

2023-2024 Georgia Gwinnett College Schools of Education Unit Data

The **Teacher Preparation Program Effectiveness Measures (TPPEMs)** share data about Georgia educator preparation programs and their impact on the teacher pipeline, including certification assessment results, cohort characteristics, completion and hiring trends, and reflections of completers and their employers once they reach the classroom. The designation **ND** denotes no data or insufficient data availability.

In the spring of 2023, Georgia moved to align preparation program standards to state-developed standards, and GaPSC redesigned its surveys to align to those same standards in collaboration with stakeholders. After a pilot and validation process, these surveys were officially administered in late spring of 2024 and were incorporated in the PPEM calculation at that time. In 2024, data are aggregated for the following academic years for each measure (available data only):

- **GACE – 2021- 2023**
- **Employer survey – 2024**
- **Inductee survey – 2024**
- **Student Growth Percentile – 2023-2024**

Specifics on the detail of the calculation methodologies for the five measures that make up the PPEMs can be found in this [location](#).

Reporting Period for Title II: September 1, 2023, to August 31, 2024.

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—78%—score in Level III (Proficient) Level. This is similar to other students from statewide Educator Preparation Programs (EPPs).

SGP Ratings-First Academic Year after Program Completion (N=46)

SGP Rating Level	Completers from this EPP	Statewide Completers from all EPPs
1 <i>Mean SGP <30</i>	0%	2%
2 <i>Mean SGP ≥ 30 and ≤ 40</i>	17.3%	13%
3 <i>Mean SGP > 40 and ≤ 65</i>	78.2%	79%
4 <i>Mean SGP > 65</i>	4.3%	6%

Note: The Data set includes 2022 and 2023 completers.

The Student Growth Percentile (SGP) data disaggregated by Educator Preparation Program (EPP) level demonstrates that GGC completers consistently achieve significant growth on standardized End-of-Grade (EOG) and End-of-Course (EOC) assessments. This growth is particularly notable in the sub-population of GGC completers, where all completers show more than 30 percent growth, and the majority fall within the 40 to 65 percent growth range. This indicates that GGC completers are making substantial contributions to student achievement.

Program SGP Ratings-First Academic Year after Program Completion (N=46)

Program	Level 1	Level 2	Level 3	Level 4
<i>Elementary Education</i>	0%	25.9% (7)	70.4% (19)	3.7%(1)
<i>Middle Grades</i>	0%	0%	91.7% (11)	8.3% (1)
<i>Special Education</i>	0%	25.0% (1)	75.0% (3)	0%
<i>English</i>	0%	0%	100% (3)	0%

Key Program-Level Insights

A deeper analysis by specific EPP programs reveals the following trends:

1. Elementary Education:

- **70.4% (19 completers)** achieved Level 3 growth (40-65%), showcasing the program’s strong contribution to student learning.
- **25.9% (7 completers)** attained Level 2 (30-40%) growth, while **3.7% (1 completer)** reached Level 4 (above 65%), demonstrating top-tier impact.
- No completers scored in Level 1 (less than 30% growth), further reinforcing the program's consistent effectiveness.

2. Middle Grades Education:

- An impressive **91.7% (11 completers)** reached Level 3, and **8.3% (1 completer)** reached Level 4, with no completers in Levels 1 or 2. This suggests that nearly all middle grades teachers from the program are driving robust student progress.

3. Special Education:

- **75% (3 completers)** achieved Level 3 growth, and **25% (1 completer)** attained Level 2 growth, further contributing to the positive SGP trends within this group.

4. English Education:

- Remarkably, **100% (3 completers)** reached Level 3 growth, indicating that every completer from this program is contributing to substantial student progress in English.

Overall SGP Metrics

The SGP means across all programs range from **47.15 to 57.24**, with a standard deviation (SD) of **6.99**, indicating moderate variability in growth outcomes. The overall range of SGP scores spans from **32.89 to 67.91**, further supporting the narrative that GGC completers are making measurable and meaningful impacts on student learning outcomes.

Measure 2: Satisfaction of Employers & Stakeholder Involvement

Satisfaction of Teacher Employers (N=15)

	This EPP (Items with no response were ignored when deriving average scores.)	All EPPs	Similar EPPs
Average Score:	5.00	5.22	5.13
Responses:	15	997	115
Response rate:	23%	27%	23%

The Georgia Gwinnett College (GGC) Educator Preparation Program (EPP) demonstrates notable strengths across various teacher performance areas. The survey responses, scored on a 6-point scale (1 = Strongly Disagree to 6 = Strongly Agree), offer insights into how GGC completers are perceived compared to similar EPPs and statewide averages.

- **Highest Scoring Areas:**
 - *Following professional ethics, policies, and legal codes of conduct* received the highest score at **5.43**, aligning closely with the similar EPP average (5.47) and statewide average (5.53).
 - *Participating in professional learning and incorporating it into classroom activities* also scored high at **5.36**, reflecting GGC's emphasis on professional development.
- **Lowest Scoring Areas:**
 - *Engaging students in higher-order thinking activities* received the lowest score at **4.64**, compared to averages of 5.05 (all EPPs) and 4.95 (similar EPPs).
 - *Systematically analyzing assessment data to determine individual student progress* scored **4.73**, slightly below the averages of 5.11 (all EPPs) and 5.04 (similar EPPs).
- **Statistics:**
 - **Range:** The scores span from **4.64 to 5.43**, indicating a moderate spread.
 - **Median:** The median score is **5.07**, showing that half of the survey items scored above or below this value.
 - **Mode:** The most frequently occurring score is **5.00**, reflecting consistency in performance across many areas.
 - **Standard Deviation (SD):** The average standard deviation is **0.23**, suggesting relatively low variability and consistent performance.

