



# **2001-2002 Annual Education Accountability Reports**

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## **Executive Summary**

### **Segments of Georgia's Educational System:**

**Office of School Readiness**

**K-12 Public Schools**

**Department of Technical and Adult Education**

**University System of Georgia**

**Georgia Professional Standards Commission**

March 2003



## 2001-2002 Annual Education Accountability Reports

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### Executive Summary

*The Office of Education Accountability (OEA) was established July 1, 2000 to improve student achievement and improve school completion in Georgia. OEA's major purpose is to establish performance-based accountability standards for Georgia's education system.*

### Introduction

The A Plus Education Reform Act of 2000 mandates that the Office of Education Accountability (OEA) create an accountability system that spans the entire scope of education in the state. The law requires that each year OEA report to a wide variety of stakeholders the status of education in Georgia. This document serves as an executive summary to OEA's 2001-2002 Annual Education Accountability Reports that are delivered via the Internet. This summary includes a brief overview of the major developments in the establishment of the state's accountability system as well as highlights state-level results for the following segments of Georgia's educational system:

- Office of School Readiness (OSR)
- K-12 Schools
- University System of Georgia (USG)
- Department of Technical and Adult Education (DTAE)
- Georgia Professional Standards Commission (GAPSC).

The 2002 Annual Education Accountability Reports are published in full on OEA's website [www.ga-oea.org](http://www.ga-oea.org). The web reports contain more detailed performance-based results for each specific Georgia Pre-K Program, for each K-12 public system and school, for each USG and DTAE institution as well as a status report on the GAPSC and the education workforce.

## 2001- 2002 Annual Report Card on the Office of School Readiness



OEA's 2001-2002 Annual Report Card on the Office of School Readiness (OSR) is the first such report. OSR administers Georgia's Pre-K Program. As stated on OSR's web site, the purposes of the Georgia Pre-K Program are:

... to provide children with quality preschool experiences necessary for future school success and to provide resources and support for parents to ensure that success. The Prekindergarten Program provides children with a foundation of appropriate learning skills and activities that will enable them to be successful in their school experiences. In effect, children are afforded the opportunity to "begin school" and are provided with an appropriate learning environment to increase their cognitive skills while they are developing physically and emotionally.

(<http://www.osr.state.ga.us/RecordofAccomp.htm>).

The two indicators chosen for this report reflect the extent to which services are delivered to Georgia's four-year-olds and the quality of those services.

### **Accessibility**

The first indicator addresses the accessibility of prekindergarten services to four-year-olds and focuses on the pre-K enrollment and the proportion of economically disadvantaged, or at-risk, students served during the 2001-2002 academic year. Participation in Georgia's Pre-K Program is voluntary for program providers and families. Information is available for each of the 1,683 lottery-funded prekindergarten centers, by each of the 159 counties, and at the state level.

OSR provided OEA with all the data included in this report. Enrollment figures for the 2001-2002 academic year are based on OSR's February 2002 roster count collected on each Pre-K program. The estimate of four-year-olds in the state and for each county are based on the latest census data that was analyzed by the Applied Research Center, Andrew Young School Of Policy Studies at Georgia State University and provided to OSR. The rate of four-year-olds served is calculated using the number of students enrolled in a lottery-funded prekindergarten program during the 2001-2002 academic year (63,613 children) divided by the estimate of four-year-olds in the population (121,560). In Georgia, 52% of four-year-olds attended a lottery-funded prekindergarten program. In 2001-2002, 25,711 students identified as at risk comprised 40% of the total lottery-funded prekindergarten enrollment.

**Figure 1: Pre-K Enrollment and Estimates of Children Served**

Estimated Population of 4-Year Olds	Number of Students Enrolled	Percent of Estimated Population Served	Number of At-risk Children Served	Percent of Pre-K Identified as At-risk
121,560	63,613	52	25,711	40

The complete annual report on OSR is available at [www.ga-oea.org](http://www.ga-oea.org) and contains the following information:

For each Pre-K program, OEA reports:

- Number of four-year-olds enrolled
- Number of four-year-olds identified as at-risk
- Percent of Pre-K enrollment comprised of at-risk students

For each county, OEA reports:

- Number of four-year-olds enrolled in a Pre-K program
- Percent of county's estimated four-year-old population served by a Pre-K program in the county
- Number of four-year-olds identified as at-risk enrolled in Pre-K program within the county
- Percent of total Pre-K enrollment comprised of at-risk students

At the state level, OEA reports:

- Number of four-year-olds enrolled in a Pre-K program in the state
- Percent of state's estimated four-year-old population served by Pre-K programs
- Number of four-year-olds identified as at-risk
- Percent of total Pre-K enrollment comprised of at-risk students.

### **Quality of Pre-K Services**

The second indicator focuses on the quality of services provided by Georgia Pre-K programs. Beginning with the 2001-2002 fiscal year, OSR implemented a formal data collection process using its newly developed Program Quality Assessment (PQA). In the PQA, a representative from OSR visits each prekindergarten facility and verifies the certifications of instructors as well as evaluates staffing levels, the physical facilities of the location, and instruction and curriculum. OSR evaluates the above key elements for each program using the following ratings:

- **Meets OSR Standards** - meets the required level of classroom and instructional quality as defined in the Office of School Readiness Pre-K Operating Guidelines, Standards of Quality, and The Georgia Prekindergarten Quality Assessment documents. Documents are available on the OSR website: <http://www.osr.state.ga.us/>
- **Exceeds OSR Standards** - represents a higher level of classroom and instructional quality.
- **Does Not Meet OSR Standards** - indicates specific areas in need of technical assistance.
- **Partially Meets OSR Standards** - indicates potential areas of concern and technical assistance opportunities.

This PQA information is collected on an annual basis by OSR staff. OSR provided the PQA database to OEA. OEA’s report on OSR includes the PQA ratings for each program. At the state level, the report shows the percent of programs receiving each rating on the key elements that define a quality Pre-K program. Figure 2 shows the distribution of centers by rating for each of the PQA items included in OEA’s report. An overwhelming majority of the centers received “met” or “exceeded” on each of the quality of services categories. It should be noted that, since OSR has the responsibility to ensure the quality of prekindergarten services to Georgia’s four-year-old population, the agency has the authority to discontinue providing lottery funds to any program that does not meet a minimum standard on a sufficient number of the key elements in the PQA survey.

