaching experience, while the average experience level was 4 years.
Table 3.9. Demographic Profile of New Hires and the Total Georgia Workforce, FY02

<table>
<thead>
<tr>
<th>Demographic Characteristic</th>
<th>New Teacher Hires %</th>
<th>Total Georgia Workforce %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>79.2</td>
<td>82.1</td>
</tr>
<tr>
<td>Male</td>
<td>20.8</td>
<td>17.9</td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>73.9</td>
<td>78.0</td>
</tr>
<tr>
<td>Black</td>
<td>23.3</td>
<td>20.6</td>
</tr>
</tbody>
</table>

Source: CPI, EWRAD/PSC, 2002

Certification Level of New Teacher Hires

Over two-thirds (72.3%) of the new teachers hired in FY02 were certified at the baccalaureate level, this pattern has remained consistent over a 10-year period. Table 3.10 details the certificate level of newly hired teachers in FY02.

Table 3.10. Certification Levels of Newly Hired Teachers, FY02

<table>
<thead>
<tr>
<th>Educational Attainment</th>
<th>New Teacher Count</th>
<th>Percent of New Hires</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Diploma</td>
<td>27</td>
<td>0.2</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>61</td>
<td>0.5</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>9,457</td>
<td>72.3</td>
</tr>
<tr>
<td>Master's Degree</td>
<td>3,126</td>
<td>23.9</td>
</tr>
<tr>
<td>Specialist Degree</td>
<td>302</td>
<td>2.3</td>
</tr>
<tr>
<td>Doctorate Degree</td>
<td>111</td>
<td>0.8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>13,084</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: CPI, EWRAD/PSC, 2002

Sources of New Teachers

Table 3.11 shows the sources for newly hired teachers in FY02. It is interesting that out-of-state sources far outstripped other sources of teacher supply in FY02. This might be partly attributed to the efforts of TeachGeorgia.org, which targets out-of-state prospects. Another important development is the redistribution of contributions from various sources.
### Table 3.11. Sources of New Teacher Hires in Georgia, FY01–FY02

<table>
<thead>
<tr>
<th>Source</th>
<th>Academic Year FY01</th>
<th>Academic Year FY02</th>
</tr>
</thead>
<tbody>
<tr>
<td>Returning Teachers *</td>
<td>29.0</td>
<td>21.1</td>
</tr>
<tr>
<td>Delayed Employment b</td>
<td>4.0</td>
<td>2.3</td>
</tr>
<tr>
<td>Georgia Educator Preparation Institutions c</td>
<td>21.0</td>
<td>21.9</td>
</tr>
<tr>
<td>Alternative Preparation d</td>
<td>10.0</td>
<td>17.7</td>
</tr>
<tr>
<td>Out-of-state Teachers e</td>
<td>26.0</td>
<td>32.5</td>
</tr>
<tr>
<td>Non-Lateral transfers to Teaching</td>
<td>-</td>
<td>2.5</td>
</tr>
<tr>
<td>Other Sources</td>
<td>10.0</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: CPI and CSI, DOE/EWRAD/PSC, 2002

* Category not included
* Returning Teachers: Teachers certified in Georgia who are returning to the classroom after a break in service.
* Delayed Employment: Teachers who are just beginning their career even though they are not in the prior year’s student teacher cohort.
* Georgia Educator Preparation Institutions: Prior year graduates.
* Alternative Certification: Teachers who begin teaching with a provisional certificate.
* Out-of-state Teachers: Teachers who are prepared and/or certified outside of Georgia.

### Newly Prepared Georgia Teachers

In FY01, Georgia’s public and private colleges prepared a total of 3,784 student teachers or prospective teacher candidates for FY02. A total of 3,159 became certified in FY02 (see Figure 3.2). Out of this group of student teachers, 2,725 were employed in Georgia classrooms in FY02, accounting for 86.3% of the total certified in FY02. This first year “yield” (i.e., FY01 student teachers teaching in FY02) constituted 72% of the total prepared, an increase from 62% in FY01.

**Figure 3.2. Newly Prepared Georgia Teacher Yield**

In FY02, 3,388 student teachers were prepared in Georgia’s public and private teacher preparation programs. This represents a decline of 386 student teachers between FY01 and FY02. Of the FY02 newly prepared student teachers, 426
are employed in Georgia’s school systems. The number of newly prepared teachers from traditional teacher preparation programs in Georgia has continued to decline (see Figure 3.3). This may be due to various reasons. One reason might be the considerably good economy over the past 4 to 5 years. From past history in Georgia, teaching does not compete very well with other professions when the economy is strong. But in times of a recession, schools continue to hire needed teachers. The recent downturn of the economy may arouse the interest of students and other professionals in teaching as a career. There is a need to implement strategies to respond to economic trends. Other real and perceived inadequacies in the school workplace include:

- Long hours and low salaries;
- A lack of administrative and parental support;
- Disruptive and frequently dangerous student and parent behavior;
- Limited opportunities for professional training and advancement; and
- Inadequate facilities.

**Figure 3.3. Georgia Student Teacher Production, FY97-FY02**
(Source: CPI, EWRAD/PSC, 2002)

Table 3.12 shows the production and yield level for Georgia public and private colleges from FY98 to FY02. The top five producers of teachers in FY02 were the University of Georgia (15.9%), Kennesaw State University (10%), Georgia State University (8.1%), Valdosta State University (7.8%), and the State University of West Georgia (6.6%).
Table 3.12. Student Teacher Production by College, FY99- FY02

<table>
<thead>
<tr>
<th>College Name</th>
<th>FY99 #</th>
<th>FY99 %</th>
<th>FY00 #</th>
<th>FY00 %</th>
<th>FY01 #</th>
<th>FY01 %</th>
<th>FY02 #</th>
<th>FY02 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agnes Scott College</td>
<td>20</td>
<td>0.45</td>
<td>21</td>
<td>0.51</td>
<td>15</td>
<td>0.40</td>
<td>12</td>
<td>-0.35</td>
</tr>
<tr>
<td>Albany State University</td>
<td>89</td>
<td>2.02</td>
<td>62</td>
<td>1.52</td>
<td>71</td>
<td>1.88</td>
<td>59</td>
<td>-1.74</td>
</tr>
<tr>
<td>Armstrong Atlantic State</td>
<td>210</td>
<td>4.76</td>
<td>148</td>
<td>3.62</td>
<td>131</td>
<td>3.46</td>
<td>115</td>
<td>-3.39</td>
</tr>
<tr>
<td>Augusta State University</td>
<td>165</td>
<td>3.74</td>
<td>110</td>
<td>2.69</td>
<td>97</td>
<td>2.56</td>
<td>85</td>
<td>-2.51</td>
</tr>
<tr>
<td>Berry College</td>
<td>93</td>
<td>2.11</td>
<td>99</td>
<td>2.42</td>
<td>82</td>
<td>2.17</td>
<td>63</td>
<td>-1.86</td>
</tr>
<tr>
<td>Brenau University</td>
<td>201</td>
<td>4.56</td>
<td>164</td>
<td>4.01</td>
<td>158</td>
<td>4.18</td>
<td>114</td>
<td>-3.36</td>
</tr>
<tr>
<td>Brewton-Parker College</td>
<td>90</td>
<td>2.04</td>
<td>*</td>
<td>*</td>
<td>66</td>
<td>1.74</td>
<td>50</td>
<td>-1.48</td>
</tr>
<tr>
<td>Clark Atlanta University</td>
<td>51</td>
<td>1.16</td>
<td>53</td>
<td>1.30</td>
<td>54</td>
<td>1.43</td>
<td>66</td>
<td>+1.95</td>
</tr>
<tr>
<td>Clayton College &amp; State Univ.</td>
<td>28</td>
<td>0.63</td>
<td>28</td>
<td>0.68</td>
<td>19</td>
<td>0.50</td>
<td>25</td>
<td>+0.74</td>
</tr>
<tr>
<td>Columbus State University</td>
<td>104</td>
<td>2.63</td>
<td>126</td>
<td>3.08</td>
<td>99</td>
<td>2.62</td>
<td>81</td>
<td>-2.39</td>
</tr>
<tr>
<td>Covenant College</td>
<td>21</td>
<td>0.48</td>
<td>40</td>
<td>0.98</td>
<td>23</td>
<td>0.61</td>
<td>30</td>
<td>+0.89</td>
</tr>
<tr>
<td>Emmanuel College</td>
<td>33</td>
<td>0.75</td>
<td>17</td>
<td>0.42</td>
<td>29</td>
<td>0.77</td>
<td>30</td>
<td>+0.89</td>
</tr>
<tr>
<td>Emory University</td>
<td>10</td>
<td>0.23</td>
<td>12</td>
<td>0.29</td>
<td>12</td>
<td>0.32</td>
<td>14</td>
<td>0.41</td>
</tr>
<tr>
<td>Fort Valley State University</td>
<td>91</td>
<td>2.06</td>
<td>68</td>
<td>1.66</td>
<td>28</td>
<td>0.74</td>
<td>32</td>
<td>+0.94</td>
</tr>
<tr>
<td>Georgia College &amp; St. Univ.</td>
<td>194</td>
<td>4.40</td>
<td>123</td>
<td>3.01</td>
<td>122</td>
<td>3.22</td>
<td>112</td>
<td>-3.31</td>
</tr>
<tr>
<td>Georgia Southern University</td>
<td>323</td>
<td>7.32</td>
<td>370</td>
<td>9.05</td>
<td>244</td>
<td>6.45</td>
<td>198</td>
<td>-5.84</td>
</tr>
<tr>
<td>Georgia Southwestern Univ.</td>
<td>130</td>
<td>2.95</td>
<td>95</td>
<td>2.32</td>
<td>87</td>
<td>2.30</td>
<td>91</td>
<td>+2.69</td>
</tr>
<tr>
<td>Georgia State University</td>
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<td>6.92</td>
<td>329</td>
<td>8.04</td>
<td>271</td>
<td>7.16</td>
<td>274</td>
<td>+8.09</td>
</tr>
<tr>
<td>Kennesaw State University</td>
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<td>7.28</td>
<td>337</td>
<td>8.24</td>
<td>349</td>
<td>9.22</td>
<td>337</td>
<td>-9.95</td>
</tr>
<tr>
<td>LaGrange College</td>
<td>33</td>
<td>0.75</td>
<td>34</td>
<td>0.83</td>
<td>22</td>
<td>0.58</td>
<td>25</td>
<td>+0.74</td>
</tr>
<tr>
<td>Mercer University</td>
<td>229</td>
<td>5.19</td>
<td>275</td>
<td>6.72</td>
<td>215</td>
<td>5.68</td>
<td>150</td>
<td>-4.43</td>
</tr>
<tr>
<td>Morris Brown College</td>
<td>*</td>
<td>*</td>
<td>18</td>
<td>0.44</td>
<td>29</td>
<td>0.77</td>
<td>2</td>
<td>-0.06</td>
</tr>
<tr>
<td>North GA Coll. &amp; St. Univ.</td>
<td>144</td>
<td>3.27</td>
<td>147</td>
<td>3.59</td>
<td>141</td>
<td>3.73</td>
<td>123</td>
<td>-3.63</td>
</tr>
<tr>
<td>Oglethorpe University</td>
<td>28</td>
<td>0.63</td>
<td>28</td>
<td>0.68</td>
<td>22</td>
<td>0.58</td>
<td>19</td>
<td>-0.56</td>
</tr>
<tr>
<td>Paine College</td>
<td>*</td>
<td>*</td>
<td>18</td>
<td>0.44</td>
<td>38</td>
<td>1.00</td>
<td>13</td>
<td>-0.38</td>
</tr>
<tr>
<td>Piedmont College</td>
<td>120</td>
<td>2.72</td>
<td>94</td>
<td>2.30</td>
<td>116</td>
<td>3.07</td>
<td>80</td>
<td>-2.36</td>
</tr>
<tr>
<td>Shorter College</td>
<td>53</td>
<td>1.20</td>
<td>56</td>
<td>1.37</td>
<td>63</td>
<td>1.66</td>
<td>65</td>
<td>+1.92</td>
</tr>
<tr>
<td>Spelman College</td>
<td>33</td>
<td>0.75</td>
<td>18</td>
<td>0.44</td>
<td>34</td>
<td>0.90</td>
<td>28</td>
<td>-0.83</td>
</tr>
<tr>
<td>State Univ. of West Georgia</td>
<td>298</td>
<td>6.76</td>
<td>225</td>
<td>5.50</td>
<td>275</td>
<td>7.27</td>
<td>225</td>
<td>-6.64</td>
</tr>
<tr>
<td>Thomas College</td>
<td>27</td>
<td>0.61</td>
<td>2</td>
<td>0.05</td>
<td>13</td>
<td>0.34</td>
<td>19</td>
<td>+0.56</td>
</tr>
<tr>
<td>Toccoa Falls College</td>
<td>31</td>
<td>0.7</td>
<td>23</td>
<td>0.56</td>
<td>30</td>
<td>0.79</td>
<td>36</td>
<td>+1.06</td>
</tr>
<tr>
<td>University of Georgia</td>
<td>534</td>
<td>12.11</td>
<td>596</td>
<td>14.6</td>
<td>496</td>
<td>13.11</td>
<td>539</td>
<td>+15.91</td>
</tr>
<tr>
<td>Valdosta State University</td>
<td>383</td>
<td>8.68</td>
<td>337</td>
<td>8.24</td>
<td>321</td>
<td>8.48</td>
<td>265</td>
<td>-7.82</td>
</tr>
<tr>
<td>Wesleyan College</td>
<td>18</td>
<td>0.41</td>
<td>17</td>
<td>0.42</td>
<td>12</td>
<td>0.32</td>
<td>11</td>
<td>-0.32</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>4,410</td>
<td>100</td>
<td>4,090</td>
<td>100</td>
<td>3,784</td>
<td>100</td>
<td>3,388</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: PSC/EWRAD: Capstone, 2002
*Data not available
**During the FY98-FY99 period, GSU actually reported 356 student teachers, but the social security numbers for 276 of these persons were not available for tracking their employment history.
* Note: These totals represent number of student teachers for whom their colleges were reimbursed for the cost of student teaching supervision. This may be slightly less than the number of student teachers produced.

Table 3.13 shows the top 20 hiring school systems for FY01 student teachers. School systems within the Metro RESA hired the highest numbers of newly prepared teachers in FY02.
Table 3.13. Top Twenty FY02 Hiring Systems for FY01 Student Teachers

<table>
<thead>
<tr>
<th>School System</th>
<th># Of Newly Hired Student Teachers</th>
<th>School System</th>
<th># Of Newly Hired Student Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gwinnett County</td>
<td>265</td>
<td>Clayton County</td>
<td>48</td>
</tr>
<tr>
<td>Cobb County</td>
<td>206</td>
<td>Houston County</td>
<td>47</td>
</tr>
<tr>
<td>Fulton County</td>
<td>138</td>
<td>Muscogee County</td>
<td>46</td>
</tr>
<tr>
<td>DeKalb County</td>
<td>125</td>
<td>Barrow County</td>
<td>43</td>
</tr>
<tr>
<td>Atlanta City</td>
<td>80</td>
<td>Forsyth County</td>
<td>43</td>
</tr>
<tr>
<td>Cherokee County</td>
<td>60</td>
<td>Paulding County</td>
<td>43</td>
</tr>
<tr>
<td>Chatham County</td>
<td>59</td>
<td>Fayette County</td>
<td>40</td>
</tr>
<tr>
<td>Richmond County</td>
<td>58</td>
<td>Henry County</td>
<td>40</td>
</tr>
<tr>
<td>Bartow County</td>
<td>53</td>
<td>Newton County</td>
<td>38</td>
</tr>
<tr>
<td>Hall County</td>
<td>49</td>
<td>Carroll</td>
<td>37</td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC: Capstone, CPI, 2002

Student Teacher Production by Field

Teachers produced every year by the various colleges are not evenly distributed among the content areas. As in previous years, Early Childhood Education is the most popular, accounting for 42.4% of the student teachers in FY02, followed by Middle Grades Education with 15.1%. All fields, with the exception of Art Education, experienced a decline in numbers from FY01. Table 3.14 shows the most common teaching fields of student teachers from FY00 to FY02.

