2022-2023 Georgia Gwinnett College Schools of Education Unit Data

The Georgia Professional Standards Commission (GaPSC) provided Educator Preparation Providers (EPPs) with Teacher Preparation Program Effectiveness Measure (PPEM) data for the first time in 2017. The PPEM, used by the GaPSC to rate Educator Preparation Programs throughout the state, was based on a variety of data that the GaPSC collects, including the Teacher Assessment on Performance Standards (TAPS) data, Georgia Assessment of Certified Educators (GACE) data, edTPA scores, and inductee surveys and employer surveys. Previously, a level 4 is above 180 points (Exemplary). A level 3 is 160 – 179 points (Effective). The overall Provider PPEM for GGC was a rating of level 4, with 181 points. However, due to the change in the Assessment System they are no longer giving EPP’s an overall rating but are reporting out the overall scores for programs and the Educator Preparation Program (EPP).

Therefore, beginning with the summer of 2022, the GaPSC has transitioned to a set of effectiveness measure reports that will not include preparation program ratings or attendant consequences. The reports will be expanded over time to include additional data that offer value in informing program improvement, but that do not meet the reliability/validity criteria for inclusion in a PPEM rating.

GaPSC will continue to provide detailed data where available in the current dashboards. EPPs will also have access to prior-year data on the internal dashboard on GaPSC.org. In 2023, data are aggregated for the following academic years for each measure (available data only):

- GACE – 2020, 2021, 2022
- Employer survey –2021, 2022, 2023
- Inductee survey –2021, 2022, 2023

Specifics on the detail of the calculation methodologies for the five measures that make up the PPEMs can be found in this location.
**Measure 1: Completer Effectiveness- Impact on P-12 Learning and Development**

Georgia Gwinnett College (GGC) Student Growth Percentile numbers (SGPs) indicate a high level of teaching effectiveness. First implemented in 2017, SGPs describe the amount of growth a student has demonstrated relative to academically similar students across the state. An SGP will range from 1 to 99, with lower percentages corresponding to low relative growth and high percentages corresponding to high relative growth. In turn, for teachers who teach SGP grades and courses, their ultimate teacher effectiveness score is partly based on their SGP rating. When the SGPs from students who are taught by graduates from our Educator Preparation Program are analyzed, a vast majority—72%—score in Level III (Proficient) Level. This is higher than the scores of students from similar Educator Preparation Programs (EPPs).

**SGP Ratings-First Academic Year after Program Completion (N=36)**

<table>
<thead>
<tr>
<th>SGP Rating Level</th>
<th>Completers from this EPP</th>
<th>Completers from all EPPs</th>
<th>Completers from similar EPPs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6%</td>
<td>3%</td>
<td>5%</td>
</tr>
<tr>
<td>2</td>
<td>22%</td>
<td>14%</td>
<td>21%</td>
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<tr>
<td>3</td>
<td>72%</td>
<td>79%</td>
<td>70%</td>
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<tr>
<td>4</td>
<td>0%</td>
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</tr>
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</table>

**Measure 1: Completer Effectiveness- Indicators of Teaching Effectiveness**

If we focus specifically on the Georgia Department of Education Teacher Assessment on Performance Standards (TAPs) data—which is drawn from the evaluations of in-service teachers performed by local school leaders—GGC completers have a positive impact on P-12 student learning and development. Ninety-six percent of in-service teachers score at the level of proficient or above on all ten standards. All standards are close to a score of 2.0, which represents a proficient score. The summative average score for GGC completers after their first year of teaching was 19.8 with a score of 20 being proficient. Only a small percentage of completers score at level two on the TAPS standards.