<b>Figure 2: Distribution of Centers by Rating on PQA</b>					
<b>PreKindergarten Quality Assessment Category</b>		<b>Percent of Centers by Rating</b>			
		<b>Did Not Meet</b>	<b>Partially Met</b>	<b>Met</b>	<b>Exceeded</b>
Lead teachers are certified, degreed, and meeting all other program requirements.		1 %		99 %	
Facility has implemented the approved curricula.		10 %	21 %	38 %	30 %
The classroom is arranged into clearly defined learning areas that enhance children’s growth and development.		6 %	17 %	30 %	47 %
These areas are adequately equipped to provide many opportunities for children to explore, manipulate, investigates, and discover.	Language and Literacy Area	12 %	22 %	22 %	44 %
	Math/Manipulative Area	12 %	21 %	24 %	43 %
	Dramatic Play Area	9 %	18 %	35 %	38 %
	Art Area	10 %	23 %	5 %	62 %
	Block Area	14 %	9 %	19 %	58 %
	Science Area	10 %	28 %	33 %	29 %
Music and movement materials are provided for children’s use.		5 %	24 %	39 %	32 %
Facilities meeting staff/child ratios.		3 %	<1 %	96 %	<1 %
Facilities with appropriate daily routine.		5 %	20 %	36	39 %
Facilities where the environment and instruction promote language development.		11 %	25 %	21 %	43 %

## 2001- 2002 Annual Report Card

### on K-12 Public Schools



This is OEA's third report on K-12 public schools. State law defines fairly well the reporting and accountability components for K-12 schools. Primarily, the K-12 accountability system includes grading K-12 schools on their students' academic performance on state curriculum-based assessments as well as rating schools on such school performance indicators as attendance and dropout rates. However, certain definitions must be operationalized, and criteria for grading student performance and rating school indicators must be set. These are all necessary steps in building a fair and reasonable accountability system that will be accepted by the educational community and that will ultimately improve our schools and our students. With these goals in mind, OEA has since its inception pursued a careful, deliberate process to build its accountability system for K-12 schools. As part of this process, OEA strives to keep all stakeholders in education well-informed of any meetings, policies, updates, and so forth related to school accountability by posting such information on its website: [www.ga-oea.org](http://www.ga-oea.org). This executive summary provides a brief overview of the development of the K-12 accountability system as well as selected state-level results.

### Development Process

This deliberate process has included the following activities since OEA's inception.

- From November 2000 through May 2001, a Report Card Working Group of approximately seventy teachers, parents, administrators, business leaders, students, school board members, and others met to discuss issues related to the content and format of the Report Card. The results of their work were reflected in OEA's 2001 Report Card.
- Release of the 1999-2000 K-12 Performance Report
- During the fall of 2001, as a follow-up to the Report Card Working Group, OEA convened a series of advisory panels to identify issues that impact alternative education, special education/psychoeducational network students, and limited English proficient students.
- Release of the 2000-2001 K-12 Report Card
- OEA established in Winter 2002 the Standards/Grading Committee (SGC). This 150+ member committee, comprised of Georgia educators, education-related organization representatives, parents, business community, and others, continues to work on critical elements for Georgia's accountability system.

The process for accountability decisions includes the following steps: (1) SGC or subcommittees discuss issues and offer recommendations, (2) OEA staff survey the educational community at large, (3) OEA staff provide feedback in form of data and/or survey results to the SGC, (4) SGC formulates final recommendations, and (5) these

recommendations go to State Board of Education (SBOE) and the Education Coordinating Council (ECC) for approval.

During the last year, OEA has established and received SBOE and ECC approval on the following definitions and components of its accountability system:

- below grade level definition
- entry and exit criteria for Early Intervention Program
- policy for phased-in inclusion of Limited English Proficient students into accountability system
- mobility definition
- dropout definition
- established rating criteria for attendance indicator
- established rating criteria for dropout indicator
- initial development of an audit manual and definition of audit responsibilities
- set student-level standards for the newly added grades and subjects of the Criterion-Referenced Competency Test (CRCT)

For updates on these report card elements, visit the OEA website at [www.ga-oea.org](http://www.ga-oea.org).

In addition to these activities, OEA facilitated the process for establishing Georgia's definition of adequate yearly progress (AYP) as required by the *No Child Left Behind Act of 2001*. OEA submitted Georgia's preliminary application for defining AYP to the U.S. Department of Education on January 28, 2003 as one component of Georgia's single state education accountability system. This preliminary draft can be reviewed on the OEA website at [www.ga-oea.org](http://www.ga-oea.org).

### **Contents of the 2001-2002 K-12 Report Card**

While OEA is developing a full-scale accountability system over a five-year timeline, the Office has also continued to publish via the web student performance results and school indicators for the 1999-2000 and 2000-2001 years. With each successive year, OEA has expanded the amount of information included in the annual Report Card. This year's annual report presents student performance and school performance results from the 2001-2002 academic year.

The 2001-2002 Report Card is organized into four major sections:

#### **Georgia Tests:**

- Georgia Kindergarten Assessment Program - Revised (GKAP-R): spring results
- Criterion-Referenced Competency Tests (CRCT)
- Middle Grades Writing Assessment (MGWA)
- Georgia High School Graduation Tests (GHSGT)
- Georgia High School Writing Test (GHSWT)

#### **Indicators:**

- SAT Results
- ACT Results
- % Students Assessed by Georgia Alternate Assessment (available February 2003)
- Dropout Rates (available February 2003)
- Student Attendance (available February 2003)

**Demographics:**

School Enrollments – fall 2000 and spring 2001

Enrollment Disaggregated by Race/Ethnicity, Gender, Students With Disability, Limited English Proficient, Migrant, Eligibility for Free/Reduced Lunch

**National Tests:**

National Assessment of Education Progress – most recent state results in reading, mathematics, science, and writing

The complete 2001-2002 Annual K-12 Report Card contains student performance results and other information for individual schools and systems in Georgia. It also presents this information disaggregated by various groupings of students when the data are available.

The basis of disaggregations include:

- race/ethnicity (Asian, Black, Hispanic, Native American/Alaskan, White, and Multiracial)
- gender (female, male)
- students with disability
- students without disability
- limited English proficiency.

When student performance results on tests are analyzed by race/ethnicity, gender, disability, and limited English proficiency, gaps in student performance become self-evident. With the release of each annual report, OEA makes student achievement information readily available to help parents, teachers, and other stakeholders analyze their school and students' performance and identify strategies to improve student achievement and school completion.

In addition to showing results by various subgroups, the user is given the option of viewing two or three years of data for information included in earlier releases or to view school performance compared to system or state. The complete annual report including the complete state summary, the 180 system-level summaries, and 1,993 school level reports can be accessed at [www.ga-oea.org](http://www.ga-oea.org).

