

505-3-.02 EDUCATOR PREPARATION PROVIDER ANNUAL REPORTING AND EVALUATION

Nature of Amendment(s):

Substantive
 Clarification
 Further Definition

Discussion:

It is proposed that Rule 505-3-.02 EDUCATOR PREPARATION PROVIDER ANNUAL REPORTING AND EVALUATION dated January 15, 2017, be AMENDED to reflect revisions to Preparation Program Effectiveness Measures (PPEMs), particularly the weighting of specific measures for teacher and leader preparation programs. Also, terms related to surveys are clarified.

Current/Amended Sections(s):

(Additions are underlined in bold type; deletions are marked through.)

(1) **PURPOSE.** This rule states requirements for the annual evaluation of educator preparation programs and educator preparation providers, and requirements for annual reporting of program effectiveness by educator preparation providers that prepare individuals for certification as education personnel in Georgia.

(2) **DEFINITIONS.**

(a) **Advanced Preparation/Degree-Only Program:** An educator preparation program at the post-baccalaureate level for the continuing education of educators who have previously completed initial preparation. Advanced preparation/degree-only programs commonly award graduate credit and include masters, specialist, and doctoral degree programs.

(b) **Approval:** A process for assessing and enhancing academic and education quality through peer review, to assure the public that an educator preparation provider and/or educator preparation program has met institutional, state, and national standards of educational quality; also, a Georgia Professional Standards Commission (GaPSC) decision rendered when an educator preparation provider or educator preparation program meets GaPSC standards and required annual reporting requirements.

(c) **Approval Review:** Examination of evidence and interviews of stakeholders conducted by the GaPSC Site Visitors either on-site at an institution/agency, or electronically through the use of web and telephone conferencing systems as part of a developmental, first continuing, focused, or probationary review.

(d) **Candidates/Teacher Candidates:** Individuals ~~admitted to, or~~ enrolled in, programs for the initial or advanced preparation of educators, programs for the continuing professional development of educators, or programs for the preparation of other professional school personnel. Candidates are distinguished from students in P-12 schools. Candidates in programs leading to teacher certification may also be referred to as Pre-service Teacher Candidates.

(e) **Certified/Classified Personnel Information (CPI):** A tri-annual data collection performed by the Georgia Department of Education of active certified and classified employees at each school/district location. The data includes job assignment, subject matter, percentage of time assigned, local years of service, years of experience for payroll purposes, employment basis, and contract salary including all supplements for each certified employee.

(f) Clinical Practice: Residency (formerly referred to as student teaching) or internships that provide candidates with an intensive and extensive culminating activity. Candidates are immersed in the learning community and provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing.

(g) Council for the Accreditation of Educator Preparation (CAEP): The national accreditation organization formed as a result of the unification of the National Council for the Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC). CAEP advances excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning.

(h) Educator Preparation Program: A planned sequence of courses and experiences for preparing P-12 teachers and other professional school personnel that leads to a state certification. See the definitions for the three types of educator preparation programs: Initial, Endorsement, and Advanced/Degree-Only.

(i) Educator Preparation Provider (EPP): The institution of higher education (IHE), college, school, department, agency, or other administrative body with the responsibility for managing or coordinating all programs offered for the initial and continuing preparation of teachers and other school personnel, regardless of where these programs are administratively housed (formerly referred to as the professional education unit).

(j) Endorsement Program: A planned sequence of courses and experiences, typically no more than four courses in length, designed to provide certified educators with an additional, specific set of knowledge and skills. Successful completion of an endorsement program results in the addition of the endorsement field to the Georgia educator certificate. Endorsement programs may lead to college credit and/or professional learning units, must be approved by the GaPSC, and may be offered by any GaPSC-approved educator preparation provider. See GaPSC Rule 505-2-.14, ENDORSEMENTS.

(k) Field Experiences: Field experiences are those activities that include organized and sequenced engagement of candidates in settings that provide opportunities to observe, practice, and demonstrate the knowledge, skills, and dispositions delineated in institutional, state, and national standards. The experiences must be systematically designed and sequenced to increase the complexity and levels of engagement with which candidates apply, reflect upon, and expand their knowledge and skills. Since observation is a less rigorous method of learning, emphasis should be on field experience sequences that require active professional practice or demonstration, and that include substantive work with P-12 students and P-12 personnel as appropriate.