Table 3.14. Most Common Teaching Fields of FY00-FY02 Student Teachers

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>FY00</th>
<th></th>
<th>FY01</th>
<th></th>
<th>FY02</th>
<th></th>
<th>% Change from FY01 to FY02</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Education</td>
<td>1,553</td>
<td>39.9</td>
<td>1,644</td>
<td>43.5</td>
<td>1,435</td>
<td>42.4</td>
<td>-12.71</td>
</tr>
<tr>
<td>Middle Grades Education</td>
<td>673</td>
<td>17.3</td>
<td>571</td>
<td>15.1</td>
<td>510</td>
<td>15.1</td>
<td>-10.68</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>200</td>
<td>5.1</td>
<td>179</td>
<td>4.7</td>
<td>160</td>
<td>4.7</td>
<td>-10.61</td>
</tr>
<tr>
<td>Social Science</td>
<td>218</td>
<td>5.61</td>
<td>225</td>
<td>6.0</td>
<td>195</td>
<td>5.8</td>
<td>-13.33</td>
</tr>
<tr>
<td>English</td>
<td>185</td>
<td>4.8</td>
<td>159</td>
<td>4.2</td>
<td>147</td>
<td>4.3</td>
<td>-7.55</td>
</tr>
<tr>
<td>Sciences (All areas)</td>
<td>146</td>
<td>3.8</td>
<td>71</td>
<td>1.9</td>
<td>88</td>
<td>2.5</td>
<td>19.72</td>
</tr>
<tr>
<td>Music</td>
<td>141</td>
<td>3.6</td>
<td>137</td>
<td>3.6</td>
<td>136</td>
<td>4.0</td>
<td>-0.73</td>
</tr>
<tr>
<td>Mathematics</td>
<td>124</td>
<td>3.2</td>
<td>118</td>
<td>3.1</td>
<td>110</td>
<td>3.3</td>
<td>-6.78</td>
</tr>
<tr>
<td>Inter-related Special Education</td>
<td>*</td>
<td>*</td>
<td>127</td>
<td>3.4</td>
<td>110</td>
<td>3.3</td>
<td>-13.39</td>
</tr>
<tr>
<td>Speech &amp; Language Pathologist</td>
<td>*</td>
<td>*</td>
<td>113</td>
<td>3.0</td>
<td>93</td>
<td>2.7</td>
<td>-17.70</td>
</tr>
<tr>
<td>Art Education</td>
<td>91</td>
<td>2.3</td>
<td>83</td>
<td>2.2</td>
<td>85</td>
<td>2.5</td>
<td>2.41</td>
</tr>
<tr>
<td>History</td>
<td>34</td>
<td>0.9</td>
<td>44</td>
<td>1.2</td>
<td>41</td>
<td>1.2</td>
<td>-6.82</td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002

Certification and Employment Yield of Teachers

The certification and employment yields of teachers represent proportions of student teachers prepared from Georgia’s teacher preparation programs that are certified and employed in Georgia’s Pre-K-12 public schools. Table 3.15 shows production, certification, and employment yields from FY98-FY02.
Table 3.15. Student Teacher Production and Placement in Georgia, FY98 – FY02

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Student Teachers</th>
<th>Certified by the Following Year</th>
<th>Teaching by the Following Year (as % of Certified)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>FY98</td>
<td>5,139</td>
<td>4,391</td>
<td>83.4</td>
</tr>
<tr>
<td>FY99</td>
<td>4,410</td>
<td>3,544</td>
<td>80.4</td>
</tr>
<tr>
<td>FY00</td>
<td>4,090</td>
<td>3,218</td>
<td>78.7</td>
</tr>
<tr>
<td>FY01</td>
<td>3,784</td>
<td>3,159</td>
<td>83.5</td>
</tr>
<tr>
<td>FY02</td>
<td>3,388</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC: Capstone, 2002

The certification yield is beginning to rise again after a decline from FY98 to FY00. The employment yield, on the other hand, has steadily risen from 64.3% in FY99 to 86.3% in FY01. This reflects slow economic times and expanded teacher needs in Georgia’s school systems within this period.

**Alternative Preparation**

Alternative preparation programs have become an increasingly important source of teacher supply in Georgia. One reason for this is that teacher production from the traditional route has continued to decline at a time when demand has increased due to enrollment growth, teacher attrition, and class size reduction. The number of newly hired teachers prepared through alternative routes rose from 1,202 in FY01 to 2,317 in FY02.

**Georgia Teacher Alternative Preparation Program**

The Georgia Teacher Alternative Preparation Program (GATAPP) is an alternative preparation program established by the PSC to help meet the shortfall in new teacher supply from teacher preparation institutions. The program is another means through which individuals who hold Bachelor’s or higher degrees in non-education fields can obtain preparation and enter the teaching profession.

GATAPP began in the summer of FY01. Those participants appear for the first time in the CPI in FY02. Although more than 600 individuals are participating in the program, only 495 of them appear in the CPI. There are a number of plausible explanations. One explanation is that some participants were not able to find teaching positions and, therefore, do not appear in the employment file. The second explanation is poor data collection. Some participants submitted incorrect social security numbers and birth dates, while others failed to submit any at all. Without a correct social security number, it is difficult to track GATAPP intern teachers through the school system and CPI data. It is hoped that more complete data will be available next year.

Of the 495 reportable GATAPP participants, 73% are female and 25.7% are male (the rest are unspecified). About 58% of the participants are White and 38.6% are Black. The corresponding percentages in the overall teacher workforce are...
about 81% female, 78% White, and 20% Black. These numbers suggest that the program is successfully targeting males and minority candidates.

With regard to types of certificates held by GATAPP participants, numerous types were represented: permits, service, regular teacher, provisional, probationary, and intern certificates. This is surprising because the participants are not supposed to have certification beyond the intern certificate. Similarly, it is curious that about 50 of the participants were already teachers in FY02, when the program is designed to contribute to new teacher production in Georgia.

Inconsistent coding systems make it difficult to track participants through their teaching career, especially with regard to mobility and attrition. Missing or incorrect social security numbers make it difficult, if not impossible, to evaluate the effectiveness of the program or to compare its graduates with those of traditional programs. Figure 3.4 shows alternative route teachers as a percentage of newly hired teachers.

**Figure 3.4. Alternative Route Teachers as Percentage of Newly Hired Teachers**
(Source: CPI, EWRAD/PSC, 2002)

[Graph showing percentage of alternative route teachers per year from FY97 to FY02]

**Retired Teachers**

A source of new teachers for Georgia’s teacher workforce, and a subset of returning teachers, is retired teachers. A total of 186 retirees were employed in Georgia public school classrooms in FY02. Most (n=62) were teaching in the elementary subject field (see Table 3.16). Over fifty percent (54.3%) of the retirees had 30 or more years of teaching experience. About half (50.5%) held Life Teaching Certificates. The second largest group had regular teaching certificates (37.6%). Metro RESA hired 42.5% of the retirees, with the Gwinnett County school system accounting for 65% of the total hired within the RESA.
### Table 3.16. Retirees Working in the Workforce by Subject Fields, FY02

<table>
<thead>
<tr>
<th>Subject Field</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Instruction</td>
<td>62</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>19</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>18</td>
</tr>
<tr>
<td>Mathematics</td>
<td>14</td>
</tr>
<tr>
<td>Health</td>
<td>10</td>
</tr>
<tr>
<td>Middle Grades (6-8)</td>
<td>8</td>
</tr>
<tr>
<td>High School Grades (9-12)</td>
<td>6</td>
</tr>
<tr>
<td>Music</td>
<td>6</td>
</tr>
<tr>
<td>P-12 Miscellaneous</td>
<td>6</td>
</tr>
<tr>
<td>Physical Education</td>
<td>6</td>
</tr>
<tr>
<td>Life Sciences</td>
<td>5</td>
</tr>
<tr>
<td>Physical Sciences</td>
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</tr>
<tr>
<td>Gifted</td>
<td>2</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>2</td>
</tr>
<tr>
<td>Romance Languages</td>
<td>2</td>
</tr>
<tr>
<td>Personal, Interpersonal, &amp; Social Skills</td>
<td>2</td>
</tr>
<tr>
<td>Business Administration</td>
<td>2</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>2</td>
</tr>
<tr>
<td>Technology Education</td>
<td>2</td>
</tr>
<tr>
<td>Chorus</td>
<td>1</td>
</tr>
<tr>
<td>Education</td>
<td>1</td>
</tr>
<tr>
<td>English to Speakers of Other Languages (ESOL)</td>
<td>1</td>
</tr>
<tr>
<td>Professional Career Preparation</td>
<td>1</td>
</tr>
<tr>
<td>Communication Technologies</td>
<td>1</td>
</tr>
<tr>
<td>Mechanical Occupations (including DCT)</td>
<td>1</td>
</tr>
<tr>
<td>Program of Education &amp; Career Exploration</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>186</strong></td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC/TRS, 2002

**Teacher Supply in Georgia’s High Schools**

For a number of reasons, attrition is slightly more prevalent among high school teachers than other personnel categories of the teacher workforce. One reason is the abundance of provisionally certified teachers within this grade level who are identified as having higher rates of attrition than other groups of teachers. It is, therefore, important to track the trends, sources, and distribution of high school teachers. Table 3.17 shows the distribution of Georgia high school teachers for FY02 in the four core subjects. The numbers of newly hired educators teaching the four core subjects increased in FY02.
Table 3.17. Sources of Supply for Specific High School Teaching Fields

<table>
<thead>
<tr>
<th>Supply Summary</th>
<th>English</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing from FY01</td>
<td>2,994</td>
<td>2,749</td>
<td>2,505</td>
<td>2,609</td>
</tr>
<tr>
<td>Newly hired</td>
<td>434</td>
<td>413</td>
<td>357</td>
<td>319</td>
</tr>
</tbody>
</table>

**Sources of Newly Hired Teachers**

<table>
<thead>
<tr>
<th>Source of Newly Hired Teachers</th>
<th>English</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>From Georgia teacher preparation programs, FY01</td>
<td>104</td>
<td>110</td>
<td>99</td>
<td>236</td>
</tr>
<tr>
<td>Alternative route</td>
<td>82</td>
<td>82</td>
<td>95</td>
<td>35</td>
</tr>
<tr>
<td>Out-of-state certificate reciprocity</td>
<td>50</td>
<td>52</td>
<td>25</td>
<td>28</td>
</tr>
<tr>
<td>Out-of-state college recommendation</td>
<td>9</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Other sources (e.g., returning GA teachers)</td>
<td>167</td>
<td>152</td>
<td>106</td>
<td>102</td>
</tr>
</tbody>
</table>

Source: CPI, EWRAD/PSC, 2002

**Student Teacher Production in Core Academic Subjects in High School**

Table 3.18 shows student teacher supply for the four core subject areas. Consistent with the totals produced, the number of teachers in the four core subject areas dropped in FY02, the exception being in Science which increased to 99 from 88 in FY01. The number of Social Science students produced increased in FY01 to 269, but dropped to 236 in FY02. Almost two-thirds (65%) of the newly prepared English teachers were employed in FY02, an employment increase from 45% in FY01.

Table 3.18. Production of Teachers in the Core Subjects

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>FY99</th>
<th>FY00</th>
<th>FY01</th>
<th>FY02</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>208</td>
<td>185</td>
<td>159</td>
<td>147</td>
</tr>
<tr>
<td>Mathematics</td>
<td>125</td>
<td>117</td>
<td>118</td>
<td>110</td>
</tr>
<tr>
<td>Science</td>
<td>125</td>
<td>146</td>
<td>88</td>
<td>99</td>
</tr>
<tr>
<td>Social Science (including History)</td>
<td>324</td>
<td>252</td>
<td>269</td>
<td>236</td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, Capstone 2002

Of the total 2,182 high school teachers hired in FY02, 1,523 were hired into the four core subject areas. Tables 3.19 - 3.23 show the distribution of the 1,523 newly hired teachers in the four core subject areas. Consistent with the total teacher workforce RESA distribution, the highest percentages of teachers teaching in the four core subject areas are found in the Metro RESA.
Table 3.19. Distribution of Newly Hired High School Teachers in the Four Core Subjects by RESA, FY02

<table>
<thead>
<tr>
<th>RESA</th>
<th>English</th>
<th>Math</th>
<th>Science</th>
<th>Social Science</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Central Savannah</td>
<td>27</td>
<td>6.2</td>
<td>13</td>
<td>3.1</td>
</tr>
<tr>
<td>Chattahoochee</td>
<td>16</td>
<td>3.7</td>
<td>13</td>
<td>3.1</td>
</tr>
<tr>
<td>Coastal Plains</td>
<td>6</td>
<td>1.4</td>
<td>6</td>
<td>1.5</td>
</tr>
<tr>
<td>First District</td>
<td>34</td>
<td>7.8</td>
<td>44</td>
<td>10.7</td>
</tr>
<tr>
<td>Griffin</td>
<td>23</td>
<td>5.3</td>
<td>22</td>
<td>5.3</td>
</tr>
<tr>
<td>Heart of Georgia</td>
<td>1</td>
<td>0.2</td>
<td>6</td>
<td>1.5</td>
</tr>
<tr>
<td>Metro</td>
<td>170</td>
<td>39.2</td>
<td>190</td>
<td>46.0</td>
</tr>
<tr>
<td>Middle Georgia</td>
<td>15</td>
<td>3.5</td>
<td>8</td>
<td>1.9</td>
</tr>
<tr>
<td>North Georgia</td>
<td>17</td>
<td>3.9</td>
<td>20</td>
<td>4.8</td>
</tr>
<tr>
<td>Northeast Georgia</td>
<td>26</td>
<td>6.0</td>
<td>19</td>
<td>4.6</td>
</tr>
<tr>
<td>Northwest Georgia</td>
<td>30</td>
<td>6.9</td>
<td>25</td>
<td>6.1</td>
</tr>
<tr>
<td>Oconee</td>
<td>4</td>
<td>0.9</td>
<td>5</td>
<td>1.2</td>
</tr>
<tr>
<td>Okefenokee</td>
<td>5</td>
<td>1.2</td>
<td>2</td>
<td>0.5</td>
</tr>
<tr>
<td>Pioneer</td>
<td>20</td>
<td>4.6</td>
<td>18</td>
<td>4.4</td>
</tr>
<tr>
<td>Southwest Georgia</td>
<td>17</td>
<td>3.9</td>
<td>9</td>
<td>2.2</td>
</tr>
<tr>
<td>West Georgia</td>
<td>23</td>
<td>5.3</td>
<td>13</td>
<td>3.1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>434</td>
<td>100</td>
<td>413</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002

Table 3.20. New English Teachers as Percentage of All English Teachers by RESA, FY02

<table>
<thead>
<tr>
<th>RESA</th>
<th>All English Teachers</th>
<th>New English Teachers</th>
<th>% Of Total Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Central Savannah</td>
<td>204</td>
<td>13.2</td>
<td>27</td>
</tr>
<tr>
<td>Chattahoochee</td>
<td>141</td>
<td>11.3</td>
<td>16</td>
</tr>
<tr>
<td>Coastal Plains</td>
<td>100</td>
<td>6.0</td>
<td>6</td>
</tr>
<tr>
<td>First District</td>
<td>267</td>
<td>12.7</td>
<td>34</td>
</tr>
<tr>
<td>Griffin</td>
<td>201</td>
<td>11.4</td>
<td>23</td>
</tr>
<tr>
<td>Heart of Georgia</td>
<td>55</td>
<td>1.8</td>
<td>1</td>
</tr>
<tr>
<td>Metro</td>
<td>1,254</td>
<td>13.6</td>
<td>170</td>
</tr>
<tr>
<td>Middle Georgia</td>
<td>144</td>
<td>10.4</td>
<td>15</td>
</tr>
<tr>
<td>North Georgia</td>
<td>143</td>
<td>11.9</td>
<td>17</td>
</tr>
<tr>
<td>Northeast Georgia</td>
<td>151</td>
<td>17.2</td>
<td>26</td>
</tr>
<tr>
<td>Northwest Georgia</td>
<td>216</td>
<td>13.9</td>
<td>30</td>
</tr>
<tr>
<td>Oconee</td>
<td>50</td>
<td>8.0</td>
<td>4</td>
</tr>
<tr>
<td>Okefenokee</td>
<td>66</td>
<td>7.6</td>
<td>5</td>
</tr>
<tr>
<td>Pioneer</td>
<td>163</td>
<td>12.3</td>
<td>20</td>
</tr>
<tr>
<td>Southwest Georgia</td>
<td>162</td>
<td>10.5</td>
<td>17</td>
</tr>
<tr>
<td>West Georgia</td>
<td>143</td>
<td>16.1</td>
<td>23</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3,460</td>
<td>100</td>
<td>434</td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002
### Table 3.21. New Mathematics Teachers as Percentage of All Mathematics Teachers by RESA, FY02

<table>
<thead>
<tr>
<th>RESA</th>
<th>All Math Teachers</th>
<th>New Math Teachers</th>
<th>% Of Total Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Savannah</td>
<td>180</td>
<td>13</td>
<td>7.2</td>
</tr>
<tr>
<td>Chattahoochee</td>
<td>119</td>
<td>13</td>
<td>10.9</td>
</tr>
<tr>
<td>Coastal Plains</td>
<td>96</td>
<td>6</td>
<td>6.3</td>
</tr>
<tr>
<td>First District</td>
<td>247</td>
<td>44</td>
<td>17.8</td>
</tr>
<tr>
<td>Griffin</td>
<td>180</td>
<td>22</td>
<td>12.2</td>
</tr>
<tr>
<td>Heart of Georgia</td>
<td>47</td>
<td>6</td>
<td>12.8</td>
</tr>
<tr>
<td>Metro</td>
<td>1,154</td>
<td>190</td>
<td>16.5</td>
</tr>
<tr>
<td>Middle Georgia</td>
<td>133</td>
<td>8</td>
<td>6.0</td>
</tr>
<tr>
<td>North Georgia</td>
<td>128</td>
<td>20</td>
<td>15.6</td>
</tr>
<tr>
<td>Northeast Georgia</td>
<td>138</td>
<td>19</td>
<td>13.8</td>
</tr>
<tr>
<td>Northwest Georgia</td>
<td>199</td>
<td>25</td>
<td>12.6</td>
</tr>
<tr>
<td>Oconee</td>
<td>38</td>
<td>5</td>
<td>13.2</td>
</tr>
<tr>
<td>Okefenokee</td>
<td>52</td>
<td>2</td>
<td>3.8</td>
</tr>
<tr>
<td>Pioneer</td>
<td>161</td>
<td>18</td>
<td>11.2</td>
</tr>
<tr>
<td>Southwest Georgia</td>
<td>146</td>
<td>9</td>
<td>6.2</td>
</tr>
<tr>
<td>West Georgia</td>
<td>126</td>
<td>13</td>
<td>10.3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>3,144</strong></td>
<td><strong>413</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002