**Testing**

The Office of Education Accountability's (OEA) Report Card reflects student performance on assessments administered by the Georgia Department of Education (DOE). DOE is responsible for developing and administering the statewide assessment program. To assist with interpreting the test results, a brief description of the statewide assessments that are included in the Report Card follows:

**Georgia Kindergarten Assessment Program – Revised (GKAP-R)**

The GKAP-R is a performance-based measure used to determine the readiness of students entering first grade. Throughout the kindergarten year, teachers assess students on a variety of assessment activities in the domain areas of literacy, mathematics, and social/emotional development. By spring, teachers have rated each student on 32 activities according to state standards. On individual student reports, students receive scale scores ranging from 100 to 200 and one of three overall readiness ratings:

**Not Ready for First Grade** - scale scores below 148  
**Needs Extra Instructional Assistance in First Grade** – scale scores of 149 to 160  
**Ready for First Grade** - scale scores of 161 or above.

### **Georgia Criterion-Referenced Competency Tests (CRCT)**

CRCT are designed to measure how well students have mastered the content and skills that are unique to Georgia’s Quality Core Curriculum at each grade level. Prior to spring 2002, the CRCT had been administered in grades 4, 6, and 8 in reading, English/language arts, and mathematics. The 2002 spring administration of the CRCT was the final phase-in of subjects and grades. The 2002 CRCT tested students in reading, English/language arts, and mathematics in grades 1-8 and science and social studies in grades 3-8. Scale scores range from 150 to 450. The focus of reporting student performance is on whether students met the performance standards. Standards are determined by setting student cut scores. Student cut scores are developed by the DOE and certified by OEA. Cut scores are points on the score scale that identify each performance level. Students at one cut score have met the criteria of that performance standard or level while students with scores below the cut point have not met the requirements. Based on their performance on the CRCT, students are classified as:

- Level 1** - scores below 300 - “Does Not Meet Standard”
- Level 2** - scores from 300 to 349 - “Meets Standard”
- Level 3** - scores at or above 350 - “Exceeds Standard.”

### **Middle Grades Writing Assessment (MGWA)**

In grade 8, the MGWA is administered in winter. Students demonstrate their writing ability by responding to a state-selected topic. Student papers are scored at the state level in accordance with scoring guidelines. Scale scores range from 300 to 400, and student performance is designated as one of three stages of mastery:

- Below Target** - scale scores below 349
- On Target** - scale scores of 349 to 367
- Exceeding Target** - scale scores of 368 or above.

### **Georgia High School Graduation Tests (GHSGT) and the Georgia High School Writing Test (GHSWT)**

Currently DOE administers GHSGT and the GHSWT to evaluate student performance at the high school level. The GHSGT is comprised of multiple-choice assessments in the areas of English/language arts, mathematics, science, and social studies. The GHSWT requires students to demonstrate their writing ability by responding to a state-selected topic. Student papers are scored at the state level in accordance with scoring guidelines. Current high school diploma requirements mandate that a student must achieve a passing score on the GHSWT as well as in each of the four areas included on the GHSGT. If a student does not pass a subject’s test, then he/she is retested in that subject area. A student has multiple opportunities to take each subject’s test.

Student performance on the GHSGT is scored from

- Fail** – scale scores below 500,
- Pass** – scale scores of 500 or above
- Pass Plus** – scale scores vary by subtest  
English/Language Arts  $\geq 538$

Mathematics  $\geq$  535  
Science  $\geq$  531  
Social Studies  $\geq$  526

Scales scores on the GHSWT range from 400 to 600 and student performance is classified as:

- Fail** – scales scores below 500
- Pass** – scale scores of 500 or above.

### **Statewide Summary of 2001-2002 Student Performance Results**

This executive summary of the Office of Education Accountability's 2001-2002 Report Card highlights state-level results from assessments developed specifically to measure Georgia's Quality Core Curriculum (QCC). Certain Georgia tests are spotlighted because QCC-based assessments will become the basis of future report cards that will include school grades and ratings. This section focuses on the 2002 test performance results for all students on the following assessment instruments:

- **Criterion-Referenced Competency Tests**

The five CRCT graphs show the percent of students meeting or exceeding standard in a particular subject area for each grade tested.

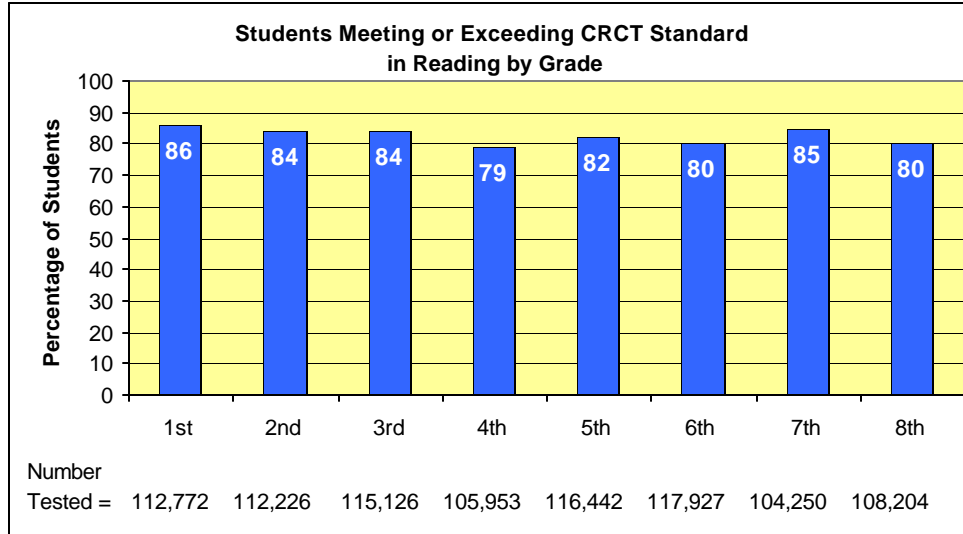
- **Middle Grades Writing Assessment**

The MGWA graph shows the percent of eighth-grade students on or above the target in writing.