(l) Induction: Support received by novice teachers and new school leaders during their first three years in their new position. The State Induction Guidance Documents provide a framework for how school districts and their partners will structure the induction system. The Induction level of Georgia's tiered certification system is designed to include support for novice teachers.

(m) Initial Preparation Program: A program designed to prepare candidates for their initial, or first, professional certificate in a teaching, leadership, or service field. Examples include degree programs at the baccalaureate, master's, or higher levels; or post-baccalaureate programs, non-degree certification-only programs, and non-traditional programs such as the Georgia Teacher Academy for Preparation and Pedagogy (GaTAPP) program. Programs leading to an educator's first certificate in a particular field are considered initial preparation even if the educator is certified in one or more other fields.

(n) Leader Assessment on Performance Standards (LAPS): A part of the Georgia statewide evaluation system for leaders, LAPS is a qualitative, rubrics-based evaluation method designed to measure leadership performance related to quality performance standards.

(o) Leadership Position / Leadership Role: A leadership position as determined by the Georgia Department of Education is one that requires the employee in that position to hold an Educational Leadership certificate and is one in which the employee has specified authority and supervisory responsibilities. In contrast to leadership positions, leadership roles are those job assignments that do not require a leadership certificate and in which the employee does not have specified authority or supervisory responsibilities.

(p) Leader Preparation Program Effectiveness Measures (LPPEMs): A collection of common measures applied to all GaPSC-approved educational leadership preparation programs leading to initial certification in Georgia performance-based Educational Leadership.

(q) Non-traditional Preparation Program: A program designed to prepare individuals holding an appropriate degree for a professional certificate. Non-traditional preparation programs lead only to a certificate, not to a degree or college credit and:

1. Feature a flexible timeframe for completion;
2. Are job-embedded allowing candidates to complete requirements while employed by a regionally accredited local school system or regionally accredited private school as a classroom teacher full-time or part-time for at least a half day;
3. Require that candidates are supported by a Candidate Support Team;
4. Require an induction component that includes coaching and supervision;
5. Provide curriculum, performance-based instruction and assessment focused on the pedagogical knowledge and skills necessary for the candidate to teach his/her validated academic content knowledge; and
6. Are individualized based on the needs of each candidate with respect to content knowledge, pedagogical skills, learning modalities, learning styles, interests, and readiness to teach. Georgia's non-traditional preparation program for teachers is named Georgia Teacher Academy for Preparation and Pedagogy (GaTAPP). See GaPSC Rule 505-3-.05, GEORGIA TEACHER ACADEMY FOR PREPARATION AND PEDAGOGY (GaTAPP).

(r) Preparation Program Effectiveness Measures (PPEMs): A collection of common measures applied to all teacher and leader preparation programs leading to initial certification in a field. Teacher Preparation Program Effectiveness Measures (TPPEMs) and Leader Preparation Program Effectiveness Measures (LPPEMs) are further defined in this rule.

(s) Out-of-State Institution: An institution of higher education that is administratively based in a state within the United States other than Georgia.

(t) Program Completer: A person who has met all the requirements of a GaPSC-approved or state-approved out-of-state educator preparation program, **to include all GaPSC requirements such as attempting all assessments required for state certification.**

(u) Program Performance Levels: Based upon preparation program effectiveness measures, the performance of educator preparation programs and EPPs will be classified annually as meeting the requirements of one of the following four performance levels:

1. **Level 4** - Exemplary;

2. **Level 3** - Effective;
3. **Level 2** - At-risk of Low Performing; and
4. **Level 1** - Low Performing.

(v) State-approved Content Assessment: A content-specific, standardized test aligned with preparation program standards (state and national) and Georgia's P-12 curriculum, and developed to ensure that educators have the content knowledge necessary for successful performance as an educator. A passing score on the appropriate assessment is required for state certification.

(w) State-approved Content-pedagogy Assessment: A subject area-specific, performance-based assessment for pre-service teacher candidates, centered on student learning.

(x) Teacher Assessment on Performance Standards (TAPS): A part of the Georgia statewide evaluation system for teachers, TAPS is a qualitative, rubrics-based evaluation method designed to measure teacher performance related to quality performance standards.

(y) Teacher Preparation Program Effectiveness Measures (TPPEMs): A collection of common measures applied to all GaPSC-approved teacher preparation programs leading to initial certification in a teaching field.

(z) Tier I Educational Leadership Program: A traditional or non-traditional preparation program designed to prepare candidates for entry level leadership positions that include P-12 school level positions ~~below~~ **supervised by** the principal and system level positions that do not supervise principals.