### Table 3.22. New Science Teachers as Percentage of All Science Teachers by RESA, FY02

<table>
<thead>
<tr>
<th>RESA</th>
<th>All Science Teachers</th>
<th>New Science Teachers</th>
<th>% Of Total Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Savannah</td>
<td>164</td>
<td>17</td>
<td>10.4</td>
</tr>
<tr>
<td>Chattahoochee</td>
<td>110</td>
<td>11</td>
<td>10.0</td>
</tr>
<tr>
<td>Coastal Plains</td>
<td>78</td>
<td>6</td>
<td>7.7</td>
</tr>
<tr>
<td>First District</td>
<td>219</td>
<td>29</td>
<td>13.2</td>
</tr>
<tr>
<td>Griffin</td>
<td>169</td>
<td>21</td>
<td>12.4</td>
</tr>
<tr>
<td>Heart of Georgia</td>
<td>47</td>
<td>4</td>
<td>8.5</td>
</tr>
<tr>
<td>Metro</td>
<td>1,092</td>
<td>165</td>
<td>15.1</td>
</tr>
<tr>
<td>Middle Georgia</td>
<td>122</td>
<td>7</td>
<td>5.7</td>
</tr>
<tr>
<td>North Georgia</td>
<td>117</td>
<td>20</td>
<td>17.1</td>
</tr>
<tr>
<td>Northeast Georgia</td>
<td>107</td>
<td>11</td>
<td>10.3</td>
</tr>
<tr>
<td>Northwest Georgia</td>
<td>176</td>
<td>18</td>
<td>10.2</td>
</tr>
<tr>
<td>Oconee</td>
<td>37</td>
<td>6</td>
<td>16.2</td>
</tr>
<tr>
<td>Okefenokee</td>
<td>46</td>
<td>3</td>
<td>6.5</td>
</tr>
<tr>
<td>Pioneer</td>
<td>136</td>
<td>9</td>
<td>6.6</td>
</tr>
<tr>
<td>Southwest Georgia</td>
<td>129</td>
<td>13</td>
<td>10.1</td>
</tr>
<tr>
<td>West Georgia</td>
<td>106</td>
<td>17</td>
<td>16.0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2,855</strong></td>
<td><strong>357</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002
Table 3.23. New Social Science Teachers as Proportion of All Social Science Teachers by RESA, FY02

<table>
<thead>
<tr>
<th>RESA</th>
<th>All Social Science Teachers</th>
<th>New Social Science Teachers</th>
<th>% Of Total Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Central Savannah</td>
<td>165</td>
<td>11</td>
<td>6.7</td>
</tr>
<tr>
<td>Chattahoochee</td>
<td>120</td>
<td>11</td>
<td>9.2</td>
</tr>
<tr>
<td>Coastal Plains</td>
<td>81</td>
<td>7</td>
<td>8.6</td>
</tr>
<tr>
<td>First District</td>
<td>258</td>
<td>29</td>
<td>11.2</td>
</tr>
<tr>
<td>Griffin</td>
<td>177</td>
<td>18</td>
<td>10.2</td>
</tr>
<tr>
<td>Heart of Georgia</td>
<td>48</td>
<td>4</td>
<td>8.3</td>
</tr>
<tr>
<td>Metro</td>
<td>1,092</td>
<td>136</td>
<td>12.5</td>
</tr>
<tr>
<td>Middle Georgia</td>
<td>119</td>
<td>8</td>
<td>6.7</td>
</tr>
<tr>
<td>North Georgia</td>
<td>122</td>
<td>18</td>
<td>14.8</td>
</tr>
<tr>
<td>Northeast Georgia</td>
<td>116</td>
<td>15</td>
<td>12.9</td>
</tr>
<tr>
<td>Northwest Georgia</td>
<td>183</td>
<td>9</td>
<td>4.9</td>
</tr>
<tr>
<td>Oconee</td>
<td>41</td>
<td>7</td>
<td>17.1</td>
</tr>
<tr>
<td>Okefenokee</td>
<td>53</td>
<td>4</td>
<td>7.5</td>
</tr>
<tr>
<td>Pioneer</td>
<td>147</td>
<td>16</td>
<td>10.9</td>
</tr>
<tr>
<td>Southwest Georgia</td>
<td>133</td>
<td>15</td>
<td>11.3</td>
</tr>
<tr>
<td>West Georgia</td>
<td>115</td>
<td>11</td>
<td>9.6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2,970</strong></td>
<td><strong>319</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002

Geographical Distribution of Newly Hired High School Teachers

Table 3.24 shows the distribution of newly hired high school teachers by RESA. Consistent with the total workforce, the Metro RESA hired 43.3% (n=945) of the FY02 new high school teachers in Georgia.

Table 3.24. Distribution of All Newly Hired High School Teachers by RESA (All Subjects), FY02

<table>
<thead>
<tr>
<th>RESA</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Savannah</td>
<td>84</td>
<td>3.8</td>
</tr>
<tr>
<td>Chattahoochee</td>
<td>66</td>
<td>3.0</td>
</tr>
<tr>
<td>Coastal Plains</td>
<td>34</td>
<td>1.5</td>
</tr>
<tr>
<td>First District</td>
<td>185</td>
<td>8.4</td>
</tr>
<tr>
<td>Griffin</td>
<td>116</td>
<td>5.3</td>
</tr>
<tr>
<td>Heart of Georgia</td>
<td>24</td>
<td>1.1</td>
</tr>
<tr>
<td>Metro</td>
<td>945</td>
<td>43.3</td>
</tr>
<tr>
<td>Middle Georgia</td>
<td>63</td>
<td>2.9</td>
</tr>
<tr>
<td>North Georgia</td>
<td>97</td>
<td>4.6</td>
</tr>
<tr>
<td>Northeast Georgia</td>
<td>100</td>
<td>4.6</td>
</tr>
<tr>
<td>Northwest Georgia</td>
<td>116</td>
<td>5.3</td>
</tr>
<tr>
<td>Oconee</td>
<td>40</td>
<td>1.8</td>
</tr>
<tr>
<td>Okefenokee</td>
<td>25</td>
<td>1.2</td>
</tr>
<tr>
<td>Pioneer</td>
<td>109</td>
<td>5.0</td>
</tr>
<tr>
<td>Southwest Georgia</td>
<td>84</td>
<td>3.9</td>
</tr>
<tr>
<td>West Georgia</td>
<td>94</td>
<td>4.3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2,182</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002
Supply Forecast Issues

A dramatic increase occurred in the number of new teacher hires from outside of Georgia, from 26% in FY01 to 32.5% in FY02. This increase met and exceeded the goal set by the PSC to increase the number of newly hired educators from other states to 30% by the first of July 2003. Activities associated with the TeachGeorgia Marketing Initiative and the Georgia Teacher Recruitment Collaborative (GTRC), a partnership of districts, colleges, and the Professional Standards Commission, might have helped to achieve this goal. The GTRC partnership has, in the last two years, conducted 18 teacher recruitment job fairs across Georgia, typically attracting educators from outside Georgia (Source: The Georgia Collaborative To Recruit Out-of State Educators, PSC).

As stated earlier in this chapter, traditional teacher preparation programs have produced fewer teachers year after year, dropping from 5,415 in FY98 to 3,388 in FY02 (representing a decline of 59.8% over the five-year period). To recruit, hire, and retain enough new teachers to staff its classrooms, Georgia school systems must and will continue to depend on out-of state teachers, alternatively prepared teachers, and returning teachers.

The present state of the economy will serve to encourage job seekers to pursue teaching positions, as well as serve as a means to increase both teacher supply and retention. The economic factor may also encourage retirement ready teachers to delay retirement.

Furthermore, TeachGeorgia educator marketing and recruitment efforts embarked upon by the PSC are anticipated to increase the supply of teachers in Georgia. The PSC has strategically placed billboards along Georgia highways. Also, the PSC has begun a multi-faceted marketing and advertising strategy to encourage out-of-state teachers to seek teaching positions in Georgia. Virtual and face-to-face job fairs conducted across the state by the GTRC will also serve to attract educators from out-of state.
Chapter 4:
Summary of SECTION I: GEORGIA’S TEACHERS

- From FY01 to FY02, Georgia’s educator workforce increased 5%. This was the largest year-to-year increase during the FY98 to FY02 period.
- Of the 13,084 new teachers hired in FY02, 8,303 (63.5%) replaced teachers who left the FY01 workforce and did not return to any Georgia public school classroom in FY02. In FY01, the replacement percentage was 72.7%. Therefore, the 63.5% replacement rate in FY02 represents a decline in teacher attrition from the workforce.
- At the RESA level, from FY01 to FY02, growth occurred in every RESA except Southwest Georgia which saw a decrease of 14 persons (-0.03%). On the other hand, the 6.5% growth in Metro RESA’s teacher workforce surpassed the 5% growth of Georgia’s overall teacher workforce.
- With regard to teaching positions, High School (Grades 9-12) teachers maintain the highest percentage of the workforce at 17.8%. However, this is a decrease from the FY01 percentage of 19.5. Also, this represents the lowest level of this personnel group during the FY99 to FY02 period. The second largest group is Special Education teachers at 12.6%. This represents a decline from 13.1% in FY01. However, Special Education positions have increased at a rapid pace when compared to other teaching positions during the FY99 to FY02 period. In fact, Special Education positions increased by nearly 1802.3 (16.9%) during this period. Lastly, the count of Vocational Education teachers has remained consistently low from FY99 to FY02. In fact, the number of Vocational Education positions decreased by 88.7 (3.29%).
- Demographically, Georgia’s teaching workforce is experiencing growth in its teacher population ages 51 and over and its ethnic minority population. The data suggest that retirement ready teachers are staying longer in the workforce or that already retired teachers are returning to the workforce. In regards to diversity, it is important to highlight the increasing number of Hispanic teachers (15.21% increase from FY01 to FY02). However, these teachers represent 0.8% of the overall teaching force. Hispanic students, on the other hand, represent 5.5% of Georgia’s Pre-K-12 student enrollment.
- Out-of-field teaching is a concern for Georgia’s school systems. In High School (Grades 9-12), out-of-field teaching in the four core subject areas (English, Math, Science, and Social Science) in FY02 ranges from 3.4 to 6.1%, with the highest percentage being in Social Science and the lowest in Science. This range is higher than that of FY01, when the range was 2.5 to 5.0% of High School teachers in the four core subject areas teaching out-of-field. However, in FY01, the highest percentage was in English and the lowest was in Science.
- Teacher demand is influenced by factors such as student enrollment counts, education policy, and attrition. From FY98 to FY02, Georgia’s total
Pre-K-12 enrollment increased by 94,654. This increase was closely split between males and females (51.50% and 48.50%, respectively). However, ethnic minority students represented a large percentage of this increase. In particular, Hispanic students represented 42.53% of the FY98 to FY02 increase. With regard to the geographic distribution of this increasing student population, significant increases occurred in RESAs located in the northern half of the state; whereas decreases were primarily found in RESAs located in the southern half of the state.

- Teacher demand based on student enrollment and education policy initiatives (e.g., reduced class size and No Child Left Behind) is projected to increase substantially through the FY12 academic year.
- From FY00 to FY01, teacher attrition rates for Georgia decreased for the first time since the decrease that occurred from FY96 to FY97. As mentioned earlier, the FY02 percentage (63.46%) of new teachers hired to replace teachers who exited the workforce was lower than that of FY01 (72.73%). In fact, the FY02 percentage was the lowest over the five-year period of FY98 to FY02.
- When examining attrition geographically, the largest number of gains and losses occurred in northern Georgia school systems, especially those systems surrounding the metropolitan Atlanta area. On the RESA level, significant gains in the number of teachers occurred in the RESAs located in the northern half of the state and large losses occurred in the southern half.
- Demographic characteristics of FY01 teachers that left (characteristics of the majority):
  - 81.15% female
  - 77.45% White
  - 27.10% in the 21-30 age group
  - 36.60% with 0-5 years experience
  - 48.45% certified at the Bachelor's degree level
  - 69.28% held Teaching (T) certificates
  - 41.96% taught in the Elementary subject area
  - 40.31% were Pre-K-5 teachers
  - 40.54% located in Metro RESA

- Demographic characteristics of FY01 new teacher hires that left (characteristics of the majority):
  - 74.05% White
  - 45.48% held Teaching (T) certificates
  - 41.94% taught in the Elementary subject area
  - 41.81% were Pre-K-5 (including EIP) teachers
  - 40.63% located in Metro RESA

- The number of teachers exiting the workforce due to retirement increased slightly (by 13 persons) from FY00 to FY01. Of the 1,786 persons that retired in FY01:
  - 40.37% taught in the Elementary subject area
  - 41.66% were Pre-K-5 (including EIP) teachers
Teacher supply is influenced by the number of teachers that return to the workforce from the previous year (retention), the number of teachers prepared in Georgia’s educator preparation programs, the number of teachers prepared through alternative routes, and the number of out-of-state teachers entering Georgia.

From FY01 to FY02, an increase in the number of teachers retained in the elementary, middle, and high school grade levels occurred. In fact, projections for FY03, FY07, and FY12 suggest increased numbers of teacher retained in Georgia’s classrooms.

Paraprofessionals/Teacher Aides provide classroom assistance to lead teachers. The number of Paraprofessionals/Teacher Aides increased 4.68% from FY01 to FY02. This female dominated personnel group is predominantly White. However, the number of Hispanic persons within this group rose 17.08% from FY01 to FY02.

The number of new teacher hires increased 10.72% from FY01 to FY02. Of the 13,084 persons hired in FY02, the demographic characteristics of the majority were:
  o 73.9% White
  o 79.2% female
  o 72.3% certified at the Bachelor’s degree level
  o 50.8% have zero years teaching experience
  o 32.52% came from out-of-state
  o 42.51% located in Metro RESA
  o 42.62% teach in the Elementary subject area
  o 44.70% are PreK-5 (including EIP) teachers

The number of student teachers prepared in Georgia institutions decreased 10.47% from FY01 to FY02. In fact, of the top five producers of teachers in FY02, production decreases were seen at Kennesaw State University, State University of West Georgia, and Valdosta State University from FY01 to FY02. In regards to the teaching field of student teachers, larger numbers tend to be in Early Childhood Education. However, a 12.71% decrease occurred in this subject area from FY01 to FY02. The subject area that increased the most from FY01 to FY02 was Science (all areas).
SECTION II:
GEORGIA’S ADMINISTRATIVE AND STUDENT SERVICES PERSONNEL
CHAPTER 5:
A PROFILE OF GEORGIA’S NON-TEACHING EDUCATOR WORKFORCE (ADMINISTRATIVE AND STUDENT SERVICES PERSONNEL)

Introduction

This section of the Status Report 2002 focuses on the administrative and student services personnel in Georgia’s public school systems. These individuals provide leadership and support that impact both classroom instruction and student learning. Thereby, it becomes important to understand their characteristics and contributions to education. In Chapter 5, the demographic characteristics of Georgia’s non-teaching educator workforce are presented.

Demographic Characteristics

Administrative Personnel

Georgia’s administrative personnel workforce had an average annual growth rate of 2.67% between FY97 and FY02 (see Table 5.1). This growth rate, which is reasonably low, is a function of the number of RESAs, school systems, and schools. Such numbers do not change very often. For example, the number of Principals would increase as new schools are opened.

As Table 5.1 shows, the number of Superintendents is at it highest level (n=184) since FY99 (n=180). The number of Assistant Superintendents has grown from 183 (FY97) to 227 (FY02). The number of Principals increased from 1,877 (FY97) to 2,048 (FY02). Assistant Principals increased in greater numbers from 2,150 (FY97) to 2,631 (FY02). Other administrative groups that grew from FY01 to FY02 include Curriculum, Technology, and Kindergarten Directors. Groups that decreased in their numbers from FY01 to FY02 include Human Resources, Special Education, Vocational Education, and Pre-Kindergarten Directors.
In the following sections, the demographic characteristics of each administrative group are presented.

**RESA Directors**

In FY02, Georgia had 16 RESA Directors with a mean age of 56.06 years and a mean of 25.69 years of experience. The typical RESA Director is a White male who holds an Education Specialist degree (see Figures 5.1-5.3). From FY01 to FY02, no change occurred in the gender or ethnic breakdown of RESA Directors. However, the number of RESA Directors with Education Specialist degrees decreased and the number of persons with Doctorates increased.
Figure 5.1. RESA Directors by Gender, FY97-FY02  
(Source: EWRAD/PSC, 2002)

![Figure 5.1. RESA Directors by Gender, FY97-FY02](image)

Figure 5.2. RESA Directors by Ethnicity, FY97-FY02  
(Source: EWRAD/PSC, 2002)

![Figure 5.2. RESA Directors by Ethnicity, FY97-FY02](image)
Superintendents

In FY02, Georgia had 184 Superintendents with a mean age of 53.79 years and a mean of 25.93 years of experience. The typical Superintendent is a White male with either an Education Specialist or Doctorate degree (see Figures 5.4-5.6). From FY01 to FY02, increases were seen in the number of males, the number of Blacks, and the number of persons with Doctorate degrees.
**Assistant Superintendents**

In FY02, Georgia had 227 Assistant Superintendents with a mean age of 52.92 years and a mean of 26.62 years of experience. The typical Assistant Superintendent is a White male with an Education Specialist degree (see Figures 5.7-5.9). From FY01 to FY02, diversity increased in this personnel group with the appearance of American Indian, Black, White, and Hispanic persons. Most of the increase from FY01 to FY02 was due to males widening the gender gap that was beginning to close.
Figure 5.7. Assistant Superintendents by Ethnicity, FY97-FY02
(Source: EWRAD/PSC, 2002)

Figure 5.8. Assistant Superintendents by Gender, FY97-FY02
(Source: EWRAD/PSC, 2002)
Figure 5.9. Assistant Superintendents by Educational Level, FY97-FY02
(Source: EWRAD/PSC, 2002)

Principals

In FY02, Georgia had 2,048 Principals with a mean age of 50.12 years and a mean of 23.47 years of experience. The typical Principal is a White female with an Education Specialist degree (see Figures 5.10-5.12). From FY01 to FY02, an increase occurred in the number of Black Principals. Also, the number of females continued to increase while the number of male Principals continues to decline. It is not surprising that the number of female Principals is higher than that of males. This phenomenon will remain in place for a while given that females dominate the Assistant Principal positions from which Principals are selected.