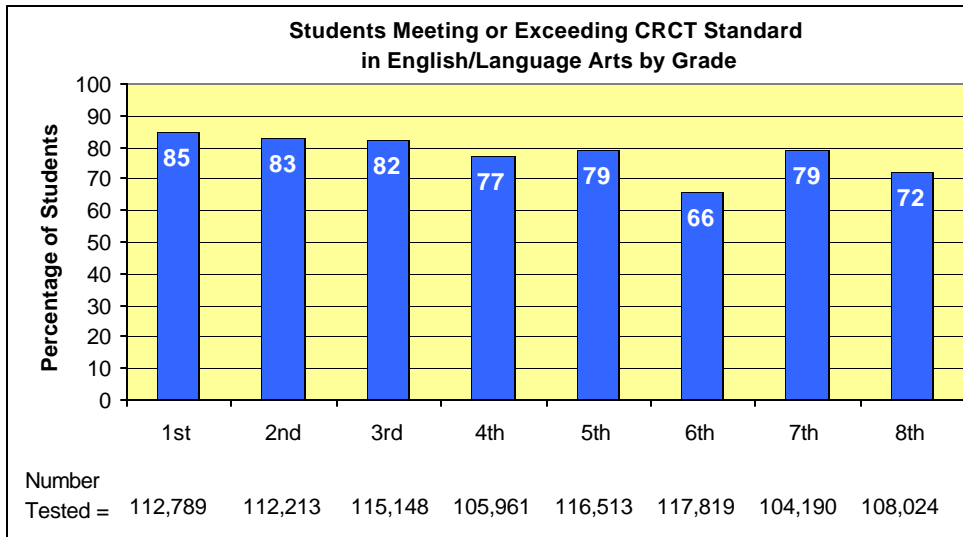
- **Georgia High School Graduation Tests**

The GHSGT and GHSWT graph show the percent of first-time eleventh-grade test takers receiving a passing score for each subject area tested.

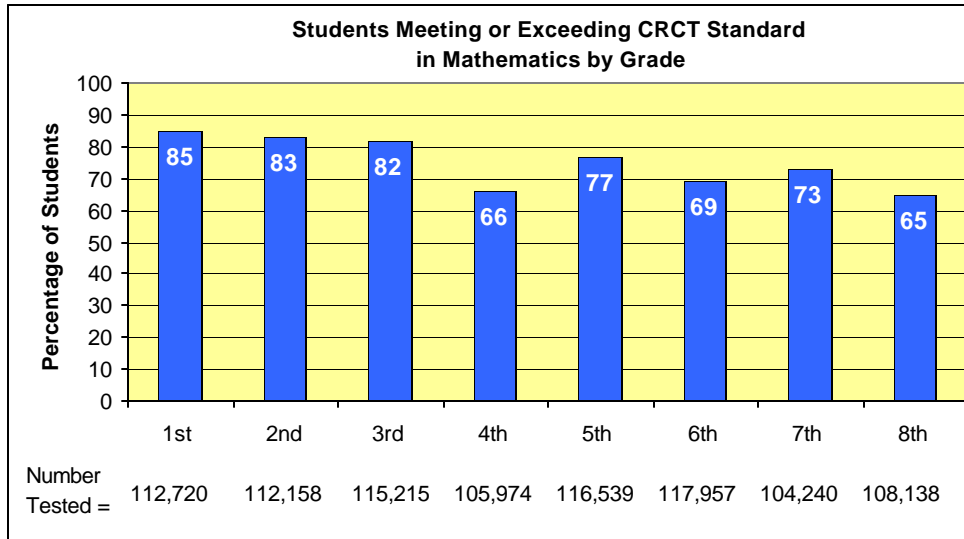
**Figure 3: Percentage of Students Meeting or Exceeding CRCT Standard in Reading in Grades 1 through 8**



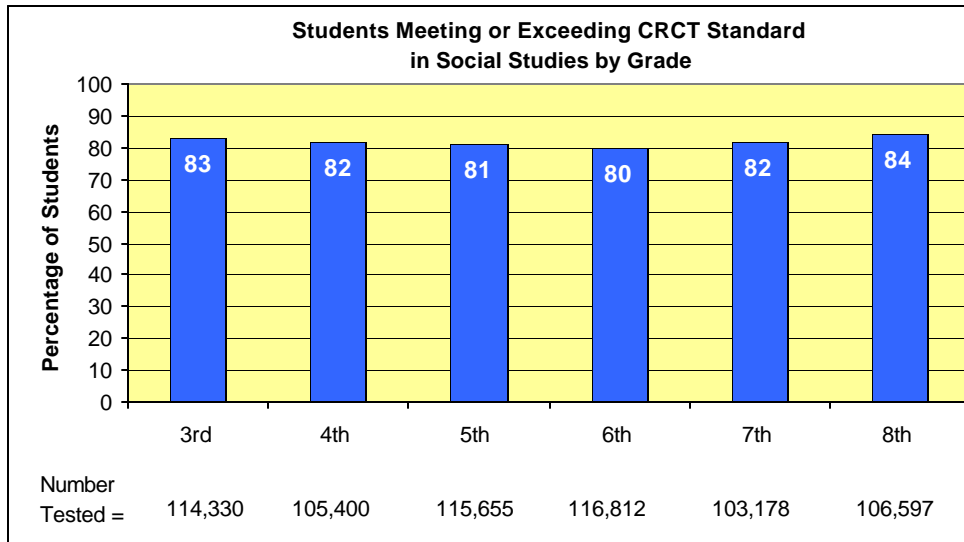
**Figure 4: Percentage of Students Meeting or Exceeding CRCT Standard in English/Language Arts in Grades 1 through 8**



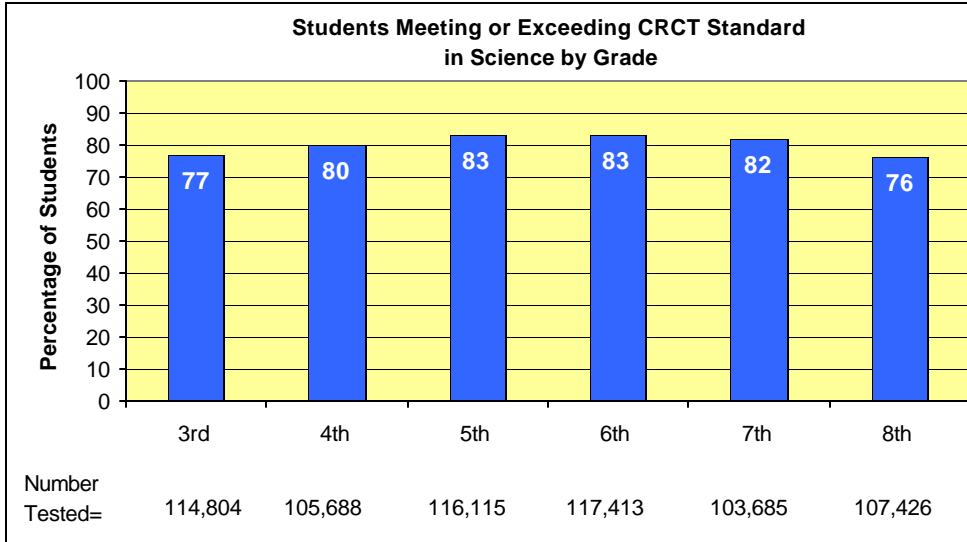
**Figure 5: Percentage of Students Meeting or Exceeding CRCT Standard in Mathematics in Grades 1 through 8**