(aa) Tier II Educational Leadership Program: A traditional or non-traditional preparation program designed to prepare candidates for advanced leadership positions that include P-12 school level principals or the equivalent, superintendents, or other LUA staff who supervise principals.

(ab) Traditional Preparation Program: A credit-bearing program designed for the preparation of educators offered by an institution of higher education.

(3) GENERAL REQUIREMENTS AND APPLICABILITY.

(a) Georgia Professional Standards Commission (GaPSC)-approved Educator Preparation Providers

1. The requirements stated in this rule apply to all GaPSC-approved educator preparation providers (EPPs) and all educator preparation programs leading to initial certification in a teaching or leadership field.

(b) Out-of-State Institutions/Agencies Offering Educator Preparation Programs to Georgia Residents

1. Out-of-State institutions or agencies offering educator preparation programs leading to initial certification in a teaching or leadership field are subject to requirements specified in this rule as follows:

(i) Out-of-State EPPs approved by GaPSC to offer Educational Leadership (Tier I and Tier II) programs are subject to PPEM data collection and reporting as described in paragraph 4;

(ii) Out-of-State EPPs with teacher candidates participating in field and/or clinical experiences in Georgia public or public charter schools are subject to GaPSC data collection and reporting of a limited set of data intended to inform the public about the quality of these programs; and

(iv) Data will be reported in the aggregate, so as not to identify individual program candidates. Personally identifiable information will not be reported by GaPSC.

(4) PREPARATION PROGRAM EFFECTIVENESS MEASURES (PPEMs).

(a) Reporting Year

1. The GaPSC reporting year starts September 1 and ends August 31.

(b) Teacher Preparation Program Effectiveness Measures (TPPEMs)

1. Teacher Preparation Program Effectiveness Measures (TPPEMs) are comprised of a set of five (5) measures representing the performance of candidates while enrolled in the preparation program and their performance in the classroom after program completion **when completers are employed in Georgia public schools or Georgia public charter schools and in their fields of preparation.** TPPEMs are collected and reported annually. TPPEM measures include **Outcome Measures and Program Measures, as described below.**

(i) Outcome Measures, accounting for 50% of the overall TPPEM, are comprised of ~~two~~ **three** elements: Employers' Perceptions of Preparation, weighted at ~~20~~ **10%**; **Inductee Perceptions of Preparation, weighted at 10%**; and Teacher Observation Data, weighted at 30%. ~~and~~ **Descriptions and requirements related to each element follow.**

(I) Employers' Perceptions of Preparation data are derived from the common, statewide survey conducted annually of employers of those **program completers (referred to as inductees)** employed in Georgia public or public charter schools. For each cohort, the survey will be administered one time near the end of the first year of ~~completers'~~ **inductees'** employment in the field of preparation.

(II) Inductee Perceptions of Preparation data are derived from the common, statewide survey, conducted annually of those program completers employed in Georgia public or public charter schools and in their fields of preparation. For each cohort, the survey will be administered one time near the end of the first year of inductees' employment in the field of preparation.

(III) Teacher Observation Data serves as an indicator of **program completers'** effectiveness in the classroom. Aggregated observation data are derived from the annual, summative ratings for completers generated by the administration of the Teacher Assessment on Performance Standards (TAPS) instrument.

(ii) Program Measures, accounting for 50% of the overall TPPEM, are comprised of ~~three~~ **two** elements: Assessment of Teaching Skills, weighted at 30% ~~and~~; Assessment of Content Knowledge, weighted at ~~40~~ **20%**; ~~and~~ ~~Completers' Perceptions of Preparation, weighted at 10%.~~ Descriptions and requirements related to each element follow.

(III) Assessment of Teaching Skills (~~S~~state-approved content pedagogy assessment).

A. All programs for which state-approved content pedagogy assessments are available must require candidates to attempt the assessment **(resulting in an official score on all tasks within the assessment)** prior to program completion and within a window of time beginning at a point determined by the EPP and ending on August 31 in the year of program completion.

B. Teacher candidates enrolled in out-of-state programs leading to initial certification in a teaching field and completing field and clinical experiences in Georgia B/P-12 schools must attempt the state-approved content pedagogy assessment **(resulting in an official score on all tasks within the assessment)** prior to program completion.

