

Fall 2021 Enrollment Numbers *(Reported February 2022, updated March 2022)*

EARLY CHILDHOOD

Block I – 31
Block II – 22
Block III – 57
Block IV – 35
Spring 2021 ECE Grads – 38

SECONDARY EDUCATION

PES I – 20 (2 biology, 1 chemistry, 8 English, 6 history, & 3 math)
PES III – 19 (2 biology, 2 chemistry, 5 English, 9 history, & 1 math)
Spring 2021 PES Grads – 15

GPA Averages

Early Childhood

| ENTRY SEMESTER | AVERAGE ENTRY GPA | AVERAGE GRADUATE GPA | GRADUATING SEMESTER |
|----------------|-------------------|----------------------|---------------------|
| F14 | 3.18 | 3.42 | Sp16 |
| Sp15 | 3.32 | 3.50 | F16 |
| F15 | 3.30 | 3.51 | Sp17 |
| Sp16 | 3.36 | 3.53 | F17 |
| F16 | 3.44 | 3.66 | Sp18 |
| Sp17 | 3.39 | 3.57 | F18 |
| F17 | 3.34 | 3.59 | Sp19 |
| Sp18 | 3.23 | 3.46 | F19 |
| F18 | 3.32 | 3.53 | Sp20 |
| Sp19 | 3.34 | 3.48 | F20 |
| F19 | 3.34 | 3.53 | Sp21 |
| Sp20 | 3.38 | 3.55 | F21 |
| F20 | 3.29 | --- | Sp22 |
| Sp21 | 3.53 | --- | F22 |
| F21 | 3.51 | --- | Sp23 |

Secondary

| ENTRY SEMESTER | AVERAGE ENTRY GPA | AVERAGE GRADUATE GPA | GRADUATING SEMESTER | FINAL OVERALL CONTENT GPA AVERAGE |
|----------------|-------------------|----------------------|---------------------|-----------------------------------|
| F14 | 3.24 | 3.42 | Sp16 | 3.38 |
| Sp15 | n/a | n/a | n/a | n/a |
| F15 | 3.25 | 3.43 | Sp17 | 3.41 |
| Sp16 | n/a | n/a | n/a | n/a |
| F16 | 3.35 | 3.34 | Sp18 | 3.27 |
| Sp17 | n/a | n/a | n/a | n/a |
| F17 | 3.36 | 3.46 | Sp19 | 3.26 |
| Sp18 | n/a | n/a | n/a | n/a |
| F18 | 3.34 | 3.41 | Sp20 | 3.37 |
| Sp19 | n/a | n/a | n/a | n/a |
| F19 | 3.36 | 3.46 | Sp21 | 3.36 |
| Sp20 | n/a | n/a | n/a | n/a |
| F20 | 3.47 | --- | Sp22 | --- |
| Sp21 | n/a | n/a | n/a | n/a |
| F21 | 3.51 | --- | Sp23 | --- |

GACE Test Passing Rates – ECE graduates

| ACADEMIC YEAR | CONTENT AREA | #PASSED | #TEST TAKERS | PASS RATE % | TEST I PASS % | TEST II PASS % | STATE PASS RATE % |
|---------------|--------------|---------|--------------|-------------|--|--|-------------------|
| 2015-2016 | ECE-Old GACE | 1 | 1 | 100 | 100 | 100 | 100 |
| | ECE-New GACE | 49 | 49 | 100 | 100 <i>Professional: 74 Induction: 22.1</i> | 100 <i>Professional: 69 Induction: 22.1</i> | |
| 2016-2017 | ECE-New GACE | 61 | 61 | 100 | 100 <i>Professional: 88.5 Induction: 11.5</i> | 100 <i>Professional: 72.1 Induction: 27.9</i> | 99 |
| 2017-2018 | ECE-New GACE | 60 | 60 | 100 | 100 <i>Professional: 86.7 Induction: 13.3</i> | 100 <i>Professional: 68.3 Induction: 31.3</i> | 99 |

| | | | | | | | |
|-----------|--------------|----|----|------|---|---|-----|
| 2018-2019 | ECE-New GACE | 87 | 88 | 98.8 | 98.8 Professional: 76.1 Induction: 22.7 | 98.8 Professional: 69.3 Induction: 29.5 | 100 |
| 2019-2020 | ECE-New GACE | 97 | 98 | 99 | 100 Professional: 80.6 Induction: 19.4 | 99 Professional: 72.4 Induction: 26.5 | 100 |
| 2020-2021 | ECE-New GACE | 58 | 58 | 100 | 100 Professional: 72.4 Induction: 27.6 | 100 Professional: 65.5 Induction: 34.5 | 100 |

Old & new GACE minimum passing score: 220 New GACE only: ➤Induction level: Scores of 220-249 ➤Professional level: Score of 250+

GACE Test Passing Rates - Secondary graduates

GACE test passing rates for secondary education students are not disaggregated to protect the anonymity of individual test takers.