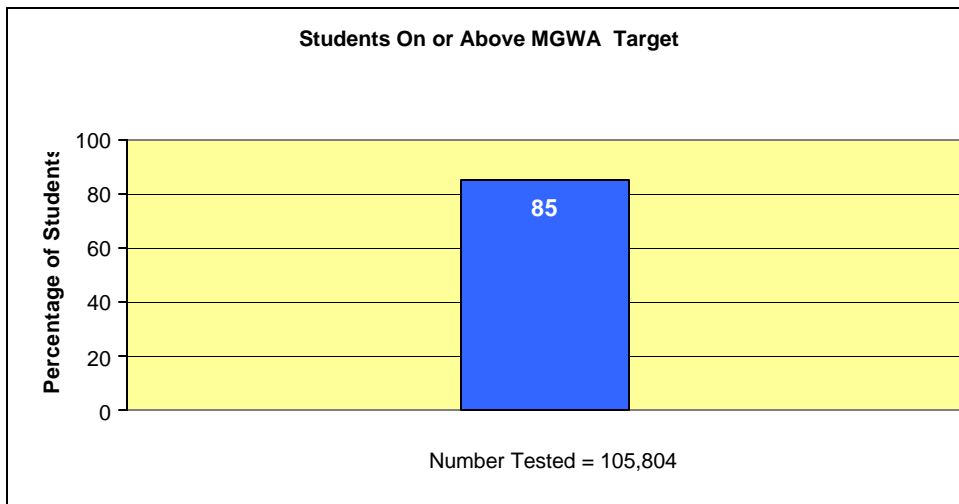
**Figure 6: Percentage of Students Meeting or Exceeding CRCT Standard in Social Studies in Grades 1 through 8**



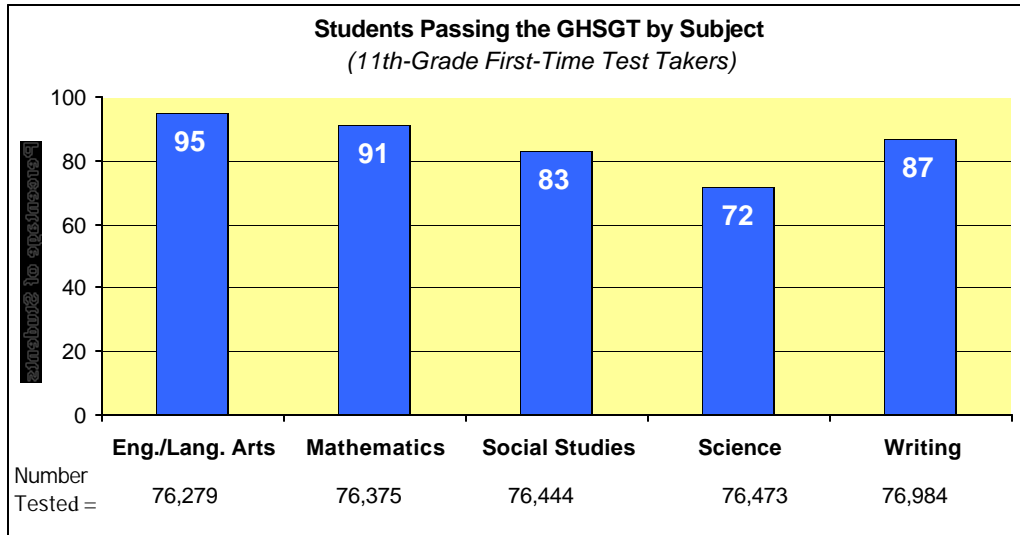
**Figure 7: Percentage of Students Meeting or Exceeding CRCT Standard in Science in Grades 1 through 8**



**Figure 8: Percentage of Eighth-Grade Students On or Above MGWA Target**



**Figure 9: Percentage of Eleventh-Grade First-Time Test Takers Passing the GHSGT By Subject and the GHSWT**



For more details on the performance of all students and subgroups on these and other tests as well as school performance indicators, see the complete 2001-2002 K-12 Report Card at [www.ga-oea.org](http://www.ga-oea.org)

**2001- 2002 Annual Report Card  
on the  
Department of Technical and Adult Education**



The Georgia Department of Technical and Adult Education (DTAE) oversees the state’s system of technical colleges, the adult literacy program, and a host of economic and workforce development programs. To learn more about technical education in Georgia, visit DTAE’s website: <http://www.dtae.tec.ga.us/>

In its first annual report on DTAE, OEA provides information on the following indicators:

- retention rates,
- graduation rates, and
- pass rates on licensure exams.

The report presents data from the 2000-2001 academic year for the DTAE system as a whole as well as for each of the 33 technical colleges. These schools offer a variety of associate degree and diploma programs, continuing education programs, and economic development programs. Data are reported as provided to OEA by DTAE.

Disaggregated data is presented for all indicators and at all levels of reporting when the information is available. The race/ethnic categories included for DTAE are Asian, Black, Hispanic, Native American, White, and Multiracial. Results for male and female students are also presented. Socioeconomic status is based on whether the student has applied for and been deemed eligible for a Pell Grant. If a student is deemed eligible for a Pell Grant, then that student is counted as an economically-disadvantaged student

**Retention**

Retention for a postsecondary institution is an indicator of the school’s success in keeping students enrolled from their first year to their second year. Retention rates reflect the percentage of fall quarter first-time, full-time students that continue enrollment the following fall quarter. This report presents both institution-specific retention rates and system retention rates. Institution-specific retention rates show the percentage of fall quarter first-time students that remain enrolled at the same school the next fall quarter. Systemwide retention rates show the percentage of fall quarter first-time students that are not in the same institution the next fall but are enrolled in some other DTAE institution.

**Figure 10: Institution-Specific and Systemwide Retention Rates for All Students from Fall 2000 to Fall 2001**

Student Enrollment	Institution-Specific Retention Rate	Systemwide Retention Rate
5,916	59	62

Retention rates for the DTAE system as a whole and for each of the 33 institutions are included in the web report. Disaggregated results are also reported.

### **Graduation**

DTAE institutions offer a variety of degrees, programs, and certificates. OEA’s report on DTAE presents information on (1) graduation rates for associate degree and diploma programs and (2) rates for students who earn a professional certificate. The data provided by DTAE show graduation rates at 1.5 times the nominal program duration (i.e., “time-and-a-half” graduation rates). The nominal length of an associate degree program or diploma typically ranges from one to two years. The graduation rates provided by DTAE show the percent of first-time, full-time, degree-seeking students that earn an associate’s degree or diploma within 3 years. The nominal duration for students earning a professional certificate typically ranges from 6 months to 1 year. The “time-and-a-half” rates provided by DTAE show the percentage of students completing a certificate program within 1.5 year.

