



# Georgia Professional Standards Commission

## Preparation Program Effectiveness Measures (PPEMs)

### Frequently Asked Questions

#### Contents

1. [What kinds of PPEMs are there?](#)
2. [What are the purposes of the PPEMs?](#)
3. [Which EPPs will receive a PPEM rating?](#)
4. [What is the difference between a program measure and an outcome measure?](#)
5. [What measures are included in a TPPEM rating, and what are their weights?](#)
6. [What measures are included in an LPPEM rating, and what are their weights?](#)
7. [Is there a difference between how provider-level and program-level PPEMs are calculated?](#)
8. [How are overall ratings assigned?](#)
9. [What are the implications of receiving various PPEM ratings?](#)
10. [What are minimum N sizes, and how are they used?](#)
11. [What if a program is missing one or more data elements?](#)
12. [How do I know whether my program will have enough data for a PPEM rating?](#)
13. [How many years of data do the PPEMs use?](#)
14. [Do completer cohorts play a role in calculating the PPEMs?](#)
15. [Which test attempts count toward the PPEMs?](#)
16. [In which years of employment do TAPS/LAPS results count toward the PPEMs?](#)
17. [In which years of employment are employer and inductee surveys administered?](#)
18. [When will each measure be collected?](#)
19. [When will the PPEM results be reported?](#)
20. [How will the PPEMs account for the spring 2020 removal of edTPA as a GaPSC program completion requirement?](#)

## Frequently Asked Questions

### 1. What kinds of PPEMs are there?

There are two kinds of PPEMs – the **Teacher Preparation Program Measures (TPPEM)** and the **Leader Preparation Program Measures (LPPEM)**. Educator preparation providers (EPPs) and their programs will receive an effectiveness rating based on metrics collected both prior to and after candidates complete a program and are employed in Georgia public schools. The PPEMs will allow GaPSC to assess program quality, help programs improve, and hold educator preparation providers (EPPs) accountable for the performance of their completers in classrooms and schools ([see question 9](#)). The LPPEMs are still in development due to changes in leader preparation program structure and lagging data.

### 2. What are the purposes of the PPEMs?

The PPEMs have three purposes: first, to give EPPs and their programs data to inform *improvement*; second, to hold EPPs *accountable* for the quality of educators they produce; and third, to provide *transparency* to the public, including the K-12 education community, about the quality of teachers and leaders produced by each EPP. The ultimate goal of the PPEM is to improve student learning in Georgia through raising the quality of the teachers and leaders responsible for their education.

### 3. Which EPPs will receive a PPEM rating?

All traditional and non-traditional educator preparation providers approved by the Georgia Professional Standards Commission (GaPSC), as well as their initial preparation programs in teaching and leadership fields, will receive a PPEM rating, subject to data availability.

### 4. What is the difference between a program measure and an outcome measure?

A program measure is collected during or prior to the year that a candidate completes a preparation program. For most candidates, this means the measure is collected while they are in a program. In contrast, an outcome measure is collected during the first year of a candidate's employment in a Georgia public classroom or school. Because the ultimate outcome of a preparation program is that its completers teach or lead in schools, it was important to the GaPSC that program and outcome measures equally determine the final PPEM rating, so the combined weight of each type of measure is 50%.

### 5. What measures are included in a TPPEM rating, and what are their weights?

#### **Outcome Measures:**

- (1) **Teacher Assessment on Performance Standards (TAPS) – 30%:** Teachers in Georgia public schools, including public charters, are observed periodically in the classroom and their performance is assessed against an evidence-based rubric. The summative score captures their performance on ten performance standards throughout the year.

- (2) **Inductee Survey – 10%:** A common, statewide survey of program completers is conducted at the end of the first year completers are employed in Georgia public schools. The survey assesses completer perceptions on how well they were prepared to translate theory into practice and whether the program equipped them with the essential knowledge, skills and dispositions they need to be effective in the classroom.
- (3) **Employer Survey – 10%:** A common, statewide survey of employers is conducted at the end of the first year of employment of completers employed in a Georgia public or public charter school. The survey assesses the degree of satisfaction voiced by employers of teachers, in addition to capturing further hiring and workforce information that does not pertain to the PPEM.