Figure 5.10. Principals by Ethnicity, FY97-FY02
(Source: EWRAD/PSC, 2002)
Figure 5.11. Principals by Gender, FY97-FY02
(Source: EWRAD/PSC, 2002)

Figure 5.12. Principals by Educational Level, FY97-FY02
(Source: EWRAD/PSC, 2002)

Assistant Principals

In FY02, Georgia had Assistant Principals with a mean age of 46.04 years and a mean of 18.91 years of experience. The typical Assistant Principal is a White female with an Education Specialist degree (see Figures 5.13-5.15). From FY01 to FY02, the diversity of this personnel group increased. Increases also occurred in the number of males and females, and the number of persons with Masters degrees.
Figure 5.13. Assistant Principals by Ethnicity, FY97-FY02
(Source: EWRAD/PSC, 2002)

Figure 5.14. Assistant Principals by Gender, FY97-FY02
(Source: EWRAD/PSC, 2002)
Curriculum Directors

In FY02, Georgia had 223 Curriculum Directors with a mean age of 52.17 years and a mean of 24.90 years of experience. The typical Curriculum Director is a White female with an Education Specialist degree (see Figures 5.16-5.18). From FY01 to FY02, increases occurred in the number of Black Curriculum Directors, the number of males, and the number of persons with Doctorate degrees.
Figure 5.16. Curriculum Directors by Ethnicity, FY97-FY02
(Source: EWRAD/PSC, 2002)

Figure 5.17. Curriculum Directors by Gender, FY97-FY02
(Source: EWRAD/PSC, 2002)
Technology Directors

In FY02, Georgia had 57 Technology Directors with a mean age of 48.95 years and a mean of 22.49 years of experience. The typical Technology Director is a White male with an Education Specialist degree (see Figures 5.19-5.21). From FY01 to FY02, increasing diversity occurred in this personnel group with the appearance of a Hispanic Technology Director. Also, the number of females continues to increase.

Figure 5.19. Technology Directors by Ethnicity, FY97-FY02
(Source: EWRAD/PSC, 2002)
Special Education Directors

In FY02, Georgia had 159 Special Education Directors with a mean age of 49.62 years and a mean of 23.28 years of experience. The typical Special Education Director is a White female with an Education Specialist degree (see Figures 5.22-5.24). From FY01 to FY02, Special Education Directors remained a diverse group. However, the number of males decreased significantly.
Figure 5.22. Special Education Directors by Ethnicity, FY97-FY02
(Source: EWRAD/PSC, 2002)

Figure 5.23. Special Education Directors by Gender, FY97-FY02
(Source: EWRAD/PSC, 2002)
Vocational Education Directors

In FY02, Georgia had 157 Vocational Education Directors with a mean age of 51.56 years and a mean of 24.08 years of experience. The typical Vocational Education Director is a White male with an Education Specialist degree (see Figures 5.25-5.27). From FY01 to FY02, the number of White Vocational Education Directors decreased and the number of Blacks increased. Also, the number of males continues to decrease, whereas the number of females increases. Hopefully, the female Technology Directors will help diversify Vocational Education programs and attract more non-college bound female students.

Figure 5.25. Vocational Education Directors by Ethnicity, FY97-FY02
(Source: EWRAD/PSC, 2002)
Athletic Directors

In FY02, Georgia had 41 Athletic Directors with a mean age of 47.02 years and a mean of 22.27 years of experience. The typical Athletic Director is a White male with a Master's degree (see Figures 5.28-5.30). From FY01 to FY02, significant decreases occurred in the number of White and the number of male Athletic Directors, with an overall decline of 28.1%. This trend should be watched.
Figure 5.28. Athletic Directors by Ethnicity, FY97-FY02
(Source: EWRAD/PSC, 2002)

Figure 5.29. Athletic Directors by Gender, FY97-FY02
(Source: EWRAD/PSC, 2002)
Figure 5.30. Athletic Directors by Educational Level, FY97-FY02
(Source: EWRAD/PSC, 2002)

Human Resources Directors

In FY02, Georgia had 55 Human Resources Directors with a mean age of 51.84 years and a mean of 25.67 years of experience. The typical Human Resources Director is a White female with an Education Specialist degree (see Figures 5.31-5.33). From FY01 to FY02, decreases continued to occur in the number of Whites, and in both the number of males and females.

Figure 5.31. Human Resources Directors by Ethnicity, FY97-FY02
(Source: EWRAD/PSC, 2002)
Instructional Supervisors

In FY02, Georgia had 815 Instructional Supervisors with a mean age of 49.22 years and a mean of 21.81 years of experience. The typical Instructional Supervisor is a White female with an Education Specialist degree (see Figures 5.34-5.36). From FY01 to FY02, decreases occurred in the number of White, Black, and American Indian Instructional Supervisors. Also, the number of females decreased.
Figure 5.36. Instructional Supervisors by Educational Level, FY97-FY02
(Source: EWRAD/PSC, 2002)

Pre-Kindergarten Directors

In FY02, Georgia had 20 Pre-Kindergarten Directors with a mean age of 53.60 years and a mean of 24.60 years of experience. The typical Pre-Kindergarten Director is a White female with an Education Specialist degree (see Figures 5.37-5.39). From FY01 to FY02, a significant decrease was seen in the number of White Pre-Kindergarten Directors. Also, decreases were seen in the number of males and females. Overall, Pre-Kindergarten Directors declined by 16.7% from FY01 (24) to FY02 (20) at a time when Pre-Kindergarten populations grew 3.3%. The RESA distribution of Pre-Kindergarten Directors in Appendix 1 shows currently that while some RESAs do not have any Pre-Kindergarten Directors at all, Southwest Georgia RESA has as many as six. Even Metro RESA, which has some of the largest school systems, has only one Pre-Kindergarten Director.
Figure 5.37. Pre-Kindergarten Directors by Ethnicity, FY97-FY02
(Source: EWRAD/PSC, 2002)

Figure 5.38. Pre-Kindergarten Directors by Gender, FY97-FY02
(Source: EWRAD/PSC, 2002)
Kindergarten Directors

In FY02, Georgia had 2 Kindergarten Directors with a mean age of 63.00 years and a mean of 34.00 years of experience. One of the directors was White, the other Black. Likewise, one director was male, the other female (see Figures 5.40-5.41). From FY01 to FY02, no change occurred in the ethnic or gender breakdown of Kindergarten Directors.
Student Services Personnel

Georgia’s student services personnel workforce has an average annual growth rate of 5.25% between FY97 and FY02 (see Table 5.2). As Table 5.2 shows, each category of student services personnel experienced growth from FY01 to FY02. Categories that have experienced continuous growth from FY97 to FY02 include High School Counselors, Media Specialists, School Psychologists, and School Social Workers.

### Table 5.2. Student Services Personnel In Georgia, FY97-FY02

<table>
<thead>
<tr>
<th>Category</th>
<th>FY97</th>
<th>FY98</th>
<th>FY99</th>
<th>FY00</th>
<th>FY01</th>
<th>FY02</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Grades Counselor</td>
<td>1,153</td>
<td>1,070</td>
<td>1,100</td>
<td>1,162</td>
<td>1,297</td>
<td>1,371</td>
</tr>
<tr>
<td>High School Counselor</td>
<td>NA</td>
<td>578</td>
<td>663</td>
<td>800</td>
<td>927</td>
<td>981</td>
</tr>
<tr>
<td>Middle Grades Counselor</td>
<td>1,438</td>
<td>1,066</td>
<td>1,051</td>
<td>953</td>
<td>926</td>
<td>967</td>
</tr>
<tr>
<td>Media Specialists</td>
<td>1,987</td>
<td>1,999</td>
<td>2,013</td>
<td>2,046</td>
<td>2,092</td>
<td>2,137</td>
</tr>
<tr>
<td>Nurses</td>
<td>5</td>
<td>11</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Speech &amp; Language Pathologists</td>
<td>904</td>
<td>776</td>
<td>1,297</td>
<td>1,415</td>
<td>1,477</td>
<td>1,543</td>
</tr>
<tr>
<td>School Psychologists</td>
<td>496</td>
<td>531</td>
<td>549</td>
<td>549</td>
<td>583</td>
<td>630</td>
</tr>
<tr>
<td>School Social Workers</td>
<td>365</td>
<td>373</td>
<td>395</td>
<td>400</td>
<td>449</td>
<td>483</td>
</tr>
<tr>
<td>Other Student Services</td>
<td>897</td>
<td>1,121</td>
<td>1,132</td>
<td>1,094</td>
<td>1,046</td>
<td>1,235</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7,245</strong></td>
<td><strong>7,525</strong></td>
<td><strong>8,200</strong></td>
<td><strong>8,419</strong></td>
<td><strong>8,797</strong></td>
<td><strong>9,347</strong></td>
</tr>
<tr>
<td>Year-to-Year Growth Rate</td>
<td>3.86</td>
<td>8.97</td>
<td>2.67</td>
<td>4.49</td>
<td>6.25</td>
<td></td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002
NA – Data not available

**Elementary Grades Counselors**

In FY02, Georgia had 1,371 Elementary Grades Counselors with a mean age of 44.56 years and a mean of 14.47 years of experience. The typical Elementary Grades Counselor is a White female with a Master’s degree (see Figures 5.42-5.44). From FY01 to FY02, the number of Black and White Elementary Grades
Counselors increased. Concerted effort needs to be made to increase the number of Hispanic Counselors to match the rising Hispanic enrollment at these levels. Also, increases occurred in the number of males and females.

**Figure 5.42. Elementary Grades Counselors by Ethnicity, FY97-FY02**
(Source: EWRAD/PSC, 2002)

**Figure 5.43. Elementary Grades Counselors by Gender, FY97-FY02**
(Source: EWRAD/PSC, 2002)
Middle Grades Counselors

In FY02, Georgia had 967 Middle Grades Counselors with a mean age of 45.33 years and a mean of 15.60 years of experience. The typical Middle Grades Counselor is a White female with a Master's degree (see Figures 5.45-5.47). From FY01 to FY02, increases occurred in the number of Black and White Middle Grades Counselors, and the number of males and females. Also, the number of Masters and Education Specialist degree holders increased.
High School Counselors

In FY02, Georgia had 981 High School Counselors with a mean age of 47.13 years and a mean of 17.86 years of experience. The typical High School Counselor is a White female with a Master’s degree (see Figures 5.48-5.50). From FY01 to FY02, the number of Black and White High School Counselors and the number of females increased. However, the number of males decreased. Also, increases were seen in each degree category.
Figure 5.48. High School Counselors by Ethnicity, FY97-FY02
(Source: EWRAD/PSC, 2002)

Figure 5.49. High School Counselors by Gender, FY97-FY02
(Source: EWRAD/PSC, 2002)
Media Specialists

In FY02, Georgia had 2,137 Media Specialists with a mean age of 49.31 years and a mean of 19.08 years of experience. The typical Media Specialist is a White female with a Master’s degree (see Figures 5.51-5.53). From FY01 to FY02, the number of minority Media Specialists either decreased or remained unchanged, with the exception being an increase in the number of American Indians. Increases also occurred in the number of males and females and in each degree category.

Figure 5.51. Media Specialists by Ethnicity, FY97-FY02
(Source: EWRAD/PSC, 2002)
Speech and Language Pathologists

In FY02, Georgia had 1,543 Speech and Language Pathologists with a mean age of 38.70 years and a mean of 10.54 years of experience. The typical Speech and Language Pathologist is a White female with a Master’s degree (see Figures 5.54-5.56). From FY01 to FY02, diversity increased in this personnel category with all ethnic groups (White, Black, Asian, American Indian, Hispanic, and Multiracial) represented. Also, the number of females significantly increased.
Figure 5.54. Speech and Language Pathologists by Ethnicity, FY97-FY02
(Source: EWRAD/PSC, 2002)

Figure 5.55. Speech and Language Pathologists by Gender, FY97-FY02
(Source: EWRAD/PSC, 2002)
School Psychologists

In FY02, Georgia had 630 School Psychologists with a mean age of 44.28 years and a mean of 14.30 years of experience. The typical School Psychologist is a White female with an Education Specialist degree (see Figures 5.57-5.59). From FY01 to FY02, the number of White and Black School Psychologists increased. Also, a large increase occurred in the number of females, while there was a decrease in the number of males.
School Social Workers

In FY02, Georgia had 483 School Social Workers with a mean age of 44.14 years and a mean of 13.64 years of experience. The typical School Social Worker is a White female with a Master’s degree (see Figures 5.60-5.62). From FY01 to FY02, the number of Black and White School Social Workers and the number of females increased.
Figure 5.60. School Social Workers by Ethnicity, FY97-FY02
(Source: EWRAD/PSC, 2002)

Figure 5.61. School Social Workers by Gender, FY97-FY02
(Source: EWRAD/PSC, 2002)
Appendices 1-4 present further demographic information on Georgia’s FY02 administrative and student services personnel. In particular, the distribution of these personnel groups by RESA and certificate type is presented.

In chapter six, the demand of administrative and student services personnel is discussed.
Chapter 6: Demand of Administrative and Student Services Personnel

Attrition of Administrative Personnel

Attrition of Principals

The number of Principals who left Georgia school systems increased from 238 in FY98 to 311 in FY01, representing 12.3% and 15.2%, respectively, of the total number of Principals in those years. The majority of these Principals are White (see Table 6.1). Figure 6.1 shows a comparison of Principal and teacher attrition. Notice that Principal attrition is much higher than teacher attrition.

Table 6.1. Ethnicity of Principals that Left School System, FY98-FY01

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>FY98 #</th>
<th>FY98 %</th>
<th>FY99 #</th>
<th>FY99 %</th>
<th>FY00 #</th>
<th>FY00 %</th>
<th>FY01 #</th>
<th>FY01 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>3</td>
<td>1.3</td>
<td>1</td>
<td>0.35</td>
<td>1</td>
<td>0.3</td>
<td>2</td>
<td>0.6</td>
</tr>
<tr>
<td>White</td>
<td>171</td>
<td>71.8</td>
<td>215</td>
<td>75.9</td>
<td>226</td>
<td>73.6</td>
<td>222</td>
<td>71.4</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1</td>
<td>0.4</td>
<td>0</td>
<td>NA</td>
<td>0</td>
<td>NA</td>
<td>0</td>
<td>NA</td>
</tr>
<tr>
<td>Black</td>
<td>61</td>
<td>25.6</td>
<td>67</td>
<td>23.7</td>
<td>80</td>
<td>26.1</td>
<td>87</td>
<td>28.0</td>
</tr>
<tr>
<td>Asian</td>
<td>2</td>
<td>0.8</td>
<td>0</td>
<td>NA</td>
<td>0</td>
<td>NA</td>
<td>0</td>
<td>NA</td>
</tr>
<tr>
<td>TOTAL Attrition</td>
<td>238</td>
<td>100</td>
<td>283</td>
<td>100</td>
<td>307</td>
<td>100</td>
<td>311</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002

Figure 6.1. Comparing Attrition Among Principals and Teachers, FY98-FY01

(Source: EWRAD/PSC, 2002)
Table 6.2 shows that of the Principals that left in FY01, their ages ranged from 32 to 72 years.

Table 6.2. Experience and Age of Principals Who Left, FY98-FY01

<table>
<thead>
<tr>
<th>EXPERIENCE</th>
<th>FY98</th>
<th>FY99</th>
<th>FY00</th>
<th>FY01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>238</td>
<td>283</td>
<td>307</td>
<td>311</td>
</tr>
<tr>
<td>Minimum</td>
<td>4</td>
<td>0</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Maximum</td>
<td>47</td>
<td>46</td>
<td>49</td>
<td>49</td>
</tr>
<tr>
<td>Mean</td>
<td>27.03</td>
<td>25.83</td>
<td>25.52</td>
<td>25.86</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>6.98</td>
<td>6.75</td>
<td>6.73</td>
<td>7.20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AGE</th>
<th>FY98</th>
<th>FY99</th>
<th>FY00</th>
<th>FY01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>238</td>
<td>283</td>
<td>307</td>
<td>311</td>
</tr>
<tr>
<td>Minimum</td>
<td>33</td>
<td>27</td>
<td>33</td>
<td>32</td>
</tr>
<tr>
<td>Maximum</td>
<td>76</td>
<td>72</td>
<td>73</td>
<td>72</td>
</tr>
<tr>
<td>Mean</td>
<td>53.21</td>
<td>52.12</td>
<td>52.16</td>
<td>53.53</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>7.17</td>
<td>6.96</td>
<td>6.61</td>
<td>6.50</td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002

Table 6.2 also shows that some of the individuals became Principals with hardly any experience. The years of experience of the Principals who left in FY01 ranged from one to 49 years. The minimum age and experience of these Principals suggests that some of them were not lost to retirement.

With regards to mobility, system mobility is not very common among Principals, ranging from only 2.57% in FY98 to 3.33% in FY01 (see Table 6.3). Mobility among current Principals who were in the same RESA the previous year is even smaller, ranging from 0.80% in FY02 to 2.03% in FY98 (see Table 6.4).