C. State-approved content pedagogy assessment scores of program completers will be used to calculate the aggregated content-pedagogy assessment measure for the program. For each program completer, the ~~better~~ **best** of the completer's first two attempts will be used.

(IVII) Assessment of Content Knowledge (state-approved GACE content assessment; Georgia Assessments for the Certification of Educators (GACE)).

A. Every candidate enrolled in a teacher preparation program for which there is a GACE content assessment must attempt the entire assessment (**all tests within the assessment** ~~most assessments are comprised of two tests~~) within a window of time beginning at a point determined by the EPP and ending on August 31 in the year of program completion and at least once prior to program completion (**an attempt results in an official score on all tests within the assessment**). **Candidates enrolled in non-traditional teacher preparation programs may be required to pass the appropriate GACE content assessment prior to program admission, depending upon the field of certification sought.**

B. **For traditional teacher preparation programs,** ~~the better~~ **best** of the first two attempts for each program completer will be used to calculate the aggregated content assessment ~~pass-rate~~ **measure** for the program. **For non-traditional teacher preparation programs and particularly those candidates who are not required to pass the GACE prior to program admission, the best of the first two attempts while enrolled in the program will be used to calculate the content assessment portion of the TPPEM.**

~~C. Effective July 1, 2017, there will be two passing score identifiers for teaching field GACE content assessments: induction passing score and professional passing score. In order to achieve a professional passing score, the candidate must pass all tests within the assessment at or above the professional passing score established by the GaPSC. In order to achieve an induction passing score, the candidate must pass all tests within the assessment at a score within the GaPSC-established induction passing score range. EPPs will receive a higher PPEM score for candidates who pass the assessment at the professional passing score. No points for this data element will be awarded for candidates who are unsuccessful on any test within the assessment. GaPSC-established passing scores may be accessed at www.gapsc.com/EducatorPreparation/Assessment/PassingScores.~~

~~(V) Completers' Perceptions of Preparation data are derived from the common, statewide survey, conducted annually of those completers employed in Georgia public or public charter schools and in their fields of preparation. For each cohort, the survey will be administered one time near the end of the first year of completers' employment in the field of preparation.~~

~~(c) Tier I Leader Preparation Program Effectiveness Measures (LPPEMs)~~

~~1. Leader Preparation Program Effectiveness Measures (LPPEMs) for Tier I programs are comprised of five (5) measures representing the performance of candidates while enrolled in the preparation program and performance in the field—after program completion when completers are employed in leadership positions in Georgia public schools or Georgia public charter schools. LPPEMs are collected and reported annually **subject to data availability following an initial hold-harmless year.** Tier I LPPEM measures include:~~

~~(i) Outcome Measures, accounting for 50% of the overall Tier I LPPEM, are comprised of two elements: Employers' Perceptions of Preparation, weighted at 20%; and Leader Observation Data, weighted at 30%; and~~

~~—(ii) Program Measures, accounting for 50% of the overall Tier I LPPEM, are comprised of three elements: Assessment of Content Knowledge, weighted at 25%; Completion Rate, weighted at 10%, and~~

~~Completers' Perceptions of Preparation, weighted at 15%. Descriptions and requirements related to each element follow.~~

~~(i) Employers' Perceptions of Preparation data are derived from the common, statewide survey conducted annually of employers of those **program** completers (**referred to as inductees**) employed in leadership positions or roles in Georgia public or public charter schools. For each cohort, the survey will be administered one time near the end of the first year of completers' **inductees'** employment in leadership positions **and will constitute 10% of the LPPEM for Tier I programs.** or roles.~~

~~**(ii) Completer Perceptions of Preparation data, representing 10% of the LPPEM, are derived from the common, statewide survey administered to candidates nearing completion of Tier I leadership preparation programs.**~~

~~(viii) **Completers' Inductee Perceptions of Preparation data, representing 10% of the LPPEM, are derived from the common, statewide survey conducted annually of those program completers employed in leadership positions in a Georgia public or public charter school. For each cohort, the survey will be administered one time near the end of the first year of inductees' employment in leadership positions.**~~

~~(iv) Leader Observation Data serves **as** an indicator of the on-the-job effectiveness of program completers employed in leadership positions. Aggregated observation data are derived from the annual, summative ratings for completers generated by the administration of the Leader Assessment on Performance Standards (LAPS) instrument **and will constitute 35% of the LPPEM for Tier I programs.**~~

