Fall 2023 Enrollment Numbers *(Reported March 2024)*

EARLY CHILDHOOD

Block I – 46
Block II – 22
Block III – 58
Block IV – 22
Spring 2023 ECE Grads – 31

SECONDARY EDUCATION

PES I – 16 (3 biology, 0 chemistry, 1 English, 10 history, & 2 math)
PES III – 25 (2 biology, 0 chemistry, 7 English, 15 history, & 1 math)
Spring 2023 PES Grads – 16

GPA Averages

Early Childhood

ENTRY SEMESTER	AVERAGE ENTRY GPA	AVERAGE GRADUATE GPA	GRADUATING SEMESTER
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	3.53	Sp22
Sp21	3.53	3.72	F22
F21	3.51	3.67	Sp23
Sp22	3.40	3.57	F23
F22	3.36	---	Sp24
Sp23	3.31	---	F24
F23	3.43	---	Sp25

Secondary

ENTRY SEMESTER	AVERAGE ENTRY GPA	AVERAGE GRADUATE GPA	GRADUATING SEMESTER	FINAL OVERALL CONTENT GPA AVERAGE
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	3.49	Sp22	3.50
Sp21	n/a	n/a	n/a	n/a
F21	3.51	3.58	Sp23	3.63
Sp22	n/a	n/a	n/a	n/a
F22	3.46	---	Sp24	---
Sp23	n/a	n/a	n/a	n/a
F23	3.42	---	Sp25	---

GACE Test Passing Rates – ECE graduates

ACADEMIC YEAR	CONTENT AREA	#PASSED	#TEST TAKERS	PASS RATE %	TEST I PASS %	TEST II PASS %	STATE PASS RATE %
2018-2019	ECE- GACE	87	88	98.9	98.9 *Professional: 75 Induction: 25*	98.9 *Professional: 69 Induction: 31*	*100*
2019-2020	ECE- GACE	112	112	100	100 *Professional: 65.3 Induction: 34.7*	100 *Professional: 71.4 Induction: 27.6*	*99*
2020-2021	ECE- GACE	74	74	100	100 *Professional: 74.1 Induction: 25.9*	100 *Professional: 68.9 Induction: 31.1*	*100*
2021-2022	ECE- GACE	110	110	100	100 *Professional: 76.5 Induction: 22.5*	100 *Professional: 63.9 Induction: 34.2*	*99*
2022-2023	ECE- GACE	66	66	100	100 *Professional: 84.6 Induction: 15.4*	100 *Professional: 73.8 Induction: 26.2*	*98*

➢*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)

A/Y 2018-2019		A/Y 2019-2020		A/Y 2020-2021		A/Y 2021-2022		A/Y 2022-2023	
ECE	PES	ECE	PES	ECE	PES	ECE	PES	ECE	PES
52 of 89	13 of 23	78 of 95	11 of 18	34 of 57	9 of 15	48 of 90	19 of 21	34 of 49	10 of 16
58.4%	63.9%	82.1%	61.1%	59.6%	60%	53.3%	90.4%	69.3%	62.5%

All content areas combined for anonymity.

Certification *(Submitted for certification after meeting all requirements.)*

A/Y 2018-2019		A/Y 2019-2020		A/Y 2020-2021		A/Y 2021-2022		A/Y 2022-2023	
ECE n=84	98.8%	ECE n=94	95.7%	ECE n=57	98.3%	ECE n=90	100%	ECE n=49	100%
PES n=18	90%	PES n=19	95.7%	PES n=15	100%	PES n=21	100%	PES n=16	100%

Reported Job Placement Rates

Graduation Term	Early Childhood Education Grads (ECE) Placement Rate	Secondary Grads (PES) Placement Rate	Updated *(since last report)*
Fall 2018	85%	n/a	
Spring 2019	83%	91%	
Fall 2019	81%	n/a	
Spring 2020	87%	94%	3/20/2024
Fall 2020	85%	n/a	3/20/2024
Spring 2021	95%	86%	3/20/2024
Fall 2021	85%	n/a	3/20/2024
Spring 2022	88%	89%	3/20/2024
Fall 2022	100%	n/a	
Spring 2023	93%*	100%*	
Fall 2023	26%*	n/a	

* Only self-report available.