Table 6.3. Principals in Current Year That Were Employed in the Same System the Previous Year, FY98-FY01

<table>
<thead>
<tr>
<th>Principals</th>
<th>FY98</th>
<th>FY99</th>
<th>FY00</th>
<th>FY01</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Stayers</td>
<td>1,874</td>
<td>96.50</td>
<td>1,884</td>
<td>96.17</td>
</tr>
<tr>
<td>New Hires</td>
<td>18</td>
<td>0.93</td>
<td>16</td>
<td>0.82</td>
</tr>
<tr>
<td>Movers</td>
<td>50</td>
<td>2.57</td>
<td>59</td>
<td>3.01</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,942</td>
<td>100</td>
<td>1,959</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002

Table 6.4. Principals’ Mobility With Regard to RESAs, FY98-FY02

<table>
<thead>
<tr>
<th>Principals</th>
<th>FY98</th>
<th>FY99</th>
<th>FY00</th>
<th>FY01</th>
<th>FY02</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Remained in RESA from Previous Year</td>
<td>1,641</td>
<td>98.0</td>
<td>1,680</td>
<td>98.6</td>
<td>1,652</td>
</tr>
<tr>
<td>Moved to a New RESA</td>
<td>34</td>
<td>2.0</td>
<td>24</td>
<td>1.4</td>
<td>24</td>
</tr>
<tr>
<td>Total</td>
<td>1,675</td>
<td>100</td>
<td>1,704</td>
<td>100</td>
<td>1,676</td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002

Table 6.5 depicts the RESA distribution of the Principals who left the public school system from FY98 to FY01. It also shows the number of Principals lost as a proportion of the total number of Principals.
Metro RESA lost the highest number (n=77) of Principals, followed by Southwest Georgia (n=29) and First District (n=27) RESAs. Although Metro RESA lost the highest in raw numbers, proportionally it was one of the lowest in attrition (12.7%). In fact, RESAs that seem to have lost a very high proportion of their Principals in FY02 are Southwest Georgia (28.2%), Griffin (21.2%), Chattahoochee (19.2%), Middle Georgia (18.6%), West Georgia (17.4%) and North Georgia (17.3%) RESAs.

Table 6.5. Principal Attrition by RESA as a Proportion of the Number of Principals in the RESA, FY98-FY01

<table>
<thead>
<tr>
<th>RESA</th>
<th>FY98</th>
<th>FY99</th>
<th>FY00</th>
<th>FY01</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Central Savannah</td>
<td>16</td>
<td>12.80</td>
<td>24</td>
<td>19.05</td>
</tr>
<tr>
<td>Chattahoochee</td>
<td>11</td>
<td>11.70</td>
<td>14</td>
<td>14.89</td>
</tr>
<tr>
<td>Coastal Plains</td>
<td>7</td>
<td>11.86</td>
<td>9</td>
<td>15.79</td>
</tr>
<tr>
<td>First District</td>
<td>25</td>
<td>14.45</td>
<td>37</td>
<td>20.90</td>
</tr>
<tr>
<td>Griffin</td>
<td>15</td>
<td>16.13</td>
<td>13</td>
<td>13.40</td>
</tr>
<tr>
<td>Heart of Georgia</td>
<td>3</td>
<td>6.98</td>
<td>4</td>
<td>9.30</td>
</tr>
<tr>
<td>Metro</td>
<td>67</td>
<td>11.75</td>
<td>63</td>
<td>10.96</td>
</tr>
<tr>
<td>Middle Georgia</td>
<td>11</td>
<td>11.83</td>
<td>15</td>
<td>15.63</td>
</tr>
<tr>
<td>North Georgia</td>
<td>5</td>
<td>6.49</td>
<td>19</td>
<td>24.68</td>
</tr>
<tr>
<td>Northeast Georgia</td>
<td>9</td>
<td>9.57</td>
<td>11</td>
<td>11.58</td>
</tr>
<tr>
<td>Northwest Georgia</td>
<td>18</td>
<td>12.08</td>
<td>26</td>
<td>17.11</td>
</tr>
<tr>
<td>Oconee</td>
<td>6</td>
<td>15.79</td>
<td>7</td>
<td>21.21</td>
</tr>
<tr>
<td>Okefenokee</td>
<td>5</td>
<td>11.36</td>
<td>6</td>
<td>13.64</td>
</tr>
<tr>
<td>Pioneer</td>
<td>13</td>
<td>12.15</td>
<td>10</td>
<td>9.35</td>
</tr>
<tr>
<td>Southwest Georgia</td>
<td>12</td>
<td>11.88</td>
<td>15</td>
<td>14.42</td>
</tr>
<tr>
<td>West Georgia</td>
<td>15</td>
<td>18.29</td>
<td>10</td>
<td>12.20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>238</td>
<td>12.26</td>
<td>283</td>
<td>14.45</td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002

Attrition of Assistant Principals

Similar to the pattern of attrition among Principals, attrition among Assistant Principals rose from 340 in FY98 to 525 in FY01. Some of these individuals are promoted to replace the Principals who leave the school systems. Table 6.6 shows the racial distribution of these Assistant Principals that left the school systems in FY01. The majority of those that left are White followed by Black.

Table 6.6. Ethnicity of Assistant Principals that left School System, FY98-FY01

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>FY98</th>
<th>FY99</th>
<th>FY00</th>
<th>FY01</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>American Indian</td>
<td>4</td>
<td>1.2</td>
<td>1</td>
<td>0.20</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Black</td>
<td>99</td>
<td>29.1</td>
<td>115</td>
<td>25.8</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0.70</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>237</td>
<td>69.7</td>
<td>325</td>
<td>73</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>340</td>
<td>100</td>
<td>445</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002
The mean age of the Assistant Principals who left in FY01 was 48 years, with a range from 29 to 69 years. The average years of experience was 20 years (see Table 6.7). As is the case with Principals, there is a need to examine more closely the reason for this annual exodus of administrators since retirement does not appear to offer a total explanation.

Table 6.7. Experience and Age of Assistant Principals Who Left, FY98-FY01

<table>
<thead>
<tr>
<th>EXPERIENCE</th>
<th>FY98</th>
<th>FY99</th>
<th>FY00</th>
<th>FY01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>340</td>
<td>445</td>
<td>496</td>
<td>525</td>
</tr>
<tr>
<td>Minimum</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Maximum</td>
<td>44</td>
<td>45</td>
<td>39</td>
<td>40</td>
</tr>
<tr>
<td>Mean</td>
<td>20.54</td>
<td>20.29</td>
<td>20.71</td>
<td>20.35</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>7.67</td>
<td>7.98</td>
<td>8.01</td>
<td>8.02</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AGE</th>
<th>FY98</th>
<th>FY99</th>
<th>FY00</th>
<th>FY01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>340</td>
<td>445</td>
<td>496</td>
<td>525</td>
</tr>
<tr>
<td>Minimum</td>
<td>27</td>
<td>26</td>
<td>25</td>
<td>29</td>
</tr>
<tr>
<td>Maximum</td>
<td>74</td>
<td>70</td>
<td>67</td>
<td>68</td>
</tr>
<tr>
<td>Mean</td>
<td>47.16</td>
<td>47.07</td>
<td>47.52</td>
<td>48.33</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>8.09</td>
<td>8.12</td>
<td>8.32</td>
<td>8.48</td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002

Table 6.8 shows the distribution of Assistant Principal attrition by RESA. Also shown is attrition from each RESA as a percentage of Assistant Principals in that RESA. In FY02, Assistant Principals have a higher rate of attrition than Principals at 19.95% compared to 15.19% for Principals. This might be due to the fact that the Assistant Principal group is losing members to promotions into Principal positions. Proportionally, some of the greatest losses from Assistant Principal positions are in Okefenokee (38.2%), Middle Georgia (30.4%), Southwest Georgia (29.4%), Chattahoochee (25.5%), Northeast Georgia (24.3%), Central Savannah (24.1%), and West Georgia (22.5%) RESAs.

Although the FY02 attrition rate for Assistant Principals (19.6%) is higher than that of Principals, it is good to note that it declined from FY01 (21.2%). Perhaps the slowing economy led to postponement of retirement.
As with Principals, mobility is low among Assistant Principals. Specifically, 92 to 94% of personnel who became or remained Assistant Principals stayed in their RESAs from year-to-year as shown in Table 6.9. For those who were Assistant Principals, the previous year’s retention is even higher (98-99%), as shown in Table 6.10. Thus, mobility accounts for less than 2% of the annual demand for Assistant Principals.

### Table 6.8. Assistant Principal Attrition by RESA as a Proportion of the Number of Assistant Principals in the RESA, FY98-FY01

<table>
<thead>
<tr>
<th>RESA</th>
<th>FY98</th>
<th>FY99</th>
<th>FY00</th>
<th>FY01</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Central Savannah</td>
<td>21</td>
<td>17.95</td>
<td>22</td>
<td>20.37</td>
</tr>
<tr>
<td>Chattahoochee</td>
<td>10</td>
<td>11.90</td>
<td>20</td>
<td>24.10</td>
</tr>
<tr>
<td>Coastal Plains</td>
<td>12</td>
<td>15.00</td>
<td>17</td>
<td>19.32</td>
</tr>
<tr>
<td>First District</td>
<td>36</td>
<td>20.34</td>
<td>56</td>
<td>30.27</td>
</tr>
<tr>
<td>Griffin</td>
<td>17</td>
<td>14.41</td>
<td>19</td>
<td>14.96</td>
</tr>
<tr>
<td>Heart of Georgia</td>
<td>5</td>
<td>15.15</td>
<td>22</td>
<td>20.50</td>
</tr>
<tr>
<td>Metro</td>
<td>100</td>
<td>12.69</td>
<td>136</td>
<td>16.17</td>
</tr>
<tr>
<td>Middle Georgia</td>
<td>26</td>
<td>30.23</td>
<td>21</td>
<td>25.00</td>
</tr>
<tr>
<td>Northeast Georgia</td>
<td>14</td>
<td>14.29</td>
<td>16</td>
<td>15.38</td>
</tr>
<tr>
<td>Northwest Georgia</td>
<td>23</td>
<td>18.40</td>
<td>35</td>
<td>26.52</td>
</tr>
<tr>
<td>Oconee</td>
<td>2</td>
<td>6.67</td>
<td>5</td>
<td>14.71</td>
</tr>
<tr>
<td>Okefenokee</td>
<td>8</td>
<td>21.62</td>
<td>9</td>
<td>24.32</td>
</tr>
<tr>
<td>Pioneer</td>
<td>15</td>
<td>15.96</td>
<td>15</td>
<td>14.85</td>
</tr>
<tr>
<td>Southwest Georgia</td>
<td>20</td>
<td>16.95</td>
<td>23</td>
<td>19.66</td>
</tr>
<tr>
<td>West Georgia</td>
<td>16</td>
<td>22.22</td>
<td>13</td>
<td>15.12</td>
</tr>
<tr>
<td>TOTAL</td>
<td>340</td>
<td>15.82</td>
<td>445</td>
<td>19.62</td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002

### Table 6.9. Assistant Principals in Current Year That Were (or Were Not) in the Same System the Previous Year, FY98-FY02

<table>
<thead>
<tr>
<th>Assistant Principals</th>
<th>FY98</th>
<th>FY99</th>
<th>FY00</th>
<th>FY01</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Remained in RESA from Previous Year</td>
<td>1,744</td>
<td>98.92</td>
<td>1,788</td>
<td>98.84</td>
</tr>
<tr>
<td>Moved to a New RESA</td>
<td>19</td>
<td>1.08</td>
<td>21</td>
<td>1.16</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,763</td>
<td>100</td>
<td>1,809</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002

### Table 6.10. Assistant Principals’ Mobility with Regard to RESAs, FY98-FY01

<table>
<thead>
<tr>
<th>Assistant Principals</th>
<th>FY98</th>
<th>FY99</th>
<th>FY00</th>
<th>FY01</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Stayers</td>
<td>2,034</td>
<td>94.65</td>
<td>2,100</td>
<td>92.59</td>
</tr>
<tr>
<td>New Hires</td>
<td>38</td>
<td>1.77</td>
<td>46</td>
<td>2.03</td>
</tr>
<tr>
<td>Movers</td>
<td>77</td>
<td>3.58</td>
<td>122</td>
<td>5.38</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2,149</td>
<td>100</td>
<td>2,288</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002
Attrition of Other Administrators

Table 6.11 shows the number of personnel lost each year from administrative positions other than Principal and Assistant Principal. FY01 attrition for other administrative personnel was 19.5%. Table 6.12 shows that although some of these administrative personnel left the system, others remained in the school system but in different positions. For instance, in FY01 103 individuals became Assistant Principals, 56 became Principals, and 265 left Georgia’s school system. Eighty-three percent (n=231) of the administrative personnel who stayed in the Georgia public school system remained in the same school system. In FY01, consistent with previous years, 51.4% of the administrative personnel took other positions within the school system. This means that they are not lost to the Georgia school systems, but lost to the position.

Table 6.11. Attrition of Personnel Other Than Principals and Assistant Principals, FY98-FY01

<table>
<thead>
<tr>
<th>Category</th>
<th>FY98</th>
<th>FY99</th>
<th>FY00</th>
<th>FY01</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Assistant Superintendent</td>
<td>18</td>
<td>5.07</td>
<td>27</td>
<td>5.71</td>
</tr>
<tr>
<td>Athletic Director</td>
<td>11</td>
<td>3.10</td>
<td>16</td>
<td>3.38</td>
</tr>
<tr>
<td>Curriculum Director</td>
<td>18</td>
<td>5.07</td>
<td>35</td>
<td>7.40</td>
</tr>
<tr>
<td>Human Resources Director</td>
<td>5</td>
<td>1.41</td>
<td>9</td>
<td>1.90</td>
</tr>
<tr>
<td>Instructional Supervisor</td>
<td>135</td>
<td>38.03</td>
<td>170</td>
<td>35.94</td>
</tr>
<tr>
<td>Other Administrators</td>
<td>108</td>
<td>30.42</td>
<td>120</td>
<td>25.37</td>
</tr>
<tr>
<td>Pre-K Director</td>
<td>1</td>
<td>0.28</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>RESA Director</td>
<td>3</td>
<td>0.85</td>
<td>2</td>
<td>0.42</td>
</tr>
<tr>
<td>Special Education Director</td>
<td>10</td>
<td>2.82</td>
<td>16</td>
<td>3.38</td>
</tr>
<tr>
<td>Superintendent</td>
<td>17</td>
<td>4.79</td>
<td>38</td>
<td>8.03</td>
</tr>
<tr>
<td>Technology Director</td>
<td>7</td>
<td>1.97</td>
<td>10</td>
<td>2.11</td>
</tr>
<tr>
<td>Vocational Director</td>
<td>22</td>
<td>6.20</td>
<td>30</td>
<td>6.34</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>355</td>
<td>100</td>
<td>473</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002
### Table 6.12. Following Year Classification of Other Administrators Who Left Their Positions, FY98-FY01

<table>
<thead>
<tr>
<th>Following Year Classification</th>
<th>FY98 Other Admin.</th>
<th>FY99 Other Admin.</th>
<th>FY00 Other Admin.</th>
<th>FY01 Other Admin.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal</td>
<td>51</td>
<td>73</td>
<td>74</td>
<td>103</td>
</tr>
<tr>
<td>Elementary Grades Teachers</td>
<td>12</td>
<td>11</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>Elementary Grades Counselors</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>High School Counselors</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>High School Teachers</td>
<td>15</td>
<td>19</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>Kindergarten Teachers</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Middle Grades Counselors</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Middle Grades Teachers</td>
<td>7</td>
<td>9</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td>Other Student Services Staff</td>
<td>27</td>
<td>15</td>
<td>37</td>
<td>51</td>
</tr>
<tr>
<td>Other Teachers</td>
<td>3</td>
<td>5</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Pre-K Teachers</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Principal</td>
<td>33</td>
<td>58</td>
<td>56</td>
<td>56</td>
</tr>
<tr>
<td>School Psychologists</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>School Social Workers</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Special Education Teachers</td>
<td>8</td>
<td>8</td>
<td>16</td>
<td>7</td>
</tr>
<tr>
<td>Vocational Education Teachers</td>
<td>4</td>
<td>3</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Out of Georgia Systems</td>
<td>187</td>
<td>264</td>
<td>282</td>
<td>265</td>
</tr>
<tr>
<td><strong>TOTAL Attrition</strong></td>
<td><strong>355</strong></td>
<td><strong>473</strong></td>
<td><strong>526</strong></td>
<td><strong>545</strong></td>
</tr>
<tr>
<td>Attrition as % of Other Admin.</td>
<td>13.1</td>
<td>17.3</td>
<td>18.9</td>
<td>19.5</td>
</tr>
<tr>
<td>Still in Georgia</td>
<td>168</td>
<td>209</td>
<td>248</td>
<td>280</td>
</tr>
<tr>
<td>Same School System</td>
<td>139</td>
<td>171</td>
<td>206</td>
<td>231</td>
</tr>
<tr>
<td>Still in GA as % of Attrition</td>
<td>47.3</td>
<td>44.2</td>
<td>47.1</td>
<td>51.4</td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002

### Attrition of Student Services Personnel

This section examines the rate and patterns of attrition of student services personnel between FY98 and FY01. According to Table 6.13, the FY01 attrition rate for this personnel group was 9.37%, a decline from FY00 (11.90%). Although these individuals may be lost to the student services personnel group, many remain in the school systems in other roles and capacities.
Table 6.13. Personnel Category of Student Services Personnel that left the Workforce, FY98-FY01

<table>
<thead>
<tr>
<th>Category</th>
<th>FY98</th>
<th>FY99</th>
<th>FY00</th>
<th>FY01</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Elementary Grades Counselor</td>
<td>80</td>
<td>9.37</td>
<td>78</td>
<td>8.17</td>
</tr>
<tr>
<td>High School Counselor</td>
<td>55</td>
<td>6.44</td>
<td>62</td>
<td>6.49</td>
</tr>
<tr>
<td>Middle Grades Counselor</td>
<td>75</td>
<td>8.78</td>
<td>81</td>
<td>8.48</td>
</tr>
<tr>
<td>Media Specialist</td>
<td>146</td>
<td>17.10</td>
<td>147</td>
<td>15.39</td>
</tr>
<tr>
<td>Nurse</td>
<td>11</td>
<td>1.29</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Other Student Services Staff</td>
<td>318</td>
<td>37.24</td>
<td>337</td>
<td>35.29</td>
</tr>
<tr>
<td>School Psychologist</td>
<td>41</td>
<td>4.80</td>
<td>41</td>
<td>4.29</td>
</tr>
<tr>
<td>School Social Worker</td>
<td>34</td>
<td>3.98</td>
<td>38</td>
<td>3.98</td>
</tr>
<tr>
<td>Speech &amp; Language Pathologist</td>
<td>94</td>
<td>11.01</td>
<td>171</td>
<td>17.91</td>
</tr>
<tr>
<td>TOTAL</td>
<td>854</td>
<td>100</td>
<td>955</td>
<td>100</td>
</tr>
<tr>
<td>All Student Services Personnel</td>
<td>7,525</td>
<td>8,200</td>
<td>8,419</td>
<td>9,347</td>
</tr>
<tr>
<td>Attrition %</td>
<td>11.35</td>
<td>11.65</td>
<td>11.90</td>
<td>9.37</td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002
NA – Data not available

Table 6.14 shows that many student services personnel who leave their position become administrators or teachers.