This report presents both institution-specific graduation rates and systemwide graduation rates. Institution-specific graduation rates show the percentage of students who entered as a freshman into an institution and graduated from the same institution. Systemwide graduation rates reflect those students who entered as a freshman into an institution and graduated from another institution within the DTAE system.

**Figure 11: Graduation Rates Based on 1.5 Times Nominal Duration**

<b>Credential Earned</b>	<b>Number of Students in Cohort</b>	<b>Institution-Specific</b>	<b>Systemwide</b>
Associate Degree Within 3 Years	4,130	44%	45%
Certificate Within 1.5 Years	2,670	35%	36%

All graduation rates are reported for all students and by race/ethnicity, gender, and socioeconomic subgroups in the complete report on the web.

### **Licensure Exam Pass Rates**

The final indicator for DTAE reflects on how well students from the technical colleges do on licensure exams. The 33 technical colleges offer different combinations of degrees and programs. Therefore, the list of licensure exams for which OEA reports a passing rate varies for each institution. For 2000-2001, DTAE provided OEA with licensure exam data in the following areas: commercial truck driving, dental hygienist, emergency medical technician, practical nursing (licensed and registered), optical assistant, occupational therapy assistant, physical therapy assistant, and respiratory therapy technology.

Figure 12 summarizes the licensure exam pass rates for DTAE as a whole. To make this summary more meaningful, the table also shows the number of institutions that offer a particular program and the total student enrollment in the various programs.

**Figure 12: Systemwide Licensure Exam Pass Rates by Field**

Licensure Exam Field	Number of Institutions Offering Program	Student Enrollment	DTAE Systemwide Pass Rate
Commercial Truck Driving	15	1,452	98 %
Dental Hygienist	6	69	96 %
Licensed Practical Nursing	32	917	85 %
Emergency Medical Technician/Paramedic	24	656	77 %
Registered Nursing	1	33	100 %
Optical Assistant	2	27	89 %
Occupational Therapy Assistant	2	27	89 %
Physical Therapy Assistant	3	28	100 %
Respiratory Therapy Technology	6	59	83 %

As with all other data, OEA reports licensure exam pass rates for the DTAE system as a whole as well as by each college.

## 2001- 2002 Annual Report Card on the University System of Georgia



The University System of Georgia's Board of Regents was created in 1931 to unify public higher education under a single governing body. The governor appoints members to the Board, who each serve seven years. The Board elects a chancellor who serves as its chief executive officer and the chief administrative officer of the University System. The Board oversees 34 institutions that are organized into five sectors: 4 research universities, 2 regional universities, 13 state universities, 2 state colleges, and 13 two-year colleges. To learn more about USG institutions, visit the USG website: <http://www.usg.edu/>

OEA's first annual report card on USG focuses on four indicators:

- Retention rates of first-time, full-time award-seeking students,
- Graduation rates,
- Pass rates on the Regents' exams,
- Pass rates on licensure/certification exams.

Data are reported as provided to OEA by USG. The data reflect the 2000-2001 academic year. The above indicators are reported for the university system as a whole, for each sector, and for each of the 34 institutions. When data are available, OEA reports these indicators for all students as well as by race/ethnicity, gender, and socioeconomic status. The race/ethnic categories included for USG are Asian, Black, Hispanic, Native American, White, and Multiracial. Results for male and female students are also presented. Socioeconomic status is based on whether the student has applied for and been deemed eligible for a Pell Grant. If a student is deemed eligible for a Pell Grant, then that student is counted as an economically-disadvantaged student.

Many readers may not be familiar with the sector structure of the University System of Georgia. This section describes what a sector is and the different sectors within the university system. USG colleges and universities vary widely in mission. The mission of a college or university defines its purpose, the number and types of academic programs it offers, its complexity, and other activities such as research, continuing education, economic development, and public service. Universities and colleges differ in mission, and those missions are organized into sectors. Research universities offer doctoral and professional programs, masters, bachelors, and some associate programs, perform basic and applied research, and provide public service. Regional and state universities have a limited research mission. Several offer doctorates in education and masters degrees in a wide variety of areas; all offer bachelors and associate degrees. State colleges offer a limited number of bachelors programs and many associate programs. Two-year colleges offer learning support for students who are not prepared to begin college-level work, and

they offer certificate and associate programs. In addition, a major function of most two-year colleges is to prepare students for transfer. Institutions also vary widely within sectors. Universities that serve predominantly full-time traditional-aged students are different in mission than those that serve part-time and older students. Whether an institution is residential or not also makes a difference in mission. All these factors should be considered when evaluating an institution of higher education.

### **Retention Rates**

Retention for an institution of higher education is an indicator of the institution's success in keeping students enrolled from their first year to their second year. Retention rates reflect the percentage of fall semester first-time, full-time freshmen that continue enrollment the following fall semester. This report presents both institution-specific retention rates and system retention rates. Institution-specific retention rates show the percentage of fall semester freshmen that remain enrolled at the same college or university the next fall semester. System retention rates show the percentage of fall semester students that are in the same institution the next fall plus those who are enrolled in some other USG institution. Retention rates for the system as a whole, for each sector, and for each institution are presented in OEA's web reports. Results based on disaggregations by race/ethnicity and gender are also reported.

**Figure 13: Institution-Specific and Systemwide Retention Rates  
from Fall 2000 to Fall 2001 by USG Level**

<b>USG Level</b>	<b>Number of Students in Cohort</b>	<b>Institution-Specific</b>	<b>Systemwide</b>
<i>USG System as a Whole</i>	28,858	73 %	79 %
Research Universities	8,513	88 %	91 %
Regional Universities	3,649	74 %	83 %
State Universities	8,957	69 %	76 %
State Colleges	990	63 %	67 %
Two-Year Colleges	6,749	60 %	67 %

### **Graduation Rates**

USG institutions offer a variety of degrees, programs, and certificates. OEA's web reports present information on (1) six-year graduation rates for baccalaureate (bachelor's) degree programs, (2) three-year associate degree graduation rates plus transfer rates, and (3) two-year completion rates for one-year certificates. This report presents both institution-specific graduation rates and systemwide graduation rates. Institution-specific graduation rates show the percentage of students who entered as a freshman into an institution and graduated from that institution. Systemwide graduation rates reflect those students who entered as a freshman into an institution and graduated from another institution within the university system. The data provided by USG show graduation rates assessed at 1.5 times the nominal program duration (i.e., "time-and-a-half" graduation rates). The nominal

length of a baccalaureate (bachelor's) degree program is typically four years (although there are a few five-year bachelor's degree programs at some USG institutions). Consequently, the baccalaureate (bachelor's) degree graduation rates provided by USG show the percent of first-time, full-time, degree-seeking students that earn a bachelor's degree within six years.