Survey of Induction Teachers Results

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

Fall 2023   2

	2019 (2018 Grads) n=22	2020 (2019 Grads) n=14	2021 (2020 Grads) n=15	2022 (2021 Grads) n=3	2023 (2022 Grads) n=9
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. 3.59)*	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)*	1)Work collaboratively with colleagues and other professionals *(avg. 3.71)* 2) Understand, uphold, and follow professional ethics, policies, and legal codes of conduct *(avg. 3.71)*	Understand, uphold, and follow professional ethics, policies, and legal codes of conduct *(avg. 4.00)*	Recognize the basic developmental levels (cognitive, social, emotional, and physical) appropriate to my students *(avg. 3.44)*
Least Confident	Plan and deliver 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. 3.09)*	Engage learners in monitoring their own progress *(avg. 2.62)*	1)Engage learners in monitoring their own progress *(avg. 3.29)* 2) Develop supports for literacy development across content areas *(avg. 3.29)*	Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of: At-Risk Students *(avg. 2.67)*	1)Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of: At-Risk *(avg. 2.56)* 2)Students Engage learners in understanding, questioning, analyzing ideas, and mastering content from diverse perspectives *(avg. 2.56)* 3)Engage learners in monitoring their own progress *(avg. 2.56)*
Min overall avg. for individual students	2.63	1.38	2.66	3.00	2.34
Max overall avg. for individual students	4.00	3.89	4.00	3.83	3.31

Survey of Employers of Induction Teachers Results

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

	2019 (2018 Grads) n=37	2020 (2019 Grads) n=41	2021 (2020 Grads) n=32	2022 (2021 Grads) n=17	2023 (2022 Grads) n=24
Most Confident	Understands, upholds, and follows professional ethics, policies, and legal codes of conduct *(avg. 3.51)*	Understands, upholds, and follows professional ethics, policies, and legal codes of conduct *(avg. 3.75)*	Works collaboratively with colleagues and other professionals *(avg. 3.42)*	Understands, upholds, and follows professional ethics, policies, and legal codes of conduct *(avg. 3.65)*	Understands, upholds, and follows professional ethics, policies, and legal codes of conduct *(avg. 3.50)*
Least Confident	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. 3.00)*	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)*	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. 3.05)*	Engages learners in monitoring their own progress *(avg. 3.06)*	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: At-Risk Students *(avg. 3.17)*
Min overall avg. for individual students	1.15	1.15	2.18	2.97	1.97
Max overall avg. for individual students	4.00	4.00	4.00	3.94	4.00

Early Childhood Education (ECE) Graduate Completers' Survey Results
4= Strongly Agree   3= Agree   2= Disagree   1= Strongly Disagree

	2019 (2018 Grads) n=11	2020 (2019 Grads) n=21	2021 (2020 Grads) n=25	2022 (2021 Grads) n=7	2023 (2022 Grads) n=5
Most Confident	1)The Georgia Code of Ethics for Educators *(avg. 3.64)* 2)Provided the opportunity to experience the beginning of the school year *(avg. 3.64)*	Provided field experiences in a variety of settings *(avg. 3.89)*	1)Provided field experiences in a variety of settings *(avg. 3.79)* 2)Provided the opportunity to experience the beginning of the school year *(avg. 3.79)*	The Georgia Code of Ethics for Educators *(avg. 3.71)*	Provided field experiences in a variety of settings *(avg. 3.75)*
Least Confident	The appropriate level of support for state-required assessments of content knowledge and content pedagogy *(avg. 2.20)*	Provided the opportunity to experience the ending of the school year *(avg. 3.11)*	Provided the opportunity to experience the ending of the school year *(avg. 2.92)*	1)Provided the opportunity to experience the ending of the school year *(avg. 3.00)* 2)Opportunities to voice concerns about the program *(avg. 3.00)*	Clearly articulated policies related to program progression and completion requirements *(avg. 2.00)*
Min overall avg. for individual students	2.00	2.60	2.37	2.70	2.40
Max overall avg. for individual students	3.67	4.00	4.00	4.00	3.89

ESOL Endorsement

	2019	*2020*	*2021*	*2022*	*2023*
Elementary	76 of 85 89%	48 of 93 51%	47 of 57 82%	73 of 90 81%	31 of 49 63.2%

Secondary	3 of 20 15%	0 of 18 0%	0 of 15 0%	1 of 21 4%	4 of 16 25%

Autism Endorsement

	2019	*2020*	*2021*	*2022*	*2023*
Elementary	13 of 85 15%	10 of 93 11%	5 of 57 9%	10 of 90 11%	5 of 49 10%
Secondary	0 of 20 0%	0 of 18 0%	0 of 15 0%	0 of 21 0%	1 of 16 6%