Table 6.14. Classifications of Leavers the Following Year, FY98-FY01

<table>
<thead>
<tr>
<th>Following Year Classification</th>
<th>FY98</th>
<th>FY99</th>
<th>FY00</th>
<th>FY01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal</td>
<td>30</td>
<td>45</td>
<td>59</td>
<td>33</td>
</tr>
<tr>
<td>Elementary Grades Teacher</td>
<td>74</td>
<td>80</td>
<td>89</td>
<td>39</td>
</tr>
<tr>
<td>High School</td>
<td>24</td>
<td>50</td>
<td>19</td>
<td>30</td>
</tr>
<tr>
<td>Instructional Specialist</td>
<td>3</td>
<td>8</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Kindergarten Teacher</td>
<td>13</td>
<td>8</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Middle Grades Teacher</td>
<td>29</td>
<td>40</td>
<td>28</td>
<td>23</td>
</tr>
<tr>
<td>Other Administrators</td>
<td>63</td>
<td>58</td>
<td>75</td>
<td>47</td>
</tr>
<tr>
<td>Other Teachers</td>
<td>8</td>
<td>24</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>Pre-K Teacher</td>
<td>6</td>
<td>5</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Principal</td>
<td>5</td>
<td>4</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Special Education Teacher</td>
<td>58</td>
<td>87</td>
<td>116</td>
<td>63</td>
</tr>
<tr>
<td>Vocational Education Teacher</td>
<td>4</td>
<td>7</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Total Still in Georgia</td>
<td>317</td>
<td>416</td>
<td>423</td>
<td>274</td>
</tr>
<tr>
<td>Not in Georgia Public School System</td>
<td>537</td>
<td>539</td>
<td>579</td>
<td>602</td>
</tr>
<tr>
<td>TOTAL</td>
<td>854</td>
<td>955</td>
<td>1,002</td>
<td>876</td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002

The attrition of administrative and student services personnel seemed to have reached a peak in FY00 and declined in FY01. This matches patterns predicted in the 2001 Status Report that hypothesized attrition is high when the economy is strong and low when it is weak.
Projections of the Demand for Administrative and Student Services Personnel

The number of administrative and student services personnel needed from year-to-year is determined by two factors:

1. Student enrollment counts and learning needs, and
2. Department of Education (DOE) and the Southern Association of Colleges and Schools (SACS) rules and standards.

Table 6.15 shows a projection of demand for administrative and student services personnel based on their past years pattern of growth.

The average growth column was determined using an average of the annual growth from FY98-FY02. Three years of data were used for High School Counselors and Speech and Language Pathologists due to prior years of unstable data. The average growth rate was, in turn, used to project the number of personnel needed for FY03, FY07, and FY12.

In the administrative personnel group, the fastest growing categories are the Assistant Principals, Principals, and Pre-Kindergarten Directors; the highest growth rate within the 5-year period was recorded for Pre-Kindergarten Directors (30.3%). The projections show a decline in the number of Curriculum and Human Resources Directors. Among the student services personnel group, the highest growth rate was recorded for the High School Counselor group (10.8%), a drop from 17% in FY01. On, the other hand, the Middle Grades Counselor group has continued to decline.
Table 6.15. Projections for Administrative and Student Services Personnel, FY98-FY12

<table>
<thead>
<tr>
<th>Category</th>
<th>FY98</th>
<th>FY99</th>
<th>FY00</th>
<th>FY01</th>
<th>FY02</th>
<th>Avg. Growth</th>
<th>Projections FY03</th>
<th>Projections FY07</th>
<th>Projections FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADMINISTRATIVE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RESA Director</td>
<td>16</td>
<td>16</td>
<td>15</td>
<td>16</td>
<td>16</td>
<td>1.001042</td>
<td>16</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Superintendent</td>
<td>179</td>
<td>180</td>
<td>178</td>
<td>179</td>
<td>184</td>
<td>1.007007</td>
<td>185</td>
<td>191</td>
<td>197</td>
</tr>
<tr>
<td>Assistant Superintendent</td>
<td>190</td>
<td>198</td>
<td>201</td>
<td>216</td>
<td>227</td>
<td>1.045702</td>
<td>237</td>
<td>284</td>
<td>355</td>
</tr>
<tr>
<td>Principal</td>
<td>1,942</td>
<td>1,959</td>
<td>1,993</td>
<td>2,010</td>
<td>2,048</td>
<td>1.013386</td>
<td>2,075</td>
<td>2,189</td>
<td>2,339</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>2,149</td>
<td>2,268</td>
<td>2,343</td>
<td>2,472</td>
<td>2,631</td>
<td>1.051955</td>
<td>2,376</td>
<td>3,389</td>
<td>4,366</td>
</tr>
<tr>
<td>Human Resources Director</td>
<td>58</td>
<td>61</td>
<td>62</td>
<td>58</td>
<td>55</td>
<td>0.987969</td>
<td>54</td>
<td>52</td>
<td>49</td>
</tr>
<tr>
<td>Curriculum Director</td>
<td>232</td>
<td>229</td>
<td>221</td>
<td>219</td>
<td>223</td>
<td>0.990337</td>
<td>221</td>
<td>212</td>
<td>202</td>
</tr>
<tr>
<td>Technology Director</td>
<td>49</td>
<td>53</td>
<td>58</td>
<td>55</td>
<td>57</td>
<td>1.040153</td>
<td>59</td>
<td>69</td>
<td>84</td>
</tr>
<tr>
<td>Special Education Director</td>
<td>157</td>
<td>155</td>
<td>158</td>
<td>165</td>
<td>159</td>
<td>1.003639</td>
<td>160</td>
<td>162</td>
<td>165</td>
</tr>
<tr>
<td>Vocational Education Director</td>
<td>157</td>
<td>152</td>
<td>154</td>
<td>159</td>
<td>157</td>
<td>1.0003</td>
<td>157</td>
<td>157</td>
<td>157</td>
</tr>
<tr>
<td>Instructional Supervisor</td>
<td>806</td>
<td>816</td>
<td>858</td>
<td>862</td>
<td>815</td>
<td>1.003504</td>
<td>818</td>
<td>829</td>
<td>844</td>
</tr>
<tr>
<td>Kindergarten Director</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1.302976</td>
<td>26</td>
<td>75</td>
<td>282</td>
</tr>
<tr>
<td>Pre-Kindergarten Director</td>
<td>8</td>
<td>14</td>
<td>20</td>
<td>24</td>
<td>20</td>
<td>1.302976</td>
<td>26</td>
<td>75</td>
<td>282</td>
</tr>
<tr>
<td>Athletic Director</td>
<td>51</td>
<td>48</td>
<td>50</td>
<td>57</td>
<td>41</td>
<td>0.960535</td>
<td>39</td>
<td>34</td>
<td>27</td>
</tr>
<tr>
<td>Other Administrators</td>
<td>797</td>
<td>806</td>
<td>809</td>
<td>805</td>
<td>840</td>
<td>1.013386</td>
<td>851</td>
<td>898</td>
<td>959</td>
</tr>
<tr>
<td>TOTAL</td>
<td>6,795</td>
<td>6,957</td>
<td>7,122</td>
<td>7,298</td>
<td>7,475</td>
<td>1.028126</td>
<td>7,669</td>
<td>8,559</td>
<td>10,047</td>
</tr>
<tr>
<td><strong>STUDENT SERVICES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary Grades Counselor</td>
<td>1,070</td>
<td>1,100</td>
<td>1,162</td>
<td>1,297</td>
<td>1,371</td>
<td>1.064409</td>
<td>1,459</td>
<td>1,873</td>
<td>2,559</td>
</tr>
<tr>
<td>High School Counselor*</td>
<td>578</td>
<td>663</td>
<td>800</td>
<td>927</td>
<td>981</td>
<td>1.108501</td>
<td>1,087</td>
<td>1,642</td>
<td>2,748</td>
</tr>
<tr>
<td>Middle Grades Counselor</td>
<td>1,066</td>
<td>1,051</td>
<td>953</td>
<td>926</td>
<td>967</td>
<td>0.977157</td>
<td>945</td>
<td>861</td>
<td>767</td>
</tr>
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<td>Media Specialist</td>
<td>1,999</td>
<td>2,013</td>
<td>2,046</td>
<td>2,092</td>
<td>2,137</td>
<td>1.016848</td>
<td>2,173</td>
<td>2,323</td>
<td>2,526</td>
</tr>
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<td>Nurses</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech &amp; Language Pathologist</td>
<td>776</td>
<td>1,297</td>
<td>1,415</td>
<td>1,477</td>
<td>1,643</td>
<td>1.067398</td>
<td>1,647</td>
<td>2,138</td>
<td>2,962</td>
</tr>
<tr>
<td>School Psychologist</td>
<td>531</td>
<td>549</td>
<td>549</td>
<td>583</td>
<td>630</td>
<td>1.044112</td>
<td>658</td>
<td>782</td>
<td>970</td>
</tr>
<tr>
<td>School Social Worker</td>
<td>373</td>
<td>395</td>
<td>400</td>
<td>449</td>
<td>483</td>
<td>1.067466</td>
<td>516</td>
<td>669</td>
<td>928</td>
</tr>
<tr>
<td>Other Student Services</td>
<td>1,121</td>
<td>1,132</td>
<td>1,094</td>
<td>1,046</td>
<td>1,235</td>
<td>1.028264</td>
<td>1,270</td>
<td>1,420</td>
<td>1,632</td>
</tr>
<tr>
<td>TOTAL</td>
<td>7,525</td>
<td>8,200</td>
<td>8,419</td>
<td>8,797</td>
<td>9,347</td>
<td>1.046769</td>
<td>9,755</td>
<td>11,709</td>
<td>15,093</td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002

* Average growth was computed over the stable 3-year periods.
Chapter 7:  
Supply of Administrative and Student Services Personnel

Supply of Administrative Personnel

Principals

The highest supply source of Principals in FY02 was retention, accounting for 82.95% (n=1,699) of Principals. This has remained the pattern through the years. The next source of Principals is the promotion of Assistant Principals (11.76%). Only 1% of Principals in FY02 was hired from outside the Georgia public school system (see Table 7.1). The number hired from outside the state has, however, continued to increase. Table 7.1 also shows that Principals are hired from various personnel backgrounds, including teachers, other administrators, and counselors.

Table 7.1. Previous Positions of Principals, FY98-FY02

<table>
<thead>
<tr>
<th>Preceding Year Position</th>
<th>Principal FY98</th>
<th>Principal FY99</th>
<th>Principal FY00</th>
<th>Principal FY01</th>
<th>Principal FY02</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>183</td>
<td>9.42</td>
<td>189</td>
<td>9.65</td>
<td>212</td>
</tr>
<tr>
<td>Principal</td>
<td>1,677</td>
<td>86.35</td>
<td>1,704</td>
<td>86.98</td>
<td>1,676</td>
</tr>
<tr>
<td>Assistant Superintendent</td>
<td>4</td>
<td>0.21</td>
<td>2</td>
<td>0.10</td>
<td>1</td>
</tr>
<tr>
<td>Superintendent</td>
<td>1</td>
<td>0.05</td>
<td>3</td>
<td>0.15</td>
<td>2</td>
</tr>
<tr>
<td>RESA Director</td>
<td>1</td>
<td>0.05</td>
<td>1</td>
<td>0.05</td>
<td>0</td>
</tr>
<tr>
<td>Elementary Grades Counselor</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Middle Grades Counselor</td>
<td>1</td>
<td>0.05</td>
<td>2</td>
<td>0.10</td>
<td>0</td>
</tr>
<tr>
<td>High School Counselor</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Elementary Grades Teacher</td>
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<td>0.05</td>
<td>1</td>
<td>0.05</td>
<td>5</td>
</tr>
<tr>
<td>Middle Grades Teacher</td>
<td>7</td>
<td>0.36</td>
<td>2</td>
<td>0.10</td>
<td>6</td>
</tr>
<tr>
<td>High School Teacher</td>
<td>4</td>
<td>0.21</td>
<td>6</td>
<td>0.31</td>
<td>3</td>
</tr>
<tr>
<td>Other Administrators</td>
<td>41</td>
<td>2.11</td>
<td>27</td>
<td>1.38</td>
<td>51</td>
</tr>
<tr>
<td>Other Student Services</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0.15</td>
<td>6</td>
</tr>
<tr>
<td>Other Teachers</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other Elementary</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Other Middle</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>School Social Worker</td>
<td>2</td>
<td>0.10</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Special Education Teacher</td>
<td>1</td>
<td>0.05</td>
<td>1</td>
<td>0.05</td>
<td>2</td>
</tr>
<tr>
<td>Pre-K Teacher</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.05</td>
<td>0</td>
</tr>
<tr>
<td>Kindergarten Teacher</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Vocational Education Teacher</td>
<td>1</td>
<td>0.05</td>
<td>1</td>
<td>0.05</td>
<td>3</td>
</tr>
<tr>
<td>Sub-total</td>
<td>1,924</td>
<td>99.07</td>
<td>1,943</td>
<td>99.18</td>
<td>1,969</td>
</tr>
<tr>
<td>Not in Georgia</td>
<td>18</td>
<td>0.93</td>
<td>16</td>
<td>0.82</td>
<td>24</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,942</td>
<td>100.00</td>
<td>1,959</td>
<td>100.00</td>
<td>1,993</td>
</tr>
<tr>
<td>Teachers</td>
<td>14</td>
<td>0.72</td>
<td>12</td>
<td>0.61</td>
<td>19</td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002

Assistant Principals

In FY02, 74% of Assistant Principals were supplied from the retention of the previous year’s Assistant Principals. The next highest source of Assistant
Principals was from the rank of teachers, which contributed 13.72%. This was a drop from FY01 when the percentage was almost 17% (see Table 7.2). Only about 2% of Assistant Principals were hired from outside of the Georgia public school system in FY02. Other sources of supply for Assistant Principals are Principals, other administrators, and counselors.

<table>
<thead>
<tr>
<th>Table 7.2. Previous Positions of Assistant Principals, FY98-FY02</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preceding Year Position</td>
</tr>
<tr>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Assistant Superintendent</td>
</tr>
<tr>
<td>Elementary Grades Teacher</td>
</tr>
<tr>
<td>Elementary Grades Counselor</td>
</tr>
<tr>
<td>High School Teacher</td>
</tr>
<tr>
<td>High School Counselor</td>
</tr>
<tr>
<td>Information Services</td>
</tr>
<tr>
<td>Kindergarten Teacher</td>
</tr>
<tr>
<td>Middle Grades Counselor</td>
</tr>
<tr>
<td>Middle Grades Teacher</td>
</tr>
<tr>
<td>Other Administrators</td>
</tr>
<tr>
<td>Other Student Services</td>
</tr>
<tr>
<td>Other Teachers</td>
</tr>
<tr>
<td>Other Elementary</td>
</tr>
<tr>
<td>Other Middle</td>
</tr>
<tr>
<td>Pre-K Teacher</td>
</tr>
<tr>
<td>Principal</td>
</tr>
<tr>
<td>School Psychologist</td>
</tr>
<tr>
<td>School Social Worker</td>
</tr>
<tr>
<td>Special Education Teacher</td>
</tr>
<tr>
<td>Instructional Specialist</td>
</tr>
<tr>
<td>Speech &amp; Language Pathologist</td>
</tr>
<tr>
<td>Superintendent</td>
</tr>
<tr>
<td>Vocational Education Teacher</td>
</tr>
<tr>
<td>Not in Georgia</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
<tr>
<td>Teachers</td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002

Other Administrative Personnel

Retention of administrative personnel in other positions plays a great role in the supply of these personnel groups. In FY02, 92.8% stayed in the same system (see Table 7.3). However, there was an increase in the number of other administrative personnel that moved from another system, from 78 in FY01 to 106 in FY02.
Table 7.3. Mobility Among Other Administrators, FY98-FY02

<table>
<thead>
<tr>
<th>Other Administrators</th>
<th>FY98</th>
<th>FY99</th>
<th>FY00</th>
<th>FY01</th>
<th>FY02</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Stayers</td>
<td>2,543</td>
<td>94.05</td>
<td>2,590</td>
<td>94.87</td>
<td>2,630</td>
</tr>
<tr>
<td>New Hires</td>
<td>71</td>
<td>2.63</td>
<td>87</td>
<td>3.19</td>
<td>84</td>
</tr>
<tr>
<td>Movers</td>
<td>90</td>
<td>3.33</td>
<td>53</td>
<td>1.94</td>
<td>72</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2,704</td>
<td>100</td>
<td>2,730</td>
<td>100</td>
<td>2,786</td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002

The number of new administrative personnel hires has continued to fluctuate. There was, however, an increase in their numbers from 78 in FY01 to 95 in FY02 (see Table 7.4). In FY02, new administrative personnel hires accounted for 3.4% percent of the other administrative personnel total.