**Figure 14: Institution-Specific and Systemwide Six-Year Baccalaureate Graduation Rates for Academic Year 1994-1995 Cohort, All First-Time Full-Time Degree-Seeking Freshmen by USG Level**

USG Level	Number of Students in Cohort	Institution-Specific	Systemwide
<i>USG System as a Whole</i>	20,368	41 %	48 %
Research Universities	7,403	61 %	66 %
Regional Universities	4,853	37 %	47 %
State Universities	8,112	25 %	33 %

The nominal duration for associate degrees is two years; certificates range from one to two years. The "time-and-a-half" rates provided by USG show the percentage of students completing associate or transferring to four-year institutions within a three-year period.

**Figure 15: Percentage of Students Matriculating in an Associate's Degree Program That Graduate Within 3 Years or Transfer into a Baccalaureate Program for the Academic Year 1997-1998 Cohort, All First-Time Full-Time Degree-Seeking Freshmen**

USG Level	Number of Students in Cohort	Institution-Specific	Systemwide
<i>USG System as a Whole</i>	7,338	14	27
Regional Universities	11	18	18
State Universities	498	6	15
State Colleges	821	11	21
Two-Year Colleges	6,008	15	28

The certificate program completion rates provided by USG show the percentage of students completing a certificate program in two years.

*Certificate attainment rates are still under production. When these data are available on the OEA web site, this draft of the executive summary will be updated.*

The graduation rates will also be shown disaggregated by race/ethnicity and by gender in the complete report on the web.

### **Regents' Test Pass Rates**

Beginning in 1972, the USG Board of Regents implemented the Regents' Testing Program as one means by which each institution in the University System can ensure that students receiving degrees from the institution possess certain minimum skills of reading and writing. The Regents' Test has two parts: a Reading Test and an Essay Test. Students' scores on the tests are used to determine whether they have the minimum levels of reading and writing skills required for graduation. Regents' policy requires that students must take the test in the semester after they have completed 30 semester credit hours if they have not taken it previously. Students who have earned 45 semester credit hours and have not passed both parts of the test must enroll in remedial courses until they pass both parts. Detailed information about the Regents' Test is available on the Regents' Testing Program website: <http://www.gsu.edu/rtp/>.

The information provided by USG shows for each institution the percentage of students who pass the test before earning 45 credit hours. This information is disaggregated by race/ethnicity, gender and socioeconomic status.

**Figure 16: Regents' Test Pass Rates by USG Level for Essay, Reading, and Both Areas**

<b>USG Level</b>	<b>Number of Students</b>	<b>Essay</b>	<b>Reading</b>	<b>Both</b>
<i>System as a Whole</i>	22,224	81 %	81 %	76 %
Research University	7,514	93 %	94 %	91 %
Regional University	3,146	74 %	75 %	69 %
State Universities	6,648	73 %	74 %	68 %
State Colleges	544	78 %	77 %	73 %
TwoYear Colleges	4,372	77 %	75 %	71 %

### **Licensure/Certification Exam Pass Rates**

The final indicator for USG reflects on how well students from the USG institutions do on licensure or certification exams. The 34 colleges and universities offer different degrees and programs, and not all of these require licensure or certification. Therefore, the list of licensure exams for which OEA reports a passing rate varies for each

institution. As with all other data, OEA reports for the USG system as a whole as well as by sector and by each college, and the information is disaggregated by race/ethnicity and gender.

***Pass rates on licensure/certification exams are still under production. When these data are available on the OEA web site, this draft of the executive summary will be updated.***

## 2001- 2002 Annual Report Card on the Georgia Professional Standards Commission



The Georgia Professional Standards Commission (GAPSC) was established by the Georgia General Assembly as of July 1, 1991 to assume full responsibility for the preparation, certification, and conduct of the certified, licensed, or permitted personnel employed in the public schools of the State of Georgia. The Commission is also responsible for the development and administration of teacher certification testing. The Commission handles the investigation, advisement, monitoring, and due process of cases associated with educator discipline. In 1999, the Georgia Teaching Force Center was placed in the Georgia Professional Standards Commission for administration purposes. The Teaching Force Center is one component of the Georgia P-16 Council's Title II Plan for having a qualified teacher in every classroom in Georgia by 2006.

The GAPSC's mission is "to provide a qualified teacher in every classroom by setting and applying high standards for the preparation, certification, and continued licensing of Georgia public educators." To learn more about the GAPSC and teacher certification in Georgia, visit: <http://www.GAPSC.com/>

To accomplish this mission, the GAPSC has several responsibilities:

- To simplify and make more efficient the process of certifying educational personnel in Georgia;
- To attract the highest possible number of qualified personnel to become educators in Georgia;
- To promote the hiring of qualified educators from other states to work in Georgia schools;
- To improve the level of preparation of educators, both pre-service and in-service, by requiring for purposes of certification those essential skills and that knowledge needed to deliver effective education;
- To adopt standards of professional performance and a code of professional ethics for educators, both of which shall represent standards of performance and conduct, which are generally accepted by educators of this state;
- To investigate reports of specified criminal conduct, violations of professional or ethical codes of conduct, and violations of certain rules, regulations, and policies by school system educators;
- To enforce the requirement that local school systems promptly report specified criminal conduct of school system educators to the commission;
- To impose disciplinary action or a denial of a certificate against an educator.

The 2001-02 OEA Annual Report on the GAPSC focuses on two indicators:

- pass rates on the Praxis I and
- pass rates on the Praxis II exams.

The passing of these exams is only one requirement of certification. The use of these exams is to ensure that individuals who are certified as educators in Georgia are qualified by showing mastery of basic skills and specific content for their teaching field. The results on the Praxis I and Praxis II exams are shown for public post-secondary institutions at the state level, at the University System of Georgia institutional sector (research, regional, state university, state college, and two-year college) level, and at each of the 34 individual University System of Georgia institutions.

The annual report on PSC includes pass rates on the Praxis I and on the Praxis II exams for each public post-secondary institution in the University System of Georgia. The pass rates are disaggregated by race/ethnicity and by gender.

### **Pass Rates on the Praxis I**

The GAPSC uses the Praxis I tests of mathematics, reading, and writing to assess the basic skills of individuals seeking certification. As of March 1, 1999 candidates seeking teacher certification in Georgia had to pass all three tests. Praxis I is considered a pre-professional skills test. The GAPSC sets the passing scores on the Praxis I exam. Individuals who hold or have held clear renewable certification, are not required to take Praxis I. Basically individuals who must pass the Praxis I exams fall into three categories:

- Undergraduate students seeking admission to college of education programs;
- Individuals with undergraduate degrees but seeking certification;
- Individuals holding provisional certification.