~~(v) Assessment of Content Knowledge data, **representing 35% of the Tier I LPPEM,** are derived from the Tier I GACE Content Knowledge Assessment, which must be attempted by every candidate enrolled in a Tier I Educational Leadership preparation program at least once prior to program completion. The assessment must be attempted within a window of time beginning at a point determined by the EPP and ending on August 31 in the year of program completion **(an attempt results in an official score on all tests within the assessment).** The ~~better~~ **best** of the first two attempts for each program completer will be used to calculate the aggregated content assessment ~~pass rate~~ **measure** for the program.~~

~~(IV) Completion Rate data are derived by comparing the number of candidates enrolled in a program to the number that successfully complete the program within a specified number of years.~~

~~(V) ~~Completers' Perceptions of Preparation data are derived from the common, statewide survey conducted annually of those completers employed in leadership positions in a Georgia public or public charter school. For each cohort, the survey will be administered one time near the end of the first year of completers' employment in leadership positions.~~~~

2. Leader Preparation Program Effectiveness Measures (LPPEMs) for Tier II programs are comprised of four (4) measures representing the performance of candidates while enrolled in the preparation program and performance in the field—after program completion when completers are employed in leadership positions in Georgia public school or Georgia public charter schools. LPPEMs are collected and reported annually. Tier II LPPEM measures include:

~~(i) ~~Outcome Measures, accounting for 50% of the overall Tier II LPPEM, are comprised of two elements: Employers' Perceptions of Preparation, weighted at 20%; and Leader Observation Data, weighted at 30%; and~~~~

~~(ii) ~~Program Measures, accounting for 50% of the overall Tier II LPPEM, are comprised of two elements: Performance-based Assessment of Leadership Skills, weighted at 40%; and Completers'~~~~

~~Perceptions of Preparation, weighted at 10%. Descriptions and requirements related to each element follow.~~

~~(i †) Employers' Perceptions of Preparation data, **representing 10% of the LPPEM for Tier II programs**, are derived from the common, statewide survey conducted annually of employers of those completers (**inductees**) employed in leadership positions in Georgia public **schools** or public charter schools. For each cohort, the survey will be administered one time near the end of the first year of completers' **inductees'** employment in leadership positions.~~

~~**(ii) Completer Perceptions of Preparation data, representing 10% of the LPPEM, are derived from the common, statewide survey administered to candidates nearing completion of preparation programs.**~~

~~**(iii) Inductee Perceptions of Preparation data, also representing 10% of the LPPEM for Tier II programs, are derived from the common, statewide survey conducted annually of those program completers employed in leadership positions in Georgia public schools or public charter schools. For each cohort, the survey will be administered one time near the end of the first year of inductees' employment in leadership positions.**~~

~~(iv †) Leader Observation Data serves **as** an indicator of the on-the-job effectiveness of program completers employed in leadership positions **and constitutes 35% of the LPPEM for Tier II programs**. Aggregated observation data are derived from the annual, summative ratings for completers generated by the administration of the Leader Assessment on Performance Standards (LAPS) instrument.~~

~~(v ††) Performance-based Assessment of Leadership Skills data are derived from the administration of the Performance-based Assessment of Educational **School** Leadership (PASL). The PASL must be attempted by every candidate enrolled in a Tier II Educational Leadership preparation program within a window of time beginning at a point determined by the EPP and ending on August 31 in the year of program completion and at least once prior to program completion (**an attempt results in an official score on all tasks within the assessment**). The ~~better~~ **best** of the first two attempts for each program completer will be used to calculate the aggregated content assessment ~~pass rate~~ **measure** for the program, **which will constitute 35% of the LPPEM for Tier II programs**.~~

~~(V) Completors' Perceptions of Preparation data are derived from the common, statewide survey conducted annually of those completors employed in leadership positions in Georgia public or public charter schools. For each cohort, the survey will be administered one time near the end of the first year of completors' employment in leadership positions.~~

~~(d) 3-~~ Refer to the guidance document accompanying this rule for additional information on each measure, and the schedule of data collection and reporting.

(5) PROGRAM AND EPP PERFORMANCE LEVELS AND APPROVAL STATUS.