Table 7.4. New Hires of Selected Administrative Personnel, FY98-FY02

<table>
<thead>
<tr>
<th>Category</th>
<th>FY98</th>
<th>FY99</th>
<th>FY00</th>
<th>FY01</th>
<th>FY02</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Superintendent</td>
<td>6</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Athletic Director</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Curriculum Director</td>
<td>2</td>
<td>2</td>
<td>12</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Human Resources Director</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Instructional Supervisor</td>
<td>8</td>
<td>11</td>
<td>19</td>
<td>23</td>
<td>15</td>
</tr>
<tr>
<td>Other Administrators</td>
<td>59</td>
<td>23</td>
<td>29</td>
<td>25</td>
<td>45</td>
</tr>
<tr>
<td>Pre-K Director</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>K Director</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>RESA Director</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Special Education Director</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Superintendent</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Technology Director</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Vocational Education Director</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>90</td>
<td>53</td>
<td>72</td>
<td>78</td>
<td>95</td>
</tr>
</tbody>
</table>

New Hires as % of All: 3.33 1.94 2.58 2.77 3.36
Total Administrative Personnel: 2,704 2,730 2,786 2,816 2,796

Source: EWRAD/PSC, 2002

Table 7.5 presents the distribution of new administrators (excluding Principals and Assistant Principals) by RESA. The Metro RESA accounts for 24 to 36% of all the new hires between FY97 and FY02. The second largest employer of new hires is First District RESA.
Table 7.5. New Administrative Personnel Hires by RESA, FY98-FY02

<table>
<thead>
<tr>
<th>RESA</th>
<th>FY98</th>
<th>FY99</th>
<th>FY00</th>
<th>FY01</th>
<th>FY02</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Central Savannah</td>
<td>4</td>
<td>4.44</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1.28</td>
<td>3</td>
<td>3.16</td>
<td></td>
</tr>
<tr>
<td>Chattahoochee</td>
<td>12</td>
<td>13.33</td>
<td>2</td>
<td>3.77</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2.56</td>
<td>4</td>
<td>4.21</td>
<td></td>
</tr>
<tr>
<td>Coastal Plains</td>
<td>5</td>
<td>5.56</td>
<td>2</td>
<td>3.77</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1.28</td>
<td>3</td>
<td>3.16</td>
<td></td>
</tr>
<tr>
<td>First District</td>
<td>8</td>
<td>6.67</td>
<td>4</td>
<td>7.55</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>12.82</td>
<td>20</td>
<td>21.05</td>
<td></td>
</tr>
<tr>
<td>Griffin</td>
<td>3</td>
<td>3.33</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Heart of Georgia</td>
<td>1</td>
<td>1.11</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1.05</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metro</td>
<td>25</td>
<td>28.89</td>
<td>12</td>
<td>35.85</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>9.1</td>
<td>80</td>
<td>40.00</td>
<td>38</td>
</tr>
<tr>
<td>Middle Georgia</td>
<td>5</td>
<td>5.56</td>
<td>2</td>
<td>3.77</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1.28</td>
<td>3</td>
<td>3.16</td>
<td></td>
</tr>
<tr>
<td>North Georgia</td>
<td>2</td>
<td>2.22</td>
<td>2</td>
<td>3.77</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Northeast Georgia</td>
<td>7</td>
<td>7.78</td>
<td>5</td>
<td>9.43</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>6.41</td>
<td>3</td>
<td>3.16</td>
<td></td>
</tr>
<tr>
<td>Northwest Georgia</td>
<td>2</td>
<td>2.22</td>
<td>3</td>
<td>5.66</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>6.41</td>
<td>6</td>
<td>6.32</td>
<td></td>
</tr>
<tr>
<td>Oconee</td>
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<td>1.11</td>
<td>4</td>
<td>7.55</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3.85</td>
<td>3</td>
<td>3.16</td>
<td></td>
</tr>
<tr>
<td>Okfenokee</td>
<td>1</td>
<td>1.11</td>
<td>2</td>
<td>3.77</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1.28</td>
<td>1</td>
<td>1.05</td>
<td></td>
</tr>
<tr>
<td>Pioneer</td>
<td>4</td>
<td>4.44</td>
<td>4</td>
<td>7.55</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>10.28</td>
<td>4</td>
<td>4.21</td>
<td></td>
</tr>
<tr>
<td>Southwest Georgia</td>
<td>4</td>
<td>4.44</td>
<td>2</td>
<td>3.77</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>8.97</td>
<td>4</td>
<td>4.21</td>
<td></td>
</tr>
<tr>
<td>West Georgia</td>
<td>7</td>
<td>7.78</td>
<td>2</td>
<td>3.77</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3.85</td>
<td>3</td>
<td>3.16</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>90</td>
<td>100</td>
<td>53</td>
<td>100</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td>100</td>
<td>95</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: EWRAD/PSC, 2002

Supply of Student Services Personnel

The highest source of supply for student services personnel was retention, accounting for 84.7% of the FY02 total. About nine percent (8.8%) were hired from outside the Georgia public school system (see Table 7.6). The remaining 6.5% were assigned in FY01 to positions such as Assistant Principal, Principal, teacher, etc.

Table 7.6. Previous Jobs of Student Services Personnel, FY98-FY02

<table>
<thead>
<tr>
<th>Preceding Year Position</th>
<th>FY98</th>
<th>FY99</th>
<th>FY00</th>
<th>FY01</th>
<th>FY02</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal</td>
<td>10</td>
<td>5</td>
<td>13</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>Assistant Superintendent</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Elementary Counselors</td>
<td>1,077</td>
<td>990</td>
<td>1,022</td>
<td>1,049</td>
<td>1,195</td>
</tr>
<tr>
<td>Elementary</td>
<td>77</td>
<td>85</td>
<td>107</td>
<td>131</td>
<td>142</td>
</tr>
<tr>
<td>Middle</td>
<td>42</td>
<td>40</td>
<td>65</td>
<td>56</td>
<td>55</td>
</tr>
<tr>
<td>High School Counselors</td>
<td>0</td>
<td>523</td>
<td>601</td>
<td>731</td>
<td>837</td>
</tr>
<tr>
<td>High School Teachers</td>
<td>54</td>
<td>61</td>
<td>70</td>
<td>90</td>
<td>43</td>
</tr>
<tr>
<td>Instructional Specialist</td>
<td>7</td>
<td>6</td>
<td>9</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>10</td>
<td>13</td>
<td>8</td>
<td>17</td>
<td>9</td>
</tr>
<tr>
<td>Middle Grades Counselors</td>
<td>1,358</td>
<td>991</td>
<td>970</td>
<td>856</td>
<td></td>
</tr>
<tr>
<td>Media Specialists</td>
<td>1,868</td>
<td>1,853</td>
<td>1,866</td>
<td>1,891</td>
<td>1,940</td>
</tr>
<tr>
<td>Nurse</td>
<td>4</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Other Administrators</td>
<td>40</td>
<td>34</td>
<td>23</td>
<td>44</td>
<td>62</td>
</tr>
<tr>
<td>Other Elementary</td>
<td>40</td>
<td>30</td>
<td>41</td>
<td>46</td>
<td>42</td>
</tr>
<tr>
<td>Other Middle</td>
<td>29</td>
<td>48</td>
<td>34</td>
<td>46</td>
<td>42</td>
</tr>
<tr>
<td>Other Student Services</td>
<td>724</td>
<td>803</td>
<td>795</td>
<td>791</td>
<td>836</td>
</tr>
<tr>
<td>Other Teachers</td>
<td>3</td>
<td>196</td>
<td>4</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Pre-K</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Principal</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Speech &amp; Language Pathologist</td>
<td>640</td>
<td>682</td>
<td>1,126</td>
<td>1,233</td>
<td>1,292</td>
</tr>
<tr>
<td>School Psychologist</td>
<td>459</td>
<td>490</td>
<td>508</td>
<td>505</td>
<td>540</td>
</tr>
<tr>
<td>School Social Work</td>
<td>328</td>
<td>339</td>
<td>357</td>
<td>361</td>
<td>424</td>
</tr>
<tr>
<td>Special Education Teacher</td>
<td>76</td>
<td>248</td>
<td>106</td>
<td>126</td>
<td>169</td>
</tr>
<tr>
<td>Vocational Education Teacher</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>Not in Georgia</td>
<td>660</td>
<td>745</td>
<td>674</td>
<td>770</td>
<td>824</td>
</tr>
<tr>
<td>TOTAL</td>
<td>7,525</td>
<td>8,200</td>
<td>8,419</td>
<td>8,797</td>
<td>9,347</td>
</tr>
</tbody>
</table>

New Hires as % of Total | 8.8 | 9.1 | 8.0 | 8.8 | 8.8 |

Source: EWRAD/PSC, 2002
There was an increase in the number of new student services personnel hires from 770 in FY01 to 824 in FY02. The highest source of supply for this personnel group was from the Speech and Language Pathologist group, which accounted for 25.61% (n=211) of the new hires (see Table 7.7). This was followed by Elementary Grades Counselors (15.90%, n=131). Speech and Language Pathologists continue to show high attrition (21.1%) and a high number of new hires (25.61%). This phenomenon requires a more detailed examination.

Table 7.7. New Student Services Personnel Hires by Category, FY98-FY02

<table>
<thead>
<tr>
<th>Category</th>
<th>FY98</th>
<th>FY99</th>
<th>FY00</th>
<th>FY01</th>
<th>FY02</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Elementary Grades Counselor</td>
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<td>77</td>
<td>10.34</td>
<td>86</td>
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<td>41</td>
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<td>46</td>
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<td>7.42</td>
<td>75</td>
<td>10.07</td>
<td>56</td>
</tr>
<tr>
<td>Media Specialist</td>
<td>59</td>
<td>8.94</td>
<td>77</td>
<td>10.34</td>
<td>86</td>
</tr>
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<td>NA</td>
<td>NA</td>
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<td>127</td>
<td>17.05</td>
<td>67</td>
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<td>51</td>
<td>6.85</td>
<td>38</td>
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<tr>
<td>School Social Worker</td>
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<td>38</td>
<td>5.10</td>
<td>34</td>
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<td>Speech &amp; Language Pathologist</td>
<td>112</td>
<td>16.97</td>
<td>259</td>
<td>34.77</td>
<td>261</td>
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<tr>
<td>TOTAL</td>
<td>660</td>
<td>100</td>
<td>745</td>
<td>100</td>
<td>674</td>
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</table>

Source: EWRAD/PSC, 2002
NA – Data not available.

Consistent with teacher and administrator RESA distribution, the highest percentage of new student services personnel hires were recorded in Metro RESA, accounting for 43.23% of the total (n=348). The next highest percentages were in Northwest Georgia (7.04%) and Griffin (6.92%) RESAs. Table 7.8 shows the distribution of new student services personnel hires by RESA.

Table 7.8. New Student Services Personnel Hires by RESA, FY98-FY02

<table>
<thead>
<tr>
<th>RESA</th>
<th>FY98 #</th>
<th>FY98 %</th>
<th>FY99 #</th>
<th>FY99 %</th>
<th>FY00 #</th>
<th>FY00 %</th>
<th>FY01 #</th>
<th>FY01 %</th>
<th>FY02 #</th>
<th>FY02 %</th>
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<td>4.25</td>
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<td>3.25</td>
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<td>2.06</td>
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<td>20</td>
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<td>38.83</td>
<td>348</td>
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<td>1.34</td>
<td>18</td>
<td>2.34</td>
<td>17</td>
<td>2.06</td>
</tr>
<tr>
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<td>43</td>
<td>5.77</td>
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<td>2.37</td>
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<td>3.51</td>
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<td>25</td>
<td>3.71</td>
<td>24</td>
<td>3.12</td>
<td>30</td>
<td>3.64</td>
</tr>
<tr>
<td>TOTAL</td>
<td>660</td>
<td>100</td>
<td>745</td>
<td>100</td>
<td>674</td>
<td>100</td>
<td>770</td>
<td>100</td>
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</table>

Source: EWRAD/PSC, 2002
Chapter 8: Conclusion and Recommendations

Conclusion

As shown in Section II, the total numbers of both administrative and student services personnel have increased from FY01 to FY02. With regards to the gender and ethnic makeup of these personnel groups, both tend to be predominantly female and White. The majority of individuals tend to hold either a Master’s or Education Specialist degree. This might be due to the level of skill and proficiency needed to perform effectively in their fields of operation.

The administrative personnel group tends to be older, with more years of experience than the student services group. The administrative personnel group had a mean age range of 46 to 63 years and a mean experience range of 19 to 34 years. The student services personnel group had a mean age range of 39 to 49 years and a mean experience range of 11 to 20 years.

Recommendations

In line with the provisions of the federal No Child Left Behind (NCLB) Legislation, there is a need to monitor more closely the Pre-Kindergarten Directors group; their numbers gradually increased to 24 in FY01 and dropped in FY02 to 20. The number of Special Education Directors also may not be growing as fast as the number of students that need specialized attention. In fact, their numbers dropped from 165 in FY01 to 159 in FY02. In addition, considering the high school dropout rates, Vocational Education should be strengthened, so as to provide the necessary skills needed for school dropouts. This might help reduce dropout rates. These three administrative personnel groups require attention so that the state of Georgia can effectively meet the mandate of the NCLB Legislation.

Although the attrition rates for Principals and Assistant Principals are higher than that for teachers, their leaving is not attributed to retirement or promotion. An in-depth study is recommended to probe into the reasons these individuals are leaving and where they are going.

The 21.12% attrition rate of Speech and Language Pathologists requires further investigation to determine the reasons why they leave, where they go, and how this rate could be reduced.

Lastly, there is a need to diversify the administrative and student services personnel groups, especially in light of the increasing enrollments of minorities in Georgia’s student population.
APPENDICES
APPENDIX 1:

DISTRIBUTION OF ADMINISTRATIVE PERSONNEL BY RESA, FY02
### Assistant Principal

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<th>FY02</th>
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<th>%</th>
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<tr>
<td>Chattahoochee</td>
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<td>91</td>
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<tr>
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<td>208</td>
<td>22</td>
<td>9.69</td>
</tr>
<tr>
<td>Griffin</td>
<td>151</td>
<td>13</td>
<td>5.73</td>
</tr>
<tr>
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<td>35</td>
<td>8</td>
<td>3.52</td>
</tr>
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### Assistant Superintendent

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<td>4.85</td>
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<td>9.69</td>
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</tr>
<tr>
<td>Griffin</td>
<td>13</td>
<td>5.73</td>
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</tr>
<tr>
<td>Heart of Georgia</td>
<td>8</td>
<td>3.52</td>
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<tr>
<td>Metro</td>
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<td>21.59</td>
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<tr>
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<td>4.40</td>
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<tr>
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</tr>
<tr>
<td>Pioneer</td>
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<td>4.40</td>
<td></td>
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<td>3.96</td>
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</tr>
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</tr>
<tr>
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<td>16</td>
<td>1.96</td>
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APPENDIX 3:

DISTRIBUTION OF STUDENT SERVICES

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APPENDIX 4:

DISTRIBUTION OF STUDENT SERVICES

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APPENDIX 5:

STUDENT ENROLLMENT AND TEACHER DEMAND PROJECTIONS BY RESA
Central Savannah RESA

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## Central Savannah RESA

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### Chattahoochee-Flint River RESA

#### Enrollment by Grade Level, FY92-FY02

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#### Student Enrollment Projections Based on Grade-to-Grade Average Yield Rate

| Year      | PK to PK | PK to KK | KK to Gr1 | Gr1 to Gr2 | Gr2 to Gr3 | Gr3 to Gr4 | Gr4 to Gr5 | Gr5 to Gr6 | Gr6 to Gr7 | Gr7 to Gr8 | Gr8 to Gr9 | G9 to G10 | G10 to G11 | G11 to G12 |
|-----------|----------|----------|-----------|------------|------------|------------|------------|------------|------------|------------|------------|-----------|-----------|-----------|-----------|
| 2003      | 2307     | 4481     | 4205      | 4136       | 4062       | 4306       | 4391       | 4528       | 4652       | 4186       | 5215       | 3597      | 3233      | 2951      |
| 2004      | 2392     | 4646     | 4584      | 4054       | 4074       | 4025       | 4267       | 4496       | 4523       | 4457       | 5279       | 3890      | 2975      | 2906      |
| 2005      | 2481     | 4817     | 4753      | 4419       | 3993       | 4037       | 3989       | 4369       | 4492       | 4333       | 5620       | 3938      | 3217      | 2675      |
| 2006      | 2573     | 4997     | 4928      | 4582       | 4353       | 3957       | 4001       | 4085       | 4365       | 4303       | 5464       | 4193      | 3257      | 2892      |
| 2007      | 2668     | 5182     | 5112      | 4751       | 4513       | 4314       | 3921       | 4097       | 4081       | 4182       | 5426       | 4076      | 3468      | 2928      |
| 2008      | 2767     | 5373     | 5301      | 4928       | 4680       | 4472       | 4275       | 4015       | 4093       | 3910       | 5274       | 4048      | 3371      | 3118      |
| 2009      | 2869     | 5573     | 5497      | 5110       | 4854       | 4638       | 4432       | 4378       | 4011       | 3921       | 4931       | 3934      | 3348      | 3031      |
| 2010      | 2975     | 5778     | 5701      | 5299       | 5033       | 4810       | 4596       | 4538       | 4374       | 3843       | 4944       | 3679      | 3253      | 3010      |
| 2011      | 3085     | 5992     | 5911      | 5496       | 5220       | 4988       | 4767       | 4706       | 4533       | 4190       | 4846       | 3688      | 3043      | 2924      |
| 2012      | 3199     | 6213     | 6130      | 5698       | 5414       | 5173       | 4943       | 4881       | 4701       | 4343       | 5284       | 3615      | 3050      | 2736      |
## Chattahoochee-Flint River RESA