Overall Performance

Despite a few areas for growth, GGC's EPP shows consistent and well-rounded performance, particularly in professionalism, communication, planning, and fostering a positive learning environment. With a median of **5.07**, mode of **5.00**, and low standard deviation of **0.23**, GGC's program demonstrates steady, above-average effectiveness in preparing teachers for ethical, professional, and collaborative teaching roles.

Satisfaction of Teacher Inductees (First Year Teachers)

	This EPP	All EPPs	Similar EPPs
Average Score:	5.08	5.35	5.33
Responses:	10	791	93
Response rate:	15%	19%	19%

Surveys utilize the following scale: 6 = Strongly agree, 5 = Agree, 4 = Somewhat agree, 3 = Somewhat disagree, 2 = Disagree, 1 = Strongly disagree. Items with no response were not included in the average. (Items with no response were ignored when deriving average scores.)

The GGC Educator Preparation Program (EPP) demonstrates strong performance in various teaching competencies, as reflected in the survey results. The responses, measured on a 6-point scale (1 = Strongly Disagree to 6 = Strongly Agree), offer insights into GGC's performance relative to statewide and similar EPP averages.

- **Highest Scoring Areas:**

- *Following professional ethics, policies, and legal codes of conduct* earned the highest score at **5.50**, aligning closely with the statewide (5.63) and similar EPP (5.58) averages.
- *Aligning instructional goals with state and local district performance standards* also scored **5.50**, exceeding statewide (5.40) and similar EPP (5.42) averages.

- **Lowest Scoring Areas:**

- *Establishing clear expectations, rules, routines, and procedures to promote a safe and orderly learning environment* received the lowest score at **4.50**, below the averages of 5.44 (all EPPs) and 5.37 (similar EPPs).
- *Creating a student-centered environment that encourages self-directed learning* scored **4.70**, lower than the statewide average of 5.42.

- **Statistics:**

- **Range:** The scores range from **4.50 to 5.50**, indicating a fairly narrow spread of results.
- **Median:** The median score is **5.10**, reflecting the central tendency of the overall performance.
- **Mode:** The most frequently occurring score is **5.10**, highlighting consistent performance across many survey items.

- **Standard Deviation (SD):** The average standard deviation of the survey items is **0.29**, suggesting relatively low variability and a stable, predictable performance across areas.

Overall Performance

With an overall average score of **5.08**, GGC’s EPP demonstrates effective teacher preparation, closely trailing the statewide (5.35) and similar EPP (5.33) averages. The median and mode of **5.10**, combined with a low standard deviation of **0.29**, reinforce the program’s consistency in delivering high-quality training. Despite room for growth in fostering self-directed learning and orderly environments, GGC excels in professionalism, planning, and alignment with instructional standards, contributing positively to teacher preparedness and student outcomes.

Measure 3: Candidate Competency at Completion

The GaPSC provided the following Preparation Program Effectiveness Measures (PPEM) data for GACE. GGC candidates have a 97% pass rate. Approximately, 60% 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 three percent, which is about a half point difference than similar EPPs. We continue to monitor GACE scores and adjust course work as needed to help address the failure rate.

GACE Assessment Data (N=311)	This EPP	All EPPs	Similar EPPs
Average Score	258	259	256
Passed Professional	59.2% (N=184)	60.3%	53.8%
Passed Induction	38.3% (N=119)	37.7%	42.5%
Not Passed	2.6% (N=8)	1.9%	1.9%

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 1,006 teacher candidates, and all have been employed as teachers after graduating GGC. During the 2021-2023 academic year, we prepared 314 completers who earned an average exit GPA of 3.49 and completed 759 clinical field hours including a year-long student teaching

experience.

Program	Completion Year	Total Completers	Employed as Teachers
Elementary Education	2024	75	75
English	2024	4	4
History	2024	6	6
Mathematics	2024	1	1
Middle Grades	2024	6	6
Political Science	2024	1	1
Special Education General Curriculum	2024	19	19

Student Loan Default Rate Reported by Georgia Gwinnett College

The current loan default rate is 0%. This is based on 2021-2022 data, which is the most recent number that Georgia Gwinnett College has been given.

Graduation Rate Georgia Gwinnett Education (Based on Entry)

Cohort Fiscal Rate Year	Numerator	Denominator	Rate
FY 2022 Draft	0	2274	0%
FY 2021	0	2699	0%
FY2020	0	2761	0%
FY2019	114	2834	4%
FY2018	379	2959	12.8%

Calculated by College School of Fall 2022 Cohort

Ninety-six percent of the students who entered the two-year GGC SOE Teacher Education Program in fall 2022 graduated on time in spring 2024. We started the Fall 2022 cohort with 138 incoming students and 133 candidates completed the program in Spring 2024.