(a) Performance Levels

1. Based on PPEMs, teacher and leader preparation programs **and EPPs** will be annually designated as performing at one of four levels: **Level 4 - Exemplary**, **Level 3 - Effective**, **Level 2 - At-risk of Low Performing**, or **Level 1 - Low Performing**. **Refer to the guidance document accompanying this rule for information related to each performance level.**

~~2. Program level PPEMs will be combined annually to classify EPPs at one of four performance levels: Exemplary, Effective, At-risk of Low Performing, or Low Performing.~~

~~3. Refer to the guidance document accompanying this rule for information related to each performance level.~~

(b) Approval Status

1. Program and EPP performance levels will impact approval status and approval review procedures during regularly scheduled approval reviews. Approval processes such as review type (on-site, electronic, or hybrid), review documentation required, the scope of the review, and the level of GaPSC technical assistance provided will be impacted by program and EPP performance levels.

2. Between regularly scheduled approval reviews, additional ~~approval reviews~~ **site visits** or monitoring will be required as a result of program or EPP performance at the At-Risk of Low Performing level or the Low Performing level. Failure to improve program or EPP performance levels over a three-year period ~~shall~~ **may** result in a recommendation to the Commission for revocation of approval.

3. Refer to the guidance document accompanying this rule for additional information on the impact of PPEM performance levels on approval status and approval review procedures.

(6) ANNUAL REPORTING.

(a) State Reporting

1. All GaPSC-approved EPPs are required to regularly and accurately submit all required candidate-level data to the Traditional Program Management System (TPMS) or the Non-traditional Reporting System (NTRS) as appropriate for ~~the~~ **all** programs offered.

2. All GaPSC-approved EPPs are required to submit annually the Preparation Approval Annual Report (PAAR). Annual PPEMs, program performance levels, and the annual EPP performance level designation will be provided to GaPSC-approved EPPs ~~in PAAR~~. EPPs will respond to PPEMs and performance levels as appropriate in PAAR, and may be required to provide additional data.

3. GaPSC-approved EPPs failing to submit PAAR completely, accurately, and on time ~~will~~ **may** be subject to adverse changes in approval status.

(b) Federal Reporting: Title II

1. All GaPSC-approved EPPs are required to submit annually the data required for federal Title II reporting. Failure to submit Title II data, accurately, completely, and by published deadlines ~~will~~ **may** result in adverse changes in approval status, up to and including recommendation to the Commission of revocation of approval, and may result in fines.

2. Refer to the guidance document accompanying this rule for more information on the alignment of PPEMs with Title II annual reporting requirements.

(7) USES OF PPEMS AND ANNUAL REPORT DATA.

(a) Reporting to EPPs. **When sufficient data are available**, PPEMs will be provided annually to each GaPSC-approved EPP. All data will be aggregated at the program level; no individual level data will be provided. EPPs are expected to use PPEMs and other data to improve programs.

(b) Reporting to the Georgia Professional Standards Commission. PPEMs will be provided annually to the 18-member standards commission; data will be aggregated at the program and EPP levels and no individual level data will be provided. Members of the Commission will use PPEMs to recognize

exemplary performance or make approval status decisions which may include requirements for additional monitoring and reporting, interim approval reviews ~~or forensic audits~~, probation, or revocation of approval.

(c) Reporting to Other State Agencies. PPEMs will be provided to other state agencies as appropriate for the purposes of monitoring program quality. Data will be aggregated at the program and EPP levels; no individual level data will be provided. The Georgia Professional Standards Commission is a participating agency in GAAWARDS, Georgia's Academic and Workforce Analysis and Research Data System, which is the state's Pre-K through workforce (P20W) longitudinal data system. Data of individual candidates is provided to GAAWARDS annually. All personally identifiable information is removed prior to being used for research purposes.

(d) Reporting to CAEP. Contingent upon the need for CAEP reporting, GaPSC reserves the right to provide to CAEP at appropriate intervals PPEMs aligning with CAEP Annual Reporting requirements on behalf of all CAEP-accredited GaPSC-approved EPPs. Data will be aggregated at the EPP level and/or at the program level as specified in the Georgia agreement with CAEP; no individual level data will be provided.

(e) Reporting to the Public. PPEMs will be provided to the public annually via the GaPSC website. Data will be aggregated at the program and EPP levels; no individual level data or aggregations of fewer than ten individuals will be provided. Program and EPP performance level reporting will be updated annually.

(8) IMPLEMENTATION TIMELINE. The PPEM evaluation system will be implemented in phases as data become available. The system will be fully implemented and used to make consequential approval decisions only after all applicable data are available and no earlier than September 1, 2019. Refer to the guidance document accompanying this rule for implementation phases and timelines.

Authority O.C.G.A. § 20-2-200