### Teacher Demand Projections

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## Coastal Plains RESA

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### Student Enrollment Projections Based on Grade-to-Grade Average Yield Rate

| (Yield) | PK to PK | PK to KK | KK to Gr1 | Gr1 to Gr2 | Gr2 to Gr3 | Gr3 to Gr4 | Gr4 to Gr5 | Gr5 to Gr6 | Gr6 to Gr7 | Gr7 to Gr8 | Gr8 to Gr9 | G9 to G10 | G10 to G11 | G11 to G12 |
|---------|----------|----------|-----------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-----------|------------|------------|
| Year    | Pre-K    | KK       | Gr1       | Gr2        | Gr3        | Gr4        | Gr5        | Gr6        | Gr7        | Gr8        | Gr9        | G10       | G11       | G12       |
|---------|----------|----------|-----------|------------|------------|------------|------------|------------|------------|------------|------------|-----------|-----------|-----------|-----------|
| 2003    | 1401     | 3570     | 3131      | 3097       | 3124       | 3110       | 3239       | 3253       | 3417       | 3275       | 3796       | 2900      | 2484      | 2247      |
| 2004    | 1450     | 3694     | 3563      | 3028       | 3072       | 3077       | 3094       | 3356       | 3204       | 3301       | 3783       | 3048      | 2378      | 2208      |
| 2005    | 1501     | 3824     | 3687      | 3445       | 3004       | 3026       | 3062       | 3205       | 3306       | 3095       | 3813       | 3038      | 2499      | 2114      |
| 2006    | 1554     | 3958     | 3816      | 3565       | 3417       | 2959       | 3011       | 3172       | 3157       | 3194       | 3575       | 3062      | 2491      | 2222      |
| 2007    | 1608     | 4098     | 3950      | 3690       | 3536       | 3366       | 2944       | 3119       | 3124       | 3050       | 3689       | 2871      | 2511      | 2214      |
| 2008    | 1664     | 4240     | 4090      | 3820       | 3660       | 3483       | 3349       | 3050       | 3072       | 3018       | 3523       | 2962      | 2354      | 2232      |
| 2009    | 1722     | 4388     | 4232      | 3955       | 3789       | 3605       | 3466       | 3470       | 3004       | 2968       | 3486       | 2829      | 2429      | 2093      |
| 2010    | 1782     | 4541     | 4379      | 4092       | 3923       | 3732       | 3587       | 3591       | 3418       | 2902       | 3428       | 2799      | 2320      | 2159      |
| 2011    | 1844     | 4699     | 4532      | 4234       | 4059       | 3864       | 3713       | 3716       | 3537       | 3302       | 3352       | 2753      | 2295      | 2062      |
| 2012    | 1909     | 4863     | 4690      | 4382       | 4200       | 3998       | 3845       | 3847       | 3660       | 3417       | 3814       | 2692      | 2257      | 2040      |

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## Coastal Plains RESA

### Teacher Demand Projections

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- **Special Ed P-12**: 139,4651
- **EIPK**: 59,67282
- **EIP1-3**: 77,99377
- **EIP4-5**: 120,252
- **Other Elem. (Ratio to K-5)**: 237,8617
- **Other Middle (Ratio to Gr6-8)**: 95,28491
- **Instructional Specialists (Based on P-12)**: 292,1207
- **Other Teachers**: 1583,887
- **Vocational Ed (Based on P-12)**: 360,8527

**TEACHER TOTAL**: 3139.8, 2683.5, 3325.7, 2946.2, 3816.5, 3384.1
### First District RESA

### Enrollment by Grade Level, FY92-FY02

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## First District RESA

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Griffin RESA

Enrollment by Grade Level, FY92-FY02

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- **Special Ed P-12**: 126.0002
- **EIPK**: 113.2347
- **EIP1-3**: 161.4088
- **EIP4-5**: 338.7729
- **Other Elem. (Ratio to K-5)**: 86.00568
- **Other Middle (Ratio to Gr6-8)**: 54.50699
- **Instructional Specialists (Based on P-12)**: 295.7693
- **Other Teachers**: 2319.799
- **Vocational Ed (Based on P-12)**: 532.4195

**TEACHER TOTAL**: 6458.3 5516.3 7559 6688.3 9435 8353.9
Heart of Georgia RESA

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## Heart of Georgia RESA

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<th>Grade 4</th>
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<th>Grade 10</th>
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<th>Other Middle (Ratio to Gr6-8)</th>
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**Notes:**
- The projected numbers are based on projected student enrollments.
- Enrollments include special education, EIP (English Instructional Program), and other instructional staff.
- The TEACHER TOTAL includes all projected teachers needed.
### Metro RESA

#### Enrollment by Grade Level, FY92-FY02

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#### Student Enrollment Projections Based on Grade-to-Grade Average Yield Rate

| Year       | PK to PK | PK to KK | KK to Gr1 | Gr1 to Gr2 | Gr2 to Gr3 | Gr3 to Gr4 | Gr4 to Gr5 | Gr5 to Gr6 | Gr6 to Gr7 | Gr7 to Gr8 | Gr8 to Gr9 | Gr9 to G10 | G10 to G11 | G11 to G12 |
|------------|----------|----------|-----------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| 2003       | 1.048    | 6.133    | 1.046     | 1.014      | 1.02       | 1.01       | 1.018      | 1.011      | 1.009      | 1.018      | 1.174      | 0.83       | 0.9        | 0.915      |
| 2004       | 1.048    | 6.133    | 1.046     | 1.014      | 1.02       | 1.01       | 1.018      | 1.011      | 1.009      | 1.018      | 1.174      | 0.83       | 0.9        | 0.915      |
| 2005       | 1.048    | 6.133    | 1.046     | 1.014      | 1.02       | 1.01       | 1.018      | 1.011      | 1.009      | 1.018      | 1.174      | 0.83       | 0.9        | 0.915      |
| 2006       | 1.048    | 6.133    | 1.046     | 1.014      | 1.02       | 1.01       | 1.018      | 1.011      | 1.009      | 1.018      | 1.174      | 0.83       | 0.9        | 0.915      |
| 2007       | 1.048    | 6.133    | 1.046     | 1.014      | 1.02       | 1.01       | 1.018      | 1.011      | 1.009      | 1.018      | 1.174      | 0.83       | 0.9        | 0.915      |
| 2008       | 1.048    | 6.133    | 1.046     | 1.014      | 1.02       | 1.01       | 1.018      | 1.011      | 1.009      | 1.018      | 1.174      | 0.83       | 0.9        | 0.915      |
| 2009       | 1.048    | 6.133    | 1.046     | 1.014      | 1.02       | 1.01       | 1.018      | 1.011      | 1.009      | 1.018      | 1.174      | 0.83       | 0.9        | 0.915      |
| 2010       | 1.048    | 6.133    | 1.046     | 1.014      | 1.02       | 1.01       | 1.018      | 1.011      | 1.009      | 1.018      | 1.174      | 0.83       | 0.9        | 0.915      |
| 2011       | 1.048    | 6.133    | 1.046     | 1.014      | 1.02       | 1.01       | 1.018      | 1.011      | 1.009      | 1.018      | 1.174      | 0.83       | 0.9        | 0.915      |
| 2012       | 1.048    | 6.133    | 1.046     | 1.014      | 1.02       | 1.01       | 1.018      | 1.011      | 1.009      | 1.018      | 1.174      | 0.83       | 0.9        | 0.915      |
## Metro RESA

### Teacher Demand Projections

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### Special Education

- **Special Ed P-12**: 119.6731
  - EIPK: 277.0649
  - EIP1-3: 218.3655
  - EIP4-5: 599.3004
- **Other Elem. (Ratio to K-5)**: 133.3099
- **Other Middle (Ratio to Gr6-8)**: 52.08038
- **Instructional Specialists (Based on P-12)**: 252.9994
- **Other Teachers**: 4937.252
- **Vocational Ed (Based on P-12)**: 705.1204

### TEACHER TOTAL

- 40089.9 34044.4 45552 40114.4 55542.3 48934.7
## Middle Georgia RESA

### Enrollment by Grade Level, FY92-FY02

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### Middle Georgia RESA

#### Teacher Demand Projections

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EIPK              217.9147 23  23  24.2  24.2  25.8  25.8
EIP1-3            276.2116 52.7  52.7  56.4  56.4  60.2  60.2
EIP4-5            286.8458 35.3  35.3  34.2  34.2  37.8  37.8
Other Elem. (Ratio to K-5) 215.0557 138.1 138.1 142.6 142.6 153.8 153.8
Other Middle (Ratio to Gr6-8) 86.34659 177.6 177.6 175.1 175.1 182.8 182.8
Instructional Specialists (Based on P-12) 304.0281 209.7 209.7 216.5 216.5 225.6 225.6
Other Teachers   2265.17 27.9  27.9  28.8  28.8  30  30
Vocational Ed (Based on P-12) 510.7222 124.8 124.8 128.9 128.9 134.3 134.3

**TEACHER TOTAL** 4494.2 3798.2 4645.9 4077.3 4861.2 4267.4
North Georgia RESA

**Enrollment by Grade Level, FY92-FY02**

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## North Georgia RESA

### Teacher Demand Projections

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Special Ed P-12: 125.4126  
EIPK: 225.3725  
EIP1-3: 165.3306  
EIP4-5: 95.49758  
Other Elem. (Ratio to K-5): 172.0905  
Other Middle (Ratio to Gr6-8): 84.32723  
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**TEACHER TOTAL**: 4729.6  
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Northeast Georgia RESA

Enrollment by Grade Level, FY92-FY02

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Student Enrollment Projections Based on Grade-to-Grade Average Yield Rate

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|---------------|----------|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2003          | 1784     | 5256     | 4683      | 4867      | 4856      | 4828      | 4987      | 5111      | 5153      | 4998      | 5638      | 4357      | 3632      | 3096      |
| 2004          | 1879     | 5336     | 5382      | 4660      | 4979      | 4846      | 4910      | 5142      | 5188      | 5261      | 5888      | 4471      | 3634      | 3232      |
| 2005          | 1979     | 5831     | 5669      | 5355      | 4767      | 4699      | 4928      | 5062      | 5219      | 5297      | 6197      | 4669      | 3729      | 3234      |
| 2006          | 2084     | 6141     | 5971      | 5641      | 5478      | 4757      | 5053      | 5081      | 5138      | 5329      | 6240      | 4914      | 3894      | 3319      |
| 2007          | 2194     | 6467     | 6288      | 5941      | 5771      | 5467      | 4838      | 5210      | 5157      | 5246      | 6278      | 4948      | 4098      | 3466      |
| 2008          | 2310     | 6808     | 6622      | 6257      | 6078      | 5759      | 5560      | 4988      | 5288      | 5265      | 6180      | 4978      | 4127      | 3647      |
| 2009          | 2432     | 7168     | 6971      | 6589      | 6401      | 6066      | 5857      | 5732      | 5063      | 5399      | 6202      | 4901      | 4152      | 3673      |
| 2010          | 2561     | 7546     | 7340      | 6936      | 6741      | 6388      | 6169      | 6039      | 5818      | 5169      | 6360      | 4918      | 4087      | 3695      |
| 2011          | 2697     | 7947     | 7727      | 7303      | 7096      | 6728      | 6497      | 6360      | 6130      | 5940      | 6089      | 5043      | 4102      | 3637      |
| 2012          | 2840     | 8369     | 8138      | 7688      | 7471      | 7082      | 6842      | 6698      | 6455      | 6259      | 6997      | 4829      | 4206      | 3651      |
**Northeast Georgia RESA**

### Teacher Demand Projections

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Northwest Georgia RESA

**Enrollment by Grade Level, FY92-FY02**

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### Oconee RESA

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#### Student Enrollment Projects Based on Grade-to-Grade Average Yield Rate

| Year | PK to PK | PK to KK | KK to Gr1 | Gr1 to Gr2 | Gr2 to Gr3 | Gr3 to Gr4 | Gr4 to Gr5 | Gr5 to Gr6 | Gr6 to Gr7 | Gr7 to Gr8 | Gr8 to Gr9 | G9 to G10 | G10 to G11 | G11 to G12 |
|------|----------|----------|-----------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| 2003 | 572      | 1634     | 1413      | 1498       | 1514       | 1505       | 1583       | 1627       | 1487       | 1450       | 1841       | 1234       | 1189       | 1073       |
| 2004 | 592      | 1690     | 1663      | 1356       | 1476       | 1525       | 1502       | 1586       | 1588       | 1454       | 1789       | 1318       | 1076       | 1094       |
| 2005 | 613      | 1749     | 1720      | 1596       | 1336       | 1486       | 1522       | 1505       | 1548       | 1553       | 1794       | 1281       | 1149       | 990        |
| 2006 | 634      | 1811     | 1780      | 1651       | 1572       | 1345       | 1483       | 1525       | 1469       | 1514       | 1916       | 1285       | 1117       | 1057       |
| 2007 | 656      | 1873     | 1844      | 1709       | 1626       | 1583       | 1342       | 1486       | 1488       | 1437       | 1868       | 1372       | 1121       | 1028       |
| 2008 | 679      | 1938     | 1907      | 1770       | 1683       | 1637       | 1580       | 1345       | 1450       | 1455       | 1773       | 1337       | 1196       | 1031       |
| 2009 | 703      | 2006     | 1973      | 1831       | 1743       | 1695       | 1634       | 1583       | 1313       | 1418       | 1795       | 1269       | 1166       | 1100       |
| 2010 | 728      | 2077     | 2042      | 1894       | 1804       | 1755       | 1692       | 1637       | 1545       | 1284       | 1750       | 1285       | 1107       | 1073       |
| 2011 | 753      | 2151     | 2114      | 1960       | 1866       | 1817       | 1751       | 1695       | 1598       | 1511       | 1584       | 1253       | 1121       | 1018       |
| 2012 | 779      | 2224     | 2190      | 2029       | 1931       | 1879       | 1813       | 1755       | 1654       | 1563       | 1865       | 1134       | 1093       | 1031       |
## Oconee RESA

### Teacher Demand Projections

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**TEACHER TOTAL**

|              | 1505.1 | 1291.3 | 1586 | 1408.3 | 1804.5 | 1603.9 |
## Okfenokee RESA

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### Student Enrollment Patterns Based on Grade-to-Grade Average Yield Rate

| (Yield) | PK to KK | KK to G1 | G1 to G2 | G2 to G3 | G3 to G4 | G4 to G5 | G5 to G6 | G6 to G7 | G7 to G8 | G8 to G9 | G9 to G10 | G10 to G11 | G11 to G12 |
|----------|----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-------------|-------------|
| Year     | Pre-K    | KK        | G1       | G2       | G3       | G4       | G5       | G6       | G7       | G8       | G9       | G10       | G11         | G12         |
| 2003     | 1373     | 2346      | 2083     | 2085     | 2005     | 2113     | 2141     | 2275     | 2241     | 2156     | 2358     | 1819      | 1555        | 1310        |
| 2004     | 1411     | 2411      | 2405     | 1998     | 2070     | 2013     | 2096     | 2222     | 2223     | 2216     | 2415     | 1908      | 1475        | 1368        |
| 2005     | 1451     | 2478      | 2471     | 2306     | 1984     | 2078     | 1997     | 2176     | 2171     | 2199     | 2482     | 1954      | 1547        | 1298        |
| 2006     | 1492     | 2548      | 2540     | 2370     | 2290     | 1992     | 2061     | 2073     | 2126     | 2147     | 2463     | 2008      | 1585        | 1361        |
| 2007     | 1534     | 2620      | 2612     | 2436     | 2353     | 2299     | 1976     | 2139     | 2025     | 2103     | 2405     | 1993      | 1628        | 1395        |
| 2008     | 1577     | 2694      | 2686     | 2505     | 2419     | 2362     | 2281     | 2051     | 2090     | 2003     | 2355     | 1946      | 1616        | 1433        |
| 2009     | 1621     | 2769      | 2761     | 2576     | 2487     | 2429     | 2343     | 2368     | 2004     | 2067     | 2243     | 1905      | 1578        | 1422        |
| 2010     | 1666     | 2846      | 2838     | 2648     | 2558     | 2497     | 2410     | 2432     | 2314     | 1982     | 2315     | 1815      | 1545        | 1389        |
| 2011     | 1713     | 2925      | 2917     | 2722     | 2629     | 2568     | 2477     | 2502     | 2376     | 2289     | 2220     | 1873      | 1472        | 1360        |
| 2012     | 1761     | 3008      | 2998     | 2797     | 2703     | 2640     | 2547     | 2571     | 2444     | 2350     | 2564     | 1796      | 1519        | 1295        |
### Okefenokee RESA

#### Teacher Demand Projections

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### Pioneer RESA

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|---------|----------|----------|-----------|------------|------------|------------|------------|------------|------------|------------|------------|-----------|-----------|-----------|-----------|
| 1.007   | 11.135   | 1.029    | 1.003     | 1.025      | 1.03       | 1.031      | 1.039      | 1.026      | 1.017      | 1.186      | 0.832      | 0.87      | 0.884     |

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## Pioneer RESA

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Southwest Georgia RESA

Enrollment by Grade Level, FY92-FY02

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West Georgia RESA

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## West Georgia RESA

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**Special Ed P-12**

**EIPK**

**EIP1-3**

**EIP4-5**

**Other Elem. (Ratio to K-5)**

**Other Middle (Ratio to Gr6-8)**

**Instructional Specialists (Based on P-12)**

**Other Teachers**

**Vocational Ed (Based on P-12)**

**TEACHER TOTAL**

|                        | 4304.4  | 3681.3  | 4836.2  | 4284    | 5762.8  | 5108.1  |

201
Appendix 6:

FTE Count of Educators by Personnel Categories,

FY97-FY02
### FTE Count of Georgia Educators by Personnel Categories, FY97-FY02

<table>
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<tr>
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## FTE Count of Central Savannah RESA Educators By Personnel Categories, FY97-FY02

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