#### **Program Measures:**

- (1) **edTPA – 30%:** The edTPA is a performance-based, content-specific pedagogy assessment for which candidates submit videos of themselves in the classroom and explain how their planning, instruction, and assessment meet standards of good practice.
- (2) **GACE Content Assessment – 20%:** The GACE is a set of standardized tests designed to assess candidate mastery of knowledge of the subjects they intend to teach. Most content areas have two tests, both of which are required.

6. **What measures will be included in an LPPEM rating, and what are their weights?** (The LPPEMs have not yet been published due to unavailability of data.)

#### **Tier I Programs:**

- (1) **Leader Assessment on Performance Standards – 35%:** The performance of leaders in Georgia public schools, including public charters, is assessed against an evidence-based rubric. The summative score captures their performance on eight performance standards.
- (2) **Tier I GACE Content Knowledge Assessment – 35%:** The GACE is a standardized test designed to assess candidate mastery of the knowledge and skills needed to be an effective educational leader.
- (3) **Completer survey – 10%:** A common, statewide survey of individuals completing Tier I programs is conducted annually. The survey, administered at or near the time of program completion, assesses candidates' experience of program structure and content.
- (4) **Inductee survey – 10%:** A common, statewide survey of program completers employed in their first year in leadership positions in Georgia public schools. The survey assesses completer perceptions on how well they were prepared to translate theory into practice and whether the program equipped them with the essential knowledge, skills and dispositions they need to be effective educational leaders.
- (5) **Employer survey – 10%:** A common, statewide survey of employers of recent program completers employed in Georgia public schools in leadership positions is administered at the end of their first year of such employment. The survey assesses the degree of satisfaction voiced by employers of leaders.

## **Tier II Programs:**

- (1) **Leader Assessment on Performance Standards – 35%:** The performance of leaders in Georgia public schools, including public charters, is assessed against an evidence-based rubric. The summative score captures their performance on eight performance standards.
- (2) **Performance Assessment for School Leaders (PASL) – 35%:** The PASL is a reflection-based test designed to allow candidates to demonstrate the knowledge and skills needed to be an effective educational leader.
- (3) **Completer survey – 10%:** A common, statewide survey of individuals completing Tier I programs is conducted annually. The survey assesses candidates' experience of program structure and content at or near program completion.
- (4) **Inductee survey – 10%:** A common, statewide survey of program completers employed their first year in leadership positions in Georgia public schools. The survey assesses completer perceptions on how well they were prepared to translate theory into practice and whether the program equipped them with the essential knowledge, skills and dispositions they need to be effective educational leaders.
- (5) **Employer survey – 10%:** A common, statewide survey of employers of recent program completers employed in Georgia public schools in leadership positions is at the end of their first year of such employment. The survey assesses the degree of satisfaction voiced by employers of leaders.

### **7. Is there a difference between how provider-level and program-level PPEMs are calculated?**

Provider-level and program-level PPEMs are calculated the same way. A provider's PPEM rating is based directly on data from the individual candidates who complete any initial preparation program with that provider, just as a program's rating is based on the individuals completing that program. This way, even individuals from programs too small to receive a rating will still contribute directly to the provider's rating.

### **8. How are overall ratings assigned?**

The four performance levels are Level 4 (Exemplary), Level 3 (Effective), Level 2 (Acceptable), and Level 1 (Low Performing). Points earned on each measure of the PPEM are totaled and added to a base of 100 to generate an index score on a scale from 100 to 200. The rating is derived from this index score using the following ranges: Level 1 (100 to <140), Level 2 (140 to <160), Level 3 (160 to <180), and Level 4 (180 – 200). Index scores are not rounded prior to application of the overall rating scale; digits past the decimal place are truncated for display in the PPEM dashboard.

### **9. What are the implications of receiving various PPEM ratings?**

PPEM ratings can impact the GaPSC approval status of EPPs. For implications of receiving various PPEM ratings, please see the [PPEM Implications](#) infographic on [www.gapsc.com](http://www.gapsc.com).