However, not all individuals seeking certification need to take the Praxis I exam. If individuals earn a qualifying score on certain tests, then they are exempted from the Praxis I requirement. Candidates recommended for certification by Georgia institutions must have either a passing score on the Praxis I exam in reading, mathematics, and writing or have earned qualifying scores on any of the following tests:

- SAT: minimum score Verbal: 480; Mathematics: 520,
- GRE: minimum score Verbal: 490; Quantitative: 540, or
- ACT: minimum score English: 21; Mathematics: 22.

OEA reports the 2001-2002 pass rates on the Praxis I for public and private post-secondary institutions with which the examinees have identified themselves as attending. Figure 17 shows the pass rates on the three subject areas on the PRAXIS I tests.

**Figure 17: Pass Rates on Praxis I Exams by School Type**

Subject Area	Type of School	Number Tested	Pass Rate
<b>Mathematics</b>	All Schools	6,441	44 %
	USG Institutions – Public	4,754	47 %
	Private Institutions	1,687	35 %
<b>Reading</b>	All Schools	5,527	63 %
	USG Institutions – Public	4,104	66 %
	Private Institutions	1,423	56 %
<b>Writing</b>	All Schools	5,597	61 %
	USG Institutions – Public	4,178	64 %
	Private Institutions	1,419	53 %

The complete web report presents the pass rates for all examinees for each institution as well as disaggregated by race/ethnicity and by gender.

### **Pass Rates on the Praxis II**

GAPSC also uses the Praxis II exams to ensure that Georgia educators are well versed in their teaching field(s). To be recommended for licensure, a person must earn satisfactory scores on the Praxis II Subject Assessments in the appropriate subject area(s) for the certification sought. Currently there are 58 Praxis II subject area tests. For a complete listing of tests and their passing scores for licensure, check out the GAPSC website: <http://www.GAPSC.com/>.

For each public and private post-secondary institution offering a teacher preparation program, OEA reports an overall Praxis II pass rate. OEA also includes for each individual institution the pass rates on the specific content exams taken this past year. OEA offers the user the ability to compare institutional pass rates on a specific content exam. Pass rate data for all examinees are presented as well as for disaggregations on the basis of race/ethnicity and gender. It should be noted that the listing of exams by institution varies depending upon whether that institution offers teacher preparation in that area of certification and upon whether an institution had any student ready to exit their program and seek certification. Figure 18 summarizes Praxis II pass rates by content area.

**Figure 18: Percentage of Examinees Passing the Praxis II Content Area Exams**

PRAXIS II Content	Number Tested	Number of Teacher-Prep Institutions Represented by Examinees		Percentage of Examinees Passing the Exam
		Public	Private	
Agriculture	28	2	1	89 %
Art Making	126	13	10	69 %
Art: Content Knowledge	124	13	9	87 %
Biology: Content Essays	119	13	8	54 %
Biology: Content Knowledge	113	13	8	65 %
Business Education	172	15	9	80 %
Chemistry: Content Essays	15	9	3	40 %
Chemistry: Content Knowledge	17	10	4	41 %
Education of Deaf and Hard of Hearing Students	11	4	0	91 %
Educational Leadership: Administration and Supervisions	818	15	9	86 %
Elementary Education: Content Area Exercises	1,647	14	20	96 %
Elementary Education: Curriculum, Instruction, and Assessment	1	Too Few to Report	Too Few to Report	Too Few to Report
Elementary Education: Curriculum, Instruction, and Assessment K-5	1,874	15	20	80 %
English Language, Literature, and Composition; Content Knowledge	331	14	14	71 %
English Language, Literature, and Composition; Essays	272	14	14	90 %
Family and Consumer Sciences	36	7	2	97 %
French: Content Knowledge	34	9	5	79 %
French: Productive Language Skills	33	10	4	76 %
General Science: Content Essays	111	13	5	86 %
General Science: Content Knowledge	115	13	7	86 %
German: Content Knowledge	6	Too Few to Report	Too Few to Report	Too Few to Report
German: Productive Language Skills	6	Too Few to Report	Too Few to Report	Too Few to Report
Health and Physical Education: Content Knowledge	219	14	6	82 %
Health Education	19	6	3	89 %
Latin	7	Too Few to Report	Too Few to Report	Too Few to Report
Library Media Specialist	131	8	2	92 %
Marketing Education	13	2	3	100 %
Mathematics: Content Knowledge	222	15	12	64 %

**Figure 18: Percentage of Examinees Passing the Praxis II Content Area Exams**

PRAXIS II Content	Number Tested	Number of Teacher-Prep Institutions Represented by Examinees		Percentage of Examinees Passing the Exam
		Public	Private	
Mathematics: Proofs, Models, and Problems, Part 1	187	15	13	68 %
Middle School English Language Arts	368	15	14	78 %
Middle School Mathematics	363	15	17	74 %
Middle School Science	284	15	14	51 %
Middle School Social Studies	369	15	15	74 %
Middle School: Content Knowledge	287	15	16	56 %
Music: Concepts and Processes	175	14	10	74 %
Music: Content Knowledge	176	14	10	72 %
Physical Education: Movement Forms – Analysis and Design	200	14	6	94 %
Physics: Content Knowledge	2	Too Few to Report	Too Few to Report	Too Few to Report
PLT: Grades 5-9	254	15	17	70 %
Reading Specialist	67	7	5	75 %
School Guidance and Counseling	271	10	3	71 %
School Psychologist	38	4	0	97 %
Social Studies: Content Knowledge	328	12	16	87 %
Social Studies: Interpretation of Materials	332	12	17	76 %
Spanish: Content Knowledge	112	12	11	63 %
Spanish: Productive Language Skills	113	12	11	48 %
Special Education: Application of Core Principles Across Categories of Disability	441	14	7	96 %
Special Education: Knowledge-Based Core Principles	612	14	11	82 %
Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbances	84	13	9	75 %
Special Education: Teaching Students with Learning Disabilities	50	9	3	72 %
Special Education: Teaching Students with Mental Retardation	153	12	6	63 %
Speech Communication	4	Too Few to Report	Too Few to Report	Too Few to Report
Speech-Language Pathology	98	8	1	93 %
Technology Education	19	4	2	79 %

To see how students from specific teacher preparation programs performed on the Praxis I and Praxis II exams as well as by subgroups, check out the complete PSC Report Card at: [www.ga-oea.org](http://www.ga-oea.org)