GACE – Students Earning Professional Level at Graduation

(Passing both Test I & II at professional level)

| Spring 2021 | |
|-------------|---------|
| ECE | PES* |
| 26 of 38 | 9 of 15 |
| 68.4% | 60% |

*All content areas combined for anonymity.

Certification (Submitted for certification after meeting all requirements.)

| A/Y 2016-2017 | | A/Y 2017-2018 | | A/Y 2018-2019 | | A/Y 2019-2020 | | A/Y 2020-2021 | |
|---------------|------|---------------|-----|---------------|-------|---------------|-------|---------------|-------|
| ECE n=61 | 100% | ECE n=61 | 94% | ECE n=84 | 98.8% | ECE n=94 | 95.7% | ECE n=57 | 98.3% |
| PES n=15 | 87% | PES n=18 | 89% | PES n=18 | 90% | PES n=19 | 95.7 | PES n=15 | 100% |

Reported Job Placement Rates

| Graduation Term | Early Childhood Education Grads (ECE) Placement Rate | Secondary Grads (PES) Placement Rate | Updated (since last report) |
|-----------------|--|--------------------------------------|-----------------------------|
| Fall 2014 | 89% | n/a | √ |
| Spring 2015 | 87% | 94% | √ |
| Fall 2015 | 91% | n/a | √ |
| Spring 2016 | 93% | 92% | √ |
| Fall 2016 | 96% | n/a | |

| | | | |
|-------------|------|-----|---|
| Spring 2017 | 97% | 93% | √ |
| Fall 2017 | 100% | n/a | |
| Spring 2018 | 97% | 94% | √ |
| Fall 2018 | 85% | n/a | √ |
| Spring 2019 | 83% | 91% | √ |
| Fall 2019 | 81% | n/a | |
| Spring 2020 | 86% | 94% | √ |
| Fall 2020 | 21%* | n/a | |
| Spring 2021 | 71% | 7%* | √ |
| Fall 2021 | 3%* | n/a | |

* Only self-report available.

Survey of Induction Teachers Results

2021 data for 2020 graduates will be available for fall reporting from the GaPSC.

4= Strongly Agree 3= Agree 2= Disagree 1= Strongly Disagree

- 2020 (2019 Graduates) *n=14*
 - Individual inductee overall averages ranged from 1.38 to 3.89
 - Area where inductee teachers feel **least** confident:
 - Engage learners in monitoring their own progress (*avg. 2.62*)
 - Area where the inductee teachers feel **most** confident:
 - Understand how individual differences and diverse cultures impact student learning and classroom environments and use that information to design and deliver instruction (*avg. 3.43*)

Survey of Employers of Induction Teachers Results

2021 data for 2020 graduates will be available for fall reporting from the GaPSC.

4= Strongly Agree 3= Agree 2= Disagree 1= Strongly Disagree

- 2020 (2019 Graduates) *n=41 employers*
 - Individual inductee employer overall averages ranged from 1.15 to 4.00
 - Area employers feel **least** confident with inductee teachers' abilities:
 - Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of: Gifted Students (*avg. 3.03*).
 - Area employers feel **most** confident with inductee teachers' abilities:
 - Understands, upholds, and follows professional ethics, policies, and legal codes of conduct *avg. 3.75*)

Early Childhood Education (ECE) Graduate Completers' Survey Results Spring 2021

39 of 39 respondents

- **90%** responded positively (strongly agree/agree) to the **Content and Curriculum** survey statements.