**Teacher Assessment on Performance Standards (TAPS; N=85)**

<table>
<thead>
<tr>
<th></th>
<th>GGC (THIS EPP)</th>
<th>ALL EPPS</th>
<th>SIMILAR EPPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL 1</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>LEVEL 2</td>
<td>3.5%</td>
<td>3.5%</td>
<td>4.0%</td>
</tr>
<tr>
<td>LEVEL 3</td>
<td>96.5%</td>
<td>95.8%</td>
<td>95.5%</td>
</tr>
<tr>
<td>LEVEL 4</td>
<td>0.0%</td>
<td>0.7%</td>
<td>0.5%</td>
</tr>
</tbody>
</table>
Data below represent the average score based on each of the ten Teacher Assessment on Performance Standards (TAPS) standards. Georgia Gwinnett College (GGC) students score similarly to other teacher candidates from all USG and similar institutions. All teacher candidates in the USG system scored the lowest on standard number eight, which represents creating an academically challenging learning environment. The scores from each of the ten standards are very similar to the GGC scores for each area, which suggests that our students are performing as well as all other completers from other USG institutions. GGC scored equal to similar EPPs on standards 5, 6, 8, 9, and 10, with the same score on five of the ten TAPS standards as all EPPs in the state.

### Average Scores by TAPS Standard (N=85)

<table>
<thead>
<tr>
<th>Standard</th>
<th>This EPP</th>
<th>All EPPs</th>
<th>Similar EPPs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Professional Knowledge</td>
<td>1.96</td>
<td>2.02</td>
<td>2.00</td>
</tr>
<tr>
<td>2. Instructional Planning</td>
<td>1.98</td>
<td>2.00</td>
<td>2.00</td>
</tr>
<tr>
<td>3. Instructional Strategies</td>
<td>1.96</td>
<td>2.01</td>
<td>2.00</td>
</tr>
<tr>
<td>4. Differentiated Instruction</td>
<td>1.95</td>
<td>1.97</td>
<td>1.97</td>
</tr>
<tr>
<td>5. Assessment Strategies</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
</tr>
<tr>
<td>6. Assessment Uses</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
</tr>
<tr>
<td>7. Positive Learning Environment</td>
<td>1.90</td>
<td>2.10</td>
<td>2.00</td>
</tr>
<tr>
<td>8. Academically Challenging Environment</td>
<td>1.90</td>
<td>1.90</td>
<td>1.90</td>
</tr>
<tr>
<td>9. Professionalism</td>
<td>2.10</td>
<td>2.10</td>
<td>2.10</td>
</tr>
<tr>
<td>10. Communication</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Note: The TAPS standard score range is 0-3, with 2 being the expected score for proficiency.
Measure 2: Satisfaction of Employers & Stakeholder Involvement (N=18)

The Georgia Professional Standards Commission has surveyed the principals of all graduates teaching in Georgia during their first year of teaching in the field in which they were prepared. For this survey, principals were asked to complete a 4-point Likert scale in which they indicated their level of agreement with their satisfaction of GGC graduates. A rating of 4 indicated that they strongly agreed, a rating of 3 indicated that they agreed, a rating of 2 indicated that they disagreed, and a rating of 1 indicated that they strongly disagreed. A rating of 0 indicated there was no response. According to the survey, when asked how much they agreed with various indicators of their satisfaction with GGC graduates, the average rating from principals was 3.26. This rating is higher than our average of 3.14 in 2022. This rating suggested that the principals agreed or strongly agreed with most of the statements presented to them. Furthermore, the ratings demonstrate that principals have a high level of overall satisfaction with GGC completers. GGC scored a 3.20 or above on all ten InTASC standards. The highest average scores were 3.60 on InTASC Standard 10: Leadership and Collaboration and 3.50 on InTASC Standard 8: Instructional Strategies.

### Satisfaction of Employers & Stakeholder Involvement (N=32)

<table>
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<tr>
<th></th>
<th>This EPP</th>
<th>All EPPs</th>
<th>Similar EPPs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Score:</td>
<td>3.26</td>
<td>3.30</td>
<td>3.35</td>
</tr>
<tr>
<td>Responses:</td>
<td>18</td>
<td>1,515</td>
<td>258</td>
</tr>
<tr>
<td>Response rate:</td>
<td>6%</td>
<td>13%</td>
<td>13%</td>
</tr>
</tbody>
</table>

The GaPSC surveyed graduates during their first year of teaching in Georgia. For this survey, teacher inductees were asked to complete a 4-point Likert scale in which they rated their satisfaction with their EPPs in adequately preparing them for the classroom. A rating of 4 indicated that they strongly agreed, a rating of 3 indicated that they agreed, a rating of 2 indicated that they disagreed, and a rating of 1 indicated that they strongly disagreed. A rating of 0 indicated there was no response. The average rating was 3.42, suggesting the GGC teacher inductees agreed with most of the statements presented to them. The data continues to demonstrate that GGC teacher inductees are satisfied with the preparation they received from our EPP.