**10. What are minimum N sizes, and how are they used?**

N stands for number; a minimum N size is the lowest amount of available data with which the GaPSC will calculate a score for that PPEM element. The minimum N size is currently 10, and applies to each measure individually. Having a minimum N size helps to ensure the reliability of program and provider scores.

**11. What if a program is missing one or more data elements?**

If a program lacks data entirely for one of the data elements, or if data exists for fewer individuals than the minimum N size, GaPSC does not use that data element in calculating the PPEM. If the weight of the remaining elements for which data are available totals 70% or more, a PPEM score is calculated based on those available elements, with the adjusted total points possible being the sum of the weights of the remaining elements. The total of points earned is then calculated as a percentage of points possible to place it on the standard 100-point PPEM index.

**12. How do I know whether a program will have enough data for a PPEM rating?**

Because some data are collected in-program while other data are collected during employment, it is not possible for an EPP or program to know with certainty whether enough data will be available to assign a PPEM rating. However, the GaPSC uses all available data from an individual completer toward a program and provider score, whether or not that individual has all data elements represented. Therefore, for most programs and providers, the data elements with the greatest risk of not meeting the minimum N size will be those collected during employment, since not all candidates that complete a program are employed in a Georgia public school within the data collection window. A program or provider may estimate their likelihood of having enough data by comparing their number of completers and typical employment rates to the minimum N size of 10 set by the GaPSC.

**13. How many years of data do the PPEMs use?**

The PPEMs use consequential data collected during the prior three years. This includes data from those completing a program during those years, and data from those first employed during those years. For instance, the PPEM calculated during academic year 2021 included consequential data collected during academic years 2018, 2019, and 2020. In some years, current-year survey data has been included.

**14. Do completer cohorts play a role in calculating the PPEMs?**

The year in which an individual completes a program determines the availability of his or her data for the PPEM, but cohorts themselves do NOT play a role in calculating the PPEM.

**15. Which test attempts count toward the PPEMs?**

Candidates must attempt the GACE assessment (including both tests where available) and the edTPA within a window of time beginning at the time eligibility is granted by the EPP and ending on August 31 in the academic year of program completion. Non-traditional programs that require a passing GACE score and thus do not grant GACE eligibility have no beginning point to the attempt window. For each completer, the best result among all completed attempts per test within the attempt window will be used. Any program completer who did not attempt the entire assessment will have the non-attempts counted as non-passes for his/her program and provider PPEM. An individual completer may attempt a test as many times as needed or desired. EdTPA scores from non-consequential years will not be used. Test scores from candidates who did not complete the program will not be used.

**16. In which years of employment do TAPS/LAPS results count toward the PPEMs?**

A completer's first available TAPS or LAPS received while employed in his or her field of certification during the first, second, or third year following program completion will count toward the PPEM. For instance, a completer might complete her program within Academic Year (AY) 2016-17 and be hired in-field for the first time in AY 2019-20; if she received a TAPS in that year it would count toward her program's PPEM since it is the third year following completion. Although non-traditional candidates are employed during preparation, only TAPS ratings given following program completion will be used for that program's PPEM.

**17. In which years of employment are employer and inductee surveys administered?**

The inductee and employer surveys are administered the first year of employment following program completion to candidates employed in a Georgia public school, whether traditional or charter.

**18. When will each measure be collected?**

TAPS, inductee surveys, and employer surveys will be collected in April and May, while GACE and edTPA will be collected at the end of the same academic year. Because the PPEM uses three years of aggregated data, the prior two years of data should already have been collected by the time the PPEM is calculated in any given year.

**19. When will the PPEM results be reported?**

PPEM data will be compiled by GaPSC annually in the late summer months (July to September) using data from the prior three academic years, and will be reported by GaPSC during the same academic year.

**20. How will the PPEMs account for the spring 2020 removal of edTPA as a GaPSC program completion requirement?**

The 2021 PPEM uses data from the 2018 and 2019 administrations of the edTPA; data collected in academic year 2020 is not used since the assessment was only required for part of the year. In continuing to include past consequential edTPA data, we honor the work of candidates in completing that assessment, as well as accurately reflecting program design and achievement at that time.