Fall 2021

- *Graduates were most confident in :*
 - ✓ *their plans to stay current in their field(s) of expertise as an engaged learner (93%)*
 - ✓ *their plans to relate their field to other areas of the school and to everyday life (93%)*
- *Graduates were least confident*
 - *in their ability to interpret and construct school, district, and programmatic curricula that reflect state and national content area standards (84%)*
 - ❖ *2% decrease from Fall 2020 (92%)*
 - ❖ *8% decrease from Spring 2020 (98%)*
- **90%** responded positively (strongly agree/agree) to the **Knowledge of Students, Teaching and Learning** survey statements.
 - *Graduates were most confident in:*
 - ✓ *feeling prepared to demonstrate an understanding of how students develop and learn (93%)*
 - ✓ *that their field placement helped them gain the expertise in knowledge of students, teaching, and learning (93%)*
 - *Graduates were least confident in*
 - *their ability to work with students identified as needing special education services (82%)*
 - ❖ *3% increase from Fall 2020 (87%)*
 - ❖ *8% decrease from Spring 2020 (98%)*
- **92%** responded positively (strongly agree/agree) to the **Learning Environments** survey statements.
 - *Graduates were most confident in all markers but one in this category (all 92%):*
 - ✓ *in being able to manage time, space, activities, technology, and other resources to provide active and equitable engagement of diverse students and adults in productive tasks*
 - ✓ *in their ability to implement effective classroom management strategies in all school spaces*
 - ✓ *in their knowledge about human motivation and behavior to develop strategies for organizing and supporting learning*
 - ✓ *in their ability to use knowledge of students' unique cultures, experiences, and communities to sustain culturally responsive classrooms and schools*
 - ✓ *that their field placement helped them gain the expertise in learning environments*
 - *Graduates were least confident*
 - *in their ability to create learning environments that focus on engaging all students in learning, collaboratively and individually (93%)*
 - ❖ *3% increase from Fall 2020 (82%)*
 - ❖ *6% decrease from Spring 2020 (98%)*
- **90%** responded positively (strongly agree/agree) to the **Classroom, Program, and School-wide Assessment** survey statements.
 - *Graduates were most confident in*
 - ✓ *their ability to choose, develop, and use assessment methods appropriate for instructional programmatic decisions (93%)*
 - *Graduates were less confident*
 - *in their ability to use assessment data to communicate knowledgeably and responsibly to students, parents, community, and school personnel (87%)*
 - ❖ *6% decrease from Fall 2020 (96%)*
 - ❖ *8% decrease from Spring 2020 (98%)*

- **92%** responded positively (strongly agree/agree) to the **Planning and Instruction** survey statements.
 - *Graduates were most confident in:*
 - ✓ *in their ability to plan and carry out instruction and programs based on knowledge of state and district performance standards, curriculum, students, learning environments, and assessment data (93%)*
 - ✓ *their plans to keep up with and use methods consistent with current theory, research, and practice (93%)*
 - *Graduates were less confident in*
 - *reflecting on their practice and making necessary adjustments to enhance learning (92%)*
 - *integrating technology and other multimedia resources appropriately to maximize student learning opportunities for all students (92%)*
 - *their field placement helped them gain the expertise in planning and instruction (92%)*
 - ❖ *2% decrease from Fall 2020 (94%)*
 - ❖ *8% decrease from Spring 2020 (100%)*

- **90%** responded positively (strongly agree/agree) to the **Professionalism** survey statements.
 - *Graduates were most confident in:*
 - ✓ *being able to work collaboratively with colleagues and other professionals (93%)*
 - ✓ *being able to communicate respect and concern for all students (93%)*
 - ✓ *being prepared to follow established codes of conduct, including school and district policies (93%)*
 - *Graduates were less confident in*
 - *in their understanding and belief they can implement laws related to rights and responsibilities of students, educators, and families (82%)*
 - ❖ *1% decrease from Fall 2020 (91%)*
 - ❖ *9% decrease from Spring 2020 (99%)*

It is noted that 61% of ECE graduates for Spring 2021 obtained the ESOL endorsement (down 24% from Fall 2020 and up 12% from Spring 2020).