### Satisfaction of Inductees (First Year Teachers)

<table>
<thead>
<tr>
<th></th>
<th>This EPP</th>
<th>All EPPs</th>
<th>Similar EPPs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Score:</td>
<td>3.42</td>
<td>3.37</td>
<td>3.35</td>
</tr>
<tr>
<td>Responses:</td>
<td>31</td>
<td>2,141</td>
<td>306</td>
</tr>
<tr>
<td>Response rate:</td>
<td>10%</td>
<td>16%</td>
<td>16%</td>
</tr>
</tbody>
</table>

Graduation Rate Calculated by Georgia Gwinnett College

Eighty-seven percent of students who entered the two-year Teacher Education Program in fall 2020 graduated on time in spring 2022.
Measure 3: Candidate Competency at Completion

The GaPSC provided the following Preparation Program Effectiveness Measures (PPEM) data for GACE. GGC candidates have a 98% pass rate. Approximately, 66% of GGC candidates passed at the professional level. More GGC candidates scored at a professional level when compared to similar EPPs. The failure rate is less than two percent, which is the same for similar EPPs. We continue to monitor GACE scores and adjust course work as needed to help address the failure rate.

<table>
<thead>
<tr>
<th>GACE Assessment Data (N=332)</th>
<th>This EPP</th>
<th>All EPPs</th>
<th>Similar EPPs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Score</td>
<td>260</td>
<td>260</td>
<td>257</td>
</tr>
<tr>
<td>Passed Professional</td>
<td>65.7% (N=2,189)</td>
<td>62.3%</td>
<td>57.1%</td>
</tr>
<tr>
<td>Passed Induction</td>
<td>32.5% (N=108)</td>
<td>35.9%</td>
<td>40.2%</td>
</tr>
<tr>
<td>Not Passed</td>
<td>1.8 (N=6)</td>
<td>1.5%</td>
<td>1.8%</td>
</tr>
</tbody>
</table>

Measure 4: Ability of Completers to be Hired

The GaPSC provided the following data on the number of GGC completers who were hired in teaching positions in Georgia in the field for which they were prepared. These data do not reflect completers who were hired in teaching positions outside of the state of Georgia. Many GGC teacher candidates are offered teaching positions before they complete their student teaching experience which indicates districts believe GGC teacher candidates are prepared to teach. Since GGC opened its doors in 2006, we have prepared 911 teacher candidates, and all have been employed as teachers after graduating GGC. During the 2020-2022 academic years, we prepared 339 completers who earned an average exit GPA of 3.46 and completed 829 clinical field hours including a year-long student teaching experience.

<table>
<thead>
<tr>
<th>Program</th>
<th>Completion Year</th>
<th>Total Completers</th>
<th>Employed as Teachers</th>
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</thead>
<tbody>
<tr>
<td>Biology</td>
<td>2015</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Biology</td>
<td>2016</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Biology</td>
<td>2017</td>
<td>2</td>
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<tr>
<td>Biology</td>
<td>2019</td>
<td>3</td>
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</tr>
<tr>
<td>Biology</td>
<td>2020</td>
<td>9</td>
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<td>Biology</td>
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<tr>
<td>Chemistry</td>
<td>2023</td>
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<td>Early Childhood Education</td>
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</tbody>
</table>
Student Loan Default Rate Reported by Georgia Gwinnett College
The current loan default rate is 0%. This is based on 2021 data, which is the most recent number that Georgia Gwinnett College has been given.