Secondary (PES) Education Graduate Completers' Survey Results Spring 2021

17 of 17 respondents

- **98%** responded positively (strongly agree/agree) to the **Content and Curriculum** survey statements.
 - *Graduates were most confident in*
 - ✓ *being prepared to understand and use content and pedagogical knowledge that is appropriate for diverse learners (100%)*
 - ✓ *their ability to interpret and construct school, district, and programmatic curricula that reflect state and national content area standards(100%)*
 - ✓ *their plans to stay current in their field(s) of expertise as an engaged learner (100%)*
 - ✓ *their field placement helped them gain the expertise in content and curriculum (100%).*
 - *Graduates were least confident*

- *being prepared to demonstrate broad, current, and specialized knowledge in their field(s) (94%)*
 - *their plans to relate their field to other areas of the school and to everyday life (94%)*
 - ❖ *2.3% increase from Spring 2020 (95.7%)*
- **98%** responded positively (strongly agree/agree) to the **Knowledge of Students, Teaching and Learning** survey statements.
 - *Graduates were most confident in all but one marker in this category (all 100%). Those markers included:*
 - ✓ *in their plans to hold high expectations for all believing that everyone can learn at high levels*
 - ✓ *feeling prepared to demonstrate an understanding of how students develop and learn*
 - ✓ *in their ability to effectively communicate with students from diverse cultural backgrounds*
 - ✓ *in their plans to use the best professional practices to meet the needs of diverse learners*
 - ✓ *in their understanding of how factors in environment inside and outside of school may influence students' lives and learning*
 - ✓ *in their plans to establish respectful and productive relations with families and communities to support student learning*
 - ✓ *that their field placement helped them gain the expertise in knowledge of students, teaching, and learning*
 - *in their ability to work with students identified as needing special education services (82%)*
 - ❖ *3% increase from Spring 2020 (95%)*
- **98%** responded positively (strongly agree/agree) to the **Learning Environments** survey statements.
 - *Graduates were most confident in*
 - ✓ *in being able to manage time, space, activities, technology, and other resources to provide active and equitable engagement of diverse students and adults in productive tasks (100%)*
 - ✓ *in their knowledge about human motivation and behavior to develop strategies for organizing and supporting learning (100%)*
 - ✓ *in their ability to use knowledge of students' unique cultures, experiences, and communities to sustain culturally responsive classrooms and schools (100%)*
 - *Graduates were least confident in*
 - *that their field placement helped them gain the expertise in learning environments (94%).*
 - ❖ *4.3% increase from Spring 2020 (93.7%)*
- **97%** responded positively (strongly agree/agree) to the **Classroom, Program, and School-wide Assessment** survey statements.
 - *Graduates were most confident*
 - ✓ *in their plans to use resources including available technology to keep accurate and up-to-date records (100%)*
 - ✓ *in their ability to use assessment data to communicate knowledgeably and responsibly to students, parents, community, and school personnel (100%)*
 - *Graduates were least confident*
 - *in their ability to choose, develop, and use assessment methods appropriate for instructional programmatic decisions (94%)*

- *their field placement helped them gain the expertise in classroom, programs, and school-wide assessment (xx%) There was a 14.2% increase in the number of students who positively agreed with the statements in this category versus the students who positively agreed in the Spring 2018 survey (94%).*
- ❖ *2% increase from Spring 2020 (95%)*
- **97%** responded positively (strongly agree/agree) to the **Planning and Instruction** survey statements.
 - *Graduates were most confident*
 - ✓ *in their plans to keep up with and use methods consistent with current theory, research, and practice (100%)*
 - ✓ *that their field placement helped them gain the expertise in planning and instruction (100%).*
 - *Graduates were least confident*
 - *in integrating technology and other multimedia resources appropriately to maximize student learning opportunities for all students (94%)*
 - ❖ *0.8% decrease from Spring 2020 (97.8%)*
- **98%** responded positively (strongly agree/agree) to the **Professionalism** survey statements.
 - *Graduates were most confident in six of the nine markers in this category (all 100%). Those markers included:*
 - ✓ *in being able to work collaboratively with colleagues and other professionals*
 - ✓ *in being able to communicate respect and concern for all students*
 - ✓ *in being prepared to follow established codes of conduct, including school and district policies*
 - ✓ *in being prepared to treat students equitably*
 - ✓ *in their plans to seek opportunities to learn based on reflection, input from others, and career goals*
 - ✓ *in being prepared to participate in mentoring of future educators*
 - *Graduates were least confident in*
 - *in their understanding and belief they can implement laws related to rights and responsibilities of students, educators, and families (94%)*
 - ❖ *1% increase from Spring 2020 (97%)*

It is noted that 0x% of PES graduates for Spring 2021 obtained the ESOL endorsement. This is the same as Spring 2020.